

Identity and Peace Education

International Junior Branch
& Youth Meeting Theme

2010

Activity Jar

This belongs to a series of documents related to the IJB and YM Theme for 2010.
We invite you to also read the rest.

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JOURNEY TO OURSELVES: INTRODUCING THE THEME

How do we use labels in our day to day life?

Why do we use them?

Do we define our identity by labeling?

Which are the labels associated to the identity of a CISVer?

PLAYGROUND AREA

Personal Identity, Multiple Identities, Transcultural Identity, Identity and Choice, CISV Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- apply the theme to activities
- get familiarised with the concept of the Theme Packet

SKILLS (ability to...)

- use activities from the Theme Packet's Activity Jar

KNOWLEDGE (understanding of...)

- the new Theme for 2010
- running theme-based activities

BEFORE GETTING STARTED!

It is very important that, before starting this activity, participants are told where this activity came from! The idea is that we use this activity as an introduction to the 2010 IJB & YM Theme, Identity, and as an introduction to the Theme Packet.

LOGISTICS

TIME 1 hour and 30 minutes / 2 hours

SPACE A space big enough to fit all participants and, at some point of the activity, have them split into 2 or 3 different groups.

MATERIALS 1 big sheet of paper with the outline of a person drawn on it
paper and pens for all participants
scotch tape or glue
1 or 2 thick markers

STEPS: what to do, in detail

what to do	time	comments
Step 1: Energiser	3 min	Pick your favourite.
Step 2: Imaginary situation Get participants to sit in a circle. Tell the following imaginary situation to all participants (and if you want to, even act it out!). <i>“It is a normal day in your day-to-day life. You have entered a building and now you are waiting for the elevator. You hear the usual ‘ding!’ noise the doors open before you. But this is no normal elevator. This is a giant elevator! Even before you walk in, you can tell that there are at least 20 people inside the elevator.”</i> What are those people’s first impressions of you? What do you think is the first word they think of when they see you?	5 min	To make the imaginary situation more clear, or just for fun, you could have someone telling the story and someone acting it out at the same time!
Step 3: Give each participant a piece of paper to write that word they thought of. Once everyone is done, divide people into 2 or 3 groups. Make a round of sharing what everyone’s word was. Some debriefing questions: · Why did you think of that word first? · Do you think that is the usual first impression people have of you? · How comfortable are you with the word you’ve written on that paper? · Do you think we use labels in our day-to-day life? Why? · Take a moment to look around the circle at the labels people gave themselves. Silently consider: Do you agree with the labels people gave themselves? · When creating your label, did you make it as if a stranger might see you, or as you see yourself? Are those two identities different? Why?	20-25 min	Make sure all the facilitators have the debriefing questions with them.
Step 4: CISVer Identity brainstorm Get everyone back in a circle. Place the big sheet of paper with the outline of a person in the middle of the circle. This big person will be our model of a CISVer. All together, make a brainstorm of all the labels they think are associated to the identity of a CISVer. Write them on the sheet of paper with the markers.	20 min	Have someone facilitating the brainstorm, writing down what participants say on the big sheet of paper with the silhouette of our CISVer.

<p>Step 5: Labeling my own silhouette</p> <p>Whenever the brainstorming is done, give each participant a sheet of paper and a pen. Make each one draw their own silhouette on their papers.</p> <p>Individually, make them think of the labels and words they associate with themselves, tell them to write all of them even if they are not proud or comfortable with them. Have the participants write the labels on their personal papers.</p>	<p>10-15 min</p>	<p>You could play some instrumental, calm music to build a nice atmosphere to get people into the mood of introspection.</p>
<p>Step 6: Sticking the silhouettes and final debriefing</p> <p>Once everyone is done, go back to the big circle, and place, once again, the big sheet of paper with the CISVer in the middle. Make a quick round in which people can share what they wrote on their papers.</p> <p>As they read what they wrote, make them stick the paper on the big sheet of paper.</p> <p>In the end, you will have the big paper with the silhouette of our CISVer, with all the labels you wrote on it with marker, and all the individual silhouettes stuck to that big paper.</p>	<p>30-40 min</p>	<p>During the debriefing, leave the big paper in the middle of the circle, so that everyone can see it.</p> <p>Remember to go back to the Theme Packet introduction you did at the beginning of the activity.</p>
<p>Debrief</p>	<p>15-30 min</p>	

DEBRIEFING QUESTIONS

Look at the big paper. Do you think it is possible to talk about a CISV Identity?

How do you think all your personal identities contribute or add up to form that CISV Identity?

Do you consider you change or modify your identity when in CISV?

How do you think CISV has contributed to form your own identity?

Go back to the Theme Packet introduction you did at the beginning of the activity.

The Theme Packet is a very useful tool, and it is important to highlight that anyone can use it, whenever they want!

Remind people that the Theme Packet is always there, waiting to be used!

Let them know where they can find it!



IDENTIFY THE THREE

Self-image and the formation of our identity.

PLAYGROUND AREA

Personal Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- be introspective

SKILLS (ability to...)

- identify the things we care about the most, and how those things say something about who we are

KNOWLEDGE (understanding of...)

- oneself!

BEFORE GETTING STARTED!

It is important that, when running this activity, a good atmosphere is created. This activity is meant to be done in a calm, comfortable, cozy place. It is usually nice to play some relaxing, instrumental music. If possible, give people the freedom to leave the place where you are running the activity, letting them go to a place where they feel inspired to think and reflect on the things they care about.

