



france

building global friendship

Gamebook

**Movies vs. Life
Step-Up**

Chambéry 2019

my **1** is

Categories · Ice breaking
· Warm-up

Equipment None

Instructions Everybody sits in a circle and the first person starts by saying his name and an animal with the same first letter – and doing a gesture: Example: “Hi, I am Mike, the mouse” Then everybody says: “Hi Mike, the mouse” and do the gesture. Then the next person continues and so on.

There are many variations to this game...let the imagination tell you what to do.

circle of **2** feelings

Categories · Ice breaking
· Warm-up

Equipment None

Instructions Everybody stands in a circle. The first person walks in the middle and says his name in an aggressive way and moves back to the circle. Now everybody has to walk in the middle at the same time and say his name like he did – even the bodylanguage. Then the person walks in the middle again and says his name softly, and they all have to do the same.

Then the next person does the same and everybody repeats. This goes on until everybody have said their name twice.

3 animals

Categories · Ice breaking
· Warm-up

Equipment none

Instructions Sitting in a circle, each person says their name along with an animal, e.g. BRUCE THE MOOSE. As you go around the circle, each person lists all the previous names and adds their own, with the last person having to remember everyone’s name.

*Variation: Each person says their name and something they like, e.g. My name’s Bruce and I like chocolate.

Each person says their name and an adjective starting with the same letter, e.g. Beautiful Bruce.

name and **4** baton

Categories · Ice breaking
· Warm-up

Equipment rolled up newspaper or similar baton

Instructions Sitting or standing in a circle with one person in the middle. Choose a person to begin, he or she then calls out the name of another in the group. The person in the middle has the baton and must attempt to hit the person whose name was called (on the knee) before that person calls another name.

This goes on until the person in the middle succeeds, the person who is hit then goes into the middle.

5 hello

Categories · Ice breaking
· Warm-up

Equipment none

Instructions To be played in a large, dry space.

The group lies down in a circle with their feet pointing into the middle. A person begins by sitting up and saying “Hello, my name is” and lies down. The rest of the group sits up and says “Hello” and lies down.

Continue around the circle until everyone has a turn. *Variation: When each person sits up they say “Hello, my name is ...” in their own language, and everyone repeats, complete with different English accents.

6 drop the blanket

Categories · Ice breaking
· Warm-up

Equipment blanket

Instructions Groups are separated into two teams of equal numbers. A large blanket is placed between the teams, held by two volunteers. Teams hide behind the blanket and each chooses a person to sit up close to the blanket. One, two, three, the blanket is dropped and the chosen person who says the other’s name first is the winner. The loser must go to the other side.

7 questions

Categories · Ice breaking
· Warm-up

Equipment none

Instructions A person is chosen as caller. He or she will call out questions with yes or no answers, e.g. Are you wearing shoes?, Did you get here by aeroplane?, have you got a sister? etc.. Depending on their answers to the questions the group separates to either side of the room. (It may help to put up yes and no signs in varying languages.)

8 alphabet

Categories · Ice breaking
· Warm-up

Equipment none

Instructions Without speaking, the group must line up in order of alphabetical names.

*Variation: this can also be done with age, birth months, height etc. and can be a good way of ending an activity period or lining up the group for lunch etc..

9 name and action

Categories · Ice breaking
· Warm-up

Equipment none

Instructions The group stands in a circle. The beginning person goes to the middle of the circle, yells his or hers name and does an action, e.g. "BRUCE" and do a star jump, or burst into imaginary tears, or dance in circles etc.. Then the rest of the groups yells the name and repeats the action.

10 have you ever?

Categories · Ice breaking
· Warm-up

Equipment a chair for each player

Instructions Arrange the chairs in a circle. A volunteer stands in the centre and their chair is removed. The volunteer begins by calling out a question, e.g. Have you ever eaten spaghetti? Have you ever ridden a bike? Have you ever been to Germany? Have you ever.....? etc. Anybody who answers yes to the question must swap chairs. The person in the middle then tries to get a seat. The person left without a seat then goes into the middle and asks the questions.

11 how do you do?

Categories · Ice breaking
· Warm-up

Equipment none

Instructions Choose one player to start as the host, the rest, the party guests, sit in a circle. The host then walks around the outside of the circle until she chooses a guest, whom she taps on the shoulder and says (in a posh voice), while shaking their hand, "Hello, my name is, how do you do?" The guest replies "Hello, my name is, fine thank you". The host asks again, using the guest's name "how do you do"? The guest replies again, using the host's

name “fine thank you?”. The host asks again “How do you do?” and after the guest replies “Fine thank you” both players run in opposite directions around the circle, trying to be the first person back to the space. But, when host and guest meet, they must once again shake hands and ask “How do you do?”. The person who is last back to the spot is now the host of the party

*Variation: person walks around the circle tapping each person on the head saying “minky, minky, minky, banana!” The person whose head was tapped when banana was said jumps up and runs around the circle, when they meet they must hug.

Categories · Ice breaking

· Warm-up

12 name trains

Equipment none

Instructions The group stands in a circle and one person is chosen to be the first train. The train then chugs around the circle making sound effects until it stops in front of someone. The train introduces itself “Hi I’m Bruce”, the person replies “Hi I’m Bert”. Having learnt Bert’s name the train then does a cheer for Bert, raising its arms and saying “BERT, BERT, Woooooaaaahhh BERT!”. Bert then joins on and becomes the front of the train and they hoof off to find the next person.

Categories · Ice breaking

· Warm-up

13 give and get

Equipment various things to pass

Instructions The leader of the game starts by giving an object to someone and saying “Give this to.....” The recipient then gives the object to the person named saying “I got this from..... Now give it to” More and more objects are added into the games, so everyone is giving and receiving all the time. Later it is fun to pass larger objects like chairs and people.

Categories · Ice breaking

· Warm-up

14 the shoe game

Equipment each player must have shoes

Instructions All players sit in a circle and remove their shoes, putting them into a big pile near the leader. The leader starts by throwing a shoe to someone in the circle while saying the name of this person out loud. The person does the same and so on until the shoe has been passed to everyone in the circle and back to the leader. Now with everyone remembering who they passes the shoe to in the first round the leader starts again with another shoe which must follow the same route as the first one. With everyone remembering who they throw the shoe

to, gradually more and more shoes are introduced into the circle. If everyone is concentrating then shoes should be flying around in complete co-ordination.

15 name six

Categories · Ice breaking
· Warm-up

Equipment an object to pass, e.g. ball or shoe

Instructions The groups sits in a circle with someone in the middle. The person in the middle closes their eyes while the object is passed around the circle, until the person in the middle says "STOP". The person in the middle then asks a question of whoever the object stopped at, they then have to give six answers before the object is passed around the circle and reaches them. Some questions might be ; Things you are good at. Your favourite food. Places you have visited. Songs you like etc.

*VARIATION - the person can be given a letter and asked to name six things beginning with that letter before the object gets around the circle.

16 shoe factory

Categories · Ice breaking
· Warm-up

Equipment everyone needs to be wearing shoes

Instructions Start by standing in a circle, removing your shoes and throwing them into the middle. Everybody then selects an unmatched pair of shoes, neither of which are his own. Now we all put on our shoes, just slipping our toe in if our feet are too big and when everyone is ready we start chanting, "SHOE, SHOE, SHOE". Still chanting we shuffle around trying to find people who are wearing shoes that match ours, when we find them we keep the matching feet together so that the shoes are in a pair. Eventually everyone should link up and a circle will be formed, then on the count of three we step out of the shoes, leaving them in neat pairs for their owners to find.

17 personal bingo

Categories · Ice breaking
· Warm-up

Equipment bingo sheet and pen for each player

Instructions Each player gets a bingo sheet and pen. They must then write their own answers on the sheet. The group has a set amount of time to get people with the same answers to sign their sheet. Each person's signature can only appear once on each sheet. The winner is the first person to have a signature in each category.

18 dragon's tail

Categories · Active/running
· Warm-up

Equipment enough material for one tail for each team

Instructions To be played outside.

Divide the group into teams of between 4 and ten. Each team makes a dragon by forming a line and holding each other at the waist. The person at the end of the dragon puts a tail at their back. Teams chase each other, the leaders trying to grab the tail of the other dragons, while protecting their own tail. If the dragon is broken they can not chase tails. If the dragon loses their tail they are out, unless they have another dragon tail to replace theirs. The winner is the last dragon left with a tail.

19 octopus

Categories · Active/running
· Warm-up

Equipment none

Instructions One person is chosen as the 'octopus' and is 'it'. If the octopus touches someone they join hands with the octopus. Only the end people of the octopus can tag people. The last person to survive the octopus is the winner. If the game is starting slowly add more than one octopus.

20 bump

Categories · Active/running
· Warm-up

Equipment none

Instructions Players choose a partner and holding hands they find a space to stand in the playing area. One pair of people are chosen one to chase and one to be chased. The person being chased can grab onto a partner, this means the other person in the pair is now doing the chasing and the chaser becomes the one pursued and so on until they get caught.

*Variation: Instead of holding hands, line up behind one another like trains, 3 or 4 people per train. The chaser tries tag the person being chased before they hook onto the end of a train.

21 statues

Categories · Active/running
· Warm-up

Equipment none

Instructions The playing area is defined with a large space in the centre and two safety zones at each end. A person who is chosen as 'it' stands in the centre of the area and calls players' names. They can call one or more people's names, or "swarm" which means everyone. Those people called must run across the playing area without being touched. The person who is 'it' can move anywhere in the centre zone, if they touch a person trying to cross, that person must stand still. They then try to touch others as they run past, but they can not move from their spot. The winner is the last person left.

Categories · Active/running
· Warm-up

22 cemetery

Equipment soft ball, section markers

Instructions Players are divided into two teams. The playing area is divided into four sections. Team one goes into a middle section and sends one or two people to the opposite end section (the cemetery), and team two the other section.

Team 2 (Cemetery) Team 1 (playing area)

Team 2 (playing area) Team 1 (Cemetery)

Each team has a ball and the players try to hit the other teams' players in their playing area. To be out you must be hit by the ball on the full, below the waist. Once out you go to your cemetery and try to strike the other team from behind. If the ball is caught on the full, the player who threw the ball must go into the cemetery. The winning team is the last one with someone left in the playing area. The game can be made harder by adding more balls, or making the playing area smaller.

Categories · Active/running
· Warm-up

23 scarecrow tiggy

Equipment none

Instructions One or more people are chosen to be 'it' and try to tag the other players. If a player is tagged they must stand still like a scarecrow until another person comes to release them by crawling through their legs.

Categories · Active/running
· Warm-up

24 soccer variations

Equipment balls

Instructions Play as normal soccer but try these variations: Use two balls. Have two goals for each team, thus making the field square. Play with two or three people tied together, at the leg or hands. Play with everyone moving like crabs.

25 balloon soccer

Categories · Active/running
· Warm-up

Equipment balloons and pins

Instructions Divide the group into two teams and decide on a goal and a goal keeper for both teams. Each goal keeper is armed with a pin, everyone else must decide on a spot to stand in the playing area and not move. The aim of the game is to swat the balloons into the goal without them being burst by the goalies. Add more balloons as the game goes on.

26 chair soccer

Categories · Active/running
· Warm-up

Equipment balls, chairs

Instructions Set up the playing area with five chairs, one in each corner of a square and one in the middle. Players line up at the side of the playing areas and the first five take up a position in front of each chair, and they try to kick the ball through the legs of the other player's chairs. If the ball goes between the legs of your chair you are out and go to the end of the line.

The first person in the line takes the place in front of the chair, but they need to be quick as the other players can kick the ball under the chair and you may get out before you even get there. To make the game harder add another ball and another chair.

27 number soccer/hockey

Categories · Active/running
· Warm-up

Equipment ball and/or rolled up newspaper

Instructions Divide the group into two teams, and give each person in the team a number. The teams then sit at either side of the playing area. Mark a goal for each team, and place the ball (and rolled newspapers if playing hockey) in the centre. A number is called and the people who are that number on each team, compete to get a goal. Try calling two numbers at once.

28 streets and alleys

Categories · Active/running
· Warm-up

Equipment none

Instructions Two people are chosen, one to be the cat, and one to be the mouse. The rest of the group lines up, an arms length apart, in about six lines of six to form a square. Everyone faces in the same direction with there arms out, this is called a “street”, then everyone turns 90 degrees to the right with their arms out and this is an “alley”. The cat then chases to mouse through the ‘streets’ and ‘alleys’, while a caller calls out “streets” or “alleys” and the players move to form the correct road. The cat and mouse may not break through the arms. The make the game more interesting, have to cats and mice.

Categories · Active/running
· Warm-up

basketball variations

Equipment ball

Instructions *Variation #1: Divide the payers into two teams of runners and throwers. The runners line up around the outside of the court and are given a number. The throwers line up next to the court and the first player takes the ball and stands at the free throw line. The thrower then calls out a number, the runner who is that numbers must then run around the outside of the court, while the thrower tries to throw as many goals as possible before the runner returns to his/her spot.

*Variation #2: Play as with normal basketball (or netball) rules, or modify the rules to suit, but instead of throwing baskets, each team chooses a player to stand on a chair and be their goal. To get a goal the person on the chair must catch the ball on the full.

Categories · Active/running
· Warm-up

shipwreck

Equipment none

Instructions A caller stands to one side of the area and calls out the names of different actions, who ever does the wrong action or is last is out. The actions are:

Bow - run towards the front

Stern - run towards the back

Starboard - go right

Port - go left

Scrub the deck - get down on your hands and knees and wash the floor.

Climb the rigging - pretend to climb up a ladder

Man overboard - Shout Man overboard! and start swimming

Captain’s coming - stand straight and salute.

Categories · Active/running
· Warm-up

capture the flag

Equipment two flags or markers, something to mark the circle

Instructions To be played in a large area e.g. oval, basketball court. Divide the group into two teams. The playing area is divided into two sections, each team having a section. Teams mark a circle (1-2m) within their own section in which to place a flag, this circle is called a safety zone. The aim of the game is to steal the other flag while protecting their own. Players may go anywhere in the area, but if touched in the opposing team's section they are 'wounded' and must sit still until someone from their own team touches them to revive them. Once reaching the safety zone players can not be 'wounded' but they can only remain in the safety zone for 1 minute and after capturing the flag they must return it to their own safety zone to win.

*Variation : STORM THE LANTERN: play at night using torches instead of flags. Make teams wear something to recognise each other, e.g. paint faces, arm bands.

Categories · Active/running
· Warm-up

32 triangle tag

Equipment none

Instructions Three people out of the group hold hands facing each other and one is chosen as the target. The other player stands outside the triangle as the chaser. The aim of the game is for the chaser to tag the target on the body. The players in the triangle all move to protect the target and the chaser can not tag the target from across the circle. When the target is tagged they then become the chaser and a new target is chosen.

*Variation: play with six or eight triangles, each with a target and two chasers.

Categories · Active/running
· Warm-up

33 pop it

Equipment balloons and string

Instructions Divide the group into teams, each team having a different colored balloon. Players then blow up the balloons and tie them on a piece of string around their ankles. The aim of the game is to pop balloons of other teams without having your own balloon popped. If you balloon is popped you must sit out of the game. The winner is the last team left with an inflated balloon.

Categories · Active/running
· Warm-up

34 swat

Equipment soft swat e.g. rolled newspaper, marker

Instructions Stand in a circle facing the centre. In the middle of the circle is a marker with the swat on top. A player is chosen and takes the swat, they then walk around the inside of the circle and hits someone below the knee with the swat. The swatter then has to put the

swat back on top of the marker and return to the empty space in the circle. She must get back before the other player, the swattee, gets the swat and tags her. If the swatter succeeds, the swattee becomes the swatter. If the swattee tags the swatter before she reaches the space the chase starts again, because the swattee must now return the swat to the marker and get back to the space without being hit. This continues, with the swat always returned to the marker after hits, until someone reaches the space. The person left holding the swat then walks around the circle.

35 snow blind

Categories · Active/running
· Warm-up

Equipment rolled up news paper, blindfolds

Instructions To be played outside.

The area is given boundaries and a player is chosen to be the snowman. The snow man wears a blindfold and is given the newspaper. The rest of the players crouch down in the playing area. The snowman stands still and chants “Snow man snow man, all in white, blinding everyone in sight”. While he chants the players can move around the area but must stop as soon as the chant ends. Then the players must stay still and say the chant while the snowman tries to touch someone with the newspaper. If a player is hit by the snowman they take the newspaper and the old snowman, still with eyes closed stands behind holding onto their hips. The last person left is the winner. As the game progresses it may be necessary to make the area smaller.

36 group juggling

Categories · Active/running
· Warm-up

Equipment balls

Instructions Stand in a circle, facing in with hands in the air. One person starts with a ball and throws it to another, who throws it to another person and so on until everyone has had one turn.(players drop their hands when they’ve had a turn) Each player needs to remember who threw the ball to them and whom they threw the ball to, as the sequence will be repeated with one ball for practice. After a few practices add another ball that will follow the same route as the first. Keep adding balls and see how many you can keep going at once.

37 pile up

Categories · Active/running
· Warm-up

Equipment chairs

Instructions The group sits on chairs in a circle, and names their seat (hang a name tag on the back or put a shoe under it). Each person is assigned a card suit (it may be drawn on their hand). A caller stands in the middle and turns over a pack of cards, one by one, each time calling out the suit of the card. If your suit is called you move one seat to the right, if that seat is taken you sit on the person's knee. You may not move a seat if someone is sitting on you, you must wait until everyone moves off you. The winner is the first person back to their original seat.

*Variation: Instead of calling card suits, the caller asks a yes or no question, e.g. "are you left handed?" "are you wearing earrings?" "do you have a sister?" People who answer yes move one seat to the right

38 winks

Categories · Active/running
· Warm-up

Equipment chairs

Instructions You need an odd number of players. Pair off, one member of each pair sits on the chair, the other stands behind. The odd player stands behind an empty chair. This player must try to get someone sitting on a chair to sit in his, he does this by winking at them. But a standing player can stop their partner from moving by grabbing them before they get away. Standing players must always stand with their hands at their sides.

39 the elephant game

Categories · Active/running
· Warm-up

Equipment None

Instructions Stand in a circle and with one person in the middle. The person in the middle spins around and stops, pointing at one person, and calls one of the following poses.

"Elephant": centre person is the trunk and the people either side are the ears.

"Palm Tree": the centre person is the trunk, the people either side the branches.

"Rabbit": the centre person makes a rabbit face and has paws, the people either side make ears and stamp their outside foot.

"Toaster": the people either side turn and hold hands around the centre person, who jumps up and down.

"Cow": The centre person links their hands with their thumb pointing down and moos, while the outside people milk a thumb each.

If any of the three players get the pose wrong then they are in the middle.

*Variation: make up new poses with more people involved, or have two people in the middle.

40 sardines

Categories · Active/running
· Warm-up

Equipment None

Instructions One player is chosen as the hider and given five minutes to hide in a designated area. Then the rest of the players go look for the hider, but as each player finds them, they to must hide in the same spot. This keeps going until the last person finds everyone. This game is great to play in the dark.

41 paper, scissors, run

Categories · Active/running
· Warm-up

Equipment None

Instructions Two teams line up facing each other, about two metres apart. Each team has decided whether they will be paper, scissors, or rock and on the count of three they show their choice. The team that wins chases the losers and if they tag any before they reach their safety line they are out. The winning team is the one that eliminates the opposition.

*Variation: Instead of paper, scissors, rocks use giants, elves, and wizards. Giants stand as tall as possible, with arms up and yell “giants”. Elves squat down and look very small and peep “Elves”. And wizards hunch over with hands forwards in spell casting fashion and say “wizards”. Giants beat elves, who beat wizards, who beat giants.

42 romeo and juliet

Categories · Active/running
· Warm-up

Equipment a blindfold and foot tie.

Instructions Sit in a circle. Choose two players, one to be Romeo, who’s feet are tied together, and one to be Juliet, who is blind folded. Juliet must now try to tag Romeo. Juliet can call out “Romeo?” and Romeo must answer “Juliet!” until he is caught.

43 story time

Categories · Active/running
· Warm-up

Equipment None

Instructions Divide the players in half and have them sit facing each other in two lines, with each players legs spread and their feet touching the person opposite. Assign each pair a word, then start telling a story. Each time the story teller says one of the assigned words, that pair must stand up, run down the line of people, stepping between their legs, around the outside and back to their space.

Categories · Active/running
· Warm-up

44 rob the nest

Equipment balls

Instructions Divide the players into four to six teams. A number is called and each team must try to get that number of balls into their nest by taking from the other teams and an area where the balls are first placed and getting rid of any excess before the time is up. Balls can be taken from anywhere but only put back into other nests. Players are not allowed to stop people from putting balls into their nest.

Categories · Active/running
· Warm-up

45 traffic lights

Equipment None

Instructions People mingle in an area saying “mingle, mingle, mingle”. Then the caller will call an action and you must find the right amount of people to complete the action. Anyone who is left without a group is out.

Dead Ant(1 person): lie on the floor, with your arms and legs in the air.

Ballroom dancing(2 people):dance the tango.

Traffic Lights (3 people):one person stands, one kneels in front and one sits in front and everyone makes their hands blink like traffic lights.

Rock Band (4 people): Play a rock song as loudly as possible.

Politicians (5 people): yell and shout at each other like politicians.

Categories · Active/running
· Warm-up

46 spare seats

Equipment chairs

Instructions The group sits in a circle of chairs. One person is chosen to go into the middle. The spare seat is then occupied by a person moving to the right. Their seat is then vacant causing the next person to move to the right to fill up the space. This continues in rapid succession as people quickly try to fill up the empty seat. The person in the middle tries to sit in a spare seat before it is filled. If they succeed in getting a seat, the person to the left of the

seat (who was too slow) goes into the middle. Try adding more people in the middle and more empty chairs.

47 blindfold

Categories · Active/running
· Warm-up

Equipment None

Instructions The group sits in a circle of chairs, each person is allocated a number. One person starts in the middle of the circle and is blindfolded. This person calls two numbers and the people who are those numbers must swap seats without being touched by the person in the middle. If they are touched, they become the person in the middle. Try calling three or four numbers.

48 minky minky banana

Categories · Active/running
· Warm-up

Equipment None

Instructions The group sits in a circle while one person walks around the outside of the circle tapping each person lightly on the head or shoulder as they pass. As they tap heads, the person says “minky, minky, minky, minky...” until they choose a person, when they tap this person on the head they yell “BANANA!”. The Banana jumps up and runs in the opposite direction to the tapper, when they meet in the middle they must hug, or shake hands, and race back to the empty position in the circle. The person left standing continues around the circle.. “mink, minky, minky...”

*Variation: other words can be substituted for “minky banana” e.g., “duck, duck, GOOSE!” or “roa roa KIWI!”. On hot days instead of tapping people on the head, the person walking the around takes a cup of water and drips a small amount on each persons head, saying “drip, drip, drip...” until they get to their chosen person. They then dump the remains of the water on that persons head yelling “DROP” and race them around the circle.

49 amoeba

Categories · Active/running
· Warm-up

Equipment None

Instructions Human Being = acting normal
Monkey = jumping around and sounds like a monkey
Rabbit = the hands acts as ears, going up and down
Snake = Puts 2 fingers on the forehead and sounds like a snake
Amoeba = “Swims” around

In the beginning, everybody are amoebas. The participants goes to another one of it's kind and makes "Paper, scissors, stone". The winner goes one step up the ladder – the loser goes one step down. When half of the people are humans, the game stops

50 monument

Categories · Active/running
· Warm-up

Equipment Cans or bottles

Instructions Divide the participants into groups of 10 – 12 people and make them form a circle, holding hands. In the middle, you place a "monument" made of cans or bottles. They now have to pull or push each other, so that someone else stumbles into the monument.

51 catch the hat

Categories · Active/running
· Warm-up

Equipment A piece of cloth

Instructions 2 teams standing on a line 20 meters from each other, facing each other. In team 1, each participant gets a letter, in team 2 they get a number. The cloth is lying right between the 2 teams. The leader shouts a letter and a number, and the 2 persons has to run and get the cloth and return to their team. The person not catching the cloth, has to dash the other person before he/she reaches the team. When everybody has tried, the game stops and the winning team is found.

52 hodadadadada

Categories · Active/running
· Warm-up

Equipment Big space

Instructions The participants are divided into 2 teams and stand on both sides of a line. A person from team 1 runs into the field of team 2, while shouting: "Hodadadadada..." – in one breath! He has to touch as many people as possible and return to his own team. If he loses breath before returning, then he is a part of the other team.

Team 2 has to try to stop him from returning, by making a "human wall". They can stand in his way, but their arms have to hang down and they can not reach out and grab him. If he returns safely, all the people who were touched moves to team 1. Then it is team 2's turn.

53 hugging

Categories · Active/running
· Warm-up

Equipment None

Instructions One person is “it” and chases the other people. If you are touched, you stand with you arms to the side. To come alive again, another person has to give you a big hug.

Categories · Active/running
· Warm-up

twice around the house

Equipment A house

Instructions One person is the hunter. The others stand in one group and they have to run twice around the house, without being touched by the hunter. He runs in the opposite direction than them. If you are touched, you go back to start and try again. The hunter can not stand still and can not go in their direction.

Categories · Active/running
· Warm-up

last couple, go

Equipment Big space

Instructions The participants are divided into couples and stand on line behind each other. One person is “it” and stands in front of them, facing the same direction. He shouts: “Last couple, go!”, and the last couple then have to run on each side of the group, pass the person, who now tries to catch one of them. If they can manage to hold hands again, without being touched, he is “it” again and they stand in front of the group and he shouts again. If he manages to touch one of them, they are the new couple and the partner is “it”.

Categories · Active/running
· Warm-up

catch in pairs

Equipment Big space

Instructions One person is “it” and has to catch the others. When he does, they have to hold hands. When they are 4, they split up in 2 couples etc.

Categories · Active/running
· Warm-up

streets and avenues

Equipment None

Instructions Organise the players into a rectangular grid, or maze, spaced so that they stand two arms lengths away from their partners in all 4 directions. If you have an awkward number of players you may leave out up to 2 players - they will be given roles later in the game. Before the game starts it is best to rehearse changing the maze:

Start with all the players facing in the same direction with their arms spread to their sides - this should create a number of rows. On the command 'Turn' everyone should turn round 90° - don't be too worried which way just as long as it is a quarter turn. This changes the maze from rows to columns.

Two players a 'cat' and a 'mouse' will run around the maze, the cat trying to catch and tag the mouse. They may run around the maze and along the lines of arms but must not pass or stretch across them. The leader can shout 'Turn' at any point during the game to change the maze. Thus you may suddenly prevent the mouse getting caught or put the mouse very close to the cat. When the mouse is caught start again with another pair or start with a new mouse and allow the old mouse to 'grow' to a cat.

Categories · Active/running
· Warm-up

in water – on beach **58**

Equipment A large string

Instructions Put the string on the ground and tell people to stand on one side. It is the beach. If they jump forward with both legs together, they are in the water. The leader has to give commands to them, that they have to follow. But only the right commands! The leader can say anything he wants, but the participants should only jump, when he shouts: "In water" or "On beach"

For example, if he says: "In beach" or "In water" and then "In water" again and they jump, they are out of the game.

Categories · Active/running
· Warm-up

capture the fort **59**

Equipment 1 soccer ball

Instructions Divide the participants into groups of 20 people. Divide each group into 2 teams: Attackers and Defenders.

Defenders form a circle, holding hands and facing outward, with their captain in the centre. Attackers surround the fort at about eight or ten paces distant. They try to kick a soccer ball into the fort; it may go through the legs of the defenders or over their heads. If it goes over their heads, the captain may catch it and throw it out. But if it touches the ground inside the circle, the fort is captured and the players change sides.

Categories · Active/running
· Warm-up

stratego **60**

Equipment Paper

Instructions Preparation: Write the titles on small pieces of paper — 2 of each. Here's an example, in order:

- 5 bombs
- 1 spy
- 6 scouts
- 4 miners
- 4 sergeants
- 4 lieutenants
- 3 captains
- 3 majors
- 2 colonels
- 1 general
- 1 marshal
- 1 flag

This game is played like the real stratego board game. Only here, the participants are the pieces.

Activity:

Divide the participants into 2 teams, red and blue and give each team a set of titles. Let them decide who will be who and let the game begin. The object of the game is to catch the other team's flag. If you catch a person, you don't show each other your titles. You go over to a leader, who looks at the notes and marks the loser with a spot on the hand. Then they are free to go and continue the game.

Rules:

- If you get 3 spots, you are out of the game.
- A person loses a battle, if he has a "lower" title. (look above)
- Bombs can move, but can not attack
- If you catch a bomb, you lose – except miners – they win.
- Every person wins a battle against the spy – except the marshal – he loses.
- The flag can move.

Categories · Non-verbal
· Cooperation

Equipment Shoes

61
shoe game

Instructions Everybody has to have a pair of shoes. Put them all in a big pile and tell people to get a right and a left. They shouldn't be their own and they should be different. Wear the best they can.

Now they have to form a line with the shoes – this is done without talking. A match is when a person has a left shoe and the person on the left has the same right shoe. This means, that people will stand with the legs crossed together with their partners on both sides.

Categories · Non-verbal
· Cooperation

match the puzzle

Equipment Pictures from magazines

Instructions Preparation: Find as many big picture in a magazine as there are groups. Cut them into pieces of puzzles.

Activity:

Divide the participants into groups of 8 – 10 people. Give each person a piece of the puzzle. Now they have to walk around and match their piece, to complete the puzzle. This is done without speaking.

Categories · Non-verbal
· Cooperation

highway crossing

Equipment Blindfolds, chairs as obstructions, paper

Instructions Preparation: Write words or draw on paper.

Activity:

The pairs consist of one mute and one blind person. Their task is to cross a road with heavy traffic. At the other side of the road they must locate a box in which the blind person will find a card with a drawing or a word on, and bring it back to the other side of the road.

Back on the safe side of the road, the mute person must explain to the blind what the card reads. This must be done non-verbally.

When crossing the road, locating the box of cards and getting back to the safe side, the two members of the pair are not allowed to touch. The mute person will give directions by using non- verbal sound such as clapping, clicking of the tongue, etc. (The pairs should agree on a "language" before starting the exercise. They will at least need signals for "STOP", "GO", "LEFT" and "RIGHT".)

Back on the safe side of the road, when explaining the contents of the card, the mute may touch the blind. When the blind understands what's on the card, he will call the "POLICE" (which is a leader) and tell him/her what the card says. If the answer is correct, the roles in the pair are reversed, so that everybody can try both roles.

Some leaders should be "cars", running back and forth. If a pair is hit by a "car" they have to go back to the starting point. Any cards being carried at the moment will be lost.

To complicate, put out some chairs etc. to act as roadwork sites. If the blind walks into a "roadwork" site he will get lost and has to be guided back to the starting point. Any cards being carried at the moment will be lost.

Discussion:

- What did you think of the activity?
- How did it feel to communicate this way?
- Was it difficult?
- Etc.

Categories · Non-verbal
· Cooperation

64 get to know your neighbour

Equipment Pens and paper

Instructions Everybody sits in a circle with pens and a piece of paper each. Now they have to draw their favorite "something"...animal, food, car etc. After this, they pass their drawing to the person sitting to the right of them and now this person has to act what is on the drawing, so that the others can guess it.

Categories · Non-verbal
· Cooperation

65 jungle telegraph

Equipment Deck of cards

Instructions The participants are divided into 2 teams. They lie on their backs, holding hands and with their heads touching the other teams heads. The first person in each team are sitting up, facing the leader. The shows a card and depending on the color, they have to squeeze hands and send the signal to the last person, who knocks on the floor.

Red = You send signal, Black = You do not send signal. If a "wrong" signal is send, the other team gets a point. This is all done without speaking.

You can use dices or coins instead of cards.

Categories · Drama

66 bag drama

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Equipment other (anything you can think of)

Aim To be creative and improvise

Instructions A story is told to the group, but the storyteller stops halfway. The participants are divided into smaller groups who each receives a bag with different objects in it. Each group has to make up the rest of the story and perform it, while using the objects in their bag for their story.

Categories · Arts and Crafts

balance of nature mobile

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens

Aim To illustrate a balanced ecosystem, and the reasons for it's stability/instability.

Instructions The hanging units should show the bird or animal plus the 4 major elements that are essential for it's survival: food, water, shelter. space. If you like do some research and add other elements such as: natural enemies; species which compete for the same food supply; normal weather patterns such as rain, snow and sun; human factors that affect food and water supply such as farming, dams etc... .

Use cut out picture or three dimensional models, but make sure all your elements are about the same weight and size. Then work out their relative hanging positions and the lengths of thread and crossbeams you will need to creat your balanced mobile. Then hang each mobile from its own central lifeline.

This is a great decoration but it also demonstates the essential role that each element plays in the ecosystem. Remove just one element and see what happens.

Categories · Active/running

balloon game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (string, balloons)

Instructions Each participant is given a balloon which they blow up and attach to their ankles with string. The participants are divided into groups (it could be an idea to have a colour balloon for each group). Each participant tries to step on the other teams balloons to pop them, without getting their own balloon popped. If a participants balloon is popped they sit out of the game till the end.

balloon game supercharged

Categories · Active/running
· Simulation

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment Balloons (2 or 3), Yarn in 2 colours

Aim To get the participants to think about thinking individually and trying to see what war is about.

Summary This game is usually an outdoor activity. The leader should have experience in this game before leading it. At least 14 persons!

Instructions You have to use a large outdoor area. Hide two balloons in this area. Find a 'natural' border that divides the area into two halves. Find an opening in this border that the participants can use to pass through.

To explain the game for the two teams:

There is a secret amount of balloons hidden in the area. The teams should try to find these balloons and deliver them to the game-leaders. (The game-leaders are during the game having their 'office' somewhere in the middle of the area.)

The team which brings the balloons to the game-leader gets the chance to gain something from finding the balloon. But there is only one special balloon that counts. The team that finds this balloon is the winner of the game.

To be able to tell different teams from each other, the participants in the team will have a blue or red thread around their upper arms. This thread also represents their 'life'. Succeed to tear this thread away, the person is 'dead'. When somebody gets 'killed', he has to come directly to the game-leader. He waits with the game-staff for 3 minutes and then he will get a new thread - a new 'life'.

Both teams should get a team center, one at one end of the area and one at the other end. Between these there is a border that has an opening. You are not allowed to pass the border at any place but the opening.

Explanation for the leader:

It is important that you make it clear that the aim of the game is for the teams to find the balloon, the special balloon, which really does not exist.

When one of the teams find a balloon, tell that this is not the right one and that they should keep on looking. As soon as the team gets bored looking for the balloon they soon start killing each other and forget all about the simple rule that you gave them.

They are forgetting about the meaning of the game, and are instead getting destructive, killing.

The discussion afterwards can lead to:

- The importance of an individual to think for himself. (Instead of following the group or the leader).

- Are brought up to fight each other when other things do not work out the way we want?
Are we destructive by nature?

This game could be compared to how a war starts, and the destructive actions when it has started and the way nothing matters when the war is important.

War starts - two nations going for the same goal, wanting to have the same thing - the two teams looking for the balloon.

War continues - the nations have really forgotten the actual goals; what they work for now is instead destroying each other - the teams forgetting the non-existing balloon, just tearing lives.

War makes us not follow our own natural human rules - when fighting a war human beings do things that are against themselves - the easy 'area rule' was soon broken when the teams started fighting.

Cheating to fight a war - the reason why governments start war may not really exist or is quite unimportant - for the non-existent special balloon.

Categories · Simulation

balloon in flight

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper and pens

Aim Raises questions about values .

Summary This activity shows individual preferences or values. Alternatively it is done in groups and discussion can then include decision making in groups.

Instructions The group begins with the following story:

You set off in a balloon and have taken ten things along with you. After a while the balloon begins to lose height so you must throw out one article. Which do you choose? Unfortunately, the balloon still keeps going down so you have to choose another thing to throw overboard and this continues until you have one left. Which is it?

List of articles:

Binoculars Camping stove Extra clothes

Books First-aid kit Tool-kit

Camera Pet animal Washing kit

Diary Radio

The participants work individually, listing the order in which they would throw out the things.

After this is finished, there are many ways for the group to compare and to discuss the individual participants responses to this situation. Some leaders put the list on the blackboard and, for each item, ask how many threw it out first and how many kept it until the end. With this information before them, the participants will probably begin to discuss the 'logic' of their choices.

Alternatively, or in addition to this, the leader can pick out several of the items for discussion. For example, one can ask about the 'pet animal'; How many of you threw it out 1st, 2nd, 3rd, etc.?.; then, put this information on the blackboard and let discussion take off from there. Participants generally have a tendency to limit their discussion to technical matters, for example, 'the radio is useful in emergencies; the binoculars can help in finding a landing place, etc.'

However, there are a whole range of personal and individualistic attitudes which are reflected in the participant's choices and, when brought into discussion, can give a deeper meaning to the exoeriment. The items which are perhaps best for this are the pet animal, books, spare clothes and washing kit.

For example, one discussion about the pet animal began with the observation that several of the participants who threw it out first had one at home; some others who kept it for last wanted one, but their parents had forbidden it. This was the beginning of a long and good discussion. Similary, the item 'books' often brings out some participants' negative attitudes about school and other participants' use of the book as an escape into a world of fantasy and adventure.

There is a valuable point that can emerge through this kind of discussion: the THINGS we choose for ourselves are an expression of many aspects of our own individuality and a statement to others about ourselves. The IDENTITY AUCTION unit develops much the same idea in terms of the things we DO rather than what we buy, collect or keep.

Categories · Kissing games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary Cultural sensitivity should always be remembered when planning kissing games.

Instructions The participants form two circles one for the boys and one for the girls. The girls are the inside circle and the boys the outside. Each person has a partner to start the game. The two circle begin to move in different directions as the participants begin to sing:

'There was a farmer who had a do and Bingo was his name.

Bingo, Bingo, Bingo (Spell those 3 out loud) and Bingo was his name'.

When the song is over, the two circle turn and face the person opposite as they spell out Bingo for the last time. On each letter they shake hand with the person in the opposite circle. When they get to the last letter, everyone hugs/kisses the person opposite.

Categories · Communication
· Drama

Peace education area · General Peace Education

Time frame 0-1 Hour;

71 bingo

72 bla-bla-bla

Aim To understand body language and non verbal communication.

Instructions Divide the participants into groups. Give every group a situation they should dramatise. When performing they are not allowed to use any language but the words 'bla-bla-bla'. Let the groups prepare for about 5 minutes and then perform each drama.

Discuss how easy it was to understand the story line of the drama/the overall 'feeling' of the situation.

Discuss the significance of language and culture.

73
blind trust

Categories · Discussion

· Other

· Trust games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other:scarves (one per couple)

Aim To start discussion on trust and mistrust, development of rules and laws and reasons for them. How they differ in different countries and societies.

Instructions The group forms into pairs; one is blind, keeping eyes closed or covered, the other is his/her leader. No one is to talk during the whole exercise. The pairs are instructed to walk around for about 10 minutes. Depending upon circumstances, this can be either inside and/or outside. The leader should not turn the walk into an obstacle course for the blind person. While it is O.K. to go on stairs, most of the walking should be fairly easy for the blind person. The leader should be creative in finding 'experiences' for the blind person, such as trying to identify the objects by touch, being left alone for a few minutes, running (on smooth ground) and being exposed to use their own imagination for setting up a variety of experiences.

After about 10 minutes, the pairs switch roles and continue their walk for another 10 minutes. The leader can ask for this switch to take place in the classroom or let the pairs decide.

This is generally a powerful experience for the children. They come back excited and wanting to talk and it is quite useful for the leader to stay completely out of the discussion at first. The children typically talk about the loudness of sounds, their ability to know where they are, funny things that happened and whether it is worse being blind or deaf. But the experience has strong emotional effects, e.g. feelings of fear, helplessness, trust or mistrust in one's leader, responsibility for another's safety, guilt if there was an accident, for some who relax completely while 'blind', a marvellous feeling of freedom and release from decisions. If the children spontaneously get into these emotional aspects during their discussion, the leader can just help them explore the meaning and significance of these feelings. However, if their discussions avoid this, their own avoidance can be pointed out to them....as a starting point.

An interesting discussion can develop from a question about the 'meaning' or interpretation of the different ways the leaders choose to guide their blind partners, e.g. holding hands or standing behind the blind person with both hands on his/her shoulders to guide.

The concept 'trust' can also be usefully extended from the two person level to larger group and social levels. For example, are rules and laws developed because we don't trust each other? What happens if we then do not trust police, politicians and civil servants to enforce them properly? How do they differ from country to country?

Participants have suggested arranging the pairing up so that the blind person does not know who is her/his partner is.

Categories · Communication
· Drama

body expression of feelings

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants form couples and face each other. One is 'A' and the other 'B'. The groupleader says a feeling eg: Anger. There are several ways to express this feeling, using the whole body(1), with(2) or without voice(3), only the voice(4), only the eyes(5). With the feeling the groupleader also says a way to express the feeling eg: 'A' with voice and 'B' with eyes. The couple expresses these feelings in this way till the groupleader says 'stop' and names another feeling and way to express it.

VARIATION:

Express the feeling while both talking at once in gibberish.

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (soft balls)

Instructions Divide all the participants into two groups, each with a leader. Divide the field into 4 parts, two small areas at each end for the leaders, and the area between the leaders in half, one half for team 'A' and the other half for team 'B'.

Team 'A' has a ball and so does team 'B'. Team 'A' throws their ball through team 'B's' area trying to hit one of them on the full, towards team 'A's' leader. If someone from team 'B' is hit on the full they are 'out' and join their leader to help hit team 'A'. If someone from either team catches the ball on the full they can throw it back the other way towards their leader, BUT if they drop the ball they are 'out'. The game is over when everyone from one team is 'out'.

Categories · Communication

Peace education area · General Peace Education

Time frame 1-2 Hours; 2-4 Hours;

Equipment paper; pens

Aim To express feelings for one another.

Summary This activity is a very good last activity at the end of a village. For a variation also see 'Message Game'.

Instructions Some participants are selected as mailmen, and mailboxes are placed around the room. Tell the participants that this is their chance to start writing to one another without stamps, and that your camp post has the world's fastest delivery time for international mail. They can write a message, fold it, and put the name on one side, drop it in the mail box, and it will be delivered.

The mailmen sort out the mail in the mailbox and deliver the letters (they too can have a break to send and receive their own letters). The mailmen can dress up as mailmen from their own countries. Encourage the participants to keep these first letters to take home.

Categories · Active/running

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment other: (water paint)

Summary This is a description for the game to be played in a village.

Instructions The J.C's dress up as canniballs and hide in the surroundings. The leaders dress up in the same colour as the water paint they carry with them and hide in the surroundings. Small groups of participants with a piece of paper with the groups own colour code on it are let into the surroundings. They then start looking for the leaders in the same order as is written on their paper. When they find the leader with the same colour as the first one on their paper the leader paints them all with a dot of that colour paint on their arms. When the participants have got all the different coloured dots in the correct order on their arms, they can demand all the paint from the leaders and start hunting the canniballs. When they catch them, they paint the canniballs with the paint, and this is the end of the game.

The canniballs however during the game try to catch the groups and wipe off the paint on the participants arms. They can only do this if the group has not yet got all the colours. If a groups colours are wiped out they have to begin again. Also the members of the group have to stay together throughout the entire game.

77
canniballs

78 car boot sale

Categories · Fundraising

Peace education area · General Peace Education

Time frame 2-4 Hours;

Instructions Either organise a booth at a 'flea market' or advertise that you will be holding a 'garage sale'. Get CISVer's to donate things to sell and the money raised goes to CISV.

79 cat and dog

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions A large circle is marked on the ground. In the middle are placed: sticks, shoes etc... to represent 'the bones'.

One participant is chosen as 'the dog', and that person remains inside the circle guarding the bones. The remaining participants are 'the cats' and stay outside the circle.

The cats try to take the bones from the dog, without being tagged. The dog may tag with the feet or hands, but must remain seated by the bones. The cats may tease the dog by stepping in to the circle. While the dog is trying to tag a cat another cat may steal some bones. If the cats succeed in taking all the bones, the dog remains the dog for the next game, if a cat is tagged that cat becomes the dog.

80 cat and mouse

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants stand in a circle type form in rows of three or more people facing out from the centre of the circle. There is also two free participants, the cat and the mouse. The cat runs around trying to catch the mouse. If the mouse runs to the back of a line the person in the front become the mouse. If the cat tags the mouse the mouse becomes the cat and the cat become the mouse.

81 catch the dragon's tail

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (blindfold)

Summary A game from China.

Instructions The participants form a line of 8 to 10 people long. Each person puts their hand around the waist of the person in front of them. The last person tucks a bandanna in the back of their pants.

At the signal, the dragon begins chasing it's own tail, the object being for the person at the front of the line to snatch the bandanna. The tricky part of this struggle is that the people in the front and end are clearly competing - but those in the middle aren't sure which way to go. When the head finally captures the tail, who's defeated and who's the victor? Everyone! The head then dons the bandanna and becomes the tail, while the second from the front becomes the new head.

You could also have two dragons trying to catch each other.

Categories · Active/running

82
catch the flag

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens

Instructions An area is divided into two sections (maybe anything from a basketball court to a schools yard). The participants are divided into two groups, and each team designs a flag and may wear clothes of one colour or something else to show what side they are on. Each team then occupies one half of the playing field. The teams then place/hide their flag in their half of the field and the immediate area around the flag becomes a 'safety zone'.

The aim of the game is for one team to steal the others flag without being touched by the other team. Once caught you must stand still until another of your team members touches you and thus releases you.

Once reaching the 'safety zone' around the flag you are safe, but you must return the flag to your area to win the game.

Categories · Drama

83
change of scene

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions In pairs make a conversation up of 6 lines, (three line for each person). The couple has to act out that conversation in different scenes, eg: 'Crossing the Sahara Desert', 'As if leading a man to the guillotine', 'Two newly weds at breakfast', act... .

Categories · Ice breaking

84 changes

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group stands in couples. Each couple has to observe each other. Then they turn their backs to each other. One of them makes three changes to their personal appearance (eg: changing hair, shoelaces etc...). When ready the partners face each other again and the other one tries to identify the the changes that have been made. After that, vica-versa.

Categories · Active/running
· Quiz games

85 chaos

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens; statistics ?

Aim To teach groups to work together, and have fun.

Instructions Hide approx 30-50 numbered cards around the area you are playing. On the other side of the cards write a word, saying, symbol, action, or question if you are using it as a quiz game. Break the participants into smaller groups of 5-6 people.

The person running the game has a game board with the same amount of spaces as there is hidden cards. Each group roles a dice and what ever the number they land on is the number card they have to go out and find. When the group has found the card, THEY LEAVE IT WHERE IT IS, and read what is on the back. The 'whole' group then has to come back to the gameboard and do what the card said. Once it has been done to the leaders satisfaction, a group member roles the dice again etc...

Some recommended questions for evaluation:

- How was the initial group interaction compared to during and after the game?
- Was it beneficial?

Categories · Communication
· Drama

86 charades

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment pens; paper

Instructions The participants are split into two groups and each group writes down a list of 'things' (they could be animals, famous people, anything you choose). One group starts by asking a person from the other group to come and get a name of a 'thing'. This person will then try to tell her/his group through body language who/what it is. The group has got a time limit to guess what is being mimed. A correct guess gets one point.

Categories · Drama

87
chocolate bar

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Designate three people to be judges and give them time to design and points scoring system. The rest of the participants have to come in one at a time, and in front of the judges try to convince them that he/she should deserve a chocolate bar. The judges give points taking into consideration their point scoring system, originality, and persuasiveness.

Categories · Social activities

88
chocolate eating

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (Chocolate, knife & fork, dice, funny/large clothes)

Aim To have fun and eat chocolate!!

Instructions Participants sit in a circle, in the middle is chocolate, knife & fork and the clothes eg: a hat, skirt and gloves. The participants roll the dice in the circle and if someone gets a six (6) they run into the middle, put the clothes on and begin to eat the chocolate with the knife & fork one piece at a time. While this person is trying to put the clothes on and eat the chocolate the dice is still going around the circle and if someone else then rolls a six (6) they then take the place in the middle, getting the clothes off the previous person and putting them on etc...

Categories · Communication
· Ice breaking

89
circles

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To get to know people better.

Instructions Two circles are formed, one inside the other. They turn and face one another. Music is played and they move in opposite directions. When the music stops, the circles face each other and should talk to each other on the topic suggested by the person running the activity. For example: the weather; music; work; socks etc... .

Categories · Fundraising

90
civ dinner

Peace education area · General Peace Education

Time frame 1-2 Hours; 2-4 Hours;

Aim To fundraise for CIVS and have fun.

Instructions A group of about 10 people/couples (eg: 10 people able to host a dinner) get together and organise a calendar for 10 months of the year. In each month one person/couple should put on a dinner party and the others attend. They eat, have an enjoyable night and pay a predetermined amount of money for the meal, and this goes to the CIVS Local Chapter. For example if a group of ten pay \$15 per meal and have 10 meals in the year they will raise \$1350 for the year.

Categories · Other
· Outdoor

91
civ peace forest

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment other: (trees, a place to plant them)

Aim A simple way to help and highlight the environment.

Instructions Find a place to plant the trees and try to get the trees donated. Then collect as many CIVS people and have an afternoon planting them (make sure it's the right season to be planting the trees). This activity could be repeated every year, so your forest grows.

NOTE:

This activity could be tied in with a Local Work activity on 'Environmental Education'.

92 civv trivial pursuit

Categories · Quiz games

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Equipment data; statistics

Aim To learn more about CIVV and/or international trivia.

Summary This is a good and fun way to prepare delegates before a program.

Instructions The participants are given a collection of reference material and are asked to make up questions in categories, that are relevant, on colour coded paper. For example if an Austrlian group was doing an interchange with Norway the categories might be 'Australia', 'Norway', 'CIVV', and 'The Norwegian Language'; you decide.

You may decide to just ask the questions in teams or to create a board to play it as a board game.

93 clothes pins

Categories · Social activities

Peace education area · General Peace Education

Time frame All day;

Equipment other (Clothes pins, enough for everyone)

Instructions Each person receives a clothes pin with their name on it (at the beginning of a camp, mini-camp, village etc...). During the time the people are together they try to get rid of their clothes pin by pinning it on someone else without them knowing about it. This can be done at any time. If the person putting the clothes pin on someone else is caught while putting a clothes pin on, they have to take one of the clothes pins from the person they are trying to put their pin on. The aim of the game is to have no pins left at the completion of the camp/village.

94 contrasts

Categories · Discussion

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens and paper

Aim Understanding

Summary Another way to play, would be to have all the activities prepared by the leaders of the activity.

Instructions The activities are aimed at showing and discussing different contrasting realities and situations.

* Have a list of topics such as:

- personal/ group interests
- peace/ violence
- materialistic/ altruistic attitudes
- cooperation/ competition
- rich/ poor
- justice/ injustice
- starvation/ opulation
- tolerance/ prejudice.....etc.

Divide the participants into groups. Each group chooses a topic and prepares an activity related with it, involving all participants.

* Some ideas on how to work with the topics:

- roleplays
- wall charts
- drama
- games
- debates
- special meals
- films
- contests
- arts and crafts
- parties
- simulations
- discussions.....etc.

Categories · Warm-up

95
coocoo's clock

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group stands in a circle with someone in the middle. This person has to point at someone in the circle while saying a charcter (see later). This person and neighbours have to express this character as soon as possible. If someone is too slow they have to go in the middle.

CHARACTERS: M = Middle person N = Neighbours

M = Tarzan ; N = Chimpansees/apes
Toaster: M = toast jumps up and down
N = with arms make the toast machine
Coocoo's Clock : M = makes sound and move head out of Coocoo clock
N = hold hands and make moves open/close with their arms as if Coocoo clock.
Giraffe: M = puts arms straight and high in the air
N = sits on their knees on the ground next to M
Elephant: M = makes long nose with arms
N = makes the ears with their arms
There can be many more characters for this very funny game, make up your own!

Categories · Active/running

96
country salad

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens; other (chairs)

Summary A variation of 'Fruit Salad'.

Instructions Make a circle with the chairs for all the participants except for one. The person without the chair stands in the middle. Everyone gets a piece of paper with a Country, the region it belongs to, and on which continent it is located written on it.

The person in the middle begins by calling out 'continents', eg: Asia. Those who have an Asian country leave their chairs and move to another vacant chair, the person in the middle also tries to get a vacant chair. The person left without a chair calls out a new continent etc... After a while you may call out regions, so eventually the participants may be able to guess what country you are representing.

Categories · Communication
· Warm-up

97
couples

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To mingle

Instructions Make a set of cards with animal names/pictures on them, making sure there are two of each animal. Each player gets a card. Then everyone acts like that animal until they think they have found their mate. No talking. The pair then reports to a referee to see if they have found the correct partner.

A variation can be done by taping signs to people's backs, allowing them to ask questions to determine who they are. Then they have to find their partner. eg: bread & butter; mother & father act...

Categories · Communication

98
create a game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants are split into groups of 4, each with a leader. The object is to create a game which is original and can be played by no less than 4 people. The participants design the game during the day and write/draw a full explanation, then the game can be played later on.

Categories · Simulation

99
culture game

Peace education area · General Peace Education

Time frame 1-2 Hours;

Aim To see ourselves as others see us

Summary We can appreciate customs that seem strange to us by putting them in cultural context. That will also help us to understand how people from other cultures view us.

Instructions 1. Read aloud to the participants the section below, 'Culture of the Nuer', which outlines and offers explanation for some customs which seem strange to us.

2. Then give the examples from 'Culture of the Nuer' and ask participants where they think these customs might be practiced. Do the customs seem strange? If so, does 'strange' equal 'ridiculous' or 'primitive'? After discussion, tell participants that the examples are from their own culture, and Nuer is 'Australian' spelled backwards. What are these customs about?

3. Now assign each participant to prepare a written description of an Australian/own country that would seem strange to another culture. At another time have the participants read their descriptions aloud and the other participants guess what customs they represent.

CULTURE OF THE NUER

Among the Nuer tribe of East Africa, when a boy reaches the age of about 12 or 13 and wants to become a man, he tells his aunt who responds by plucking a few hairs from his scalp and saying: 'These are the hairs of a boy'.

This ritual signifies readiness for the scarring ceremony. The boy is taken by his male relatives to a special place where he lies on the ground. A goat is sacrificed, then an elder makes a series of deep cuts across the boy's forehead with a sharp knife. In considerable discomfort, the boy lies quietly and endures the ritual. The cuts will leave deep scars on his forehead for the rest of his life.

Young women have a series of small, razor blade cuts in various shapes and patterns over their chests and backs. They do the marking for each other and these scars will also last a lifetime.

This custom may seem primitive and cruel. However, to the Nuer it holds deep meaning. The Nuer are a cattle-herding people who live in the grasslands of Ethiopia. Raising and protecting their cattle are their livelihood. When a Nuer boy feels ready to take on these adult roles, he shows he is strong and courageous enough by enduring the scarring ritual.

Because the marks will stay on his forehead throughout his life, every Nuer will know just by looking at him that he is entitled to the rights and duties of an adult male. Similarly, the young women, by beautifying themselves, are showing they are no longer girls and are ready to be considered as marriage partners to Nuer men.

CULTURE OF THE NAIKATSUA:

In this culture, there are similar kinds of rituals. When a boy is ready to become a man, he scrapes his face with a metal blade as do the adult males. And to show they are successful, the adult males wrap a cord of cloth around their necks and keep it there for most of their public lives. While it is uncomfortable, they endure the ritual since it signifies to others that they have the rights and duties of an adult male.

Females in this culture push metal pegs through their earlobes and put body paint and wax on their faces to appear more beautiful. They bake their hair in ovens to alter its shape and appearance. Some tear out or scrape off the hair from other parts of their bodies. These customs, they believe, will make them more attractive as marriage partners.

LEARNING OBJECTIVES:

Participants should be able to:

- appreciate that customs which seem strange turn out to be quite sensible when we understand what they mean to the people who have them.
- realise that customs they themselves have would seem just as strange if they could only see themselves through other people's eyes.

Categories · Active/running

do you love your neighbour?

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To get people involved and smiling.

Instructions The participants are seated in a circle. One person is in the middle and they ask someone in a chair, 'Do you love your neighbour?'

If the person says 'Yes', all participants must leave their chair and find a new one, whoever is left in the middle will ask next.

If they answer 'No', then they are asked 'Then who do you love?'. They can say, for example 'I love people wearing sweaters'. Everyone wearing a sweater stands up and competes with the person in the middle for the chairs that remain.

WARNING: This game can become very competitive, tell everyone to be careful and polite, it is fun to be in the middle, so don't worry if you don't get a chair.

Categories · Communication
· Drama

101 **drama**

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment Depends on what is on your list.

Aim Communication,contact,stimulating the fantasy.

Summary You may provide things for the performance such as costumes,make-up,etc.

Instructions 1. Give them a list and ask them to create a play using the things that are on the list,e.g. paper,pan,cloth,a shoe, a hat. 2. Give them a topic to create a play on, e.g. sex roles, hope, prejudice, etc.

Categories · Active/running

102 **duck banana**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group stands in a closed circle. One person stands outside the circle and walks around the circle while touching the backs of the people and saying 'Duck'. When the person say 'Banana' while touching someones back he/she starts running around the circle and the person who is touched runs the opposite direction to the caller. When they meet half way they give a kiss or handshake and the person who is last back into the spot has to do the 'Duck Banana' calling.

Categories · Active/running

103 **duck duck goose**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants sit in a circle while one participant walks around the outside of the circle. As that person walk he/she taps each person on the head (shoulder may be more acceptable) saying 'duck'. When the person finds a certain person (anyone) she/he says 'goose' instead of duck. The goose then chases the person tapping around the outside of the circle until they get back to the vacant place in the circle. If the goose catches the 'tapper', then that person starts again tapping, but if not caught the other person now begins tapping saying goose etc... .

Categories · Active/running

104 dutch card game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens; other (deck of cards, a chair for each participant)

Instructions Draw a Heart, Spade, Diamond, or Club on the hand of each person (equal numbers in each suit as much as possible). Have them sit in the chairs, in a circle. The leader has the deck of cards and turns over the first one. EXAMPLE: The card is a club. All the people with clubs on their hands move one space to the left and sit on the lap of the person beside them. If someone is on your lap when your suit is called, you can not move. The goal is to get back to the seat you were originally in.

Categories · Communication
· Simulation

105 earthling game

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens; paper

Aim To illustrate that children are the same all over the world.

Instructions 1. Ask the participants to imagine they are crew members aboard a spaceship exploring the universe in search of a habitable planet.

2. Ask them to describe themselves as visitors from outer space: What do I look like? What do I eat? What do I breathe? What do I think about? What kinds of feelings do I have? What things are important to me?

3. The spaceship discovers planet Earth and the crew study the Earthling children to decide whether to let their own children live with them. Ask participants to profile Earthling children from at least five different continents: What do they look like? What do they eat? What do they breathe? What do they think about? What kinds of feelings do they have? What things are important to them?

4. Then ask the participants to list the basic needs of all Eearthling children. These can be recorded on paper or a whiteboard. Needs should be defined not only as those things essential to physical survival, such as food water and shelter, but also things necessary for psychological well-being, such as security and friendship.

5. Tell participants that the basic human needs they have outlined are not being met for many children on planet Earth. Ask them to refer to their lists and think about what happens to a child when particular needs are not met. Ask what they think needs to be done before they would choose planet Earth as home for their own children.

FACTS:

HEALTH: Every year, 14 million children die unnecessarily from easily preventable diseases and undernutrition.

FOOD: One person in 5 in developing countries is undernourished, while 1 in 5 in major industrialised countries is overweight or obese.

WATER: Almost half the worlds people -2.5 billion men women and children- are without reasonable access to safe and adequate water supply.

SHELTER: 1 in 4 people in the world are without adequate shelter. Up to 100 million street children live without homes in the worlds cities.

LEARNING OBJECTIVES

Participants should be able to:

- list the basic needs common to all the world's children.
- understand what happens to children when basic needs are not met.
- discuss changes that could improve the lives of many children.

Categories · Arts and Crafts

106
ecological collage

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment Blindfolds, String, outdoors or large indoors space

Aim To allow a group to design a 'collage using things in the environment and to learn how they, as a group function with certain physical elements are not in use.

Instructions Have groups of 5 -7 people. Various groups are told that they are to make a collage of some kind using the immediate surroundings. If it is being done outdoors, this can take the form of collecting trash, flowers, grass, etc. with the intention of making some form of collage or design. It does not have to be artistically designed but should involve some kind of thought about what kinds of objects are in the area. Of each of the groups, each member of the group has some form of 'handicap'. This means that one person can only use one arm; one person can not see, one person can not speak; use either arms, etc. The people in a group should each represent a different form of handicap and the instructions should be said such that the group must work together to collectively design their collage. Also have one person who is able to use all senses. Time period: Allow about 15 -20 Minutes to explain game and assign the various 'handicapps'. Allow approximately 30 min for designing the collage.

You might also want to have an observer in each group. After each group has completed the collage, they can look at each projects and begin discussion. discussion can take variety of forms. Why the group chose to make a collage of a specific thing; how the group chose to make the collage; etc. Some questions are: 1. How did various people with each 'handicapp' feel? Not being able to see? to speak? Use of arms? Hearing? 2. How did other people in group help or not help those with the various handicapps? How did the person who could do everything work with the total group? 3. What ways do people who could not see try to understand what was happening? How did person who could not speak get ideas across? ETC. 4. Are your experiences different from those people who do have these disabilities? What has it taught you about this?

Categories · Warm-up

107 elephants and giraffes

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions A 'hunter is chosen to be in the middle of a circle. The hunter points to one of the participants in the circle and will say 'Elephant' or 'Giraffe', The selected player will respond in the following way:

Elephant: Both hands are placed fist to fist in front of the nose; the people either side of him place their hands on his ear, palm open. Thus the tree people are involved in the elephant shape.

Giraffe: The hands are placed tall over the head; the people on either side place the inside hand on the players hip.

In either case any delay or mismovement will mean the hunter will trade places with the hunted animal which made the error.

Categories · Communication

· Ice breaking

108 expectations

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens; paper

Instructions The participants receive three questions;

- Why are you here?
- What do you want to get out of the camp?
- What will you contribute/What did you 'bring' (of yourself) for the camp?

The participants get about 1 1/2 hours to answer these questions however they wish. The answer are kept but the staff in envelopes and are returned to the participants at the end of the camp.

109 fairy tale drama

Categories · Drama

Peace education area · General Peace Education

Time frame 1-2 Hours;

Instructions Dramatize a well known fairy tale (eg: Snow White, Cinderella, Little Red Riding Hood) in different ways. For example each group would perform a different interpretation. An example might be Cinderella 'Punk', or 'Classical', or 'Mime', or 'Rock and Roll' etc...

110 falling circle

Categories · Trust games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To learn to trust those around you.

Instructions A tight circle of people is formed of about 7 people. One person is in the middle and makes himself stiff and allows himself to fall. But the others do not allow him to fall all the way to the floor, they catch him on the way down. Then they return him to the middle by gently pushing him back to the middle where he falls in another direction.

Everyone should have an opportunity to be in the middle, and it's best if the person in the middle has their eyes closed.

111 families

Categories · Communication
· Drama

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group is divided into families (eg: grandma, father, mother, child, baby) and is given a family name. Everybody remembers the name and status within the family and starts walking around. When meeting someone else, one shakes hands, introduces himself and then at that moment takes over the name and status of the other. With the new name the same thing happens again so changing names and status all the time. When the group leader says 'Families' everybody has to find their family and see if it's complete.

112 family feud

Categories · Quiz games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To have fun.

Summary Requires approx 1-2 hour to prepare.

Instructions Make a list of the top 10 things in an area/topic.

Examples: the top 10 things to put on a hotdog.

the top 10 CISV campfire songs

the top 10 national sports etc...

There are 2 teams, each made up of 5-8 people. One representative from each team is selected to 'start off'. The leader asks the question eg: 'What are the top 10 CISV campfire songs?', and the first person to hit the 'buzzer' gives their answer, hoping it is the number 1 answer, if it's not, the rep from the other team gives what they hope is a better answer. The team with the answer closest to number 1 is now asked the question individually. When they have answered 3 times with answers that are not part of the top 10 their turn is over. Now it is the other teams turn and they are asked the question as a team, and if they answer with one of the remaining top 10 answers they have won, if their answer is not one of the remaining top 10 answers the other team wins.

Points can awarded as follows:

- 1 point for the 10th answer

- 10 for the number 1 answer

So the winning team collects all the points from the answers that have been revealed throughout the game.

The questions do not have to have 10 answers, but tell the participants before the game how many answers there are.

113 family life

Categories · Simulation

Peace education area · General Peace Education

Time frame 2-4 Hours;

Instructions The planning group represents the 'controlling power'. Participants are divided into groups of between 3 to 7 members, with each group representing a family. Everyone in the group has a special function (father, mother, grandfather, child etc...).

Each family should 'visit' the controlling power who will give a task for each member of the family to complete. Someone from the planning group is in charge of checking that the tasks are completed.

Then the controlling power 'pay' each member of the family for their task and the payment is handed out according to their position, therefore the parents would receive more money than the children.

In the following half an hour the families have to spend their money on food. They get their food from the controlling power. If they have not spent all their money within the time limit, the military police (some of the planning group) put them in gaol. The goal is a place where you have to do something to be free again.

The controlling power should make the tasks more and more stupid/annoying in an attempt to make the families angry. Wait for a revolution, and then talk about the simulation.

Categories · Arts and Crafts

114
fantasy land

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens; paper

Aim To build team spirit, cooperation.

Instructions Divide participants in groups of about 5. Each group will 'create' a different country, taking into consideration the following aspects and any more:

- name of country - famous persons
- capital city - government
- national song & dance - export & imports
- national costume - national resources
- national dish - history
- map - flag

The groups present their countries to each other by a short performance or exhibition.

Participants all together discuss possible relations among the countries such as:

- can these countries benefit from each other?
- are they dependent on each other?
- do you think they can live in peace?
- what conflicts could occur? How could they be solved?

Categories · Discussion
· Other

115
fantasy trip

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens, paper, other: copy of the first part of the activity description.

Aim To gain understanding of various ways of travelling.

Summary This activity is good for 11 year olds returning from a village or when preparing a delegation to let them understand the aim of the village experience.

Instructions The questions:

- 1) What one country would you most like to go in the World?
- 2) Why have you chosen this country?
- 3) What would you do in this country?: Sightseeing, famous people or non-famous people or special kinds of groups or just to leave home?
- 4) How long do you think you would stay?
... days - 2 weeks - 3 weeks - 1 month - 3 months - longer
- 5) Where would you like to stay? : hotel, private house, hostel, in a town, in the country.
- 6) What and/or who would you take with you?
What are the preparations you would make for your visits?
- 7) How often would you write home - and to whom would you write?
- 8) What do you think you might miss from home?
- 9) What souvenirs or articles do you think that you might bring back from this country?
- 10) Are there any worries that you have in connection with your visit to this other country?
e.g. - travelling, being away from familiar, food, not coming back.
- 11) Do you think you would be any different after such a trip? In what ways?

Follow-up discussion:

1. Emphasize the fantasy. Let the pupils close their eyes after filling out the questionnaire and spend some time day-dreaming about their trip. Were their fantasies only filled with good things happening to them or were there bad incidents too? If only good, is that realistic? Do tourists also greatly resent any bad experiences?

2. Emphasize basis for choice of country. What sources of information were important? What are the differences between those pupils who chose a country very different from or quite similar to their own?

3. Emphasize the experience of foreign travel. What effects does travel have on people? Are you likely to lose or strengthen your stereotypes or will you have more complex ones? Should you be thoroughly familiar with your own country before travelling abroad? Do people react differently, behave in unusual ways, when they are tourists in a foreign country? Will you? If so, how can we judge tourists in our own country, and will you feel like a representative of your country?

