

## School Workshop Concept and Outline: Ghost Town, Hebron.

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### Goals of the workshops

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Create

- an impression, a feeling of how it feels to be a Hebronite

Generate

- questions about the situation in Hebron and in Palestine as a whole

Raise awareness on

- the situation of human rights and dignity in Hebron
- international law → depending on how theoretical the discussion in the debriefing will get
- argumentations used by different actors in Hebron
- what occupation means

Reflect on

- What could be a just vision for a future society?
- How could it be reached?

Offer

- insights into the situation of Hebron by Palestinians from Hebron
- sources for further information
- ideas of what students could do if they want to become active

### Role Play

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- Setting of the Play: two students and two teachers go from Bab Az-Zawiyeh to Qurtuba School. On the way, they pass 4 stations (show on Hebron map):
  - Checkpoint 56
  - Beit Hadassah Settlement
  - Qurtuba School
  - after school: Youth Against Settlements center
- On each station, the four are meeting other people. All of them got instructions on how they are supposed to behave.
- Total number of roles: 25, adjustable to between 8 and 30 students
  - 10 Palestinians (maybe 13?)

- 6 Israeli soldiers
- 2 Israeli settlers
- 1 Israeli activist
- 4 foreign activists
- 1 German tourist
- 1 Italian journalist

## **Practicalities**

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- The role descriptions for the different roles will entail instructions for the play. Part of the instructions will be rules they have to follow. These rules are supposed to set the circumstances of the role play settings, in order to make it as realistic as possible. For instance, a soldier at Checkpoint 56 will be instructed to only let those Palestinians to pass whose numbers are written on the army's list of people allowed to pass.
- The students will be shown a map of Shuhada Street in the introduction of the role play. Some of the classes will have seen pictures of Hebron in the exhibition before the workshop. Those who have not will be shown pictures of Hebron after the role play.
- The stations in the role play are designated by simple numbers and paper with the station's name. Furniture may be used to designate some station's characteristics (e.g. tables for military posts and checkpoints, two chairs for a metal detector)
- The students will be equipped with simple materials: every role gets an ID card, soldiers and settlers will get something imitating weapons, students can wear their backpacks, EAPPI volunteers get a vest. The soldiers at Checkpoint 56 will get a list of numbers of people whom they are allowed to let pass.

## **Rules**

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- all who are not playing at the moment, stay at your places and observe
- no questions / interruptions / corrections apart from the facilitator
- play such as you understand your role and as you imagine the situation
- we play until the facilitator terminates the role play (around 20-30min)
- when the facilitator claps, bring the play at the station where you are to an end and move over to the next station. Stay in your roles! This means, for instance, when somebody got arrested at station 2, s/he cannot go further with the group to station 3
- when the facilitator terminates the role play, get out of your roles

## **Equipment needed**

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- at least 2 tables for building a checkpoint

- 4 signs with the stations of the game written on it
- tape or similar to stick the signs to the wall / tables / windows
- tape for name tags
- ID cards for all roles
- list of ID numbers and numbers glued on ID cards for soldiers at Checkpoint 56
- 7 carton machine guns, 1 hand gun for soldiers and settlers
- optional: carton cameras for YAS, ISM, and EAPPI volunteers

## Workshop Outline

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Prepare the room:

- build the checkpoint and put the signs to the wall
- make sure to build it up in a way that there is enough room for the students to move and there is the possibility to see the scenes from everywhere in the room
- put chairs in a circle for introduction

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|--------|------------------|--|
| 5min   | Introduction     | <ul style="list-style-type: none"> <li>• Welcome</li> <li>• language check: English? German? Both?</li> <li>• Who we are and why we are here</li> <li>• What will happen in this workshop: <ul style="list-style-type: none"> <li>◦ short introduction to the Middle East Conflict and Hebron</li> <li>◦ explanation of the role play</li> <li>◦ first exercise</li> <li>◦ role play</li> <li>◦ debriefing</li> <li>◦ q&amp;a</li> </ul> </li> </ul> |
| 15 min | Context Overview | <ul style="list-style-type: none"> <li>◦ Short overview of the Middle East conflict, leading up to a general understanding of some key expressions used in the role play (based on Palestinian loss of land map): <ul style="list-style-type: none"> <li>▪ territorial conflict</li> <li>▪ geographically: Israel, West Bank, Gaza</li> <li>▪ green line</li> <li>▪ occupation</li> </ul> </li> </ul>  |