LOGISTICS

- TIME 1 hour
- SPACE A quiet, comfortable place, big enough so that participants can find their own place, without being too close to each other. (*indoors/outdoors*)
- MATERIALS paper
pens
music

STEPS: what to do, in detail

what to do	time	comments
<p>Step 1: Explain the Activity</p> <p>Participants write down the 3 things that are most important to them, the 3 things each one cares about the most.</p> <p>Ask everyone to think about why these things are important to them and what they mean. Try to describe and define them.</p> <p>They can do this individually, or discuss it with others, however they don't have to share 'their three' with anybody – this is just for them to think about and get to know themselves better.</p>	3 min	It is a good idea to have a screen or a big paper where everyone can go back to and read the instructions again. In this way, you avoid having the quiet atmosphere being disrupted by participants asking questions.
<p>Step 2: Run the Activity</p> <p>Participants follow the instructions from Step 1.</p>	45 min - 1 hour	<p>Give people the freedom to wonder around.</p> <p>Leave a stack of paper available for participants to get as much as they need.</p> <p>Let them know where they must go to once they are done.</p>
Debrief		

DEBRIEFING QUESTIONS

No debriefing is needed for this activity. It is meant to be an individual and personal activity, but it can be used to link it with some other activity or theme, so you could trigger your own debriefing from this activity!



T 4 2 & 2 4 T, ME & YOU AND YOU & ME

Discover and realise how we describe each other,
how other people may see us
and especially how we, personally, reflect on ourselves.

PLAYGROUND AREA

Personal Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- understand why we act in a specific way
- reflect on a personal level about our lives

SKILLS (ability to...)

- moderate judgment towards others
- analyse what we do by taking a step backwards in order to move forward

KNOWLEDGE (understanding of...)

- what our personal needs are
- what we do the “right way”
- what we do that can be improved

BEFORE GETTING STARTED!

- This activity can be broken down into two different parts.
- This activity requires a certain trust between participants.
Do your best to make all participants comfortable and at ease during the activity.
- It works way better when people focus, pay attention to what each other say and make the effort to share. If the discussion (and especially the second part) takes too long, make sure you end the activity before people get bored.
- We would suggest, for the second part, that the facilitator makes a leader of the group start the discussion. According to the participants’ feelings and with the consensus of the group, the debrief of the second part can be done after some the participants are given some personal time

LOGISTICS

TIME	1 hour for each part (total 2 hours)
SPACE	A room big enough to fit a circle of the number of participants you have.
MATERIALS	paper pens mirror (for every 15 participants)

STEPS: what to do, in detail

Part 1 : How do I see you?

The activity consists in everyone drawing the persons in front of them on a sheet of paper, one at a time.

what to do	time	comments
Step 1: Form groups	1 hour	
Split the large group into two smaller groups of equal number of participants.	(part 1)	
Step 2: Sitting arrangement		
Have them sit in 2 concentric circles, meaning, one circle is inside the other. The inner circle should have people facing outwards, and the outer circle should have people facing inwards, so that everyone is facing someone from the other circle.		
Step 3: Drawing		
Give each participant an A4-sized piece of paper and a pen.		
Everyone is told to draw the person in front of them, and they will have only 20-30 seconds to do so (in order to make the activity more interactive).		
Step 5: Shifting		
After 20-30 seconds (depending on how fast the drawings are made), have the people in only one of the circles move, as follows:		
The people sitting in the inside circle move with the paper of their picture. The people sitting in the outside circle don't move and keep the paper of their picture.		
Step 6:		
Keep on shifting until the drawings are done. If possible, try to make it last a complete round so they get to see as many people as possible.		Note: a drawing is never finished; there is always something to be drawn again or to be improved.
Step 7:		
When the drawings are done, gather in big group for the discussion.		

DEBRIEFING QUESTIONS

Show the paper to the group. What does the group see? What do you see?

Do you think that your picture represents you well enough?

Considering this paper shows the way people see you, how comfortable do you feel about it?

What would you change / add to your picture to make it more accurate?

Part 2 : Pleased to meet me!

This part of the activity is much more based on a discussion, less action.

what to do	time	comments
Step 1: Ask them afterwards how often they look at themselves in the mirror, including dressing, make up, shower and so on. This must be quick and short.	1 hour (part 2)	
Step 2: Ask participants how often they meditate and think about what they do in life, if they evaluate themselves, try to find out where they are going, where they come from and let them share with the group, if possible.		
Step 3: Give the participants 5 to 10 minutes to think for themselves about something related to their life that matters to them and how it affects their life: involvement in an organisation (possibly not CISV), sports, hobby, passion, lover, concept, art... anything works.		
Step 4: Depending on the size of the group, have the participants sit in a 15 person circle with one mirror.		
Step 5: Ask them to look at their own image in the mirror in the eyes and describe to the group what they see, physically, emotionally.		

Step 6:

Ask them now about their feelings when seeing this person. Ask them to tell something to that person in the mirror, something that they really want to tell, that they've told to this person, something they can congratulate this person for. It can either be advice, compliments, truth and so on.

Debrief

Discussion at this point is really up to the facilitator taking into consideration the state of mind of the participants. It would be a good thing to agree with the participants on having a discussion or not. A debrief can be done later on in order to give the participants time to think.

DEBRIEFING QUESTIONS

How do you feel right now after doing this?

Did you find it difficult to come up with things you care about?

Was it hard to talk to yourself considering how often you look at yourself in the mirror / considering how often you reflect about your life?

Do you think you know yourself better after doing this?



IDENTITY IN FOUR WORDS

An activity to explore firstly what we think are the most important parts of our identity, and secondly to compare to how we feel society views our identity.

PLAYGROUND AREA

Personal Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- evaluate our own identities, and compare it to society's values and influences

SKILLS (ability to...)

- describe our complex identities in a few words

KNOWLEDGE (understanding of...)

- how we see ourselves, and understand how society sees us

BEFORE GETTING STARTED!

See how big your groups is, this could work better with smaller groups, as it is discussion based.