ALTERNATIVES

STAGE 1

In a large, carpeted room or on a clean floor with yoga or exercise mats for each person, take the participants through a relaxation exercise and a brief guided fantasy during which they imagine themselves in the one place in the world they would most like to visit. Bring them back from the guided fantasy and ask them to think quietly to themselves about how

to describe their reasons for wanting to visit the place they chose and how it might feel to be there. Now ask the participants to talk in pairs about their imaginary visit for about 5 minutes. Then ask them to talk for a further 5 minutes about how different their fantasy might be from reality and what they would feel if they got their wish to visit the place they chose.

OR

Ask each participant to think quietly to themselves for 5 minutes about the one place in the world they would most like to visit and the three most important reasons that come to mind for wanting to go there. Ask them to get into pairs and discuss their thoughts with their partner for about 5 minutes.

STAGE 2

Now ask the pairs to form groups of 4-6 (depending on the overall size of the group). The groups of 6 collect and record on flip chart paper the following information: (Give each group a written list to follow.) The kinds of things each person imagines themselves doing in the countries they want to visit. The people they all imagine themselves meeting. How long they would stay. Where they would expect and want to stay. How they would prepare for the visit. What they would take with them. Any person/people they would like to take with them. Who would they write home to, how often and in what form would they send the message. Do they think they would miss anything they had left behind. What souvenirs or articles do you think that you might bring back. Would they be worried about the visit in any way. What affect do they think the trip might have on them while they were there and after they leave. What affect do they think they might have on the people who live in the country while they are there and after they leave.

In whole group feedback, ask each small group to explain their flip chart. Ask the whole group what they noticed from the small group presentations. What were the similarities and differences between the feedback from each group? Where had people got their information about the places they wanted to visit? What kinds of motives did people have for wanting to visit these places? What difference do they think travel would make to them? How might it influence their ideas about different countries and the people who live there? What are the different ways that people react to being in a place where they are a stranger? How do their preconceptions of that place affect their reaction? How does the history of the relationship between their place of origin and the place they are visiting affect their reaction? How does the visitor affect the place they visit? What are the benefits and disadvantages of tourism to indigenous people? What are the benefits and disadvantages of tourism to governments? How does tourism affect international relations and trade? What are the key issues to come out of that activity?

Categories · Communication

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens; other ('hat' or tin)

Instructions Played in a circle. Ask everyone to complete this sentence on paper (anonymously),

116
fear in a hat

'In this group I am afraid that.....'

Put the hat/tin in the middle of the circle and place the pieces of paper in it. Once all the pieces of paper are in the hat someone in the circle begins by drawing out a paper and reading it out to the group. They can also try to expand on the sentence, trying to express what that person was feeling. eg: 'In this group I am afraid that...I will be laughed at' (continues talking) I am afraid to say my feelings because everyone laughs at me, so I never say anything.

Continue passing the hat around the circle. Make sure that everyone just listens to what is being said and does not comment or interrupt.

At the end discuss what the group noticed or discovered.

VARIATIONS:

- Likes and dislikes in a hat (two tins)
- Worries in a hat
- Gripes/complaints in a hat
- Wishes in a hat

Categories · Active/running

117 find the ghosts

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens; other (torches, noise making objects)

Aim To work together as a team.

Instructions At least 4 leaders, preferably more, hide around the grounds with a pen, and a torch. Each leader also has a unique noise making object which allows the participants to locate them. The participants set off in groups (each group has to stay together by forming a hand chain) and they have to find the 'ghosts' in a specific order, by finding all the different sounds in the order written on a piece of paper given to them at the beginning.

Once found the ghosts mark themselves off from the groups paper. The first team to find all the ghosts is the winner.

Categories · Quiz games

118 fingers up

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Make groups of two or four. Put your hands behind your back. On the word go, all the participants bring their hands out in front of them with any number of fingers up. The first participant to call out the correct total number of fingers up (total of the group) wins.

119 first impression

Categories · Ice breaking

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Instructions The group is divided into couples, each couple receives a paper with different words on it eg: animal; tool; flower; musical instrument; historical figure; furniture; colour, and a building. Without talking both of the couple have to write down what they think fits the other person with an explanation.

eg: An animal - 'she makes me think of a bird, because.....'

After all the words are filled in, the couple starts giving each other their answers with the explanations. Then each of the couple give (if they feel like it) their reaction the this 'first impression'.

eg: 'this is true of me' or 'you have the wrong impression about me because.....'

120 follow the leader

Categories · Drama

· Quiz games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions One participant is sent out of the room. The others form a circle and elect a leader. The leader makes some simple movement and the rest follow that movement. The person outside is then brought back into the room and has to identify the leader. The leader should continue changing the movements without getting caught.

121 foot rally

Categories · Social activities

Peace education area · General Peace Education

Time frame 2-4 Hours;

Equipment pens; paper

Summary This is best done in a city or large shopping centre.

Instructions This is the same as a car rally without cars.

Before the day of the activity walk around the area where the foot rally will take place and make up a trail of clues for teams to follow.

Organise participants into teams of 2-6 people.

Give each team a sheet of paper with all the clues and a pen and send them off at times intervals.

The winning team is the one back in the shortest time with the most correct answers.

OTHER IDEAS:

- Have people dressed up and hidden along the trail.

- If teams find and get the signatures of these mystery people they get bonus points.

four hands in clay

Categories · Arts and Crafts

· Communication

· Trust games

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment Clay, scarves to blindfold with, papers for covering floors

Aim TO DEVELOP NON-VERBAL COMMUNICATION AND COOPERATION

Instructions The participants are blindfolded and put into couples without being allowed to use any verbal communication. They are not to know who their partner is. They receive some clay out of which they shall try and shape something together still without communicating verbally.

ALTERNATIVES

The leader should be aware of any participants who are partially sighted or visually impaired in any way. This will not preclude them from the activity, but it will mean that the leader needs to say at the outset, that some people may already know what it is like not to be able to see properly because they have or still do suffer from visual impairment. This means that they will have valuable experience to contribute to the activity, but if they would prefer help lead the activity and debrief rather than take part, they work alongside the leader. Stress that the activity is not about learning what it is like to be blind. It is about communication and trust.

The participants are blindfolded and put into couples without knowing who their partner is. Each couple is given a piece of clay and told that they both have 15 minutes to create a single recognisable object with it, without using verbal communication at any time during the process. Say that some people may know

When the time is up, let the couples remove their blindfolds and look at what they have created. Let them discuss what happened, what each of them thought they were making, if the object they made is anything like they imagined, if it is in any way recognisable as the object they were trying to make.

Ask the pairs to get together into groups of four to talk about what they think one another's creations represent; what it was like taking part in the activity; how they tried to communicate

their ideas to their partner when they were blindfolded; if that was uncomfortable in any way; what they think of their own creations; if they were surprised by they saw when they took off the blindfolds; how it felt when they were creating the object.

Now ask the groups of four to give feedback to one another, then ask all the participants what they discovered from that activity; how did they feel about touching and being touched by another person they could not; if the activity reminded them of any other experiences; has it raised any issues for them; how everyone feels now.

Finally, ask the participants to display their objects as if in an art exhibition and give them a title. Let the group view the exhibition then ask everyone to say if and how they enjoyed it.

Categories · Communication
· Drama

123 freeze

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment none.

Aim Develop cooperation and communication.

Summary Indoor and outdoor activity.

Instructions The participants form a circle, sitting on the floor. Two of the participants take to the center of the circle to spontaneously create, improve and perform a situation, while the rest of the people watch them. When one of the people in the circle shouts 'FREEZE', the two actors stop moving, and the person that stopped them gets to replace one of them in exactly the same position, and the scene continues. In this way, the audience, in the circle, can control the destiny of the characters in the play, by replacing the actors. After doing this repeatedly for a while, participants discuss the different situations.

Categories · Active/running

124 fruitsalad

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary Also see 'Country salad'

Instructions Everybody sits in a circle on chairs. The group leader gives each of the participants a fruit (make sure there are about 4 or 5 different fruits). The person in the middle has to shout out one of the fruits. The people who have been given this fruit have to change seats. The person in the middle has to try get one of the vacant seats, and someone will still be left in the middle. A variation is to call out 'Fruitsalad' and everyone has to change seats.

VARIATION:

Instead of fruits the person in the middle asks someone, 'Do you like your neighbour?'. If No, then 'Who do you like to have next to you?' - I would like to have people with... eg: jeans/glasses/red underwear etc... Then all those who fit the requirements change seats.

Categories · Communication
· Drama

125 gibberish selling

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions One participant speaking 'gibberish' sells or demonstrates something to the audience. Allow around one or two minutes per player. Insist on direct contact, if players stare or look over the heads of the audience ask them to pitch their sale until they are actually seen. Pitching requires contact with others. Someone is the time keeper who calls half time and the end of time.

Afterwards the audience can answer questions such as 'What was being sold or demonstrated', 'Was there a variety in the gibberish?', 'Did the player 'see' us in the audience or stare', 'Was there a difference between selling it or pitching it?'

Categories · Active/running

126 grab the right thing

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (3 things, 4 of each)

Instructions The participants are split into two groups of the same size (about 10 per group). Each group forms a row and at the end of each row there is a leader with three different things. At the front of the row the first person has the same three things eg: shoe, scarf, glass. The leader shows one of the things ONLY to the last person in the row.

Shoe = Tap on the right shoulder

Scarf = Tap on the left shoulder

Glass = Tap on both shoulders

If for example it was a shoe, the last person taps the person in front on the right shoulder and this goes through to the very first person, who has to 'Grab the right thing' according to the type of tap on his/her shoulder. The first person holds up the thing so the leader can see it, if it's the wrong thing, the process starts again and if it's the right thing the first person then becomes the last person, and everybody moves up a place. Keep going till the first person again reaches the front.

Categories · Quiz games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To encourage creativity

Instructions Make sheets similar to that shown below

FRUIT ANIMAL COUNTRY CELEBRITY VEGETABLE

G

R

E

A

T

Get the participants in groups of 2-4. Give each group a chart, or have them make it. Give all the groups about 5 min to fill in as many blanks as possible. eg: fruit that starts with 'T'. At the end bring everyone together. If two or more teams have the same word, no points are awarded. For each answer remaining, the team gets a point. Extra points could be given for original words. Of course, other categories and words can be used.

Categories · Simulation

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours; 2-4 Hours; 4+ Hours;

Aim To try simulate the real difficulties faced by the handicapped.

Instructions A handicap is given to each participant. The participants now have to behave like they have this handicap. The leaders are also encouraged to be involved.

There is no such thing as failing, the participants can only perform the normal days activities better or with more difficulty than normal. So try your best and try to find a way to handle the difficulties, and remember no cheating!

Participants should be encouraged to help others with their disabilities, eg: a person with no arms will find it very difficult to eat a meal, while a deaf person will find it difficult conversing with others.

129

handicapped breakfast

Categories · Communication
· Simulation

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (string)

Aim To learn to communicate in harmony without speaking.

Instructions Cut strings for each participant. Announce that communication by words is not allowed. Some helpers tie the little finger or wrist of each participant to the little finger or wrist of his neighbour. They eat the meal like this.

130

hiding stones

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants are divided into two team, each with a leader. The teams are seated opposite each other on the floor, with their feet straight out and close together touching the back of the person on front of them. The leader then hides a small stone under the knee of one of the team.

The leader goes up and down the line pretending to place the stone under each of the team members knees so that the other team does not know which person the stone is under.

The leader of the opposite team then tries to guess where the stone is. If the guess is correct that leader has the privilege of hiding the stone. If the guess is wrong a person from the guessing team goes over to the other team, which again has the opportunity to hide the stone.

Each team tries to make their team larger.

131

honey, if you love me, smile

Categories · Ice breaking

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants form a circle and a girl starts in the middle of the circle. She then has to go up to a boy in the circle and make him smile by saying

'Honey if you love me please give me a smile'

and then the boy has to say

'Honey I love you but I just can't smile'

without smiling.

If he does smile he takes the place of the girl in the middle and has to try make another girl smile. But if he doesn't smile the girl in the middle has to try another boy.

Categories · Active/running

132 hospital

Peace education area · General Peace Education

Time frame 1-2 Hours;

Instructions The all participants are in a hospital (designated area) to begin, except for a couple of participants who have a 'contagious disease', who are not allowed in the hospital. The participants have to leave the hospital but not get caught by the 'disease'.

If some one is caught by the disease they have to lie down where they were caught and can only be saved if 4 'healthy' people carry them back to the hospital. If 4 people are carrying someone (one for each arm and leg) the disease can not catch them. If however the person is being carried by less than 4 people the disease can get all of them. Once back at the hospital the person who had been previously caught by the disease is now 'healthy' again.

The game continues until there are too few healthy people remaining.

Categories · Simulation

133 housing

Peace education area · General Peace Education

Time frame 2-4 Hours;

Equipment paper, pens

Instructions -Split the group into smaller groups of 3-5 people; assign each group an area in the world in which they have to build a house. Give the following information:

- a. climate (winter/summer)
- b. building materials available
- c. building tools available
- d. family habits (eat in the kitchen or sleep in hammocks)
- e. special information: monsoons, typhoons, dry season, earth quakes etc.

- During the first part of the meeting they should make a floor plan and show what it looks like from outside and explain how and why it was built that way to the other groups.

- For the second part of the meeting people should think how living in this house would change their family life and discuss this with the other groups.

ALTERNATIVE

Divide the participants into small groups of 3-5 people. Assign each group an imaginary/actual area in the world in which they have to build a home, making the most appropriate, economical and inventive use they can of the space, materials and conditions they are given. Include urban as well as rural areas; areas with natural resources and areas with none; include travelling community settings; include nomadic conditions etc. Give them an explanation for settling in this new place. Give each group a card providing the following information about the place where they must build their home:

- a. climate
- b. building materials available
- c. building tools available
- d. family or communal home
- e. geographical terrain and conditions
- f. amount of space available
- g. the site for the home
- h. isolated or close to existing homes/part of a community
- i. natural resources available in the immediate area
- j. need for and availability of work
- k. private ownership of land or no private ownership of land
- l. to be self built or communally built

During the first part of the activity the groups should draw a floor plan and external view, showing what the home looks like in the environment. The groups then show and explain their homes to one another (if the overall numbers are 40 or below) or to display their designs with written explanations where necessary (if the overall numbers exceed 40) saying how they arrived at their design. Now ask the participants to discuss in their small groups what difference it might make to people's lives and attitudes if they lived in the homes that they have seen. Get feedback from the small groups and ask participants what happened during the different stages of the activity; what the activity revealed about different concepts of home and housing; what it revealed about the affect that conditions and resources have on where and how people live; the key issues that have been raised.

Categories · Trust games

134
human camera

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants are paired up. One person has their eyes closed and is lead around by the other person, you, to a spot with an interesting object that you would like to record on 'the film of their memory'. Position their head so that their closed eyes are facing the object. Gently tap them on the head to activate 'the shutter'. Your partner opens and closes their eye lids very quickly to record the scene. Very close up shot and very long distance ones, Trade roles after you have discussed what you will likely remember for a long time.

135 human knot

Categories · Active/running
· Warm-up

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To work together as a group.

Instructions The group stand in a circle. Everyone closes their eyes, puts their arms stretched forward and starts walking towards the middle. As soon as there is contact with each other everyone has to find each others hands (still with eyes closed). When all the hands are joined to another hand the eyes are opened and the group has to 'unknot' itself and form a circle again.

136 international meeting

Categories · Ice breaking
· Social activities
· Warm-up

Peace education area · General Peace Education

Time frame 2-4 Hours;

Equipment other:whatever needed for the activity you have chosen to do.

Aim To gain knowledge about other cultures, peace-education, cross-cultural understanding, to have a good time.

Instructions Many CISV'ers find pleasure in having friends from eg. Latin America to whom they write letters. What about all the foreign people that may live in your own town etc.? Wouldn't it be great to make friends among them ?

Examples of what you can do:

* You can have an international evening. Invite people from your own organisation and foreign people, refugee-organisations, foreign students and embassies etc. to icebreaking activities, information about each other's countries or whatever.

* International party, perhaps on the 24th of October (United Nations * Carnival

* A Christmas meeting where you can tell each other about the different customs for Christmas celebration, eat cookies from different countries and so on.

ALTERNATIVE

Introduce the activity by explaining that many CISV'ers find pleasure in having friends from e.g. Latin America to whom they write letters. What about all the people that may live in your own town /community/district/city? How many different ethnic origins are represented?

Do we know and befriend people who are staying or have settled here from other countries?
Examples of what you can do to follow this up:

1) You can have a "Common Cause" meeting.

Identify the groups that represent people of different ethnic origins - e.g. societies/organisations for people from other countries who have settled in your town/city etc; student organisations for people from specific countries, continents or religious backgrounds; organisations that support or campaign on behalf of people from different ethnic backgrounds, e.g. refugee services; organisations that combat racism. Invite people from your own organisation and people from the organisations you have identified to come to a meeting where they can presents and exchange information about their aims and work.

2) You can have a "Friendship Building" meeting.

Identify youth organisations in your area that have a particular brief to work with young people of minority ethnic background. Make contact with them and ask if one or two CISV'ers can visit the group to talk about making links. Invite young people from the organisation to visit the CISV group and keep the visit informal- have social activities taking place, e.g. board games, listening to music, eating food(find out about special dietary requirements), playing card games etc. etc. When visits have been made, ask if members of the organisation would like to have a friendship building session where they can get to know one another better. Ask if they would like to host it or if they would like CISV to do that. Suggest that there could be ice-breaking activities followed by something that will help people to say more about themselves and understand one another better - e.g. "What's In A Name?" and "Dig Where You Stand" (see appendix 1). Have the "Friendship Building meeting and ask the people who attend it what they have got from it.

3) You can have an International Party, perhaps on the 24th of October(United Nations Day).

Identify contacts as per 1) send them invitations to a United Nations Day party to celebrate the a particular aspect of the UN's work - e.g. UNICEF, UNESCO, UNHCR. Ask each group if they would like to bring something with them to display which relates to the work -e.g. leaflets, posters, T Shirts. Have posters on display about the UN organisation you have chosen and have some pieces of flip chart paper on the wall with the heading "WHAT SHOULD WE BE DOING HERE AND NOW?" so that people can write their ideas about the kind of things the people from the different organisations could do together in future. Have a visitors book for people to sign when they leave, where they can say if they would like to be involved in joint work.

4) You can have a Carnival.

Contact your local Race Equality Council or equivalent organisation. Contact local community organisations. Identify youth organisations in your area that have a particular brief to work with young people of minority ethnic background. Make contact and find out if they already hold annual events which are similar to a carnival - e.g. arts festivals. Ask everyone if they would be interested in organising a local carnival. Set up a working party which has representatives from all the groups and let things develop from there.

5) You could have a meeting called "Is It Christmas?" or "Festivals of Light"

Identify youth organisations in your area that have a particular brief to work with young people of minority ethnic background. Ask if they would be interested in taking part in a meeting where everyone shows and explains the different festivals they celebrate in November/December, sharing food, music, pictures, texts, childhood anecdotes etc.

After the International Meeting, ask the CISVers what they have discovered about their own town/community/city etc; What are the most important issues that have been raised by the "Meeting"; What difference will it make to them.

Important note

It will be necessary to find out if there are any tensions between different organisations, national or ethnic groups before inviting them to attend the same meeting. CISV should not make conciliation part of the agenda or assume that organising an "International Meeting" will automatically help people to make friends.

It will also be necessary to find out about any restrictions on social contact that may apply to members of some groups.

Categories · Active/running

international twister

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens; other (4 bed sheets, atlas, 8 hats or boxes)

Aim To teach geography, have fun.

Summary Approx 2 hours is required to prepare.

Instructions Draw 4 continents, Asia, Africa, South America, and Europe on the sheets. Advice: Divide the map and sheets into grids to make drawing of borders easier. Label the countries.

For each continent, have 2 'hats', one containing cards with the countries written on them, eg: Italy, Germany, Spain, Poland etc..., the other 'hat' contains body parts, eg: left foot, right hand, ear, left knee, etc... For each participant, draw a body part, then a country, eg: right hand on Vietnam. Repeat for other members of the group and rotate the groups to all continents.

Categories · Ice breaking

138 interview

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To get to know others better.

Instructions Find a partner who you do not know. In a set time ask your partner all the questions you want to know about them. Change roles. Introduce your partner to the whole group.

139 interview

Categories · Discussion
· Other

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens, paper

Aim Education for world citizenship

Summary interview people before

Instructions Get info about something (eg., UN declaration)

Interview your parents, friends, relatives or even unknown people about what you just learned. This can be done in small groups, in pairs, or one by one. Discuss the results in group. You may write an article for the local CISV paper.

140 interviewing the world

Categories · Drama
· Other

Peace education area · General Peace Education

Time frame All day;

Equipment none

Aim global awareness

Summary It is important to choose countries that have strong differences regarding the topics chosen.

Instructions Decide on a topic or theme that has international significance, e.g. world trade; armaments; children's rights; human rights; health. The topic may have moral dimensions but do not choose a topic that focuses on personal morality. Involve the group in constructing a questionnaire that will help them to gather information about how people from different countries see the same topic/theme and the issues around that topic/theme that they are most important to them. Ask them to identify how they have formed their opinion of the same topic/issue and the different experiences or information sources that have influenced them, then ask them if this gives them any ideas about the kind of questions to ask. Ask them about how you might divide the question of "where a person stands" in relation to a topic into different categories, e.g. what they know; how they know; what they think; what they

believe; what they feel; whose opinions they trust; which information sources they rely upon; what action they would like see ... etc etc Explain about ethical and unethical research, how to devise open-ended questions and how to avoid leading questions.

Divide the participants into groups of 5 to 8 people, each group being assigned a different country. During a pre-established number of days, group members must interview as many people as possible from the given country, taking care to make sure that they are from different social and economic backgrounds -e.g. refugees; consuls; tourists; unemployed and low paid workers; business people; professionals; children and young people; parents; elderly people etc. After the research has been completed and collated, all the groups get together and present the results of their interviews. They should be encouraged not only to prepare graphs or diagrams, but to quote extracts from some of the interviews, say what they discovered from doing the work and what it has meant to them. After the presentations have been made, ask the participants to say what key issues have been raised by the activity; if they were surprised by anything; how they felt when they were doing it; how they feel now; if the work has made any difference to their own views on the topic/theme.

Categories · Drama
· Other

introducing new countries

Peace education area · General Peace Education

Time frame 4+ Hours; All day;

Equipment datas

Aim To learn as much as possible about a culture.

Instructions Activity to be done in 2 to 5 meetings.

First meeting: Divide participants into 4 groups. Each group choose a country, being 1 from Africa, 1 from Europe, 1 from Asia-Pacific, and 1 from the Americas. The idea is to study this country as deeply as possible, learning also a song, a dance or a legend from it, together with some basic phrases in the country's language.

Following meetings: Each group makes a presentation on everything learned about the country chosen (or makes a model including everything learned) and teaches the song, dance, legend and phrases to the others. These presentations can be done in one meeting (for all groups), in two meetings (2 groups per meeting), or in four meetings (1 group per meeting.)

ALTERNATIVE

Activity to be done in 2 to 5 meetings. First meeting: Divide participants into 4 groups. Each group choose a country, being 1 from Africa, 1 from Europe, 1 from Asia-Pacific, and 1 from the Americas. Their task is to seek out sources (including other CISV members) of authentic information about the country and ask the group members where they think they might find it. They should cover a number of features: Geography and landscape; natural resources; main industry and commerce; form of government; key historical events; economy; key political issues; relationship to other countries (e.g. allies, opponents, competitors); press/media; the different ethnic groups that live there; the religion of the majority and the

different religions that are practiced; education system; the first language of the country and the different languages that are spoken there; popular art, music and dance; traditional art music and dance; of the past and present; legends; some sayings or proverbs in the country's language.

They should then decide the best way of presenting the information they have collected. They should identify what further research they would need to undertake to deal with their unanswered questions.

Each group makes a presentation on everything they have learned about the country they chose, at the same meeting or over a series of meetings. They can choose any medium and may teach the rest of the group some of the sayings or proverbs they have learned.

After each presentation/set of presentations, the audience says what they have discovered about their preconceptions of the country and how accurate they were; what issues that country shares with their own and others. After all the presentations have been seen, the group says what sticks in their mind from the experience of studying one country and from hearing about the others; how difficult or easy it was to find the information they needed; how they knew it was authentic; if any of it was conflicting; how the information made them feel about the country; what message they would like to send to the people from that country.

Categories · Arts and Crafts

142 invent a species

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens

Instructions The year is 2425. The country's forests have almost disappeared. Most areas are steel and concrete. There is no fresh and open water. Grass, trees and flowers are seldom seen. However a species of bird does live in this environment. Design this bird.

Remember that its beak, feathers, wings, feet etc... must be adapted to this environment. Be prepared to discuss your bird habits, how it acts, what it eats and where it lives. What is the major threat to its survival? Use the same guidelines to design and discuss a 21st century mammal, fish reptile, amphibian or plant.

Categories · Ice breaking

143 it's obvious

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Break into groups of 4 or 5, sit in a small circle with your group. Focus on one person, 'A'. Have each person in the group look at 'A' and start a sentence with 'It's obvious that you...'. Make sure it is something obvious, like an item of clothing - no inferences allowed at this stage. Do the same for everyone in the group.

Start again, take a closer look and start a sentence with 'I see that you...'. This would be something that you might not notice at first glance, but only on looking more closely. Go around the group again.

Start again with 'I imagine that you...'. Here you are allowed guesses, inferences, wild imaginings. Check the guesses with the person, 'Is it right?'.

Discuss the experience in small groups. Join the large group for a round of 'I discovered...'.

Categories · Simulation

job and occupation

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens

Instructions A ship full of passengers breaks away from its moorings during a storm. The crew were on land so the passengers have to take over the ship. Which job would the children like most/least to have?

JOB Most / Least

Barman

Captain

Cook

Deck-hand

Doctor

Engineer

Man at wheel

Cabin attendant

Musican in the orchestra

Purser (in charge of the money)

After the results are on the blackboard, the children can use them as a start to a wide-ranging discussion of choice of occupation. How important is the status of a job? Is the status always closely related to the amount of pay? Is it more important to have a job which really uses one's own abilities or one with good pay, good hours and working conditions? Do you know your own special abilities or talents well enough to guide you in choosing a job or educating yourself for a particular job? If not, is there anything you can do about it?

The differences in the choices between boys and girls can also be used for discussing sex roles in society.

ALTERNATIVE

A ship full of passengers breaks away from its moorings during a storm. The crew were on land so the passengers have to take over the ship. Which job would the participants most/least like to have? Give each person a copy of the following list:

Bar steward/ess

Cabin attendant

Captain

First mate

Chief steward/ess
 Childcare worker
 Cleaner
 Cook
 Deck-hand
 Doctor
 Engineer
 Entertainments manager
 Laundry worker
 Nurse
 Person at the wheel
 Photographer
 Musician in the orchestra
 Purser (in charge of the money)
 Sports instructor
 Waiter/waitress

Ask individuals to think and decide by themselves, making a note of their thoughts on their piece of paper as they go along. After about 10 minutes, get them into groups of 3-4 and ask them to spend about 15 minutes telling one another about their decisions and how they reached them. At this point they can change their decisions if they want, as long as their original choices can still be identified. Get feedback from the small groups about the kinds of choices that were made, how people made them, if they changed their minds during the discussion and if they did, what made them do it. Make a record of the feedback on flip chart paper or a white/blackboard. Ask the group to say how they would summarise the types of things that influenced people's decisions.

How much did it depend on the status the job had?

How much did it depend on the way other people would see and the job holder?

What gives a job its status of a job depend?

Which factors are most important to a worker - uses their abilities/level of pay/ working hours and conditions/working environment/safety/workmates/management?

Did people choose jobs from the list on the basis of what they thought they might be able to do, given the chance, or did they choose them because it was interesting to imagine doing a job they might never really be able to do? Where do we get our ideas about what we can and can't do, what we should aim at?

How do we assess our own potential?

What barriers are there for particular groups of people achieving their personal potential?

What factors affect people's expectations of themselves and other people?

Optional Values Continuum exercise

Ask the group to arrive at the rank order in which the jobs on the list are placed in terms of how highly they are valued in present day society i.e. not how necessary the group members believe they are, but the status they have. Ask them who decides on/influences the order in which the jobs are ranked/ makes it that way.

Have the names of the jobs written in large print on A4 pieces of paper and pinned in rank order along one wall, from left to right - the highest ranking on the far left. Now ask participants to stand where they think they would be placed/alongside the job that would be considered suitable for them by the people whom they agreed previously had the power to decide on the relative value of work in society. Ask the participants to look at where everyone

is standing and say what it tells them and how they feel about it. Now ask them to place themselves where they would like to be and shout "stand still" after one minute. Ask them to look again at where people are standing , then tell them they have one minute to place move to a different place if they like. Stop them again and ask them to look at where people are standing. Repeat once more, then ask the group to say what happened when they take whatever position they liked. Finally, ask the group to take the job labels that are pinned on the wall and ask them to make a "diamond prioritization" diagram with them on the floor, showing where they would place them in terms of importance. To close, get everyone seated in a circle and ask each person what has come out the activity for them and how they feel now it is over.

Categories · Name games

145 **jump in**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To get to know people and their names.

Instructions Everyone stands in a circle and one person begins by jumping into the circle, saying, for example 'My name is George and I like dogs'. Everyone who likes dogs jumps forward into the circle.

The person who jumped in first get a turn to say, for example 'My name is Lucy and I have a purple toothbrush', etc...

Categories · Communication

146 **keep 5**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment pens; paper

Aim To become aware of the important words in our own language and share these with others.

Instructions Give each person a piece of paper and ask them to think of 5 words that if there wa only 5 words left in your language what would they be. Once people have their 5 words, they can make a final copy on another piece of paper cut in the shape of a 5.

The words can then be discuss and people given a chance to to explain why they chose their words.

147 killer

Categories · Drama

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary This game can be played over a whole evening while doing other activities.

Instructions Everyone draws a piece of paper and on one of them is written 'Killer'. Everyone mingles looking each other in the eye. The killer strikes with a wink. A few seconds later a dramatic death scene takes place.

If someone thinks they know the identity of the killer they say 'I have an accusation'. This must be seconded by another player. Then without conferring, on the count of three they must point to the one they think. If one or both of them are wrong they die instantly. If they are both right the killer must confess.

148 kisses relay

Categories · Kissing games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary Take into account cultural differences when playing kissing games.

Instructions Arrange the participants into a circle in the order of boy-girl-boy-girl etc... . Try to make them stand as close together as possible and then let the relay begin.

Choose some to start by them kissing the person to their left, then they in turn kiss the person to their left etc... till the circle has been completed and everyone sits down.

You may compete between two different groups or by timing the speed on a clock.

149 knights, roundheads and cavaliers

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Participants dance in couples as music plays. When it stops the couple have to go into one of three positions.

1. Knights = the boy carries the girl on his shoulder
2. Roundheads = the boy carries the girl in his arms
3. Cavaliers = the girl rides on the back of the boy

As this happens there is a blindfolded person who calls out one of the tree positions after everyone has got into their position. The group that is called out is the winner, and repeat with who is left until there is one couple left.

150 lapping it up

Categories · Communication

Peace education area · Sustainable Development

Time frame 0-1 Hour;

Aim To demonstrate the interactiveness of an ecosystem.

Instructions Have the participants sit in a closed circle so that each is sitting on the lap of the person behind them. Label each student with the name of an ecosystem element which is essential for the survival of a species, which will become endangered as the activity progresses. Include at least the four major elements. Any Label may be repeated to include more than one participant. When everyone is sitting comfortably, invent a 'dangerous/endangering situation' by eliminating one of the essential ecosystem elements. The participants who hold that label must leave the circle, leaving the rest of the ecosystem to untangle itself and recreate an ordered circle, sitting on each other's laps.

Other methods may also be used such as a human pyramid or simply holding hands and then placing something on top of the joined hands. The idea is to create an arrangement which requires all participants to stay in place.

Debrief as follows:

How did it feel when the system/structure was endangered?

How did you cope?

What real situations did it bring to mind?

Are there systems/structures that have been created for human beings that work in a similar way to the arrangements you were placed in, and have similar results?

151 lead and follow

Categories · Trust games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary This activity can be played either indoors or outdoors.

Instructions Divide the participants into groups of 5, select a leader to lead the other members of the group who are blindfolded through various surroundings.

Remember to take this game seriously or it will lose its purpose.

Discuss how each of the participants felt in their different roles.

ALTERNATIVE

Divide the participants into groups of 5, select someone in each group to lead the other members, using the alphabetical order of the initial letters of participants' surnames /by pulling pieces of paper out of a box, the one with a tick on it wins/picking straws (the longest wins)

Explain that the seeing leaders will guide the other members of their group who will be blindfolded, on a walk around the immediate indoor/outdoor area. Instruct the leaders to pace the walk and stop now and then, so that they can invite the rest of their group to follow the journey and explore particular places on the way with their other senses. Tell the leaders that they must bring their group back to the starting point within a set amount of time. Instruct the leaders that their task is important and they have a serious responsibility to carry out. They must make sure that all the people in their care feel as safe as possible and that they get pleasure from the walk. Everyone may speak during the walk.

After the walk, get each small groups seated in a circle, remove the blindfolds and allow a few minutes for people to adjust their eyes to the light. Ask each group to discuss the experience among themselves for 10-15 minutes:-

What happened during the walk?

What kind of things did the leaders and the led notice during the walk?

How each of the participants feel as they took part in the walk?

did they experience any particular discomfort or difficulties?

How did they cope?

How would they describe their role during the walk?

How would they describe the way people communicated with and related to one another?

When the small groups have finished their discussion, bring them together as a whole group and ask everyone what they got from the experience; if it reminded them of any real experiences or situations; the thoughts that are uppermost in their minds now; how they are feeling now; can they think of any real life situations in which groups of people are expected to follow a leader without knowing they are going or what it will be like?

Categories · Communication

letters to governments 152

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment pens; paper

Aim To expose politicians to the fact that CISV exists and allow participants to express their ideas, hopes and fears.

Instructions In a group discussion talk about similarities and differences in countries political strictures. Discussion should also centre around what we want our governments to do or change.

Break into delegations. Each leader or delegates write down feelings and ideas. Sign the country name.

Pass the sheet of paper to another countries delegation to add what they would like to say to that government.

In the end each countries leader has a message from the 12 countries. The message is ready to be mailed once the delegation arrives home.

Categories · Discussion

153 life worth living

Peace education area · General Peace Education

Time frame 1-2 Hours;

Aim To become aware of your own way of thinking and priorities.

Instructions What to do:

Have a brainstorm session about everything that makes life worth living, for example: flowers, food, friends, love, etc...

Afterwards have a discussion to list things in order of priority.

ALTERNATIVE

Have a word windfall session where the whole group names all the things they can think of that makes life worth living for them - do not give examples. Record everything that is said on a board or flip chart paper displayed where everyone can see it clearly. Do not alter any of the words that have been used.

Now ask them to form groups of 3 or 5 (depending on the overall numbers in the group). Give each group a piece of flip chart paper and ask them to arrange - with the agreement of everyone in their group - all the items in a "diamond prioritization" diagram. Get the small groups to explain their diagrams and then ask everyone what happened and how they felt during their small group discussions; what do the diagrams have in common and how are they different; would those priorities apply to people everywhere; are there people who might have a different list and set of priorities. On another piece of flip chart paper, ask the same small groups to list and prioritize the things they imagine would make life worth living for a different group of people in particular places/circumstances. They may choose any group of people they like. Ask the groups to explain what they have written to one another, then ask the whole group about the differences and similarities between their presentations; the differences and similarities between all of them and the previous flip charts; what happened and how they felt when they did the second flip chart.

Ask the group what helps and prevents people from having a life that is worth living?

When life does not seem worth living for a person, what keeps them going and what would it take to change it for the better?

Show the group the UN Declaration of Human Rights and ask them how it relates to their flip charts.

Categories · Simulation

154 lifestyles

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment NONE REQUIRED

Instructions - Think of three families from very culturally different parts of the world, for instance; Sweden, Japan and Egypt.

- If each of these families decided to host a student from your country, what standards of behaviour would each expect?

- In other words, how do the attitudes of these families differ in regard to such issues as religion, politics, habits or responsibilities?

- What adjustments would the students have to make to live with each of these families.

Categories · Warm-up

155 line up

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions This game should be carried out in silence.

Tell the participants to line up according to height, with the shortest person at one end and the tallest at the other end.

The activity can be varied many ways:

- Names in alphabetical order

- Date of birth

- Size of feet etc... .

Categories · Kissing games

156 lipstick relay

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary Take into account cultural differences when playing kissing games.

Instructions Divide the participants into groups. Each group should form a row in the order boy-girl-boy-girl etc... .

The person at the back of the line begins with the lipstick in his hand and goes to the girl in front of him. He gives the lipstick to the girl who has to paint his lips with the lipstick and he then kisses the girl on the forehead, leaving a mark on the forehead. Then she has to go the boy in front of her and the same procedure is followed. The game continues until everyone has a mark on their forehead.

Categories · Name games

157 long name game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions All the participants say their names out loud so everyone can see who everyone is. Then someone starts by saying their name, the next person then says the persons' before name and then their own name, so that the list of names gets longer and longer.

Whoever fails to remember all the names has to perform some task or the next person will just continue.

ALTERNATIVE

If anyone fails to remember all names when it is their turn, they can be asked to perform a task such as sing a song, do an impression of someone famous etc . Alternatively, you can let the next person continue.

After the activity is finished, ask people what they enjoyed and did not enjoy about it; did it remind them of anything else; did the activity help or get in the way of remembering names.

Categories · Active/running

· Communication

· Simulation

158
lunch treasure hunt

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper

Aim To illustrate how hard it is to obtain things that are not readily available.

Summary Should be played just before a meal.

Instructions Numbers are written on squares of paper and hidden around the campsite. The numbers correspond to items of food for a meal or utensils used to eat that food. The participants set off to try find as many squares as they can.

After about 20-30 minutes of hunting the group is called back and they are shown what the numbers on the papers represent. The participants are then allowed to trade their squares of paper with each other.

ALTERNATIVE

Numbers are written on squares of paper and hidden around the camp-site. The numbers correspond to items of food for a meal or utensils used to eat that food, but participants are not told that. They are told that they must work for their lunch by hunting. They must hunt in the grounds for square pieces of paper and collect as many as they can during the next 30 minutes.

The participants set off to try find as many squares as they can.

The group is called back when time is up.

They all show the leader what they have collected and the leader shows them what the numbers on the papers represent - what they have got for lunch.

The participants are then allowed 15 minutes during which to trade their squares of paper with each other if they wish.

When the time is up, the group goes inside and before they eat, they discuss what happened; how it happened and who was responsible; what issues it has raised; if it was in any way realistic; if it resembled the things people have to do to feed themselves; how they felt when they were hunting; how they felt when they found out what they had got; how they felt during the trading; how they feel now.

Categories · Arts and Crafts

159 magazine collage

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens; other: (magazines)

Instructions Leaf through a magazine or newspaper and cut out titles, pictures, words, advertisements etc... that portray you in some way such as:

- The important things in your world
- The concerns in your life at present
- Your hopes and dreams for the world etc...

Then paste the cut outs on a sheet of paper, and add colour, design your own words with markers and paint.

ALTERNATIVE

Leaf through some magazines and newspapers and cut out titles, pictures, words, advertisements etc... that you can use together to express your ideas and feelings about your life and the lives of people in general: The important things in your world The concerns in your life at present Your hopes and dreams for the world etc... Then paste the cut outs on a sheet of paper in a way that helps to convey an overall idea. You can add colour, design your own words with markers and paint. Give your picture a title.

When the collages are finished, have an exhibition and let everyone take their time looking at all the pictures. After the exhibition, ask the participants to say what they discovered when they made their collage and if they enjoyed making it. Then ask each of them/small groups of them to write a short review of the exhibition which says what the whole exhibition meant to them; the

Pictures the common and differing ideas in the collages; if the pictures raised things that they had not thought of themselves; what the exhibition said about young people in today's world; the key issues that the exhibition raised for them; the people they wish had seen/would most like to take to the exhibition. The reviews could be published in a brochure with photographs of the collages.

Categories · Active/running
· Communication

160 magnetic fields

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (sticks, poles, string)

Aim To get the whole group cooperating with each other.

Summary The sticks or planks of wood must be strong enough to carry a person.

Instructions Make a square by placing four poles in the ground, and then tying the string around each pole at about chest height. Place the two sticks or planks of wood inside the square. The square is the magnetic field, and all the participants begin inside the magnetic field.

The objective of the participants is to get out of the magnetic field, without touching the magnetic field. If they touch the string or go under the string they are touching the magnetic field which is not allowed. The sticks can however touch the magnetic field. If someone touches the magnetic field all the people who have got out, must go back inside the square and the game starts over again.

The participants are supposed to work out for themselves a way by which they can work together to get everyone out of the square. For example, the first person can be lifted over the string and now the participants can hold the plank of wood up, so that people can climb over the string. The last person can get out by all the people on the outside holding the plank of wood across a corner so the last person can step over the string.

VARIATIONS:

- You could allow the participants to touch the string three times before they have to start over.

- You could 'punish' the person who touches the magnetic field field by putting tape on their mouth so they have to remain silent.

Introduce by saying that this is a problem solving activity, but it is not a test or competition of any kind. Give the participants a time limit.

Debrief as follows:

What happened during the activity.

What were the different kinds of solution that were tried.

Did any members of the group take on a particular role.

Were everyone's ideas given equal weight.

How did the time limit affect the decision making.

How did you reach decisions.

What did you do when an idea failed or went wrong.

How did people treat one another.

How did it feel taking part.

How do you feel now.

Did it remind you of any other situations.

Categories · Communication

· Warm-up

Peace education area · General Peace Education

161
make a shape

Time frame 0-1 Hour;

Aim To cooperate as a group.

Instructions The participants hold hands and form a circle. The task is then to form different shapes with their eyes closed.

A good way is initially to get the participants in a line holding on to a string/rope at equal intervals. Tell the participants to close their eyes and form the shape. When they are happy with their effort tell them to lay the string/rope on the ground and open their eyes to see the shape of the rope.

The leader should be aware of any participants who are partially sighted or visually impaired in any way. This will not preclude them from the activity, but it will mean that the leader needs to say at the outset, that some people may already know what it is like not to be able to see properly because they have or still do suffer from visual impairment. This means that they will have valuable experience to contribute to the activity, but if they would prefer help lead the activity and debrief rather than take part, they work alongside the leader. Stress that the activity is not about learning what it like to be blind. It is about communication and cooperation.

Are the participants allowed to speak every time they make a shape?

Debrief as follows:

What happened during that activity.

Where/how did you get the ideas for the shapes.

How did you decide what shapes to create.

What were the shapes like.

Did they turn out the way you expected/wanted.

How did you feel while you were trying to form the shapes.

How did you feel when you saw them.

Did it remind you of any other experiences.

What issues have been raised by the activity.

Categories · Communication

162
making a machine

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To illustrate how to communicate with each other without speaking.

Instructions Divide participants into groups and give them a piece of machinery to act out. They have to come together and act out parts of the machine and the other participants have to guess what it is. They can not speak at all while they do this. Machine examples, blender, TV, dryer etc...

Some recommended questions for feedback:

- How did you work together?

- Was it difficult without speaking?

Do not focus the activity on "how" people worked together because it sounds as if you are asking how well they worked together, which would be inappropriate for this activity. Ask instead what it was like working together/how it felt working together or during the activity.

163 marriage

Categories · Ice breaking

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Participants sit down in pairs and talk to each other for 5 minutes to find out as much as possible about each other. Then they write four questions they would like to be asked about themselves, that their partner would know. The group regathers, collects all the questions and places them in the middle. Each couple then pulls out four questions and attempts to answer them. The winner knows the most answers.

ALTERNATIVE

Participants are organised in pairs of their own choosing and find a private space in the room where they can't be overheard. They are asked to talk to each other for 15 minutes to ask questions that will help them to find out as much as possible about their partner. Interrupt them when the 10 minutes is up and tell them that they will be relying on the information they have been given in the next part of the activity. Ask them to check with one another if there is anything they have shared which they do not want repeated to the whole group. Now ask each person is asked to write down four questions they should be asked about themselves if people want to know the most important things about who they are, without showing them to their partner. The leader collects all the questions and brings the group together in a big circle. The questions are placed in a heap in the middle of the circle.

The pieces of paper are picked one at a time by each person in turn, moving round the circle from the left of the leader's seat. The questions on each piece of paper are put to one person in the group, working around the circle from the right of the leader's seat. The person applies the questions to the person who was their original partner, and tries to answer them. They are free to say when they cannot or can only partly answer a question on the basis of the information they got from their conversation with their partner, or when they feel able to make an intuitive guess. They are reminded that they should be as sensitive as possible and that it is OK - even appropriate - to be hesitant about their answers. Stress that it is not a test of memory. The group leader asks their original partner how they feel about what has been said and asks the person giving the answers how they felt about them. The rest of the group do not comment and no-one says points out at this stage when their particular questions are used.

When all the questions have been used ask the participants what happened and how it felt to reply to the questions and hear themselves described when they were answered; what difference did it make if they were not asked the questions they wrote down for themselves; what differences and similarities were there between the types of questions on the pieces of paper; what differences were there between the questions people asked each other during the conversations in pairs and the questions people wanted to have asked; how easy is it to describe another person; what difference does it make if they are present when you describe them; are there real situations when people see or hear other people describing them - if so, what are the results; how often are people described in their absence - what are the results; what issues

have been raised by the activity. Close with four rounds where each participant completes the same sentence:-

The way I feel about what happened in that activity is ...

The way I feel about myself now is...

I wonder if the group thinks I ...

A positive thing I'd like to say about my original partner is ...

The most important things that the group need to know about me are ...

Tell participants that if there is anything on their mind after the group disperses, they can talk to you privately about it.

164 **memory**

Categories · Quiz games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (15 different items)

Instructions The leader places 15 items out for everyone to view them for about 3 minutes, then the items are covered. The participants then have to write down what they remember of the 15 items. This can also be done in teams to see if the team works together to remember the objects or as a group of individuals.

VARIATION:

The items can be put in an opaque bag and the participants can use their hands to try to work out what is in the bag.

ALTERNATIVE

The leader places 15 items from different parts of the world (perhaps connected with the same issue, type of activity, theme etc) and place them in full view of the group where everyone can see them clearly. Allow participants to look at them for about 3 minutes, then the items are covered. If there are partially sighted/visually impaired people in the group, divide the group into pairs and ask one person to keep their eyes closed while the other whispers to them the description of the objects that are in front of them. The participants/pairs then have to record what they remember of the 15 items.

This can also be done in teams where everyone works together to remember the objects or combines all the records made by the individuals/pairs who are members of the team.

VARIATION:

The items can be put in an opaque bag and the participants can use their hands to try to work out what is in the bag.

When the individuals/pairs/teams have given feedback on what they remembered, ask them how they remembered it; the kinds of things that stuck in their minds, what made it difficult or easy to remember the objects in the time allowed; what queries they had about the objects; if they thought the objects had anything in common; how they decided between them what the 15 objects were; if any of the objects meant something to them; if familiar objects seemed different because of the task; what it was like taking part in the activity; did it remind them of any other experiences.

Show the participants the objects and let them pick them up and talk about them informally and find out where they are from, what they are for. Let participants use their own knowledge and experience to answer one another's questions, as and when it is possible and appropriate.

Categories · Communication

165 message game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To make someone feel special!!!

Summary This is best if the group has spent some time together.

Instructions Sit in a circle so everyone can see each other faces. Each person should receive a piece of paper for each person there is in the circle. Write a special message to a person in the circle, fold it up and write their name on the outside. Pass it round the circle until it reaches its destination.

ALTERNATIVE

Sit in a circle so everyone can see each other faces. Each person should receive a piece of paper for each person there is in the circle. They write a special message of farewell/encouragement/support/recognition to one person in the circle at a time, then fold it up and write their name on the outside. It is then passed round the circle until it reaches its destination, while they get on with the next message.

Everyone reads their messages when the writing has stopped. They are invited to say if any of them surprised them in any way and how the messages make them feel.

Categories · Other

166 mini world camp

Peace education area · General Peace Education

Instructions If you have immigrant communities in your city/region/country it is important not to neglect the opportunity of holding international CISV camps at a local level. Your chapter will find its own method of contacting the children from families that have immigrated to the country (the parents may have immigrated but the children could have been born in the country):- through schools, contacts with teachers, different immigrant associations; race equality councils, or local authority departments/projects dealing with immigrants. Allow ample time to establish contact and handle it sensitively, so that groups with whom you have had no previous contact do not feel patronised.

Participants and leaders: 11-13 year old children whose families immigrated from different countries. Same number of 11-13 year old children whose families were not immigrants.

It is a good idea to pick the children whose families were not immigrants from among those who applied for a place at a CISV village and had not been chosen. 6-8 JC's aged 15-16, so that you use the mini-camp as training before they go as JC's. If possible try to get children whose families immigrated from different countries as JC's too. 4-6 adults as staff (adult leaders, if needed).

Categories · Ice breaking

167 mirror sound

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Couples face each other. Person 1 (the initiator) makes a sound and Person 2 'mirrors' (copies) the sound. When change is called out, roles are reversed. Person 2 becomes the initiator and vice versa. Changeovers must be made with no stop in the flow of sound.

Debrief by asking participants to talk in pairs about what it was like and how it felt to be involved in the activity.

Categories · Drama

168 mr & mrs smith

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Two people are in front of a blanket, and two are behind it. The ones behind the blanket stick their hands through it so only their arms are showing, and these become the arms of the people in front of them. The four people now have to act out a situation. For example getting ready to go out (brushing their teeth is a good one).

Categories · Quiz games

169 multicultural scavenger hunt

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens; other (list of things to find).

Aim To find out more about the culture in your community.

Summary Best done in a cultural area of town or city.

Instructions One person goes out and checks the area to be explored, and thinks of interesting thing to find. For example, the person looking could go to different shops and ask people to find what is special or ask people to name a foreign vegetable. The things chosen to be found should be of some interest and perhaps (but not necessary) educational. They should be a cross section of different things that hopefully help people learn more about that culture.

Some recommended questions for evaluation:

- Did you learn any new/interesting things about a culture?

Categories · Arts and Crafts

170 music painting

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment pens; paper; other (music of different varieties)

Instructions The walls of a room are filled with big papers. The players (all blindfolded) take their position standing in front of the wall having enough space to move freely. Different styles of music are selected (From house to New Age/ From hard rock to classical) and are played one after the other. The music can be played for any period of time, but try to change the variety of music every minute or so.

The players are given coloured pens, pencils, paint to express what they feel when they hear the different kinds of music.

There are no restrictions of space, materials, body movement on this expression of 'how does it feel to listen intently to music'.

At the end everybody takes their blindfold off and looks at his/her work of 'art'. People can question others about their 'art' and talk about how they felt.

Categories · Active/running

171 musical chairs

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (one chair for each participant, music)

Instructions Place the chairs in two rows back to back. Remove one chair. Start the music. As long as the music plays the participants walk around the rows of chairs. When the music stops everyone must find a chair to sit on - no feet on the ground.

Before the music starts again remove one (or more) chair. Continue until there are two people left and only one chair.

VARIATION:

The chairs are in a circle with everyone sitting down except for one person in the middle. There is one vacant chair. The person in the middle has to try sit down on the vacant chair

but the person sitting to the right of that chair moves into it and then in turn the next person moves into the new empty chair etc... . If the person in the middle does sit down, the person who was supposed to fill the empty chair then becomes the one in the middle.

ALTERNATIVE

Place sufficient chairs for everyone in the group in two rows, back to back. Remove one chair. Start the music. While the music plays the participants walk around the rows of chairs. When the music stops everyone must find a chair to sit on without putting their feet on the ground.

Before the music starts again remove one chair or more. Continue until there are two people left and only one chair.

VARIATION:

The chairs are in a circle with everyone sitting down except for one person in the middle. There is one vacant chair. The person in the middle has to try sit down on the vacant chair but the person sitting to the right of that chair moves into it and then in turn the next person moves into the new empty chair etc... . If the person in the middle does sit down, the person who was supposed to fill the empty chair then becomes the one in the middle.

At the end of the activity, ask everyone what they enjoyed and did not enjoy about it.

Categories · Name games

172
name bingo

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To learn little things about people and their names.

Instructions Each participant receives a piece of 'bingo' paper, (a grid of empty squares). The participants then have a short period to fill the squares with the names of others and also a fact about each person they put in a square. When all the squares are full of names and descriptions the 'bingo' starts.

In a hat all the names of the participants are written on pieces of paper. Someone picks out a paper from the hat and reads out the name. As soon as one of the participants has crossed off a vertical or horizontal line they scream 'BINGO' and reads the names and the descriptions of that 'bingo' line. This way the whole group will hear more about each other.

ALTERNATIVE

Each participant receives a piece of 'bingo' paper, (a grid of empty squares). The participants then have a short period to circulate and fill the squares with the names of other people in the group, alongside a single piece of information about each person they put in a square. The information should be about where they live/where they were born, an important date in their lives/calendar, something they enjoy doing/ hearing/reading/watching/making etc. When all the squares are full of names and descriptions the 'bingo' starts.

All the names of the participants are written on pieces of paper and put in a hat, bag or box. Someone is the caller and picks out the slips of paper from the hat one at a time and reads

out the name. Each time a name is read the participants who have that name on their grid, cross it off. As soon as one of the participants has crossed off a vertical or horizontal line they scream 'BINGO' and read the names and the descriptions of that 'bingo' line. This way the whole group will hear more about each other.

After the Bingo game/several bingo games are over, ask the participants what they have discovered from that activity; if they had some of the same people on their grid, was the information read out by the person who shouted "Bingo!" the same as the information they had; how they felt when their name was read out by the bingo caller; how they felt when the person who shouted "Bingo!" read the information they had given them; how the person shouting "Bingo!" felt when they read out information about other people; was anyone close to calling bingo; which names in their line/s were they waiting for and what information did they have about them; is there anyone in the group we have not mentioned during the bingo game or the debriefing; how did those people feel; does that remind participants of any other experiences; what issues have been highlighted by the activity.

173 name six

Categories · Ice breaking
· Other

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group sits in a circle with one person in the middle, 'A'. 'A' closes his/her eyes and an object is passed around quickly around the circle until 'A' says Stop. Whoever has the object is 'B'. 'A' then gives 'B' a letter, such as P. The object is passed around again and 'B' must think of 6 nouns that begin with P before the object comes back around to 'B'. If 'B' fails to do this he/she goes to the middle, otherwise 'A' stays there and the game begins again.

ALTERNATIVE

The group sits in a circle with one person in the middle, 'A'. 'A' closes his/her eyes and an object is passed around quickly around the circle until 'A' says Stop. 'A' then opens their eyes and chooses a letter (e.g. P) for whoever has the object - 'B'. The object is passed around again and 'B' must think of 6 nouns that begin with P before the object has worked its way round the circle and back to them. If 'B' fails to do this he/she goes to the middle, otherwise 'A' stays there and the game begins again.

VARIATION: (To be used as an ice breaker) The person in the middle can ask questions which have to which the b has to give 6 answers e.g. 6 Things you are good at'; 6 Things you dislike; 6 Jobs you have had; 6 places you have seen; etc... . At the close of the activity, ask the participants what they enjoyed and did not enjoy about it.

174 nature walk

Categories · Drama

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To bring out improvisation talent, and bond a group.

Instructions A tour guide (leader) leads a line of people, pretending they are walking through a museum. The first person in the line (leader) points to an object, then to a person in the line who must explain the object as a museum tour guide - don't be serious!. Everyone then walks past the speaker who joins the end of the line. Meanwhile, the leader points at other objects and 'tour guides'.

On the way back, once people have seen the trail, it may be possible to do a trust walk by stringing a rope between the trees and having everyone follow it, eyes closed.

ALTERNATIVE

Introduce the activity by asking participants to talk about the different kinds of museums that exist and the kinds of things they explain to us; the sorts of things they highlight about the items on display; the different ways that museums invite us to look at things; the ways in which items are categorised in museums; museums they have visited and what they have discovered from their visits.

Now ask them to imagine that the whole environment (the outdoor and/or indoor area where the group is based for their CISV event) is a museum. The leader will be the tour guide but each of them will be asked to help by describing one object. Tell the participants that they will be led around the environment in a line with the leader/tour guide at its head. The 'guide' will point to an object, then choose a person in the line who must describe the object as if they were a museum tour guide. Explain to the participants that the descriptions need not be taken too seriously, i.e. they can - and in all likelihood will in many cases - be amusing. Ask the participants to decide which kind of museum best suits the object they are allocated, e.g. historical; scientific; anthropological; technological; creative arts; media etc and what kind of description the museum might provide. When the chosen participant has described the object they were allocated, the rest of the group then files past them so that they go to the rear of the line.

Meanwhile, the leader points at other objects and chooses other participants to be 'tour guides'. On the way back, once people have seen the trail, it may be possible to do a trust walk by stringing a rope between the trees and having everyone follow it, eyes closed.

After the activity is over, ask the participants what happened; how did they feel when they were chosen to be the tour guide; what aspects of the object did they focus on and how did they choose which kind of museum it should be in; were they surprised by any of the descriptions; was there anything they particularly enjoyed about other people's descriptions; were the descriptions plausible; what did they discover from the activity.

Categories · Communication
· Simulation

175
neighbour game

Peace education area · General Peace Education

Time frame 1-2 Hours;

Aim To experience the world as a global village.

Summary Improvements in transportation and communication have shortened the distances between countries and people. The world today is like a global village. Given this new reality, how far does our 'good neighbour' policy extend, and how do we deal with issues o

Instructions Divide the participants into small groups. Give them in turn the five scenarios below. Allow a short discussion period on each item and then a feedback statement from one member of each group. Allow no general discussion at this point. Repeat for each of the five scenarios, and then open for general discussion.

Scenario One:

A hungry man comes to your door and asks for some food. Would you give him some?

Scenario Two:

A hungry man, his wife and two children come to your door and ask for food and a place to stay for a short while. What would you do?

Scenario Three:

You have given the family food and shelter - but they have not left. They have nowhere else to go and do not know when their situation might improve. What would you do now?

Scenario Four:

Three more families arrive in a similar situation. They require help but you have fewer resources to continue giving assistance. What do you do now?

Scenario Five:

Your home and yard are now full of people relying on your help. What solution do you have to this growing problem?

LEARNING OBJECTIVES:

Participants should be able to:

- understand the 'global village' metaphor.
 - discuss some causes of and solutions to problems of poverty and inequality.
 - understand and articulate the difference between charity, relief and development,
- Charity: '...love for one's fellow human beings, a giving of help to those in need.'
- Relief: '...aid, especially by a public agency, to the needy.'
- Development: '...to make fuller, better, stronger.'

Give a man a fish and he will eat for a day;

Teach a man how to fish and he will eat for a lifetime. —Bishop Camara

Categories · Name games

176
newspaper game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper

Summary Sometimes participants are forgotten, try to include everyone.

Instructions The participants sit in a circle and everyone says their name out loud (so people can put names to faces). One person stands in the middle with a folded newspaper. Someone in the circle begins by saying a name of another person in the circle, eg: Claire. The person with the newspaper must now try find Claire and hit her gently on the knees before Claire is able to say the name of another person in the circle. If Claire doesn't manage to say the name in time she has to take over the role with the newspaper.

Categories · Active/running

177 newspaper dance

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper

Instructions Couples dance on their own newspaper. Each time the music stops, the paper is cut or folded in half. The couple must continue to dance on the newspaper. The last couple to stay dancing on their newspaper is the winner.

Categories · Communication

178 non-verbal circle/line

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment none

Aim To make participants cooperate through non verbal communication

Summary Can be played by more participants subdivided in smaller groups

Instructions All participants will receive a secret number. They have to find out the order without any material or using verbal communication, and are to build a chain, a circle or alternatively a line where all participants could be blindfolded. Another version : instead of number, the participants' birthdates (day & month) could be used. The dates start from January and end in December without consideration to age. Also with length (blindfolded), size of feet, names in alphabetical order, etc.

ALTERNATIVE

All participants are given a secret number. They have to find their numerical order without using any written material or verbal communication, and build a chain, a circle or alternatively a line. The participants may be blindfolded.

Variations

Instead of number, use the participants' dates of birth (day & month), starting with January and ending in December without taking age into consideration.

Blindfold the participants and use height or size of feet.
Names in alphabetical order.

Categories · Communication

179 non-verbal interviews

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper and pens

Aim TO DEVELOP NON VERBAL COMMUNICATION

Instructions Participants are to interview each other in couples, non-verbally. They can use drawings, signs like numbers and individual letters (but no words), body language, materials found in the room or nature.

The idea is to get to know as much as possible about family, hobbies, CISV experience, etc.
ALTERNATIVE

Partially sighted or blind people will not be able to take part in this activity unless an additional type of communication is added - e.g. touch, modelling in plasticine.

The group leader should be aware of any participants who have a speech or hearing impairment. This will not preclude them from the activity, but it will mean that the leader needs to say at the outset, that some people may already know what it is like not to be able to communicate verbally because they have or still do suffer from speech or hearing impairment. This means that they will have valuable experience to contribute to the activity, but if they would prefer help lead the activity and debrief rather than take part, they work alongside the leader. Stress that the activity is not about learning what it like to be hearing impaired or without speech. It is about the communication, visual imagery and language differences.

Participants are given 20 minutes to interview each other in couples, without speaking.

They can use mime, gesture, drawings, signs like numbers and individual letters (but not complete words), body language, materials found in the room or nature.

Categories · Ice breaking

180 number tag

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The leader calls out different numbers, eg: 3, 7, 4, 14 etc... As a number is called out participants form a group of this number of people by linking arms. As a new number is called out participants form new groups of the new number of people.

Variations could be to have a catcher preventing people from forming the groups, or the groups could hug instead of linking arms.

End the game by calling out a number larger than the number of participants so everyone ends up in one group.

ALTERNATIVE

The leader calls out different numbers, eg: 3, 7, 4, 14 etc. As a number is called out participants must immediately form groups with that number of people in them by linking arms. Each time a new number is called out participants form new groups of with that number of people in them.

VARIATIONS:

Have one or more catcher/s preventing people from forming the groups by tagging individuals who must then stand still.

The groups could put arms round each other's waists or shoulders instead of linking arms. (Only if they are redirected very quickly into different number groupings, so that people do not have to be in close physical contact for more than a few seconds, and/or the leader is confident that close physical contact will not cause discomfort or distress to anyone in the group.)

End the game by calling out a number larger than the number of participants so everyone ends up in one group. after which the participants are asked what they did and did not enjoy about the activity.

Categories · Discussion
· Drama
· Other

181 opposite cultures

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment None required.

Aim Discovering cultures

Instructions * Prepare role-plays in groups of 5-8 people about a culture which is the exact opposite of your own culture. Try to cover different situations such as:

- a. meeting a friend in the street
- b. going to someone's house for dinner
- c. a typical musical happening (dance, song or opera)

*Discuss:

- Why weren't the different role plays the same?
- Do some of the things shown exist in other cultures? Why?
- Why is your culture different from any other?
- Are there better cultures than other's?
- Should all the cultures be the same?

Categories · Simulation

Peace education area · General Peace Education

Time frame All day;

Aim To experience a different point of view.

Instructions Everything for the day is done the opposite way to the normal. For example everybody wears their clothes inside out, walks backwards, tables and chairs are turned upside down, meals start with lunch then dinner and finally breakfast. At the end of the day leaders and JC can be put to bed by the children.

ALTERNATIVE

Everything for the day is done the opposite way to the normal. For example everybody wears their clothes inside out, walks backwards, tables and chairs are turned upside down, meals start with lunch then dinner and finally breakfast. At the end of the day leaders and JC can be put to bed by the children.

Ask the participants to reflect by themselves and write down their thoughts and feelings about what the day was like, before they go to sleep. You may want to give them some headings to use as a guide for their reflections/notes. The next day, ask the participants to get into groups of 5 or 7 to share, explain and discuss their notes. Then ask the small groups to summarise the similar and differing observations that people have made about the experience, focussing particularly on what happened during the course of the day; the way the activity affected people's feelings, thoughts and actions. When all the small groups have given feedback, ask the participants

Categories · Other

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment Pictures, display boards

Aim To determine basic human needs

Instructions Participants should bring pictures of people from different parts of the world. After analysing them, they are asked to identify those people's basic human needs.

- Housing
- Food
- Clothing
- Means of education

- behaviour
- music
- games
- legends
- Social conditions
- school
- religion
- transportation

Participants organize an exhibition (or any other kind of presentation) to show how the different cultures attend to such needs.

ALTERNATIVE

Participants should collect bring pictures from different sources of people from different parts of the world. They analyse them to identify the differences between the types of photographs of the same people; images they convey; what the pictures tell us about the places where they are published and the people who took them; what they tell us about attitudes to the people in the pictures; how the people in the pictures "speak to" the person looking at them; how the people in the pictures might feel about them; which of the pictures would they say are most authentic; what do the pictures tell us about the lives of ordinary people in different countries. which are they are

Categories · Ice breaking

184 passing the mask

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To make the participants feel comfortable and confident in the group.

Instructions The participants form a circle. Ask the first person to invent any mask (eg: a mad face, a silly one, a monster face etc...) and 'pass it'. That means show it to the person to the right. This second person will have to copy the mask and then make a new one to the person on the right. This continues until it has gone around the whole circle.

N.B: The thing in this game is to go around as fast as possible and to make funny faces in order to keep the participants interested after their turn.

ALTERNATIVE

The participants form a circle. Ask the person on the leader's right to invent a 'mask' which expresses recognisable emotion and 'pass it' to the person on their right. The person on their right must copy the 'mask' and then make a new one to the person on the right. This continues until it has gone around the whole circle.

After the activity has finished, ask participants what they enjoyed and did not enjoy about it; what it was like trying to copy the faces other people pulled; if they could tell which feeling the person was trying to express.

NB: There should be a fast rhythm to the game, which the leader can maintain by clicking their fingers each time the 'mask' must be passed, or by asking the whole group to tap their knees once each time a 'mask' is passed.

185 passing the object

Categories · Name games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions One participant starts by giving an object to another and saying 'Give this to...', then the receiver goes up to the person named saying 'I got this from.... and now give it to....'.

More and more objects are added to the game. In the end everybody is walking around giving object to each other. Later on in the game it is fun to pass chairs and participants.

ALTERNATIVE

Give all the participants name badges. After a warm up activity which leaves them spread around the room, the group leader starts by handing an object to one of the participants. As they do so they say 'I got this from (make up a name here) please give it to...', explain to the receiver that they must hand it to the named participant, asking them to pass it on to someone else, saying 'I got this from ... please give it to ...' As the first handover is made, the leader introduces another object and gives it to another participant, repeating the same ritual. The leader continues to introduce more objects until everybody is walking around giving objects to each other, at which point the participants are seated in a circle and asked what happened; what it was like and what they enjoyed or did not enjoy about the activity.

VARIATION It can be fun to have a second round of the activity, where the people pass chairs to each other, or escort and introduce participants to one another.

186 pastcampers meeting

Categories · Communication

Peace education area · General Peace Education

Time frame 2-4 Hours;

Aim Sharing feelings about the previous villages and informing parents.

Instructions All the last years past campers, their leaders, and their parents are invited to a meeting. The meeting is designed in three parts, firstly an information part then a section on feedback from the delegates and then lastly a social and fundraising part.

A good way to begin the meeting is with 'flagtime' including all the parents. Then information can be given on the responsibilities of a junior in the chapter, other CISV programmes etc... .

