

Identity and Peace Education

International Junior Branch
& Youth Meeting Theme

2010



international
building global friendship
junior branch



international
building global friendship
youth meeting

What do I get from working on the Theme?

The rationale behind working with educational themes is the opportunity to acquire valuable attitudes, skills and knowledge that will help us in becoming Active Global Citizens. This Theme provides an understanding of the concept of Identity, as well as using peace education as a means to address this issue. You will have the freedom to explore many areas related to this broad concept called **identity** in order to understand it, build your own opinion and hopefully be inspired to take action.

In addition, the Theme will provide you with resources and in-depth information on areas of focus within the theme of Identity. We believe that having several 'playground areas' addressing the main topic will broaden our scope of action, and this gives the opportunity to further develop activities in one subject as opposed to briefly cover the entire thing.

For the first time, the **International Junior Branch** and the **Youth Meeting Committee** united forces and worked together to develop and implement the same educational theme in their respective programmes. The idea is that Juniors Branches worldwide and Youth Meeting programmes being hosted use this Theme as guidance to achieve high quality educational activities and projects.

Most of all, we hope that by working on this Theme you gain the inspiration to go out into your community and the world around you to make change.

And now, what do we expect from you?

It's simple:

If you are **planning a Youth Meeting**, dive into this document and the additional resources provided, and design your programme content around this topic. Remember there are infinite tracks to choose. Then send it along with the pre-camps to the delegations or participants.

If you are **interested** in the theme, show it to your **JB** and gather some people that would like to focus on this for the next months – and get to work!

If you are not interested in the Theme, please, still, take this packet to a JB meeting. Make it known and ask for volunteers who would like to work on this theme. Please remember that CISV is a Peace Education organisation – there must be someone interested!

We would also like you to **share with us** whatever you do with the Theme, both the plans and the results. Think about this document as one that is constantly evolving: you can share with the world any successful activity you planned with the Theme or relevant resources used. Go to: www.ijb.cisv.org/mwiki/index.php/IJB_Theme or send us an email at identity@ijb.cisv.org

With love and excitement,

The International Junior Branch & Youth Meeting Committee

Welcome to the Theme!

What is important to you? And to your neighbour? What is culture? What groups do you belong to? What do other people think when looking at you? **Who are you?** How did you become that person? How did others become who they are? **Who are they?** Who are we? What is identity?

CISV International is an organisation that educates and inspires action for a more just and peaceful world. This means that it aims to create members of a more peaceful society and encourages its members to act on important issues relevant to the world around us.

CISV is a space for critical thinking. It is a space for taking a deep look into things and a space where we give thought not only to how we do things, but why we do things. An important part of this process is looking at who we are and considering ourselves as individuals and as members of a community. In order to act on important issues relevant to the world, we need to understand the world. In order to understand the world we need to understand ourselves. To do this we need to explore the concept of identity.

One of the purposes of this Theme is to recognise a topic that on a daily basis, has great influence on our lives, yet is often not acknowledged enough while working with Peace Education. This aims at helping us understand how the identity we create for ourselves (or the one on us) and the choices we make, influence both our own, and others', lives.

Unity of Action

CISV exists in 200 cities world wide. Every year a huge number of people take part in the programmes and activities we organise. To have a stronger impact in the world around us we need to become a true global movement. We have to start encouraging common, coordinated efforts that happen everywhere. We believe that this joint project between the Youth Meeting programme and the Junior Branch, on a theme that truly concerns all of us, will be a big contribution towards the development of this organisation and its methods.

