

# The Crossing Borders Magazine

*In this chapter you will find a description of Crossing Borders Magazine and how to use it.*

## What is Crossing Borders Magazine?

Crossing Borders is a bi-monthly magazine published by the CB (Crossing Borders) organization as a voice of Arab and Israeli youth who are interested in learning about conflict, media skills and intercultural communication that enable them to participate in a meaningful dialogue with fellow youth from the “other” side.

### What is in the Magazine?

The magazine contains reports, cartoons, poetry, reviews, opinions, photographs, editorials, letters to the editor, features and other issues of interest and concern to youth.

### Who are the Magazine’s Writers and Reporters?

Articles in the magazine are written by youth for their age group. The magazine’s editorial board comprises the CB Israeli Jewish, Palestinian, Jordanian and Israeli Arab coordinators. The editor-in-chief position rotates equally among the four coordinators. The magazine is printed in Jerusalem and distributed to high schools, youth clubs, community centers and other organizations in Israel, Jordan, Palestine and to interested parties in the region and abroad.

### What is the Essence of the Magazine?

The essence of the magazine lies in the fact that it is the first joint publication to offer Arab and Israeli young people in the Middle East the opportunity to be involved in an ongoing and creative dialogue with each other. The magazine is therefore a forum for Arab and Israeli youth to develop media, journalism and writing skills and talents that are relevant to young people. At the same time, it focuses on issues and values of concern to people living in a conflict area.

## Using Crossing Borders in the Classroom

### Objectives

- Encouraging dialogue
- Getting to know each other better.
- Pointing out similarities more than differences.
- Showing pupils that “When words fail, wars begin.”

### In Which Classes?

Class activities are geared for use in all grades where English proficiency is adequate.

### How and Where to Use it?

CB should be used in class, in school, with the help of the teachers and parents or other pupils, or extensively in after-school or extra-curricular activities. In schools, it lends itself to use in the EFL (English as a Foreign Language) class as well as in social studies and civics classes.

## Crossing Borders Activities

*This chapter includes a variety of CB activities that you can use in the classroom. It includes short activities, reading, writing, and oral activities, as well as a selection of other useful ideas.*

### Appetizers and Short Activities



#### Vocabulary Bingo

1. Pupils make a list of meaningful words from one of the CB articles (have at least 15 words and write them on the board). Revise the words with the class.
2. Encourage pupils to use a dictionary to look up unfamiliar words.
3. Before an “official” reading of the passage to the class, pupils use the words to compile an imaginary story.
4. Have the pupils draw a nine-box grid on a piece of scrap paper. They then choose any nine of the words listed and place them in the nine boxes, in no particular order, one word per box.
5. Tell the class that you are going to play BINGO and let them know what the winning pattern will be. (Example: an X pattern; top and bottom rows; etc.)
6. While listening to the passage being read, each pupil circles the word in his/her grid as he/she hears it. The first person to have the designated pattern is the winner



### Vocabulary - Dictionary Practice

1. Choose any article and make a list of 10 words with their opposites.
2. Choose any article and make a list of 5 adjectives and 5 adverbs.
3. Choose any article and make a list of 10 words that contain another word (Example: crossing/cross; sing).



### Open-Ended Statements

1. Write a series of open-ended statements on the board (e.g. I learned \_\_\_\_, I noticed \_\_\_\_, I'm surprised \_\_\_\_, I wonder \_\_\_\_).
2. Give pupils time to complete the statement according to the contents of one or more of the articles. The completed statements are shared with a partner, small group, or class.



### Dear "Caring Buddy" Corner

Using the articles from Crossing Borders, individuals or pairs produce at least two "Dear Ahmed/Avi" notes. Pool the notes and have other pupils reply to them.



### Through Different Eyes

Pupil/s choose an article and relate to it from different points of view:

1. A person involved in the event
2. A political activist
3. A tourist
4. A child



## Questions and Answers

The class decides on any two adjacent pages from the magazine. Divide the class into groups. Each group must write 10 questions based on the information to be found in the articles on the two selected pages. Close the magazine! A representative from each group asks the other groups a question. The group that is able to give the correct answer scores a point. If the answer is incorrect, the group loses a point.



## Translation - Working in Pairs

Choose any one of the articles and translate it into your mother tongue.

Note: This activity is recommended for pupils specializing in translation.



## Another Short Activity

**Level** - Most are suitable for lower levels

**Time** - Less than one lesson

1. Pupils choose an author of one of the articles the class has read. They tell the class/group or write to him/her about what they like about the piece.
2. Pupils copy a sentence from an article they liked best. They can discuss the choice with others.
3. Pupils copy one or more significant vocabulary items from an article and look it/them up in the dictionary. They put the word on a card along with the correct definition. Pupils can pool their results and make a word bank on the board for an article or an entire issue and update it. You can use different colors for different parts of speech.
4. You make a list of “connectors” and put them on the board. In small groups pupils browse through the magazine to find them. After copying the sentences that use the connectors, pupils explain how they are used. Have a contest to see which group found the most. Groups can concentrate on different connectors and then pool their results.
5. Pupils working in small groups copy a paragraph from an article leaving out the connectors. Groups exchange paragraphs. This can be done with any part of speech.

6. Pupils choose an integral paragraph. They copy the sentences in mixed order and exchange them with another group, which rebuilds it.
7. Groups of 3 to 4 choose an article. They are allotted 30 to 40 words and asked to summarize the story. Pupils have to decide what to leave out. They may change the sequence and some of the vocabulary. Groups can work on different articles or the same one, and then compare. The entire class participates in discussing the results.
8. Mapping out the main elements of an article can be done graphically in a variety of ways. Use the Venn, herringbone, main idea, Wh question and other similar diagrams in groups or on the board.

## Reading Activities

The following reading activities are based on Crossing Borders Magazine. You can use the most recent hard copy or access the Crossing Borders website at <http://www.crossingborder.org/newspaper/default.htm> for back issues and editorials.



### Becoming Familiar with CB Magazine in the Classroom

**Time** - One lesson

**Level** - All levels

**Purpose** - Getting a general idea of what a magazine is, and getting acquainted with CB magazine

#### Description

1. Ask the pupils to complete the following sentence: "For many people a magazine is ..."
2. Class discussion:
  - Why do people read magazines?
  - What kinds of magazines are there?
  - Do you know any youth magazine? In what way is it different from magazines for adults?
  - In your opinion, what subjects should youth magazines include?
  - Look at Crossing Borders - make a list of the sections you find in it.

- What is Crossing Borders? In what way is it similar to other youth magazines you know?
- In what way is it different from other youth magazines with which you are familiar?



### **What I Know**

**Time** - One lesson

**Level** - Beginners

**Enabling Skills** - using a dictionary, making simple questions

**Purpose** - building confidence in tackling new texts

**Description** - Divide class into four equal groups. Choose two fairly simple articles from the magazine and assign the same article to every two groups.

1. Pupils use the highlighter and mark all the words they know. Here they combine their knowledge. When all familiar words are marked they write out whatever they have and read it within the group and discuss what they know/understand so far.
2. The rest of the unknown words are divided equally among the members for them to look up in the dictionary. Each person becomes an expert in his/her set of words, which he/she explains when all the members have completed this task.
3. Now that all, or most, of the words are understood, the article is reread, or rewritten. Pupils can now make up simple questions for the other group that read the same article. Questions and answer sheets are switched and can be marked or simply posted on the board.



## A Headline Poem

**Time** - Part of a lesson

**Level** - Beginners, Intermediate

**Enabling Skills** - Pertinent vocabulary

**Purpose** - Familiarize pupils with the titles of articles and their relevance

**Description** - Following is a quick and easy activity with which to begin:

1. In pairs or small groups, pupils gather as many titles or headlines as they wish.
2. They put these headlines together in any “logical” way to create a poem. There is no limit on the number of lines or words in each line. Of course, the lines do not have to rhyme.

**Variation** - More advanced pupils can manipulate the words to create more interesting results, even creating rhyme sequences.

Finished poems may be read in front of the class and posted on the board.



## Reading Headlines

**Time** - One lesson

**Level** - All levels

**Purpose** - Motivating pupils and developing prediction skills

**Description**

1. Prepare the headlines of some of the articles on large pieces of cardboard.
2. Stick them onto the classroom walls.
3. Ask the pupils to go around, read them and sit in front of the headlines whose articles they are interested in reading the most. (There may be more than one pupil at each sign).
4. In groups, ask them to read the articles they have chosen, discuss them, and propose another headline.
5. Ask them to present their work to the class.



## Scrambled Headlines and Cut- Ups

**Time** - One lesson

**Level** - All levels

**Enabling Skills** - Basic grammar and pertinent vocabulary

**Purpose** - Looking at the main idea and vocabulary

### Description

Seat the pupils in groups of four or five. You may want to use scissors and paste or a large sheet of paper and markers.

1. Choose as many headlines as you need. Mix up the word order in each headline, keeping them separate. Pupils reconstruct the headline so it makes sense while adding any necessary word (passive, article, pronoun) that may not have appeared in the original title. Note: There will be variances, some of which may change the story.
2. Now hand out the first sentence of each article and have pupils match them. Sometimes the headlines may not fit if they have been altered too much. Have pupils rewrite the headlines that don't seem to match.
3. Cut up one of the articles (more if time allows) into paragraphs, minus the opening sentence that the pupils have already received, and have them reconstruct it so it makes sense. Note: There may be more than one logical option.
4. Pupils discuss why/how they reconstructed the article that way.



## Missing Links and Crosswords

**Time** - One lesson

**Level** - All Levels

**Enabling Skills** - will depend on vocabulary extracted

**Purpose** - Reading for comprehension, looking for vocabulary and synonyms

### Description

This activity may be done individually, in pairs or in class. It can be done as a pre-reading exercise, part of the reading or a follow-up. Depending on the class level, you can decide on the scope of the activity.

1. Choose a paragraph or an entire article with which to work. Start removing vocabulary items from the text according to what you have chosen to focus on (parts of speech, pronouns, synonyms, connectors, etc.).
2. The deleted items may be given to the pupils if they are less advanced. The list may also include a variety of possibilities, in addition to what was originally written.
3. Distribute the photocopy of the text with the blank spaces and the missing words. More advanced classes will be motivated to find as many possible answers as possible, receiving more points for more answers.
4. Classmates compare answers and discuss choices.

**Variation** -The vocabulary items may be given as a crossword puzzle using one of many mixers available on Internet sites.



## Jigsaw

**Time** - One or two lessons

**Level** - Intermediate, Advanced

**Enabling Skills** - Oral competency and vocabulary depending on level of text

**Purpose** - Shared information and responsibility

### Description

Members are dependent on each other to complete the task, so they need to cooperate.

1. The class is divided into as many groups as there are paragraphs in the assigned article. Four to five is ideal.
2. Initially, pupils sit in “expert groups” that receive one part of the article to learn. They are limited by time and pool their knowledge to understand their part.
3. Simultaneously, each group is learning a different part of the same article. As pupils help each other, both the higher and the lower level pupils benefit from the joint effort.
4. When the time is up, pupils return to their “home groups” so that each home group has one representative from each expert group. This means that if there are five paragraphs in the article, there will be five pupils, each of whom has learned his/her particular part in the expert group.
5. Now each member of the home team teaches or shares his/her part with the rest of the home group. The sharing phase will take longer and will depend on the difficulty of the article. Pupils should not show their paragraphs to the other home members but present it orally. One pupil can be designated as secretary to record the meaning or translation of the text.

When the time is up, the pupils are given a questionnaire or a quiz.



## The Hope Barometer

**Time** - Two lessons

**Level** - All levels

### Description

1. Prepare a poster showing a barometer and stick it on the board in the class.
2. Prepare sheets where drawings describing different kinds of weather are shown. (See section on barometer drawings).
3. In advanced level classes, prepare articles from Crossing Borders Magazine dealing with hope or despair.
4. For beginners and intermediates, prepare young writers' statements about hope or despair taken from the articles.
5. Divide the class into small groups. Give each group copies of the drawings and copies of the articles or statements.
6. Ask them to read carefully. Ask them to discuss the level of HOPE/DESPAIR conveyed in the articles/statements.
7. Ask them to design a barometer with a moveable gauge showing their own level of Hope/Despair towards the situation in the area at the moment.
8. Ask them to tell the class about it and to determine the group's level of hope on the barometer.
9. When each group has finished, discuss the different levels.

In advanced level groups, you can conclude with a discussion on the topic of HOPE and/or with reading Emily Dickinson's poem "Hope is the Thing with Feathers".

### **The barometer drawings:**

Sunny Skies - High Hopes

Partly Sunny - Hopeful

Clouds Here and There - Mildly Hopeful

But Clouds Got in the Way - Where's Hope?

Threat of Rain - No Sun to be Seen Today

Dark Clouds and Lighting - Losing Hope

Cloudy and Rainy - No Hope in Sight

Stormy Weather - Hope is Gone. A Hard Rain's Going To Fall

Snow and Ice - Hope is in a Deep Freeze

For further class discussion in the context of the pupils' local climate, it is important to reflect on the use of concepts from cold climates in the generally hot and arid environment of the Middle East.

