

Using Global Dialogue to Promote Peace and Understanding



Global Classroom
Workshops made
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Members

A Resource Packet for Educators

COMPILED BY:

Simmi Kher & Amy Lutterloh

WORLD AFFAIRS COUNCIL

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INTRODUCING THE SPEAKERS



Simmi Kher is an Education Consultant for the Tony Blair Faith Foundation and is associated with Microsoft's schools program 'Partners in Learning'. She manages and supports all aspects of the international innovative secondary education program Face to Faith that brings together young people of different faiths to discuss global issues. Before moving to Seattle in 2013, Simmi was based in New Delhi, India as the Country Coordinator for the Tony Blair Faith Foundation. She successfully implemented the Face to Faith program in 150 schools in India and formed relationships with the Ministries of Education in Indonesia, the Philippines, and Thailand. Prior to her work at the Foundation, Simmi founded the Anugrah Foundation, was a Principal at Indian Heights School in New Delhi, was involved with INTEL, and UNESCO, and worked at the British Council where she earned the award for Outstanding School Partnership of 2012. Other awards include the Digital Learning Power School Award in 2007 in recognition of improving the quality of teaching and learning, and the Educational and Development Award in 2007 for outstanding contribution in the area of environmental education by Environment Research Society. As is clear from her work, Simmi is passionate about education, global leadership, intercultural programming, and technology. She enjoys listening to audio books, going for long walks, and spending time with her children.



Ryan Hauck is a teacher at Glacier Peak High School in Snohomish and was previously a teacher at Marysville-Pilchuck High School for twenty-two years, serving as Department Chair in History/Social Sciences. He is often applauded for bringing the world into his classroom and school by engaging students around the importance of living in an increasingly interconnected, interdependent world. One of Ryan's global projects has been his work in the Niger Delta region of Nigeria, building not only a sister school relationship between his high school and a remote village school in Oporoza, but also a village library. Completing his master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department, Ryan worked with a cohort of fellow classmates and teachers on a professional development project in Cambodia. Ryan brings his own real-life experiences into the classroom so that his students begin to understand the value of cross-cultural understanding and humanitarian action. Over the last 15 years, Ryan has worked closely with the World Affairs Council and hosted numerous International Visitor Program delegations at his school. He has traveled on one of our trips to South Africa and Swaziland, returning to write curriculum for other teachers to use. Ultimately, Ryan wants his students to think critically about world issues, acquire the skills needed to be globally competent in the 21st century, and become actively engaged citizens locally, nationally, and internationally.



Lisa Sibbett is a first-year doctoral student in Secondary Social Studies Curriculum and Instruction at the University of Washington and works as the Social Studies content coach for UW's Secondary Teacher Education Program (STEP). Most recently, Lisa taught 9th grade World Studies at Issaquah High School for four years. Prior to Issaquah, she taught English Composition and Literature at the college level for five years. Lisa earned her Master's in Education from UW Bothell in 2010.



Denib Josette M. Suguitan is a teacher at Xavier School in the Philippines. He has been teaching for three years in the Religious Education department and teaches Christian Life Education to IB students (a required subject since Xavier is a Catholic school). He graduated from the Ateneo de Manila University with a Bachelor of Arts in Philosophy and is currently earning his Masters in Education from the same university. Denib has been using Face to Faith in his classes since he started teaching IB two years ago.



Rashmi Srivastava is the International Activity Coordinator at KIIT World School in Pitampura, Delhi, India. She has eight years' experience teaching middle school science and 7 years as Academic and Activity Coordinator. Rashmi recently returned from giving a talk on setting up a school enterprise at the Annual Conference of Teach a Man to Fish in Kampala, Uganda. She has also earned two Gold Awards at the Inspire-Aspire awards ceremony for her collaborative work with Waid Academy, Scotland and the Tony Blair Faith Foundation. She earned her Global Teacher Accreditation by Cambridge Foundation and British Council.

Face to Faith in American Public Schools - A First Amendment Guide.

Dr Charles Haynes¹

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

The First Amendment to the U.S. Constitution

Overview of Face to Faith

Face to Faith is a compelling educational program sponsored by the Tony Blair Faith Foundation that engages students of different faiths and beliefs across the world in learning directly with, from and about each other. By means of video conferencing and an online community, students of different faiths and beliefs and from different cultures work together to investigate specific global issues; discuss a range of perspectives on these issues based on opinions, values and beliefs; and explore the reasons for similar and different views. Through learning about those of differing social, cultural and religious perspectives, young people build their awareness of the role of beliefs and values in their lives and in the lives of others.

Educational objectives of Face to Faith

Face to Faith is designed to improve young people's cultural and religious literacy and to encourage respect for the rights of others among students of all faiths and beliefs. The program does not teach religion, but *about* religions and worldviews as important aspects of civic learning in a diverse nation and world.