Educational Principles and the Year of Diversity

Through the choice of this Theme, and by working on it, we are reflecting CISV's Educational Principles – and taking concrete steps towards furthering them. **Working with this Theme also addresses the Content Area of Diversity – and it is a way of getting involved in the CISV Year of Diversity.** Read more about 2010 and Diversity here: www.cisv.org/diversity

The Educational Principles are:

- We appreciate the similarities between people and value their differences.**
- We support social justice and equality of opportunity for all.**
- We encourage the resolution of conflict through peaceful means.**
- We support the creation of sustainable solutions to problems relating to our impact upon each other and the natural environment**

What we want to achieve

We want to increase the quality and quantity of our leadership able to deal with, and understand, different types of identities. We believe that exploring the importance of identity and the different concepts and structures that come with it, will help us develop attitudes, skills and knowledge in order to become leaders capable of understanding and dealing with the world around us. To do this, we want to encourage **you** to engage in issues surrounding identity and peace education by running activities on these subjects; and (through doing) learn more about identity. Identity as a concept is very broad. It deals with both individuals and groups. It also deals with difficult topics and words such as culture. To make this process easier, we decided to prepare a few resources to help everyone interested in the Theme run activities and, more than this, understand what they are all about. **We believe that the Educational Theme is designed to help each of us work, in our own way, towards the CISV statement of purpose.** Through running activities and through addressing a topic such as identity which is relevant in the world around us, we are educating and inspiring action towards a more just and peaceful world.

i·den·ti·ty [aɪ'dentətɪ]

In social sciences identity is an umbrella term used to describe an individual's comprehension of oneself as a discrete, separate entity. In philosophy, identity is whatever makes an entity definable and recognisable, in terms of possessing a set of qualities or characteristics that distinguish it from entities of a different type.

peace e·du·ca·tion [pi:s ɛdju:keɪʃn]

Peace education is the process of promoting the knowledge, skills, attitudes and values needed to live in harmony with oneself, with others and with the natural environment. Peace education is a process where individuals are given the possibility to develop oneself and others in order to create a culture of peace.

How the Theme Packet and tools work

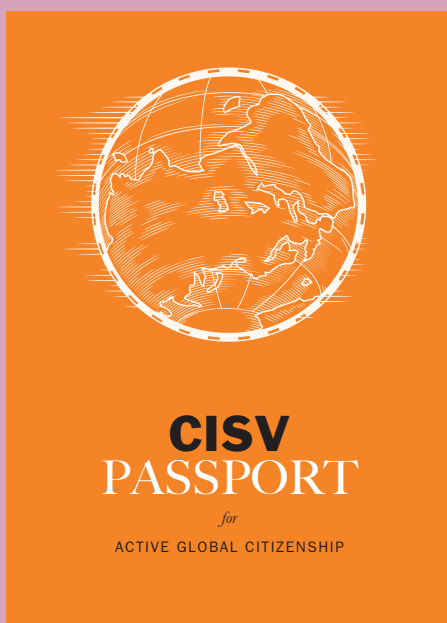
The tools for this Theme are many, and we are excited to begin exploring what they are and how to use them with you!

The Theme Packet is the main guide to our Educational Theme. In the first section, it will help you explore the meaning of experiential learning and a model called “attitudes, skills and knowledge” (ASK), both of which we will use throughout the Theme. These models help explain what we are trying to work towards with this Theme. It is important to know these **educational models** as they are primary tools for acting on and engaging with the theme.

The concepts of Identity and Peace Education are both so broad and so dense that it would be hard to know exactly where to start with it. Because of this, **the Theme Playground** section will present five areas introducing different types of identity. You can construct activities based on these particular areas, or if you want, you can mix and match, or you can just start with the ASK of the whole Theme. The playground will also provide you with a brainstorm of **creative methods** on how to address the Theme in a variety of settings, including workshops, on-line activities and discussions.

There are two **additional tools** to be used along with the main Theme Packet: the Activity Jar and the Toolbox. The **Activity Jar** is a document which has a series of activities, broken down step by step, to be run on the Theme. **Each of these activities addresses the theme of identity and are directly connected to the areas presented below.** The **Toolbox** is an exciting resource kit filled with more information on each of the areas as well as resources as movies, books, articles, etc. These resources can be used to help design activities or just as a way to develop a deeper knowledge of the Theme. All the tools and activities were created together with people from all over the world through the use of JBPedia (www.ijb.cisv.org/jbpedia). We hope there will be more resources added and that more activities will be developed – so please share your resources with the rest of the world by adding them to the Theme pages on JBPedia, and submit your activities by emailing them to diversity@cisv.org! (More info about this can be found on JBPedia.)

