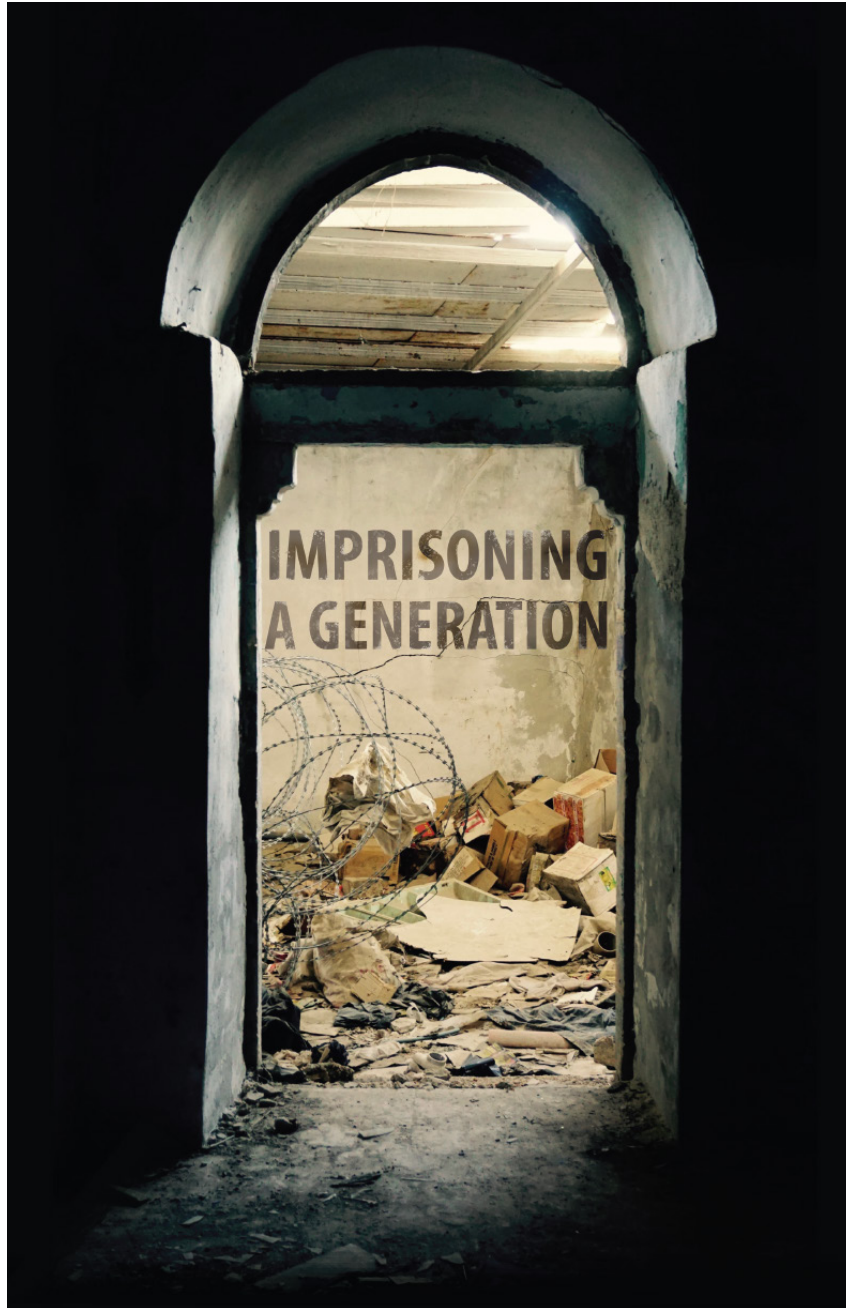


# IMPRISONING A GENERATION



## DISCUSSION GUIDE

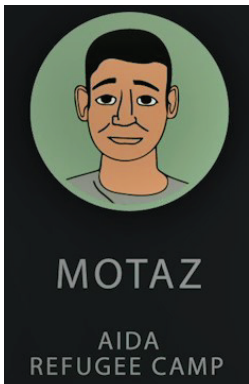
Compiled by Anemoia Projects LLC in collaboration with:  
*Defense for Children International - Palestine,*  
*American Friends Service Committee*  
and the *No Way To Treat a Child Campaign*

June, 2020

# IMPRISONING A GENERATION Summary of Experiences

## SUMMARY OF THE CHILDREN'S EXPERIENCES

All information is reflective of the children's experiences as detailed by them and their families.

