

Program Title: The Essentiality of Israel Defense Force

Category: Israel

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Please Note: This program may be used "as-is," however; NFTYites are encouraged to "adapt" programs, combining their own elements of innovation with this preexisting program

Goals:

1. PPs will have greater understanding and appreciation of the IDF's past to better understand the IDF's present.
2. PPs will have a better understanding of where Israel currently stands militaristically and politically.
3. PPs will have a better understanding of Israel's Military History
4. PPs will have a greater understanding of the IDF's code of ethics.

Objectives:

1. PPs will learn about what life of a soldier is like, and the values of the Spirit of the IDF
2. PPs will learn about the wars that Israel has been a part of, and the events surrounding; as well as some well-known special ops and the story of Gilad Shalit.
3. PPs will learn about the current militaristic and political situation with Israel

Space:

- 1 large room
- 1 not large room

People:

- 1 PL
- (At least) 3 GLS

Material:

- Cutout papers with section of each Israeli War
- Paper, pens
- Screen, projector, laptop
- Minds for molding

Timeframe:

- 00:00-00:10- Intro/Break into Groups
- 00:10-00:30- Station 1
- 00:20-00:22- Transition

00:22-00:42- Station 2
00:42-00:44- Transition
00:44-01:04- Station 3
01:04-01:10- Wrap Up

Detailed Procedure:

Intro/Break into Groups

1. Program will commence the Israel IQ video in order to understand the importance of being knowledgeable about Israel:
<http://www.youtube.com/watch?v=w-dyMsXNHx4>
2. PPs will be broken up into groups via the “Find a Partner” method.

Station 1: The Spirit of the IDF

The GL will give a short expo about *The Spirit of the IDF*.

The important points the GL should present are that the purpose of the IDF is to preserve the state of Israel, to protect its independence, and the foil attempts by its enemies to disrupt normal life within it. *The Spirit of the IDF* is the ethical code by which all IDF enlisted personnel, officers, units and corps act. It is the norm to guide them in forming their patterns of behavior. They are expected to educate and critically evaluate themselves and others in accordance with these values and principles.

The GL then will present some of the IDF core values with the PPs and will lead a discussion about the meaning of interpretation of these values (Appendix A). A good way to do it would be to prepare a card for each value and distribute them to different PPs, and after each value been read to ask few leading questions:

Generic questions

1. The IDF is one of the only armies in the world with a code of ethics, why do you think this is true?
2. Do you think the army also has a social goal?
3. Why do you think this specific value was put there?
4. Do you agree with this value?
5. Do you think you would have been able to always follow through on this if being put in a tough spot?

More specific questions

6. Regarding “risking his life when necessary”- does it mean a life of soldier worth less than a life of an ordinary citizen because it’s his profession? In that matter is there a difference between the case of Gilad Shalit (an Israeli soldier who was abducted in 2006 by Hamas in a cross-border raid) and a case of abduction of an Israeli citizen (non-soldier)?
7. Regarding “Responsibility”- isn’t too much of responsibility to ask from 18 years old boys and girls? What do you think about this way of growing up in Israel (comparable for example with the American parallel way of attending college).
8. Regarding “Purity of Arms”, why it’s important? What makes this value harder to follow? (think about certain situations soldiers may be found in)
9. Regarding “only lawful orders”, what is an unlawful order? Is a soldier whose been ordered to evacuate the settlements he or his family living in, is an unlawful order?

Station 2: From Past Wars to the Current Security Situation

If group sizes are large, GL may split groups into two or three, in which case the activity will become a race.

Using the information found in Appendix B, GL will instruct the group(s) to match the information to the right war in the right sequence.

GL will check to make sure the sequence is correct, if it isn’t groups must reorganize until the correct sequence has been laid out.

After the groups finished racing, they join together for discussion, led by the GL using the following questions:

1. What did you learn that you didn’t already know?
2. What was surprising for you in this info?
3. There was no one decade without some war going on in Israel. From the other hand Israel signed peace treaties with Egypt and Jordan and runs for long-time peace negotiations with the Palestinian Authority. Do you think the security situation in Israel can ever be peaceful, considering its surrounding?

