

A SHRINKING LAND: INTERACTIVE ACTIVITY



What greater grief than the loss of one's native land.

Euripides



Purpose

To support young people to explore the history of Israel and Palestine and to understand the ways in which people are experiencing injustice and a denial of human rights as a result of the ongoing military occupation.



Materials

- Towel or fabric (120 x 60 cm)
- Tape/string/chalk
- Game components: character cards; signs

Notes

- It is important to view the topic of the history of Palestine and Israel through a human rights lens. Every human being has the right to a nationality, a family, a home and protection under the law. Palestinians and Israelis, and everyone who lives in this region, are entitled to these rights. During this activity, in particular the debrief, it is important that the young people talk about rights and injustices, and are encouraged to identify where they see rights being denied and where they see people experiencing injustice.
- Please read the activity in full before starting your preparation. For further information in advance, have a look at slides 2–9 of the Introduction to Palestine slide show.
- The numbers for this activity are based on a group of twenty-six young people. If you have more or fewer than twenty-six, please adjust the numbers to ensure that Group A and Group B are the same size. The character cards are a part of the overall story and should be seen as such. Ensure that all character cards are distributed; if necessary, some participants might have more than one card.

Before the Activity

Step 1

Print the game components. Print one copy of the character cards and cut them out. Note that each character card is designated as either Group A or Group B. Print six copies of the annexed sign and four copies of the blockade sign.

Step 2

Ask the young people to bring a towel (approximately 120 x 60 centimetres). Alternatively, get some fabric and create a piece for each student.

Step 3

Set up the activity area. It should be clear of obstacles so that the young people can move around freely. Mark a space measuring 36 square metres (preferably 9 x 4 metres). Masking tape, string, rope or chalk can be used as appropriate. Mark the outside boundary with an unbroken line. Mark out where the West Bank and Gaza will be with a broken line. This is illustrated in Diagram A.

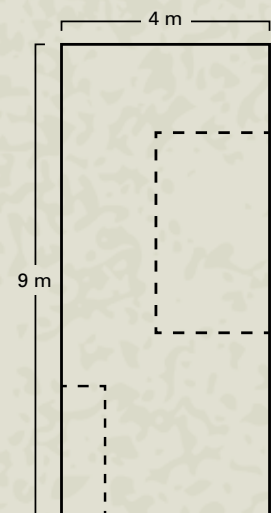


Diagram A

During the Activity

Step 1

Split the young people into two groups of equal size, Group A and Group B. Give each student a character card from their group. Explain to the young people that each person will be asked at one point in the activity to read out their character card. The character card may not necessarily reflect where they are standing in the activity area. All participants wait outside the activity area until directed to enter.

Step 2

Tell the young people to ignore the dotted lines within the activity area. Place the Palestine sign in the middle of the activity area.

Step 3

Explain to the students that the activity contains nine movements. Each movement is followed by a statement read out by the teacher/facilitator and specific character cards read out by the participants. During each movement, some participants will be asked to change position. Once the movement is complete, read out the relevant statement and character cards, which form the story of 'A Shrinking Land'. After each section is complete, allow the participants to take stock and see where they are now and to ask any questions before moving on. When they enter the activity area, participants should spread out their towel/fabric fully, then adjust throughout the exercise as directed. As the activity progresses, Group A members may have to fold their towels/fabric to make room from members of Group B. Members of Group B should never fold their towel/fabric and should always have some space around them.

Movement 1

Position the Palestine sign in the centre of the activity area. Ask all of Group A and Noam and Albert from Group B to walk around the activity space and find a spot that they are comfortable with. Ask them to open up their towels fully and stand or sit down on them. Give the students a few minutes to talk to the people closest to them and tell them a little bit about themselves based on their character cards.

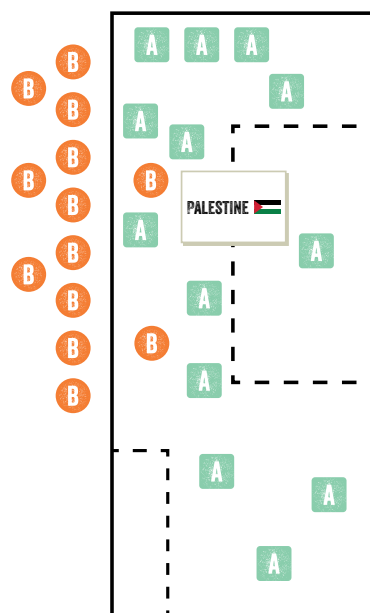
Statement 1

This is Palestine. Palestine is home to many different peoples who have lived here for thousands of years. Everyone here considers this space their ancient homeland, where they and their ancestors have farmed the land, raised families and lived their lives.

