

EDUCATIONAL THEMES
for
INTERCHANGE

A Manual to Assist
Leaders
Local Interchange Co-ordinators
and
Friends of CISV



Dear Reader,

This manual is the result of the efforts of the International Interchange Committee (IIC) to improve and develop the educational content of CISV Interchanges. A few years ago it was recommended that each Interchange focus on a specific theme or topic to provide a meaningful experience for the participants.

The IIC would like to promote the use of themes in Interchanges, because themes will lead to a better understanding of the two cultures involved in the Programme, and make it easier to use CISV's educational activities.

The suggested working methods should help you to develop activities that are appropriate to the Interchange participants ages and interests.

We would like to offer leaders and others involved in organising and running Interchanges a helpful and useful manual .Our aim is to make their job easier by providing guidelines and examples of activities so that everyone can be creative in finding appropriate themes and in designing new activities.

Through this we hope to see greater use of themes and related activities in Interchanges. We hope that the educational content of the Interchange Programme will be highlighted and that the quality of Interchanges will continue to improve in this respect.

This manual will be included as an appendix to the revised Interchange guide. We welcome and encourage feedback and ideas from anyone who reads and uses this manual.

We wish to acknowledge Emanuela (Manu) Medeghini of Italy as the momentum behind this manual. We also thank Manu for example #1 and Frank Steffen of Germany for example #2. We invite the reader to submit further examples which can be appended.

Please address your comments and ideas to: interchange@cisv.org

*The International Interchange Committee - IIC - August 2001
Heinz Boehnke - Chair*



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FOREWORD

1. Purpose of This Manual

Well planned themes can provide a valuable educational component to the Interchange (IC) Programme. They are an added tool for planning and running activities appropriate to the delegates age group. It's very important to provide guidelines and practical tips on how to work with a theme in an Interchange. This manual is issued in order to:

- Promote the use of themes in CISV Interchanges;
- help leaders to work with themes in ICs; and
- assist Local Interchange Co-ordinators (LICs) to promote themes in ICs.

2. Who is This Manual Addressed To

This manual is addressed to anyone involved in organising and running an Interchange:

- LICs;
- leaders; and
- leadership training personnel.

3. How to Use This Manual

This is not a rule book; therefore it is not designed to set rules and policies, but rather to provide practical help in planning and running an Interchange. It contains guidelines, as well as examples that are suggestions based on previous experiences.

This manual can be used as background information before starting to prepare for your Interchange. It is meant to be used together with other resources, both CISV and non-CISV, and with a lot of your own personal creativity.

Each Interchange group is different. When planning an activity it is best to focus on the group's specific needs and characteristics, such as language ability, interests, attitudes, and group feeling, with the manual as a helpful tool.

This manual consists of the following chapters:

- 1 An introduction to Interchange educational content;
- 2 guidelines on how to work with a theme; and
- 3 activity examples and suggestions.

The guidelines in Chapter 2 can be taken into consideration before and during your planning, while the suggestions in Chapter 3 can be used as resource material.



1. INTERCHANGE EDUCATIONAL CONTENT and THEMES

1.1 INTERCHANGE AND EDUCATIONAL CONTENT

1.1.1 EDUCATIONAL GOALS

The educational goals of the Interchange Programme can be summarised as follows:

- Learning through doing about your own and another culture;
- learning about one specific different culture by living in that culture as a family and group member;
- obtaining knowledge and learning to process the information and experiences in a critical and constructive way;
- learning to interact (taking responsibility and participating in decision making) in a multicultural group; and
- incorporating these experiences and knowledge into daily life in order to become a mature and informed citizen of the world.

If these goals are reached, the IC will have an educational value for both the teenager and adult participants. In order to reach these goals, they need to be turned into something concrete, attainable and measurable.

1.1.2 EDUCATION AND ORGANISATION

When planning and running an Interchange, there are many issues to take into consideration, including practical organisation, participants' health and well being, group feelings, teenagers' daily problems, and homesickness.

While leaders and chapters will be involved in many different aspects of the Interchange, it is important to always keep the IC's educational goals in mind. These goals are actually a strong part of the overall practical organisation, daily group management, and problem solving.

Focusing on the idea of an Interchange as a learning experience will help in planning activities and facing situations in a motivating and constructive way. Having a theme for group activities can be very useful!



