

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	X	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?

Consumerism. How are our lives affected by stuff, how are these things produced, how can we have a more sustainable lifestyle. An Interchange Programme is an excellent opportunity to compare and understand how things work similar and different between the two countries involved. Does consumerism signify the same in both countries?

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
X	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
X	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
	3a)	Behave respectfully and appropriately towards others
	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
X	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
X	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
X	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.

- Be able to reflect on one's own lifestyle and daily habits by participating in the activity.
- Be willing to compare and accept differences and similarities between own lifestyle with that of others by listening to others and sharing personal views.
- Understand how the concept of consumerism might be different for the partner country listening through the discussion.
- Illustrate an understanding of how one can have a sustainable lifestyle.
- Show an understanding of how consumerism is linked to Sustainable Development.

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:

The I Have a Mango team created this activity and it was used at their tour in CISV Norway (and Sweden and Germany) the fall of 2011. The workshop was designed to challenge Norwegian youths' view of their own lifestyle and to make them reflect on how consumerism affects their life.

The workshop has three parts that should be used together. The first part make the participants aware of what they own, the second part make them reflect on how their things are produced and brought from developing through production and finally to them. The third part focus on how and what we can change in order to have a more sustainable lifestyle.

Because of this the activities should be used in the order they are presented, as both the second and third part draw experience from what was discovered before.

The goals:

For the participants to reflect upon their own lifestyle, how their community affects them, and how they can have a positive contribution in their community. They should also be able to understand the problem of consumerism and the cycle of goods.

Activity one – what do you have in your closet?

- Materials: Pens, 6 A4 papers, each with one of the following words written on it.
BEDROOM – KITCHEN – LIVING ROOM – BATHROOM – GARAGE/ATTIC – CLOSET
- Time: 20 min
- Aim: For the participants to reflect on what they own and the quantity of things they have.
- Groups: 2-6 people in each group, depending on the amount of participants.

The activity:

- 1) Divided the participants in groups of 2-4 people (depending on the group size). Spread the A4 papers out in the room, and send a group to each paper.
- 2) Instructions; A room is written on each piece of paper. Your task is to draw the things you have in this room. You will get a couple of minutes (when facilitator see that they are finished you stop them).
- 3) Send the participants to the next paper and ask them to do the same.
- 4) Continue like this until they are back where they started.
- 5) When the groups are back at the paper where they started, they present a few of the objects drawn on the paper to the other groups. They then present the objects they find the most interesting/common/surprising.

Activity two – The story of stuff

- Materials: Copies of the document 'The Path of Stuff'
- Time: 1 hour (30min to answer and present the questions, 20 min to watch the video)
- Aim: To understand the path stuff travels to get to the store, how unsustainable this can be, and to reflect on more sustainable alternatives.
- Groups: 3-5 people in each group depending on the amount of participants.
- Video: The Story of Stuff (internet link is provided below)

For facilitators

The questions in the document 'The Path of Stuff' follows these 5 steps of production and distribution

1. Extraction
2. Production
3. Distribution
4. Consumption
5. Disposal

These 5 steps will be explained in the video 'The Story of Stuff'.

Preparations:

- Set up the video the story of stuff.
- Prepare the questions for the path so there is one copy for each group (the questions are written at the end of this PDF).
- Select the items you will use in the activity (iPod, shoes, watch). Try to find items that consist of several types of material (plastic, leather, metals).

The activity:

- Divide the participants in groups of 3-5 people, hand out one item (a different item for each group) to each group, and give them a copy of the questions.
- They have between 10 and 20 minutes to answer the questions according to their item. The facilitator(s) should go around to the different groups and ask them follow-up questions.
- When the participants have finished answering the questions, they should present their item to the others and **give a short** description of what they found out about their item.
- Watch the video 'The Story of Stuff' (20 min). **In a village the participants should sit in delegations while watching the movie so that their leader can translate and explain in their respective language.**

Activity three – The sustainable person

- Materials: 3 x A4 paper per group, pens.
- Time: 1 h – 1.5 hour
- Aim: reflect upon their own lifestyle, and to see ways of adapting to a more sustainable lifestyle
- Groups: 3-5 people in each group (can be the same groups as in act 3).

