

**From Awareness to Action:
Building a Network to Advocate for the Rights of
Palestinian Children**



-Participant Workbook-

The United Church of Canada/L'Église Unie du Canada
June 2020

Acknowledgements

The United Church of Canada in partnership with the United Network for Justice and Peace in Palestine/Israel hosted *Creating Brave Spaces for Hard Conversations: Deepening Learning for More Intentional Action* in November of 2018. Volunteers from across the country engaged in learning new skills for sharing information and designed the workshops you have your hands. Jeanette Romkema of Global Learning Partners ably facilitated the event and supported the process from draft workshops to final design, and we are grateful to her.

We give thanks for the many volunteers committed to ending the occupation in Palestine and particularly for promoting the “No Way to Treat a Child” Campaign of Defence for Children International - Palestine. The following people gave a week of their time for travel and education and then further work on refining their workshops. Thanks to: Dawn Waring, Dean Reidt, Debbie Hubbard, Donna Wilson, Doug Rigby, George Bartlett, Jan McIntyre, Jeff Winkelaar, Jim Wicks, Linda Scherzinger, Lori Minler, Mervyn Russell, Myrna Wicks, Nel Ouwens, Norman Williams, Pat Mercer, and Ranya El-Sharkawi. The workshops are:

1. *From Awareness to Action: Building a Network to Advocate for the Rights of Palestinian Children (4 Hours)*
2. *Seeking Justice: An Introduction to the Reality of Palestinian Children in Israeli Military Detention (90 Minutes)*
3. *Stand by Me: The UN Convention on the Rights of a Child and Palestinian Children’s Experiences with the Israeli Military (3 Hours)*
4. *Writing for Action: Letter Writing to Members of Parliament (2 Hours)*
5. *Meet Your MP: It’s Not as Tough as You Think! (2.5 Hours)*
6. *An Introduction to Self-Care for Justice-Seekers (2 Hours)*

All Brave Spaces resources are available for download on the United Church website (www.united-church.ca/social-action/justice-initiatives/brave-spaces-talking-about-palestinian-childrens-rights). Note that the Brave Spaces resources were originally conceived of as in-person experiences for small groups; a tip sheet for adapting Brave Spaces for online delivery is also available at this url.

NOTE: This resource was written with the intention of acknowledging a variety of life experiences and cultural differences. However, it is acknowledged that this is done within dominant norms and frameworks that may inherently exclude some people's life experiences and culture.



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Endorsements

“The United Network for Justice and Peace in Palestine/Israel (UNJPPI) is an informal network of United Church of Canada people. We work for a just peace in Palestine and Israel by calling for an end to the illegal Israeli military occupation and equal right for all who live in Israel and Palestine. We do this through education and advocacy.

UNJPPI was pleased to support the Brave Spaces for Hard Conversations event and are now pleased to endorse and help share the workshops that were developed at the event. We expect that they will be an invaluable asset for people doing education and advocacy work in support of Palestinian children and their families. “

- The United Network for Justice and Peace in Palestine/Israel (UNJPPI)



Welcome!

Acknowledgement of the Land

We gratefully acknowledge that we gather on the territory of _____. We acknowledge their stewardship of this land throughout the ages and we seek to live with respect on this land, and live in peace and friendship with its people.

More information from United Church of Canada can be found here:

