

## Session Two

<p><b>1<sup>st</sup> Principle:</b> The Inherent Worth &amp; Dignity of Every Person</p>	<p><b>Honoring Historical and Current Pain</b></p> <ul style="list-style-type: none"> <li>• Jewish history: Diasporas, Enslavement, Pogroms, The Holocaust, Longing for Zion, terrorist violence</li> <li>• Other displacements: Africans, Native Americans</li> <li>• Current Palestinian suffering</li> </ul>	<p><u>Opening Activities</u></p> <p>Slide show: “Diasporas and Displacements,” by UJME, the Nakba Education Project, and Zochrot, 8 minutes, <a href="https://vimeo.com/129337937">https://vimeo.com/129337937</a></p> <p>Video: The Path to Nazi Genocide, <a href="http://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide">http://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide</a>, US Holocaust Memorial Museum, 38 minutes</p> <p>Video: Al-Nakba, Episode I, <a href="https://www.youtube.com/watch?v=H7FML0wzJ6A">https://www.youtube.com/watch?v=H7FML0wzJ6A</a>, Al-Jazeera English, 47 minutes</p> <p>Discussion</p>
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## Principle 1: The Inherent Worth and Dignity of Every Person

Sessions One, Two and Three present readings and activities that emphasize subjective experience of this conflict, in line with principles 3, 1, and 2.

### Opening Reading: Elaboration on the 1st Principle

“Reverence and respect for human nature is at the core of Unitarian Universalist (UU) faith. We believe that all the dimensions of our being carry the potential to do good. We celebrate the gifts of being human: our intelligence and capacity for observation and reason, our senses and ability to appreciate beauty, our creativity, our feelings and emotions. We cherish our bodies as well as our souls. We can use our gifts to offer love, to work for justice, to heal injury, to create pleasure for ourselves and others.

“‘Just to be is a blessing. Just to live is holy,’ the great twentieth-century Rabbi Abraham Herschel wrote. Unitarian Universalists affirm the inherent worth and dignity of each person as a given of faith—an unshakeable conviction calling us to self-respect and respect for others.”

—Rev. Dr. Rebecca Ann Parker, minister, theologian, and author. This reflection is one of many in *The Unitarian Universalist Pocket Guide*, available from the UUA Bookstore.

### Grounding Questions and Discussion

1. **Dignity and worth** are honored in deeds and gestures; what are the actions done by UUs that uphold dignity and worth in other situations of disempowerment and conflict, and/or in Israel-Palestine?

Examples: Rev. Theodore Parker; Rev. Olympia Brown; Martha and Waitstill Sharp; the UUSC; Rev. James Reeb and Viola Liuzzo; South Africa anti-apartheid campaigns; AIW of 2002; UU involvement in LGBTQ rights; UU-UNO; Standing on the Side of Love; Immigration; Doctrine of Discovery repudiation by General Assembly delegates; Thandeka; Rev. Bill Sinkford; Rev. Peter Morales; Rev. Leslie Takahashi Morris; Dr. Ibrahim Abdurrahman Farajajé; Mark Morrison-Reed; #Black Lives Matter movement; efforts to counter Islamophobia; UU minister Rev. David Etherington in the Ecumenical Accompaniment Program (<http://www.uujme.org/home/Portals/0/Newsletters/Final%20Spring%202014%20e-Newsletter.pdf>, page 9; also in Session Six of this curriculum); UJME Proposed CSAI 2013; UJME Gaza statement of 2014; this curriculum.

2. How have UUs tried to **heal injury** in Palestine-Israel, from an interfaith or multifaith perspective?

You can use topics cited above, or personal testimonies gathered from UUs, newsletter articles.

3. What form does/could **working for justice** in the region take among UUs?

Examples: educational campaigns; dialogue with Jewish and Palestinian communities locally; Congressional visits; leadership involvement (ministers, UUA; UUSC; UUJME); BDS (see Resources section for links); General Assembly actions such as divestment from companies involved in occupation

## Activities

It is very important to recognize and honor the people who feel the historic pain that Jews, Palestinians, and other groups have experienced and the current pain.

### Discuss the Prereading.

**View the video:** “Diasporas and Displacements.” This video was created using a combination of materials from the Nakba Education Project, the Israeli human rights group Zochrot, and information from UUJME research; <https://vimeo.com/129337937>, 10 minutes. Discuss reactions.

**View the video:** *The Path to Nazi Genocide*, <http://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide>, US Holocaust Memorial Museum, 38 minutes

**View the video:** *Al-Nakba, Episode 1*, <https://www.youtube.com/watch?v=H7FML0wzJ6A>, Al-Jazeera English, 47 minutes. Discuss reactions.

**Call to Action Ideas.** Participants can explore the resources at the end of this guide for further background understanding of the painful collective memories of the ethnic and religious groups presented in the slide show, and articles about racism and oppression. Some ideas include educational campaigns; dialogue with Jewish and Palestinian communities locally; congressional visits; leadership involvement (ministers, UUA; UUSC; UUJME); investigation of boycott and divestment possibilities (see Resources section for links); General Assembly actions.

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## Closing

Each person in the group can share what they learned, found most notable, or a question that arose from the session.