

GLOBAL  CONFLICTS

PALESTINE



Worksheets

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ISBN 978-87-991784-0-7
Printed in Denmark 2007

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Assignments - Mission 1: Military operations

Brief: You have now played the first mission in Global Conflicts: Palestine and are expected to discuss and reflect on the experiences. Below you will first find questions related to the game and then questions of a more general nature. Finally, you can write an article drawing on the game experience and the additional material on the companion website.

To answer the questions in this worksheet use your experiences from the game and refer to the material on <http://learning.seriousgames.dk>.



1. Game review

a). Please provide a short factual resume of the mission.

b). Please explain the motivations, actions and perception of the key people you ran into.

Roi: _____

Mordechai: _____

Khaled: _____

Nabil: _____

c). What is the basic conflict in the mission?

d). How would you have acted as an Israeli or Palestinian?

e). How do the different soldiers in the IDF (Roi, Omri & Mordechai) perceive the Palestinians? What is the basis for this perception? Consider the role of culture, history, religion & ethnicity.

f). How does Khaled perceive the IDF? What is the basis for this perception? Consider the role of culture, history, religion & ethnicity?



2. Beyond the game

You may have a hard time answering the questions below if you were a sloppy and superficial journalist. Luckily, you can either go back and play the game or use some of the material on the website <http://learning.seriousgames.dk/>.

a). What implications do the military operations have for the Israeli-Palestinian relations?

b). What role does security play for the Israelis? How does security serve as an explanation for the raids? Is the Israeli perception of security threats reasonable? What is it based on? Consider both the current situation and historical roots.

c). How are the suspected terrorists treated and are their rights respected by the IDF? Try to consider what rights apply and why the international community has set them up. What could the reasons be for violating a suspect's rights? Would such violations be acceptable? Why/why not?

d). How would you criticize the IDF's conduct? What arguments do you think are valid for such raids?

e). How would you criticize the Palestinians? Do you think the Palestinians are innocent victims? Why/why not?

f). Choose at least three sources from the theme material or video section that each has their own perspective on the military operations. Discuss the background for the accounts and underlying agendas of the sources.

(For example: Video on IDF raid, Human rights report and the brief on military operations by the IDF).

g). Do you think that Israelis & Palestinians are guilty of stereotyping each other? If so, why does this happen? Why do we use stereotypes?

3). Write a better story

In the game you have a limited amount of time for writing and researching the story with access to only a few sources. Now you have a chance to pursue an even better researched story by using sources on our website and from other places. In general there are three different types of stories you can choose from: news story, feature story & opinion story (see <http://learning.seriousgames.dk> and look under the teaching themes. Here you will find a navigation point called assignments where there are different story templates).

Use one of the three templates to help you make the best story. Remember you can use quotes, pictures and sources from our companion website at <http://learning.seriousgames.dk>.

Choose between the following subjects from the game world:

a). Palestine Today: Is interested in getting stories about the soldiers' abuse of prisoners. They would like for you to document the way the suspects are treated and they want to hear about corruption and brutal interrogation methods, as well as the potentially innocent people who might be arrested.

b). Global News: Is interested in you covering the conflict up close. What events take place? What happens during this kind of military action? How are possible prisoners treated and how dangerous is it for the soldiers?

c). The Israeli Post: Is interested in a story about the way in which the IDF protects the Israeli citizens against terrorism. Talk with the soldiers and get their stories, try to talk with any possible prisoners and see if you can report about life on the border between life and death.

“Our liberty depends on the freedom of the press,
and that cannot be limited without being lost”

- Thomas Jefferson, 1786

Assignments - Mission 2: Checkpoints

Brief: You have now played the second mission in Global Conflicts: Palestine, and are expected to discuss and reflect on the experiences. Below you will first find questions related to the game and then questions of a more general nature. Finally, you can write an article drawing on the game experience and the additional material on the companion website at <http://learning.seriousgames.dk>.

To answer the questions in this worksheet use your experiences from the game and refer to the material on <http://learning.seriousgames.dk>.

1. Game review

a). Please provide a short factual resume of the mission.

b). Please explain the motivations, actions and perception of the key people you ran into.

Roi:

Omri:

Fatima:

Baz:



c). What is the basic conflict in the mission?

d). How would you have acted as an Israeli or Palestinian?

e). How do Omri & Roi perceive the Palestinians? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?

f). How do Baz, Fatima & Nabil perceive the IDF? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?



