

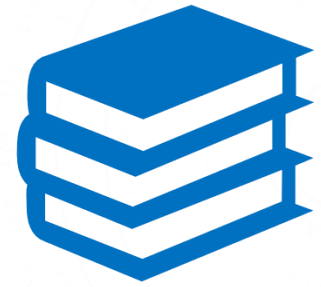
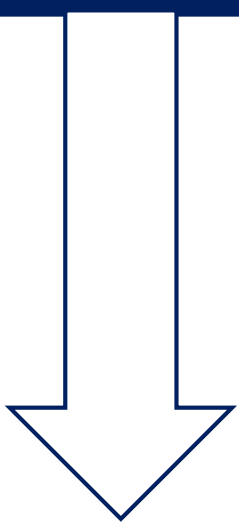


TRANSNATIONAL MEETING INTERFAITH DIALOGUE

22/10/ 2018 - Desenzano del Garda



.....An opportunity to grow together



TEACHERS

ALESSANDRA ALBINI ITALIAN, MUSIC, ART, DRAMA- PRIMARY SCHOOL

MICAELA FILIPPINI IRC - PRIMARY SCHOOL

ELEONORA AMMOSCATO ENGLISH - SECONDARY SCHOOL



The Project

WHAT



WHO

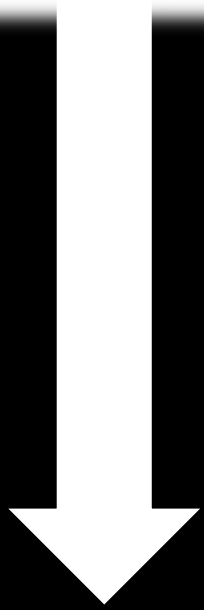
WHY

WHERE



WHY


*ONE OF THE MAIN PURPOSE OF EDUCATION IS TO CREATE THOUGHTFUL CITIZENS. EDUCATION HAS TO TEACH to **LIVE WELL TOGETHER** ACROSS RELIGIOUS, ETHNIC AND OTHER CULTURAL DIFFERENCES. SO WE BELIEVE THE RELIGIOUS ISSUE IS AN EFFORT CUTTING ACROSS ALL THE SUBJECTS.*



*THE REAL WORLD , OUR
STUDENTS EXPERIENCE
EVERY DAY, IS
REFLECTED IN ALL THE
SUBJECTS THE PUPILS
STUDY AT SCHOOL*



*AT SCHOOL CHILDREN LEARN TO BUILD
OPINIONS AND POINTS OF VIEW ON
DIFFERENT THINGS IN LIFE.*



*THIS IS THE REASON WHY WE THINK SCHOOL IS THE
BEST PLACE TO START WITH, TO EXPLORE ALL THE
PLACES OF WORSHIP, LIBRARIES, THE TOWN, THAT
CHILDREN LIVE EVERYDAY. EVERYONE IN A
DIFFERENT WAY..*



MATHS

GEOGRAPHY

**Information
Technology**

P.E.

ENGLISH

ITALIAN

MUSIC

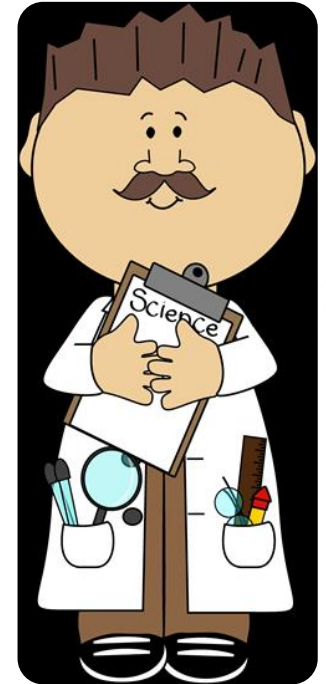
HISTORY

I.r.c.

