

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	<input type="checkbox"/>	Diversity
X	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?

World trade, globalisation.

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

	1	Develop intercultural awareness
	1a)	Share own culture with the camp
	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
X	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
X	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.

- Contributions to group discussions
- Questions asked to those being “interviewed”
- The way in which discussions are led by participants
- Solutions which are put forward by groups
- Pieces of work completed based on the apply section, in which participants can chose to make a representation of where a favourite product comes from

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. **Introduction** (15-20 minutes): The participants, working in groups of 6 are given images of diamonds, celebrities wearing diamonds, diamond jewellery and engagement rings etc and are asked to discuss and make a spider diagram of what diamonds symbolise to them. There is a model of an example of this attached. Some of these ideas can be given back to the whole group as a quick feedback.

They are then given a new sheet of images with images of the mining of diamonds, such as images of mines or panning, as well as images of conflict in diamond mining regions such as Sierra Leone, Angola, Republic of Congo or Central African Republic. They are to discuss what this second set of images suggests to them about diamonds. Again, after a quick discussion, some of these ideas can be given back to the entire group. Ask participants if know anything about conflict or blood diamonds.

2. **Quiz** (15 minutes): The participants will have statements about conflicts in the diamond trade read out to them by a leader. If they think the statement is true then they are to stand up, if they think it is false then they are to sit down. Those who are incorrect are eliminated from the game and should move away from those still in the game so as not to confuse things. If a statement is false then the leader can read out the correct answer. The leader will keep reading statements and participants will continue to be eliminated until only one person remains who is to be declared the winner of the game. There could be a prize in this activity to make it a bit more competitive!
If the game goes quickly and there were not many statements read out, then a second round could take place.

3. **Interviews** (25-30 minutes): Leaders ask the group for six volunteers. These volunteers will each be given a card with a case study of a person involved in the diamond trade outlined on it. They are each sat in different areas, which could be in one room or in several rooms of the building. They are to take on the role described on the card and put forward the opinions of this person, as well as ideas for possible conflict solutions based on the opinions of their role.

In groups of five, the participants will visit one volunteer at a time and will have three minutes to “interview” or get as much information from the volunteer as they can about their role in the diamond trade and the conflicts that they face. They will be given some newspaper articles and other information about conflict diamonds to help them at each station they visit.

4. **Group discussion** (20- 30 minutes): After they have visited each of the volunteers, the participants are to have a discussion about the diamond trade and its associated conflicts. The six volunteers can join a group each, and the other members of the group should fill them in on the other characters that they interviewed and what they found out.

One member of each group takes on the role of chairperson and will lead the discussion, making sure that everyone gets a say, and will note down key points and possible solutions to these conflicts, meaning that ideally leader input is kept to a minimum.

The aim is that they are looking to come up with a possible solution to the conflicts between different people involved in the diamond trade. They can take into account that it is a very complex issue and so any proposed solution will have both positive and negative effects. They are to evaluate the solution through the eyes of each of the people that they previously interviewed and consider its implications for these people. They will then pick their best proposed solution to conflicts related to the diamond trade and present it to the other groups.

5. **Conclusion** (20 minutes): One spokesperson from each group has 2 minutes to quickly and clearly outline and justify the solution their group came up with and the positive and negative effects it would have. After every solution has been heard, everyone is to vote on which one they think is the best. Ask participants if they think that conflicts over resources such as diamonds can be resolved? Why are they so difficult to resolve?

3. Debriefing

Reflect:

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

- Why are some diamonds called “blood diamonds” or “conflict diamonds”?
- What could be done to resolve some of the conflicts affecting the diamond trade?
- What positive and negative effects would these solutions have?

Generalize:

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

- Do we know the origins of some of the things that we buy and use everyday?
- Why is it that countries with valuable natural resources can still remain poor?
- In what ways are conflicts over resources often very complex?
- Can there ever be a “perfect” solution to a complex problem?

Apply:

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

- Why is it important to think about the origins of the products that we buy?
- How would you pass on what you have learnt today?
- Who would you talk to about what you have learnt today?
- Think of a product that you use everyday/one of your favourite products. Research into where it comes from, where it is produced, who is involved in the production process. Now that you know more about it, has your opinion of it changed?

