

## 1. 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.

## 2. 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 checked="" type="checkbox"/>	Diversity
<input type="checkbox"/>	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?

Group culture and conflict
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Educational Goals and Indicators: Please only check only the ones your activity will focus on and collect evidence for.

	1	Develop Self and Intercultural Awareness
	1a)	Gain awareness of alternative cultural and personal perspectives.
	1b)	Compare their own perspectives with others.
	1c)	Reflect on the challenges to their own views throughout the camp.
	1d)	Put into practice the cultural awareness they acquire through the camp.
	2	Develop leadership skills
	2a)	Take initiative to build and maintain a strong community.
	2b)	Maintain the values and rules of the group.
	2c)	Plan and facilitate activities throughout the camp.
	2d)	Take initiative for the practical aspects of the camp.
	3	Develop positive attitudes towards other people
	3a)	Contribute to camp's daily life and responsibilities.
	3b)	Respect others by actively participating in all activities.
X	3c)	Listen to and respect the opinions of others.
X	3d)	Accept conflict as part of community living and actively try to resolve it.
	4	Empowering people for active citizenship
	4a)	Share personal perspective on the different educational themes and topics.
X	4b)	Contribute to discussions on how to become active citizens.
	4c)	Join in an LMO activity.
	4d)	Consider how to use new attitudes, skills and knowledge after the camp.

**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.

During the activity, the leaders (or staff) will walk around, listen, and collect evidence, without disturbing the participants

1- Participants work to understand the new rules of the table they are moved to

While the participants are talking during the debrief the leaders (or staff) will walk around, listen, and collect evidence, without disturbing the participants.

- 1 During the discussion after the activity, participants contribute solutions and suggestions that relate to the camp
- 2 During the discussion after the activity, participants listen to one another and demonstrate an understanding of the points of others

### 3. 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

The goal of this activity is to expose participants to a situation where cultural norms change and participants are required to practice reacting and adapting.

The facilitator will explain that participants are part of a card game tournament. Participants will be playing cards at different tables around the room in 5 different groups. The instructions are the same for all the games. The rules are:

Each player is dealt 4 cards

- The person who wins the trick, plays the next card.

Divide the group into 5 subgroups, each one will go to a different table where they will play cards together. When participants arrive at the table, there is an additional set of rules for them to read. Each table is told individually to read the extra rules before they begin, but that they should not let the other groups know they have extra rules. Here are the rules:

#### **Rules for the card game TABLE 1**

- 1- The dealer can be anyone at the table, the person right to the dealer starts the game
- 2- Ace is the highest card, there is no trump,
- 3- The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4- If a player does not have that suit, a card of any suit must be played. The trick is won by the person with the HIGHEST card of the ORIGINAL suit
- 5- Who has won the trick, plays the next card.

#### **Rules for the card game TABLE 2**

- 1 The dealer can be anyone at the table; the person right to the dealer starts the game.
- 2 Ace is the lowest card, diamonds are trump.
- 3 The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same



suit). For each round, each player plays one card.

- 4 Only if a player does not have that suit, trump should be played, if the player does not have trump, a card of any suit must be played. In this case the trick is won by the person with the HIGHEST card of the ORIGINAL suit.
- 5 Who has won the trick, plays the next card.

**Rules for the card game TABLE 3**

- 1 The dealer can be anyone at the table, the person left to the dealer starts the game
- 2 Ace is the lowest card, clubs are trump,
- 3 The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4 Only if a player does not have that suit, trump should be played, if the player does not have trump, a card of any suit must be played. In this case the trick is won by the person with the HIGHEST card of the ORIGINAL suit.
- 5 Who has won the trick, plays the next card.

**Rules for the card game TABLE 4**

- 1 The dealer can be anyone at the table, the person who has the lowest trump start the game.
- 2 Ace is highest card, clubs are trump,
- 3 The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4 Only if a player does not have that suit, trump should be played, if the player does not have trump, a card of any suit must be played. In this case the trick is won by the person with the HIGHEST card of the ORIGINAL suit.
- 5 Who has won the trick, plays the next card.

**Rules for the card game TABLE 5**

- 1 In the first round the dealer can be anyone at the table, starting from second round the dealers change, the person sitting next (clockwise) to the dealer of each round becomes the dealer. Dealer of each round starts the game.
- 2 Ace is the lowest card, there is no trump,
- 3 The first player for each trick may play ANY suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- 4 If a player does not have that suit, a card of any suit must be played. The trick is won by the person with the HIGHEST card of the ORIGINAL suit
- 5 Who has won the trick, plays the next card.

All the tables will start to play at the same time. After groups have played one round (a round is when 5 minutes have passed), it should be announced that players will not be allowed to see the rules of their table or speak to each other. Gestures and pictures are allowed, but players are not allowed to use words. After each round, the following changes happen to the groups:

- Whoever wins the most tricks will move clockwise to the next table
- Whoever loses the most tricks will move counter clockwise to the next table
- Everyone else stays at the same table
- Ties are resolved by paper rock scissors

It is very important that the groups think they are the only group with an additional set of rules. For this it is important that the groups play in separate areas.

Each round will be 5 minutes long and each round will consist of any number of games that the time allows. Allow time for at least 5 rounds.

When 5 rounds are over, bring the groups together for discussion.

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**Reflect:**

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

- How did playing the game make you feel?
- What did you expect at the beginning of the game?
- How did you feel at the new table?
- When did you realize that something was different? What did you do/feel?
- When you realized the rules were different what did you start doing? How did you deal with it?
- How did not being able to speak contribute to what you were feeling/doing?

**Generalize**

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

- Have you found yourself in a similar situation in real life, where your way of thinking of or doing something was radically opposite to others around you?
- How did you react?
- How did you work with or be with the person or people with the opposite views?

**Apply:**

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

- When we meet new people, how do we behave? Is it easy to get along from the very beginning? Why?
- What are the things that can lead to a confrontation between people and/or groups from different cultural or social backgrounds?
- Has a confrontation or situation like the one in the game ever happened at our camp?
- What can help to prevent these conflicts?
- What can be our role as individuals in facilitating this process?
- How are we going to deal with cultural differences in our camp?

## ***4. Materials and Background Preparation***

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

Adapted by the NGO Trajectory, from: Thiagarajan, Sivasailam. BARANGA – A Simulation Game On Cultural Clashes Boston: Intercultural Press, 2006 – 25<sup>th</sup> Anniversary Edition Revised and Enhanced

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

- sets of playing cards
- a copy of the individual instructions for each table
- 5 separate spaces for each subgroup to play

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

60 minutes to 90 minutes  
20-30 people (5 subgroups composed of about 4-6 players)

**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?

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

Baranga Game