

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?

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

	1	Develop self and intercultural awareness
X	1a)	Gain awareness of alternative cultural and personal perspectives.
	1b)	Compare own perspectives with others.
X	1c)	Reflect on the challenges to own views throughout the camp.
	1d)	Put into practice the cultural awareness acquired through the camp.
	2	Develop leadership skills
	2a)	Take initiative to build and maintain a strong community.
	2b)	Maintain the values and rules of the group.
	2c)	Plan and facilitate activities throughout the camp.
	2d)	Take initiative for the practical aspects of the camp.
	3	Develop positive attitudes towards other people
	3a)	Contribute to camp's daily life and responsibilities.
X	3b)	Respect others by actively participating in all activities.
X	3c)	Listen to and respect the opinions of others.
	3d)	Accept conflict as part of community living and actively try to resolve it.
	4	Empowering people for Active Global Citizenship
X	4a)	Share personal perspective on the different educational Themes and topics.
	4b)	Contribute to discussions on how to become Active Global Citizens.
	4c)	Join in an LMO activity.
	4d)	Consider how to use new Attitudes, Skills and Knowledge after the camp.

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 pick out (out of the whole 10 facts list handed out at the end of the activity) the fact about a world issue that impacted them the most and a write a very shot justification of why they believed it was true or false, and what they believe are the underlying causes for that issue. What factors they think are promoting the issue.

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. (2 minutes) Split all participants into 5 groups (number the groups 1,2,3,4,5).
2. (10 minutes) Hand out Truth and Lies lists which contain some true and false statements and facts about the current state of the world and the various issues that communities have to face (2 minutes). Ask participants to briefly look through the list (8 minutes)
3. (30 minutes) Inform the groups that the statements contain 5 truths and 5 lies. Ask each group to decide which statements are true and which are false, and come up with arguments supporting their decision. For the 5 statements that they have placed in the lies category ask them to think of what they believe the true situation is regarding that issue. Ask them to justify their decision.
4. (30 minutes) Ask each group to present the Truths and Lies that they have identified and justify their decisions as well as their estimations of what the real situations is for the False facts.
5. (During the presentation on a white board or a flipchart draw up a truth and a lie column for each group. Each statement on the fact sheet will be numbered, so during each groups presentation write down the number of the statement in one of the columns accordingly. At the end you should have 5 sets of columns. You can now identify what points each group has selected as true and what points they have selected as false. There will be some differences between each groups evaluations)
6. (50 minutes) Have all of the participants sit together. For the points that some groups have identified as true and some have identified as false ask all of the participants to debate the right answer. If there are 10 statements, in the longest scenario there will be at least one team which has disagreed on each statement. That would imply ten mini discussions which will have to be moderated. In this case each discussion will take 5 minutes. If there are less points where the teams disagree, the moderator can expand the times per discussion accordingly. The moderators have the freedom to decide how long or short the discussions should be according to the number of facts that need to be discussed and on how well the debate is going.
7. (10 Minutes) Hand out the list with all the real facts.

This activity will raise awareness about world issues and at the same time make participants try to think about what could be causing these issues hen they have to decide if the statement is true or false.

3. Debriefing

Reflect:

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

Why did I believe this statement was true/false? What current situations that I know about in the world influenced my decision? What reasons did I present to justify my decisions? How did everyone else in my group justify their opinion? Did I agree?

Generalize:

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

Is this issue present in my home country? How did my cultural background and experience in my own community help me make an assessment about whether a statement was true or false?

Apply:

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

What do I think are the reasons why my community is also/ not experiencing this issue? Can I influence or help change the situation?

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.

Truths and Lies Sheet
Whiteboard/blackboard/flipchart.
Truth sheet.

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

5 groups

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 the groups are as diversified as possible in terms of nationality and gender. Moderate the discussion in a way that everyone gets to participate. It is not necessarily about getting the right answer but about trying to understand what are the causes of worldwide problems and challenges by having to justify the decision made by the team.

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

Truths and Lies

5. Attachments

- a. Truths and Lies
- b. Truth List

Truths and Lies

1. 40% of humanity lives on less than \$10 a day
2. 22,000 children die each month due to poverty
3. Nearly a billion people entered the 21st century unable to read a book or sign their names
4. 1.6 billion people — a quarter of humanity — live without electricity
5. In 2004 about 0.13% of the world's population controlled 25% of the world's financial assets
6. For every \$1 in aid a developing country receives, over \$25 is spent on debt repayment
7. 10 per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen.
8. From 1998 to 2001, the USA, the UK, and France earned an income from arms sales to developing countries than that was equal to what they gave in aid.
9. Indeed, some \$2.4 trillion (£1.5tr), or 4.4%, of the global economy “is dependent on violence”, according to the Global Peace Index, referring to “industries that create or manage violence” — or the defense industry
10. The war in Iraq has been the world's deadliest conflict since World War II

Reference: <http://www.globalissues.org/>

Truths

Bolded statements were changed into lies on the other sheet

11. At least 80% of humanity lives on less than \$10 a day

12. 22,000 children die each day due to poverty

This is equivalent to:

- 1 child dying every 4 seconds
 - 15 children dying every minute
 - A 2010 Haiti earthquake occurring almost every 10 days
 - A 2004 Asian Tsunami occurring almost every 10 days
 - An Iraq-scale death toll every 18–43 days
 - Just under 8.1 million children dying every year
 - Some 88 million children dying between 2000 and 2009
13. Nearly a billion people entered the 21st century unable to read a book or sign their names
14. 1.6 billion people — a quarter of humanity — live without electricity
15. In 2004 about 0.13% of the world's population controlled 25% of the world's financial assets
16. For every \$1 in aid a developing country receives, over \$25 is spent on debt repayment
- 17. Less than one per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen.**
- 18. From 1998 to 2001, the USA, the UK, and France earned more income from arms sales to developing countries than they gave in aid**
19. Some \$2.4 trillion (£1.5tr), or 4.4%, of the global economy “is dependent on violence”, according to the Global Peace Index, referring to “industries that create or manage violence” — or the defense industry
- 20. The war in the Democratic Republic of Congo has been the world's deadliest conflict since World War II, however it remains largely uncovered in the West.**

Reference: <http://www.globalissues.org/>