



## Stop the Wall A Resource for Student Activists

### Introduction

Three times as long and twice as high as the Berlin wall: that's what Israel is building in the occupied Palestinian West Bank, separating not just Israelis from Palestinians but Palestinians from each other. The Palestinians call this the Apartheid Wall, evoking images of South African Bantustans.

The construction of the Wall began in June 2002 and the first phase was completed in April 2003. This first phase has affected over 100 Palestinian communities and over 875,000 people in the Qalqiliya, Tulkarm, Jenin, Jerusalem and Bethlehem districts.<sup>1</sup> While the Wall is claimed by Israel as a security measure, it is being built well inside the West Bank and beyond the 1967 armistice line. It has caused widespread damage to Palestinian agricultural land and irrigation networks, water resources, and homes and community infrastructure. The Wall prevents individuals and communities from accessing their land, markets, schools, jobs, and healthcare, and divides whole families.<sup>2</sup> International, Israeli and Palestinian peace activists have taken stands against these injustices. We hope that this toolkit will help you to do the same.

The toolkit aims to equip and empower student activists to take action against the Wall. It includes general information on how to start a group on campus, background information on the Wall and the conflict, and campaign building ideas. In the appendix you will find templates for event flyers and handouts, check lists, a list of films, a bibliography, flyers and informational resources. This is just a beginning but hopefully it will serve as a springboard for ideas and ways to put them into action.

Students have historically been at the forefront of major international struggles and it is imperative we, as students, do not back down now. Students must join with peace and justice activists nationally, internationally and in Palestine to TEAR DOWN THE WALL and bring an end to occupation. The Wall stands in the way of peace. We must demand that the construction of the Wall be stopped, those parts constructed be dismantled, confiscated land be returned and compensation be given for losses.

#### **Palestine & Israel: A Snapshot**

- \* 1897 1st Zionist Convention in Basle decides to establish a Jewish state.
- \* 1917 Britain promises Zionists to support the establishment of a Jewish "national home" in Palestine; British forces occupy Palestine; extensive Jewish immigration begins.
- \* 1947 United Nations partitions Palestine into a Jewish State and an Arab state. In the ensuing war, Israel occupies 78% of the country; Egypt and Jordan take over the West Bank and Gaza. Israel is born, Palestine disappears off the map.
- \* 1967 Israel occupies the West Bank, Gaza and East Jerusalem. Security Council resolution 242 calls on Israeli forces to withdraw based on the "inadmissibility of the acquisition of territory by war." Israel begins to establish settlements in the Occupied Palestinian territories in violation of the Fourth Geneva Convention: "the Occupying Power shall not deport or transfer parts of its own civilian population into the territory it occupies."
- \* 1993 The Oslo Accords are signed by the Israeli and Palestinian leadership, raising hopes of just peace and end to occupation, but settlement building continues under both Labor and Likud governments.
- \* 2004 Since 1967, Israel has established over 200 illegal settlements on Palestinian land, occupied by close to 400,000 settlers.

<sup>1</sup> Report, *B'Tselem*, 5 November 2003

Behind the Barrier: Human Rights Violation as a Result of Israel's Separation Barrier. *B'tselm* March 2003, pg. 9.

<sup>2</sup> [The Wall in Palestine: Facts, Testimonies, Analysis and Calls to Action](#) PENGON Edited by The Palestinian Environmental NGOs Network (PENGON) Jerusalem, 2003, pg. 10

## Getting Started

*There is no one-way to start a campus group. Here are a few suggestions on how to get started and some things to think about along the way.*

### **What kind of group are you starting?**

- Get a peer group together that is dedicated to making noise about the illegal Israeli occupation of Palestine. When starting it will be essential that you ask yourselves important questions about the focus of your group. Take into consideration the needs of your campus and what already exists. *Why are you starting a group? How do you see your role as student activists to be unique? Does your campus have political awareness and little action or action and little political awareness? Are there cultural groups on campus that touch on similar issues (i.e. Muslim Student Association or Jewish Student Union)? Are you interested in solely concentrating on the Wall or are you interested in other issues that impact the Middle East and Palestine in particular? Do you advocate a solution to the conflict?*

### **Become a Chartered Registered Group on Campus.**

- Once you have found a group of like-minded people to share in this work you need to establish yourselves on campus. Go to your student union or student government association and fill out the appropriate paper work to become a bona fide campus group. The benefits and requirements of being a registered group vary from campus to campus, but often result in a meeting/office space in the student union, an organizational email account, an organizational mailing address, a web address, access to faxes, computers, phones and possible funding.
- In a time when activism around Palestine is increasingly silenced and repressed on campus it is important to go through the proper channels to become an official group. In recent months universities have attempted to stifle political activity. Do not let your group be caught by loopholes (the appropriate paper work was not completed, permits not obtained etc). By adhering to your institution's rules and regulations you may be able avoid these impediments.

### **Write a Mission Statement and Strategic Plan.**

- A mission statement will help you define and clarify your group's objectives. It may also be a necessary component to become registered on campus. Here is one example:

#### I. MISSION

Students for Justice in Palestine (SJP) is a diverse group of students, faculty, staff, and community members at the University of California, Berkeley, organized on democratic principles to promote justice, human rights, liberation, and self-determination for the Palestinian people.

