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
	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?

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
		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.
		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.
X		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.

Pro and against ideas.
Debate conclusions.

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. (15 minutes) Ask participants to say what they believe sustainable development is. Let them have a free discussion about sustainable development and consider the following questions: What are the main features of sustainable development?
   How can it be achieved?
   What are the deterrents to sustainable development?
   Write the word sustainable development on a blackboard/chart paper. As the participants are discussing write the ideas/words that come up as main points in the discussion

2. (30 minutes) Divide all the participants into two groups and give them the following motion:
   In underdeveloped countries achieving a fast economic development is more important than sustainable development.

   Appoint one group to sustain the motion and the other to oppose it and give them 30 minutes to prepare their side of the argument.

3. (2x7minutes) After the preparation time is over, each side should appoint a speaker to deliver their points in a 7 minute speech.

4. (5 minutes) After each speech there will be a Q&A session in which the other team can ask the speaker to clarify or further explain his points, etc

5. (15 minutes) Once the speeches and Q&A sessions are over, both teams should have a free discussion on the motion and debate the major points that came up during the two speeches. The main pro and against ideas, as well as conclusions should be written on the blackboard/chart paper.

3. Debriefing

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

How is sustainable development?
How can it be achieved?
Why is it important to society?

Generalize:

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

Should only industrialized countries be concerned about sustainable development?
Should countries that are struggling with starvation and poverty worry about being 'green'?

Apply:

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

What measures that can help promote sustainable development can you think of?
How would you argue the importance of sustainable development to a major industry leader?

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.

Blackboard, chalk

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

All participants divided in 2 groups
1 hour and 20 minutes

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?

Help guide the discussion and debate, and make sure that opinions are expressed politely and with consideration towards other's feelings. Try to encourage everyone to speak.

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

Debating sustainable development