The organisers could then play an introduction game to introduce the next section of the program. Then an evaluation of all the villages could be performed by having a series of questions ready where the delegates could move to a corresponding part of the room to illustrate their answer. For example in different parts of the room signs could be hanging, 'Bad', 'Good',

'Excellent' and the participants move to the area which best corresponds to their feelings. After the evaluation all the delegates could form a circle and be invited to share some village memories.

A meal afterwards is a good way to start the social section of the activity.

ALTERNATIVE

All the last years past campers, their leaders, and their parents are invited to a meeting. The meeting is designed in three parts, firstly an information section, then a section on feedback from the delegates and lastly a social and fundraising section. A good way to begin the meeting is with 'flagtime' including all the parents. Then information can be given on the responsibilities of a junior in the chapter, other CISV programmes etc.

The organisers could then lead a warm up activity to introduce the next section of the programme, which is an evaluation of all the villages that people have attended. This can be done by asking a series of questions and having the delegates move to the part of the room allocated to/labelled with the answer that corresponds best with their feelings. For example, in different parts of the room signs could be hanging saying - 'Helped me get to know people' / 'Interesting' / 'Made a big impression on me' / 'Helped me understand myself' / 'Helped me to understand the issues' / 'Changed my attitude' / 'Worried me' / 'Unnerved me' / 'Excited me' / 'Made me feel valued' etc. After the evaluation all the delegates could form a circle and be invited to share some village memories. A meal afterwards is a good way to start the social section of the activity.

Categories · Arts and Crafts
· Communication

187 peace birds from nature

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To communicate and work together and to focus on thoughts of peace and nature.

Instructions Divide the participants into groups. Once outside talk to the participants about the importance of respecting nature. Allow time for the group to express their own feelings. Explain the activity of making a peace bird by using items of nature, but not destroying nature. Take time to gather some materials, then as a group design and create a peace bird. The finished product can be displayed around the site.

ALTERNATIVE

Divide the participants into small groups. Introduce the activity with a series of small group discussions followed by whole group feedback on what the word peace means to participants; animal imagery; different kinds of birds and what they might symbolise; the options for how the image of the bird might be used to represent peace or the struggle for/pursuit of it. Explain the task of making a peace bird by using items from nature, but not destroying nature. Talk about the colours, textures and shapes that might be used. Take the whole group outside and talk to them about the importance of respecting nature. Allow time for the group to explore the environment and with one another informally, the feelings and ideas they get from different objects. Ask the small groups to spend time gathering the materials they would like

to use, then as a whole group decide how to create a 2 or 3 dimensional peace bird from those materials. The finished product can be displayed on the site. When the bird is finished, ask the participants what came out of the activity; what thoughts are uppermost in their minds; how they arrived at the final result; what they feel about the bird they have created and what it means to them.

188 peace book

Categories · Arts and Crafts
· Communication

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To promote expression of what peace means to every participant in the forms of writing and drawing.

Summary If done in a village, best done in the first 2-3 days.

Instructions Form groups of about 6 people. Give each group one piece of lined paper and one of blank paper with the words 'Peace is...' written at the top of each page. Have pens, pencils, crayons and markers available.

Each group should write and draw what 'peace means to them' on the pages. Each group may do something individually, or it can be completed as a group. This should take about 40 minutes.

All the participants should help create one cover.

Let each group explain their pages to all the participants.

Collect all the pages and put them in the 'Peace Book'. Make a copy for each group to take home.

If performed at a village, make copies to send to other villages, and in receiving other 'Peace Books' combine them to form one peace book.

EVALUATION:

Discuss the peace books and note similarities and differences in each one. Have your ideas about peace changed? What can we do?

ALTERNATIVE

Run a warm up activity which helps participants to lose their inhibitions about writing and drawing so that they can begin to use language and images creatively, e.g. a sentence completion activity describing feelings; using particularly expressive words; a poem written in rounds of single words from each participant; an abstract mural created from single brush strokes made by each member of the group.

Form groups of about 6 people. Give each group some paper for their rough sketches and notes, plus one piece of A4 lined paper and one piece of A4 blank paper with the words 'Peace is...' written at the top of each. Have pens, pencils, crayons and markers available. Each group should write and draw what peace means to them on the pages. Group members may make

their own, individual contributions or the group may make one, collective group contribution which is inclusive of the ideas of all the group members. Allow about 40 minutes for this stage of the activity.

When the pages are finished, let each group explain their pages to all the participants. Collect all the pages and put them in the 'Peace Book'. Make a copy for each group to take home. If performed at a village, make copies to send to other villages, and in receiving other 'Peace Books,' combine them to form one peace book. All the participants should help create one cover.

REVIEW AND DEBRIEF:

Discuss the peace books and note similarities and differences in each one. How did you decide what to draw and write? How did you decide whether individuals or the whole group would make a contribution to the book? How did you decide who should draw and who should write? Have your ideas about peace changed? What should we do next?

Categories · Arts and Crafts

189 peace totem pole

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens

Instructions Explain the importance and symbolism of totem poles.

Discuss the concept of peace. Collect boxes, cartons, paper, paint, and any other art and craft materials. These will be the basis of the totem poles.

Divide the participants in to groups and have each group design a portion of the totem pole, symbolizing peace. Bring all the pieces together with nails, tacks or tape. Display in the dining room or some other area where the group sometimes meet.

Debrief by asking the participants what they feel about the totem pole they have created; the differences and similarities between the different sections of the totem pole; how they arrived at their designs; the thoughts that are uppermost in their mind now; what they think of the concept of totem poles.

Categories · Simulation

190 peace war peace

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Equipment paper; pens; other (music)

Aim To get children to think about peace and how they feel about it.

Instructions Roll out a huge sheet of blank paper and sit the participants around it. Divide them into groups and give them each a section of paper. Tell the participants to draw what they think of peace, what peace means to them. While they are drawing this you could have beautiful quiet music playing.

After they have put all their effort into these drawings, tell the group to switch sections of the paper (move to where someone else has 'made peace') and tell them to turn that 'peace' into war. In so doing they will destroy each others drawings with blackness. While they are doing this, heavy metal or loud music could be playing.

After they have destroyed each others 'peace' drawings ask them to go back to their original drawings and try turn it back into peace.

Lead into a seminar about peace, how fragile it is, how hard it is to make peace after it has been destroyed etc...

Some recommended questions for evaluation:

- How did this make you feel?
- Were you frustrated?
- How does this relate to the real world?
- Was it hard for you to destroy the drawings of peace?
- Once you started destroying the pictures of peace was it fun, did you enjoy it?
- How many refused to turn them into war?
- Was it hard to turn them back into peace?
- Were you mad at people destroying your pictures?

Categories · Active/running

191
people to people

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Everyone takes a partner, and one person is alone and becomes the leader and calls out actions with parts of the body, eg: nose-to-nose, back-to-back, head-to-knee etc... . The couple have to join these parts. When the leader calls 'People-to people' everyone must change partners. The one who is left over is the new leader.

Another way to do this activity is to have two hats with names of body parts in each of them and the leader draws a piece of paper out from each hat and reads them out.

Categories · Name games
· Warm-up

192
perestroika game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (stopwatch, a small ball [tennis ball])

Aim To convey the importance of keeping an open mind towards new ways of doing things, because we usually focus on becoming better and better at executing a task in a particular way.

Instructions This activity can be used as a warm up activity for participants who already know each other, but is also a name game for those who don't.

Invite the group to stand in a circle. Everyone should keep their hands cupped in front of them. The game will start and end with the groupleader in the middle of the circle. The groupleader throws the ball to someone and they in turn throw the ball to someone else in the circle, while at the same time saying the name of the person they throw the ball to. Once a person has received and thrown the ball they drop their hand to their side so the ball can not be thrown back to them again. The ball must pass through everyones hands 'once' and finally back to the groupleader.

Now each of the participants must remember who they threw the ball to. Run through the game again with everyone thowing the ball to the same person so the participants are familiar with the procedure.

Once the participants are familiar with the procedure begin timing how long they take to pass the ball around the group. At the end of each round tell them how long they took and challenge them that they must be able to do it faster. Over the first couple of rounds they will improve their speed by a few seconds as they become more familiar with the procedure, but they will reach a limit. Nonetheless keep pushing them by saying that they can do it much, much faster; eg: they can do it in 5 seconds where they barely make 17 seconds. Ask them what they think is the limit and wether they can do better.

What should happen now is that people become aware that they should structure the problem differently. For example someone will suggest that everybody should stand next to the person to whom they have to throw the ball. This way they can accomplish the task by just passing the ball along the line and saying the persons name at the same time. If they ask weather this is allowed, just tell them that everything that is not forbidden is permitted. After this has taken place, tell them you are convinced that they can still do it faster. Finally they will hold the ball and just say the name of the person who stands next to them, which will only take a couple of seconds.

DISCUSSION/DEBRIEFING:

The pionts to be made out of this game include:

- that it takes considerable time before people shift their focus from doing whatever they do more, better and harder to doing it a different way, especially if they have some success in gaining time improvements within the standard procedure.

- this happens in the game, but it also happens in real life (let the group think of some examples)

- ask them why they didn't listen to the first suggestion for a chang, and what, finally, made them switch to a new strategy.

Categories · Other

Peace education area · General Peace Education

193
photo album

Aim To produce an album depicting CISV events for promotion and information purposes.

Instructions Elect a CISV/JB photographer to take photos of organised events.

Put the photos in an album with clever captions underneath them.

Take the album to all events and set up an information table with leaflets, information and photos.

ALTERNATIVE

If there are more than 20 people in the group, use small group discussion and feedback for each of the stages in the following process.

Introduce the activity by talking to participants before the planned CISV events take place/at the start of a CISV event about making a photographic record of the experience of taking part and the effect it has on participants. Invite the participants to look at examples of photographs taken for private/personal, social commentary, newspaper and magazine reports, promotions, fundraising, recruitment, recording and other purposes. Ask them to think about what CISV events are for and discuss with them the kinds of outcomes that different events might achieve. Ask them what they hope/expect to get from CISV event/s in personal terms. Ask them to think about the different kind of contexts, scenes, encounters between people, informal moments etc that might show the way the overall outcomes and personal gains are achieved. Ask them to suggest how the group and individual developments/changes might 'show' or be visible.

Now ask the group to think about what all this means in terms of the sort of photographs that should be taken to make a true and useful record of the CISV event/s which will communicate their value to people who have not taken part. Ask them to elect a team of photographers to take photos of the event/s, each one having responsibility for different stages or aspects of the photographic record.

When the photographs are developed, hold a selection and co-ordination session. Ask the group to look at the photographic evidence that has been gathered of the nature and impact of the CISV experience/s and how well it corresponds to their expectations/predictions. Let them talk about how they remember the moments that have been captured on the photographs. Ask the group to discuss different ways in which the photographs might be grouped and displayed in an album and on a wall/board, for different audiences. Remind them that it is possible to have several prints made of each photograph so that different types of albums and displays can be made, using different selections of photographs and that the size of each photograph can vary.

When they have arrived all the possible permutations and designs, ask them to decide which ones they want to use. Then ask them to suggest captions for individual photographs or sets of photographs in the different albums/displays.

Have the photographs processed and mounted in the way the participants have chosen to use at local events, for presentations and for promotional purposes. Ask the participants what they think of the final product and how they would like to use it; what they have discovered from the process of creating the album/s and display/s; how difficult it was to take photographs which captured the required feeling/idea/moment; what the photographs convey; what they have not been able to convey; the most powerful or 'telling' photographs; the ones that participants like least and best; the imaginary photograph they would like to be able to include; how they feel about the archive they have created.

Categories · Arts and Crafts
· Communication

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Equipment pens; paper

Instructions Make groups of 4-5 people and give each group a pen and a lot of paper. Space is needed. Each group appoints someone to go in the middle where the group leader sits with a paper with lots of words written on it. The group leader whispers the same word in the ears of the appointed persons which they have to take to their group and draw for them without speaking. The rest of the group has to guess the word through the drawings. The one who guesses the word correctly goes quickly to the middle and receives the next word. The winners are the group who finishes all the words first.

ALTERNATIVE

Organise participants into groups of 4-5 people and give each group a pen and a lot of paper. Each group appoints a person as messenger who will go to the middle of the room where the group leader sits holding a piece of paper with lots of words written on it. The group leader whispers the one of the words clearly in the ears of the people sent by each of the groups. The messengers then have to go back to their group and draw what they have heard. They are not allowed to speak. The rest of the group has to guess the word from the drawings. They can ask questions, but the messenger may only reply with drawings. The person who guesses the word correctly becomes the next messenger and goes quickly to the middle of the room to get the next word. The winning group is the first to collect all the words from the leader's list.

DEBRIEF

Ask the participants what they enjoyed and did not enjoy about the activity and how they feel at the end of it.

or

Ask participants what happened during the activity; how they felt when they were the messenger; how they felt when they were trying to work out what the drawings meant; how the task affected the way people interacted and treated one another; if anyone made suggestions that were overlooked; if anyone in the group played a particular role at any time during the activity; what problems they experienced and how they reacted to them; what issues have been raised by the activity; if they discovered anything from it; how they feel now it is over

Categories · Communication

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (obstacles, anything to make the room harder to move in for a blind person).

Aim To enhance understanding of communication problems and improve listening skills.

Summary A large room is preferable to outside. This can be linked with leadership seminar and communication.

Instructions The room is a simulated plane crash. One person has retained their sight but has a broken leg and must remain stationary, all the others are blind and can not open their eyes. (The operator of the game places the blind participants around the room and tries to disorientate them by turning them around etc...)

There is a black box in the room that will save the group but to get to it all the blind people have to find the black box. The seeing person has to direct all the blind people with words. They all work together till the whole group (except the seeing person) have found the box. Then they are saved.

Some recommended questions for evaluation:

- How did this make you feel?
- What directions (words) were most helpful?
- What are ways to make the game better?

ALTERNATIVE

The room is a simulated plane crash. Everyone has been injured but there are no fatalities. One person has retained their sight but has a broken leg and must remain stationary, none of the others are able to open their eyes. (The operator of the game places the participants who can't open their eyes around the room and tries to disorientate them by turning them around etc...) A box is placed somewhere in the room and the participants are told that it will save them. The person who cannot move must direct the people who cannot see so that they can find the box. They must all work together until all the mobile members of the group have found and touched the box, then taken it to the person who cannot move.

Some participants may have had a personal experience of or connection with an aircraft or other kind of crash in which case the activity may cause them distress. The group leader should say once they have explained the activity that sometimes it can revive memories of accidents or things we may have seen in the past - even forgotten childhood experiences - which can have an unexpected affect on us. If anyone finds that this is happening to them, they can open their eyes/stand up and go to a quiet place in the room where they can observe the activity and talk quietly to someone else if they wish. They should add that if anyone knows at the outset that the activity might remind them of something they have experienced or seen, they may opt out now and help to lead /observe the activity. The leader should watch for any body language or tone of voice which indicates that a person may be feeling distressed. If anyone does opt of the activity, the group leader should not oblige them to talk about why during the debrief.

Some recommended questions for evaluation:

What happened?

How did it feel to be the only person who could see what was happening?

How did it feel to be one of the people who could not see what was happening?

How did it feel to be the person who was directing everyone else?

How did it feel to be one of the people who were being told where to go?

Did your feelings change during the activity?

What type of directions were most helpful?

What were the main problems you encountered?

How did you react to and deal with them?

How did the task affect the way people behaved and treated one another?

How did you help one another?

How do you feel now the activity is over?

Did it remind you of anything else?

Are there any real situations in which groups of people depend on one person's leadership in a similar way?

What usually causes them and how do they usually work?

Can you think of ways of improving the activity for future participants?

Attention should be given to the fact that some participants may have had a personal experience of or connection with an aircraft or other kind of crash. This can be done through a warm up activity called "accidents will happen" where participants draw a values continuum of the different types of accidents, from minor to serious that can affect people, then discuss how avoidable they are, who can prevent them and how and how they affect people's lives. Alternatively, leaders may wish to defer the Plane Crash activity until they know the participants well enough to be aware of any relevant personal experiences or connections, or they may feel able to deal with them as and when they arise as per the guidance offered in section 3.

Categories · Warm-up

196 **play ball**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Everybody faces a wall and pretends they are throwing an invisible ball against the wall. The group leader gives orders like; 'The ball is moving in very slow motion'; 'Use your full body to throw the ball'; 'Speed it up'; 'The ball is becoming lighter/heavier'.

Another version is standing in a circle and throwing the ball to each other. Focussing is very important.

Categories · Active/running

197 **pony song/game**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants form a circle. Three to five people run around the inside of the circle like ponys singing:

'Here they come on their ponies

Riding on their big fat ponies

Here they come on their ponies

This is what they told me'

At this point the people running around the circle stop and dance with someone on the circle according to the lyrics:

'Back to back to back my baby

Front to front to front my baby

Side to side to side my baby

This is what they told me'

Then the people from the circle who were dancing swap places and become the people in the middle. Then repeat the song.

Categories · Warm-up

198prui

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Everyone stands in a group with their eyes closed and begins to mingle. When you bump into someone, you shake hands and ask 'Prui?'. One person has secretly been designated Prui. If the other person answers/talks back, you have not found Prui. If your meeting is met with silence, you have found Prui. When you find Prui, you may open your eyes and join hands. Soon a long chain forms (as the person at the end of the chain becomes Prui). Each new member must feel their way to the end and join in.

ALTERNATIVE

One participant is secretly designated Prui. Everyone stands in a group with their eyes closed and the leader asks them to begin to circulate around the room, covering as much of the area as they can. Then the leader instructs them to that whenever they bump into someone else, they must shake hands and ask 'Prui?' If the other person answers/talks back, they are not Prui and they both move on. If the greeting is met with silence it means that Prui has been found, at which point the participants may open their eyes and join hands. Each time another person finds Prui, they join hands with the person holding Prui's hand. A long chain begins to form, with the person at the end being Prui. Each new member must feel their way to the end and join in.

After the activity is finished, the leader ask participants what they enjoyed and did not enjoy about it; how it felt when they greeted the people who were not Prui; how it felt when they joined the line.

Categories · Simulation

199
pyramid of life

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Aim To learn about the interactiveness of living things.

Summary Best played in a large outdoor open area.

Instructions Divide the participants into groups of 6. Have at least 1 leader to supervise each groups 'balancing act'.

Explain to everyone that there is a system to the living world, there are plants that keep the air clean, there are plant eaters that eat the plants and there are meat eaters that survive from eating some of the plant eaters.

Have each group think of an example of how this system works and share it with the others before you begin to build the pyramid. For example:

There are willow trees;

Moose eat willow;

Wolves eat moose.

Make sure the children understand that we cannot have lots of one species - that to have a 'balance' and a healthy Earth we need them all. But still, there are many more plant species than there are herbivores and many more herbivores combined than carnivores.

So, with each group understanding this balance, have each individual member of each group choose a species that they will represent. The model of the pyramid should look like this - representative of the types and numbers of these groups in the wild.

The participants will have to be careful that they don't all choose to be plants otherwise they'll be making a line rather than a pyramid.

After everybody has tried making a good pyramid a few times (make sure to play at least twice so the participants that want to be bears, wolves, foxes and otters etc... all get a chance) bring the whole group together for discussion.

Some questions might be:

What would happen to the plants if there were no meat eaters to keep down the number of plant eaters?

Why is this important?

What happens when humans take too many of one kind of species from a system?

ALTERNATIVE

Divide the participants into groups of 6. Have at least 1 leader to supervise each group's 'balancing act'. Explain to everyone that there is a system to the living world, where are plants keep the air clean, plant eaters eat the plants and meat eaters that survive by eating some of the plant eaters. Ask the participants if they can add to your description or think of other examples of how different life forms depend upon one another's activity and feed upon one another in order to survive. For example: willow trees; creatures live in/on willow trees; birds and other creatures eat them; moose eat willow trees; wolves eat moose... etc. Explain that between them, the participants are going to create a pyramid which represents an ecological balance of life forms.

Make sure the participants understand that one species cannot have dominant numbers in relation to all the rest - that to have a 'balance' and a healthy Earth we need them all. However, there are many more plant species than there are herbivores and many more combined numbers of herbivores than carnivores. When all the participants understand this balance, have the individual members in each group choose a species that they will represent, then form a pyramid with the other group members and see how it works. The participants will discover that they can't all be one species such as plants, otherwise they'll be making a line rather than a pyramid. The pyramid should represent the types and proportions of different species in the wild or in rural areas.

After everybody has tried making a successful pyramid a few times (make sure to play at least twice so the participants that want to be bears, wolves, foxes and otters etc... all get a chance) bring the whole group together for discussion. Some questions for the debrief might be:

What did you discover from that activity?

what made you choose to be a particular species?

How easy was it to decide how to construct the pyramid?

How did you take account of the physical problems around balance, support, load bearing etc?

Did your solutions reflect anything about the natural world?

What would happen to one species if others in their food chain/life cycle are significantly reduced or disappear? e.g. plants, if there were not enough or no meat eaters to keep down the number of plant eaters?

Why is this important?

What might cause one species to disappear or be significantly reduced?

How do human beings affect the "pyramid of life"?

What are some of the results?

How did you co-operate to create your pyramid?

How did it feel when you managed to build it successfully?

What was the difference between being at the top, the middle or base of the pyramid?

Was there anything uncomfortable or worrying about the activity?

How did people show consideration for the other people in the pyramid?

Was anyone physically hurt by it?

How does everyone feel now?

Categories · Other

200
radio tuning

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group sits in a circle. A person in the middle has to point at someone in the circle as if they were tuning the radio searching for a channel. The person of the circle has to imitate a channel. The person in the middle changes channels by pointing to someone else. A person who fails to 'tune in' in time has to go to the middle.

ALTERNATIVE

The group sits in a circle. The leader explains that the activity is one where people pretend to be radio channels, but it is not necessary to be a confident actor or performer to take part. There are after all, pirate and amateur radio channels and not all professional broadcasters are good at their job. Anyway, they are not meant to be accomplished "impressionists". One person sits in the middle and points at random at an individual in the circle as if they were tuning the radio, searching for a channel. The person of the circle has to imitate a radio channel playing popular music/broadcasting local news/covering current world events/broadcasting an interview with a well known person/broadcasting a documentary about a particular issue ... etc. The person in the middle changes channels after about 30 seconds (or after about 10

seconds if the person cannot think of anything to do or say) following a signal from the group leader, by pointing to someone else. Any person who fails to 'broadcast' in time has to change places with the person in the middle.

After the activity has gone on for about 30 minutes, stop and discuss with participants the kinds of 'channels' people chose; what they meant to the rest of the group who were listening; what were the differences and similarities between people's 'channels'; how people chose what 'channels' to imitate; how people felt when the finger pointed at them: how they felt when they imitated the 'channel'; how they felt when they couldn't do it; what might have helped them to do it; the effect of the quick channel changes; if anyone felt moved, uncomfortable, upset or annoyed because of any of the things that people included in their imitation 'broadcasts'; can to real broadcasts have that kind of effect; if they discovered anything from the activity; did it tell them anything about other group members; did it tell them anything about what is broadcast on the radio; how does everyone feel now.

Categories · Drama

201
read acting

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Instructions Two (or more) are the actors on the stage, but they don't have their script! Two other members of the group have the script off stage and read it as if they were playing it. The two on stage have to listen to the words and at the same time perform it.

Categories · Warm-up

202
recognizing voices

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions A person is blindfolded in the middle of a circle, and that person has to try identify the person who repeats a complicated foreign word or phrase.

Categories · Simulation

203
refugee game

Peace education area · General Peace Education

Time frame 1-2 Hours;

Aim To know what it's like to be without a country.

Summary There are 16 million refugees in the world (about the population of Australia). This activity simulates the plight and powerlessness that refugees face when their only world is reluctant to receive them.

Instructions 1. Divide the participants into small groups of 8 to 10 people, each group representing a country of the world.

2. Ask each group to develop a crisis scenario for their country based on one of the following: social disorder, military uprising, racial conflict or religious intolerance.

3. Each group then randomly selects one student to play the role of a refugee. The refugees are minorities in their own countries, and each must decide whether to flee to another country (ie: a different group). The other members of the group decide whether to let the refugee go. They may expel the refugee if he/she elects to stay.

4. The refugees wait while each group establishes an admission policy. Then the refugees must attempt to find a new group which will accept them. They move from group to group stating their country's situation and pleading their cases. No country is obliged to take refugees; or they may take as many as they want.

5. All refugees must find new countries, or have tried to gain admission to all countries and failed.

6. Following the simulation, ask participants to form one group for discussion, including

- How did the refugees feel throughout the process? What were the most difficult times?

What were the most reassuring?

- Compare the procedures for refugee admission, in what ways were they similar and in what ways different? Were some more equitable and efficient than others?

- What existing countries in the world are experiencing crisis scenarios like those developed by the students?

LEARNING OBJECTIVES:

Participants should be able to:

- gain insight into what it feels like to be a refugee on this planet.

- draw parallels between their own rules for accepting and rejecting people from other groups and the admission procedures for refugees established by their nation.

- realise that real people in existing countries face similar crisis to those the participants have developed.

ALTERNATIVE

Introduce by saying that the activity is about refugee issues and that because of historical and modern times, it may touch on many people's personal experience or background. If anyone feels that it is likely to revive memories of personal experiences, or events they have witnessed or heard about from people close to them, they can opt out and observe the activity or take some free time. If anyone who discovers during the course of the activity that it is causing them distress or unwelcome emotional reactions, they may opt out of the activity immediately and/or approach one of the group leaders who will be based at the "REFUGE".

1. Divide the participants into small groups of 6 to 8 people, each group picking a piece of folded paper out of a hat with the names of actual world nations (do not choose countries where parts of the population have actually been forced to become refugees in recent history) written on them and announcing which one they have got.

2. Ask each group to develop a crisis scenario for the country they have been allocated, based on one of the following: economic decline which is making the government unpopular; loss of overseas markets and rising unemployment; natural disaster; food crisis; national debt; social disorder; civil war; military coup; ethnic or racial persecution; political or religious intolerance.

OR

Ask each group to pick a card from a pack you have shuffled, which gives them the basis for the crisis in their country.

3. Each group then randomly selects one student to play the role of a refugee affected by the circumstances they have invented. The refugees are minorities in their own countries, and each must decide whether to flee to another country (ie: a different group).

4. The refugees reflect alone on their situation and options:- what they are being driven away from - their home country/familiar surroundings/work/ study/social and cultural life/family life; the case for staying in their home country and what the consequences might be, the case for leaving and what that will mean, the different places to which they might flee and the advantages/disadvantages of each.

5. The remaining members of each group decide whether to let the refugee go, expel them, or imprison them if they elect to stay. They also establish an admission policy, based on four factors:-

Their knowledge of the country they have been allocated.

The circumstances they have invented for it.

The forces they think would influence its policy on refugees/immigration.

What they know about refugee/asylum/immigration laws in general.

(They can choose to conform to what they know of existing policies or to devise something original.)

6. The refugees must attempt to find a new group which will accept them. They move from group to group stating the circumstances they are fleeing and pleading their cases. The country that is approached has the choice to admit or reject as many or as few refugees as they choose, according to their policy and procedures.

5. All refugees must approach every country until they find a place which accepts them or they are rejected by them all. If the latter is the case, they go to the leaders for support, at the "REFUGE".

6. Following the simulation, ask participants to form two groups for discussion, one of refugees, the rest dividing into groups consisting of one person from each of the different countries.

All the small groups answer the following 5 questions(which can be written on a piece of flip chart paper):-

a) What happened?

b) How did it happen?

c) What was it like?

d) How did it feel?

e) What were the procedures for refugee admission in the different countries, in what ways were they similar and in what ways different? Were some more humane than other? Were some more 'efficient' than others?

7. Ask the small groups to give feedback, then ask all the participants what key issues have been highlighted.

8. Then ask the participants from the countries to reflect aloud on the experience, bearing in mind that they were acting out a role and not being themselves - how they arrived at their policies and procedures; how difficult or easy was it to implement them; what affect it had on the refugees when they implemented them; how their behaviour was affected by implementing their own policies; how they felt when the activity began and as it developed; did it remind them of anything else; do they think it was realistic; how do they feel now; is there anything they want to say to the rest of the participants.

9. Next ask the participants who played refugees to reflect on the experience, bearing in mind that they were acting out a role and not being themselves - how did they decide whether to leave or stay in their home country; how did it feel to have to make that choice; what did they consider when they were deciding which country to approach first for refuge; how difficult was it to apply for refuge; how were they affected by the different procedures and questions they had to confront; how were treated by the admissions procedures and the characters using them; how did they feel at the start of the activity and as it developed; how did they feel they were perceived/seen by the people who were not refugees; what had happened to them by the end of the activity; did it remind them of anything else; do they think it was realistic; how do they feel now; is there anything they want to say to the rest of the participants.

10. Now ask the participants as a whole group how the simulation was set up; who was responsible for what happened and how; do they think they can learn anything from the simulation which relates to those real situations; what existing countries in the world are experiencing crisis scenarios like those developed by the groups during the activity; what are the differences between their experience during the simulation and the experience of actual refugees; what thoughts are uppermost in their minds now. What are the main feelings they are left with now; what aspect of refugee issues would they most like to investigate now; is there anything they need or would like to do as a result of the activity.

State that if any individuals have been deeply affected by the activity or find that they have unexpected feelings of anger or hurt, they should approach the group leader for a private discussion. End with the UNHCR definition of what entitles a person to refugee status.

Categories · Discussion
· Other

religious differences

Peace education area · General Peace Education

Time frame All day;

Equipment None

Instructions -Study some of the principal religions of the world. Visit a Mosque, a Synagogue, or a Church, asking for information on the symbols, architecture, etc.

- Choose different topics such as family, woman's role, abortion, death, food restrictions or others, and try to discover how they are considered in each given religion.

- Discuss similarities and differences and how they influence people's life and behaviour.

Note: In case you have a big number of participants it would be better to divide them into groups; each group being assigned a different religion. After a general presentation, discussion takes place.

ALTERNATIVE

Study a range of world religions, including those perceived as minority religions and those perceive as dominant, enquiring about how they are affected by and respond to a particular issue; e.g. the role of the family; the role of the child; the role of women; rites of passage; health; population and birth control; sexuality; personal autonomy etc. (Do not pick a single moral issue such as abortion, they will emerge more appropriately as part of wider issues).

Construct a check-list of lines of enquiry which look into how people became members of the religious group; how it affects their daily lives; what the religion means to them; they think about the practices they are expected to follow; how it feels to be a practicing/non practicing member of their religious group in the country where they live; how they are treated by people from the same religious group; how they are treated by people who are from different religious groups; how the religion relates to the political structure of the country where it was founded and to other countries where it is practiced; what it means to be part of a faith community; the structure of the religion and the role played by the individual within it.

Collect information from a range of sources: Media/press; books, magazines and publications produced by the religious groups concerned; visit to places of worship; interview religious leaders; interview people from different backgrounds who practice the religions in both according to orthodox tradition and in a reformed version; interview people from different backgrounds who consider themselves believers but do not practice the religion in an active way; interview people who are members of a faith communities. Choose different topics such as the role of Discuss similarities and differences and how they influence people's life and behaviour. Note: In case you have a big number of participants it would be better to divide them into groups; each group being assigned a different religion.

When the study has been done, ask the groups to prepare and present their findings to one another, adding the following observations to the information they have collated:

What they learned about their own attitudes to different religions.

The things that surprised them.

The common or recurrent issues that were raised.

After the presentations, ask all the participants to say what they think are the overall and most important findings from all the reports; how they feel about what they have done and what they have discovered.

205 **rhythm**

Categories · Name games

· Warm-up

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The participants sit in a circle, then everyone at the same time slaps their knees twice, then snaps their right fingers and then their left fingers. This is the rhythm to keep repeating.

Now after slapping your knees twice, the first person calls out their name as the right fingers are being snapped and then they call out another name as the left fingers snap. When your name is called, you respond with your name when you snap your right fingers, and someone else's when you snap your left.

It's important not to lose the rhythm while you respond.

VARIATION:

- Names do not need to be called out, each participant can be given a different number to call out or a sign to perform (scratching your ear).

Categories · Simulation

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment sheets of paper, coloured paper, pencils and markers, glue, scissors, envelopes, toy money

Instructions A certain amount of toy money is photocopied and put into some envelopes. Each child receives an envelope randomly. The amount of money is such that it is clearly distinguishable who is 'rich' and who is 'poor'. Two 'extreme' cases are included: a poor who has nothing and a rich who has got a golden credit card that allows him/her pleases. The task is to make a drawing that expresses their feelings.

Characters involved are, in addition to the rich and the poor: shop keepers, police (in charge of keeping anyone, who tries to steal material, in prison for a certain time), social assistant (who pays money for small jobs such as emptying waste-paper baskets, singing a song, bringing messages, etc.). At the end of the activity the drawings are collected and shown to the whole group that decides whether it is the work of a rich person or else it is a poor who made it. Then the owner takes it and goes in one of the two groups according to the amount of money he/she initially had.

Surprisingly enough many poor people may be considered rich because, being forced to use their fantasy, they produce interesting drawings, whereas some rich people who had the possibility to use great variety of colors and papers will make ordinary but less inventive and less appreciated works. All this leads into a discussion.

ALTERNATIVE

Toy money is photocopied and unevenly distributed between separate, unmarked envelopes - enough for each person to have one envelope. The difference between the amounts in the envelopes should be sufficient to make some of the holders rich and the rest poor. One envelope should have nothing at all in it and another should contain a gold credit card that allows the holder to buy anything they please. Role cards are prepared to go into the envelopes according to whether the amount of money makes the holder rich or poor. The cards in the "rich" envelopes state that the holder has everything they want, as can demand help in preparing their picture from the poor people. They have plenty of good food and they already have their own supply of materials. The cards in the "poor" envelopes state that the holder has next to nothing, only a small amount of food and that they may be directed to do something by/for the rich people.

Role cards are prepared for the following 6 characters: 2 Shop keepers - who sell materials for making the pictures. 2 Police - who can detain people who try to steal materials. 2 Employers - who pay people for doing small jobs such as emptying waste-paper baskets, singing a song, bringing messages etc. They do not need to use the money in their envelopes to pay the workers, they can be given a separate allocation for wages.

Insert the role cards into envelope, deciding which ones are appropriate - those containing low or high amounts of money or the credit card. Distribute the envelopes and out randomly

or by letting people pull them out of a hat/box, then give the role cards out to 6 members of the group. Allow people time to think about what they have in their envelope and to begin to get curious about what other people have in theirs. Then explain that task for all the participants, including the people with the role cards - is to draw a picture that illustrates how they feel, in a set time period (No longer than 30 minutes). Instruct the participants that they must purchase their materials from the shopkeepers and that they can apply for work from the employers to raise more money if they wish. Explain that the shopkeepers can set their own price. Explain that the employers can offer jobs to people whenever they like and pay what they want to the workers.

At the end of the activity the drawings are collected and displayed. They are each given a number but the names of the people who created are not revealed at this stage. Tell the participants that the simulation is over and preferably give them a break at this point. Everyone views the display and each person decides whether each picture is the work of a rich person or a poor person, by putting a letter R or a letter P on the piece of paper that is pinned/stuck on the wall next to it. After everyone has viewed the exhibition and put their mark on all of the pieces of paper, the group leader collects them in. The owner of each picture collects their work, taking it to the part of the room that the group leader has designated for rich or poor, according to their original envelope.

Get the participants into small groups of 3 or 5 (depending on the size of the overall group) and ask them to talk about what happened during the activity; how it felt; if it reminded them of any real life experiences; what they thought of the pictures; what they could tell from the pictures about how people were feeling; if there was any difference in the quality of the pictures that were made by the people in the "rich" and "poor" roles. (Write the questions down for them).

When the small groups have had about 10 minutes for their discussion, ask everyone if that was long enough and if any of the groups say no, tell them that everyone has a further 5 minutes. When the small group discussions are over, ask the whole group what issues have been raised by that activity; how the different roles affected what happened; how they felt about playing their own role; if the simulation was realistic; what affect the roles and relative wealth had on the pictures; how the materials people were able to use Affected the way they expressed feelings in their pictures; what thoughts are uppermost in their minds now; how do they feel now; are there any final comments that people would like to make.

Tell participants that if anyone has anything on their mind after that activity, you will be happen to talk with them privately later on.

Categories · Simulation

207
rich and poor lite

Peace education area · General Peace Education

Time frame All day;

Aim To prompt discussion on wealth distribution.

Summary If large conflicts arise, the group can be switched over so everyone get a chance at being 'poor'.

Instructions The participants are divided into two groups, rich and poor. The rich group has everything they want, as much help as they need, etc...eg: they have plenty of good food and plenty of materials. The poor group has next to nothing, only a small amount of food and may be directed around by the rich group.

In a camp situation this activity can go all day with normal activities also going on. At the end of the day a discussion can be held on the feelings of the participants etc...

Categories · Simulation

208 rich/poor snack

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (food, a meal or snack)

Aim To give first hand experience of the unfair food distribution To help illustrate how food is distributed is just as important as how much food exists or is grown.

Instructions - 26% of the world population controls or benefits from 83% of the world's wealth.

- 74% of the world population controls or benefits from just 17% of the world's wealth.

Which group do we belong to? What would it mean to be in the other group?

1: Divide the group into two, 3/4 in one group, 1/4 in the other.

2: The smaller group should get 4/5 of the snack/food, the larger group shares 1/5. The problem of the smaller group will be too much food, but the problem of the large group will be too little food and how to share the scarce resources.

What will the real consequences of this be for both groups?

- small group: overeating, waste, eating the wrong foods.

- large group: undereating, malnutrition, illness, even starvation.

3: If the group decides to trade and work out 'deals', this should be allowed, but let them decide on their own, don't suggest it. Limited migration from large to small group could be permitted, based on criteria established by small group.

Some questions for discussion:

- Does this really happen?

- What do you think the selection criteria is for immigrants? Is it fair?

- Why isn't more immigration allowed to richer countries?

- What is the psychological impact of having too much of something?

- Of not having enough?

- How did the groups solve the problem?

- Was there any conflict between the groups

- How did group members feel?

209 romeo and juliet

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (blindfold, small jingle bell, something to tie feet up)

Aim Fun

Instructions Everybody stands in a fairly large circle. There is a girl and a boy in the centre of the circle. The boy is blindfolded, while the girl has her feet tied together with the bell attached to her feet somehow. The boy calls out 'Juliet' and the girl answers by saying 'Romeo', as she bounces around the circle away from him, while Romeo follows the sound of the bell trying to catch her.

The people making up the circle can yell instructions to Romeo and turn him in the right direction if he runs into the people in the circle.

210 safing life

Categories · Discussion
· Other

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment photographs of animals, trees, flowers,...

Instructions Collect photographs of animals, trees, flowers, etc. Organize an exhibition of the photographs, directing special attention to the species in danger of extinction.

Study possible ways of helping in their preservation and discuss them with the others.

ALTERNATIVE

Take and collect close up photographs showing the detail of the life form and photographs that show it in its habitat. Take and collect photographs of comparable life forms from the local area and from a different part of the world. Take and collect photographs of rare and common species that have both become endangered. Take and collect photographs of domesticated/cultivated and wild animals/plants from the same "family". Take photographs of life forms in the immediate area and in a remote place. Which photographs do you find the most interesting. Which life forms do you find the most beautiful and the most fascinating. What is it that threatens the endangered and the safer life forms.

Categories · Social activities

sandwich making for the homeless

211

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment other: (food)

Instructions Each person brings a loaf of bread, a bushel of bananas and something to put in the sandwiches, or a bag of cookies. Organise an assembly line of sandwich makers and then place them along with the fruit and cookies in a bag which can be delivered to a homeless shelter.

Categories · Active/running

scarf game

212

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (scarf)

Instructions The participants are divided in half and each member of the team is assigned a different number. For example if there is 10 members of each team each team will have a Number 1 through to 10. Each participant should remember their number.

The teams line up opposite each other with the leader in the middle. The leader has the scarf which he/she holds out and calls a number. The participants from each team that were assigned that number run and try to take the scarf without letting the other person catch them until they get back to their row/zone.

Everytime a team gets the scarf back to their zone they gain a point. Calling more than one number at a time is a good variation.

Categories · Ice breaking
· Name games

shoe game

213

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group stands in a circle. The groupleader gathers all the participants shoes and piles them near. The groupleader starts throwing one shoe to a person while saying the name (of this person) out loud. This person does the same to another person in the circle and so on till the shoe ends up with 'Number 1' (the shoe has passed through the hands of everyone in the group). Everyone remembers very carefully who she/he has to throw the shoe to. Then 'Number 1' starts throwing one shoe after another. If everything goes right, shoes are flying around, but completely coordinated, because everyone is concentrating.

Categories · Communication

214 silent interview

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To communicate without language.

Instructions Two people interview each other using only sign language. No talking takes place as the two try to find out about such topics as school, family, hobbies, etc... . Later the two can find out how much they learnt from each other or if they did not understand each other.

Categories · Active/running
· Warm-up

215 sitting circle

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group stands in a circle very close to each other (facing the back of your neighbour). To make the circle as tight as possible take another step towards the centre of the circle. When the circle is very close and as round as possible everybody has to try and sit on the person behinds knees, without falling down. If this works try walking one step at a time.

ALTERNATIVE

The group stands in a circle very close to each other (each person facing the back of their neighbour). To make the circle as tight as possible everyone takes another step towards the centre of the circle. When the circle is very close and as round as possible everybody has to try and sit on the knees of the person behind them, without falling down. If this work, the participants try to rotate the circle, each person moving their right then left foot/leg forward at the same time.

After the activity is over, ask people what they enjoyed and did not enjoy about it.

216 sock game

Categories · Communication

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To get to know each other better.

Summary The activity is best done with people who already know each other a little.

Instructions The participants sit in a circle and one is chosen to go outside. The rest of the group then picks a person in the circle. The person outside comes back in and tries to find out who the chosen person in the circle is. This can be done by asking questions such as, What kind of sock would they be?, What season would they be?, What would they do if they found a dead body in the forest?, and any other abstract questions.

The questions are answered one person at a time going around the circle, so a person would answer the first question, the person next to them would then answer the second question, etc...

When the person who went outside thinks they know who the chosen person in the circle is they can guess, and that person then goes out to begin again.

217 splashy volleyball

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (water balloons; towels; open space; volleyball net)

Aim To get wet!

Instructions Prepare a court by putting a net across some open space. Place participants in pairs and give each pair a towel. Fill balloons up with water, and have a pair on each side of the net, (more than one pair may be on each side of the net).

The game starts by placing a water balloon on one of the towels and bouncing it over the net, then the people on the other side of the net have to catch it on their towel and bounce it back over the net.

A point is gained by splashing the balloon on the other persons side of the net.

Debrief by asking participants what they enjoyed and did not enjoy about the activity.

Categories · Simulation

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; (small pieces of paper approx of 6 colours)

Aim To see how power can effect people/

Summary There should be average moving space available for the participants.

Instructions The small squares of coloured paper (enough for 6 squares for each participant) are placed in a bag and mixed up. Each participant takes 6 squares. Their goal is to get as many of the same colour cards as possible, by trading with the other participants in any way they like. Each trade must begin and end with a hand shake. A time limit is set on trading.

Unknown to the participants each colour has been allocated a numerical value, and bonus points are awarded for multiple squares of the same colour. So at the end of trading the points are totaled up. Two more trading rounds are played. Then the group is divided into three according to their scores, ie: highest, middle, and lowest scores. Each group gives itself a name. The highest scoring group is then allowed to make any rules they want (ie: holding all high squares, forcing low scorer to be their slave, etc...) A few more rounds are then played with new rules and then stop to discuss the game.

Some recommended questions for evaluation

- How did the different groups feel?
- Do you see how situations like this can occur in reality?

Some recommended questions for the debrief:

What happened?

How did it happen?

What were the underlying causes of how things happened?

How did people feel at the start of the activity and as it progressed?

What were the differences between the reactions of the groups?

How was people's behaviour affected?

When did you realise what was actually going on?

Did it remind you of anything else?

Was it realistic?

What actual situations are there where this kind of thing happens?

What issues has the activity raised?

How might they be important to us in the future?

How does everyone feel now?

Is there anything else that anyone wants to say to the rest of the group before we finish?

"so at the end of trading points are totaled up"/when the leader announces the end of trading, the total points scored by each team are calculated.

219 star spinning

Categories · Social activities

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary This activity has to be done outside at night when you can see the stars.

Instructions All the participants stand in a wide circle, a few metres apart. Except for 1 person who stands in the middle of the circle. This person will spin around with their arms out, focusing their eyes on one star. They shall spin as fast as possible while everyone else counts how many times they spin around out aloud. The people in the circle count to a predetermined number, and when the person in the middle reaches that amount of spins they should go to a person pre-selected in the circle, that person will be the next one in the middle.

Debrief by asking participants - which star they chose and how they chose it; what they saw as they started spinning; how they felt as they were spinning; what they saw and thought about while they were spinning; how they felt when they stopped spinning; what support they needed from other people in the circle; how it feels to be outside at night time; would they do something like this on their own; have they ever done anything like this before; the difference it made being outside at night with the group; what stars mean to them; the meaning that people have given to stars; how does everyone feel now; the main thought on each person's mind now.

220 star tourist

Categories · Arts and Crafts

· Drama

Peace education area · General Peace Education

Time frame 2-4 Hours;

Equipment paper,pens

Aim discovering cultures, cooperation

Instructions '... an ALIEN from a distant galaxy lands on our beloved earth. It has to go back immediately, but he would like to see what earth is like ...'The children have to show it sights from different countries and tell it something about those countries history, traditions ... (also following the experiences they had during the village and the interchange).

ALTERNATIVE

Ask each person to spend 5 minutes thinking by themselves and making notes on the following task:-

A friendly ALIEN on a peaceful mission from a distant galaxy lands on our beloved earth.

You are the only people the alien has time to meet.

It has to go back within an hour but would like to find out what earth is like.

The alien can transport you all within seconds to any place you choose without any of you being visible.

It can collect and store images and other forms of information in its brain very rapidly.

Where would you take the alien.

What particular sights from different countries would you show the alien.

What would you choose to show the alien about the way people live.

Which people would you want the alien to see and what would they be doing.

Which issues about life on earth would you want the alien to know about.

What would you want the alien to remember about earth.

Then ask the participants to get into groups of 5 to share and combine their thoughts in an overall itinerary for the alien, explaining the choices they have made. Ask them to write it onto flip chart paper.

After about 30 minutes, ask the small groups to give feedback to one another, using their flip charts. Then ask the participants what has come out of that activity; what they noticed about the different itineraries; how they made their choices; if anyone feels that they left anything important off the "list"; what the itineraries tell us about the world; what would the alien make of the world; is this how national governments and tourist boards describe the world; how different would international travel be if the world was shown to people who live in it, the way you chose to show them to the alien.

Categories · Active/running

221 stick in the bottle

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (string, stick, bottle)

Instructions Tie a stick to a piece of string (about 30cm long) and then attach this to the participant in such a way that it hangs from the back of their pants. Make sure the string is attached in such a way that it can be easily removed and reattached.

Place the participants in groups with a bottle (narrow necked is better) a short distance away. Each participant runs in turn with the string and stick attached to their pants to the bottle. When they reach the bottle they must place the stick into the bottle without using their hands (so they have to squat down). When this has been completed the participant runs back to the group and passes the string and stick onto the next participant.

Categories · Drama

222 storytelling

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Choose a story or text. Give the reader a particular role for example: Horse racing commentator, children's storyteller, dignitary making a speech on a public occasion, priest in a church, etc... . The reader reads the text as the role would. Change the reader and the roles.

ALTERNATIVE

Choose a story or text. Give the reader a particular role for example: horse racing commentator, children's story-teller, dignitary making a speech on a public occasion, priest in a church, etc... . The reader delivers one paragraph of the text in role, then another reader is chosen to continue the reading in a different role. It could be useful to have the roles written on slips of paper that are folded and put into a hat or box. Participants can then pull a piece of paper from the hat or box which will tell them in advance which role they are to use, but keep it to themselves.

Debrief the activity by asking the participants which roles they recognised and what they enjoyed and did not enjoy about the activity.

223 submarine

Categories · Active/running
· Trust games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary This game is best played outside with a lot of space.

Instructions The group is divided into approx five groups of 5-6 people and spread over the playing area. Each group is a 'submarine' and is going to attack the other submarines as follows:

Each group stands in a line holding each other with both arms by the shoulders. The first person has their arms outstretched in front of them and is the 'missile'. All are blindfolded except the last person in the group who can see, and oversees where the other 'submarines' are, which have to be hit by the 'missile'.

The caller (the last person in the line) gives directions by patting with the left or right arm (to go left or right) on the shoulders of the person in front; so does the next person to the next till the first person feels the direction on their shoulder and then changes direction. When the caller sees that they can 'hit' another submarine, he/she pats two arms on the person in front etc... When the first person feels this, they set themselves loose and just runs forward as a missile (without knowing when he/she will hit somebody).

When the missile runs into the other submarine, the missile can take one person to his/her submarine. If the missile doesn't hit anything they should be stopped before they run into a tree or something, and then the missile can come back to their submarine to start over again. The aim is to have as many people as possible in 'your submarine', (other submarines will disappear).

(How is a missile that misses its target stopped?)

Debrief by asking the participants what happened; how it felt to be directing or to be part of the submarine; what they enjoyed and did not enjoy about the activity; if it reminded them of any games they played as small children.

224 survival of the fittest

Categories · Simulation

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Equipment paper; pens

Aim To illustrate the importance of surroundings for an animal and the many other factors that allow an animal to survive or perish.

Instructions The object of the game is for participants themselves to play the parts of individual animals or birds in an endangered population, and try to 'survive' by collecting a complete set of habitat cards which are hidden within a defined area.

First mark out an outside area to represent your species territory. Then make up habitat cards labelled, 'food', 'water', 'shelter', 'space', and 'arrangement', making sure that there is not enough complete sets (all five elements) for all students. Scatter these cards around the territory, some hidden and some in full view. Then give the participants a time limit to find them.

Before you do, remember that, as in any population, some individuals will be better equipped to survive than others. Some will have physical handicaps such as lameness or blindness caused by age or injury. Some will have young to care for which will increase their need for food and perhaps hamper their movements. Think up others and write them on separate cards that you put in a hat. Also include a good proportion of 'healthy and mobile' cards. Then have participants pick from the hat to determine their status in the game.

'Healthy and mobile' individuals can play as they are. 'Handicapped' individuals must put on blindfolds, hop on one leg etc... , to show how their behaviour would be affected in the wild.

Participants will quickly learn that the game of survival has little to do with fair play, and a lot to do with survival of the fittest. And in a limited resource environment such as those inhabited by endangered species, someone always loses.

Discuss the feelings of the participants after the activity.

Categories · Name games

225 switcheroo

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (name tags for each player)

Aim To get to know people and their names.

Instructions Payers (wearing their name tags) 'mingle', when leader gives the cue, players find a buddy they don't know and find out as much as possible about that person.

After an elapsed time (30 sec- 2 min) players switch name tags with their buddy and continue to mingle. Players have assumed the identity of the person whose name tag they are wearing. Step 1 and 2 are repeated several times.

Finally the leader stops the mingling and asks each person to introduce themselves to the entire group (Remember, players are the person who's name tag they are wearing). When introducing themselves, the group may help them to remember things about themselves if they forget.

VARIATIONS:

- players may be asked to gather specific topics eg: why I joined CISV, where I live act...
- players may be asked to communicate without words.

ALTERNATIVE

Players wearing name tags and 'mingle'. When leader gives the cue, players locate a person they don't know and find out as much as possible about them in a set amount of time (30 sec- 2 min). When time is up the players switch name tags with their partner and assume one another's identity, then begin to mingle again. This process is repeated several times, with participants pairing up with people carrying the identity of a person they do not yet know and finding out about them. Finally the leader stops the mingling and asks each person to introduce themselves to the

226t-game

Categories · Communication

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To communicate without words and to cooperate without words.

Instructions Find a number of words with 6 letters eg: friend, Brazil etc... .

Write each letter on a piece of paper.

Cut every letter in to 6-8 pieces.

Give each participant the pieces to a letter, and they have to make up that letter.

Then the whole group of 6 people has to form the word out of the letters.

Throughout the activity they are not allowed to speak.

ALTERNATIVE

Find a number of words with 6 letters eg: friend, Brazil etc... . Write each letter on a piece of paper and cut every letter in to 6-8 pieces. Put the participants into groups of six. Allocate one six letter word to each small group, but do not tell them what it is. Explain that no-one is allowed to speak during the activity. Give each participant in each small group all the pieces of one letter and tell them they have to reconstruct it, without telling them what letter it is. Then the small group of 6 people has to form the word out of the letters they have reconstructed.

After all the groups have completed the task, ask the participants what happened, what it was like taking part, how did they solve the problem of not being able to use the spoken word and what they enjoyed/did not enjoy about the activity

Categories · Ice breaking
· Warm-up

227 talk-quiet

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group walks around (in no order), with everybody making sounds. When one person stops making sounds, everybody has to stop. As soon as everybody is quiet, someone starts making sounds again (and the group follows) and so on... .

ALTERNATIVE

Everyone in the group circulates around the room while making sounds of their own choice. When one person stops making sounds, everybody has to stop. (Anyone can do this.) As soon as everybody is quiet, another person can start making sounds again (anyone can do this) and the whole group must follow their lead and the activity continues in this way until the leader calls 'stop'.

Categories · Active/running

228 telephone game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group sits in a circle holding hands. One person stands in the middle. Someone starts with the 'telephone call' which means squeezing the hand 'once', of either your right or left neighbour. The neighbour does the same with their neighbour and so the call goes around in the group.

The call can change direction by squeezing the hand of your neighbour you received the message from, 'twice'.

The person in the middle has to look around and trace the call. If that person points at the correct person where the call is then that person then goes into the middle.

VARIATION:

One person can be a telephone operator and make a sound everytime a call comes by.

SIMILAR ACTIVITIES:

A person in the circle starts an action and everyone else follows by copying the action. The person in the middle has to try and pick the person who is instigating the changes in action.

ALTERNATIVE

The group sits or stands in a circle holding hands. One person leaves the room and counts to 50, then returns and stands in the middle. While they are out of the room, the people in the circle start sending the 'telephone call'/'electric current' when one person squeezes the

hand of the person on their left or right. Their neighbour passes the call/power/squeeze to the next person in the circle and the call/current/squeeze goes around in the group. any person can reverse the call/current by squeezing the hand that just squeezed theirs. The person in the middle has to watch the participants' hands and trace the call. If they point at someone receiving the call/power before they can pass it on to their neighbour, then they change places with them.

Debrief by asking participants what they enjoyed and did not enjoy about the activity; how difficult it was for the people in the middle to identify where the call/power was.

VARIATION: One person, or two people at opposite points in the circle can be the "telephone exchange/s" or "power station/s" and make a buzzing noise every time a call/power passes through

Categories · Role games
· Simulation

229 television market research

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment TV-newspapers, pencils, paper, role descriptions

Aim Reflect influence and power of mass media (Television), cooperation, ethics

Instructions The game is played in three rounds. For the first round divide the group into five small groups. Give each group one role card such as: Children- you are a child of 11 (12, other) years; parents- you are parent of an x year old child, you and your partner are working the whole day, you are interested in having a TV programme that does not show violence at times when children watch TV; Pensioner- you are a pensioner, often you are bored that is why you watch a lot of TV; Advertising- you are a manager of an advertising company you produce clips especially for the target group 11-15; Fashion company- you are a manager of a company selling fashionable clothes for teenagers. The groups go to different rooms and think of the TV program that fits best to the needs/wishes of their role (use TV newspapers, pens and papers here). After 45 minutes everyone should have a list with priorities for his group's favourite programme. The groups gather again and are divided into three groups now (make sure that in each group there is one out of the five first groups!). Again they go to different rooms, but this time together with a leader who will play the programme director of a TV station. The representatives of the different role groups shall try to convince him in discussion to accept as much of their programme as possible. However the programme director will decide more or less only in the interest of the two company-managers. After another 45 minutes the group gathers again to evaluate the game for 30 minutes.

ALTERNATIVE

The game is played in three rounds.

For the first round divide the group into five small groups.

Give each group one role card such as:

Children - you are a child of 11 (or 12 or other) years. You would like more children's television programmes.

Parents - you are parent of an x year old child, you and your partner are working the whole day.

You are interested in having TV programmes that do not show violence at times when children are watching.

Pensioner- you are a pensioner, you watch a lot of TV because you have little else to do. You would like a wider selection of programmes during the day, including high quality documentaries.

Advertising agency manager - your company specialises in producing advertisements targeted at 11-15 year olds.

Managing Director - of a major fashion retailer specialising in clothes for teenagers.

The groups go to different rooms and search the newspapers and magazines that are provided for information about TV programmes, when they are scheduled and their ratings. They identify the TV programmes that fit their requirements best.

After 45 minutes each group should have prioritized the programme it has been looking at. The groups are reorganised mixing people from the original 5 groups into three new groups. Again they go to different rooms, but this time they have a leader who plays the role of programme director of a TV station.

The representatives of the different role groups try to convince the programme director that their preferences should be satisfied. However, the two company-managers will exert pressure on the programme director to act in their interests. After another 45 minutes the whole group is brought together gathers to discuss what happened; how it felt; the arguments people made for their preferences; the key issues that were raised by the activity.

Additional roles might be:

The proprietor of the TV company/station - has strong political views and wants to see a party elected into government that will relax existing controls on ownership of TV channels.

Secretary of State - wants to see fewer programmes representing minority views or lifestyles and more programmes promoting traditional values. Objects to "investigative journalism" on TV which claims to expose government corruption.

Commissioning Editor and Producer of TV programmes - want to show more high risk programmes that will appeal to younger audiences and/or make more information about the "establishment" available to the public.

Young single person - like to see programmes that have lots of energy, look at unconventional ways of life and celebrate freedom of choice.

Categories · Arts and Crafts
· Communication

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment paper; pens

Aim To illustrate that mental imagery or visual aids in communication or training strongly increase common understanding.

230
the aardvark

Instructions Read the description to follow. Without identifying the object, ask the group to sketch or draw what the words give them. After you have announced the correct answer as the aardvark, ask the group to reread the description to see how neatly the words are now reinforced with the mental picture in one's mind.

The Description:

The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws; the ears long; the tail thick at the base and tapering gradually. The elongated head is set on a short thick neck, and at the extremity of the stout is a disk in which the nostrils open. The mouth is small and tabular, furnished with long extensile tongue. A large individual measures 6 feet, 8 inches. In colour it is pale sandy or yellow, the hair being scanty and allowing the skin to show.

Discussion Questions:

1. We know visuals can enhance the learning effort. Why aren't they used more often?
2. What are some problems inherent in written communication?
3. Can you recall other incidents where the written word has been the cause of misinterpretation or misunderstandings.

Categories · Communication

231
the lifeboat

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To help people express their point of view.

Instructions Divide the participants into groups of 4-6 people. Then each person is given a character, for example, 85 year old female scientist, a rich business man, a 5 year old homeless child, an HIV positive 35 year old father etc/etc... These people are sitting in a lifeboat together and someone has to get out or the boat will sink. Now each person in the boat has to say their opinion why they should be allowed to stay in the boat. When everyone's argument/argument has been heard a discussion is held on the outcome of the game.

ALTERNATIVE

It is better to tell the groups they must decide who leaves the lifeboat within a set time limit, but interrupt them 5 minutes before the time is up. Tell them that the activity is not so much about the decision as the discussion that leads up to it.

Requirements for preparation and debriefing

The group leader should have sets of role cards prepared to hand to the participants. There could be different sets for age group, occupation, gender, economic circumstances, social status, talents, state of health etc - which are shuffled before each person takes one card from each set without seeing what is written on any of them.

Debrief in the whole group by asking participants if they nominated anyone to go overboard; how they chose the character; how they argued for their own survival; what happened during the discussion; how they felt; the issues that have been raised by the activity; what are they thinking and how do they feel now the activity is over.

232 the monster

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To develop cooperation and initiative.

Instructions The object is to get a group of 7 people across a 10 metre (30 foot) area, using only 4 anatomical points simultaneously contacting the ground. A points of contact could be a foot, hand, knee etc..., but there can only be 4 parts of the groups anatomy on the floor at one time.

RULES:

1: All 7 people must begin at the start line and end at the finish line.

2: No props may be used.

3: All 7 participants must be in direct physical contact with each other as they make the crossing.

ALTERNATIVE

The object is to get a group of 7 people across a 10 metre (30 foot) area, using only 4 anatomical points simultaneously contacting the ground. A point of contact could be a foot, hand, knee etc..., but there can only be 4 parts of the groups anatomy on the floor at one time.

RULES: 1: All 7 people must begin at the start line and end at the finish line. 2: No props may be used. 3: All 7 participants must be in direct physical contact with each other as they make the crossing.

At the close of the activity, ask participants what they enjoyed and did not enjoy about it.

the twinkling star

Categories · Trust games

Peace education area · General Peace Education

Time frame 0-1 Hour;

Summary A Mongolian Game

Instructions - There must be an even number of people, divide in half, 1's and 2's.

- Have everyone stand in a circle (1,2,1,2,ect...) holding hands.

- Have the 1's lean forward and the 2's lean back.

- Thus you are using the people on your sides to hold you as they are using you to stay up themselves.

- On the count of three, have the 1's lean back and the 2's lean forward.

- A swaying motion should result after awhile, and thus, the star is 'twinkling'.

Debrief by asking people what the what it was like taking part in the activity; what made it work; what they needed from each other during the activity; how it felt when they made the

"twinkling star"; can they think of any other activities that are similar; what might it tell us about the place where the activity originated.

SUGGESTION: Find out and share information about life and cultural traditions in Mongolian and how the "Twinkling Star" relates to them. Was it developed for and is it usually used by children or adults?

Categories · Drama
· Social activities

234 theatre sports

Peace education area · General Peace Education

Time frame 2-4 Hours;

Equipment other: (score board, stop watch, prizes, props, game board)

Summary This event is best held in a hall. Charging an entrance fee can help cover the costs and raise money.

Instructions Theatre sports is a round robin event between any amount of teams.

Teams are made up of 4 people.

Teams compete against each other, playing dramatic improvisation games (see later) and are awarded points for each performance.

Round robin takes place over 3 or 4 rounds depending on time. First round, teams have 2 minutes to complete each performance, second round, 3 minutes, third round, 4 minutes etc...

A 10 second bell is rung 10 seconds before the end of the performance.

Two teams play off against each other - captains toss a coin and the winner chooses the type of game and who goes first.

Both teams perform the game and that type of game can not be played again in that round.

4 judges are required and judged by the '10 commandments', (see later).

An MC is also required who chooses the teams to compete, keeps time, and throws sweets to the crowd. The MC also provides a topic, first line etc... if required by the type of game.

THEATRE SPORTS GAMES

Song:

A title for a song is given. The teams improvise an ORIGINAL song - words and music.

Truth:

A scene or line of dialogue is given. The team improvises the truth of the scene. This is to be done as realistically as possible. 'Teams are not to play for laughs'.

Statues:

The opposing team members place the four players into strange positions. The team must then play out a scene ending in the given position. They have time to look at their positions before the game begins.

Word at a Time Story:

The title of the story is given. The team members must tell a story, one word at a time in rotation.

Typewriter:

he first line of the story is given. A team member types a story, speaking out loud. The others improvise the story taking over from the typist at times. Although the typist has priority, the story characters may speak and extend the story.

Death in a Minute:

A place is given. The scene is acted out. At the end of one minute at least one team member must be 'dead'.

Emotions:

A situation is given. Team members must act out the scene in a neutral emotion. They are then given two other emotions in which to act out the original scene.

Entrances and Exits:

A place is given. Team members must enter and exit the scene as often as possible provided the entrance or exit is justified. They may enter as new characters each time as necessary.

Expert Double Figures:

An interview situation. The first question or line is given. Two players become the arms for the interviewer and interviewee.

Poem:

A first line or title is given. Players then say each line in rotation. NOTE it is easier if only the 2nd and 4th lines rhyme.

Scene Without a Question:

A situation is given. Players are then eliminated from the action as soon as they ask a question.

Slow Motion Commentary:

A sport or action is given. Two team members play the given sport in slow motion to a frenzied commentary from the other two. The actions must be done in slow motion and the commentary must be excited but audible and clear.

Gibberish Interpreter:

An interview situation. The first line or an area of expertise is given. An interviewer interviews an expert who only speaks gibberish (made up language) with an interpreter who speaks both English and gibberish.

HINTS FOR BETTER PLAYING

* Deploy your team. Not all team members need to be on stage all the * Practice status positions. You may find it easier to get straight into a new situation if you have provisional 'pecking order'.

* Use props, think laterally about their use.

* Transitions, eg: if your playing a love scene start as something else (two brain surgeons operating) and surpass us with a love scene.

* Recapitulate. The audience loves when you reintroduce earlier material from your narrative to tie up all loose ends. The more improbable the better.

* The best teams are those who are considerate of each other. Think of ways to help your team mates not ways to shine.

* If someone has a good idea, accept it, don't modify it to death. Advance current ideas before introducing your own.

* try to make a clean ending for the scene when you hear the 10 second bell.

* Don't be afraid of the obvious, overstriding for originality is bad for spontaneity.

* Don't be afraid of the audience, they are not laughing at you but with you.

JUDGING

* Penalties are awarded for undue obscenity, delaying tactics and interference with the work of other teams.

* Good teams are those whose scenes/stories have a beginning, middle, and an end in the allotted time limit.

* Points may be awarded for such things as originality, humour (where appropriate), working in themes and subjects no matter how bizarre, taking risks, and entertainment value.

* Judges do not consult each other and each judge's decision is final no matter how ludicrous.

- Points awarded may be based on the following 'Ten Commandments':

1. Thou shalt not BLOCK eg: 'it's got three legs!' 'No it hasn't'

2. Thou shalt always retain FOCUS.

3. Thou shalt not SHINE above thy team mates.

4. To GAG (laugh, stay silent etc...) is to commit a sin that will be paid for.

5. Thou shalt always be CHANGED by what is said to you.

6. Thou shalt not WAFFLE.

7. When in doubt, BREAK THE ROUTINE.

8. To WIMP (being uncreative and unhelpful, stalling) is to show thy true self.

9. He that tries to be CLEVER is not, while he that is clever doesn't 10. When the faith is low, thy spirit weak, thy good fortune strained, and thy team losing, be comforted and smile because IT JUST DOESN'T MATTER!

235
time capsule

Categories · Arts and Crafts

· Discussion

· Other

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment Magazines, scissors, glue, tapes, newspapers and tape recorder

Aim Explore values

Instructions Tell the group that they have been chosen to select material to put into a time capsule which will be sealed for two thousand years.

They have to select a song title, 3 newspaper articles, 2 photographs, and a 5 minute tape recording.

Discuss: - What is expressed by the song title and the photographs?

- What are the subject areas of the tape?

- Why did you choose these newspaper articles?

- What would someone think if they found the capsule in 4.000 A.D.?

ALTERNATIVE

Tell the group that they have been chosen to select material to put into a time capsule which will be sealed for two thousand years. They have to select a song title, 3 newspaper articles, 2 photographs, and a 5 minute tape recording.

The participants then get into groups of 5 and selection items that would tell people of the future what it was like in the 1990's. They are asked to choose songs, photographs, newspaper articles and the subject and content of a tape cassette recording that they can make themselves. They should think about the information that would give future generations their own perspective on the world and then think about whether their selection would change if the information gave an overall picture of what the world is like.

The small groups write their ideas on a piece of flip chart paper, then give feedback to one another. The groups discuss what the selections say about one another's priorities and values and if they correspond to the priorities and values that dominate the world.

What do their selections have in common? Does this say anything about youth issues? What do the songs and photographs express? What subject areas were covered in the tapes? What influenced the choice of newspaper articles? What impression would the contents of the capsules make in 4,000 A.D.? What would it tell future generations about the 1990's. What have they discovered from the activity; what are the main issues it has raised; how do people feel at the end of the activity.