## II. GUIDING PRINCIPLES

As an advocacy group, SJP is committed to a core set of principles to which it expects its members to adhere. SJP believes that while the Palestinian people must ultimately be able to decide their future in Palestine, certain key principles, grounded in international law, human rights, and basic standards of justice, will be fundamental to a just resolution of the plight of the Palestinians. These include the full decolonization of all illegally held Palestinian lands; the end of the Israeli occupation of the Gaza Strip and the West Bank; including East Jerusalem; the implementation of the right of return and repatriation for all Palestinian refugees to their original homes and properties; and an end to the Israeli system of Apartheid and discrimination against the indigenous Palestinian population. Just as SJP condemns the racism and discrimination underlying the policies and laws of the state of Israel, SJP rejects any form of hatred or discrimination against any religious, racial, or ethnic group. SJP's strength is in the great diversity of its membership. SJP welcomes individuals of all ethnic and religious backgrounds to join in solidarity with the struggle for justice in Palestine.

## III. CODE OF CONDUCT

SJP's activities include educational events, demonstrations, civil disobedience, and a campaign demanding that the University of California divest from Israel. SJP will conduct only nonviolent actions. SJP rejects actions that violate the guiding principles as stated above. Individuals or groups acting as members, representatives, or sponsors of SJP agree to abide by the code of conduct and endorse the principles of the organization. SJP may elect to endorse programs or actions of other groups whose principles and code of conduct are consistent with those of SJP.

**--Students for Justice in Palestine Berkely:**

<http://www.justiceinpalestine.org/tikipage.php?pageName=About+SJP>

- Create a strategic plan for your group. A strategic plan is an outline of your group's goals and future campaigns. You may want to wait until you have a group of core members or a first meeting before working on a strategic plan. But don't let your work on this plan become all-consuming and overtake your actual work on campus

### **Choose a Faculty Advisor.**

- Choose a professor or staff person that you know is well-informed about these issues. Even if your institution does not require you to have a faculty advisor in order to be chartered it will be advantageous to have an ally in the institution or the administration. This advisor can be helpful by providing guidance as well as by sharing information about the administration and institutional policies.
- Colleges and universities have short institutional memories due to high student turnover each year. By talking to faculty at your institution you will gain access to institutional memory and begin to understand who and what came before you. This might be interesting to you as an individual, student, or activist, but it also may be politically and strategically useful. Did your institution divest from apartheid South Africa? Has there ever been a Palestine group on campus? Is there a history of civil rights activism?

### **Funding: Do your Homework.**

- Funding will be an essential component to your group. It will enable you to bring speakers to campus, to attend conferences as a group, publish leaflets and more. Every institution has different sources or ways for student groups to obtain funding and it will be important to find this information sooner rather than later. The earlier you apply for funding the greater the chance that you will receive your requested amount. Go to your student union or student government association to find out all of the necessary information and paperwork.
- You may also be able to obtain funding for specific events by co-sponsorship with student groups or academic departments. Most departments have funds set aside for this very purpose and want to help student groups bring speakers to campus. Many schools have Near East Studies or language departments and are excited to co-sponsor an event. Co-sponsorship will likely help you raise funds but more importantly it will allow you to strengthen and build connections between your group and other students and faculty on your campus.

### **Become Web Savvy.**

- Once you are established, set up a web page. Most schools give registered student groups access to free domain names. Keep the web page updated by posting petitions, calls to action, event calendars, relevant news and campaign updates. Your web address will also be useful to post at the bottom of publicity (i.e. leaflets or flyers).
- Create an organizing listserv just for student activists who are interested in organizing for the group. An organizing listserv will allow you to communicate outside of your proscribed meeting times. Here you can trouble shoot, delegate responsibility, and discuss timely issues. This listserv will never replace face-to-face communication but it is a great way to communicate with other organizers quickly.
- Create a general listserv for interested students, faculty and community members. Use this list to send announcements, calls for action, and event listings. This list will also function as a compilation of interested students and activists on campus and will be strategic when your group needs help with an event or action.
- Place your group's e-mail on a national listserv that puts out calls to action. Receiving these e-mails will equip you to organize your campus in conjunction with national events and days of action. Find out if these national organizations have places on their websites for local event listings or pictures of past events. Get the word out -- you are likely to get local folks out to your events and let national organizations know that you support their work.

### **Internal Education**

- Groups are often so busy trying to educate others about what is happening in Palestine they neglect to make education a top priority for members of their own group. It is a good idea to establish an education rotation where a member of the group recaps current events during your meeting time. Your group can also establish a Newslistserv dedicated to posts about news in Palestine. The designated education person of the week can be primarily responsible for posting news articles to the list for the week, along with any other interested folks.

### **Meetings: Here are Some Tips.**

- Once you are a recognized campus group establish a regular meeting time and place. Your institution should provide a free meeting space, but if that fails choose a convenient meeting space like a local library or community center. Make sure to respect members time needs and begin and end the meeting at the previously agreed upon times – or ask permission to extend the meeting by a few extra minutes.
- Be sure that your meeting doesn't overlap with other pertinent and relevant group meetings (i.e. Muslim Student Association, Progressive Jewish Alliance, Peace and Justice R US, Amnesty International etc.).
- Create a meeting agenda at the beginning of each meeting and allow everyone in attendance the opportunity to add to the agenda. If the group does not finish the meeting agenda, start with the items that were missed at the beginning of the next meeting.
- Establish a rotating facilitator and note taker; create this rotation in advance. These rotating positions will help decentralize some of the power in the group and in turn empower newer members to facilitate, take minutes, and get involved. The rotation also creates ways for newer members to learn skills from more experienced student activists. Be sure to send the meeting minutes to the internal group listserv so students who couldn't attend the meeting can still be informed about what was discussed.
- Set aside meeting time to discuss current events. As said above internal education is essential. Establish an education rotation where a member reports back to the group about the events of that week.
- Don't forget to set aside meeting time to evaluate past events. By taking time for evaluation you can avoid previous mistakes as well as gain a greater understanding of the needs of your campus. Some questions to ask yourselves: What was good about the event? What could be improved? Was the event well attended? Who came to this event? Did we give ourselves enough time for fundraising? How was our publicity? Was a campus newspaper at the event? Would we hold an event/speaker like this again? Evaluations will ensure easier and more successful organizing in the future. **(See Appendix for Sample Evaluation Form)**