## 2

### CROSSING BORDERS ACTIVITIES

## Writing Activities



### A Research Paper

**Time** - 8-10 lessons

**Level** -Advanced

#### Description

A research paper is a paper that requires personal research - not a summary or a review. It should be divided into steps to help you organize your time:

1. Find a topic connected with one of the themes dealt with in Crossing Borders Magazine.
2. Find relevant sources in English (at least three); two of them must be articles from Crossing Borders Magazine.
3. Write a research question and formulate it simply. A good research question will help you organize your research.
4. Sum up the sources - copy important information, organize it and add any personal touch if needed.
5. Make a Plan
  - Introduction - Write the reasons why you have chosen the topic
  - Chapter I - Present your research (empirical, historical or descriptive)
  - Chapter II - Discuss the topic. Answer your research question
  - Conclusion - Write your personal opinion or comment
  - Keep all the documents you used and add them to the work
6. Write a draft
7. Hand in the work
8. Present your paper orally in class - you can prepare a PowerPoint presentation for all the pupils to watch, a lecture or a quiz.



## **E-Mail Message (state-of-the-art correspondence)**

**Time** - One lesson

**Level** - All levels

**Enabling Skills** - Familiarity with e-mail, ability to present information in writing, vocabulary for expressing opinions

**Purpose** - Express ideas, arguments and opinions in writing

### **Description**

After having read/discussed a CB article, pupils create e-mail messages describing how they felt about the item. They can reflect on any facet of the article and it can be personal or very general. Pupils can provide examples from their own experiences.

These messages can be sent to Crossing Borders by e-mail.

Suggestions - Review the semi-formal format of the e-mail and the register (degree of formality) necessary when writing to an editorial board.

Pupils can send the e-mail to a friend, describing the article and their feelings, and even include some questions.



## **A Magazine Picture**

**Time** - One lesson

**Level** - All levels

**Enabling Skills** - Simple sentences, descriptive vocabulary

**Purpose** - Jumpstart interest in new issue, get pupils to write creatively

### **Description**

After handing out the new issue of CB Magazine, have pupils choose a picture from anywhere in the magazine. They may work individually or in small groups. Pupils discuss the picture and can write down comments/words about what they see. These remarks may be technical (size, shade, date, photographer's name), list the things the pupils see in the shot, or express the feelings the picture conveys. The more advanced the class, the more the pupils will write. Less advanced classes can be given a vocabulary list to use (see below). Once this is completed, pupils receive the following questionnaire:

Name \_\_\_\_\_ Date \_\_\_\_\_

Name of Magazine \_\_\_\_\_

Issue \_\_\_\_\_

Write several sentences about the picture you chose.

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Circle the words that describe your picture.

Interesting, sad, scary, funny, happy, ugly, unusual (etc.)

Create a title for the picture \_\_\_\_\_

Why did you choose this picture? What do you like about it?

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**Variation** - Pupils can describe to the class what they see in the picture



### Create a Book Cover for an Article

**Time** - One lesson

**Level** - Beginners, Intermediate

**Enabling Skills** - Experience with posters as visual aids, extracting the author's opinion and the article's main idea

**Purpose** - Looking at alternative ways to present and explain ideas

#### Description

Divide class into working groups of 4-5. Distribute paper and colored pens/pencils. Each group will create a poster, which is a visual description of the main subject in the article or the writer's opinion of the subject. Each poster should have a title and be signed at the bottom by the pupils who created it.

Encourage the pupils to be creative. After they have finished, each group presents its poster, explains what it has done and then adds it to the wall display along with the article.



## Qualities of Articles

**Time** - Two lessons

**Level** - Intermediate, Advanced

**Enabling Skills** - Familiarity with grids and summarizing, finding the main idea and extracting relevant information

**Purpose** - Compare two articles and respond to relevant items, while observing different structures and styles

### Description

Pupils are given two articles to read. These articles may be similar or different, and each pupil or pair may choose any piece that appeals to them. After the reading, you distribute the grid with three columns. The first asks comparative questions; the other two columns are for the answers to each of the two articles. Pupils complete the grid and the class discusses the different possibilities they have found.

**Suggestion** - The questions may be varied, and classes may be encouraged to add their own questions.

ARTICLES QUESTIONNAIRE		
Questions	Article One	Article Two
	Title _____ Author _____	Title _____ Author _____
How many paragraphs? How many sentences per paragraph (average)?		
Who/What is the article about?		
What details do you learn about the subject?		
How does the author feel about the subject?		



## **Describing a Picture**

**Time** - One lesson

**Level** - Intermediate, Advanced

**Enabling Skills** - Past and future tenses

**Purpose** - Creative Writing

### **Description**

Choose a picture from the current edition that can motivate the pupils to write.

Pupils, sitting in pairs, are divided into “past” and “future”. One pupil will write an imaginary story about events that led up to the scene in the picture, while the other will write about what will happen in the future continuation of the scene.

After they have practiced reading to each other, pupils can come up and read their versions in front of the class. The results can be entertaining and unique. The class can post the combined stories on the board after giving each story a title.

**Variation** - Pupils can look for other partners whose past or future is most suitable to their story.



## **A Questionnaire**

**Time** - One lesson

**Level** - Intermediate, Advanced

**Enabling Skills** - Formulating Yes/No and Wh questions, basic tenses

**Purpose** - Make an interview and dialogue in oral and written forms

### **Description**

Assign an article to each pair of pupils. After they have become familiar with the article they discuss and summarize the story. Pupils then write up an interview skit and present it to the class.

**Variation** - Pupils can prepare interview questions for the author of the article and can ask questions. The topics may be personal or deal with the content of the article. These questions may be sent to Crossing Borders and pupils can expect a reply. Note: This activity can be done directly on the CB website.



## “Solve the Problem”

**Time** - One lesson

**Level** - Intermediate, Advanced

**Enabling Skills** - conditionals, conjunctions, relative clauses, descriptions and suggestions

**Purpose** - isolate, analyze and discuss through writing and speaking

### Description

Divide class into groups of any size according to the number of topics pupils wish to discuss. After each group chooses a problem from an article, the pupils brainstorm and write down as many solutions as they can come up with.

Encourage the pupils to use their imagination. Ideas can be not only practical and sensible, but also original and unusual.

Have groups present ideas and comment on others’ suggestions.



## Defining Values

**Time** - One lesson

**Level** - Intermediate, Advanced

**Enabling Skills** - Speaking and writing about ideas

**Purpose** - Getting the pupils to express their beliefs and values

### Preparation

1. Prepare some definitions of the term **equality** (or another value such as freedom, justice, or honor).
2. Write them on posters (one definition per poster) and hang them on the wall.
3. Prepare many slips of paper for each of the definitions written in small characters.
4. Prepare as many envelopes as there are definitions of the value. For example, if there are four definitions of equality, you will need four envelopes.
5. Divide the slips according to definition and place them into their respective envelope.
6. Stick each envelope on the wall next to its appropriate poster for the pupils to later choose a definition slip from an envelope with a definition of their choice.

### Description

1. The pupils go around the room and choose the definition with which they most identify.
2. Each pupil takes a definition slip from the envelope with the definition he/she has chosen and sits down.
3. The pupils who have chosen the same definition will form a group and explain why.
4. The pupils will discuss the value and prepare a poster, speech, poem or make sentences that clarify the value.
5. Each group presents the final product to the class.



### Definitions of Equality (matching definitions to events)

**Time** - 90 minutes

**Level** - All levels

**Purpose** - Writing sentences, working in stages from the individual to the general, and understanding the difficulty in defining equality

### Description

Learning aids: Dictionaries, glossary, cards in two colors (each pupil gets one card of each color), poster.

Individual work:

1. Each pupil writes a sentence connected to his/her perception of equality.
2. Each pupil writes a sentence about an event that illustrates what he/she has written in sentence 1. (Card of one color will be used for sentence 1 and the other color for sentence 2).

Class work:

As a continuation of stages 1 and 2, the pupils will draw a picture of a sun on the poster with the word equality written in the center. Then they add the associations they have written on their colored cards to the poster.

Group work:

1. Work in pairs - categorizing sentences according to pupils' choice
2. Work in groups of 4-5 pupils - naming categories and arranging colored cards according to categories.

3. Each group tries to define the meaning of equality (in a few sentences).
4. Each group describes an event that matches its sentence about equality.
5. Matching sentences with events.

Examples:

Sentences	Events
Instances of inequality in class annoy me.	<ul style="list-style-type: none"> <li>• It annoys me when a new pupil in class isn't allowed to take part in our conversations.</li> <li>• It annoys me when a particular pupil is always chosen to play the main part in school shows and plays and nobody else is given a chance.</li> </ul>
Every pupil has the right to be chosen for committees or fun activities.	<ul style="list-style-type: none"> <li>• Boys and girls have the same right to be chosen.</li> <li>• All the pupils have the same right to be chosen.</li> <li>• Pupils from wealthy homes or from homes with economic difficulties have the same right to be chosen.</li> </ul>
Every pupil has to fulfill his/her obligations to society.	<ul style="list-style-type: none"> <li>• Pupils must arrive in school on time.</li> </ul>

1. The sentences are spread out in the room, on the floor or on the walls. The pupils stand next to the sentences that seem **most important** to them.
2. The pupils get together in groups according to the sentences they have chosen.
3. An "equality corner" may be set up in the classroom. It may contain real life stories about situations in which the pupils felt equal or unequal. Pupils tell about how a situation affected them.
4. A collection of stories may be prepared.
5. Pupils may post expressions, words, idioms etc. about equality and inequality all over the classroom.



## Letter to the Editor of Crossing Borders

**Time** - One lesson

**Level** - Intermediate, Advanced

**Enabling Skills** - Familiarity with format of letters to the editor, writing competency in expressing views, knowledge expressing agreement and disagreement, familiarity with vocabulary-related topics

**Purpose** - Allow readers of controversial and opinionated texts to respond on an individual/personal level

### Description

Individually or in small groups, pupils read an article and prepare a letter to the editor. Pupils are encouraged to express their views on the article they read or any facet of the monthly edition (graphics, pictures, cartoons, etc.).

Have pupils type up their letters, corrected and ready to be sent. These letters can be e-mailed to the editor of Crossing Borders.

**Suggestion** - Look at the letters to the editor that appear in this and previous issues. Discuss the characteristics of such letters, the elements they may or may not have in common. Look at their tone, style, length and scope.

Don't forget to post all the letters on the bulletin board. You may also get lucky and find one of the letters published in a future edition of CB.

## Oral Activities

Conversation, discussion, debate and dialogue are different levels of communication. Each is used for a specific purpose. Conversation is non-formal talk without structure and for sharing information, feelings and ideas. Discussion is more specific and focused on a particular issue. Debate is competitive argument and counter argument between opponents who seek to win against each other. Dialogue is the flow of ideas and meanings between people who seek to understand each other. The purpose here is not to win, but to understand. Therefore, dialogue is the most advanced form of communication toward resolving conflicts. Oral activities differentiate between dialogue and debate, and pupils can practice this in front of the class.



### Talking About Values

**Time** - Double lesson

**Level** - All levels

**Enabling Skills** - Expressing ideas and opinions in English

**Purpose** - Learning about the importance of values

#### Description

1. Pupils are asked to make up a list of five values that are important to them, and which they believe are important to the society in which they live. (Each pupil does this individually after you have given an example of a value.) Using their lists, the pupils must decide on the five most important values.
2. Pupils get together in pairs. Each pair decides on the five most important values.
3. Pupils form groups of four and decide on the most important values (they have to discuss and to explain why they chose certain values).
4. The activity can continue until you have 12 pupils in the group.
5. To conclude the activity, pupils find out about what values were important to them personally, as well as to the group. Which values were you prepared to give up? What were the most convincing arguments in the group (referring to which value)?

**Suggestion** - You may choose to start the activity by clarifying the meaning of the concept of “value” and making up a list of words together with the pupils.



## The Merry-Go-Round

**Time** - One lesson

**Level** - All levels

**Enabling Skills** - Keeping up a conversation in English

**Purpose** - Getting to know each other

### Description

Pupils sit facing each other in two circles - one inner and one outer circle. You raise a topic for the pupils facing each other to discuss.

Each time you raises a new topic the pupils change places; once the outer circle moves one chair to the right and the inner circle remains seated, then the inner circle moves one chair to the right and the outer circle remains seated, and so on.

Suggested topics for discussion:

- Issues raised in the articles in a CB Magazine that have been studied in class.
- The central theme in the last CB Magazine.
- The last party I was at (it is important to offer a variety of light and more serious topics, so that everybody will be able to participate).
- Why are mother tongues not taught at school on the same level as English?
- Any other topic that you decide to raise.



## Speaking Activity - "Keep Talking"

**Time** - One or two lessons

**Level** - Intermediate, Advanced

**Enabling Skills** - Vocabulary from article, discussion skills

**Purpose** - Spur class to debate, using articles as a basis

### Description

You/pupils choose interesting sentences from one of the articles with which the class is familiar. Write out each sentence separately on slips of paper that are then mixed up and put into a hat. Pupils sit in one or two semi-circles and in turn choose a slip that they have to talk about for a designated time or make up several sentences. Any student who cannot do it leaves the circle.

**Variation** - Divide the class into three or four groups. Each group sends several representatives into the semi-circle. Pupils get 30 seconds to use ideas or phrases. They receive points for talking and can lose their seats if they are unable to talk..



### Acting It Out

**Time** - Two consecutive lessons

**Level** - Intermediate, Advanced

**Enabling Skills** - Oral fluency

**Purpose** - Acting out

#### Description

An opportunity for the pupils to act out and improvise:

1. After dividing the class into small groups, each group chooses an article on which to base their skit. They should keep it secret from the other groups.
2. Pupils read their article, discuss it and decide what aspect to highlight in their skit. The story line for the role play can reflect any aspect of the article. It need not be a re-enactment or pantomime of the story or the main idea. It can be something that led up to the article or the reaction it generated; a stroke of originality will do just fine.
3. Give pupils time to organize and record their roles, while helping them with any necessary language structures, expressions and vocabulary.
4. After a short rehearsal, each group can act out its story in front of the class; as an added twist, the audience can try to guess which article the skit is about.

