

DEVELOPING TEACHING SEQUENCES

Intellectual output 4

OBJECTIVE

The overall aim of developing lessons about (religious) diversity

- I. Improve the understanding of the concept of diversity
- II. To expand the knowledge of existing ethnic, religious and cultural groups
- III. To improve intergroup as well as intragroup interactions
- IV. To empower reflective people active in school communities

PURPOSE

Understanding religious diversity

- I. To assist teacher trainees with greater understanding and reducing stereotypes that may be encountered in schools and communities
- II. To understand the broad goals of diversity and examine them in terms of existing curricula
- III. To apply approaches to dealing with identity to educational material, including existing lesson / unit plans
- IV. To develop new lessons / lesson elements

PROPOSAL

Overall purpose

- Getting to know the religion/culture/worldviews of the self
- Getting to know the religion(s)/culture(s)/worldviews of others
- Modifying curricula and instruction to address the goals of diversity

Phases

- to reflect upon one's experiences related to religion/culture/worldviews
- to learn about religious/cultural differences by meeting/interviewing people from a different religious/cultural/ethnic group
- to develop a deeper understanding of the community one lives in in terms of available resources that support as well as hinder the implementation of multi-religious and multicultural education
- to understand the approaches to dealing with diversity and examine them in terms of existing curricula and lesson/unit plans
- to apply the goals of diversity to a modified curricula and lesson plans

Addressees

The addressees of this proposal are teacher trainees. The listed objectives and contents constitute a framework to help them prepare their expected lessons.

Aim

The trainees develop a teaching sequence, perform appropriate lessons and reflect on their teaching practice. Planning aids, materials of the sequence, and the outcome of the reflection will be put on the online platform and thus offer interested teachers a set of guidelines for interfaith / intercultural education.

Steps

- 1) Plan a guide for education proposals (see attached model)
- 2) Develop first drafts in the trainees' country
- 3) Share the drafts with the partner group

- 4) Complete the teaching sequence
- 5) Teach the lessons in RE classes; they also include a sequence in which the attending pupils from different countries exchange their products
- 6) Reflect the teaching experience, both internally and together with the partner group
- 7) Dissemination: The results of 1, 4 and 6 are provided on the website. They offer suggestions to interested teachers for interfaith / intercultural teaching

EXPLORING MY SCHOOL ENVIRONMENT

I) *Purpose*

To develop a deeper understanding of your school community / school environment in terms of available resources that support as well as hinder the goals and objectives of multicultural / interfaith education

II) Aims

The teacher trainees are

- to acquire and develop interreligious and intercultural competences / skills by considering personal experiences and encounters in the context of living in diverse and plural environments
- to analyse and modify concepts and curricula dealing with religious and cultural diversity
- to develop RE appropriate lesson plans

III) Proposed learning objectives

a) For teacher trainees and pupils

- Develop a clearer sense of one's own ethnic, cultural and religious socialization as well as critical engagement
- Be informed about the religious and ethnic communities represented in one's own classroom / school / living environment

b) Additional objective for teacher trainees

- Modify curricula & teaching to address the goals of diversity
- Engage with and respond to concepts of dealing with a diversity of beliefs and practices of faith

IV) Steps

Do the following activities in small groups.

1. Make a list of the things you expect to find that support multicultural / interfaith education as well as those that pose threats or obstacles
2. Begin by walking around in your school / school environment. What resources do you find that may support efforts to increase understanding of diversity and multiculturalism? Which ethnic / religious groups are present? What languages are spoken? What places of worship exist? What ethnic restaurants and food stores can be found? What community services exist to assist the poor, the elderly or the disabled?
3. Interview storeowners and shopkeepers in the neighbourhood of your school. What are their impressions of the existing cultural / religious diversity? Do they see diversity as asset or an obstacle?
4. Interview your class- / schoolmates. What cultural / religious experiences and resources do they bring with them into your school? What can you learn from them?*
5. What might hinder your and your school's ability to effectively address multicultural / multi-religious questions? How might you overcome these?
6. What questions are still left unanswered? What can you do about that?
7. Describe any surprise, unexpected outcomes, or concerns about your community scan.

