

# STEP UP FOR ISRAEL

## TEEN COURSE



### BEFORE YOU BEGIN

**Print/Copy:** Guided Notes; Handout I & II; Teacher Resource

**Supplies:** Scissors; Board or Flipchart

**Notes:** Before class, cut out the sections on the Teacher Resource. You may need multiple copies to ensure half your class will have a slip of paper.

Make sure at least half the students have access to Internet-enabled devices in class.

### GOALS

Learn techniques for effectively communicating an opinion.

### OBJECTIVES

- Students will appreciate the importance of speaking on behalf of Israel.
- Students will gain confidence in their ability to defend their positions on Israel.

## INTRO

(1 MINUTE)

When it comes to Israel, there's a lot to learn—history, politics, controversies and culture—but if we want to use this information, we're going to need to ask ourselves whether we know how to communicate it. If we want to share what we've learned with other people, and perhaps even influence their opinions, we're going to need more than facts—we need to be able to make our point in a compelling and effective way. Today we will be learning and modeling communication techniques that you can use to successfully support Israel.



## SIMULATION

### SPEAK UP NOW

(15 MINUTES)

#### GOAL

For the students to practice effective communication skills, bolstering their confidence to speak up for Israel.

#### PREP

- Divide the students into groups of two or three.
- Give each group one copy of **Handout II**.
- Cut out the accusations from the **Teacher Resource** and provide each group with one accusation.

#### INSTRUCTIONS

Explain the following to the students:

Imagine that you and a friend are hanging out, flipping through TV channels. You turn on a popular news show, and a guest on the show makes the accusation written on the slip of paper your teacher gave you. Your friend, who doesn't know much about Israel, turns to you and says, "I've heard that before! Is it really true?"

Your job is to figure out how to respond to your friend in a way that addresses the accusation and gets across a positive message.

- 1 Fill in your accusation.
- 2 Figure out which of the three anti-Israel messages—the ones you learned about from the film—fits your accusation, and which pro-Israel message you want to focus on.
- 3 Take a few minutes to write up your response based on the ABC method. If you're missing any information, you can do some online research. This website may be helpful: [www.jewishvirtuallibrary.org/jsource/myths3/mftoc.html](http://www.jewishvirtuallibrary.org/jsource/myths3/mftoc.html)
- 4 When writing your closing message, try to incorporate a personal story—your own experiences or feelings in relation to Israel, or a story about someone else. For example, in the film, Mira describes the dilemma facing a mom from Sderot.

When all the groups are done, ask each group to present their ABC answers.

Ask the students to discuss each other's answers and alternative ways to respond to these accusations.