The program has three main educational objectives:

1. To provide opportunities for young people from around the world to engage directly in dialogue on global issues of common concern.
2. To foster respect and understanding among students of diverse cultural groups with differing religious and non-religious worldviews.
3. To increase student literacy about cultures, religions and beliefs through dialogue and collaborative learning.

¹ Director, Religious Freedom Education Project at the Newseum. U.S. Lead Advisor, Face to Faith



Face to Faith is an exciting opportunity for public schools in the United States to model and teach First Amendment principles by encouraging student voice, civil dialogue and mutual respect.

Using Face to Faith in the classroom: Questions and Answers

1. Why should *Face to Faith* be included in the curriculum?

Face to Faith educates students about an array of civic principles, including fundamental human rights and civic responsibilities, which flow from the First Amendment. As the United States is a multicultural society, and the world's cultures are increasingly closely connected through technology, educating students about different religions and cultures will prepare them for daily interaction in their community and outside it, and will help them develop a deeper understanding of themselves as both American and global citizens. Direct interaction with students in other countries will reinforce the civic values learned in the classroom and bring them to life.

Moreover, learning about religions and beliefs promotes cross-cultural understanding essential to democracy and world peace. *Face to Faith* is designed to encourage young people to recognize and address similarities and differences among diverse and often conflicting worldviews. The program gives students tools for civil dialogue across a range of differences and helps to equip them to live in a world of diverse religions and beliefs.

2. *Face to Faith* involves students in discussions about how people of different faiths and beliefs understand global issues. Is it constitutional for public schools to include discussions about religion in the classroom?

Yes. In school prayer decisions of the 1960s striking down state-sponsored religious exercises in public schools, the U.S. Supreme Court pointed out that public school education should include teaching *about* religion. Under the First Amendment to the U.S. Constitution, public schools may neither inculcate nor inhibit religion. The public school curriculum may not, therefore, aim at religious indoctrination in any form. The academic study of religion, however, is not religious indoctrination as long as such study is objective and academically sound.

3. What is the best way to prepare American students for participation in *Face to Faith* using First Amendment principles?

Teachers may want to introduce the program by asking students to consider the civic principles that enable people from different cultures, religions and beliefs to engage one another in civil discourse about global issues of shared concern. Among these guiding principles are liberty of conscience and



free speech as fundamental *rights* for all people, protected in the United States by the First Amendment and recognized throughout the world in the Universal Declaration of Rights. At the same time, students should understand the importance of linking a commitment to universal rights to a civic *responsibility* for upholding those rights for others, including those with whom they deeply disagree. By taking responsibility to guard the rights of others, students learn that they are not being asked to accept those beliefs, but are agreeing to *respect* the rights of others by participating in a civil exchange of ideas and views.

Teachers can ask students to translate these principles of *rights, responsibility and respect* into civic ground rules in their classrooms as they work together in *Face to Faith*. Within this civic framework, students are able to exchange deeply-held convictions without personal attacks or ridicule and to handle disagreements with civility and respect.

4. What is the role of the teacher in classroom discussions about faith and belief?

Classroom discussions concerning religious traditions in history, literature, or other courses must be conducted in an environment that is free of advocacy on the part of the teacher. While various perspectives should be presented, no religious or anti-religious viewpoint may be advocated by the teacher. When discussing religious beliefs, teachers can avoid injecting personal religious beliefs by teaching through attribution (e.g., by reporting that “most Buddhists believe...”).

5. Does teacher neutrality about religion mean neutrality about moral and civic values?

No. Teacher neutrality toward religion does not require educators to be neutral on moral or ethical issues discussed in public schools. Civic and moral values widely shared in our society, such as honesty, caring, fairness and respect can and must be modelled and taught in public schools without invoking religious authority.

Teachers should let students know that people derive their moral values from a variety of sources, religious and non-religious. Some students participating in the *Face to Faith* program will come from families that look to religious authority and revelation for moral guidance. Others come from more secular families. Teachers can and should acknowledge that moral values are formed in a variety of ways.

6. How should teachers respond if students ask them about their religious beliefs?

Some teachers prefer not to answer the question, believing that it is inappropriate for a teacher to inject personal beliefs into the classroom. Other teachers may choose to answer the question directly and succinctly in the interest of promoting an open classroom environment. But teachers who choose to answer the question should do so with no more than a brief statement. The question



must not be turned into an opportunity to proselytize for or against any religion. Schools may neither reward nor punish students because they agree or disagree with the religious views of the teacher.

7. May students express their personal religious views in *Face to Faith* class assignments and discussions?

Yes, within limits. If it is relevant to the subject under consideration and meets the requirements of the assignment, students should be allowed to express their religious or nonreligious views during a class discussion, as part of a written assignment, or as part of an art activity.