GL now passes out the Gilad Shalit case (Appendix C) to read out loud and continue the discussion using the following questions:

4. What does Gilad Shalit case make you feel?
5. Is the fact that in the past two decades Israel fights terrorist organizations (and not armies of countries as in its past) change the situation in to its favor or against it?
6. Israel has negotiated with Hamas but has refused to agree to its terms when it comes to the release of terrorists. Do you agree with this statement?
7. What steps do you think Israel should take in order to release Gilad Shalit from his captivity?

Station 3: The Israeli-Palestinian Conflict

PPs will watch the history of the Palestinian and Israeli conflict video of Prager University:
<http://www.youtube.com/watch?v=63hTOaRu7h4->

GL will then lead a follow-up discussion about the video:

1. What'd you guys think of the video?
2. Does this story conflict with any information you've previously been given?
3. What do the following make you think about? (GL asks this question individually for each of the following)
 - a. The Palestinians weren't calling for a Palestinian state until *after* they were under Israeli rule?
 - b. Between 2006 and 2010 the UN Human Rights Commission condemned Israel in 20 of its 25 Resolutions. Myanmar had only 4, and North Korea having only 1.
 - c. Both Jordan and Egypt now have peace treaties with Israel when they swore that they would never have peace with Israel.

PPs will then write a letter to Hilary Clinton about the current situation in Israel. If they can't think about something of their own, they may use the formula in Appendix D

The Honorable Hillary Clinton/
Secretary of State
U.S. Department of State
2201 C Street NW
Washington, DC 20520

Appendix A

The IDF Values

Dedication to Mission and the pursuit of Victory The Soldier shall fight and act courageously in the face of all dangers and obstacles and shall pursue his mission with determination and good judgment, even risking his life when necessary.

Responsibility The soldier shall see himself as an active participant in the defense of the State of Israel, its citizens and residents. His actions shall be characterized by constant involvement, initiative and diligence, demonstrating good judgment and within the scope of his authority, and he shall be ready to take responsibility for the consequences of his actions.

Reliability The Soldier shall present matters truthfully, fully and accurately, in planning, in execution and in reporting. The soldier shall act so that his comrades and commanders will be able to rely on him in the fulfillment of the missions.

Personal Example The soldier shall conduct himself as required, and shall behave in the manner he expects of others, out of the recognition of his ability and responsibility, both within the army and without, to serve a role-model for others.

Human Life The Soldier shall always act with reason and caution, bearing in mind the supreme value of human life. In combat, he will endanger himself and his comrades to the extent necessary for the fulfillment of the mission.

Purity of Arms (Morality in Warfare) the soldier shall make use of his weaponry and power only for the fulfillment of the mission and solely to the extent required; He will maintain his humanity even in combat. The soldier shall not employ his weaponry and power in order to harm non-combatants or prisoners of war, and shall do all he can to avoid harming their lives, bodies, honor, and property.

Professionalism The soldier shall endeavor to acquire the professional expertise and proficiency required to carry out his role and shall implement them, continuously seeking to improve his own achievements and those of his unit.

Discipline The Soldier shall do his utmost to carry out fully and successfully whatever is required of him, according to the letter and the spirit of the orders. The soldier shall issue only lawful orders and shall not obey those which are manifestly unlawful.

Comradeship The soldier shall act out of solidarity and devotion to his fellow soldiers, and shall always come to the assistance when they are in need or depend upon him, despite all danger and hardship, even at the risk of his life.

Vocation The soldier shall see his military service as a vocation; he shall be willing to contribute all he can to defend the State of Israel, its citizens and residents. The soldier shall consider himself a representative of the IDF, operating on the basis and within the constraints of the authority assigned to him by military orders.