LOGISTICS

TIME just over 30 minutes
SPACE A discussion-friendly space.
MATERIALS paper
pens

STEPS: what to do, in detail

what to do	time	comments
Step 1: Each participant should write down 4 words (or images) that best describe their identity.	5 min	Anything from physical appearance, to social situation, to personality.
Step 2: They should then rank these words in order of which ones most influence them.	3 min	Ask themselves: When I think of myself, which of these words do I think of first? For example, I might think of myself as 'cheerful' before I think of myself as 'male' or 'ethnic minority'.
Step 3: Participants then share with the whole group (or in smaller groups), why they have placed the words in this order.	5 min	Why is the word at the top the most important description?
Step 4: The group then rearranges each other's words, answering the question, 'which words would society use to define me?' and then answering the questions.	10 min	How much did you have to change the order of the words? Do you think society affects the way we see ourselves, or is our idea of ourselves different from society's idea?
Debrief	10 min	

DEBRIEFING QUESTIONS

How much did you have to change the order of the words?

Do you think society affects the way we see ourselves, or is our idea of ourselves different from society's idea?



SOCIAL MIRROR

Compare our identities with public figures, presented by the media, and also to consider stereotypes of personal identities.

PLAYGROUND AREA

Personal Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- understand how other people perceive us

SKILLS (ability to...)

- feel empathy with different identities

KNOWLEDGE (understanding of...)

- how we see each other

BEFORE GETTING STARTED!

Cut out images of famous public figures that represent different kinds of people, eg: political figures, feminists, activists, popular figures, celebrities known for a certain physical or personality attribute, and put these up around a room.

LOGISTICS

TIME 20 minutes, plus 20 minutes extension
SPACE A discussion-friendly space, with walls to stick images.
MATERIALS paper
pens

STEPS: what to do, in detail

what to do	time	comments
Step 1: With images up around the room, ask participants to look at them all, and stand next to the picture/person they feel most connected to.	5 min	
Step 2: Discuss with other people that have chosen the same picture, why they have chosen it.	10 min	Do you have anything in common? Did you choose the character for the same reasons?
Step 3: Present back to whole group.	5 min	
Step 4: Extension: Now pick one of the other personalities just presented, and try to act like that person, possibly using stereotypes.	5 min	For example, if I choose to be a political activist, I will talk about politics to other people.
Step 5: Interact with other people, mixing with everyone.	5 min	
Debrief	10 min	

DEBRIEFING QUESTIONS

Would you say the stereotypes you used to act the part were 'fair'?

Do you think these are real stereotypes, or just used by the media? Why?

How did it make you feel to meet people acting the personality that you had chosen to be closest to you earlier?

Who decides / shapes our personal identity?



TAKE A STEP, MAKE A STAND!

Sharing what we think.
Learning from what we and others share.

PLAYGROUND AREA

Personal Identity & Transcultural Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- understand differences

SKILLS (ability to...)

- take a stand and show your opinion
- be honest and not be affected by peer pressure

KNOWLEDGE (understanding of...)

- differences and similarities among people, and the relation of these with cultural background

LOGISTICS

TIME 30-45 min

SPACE Any place where participants fit while standing in two rows, facing each other.
(indoors/outdoors)

MATERIALS none

STEPS: what to do, in detail

what to do	time	comments
<p>Step 1: Explain the activity</p> <p>Participants must stand facing each other in two lines, with at least 2 metres in between them.</p> <p>The facilitator asks questions*, and if the answer is yes, then the participants must take a step forward. If the answer is no, they stay where they are. Then everyone goes back to the original place and another question is asked (so people are always standing in the initial two lines, facing each other).</p> <p>The facilitator can also make statements*, and if the participants agree then they step forward, and the same process takes place. It is recommended that the first questions be simple and not too deep, and then they become progressively more challenging.</p>	3 min	<p>Ask as many questions and statements as you need or want.</p> <p>It is a good idea to make all questions first, and then read the statements, since they might imply more thinking and might involve people's feelings and thoughts in a deeper level than the questions.</p>
<p>Step 2: Run the activity</p> <p>Organise the people into the two lines described above. Make sure there is a similar amount of people in each.</p> <p>As explained above, people take a step forward if their answer is "yes" or "I agree", or stand in place if their answer is "no" or "I don't agree". Everyone who moved goes back to their starting spot after every question / statement.</p>	15 min	
<p>Debrief</p>	10-20 min	<p>Break the lines and make a big circle to make the debriefing.</p>

DEBRIEFING QUESTIONS

Was it easy to make your decision?

Was it easy to show it? Did you feel uncomfortable? When?

What was your reaction to others' answers?

Were you influenced by others' answers?

*Some examples you could use as questions or statements

Are you an only child? · Do you consider yourself a responsible consumer? · Do you live with your parents? · Do you believe in a God? · Do you believe in democracy? · Do you smoke? · Are you addicted to any kind of substance? · Do you eat meat? · Are you involved in any political party? · Are you comfortable with who you are? · I believe that CISV makes a difference. · I believe humanity can solve Global Warming.



WHAT YOU SEE IS WHAT YOU GET?

How do we divide people into groups?
What do we consider when we do that?
What consequences does it have?

PLAYGROUND AREA

Multiple Identities

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- look beyond first impressions
- acknowledge that we can change, if we want to

SKILLS (ability to...)

- question labels
- identify the role and importance of identity in an individual
- identify the role and importance of identity in a group, in society

KNOWLEDGE (understanding of...)

- everyone having more than one identity
- some identities being easier to notice/assign than others

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. 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.