"Peace education and "educational" should not be scary words. Planning an IC with an educational theme is fun and easy as long as everyone has a clear idea of what kind of learning experience an Interchange should be.

1.1.3 LEARNING THROUGH DOING

The Interchange is based on learning through doing - learning through direct experience. Adults act as facilitators of the learning through doing process. Experience, consisting of interacting with people from a different culture, may not necessarily be educational in and of itself. For an experience to be turned into an educational experience, participants must be provided with a positive environment, appropriate information, and the necessary tools for processing this information. The experience must be prepared ahead, and facilitated with group activities that are fun (creating positive feelings), interesting (appropriate to the age group) and interactive (involving participants in decision making).

1.1.4 LEARNING ABOUT A CULTURE

The first step when learning about a new culture is to accept that through an Interchange, no one will ever be able to reach a complete and in-depth understanding of another culture. So how can we turn cultural understanding into a reasonable, concrete and attainable goal?

Within CISV's goals, each leader and group can set their own specific goals, such as: helping the participants develop an interest in and curiosity towards a different culture; realising that fears and stereotypes can be overcome with a flexible attitude; understanding that by getting to know people from a different culture, and learning about their ideas and lifestyles, one may discover similarities as well as differences.

One reasonable goal could be to learn and try to understand one specific aspect of each others' culture learning about one another's point of view on a specific issue. This could then help establish your theme.

1.2 WHAT IS A THEME

A: A theme is a specific topic that can be related to peace education & CISV philosophy.
A theme is part of the IC's educational content, and provides a common thread during the Programme. Having a specific theme is a useful tool for leaders when planning activities that teach CISV philosophy.



When a theme that suits the IC's age group and interests has been chosen, it is easy to organise fun and educational activities.

For example, using the theme "youth culture" a variety of activities can be planned that are of interest to the group. Going to a concert of a group or performer that is popular in one country but not the other, discussing dating practices, talking about youth violence, or even discussing the differences between youth's roles and responsibilities can provide incredible insight into the other's culture and lifestyle.

B: A theme is much more than just a title for your Interchange.

A theme is not just a cool caption for your T-shirts. Planned activities need to have a real connection with the theme and have an educational component. Involving participants and encouraging them to express their creativity is the beginning of the educational process.

C: All IC activities do not have to contain a theme.

ICs are a mixture of both tourist and educational activities. It is up to you to find a good balance but always keeping in mind that Interchange is a family centred Programme.

D: Activities related to a theme should be educational, fun and interesting.

Any topic can be a good theme as long as it can be used both for fun and educational activities.

E: IC is a unique Programme.

All CISV Programmes are different and use themes in different ways. An IC offers a variety of opportunities for working with a theme. For instance, It is possible to use a theme to prepare the delegation. It is also possible to plan the excursions within a theme.

Unlike a Village, where many cultures are present, an Interchange involves only two different cultures. Dealing with a specific topic gives the delegates the chance to experience a particular aspect of each other's culture in a deep and meaningful way.

Although all CISV Programmes are different, contacting former seminar camp, village or summer camp participants, leaders and staff for input and ideas can greatly assist in developing your theme.



F: Make sure the theme is interesting and appropriate for the participants' age group.

In order for the theme to be a success it is very important that it is accepted by the participants. You need both buy-in and commitment or their hearts and minds won't be engaged. Although you may have participated in some excellent theme-based activities in other Programmes, it is important to make sure your theme fits your particular group and their interests. Try to establish your theme as early as possible so you'll have time to generate excitement and ideas.

Once your theme has been carefully selected, set some goals you want to reach. What sorts of things do you want your delegates to take away from this experience?

Example: Theme: Water

If you use water as a theme, it can be placed under the umbrella of environmental education. The fun component can be provided by going swimming, playing water sports, or making drinks like lemonade. Next, you could visit an aquarium to learn how important clean water is for the survival of ocean life. It may be possible to visit a creek that is being polluted by industry or sewage. This could springboard into a discussion on water pollution. Delegates can compare the different ways people interact with water in the two countries. Do they have sewage treatment? Do people vacation at the seaside? What about bathing practices?

