



*Lesson Plan (45 minutes)*

# Pay To Slay

## Step 1: Start with the goals/questions

### Goals: What are the goals of this lesson?

**Affective** – Students will appreciate the complexity of negotiation a peaceful coexistence with a party that doesn't share the same values

**Behavioral** – Students will be able to articulate their opinions on key issues relating to Palestinian terrorism

**Cognitive** – Students will be able to list the basic elements of the pay to slay program and how it affects the Israeli-Palestinian conflict

### Essential Questions/Big Ideas:

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| 1. Can peace exist between two entities that do not share the same values? | 1. The Israeli-Palestinian conflict is complex and nuanced                           |
| 2. What responsibilities does a government have towards its people?        | 2. A government is responsible for the basic welfare of its people                   |
| 3. What factors shape the priorities and values of a group of people?      | 3. The values and priorities of a group of people are shaped by a variety of factors |

## Step 2: Learning Plan

### Hook/Trigger: (5 minutes)

Ask students to consider the following:

Think about a time in your life when you were offered an incentive. What was the incentive? What behavior was the incentive intended to reward? In your experience, was the incentive effective in encouraging this behavior?

## **Learning Activity: (35 minutes)**

### **1. Video (5 minutes)**

**2. Discussion: Government obligations: (10 minutes)** The Palestinian Authority was established as a transitional government that would pave the way for an independent Palestinian state to peacefully exist alongside an independent Israeli state. Despite this, the PA set aside part of its budget for the “pay to slay” fund, supporting and encouraging terrorist acts against Israel.

- a.** What obligations does a government have towards its civilian population?
- b.** What social services should a government prioritize for its citizens in order to meet these obligations? For example, health care, social security, aid for the poor, etc...
- c.** How does “pay to slay” undermine efforts to set up a Palestinian state that could peacefully coexist with Israel?

**3. Learning activity: Moral barometer: (15 minutes)** Label one wall in the classroom “agree” and opposite wall “disagree”. Present the following statements and ask each student to stand in the area that corresponds with how strongly he or she agrees or disagrees with the statements:

- a.** The families of Palestinian terrorists should receive financial compensation.
- b.** A government has obligations towards its citizens’ welfare.
- c.** Demolishing the homes of Palestinian terrorists is an appropriate punishment for terrorist acts.
- d.** Security is the most important basic human need.
- e.** It is fair for donors to insist that recipients use their aid in certain ways.
- f.** A peaceful solution is possible only if both parties want peace.

After the game, debrief by asking:

- Were there any statements that you felt particularly strongly about? What strong emotions did you feel?

- Was it challenging to determine where you wanted to stand for each statement? Why or why not?
- Did you find that you agreed with most of your classmates or that there were a variety of opinions among your group? Why might this be?
- What is one thing that you learned from this exercise about the pay to slay program and its effects on the Israel-Palestine conflict? What is one thing that you learned from this exercise about yourself?

### **Reflection: (5 minutes)**

**Love or hate?** Golda Meir is famously quoted as saying, “Peace will come when the Arabs will love their children more than they hate us”. In what ways does “pay to slay” reflect this sentiment? Do you agree with Golda Meir? Why or why not?

## **Step 3: Assessment**

### **Checking for Understanding: (2 minutes)**

3-2-1

What are three things you learned about pay to slay that you didn’t know before? What are two things you found surprising? What is one thing you would like to learn more about?