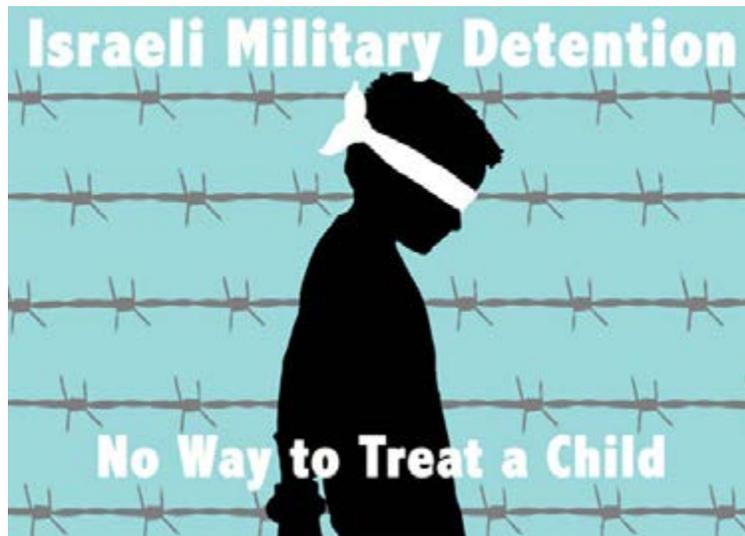
www.united-church.ca/sites/default/files/acknowledging-the-territory.pdf

Overview

Let's have a look at our plan for this workshop.

- Welcome!
- Acknowledgement of the Land
- Let's Introduce Ourselves
- The United Nations Convention on the Rights of the Child
- A Brief Look at Israel Civil and Military Law
- The Reality for Palestinian Children Living under Israeli Military Law
- Five Stages of Detention
- Praying with Our Feet – Taking the Next Step
- Connecting as a Network
- A Celebration and Closing

- *Which part excites you most?*



Let's Introduce Ourselves

A. Let's start by getting a picture of who's in the room today. As you arrived, we had you pin where you're from on the map of this region. We are now going to spend a few minutes adding a bit more to the picture.



Please **share** the following:

- your name
- where you are from

We hope you all feel welcome – we are so happy you are here!

B. Together, using the timeline on the wall we will continue to add to our knowledge of who is in the room. Please **write** your names on as many Post-it notes needed and **place** them on the timeline.

Here is what the three colours mean.

What Is Your Experience?

YELLOW = You have visited the West Bank, Gaza and/or Jerusalem.

PINK = You have been a participant in a learning or advocacy activity such as attended a film, presentation or worship service where you learned about Palestine/Israel and the occupation.

GREEN = You have had a leadership role connected to Palestine/Israel issues. It may be that you prepared and led worship, organized a petition, served as an Ecumenical Accompanier, spoke at a presentation, or something else.

BLUE = You have family and/or have lived in the region.

Large Group Debrief:

- *What do you notice about our timeline?*
- *What surprises you?*
- *What category seems missing for you?*

The United Nations Convention on the Rights of the Child

A. In 1948, the United Nations adopted the Universal Declaration of Human Rights. This document sets out a common standard on human rights. Human rights apply to all people of every nationality, religion, race and age.

- *When have you heard of rights being violated? Call these out in 1-2 words.*

B. **Listen** to an overview of the rights of children and **consider** these questions:

- *What is often forgotten or unknown about the rights of children?*
- *Which of the 3 major categories of children's rights are you most passionate about or interested in? Why?*

Children Have Rights, Too

- Children have the same human rights as adults.
- In 1989, the UN Convention on the Rights of the Child (CRC) was created.
- People believed that children under 18 years old often need additional care and protection.
- There are 42 articles in the UN Convention on the Rights of the Child.
- The rights enshrined in the CRC fall into three major categories:
 - Providing: rights to those things children need to survive and develop to the fullest, such as health, education, medical care and a decent standard of living
 - Protecting: rights that protect children from physical and mental violence, discrimination, degrading punishment, injury, neglect, abuse and other forms of exploitation
 - Participation: rights to express opinions, form organizations and participate in them, and rights that relate to family, cultural and social life

Let's hear some of your thoughts to the questions.

C. There are some of the articles from the UN Convention on the wall around the room (also see Appendix 1). **Walk** around the room in pairs with some Post-it notes in hand. **Read** the article and **decide** whether you think this is a *Providing*, a *Protecting* or a *Participation* article. **Write** your decision on a Post-it note and **move** to another article of the convention. You have 10 minutes.

