

# Student Guidelines

## Conflict Management and Resolution

### Performance-Based Task (PBT)

#### Format – Written Presentation

Title Page	Topic (the umbrella project), the problem, the group members, teacher's name, the name of school and the date.
Table of Contents Page	The major sections/chapters and page numbers. This can only be prepared at the end.
Introduction	This is a few paragraphs explaining the umbrella topic, the problem and the reason for choosing to focus on the problem. This should be written toward the end of the project as it summarizes the entire project.
Literature Review (Theoretical Analysis)	A summary of the sources that relates directly to the problem you have researched. This section includes an explanation of how these sources deepened your understanding of the problem and the relevance to your PBT. <ul style="list-style-type: none"> <li>• This will include a completed DEPP /Stakeholders chart.</li> </ul>
Active Exploration: Presentation and description of the research process	<ul style="list-style-type: none"> <li>• An explanation of the research process and the chosen tools - for example, interviews, questionnaires, etc. A detailed description of the sampled population, the number, gender, age of the participants. A blank questionnaire and the questions for the interview must be included in the Appendix. The results of the research presented clearly in writing. The students may add graphs or any other visual aids to present the results.</li> </ul>
Formulating Solutions: Discussion, conclusions and possible solutions	An analysis of the findings with an explanation of possible solutions and an explanation of your groups' chosen solution as the preferred solution. (SEET essay)
Implementing the Solution	A written description of your solution - describe the solution in detail and how it was implemented. Include Conflict Resolution tools used. Discuss the outcome (results). <b>Note-Oral Presentation:</b> you will also present the PBT orally in class but this will stage will not appear in the written version.
Individual Reflections	Final Reflection - each group member completes this individually. Must include a reflection on each stage of the PBT and the PTB as a whole.
Bibliography	An alphabetical list of sources
Appendices	An <b>example of the questionnaire and/or interview</b> questions, etc. and printed versions of articles you used.

# Project Stages

## STAGE 1: - Finding a Problem

The Performance-Based Task is centered around a problem.

- The problem must be practical, i.e. a problem that exists in the real world.
- You will learn about and investigate the problem and offer solutions for it.

### Step 1:

- Our umbrella topic will be Water Problems

### Step 2:

- The first step is to narrow it down to a concrete problem.

### Criteria for a good problem for a performance task

real	a problem which exists in the real world and is neither theoretical nor philosophical
authentic	exists in the world familiar to you and is not taken from other periods of time or from other places to which you have no connection
focused	a problem which is not too broad, one which students can explore and eventually solve
grounded in time, place and interest	it is possible to indicate where the problem exists, for how long it has existed, who affects it and who is affected by it
solvable	it is within your knowledge and capability to suggest a solution to solve the problem
connected to the curriculum	a problem which stems from the umbrella topic your teacher has given you
ethical	does not create emotional, moral or ethical difficulties which may prevent you from dealing with it

**IMPORTANT:** a good problem is always articulated as a statement not as a question.

## An example of a problem narrowed down through the steps:

**General Topic :** Rehabilitation of the Lower Jordan River

**Problem:** The Jordan River at Qasr el Yahud, the main Christian baptismal site, is polluted and that endangers the people who immerse themselves in the water.

real	This is real because thousands people come from all over all over the world to be baptized there.
authentic	This is authentic because it is recognized as unique and holy to Christians as the place Jesus was baptized by John the Baptist according to the New Testament.
focused	The problem relates to a specific part of the Lower Jordan River
grounded in time, place and interest	It is currently polluted, it is in Israel (local) and the Israeli government is investing heavily in promoting tourism to the site.
solvable	There are ways to reduce the pollution and rehabilitate the river.
connected to the curriculum	relates to Conflict Unit 5, Water Diplomacy
ethical	The problem is already being addressed by the Israeli government and is well-known - there are no risks.

### Step 3:

Now you will choose which type of conflict your problem is. Note: there are often several possibilities - choose the types(s) of conflict(s) that works best for your problem):

1. Interpersonal conflicts
2. Intergroup conflicts
3. International conflicts
4. Conflict Transformation

Qasr el Yahud - **Type of Conflict:** Conflict Transformation

**Sample Ideas for problems** (general topics which would need to be narrowed down and focused):

- The Lower Jordan River suffers from pollution and lack of water
- Naharayim Peace Island is under-utilized
- The Jordan River is polluted at the Baptism Site at Qasr Al Yehud
- The Dead Sea is shrinking by 1.3 meters / year
- Environmental and regional concerns for the Sea of Galilee
- Nahal Alexander suffers from cross-border pollution
- The water crisis in Gaza and consequences to the region
- There are very few sources of fresh water in Israel
- Most of the water that comes from rainfall is lost
- A specific stream is polluted (Choose one)

Sources of ideas for problems:

- Conflict Unit 5 - Conflict Transformation
- Water Tours - Nahal Alexander, the Jordan River Valley, The Dead Sea Tour, The Tour of the Gaza Envelope
- News articles, YouTube, social media, etc.