The important thing is to achieve a balance: if you only have water skiing and swimming there will be no educational component, and if you develop a long, detailed thesis on water pollution in the world, your delegates will feel like they're in school.

1.3 WHY IS IT IMPORTANT TO HAVE A THEME

Working on a specific topic gives young people an opportunity to focus on issues that concern them. When two different countries or cultures come together, a theme is useful for getting to know about each other's views and culture in a deeper way. The participants also learn a working style for achieving this.

Learning about each other in a fun and deeper way can help provide a better understanding and fulfil the goals of CISV and the Interchange Programme.



A theme:

- Gives group activities an educational purpose;
- makes it easier to use the Peace Education Circle (PEC);
- makes it easier to fulfil the goals of an IC and of CISV; and
- makes it easier to plan activities that are appropriate for the age group.

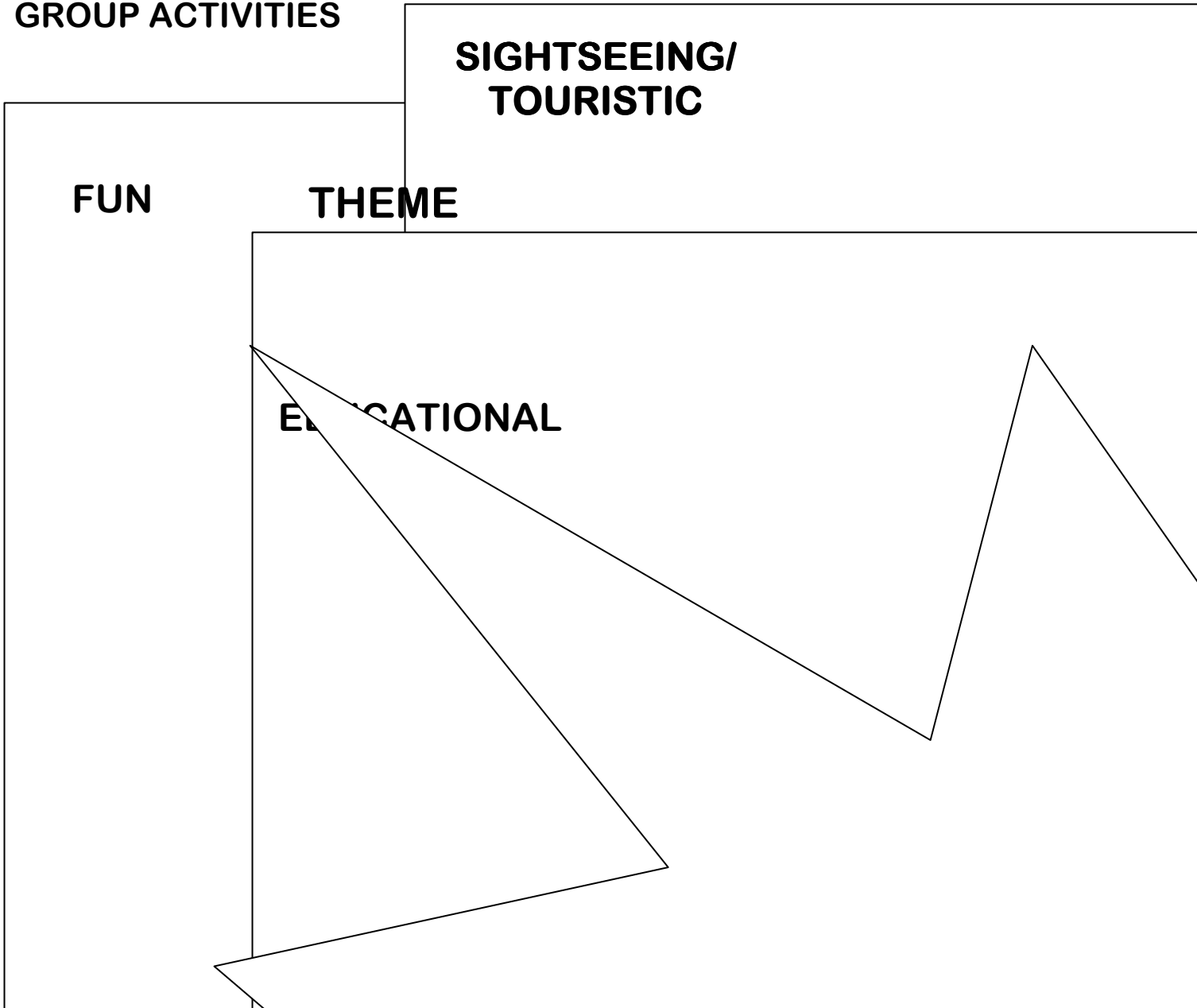
GROUP ACTIVITIES

**SIGHTSEEING/
TOURISTIC**

FUN

THEME

EDUCATIONAL



2. GUIDELINES ON HOW TO WORK WITH A THEME

Planning theme-based activities is not that much different from planning other activities. The basic questions of who, what, where, when, why and how are always a good starting point.

2.1 WHEN TO WORK ON A THEME

A theme can be the common thread within the whole Interchange, and can be used during both the preparation and hosting phases.

- _ During preparation of the IC each delegation can use the theme in connection with Local Work activities. From these experiences they can begin to plan the hosting Programme.
- _ During the hosting phases of the IC, depending on the chosen theme, there can be one or more special theme days. Excursions or a party can also be related to the theme. Going back to our water example, a day at the waterslides can be a fun way for the delegation to celebrate water, after having learned about pollution. Or they could hold a costume party and all dress up as water-related things real and imagined, like whales, mermaids, boat captains, or what-have-you.
- _ A mini-camp, where both delegations live close together in a camp-like atmosphere, provides a great opportunity to really focus on a particular theme. Past experiences in long IC's have shown that holding two mini-camps is ideal: the first mini-camp can be used to bring the groups together, while the second mini-camp can be dedicated to a theme.
- _ It might be interesting to work with the same theme in both IC phases, although it is certainly not necessary. If you do decide to do this, choose the theme during the preparation phase. Both delegations can then give suggestions and chose a theme that interests them both. The preparation for the hosting Programme can be done by both delegations and the different cultural aspects of the partner countries can be represented.

