TEACHING RESOURCES

OUR LAND
The NUT has a proud record of international solidarity work going back 100 years.

This work is largely based on links with other teacher unions across the world. Currently we are working with other unions in the global north and global south such as the American Federation of Teachers (AFT) and Uganda National Teachers’ Union (UNATU) to hold to account global corporations like Pearson and Bridge International Academies who are making profits from school systems in Africa. We have done joint work with the Israel Teachers Union (ITU) to produce documents on antisemitism and Islamophobia. Most recently with the General Union of Palestinian Teachers (GUPT) we have made a series of short films on the lives of Palestinian schoolchildren.

The NUT is committed to ensuring that teachers in the UK have good quality materials to teach our students about other young people whose access to education is limited by political circumstances. We believe that no child, because of where they were born or where they live, should be prevented from fulfilling their potential.

On a Union delegation to Palestine in 2013, facilitated by the GUPT, members experienced the dignity and resilience of Palestinian teachers and young people. We are determined to challenge assumptions, break barriers and build ambitions through our “Beyond the Wall” project.

“Beyond the Wall” aims to engage schools in the UK, their teachers, pupils and parents in learning about schooling in conflict zones. We hope to harness the collective and common interests of the NUT and the GUPT in improving the educational opportunities of young people. I hope this resource will be welcomed and widely used in schools across the country.

Kevin Courtney
The West Bank is approximately 5,628 sq km and home to more than 2.7 million people (West Bank and East Jerusalem). It has been under Israeli military occupation since 1967 and subject to Israeli military law.

The border between Israel and the West Bank is called the Green Line. Israel has built a wall or barrier, between the West Bank and Israel. This wall or barrier is made up of 8m high concrete blocks in urban areas and barbed wire and electronic fencing in rural areas but does not stick to the Green Line and has encroached on Palestinian land. To cross it Palestinians need permits and all access through the barrier is via military checkpoints. Some 85% of the barrier has been built inside the Green Line and behind Palestinian villages and towns. The Wall/barrier is considered illegal by the International Court of Justice (09/07/2004).

As well as the barrier, there are over 500 road closures and checkpoints controlling the movement of Palestinian people within the West Bank (UN figures September 2014). In Hebron alone there are 109 road obstacles or checkpoints. (Appendix 4/UNOCHA West Bank Map)

The Oslo Accords is a set of agreements between the Israeli government and the Palestine Liberation Organisation confirmed in 1993 and 1995. The Accords split the West Bank into three separate areas:

**Area A:** the Palestinian Authority, established after the Accords were signed, was given full civil and security control of eight Palestinian cities and surrounding areas, including Nablus. Israeli citizens are forbidden entry to this Area.

**Area B:** the Palestinian Authority was given civil control and shared security control with Israel. This area covered over 400 Palestinian villages and lands but no Israeli settlements.

**Area C:** Israel has full civil and military control. Palestinians have very few rights in Area C.

**NABI SALEH**

Nabi Saleh is a small village of around 600 people, north of Ramallah in the ‘Area C’ of the West Bank which has been undertaking weekly demonstrations against the seizure of the village spring by the nearby illegal settlement of Halamish as part of the wide civil resistance movement. Water use in Nabi Saleh is now severely restricted. There is a military checkpoint at the access to the village and there is constant military presence and surveillance in the area.

**SETTLEMENTS**

“Since 1967, about 250 Israeli settlements and settlement outposts have been established across the West Bank including East Jerusalem in contravention of international law. Settlements are a key driver of humanitarian vulnerability. The establishment and constant expansion of settlements has had a negative impact on the living conditions of Palestinians, resulting in the loss of property and sources of livelihood, restrictions on access to services, and a range of threats to physical security, which in turn have generated need for assistance and protection measures by the humanitarian community. Some of these impacts are related to Israeli settlers’ attacks on Palestinians, and the lack of adequate law enforcement by the Israeli authorities.”

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**TEACHERS’ NOTES**

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WATER

“The majority of Palestinian communities in Area C of the West Bank face difficulties in accessing water, with an estimated 180 residential areas not connected to any water network and depending on expensive tankered water to meet their needs. Localities served by the network are also vulnerable to water scarcity, particularly in the summer...”