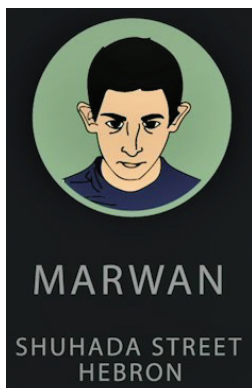
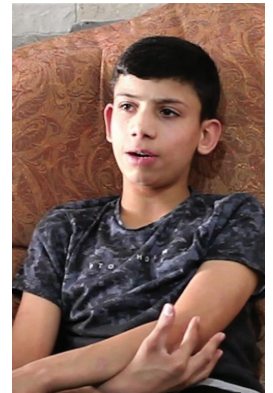


**Age:** 13

**Location of Detention:** A night raid on his home

**Situation & Charge:** Motaz had been present at Lajee Center while stone throwing had occurred.

**Period of Detention:** 3 weeks

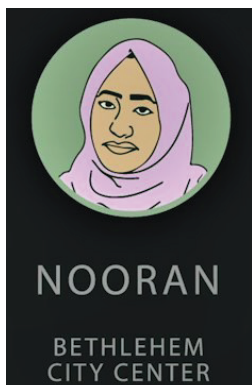
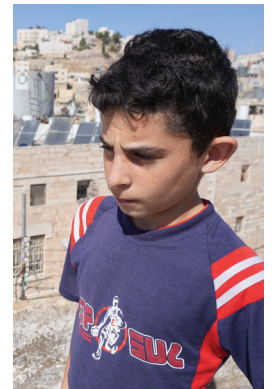


**Age:** 11

**Location of Detention:** In his Shuhada Street neighborhood

**Situation & Charge:** When Marwan reported to a soldier that his bike was stolen, a notorious settler claimed he was throwing stones. He was detained for several hours before his bike was given back to him and he was released.

**Period of Detention:** Several hours

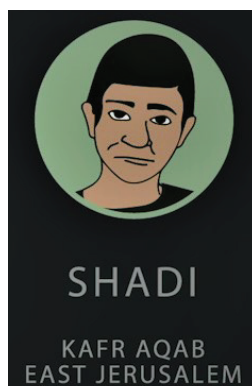


**Age:** 14

**Location of Detention:** A Bethlehem checkpoint

**Situation & Charge:** Nooran was arrested in a checkpoint when she refused to publicly remove her clothing. At the time, she was being accused by soldiers of having a knife.

**Period of Detention:** 4 and a half month initial sentence, released after 2 months

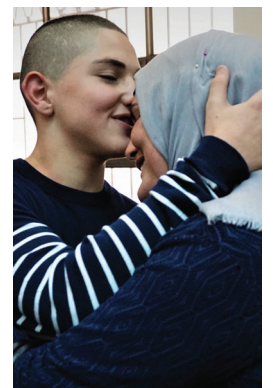


**Age:** 12

**Location of Detention:** Near the Old City of Jerusalem

**Situation & Charge:** Shadi and a friend were accused of carrying a knife with the intent to stab a soldier in Jerusalem. Parents and lawyer were able to reduce the initial charge from *Intent to Murder* to *Intent to Injure*, although no incident ever occurred. Due to having Jerusalem residency, Shadi was tried under Civil Law (not Military Law).

**Period of Detention:** 2 year sentence (excluding the 1 year he was in detention during the trial period)



## POST-FILM DISCUSSION QUESTIONS



The purpose of these questions is to open up deeper conversations about the issues presented in the film.

Please familiarize yourself with what is in this guide in preparation for your event. It is not intended for you use most of the questions below, but rather, jump to questions as is appropriate with your audience and your intention in conversation in mind.

# IMPRISONING A GENERATION Discussion Questions

## Reading the Room

After a pause, so that attendees are able to transition from the film to a discussion, ask for volunteers to give a 1 to 3 word reaction to the film. *Emphasize 1 to 3 words only.*

Think back to the opening scenes of the film (prior to the title).

- • • What did you see about life for children, youth and their families in the West Bank?

## Stages of Detention

### Arrest

“ ”

Aouda Zbidat

Addameer Attorney

*Many times we're talking about arbitrary arrests, and even arbitrary releases. This shows that arrests are many times only a form of intimidation, threats, getting information from the detainees. It shows the purpose is to disrupt their lives. Especially when it comes to children who have difficulty going back to their normal routines, especially school.*

**Discuss the arrests of each of the children:**

Motaz [night arrest]

Marwan [reports a crime by a settler, but ends up detained himself]

Nooran [waiting in line at a checkpoint to go to worship]

Shadi and his friend [visiting Jerusalem]

- • • Why do you think many arrests take place at night?
- • • How do you think the experience of arrest impacts the youth? family? wider community?



