

Introduction Module – synopsis.

The Introduction module introduces students to the core concept of respectful dialogue. It does this by identifying and building up a number of key skills required for successful participation. These skills include collaboration, active listening, cooperation, critical thinking, inquiry based learning and respectful dialogue. Above all, we seek to help students to become globally-minded - to see themselves as proactive and engaged global citizens.

Activities in the module also give students the opportunity to explore the nature of identity, make judgements about information on the internet, critically reflect upon the nature of their own communities, as well as getting to know one another on a more profound level.

The videoconference in the Introduction module allows the students to get to know each other and find out about their lives and their communities in general. Students have the opportunity to explore, articulate, and develop their own values, as well as encounter and consider those of others. This first contact is critical as it forms the foundation for genuine dialogue in the future, and helps students to practice the skills that they have learned.

Lesson 1 Identity & Respect

In this first lesson, students reflect on their identities exploring the multiple facets that make up their personal identities. They consider how their gender, beliefs, culture and other features come to play in making up their identities. Students are invited to reflect on these aspects in a safe and creative way. Their analyses move from the personal to the global in the second part of the lesson as the students contemplate what a global citizenship is and how they themselves are global citizens. Students then move on to an exercise where they explore why respectful dialogue is important and their experiences of being involved in respectful dialogue.

Lesson 2 Faith & Dialogue

Building on their understanding of and reflections on respectful dialogue, students explore what happens when dialogue is closed down. They do this through a series of empathetic exercises. Readying themselves for dialogue about faith and belief with others different and similar to themselves in the Face to faith global community students are invited to create



their own guidelines for ensuring their dialogue is respectful. In the final part of the lesson students deliberate, through case studies, the role faith can play in supporting and undermining dialogue. Ultimately, students should come to the understanding that open dialogue plays a key role in peace building.

Lesson 3 Influences

In this lesson students unpack the influences on their lives, with a special focus on their thinking. By the end of the lesson students should be able to answer the question, 'what influences my opinions?' Students are asked to explore a range of images (either from the resources or your own) and respond to them. Once they have shared their initial responses students then explore what has shaped their responses – they look at family, education, media and faith amongst others. Students can explore the ways in which we access our information and the reliability of that information (developing critical thinking).

Lesson 4 Who to trust on the Internet

While many young people get a lot of their information from the internet, they often never consider the relative credibility of those sources. In this lesson students learn techniques for analyzing the reliability of what they encounter online including analyses of the site's reputation, provenance of information, purpose, expertise and how to identify bias. Students have the opportunity to learn and apply similar techniques for evaluating the reliability of video materials they encounter online.

Lesson 5 Dialogue Skills

In this lesson students develop key skills for dialogue. They come to an understanding of what dialogue is as opposed to debate. Using a range of learning techniques, including self and peer assessment alongside cooperative learning activities, students develop tools and strategies for developing skills for deeper dialogue that include: identifying offensive language, tone and behavior, identifying assumptions in the questions they ask and developing responses that demonstrate that they are actively listening.



Lesson 6 Here I Am

Readying themselves for their video conference, students build upon their understanding of identities from lesson 1. After activities that support students in their understanding that communities are comprised of unique individuals (many 'I's making the 'we'), students and teachers are encouraged to think about their preferred way of presenting themselves to their partners. There is plenty of advice regarding how they might do this and how to practice beforehand.

Lesson 7 The videoconference

Here you will find guidance on how to get the best out of your students for the video conference, particularly concerning the role of the teacher during the video conference and top tips for the students.

Lesson 8 Review & Reflection

Students reflect on their own participation in the video conference. They use a range of techniques including self and peer assessment and group discussion. For those who want to spend more time drawing out the learning from the VC, there is a link to a tool that gives the teacher guidance on how to structure this with their students. Finally, we encourage the school to let us know about their experiences. Along with the learning about different faiths and beliefs, the students are encouraged to reflect on their own participation, considering how well they both showed respect in dialogue while asking questions and making comments that drove the dialogue deeper.