

## 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	X	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?

- Cultural differences
- Finding solutions to conflicts
- Life in someone else's eyes

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

	<b>1</b>	<b>Develop intercultural awareness</b>
X	1a)	Share own culture with the camp
X	1b)	Learn about at least two other cultures through different activities
	<b>2</b>	<b>Develop leadership skills</b>
	2a)	Receive training on how to plan and lead an activity , before and during the first days of camp
	2b)	Participate in planning and running activities
X	2c)	Contribute during group discussion
X	2d)	Suggest solutions and solve problems objectively
	<b>3</b>	<b>Develop self awareness</b>
	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
X	3d)	Increase self confidence
	<b>4</b>	<b>Develop cooperative skills</b>
	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.

- Discussion responses
- Sketches/dramas
- There is the potential to record the sketches/dramas
- Responses to dramas
- Brainstorm of ideas for resolving the conflicts

## 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

**Introduction (20 minutes):**

Participants are to work in groups of 4. Each group is to be given a sheet of images of difference [attached] to look at.

Out of the three ways of viewing each image, which one do they agree with? If they do not agree with any of the ways of seeing each image, how do they view what is depicted? How do they think people from their own culture view what is depicted in the image? Which one out of the three options do they think would fit in most with their culture's view on the world? Is there one option that fits in best with this or not? They should explain this to the other members of the group. Therefore each participant will get to hear three other cultural perspectives.

**Drama Activity (30 minutes):**

They are to work in their groups of six and come up with a two minute dramas/sketch.

The sketch should show a clash between different cultures or a cultural misunderstanding; this could be on a local, national or international scale.

How do these misunderstandings and cultural differences lead to conflict?

**Performance (20 minutes):**

The groups are to present their two minute sketch to the rest of the participants.

**Reflection (20 minutes):**

Participants are to discuss the drama sketches that they have seen in their original groups of four. They are to brainstorm ideas for resolutions to these conflicts on a big piece of paper. They are to come up with as many ways of resolving these conflicts as they can. Were there any common conflicts depicted?

How would looking at the images in the introduction activity and remembering the differences between ways of looking at them help in the resolution of these conflicts?

## 3. Debriefing

**Reflect:**

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

- With which of the images in the set do you agree with? Why?
- How do you think most people from your culture view each of the images?
- How did different people from your group view the images?
- What conflict did you depict in your drama?
- Why did you choose to depict this conflict?

**Generalize:**

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

- How do cultural differences lead to conflict?
- Were there any common themes depicted in the dramas?

- How would looking at the images in the introduction activity and remembering the differences between the ways of looking at them help in the resolution of these conflicts?

**Apply:**

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

- What will you take from this activity into your home life?
- If you are in a conflict situation in the future, what resolution techniques discussed today could you use?

## 4. Materials and Background Preparation

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

- CISV Interns
- Images of difference taken from an advertising campaign by HSBC (<http://www.hsbc.com>), images found on <http://thefinancialbrand.com/6361/hsbc-brand/> accessed on 28/03/11

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

- Images of difference sheet [attached] one per group of four
- Poster paper, one per group
- Marker pens
- Props for the sketches (optional)

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

Time: 1 hour 30 minutes

Group size: for the introduction activity, groups of four.

For making dramas, groups of six.

For the reflection activity, back to the original groups of four.

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?

- Ensure that there is a mix of people from different cultural backgrounds in each group
- Make sure there is sensitivity to the variety of cultural backgrounds of the participants
- Leaders can help groups to come up with ideas for their dramas if they are struggling
- Encourage participants to run their own discussions with minimum leader input

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

Dramas of Difference

## 5. Attachments

### a. Images



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the more you recognise how  
people value things differently.

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