



Peer-learning Friends Ambassadors
Celebrate Diversity Global Literacy People
Dialogue Faiths
FACE
Identity Culture Respect
Cooperative Differences Explain Community
Videoconference Religious **Faith** Religions
Similarities Young DISCUSS Teachers
Interact

Tony Blair Faith Foundation

Social
Action

Education

Faith & Globalisation
Initiative

FaithsAct

Education

Face to Faith

Face to Faith

Face to Faith



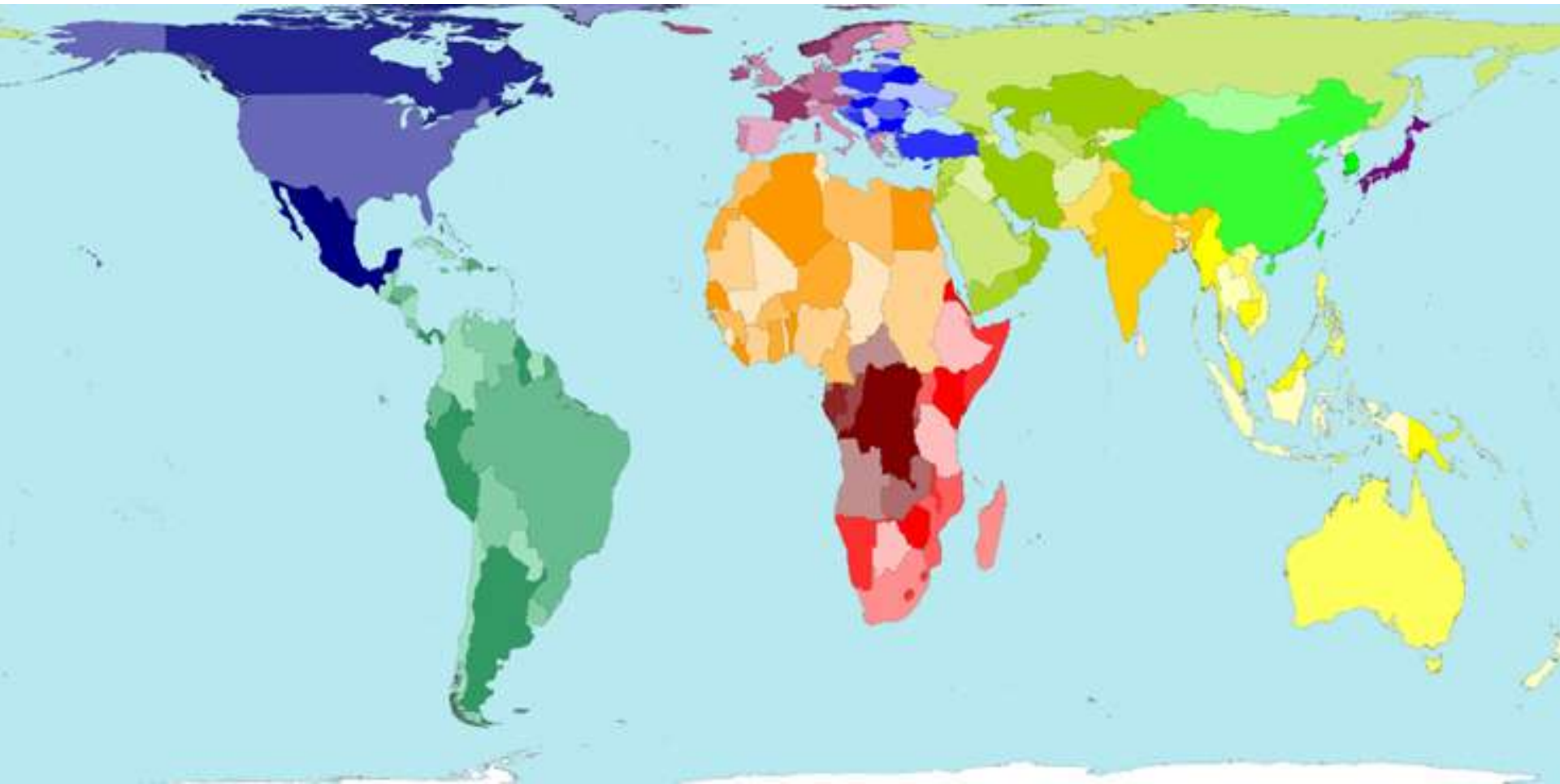
Young people of
different cultures
and faiths learning
with, from and
about each other.