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|           |                               | <ul style="list-style-type: none"> <li>▪ settlements and settlers</li> <li>▪ international law</li> <li>◦ Short info about Hebron (show one picture with view on the old city, then map) <ul style="list-style-type: none"> <li>▪ biggest city in the West Bank after East Jerusalem</li> <li>▪ economic center of the West Bank</li> <li>▪ 500 settlers</li> <li>▪ Shuhada Street and influence on the life of people</li> </ul> </li> <li>◦ purpose of this workshop: trying to feel how life in Hebron is</li> </ul> |
| 10 min    | Instructions to the role play | <ul style="list-style-type: none"> <li>• Explain setting of the role play: two students and two teachers go from Bab Az-Zawiyeh to Qurtuba School. On the way, they pass 4 stations (show on Hebron map)</li> <li>• Explain the other roles</li> <li>• Hand out roles and equipment, including tape to write their role on</li> <li>• Time to read the instructions</li> <li>• Then, remove the chairs and ask all to stand in the middle of the room</li> </ul>  |
| 5 min     | Warming up                    | <ul style="list-style-type: none"> <li>• Exercise (not yet role play!): Try to imagine yourself in your role. Walk through the room and display with the way you walk, with your posture, and your movements – without speaking – the following states: <ul style="list-style-type: none"> <li>◦ tiredness</li> <li>◦ hope</li> <li>◦ anger</li> <li>◦ joy</li> <li>◦ hurt</li> <li>◦ helplessness (Ratlosigkeit)</li> </ul> </li> </ul>  |
| 15-30 min | Role play                     | <ul style="list-style-type: none"> <li>• Facilitator announces the start of the role play: <ul style="list-style-type: none"> <li>◦ everybody into their positions</li> <li>◦ introduction of the two students and two teachers</li> <li>◦ start of the role play *clap*</li> <li>◦ *clap* for going to each new station</li> <li>◦ terminate the roleplay with a last *clap*, ask people to get out of their roles</li> <li>◦ put the chairs into a circle again and ask all to sit down</li> </ul> </li> </ul>        |
| 10-15 min | Debriefing                    | <ul style="list-style-type: none"> <li>• Round, everybody answering the following questions: <ul style="list-style-type: none"> <li>◦ Which role did you play?</li> <li>◦ How do you feel right now?</li> <li>◦ Why do you feel this way?</li> </ul> </li> <li>• Question to the two YAS activists: <ul style="list-style-type: none"> <li>◦ How do you feel when watching these students playing your reality of life?</li> </ul> </li> </ul>  |

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| At least 10 min   | Questions & Answer     | <ul style="list-style-type: none"> <li>• Open questions</li> <li>• Facilitator to moderate the discussion. Make sure to create room for: <ul style="list-style-type: none"> <li>◦ Situation is not always like this, but often and can fast become that way</li> <li>◦ YAS position toward Jews</li> <li>◦ YAS position toward violence and nonviolence</li> <li>◦ What could be a just vision for a future society?</li> <li>◦ How could it be reached?</li> </ul> </li> </ul> |
| 10 min  | Wrap up, feedback, end | <ul style="list-style-type: none"> <li>• What you can do</li> <li>• short feedback round: <ul style="list-style-type: none"> <li>◦ What did you like, what inspired you, what was new?</li> <li>◦ What would you suggest to us to do differently?</li> </ul> </li> <li>• hand out information material</li> <li>• thank you!</li> </ul>   |
| <b>End (total: 1,5 – 2 hours, possibility to prolong)</b> |                        |   |