

ARAB-ISRAELI CONFLICT MIDDLE EAST SIMULATION

MANUAL FOR STUDENT PARTICIPANTS AND FACILITATORS

WINTER 2023

**The Interactive Communications and Simulations
Group at the University of Michigan**

AIC Website created by Jeff Kupperman

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***Sponsored by the University of Michigan School of
Education & The Center for Middle Eastern and North
African Studies***

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Arab-Israeli Conflict/Middle East Simulation

The Arab-Israeli Conflict Simulation (AIC) is a political and diplomatic role-playing exercise. Its purpose is to immerse participants in the dynamics of national and international politics — and thereby help them to become aware of the complex nature of political reality. AIC enables participants to experience actively, rather than observe passively, complex political activity. The goal is to make learning both profound and enduring.

AIC has been the mainstay of the Interactive Communications & Simulations (ICS) Group of the University of Michigan School of Education for since ICS was founded in the early 1980's. Its origins, at the university level, go back to the mid-1970's. Throughout its history the simulation has evolved—its structure has been altered, its composition contracted or expanded, and its technical "delivery" system changed.

The simulation is composed of as many as 20 three-person teams, representing stakeholder nations and political groups. All of the roles represented in the simulation are very high-level governmental or political figures and are current—or in a few cases, contemporary—office holders. Therefore, the simulation is based on the highly dynamic, and dramatic, context of the current reality.

During the simulation participants will be involved in five types of activities. First, they will be working face-to-face with their fellow teammates, within their respective schools, doing research, discussing strategies and tactics and so forth. Second, each country team is responsible, at the outset, for collectively submitting a **strategic goals statement**. Third, they will individually be sending and receiving private diplomatic communications, known as **communiques**. This private communication will constitute the bulk of the web-based communication activity of the exercise. Each participant has a subset of foreign diplomats with whom communiques may be exchanged—their communications matrix. Fourth, they will be posting Press Releases, which is the primary means for public communication within the simulation. Finally, they will be submitting Action Forms, which are the means through which teams make things happen within their world. The three types of web-based communications— Communiques, Press Releases and Action Forms—in essence constitute the Arab-Israeli Conflict simulation.

We have structured the activity into several phases to help you overcome some of the difficulties that may arise due to the unfamiliarity of the activity.

Phase One (2 weeks) has one simple purpose—to ensure that the several individual Arab-Israeli Conflict simulation exercises that are mounted during Phase Two are as effectively organized as possible.

Phase Two (10 weeks) is often referred to as the simulation proper. When Phase Two begins, participants should have an understanding of all of the parts of the

activity (technical and procedural) and how they fit together, and should be able to use these tools to pursue their own personal and team objectives. In the simulation, participants are to pursue their interests as they understand them, while staying in role. That means that each participant should represent with fidelity his or her particular character. Participants should not act as they themselves would if they were in high political office. Rather, they should act, to the best of their ability and in accordance with their understanding, as their particular character would.

Phase Three (1 week) is considered by some to be the most important period of the activity. In this debriefing phase, you will discuss what you experienced with the other participants and explore what happened or did not happen. You will also be able to find out about the real people that were playing each of the characters.

Navigating AIC: The Basics (created by Chia-Ju Lee)

Navigating the Arab-Israeli Conflict Simulation



AIC Rules



The Arab-Israeli Conflict Simulation (AIC) is a political and diplomatic character-playing exercise. Here are several major ways for you to proceed in the simulation.



Strategic Goals

At the beginning of the game, each team needs to submit a strategic goals statement to their NSA for approval. These goals should outline what your team wants to achieve during the simulation.



Communiques-What are they?

Communiques are tools for private communication. Each leader can send private communiques to members of other teams. But not every country is on your communication matrix.



Communiques-How they work

There are two methods to communicate with an individual who is not on your matrix: A team member who is in contact with that individual can serve as the messenger, or a participant on another team can serve as an intermediary.



NSA



Game Mentor

Strategic Goals, Press Releases, and Action Forms all need to be submitted to the NSA (or, in the case of the action form, to the Game Mentor) for approval before they get posted in the game.



Student Diplomat



NSA

Weekly reports need to be submitted to NSAs. The primary purpose of the Weekly Report is to outline for the NSA what the team has been doing, how their actions align with their goals, and what they plan to do in the coming weeks.



Student Diplomat



NSA

Please allow two weekdays for NSAs to respond to your press releases, action forms, weekly reports or any other messages.



