

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?

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
	3b)	Contribute to debriefing by sharing personal feelings and thoughts
X	3c)	Express independent ideas to promote group development
X	3d)	Increase self confidence
	4	Develop cooperative skills
	4a)	Work together as a team in planning and leading activities
	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.

Ask participants to give examples of differences that could lead to conflicts because of lack of integration and think of ways on how they can be integrated within a community, society, or culture. Record their answers on camera or paper.

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. (5 Minutes)
Participants are asked to discuss whether they believe 'difference' is one of the main causes of conflict, and justify why they believe it is/is not.
2. (10 Minutes)
Participants are asked to discuss and write down on a piece of paper what they think are the best ways of dealing with differences that may cause conflicts.
3. They are then given the following segment of a quote
" There are three ways of dealing with difference: domination, compromise, and integration"- Mary Parker Follett
4. (10 Minutes)
They should then discuss the meaning of the quote and whether they agree with the three ways of addressing difference that are cited.
5. (10 Minutes)
The participants are told to group the solutions to dealing with difference that they have previously identified (Step 2), into three categories: Domination, Compromise and Integration.
6. (15 Minutes)
The participants are then asked to consider which type of differences and by extension potential conflict situations should be solved through dominance, which should be solved through compromise, and which are best dealt with through integration.
7. They are then given the rest of the quote
"By domination only one side gets what it wants; by compromise neither side gets what it wants; by integration we find a way by which both sides may get what they wish." -Mary Parker Follett
8. (15Minutes)
The participants are asked to debate the quote and give arguments as to why they agree or disagree, and if like Mary Parker Follett they believe that integration is the only appropriate way of approaching the idea of 'difference'.
9. (10 Minutes)
They are then asked how they believe each of the 3 ways of dealing with difference would impact the degeneration of difference into conflict.
10. (10 Minutes)
They are given the chance to change the way that they have classified their solutions to conflict into the 3 categories and asked to justify any changes.

3. Debriefing

Reflect:

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

What is your opinion on the idea of difference? Do you believe that diversity or difference lead to conflict? Why could integration be more important than compromise?

Generalize:

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

What examples can you think give of differences which are misinterpreted? How do you believe individuals should approach difference? Do you believe difference is actually a cause of conflict in itself or are attitudes towards difference the real problem? Can you give examples?

Apply:

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

What ways can you think of by which difference can be integrated? Have you ever tried to integrate other's differences into your particular way of thinking?

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.

Pen and paper
Printed sheets of the quote or a blackboard/ whiteboard to write the quote on.

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

About 1 hour and 25 minutes. The whole group can participate, with maybe 3 or 4 supervisors who can moderate the discussion.

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?

Make sure that everyone gets a chance to express their opinion, and encourage a smooth flow of conversation.
Make sure that the discussion, especially since it's on the topic of differences, does not offend anyone's feelings.

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

Quoting Resolution