LOGISTICS

TIME	45 minutes / 1 hour
SPACE	A place big enough to fit all participants and, at some point of the activity, have them split into groups of two.
MATERIALS	small pieces of different colored papers with symbols in different shapes, colours and sizes drawn onto them scotch tape

STEPS: what to do, in detail

what to do	time	comments
Step 1: Energiser	3 min	Pick your favourite.
Step 2: All participants get a piece of paper with a symbol on it attached to their backs. The different symbols have different colours and sizes.	5 min	Ask someone to help you attach the papers – otherwise it will take a long time.
Step 3: The participants are told to create groups based on what can be seen on the papers. They are told to do this in silence. Since they can't see their own papers others will divide them into groups. Some might want to divide people based on color, some based on symbol and others based on the size of the symbol – the ways to divide people are many and it's important that the participants chose how to do it themselves.	5-10 min	
Step 4: Ask the participants to sit down and discuss: How did it feel to be divided into groups? Was it difficult to put others into groups? How did you do it? Did you agree on what group to put people in?	15 min	
Debrief	40 min	

DEBRIEFING QUESTIONS

Intro to multiple identities (3 min):

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 multiple identities.

This intro can be done as a skit, a power point, have someone read it out loud, etc.

Discuss two and two (5 min):

What identities do you belong to?

Which of these do you think people tend to associate you with? Are you comfortable with that?

Do you chose to highlight any of your identities more than the others?

Does this vary in different situations? If so, how?

Human beings are most often defined in terms of their *religious* or *civilisational* identities. This usually leads to ignoring the numerous other factors that combine to make a person what one is. (5 min)

Discuss in the big group: what consequences can this have?

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**.*



WHO ARE I?

What different identities do you have?

Which of your identities do you think people connect with you more often?

Which of your identities do you look for in other people?

What effect can sticking with the first identity you notice about someone have?



PLAYGROUND AREA

Multiple Identities

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- appreciate the similarities between people
- value the differences between people
- develop a sense of personal identity

SKILLS (ability to...)

- reflect on one's own identities
- identify what we have in common with others
- make links between our lives and the lives of others

KNOWLEDGE (understanding of...)

- our own individuality and that of others
- similarities and differences between people
- theories concerning "us" and "them"

BEFORE GETTING STARTED!

Make sure you have read and understood the idea of multiple identities, and especially the part about "us" and "them", before running this activity. This activity is not just about identifying who we are but also about how conflicts can be reinforced by only discovering parts of others' identities. It also reaches to get participants thinking about how this can be used as a tool when wanting to create a strong group identity at the expense of finding common grounds.

This activity can be used as a continuation from the activity "What you see is what you get?", to take the theory to a more personal level. In that case, it is important to focus the discussion on something different than the first one to make sure to not just repeat. This activity can also be used as a 'get-to-know each other' activity on the theme of Identity.

RESOURCES FROM THE TOOLBOX

Read the text about Multiple Identities before running this activity.

LOGISTICS

TIME	just over 45 minutes
SPACE	A discussion-friendly space.
MATERIALS	paper and pens

STEPS: what to do, in detail

what to do

time

comments

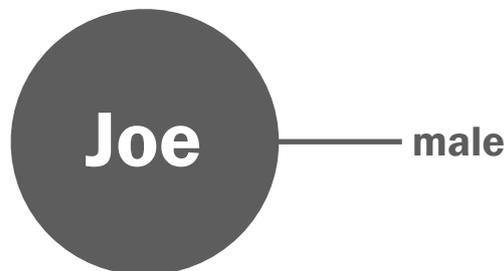
Step 1:

5 min

Give each participant a sheet of paper and a pen. Let them draw a circle on the paper and write their name in it, it should look something like this:



Now tell the participants to take a minute to think about what they think people notice first about them – the identity they think is most evident to other people, the one others “see” first. Tell them to draw a line out from their circle and write it down like this:



Step 2:

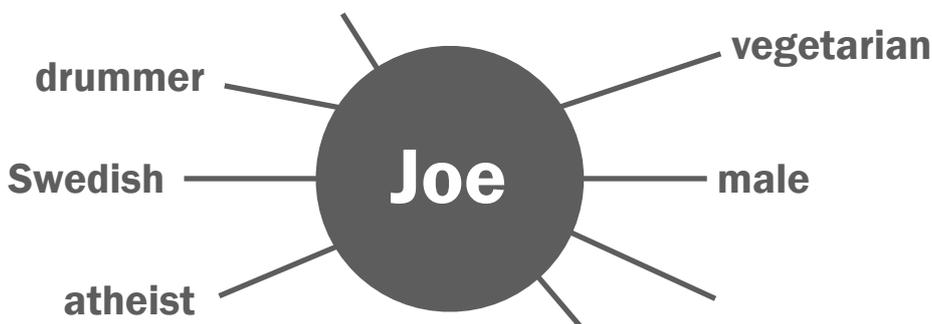
When you feel that the group is ready, let everyone read their word out loud. Instruct the participants to listen carefully to what other people say and when someone says the same thing they wrote down, they should make a mark next to their word.

depends: time depends on how big the group is but make sure everyone gets to read out their word

Step 3:

15 min

Now ask people to consider the eight to ten most important aspects of their identity, what makes them “them”, and to add them in the same way they added the first piece of their identity. It should look something like this now:



Give everyone 5 minutes to brainstorm their different identities. When these 5 minutes have passed, ask everyone to mingle around and introduce their identities to each other – for every person they meet that they share an identity with, they make a mark next to their common identity. Let participants mingle for between 5 and 10 minutes, then sit everyone down.

Step 4: Ask the participants to sit down and discuss. 20 min

When everyone is sitting down in a circle, ask them:

- How many people did you share your “strongest” (the first) identity with? Which were these identities?
- Was there someone who didn’t have a common identity? Which was that identity?
- Was it hard to decide which were the most significant aspects of your identity?
- After mingling around – was this situation different? Did you share identities with more people this time? Were people surprised at the results of comparing their identities? Did they have more or less in common than they expected?
- Did you, as a group, change your impressions of each other the more you got to know about each other?

Step 5: 10 min

Move the talk forward by letting the group discuss if any of their first identities could be seen as conflicting identities? Why? What impact could that have? Can they think of situations in the world where contradicting identities (groups having “contradictory” identities) cause problems? Do they think conflicts could be prevented by finding common identities in addition to the contradictory ones? How could this be done?