HOW TO USE THESE RESOURCES

These resources have been developed to be age appropriate and to allow young people to learn about the lives of children in other countries as well as to think about their own rights.

We think the main target audience for this film and resources are students in KS4, KS5 and beyond. Teachers should use their professional judgement to determine if the film is suitable for other age groups. Obviously, it is important that teachers watch the film before showing it to any students and consider the likely responses and questions their students may have.

SAFEGUARDING AND SAFE SPACES

While the film and resources are intended to increase understanding and awareness of different experiences and perspectives, the issues raised may cause some anxiety and discomfort; students may also express some challenging ideas or beliefs that could be anti-Arab, antisemitic or Islamophobic.

While discussing issues arising from this film and the resources, and with due regard to your school’s safeguarding policy, teachers should seek to:

- Promote dialogue, including helping pupils to identify assumptions, appreciate different points of view and analyse sources for bias and balance;
- Encourage pupils to recognise that there are no simple questions and certainly no easy answers;
• Help pupils understand that there are often many conflicting narratives, all of which may be equally valid;

• Enable pupils to appreciate complexities and different perspectives;

• Provide space for pupils to share feelings, based on agreed ground rules, while discussing what may be emotive subjects.

For NUT guidance on Prevent https://www.teachers.org.uk/node/23923

See also Appendix 1 NUT Guidance on Conflict in the Middle East – issues for schools

UN CONVENTION ON THE RIGHTS OF THE CHILD

All the teaching activities relate to issues prompted by this film and to the rights enshrined in the UN Convention on the Rights of the Child.

The Convention was established in international law in 1989 and is made up of 54 articles which outline all the human rights every child should expect to enjoy. It is signed by all UN member states except for South Sudan and the United States of America (Appendix 2/About the UNCRC; Appendix 3/Articles of the UN Convention on the Rights of the Child).
TEACHING ACTIVITIES
TEACHING ACTIVITIES

RESOURCES: UN Map of West Bank showing closures; UN OCHA factsheets on settlements/water; UN Convention on the Rights of the Child (child-friendly version); ‘Our Land’ film

THEME: The right to life; the right to an opinion and expression of views; threat of violence; the right to a healthy lifestyle and protection from danger or bad treatment; the right to an education; self-development; free movement; human rights; taught knowledge and learned experience

ACTIVITIES:

What’s in a map?
- Google maps – find Nabi Saleh, West Bank, Palestine
  - Ask for observations about where it is/geography etc
  - Make a note of any questions for further research

- Give out A3 copies of the UNOCHA map of the West Bank (access restrictions) Page 6
  - http://www.ochaopt.org/content/humanitarian-atlas-2015
  - Think! Pair! Share!
  - Use the key and diagrams to identify how movement is restricted or controlled in this area
    - How would these restrictions impact on people?
    - Do these restrictions apply to everyone?
  - Click on p55 Humanitarian Atlas for infographic on types of barrier in the West Bank
    - http://www.ochaopt.org/content/humanitarian-atlas-2015
  - Look at Guardian interactive map of changes in the territory since 1967
Settlements

- In pairs, read through the UN OCHA factsheet on settlements
  http://www.ochaopt.org/content/humanitarian-impact-israeli-settlement-policies-update-december-2012
  - Highlight anything that interests, challenges or concerns you
  - What questions do you have?
  - Join with another pair share your thoughts.
    - One person to chair
    - Another to scribe key comments
    - Another to be spokesperson
  - Report back to other groups
  - Identify 3-4 key questions or issues

Your Voice

- Share Article 12 from the UN Convention on the Rights of the Child

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

- Where do you express your views?
- Are your views listened to?
- Are your views acted upon?
- What political power do young people have in the UK?
Show the film ‘Our Land’
- Think! Pair! Share!
  - Identify something that interested you
  - Identify a question that you have
- Class discussion of issues raised

Rights of the Child
- Give out UN Convention on the Rights of the Child (child-friendly version)
- Which rights are denied to Janna and Rand?
- Pick the one that concerns you most
- Construct a letter to the Secretary-General of the United Nations which communicates:
  - The right that is being denied to Janna and Rand
  - How it is being denied
  - Any evidence from the film which substantiates your case
  - Evidence from other sources (OCHA or elsewhere) which substantiates your case
  - What you think the UN should do to resolve the situation

SOME FURTHER READING FOR DISCUSSION IN KS5
- Political influence of settlers on Israeli policy
- Role of media and children in demonstrations
APPENDICES
Conflict in the Middle East – issues for schools

“If we are to have real peace, we must begin with the children.”

