

## 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"> <li>• Conflicts at home</li> <li>• Conflicts in the community</li> <li>• Large-scale conflicts</li> <li>• Finding solutions to conflicts</li> </ul>
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Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

	<b>1</b>	<b>Develop intercultural competence</b>
	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
	<b>2</b>	<b>Build an inclusive community through friendship</b>
X	2a)	Interact with peers from other countries
X	2b)	Understand the importance of trust within friendship
X	2c)	Understand the benefits of an inclusive community
X	2d)	Contribute to the creation of an inclusive community
	<b>3</b>	<b>Develop positive attitudes towards others</b>
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
	<b>4</b>	<b>Develop an interest in Peace Education</b>
X	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.

- Conflict consequences pieces of paper
- Group discussion responses can be noted down by group leaders
- Peaceful resolutions created on an individual basis
- Peaceful resolutions created in the group and written onto poster 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

#### Introduction (15 minutes):

Participants are to think about a conflict that has affected them recently. This could be a conflict at home, at school, on camp, in their community, or a conflict on a large scale such as a war or international dispute. They were not necessarily an active party in this conflict (although they could write down a conflict in which they were), as the conflict needs only to have affected them. They are to write down on the top of their piece of paper what the conflict was, without being too specific, and how it made them feel.

For example, if they are writing about an argument at home, writing *"I fell out with my younger brother as he was always copying what I did"* would be enough, rather than getting into specifics.

As in a game of consequences, they are to fold the top bit of the paper over so as to cover it. On the next bit of the piece of paper, participants are to write down what they did in the conflict situation. Following on from the previous example, *"I confronted him about it and we got into a huge fight and were calling each other names"* would be appropriate.

They are to repeat the process, folding what they just wrote over to cover it. Below this they are to write how they felt in the conflict situation, and why they felt like this. *"I felt terrible as we are normally really close"* would be following on from the example.

Like before, fold this over to cover it. On the last bit of the paper they are to write down what happened in the end. Here *"Later that day I apologised for getting angry, we talked through what was bothering me and we made up"* or alternatively *"I didn't speak to my brother about it again and we now aren't speaking as much as we used to"* would be following on from the example.

See attached template showing clearly what should be written on the paper.

#### Discussion Activity (20-30 minutes):

Leaders are to take in the folded up pieces of paper and redistribute them, so that each participant is given a conflict other than their own to look at. Participants are to work in groups of six. One leader is to work with each group and should chair the discussion, allowing it to cover the ground that participants lead it to (which may invoke different questions than those listed here) and involving all group members. In the group, each participant is to unfold the top part of the paper which says a conflict that has affected a fellow participant recently. Are there conflicts which have been written down that are similar? Are they all completely different?

They are then to unfold the second section of the paper which covers what was done in the conflict situation. Participants are to discuss, for each conflict, if they think that they would have acted the same or differently in that situation. Why would they act the same/differently? They will then unfold the third section of the paper. Can they as a group see similarities in the feelings of the people affected by conflict situations? Why do they think this is?

Before they look at the final parts of the papers which says what happened in the end, participants are to make guesses as to what happened in the end. As a group they are to come up with a prediction for the result of each conflict situation. They should now look at the final bit of the

papers and see if they were right. How many out of the six conflicts were resolved?

**Reflection (20-30 minutes):**

Each participant is to think on the conflict that their piece of paper describes. They are to come up with some peaceful ways that could be used to resolve this conflict, and are to write as many ideas down onto another piece of paper. If the conflict described is an international dispute then do participants think it can be resolved peacefully?

Back in their groups of six, participants are to pool all the ideas that they have come up with regarding the peaceful resolution of the conflicts. They will be given a piece of poster paper which they should split into three sections (conflicts at home/conflicts in the community/large scale conflicts). See the poster template [attached] for details. They should then place the solutions that they have come up with into the relevant sections of the poster.

When completed the poster will provide some ways of resolving different types of conflicts. Bearing in mind that each group will have made a poster, there should be lots of new ideas out there.

The posters can be displayed around camp so that campers will be able to use them for inspiration if they find themselves in a conflict situation in the future.

### 3. Debriefing

**Reflect:**

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

- What is a conflict that has affected you recently?
- What did you do in the conflict situation?
- How did you feel and why?
- What happened in the end?
- Are there similarities in any of the conflicts written down?
- If you were in these conflict situations, what would you have done? Would you have reacted the same or differently? Why?
- What do you think happened with this conflict in the end?
- Was your prediction right?
- How many of the six conflicts in the group were resolved in the end?

**Generalize:**

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

- What conflicts would you say are the most common?
- Are there similarities in the ways in which the people affected by the conflict felt? Why/why not?
- How could you solve the conflicts described peacefully?
- What solutions did your group come up with for conflicts at home?
- What solutions did your group come up with for conflicts in the community?
- What solutions did your group come up with for large-scale conflicts?

**Apply:**

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

- What ways of resolving conflicts do you know now that you didn't know before?
- Could you use any of these methods if you find yourself in a conflict situation in the future?
- Which methods would you use and in what conflict situations?

## 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.

- A4 paper, enough for two pieces each
- Pens, one each
- Poster paper, one piece per group of six
- Marker pens

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

Time: 1 hour to 1 hour 15 minutes

Group size: for the discussions, groups of six with one leader per group

For the second part of the reflection activity they will also be working in these 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?

- Make sure that participants uphold the community values of camp and respect the feelings of others when looking at conflicts that others have been involved in or affected by
- One leader should work with each group in the discussions and can lead the questioning, aiming to involve everyone in the discussion
- Make sure that participants don't get their own paper back for the discussion activity

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

Conflict Consequences

## 5. Attachments

*a. Template*

*b. Poster Template*

What conflict has affected you recently?

This could be a conflict at home, at school, at camp, in your community or a conflict on a large scale that has affected you. As long as the conflict affected you, you do not have to have been actively involved in it, although you could have been.

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What did you do in the conflict situation?

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How did you feel in the conflict situation?

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What happened in the end? Did you resolve or help to resolve the conflict? Is the conflict still happening?

### Conflicts at Home

- Take time to think how best to handle the situation; don't try to resolve a conflict in the heat of anger
- Don't assume that keeping your feelings to yourself is better than actively trying to resolve a conflict

### Conflicts in the Community

- Arrange an event to bring awareness to the existence of this conflict and to bring people together to help try to resolve it
- Take the initiative and talk to your peers and see if you can work together to resolve the problem

### Large-scale Conflicts

- Write to your government
- Attend a protest or other awareness event to bring attention to this conflict

Etc.