It is common for powerful people (eg: politicians/heads of states/opinion makers) to stress the “strong” identities, ignore the others, and through that create groups of “us” and “them” when wanting to make a point. Why do you think this happens? Think about for example political debates, preparing/continuing a war, etc.

NOTE ABOUT DEBRIEFING:

Feel free to come up with more/different debriefing questions. What we want to reach with this part of the activity is to connect how sticking with only our “first” identity can limit ourselves to not see common ones with others. Through better understanding each other and through finding crossovers between the different parts of our identities, we can work with and prevent situations that could otherwise lead to unnecessary conflict.



FIRST THINGS FIRST?

Which are those aspects of identity that we think of first when referring to someone?
How well do these aspects manage to describe a person?

PLAYGROUND AREA

Multiple Identities

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- explore (and acknowledge) our own ways of prioritising certain types of identities over others

SKILLS (ability to...)

- reflect on our multiple identities, as well as those of others

KNOWLEDGE (understanding of...)

- how 'big labels' sometimes fail to give us an accurate picture of how a person is

LOGISTICS

TIME

1 hour and 15 minutes

SPACE

Any place where you can put up big paper so that everyone sees it.

MATERIALS

Post It notes, or any paper that has a sticky end
pens
big paper
thick marker

STEPS: what to do, in detail

what to do	time	comments
Step 1: Form groups of 2 or 3 people. Ask participants to each write the name of someone famous on a paper, and then stick it onto another member of their group's forehead. It is important that each person cannot see which name they have stuck on their forehead!	5 min	
Step 2: Once everyone is ready, this little exercise is explained: the point of is for everyone to guess who is the person that is stuck on their forehead. To achieve this, they'll all take turns asking the rest of the small group a 'yes or no' question. For example: 'Is he or she a sportsperson?'. The other people in the group can only answer 'yes' or 'no'. It is important that each person takes notes of the questions they ask, as they go along. So by the end of this exercise, everyone should have a little 'script' of the questions they've asked, down on paper.	20 min	
Step 3: Participants now share with the larger group which were the first 5 questions they asked, in order. It is important that this is done quite fast, so that it doesn't become boring! As they go, one of the facilitators writes the <i>kind</i> of questions that were asked on a big poster. For example: Participants share the first question they asked. If the question is 'Is he a man?', the facilitator writes ' <i>gender</i> '. If the question is 'Is he a musician?', the facilitator writes ' <i>profession</i> '. When someone says something that was already mentioned, the facilitator makes some kind of mark next to it on the poster, to show how many people chose it as a first question. Then participants share their second question, and their third, and so on. The facilitator highlights which were the most popular characteristics that were asked in each of the rounds. By the end of this step, it will be quite clear which are the 5 most relevant characteristics that the group considers necessary to 'identify' someone.	20 min	
Step 4: Debrief	30 min	

DEBRIEFING QUESTIONS

Look at the five aspects of identity that you, as a group, have prioritised:

What do you think about these types of identity? Are there certain stereotypes within them that you were ever 'trapped' by? (eg: *gender – being a woman sometimes means that you have to wear a dress and high heels to a party*) How does this make you feel?

Why do you think we give more importance / relevance to these types of identities over others?



GAME SHOW: GLOBALISATION & CULTURAL IDENTITY

What is culture?

What role do these definitions of culture play in our day to day lives?

PLAYGROUND AREA

Transcultural Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- value the similarities between people of different cultures while respecting their differences

SKILLS (ability to...)

- think critically about the messages in the media as well as the global culture

KNOWLEDGE (understanding of...)

- the concept of globalisation and popular culture across the world and their effect on our identity

BEFORE GETTING STARTED!

Have the questions for the game show ready, and make sure the groups sit close enough to be able to hear each other in the room.

RESOURCES

For definitions of globalisation, cultural invasion and popular culture to share with the groups:

<http://en.wikipedia.org/wiki/Globalization>

LOGISTICS

TIME

1 hour and 20-30 minutes

SPACE

Big closed room to be able to use a projector or hang up posters on the walls.

MATERIALS

paper

markers

projector

something to make the show's buzzer sound (can be a person in the group!)

questions about popular culture

STEPS: what to do, in detail

what to do	time	comments
<p>Step 1:</p> <p>Facilitators make a quiz show about 'global culture': questions can include famous literature, movies, TV shows, music, international politics – all trivia. The game is supposed to be fun, fast and the team with the most correct answers wins.</p> <p>Divide the group into teams of four and have them invent a funny buzzing sound for when they know the answer to a question. Each group gets points for each correct answer.</p> <p>The two groups that reach 10 points first get to participate in a final round. In the final round they have 1 minute each to answer as many questions as they can. The team with the most correct answers win.</p>	20 min	
<p>Step 2: Debrief</p>	45 min	

DEBRIEFING QUESTIONS

Did you find the questions easy to answer?

Were you familiar with the pop culture asked about?

Do you think if we ran this activity with these questions in another JB / YM they would be able to answer the same questions?

What makes this global pop culture? Is it the media? The internet? Our CISV involvement?

How do these elements coincide with our local culture? Is there any cultural 'exchange'?

Is it a challenge to be part of a global culture as well as local culture, and your own individual culture?

How do you define culture?



CH-CH-CHANGES

The passing of time introduces traditions and ways of doing things in a group.
Groups interact, change, move in different directions – how does it affect the way we conceive our identities and our behaviour?

PLAYGROUND AREA

Transcultural Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- reflect on behaviour as objectively as possible

SKILLS (ability to...)

- deconstruct norms

KNOWLEDGE (understanding of...)

- the concept of culture
- how culture influences identity and normative behaviour

BEFORE GETTING STARTED!

Make sure that you read the Transcultural Identity part of the Toolbox before you run this activity. This activity is supposed to be very 'upbeat' and fun, to then lead to a significant discussion related to this Playground Area.