Now, let’s begin!



In order to know more about how we work with Themes in our organisation, we encourage you to take a look at the CISV Passport: the practical guide to what we do and why we do it.

**Section 1 deals with the concept of Peace Education.
Section 2 is about CISV’s purpose and principles.
Section 4 and 5 are about Peace Education, Themes and the relation between these!**

[you can download it from CISV Resources: <http://resources.cisv.org>]

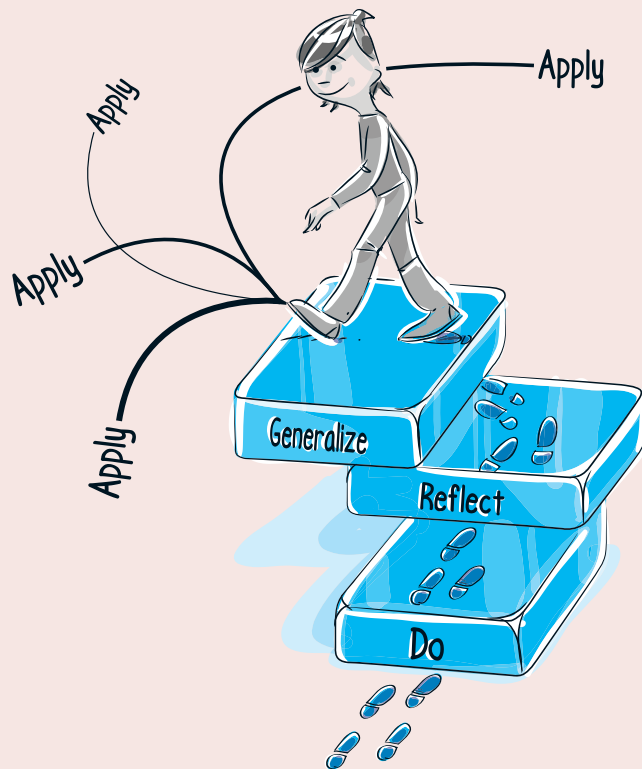
Experiential Learning

We probably have heard the words "I've learned a lot" many times within the context of a CISV or JB experience. This phrase often hangs out at debriefing moments after activities. You can see it scribbled on an evaluation sheet. You might overhear it when the person beside you is telling a friend about how last minicamp went...

But what do we learn in these spaces that CISV creates? It is obviously not things that we are exposed to during a school lesson, or at a lecture in university.

In Junior Branch and Youth Meetings, we educate and we learn by experience.

The essence of this process, experiential learning, is to learn by doing. A tool that can help us better understand how it works is the Experiential Learning Cycle that you can find below. It shows how participants act and react during these experiences, and the roles and actions both facilitators and participants take during an activity:



An *activity* takes place (we **do** something).

Facilitators and participants observe and **reflect** on the reactions of the participants.

There is an *evaluation* moment, and the facilitators **generalise** how the activity has achieved the ASK.

Educational content is generated, which facilitators then **apply** as ASK during the creation of the next activities...

Model One: Experiential learning.

When planning an educational activity, it is important that we identify what it is that we want our participants to develop by participating in it.



The Passport deals with ASK, experiential learning and other educational gems in its "ASK for Active Global Citizens" section (Section 3). We suggest you check it out!

[you can download it from CISV Resources: <http://resources.cisv.org>]

What kind of things can we develop through educational activities?

There are three key aspects that we can acquire in a learning process: *attitudes*, *skills* and *knowledge*. It is through developing these three things that we can become more prepared, as individuals and as parts of a group, to understand the world and actively contribute towards its improvement. When you read the word "ASK" in the diagram above, it refers to these three factors of the learning process.