Subjects alternative to irc

SCIENCE

ART and CRAFT activities



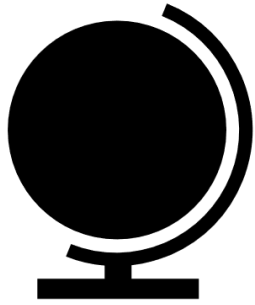
WHO



*THE RELIGIOUS ISSUE
DESERVES ATTENTION BY
ALL THE TEACHERS OF THE
DIFFERENT SUBJECTS.*

*THE TWO SUBJECTS TO
START TO , ARE IRC AND
A.A.*

***THE ITALIAN MINISTERIAL
DOCUMENT ON THE
CURRICULUM ALSO
PROPOSES DEBATE,
DIALOGUE AND
OPENESSES BETWEEN
THESE TWO SUBJECTS***



WHERE

OUR SCHOOL

THE OPERATING HEADQUARTERS



PRIMARY SCHOOL



NURSERY SCHOOL



MIDDLE SCHOOL



OUR CITY **Manerbio** (bs)





Manerbio is largely
an agricultural and
industrial city

DÒSTI

IDEE PER UN FESTIVAL DELLE ARTI E DELLE CULTURE RELIGIOSE

SECONDA EDIZIONE

10-17 Marzo 2018 // BRESCIA //

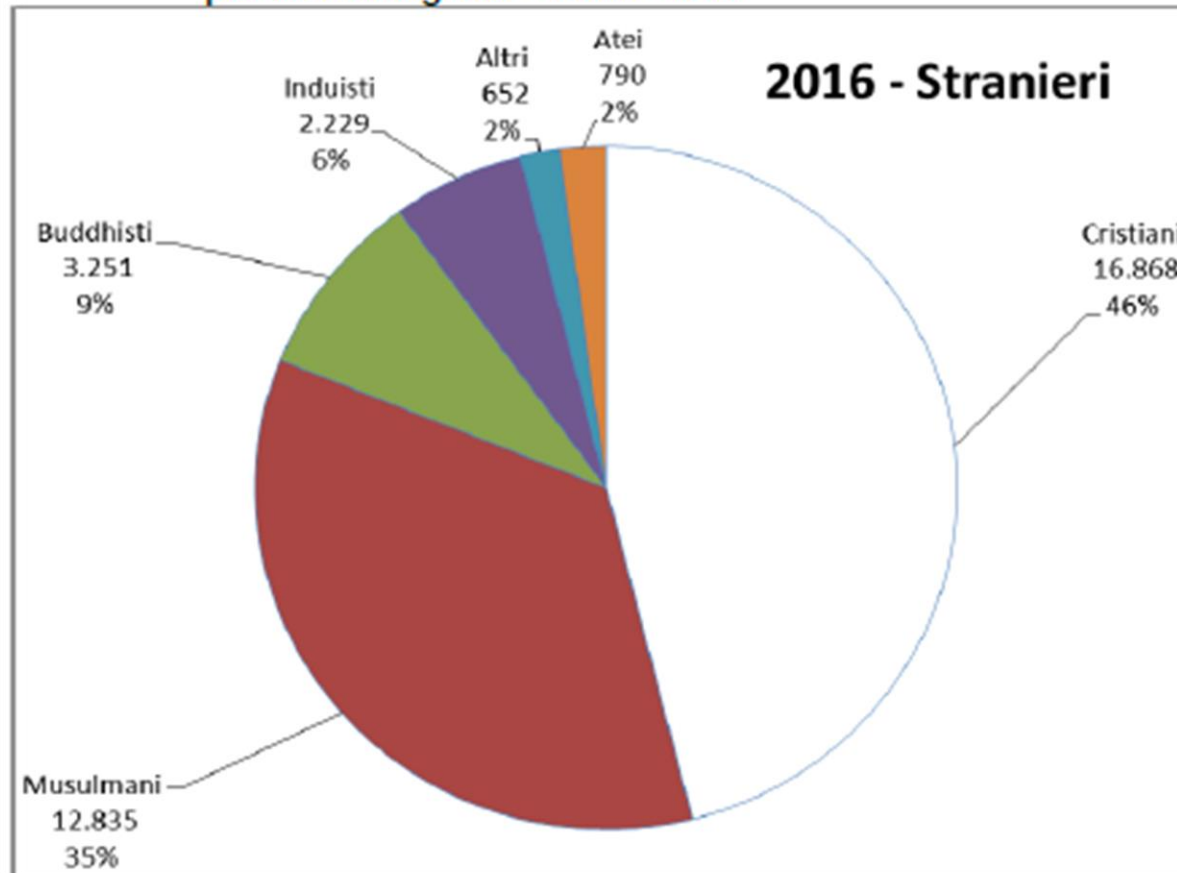






STATISTICAL DATA BY RELIGION ABOUT FOREIGN POPULATION IN THE
PROVINCE OF BRESCIA

Figura 7 – Popolazione straniera residente in Provincia di Brescia
per credo religioso – 2016 - v. %



