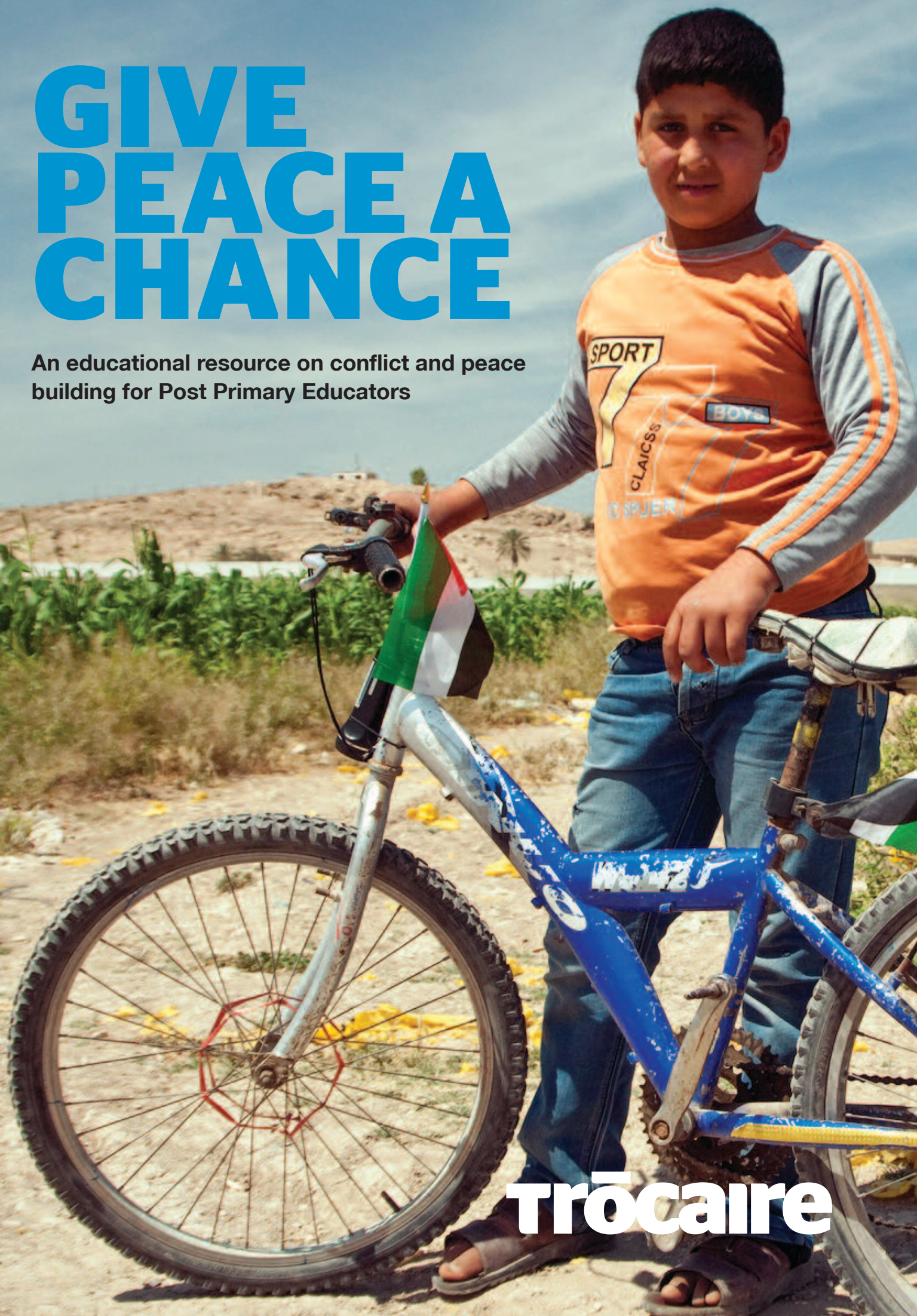


GIVE PEACE A CHANCE

An educational resource on conflict and peace building for Post Primary Educators



trócaire

Introduction

IDEA

Log on to www.trocaire.org/education for more education resources

This is a post-primary education resource for teachers developed to explore the issue of conflict and peace-building. It looks at conflict through the lens of Israeli Palestinian Conflict. It can be incorporated into Citizenship Education, Religious Education, Geography, English or History classes at post primary level. Educators can choose to do some or all of the activities.