Teachers, however, should not solicit information about the religious affiliations or beliefs of students. Students should be allowed to choose on their own whether to express their religious or nonreligious views during a class discussion. At all times, however, teachers should maintain a learning environment where diverse perspectives are considered.

8. How are the needs and interests of students without a particular faith or belief addressed by *Face to Faith*?

Face to Faith is structured in such a way as to encourage young people to investigate significant global issues; share their opinions, beliefs and values; and explore the reasons for similar and different perspectives. In this way, it is as much for those who have a particular faith or belief as for those who do not. The program is designed to support encounter and exchange among students of all beliefs and cultures, with the aim of improving understanding and respect for differences in worldviews.

9. Should parents be informed about the use of *Face to Faith* in the classroom?

Yes. Because any program that involves discussion of religions and beliefs may be misunderstood, public school administrators and teachers would be wise to inform parents before implementing *Face to Faith*. Parents should be assured that the program meets First Amendment guidelines for appropriate academic treatment of religion in public schools.

Face to Faith developers consulted widely with parents in order to be transparent and to address any concerns. When parents learn more about the program, they generally recognize its educational value and support the participation of their children. Indeed, parent consultation has led to further co-operation: Two Lead Schools in Canada and the Palestinian Territories, for example, arranged video conferences



between groups of parents in their schools to help improve understanding about the program and about each other.



Face to Faith US Curriculum Mapping Introductory Module

Common Core State Standards

- CCSS.ELA-LITERACY.CCRA.SL.1
- CCSS.ELA-LITERACY.CCRA.SL.5
- CCSS.ELA-LITERACY.CCRA.W.6
- CCSS.ELA-LITERACY.CCRA.W.10.
- CCSS.ELA-LITERACY.CCRA.R.4
- CCSS.ELA-LITERACY.CCRA.R.7
- CCSS.ELA-LITERACY.CCRA.R.9
- CCSS.ELA-LITERACY.RH.9-10.2

C3 Framework for Social Studies State Standards

Dimension One: Students formulate and investigate compelling & supporting questions related to identity, diversity and culture (D1.1-2); refining questions (D.1.4.9-12) as multiple perspectives provide points of agreement and differences (D.1.3). Students will analyze module resources to conduct inquiry, considering a variety of viewpoints (D1.5). Students will use appropriate deliberative processes throughout (D2.Civ.9).

Sample questions may include, but are not limited to :

- What makes my community unique?
- What makes me, me?
- What influences and inspires me?
- What does the word "faith" mean to me?

Dimension Two: Using the context of their social studies discipline, students will investigate compelling and supporting questions related to identity, diversity and culture.

- In Civics, students can examine the role civic virtues (D2.Civ.8), personal interests (D2.Civ.10) and community organizations (D2.Civ.6) play in shaping their identity.
- In Economics, students can explore the influence of identity and culture on how people make choices about how to use scarce resources (D2. Eco.1 &2).
- In Geography, students can investigate how culture shapes the way people behave and perceive the world (D2. Geo.4, 5 & 6).
- In History, students can compare and contrast ideas related to identity and culture from the past to today (D2.His.2) using a variety of primary and secondary sources (D2.His.10) to explain how perspectives of people in the present shape interpretations of the past (D2.His.8).

Dimension Three: Students will use multiple primary and secondary sources (D3.3) to gather evidence to develop claims related to the compelling and supporting questions of the module (D3.1); distinguishing between fact and opinion (D3.2) as they refine their claims and anticipate alternative perspectives (D3.4).

Dimension Four: Students will engage in dialogue with students from different cultures to communicate understandings and experiences related to the central questions of the module (D4.3). Students will use reasoning and examples to illustrate their claims (D4.2). Students can collaborate with global partners to take informed action on problems in their community related to identity, diversity and culture (D4.6-8).



Civic Mission of Schools Proven Practices of Civic Education

1. **Classroom Instruction**- Lessons can enhance current curriculum as students engage in activities that increase their civic knowledge of the community, both local and global.
2. **Discussion of Current Events and Controversial Issues**-The Introductory Module addresses some of the most profound differences in faith and culture that are the root cause of conflict in the world today. The aim is to provide young people with the knowledge and skills to understand a variety of religious and cultural perspectives and resist extremist voices.
3. **Service Learning**-The Introductory Module prepares students to take informed action on community issues related to culture, identity and diversity. Projects related to school climate, anti-bullying, and inclusion would be grounded by the introductory module.
4. **Extra-Curricular Activities**- Introductory Module would promote understanding and common goals for any extra-curricular program. Some schools have convened a Face to Faith club to engage in the program.
5. **School Governance**- The introductory Module activities promote awareness and understanding issues related to diversity. This is crucial for effective school governance. Students who participate in the Introductory Module could present their findings to the school administration or school board to inform policy and school initiatives.
6. **Simulation of Democratic Processes**-The Introductory Module empowers students with the dialogue skills necessary to participate in a democratic republic. Students practice civil discourse as they listen, consider and respond to the viewpoints of others within their classroom and the larger global community.

