



**DECSY – Development Education Centre South Yorkshire**

*Education for a just and sustainable world*

[www.decsy.org.uk](http://www.decsy.org.uk)

## **Processing the violence in Israel and Gaza – lesson plans and resources**

This is a list of lesson plans and teaching resources to help schools respond to grappling with what/how to talk to pupils about the escalating violence unfolding in Israel and Palestine.

### **Processing the Violence in Israel and Gaza- lesson from Facing History and Ourselves**

Following the outbreak of violence and war in Israel and Gaza, triggered by Hamas attacks on Israel on 7th October, we have developed a lesson, [Processing the Violence in Israel and Gaza](#), to support you in discussing these events in the classroom. We hope the resource will help guide your students as they process the loss of life, learn strategies for following breaking news responsibly, and consider how they can take care of themselves and one another.

When conflict has escalated in Israel and Palestine in the past, there has been a documented increase in anti-semitic and Islamophobic incidents. We hope the suggestions in this lesson will support you and your students to identify intolerance in your school and communities as you navigate these challenging times.

### **Razor Wire & Olive Branches – Quakers in Britain**

The whole pack is predicated on principled impartiality. You can order the physical pack here <https://bit.ly/buy-rw-ob>

This includes a lot of different classroom activities exploring the history, violence and nonviolence, identity, challenging Islamophobia and antisemitism, human rights and international law. It also has a set of case studies of Israelis and Palestinians. These ones are the most proximate in experience to what's happening:

Azzam, an aid worker in Gaza.

Shira, a British IDF volunteer who patrolled near Gaza

Masha, from the town of Sderot which often gets targeted with rockets

Bassam, a former Palestinian fighter

Yehuda, and IDF soldier who now campaigns against Israel's occupation

But it's also good to have a plurality of perspectives

Some of the activities are shaped as lessons you can download here: <https://bit.ly/Eappi-edu>

If you would like to **book a human rights monitor**- an "Ecumenical Accompanier" - to talk in school in-person or online about their eyewitness experience, you can email Eappi - Elinor Milne [eappi@quaker.org.uk](mailto:eappi@quaker.org.uk) (there may well be other community perspectives you want to invite)

### **Palestine and Israel, Understanding the Conflict**

These resources were made in Scotland following a very rigorous process:

<https://www.eis.org.uk/policy-and-publications/palestineisrael>

### **Parallel Histories**

HOW DO YOU GO ABOUT STUDYING A DISPUTED HISTORY?

This approach is "Don't shy away from competing narratives - seek them out, lay them side by side, and challenge your students to immerse themselves in both and form their own judgement."

<https://parallelhistories.org.uk/israel-and-palestine/>

**Equaliteach** has good materials on challenging islamophobia and antisemitism.

**Skillshare video from 2020:** [https://drive.google.com/file/d/1KCemN8l\\_jiA54-3HeozgYCd53iyi-fPY/view?usp=sharing](https://drive.google.com/file/d/1KCemN8l_jiA54-3HeozgYCd53iyi-fPY/view?usp=sharing)

**Video from EGA school** which might generate ideas:

[https://drive.google.com/file/d/1ggN3u\\_tDSOgngYKeIYK1w8\\_i7RobDOL/view?usp=sharing](https://drive.google.com/file/d/1ggN3u_tDSOgngYKeIYK1w8_i7RobDOL/view?usp=sharing)

**Slides related to the EGA school video:**

[https://docs.google.com/presentation/d/1RFHej6bYGC52q5c8dPuDf\\_WaZvr6YUG/edit?usp=sharing&oid=107788548386719674555&rtpof=true&sd=true](https://docs.google.com/presentation/d/1RFHej6bYGC52q5c8dPuDf_WaZvr6YUG/edit?usp=sharing&oid=107788548386719674555&rtpof=true&sd=true))

**Impartiality guidance** from the DfE for reference:

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>