Updates

When press releases or action forms are approved, they become part of the reality of the simulation through being announced by the Game Mentor as updates on the main page of the site.



Press Release

Press releases are a team's public voice in the international community. They can be used to make proposals to other countries, state a country's position on matters of public import, and to persuade other nations for support.



Action Forms

Submitting action forms is a mean to make things happen. They need approval from the Game Mentor before becoming part of the reality of the simulation.



It is absolutely against the rules of the simulation to speak—write a message or press release—in someone else's name. It is the responsibility of each member of each country team to maintain the individual integrity of all roles.



Once the game starts, events that happen in real life do not automatically occur in the simulation.

Advice for Student Diplomats



1. Be active. Align any action and decisions made in the game with your strategic goals.

How?

Check for updates by at least signing in twice a week.

Why?

It is vitally important that you get your opinions out there, and that you push back on any ideas or opinions that may be counter to your nation's interests.



2. For public communications, you should be thinking about the "audience" that you are writing for.

How?

Who is what you're saying meant to impress or persuade? How are you "spinning" your statements so as to put yourself and their allies in the best light, and those who oppose you in the worst?

Why?

If you know the audience and purpose you are writing for, the statements you make will help you make a good impression on the public, and give you an edge over your opponents.



3. Have communication with different countries.

How?

Use the communiques function. Don't forget the rules, but try to make connections with countries who are not on your side.

Why?

Get their help with achieving your goals since you cannot proceed in the game without help from other teams.



4. Be aware of time management; the game ends faster than you expect.

How?

Bear in mind the strategic goals you wrote at the beginning of the game. Try to track how much progress you've made towards achieving these goals.

Why?

Managing time well can help you get more goals achieved.



5. Regularly read and reply to communiques, press releases and updates.

How?

Check for updates by signing in at least twice a week.

Why?

You won't miss any important messages from other teams or from your NSA. Being on track in the game helps things proceed more smoothly.



6. Keep thinking about how your goals could serve the interests of other nations.

How?

Understand relationships among different countries by researching and reading background information. Know who shares similar or contradictory goals with you.

Why?

Having support from other nations helps you get your goals accomplished more easily.



7. Stay in character all the time.

How?

Read the background information so you know what beliefs your character holds and who your allies are.

Why?

When you stay in character, you know how to respond to updates and messages in the game. Also, you can more effectively interact with other teams, and you know who shares similar views.



8. Write like a journalist and leader.

How?

Proofread your writing and your communiques. Think carefully about word choice and check for typos and grammatical errors.

Why?

Gain respect, make a good impression on the public, and avoid misunderstandings.

Using the AIC Website as a Character

1. Logging in

After teams are assigned, you will receive via e-mail a login name and password that gives you access to the site where you'll be able to find an ID (**Login Name** and **Password**) for each character on your teams. Students should go to the gateway page: <https://aic.icsmich.org/> and use their ID to LOG IN. Once a student character logs in, the site remembers who they are until they log out. When you log in, you will automatically be sent to the proper game. **Please be sure to log out and quit your browser at the end of every session.**

2. Latest updates

The latest update from the mentors will appear when you log in. To view past updates, follow the link to the archives (look for UPDATES under the READ tab).

3. The scenario

To view the scenario, click the "scenario" button under the READ tab. The scenario is the same for all games and does not change during the course of the simulation.

4. Private Communications

Clicking the "communiques" button allows you to **start a new private conversation** with other characters on your communications matrix. Each character has a pre-set group of characters with whom they can communicate privately. Characters can also contact their mentor and NSA via their *communiqués* link under the **messaging** tab. Each time you start a new private conversation by clicking on the *compose* link, you will have the option to include any or all of the characters on your matrix. **Starting a new private conversation** is equivalent to starting a discussion among each of the members in the group, and these discussions can be sustained indefinitely. These discussions stay as links in your **communiques** space, and they can be returned to or continued at any point.

5. SUBMITting Work

Press releases, action forms, weekly reports, and strategic goal statements can all be submitted and viewed under the SUBMIT tab. Mentor comments on action forms, weekly reports, press releases and strategic goal statements can be viewed here also.

6. *Dossiers*

Character and country profiles, historical documents, and other background information can be found by clicking the "**Dossiers**" button (found under the **read** tab).

7. *Debriefing forums*

Students should do their online debriefing by clicking the "debriefing" button and going to our wiki site.