### **Agree Upon a Decision-Making Process.**

- A decision making process can take many forms including consensus or majority rules. The decision making process will vary from group to group and will depend on the membership and the size of the group. There are many types of procedures; two are listed below. While group decision-making is crucial, empower individual members and committees to make final decisions for specific projects. This will not only decrease bureaucracy but it will also empower individuals and encourage creativity.
- *Consensus*: Consensus process requires the entire group to agree upon items being discussed. This process is likely to take longer than regular voting but for a smaller group it will likely produce feelings of accountability to the group as a whole and may make more sense for a smaller group. *Voting*: This process may be more effective for larger groups. Decide upon the voting margin; you may want to require 2/3 majority for a vote to pass or majority rules.

- Be clear about the decided upon voting process and don't be shy about consulting Roberts Rules of Order. Check Out: [www.robertsrules.com](http://www.robertsrules.com).

### **Keep Your Group Sustainable**

- Decentralize power. When activist groups successfully decentralize power newer and younger activists often feel more comfortable to get involved. Without new student activists the future of your organization is doomed. Help newer members feel comfortable and learn the ropes. This will ultimately keep your group more sustainable and productive in the long run. Create rotations (i.e. facilitation, note taking, listserv moderator, tabling etc.) to allow newer members to gain first hand experience as well as the opportunity to see experienced activists at work. Be accessible and don't use too much jargon at open meetings. Encourage younger members to pair up with older members to bring a speaker or plan an event. Be sure that members of your group personally greet new members at all meetings and events.
- High student turnover causes short institutional memory both within your university and college as well as within the confines of your very group. It is a good idea to keep files of past events. Include in the files past flyers, evaluations, and contact information. It may seem tedious at first to keep these records, but the future of your organization will thank you.

### **Don't Get Stuck in the Status Quo.**

- Be sure to revisit all of your decision-making processes and the structure of your group periodically. It is imperative that past decisions and campaigns continue to reflect the shifting membership of your group. Set up a day or weekend retreat at the beginning of each semester (or when necessary) to reflect upon past successes, failures and the status of the group. Student activists are busy people so try to set up this meeting when many members can be in attendance. While this may seem tedious at the time it will ultimately make your organizing easier and more effective.

## Action Ideas for Organizing and Educating Against the Wall

*Below is a list of suggested ways to educate and take action against the Wall. This list is not comprehensive, it is just a beginning. Take action and be creative.*

### Speakers

- Commitment to education is a key aspect to ensuring the success of your campaign. Speakers allow students and interested members of the community an opportunity to hear about the Wall for themselves. Find out if there are students or members of the local community who have recently been to Palestine. These activists have likely visited and taken part in actions against the Wall. Invite them to speak at your school about their experiences, human rights violations occurring in Palestine and the Wall. Keep in mind that just sitting and listening to an "expert" talk can be disempowering. Consult with your speaker about ways to make the event more engaging and productive proceeding their talk. Have a group member facilitate discussion in break-out groups, make t-shirts to raffle off at the next event for a fundraiser, or have a brainstorming session about what resources individuals can offer to an action/campaign on this issue.
- Plan ahead by identifying and approaching your desired speaker in advance. You may be responsible for providing provisions for speakers such as an honorarium, the cost of room and board, travel etc. Asking and identifying a speaker in advance will enable your group more time to successfully fundraise. Your group should carefully assess what kind of funds you need for other organizing projects and decide whether you think a speaker's honorarium is reasonable given your future plans. Be honest and firm when telling speakers that you are a student activist group- they should try to work within your budget.
- Don't forget to ask other groups on campus to co sponsor the event, they may be able to help you fundraise and ultimately will help you make positive connections on your campus. Many campuses have Middle East/Near Eastern Languages and Cultures departments and Political Science, English, and International Studies are also good departments to approach. When asking them to financially co-sponsor the event, you should also ask them to co-sponsor it by helping publicize it in their departments. If you can contact professors personally, they may give their students credit for attending the event. **(See Appendix for list of Speakers Bureaus).**

### Teach In's

- Teach In's are meant to provide general information about a situation or event and to get new people connected and involved. Have well-informed members of your group, professors, or community members "Teach In" about the Apartheid Wall. Check out power point presentations about the Wall at [www.gushshalom.org](http://www.gushshalom.org), [www.stopthewall.org](http://www.stopthewall.org), or [www.palsolidarity.org](http://www.palsolidarity.org). It will be important to keep other visual aids on hand including maps and pictures of the Wall. These visuals will give the attendees a better understanding of the gravity of the situation. Teach-ins should be engaging, interactive, and concise. It is important to leave a large chunk of time for questions- this is often when people learn the most. It is also important for whoever is running the teach-in to be organized and concise in their presentation, providing concrete examples and clear definitions. Those in attendance are at the event to learn more, so be sure to be well supplied with flyers about local events, lists of good websites and books, and perhaps an article or two.