Don't forget to add extra points for originality!

**Variations** - Skits can be recorded on tape, in class or at home, and then shown to the class.



## A Survey

**Time** - Double lesson (more if needed)

**Level** - Intermediate, Advanced

**Enabling Skills** - Formulate Yes/No questions, familiarity with graphs, ability to contrast and compare.

**Purpose** - Discussing and analyzing problems through surveying

### Description

1. Organize class into groups of 4 or 5 in which the pupils make up ten (10) Yes/No questions about an article.

For example: Do you agree with the author? Y/N

Did you enjoy reading the article? Y/N

2. After preparing the 10 Y/N questions, the group interviews another group and records its answers. They can exchange interviews or continue interviewing other groups.
3. Once they have accumulated enough answers, the group constructs a bar graph to show the results to its questions.
4. Each group can present its poster with the results to the class with explanations, or just post the results and graph on the board.

**Variations** - Pupils can be divided into groups by gender (boys, girls), age, etc. In such cases the results will show findings based on these particular divisions.

Pupils within the groups can question each other and need not move around the classroom.



## Debating

**Time** - 6-8 lessons

**Level** - Intermediate, Advanced

**Purpose** - Broadening perspectives and developing the skills of debating.

### Description

How different are Arabs and Jews according to what they write in CB Magazine?

1. Divide the class into groups.
  - The “Judges”
  - Those who are going to show how different they are.
  - Those who are going to show how similar they are
  - The “Witnesses” - they represent the writers
  - The “Jury”
  - The audience
2. Give the class time to prepare.
3. Read articles and find arguments.
4. Write imaginary interviews with the writers.
5. Prepare questions that you would like to ask each side.
6. Prepare files with documents in them.
7. Organize a debate and invite pupils from other classes to take part as the audience.
8. Film the entire session and show it in class.

In a conflict, people tend to define themselves against the “other”. The differences tend to overshadow similarities and common values.

This is why many people forget that both Arabs and Jews belong to the same Semitic, monotheistic, halal/kosher, non-pork eating cultural group whose identity is built around strong family ties and religion, where people write from the right to the left, boys get circumcised, and hospitality is highly valued.

For a class activity, pupils can be assigned to find more common traditions, values and cultural practices shared by Arabs and Jews.



## Elaborating on Themes

**Time** - 2-3 lessons

**Purpose** - Preparing for a debate

### Description

1. Divide the class into small groups of up to 5 pupils each.
2. Each group will use a different issue of CB Magazine.
3. Find a theme on which different writers express opposing views. For example, what is said about Jerusalem in the CB Sept/Oct 2003 edition?
4. Prepare a two-column table and write the opposing views in the columns.
5. Copy the table onto a large piece of chart paper and hang it on the wall.
6. Organize a debate - ask pupils to choose themes and arguments written in the magazine and also encourage them to add their own.

The Aim of Dialogue	The Aim of Debate
Understanding	Winning
Listening	Waiting
Respecting	Insulting the other person
Learning	Convincing
Arousing curiosity in participants	Arousing frustration in participants
Sharing Experiences	Arguing Facts
Expressing Feelings	Presenting a position
Questioning	Making statements



## Movies and/or Literature for Class Discussions and Debates

### Description

As a class activity, divide pupils into small groups. Have each group prepare and select one of their members to represent them in a panel debate against representatives from the other groups. The goal is to win the debate on controversial issues, such as who owns Jerusalem, or what came first the chicken or the egg? Then get the same panel, or another one, to discuss the same topic using the dialogue approach, which aims at understanding rather than winning. In both cases, the body language is very important: voice pitch, tone, eyes, finger pointing etc.

To obtain a movie or documentary listed contact a CB coordinator.

### Movies

- Behind the Bars
- The Yellow Time
- Hirbat Hiza
- Hamsin
- The Last Enemy

### Documentaries

- The Inner Journey
- A Journey Following Her Son
- Gilo and Beit Jala
- The 17th Victim
- Lullaby
- Checkpoints
- Promises - can be obtained from the Adam Institute in Jerusalem
- Netzarim Crossroad

### Literature

You can find the poetry section online at <http://eir.library.utoronto.ca/rop/display/index.dfm> or by conducting a quick search on Yahoo's poetry anthology directory at <http://dir.yahoo.com/Arts/Humanities/Literature/Poetry/Anthologies>.

- Hope is the Thing with Feathers, Emily Dickinson
- Mending Wall, Robert Frost
- The Way, Edwin Muir

- Dreams, Langston Hughes
- As I Grew Older, Langston Hughes
- Address to the US Congress, 1994, Yitzhak Rabin - can be found online at <http://www.mfa.gov.il/MFA/archive/Speeches/ADDRESS%20BY%20PM%20RABIN%20TO%20THE%20US%20CONGRESS%20-%2026-Jul-94>
- I Have a Dream, Dr. Martin Luther King, Jr. - can be found online at <http://www.americanrhetoric.com/speeches/ihaveadream.htm>
- The Poison Tree, William Blake

## More CB Classroom Activities

These activities strive to achieve the following: reduce prejudice, broaden and expand knowledge about all religions, and develop sensitivity to all religions and believers.



### Activity 1 - Based on CB Magazine Articles

This activity is based on the articles in CB Magazine, Volume 4, No. 23, Sept/Oct 2004, pages 4-5. The articles deal with Christianity, Islam, Judaism, and why religion is becoming the only way out (Islam). Though most of the articles are read and discussed in class, the pupils also have to do some reading at home.

#### Objectives

- The pupils will broaden and expand their knowledge about all religions. Pupils will access information in English from written texts and from a variety of sources and media.
- Reducing prejudice.
- Appreciation/respect - pupils will develop sensitivity to all religions and believers.

#### Description

1. The class is divided into three groups, each representing a religion.
2. Pupils are asked to collect as much information as possible about the different religions.
3. Each group introduces the most important points in the religion chosen.

4. The findings are exchanged among the groups so that each group has the other two groups' findings.
  5. All pupils are asked to read the information provided at home.
  6. Discussion: Try to point out all of the things the three religions have in common.
  7. Each pupil writes a composition in which s/he relates to all of the things common to the three religions.
- Note 1: This activity takes about 4 weeks to complete and necessitates two lessons per week.
  - Note 2: The activity is suitable for advanced level pupils.
  - Note 3: The 10 best compositions will be posted on the classroom wall.



### **Activity 2 - Politics, Based on CB Magazine Articles**

This activity is based on the CB articles "What the Wall Brings," by Maher Zaghoul (a Palestinian viewpoint), and "Protected by a Fence," by Noya Gilad (an Israeli Jewish viewpoint). Both articles can be found in CB Magazine Volume 4, No. 23, Sept/Oct 2004.

#### **Objectives**

Mutual Understanding. Trying to understand the other's standpoint.

#### **Description**

The class is divided into two groups: one represents a Palestinian point of view and the other represents an Israeli point of view.

After reading the articles, the class is asked to respond in writing to the following question while taking the stance of the other ( for or against the fence):

Are you in favor of or against building the fence?



### Activity 3 - Access to Information from a CB Article

This activity is based on the CB article “The Security Fence,” by Dean Solomon, Israel, Volume 4, No. 24, Nov/Dec 2004.

The text is given to the pupils and a number of reading comprehension questions are provided. Pupils are asked to answer all questions.

#### Reading Comprehension Questions

1. According to paragraph I, what does the writer want to stop?
2. “...and so it did”, paragraph II - to what does “so” refer?
3. According to paragraph III, the fence could not stop the terror attacks. Yes/No? Justify your answer by quoting a sentence or phrase from the article.
4. Why is Beer Sheva mentioned in paragraph IV?
5. According to Solomon, what are the benefits of building the security fence? Name two by completing the sentences:

It provides \_\_\_\_\_

It decreases \_\_\_\_\_

6. According to Solomon, is building the fence beneficial for the Palestinians? Yes/No? Justify your answer.
7. “The security fence can be removed the same way it was built.” According to paragraph VII, under what circumstance/s can the fence be removed?

The activity can be topically extended as follows:

The barrier being built by the Israeli government consists of electronic fences and walls. The main part of the barrier is built on the Green Line, with the rest inside the West Bank. For the Israeli authorities, the barrier is for temporary security purposes, while the Palestinian Authority sees it as means of land confiscation.

The pupils can be instructed to:

- Find out the exact length and route of the barrier
- Discuss the barrier’s stated rationale
- Discuss its effects on the local population
- Discuss its implications for eventual peace accord
- Discuss the idea of building barriers as solution for conflict



#### **Activity 4 - Based on CB Magazine Articles**

This activity is based on the CB articles “What Danish People Know about the Conflict” and “Middle East Through Danish Eyes,” pp. 75-76 in Volume 4, No. 23, Sept/Oct 2004.

##### **Description**

The pupils read both articles and draw conclusions from them. They are then asked: “Are you familiar with other conflicts in the world?” Pupils then:

1. Surf the Internet for a conflict and write about it.
2. Divide into groups with the same conflict and work together.
3. Groups prepare an oral presentation (could be in PowerPoint).
4. Groups will draw conclusions about why the conflict persists, i.e. people are indifferent, nobody cares.
5. Groups will suggest ways to publicize the conflict they researched.



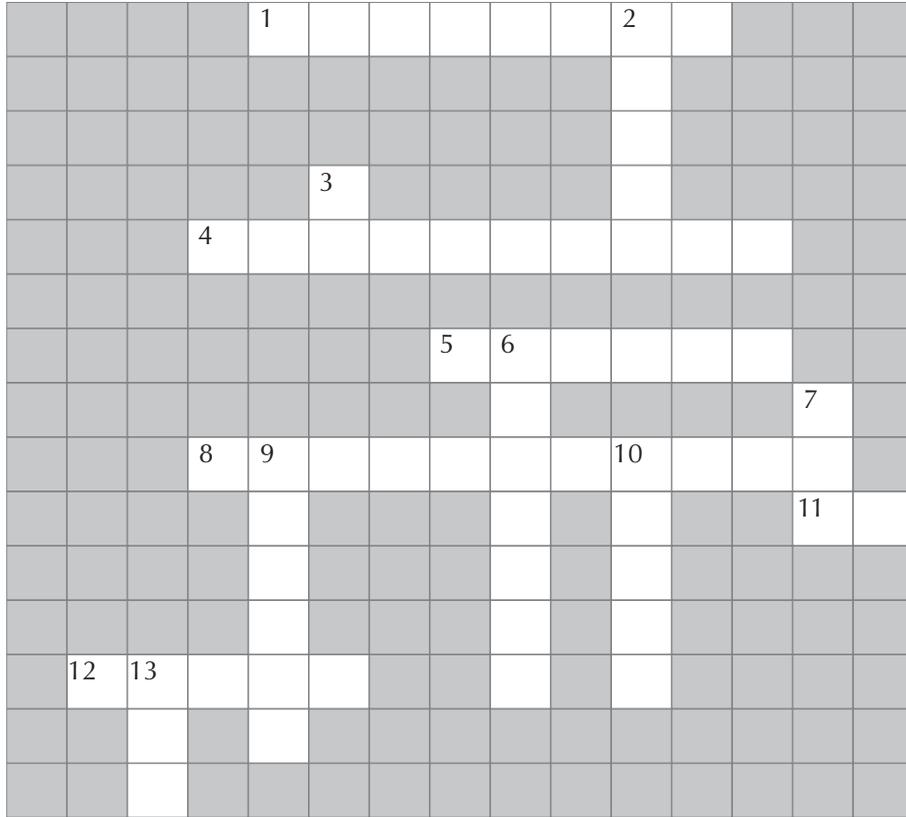
#### **Activity 5 - Creativity: CB Crossword Puzzle**

**Description** - The pupils, in groups of five, design their own crossword puzzle using lexical items from articles in CB magazines. The pupils can use any crossword puzzle maker found on the Internet to automatically create a crossword puzzle. A website that provides a free crossword puzzle maker can be found on the Internet at <http://www.edhelper.com/crossword.htm>.

The best ones are rewarded. You can decide with the class, in advance, on criteria for puzzles that will merit first, second and third place rewards.

The sample puzzle below is based mostly on headlines taken from CB Magazine Volume 5, No. 27, May/June 2005.

## Sample CB Crossword Puzzle



### Down

- 2. Not a lie
- 3. Write a letter to the \_\_\_\_\_ to respond to a magazine article
- 6. The condition of being fat
- 7. An insect that makes honey
- 9. Sounds that can be heard repeating themselves
- 10. Two times
- 13. A period in history

## Across

1. Writing or drawing on public walls (not legal to do)
4. Name of a Holocaust memorial museum in Israel (two words - include space in puzzle)
5. A reason for doing something
8. One way to see or understand something
11. Abbreviation for European Union
12. Where a large part of the Bedouin population lives in Israel

## Crossing Borders in English Language Teaching

*This chapter illustrates the standards and objectives underlying most ELT (English Language Teaching) curricula, and how Crossing Borders Magazine can accommodate ELT curricula. It also bridges ELT and how to read and discuss articles dealing with conflict.*

In teaching English, the language can be divided into four domains: Access to Information, Presentation (written and oral), Social Interaction and Appreciation of Language, Culture and Literature. CB can be integrated into the English lesson since many of the principles and benchmarks of most English curricula can be implemented by using it. To illustrate the issue, this chapter will focus on two domains: Access to Information and Presentation.