Large Group Debrief:

- *What did you notice as you went around the room what you read?*
- *What are you starting to wonder about?*

A Brief Look at Israel Civil and Military Law

A. On your own, **think** back to when you were a young teen of 14 or 15 years old. Take a few minutes to **access** those memories.

- *Which experience(s) stand out for you?*
- *Was it a happy time? Sad? Difficult? Fun?*

B. Let's have a brief **look** at Israeli Civil and Military Law, by taking turns reading the different points. As you listen, **consider** what is new for you.

Israeli Civil and Military Law¹

- There are two separate legal systems operating in the West Bank
- The sole factor in determining which laws apply to a person is his or her nationality and ethnicity. That is, are you Palestinian or Israeli? Are you Jewish or Arab?
- Israeli military law is applied to the whole Palestinian population
- Israeli settlers living in the West Bank are subject to the Israeli civilian and criminal legal system
- Since 1967, Palestinian children in the Occupied Palestinian Territory have been living under Israeli military law and prosecuted in military courts
- Israel is the only country in the world that automatically prosecutes children in military courts
- In October 2015, Israel renewed its use of administrative detention against Palestinian children for the first time in four years
- Administrative detention is a process whereby a child is detained without charge or trial, often renewable indefinitely
- In the West Bank (not including East Jerusalem), administrative detention empowers the military commander of the West Bank, or another commander to whom the power has been delegated, to place individuals in administrative detention for up to six months at a time
- If, prior to the expiration of the order, the military commander has "reasonable grounds to believe" that the same reasons "still require the retention of the detainee in detention", he may extend the original order for an additional six-month period from time to time
- There is no limit on the overall time that a person can be held in administrative detention, so the detention can be extended over and over
- In practice, this allows Israel to incarcerate Palestinians who have not been convicted of anything for years on end

Large Group Debrief:

- *What was important for you to hear today?*

¹ adapted from www.dci-palestine.org/palestinian-children-in-the-israeli-military-detention-system; www.dci-palestine.org/issues-military-detention, and presentation by Brad Parker, UNJPPI gathering, Winnipeg, September 7-8, 2017.

- *What is not well known or understood in society?*

C. Let's have a look at a case study to bring this to life. In groups of 3-4, **read** the case study of Ayham. **Pay attention** to the feelings and questions that are arising in you as you work together on this case study. **Analyze** the case study and **discuss**:

- *Which of Ayham's rights were violated?*
- *What feelings did you have as you analyzed this case study?*

Alternatively, your group may choose to view the documentary "Detaining Dreams" at https://www.nwttac.canada.dci-palestine.org/detaining_dreams. **Pay attention** to the feelings and questions that are arising in you as you view the documentary. In groups of 3-4, **analyze** the experiences of the children in the documentary and **discuss**:

- *Which of Ameer, Abed, Mohammed and Mohammed rights were violated?*
- *What feelings did you have as you listened to their stories?*

My notes...

Let's hear some of your thoughts.

D. As a network and individuals who are actively engaged on advocacy for a just peace in Palestine and Israel, understanding human rights standards can be an effective tool.

On your own, **read** "Rights of the Child and Palestinian Children "

- *What else is coming to mind for you about Ayham's case?*
- *What is becoming clearer for you about Palestinian children or children's rights in general?*
- *What questions came up for you?*