2. Beyond the game

You may have a hard time answering the questions below if you were a sloppy and superficial journalist. Luckily, you can either go back and play the game or use some of the material on the website <http://learning.seriousgames.dk/>.

a). What implications do the checkpoints have for the Israeli-Palestinian relations?

b). How are Palestinians treated at the checkpoints, and how do checkpoints affect their everyday life? Try to consider what rights apply and why checkpoints have been set up. What reasons could you find for violating rights? Would such violations be acceptable? Why/why not?

c). What role does security play for the Israelis? How does security serve as an explanation for the checkpoints?

d). How would you criticize Israel's policy on checkpoints? What arguments do you think are valid for such checkpoints - could one do it differently? How do legal issues like innocent until proven guilty and collective punishment relate to the checkpoint problem?

e). How would you criticize the Palestinians? Do you think the Palestinians are innocent victims? Why/why not?

f). Choose at least three sources from the theme material or video section that have their different perspectives on the checkpoint issue. Discuss the background for the accounts and underlying agendas of the sources. Discuss whether means can be justified by goals. Consider under what circumstances and why?

(For example: Video on Working in Israel as Palestinian, B'T Selem statistics on checkpoints and the myth buster document).

g). Human rights may be under pressure in the Israeli-Palestinian conflict. Try to find examples from the game and their implications. Also, use the sources on the website to explore the issues further. Discuss why human rights are important and whether human rights are a flexible or absolute concept?

(You can find a link on the website under the “Teaching Themes” for “Universal Declaration of Human Rights” that list human rights)

3). Write a better story

In the game you have a limited amount of time for writing and researching the story with access to only a few sources. Now you have a chance to pursue an even better researched story by using sources on our website and from other places. In general there are three different types of stories you can choose from: news story, feature story & opinion story (see <http://learning.seriousgames.dk> and look under the teaching themes. Here you will find a navigation point called assignments where there are different story templates).

Use one of the three templates to help you make the best story. Remember you can use quotes, pictures and sources from our companion website at <http://learning.seriousgames.dk>.

Choose between the following subjects from the game world:

a). Palestine Today: Is interested in stories about the hardships the security barrier and the checkpoints represent in everyday life of Palestinians. What happens when people try to get in and out of the cities? How hard is it? What kinds of problems does the situation create for the Palestinian people?

b). Global News: Is keen on getting stories that are more general in their treatments about the problems that both Israelis and Palestinians encounter. Why are the checkpoints there at all? What consequences can we see?

c). The Israeli Post: Is interested in hearing about the lives of the IDF soldiers at the checkpoints. They want stories on the courage of soldiers, the hardships of life there and the dangers that are connected with the protection of Israel against terror.

“It is a newspaper’s duty to print the news and
raise hell”

- The Chicago Times, 1861

Assignments - Mission 3: Settlements

Brief: You have now played the third mission in Global Conflicts: Palestine and are expected to discuss and reflect on the experiences. Below you will first find questions related to the game and then questions of a more general nature. Finally, you can write an article drawing on the game experience and the additional material on the companion website.

To answer the questions in this worksheet use your experiences from the game and refer to the material on <http://learning.seriousgames.dk>.

1. Game review

a). Please provide a short factual resume of the mission.



b). Please explain the motivations, actions and perception of the key people you ran into.

Baz: _____

Mohammad: _____

Benyamin: _____

Nabil: _____

c). What is the basic conflict in the mission?

d). How would you have acted as an Israeli or Palestinian?

e). How does Benyamin perceive the Palestinians? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?

f). How does Mohammad perceive the settlers? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?



2. Beyond the game

You may have a hard time answering the questions below if you were a sloppy and superficial journalist. Luckily, you can either go back and play the game or use some of the material on the website <http://learning.seriousgames.dk/>.

a). What implications do the settlements have for the Israeli-Palestinian relations?

b). What reasoning do Israelis use for the settlements? What arguments do you think are valid for making settlements? How do history, culture, economy, legal rights and security serve as an explanation for the settlements?

c). How do Palestinians perceive the settlements? What arguments do Palestinians use against the settlements. How are history, culture, economy and legal rights used to question the settlements legitimacy?

d). How would you criticize Israel's policy on settlements and the actions of the settlers?

e). How would you criticize the Palestinians attacks on the settlements? Do you think the Palestinians are innocent victims? Why/why not?

f). Locate at least three maps about settlements on the companion website, and track the changes in settlements across time. Explain the development below. What was the situation before 1878, where the first map is from?

g). Choose at least three sources from the theme material or video section from the companion website that have their different perspectives on the settlement issue. Discuss the background for the accounts and underlying agendas of the sources.

(For example: UN Resolution 446, Video Living near settlements and article “Why we need settlements. Now!”)