Charlotte Danielson's Framework for Effective Teaching

Domain One- Planning and Preparation

The Introductory Module provides a range of resources and pedagogical practices to facilitate coherent instruction in multiple disciplines. Suggestions for differentiated instruction are provided to support success for students ranging from age 14-18. The materials are explicitly linked to the Common Core State Standards and the C3 Framework to facilitate the design of student assessments.

Domain Two- Classroom Environment

The Introductory Module is designed to create an environment of respect and rapport in the classroom. A culture of learning is fostered through the use inquiry, dialogue and the examination of multiple perspectives and sources related to diversity, identity and culture. Norms of behavior related to respect and civil discourse aid in the management of classroom procedures and student behavior throughout the year.

Domain Four - Professional Responsibilities

On line resources, mentors and on-going professional development provided by Face to Faith help teachers plan and prepare effective pedagogy. Teachers participating in Face to Faith become part of a global educational community that helps them grow and develop as professionals.

Domain Three- Instruction

Questioning and discussion techniques are employed throughout the module to engage students in learning and assess student understanding. The lessons demonstrate flexibility and culturally responsive instruction as students are encouraged to reflect and refine their inquiry and understanding throughout.

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LESSON

Essentials of Dialogue. Lesson 3: Identity & Respect



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By the end of this lesson your students should **know** that there is diversity in their classroom, **understand** how it affects them, and **have experienced** reflection upon the importance of respect.

Assessment Criteria.

Students can reflect upon themselves & their experiences.

Students can demonstrate an understanding of how to treat one another with respect.

Starter Activity

Name Swap.

NB – prior research (one homework before the first lesson) will probably be necessary for students to get the most out of this. As well as research at home, they can search the internet for the meaning of their names – many sites exist for this.

Each student takes a turn explaining the meaning of their name. They can also include information on why their parents chose it, why it is important to them, or what name they would prefer.

- You could use the "Listen to me" activity to manage this.
- There is also considerable potential for display work.

Main Activities

What does respect look like?

Students consider the nature of Respect in practice through their own experience. Please remember as you approach this activity that "Respect" does not mean "agree with" - Face to Faith Dialogues consistently demonstrate that students often have to work harder to feel comfortable identifying difference - but that this is one of the most important experiences that they can have.

Use the "What does Respect look like" sheet.

The purpose of this activity is to consider a range of ideas around the nature of Respect (we strongly suggest that you use your own judgment about your students to inform the options that you choose).

Ask students to work in pairs to fill examples into the sheet. These should be from their own experience –

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Lesson 3: Identity & Respect



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- Of how they have been treated with Respect.
- Of how they treat others with Respect.
- Of how they have seen other people act with Respect.

After they have completed these, you should encourage a class discussion. It is particularly valuable to explore differences in what people have said, as there are no hard and fast rules here. This is particularly true across cultures – where people can have some quite different ideas (in some cultures it is not respectful to make eye contact with someone that you are talking to, in others it is quite the opposite).

You may also wish to refer to the “Respect Principles” of Face to Faith. You may ask students to produce a word cloud to express their ideas about Respect – they can use either www.wordle.com or <http://www.tagxedo.com/app.html>.

Extension – more challenging questions.

In your discussion it may be appropriate to remind students that the key idea we need to develop is a discerning and informed respect, not a vague tolerance of anything and everything. You might like to compare this scale –

- **Tolerance** - Tolerance is the lowest common denominator, required if there is to be freedom of religion and belief. However, there are limits to tolerance, and it maybe argued that some points of view should not be tolerated in a democratic society.
- **Respect**. One cannot be taught to respect another position. Rather, respect is ‘commanded’ by people holding a particular view or living a particular way of life. There is also the distinction between respecting a view and respecting someone’s right/freedom to hold a view.
- **Recognition**. One may respect another’s viewpoint or way of life to the extent that it should be publicly recognised as contributing positively to society.

Additional questions that students might discuss:

- How do I decide what/whom to respect?
- What would prevent me from respecting a belief/action/statement?
- What does respecting a person mean? Does it mean recognising that even those who have done great harm to others still have human rights that need to be respected?