Appendix B

War	Why it Started	What Happened	What Came Out of It
War of Independence (1947-8)	Arabs and Palestinians were incredibly dissatisfied with the approval of the Partition plan by the United Nations, and war began at the Israeli declaration of independence.	Arab nations attacked Israel, who was surprisingly prepared for battle. The battle claimed over 6,000 Israeli lives and only 7,000 lives of those from Arab nations.	Israel claimed military victory and was thus able to expand the territory given to the state by the United Nations. This was at the expense of the Arabs who lived in these areas.
Sinai War (1956)	The President of Egypt decided to nationalize the Suez Canal, and then proceeded to join allies Syria and Jordan to surround Israel with coordinate armies.	Britain, France, and Israel joined together and were successful in attaining military objectives to stop the attackers. They were forced to withdraw because of pressure from the United Nations and the USSR.	Britain and France failed to control the canal and remove Egypt's president from power. Israel was able to attain freedom of the Straits of Tiran, and the United Nations patrolled the Egyptian-Israeli border to prevent future hostilities.
Six Day War (1967)	An attempt by Israelis to counter impending attacks by surrounding Arab nations. Israel's Defense Minister Moshe Dayan initiated the war.	Israel believed surrounding nations were going to be attacked, so launched highly successful military campaign against its enemies. Managed to destroy all of the air forces in Egypt, Syria, Jordan and Iraq.	Israel gained control of the Sinai, the Golan Heights, and the West bank of the Jordan River. This defeat was a huge devastation to Arab morale.
War of Attrition (1968-70)	Arab states created policy barring peace, recognition, or any negotiations with Israel. Egyptian army prepared for large scale operations to regain control of the Suez canal.	Large scale shelling took place along the Suez Canal, along with extreme aerial warfare and commando raids.	A ceasefire finally came over a year later to end hostilities, and no real commitment to serious peace negotiations came out of the problem.
Yom Kippur War (1973)	Arab states, as led by Egypt and Syria, launched an attack on Israel on the holiest day of the Jewish year. Forces successfully crossed ceasefire lines in the Israeli-held Sinai Peninsula and Golan Heights.	The guard of Israelis had temporarily been dropped, and 150 tanks faced 1400 Syrian tanks in the Golan Heights, while 500 Israeli soldiers faced 80,000 Egyptians in the Suez. Israeli forces pulled a counter-attack in the Sinai, and the United Nations eventually organized a cease-fire.	War proved how effective the Israeli military could be, and served as a morale booster for Israelis. Americans provided the American military with weapons as well as intelligence, allowing Israel to know where their enemy was at all time.
First Lebanon War (1982-5)	Israel Defense Force invaded Lebanon as a response to an assassination of Israel's ambassador to the United Kingdom.	Israel occupied Southern Lebanon and eventually surrounded the Palestinian Liberation Organization, who then negotiated passage out of Lebanon.	Almost 18,000 Lebanese were killed during the war, and PLO infrastructure was destroyed. A security buffer zone was placed between Israel and Lebanon, and the PLO was successfully removed.
Second Lebanon War (2006)	A military conflict between Lebanon and northern Israel occurred, in which the Hezbollah paramilitary forces fired rockets at Israeli border towns as a diversion to an anti-tank missile attack on two armored Israeli patrol vehicles.	The IDF attacked targets in Lebanon with artillery and airstrikes, just hours before the Israeli Cabinet met to discuss a report. Israel promised to fight Lebanon and the Hezbollah until captured Israeli soldiers were returned.	A ceasefire eventually brought an agreement between the two sides. Israel insisted that the ceasefire was conditional upon the return of the seized soldiers. In an effort to end hostilities, the ceasefire was unanimously approved by the United Nations.

Appendix C

Gilad Shalit is a 25 year old Israeli soldier who was captured on 25 June 2006 by Hamas in a cross-border raid and has been held as a hostage at an unknown location in the Gaza Strip by Hamas since then.

In exchange for his release, Hamas is demanding the release of all female and underage Palestinian prisoners held in Israel, as well as a further 1,000 prisoners.

Hamas has refused requests from the International Committee of the Red Cross to allow the ICRC to visit Shalit on the grounds that any such visit could betray the location where he is being held. Several human rights organizations have stated that the terms and conditions of Shalit's detention are contrary to international humanitarian law.

To this date, the only contact between Shalit and the outside world since his abduction has been three letters, an audio tape, and a DVD that Israel received in return for releasing 20 female Palestinian prisoners.

Appendix D

SUGGESTIVE LETTER TEMPLATE

Dear Secretary of State Hillary Clinton,

My name is _____ and I live in _____, _____.

As a Jewish teenager part of the North American Federation of Temple Youth, I would like to thank you for your continuous support of the state of Israel. In wake of recent atrocities affecting Israel as Palestinian conflict rages on, I urge you to work to end incitement directed against Jews and Israel within the Palestinian media, mosques and schools. This issue is important to me as a Jewish American because I believe in peaceful solutions to conflict in the Middle East. I believe that with your continuous support of Israel, an end to violence and terror is possible.

Sincerely,

(Your name)