Faith, Identity, Global, Culture, Diversity, Face, People, Dialogue, Faiths, Literacy, Respect, Community, Explain, Cooperative, Differences, Share, Ambassadors, Young, Discuss, Interact, Religious, Similarities, Teachers, Videoconference, Celebrate, Peer-learning
Young people of different cultures and faiths learning with, from and about each other.
Global citizenship

Mutual respect

Champions of Global Peace

Mutual understanding

New ways of learning
Learning about others’ points of view.
Teaching others what they think.
Sharing their own experience.
Positive ambassadors for their own communities.
Respect – Face to Faith respects everyone – we don’t have to agree with one another all the time, but we should always treat one another with respect.

Education – No matter how old or experienced we are we continue to learn. We can always learn from one another and share a responsibility to teach others about things.

Safety – We know that people can only flourish when they are safe. We want everyone who takes part in Face to Faith to feel safe: students safe to openly share their ideas, teachers safe that they are well supported, principals and parents safe that the programme is educationally beneficial for all their students.

Perspective – We want to help people make Face to Faith work in their individual circumstances – rather than forcing everyone to do the same things. We know that sometimes we have to be patient as schools find the best way to do that.

Empathy – Being open to looking at the world through someone else’s eyes gives us new ways to understand the world – and helps us to learn and grow. We don’t have to accept everything we meet; sometimes the thing we learn is that we are different and disagree.

Celebration – We want to create opportunities to celebrate the wonderful diversity of this world, and the amazing achievements of the fabulous global community of young people and teachers.
We have schools in:
Australia
Canada
Egypt
India
Indonesia
Israel
Italy
Jordan
Kosovo
Lebanon
Mexico
Pakistan
Palestinian Territories
Philippines
Singapore
UAE
Ukraine
UK
US
Using the internet, students are able to talk directly to other students in another country.

**Facilitator.** The discussion between the students will always be managed by an experienced facilitator.
Classroom Resources

Introduction Module
Compulsory Module develops skills of dialogue
Issues Based Modules

Expert Videoconferences

Special Day VCs
Online Community
World Interfaith Harmony Week: Tuesday 1st – Tuesday 8th February...
Automatic moderation for –
Offensive or inappropriate language.
Exchanging phone numbers, email addresses.

Automatic ban for student, Teacher informed.
Secure site: Password protected. Fully monitored. Teachers remain in charge.
Teachers support one another
Students support one another
On-going Teacher Training.

- Workshops
- Video Conference
- E-Learning
- Regional conferences
- Detailed resources
- On site support

How to do it – Pedagogy

- Cooperative Learning
- Building Dialogue
- Sharing good practice
- Active Listening
- Using the online community

Face to Faith
Introducing the classroom materials.
What happens when we don’t listen to one another?
Stand up, Hand up, Pair up.
1. Student A: **Share** one short idea or answer.

2. Student B: **listen** without interrupting.

3. Student B: **Share** one short idea or answer.

4. Student A: **listen** without interrupting.

5. **Keep going** till time runs out!
Introduction Module; “Learning journey”

Why should we do this?
Communication Skills / Thinking caps
What influences our opinions?

Videoconference
This is us
Discussion, debate & Active Listening

Review and Reflection
What do I believe,
and why do I believe it?

Module 1 / Lesson 3 / Task 1
When you see these two following images write down the first three words that spring to mind...
My word

Influences

Explanation
Worry

Global warming – ice melting

Media – TV
Documentaries, Newspapers, Magazines
What do I believe, and why do I believe it?

Module 1 / Lesson 3 / Task 2
You will need:
To use a ‘pair voice’.
To know who starts.
To listen politely.

1. Student A: share your answer.
2. Student B: listen but don’t interrupt.
3. Student B: praise, paraphrase or add something.
Easy Dialogue

Dialogical skills

Cooperative Learning

Face to Faith
A repeatable, content free sequence of steps designed to structure the learner’s interaction with the material, each other and the teacher.
What went well?

Even better if...
Work with a Partner...
Discuss your favourite
• Sports
• TV shows
• Bands
• Films
• Books
Be firm & disagree strongly!
Use as many of these phrases as
possible.

Reflect upon how you felt when
your partner was dismissive of
your ideas.

Work as a group, use the two flip charts.
Use your experience to fill in

“How to do it”

“How not to do it”
Video Conferencing Charter

I, ____________________________ of ____________________________ School/College

Promise to make sure that when talking with people of different faiths, I will:


In return, I expect to be treated:


<table>
<thead>
<tr>
<th>L - Listening</th>
<th>A - Argument</th>
<th>S - Speaking</th>
<th>I did this often</th>
<th>I sometimes did this</th>
<th>I did this once or twice</th>
<th>Ooops – I forgot to do this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>L I showed interest in what others were saying.</td>
<td>A I was able to give a reason for my point of view.</td>
<td>S I spoke clearly when I made a point.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>L I referred to what someone else said.</td>
<td>A I was able to give evidence to support my point of view.</td>
<td>S I kept my point short.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>L I expanded a previous point when I spoke.</td>
<td>A I was able to explain why I agreed with someone else.</td>
<td>S I used some key words when I spoke.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>L I showed respect for the views of others.</td>
<td>A I was able to argue against someone else’s point of view.</td>
<td>S I showed enthusiasm</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>S I did not speak for too long, but shared the time with my group.</td>
<td>A My comments made other people think about their idea.</td>
<td>A I talked about my own beliefs or faith.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>A I talked about the beliefs or faith of others.</td>
<td>A I talked about my own beliefs or faith.</td>
<td>A I talked about the beliefs or faith of others.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
</tbody>
</table>
What went well?
Even better if...
Presentation (Posters, Videos, Powerpoint etc)
Questions about life, school, activities etc.
“What is important to you?”
“Special times or places” – Teachers may agree to discuss festivals.

Try to move beyond “This is what we do” to “This is why it is important for me”
1. 1 Person stands and is interviewed by the others for 1 minute.

2. Interviewers must use open ended questions.

3. When time is up interviewers thank interviewee.

4. Next student stands.
That “difficult Second Question”
Interviewee stands so that everyone gets to look up – equalizes status.

Amygdala, triggers fight/flight reflex based upon faces.
I think that key features of the first module include....
Why is this Brain Friendly?

Opens up working memory.

Everyone takes part, safely.

Places ideas into long term memory.

Retrograde Memory Enhancement.

Increases energy in a tired group (purely by getting them to stand up!)
Write a question about anything covered today.

You will need:
A card & a pen.

1. Stand up, hand up, pair up.

2. Student A: Ask your question – praise a right answer, coach a wrong one.
   Write the answer.

3. Student B: Ask your question – praise a right answer, coach a wrong one.

4. Swap cards, thank your partner.

5. Hands up, find new partners, repeat...