Using the AIC Website as a Facilitator

1. *Logging in*

Before Phase 1 begins, facilitators will be given a facilitator login and password to access the AIC gateway page at: <https://aic.icsmich.org/>.

2. *Viewing postings to and from your characters*

By clicking on the "**Facilitator Page**" link, you can view communiques, press releases, action forms, and other postings sent or received by characters on teams assigned to you. You can also view updates and press releases visible to all participants in each game. *If you have teams in more than one game, you'll find links at the top of the page so that you can access the particular game that you are interested in.*

3. *Dossiers*

Character and country profiles, historical documents, and other background information can be found by clicking on the "Dossiers" button. The content here is the same as the content students can access via the character login.

Questions and Answers about using the AIC Website

What sort of browser do I need?

As of right now, Firefox (Windows and Mac) is (to the best of our knowledge) fully supported, as is Google Chrome. As far as we know, fairly recent versions of IE for Windows also work well (though the layout doesn't appear as nicely). For Mac users, Safari does not yet support the visual editor for creating press releases, etc. It does degrade nicely, however, and you can enter your data as plain text for now. ***Internet Explorer for Mac users is considered a "dead" browser and is not supported.***

Known bugs: when you're using the visual editor, you can't erase until you type something, which is a problem when you already have text there; and there MAY be a problem with caching discussions and the like on some browsers. (We think we've fixed them, but you never know.) If you're on IE for Windows, you may want to set your browser to load a new copy of every page whenever you visit it. (For most IE users, this means going to the menu bar and selecting Tools > Internet Options > Settings, then selecting "Every visit to the page." Just in case, right?)

How do I get to the site?

Go to <https://aic.icsmich.org/>. Enter your login name and password, and you will be taken automatically to the proper game. Facilitators and mentors have their own login names. CAUTION: Once you put in a user name and password, it can stay active as long as you keep your browser open. To keep strangers from doing things under your name, be sure to quit your browser once you are done working on the site.

How do I have a private discussion with another character?

After you have logged in as a character, from the AIC main page, click the button labeled "Communiques." This will bring you to your "message box," where you can send and receive messages, or access your sent mail.

Where is the communication matrix?

Who can communicate with whom in AIC is determined by a "communications matrix." The matrix is now "behind the scenes"; each character can view the characters with whom they can communicate privately by looking at his or her page for sending communiqués.

What does it mean to "save" a message without sending?

If you are working on a message (or a press release, action form, strategic goals statement, or Weekly Report) but need to stop in the middle, you can save the

message for editing later, without sending it. Once you send a message, you cannot edit it, but you can view it by clicking on the “Click here to read your own previously sent communications” link.

Where do I send my strategic goals?

There is a form under your **Submit** tab for submitting strategic goals—one goals statement per team. One member of your team should submit the goals statement. Please use the form under your **Submit** tab —don’t send your goals as a communiqué. Strategic goals are confidential, and are seen only by your mentor and NSA, so they should state your teams' real goals and interests.

How do I submit a press release?

Under **Submit** select “Press Release,” and fill out the form.

What’s a Weekly Report?

Each Friday, one member of your team must submit a **weekly report** on your team’s activity over the past week to your NSA. There is a form under your SUBMIT tab to do so.

How do I submit an action form?

On your main page under **Submit** select “Action Form” and fill out the form. Action forms are seen only by your mentor and NSA. Be sure to check your submitted forms later for comments from your mentor.

What happens to action forms after I submit them?

A mentor will respond to your action form as soon as possible, usually within 48 hours of its submission. Look under "previously submitted action forms" to see if it was approved or rejected, and read the mentor's comments carefully. Approved actions (unless you specify that they are secret) will be announced in the latest update.

How do I contact my mentor?

You can send a message to your mentor as a communiqué. (See “How do I send a message to another character,” above.) Your mentor is on the “to” checklist along with the other characters you can communicate with, along with your NSA.