2.2 WHO IS INVOLVED

Leaders, Junior Leaders and participants of each delegation are all involved in choosing the theme and preparing and running the related activities. Ideally, both partner delegations should be involved and work together from the beginning, but this can only happen if there is good communication between the two countries. If communication is a challenge, don't let it prevent you from starting work in your chapter at the very beginning of the IC. You can work exclusively with your delegation and at least get fully prepared for your own hosting phase.



External help can also be very useful. In the local chapter there are likely experienced CISV people who can support theme-related activities before and during the Programme. The LIC, former leaders, junior leaders and delegates who have dealt with themes in ICs can be a great help. Ask your Junior Branch and Local Work people for ideas.

And let's not forget about the parents. They can definitely be included in working with the theme. They may have ideas, as well as connections to interesting people who could be good resources. Perhaps they know an expert on a specific topic who could be invited to speak or plan activities.

Sometimes experts from other organisations can be helpful in developing and running a theme. Schools and community associations can be excellent resources as well.

2.3 HOW TO DEAL WITH A THEME

There are four main phases when dealing with a theme. The first is identifying the specific goals and ideas for your theme-related activities; the second is planning and preparation; the third is running the activities during the Programme; and the last is evaluating what you have done.

2.3.1 GOALS

There are three specific goals to think of when developing theme-related activities.

Be informed. The participants and leaders must have a basic knowledge about the theme (read, observe, listen). This can be done during preparation. Delegates can search newspapers, magazines and the Internet for information and bring clippings and print-outs to meetings. Perhaps there's a local expert who can share their experience. You could even go on a field trip as a study visit. This phase is of basic importance for stimulating the participants' interest, curiosity and knowledge about the subject. This phase should not be too school like. Use your creativity to get everyone actively and enthusiastically participating.

- _ Mix serious activities and discussions up with fun ones.
- _ Produce something concrete that the participants can bring back home to remember and reinforce the theme, such as neck and wrist bracelets or T-shirts.



- _ Evaluate your theme. The results can then be used for future theme planning. Try to collect all the material and information you have used. It would be ideal to have a record of all experiences and evaluations on file.