Rights of the Child and Palestinian Children²

- Regardless of guilt or innocence, children in conflict with the law are entitled to special protections and all due process rights under international human rights law.
- International juvenile justice norms are built on two fundamental principles: the best interests of the child must be a primary concern in making decisions that affect them and children must only be deprived of their liberty as a last resort, for the shortest appropriate period of time.
- In no circumstance should children be detained or prosecuted under the jurisdiction of military courts.
- However, as a *minimum* safeguard while Palestinian children living under Israeli military occupation continue to be arrested and prosecuted within the Israeli military court system, Israeli authorities must respect and ensure basic due process rights and the absolute prohibition against torture and ill-treatment.
- From the moment of arrest, operations and procedures must be carried out in accordance with international juvenile justice standards, specifically the UN Convention on the Rights of the Child:
 - A “child” means “every human being below the age of 18 years
 - Rights apply without discrimination of any kind
 - No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment
 - No child shall be deprived of his or her liberty unlawfully or arbitrarily
 - Anyone arrested or detained must be informed, at the time of arrest, of the reasons for arrest and be promptly informed of any charges against him or her
 - Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner that considers the needs of persons of his or her age
 - Restraint or force can be used only when the child poses an imminent threat of injury to him or herself or others, and only when all other means of control have been exhausted
 - Every child alleged to have infringed the penal law must be presumed innocent until proven guilty according to law
 - No child can be compelled to give testimony or to confess guilt
 - Every child deprived of liberty shall have the right to prompt access to legal and other appropriate assistance
 - The arrest, detention, or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period
 - Every child has the right to have the matter determined without delay by a competent, independent, and impartial authority or judicial body in a fair hearing according to law
 - Sentence of detention as a measure of last resort and must be proportionate to circumstances, gravity of the offence, age, and needs of the child
 - Every child shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances
 - Detention reviewed periodically to determine if early release is possible

² Adapted from www.unicef.org/oPt/PALESTINIAN_SITAN-final.pdf; www.dci-palestine.org/issues_military_detention; and www.unicef.org/child-rights-convention/children-human-rights-explained.

The Reality for Palestinian Children Living under Israeli Military Law

Let's take some time to visit this in a more personal way.

A. On your own, **write** the names in the box below of two children in your life who are under the age of 18.

B. Now, you are invited to **relax** and **close** your eyes (if you are comfortable doing so). I want to take you on a guided visualization...

C. Welcome back. In silence, take a moment and **write** on a piece of paper your response to the question:

- *What feelings emerged for you as you listened to the visualization?*
- *Now consider the names of the two children you wrote in the box above. What feelings do you have?*

Let's **hear** some of your thoughts.

D. To honour these children, you are invited to **step forward** and light a tea light in their memory. **Name** quietly or aloud the names of the children that came to mind during this visualization...

Once the tealights are lit, let's **read** these words:

We lit these candles to honor all children and as a sign of our wish that all children have a childhood to remember not a childhood to survive. May we work to make it so.



Five Stages of Detention

Since 2000, at least 8,000 Palestinian children have been arrested and prosecuted in an Israeli military detention system notorious for the systematic ill-treatment and torture of Palestinian children. Around 500-700 Palestinian children are arrested, detained and prosecuted in the Israeli military court system each year.

We are going to spend the next 25 minutes exploring the five stages of detention that the children in the visualization may have experienced.

A. In equal groups, go to one of the 5 stations around the room – these are the 5 stages of detention (see [Appendices³](#)). **Read** what is there and **discuss** these questions:

- *What is new for you here?*
- *What is pushing your thinking about Palestinian children and our role in the conflict?*

Every 5 minutes I'll let you know when it is time to **move** to the next stage.

My notes...

Large Group Debrief

(Remain standing)

- *What started coming to mind as you moved around the room?*
- *What impact would this ongoing military detention system have on your child? On your family? On your community?*
- *What else is coming to mind?*

³ The United Church of Canada also has postcards that outline the 5 stages of detention. You are welcome to take home postcards or order some. Email justice@united-church.ca for more information.

Praying with Our Feet – Taking the Next Step

As a justice seeking church, we invite you to *pray with your feet* and commit to at least 1 concrete action that you can take now to move the “No Way to Treat a Child” (NWTTAC) campaign forward.