Section One: The Cost of Conflict

AIM

To introduce young people to the cost of war

What you do!

Divide the class into five groups.

Cut out and give each group a fact card (on Page 2). Invite them to present the facts on their card in a creative way. This could be through role play, a mime, a drawing, a cartoon or song.

Give the groups 15 minutes before asking them to present back to the whole class.

Follow up discussion points

Ask the students to talk about what they have seen presented. What did they learn about the link between poverty and conflict? What are the costs of conflict? Financial, human, social, cultural etc. Why are governments spending so much on arms and warfare when people suffer?

Fact Cards – Did you know?

Every year, right across the world, the amount of spending on defense totals more than \$700 billion. Global spending on education is less than \$100 billion.

The cost of one missile could plant 200 million trees.

In armed conflicts since 1945, 90% of casualties have been civilians compared to 50% in WWII and 10% in WWI.

There are twice as many people in the military as there are doctors, nurses and teachers in the world.

The USA is the world's biggest arms exporter and supplies around 40 % of the developing world's arms.

The cost of one Trident submarine is the same as the cost of a year's schooling for 16 million children in the developing world.

Section Two: Playing by the Rules

Throughout history there have been times when countries feel compelled to go to war in order to protect the human rights of their civilians. This should only ever occur as a last resort when countries have failed to come up with a peaceful solution.

Activity One: To war or not to war...?

AIM

To explore with students the justification for war

What to do!

Divide the class into brainstorming groups. Ask them to discuss amongst themselves any circumstances or occasions when they feel that war could be condoned.

Nominate one person from each group to feedback to the entire class.

Note their feedback on a flipchart or on the board.

Compile a list of situations of when war may be justified.

I think war should be allowed when....

I think war should be forbidden when...

Activity Two: Rules of War

The United Nations developed a body of International Humanitarian Law (IHL) in order to limit unnecessary death and destruction as a result of war and conflict. IHL explains the Rules of War. Part of this body of law is the Geneva Conventions, which contain provisions prohibiting certain methods of warfare and addressing issues of civil wars.

AIM

To introduce students to international law and how wars should be conducted.

What to do!

Use the Rules of War as the basis for a walking debate on the conduct of the conflict in Gaza.

Prepare three cards and place them in three different areas of the classroom. Read out the following statements (below) and get students to move towards the card that reflects their opinion.

AGREE DISAGREE NOT SURE

Explore and discuss with the students why they 'agree', 'disagree' or are 'not sure' about the statements. Encourage them to move to another area as the discussion progresses and they change their minds.

Maybe you can think of other statements that might prompt your students to explore the conduct of war. Introduce the UN's Rules of War (Student Handout on Page 5)

Follow up discussion

Discuss with students the reasons for Rules of War. Why is it important to have such rules? What would happen if such rules didn't exist? Can you guess what happens if a country breaks the rules? Think about the Israeli Palestinian Conflict – have both sides of the conflict complied with the rules? How does this make you feel?

IDEA

Why not get some newspaper articles on the conduct of the war in Gaza as a stimulus for discussion.

Statements for Walking Debate

War should be forbidden in every situation

War is the best way to solve a dispute between countries

Fighting over land and other natural resources is allowed

A country can use any weapon or missile if it means the war is finished more quickly

Civilians can be killed if they are on the side of the enemy

THE UNITED NATIONS' RULES OF WAR

1. Non-combatants and civilians shall be protected and treated humanely.
2. It is forbidden to kill or injure an enemy who surrenders or who is outside the combat zone.
3. The wounded and sick shall be cared for and protected by the party to the conflict which has them in its power.
4. Captured combatants and civilians must be protected against acts of violence, revenge and reprisals. They shall have the right to correspond with their families and to receive relief.
5. No one shall be subjected to torture, corporal punishment or cruel or degrading treatment.
6. Parties to a conflict and members of their armed forces do not have an unlimited choice of methods and means of warfare.
7. Parties to a conflict shall at all times distinguish between the civilians and combatants. Attacks shall be directed solely against military objectives.

Source: 4th Geneva Convention for Protection of Civilians in time of War, August 12, 1949

Section Three: Who's got the Right?

Activity One: Examining Rights



To examine the human rights that are threatened or abused in times of war.

What to do!

As a class read the following case studies. Invite students to form small groups and re-examine the article, taking note of all the human rights that are threatened, respected or abused.

