

Every Person is an Entire World: Art as a Vehicle for Change

Facilitator Guide

What can inspire us to remember the individuality of each hostage and each and every human? What can we create to help others remember and act on behalf of the hostages?



The Abducted Hearts Sculpture- Ness Ziona, Israel Photo:© Marion Gribetz 2024

Info For Facilitator



Target Audience:

Children from Grade 4 and up, Middle school students, Teens, Young Adults, Adults



Length Of Program

45-60 minutes for exploration and study, additional time for creating community projects



Materials & Prep:

- White board or Post-its/ large flip chart paper
- Personal phones or cards with photos (see below)
- Copies of or access to the source sheet for each participant

FRAMING THE ISSUE

All humans deserve to be safe and secure and each individual is a world unto himself- עולם ומלואו. Each human being comprises their own unique and full understanding and contributions to the world. We need each one's gifts for our world to be complete. We are all human and as our circles of responsibility and interconnectivity overlap we feel closer and closer to each other and benefit from the gifts each person brings to the world. We are more complete as a whole when every human is honored and is at home. How can we be inspired by various artistic expressions to remember the hostages? What can we create and make in our communities to help keep the hostages in mind and not to forget?.

LET'S EXPLORE

Opening

Note to facilitator: There are two options for opening activities. You can choose A or B, or if there's a large group- divide the group into two sub groups and each one does one of the opening activities.

A. What is home?

- *Ask your students: What is the definition of home?*

They should brainstorm different definitions, either all together or in smaller groups.

- *Share the definitions visually in the room - on the board or on large post-its around the room.*

- *Facilitator: Here is one definition:*

Home provides us with a sense of belonging, comfort, security, and stability. It is where we create memories with our loved ones, and learn important life skills. Home is an essential aspect of our well-being and a source of comfort and joy.

- *Facilitator leads a group discussion or invites participants to journal or discuss their answers with a partner:*

- Reflect on the multitude of ideas displayed.
- Which ones resonate and have the most meaning for you?
- Which are harder to identify with?
- How and what do these ideas make you feel?

- *Facilitator thanks all the students for their contributions to the learning and acknowledges that everyone's thoughts and ideas created a bigger, deeper, more meaningful understanding of the questions.*

- *Wrap up: Home is a universal human desire and emotion.*

B. Keeping our friends and loved ones in our minds and hearts when we are not near them

- *What are ways that we remember our friends and loved ones when we are apart?*

- *Invite students to divide into pairs:*

- Take out your phone and find the first picture that brings a smile to your face.
- Describe the photo to your partner. Ask each other questions about the photo. Does it bring you joy? Who is in the photo? What are you and they doing? Where is the photo taken? Does this place have special meaning for you? Special memories?

- *Alternatively, if phones are not available, curate a collection of photos (similar to [these](#)).*

Give each pair one photo.

- Describe to your partner what they think is happening in their photo. What is the story of the photo? Who are the people? What are their relationships? What are the emotions and activities that are represented in the photo? How does the photo make you feel?

- *Students should take turns sharing their answers to these questions.*

- *Bring the group back together: How did the photos you explored make you feel?*

- *Facilitator thanks all the students for their contributions to the learning and acknowledges that everyone's thoughts and ideas created a bigger, deeper, more meaningful understanding of the questions.*
- *Wrap Up: When we remember loved ones, friends, and good times it brings us joy and contentment and it adds honor - kavod - to the individuals, to the experience, to the memories and to the world.*

Engage with Creative Texts

Now that we've explored and connected to the concepts of Home and/or honoring our friends and loved ones when we are not near them, we will explore some 'texts' that do this as well.

Depending on the amount of time, the context of your group and the activities and actions you want the students to do, you can decide which of the 'creative texts' to highlight and pursue with your students. The texts are a poem, a song, art work and public art installation and appear on the separate source sheet.

Explore the texts individually and answer the following questions:

- What do I think this text is about?
- What am I curious about in the text?
- What do I want to know more about?
- What does the text make me think about?
- How does the text make me feel?

Once the students have answered these questions for themselves, open the questions up for a full group discussion:

- How do these texts understand home?
- How does the text honor an individual?
- What does the text say about Human Dignity?
- How does the text help us remember a loved one, or a person ?

TAKE ACTION!

Inspired by our learning and discussion, we will now explore ways we, as a group, can help our community to keep the individuals who are still held hostage in Gaza in the public view, by using our creative resources.

Below are some options- choose the ones that work best for your group:

- Write poems to honor the hostages. This can be done in class or at home.
- Play songs in your public spaces that will remind us to advocate to bring the hostages home. This can be done immediately after the session using the one song provided. Have students choose additional songs to include as follow up.
- Write and then perform an original song about the hostages. Record the performance and share it widely using the hashtag: #bringthemhomenow.
- Create welcome mats to be displayed in your community to symbolise our deep desire to welcome home all the hostages. This can be completed during class time if you prepare the materials in advance. You can purchase a basic welcome mat from a hardware or home goods store. Students can create messages to be overlaid on the welcome mats from fabric or clear plastic PVC sheets. If you use fabric the message can be written in fabric pens or with fabric paint. If you use PVC sheets you can use permanent markers
- Create an artistic, physical image of home in your community where all the hostages and all who come in peace are welcome. Some options for this could be: a banner, a mural, a collection of multiple images made by each student, a three dimensional home that can be displayed in the entrance of your building with a welcome home mat/sign/ description.
- Create advertisements- videos, posters etc to advocate for the release of all the hostages . Share those throughout your community. [See this article](#) about an advertisement to keep the hostages in the forefront of our minds, hearts and actions.
- Design and create a larger scale public art installation for all to see and experience. Consider what will have the biggest impact?

CLOSING INTENTION

There are many ways we can use our creativity to keep the hostage issue on the forefront of our minds and our community.

- The one we are most excited about to work on together is...
- Write this commitment and post it publicly for the group and for the community.