PIE CHART DRAWN UP BY **Dosti 2018 festival**

CHRISTIANS

(CATHOLICS, PROTESTANTS,
ORTODOX, EVANGELICALS,
WALDENSIANS)


46%

MUSLIMS

35%

HINDUS

6%




The Graph shows the different religions that coexist in our territory



We are facing a complex reality from a religious, language and cultural point of view.

*In Italy the **religious issue** comes into our classrooms by an optional subject called **IRC** (Teaching of Catholic Religion) taught for two hours per week at the Primary School and one hour per week at the Middle School.*

*All the students whose religion is different from the Catholic one can choose to attend another Subject called **AA** (Alternative Activities to IRC)*

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KEY WORDS .AND ALPHABETS

A new language for humanity
planetary citizenship lab



Educational plan

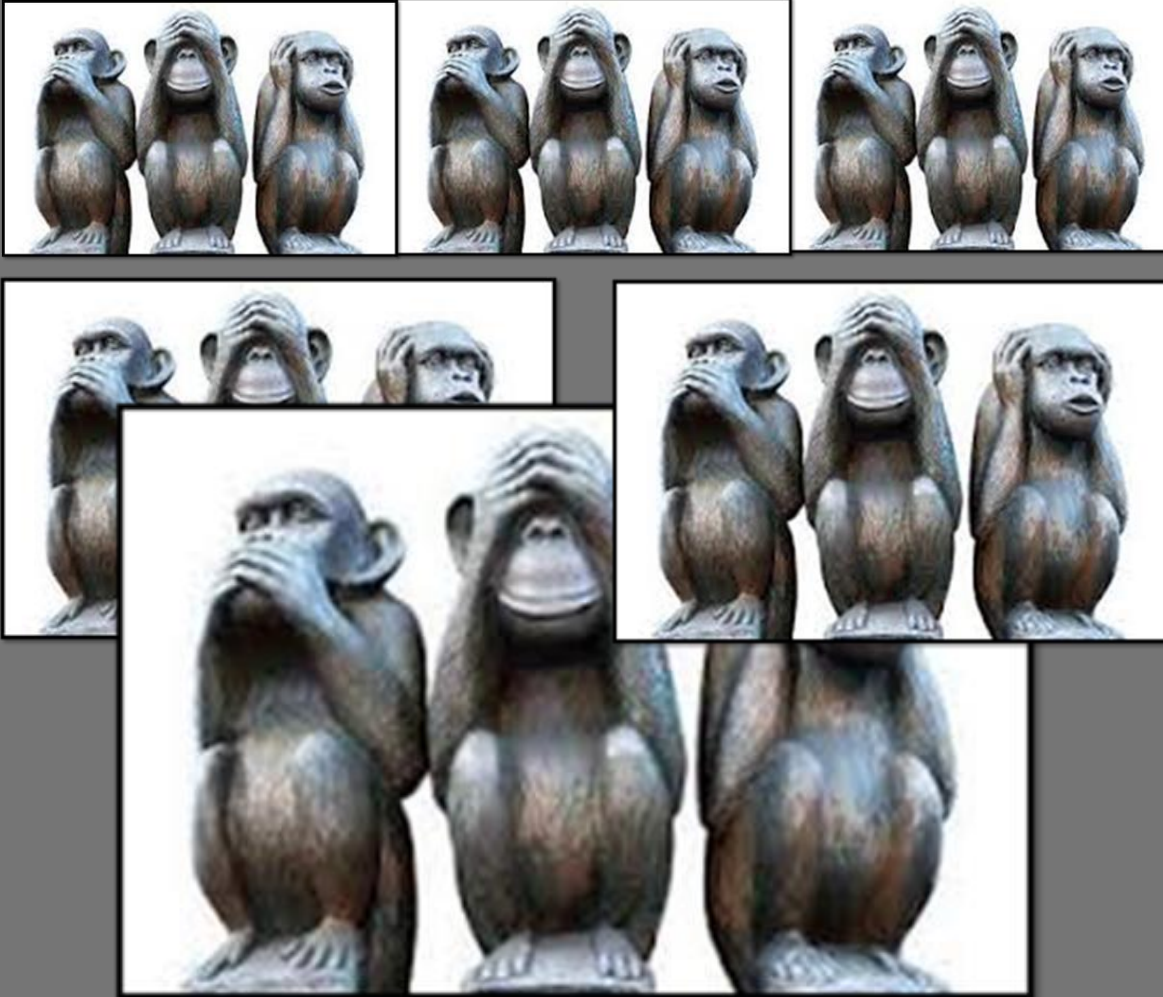
experimentation

partnerships

research



Capacity building



“The globalization of indifference constitutes a serious threat to the human family”

(Pope Francis)

...We can defeat *indifference* by coming back to the large forces of Humanism

(Premises to *Indicazioni nazionali per il curricolo della scuola 2012*)

GOOD WORDS FOR HUMANITY

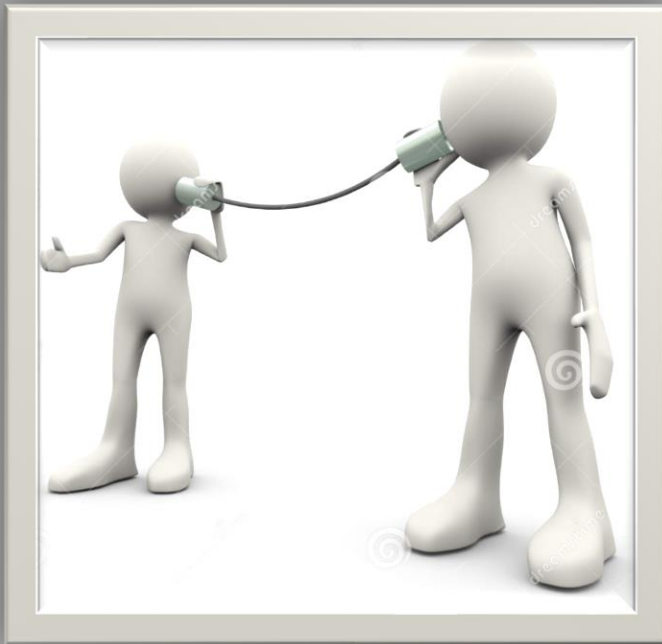
VS

GLOBALIZATION OF INDIFFERENCE



(The opposite of love isn't hate. It's indifference.)

The Importance of educating about the (*intercultural*) dialogue



WHY?

Dialogue is not a natural
instinct
but
a pedagogical opportunity

IT'S AN OPPORTUNITY to...

1

- Know yourself
