

THE ARAB – ISRAELI CONFLICT

“A history-based simulation”

TEACHER BRIEFING

Background Information

Objectives

This is a simulation designed for a history study course for year 12 students.

In team of two or three, students will run the simulation. Each period, students will act as one specific leader and making decision for their own nation.

The main goal is to maximize the marks by choosing the most accurate decision according to history, over several periods prior to the six-day war.

Main Learning Objectives

Students will learn about:

- The events that happened in the history of conflicts between the Israel and the Arab States.
- Make correct decisions (historically) based on the information provided. In some cases, there are even better choices to make compared to what happened.
- Understand why these decisions were made.
- Work effectively in teams.

Components of the Sim

The simulation consists of the following components:

- The teacher briefing
- The student briefing
- A video introduction
- An introductory quiz to test understanding of the background of the situation.
- A final quiz to test understanding of why decisions were made as they were, and to test students' knowledge about the conflict between these nations.
- Use of the SpreadSims platform at <http://server.spreaddsims.net>

Size of group

- Each team of students runs one identical and independent simulation.
- The recommended number of students per team is three.
- Any number of sessions can be set up to accommodate class size.

Usage suggestions

(including Time to run, Number of periods, How to use etc)

This simulation will run well if used over 1 week (or more) assuming 3 periods of 40 minutes to one hour each.

- **Stage 1: Introduction (The situation room):** One period. The teacher introduces the simulation, shows the video, gets students to register and let them do the intro quiz. The briefing and topic can be studied in advance as part of student's preparation. This can be done individually or as a group.

The intro quiz will cover some key personnel and their attitude toward the "six-day war"; as well as some background information about the previous conflicts between the nations.

- **Stage 2: Main Simulation (The news room):** At least one period. For each rollover, students - in teams of 3 – will be allowed to discuss and do some research before choosing the answer. (Studying can be done as preparation, and further materials can be introduced as htm or pdf links within the simulation). The timing can be adjusted easily to suit teaching schedule. E.g.: If we have 6 rollover and 3 lab periods then students will have approximately 20 minutes per rollover.

The main simulation will cover the decisions made by different personnel representing different nations prior to the start of the war; with informed information.

- **Period 3: De-briefing and post quiz (The debriefing room):** One period. In teams of 3, students will receive the marks from their attempt of the intro quiz and the simulation. They will then use that as a base, combined with the knowledge gained and a final discussion for finishing the final quiz. Student can re-do the main simulation and quizzes at home afterward for revision purpose.

Part of the post quiz will be similar to the pre-quiz to test students' improvement after they have studied the subject. There will be some extra questions to test the new knowledge they were taught during the classes and from the simulations.

Note: In order for students to use the main simulation at home, they will need to download and install the platform from our website. The quizzes can be run independently.

Measures of Learning

The key measures of learning are listed below:

- Score on the intro quiz
- Score on the simulation
- Score on the final quiz
- Score on the paragraph writing
- General satisfaction bonuses on their attitude toward the new study approach