

Introduction

Doing great activities with a great educational content doesn't need to be difficult; we already have so many of them in CISV! So that everyone can benefit from them, the Education Content committee is building a database of all of our Peace Education activities. We need your help to collect a selection of activities from all our programmes. To ensure these activities are collected in a consistent way we are using an Activity Template, and there is one for each programme. This will make it easier for everyone to use and share activities. The database will be located online in 'The Library' and will be managed with help from each of the Programme Committees. The format of this template is based on the CISV Experiential Learning model.

1. Educational Content

Areas(s) of Peace Education: Please check the box which identifies the **main** focus of the activity.

<input type="checkbox"/>	Human Rights	<input type="checkbox"/>	Diversity
X	Conflict and Resolution	<input type="checkbox"/>	Sustainable Development

Theme: A theme is used to connect a series of activities through a programme. What is the Theme of your programme and how does this activity fit into it?

<ul style="list-style-type: none"> • Global trade • Resource management • Resolving conflicts
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Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

	1	Develop intercultural competence
	1a)	Show knowledge of own culture and be able to reflect on it
	1b)	Gain knowledge of other cultures
	1c)	Be open minded about new knowledge
	1d)	Be able to reflect on new knowledge
	2	Build an inclusive community through friendship
X	2a)	Interact with peers from other countries
	2b)	Understand the importance of trust within friendship
	2c)	Understand the benefits of an inclusive community
	2d)	Contribute to the creation of an inclusive community
	3	Develop positive attitudes towards others
	3a)	Respect other people's points of view
X	3b)	Respond positively to challenges
	3c)	Demonstrate care for others
	3d)	Respect the feelings and belongings of others
	4	Develop an interest in Peace Education
X	4a)	Participate in Peace Education activities
X	4b)	Reflect on learning from Peace Education
	4c)	Share learning from Peace Education
X	4d)	Connect Peace Education to home life

Evidence: How will you know if the participants have learned what the activity intended? Evidence should be matched to the indicators you identified for this activity.

- Photos of the cookie making process
- Answers to reflect, generalize, apply questions
- Cookies themselves
- Observation of groups working together and inter-group interaction
- Traffic light evaluations done by the groups

2. Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things

(a) how the activity is introduced in relation to the Theme

(b) how the structure of the activity is explained, including group sizes and directions for what participants will do

© what the role of leaders is during the activity e.g. how will they collect evidence

Introduction (10 minutes):

Short game to get the participants into groups of 8.

Activity (1 hour- 1 hour 15 minutes):

In this activity, participants will have limited resources with which they are going to try to bake some cookies. The participants are to work in groups of 8 and each group has the aim to bake 8 cookies successfully. What they do not know is that each group will be allocated a different set of resources in order to try to do this. Whilst some groups will have too much of certain ingredients, others will not have enough, or will not have any at all of these ingredients.

Each team is based in a different area so that the variation in ingredient provision is not immediately obvious to the participants.

The idea is that between all the groups, there are enough resources for each group to bake a batch of cookies, but this will only be able to work if participants take the initiative and engage in negotiations with the other groups to exchange ingredients. There will be limited copies of the recipe and only just enough time for each group to use the oven also.

Leaders should take a back seat and allow interactions and negotiations between groups to happen organically. If it looks like participants are stuck as to what to do then leaders can hint at trying to get the ingredients that they lack from other groups. If leaders feel that the cookies being baked by their team are going to turn out terribly then there is no need to intervene; mistakes being made only enhances what participants take from this activity. There are some ingredients such as the chocolate which groups may be tempted to eat if they have spare, again, leaders should allow this to happen.

Conclusion (20 minutes):

Ask the participants to discuss in their groups as to how they think the activity went. They can of course eat what they made at the same time if it is suitable for human consumption! What could they have done better? Did they manage to negotiate with the other teams? What conflicts came up?

The leaders can add their own observations of the group into the discussion as they will have observed what went on in the activity.

As a group they are to write down on a big bit of paper these observations under three traffic light headings. Split the paper into three headings of red, orange and green. Under green they are to write down what they think they did well as a team, under orange they are to write down things that they thought they did ok, and under red things that they feel they could do better.

3. Debriefing

Reflect:

What questions will help participants reflect on what they experienced in the activity?