We see thematic educational activities as a vehicle to develop attitudes, skills and knowledge that will help us contribute towards a more just and peaceful world.

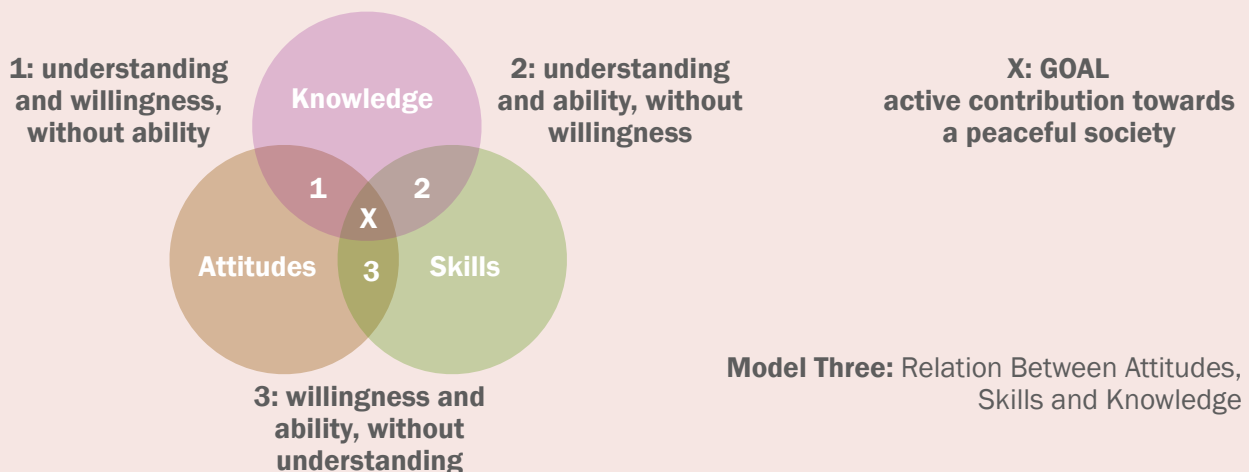


Model Two: How Attitudes, Skills and Knowledge lead to active contribution

This Theme Packet will help you come up with activities and projects inspired on our new Theme. By mapping out which attitudes, skills and knowledge we want to develop, we will become more prepared to make a positive change – as individuals and as groups that act within society. This is why the ASK model is very useful – because not only will it be a tool for us to plan, but also to evaluate how well we achieve our educational goals.

If we set these goals by asking ourselves “what attitudes, skills and knowledge do I want my participants to have after the activity?”, we will naturally be guiding our actions based on what we want to achieve. And throughout our activity, project or programme, it will be easy to measure the success of what we're doing according to how well the participants are developing the ASK we planned out at the beginning.

The diagram below will help you visualise how the ASK model works:



The model shows it quite clearly, doesn't it? If there's a willingness and knowledge to accomplish our goals, but no skills – we won't succeed in fully achieving them. If there's the necessary knowledge and skills, we still won't get anywhere without the willingness to do so. And the same thing applies if we have the willingness and the skills – we need to factor in the knowledge too.

Can you imagine how hard it must be to ride a bike if we know how it's powered forward (K), we want to do it (A) but we aren't able to pedal (S)? Or how useless it could be to get your little brother a guitar instructor, even if he knows a lot about music (K), is able to change chords quite quickly (S) but would much rather play soccer (A)?

These examples are here to illustrate how a pair of these characteristics is not enough for a person to take a meaningful and complete action towards achieving the goals. This is why attitudes, skills and knowledge must always be used comprehensively in order to build capacity for active contribution towards a peaceful society.

Theme ASK

So what are the ASK that will help us to work with such a theme as Identity?