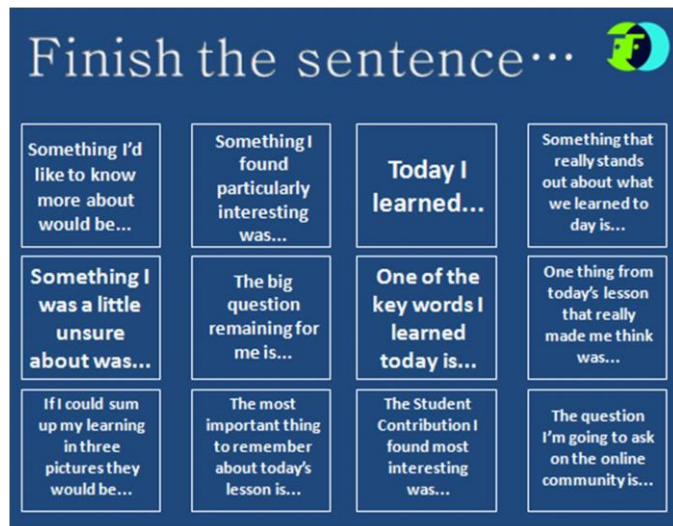
Encourage students to practice the dialogue skills that they learned last lesson in approaching this.

Plenary Activities

Using Plenary Powerpoint.

It's always great to finish a lesson by reflecting upon the key ideas.

Use the "Plenary Question Powerpoint" The questions underneath are –



Please feel free to edit for your students.

There are lots of options about how to use this – you can pick (or a student can pick – as a reward) one question for the class to consider.

- Students can answer in writing and then display their answers where they can see them.

- Students can answer orally.

- You can use "Sharing our ideas" to stimulate discussion.

- You can repeat as many times as you want.

Get students to write their ideas, so they can use this as the basis for the blog / journal.



A C T I V I T Y



S K I L L S

Listen to me!

Students work with a partner to share ideas.

You will need a timer for this activity - preferably one that is visible to the students.

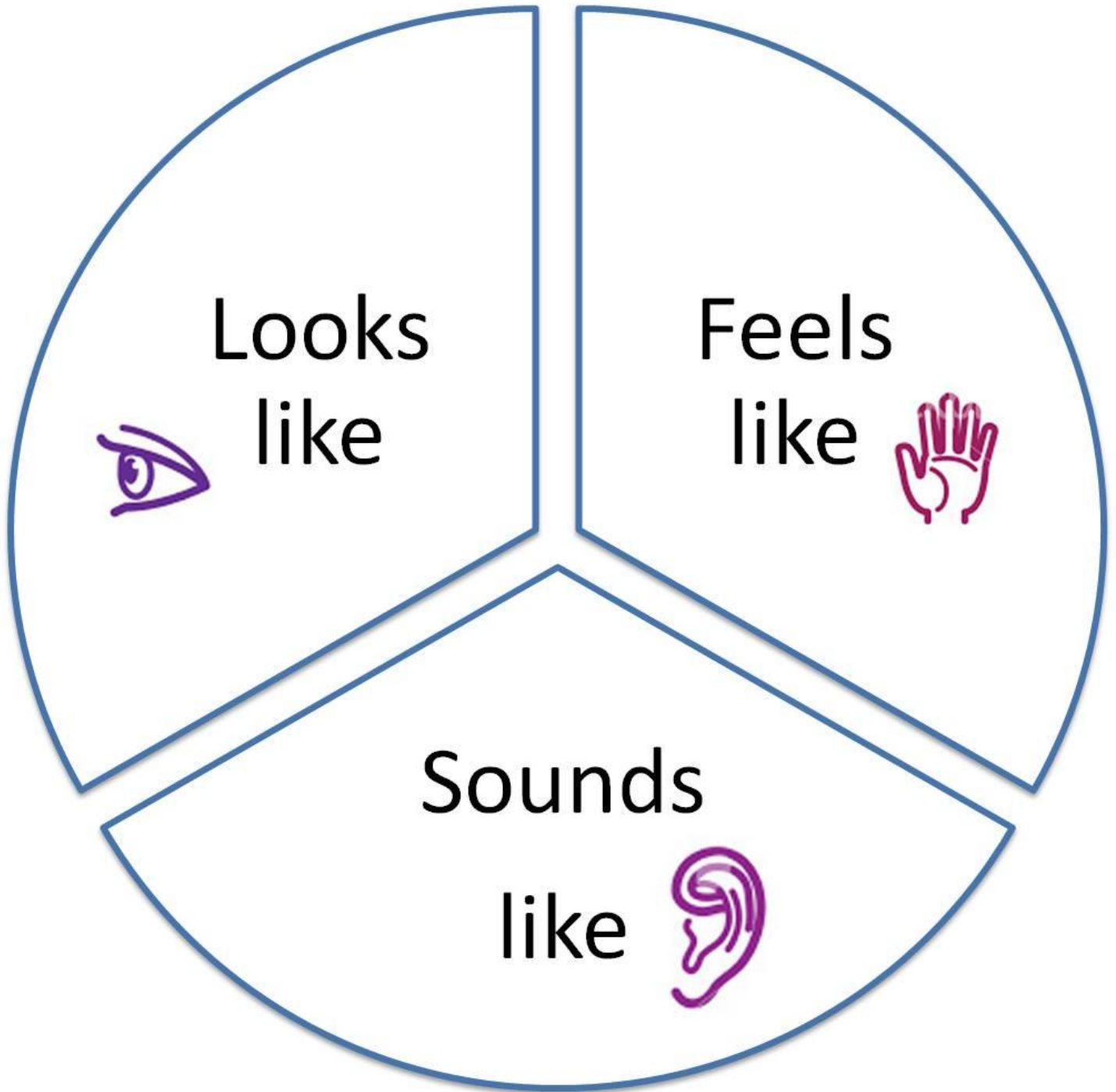
- Get students working in pairs - pair them up with; someone at their desk, a usual partner, someone that they choose, or use numbers / cut up pictures to pair them. (Hand out cards with numbers on - 2 of each number - when students come in, then ask them to find the student with the same number).
- Outline the activity for the students; the speaker will have a set amount of time to share their ideas, and then the listener must feedback. Then roles are exchanged. Both elements need to be well-prepared.
 - **Speaker** needs to be prepared to fill a whole minute with their contribution - ideally this should be personal and subjective ("What do I think about this..." "What matters to me"). Speakers can refer to very brief prepared notes (a few bullet points - not a script).
 - **Listener** needs to be prepared to listen effectively ("Think what a good listener looks like" teacher models good listening first), and then provide focussed individual feedback - so finishing a sentence like "I was interested in....", "I was fascinated by"
- Establish who is going to Speak or Listen first - use quantitative ideas - person with longest hair, birthday nearest today, wearing most colours, shortest / longest name, initial comes first in alphabet.
- Establish how much time students will have (one minute is optimum for speaker, thirty seconds for listener to feedback)
- Speakers then speak, listeners listen, then feedback. You may want to refresh instructions half way through.
- When the time is up encourage students to
 - Reflect upon what they've exchanged (write down your best 2/5 ideas, Share your ideas with a new partner)
 - Provide positive feedback to their partner (either a simple "you were great", or finish the sentence "I enjoyed working with you because...")

