

A Resource for Peace

Summary

The activity aims to explore the dialogue in the classroom between students who have different religious references or are atheists, through the comparison of situations of religious conflicts and strategies for the construction of peace.

Description of the activity

After a preparation phase and the viewing of filmed documents that report experiences of dialogue, the activity develops through the "guided discussion" mode between the students and the teacher/s who comment on the forms and modalities of the dialogue, in particular on some selected topics. The initial phase is useful to introduce actual cases in which religion has turned out to be central to dialogue and the overcoming of conflicts. Group work is dedicated to the analysis of documents and biographical profiles, while whole class discussion is used for critical comparison. This activity can be appropriately preceded by that presented in card 2.

Activity structure:

The activity develops

- In the classroom, in the whole class (20-30 students), during the presentation phase by the teacher
- At home for reading some biographical profiles of witnesses of dialogue
- In class for the analysis of written and / or audiovisual texts, for groups (5-6 students per group)
- In class, to full class, for discussion, which can be filmed and subsequently analyzed
- Concluding test, prepared by the teacher on the basis of the materials used and the conclusions drawn up
- Resources needed: articles and videos selected by a teacher, (use of internet or DVD movies), notebook / notebook, pc and necessary for video projection; analysis cards for audiovisual texts
- Previous knowledge of participants necessary: geostorical framing skills, ability to listen and analyze visual texts, use digital writing programs (word), video camera for filming, necessary for video projection
- Activity duration: for work in class 8 hours

Learning Objectives

- Development of knowledge in the historical and religious fields
- Development of comparison skills and critical analysis
- Development of skills in the relational field (group dialogue, classroom dialogue)
- Development of skills in the operational field (text analysis, use of audiovisual tools)

Expected Outcomes

Identification and critical understanding of historical phenomena, of causality and connection relations. Ability to distinguish and connect theological-spiritual aspects to social, economic and psychological elements

Understanding the connection between past / present, the complexity of historical phenomena, the role played by individuals and movements

Improvement of student relationships



Project Number: 2017-1-IT02-KA201-036784

Target group

The activity is aimed specifically at students aged 16-18
It can be simplified by adapting it to students aged 14-16

Subject of the curriculum in which the activity could be implemented

History - Religion - Language 1

Learning objects to be used with this activity

Articles - Role-play scenarios



Co-funded by the
Erasmus+ Programme
of the European Union

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