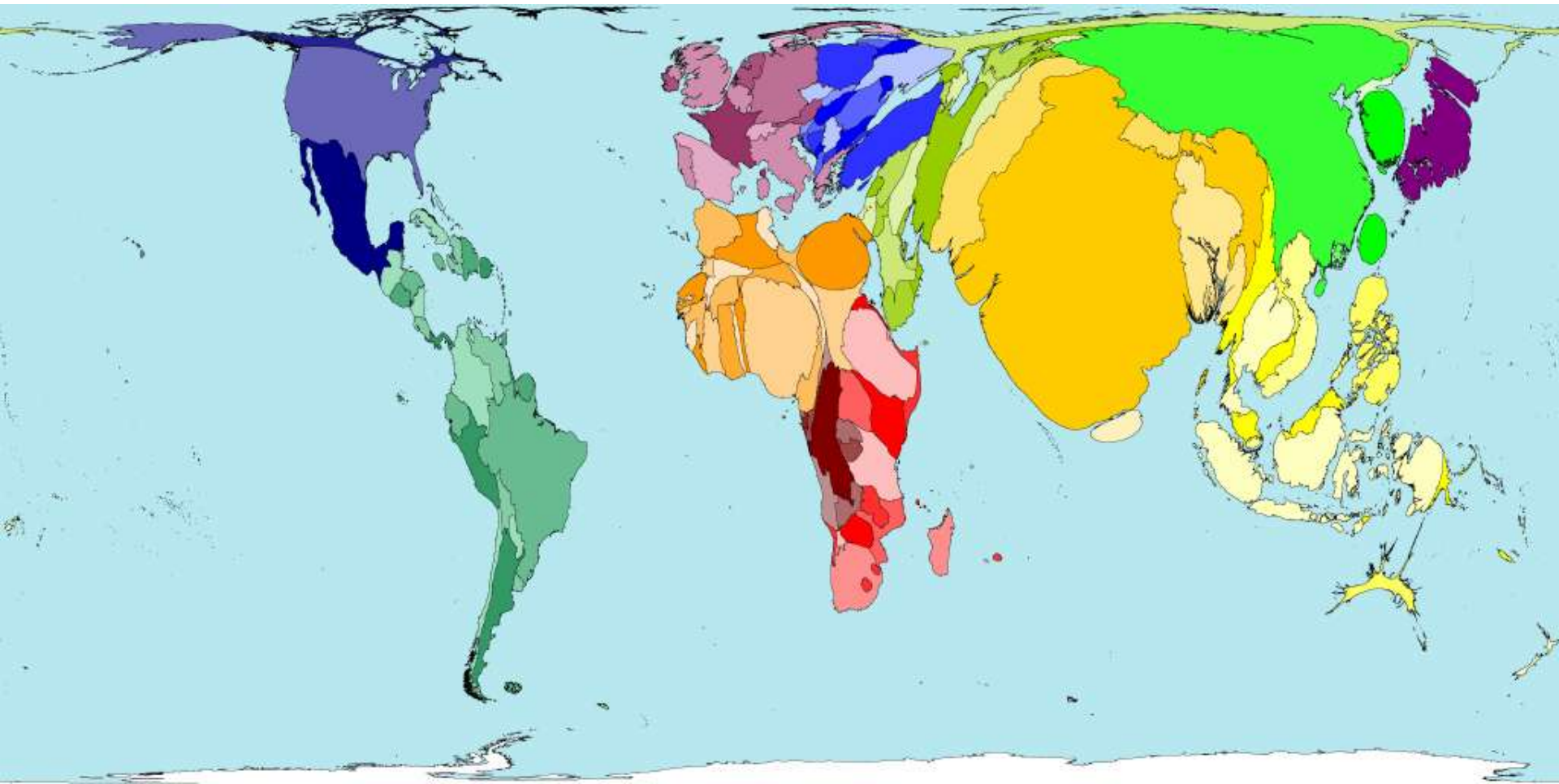


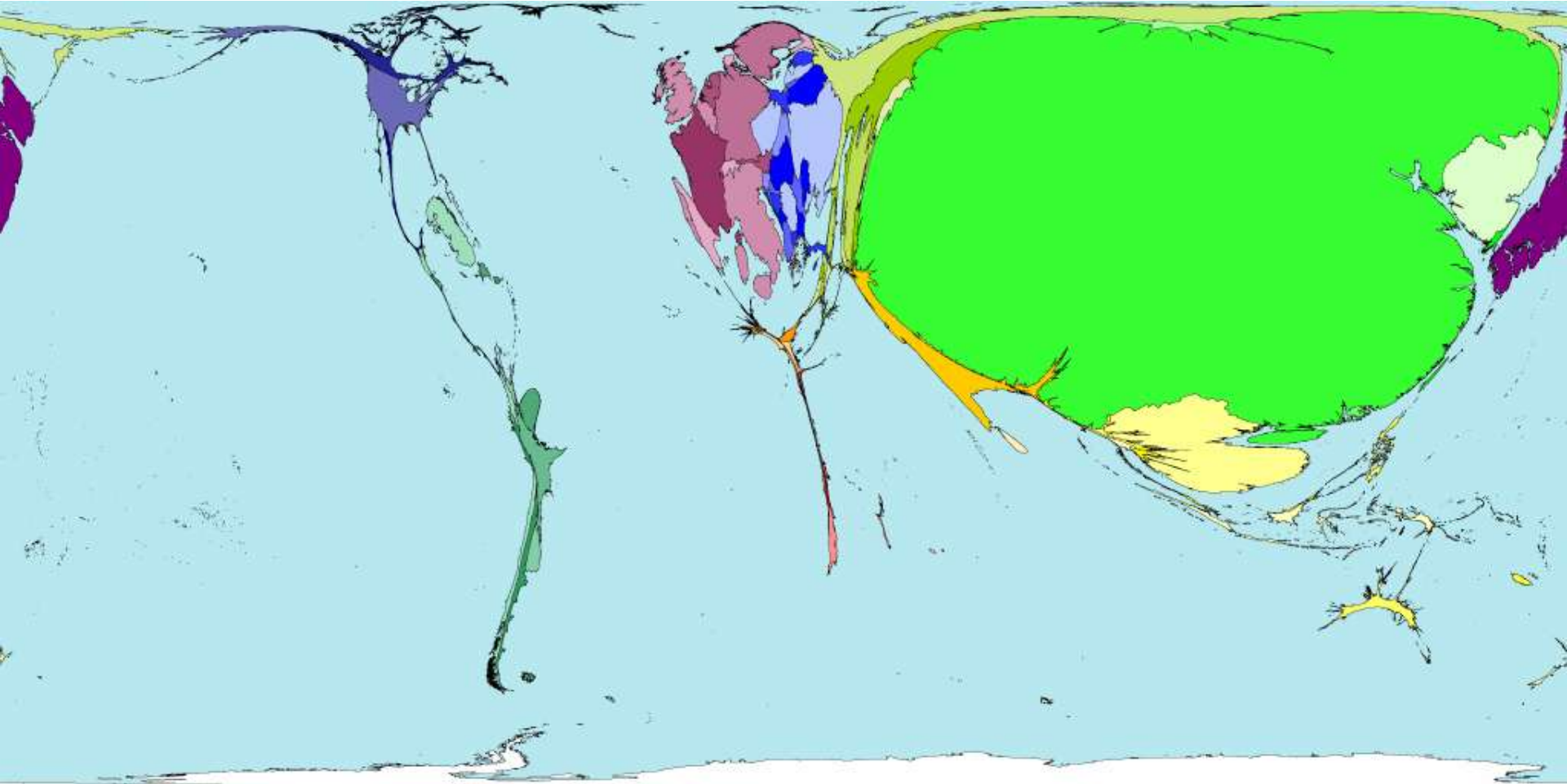


Learning about others' points of view.
Teaching others what they think.
Sharing their own experience.
Positive ambassadors for their own
communities.









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 continue to learn. We can always learn from one another and share a responsibility to teach others about things.

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 things. 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.

Celebration – We want to create opportunities to celebrate the wonderful



- We have schools in:**
- Australia
 - Canada
 - Egypt
 - India
 - Indonesia
 - Israel
 - Italy
 - Jordan
 - Kosovo
 - Lebanon
 - Mexico
 - Pakistan
 - Palestinian Territories
 - Philippines
 - Singapore
 - UAE
 - Ukraine
 - UK
 - US



