



## 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.

X	Human Rights		Diversity
	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.

	<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
X	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
	2b)	Understand the importance of trust within friendship
X	2c)	Understand the benefits of an inclusive community
	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
	3c)	Demonstrate care for others
	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
X	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.

The Tree of Human rights and the presentations.

## 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. Ask participants to form 8 groups. (2 minutes)
2. All groups will be given a chart paper and colorful pens. (2 minutes)
3. Ask all participants to draw a tree : for branches, leaves and flowers they should write the fundamental Human Rights that they believe are necessary in each individual's life.  
The roots of the tree should represent the necessary factors in society which help achieve these rights. (20 minutes)
4. All groups should present their tree and explain the rights and the basis (roots) that they chose. (8x 5 minutes)
5. As the end of the presentations a universal tree of human rights should be drawn, containing all the rights found by all groups as branches, leaves and flowers, and all the social structures necessary to achieve them as roots. (15 minutes)
6. The tree should be displayed in public for the remaining of the camp

## 3. Debriefing

### Reflect:

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

What rights do I think are important?  
Are some rights more valuable to me than others? Why?

### Generalize:

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

What are the rights which protect the values of human life?  
What parts of society help protect and promote these rights?  
Why are some rights abused?  
What is the origin of this abuse?

### Apply:

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

How can I promote human rights?

How can I help protect the value of human rights?

#### 4. Materials and Background Preparation

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

Amnesty International Austria and CISV interns

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

Chart paper and colorful pens

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

Approximately 1 hour and 20 minutes. Eight 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?

While rights will probably be easier to identify, the structures in society that help protect these rights: legal system free of political influence and pressure, free universal access to education, the right to vote etc, might be more difficult for children to express even though they have the right idea. That is why they should receive support from the facilitators whenever needed in order to help express and develop their ideas.

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

Human Rights Tree