LOGISTICS

TIME	1 hour and 15 minutes
SPACE	Anywhere.
MATERIALS	5 hats papers with situations papers with characters at least one copy of Cortázar's short story

STEPS: what to do, in detail

what to do

Step 1: Lightning Skits!

There are five hats, and those who are wearing them can participate in an ongoing skit. There will be two sets of papers: one with 'everyday life situations' written on them, and the other with papers that have 'characters' on them.

The acting starts out with five people wearing hats who draw a paper with a character each. One of the facilitators picks a paper with a situation and announces it to the group. The actors start improvising a little skit according to the characters and situations that they were given.

When the facilitators feel it adequate, they can pick another situation, to refresh the acting and to keep the upbeat spirit of the activity.

Whenever someone wants to stop acting, he or she has to leave the hat on the floor and exit the scene. Whenever someone wants to start acting, he or she should either pick up an unused hat, or approach one of the actors to hint that they want to enter the sketch. Everytime a new person enters, they have to pick a paper with a character.

time

25 min

comments

Suggestions for the papers:

characters

old lady

child

middle-aged man

school professor

doctor

teenager

situations

· shopping at the supermarket,

· soccer match,

· settling down at the movie theatre,

· public rally,

· carnival or any outdoor festival

Step 2: Instructions for Climbing a Staircase

15 min

Someone from the group reads Julio Cortázar's short story aloud. You can download it from the JB Library both in English and in its original Spanish version. (<http://www.ijb.cisv.org/library>, user: *ijb.guest*, pass: *cisv4all*)

Step 3: Debrief

20 min

DEBRIEFING QUESTIONS

How do you relate the Staircase Instructions with the acting?

Sometimes, we take some behaviours for granted. People, according to their age, gender, sexuality or social background, are expected to act in certain ways in specific situations. But – why is that?

Where do these behaviours, as 'obvious' as climbing a staircase, come from?

Do you think that they have to do with a particular culture of your society?

Would you like to bring down some of these norms? Which of them and why?



THE SOCIETAL LADDER

We are constantly categorised and sorted into groups.
The group that we belong to greatly affects our opportunities to influence society.

PLAYGROUND AREA

Identity and Choice

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge:

ATTITUDES (willingness to...)

- evaluate our own and others' identities, and compare it to society's values and influences

SKILLS (ability to...)

- think critically about the way power in society is assigned/divided between people

KNOWLEDGE (understanding of...)

- how categorisations (what group we belong to/are assigned) affect our opportunities to influence society

BEFORE GETTING STARTED!

See how big your groups is, this could work better with smaller groups, as it is discussion based.

LOGISTICS

TIME just over 45 minutes

SPACE A discussion-friendly space.

MATERIALS paper

pens

pictures of 10 different people

(you can download them off the JB Library here:

<http://bit.ly/aPjoSP> user: *ijb.guest*, pass: *cisv4all*)

STEPS: what to do, in detail

what to do	time	comments
Step 1: Let the participants brainstorm on the concept of power.	5 min	if it does not come up, you can mention the following: Power can be an expression for what type of person is viewed as normal, who is allowed to influence and make important societal decisions, which applicants tend to be best positioned in employment situations, which people are grouped together and according to which attributes, and which people are never grouped or categorised.
Step 2: Spread pictures of 10 different people out on a large table or on the floor. Divide the participants into groups of 5 people and have the group arrange the pictures into a hierarchy placing those that you think have most power on the top and those with the least at the bottom. Specifically point out that the group should focus on the current state of their own society. You can stress the group to come to a 'conclusion' when you feel like they have had enough time to discuss. Don't cut the discussion too short since it is the basis of the rest of the activity.	15 - 20 min	
Step 3: Gather the groups and let them discuss: Was it easy or difficult to decide who people were based on how they looked? What identities did you assign people? Looking at these identities – which of them positioned a person higher/lower in the hierarchy? Why do you think that is?	10 min	

Step 4:

10 min

Let participants brainstorm their own different identities for a short while. Then ask:

Where would you place yourselves on the ladder?

What did you base that decision on?

Does your position in the hierarchy change if you change which identity you base it on?

Step 5: Debrief

DEBRIEFING QUESTIONS

Who decides what groups/identities are given a lot of opportunities to influence society?

Which groups aren't given these opportunities?

What role do we ourselves play in this decision?



SOCIETY AND CATEGORISATION

To what extent do we choose our identities?
To what extent can we change who we are?



PLAYGROUND AREA

Identity and Choice



By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- question why we define ourselves and others the way we do

SKILLS (ability to...)

- analyse how much choice we have over our identity

KNOWLEDGE (understanding of...)

- where the taboos following certain categories in the society come from

LOGISTICS

TIME 1 hour

SPACE Big room where you can hang posters.

MATERIALS paper
pens
big papers
marker

STEPS: what to do, in detail

what to do

time
10 min

comments

Step 1:

Give each participant a piece of paper and ask them to define themselves within each of the following categories:

- political affiliation
- ethnic background
- religion
- gender
- eating habits / values
- socio-economic group
- interests

Have them pair up with the person they know the least and have them share what they wrote.

Step 2:

10 min

Have participants discuss to what extent these identities were chosen by them.

Step 3:

30 min

Ask the pairs to join other pairs, forming groups of 6 – 8 people. Give each group the debriefing questions.

DEBRIEFING QUESTIONS

Did you feel comfortable labeling yourself?

Which of these identities were chosen by you, and which were imposed on you? Why?

Discuss the possible taboos around these categories in your society.

Do you feel like you want to change anything on your list?

How can you change them if you want to? Is it possible to do that in your society?



AVATAR THIS

Some hardcore drama, coming right up!

PLAYGROUND AREA

Identity and Choice

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- look at ourselves and which attributes we choose to show

SKILLS (ability to...)

- identify the role and importance of identity choice in an individual

KNOWLEDGE (understanding of...)