The activity

- Divide the participants in groups of 3-5 people (or continue in the same groups as in act 2).
- This activity has 3 parts and they will get 10 minutes to prepare each part.
- **Part 1 – the child:** each group receives a paper and is asked to draw a child. In addition to drawing the child they must draw the stuff this child need in order to live a good, healthy and environmental friendly life. (10 min)
- **Part 2 – the parents:** the participants receive a new paper and draw the parents of the child. This time they draw what the parents need to do in order to provide the child with the things you identified in part 1. What actions must they take in order to give their child the good, healthy, and environmental friendly life it deserves?
- **Part 3 – the sustainable person:** this time they are to draw a sustainable person – how does this person live, how does he or she act.
- **The presentation:** When the three drawings are finished the groups present their drawing

to the rest of the participants, and explain how they are sustainable and why. Then the facilitator asks the question: what do **WE** need to do in order to adapt a more sustainable lifestyle – this can be discussed in plenum or it can be a question the participants can reflect on by themselves.

3. Debriefing

Reflect:

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

In this activity period we have done several activities. What do you think is the overall theme that connects the activities?

What did you think about the video, where you surprised by the information?

How do you think that the things you drew in the first activity contribute to the cycle of consumerism presented in the video?

Do you think the cycle of stuff presented in the video will change if we act more like the sustainable people you created in part three?

Generalise:

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

Do you think it is important to think about our consumer habits, - and why?

How can we make the cycle of stuff a more sustainable one?

How do you think this form of consumerism affects the world and humans?

Do you think there is room for fair-trade in this consumerism system?

Is the questions and situations related to consumerism the same for both countries?

Apply:

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

What habits in you daily life could you change, can you learn something from the other country?

Can you think of any tips on how to have more of a sustainable lifestyle?

How will we benefit from adapting our habits?

Does every country need to make the same adaptations?

4. Materials and Background Preparation

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

These activities are a part of the mosaic project the "I Have a Mango" project held in CISV Norway the fall of 2011. You can read more about the Mango Tour here;
<http://mosaic.cisv.org/stories/index.html>

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

- Act. 1: Pens and paper. Each paper should have one of the following words written on it; BEDROOM - KITCHEN - LIVING ROOM - BATHROOM - GARAGE/ATTIC - CLOSET
- Act. 2: One copy of 'The Path of Stuff' for each group. Pens, one of the items per group and the video 'The Story of Stuff'.
- Act. 3: 3xpaper per groups, pens.

The video - the story of stuff:

<http://www.storyofstuff.org/movies-all/story-of-stuff/>

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

- Act. 1: 2-6 people in each group, time 30 min (+/-)
- Act. 2: 3-5 people in each group, time 1 hour (+/-)
- Act. 3: 3-5 people in each group, time 1 - 1.5 hour

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?

Always pay attention to the group discussions - do the participants need follow up questions? The time set for the group-based tasks are not set, the participants might need more time or be finished before time.

Make sure to explain the video - it might be that not everyone understood everything.

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

The Mango Workshop - think, educate and act for sustainable development.

5. Print outs – The Path of Stuff

1. Which materials are in this object?
2. Where do these materials come from (country and natural resources)?
3. Where was it made?
4. Who built this object?
5. Where can you buy it?
6. Explain the route it has travelled from the place they made it to the place we can buy it.
7. How much does this item cost?
8. What type of expenses are you covering when you pay?
 - a. Materials?
 - b. Cost of shipping?
 - c. Salary of store employee?
 - d. ...
9. Where can you throw it away?
10. What happens with the old versions of the item?