- How did your cookies turn out?
- How did you find the experience of not having enough of the ingredients that you wanted?
- Do you think the resources were allocated fairly?
- Did you take any steps to obtain the ingredients that you needed?
- What conflicts arose in this activity?
- How would you rate your handling of the conflicts in this activity?
- What did your team do well?
- What could you have done better?

Generalize:

What questions will help participants think about what they have learned and put their experience into a wider context?

- In what way could this activity be relevant to the allocation and trade of materials worldwide?
- Are scarce resources allocated in a fair way worldwide?
- What conflicts exist in the global trade market?

Apply:

What questions will encourage the participants to think about how they can apply their learning in different contexts and situations?

- What will you take from this activity when dealing with conflicts in the future?
- How would you now act in a situation where there is conflict over resources?
- What is the best way of handling these conflicts?

4. Materials and Background Preparation

Origin of Activity: Did you create this activity? If not, who did?

CISV International Office
Cookie recipe from BBC Good Food

Materials: List the materials and their quantities to do the activity.

- Uneven quantities of a variety of cookie ingredients to distribute between the groups [see attached recipe and ingredient distribution information]
- Baking trays
- Sieve, bowls, wooden spoon
- Access to an oven
- Cookie recipe [attached]
- Measuring scales
- Big bits of paper and pens for the conclusion of the activity

Time & Group Size: Suggest the ideal time scale and group size for this activity.

Time: 1 hour 30 minutes to 1 hour 45 minutes.

Group size: 6 groups of 8 participants each, with one leader minimum per group at all times.

Tips for facilitators: What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

- There should be minimum one leader per group as groups will require constant supervision whilst cooking, using ovens etc
- Check that none of the participants are allergic to any of the ingredients used
- Do not let on that groups have different sets of resources
- Do not encourage negotiation between groups immediately, allow time to see what the participants are naturally inclined to do in the situation
- Do not intervene if you see participants wasting ingredients that could be used by other groups

Activity Name: Each activity should have a name so it can be searched for in the database.

Cookies and Conflicts

Cookie Ingredients allocationIngredients

In total, the following quantities of ingredients are needed:

- 24 oz butter (6oz required per batch)
- 12 oz caster sugar (2oz required per batch)
- 30 oz plain flour (5oz required per batch)
- Enough chocolate chips or chocolate sweets for everyone to put into their cookies
- 4 recipe cards with instructions and ingredients

Allocation of ingredientsGroup 1

This group will have plenty, if not too much, of every ingredient.

- 10oz butter
- 4oz sugar
- 10oz flour
- Half of all the chocolate available
- A recipe card
- Sieve
- Wooden spoon
- Baking tray

Group 2

- 7oz butter
- 2oz sugar
- 6oz flour
- A quarter of all the chocolate available
- A recipe card
- Wooden spoon
- Scales

Group 3

- No butter
- 4oz sugar
- 4oz flour
- A quarter of all the chocolate available
- Sieve
- Baking tray

Group 4

- 3oz butter
- No sugar
- 5oz flour
- No chocolate
- A recipe card
- Wooden spoon

Group 5

- 1oz butter
- 2oz sugar
- No flour
- No chocolate
- A recipe card
- Baking tray
- Wooden spoon

Group 6

- 3oz butter
- No sugar
- 5oz flour
- No chocolate
- Sieve
- Wooden spoon
- Scales

These are suggestions as to how to allocate the ingredients and implements. As long as between the groups there is enough ingredients for each group to make a batch of cookies then the allocations can be varied.

Cookie recipe (makes 10)

- (4oz) butter, softened
- (2oz) Caster sugar
- (5oz) Plain flour
- White or Milk chocolate chips or other chocolate sweets to put in the cookies

1. Preheat the oven at 170oC (375oF) or gas mark 3.
2. Cream the butter in a large bowl or in a food mixer until it is soft. Add the sugar and beat until the mixture is light and fluffy.
3. Sift the flour into the mixture and add optional ingredients. Bring the mixture together in a figure of eight until it forms a dough.
4. Using your hands, make walnut sized balls and place them slightly apart from each other on a tray (You don't need to grease or line a tray). Flatten the balls with the back of a fork and bake them in the oven for around 15 mins until they are golden brown and slightly firm on top.
5. Place the cookies onto a cooling rack and leave them there for around 15 mins. Once cool serve.