SORAPS
Study of religions against prejudices and stereotypes

Teacher Training Methods
Intellectual Output 2, Unit IX

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Introduction

This Unit will provide information and suggestions to trainers/teachers who have attended the SORAPS Online Course and are willing to organize **Multiplication Training Events** (**MTEs**).

MTEs are events organized by academic institutions, NGOs, teacher trainers or teachers themselves to share their knowledge on the topic of 'Study of religions against prejudices and stereotypes' with colleagues or other institutions.

Participants to MTEs are expected to receive a training in:
1) the topics of the SORAPS Course
2) how to use the SORAPS and IERS tools.

The content of this UNIT is based on the experience of the piloting teachers during the final in-presence session held during the SORAPS Pilot Course.

Results of workshops and MTE proposals produced during the SORAPS Pilot Course are also provided as practical examples in the section 'Annex'.

Planning of a Multiplication Training Event

Step 1: Define the topic and the title of the Multiplication Training Event

Define precisely the core question that the event is aiming to provide an answer to. This will be useful for your audience in order to know unmistakably what the topic will be, and it will help you to start planning the event and selecting the material.

Example of core question: '*How can religions be crosscut with several school subjects?*'

Examples of tentative titles:
1. Religions as a social and cultural challenge: new contents for 'old' subjects.
2. A fresh look at every school subject: what place is there for religions?
3. To go beyond old ideas and prejudices: the place of religions in school subjects.

Step 2: Define the target audience

The type of MTE that you will be planning is likely going to change according to whether your trainees are in-service teachers, university students, youth workers, educators, etc.

Therefore, understanding and researching about the needs, the challenges, the possible expectations and fears of your audience is of crucial importance.

You can also plan a session of your event to collect their expectations and fears, in order to be able to adjust your MTE accordingly, or devote a question in the online registration form (if there is one) to the challenges that they face in their everyday activity related to the topic of the MTE (so that you can prepare the MTE taking into consideration these aspects as well).

In this way you will be able to customize the MTE to your audience and provide useful and practical tools.

Step 3: Define structure, duration and the number of the MTEs

The structure of your event will vary according to the amount of time at your disposal. Should you have the chance to organize multiple encounters, you might want to distribute the topics that you are going to talk about over several days so as to provide your trainees with an in-depth view of each topic.

We highly recommend not to limit the event to one single day, however, should this be impossible, make sure to maintain a minimum duration of a full day for each organized event.

Below you will find some suggestions on how to structure your MTE and which sessions we suggest including:

TYPICAL DAY STRUCTURE

Session 1. Introduction (15 min)
Explaining the aim and structure of the Workshop and explaining what a "Multiplication Training Event" is.

Session 2. Getting to know each other (30 min)
Team building activity taken from Module 1 or 8 to support group dynamic and introduce Global Citizenship Education methodology.

Session 3. In-depth topic analysis
Share with the audience the information that you gained during the SORAPS course and from the SORAPS Guidelines in regards to religions, stereotypes and prejudices.

Session 4. Work in groups (3 h)
Note for Trainers and Facilitators: if the trainees come from different institutions/countries, in this session it is advisable to create groups with trainees from the same institution/country, as this will facilitate the planning of actually achievable MTEs.

Design the group work so that participants will be able to relate the topics of the event to their daily life experience. Identifying stereotypes and prejudices associated with religions to your reality will be the first step towards the creation and implementation of awareness raising and a change of the situation.

Session 5. Plenary sharing to collect good practices (30 min)

Session 6. Plenary sharing to reflect about challenges
On the basis of the results of the previous work in groups, trainees should identify a series of possible challenges in carrying out MTEs and how these challenges can be overcome.

Step 4: Define methodology

Frontal lesson

1. Introduction to the objective of this session (5 min).

2. Presentation of the IERS/SORAPS contents connected with general school subjects (20-40 min). You can also decide to invite a distinguished speaker to give a lecture.

Participatory session (Non-Formal Education)

The non-formal teaching/active and participatory methods proposed are "tools" which teachers can subsequently use when examining all the Units. They are methods which can complement frontal lessons and can be adapted to any issue (Christianity, fundamentalism, prejudice, etc.). Detailed information about the main NFE methods can be found here, while a brief description of the Global Citizenship Education framework can be found here.

Step 5: Define the content to be shared using the tools learned during the SORAPS Online Course

Given the core question of the workshop previously taken as an example ('How can religions be engaged in many school subjects?'), find below some examples of general school subjects connected to IERS/SORAPS contents:

1) *History:*
   ○ Connection:

   Beyond an ethnocentric perspective, explore the richness of different cultural and religious worlds.

   ○ Which contents?→IERS "Introduction to religious traditions" Module.

2) *History of culture and thought:*
   ○ Connection:

   Beyond a unilateral comprehension of secularization, to explore the continuing relevance of religions also in modernity.