Use the Universal Declaration on the Human Rights of a Child as a reference point for your students. What does the United Nations say about the Rights of the Child?

Draw a list on flipchart or board of Mohammed/Sundus rights (sample grid below)

RIGHTS ENJOYED		RIGHTS DENIED		RIGHTS THREATENED	
Analysis		Analysis		Analysis	
Right	UDHR Article	Right	UDHR Article	Right	UDHR Article

Follow up

Think of your own life. Fill out a similar grid. Look at the different rights that you enjoy. How does this make you feel? Who decides on the rights of children? How would you feel if your rights were denied?

Universal Declaration on the Rights of the Child

Article 1: All children under the age of 18 are entitled to all of these rights

Article 2: You have the right not to be discriminated against in any way.

Article 3: You have the right to have good decisions to be made for you.

Article 4: You have the right to have your rights respected and made real by the government.

Article 5: You have the right to be looked after by your parents if you have them.

Article 6: You have the right to a life.

Article 7: You have the right to be given a name and a nationality.

Article 9: You have the right to live with your parents, unless this would not be appropriate.

Article 12: You have the right to say what you think and you must be listened to.

Article 14: You have the right to believe what you want, and you can follow any religion that you wish.

Article 17: You have the right to have information from TV, radio, books, etc.

Article 19: You have the right to be protected from being hurt, abuse and neglect.

Article 20: You have the right to have protection and care if it is not possible for you to live with your parents.

Article 22: You have the right to have protection and help if you are a refugee.

Article 24: You have the right to good health care.

Article 26: You have the right to help from the government if you are poor or need help in some way.

Article 27: You have the right to have a good place to grow up in.

Article 28: You have the right to have a good education.

Article 30: You have the right to speak your own language and practice your own religion or culture.

Article 31: You have the right to play and have time to play in.

Article 38: If you are in a war zone, you have the right to be protected from any harm

For full list see Office of the High Commissioner for Human Rights www.ohchr.org

Case Study 1: Mohammed Abohanya

In many ways, Mohammed Abohanya is like any other 13-year-old. He walks to school each day and enjoys meeting his friends. His favourite subjects are science, history and geography.

When the school day ends, Mohammed enjoys playing with friends and helping his father on the family farm. After helping his father, Mohammed plays football in the fields and cycles with his friends.

“I enjoy working on the farm,” he says. “I like looking at my father to learn how to plant properly. I also enjoy playing football but my favourite hobby is cycling.”

For Mohammed, however, life is not always so easy. He lives in the Jordan Valley area of the West Bank, an area controlled by the Israeli military. From his house, he can see armoured jeeps and a military base.

Two years ago, Mohammed was at home when he saw the jeeps driving towards his farm. With no warning, over 100 soldiers and policemen arrived at the farm and told Mohammed’s father, Waleed, that they were confiscating some of his land in order to give it to Israeli settler families. They used a bulldozer to destroy the family’s crops and told them that they no longer owned the land.

Despite legally owning the confiscated field, Mohammed and his family could do nothing to stop the army from taking it from them.

“It happened so quickly,” recalls Mohammed. “They started demolishing the crops and we could not do anything. It was very scary and I started to cry. I am frightened that they will come back for more land.”

The land now belongs to Israeli settler families. As a farming family, the Abohanya’s need their land to produce crops for sale. Without the land, they would have no way of earning money.

Settler families live near to Mohammed but he has never spoken to any of them. The settler children are not allowed to mix with the Palestinian children. Although he has seen them in the distance, he does not know anything about them.

“I see the settler children on their school buses but we are not allowed to mix,” he says. “They go to different schools. I have no idea what life is like for them.”



Mohammed. Photo: Garry Walsh



Mohammed. Photo: Garry Walsh



Waleed Abohanya and his family. Waleed was born in 1972. His family bought land off other Palestinian farmers in 1949. He has the title deeds dating from Ottoman Empire time. The family have had over 60 percent of their farming land taken by the Israeli government since 1995. Photo: Alan Whelan.

Case Study 2: Sundus Al-Azzeh

Sundus is an 18 year old Palestinian girl living in the city of Hebron. Hebron is home to 190,000 Palestinians, but 800 radical Israeli settlers live in the very centre of the city. Sundus lives next to these settlers and her and her family have been the victim of attacks and abuse by settlers.

She is in her final year at school, and has to go through a military checkpoint every day. Often her bags are searched. Outside her school, settler women often gather to shout abuse such as “Slaughter the Arabs” in Arabic and men throw stones and eggs. She has been attacked and beaten up by the settlers.



