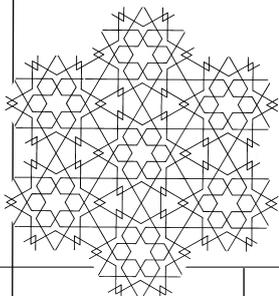


# Trading—different people, different chances



## Learning outcomes

- ◇ to understand the nature of the inequalities of trading
- ◇ to explain the effects of the occupation on trade in Palestine
- ◇ to take action as protest against the unfair situation

### Lesson in brief

The class is split into groups, and some of these designated Palestinians and some settlers. The teacher administers the occupation as the different groups produce goods to sell.

### National curriculum

2.2a, 2.2c, 2.3a, 2.3b, 2.3c.

**Materials:** Set up the classroom accordingly, and you will need papers, scissors etc according to the simple task you set the students.

## Lesson Plan

- ◆ Divide the class into groups. One or two of the groups should be designated settlers and the rest Palestinians. The majority should be Palestinians in order to reflect the proportion in reality.
- ◆ The teacher directs and allocates and so represents the occupying power. Keep one group of students to help with the administration. Give one student the role of banker and another is the quality controller. There should also be a couple of soldiers in this group.
- ◆ All the groups will produce goods for sale. Give all students a task such as measuring, copying, cutting something out of paper.
- ◆ Palestinians have a harder task, while the settlers have it pre-drawn, to reflect the advantages that settlers have. Palestinians should also have fewer resources – for example if you are doing a task that requires scissors, the Palestinians should have fewer scissors per head than the settlers. Whatever task you use, ensure that it needs different inputs from different parts of the room. Explain to the students that once made, each good must be taken to the bank within 5 minutes.
- ◆ Runners from the different groups should take the produce to the quality controller and collect money from the bank.
- ◆ Allocate the students to different parts of the classroom and explain to them the nature of the task they must do. Once students have started on their tasks enact different features of the occupation—highlighted on the following page.
- ◆ Ensure that students know what the features of the occupation are—you can explain to them while you are doing the exercise. Alternatively after the exercise, ask the students if they thought the situation was fair, and in the course of this discussion explain what aspects of the occupation your actions as administrator corresponded to.

- ◆ As administrator, you are responsible for maintaining the occupation which includes:

**Checkpoints** All Palestinians are subject to checkpoints. Ensure the Palestinian runners are stopped and delayed often. Ensure also that Palestinians trying to get all the inputs they need to complete their task are stopped and delayed. It takes Palestinians much longer to do anything, and there are several checkpoints for one journey often requiring different permits. The quality controller will have to reject some of the Palestinian goods as they are too old – reflecting the fact that often Palestinian produce goes bad while producers are held up.

**Demolitions** One of the desks should be turned upside down to signify a house demolition. All the things that were on the desk are no longer inaccessible to the Palestinians. 18, 000 Palestinian homes have been destroyed since 1967.

**Confiscation of land and resources** A couple of the desks belonging to Palestinians – and all the materials, such as scissors, on the desk that the Palestinians were using for their task – should be taken away and given to one of the settler groups. This signifies the confiscation of Palestinian land and resources for settler use. It could also signify the diversion of water from Palestinian areas to serve the settlements and the destruction of hundreds of thousands of Palestinian olive and fruit trees to make way for settlements and settler roads. By the end of the activity the students representing Palestinian students should not only have fewer desks, scissors etc, they should also occupy less space and be separated from each other. This represents the fact that increasing amounts of the West Bank are out of bounds to Palestinians because of the settlement enterprise. The figure is currently at 40% and rising according to the UN. The Palestinian groups should also be far from one another to reflect the fact that Palestinians are increasingly isolated from one another in enclaves that are controlled by checkpoints subject to sudden closure.

**Violence** Set up a situation whereby a few students from the settler groups approach one of the Palestinian groups – they can 'rough up' some of the Palestinians and perhaps turn over a desk (ensuring of course that no student is actually roughed up or hurt). Ensure this is done while students from your administrative/occupation team are watching. This reflects the fact that when settlers commit violence against Palestinians and vandalise their produce, they are most often not called to account and human rights organisations have reported on several occasions where the military either protects the settlers or turns a blind eye to their violence.

**The Wall** Put up a row of chairs to signify the wall. This should affect some of the Palestinian groups, not all, and it should go through the middle of at least one of the groups (to represent those cases where the Wall cuts through the middle of towns and villages). With the construction of the Wall, the Palestinians are now separated from their fields and cannot access the materials they need to complete the task.



### Plenary

- ◆ Bring the class together to discuss the following questions:
  - ◇ Was the situation you just acted out fair or unfair? In what ways was it unfair?
  - ◇ What do you think the impact on Palestinian people 's lives would be?
  - ◇ British goods and Israeli goods are sold all over the world. Why do you think Palestinian goods are not?
  - ◇ Explain to the students what a boycott is and tell them that there is currently a boycott of settler products. Would you support a boycott of settler produce?

### Homework/follow-up

- ◆ Write up some answers to the questions discussed in class