4. Materials and Background Information

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

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

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|---|
| <ul style="list-style-type: none"> • Enough pens and paper for everyone • Images of diamonds and conflict relating to diamonds [attached] • Quiz [attached] • Prize for winner of the quiz (optional) • Newspaper articles about conflict diamonds, other relevant information on conflict diamonds [attached] |
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Time & Group Size: Suggest the ideal time scale and group size for this activity.

<p>Time: 1 hour 40 minutes - 2 hours Group size: for the discussions and group work, 6 groups of 6 participants each.</p>
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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?

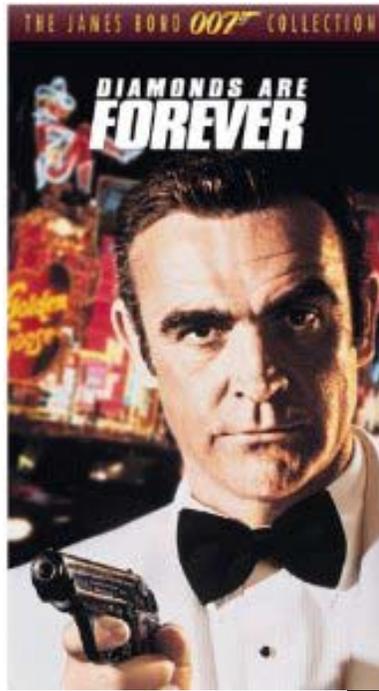
- | |
|--|
| <ul style="list-style-type: none"> • Check that the group leaders are facilitating discussions properly • Check that the groups are made up of a mix of participants, and that there is a variety of members of different delegations in each group • Switch the groups around between activities if you feel it is appropriate |
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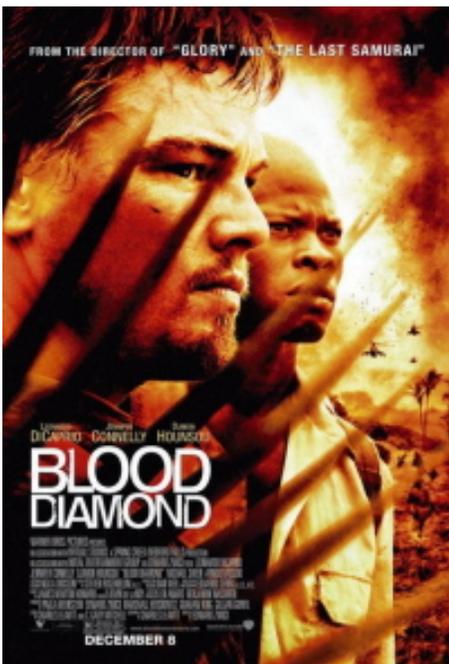
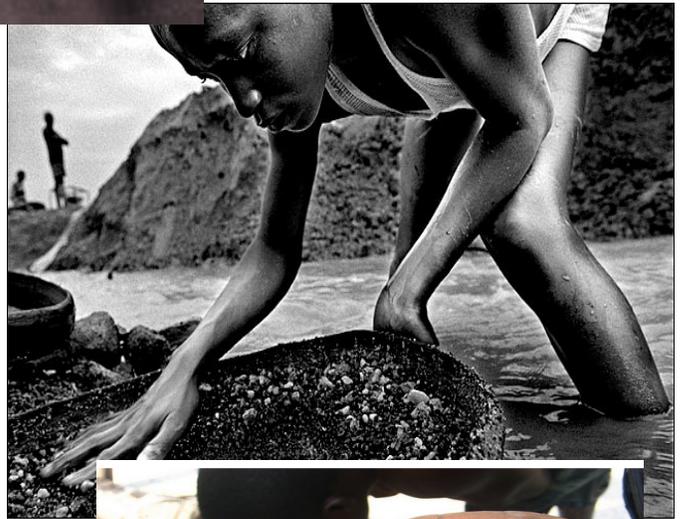
Activity Name: Each activity should have a name so it can be searched for in the database.

The Trouble With Diamonds

5. Attachments

- a. Images
- b. Diamond Quiz
- c. Roleplay
- d. Spider Diagramm
- e. Resources





Where are diamonds found?





Roleplay

You are a 16 year old high school student from Botswana. Thanks to your government's use of the revenues from the legitimate diamond trade, you received free education up to the age of 13 and then 95% subsidised education from that point onwards. You know of many countries in Africa where children do not get the chance

to go to school at all, and therefore recognise the way in which diamonds can play a positive role in the development of a country. You want to make sure that people are shown that when properly managed, the diamond industry is a great source of potential for the future of many African countries, and offer ideas of how this can occur. You think it would be a shame to discourage people from buying diamonds when countries that produce conflict-free diamonds would suffer. Put forward these points of view and come up with some ideas to solve the conflicts relating to the diamond trade.