3). Write a better story

In the game you have a limited amount of time for writing and researching the story with access to only a few sources. Now you have a chance to pursue an even better researched story by using sources on our website and from other places. In general there are three different types of stories you can choose from: news story, feature story & opinion story (see <http://learning.seriousgames.dk> and look under the teaching themes. Here you will find a navigation point called assignments where there are different story templates).

Use one of the three templates to help you make the best story. Remember you can use quotes, pictures and sources from our companion website at <http://learning.seriousgames.dk>.

Choose between the following subjects from the game world:

a). Palestine Today: Is extremely interested in stories about the abuse that goes on by settlers. This includes issues such as settler violence, the stealing of land from Palestinians and so on. Try to find a story that chronicles the struggles of the little man.

b). Global News: Is interested in a general story about the settler situation and related problems. You should try to dig up a story that can be told from both angles - maybe you can find something about ownership of land?

c). The Israeli Post: Would like for you to cover the problems that the settlers are having with the local Palestinian population. Try to look into a story that deals with issues of attacks or legal issues regarding the rights to the lands and the devotion of the settlers.

“Three hostile newspapers are more to be feared
than a thousand bayonets.”

- Napoleon Bonaparte

Assignments - Mission 4: Martyrs

Brief: You have now played the fourth mission in Global Conflicts: Palestine and are expected to discuss and reflect on the experiences. Below you will first find questions related to the game and then questions of a more general nature. Finally, you can write an article drawing on the game experience and the additional material on the companion website at <http://learning.seriousgames.dk>.

To answer the questions in this worksheet use your experiences from the game and refer to the material on <http://learning.seriousgames.dk>.

1. Game review

a). Please provide a short factual resume of the mission.

b). Please explain the motivations, actions and perception of the key people you ran into.

Nabil

Roi:

Yaphet:

Leah:

Hushna:

Affan al-Assar:

c). What is the basic conflict in the mission?



d). How would you have acted as an Israeli or Palestinian?

e). How does Roi and Yaphet perceive the Palestinians? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?

f). How does Nabil & Hushna perceive the settlers? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?

(You may not have encountered Hushna. In that case you should not include her in your above observations).



2. Beyond the game

You may have a hard time answering the questions below if you were a sloppy and superficial journalist. Luckily, you can either go back and play the game or use some of the material on the website <http://learning.seriousgames.dk/>.

a). What implications do the martyrs have for the Israeli-Palestinian relations? Consider both martyrs in general, and more specifically the ones martyred by suicide bombs.

b). How do the Israelis perceive martyrs and suicide bombs? What do they stress when talking about martyrs? Why does Israel find suicide bombs unacceptable, and the concept of martyrs unhealthy? How do history, culture, religion and society color this perception?

c). How do Palestinians perceive the martyrs and suicide bombs? How does the Palestinian society treat them? How do history, culture, religion and society color this perception? What role does the media play?

d). How would you criticize the role martyrs and suicide bombs play in the Palestinian society? How would you criticize the general Israeli perception of martyrs and suicide bombs?

e). Examine the statistics about victims of the conflict on the website. What do they tell you? What is the implicit message and agenda of the different statistics?

f). How would you argue that the act of suicide bombing is an altruistic action. What arguments would the Palestinians use?

g). Choose at least three sources from the theme material or video section that have their different perspectives on suicide bombs. Discuss the background for the accounts and underlying agendas of the sources.

(For example: Reem martyr video, Music video about martyrs & Madi Friday Sermon).

3). Write a better story

In the game you have a limited amount of time for writing and researching the story with access to only a few sources. Now you have a chance to pursue an even better researched story by using sources on our website and from other places. In general there are three different types of stories you can choose from: news story, feature story & opinion story (see <http://learning.seriousgames.dk> and look under the teaching themes. Here you will find a navigation point called assignments where there are different story templates).

Use one of the three templates to help you make the best story. Remember you can use quotes, pictures and sources from our companion website at <http://learning.seriousgames.dk>.

Choose between the following subjects from the game world:

a). Palestine Today: Is interested in stories about martyrs and Palestinians who get killed fighting the injustice of the Israeli occupation. What goes on inside the heads of these people and what are their motivations? How are their sacrifices helping the Palestinian people?

b). Global News: Is keen on getting stories that are more focused on the costs on both sides. Why do some people choose to detonate themselves and what happens to Israelis that experience these things? What are the human costs?

c). The Israeli Post: Is interested in hearing stories about the impact that suicide bombers have on life in Israel. They want stories about victims, about survival, about the impact that the constant fear of attacks has on the lives of ordinary citizens.

“Harmony seldom makes a headline.”

