

Arab Barghouti Action & Advocacy for Palestine.

Presenter: **Arab Barghouti**, Palestinian Advocate and Public Speaker

Format: Self-paced, Asynchronous

Target Audience: Learners Aged 13 - 18

Estimated Duration: 60 - 75 minutes

Module Description: This module explores the role of Palestinian political prisoners within the broader history of the Israeli-Palestinian conflict through the personal perspective of Arab Barghouti. Learners examine how imprisonment has affected individuals, families, and Palestinian political life while considering debates surrounding international law, human rights, political resistance, and the experiences of people living under occupation. The module combines historical context with personal narrative, using the story of Marwan Barghouti and his family as a case study to examine broader questions about political imprisonment, justice, leadership, and national movements.

Learners will explore:

- Different definitions of political prisoners
- The Israeli military detention system in the occupied Palestinian territories
- International legal frameworks relating to detention during occupation
- The life and political career of Marwan Barghouti
- The experiences of Palestinian families affected by imprisonment
- Education, leadership, and political organization inside prisons
- The role political prisoners have played in liberation movements worldwide
- Contemporary debates surrounding Palestinian prisoners
- Civic engagement and advocacy

Activities include journal prompts, knowledge checks, reflective exercises, and optional extension projects.

Learning Outcomes:

By the end of this module, learners will:

- Define the term political prisoner and recognize that definitions vary among governments, international organizations, and political movements
- Describe the structure of Israel's military detention system as presented in the module.
- Identify major international legal frameworks related to detention during armed conflict and occupation
- Explain who Marwan Barghouti is and summarize key events in his political life
- Analyze how imprisonment affects families and communities
- Describe how education and political organization have developed within Palestinian prisons

- Compare the role of political prisoners across different historical liberation movements
- Reflect on the relationship between imprisonment, political identity, and national movements
- Evaluate different forms of civic engagement related to human rights issues

Content Advisory Facilitators should be prepared for the possibility that learners may experience emotional reactions when engaging with the content. These reactions may arise from personal, family, or community experiences related to racism, discrimination, violence, or displacement.

Given the complexity and sensitivity of the topics, it is essential to create a learning environment where all participants feel safe, respected, and able to engage thoughtfully.

The goal of discussion is not to force agreement, but to support thoughtful learning, respectful dialogue, and critical analysis of historical events.

Facilitator Guidance - Establishing a Safe and Respectful Learning Environment

Facilitators should be prepared to:

- Recognize signs of emotional distress in learners
- Pause discussions if needed to allow space for reflection or grounding
- Offer learners the option to step away briefly if they need a break
- Provide access to appropriate support resources
- Encourage respectful dialogue while prioritizing learner wellbeing

Facilitators are encouraged to:

- **Validate feelings:** Acknowledge that learners may experience a range of emotions in response to the content
- **Provide choice:** Offer multiple ways to engage, including writing, discussion, reflection, or listening
- **Encourage autonomy:** Allow learners the option to pause, step back, or observe if needed
- **Promote safety:** Establish and uphold shared agreements for respectful and inclusive dialogue
- **Maintain respect and inclusion:** Ensure all learners feel heard and respected, even when perspectives differ
- **Prioritize learning over debate:** Focus on understanding, inquiry, and reflection rather than argument or persuasion
- **Encourage curiosity:** Support thoughtful questioning and open exploration of ideas
- **Model respectful communication:** Use and reinforce language that is respectful, and inclusive
- **Separate ideas from individuals:** Remind learners to critique concepts and arguments rather than people
- **Acknowledge emotional impact:** Recognize that topics such as racism, colonization, war, and injustice may evoke strong emotional responses
- **Encourage active listening:** Support learners in listening with attention, care, and respect for differing perspectives
- **Provide varied participation options:** Allow learners to engage through discussion, writing, or reflection based on comfort level
- **Ensure equitable participation:** Structure engagement so that all learners have opportunities to contribute, and no single learner dominates, is singled out, or is overexposed

Learners should be reminded that participation in discussions or reflections can be flexible. They may choose to listen, write privately, or participate in other ways that feel comfortable.

