



Learning
Interculturality
From Religion 2

LIFE

TWO

newsletter
issue

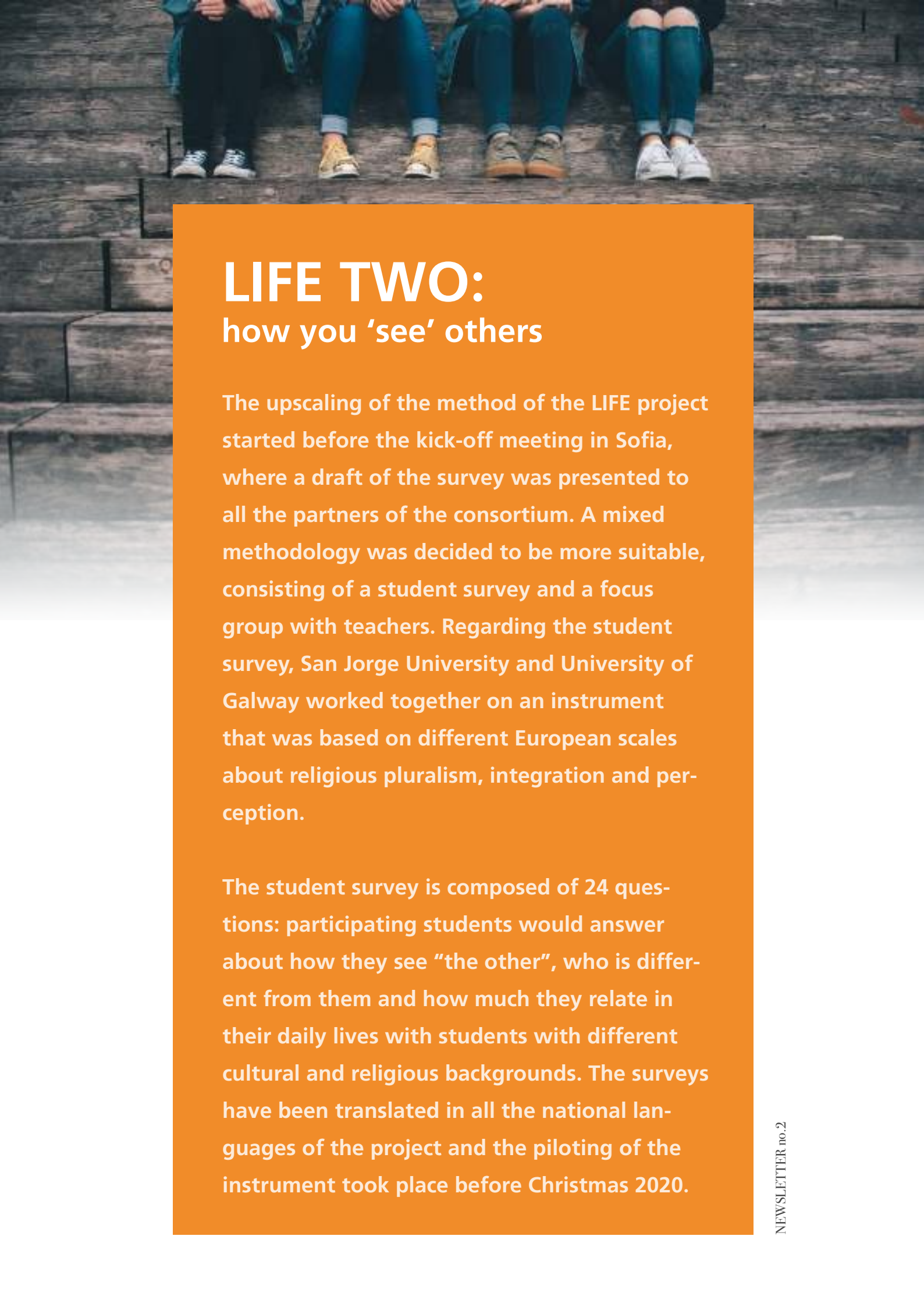
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Learning Interculturality from
Religions towards Outreach
Activities

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www.lifetwo.eu

A photograph of four people sitting on wooden steps, showing their legs and feet. They are wearing various styles of jeans and sneakers. The background is a blurred outdoor setting.