LIST OF CHARACTERS

Click on DOSSIERS for Character Profiles

BRITAIN

Prime Minister	Rishi Sunak
Foreign Secretary	James Cleverly
Secretary of State for the Middle East	Amanda Milling
Reporter: Robert Fisk	

CHINA

President	Xi Jinping
Foreign Minister	Wang Yi
Senior Foreign Policy Advisor	He Wenping
Reporter: Claudia Mo	

EGYPT

President	Abdul-Fattah el-Sisi
Prime Minister	Moustafa Mabbouly
Foreign Minister	Sameh Shoukry
Reporter: Bassam Youssef	

EUROPEAN UNION

EU Foreign Minister	Josep Borrell
EU President	Ursula von der Leyen
President of the Council of Europe	Charles Michel
Reporter: Susi Dennison	

FRANCE

President	Emmanuel Macron
Prime Minister	Elisabeth Borne
Foreign Minister	Catherine Colonna
Reporter: Nicolas Henin	

IRAN

Ayatollah	Seyyed Ali Khamenei
President	Ebrahim Raisi
Foreign Minister	Hossein Amir-Abdollahian
Reporter: Marzieh Rasouli	

IRAQ

Prime Minister	Mohammed Shia al-Sudani
President	Abdul Latif Rashid
Sadr Movement Leader	Moqtada al-Sadr
Reporter: Hiwa Osman	

ISRAEL

Prime Minister	Benjamin Netanyahu
Strategic Affairs Minister	Ron Dermer
Finance & West Bank Settlements Minister	Bezalel Smotrich
Reporter: Danny Ayalon	

ISRAELI PEACE CAMP

Civil Society Leader
Hadash Party Leader
Former Head of Secret Service
Reporter: Amira Hass

Tzipi Livni
Ayman Odeh
Ami Ayalon

JORDAN

King
Prime Minister
Foreign Minister
Reporter: Rana Husseini

Abdullah bin-Hussein
Bisher Al-Khasawneh
Ayman Safadi

LEBANON MARCH 14 COALITION

Lebanese Forces Leader
Lebanese Druze Leader
Future Party Leader
Reporter: Michael Young

Samir Geagea
Walid Jumblatt
Saad Hariri

LEBANON HEZBOLLAH COALITION

Prime Minister
Hezbollah Leader
President
Reporter: Rami Khouri

Najib Miqati
Hassan Nasrallah
Michel Aoun

PALESTINIAN HAMAS

Hamas Political Leader
Hamas Gaza Leader
Hamas Senior Leader
Reporter: Ali Abounimah

Ismail Haniya
Yahya Sinwar
Khaled Meshaal

PALESTINIAN FATAH

President--Palestinian Authority
Prime Minister--Palestinian Authority
Prisoner's Movement Leader
Reporter: Daoud Kuttab

Mahmoud Abbas
Mohammad Shtayyeh
Marwan Barghouti

QUARTET

Quartet Head of Mission
EU Representative to Quartet
UN Emissary to the Middle East
Reporter: Wendy Kristianasen

John Clarke
Susanna Terstal
Tor Wennesland

RUSSIA

President
Prime Minister
Foreign Minister
Reporter: Mikhail Zygar

Vladimir Putin
Mikhail Mishustin
Sergei Lavrov

SAUDI ARABIA

King
Crown Prince

Salman bin Abdulaziz
Muhammad bin Salman

Foreign Minister
Reporter: Qenan Al-Ghamdi

Faisal bin Farhan

SYRIA Government

President
Foreign Minister
Vice President
Reporter: Ruaa al-Jzaeri

Bashar al-Assad
Feisal Mekdad
Farouk al-Sharaa

SYRIA Opposition

Commander in Chief—Tahrir al Sham Abu Mohammad al-Julani
Commander in Chief--Syrian Democratic Forces Mazloun Abdi
Defense Minister--Syrian Interim Gov't Salim Idris
Reporter: Zina Yazli

TURKEY

President
Foreign Minister
Senior Policy Advisor to the President
Reporter: Sedef Kabas

Tayyip Erdogan
Mevlut Cavusoglu
Binali Yildirim

UNITED STATES OF AMERICA

President
Secretary of State
Head of US Agency for Int'l Development
Reporter: Alexander Marquardt

Joe Biden
Anthony Blinken
Samantha Power

Team Pairs

The characters in the Arab-Israeli Conflict Simulation are the current —or in a few cases, contemporary —holders of the offices in their respective political systems. Participants who are "playing" contemporary figures—those who are no longer in office—should do so with the same conviction they would if their character were still in office.