Character Cards

Ask the student with Character Card 1 (Ahmed) to read it out.

Ask the student with Character Card 2 (Noam) to read it out.



Movement 2

Remove the Palestine sign and put the British Mandatory Palestine sign in the centre of the activity space. Ask Miriam and Naomi from Group B to move into the activity area and find a suitable space to lay down their towel or fabric. The rest of Group B should stay outside the activity area for now. The Group B numbers inside the activity area should be roughly one third of the Group A numbers inside the activity area at this point.

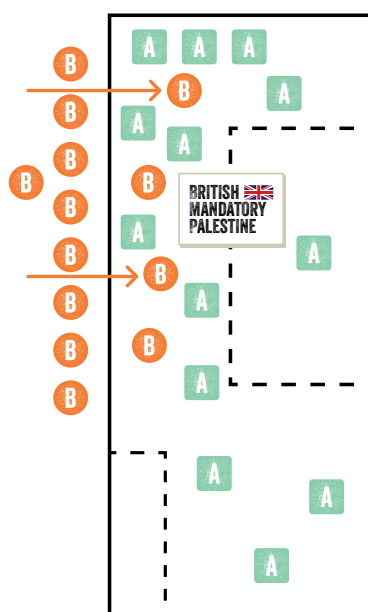
Statement 2

After the end of the World War I in 1918, Palestine came under British administration, known as British Mandatory Palestine. Arabs mostly populated the area, but the Jewish population steadily increased over time. By 1947 the Jewish population of Palestine was around 31 per cent of the total population. The increase was mainly due to immigration from around the world.

Character Cards

Ask the student with Character Card 3 (Albert) to read it out.

Ask the student with Character Card 4 (Kareem) to read it out.



Movement 3

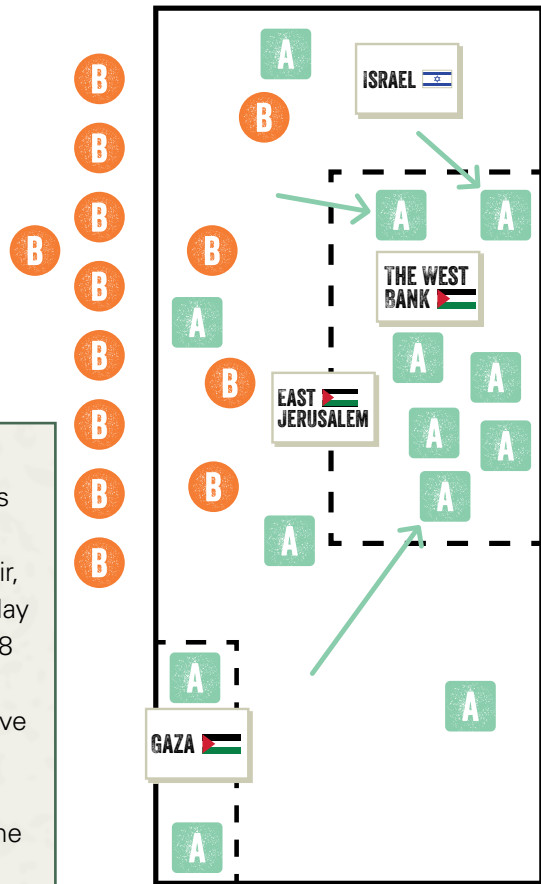
Remove the British Mandatory Palestine sign from the activity area. Position the West Bank sign in the larger dotted area, the Gaza sign in the smaller dotted area, and the East Jerusalem sign as indicated on the diagram. Put the Israel sign in the remaining activity area. Ask the following characters from Group A to move to the West Bank: Nyla, Samir, Amad, Hamza, Asim, Issa, Bishan. Ask the following characters from Group A to move to Gaza: Aaliyah, Sada. The remaining characters from Group A stay in Israel.

Statement 3

When British control ended in 1947, the United Nations proposed a plan to split Palestine into an Arab and a Jewish state. This proposal, which many deemed unfair, triggered a war between Israelis and Palestinians. In May 1948 the declaration of the state of Israel meant that 78 per cent of Palestine came under the control of Israel. Approximately 750,000 Palestinians were forced to leave their homes and flee to Arab-controlled areas in places like the West Bank and the Gaza Strip. Many left the country entirely. The officially recognised border became widely known as the Green Line.

Character Cards

Ask the student with Character Card 5 (Miriam) to read it out.
Ask the student with Character Card 6 (Nyla) to read it out.
Ask the student with Character Card 7 (Samir) to read it out.