In the first domain, CB provides learners with the opportunity to deal with a different kind of English - an English language written by pupils, for pupils. However, this English is elaborate enough to be dealt with in the same way as any other text used in the classroom.

The texts from the magazine are examples of all three types of writing: expressive, persuasive and informative. As competent readers, we should be able to identify the writer's primary aim. As writers, we should think of our readers and carry out a set of decisions regarding who they are, what they know, what they need to know, etc. While doing that, we must bear in mind the clean environment in which we should be working. We do not want to contaminate it with any toxic ideas. Our objective is clear: reaching the "other" and making an impression on him/her if possible.

Our readers come from diverse backgrounds - it is this diversity that we strive to maintain, while at the same time being tolerant enough to give the "other" the opportunity to voice his/her perspectives, which usually differ from ours. The use of English should soften the encounter among these diverse participants, since none of them is using his/her mother tongue; each has chosen a second language that allows him/her to step out of his/her native tongue, thus appreciating what it means to communicate in a foreign language.

Pupils will not be working in a vacuum; each has directly, or indirectly, experienced some of the content under discussion. In addition to building on their prior knowledge, they try to solve problems, thus allowing critical thinking to take place.

When they write, pupils are aware that they are addressing readers who may come from different political and social backgrounds. This awareness of the “other’s” needs makes the writer more appreciative of the richness of English and any other language when it comes to finding the right words to use in order to express oneself. Appreciation of Language plays an important role here, since the learner is asked to choose his/her words carefully, without deviating from the path and using offensive language.

## Principles Connecting CB and ELT

The following principles highlight the connection between CB and ELT.

### Principles Underlying Language Learning

Language learning is facilitated when pupils:

- Develop a positive self-image in the target language
- Build on their prior language and world knowledge
- Use language as a means to acquire information in other areas
- Are aware of the learning objectives
- Interact, share information, exchange ideas and opinions, and work together
- Have opportunities for problem solving in the target language
- Have the opportunity to choose texts and tasks according to individual preferences
- Can see the usefulness of what they are learning
- Are motivated to continue finding out about people, cultures, music and literature related to the target language

### **Principles Underlying the Choice of Materials**

Teaching materials are any resources (traditional activity, electronic or digital) used for language learning and teaching purposes, including textbooks, newspapers, recordings and videos. The following principles underlie the selection of materials.

- Are appropriate to pupils' interests, experiences and knowledge
- Enrich pupils' general knowledge
- Expand pupils' world knowledge by exposing them to relevant and current events
- Serve as resources for projects
- Stimulate pupils to seek further information
- Are presented in a variety of text types and media, and are used for various purposes

### **Principles Underlying the Choice of Content**

The following principles underlie the selection of the content of materials.

- Must be unbiased, unprejudiced, inoffensive and non-stereotypical
- Must cater to a variety of backgrounds - religious, cultural and ethnic - and interests of pupils

### **Principles Underlying the Choice of Tasks**

The following principles underlie the designing of tasks:

- Link to pupils' prior experience
- Include opportunities for peer interaction, such as pair and group work
- Encourage divergent thinking
- Encourage problem-solving and critical thinking skills, such as analyzing, comparing, generalizing, predicting and hypothesizing at all levels of language learning development
- Broaden pupils' horizons and motivate them to continue finding out about people, cultures, music and literature connected through English
- Provide real-world opportunities (or simulations) to apply or adapt new knowledge

CB can be used to test if the pupils have reached their supposed progress by targeting relevant benchmarks in their learning process. The following are only examples of the benchmarks that may be targeted. You are advised to refer to the English curriculum for more progress indicators.

## ELT Benchmarks

### Benchmarks for Access to Information

#### 1. Proficiency level

- Follow the development of an argument in a range of texts and use this knowledge as needed
- Identify the attitudes of the writer and/or speaker
- Transfer information extracted from visual data, such as diagrams
- Integrate information from different sources for a specific purpose

#### 2. Intermediate level

- Draw inferences in order to identify the points of view in a text, distinguishing fact from opinion
- Extract relevant information for a specific purpose from various sources

### Benchmarks for Presentation

#### 1. Proficiency level

- Present information in-depth, synthesizing information from various sources
- Present an argument for or against a particular point of view
- Present conclusions based on integrating the results of information obtained through various means

#### 2. Intermediate level

- Present information taken from various sources
- Design various means for collecting information, such as surveys and interviews, and report on the results

Regardless of the curriculum followed, you can apply CB in the classroom and choose the right activities from those suggested by other teachers. This is a unique opportunity to use English as more than just a foreign language. It can facilitate

mutual understanding and tolerance. For us teachers, English is a means for achieving a higher, noble goal; it is not just a foreign language to be taught. Through CB and English, we aspire to reach the “other” on a neutral ground, where everybody speaks to everybody at eye level, and in a neutral tongue. An inappropriate use of language, and attitude, can destroy bridges. We strive to rebuild fallen bridges, and to construct ever-lasting bridges with durable materials that can withstand the fiercest pressure applied by those who are unwilling to cross the divide. Bearing this rationale in mind makes the application of any suggested activity more than just a teaching/learning experience; it can become a brick, or a log, in the new bridge for peace.

## ELT and Reading CB Articles

CB articles can easily lend themselves to implementing the principles behind ELT and the standards and benchmarks of English curricula. Following is a discussion on how to approach reading CB articles in the English language class.

For reading CB articles, pupils can be assigned to:

- Choose an article from CB Magazine that you feel might motivate and interest your pupils (preferably an article written by someone of another nationality)
- Skim read the article with you

You can ask the pupils to read the article silently, and then ask them whether they are for or against the opinion expressed in the article.

You might work on an article from Crossing Borders Magazine by first choosing a topic that you feels will incite your pupils’ motivation.

An article should be read silently. Afterwards, you or the pupils themselves may raise questions for or against the article.

You have your own role in encouraging the pupils to be as objective and impersonal as possible. It is difficult to believe that one is wrong. We have grown up with the mentality of not accepting others’ criticism of us. We want others to say nice things to us and to speak nicely about us; it is very hard to hear someone speaking critically or expressing an opinion different from one’s own view.

As a teacher, you can work on encouraging your pupils to express how and why they think in a particular way about the conflict. After reading an article, you can divide the class into groups to work on discussing why they are in favor or against the article. Discuss with them how they can write in reply to what is mentioned in the article itself. Of course, pupils tend to say that they do not know how to



express their ideas in words, or that they are afraid to write because they lack vocabulary or are unfamiliar with the rules of grammar. Your support is needed here. You must let his/her pupils write regardless of their grammatical or spelling errors. Your role is to work on correcting the pupils' mistakes, but you must let them express their opinions in a free and open manner.

The atmosphere in the period might create "violent" reactions when an article is read and then discussed. This is healthy, since it causes the pupils to vent their anger during the discussion itself, and allows them to share and change different and opposing opinions.

## ELT, CB Articles, and the Conflict

The current conflict between Palestine and Israel provokes a passionate debate in all those concerned. It divides people in thought, word, and deed. The focus of this section is to encourage pupils to investigate the conflict from an historical perspective using the sources available to them. The exercises employ the four skills of listening, reading, writing and speaking.



### Exercise 1 - Introducing the Conflict

1. Invite the pupils to give their views on the topic of the Israeli-Palestinian conflict from Crossing Borders Magazine. After the discussion, which will undoubtedly remain inconclusive, draw a temporary line at that point.
2. Introduce the pupils to the research components from the various websites (some are listed below) where they can obtain information that may have led to the origins of the problem. After collating the data, the groups may then be able to re-open and discuss the topic again with a new perspective, drawing a different understanding and conclusion and/or solution, and finding an answer to the question of whether we can learn from history what not to repeat.

This type of investigatory teaching/learning offers an opportunity to study conflicting historical narratives of the conflict. In this case, Israelis/Arabs can receive information that is not handed down from family to family, or traditional stereotyping, or myth or hearsay, but standard historical sources that can be cross referenced for validity, since they involved countries beyond these borders.

### Useful Sites:

<http://www.palestinehistory.com/qtime.txt.htm> - A history of the region and events from 1896-1995

<http://www.ariga.com/treaties/sykes.shtml> - The Sykes/Picot Agreement of 1916

<http://www.ariga.com/treaties/balfour.shtml> - The Balfour Declaration of 1917

<http://www.jewishvirtuallibrary.org/> - Contains historical documents

<http://www.eretzyisroel.org/~samuel/feisal1.html> - Weizmann-Feisal Agreement of 1918

<http://www.wzo.org.il/home/big/d155b.jpg> - Emir Feisal's letter to Mr. Frankfurter of 1919.

<http://www.ariga.com/treaties/palmandate.shtml> - League of Nations Mandate for Palestine, 1922.



### Exercise 2 - Thoughts, Words & Deeds

This exercise is an icebreaker. You/pupils can designate team leaders.

- We can discuss what the parties feel about articles dealing with conflict in CB Magazine.
- What are their thoughts?
- Do we use inflammatory language and words that we know will antagonize others?
- Ask for examples of inflammatory terms used in connection with "the other side".
- Do we support direct action against "the other side"? (Deeds)
- Do we support non-violent action? (Deeds)
- Would we rather reap the benefits of an everlasting peace?

You can then assign the pupils to investigate the questions raised in the next section.

"How many young Jordanians, Palestinians, or Israelis really know the origins of the current problem?"



Ask pertinent questions to get the pupils thinking. For example:

1. How did it all start?
2. Who started it?
3. When did it start?
4. Modern times or before the 20th century?
5. Why did it start?
6. How did money or financial problems contribute to the mismanagement of the conflict?
7. Are the issues the same now as they were then?
8. What can we learn from the mistakes?



### Exercise 3 - Introduce Websites to Pupils

The websites listed above have been found to be very useful in providing historical information. They come from various sources. Some are local, while others are international. There may be other sites that have additional input.

1. After pupils have done their period of research from websites that have been provided, as well as others that may subsequently be found to be of interest, collate the information. (Reading and collection of data).
2. Pupils should be encouraged to write a brief report on their findings, perhaps for submission to CB Magazine. (Writing).
3. As a class, re-open the subject for discussion. (Listening and Speaking).
4. You and team leaders designated as monitors in case there is a difference in opinions, given the new information. (All four skills).

This method can be used to research other conflicts, ancient and modern. It is hoped that the lesson of this exercise will be: "What we should not do again."



### Exercise 4 - Reconstructing the Conflict

- Pupils can be instructed to imagine themselves back in time, to 1900
- They discuss the situation then and how the region moved from that time to the present
- Make a development plan to date in order to see what could have been done better
- This puts the pupils in the shoes of those who led the region from the 1900s to date

## CB in Class as a Tool for Research and Dialogue

One of the problems with learning English in class is that the pupils do not *talk* in English. Most of them understand the grammar and can write well, but conversation is almost non-existent. This generally stems from a fear of “making mistakes” in a formal classroom. This stems from the fact that they do not practice speaking English.

CB Magazine can be used in the classroom to encourage dialogue in English. The magazine makes for good reading in the class. In this way, pupils can be guided to use both recent and back issues of the magazine to find the information they need. This exercise helps encourage such research and conversation enhancement.



### Exercise 5 - Neighboring Countries

#### Level

This exercise is suitable for any class whose pupils can read English and have a reasonable grasp of the language. There should be approximately 20-25 pupils who can read English properly and understand the spoken word, as well as be able to communicate, in however haltingly a manner.

#### Objectives

1. Encouraging cooperative endeavor. This is done by group work guided by you.
2. Getting to know more about neighboring countries by mentally “crossing borders.” The pupils in each group are advised to search the Web, back issues of CB Magazine and the CB website, speak to their elders etc. They find similarities and differences in the life styles of the four groups of people concerned. The topics studied are similar for all of the countries.
3. Dialogue. Discussing the resemblances and the differences. After a week, the groups reassemble with research done and material collected. Individual members of each group speak on one issue at a time. Similarities and differences are charted on posters.
4. Documentation. The children document their findings in a file or make a wall magazine, with pictures. Articles can be written and published. Letters asking for particular information are sent to the CB and other websites.
5. Further research. Pupils look into the causes for the resemblances and differences. This leads them into asking questions about the past and researching the political history of the region.

6. More activities. Further thought-provoking classroom activities are discussed in the article.

### **Time**

The exercise requires a double lesson once a week, for two weeks.

### **Materials Needed**

- Classroom with 20-25 pupils
- Computer laboratory or a PC with Internet connections
- Back issues of CB Magazine
- Chart paper
- Broad-nib, felt-tipped pens, blue tack
- A4 paper or notebooks (preferably the latter)
- Chalkboard and chalk.

### **Class Activity - First Week**

1. Write down headlines of some articles on pieces of chart paper (colored) dealing with customs and places of interest in back issues of Crossing Borders.
2. Stick them on classroom walls (preparation).
3. Prepare flash cards with words of interest, such as weddings, activities during religious ceremonies, traditional food, traditional dress, eating habits, teenage hobbies, music instruments, main exports, tourist attractions etc. No more than five words should be supplied.
4. Ask the pupils to go around reading the headings and decide how many of them they can remember.
5. Divide the pupils into groups and ask them about some customs of people in neighboring countries. Use flash cards for this.
6. Give each group some A4 paper and tell group members to write down (after discussion within the groups) what they think the customs among the "neighbors" are.
7. Each group takes turns providing "information". Ask them if they are sure of what they are talking about and how they obtained their information.
8. Ask each group to choose a country for research. These should be more than just Israel, Palestine and Jordan. Suggest Syria, Egypt, Saudi Arabia, Iraq, etc.

