

1. Introduction

Doing great activities with a great educational content doesn't need to be difficult; we already have so many of them in CISV! So that everyone can benefit from them, the Education Content committee is building a database of all of our Peace Education activities. We need your help to collect a selection of activities from all our programmes. To ensure these activities are collected in a consistent way we are using an Activity Template, and there is one for each programme. This will make it easier for everyone to use and share activities. The database will be located online in 'The Library' and will be managed with help from each of the Programme Committees. The format of this template is based on the CISV Experiential Learning model.

2. Educational Content

Areas(s) of Peace Education: Please check the box which identifies the **main** focus of the activity.

<input type="checkbox"/>	Human Rights	<input checked="" type="checkbox"/>	Diversity
<input type="checkbox"/>	Conflict and Resolution	<input type="checkbox"/>	Sustainable Development

Theme: A theme is used to connect a series of activities through a programme. What is the Theme of your programme and how does this activity fit into it?

Faiths, religion and spirituality

Educational Goals and Indicators: Please only check only the ones your activity will focus on and collect evidence for.

	1	Increase intercultural awareness
	1a)	Learn where and when to use different phrases of host family language
	1b)	Understand the host family structure
	1c)	Share aspects of culture and customs with the host family
X	1d)	Learn aspects of culture and customs of the host country
	2	Develop leadership skills
	2a)	Contribute to planning and organising activities
X	2b)	Behave appropriately towards others
	2c)	Make inclusive decisions involving the group
	2d)	Take responsibility for self and own actions
	3	Increase self awareness
	3a)	Be able to compare own daily routines and responsibilities with host family's
X	3b)	Be able to compare self with others in their delegation
X	3c)	Be able to compare self with Interchange partner
	4	Increase cooperative skills
	4a)	Interact with partner independently
	4b)	Be able to compare self with others in their delegation
	4c)	Interact with the family through conversation and activities

Evidence: How will you know if the participants have learned what the activity intended? Evidence should be matched to the indicators you identified for this activity.

During the visits, leaders observe:

- 1- Participants behave respectfully
- 2- Participants demonstrate an interest in the information being shared by the host

While the participants are talking during the debrief the leaders (or staff) will walk around, listen, and collect evidence, without disturbing the participants.

- 1- During the discussion after the visit, participants express an understanding of the faiths they visited
- 2- During the discussion after the visit, participants compare aspects of their own religion to the faiths they learned about

3. Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things

- (a) how the activity is introduced in relation to the Theme
- (b) how the structure of the activity is explained, including group sizes and directions for what participants will do
- (c) what the role of leaders is during the activity e.g. how will they collect evidence

The goal of this activity is to allow participants to experience other sources of spirituality and learn about other faiths through real life interaction with different religious places.

Before the visits, have a meeting with the participants. Have a discussion where participants are asked to explain to the others about their own religion. Participants can be asked to create a hand out about their religion to share with the group.

Before departing remind participants that the purpose of the visit is to learn about other faiths. Remind them that no matter the religious identity of the participants, or whether they are non-believers, everyone can benefit from the experience of experiencing the beliefs that are important to others. Tell the participants about the importance of being respectful and open minded. Also emphasise the need to respect the dress-codes applicable in the locations to be visited and to behave appropriately.

Participants will visit different (at least 3) places of worship. The visits could be grouped together into a one-day trip, or spread across several days.

Visits to the places of worship could include the following things:

- A talk by a member of the religious place about the religion's core beliefs.
- An explanation of the different rituals at the worship place and their importance.
- An opportunity for your group to ask questions.
- An opportunity to talk to young people who worship in the religious place.
- An opportunity to experience a worship ceremony.
- If appropriate, ask one of your hosts to say a prayer in the tradition of her or his religion.

It is best to organise your visit in liaison with the 'keeper' of the religious place. It is important to meet the person who will organise the visit so that you can explain the educational purpose of the visit. Inform your host that because of the educational reason for the visit the tour should provide descriptive rather than strongly promotional information.

After each visit participants should review the "Reflect and Generalize" debrief questions. The "apply" questions should be discussed as a group after all visits have been completed.

4. Debriefing

Reflect:

What questions will help participants reflect on what they experienced in the activity?

- What did you experience while at the religious place? How did you feel?
- What were your main impressions of the building and of the way of worship?
- What surprised you the most?

Generalize

What questions will help participants think about what they have learned and put their experience into a wider context

- What did you learn about this particular faith?
- What are the main beliefs of people of this religion?
- How does this compare with your own religion or with other religions you have learnt about? What similarities and differences exist?

Apply:

What questions will encourage the participants to think about how they can apply their learning in different contexts and situations?

- Why do people hold different beliefs? How are beliefs developed? Through our upbringing? Our families? The media?
- What points of conflict may exist between the religious practices we saw?
- Why do you think people fight on the name of religion?
- Are there any common elements or values to all religions?
- What can help us be more understanding towards differences?

4. Materials and Background Preparation

Origin of Activity: Did you create this activity? If not, who did?

Manual *Learning to Live Together. An intercultural and Interfaith Program for Ethics Education* (Arigatou International, 2008)

http://www.arigatou.ch/ltl/showdoc.php?doc=Arigatou_E

Materials: List the materials and their quantities to do the activity.

Information sheets about religion (created by participants)

Time & Group Size: Suggest the ideal time scale and group size for this activity.

A full day
5 to 20 participants

Tips for facilitators: What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

Things to consider in preparing the visits:

Get information about the worship places you would like the participants to visit. Take into consideration the religious beliefs of the participants, so you include them in your tour. Discuss your choice of places with the participants.

Make a list of worship places and plan the most practical way to visit all of them during the time you have assigned for the activity. Remember to keep enough time for visiting each place and plan in time for moving

from one place to another.

Contact the person responsible at each worship place you would like to visit. Explain the purpose of your visit and the importance of experiencing and learning about others' beliefs. Assure that the information given to the participants at each place is informative and is given in an atmosphere of respect of other faiths.

Underline the interfaith nature of the group, regardless of whether the group includes young people from different faiths or is a homogenous group in a learning process of respect of other beliefs.

Agree on a day and time for the visit with the person who is going to receive the participants. Arrange with the person about the kind of visit, if it will be during a worship moment, how the participants should be dressed, and if they are going to provide any kind of refreshments. Ask if it is possible to arrange for the participation of other children or young people members of the worship place.

Support participants in preparing information about their religion in advance

Conduct a preparatory meeting with the participants before the visits.

During the visit, let participants explore the place and arrange a time for questions before you leave.

After the visit have a sharing time for debriefing.

Things to consider in preparing the discussions:

Prepare yourself to facilitate a discussion on this topic! As background thematic information, you may read the introductory chapter "Learning to Live Together" of the Manual where this activity has been taken from (see above)

Activity Name: Each activity should have a name so it can be searched for in the database.

Interfaith Visits