

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
<input checked="" type="checkbox"/>	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?

Diversity of problems country faces that can be seen in relation to sustainable development

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

	1	Develop leadership skills
	1a)	Is able to express independent ideas to promote group development
X	1b)	Is able to suggest solutions to solve problems objectively
	1c)	Is able to facilitate a group or other individuals
X	1d)	Is able to take responsibility for an activity, a project, a problem
	2	Encourage social responsibility towards the community
X	2a)	Is able to identify current community issues and conflict
	2b)	Is willing to perform an act of contribution to local community after the Programme ends
X	2c)	Is able to contribute ideas on how to apply what they learned to everyday life
	2d)	Is willing to act in an inclusive way
	3	Develop a global awareness
X	3a)	Understands current issues taking place in the world
	3b)	Is able to understand and cooperate with different cultures
	3c)	Understands the camp theme and contributes to its development
X	3d)	Is able to participate in discussions about the content area of the year
	4	Enable personal development
	4a)	Is able to exhibit confidence through active participation in group discussion and activities
	4b)	Understands how to plan, run and facilitate activities
X	4c)	Is able to work in a team
X	4d)	Is willing to listen to others' ideas and be open-minded to different points of view

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.

In this activity the participants will 1) reflect on the situation in their own country, 2) gain knowledge on situations in other countries, and 3) reflect on how situations in other countries can be solved.

You will be able to collect evidences through the:

- Discussions in the delegation.
- Sharing of thoughts in discussion.
- Participation in the debriefing.

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

This is an adaption of the CISV activity "PROBLEMS IN MY COUNTRY".

The goal

In this activity the participants should both be able to identify and reflect upon problems in their own country, and gain knowledge on problems other countries are experiencing. In this adaption of the activity these problems should be connected to CISV's content area Sustainable Development.

They should also be able to understand how these problems aren't national but global, and how it is not only a country but also the entire world that will be affected if these problems get worse.

Examples of problems:

- Overexploitation of natural resources
- Increased water levels
- Temperature changes
- Garbage
- Pollution
- Unconscious consumerism
- Deforestation

The activity:

Divide into delegations. The leader is there to help, but not to participate.

1. Each delegation discusses and agrees on a problem in their country.
2. The delegations make a small act, where they present and explain the problem to the other delegations. The leader should be ready to help explain the scenario.
3. When all the delegations have presented their problem, the delegations swap problems and go back to their group to discuss how to solve this new problem.
4. The delegations prepare a play where they show their solution to the problem.

3. Debriefing

Reflect:

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

- In this activity we asked you to present a problem your country has towards sustainable development. Was this difficult?

- Why did you choose this problem?
- What did you think of the problems in the other countries, and was it easy or hard to find a solution to their problem?
- Were you surprised by the problems any of the other countries had?

Generalize:

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

- Why do you think we wanted you to learn about each other's problems, and teach them about your problem?
- In your everyday life, do you ever think about these problems?
- Why do you think we wanted you to find a solution to each other's problems?
- Do you think it is important to think about these kinds of problems?
- Do you think countries share problems? What do you think will happen if this problem does not get fixed? For instance; "do you think deforestation is only a problem in Brazil?"

Apply:

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

- What can we do to help each other out?
- What can we do so that these problems do not get worse?
- How can we fix our own problem?

4. Materials and Background Preparation

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

This is an adaptation of a CISV activity called "problems in my country".

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

Paper and pens

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

Work in delegations.
3 hours

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?

In a summer camp this activity demands support to the participation from the leaders. It can be challenging to 1) identify challenges in their own country and 2) give a clear explanation to why this is a problem. Encourage the participants to develop their own thoughts and challenge them to trust their own ideas.

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

Problems in my country – the sustainable development version