# IMPRISONING A GENERATION Discussion Questions

## Transfer

“ ”

**Priscilla Wathington**

Defense for Children International - Palestine

*Soldiers then transfer the children to a military base, and they're kept blindfolded and tied. This period could be fairly short, or it could extend through the whole night into the early morning.*

- • • Palestinian parents are rarely informed about where their child is being taken. If you're a parent, how do you think you would respond if this was your child?
- • • Where else in the world do we see such blatant disregard for children's rights?

## Interrogation

“ ”

**Aouda Zbidat**

Addameer Attorney

*Interrogation inherently violates the child's rights because the parents and lawyers cannot be present.*

**Priscilla Wathington**

Defense for Children International - Palestine

*All of these experiences prime the child to confess. Experiences of fear, disorientation, being alone, lead the child up to the moment of interrogation.*

- • • Think of the youth in the film. How does this treatment from arrest to transfer to interrogation create an atmosphere for the child to confess?
- • • What occurred in the interrogation process that broke the children down to confess to crimes they did not commit?

## Court & Trial

“ ”

**Aouda Zbidat**

Addameer Attorney

*It's the word of the child against an Israeli interrogator. So when it comes to prosecution, they usually are based solely on confessions.*

- • • What justification have you heard used to defend these kinds of practices?

## Prison

“ ”

**Nooran**

*How am I supposed to be separated from my family? I'm not used to sleeping anywhere unless it's near my mother.*

**Farihan**

Shadi's Mother

*Sometimes I don't visit him for a long time. One time I did not see him for a period of three months.*

- • • What was prison like for Nooran and Shadi?
- • • How does this compare to the experience of incarceration for minors elsewhere?

# IMPRISONING A GENERATION Discussion Questions

## Processing the Children's Experiences

### Motaz, Aida Refugee Camp, Bethlehem

- • • Why do you think Aida Refugee Camp is a target of the Israeli military?
- • • What did you see in the film that makes people in the camp vulnerable?

“ ”

**Motaz**

*[Israel] believes that this is the generation of freedom. So they arrest [kids], or kidnap them, or kill them even.*

**Ibrahim**

Motaz's Father

*We are living in a prison (Aida Camp) since it's surrounded with military walls and watchtowers... I can't even protect my son, not even inside the house.*

**Nidal Al Azza**

Badil Resource Center

*When you talk about resisting occupation, you can always find refugees on the front lines.*

Ask the audience to think about the following questions as they hear these three quotes. Give time for reflection.

- • • How do you understand these three statements?
- • • Why are these statements connected?

### Marwan, Shuhada Street, Hebron

- • • What did you hear about how Marwan's life that has been affected by the presence of soldiers and settlers surrounding him?

“ ”

**Mufeed**

Marwan's Father

*We are living here just like prisoners without a release date...I cannot even put into words what it is like to live here.*

**Abed**

Marwan's Neighbor

*This is a long term policy to evacuate Palestinians from living here. This is exactly what they (settlers/Israel) want. For Palestinians, they are telling us indirectly, You will leave maybe not this year, the next year, the year after. But you will leave. This is what it means to live on Shuhada Street.*

- • • With these two statements and with the kidnapping and detention of Marwan, why do you think Palestinians remain living on Shuhada Street, when they could choose to move to H1 (Palestinian controlled area) of Hebron?
- • • What do you imagine would be the consequences if they left?

# IMPRISONING A GENERATION Discussion Questions

## Nooran, Bethlehem City Center

“ ”

Nooran

After punching a soldier who tried to publicly strip search her, nooran states, *I found a sniper on top of me, a soldier. He was holding his weapon to my head. At this moment, from the shock, I started to laugh. What was happening? I thought I was going to die.*

- • • What is the role of self defence under a military occupation?
- • • What would be your response to a soldier trying to publicly strip search you?

“ ”

Nooran

*You're Captain Nidal, the one that invades everyday and injures the youth and shoots them in the legs.* The conversation continues about shooting Palestinians in the legs. After Nidal states that we will break their crutches, Nooran concludes with the statement, *Then we'll use each other to lean on.*

- • • From where do you think Nooran gets her strength to speak truth to Captain Nidal and withstand 48 hours of interrogation?
- • • What aspects of her life prepared her for this experience?

## Shadi, Kafr Aqab, East Jerusalem

- • • Why do you think Shadi's parents and lawyer were prevented from seeing him earlier?
- • • Do you think it mattered to the judge if Shadi had a knife or not? Why or Why not?

“ ”

Shadi

He made the following statement to his mother, *I didn't do anything. I'm supposed to be home, they said I was going home. Why am I still here?*

- • • What do you think is the answer to Shadi's question?
- • • What else do you hear, in a child asking such a thing?

