Background

This study was conducted from February, 2017 to April, 2017 in two elementary schools, one Arab and one Jewish, in Haifa. The Play2Talk program was first presented to the education department of the Haifa municipality which granted access to the schools, pending a local approval. The program was then introduced to the Arab and Jewish principals who agreed to participate in the program and the study. Given the fact that there were two classes of 6th grade students in each of the schools, two received the Play2Talk program while served as control groups. Of the 84 6th grade students, 40 participated in the study as part of the video intervention while 44 served as the control group.

Instruments or Measures

To assess stereotyping and prejudicial attitudes, 4 variables were used: willingness to interact, prejudicial feelings, behavioral expectations, positive thoughts about the other and actual contact. All the instruments that were used have high reliability and were validated in the Israeli context. They were delivered before the beginning of the program and two weeks after it termination. We are also planning to administer them again in three months.

Results

Overall the findings of our study lend strong support to the effectiveness of the program. More specifically, compared to those who did not, participants who took part in the program:
a. Expressed much higher willingness to interact (e.g., meet, host, study with) with kids from the other national group;

b. Exhibited much less prejudicial feelings (e.g., hate, sense of threat) towards members of the other national group;

c. Expressed much more positive thoughts (e.g., being wise, being generous, being brave) about members of the other national group;

d. Showed much less willingness to engage in insulting/hurting/disrespectful behaviors towards members of the other national group;

e. Had more actual contact with members from the other national group.

These results are even more impressive if we take into account that relatively a small sample took part in the program. In the absence of opportunities of actual meetings, this program could be a useful route to take in order to reduce prejudice/hostility between kids whose national groups are engaged in prolonged violent conflict.

**Willingness to Interact**

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<th>Before</th>
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<tbody>
<tr>
<td>Control</td>
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<tr>
<td>Experimental</td>
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Prejudicial Feelings

![Graph showing Prejudicial Feelings comparison between Control and Experimental conditions before and after intervention.]

Behavioral Expectations

![Graph showing Behavioral Expectations comparison between Control and Experimental conditions before and after intervention.]

Dr. Berger is on the faculty of Emergency Medicine at Ben Gurion University, a senior member of the PREPARED center for emergency response research as well as on the faculty of the Stress, Crisis and Trauma program at Tel Aviv University. He is on the advisory board of the Center for Compassion and Altruism Research and Education at Stanford University where he assists in developing manuals to enhance community resiliency. Dr. Berger was the chief designer of a prejudice-reduction program for Palestinian and Jewish youth at the Arab-Jewish Community Center in Jaffa, a program that has been implemented with over a 1000 students. Three years' research of this program has demonstrated its efficacy in reducing stereotypes and prejudices as well as enhancing pro-social behaviors. This research won the 2016 award of the most prestigious APA educational journal.

Dr. Berger has also developed with the Dali Lama's team at the Mind and Life Institute a new educational program for both teachers and students, Call To Care, geared to cultivate compassion, prejudice reduction and pro-social orientation.