Movement 4

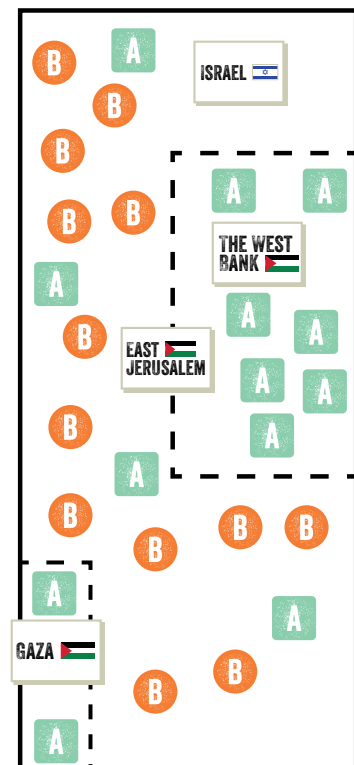
Ask the remaining members of Group B to stand in Israel. Tell them to find a space to spread their towels out fully.

Statement 4

Immigration into Israel continued after 1948. Between 1948 and 1951, many hundreds of thousands of Jews arrived into Israel, including a large number of European Jews displaced during and after World War II. The injustice of what happened to Jewish communities in Europe during the 1930s and 1940s, including their persecution, imprisonment and the murder of approximately six million Jews during the Holocaust, contributed to mass immigration into Israel.

Character Cards

Ask the student with Character Card 8 (Naomi) to read it out.
Ask the student with Character Card 9 (Solomon) to read it out.



Movement 5

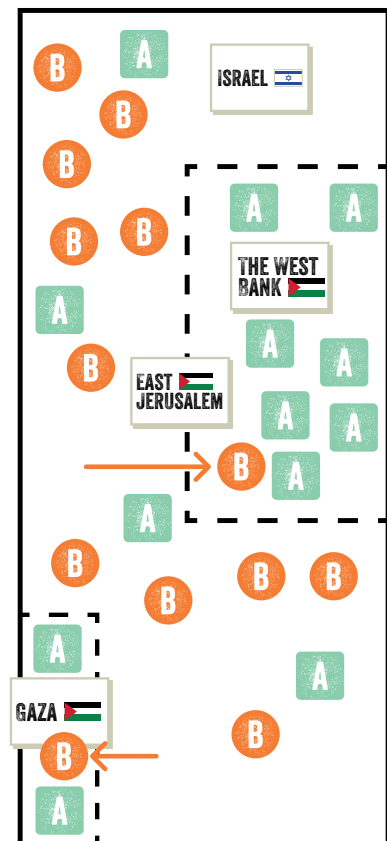
Ask two members of Group B to stand in the West Bank and Gaza, one in each. Ask them to spread out their towels fully. Group A members must move out of the way, folding their towels to make space if necessary.

Statement 5

Conflict broke out again between Israel and its Arab neighbours in 1967. In what became known as the Six Day War, Israeli military forces occupied large areas of Palestinian land, including the West Bank, the Gaza Strip and East Jerusalem. Many Palestinians living in these areas were forced to leave, and those who remained were now subjected to Israeli military control.

Character Cards

Ask the student with Character Card 10 (Joseph) to read it out.
Ask the student with Character Card 11 (Sada) to read it out.



Movement 6

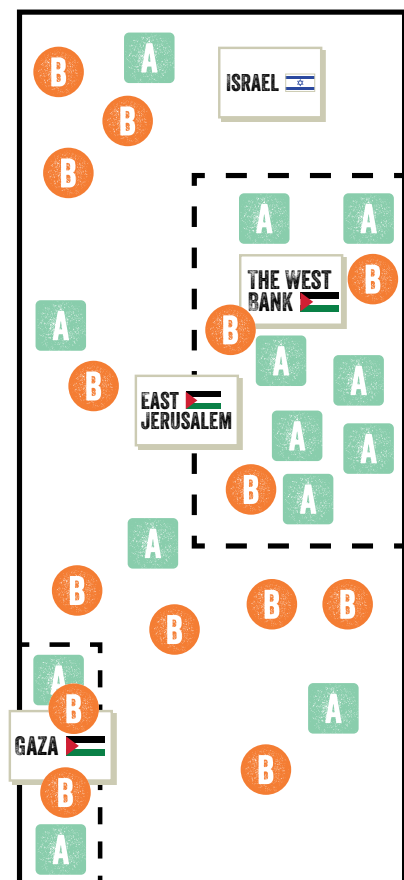
Choose two members of Group B and ask them to move into the West Bank area, and one member of Group B to move into Gaza. Group B must lay out their towels fully and Group A must move or fold their towels to ensure that there is space to accommodate this.

