

# SHIFTING PERSPECTIVES

THE HOLY LAND

## Leader's notes

The accompanying resources are at [cafod.org.uk/sixthform](http://cafod.org.uk/sixthform)

### Learning objectives

By the end of this session young people will:

#### Understand:

- have gained understanding of the complexity and nuances of the Israeli/Palestinian conflict, recognising the importance of historical and cultural context;

#### Discern:

- have formed coherent and reasoned judgements about the factors that shape the perspectives of young people in the Holy Land, supported by appraisal of evidence;

#### Respond:

- have critically evaluated their own response to questions of identity and factors shaping their perspectives on life, in light of Catholic Social Teaching.

### Themes and curriculum links

**Level:** Key Stage 5 in General RE.  
Key Stage 4 during off-timetable retreat days or Citizenship GCSE.

#### Post-16 General RE

- Differing perspectives between people with different experiences, cultures and faiths.
- Making life choices.
- Human rights.
- Peace and conflict.

#### Citizenship

- Creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives.
- Identifying and comparing similarities and differences in a range of situations from local to global.

**SMSC** This resource supports the spiritual, moral, social and cultural development of pupils.

### Materials

- **Leader's notes**
- **Learning videos x 3**
- **PowerPoint™ presentation**
- **Printable character sheets x 4**



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## Advance preparation and timing



Print out copies of character sheets for group use.  
Set up screen for video and slides.

The suggested timing below is for a one-hour session. You can also use this material over two or more lessons, for example, using videos 1+2 in the first lesson and spending the second lesson with video 3 and enriched discussion using the five quotes from Pope Francis.

### 1. Starter on identity (5 mins)



Have the first papal quote showing on screen (slide 2) as students walk into class. Ask them to talk to their neighbour about whether they agree or disagree with it.

#### Key quote to inform discussion:

"A healthy openness never threatens one's own identity."  
(Pope Francis, *Fratelli Tutti*, 148)

Talk through slides 3-5. Now return to the quote and discuss the points on slides 6-7.

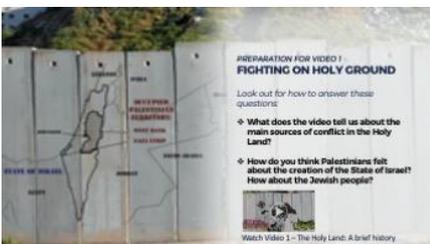
### 2. Meet our four characters (5 mins)



Give four students one character card each. Ask them to hold up the card for the class to see and then to read out the character's name and the bullet points under the title "Identity".

Following this example, have a quickfire round of asking what key words students would use to describe themselves or their family background. Keep this brief.

### 3. Fighting on holy ground (10 mins)



Use slide 8 to prepare for Video 1 – a brief background to the Israeli/Palestinian conflict.



Watch the video.

Return to the questions on slide 8 and discuss. Move to slide 9 on why Jerusalem is so crucial as a city of faith. First show the question and get responses, then click to reveal the bullet points.

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Finish this section with the papal quote and question on slide 10.

### Key quote to inform discussion:

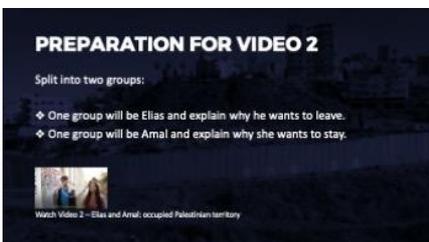
“Every human being has the right to live with dignity... this fundamental right cannot be denied by any country.”  
(*Fratelli Tutti*, 107)

### Notes to the history:

**Arab:** You may need to explain the term ‘Arab’ to pupils, as referring to a broad ethnicity rather than a nation.

**Mandatory Palestine 1923-1948:** After WWI the League of Nations granted Britain a mandate to govern the region of Palestine, after the fall of the Ottoman Turks who previously ruled the territory. This covered the area of modern-day State of Israel, Jordan and occupied Palestinian territory.

### 3. Different perspectives: Elias and Amal (15 mins)



Use slide 11 to prepare for Video 2, set in the occupied Palestinian territory. Divide the class in half. One half will represent Elias, the other Amal. Give each side copies of the relevant character card. They should look out in the video for the differences between how Elias and Amal see things.



Watch the video.



The two groups present:

- Why does Elias want to leave? Show slide 12 and encourage them to explore the key words in their answer.

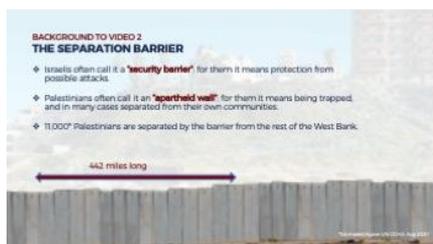


- Why does Amal want to stay? Show slide 13 and encourage them to explore the key words in their answer.

The two groups exchange opinions and perspectives on whether and why they think young people in occupied Palestinian territory (and the State of Israel) should stay and try to change things, or emigrate in search of a better life.

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(Alternatively, you can frame this as a hot seat activity, where two students represent Elias and Amal. Have the class read the relevant character cards and view slides 12-13. Other students question them about their perspectives.)

Review slide 14 on the separation barrier for background



In plenary, discuss the questions that Amal puts to young people in the UK on slide 15.



You could explore further using papal quote on slide 16: Is our first responsibility to ourselves, or to our country? What is my perspective on my own country and 'nationhood'? What has shaped this perspective? How do we remain true to our own home and values while also considering the common good of our global family?

