



U.N. Resolution 181 (Partition Plan)

Compromise

40-60-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. The learners will be asked to think about how challenges come with compromise.

Activities (20-30 min)

Supplies: Copies of the Compromise Quad below; pencils/pens; scenarios printed on strips.

1. Compromise Quad (5-7 min)

- a. Hand out the Compromise Quad below and discuss:
 - i. Which of the following is the most selfish?
 - ii. Which is the most selfless?
 - iii. Which makes the most amount of people feel good?
 - iv. Which makes the least amount of people feel good?
 - v. Which is the most difficult to achieve?
 - vi. Which is the most difficult to live with at the end?
 - vii. What should be our ultimate goal?



Compromise Quad:

<p>We find a creative solution so we both/all get most/all of what's important to us.</p>	<p>I get what I want, but the other person/people doesn't/don't get anything they want.</p>
<p>The other person/people get what they want. I don't get what I want.</p>	<p>We spend the entire time arguing and neither/none of us get what we want.</p>

2. Sentence-Starters for Possible Compromise (3-5 min)

- a. Have different participants read these sentence-starters aloud:
 - i. I see your point. However, could you consider...
 - ii. I believe that isn't totally accurate. Remember that...
 - iii. I would like it if you could try to see it from my point of view.
 - iv. I understand what you're saying. However...
 - v. Imagine for a moment that...
 - vi. How flexible can you be on that?
 - vii. I'm ready to agree if you can...
 - viii. If I agree, would you be willing to...?
 - ix. We would be willing to..., provided that...
 - x. Is there a compromise that you could offer that we could examine together?
- b. Ask the group to brainstorm any others they think should be added, and encourage participants to write them down on their sheets.
- c. Discuss:
 - i. What overall tone do these sentence-starters represent? Is there a Jewish value that you might associate with this? (*kavod* - respect; *kavod habriyot* - dignity; *peshara* - compromise)
 - ii. How is having a plan when you enter a negotiation/compromise important?



- iii. How is “how you say it” important here vs. “what you say”?

3. Role Play Scenarios for Compromise (12-20 min)

- a. Divide the group into five sub-groups.
- b. Give each group one of the following scenarios.
- c. Depending on the number of “parties” in the scenario, have volunteers agree to act out the parts in their small groups until a compromise is reached (no coaching from non-actors).
- d. Encourage the actors to use the sentence-starters when trying to reach a compromise.
- e. Have one person in each group be prepared to report the scenario and the resolution that was reached in their group.

Scenarios:

- You are a student who hasn’t been putting in your best effort at school and has been grounded for two weeks from all outside activities (soccer team, youth group, social time with friends). At the end of two weeks, you know you have improved at school, but your mother/father doesn’t feel that you have done enough. Is there a compromise? How can your efforts be recognized while still acknowledging the needs of your parents?
- You are an exchange student at an English school in Europe for 3 months. You’d like your parents to send you some more spending money. You are texting back and forth with them, trying to come up with an amount they will agree to, but they feel that you are spending too much money on frivolous things. Come to a compromise. How can you get an increase in your spending money while still respecting their limits?
- You and your friends have agreed to spend Saturday night together hanging out. One of you wants to go bowling, one of you wants to play video games at a local arcade, and one of you wants to go out for a fun pizza dinner. If you don’t come to a compromise, everyone walks away frustrated and spends the evening alone.
- You are visiting your aunt for the weekend – she lives out of town and you are excited to fly there and be without your parents for the weekend. When you land, she bombards you with all the plans she’s made for different site-seeing experiences – most of them museums. You don’t want to hurt her feelings because you know she’s planned a lot, but museums aren’t your thing and you’d rather take in a baseball game, go to an amusement park and hit up the batting cages. Can you find a compromise that will give both of you a weekend full of fun and meaningful memories?
- You are assigned a group project at school. The teacher has outlined four parts of the project and there are four of you on the team. At your first group meeting, it turns out that no one wants to be the person who types up the written report and everyone wants to be the one to take photos for the project. The other tasks include internet research and interviewing a local expert. No one is budging and you all can’t afford an F on the



project. What compromises can be made so the project gets completed but no one is stuck solely doing a task they don't enjoy?

- f. Bring everyone back together and have each group report on their scenario and what compromise was reached. Using the Compromise Quad, decide as a whole group where it would fall in the quad.
- g. Ask for feedback from the entire room for each of the scenarios on other compromise solutions that may have been reached.
- h. Discuss:
 - i. In what way did having the sentence-starters help you in your negotiation to compromise?
 - ii. Can a few of the actors share what they had to "give up on" in order to reach a resolution? How did that feel?
 - iii. Can a few of the actors share what points they "won" in their compromise? How did that feel?
 - iv. If you didn't act, but observed, what did you learn? What would you have done differently than your actors?
 - v. What role did "ego" and "selfishness" play in these scenarios?
 - vi. What role did "creativity" play in the problem-solving toward compromise?

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

- What is easy about compromise? What is difficult?
- If you have to give up on one of your core beliefs/values for the sake of compromise, is it worth it?
- Is there a situation you can imagine in which everyone is 100% happy with a negotiated compromise? Why or why not?
- How can we check in with ourselves to see if we are feeling ok during phases of a compromise – what might we say to ourselves?
- What is the benefit of going into a compromise with a "best case scenario" and a "deal breaker" idea already in your head? What is the down-side of walking in with preconceived ideas?
- When you enter a negotiation, do you tend to enter brave or timid? With high expectations or low expectations? How might these impact the outcome?
- How important is it to try to see the negotiation from the viewpoint of others in order to reach a healthy compromise?
- 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

- How might the way we respond to rejection be important in learning how we approach compromise?
- Can you share a scenario in which you compromised for the greater good but walked away feeling personally defeated?
- What is the greatest risk you have taken for the sake of compromise (meaning, it isn't a big risk to negotiate where to go to dinner one night, but it is a big risk to negotiate salary for a job)?
- 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?