Statement 6

After 1967 Israel began to build settlements, or colonies, in Palestinian areas occupied by the Israeli military. These settlements could take the form of housing, industrial or agricultural. In order to build these settlements, land is taken from the Palestinians and they are often left with poor quality land. Many settlers move to these settlements because housing is cheaper, partly due to government subsidies. These settlements have been declared illegal under international law by the United Nations.

Character Cards

Ask the student with Character Card 12 (Benjamin) to read it out.
Ask the student with Character Card 13 (Amad) to read it out.

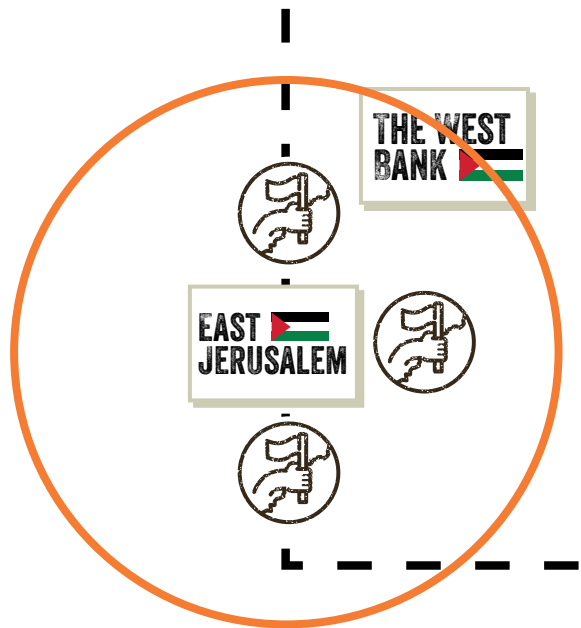


Movement 7

Position the annexed signs around East Jerusalem to symbolise the building of the separation barrier and the annexation of East Jerusalem by Israel. Ensure that at least one member of Group A is in this area.

Statement 7

Since 2002 Israel has been building a separation barrier (high fences and walls) around the West Bank in the name of security. At the time Israel began construction of the wall, many suicide bombings and other attacks had taken place against Israeli citizens and levels of violence were very high. Palestinians refer to the wall built around East Jerusalem that separates it from the West Bank, incorporating it into Israel, as the Apartheid Wall. This has caused further serious disruption to Palestinian life. Palestinians are now subject to heavy restrictions of movement through fortified checkpoints and are often separated from their land. Many people have to queue for hours to cross the border into Jerusalem to work, if they have the correct permits to do so.



Character Cards

Ask the student with Character Card 14 (Hamza) to read it out.

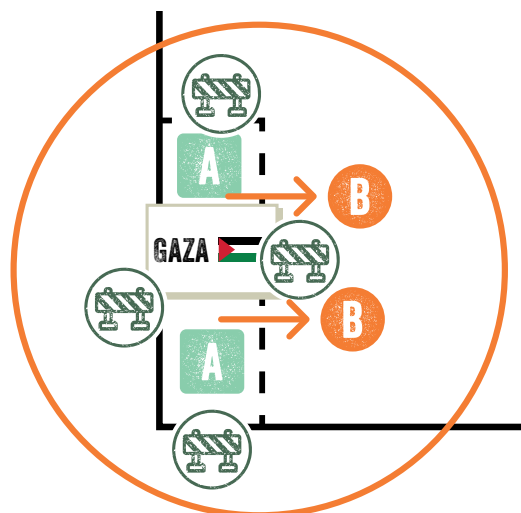
Ask the student with Character Card 15 (Asim) to read it out.

Movement 8

Ask members of Group B to leave Gaza and return to Israel. Spread the blockade signs around Gaza.

Statement 8

In 2005 Israel removed all Israeli settlements from Gaza in the name of security. In the wake of this 'disengagement', Israel has put in place – first temporarily, then permanently – a land, sea and air blockade of Gaza. There is also a physical barrier around Gaza. Movement in and out of Gaza is even more restricted than the West Bank. This has been a disaster for the economy of Gaza, and for the Palestinian people who live there. Internal conflict and numerous 'wars' with Israel have resulted in many thousands of people being killed and tens of thousands of homes and businesses being destroyed.



Character Cards

Ask the student with Character Card 16 (Sarah) to read it out.

Ask the student with Character Card 17 (Aaliyah) to read it out.

