

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?

| |
|---|
| <ul style="list-style-type: none"> Bullying Conflicts in home life/school |
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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 |
| | 2a) | Interact with peers from other countries |
| X | 2b) | Understand the importance of trust within friendship |
| | 2c) | Understand the benefits of an inclusive community |
| X | 2d) | Contribute to the creation of an inclusive community |
| | 3 | Develop positive attitudes towards others |
| X | 3a) | Respect other people's points of view |
| | 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 |
| X | 4a) | Participate in Peace Education activities |
| X | 4b) | Reflect on learning from Peace Education |
| X | 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 created by the participants
- Leaflets completed by the participants
- Photographic evidence of the leaflet making process
- Discussion responses
- Post-it comments/ideas/observations added to leaflets by fellow 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
- (c) what the role of leaders is during the activity e.g. how will they collect evidence

Brainstorm (20 minutes)

Participants are to work in groups of six and brainstorm the reasons behind bullying in schools. Why do they think that bullies act in such a way? What reasons could there be that make them bully? Each group is to make a big brainstorm in two sections. One section will be for their ideas on why bullies bully, and the other section is it be for reasons why victims don't report bullying [see attached template for brainstorm model].

Leaflet making activity (30 minutes+)

Participants are to create leaflets which they would use to bring awareness to the problem of bullying. In the leaflets they are to put their own definition of bullying as well as some possible solutions or steps of action that could be taken.

The participants will have a choice as to who they make their leaflets for. Some participants will be making leaflets for victims of bullying, others for parents, others for teachers, and others for witnesses of bullying. In this way there will be lots of different leaflets created, all with a different focus. Participants are to choose one of these groups of people as the focus for their leaflet and put in advice for that they think is relevant to that group of people. [See activity outline, attached, which could be printed off and handed out to participants.] They could refer to their brainstorm from earlier or to other brainstorms for inspiration and ideas. They can be as creative as they want to be in thinking of peaceful solutions to the issue of bullying.

There could be a prize for the best leaflets. The finished leaflets could be displayed throughout the time at camp and be added to if necessary.

Reflection (20 minutes+)

Leaflets are handed in and swapped around. They are handed back out again so that each participant has a leaflet, but the leaflet was made by another participant. Participants are given a few post-it notes each and are to look through the leaflet. If they see something that they think is good, then they are to note this down onto a post-it and stick it into the leaflet. They could offer additional information or constructive ideas onto post-its and stick them in also.

After reading each leaflet, they are to put a post-it with "*From reading this leaflet, I found out that...*" and their own observation completing the sentence.

This can be repeated so that participants give feedback on several leaflets. It would be useful that participants who wrote leaflets for one group of people ie teachers looked at leaflets from another group ie witnesses of bullying.

They could carry on looking at the leaflets and adding post-its to them during the time at camp if post-its were left near the display of leaflets.

3. Debriefing

Reflect:

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

- What would you define as bullying?
- Have you ever seen bullying take place?
- Have you ever been bullied?
- Why don't victims always speak out?
- Why do bullies bully?
- What did you put in your leaflet?
- What did you find out from reading the leaflets of your fellow campers?
- What could you do to improve your leaflet?

Generalize:

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

- Why does bullying occur?
- What enables bullies to continue acting the way they act?
- How can we prevent bullying?
- What advice would you give to victims of bullying/witnesses of bullying/teachers/parents?

Apply:

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

- What could you do in a situation where there is bullying taking place?
- What conflict resolution skills could you use?
- What could you do to bring awareness to the existence of bullying in your school, community, etc?
- Who could you talk to about the issues raised today?
- Would you show your leaflet to anyone to raise awareness of bullying?
- After learning what you did today, would you act differently if you came across bullying?

4. 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.

- Large pieces of paper for brainstorm, pens
- Activity outline [attached] to be handed out to participants
- Arts and crafts materials for making leaflets
- Paper or card for making leaflets, enough for one piece each
- Prizes for the best leaflets (optional)
- Post-it notes, enough for a few per person

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

Time: 1 hour 10 minutes +

Group size: for the brainstorm, they are to work in groups of six

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?