TEAM PAIRS

Schools are assigned pairs of teams. Teams with like letters are typically paired together (*Pair J is usually not used*). The pairs are as follows:

A	Egypt	and	Iran
B	Israel	and	Turkey
C	Jordan	and	Russia
D	Syria Government	and	Britain
E	Palestinian Fatah	and	Palestinian Hamas
F	Saudi Arabia	and	European Union
G	United States	and	France
H	Lebanon-March 14	and	Lebanon-Hezbollah
I	China	and	Iraq
Additional Teams: <i>Israeli Peace Camp, Quartet, Syrian Opposition</i>			

Time Schedule of the Arab-Israeli Simulation

I. Phase One (2 weeks) January 30— February 10, 2023

During Phase One, Facilitators will have a number of tasks to undertake. As soon as Facilitators have accomplished these tasks, their student participants will be ready to receive team assignments. Assignments will be made as early during the second week of Phase One as possible. Assignments may not be received until the beginning of Phase Two—the third week of the exercise.

During Phase One student Participants should devote themselves to:

- » Mastering the simulation environment
- » Mastering the Technical Systems
- » Familiarizing themselves with the substantive materials on the Arab-Israeli conflict.

Following receipt of Team assignment(s), participants should:

- » Thoroughly explore their individual and team roles
- » Develop clear team (and individual) strategic goals—goals that should guide them throughout the simulation

SIGN-ON TWO TIMES PER WEEK

II. Phase Two (9 weeks) February 13—April 14, 2023

- » Finalize and then pursue individual and group goals
- » Fully utilize all simulation options

SIGN-ON EVERY DAY

III. Phase Three (1 week) April 17—April 21, 2023

- » Debriefing
- » Reflect on the AIC experience

SIGN-ON ONE OR TWO TIMES

Phase One — 2 weeks

SIGN-ON TWO TIMES PER WEEK

Phase One has one simple purpose—to ensure that the several individual Arab-Israeli Conflict simulation exercises that are mounted during Phase Two are as effectively organized as possible.

Over the years one problem has bedeviled the Arab-Israeli Conflict simulation—that of non-participation, or less than adequate participation, on the part of the students in some schools. A number of strategies have been developed and employed to address the problem and with considerable success. Nonetheless, the problem has continued to damage the success of some of the exercises. We hope that this term non-participation and inadequate participation will not occur.

During Phase One, facilitators are asked to send a message to **Jeff Stanzler** — stanz@umich.edu — in which you provide the following information:

- • The **number and grade level** of your student participants
- • Describe the **place of the simulation** in your school:
 - *The entire focus of the course*
 - *The course has other elements but the simulation is a central component*
 - *The simulation is an add-on to a course*
 - *The simulation is an extra-curricular activity*
- • Indicate the anticipated **activity level** of your student participants:
 - *Highly Active—messages to be uploaded 5 days a week.*
 - *Active—messages to be uploaded 4 days a week.*
 - *Moderately Active—messages to be uploaded 3 days a week.*
- • Let us know the **number of pairs of teams** desired.

Schools will be assigned pairs of teams with 3 characters each. Please indicate the number of team pairs that you would ideally like to have. On this, do not feel bound by the number of teams you registered for on the ICS Registration Form. Additional team pairs—in addition to the number requested on the ICS Registration Form—are complementary, but cannot be guaranteed. If more than one team pair is requested, please state whether you want them in the same simulation exercise or not, and please also indicate any **preferences** you have with respect to the **team pairs** you would like your students to represent in the simulation.

The following are the current country team pairs:

A	Egypt	and	Iran
B	Israel	and	Turkey
C	Jordan	and	Russia
D	Syrian Government	and	Britain
E	Palestinian Fatah	and	Palestinian Hamas
F	Saudi Arabia	and	European Union
G	United States	and	France
H	Lebanon-March 14	and	Lebanon-Hezbollah
I	China	and	Iraq

- Finally, let us know your school's **vacation schedule** during Phase 2. Please let us know when your students will be "out of the game" for more than a couple days.

Phase One (2 Weeks) Participant Responsibilities

During Phase One, and indeed throughout the exercise, participants will be engaged in the activities listed below. With the exception of the short Phase One period, it is within the simulation environment that these activities will take place. There will be no preparation prior to the simulation. Rather, the simulation will drive and guide participants' preparation.

- » Mastering the simulation environment
- » Mastering the Technical Systems
- » Familiarizing themselves with the substantive materials on the Arab-Israeli conflict

Following receipt of their Team assignment(s), student Participants should:

- » Thoroughly research and consider their individual and team roles
- » Develop clear individual and team strategic goals—goals that should guide them throughout the simulation

Assignment of Characters


The general pattern in AIC is that one or two students take on the responsibility of "playing" each character. At a minimum, one student must handle each role. Veteran facilitators would disagree on what the maximum optimal, or possible, number might be.