Active Listening
Cooperation
Critical Thinking
Reflection



W O R K S H E E T

RESPECT...



Face to Faith



RESPECT principles of Face to Faith.



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RESPECT Principles of Face to Faith.

Face to Faith talks about culture and identity, but always emphasises **Faith** and **Belief**, because those two things can play a very positive role in our world, yet are almost always referred to in a negative way.

Face to Faith emphasises **Similarity** and **Difference** – finding the ways in which we are similar to other people is often easy, but discovering the ways in which we are different gives us much more opportunity to learn. Diversity is something that we celebrate.

We have a number of principles that support all our work - summed up in the acronym RESPECT

R

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.

E

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

S

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.

P

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

E

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.

C

Compassion – we create opportunities for our young people to actively engage in their communities; working with others of different faiths and beliefs to address pressing issues, and make the world a better place.

T

Trust – The key to any relationship is trust. Face to Faith is about building trust that we will always treat one another respectfully, openly and honestly – that we will always listen to each other's values and beliefs.



A C T I V I T Y



S K I L L S

Sharing our ideas

You will need a timer for this activity - preferably one that is visible to the students. You can download one from <http://www.teachit.co.uk/702>

- Get students working in pairs - pair them up with; someone at their desk, a usual partner, someone that they choose, or use numbers / cut up pictures to pair them. (Hand out cards with numbers on - 2 of each number - when students come in, then ask them to find the student with the same number).
- Outline the question for the students. The question for this activity should be open-ended, and encouraging divergent (creative thinking), so it works best when you are asking students to either
 - reflect back upon what they have learned ("remind each other what we covered last lesson"),
 - come up with a variety of possible answers to a question ("how many answers to the question X can you and your partner come up with")
- Allow some silent individual thinking time - 20 seconds maximum.
- Establish who is going to start - use quantitative ideas - person with longest hair, birthday nearest today, wearing most colours, shortest / longest name, initial comes first in alphabet.
- Establish how much time students will have (one minute is optimum)
- Students then take turns sharing their ideas or responses - they have to move quickly, and share as many ideas as possible - ideally there should be no hesitation - they should be trying to share as many ideas as possible in the time allowed.
- When the time is up encourage students to
 - Reflect upon what they've exchanged (write down your best 2/5 ideas, Share your ideas with a new partner)
 - Provide positive feedback to their partner (either a simple "you were great", or finish the sentence "I enjoyed working with you because...")

Active Listening
Cooperation
Critical Thinking
Global Communication
Reflection

Face to Faith



Essentials of Dialogue. Lesson 3: Identity and Respect.