Strategies for Managing Difficult Moments

If challenging situations arise during discussion, facilitators may consider the following strategies:

- Pause the conversation if the discussion becomes tense or emotionally charged
- Allow time for reflection or grounding
- Re-center the discussion on the learning goals of the lesson
- Encourage learners to support their ideas with historical evidence or examples from the video module
- Redirect harmful or disrespectful language by reminding learners of shared agreements
- Encourage learners to ask questions rather than make assumptions
- Offer alternative participation options, such as written reflection
- Remind learners that complex historical topics often include multiple perspectives
- **If a learner becomes distressed, pause the activity and provide appropriate support or referral**

Community Agreements Co-Creation

Facilitators may establish clear community agreements at the outset, such as:

- Listening actively and without interruption
- Respecting diverse perspectives and lived experiences
- Using thoughtful language
- Critiquing ideas, and not individuals
- Maintaining confidentiality if appropriate

Suggested Safe Space Activity (5-10 minutes):

Activity: Community Agreements Co-Creation

Instructions:

1. **Ask learners:** *What do you need in order to feel safe, respected, and heard in this learning space?*
2. Synthesize responses into a shared set of community agreements
3. Revisit these agreements throughout the module as needed

Optional Reflection Prompt:

- What does respectful dialogue look like to you when discussing complex or sensitive issues?
- How can you contribute to maintaining a constructive learning environment?

Module Structure:

Warm-Up – Word Association & Reflection

Estimated Time: 10 minutes

Key Concept: Initial perceptions influence understanding; reflection reveals bias.

Learning Activities:

- **Word Association Prompt:** What is the first word or phrase that comes to mind when you hear the words “Freedom”? “Prison”? “Justice”?

- **Optional Activity:**
 - ✧ Facilitators may create a word cloud using learner responses to visualize common themes, patterns, or differences in perceptions. This activity can be revisited at the end of the module to reflect on how learners' understanding may have evolved.

Part 1: What Is a Political Prisoner?

Estimated Time: 15 - 25 minutes

Key Concept: The meaning of “political prisoner” is contested and may differ depending on legal, governmental, and human rights perspectives.

Learning Activities:

- **Content Overview:**
 - ✧ Defining political prisoners
 - ✧ Political imprisonment
 - ✧ Occupation and military courts
 - ✧ Administrative detention
 - ✧ International law
 - ✧ Human rights protections
 - ✧ Geneva Conventions
 - ✧ ICCPR
 - ✧ Nelson Mandela Rules
- **Journal Prompt:**
 - ✧ Why might different groups define “political prisoner” differently?
- **Sentence Starter:**
 - ✧ Governments and human rights organizations may disagree because...
 - ✧ A political prisoner can be understood as...
 - ✧ A fair legal system should...
- **Knowledge Check:**
 - ✧ What is a political prisoner? *Answer: Someone imprisoned because of their political beliefs, identity or activities other than an ordinary criminal offense*
 - ✧ Which international agreement protects civilians living under military occupation? *Answer: The Fourth Geneva Convention*
 - ✧ What is administrative detention? *Answer: Detention without criminal charges or trial, typically justified on security grounds. The module discusses Israel's use of administrative detention regarding Palestinians; the practice has been criticized by numerous human rights organizations and defended by Israeli authorities as a security measure.*

Part 2: My Father: Marwan Barghouti

Estimated Time: 15 - 20 minutes

Key Concept: Individual life stories can illuminate broader historical and political developments.

Learning Activities:

- **Content Overview:**
 - ✧ Childhood under occupation
 - ✧ Early political activism
 - ✧ Fatah

- ✧ Imprisonment
- ✧ Oslo Accords
- ✧ Palestinian Legislative Council
- ✧ 2002 arrest
- ✧ Battle of Karameh
- ✧ Leadership from prison
- **Journal Prompts:**
 - ✧ How might growing up with an imprisoned parent impact a child's life?
 - ✧ Why do personal stories sometimes help people understand history better than statistics alone?
- **Sentence Starter:**
 - ✧ Personal stories help us understand history because...
 - ✧ Marwan Barghouti's life demonstrates...
- **Knowledge Check:**
 - ✧ When was Marwan Barghouti arrested in the event discussed in the module? *Answer: 2002*
 - ✧ What political organization did Marwan Barghouti belong to? *Answer: Fatah*
 - ✧ What document did Marwan Barghouti help develop while imprisoned? *Answer: The Palestinian National Conciliation Document (2006)*

Part 3: Prison Beyond Punishment

Estimated Time: 15 minutes

Key Concept: The module argues that prisons can become spaces for education, leadership, and political organization.