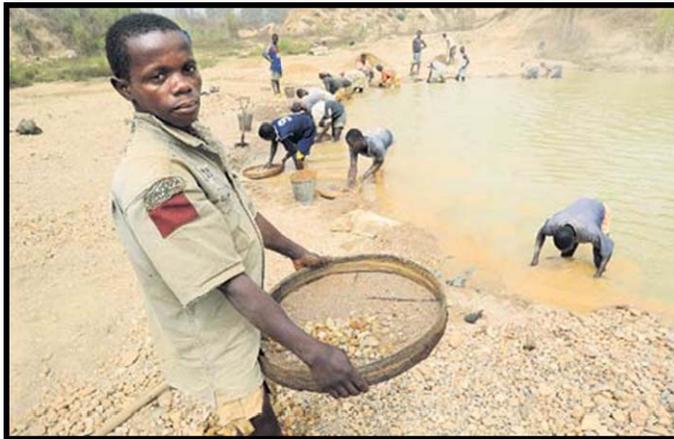
You work in a diamond cutting business in India. Your job is to cut and polish diamonds to get them ready for manufacturing into pieces of luxury jewellery. Although you would not knowingly work with conflict diamonds, you are not always able to be sure that every stone that you cut and polish is from a conflict-free background. It is

obvious to you that lots so-called blood diamonds are smuggled abroad and then incorrectly labelled as conflict-free. The laws on diamond importing seem to have lots of loopholes. You think that the current system of tracing the origins of diamonds doesn't work well enough and you want to suggest ways in which it could be improved. Put forward these points of view and come up with some ideas to solve the conflicts relating to the diamond trade.



You are a teacher from Japan who wants to propose to your girlfriend. You therefore want to buy a diamond ring. You recently saw the film “Blood Diamond” and because of this want to avoid buying a ring which came from an area of conflict or helped to finance a civil war. There are lots of different retailers that sell diamonds but you have found it hard to find out which ones

guarantee them to be from conflict-free regions. You are concerned that retailers may not know where their diamonds come from. You don't have a lot of money to spend on a big diamond and worry that less expensive jewellers may have less ethical sources for their diamonds. Offer ideas as to what could be done from the point of view of someone looking to buy ethical diamonds.



You live in Cote D'Ivoire and spend every day panning for diamonds in an informal mine in a riverbed near to your home. The conditions there are very tough but there are few other employment

opportunities available to you. You have witnessed extreme violence in the past decades as rebel groups exploited the diamond resources in order to exchange the stones for weapons which were to be used in civil war. You don't want your mine closed down by the government as you wouldn't have anywhere else to work, but you don't want the diamonds to be used to buy weapons for future conflicts. Put forward these points of view and come up with some ideas to solve the conflicts mentioned above.