## Chanting

- Be heard by chanting slogans at large or small rallies, vigils, actions, or wherever else you feel it is appropriate. This is an effective tool to get your message out loud and clear. Chanting helps strangers, not involved in your action, know why you are there and it also helps action participants to feel a sense of camaraderie.
- When thinking of slogans for chanting try to make them rhyme and full of catchy phrases. When leading a group in chanting, ensure that there is someone with a bull horn in charge who is prepared with a list of chants for the event. This leader should read the slogans in a call and response fashion according to the rhythm of the slogan. Pay attention to the crowd. Not all slogans and chants work at every event, if a crowd isn't catching on to a particular chant don't revisit it again at that event. It is a good idea to organize members of your group to write up some chants and make signs and posters before an action. This is a fun and creative way to get together and prepare for an action. This will also get your group thinking about the action in advance.

## Films

- Organize a film screening. Colleges and universities have huge movie collections that are often accessible to students. A film screening is an opportunity to hook up with unlikely groups and departments on campus like the Cinema Studies Department or the Film Club.
- View the film ahead of time and prepare questions for discussion in advance. When leading a discussion, even about a film, it is a good idea to keep talking points on hand. Ask your Audiovisual Department or Film Library for a copy of the copy right rules and regulations for your institution. **(See Appendix for Film List)**

## Vigils

- Vigils are often used to commemorate and remember a tragic event. When choosing a date for a vigil try to choose one that holds significance. Many vigils are candlelit and may start off by poetry readings, songs and include moments of silence. Check with the rules and regulations of your school before planning to use candles; some institutions prohibit the use of candles as a potential fire hazard. If allowed, provide candles and tin foil for the participants and if possible make copies of the program for the crowd.
- While vigils are meant for commemoration and often closure, they are also powerful spaces to promote awareness. It is important to have visible banners and signs so that passers-by can immediately know why you are there. The organizers of the vigil should decide beforehand how you will interact with passers-by. A silent vigil can be very powerful, having a couple people passing out flyers to passers-bys explaining why you're there is always good, having a sound-system and a couple of speakers is a possibility and having designated spokespeople to talk to the media so that everyone else can continue the vigil is always important. In each of these cases, the folks who will be interacting with passers-by and the media should have talking points and be sure that they represent the reason why everyone is gathered there.

- With any event planned outside, be sure to book and advertise for an alternative rain location.

*Here are a few dates that might interest you:*

**March 30:** Palestinian Land Day

*For the history of Palestine Land Day: <http://www.palestinecenter.org/cpap/pubs/20010330ib.html>*

**November 9:** This date marks the fall of the Berlin Wall in 1989 and was selected by PENGON (the Anti-Apartheid Wall Campaign) for a first International Day of Action in 2003

*For more information: <http://stopthewall.org/news/thecampaign.shtml>*

**December 10:** International Human Rights Day For more Information:

*For the UN International Declaration of Human Rights and more information about December 10: <http://www.unhchr.ch/udhr/>*

**April 9, 1948:** Commemoration of Deir Yassin

*For more information: [www.deiryassin.org](http://www.deiryassin.org)*

**May 15, 1948:** Commemoration of Al-Nakba (the term means “the disaster” in Arabic, and is used by the Palestinians to describe their dispossession and expulsion)

*For more information: Read Ilan Pappé’s, “The '48 Nakba & The Zionist Quest for its Completion”*

*[http://www.between-lines.org/archives/2002/oct/Ilan\\_Pappe.htm](http://www.between-lines.org/archives/2002/oct/Ilan_Pappe.htm)*

**June 6, 1967:** The date of Israel’s occupation of the West Bank and Gaza

*For more information: Read Phyllis Bennis’s [Understanding the Palestinian-Israeli Conflict: A Primer](http://www.endtheoccupation.org/article.php?list=type&type=52) at <http://www.endtheoccupation.org/article.php?list=type&type=52>*

## **Tabling**

- Be public. On a regular basis set up a table for your group in/outside your student union building, library or another highly frequented spot. At your table include literature, campaign information, petitions, a group banner and flyers for upcoming events and your group’s next meeting. This is an opportunity to advertise for events/campaigns, to maintain visibility on campus, to empower members of your group to talk to strangers about the issues and to obtain signatures on petitions. A larger group may want to set up a tabling rotation to ensure not only that tabling happens frequently, but also that members don't get too burned out.
- Group members should know up to date information about the Wall and the region. Internal teach-ins for members of your group are a good idea. Some groups designate a portion of each meeting to update about current events in Israel/Palestine with the presenter rotating each meeting. This provides each group member with an opportunity to be educated and educate others. Be prepared to answer questions - it might be helpful to keep talking points, maps and photos on hand. Don't table alone and ensure that group members are paired with individuals with whom they feel comfortable.
- Be prepared to deal with antagonizers and decide ahead of time how you will deal with them if the problem arises. A good policy is to just say: “I’m glad that you have a deep concern about this and I would be happy to talk with you when I am not working on a public event. If you are interested, I can give you our campaign information or some literature?” If you feel comfortable, give them your e-mail address or a business card. Hold de-escalation and facilitation trainings for your group to help everyone become better at engaging productively with hostile folks at events or while tabling. Campus dialogue centers or counseling centers are often happy to provide de-escalation trainings or mediation.