Facilitators and student participants should take great care when organizing their country teams and assigning roles. At first glance, the roles of kings, presidents and prime ministers, as well as other generally well known characters, will seem to be the most desirable to take on. However, two points should be remembered in this regard. First, figures of less apparent stature frequently play a more

important and active role in a particular area of foreign (or domestic) affairs than do national leaders. Second, our experience demonstrates that, in AIC, "students maketh the role," and not the other way around. Please make role assignments carefully.

Additional Roles

Two integral elements of the simulation are PRESS RELEASES and ACTION FORMS. Both of these can be more fully utilized by a team if one or two participants (who preferably do not have one of the three character roles) are assigned the duties of Reporter or Action Form Preparer. Both Press Releases and Action Forms take time and thought to prepare properly. Having participants who are specifically responsible for these activities will greatly help the team take full advantage of these two important communication media. In all political systems there are many more than three individuals who are involved in the foreign policy process related to the Arab-Israeli conflict. One "set" of such roles that a school may want to include as a part of the domestic aspect of the simulation exercise — because the school has more student participants than AIC roles — is that of Foreign Ministry Desk Officers. Such an officer is a country specialist who compiles information on, and may make policy recommendations regarding, a particular country or countries. A school may well be able to creatively integrate a good number of students into AIC in the roles of Desk Officers.



Phase Two (9 weeks) Participant Responsibilities

SIGN-ON EVERY DAY

During Phase Two, participants should regard themselves as full-fledged high-ranking government officials who are pursuing their individual and national goals. This means the following:

- » Participants should act realistically. They should keep in mind what James MacGregor Burns has written: "The hallmark of most leaders in most cultures . . . (is) prudence, calculation and management."
- » Participants should be guided by their strategic goals (see "Strategic Goals" below.)
- » Participants should be **ACTIVELY** engaged at all times.

Participants should view themselves, and therefore act, as the counterparts of their real-world selves. They should act with the same degree of maturity and sophistication as political officials do.

Realism —staying in role— should be the watchword of all participants.

Participants will be involved in the following activities during the simulation:

1. Sending and receiving Communiques.
2. Submitting and revising Press Releases.
3. Submitting Action Forms.
4. Submitting Weekly Reports


In addition, on an ongoing basis, participants will be engaged in discussion and debate within their respective country teams on a face-to-face basis.

Strategic Goals

The first order of business that participants should attend to in Phase Two is defining their strategic goals—those goals that will guide them, should guide them, throughout the simulation. Most of the time, political leaders pursue relatively stable and consistent political objectives. (It might be added that so too do most people in their work-a-day and personal lives). Political leaders pursue what might be called "national" goals—ones that often remain more or less constant regardless of who the individual leader of the country may be. Such constancy may often survive major political upheavals and even revolutions. Political leaders also pursue what might be called "personal" goals. Please see the section on **Strategic Goals Statements** for more details about writing and submitting strategic goals.

By the end of the first week of phase two—at the very latest—the members of each team should submit their strategic goals. These goals guide participant activity throughout the simulation.

Weekly checklist of activities during phase two:

- » Keep in mind your strategic interests and goals. Check to see how your activities, both those undertaken and those being considered, relate to these goals.
 - » Keep realism always as your watchword.
 - » Be certain that every message you receive is promptly and substantively responded to in an appropriate fashion.
 - » Be sure you meet the minimum participation requirement by sending at least 3 substantive communications.
 - » Help see to it that your team sends at least 1 press release per week.
- 

Phase Three (1 week) Participant Responsibilities

Phase Three is the **Debriefing Period** of AIC and is a time for reflection.

1. Participants should each attempt to express what their perception of reality is — what took place in the simulation, what progress was made toward reaching strategic goals, what assistance was received, what problems were encountered, and so forth.
2. Participants should also react to the views of others and discuss the simulated reality they have experienced from their various national and personal perspectives. Indeed, they should challenge, argue, and refute when appropriate.
3. Finally, participants should step back a little and hear what others' views are, and truly reflect on the differing perceptions expressed.

During debriefing, some other debriefing questions will be posted by the mentors, mostly inquiring about the experience of the students and the meaning they've made from that experience.