A. Allow us to present possible actions as we move from here. As you listen, **consider**:

- *Which of these excites you?*
- *What is doable?*
- *What barriers can you image?*

Ideas for Taking Action

1. Take a group of postcards calling on the Canadian government to take a principled stand against the arrest, torture, and detention of Palestinian children by the Israeli army or asking your MP to ask why there is no action being taken.
2. Have a conversation with at least one other person about what you have learned today.
3. Invite a few friends to watch a video and have a discussion about it – see Appendix “Resources”.
4. Invite a few friends to read a book and have a discussion about it.
5. Contact The United Church of Canada to discuss the possibility of offering a workshop on the NWTTAC campaign with your congregation or network.

B. In pairs, **discuss** your thoughts to the questions above.

Large Group Debrief

- *What do you need to get started on an action for the NWTTAC campaign?*
- *What barriers might we need to overcome to complete the action? How can we do this?*



Take a card and **write** the action you would like to take and when you would hope to begin and/or finish the action. **Take** this home with you and **post** it somewhere as a reminder.

Let's hear a few plans.

Connecting as a Network

Thank you for your plans and... we came together to consider becoming a network. So, on your own, consider these questions:

- *What steps can we take together to support each other in the coming months?*
- *What do you need to be successful?*
- *How can we communicate with each other?*

My notes...

Let's hear your thoughts.

A Celebration and Closing

A. Just before closing, we have a short reflection/evaluation of this workshop that we would appreciate if you would complete for us... Let's take 10 minutes to do this now.

B. I invite you now to look around at the people in the room.... These are folks that can support you in this work. In an earlier activity, we asked you to light a candle and name the children that came to mind during the visualization exercise. As we prepare to leave our space today, **come** forward and **extinguish** your tealight and **return** to your seat with it. Please **leave** the reflection sheet on the table where the candles were.

C. Once all the candles are extinguished, we will **close** with a short reading:

As The United Church of Canada, we are learning from our histories as global missionaries and as colonial settlers, to walk in a new way with our siblings around the world and here in Canada.

We are learning this new path because our siblings around the world invite us to walk in new ways that benefit us all.

As we leave this space today with perhaps new learning and new commitment, may we especially continue to work for the current and future generations of children – that they may all have a childhood to celebrate and remember and not survive.

And in this work, we are not alone. The Spirit of Love, Compassion, and Justice burns and walks with each of us on this journey.

Appendix: UN Convention on the Rights of a Child⁴

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6 You have the right to be alive.

Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11 You have the right to be protected from kidnapping.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 You have the right to privacy.

⁴ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 You have the right to be raised by your parent(s) if possible.

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20 You have the right to special care and help if you cannot live with your parents.

Article 21 You have the right to care and protection if you are adopted or in foster care.

Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 You have the right to help from the government if you are poor or in need.

Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31 You have the right to play and rest.

Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 You have the right to protection from harmful drugs and from the drug trade.

Article 34 You have the right to be free from sexual abuse.

Article 35 No one is allowed to kidnap or sell you.

Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 You have the right to help if you've been hurt, neglected or badly treated.

Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Appendix: Stages of Detention for Palestinian Children⁵

PALESTINIAN CHILDREN IN ISRAELI MILITARY DETENTION

STAGES OF DETENTION

NO WAY TO TREAT A CHILD

www.nowayto treatachild.org

Arrest

Israeli forces arrest children from their homes in the middle of the night, at demonstrations, or near military infrastructures such as checkpoints and the separation barrier.

From the moment of arrest, nearly 3 out of 4 Palestinian children experience some form of physical violence.

This typically consists of being slapped, punched, kicked, or struck with a soldier's helmet or rifle.

Transfer

Once a child has been arrested, they are typically bound, blindfolded, and forced into a military vehicle.

In the vehicle, children are often subject to physical violence and verbal abuse.

The transfer period can last anywhere from several minutes to several hours.

The child is not told where they are being taken.

Interrogation

Children are most often interrogated at a police station or an interrogation center. They arrive bound, blindfolded, frightened, and sleep deprived.

Interrogation techniques are mentally and physically coercive.

Children have no right to an attorney during interrogation.

In 97% of cases, children are denied access to a parent during interrogation.