- Remind participants that they do not have to share any experiences that they don't feel comfortable talking about
- What is said in the discussions is to remain confidential
- The time for making leaflets is a guide, it may be that some participants want more time than this or want to improve their leaflet later on during the camp
- Make sure that post-it note comments put on to the leaflets are constructive
- After the activity, put the leaflets in a prominent place with post-its so campers can continue to look at the work of their peers and make observations, or have the chance to improve their own leaflet

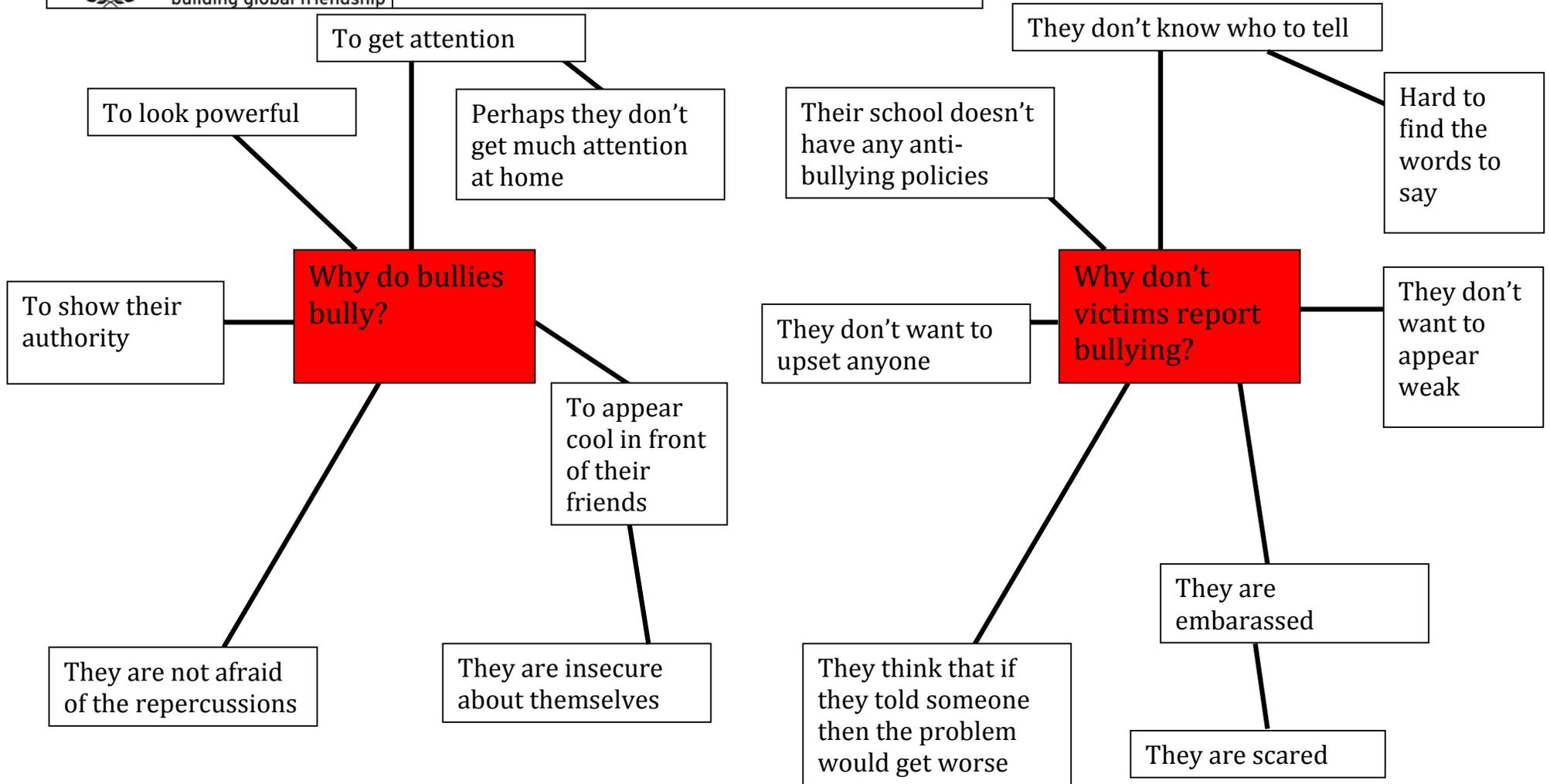
Activity Name: Each activity should have a name so it can be searched for in the database.

Beating Bullying

5. Attachments

a. Brainstorm Template

b. Leaflet Activity Outline





It is your task to make a leaflet which will bring awareness to bullying and provide ideas as to how you could prevent bullying from happening.

There are four groups of people for whom you can choose to make a leaflet. These are:

- Victims of bullying
- Witnesses of bullying
- Parents
- Teachers

You should choose a group from the list and think about what advice you would give to these people. How would they be able to stop bullying? What conflict resolution skills could they use?

In your leaflet there should be answers to the following:

- What is bullying?
- What advice could you give to victims of bullying?
- (If you are doing the leaflet for victims of bullying) Who could you turn to for support?
- What could you do to stop bullying from happening?

Get creative as there will be prizes for the best leaflets!