Movement 9

Allow three more Group B members to move into the West Bank and lay out their towels as fully as they can. Members of Group A must move to make space and fold their towels again if required.

Statement 9

Up to the present day, many more settlements have been built in the West Bank and there has been increasing levels of violence due to clashes between Israeli settlers and Palestinians.

Character Cards

Ask the student with Character Card 18 (Tal) to read it out.

Ask the student with Character Card 19 (Issa) to read it out.

The West Bank is no longer one whole area where Palestinians are connected to each other. Barriers, settlements, military zones and checkpoints all contribute to the breaking up of Palestinian land and communities, which often includes the demolition of Palestinian homes.

Character Cards

Ask the student with Character Card 20 (Bishan) to read it out.

Ask the student with Character Card 21 (Sarit) to read it out.

Ask the students with Character Card 22 (Jamila) to read it out.

This seemingly never-ending illegal occupation of Palestinian land is driving increasing tensions in many areas of the West Bank. Many Israelis have spoken out against the settlements and are highly critical of the occupation of Palestine; however, little change seems possible.

Character Cards

Ask the student with Character Card 23 (Oren) to read it out.

Ask the student with Character Card 24 (Leah) to read it out.

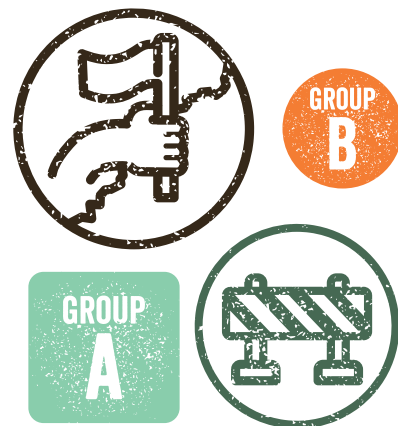
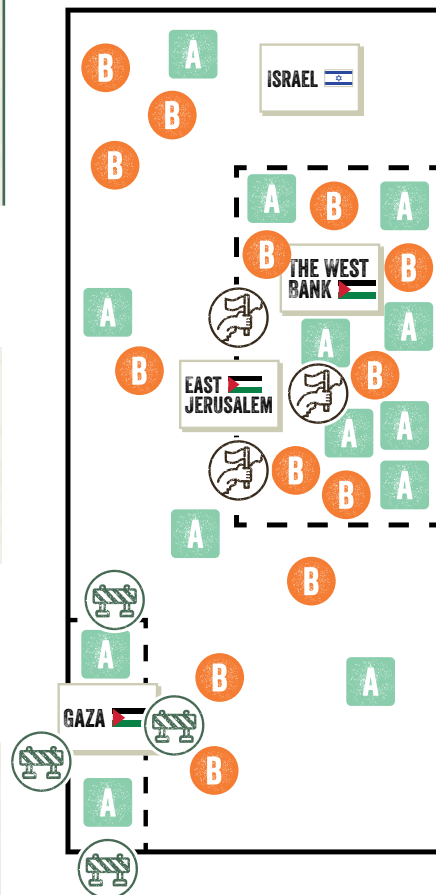
As always, it is the innocent who suffer the most. The young people who grow up in this situation know nothing else. Their experience depends on which side of the occupation they are on.

Character Cards

Ask the student with Character Card 25 (Avraham) to read it out.

Ask the student with Character Card 26 (Layan) to read it out.

The occupation continues to deny the human rights of Palestinians. They cannot move freely, play, work, raise their families, live on their land or go to school without constant harassment, intimidation and discrimination. The settlements have meant that Palestinian land, and the Palestinians themselves, have become fragmented, divided and separated. The issue of violence remains a major problem. Violence by both Israelis and Palestinians continues to claim lives on both sides; however, the number of Palestinians killed is far higher. As long as the illegal occupation continues, the prospects for a peaceful solution look as far away as ever.



After the Activity

Step 1

Once the group has heard all the statements and experienced all of the movements, allow some time for them to shake off the identity they had in their groups. Encourage any spontaneous feedback the students may have, especially with their peers. After around five minutes, settle the group down. If appropriate, ask them to sit in the middle of the floor on their towels.

Step 2

Ask the students to think of a word that describes how they felt during the activity. They can write the word down but should keep it to themselves for now.

Step 3: Recap

Ask a few volunteers from Group A and Group B to describe what happened during the activity. You can use questions such as: What was the activity about? What is your understanding of the situation?

Step 4: Exploring Feelings and Emotions

Invite volunteers from both groups to express their feelings during the activity. Ask questions such as: What part of the activity affected you the most? Have you felt uncomfortable at any point? When? Why? If you were given the option or had the

possibility to leave at some point, would you have taken it? Have you felt injustice? Why? Why not?