Categories · Communication
· Quiz games

236
touchie feelie

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Construct a 'feel box' by cutting one end from a shoe box and covering the opening with a piece of cloth. Place a nature object in the box without the participants seeing what it is. Have one participant feel the object and describe it to the rest of the group. See how quickly they can guess what it is. Switch 'feelers' and objects so each participant has a chance to describe the mystery thing.

Categories · Name games

237
train game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions The group stands in a circle with one person in the middle. That person acts as a train (including sounds) and 'rides' up to someone in the circle, says their name, shakes hands and asks the name of the person in the circle. After the reply the person in the middle jumps up three times waving their arms at the same time saying out loud the name of the person in the circle. Then this person joins the train by holding on the back, the train continues on to the next person etc... .

ALTERNATIVE

The group stands in a circle with one person in the middle. That person acts as a train (including sounds) and 'travels' up to someone in the circle, says their own name, shakes

hands and asks the name of the person in the circle. After hearing the reply, the person in the middle jumps up three times waving their arms at the same time saying out loud the name of the person in the circle. Then this person joins the train by holding on the back, the train continues travelling until the person at the front decides to stop in front of another participant, introduce themselves and hear the other person's name. The person at the head of the train introduces them to the person at the back of the train, who repeats the name of the driver, their own name and the name of the person who has just been introduced. The person who has just been introduced joins the back of the train. Every time the train stops at another person in the circle, the person heading the train introduces them to the person at the back of the train, who has to repeat the names of everyone who is in front of them, then the person who has just been introduced. If the person at the head of the train gets a name wrong, or forgets one, they must go to the back of the train. If a person at the back of the train gets names in the wrong order, the other people in the train call out their own names, starting with the person at the head of the train and finishing with the person at the back.

At the end of the activity when everyone has joined the train, ask them to travel round in a circle while each person calls out their own name in turn, sitting down on the floor as they do to reform a circle. Then ask them what they enjoyed and did not enjoy about the activity; do they think it might help them to remember anyone's names

Categories · Quiz games

trans 'country' railways 238

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment paper; pens; other (large open area)

Aim To help people learn more about their or another country.

Instructions The activity consists of around 8 stations, 7 focusing on specific regions or aspects of the country, and the last station representing the whole country.

Each station is organised by one or a group of people who are responsible for leading a 10 min game on that region or aspect. It should be a simple game but also contain some amount of relevant content, like amazing facts about the region or things that make it unique from the rest of the country.

Give the participants time to research the region/aspect they have been allocated and to find reliable sources of information. Debrief by asking the participants to say what they have discovered from the activity; what they learned from each other's games; how the games helped them to remember the information about the regions/aspects; the overall picture they have of the country now; the differences and similarities they noticed between the information about the regions/aspects; what more they would like to know about the country or its regions

Categories · Arts and Crafts
· Other

united nations day (24th october)

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment other:whatever you need for the activities you have chosen to do.

Aim Discovering cultures, becoming friends.

Instructions Examples of what you can do:

- * Invite people of different ages from different cultures or organisations. You may organise a party together with the different people.

- * You may light a candle for peace and friendship for each one of the members of the United Nations.

- * A one-evening workshop on the United Nations.

- * Arts and crafts from different countries.

- * What about making an exhibition with arts and crafts, dolls with national costumes, etc.

Categories · Drama

washing an elephant

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions A few volunteers go out of the room. The first one has to mime washing an elephant while volunteer number 2 watches. Number 2 has to guess what it is without saying it, and then volunteer number 3 comes in and it is mimed again (and so on with other volunteers). After all the mimes all the person are asked what they thought the mime was supposed to be.

ALTERNATIVE

A number of volunteers go out of the room.

The rest of the group will the audience and are told what is about to happen.

One of the volunteers comes back in and is told to mime washing an elephant while a second volunteer watches.

The second volunteer comes in and has to guess what the mime is without telling anyone.

Then the third volunteer comes in and the mime takes place again, but this time with the second volunteer joining in.

The process is repeated until all the volunteers have joined the mime.

After all that, everyone is asked what they thought the mime was supposed to be.

Debrief by asking participants what happened; how they decided what to mime; what they enjoyed and did not enjoy about the activity

Categories · Simulation

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other (balls of wool; 2 pair of scissors; soft background music).

Aim To show how different animals and plants are dependent on one another, and how if one is destroyed, all organisms are effected.

Summary There should be almost as many balls of wool as participants.

Instructions Ask everyone to stand in a group, about arms length away from one another. Explain that the wool is to be used to make lines of connection between the various elements of a rainforest (birds, trees, moss, insects, monkeys, lizards, etc...).

Instruct them to tie the loose end of a ball of wool around their waist, then throw the wool to someone else in the circle who passes the wool around their waist and throws it to someone else. Do this until the wool runs out!

Ask people to look at the web and consider how all the elements in a rainforest support each other. Comment on how this could represent the entire planet. You could assign meanings to the colours of the stings (red for insects, green for plants etc...).

As a possibility, have everyone choose a role for themselves, animal, bird, insect, reptile (all specific), human, water, sun, earth, air, etc... and decide on a sound and/or action to represent it - do some role playing.

Now get the scissors and explain that they represent the threats to life in the rainforest and on the planet. Explain what each cut means when it is made. When all the strings are cut around a person, they lack support and sink to the ground like a felled tree.

CUT 1: Trees are felled for making paper and furniture, destroying habitats for animals, plants and forest peoples.

CUT 2: The land is cleared for cattle ranching to feed the western cattle market and the exposed soil is washed or blown away.

CUT 3: The lack of vegetation causes a drop in rainfall, and what was forest become desert.

CUT 4: Towns and industries spring up causing pollution.

CUT 5: The loss of forests as well as the burning of fossil fuels, cause global climate changes over many years.

CUT 6: Oppressed and poverty stricken people fight for rights, wars are fueled.

Categories · Drama

what do i do for a living?

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Instructions A simple scene is set, eg: a bus stop. Participants are divided into teams of about five, and each player chooses an occupation, writes it on a piece of paper and hands it to the group leader. When players enter the playing area they are focussing on their occupation. Players do not know each other and avoid dialogue.

A person is on the sidelines and alters the situation by saying things such as, 'Feel the occupation in your whole body, hands, feet, neck!'. Later on when the occupations begin to emerge 'Keep repeating your profession', 'The bus is comming', 'The bus is delayed' etc... .

VARIATION:

Mix up the occupations and pass them out at random to player just before entering the playing area.

EVALUATION:

What where the occupations?, did the players show or tell?

Does the body structure/language alter in some professions (doctor/labourer)?

Is it an attitude that creates change or is it a work environment?

A simple scene is set, eg: a bus stop. Participants are divided into teams of about five, and each player chooses an occupation, writes it on a piece of paper and hands it to the group leader.

The "stage" is marked out and the scene is set as a bus stop where each person is waiting to catch a bus or be picked up by someone who is giving them a lift to work. They must imagine they do not know each other and must not speak to each other. The teams take turns acting out their bus stop scenes and being the audience.

The players from one team enter the "stage"area, thinking about and concentrating on their occupation. Allow the audience to guess the different occupations as the bus stop scene takes place, but ask the players not to respond until after it is over. The leader stands on the sidelines and develops the scene, guiding the participants as follows:- "Feel what it would be like to be in your occupation. Now show the effects of your occupation in the way you hold, move or make gestures with your

head...

shoulders...

arms...

hands...

back...

feet...

legs...

neck...

and finally in your whole body.

Keep on holding/moving your body as realistically as possible.

Are you carrying anything?

Will you want to look at or to check anything?

The bus/your lift is late...

The weather is changing.

You have remembered something you need to do for someone in your family.

You have something to look forward to tonight...

The bus/your lift is coming"

When the scene is finished, ask the audience to call out the occupations they thought they saw and tell the players to step forward if theirs is called out. Then ask the players what

occupations they thought they saw. If the audience and players do not guess some of the occupations, ask the players concerned to step forward and say what they were.

The next team acts out their bus stop scene and so on until all the teams have presented their role plays.

DEBRIEF

What were the occupations?

How did the players show or tell what their occupations were?

On what basis did we identify/guess what they were?

Did we have different or similar perceptions of any of the occupations that people were representing?

Does the body posture, shape and language alter in some professions (doctor/labourer)?

What did the activity tell us about working lives today?

What did the activity tell us about the demands or pressures on different workers?

What did the activity tell us about the way workers feel about and are affected by their occupations?

How does the work environment affect our attitude to work?

How does the work environment affect our bodies, body posture and body language?

How does our attitude to work affect our body posture and language?

How does the type of work we do affect our bodies?

What issues have been raised by the activity?

How did people feel while they were acting out their roles?

What did they base them on?

How does everyone feel now?

VARIATION:

Write your own set of occupations on separate pieces of paper or card, mix them up and pass them out at random to players just before they enter the playing area.

Categories · Quiz games

243
whistle game

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment other: (whistle)

Aim Have fun!

Instructions Three to five volunteers are taken out of the room, while the rest of the participants sit in a circle, facing in, shoulders touching. The leader stands in the middle of the circle and has a whistle hanging down his/her back on a string, so it is barely visible.

The participants in the circle are told to keep their hands behind their backs and pretend to be passing a whistle. In reality the only whistle is the one on the leader's back, and when she/he comes near a person in the circle, that person will blow the whistle without the volunteer seeing.

Once everyone in the circle is sure what they have to do a volunteer comes into the circle and the game is explained to them by saying, There is a whistle being passed around the circle

and you have to figure out who has it (of course no one has it so the person will never find who has the whistle).

ALTERNATIVE

Three to five volunteers are taken out of the room, while the rest of the participants sit in a circle, facing inwards with their shoulders touching. The leader stands in the middle of the circle and has a whistle hanging down his/her back on a string, so it is barely visible. The participants in the circle are told to keep their hands behind their backs and pretend to be passing a whistle. In reality the only whistle is the one on the leaders back, and when the leader comes near a person in the circle, that person must blow the whistle without the volunteer seeing. Once everyone in the circle is sure what they have to do, a volunteer comes into the circle and the game is explained to them as follows:- " There is a whistle being passed around the circle and you have to figure out who has it" The volunteer will not find the whistle unless they guess the trick that has been played and it is up to the group to try to conceal what is happening as well as they can, so that everyone - or as many a people as possible - can blow the whistle before the volunteer guesses. If the volunteer does not guess, the secret is kept until all the volunteers have had their turn.

Repeat with the other volunteers.

Debrief by asking the participants how they managed to conceal the trick; what gave the secret away; what they enjoyed and id not enjoy about the activity

Categories · Active/running **who's afraid of the big bad man?**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions One participant is 'the big bad man' and stands in an area between two teams made up of the rest of the participants. When the person in the middle says 'Who's afraid of the big bad man?', both teams answer 'Nobody!'. At this point the members of both teams run to the opposite side, and the 'big, bad man' tries to catch them. Whoever is caught, stays in the middle and helps to catch the rest of the participants.

Debrief by asking participants what they enjoyed and did not enjoy about the activity and did it remind them of any childhood games they have played.

Categories · Communication
· Warm-up

who's the leader

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment none

Aim TO WARM UP PARTICIPANTS UP, TO MAKE THEM COMMUNICATE

Instructions The participants sit in a circle. A volunteer leaves the room. The group chooses a leader who is supposed to make simple movements that everybody can follow (ex:clapping hands, snapping fingers,etc.)

The leader starts the movement right before the volunteer enters the room. The volunteer shall then try and find out who is the leader is. The leader has to change his movement with short intervals and the group follows. The volunteer gets three guesses. Everybody remains silent while playing. Play again with another volunteer and leader.

The participants sit in a circle. A volunteer leaves the room. The group chooses a leader who decides on a simple movement that everybody can follow (e.g. clapping hands, snapping fingers, etc.) The leader starts the movement just before the volunteer re-enters the room. The volunteer has three guesses at who is the leader. While the volunteer tries to guess the leader's identity, the leader keeps changing the movement and the group follows each time. Everybody remains silent while playing. Repeat the process with a new volunteer and leader.

When you stop playing the game, ask participants what they enjoyed and did not enjoy about the activity, how it felt to be the leader and the volunteer.

Categories · Active/running

Peace education area · General Peace Education

Time frame 0-1 Hour;

Instructions Form a circle with chairs, with the girls sitting on the chairs and the boys standing behind them outside the circle. One of the chairs is empty and the boy who is standing behind that chair winks at a girl. Once the girl sees him wink at her, she gets up and runs for his chair. However when she is trying to get up and change chairs the boy behind her tries to catch her on the shoulders (all the boys must start with their hands behind their back). If the girl gets caught she stays where she was, other wise she goes to the new chair.

* Change roles with the boys sitting and the girls standing.

Debrief by asking what people enjoyed an did not enjoy about the activity.

Categories · Communication
· Simulation

Peace education area · General Peace Education

Time frame 0-1 Hour;

Equipment pens; paper; other (ruler, scissors, paper clips)

Aim To learn that cooperation is essential for survival.

Summary We would make better progress for ourselves and for others on the planet if we cooperated rather than competed.

246 **winking**

247 **world game**

- Instructions**
1. Divide the participants into four groups of equal size.
 2. Give each group one of the four packets as outlined below, plus one copy of the rules and one copy of the tasks.
 3. Set a time limit of 20 minutes for tasks to be completed.
 4. Observe interaction between and among the groups but give no further direction or advice.
 5. Stop the task activity at the scheduled time even though all or most of the groups will probably not have finished.
 6. Open for discussion and ask participants what factors prevented and enhanced task completion.
 7. Direct them to draw comparisons between their acts of competition and cooperation and those of developed and developing nations on the planet. Ask them to think of positive changes that might alter existing inequalities.

TASKS:

1. Cut one square 10cm x 10cm on white paper.
2. Cut two rectangles 14cm x 8cm - one blue, one yellow.
3. Cut one triangle 12cm x 12cm on green paper.
4. Cut four squares 12cm x 12cm on red paper and attach with clip.

RULES:

1. Paper must be cut not torn.
2. All measurements must be accurate.
3. Tasks must be completed in the time allotted.
4. Trading between the four groups is allowed.
5. No materials other than those in the packet may be used.
6. The first group to complete all the tasks is the winner.

PACKET 1:

- 1 sheet of white paper.
- 1 sheet of blue paper.
- 1 sheet of yellow paper.
- 1 sheet of green paper.
- 2 sheets of red paper.
- 1 ruler.
- 1 pencil
- 1 pair of scissors.

PACKET 2:

- 1 sheet of white paper.
- 1 sheet of blue paper.
- 1 sheet of yellow paper.
- 1 sheet of green paper.
- 1 ruler.
- 1 pencil.
- 3 paper clips.

PACKET 3:

- 1 sheet of white paper.
- 1 sheet of blue paper.
- 3 sheets of green paper.
- 6 sheets of red paper.
- 1 ruler.
- 3 paper clips.

PACKET 4:

- 4 sheets of white paper.
- 4 sheets of blue paper.
- 4 sheets of yellow paper.
- 1 pencil.
- 6 paper clips.

LEARNING OBJECTIVES:

The participants should be able to:

- recognise that competition prevents early completion of the tasks.
- make the parallel between the simulation and rich and poor nations on the planet.
- extend the exercise by looking at new means and possibilities for global cooperation.

ALTERNATIVE

Amend debrief as follows:

6. Open a group discussion and ask participants what happened; what factors prevented and enhanced task completion; how the scene was set; how the task was explained and set up; the role that the leader played; what they noticed as the activity progressed; how they felt at different stages of the activity; if their behaviour changed during the activity; what were the underlying problems and who was really responsible for them; how could the situation have been changed so that things happened differently.

7. Ask them if the activity reminded them of any other experiences; when and how groups of people are most likely to be led into similar situations; does this kind of situation exist on a larger scale anywhere in the real world; what are the causes and who is responsible; how could those situations be changed and what prevents that from happening.

Categories · Arts and Crafts

248
world news

Peace education area · General Peace Education

Time frame 1-2 Hours;

Equipment newspapers, magazines, scissors, glue, marker pens, large sheets of paper

Summary Before the activity, the group should collect all kinds of newspapers and magazines from different countries of a certain date and bring them to the activity.

Instructions Split into three smaller groups and allocate assignments to each group:

First group: Cut out all the main headlines and put them on a big sheet of paper.

Second group: Cut out articles in different languages, that are dealing with the same subject and put them on a big sheet of paper.

Third group: Cut out nice pictures and put them on a big sheet of paper.

If you really have large numbers of people, you may need six or nine smaller groups)

After they have completed their assignment, all groups discuss how things are seen by different cultures in different countries.

ALTERNATIVE

Before the activity, the group and the leader should collect all kinds of newspapers and magazines from different countries which were printed on the same day/in the same week to bring with them.

Divide the participants into three small groups and allocate assignments to each group.

First group: Cut out all the main headlines from all the publications and put them on a big sheet of paper.

Second group: Cut out articles in different languages dealing with the same subject and put them on a big sheet of paper.

Third group: Cut out the most important/interesting and/or appealing pictures from all the different publications and put them on a big sheet of paper.

If you have large numbers of people, you may need six or nine small groups. In that case, add the following assignments:-

Fourth group: Find the articles that are about children from all the publications and put them on a big piece of paper.

Fifth group: Find all the advertisements for charities or voluntary organisations from all the publications and stick them on a big piece of paper.

Sixth group: Find all the articles about crime that appear in the publications and stick them on a big piece of paper.

Seventh group: Find all the articles that are written about a famous person that appear in the publications and stick them on a big a piece of paper.

Eighth group: Find all the articles on the environment that appear in the publications and stick them on one big piece of paper.

Ninth group: Find the shortest articles that appear in the publications and stick them on a big piece of paper.

After they have completed their assignment, let all groups view, translate where necessary and discuss the items on one another's sheets of paper. Ask them to form 3 (or more) different groups with the same number of people in them as those that carried out the assignments, but with a person from each of the original small groups in all of them. Now ask them to discuss what they discovered from comparing the different pieces of paper; what differences and similarities there were between the choice of subject for the pictures, stories or advertisements printed in the publications from different countries; whether stories, pictures or advertisements in publications from different countries reported the same issue or event in a different way; if they noticed any differences in overall style between the publications; the kinds of people and events to which the different publications gave the most and least space.

Ask the small groups to report back to the whole group. Ask the whole group to say what they have discovered from that activity and what it was like taking part; did they find at any time that their group needed to use the same article/picture as another group; what overall impression did the publications give about what was "World News"; what did the differences and similarities between the publications tell them about the country where each of them was written; what did the differences and similarities tell them about the press; what headline would they use for a front page article about the "World News" as it appeared in the publications they have searched.

Categories · Arts and Crafts

249
worlds of difference

Peace education area · General Peace Education

Time frame 1-2 Hours; 2-4 Hours;

Equipment paper; pens; datas

Instructions A look at how different cultures describe the creation of the world shows us how people regard wildlife. Make a creation story poster with pictures and text which represents each of the different views. Some suggested subjects are:

- The Australian Aborigine World, The Humanist World,
- The Chinese World, The Jewish World,
- The Christian World, The Muslim World,
- The Hindu World, The Yanomamo Sanema World (South America),

Debrief by asking participants to display their pictures/illustrations/posters, look at the display and take time to discuss the different pieces of work with one another. Then ask participants what they discovered from their own and other people's work; what are the common and differing features; the most important things that have emerged from the activity; the thoughts and feelings that are uppermost in their minds now that the activity is over.

Categories · Communication

250
wuzferdinner

Peace education area · General Peace Education

Time frame 0-1 Hour; 1-2 Hours;

Equipment paper; pens

Aim To develop an understanding of how what we eat and the choices we make affect the environment.

Summary In a village at the 'Childrens' Parliament' this activity could be incorporated by making the question 'What would you like to eat for an environmentally friendly dinner?' part of the agenda. Prewarning in delegation time would probably be advisable, so th

Instructions This game is based on taking lot and lots of suggestions and negotiating for a meal, that won't disrupt the kitchen staff and village budget too much.

Propose these considerations to your delegates in delegation time (after giving them the above question to ponder).

- food that is not (or only minimally) prepackaged. eg: fruits and vegetables that come in their own skins, not in cans or wrapped in plastic.

- food that has been grown/produced close to the area the village is located in - nothing that found it's way to the grocery store by a 5000 mile truck route.

- foods that are grown without pesticides.

- foods that contain no preservatives.

'Environmental embargos' are okay by avoid getting political in any way. Keep the focus on clean, simple, unpackaged foods to avoid conflict.

When a menu, complete with alternatives has been established and accepted (remember not to impose) have the delegates write out a gigantic 'What/Why Menu Board' to be displayed during the mealtime.

Categories · Warm-up

251 **yes**

Peace education area · General Peace Education

Time frame 0-1 Hour;

Aim To become reenergised.

Instructions The group stands in a circle. Everybody starts say 'YES' and then louder and louder. Arms can be used to emphasis the word. The language can be changed (eg: OUI, JA, DA, SI).

Debrief as follows:- What did that sound like? Could you hear the different languages that people used to say YES? Lets find out what everybody said and how. How does it feel saying yes out loud? What did you think about when you were saying YES? What were the different ways that people said YES? What did you enjoy and not enjoy about the activity.

1. Educational Content

252 labels

Areas(s) of Peace Education:

x	Human Rights	x	Diversity
	Conflict and Resolution		Sustainable Development

Theme:

Equality and community

Educational Goals and Indicators:

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

Evidence:

Points made in discussions

2. Explanation

Do:

Preparation

Decide on a task that the kids have to solve. E.g. make a poster that illustrates the children's convention, plan a party or move some furniture.

Instruction

Explain to the kids that they should solve the task and yet treat everyone as their label states without telling them what the label says. The word on the label has to be kept secret.

Place a label on each kid's forehead or back. They are not allowed themselves to know what it says on their label. Behaviour-based ideas such as "talkative, shy, active, friendly, or leader" work the best because they don't imply positive or negative connotations.

The kids should use their energy on solving the task as well as treating each other as the label states.

Each group gets 20 min to solve their task.

3. Debriefing

Reflect:

The kids stay in their groups for the debriefing.

Make sure you have plenty of time for the debriefing so ALL kids gets a chance to share.

Each kid has to try to guess what his or her label says (bear in mind that this is not the main goal of the activity).

Move on to the following questions:

- How did you feel during the activity?
- Was it hard to treat people as the label stated
- Did anyone start acting like his or her label said? E.g. did the kid whose label said lazy start acting lazy?

Generalize:

- What labels do we put on other people and ourselves in real life?
- How do you think this affects them?
- How do you think it affects our way of thinking of them? (give an example)
- In real life how do labels get used?
- Are they justified and fair?

Apply:

Think about ways that you could be labeled. Are these labels true, fair, kind? Do they describe you completely or just in part?

How can you work towards reducing the use of labels at you school or in your community? How can we be open-minded when we don't initially understand someone?

4. Materials and Background Preparation

Origin of Activity:

Mette Wybrandt from the material: "Medborger Læringsforløb – Aktivitetskatalog". www.amondo.dk
Inspired by: "Labels" European Youth Centre (1995), "All different – All Equal".

Materials:

Labels with different characteristic that the children can relate to, e.g. irresponsible, funny, stupid, smart, clumsy. There should be a label for each kid.

Time & Group Size:

About 45 minutes.

Groups of 12.

Tips for facilitators:

Be thoughtful and aware while assigning labels. Include all leaders/staff in the process. The goal of the activity is to heighten awareness and sensitivity about labels, not to create or reinforce labels.

Be aware that this activity can create some strong emotional reactions.

Activity Name:

Labels

· Diversity

1. Educational Content

253
rights in play

Areas(s) of Peace Education: Please check the box which identifies the

x	Human Rights	Diversity
	Conflict and Resolution	Sustainable Development

Theme:

Rights and responsibilities

Educational Goals and Indicators:

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

Evidence:

How well the plays are made
Points made in discussions

2. Explanation

Do:

Introduction

Explain the kids that rights isn't just fancy words on a piece of paper. It is something that they meet in all kinds of everyday situations. It can however be hard to know how one should react in each situation so we are going to test it out now.

Divide the groups and hand two scenarios to each group (see appendix), and have them make into a little play and show it to the rest of the group and eventually to the open day.

They will get 20-30 min to practice.

3. Debriefing

Reflect:

After each group present discuss the following questions:

- Was it a right that was violated?
- Which right was violated?
- How did it feel to play someone who had his/hers right violated?

Generalize:

- Could this have happened in real life?
- What could have been done to change the situation?
- What happen when there is a conflict between rights and responsibilities (this is a complicated question so feel the group before asking this question)

Apply:

What are your rights and responsibilities as a child? As a student? As a brother, sister, son or daughter?

How can you stand up for your own and other's rights as a citizen?

4. Materials and Background Preparation

Origin of Activity:

Mette Wybrandt from the material: "Medborger Læringsforløb – Aktivitetskatalog". www.amondo.dk
 Inspired by: "Acting rights" World Association of Girl Guides and Girl Scouts (2002), "Our Rights, Our responsibilities".

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

Copies of the scenarios in the appendix

The groups can use whatever costumes and props they find

Time & Group Size: Suggest

About 45 mins

Groups of 5

Activity Name:

Rights in play

<p>You are walking down the street on a regular Saturday. Suddenly you see two girls of your own age bullying another girl for wearing different clothes and not speaking the local language fluently.</p>	<p>Your parents have decided to get separated and you can hear that they are discussing where you should live. But what about your opinion?</p>
<p>You have graduated middle school and want to go to high school with all your friends but high school is in a different building with lots of stairs and you are in a wheelchair.</p>	<p>You want to watch a movie but your dad says it's not appropriate for someone your age.</p>
<p>You have been told that you will get in trouble if you hang out with a certain group of friends. You don't find this fair because your parents don't know them at all.</p>	<p>You want to stay up late but your mum won't let you because you have school the next day.</p>
<p>Your parents are very strict about not talking back to your grandparents but sometimes you feel like your grandparents have a wrong opinion about stuff.</p>	<p>You want to spend a lot of time on your homework but your mum says you should rather be helping her.</p>
<p>Your mum will not let you bike around the city. You tell her it's unfair but she says it's because the road are too dangerous.</p>	<p>You are coming home from school one day and you find your mum reading your diary.</p>
<p>You see someone in school being accused of something he hasn't done but you don't feel like getting involved.</p>	<p>Your brother always gets food first and you find that unfair.</p>

Introduction

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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?

- Global trade
- Resource management
- Resolving conflicts

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

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.

- Photos of the cookie making process
- Answers to reflect, generalize, apply questions
- Cookies themselves
- Observation of groups working together and inter-group interaction
- Traffic light evaluations done by the groups

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

© what the role of leaders is during the activity e.g. how will they collect evidence

Introduction (10 minutes):

Short game to get the participants into groups of 8.

Activity (1 hour- 1 hour 15 minutes):

In this activity, participants will have limited resources with which they are going to try to bake some cookies. The participants are to work in groups of 8 and each group has the aim to bake 8 cookies successfully. What they do not know is that each group will be allocated a different set of resources in order to try to do this. Whilst some groups will have too much of certain ingredients, others will not have enough, or will not have any at all of these ingredients.

Each team is based in a different area so that the variation in ingredient provision is not immediately obvious to the participants.

The idea is that between all the groups, there are enough resources for each group to bake a batch of cookies, but this will only be able to work if participants take the initiative and engage in negotiations with the other groups to exchange ingredients. There will be limited copies of the recipe and only just enough time for each group to use the oven also.

Leaders should take a back seat and allow interactions and negotiations between groups to happen organically. If it looks like participants are stuck as to what to do then leaders can hint at trying to get the ingredients that they lack from other groups. If leaders feel that the cookies being baked by their team are going to turn out terribly then there is no need to intervene; mistakes being made only enhances what participants take from this activity. There are some ingredients such as the chocolate which groups may be tempted to eat if they have spare, again, leaders should allow this to happen.

Conclusion (20 minutes):

Ask the participants to discuss in their groups as to how they think the activity went. They can of course eat what they made at the same time if it is suitable for human consumption! What could they have done better? Did they manage to negotiate with the other teams? What conflicts came up?

The leaders can add their own observations of the group into the discussion as they will have observed what went on in the activity.

As a group they are to write down on a big bit of paper these observations under three traffic light headings. Split the paper into three headings of red, orange and green. Under green they are to write down what they think they did well as a team, under orange they are to write down things that they thought they did ok, and under red things that they feel they could do better.

3. Debriefing

Reflect:

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

- How did your cookies turn out?
- How did you find the experience of not having enough of the ingredients that you wanted?
- Do you think the resources were allocated fairly?
- Did you take any steps to obtain the ingredients that you needed?
- What conflicts arose in this activity?
- How would you rate your handling of the conflicts in this activity?
- What did your team do well?
- What could you have done better?

Generalize:

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

- In what way could this activity be relevant to the allocation and trade of materials worldwide?
- Are scarce resources allocated in a fair way worldwide?
- What conflicts exist in the global trade market?

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 when dealing with conflicts in the future?
- How would you now act in a situation where there is conflict over resources?
- What is the best way of handling these conflicts?

4. Materials and Background Preparation

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

CISV International Office
Cookie recipe from BBC Good Food

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

- Uneven quantities of a variety of cookie ingredients to distribute between the groups [see attached recipe and ingredient distribution information]
- Baking trays
- Sieve, bowls, wooden spoon
- Access to an oven
- Cookie recipe [attached]
- Measuring scales
- Big bits of paper and pens for the conclusion of the activity

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

Time: 1 hour 30 minutes to 1 hour 45 minutes.

Group size: 6 groups of 8 participants each, with one leader minimum per group at all times.

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?

- There should be minimum one leader per group as groups will require constant supervision whilst cooking, using ovens etc
- Check that none of the participants are allergic to any of the ingredients used
- Do not let on that groups have different sets of resources
- Do not encourage negotiation between groups immediately, allow time to see what the participants are naturally inclined to do in the situation
- Do not intervene if you see participants wasting ingredients that could be used by other groups

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

Cookies and Conflicts

Cookie Ingredients allocationIngredients

In total, the following quantities of ingredients are needed:

- 24 oz butter (6oz required per batch)
- 12 oz caster sugar (2oz required per batch)
- 30 oz plain flour (5oz required per batch)
- Enough chocolate chips or chocolate sweets for everyone to put into their cookies
- 4 recipe cards with instructions and ingredients

Allocation of ingredientsGroup 1

This group will have plenty, if not too much, of every ingredient.

- 10oz butter
- 4oz sugar
- 10oz flour
- Half of all the chocolate available
- A recipe card
- Sieve
- Wooden spoon
- Baking tray

Group 2

- 7oz butter
- 2oz sugar
- 6oz flour
- A quarter of all the chocolate available
- A recipe card
- Wooden spoon
- Scales

Group 3

- No butter
- 4oz sugar
- 4oz flour
- A quarter of all the chocolate available
- Sieve
- Baking tray

Group 4

- 3oz butter
- No sugar
- 5oz flour
- No chocolate
- A recipe card
- Wooden spoon

Group 5

- 1oz butter
- 2oz sugar
- No flour
- No chocolate
- A recipe card
- Baking tray
- Wooden spoon

Group 6

- 3oz butter
- No sugar
- 5oz flour
- No chocolate
- Sieve
- Wooden spoon
- Scales

These are suggestions as to how to allocate the ingredients and implements. As long as between the groups there is enough ingredients for each group to make a batch of cookies then the allocations can be varied.

Cookie recipe (makes 10)

- (4oz) butter, softened
 - (2oz) Caster sugar
 - (5oz) Plain flour
 - White or Milk chocolate chips or other chocolate sweets to put in the cookies
1. Preheat the oven at 170oC (375oF) or gas mark 3.
 2. Cream the butter in a large bowl or in a food mixer until it is soft. Add the sugar and beat until the mixture is light and fluffy.
 3. Sift the flour into the mixture and add optional ingredients. Bring the mixture together in a figure of eight until it forms a dough.
 4. Using your hands, make walnut sized balls and place them slightly apart from each other on a tray (You don't need to grease or line a tray). Flatten the balls with the back of a fork and bake them in the oven for around 15 mins until they are golden brown and slightly firm on top.
 5. Place the cookies onto a cooling rack and leave them there for around 15 mins. Once cool serve.

making drama out of conflict

Introduction

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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?

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

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.

Brainstorms, recordings of drama, photos, answers to discussion questions by participants.

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

© what the role of leaders is during the activity e.g. how will they collect evidence

1. **Introduction** (15 minutes): Play a selection of film clips or show a selection of images that all depict relateable conflicts from popular media sources, in which there are several different types of conflict shown.
2. **Collecting ideas** (5-10 minutes): Participants are to write down anonymously a conflict experience that they have had. The leaders then group these according to the type of conflict written about. If participants don't want their experiences used in the next part of the activity then they could indicate so on their piece of paper. These groupings could be conflicts such as inner conflict, bullying, gossip, exclusion, personal conflict, confrontation, violence etc. While some of the leaders are doing this, the others can be organising the participants into groups of 6, potentially through a game or other type of short activity.
3. **Rehearsal** (15 minutes): In groups of 6, the participants (with props if available) are to act out a conflict situation. To ensure representation of the different types of conflict situation, the leaders are to assign specific types of conflict to each group. The idea is that the leaders pick 4 types of conflict and 2 groups will be assigned to portray each type of conflict. Each drama only need be a few minutes long.
4. **Presentation of dramas** (80 minutes): After practise and discussion time, the groups present their dramas to the rest of the participants. The 2 groups that are portraying the same type of conflict will present, and then there will be a discussion amongst the entire group on possible solutions to the situation, which will be brainstormed on the board. Leaders are to offer direction on which solutions are better than others. Then the next 2 groups portraying a different type of conflict will present and the process will repeat itself until all groups have presented and there are lots of solutions discussed.
5. **Conclusion** (15 minutes): Ask the participants if now, based on the session and the knowledge that they have gained, they would react differently in a conflict situation. Show clips or images, again from popular media sources, of positive conflict resolution, if possible continuing from the same films or TV shows than before.

3. Debriefing

Reflect:

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

- How do you feel in conflict situations?
- What different types of conflict are there?
- What solutions are there?

Generalize:

Making Drama Out Of Conflict

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

- | |
|--|
| <ul style="list-style-type: none"> • How would you react to any of the conflict situations depicted today in real life? • What sort of conflicts exist in your life/your family/your community? • Are they similar or different to the conflicts spoken about today? • What solutions do you see to these conflicts? |
|--|

Apply:

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

- | |
|--|
| <ul style="list-style-type: none"> • How would you react differently now knowing the solutions that we discussed today? • What advice would you give to others about solving conflicts based on what you learnt today? • Who would you talk to about what has been discussed today? • How would you present this advice to others? |
|--|

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.

- | |
|--|
| <ul style="list-style-type: none"> • Pens and paper • Board or flipchart to write on • Images or film clips of conflict situations and, if possible, resolutions to those situations, drawn from popular media • Dress up box/props • Screen to play clips on • Laptop to play clips through |
|--|

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

<p>Time: between 1 hour 45 minutes to 2 hours 15 minutes Group size: for working on the dramas the participants should work in smaller groups of 6, resulting in 8 groups</p>
--

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?

- | |
|--|
| <ul style="list-style-type: none"> • Ensure the participation of everyone in the group discussions • Ensure everyone has a part in the dramas • Bear health and safety in mind when conflict scenes are acted out |
|--|

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

Making drama out of conflict

Introduction

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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?

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

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.

Pictures and notes can be taken during the activity. The results of the discussion can be written on a big piece of paper.

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. Have all the participants form a circle.
2. Give them a ball and ask them to pass it to each other while completing the sentence “ it makes me happy when....”
3. After everyone gets to complete the sentence at least once, change the sentence to “ it makes me upset when...”
4. After everyone completes the sentence at least once, put the ball aside and while still in a circle in turns ask the participants to remember what others have identified as situations or things that make them happy and upset
5. Ask participants to explain why they feel upset about certain situations and to say what makes them overcome the difficult or upsetting situation.
6. Leaders can take the input given by participants and try to help participants generalize situations which can make people upset, lead to conflict or hostile situations and solutions for their resolution.

3. Debriefing

Reflect:

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

What makes me happy? What makes me upset? What situations do I find difficult, or make me feel angry, uncomfortable or sad? ? How do I react when I'm upset?

Generalize:

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

What triggers my unhappiness in that situation? Is there a general cause to it? Are others upset about the same things as I am? What makes others upset? Have I been in that kind of situation or had that kind of problem?

Apply:

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

What reactions can get me out of an upsetting situation? What can I do to avoid conflicts and difficulties? Have I ever done something other can find upsetting, and can I change that?

4. Materials and Background Preparation

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

Simona

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

A ball.
Pen and paper to record the main points of the discussion.

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

1 hour and 30 minutes.
Any size is appropriate.

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?

The sentences in the ball game can be completed in a light hearted manner. Make sure there is a good balance of both relevant (“It makes me unhappy when I fight with my friends”) and fun answers (“ It makes me upset when I have to go to school”).
Leaders can also get in the circle and give their own examples in order to guide the participants.

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

“Pass Your Feelings”

Introduction

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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?

- Bullying
- Conflicts in home life/school

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

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.

- Brainstorms created by the participants
- Leaflets completed by the participants
- Photographic evidence of the leaflet making process
- Discussion responses
- Post-it comments/ideas/observations added to leaflets by fellow participants

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

Brainstorm (20 minutes)

Participants are to work in groups of six and brainstorm the reasons behind bullying in schools. Why do they think that bullies act in such a way? What reasons could there be that make them bully? Each group is to make a big brainstorm in two sections. One section will be for their ideas on why bullies bully, and the other section is it be for reasons why victims don't report bullying [see attached template for brainstorm model].

Leaflet making activity (30 minutes+)

Participants are to create leaflets which they would use to bring awareness to the problem of bullying. In the leaflets they are to put their own definition of bullying as well as some possible solutions or steps of action that could be taken.

The participants will have a choice as to who they make their leaflets for. Some participants will be making leaflets for victims of bullying, others for parents, others for teachers, and others for witnesses of bullying. In this way there will be lots of different leaflets created, all with a different focus. Participants are to choose one of these groups of people as the focus for their leaflet and put in advice for that they think is relevant to that group of people. [See activity outline, attached, which could be printed off and handed out to participants.] They could refer to their brainstorm from earlier or to other brainstorms for inspiration and ideas. They can be as creative as they want to be in thinking of peaceful solutions to the issue of bullying.

There could be a prize for the best leaflets. The finished leaflets could be displayed throughout the time at camp and be added to if necessary.

Reflection (20 minutes+)

Leaflets are handed in and swapped around. They are handed back out again so that each participant has a leaflet, but the leaflet was made by another participant. Participants are given a few post-it notes each and are to look through the leaflet. If they see something that they think is good, then they are to note this down onto a post-it and stick it into the leaflet. They could offer additional information or constructive ideas onto post-its and stick them in also.

After reading each leaflet, they are to put a post-it with "*From reading this leaflet, I found out that...*" and their own observation completing the sentence.

This can be repeated so that participants give feedback on several leaflets. It would be useful that participants who wrote leaflets for one group of people ie teachers looked at leaflets from another group ie witnesses of bullying.

They could carry on looking at the leaflets and adding post-its to them during the time at camp if post-its were left near the display of leaflets.

3. Debriefing

Reflect:

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

- What would you define as bullying?
- Have you ever seen bullying take place?
- Have you ever been bullied?
- Why don't victims always speak out?
- Why do bullies bully?
- What did you put in your leaflet?
- What did you find out from reading the leaflets of your fellow campers?
- What could you do to improve your leaflet?

Generalize:

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

- Why does bullying occur?
- What enables bullies to continue acting the way they act?
- How can we prevent bullying?
- What advice would you give to victims of bullying/witnesses of bullying/teachers/parents?

Apply:

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

- What could you do in a situation where there is bullying taking place?
- What conflict resolution skills could you use?
- What could you do to bring awareness to the existence of bullying in your school, community, etc?
- Who could you talk to about the issues raised today?
- Would you show your leaflet to anyone to raise awareness of bullying?
- After learning what you did today, would you act differently if you came across bullying?

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.

- Large pieces of paper for brainstorm, pens
- Activity outline [attached] to be handed out to participants
- Arts and crafts materials for making leaflets
- Paper or card for making leaflets, enough for one piece each
- Prizes for the best leaflets (optional)
- Post-it notes, enough for a few per person

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

Time: 1 hour 10 minutes +

Group size: for the brainstorm, they are to work in groups of six

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?

- Remind participants that they do not have to share any experiences that they don't feel comfortable talking about
- What is said in the discussions is to remain confidential
- The time for making leaflets is a guide, it may be that some participants want more time than this or want to improve their leaflet later on during the camp
- Make sure that post-it note comments put on to the leaflets are constructive
- After the activity, put the leaflets in a prominent place with post-its so campers can continue to look at the work of their peers and make observations, or have the chance to improve their own leaflet

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

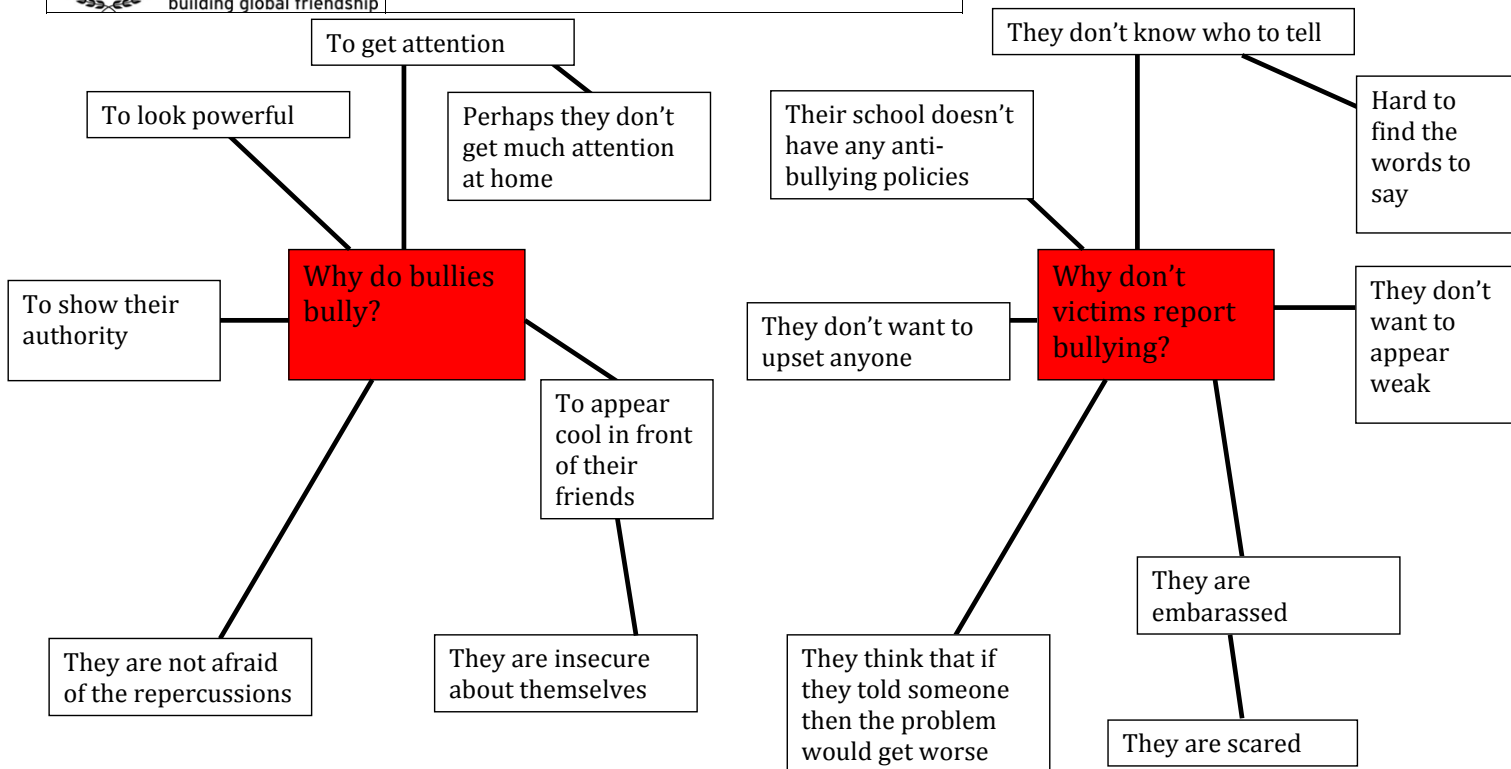
Beating Bullying

5. Attachments

- a. *Brainstorm Template*
- b. *Leaflet Activity Outline*



**Village Activity:
Beating Bullying**



It is your task to make a leaflet which will bring awareness to bullying and provide ideas as to how you could prevent bullying from happening.

There are four groups of people for whom you can choose to make a leaflet. These are:

- Victims of bullying
- Witnesses of bullying
- Parents
- Teachers

You should choose a group from the list and think about what advice you would give to these people. How would they be able to stop bullying? What conflict resolution skills could they use?

In your leaflet there should be answers to the following:

- What is bullying?
- What advice could you give to victims of bullying?
- (If you are doing the leaflet for victims of bullying) Who could you turn to for support?
- What could you do to stop bullying from happening?

Get creative as there will be prizes for the best leaflets!

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?

- Conflicts at home
- Conflicts in the community
- Large-scale conflicts
- Finding solutions to conflicts

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

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.

- Conflict consequences pieces of paper
- Group discussion responses can be noted down by group leaders
- Peaceful resolutions created on an individual basis
- Peaceful resolutions created in the group and written onto poster paper

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 (15 minutes):

Participants are to think about a conflict that has affected them recently. This could be a conflict at home, at school, on camp, in their community, or a conflict on a large scale such as a war or international dispute. They were not necessarily an active party in this conflict (although they could write down a conflict in which they were), as the conflict needs only to have affected them. They are to write down on the top of their piece of paper what the conflict was, without being too specific, and how it made them feel.

For example, if they are writing about an argument at home, writing *"I fell out with my younger brother as he was always copying what I did"* would be enough, rather than getting into specifics.

As in a game of consequences, they are to fold the top bit of the paper over so as to cover it. On the next bit of the piece of paper, participants are to write down what they did in the conflict situation. Following on from the previous example, *"I confronted him about it and we got into a huge fight and were calling each other names"* would be appropriate.

They are to repeat the process, folding what they just wrote over to cover it. Below this they are to write how they felt in the conflict situation, and why they felt like this. *"I felt terrible as we are normally really close"* would be following on from the example.

Like before, fold this over to cover it. On the last bit of the paper they are to write down what happened in the end. Here *"Later that day I apologised for getting angry, we talked through what was bothering me and we made up"* or alternatively *"I didn't speak to my brother about it again and we now aren't speaking as much as we used to"* would be following on from the example.

See attached template showing clearly what should be written on the paper.

Discussion Activity (20-30 minutes):

Leaders are to take in the folded up pieces of paper and redistribute them, so that each participant is given a conflict other than their own to look at. Participants are to work in groups of six. One leader is to work with each group and should chair the discussion, allowing it to cover the ground that participants lead it to (which may invoke different questions than those listed here) and involving all group members. In the group, each participant is to unfold the top part of the paper which says a conflict that has affected a fellow participant recently. Are there conflicts which have been written down that are similar? Are they all completely different?

They are then to unfold the second section of the paper which covers what was done in the conflict situation. Participants are to discuss, for each conflict, if they think that they would have acted the same or differently in that situation. Why would they act the same/differently? They will then unfold the third section of the paper. Can they as a group see similarities in the feelings of the people affected by conflict situations? Why do they think this is?

Before they look at the final parts of the papers which says what happened in the end, participants are to make guesses as to what happened in the end. As a group they are to come up with a prediction for the result of each conflict situation. They should now look at the final bit of the

papers and see if they were right. How many out of the six conflicts were resolved?

Reflection (20-30 minutes):

Each participant is to think on the conflict that their piece of paper describes. They are to come up with some peaceful ways that could be used to resolve this conflict, and are to write as many ideas down onto another piece of paper. If the conflict described is an international dispute then do participants think it can be resolved peacefully?

Back in their groups of six, participants are to pool all the ideas that they have come up with regarding the peaceful resolution of the conflicts. They will be given a piece of poster paper which they should split into three sections (conflicts at home/conflicts in the community/large scale conflicts). See the poster template [attached] for details. They should then place the solutions that they have come up with into the relevant sections of the poster.

When completed the poster will provide some ways of resolving different types of conflicts. Bearing in mind that each group will have made a poster, there should be lots of new ideas out there.

The posters can be displayed around camp so that campers will be able to use them for inspiration if they find themselves in a conflict situation in the future.

3. Debriefing

Reflect:

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

- What is a conflict that has affected you recently?
- What did you do in the conflict situation?
- How did you feel and why?
- What happened in the end?
- Are there similarities in any of the conflicts written down?
- If you were in these conflict situations, what would you have done? Would you have reacted the same or differently? Why?
- What do you think happened with this conflict in the end?
- Was your prediction right?
- How many of the six conflicts in the group were resolved in the end?

Generalize:

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

- What conflicts would you say are the most common?
- Are there similarities in the ways in which the people affected by the conflict felt? Why/why not?
- How could you solve the conflicts described peacefully?
- What solutions did your group come up with for conflicts at home?
- What solutions did your group come up with for conflicts in the community?
- What solutions did your group come up with for large-scale conflicts?

Apply:

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

- What ways of resolving conflicts do you know now that you didn't know before?
- Could you use any of these methods if you find yourself in a conflict situation in the future?
- Which methods would you use and in what conflict situations?

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.

- A4 paper, enough for two pieces each
- Pens, one each
- Poster paper, one piece per group of six
- Marker pens

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

Time: 1 hour to 1 hour 15 minutes

Group size: for the discussions, groups of six with one leader per group

For the second part of the reflection activity they will also be working in these groups of six

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 participants uphold the community values of camp and respect the feelings of others when looking at conflicts that others have been involved in or affected by
- One leader should work with each group in the discussions and can lead the questioning, aiming to involve everyone in the discussion
- Make sure that participants don't get their own paper back for the discussion activity

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

Conflict Consequences

5. Attachments

a. Template

b. Poster Template

What conflict has affected you recently?

This could be a conflict at home, at school, at camp, in your community or a conflict on a large scale that has affected you. As long as the conflict affected you, you do not have to have been actively involved in it, although you could have been.

What did you do in the conflict situation?

How did you feel in the conflict situation?

What happened in the end? Did you resolve or help to resolve the conflict? Is the conflict still happening?

Conflicts at Home

- Take time to think how best to handle the situation; don't try to resolve a conflict in the heat of anger
- Don't assume that keeping your feelings to yourself is better than actively trying to resolve a conflict

Conflicts in the Community

- Arrange an event to bring awareness to the existence of this conflict and to bring people together to help try to resolve it
- Take the initiative and talk to your peers and see if you can work together to resolve the problem

Large-scale Conflicts

- Write to your government
- Attend a protest or other awareness event to bring attention to this conflict

Etc.

259 human rights tree

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.

X	Human Rights		Diversity
	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?

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

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.

The Tree of Human rights and the presentations.

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. Ask participants to form 8 groups. (2 minutes)
2. All groups will be given a chart paper and colorful pens. (2 minutes)
3. Ask all participants to draw a tree : for branches, leaves and flowers they should write the fundamental Human Rights that they believe are necessary in each individual's life.
The roots of the tree should represent the necessary factors in society which help achieve these rights. (20 minutes)
4. All groups should present their tree and explain the rights and the basis (roots) that they chose. (8x 5 minutes)
5. As the end of the presentations a universal tree of human rights should be drawn, containing all the rights found by all groups as branches, leaves and flowers, and all the social structures necessary to achieve them as roots. (15 minutes)
6. The tree should be displayed in public for the remaining of the camp

3. Debriefing

Reflect:

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

What rights do I think are important?
Are some rights more valuable to me than others? Why?

Generalize:

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

What are the rights which protect the values of human life?
What parts of society help protect and promote these rights?
Why are some rights abused?
What is the origin of this abuse?

Apply:

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

How can I promote human rights?

How can I help protect the value of human rights?

4. Materials and Background Preparation

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

Amnesty International Austria and CISV interns

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

Chart paper and colorful pens

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

Approximately 1 hour and 20 minutes. Eight groups of six

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?

While rights will probably be easier to identify, the structures in society that help protect these rights: legal system free of political influence and pressure, free universal access to education, the right to vote etc, might be more difficult for children to express even though they have the right idea. That is why they should receive support from the facilitators whenever needed in order to help express and develop their ideas.

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

Human Rights Tree

260 go fish

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

Introduction

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the end of the world

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?

How different elements have a significant role and how these best are preserved.

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

	1	Develop/increase self and intercultural awareness
	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
X	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	2	Develop leadership skills; be an agent of change in your Programme context
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	3	Learn how to work cooperatively and have a positive attitude towards others
	3a)	Behave respectfully and appropriately towards others
X	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
X	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand that peace education can have a positive impact in one's community
	4d)	Consider how the Interchange participants can actively work for peace after the Programme

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.

In this activity the participants are challenge to reflect on how we are depending on different elements.

- Be able to reflect and share thoughts on why these elements are of importance to humans.
- Understand how human behavior impacts the state of these elements.
- Participate actively in the two first tasks.
- Share personal thoughts in the discussion

Compare opinions and thoughts on the different words with participants from partner 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 is for the participants to be aware of how elements are of an importance for people and how we can preserve them.

The activity consists of 3 parts where the third part will lead into the discussion.

Activity 1

- Divide the participants in groups of 4-6 people.
- Assign an element to each group:
 1. Weather
 2. Forest
 3. Ozone Layer
 4. Air
 5. Food
 6. Water
 7. Energy
 8. Transportation

The Task:

You are the FAN CLUB of the element you just were assigned. Unfortunately humans have not done a good job taking care of these elements and today they are in a very poor state.

Your task is to make a fan video (like a commercial) that explains to the other groups why they should start taking care of your element. The fan video should explain the following things:

- a. Why is your element important and good?
- b. Why are you in this fan club?
- c. How does your element contribute in the world?
- d. How can we take care of it?

The video should last no longer than 4-5 minutes.

Time to prepare: 10 min.

Presentations: All the groups present their fan videos.

Activity 2

The Task:

Because of the way humans have acted the world is running out of available resources, and scientists says that if humans does not change their behavior and start acting for a more sustainable way of life the world will go under. To encourage and show an example of such changes the Mango Company will select some of the elements you represent and start improving these.

To decide which elements it is most urgent to improve in order to save the world we will have a hearing. Every group will get 1 minute to present their appeal, explaining why your element is the most important to improve. You need to select one person in your group to present this to us.

In your appeal you need to explain:

- How your element contributes in the world.
- Why it is important to save your element.
- Why your element is the most urgent (and important) to improve in order for the world to remain.
- What we can do to help your element/improve the conditions of your element.

Time to prepare: 5 minutes

The hearing

Round 3

After the hearing all the groups should be sitting down.

The facilitator then says:

Thank you all for giving your appeals on why your elements must be saved. We, the Mango Company, have listened to all of your suggestions and what we realize is this: all of your elements are important in order to save the world. We cannot select a winner, however we are wondering if you have suggestions on how we, as humans, can take care of the world as a whole?

3. Debriefing

Reflect:

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

- Why do you think we gave you these elements to represent?
- Was it difficult to find arguments and points to use in commercial and/or appeal?

Generalise:

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

- Do you think it is important to think about how we use these elements?
- How do you think our use of these elements affect the world and why do you think we said that the world would end unless we change our habits?

Apply:

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

- In this activity we told you that the Mango-company was going to start improve a few of the elements. In real life, what can we do in order to take care of our resources?
- Whose job is it to take care of the resources?

4. Materials and Background Preparation

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

The I Have a Mango team created this activity. It is an adaption of the activity called "I am a Car". It was first used at a mini-camp in Bogotá (2012) with the theme "the end of the world". At this mini-camp we split the participants in to groups according to their age. The youngest participants created the commercials and the older participants made the appeal.

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

Pens and paper.

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

4-6 people in each group. Elements can be added or taken away according to the amount of participants.

Village, Youth meeting, Interchange, Summer camp - the debrief questions should be adapted according to the program.

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?

There is no right or wrong in this activity, and the activity should be a fun way for the participants to express themselves.

Feedback from leaders would be highly appreciated: We would love to hear how well the activity worked for you and how we could improve it; send us an email to: mango@no.cisv.org

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

The End of The World

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 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.

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world trade

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?

World trade: The activity aims to introduce the concept of world trade, and the "north/south" challenges connected to this. Through the activity the inequality of natural resources and technology will be illustrated, and the role of the World Bank and UN in trade and globalization will be shown.

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

	1	Develop/increase self and intercultural awareness
	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	2	Develop leadership skills; be an agent of change in your Programme context
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	3	Learn how to work cooperatively and have a positive attitude towards others
	3a)	Behave respectfully and appropriately towards others
	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
X	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand the peace education can have a positive impact in one's community
X	4d)	Consider how the Interchange participants can actively work for peace after the Programme

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.

- Participate actively in the activity and debriefing
- Share thoughts and reflections on the experience
- Understand how this reflect the world trading system
- Listen and ask questions to the other participants
- Understand why this is an issue.
- Reflect on how improving the trade system is a part of creating a more sustainable society.

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 aim: The aim of this game is to help the participants understand how trade influences the development of a country and to create interest and discussion about the world trading system in an enjoyable and non-academic way.

Overview of the game: The participants are divided into teams, each of which acts as a separate country with between two and six players in each team. There are five or six countries in a game. A game can therefore have between 10 and 36 players. More than one game can be played simultaneously, if the room is big enough, but there must be no interaction between the games.

Countries compete against each other to manufacture paper shapes (circles, triangles, rectangles, etc.) and sell them to an international market trader at posted prices, which vary with supply and demand. The objective for each country is to make as much money as possible.

There are three types of country in the game:

- Two rich industrialised countries
- One or two middle-income countries
- Two low-income countries

Students are not told this; they find out as they play the game.

Preparations:

- Prepare an envelope of resources for each country.
- Put up posters on the wall showing the shapes, their measurements and their initial values. These posters are enlarges so that the participants cannot simply trace out the shapes.
- Prepare the materials for the trader
- Prepare the materials you need as the game leader.
- Each group should get their own table and chairs, with room between the tables to walk. The trader will need a separate table.
- 1 game leader (two is beneficial if you play two games at the same time).
- 1-2 traders per game.
- 1-2 observers for each game – make sure that everything is going fine.

Starting the game:

- Divide the participants into groups and place each group with a table
- Distribute the envelopes to each of the countries but TELL THEM NOT TO OPEN THE ENVELOPES YET.

The game requires minimal but clear instructions immediately that the participants have been

seated around the tables and before they have opened their envelopes. The dynamic of the game requires that there is no explaining the purpose of the game and certainly no summary from the game leader explaining what the game is supposed to illustrate. It is important for the participants to work out what they should do. Once the instructions are understood, the game leader informs the participants that they have 45 min to play the game and that they can now start the manufacturing. Instructions are provided at the end of the template.

During the game:

At the beginning of the game there will be a lot of confusion and the participants will have many questions, such as “Where can I get scissors?” “Why have we only got paper?” “Can we buy things from other countries?” “Can we combine with other countries?” “Can we have a loan?” Resist all temptation to answer these questions. Just repeat what you said at the beginning. After a minute or two they should begin moving around the room and trade, but the initiative should come from them, not you. The rich countries (A1 and A2) will probably begin making shapes, as they have all the materials and equipment that they need, but they will soon run out of raw materials and will probably try to buy some paper from other groups.

Role of the observers: Use the observers to report back to you on what is going on. This will help you information for the debrief session at the end. For example, get them to find out what is happening to the scissors – the one crucial implement that has to be used for all shapes and is possessed initially by only two countries. Do the rich countries form a scissors cartel? Do they sell one pair to another country or do they hire them out? Observers should watch how groups negotiate the prices of paper and other materials. They should note the formation and operation of any alliances and deals and any cheating that takes place. Observers should also report to you any malpractice, such as stealing other countries’ paper, implements or shapes. It is up to you to decide whether you should ignore the problem, thereby encouraging countries to do their own policing, or whether you should impose a punishment, such as suspending them from making shapes for 5 minutes, confiscating certain materials or fining them.

Role of the trader: The traders must be careful in measuring the shapes and reject any that have not been cut of. Alternatively, if they have been torn carefully against a ruler, or are only slightly too large or small, a reduced price could be given. You could leave this to the trader to decide, or you could agree a policy in advance. The trader must keep close eye on the money to prevent participants from stealing, preferably keeping it out of their reach. Shapes that have been sold should be put into an envelope or box, again out of reach of the participants.

Traders should not normally give loans, unless you want to build this in as a feature of the game, in which case you should decide in advance what interest rate to charge – probably a high rate, such as 50 per cent. If loans are allowed the market traders should keep a record of them. In such cases, it might be a good idea to allocate an assistant to traders. It is easiest for loans not to be repaid, but at the end of the game, when money is totalled, the traders will simply announce how much has to be deducted (outstanding loan plus interest) from each team.

Your role as game leader: You will need to keep in regular contact with the traders. Find out which shapes are being sold in large quantities (probably the triangles and rectangles) and which are hardly being sold at all (probably the circles and the protractor-sized semi-circles). Sometimes the game leader has to give additional information and try to create new situations. Some of the information can be given to the whole group while some information will be given secretly to some countries. **Remember to inform the traders about the changes you make.** Not all the elements below need to be implemented in the game. You have to see how the game develops and how much stimulation is needed. Some examples:

Stimulate activity:

- **Price-change on the global market:** After a while you can change the price of some products. Blow the whistle and announce that, owing to the forces of demand and supply, the prices of certain shapes have changed. You can choose how much to change the prices, but a dramatic change stimulates more interest and provides a stronger focus for later discussion. For example, when the students are debriefed after they have finished the game, it is better to change prices very infrequently. The price of particular shapes will also affect the value of particular tools. If circles go up in price, this will affect the demand for compasses. What will the rich countries do when they find out that their compasses

are not as useful as they used to be? You might get to draw parallels to the real world: When a country finds out that their technology is getting out of date they usually sell it to poorer, less developed countries. The prices can also drop if there is an overproduction of one of the products on the market. Then this relationship can be identified later in the debriefing.

- Raw materials: As the game progresses, paper will rapidly run out. Trade in paper is likely to take place, with the price of paper rising to meet its value in terms of the shapes that can be made from it. Introducing more papers can prolong the game. You can for example give a bunch of papers to one or both of the low-income countries and then announce for “the whole world” that a new source of raw material has now been found in this country
- New natural resource: The discovery of a new natural resource can be stimulated by giving coloured paper and some glue to one or both of the low-income countries without indicating the possible use of these materials. The game leader then goes to one (or two) of the rich or middle-income countries and informs them that the value of a standard shape is trebled if it has a piece of coloured paper attached to it and that one of the low-income countries possesses colours shapes. These countries will then start searching for the coloured paper and the glue. Because the country that owns it doesn't know the value of it they might sell it really cheap, or they might get suspicious and won't sell it. This scenario could also simulate the discovery of raw materials in a developing.

Ending the game

The participants should be given a 5-minute warning of when the game will end. There will probably be a rush of activity as the participants hurry to make shapes with their remaining paper and bring those shapes to the market traders. When the game ends, the game leader should ask all the participants to return to their countries and to answer the questions:

- 1) What were in the three envelopes when they opened them?
- 2) What implements do they currently own?
- 3) How much money do they have?

Collect and write the answers from the different groups on a big paper or a flip chart. This will help the participants compare their experience with that of other groups.

3. Debriefing

Reflect:

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

- 1) Have everyone seated in their groups and ask them to answer the following three questions, that you then collect and write on a big piece of paper for everyone to see:
 - What was in their envelopes when they opened it?
 - What materials do they currently own?
 - How much money do they have?
- 2) Use this to draw the attention of the groups to the similarities and differences between the results of the different groups.
 - Did the groups that started with the same resources perform in a similar way?
 - How much of the difference between the groups was due to strategies pursued and how much to the materials they received at the beginning of the activity?
 - How did you feel as the game progressed and what did you think when you realised that not every envelope had the same things?
 - (To more successful countries): How did you achieve your success? What problems did you experience and what strategies did you use to succeed?
 - (To less successful countries): What factors limited your success? What strategies did you pursue? Which strategies failed and why? Now that you have learned how to play the game, what would you do differently next time?

(To countries that formed alliances): Why did you form the alliance? How well did it work? What prevented it from breaking up?

Generalise:

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

In the generalizing part of the debriefing you should challenge the participants to think of ways in which they believe the game simulates the real world and ways in which they believe it is unrealistic. The capacity for simulations to affect students' thinking depends a great deal on whether they believe that the world is reflected in the simulation.

Fair trade and the statement "it's not fair!" Some of the participants will probably get accused of cheating. That gives you the perfect chance to discuss moral issues and ethics.

- What was not fair about the game
- What does the game tell us about the real world?
- How does it feel to be rich?
- How does it feel to be poor?

Apply:

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

Try to move the discussion from describing how the world is today to how the participants would want the world to be.

- Why is it so difficult to change an unfair system?
- Who owns the world's natural resources?
- Who owns the world's technology?
- How can fair-trade practices impact worldwide poverty?

Allow a few responses, and then note that the following:

- If trade rules were improved there might be a dramatic reduction in poverty. If developing countries had the ability to trade effectively with developed nations, they would make considerable progress toward ending their own poverty.
- Trade can be one of the most effective tools for long-term poverty reduction.

Conclude by:

Brainstorming with the participant on ways to make a difference on the issue of trade.

4. Materials and Background Preparation

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

This activity is a version of the Word Trade Game developed by the Third World development charity Action Aid. More information on the activity can be found at;

- <http://www.worldvisionresources.com/educational/trading-game.pdf>
- <http://www.oikoumene.org/en/programmes/the-wcc-and-the-ecumenical-movement-in-the-21st-century/youth-in-the-ecumenical-movement/world-trade-game.html>

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

This is the amount of materials needed for 1 game; if 2 games are played at the same time you must double the amounts of material.

- 30 sheets of A4 paper in the same colour
- Banknotes: 30 x \$50, 60 x \$100, 20 x \$500, 40 x \$1000
- 2 sheets of coloured paper
- 2 tubes of glue
- 4 scissors

- 6 rulers
- 2 set square – triangular shape
- 2 protractors – semi-circular shape
- 2 compasses
- 8 pencils
- Whistle
- 2 Template of shapes with their prices
- Large box/envelope for keeping complete shapes secure.

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

5-6 teams (countries) with between 2 and 6 participants in each team. If there are more participants, two games can run parallel.

You will need between 1.5 and 2 hours.

- 20 min to explain the activity
- 45 min – 1 hour playing the game
- 30 min discussion and debrief

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?

FACILITATORS NEEDED PER GAME:

1 game leader
1-2 market traders
1-2 observers

The game leader should keep control over how everything is doing by;

- Receiving reports and updates from the observers.
- Have a dialogue with the market traders.

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

World Trade

5. The instructions for starting the game – remember translations in the different languages!

- Hand out the envelopes to the groups and ask them not to open these yet.
- Give the following instructions about the game:
Each of the groups is a team and represents a country. The objective for each country is to make as much money for itself as possible by using the materials in the envelope. No other materials can be used. Use the materials to manufacture paper shapes. You can choose to make any of the shapes shown on the diagrams on the wall.
All shapes must be cut with clean sharp edges using scissors and must be of the exact size specified on the diagrams. The shapes can then be sold to the trader in batches, who will check them for accuracy and exchange them for cash. Inaccurate shapes will be rejected. You can manufacture as many shapes as you like - the more you make, the richer you will become. You must not cut up your envelope!
(If applicable) You can move around the room, but must not cross into the neighbouring world(s), who are playing a parallel game.
If you hear me whistle (demonstrate), you must immediately stop what you are doing and pay attention. If there is any dispute, I will settle it. My word is final! No physical force is to be used in the game.