### Key quote to inform discussion:

"I can welcome others who are different... and value the unique contribution they have to make, only if I am firmly rooted in my own people and culture." (*Fratelli Tutti*, 143)

### Notes to the video

**Barrier:** The full route of the separation barrier or 'wall' will be 442 miles long when complete, yet the 1949 Armistice line that runs between the State of Israel and the West Bank is only 205 miles long – 85% of the barrier is built on Palestinian land. It cuts off 11,000 Palestinians from their own communities in the rest of the West Bank (OCHA). Many sections are concrete divisions up to 8 metres high.

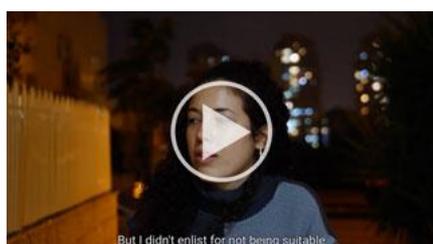
**Intifada:** Amal uses this word, an Arabic term meaning 'shaking off' or resistance to the occupation.

## 4. Shifting perspectives: Maayan and Hiba (15 mins)



### Pairing activity

Show slide 17. Divide the class in half. Give each student in your two groups the character card for either Hiba or Maayan. Explain that in Israel, Jews and Palestinians often live very separately, but these two girls met on a year-long CAFOD project (see also slide 25) helping young people from different backgrounds to understand the history of the conflict and take action to build a fairer future.

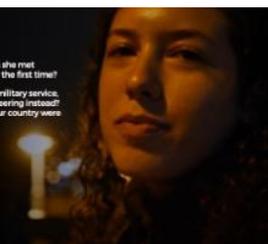


Watch Video 3, set in Israel. Tell students to look out for how both girls think it is important to see the other side's perspective.

Each student finds a person from the other group to discuss what factors might influence the girls' view of each other. Students feed back to class.

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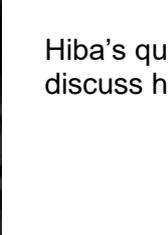
**MAAYAN: QUESTIONS**

- How did Maayan change when she met Palestinian citizens of Israel for the first time?
- If UK school leavers had to do military service, would you join up or do volunteering instead? Would your choice change if our country were threatened by attack?



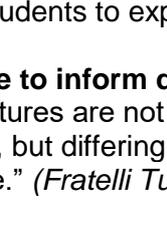
**“THOSE WHO RAISE WALLS WILL END UP AS SLAVES WITHIN THE VERY WALLS THEY HAVE BUILT.”**  
*— Pope Francis talking to students in Tel Aviv. Quoted in Fratelli Tutti, 20*

Q Do you think this is true? Give your reasons.



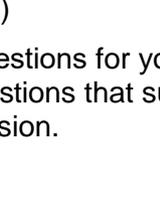
**HIBA: QUESTIONS**

- Hiba is Palestinian by nationality, and Israeli by citizenship. Discuss possible problems of identity this raises.
- Hiba speaks the language of both communities – but it's hard to be a bridge between two cultures?
- How can we be a bridge between different cultures and communities?



**“OTHER CULTURES ARE NOT ‘ENEMIES’ FROM WHICH WE NEED TO PROTECT OURSELVES, BUT DIFFERING REFLECTIONS OF THE INEXHAUSTIBLE RICHNESS OF HUMAN LIFE.”**  
*— FRATELLI TUTTI, 147*

Q What does Pope Francis mean? Do you agree?



**ELIAS' QUESTIONS FOR YOU**

- Who am I?
- Is the history of my people important to me today?

**THOUGHTS TO TAKE AWAY**

- What has shaped your own perspective and identity?
- What might change your perspective?
- Was your perspective (opinion) changed today? If so, how and why?
- Why is it important to be able to shift our perspectives - to stand in someone else's shoes?

**Extension work**

- Write a reflection about your identity as a young person in the UK - where do you feel you belong and why? Think about your family, other groups you belong to in society, your cultural background. What obstacles and opportunities do you see to being able to live a full life?
- Find out more about CAFOD's work in the occupied Palestinian territory and Israel at [cafod.org.uk](http://cafod.org.uk) under 'About us' / Click on 'Where we work'.
- By campaigning and fundraising with CAFOD you can help to defend and uphold the rights of people around the world who experience injustice. Find out more at [cafod.org.uk/getinvolved](http://cafod.org.uk/getinvolved)

## Plenary

**Maayan's questions:** Look at Maayan's key words on slide 18 and discuss her questions on slide 19. Explore how meeting each other in the CAFOD project might have changed Maayan and Hiba's perspectives.

### Key quote to inform discussion:

“Those who raise walls will end up as slaves within the very walls they have built.” (*Fratelli Tutti*, 252)

**Hiba's questions:** Now recap Hiba's key words on slide 21 and discuss her questions on slide 22.

Ask the students to explore the papal quote on slide 23.

### Key quote to inform discussion:

“Other cultures are not ‘enemies’ from which we need to protect ourselves, but differing reflections of the inexhaustible richness of human life.” (*Fratelli Tutti*, 147)

## Conclusion (10 mins)

Discuss Elias's final questions for young people in the UK (slide 24) and the concluding questions that sum up what the students may take away from the session.

## Extension work

When this resource was trialled, young people told us they wanted to know how they could get involved and do something to make a difference. Please share the information on slide 26 and encourage your students to pray, campaign and fundraise with CAFOD to help overcome poverty and injustice around the world. Thank you.

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of CAFOD and do not necessarily reflect the views of the European Union.

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