

DE UNGE STEMME

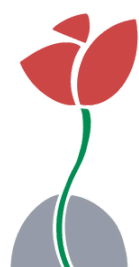
Engelsk - Lyrikkens virke i kampen mod silencing



Et undervisningsmateriale lavet af Operation Dagsværk, DHIP og Tamer Institute

**OPERA
TION
DAGS
VÆRK**

DHIP
the danish house in palestine



مؤسسة تامر للتعليم المجتمعي
Tamer Institute for Community Education

Intro til modulet:

Dette modul (90 min) til engelsk handler om poesianalyse. Her skal eleverne analysere et digt, skrevet af den unge palæstinenser Dunia Al-Hjouj om alt hvad Palæstina er på trods af besættelsen. Derefter skal de sammen diskutere og reflektere over hvordan undervisning i kreativitet og udfoldelse som skrivning kan være med til at bekæmpe silencing.

Plan for modulet

Del 1:	Eleverne ankommer, Fraværsregistrering og introduktion til dagens emne
Del 2:	Eleverne besvarer præ-læsningsspørgsmål, og læser information om besættelsen af Palæstina
Del 3:	Elever læser/lytter til Dunias digt
Del 4:	Eleverne analyserer og reflekterer over Dunias digt
Del 5:	Eleverne ser årets kampagnefilm
Del 6:	Der laves en dialogcirkel med udgangspunkt i spørgsmålene om skrivning under besættelse.

Plan med tidsinterval

Tid	Indhold	Materialer
Del 1: 00:00-00:05 (5 min)	Eleverne kommer ind i klassen, fraværsregistrering og introduktion til dagens emne.	
Del 2: 00:05-00:20 (15 min)	Eleverne besvarer et par spørgsmål om deres umildbare tanker om Palæstina. Derefter læser de en kort artikel om besættelsen på Vestbredden, og de effekter den forårsager.	<ul style="list-style-type: none">• Præ-læsningsspørgsmål• Artikel omkring besættelsen

Del 3: 00:20-00:30 (10 min)	Eleverne læser/lytter til Dunias digt	<ul style="list-style-type: none"> Dunias digt på skrift og som video
Del 4: 00:30-00:55 (25 min)	Eleverne analyserer digtet ud fra enmdigtanalysemodel, samt de udleverede spørgsmål, for at få en forståelse for poesien, og hvordan Palæstinensere bruger den.	<ul style="list-style-type: none"> Analysemodel Analysespørgsmål
Del 5: 00:55-1:05 (10 min)	Eleverne ser årets kampagnefilm, for at høre Dunias perspektiver på, hvad det at skrive har gjort for hende og hendes forhold til Palæstina.	<ul style="list-style-type: none"> OD's Kampagnefilm 2025
Del 5: 1:05-1:30 (25 min)	Eleverne reflekterer og diskuterer i en dialogcirkel, hvordan det er at udvikle unges kreativitet, gennem fx. skrivning, kan bidrage til at bekæmpe silencing, og klæder dem bedre på til at håndtere besættelsen.	<ul style="list-style-type: none"> <i>Hvordan laver man en dialogcirkel</i> Diskussionsspørgsmål

Dunias digt

Not everything said about Palestine is war and sorrow.

Yes, we live under occupation, but we also live...

We love, we dream, we laugh, and we plant hope every morning.

Here, in Bani Na'im and its Masafer, the mountains protect us, and the sun gives us warmth.

Every stone here tells a story, every tree is a part of our deep roots.

We are a people who love life...

We don't just seek to survive; we seek to live—with love and hope.

We sing despite the noise, we plant despite the drought, and we build despite the attempts to tear us down.

Palestine is not just what the news shows. It is not only struggle and occupation.

Palestine is mornings filled with coffee and thyme and nights lit up with stories and laughter.

Just like the sand seeps through our fingers, the occupation will too

Spørgsmål

Pre Reading:

Have you heard about Palestine? If yes, from where?

What associations do you have when you hear Palestine?

Analysis:

Analyse the poem, with a focus on structure, imagery and themes. Use your favorite analysis model, or the one linked:

https://theenglishhandbook.systime.dk/fileadmin/indhold/files/the_FLIRT_model.pdf

How does the content of Dunia's poem relate to the associations you had at the beginning of class? Are they similar or completely different?

How does the way Dunia describes her life compare to your own life? Are there things you recognize from your everyday life?

How is poetry as a genre unique? What is the genre's potential when discussing themes like occupation?

Discussion questions

Has your view on Palestine changed or broadened while working with Dunia's poem and watching the campaign video?

Have you experienced silencing?

Do you see creative writing and poetry as an important tool in giving young Palestinians a platform and fighting silencing? Why or why not?

How do you use creative outlets like writing or painting etc. in your everyday life?

How will working on the OD-day help to fight silencing?

Materials in order

Pre reading


Questions:

Have you heard about Palestine? If yes, where from?

What associations do you have when you hear Palestine?

Article:

Illustrated guide to the occupation of the West Bank:

 Palestinian life under Israeli occupation: An illustrated guide

Poem

Intro

This is a poem written by the Tamer volunteer Dunia Al-Hjouj . She is 22 years old, and lives in the small village Bani Na'im, which is close to city of Hebron in the Southern part of the West Bank in Palestine. She is a writer, and teaches young people at Tamer Institute for Community Education about writing their own stories about their life and Palestine.

Transcript of the poem

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Campaign film

Find the film under material

Dialogcirkel

Guide:

Find under material

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