



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
<input type="checkbox"/>	Conflict and Resolution	X	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?

Fun social activity with sustainable development as the theme.

Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

	1	Develop/increase self and intercultural awareness
	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	2	Develop leadership skills; be an agent of change in your Programme context
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	3	Learn how to work cooperatively and have a positive attitude towards others
X	3a)	Behave respectfully and appropriately towards others
	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand the peace education can have a positive impact in one's community
	4d)	Consider how the Interchange participants can actively work for peace after the Programme

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.

Fun social activity with sustainable development as the theme.

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
- (c) what the role of leaders is during the activity e.g. how will they collect evidence

Background

This activity is an adaption of ALIAS.

- The participants are divided into 2-4 groups of 4-6 people. The groups are seated in a room. On a table/ the floor, there is a bowl. This bowl contains several paper notes. All of these notes have words written on them that somehow are related to sustainable development.

Round 1:

- One group starts, and then they take turns. One person from the group takes a note from the bowl and reads the word **WITHOUT SAYING ANYTHING**.
- The participant now has 1 minute to, without saying what is written on the note, explain this word to the rest of her/his group.
- If the group guesses right before the time is out, the participant gets to draw a new note and explain this.
- When the minute is up, the next group has its turn.

Round 2:

- When all the notes have been used in Round 1 you put the words back in the bowl and start Round 2.
- In this round the Participants are not allowed to talk and have to express what is written on the note using body language.

Round 3:

- In this Round the participants can only use their hands to explain what is written on their note.

Suggestion of words:

- Plastic – Weather – Flood – River – Recycling – Ozone layer – CO2 emission – Solar energy – Windmill – Food – Trash – Forest – House – Fisheries (artificial) – Public transportation – Train – Bicycle – Textiles – Shopping

3. Debriefing

Reflect:

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

- In this activity you had to describe different words. Was this difficult?
- What kind of words did was written on the notes?

Generalise:

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

- Do you think these words have anything in common?
- One of the things the topic that CISV focus on is called Sustainable Development. Have you ever heard about this?

Facilitator: When we talk about Sustainable Development we talk about how humans all over the world can live a good life, where we also take care of the planet and make sure that we do not destroy it. In order for this to happen we must take care of the air, water, animals, the nature, land and those who live there.

- How do you think these words are connected to sustainable development?

Apply:

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

- How can we take care of these things, so that we use them in a sustainable way?
- Why is it important to take care of for instance water and the forest?
- What will the negative effect of for instance a flood be?

4. Materials and Background Preparation

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

This activity is a version of the mimic game.

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

A bowl
Paper notes

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

30 – 45 min.

This activity can be used in any Programme, but the words have to be quite easy in a village, and should be more challenging if the participants are older.

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 is no right or wrong in this activity, and the activity should be a fun way for the participants to express themselves.

Feedback from leaders would be highly appreciated: We would love to hear how well the activity worked for you and how we could improve it

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

MANGO ALIAS