



THE O WORD - 90 min



THE 4HQ OF IT...

Israel's relationship with the Palestinians over the Green Line embodies clashing answers to **all four of the Hatikvah Questions**. The security of Jews and Palestinians is at stake [To Be?]. The nature and values of the Jewish and Palestinian People are in question [People?]. The democracy and rights of all sides are challenged [Free?]. Borders, homes, and sanctity of land are central to the conflict [In Our Land?].

Indeed it may well be that Israel's issues with the Palestinians are so complex and so difficult to solve precisely because they involve all four of its most central values.

INTRODUCTION

Sometimes it seems like grappling with the significance of the Six Day War, and what decisions should have been or must be taken now, can seem to be at the center of every Diaspora Jew's relationship to Israel. Many conversations about Israel cannot even begin without addressing The Occupation. Yet "The Occupation" has become a phrase that means many different things to many different people. Too often we assume that we are talking about the same thing when we use the phrase, but there are in fact at least three very different uses of the word, that jump off from three different sets of assumptions. (And that is already shrugging off the observation that there is not one "Occupation" in the world! Think Ukraine, Tibet, Western Sahara, before using the definite article "The" Occupation...) Being clearer about what one means by the word "Occupation" will not solve our disputes, but may enable us to address each other's concerns from a place of more understanding.

AIMS

Students will:

- Gain specific knowledge of the history of the conflict, and work towards an understanding of how we use the word "Occupation", and what we mean by it.
- Practice applying the Four Hatikvah Questions to the issue of the Occupation
- Embrace a multi-narrative approach to an issue that tends to be both complex yet simple
- Listen for biases and ideological tendencies on the part of an "authority-figure"
- Assess their own attitudes to different understandings of Occupation

PART 1- SETTING UP THE QUESTION - 30 MIN

Have your learners answer the following four questions for themselves.

Then split them into pairs, and give them 10 minutes to share their answers.

Everyone will be expected to report on the other's answers - the emphasis here is listening, and not yet arguing!

1. How much would you say you know about the occupation?
2. How important is the occupation to your relationship with Israel?
3. Would you say the occupation is a problem that needs to be solved, or not?
4. And if it is a problem, can you sum up what a solution would look like (if you had a magic wand!)

In the meantime, you might wish to assess the answers to see if

- There is a correlation between the amount of knowledge and the importance of the issue? Or can importance outweigh knowledge?
- Is everyone roughly in agreement about the nature and the problem of occupation?

You might wish to share any interesting aspects of the group's answers.

Note/raise up if anyone makes any reference to the Four Hatikvah Questions while discussing or explaining the occupation.



PART TWO - THE O WORD VIDEO - 40 MINUTES



[Screen this video](#), pausing for questions and clarifications whenever you see fit.

Prior to the screening, give your learners two meta-tasks, in addition to following the video and responding to prompts. Alert them that at the end of the screening, you will ask them to answer two questions:

- Which “O word” would you say you most identify with? (Could be more than one)
- Which “O word” would you say the presenter and creator of the video most identifies with?

KAHOOT ON THE LAND OF ISRAEL

At 7:50 minutes in to the video, you are invited to play a kahoot.



[The link is here](#)

PART THREE - POST-VIDEO DISCUSSION - 20 MINUTES

1. Before opening up to broader conversation, first check with the learners if there was anything they did not understand, or that was not clear to them.
2. After clarifications, take a poll and have a conversation about the perspective of the video's creator/presenter. What signs “gave him away”? Or alternatively, if it was impossible to understand his perspective - was this frustrating? Surprising?
3. Ask participants to share their own thoughts and feelings about the occupation now. Do not insist on any type of opinion, but do push participants to refer to the three kinds of O word, and to the 4HQ language.