

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.

	Human Rights		Diversity
x	Conflict and Resolution		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?

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
	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
X	3a)	Respect other people's points of view
X	3b)	Respond positively to challenges
X	3c)	Demonstrate care for others
X	3d)	Respect the feelings and belongings of others
	4	Develop an interest in Peace Education
	4a)	Participate in Peace Education activities
	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.

Brainstorms, recordings of drama, photos, answers to discussion questions by participants.

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

1. **Introduction** (15 minutes): Play a selection of film clips or show a selection of images that all depict relateable conflicts from popular media sources, in which there are several different types of conflict shown.
2. **Collecting ideas** (5-10 minutes): Participants are to write down anonymously a conflict experience that they have had. The leaders then group these according to the type of conflict written about. If participants don't want their experiences used in the next part of the activity then they could indicate so on their piece of paper. These groupings could be conflicts such as inner conflict, bullying, gossip, exclusion, personal conflict, confrontation, violence etc. While some of the leaders are doing this, the others can be organising the participants into groups of 6, potentially through a game or other type of short activity.
3. **Rehearsal** (15 minutes): In groups of 6, the participants (with props if available) are to act out a conflict situation. To ensure representation of the different types of conflict situation, the leaders are to assign specific types of conflict to each group. The idea is that the leaders pick 4 types of conflict and 2 groups will be assigned to portray each type of conflict. Each drama only need be a few minutes long.
4. **Presentation of dramas** (80 minutes): After practise and discussion time, the groups present their dramas to the rest of the participants. The 2 groups that are portraying the same type of conflict will present, and then there will be a discussion amongst the entire group on possible solutions to the situation, which will be brainstormed on the board. Leaders are to offer direction on which solutions are better than others. Then the next 2 groups portraying a different type of conflict will present and the process will repeat itself until all groups have presented and there are lots of solutions discussed.
5. **Conclusion** (15 minutes): Ask the participants if now, based on the session and the knowledge that they have gained, they would react differently in a conflict situation. Show clips or images, again from popular media sources, of positive conflict resolution, if possible continuing from the same films or TV shows than before.

3. Debriefing

Reflect:

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

- How do you feel in conflict situations?
- What different types of conflict are there?
- What solutions are there?

Generalize:

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

- How would you react to any of the conflict situations depicted today in real life?
- What sort of conflicts exist in your life/your family/your community?
- Are they similar or different to the conflicts spoken about today?
- What solutions do you see to these conflicts?

Apply:

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

- How would you react differently now knowing the solutions that we discussed today?
- What advice would you give to others about solving conflicts based on what you learnt today?
- Who would you talk to about what has been discussed today?
- How would you present this advice to others?

Materials and Background Preparation

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

CISV Interns

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

- Pens and paper
- Board or flipchart to write on
- Images or film clips of conflict situations and, if possible, resolutions to those situations, drawn from popular media
- Dress up box/props
- Screen to play clips on
- Laptop to play clips through

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

Time: between 1 hour 45 minutes to 2 hours 15 minutes
 Group size: for working on the dramas the participants should work in smaller groups of 6, resulting in 8 groups

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?

- Ensure the participation of everyone in the group discussions
- Ensure everyone has a part in the dramas
- Bear health and safety in mind when conflict scenes are acted out

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

Making drama out of conflict