- Give no further instructions. It is important that the participants work out what they should do in their groups.
- Announce the start of manufacturing and tell them how long they will play the game, 45 minutes.
- They can now open the envelopes

6. Envelopes of materials for countries

Each team (country) is given an envelope of materials at the start of the game. You will need to fill each envelope with the appropriate materials in advance and label the envelope. The following envelopes are required for each game. **The materials in each resource set are to be divided between the countries in that group.**

- **Resource set - Rich countries: A1, A2**
 - 4 pairs of scissors
 - 4 rulers
 - 2 compasses
 - 2 set squares (the exact size of the large triangular shape)
 - 2 protractors (the exact size of the semi-circular shape)
 - 4 pencils
 - 2 sheet of A4 paper
 - 12 X \$100 notes
- **Resource set - Middle-income countries: B1, B2**
 - 2 pencils
 - 1 ruler
 - 14 sheets of A4 paper
 - 6 X \$100 notes
- **Resource set - Low-income countries: C1, C2**
 - 2 pencils
 - 4 sheets of A4 paper
 - 2 X \$100 notes

7. Materials for the international market traders (one set per game)

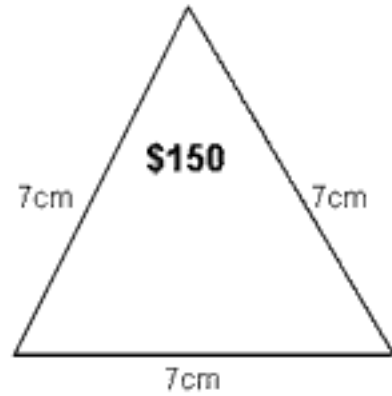
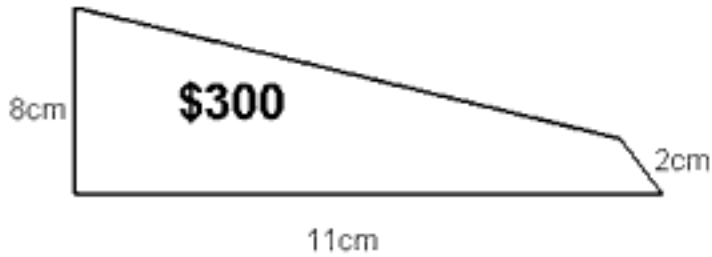
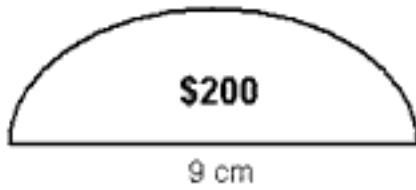
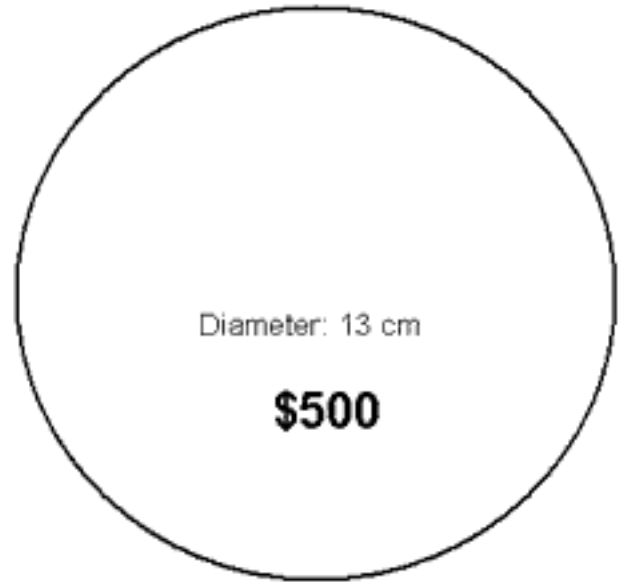
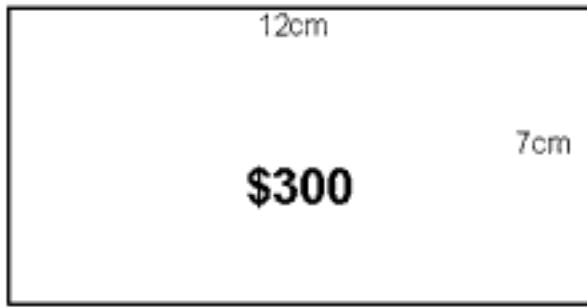
The market traders are given an envelope with money. They are also given a template of the shapes, so that they can check whether the shapes are the right size. The template also gives the opening prices for the shapes.

- Template of shapes with their prices
- Banknotes: 30 x \$50, 60 x \$100, 20 x \$500, 40 x \$1000
- Pencil and rubber for marking changes to the prices of shapes
- Large envelope for keeping complete shapes "secure"

8. Materials for the game leader(s)

- Whistle (to use when giving announcements)
- Coloured paper and glue
- 10 sheets of A4 paper per game
- Rubber

9. What to produce?



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 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.

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the mango workshop

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	X	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?

Consumerism. How are our lives affected by stuff, how are these things produced, how can we have a more sustainable lifestyle. An Interchange Programme is an excellent opportunity to compare and understand how things work similar and different between the two countries involved. Does consumerism signify the same in both countries?

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

	1	Develop/increase self and intercultural awareness
X	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
X	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	2	Develop leadership skills; be an agent of change in your Programme context
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	3	Learn how to work cooperatively and have a positive attitude towards others
	3a)	Behave respectfully and appropriately towards others
	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
X	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
X	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand the peace education can have a positive impact in one's community
X	4d)	Consider how the Interchange participants can actively work for peace after the Programme

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.

- Be able to reflect on one's own lifestyle and daily habits by participating in the activity.
- Be willing to compare and accept differences and similarities between own lifestyle with that of others by listening to others and sharing personal views.
- Understand how the concept of consumerism might be different for the partner country listening through the discussion.
- Illustrate an understanding of how one can have a sustainable lifestyle.
- Show an understanding of how consumerism is linked to Sustainable Development.

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

Background:

The I Have a Mango team created this activity and it was used at their tour in CISV Norway (and Sweden and Germany) the fall of 2011. The workshop was designed to challenge Norwegian youths' view of their own lifestyle and to make them reflect on how consumerism affects their life.

The workshop has three parts that should be used together. The first part make the participants aware of what they own, the second part make them reflect on how their things are produced and brought from developing through production and finally to them. The third part focus on how and what we can change in order to have a more sustainable lifestyle.

Because of this the activities should be used in the order they are presented, as both the second and third part draw experience from what was discovered before.

The goals:

For the participants to reflect upon their own lifestyle, how their community affects them, and how they can have a positive contribution in their community. They should also be able to understand the problem of consumerism and the cycle of goods.

Activity one – what do you have in your closet?

- Materials: Pens, 6 A4 papers, each with one of the following words written on it.
BEDROOM – KITCHEN – LIVING ROOM – BATHROOM – GARAGE/ATTIC – CLOSET
- Time: 20 min
- Aim: For the participants to reflect on what they own and the quantity of things they have.
- Groups: 2-6 people in each group, depending on the amount of participants.

The activity:

- 1) Divided the participants in groups of 2-4 people (depending on the group size). Spread the A4 papers out in the room, and send a group to each paper.
- 2) Instructions; A room is written on each piece of paper. Your task is to draw the things you have in this room. You will get a couple of minutes (when facilitator see that they are finished you stop them).
- 3) Send the participants to the next paper and ask them to do the same.
- 4) Continue like this until they are back where they started.
- 5) When the groups are back at the paper where they started, they present a few of the objects drawn on the paper to the other groups. They then present the objects they find the most interesting/common/surprising.

Activity two – The story of stuff

- Materials: Copies of the document 'The Path of Stuff'
- Time: 1 hour (30min to answer and present the questions, 20 min to watch the video)
- Aim: To understand the path stuff travels to get to the store, how unsustainable this can be, and to reflect on more sustainable alternatives.
- Groups: 3-5 people in each group depending on the amount of participants.
- Video: The Story of Stuff (internet link is provided below)

For facilitators

The questions in the document 'The Path of Stuff' follows these 5 steps of production and distribution

1. Extraction
2. Production
3. Distribution
4. Consumption
5. Disposal

These 5 steps will be explained in the video 'The Story of Stuff'.

Preparations:

- Set up the video the story of stuff.
- Prepare the questions for the path so there is one copy for each group (the questions are written at the end of this PDF).
- Select the items you will use in the activity (iPod, shoes, watch). Try to find items that consist of several types of material (plastic, leather, metals).

The activity:

- Divide the participants in groups of 3-5 people, hand out one item (a different item for each group) to each group, and give them a copy of the questions.
- They have between 10 and 20 minutes to answer the questions according to their item. The facilitator(s) should go around to the different groups and ask them follow-up questions.
- When the participants have finished answering the questions, they should present their item to the others and **give a short** description of what they found out about their item.
- Watch the video 'The Story of Stuff' (20 min). **In a village the participants should sit in delegations while watching the movie so that their leader can translate and explain in their respective language.**

Activity three – The sustainable person

- Materials: 3 x A4 paper per group, pens.
- Time: 1 h – 1.5 hour
- Aim: reflect upon their own lifestyle, and to see ways of adapting to a more sustainable lifestyle
- Groups: 3-5 people in each group (can be the same groups as in act 3).

The activity

- Divide the participants in groups of 3-5 people (or continue in the same groups as in act 2).
- This activity has 3 parts and they will get 10 minutes to prepare each part.
- **Part 1 – the child:** each group receives a paper and is asked to draw a child. In addition to drawing the child they must draw the stuff this child need in order to live a good, healthy and environmental friendly life. (10 min)
- **Part 2 – the parents:** the participants receive a new paper and draw the parents of the child. This time they draw what the parents need to do in order to provide the child with the things you identified in part 1. What actions must they take in order to give their child the good, healthy, and environmental friendly life it deserves?
- **Part 3 – the sustainable person:** this time they are to draw a sustainable person – how does this person live, how does he or she act.
- **The presentation:** When the three drawings are finished the groups present their drawing

to the rest of the participants, and explain how they are sustainable and why. Then the facilitator asks the question: what do **WE** need to do in order to adapt a more sustainable lifestyle – this can be discussed in plenum or it can be a question the participants can reflect on by themselves.

3. Debriefing

Reflect:

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

In this activity period we have done several activities. What do you think is the overall theme that connects the activities?

What did you think about the video, where you surprised by the information?

How do you think that the things you drew in the first activity contribute to the cycle of consumerism presented in the video?

Do you think the cycle of stuff presented in the video will change if we act more like the sustainable people you created in part three?

Generalise:

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

Do you think it is important to think about our consumer habits, - and why?

How can we make the cycle of stuff a more sustainable one?

How do you think this form of consumerism affects the world and humans?

Do you think there is room for fair-trade in this consumerism system?

Is the questions and situations related to consumerism the same for both countries?

Apply:

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

What habits in you daily life could you change, can you learn something from the other country?

Can you think of any tips on how to have more of a sustainable lifestyle?

How will we benefit from adapting our habits?

Does every country need to make the same adaptations?

4. Materials and Background Preparation

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

These activities are a part of the mosaic project the "I Have a Mango" project held in CISV Norway the fall of 2011. You can read more about the Mango Tour here;
<http://mosaic.cisv.org/stories/index.html>

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

- Act. 1: Pens and paper. Each paper should have one of the following words written on it; BEDROOM - KITCHEN - LIVING ROOM - BATHROOM - GARAGE/ATTIC - CLOSET
- Act. 2: One copy of 'The Path of Stuff' for each group. Pens, one of the items per group and the video 'The Story of Stuff'.
- Act. 3: 3xpaper per groups, pens.

The video – the story of stuff:

<http://www.storyofstuff.org/movies-all/story-of-stuff/>

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

- Act. 1: 2-6 people in each group, time 30 min (+/-)
- Act. 2: 3-5 people in each group, time 1 hour (+/-)
- Act. 3: 3-5 people in each group, time 1 – 1.5 hour

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?

Always pay attention to the group discussions – do the participants need follow up questions? The time set for the group-based tasks are not set, the participants might need more time or be finished before time.

Make sure to explain the video – it might be that not everyone understood everything.

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

The Mango Workshop – think, educate and act for sustainable development.

5. Print outs – The Path of Stuff

1. Which materials are in this object?
2. Where do these materials come from (country and natural resources)?
3. Where was it made?
4. Who built this object?
5. Where can you buy it?
6. Explain the route it has travelled from the place they made it to the place we can buy it.
7. How much does this item cost?
8. What type of expenses are you covering when you pay?
 - a. Materials?
 - b. Cost of shipping?
 - c. Salary of store employee?
 - d. ...
9. Where can you throw it away?
10. What happens with the old versions of the item?

· Sustainable Development

Introduction

Doing great activities with a great educational content doesn't need to be difficult. It's easy to 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?

Fun social activity with sustainable development as the theme.

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

	1	Develop/increase self and intercultural awareness
	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	2	Develop leadership skills; be an agent of change in your Programme context
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	3	Learn how to work cooperatively and have a positive attitude towards others
X	3a)	Behave respectfully and appropriately towards others
	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand the peace education can have a positive impact in one's community
	4d)	Consider how the Interchange participants can actively work for peace after the Programme

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.

Fun social activity with sustainable development as the theme.

2. Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things

- how the activity is introduced in relation to the Theme
- how the structure of the activity is explained, including group sizes and directions for what participants will do
- what the role of leaders is during the activity e.g. how will they collect evidence

Background

This activity is an adaption of ALIAS.

- The participants are divided into 2-4 groups of 4-6 people. The groups are seated in a room. On a table/ the floor, there is a bowl. This bowl contains several paper notes. All of these notes have words written on them that somehow are related to sustainable development.

Round 1:

- One group starts, and then they take turns. One person from the group takes a note from the bowl and reads the word **WITHOUT SAYING ANYTHING**.
- The participant now has 1 minute to, without saying what is written on the note, explain this word to the rest of her/his group.
- If the group guesses right before the time is out, the participant gets to draw a new note and explain this.
- When the minute is up, the next group has its turn.

Round 2:

- When all the notes have been used in Round 1 you put the words back in the bowl and start Round 2.
- In this round the Participants are not allowed to talk and have to express what is written on the note using body language.

Round 3:

- In this Round the participants can only use their hands to explain what is written on their note.

Suggestion of words:

- Plastic – Weather – Flood – River – Recycling – Ozone layer – CO2 emission – Solar energy – Windmill – Food – Trash – Forest – House – Fisheries (artificial) – Public transportation – Train – Bicycle – Textiles – Shopping

3. Debriefing

Reflect:

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

- In this activity you had to describe different words. Was this difficult?
- What kind of words did was written on the notes?

Generalise:

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

- Do you think these words have anything in common?
- One of the things the topic that CISV focus on is called Sustainable Development. Have you ever heard about this?

Facilitator: When we talk about Sustainable Development we talk about how humans all over the world can live a good life, where we also take care of the planet and make sure that we do not destroy it. In order for this to happen we must take care of the air, water, animals, the nature, land and those who live there.

- How do you think these words are connected to sustainable development?

Apply:

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

- How can we take care of these things, so that we use them in a sustainable way?
- Why is it important to take care of for instance water and the forest?
- What will the negative effect of for instance a flood be?

4. Materials and Background Preparation

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

This activity is a version of the mimic game.

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

A bowl
Paper notes

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

30 – 45 min.

This activity can be used in any Programme, but the words have to be quite easy in a village, and should be more challenging if the participants are older.

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?

There is no right or wrong in this activity, and the activity should be a fun way for the participants to express themselves.

Feedback from leaders would be highly appreciated: We would love to hear how well the activity worked for you and how we could improve it

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

MANGO ALIAS



265 looking back

1. Educational Content

Areas(s) of Peace Education:

X	Human Rights		Diversity
	Conflict and Resolution		Sustainable Development

Theme:

Human rights background. Why it is important to know about the history of the Universal Declaration of Human Rights.

Educational Goals and Indicators:

	1	Raise awareness and stimulate critical thinking
X	1a)	Share personal perspective of the theme
X	1b)	Contribute to group discussions and debates
	1c)	Contribute to a debriefing after each activity
	2	Increase personal development in group situations
X	2a)	Improve communication skills
	2b)	Demonstrate initiative
	2c)	Contribute to planning activities
	3	Generate an interest in the daily environment
	3a)	Link the theme to daily life
	3b)	Plan how to use new attitudes skills and knowledge
	4	Explore educational Themes within a regional context
	4a)	Receive training on how to develop the theme
X	4b)	Join all activities related to the theme
	4c)	Contribute to at least one activity relating own reality to the theme

Evidence:

Participants can outline the meaning of the Declaration of Human Rights and can give examples to demonstrate that Human Rights as we know them today are the result of a process of years and years.

2. Explanation

Do:

The activity is divided into two parts: Part 1 is a brainstorm about historical dates; part 2 is a memory game.

Part 1: Brainstorm about historical dates (15 minutes)

1. Divide the group in smaller groups of 4 people and give to them a big piece of paper.
2. Said to the groups that the piece of paper is to write important historical dates that they remember related with Human Rights.

Note for facilitators: If a group finds this task difficult, give them some time to deal with this feeling. If they can't think of anything, help them with pointers such as "Have ordinary people, women and non-white people always had the same rights as privileged groups such as royalty – how did that change?" or "think of a really terrible period in history – did that affect human rights (violations)?"

Part 2: Memory game (25 minutes)

[Before the activity: Familiarize yourself with the cards attached to the end of this activity. Copy the sheets of game cards and back them with the stiff paper to make the cards more durable. Make sure to mix them well so that matching pairs are not adjacent.]

1. Explain that there are pairs of cards. The task is to identify the pairs and to match them.
2. Tell people how to play. The participants should form small groups of four. They should spread the cards face down on the floor. In turn, people turn over two cards. If the cards are a pair, then the player keeps them and has another go. If the cards do not match, then the participant turns them over so they lie face down again on the floor in exactly the same spot as they were before. The next player then has a go to turn over two cards. It is a memory game, because people have to memorize where the different cards lie, in order to be able to pick up matching pairs.
3. The winner is the player who holds the most pairs of cards at the end of the game.

3. Debriefing

Reflect:

Why is important to learn about the history of the Human Rights?
Why the Declaration of Human Rights is important?
Did the participants enjoy the memory game? How do we react to realizing that most of us don't know too much about human rights?

Generalize:

Is the idea of human rights a modern or recent one, or is it ancient?
Are human rights rooted in one particular place?

Apply:

How does the history of Human Rights affect our lives today?

Materials and Background Preparation

Origin of Activity:

Inspired by *Compass: A manual for human rights education with young people* (<http://eycb.coe.int/compass/en/contents.html>) activities.

Materials:

1 set of the game cards for every four participants
2 sheets of stiff paper or thin card (A4 size) for every four participants and glue (optional but preferable)
Scissors
Paper and pens for notes in part 1

Time & Group Size:

60 Minutes

Tips for facilitators:

The intention in using this technique is to bring an ingredient of fun to the process of gaining information, which will be needed, for the discussion.

This is a simple activity to facilitate. Just make sure that you have read all the cards before you do the activity. Be sure that you know which card matches with which so that during the game you can offer guidance and verify that pairs are correct. When explaining how to play the game, you may want to illustrate the instructions by showing what one of the pairs looks like.

If you want to know more you can read up in the [Human rights timeline](#) compiled by Con Lupa's Diana Camacho.

Activity Name:

Looking back

1792-1750 BC

Hammurabi (Babylonian King) state the first written law code.....

The Code of Hammurabi (282 laws with punishments, with “an eye for an eye, a tooth for a tooth” principle).

451-449 BC

The centerpiece of the constitution of the Roman Republic are.....

The Twelve Tables are created to prevent public officials from adjudicating the law based on their own preferences. The Roman form of government and the Roman form of law become the basis for many later European legal codes still in use today.

539 BC

Cyrus the Great (ruler of the Persian Empire) established reforms that are written in....

The Cyrus Cylinder: protected religious freedom and diversity. The cylinder is considered a precursor of the human rights declaration.

1215

The Magna Carta established...

Basic due process rights for nobles, limited the power of the throne, and formed the basis of bills of rights for centuries to come. It remains central to the development of the British and American criminal justice systems.

1689

The English Bill of Rights was.....

The most advanced document of its kind at the time, guaranteeing free speech in parliament, the right to bear arms, the right to petition leaders, and certain due process rights.

1776

The U.S. Declaration of Independence announced that....

The thirteen American colonies, then at war with Great Britain, regarded themselves as independent states, and no longer a part of the British Empire.

1789

French Declaration of the Rights of Man and of the Citizen.....

Is a fundamental document of the French Revolution and in the history of human right. Defining the individual and collective rights as universal: valid at all times and in every place, pertaining to human nature itself.

1814-1815

The Congress of Vienna is held by the states that defeated Napoleon (Austria, Great Britain, Russia, France, and Prussia) was the first of a.....

Series of international meetings that came to be known as the Concert of Europe, which was an attempt to forge a peaceful balance of power in Europe, and served as a model for later organizations such as the League of Nations and United Nations. International concern for human rights is demonstrated for the first time in modern history.

1863

Henry Dunant in response to the lack of treatment of wounded soldiers on the battlefield of Solferino (the last major battle in world history where all the armies were under the personal command of their monarchs, was between France, Austria and Sardinia) founds....

The International Committee of the Red Cross

1888-1889

The Brussels Conference....

Was a collection of anti-slavery measures signed in Brussels on 2 July.

1893

New Zealand becomes the first nation to....

Grant women the right to vote.

1901

Are awarded the first Nobel Peace Prize...

Henry Dunant (founder of the Red Cross) and Frederic Passy (a leading international pacifist).

1919

In the Treaty of Versailles.....

Nations seriously considered imposing criminal penalties on heads of state for violations of fundamental human rights. Being the first time in history.

1939-1945

During World War II....

6 million European Jews are exterminated by Hitler's Nazi regime.

1945

_____ established a Charter states that one of its main purposes is the promotion and encouragement of "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion."

The United Nations (UN)

1945-1949

In the trials at Nuremberg is.....

The first criminal trial in history to prosecute crimes committed by individuals during wartime. The Allied powers prosecute Nazi leaders for war crimes and crimes against humanity.

1948

10 of December, the UN General Assembly adopts.....

The Universal Declaration of Human Rights, the primary international articulation of the fundamental and inalienable rights of all human beings and the first comprehensive agreement among nations with regards to the specific rights and freedom of all human beings.

1953

The Council of Europe creates.....

The European Commission on Human Rights and the Court of Human Rights.

1961

Peter Benenson founds a global movement who campaign to end grave abuses of human rights that is.....

Amnesty International.

1964

Martin Luther King, Jr.

Wins the Nobel Peace Prize.

1966

The UN adopts and opens for signature the International Covenant on.....

Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Together these documents further developed the rights outlined in the Universal Declaration of Human Rights.

1976

The International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights takes effect after.....

Ratification of enough UN Member states.

1989

Dalai Lama wins....

The Nobel Peace Prize.

1. Educational Content

 266
 dead aid

Areas(s) of Peace Education:

x	Human Rights		Diversity
	Conflict and Resolution		Sustainable Development

Theme

Charity and development aid [16-18 years old Youth Meeting]
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Educational Goals and Indicators:

	1	Raise awareness and stimulate critical thinking
x	1a)	Share personal perspective of the theme
x	1b)	Contribute to group discussions and debates
	1c)	Contribute to a debriefing after each activity
	2	Increase personal development in group situations
	2a)	Improve communication skills
	2b)	Demonstrate initiative
	2c)	Contribute to planning activities
	3	Generate an interest in the daily environment
x	3a)	Link the theme to daily life
x	3b)	Plan how to use new attitudes skills and knowledge
	4	Explore educational Themes within a regional context
	4a)	Receive training on how to develop the theme
	4b)	Join all activities related to the theme
x	4c)	Contribute to at least one activity relating own reality to the theme

Evidence:

Participants understand the difference between having good intentions and putting them into good practice in the fields of charity and development aid or development cooperation. Participants recognize this situation once both groups are brought together.
 Participants offer answers to the debrief questions and critically reflect upon the questions asked.

2. Explanation

Do:

Divide all participants (20-25 participants) into two groups (named A and B).
 Group A should be about two thirds of the entire group, Group B one third.
 Group A and Group B go into different rooms.

Group A

1. Show Group A a short (max. 3 minutes) video (YouTube, possibly <http://y2u.be/KEqQX8LsrHA>) which focuses on world poverty. The video should be intense, as to emotionally involve the participants somewhat. (3 minutes)
2. Tell Group A (which can be split into another two groups, according to size) that they now work for an organization which is planning a campaign to collect t-shirts to donate to and distribute in "third world" countries. (2 minutes)
3. The group is now in charge of developing a marketing campaign for this cause. It can be based on the video. They can choose to promote their campaign by making posters, radio or TV ads, and so on. Have them discuss their goal, a name, slogan and so on and then create their promotional material. (25 minutes)

Group B

1. Tell Group B that they are fairly highly skilled tailors in a “third world” country. They sell the clothes they produce at a city market every week. You can possibly show them a video of a market in a “third world” country so they can imagine it better (something like <http://youtu.be/cAumo001k2M>). (5 minutes)
2. Give them arts and craft materials and several small (10 x 15 cm) cardboard t-shirt outlines. Now, they create their t-shirts.
3. Every 3 minutes, a week ends and an activity organizer will act as a market customer and “buy” the t-shirts that were produced (You can pay between 0,01\$ and 5,00\$ for a t-shirt as a guide value), paying more for more elaborately designed shirts, etc. Participants can choose to produce quantity over quality, for example. You can keep in mind that the common international poverty line is about 1,00\$/day. Repeat this step until the time is up. (25 minutes)

Once the marketing campaign is ready, bring both groups together. You can introduce Group A to group B by saying: “Here are some people who’d like to present something to you and hear your thoughts on it.”

Have Group A (who does not know what Group B did during the activity) present their marketing campaign to Group B. At this point, Group B should reject the marketing campaign because they realize that the free t-shirts that Group A will distribute will run them out of business. If Group B does not respond on the spot, urge them to say what they think of the campaign that was presented to them.

Then, move on to debriefing.

3. Debriefing

Reflect:

1. In your respective groups, what was your task and how was it introduced to you? How did you feel while fulfilling your task?
2. What happened during/after Group A presented their results to Group B?

Generalize:

1. In the project which Group A presented, were the donors and the people receiving the donation equal partners?
2. How is attention for charity raised in your country? How are the people in “third world” countries portrayed in these campaigns in your country?
3. Keeping in mind your answers from questions 1 & 2, do campaigns such as this violate *human dignity*?

Apply:

1. Article 23.1. of the UDHR states that “*Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.*”
Can charity undermine this ‘right to work’? Why or why not?
2. Why do you think having good intentions and putting them into good practice can be difficult in this case and in charity in general?

At this point, the participants running the activity should mention that this role play is a simplification of reality and of some poorly-run and thought-through charity projects.

You can also show the ‘Africa for Norway’ charity video (see ‘Materials’) to end the activity on a humorous note.

4. Materials and Background Preparation

Origin of Activity:

anjo.peez-zvetina@de.cisv.org

Materials:

Standard arts and crafts materials: Pens, pencils, scissors, large sheets of paper, cardboard etc.

Time & Group Size:

Group Size: 20-25 participants, 16-18 years old

Time: 1h 15m – 1h 45m

Tips for facilitators:

Adjust the activity and the way you introduce each Group's tasks to your Youth Meetings theme, if possible. In addition, you can tweak the exact tasks you give to either or both groups to fit your Youth Meetings theme.

'Africa for Norway – RADI-AID' charity parody music video:

<http://www.youtube.com/watch?v=oJLqyuxm96k>

Further Reading (to be read critically):

Rieff, David (24.06.2005). *'Did Live Aid do more harm than good?'* The Guardian. Retrieved 04.12.2012.

<http://www.guardian.co.uk/world/2005/jun/24/g8.debtrelief>

(Opening: "Isn't it better to do something rather than give in to cynicism and do nothing? This is the question familiar to anyone who has criticised organisations that view themselves as dedicated to doing good in the world. (...)")

Moyo, Dambisa: *Dead Aid: Why Aid is Not Working and How There is a Better Way For Africa* (2009).

Penguin Books Ltd., London.

Collier, Paul: *The Bottom Billion; Why the Poorest Countries are Failing and What Can Be Done About It* (2007). Oxford University Press, Oxford.

German Federal Ministry for Economic Cooperation and Development: *'The importance of human rights in German development policy'*. [no date], Retrieved 04.12.2012:

<http://bit.ly/Rzmfjg>

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

Dead Aid

the trouble with diamonds

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?

World trade, globalisation.

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
	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
	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.

- Contributions to group discussions
- Questions asked to those being “interviewed”
- The way in which discussions are led by participants
- Solutions which are put forward by groups
- Pieces of work completed based on the apply section, in which participants can chose to make a representation of where a favourite product comes from

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. **Introduction (15-20 minutes):** The participants, working in groups of 6 are given images of diamonds, celebrities wearing diamonds, diamond jewellery and engagement rings etc and are asked to discuss and make a spider diagram of what diamonds symbolise to them. There is a model of an example of this attached. Some of these ideas can be given back to the whole group as a quick feedback.
They are then given a new sheet of images with images of the mining of diamonds, such as images of mines or panning, as well as images of conflict in diamond mining regions such as Sierra Leone, Angola, Republic of Congo or Central African Republic. They are to discuss what this second set of images suggests to them about diamonds. Again, after a quick discussion, some of these ideas can be given back to the entire group. Ask participants if know anything about conflict or blood diamonds.
2. **Quiz (15 minutes):** The participants will have statements about conflicts in the diamond trade read out to them by a leader. If they think the statement is true then they are to stand up, if they think it is false then they are to sit down. Those who are incorrect are eliminated from the game and should move away from those still in the game so as not to confuse things. If a statement is false then the leader can read out the correct answer. The leader will keep reading statements and participants will continue to be eliminated until only one person remains who is to be declared the winner of the game. There could be a prize in this activity to make it a bit more competitive!
If the game goes quickly and there were not many statements read out, then a second round could take place.
3. **Interviews (25-30 minutes):** Leaders ask the group for six volunteers. These volunteers will each be given a card with a case study of a person involved in the diamond trade outlined on it. They are each sat in different areas, which could be in one room or in several rooms of the building. They are to take on the role described on the card and put forward the opinions of this person, as well as ideas for possible conflict solutions based on the opinions of their role.
In groups of five, the participants will visit one volunteer at a time and will have three minutes to “interview” or get as much information from the volunteer as they can about their role in the diamond trade and the conflicts that they face. They will be given some newspaper articles and other information about conflict diamonds to help them at each station they visit.
4. **Group discussion (20- 30 minutes):** After they have visited each of the volunteers, the participants are to have a discussion about the diamond trade and its associated conflicts. The six volunteers can join a group each, and the other members of the group should fill them in on the other characters that they interviewed and what they found out.

One member of each group takes on the role of chairperson and will lead the discussion, making sure that everyone gets a say, and will note down key points and possible solutions to these conflicts, meaning that ideally leader input is kept to a minimum.

The aim is that they are looking to come up with a possible solution to the conflicts between different people involved in the diamond trade. They can take into account that it is a very complex issue and so any proposed solution will have both positive and negative effects. They are to evaluate the solution through the eyes of each of the people that they previously interviewed and consider its implications for these people. They will then pick their best proposed solution to conflicts related to the diamond trade and present it to the other groups.

5. **Conclusion** (20 minutes): One spokesperson from each group has 2 minutes to quickly and clearly outline and justify the solution their group came up with and the positive and negative effects it would have. After every solution has been heard, everyone is to vote on which one they think is the best. Ask participants if they think that conflicts over resources such as diamonds can be resolved? Why are they so difficult to resolve?

3. Debriefing

Reflect:

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

- Why are some diamonds called “blood diamonds” or “conflict diamonds”?
- What could be done to resolve some of the conflicts affecting the diamond trade?
- What positive and negative effects would these solutions have?

Generalize:

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

- Do we know the origins of some of the things that we buy and use everyday?
- Why is it that countries with valuable natural resources can still remain poor?
- In what ways are conflicts over resources often very complex?
- Can there ever be a “perfect” solution to a complex problem?

Apply:

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

- Why is it important to think about the origins of the products that we buy?
- How would you pass on what you have learnt today?
- Who would you talk to about what you have learnt today?
- Think of a product that you use everyday/one of your favourite products. Research into where it comes from, where it is produced, who is involved in the production process. Now that you know more about it, has your opinion of it changed?

4. Materials and Background Information

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.

- | |
|---|
| <ul style="list-style-type: none"> • Enough pens and paper for everyone • Images of diamonds and conflict relating to diamonds [attached] • Quiz [attached] • Prize for winner of the quiz (optional) • Newspaper articles about conflict diamonds, other relevant information on conflict diamonds [attached] |
|---|

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

<p>Time: 1 hour 40 minutes - 2 hours Group size: for the discussions and group work, 6 groups of 6 participants each.</p>
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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?

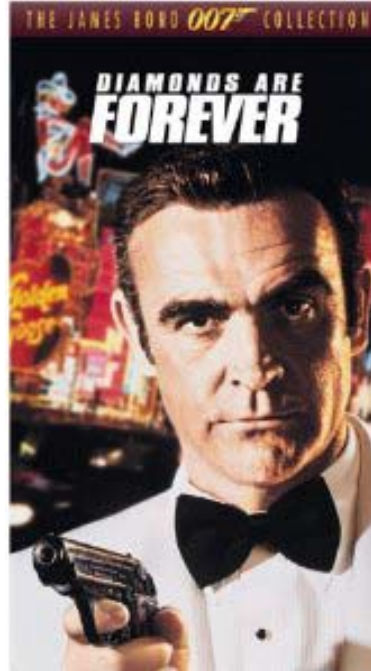
- | |
|--|
| <ul style="list-style-type: none"> • Check that the group leaders are facilitating discussions properly • Check that the groups are made up of a mix of participants, and that there is a variety of members of different delegations in each group • Switch the groups around between activities if you feel it is appropriate |
|--|

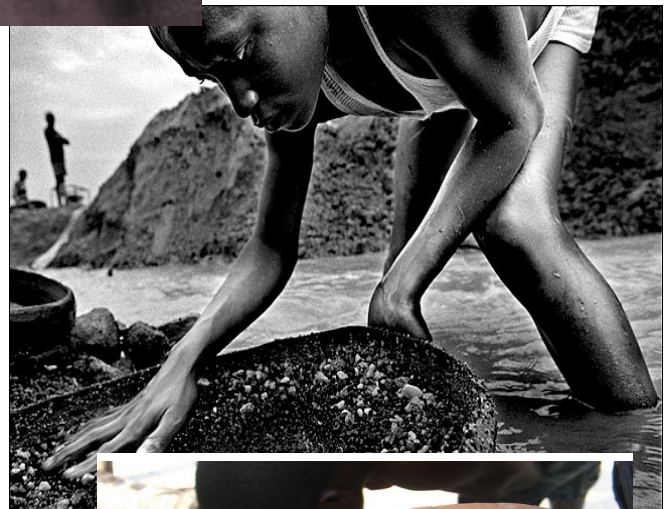
Activity Name: Each activity should have a name so it can be searched for in the database.

The Trouble With Diamonds

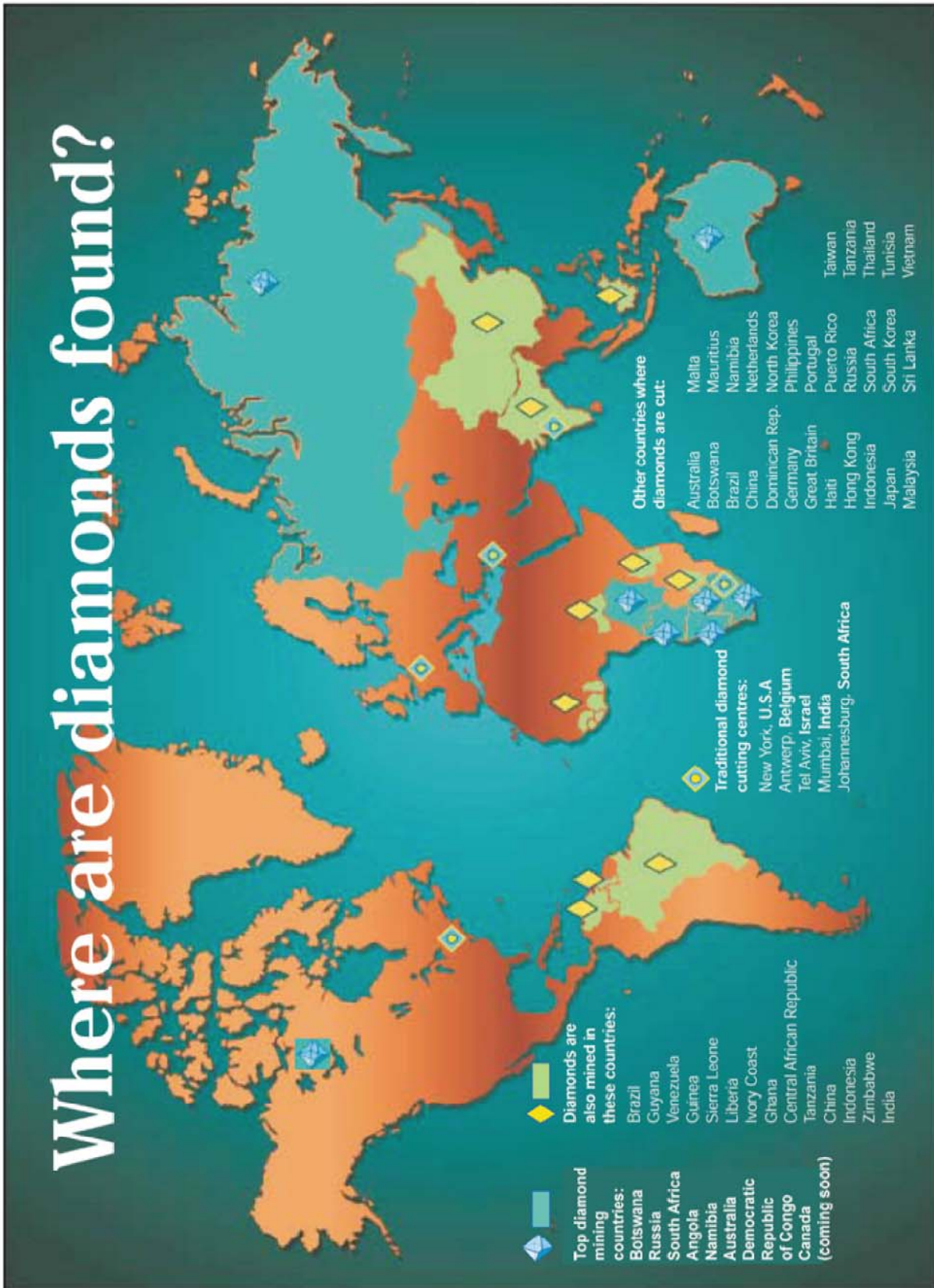
5. Attachments

- a. Images
- b. Diamond Quiz
- c. Roleplay
- d. Spider Diagramm
- e. Resources





Where are diamonds found?





Roleplay

You are a 16 year old high school student from Botswana. Thanks to your government's use of the revenues from the legitimate diamond trade, you received free education up to the age of 13 and then 95% subsidised education from that point onwards. You know of many countries in Africa where children do not get the chance

to go to school at all, and therefore recognise the way in which diamonds can play a positive role in the development of a country. You want to make sure that people are shown that when properly managed, the diamond industry is a great source of potential for the future of many African countries, and offer ideas of how this can occur. You think it would be a shame to discourage people from buying diamonds when countries that produce conflict-free diamonds would suffer. Put forward these points of view and come up with some ideas to solve the conflicts relating to the diamond trade.



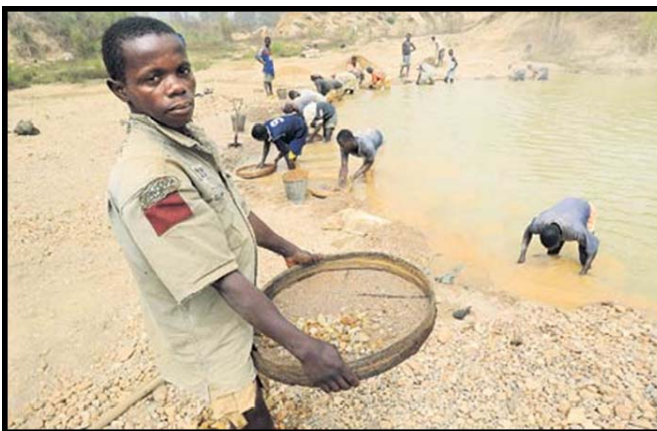
You work in a diamond cutting business in India. Your job is to cut and polish diamonds to get them ready for manufacturing into pieces of luxury jewellery. Although you would not knowingly work with conflict diamonds, you are not always able to be sure that every stone that you cut and polish is from a conflict-free background. It is

obvious to you that lots so-called blood diamonds are smuggled abroad and then incorrectly labelled as conflict-free. The laws on diamond importing seem to have lots of loopholes. You think that the current system of tracing the origins of diamonds doesn't work well enough and you want to suggest ways in which it could be improved. Put forward these points of view and come up with some ideas to solve the conflicts relating to the diamond trade.



You are a teacher from Japan who wants to propose to your girlfriend. You therefore want to buy a diamond ring. You recently saw the film “Blood Diamond” and because of this want to avoid buying a ring which came from an area of conflict or helped to finance a civil war. There are lots of different retailers that sell diamonds but you have found it hard to find out which ones

guarantee them to be from conflict-free regions. You are concerned that retailers may not know where their diamonds come from. You don’t have a lot of money to spend on a big diamond and worry that less expensive jewellers may have less ethical sources for their diamonds. Offer ideas as to what could be done from the point of view of someone looking to buy ethical diamonds.



You live in Cote D’Ivoire and spend every day panning for diamonds in an informal mine in a riverbed near to your home. The conditions there are very tough but there are few other employment

opportunities available to you. You have witnessed extreme violence in the past decades as rebel groups exploited the diamond resources in order to exchange the stones for weapons which were to be used in civil war. You don’t want your mine closed down by the government as you wouldn’t have anywhere else to work, but you don’t want the diamonds to be used to buy weapons for future conflicts. Put forward these points of view and come up with some ideas to solve the conflicts mentioned above.




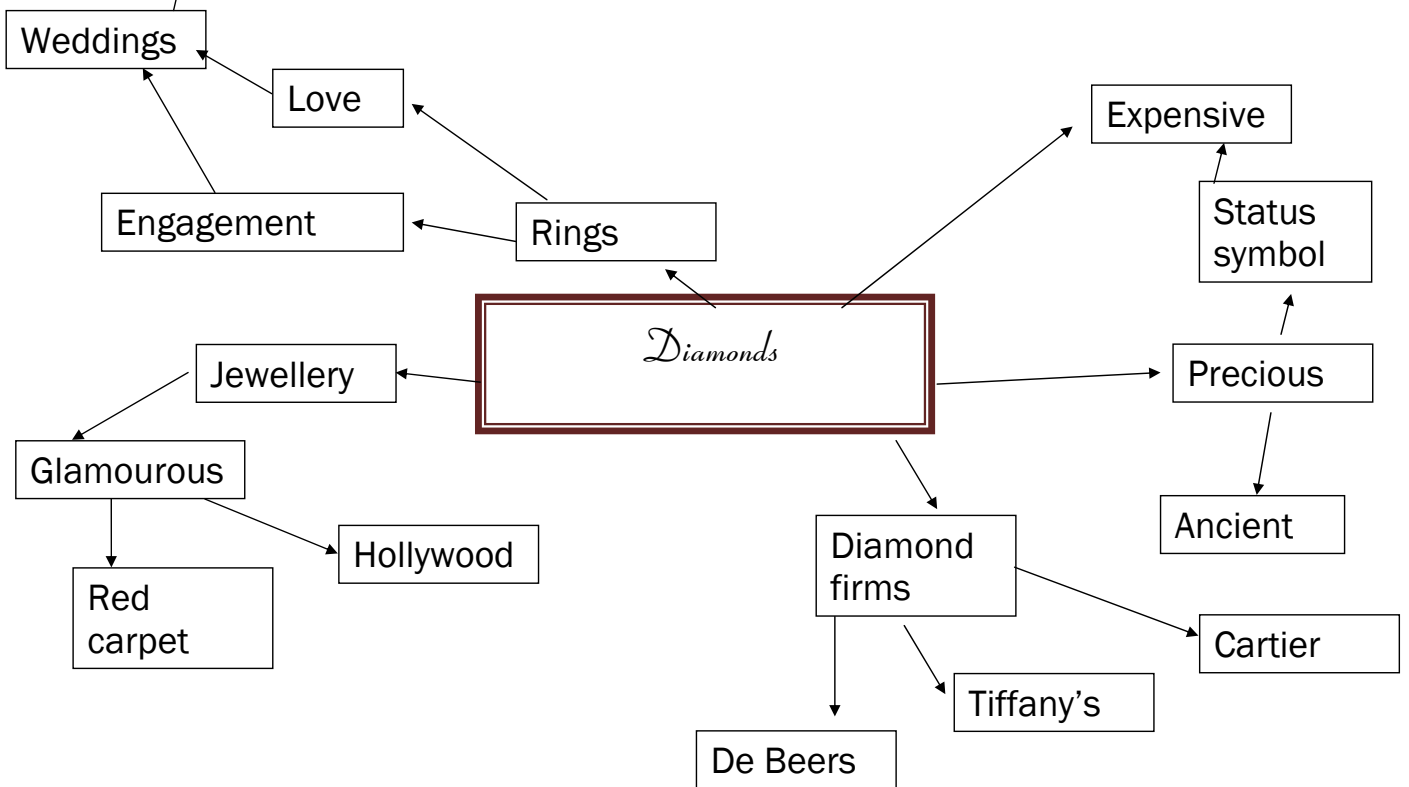
You are a manager working at the New York office of a major multi-national diamond retailer that sells diamonds from all around the world. A small proportion of your diamonds come from areas of conflict and human rights abuses, but not many customers express concern for the origins your products. If customers aren't worried then you do not see why you should have to find new sources of diamonds; after all, you didn't start these conflicts. Finding new sources of diamonds would cost a lot of money and you don't want to have to make any hardworking employees of your company redundant, especially in today's economic climate. Put forward these points of view.



You work in the trade ministry for the government in Republic of Congo, where diamonds have previously been used to fund violent civil war. You want to be able to use the revenues from diamond sales to promote development there and to pay for public services. However, the companies that own the diamond mines take their profits abroad, and don't support development of your country. This means there are fewer opportunities to provide public services such as hospitals and schools. You don't want to cause any instability

as the government is quite fragile and there are some cases of corruption. You see countries like Botswana in which the diamond trade has been positive for economic development and therefore think that the government needs more control of the diamond mines. However, you don't want to make the mining companies leave as your government doesn't have the specialist resources that are needed to extract the diamonds. Put forward these points of view and come up with some ideas to solve the conflicts mentioned above.

 Celebration The Trouble With Diamonds
Summer Camp Activity
building global friendship





Sources of News Articles/ Information to help groups in discussion

<http://s3.amazonaws.com/3b59dcdf1c4552f8d85a16a4808a3b38-default/AIGWfactsheet.pdf>

Amnesty International document on the current situation for conflict diamonds

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/conflict_diamonds_natural_resource_curse.pdf

Article about the resource curse and Botswana's success with the diamond trade

<http://www.un.org/peace/africa/Diamond.html>

UN report on conflict and blood diamonds

<http://www.youtube.com/watch?v=92FCRmggNgQ>

Music video with focus on the trade in conflict diamonds

<http://www.youtube.com/watch?v=XtPX2kXhu7I>

Trailer for the film "Blood Diamond"

268 quoting resolution

Introduction

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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?

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
	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
	3b)	Contribute to debriefing by sharing personal feelings and thoughts
X	3c)	Express independent ideas to promote group development
X	3d)	Increase self confidence
	4	Develop cooperative skills
	4a)	Work together as a team in planning and leading activities
	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.

Ask participants to give examples of differences that could lead to conflicts because of lack of integration and think of ways on how they can be integrated within a community, society, or culture. Record their answers on camera or paper.

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. (5 Minutes)
Participants are asked to discuss whether they believe 'difference' is one of the main causes of conflict, and justify why they believe it is/is not.
2. (10 Minutes)
Participants are asked to discuss and write down on a piece of paper what they think are the best ways of dealing with differences that may cause conflicts.
3. They are then given the following segment of a quote
" There are three ways of dealing with difference: domination, compromise, and integration"- Mary Parker Follett
4. (10 Minutes)
They should then discuss the meaning of the quote and whether they agree with the three ways of addressing difference that are cited.
5. (10 Minutes)
The participants are told to group the solutions to dealing with difference that they have previously identified (Step 2), into three categories: Domination, Compromise and Integration.
6. (15 Minutes)
The participants are then asked to consider which type of differences and by extension potential conflict situations should be solved through dominance, which should be solved through compromise, and which are best dealt with through integration.
7. They are then given the rest of the quote
"By domination only one side gets what it wants; by compromise neither side gets what it wants; by integration we find a way by which both sides may get what they wish." -Mary Parker Follett
8. (15Minutes)
The participants are asked to debate the quote and give arguments as to why they agree or disagree, and if like Mary Parker Follett they believe that integration is the only appropriate way of approaching the idea of 'difference'.
9. (10 Minutes)
They are then asked how they believe each of the 3 ways of dealing with difference would impact the degeneration of difference into conflict.
10. (10 Minutes)
They are given the chance to change the way that they have classified their solutions to conflict into the 3 categories and asked to justify any changes.

3. Debriefing

Reflect:

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

What is your opinion on the idea of difference? Do you believe that diversity or difference lead to conflict? Why could integration be more important than compromise?

Generalize:

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

What examples can you think give of differences which are misinterpreted? How do you believe individuals should approach difference? Do you believe difference is actually a cause of conflict in itself or are attitudes towards difference the real problem? Can you give examples?

Apply:

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

What ways can you think of by which difference can be integrated? Have you ever tried to integrate other's differences into your particular way of thinking?

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.

Pen and paper
Printed sheets of the quote or a blackboard/ whiteboard to write the quote on.

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

About 1 hour and 25 minutes. The whole group can participate, with maybe 3 or 4 supervisors who can moderate the discussion.

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 everyone gets a chance to express their opinion, and encourage a smooth flow of conversation.
Make sure that the discussion, especially since it's on the topic of differences, does not offend anyone's feelings.

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

Quoting Resolution

lights camera resolution 269

Introduction

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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?

- | |
|--|
| <ul style="list-style-type: none"> • 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 disposable) 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 resolutions 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?

CISV International Office

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

- Disposable 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!

millennium development goals

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Millennium development goals

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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.

1. Answers to questions in discussions, either amongst the whole group, or working in smaller groups.
2. Presentations created by the participants about the MDGs and their content.
3. Changes in the way in which people vote indicating that they have thought more about each separate MDG.
4. Final thoughts of the participants on the MDGs.

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. **Introduction: (15 minutes)** Participants are asked what they know about the Millennium Development Goals (MDGs). After a quick discussion of this, leaders will give participants handouts with information about the MDGs on it. After they have had time to have a look at the handout, leaders are to ask the participants which goals immediately stand out to them as the most important or relevant ones.
2. **Group discussion (10-15 minutes)** Participants, working in small groups have ten minutes to discuss and to debate which goals are in their opinion the most important or relevant for today's world. If only one of the goals could be achieved, which one would they want it to be? Which ones do they think are achievable? Which ones do they not think are achievable? What conflicts are there that prevent these targets from being achieved?
 1. **Vote (5 minutes)** Leaders will take a quick hands up vote to see which goal participants each think is the most important, relevant or vital for the world today.
 2. **Group presentations (20-30 minutes)** Participants are to work in eight groups, with one MDG assigned at random to each group. The idea is that they have to present the case for their goal being the most important. They are given 20-30 minutes to come up with a short presentation which will argue the case for their goal, in any form that they wish; this could be a drama, a mock news report, through the use of visual aids etc. The aim is for their presentation to be the most convincing, and therefore to get people to vote for that MDG as the most important/relevant in a second vote that will take place afterwards. The presentations should address the conflicts and difficulties that arise in the attempt to achieve their MDG, and, if possible, how they think that they can be overcome.
5. **Presentations (40-50 minutes)** Each group is to present what they have prepared to the rest of the participants.
6. **Second vote (5 minutes)** There is to be a second hands up vote to see if opinions have changed through the presentations as to which of the goals they believe to be the most important for positive change in today's world.
7. **Final thoughts (15 minutes)** Leaders are to ask the participants questions about what they have found out about the MDGs. Knowing more about the MDGs, what do participants think about them? Is setting targets like this a good idea? Did they find that they changed their mind after seeing the presentations? Do they think that international targets like these can cause positive change in the lives of those in poverty?

Debriefing

Reflect:

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

- Which of the MDGs are the most important and relevant in today's world?
- Are the MDGs achievable? Which ones are the most achievable; which ones are the least achievable?
- What conflicts arise in trying to achieve the MDGs?

Generalize:

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

- What relevance do the MDGs have for us in our lives?
- Where can I find out more about the MDGs?
- Where can I find out about the progress of the MDGs?

Apply:

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

- What could you tell other people about the MDGs?
- Would you talk to anyone outside of camp about the MDGs?
- Who would you talk to about the MDGs?
- What could you do to assist in the effort towards achieving the MDGs?

Materials and Background Preparation

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

MDG information sheet courtesy of the UN.

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

- White/black board for initial brainstorm
- Handout on MDGs [attached]
- Paper, pens for use in presentation or planning of presentations
- Props if groups opt to do a drama [optional]
- Large pieces of paper if groups require visual aids in their presentations

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

Time: 1hr 50 minutes - 2hrs 15 minutes.

Group size: for small initial discussions small groups of 3-4 people. For the group presentation activity there needs to be 8 groups (one per MDG), therefore groups of 4-5 people would be appropriate.

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?

1. Make sure that the groups allow everyone to have their voice heard.
2. Keep a good mix of people in each group; this generally will lead to more stimulating discussion.

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

Millennium Development Goals: 11 years on.

Attachments:

- **Millennium Development Goals**

What are the Millennium Development Goals?

The Millennium Development Goals (MDGs) are eight international development goals that all 192 United Nations member states and at least 23 international organizations have agreed to achieve by the year 2015. They include eradicating extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development.

The MDGs also provide a framework for the entire international community to work together towards a common end – making sure that human development reaches everyone, everywhere. If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy.

The eight MDGs break down into **21 quantifiable targets** that are measured by **60 indicators**.



Goal 1: Eradicate extreme poverty and hunger

- Target 1a: Reduce by half the proportion of people living on less than a dollar a day
- Target 1b: Achieve full and productive employment and decent work for all, including women and young people
- Target 1c: Reduce by half the proportion of people who suffer from hunger



Goal 2: Achieve universal primary education

- Target 2a: Ensure that all boys and girls complete a full course of primary schooling



Goal 3: Promote gender equality and empower women

- Target 3a: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015



Goal 4: Reduce child mortality

- Target 4a: Reduce by two thirds the mortality rate among children under five



Goal 5: Improve maternal health

- Target 5a: Reduce by three quarters the maternal mortality ratio
- Target 5b: Achieve, by 2015, universal access to reproductive health



Goal 6: Combat HIV/AIDS, malaria and other diseases

- Target 6a: Halt and begin to reverse the spread of HIV/AIDS
- Target 6b: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it
- Target 6c: Halt and begin to reverse the incidence of malaria and other major diseases



Goal 7: Ensure environmental sustainability

- Target 7a: Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Target 7b: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
- Target 7c: Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation
- Target 7d: Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020



Goal 8: A global partnership for development

- Target 8a: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- Target 8b: Address the special needs of the least developed countries
- Target 8c: Address the special needs of landlocked developing countries and small island developing States
- Target 8d: Deal comprehensively with the debt problems of developing countries

the chocolate challenge

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?

<ul style="list-style-type: none"> • Supply chain • Injustices • Trade • Fairtrade
--

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

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.

- Responses during the reflection section of this activity
- Photos/video recordings of the participants doing the activity
- Any personal responses from the participants during the activity
- Post-it note responses

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: Chocolate Taste Test: 15 minutes

Participants are asked if they like chocolate. How good do they think their sense of taste is? Participants are told that they are going to be trying three types of chocolate, milk, dark and white, to see if they can tell the difference between them. Leaders will ask participants to close their eyes and will give each participant a piece of chocolate of one of the varieties in the taste test. They are to eat the chocolate without looking at it. This is repeated until they have had a piece of each of the types of chocolate. Leaders are to ask them, by means of putting their hands up to vote, which piece of chocolate was which. Who got them right? Who has the best sense of taste? Leaders are to reveal which one was which.

Supply Chain Activity: 20 minutes

Participants are told that they are going to find out some more about the way in which chocolate is made and who is involved in the production of chocolate. They will be in teams of eight participants each (therefore there will be six teams in total). The teams will cycle round stations; each station will represent a stage in the chocolate production and distribution process. At each station they will have to complete an activity to gain points for their team, after every team has completed all stations there will be a team with the most points who will be declared the winners. One leader will man each station and note down the score of each group onto their scoresheet [attached]. Tell participants that there will be a prize to make this activity competitive! The attached activity guide will explain how to run this activity.

Reflection on Activity: 25 minutes

In their groups, the participants are to discuss what they found out from this activity. Leaders are to run the discussion and ask participants questions about the activity. Which stations were the hardest to get points from? Why do they think this was? If you related points to earnings from the chocolate production process, who do they think came off worst? Who made the most money? Who did the most work? What do they think to this? If they had to have on of the jobs in the production process which one would it be?

Leaders can ask the participants what they know about fairtrade. Have they ever bought fairtrade products? What makes them fairer?

They are each to think about the process and how it could be made better. How could it be made fairer? Each participant is given a post-it note. They are to write the following beginning of the sentence onto the post-it: "*Chocolate would taste better if...*" They are then to complete the sentence and every post-it is to be stuck onto a large piece of paper together. They can have time to have a look at the poster with all the post-its on it and see what ideas others have come up with.

Announcement of the winners: 5 minutes

Final activity: 10 minutes

The participants are told that they are going to do another taste test. This time they are going to see if they can tell the difference between fairtrade and normal chocolate. Participants will be

given a piece of fairtrade and a piece of normal chocolate and this activity will run in the same way as the introduction activity. Obviously this is much harder than the beginning activity in that unlike between types of chocolate there may not be an obvious taste difference. However, given that this is a much fairer way of producing chocolate, do they feel that it tastes better knowing this?

3. Debriefing

Reflect:

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

- Do you like eating chocolate?
- How often do you eat chocolate?
- Have you ever bought fairtrade products?
- What is fairtrade?
- Have you ever wondered where chocolate comes from?
- Do you know anything about the chocolate production process?
- What activity stations did you find the hardest? Why?
- Which ones were the easiest? Why?

Generalize:

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

- How could you relate the activity to the real production process for chocolate?
- Who earns the most in the supply chain?
- Do you think that this is fair?
- Why do you think the supply chain is like this?

Apply:

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

- Where do our favourite food products come from?
- Who is involved in making them and getting them to the shops from which we buy them?
- How you go about researching into the production process for any other food products that you enjoy eating?
- Do you think that you would consider buying fairtrade products knowing what you found out today?
- Would you encourage anyone else to buy fairtrade?
- Could you encourage your school to start selling/increase the amount of fairtrade products?
- Would you talk to anyone about what you learnt today?
- Who would you talk to?
- What would you say about the chocolate production process?

4. Materials and Background Preparation

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

CISV Interns
Information and images relating to the chocolate production process adapted from Divine chocolate: <http://www.divinechocolate.com/about/bean-to-bar.aspx>

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

- Chocolate of a variety of types (milk/white/dark/fairtrade suggested) enough for one piece of each type per participant
- Prize for the winning team
- Stopwatch to time the two minute intervals in the activity
- Scoresheets [attached]
- Station 1: cones or other objects to mark out a lap around which the participants are to run
- Station 2: water balloons (lots) and a beanbag
- Station 3: jenga bricks
- Station 4: ice cubes, enough for one participant each
- Station 5: a skipping rope
- Station 6: a tennis ball
- Post-it notes, enough for one per participant
- Pens to write onto the post-its
- Large bit of paper to stick all the post-its onto

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

Time: 1 hour 15 minutes

Group size: for the supply chain activity, there will be six teams, each with eight 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?

- Health and safety: check for any allergies to the food used in this activity before beginning
- This activity may not be suitable for participants with disabilities or injuries as it has elements of physical activity in it
- The activities at each station are examples of activities that could be used, if you can think of better ones, or ones that would fit in more with the materials available then do feel free to change them and add new ones

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

The Chocolate Challenge

5. Attachments

a. Scoresheet

b. Task Sheet

Chocolate Supply Chain Activity

There are 6 stations where each team has to complete an activity and score points whilst doing so.

The six sheets should be printed out and placed at the six stations for the leader in charge of each station to read and show to each team.

One leader is to man each station and tally the score of each team.

The general idea is that it becomes easier to score points the further along the supply chain the participants go, which represents the increasing profitability going along the supply chain.

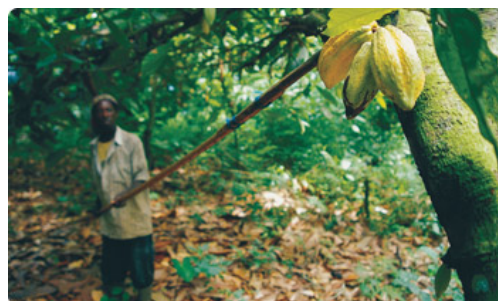
Activities can be edited in any way that leaders see fit.

<http://www.divinechocolate.com/about/bean-to-bar.aspx>
for more details.

1. Cocoa Growing

You grow the cocoa plant on a small farm that your family owns. You also grow other foods as you need to feed your family. Sometimes the crops fail so you have to grow a variety of foods to make sure you have enough food. It takes a very long time for the cocoa trees to grow, and a huge amount of cocoa pods are needed from each tree to make even a small amount of chocolate. This means that you have to tend to lots and lots of cocoa trees to be able to sell enough cocoa pods on and make enough money to live on.

Activity: Growing cocoa is hard work. In order to score a point in this activity you will need to take in turns to run a circuit, which will be marked by your leader. Each time a team member completes a lap your team will score one point. You have two minutes!



2. Harvesting the Beans

It takes a lot of effort to get the beans out of the pods and ready to make into chocolate. They have to be removed from the pods and fermented inside giant green plaintain leaves for 5-8 days. Then these beans need to be dried, so they are placed outside in the hot sun for a further 5-12 days. All of these processes need to be repeated time and time again by the cocoa farmers and require lots of hard work.

Activity: Cocoa farmers have to do lots of things at the same time, so in this activity you will have to do your own sort of balancing. You have got to take it in turns to walk the distance marked out by your leader with a beanbag on your head whilst carrying a water balloon on a spoon. If the beanbag drops or the water balloon pops then you have to go back to the start and start your lap again! For each successful lap by a member of your team you will score two points. You have two minutes!



3. Selling and Transportation of the Beans

In this part of the process the beans are collected and weighed. Their quality is checked, and if they are of good quality then they are bagged up and shipped to warehouses in the nearest port, from where they travel to chocolate manufacturers all around the world.

Activity: At this station, your team is to use jenga bricks to try to make the tallest tower. You will start with the standard jenga tower and have to use the two minutes to take bricks out one at a time and place them to make the tower taller. Be careful though; the tower will get more wobbly the taller that it gets. You score one point for each layer of bricks on the tower. If the tower is to collapse, then start again, your score will be the tallest tower you made before it collapsed.



4. Making Chocolate Bars

The beans need to be roasted at really high temperatures. The nibs of the beans are removed to make a cocoa mass which can be sorted into cocoa mass and cocoa butter which are both used to make the chocolate bars that we enjoy. Sugar is added, as well as milk for making milk chocolate. They then cool this solid in moulds to get it into bar shapes. Other ingredients may be added here too.

Activity: The chocolate has got to be cooled down in this step, so in this activity so will you! Each team member is to hold an ice cube in their clenched fist for as long as they can out of the two minutes. For the team member that can hold the ice cube in their hand for the longest time you will get a score, one point for each second that they managed to hold the ice cube.



5. Packaging and Shipping the Chocolate

Designers design packaging to attract customers to buy the chocolate bars and create a memorable brand for them. Machines package the chocolate bars, and then they are sent to large warehouses. From the warehouses they are sent on to supermarkets, corner shops, and lots of other place all around the country.

Activity: For this activity you will be skipping. One team member will start with the rope and will count how many skips they can do in a row. They will then pass the rope on to the next team member. The team scores the score that is the highest amount of skips successfully completed in a row.



6. Selling the Chocolate

Now it is the turn of the shops. Supermarkets and shops make millions of pounds each year selling chocolate bars on consumers. Millions of bars of chocolate are sold each day and chocolate firms are profiting lots and lots from this.

Activity: For this activity, the team will stand in a large circle and throw a tennis ball around the circle from person to person. Each lap of the circle that the ball makes without being dropped will score ten points for your team. You have two minutes, go!



 CISV international building global friendship	Village Activity: The Chocolate Challenge
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Team Name.....

Scoresheet

<u>Activity Number</u>	<u>Tally</u>	<u>Total</u>
1: Cocoa Growing		
2: Harvesting the beans		
3: Selling and transporting to producers		
4: Making chocolate bars		
5: Packaging the chocolate		
6: Selling the chocolate		
		<u>Grand total:</u>

seeking asylum in another world

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.

X	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?

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

	1	Develop intercultural awareness
X	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
	2b)	Participate in planning and running activities
	2c)	Contribute during group discussion
	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
	3c)	Express independent ideas to promote group development
X	3d)	Increase self confidence
	4	Develop cooperative skills
	4a)	Work together as a team in planning and leading activities
	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.

Write down the points from the last large circle discussion that you have after the wide game to gather evidence of learning.

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

Jargon buster (30 minutes)

Get the young people to split up into smaller groups. Hand out envelopes of the Jargon Buster Sheet (see attached) cut up into individual boxes. Ask the groups to match up the words with the definitions.

The first group to match up everything correctly wins. Discuss all definitions and words people still don't understand.

Asylum Seeker Wide Game (1 hour)

Hand out identity cards and an electric money card to each participant. (see attached 'Identity Documents') The identity cards will tell them the character they have to act out during the wide game and the electric money card will have their weekly allowance of money on it. Tell them that they are now seeking asylum in another world. [note: you can give this world a name relevant to the whole Summer Camp if you wish]

The room should be divided into clearly marked different sections as described below, all manned by at least one leader. The participants must be lined up to be checked in at the home office before being allowed through to walk freely around the room, to go to the different sections.

(First Stop)

Home Office:

This will be the first section all participants attend, where they will have to complete a complicated form and test in a language that is completely made up. (see attached 'Immigration Form') The leader manning the home office desk must be mean to the participants, only speak in a made-up language and will only let some individuals through to the rest of the room. The rest he or she will send to the detention centres to be deported.

(Other Stops you can get to if you are not in the detention centre)

Language corner:

Have one leader give language lessons in the made-up language everyone is speaking that participants get involved in. Make sure the leader running this never stops speaking the made-up language and frequently gets frustrated at everyone for not understanding.

Shop and Healthcare:

Have an open shop in one corner manned by a leader with lots of different items on the table. The leader only speaks this made-up language. Make sure only the worst items are affordable for the participants when their money cards are swiped.

General Housing Area:

A musty area of the room with a few chairs and cups for tea. The leader manning this area should stick up on the walls around 'common myths about asylum seekers' (see attached) and keep on muttering them to all who come nearby in English.

Welcome Centre:

The only friendly place, where the leader speaks to you in English, the language the participants understand. There is a list of general rights written down that they will talk you through. (see attached) They will try to help and give advice on your situation.