2.3.2 PLANNING

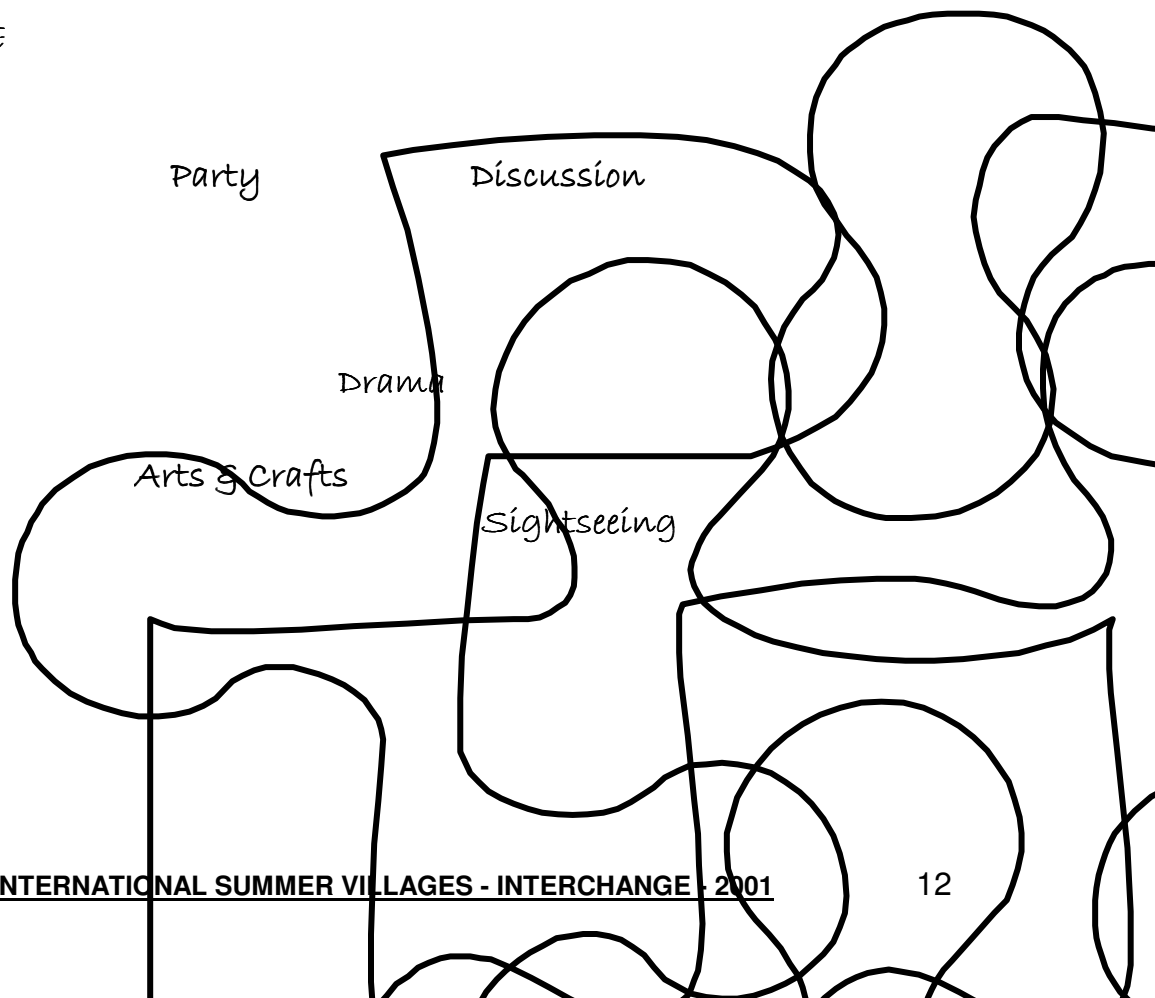
The planning of the theme can be done in your local chapter, however, remember to involve your partner delegation, and always respect and take into consideration their ideas and concerns during the pre-hosting communication.

Before and during the hosting phases, encourage the participants to chose and plan activities, with facilitation and guidance from the leader and chapter Junior branch. The delegation could be divided into different planning groups, with each in charge of planning single activities.

The planning phase can be an important educational step, especially if the participants are actively involved. Encourage them to use their creativity when choosing or designing activities in relation to a theme.