There are so many attitudes, skills and knowledge that we could work on to explore the IJB Theme of Identity... So for the sake of keeping this packet within the realm of printable things, we will only list a few of them. We also think it's important that we all have the opportunity of taking some of these and branching out to some sub-themes that can be related to Identity. This means that we will list the ASK that we think is central to the broader Theme, and you are welcome to make it narrower by choosing some of these and adding some of your own, according to what you want to develop!

You are not expected to tackle these all at once, and remember: we are suggesting them as guidance and as inspiration to further develop the Theme of Identity in your context.

ATTITUDES

willingness to:

- appreciate the value of identity and diversity
- appreciate the similarities between people
- value the differences between people
- explore what makes us who we are
- acknowledge that we can change, if we want to

SKILLS

ability to:

- identify the role and importance of identity in an individual
- identify the role and importance of identity in a group, in society
- feel empathy
- resolve conflict through peaceful means

KNOWLEDGE

understanding of:

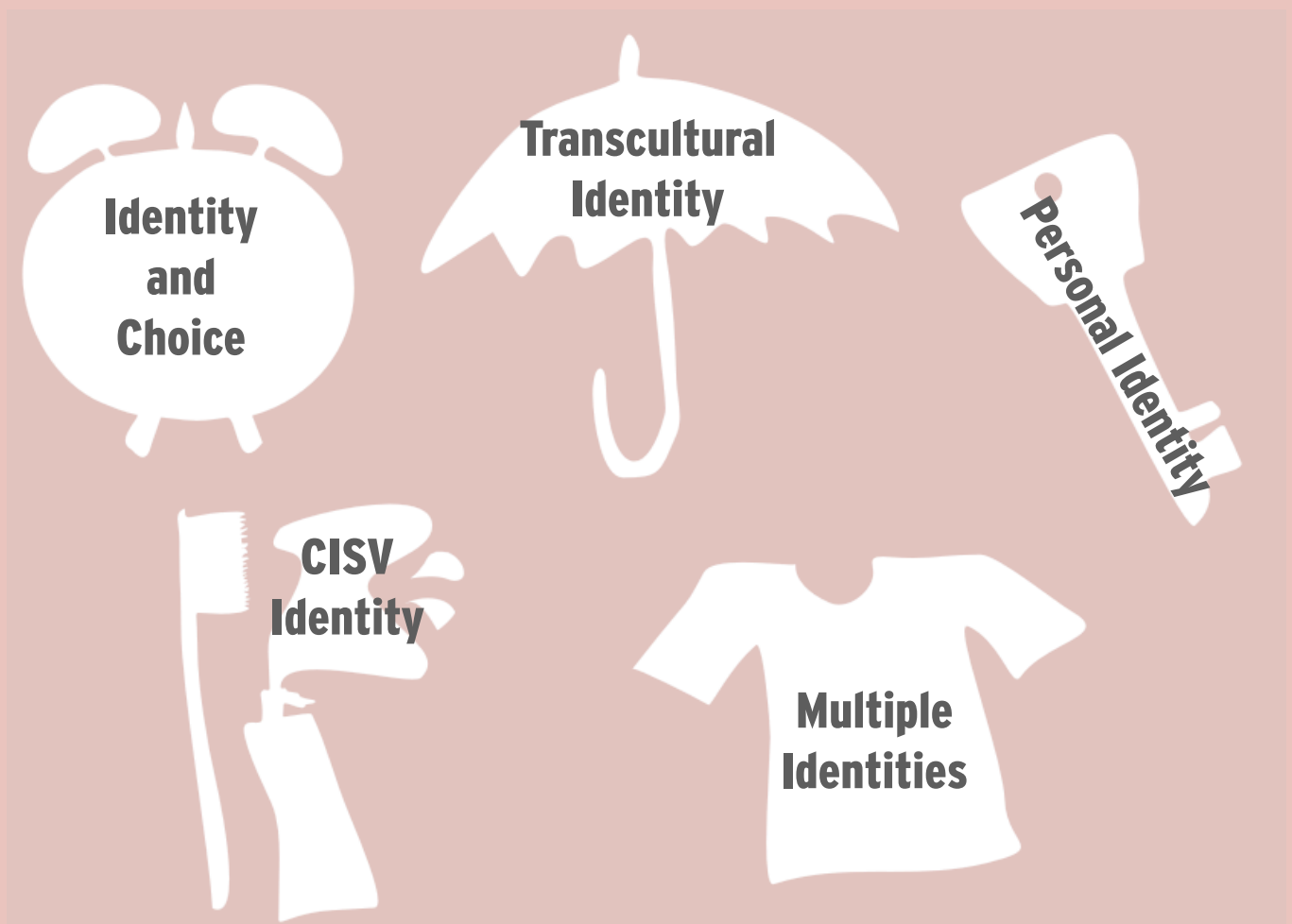
- the concept of identity and its many components
- the role of identity in our society (media, nations, global community)
- the relevance of identity in our organisation
- the need for social justice and equality of opportunity for all
- the idea behind stereotypes