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graph TD; A[Video Conferences] --> B[Teaching materials]; B --> C[On-line community]; C --> D[Teacher training]; D --> A;
```

**Video
Conferences**

**Teacher
training**

**Teaching
materials**

**On-line
community**

Classroom A



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 B

Classroom Resources



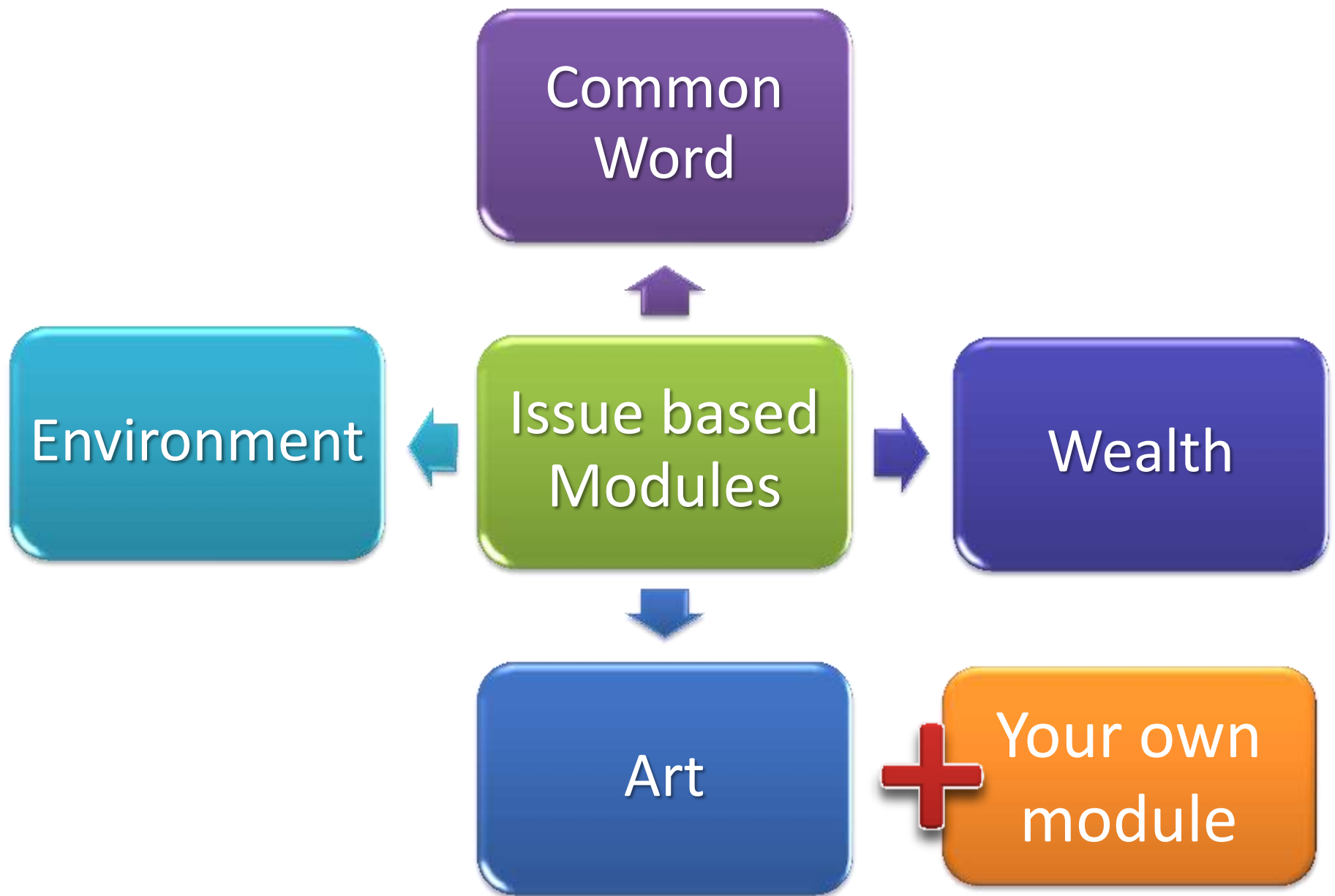
Introduction Module

Compulsory Module develops skills of dialogue

Issues Based Modules

Expert Videoconferences

Special Day VCs



Online Community



 Search

World Interfaith Harmony Week: Tuesday 1st – Tuesday 8th February...

1 2 3 4 5 6

INTER FAITH WEEK

Write a blog post »

Your content

avourite

mony Week - "What gives

Blogs

[Featured](#) [Latest](#) [Popular](#)

RED ROSES PUBLIC SCHOOL

Objectives
Posted by: rrrps_saket - 08/01/2011 - 04:43

The Bubble That Didn't Burst

But some showed up.

Great Teachers Inspire

Posted by: iin hermiyanto - 22/12/2010 - 03:40

