

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?

Overexploiting of resources. In this activity the aim is to show how fragile our resources are, in this case fish. The activity also shows the impact human actions have on our surroundings.

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

	1	Develop intercultural competence
	1a)	Show knowledge of own culture and reflect on it (K)
	1b)	Gain knowledge of other cultures (K)
	1c)	Be open-minded about new knowledge (A)
X	1d)	Be able to reflect on new knowledge (S)
	2	Build an inclusive community through friendship
	2a)	Interact with peers from other countries (S)
	2b)	Understand the importance of trust within friendship (K)
	2c)	Understand the benefits of an inclusive community (K)
	2d)	Contribute to the creation an inclusive community (A)
	3	Develop positive attitudes towards others
	3a)	Respect other people's point of view (A)
	3b)	Respond positively to challenges (A)
	3c)	Demonstrate care for others (A)
	3d)	Respect the feelings and belongings of others (A)
	4	Develop an interest in peace education
X	4a)	Participate in peace education activities (A)
X	4b)	Reflect on learning from peace education (S)
	4c)	Share learning from peace education (A)
X	4d)	Connect peace education to home life (K)

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.

- 1) The participants should be able to understand that because they fished all they could (without thinking about the consequences) they ended up overexploiting the resource.
- 2) They should be able to reflect on how the oil spill damaged the fishes' habitat.

Evidence:

- Comments from discussion and debrief
- Demonstrate an understanding of the progression of the activity.
- Share personal thoughts.

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 the activity:

In this activity the goal is to think about the impact we have on the fisheries, and how fragile the environment and our resources are. The activity takes in topic such as:

- Overexploiting fisheries leads to the overexploitation of resources
- An oil spill in the sea leads to ruined animal and plant habitats (i.e. the environment they need to survive).

Round 1.

Divide the participants in 6 teams and tell them the following storyline:

Every team is a village that makes their living from fishing. In the sea there are several kinds of fish, and on this chart you can see the value of the different types of fish.

The Instructions:

1. When the bell rings you are all allowed to go to the sea (outside the activity hall) to fish. Until the bell rings again you can collect as many fish as you want. When the bell rings you must all return back to your villages (the activity hall).
2. When everyone is back in their villages they sell their fish to the facilitators (representing the fish market). The facilitators go around the groups' station and buy their fish. After selling their fish they have to pay taxes (collected by the leaders). If they cannot pay the tax 1-2 people from their team have to go to jail for the duration of the next round. Note: In this round it should be possible for most villages to pay the tax.

Round 2.

The leaders take half of the fish that was collected in round 1 and redistribute it in the sea. While this happens the participants get the following message:

A notice to all fishing village: There has been a huge oil spill in the ocean, so be careful when you are out fishing. We don't know how big a problem this is going to be.

Additional notes for this round:

1. The participants go fishing again, knowing that the oil spill might be a problem.
2. This time the tax collectors are demanding more money – because of the oil spill. This should result in 3-4 villages not being able to pay their taxes, and therefore having to send people to jail.

Round 3.

Half of the fish from Round 2 is redistributed and the participants get this message:

News about the oil spill: After examining the oil spill and the impact of it we are sorry to inform you that the oil spill has damaged the resources the fish need in order to live. Because of the amount of fish that has already been fished, resulting in over-fishing, we don't know how much fish there is left in the ocean.

Additional notes for this round:

1. The kids go fishing, but this time they will have a hard time finding any fish.
2. Because that the fishers could not catch enough fish most of them should not be able to pay the taxes.

Game ends and the discussion begins.

3. Debriefing

Reflect:

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

- What was your task in this activity, and was this easy to do?
- Can someone explain the things that happened in the activity?
- Why do you think people had to go to jail?

Generalise:

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

- Why do you think that there was so little fish left at the end of the activity?
- Is there something you could have done different, so that there would have been more fish left in the sea?
- How did the oil spill affect the sea-life?
- So what do you think will happen if we fish too much at once?

Apply:

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

- How do you think people can protect the fish?
- Is it a problem if there is no fish left?
- Are we (humans) responsible when for instance an oil tank spills?

4. Materials and Background Preparation

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

Open your eyes to Peace Village, Dallas USA, 2011 – Marika Männistö

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

150-200 paper fish, in different sizes and colours.
A chart illustrating the value of the different types of fishes.

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

Approximately 6 groups.
Village

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?

For this activity you will need leaders functioning as

- Tax collectors who collect the tax and put people in jail
- People that represent the fish market, who buy the fish from the villages, and who are in charge of redistributing parts of the fish collected in a round

Facilitators who tell the storyline, keep track of time, and are in charge of the discussion.

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

Go Fish