

Dear Educator,

This week, **Operation Change** takes you and your students on a humanitarian adventure to Israel and Palestine, where the team works with peace activists from both sides to help bring people together and build understanding in this deeply divided part of the world.

Your students can view this powerful episode at OperationChange.com, where they can also sign up for an Operation Change Passport and earn points for exploring and sharing the rich digital content on the site.

We have provided a reproducible classroom activity sheet to help you make this episode of **Operation Change** part of your class plans. Have students complete the "Fact Check" quiz on the activity sheet to learn more about Israel and Palestine. Then use the discussion questions to examine some of the issues brought to life in this episode, and to brainstorm with students how they can help address similar issues in their own community.

Operation Change offers you a unique opportunity to add a service learning dimension to your social studies curriculum. We encourage you to share this opportunity with other social studies teachers at your school, and we look forward to receiving your comments on this learning program through our feedback form at ymiclassroom.com/operationchange.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



OPERATIONCHANGE

TARGET AUDIENCE

This program is designed to supplement the social studies curriculum for students in grades 9-12.

PROGRAM COMPONENTS

- This one-page teacher's guide.
- A reproducible student activity sheet for the Israel and Palestine episode of **Operation Change**.
- YMI microsite at ymiclassroom.com/operationchange, for additional resources and to send feedback on this program.

TOUR THE OPERATIONCHANGE.COM WEBSITE

Begin your **Operation Change** humanitarian adventure by introducing students to the OperationChange.com website:

1. Click the green "Get Started" button on the homepage to show students how to sign up for an Operation Change Passport, so they can earn points for exploring and sharing content on the site. As you tour the site, have students notice how points are awarded for watching videos, viewing photo galleries, and clicking links to learn more. Also show students the "Top Explorers" leaderboard on the homepage, and explain that they can climb the ranks to become a Top Explorer every time they visit the site. (You may want to create your own in-class leaderboard to encourage student exploration of the site and reward top explorers.)
2. Click "About Us" for a video that explains the **Operation Change** mission and profiles of the **Operation Change** team members.
3. Click "The Series" to give students a preview of the places they will visit with the **Operation Change** team over the coming weeks.
4. Click one of the buttons under the description of the Israel and Palestine episode to launch the "Story Mode" content panels. Pause the video to show students how they can click the Story Mode tabs for background on the history and geography of this region (globe tab), information about the people and organizations featured in the episode (people tab), videos that provide an in-depth or behind-the-scenes look at topics presented in the episode (play-button tab), **Operation Change** team member blogs about their experience in Israel and Palestine (dialogue tab), and multimedia content on Israeli and Palestinian culture (masks tab).

5. Explain to students that additional Story Mode content will appear alongside the video player on this page as they watch the episode, providing them with background facts and commentary.
6. Click "Causes" to show students a roster of some of the non-profit organizations that **Operation Change** has worked with in countries across the globe. Students can click the "Learn More" link to view multimedia content on the work of each organization, or use the "Click Here" link to visit the organization's website.
7. Complete your tour of the website by clicking "Exclusive Videos" to show students a quick way to browse the Story Mode videos for different featured episodes.

HOW TO USE THIS PROGRAM

1. Distribute photocopies of the student activity sheet to your class. Point out that the URL for viewing the Israel and Palestine episode of **Operation Change** is provided at the top of the sheet. Then review the activity to help prepare students for this learning experience.
2. Students will complete Part 1, "Fact Check," at home after they have watched the episode and explored the Story Mode content. Review the answers to this quiz in class the next day, and provide time for students to challenge one another with the Fact Check questions they have developed on their own.
3. Part 2, "Mission Assessment," guides students through some of the issues presented in the episode. These discussion questions are designed to prompt critical thinking by encouraging students to consider the broader implications of specific incidents within the episode. Encourage students to expand the discussion by citing additional incidents as well as facts they have gathered from the Story Mode content. Also provide time for students to pose their own questions for discussion.
4. Students will complete Part 3, "Change Your Perspective," by working in small groups to brainstorm ways they can build on what they have learned from **Operation Change** to empower people in their own community and help them overcome challenges in their lives. Encourage students to start with ideas for taking action in small ways that can be multiplied by working together. Remind them of the **Operation Change** slogan, "Alone we can't do much, together we can change the world." Have students share their group's ideas in a class discussion.





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OPERATION CHANGE MISSION TO ISRAEL AND PALESTINE

PART 1: FACT CHECK Review the answers to the Fact Check quiz, asking students to cite where in the episode or the Story Mode content they found each fact.

- 1-c Jerusalem is the capital of **Israel and Palestine**. (This fact can be found in the Jerusalem article under the Location tab in the Story Mode content.)
- 2-b **Israeli border guards** control the border between Israel and Palestine. (Bill Austin provides this fact during the episode at 3:39.)
- 3-b **Hearing loss** from the noise of gunfire and explosions is the number one disability caused by combat in current wars. (This fact can be found in the Story Mode content that displays alongside the episode at 7:15.)
- 4-c *Adhan* is **the Muslim call to prayer**, heard five times each day in Muslim communities. (This fact can be found in the Call to Prayer video under the Videos tab in the Story Mode content.)
- 5-a Israel and Palestine signed the Oslo Accords in **1993**. (This fact can be found in the Learn More section of the article on the History of Palestine under the Location tab in the Story Mode content.)

PART 2: MISSION ASSESSMENT Use these talking points to guide your students' discussion of the Israel and Palestine episode. Allow time for students to share their own discussion questions.

1. Have students describe what happens when the **Operation Change** team brings Israeli doctors into Palestine to fit people for hearing aids. How does the experience affect the Palestinian soldiers standing guard on the scene? How does it affect the Israeli doctors? How does working together to enable someone to hear create understanding on both sides? How does Harry Connick's performance at the end of this segment provide another hearing-based vehicle to bring people together?