(the detention centre – a place leaders can send participants of the workshop to at any time, for no particular reason)

Detention Centres:

As soon as the participants get here they get a card to tell them why they have gone to the detention centre, and what is going to happen to them in the future (see 'Detention Centre Cards' attached) Keep everyone separated from each other. No-one can talk.

Let people roam around all the different places at their will experiencing the different parts of this role-play. When you think it is winding down to a close come out of character and get everyone back into a big circle.

Debrief (30 minutes)

Go round the circle and everyone has to say who they were in the game and one thing they found hard whilst they tried to be a part of this 'other' world.

Then for extra questions to spark further interesting debate see below.

3. Debriefing

Reflect:

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

How did each area make you feel?
How did it feel to have everyone speak a language you could not understand?
How did it feel to not be able to buy anything in the shop with your swipe cards?

Generalize:

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

Do you think this is how people treat asylum seekers in our own countries?
After doing this workshop what do you think is the most important elements needed in a welcome center for refugees role within our modern societies?

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 refugees and asylum seekers should be treated in our own countries?
Do you think that detention centers should be used in societies such as Britain?

4. Materials and Background Preparation

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

CISV Intern: Sarah Lawson

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

Print out:
Jargon Buster
Identity Documents
Immigration Forms
Common myths about Asylum Seekers
General Rights
Detention Center Cards
Debit Cards
(the documents provided are enough for a group of 30 young people)

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

Timing: 2 hours
Group Size: 30 14-15year olds

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?

Prepare a lot in advance and make sure that you have enough leaders to man every stall during the wide game.
Be flexible enough to let the participants shape the wide game a bit.
Never come out of character whilst the wide game is in place.

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

Seeking Asylum in Another World.

5. Attachments

- a. *Jargon Buster*
- b. *Debit Cards*
- c. *Immigration Forms*
- d. *Detention Centre Cards*

Asylum Seeker	A person who has made an application for asylum and is waiting to hear the decision on their application.
Refugee	Someone who has received a positive decision on their asylum application.
Internally displaced persons (IDPs)	People who are forced to flee their homes but remain within their country's borders.
Illegal Economic Immigrant	Someone who moves across national borders in a way that violates the immigration laws of the destination country.
Detention Centres	A place where it is lawful to detain migrants or asylum seekers either to: <ul style="list-style-type: none"> 1. To fast track their claim 2. If the government has reasonable grounds to believe that the asylum seeker or migrant will abscond or not abide by the conditions of entry. 3. If the asylum seeker or migrant is about to be deported.

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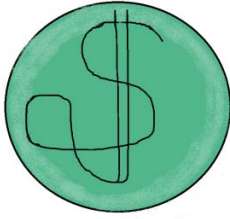
Asylum Seeker	A person who has made an application for asylum and is waiting to hear the decision on their application.
Refugee	Someone who has received a positive decision on their asylum application.
Internally displaced persons (IDPs)	People who are forced to flee their homes but remain within their country's borders.
Illegal Economic Immigrant	Someone who moves across national borders in a way that violates the immigration laws of the destination country.
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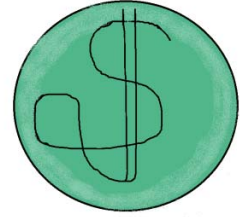
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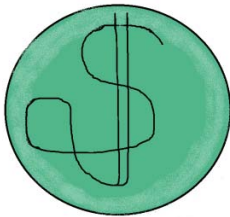


DEBIT CARD

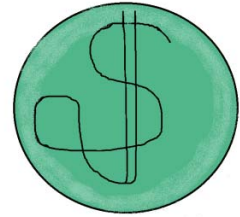


Terms and Conditions of your Debit Card (registered for asylum seekers only):

- 1.) It can only be used in one shop
- 2.) If you do not spend the money by the end of the week then it will not be saved up over time but will simply disappear.
- 3.) You cannot get change back from the card
- 4.) You are not permitted to buy things for other people
- 5.) You will get a certain amount of money a week which is less than the average benefits for a citizen of this country.
- 6.) YOU CANNOT WORK TO GET MORE MONEY.



DEBIT CARD



Terms and Conditions of your Debit Card (registered for asylum seekers only):

- 1.) It can only be used in one shop
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UK Border Agency

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Detention Centre Cards

You have been tortured badly in your home country and have objective evidence to prove it so you cannot be accepted into this Detention Centre. Go Back into the Room.

You have become disabled whilst living in the UK so you cannot be accepted here, however, you cannot claim the disability living allowance either, as that is only for UK Citizens. Go Back into the Room.

You claimed bail successfully but then realise you are allowed no legal aid for representation at your bail hearing. You cannot represent yourself well as you are so scared in the process that you are not shocked when you hear that your claim has been rejected and you are taken back into the detention centre.

You claim for bail successfully but then realise you are allowed no legal aid for representation at your bail hearing. However by some luck you find the organisation 'Bail for Immigration Detainees' and they provide you with help and assistance represent yourself and you manage to get yourself out. Go Back into the Room.

You have been tortured badly in your home country and have objective evidence to prove it so you cannot be accepted into this Detention Centre. Go Back into the Room.

You will remain here until we assess your case at some point in the future

You will remain here until we assess your case at some point in the future

You will remain here until we assess your case at some point in the future

You will remain here until we assess your case at some point in the future.

· Conflict and Resolution

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.

273 problems in my country

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?

Diversity of problems country faces that can be seen in relation to sustainable development

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

	1	Develop leadership skills
	1a)	Is able to express independent ideas to promote group development
X	1b)	Is able to suggest solutions to solve problems objectively
	1c)	Is able to facilitate a group or other individuals
X	1d)	Is able to take responsibility for an activity, a project, a problem
	2	Encourage social responsibility towards the community
X	2a)	Is able to identify current community issues and conflict
	2b)	Is willing to perform an act of contribution to local community after the Programme ends
X	2c)	Is able to contribute ideas on how to apply what they learned to everyday life
	2d)	Is willing to act in an inclusive way
	3	Develop a global awareness
X	3a)	Understands current issues taking place in the world
	3b)	Is able to understand and cooperate with different cultures
	3c)	Understands the camp theme and contributes to its development
X	3d)	Is able to participate in discussions about the content area of the year
	4	Enable personal development
	4a)	Is able to exhibit confidence through active participation in group discussion and activities
	4b)	Understands how to plan, run and facilitate activities
X	4c)	Is able to work in a team
X	4d)	Is willing to listen to others' ideas and be open-minded to different points of view

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.

In this activity the participants will 1) reflect on the situation in their own country, 2) gain knowledge on situations in other countries, and 3) reflect on how situations in other countries can be solved.

You will be able to collect evidences through the:

- Discussions in the delegation.
- Sharing of thoughts in discussion.
- Participation in the debriefing.

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

This is an adaption of the CISV activity "PROBLEMS IN MY COUNTRY".

The goal

In this activity the participants should both be able to identify and reflect upon problems in their own country, and gain knowledge on problems other countries are experiencing. In this adaption of the activity these problems should be connected to CISV's content area Sustainable Development.

They should also be able to understand how these problems aren't national but global, and how it is not only a country but also the entire world that will be affected if these problems get worse.

Examples of problems:

- Overexploitation of natural resources
- Increased water levels
- Temperature changes
- Garbage
- Pollution
- Unconscious consumerism
- Deforestation

The activity:

Divide into delegations. The leader is there to help, but not to participate.

1. Each delegation discusses and agrees on a problem in their country.
2. The delegations make a small act, where they present and explain the problem to the other delegations. The leader should be ready to help explain the scenario.
3. When all the delegations have presented their problem, the delegations swap problems and go back to their group to discuss how to solve this new problem.
4. The delegations prepare a play where they show their solution to the problem.

3. Debriefing

Reflect:

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

- In this activity we asked you to present a problem your country has towards sustainable development. Was this difficult?

- Why did you choose this problem?
- What did you think of the problems in the other countries, and was it easy or hard to find a solution to their problem?
- Were you surprised by the problems any of the other countries had?

Generalize:

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

- Why do you think we wanted you to learn about each other's problems, and teach them about your problem?
- In your everyday life, do you ever think about these problems?
- Why do you think we wanted you to find a solution to each other's problems?
- Do you think it is important to think about these kinds of problems?
- Do you think countries share problems? What do you think will happen if this problem does not get fixed? For instance; "do you think deforestation is only a problem in Brazil?"

Apply:

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

- What can we do to help each other out?
- What can we do so that these problems do not get worse?
- How can we fix our own problem?

4. Materials and Background Preparation

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

This is an adaptation of a CISV activity called "problems in my country".

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

Paper and pens

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

Work in delegations.
3 hours

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?

In a summer camp this activity demands support to the participation from the leaders. It can be challenging to 1) identify challenges in their own country and 2) give a clear explanation to why this is a problem. Encourage the participants to develop their own thoughts and challenge them to trust their own ideas.

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

Problems in my country – the sustainable development version

274

cisv photo story

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.

X	Human Rights	X	Diversity
X	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?

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

	1	Develop intercultural awareness
X	1a)	Share own culture with the camp
X	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
	2b)	Participate in planning and running activities
	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
	4a)	Work together as a team in planning and leading activities
	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.

The Photo Stories

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. (5 Minutes) Giving the assignment:
 Ask all participants to split into four groups. Make sure that at least one person in the group has a camera.
 Assign each group one of the CISV areas of educational peace content: Human Rights, Conflict and resolution, Diversity and Sustainable Development, and ask the group to make a photo story which is representative for their assigned area.
 The photostory should have a logical flow with an Introduction to a problem, or problems faced by communities in that area, the reason for the problem and a search for a plan to solve the problem/problems, the implementation of the plan, and the results as a conclusion.
 All of these things should be suggested through photos. The members of the team can act in still shots in the photos if they want to.
 They should arrange their photos/story in a logical sequence by using a computer, and making a slide show of the photos.
2. (1 day) Preparation time for the Photo story
3. (4X 10 minutes) Present and explain the photo story to everyone else.
4. (30 minutes) Discuss the problems and the solutions proposed by each team:
 Are there common problems to all of the areas?
 Can you find a similar origin to these problems despite the fact that apparently they are linked to different areas?
 Are the solutions proposed interconnected?

5. Debriefing

Reflect:

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

What are the biggest problems we face with regard to Human rights/ Conflict and Resolution/ Diversity/ Sustainable development?
 Does everyone in the group agree that the problems I have identified are equally big in their community?
 Are the problems identified by other teams present in my home country? Why yes/not?

Generalize:

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

Are the issues we have identified characteristic of one type of culture or society?
How are Human Rights/Conflict and Resolution/ Diversity/ Sustainable Development issues different in economically and industrially advanced countries, compared to underdeveloped countries?

Apply:

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

Can the plan we identified be applied in any society at any level?
Can I implement the plan in my community? What about the plans proposed by the other teams?

6. 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.

Cameras, Computer, Projector (Optional)

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

All participants divided into 4 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?

Try to make sure that the groups are made up of culturally diverse people.

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

CISV Photo Story

- Conflict and Resolution
- Diversity
- Sustainable Development



1. Educational Content

Areas(s) of Peace Education:

X	Human Rights		Diversity
	Conflict and Resolution		Sustainable Development

Theme:

Human Rights as covered by media around the world - is it the same thing in every country?

Educational Goals and Indicators:

	1	Develop leadership skills
	1a)	Is able to express independent ideas to promote group development (S)
	1b)	Is able to suggest solutions to solve problems objectively (S)
	1c)	Is able to facilitate a group or other individuals (S)
	1d)	Is able to take responsibility for an activity, a project, a problem (S)
	2	Encourage social responsibility towards the community
	2a)	Is able to identify current community issues and conflict (S)
	2b)	Is willing to perform an act of contribution to local community after the Programme ends (A)
	2c)	Is able to contribute ideas on how to apply what they learned to everyday life (S)
	2d)	Is able to act in an inclusive way (S)
	3	Develop a global awareness
X	3a)	Understands current issues taking place in the world (K)
X	3b)	Is willing to understand and cooperate with different cultures (A)
	3c)	Understands the camp theme and contributes to its development (K)
X	3d)	Is able to participate in discussions about the content area of the year (S)
	4	Enable personal development
X	4a)	Is able to exhibit confidence through active participation in group discussion and activities (S)
	4b)	Understands how to plan, run and facilitate activities (K)
X	4c)	Is able to work in a team (S)
X	4d)	Is willing to listen to others' ideas and be open-minded to different points of view (A)

Evidence:

Posters prepared and presented by participants; content of the posters covers **current affairs** related to the **human rights content area**; participants **prepare posters in teams** and it can be observed how participants react to posters describing other than their home countries' human rights issues.

2. Explanation

Do:

Divide participants into four groups, so that each group includes one person from each delegation. (5 min.)

Each group has the overall task to create the front page of a newspaper by selecting 5 pictures and writing headlines and short articles to go with the pictures.

Step by step instructions:

- 1) Give the full set of 20 pictures to each group and give them enough time to look at all the pictures and think about them. (10 min.)
- 2) Each group decides together which 5 pictures they will choose and then they create their front page (name of the Newspaper, name of the article...) (10 min.)
- 3) Participants write an article for each picture they have chosen. Writing the text will encourage them to discuss in small groups and really engage with the human rights theme. (30 min.)
- 4) Once all four front pages are finished, display them on the ground and allow the whole group to wander around and look at and read the front pages. (15 min.)
- 5) Sit in a circle and start debriefing in the big group. (20 min.)

3. Debriefing

Reflect:

How did groups make decisions about which stories to cover?
Did everyone feel they could participate and contribute?

Generalize:

What themes or issues were presented?
How did they relate to human rights issues?
What sort of news dominates the media in real life? Are human rights covered regularly?

Apply:

Can we influence which kinds of media we consume at home so that we get the best possible coverage of human rights issues?
Are there media such as school newspapers where we can encourage the discussion of human rights issues?

4. Materials and Background Preparation

Origin of Activity:

Based on Compass: A Manual on Human Rights Education with Young People; available online at:
http://evcb.coe.int/compass/en/chapter_2/2_18.asp

Materials:

20 pictures: Each group receives the same 20 pictures. All pictures must be more or less directly related to Human Rights.
 Big sheet of paper
 Pens, glue stick, scissors.

Time & Group Size:

Time = 1.5 hours.
 4 groups, including 2 or 3 leaders per group.

Tips for facilitators:

This activity requires preparation by leaders: They need to **bring human rights related pictures** taken from newspapers in their home countries. Pictures should cover a good variety of images: geographical spread, gender balance, images of young and "old" people; avoid stereotypes.
 Why not use the pictures in a getting to know each other activity amongst leaders? That way (Why I chose this picture...) leaders could also improve their knowledge about human rights issues in other leaders' countries.
 During the activity, make sure that the stories on the front pages do indeed relate to human rights.

Activity Name:

Front Page

Activity 1: Draw it Right

- Time:** 10-15 minutes
- Human Rights Values:** Rights, cooperation
- Materials:** 1 piece of large paper per group, 2 felt tip pens and a list of 10 rights
- When To Do:** Before Museum visit

Purpose of the Activity

To experience teamwork and to think about:

- Children's rights
- How we can work together to increase respect for children's rights

Human Rights and Responsibilities

Right to know your rights (Article 42, CRC). For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

Instructions

1. Prepare a list of 10 children's rights (see below).
2. First, ask students if they know any of their rights.
3. Divide the group into 3 or 4 teams of 4 to 6 students per team. Ask each team to sit around a piece of paper that you have placed on the wall at one end of the classroom. Place yourself at the opposite end of the classroom.
4. Explain to students that this is a competition. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins.
5. Ask 1 member of each team to come to you. You will whisper a children's right in his/her ear.
6. The team members return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team comes to you for the next right.
7. The activity ends when one of the teams has identified all the rights.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014



Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- What did you like best about this activity?
- Did you know all the rights in this activity?
- Do you know other rights?

Think

- Do we all have the same rights?
- Can you think of some rights that are not always respected?

Examples: Can all children go to school? Do all children get to see a doctor when they are sick?

Act

- We all want to enjoy our rights, but what do we need to do to make sure that this is possible?
- All of us have the right to express ourselves. In addition we all have a responsibility to make sure that everyone else in our group also has the freedom to express him/herself. How can we cooperate to make sure that this right is respected in our group?



Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, ensure his/her team has a white piece of paper and a thick black marker to increase the contrast.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- Give a right to the students who come up to the front. Whisper the right in their ear, and allow all the students at the front 20-30 seconds to have-a-think about what they will draw before returning to their group.
- If a student has difficulty with fine motor skills, give the student hand-over-hand support to help them draw.
- If a student is unable to draw, have students act out the right instead.
- If a student is unable to come up to the front, go to him/her instead or have a partner help him/her to retrieve the right.

For more Tips for Facilitation, please see Reference Sheet 4.



Children's Rights

- The right to go to school
- The right to practice a religion
- The right to a decent home
- The right to eat
- The right to medical care
- The right to play
- The right to express your ideas
- The right to safety
- The right to rest
- The right to a clean environment
- The right to live with your parents
- The right to privacy



277 action reaction

Time: 35 minutes

Human Rights Values: Acceptance, respect, responsibility

Materials: Role cards (included) and red and green cards for voting

When To Do: Before Museum visit

Purpose of the Activity

To experience conflict situations and to think of ways of resolving conflict peacefully.

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to know and exercise your rights (Article 16, CRC); right to express your views (Article 12, CRC). In order to enjoy these rights, we need to respect differences, learn what our rights and responsibilities are, and learn to respect other people's right to their own opinions.

Instructions

1. Copy and cut out the role cards provided below. Choose role cards you feel are appropriate for the group.
2. Divide the group in teams of two. Assign one person on each team to be the 'Challenger' and the other person to be the 'Respondent'.
3. Explain to the group that the activity involves reacting spontaneously to different situations that may cause frustration and anger. The teams take turns improvising a situation according to the information on the role cards. The Challenger begins by picking a role card and reading it to him/herself. Then, the Challenger states what role he/she is playing in the situation and reads the statement on the card out loud to the Respondent. The Respondent must react spontaneously by improvising his/her reaction to the situation.
4. After each improvisation, the other students act as judges and decide whether the Respondent's reaction was appropriate. Give coloured cards to each student 'judge' for voting. 'Red' means that the response was inappropriate and 'green' means that it was good. Ask the judges to comment. Listen carefully to the comments and, when appropriate, add in some of the possible solutions provided at the end of this activity.

Grades 7-9



CANADIAN MUSEUM FOR HUMAN RIGHTS
MUSÉE CANADIEN POUR LES DROITS DE LA PERSONNE

5. To make sure the group understands, model an example using a role card. Ask the group whether your reaction was appropriate, invite additional comments and provide some of your own, based on the possible solutions provided.

Variations

- Form teams of 3 or 4 people and ask them to create a skit based on a role card.



Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- What did you like best about this activity?
- Was it easy to respond quickly to conflict situations?
- What was the hardest part of this activity?

Think

- How did you react in these situations?
- What strategies did you use to handle the situations?
- Are there services in the community to help us find peaceful solutions to conflict?

Act

- How can you respond to conflict situations that arise at school or at home?
- How can we resolve similar situations without getting angry?
- How can we teach others to peacefully resolve conflict?



Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see, print the role cards in Braille or read the role card to him/her.
- If a student is unable to see well, use black and white and enlarge print when printing the role cards to ensure high contrast.
- Use black and white cards for voting. White means that the response was inappropriate and black means that it was good.
- Encourage all students to use verbal cues and expressions in their reactions.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

For more Tips for Facilitation, please see Reference Sheet 4.



Role cards (to be copied)

Role #1

Role: I am your friend.

Statement: "I saw you talking that lesbian at school. I don't want you to talk to her."

Activity 2

Role #2

Role: I am your friend.

Statement: "I saw a picture of me on your Facebook page. You have no right to put my picture on Facebook without my permission."

Activity 2

Role #3

Role: I am your basketball coach.

Statement: "You're wearing a head scarf. You can wear it off the court, but when you play basketball, you can't play with a hijab on!"

Activity 2

Role #4

Role: I am a police officer.

Statement: "Hey young man. Show me your ID."

Activity 2

Role #5

Role: I am a person walking down the street.

Statement: "Excuse me? You just pushed me. Watch where you're going. You're not the only one on the street."

Activity 2



Role cards (to be copied)

Role #6

Role: I am your mother.

Statement: “I heard you went to see the nurse the other day at school. What was that all about?”

Activity 2

Role #7

Role: I am your teacher.

Statement: “Open up your locker right now! I want to see what’s inside. I’m sure you have drugs in there.”

Activity 2

Role #8

Role #8: I am a friend of your mother’s.

Statement: “Young people today don’t have any values anymore. They’re totally irresponsible.”

Activity 2

Role #9

Role: I am a school social worker.

Statement: “I’ll have to call your parents. You have drug issues and we have to do something about it!”

Activity 2

Role #10

Role: I am your boss.

Statement: “I’m sure somebody’s stealing stuff from the office. I’ve decided to install a security camera to keep an eye on everyone.”

Activity 2



Role cards (to be copied)

Role #11

Role: I am your friend.

Statement: “Check out that new kid at school! He just arrived from a reserve! What’s he doing here anyway?”

Activity 2

Role #12

Role #12: I am your parole officer.

Statement: “I know that some of your friends are a bad influence. You shouldn’t be hanging out with those people.”

Activity 2

Role #13

Role #13: I am your foster parent.

Statement: “Why would you want to spend time with your biological family? Aren’t we good parents?”

Activity 2

Role #14

Role #14: I am your respite worker/caregiver.

Statement: “I’m responsible for you when your parents aren’t here, so you need to listen to me.”

Activity 2

Role #15

Role #15: I am your educational assistant.

Statement: “I know that you don’t like to do this, but to get better at it, you need to practice.”

Activity 2



Possible solutions

- **Role #1:** I am your friend.

Statement: “I saw you talking to that lesbian at school. I don’t want you to talk to her!”

Discuss discrimination and homophobia with students. Homophobia is fear of homosexuals or people perceived to be homosexual. Homophobia takes the form of hatred that often turns into physical or verbal abuse. Ask students to talk about the reasons why some people are homophobic. Ask them for possible solutions. For example, how can we respond to a homophobic person? How can human rights values help us?

- **Role #2:** I am your friend.

Statement: “I saw a picture of me on your Facebook page. You have no right to put my picture on Facebook without my permission!”

Before publishing a picture of a friend or stranger on the Internet, we need to get permission from them. Did you know that the media is not allowed to publish a person’s face without that person’s authorization? Ask students to suggest ways of requesting permission from other people to put their photos on Facebook.

- **Role #3:** I am your basketball coach.

Statement: “You’re wearing a head scarf. You can wear it off the court, but when you play basketball, you can’t play with a hijab on!”

Nobody can be prevented from playing. That qualifies as discrimination. However, a person may be asked to wear a hijab specifically designed for sports.

- **Role #4:** I am a police officer.

Statement: “Hey, young man. Show me your ID!”

When police officers have reasonable grounds to believe that a person has committed an offence, they may ask that person to identify him/herself (giving first and last names, address, date of birth and phone number). They may ask for an ID card, but, in Canada, as in other countries, there is no official ID card that people are required by law to have on them. The person might, therefore, not be carrying ID. However, it is important for all everyone, including youth, to provide their true identity



and to cooperate when they are being questioned by the police. Lying about your identity is a criminal offence.

- **Role #4:** I'm a person walking on the street.

Statement: "Excuse me? You just pushed me. Watch where you're going! You're not the only one on the street."

Ask students to share their views on this. Explore solutions together.

- **Role #5:** I am your mother.

Statement: "I heard you went to see the nurse the other day at school. What was that all about?"

Registered nurses cannot disclose any confidential information they have received. However, if the young person's security or development is considered to be in danger, the nurse will have to contact social services (youth protection). Youth have the right to privacy, but they also have the right to be protected from abuse. For more information see provincial legislation (e.g. Youth Protection Act in Quebec).

- **Role #6:** I am your teacher.

Statement: "Open up your locker right now! I want to see what's inside. I'm sure you have drugs in there!"

Teachers may search a locker if they have reasonable grounds to believe that there are drugs inside. On the other hand, a teacher is not allowed to search a particular student's locker or all student lockers routinely.

- **Role #7:** I am a friend of your mother's.

Statement: "Young people today don't have any values anymore. They're totally irresponsible!"

Ask students to share their views on this. Explore positive ways to respond to this kind of statement.

- **Role #8:** I am a school social worker.

Statement: "I'll have to call your parents. You have drug issues and we have to do something about it!"

Registered social workers cannot disclose any confidential information they have received. However, if the young person's security or development is considered to be in danger, the social



worker will have to contact social services (youth protection). Youth have the right to privacy, but they also have the right to be protected from abuse. For more information see provincial legislation (e.g. Youth Protection Act in Quebec).

- **Role #9:** I am your boss.

Statement: “I’m sure someone is stealing stuff from the office. So I’ve decided to install a security camera to keep an eye on everyone.”

Ongoing video surveillance of employees violates the right to privacy, honour and reputation, as well as the right to fair and reasonable working conditions. For security reasons, a camera could be installed at the entrance of a building. When employers believe that someone is stealing from them, they can call the police.

- **Role #10:** I am your friend.

Statement: “Check out that new kid at school! He just arrived from a reserve! What’s he doing here anyway?”

Discuss discrimination and racism with students. Ask students to discuss the reasons why some people make racist/discriminatory comments and why they are directed at certain groups. Ask them for possible solutions. Reinforce the idea of open, diverse communities where everyone has a place and should be respected regardless of where they come from or their cultural background. Get students to identify some of the strengths of a diverse community.

- **Role #12:** I am your parole officer.

Statement: “I know that some of your friends are a bad influence. You shouldn’t be hanging out with those people.”

Discuss what being on parole means, and how it affects the choices of youth on parole. Ask students what type of circumstances lead to a young person being put on parole. Also ask whether they think that his/her rights, for example the right to choose their friends, are the same when he/she is on parole.

- **Role #13:** I am your foster parent.

Statement: “Why would you want to spend time with your biological family? Aren’t we good parents?”

Discuss what being part of a foster family means. Explore positive ways of responding to this kind of statement.



- **Role #14:** I am your respite worker/caregiver.

Statement: “I’m responsible for you when your parents aren’t here, so you need to listen to me.”

A respite worker or caregiver has the responsibility to ensure that no harm comes to you in the absence of your parents or guardian. Explore positive ways of responding to this kind of statement.

- **Role #15:** I am your educational assistant.

Statement: “I know you don’t like to do this, but to get better at it, you need to practice.”

Discuss the role of an educational assistant in a classroom.

· Diversity



278 gender matters

Time: 35 minutes

Human Rights Values: Respect

Materials: Magazines, list of characteristics, markers, glue, tape 2 large pieces of paper, strips of paper, scissors

When To Do: After Museum visit

Purpose of the Activity

To think about gender stereotypes, roles and issues.

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to privacy (Article 16, CRC); right to express your views (Article 12, CRC). In order for everyone to enjoy these rights, it is important to respect differences, as well as other people's privacy and views.

Instructions

1. Ask students to cut out pictures of men and women from magazines, flyers, catalogues or newspapers.
2. Have students glue the pictures of men on a large piece of paper and the pictures of women on another. Display both of these on the wall.
3. Give each student 3 or 4 strips of paper and a marker.
4. Ask the students to think of characteristics they associate with men and women and have them write these in large print on the strips of paper. Then ask them to stick the words next to the pictures. If necessary provide examples from the list of characteristics below.
5. Explore the question of stereotypes associated with men and women by asking students to explain why they chose those characteristics.

Variation

Get the male and female students to do the activity separately and then compare the results. Do they both perceive gender characteristics of men and women in the same way?

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

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Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- Describe in 1 word the activity you have just done.
- Do you agree with the characteristics associated with men? With those associated with women?

Think

- Why do we associate particular characteristics with men and others with women?
- Are these characteristics always accurate? Why or why not?
- Are some of the characteristics that describe you different from those traditionally ascribed to women or men?
- What are the consequences of stereotyping?

Act

- How can we promote a more positive image of both men and women?
- What could you do if someone doesn't respect you or someone else because you are different?
- What can we do to change gender stereotypes and discrimination within our class or when we are with our friends or family?



Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, instead of selecting pictures from magazines, have the student name well-known men and women and place their names on the appropriate large piece of paper. Help him/her understand the pictures posted by describing them.
- Pair the student with a classmate to prepare the strips of paper with characteristics.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student is unable to cut out pictures from a magazine with scissors, assign him/her an alternative task, such as sticking the pictures cut out by other students on the large pieces of paper.

For more Tips for Facilitation, please see Reference Sheet 4.



List of Characteristics Words

- Dependent
- Independent
- Sensitive
- Submissive
- Dominant
- Good at cooking
- Strong
- Takes care of his or her appearance
- Considerate
- Faithful
- Courageous
- Discrete
- Gentle
- Good at business
- Spiritual
- Hot
- Sexy
- Brave

· Diversity



279 on a tight rope

Time:	35 minutes
Values:	Acceptance, responsibility
Materials:	3 pieces of string or rope (each 1 meter long each), post-its, talking stick, large pieces of paper, tape and markers
When To Do:	After Museum visit

Purpose of the Activity

To express individual views on the human rights of youth.

Human Rights and Responsibilities

Right to know your rights (Article 42, CRC); right to express your views (Article 12, CRC). In order to enjoy these rights, we need to learn what our rights and responsibilities are, and learn to respect other people's views.

Instructions

1. Hang 3 pieces of rope horizontally, one above another on the wall. Write "yes" at one end of the 3 pieces of rope and "no" at the other end.
2. Enlarge, if necessary, and copy and cut out the 3 statements listed at the end of this activity and tape a statement above each piece of rope. Each piece of rope then represents that statement about youth rights.
3. Give 3 post-its to each student. Read the statements out loud. Everyone must 'vote' as to whether or not they think the right expressed in each statement is respected at school, at home and in the community. Students can answer "yes" or "no" or nuance their responses by sticking their post-its wherever they want along the rope.
4. Ask students to explain their answers and to give examples.
5. Ask the group to suggest ways to ensure the right referred to in each statement is respected.
6. Write down the solutions proposed by the students on a large piece of paper and tape it on the wall.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014



Variations

1. Instead of using pieces of rope and post-its to vote, students vote by positioning themselves on an imaginary line (continuum) that goes from “yes” to “no.”
2. You may create other statements on issues facing youth. This type of activity can be used to explore the group’s views on a range of topics.



Group Discussion

- After the activity, have students reflect on the experience.
- You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- How did you like this activity?
- Is it easy to discuss youth rights?

Think

- What did you learn from this activity?
- What are the most important rights for young people?
- Which rights are most at risk in our school or community?

Act

- You have come up with ways to ensure that our rights are respected. Can some of these ideas be put into practice?
- How can you educate other young people and adults in our community about the rights of youth?



Tips for Facilitation

Ensuring everyone can perceive

- Use white post-its and a thick black marker to increase the contrast of students' responses.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student has difficulty with mobility, pair him/her with a classmate who can help place their post-its on the wall.

For more Tips for Facilitation, please see Reference Sheet 4.

**Statement on youth rights (to be copied)**

Youth can express their views and be heard

You have the same rights as adults.

All youth are treated equally.

· Diversity



Activity 5: Wall-to-Wall Graffiti

wall-to-wall graffiti

Time:	Three 90-minute sessions
Human Rights Values:	Responsibility and rights
Materials:	Large pieces of paper, sheets of paper, pencils or paint pens, magazines, glue, scissors
When To Do:	After Museum visit

Purpose of the Activity

To think about the different ways in which young people express who they are and what they think.

Human Rights and Responsibilities

Right to non-discrimination (Article 2, CRC); right to privacy (Article 16, CRC); right to express your views (Article 12, CRC). In order for everyone to enjoy these rights, it is important to respect each other's differences, as well as other people's privacy and views.

Instructions

1. Tape large pieces of paper on a wall. Ask students to write graffiti they have seen on bathroom walls, in parks, at school or other places, without censoring anything on the large piece of paper. Add other graffiti as needed.
2. Lead a discussion about the graffiti by asking a few questions. Get the group to take a critical look at racist, sexist, homophobic or discriminatory language.
 - How do you feel when you see this graffiti? Do you agree with it? Why?
 - Is graffiti helpful or harmful? In what ways can graffiti be helpful or harmful?
 - Graffiti is sometimes described as "youth art." Do you agree with this statement? Why do you think some youth do graffiti?
3. After the discussion, have students create a graffiti wall that reflects their personalities. Give each student a sheet of paper that will represent one brick of the wall. Ask each student to design a brick that somehow describes him/her by creating a tag (hip-hop style signature), a drawing or a collage. The "brick" could, for example, portray a student's most important value, his/her greatest quality, personal motto, wildest dream, or a cause he/she feels strongly about.
4. Create the graffiti wall by taping the "bricks" of paper side by side and ask each student to explain what his/her brick represents.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

Grades 7-9



CANADIAN MUSEUM FOR HUMAN RIGHTS
MUSÉE CANADIEN POUR LES DROITS DE LA PERSONNE

Variation

- Using a sheet of vinyl create a graffiti wall to display in the school. Alternatively, create graffiti on a legitimate graffiti wall that the municipality has made available to young people.

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Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- Did you like creating a graffiti wall? Why or why not?

Think

- Is graffiti a good way to express who we are and what we think?
- Why is it important to express what we think and what we experience?
- Looking at the different bricks, is it possible to identify patterns that are common to the whole group?
- Are bricks created by the female students different than those by the male students? In what way?

Act

- What can we do to ensure that youth's ideas are heard and respected by the group and by society?
- What can we do to ensure that everyone in our group feels they are being respected?
- What can we do to get to know each other better?



Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well provide an exemplar with high contrasting colours, or dimensional paint to help him/her understand the activity.
- Create a tactual outline or border of the area the student needs to color in (use a glue gun or dimensional paint).
- Help him/her to “look” with their hands and fingers for the location of the materials.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- If a student is unable to draw, pair him/her with another student. Have them come up with a system of working collaboratively.

For more Tips for Facilitation, please see Reference Sheet 4.

Activity 1: Our Values

Time:	30 minutes
Human Rights Values:	Human rights values
Materials:	4 large pieces of paper, markers
When To Do:	Before Museum visit

Purpose of the Activity

To encourage young people to think about their own values and human rights values.

Human Rights and Responsibilities

Right to express your views (Article 12, CRC). In order to enjoy this right, we need to learn what our rights and responsibilities are, and to learn to respect other people's views.

Instructions

1. Write one of the following human rights values on each large piece of paper and place them in 4 different places around the room. Human rights values: inclusion, respect, cooperation and respect for diversity.
2. Ask students to stand next to the value that is most important to them. Form a team with the students who have gathered around the same value.
3. Ask the teams to discuss what the value they have selected means to them in their daily lives, and to give concrete examples.
4. Have the teams prepare a short skit to illustrate the human rights value they have chosen.
5. Have each team present their skit. After each skit, the rest of the group comments on the skit and discusses the value that was demonstrated.
6. For each skit, read the definition for the corresponding human rights value provided below. Ask students if they agree with the definition.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014



Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- What did you like or dislike about this activity?

Think

- Why are these human rights values important in our school? In our daily lives?
- Some adults say that youth don't have values. Do you agree with this statement? Why or why not?
- Are there values which deserve to be more widely recognized and better respected?

Act

- What can we do to promote these values and ensure that they are better respected?

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014

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Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, ensure he/she is close to where the skit is taking place. Have one student summarize the action at the end of each skit.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

Ensuring everyone can participate

- Instead of creating skits on the values, ask the teams to do a drawing that illustrates a value or create a rap about a value.

For more Tips for Facilitation, please see Reference Sheet 4.



Human Rights Values

- **Cooperation** is working together to achieve a common goal.
- **Respect** is recognizing that every person is important and must be treated with dignity. In the context of human rights, respect does not need to be earned; it is the right of every person in all circumstances.
- **Inclusion** is recognizing that every person is a full member of society and of the group.
- **Respect for diversity** is recognizing and appreciating individual differences.

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Activity 5: The Love Web

Time:	30 minutes
Materials:	A ball of yarn
When To Do:	After Museum visit

Purpose of the Activity:

To think about relationships, love, self-respect and respect for others

Human Rights and Responsibilities

Right to express your views (Article 12, CRC). In order to enjoy this right, we need to respect and listen carefully to others.

Instructions

1. Explain to students that in this activity they will create a symbolic web that represents the bonds we form with those we love and care about. During the group discussion, students will create a “spider’s web’ using a ball of yarn.
2. Ask the class to form a circle.
3. Take the end of the ball of yarn and hold it in your hand. Start the activity by completing the following sentence: “To love someone means ...” You could say, for example: “To love someone means you don’t want bad things to happen to them.”
4. Throw the ball to another student, while holding the end of the yarn. The web will begin to take shape.
5. The student you throw the ball to also completes the sentence “To love someone means ...” and then throws the ball to someone else.
6. When everyone has caught the ball and the web is formed, ask students to think about something that can end a relationship (eg. with a close friend, family member, boyfriend/girlfriend). After giving an example, each person cuts off a strand of yarn so that, at the end, the web is completely destroyed.

Adapted from: Equitas- International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth 13-18 on January 31, 2014



Group Discussion

After the activity, have students reflect on the experience.

You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

Feel

- How did you like this activity?
- Is it easy to talk about love?

Think

- Why do we need to be loved?
- What do self-respect and respect for the other person mean in a relationship?
- What do freedom and equality mean in a relationship?
- Are conflicts or misunderstandings a normal part of a relationship?
- Is violence acceptable in a relationship? Why or why not?
- How can we deal with disagreements without using violence?

Act

- What can you do when someone you love or care about doesn't respect you?
- What can you do when someone tells you that they are in an abusive relationship?

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Tips for Facilitation

Ensuring everyone can perceive

- If a student is unable to see well, give them the ball of yarn instead of throwing it.
- Use verbal cues.

Ensuring everyone can understand

- Face students when giving instructions and ensure assistive devices are working.
- Speak clearly, loudly or quietly depending on the effectiveness for the students.
- Instruct students to face each other and speak clearly and confidently.
- Repeat and reword instructions if needed.
- Model the activity to clarify instructions.

For more Tips for Facilitation, please see Reference Sheet 4.

what you see is **283** what you get?

1. 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.

2. 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 checked="" type="checkbox"/>	Diversity
<input type="checkbox"/>	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?

Identity

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

	1	Develop intercultural awareness
X	1a)	Share own culture with the camp
X	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
	2b)	Participate in planning and running activities
	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
	3c)	Express independent ideas to promote group development
	3d)	Increase self confidence
	4	Develop cooperative skills
	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.

While the participants are talking during the debrief the leaders (or staff) will walk around, listen, and collect evidence, without disturbing the participants.

- 1 During the discussion after the activity, participants share information about their own personal identities and culture
- 2 During the discussion after the activity, participants express an interest the stories of other participants.
- 3 During the discussion after the activity, participants build on the suggestions of other participants to create collaborative solutions for prevention.

3. 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 is for participants to understand why and how we label people and what consequences it can have.

The facilitators will begin by attaching a piece of paper to each participant's back. Each piece of paper will have a different symbol of different colours and sizes.

Participants are told that the group should work together to solve a puzzle and to divide the group into smaller groups based on the symbols they can see on the other participant's backs. They are told to do this in silence.

Since participants cannot see their own paper, the rest of the group will decide which group they belong to. Some participants might want to divide people based on the color of their symbol, others will want to make the groups based on the size of the symbol. There are many different ways to divide the group and it is important that the participants chose how to do it themselves without any input from the facilitators. No indications of any kind should be given by the leader while participants are interacting.

When the participants have decided that they have completed the puzzle, have the group sit down for debriefing.

4. Debriefing

Reflect:

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

- How did it feel to be divided into groups?
- Was it difficult to put others into groups? How did you do it?
- Did the group agree on what "category" to put people in?

Generalize

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

The facilitator should introduce the concept of multiple identities before beginning this set of questions:

Everyone has more than one identity; we don't define ourselves by only one thing, for example, what religion we belong to, but also by our nationality, profession, interests and much more – and all, at the same time. In this sense we all have multiple, overlapping, identities.

Break participants into groups of two or three to discuss these questions:

- What identities do you belong to?
- Which of these do you think people associate you with? Are you comfortable with that?
- Do you choose to highlight any of your identities more than the others? Do you hide any?
- Does this vary in different situations? If so, how?

Apply:

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

The facilitator should introduce the concept of assumed identities before beginning this set of questions:

Human beings are most often defined in terms of their *religious* or *civilizational* (meaning their place or culture of origin) identities. This usually leads to ignoring the numerous other factors that combine to make a person is.

Bring participants back into one big group to discuss these questions:

- What consequences can ignoring or overlooking different parts of people's identities have?
- What can we do to prevent this?

Summarising:

When we look at ourselves and people around us as if they only have a singular identity, we can create tension between different groups by creating differences that aren't necessarily there. We divide ourselves into us and them

4. Materials and Background Preparation

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

CISV - IJB Activity Jar, Identity Theme Pack 2010

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

- Small pieces of different coloured papers with symbols in different shapes, colours and sizes drawn onto them
- Tape

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

45 to 60 minutes

Any size

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?

BEFORE GETTING STARTED! Make sure you have read and understood the idea of multiple identities before running this activity, you can find a comprehensive text on this in the Toolbox of the Theme pack. This activity is not just about understanding that we do put labels and divide people into groups based on these but also about what effects that can bring.

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

What you see is what you get?

Introduction

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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.

	1	Develop intercultural awareness
X	1a)	Share own culture with the camp
X	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
	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
X	3d)	Increase self confidence
	4	Develop cooperative skills
	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


decor souvenir place of prayer

The more you look at the world, the more you recognise how people value things differently.

www.hsbc.com
HSBC 
 The world's local bank

freedom status symbol polluter

The more you look at the world, the more you recognise that what one person values may be different to the next.

www.hsbc.com
HSBC 
 The world's local bank

responsibility responsibility responsibility

The more you look at the world, the more you recognise how people value things differently.

www.hsbc.com
HSBC 
 The world's local bank

security security security

The more you look at the world, the more you recognise that what one person values may be different to the next.

www.hsbc.com
HSBC 
 The world's local bank

privilege sacrifice role model

The more you look at the world, the more you recognise that people value the same things but in different ways.

www.hsbc.com
HSBC 
 The world's local bank

· Conflict and Resolution

285 diary

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?

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

	1	Develop intercultural awareness
X	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
	2b)	Participate in planning and running activities
	2c)	Contribute during group discussion
	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
	3c)	Express independent ideas to promote group development
X	3d)	Increase self confidence
	4	Develop cooperative skills
	4a)	Work together as a team in planning and leading activities
	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.

Their presentations and diaries.

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. At the beginning of the camp ask all participants to keep a diary of the events that occur during camp. They should record their feelings and thoughts about activities, events, people and incidents-good or bad.

The diary is meant to help them reflect on what they learn from activities, and other participants and make connections between the knowledge and skills they develop.

2. Based on their diary, the participants will be asked to make a presentation of what they feel have been important milestones in their camp life. The collage should be presented at the end of the camp, and should be reflective of each individual's experience.

Participants should have full creative range about what and how they present: it can be done through a slideshow of pictures, acting, reading sections from their diary etc.

The scope of this activity is for individuals to internalize all the knowledge and skills that they develop during the CISV camp, and to be able to share it with others. As each person's experience during the activities and the camp will be different, the presentations will help everyone achieve a broader perspective regarding what it is that they have learned from the camp.

3. Debriefing

Reflect:

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

What were my thoughts and feelings with regard to each CISV activity? What did I learn, and how will it help me? Did I develop any new skills? What did I learn about the other participants and their cultures? Have I struggled with anything?

Generalize:

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

How does my CISV experience impact on my perception of my role in society?

Apply:

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

How can I share what I have learned during the camps with others back home? How can I apply the skills that I have learned outside the camp?

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.

For image slideshows: a computer and/or a projector.
Also: flipchart, felt tip pens, scissors, glue might be useful.

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

5 minutes individual presentation

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?

Encourage participants to be honest, and help them express their reflection on the CISV experience creatively.

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

Diary activity

· Diversity

286 photo story

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.

X	Human Rights	X	Diversity
X	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?

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

	1	Develop intercultural awareness
X	1a)	Share own culture with the camp
X	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
	2b)	Participate in planning and running activities
	2c)	Contribute during group discussion
X	2d)	Suggest solutions and solve problems objectively
	3	Develop self awareness
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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
	4a)	Work together as a team in planning and leading activities
	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.

The Photo Stories

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. (5 Minutes) Giving the assignment:
Ask all participants to split into four groups. Make sure that at least one person in the group has a camera.
Assign each group one of the CISV areas of educational peace content: Human Rights, Conflict and resolution, Diversity and Sustainable Development, and ask the group to make a photo story which is representative for their assigned area.
The photostory should have a logical flow with an Introduction to a problem, or problems faced by communities in that area, the reason for the problem and a search for a plan to solve the problem/problems, the implementation of the plan, and the results as a conclusion.
All of these things should be suggested through photos. The members of the team can act in still shots in the photos if they want to.
They should arrange their photos/story in a logical sequence by using a computer, and making a slide show of the photos.
2. (1 day) Preparation time for the Photo story
3. (4X 10 minutes) Present and explain the photo story to everyone else.
4. (30 minutes) Discuss the problems and the solutions proposed by each team:
Are there common problems to all of the areas?
Can you find a similar origin to these problems despite the fact that apparently they are linked to different areas?
Are the solutions proposed interconnected?

5. Debriefing

Reflect:

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

What are the biggest problems we face with regard to Human rights/ Conflict and Resolution/ Diversity/ Sustainable development?
Does everyone in the group agree that the problems I have identified are equally big in their community?
Are the problems identified by other teams present in my home country? Why yes/not?

Generalize:

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

Are the issues we have identified characteristic of one type of culture or society?
How are Human Rights/Conflict and Resolution/ Diversity/ Sustainable Development issues different in economically and industrially advanced countries, compared to underdeveloped countries?

Apply:

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

Can the plan we identified be applied in any society at any level?
Can I implement the plan in my community? What about the plans proposed by the other teams?

6. 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.

Cameras, Computer, Projector (Optional)

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

All participants divided into 4 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?

Try to make sure that the groups are made up of culturally diverse people.

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

CISV Photo Story

- Conflict and Resolution
- Diversity
- Sustainable Development

287 amazing waste

Categories · Peace education

Peace education area · Sustainable Development

Time frame 45 minutes

Equipment The content of a bag of groceries (see list below), one large sheet of paper per group, markers

Aim To increase awareness of how we can practice conservation in our daily lives

Instructions One person serves as a leader in showing the kind and amount of material that is thrown away by looking at the contents of a bag of groceries. Any food can be used, but the following would be typical of an American breakfast.

Food

Type of package

Orange Juice

Plastic-coated paper carton

Cornflakes

Box: waxed-paper bag inside

Bread

Plastic bag

Butter

Box: each quarter wrapped in foil

Milk

Plastic Jug

Fresh fruit

Styrofoam tray: plastic outer wrap

one paper grocery bag

When you brush your teeth after breakfast the toothpaste you use is in a plastic tube with a plastic lid. The toothpaste came packaged in a box.

Fact: Every year almost 60 billion pounds of plastic are produced in the United States. About 25 per cent of that amount is used in food packaging.

Divide onto small groups for discussion. Suggested topics for discussion:

1. What natural resources are used in making packaging materials?

a. The cardboard for the boxes was made from paper which comes from trees.

b. Aluminium foil comes mostly from bauxite, a mineral mined from the earth.

c. Raw materials such as coal, limestone, petroleum, salt and water are used to make plastics.

2. What are some advantages using plastic? Plastic is:

a. Lightweight but rugged (Example: Flashlight)

- b. Flexible (Example: Squeeze bottle of ketchup)
- c. Clear or coloured so you can see the packaged item but it is kept clean. (Example: Bag of potatoes, toy with small parts)
- d. Resistant to heat (Example: Handle of a coffee pot)
- e. Not affected by moisture or sunlight (Example: Fabrics and fibers used in stockings and drapes)

3. What are some disadvantages about plastic? Plastic can be:

a. Harmful to wildlife. Birds can get plastic can rings around their necks. When they are unable to swallow they die. Sea turtles may think plastic bags floating in the water are jellyfish and swallow the bags. This could cause intestinal blockage and they would die.

b. Hard to dispose of because of the time involved. Plastic bags take 10-20 years to decompose. Plastic-foam cups and plates never decompose. Plastic fill one third of the landfill space in the United States.

c. Expensive to recycle. It must be sorted according to colour and kind of plastic. It must be cleaned before it can be reused. Many plastic give off toxic gases that pollute the air if they are burned.

What can you do? Write down ideas to share with the group.

1. Buy recycled paper products such as writing paper and greeting cards. Look for recycled paper sign.
2. Use shredded newspapers as bedding materials for pets such as guinea pigs.
3. Don't throw away any paper that has been written on one side.
4. Save plastic bags, wash them, let dry and use again.
5. Use reusable food containers instead of plastic wrap to store food in refrigerator.
6. Remember newspapers, glass containers, plastic, aluminum, and tin cans can be recycled
7. Buy items in bigger containers do not so many containers are needed.
8. Buy fresh fruits and vegetables that are not already packed.
9. Put old, torn materials that can't be used for anything else in a "rag bag" and use it instead of paper towels for messy jobs or art projects.
10. Keep a bottle of water in the refrigerator. When you are thirsty you can drink the cool water instead of running water from the faucet until it is cold. It saves water!
11. Buy toys that are made to last. Wooden toys can be passed on to another generation.
12. Take good care of your toys so younger brothers and sisters can use them.
13. Don't throw things away if they can be recycled. Donate outgrown clothing, toys you no longer use, old furniture, and old books to organizations that can use them or that will fix them up to sell.
14. When you go for walks take along a garbage bag to pick up trash along the way.
15. Feed the birds. You can make a feeder by spreading peanut butter over a pine cone and hanging it outside.
16. Cut up six-pack rings which come on aluminum cans before you throw them away. Then animals won't get caught on them.
17. If your grocery store has bins for recycling, take your paper and plastic bags there.
18. Plant a tree. It will reduce carbon dioxide in the air, provide shade, and be beautiful for many years.
19. Turn out the lights when no one is using them.

20. Take a shower instead of a bath. It uses less water.

These are a few ideas that children can do to help save our environment.

288 art gallery

Categories · Peace education

Peace education area · Sustainable Development

Time frame 1 hour

Equipment Paint, paper, a large play area, pens.

Aim Awareness of the environment and that we should care and maintain it.

Instructions All the children are fishermen. One of the leaders is the king, another one is the owner of a gallery of art, another a banker and another has a shop. Fish (paper) are hidden in half of the site. The children have 5 minutes to go and get the fish. Then they have to sell them to the banker. With the money they have to pay taxes to the king and can buy materials at the shop to make pictures to sell to the art gallery. They have 15 minutes for that. The game repeats three times, but the last time they will realize they do not have that many fish and can't get money to pay taxes and make pictures. Afterwards they can discuss about maintaining the environment as we should. We should fish, but allow them to survive. We should be replanting trees and restoring as well as taking from the environment.

Suggestions

The owner of the art gallery could give more value for picture out the environment. The fish should be replaced in fewer number for the second and third part of the game.

289 blind millipede trust game

Categories · Peace education

Time frame 30 minutes

Equipment Blindfolds for each participant

Aim To build trust and make children aware of the environment

Instructions Have groups of 6 to 8 children and blindfold them. They should then be put into a line and hold on the shoulder's of the one in front. One of the leaders (not blindfolded) should lead the millipede to an outdoor area (if possible a park or a forest). The children should be barefoot. Walk for 10 minutes with the them but no longer (their concentration will not be effective for longer). They shouldn't talk on their way, just concentrate where they walk. After the ten minutes they can open their eyes and now the group has to find the same way back by feeling the ground again with their feet and helping each other.

290 circle drawing

Categories · Peace education

Time frame 30 minutes

Equipment A large sheet of paper (one per group), pencils, crayons, markers.

Aim To involve everyone in a drawing activity with an outdoor theme.

Instructions Divide into smaller groups with a leader for each group.

The leader asks the group to sit in a circle. He/she explains that each person will draw something as the paper goes around the circle, making a picture story which takes place outdoors. The picture can include people, animals, weather, seasons, special places like the beach, the woods, the mountains, etc.

When the picture is completed, ask the first child to tell what he/she was thinking when drawing the first picture. Ask several children to "tell" the story by interpreting the pictures.

291 collecting garbage

Categories · Peace education

Peace education area · Sustainable Development

Time frame Ongoing project

Equipment Garbage boxes labeled in each language according to types of garbage.

Aim Caring for the environment and learning names/words in different languages

Instructions In a camp you can collect the garbage separately. That means you should have different garbage boxes and write on each one what they are for - glass, plastic, paper, etc. The leaders should write it on the box in their language to make it easier for the children. At the end of every week, weigh, recycle, and discuss the waste and what could have been done differently.

292 did you ever see a horse jog?

Categories · Peace education

Time frame 30 minutes

Equipment Wide open spaces and children with energy and enthusiasm

Aim To ENJOY the outdoors while learning the secret of "playful running".

Instructions Children are familiar with horses, and the effortless way they run. This activity varies the pace so non-athletic children feel included. Children also enjoy imitating animals.

The way a horse moves forward is called its gait. The leader should demonstrate the various gaits being used.

a. Walk

Slow, steady pace. This is each person's normal walking style.

b. Trot

Faster than a walk. Your feet slide forward with your heels barely leaving the ground. Take short steps in a relaxed, forward motion with your arms swinging loosely at your sides.

c. Canter

Faster than a trot. Your knees come up higher. Your arms stand out, moving in circles ahead of you.

d. Gallop

Faster than a center. You pick up the speed, taking bigger strides. Your arms move in rhythm, swinging freely at your sides.

Be sure the children are familiar with the gaits by trying several practice demonstrations with the whole group.

Divide into smaller groups with a leader for each group. Vary the paces and reverse directions to keep the children interested.

Categories · Peace education

293
earth's treasure chest

Peace education area · Sustainable Development

Time frame 30 minutes

Equipment A very large fancy drawing of a treasure chest. Paper, crayons, and markers for each participant

Aim To promote awareness of the earth's resources, treasures and their importance to mankind.

Instructions Prepare a large treasure chest out of paper or poster board (This could be an activity done at an earlier time by youth using glitter, jewels, collage materials decorating only the outside of the chest). Explain that you want them to think of all the earth's special resources and gifts. Draw, label and place one by one inside the chest. As the Village progresses, place additional items inside or call attention to good things that happen and suggest that they be drawn, labeled and added to the chest.

Categories · Peace education

294
ecological poster

Peace education area · Sustainable Development

Time frame 45-60 minutes

Equipment One poster board or paper for each delegation, Paint, Markers, crayons, coloured pencils

Aim Environmental awareness

Instructions Each delegation has to draw and show in a poster the ecological problems they face where they live. Afterwards each delegation presents and shows its poster to the rest of the kids.

Categories · Peace education

295 **find a tree**

Peace education area · Sustainable Development

Time frame 40 minutes

Equipment Blindfolds, wooded area

Aim To develop trust and initiate a discussion about the environment

Instructions Children are paired and take turns leading a blindfolded partner to a tree. They investigate the tree and its surrounding area without removing the blindfold. They are led back to the starting point. The blindfold is removed and they attempt to find their tree.

Categories · Peace education

296 **flowering**

Peace education area · Sustainable Development

Time frame 45 minutes

Equipment A piece of paper for each person. A bag of peanuts, walnuts, or leaves from a single tree for each group of ten. Black crayons or markers, coloured chalk pastels.

Aim To teach that each life form is unique to itself. Never before or again will any pattern be repeated. This truth is of great magnitude, for it flows throughout all universal forms. This exercise deals with the dangers of peer pressure and conformity.

Instructions Provide a bag of peanuts in shells to a group of 10 to 12.

Have each person select a peanut for careful study, then have them give you the peanut. Mark each peanut with a code of letters and numbers and on a sheet of paper. Record the name of the person and the associated code. Place the peanuts into a bag and have the people find their peanuts. Afterwards discuss why it is that the universal structure of all life forms is uniquely different, yet peer pressure is directed towards conformity.

Draw a large flower (such as a daisy with a big centre and many details) on the chalkboard. Each person then receives a piece of white paper and a black marker with instructions to

carefully copy the big flower onto their paper. Follow up by having each person print their name with the black marker on the inner circle of the big flower drawn on paper. Using only two colours, yellow and red, make their flower unique and different from all other flowers. Do not use patterns, but do blend the colours together on each petal in a loving way. Use fingers to blend in a caring way. Pastels or coloured chalk are good to use. Cut the flowers out and place on a bulletin board.

Categories · Peace education

297 good earth's deeds

Peace education area · Sustainable Development

Time frame 45 minutes

Equipment Paper, crayons, markers, pencils

Aim To have participants think about what they can do to protect our earth and environment.

Instructions Group discussion of "What is a good deed"? Can you share some good deeds you have done this week? Generally people think of what they have done to help their friends. Allow plenty of time for sharing, but also point out the things different members of the group have done. Point out that we can also do good deeds for the planet Earth and all its inhabitants. Divide the group into four with each taking one of the following categories as their task to illustrate either on a large piece of paper or individually: Good Deeds for the Land; Good Deeds for Animals; Good Deeds for the Oceans; Good Deeds for Energy Usage. Have the artists share their drawings and then display with a large appropriate heading on the bulletin board.

Categories · Peace education

298 habitat lap sit

Peace education area · Sustainable Development

Time frame 20-30 minutes

Equipment People, cooperation, and adequate space

Aim To emphasize the interrelatedness of all components of habitat.

Instructions All join hands to form a perfectly round circle. Leaders designate some children to represent particular animals. One animal should be a homo sapiens in order to highlight the similar needs of people and other creatures. Others should represent water, food, shelter, and space. As they bunch close together to prepare for the lap sit, point out their closeness, which stands for interconnectedness. As they all sit down, point out the dependency of every component on the next. Carry it over to the working of ecological systems, so the children can

appreciate the significance of the exercise. If the leader thinks the children can handle it, try asking one element to remove itself and see the effect it has on the whole circle.

Categories · Peace education

299 hands-on drawings

Peace education area · Sustainable Development

Time frame 45 minutes.

Equipment 20 x 25 cm sheet of white paper (one for each person), pencils, crayons, scissors, glue, markers, long sheet of white paper.

Aim To appreciate and understand there are many different environments in the world but as individuals we have much more in common.

Instructions Divide into small groups with leaders and junior counselors directing the activity. Distribute the materials needed.

Talk about what environment means. People have different environments depending on where they live in the world. What do you like about your environment? How are environments the same? How are they different?

Ask each person to trace his/her hand on the 20 x 25 cm sheet of paper with a pencil.

In the palm of your hand draw a picture of your favorite environment.

In each of the five fingers draw a picture to answer these questions: 1. What is your favorite season or what kind of weather you like best? 2. What is your favorite sport? 3. What animal do you like best? 4. What is your favorite colour? 5. What do you like to do after school in your free time?

Colour the pictures. Cut out your hand and write your name on the back.

Each person will share what is drawn on his/her hand. See how many answers are the same.

Collect the hands. At a later time glue the hands to the large sheet of paper with the person's name by the hand. Hang the "hands" in the dormitory or eating hall. It is surprising how much interest and comments these hands cause.

Categories · Peace education

300 helping hands for mother earth

Peace education area · Sustainable Development

Time frame 30 minutes.

Equipment Bulletin board or place to display finished product, Construction paper in various colours, Scissors, Actual or drawn replica of the earth.

Aim To increase awareness of each person's role in caring for our world.

Instructions Brainstorm with the group how each can lend a hand and help take care of the earth. Have each person trace and cut out a hand-print. When finished, they should write one idea they have of something they can do to take better care of the earth. Share with the group and place on display with a map of the earth in the centre.

Categories · Peace education

301 invent-a-game

Peace education area · Sustainable Development

Time frame Variable.

Equipment Any objects found in nature.

Aim To get children to reflect on the ways nature can be the source of materials used to play a game.

Instructions Show children some stones, a stick, or other natural object Ask them "See if you can invent a game that you could play with these." After they have made some suggestions-complete with rules for playing- allow them to play the game or games they have invented.

Children may also play familiar games, Such as jacks, marbles or pick-up sticks, using natural materials (cones, twigs, rocks etc.) instead of their manufactured counterparts. They may also be encouraged to invent new games using the materials they find, without noticeably changing or damaging the environment of the area from which these materials are taken.

Categories · Peace education

302 leaf hunt relay

Peace education area · Sustainable Development

Time frame Variable.

Equipment Leaves.

Aim To get children acquainted with the different shapes of leaves.

Instructions Divide the group into several teams. Ask the players to collect leaves from a number of different trees. They are to collect as many leaves fallen from each tree as there are teams. For each team, make a leaf pile consisting of one leaf from each tree and place this pile at a set distance in front of the team. The leader holds up a leaf and then says "Go". At the signal, the first player each team runs to the pile of leaves, finds the leaf shown and holds it up. A point is awarded for each leaf correctly identified The leaves are returned to the piles and the players go to the end of the line. The game can also be played as a speed relay.

303 message in a bottle

Categories · Peace education

Peace education area · Sustainable Development

Time frame 30 minutes

Equipment A large glass jug or bottle, individual sheets of paper cut into shape of a jug drawn onto them, pens or pencils for each participant.

Aim To make each other and our country leaders aware of our concerns for the environment.

Instructions To begin the discussion show a large bottle or jug recalling how long ago people who wanted to send a message would put it in a bottle and hope that it would be found by the right person, A few years ago, we used balloons to do the same. Now we now that neither is a good idea because endangers animals. fish, birds. Ask the participants to write a letter to the President or country leader urging better care of the environment., Be sure to enclose a cover letter explaining who sent these messages.

304 musing on music

Categories · Peace education

Peace education area · Sustainable Development

Time frame Variable.

Equipment Any objects found in nature.

Aim To use forest products to make musical instruments.

Instructions Create musical instruments out of wood and other forest-derive materials. The materials might have been used before, or not be their original, natural state. For example, cardboard sheets and twine can be used to make a "stringed instrument": Cardboard tubing from rolls of paper towels can be used to make a flute-like instrument wooden blocks can be used to make a percussion instrument cellophane can be stretched over a cylindrical ice-cream container and brushed with straw to make a delicate drum Try to make a variety of instruments, including some strings, woodwind and percussion instruments. Have a concert and play the instruments.

305 natural art

Categories · Peace education

Peace education area · Sustainable Development

Time frame Variable

Equipment Any objects found in nature.

Aim To get delegates to discuss nature as a source of art materials and inspiration for people.

Instructions Discuss with the children the concept of nature as a source of art materials and inspiration for people. Also discuss with them such things as the potential impact of use of the environment for art materials including negative effects through misuse. Next, gather materials from nature, taking care not to damage the environment in this process. Materials can be used to create a mobile, collage, or scene. Materials can also be used to create forest creatures (real or imaginary) and then name them.

Categories · Peace education

306 nature rubbing

Peace education area · Sustainable Development

Time frame 30 minutes

Equipment Paper (two sheets per person), scissors, glue, crayons, objects of nature such as leaves, pine, cones, feathers, rocks, shells, twigs, tree, bark etc.

Aim To appreciate things of nature are works of art through design and texture.

Instructions While materials are distributed talk about the designs and textures in nature. From these objects of nature you will create new designs.

Place the object under the paper. Rub the crayon across the paper in a shading motion. The design of the object shows through the paper.

Use one sheet of paper for rubbings. Cut them out and place them on the other sheet of paper. Share the objects and crayons so each person has a variety of textures and colours.

Hang up the rubbings for all to share. When each person has several rubbings, cut out the individual designs and arrange on the second sheet of paper.

Categories · Peace education

307 the nicest place in the world

Peace education area · Sustainable Development

Time frame 30 - 45 minutes.

Equipment One sheet of paper per group, outside area, story sheet for each leader, markers.

Aim To involve everyone in the activity by sharing ideas and to discover there are many nice places in our world.

Instructions Divide into small groups with one leader per group.

Pass out materials needed and each group goes to an area where they cannot hear the other groups.

The leader says: There are several animals in this story. I need your help in telling this story. Do you know what a little mouse says? (Children answer, "Squeak, squeak".) When I nod my head, you say squeak, squeak.

Do you know what a little chicken says? (Children answer, "Peep, peep"). When I scratch my nose you say peep, peep.

Do you know what Mother Robin says? (Children answer, "Chirr-up. chirr-up"). When I blink my eyes, you say chirr-up, chirr-up.

Do you know what a wise owl says? (Children answer, "Who, who"). When I raise my hand you say who, who.

Review what each animal says and what the leader does.

The leader reads the story "The Nicest Place In The World" by Bernice Wells Carlson.

Little Otto was thinking. He was thinking that he wanted to live in the nicest place in the world. "Where is the nicest place in the world?" he asked himself. Everyone around him was much too busy to answer, so he went outside. He saw a mouse.

"Pardon me, Little Mouse," said Little Otto. "Can you tell me the nicest place in the world to live?"

The Little Mouse said, "_____" (Leader nods his/her head, and the children say, "Squeak, squeak.") "The nicest place in the world to live is in a hole." Without another sound, the mouse darted into a hole in the side in the barn.

Little Otto got down on his hands and knees and looked at the hole. "A hole may be a very good home for a mouse," he said, "but I don't want to live there." Then he saw a little chicken.

Pardon me, Little Chick, but can you tell me the nicest place in the world to live?" asked Little Otto.

The Little Chick said, "_____" (Leader scratches his/her nose, and the children say, "Peep, peep.") "The nicest place in the world to live is under the wing of a mother hen." And the little chicken crept under the wing of mother hen.

Little Otto started to lift the wing of the mother hen, but she pecked him very hard!

Little Otto said, "Under the wing of a mother hen may be a good place for a little chicken to live, but it is not a good place for me.

Little Otto went into the woods. Before he could sit down to think he saw a robin.

"Pardon me, Mother Robin", said Little Otto. "Can you tell me the nicest place in the world to live?"

Mother Robin said, "_____" (Leader blinks his/her eyes, and the children say, "Chirr-up, chirr-up.") "The nicest place in the world to live is in a nest."

Little Otto tried to climb the tree to reach the nest, but he couldn't get his feet off the ground. "A nest may be a very good place for a robin to live, but I don't think I can live in a nest."

Just then Little Otto saw an owl. He had heard that owls were very wise. Before he could ask the owl a question Mr. Owl said, "_____" (The leader raises his/her hand, and the children say Who, who.) "The nicest place in the world to live is your own home."

"That's right!" said Little Otto. "Thank you, Mr. Owl."

Little Otto ran home as fast as he could and into the kitchen where his mother was working.

"Mother" he said, "the nicest place in the world to live is right here."

His mother just smiled and gave him a big hug.

Leader asks one or two children to serve as a secretary and to write down the answers as the group discuss what things make the nicest place in the world. Each child should be encouraged to respond. Responses may be general, such as "a place where the sun is shining" or specific, such as "wherever my best friend is." There are no right or wrong answers.

Establish a time (perhaps after 20-30 minutes) when the small groups meet again as one group. The secretary from each group shares the written ideas.

The leaders point out the similarities and say there are many nice places in our world.

Categories · Peace education

308
noah's ark

Peace education area · Sustainable Development

Time frame 20 minutes.

Equipment Names of different animals written on small pieces of paper, two of each type (e.g. 2 pigs, 2 ducks etc.)

Aim Getting to know each other in a funny way, reflecting how much we know of animals.

Instructions Use half as many animals as you have children in the group. Write the name of the animals on small papers and give one to each child. Two children must always have the same animal. They have to make the sound of the animal to find their partner. As part of a wrap-up they should try to explain to the others where the animal lives, what it likes to eat, and why it is important.

Categories · Peace education

309
plant personification

Peace education area · Sustainable Development

Time frame Variable

Equipment None

Aim To get children to portray their feelings about the forest environment through creative dramatics.