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<http://facetofaithus.org/>
twitter.com/Face_to_Faith

USA Common Core Mapping.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Essentials of Dialogue. Lesson 4: Influences



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By the end of this lesson your students should **know** the things that influence them, **understand** how our influences can impact upon our thinking and actions, and have **experienced** reflecting upon similarity and difference

Assessment Criteria.

Students can identify the different influences that shape their opinions, including their own religious teachings and beliefs.

Students can answer the question: “what influences me?”

Starter Activity

Use the Powerpoint Presentation “What influences our opinions?”

Non-controversial and neutral images are chosen. The aim of the activity is for students to explore their own thinking. *You may choose to replace these images with others that are more appropriate for your students.*

There is a third example at the end of the ppt.

Students view the two images and write down any words/phrases that come to mind.

Ask students to reflect – pick just one word, and then think carefully about evaluating their suggestion.

Write careful (but short) explanations:

Why did I pick that particular word?

What influenced me to pick that particular word? NB – ensure that students have a genuine understanding of what you are looking for with “influences”.

Then share the influences that students have come up with – either go round the classroom for oral feedback, or assemble a list using post it notes that students put on a wall.

Draw up a list on the board of the major influences that have been identified in this activity.

The brief explanation should provide a clear definition of what we mean by influences (the power to sway/ persuade/ affect someone/ something).

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Essentials of Dialogue. Lesson 4: Influences



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Main Activities

A handful of influences.

All students are given a template of a hand.

They should reflect upon the five greatest influences in their lives, and write down one on each finger. *(Optional; Once they have completed this, they should consider the most influential factor and write it in the palm)*

Allow students some personal thinking time so that they are able to apply the skill of identifying and, importantly, evaluating, their factors. They may recall prior knowledge of how **their faith** can influence them and this probably will feature on their hand.

Students pair up and discuss their 'hands'.

Use the Activity "Listen to me"

Encourage good listening by setting the student who is listening, the task of being the best listener that they can be. You can make this work well by making a big deal out of it, and you will find that students will quickly identify the key skills of being a good listener.

- **Extension** – get students to form groups of 4 with the pairs nearest their pair. Introduce their partner, and explain their partner's influences.

Finish this activity with some reflective discussion – the key idea for students to explore and articulate is that within the group there may be both similarity and difference in their influences. If this is the case within a group who have had similar experiences and upbringing, then it is likely to be the case with groups with different experiences and upbringing.

- **Extension / Display.** Ask students to pin their hands up on the wall. Students then have to connect their hand to another hand with the same / a similar influence with a strand of brightly coloured wool.

- **Extension – more complex questions.** Ask students to evaluate influences! Not all influences are good (can we think of any negative ones?) How should we deal with negative influences? What are the most appropriate responses.

Reflection Activities

Split the class in two. One group puts their *hands* (paper ones) into the middle of the room. Members of the other group pick a hand from the pile. They have to find the hand's owner and have the influences stated on the hand explained to them by the hand's owner.

(NB – Keep the completed hands, they will be useful for lesson, and for the Compassion module – you could use them to make display work as well).

Then [www/EBI](http://www.ebi.org) Analysis of their own or their partner's work as an additional Plenary activity.



A C T I V I T Y



S K I L L S

Active Listening
Cooperation
Critical Thinking
Reflection

Listen to me!

Students work with a partner to share ideas.

You will need a timer for this activity - preferably one that is visible to the students.

- Get students working in pairs - pair them up with; someone at their desk, a usual partner, someone that they choose, or use numbers / cut up pictures to pair them. (Hand out cards with numbers on - 2 of each number - when students come in, then ask them to find the student with the same number).
- Outline the activity for the students; the speaker will have a set amount of time to share their ideas, and then the listener must feedback. Then roles are exchanged. Both elements need to be well-prepared.
 - **Speaker** needs to be prepared to fill a whole minute with their contribution - ideally this should be personal and subjective ("What do I think about this..." "What matters to me"). Speakers can refer to very brief prepared notes (a few bullet points - not a script).
 - **Listener** needs to be prepared to listen effectively ("Think what a good listener looks like" teacher models good listening first), and then provide focussed individual feedback - so finishing a sentence like "I was interested in....", "I was fascinated by"
- Establish who is going to Speak or Listen first - use quantitative ideas - person with longest hair, birthday nearest today, wearing most colours, shortest / longest name, initial comes first in alphabet.
- Establish how much time students will have (one minute is optimum for speaker, thirty seconds for listener to feedback)
- Speakers then speak, listeners listen, then feedback. You may want to refresh instructions half way through.
- When the time is up encourage students to
 - Reflect upon what they've exchanged (write down your best 2/5 ideas, Share your ideas with a new partner)
 - Provide positive feedback to their partner (either a simple "you were great", or finish the sentence "I enjoyed working with you because...")



WORKSHEET

Handprint.