Sundus Al-Azzeh. Photo: Alan Whelan

Sundus says that “the Israeli soldiers protect the settlers and not the children”. International volunteers help defend the students on their way to and from school.

“The settlers that live here are crazy. They hate us. We try to be kind to them, but it is impossible. They are difficult. Small settler children that are only 5 years of age call us dogs in Arabic”.

“I have a lot of friends in Israel who are kind and peaceful” says Sundus. She came to Ireland with “Schools across Borders” and also had the chance to make contact with Israelis of the same age. She continues to write to them and talk on Skype. “When I tell the Israelis about the settler violence, they are sad but the problem is that when they are 18 they have to join the army and protect these settlers.”

Trócaire’s partner organisation, B’Tselem, are an Israeli human rights organisation and have provided Sundus with a video camera. Sundus is now able to film settler and soldier attacks. “I’m a volunteer here so I’m strong,” she says. “They have guns but the camera is my gun”.



Sundus Al-Azzeh, 18, Hebron. Sundus has been beaten up on the way to school by Israeli settlers. Her family are not allowed leave their front door in Hebron. Photo: Alan Whelan.

“When I complete my education, I want to be a translator. I want to be a famous woman who can travel to Gaza. If I have a lot of money, I would go to Gaza to help rebuild houses.”

Trócaire’s Partner

Featured partner: B’Tselem - The Israeli Information Center for Human Rights in the Occupied Territories

B’Tselem was established in 1989 by a group of prominent academics, attorneys, journalists, and Israeli parliament members. It endeavors to document and educate the Israeli public and policymakers about human rights violations in the Occupied Territories, combat the phenomenon of denial prevalent among the Israeli public, and help create a human rights culture in Israel. www.btselem.org

Section Four: Taking Action for Justice

Trócaire was established in 1973 in order to help protect the most vulnerable people on the planet. In fact, Trócaire's motto is, "Working for a Just World". It is this motto that motivates us to strive for a fairer world for all of us.

Part of helping the most vulnerable people in the world is taking action for justice and showing solidarity. So why not take action in your classroom!

Activities: Portraits of Peace

Invite individual students to read out their own peace poems and reflections from Section Five. Create a gallery in your classroom of your drawings and murals and reflections for peace.

Hold an awareness day on September 21st, the International Day of Peace.

Create a poster board of icons of peace. Use the heroic examples of Nelson Mandela, Mother Theresa of Calcutta, Mahatma Gandhi to name a few.

Log onto Trócaire's website, www.trocaire.org and find out our most recent developments in the area of peace building and human rights. Take action for justice by logging onto our campaigns page www.trocaire.org/takeaction.

Section Five: Give Peace a Chance



AIM

To encourage young people to imagine alternative futures for the world and to ensure human rights for all

What to do!

Divide the class into groups and give each group one statement to discuss. Take a large sheet of paper and let each member of the group draw or paint his/her thoughts or write poems or reflections in response to the statements.

'I wondered why somebody didn't do something for peace, then I realised I am somebody.'

Anonymous

'If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.'

Nelson Mandela, South Africa

'There is no way to peace, peace is the way.'

Mahatma Gandhi, India

'Every gun that is made, every warship launched, every rocket fired, signifies a theft from those who are cold and are not clothed.'

Dwight Eisenhower, USA

'Peace and security cannot be won at the barrel of a gun.'

Archbishop Desmond Tutu

'If we have no peace, it is because we have forgotten that we belong to each other.'

Mother Teresa, Calcutta

Use the statement to prompt the students to think about peace in the world and what they would like to see in the world that we live in. What is needed to make this world peaceful and safe for us all?

Israel and the occupied Palestinian territories at a glance

A short history of the conflict...

- Following World War II, the state of Israel was created in 1948. The creation of Israel caused a war between Israel and its Arab neighbours, and approximately 800,000 Palestinians who were living there fled the fighting or were forced off their land. They were never allowed to return to their land and this has created the world's largest refugee problem, and the root cause of the Israeli-Palestinian conflict.
- In 1967, following another Arab-Israeli war, Israel occupied the Palestinian lands of the West Bank and Gaza. Cycles of conflict have devastated the region in the decades since 1967. Palestinians in the West Bank and Gaza continue to live until this day under Israeli occupation, and remain without a state of their own.
- Since 1967, Israel has created settlements in the West Bank. There are now **over half a million Israeli settlers in the West Bank**, even though these settlements are illegal under international law. Palestinians continue to be forcibly displaced from their land, having their homes demolished and farms bulldozed to make way for settlements.