- Silas Bent

Assignments - Mission 5: Hamas

Brief: You have now played the fifth mission in Global Conflicts: Palestine, and are expected to discuss and reflect on the experiences. Below you will first find questions related to the game and then questions of a more general nature. Finally, you can write an article drawing on the game experience and the additional material on the companion website.

To answer the questions in this worksheet use your experiences from the game and refer to the material on <http://learning.seriousgames.dk>.

1. Game review

a). Please provide a short factual resume of the mission.



b). Please explain the motivations, actions and perception of the key people you ran into.

Baz: _____

Roi: _____

Omar: _____

Sharif & Amir: _____

Affan al-Assar: _____

c). What is the basic conflict in the mission?

d). How would you have acted as an IDF soldier or the three Palestinians?

e). How does Roi and Mordechai perceive the Palestinians? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?

[illegible]

f). How does Omar, Sharif and Amir perceive the Israelis? What is the basis for this perception - consider the role of culture, history, religion & ethnicity?



2. Beyond the game

You may have a hard time answering the questions below if you were a sloppy and superficial journalist. Luckily, you can either go back and play the game or use some of the material on the website <http://learning.seriousgames.dk/>.

a). How would Hamas describe themselves? How do they perceive holy war (jihad)? What is the opinion about the state of Israel? What are their terms for peace? What areas do they perceive as Palestine? (maps on website)

b). What activities are Hamas involved in? Why do they choose not to focus solely on militant activities? What is the strength of such approach? Try to think outside the box - do you see any similarities between Robin Hood and Hamas?

c). According to Hamas what lies at the core of the conflict? What will it take to solve it? What other organizations exist in the Palestinian society? Use the internet and website to research.

d). Why does Hamas experience such strong support? Include considerations on history, religion, corruption, poverty, and society.

e). Choose at least three sources from the Internet, theme material or video section that have their different perspectives on Hamas. Discuss the background for the accounts and underlying agendas of the sources.

3). Write a better story

In the game you have a limited amount of time for writing and researching the story with access to only a few sources. Now you have a chance to pursue an even better researched story by using sources on our website and from other places. In general there are three different types of stories you can choose from: news story, feature story & opinion story (see <http://learning.seriousgames.dk> and look under the teaching themes. Here you will find a navigation point called assignments where there are different story templates).

Use one of the three templates to help you make the best story. Remember you can use quotes, pictures and sources from our companion website at <http://learning.seriousgames.dk>.

Choose between the following subjects from the game world:

a). Palestine Today: They want to hear about the courageous and important sacrifices Palestinians are forced to make everyday, and the importance of the Hamas movement.

b). Global News: Is interested in the desperate situation of everyday people in Palestine. They want to know the motivations and story behind the extreme actions in the area.

c). The Israeli Post: They want to know how the IDF handles situations to protect Israel. How they constantly fight Hamas and other terrorist organizations that perform kidnappings, suicide attacks and other terrorist attacks.

“The brilliant mission of the newspaper...is to be
the high priest of history, the vitalizer of society,
the world’s great informer...”

- Samuel Bowles

Assignments - Mission 6: Media's role

Brief: You have now played the last mission in Global Conflicts: Palestine and are expected to discuss and reflect on the experiences. Below you will first find questions related to the game and then questions of a more general nature. Finally, you can write an article drawing on the game experience and the additional material on the companion website.

To answer the questions in this worksheet use your experiences from the game and refer to the material on <http://learning.seriousgames.dk>.

1. Game review

a). Please provide a short factual resume of the mission.



b). Please explain the motivations, actions and perception of the key people you ran into.

Khaled: _____

Baz: _____

Shakil: _____

Roi: _____

Nabil: _____

c). What is the basic conflict in the mission?

d). How would you have acted as an IDF soldier or the three Palestinians?

e). Describe, analyze and discuss the actions, perceptions and choices of Nabil, Shakil or Baz throughout the game. How does Khaled perceive the media? In your work you should include the areas of history, culture, religion, society, personality/identity, group dynamics and family. How would you have acted? Could you have gone to the same extremes?

f). Describe, analyze and discuss the actions, perceptions and choices of Roi, Mordechai and Omri throughout the game. In your work you should include the areas of history, culture, religion, society, personality/identity, group dynamics and family? How would you feel when serving in the IDF? What consequences would that have for your life?