## Letter Writing/Postcard Campaign/Call Ins

- National organizations frequently send out “Calls to Action.” These “calls” correspond to increases of violence, national and international holidays, or consciousness raising -- they “call” on activists to write letters, or make calls to representatives. These are good opportunities to table in support of national organizations as well as a way to link into organizing on a national level.
- Start your own postcard/letter writing campaign. These campaigns usually focus around a single issue and require concentrated tabling for a week or more to get the message out. Print out a number of postcards with a set text at a local printer. While tabling collect signatures on the postcards and send them to representatives or whichever local politician or business person you are targeting. Often it is easier to get people involved and to affect change on a local level- so try targeting local institutions and politicians who are uncritically supporting or investing in Israel's policies. When participating in a letter writing campaign it is a good idea to have a version of the letter handy and ask students to copy it over on paper you provide - keep the text brief and direct. *Always encourage interested students to add their own words to the text; this will make the letter a more effective means of communication.* Send each letter or postcard separately. You can find postal addresses, fax numbers and phone numbers at the following sites:

US Senator at <http://www.senate.gov>

US Representative at <http://www.house.gov/writerep>

President George W. Bush at: <http://www.whitehouse.gov/contact/>

Secretary of State Colin Powell at: <http://contact-us.state.gov/>

- “Call- Ins” are meant to reach representatives, City Council members, media outlets, presidents of universities immediately. Phone calls put pressure on these decision makers to change their position and make it clear that there are concerned citizens/community members/students paying attention to what is going on. So, be sure to make the calls in a designated amount of time around a specific issue. When calling representatives’ offices it is important to have talking points or a script with you while you are on the phone. When calling Congress, Senate and the White House you will not speak directly to a specific decision maker. Be prepared to speak to Congressional or White House staffers or you simply to a recording. Speak clearly, concisely and politely when you have the opportunity to speak to a staffer or leave a message. In the age of cell phones a creative action is to ask members of your group or interested students to donate a fraction of their daytime minutes to call representatives (or whoever you are targeting) while tableing. Or, at a rally or speaking event ask everyone to take out their cell phones and make a call right there and then. **(See Appendix for Sample Letter and Postcard Text)**

## Letters to the Editor

- Letters to the Editor are a good way to reach the entire campus and address specific campus and global issues. They inform students that there are groups on campus working on an issue or event. This is also an opportunity to state your group’s position in an uncensored manner. If you have a professor involved in your group, have them write letters too- they often have an easier time getting printed because of their status. **(See Appendix for Sample Letter to the Editor)**

- Some tips:

Always be direct.

Be clear and concise and write in short paragraphs.

Keep your letter short; the paper will be less likely to cut what you have written if what you have written in short.

Use strong language but do not attack others or be belligerent.

Provide group contact information and group meeting time at the end of the letter.

Letters to the editor are more likely to be printed than op-ed pieces.

## **Guerilla Theater**

Guerilla Theater is a theatrical depiction of a social or political event and is defined by its radical content. There are many ways to perform Guerilla Theater against the Wall. Internationally groups are constructing mock Walls in public places to draw attention to human rights violations. There are a number of ways to construct these "Walls;" here are a few ideas that are relatively easy to actualize.

- *Construct a Movable Wall.* Stand in a highly frequented area (pedestrian or vehicle) with a roll of fabric. On the fabric write large slogans in spray paint against the Wall. Once the Wall is constructed, chant in a highly visible spot. This is relatively inexpensive (all you need is the fabric and a bottle of spray paint), and doesn't require too many bodies. Also, once you have the fabric painted you'll have it on hand and will be able to repeat this action whenever you like. Some people have gotten into soldiers uniforms and acted out how Palestinians are treated while trying to get through the few gates in the Wall. When doing street theater like this, it is always important to have several people be passing out flyers to passers-by explaining why you're there and providing your contact information.
- *Construct a Wall of Bodies.* Gather groups of like-minded students and on each person attach a letter of a slogan against the Wall. Link arms and walk down a busy street, or chant in a highly frequented area. This is easy to actualize but you will need a lot of bodies to make it visible.
- *Construct a Freestanding Wall.* Many campuses give students the ability to have outside art installations. You will probably be required to reserve a space ahead of time and fill out necessary paper work. Using a long rolls of fabric attach wooden rods to the fabric every few feet. Secure the rods in the ground. Construct the Wall to go in a circle, a line, a spiral or whatever your group thinks is appropriate - but make sure that it is visible. This installation can be interactive by allowing students to write emotions, stories, poetry etc. about human rights, the Wall, Palestine, or the Intifada. Or, before the construction of the installation have your group write facts, stories or pin pictures to the Wall. Either way, encourage and invite students to engage with the information.

Always have group members passing out contact info, flyers and campaign information. Campaign information will empower students and individuals to connect with your group. These flyers can also connect passers-bys to local and national groups working against the Apartheid Wall.

## **Civil Disobedience**

Civil disobedience is non-violent direct action that could end in arrest.

- Common forms of civil disobedience are sit-ins or administrative "take overs." Before you plan any civil disobedience be sure that you have chosen a date, event and action that are noteworthy. Each

person participating in the action should have a "support person" who will be responsible for taking care of school, work, family, and media issues for them. Have a media team that will not be participating in the "arrestable" part of the action send out a press release right before it happens and then run video tapes and press statements to news channels afterwards. Contact the media. Establish channels to get the word out about civil disobedience and possible arrest ahead of time (i.e. e-mail lists or phone trees) and provide phone/fax numbers of City Council and the police department for concerned individuals to call and demand you be treated fairly and released. Be sure to select members of your group that are not participating in the action to advocate for you among the student body and be in charge of media.