Shadi and his friend were released in November of 2018. Two Christian Peacemaker Team members attended the celebration, and said to Shadi's Mother, *you must be happy to have Shadi home.* Farehan responded by saying, *Yes, I am happy he is home. But my son entered prison as a boy and now my son grows a beard.*

- • • What do you think Farihan is saying in her response?



# IMPRISONING A GENERATION Discussion Questions

## Bigger Picture Questions

“ ”

Jamal Juma'

Stop the Wall Committee

*Israel started developing their ways to target the young people. We saw lately how they began humiliating and trying to break the generation from the beginning, from when they are kids.*

- • • How did you see this occurring in the film?
- • • Why do you think the Israeli state would be intentionally targeting Palestinian youth?

“ ”

Ayed Abu Equaish

Defense for Children International - Palestine

*When it comes to Palestinian children who are living in the Occupied Territories, Israel does not care about it's obligation under international human rights conventions. Even the military court system, it's not to maintain justice but to control the civilian population who is living in the Territories.*

- • • How has Israel been able to continue this practice of detention, interrogation, sentencing and imprisoning children, even with widespread international condemnation?
- • • What nations or communities have the capacity to hold Israel accountable for its actions?

The film explains three forms of identification cards for people living in Palestine/Israel: Israeli IDs (Jewish or Arab ethnicity), Jerusalem IDs, and West Bank or Gaza IDs.

- • • How does this ID system promote or not promote a “Jewish and Democratic State”?

“ ”

Jamal Juma'

Stop the Wall Committee

*What do they want? What does the world want from us? I can tell them what they want from us, but we know what we want. We want our freedom. We will continue our resistance until we get our freedom. We are not slaves and we will not be the slaves of the 21st Century.*

- • • Jamal's statement challenges us to ask, how are we going to support Palestinian people living under Israeli oppressive practices?
- • • Often Palestinians will say freedom or justice instead of peace. What is the difference with these phrases? And do you think peace can take place without justice?

“ ”

Priscilla Wathington

Defense for Children International - Palestine

*Because of Israel's illegal annexation of east Jerusalem, Palestinian children living in East Jerusalem are under Israeli Civil Law not Military Law. But in practice, even though they have more rights on paper, Palestinian child arrests from East Jerusalem tend to look pretty similar to West Bank arrests under Military Law.*

- • • What impact do you think it would have on a community to know that your rights on paper don't align with your rights in practice?
- • • What are other ways you have seen oppression become normalized and legalized through a system?



# IMPRISONING A GENERATION Discussion Questions

## Concluding Questions

The following statements may be used as discussion questions, or used to ask folks what they are going to do after watching this film. For some audiences it may be appropriate to give each attendee one of these quotes, and ask them to consider today, tonight, tomorrow, in the future:

*What is my responsibility? What am I called to do?*

Ibrahim

Motaz's Father

“ ”

*The occupation is alive in our head, in our imagination and in everything in our life. It makes everything bitter. How am I supposed to guarantee a safe future for my son when we're living in a prison?...How am I supposed to convince him of peace with Israel when Israel is killing my son?*

- • • The occupation affects the entire family, the entire community. What happens to the role of parents when they are not able to protect their family from the Israeli military?
- • • How do you answer this father's question?

Farihan

Shadi's Mother

“ ”

*I want my son Shadi to be a free child like all the children around the world. Not to grow up in prison away from me, suffering every day. Spoken from a mother's heart. ... I am asking you to make the children in prison a priority.*

- • • What can we do to prevent this continued detention and imprisonment of Palestinian children?
- • • What organizations and movements are allies in the fight for liberation, equity, and justice for Palestinian communities and youth?

Mufeed

Marwan's Father

“ ”

*The whole world is watching our children grow and getting arrested or executed. That's all happening as the world is watching, this liberal world is watching.*

- • • What is your response to this?

Nooran

*The judge asked me if I had any last words. And I replied, you guys have vilified me, I didn't do anything. When I am released I will expose you of your crimes.*

- • • How can we help amplify Nooran's story, and the stories of the 500-700 Palestinian children who go through this process each year?