The older and more mature the participants are, the more active a role they can play in planning.

THEME PUZZLE



Be creative!



A theme can be developed through any kind of activity you can think of!

Before planning activities, decide how much time you want to devote to theme-based activities. If the theme is used in a typical group activity your time is limited to a few hours, while a whole theme-day or mini-camp provides time for more in-depth exploration.

A theme-day can be used for an excursion or for several different shorter activities related to the theme, like role playing, discussions or games. The mini-camp can be a perfect time to work on the theme, because the delegates are living close together, which creates a special atmosphere for longer discussions on special topics.

2.3.3 MOTIVATING AND RUNNING ACTIVITIES

The leader's role is mainly a supportive one, facilitating everyone's participation in the activities. For delegates to be motivated, they must feel that their ideas are being listened to and considered valid. Group motivation is also influenced by the leaders' participation and enthusiasm in running the activities. Involving participants in running the activities they've planned actively engages them and helps increase their commitment to the Programme.

2.4 WHAT

Any topic can be a good theme if it can somehow be related back to the Peace Education Circle (PEC). The PEC contains goals that should be fulfilled by the Programme itself (i.e. human relations education), but some topics can best be dealt with by using specific activities (i.e. environmental education).

As much as possible, use topics that are not fulfilled by the IC Programme itself, such as:

- International education;
- human rights education;
- development education;
- environmental education.

You might get useful ideas from PEC related to :

- Global awareness education;
- intercultural education;
- human relations education; and
- personal development education.

Use your own imagination and talk to the people mentioned in 2.2 to get more ideas.



2.4.1 CHOOSING THE RIGHT THEME

The choice of a successful theme should take into account:

- The participants' age group and interests; and
- the involved countries/ chapters.

Brainstorming with the participants is an excellent way to get ideas; however, leaders should facilitate to keep the sessions going in a good direction.

The countries and chapters involved may have some striking similarities and/or differences that may be a good source of inspiration for choosing a theme (i.e. environmental characteristics: sea side/mountains; lifestyle: countryside/big city; history, music, and so on). For this to be a success it is best to discuss the theme with your partner delegation as soon as communication is established.

2.4.2 RESOURCES AND RELATED PAPERS

1) Related Papers

- Interchange Guide 3.3.1.
- Local Work Guide: Peace Education Circle
- Summer Camp Guide: Themes (Chapter 6.3, App 8.3.2)

2) Resources

- People who are involved in Local Work
- Junior Branch
- Experienced Summer or Seminar campers

National or local Interchange committees should collect theme topics and resource material from previous years to provide for future years.



3. EXAMPLES

3.1 Environment

Age Group: 12 & 13

Term: Short

Resources

Environmental associations: Greenpeace (green kids); World Wildlife Fund; national or local environmental organisations; zoo or botanical garden personnel, science teachers; environmental standards from the Declaration of Rio.

Goals

Inform: Educate yourself about environmental concerns and characteristics of the two countries.

Discuss: Talk about attitudes towards the environment in the two cultures, the interdependence of living beings, problems and solutions.

Create: Experience recycling, fundraise to help a green association's initiatives.

Evaluate: Did the activities improve the delegates' awareness towards environmental issues?

Preparation Activities: Calendar

December	January	February	March	April	May	June
getting to know each other	getting to know the partner country and especially its environment:	meeting environmental associations	preparing scrapbooks	preparing national night	preparing mini-camp ideas	picnic
party	slide show on nature	hosting Programme: brainstorming	hosting Programme	preparing posters and collecting materials	meeting environmental associations	
choosing a theme	going to the movies		nature walk		discussion	



Preparation Activities

- Slide show: Get someone who has visited your partner country to show you pictures and slides that focus on natural beauty. Try to imagine the relationship of the people with the environment. Exchange your ideas with the partner delegation.
- Environmental associations usually have experts ready to meet young people and have numerous activities planned for them. They will also be able to tell you about the main environmental concerns in your area.
- Use the delegates' and the parents' knowledge to organise a hosting Programme that is consistent with the theme.
- When planning your national night don't forget to focus on nature: Prepare posters to show your country's natural beauty and environmental problems.
- Read the Declaration of Rio on biodiversity and discuss it within your group.