- Get trained. Before participating in civil disobedience it will be important to be properly trained. There are a number of organizations that provide free or inexpensive non-violent resistance training. It is also essential that everyone participating in the action has agreed on what you are going to do-play out different scenarios and decide what your collective response will be in the different situations. When one person acts out in the moment, everyone's safety is compromised. Role-playing and practice is important. So is keeping things confidential so that the police won't find out ahead of time and show up before you do.

These are a few groups that give trainings. They will also be able to point you to more training opportunities or groups in you area...

[www.forusa.org/progam/nvtraining/nv.html](http://www.forusa.org/progam/nvtraining/nv.html)

[www.warresisters/nv\\_training.org](http://www.warresisters/nv_training.org)

[www.trainingforchange.org](http://www.trainingforchange.org)

[www.nonviolenceinternational.net/datr.html](http://www.nonviolenceinternational.net/datr.html)

[www.ruckus.org](http://www.ruckus.org)

- Be smart. Before participating or planning civil disobedience get in contact with a lawyer at the National Lawyers Guild or the American Civil Liberties Union to know your rights and what you or members of your group are getting into. Check Out: [www.aclu.org](http://www.aclu.org), [www.nlg.org](http://www.nlg.org), and [www.midnightspecial.net](http://www.midnightspecial.net). Before your action, decide together what you will or will not say to the police if you get arrested- the police are legally allowed to lie in order to manipulate people so get your stories straight with each other.

## Media Resources

The Media is an essential component to getting your message out to the public. Your event is noteworthy, don't be shy away from contacting media. In particular, it will be much easier and often more effective to start local to get your message out: don't underestimate the importance of school and local newspapers. Most media outlets have a designated "Education Reporter," they are the best person to contact when trying to get coverage. School newspapers want stories: contact them to cover your event or to provide publicity beforehand. This is a sure fire way to reach students, take advantage of your resources.

Here are a few suggested links to media toolkits. These websites and toolkits are not necessarily specific to the Apartheid Wall or Palestine, but they are great resources. These sites provide necessary information to contact the media, hold a media worthy event, write a press release, give an interview and hold a press conference. Check them out!

### **Palestine Media Watch: [www.pmwatch.org](http://www.pmwatch.org)**

PMWATCH was established in October of 2000 to promote fair and accurate coverage of the Palestinian-Israeli conflict in the US mainstream media. They provide "How-To's" on contacting and writing to the media, as well as providing techniques for media analysis.

### **Fairness and Accuracy in Reporting: [www.fair.org/activism/](http://www.fair.org/activism/)**

FAIR is a national media watch group, offering well-documented criticism of media bias and censorship since 1986. They work to invigorate the First Amendment by advocating for greater diversity in the press and by scrutinizing media practices that marginalize public interest, minority and dissenting viewpoints. Their activism link provides a comprehensive list of contacts in every sector of national media including cable, broadcast, magazine and newspapers. FAIR also can help individuals and groups demand more even handed coverage of their local and national media.

### **Foreign Policy In Focus: <http://www.foreignpolicy-infocus.org/media/training.html>**

Foreign Policy in Focus seeks to make the U.S. a more responsible global leader and global partner. It is a "think tank without walls" that functions as an international network of more than 650 policy analysts and advocates. Unlike traditional think tanks, FPIF is committed to advancing a citizen-based foreign policy agenda--one that is fundamentally rooted in citizen initiatives and movements. They have produced a media CD and booklet advertised as useful to activists, scholars, and journalists. The resource costs \$15.00 and the order information is available at the website.

### **Global Exchange: <http://www.globalexchange.org/countries/palestine/toolkits.html>**

Global Exchange is an international human rights organization dedicated to promoting political, social and environmental justice globally. Since 1988, Global Exchange has been working to increase global awareness among the U.S. public while building partnerships around the world. They provide three Palestine related downloadable toolkits. The toolkit entitled "Toolkit for Activism on Palestinian Human Rights" provides some helpful hints for activists and organizers. Included in this toolkit are tips for writing press releases, interview tips and holding media events.

**The Ruckus Society <http://www.ruckus.org/resources/manuals/media/index.html>**

The Ruckus Society provides environmental, human rights, and social justice organizers with the tools, training, and support needed to achieve their goals. They work with a range of communities, organizations, and movements - from high school students to professional organizations - Ruckus facilitates the sharing of information and expertise that strengthens the capacity to change our relationship with the environment and each other. The Ruckus Societies "Media Manual" informs activists about the inner workings of the media and the best ways to utilize the media. They specifically focus on helping activists to get the word out about Direct Actions and making direct action media worthy.

**Alternative Media:**

While it is essential to contact the media, it is also essential to educate ourselves. Below is a list of some alternative media sources. Adopted from AFSC List of Media Links.