Mahatma Gandhi

Background
The NUT believes that education can and does change attitudes.

The Israeli-Palestinian conflict is an ongoing and complex dispute which generates a wide variety of views and opinions.

Any escalation of violence in Israel/Palestine causes much distress and anger. In the UK real or perceived increases in Islamophobia or antisemitism can arise as a consequence of the events in the Middle East. The life of a school is strongly influenced by such outside factors and poses a challenge to teachers.

Teachers at some schools, for example, face the sensitive task of responding to pupils’ reactions, more so Muslim and Jewish pupils’ reactions to the events. The NUT is confident that members will continue to rise to the challenge of educating individuals who can contribute to a more peaceful future. This advice is designed to help them do so.

The advice contained in this document is relevant to all schools. While some of these challenges relate to short-term measures which may need to be addressed following any escalation of violence, there are longer-term issues around antiracism that can be addressed through the curriculum and the promotion of a positive school ethos.
The challenges

• Muslim and Jewish pupils may be targeted by other pupils and adults both within and outside the school.
• Muslim and Jewish staff may face hostility from pupils and parents.
• There may be a hardening of views amongst the school community on issues surrounding Islam, Judaism, and the Israeli-Palestinian conflict.
• Pupils with connections in Israel or Palestine may be particularly distressed.
• There may be a need to deal with questions from pupils on issues around democracy, justice and human rights.

A whole school approach

Teachers should consider the difficulties they may face collectively. A whole school approach should be developed, aimed at providing support to individual teachers faced with pupils experiencing difficulties. A calm environment will of course assist pupils to cope with any stress arising from their personal circumstances.

Although the response of schools to the impact of the Middle East conflict will depend upon circumstances and the individual needs of pupils, it is worth noting that racist attacks on Muslims and Jews in the UK have risen as a result of events in the Middle East over the past decades. Addressing the issues with pupils may help to avoid racist behaviour or cut out racist or abusive language. Schools should seek to address what may be a less than balanced picture in the media.

Support from outside agencies

In looking at issues around racism, antisemitism and Islamophobia, schools may want to involve the wider community, including parents, religious and/or community groups, to provide an outside perspective.

Information on outside agencies which can offer additional support to staff should be made available in the school. For example:

• educational psychologists;
• local authority support services, where they still exist, with expertise in race equality matters, PSHE, citizenship and religious education; and
• organisations working in the field such as Inter Faith Network (www.interfaith.org.uk), and Citizenship Foundation (www.citizenshipfoundation.org.uk)

Supporting teachers

Teachers may be faced with the additional responsibility of helping pupils deal with their emotional responses to conflict in the Middle East. In turn, teachers may need assistance in coping with the emotional demands being placed upon them. Some Jewish or Muslim teachers may be vulnerable in schools, fearing abuse from pupils and/or parents. Teachers may also face discrimination, harassment or isolation in the workplace.

Hence, there is a significant need for support for staff to be included into the whole school approach.

Community Tension

A major issue which may arise is the possibility of heightened tension between different ethnic and religious communities within the school, mirroring that already being seen in the wider society. This is particularly true where negative and stereotyped views of Arabs, Islam and Muslims, or Judaism and Jews are held. An early recognition of the problem and action to deal with it will help to diffuse the situation before it escalates.