# IMPRISONING A GENERATION Resources

## RESOURCES FOR FURTHER LEARNING

### Military Detention

#### Defense for Children International - Palestine

Documentation, videos, publications: <https://www.dci-palestine.org/>

#### No Way to Treat a Child

Documentation, advocacy: <https://nwtac.dci-palestine.org/>

#### Addameer: Prisoner Support and Human Rights Association

Documentation, publications: <http://www.addameer.org/>

### Palestinians in Jerusalem

#### The Other Jerusalem

Documentation, infographics: <https://www.theotherjerusalem.org/updates>

#### Adalah: The Legal Center for Arab Minority Rights in Israel

Documentation, advocacy: <https://www.adalah.org/en>

### The Nakba

#### Al Jazeera

Documentary: <https://www.youtube.com/watch?v=H7FML0wzJ6A>

#### Institute for Middle East Understanding

Fact Sheet: <https://imeu.org/article/quick-facts-the-palestinian-nakba>

#### Jewish Voice for Peace

Curriculum: <https://jewishvoiceforpeace.org/facing-the-nakba/>

### Ongoing Displacement

#### United Nations Relief & Works Agency for Palestine Refugees (UNRWA)

Documentation: <https://www.unrwa.org/>

#### Israeli Committee Against House Demolitions (ICAHD)

Documentation: <https://icahd.org/>

### The Wall, Barriers & Areas of the West Bank

#### United Nations Office for the Coordination of Humanitarian Affairs (OCHA)

Documentation, maps: <https://www.ochaopt.org/maps>

#### B'Tselem: Israeli Info Center for Human Rights in the Occupied Territories

Documentation, videos: [https://www.btselem.org/topic/separation\\_barrier](https://www.btselem.org/topic/separation_barrier)

Documentation, videos, publications: [https://www.btselem.org/topic/area\\_c](https://www.btselem.org/topic/area_c)

#### International Court of Justice (ICJ)

Ruling on the Wall: <https://www.icj-cij.org/files/case-related/131/1677.pdf>

### Gaza

#### United Nations Office for the Coordination of Humanitarian Affairs (OCHA)

Documentation, maps, reports: <https://www.ochaopt.org/location/gaza-strip>

#### Al Haq: Palestinian NGO and Human Rights Organization

Documentation: <http://www.alhaq.org/advocacy/gaza-strip>

#### The Electronic Intifada

News articles: <https://electronicintifada.net/tags/gaza>

### Settler & Soldier Violence

#### Defense for Children International - Palestine

Documentation, publications: [https://www.dci-palestine.org/issues\\_overview](https://www.dci-palestine.org/issues_overview)

#### International Solidarity Movement

Documentation, videos: <https://palsolidarity.org/>

#### Yesh Din: Volunteers for Human Rights

Documentation, case studies: <https://www.yesh-din.org/en/category/settler-violence/>

### Access based on a System of Identification

#### Adalah: The Legal Center for Arab Minority Rights in Israel

The Discriminatory Laws Database: <https://www.adalah.org/en/content/view/7771>

#### Visualizing Palestine

Infographic: [www.visualizingpalestine.org/visuals/identity-crisis-the-israeli-id-system](http://www.visualizingpalestine.org/visuals/identity-crisis-the-israeli-id-system)

# IMPRISONING A GENERATION Film & Filmmaker Background

## BACKGROUND INFORMATION ON THE FILMMAKER

**Director & Producer Bio** Zelda Edmunds is a US-based activist and artist dedicated to using film and graphic design to support liberation movements. Having spent half of her life outside of the US, including two years in Palestine, she's found delicate ways to explore the cultural and political notions of humanity through any lens she could get her hands on. This was her first time directing and producing a feature-length film.

## BACKGROUND INFORMATION ON THE FILM

### Film Creation

The production of *Imprisoning a Generation* happened somewhat unexpectedly. Zelda had lived in the West Bank from 2009-2011, and returned in 2016 when filming took place. She did not go in intending to produce a film. But over the three months of her return visit, stories of young Palestinians being targeted were overwhelmingly prevalent. While the tactic of targeting young folks isn't new (in fact it's a tool that has been used by the Israeli government and military for decades), it was clear that it had increased since her previous time in Palestine.

In her first week back in Hebron, several Palestinians were killed, most of whom were children. Zelda began interviewing children, their families and organizations who had experienced or documented forms of targeting taking place. After conducting 18 interviews, the thread that tied the children's experiences together was that they had been detained or imprisoned at one point or another. It was from this that the focus of the film on Palestinian child imprisonment emerged.

### Palestinian Voices

In *Imprisoning a Generation* you will only be hearing from the voices of Palestinians. This was an intentional decision to disrupt the culture of validation we so often fall into. The voices of those who are oppressed are the voices we must be listening to. It should not require validation from those who hold both the power and the mainstream narrative.

With this said, the statistical information in the film addressing the many layers of occupation, colonization and apartheid by the Israeli state are well documented across Palestinian, Israeli and International human rights organizations and agencies. Please refer (and feel free to print and share with others) the resources list above, which links to many of the sources used in the film's production.