*The questions are a guide only. Allow the group to express how they felt in their own words.

Step 5: Exploring Empathy with Other Communities

- What human rights are being ignored or denied for people living in the Occupied Territory of Palestine?
- Do you think this is an example of injustice? Why? Why not?
- You wrote down a word that describes how they felt during the activity. Please read it out loud.
- Finish the session using slides 2–9, which help to visualise the changing status and forced movements highlighted in this activity.

Final Discussion

What is the situation like in the Occupied Palestinian Territories and Israel today? Is it in the news? What is happening? Why is it happening? Are there attempts to bring peace? Would you say peace is a possibility in the short to medium term? Why? Why not? How do you think the situation might be resolved in the future, if at all?

Definitions



Annexation

Possession taken of a piece of land or a country, usually by force or without permission.



Blockade

The situation in which a country or place is surrounded by soldiers or ships to stop people or goods from going in or out.

Game Components: Character Cards

CHARACTER CARD 1

AHMED

GROUP
A

Palestinian Arab farmer
in Nazareth pre-British
Mandatory Palestine

My name is Ahmed. I am a Palestinian Arab farmer. My farm is just south of Nazareth, a town in the north of Palestine. My family have farmed this land for many generations, though life here can be tough. We grow grain, legumes and vegetables on our land, which we sell in local markets.

CHARACTER CARD 2

NOAM

GROUP
B

Trader from the Jewish
community living in
Jerusalem pre-British
Mandatory Palestine

My name is Noam. I am a trader with a small shop in Jerusalem, in the Old City. My family have lived in Jerusalem for as long as I can remember, selling different types of fabric. There are lots of different people here in Jerusalem, and although there is sometimes trouble, it is mostly a peaceful place to live, with many thousands of pilgrims coming each year to visit the holy sites in the Old City.

CHARACTER CARD 3

ALBERT

GROUP
B

Member of the Jewish
community in Serbia who
moved to Palestine in 1933

My name is Albert. I was born in Belgrade and grew up there, training as a schoolteacher. I moved my family to Palestine in 1933. I was worried about the changes happening in Germany and other places, and I believed in the right to a Jewish homeland in Palestine. I moved to Tel Aviv as it was a growing community with plenty of opportunities for teachers and other professionals.

CHARACTER CARD 4

KAREEM

GROUP
A

36-year-old Palestinian
carpenter in Ramallah in
1936

My name is Kareem. I am a carpenter making furniture in Ramallah. To be honest, life is not great under the British. I can barely make enough money to feed my family, and there is no help from anyone. I am on strike like everyone else I know, but I don't get involved in the attacks against the British soldiers and the Jewish people. Violence is not the answer, but it is hard to know what will happen.

CHARACTER CARD 5

MIRIAM



27-year-old Israeli fighter in Jerusalem in 1948

My name is Miriam. I live in the Jewish quarter of the Old City of Jerusalem. I work as a teacher, but I have been also helping with the defence of the Jewish community. We are all delighted that the British are leaving, and that we will have an independent state of Israel, but we know that war is coming, and are preparing to defend our land.

CHARACTER CARD 6

NYLA



14-year-old Palestinian forced to move to the West Bank in 1948

My name is Nyla. I was born in 1934 in Be'er Sheva, the largest town in the Negev Desert in southern Palestine. The Israeli army captured the town from the Egyptian soldiers and they forced me and my family, and almost all the Arabs in Be'er Sheva, to leave. My family and I fled to Bethlehem and found a place to stay in a refugee camp. We have been here ever since.

CHARACTER CARD 7

SAMIR



50-year-old Palestinian farmer forced to move to the West Bank in 1948

My name is Samir. I have lived in Harrawi, a small village in Eastern Upper Galilee in northern Palestine, all my life. My family is descendant from Bedouin tribes who have lived in the area for centuries. I grew cereals and had a few animals as well. Arab soldiers tried to defend my village but eventually the village fell to Israeli soldiers. We were forced to leave and look for safety in the West Bank.

CHARACTER CARD 8

NAOMI



30-year-old refugee from the Jewish community in Poland

My name is Naomi. At the end of the war, the German army was forced out by the Russians and I escaped the camp I had been in for two years. Life wasn't much better under Russian control, so I took the opportunity to leave and come to Israel to try to find a new life.