The NUT advises the following in dealing with tensions between different ethnic and religious communities:
• Schools should be vigilant for any signs of graffiti, name calling, abuse and bullying, particularly of Muslim or Jewish pupils, and for any signs of tension between pupils and take appropriate action.
• Schools should reiterate to teachers, pupils and parents their policies and procedures for tackling racial or religious harassment.
• Any taunting or abuse on grounds of assumed or actual membership of an ethnic or religious community should be firmly but sensitively dealt with as part of the whole school approach to tackling discrimination and racism.
• It may be appropriate, if tensions are observed, to hold a school assembly or class discussion so that pupils can voice their feelings in a controlled and secure atmosphere. The situation may require opportunities for individual pupils to receive counselling away from the classroom on a one-to-one basis. Support should be offered to both the recipients and the perpetrators of religious or racial harassment.
• Counselling, mediation and support. 
• Take advantage of curriculum opportunities such as, Citizenship education and religious education about world faiths.
• It may be helpful to hold discussions and undertake activities around conflict resolution.
• Pupils should be reminded of the respect due to all ethnic and religious communities. Schools should reiterate to teachers, pupils and parents their policies and procedures for tackling racial or religious harassment.

Pastoral support

There may be children and young people who will be frightened and upset by pictures and reports they see on television or the internet and other forms of social media. Teachers should try to alert parents to the advisability of appropriate discussion with young children to allay their fears.

It is important for teachers to respond sensitively to the worries and fears of all pupils. Helping them express those fears may enable them to cope. It may also be useful to give pupils an opportunity to discuss their concerns openly and help them get their fears into perspective. Teachers will know how best to respond to the individual needs of their pupils.

After school and youth clubs and young people’s centres, as well as schools, can provide opportunities for older pupils to discuss the issues with their peer group and other adults.

Teaching about controversial issues

It is important for teachers to distinguish between their role as private citizens and their role as public educators. Teachers work within a legal framework which gives rights and places duties on those within the education service. It is part of a teacher’s duty not to promote partisan political views in the teaching of any subject in schools.

The Education Act 1996 (Sections 406 and 407) requires governing bodies, head teachers and local authorities to take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils’ attention, they are offered a balanced presentation of conflicting views.

In practice, this means:
• giving equal importance to conflicting views and opinions;
• not presenting opinions as if they are facts;
• not implying a correct opinion through the choice of respondents in a discussion;
• not failing to challenge a one-sided consensus that emerges too quickly in the classroom; and presenting all information and opinion as open to interpretation, qualification and contradiction.
Teachers have a responsibility to help their pupils understand and formulate their views on important areas of public debate. In doing so, they cannot ignore the scope and seriousness of the situation in the Middle East. The emphasis on developing skills to resolve conflict peacefully is therefore important.

Parents and pupils hold a wide range of different beliefs. In any discussion of the Israeli – Palestinian conflict it is important for teachers to take an approach that allows all pupils to participate in and benefit from the exercise. When responding to enquiries from pupils about contentious issues it is important to remember the need to:

- establish ordered ways of proceeding that enable every pupil to have an input into the discussion;
- ensure that the views of everyone in the class are properly heard;
- moderate negative thinking and strong emotions;
- focus on evidence and valid information;
- represent the different points of view as accurately and fairly as possible;
- where possible, use a variety of outside and community sources; and
- demonstrate respect for all opinions.

What teachers can do

Antisemitism and Islamophobia are issues for all schools. Schools have a crucial role to play in helping dispel myths about Jewish and Muslim communities:

- find out facts and figures about Muslim and Jewish communities in Britain today and the history of these communities in the Middle East;
- examine the connections, similarities and differences between Christianity, Judaism and Islam in the context of religious education;
- understand that there is no link between Islam and terrorism;
- understand Islam and Muslims and Judaism and Jews by rejecting typical/common stereotypes;
- understand discrimination experienced by Jews and Muslims and the impact this discrimination has had upon their communities;
- engage critically with stereotypes of Jews and Muslims in films, art and literature;
- challenge Islamophobia and antisemitic lies within the broader framework of antiracism, equality, fairness, human rights and social justice;
- encourage pupils to challenge their friends who display Islamophobic and/or antisemitic behaviour; and
- challenge prejudice in whatever form it presents itself.

