***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.

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|  | 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?

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

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|  | **1** | **Develop as an active global citizen** |
|  | 1a) | Develop and practice positive communication and active listening skills (S) |
|  | 1b) | Appreciate others perspective (A) |
|  | 1c) | Develop self-awareness (K) |
|  | 1d) | Understand different leadership styles (K) |
|  | **2** | **To participate as an active member of a diverse group** |
|  | 2a) | Work with others toward an outcome (S) |
|  | 2b) | Constructively manage conflict (S) |
|  | 2c) | Facilitate a group discussion (S) |
|  | 2d) | Participate in inclusive decision-making (S) |
|  | **3** | **To explore the theme in the host country** |
|  | 3a) | Understand the theme through partner organization expertise (K) |
|  | 3b) | Contribute to the needs of the partner organization's work on theme (S) |
|  | 3c) | Demonstrate understanding of various points of view of people in the community (K) |
|  | 3d) | Contribute to the theme through the project (S) |
|  | **4** | **To explore the theme from a global perspective** |
|  | 4a) | Understand own personal connection to the theme (K) |
|  | 4b) | Understand theme in diverse contexts (K) |
|  | 4c) | Understand and explore the theme in your home context (K) |
|  | 4d) | Plan and run an activity about the theme as it relates to your home context (S) |

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.

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1. ***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

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1. ***Debriefing***

**Reflect:**

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

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**Generalize:**

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

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**Apply:**

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

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1. ***Materials and Background Preparation***

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

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

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

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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?

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

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