V) Suggestions

Interreligious (intercultural) competences / skills	Learning contents	Learning steps
<p>① Develop a clearer sense of one's own ethnic, cultural and religious identities as well as worldviews</p> <ul style="list-style-type: none"> • examine one's own socialization • encourage critical reflection to become a more complex thinker 	Socialization experiences <i>Beliefs-Values-Behaviours</i>	Identify experiences that have influenced the religious and cultural values, beliefs and practices you hold today
	Reflection on experience	Reflect on some experiences you have had that may have influenced your understanding of other religions
	Interaction with other religions (cultures)	What were the occasions where you interacted? What kind of interaction? What did you learn? Is your knowledge correct?
<p>② Be informed about the communities represented in one's own classroom / school /environment</p> <ul style="list-style-type: none"> • examine different biographies • develop flexibility and creativity in dealing with others • express one's views while hearing others • bestow pupils with the ability to dialogue across a range of registers 	Area scan	Survey an area over a short period in small groups: What resources may increase understanding diversity & multi-religiousness? What religions are present? What places of worship exist? What ethnic institutions other than your own can be found (restaurants, shops, ...)? What may pose a threat or obstacle to what you have been used to? Interview people – what are their impressions of religious diversity in the area? Is diversity an asset or obstacle to them? What unique religious experiences and resources do you think children will bring to the classrooms? How might you build upon them in classroom and school? What aspects may hinder effective multi-religious / multicultural education?
<p>③ Understanding religious diversity</p>		Derive a series of interview questions you are going to conduct with people from other religions, following given guidelines (*see respective chapter)
<p>④ FOR TEACHER TRAINEES:</p>	Lesson analysis Goal 1: Improve understanding of the	Review a religion lesson plan / existing curriculum for RE, paying particular attention to how each of the goals can be

Modify curricula & teaching to address the goals of diversity <ul style="list-style-type: none"> engage with and respond to concepts of teaching diversity, beliefs and practices of faith 	given religious / cultural plurality in your area Goal 2: Expand the knowledge base of religion and the religious groups found in your area Goal 3: Improve intergroup as well as intragroup interaction Goal 4: Empower pupils / student teachers to reflect and become proactive	addressed Turn each of the goals into a question that you (as a student teacher) are able to address in a lesson or unit
	Application of the goals	Select an already prepared lesson or develop your own lesson with the 4 goals in mind along these questions: How can content and learning phases of this lesson a) contribute to the understanding of diversity and pluralism? b) expand the knowledge about the existing diverse groups? c) promote intergroup and intragroup interactions? d) empower pupils / other student teachers to reflect and become proactive?

VI) Suggestions for didactical and methodological reflection

a) To consider during the planning phase

- What is multi-religious education?
- What do you expect to find that supports multi-religious education?
- What aspects may hinder effective multi-religious / multicultural education?
- What unique religious and non-religious experiences and resources do you think children will bring to the classrooms?
- How might you build upon them in classroom and school?

b) Reflection on teaching experience

How did content and learning phases of the prepared lesson(s)

- contribute to the understanding of diversity and pluralism?
- expand the knowledge about the existing diverse groups?
- promote intergroup and intragroup interactions?
- empower pupils / other teacher trainees to reflect and become proactive?

INTERVIEW-DISCUSSION ACTIVITY GUIDELINES

1. In groups of three, develop three questions you are going to ask three other pupils / students from a religion/confession other than your own – first in the form of a comment or an idea you have of the theme
2. Your classmates / fellow students take the questions home and (without answering them) make response questions related to the same theme
3. You receive these response questions and the original questions
4. Research information to answer suitably – answers should be insightful, personal, specific and concrete, including facts and examples, excluding stereotypes and generalities
5. In one of the next lessons, you ask your partners your questions; they answer them and continue with asking their response questions you are supposed to answer