Hosting Programme

arrival		sightseeing trip	family day dinner	excursion to a recycling centre	family weekend	family weekend
mini camp excursion to a nature reserve "biological party"	welcome party mini camp games and discussions	mini camp -recycling activity	family day	Botanical garden, evaluation and T-shirt activity	farewell party	departure

Excursions

- Visit your city's recycling centre. Call it the "follow the garbage trip" and follow the garbage from the residents' households until it is recycled. This excursion should be carefully planned with the help of someone from your local administration. You could even turn it into a simulation game: Check with your group and your resources.
- Visit a nature reserve or animal sanctuary in your area; go trekking with an expert guide.
- Visit a botanical garden as a follow up of the card game (described below).



Mini Camp or Activity Days

WEB OF LIFE

Aim: To demonstrate how all living things are linked to plants through the food chain.

Material: A large ball of string or strong wool.

Game: Sit the whole group in a large circle. Have one person stand in the middle of the circle. This person represents all plants. Ask the group for examples of animals who eat plants. When the first example is given, link the person who gave the example to the plant with the string. Now get another example. Without cutting the string, pass the string back and forth between the plant person and the animals. Now choose one of the suggested animals and ask the group for the names of animals that eat that animal. Keep passing the string back and forth to link those animals into the web of life. Keep going, using other animals and their predators, until everyone is linked into the web of life. When you're setting up the web, be sure to include human beings as one of the links.

Now ask what would happen if you decided to poison all the plants. Make sure everyone has a good hold of the string and then tell the plant to tug (not too hard) on the string. Everyone who feels the tug should also tug on the string. Keep going until you run out of tugs.

Everyone in the web of life should feel a tug on the string and therefore be affected in some way by the demise of plants.

Conclusion: Choose various animals from the web and ask how they think they would be affected if the plants were killed. (Remember that all living things depend on the food and oxygen produced by plants.)

CARD GAME

Aim: Our future is a game of chance. People act like gamblers towards the environment. This card game illustrates the extinction of animals and plants and the loss of biodiversity on the planet.

Material: About 50 paper cards, 10 cm to 8 cm, so you can write on both sides, and markers.

Preparation: Draw a different leaf on one side of each card. It doesn't have to be a real leaf, use your imagination and have fun, just as long as each leaf is different from the others. On the back of 20 of those cards invent a possible use for the plant (i.e. contains a chemical substance that destroys cancer, the fruit contains vitamin C, natural detergent, edible root and so on).



- 1) Begin by explaining that in the past conservation and development were considered separately (do not say anything more about the topic) and that you are going to play a game in order to understand this idea.
 - 2) Lay the cards on the ground, leaf side up, and explain that this represents the distribution of plants on the earth.
 - 3) Form two teams of four players each and one team of two players. The rest can play the role of the cheering squad. One of the teams of four represents the farmers, the other represents the loggers. The small team represents the conservationists.
 - 4) One player from each team picks a card. Each complete round represents 10 years. Cards picked by the big teams represent plants taken out of nature; they are extinct. Cards picked by the conservationists are saved from extinction.
 - 5) Ask each player to see if anything is written on the backs of their cards. Encourage the cheering squad to receive the news of the lost plants with a loud "BOO" and the news of the plants saved by the conservationists with a robust "HOORAY!"
 - 6) Take the cards from the loggers and farmers and put them in two piles, one with writing and one without writing. These are now in a museum. Do the same with the conservationists' cards. These are now in a natural reserve.
 - 7) Repeat this exercise three more times until only 10 cards remain. Now shout "STOP". Show the group the cards (plants) lost to the farmers and loggers. Read out all their uses. Look sad and say "What on earth are we doing?" Pick up the cards with no writing and say " I wonder if these might have been of any use: They are gone forever so we will never know.
 - 8) Do the same for the conservationists' cards, but be cheerful and say that we can now research the cards with no writing, "for who knows what they might offer."
- Conclusions: Explain to the group that in reality the loss and protection of species has been an ongoing battle between conservationists and other vested interests, just like in the game. Stress that had you played the game realistically, you would only have written on one of the cards, as only 1% of the world's plants have been researched for their uses.
- Ask the group what they now feel about losing any card, whether written on or not. Ask them to look at the remaining 10 cards and ask what they think they should do now. Do the farmers and loggers agree?
- Follow up: Ask the group to count as many different leaves as possible nearby and find out if they know any uses for any of them. Visit a botanical garden or a nature reserve and have an expert explain about plant uses and protected species.
- Discussion: Discuss how farmers, loggers and conservationists (and others) could work together. Introduce the idea of sustainable development.