Interfaith Harmony Week - "Why is inter-faith dialogue important?"

FTF environment module school trip to a Mosque and Hindu temple 2010

Featured Country



Country Coordinator: Simmi Kher





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



Cooperative
Learning

Building
Dialogue

Sharing good
practice.

**How to
do it –
*Pedagogy***

Active Listening

Using the on-
line community

Introducing the classroom materials.



What happens when
we don't
listen to
one
another ?



Stand up,
Hand up,
Pair up.

You will need:

A topic or question.

To know who is supposed to
start.

To use a 'pair voice'.



Rally Robin

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!

Why should we do this?

Videoconference

Review and Reflection

Communication Skills / Thinking caps

This is us

What influences our opinions?

Discussion, debate & Active Listening

**Introduction
Module;
“Learning
journey”**

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

Module 1 / Lesson 3 / Task 1

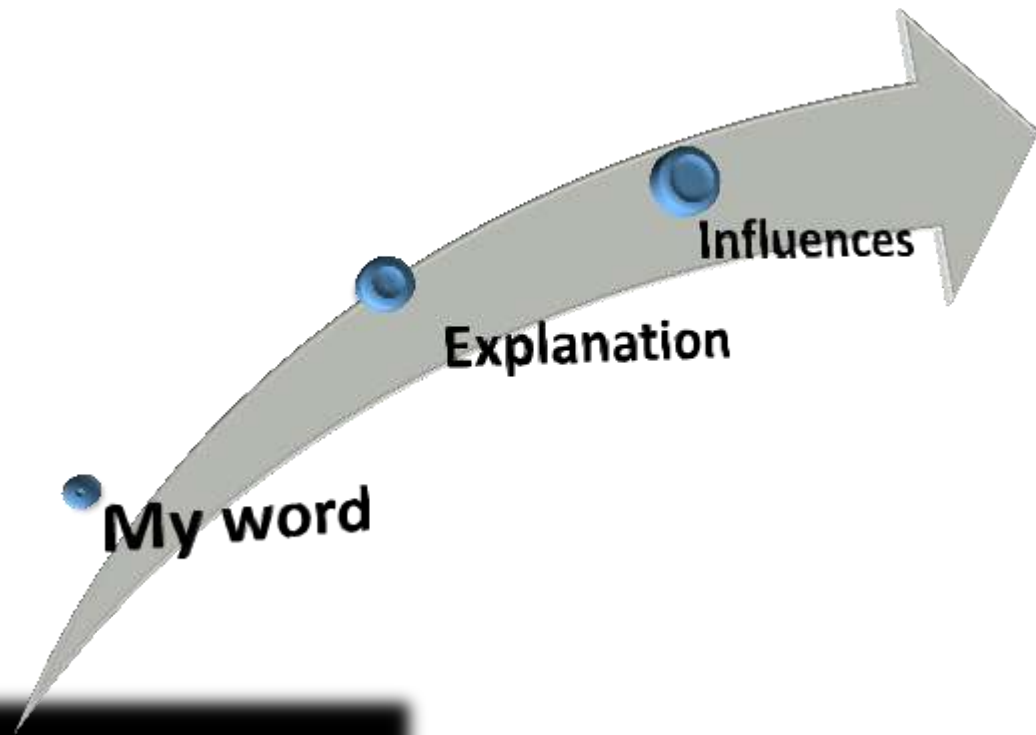
What influences our opinions?



*When you see these
two following
images write down
the first three words
that spring to
mind...*







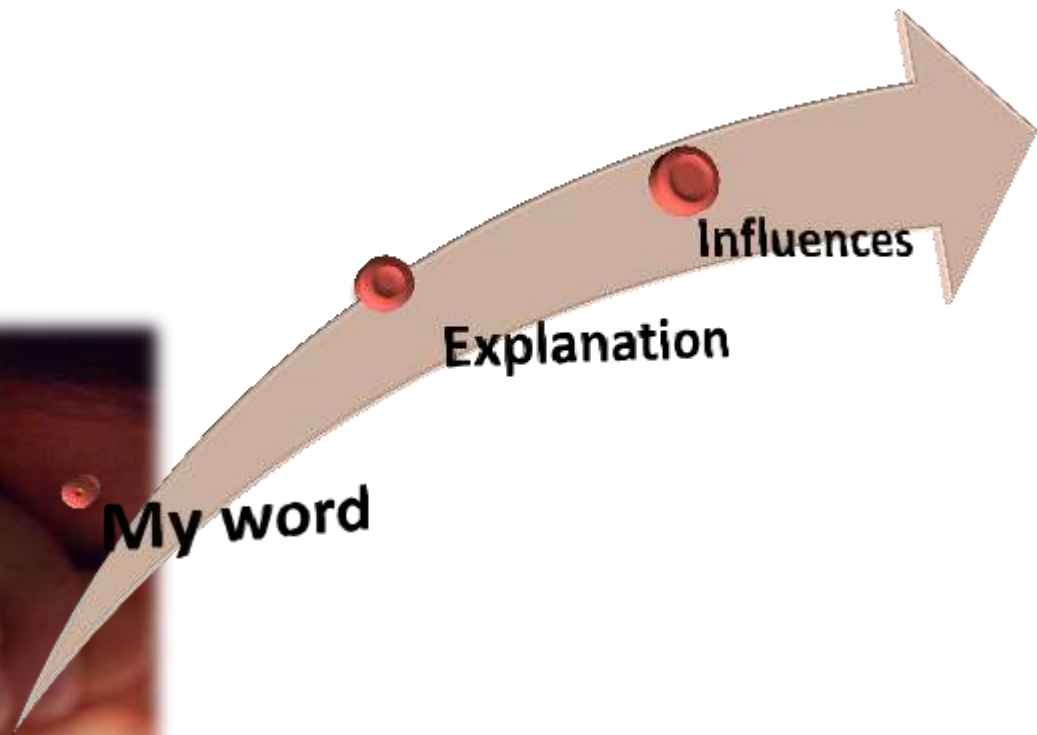


Worry

**Global
warming –
ice melting**

Media – TV
*Documentaries,
Newspapers,
Magazines*



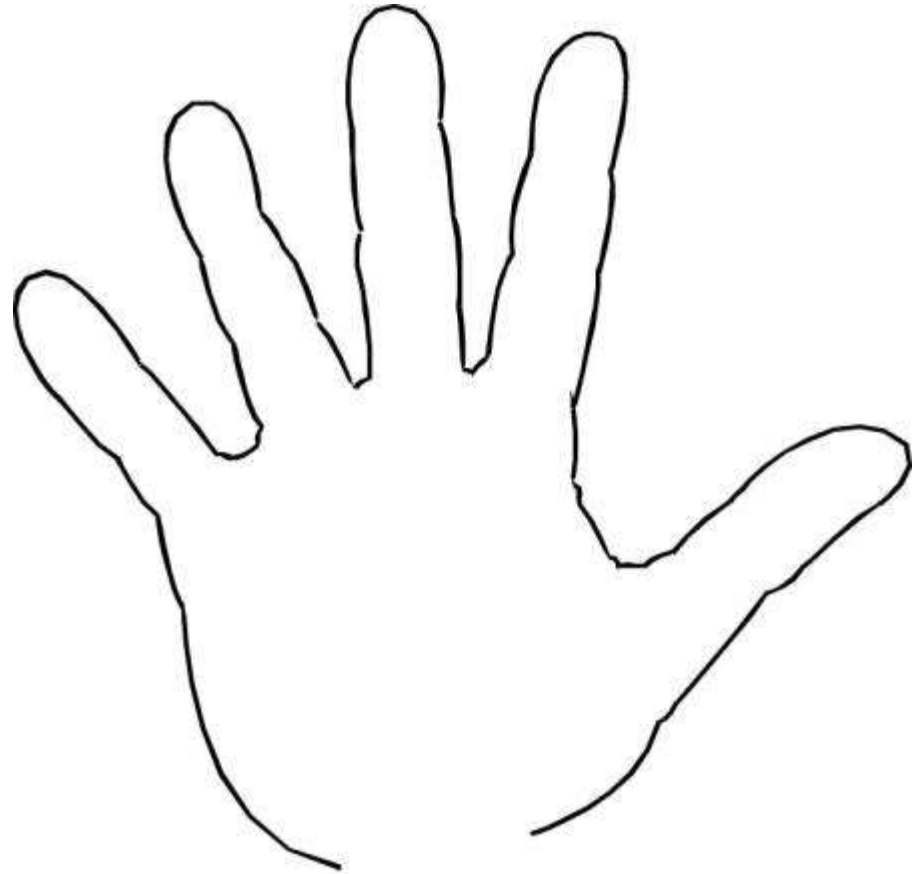


My word

Explanation

Influences

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



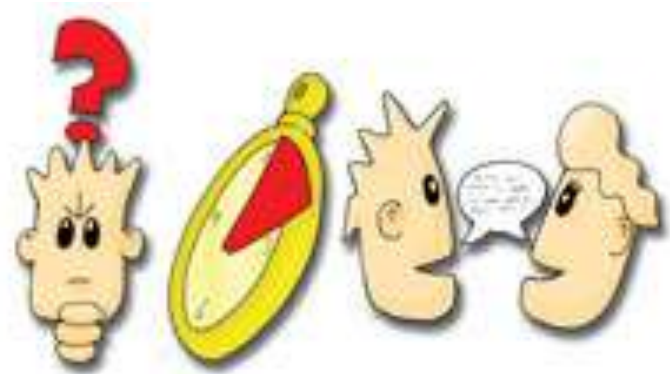
Module 1 / Lesson 3 / Task 2

You will need:

To use a 'pair voice'.

To know who starts.

To listen politely.



Timed pair share

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

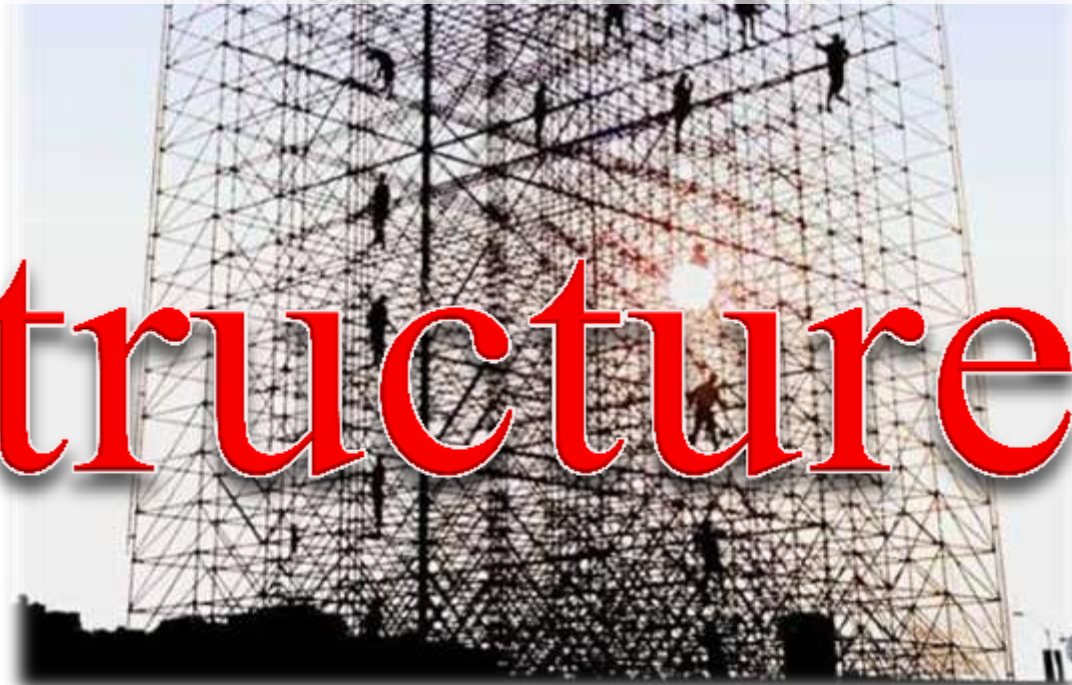
Easy Dialogue

Dialogical skills

Cooperative Learning

A repeatable, content free sequence of steps designed to structure the learner's interaction with the material, each other and the teacher.

Structures