- how we might perceive identity as something with an 'instrumental' value

BEFORE GETTING STARTED!

Make sure you have enough facilitators for this activity and ready to show their very own drama skills! You will have to come up with certain goals for a given character such as: "get married and Have kids", "Win American Idol". "Get into Harvard", etc. Choose a couple and write each of them on a big piece of paper.

LOGISTICS

TIME 45 minutes

SPACE A place big enough to fit all participants and have a space for a stage.
(indoors/outdoors)

MATERIALS big pieces of paper
markers
scotch tape
whatever you like to use to create a stage
random objects for the sketch
(hat, bag, tie, glasses, purse, clothes, you name it...!)

STEPS: what to do, in detail

what to do	time	comments
Step 1: Energiser	3 min	Pick your favourite.
Step 2: In an entertaining manner, explain to participants that the time for creating a virtual character is finally here. There will be several rounds, depending on how many "goals" for each character you have chosen. You (the planners) will take the stage and take on roles. Start by presenting the first goal to the audience. eg. "get into a top-notch university"		
Step 3: Now the participants must come up with characteristics, traits, personalities, behaviours etc, that represent that particular character and will allow him/her to achieve his/her goal. eg: only personalities like ____ can get this. They can also dress up the character with the objects available.		Comment: Depending on the group size, you can also make people write down this things in a big piece of paper stuck to the character's body, this will make it more interactive. If not simply have someone write the list on a piece of paper.
Step 4: Move to the next character, change the person representing it, and follow step 3 once again.		

DEBRIEFING QUESTIONS

Why did you choose the personalities, attributes and clothes that you did?

Do you think this character will succeed by looking or behaving like this?

Do you think this happens for you?

Do you choose how you present yourself or does someone else, like your friends, parents, school or society choose for you?

Was it easier to make those choices for a 'fake' character, rather for your own?



THE SPECTRUM

CISVers have a personal identity, but what about their group identity?
Why is it that we are called (and call ourselves) 'CISVers'?
What is this perceived to be, and what do we want it to be perceived as?

PLAYGROUND AREA

CISV Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- discover how we see ourselves, and how others see us

SKILLS (ability to...)

- deconstruct the term 'CISVer'
- distinguish our *rites* from our purpose, and find a way to reconcile these

KNOWLEDGE (understanding of...)

- how groups are categorised, identified, compared and differentiated

BEFORE GETTING STARTED!

Make sure the facilitators are familiar with the suggested Resources. We encourage you to run this activity in any CISV context and with any group of CISVers: youth, parents, new leaders, volunteers, Board meetings, trainings, minicamps, CISV programmes. It is suggested that if you want to also run the "The Wave" activity, you go through this one first.

Before this activity you should have prepared the envelopes with the slips of paper, as well as the posters with the Social Identity Theory elements.

RESOURCES FROM THE TOOLBOX

Social Identity Theory, page 11

Questions on page 12

LOGISTICS

TIME 1 hour, 40 min

SPACE A place where you can stick a poster on a wall in order to write things.

MATERIALS big posters
paper
pens / markers
thick markers
string (4 metres will be fine)
paper clips (around 40)
2 envelopes
scissors

STEPS: what to do, in detail

what to do	time	comments
<p>Step 1:</p> <p>Form groups of 4 or 5 people and ask them to choose:</p> <ul style="list-style-type: none">a placea songa valuean actiona purposea hobbyto describe a CISVer.	5 min	<p>Feel free to add things to the list, as well as to take away things too.</p> <p>These are just suggestions!</p> <p>This should be done quite fast, so make sure the facilitator sounds very encouraging.</p>
<p>Step 2:</p> <p>Get each group to plan a short sketch including all of the things they came up with in the previous step.</p>	10 min	
<p>Step 3:</p> <p>Each group presents its sketch, sharing the words from Step 1 at the end.</p>	15 min	<p>Facilitators should write the words up on a poster as each team says them out loud.</p>
<p>Step 4:</p> <p>The participants now form two groups and get a string, paper clips and an envelope.</p> <p>Inside the envelope there are slips of paper with the following words/phrases:</p> <p>friendship, desire for a just and peaceful society, peace education, hippies, exclusive group, agents of change, happiness of members, wealth, lullabies, energizers, active global citizens, logo, t-shirts (<i>feel free to add more</i>)</p> <p>Make paper, pens and scissors available in case participants want to add words from Step 1 to this exercise.</p> <p>Participants are asked to hang each slip with a paper clip on the string. The string is a spectrum that goes from “seen most often” and “seen least often” (in CISV), and the papers must be placed according to how they rank on the spectrum.</p>	20 min	
<p>Step 5:</p> <p>Participants are given some time to see what the other group’s spectrum looks like, and compare it with theirs.</p>	5 min	
<p>Step 6:</p> <p>Facilitators explain the Social Identity Theory elements: Categorisation, Identification, Comparison, Psychological Distinctiveness (see Toolbox, page 11).</p>	5 min	<p>It would help if you put these on a poster, so that participants can follow what you say, visually.</p>

DEBRIEFING QUESTIONS

About this game:

Which are the things that you placed at the “seen most often” end of the spectrum? Why?

Which are the things that you placed at the “seen least often” end of the spectrum? Why?

Some of the words/phrases referred to ‘rituals’ (such as lullabies, energisers, etc), while others referred to ‘purpose’ (desire for a just and peaceful society, agents of change).

Are words related to rituals or to purpose “seen most often”, according to your spectrum?

You were asked to build spectrums according to what you see in CISV today. If the question was “what you *wanted* to see CISV as”, which things of the spectrum would you change?

Beyond this game:

Do you think we encourage or discourage categorisation within CISV, in any way?

How does ‘identification’ take place?

Think about the power of significant events and about the culture of our organisation.

Have you ever seen a person change the way he or she behaves after joining CISV?