Ali Abunimah's Bitter Pill [www.abunimah.org/](http://www.abunimah.org/)

AIC: Alternative Information Center [www.alternativenews.org/](http://www.alternativenews.org/)

Ariga: [www.ariga.com/peace.shtml](http://www.ariga.com/peace.shtml)

Bitterlemons: [www.bitterlemons.org/](http://www.bitterlemons.org/)

The Electronic Intifada: [electronicintifada.net/new.shtml](http://electronicintifada.net/new.shtml)

The BBC: [www.bbc.com](http://www.bbc.com)

Ha'aretz: [www.haaretzdaily.com/](http://www.haaretzdaily.com/)

IndyMedia Palestine: <http://jerusalem.indymedia.org/>

The Palestine Chronicle: [www.palestinechronicle.com](http://www.palestinechronicle.com)

Palestine Independent Media Center: [www.palestine.indymedia.org/](http://www.palestine.indymedia.org/)

Palestine Media Center: [www.palestine-pmc.com/](http://www.palestine-pmc.com/)

Palestine Media Watch: [www.pmwatch.org](http://www.pmwatch.org)

Palestine Monitor: [www.palestinemonitor.org](http://www.palestinemonitor.org)

Palestine News Agency: [www.wafa.pna.net/](http://www.wafa.pna.net/)

## Know Your Facts

Here are some great resources about the Wall. These documents provide interested readers with maps, timelines, and facts. Depending on your campus you may want to use all or only some of these flyers. It will be helpful for members to read over the information in these flyers and leaflets carefully so that they know what they are distributing, and it will keep you informed and prepared to engage with interested students. (See Appendix for a list of these great flyers, leaflets and resources)

## Web Resources:

Check these out. This list was adopted by the US Campaign to End the Israeli Occupation ([www.endtheoccupation.org](http://www.endtheoccupation.org)). These web sites are both dedicated to educating about human rights, Palestine, and the Apartheid Wall. They provide solid information and are updated regularly. You may want to print out a small 1/2 sheet or 1/4 sheet of paper with these web resources and distribute them while tabling (See Appendix)

### **THE US CAMPAIGN TO END THE ISRAELI OCCUPATION:**

<http://www.endtheoccupation.org/article.php?list=type&type=61>

The US Campaign is a diverse coalition working for freedom from the Occupation and equal rights for all by challenging US policy towards the Israeli-Palestinian conflict. The Campaign is based on human rights and international law, providing a non-sectarian framework. Its strategy is to inform, educate, and mobilize the public so as to change the US role in the Israeli-Palestinian conflict. The Campaign provides calls to action, information and resources about the Wall, supports grassroots activism around the country, and can help with putting groups in touch with Congress.

### **PENGON/ THE ANTI-APARTHEID WALL CAMPAIGN:** [www.stophewall.org](http://www.stophewall.org)

The Palestinian Environmental NGOs Network (PENGON) has been a prime mover behind the Anti-Apartheid Wall Campaign, a NGO and grassroots Palestinian movement to stop the Apartheid Wall. As the only nationally coordinated effort of its kind, the Campaign works to both support communities affected by the Wall in defending their land and livelihoods as well as to generate international attention and mobilization against the Wall. The Campaign is continually preparing materials including fact sheets, petitions, maps, and photos for activist and media use in order to build momentum against the Wall. They as well provide up-to-date information and personal narratives from communities on the Wall's latest devastations. All the above information, as well as international calls to action and ideas on how to support the Campaign in stopping the Wall is available on the Campaign site.

### **THE PALESTINE MONITOR:** [www.palestinemonitor.org](http://www.palestinemonitor.org)

The Palestine Monitor, established by the Palestinian Non-Governmental Network (PNGO), provides a space to disseminate updates regarding the Occupation and its affects on Palestine as well as a unified voice from Palestinian civil society. The Palestine Monitor has created a "Special Section" on their site for the Wall that includes photos, maps, flyers, articles and reports on international demonstrations against the Wall.

**B'TSELEM** : [www.btselem.org](http://www.btselem.org)

B'Tselem, the Israeli Center for Human Rights, has produced a number of publications on the Wall with specific attention given to Israel's violation of Palestinian human rights. They provide reports and several other related resources including a high-resolution map and an aerial photograph of portions of the wall that is being built on their website.

**GUSH SHALOM** : <http://www.gush-shalom.org/thewall/index.html>

Gush Shalom, meaning the "Israeli Peace Bloc" from its Hebrew translation, works to influence Israeli opinion in regards to ending the Occupation through political campaigns and actions. Gush Shalom has created a Flash Presentation on the Wall in addition to articles and updates about the Wall.

**INTERNATIONAL SOLIDARITY MOVEMENT (ISM):**

<http://www.palsolidarity.org/pictures/flash/thewall.html>

International Solidarity Movement is a Palestinian-led movement of Palestinian and International activists working to raise awareness of the struggle for Palestinian freedom and an end to Israeli occupation. They utilize nonviolent, direct-action methods of resistance to confront and challenge illegal Israeli occupation forces and policies. Many ISM activists take part in actions against the Apartheid Wall. The ISM has prepared an online slide show on the Wall which

**INTERNATIONAL WOMEN'S PEACE SERVICE (IWPS) :**

[http://www.womenspeacepalestine.org/wall\\_photos.htm](http://www.womenspeacepalestine.org/wall_photos.htm)

IWPS Palestine is an international team of 16 women based in Hares, a village in the Salfit Governorate of Palestine's West Bank. IWPS documents human rights abuses, works with the media, and non-violently intervenes in abuses. IWPS engages in acts of non-violent civil resistance to oppose human rights abuses and the confiscation and destruction of land and property of Palestinian civilians. IWPS supports Palestinian and Israeli peace movements in their civil resistance to end the illegal military Occupation. The IWPS have posted a number of photos and other resources about the Apartheid Wall on their website.