Issues to consider when discussing the conflict in the Middle East

While discussing issues arising from the conflict in the Middle East, teachers should seek to:

- promote dialogue, including helping pupils to identify assumptions, appreciate different points of view and analyse sources for bias and balance;
- encourage pupils to recognise that there are no simple questions and certainly no easy answers;
- help pupils understand that there are often many and conflicting narratives, all of which may be equally valid;
- enable pupils to appreciate complexities and different perspectives; and
- provide space for pupils to share feelings, based on agreed ground rules, while discussing what may be emotive subjects.
Resource Material
Useful websites for further advice and guidance, particularly on issues related to teaching about controversial issues, Islamophobia and antisemitism are:

Anne Frank House
There are several websites teaching about antisemitism and racism, and tolerance and anti-bias education more generally, through the inspiration of Anne Frank’s diary. Links to most of them are accessible through the site of Anne Frank House, based in Amsterdam.
www.annefrank.org

Anti-Sectarian Education
‘Don’t give it, don’t take it’: definitions and vivid practical suggestions for primary and secondary classrooms, with a recently added section on Islamophobia. Intended for schools across Scotland, but the approaches are relevant in many other contexts as well.
www.itscotland.org.uk/antisectarian/index.asp

Citizenship Foundation
Many ideas for teaching about current affairs and controversial issues, including situations in the Middle East, Education for Citizenship, Diversity and Race Equality: a practical guide contains several valuable discussions of how to plan and organise lessons about race and racism.
www.citizenshipfoundation.org.uk

Education and Extremism
This NUT advice and guidance on the Prevent strategy for members in England and Wales includes practical suggestions about steps that you can take in your school/college towards discussing difficult, complex or controversial issues openly and safely. It also includes information about the Prevent duty statutory guidance, school inspection and useful resources for teachers.

Inservice Training and Educational Development
Countering Intolerance against Muslims through Education by Robin Richardson are notes designed to support Guidelines for Educators on Countering Intolerance against Muslims report by OSCE and ODIHR.
www.insted.co.uk/islam.html

Holocaust Educational Trust
Resources for citizenship education, including reference to racism, fascism, human rights and the role of the media.
www.het.org.uk

Oasis of Peace
A citizenship project for 14 to 18 year olds including mediation and peace making skills based on ideas developed at the School for Peace in the Arab/Jewish village Neve Shalom–Wahat al Salam.
www.oasisofpeaceuk.org/5-dwc-01.htm

Oxfam
Very useful guidance for teachers on dealing with controversial issues
www.oxfam.org.uk/education/teachersupport/cpd/controversial/

www.teachers.org.uk
About the UN Convention on the Rights of the Child

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child, also known as the CRC or UNCRC. The Convention changed the way children are viewed and treated – in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity.

These rights describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child, no matter who they are or where they come from.

The CRC is the basis of all of Unicef’s work. It is the most complete statement of children’s rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. The Convention must be seen as a whole: all the rights are linked and no right is more important that another.

There are also a number of agreements, called Optional Protocols, which strengthen the Convention and add further unique rights for children.

Unicef is the only organisation working for children recognised by the Convention. All UN member states except for the United States and South Sudan have ratified the Convention. The UK signed it in 1990, and it came into UK law in 1992.
APPENDIX 3

UN CONVENTION ON THE RIGHTS OF THE CHILD (CHILD-FRIENDLY VERSION)

Our Rights

In 1989, governments across the world promised all children the same rights as adults by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

These are our rights.

1. Every child has the right to life. Children should be treated with care and respect.
2. Children should not be tortured and never be given any form of cruel, inhuman or degrading treatment.
3. Children have a right to the highest attainable standard of health.
4. Children have a right to be given food, clothing, shelter, and other things they need.
5. No child should be put in a situation where they are at risk of harm.
6. No child should be kept away from their family and loved ones.
7. No child should be kept away from their family and loved ones without their parents’ permission.
8. No child should be kept away from their family and loved ones without permission from the authorities.
9. No child should be kept away from their family and loved ones without the child being given a chance to express their views.
10. No child should be kept away from their family and loved ones without the child being given a chance to express their views.
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For more information, please visit the UN website.
APPENDIX 4
UN MAP OF WEST BANK SHOWING CLOSURES
KEY FACTS