Students should recognize that hearing also creates understanding in all the scenes of dialogue throughout this episode. Typically, the peace activists on both sides emphasize talking as the key ingredient in their work, but seeing them in action reveals that hearing, listening, accepting what others say and feel is the real activator of understanding between Israelis and Palestinians. Have students discuss how Bill Austin's theory about hearing applies to the scene in which the Israeli peace activist Rami Elhanan and his Palestinian 'brother' Mazen Faraj meet with a group of Palestinian men and boys, and the scene in which Israeli peace activist Itay Ben Zaken negotiates with the Palestinian community leaders, George Awad and Michael Rishmau, to obtain land for the **Operation Change**

soccer field. Encourage students to cite other examples in the episode and in the Story Mode videos (for example, Reconciliation and Local Thoughts).

2. For most students, the best known example of sports as a vehicle for building understanding will be the career of Jackie Robinson, who broke the color barrier in Major League Baseball and paved the way for the diversity we see in all branches of American sports at every level today. International sports competitions such as the Olympics and the World Cup provide examples as well, and there may be examples in your own community of leagues and teams that bring together young people from different backgrounds who might otherwise never connect with one another. Using these examples and the plans for the **Operation Change** soccer field, have students analyze how the combination of competition and teamwork intrinsic to most sports helps build understanding between those who play together. How do a player's feelings toward an opponent differ from the feelings that divide people? How does teamwork on both sides change a player's attitude toward the other individuals on the field? What can we learn about an opponent or teammate in a game that we might not learn in a conversation?
3. To help students recognize what was accomplished by building the soccer field, remind them of the "structures create structure" theme they explored in the Haiti episode of **Operation Change**. How does the physical structure of a soccer field — including the process of building it together — help create a stronger social structure within this Palestinian community? How might the purpose of the field — though unfulfilled — have a lasting impact on the Palestinian kids who play there? Have students explore the idea that the soccer field opens a channel for contact between Israelis and Palestinians that did not exist before, like a hand extended to invite a handshake. In this light, how is simply trying a form of success in itself?

PART 3: CHANGE YOUR PERSPECTIVE

Have students work in small groups to brainstorm ways they can build on what they have learned to launch a humanitarian adventure in their own community. To get started, students might look for parallels to the challenges they saw in the Israel and Palestine episode — people divided or marginalized by suspicion, resentment, suffering, and fear — and research local organizations they could work with to help create understanding on both sides. Have students share the results of their brainstorming in a class discussion.



OPERATION CHANGE MISSION TO ISRAEL AND PALESTINE

JOIN THE MISSION AT OPERATIONCHANGE.COM/EPISODE/ISRAEL-PALESTINE

The **Operation Change** team visits Israel and Palestine, where longstanding political conflict has created deep social divisions fed by desperation and fear. To help build understanding on both sides, the team brings hearing aids to Palestinians with the help of Israeli doctors and the American singer Harry Connick, and they take part in reconciliation programs led by Israelis and Palestinians who have lost loved ones to violence. Hoping to bring kids from both sides together, **Operation Change** builds a soccer field in a Palestinian settlement, but in the end, suspicions and resentments keep Israeli kids out of the game.

PART 1: FACT CHECK

As you watch this episode of **Operation Change**, keep an eye on the Story Mode content that displays alongside the video player. Then, after watching the episode, explore the Story Mode content in depth. Use what you learn to answer these questions about the region and its people.

- Jerusalem is the capital of
 - Israel
 - Palestine
 - Israel and Palestine
- Who controls the border between Israel and Palestine?
 - the United Nations
 - Israeli border guards
 - the Palestinian Authority
- What is the number one disability caused by combat in current wars?
 - post-traumatic stress disorder
 - hearing loss
 - blindness
- What is *Adhan*?
 - a Palestinian dance
 - the Israeli legislature
 - the Muslim call to prayer
- When did Israel and Palestine sign the Oslo Accords establishing the Palestinian National Authority?
 - 1993
 - 1967
 - it is still unsigned

Now come up with your own question to test your classmates' knowledge of Israel and Palestine.

PART 2: MISSION ASSESSMENT

Use these discussion questions to reflect on what happens during the **Operation Change** visit to Israel and Palestine. Add a question of your own in the space provided.

- Early in the episode, Bill Austin offers a theory that his team can use hearing as a vehicle to create understanding between people. The **Operation Change** team tests this theory when they bring hearing aids and Israeli doctors into Palestine. What is the outcome of this test? Where else in the episode do you see Israelis and Palestinians brought together by hearing?
- Steven Sawalich sees sports as another vehicle to create understanding between people. He and the team build a soccer field in a Palestinian settlement to bring Israeli and Palestinian kids together. Can you think of other examples where sports has brought people together? How does the combination of competition and teamwork in sports help build understanding?
- Despite all their efforts, the **Operation Change** team cannot bring Israeli and Palestinian kids together for a game of soccer. Bill Austin says, "that doesn't mean that we failed. The only failure comes from not trying." What was the benefit of simply trying in this case? What did the **Operation Change** team actually accomplish? Were lives changed by their actions? How could the soccer field become a foundation for greater change in the future?

Your question:

PART 3: CHANGE YOUR PERSPECTIVE

You've seen how the **Operation Change** team worked to bring people together in Israel and Palestine. Now take a look at yourself and your own community. Are there people divided by disrespect, resentment, or fear? What can you do to help build understanding? Think about some vehicles you could use — sports, a community meal, a school assembly. Talk with your classmates about ways you can make change happen where you live. Use this space to brainstorm your own ideas.