LIFE TWO: how you 'see' others

The upscaling of the method of the LIFE project started before the kick-off meeting in Sofia, where a draft of the survey was presented to all the partners of the consortium. A mixed methodology was decided to be more suitable, consisting of a student survey and a focus group with teachers. Regarding the student survey, San Jorge University and University of Galway worked together on an instrument that was based on different European scales about religious pluralism, integration and perception.

The student survey is composed of 24 questions: participating students would answer about how they see "the other", who is different from them and how much they relate in their daily lives with students with different cultural and religious backgrounds. The surveys have been translated in all the national languages of the project and the piloting of the instrument took place before Christmas 2020.

A Guide for a new interreligious educative approach

The LIFE TWO project will realize a Guide for teachers and students with the aim to put at the schools' disposal a set of guidelines, which will facilitate the use of the project's interreligious educative approach. The Guide is addressed to educational networks, secondary school teachers, headmasters, other teaching staff, policy makers, and public decision makers giving the project a broader horizon.

The Guide will integrate all the protocols elaborated during the participatory processes and all the practices from the piloting held in each project country.

The materials will be collected based on the reports, the cahiers de board and the e-learning platform. All the protocols and the piloting will be compared and analyzed by the experts involved in the research phase in order to summarize all the process and create the general Pedagogical and Didactic Participatory teaching and learning Model (PD&P). The Partnership will also edit an e-Book version of the Guide to facilitate its dissemination and use.

The LIFE TWO learning guide will contain all the indications for applying in class the participatory teaching and learning model to give an inclusive dimension to the religions in secondary schools. After a short introduction focused on the importance of teaching and learning about religions, specific discussion and tools will be addressed to suggest how to face the spiritual dimension of the education and the spiritual educative dimension as a "social skill". The Guide will consider the new context and new social challenges of the religious diversity with the aim to give indications about the dimension of social inclusion and reciprocal knowledge of religions.

Being a practical guide addressed to teachers and students, it will also address the issue of considering the religions as a barrier, in order to propose the religion education as an opportunity to have a better reciprocal understanding.

The Pedagogical and Didactic Participatory teaching and learning Model (PD&P) proposed by the LIFE TWO project is based on the Inquiry Method (IBM) in education. The Guide will define steps and actions in order to apply the IBM model to the religion learning from a participatory approach perspective, connecting it with the



creative role of the students. The role of the teachers in the IBM applied to religions will be also a consistent part of the Guide, with indications about how to use PD&P approach, its main characteristics, activities and possible contents.

The Guide will be launched and will be available in e-format in the first months of the 2021.

Fifty Answers:

A “serious game” for promoting the intercultural and interreligious debate

LIFE TWO proposes some educative tools addressed to the secondary schools for enhancing the debate about the interreligious education in Europe. Among these educative instruments, the partnership has promoted a card role-game: 50 Answers.



50A is a digital card game that aims to propose a cognitive approach in teaching religion that is neither ideological nor limited to the historical and social aspects. The presentation of the main rites and beliefs of the most widespread religions in Europe in school through 50A, aims at promoting social inclusion in education by showing how religions, which are often used as the answer to great human questions, are an element of union rather than division between different cultures.

In Fifty Answers, players match answer cards (with religious content) to “need” cards and score points for making the same matches as other players. The goal is to be the player with the most number of points at the end of the game.

In each round, 2 question cards are randomly chosen by the application; they can be personal needs (e.g. getting help in a difficult situation) or social needs (e.g. introducing an individual to the community).

The players receive 5 answer cards, the same for all, containing beliefs (e.g. original sin, being children of God), rites (e.g. Jewish fasting, baptism) or holidays (e.g. Easter, end of Ramadan). The question cards contain an evocative image and a brief explanation; it is possible to examine them in detail to obtain a more in-depth view. Each player creates matches between question and answer cards; when everyone has completed their matches, the associations are revealed and the most shared one awards points.

The game asks from players to fully comprehend the content and demonstrate sensitivity, as well as open-mindedness. In fact, to score points a player needs to take into account the content, pause and think about the meaning of the cards from a philosophical, symbolic and social perspective. Most importantly, players should wonder and guess the associations of the other players, then try to obtain a different point of view or way of thinking regarding issues that can sometimes be very personal or rooted in a certain culture.

Although the questions are designed to provide ideas for certain interpretations and connections, the game does not directly propose associations, nor does it evaluate them; instead, it lets the players express their own views and debate on the sharing of different opinions and interpretations.

Thank You!



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Coordinator:



Partners:



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