- Learning Activities:**
- **Content Overview:**
 - ✧ Education in prison
 - ✧ Hunger strikes
 - ✧ Political documents
 - ✧ Prison organizing
 - ✧ Prison conditions
 - ✧ International attention
 - **Journal Prompt:**
 - ✧ Why might education remain important even during imprisonment?
 - ✧ How can people continue to influence society even when they are physically isolated?
 - **Sentence Starter:**
 - ✧ Education in prison can...
 - ✧ Leadership does not always require...
 - ✧ Learning becomes meaningful when...
 - **Knowledge Check:**
 - ✧ What educational initiatives were developed inside the prison? *Answer: Accredited university education programs expanded inside Israeli prisons and that hundreds of Palestinian prisoners earned university degrees while incarcerated*
 - ✧ What form of protest did Marwan Barghouti lead in 2017? *Answer: A mass hunger strike*
 - ✧ Why was education encouraged among prisoners? *Answer: To*

promote personal development, leadership, and political organization despite imprisonment)

Part 4: Political Prisoners and Liberation Movements

Estimated Time: 15 - 20 minutes

Key Concept: Many liberation movements throughout history have included political prisoners whose imprisonment became central to their political movements.

- Learning Activities:**
- **Content Overview:**
 - ✧ South Africa
 - ✧ Algeria
 - ✧ Ireland
 - ✧ Black liberation movements
 - ✧ Political symbolism
 - ✧ National identity
 - ✧ Resistance
 - ✧ Leadership
 - **Journal Prompt:**
 - ✧ Why do imprisoned political leaders sometimes become influential public symbols?
 - ✧ Can an idea continue to influence society even if its leaders are imprisoned? Why or why not?
 - **Sentence Starter:**
 - ✧ Political imprisonment may influence public opinion because...
 - ✧ Leadership can continue despite imprisonment by...
 - **Knowledge Check:**
 - ✧ Why are political prisoners important within Palestinian society?
Answer: They represent both personal family experiences and broader aspirations for national freedom
 - ✧ Name one liberation movement outside Palestine mentioned in the module? *Answer: South Africa, Algeria, Ireland, or Black liberation movements in the United States*
 - ✧ What paradox does the presenter describe about imprisonment?
Answer: That imprisonment may restrict the body but cannot prevent ideas, learning, or political thought.

Part 5: Continuing the Struggle

Estimated Time: 10 - 15 minutes

Key Concept: Education, awareness, and civic participation are connected to broader discussions of justice and human rights.

- Learning Activities:**
- **Content Overview:**
 - ✧ Public awareness
 - ✧ Human rights advocacy
 - ✧ Prisoner campaigns
 - ✧ Civic participation
 - ✧ Personal responsibility
 - ✧ International organizations
 - **Journal Prompt:**
 - ✧ How can education influence social or political change?
 - ✧ What responsibilities, if any, do ordinary people have when learning

- about human rights issues?
 - ⌘ What role can education play in discussions about human rights?
- **Sentence Starter:**
 - ⌘ Learning about history can...
 - ⌘ Public awareness matters because...
- **Knowledge Check:**
 - ⌘ Name one organization mentioned in the module that advocates for Palestinian prisoners. *Answer: Addameer, Defence for Children International – Palestine, or the Palestinian Prisoners’ Club*
 - ⌘ What final message does the presenter leave learners with? *Answer: That hope, education, and continued advocacy are essential parts of the struggle for freedom.*

Part 6: Honouring the Land – Reflection Activity

Estimated Time: 10 - 15 minutes

Key Concept: Understanding our relationship to the land can deepen awareness of historical and ongoing displacement.

- Learning Activities:**
1. Use a resource like Native Land Digital to explore the Indigenous territories where you live.
 2. Research local Indigenous communities, their histories, and present-day stewardship efforts.
 3. Reflect on how land and water are protected and managed by Indigenous peoples.
 - **Journal Prompt**
 - ⌘ What is your relationship to the land and waters where you live?
 - ⌘ What meaningful actions can you take to support their care and preservation?
 - ⌘ How will you commit to these actions moving forward?"
 - **Sentence Starter:**
 - ⌘ Social movements that acknowledge Indigenous histories and stewardship may be more effective because...
 - ⌘ Honoring land may help guide actions for justice and solidarity by...

