

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?

Means of transportation

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
X	1b)	Compare own perspectives with others
	1c)	Reflect on the challenges to own views throughout the camp
	1d)	Put into practice the cultural awareness acquired throughout 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
	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	Empower people for active global citizenship
X	4a)	Share personal perspective on the different educational themes and topics
X	4b)	Contribute to discussions on how to become active global citizens
	4c)	Join in an LMO activity
X	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.

Share experiences from home life.
 Understand how our individual choices have an impact on the environment.
 Reflect on ways to use more sustainable solutions in their everyday life.
 Understand how for instance the availability of different means of transportation varies from country to 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

In this activity the participants will, in a creative and fun way, reflect over how different means of transportation are used. They will be made aware of their personal attitude towards different means of transportation, and at the same time be able to reflect on the impact these have on the environment.

The goal of the activity is that the participants become aware on how the choices they make affect their surroundings and the environment. They should be able to see how the environment and the society will benefit from individuals choosing environmental friendly means of transportation.

Structure.

This activity builds up in three parts. This activity consist in thee parts.

- First each group will be assigned a mean of transportation and they are asked to create a culture for this.
- Second, they will present their “transportation-culture” in a commercial.
- Third, the different cultures will be having a debate, where they get to compare the different means of transportation. This part will lead into a general discussion and debrief.

Part 1.

- The facilitators hand out paper notes in several different colours. When all the participants have received a note they are told to find the people that have the same colour on their paper note.
- Each colour represents a means of transportation. When everyone is seated in their groups they receive their first task and are assigned a mean of transportation.
- Their task is the following:

YOU ARE ALL CREATE A..... CULTURE

For example: You are all CARS. CREATE A CAR CULTURE.

QUESTIONS TO THINK ABOUT WHILE CREATING YOUR CULTURE:

- What is special about your culture?
- Why are you such a great thing?
- What is typical for your culture?

Part 2.

In the second part the groups are given a new task, which is to be performed.

CREATE A COMMERCIAL FOR YOUR MEANS OF TRANSPORTATION HIGHLIGHTING THE POSITIVE ASPECTS WITH YOUR CULTURE.

TIP: Use the information from the first task to come up with ideas for the commercial.

Part 3.

The third part of this activity is a debate where the participants have to explain why their means of transportation is important and a good choice for people.

Introduction: The international corporation of transportation (represented by the facilitators) has to make budget cuts. This means that several means of transportation will receive less funding for research and product development, as well as support for infrastructure such as roads/airports/railways.

1. The task: How do we best solve this situation? You will now get the chance to give us, the corporation, and your thoughts on how we best can distribute our money in order to develop a sustainable transportation system.
Only one person the group can represent the mean of transportation at any given time, but they are allowed to swap person.
After all the groups have shared their thoughts on how the corporation best can solve this challenge a debate is opened. After a little while the corporation gives feedback on the solutions they have heard, and pick one or two solutions that they like.
2. The facilitators then ask the participants how a person depends on different means of transportation. Are the different means of transportation used in an ideal way today, or should they be subjects of change? How should we travel short distances, and how should we travel long distance? This should steer the discussion in direction of sustainable development, so that the groups start discussing how the different means of transportation affect their surroundings and environment.
3. At the end of the debate the participants are asked to reflect on the following questions: how accessible are the different means of transportation, what are their biggest faults, and what impact do they have on the environment? What should the final solution be?

3. Debriefing

Reflect:

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

- In this activity you were given different means of transportation. What do you think was the purpose of this and why do you think we chose these means of transportation?
- Which means of transportation did you represent in this activity?
- Why do you think we want you to think about how different means of transportation are used?
- Do you like the solution that was developed through the debate?

Generalise:

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

- By which means of transportation do you usually travel in your daily life, and why is this?
- Why do you think it is important to think about which means of transportation we use?
- Can you give some examples of how a sustainable transportation system should be designed and carried out?

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 the environment is affected by our means of transportation?

- Do you have any examples of benefits that come from taking sustainable solutions in your every day movements or mobility?
- How do you think people should travel in everyday life, and how will this affect the environment

4. Materials and Background Preparation

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

This activity was created by the Mangoes for a seminar in CISV Norway.

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

Coloured paper notes
 Simple facts about the different means of transportation:

- Boat
- Car
- Bicycle
- Bus
- Airplane
- Train

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

Time: 2.5-3 hours
 Groups: 3-4 people in each group.
 Programs: Can be used in youth meetings, Interchanges, Summer Camps, Seminar Camps, and with older participants.

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?

Try to steer the discussion towards sustainable development. This activity should be both fun and creative, but in the third part the discussion should gradually turn in the direction of how the different means of transportation are used in everyday life, what attitudes we have towards them, and the impact they have on the environment and communities.

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

I am a car – an activity about different means of transportation