What went well?

Even better if...

**Offensive
or OK?**

*Do you
honestly
believe
that?*

I hate...

**Thank
you for
your
opinion**

**That is an
interesting
point...**

*Can you
see it
from my
point of
view?*

**I
disagree**

**That's
rubbish
!**

**You're
wrong**

*We'll
have to
agree to
disagree*

*Can you
explain
that to me
again?*

**That
doesn't
make
sense...**

**You
must be
joking...**

*I can't
understand
what you
are saying*

**I see it
differently**

Work as a group,
use the two flip charts.

Use your experience to fill
in

“How to do it”

“How not to do it”

Face to Faith

Video Conferencing Charter



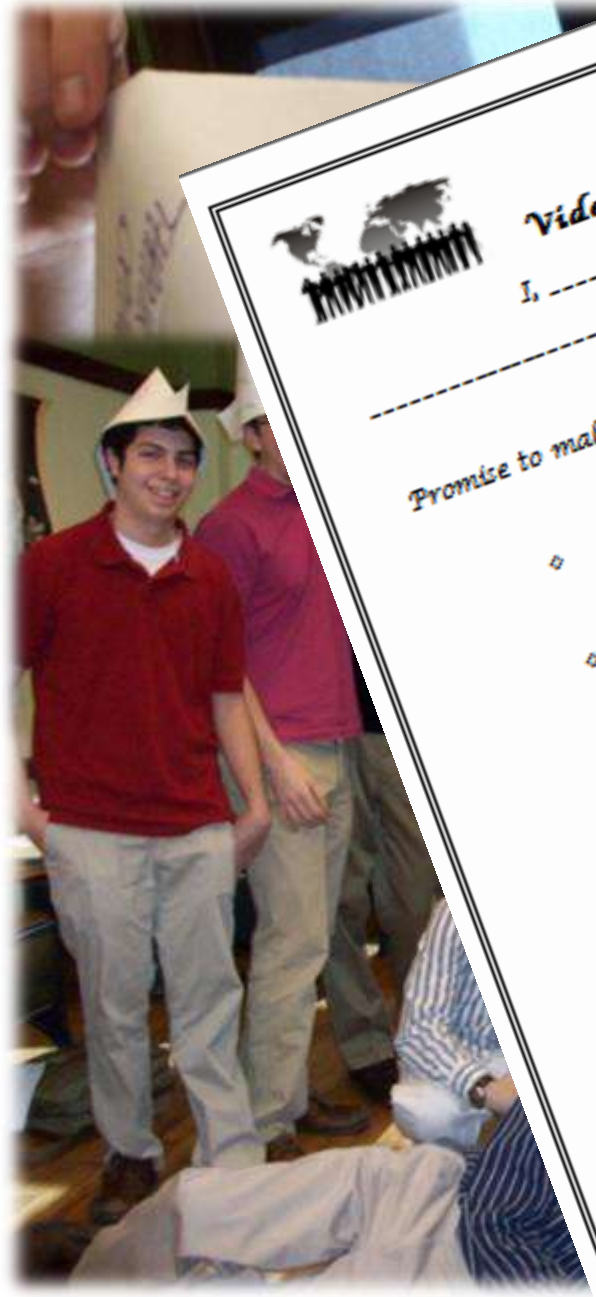
I, _____ of
_____ School/ College

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





- ◆
- ◆
- ◆

In return, I expect to be treated:

- ◆
- ◆



Discussion Skills.

L – Listening A - Argument S - Speaking Key Skill	I did this often 	I sometimes did this 	I did this once or twice 	Ooops – I forgot to do this. 