RECYCLING ACTIVITY AND FUNDRAISING

A fun activity can be to make your own recycled paper. It's not difficult to find instructions on how to do it. The leaders should try it first on their own to make sure it will not be a complete failure. As an arts and crafts activity you can prepare greeting cards and sell them to raise funds. Let the group decide what kind of green association they would like to help. A good idea could be to "adopt" a small square of rain forest; you will receive a nice certificate and you will always know a bit of forest is linked to your Interchange forever (contact appropriate associations).

Fun Activities

- Design your Interchange T-shirt (using natural fibres) with leaf prints.
- Organise a party where food and drinks are absolutely natural. It is quite easy to make your own bread from organically grown corn, rice or wheat. Similarly, Gatorade-type sports drinks can be made from freshly squeezed fruit juices, natural honey or fructose and natural salts. Or, snack food can be made from organically grown potatoes.

3.2 Children's Rights

Age Group: 13 & 14, 14 & 15

Term: short, or second part of long

Resources

- The universal declaration of human rights.
- The declaration of children's rights (find both on the Internet at UN.org).
- Terre des Hommes provides, slides, and reports.

Goals

- To become informed
- Discuss solutions

Preparation Activities

Description of Articles of Human Rights

During the preparation, print out selected Articles of the Human and Children's rights declaration and ask the participants to read and understand the text. Then, in groups of four or five, get them to make drawings about the meaning. Put all the drawings up on the wall and let the others guess what they mean. The group who made the drawing can explain their article, if necessary.



Hosting Programme

During the hosting Programme, use one day of a 4 Nations Mini-Camp as an activity day.

Mini-Camp or Activity Days

SIMULATION OF CHILD LABOUR: CHILDREN'S POWER

The activity is based on Article 32 of the UN-Declaration of Children's Rights.

Duration: Approximately 1 day

Group size: 20 to 40

Material needed: Information about a specific country with child labour; flour; costumes; posters

Introduction:

In advance introduce that we will all live in another culture. Give out information and posters. Everybody should come dressed up like people from this country for breakfast.

You need a really good introduction to the country to make the people feel a part of it. It is best to use a real country rather than an artificial one, because participants may not understand that this is reality if a real country isn't named.

Warm-up Activity:

Eat breakfast like a resident of the new country, for example, sitting on the floor, having just tea, water and a cookie. It doesn't mean we're starving but this is less food than normal for our country.

Activity in Groups

Put participants into working groups of 4 & 5 people. Dress someone up as the boss of the group. Give participants work to do like collecting wood or garbage, or polishing shoes. The boss of the group should constantly check their work.

Aim: To earn money they must work a specific amount of time. Information about the usual wages can be obtained from Terre des Hommes, and exchange rates can be obtained from a bank.

Get the money: Money can be earned within two hours of work and in our example, was enough to pay for two meals. After the work is finished, pay the participants. If they've been lazy or are disabled, they won't get enough money and will have to continue working.



Have participants buy and cook their own meals: In our example, the money earned could only buy some flour. That's all. Have water on hand (water was free and available the whole day) and an open fireplace. Making your own lunch can be fun on the one hand, but if you don't know how it works you get annoyed, so leaders should try it first and teach the kids how to do it.

Evaluation

Stop the activity at about 2 PM. Serve everyone a good snack and begin an evaluation with questions about their feelings and thoughts. Now that they know that this scenario might actually be some children's reality, why do they think they don't need to work here? If they work once a week in a supermarket, ask them how they get to spend the money they earn and about the amount of money they earn. Ask them what they like better school or work. Why?

Wrap up activity: There are a number of ways to wrap up this activity. You can show slides about the different kinds of child labour, with explanations by Terre des Hommes. For the interested ones you can hold a discussion about solving the problem. Is it really a problem? What would happen if these children didn't have jobs? In our example we invited someone whose class in school collected some money to finance a school and work project in a country with child labour.

