

## 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 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?

How different elements have a significant role and how these best are preserved.

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

	<b>1</b>	<b>Develop/increase self and intercultural awareness</b>
	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
X	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	<b>2</b>	<b>Develop leadership skills; be an agent of change in your Programme context</b>
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	<b>3</b>	<b>Learn how to work cooperatively and have a positive attitude towards others</b>
	3a)	Behave respectfully and appropriately towards others
X	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
X	3d)	Understand and respect other's points of view
	<b>4</b>	<b>Become empowered for active global citizenship</b>
	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand that peace education can have a positive impact in one's community
	4d)	Consider how the Interchange participants can actively work for peace after the Programme

**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 are challenge to reflect on how we are depending on different elements.

- Be able to reflect and share thoughts on why these elements are of importance to humans.
- Understand how human behavior impacts the state of these elements.
- Participate actively in the two first tasks.
- Share personal thoughts in the discussion

Compare opinions and thoughts on the different words with participants from partner country.

## 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

The goal of this activity is for the participants to be aware of how elements are of an importance for people and how we can preserve them.

The activity consists of 3 parts where the third part will lead into the discussion.

### Activity 1

- Divide the participants in groups of 4-6 people.
- Assign an element to each group:
  1. Weather
  2. Forest
  3. Ozone Layer
  4. Air
  5. Food
  6. Water
  7. Energy
  8. Transportation

### The Task:

You are the FAN CLUB of the element you just were assigned. Unfortunately humans have not done a good job taking care of these elements and today they are in a very poor state.

Your task is to make a fan video (like a commercial) that explains to the other groups why they should start taking care of your element. The fan video should explain the following things:

- a. Why is your element important and good?
- b. Why are you in this fan club?
- c. How does your element contribute in the world?
- d. How can we take care of it?

The video should last no longer than 4-5 minutes.

Time to prepare: 10 min.

Presentations: All the groups present their fan videos.

**Activity 2**

The Task:

Because of the way humans have acted the world is running out of available resources, and scientists says that if humans does not change their behavior and start acting for a more sustainable way of life the world will go under. To encourage and show an example of such changes the Mango Company will select some of the elements you represent and start improving these.

To decide which elements it is most urgent to improve in order to save the world we will have a hearing. Every group will get 1 minute to present their appeal, explaining why your element is the most important to improve. You need to select one person in your group to present this to us.

In your appeal you need to explain:

- How your element contributes in the world.
- Why it is important to save your element.
- Why your element is the most urgent (and important) to improve in order for the world to remain.
- What we can do to help your element/improve the conditions of your element.

Time to prepare: 5 minutes

The hearing

**Round 3**

After the hearing all the groups should be sitting down.

The facilitator then says:

Thank you all for giving your appeals on why your elements must be saved. We, the Mango Company, have listened to all of your suggestions and what we realize is this: all of your elements are important in order to save the world. We cannot select a winner, however we are wondering if you have suggestions on how we, as humans, can take care of the world as a whole?

### 3. Debriefing

**Reflect:**

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

- Why do you think we gave you these elements to represent?
- Was it difficult to find arguments and points to use in commercial and/or appeal?

**Generalise:**

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

- Do you think it is important to think about how we use these elements?
- How do you think our use of these elements affect the world and why do you think we said that the world would end unless we change our habits?

**Apply:**

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

- In this activity we told you that the Mango-company was going to start improve a few of the elements. In real life, what can we do in order to take care of our resources?
- Whose job is it to take care of the resources?

## 4. Materials and Background Preparation

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

The I Have a Mango team created this activity. It is an adaption of the activity called "I am a Car". It was first used at a mini-camp in Bogotá (2012) with the theme "the end of the world". At this mini-camp we split the participants in to groups according to their age. The youngest participants created the commercials and the older participants made the appeal.

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

Pens and paper.

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

4-6 people in each group. Elements can be added or taken away according to the amount of participants.

Village, Youth meeting, Interchange, Summer camp - the debrief questions should be adapted according to the program.

**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?

There is no right or wrong in this activity, and the activity should be a fun way for the participants to express themselves.

Feedback from leaders would be highly appreciated: We would love to hear how well the activity worked for you and how we could improve it; send us an email to: [mango@no.cisv.org](mailto:mango@no.cisv.org)

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

The End of The World