Theme Playground

Welcome to the Theme Playground! This is an area we created to help you play with your Theme. To do this, we divided the Theme in five main areas: Personal Identity, Transcultural Identity, Multiple Identities, Identity and Choice & CISV Identity. There, a few suggested Attitudes, Skills and Knowledge are organised in a coherent way to be worked on together.

You can either decide to dig into one of them, each of them, or just make a wonderful blend between all different things present on the different areas. It's up to you!

Each of these sections will also contain a bit called "this subtheme covers topics such as". These are not complete or fixed lists they are just suggestions to get your imagination started. The sky is not the limit – only your creativity is!



We know you want to take this to the next level. Consider this a dare! Check out CISV's main content areas in Section 4 of the Passport, and design Theme activities in relation to these!

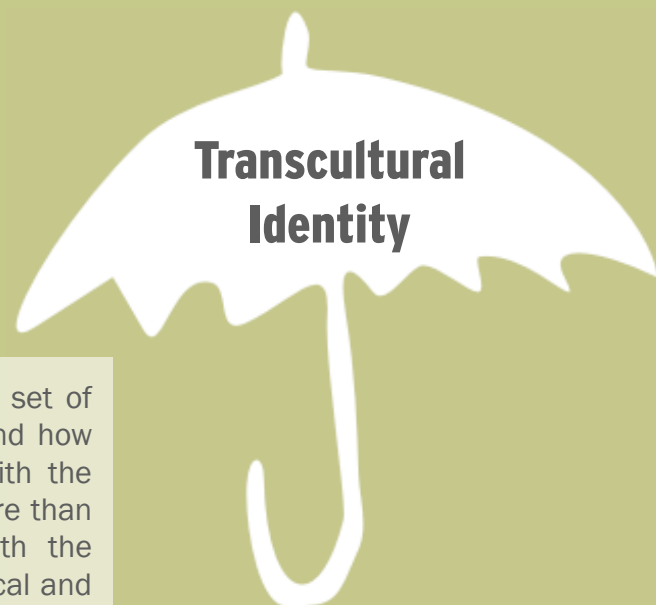
[you can download it from CISV Resources: <http://resources.cisv.org>]



This section deals with those questions that arise about ourselves by virtue of us being people. We are all quite familiar with some, and they have crossed our minds at some point: What am I? Who am I? What defines me? And many of this sort. Maybe your gender, your religion, the language you speak, your sexual orientation or your beliefs define your own identity. In this area we will comprehensively cover these topics.

this subtheme covers topics such as:

- self image / self acceptance / self confidence
- formation and deformation of identity
- how broad is your identity, how much does it take to define you?
- factors that can contribute to identity
- generations (heritage)



This area elaborates the concept of culture and the set of values that we share when being part of a group, and how these influence us as individuals. It also deals with the challenges we face when we realise we belong to more than one culture at the same time, and especially with the difficulties that might arise when we try to live in a local and a global community simultaneously.