CHARACTER CARD 9

SOLOMON

GROUP
B

24-year-old immigrant from the Jewish community in Yemen in 1950

My name is Solomon. I came with my family to Israel from Yemen in 1950. Our move was part of an operation called Operation Magic Carpet. We were flown to Israel on an American military plane. We landed in Tel Aviv, where we stayed. Life is tough here, but in my opinion it is better to be a Jew in Israel than probably anywhere else in the world.

CHARACTER CARD 10

JOSEPH

GROUP
B

35-year-old captain in the Israeli Defence Forces

My name is Joseph. I am a captain in the Israeli Defence Forces. I command a unit of tanks. When conflict broke out again with the Arabs, my unit was tasked with moving into the West Bank as part of the encirclement of Jerusalem. We engaged and defeated forces of the Jordanian army and stayed in place as part of the occupation of that area.

CHARACTER CARD 11

SADA

GROUP
A

Shop owner in Gaza city

My name is Sada. I own a shop in Gaza city that sells fresh fruit and vegetables to local people. We knew the Israelis would eventually attack Gaza. The Egyptian forces, with our help, tried to fight them off. After a couple of days the Israelis overwhelmed the defenders of Gaza city and occupied the whole Gaza strip. It was a disaster for us.

CHARACTER CARD 12

BENJAMIN

GROUP
B

Israeli settler in the West Bank

My name is Benjamin. I decided to move my family to the West Bank as I feel it is part of our homeland, promised to the Jewish people. It also makes more financial sense to move as we have access to government subsidies that will help us set up a home and find work. I am a partner in a farm growing fruit and olive trees.

CHARACTER CARD 13

AMAD

GROUP
A

Palestinian farmer

My name is Amad. I am a farmer outside of Jericho in the West Bank. I have always lived nearby to Jewish communities in the Jordan valley, but recently the Israeli authorities have been moving more and more settlers into our area, taking our land from us and demolishing our homes. Some of the new settlers can be quite violent, and there are sometimes clashes with them. I had to move my family to my brother's farm. We now live there with his family.

CHARACTER CARD 14

HAMZA

GROUP
A

Palestinian living in Bethlehem working in Jerusalem

My name is Hamza. I used to work in Jerusalem as a taxi driver and live just a few miles away in Bethlehem. It used to be simple enough for me to get to work; however, the Israelis have built a new wall – we call it the Apartheid Wall – and it has become impossible for me to work in Jerusalem. I cannot get the correct permit, even though I have applied many times. Crossing into Jerusalem for any reason is so difficult now. Even if you do have the correct papers, you still sometimes cannot cross. The soldiers are often abusive to us.

CHARACTER CARD 15

ASIM

GROUP
A

Palestinian shop owner in Bethlehem

My name is Asim. I own a shop on Hebron Road in Bethlehem. The wall has been built opposite my shop and dominates everything around here. I suppose it is possible to get used to it being there, but it is a constant reminder of the occupation. People around here try to get on with their lives, but it is difficult. Some tourists do come here to look at the wall, and they will come into my shop. However, most tourists come past on buses from Jerusalem, on their way to see the Church of the Nativity, or some other holy site. They don't stop here. It is very frustrating.

CHARACTER CARD 16

SARAH

GROUP
B

Israeli soldier stationed in Gaza

My name is Sarah. To be honest I was glad when they moved us out of Gaza. I hated being away from my family. The people hated us. There was always violence and the possibility of being injured or worse. I don't know how the settlers stayed there for so long. I know a lot of them were upset to be moved back to Israel. I am now stationed in Israel, though I am still involved in patrolling the border with Gaza. It can still be dangerous there.

CHARACTER CARD 17

AALIYAH

GROUP
A

15-year-old student in Gaza

I was glad to see the Israeli soldiers leave, but things have not gotten any better. In fact, they are now worse. I try to go to school every day, but it is often quite hard. The soldiers still fire into our area sometimes, which makes the journey to school very dangerous. Also, because they have blockaded the Gaza Strip, nobody can get in or out. Neither of my parents are able to find work here in Gaza and they can't leave to find work anywhere else. We survive on very little, like most people around here. There seems to be no end to this.

CHARACTER CARD 18

TAL

GROUP
B

Former Israeli soldier
stationed in Hebron

My name is Tal. I am 24 years old, and I live in Tel Aviv now. Before I joined the army, I didn't really know what was happening in the West Bank. I was deployed to Hebron, where I saw up close the injustice facing the Palestinian people, injustice that we as soldiers were contributing to. Our job was to protect the Jewish settlers in Hebron, and they could do what they liked. We often raided Palestinian homes, stopped Palestinian people from opening their shops, walking down streets, driving cars, all sorts. It seems to me that we are trying to make life as miserable as possible for them here so that they will leave, and leave the place to the Israelis. I was glad to get out of the army. I must speak out about it.