   ○ Which contents?→ IERS "Introduction to study of religions" and "Sociology of religions" Modules.

3) *Science:*
   ○ Connection:

Beyond the stereotyped contraposition of scientific rational against (alleged) irrationality of religions (i.e. fundamentalism), to explore the various intersections of the two throughout history.

○ Which contents?→IERS "Fundamentalism" Module; IERS "Introduction to Christianity I. History of Christianity" Module, Section 7; IERS "Introduction to Judaism I. History of Judaism" Module, Section 4; SORAPS IO2Unit4 "New Age, cults and New Religious Movements" reading; IERS "The three medieval traditions in medieval Spain and Sicily" Module, Section 4.

4) *Arts and literature:*

○ Connection:

To explore the connection between different iconographies and religions.

○ Which contents?→IERS "Introduction to Christianity II. Themes" Module, Section 5; in general, all the artistic material available in IERS modules.

5) *History/geography and civic education*

○ Connection:

To explore the new religious pluralism in a contemporary context of globalization.

○ Which contents?→IERS "Sociology of religions" Module, Section 4; IERS "Religions, migrations, minority" Module; IERS "Introduction to Buddhism II: Buddhism in the modern world" Section 6; IERS "Introduction to Hinduism" Module Section 12; SORAPS "IO2Unit4 "Religions and media" reading; IERS "Religions and the body" Module; IERS "Religious diversity in contemporary Europe" Module.

- Discussion and suggestions with teachers for further links between subjects and IERS/SORAPS

Step 6: Define and think about practical aspects as well

Do not forget to define aspects as the venue, the materials needed, how to disseminate the information etc.

We have developed a form that might be useful to this aim, you can find it below.

Multiplication training event

Type of educational institution	
Target group (teachers, trainers, educators, local authorities etc..)	
Objective of the multiplication training event	
Desired outcomes	
Structure of the meeting	
When / where	
Action plan (what to do to prepare the event)	
Materials needed	
Communication / dissemination	
Evaluation of the event	

Tips to lead a good Multiplication Training Event

When hosting an MTE on such a delicate topic with people that are new to SORAPS and IERS projects, some challenges might arise:

1) Misunderstanding of aims and topics of MTEs and of SORAPS and IERS projects.

Some colleagues might perceive it as a kind of indoctrination, whereas other may feel it as a threat to their religious freedom. Also, participants might lack clear understanding of what are the practical aims of these MTEs.

In order to avoid these circumstances:

● State clearly the objectives of the MTEs, of the SORAPS and IERS projects. Think in advance of a clear title.

- State clearly what the MTEs, SORAPS and IERS are not, for example indoctrination or criticism of religions.

2) Sensitive issues

Religion is a sensitive issue and could be seen as something private by pupils and their families:

- Show how religion(s) could be introduced through various other subjects.
- Connect the issue of educating about religions to a broader framework of intercultural and democratic competences (ex: [Reference Framework of Competences for Democratic Culture](#) of the Council of Europe).
- Stress the importance of avoiding to ask personal information and keeping an objective point of view, but also of freedom of expression in the classroom.
- Stress the underlying principle of respect and protection of the right to freedom of Religion and Belief.
- Stress the underlying laic approach.

3) Get people involved

Organizing practical issues in relation to the MTEs could be a challenge, but getting colleagues interested and involved is no simple task.

- Work in groups to engage other colleagues.
- Plan the MTEs in a way that attending colleagues, at the end of the event, will have created something practical and immediately useful for their work.
- Organize also scientific conferences with renowned specialists to attract more audience.

4) Attendance certification

- The endorsement and participation of head teachers and directors is of crucial relevance.
- Provide certifications of the training received.
- Stress the value of a collective endeavor towards cultural, social and political issues that are being tackled at a national and EU level, as the IERS and SORAPS projects show.
- Use personal storytelling to highlight the benefit and sense of reward of having been involved in SORAPS activities.
- Stress the added value of transforming one's own institution in a provider of training for teachers.

5) Time management

- Keep in mind that colleagues are often tired and busy: find the right moment in the institution(s) involved for the implementation of MTEs.
- Directly involve heads of institutions/school head teachers in the organization of the MTEs.