ACTIVITY

WWW EBI

Working through the materials you will find many references to this technique for self and peer assessment. This is a very simple technique that can be used with a variety of strategies to enable students to reflect upon their own individual performance, and that of their classmates.

Acronym	Stands for...	What does that mean?
WWW	What went well?	Students have to identify those areas of the activity that were a success – this can either be in terms of outcome , or of the skills that they demonstrated in order to reach it.
EBI	Even better if?	Students have to identify what they would need to do better – it is important that these are expressed positively – it is about looking forward!

It is a good idea to encourage students to write 2 or 3 bullet points for each one – so a short plenary session might produce something like:

WWW 1 We produced a really great power - point presentation.

WWW 2 We had a thoughtful discussion and came up with some good ideas.

EBI 1 Everyone in the class was on task when we were preparing the presentations

EBI2 Everyone followed instructions carefully.



SKILLS

Active Listening
Cooperation
Critical Thinking
Questioning
Reflection

You can see that the two EBIs are really criticisms of some individuals – but they are expressed in a positive and anonymous way. When you are starting to use this technique it might be a good idea to have some examples of WWW/EBI statements for students to emulate, but you will find that they are quick to get the hang of this simple reflective technique.

After a single activity –

You can do a quick WWW/EBI analysis – give students a set period of time (30 seconds for example) to write one point for each (either about themselves individually, their group, or the whole class, as appropriate). You can then share these by getting students to put them in the middle of the table, pick another at random, and then call on random students to read the ideas that they have in front of them.

As a plenary at the end of a lesson –

Must	Do something quick as above – just one or two points, and share with a partner using either of the activities; “Sharing our ideas” or “listen to me”.
Should	<p>Come up with and write down three points for each, then share with a partner / group; call on random students for feedback,</p> <p>Write down their three points. Share with a partner. Then carefully managed feedback;</p>
Could	<ul style="list-style-type: none">• Get students to vote on the best comment on their table.• Students mix around the room, sharing their comments. <p>Give students the opportunity to re-draft their points once they have talked to others.</p>

As reflection at the end of the module –

Use the WWW/EBI sheets to manage students’ reflection on the whole module, as part of a larger reflection. They should be able to produce WWW/EBI points for both themselves as individuals, and the whole group.

Start by giving them the opportunity to identify what they have done (either through discussion, or a card sort, or similar activity).

Then encourage them to work individually to do a WWW/EBI analysis, before moving onto work together as groups to produce cooperative work, upon which they can then base targets for future work.

Face to Faith



Essentials of Dialogue. Lesson 4: Influences.



S U P P O R T

helpdesk@facetofaithonline.org
facetofaithonline.org
twitter.com/Face_to_Faith

USA Common Core Mapping.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Offensive or OK?

That is an interesting point.

Do you honestly believe that?

I hate

Thank you for your opinion

Can you see it from my point of view?

You make an interesting point.

I disagree...

You're wrong.

That's rubbish.

Can you explain that to me again?

That just doesn't make sense

We'll have to agree to disagree.

You must be joking!

I see it differently.

That is silly.

I can't understand what you are saying.

GLOBAL COMPETENCE MATRIX

Global Competence is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance.

INVESTIGATE THE WORLD	RECOGNIZE PERSPECTIVES	COMMUNICATE IDEAS	TAKE ACTION
Students investigate the world beyond their immediate environment.	Students recognize their own and others' perspectives.	Students communicate their ideas effectively with diverse audiences.	Students translate their ideas and findings into appropriate actions to improve conditions.
Students: <ul style="list-style-type: none"> ■ Identify an issue, generate a question, and explain the significance of locally, regionally, or globally focused researchable questions. ■ Use a variety of languages and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant researchable question. ■ Analyze, integrate, and synthesize evidence collected to construct coherent responses to globally significant researchable questions. ■ Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	Students: <ul style="list-style-type: none"> ■ Recognize and express their own perspective on situations, events, issues, or phenomena and identify the influences on that perspective. ■ Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives. ■ Explain how cultural interactions influence situations, events, issues, or phenomena, including the development of knowledge. ■ Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives. 	Students: <ul style="list-style-type: none"> ■ Recognize and express how diverse audiences may perceive different meanings from the same information and how that affects communication. ■ Listen to and communicate effectively with diverse people, using appropriate verbal and nonverbal behavior, languages, and strategies. ■ Select and use appropriate technology and media to communicate with diverse audiences. ■ Reflect on how effective communication affects understanding and collaboration in an interdependent world. 	Students: <ul style="list-style-type: none"> ■ Identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions. ■ Assess options and plan actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences. ■ Act, personally or collaboratively, in creative and ethical ways to contribute to improvement locally, regionally, or globally and assess the impact of the actions taken. ■ Reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally.

The Global Competence Matrix was created as part of the Council of Chief State School Officers' EdSteps Project in partnership with the Asia Society Partnership for Global Learning.

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