- Understand the different religious identities

2

- appreciate the differences between cultures and religions
- train students to communicate well

*from the Mission Statement (PTOF)
Educational Directions
IC MANERBIO*

We have always acted strictly in accordance with the regulations

Since the beginning We have wanted to build up a project within legal boundaries, using just all the documents the School System gives us.

The italian regulation system legitimates the promotion of the dialogue as an important skill to achieve.

NORMATIVA SCOLASTICA ITALIANA (REGULATIONS)



1. *Indicazioni nazionali per il curricolo (2012)*

“valorizzare l’unicità e la singolarità dell’**identità culturale** di ogni studente (...) sostenere attivamente la loro interazione e la loro integrazione attraverso la conoscenza della nostra e delle altre culture, **in un confronto** che non eluda questioni quali le convinzioni religiose” (p.6)

2. *Linee guida per l’accoglienza e l’integrazione degli alunni stranieri (2014)*

“l’educazione interculturale rifiuta sia la logica dell’assimilazione, sia quella una convivenza tra comunità etniche chiuse ed orientata a favorire il confronto, il dialogo” (p. 4)

3. Decreto ministeriale 742/2017 (certificazione delle competenze)

EUROPEAN KEY COMPETENCES

Consapevolezza ed espressione Culturale (N.8)

Competenze dal Profilo dello studente al termine del primo ciclo di istruzione

Riconosce le diverse identità, le tradizioni culturali e religiose in **un’ottica di dialogo** e di rispetto reciproco.