- Since 1967, Israel has established about 150 settlements (residential and others) in the West Bank, including East Jerusalem; in addition to some 100 “outposts” erected by settlers without official authorization. Three new settlements were approved in 2012 by retroactively ‘authorizing’ such outposts.
- In 2011, the settler population was estimated at over 520,000; the annual average rate of growth during the past decade was 5.3% (excluding East Jerusalem), compared to 1.8% for the Israeli population as a whole (ICBS).
- Up to 28 November, there had been a threefold increase in the number of new settler housing units which were issued for tender in 2012, compared to 2011 (Peace Now); on 30 November, the Israeli authorities announced plans to build 3,000 new settlement units in East Jerusalem and the rest of the West Bank.
- The fenced or patrolled areas of settlements cover three percent of the West Bank; in total 43% of the West Bank is allocated to settlement local and regional councils.
- Virtually all of the land declared by Israel as public or “state land” (27% of the West Bank) has been allocated to settlements, rather than for the benefit of the local Palestinian population (B’Tselem).
- About one third of land within the outer limits of settlements is privately owned by Palestinians, according to official Israeli land records (Peace Now).
- In 2012, one Palestinian was killed and approximately 1,300 injured by Israeli settlers or security forces in incidents directly or indirectly related to settlements, including demonstrations.
- Only ten percent of 781 investigations conducted by Israeli police into incidents of settler violence between 2005 and 2011 resulted in indictments (Yesh Din).
- Approximately 540 internal checkpoints, roadblocks and other physical obstacles impede Palestinian movement within the West Bank; these obstacles exist primarily to protect settlers and facilitate their movement, including to and from Israel.
- The location of settlements was the major consideration behind the deviation of the Barrier’s route into the West Bank, including East Jerusalem; once complete, about 80% of the settler population will live in settlements located on the western (“Israeli”) side of the Barrier.
- Israeli settlers in the West Bank consume approximately six times the water used by Palestinians in the West Bank.

1. Settlements are illegal under international law as they violate Article 49 of the Fourth Geneva Convention, which prohibits the transfer of the occupying power's civilian population into occupied territory. This has been confirmed by the International Court of Justice, the High Contracting Parties to the Fourth Geneva Convention and the United Nations Security Council.
2. Seizure of land for settlement building and future expansion has resulted in the shrinking of space available for Palestinians to develop adequate housing, basic infrastructure and services and to sustain their livelihoods. These and related measures have contributed to the forced displacement of families and communities.
3. The failure to respect international law, along with the lack of adequate law enforcement vis-à-vis settler violence and takeover of land has led to a state of impunity, which encourages further violence and undermines the physical security and livelihoods of Palestinians. Those demonstrating against settlement expansion or access restrictions imposed for the benefit of settlements (including the Barrier) are regularly subject to arrest or injury by Israeli forces.
4. Israeli civil law is de facto applied to all settlers and settlements across the occupied West Bank, while Israeli military law is applied to Palestinians, except in East Jerusalem, which was illegally annexed to Israel. As a result, two separate legal systems and sets of rights are applied by the same authority in the same area, depending on the national origin of the persons, thereby discriminating against Palestinians.
5. Continuing settlement construction, expansion and encroachment on Palestinian land and water resources is an integral part of the ongoing fragmentation of the West Bank, including the isolation of East Jerusalem. This fragmentation undermines the right of the Palestinian people to self-determination, which is to be realized with the creation of a viable and contiguous Palestinian state alongside Israel.
UNITED NATIONS
Land Allocated to Israeli Settlements
December 2012

Israeli Settlements
- Fenced or Patrolled Areas and Cultivated Land
- Municipal Boundary
- Regional Council

Barrier
- Constructed / Under Construction
- Planned

Settler Attacks Resulting in Palestinian Casualties or Property Damage

2009 2010 2011 2012
0 20 40 60 80
Property damage Casualty

Land Allocated to Israeli Settlements

Settler Attacks Resulting in Palestinian Casualties or Property Damage

Har Homa settlement, photo by JC Tordai, 2009