**openDemocracy.net** : <http://www.opendemocracy.net/home/index.jsp>

openDemocracy.net is an online global magazine of politics and culture dedicated to establishing a democratic space for free thinking writers and activists. openDemocracy.net, features Eyal Weizman's article "Ariel Sharon and the Geometry of Occupation" sees Israel's "wall" across the West Bank as the latest architectural expression of a twenty-year old political strategy. This three-part series extends his "The Politics of Verticality".

**ELECTRONICINTIFADA.NET (EI)** <http://electronicintifada.net/bytopic/apartheidwall.shtml>

The Electronic Intifada is a not-for-profit, independent publication committed to comprehensive public education on the question of Palestine, the Israeli-Palestinian conflict, and the economic, political, legal, and human dimensions of Israel's 37-year occupation of Palestinian territories. EI provides a needed supplement to mainstream commercial media representations of the Israeli-Palestinian conflict. Check out their comprehensive and daily list of articles and policy papers on the Apartheid Wall.

**MA'SHA PEACE CAMP:** <http://nimrod.sweethome.co.il/zope/photos/2003-04-masha>

The Mas'ha village is being separated from their agricultural land by the construction of the Israeli Apartheid Wall. The villages along with international peace activists have set up a "peace camp" to monitor the progress of the Wall. The Mas'ha Peace Camp has posted several images of the Apartheid Wall, as well as articles and updates on their actions against the Apartheid Wall and the Occupation. Sign the Mash's peace camp's petition against the Wall at <http://stopthewall.org.il/mashacamp/petition/index.html>

**VERMONTERS FOR A JUST PEACE IN PALESTINE/ISRAEL:**

[http://www.vtjp.org/background/Separation\\_Wall\\_Report.htm](http://www.vtjp.org/background/Separation_Wall_Report.htm).

Vermonters for a Just Peace in Palestine/Israel works to support the survival of the Palestinian people and to end the illegal Israeli occupation through education, advocacy, and action. They are committed to the principles of self-determination for the Palestinian people, the right of return for Palestinian refugees, and full civil and political rights for all Palestinians in order to promote the equality and safety of both Palestinians and Israelis. Vermonters for a Just Peace in Palestine/Israel have a comprehensive report about the Apartheid Wall and links to current news articles available on their website.

**AI QUDS UNIVERSITY:** <http://www.alquds.edu/wall/>

Al-Quds University's Abu Dis campus straddles the municipal line dividing Jerusalem from the West Bank. The University, home to almost 6000 students is currently being bombarded with the construction of Apartheid Wall through the main campus grounds. Their website explains the Wall's detrimental impact on the University and difficulties and advancements in education despite the Wall's construction.

## Connections to the Student Divestment Movement

Student groups nationally and internationally are using divestment as a major campaign strategy in their efforts to pressure Israel to end the Occupation of Palestinian Territory. Divestment can be defined as the removal of stock investments from companies and businesses that have unfavorable practices: in this case, funding the military occupation of Palestine and/or doing business with Israel. The main purpose of the divestment movement is to create wide spread pressure on the Israeli government through pressure on corporations. If companies stop operating in Israel, Israel will be forced to bow to pressure and change their policies.

The Israeli economy is in the midst of its own recession and the Israeli government is in significant debt; it is unlikely that they have their own funds to pay for the Walls' construction costs. The Wall's estimated cost is 4.7 million dollars per/km with an estimated final cost of 3.4 billion dollars.<sup>1</sup> In July 2003 George W. Bush and Colin Powel stated that they believed that the Wall was a roadblock to peace. They committed to reducing the amount of annual aid given to Israel by the amount it spends on settlements, but have yet to be good on this promise.

Divestment, as a political strategy, was popularized in the South African anti-Apartheid struggles of the 1980's. As in today's student divestment movement, there were different strategies that students were utilizing in order to demand that their institutions divest. There is no one method to starting a divestment campaign on your campus. Think about what your campus needs and how effective you will be in reaching your goals. Student divestment petitions demand their educational institutions remove investments from companies that are doing business in the Occupied Palestinian Territories or those companies that are sustaining the occupation through military means. **(See Appendix for Sample Petitions)**

We can see the Wall to be an essential part of a divestment campaign. Making direct connections between the Occupation and the Wall will become an accessible way for students and administrators to understand the goals of your divestment campaign. This focus on the Wall will both advance your divestment work as well as campaigns that target the Wall specifically.

To learn more about different types of divestment campaigns, check out:

[www.divest-from-israel-campaign.org](http://www.divest-from-israel-campaign.org) General Information and Links about the Divestment Movement

[www.oberlin.edu/stuorg/sfp](http://www.oberlin.edu/stuorg/sfp) Oberlin College Military Divestment Petition

[www.studentsforjusticeinpalestine.org](http://www.studentsforjusticeinpalestine.org) University of California Divestment Petition

[www.yaledivestnow.org](http://www.yaledivestnow.org) Yale University Divestment Petition

[www.uofidivest.org](http://www.uofidivest.org): University of Illinois Divestment Petition and Comprehensive Background on their Campaign

[www.globalexchange.org](http://www.globalexchange.org) Provides a toolkit for starting a divestment campaign on your campus or in your community

[www.endtheoccupation.org](http://www.endtheoccupation.org) provides an account of two different approaches to divestment and background materials.

To learn more about US Aid to Israel

[www.sustaincampaign.org](http://www.sustaincampaign.org)

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<sup>1</sup> Report, OCHA, 12 November 2003