

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?

Identity

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

	1	Develop intercultural awareness
X	1a)	Share own culture with the camp
X	1b)	Learn about at least two other cultures through different activities
	2	Develop leadership skills
	2a)	Receive training on how to plan and lead an activity , before and during the first days of camp
	2b)	Participate in planning and running activities
	2c)	Contribute during group discussion
X	2d)	Suggest solutions and solve problems objectively
	3	Develop self awareness
	3a)	Lead daily programme with minimal assistance from leaders
X	3b)	Contribute to debriefing by sharing personal feelings and thoughts
	3c)	Express independent ideas to promote group development
	3d)	Increase self confidence
	4	Develop cooperative skills
	4a)	Work together as a team in planning and leading activities
X	4b)	Help others feel included in the group

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.

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 share information about their own personal identities and culture
- 2 During the discussion after the activity, participants express an interest the stories of other participants.
- 3 During the discussion after the activity, participants build on the suggestions of other participants to create collaborative solutions for prevention.

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 for participants to understand why and how we label people and what consequences it can have.

The facilitators will begin by attaching a piece of paper to each participant's back. Each piece of paper will have a different symbol of different colours and sizes.

Participants are told that the group should work together to solve a puzzle and to divide the group into smaller groups based on the symbols they can see on the other participant's backs. They are told to do this in silence.

Since participants cannot see their own paper, the rest of the group will decide which group they belong to. Some participants might want to divide people based on the color of their symbol, others will want to make the groups based on the size of the symbol. There are many different ways to divide the group and it is important that the participants chose how to do it themselves without any input from the facilitators. No indications of any kind should be given by the leader while participants are interacting.

When the participants have decided that they have completed the puzzle, have the group sit down for debriefing.

4. Debriefing

Reflect:

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

- How did it feel to be divided into groups?
- Was it difficult to put others into groups? How did you do it?
- Did the group agree on what "category" to put people in?

Generalize

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

The facilitator should introduce the concept of multiple identities before beginning this set of questions:

Everyone has more than one identity; we don't define ourselves by only one thing, for example, what religion we belong to, but also by our nationality, profession, interests and much more – and all, at the same time. In this sense we all have multiple, overlapping, identities.

Break participants into groups of two or three to discuss these questions:

- What identities do you belong to?
- Which of these do you think people associate you with? Are you comfortable with that?
- Do you choose to highlight any of your identities more than the others? Do you hide any?
- Does this vary in different situations? If so, how?

Apply:

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

The facilitator should introduce the concept of assumed identities before beginning this set of questions:

Human beings are most often defined in terms of their *religious* or *civilizational* (meaning their place or culture of origin) identities. This usually leads to ignoring the numerous other factors that combine to make a person is.

Bring participants back into one big group to discuss these questions:

- What consequences can ignoring or overlooking different parts of people's identities have?
- What can we do to prevent this?

Summarising:

When we look at ourselves and people around us as if they only have a singular identity, we can create tension between different groups by creating differences that aren't necessarily there. We divide ourselves into us and them

4. Materials and Background Preparation

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

CISV - IJB Activity Jar, Identity Theme Pack 2010

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

- Small pieces of different coloured papers with symbols in different shapes, colours and sizes drawn onto them
- Tape

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

45 to 60 minutes

Any size

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?

BEFORE GETTING STARTED! Make sure you have read and understood the idea of multiple identities before running this activity, you can find a comprehensive text on this in the Toolbox of the Theme pack. This activity is not just about understanding that we do put labels and divide people into groups based on these but also about what effects that can bring.

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

What you see is what you get?