

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?

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 |
| X | 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 |
| X | 3 | Develop positive attitudes towards others |
| | 3a) | Respect other people's points of view |
| | 3b) | Respond positively to challenges |
| | 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 |
| | 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.

Pictures and notes can be taken during the activity. The results of the discussion can be written on a big piece of paper.

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

1. Have all the participants form a circle.
2. Give them a ball and ask them to pass it to each other while completing the sentence “ it makes me happy when....”
3. After everyone gets to complete the sentence at least once, change the sentence to “ it makes me upset when...”
4. After everyone completes the sentence at least once, put the ball aside and while still in a circle in turns ask the participants to remember what others have identified as situations or things that make them happy and upset
5. Ask participants to explain why they feel upset about certain situations and to say what makes them overcome the difficult or upsetting situation.
6. Leaders can take the input given by participants and try to help participants generalize situations which can make people upset, lead to conflict or hostile situations and solutions for their resolution.

3. Debriefing

Reflect:

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

What makes me happy? What makes me upset? What situations do I find difficult, or make me feel angry, uncomfortable or sad? ? How do I react when I'm upset?

Generalize:

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

What triggers my unhappiness in that situation? Is there a general cause to it? Are others upset about the same things as I am? What makes others upset? Have I been in that kind of situation or had that kind of problem?

Apply:

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

What reactions can get me out of an upsetting situation? What can I do to avoid conflicts and difficulties? Have I ever done something other can find upsetting, and can I change that?

4. Materials and Background Preparation

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

Simona

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

A ball.
Pen and paper to record the main points of the discussion.

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

1 hour and 30 minutes.
Any size is appropriate.

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?

The sentences in the ball game can be completed in a light hearted manner. Make sure there is a good balance of both relevant ("It makes me unhappy when I fight with my friends") and fun answers (" It makes me upset when I have to go to school").
Leaders can also get in the circle and give their own examples in order to guide the participants.

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

"Pass Your Feelings"