Hearing

Children appear before an Israeli military court within 24 to 96 hours of their arrest, depending on their age.

This hearing is the first time children will see their attorney and parents since their arrest.

The overwhelming majority of Palestinian children are held in custodial pretrial detention.

Hearings are conducted in Hebrew with Arabic translation.

Sentence

There are three parts to a military court sentence: imprisonment, a fine, and a suspended sentence.

About half of child detainees will receive a custodial sentence of 3 to 12 months. Depending on the circumstances, some receive longer sentences of 1 to 3 years.

No person under age 12 can be prosecuted in the military courts.



EACH YEAR THE ISRAELI MILITARY ARRESTS AND PROSECUTES AN ESTIMATED 700 PALESTINIAN CHILDREN. FROM ARREST, PALESTINIAN CHILDREN ENCOUNTER ILL-TREATMENT & TORTURE AT THE HANDS OF ISRAELI FORCES. THREE OUT OF FOUR EXPERIENCE SOME FORM OF PHYSICAL VIOLENCE FOLLOWING ARREST.

The No Way to Treat a Child campaign seeks to challenge Israel's prolonged military occupation of Palestinians by exposing widespread and systematic ill-treatment of Palestinian children in the Israeli military detention system. It is a project of Defense for Children International - Palestine and American Friends Service Committee.

SOURCES *NO Way to Treat a Child: Palestinian Children in the Israeli Military Detention System* (2010), <http://www.nowayto treatachild.org>; *Children in Israeli Military Detention: Observations and Recommendations* (2012), www.defenseforchildren.org; *Military and Civilian Detention in the West Bank* (2012), www.defenseforchildren.org; *Children in Israeli Military Detention* (2012), www.defenseforchildren.org.

⁵ Available as a postcard from justice@united-church.ca.

Appendix: Resources

Websites

No Way to Treat a Child (NWTTAC)

<https://nwttac.dci-palestine.org/about>

Imprisoning a Generation

www.anemoia.net

United Nations Rights of the Child

www.un.org/en/sections/issues-depth/children

Videos

Created by No Way to Treat a Child:

- **Detaining Dreams**
www.youtube.com/watch?v=7rw69pLiLgw
- **Study Guide for Detaining Dreams**
https://d3n8a8pro7vhmx.cloudfront.net/dcipalestine/pages/1926/attachments/original/1501709437/Detaining_Dreams_Study_Guide_NWTTAC.pdf?1501709437
- **Night Raid Photo Exhibit**
<https://vimeo.com/116772944>
- **Defence for Children International - Palestine**
www.facebook.com/pg/DCIPS/videos - short videos
- **DCI-P YouTube channel**
www.youtube.com/user/DCIPS
- ***Chimamanda Ngozi Adichie: The Danger of a Single Story***
www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?...en
- **Imprisoning a Generation**
www.anemoia.net
(available for screening through a licensing agreement with The United Church of Canada)

Articles and Reports

A variety of materials are available here: www.nwttac.canada.dci-palestine.org

- Minors in Jeopardy
- Children in Israeli military detention – 2013 report
- Children in Israeli military detention – 2015 report
- No Way to Treat a Child – 2016 report
- No Way to Treat a Child Report – case study
- Children in Israeli military detention, UNICEF – report

Other Resources

- **Stages of Detention**
Email justice@united-church.ca for more printed postcards. (Infographic from NWTTAC website and printed postcard versions).
- **Radical Discipleship reflection**
<https://radicaldiscipleship.net/2018/09/10/sit>

Resources are available for the Mission & Service supported campaign: *No Way to Treat a Child*. Order postcards that your faith community can send to their local MPs asking them to raise concerns about the abuse of Palestinian children by the Israeli military detention system.

For more information, please go to:

www.united-church.ca/social-action/act-now/israeli-military-detention-no-way-treat-child

To order these resources please email justice@united-church.ca or call 1-800-268-3781 or 416-231-7680 x4025

Postcards