# Assignment 1

Due date: \_\_\_\_\_

1. Your group will brainstorm as many problems as possible that arise from your umbrella topic. Then choose **three** possible problems.

Show how each problem you chose follows the guidelines of a good conflict (see chart on pages 2-3). In your answer, indicate **three characteristics** of a good problem and show how they are reflected in each problem you listed.

2. Choose **one** of the problems you listed, the one that most interests you and that you wish to further investigate. Make it clear which problem you've chosen and why. Include:

- a. Which type of conflict it is
- b. How it meets the criteria for a good conflict (see pages 2-3)

It is important to find practical problems - ones that are grounded in time, place and interests and are focused.

## **TIP**

A good problem should answer the following questions:

- What is the problem?
- Who is affected by it? Who is affecting it?
- Where does it exist?

**NOTE:** As you go through each stage of the performance task, take notes in your Reflection Journal, build up your Bibliography and cite sources correctly.

**Reflection Journal:** At the end of the Performance-Based Task, each student will submit a personal reflection journal. The journal includes a personal reflection of every stage of your work. This is done individually.

***Tip:*** Record your thoughts as you go!

# How to Write a Bibliography

A bibliography is an alphabetical list of all your sources and should be written as follows:

1) **Books:** List alphabetically as follows:

Rowling, J.K., *Harry Potter and the Philosopher's Stone*. London: Bloomsbury Publishing Plc., 1997.

2) **Internet:** Must include the date information was downloaded or accessed from site. This is important because on the internet, things are always changing.

**a) Newspaper article:**

Aderet, Ofer. "Dreaming of Jerusalem of Gold, but living in Absorption Centers." Haaretz, August 1, 2013.  
<https://www.haaretz.com/jewish/ethiopian-exodus-the-last-chapter/.premium-1.539186>  
Date Accessed: December 5, 2017.

**b) Academic Study/Publication:**

Smootha, Sammy. Arab Jewish Relations in Israel: Alienation and Rapprochement. US Institute for Peace. (2010)  
[https://www.usip.org/sites/default/files/PW67\\_Arab-Jewish\\_Relations\\_in\\_Israel.pdf](https://www.usip.org/sites/default/files/PW67_Arab-Jewish_Relations_in_Israel.pdf)  
Date Accessed: December 5, 2017.

**\*\* Your bibliography should include all sources you used in your theoretical research for your Performance Task, even if you don't quote them directly. If you used the source to gather background information, you must list it in the bibliography.**

# How to Cite Sources

In your Literature Review, all of your summarized information must be attributed to sources. This includes every fact, statistic and other information.

As you present the information, you must cite your sources as follows - either way is acceptable:

**1) Mention the article or research study using "according to" or "as stated in" or a similar style:**

- According to the article on jpost.com, "The Dead Sea: From World Wonder to Sink Hole," ....
- As stated in the article on jpost.com, "The Dead Sea: From World Wonder to Sink Hole,"...
- According to the article on Haaretz.com, "Ethiopians Students? Not in Our School,"....
- As stated in the article on Haaretz.com, "Ethiopians Students? Not in Our School," ...
- As stated in Arab Jewish Relations in Israel: Alienation and Rapprochement, ....

**2) List the source in parentheses after the information taken from that source:**

- These are the words of Kalmi, a 15-year old boy who was a child soldier in the Democratic Republic of Congo for 6 years. (Amnesty International Report, Spring 2006)



## Stage 2-Literature Review (Theoretical Analysis)

This is a summary of the sources that relates directly to the problem you have researched.

This section includes an explanation of how these sources deepened your understanding of the problem.

You must have a minimum of 3 current, reliable and relevant sources (written and/or electronic).

The Literature Review must contain an **introduction, body and conclusion.**

**Length - 2-3 pages.** All work must be typed.

### **Guidelines:**

1. Describe and summarize your problem. Do this according to guidelines for summarizing (include main ideas/relevant points).
2. What are the consequences of the problem?
3. Is anything already being done? If so, it is your job to show that there are organizations/programs that are trying to solve this problem. Whatever solution you come up with should be based on the success/lack of success of what is already being done.
4. You **MUST** include conflict theory from our Conflict curriculum (intergroup/Social Identity theory/Contact theory, Reconciliation Pyramid/Conflict Transformation, etc.) What does the theory say about the problem? What solutions exist?
5. How is all of the above relevant to your Performance Task? You must explain how these sources deepened your understanding of the problem.
6. Complete the **DEPP** Chart (**D**escribe/**E**xplain/**P**redict/**D**escribe). If possible, begin to identify the stakeholders.