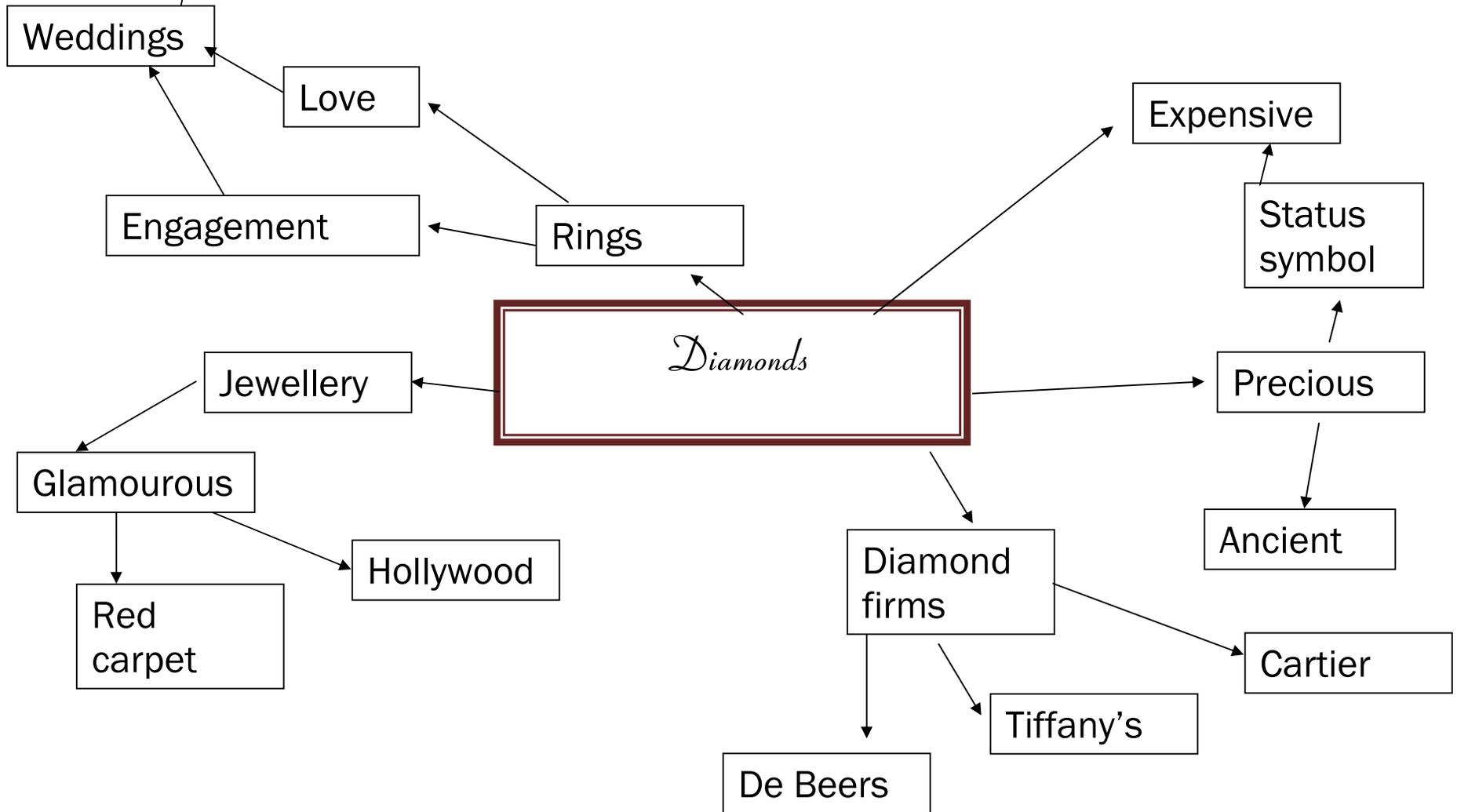
You are a manager working at the New York office of a major multi-national diamond retailer that sells diamonds from all around the world. A small proportion of your diamonds come from areas of conflict and human rights abuses, but not many customers express concern for the origins your products. If customers aren't worried then you do

not see why you should have to find new sources of diamonds; after all, you didn't start these conflicts. Finding new sources of diamonds would cost a lot of money and you don't want to have to make any hardworking employees of your company redundant, especially in today's economic climate. Put forward these points of view.



You work in the trade ministry for the government in Republic of Congo, where diamonds have previously been used to fund violent civil war. You want to be able to use the revenues from diamond sales to promote development there and to pay for public services. However, the companies that own the diamond mines take their profits abroad, and don't support development of your country. This means there are fewer opportunities to provide public services such as hospitals and schools. You don't want to cause any instability

as the government is quite fragile and there are some cases of corruption. You see countries like Botswana in which the diamond trade has been positive for economic development and therefore think that the government needs more control of the diamond mines. However, you don't want to make the mining companies leave as your government doesn't have the specialist resources that are needed to extract the diamonds. Put forward these points of view and come up with some ideas to solve the conflicts mentioned above.



Sources of News Articles/ Information to help groups in discussion

<http://s3.amazonaws.com/3b59dcdf1c4552f8d85a16a4808a3b38-default/AIGWfactsheet.pdf>

Amnesty International document on the current situation for conflict diamonds

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/conflict_diamonds_natural_resource_curse.pdf

Article about the resource curse and Botswana's success with the diamond trade

<http://www.un.org/peace/africa/Diamond.html>

UN report on conflict and blood diamonds

<http://www.youtube.com/watch?v=92FCRmggNqQ>

Music video with focus on the trade in conflict diamonds

<http://www.youtube.com/watch?v=XtPX2kXhu7I>

Trailer for the film "Blood Diamond"