

### Israeli Cultural Experience – Part 2 *Specialty Track*

<b>AUTHOR(S):</b>	Tomer Moked
<b>SUMMARY:</b>	Discover a camp friendly way, to talk about the "Conflict".
<b>TOPIC(S):</b>	Democracy, diversity and freedom of speech in Israel.
<b>LEARNING OBJECTIVE:</b>	<ol style="list-style-type: none"> <li>1. Discuss challenging topics about Israel in a creative way.</li> <li>2. Introducing conflict of opinions and social challenges in the Israel.</li> </ol>
<b>AUDIENCE:</b>	14 and up
<b>TIMING:</b>	90 minutes
<b>APPENDICES:</b>	<p>Handout 1 - Rules of engagement - The Dyadic Conversation 2019</p> <p>Handout 2 - Rules of engagement - Rotem vs Bibi.</p> <p>Handout 3 - The Story Told by the Media</p>
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"> <li>• Projector, screen and sound speakers</li> <li>• Laptop</li> <li>• Painters tape</li> <li>• Pen for each participant</li> <li>• Pink, Blue and Yellow Post it for each participant</li> </ul>
<b>SET-UP DETAILS:</b>	Large room, A chair for each participant theater style.

#### SESSION TIMELINE & OUTLINE:

##### **Set up:**

Create the Matrix on the floor prior to the activity, using duct tape to shape a two axes grid. Print and present Handout 2 around the room. Place a blank paper for comments under or near each page.

##### **Opening: The Matrix (20 min)**

Introduce the grid to the participants: The horizontal axis represents a connection to the social - political state of Israel. The right end should have the sign "Connected" and the left "Disconnected". The vertical ends represent knowledge about the social - political state of Israel. The top end should have the sign "High Resolution" and the bottom "Low Resolution". Each participant gets three notes, each in a different color, which represents the different groups discussed in the activity: the Participant, Israelis at camp and Staff at camp.

The group leaders will ask the participants to take one of the three notes they are holding, and write their name on it before placing it on the Matrix based on their own knowledge and emotional connection to the social-political connection to Israel.

Then discuss based on the mapping, using the following questions:

1. Why did you place yourself on the Matrix the way you did?
2. What elements influenced your emotional connection or knowledge about Israel?
3. Has your camp experience affected your mapping? (for returning Shlichim and guests)

The group leader will ask the participants to take the second note and write a name of an Israeli Shaliach that they have met or known well. Ask them to place the note representing the Israeli Shaliach on the Matrix.

Discuss:

1. Why did you choose to place your Israeli Shaliach on the Matrix the way you did?
2. From your experience what Israeli Shlichim bring to the discussion when talking about Israel at camp?

The group leaders will announce the third colored note and the participants will be asked to write down a staff member's name they know from their camp, and to place it, based on their perception of this person's connection to the social political situation in Israel.

Then, the group leaders will lead a discussion based on the mapping, using the following questions: What do we see on the grid right now?

### **Main Activity: The Media or: Where's the truth? (30 - 40 min)**

Social Challenges - Rotem Vs. Bibi

Ask the group to walk around the room and read the discussion on Social Media that was held after Rotem Sela's Post.

Allow them to comment or Hashtag on blank paper under each response.

The Israeli - Palestinian Conflict -

Bring the group back together. Use the keynote Handout 3 - The Story Told by the Media to show different kinds of approaches taken by the media to speak about the situation.

Discuss:

1. Is there a difference? If so, what do they think it is?
2. What are the narratives coming out from each network?
3. What is the truth, and how can we reveal it?
4. How can we respect and value people who has different opinions from us?

### **Final Exercise: Dyadic Conversation (30 - 40 min)**

Ask the participants to find a partner or divide them into pairs. Each pair will get Handout 1 - Rules of engagement - The Dyadic Conversation 2019.

Ask them to read instructions and start the conversation. This exercise can close the session as you would like them to have time to converse. On your next meeting lead the final discussion:



## CORNERSTONE 2019 RESOURCE

### **Final discussion (10 min):**

What are the challenges talking about Israel education in your camp? Did you find a way to engage campers and staff in a healthy way talking about it? What is our responsibility as educators when delivering complicated topics like that? How did knowing your partner affects the dialogue?