Instructions Ask the children to use both large and small muscle movements to represent the emotions trees might feel when there is a: Gentle breeze, violent windstorm, gentle rain, hard rainstorm with thunder and lightning, snowstorm, forest fire, squirrel running up their trunks, bird resting in their branches, person climbing on their bark, person planting them, person harvesting them. Children may participate as one large group during each of these different activities; in small groups with others observing; observing and guessing which activity is taking place. The activity may also be done with music.

310 reality and hope

Categories · Peace education

Peace education area · Sustainable Development

- Conflict and Resolution
- Human Rights
- Diversity

Time frame 60 - 120 minutes.

Equipment One large piece of drawing paper per delegate, A large selection of felt tipped, coloured markers, A large chart with “Topics” listed for delegates to choose from.

Aim To get delegates to think about the future and particularly their future in the world.

Instructions The delegates are shown a list of 5 topics:

- Population
- Pollution
- Peace
- Environment
- The World

They can choose one or all.

In the left side of their paper they are asked to draw "reality" for the topic they chose. On the right side they are to draw their “hope” for the future.

Discuss and display during the course of the Village.

311 recycling scavenger hunt

Categories · Peace education

Peace education area · Sustainable Development

Time frame 45 - 60 minutes.

Equipment Place the following items or others available for recycling around the village site, aluminium cans, envelopes, apple cores, boxes, bags newspapers, etc.

Aim To call attention to wastefulness and to the need for recycling.

Instructions Send the youth on a scavenger hunt in four groups to see how much they can find that could possibly be recycled. At the end of the allowed time, have each group make a structure, piece of art, or skit using each piece they found. Have each group display and discuss their creations. They might also explain how at home each piece might be used rather than discarded to pollute our world.

312 sand art

Categories · Peace education

Peace education area · Sustainable Development

Time frame 60 minutes.

Equipment Old newspapers, glue, pencils, markers, card board (one sheet for every two people), different colours of sand.

Aim To use a natural material (sand) to create a variety of designs/pictures.

Instructions Sand can be purchased (or collected on a trip to the beach) for this activity. To have a variety of colours mix food dye with the sand. Using a large jar, fill it 2/3 full of sand and add the food dye in the desired colour. Close the jar and shake it until the sand is coloured. Spread the sand out on a newspaper until it is dry. Pour the sand back into the jar until you are ready to use it. You will need at least four different colours of sand.

Divide into two groups so everyone has a partner.

Distribute the necessary materials. Spread the newspapers under the card board to make clean-up easier. The partners should decide on the picture they will make. When the picture is drawn, a string can be glued to outline the picture and provide texture.

Work with one colour of sand at a time. Spread the glue over one section and pour on the sand. Press the sand gently with the fingers. Shake off the excess sand onto a clean newspaper and pour the sand back into the jar. Continue this method until the picture is completed.

Keep the sand pictures flat until they are “set”. Hang the sand art in the Village Gallery.

313 the sense of sight

Categories · Peace education

Peace education area · Diversity

Time frame 30 - 45 minutes.

Equipment Blindfolds for half the group, trail signs.

Aim To demonstrate the importance of sight in living in our environment. To trust each others.

Instructions The leaders and junior councillors should supervise this activity and the children will be the participants.

Prior to this activity some of the leaders and junior councillors should lay out a trail, which can be indoors, outdoors, or a combination of both. Do not make the trail too long or too difficult because one partner will be blindfolded.

Divide into two groups by counting 1-2. Group 1 forms a line and Group 2 forms a line opposite them. The two lines face each other. The person across from you is your partner.

Explain that everyone is going on a trust walk. Group 1 children will be the "eyes" for their partners and guide them. Group 2 children will be blindfolded so they must trust their partners. At about halfway point of the trail, the partners change places, so both children have the experience of being blindfolded.

Signs should be posted along the trail giving directions. Suggestions are: Crawl through the grass, jump over the stick walk around the tree, stop and count to five before hopping over the bunny hole, dance around with your partner three times, walk slowly and quietly past the bee tree, etc. Let your imagination run wild! (Leaders and junior councellors should be stationed along the trail to help interpret the directions.)

When the trail is completed divide the children into small groups and discuss their feelings. How did the guides feel? How did the blindfolded children feel? How important is trust when you work with other people?

This activity should be done only when the children know each other well enough to trust one another.

Categories · Peace education

sow a seed, plant a tree

Peace education area · Sustainable Development

Time frame 30 minutes.

Equipment The great outdoors.

Aim To increase awareness of the importance of plants in our lives through creative dance play.

Instructions Two or three people will serve as leaders for the entire group. There should be an arm's length between each person so nobody is bumped. The leaders demonstrate and the others follow.

Talk about how a plant grows from a seed. What does a plant need? (It depends on the soil to hold it in place. It grows tall when it received rain and sunlight). There are many kinds of trees. What do trees provide? (Tree produce fruit such as apples, pears, and cherries. Trees provide shade. Trees provide homes for animals. Trees give us paper and wood products.)

Emphasize that everyone must stand rooted to his/her own spot.

The leader says: You are a seed planted in the ground (Crouched position with your hands covering your head.) The rain falls. It feels good. (Start to open your hands and lift your head.) The sun is shining. It feels warm. (Open your hands wide and cup under your chin. Face is raised to the sky.) Now you are a young tree growing tall. It takes many years for a tree to grow. (Slowly rise from crouched position until you are standing upright.)

The leader says: You are growing straight and tall toward the sky. (Lift your arms upward.) There is a breeze today. It is tickling your leaves and branches. (Sway gently with the breeze.) There is a strong wind coming. (Increase swaying motion.) Do you hear the thunder? (Cover your ears with your arms. Bend down toward the ground and come back to an upright position again.) It is raining. (Tuck your chin down to your chest and wrap your arms around your body.)

The leader says: The sun is shining. (Slowly lift your head. Welcome the sun with outstretched arms.) The air is fresh and clean after a rain. (Sniff the air.) On a hot day, drinking water cools people off. After a rain there is often a rainbow. Do you see the rainbow. (Shade your eyes with you hands and look into the distance.)

The leader says: Think about what kind of tree you are. Are you a fruit tree? (Cup hands into balls and place by your head.) Are you a shade tree? (Form hands above your head like an umbrella.) A squirrel lives in a hole in your trunk.(Hands form a circle by your knees.) Trees live for many years. When they die they return to the earth. (Slowly return to a crouching position with your hand covering your head.) Dead trees make the soil rich so other plants can grow there. Nature is a good example of recycling.

The leader says: Everyone relax. Let's talk about how this exercise made you feel.

Categories · Peace education

up, down, and all around **315**

Peace education area · Sustainable Development

Time frame 45 minutes.

Equipment Plenty of space.

Aim To help children become aware of the many physical features in our landscape.

Instructions Divide the children into two groups with an equal number in each group. Large groups work well in this activity. Each child should have a partner.

Group 1 children will be the ones who form the physical features. Here are some suggestions:

a. A "hill" is formed by two children facing each other, then lying down on their backs, legs up, with their toes touching.

b. A "mountain" is formed the same way with four to six children lying down in a line.

c. A "lake" is formed by six or eight children sitting cross-legged in a circle, arms outstretched, hands joined.

d. A "river" is formed by six or eight children. The first child lies down on his/her stomach. The second child lies down at his/her feet, grasping the feet of the first child in his/her hands. Continue the chain in an irregular line like a flowing river.

e. A "tree" is formed by two children standing back to back with arms outstretched.

f. A "tunnel" is formed by six children. Three children standing in a line face their partners. With hands touching, each of the partners makes an arch.

Any number of the above groups can be arranged in the available space until all the Group 1 children are involved. They can be creative in thinking of other landscape features.

Group 2 children are led around, over, under, or along the landscape features formed by the Group 1 children in this special game of follow the leader.

The leader may present special challenges to the followers. The group may carefully climb over the mountains rather than go around them. They may swim across the lake. They may hop around the trees on one foot. There are many variations and opportunities for creative play.

The groups should reverse roles when the game is played again.

316 web of life

Categories · Peace education

Peace education area · Sustainable Development

Time frame 30 minutes.

Equipment 13 cm square sheets of white paper (one for each person), pencils, crayons, markers, masking tape, old tennis balls, string.

Aim To show each living thing has a purpose and plays an important part.

Instructions Divide into groups so there are no more than eight people in each group and at least one leader in each group.

Discuss how all living things are dependent on one another. If you have a pet, that animal depends on you to feed it. You are dependent on the farmer who raises corn for your cereal. The cow depends on grass for food. We get milk from the cow. The truck driver delivers food to the grocery store. The grocery store owner depends on us to buy groceries so he can pay his employees.

Distribute the necessary materials. Decide what relationships of dependency you will demonstrate. Don't forget to include plants and animals. Each person draws a picture which is taped on his/her shirt. Each person is given a length of string somewhat larger than the diameter of the circle. Tape one end of the string firmly to the tennis ball and wind the string around the ball.

The leader says: The cow depends on grass for food. (The person with the cow picture and the person with the grass picture toss their tennis balls to one another while firmly holding the end of the string).

The leader says: The farmer gets milk from the cow. (The person with the cow picture and the person with the farmer picture toss their tennis balls to one another while firmly holding the end of the string).

The game continues until each person has thrown the tennis ball at least once. It looks like a spider web when the game is completed and clearly demonstrates our dependence on one another.

317 wildlife in symbols

Categories · Peace education

Peace education area · Sustainable Development

Time frame 45 minutes.

Equipment Poster-making materials.

Aim To get delegates to become acquainted with the diversity of countries and cultures that include wildlife in their national symbols.

Instructions Discuss national symbols. Where do they come from? What do they represent? Strength? Natural resources? Cultural heritage? Discuss the plants and animals the symbols are based upon: The characteristics about those plants and/or animals, Whether the plants or animals are in abundance, threaten or endangered, What values they might represent that led to their use in national symbol, etc.

Groups may make a poster to represent their national symbol and share information about their symbols; fact or hypotheses. Groups may also make a poster to represent the village's "national symbol". This could be added to an activity such as "create a country". In addition, groups could make buttons, T-shirts, etc. with their new "national symbol" on them.

Categories · Peace education

human beings / human rights

Peace education area · Human Rights

Time frame 1 hour or 3 separate 20-minute activities

Equipment Blackboard or chart paper, chalk or markers

Aim Through brainstorming and discussion, this activity leads participants to define what it means to be human and to relate human rights to human needs.

Instructions PART A: What Does It Mean to Be Human? (20 minutes)

1. Write the words "HUMAN" and "RIGHTS" at the top of chart paper or a blackboard. Below the word "human" draw a circle or the outline of a human being.

Ask participants to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

2. Next ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask participants to explain them. For example, "education," "friendship," "loving family." (Note: Save this list for use in Part B)

3. Discuss:

What does it mean to be fully human? How is that different from just "being alive" or "surviving"?

Based on this list, what do people need to live in dignity?

Are all human beings essentially equal? What is the value of human differences?

Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?

What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?

What would happen if you had to give up one of these human necessities? 4. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

Read these sentences from the Universal Declaration of Human Rights (UDHR) and explain that this document sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected:

... recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world...

-Preamble, Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

-Article 1, Universal Declaration of Human Rights

PART B: What Is a Right? (20 minutes)

1. Brainstorm for the many meanings "right" can have (e.g., "correct," "opposite of left," "just.") Consider common expressions like "We're within our rights" or "You have no right to say that." Record these different meanings on the board. What is the meaning of "right" when we speak of a human right?

2. In small groups or all together, brainstorm a definition for human rights and write these possibilities on the board. Try to evolve a definition that everyone can agree upon and write it on a chart sheet by itself.

3. Write on the board this definition of human rights:

Human rights belong to all people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent.

What is meant by universality? By inalienable? By indivisible? By interdependent? Ask participants to look up these terms in a dictionary or in A Human Rights Glossary, Part V, "Appendices," and explain their meaning to the group. 4. Look back at the list of qualities that define a human generated in Part A.

5. Write "SURVIVAL/SUBSISTENCE," "HUMAN DIGNITY," and "CONVENIENCES AND LUXURIES" on another chart or blackboard. Discuss the meaning of these terms.

Consider the chart made in Part A. Place each item listed as necessary to fully develop human qualities under one of these headings. For example, is education necessary to survival? To human dignity? Is education a convenience or a luxury?

6. Discuss:

Should human rights address only what a human being needs to survive? Why or why not?

Should human rights also protect those things you classified under "conveniences and luxuries"? Why or why not?

Some people in the world have only what is necessary to survive while others have luxury and convenience. Is this situation just? Is it a human rights violation?

Can something be done to equalize the enjoyment of human dignity? Should something be done? If so, how? And by whom?

PART C: What Is a Universal Right? (20 minutes)

1. Read the comments of Eleanor Roosevelt, Chair of the UN commission that drafted the UDHR, on the importance of universal human rights standards:

Where, after all, do universal rights begin? In small places, close to home so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

-Eleanor Roosevelt, *The Great Question*, 1958

2. Discuss this passage:

What do you think Eleanor Roosevelt means by "universal rights"?

Some people feel that universal values or standards of behavior are impossible. What do you think?

Why do you think the UN chose the word universal instead of the word international when naming the UDHR?

Paraphrase the final sentence of the quotation. What does it say about individual responsibility for human rights? What do you think Eleanor Roosevelt means by "concerned citizen action to uphold" rights close to home?

Going Further

1. Introduce the UDHR, explaining that this document was intended to offer all people in all situations the equal justice, opportunity, and dignity of which Eleanor Roosevelt spoke. Then give a brief history of the UDHR. See Part I, *A Short History of Human Rights* for background information or use this as a reading.

2. Introduce the concepts of moral, legal, and natural rights. See Part V, *A Human Rights Glossary*. Are human rights necessarily legal rights?

3. Pose the question "What does it mean to be alive?"

When does life begin? When does life end?

Should the right to be living ever be taken away by the state?

Is the right to live a human right?

When do human rights begin and end? 4. Discuss the relationship between human dignity, human rights, and the concept of "humane treatment."

Adaptation

For younger children -

1. Ask children sitting in a circle to think of a quality about themselves that they consider a good quality. Using a talking stick or simply speaking in turns, ask each to describe that quality briefly.

Note that everyone has good qualities.

If children have difficulty generating qualities about themselves, ask "What are some qualities we admire in people?" and write a list of responses on the board. Have each child pick one that is true for her or him. 2. Ask some of these questions:

Do you respect in others the quality you like about yourself?

Do you respect good qualities in others that you do not have?

Do all human beings deserve respect? Why?

How do you show respect for others? 3. Ask children if they can remember a time when they felt hurt because someone did not respect them.

Did someone say something insulting or hurtful to you?

Why do people sometimes say bad things to each other?

What is dignity? Is your dignity hurt when others do not respect you? How does it feel to you? 4. Ask the group how human beings differ from other living creatures. Emphasize that human beings communicate with words, not just sounds, and that they decide many things about their lives.

Use the outline in Part A. 5. Ask "What does it mean if we say that all human beings deserve respect because they all have human dignity?"

6. Explain that after a terrible war, World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being. These words are contained in the Universal Declaration of Human Rights.

Read the quotations given in Part A, Step 4. 7. Ask children to think of one example of how life in their community could be more peaceful if people showed greater respect for each other.

8. Have children work in pairs or alone to illustrate one way they could show respect to someone. Share these ideas with the rest of the class.

Sources: Adapted from *The Bells of Freedom* (Addis Ababa, Ethiopia: Action Professionals Association for the People, 1996) 15-17; Ralph Pettman, (Teaching for Human Rights: Pre-School and Grades 5-10) 30; Betty Reardon, *Educating for Human Dignity* (Philadelphia: Pennsylvania Studies in Human Rights, University of Pennsylvania Press, 1995) 25-28; Felice Yeban, ed., *Human Rights Education Pack* (Bangkok: Asian Resource Center for Human Rights, (1995) 67-68.

Categories · Peace education

319 human rights tree

Peace education area · Human Rights

Time frame 30+ minutes

Equipment Art supplies, chart paper

Aim Participants work cooperatively to create an image that helps to define human rights and human needs.

Instructions 1. Ask participants, working in small groups, to draw a tree on large chart paper.

Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice. A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education. 2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.

Going Further

1. Match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each item.

2. Display these trees in the classroom or in public places.
 3. Identify rights concerns that are of particular concern to you and your community.
- Source: Amnesty International-Austria

320 needs and wants

Categories · Peace education

Peace education area · Human Rights

Time frame 3060 minutes

Equipment 3"x5" cards, old magazines, glue, scissors, art supplies

Aim Participants make cards illustrating things they think they need and want to be healthy and happy. Groups then sort these cards into "wants" and "needs." The whole group discusses what it means when people's basic needs are not met and the relation of basic human needs to human rights.

Instructions 1. Ask participants, working in pairs or small groups, to create 10-20 cards that illustrate the things they think children need and want to be healthy and happy. They may draw these things on the cards or cut out and paste on pictures from magazines.

2. Each pair or group exchanges cards with another. The group then sorts out the new cards into categories:

Which things are NEEDS (e.g., essentials for survival, such as food, health care, shelter)?

Which things are WANTS but not NEEDS (e.g., desirable but not necessary for survival, such as toys, education, or voting rights)?

Which things are neither? 3. The groups who exchanged cards join together and compare their cards. They then try to reach agreement on categories for all the cards. When they have done so, discuss:

Which pile of cards is bigger? Why?

If you had to move two cards from the NEEDS pile to the WANTS pile, which two would you choose? How would your life be affected by this change (e.g., if something you feel you really need were no longer available to you?). 4. Ask whole class to combine their cards. Attach them to the wall or blackboard to complete a class list. Discuss:

Are all human needs included in the NEEDS list? Are there other needs that should be added to the list?

Are all the wants included? Can the class think of others? 5. Discuss:

Is it easy to differentiate between wants and needs?

What happens to someone when his or her wants are not fulfilled?

What happens to someone when his or her basic needs are not met?

What happens to a community when many people's basic needs are not met?

Are there people who don't have their basic needs met in the world? In the USA? In your community? In your school?

Are there some kinds of people who often don't get their basic needs met?

Should these needs be met? Why?

Should some people have their wants satisfied when others don't have their needs met?

What can be done to meet people's basic needs?

Whose responsibility is it to meet people's basic needs?

What actions can you take to help meet the basic needs of others in your community?

Going Further

1. Discuss:

Are there such things as basic human needs common to everyone everywhere in the world?

Are these needs always met?

What influences our wants?

How are wants influenced by age? Gender? Class? Culture? Ethnicity?

What is the relationship of human needs to human rights? (See Activity 1, Human Beings/Human Rights)

Adaptations

1. Follow up Keep the cards and reuse them in another subject area. For example, apply the needs and wants categories to a mathematics, current events, or a foreign language lesson.

2. For younger children Younger children may benefit from seeing concrete examples of children in order to imagine what a specific child's wants and needs might be. Have children look through magazines or pictures and choose a specific child to be an "imaginary friend." Children could imagine characteristics of this friend (e.g., name, age, toys, pleasures, etc.). Children could cut out this picture, mount it on paper, and introduce their new friend. This step might be done before Step 1 in the procedure section.

3. A Geography Activity If the class is learning about a different locality in geography, they could explore needs and wants of people living in a different environment, especially considering the effects of climate, landscape, and rural or urban setting. They might reconsider the cards they made: what pictures might be changed? What categories?

4. A Literature Activity Have students make their piles based on the needs and wants of characters in a short story or novel they are reading.

Source: Adapted from Margot Brown, *Our World, Our Rights*, 23-26.

Categories · Peace education

the power of petitions

Peace education area · Human Rights

Instructions Petitions are a great way to show support for your efforts, get the attention of the community and of decision makers, and bring about change. Petitions demonstrate group strength. Officials may ignore you, but the more names you have on your petition, the harder it will be to ignore your petition. See below, A Sample Petition.

The following tips will help to make your petition effective:

1. Appearance In general, use standard 8-1/2" x 11" inch paper. However, for some actions you may want to be more inventive, for example, creating a giant petition on a roll of butcher paper. The petition should not be too hard to mail, however.

2. Title Give the petition a title so that both the signers and the receivers know immediately what it is about.

3. Purpose Statement Write a statement describing the problem your petition is addressing, the solution you are proposing, or the response you would like to get from officials. This should appear at the top of every petition page so that people know what they are signing.

4. Blank Lines Provide blank lines for people to write any or all of this information:

Name

The class, grade, or group to which they belong to

Their school or hometown

Their address and telephone number Some petitions require addresses as proof that the signers are taxpayers in the area. Also you may wish to contact some of your signers again (e.g., to let them know the results of the petition). For a sample petition, see below.

5. Number the lines for easy totaling.

6. Plan Strategize the times and places where you are likely to collect the most signatures.

IMPORTANT! If you plan to take your petition door-to-door, never go alone. Always get a parent, teacher, or other adult to go with you.

7. Smile The better you treat the people you approach, the more likely they are to sign your petition.

8. Stay Calm Some people you ask to sign may disagree with your ideas and try to argue with you. Be ready to explain your ideas clearly, but remain polite and respectful. Never speak or act rudely.

9. Photocopy When you've finished collecting signatures, photocopy all the pages. Keep them in a safe place. You may need proof of the signatures, and the addresses may form the basis of a mailing list.

10. Present the Petition Choose the recipient carefully. It should be someone who has the power to act on your ideas. Try to arrange to present it in person. Bring along a camera or the press!

Source: Adapted from Barbara A. Lewis, *The Kid's Guide to Social Action* (Minneapolis, MN: Free Spirit Press, 1991).

A Sample Petition

(TITLE OF PETITION)

A petition of _____ (NAME OF PETITION SPONSOR)

Addressed to _____ (NAME OF PERSON(S) WHO WILL RECEIVE PETITION)

WE THE UNDERSIGNED WOULD LIKE TO BRING YOUR ATTENTION TO THE FOLLOWING PROBLEM, WITH RECOMMENDATION(S):

(STATEMENT OF PETITION GOES HERE)

AGREED UPON BY THE FOLLOWING PEOPLE:

NAME ADDRESS/SCHOOL/GROUP TELEPHONE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Source: Adapted from Barbara A. Lewis, *The Kid's Guide to Social Action* (Minneapolis, MN: Free Spirit Press, 1991).

Peace education area · Human Rights

Time frame Variable

Equipment Stationery and envelopes, stamps

Aim Participants plan, execute, and assess a letter-writing action about a human rights issue of concern to them. Note: Participants should be offered a range of topics and positions to ensure that their letters are freely undertaken and reflect their own views.

Instructions PART A: Planning the Letter

1. Define: Help participants identify the issue that they wish to write about, which may develop from a particular unit of this text, a service learning project, or an issue of personal concern. Arrange participants with similar concerns in small groups.

2. Strategize: Working in small groups, strategize about to whom to write:

Is this a local, state, national, or international issue?

Is this an issue that needs to be more widely known? Would a letter to the editor of a newspaper be effective? What community response is desired?

Is this an issue that needs attention from government agencies? Which agencies are involved? What response is desired?

Is this an issue about which legislation is needed? Who are the legislators involved? What response is involved? 3. Research: Work cooperatively to gather the information needed to write an effective letter.

Verify and expand your information.

Identify the best person(s) to whom to write and gather the needed addresses.

PART B: Writing the Letter

1. Discuss the following tips on how to write an effective letter. See Sample Letter to the Editor for a product of these tips.

Identify yourself. If you are a student, mention your age or grade in school. If you write as a class, mention your school's name.

Define the issue as specifically as possible.

If you ask for a response, make clear what you are asking for.

Keep the letter as brief as possible to get your concerns across.

Always be polite.

Stick to information you have verified. Do not make claims you cannot support with facts.

Use the correct forms for both the letter and the envelope. Write carefully and neatly.

If possible, keep a copy of your letter. 2. Go over the parts of a letter and envelope, pointing out that a written letter is more effective.

3. Ask participants to write drafts of their letters. When they have finished, ask them to form groups of three. These groups should take responsibility for editing each other's letters to make them polished enough to send to a head of state or an editor.

4. Ask participants to write final drafts of their letters incorporating peer-editing comments and correctly address an envelope. Encourage them to mail their letters.

PART C: Writing for Special Situations

1. Writing a Letter to the Editor: The following suggestions will improve your chances of getting published:

Look for any rules printed in the publication to which you plan to write. They are usually found at the end of the "Letters to the Editor" section. Or telephone or e-mail the publication to ask for special instructions.

Follow the suggestions for effective letter writing.

Your subject matter should be of current interest or relevance to readers.

Never accuse anyone of anything without proof. Never slander anyone. Remember that you want to solve problems, not create them.

If you think something should be done, give a few reasons why.

Never send a publication an "open letter" addressed to a public official. It probably won't be published.

Don't send the same letter to more than one newspaper. Newspapers like original work.

If your letter is printed, don't be surprised or upset if it has been shortened to fit the limited space available.

When the first 200 letters came, the guards gave me back my clothes. Then the next 200 letters came, and the prison director came to see me. When the next pile of letters arrived, the director got in touch with his superior. The letters kept coming and coming: three thousand of them. The President was informed. The letters still kept arriving, and the President called the prison and told them to let me go.

-A released prisoner of conscience from the Dominican Republic

Categories · Peace education

strategizing for action

Peace education area · Human Rights

Time frame Variable

Equipment Copy of the Universal Declaration of Human Rights and the US Bill of Rights

Instructions Note: This activity links the local and the global. For educational institutions, it might become a service-learning project. Such a project would exemplify an institutional commitment to the achievement of human rights. Furthermore it would make a statement to students and community about the importance of integrating theory and practice.

In a school setting, this activity can be directly tied to the development of academic skills: conducting research, interviewing, recording, analyzing data, sharing information, and writing reports. Art, video, music, and drama can also be effective vehicles for action projects.

Procedure

1. Begin by having participants identify local or global problems that concern them (e.g., homelessness, hunger, child abuse, land mines, violence against women). List these and then

try to define the issues in terms of specific human rights (e.g., homelessness and hunger involve UDHR Article 25, which guarantees the right to an adequate standard of living). Note: This activity might be an extension of previous study or a totally new activity.

2. Have the group select 3 or 4 of these human rights issues to focus on. Divide participants into teams to research an issue.

3. Have each team draw on the research questions presented below in addition to generating their own:

a) What is the problem as you see it? Try to define it in your own words.

b) How does the problem manifest itself locally? Nationally? Globally?

c) What specific rights are involved? Identify the relevant articles of the US Bill of Rights and the UDHR.

d) Where does responsibility lie for the perpetration and perpetuation of this violation?

e) Who benefits directly or indirectly as a result of this violation?

f) Who suffers as directly or indirectly as a result of this violation?

g) Are other individuals or groups working on this issue?

h) What is being done locally, nationally, and globally to address this issue?

i) Where does responsibility lie for addressing this issue?

j) What might participants do to help in their community or in a larger context?

4. Each team will then research its human rights issue. Some team members will survey the community to determine the extent of the problem locally and what governmental and nongovernmental organizations are doing to address it; others will gather the same sorts of data on the global conditions using a variety of resources, including libraries and the World Wide Web.

5. After discussing their findings, participants decide which human rights problem(s) they wish to adopt as an action project. The whole group might work on one issue or small groups may develop their separate projects.

6. During the remainder of the school year or project period, participants develop and implement an action plan that addresses the human rights problem through activities such as educating school and community via posters, plays, assemblies, public access television, newspaper articles, demonstrations, letter-writing campaigns. Fund raising, offering volunteer services, and lobbying government officials and elected representatives are also effective strategies.

Source: Adapted from David Shiman, *Teaching Human Rights* (Denver: Center for Teaching International Relations Publications, U of Denver, 1993) p.17.

Categories · Peace education **getting to know the activists among us** 324

Peace education area · Human Rights

Time frame Variable

Equipment Copy of the Universal Declaration of Human Rights and/or the Convention on the Rights of the Child (CRC)

Instructions 1. Ask students what we mean when we call someone an "activist." Record their responses.

2. Explain that the purpose of this activity is to learn about people in their community working for certain causes, especially those related to human rights, and the types of activities with which they are involved.

3. Write five headings on the board:

Student Activist Organizations

ADULT Activist Organizations

Student activists

Faculty and Staff Activists

Adult Activists in the Community

4. Brainstorm the names of local people and organizations that might fit these categories and list them under the five headings. Next to each name write the issue or concern of that person or group. Encourage the class to think broadly (e.g., religious organizations, parent-teacher groups, individuals who have been responsible for mobilizing community projects, local chapters of national organizations).

5. Analyze the list to determine which individuals and groups are working for causes related to human rights. Star these and identify the specific right in the UDHR and/or CRC that they work to advance. Remember to include social, economic, and cultural rights as well as civil rights in your definition of human rights.

6. Assign or have students choose an individual or organization to research, interview, and report on to the class. Clarify how they are to present their research, i.e. written, oral, or some other method. Younger students may feel more comfortable interviewing in pairs.

7. As a class or in small groups, have students construct interview questions. Review and approve the questions before students make the interviews.

See Sample Interview Questions for ideas.

8. Assign each student a time to report back to the class.

Going Further

1. Action to Address Human Rights Issues – Students might identify specific human rights problems in their school or community or in the United States and discuss which types of organizations or individual efforts might provide the best way to address those problems.

2. Action for Human Rights in the News – Students might bring in articles about individual activists or organizations that work for human rights. They can identify the types of human right issues on which the person or organization works and match the issue with specific articles of the UDHR and/or CRC.

3. Address Files – Students may wish to send for information on various human rights organizations. You may wish to set up classroom or library files to use for future reference.

4. A Booklet on Community Activism – Although reporting back orally is the best way to encourage discussion, you may also want students to prepare one-page summaries about the organizations and individuals they researched. These can be included in a booklet distributed to the entire class. This booklet can be used for future homework or class assignments. Give copies as well to the local historical society as a record of social action in the community.

5. Articles on Community Activism – Students could also write articles based on their experiences for school or community newspapers.

Helpful Considerations for the Teacher

For assistance in compiling a list of local organizations, you may eventually want to direct students to look in the Yellow Pages of the telephone book under "Social Service Organiza-

tions," some of which will be appropriate for this activity. Local newspapers might help you discover other individuals or organizations involved in social change. Depending on the time available and how you choose to structure the activity, you may wish to have some students perform a voluntary survey of the faculty and staff at the school to find out the type of activist work they are involved in, which is often not general knowledge.

IMPORTANT: Students should have a classmate or adult accompany them to the interview. You may wish to notify parents of the assignment in advance and secure their permission for students' participation.

It would also be helpful to review basic telephone courtesy and skills and to give students some guidelines about how to conduct a polite and effective interview. Also set up a structure so that each student is held accountable for sending a thank-you note to the interviewee. You might want to set due dates for the notes and have students hand them to you before mailing. Source: Pilar Garrido, teacher, Eden Prairie High School, Eden Prairie, Minnesota; Karen Kraco, Human Rights Educators' Network, Amnesty International USA.

Sample Interview Questions

Ideally students will come up with their own interview questions, but they may need help. Below are some examples to stimulate thinking.

On what type of social problems do you work? Why do you think they are important?

Why do you think these problems exist?

Do you think your work addresses the cause of the problem? If so, how?

How did you become involved in this type of work? What inspired you to continue working for social change?

How long have you been involved in this work?

What are some of the approaches and methods you use in your work?

What are some of the problems you face in your work?

Is this volunteer or paid work?

How much time do you spend?

What organizations or individuals do you interact with in the school or community?

What special skills, if any, do you need in this work?

What do you like best about this work? Least?

How do you educate the public about this issue?

What are the sources of your funding to do this work?

How did the organization get started?

How many people work for this organization and what do they do? Are they paid or are they volunteers?

Do you consider yourself an activist? Why or why not?

What are ways that young people can take effective action for change in the community?

Do you consider what you do human rights work?

What role do you think students can play in the type of work your organization does?

Categories · Peace education **stories of students who took action** 325

Peace education area · Human Rights

Time frame 1-1/2 hours

Equipment Copies of Handout 1, Stories of Students Who Took Action, and Handout 2, Questions about the Stories, for each group

Aim Students read and discuss case stories of young human rights advocates. They then consider what problems exist in their community or school and relate them to human rights principles. They role play these problems and possible solutions and discuss student activism.

Instructions 1. Read the case stories to students or ask older students to read them to each other in small groups.

2. Divide the class into 6 groups. Give each a copy of one of the stories and discussion questions. Ask the groups to read their stories aloud and answer the questions on the sheet.

3. When each group has finished the questions, discuss the different responses and interpretations the stories elicited.

4. Ask what human rights issues appear in each of the three cases and list these on the board. Ask older students to link these to specific articles in the UDHR or CRC.

5. Discuss:

What are some human rights problems in our community? In our school? (List issues as they are mentioned.)

Which of these problems could be affected by students taking action?

What specific human rights are involved in the problems that students might address? (List the rights; ask older students to match them with articles of the UDHR.) 6. Ask students, working in the same small groups, to choose one community or school problem from their class list and use it to create a short role play. Role plays should -

identify the human right problem

identify the community member(s) affected by the problem

illustrate a possible solution

7. After each group has presented its role play, discuss some of these topics:

Who has responsibility for human rights? Do individuals as well as the government? Do young people as well as adults? Can the class provide examples?

Can students really make a difference? Are the case stories unusual, or could they happen in this community or school?

When students reconsider the list of problems generated in Step 5, which ones do they think could be affected by the actions of people like themselves?

Going Further

1. Stories of Action – Ask students to write a story, draw a picture, or make a collage describing a situation in which they or a friend took action to solve a problem.

2. Strategizing Action – Have students brainstorm as a class or make lists individually to answer the following questions:

To whom would you talk or write if you wanted to solve a problem at school?

To whom would you talk or write if you wanted to solve a problem in your neighborhood?

3. Helpful considerations for the teacher

The role play and activities in "Going Further" will provide insights into students' perceptions about the decision-making process in their school and community. In the discussion you may wish to explore their ideas about the power and responsibility of certain individuals or decision-making bodies, such as the principal or school board. You will want to correct their misperceptions and extend their understanding of the appropriate avenues through which

they can address their concerns. Ideally this exercise will lay the groundwork for enabling students to use the appropriate channels to have their opinions and concerns heard.

Discuss with students the possibility of responding to a human rights problem together as a class. It is important that students always are permitted to choose the community action topic. It must be something they can relate to and care about.

Source: Karla Stone, teacher, Armstrong High School, Plymouth, Minnesota.

Categories · Peace education **creating a human rights community** 326

Peace education area · Human Rights

Time frame 1-1/2 hours

Equipment Blackboard or chart paper/ chalk or markers
Copy of the Universal Declaration of Human Rights

Aim Working cooperatively, participants create a list of rights and responsibilities that set a standard of behavior for their community and foster respect and social order.

Instructions 1. Explain that everyone wants to live in a community where she or he can enjoy peace and be treated with respect and dignity as an individual. However, the steps necessary to achieve this cherished dream of a community based on human rights require everyone's effort and participation:

Step One: Understanding Human Rights – People need to understand their rights. That is the goal of this book and of all human rights education.

Step Two: Taking Responsibility for Human Rights – This step requires personal commitment. People must understand and accept the responsibilities that go along with human rights: to uphold the principles of the UDHR in their daily lives and to defend those rights for others.

Step Three: Taking Action for Human Rights – The UDHR has established standards for how people and governments should behave. It also provides a framework by which to evaluate how individuals, institutions, and governments are living up to human rights principles. Using these standards people can take action to further human rights, to stop or prevent abuse, or to defend the rights of others in their local community, state, region, country, or anywhere in the world. However, effective action requires effective evaluation and planning:

Assessing the situation, getting the facts straight, identifying needs

Applying the human rights framework to the situation in order to understand what specific rights are involved

Developing and implementing a plan of action

Explain that this activity is intended to help people take that second step towards a human rights community by applying human rights principles to their own lives.

2. Divide participants into groups of 4 or 5. Each group is to draw up a list of around 10 rules for their class or organization that they think are needed for everyone to enjoy their human rights and live together with peace and respect. They should write out their lists on chart paper and hang them up when complete.

3. When everyone has finished, ask a representative from each group to present their ideas. Then ask participants to try to consolidate these ideas into a master list, combining rules that are close in meaning. (The teacher needs to perform this step for elementary school students, asking their approval for combinations; high school students and adults can usually facilitate this for themselves). Urge participants to keep the list short (e.g., about 10 rules). (Note: in a classroom setting, an average lesson period would end at about this point.)

4. Rephrase these rules statements into rights statements (e.g., "People should not steal from others" might be restated as "Everyone has the right to keep and enjoy his or her own property"; "The teacher shouldn't yell at kids" might be "Everyone has the right to be treated with respect"). Write out this draft list of rights, leaving space below each statement.

5. Introduce the idea that every right involves a responsibility. Ask participants, working in small groups, to write a responsibility statement for every rights statement on the draft list (e.g., "Everyone has the right to keep and enjoy his or her own property" might have the corresponding responsibility statement "Everyone has the responsibility not to take others' property"; for "Everyone has the right to be treated with respect," the responsibility statement might be "Everyone has the responsibility to treat others with respect"). When the small groups report, ask the whole group to select the version of each responsibility statement they like best. Write it in the space left below that rights statement.

6. Once the draft master list of rights and responsibilities has been completed, ask participants to consider the following possible refinements (this step might be done by the whole group or divided among small groups who report back):

Just as all human rights are indivisible and interdependent, all the rights on this list are equally important. However, some are more general and provide a basis for others. Are these rights listed in the best order?

The wording of rights needs to be clear and simple. Can the language of these rules be improved?

What specific human right(s) does each item on this list represent? After each item, write the number(s) of the UDHR article(s) involved.

Is the list complete? Are the different needs (e.g., needs arising from differences in ability, race, religion, gender, class, etc.) of everyone in this group acknowledged? Look through the UDHR to see if any articles suggest ideas that need to be added to the list.

Is the list democratic? Has everyone who will follow these standards had a say in their creation?

What should this list of rights and responsibilities be called?

7. After the list is finalized, ask someone to copy it neatly onto a poster board and place it where everyone can see it. Explain that this list will set the standard for how people in this group will treat each other and that they should refer to it in cases of conflict and disorder in the group.

However, just as human rights are constantly evolving as human needs are identified and addressed, so this list is not final either. Explain that at regular intervals the group will check up on whether they are living up to their standards and that anyone may suggest changes at any time. Some rights and responsibilities might be eliminated because they are unnecessary or amended because they are not adequate. And situations may arise that this list does not cover; the new rights and responsibilities may need to be added.

Going Further

1. Educating the Community about Human Rights – Discuss what the group could do to accomplish Step One: Understanding Human Rights. How can the group make sure everyone

in the school or community knows about their rights?

2. Making the School a Human Rights Community – After participants have experienced using the list of rights and responsibilities generated in Part A, including using it to settle disputes or disorder and revising it to meet different situations, consider whether a list of such rights and responsibilities could be created for the whole school community. Before undertaking such an action that affects the whole school, however, teachers should first discuss it with the administration.

Discuss:

Who is included in the school community? Adults as well as students? Faculty? Administration? Staff (e.g., secretaries, food works, maintenance, bus drivers)?

What would be the results of having rights and responsibilities defined for the whole school community? Advantages? Disadvantages?

Strategize how to go about making such a list of (or defining) rights and responsibilities for the whole school community. Who would need to be consulted? Do groups exist who might support this effort (e.g., student council, PTA, student groups, administrative groups)?

Brainstorm how the whole school community could participate in drawing up a set of rights and responsibilities. Why is it important for everyone to have a say?

On the basis of these considerations, draft a plan of action that outlines the steps necessary to establish a set of rights and responsibilities for the whole school community.

If the class is willing and engaged, implement the plan!

3. Rights and Values – Human rights reflect deeply held values. Analyze the completed list of rights and responsibilities for the values it reflects. Discuss and list these values. For example, "Everyone has the right to be treated with respect" might represent a belief in the inherent dignity of every individual.

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA, with ideas drawn from Margot Brown, Amnesty International UK, Ellen Dorsey, Amnesty International USA, and Kristi Rudelius-Palmer, Partners in Human Rights Education.

Categories · Peace education **the environment and human rights**

Peace education area · Sustainable Development
· Human Rights

Aim The following questions help to analyze technological innovations, scientific discoveries, and environmental crises from a human rights perspective. The technologies might be historical (e.g., development of the cast-metal plow, the compass, the printing press, the cotton gin, dynamite) or current (e.g., space exploration, genetic engineering, electronic communications).

Instructions PART A: Questions

1. About a technological advance, historical or contemporary:

Overall, has this technology had a positive or negative effect on human rights? How?

In what ways does this technology strengthen human rights? For whom?

Which groups are strengthened by this technology? Do they share any common features?

In what ways does this technology weaken human rights? For whom?

Which groups are weakened by this technology? Do they share any common features?

Does the effect of this technology differ for different groups of people, based on their class, gender, race, disability, age, or geographic location?

If this technology weakens human rights, how could its application be changed in order to promote human rights?

Does this technology create any human rights conflicts (e.g., one person's right to privacy vs. another's right to information)?

2. About scientific knowledge and discoveries generally:

Which article(s) in the Universal Declaration of Human Rights (UDHR) guarantees members of society the right to benefit from scientific knowledge and discoveries?

Who has the responsibility to see that this right is enjoyed by all?

Who has the responsibility to see that this knowledge or discovery does not violate anyone's rights?

In practice, do all people benefit from scientific progress? Cite examples to support your opinion.

3. Article 19 of the UDHR states "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers."

In what ways are these rights important to scientific research?

What are some reasons that governments might suppress free expression of scientists? In what ways would this suppression affect basic research and its applications?

What are some reasons that governments might prevent their citizens from having access to scientific information?

Are there any situations in which a government is justified in suppressing dissemination of scientific information or preventing scientists from speaking freely?

4. Article 27 of the UDHR states that "Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author."

What do you think "moral interests" means? In what ways can this right be denied scientists?

Do scientists have rights with respect to controlling the way their research and inventions are applied?

What are scientists' responsibilities in this area?

5. What roles do science and technology play in guaranteeing the right to a fair and public hearing, set forth in Article 10 of the UDHR?

6. The right to a healthy environment is not explicitly mentioned in the Universal Declaration of Human Rights, although an international covenant on the environment is in the process of being drafted.

Can you think of a historical reason why the environment is not mentioned in the UDHR?

Which of the rights in the UDHR depend on a healthy and safe environment?

What are the responsibilities of individuals, government, business, and industry in ensuring a clean and safe environment?

Often poor and minority groups are affected the most by environmentally destructive practices. Why is this the case?

How do civil and political rights such as the right to vote, access to information, and freedom of expression contribute to environmental rights?

How do social, economic, and cultural rights such as the right to housing, adequate compensation, and one's cultural identity contribute to environmental rights?

PART B: Suggestions for Activities

1. Research the stories of scientists such as Galileo or Andrei Sakharov who have been silenced or persecuted for their work or opinions.

2. Research the stories of environmental activists such as Chico Mendes in Brazil, Ken Saro-Wiwa in Nigeria, Rachel Carson and Cesar Chavez in the United States.

3. Investigate environmental disasters such as the Chernobyl accident in the Soviet Union; the Union Carbide explosion in Bhopal, India; the contamination at Love Canal and the Hanford Nuclear Weapons Facility in the United States.

Identify the rights being violated and the groups of people most affected by the disaster.

How did individuals, government, business, and industry contribute to the disaster?

What responsibilities were not met by these groups, and what are their responsibilities in the aftermath of the disaster? You can also adapt these questions to apply to development projects and environmental issues in your local community.

4. Find newspaper articles that describe new scientific discoveries, technological advancements, or development projects. Answer the following questions about the articles:

In what ways could this discovery or advancement promote human rights? Which specific rights in the UDHR?

In what ways might this discovery or advancement be used to deny human rights? Which specific rights?

Who is responsible for overseeing the application/distribution/use of this advancement?

Are any rights in conflict as a result of this discovery or advancement?

What are the environmental implications, if any, of this advancement?

Is this development likely to benefit all people in society, or will certain groups of people benefit more than others?

5. Research the role of forensic scientists in documenting human rights abuses such as disappearances and torture.

6. Investigate organizations that work to promote human rights as well as science, technology, and the environment (e.g., Physicians for Human Rights, the Science and Human Rights Program of the American Association for the Advancement of Science, the Sierra Club's campaign for human rights and the environment).

Source: Ethan Bleifuss, Earth Science Teacher, Apple Valley High School, Apple Valley, Minnesota; Karen Kraco, Human Rights Educators' Network, Amnesty International USA.

We cannot think our way to humanity. Every one of us, and everyone with whom we live and work, must become the model for the world we hope to create.

-Ivan Illich, Celebrations of Awareness, 1970

Categories · Peace education

history and human rights **328**

Peace education area · Human Rights

Aim Many topics in American history can be used to analyze events. (See list of suggested American History topics.) Throughout this activity we will use the encounter between the Spanish and the Taino peoples in the 15th century as an example. The Spanish in 1492 were looking for a water route to the riches of China and the east, when they "discovered" the South American continent. The Taino were the first native people the Spanish encountered in the western hemisphere in the place now called Haiti.

Usually the sources we use to study this encounter are from the point of view of the Spanish. Many of the materials are excellent eyewitness accounts from Columbus, soldiers, priests, and others with varying perspectives. However, we also need to hear from the Tainos in order to fully understand the clash of cultures that occurred. One good source is *View from the Shore*, edited by Jose Barreiro (Ithaca, NY: Cornell University American Indian Program, 1990).

Instructions PART A: Suggested American History topics for analysis:

- The drafting of the Bill of Rights
- The forced removal of the Cherokee Nation
- The Dred Scott Decision
- Women workers in the 19th century New England textile industry
- Reconstruction in the post-Civil War South
- The Pullman Strike
- Immigration restrictions and quotas
- Child labor regulations
- The temperance movement
- Women's Suffrage
- The Social Security Act
- The Fair Labor Standards Act
- Desegregation of the US Military
- Japanese internment
- The House Un-American Activities Committee
- Major League baseball integration
- The Pentagon Papers and freedom of the press
- Student protests against the Vietnam War
- The death penalty for juveniles
- The Americans with Disabilities Act
- The Sanctuary Movement
- Welfare reform
- The Amistad case

PART B: Questions

1. Before you begin, make sure your resources are a good mix of both primary (eyewitness) and secondary (removed from the action) sources from all sides of the issue.

Include those in power and those traditionally marginalized. Your sources will reflect the biases of whoever created them.

Analyze the sources for their biases and identify any stereotypes; try to see beyond them while analyzing the event/issue. Sometimes the bias holds clues as to what happened – why there was conflict in the first place. 2. Analyze the event/issue for the rights that the people involved believed were important.

Be sure to use the definition of "rights" that was used at that time. Look at all sides of the issue and identify the rights from all perspectives.

Were any rights in conflict? In other words: were people fighting for rights that conflicted with each other? What caused these conflicting perspectives? For example: From the Taino perspective, there was one overarching right: the right to be well fed. Everyone worked to see that all members of the community had enough food. They also believed women had the right to power and had male as well female chiefs.

From the Spanish point of view, there were two main rights: 1) the right (and responsibility) to wage war in order to convert the Taino and take their land and resources, which the Pope had given to the Spanish crown. 2) the right to the forced labor of the Tainos through the "encomienda system." Under this system, the Spanish crown gave or "commended" Tainos to Spaniards, who then owned the rights to their labor. In return the Spaniards were to Christianize the Indians and protect them. Many Taino starved to death under this system. (Students will readily be able to discuss rights in conflict here).

3. Analyze the actions people took during this event.

List some specific actions that affected many people.

Were some rights being violated to gain others?

Were people silent who could have helped the situation?

Did others take risks to protect rights? For example: The Spanish enslaved the Taino so that they would mine gold for them and do other manual labor. Dominican friars forced them to convert to Christianity or risk torture and death. (The Inquisition was in full force at this time.) Some Spanish protested the treatment of the Taino and great debates were held at Valladolid in Spain to discuss whether or not the Taino were humans with certain rights. The King of Spain suspended colonization to wait for the outcome of these debates, but after two years of debate, no decision could be reached. Not understanding why gold was more important than food, the Taino offered to grow all the food the Spanish wanted in return for their freedom. When that tactic failed, the Taino resisted in various ways including sending envoys to the King, insurrections, migration, major rebellions, and suicide. They also asked Bartolome de Las Casas, a Dominican friar later called "the Apostle to the Indians," to represent them in Spain. (Delving into this story will help students discover those who took risks and others who did not).

4. What were the short-term outcomes?

Who won? Who lost?

Whose rights were strengthened? Whose were violated?

Whose power was strengthened? Whose weakened?

Did resistance continue or was it silenced by those in power?

Was the overall result positive or negative for people in general? For example: The Taino lost a great deal. By 1548 there were fewer than 500 Taino people left on the island of Hispaniola (out of an estimated 2.5 to 7 million in 1492). The others were either dead or had fled to other islands in the area. The resistance of other native peoples to colonization has continued to this day. The Spanish eventually gained all the Taino traditional land but abolished the encomienda system. They turned to enslaving Africans instead. The Spanish definition of rights held for centuries as Spanish culture spread throughout the Americas. (Opinions will vary on whether these facts are positive or negative).

5. What were the long-term outcomes?

What precedents were set in the area of human rights that are still affecting us today (either negatively or positively)?

Check the "rights" involved in this event against the rights outlined in the Universal Declaration of Human Rights (UDHR) (1948).

Which of those considered rights during the time of your event are still considered rights today? Which are no longer thought of as rights?

Do you believe that this event contributed to decisions made by the UN in 1948 either directly or indirectly? For example: Some historians argue that the debates at Valladolid marked the beginning of the end for the medieval world view and the beginning of the modern era which led to the Enlightenment. People still debate the ideas of a "just war" and what rights we have simply by virtue of being human. Others still view some people, including women and indigenous peoples, as inferior humans suited only for manual labor, servitude, or death. It could be argued that this point of view led to genocide and the Holocaust, which eventually led to the adoption of the UDHR in the 20th century. The rights that survived to this day are the Taino rights to food and political power for women.

Source: Elise A. Guyette, historian, educator at Camel's Hump Middle School, Richmond, Vermont; Patrick Manson and David Shiman, Human Rights Educators Network, Amnesty International USA.

Categories · Peace education

literature and human rights

Peace education area · Human Rights

Aim The following questions help to put written material in a human rights perspective. Included are formal literature (e.g., poetry, fiction, non-fiction); educational texts (e.g., textbooks, manuals); media (e.g., print, electronic images, magazines, films, television); advertising (e.g., jingles, slogans), and commercial publications (e.g., promotional literature, pamphlets, logos, slogans).

Instructions PART A: Questions

1. What human rights themes appear in this work?
What rights are enjoyed?
Are human rights in conflict?
Are human rights denied? Who is responsible for this human rights abuse?
Who acts to defend human rights? How? Why?
Who does not act to defend human rights? Why not?
What specific articles of the Universal Declaration of Human Rights (UDHR) are involved?
2. If human rights are defended in this work, what action is taken?
Does the act of defending a human right itself violate someone's human rights?
Is the action effective?
Is the action violent? Could a non-violent response have been possible?
How might the outcome have been different if a different kind of action had been taken?
Will the action make a long-term change in individual lives? In society?
3. What does this work say about human dignity?
In what ways is human dignity affirmed? Undermined?
Does any character especially embody human dignity?
4. What does this work say about individual responsibility for human rights? About the relationship between rights and responsibility?

5. What role do the following factors play in this work, especially as a means to bring about transformation:

compassion?

consensus?

being able to express oneself?

silence?

collaboration with the perpetrator(s) or victimizer(s)?

collaboration with the defender(s) of rights?

having access to information and/or education?

understanding of and/or empathy with people with different values or ways of life?

6. Does this work contrast the needs of the individual with the needs of the majority and/or society?

What does this work say about the relationship between the individual and society? The individual and the state?

7. Are there similar human right issues in your country? your community? your neighborhood? your school or classroom?

What rights are enjoyed?

What rights are in conflict?

What rights do you feel need protection?

What specific articles of the UDHR are involved?

8. How can you act to defend rights in your community?

To whom would you speak? What would you say?

What kinds of actions would be effective and appropriate? Which would not?

Is such action already being taken?

Is it possible to form alliances to address these problems? With whom?

See Part IV, Taking Action for Human Rights, for more on community advocacy.

PART B: Suggestions for Activities

1. Research one of the authors. Are there particular events, people, or places that may have shaped their opinions on human rights?

2. Have a film discussion group.

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA

A SHORT BIBLIOGRAPHY OF HUMAN RIGHTS LITERATURE

POETRY

Anna Akmatova	"Requiem"
W.H. Auden	"The Unknown Citizen"
Dennis Brutus	"Cold," "Letters to Martha"
Nina Cassian	"They Cut Me in Two"
Ariel Dorfman	"Hope"
Nazim Hikmet	"From a Man in Solitary"
Phillip Lopate	"Solidarity with Mozambique"
James Sheville	"Confidential Data on the Loyalty Investigation of Herbert Ashenfoot"

BIOGRAPHY AND NON-FICTION

Maya Angelou	I Know Why the Caged Bird Sings
Nien Ching	Life and Death in Shanghai
J.D. Criddle	To Destroy You Is No Loss: The Odyssey of a Cambodian Family
Carolina Maria De Jesus	Child of the Dark
Vaclav Havel	Letters to Olga
Arthur Koestler	Spanish Testament
Nelson Mandela	Long Walk to Freedom
Rigoberta Menchu	I, Rigoberta Menchu
Pablo Neruda	Nobel Prize Acceptance Speech: "Toward the Splendid City"
George Orwell	Selected Essays
Alicia Partnoy	The Little School
Irina Ratushinskaya	Grey is the Color of Hope
Moylda Szymuciak	The Stones Cry Out, A Cambodian Childhood, 1975-1980
Jacob Timerman	Prisoner without a Name, Cell without a Number
Elie Wiesel	Night
Harry Wu	Bitter Wind
Malcolm X	The Autobiography of Malcolm X

PLAYS

Jean Anouilh	Antigone
Bertholt Brecht	Galileo
Andre Brink	A Dry White Season
Arthur Miller	The Crucible
Sophocles	Antigone

NOVELS

Isabella Allende	The House of the Spirits
Mulk Raj Anan	Untouchable
Manlio Argueta	One Day of Life
Margaret Atwood	The Handmaid's Tale
Ray Bradbury	Fahrenheit 451
Anthony Burgess	A Clockwork Orange
J.M. Coetzee	Waiting for the Barbarians
Joseph Conrad	Nostromo
Ariel Dorfman	My House Is on Fire
Ralph Ellison	Invisible Man
Nawal El Saadawi	God Dies by the Nile
Louise Erdrich	Tracks
Eduardo Galeano	Memory of Fire Trilogy
Gangopadhyay	Arjun
Nadine Gordimer	July's People
Jessica Hagedorn	Dogeaters
Bessie Head	When Rain Clouds Gather
Aldous Huxley	Brave New World
Franz Kafka	The Trial
Joy Kogawa	Obasan
Arthur Koestler	Darkness at Noon
Bernard Malamud	The Fixer
Toni Morrison	Beloved
Bharati Mukerjee	Jasmine
George Orwell	Animal Farm
George Orwell	1984
Alexander Solzhenitsyn	One Day in the Life of Ivan Denisovitch
John Steinbeck	The Grapes of Wrath
Mildred Taylor	Roll of Thunder, Hear My Cry
Lawrence Thornton	Imagining Argentina
Vasilis Vassilikos	Z
Richard Wright	Native Son
Emile Zola	Germinal

Source: See "Teaching Human Rights through Literature," in Amnesty International USA's Human Rights Education Resource Notebook Series for an extensive annotated list of literature for teaching human rights.

Categories · Peace education **giving human rights a human face** 330

Peace education area · Human Rights

Time frame · Variable

Equipment · Copies of the UDHR, complete or simplified version Art supplies

Aim 1. Participants produce a creative expression of an article of the Universal Declaration of Human Rights (UDHR). This activity can be modified to make the resulting creations into a guessing game, a community presentation, or a celebration for December 10, Human Rights Day. Participants could also create posters to serve as reminders for creating a human rights environment or community.

Instructions . Working individually or in small groups, participants select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.

2. Create -
 - a skit or mime
 - a graphic illustration or mural
 - a song, dance, proverb, or game (these might include adaptations of traditional culture)
 - a poem or story
 - a commercial advertisement
 - a flag or a banner

Note: The project should not reveal the number of the article it illustrates.

3. When the projects are complete, ask each team or individual to show their creation. The rest of the participants try to guess which article of the UDHR is illustrated. When it is correctly identified, the person or team that answers correctly reads the full article aloud. These presentations might be structured as a team competition with points to the teams that identify the correct article.

Going Further

1. Display – Post graphic illustrations in a library, children’s museum, or community building or use them to create a calendar or a mural.

2. Present – The skits, mimes, songs, dances, or writings can be presented as a performance for classmates, parents, or other groups in the community.

3. Celebrate – One can celebrate Human Rights Day by planning a December 10th Festival around these materials. Invite your local newspaper, TV stations, and public officials.

Adaptation

1. Posters for Public Places – Create illustrations or posters that remind others that human rights should be part of everyone’s lives. For example, create posters that remind everyone that the workplace or school is a "human rights community." Where special problems exist, these posters could serve as a basis for action. Strategize how to use these posters to ensure that rights are honored and changes take place in your community.

Source: Human Rights Educators’ Network, Amnesty International USA

Categories · Peace education

windows and mirrors
331

Peace education area · Human Rights

Time frame 30 minutes to 1 hour

Equipment Copies of the UDHR, complete or simplified version

A collection of pictures showing people of many different cultures, ages, and backgrounds. Especially recommended are Amnesty International calendars and UDHR 50th anniversary poster set.²

Aim Using photographs of people from a variety of cultures, this activity raises questions about universality, diversity, and human dignity.

Instructions PART A: Considering a Picture

1. Individually, in pairs or small groups, choose a picture from the selection.

Study the picture and discuss some of the following questions.

2. Questions about Universality:

Why did you choose this picture? Why do you think the photographer chose this subject?

What do you find in the picture that serves as a mirror of your own life, reflecting something familiar that you can easily recognize?

What do you find in the picture that serves as a window onto another culture or way of living, something that is strange and unfamiliar to you?

What do you think is going on here (e.g., is it a working environment? a religious setting?).

How is the person(s) feeling?

In what ways do you think the person(s) in the picture lives a very different life from you? Has different values? needs? hopes? expectations of life?

In what ways do you think the person(s) in the picture is like you? Shares similar values? hopes? needs? expectations?

Is this a complete picture of the way the person lives? What might be missing?

Is there any evidence of victimization in this picture? Of privilege? Of discrimination or privilege based on class? gender? ethnicity?

What human rights do you think are most important to the person(s) in the picture? Do you think different rights are most important to you?

Are human rights really universal? Do you think the person(s) in the picture wants the same human rights as you do? Do you think the person(s) enjoys the same human rights as you? Why or why not?

3. Questions about the Universal Declaration of Human Rights:

Make a list of all the human rights you can associate with your picture(s). Include both rights being exercised and rights denied or violated.

Match the rights you have listed with specific articles of the UDHR. Write the number of the articles on your list. Alternative: Write out the article(s) illustrated by the picture and display it with the picture.

Are most of the rights you have identified civil and political rights or social, economic, and cultural rights? See Part V, A Human Rights Glossary. Mark each as "Civil/Political" or "C/P" and "Social/Economic/Cultural" or "S/E/C."

Show your picture(s) to the whole group and explain the rights you have identified. Ask for suggestions of other rights participants may observe in the picture(s).

²Calendars and posters are available from these sources:

a. Publications Office, Amnesty International USA, 322 8th Avenue, New York, NY 10001. Tel: 212-807-8400.
b. Human Rights USA Resource Center, 310 Fourth Avenue South, Suite 1000, Minneapolis, MN 55415-1012. Tel: 1-888-HREDUC8.

After everyone has shown their pictures, look through the UDHR and consider what articles have not been identified in any pictures. Are some articles more difficult to "see" in pictures? In real life?

4. Questions about Human Dignity:

Does this picture express human dignity? How? Does anything in the picture seem to detract from the human dignity of the people in it? How?

How would this photograph be different if it were made a century ago? A hundred years from now? Do you think that our ideas about human dignity are changing? If yes, what do you think has brought about this change? Can you relate that change to our understanding of human rights?

Does the picture encourage an appreciation of human dignity? What does human dignity have to do with human rights?

Why do you think the photographer chose this subject? Why do artists so often choose the human condition as the subject of their work?

PART B: Grouping the Pictures

1. Place all the pictures together on the floor or the wall and consider them as a group.

What common features do all these pictures share?

What do these pictures say about what it is to be human?

If all of these pictures were taken in the same society, what conclusions could you draw about the society? Would you say it was a community where people had their human rights?

How would these photographs be different if conditions changed: (e.g., a civil war? discovery of oil in the region? achievement of equality for women? strictly enforced child labor laws? or compulsory primary education? A livable minimum wage? a viral epidemic for which no vaccine is available?).

Based on this collection of pictures, what statements can you make about human dignity? About human rights?

2. Try to group certain pictures together into categories. These might be based on the content, tone, or human rights involved.

Going Further

1. A Dialogue Write a dialogue between the persons in the picture or between a person in the picture and you.

2. A Cartoon – Draw a cartoon depicting a story about the people in this picture.

3. Research – If possible, find out where the picture was taken. Find out about that country or its culture, including its human rights situation.³

4. Create – Write a poem or story or create an artistic expression that captures an idea or feeling raised by this photograph.

Adaptation

1. For Young Children –

Why did you choose this picture?

What do you see that is like your own life, something familiar that you can easily recognize?

What do you see that is unfamiliar and different from your own life? Is there anything in the picture that you don't recognize or understand?

In what part of the world do you think this picture was taken?

How do you think this person is like you? In what ways is the person not like you?

³The Amnesty Interactive CD-ROM and Amnesty International's annual reports provide excellent information. They are available from the addresses above.

What do you think the person(s) in this picture is doing?
Make up a story about the person(s) in this picture.
How do you think the person(s) in this picture feels?
What will the person in this picture do tonight? Tomorrow morning? What will he or she do that you do also? What do you think he or she will do differently or not at all?
What do you think this person enjoys doing?
What do you think this person will be like in a few years?
What do you think this person would like to tell you? To ask you? What would you like to tell or ask this person?
Draw a picture that illustrates one of the questions above.
Try to copy the picture, matching colors and shapes as closely as possible.
Source: Human Rights Educators' Network, Amnesty International USA; adapted in part from Emily Style, National Seed Project

Categories · Peace education **human rights around the world**

Peace education area · Human Rights

Time frame 60-90 minutes

Equipment Handout below, copies of the UDHR

Aim Participants match examples of human rights affirmations and abuses in selected countries with articles of the Universal Declaration of Human Rights (UDHR).

Instructions PART A: Identifying Rights Issues Around the World

1. Divide participants into small "research groups" and give each member a copy of the UDHR and the Activity 9 Handout: Rights Around the World.
2. Assign each research group a different set of 3-6 statements from Activity 9 Handout: Rights Around the World. They have 15-20 minutes to find 2 or more articles from the UDHR that apply to each sentence. For example, Statement 12 "Government troops kill advocates for democracy in China during a peaceful demonstration" represents an abuse of Article 3 (right to life) and an affirmation of Article 20 (freedom to assemble). A guided example may be helpful to start the process.
3. Regroup participants: if there are 4 in a group, assign each a number from 1 to 4. Then all the "one's" form a group, all the "two's," etc.
4. Ask the participants in the new group to report to each other on their research group's findings, so that each statement on the handout is covered. Discuss selected statements that they find especially important or interesting.

PART B: Identifying Rights Issues at Home

5. Have participants generate a similar list of 10 affirmations and 10 abuses that are specific to their own country and community.
6. Ask participants to return to their original research groups. As in Step 2, participants match the new list of statements with articles of the UDHR.
7. As a whole group, identify those affirmations and abuses that particularly touch their lives.

Why are these particular statements especially meaningful?

Are there individuals and groups working to promote and defend the rights people now have?

Are there groups working in the USA and/or their community to correct human rights abuses?

Are there actions that participants themselves might want to take? If appropriate, begin developing an action plan. Source: Patrick Manson, Human Rights Educators' Network, Amnesty International USA.

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.

—Thomas Jefferson, Letter to William Charles Jarvis, September 28, 1820

Handout: Rights Around the World

1. A person in South Africa registers to vote.
2. The Chinese government punishes a couple for having a second child.
3. The government of Turkey burns down villages of Kurds – an ethnic minority of southeast Turkey – and forces them to move to new towns.
4. A Brazilian child is denied a school education because the family can't afford to pay for books.
5. The Burmese military overthrows a democratically elected government.
6. A criminal in El Salvador is held in jail for months without being charged with any crime.
7. A fourteen-year-old girl in Burma is sold by her impoverished family to a house of prostitution where she must work until she earns enough to repay the money given her parents.
8. Garment workers in Sri Lanka are forced to work long hours in poorly lit shops and to wait months to be paid.
9. A Native American asserts her right to collect eagle feathers for a religious ceremony.
10. People fleeing armed violence in Haiti are refused admission to the US as refugees.
11. A man with a disability is sentenced to death in the US for a crime he committed when he was 14.
12. The government kills advocates for democracy in China during a peaceful demonstration.
13. Women in Afghanistan are not allowed to attend school or hold jobs.
14. During World War II, Japanese-Americans are forced from their homes and held in concentration camps in the US.
15. Students in Germany read in the newspaper about politics in their country and human rights in other countries.
16. During elections the government of Croatia allows only government candidates to appear prominently in the state-run media.
17. Activists in Guatemala start a cooperative to provide food and education for homeless children.
18. Children in Pakistan are forced to work in carpet factories for little pay and long hours; they cannot go to school.
19. The city council removes books from the public library that it considers immoral or unpatriotic.
20. Native peoples of Nicaragua establish a university to maintain their cultural traditions and better the education of their people.
21. Parents in the area of Chernobyl, whose children have birth defects resulting from a nuclear accident, demand information from the Russian government.
22. Students in Europe and North America boycott soccer balls made by child laborers and write letters to Pakistan and India to end this abuse.
23. Native Americans are forced to attend boarding schools where they are forbidden to speak their tribal languages.
24. Workers in Poland demand the right to form a union.
25. A terrorist from Ireland bombs a public restaurant in England.

26. Ethnic Ogoni people in Nigeria protest the mining of oil in their traditional homeland.
27. A woman in Iran is beaten for not covering her face in public, an illegal act.
28. Australian aborigines regain land taken by the government and are allowed to make official their names for traditional landmarks.
29. Palestinians demonstrate for statehood.
30. A teacher insults a student for answering a question incorrectly.
31. In Saudi Arabia the hand of a thief is cut off, a punishment endorsed by religious teachings.
32. Students in the Philippines form clubs to debate current political policies.

Peace education area · Human Rights

Time frame 45-90 minutes

Equipment Handout below, copies of the UDHR and US bill of rights and amendments

Aim This activity asks participants to compare rights proclaimed in the Universal Declaration of Human Rights (UDHR) with those present in the US Bill of Rights and Amendments. It challenges them to explore reasons for the presence or absence of certain rights and to reflect on the role of government in guaranteeing rights. (Note: Some prior knowledge of the UDHR and Bill of Rights is needed).

Instructions 1. Ask participants to complete the Handout. Have participants refer to the UDHR and to the US Bill of Rights and Amendments to check their answers.

2. Discuss:

What did you discover that was a surprise to you?

Which rights asserted in the UDHR or US Bill of Rights and Amendments do you believe should or should not be universal? Give reasons.

Do you think the Bill of Rights and Amendments cover more issues than the UDHR? Why or why not?

Did the writers of the Bill of Rights and the writers of the UDHR have different conceptions of what "rights" means? If so, how did their understandings of "rights" differ?

Do US citizens have any rights besides those included in the Bill of Rights and Amendments, Constitution, and other US law? Explain.

Should the Bill of Rights and Amendments be more inclusive? Why or why not? What rights, if any, would you add? For example, should Americans be guaranteed the right to food, shelter, education, and health?