CHARACTER CARD 19

ISSA

GROUP
A

Palestinian activist in
Hebron, the West Bank

My name is Issa. I am 45 years old and live in Hebron in the West Bank. I work with young Palestinians to show them how to peacefully resist the illegal occupation of our land by the Israeli army. We try to steer them away from violence. So many of our young people have been killed or injured, often indiscriminately. Sometimes peaceful resistance works, but other times the army goes on the attack and people get killed or injured. I have been evicted from my house and arrested many times. I keep trying to resist because what else can we do? The future is bleak. Things continue to get worse all the time.

CHARACTER CARD 20

BISHAN

GROUP
A

Young Palestinian
documentary film-maker in
the West Bank

My name is Bishan. I am 16 years old. I am from the South Hebron Hills. I document what happens through my camera lens. Despite being in constant danger, I feel it is my duty to show the world how my people are suffering. I was given the camera by an Israeli NGO who are against the occupation. It is important to document what is happening here so the whole world can see.

CHARACTER CARD 21

SARIT

GROUP
B

Member of an Israeli NGO protesting the occupation

My name is Sarit. I work for an Israeli NGO. We are working to highlight the injustices taking place in the West Bank due to the illegal Israeli military occupation. We work with other Israelis, and Palestinians, to highlight what life is really like for Palestinians under this occupation. There is no doubt in my mind that the Palestinian people are suffering serious injustice and that Israel needs to rethink its strategy of occupation and settlements before it is too late.

CHARACTER CARD 22

JAMILA

GROUP
A

60-year-old resident of Masafer Yatta

My name is Jamila. I have lived in Masafer Yatta, south of Hebron, all my life. The army have wanted to get rid of me and my family from our land for a long time. We have fought long and hard to stay on our land, but it now looks impossible. The Israeli military courts have decided that our home is illegal, and that the army can evict us from our land and demolish our homes. We keep fighting to protect our land, but we expect the army to come any day to expel us from our village, where my family have lived for centuries.

CHARACTER CARD 23

OREN

GROUP
B

18-year-old student at the Hebrew University of Jerusalem

My name is Oren. I am studying to become a doctor at the Hebrew University of Jerusalem. Due to a disability I have with my eyesight I am exempt from service in the Israeli army, so I haven't had that military experience. It is hard to know what to think about the Palestinians and their protests. I want to support my country but it is difficult not to feel that things are getting worse. Recently many of my friends have become more hard line in their views on the Palestinians. They think the army should be tougher on the Palestinians. I don't know what to think.

CHARACTER CARD 24

LEAH

GROUP
B

Member of the Knesset, the Israeli parliament

My name is Leah. I was sworn in as a Knesset member in April 2021. I believe that what Israel is doing on its own land is justified. We are not occupiers; we are the people who have an unquestionable right to all areas of the land of Israel. It is right for us to apply Israeli sovereignty over all our land. That is what all other countries around the world do; so why shouldn't we? It is our duty as elected members of the Knesset to provide a safe and secure homeland for all Israelis.

CHARACTER CARD 25

AVRAHAM



11-year-old Israeli living in the West Bank settlement of Ariel

My name is Avraham. I have lived in Ariel since I was born. My grandfather was one of the first people to come here, a long time ago now. He tells me stories about living in tents. I am still in primary school but will soon be moving to middle school. I have lots of friends here. I love playing basketball and tennis in the evenings and at weekends. I hope to be a doctor when I grow up but will have to go into the army first. I am proud to live in Ariel. My older sister has just started at the new medical school. She wants to be a doctor too.

CHARACTER CARD 26

LAYAN



11-year-old Palestinian living in Aida Refugee Camp, Bethlehem

My name is Layan. I am 11 years old. I was born in the Aida camp. My family is originally from a village called Abu A'mmar but they were displaced from their homes in 1948. I attend a school near the camp. Sometimes when I come home from school there are soldiers around the camp, so I go back to the school and wait until they leave. My dad was arrested a while ago. Israeli soldiers came to our house and searched it entirely and wrecked it. They threw gas bombs and rubber bullets at us so that no one followed them. This has happened to a lot of people I know as well. I like going to the Lajee Center to be with my friends. It is a fun place with lots to do. It is quite close to the wall and the soldiers, though, so it is not always safe to go down there.



**BRITISH
MANDATORY
PALESTINE**

PALESTINE



THE WEST

BANK





GAZA



**EAST
JERU**

**SAL
EM**



ISRAEL



AD
EX
EN
AN
A



BLOCKADE