Part 6: Exit Reflection

Estimated Time: 10 minutes

Learning Activities: Students may choose any one of the following formats:

- **Anonymous digital submission** (e.g., Google Form with no name required)
- **Paper reflection slip submitted in a collection box** (no names required if anonymity is preferred)
- **Private journal entry** kept in a notebook or personal document
- **Verbal reflection shared** (if comfortable)
- **Journal Prompt**
 - ⌘ One thing I learned
 - ⌘ One question I still have
 - ⌘ One impactful quote or idea that stuck with me

Facilitators should clearly communicate that **learners are not required to identify themselves** unless they choose to do so.

**Optional Extension
Activities:**

- **Oral History Project:** Interview a family member or community member about a historical event that shaped their understanding of justice, freedom, or political conflict.
- **International Law Research:** Choose one international legal framework discussed in the module (e.g., the Fourth Geneva Convention, ICCPR, or the Nelson Mandela Rules). And explore why it was created and what does it protect?
- **Human Rights Organization Comparison:** Research two organizations that monitor detention and human rights (for example, Amnesty International, Human Rights Watch, the International Committee of the Red Cross, or Addameer).
- **Prisoner Literature Study:** Research books, memoirs, poetry, or letters written from prison by political prisoners from around the world. Such as Nelson Mandela and Marwan Barghouti.

Glossary of Key Terms

- **Political Prisoner:** A person imprisoned primarily because of their political beliefs, identity, activities, or affiliations rather than for an ordinary criminal offense
- **Administrative Detention:** Detention without formal criminal charges or trial, often justified on security grounds and subject to renewal under certain legal systems
- **Military Court:** A court administered by military authorities. In the occupied West Bank, many Palestinians are tried in Israeli military courts
- **Occupation:** A situation in international law in which the armed forces of one state exercise effective control over territory outside their sovereign borders
- **Fourth Geneva Convention:** An international treaty that establishes protections for civilians during war and military occupation
- **International Covenant on Civil and Political Rights (ICCPR):** A United Nations human rights treaty that guarantees fundamental civil and political rights, including protections related to due process and fair trials
- **Nelson Mandela Rules:** The United Nations Standard Minimum Rules for the Treatment of Prisoners, which establish internationally recognized standards for the humane treatment of people in detention
- **Human Rights:** Fundamental rights and freedoms that belong to every person regardless of nationality, ethnicity, religion, gender, or political belief
- **Fatah:** A major Palestinian political movement founded in the late 1950s and the largest faction within the Palestine Liberation Organization (PLO)
- **Palestinian Legislative Council (PLC):** The legislative body of the Palestinian Authority established following the Oslo Accords
- **Oslo Accords:** A series of agreements signed in the 1990s between Israel and the Palestine Liberation Organization (PLO) intended to establish a framework for peace negotiations and limited Palestinian self-governance
- **Second Intifada:** A period of intensified Israeli-Palestinian violence and uprising that lasted from 2000 to approximately 2005
- **National Conciliation Document:** A 2006 proposal drafted by imprisoned Palestinian political leaders that called for Palestinian political unity and outlined a shared national political framework
- **Hunger Strike:** A form of nonviolent protest in which individuals refuse food to draw attention to political,

legal, or humanitarian demands

- **Solitary Confinement:** The practice of holding a prisoner in isolation from other detainees for extended periods.
 - **International Committee of the Red Cross (ICRC):** An independent humanitarian organization that works to protect and assist people affected by armed conflict and monitors conditions of detention where access is permitted
 - **Addameer:** A Palestinian non-governmental organization that provides legal support to Palestinian detainees and advocates for prisoners' rights
 - **Defence for Children International -Palestine (DCIP):** A Palestinian child rights organization that documents and advocates on issues affecting Palestinian children, including detention
 - **Palestinian Prisoners' Club:** A Palestinian organization that provides support and advocacy for Palestinian prisoners and their families
 - **Liberation Movement:** A political or social movement that seeks self-determination, independence, or freedom from foreign rule, occupation, or systemic oppression
 - **Advocacy:** Actions taken to raise awareness, influence public policy, or promote social, political, or human rights causes through lawful and peaceful means
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