## **Stage 3-Active Exploration (Data Collection and Analysis)**

- Here you will learn to carry out your own research.
- You will identify and contact/meet with stakeholders
- The aim of active exploration is for you to delve deeper into the problem using more personal methods of research. You will not rely on research done by others, or results of research you read in a book or heard in a lecture.  
**Rather you need to carry out the research yourselves!**
- By doing so, you will familiarize yourselves with the problem first hand.
- Once you complete the active research, you will be ready to think of suitable solutions for your problems.
- You will begin identifying the Conflict Resolution / Negotiation Tools will you use in your solution stage (you may use others not listed):
  - Position / Interest
  - Ladder of Inference
  - ZOPEC-Zone of Potential Effective Cooperation

### **Identifying the Stakeholders**

- Decide who should be involved based on who is affected by or can contribute to the problem, i.e. who is an interested party to the problem.
- Consider these options:
  - a. Think of who suffers
  - b. Think of who benefits
  - c. Think of who may pay for the solution or the problem financially
  - d. Think of who causes the problem
  - e. Think of who the experts on the issue are (researchers, health experts, informed sources)
  - f. Think of who has the power to solve the problem (municipality, mayor's office, departments in charge).

## **Active Research – the steps:**

### **1. Plan:**

- How you are going to conduct the research?
- What will the questions/ stages be?

#### **Types of Active Exploration:**

- Experiments
- Surveys/Questionnaires
- Interviews
- Discussions or consultations with experts
- Observation
- Measurement and examinations in the field
- Independent analysis of primary sources

### **2. Carry out the research**

### **3. Analyze the results / draw conclusions**

- what new things did we learn that we didn't know before about the problem?
- This part of your research will be presented clearly in writing. You may use graphs, charts or other visual aids

### **What needs to be done:**

- 1) When you complete the active exploration, you need to write up an explanation of:
  - a) the research process and the chosen methods (interviews, surveys, etc.)
  - b) a detailed description of the sampled population - the number of participants, age, gender
  - c) Include sample questionnaires for surveys and questions for interviews - these must be included in the Appendix

The results of your research must be presented clearly in writing. You may use graphs or other visual aids.

## Stage 4 - Formulating a Solution:

### Formulating a Solution: Discussion, conclusions and possible solutions

This is an analysis of the findings (both literature review and active exploration) with an explanation of at least 2 possible solutions and your group's chosen solution as the preferred solution. You will write this up as an argument (SEET). In other words, you will write a SEET essay to argue why your group's chosen solution is the best one for your problem.

#### What needs to be done:

**In writing:** Integration of knowledge gained from the theoretical research and active exploration and consequent reasoning. This should be written as **an argument (SEET)** for what you believe to be: a) at least **two** solutions and; b) the best solution.

#### Summary of Stage 4

**Step 1)** Integration of knowledge gained from research (both theoretical and active exploration).

**Step 2)** Based on the step 1, present at least 2 possible solutions that address the conflict selected (at least two solutions)

**Step 3)** Select one solution that best addresses the conflict and present an argument to support this choice. (SEET)

## **Stage 5- Implementing the Solution!**

- **This is the highpoint of the PBT -You will implement your solution. In other words, in Stage 3 you wrote about your solution, now you will make it happen!**
- Examples of this might include: organizing and holding a Town Hall meeting with policy makers (stakeholders) and community members to help raise awareness and advance the problem; or, create and conduct a media campaign on your problem; or, bring together different stakeholders for a meeting in which you seek to mediate a solution. Or whatever creative solutions you come up with!
- Your solution (product) must be documented - a film, PowerPoint Presentation, Poster, etc. For example, if your solution is to bring policy makers to a Town Hall, you may film or take photos of the event.
- Written description - Google Docs
  - a) describe the solution and how it was implemented
  - b) discuss the Conflict Resolution / Negotiation Tools you used in your solution stage (you may use others not listed). Were they effective? How did they help?
    - Position / Interest
    - Ladder of Inference
    - ZOPEC-Zone of Potential Effective Cooperation

### **Summary of Stage 5**

**Step 1)** Implementing the solution

**Step 2)** Documenting the solution (film, PowerPoint Presentation, etc.)

**Step 3)** Including a written description (Google Docs)

## **Stage 6 - Process Assessment - submission of PBT and Individual Reflections**

- a) The group submits the written PBT, in the correct format (**see page 1 for FORMAT**).
- b) In the final PBT, each group member submits an individual reflection in which he/she records every stage of work and reflects on the PBT.

## **Stage 7 - Presenting the PBT to your class**

You will present your PBT to your class (and possibly at a Diplomacy graduation event! )

# ZOPEC

Zone of Potential Effective Cooperation

## A Conflict Resolution/Negotiation Tool

- Search for a **Z**one of **P**otential **E**ffective **C**ooperation.
- Using what you've discovered about the stakeholders' interests and goals, think of a zone of possible agreement between the parties on the specific issue you chose -that would be your area of consensus.
- In that consensus zone, what could the parties do together to make progress on the issue? That would be your ZOPEC.

Sample:

- Both parties agree that industrial waste is bad.
- The parties disagree about the source of waste.
- Your ZOPEC is to invite the parties to go on a fact finding tour  
TOGETHER