



U.N. Resolution 181 (Partition Plan)

Compromise

90-120-Minute Learning Experience

Before beginning, check out our [Facilitator's Guide](#), which explains how to use this learning activity as a set induction prior to watching the video.

Through gameplay, discussion and observation, your participants will experience different aspects of compromise. They will explore when it is best to compromise and when it is best to hold out for what you believe is right. Participants will come to understand how compromise can impact relationships and future interactions. Your learners will be asked to think about how challenges come with compromise.

Activities (65-95 min)

Supplies:

- "Good" prizes (gift certificates, program swag, joke books, bag of M&Ms, etc.), "gag" prizes (pine cone, bunny ears, dollar tree 'medal,' pipe cleaners, empty balloon, can of corn, etc.), "carnival" prizes (plastic ring/bracelet, small plastic slinky, lip balm, key chain, stickers, etc.), prize container [decorated shoe or shipping boxes, nice gift bags, an empty coffee can, an opaque large envelope or pencil case, etc., funny costume(s) for staff
- Plain paper, pens/pencils
- Colored table cloths (plastic is fine), tables, flip chart/markers or board/dry erase, pencils, copies of the text sheet, copies of the instructions for One Product from Many Ideas, plain paper (per person), pencil with eraser (per person), blank 8x10 canvas [for [example](#)] (one per group of four-five people), paint brushes, variety of paint colors (washable tempera paint works well), paper plates for paint distribution, paper towels, water cups, wet wipes, butcher paper for table covers.

1. Let's Make a Deal (20-30 min)

- a. Prepare all the "good" and "gag" prizes in different kinds of packages. Write out what packages and prizes you'll use for each round (eg. green shoebox with stuffed animal vs. cash box that is empty). This way you'll know where the prizes are and are not.
- b. Before activity time, set up two tables – one table as a staging table that will hold the containers until you're ready to use them, and one table as the show table



where contestants will choose their container. If possible, put a fun, colorful tablecloth on it. You can also have an assistant bring out each container.

- c. Wear funny hats, wigs or costumes.
- d. Have all the participants sit down (they'll be standing with excitement once things get started). Having a clear stage area will help.
- e. Explain the rules and how it all works.
- f. Begin with a staff member serving as emcee calling out for an item (Who can show me a red pen? Who can show me a Nike shoe? A Fossil watch? A dollar bill? A comb? An airpod? etc). Alternatively, the emcee can ask a participant a question: "You'll be the next contestant if you can tell me the name of the current prime minister of Israel!"
- g. Now give the contestant a chance to win a prize. "Cindy, I have here a green box. Now, in this green box there is either a prize for you or nothing at all. Here I have a cash box. The same holds true for this box; either there is a prize for you or nothing at all. Which box would you like?" After Cindy chooses and before she opens it, the facilitator tries to buy the box back by offering the contestant a "carnival" prize. Not too many participants will go for that; see if they will negotiate (compromise) for more "carnival" prizes for their box. Either way, don't have them open their box until the end.
- h. Continue getting different contestants by answering trivia knowledge or producing items. At each round, negotiate with them for known "carnival" prizes, asking them if they want to trade packages with each other, seeing if they want to choose one on-stage package for another, or trading packages for a carnival prize that belongs to someone else. At some point, ask two of them if they want to go in together and trade in their "smaller" packages for a shared bigger box. Use different strategies to encourage negotiation, trade, compromise, collaboration between the different contestants and between contestants and the emcee. At some points, have the emcee turn down a negotiation or two.
- i. Continue until you are out of prizes or time has run out.
- j. Have everyone open their packages at the end to see what they reveal.
- k. Discuss:
 - i. In what ways did negotiation, trade, compromise, and/or collaboration emerge during the game?
 - ii. Did you always get what you wanted when trying to negotiate? How did it feel if you didn't?
 - iii. What language was used to get people to negotiate/compromise/trade? How did people talk to each other in those moments? What was the tone? What phrases were used? (Record this on a flip chart or board.)
 - iv. How is "risk" a part of compromise and negotiation?



- v. Is there any way in this game for everyone to get 100% of what they want? Why or why not?

2. Sentence-Starters “Scategories” (15-20 min)

- a. Break the group into pairs or triads.
- b. Give them plain paper and pens/pencils.
- c. Have them brainstorm a list of ways someone could start a conversation in which they are looking for a compromise from others. (6-8 min)
- d. Bring the group back together and, with one group at a time, have them share ONE of the ideas on their list (record it on the board/chart).
- e. If any of the groups have that idea on their list, they have to cross it off.
- f. Keep going, one group at a time, recording all new ideas on the board/chart and other groups crossing off from their own lists if it’s the same.
- g. At the end, have each group count how many original ideas they have. This is the “winning” team.
- h. Discuss:
 - i. If we were going to rank these ideas as most effective, which would be our top three and why? (Encourage people to “make the case” for which they prefer and allow for negotiation and compromise within the group.)
 - ii. Why is it effective to think ahead about what you are going to say when entering into a compromise?
 - iii. How important is “what you say” and “how you say it” when trying to collaborate with others in a negotiation?
 - iv. Which of these ideas on the board/chart do you think would be the least effective and why?