9. Suggest a Web search by showing them how to use the search engines (e.g. in Google). Suggest relevant websites to visit.
10. For homework, the pupils are instructed to learn about the various customs and traditions. Each pupil chooses a topic.
11. They have a week to visit libraries, read back issues of CB, search the Web, etc. The information should be collated and presented neatly. Pictures are welcome.

### **Class Activity - Second Week**

1. At the beginning of the second week, during the first lesson, you stick the flash cards on the wall and keep chart paper handy.
2. Using one tradition at a time, the pupils read out what they have found. Each reads his/her own find, so all pupils get a chance to read aloud.
3. The pupils who researched one custom collate their information and sit together (leaving their groups) to create a wall magazine on a “poster”, jigsaw fashion, as attractively as possible.
4. By now, the “groups” have changed. Ask the pupils to mark out similarities in customs by stars. Each group now has a colorful “wall magazine” to place on notice boards in school.
5. Each group is instructed to type an article summarizing each of the “wall magazines” for the school magazine or to send to CB as an article.
6. Ask them what they suppose is responsible for the similarities and the differences. Focus on similarities.
7. This should provoke further discussion and research into the history of the region.
8. All findings should be collated, documented and placed in the library.
9. Ask the pupils what questions they would like to ask people from other countries.
10. Encourage them to write to various authors c/o CB to ask questions they need answered.



**Other Activities:**

It is well within the scope of the English lesson to encourage dialogue. The similarities and differences could provide ground for lively discussions during future lessons. Other classes could be called in to witness the debate. Opinions could be invited about the topics of the CB articles headlined before.

As a class activity, write down in the table below the main traditional holidays, their purposes and what they have in common in:

Israel	Jordan	Palestine

## About Conflict

*This chapter describes the nature of conflict and how people, young and old, deal with conflict.*

### Understanding Conflict

A conflict is generally defined as a relationship between two or more parties (individuals or groups) who have - or think they have - incompatible goals. It can also be a difference between two or more people that can lead to tensions and violence. Conflict is part of life, part of every change and development. Therefore, conflicts are not inherently bad. The point is how we deal with and respond to conflict, so that they can be used to raise hidden issues and to tackle problems for positive social and political development. Conflicts become a problem when they develop into violence. Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage and/or prevent people from reaching their full (positive) human potential. Therefore, conflict should not be confused with violence.

Conflict may consist of two elements:

1. External - those that affect us from the outside because of circumstances beyond our control or due to decisions that are made by others on our behalf.
2. Internal - those that arise within us due to our own loss of power, which later fosters frustration, resentment, hopelessness and uncertainty - and finally anger.

A conflict can be caused by inability to adequately deal with the circumstances that have entered one's life due to external factors, and our ineffectiveness in our own eyes and the eyes of others that matter to us.

## Stages of Conflict

As with living things, conflicts have their own stages of life, consisting of the following:

- A latent conflict existing below the surface and that may need to be brought out in the open before it can be effectively addressed
- An open conflict that is deeply rooted, very visible, and may require actions that address both the root causes and its visible effects
- An escalating conflict, referring to a situation in which levels of tension and violence are increasing .

## Conflict Types and Appropriate Approaches

There are four different conflict types, each requiring a different approach to dealing with the conflict.

- Instrumental conflicts, which are about tangible issues, means, methods, procedures and structures. Appropriate approach is problem solving to reach resolution.
- Conflicts of interests that are about allocation of time, money, labor, space, etc. Appropriate approach is negotiation to reach agreement.
- Personal conflicts about identity, self-worth, loyalty, breach of confidence, rejection, etc. Appropriate approach is open communication for better understanding.
- Conflicts of values that are about religion, politics, ideologies, etc. Appropriate approach is dialogue for deeper understanding.

## The Conflict Spectrum

Although we tend to put people, particularly those in conflict, into homogenous boxes, each party in a conflict is made up of different individuals, groups and attitudes. For example, if you draw a spectrum with a starting point in the middle of the line as follows:

Extreme left group 1 ————— the moderate ————— Extreme right group 2

Place the moderates of both groups to the right and left of the middle starting point to see that the distance between the moderates of both groups is much shorter than the distances between moderates and extremists within the respective groups. This means the distance between moderate Israeli and moderate

Palestinian is shorter than the distance between extreme and moderate Israelis/Palestinians.

### **The Conflict Triangle**

Each conflict has its own ABC (Attitudes, Behaviors and Context). Making a triangle drawing of the ABC can reveal the three constituents of a conflict.

## **Managing Conflict in the Classroom**

Conflict is inevitable. Because it is very natural for conflicts to occur, it is necessary to keep this fact in mind when studying any type of conflict. Conflict is not a bad word, nor should it be seen as something that only happens to bad people. One must remain aware that there are an endless number of reasons why conflict arises and why people get involved in it. There are several ways in which a given conflict can manifest itself.

The following section presents an analysis of conflict in the classroom and how an educator can deal with conflict in the classroom.

### **Children Dealing with Conflict**

Conflict obviously causes anger. Here are five reasons why:

- Safety and Well-Being - During conflict, safety is threatened. People fear for his or her own or someone else's safety, either real or imagined
- Power - there is a loss or threat to your power and control
- Pride - when someone or something implies you or someone in your family is not good enough.
- Self-Sufficiency and Autonomy - when someone or something implies you do not have the ability to do things on your own.
- Self-Esteem, Feeling Important, Status - when someone or something devalues you and makes you feel unimportant

We should have pupils reflect on how the conflict actually affects them. Pupils may understand how checkpoints and suicide bombings affect them, but they do not know how other aspects of the conflict affect their everyday lives.. (For a good activity, see "Dividing the Orange" on page 64. Make sure it is suitable for your pupils).

## Conflict and Anger

"I am angry but don't know why." Sometimes pupils will not understand why they are angry. Teachers can sense when a pupil is overreacting to the current stimulus. During these times you could guide the pupil to discover what he/she is really upset about. However, this should be done in private. You can make statements such as, "You screamed at Mohammad when he bumped into you. It seems to me that you overreacted to this. Is it possible that you are mad about something that happened outside of school?" Our job is to probe the pupil for clues about his/her anger and then validate his/her feelings by saying the following: "Yes, that is frustrating! I would be very angry if that happened to me." The goal is to get the pupil to understand where the anger is coming from, so that it can be dealt with constructively.

## Warning Signs

Everybody experiences their own anger in unique, individual ways, but it is possible to identify some common features in the pattern of uncontrolled anger:

- Triggers - something unpleasant happens, our buttons are pushed
- Thoughts - we evaluate others' behavior, we think about what happened. We assign blame (Jerk! Unfair! Terrible! Awful!) They shouldn't do that, they injured me
- Feelings - we respond emotionally to our thoughts and perceptions (Hurt! Scared! Outraged! Attacked! Hopeless!)
- Behaviors - we act out our feelings (Run! Withdraw! Cry! Fight! Attack! Retaliate)
- Consequences - inevitability, there are consequences to our behavior and the consequences of our acting out can escalate our anger and the cycle continues

## **Determining Our Anger Pattern**

For pupils to understand their own anger pattern they should answer the following Anger Quiz:

1. Who or what makes me angry?
2. When do I get angry?
3. What do I do about it?
4. What is happening around me when I feel angry most often?
5. Do I stay angry for a long time? How long do I usually remain upset?
6. How does my anger end?
7. Does anyone or anything help to stop me being angry?
8. How effective is my anger in getting me what I want?

## **The Need to be Ready before We Begin**

To genuinely help pupils talk through their feelings about conflict, we must first work through *our own* feelings. Pupils' experiences and stories may trigger emotions in us teachers. Our priority in the classroom is to meet the needs of the pupils. We, the teachers, must be able to remain unemotional, stable, and calm to allow the pupils to feel safe. We need to have dealt with our own personal emotions and experiences caused by the conflict, so that emotional triggers will not cloud our effectiveness.

## Managing Conflict

Why is conflict so hard for many people to manage?

Conflict quite often raises primary and critical personal concerns regarding respect, acknowledgement by others, trust, commitment, acceptance and equality by and in the eyes of those concerned. In order to achieve this, effective dialogue and continual communication is the key factor to achieving a positive and lasting outcome. It is also unpredictable and unnerving, because it is known and understood that if handled incorrectly the outcome will be both negative and destructive. Having to confront the “other” makes people both act and react unpleasantly, defensively and possibly illegally, due to the heightened stress of the situation.

In some conflicts, one person may initially look at the outcome competitively while the other has a more cooperative outlook. The nature and outward working of the conflict resolution will therefore depend on whether the person dealing with the conflict engages the “other” in further competition or mutual cooperation.

Another problem to be solved is finding an equitable solution agreeable to both sides - the only answer for creating a win-win situation.

### A Twelve-Step Program for Conflict Management

These are some of the basic steps that can be used in a role play in learning how to manage conflict.

1. Make contact with the other party; initiate if you have to. (Take the initiative)
2. Establish a rapport with the other party by being respectful and willing at all times. (Be courteous)
3. Adopt and maintain a positive and constructive posture and attitude. (Emotion check)
4. Identify and specify the problem and/or issue to be resolved. (Be factual and avoid the word “why” when addressing others)
5. Agree on what the problem is. (Use the words “we have” rather than “you have” when addressing someone)
6. Assertively, yet positively, state your position and point of view to the other party. (Be clear, direct and consistent)

7. Practice active and patient listening while the other party is speaking. (Listen carefully, avoid interrupting, acknowledge his/her feeling, make relevant responses)
8. Clarify if necessary and restate all of the important statements being made. (To show that you are listening and to set the stage for cooperation and resolution)
9. Mutually agree on an attainable commitment. (This at least gives the other party an opportunity to win in the situation)
10. Be determined to maintain the agreed commitment. (Follow through on your own commitment while you support the other party's efforts to be faithful as well)
11. Focus on the solution, keep the goal in sight. (Be proactive in coming up with a lasting solution in the interest of both parties, while avoiding compromising)
12. Celebrate success. (Acknowledge each other's work and achievement with positive feedback)

If handled correctly, conflict can produce both the desired result and encourage introspection - a system of checks and balances on one's life and life decisions - which enables one to make move towards positive conflict management.

### **Conflict Management Styles**

There are various styles and ways that have been proven to work when dealing with the management of conflict. Since each conflict is unique, management style also needs to be unique. One thing is certain - we all need to manage our own individual conflicts, as well as those that affect us collectively as a group. One must bear in mind that the efficiency of the method depends on the cooperation and willingness of the parties in conflict to move from (a) reason for conflict to (b) being in conflict to (c) mutual resolution of conflict.

Following is a description of five different methods of managing conflict:

1. Mr. COMPETITIVE: This style of management is *aggressive* and forces the other party, by using *hostile* and *authoritative* behavior, to compete for the outcome. This is a goal-oriented rather than relationship-oriented style, where being in a mutual relationship takes little or low priority. Since in every competition one is in it to win, this method of conflict resolution creates a win-lose rather than a win-win situation, which may foster and continually breed both hostility and resentment between the conflicting parties. Only on rare and extreme situations should and can this style work. However, the human causality is often high.

2. Mr. AVOIDANCE: This style of management is passive and thus leads one to be *uncooperative* and *unassertive*. This is a withdraw-and-avoidance approach to a conflict, which inevitably causes one to give up personal and collective goals creating a lose-lose situation. Conflicts therefore remain unresolved and at least one of the parties involved is taken advantage of. In using this style of conflict management, there is a high risk of exploitation. Although it may seem easier to live with the status quo for a while, the end result is usually negative and the long-term effects regrettable. It may be uncomfortable and even unpopular to deal with a conflict, but doing so may bring pleasantly surprising results, producing a win-win situation.
3. Mr. SOFTY: This method of management places emphasis on *human interaction* and *relationships* rather than only on end results. A more accommodating and pacifying style is used, with the belief that accommodation maintains relationships. In the use of this style of conflict management, one's own needs and goals are purposely ignored, and the resolution is achieved by one giving into the other party's wishes, creating a win-lose situation. Exploitation and lack of respect is highly likely. When using this method of management, giving in may not always be productive, and one may be easily taken advantage of. Although peace may be maintained, it is only due to the fact that one of the parties is benefiting, since the other has chosen to be silent and accommodating.
4. Mr. COMPROMISE: This style of managing a conflict concerns itself with both *relationships* and *goals*. If done according to plan, relationships are maintained and conflicts are temporally removed. However, during the process one or both parties are willing to sacrifice some of its/their needs and goals, while at the same time persuading the other to do the same. To compromise one must be both assertive and cooperative, which are good qualities. However, in a compromise the result will yield either a win-lose or a lose-lose situation, but never a win-win. Since both parties cannot win in such a situation, game playing is always the end result, and a less than ideal outcome is reached. This method of conflict management is only recommended when all conflicting people are equal in power and when a strong interest in mutual benefits and respect is paramount.

5. Mr. COLLABORATE: This method of conflict management is where both *relationship building* and *mutual goals* are the number one priority. By using this style, conflicting parties believe that their conflict is nothing other than another problem to be solved and that finding an equitable solution agreeable to both sides is the only answer for creating a win-win situation for all. The benefits of engaging in this method of conflict management are that eventually both sides get what they want because the other side acknowledges and agrees to the solution. Mutual respect and trust is cultivated while cooperation remains the backbone of their mutual existence. Built up negative feelings are gradually eliminated, later to be replaced by relationship. One must bear in mind that this method takes a great deal of time and effort and one is forced to put himself in the shoes-so to speak-of the other while being introspective, which is often very painful.