Annex

Examples of Multiplication Training Event

Multiplication Training Event

High school	Liceo Foscarini, Istituto Alberghiero Barbarigo, Istituto Tecnico Pacinotti (and branches)
Objective of the Multiplication Training Event	To provide information to the schools of the city (and region) and involve more teachers with the use of SORAPS/IERS tools.
Desired outcomes	- To create a network of interested teachers - To activate a working group of teachers from Liceo Foscarini and other schools
Structure of the meeting	a) Event for students and teachers (in one case only Liceo Foscarini, in another case also other schools involved) • Project presentation • Lecture (Religions and Violence, the Cultural Value of Religion) • Debate b) Events mainly addressed to teachers (at Liceo Foscarini and other schools) 1 Launching event I session (with students) • Project presentation • Lecture (Religions and Violence, the Cultural

Value of Religion)
- Debate

II session (teachers only)
- Workshop with teachers and presentation of SORAPS/IERS implementing methodologies
  a. More details about SORAPS/IERS tools
  b. Discussion with the aim of building a network amongst teachers and schools interested in the topic
- Intercultural dinner

2 Training events
- Presentation of the SORAPS project and implementing methodologies
- Lecture ('The Body' and 'Multicultural Coexistence in Schools')
- Debate
- Testimony of teachers trained through SORAPS and students beneficiary of the SORAPS activities
- Parallel workshop sessions held by teachers that attended SORAPS training

  To be separated according to the type of discipline (humanities, sciences) whenever possible.
  Show the education project in detail and the SORAPS/IERS tools used.
  The teachers attending engage in the planning of a class/educational path that includes the use of SORAPS/IERS tools (UNIVE will support should further information on the materials and the platform be needed)

- Plenary session
  a. Presentation of the project created by the teachers attending and general impressions

When / where	a) November – December 2018 at Liceo Foscarini b) February – March 2019 at Liceo Foscarini, Istituto Barbarigo, Istituto Pacinotti
Action plan (what to do to prepare the event)	- Contact the speakers - Contact the headteachers of the schools involved - Contact Regional School Office - Enter information on SOFIA platform - Contact press office at Cà Foscari University - Check venue availability - Organize communication (newsletter, invitation, poster, leaflets) also within the schools
Materials needed	Information material about SORAPS General information

List of topics for IERS Modules and SORAPS material
Paper information material on educational project developed by training teachers
Paper/pens (encourage teachers to bring their own writing devices)

Pc + Projector

Communication / dissemination	- Through media (press, social, news) - Through the school offices - Sending direct invitations to the schools - Contacting teachers
Evaluation of the event	Questionnaires. Meetings after the events to measure impact.

Multiplication Training Event

High school	Lycée René Cassin, Arpajon With the support of the EPHE-IERS. Title: **Laicité et enseignement des faits religieux de l'établissement à l'Europe**.
Objective of the multiplication training event	To disseminate the SORAPS project, and the contents of IESR and SORAPS to teachers of the Académie de Versailles (Local Education Authority)/ Organization of a training session (PAF) for teachers.
Desired outcomes	• More teachers involved in this project, using the contents and resources of SORAPS in their classes. • To be aware of the European dimension of this project and of the issues related to this.
Structure of the meeting	(presentation / workshop) • 3-day training session • Conferences: SORAPS project and IERS; the experience of the SORAPS project in Lycée René Cassin; Sciences and religion (representation of the world and religions), workshops. • Visits of a buddhist pagoda, cathedral, mosque and a lodge (loge maçonnique).
When / where	March (WIP) Lycée René Cassin
Action plan (what to do to prepare the event)	● Conference room (Salle Charlotte Delbo) ● Computing rooms for workshops ● Communication: PAF to all teachers working in the Académie de Versailles. ● Get in contact with the buddhist pagoda, cathedral, mosque, lodge (loge maçonnique).
Materials needed	● Computers ● WIFI, videoprojectors ● Coffee, biscuits ● Coach to go to Evry.
Communication / dissemination	● PAF ● School website, blog of the Galileo project, Académie de Versailles website (?) ● Contacts
Evaluation of the event	● PAF (feedback)

Multiplication Training Event

High school	IES Campo Charro (La Fuente de San Esteban)
Objective of the multiplication training event	Teacher Training
Desired outcomes	Involve a large number of teachers to develop an interdisciplinary work
Structure of the meeting	1) Initial evaluation (Kahoot). 2) Clarification of basic terms 3) Video screening - *'HIJAB, Precious Islam'* (short movie), - Extract from *'Birth of a nation'* (Griffith) Religious and racial stereotypes - *Intolerant discourse* (short movie) 4) Debate 5) Final Evaluation
When / where	February (13/02/2019). At IES Campo Charro library. - March (13/03/2019). At IES Campo Charro library.
Action plan (what to do to prepare the event)	- Book venue - Prepare Kahoot - Organize questionnaires - Coordinate meeting with referents.
Materials needed	- Internet connection - Projector - Laptop - Mobile phone (for participants) - Kahoot platform - Google drive account
Communication / dissemination	- Send emails - Call educational centres based in the area - Upload information in the 'Aula Virtual' - Get published on a magazine - Create a group on the online education platform (moodle, 'aula virtual' etc..)
Evaluation of the event	- Evaluation of the MTE through questionnaires - Evaluation of the new information through questionnaires