this subtheme covers topics such as:

- how do we maintain local identity in a global culture?
- identity crisis / confusion
- identity clash
- external pressures on identity
- effect of media on identity



This area deals with the idea that everyone has more than one identity; we don't define ourselves just by, for example, what religion we confess ourselves to, but also by our nationality, profession, interests and much, much more – and all at the same time. In this sense we all have plural identities or, as we chose to call it here: multiple identities.

this subtheme covers topics such as:

single identity vs. multiple identities
how identities can create conflict
overcoming challenges



We all belong to many different groups. We choose to belong to some of them, but we are categorised into others whether we want to be or not. This area deals with the fact that you're not always able to choose which identity others give you. It also deals with when you can't choose to be who you are for different reasons (law, structures, religion, etc).

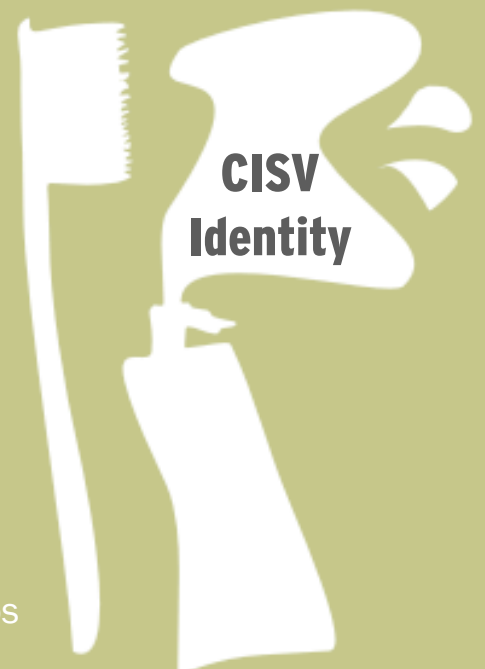
this subtheme covers topics such as:

stereotypes / discrimination
normative identities
forced identity
going against your identity
labels / standards / expectations
external pressures on identity
effect of media on identity
peer pressure

Identities are constantly developing. Experiences shape us as people and help us build our identity. This area deals with the power CISV, as an organisation providing us with significant experiences, has on our identity. It also deals with the fact that all organisations have different cultures and with the CISV culture in particular.

this subtheme covers topics such as:

how do we get our identity / what determines it?
the power of significant events
how identities shift in different settings / situation / groups
exclusion as an effect of identification in a group



Make it Happen: Methods

We believe that methods are many! Experiential learning does not simply mean *playing games*, it means learning through doing. So we put our heads together and began thinking, what else could we *do* to help us learn about identity and peace education? This list is only the beginning, so lets get creative, not just on what we do, but also on how we're doing it.

make a webpage on an issue relevant to the Theme

make a blog on an issue relevant to the Theme

contribute to the JBPedia Theme
Page: http://www.ijb.cisv.org/mwiki/index.php/IJB_Theme

host an online MSN discussion on the topic with other Junior Branches around the world

make art

watch movies and discuss them

take pictures

make movies

play games

run activities

host an academic panel

do a simulation

have a flash mob

take co-ordinated action

interview someone

host a Theme Party

have a wine and cheese night

GROUP

ONLINE

Methods

IN PERSON

make a webpage on an issue relevant to the Theme

make a blog on an issue relevant to the Theme

contribute to the JBPedia Theme
Page: http://www.ijb.cisv.org/mwiki/index.php/IJB_Theme

make art

take pictures

invent games

interview someone

write a newspaper article

INDIVIDUAL

And don't forget to share your experiences:
http://www.ijb.cisv.org/mwiki/index.php/IJB_Theme

Enjoy thinking about the world.

Push yourself (and those around you), to do something with your knowledge. And with your privilege.

Explore this topic, and don't be scared to go places you've never been to before.



international
building global friendship
junior branch



international
building global friendship
youth meeting