2. Beyond the game

You may have a hard time answering the questions below if you were a sloppy and superficial journalist. Luckily, you can either go back and play the game or use some of the material on the website <http://learning.seriousgames.dk/>.

a). What role does the media play in the Israeli-Palestinian conflict? Consider whether the Palestinians and Israelis may act differently based on media exposure. In what instances and why? Does the media help to solve the conflict or can they also be an obstacle? Explain when, why and how.

b). What advantages/disadvantages do you see with the journalist involvement in the game mission? Would you have acted differently? Try to consider the implications of different approaches: Neutral, balanced, involved, objective and subjective. What is a realistic description of the journalistic approach? What does this mean for our use of the media to inform us on critical issues?

c). The concept of source criticism and bias are crucial concepts to understand for a journalist. Why is this so? Take as your starting point the different sources you have encountered in the game. What role did their agendas play for the information you got? Would you say they were biased?

d). Try to compare different newspaper coverage of events (see companion website for material). Consider how they use specific words, pictures, headlines and adjectives, to weight different elements in the story.

(For example: BBC, Ynet news, Al Jazeera).

e). Examine the criticism different organizations aim at different media's portrayal of the Israeli-Palestinian conflict. You can use material from the website or from the Internet. Why are the mistakes made? What are the implications of the criticism? What is the agenda of the critics? What different forms of bias are there?

(For example: Photo bias, popular culture perception of Arabs and discrepancy in reporting deaths).

3). Write a better story

In the game you have a limited amount of time for writing and researching the story with access to only a few sources. Now you have a chance to pursue an even better researched story by using sources on our website and from other places. In general there are three different types of stories you can choose from: news story, feature story & opinion story (see <http://learning.seriousgames.dk> and look under the teaching themes. Here you will find a navigation point called assignments where there are different story templates).

Use one of the three templates to help you make the best story. Remember you can use quotes, pictures and sources from our companion website at <http://learning.seriousgames.dk>.

Choose between the following subjects from the game world:

a). Palestine Today: How is the typical media coverage skewed towards the Israeli side. Why do the Palestinians have a harder time getting into the media?

b). Global News: They want you to explore how the media plays a role in forming the Israeli-Palestinian conflict by focusing on specific areas.

c). The Israeli Post: They are interested in covering how the Israelis are misrepresented in the media. Why are the Israelis often represented as the aggressors and strong part when surrounded by larger enemies?

“A newspaper is a mirror reflecting the public, a mirror more or less defective, but still a mirror.”

- Arthur Brisbane

Terminology

Bias: This refers to a preference or inclination towards a point of view that inhibit impartial judgment.

Bar mitzvah: Jewish ceremony at the age of 13 marking manhood.

EU: Abbreviation for the European Union, which is a group of European countries that collaborate especially to further trade and economy of the European region.

Ethnicity: A term used to categorize people based on differences in national origin, language, and/or religion.

Expropriation: A government overtaking property by paying compensation but against the owner's will. The compensation is often limited when Israel takes over property due to security concerns.

Fatah: One of the major Palestinian political party, which remains the backbone in PLO.

Geneva convention: Four treaties that set the international law for humanitarian behavior.

Hamas: A religious/terrorist/political/social organization that is increasingly gaining power among Palestinian in favor of the previous dominating organization Fatah.

Hezbollah: An organization that controls most of Southern Lebanon and regularly attacks Northern Israel. It is described as a religious/terrorist/political/social organization supported strongly by Iran.

Humanitarian: The basic respect for and treatment of other people as human beings.

IDF: This is the abbreviation used for the Israeli Defense Forces.

Islamic state: This refers to a state which is built after the principles set down in the Koran that bring unity and leadership to the Muslim world.

Koran: Islam's sacred writings that were revealed by God to the prophet Muhammad.

Legitimate: Refer to whether something is justified.

Martyrs: People who die in the fight against Israeli occupation whether by choice or chance.

Moderate physical pressure: Often used to describe mild forms of torture that are sometimes argued to be within the law given extreme threats like imminent terror attacks.

Occupied territories: This is used to describe the areas Gaza and the West Bank.

Palestinian National Authority: Established after peace talks in 1992 to govern Palestinian affairs in the self-rule areas within the West Bank and Gaza.

PLO: The abbreviation for Palestinian Liberation Organization that for many years lead the struggle for a Palestinian state and the destruction of the state of Israel.

Separation barrier: Israel is currently constructing a wall to make it harder for unwanted Palestinians to cross into Israel. However, the barrier has cut off Palestinian villages, and is in some regions built on Palestinian soil.

Shahid: The Arab word for martyrs, people who have died in the fight against (Israeli) occupation whether by choice or chance.

Torah: Refers to all Jewish religious literature, law and teaching that guides the right way of living.

UN: The abbreviation used for the United Nations. UN is an international organization whose stated aims are to facilitate cooperation on especially social development, international law, international security, and human rights issues.

Zionism: Zionism is an ideology from the late 19th century that seeks to establish a Jewish homeland.