## Conflict Analysis Tools

The following outlines the basic elements and pertinent questions that can be used as tools for conflict analysis.

### Conflict History

- What are the most significant events between the conflict parties in the recent past?
- Have they had previous disputes in the past?
- Was there a recent change in the history of relationship between the conflict parties?

### Conflict Context

- How do the parties currently try to resolve their differences?
- What mistakes do they make in their attempt to resolve the conflict?
- What is the conflict's physical environment? Is it violent or non-violent?
- How do the parties communicate with each other and make decisions on the conflict?

### **Primary Parties to the Conflict**

- Who are the parties directly involved in the conflict?
- What are their main interests? (Interests hide behind positions)
- What are their stated or declared positions?
- What are the values involved that are provoked their by needs?
- What are the needs behind their values?
- What are their mutual perceptions of each other?
- Do the parties have settlement authority?
- How much can the parties block/contribute to settlement?
- Do the parties have constituencies (political, popular base)?
- If so, what is their relationship with their constituencies?

### **Power**

- Does one of the parties have power over the other?
- What is the source of that power (e.g. allies, economic, military, psychological)?
- What resources are at each party's disposal?
- Are the parties using their power?
- If so, what is the result?
- What power bases are not being tapped (used) by the parties?

### **Additional Parties**

- Are there other parties who are affected by this conflict (e.g. those who have a stake in any outcome or those who have power to affect an outcome)?
- What role do these parties play in the conflict?

## Issues

- What are the issues identified by the parties?
- Are there hidden issues not stated by the parties? If repressed, raise them.
- What type issue is it (e.g. material, identity, values, interest, structural)?
- What kinds of intervention procedures are necessary for the types of issues identified?

## Conflict: Escalating or Stabilizing?

Is the conflict escalating or stabilizing? Why?

1. If escalating, what is happening?

- Are the issues moving from specific to general?
- Is there an increase in issues or resources used to wage the conflict?
- Has the disagreement turned to antagonism?
- Are the parties increasing their use of power?
- Are the parties polarized?
- Has extremist leadership arisen and taken control?
- Is communication between the parties being distorted?
- Are the parties engaged in propaganda campaigns?

2. If stabilizing, what is happening?

- Are there safety valve (control device) mechanisms in play?
- Is there a fear of escalation of the conflict?
- Are there agreements on norms and values?
- Are there social bonds, friendships, crosscutting memberships among party members?
- Are there other third party interveners?
- Is there a common outside threat?
- Are there time constraints or other limitations on continued use of resources for this conflict?

## **Alternatives and Options for Settlement**

Best alternative to a negotiated agreement (BATNA) and worst alternative to a negotiated agreement (WATNA):

- What are the parties' BATNA and WATNA?
- How informed are the parties about their alternatives/options?
- Are the parties aware of each other's alternatives/options?
- What steps have been taken to achieve these options/alternatives?
- How realistic are the parties?

## Journalism and Conflict: The Power of the Media<sup>1</sup>

Nearly all societies have developed ways to regulate conflict without violence. Usually, a fair-minded person - a village elder or a judge or an international tribunal - is given authority by the community to decide how to resolve the conflict. Everyone respects the decision. If the decisions seem unfair and are not accepted, the conflict may turn violent.

Many professionals, such as counselors, community leaders, diplomats, negotiators and scholars, have been thinking deeply about what it takes to end a violent conflict. These professionals have discovered that in any conflict - whether it is within a family, between neighbors, among groups within a country or across borders - certain things must occur for the conflict to end. Conflict does not end by itself.

One of the most important things to take place is communication. For two sides in a conflict to move towards a non-violent resolution, they must first talk. This is where good journalism comes into play.

### Journalism's Unconscious Roles

Professional journalists do not set out to reduce conflict. They seek to present accurate and impartial news. But it is often through good reporting that conflict is reduced.

These are several elements of conflict resolution that good journalism can deliver, automatically, as part of its daily work:

1. *Channeling communication*: The news media is often the most important channel of communication that exists between sides in a conflict. Sometimes, the media is used by one side to broadcast intimidating messages. But other times, the parties speak to each other through the media or through specific journalists.
2. *Educating*: Each side needs to know about the other side's difficulty in moving towards reconciliation. Journalism that explores each side's particular difficulties, such as its politics or powerful interests, can help educate the other side to avoid demands for simplistic and immediate solutions.

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<sup>1</sup> Reproduced with written permission from "Conflict Sensitive Journalism", a handbook by Ross Howard/IMPACS/International Media Support/IMS.

3. *Confidence-building*: Lack of trust is a major factor contributing to conflict. The media can reduce suspicion by digging into hot issues and revealing them so there are no secrets to fear. Good journalism can also present news that show resolution is possible, by giving examples from other places and by explaining local efforts at reconciliation.
4. *Correcting misperceptions*: By examining and reporting on the two sides' misperceptions of each other, the media encourages disputing sides to revise their views and move closer to reducing conflict.
5. *Making them human*: Getting to know the other side, giving them names and faces, is an essential step. This is why negotiators put the two sides in the same room. Good journalism also does this by putting real people in the story and describing how the issue affects them.
6. *Identifying underlying interests*: In a conflict both sides need to understand the bottom-line interests of the other. Good reporting does this by asking tough questions and seeking out the real meaning of what leaders say. Good reporting also looks beyond the leaders' interests and seeks the larger groups' interests.
7. *Emotional outlet*: In conflict resolution, there must be outlets for each side to express their grievances or anger or they will explode in frustration and make things worse. The media can provide important outlets by allowing both sides to speak. Many disputes can be fought out in the media, instead of in the streets, and conflict can be addressed before it turns violent.
8. *Framing the conflict*: In a conflict, describing the problem in a different way can reduce tension and launch negotiations. In good journalism, editors and reporters are always looking for a different angle, an alternative view, a new insight which will still attract an audience to the same story. Good journalism can help reframe conflicts for the two sides.
9. *Face-saving, consensus-building*: When two parties try to resolve a conflict they must calm the fears of their supporters. By reporting what they say, the media allows leaders in a conflict to conduct face-saving and consensus-building, even reaching to refugees and exiles in far-away places.
10. *Solution-building*: In a conflict, both sides must eventually present specific proposals to respond to grievances. On a daily basis, good reporting does this by asking the disputing parties for their solutions instead of just repeating their rhetoric of grievances. Good journalism is a constant process of seeking solutions.

11. *Encouraging a balance of power*: Conflicting groups, regardless of inequalities, have to believe they will be given attention if they meet the other side in negotiations. Good journalism encourages negotiation because the reporting is impartial and balanced. It gives attention to all sides. It encourages a balance of power for the purpose of hearing grievances and seeking solutions.

### **Understanding Our Influence**

These 11 activities are only part of what goes on in reducing conflict between persons or groups. Journalism does these things, as part of its normal good reporting. But when we understand the effect of what we do, we can better appreciate how important our role is in a conflict. We must get our facts right and choose our words carefully.

It also helps us as reporters to be aware that these activities are going on in many closed-door negotiations or peace talks. Knowing this, we can report what we learn about the negotiations with greater understanding. In Sri Lanka, when negotiations first began, the negotiators were concerned that the media did not understand the process and would create misperceptions and destroy confidence.

Ask yourself: which two or three of these 11 essential elements are being practised by the media in your country? Has there been much reporting about solutions? Are journalists pressing leaders from both sides for details of their solutions? Are journalists reporting on the real, underlying issues?

## How is Conflict Resolved?

It is important to know that there is more than one way to end conflict.

Think about this imaginary conflict. Two groups are in conflict over an orange. The orange tree is on one group's land. But the orange is on a branch hanging over the other group's land. Both groups want the one orange.

There are at least four ways for this conflict to end.

### 1. *One party prevails:*

- a. The two groups could fight violently and the stronger one wins the orange. The loser is angry and wants revenge.
- b. A judge settles the dispute in favor of one group. But the judge may be corrupt, slow or expensive. The loser is unsatisfied.
- c. Compensation. One group pays the other and keeps the orange. But this could be expensive.

### 2. *Withdrawal:*

- a. One or both groups simply walk away. But the conflict is unresolved and neither group is satisfied.
- b. One group destroys the orange, or gives it away. Destroying the orange could include violence. And both sides lose the orange.
- c. Both groups do nothing. But the valuable orange will rot, and is lost by both groups.

### 3. *Compromise. A more useful way:*

- a. Cut the orange, so each group gets at least some part of it.
- b. Peel the orange and each group takes the pieces one after the other. Now the orange is a different resource which can be shared, perhaps unequally, but satisfying both groups.
- c. Squeeze the orange into juice. This is a different way of seeing the orange. It is now a resource with a different value. The juice can be shared, perhaps unequally, but satisfying both groups.

### 4. *Transcendence. Real resolution to a conflict:*

- a. Get more people to claim an interest in the orange, so no one group has a right to the whole orange. The local neighbors of the two groups in conflict may decide that the orange is a community resource, and they encourage the two sides to resolve the conflict without violence.

- b. Get another orange. The community of neighbors goes to the market or to the world and finds someone with a surplus who can share oranges with the two sides and ease the conflict.
- c. The two groups agree, perhaps with community encouragement, to bake an orange cake, sell it in the market and divide the money between the two groups. The orange is now seen differently. It is now a resource by which the groups profit.
- d. The two groups plant the orange seeds, make an orange grove and together the groups become the prosperous orange supplier to the larger community. A perfect solution.

This is not to suggest that the neighbors in the community can just march in and tell the two groups in conflict what to do. But it is important to listen to the larger community's proposals for a solution and to seek community assistance in achieving a resolution.

### **What is the point of this analysis?**

It is obvious: conflict should be looked at in more than one way.

- When the source of the conflict is seen as a resource which can be shared, the conflict is less likely to become violent.
- When the larger community takes an interest, there is more pressure not to use violence.
- When there are several alternative ways to resolve the conflict, violence is less attractive.



## **Perspectives on Dealing with the Conflict**

*This chapter includes three perspectives on dealing with the conflict. The writers are professionals from the fields of education, psychology, and psychiatry. They discuss the children in the context of a conflict environment and interventions that can be and have been applied.*

### **The Role of Educators in Resolving the Israel-Palestinian Conflict**

More than 50 years of Arab-Israeli conflict has resulted in misery, devastation and shattered dreams. What has been gained from all this? How and why is it happening? Can this seemingly hopeless situation be improved?

Educators face the daunting task of securing a safer and better life for their children:

Clarify to them that the land can support both peoples, and teach them the strategies to solve conflicts and enter into a dialogue for peace. Do not all the three religions - Islam, Christianity and Judaism - hold sacred the teachings of tolerance, belief in peace and the sanctity of human life?

Dialogue should be used to develop the skills that young people need in facing conflict situations. Through this common language we will discover that we are friends not enemies, and despite our differences of opinion, Jews and Arabs can live together, as they did in the past.

To quote from an editorial in CB Magazine, Volume 4 No. 24 , “.... sailing is not always smooth but our young men and women have taken up the challenge and learned to see and accept each other as equal human beings, different yet united in their desire to learn and live together. We have come a long way together and made pen and paper our means to reach out to one another to talk and listen.”

Crossing Borders Magazine provides the space to talk and also the opportunity to listen. CB can help children living in conflict areas deal honestly and effectively with their fears and deliberations.

The activities in this manual can help:

- Encourage children to express their feelings in writing about articles in the CB Magazine.
- Role play problems and find solutions
- Use drawings and art forms to represent topics, then discuss and comment
- Promote ideas of coexistence through games and puzzles (example offered)
- Make skits about conflicts, then record and send to CB
- Arrange co-activities, games, hikes, etc. between Arab and Jewish children
- Broaden the CB framework through networking
- Update children with current event activities with comments, etc.

## **Working with Children, Parents and School Staff within the Conflict Situation in East Jerusalem: A Psychologist's Perspective<sup>2</sup>**

Nowadays, psychologists are obliged to face the problems of children, parents and school staff that stem from the current confrontation. In the last 4 years, Palestinians and Jews have been facing violent crisis. The continuous violence affects youths and adults of both parties.

Psychologists, in the last four years, intervened in many emergency cases and worked intensively with the school staff and parents. The methods used were ventilations, reorganizing or reconstruction of information, holding and calming down.

We, the adults, are emotionally overburdened by reality, and this makes it harder for us to explain to our children the facts that overwhelm us. Children, both Palestinian and Jewish, are exposed to media without any censorship or without any adult intermediary.

Sometimes, a child watches horrible scenes on TV. He hears his family members emotionally express their severe feelings of revenge, sadness, anxiety and despair. Children and their families are sometimes kept late at roadblocks. They hear the sounds of shooting, tanks and airplanes.

In time of crises, it's difficult for parents and educational staff to encourage discourses about this topic. Great emotional burden is thrown on their shoulders and they need professional help.

### **The Plight of the Children**

Children absorb but they do not respond directly. The child does not examine his perception, does not admit to his feeling. As a result he may suffer from shame and guilt and finds himself confused and isolated. Adults feel threatened by the strong feelings of children, resulting from the violence they are exposed to.

Children, especially at a very young age, are incapable of understanding the information in an exact way. A child knows that there are good people and bad people. S/he knows that there is war, bombings, and that the situation is scary and dangerous. A child absorbs, but when the subject is not spoken of and the picture is not clear to her/him, he pays the price: the child is anxious and his behavior becomes regressive. The child withdraws into a fantasy world and draws himself a distorted picture of the world. In certain cases, he isolates his emotions.

