

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"> • Music • Debating • Different points of view • Gangs/ street violence

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

	1	Develop self and intercultural awareness
X	1a)	Gain awareness of alternative cultural and personal perspectives.
X	1b)	Compare own perspectives with others.
X	1c)	Reflect on the challenges to own views throughout the camp.
	1d)	Put into practice the cultural awareness acquired through the camp.
	2	Develop leadership skills
X	2a)	Take initiative to build and maintain a strong community.
	2b)	Maintain the values and rules of the group.
X	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.
X	3b)	Respect others by actively participating in all activities.
X	3c)	Listen to and respect the opinions of others.
	3d)	Accept conflict as part of community living and actively try to resolve it.
	4	Empowering people for Active Global Citizenship
X	4a)	Share personal perspective on the different educational Themes and topics.
	4b)	Contribute to discussions on how to become Active Global 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.

- Discussion responses
- Debating arguments
- Debating questions put forward
- Personal responses before and after the debating activity

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 (30 minutes):

Participants are to be asked if they watch music videos. What do they think the trends in music videos have been in the past few years?

Why are music videos used by artists? What purpose do they serve?

Participants are to watch some current music videos [links in attached document].

They are to discuss the videos and the images that they portray. What message do they get from the videos? How were they different? How were they similar to each other?

Which video did they like the most and why? Which video did they like the least and why?

Do you think that artists put across videos like this to benefit from the controversy caused? These videos have had hundreds of millions of views, why do they think this is?

Are these videos representative of the majority of music videos?

Each participant is to write down their opinions to music videos and the answer to some of the above questions down onto an A4 sheet of paper. They are to include their own opinion on music videos, and the prevailing opinion that they think is held by people of their country. When they have finished writing this down they are to fold the paper up and place in into an envelope, on which they are to write their name. This is only to be read by the participant as it is a personal response.

Debates (45 minutes):

Participants are to be split into six groups. Each group is to be a debating team. Three groups will be proposing that music videos glorify violence and promote gang violence, and therefore artists and record companies should be banned from bringing out these kinds of videos. The other three groups will be disagreeing with this motion. Each team will have fifteen minutes to discuss and come up with reasons that they could use to justify their point of view. It may be difficult to come up with ideas on the topic if participants have been assigned an opposite view to that of their own, but this in itself will cause participants to consider ideas that they may not have before.

When they have had time to come up with their arguments, then there will be three debates. The debates are to run at the same time in different areas. Each team is given ten minutes to put forward their point of view on the subject. After both teams have had their chance to speak, then there will be ten minutes for the teams to ask each other questions on the subject.

The debates should be as inclusive as possible and teams should try to involve all members fully in the speaking and questioning sections.

If participants want to, then they could do another round of debates, except this time they could swap views, so that those who were proposing a ban on videos like this would now be opposing and vice versa.

Reflection (15 minutes):

The participants are handed back the envelope that they sealed their personal response in before the debates. They are to take it out, without looking at it. On the opposite side of the paper they are to write another A4 side of a personal response to the activity that they have just taken part in.

They can mention new perspectives that they have considered. Did they hear any opinions from participants from a different cultural background that they had not considered before? Has their opinion on the music industry and music videos changed at all?

The response is not to be read by anyone other than themselves as it is a personal response.

When they have finished writing the second personal response, they can look back at what they wrote previously and see if there are any differences. They can keep this personal response and add to it later if, on reflection, they have thought any more on the subject.

3. Debriefing

Reflect:

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

- What trends have there been in music videos recently?
- Why do artists make music videos?
- What do you think of music videos?
- What message did the music videos that you watched put across?
- Which video did you like the most? Why?
- Which video did you like the least? Why?
- In the debate, was your team proposing a different view than your own?
- Was it hard to consider things from a different point of view?

Generalize:

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

- Do you think that music videos glorify violence?
- Why/ why not?
- What do people in your country think of music videos?
- Why do you think that artists choose to put these images across in their videos?
- Do you think that artists put across videos like this to benefit from the controversy caused?
- Do you think that such videos should be banned?
- How has your opinion changed through the debates?
- What would the debate be like if you were told to do the debate again but this time to switch your opinion?
- What will you take from this activity on reflection?

Apply:

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

- Can it be helpful to sometimes consider a view much different to your own?
- Why is it important to remember that everyone sees things from their own perspective?

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.

- Means of playing videos to the group
- Some kind of timing device to be used to time the debates
- Envelopes, one each
- Pens and paper, one each

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

Time: 1 hour 30 minutes

Group size: six groups of approx five participants for the debates

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?

- Participants should lead the debates themselves and aim to include all members in the discussions
- Make sure all opinions are respected in the supportive atmosphere of the camp

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

Music Videos

5. Attachments

a. Links

Music videos to watch:

<http://www.youtube.com/watch?v=yVA-xTBeHyM> Run this Town (Jay-Z, Kanye West, Rihanna)

<http://www.youtube.com/watch?v=w55Nib4uf1U> Takin' Back My Love (Enrique Iglesias, Ciara)

http://www.youtube.com/watch?v=ueIHwf8o7_U Love the Way You Lie (Eminem, Rihanna)