L I showed interest in what others were saying.				
L I referred to what someone else said.				
L I expanded a previous point when I spoke				
L I showed respect for the views of others.				
S I spoke clearly when I made a point.				
S I kept my point short.				
S I used some key words when I spoke.				
S I showed enthusiasm				
S I did not speak for too long, but shared the time with my group.				
A I was able to give a reason for my point of view.				
A I was able to give evidence to support my point of view.				
A I was able to explain why I agreed with someone else.				
A I was able to argue against someone else's point of view.				
A My comments made other people think about their idea.				
A I talked about my own beliefs or faith.				
A I talked about the beliefs or faith of others.				



What went well?

Even better if...

The Video Conference

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”.

Perfect
Planning
Prevents
Poor
Performance

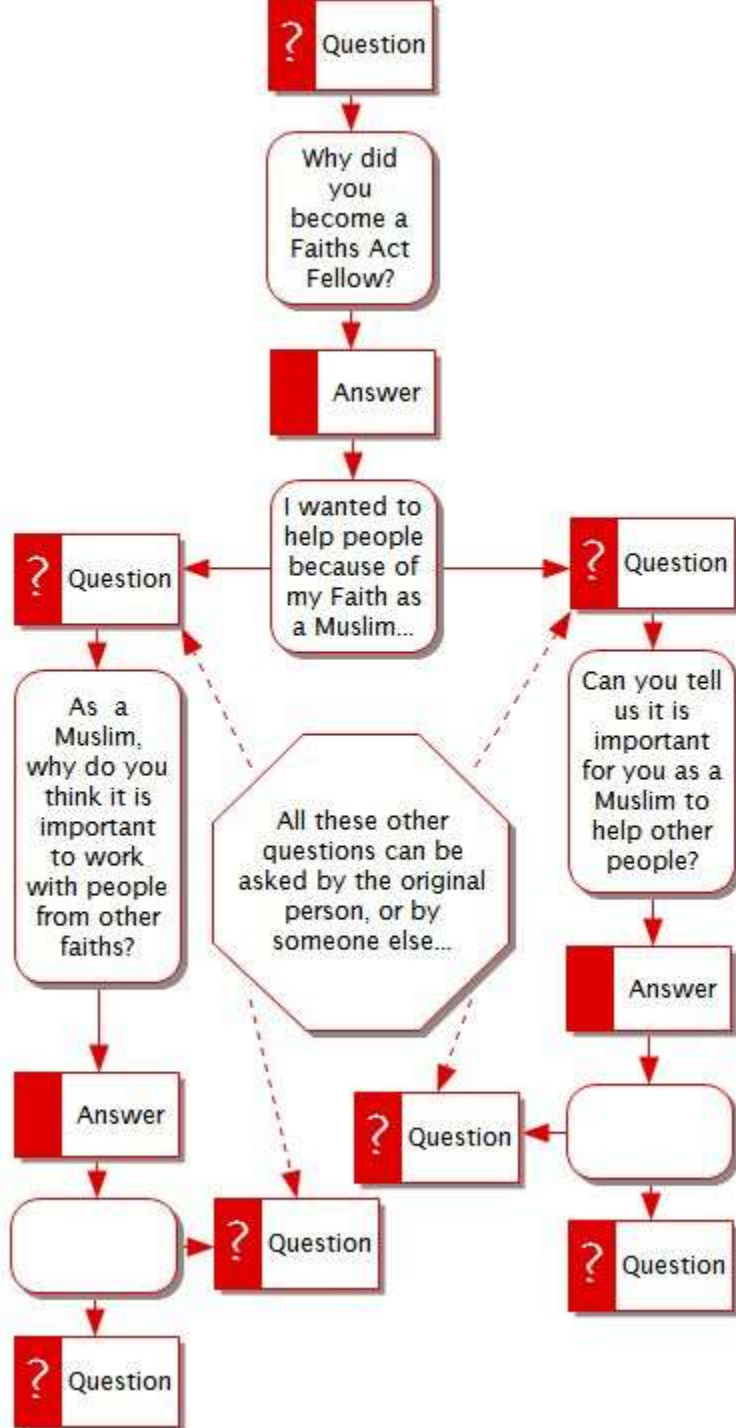


You will need:
To be in groups of 4
To know who starts.



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”





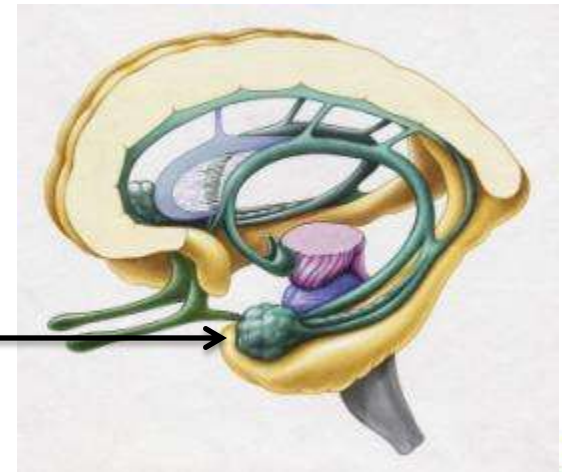
Why is this Brain Friendly?

Interviewee stands so that everyone gets to look up – equalizes status.

Amygdala, triggers fight/flight reflex based upon faces.



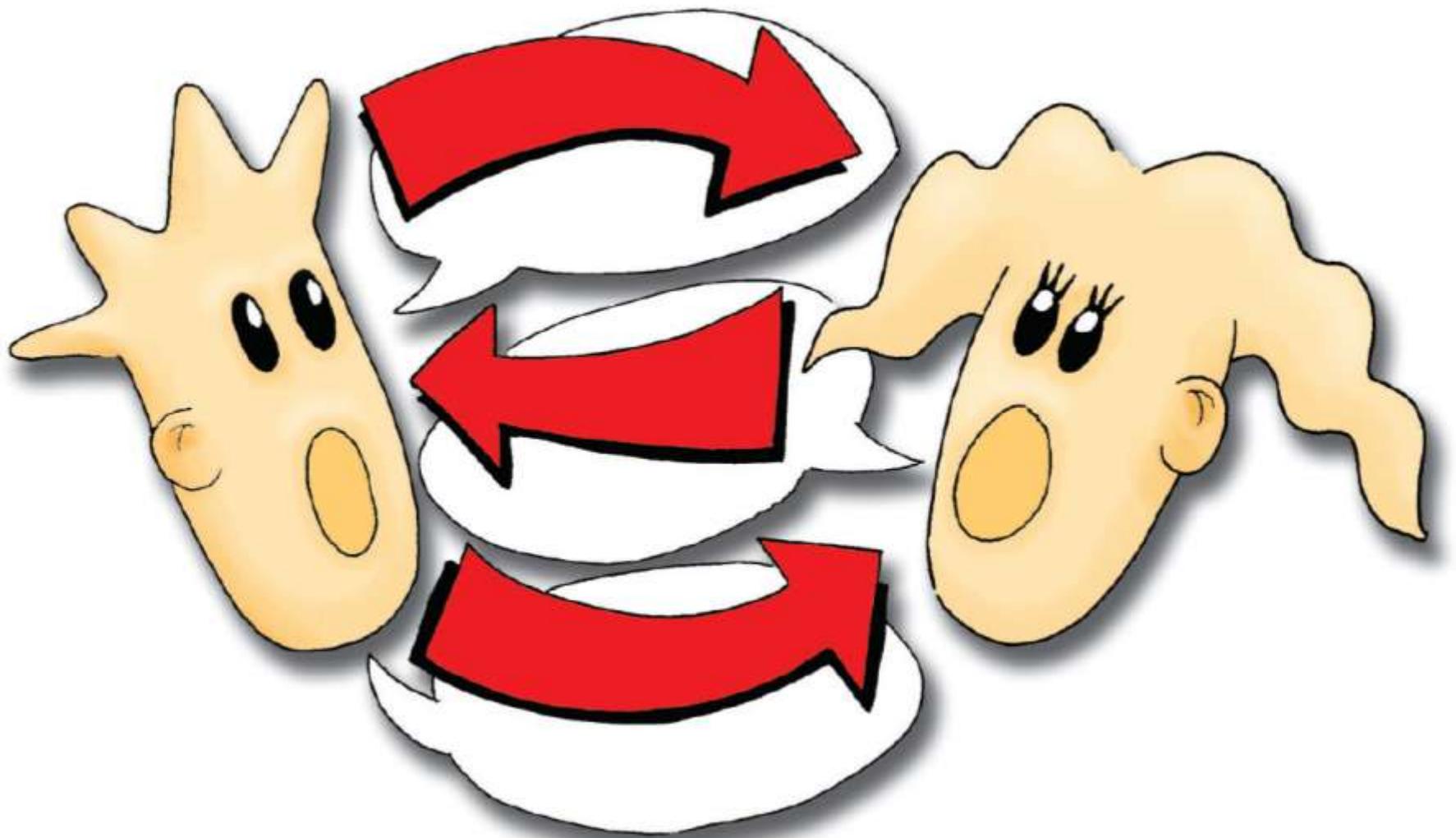
Amygdala





**I think that key
features of the first
module include....**

Fishing for good ideas...



Why is this Brain Friendly?



Rally Robin

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!)



You will need:

A card & a pen.



Quiz, quiz, trade

1. Stand up, hand up, pair up.
2. Student A; Ask your question – praise a right answer, coach a wrong one.
write
3. Student B; Ask your question, praise a right answer, coach a wrong one.
about write the answer
COVE
4. Swap cards, thank your partner.
5. Hands up, find new partners, repeat...