Have you changed?

Do you behave differently when you are in a CISV atmosphere in comparison to when you aren't? In which ways? Why do you think this happens?

Have you ever had an experience in which the group of CISV has been compared to others?

Why do you think this happens?

Would you associate the ‘psychological distinctiveness’ to CISV? Why do you think this happens?



THE WAVE

This might be a scary activity.

PLAYGROUND AREA

CISV Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- discover how we see ourselves, and how others see us

SKILLS (ability to...)

- deconstruct the term 'CISVer'
- distinguish our *rites* from our purpose, and find a way to reconcile these
 - be self-critical of our organisation's culture

KNOWLEDGE (understanding of...)

- how groups are categorised, identified, compared and differentiated

BEFORE GETTING STARTED!

Make sure the facilitators are familiar with the suggested Resources. To get a better discussion at the end, we suggest you run the activity "The Spectrum" before going for this one.

Before this activity you should have prepared the posters with the Social Identity Theory elements.

RESOURCES FROM THE TOOLBOX

Social Identity Theory, page 11

"The Wave", page 12

LOGISTICS

TIME 2 hours 30 minutes

SPACE A place where people can watch a movie comfortably, as well as have a discussion afterwards.

MATERIALS TV / projector
the movie "The Wave"
pens
paper
posters with the Social Identity Theory elements
calm music

STEPS: what to do, in detail

what to do	time	comments
Step 1: Introduce participants to the four elements of the Social Identity Theory.	10 min	If you already ran “The Spectrum” activity with this group, this should take less time than this estimate.
Step 2: Ask participants to get pens and papers and to perform this step individually. On a page, they should write things / situations from CISV that they associate to each of the elements.	15 min	We suggest you play calm music to generate a nice introspective atmosphere.
Step 3: Play the movie “The Wave”.	1 h 47 min	Popcorn is always nice!
Debrief If you already ran “The Spectrum” activity with this group, it would be useful to bring their strings and hang them up.	20 min	

DEBRIEFING QUESTIONS

About the movie:

What did this movie make you feel?

Did you see some of the elements you wrote on your page in this movie? Which?

Beyond this game:

Do you think we encourage or discourage categorisation within CISV, in any way?

How does ‘identification’ take place?

Think about the power of significant events and about the culture of our organisation.

Have you ever seen a person change the way he or she behaves after joining CISV?

Have you changed?

Do you behave differently when you are in a CISV atmosphere in comparison to when you aren't? In which ways? Why do you think this happens?

Have you ever had an experience in which the group of CISV has been compared to others?

Why do you think this happens?

Would you associate the ‘psychological distinctiveness’ to CISV? Why do you think this happens?

Do you think it is dangerous or risky to behave as we do?

Which are these risks you can think of?



WHO'S A CISVer?

What characteristics do we assign members of CISV?

What does "being a CISVer" mean?

What would you say the culture of our organisation is?

PLAYGROUND AREA

CISV Identity

By the time you have completed this activity participants should have developed the following attitudes, skills and knowledge

ATTITUDES (willingness to...)

- explore what makes us who we are
- identify excluding structures

SKILLS (ability to...)

- critically reflect about groups we are part of

KNOWLEDGE (understanding of...)

- how we look at ourselves
- the relevance of identity in our organisation

BEFORE GETTING STARTED!

Make sure you have read and understood the idea of multiple identities before running this activity. 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.

LOGISTICS

TIME 1 hour 30 minutes (alternate version: 2 hours 30 minutes)

ALT. VERSION Repeat step 3 with another organisation/group, before moving on to steps 4 & 5.

eg: Is this person a scout?

Write down characteristics for the scouts (or whatever group you picked as the second one) on a separate piece of paper. Present to the group. Discuss the difference in characteristics for CISVers/second group with the help of the 'Comparison' and 'Psychological Distinctiveness' steps from the 'Social Identity theory' described in the Toolbox.

SPACE A space big enough to fit all participants and, at some point of the activity, have them split into groups of two.

MATERIALS pictures of 10 people
big pieces of paper to write characteristics on
markers
small pieces of paper for groups to take notes

STEPS: what to do, in detail

what to do	time	comments
Step 1: Energiser	3 min	Pick your favourite.
Step 2: Divide participants into groups of five.	5 min	Try to divide people in a new, creative way!
Step 3: Hand out one picture (of the same person) at a time to all the groups. Ask the groups: "Is this person a CISVer?". Tell the groups that they need to decide on either "yes" or "no" and that it is very important that they write down why/why not on their paper. Give them a few minutes to do so but not too long. After approximately 2-3 minutes, switch to the next photo and do the same thing (repeat for all 10 photos).	40 min	If you want to save paper you can show the photos on a power point slide instead of handing them out.
Step 4: Go through each of the photos all together and let the groups share if they think the people on the photo is a CISVer or not, and why. While you do this, have someone who co-facilitates the session with you take notes (in big writing – you want to be able to show these notes to the participants later on). Have this person write down characteristics that, according to the group, make people a CISVer or prevent people from being a CISVer. By explaining why/why not, you get the "typical" characteristics of a CISVer.	40 min	
Step 5: Present the characteristics you have written down to the group and ask: · Do you recognise yourselves in the characteristics written down? · Do you behave differently when you are in a CISV atmosphere in comparison to when you aren't? In which ways? Why do you think this happens?	10 min	You can do this introduction in many different ways. A skit, a powerpoint, have someone read it out loud, etc.
Step 6: Debrief		

DEBRIEFING QUESTIONS

While doing this debrief you can look at the 'Social Identity theory' described in the Toolbox.

Was it easy to decide on who was a CISVer or not? How did you decide?

Comparing the characteristics of CISVers/non CISVers – what does that tell us?

Do you think it is easy/difficult to look critically at groups you belong to? Why?

What are the advantages/disadvantages to a thing such as a "CISV identity"?