Facts and figures:	Israel	West Bank	Gaza
Population	7.5 million	2.7 million	1.7 million
Area	20,770 sq km	5,860 sq km	365 sq km
Unemployment	5.6%	20%	34%
Life expectancy	81 years	75 years	74 years
Major religions	Jewish 75.6% Muslim 16.9% Christian 2%	Muslim 90% Christian and other 10%	Muslim 99.3% Christian 0.7%



Bethlehem. Photo: Garry Walsh



Checkpoint in Hebron. Photo: Alan Whelan.

Humanitarian crisis in Gaza:

For the last 5 years, Israel has imposed a blockade on the Gaza strip. The aim of this blockade is to punish Hamas, the Islamist movement which controls Gaza. However, the blockade constitutes **collective punishment** of the entire population, and is **illegal** under international law. The blockade, together with the destruction caused by the Israeli invasion of Gaza in 2009 has created a humanitarian crisis which causes much suffering for the ordinary people of Gaza.

Statistics:

- The intensified blockade on the Gaza Strip was imposed in June 2007
- Gaza is one of the most densely populated regions in the world (over 4,500 people per sq. km).
- A severe fuel and electricity shortage results in power outages of up to 12 hours a day.
- 34% of Gaza's workforce, including over half its youth, is unemployed.
- 80% of Gazan's depend on food aid.
- Some 90 million litres of untreated and partially treated sewage are dumped in the sea each day.
- 85% of schools in Gaza run on double shifts.
- Since 2007, nearly 2,300 Palestinians have been killed and 7,700 injured by Israeli forces. Over a quarter (27%) of all Palestinian fatalities were women and children.

Source: UNOCHA, 2012

Trócaire makes a difference in Israel and the occupied Palestinian territories

Trócaire has worked in Israel and the occupied Palestinian territories since 2002 in response to an unprecedented escalation of violence. We do this because we believe in justice and the dignity of all people. **We work together with both Israeli and Palestinian organisations** to create a just and lasting peace based on fundamental human rights. We stand together with women, men and children through difficult times such as the siege and war on Gaza and the construction of the wall around Bethlehem.

Through the global gift of an olive tree we have purchased thousands of olive trees and helped Palestinian farmers to stay on their lands despite attacks. During the war in Gaza in 2009 we supplied families with blankets, food and medical support. We have also relentlessly challenged Israel's policy of demolishing homes, evicting families, confiscating land and building settlements on Palestinian territory. **We continue to urge the Irish government and the EU to do more for peace and justice.**

Trócaire's Partners

Rabbis for Human Rights: are a group Israeli Rabbis who speak out and challenge human rights abuses. They work to protect Palestinian farmers and to gain access to their land during the olive harvest.

The Palestinian Centre for Human Rights: based in Gaza, they document human rights violations, and provide legal support to victims. They also campaign for justice for the victims of potential war crimes.

Breaking the Silence: are Israeli ex-soldiers who speak out about their service in the Israeli military, exposing to Israeli society the human rights abuses carried out by the Israeli military in the occupied Palestinian territories.



'If we have no peace, it is because we have forgotten that we belong to each other.'

Mother Teresa, Calcutta



1. Waled and his family have had over 60 percent of their farming land taken by the Israeli government since 1995. Photo: Alan Whelan.
2. Deserted shopfront in Hebron. Photo: Alan Whelan.
3. Waled's children. Photo: Garry Walsh.

Compiled by Aoife Rush, Trócaire, 2009

Updated and Edited by Bríd Dunne and Garry Walsh 2012

Cover photo: Mohammed Abohanya (13) lives in the Jordan Valley area of the West Bank, an area controlled by the Israeli military. Photo: Garry Walsh

Working for a just world.

Maynooth

Trócaire, Maynooth,
Co. Kildare, Ireland

Tel: +(3531) 629 3333

Fax:+(3531) 629 0661

e-mail: info@trocaire.ie

Northern Ireland

Trócaire, 50 King Street,
Belfast, BT1 6AD

Tel: +(4428) 9080 8030

Fax:+(4428) 9080 8031

e-mail: infony@trocaire.ie

www.trocaire.org

Trócaire