3. One Product from Many Ideas (45-60 min)

- a. Set up square or rectangle tables with 4-5 chairs at each. Cover the tables with butcher paper. Place water cups (for paint brushes), plain white paper, a canvas, a text sheet, an instruction sheet, and pencils on each table. Have the participants sit at the tables.
- b. Display this text: “Faithfulness and truth meet; justice and well-being kiss”
אֱמוּנָה וְאֵמֶת נִפְגְּשׁוּ; צְדָקָה וְשִׁלּוּם נִשְׁקָו (Psalms 85:11).
- c. Instructions for the table: Read the text out loud and then discuss:
 - i. What is the piece of text describing?
 - ii. What is the first image that comes to mind?
 - iii. Go around the table and ask for one-word associations
 - iv. How does this text make you feel? What is the tone of the text?



- d. Hand each person a blank piece of paper and a pencil. Instruct them to take about 5 min to sketch an image about this text (it can be modern or ancient, literal or metaphorical).
- e. Go around and have participants share what they drew. (30 sec per person)
- f. Elect one person at each table to be the master drawer. That person should make a composite drawing that takes at least one element from each person's drawing to make a master sketch on a blank paper. (5-7 min)
- g. Once s/he has completed this, participants should go to the art supply table and get their brushes, paints, etc.
- h. Have them work as a group to transfer their collective drawing to the canvas and then paint it. (Hint: have the master drawer sketch it first, then work together to paint it.) (20-30 min)
- i. As groups finish, have them clean their space and bring their painting to a central location.
- j. Allow a few minutes for everyone to view all of the completed pieces.
- k. Discuss:
 - i. What was this text about? (negotiation, trust, compromise, collaboration, right-ness)
 - ii. In what ways did you have to compromise in order to complete the final piece?
 - iii. Did you use any of the phrases from our board/chart in order to enter into negotiations?
 - iv. Did you have to give up "meaning" you interpreted, or did you have to give up "interpretation" as you drew it? Both? Neither?
 - v. What did it feel like to have your ideas rejected? What did it feel like to have your ideas accepted?
 - vi. Does your group feel as though your final piece represented every person in the group? Why or why not?
 - vii. How do you feel about what you produced? Do you think it is better in any way because it represents many ideas vs. if each of you created your own final piece? How?

Processing: Grade 8-Adult (10-15 min)

- When compromising, is there a way for everyone to get what they want? Why or why not?
- What should be the goal of compromise?
- On a scale of 1-10, if each person (or party) involved is only happy at a rating of 2, has a good compromise been reached? Why or why not? Is it possible for everyone to get to a 10? Why or why not?



- What is “lost” when people compromise and don’t stand firm by their conviction/idea/plan?
- Is there ever a time when you think it is better for someone (or a group) to walk away from the negotiation rather than compromise and lose something important to them?
- Is it worth losing a little in order to get people together around one agreement? Why or why not?
- What role does “selfishness” and “ego” play when negotiating for compromise? How can we work to set those aside when we enter into the conversation?
- The Jewish concept of *shalom bayit*, peace in the home, is often centered on compromise. In what ways is this manifested in your own home? When do you need to compromise?

Additional Processing: Grade 11-Adult

- Think of a time when you entered into a tough negotiation. How did you approach the conversation? Did you have a “best-case scenario” plan in your mind before entering into it?
- How is negotiating with someone you trust different than negotiating with a stranger or an adversary?
- What risks do we take (emotionally, intellectually, with our integrity) when we compromise?
- The Talmud in Tractate Sanhedrin discusses the option of a court suggesting a compromise (“peshara”) to two parties rather than enter into a legal battle with one winner and one loser. What do you think of this suggestion? Is compromising preferable to a clear court ruling? Which is more “fair”? Which is more “right”?

Video Viewing and Post-Video Reflection (15–20 min)

After doing these learning activities with your participants, watch the [video](#) together. Then use these discussion and reflection questions for a final conversation and wrap-up to the program.

- The land that the Jews were offered was largely desert and excluded areas of religious and historical significance. Ultimately, why did they accept the UN plan despite this?
- How might the events like the Peel Commission and UN Resolution 181 and its aftermath have planted the seeds for the ongoing Israeli-Palestinian conflict?
- Imagine being alive in 1947. As a Jew, what would the Partition Plan have meant to you? In the 21st century, how can you internalize a deep appreciation for Israel?
- Imagine being alive in 1947. What do you imagine the Arabs living in the land were feeling at the time of the Partition Plan? Can you empathize with their feelings, or is this too foreign and difficult to process?