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<sup>2</sup> This article was written by Dr. Yousef Nashef for Crossing Borders and is reprinted with his permission.

In one case that we intervened in, a suicide bombing took place near one of the multi-national schools in Jerusalem. Several symptoms appeared on children: they were afraid to go to school, they preferred to sleep next to their parents at night, and they suffered from enuresis and nightmares. In this incident, the safe and protected place, which is the school, was penetrated. Psychologically, the boundary of the ego was easily penetrated and the resultant feeling was anxiety.

### **The Need for Intervention**

Children may deceive adults. They may appear to be busy playing and learning and they may appear to be isolated from the surrounding, while in fact their sensations are sharp and absorb strongly all what is going on around them. For example: a child was shot at a blockade. The school principal where the child studied thought that there was no need for psychological help because the incident “took place outside the school”. However, psychological help was given to the child’s classmates and it was at this point that we noticed the wrong information that the children had and the feelings of anger and revenge were revealed in these children.

In an Arab school in East Jerusalem, we learned that there is a group of children who live next to each other. Some live on the Israeli side, while the others live exactly opposite them, on the Palestinian side. Both are aware of the shooting on both sides - the Israeli and the Palestinian. When the headmaster was offered professional help he refused, claiming that there were no apparent problems that need a solution.

However, we intervened. The children were divided into three groups according to their age (there were thirty children) and we worked with them as separate groups. In the beginning the children told heroic stories about frightening things, as if it was far from them. With the progression of the therapeutic process, they began telling more personal stories about friends and relatives who were harmed. They later became more attached to their feelings. The children talked about their ways of coping with shooting incidents. Some hid under the table some set up tents inside their homes while others went to sleep close to their mothers.

The psychologist who worked with them gave them more tools for coping with the situation (for example: talking to adults, writing to children of the other nation). In working with the children, we used tools like drawings, pictures from newspaper, selecting cards with different expression of feelings. This helped in the verbalization of fantasies and thoughts. This was prevention work, in order to prevent psychological symptoms in the future. Some of the children, who were at risk, were given individual assistance and remained under observation. In the beginning the teachers were afraid to deal with these issues, but they became more open with the process and received guidance in working with children and detecting high-risk children.

## Making Collaboration Possible In Spite Of Violent Conflict: The Role of Mental Health in the Peace Process<sup>3</sup>

*"Listening to the 'Other' is a desiring, involved activity... listening, accepts, rejects and alters ideas. We cannot communicate if no one is listening"*

*Havi Carel, "What Philosophy Is", 2004.*

Mental health professionals are in a unique position to simultaneously carry out professional activities and serve as "honest brokers" in collaborative professional activities within populations in conflict. Mental health professionals are trained to identify and address psychosocial needs and intervene in conflict situations and crisis interventions. In the last years, significant activities by mental health professionals have been carried out in many different areas around the world and much new knowledge and experience has accumulated in addressing the needs of populations exposed to violence, warfare and terror.

The main skills that the mental health professional brings to this unique situation- collaboration by professionals from populations in conflict- can be summarized as follows:

Capacity to listen to the "other", capacity for empathy, separating the realm of the personal from the professional in relationships, maintaining focused on the goal of conducting collaborative work, capacity to identify and intervene in situations that are "stuck". Thus mental health professionals are particularly skilled in promoting change under conflict circumstances; change in this case is successful collaboration of professionals from populations in conflict.

Many leaders in the Palestinian- Israeli conflict have come to realize this. For example Abu Alah (Palestinian Prime Minister Ahmad Kariah) was quoted (1) at the time he was the Chief Negotiator of the Palestinian Authority Government for the Oslo Accords in 1998: "You need a lot of patience for this kind of challenge- patience, faith and tenacity". His counterpart Uri Savir, Chief Israeli of the Israeli Government to the Oslo Accords, states: "Change is perceived in the immediate drama of it's occurrence, before new routines have set in. In responding to change, society tends to linger in a kind of psychological jetlag as long standing perceptions resist the impact of new ideas and realities ?. Peacemaking tries to reset perceptual clocks."

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<sup>3</sup> This article was written by Cynthia A. Carel, Director of Community Psychiatry and the Lady Sarah Cohen Unit for Family-Centered Therapy and Health Care, Schneider Children's Medical Center, Israel.

In the World Family Therapy Congress, Istanbul, 2004 presenters reported on their experiences in conflict-ridden areas such as Iraqi Kurds, Kosovo, the Palestinian Authority, Israel and joint Palestinian Israeli Projects.

I would like to make special mention of Projects CHERISH - Child Rehabilitation Initiative for Safety and Hope. This is a joint project created and led by Palestinians and Israeli Professionals to create a cooperative framework for counteracting psychosocial problems arising from ongoing violence. CHERISH involves Palestinian and Israeli mental health and public health professionals who work together to create and implement programs to address psychosocial needs of children and adolescents exposed to violence and terror in both populations. Collaborative relationships are nurtured through ongoing workshops and seminars. Specific programs developed by CHERISH include school interventions, primary healthcare and families. All programs are geared to promote capacity-building in the professional communities and enhance resilience and coping skills in the populations affected - children, adolescents and their families.

## The Process of Writing and CB Magazine

*This chapter presents perspectives on the writing process and writing from a journalistic standpoint. The writers teach writing to students.*

### Using Crossing Borders in Writing Class: The Exercise of Writing for the Magazine<sup>4</sup>

One of the guiding principles is that college writing courses should offer students authentic opportunities as well as authentic materials. If worthwhile essays are generated by the students, teachers should strive not only to encourage their publication, but also to provide avenues for their publication. Writing articles to submit to “Crossing Borders” provides just such an opportunity, and teachers of college writing courses should be made aware of the publication opportunities for student work.

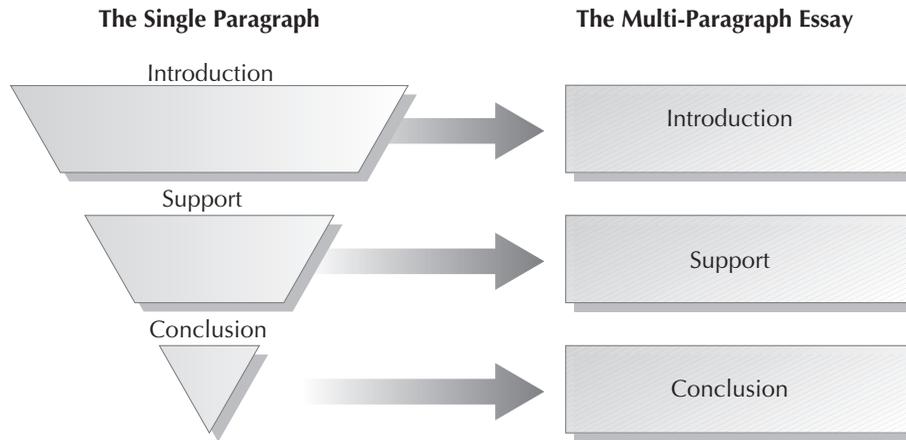
The following procedure is appropriate for college writing courses. It consists of a series of steps or stages that provide both information and a support system for college students to write articles for “Crossing Borders,” as well as other journals. The system also prepares the students to submit their articles to academic journals.

#### Two Writing Models

At the start of the academic year, the class reviews the classic “upside-down” paragraph structure: the main idea in the first sentence, followed by several sentences of supporting details, and a final sentence of summary/conclusion. After reviewing this paragraph structure, the students analyze the transition from writing single paragraphs to the structuring of a multiple-paragraph essay. The relationship between the single paragraph and the multiple-paragraph essay can be presented in graphic form, as follows:

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<sup>4</sup> This article was written by Leslie Cohen, Lecturer, The Academic Arab College of Education, Haifa, Israel.



Making the transition from writing single paragraphs to writing multiple paragraph essays is as follows: The first sentence of the single paragraph is expanded into the introductory paragraph of the essay. To this end, background information is added and the various aspects of the main idea are presented. Secondly, the sentences of supporting details in the single paragraph correspond to the body paragraphs of the essay. The body of the multiple-paragraph essay consists of a number of paragraphs, each of which examines one aspect of the main idea, and offers examples, statistics, quotations, graphs, or other information to support the writer's point of view. Students are encouraged to do research in order to expand their supporting details. Finally, the concluding sentence of the single paragraph corresponds to the final paragraph of the multiple-paragraph essay. It provides a summary of the information, a restatement of the main idea, and often includes the recommendations of the writer.

### Learning the Process

From the beginning of the academic year, the students work on making the transition from writing single paragraphs to writing multiple-paragraph essays. Their first essays can be based on responding to literature. Literary texts can be used to teach the students to present their point of view and support it with direct quotations from the original text. Later assignments can include writing about educational issues. An important preparation for the writing process is a lesson dealing with/reflecting on the differences between writing opinion and writing facts. Thus, the students become familiar with writing about a broad range of issues in multiple-paragraph essays.

After they have written several short essays, the next step is the careful examination of an issue of “Crossing Borders”. Issue 25 of “Crossing Borders” offers a page of suggestions that teaches the journalistic approach to writing. It focuses on the need to state one’s opinion without alienating a reader whose point of view might be different or opposed to that of the writer, and on the proper use of factual resources (see page 5: “How to Write a CB Article”, in CB Vol. 5, No. 25). Students are encouraged to do research in order to support their opinions with pertinent facts.

In the following lesson, students are given a general topic to write about (for example, the use of technology in education) and the whole class discusses the topic. Students are encouraged to approach the topic from a variety of different and unique viewpoints. They are offered an opportunity to debate their differing points of view. They are taught to express their opinions in language as objective as possible, and to back their opinions with facts.

### **Writing for Crossing Borders**

After the class discussion, the students write rough drafts of their essays for homework, and then bring them to class to share with their peers. They are given a checklist of details to edit, with the assistance of their peers, in class. These include spelling, capitalization, punctuation, sentence structure, the consistency of the use of verb forms, the agreement between pronouns and verb forms (when the present simple tense is used), verb tense agreement, and the use of reference words. They work in pairs, exchanging their articles with their peers. Students are taught to differentiate between the content and the format of an article in their criticism of it. They are given an opportunity to respond to each other’s work and to help each other improve their writing by offering constructive criticism.

The next step is to have the students rewrite their articles, in response to the peer criticism. (This is done as a homework assignment).

In the following lesson, the students come to class with the final version of their articles to share with the rest of the class. This can be done through reading aloud to one another, by exchanging papers with peer partners and reading them silently, or through a combination of reading activities.

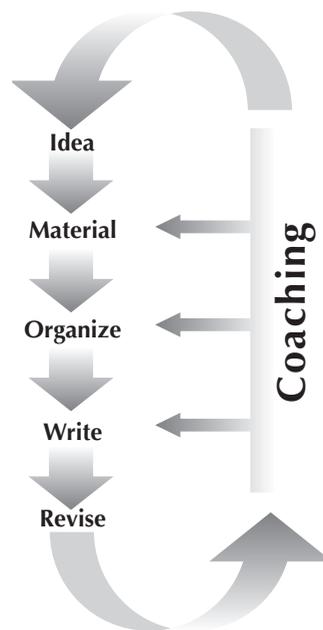
The final step is for the students to study the writing of a formal letter. They do this by looking at submission guidelines of various journals (including “Crossing Borders”) and by practicing formal letter writing. Like the articles, the letters can be written as a combination of in-class and homework assignments. Similarly, they can be critiqued and edited by their peers. When the letters have been completed, the students send their articles to the journal(s) and wait for a letter of acceptance (the power of positive thinking!).

### **Conclusion**

This process has several educational advantages. First, it teaches writing skills. In addition, it raises the students’ awareness of their specific linguistic and/or writing problems and helps them to hone their self-editing skills by practicing peer editing. Finally, it introduces them to basic writing tasks - writing articles and letters - that they may have to perform in the future. These elements are important to the future teacher, and that college teachers everywhere could benefit by using this procedure.

## Coaching as a Writing Tool<sup>5</sup>

One of the best tools in the writer's toolbox is having a writing coach. From the writer's point of view a coach is simply a person who is willing to listen to you while you define your problems and clear your head. You should talk to your coach about the idea for the story (very important!) until you know *what you want to say* and *why you want to say it* regarding the material, until you are sure you have got it right, about organizing the story until you feel that this is what it should look like, and about the writing if you experience one of the dreaded writer's blocks. Coaching can be done throughout the writing process:



A writer can use anybody (a friend, a parent, even a teacher!) as a coach as long as this person is willing to listen and to keep his judgments to him (or her) self.

However, if you want to be the coach yourself, a few ground rules might be useful:

- *Revising or fixing text will not make the writer better.* For the insecure this will only repeat and confirm their own self-conception as poor writers.
- *Coaching means introducing sequences of conversation into the stages of the writing process.* The coach talks *with*, not *to*, the writer.

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<sup>5</sup> This article was written by Søren Søgaard, journalist and Crossing Borders Trainer.

- *The coach's first duty is to help the writer succeed at something.* Experiencing something getting better is a precondition for self-confidence and better writing.
- *Coaching is not about the text, it's about the writer.* It's not about what the writer did in the past but what he is going to do now. The coach knows that a writer is not a faulty manuscript that must be fixed, but a person struggling for clarity.
- *Coaching focuses on the writer's skills rather than the writer's failings.* It is the wisdom of the coach that you can overcome weaknesses by building on strengths. And vice versa!