How do you explain why some social, economic, and cultural rights found in the UDHR are not guaranteed by the American documents?

In your opinion, what should be the limits and responsibilities of government in guaranteeing their citizens certain rights? For example, is hunger or homelessness a government's responsibility? Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publications, University of Denver, 1993) 4-16.

Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary.

—Reinhold Niebur

Handout: Comparing Rights Documents

Directions: For each right listed below, indicate with a check in the appropriate box whether it is included in the Universal Declaration of Human Rights (Column #1) and the US Bill of Rights and Amendments (Column #2). Also indicate whether you think this right should be guaranteed by all governments (Column #3).

RIGHT	Included in UDHR	Included in US Bill of Rights	Should be Guaranteed by All Governments
Free choice of employment			
Free press			
Free choice of spouse			
Adequate shelter			
Earn as much as one wants			
Trial by jury			
Free choice of number of children			
Freedom from torture and inhumane treatment			
Freedom of religion			
Right to own property			
Right to travel freely			
Right to an education			
Right to own arms			
Adequate food			
Adequate health care			
Right to clean air and water			

Categories · Peace education

Peace education area · Human Rights

Time frame 1 hour (but could be extended over several days)

Equipment Art supplies, chart paper
Copies of the UDHR

Aim Participants work cooperatively to create a map of their community and identify the rights associated with each major institution.

Instructions 1. Divide participants into small groups and ask them to draw a map of their town (or neighborhood in the case of larger communities). They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations).

2. When the maps are complete, ask participants to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to privacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map.

3 Ask each group to present its map to the whole group and summarize its analysis of human rights exercised in the community.

Did any parts of your map have a high concentration of rights? How do you explain this?

Did any parts have few or no rights associations? How do you explain this?

Are there any articles of the UDHR that seem to be especially exercised in this community? How can this be explained?

Are there any articles of the UDHR that no group included on their map? How can this be explained?

Which of the rights identified are civil and political rights? Which are social, economic, and cultural rights? See Part V, A Human Rights Glossary. Did one kind of right predominate on the map? Did one kind of right predominate in certain areas (e.g., more civil and political rights associated with the court house, city hall, or police station)?

After discussion can anyone see new ways to add rights to their map, especially those that were not included in the first version?

4. Discuss:

Are there any places in this community where people's rights are violated?

Are there any people in this community whose rights are violated?

What happens in this community when someone's human rights are violated?

Are there any places in this community where people take action to protect human rights or prevent violations from occurring?

Adaptations

1. For Young Children –
 - a. Create a three-dimensional map.
 - b. Combine this activity with a walk around the neighborhood to observe rights in action.
 - c. Focus just on the school or the home
 - d. Divide into small groups and give each group separate parts of one common map to analyze for human rights.
2. Extending the Activity – Each step of the activity might be done on different days, allowing participants time to reconsider the layout and make-up of the neighborhood and the rights associated with each component.
3. Guest Speaker – The discussion in Step 4 provides an excellent opportunity to invite a lawyer or human rights advocate to speak to the group.
4. Focus on Children's Rights – The Convention on the Rights of the Child (CRC) might be substituted for the UDHR, especially for school use. A representative of the child-protection service or a children's advocacy group could be invited to speak to the class.
5. A Math or Geography Activity – This lesson could be developed as a math activity, drawing the area to scale. It could also serve as a geography activity, including topography, directions, and special relationships.

Source: Adapted from a demonstration by Anette Faye Jacobsen, Danish Centre for Human Rights.

Categories · Peace education

human rights in the news 335

Peace education area · Human Rights

Time frame 30–45 minutes

Equipment Newspaper pages, chart paper, tape or glue, scissors
Copies of the UDHR

Aim This activity uses recent newspapers and news media to develop an awareness of rights issues in everyday life and to show human rights not only as they are violated but also as they are protected and enjoyed.

Instructions 1. Divide participants into small groups. Each group receives a newspaper or pages from a newspaper, scissors, tape or glue, and a sheet of chart paper.

2. Each group will construct a poster using items from the newspaper grouped under these categories:

- a. rights being practiced or enjoyed
- b. rights being denied
- c. rights being protected
- d. rights in conflict

Encourage participants to look not only for news stories but also for small features such as announcements and advertisements (e.g., the language of the paper itself illustrates the right to language and culture, advertisements can illustrate the right to private property, reports of

social events may illustrate cultural rights, and personal columns can reflect many rights in practice).

3. Once participants have found stories for each category, they should select one story from each category to analyze:

a. What specific rights were involved in the story? List them beside the article.

b. Find the article(s) of the UDHR that cover each right and write the article number(s) on the list.

Alternative: All groups contribute to four separate posters, combining the articles they have found to make class posters.

4. Ask a spokesperson from each group to summarize the group's selections.

5. Choose one or two stories from each group's poster and ask the group to explain their analysis of the story in terms of the UDHR:

What specific rights were involved in several stories?

What articles of the UDHR were involved?

Were more stories concerned with political and civil rights or social, economic, and cultural rights? See Part V, A Human Rights Glossary, for definitions. Why do you think one kind of right appeared more often?

6. Discuss:

What categories of rights stories were easiest to find? Hardest? Why?

Did some articles of the UDHR come up more often than others? Did others not come up at all? How can you explain this?

How many articles explicitly mentioned human rights? How many concerned human rights issues but did not use those words? Why do you think human rights were not mentioned?

Based on these news stories, what seems to be the state of human rights in the world today? In the USA? In your community?

What are some positive initiatives and actions for the protection and fulfillment of human rights indicated by the stories? Who is taking these actions?

Going Further

1. Keep Searching – Leave the posters hanging for an extended time, during which participants continue to add clippings. Reassess the posters and the concluding discussion.

2. Compare Media Coverage – Ask participants to compare coverage of the same human rights stories in different newspapers and/or different media (e.g., radio, magazines, TV). What differences can they observe in importance given the story? In emphasis of features of the story? Are there different versions of a single event? Did any version of the story explicitly mention human rights?

3. Survey Television Coverage – Ask participants to watch a news program on TV and write down the topics covered and the amount of time given to each human rights topic.

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA.

Categories · Peace education

Peace education area · Human Rights

Time frame 1 hour

336
a new planet

Equipment Blackboard and chalk

Chart paper and marking pens for each group

Copies of the UDHR

Aim This activity starts with participants' personal ideas about rights as expressed in an imaginary bill of rights. They then find correspondences between their ideas and specific articles of the Universal Declaration of Human Rights (UDHR).

Instructions PART A: Human Rights for a New Planet

1. Read the following scenario:

A small new planet has been discovered that has everything needed to sustain human life. No one has ever lived there. There are no laws, no rules, and no history. You will all be settlers here and in preparation your group has been appointed to draw up the bill of rights for this all-new planet. You do not know what position you will have in this country.

2. Instruct participants, working in small groups, to do the following:

a. Give this new planet a name.

b. Decide on ten rights that the whole group can agree upon and list them on the blackboard or chart paper.

3. Each group presents its list to the class. As they do so, make a "master list" that includes all the rights the groups mention, combining similar rights.

4. When all the groups have reported their lists, examine the master list:

Do some of the rights overlap? Can they be combined?

Is any right listed on only one list? Should it be included or eliminated?

5. Discussion questions:

Did your ideas about which rights were most important change during the activity?

How would life be on this planet if some of these rights were excluded?

Are there any rights you would still like to add to the final list?

Why is making a list like this useful?

PART B: Linking Rights to the UDHR

1. When the master list is complete, participants return to their small group and try to match the rights listed with articles of the UDHR. Some rights may include several articles. Others may not be in the UDHR at all. Alternative: To save time, assign each group specific rights from the master list to investigate.

2. As a group finishes, ask a representative to write down the numbers of the articles they have identified next to the right on the master list. You may need to add an extra chart sheet next to the master list.

3. Review each right on the list.

As participants identify a right with a particular UDHR article, ask that they read the simplified version of the article aloud.

Resolve any contradictions about which right matches which article.

4. Discuss

Were some of the rights on the list not included in the UDHR? How can you explain this omission?

Were some rights in the UDHR not included on the group's list? How can you explain this omission?

Going Further

1. Personal Preferences – At this point, especially if a natural break occurs, ask participants to mark on the list the three rights that mean the most to them personally. The facilitator can then tally up the marks to see how many each right received. When the group continues, remind participants about the interdependency and indivisibility of rights. See Part V, Appendices.

Discuss:

Why do you think certain rights received so many marks from this group?

Are there special circumstances in this community or country that make some rights more important than others?

2. Categories of Rights – Explain the distinction between civil/political rights and social/economic/cultural rights. See Part V, A Human Rights Glossary, for definitions. Ask participants to determine which rights on their list are civil and political and which are social, economic, and cultural. Did any one kind of right predominate? Why?

Adaptations

1. A New School – This activity can be adapted to imagine the creation of a totally new school. This version could lead into an examination of the human rights climate of the current school and the creation of a list of "school rights," which would improve the school or classroom environment. These might be written as both rights and responsibilities (e.g., "Everyone has the right to be treated with respect" and "Everyone has the responsibility to treat others with respect"). This analysis of school problems could lead directly to action projects. See Part IV, Taking Action for Human Rights.

2. What If? – To emphasize the universal application of rights, the activity might be varied by assigning some groups specific roles in the society on the new planet (e.g., you are disabled, a member of an ethnic minority, a millionaire) while other groups have no roles. Did having a particular position in society influence ideas about necessary rights? These differences could also be included through discussion or having each participant draw a role, for example, "What if on the new planet you were a disabled person? Would this fact affect your ideas about necessary rights?"

Sources: Adapted from First Steps, 96-98; Edward O'Brien et al., Human Rights for All, (St. Paul, MN: West, 1996).

The immediate task of human rights teaching and research should be to prevent or substantially decrease human rights violations by discovering and applying inexpensive, practical, and effective methods of awakening in individuals, groups, peoples, and governments an awareness of the meaning, content, and value of human rights; how human rights are violated; how violations may be prevented or redressed; how human rights may be enhanced; and the will to respect and vindicate human rights. In short, to internalize reverence for human rights

—Dr. José W. Diokno, Chairman, Phillipine Presidential Committee on Human Rights

Categories · Peace education

human rights squares

Peace education area · Human Rights

Time frame 15+ minutes

Equipment copy of Handout below
Copy of the UDHR

Aim This activity reveals what participants already know about human rights and the issues that are of concern to them. It also stimulates discussion about the Universal Declaration of Human Rights (UDHR) and categories of rights.

Instructions 1. Give everyone a copy of Handout below. Everyone tries to get an answer and a signature from a different person for each square.

Stop after five minutes.

2. Debrief the game:

Which were the easiest squares to find answers for? The most difficult? Why?

Which squares had global answers? US answers? Local or community answers?

3. Discuss:

Can you match any of these squares to articles of the UDHR?

Which of the squares are related to civil and political rights? To social, economic, and cultural rights?

What additional squares might you create for this game?

Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publications, University of Denver, 1993) 2-3.

Handout: Human Rights Squares

Instructions: Using members of the group as sources of information, get an answer for as many squares as you can and write it in the square. Each answer should come from a different person, who must initial that square for you. Stop when time is called.

A human right	Country where human rights are violated	Document that proclaims human rights	Group in your country that wants to deny rights to others	Country where people are denied rights because of their race or ethnicity
Organization which fights for human rights	Film/Video that is about rights	Singer who sings about rights	Right your parents have/had that you do not	Country where human rights situation has improved recently
Type of human rights violation that most disturbs you	Book about rights	Right sometimes denied to women	Right all children should have	Country where people are denied rights because of their religion
Human right not yet achieved by everyone in this country	People denied right to establish their own nation or homeland	Human right being achieved around the world	Right of yours that is respected	Someone who is a defender of human rights

Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publications, University of Denver, 1993) 2-3.

338 stereotypes

Categories · Simulation
· Peace education

Peace education area · Diversity
· Conflict and Resolution

Time frame 2–3 hours

Equipment Big papers, pens, colors

Aim Show stereotypes and prejudice. Know more about countries.

Instructions Preparation: Draw the contours of each country on 2 different papers and write the name of the country. Place them one on the floor. Put on some soft music.

Activity:

1: Everybody walks around and writes on the papers, what they know (or think) about this country – except their own. (1 hour)

2: Each delegation writes on the other paper, what they know about their own country. (1 hour)

3: By turn, each delegation show the 2 papers and compare – what was the same and what wasn't. They also tell about the things they wrote themselves. You can let the children explain on their own language. The leader can translate.

339 boats of feelings

Categories · Simulation
· Cooperation

Peace education area · Diversity

Time frame 1 hour

Equipment None

Aim Talk about qualities in different people

Summary Lifeboat where the 'objects' are feelings.

Instructions The participants are divided into groups of 4. They are sitting in a boat, which is sinking. Each boat possesses a specific feeling: Love, friendship, respect and trust.

In each boat, there are 4 feelings:

Love	Friendship	Respect	Trust
respect	love	trust	respect
trust	understanding	friendship	friendship
understanding	friendship	understanding	understanding
friendship	trust	love	love

The participants have to decide which of these feelings, that is the most important and throw out the 3 others, before the boat sinks (Time-limit)

Each participant are one of the feelings and therefore have the chance to make points to why or why not that feeling should be thrown out of the boat.

NOTE!!! NO ANSWERS ARE RIGHT OR WRONG!!!

It is a good idea to talk about the feelings before and after. Different cultures have different meanings of the words.

Categories · Simulation

340 yellow and blue

Time frame 1 hour

Equipment Yellow and blue notes, envelope, pens

Aim Discussion about competition and cooperation

Instructions Preparation: Write the text below on papers.

Activity:

The participants are divided into small groups with 4 – 8 people in each group. 1 group + a leader goes to a room. The groups are not allowed to talk to each other. They are given 10 yellow and 10 blue notes. They also get a piece of paper with this information:

"The goal for this game, is to get as many points as possible. You are playing together with the other group and you get points by sending blue and yellow notes to the other group. You get points according to this:

	A	B
Group A sends YELLOW, Group B sends Yellow	+5	+5
Group A sends YELLOW, Group B sends BLUE	-10	+10
Group A sends BLUE, Group B sends YELLOW	+10	-10
Group A sends BLUE, Group B sends BLUE	-5	-5

You send 10 notes all in all. You get 2 min. of discussion in your group, before sending the notes. A leader will bring the notes back and forth."

When the groups have send notes 10 times, all participants are gathered and the score is calculated, the points for group A and B, against the points from C and D etc.

After the results, you discuss the game:

1. What kind of notes did you send and why?
2. Did you agree in your group about what to send?
3. Did you talk about working together with the other group, by sending YELLOW notes?
4. Did you learn anything from the game?

5. Can you compare this to the real world?
6. What is most common: Competing together with or against...?

It is very important, that everybody understand the object of the game. The rules should be translated and written down to the participants before starting...

Categories · Simulation

341 **au**ction

Peace education area · Diversity

Time frame 1–2 hours

Equipment Paper and pens

Aim Make people think about qualities, values

Instructions Divide the participants into groups with 4 – 6 people. It is perhaps in a village, to do it in delegations. The groups have 10 min to come up with 10 things they would like to buy. The leader then writes all of the things from all the groups on a big piece of paper, so that everybody can see it.

The leader gives each group 1000 money. Now each group has 10 min. to agree on which things they want to spend their money on – and how much they want to spend.

When everybody is done, the auction starts. The leader in control of the activity, starts with the "small" things, like candy, soda etc. The leader chooses what amount of money it should start at, for example 10 money. Now the groups can bid on the things, verbal or by handraise.

The leader should start with "small" things and end up with "bigger" things, like love, honesty etc. If these things are not suggested by the groups, some of the adults can write them on the paper. Make sure that the groups do not spend more money than they have.

When all the things are sold, the leaders put up a piece of paper, showing what things the different groups bought.

Discussion:

- How did the group work together?
- Where anyone in charge?
- Did you get what you wanted?
- Did the things cost what you expected?
- What was expensive / cheap?
- etc.

Categories · Simulation

342 **air balloon**

Peace education area · Diversity

Time frame 1–2 hours

Equipment Paper and pens

Aim Make people think about qualities, values

Instructions Almost the same as Auction. The story: Each group (4 – 6 people) are in an air balloon, but the weather is bad and they have to lose weight to avoid a crash!! They have bags, filled with for example love, trust, peace, clothes, money etc.

Then they are told to throw a bag out – they have 5 min. to agree and throw the bag out. The leaders should only translate, not participate in the discussion. Then they have to throw out yet another and so on...they continue until they only have 2 bags left.

Discussion:

- As the auction
- Why are these bags left

IMPORTANT: NO ANSWERS ARE RIGHT OR WRONG!!

Categories · Simulation

343 build a city

Peace education area · Diversity

Time frame 1–2 hours

Equipment Newspapers, clay, tape etc.

Aim Experience different regimes

Instructions The participants are divided into 4 groups, with a leader in each group. They are told, that each group had to build a city, using the materials present. Each group has different ways of making decisions, for example:

Group 1: The majority decides what to do and how to do it.

Group 2: One person decides everything.

Group 3: Everybody has to agree on the decisions made.

Group 4: No one is in charge, people can do what they each feel like doing.

The participants are not told what kind of regimes exist in the other group, only their own. They are not told about the discussion afterwards, only that they have to build a city.

Discussion:

- What was the main purpose of the game?
- Did the groups succeed?
- What is success in this game?

- Was it a good way to make decisions?
- Etc.

344 survival game

Categories · Simulation

Time frame 1–2 hours

Equipment Paper, envelopes, colors

Aim Duplicate real nature – show them that cooperation is a good thing

Instructions Preparation: Place 12 envelopes in the surroundings, each envelope containing 50 notes (food). All participants are marked with a color, to show what they are.

Activity:

Split the participants into the following groups:

Rabbits: 35

Foxes: 10

Hunters: 6

Plague: 3

Death: 1

You start by sending out the rabbits. They have to find the envelopes with the food and can take 2 pieces of food from each envelope. They can not take from the same envelope in a row.

After 10 min. the foxes are send out. They have to hunt the rabbits and when they catch one, the rabbit has to give the fox 2 pieces of food.

After 5 more min., the hunters are send out. They take 4 notes form the rabbits and 2 notes from the foxes. The plagues are send out after 5 min. more and they take 6 notes from the rabbits, 4 notes from the foxes and 2 notes from the hunters. After 5. min more, death is send out. If you are touched by death, you die. When you are dead, you lie down on the grown or move to a place with all the dead people.

The point of the game is to cooperate. The more you cooperate, the easier it is to survive.

Discussion:

- How did it feel to hunt / be hunted?
- Did you cooperate?
- Etc.

345 draw the world

Categories · Simulation

Peace education area · Diversity

Time frame 1–2 hours

Equipment Big paper, colors, pens, etc.

Aim Experience that the world is “big”

Instructions Divide the participants into delegations. Now they have to draw a map of the world – At least all the countries participating in the activity. Leaders should not participate. When everybody have finished, each delegation shows their map to the others.

"Hopefully" the delegations will draw their own country in the center of the drawing and it is often the biggest country.

Discussion:

- Did you get all the countries?
- Why / why not?
- Which part of the map is biggest? Why?
- Etc.

Afterwards, the leaders should have a real map of the world and show everybody where the countries are.

Categories · Simulation

346 **contrasts**

Peace education area · Diversity

Time frame 1–2 hours

Equipment None

Aim Reach an understanding of the differences in the world

Instructions Divide the participants into groups of 5 – 6 people. Now they have to perform and act on stage. The themes should be about differences.

Suggestions:

individual ⇔ group interest

peace ⇔ violence

a material society ⇔ a sharing society

cooperation ⇔ competition

poverty ⇔ wealth

justice ⇔ unfairness

hunger ⇔ having more than enough

tolerance ⇔ prejudice

Discussion:

- Have you experienced differences?
- Where and how?

- Can the act be transformed into real life?
- Etc.

Categories · Simulation

347 problems in my country

Peace education area · Diversity
· Sustainable Development

Time frame 1–2 hours

Equipment None

Aim Experience problems in other countries and find solutions

Instructions Divide into delegations. The leader is there to help, but not to participate. Each delegation agrees on a problem in their own country and prepares a small drama act, where the problem is explained clearly. Perhaps non-verbal, but the leader can explain afterwards.

When all the drama is over, the delegations swap problems and talk about it, and prepares a small act with the solution.

In delegation-time, people can talk about what they have learned.

Categories · Simulation

348 planetarians

Peace education area · Diversity

Time frame 1–2 hours

Equipment None

Aim Work together, communicate with another culture

Instructions A big group is selected to be Planetarians. They go to a room and now they have to come up with their own culture, language, bodylanguage etc. The group has to show emotions (happy, tired, angry etc.) They have to communicate with each other, like any other "real" culture.

The rest of the participants are divided into 3 groups (A, B and C). The groups should be smaller than the Planetarian-group. Tell them, that they have made an emergency-landing on a planet, and now they have to establish contact with the Planetarians, to get fuel and food. But to do this, they have to try to learn their culture.

Group A visits the Planetarians. They can not speak nor interact – only observe. They stay for 3 min. and then group B visits the Planetarians for 3 min. and finally group C. While waiting for the next visit, the groups should try to talk about the culture and try to learn it.

Visit number 2 lasts 4 min. During this visit, it is allowed to communicate with the Planetarians, the way the group learned from the first visit – if they can...

Visit number 3 lasts 5 min. and now the groups should try to communicate with the Planetarians and explain what they need to leave the planet.

After visit number 3 everybody meets and each group has to tell what they learned about the Planetarian culture.

Discussion:

- Was it difficult to make the first contact?
- How did it feel to make contact with an unknown culture?
- What about real life?
- Etc.

Categories · Simulation

349 the keys of power

Peace education area · Diversity

Time frame 1–2 hours

Equipment None

Aim Experience the feeling of being used

Instructions Everybody sits in a circle, quietly. The leader walks in the middle, looking very serious. The leader has a set of keys and shows them to the group. The leader says: "That person, who has these keys in the hands, has all the power in the world and you all have to obey that persons wishes!!". Then the leader walks towards a person and give a task (An easy one: Bring me a cup of water, or give me a hug etc.)

The leader continues to give different persons tasks for a while, when he suddenly puts the keys on the floor and sits down in the circle. Hopefully someone else will rush in and grab the keys and now anything can happen (Revenge is bittersweet!!!) Continue until things go out of hand or until no one grabs the keys.

Discussion:

- How did it feel to have the power?
- How did it feel to be a "victim" of power?
- Is revenge that important? – Is that what you want?
- Who tried to get the keys? – Why?
- Who did not try to get the keys? – Why not?
- Etc.

350 country drama

Categories · Simulation

Peace education area · Diversity

Time frame 1–2 hours

Equipment None

Aim Learn about prejudice and international diversity

Instructions Divide the participants into groups of 4 – 8 people. Give each group a country-name and let them practice for 30 min. Then they have to act and show typical customs, gestures, situations from daily life, statues, dances etc.

Discussion:

- Where the things performed right?
- If your country were a theme, how did it feel?
- Etc.

351 puzzles in pairs

Categories · Simulation

Peace education area · Diversity

Time frame 20 minutes

Equipment Pictures, blindfolds

Aim Cooperation, understanding handicaps

Instructions Preparation: Find different pictures in magazines etc., and cut them into puzzles.

Activity:

Divide the participants into couples. Blindfold one and tie the arms on the back of the other. Now they have to complete the puzzle. The blind moves the pieces and the one with no arms tells him what to do

Discussion:

How did it feel not to be able to move?

Were the instructions ok?

Etc.

352 football

Categories · Simulation

Peace education area · Diversity

Time frame 30 minutes

Equipment 2 goals, a field and a football

Aim Experience handicaps

Instructions Divide the participants in 2 teams. Each team make couples and they have to hold hands, hold arms etc. and the game starts.

To make it difficult, you can tie the feet together.

To make it even more difficult, but perhaps more fun, the couples have to stand back to back while playing.

353 the tower

Categories · Simulation

Peace education area · Diversity

Time frame 15–45 minutes

Equipment Wooden blocks in various sizes

Aim Experience what communication can do

Instructions Divide the participants into groups of 5 people. Give each participant 5 wooden blocks and tell them to stand in line. Now they have to build a tower – without talking at all. They put one wooden block down by turn, until they are finished. Blocks that fall down are removed by the leader. Finally, the tower is measured.

They get the blocks again and now they can talk about a strategy, before building. But when building, they have to be quiet. Measure it again.

They get the blocks again and now they can talk before and during the building. Measure it again.

Discussion:

Did you cooperate?

Was it difficult not to talk?

Was it frustrating not to talk?

Etc.

354 the court

Categories · Simulation

Time frame 2 hours

Equipment None (maybe costumes)

Aim Have people think about justice and difficult decisions

Instructions This activity works like a drama. It takes place in a court, with attorneys, witnesses, a judge, an audience, a jury etc.

Suggestion:

Two 13-year-old children are accused of robbing 2 apples from a shop.

Divide the participants into the different roles and give them some time to prepare themselves. Don't tell anything to the jury – they have to be impartial. The groups might need some help during the preparation, but let them use their own suggestions.

When the court settles, each "role" has to play its part. Finally, the jury will make a verdict and this should be discussed in the entire group.

You can make many different situations or complicate others.

Suggestions:

- The children have a sister who is sick and hungry and they had no money
- The owner of the shop is very rich
- The owner throws old apples out anyway.
- Etc.

355 the perfect city

Categories · Simulation

Time frame 1 hour

Equipment Pens papers, colored pencils

Aim Experience and be aware of manipulation

Instructions Preparation: Each leader has to be told what kind of city, he wants them to build.

Activity:

The participants are divided into groups of 4 – 6 + 1 leader in each group. They have to build "the perfect city", by drawing it on the paper. But what they don't know, is that, the leader will try to manipulate them into building the city, like he wants it. But he can not say it directly.

In one group, the leader has to try to make the group make absolutely nothing.

Afterwards, the groups show their city to the other groups and explain, why their city is the perfect city. When all this is done, the participants are told, that they were manipulated by the leaders.

Discussion:

- Did the participants do what they wanted or did they follow the leaders ideas?
- What about the group, were the leader should make them do nothing?

The leaders can have different qualities: One can be strict, another silent and understanding etc.

356 lake utopia

Categories · Simulation

Peace education area · Diversity
· Conflict and Resolution

Time frame 2 hours

Equipment None

Aim Understand the importance of international cooperation to solve common problems. Enlightenment with respect to international problem solving mechanisms.

Instructions *Preparation:* The participants are divided into seven groups, reflecting the seven nations around Lake Utopia. The groups should be sent to different locations on the camp site. Each of the groups receives information on their own country. The individual information sheets are enclosed. It is crucial that information does not leak from one country to another in this phase.

Activity:

One envisions a meeting in a multinational body of authority (e.g. the United Nations) where the only issue on the agenda is the pollution of Lake Utopia, and its subsequent extinction of fish. All the participating countries attend the meeting with the intention to solve this problem, but also to obtain a solution which is as favorable to themselves as possible.

Each nation gives an opening address to present their views and intentions. (In this stage of the process, it may be beneficial to keep some secrets. It is up to each nation to select a negotiating strategy to suit their overall aims.

Negotiations:

Each nation is allowed to initiate limited number of negotiations, defined in advance by the leader group. To answer an initiative taken by others is not regarded as spending from this quota. In general, the number of initiatives each nation is allowed to make is lower than the number of natural negotiating counterparts. Hence, each nation must prioritize who to negotiate with in order to obtain their goals in the best manner. The sequence in which negotiations are conducted will usually also have impact on the outcome.

The negotiation quotas may be:

Nation:

1 2 3 4 5 6 7

Number of initiatives:

4 5 2 5 3 3 2

(There is nothing against using other quotas.)

In this phase, the leader group does not play an active part, and can only contribute with factual information. Ensure that all nations are informed of events and announcements that occur. If desired, they may also act as "news agency", providing constant shifts in the international situation.

If running this activity with children, don't make it too complicated.

Discussion:

Each nation present what they've achieved, and inform the others of how many negotiation initiatives they have used. Discuss the conclusion. "Why did we end up here?", "What could have been done differently to arrive at a better conclusion?"

Nation 1: Your country is self-providing in terms of fish. Economically, you are totally dependent on the rich fisheries of Lake Utopia.

You have reason to suspect Nation 7 for using dynamite for fishing. This is illegal according to an agreement signed by all countries surrounding the lake.

You may instigate 4 negotiations.

Nation 2: Your nation gets its earnings from fish processing industries. The fish is imported from nations 1 and 7, but mainly from nation 7. They sell you fish far cheaper than any other country, in return for your legal and diplomatic assistance. They need this assistance because they apply an illegal fishing method, namely underwater dynamite charges, killing the fish and making it float to the surface. Such fishing is illegal according to an agreement signed by all the countries surrounding the lake.

The fish processing industry pollutes the lake very significantly, and there is more than a remote danger that life in the lake will perish. However, a cleaning plant for all this pollution is very expensive, and to pay for this, all the countries around the lake will have to pay their share.

You may instigate 5 negotiations.

Nation 3: Yours is a rich nation, benefiting economically from your beautiful beaches at the shore of Lake Utopia. However the tourism is showing a decreasing trend, and your beach guards complain about the increasing amount of pollution and debris reaching the coast.

You export weapons to Nation 4

You may instigate 2 negotiations

Nation 4: A very poor developing country with a high unemployment rate. Some of your citizens have left the country to find work in Nation 5. This tendency seems to be increasing over time.

Your expatriates in Nation 5 experience a lot of prejudice and discrimination. This is beginning to get violent, and you suspect the police in Nation 5 to encourage this process. You have large areas of untouched land along the coastline. A large portion of your national income is used to fund weapons import from Nation 3.

The inner parts of the country is threatened by deforestation. If this is allowed to continue, erosion will be a big problem in a few years' time.

You may instigate 5 negotiations

Nation 5: Technologically advanced industrial nation.

The immigration from Nation 4 poses a great problem for you, because your own citizens do not want them to come, and the situation is getting increasingly violent.

Short coastline, but large waterfalls provide cheap electric power.

You may instigate 3 negotiations

Nation 6: Industrial nation producing fishing boats for the fisheries in the lake. Your citizens are keen environmentalists and want to preserve life in the lake.

Sports-fishing is the favorite pastime.

You may instigate 3 negotiations

Nation 7: Your national economy is built on fishery. The fish is exported to Nation 2. One of the fishing methods you use is underwater dynamite charges, which is strictly illegal according to an agreement signed by every single nation around the lake. You offer large discounts on the fish you sell to Nation 2, and get legal and diplomatic aid in return.

You may instigate 2 negotiations

357
postcard

Categories · Simulation

Time frame 2 hours

Equipment Paper, pens

Aim Respect towards other languages

Instructions Divide the participants into couples, from different countries. English-speaking people should be paired with people not speaking so good English. One of them dictates a postcard in his own language. The writer has to write down what he hears. Afterwards the swap positions.

When everybody have finished, the writers read out loud what they wrote down.

Discussion:

- Did the "teller" understand.
- Did the delegation understand.
- Etc.

358
sculpturing

Categories · Cooperation

Time frame 45 minutes

Equipment None

Aim Work together, express feelings

Instructions Groups of 2: One person acts as the modeling clay and the other acts as Michelangelo. He then sculpts the clay, to show feelings, for example: Fear, joy, tension, despair etc.

Groups of 4: 2 people are the clay and 2 people act as Michelangelo. They can sculpt relational feelings, like: Distrust, trust, confrontation, aggravation etc.

Groups of 8: 4 are clay, 4 are Michelangelo. Show collective feelings, like celebration etc.

Categories · Cooperation

359 fire in the forest

Time frame 10 – 20 minutes

Equipment None

Aim Work together, loosen up

Instructions Everybody runs around, dancing and singing: "Fire in the forest, run, run, run". A leader shouts for example: "Gather in groups of 3!". The leader shouts different numbers in each round.

Categories · Cooperation

360 dress the leader

Time frame 30 minutes

Equipment Clothes

Aim Complete tasks together

Instructions Preparation: Write down different items of clothes on 4 pieces of paper, in all the languages.

Activity:

Divide the participants in 4 groups, making sure every country is in each group. Give them the note and tell them to find the items and dress the leader. They have to work together to complete the task.

Categories · Cooperation
· Simulation

361 feed me

Time frame During a meal

Equipment Food

Aim Work together, feel handicapped

Instructions Everybody sits in front of their own plate. But they can not feed themselves. They can only feed the person sitting to the right of them, using their service. So you are fed by your left person and you feed your right person.

Categories · Cooperation

362 ali baba

Time frame 1–2 hours

Equipment String, costumes, paper, pens, colored pencils, lamp, candles, music, etc.

Aim Complete tasks together

Instructions Preparation: 8 leaders have to find costumes and dress like spirits. Use make-up. They sit outside and inside. Make maps with the flags of the groupmembers + text in their language. Make papers with numbers 1 – 8, Come up with different tasks in every language.

Activity:

Divide the participants in groups of 4 – 6 and tie them together with a string. Give them the maps with the flags. Now they have to find the spirits and do the tasks. For example, they ask for number 5. The spirit's task for number 5 could be: "Teach the others in the group to count to 5 in Bulgarian". They learn and show it to the spirit. Then the spirit marks the Bulgarian flag on the map.

When the groups have been to all the spirits, they get a hint from the last spirit, where to find the cave of Ali Baba. They go to the room, where there are 2 belly dancers (leaders) and they make the group feel comfortable. You can have candles and soft music in the room. There is a big piece of paper on the wall, telling, in all languages, what should be done now. They have to rub a lamb and Ali Baba will appear. He tells them, that they can all get one wish. They write it on a piece of paper, in their own language and anonymous.

Then the game is over. You can put the wishes on a big wall and maybe try to make them come true...

Categories · Cooperation

363 line up

Time frame 10 minutes

Equipment None.

Aim Complete tasks together

Instructions People have to make a line, standing in order, after different criterias.

It could be age, birthdays, height, hair-length etc.

You can do it without looking, talking etc.

364 fantasy island

Categories · Cooperation

Peace education area · Diversity

Time frame 2–3 hours

Equipment Paper pens, colors, music, etc.

Aim Experience different cultures

Instructions Give these tasks to the groups:

- Create a new country and create the following:
- Name of the country
- Language of the country
- Flag
- Map
- National song
- Dance
- Money
- National costume
- Way to say "Hello"
- Etc....

Afterwards the groups presents their countries to each other.

365 chinese masters

Categories · Cooperation

Time frame 1 hour

Equipment Different things

Aim Complete tasks as a group

Instructions Preparation: Leaders should use some time to prepare costumes, make-up etc., to make the game as fun as possible. Then they hide in the surroundings.

Activity:

The participants are divided in groups with 4- 6 people in each group. Each group gets a note with colors in a specific order. Each leader is a Chinese Master (CM) and is a color. The groups have to find the colors in the right order, by finding the CM and perform a task.

When a group finds a CM, they have to be the entire group, to perform the task. They ask the CM of the color they hope the CM is. They ask like this: "Please, dear CM: Are you the color...?" CM answers: "Maybe I am, but before I answer, you have to do me a favor." Then the CM tells them to do something (sing a song, brush the hair, get a cup of water, tickle a leader etc.) Now everybody in the group has to do the task and when they are finished they ask again about the color. If the CM is the color they want, they continue with the next color. If not, then they have to find another CM and ask again...

Rules:

-The group can not ask the same CM in a row.

-The CM should only come up with tasks, that they will have done towards themselves. Experience shows, that there can be "fights" between the leaders...

Categories · Cooperation

366 animals in the forest

Time frame 20 minutes +

Equipment Different things

Aim Work together

Instructions Each leader hides in the surroundings, bringing colored pens. They choose an animal and the children has to find the animal and guess the name. The children walk around in groups. To make it easier, the leader has to shout the sounds typical for the animal.

The group, which find the all the animals first – and can name them, have won the game.

Categories · Cooperation

367 mickey mouse

Time frame 1 hour

Equipment Notes, big paper, chairs

Aim Have fun, compete in teams

Instructions Preparation: Make as many notes as there are participants, with the names of different cartoon or fairytale figures. Write all of them on a big paper. Put one more chair as participants in a big circle. Four of them are "special – chairs" and are standing right next to each other.

Activity:

Everybody sits on the chairs – on the 4 special chairs, there has to be 2 boys and to girls. Everybody draws a note (name) form a bag, without showing it to anyone. The person, who has an empty chair to the right, says a name form the list. The person with that name moves to that chair and they swap notes. The person with an empty chair to the right says a name and so on...

The object of the game is, for the boys to have 4 boys sitting in the special chairs and vice versa for the girls.

Categories · Cooperation

368 cross the river

Time frame 1 hour

Equipment 3–4 chairs to 6–7 people. The more participants, the more chairs.

Aim Complete a task together

Instructions The participants will have to stand on the chairs and move about 10 meters, without anyone touching the floor (water). Time-limit and without talking.

If it doesn't succeed the first time, they try again without talking. The 3 time, communication is allowed.

Categories · Cooperation

369 through ball

Time frame 30 minutes

Equipment A ball, a bat, big area

Aim Work together and have fun

Instructions Divide the participants into 2 teams, red and blue. Red is in the field, spread out and blue is standing on one line in one end of the field.

A person from blue team hits the ball and start running around the line of teammembers. One round = 1 point.

Red team has to catch the ball and form a line, starting behind the person with the ball. They stand with their legs spread apart. When they are in line – and not before – the person with the ball sends it through the legs and when the last person gets it, he shouts stop. Then you count how many rounds the "running" person from team blue achieved and put it on the scoreboard.

After 5 rounds, the teams swap positions and now red can score points.

Categories · Cooperation

370 the fax

Time frame 30 minutes

Equipment Paper and pens

Aim Work together

Instructions Preparation: Draw 10 – 20 different things on small notes.

Activity:

The participants are divided into groups of 10 people and sits on the floor, so that the person in front of you have the back against you. The leader shows the first drawing to the "last" person and now he has to draw on the back of the next person and so on...without speaking. The "first" person tells what was drawn on his back and it is compared with the original drawing.

Categories · Cooperation

Time frame 15 minutes

Equipment Chairs, tape recorder, music

Aim Complete a task together

Instructions Place as many chairs back to back, as there are participants in the game. Everybody walks around the chairs, while the music is playing. The leader stops the music and now everybody has to stand on the chairs – NO FEET on the ground. When this is done, a chair is removed and the music starts playing again. Etc.

Categories · Cooperation

Time frame 10–30 minutes

Equipment Sticks of various lengths – from 2 cm. to 20 cm., music

Aim Learn to work together

Instructions Divide the participants into couples. Give each couple a small stick and put them between 2 of their fingers. Now they have to move to the music, balancing the stick between them. After a while you give them longer sticks etc.

Categories · Cooperation

Time frame 20–30 minutes

Equipment Blindfolds, bowls with water, big space

371
missing chair

372
sticks

373
submarine

Aim Work together, have fun

Instructions Divide into groups of 4 – 5 people. Each group walks around in a line, with the hands on the knees of the person in front – like a submarine. The first person is blindfolded and has got 2 bowls with water. The last person steers the submarine, by tapping on the knees – either left or right. The signal goes through the submarine and the first person steers left or right. If there is a tap on both knees at the same time, it means that a torpedo has to be fired (The water).

The goal of the game is to throw water on the other submarines...

Categories · Cooperation
· Drama

Time frame 1–2 hours

Equipment Costumes, props

Aim Work together, perform in front of others

Instructions The participants are divided into groups of 5–6 plus a leader. Each group has to perform and act a specific fairytale, but each group has different themes.

Suggestions:

Slow motion, Disco, Opera, Backwards, Future etc.

Show it is..

Categories · Cooperation
· Drama

Time frame 1–2 hours

Equipment 5 things × number of groups

Aim Work together, perform in front of others

Instructions Divide the participants into groups of 5–6 plus a leader. Each group is given 5 things and now they have to come up with an act, containing these 5 things.

Categories · Cooperation
· Arts and Crafts

Time frame 30 minutes

Equipment Clay, blindfolds

374 **cinderella**

375 **5 things to act**

376 **clay**

Aim Learn consideration, create something together

Instructions Blindfold everybody, put them in couples and place them on the floor in front of each other, with a piece of clay between them. Play some soft music and tell them to make and create something out of the clay. Afterwards, they get to see what they created and with whom they made it together with. Discussion about what they wanted to make and the difficulties in working together.

Categories · Cooperation
· Communication

the hunt for medicine

Time frame 30 minutes

Equipment Big space, paper, pens

Aim Listen to each other, complete a task together

Instructions Preparation: Come up with a story, about a people who needs medicine and therefore goes out to find it.

Activity:

The participants are divided into groups of 5–6 people.

NOTE: Not 2 persons speaking the same language!

The leaders hide in the surroundings. Each group gets information about where to find the first station, but the information is only given in one language. The person who knows this language leads the group. At the station, they are given another clue, but in another language and so on...

On the last station, they are given 1/4 of a text, map, song etc, and now all groups have to work together to complete the station.

Categories · Cooperation

magnetic fields

Time frame 1 hour

Equipment Poles, string, piece of wood about 1–1,5 meters long, mats

Aim Make the participants organize themselves to solve a complicated task

Instructions Preparation: 3 poles set up in a triangle with a rope stretched between them about 1.2 meters above the ground. The triangle should be so big that there's room for all the participants inside it. Mats outside the triangle to fall on. A piece of wood, about 1 - 1.5 meters long.

Activity:

Everybody starts inside the triangle, and the objective is to get everybody out. The escape form the triangle can only be made over the lines. If anybody touches the lines or cross the

planes stretching from the lines downwards to the ground, everybody has to go inside the triangle and start all over. The plank is the only item which may pass under the lines.

Note that getting everybody out is quite difficult, and if the children haven't reached sufficiently far in their socializing process, the group may become "culprit-oriented" rather than focusing on arriving at a solution. If so, the activity is unsuccessful, and should be stopped.

Categories · Cooperation

379 **chaos**

Time frame 1 hour +

Equipment Paper, pens, dice, board, etc.

Aim Work together, complete tasks

Instructions *Preparation:*

Make a big board on a piece of paper, with 40 circles or squares. The more circles, the longer the game will last. The circles is numbered in order. To each number, a small paper is made, with the number and a word. Write down all the numbers and words on a separate paper, to make sure, that the groups find the right paper. Also, to each number, there has to be a task to do for the groups.

The small notes know have to be hidden in the surroundings. A good idea is to make a map of the positions of the notes, if some groups have difficulties finding them...

Activity:

Split the participants into groups of 4 – 6 people. Not 2 persons speaking the same language. The first groups throws the dice and moves to a number. The get 6 for example. Now they have to find note number 6. Meanwhile the next group throws etc.

When the groups find the note, they have to read and remember the word and run back to the board and say the word. (Check if it is the right word). Then they have to do the task, before they throw the dice again.

The first group that reaches the goal, has won.

To get a task, the entire group has to be present and they all have to do the task.

You can make "bad" numbers on the board, for example where they have to go 5 back etc.

Make the words in different languages, so that each participant will lead the group..

Categories · Cooperation

380 **drive the car**

Time frame 30 minutes

Equipment Blindfolds

Aim Work together

Instructions Divide the participants into couples. One is blindfolded (the car) and the other can see (the driver).

Make a big square, in which the cars are standing. The driver has to stay outside the square. One couple acts as police and they have to catch the others.

A car is driven, by the driver giving commands to the car (left, right, stop, hurry etc) After a while, they swap positions.

Categories · Cooperation

381 dictionary

Peace education area · Diversity

· General Peace Education

Time frame 30 minutes

Equipment Paper, pens

Aim Learn and respect languages

Instructions Preparation: The leader makes a big piece of paper, with squares. As many squares as there are countries in the group – both down and to the side. Different words are written in the different languages – one word from each country.

Activity:

Now, each participant has to explain his/her word, without speaking. Then the others write the word down on the paper.

Categories · Cooperation

382 body words

Time frame 30 minutes

Instructions The participants are divided into groups of 8 – 12 people, and given words to spell using their bodies, lying on the floor. The words could be love, world, CISV, peace etc.

Categories · Cooperation

383 jungle expedition

Time frame 1 hour

Equipment 5 ‘rocks’ (paper, clothes, etc.), blindfolds

Aim Cooperation and group-feeling

Instructions Tell the participants that they are on a jungle expedition, and that they have now reached a river which they have to cross. The water in the river is infected with some very dangerous bacteria; if anybody gets wet, they will have to go back to the bank to recover. The group may use the five rocks lying on the bank to step on.

Rules:

- Each rock can carry the weight of more than one person.
- Un-occupied rocks will be removed by the organizers, so if nobody stands on a rock, carry it.
- Any person carrying a rock, have his hands full, and can not carry another person.
- Rocks can be placed anywhere in the water, and moved at will. Rocks can not be moved when somebody stands on them.

Complications:

- Some (one to three, depending on the group size) of the participants have caught malaria and are so sick that they have to be carried.
- At least one member of the group is blind.
- Other handicaps may be introduced at will, but the idea is that the group should succeed, despite the difficulties.

The leader should make sure that the distance to the other bank so long that the rocks will have to be moved several times before the river is crossed.

Categories · Trust

384
carry the person

Time frame 30 minutes

Equipment None

Aim Group feeling, trust development

Instructions The participants lie down on the floor, ear to ear, so that their heads form a straight line with the bodies pointing alternately to each side. The person at the end of the row is helped to lie down on the extended hands of the people next to him. It is the task of the group to carry him to the other end of the line by passing him on. Once a person is safely through, the next one goes.

This activity needs some assistance. One or two strong adults should be at each end of the line to help people on and off, so that nobody gets hurt. Also remind those who are being carried that they have to remain stiff and straight, and trust the others.

Categories · Trust

385
falling circle

Time frame 20 minutes

Equipment None

Aim Experience trust and show trust

Instructions 5 – 6 people stand in a circle, one person is in the middle with closed eyes. He makes himself stiff and falls, but the others do not let him fall all the way. They catch him and gently pushes him in another direction.

Categories · Trust

386 leading the blind

Time frame 30 minutes

Equipment Blindfolds, big space

Aim Experience trust and show trust

Instructions The participants are divided into couples. One is blindfolded and puts the hands on the partners shoulder. Now the partner has to lead the blind through the surroundings. After a while you swap positions.

Categories · Trust

387 the pen

Time frame 30 minutes

Equipment Music, a pen

Aim Experience trust and show trust

Instructions Everybody stand with their eyes closed. They have to be quiet during the activity. Put on some soft music. Now they move slowly around. One person has a pen in the hands and when he touches someone, he hands over the pen and lies down on the floor - still having his eyes closed. This goes on, until only one person is standing up with the pen.

Discussion: How did it feel? Were you thinking of the people laying on the floor? Etc.

Categories · Trust

388 chair-trust

Time frame 5 minutes

Equipment 4 chairs

Aim Learn to trust each other

Instructions Put the chairs as a watch, in positions 3, 6, 9 and 12, with the back turned out. Sit down and turn to the right. "Lie" down, with your head and shoulders resting on the knees of the person behind you. When everybody lies down, the leader removes the chairs.

To end it in a smooth way, the leader can grab their hands and they are gently lowered to the floor. Many more can participate in this game. An you can try to walk.

Categories · Contact

389 newspaper dance

Time frame 10 minutes

Equipment Newspapers, music

Aim Work together

Instructions Divide the participants into groups of 2 or 4. Give each group a newspaper and start the music. Now they have to stay and move to the music, without touching the floor outside the newspaper. When the music stops, the newspaper is cut or folded in half and so on...

Categories · Contact
· Simulation

390 house of feelings

Time frame 2–3 hours

Equipment Blindfolds, music, and different things

Aim Experience different feelings

Instructions Stations with leaders in charge, where the participants feels different things. There are "bad" and "nice" stations. The participants should be quiet during the activity. They are blindfolded and a leader leads them to the first station. Suggestions to "bad" stations:

- Throw a box of knife and forks to the floor right next to the participants.
- Put pepper in the mouth
- Prepare a box with water and pasta and put the feet in it. Make them walk on dirt or stones

Suggestions to "nice" stations:

- Massage
- Waterballon moved around in the face
- Smell perfume

At the "nice" stations, the leader gives the participants a hug, before leading the participants to the next station.

It is important, to take your time at the stations. After the participants have finished, they should write down how they felt during the activity.

Divide the participants into groups of 2 or 4. Give each group a newspaper and start the music. Now they have to stay and move to the music, without touching the floor outside the newspaper. When the music stops, the newspaper is cut or folded in half and so on...

391 bingo

Categories · Contact

Time frame 10–30 minutes

Equipment None

Aim Sing and not be afraid to give hugs

Instructions Girls form a circle, holding hands, looking out. Outside, boys form a circle, holding hands, looking in. They all dance to the right. Everybody sings:

"There was a farmer, who had a dog and Bingo was his name – o

B – I – N – G – O, B – I – N – G – O, B – I – N – G – O

And Bingo was his name – o

B.....I.....N.....G.....Oooooo"

During the last "Bingo", you shake hands with the person in front of on the first four letters, while you move to the right. On the "Oooooo", you give a hug.

Variations:

Bongo, Boogo, Booooo, Oooooo

392 pass the shoe

Categories · Contact

Time frame 30 minutes

Equipment Music, 2 shoes

Aim Not be afraid to touch each other

Instructions Place the boys and girls in separate circles. One person in each group has a show. Start the music and the shoe has to be passed around in the group, until the music stops. The 2 persons holding a show stand up and stand back to back. The others count to 3 and the 2 persons move their head to one side or the other.

If they move to the same side, they give each other a hug), if they move their heads to opposite sides, they give a handshake.

393 **massage #1**

Categories · Contact

Time frame 1 hour

Equipment Soft music, mats to lie on, candles

Aim Create a nice atmosphere and feeling

Instructions Divide the participants into groups of 7 people. Play some nice, soft music. One of the group members lies face down on the mat, and the others sit around him. They start massaging in various ways, although one person is the leader, and the others have to "follow" what he does.

Make soft, pleasant movements. After a while, increase the intensity to a sort of soft drumming, and then return to soft pleasant movements. Then lift the person about half a meter above the floor. Don't do this before he is totally relaxed. Then put him carefully down.

Rotate roles within the group until everybody who wants to has had a massage.

394 **massage #2**

Categories · Contact

Time frame 30 minutes

Equipment Soft music, candles

Aim Create a feeling of security and relaxation

Instructions Divide the participants into groups of 6 – 8 people and turn on the music. The persons sit between each others legs and give each other a massage on the shoulders and their bags. Everybody (except 2 in each group) gives and receives a massage at the same time. After a while, the front person moves to the end of the line.

395 **the joker**

Categories · Contact

Time frame 15 min – 1 hour

Equipment Big space, tape

Aim Feel ok with hugs

Instructions Preparation: Write down all the names of the participants on tape. Come up with many different words and write them on papers.

Activity:

The object of the game, is to collect letters by hugging.

Every participant gets his name taped on his body, made by separated tape-notes with the letters. Then the participants are divided into groups of 2 – 3 people and each group gets a paper with a word. Now they have to collect these letters to form the word, by giving hugs to members of the other groups. 1 hug = 1 letter. Each participant also have a blank piece of tape – this is a joker and can be any given letter. A joker is swapped by a longer lasting hug on the cheek

When all the letters in a word is collected and taped to the paper, the go to the leader, who checks the word and give them another word to find letters for.

Rules: No hugging within a group. Others can not stop someone swapping notes. You can not say no to a hug.

Categories · Contact

396 **rhythm**

Time frame 20 minutes

Equipment None

Aim Have fun

Instructions Everybody sits in a circle and is given a number, starting from 1. There is a rhythm in this game, going like this: Clap your knees, clap your hands, bend your right arm, bend your left arm.

Start the rhythm. When everybody knows it, you begin by saying your own number, when you bend you right arm and another number when you bend your left arm. Then that person has to do the same and so on..

Variation:

You can give the chairs numbers. If you do a mistake, you move to the last seat and get the last number. Everybody with a higher number than you, moves one number "down".

Categories · Contact

397 **interview**

Time frame 30 minutes

Equipment Paper, pens, colored pencils

Aim Get to know each other

Instructions Make couples. Each couple get 2 pieces of paper and divide it into 4 squares, names: "Before", "Now", "Family" and "Future". Now they have to interview their partner and draw on the paper.

Afterwards, you present your interview and partner to the other couples.

Categories · Contact

398 follow the leader

Time frame 20 minutes

Equipment None

Aim Have fun, work together

Instructions Everybody sits in a circle, except one, who is outside the room. A leader is elected and the person outside is shown into the middle of the circle. Now the leader has to do some movements and the others have to follow. The person in the middle has to guess who the leader is.

Categories · Contact

399 card game

Time frame 45 minutes

Equipment Chairs, deck of cards

Aim Have fun and be in contact

Instructions Have everybody sit in a big circle on the chairs. Show each person a card. They have to remember whether it is "hearts", "diamonds", "clubs" or "spades". When everybody have seen a card, you shuffle and start saying them out loud – one by one.

The object of the game is to move around in the circle and return to your own seat. This is done by moving one seat to the right, every time your card is said – even if someone is sitting on that seat. Then you have to sit on their laps.

Rules:

- You can only move if you card is said.
- You can not move if someone is sitting on your lap.

Categories · Contact

400 telegraph

Time frame 20 minutes

Equipment None

Aim Have fun

Instructions Everybody sits in a circle, holding hands, except one, standing in the middle. One person has to find the telegram in the circle. The telegram is sent by squeezing the hand of your right neighbour. The person in the middle does not know where the telegram starts, but has to find it somewhere. When he does, someone else is "it".

Categories · Contact

401 blinking

Time frame 30 minutes

Equipment None

Aim Have fun

Instructions Divide the participants into couples and give each couple a chair. Put the chairs in a circle, one person sitting down and one standing behind, with his arms behind his back. One person is alone, standing behind a chair.

This person has to get one of the people sitting down, over to his chair. This is done by blinking to them. If you see a blink at you, you run over there, but if the person behind you touches you, you have to go back. If you get away, your old partner has to blink to another.

After a while you swap positions. You can also have more than 1 blinker.

Categories · Arts and Crafts

402 camp greetings

Time frame 1 hour

Equipment Posters, pens, colors

Aim Send nice letters to other CISV activities, nice groupfeeling

Instructions Preparation: Find out where you want to send the camp greetings, your local chapter should have a list of activities. On each poster, you write the name of the activity and place them all on the floor.

Activity:

Put on some nice music and let everybody write small messages or just their name on the posters. Send them by mail when all this is done.

If you are in a long lasting activity, you will hopefully also receive camp greetings from other activities.

Categories · Trust

- Arts and Crafts
- Contact

403 plaster masks

Time frame 1–2 hours

Equipment Vaseline, plaster bandages, hot water, newspaper on the floor, music

Aim Trust and personal development, to have fun

Instructions The members of the pair take turns.

Cover the facial skin with Vaseline. Cast a mask of plaster using your partner's face as a mould. It should cover the entire face but the nose. After all, everybody has to breathe. Let the mask dry in place.

Use relaxing music to calm things down. Some people do not like the situation, to have their head covered. Be careful.

When the masks are dry, another activity could be to paint the masks, by for instance using one or several themes.

Categories · Contact

404
human carwash

Time frame 40–60 minutes

Equipment Water-hose, shampoo, towels, etc.

Aim Get rid of lice

Instructions The participants are dressed in swimming-suits and are split into boys and girls. They get in line and leaders take care of them. At the first station, they get wet, at the next, they get shampoo in their hair, the next is to rub in it and at the next, they get hosed down and finally they all get their towels and are dried up.

Categories · Contact
· Ice breaking

405
shoutgame

Time frame 5 minutes

Equipment None

Aim Ice-breaker

Instructions Everybody stand in a circle. They close their eyes and count to 3. On 3, they open their eyes and stare at another person. If that person is looking back = eye-contact, both of them scream and fall to the floor.

Continue until one is left.

406 mingo mingo

Categories · Contact

Time frame 10–30 minutes

Equipment None

Aim Group feeling, learn about each other

Instructions Everybody walks around in different directions, saying "Mingo, mingo". A leader shouts for example a fruit. Everybody, who has this as a favorite fruit, has to form a group.

Different things are said: Cars, food, color, singer and so on...

407 cocktail party

Categories · Ice breaking

Time frame 1 hour

Equipment Paper, pens, and string

Aim Get to know each other

Instructions Everybody writes/draws things about themselves on a piece of paper and hangs it around the neck. People then walk in between each other and talk, read and ask each other, about the things stated on the papers.

408 presentation

Categories · Ice breaking

Time frame 30–60 minutes

Equipment Big papers, one for each participant

Aim Get to know each other

Instructions Preparation: Prepare big papers with squares, one for each participant.

Activity:

All participants get a big piece of paper, divided into 4 squares. In number:

1. They write their name and country
2. They draw their family, pets
3. They draw, what they do in their freetime

4. They write/draw something about their country.

Afterwards, each person stands up and explains what he/she has written/drawn.

The papers can be put on the wall.

Categories · Ice breaking

Time frame 30 minutes

Equipment None

Aim Have fun

Instructions This is a nice quiet game. All the players sit in a circle except one, the detective, who must leave the room to allow a 'murderer' to be nominated. The detective must find and reveal the correct identity of the murderer. The murderer can kill by winking at any of the other players in the circle who must then collapse - hopefully not making too much sound. He may 'win' the game by murdering all the other players or by the detective incorrectly guessing the identity of the murderer. Once a round has been played the murderer becomes the detective and a new murderer is nominated.

Variation:

Everyone closes their eyes, and the leader picks one or more boys to be killers. When everyone opens their eyes, the killers try to kill the other boys by winking at them. The non-killers try to expose the killers before everyone is dead. If a non-killer announces that someone is a killer, then 1) if they are right, the killer is "dead", or 2) if they are wrong, the guesser is "dead". Killers can kill other killers. Keep going until all the killers are dead (or until only one killer is left, but this is pretty rare).

Categories · Ice breaking **if you love me... (poor, poor pussycat)**

Time frame 30 minutes

Equipment None

Aim Have fun, make people laugh

Instructions Everybody sits in a circle, except one person in the middle. That person crawls towards a person in the circle and says: "Honey, if you love me, won't you please smile?". The person can also make faces, blink etc.

The person asked replies: "Honey, I really love you, but I just can't smile". If that person starts giggling or laughing, they swap places and start again. If the person manages to "keep calm" the person in the middle tries again with another person.

Variation:

The person in the middle is a cat and the persons in the circle has to say: "Poor, poor pussycat" 3 times without laughing.

411 casino/gala night

Categories · Social activities

Time frame 30 minutes

Equipment A lot!!!

Aim Enjoy and have fun

Instructions Preparation: It takes a long time for this activity. There is almost no end to it, but 2 – 3 hours is not unusual.

Activity:

Different stations, where the leaders are sitting. The participants walk around with money and pay to see/play/use...

Suggestions for stations:

1. BANK – All participants get an amount of pretend-money, so that they can pay at the stations. If they run out of cash, the bank can trade clothes, watches etc, for money.
2. BLACK JACK
3. FORTUNE TELLER – The leader in charge of this, can get a little information about the participants from each leader.
4. HORSE RACE – Participants can bet on which horse that is going to win. The small paper horses are driven forward by a leader under the table, who pulls in strings connected to the horses.
5. DICE GAME
6. ARM WRESTLING
7. Throw soft balls at leaders tied down.
8. Throw balls on pyramids made of things
9. ROULETTE
10. KIOSK, DISCO, BISTRO

The Casino Night can be started with a formal dinner. The participants have to dress nice and the leaders work as waiters for them.

412 what am i?

Categories · Ice breaking

Time frame 30 minutes

Equipment Tape, paper, pens

Aim Get to know each other

Instructions Preparation: Write down different words or things on the papers. As many as there are participants

Activity:

Each participant then gets the paper taped on the forehead and now he/she has to walk around and ask questions, to find out what / who he / she is. The questions can only be answered with a "yes" or "no" by the other participants.

Categories · Contact

413
the circle of knees

Time frame 5 minutes

Equipment None

Aim Have fun

Instructions Everybody stands in a circle, facing one direction. Move close and make the circle round. Slowly you sit down and sit on the laps of the person behind you. Try to walk.

Categories · Arts and Crafts

414
letters

Time frame 1 hour

Equipment None

Aim Have people remember the camp and learn about themselves

Instructions Give everybody a piece of paper and a pen. Play some soft music. Now they have to write a letter about themselves – TO themselves. It could be about what to expect in the year to come, bad habits they want to change, any dreams to fulfil...anything, it is up to themselves.

They should start the letter with a "Dear (name)". Then the leader collects a the letters. The idea is, that when a year has passed, the leader should send out the letters to all the participants. Then they can see, what they were thinking one year ago...and if they have changed...

Categories · Ice breaking

415
toaster

Time frame 10–30 minutes

Equipment None

Aim Have people remember the camp and learn about themselves

Instructions The participants stand in a circle, with an arms length between each other. One person is in the middle and points at a person and give a task (see below). A task includes this person and the 2 neighbours. The slowest person or the person that does something wrong, is the new person in the middle.

Suggestions for tasks:

- Toaster: Neighbors hold hands, person in the middle jump.
- Elephant: Neighbors make ears, person in the middle make nose
- Shower: Neighbors form a shower, person in the middle sings and soaps
- Single mother: Neighbors hold middle persons legs, with their thumbs in mouth, middle person cooks dinner.
- Etc.

Categories · Ice breaking

Time frame 30 minutes

Equipment Tape or felt pens

Aim Have fun

Instructions Everybody sits in a circle. One person says to the right person: "Hello Harry". This person answers: "Yes, Harry?". The first person says: "Tell Harry". This person then turns right and starts over again.

When a person makes a mistake, they get a spot in the face. When this person is being asked, the person has to say: "Hello one spot"..and so on..

The game has to be fast...

Categories · Active/running

Time frame 20–40 minutes

Equipment About 500 small notes or more, big space

Aim Have fun

416 **harry**

417 **smugglers**

Instructions This game works well in the woods as well in a big open area.

Split the participants into 2 groups – Smugglers and Customs. The smugglers have their base in one side of the field. They have to run through the open area, to the other side, where they have a free zone. Here a leader is waiting and he collects the notes. When they have delivered a note, they can quietly go back and get another one at their base and try again.

In the open field, you have the Customs. If a smuggler is being touched by a custom, they have to stop and now the custom has 10 sec. to find the note – or he can ask 3 times, questions like: "Is it under your arm?", "Is it behind your ear?" etc. A smuggler can not lie.

If the note is not found, the smuggler can continue, but another Custom now have the chance to catch him. If a note is found, the smuggler returns to the base and receives another one. The Customs save the notes.

After a while, you swap positions. The winning team is the one with the most notes.

Categories · Ice breaking
· Arts and Crafts

Time frame 1 hour

Equipment Paper, color, plastic covers

Aim Help the participants to mingle during meals

Instructions Give everybody a piece of paper and let them write or draw anything they want. Afterwards, you put them in the plastic covers and they can be used as placemats.

418
placemats

Categories · Other

Time frame From days to weeks

Equipment A lot

Aim Show that you care

Instructions Preparation: Write down the names of all the participants on small notes.

Activity:

Let the participants pick a note. Now they have to give this person gifts, attention or in other ways show that he cares – without that person finding out who he is. They can buy things, make Arts Crafts, let other people give hugs etc...it's up to the imagination.

To avoid the situation, were people might be forgotten, it could be a good idea to have a monito- master. This person is not in the game. When people pick the names, they go to the monito- master and tell him who their monitos are. During the days, if you don't receive anything from your monito, you can tell the monito-master and then he will tell your monito to start giving you something.

419
monito game

420 mirrors

Categories · Ice breaking

Time frame 10–20 minutes

Equipment A lot

Aim Concentration

Instructions Divide the participants into couples. One is the "person" and the partner is the "mirror" and he has to do the things the person does. After a while you swap positions. New groups can be formed and there can be 4 mirrors etc.

421 message game

Categories · Social activities

Time frame 1–2 hours

Equipment Small pieces of paper, pens, music

Aim Give people a chance to write nice things to each other, close to the end of camp

Instructions Preparation: Cut out many small pieces of paper

Activity:

Make the participants sit in a big circle and give them pens and lots of papers. Put on some soft music and now they can write messages to each other. They send them around in the circle and people passes them to the right person.

422 booklets

Categories · Social activities

Time frame 1–2 hours

Equipment Paper, pens, music

Aim Give people a chance to write nice things to each other, close to the end of camp

Instructions Preparation: You should prepare a lot of scrapbooks. Take 4 – 5 pieces of paper and tie them together, turned into a small book. Write all the names of the participants on the books and hand them out.

Activity:

This could start as the messagegame, but usually, these messages are longer and takes longer time to write. But you can always continue another time, perhaps during the last night...

423 circle of lights

Categories · Social activities

Time frame 1 hour

Equipment Candles

Aim Give people the chance to say goodbye in a nice way

Instructions This activity should be made during the last night of the activity.

Have everybody sit in a circle, give each person a candle and turn out the lights. One starts by lighting his candle and now he can say whatever he wants, in any language he chooses. When he is done, he lights up the candle of the person sitting next to him and so on.

You could end the activity by asking, if people could light their candles at a specific date and time and think of the camp.

424 circle of goodbye

Categories · Social activities

Time frame 15 minutes

Equipment None

Aim Say goodbye to everyone

Instructions Have everybody stand in a circle. One person starts by saying goodbye to the person standing to the left of him. The first person continues and the second person starts his good bye with the person to the left ...and the next...and the next.

The Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if a man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now Therefore,

The General Assembly Proclaims

This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among peoples of territories under their jurisdiction.

Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to recognition everywhere as a person before the law.

Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9 No one shall be subjected to arbitrary arrest, detention or exile.

Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11 1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12 No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13 1) Everyone has the right to freedom of movement and residence within the borders of each State.

2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14 1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15 1) Everyone has the right to a nationality.

2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16 1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2) Marriage shall be entered into only with the free and full consent of the intending spouses.

3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17 1) Everyone has the right to own property alone as well as in association with others.

2) No one shall be arbitrarily deprived of his property.

Article 18 Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public and private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20 1) Everyone has the right to freedom of peaceful assembly and association.

2) No one may be compelled to belong to an association.

Article 21 1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2) Everyone has the right of equal access to public service in his country.

3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22 Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23 1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

2) Everyone, without any discrimination, has the right to equal pay for equal work.

3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25 1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26 1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27 1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28 Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29 1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30 Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

The Universal Declaration of Human Rights (abbreviated)

- | | |
|--|--|
| Article 1 Right to Equality | Article 16 Right to Marriage and Family |
| Article 2 Freedom from Discrimination | Article 17 Right to Own Property |
| Article 3 Right to Life, Liberty, Personal Security | Article 18 Freedom of Belief and Religion |
| Article 4 Freedom from Slavery | Article 19 Freedom of Opinion and Information |
| Article 5 Freedom from Torture and Degrading Treatment | Article 20 Right of Peaceful Assembly and Association |
| Article 6 Right to Recognition as a Person before the Law | Article 21 Right to Participate in Government and in Free Elections |
| Article 7 Right to Equality before the Law | Article 22 Right to Social Security |
| Article 8 Right to Remedy by Competent Tribunal | Article 23 Right to Desirable Work and to Join Trade Unions |
| Article 9 Freedom from Arbitrary Arrest and Exile | Article 24 Right to Rest and Leisure |
| Article 10 Right to Fair Public Hearing | Article 25 Right to Adequate Living Standard |
| Article 11 Right to be Considered Innocent until Proven Guilty | Article 26 Right to Education |
| Article 12 Freedom from Interference with Privacy, Family, Home and Correspondence | Article 27 Right to Participate in the Cultural Life of Community |
| Article 13 Right to Free Movement in and out of the Country | Article 28 Right to a Social Order that Articulates this Document |
| Article 14 Right to Asylum in other Countries from Persecution | Article 29 Community Duties Essential to Free and Full Development |
| Article 15 Right to a Nationality and the Freedom to Change It | Article 30 Freedom from State or Personal Interference in the above Rights |

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