



Facilitator Guide for *Oriented*

About the Program

This program offers a glimpse into the experiences of Arab LGBTQ+ citizens of Israel, minorities within a minority population that often feel stuck between worlds. Students will watch the documentary *Oriented* and then discuss the film and the concepts it raises with their peers. By focusing on a group of Palestinian LGBTQ+ friends who navigate Israel's bustling, progressive center and their more traditional hometowns, this program explores multiple dimensions of diversity and the challenges and opportunities that emerge when they intersect. It provides a unique lens for learning about Arab citizens by telling the stories of young adults that defy stereotypes and feel relevant to American Jewish audiences.

Oriented

Director: Jake Witzenfeld; Release Date: 2015; Runtime: 1h 26m

Content Warnings: Homophobia, Scenes of war and violence, Racism, Use of Drugs, Consumption of Alcohol, Smoking

Learning Outcomes

- Foundational understanding of Arab citizens of Israel and the complexities of Jewish-Arab relations within Israel.
- Recognition of the internal diversity within Arab society in Israel and a greater understanding of how different social identifiers (language, gender, religion, sexuality, class, etc.) overlap and complicate each other.
- Familiarity with the unique experiences of queer Palestinians in Israel and what this reveals about broader LGBTQ+ realities and Jewish-Arab relations in Israel.
- Curiosity regarding Arab citizens of Israel and a desire to learn more!

Accessing the Movie

Oriented can be watched for free on [Kanopy](#) with a public library card or university login, [YouTube](#) or [Amazon Prime Video](#) with a Dekkboo subscription. It can also be rented from YouTube for \$3.99 SD/\$4.99 HD, Amazon for \$4.99 HD, or [Vudu](#) for \$2.99 SD/\$3.99 HD.

Suggested Structures

The following recommendations are general suggestions that can be adapted to fit the needs of your audiences, goals, and constraints. They can be adapted for an in-person, hybrid, or remote program.



Hybrid and Remote Format

1. Distribute the Movie Guide (see below) and [Exploring the Topics of Arab Citizens and Jewish-Arab Relations in Israel](#) before participants watch the film. Ensure participants watch the film ahead of the discussion, independently or in small groups.
2. Schedule a time for an in-person, remote, or hybrid film discussion.
3. When starting the program, remind the group of important information about the program and guidelines constructive conversations (see below).
4. Ask the first question in the Movie Guide to the full group to begin generating ideas.
5. If size allows, split participants into small groups to continue the discussion. They can use the Movie Guide's discussion questions to steer their conversations. Each group should designate a "recorder" to take notes and a "reporter" to summarize the recorder's notes after the small group discussion.
6. Conclusion: If participants were split into small groups, have each "reporter" briefly summarize their discussion using the "recorder's" notes. If you remained as one group, ask participants to share their takeaways to wrap up the program.

Tips for Hybrid or Virtual Engagement:

- At the end of the program, utilize an interactive whiteboard program (like [Jamboard](#)) to encourage participation among all virtual participants. Possible prompts include:
 - Share something another participants said that stuck with you.
 - What questions do you have about the film or topics explored by the film?
- Use an online polling resource (like [Poll Everywhere](#)) to gauge participant's feelings, opinions, and knowledge levels in real-time.

In-Person Format: Film Viewing Followed by Group Discussion

1. Distribute the Movie Guide and [Exploring the Topics of Arab Citizens and Jewish-Arab Relations in Israel](#) to students.
2. Screen the film to your group, briefly reviewing the background information before the film starts, and reminding participants of the content warnings.
3. After the film, take a short break before gathering as a group for a discussion.
4. Remind the group of guidelines constructive conversations (see below).
5. Ask the first question in the Movie Guide to the full group to begin generating ideas.
6. If size allows, split students into small groups to continue the discussion using the Movie Guide's discussion questions. Each group should designate a "recorder" to take notes and a "reporter" to summarize the recorder's notes after small groups.



7. Conclusion: If participants were split into small groups, have each “reporter” briefly summarize what their group talked about. If you remained as one group, ask participants to share their takeaways to wrap up the program.

Suggested Guidelines for Constructive Conversations

1. Our purpose today is to explore more a facet of Israeli society that may be less familiar to us and to learn from and with each other. This is a discussion, not a debate.
2. This film presented one snapshot relating to Arab citizens of Israel. As we saw in the film, Arab society is diverse and this isn't representative of all stories and experiences.
3. Listening doesn't necessarily mean agreeing. Have an open mind to ideas that may be less familiar or comfortable. Consider how you might experience the film and this discussion differently if you had different identities (Palestinian, Israeli, gender etc.)
4. Remember to make space for different voices in your conversation.
5. Note for facilitators: It is okay not to have all the answers! Don't try to make something up if you don't know. Instead, work with learners to find out more together.

Working with IATF

The [Inter-Agency Task Force on Israeli Arab Issues \(IATF\)](#) was created by a coalition of major American Jewish organizations to serve as a non-partisan educational resource on Arab citizens and Jewish-Arab relations in Israel. We would be happy to plan a more-depth in program with you and bring leading speakers on Arab society in Israel to your programs. Reach out to Erica Shaps (she/her), Educational Programs Manger, at EricaSh@jdc.org for more information.