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.

	Human Rights		Diversity
X	Conflict and Resolution		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?

- Personal conflicts
- Conflicts in home life

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

	1	**Develop intercultural awareness**	
	1a)	Share own culture with the camp	
	1b)	Learn about at least two other cultures through different activities	
	2	**Develop leadership skills**	
	2a)	Receive training on how to plan and lead an activity , before and during the first days of camp	
X	2b)	Participate in planning and running activities	
X	2c)	Contribute during group discussion	
X	2d)	Suggest solutions and solve problems objectively	
	3	**Develop self awareness**	
	3a)	Lead daily programme with minimal assistance from leaders	
X	3b)	Contribute to debriefing by sharing personal feelings and thoughts	
X	3c)	Express independent ideas to promote group development	
	3d)	Increase self confidence	
	4	**Develop cooperative skills**	
X	4a)	Work together as a team in planning and leading activities	
X	4b)	Help others feel included in the group	

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.

- Completed photostories on resolving conflicts
- Contributions made within the group
- Discussions of conflict resolution

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

Photo shoot (no time limit necessary):
Participants are to work in groups of 4. Each group is given access to a (most likely disposeable) camera. It is the aim of each group to depict a common conflict at home, school or elsewhere through the taking of photos. They are to come up with a common conflict; it could be anything from a squabble over the tv remote, to jealousy of a sibling, to bullying or exclusion etc. They are to come up with a conflict scenario such as this, and then a depiction of the way in which said conflict could be resolved. To depict this conflict and its resolution, they are to take photos which will play out the conflict and its resolution bit by bit so that when printed and put in order, the photos will hopefully show a conflict and a solution to it in a manner like a comic book. Leaders are to let the participants know that they will be able to add speech bubbles to the photostory (like a comic book) when the photos are printed if they feel that the conflict is particularly tricky to depict. Obviously the creative use of props is encouraged in this activity.

Creation of photostory: (later on in the camp)
When the photos have been printed (which could be much later on in the camp), then the leaders hand them back to the relevant groups. The groups now have time to mount the photos in order, adding decoration and speech/thought bubbles if they wish. They should not add any speech bubbles to the resolution that they have depicted however.

Group work activity: (could be same day as creation of photostory but does not necessarily have to be)
When all groups have finished their photostories, they are to go and have a look in turn at the photostories of the other groups. One group at a time they are to look at the photos and work out what the conflict is that is depicted. They are then to make a guess as to what the solution depicted in the photos is; as there will not be any hints through speech/thought bubbles for the resolution part of the photostory some resolutions may be harder to work out than others. As there are a lot of groups, it may be that there is not enough time for every group to see every photostory, this is fine as long as groups see and discuss the solutions to at least a few of them.
The participants all come back together and leaders will go through each story and ask for the solutions that the groups came up with as to what was depicted in the photostories of the other groups. The group who made the story in question can reveal what was really being depicted in their story.
Participants can make comment on the kinds of solutions that were offered to these conflicts and can offer different solutions or evaluate the solutions depicted in the photos. The emphasis is on individual reactions to common conflicts and how different groups will have come up with different solutions; there is no one definite right or wrong way to solving every conflict, people react in different ways.

3. Debriefing

Reflect:

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

- What resolution did your group offer to the conflict that you made a photostory for?

- Do you think this was a good solution? Why? Why not?
- Was it easy or difficult to see what was depicted in the work of the other groups?
- Did you guess the way in which the other groups resolved their conflicts correctly?
- Did other groups guess how you resolved your conflict correctly?

Generalize:

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

- Why do you think that different groups came up with different possible resolutions to each of the conflicts depicted in the photostories?
- In what way do you often respond to conflict?
- Do you have a particular way of responding to conflicts?

Apply:

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

- Could you take any of the variety of these solutions to common conflicts into your home life?
- How would knowing that people approach conflict situations and resoluations in vastly different ways be able to help you in a conflict situation?
- How could considering solutions that are different to your normal way of reacting to conflict help you in a conflict situation away from camp?

4. Materials and Background Preparation

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

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

- Disposeable cameras (enough for one per group) or access to a digital camera with the means to print photos (one camera could be shared and used in turn by each of the groups)
- Large sheets of mounting/sugar paper
- Glue
- Craft materials to decorate the photostories with
- Paper and pens for groups to use when recording their guesses of the resolutions depicted in the photostories made by the other groups
- Props for dressing up

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

The taking of the photographs and creation of the photostory does not necessarily need a time limit given that the photos will have to be printed later on. Cameras can be given to groups after the introduction and they can take as long as they feel they need to come up with an idea and take the photos.

The creation of the photostory (most likely on another day unless you have a speedy printer): depends on how long each group wishes to spend on it, will vary from group to group. Some groups may be in to arty decoration and others may not be.

The conclusion session (again, does not necessarily have to be on the same day as the previous activities described on this template) will vary in terms of time depending on how many photostories each group will get a chance to go round, look at and guess the resolution. Allow each group 5 minutes at each photostory to write down their ideas.
When everyone reconvenes, there is to be a 5 minute discussion of each photostory, with groups giving their ideas of what is shown in the photostory and the revealing of what is actually shown.

Group size: groups of 4 (9 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?

- Check that every group member has a role in the photostories (or is the photographer).
- Leaders should check what each group plans to depict before they begin to take photos.
- Once their idea has been checked, groups can work organically on their photo project.
- As the activities do not have to run all on the same day, and are most likely better if spread across the camp, leaders will have the ability to judge the interest in the activity at the time of doing it. If there is enthusiasm for the activity then by all means several parts of it could be completed in one day, if enthusiasm is waning then the next activity could be done later on.
- Keep health and safety in mind if the photos are to depict violence etc; only fake fights allowed.

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

Lights, Camera, Resolution!