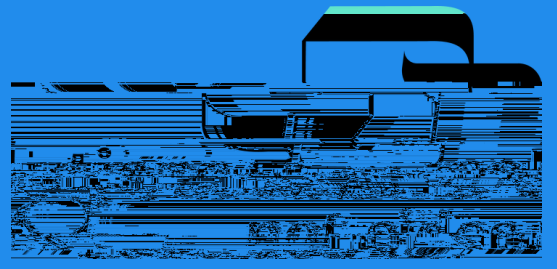
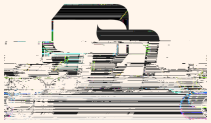
HOW TO TALK ABOUT PALESTINE-ISRAEL AT YOUR SCHOOL





WHY TALK ABOUT IT IN SCHOOL?

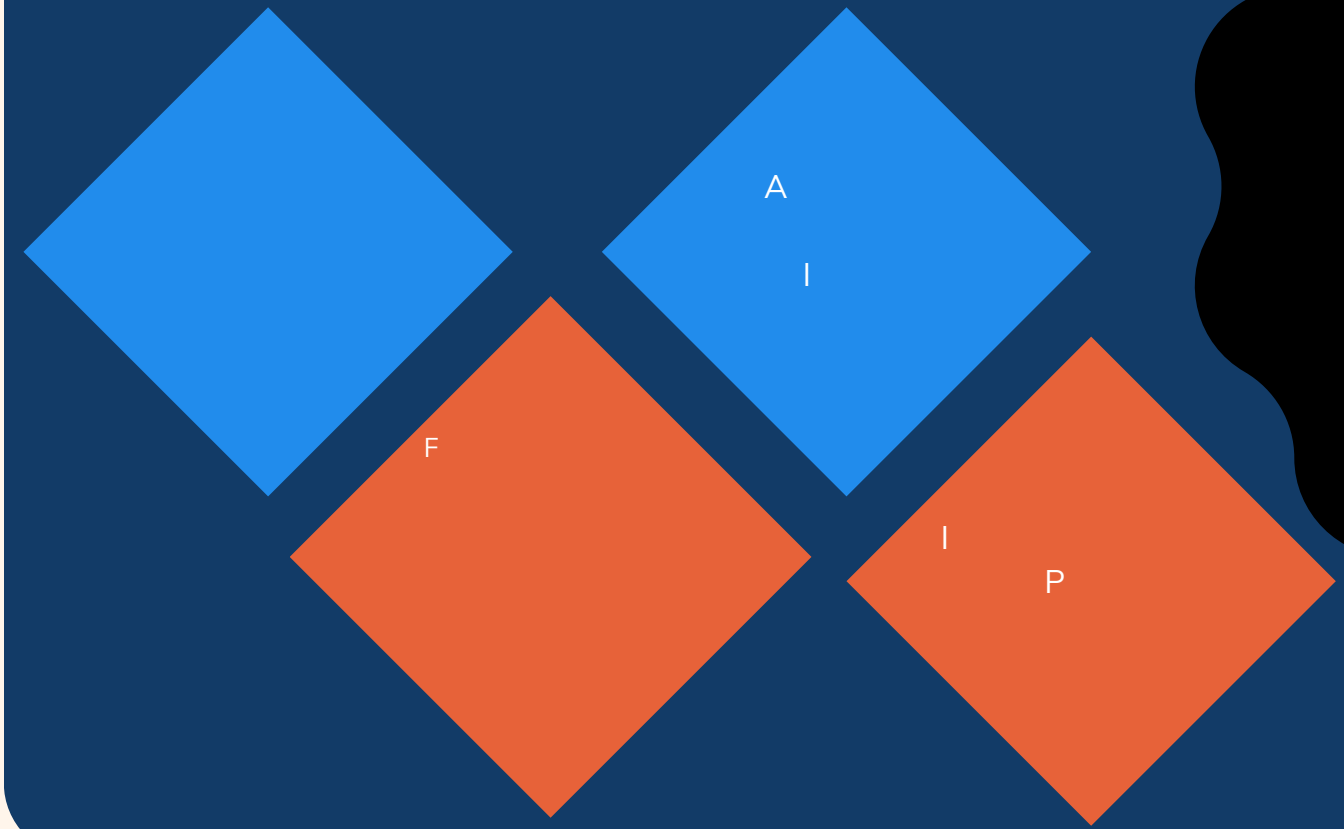
In SNS, we believe that avoiding discussing difficult topics can lead to a lack of understanding of them. This is disempowering for young people, who will seek information on these issues elsewhere, usually online. It is important to create safe spaces and provide life skills for British young people to make the difficult but vital conversations about Israel-Palestine not just possible but positive.

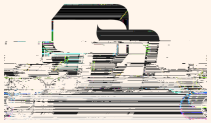
Why do students need this?

CONSIDERATIONS FOR WHEN THE TOPIC COMES UP

This part is to help you tackle discussion[illegible] when they arise at school, whether you're st[illegible] conflict or not.

Things to expect and/or look out for:



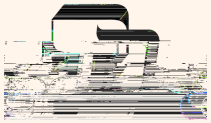


EMOTIONS AND SAFEGUARDING

The topic of violence

Another aspect of safeguarding students is watching for views that advocate for violence against others. Violence against civilians is unfortunately a common occurrence in the Israeli-Palestinian conflict, whether by civilians against other civilians from both sides, or by Israeli soldiers or Palestinian militants against civilians. Please click here for our resources that outline some of the details about how violence effects civilians in the region.

These are difficult



euide to Dreatinű saŰe and Dompassionate spaDes Űor learninű

The neÌt Űeâ slides outline hoâ to Dreate that saŰe spaDe. SNS reDommends that ìou ’nrinű eÌpert and diÂerse ÂoiDes into that spaDe Űor the students to learn Űrom.

z.

Ȧ. Allo â students to Âoiƅe eȉ pressions suƅh as ʁdree PalestineȘ or ʁSaÂe IsraelȘ, as lonű as the Űirst phrase is not tarűeted at Je â ish people and the seƅond phrase is not tarűeted at Muslim people

5. If students express concern about safety for Israeli people, do not allow others to accuse them of supporting apartheid or being Islamophobic - give them the opportunity to talk about why this issue is important to them and encourage others to listen

6. Encourage students to research and define ‘apartheid’ and ‘terrorism’ b ‘ sž

N

8. Give students a critical-thinking framework with which to approach activism on this issue:

a. **Is it fair?**
b. **Is it constructive (i.e. will it work to actually improve the situation for Palestinian and Israeli people)?**
c. **Is its goal a win-win outcome for Israelis and Palestinians?**

A k ng den he e he hea d ead a he nfo ma on ha he b ng p can be helpf l n allo ng den o ee fo hem el e ha no all o ce a e ed and el able Yo can e he f ee SNS Fake Ne G de o lea n mo e abo o ce Befo e dec d ng o oppo e o ppo an o gan a on n ol ed n ed ca on on h e enco age den o eek o ga n f hand kno ledge of he