### **Coaching can be practiced on at least two levels:**

1. *Process coaching.* The conversation will be about the story on which the writer is working.
2. *Strategic coaching.* The conversation will be about the writer as a writer.

### **Principles of good coaching:**

- The writer talks. The coach listens.
- Find something to praise
- Focus on the main problem
- Use the point of view of the reader. Never mind "rules"
- The writer knows what the problem is
- Give him the help s/he needs
- Don't mistake personal taste for truth
- Take your time
- Discard the red pencil

### **Principles of bad coaching:**

- Giving orders
- Warnings and moralizing
- Taking over the project
- Analyzing and diagnosing the writer
- Comforting
- Snooping
- Teasing and sarcasm

**The most important tool of the coach** is asking good questions. Good questions are questions like:

- How can I help you?
- What do you need to talk about?
- What is the story about?
- What is the most interesting stuff on your note pad?
- What do you want to say?
- Why do you want to say it?
- Have you thought of an intro?
- Have you thought of an ending?
- What is the point of your story?
- Who is supposed to read this?
- What parts of it do you like the best?
- What if you should change . . . ?
- Tell me about the rest of your material.
- What are you going to do now?
- What needs more work?
- What will the rest of your story look like?

*The importing thing is not for the coach to demonstrate his or her brilliance and competence, but for the writer to get the knowledge that s/he needs!*





## Crossing Borders - Background

*This chapter presents the background to the Crossing Borders organization, its activities and goals. Crossing Borders Director Garba Diallo describes the Crossing Borders program and its development over the past several years.*

Crossing Borders was started in 1999 by the International People's College (IPC) in Elsinore, Denmark, with the aim of supporting dialogue among young people and teachers/educators in the Middle East. Crossing Borders is therefore an extension of the Learning to Live Together in the Middle East seminar that was initiated in 1994 following the historic Oslo accord between Israeli and Palestinian leaders. Between 1994 and 1998 educators from Israel, Palestine, Jordan, Egypt and Tunisia met each summer for two weeks with the aim of getting to know one another, how their respective education systems presented the conflict, and how they as educators could contribute to the peace process. In 1999 the seminar was transformed into a project called Crossing Borders, whose main activities were to take place in the region as much as the situation allowed.

### Crossing Borders: Core Ideas and Assumptions

The Crossing Borders idea is based on the belief that in an increasingly globalizing world, living, working and learning in a multicultural environment is becoming the rule rather than the exception. Thus it is no longer just a useful, but a necessary, life skill for people to acquire multicultural awareness, knowledge, understanding and skills. In order to achieve such knowledge and competencies, it is not enough to just read or debate about other people, cultures and places. It is necessary to meet, interact, learn, work and create/produce together with counterparts across physical, cultural and especially psychological borders. Cross border activities constitute an approach towards conflict prevention, resolution, management, transformation, communication and mutual understanding in a globalizing world. As such, the Crossing Borders concept is not limited to addressing geographical borders, but also other potentially problematic dividers: psychological, gender-related, professional, social, economic and generational, etc.

Geographic proximity, centuries of contact, trade, shared natural resources, increased knowledge, supersonic air transportation, instant communication and material accumulation - all of these have not eliminated misperceptions and other barriers within the world, let alone in the Middle East. Peaceful coexistence, the free meeting of people and cultural exchange and cooperation across cultural boundaries, cannot yet be taken for granted.

This is a serious problem that cannot be ignored, or resolved, at the official level alone. It requires sustained contact, dialogue and cooperation at the grass roots and educational levels, where it can be demonstrated that people on all sides have more in common than what is seen on television and in other mass media. Experiences from around the world have shown that face-to-face dialogue meetings on equal terms do help foster better understanding and mutual respect across borders.

## Reaching the Youth

In terms of the protracted and multifaceted Israeli-Palestinian conflict in the Middle East, top-down political peace accords without popular participation have not been sufficiently effective. For such peace accords to be realized and sustained, they must be inclusive. It is essential to involve the people in the whole process. For an area like the Middle East, where two-thirds of the population is under 25, it is also a matter of justice and inclusive democracy to include the voices of the youth and educators. Youth are the future of society and educators are the ones who primarily prepare the youth for their local and global citizenship development. Another reason for choosing youth as the target group is that they are in their formative age, which makes them more receptive, more open and eager to learn.

For pupils and students, teachers remain the most important multipliers of information, ideas, knowledge, values and attitudes. The aim of the Teachers Program is to develop cross-cultural competencies and networking among teachers. Reaching and training one teacher means reaching many more learners, readers and future members of society. Therefore, choosing teachers and educators is a conscious recognition of education as the key to developing positive citizenship at the local, national and global levels. Through educators, intercultural understanding and respect for the other side can be enhanced and promoted. As educators, members of the target group act as role models for their students and pupils. Their active participation is believed to foster community interest in entering into dialogue with fellow community members from other cultural groups.

The Crossing Borders concept, methods and programs have been inspired by the director's personal experience and professional development in living, studying and working in various multicultural contexts, in combination with the spirit of equality and peaceful co-existence represented in the Danish folk high school system in general, and at the International People's College (IPC) in particular.

### **The Youth Program**

The Crossing Borders Youth Program begins with the annual two-week training courses for a group of 40 young Israeli, Palestinian and Jordanian youth recruited by their local coordinators. The participants receive intensive training in conflict management, intercultural communication skills, basic journalism, and the role of the media. This provides a framework to engage in creative dialogue while living, studying and working together on the production of a magazine. The course concludes with the publication of Crossing Borders Magazine as a concrete end product that the participants can bring home.

One-week follow-up seminars for the summer course participants provide an additional neutral forum to meet and keep in touch, as well as to receive further training in conflict management, communications and journalism. Since its inception in 1999, Crossing Borders has trained approximately 350 young prospective journalists from Israel, the Palestinian Authority and Jordan. Crossing Borders Magazine is now in its 28th edition. Five two-week summer courses at IPC in Denmark and 12 regional seminars in Turkey, Germany and Cyprus have been held as of June 2005.

As an educational framework for recruiting the youth and keeping them active in Crossing Borders, the publication and distribution of the bi-monthly magazine constitutes a vital activity. Written entirely by and for youth in the Middle East, the magazine is distributed to high schools, youth clubs, community centers and other organizations working on and/or interested in the region. One of the most interesting and challenging methods that CB has developed is joint article writing on issues such as the Barrier, checkpoints, suicide bombing, Jerusalem, settlements, and more. Having joint articles published in the magazine encourages joint ownership, responsibility and interest in getting the magazine distributed and read across the conflict divide.

## The Teachers Program

Like the youth program, the basic aim of the Crossing Borders Teachers (Educators) Program is to encourage healthy dialogue and enhance understanding and cooperation among teachers across borders on equal terms. The program includes seminars and workshops in Turkey, uni-national meetings in each sector and two reunion meetings in Jerusalem plus the publication of a teachers manual for general distribution throughout their schools and communities and beyond.

The seminars give teachers opportunities to increase their knowledge, expand their networks, renew their existing skills and acquire the latest cross-cultural competencies together. As the first encounter with participants from the other side, the seminars take place on neutral ground where the participants are able to learn about each other through sharing personal experiences. In order to ensure maximum diversity, participants are recruited from different schools and regions, and balance is sought in terms of gender, religion, age, social background and nationality. The key criteria for selection are based on individual interest in dialogue and cooperation with fellow teachers from other cultures.

The seminars include keynote lectures on core themes in the morning, workshops in the afternoon, presentations and social activities in the evening. Excursions and study tours to relevant educational institutions are included in the program. Furthermore, the participants apply the media skills they learn in writing articles for the educational journal and in the development of teaching modules, simulation activities to be used in their own schools. The teachers have a chance to present their ideas and perspectives to each other. They work together, in pairs and in groups, and present the outcome of their work in plenary sessions. The participants also get a chance to step into each other's shoes to enable them to see issues from different perspectives and through different eyes. The participating teachers are assigned to prepare special lessons on cross-cultural issues of their choice to present to and receive feedback from their fellow teachers from other cultural groups. Generally speaking, participants from the conflict area are looking very much forward to dealing with the "hot" issues. It is important to be ready to facilitate the discussion so that everyone gets the chance to express his or her point of view and to be heard. If participants return home without taking up the hot topics, they may feel as if they have been swimming without getting wet.

## **Regional Workshops**

These workshops provide the teachers with a learning forum to reunite, share information and experience and report back on how they used their experience of the previous seminar(s) in their teaching. They can also discuss what feedback they have received from their students/pupils and social environment. As well, the workshops provide an excellent setting for the teachers to improve the program in light of their experience using it.

## **CB Teachers' Uni-National Meetings**

Local coordinators arrange meetings in their respective sectors for the selection and preparation of participants for the activities. After the participants return from the seminars and workshops, reflection and evaluation meetings are held in the respective sectors by the coordinators. These uni-national meetings function as forums for the teachers to share ideas and perspectives in their own national groups on the overall development of the project. After every meeting, the local coordinators compile reports and send them to all the partners and to the Project Manager to share the information.

## **Reunion Meetings**

Reunion meetings are organized in Jerusalem, and all teachers who have participated in the previous seminars and workshops are invited. The meetings include keynote lectures by outside speakers followed by presentations by the participants themselves. Participants then divide into workshop groups to share information, ideas, experiences and perspectives on the project. Based on their experience with the project, the participants are coached and encouraged to express their hopes and visions for future dialogue activities in the Middle East.

## **First Encounter with the Other Side**

Adequate preparation of the participants before meeting their counterparts is the first step toward a successful meeting. Careful and lengthy selection of the participants is also essential. Among other things, they are prepared for meeting, living, cooperating and engaging in dialogue with people possessing different backgrounds, narratives, perspectives, beliefs and ways of doing things - they need to bring along sharp ears rather than sharp tongues. Culture shock can be expected in such situations.

Participants represent nobody but themselves - therefore they should use “I” when talking, rather than “We”. It is perfectly acceptable to change one’s viewpoints or positions. No final declarations, communiqués, agreements or other accords are issued and signed at the end. They come to meet their professional counterparts as equals to learn mutually from one another. The focus is on issues of common interest and concern for common benefit. The participants are encouraged to bring along information materials, photos and cultural items to share.

On arrival, the participants are welcomed and accommodated in the same building. Those who do not object, share a room with someone from the other cultural groups. After the introduction, the participants are divided into mixed groups to take care of tasks such as clearing and setting tables after meals, and coordinating extracurricular activities.

### **Follow-Up and Remaining in Contact to Mitigate Return Culture Shock**

Upon returning to their communities, the participants face new challenges because they belong to different realities. This sort of return culture shock is particularly problematic for teenagers who go back home after a unique experience with the “enemy”. At this point, the young people have direct contact with their local coordinator and the CB manager to help them cope with returning to the war reality. A week after returning home, the coordinators organize a meeting in the respective national groups to reflect, share experiences and ideas on the seminar experience and its aftermath. As people, especially young people, tend to fear the reaction of their groups more than the “enemy”, they often hesitate to talk about participating in a seminar with people from the other side. They are often blamed for having changed or become crazy. Therefore, it is important to organize a meeting for the entire national group that has participated in meeting the other side. They can discuss, reflect on the experience, and work out strategies to cope with eventual negative reaction from their classmates, peers, etc.

Another effective way of following up on the Crossing Borders Youth Program is the regular meetings held every second week in their national groups, and the reunion meetings that normally take place in Jerusalem for all of the groups. However, the most important fact keeping the participants engaged and active in Crossing Borders is writing in and receiving the magazine every other month. Writing, sending the articles back and forth to and from the coordinators, and giving and receiving feedback on their articles, keeps the participants in constant contact with the project, their coordinators and with one another.

The good news is that crossing the cultural, psychological and social borders through spending a meaningful time with “strangers”, or perceived “enemies”, will make the person more aware and appreciative of his or her own and others’ cultures. The person will possess a larger degree of objectivity after seeing him or herself and his or her own culture through the eyes of the others, and the ability to cope more flexibly with new and seemingly stressful cultural experiences.

As the saying goes, there are no strangers, only friends we haven’t met yet.

## Possible Duplication in Other Contexts

Experience from Crossing Borders demonstrates that joint production and creation can form a perfect framework for bringing different individuals and cultural groups to meet and work together as a team towards common goals. The basic rule is meeting in a neutral space, focusing on common interests and concerns on equal terms, towards achieving a common goal. Elements of gaining relevant knowledge and skills while participants have fun are essential components in successful encounters across cultures. The concept can easily be used for dialogue and integration between different cultural groups as well as other inter/cross/multicultural encounter programs. For such encounters to succeed, the following criteria and principles need to be applied:

- Intercultural communication and integration have to be at least a two-way process that meets respective needs and takes into consideration the mutual fears of both or all of the groups involved in the process.
- The meeting point has to be seen as neutral, safe, stimulating and attractive.
- Traveling and spending time on a camp and study tour will be helpful for integration.
- There have to be useful elements of learning new knowledge and skills immediately beneficial to the participants and their communities.
- The participants must do, create/produce some useful things together for which they feel joint ownership, responsibility and pride.
- There has to be proportional equality between the groups in terms of numbers and education levels, and sufficient common interest/ground on which to build.
- There must be professional, personally balanced, culturally knowledgeable, sensitive, neutral and dynamic facilitators.
- Participants need to have fun and enjoy themselves while they learn together and through one another.

## Contributors to the Crossing Borders Teachers Manual

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