

## **BUDRUS (82 min.)**

Show the movie *Budrus*, which is a documentary about one Palestinian village's nonviolent attempts to stop the confiscation of land and building of the Wall. Israelis and internationals also join in the (eventually successful) attempt.

Note: the movie shows just one village and its nonviolent movement. Tell students that Palestinians have been using nonviolent resistance since at least the 1930s, and that the actions depicted in *Budrus* are happening all over Palestine.

Ask the students to watch the film with the following 6 questions in mind:

1. How did you feel when watching this film?
2. What is the injustice?
3. What are the actions that people in the film are taking?
4. How do they think that these actions will right the injustice?
5. What do you think? How do these actions connect to your understanding of nonviolent civil disobedience?
6. What connections can you make between the actions in this film and other nonviolent struggles you know about? For instance, compare the actions to those you know about during the Civil Rights struggle in the US, or in apartheid-era South Africa, or in Gandhi's India.

III. As the culmination of this lesson, students can create a personal response to any aspect of the discussions about nonviolence. They can create an essay, story, song, poem, rap, poster, or artwork (etc.). They can focus on what was analyzed in class or you can encourage them to make their creation about an issue they feel strongly about. For instance, if they would like to see healthier food in their cafeteria, or an end to agism in stores, what kind of nonviolent actions could they take to bring about that change? How could their art/song/poem (etc.) inform about the issue and start a nonviolent campaign?