DOCUMENTI ECCLESIALI (VATICAN DOCUMENTS)

1. *Ecclesiam suam* di Papa Paolo VI (1964)

la Chiesa cattolica oggi dev'essere pronta a sostenere il **dialogo** con tutti gli uomini di buona volontà, dentro e fuori l'ambito suo proprio (p.17)

2. *Nostra Aetate* del Concilio Vaticano II (1965)

Nel nostro tempo in cui cresce l'interdipendenza tra i vari popoli, la Chiesa esamina con maggiore attenzione la natura delle sue **relazioni** con le religioni non-cristiane (p.1)

3. *Dialogo e annuncio* del Consiglio Pontificio per il dialogo interreligioso (1991)

La Chiesa incoraggia e **promuove il dialogo** non solo tra sé stessa e le altre tradizioni religiose, ma anche quello tra le varie tradizioni religiose stesse. (n.80)

4. *Charta oecumenica* del Consiglio delle Conferenze episcopali europee (2001)

Ci impegniamo a coltivare **le relazioni con le altre religioni**: *ad accettare l'incontro*, la discussione e lo scambio con le altre religioni e concezioni del mondo (n.9)

5. *Educare al dialogo interculturale nella scuola cattolica. Vivere insieme per una civiltà*

dell'amore della Congregazione per l'educazione cattolica (2013)

La scuola deve divenire uno spazio di pluralismo in cui **si apprende a dialogare** sui *significati* che le persone delle diverse religioni attribuiscono ai rispettivi segni, per poter condividere valori universali quali la solidarietà, la tolleranza, la libertà. (n.63)

EUROPEAN LEGISLATIVE ACTS



1. RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

on key competences for lifelong learning (18 December 2006)

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of **different religious** or ethnic groups lay the foundations for a positive attitude. (p.17)

2. Toledo guiding principles on teaching about religions and beliefs in public schools (2007)

It is important for young people to acquire a better understanding of the role that **religions** play in today's **pluralistic world**. (p. 9). The Toledo Guiding Principles have been prepared in order to contribute to an improved understanding of the world's increasing **religious diversity** and the growing presence of religion in the public sphere (p. 11)

3. White Paper on Intercultural Dialogue “Living Together As Equals in Dignity” Council of Europe (Strasbourg, 7 May 2008)

intercultural dialogue is understood as a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, **religious** and linguistic backgrounds and heritage, on the basis of mutual understanding and respect. (p.17)

4. GLOBAL EDUCATION GUIDELINES CONCEPTS AND METHODOLOGIES ON GLOBAL EDUCATION FOR EDUCATORS AND POLICY MAKERS (North-South Centre of the Council of Europe, 2012)

Global education provides knowledge about communalities and different lifestyles, cultures, religions and generations. (p.22) **Interdisciplinary approach**: Global issues can be developed through any subject of the curricula, formal or non-formal. Connecting specific to general knowledge and linking different data coming from various sciences permits a multi-perspective approach, which is needed to perceive knowledge as a united system and so to understand yourself and others in a complex, interdependent world (p.33)


GLOBAL CITIZENSHIP EDUCATION (UNESCO 2015)

TOPICS AND LEARNING OBJECTIVES

Recognise and appreciate difference and multiple identities, *e.g. culture, language, religion, gender and our common humanity*, and **develop** skills for living in an increasingly diverse world (p.16)

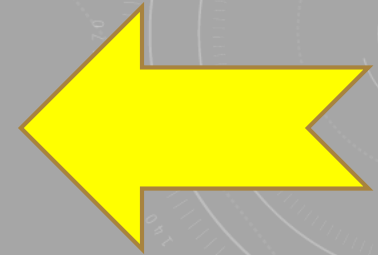
Global **citizenship education can be integrated across a range of subjects** such as civics, social studies, environmental studies, geography, history, **religious education**, science, music and arts (...) can build capacity for self-expression, develop a sense of belonging and facilitate understanding of and dialogue with people from different cultures (p.49)



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Adopted methodology and strategies

The KEY WORDS used in this project were selected for age groups, paying attention to the child development and evolutionary psychology

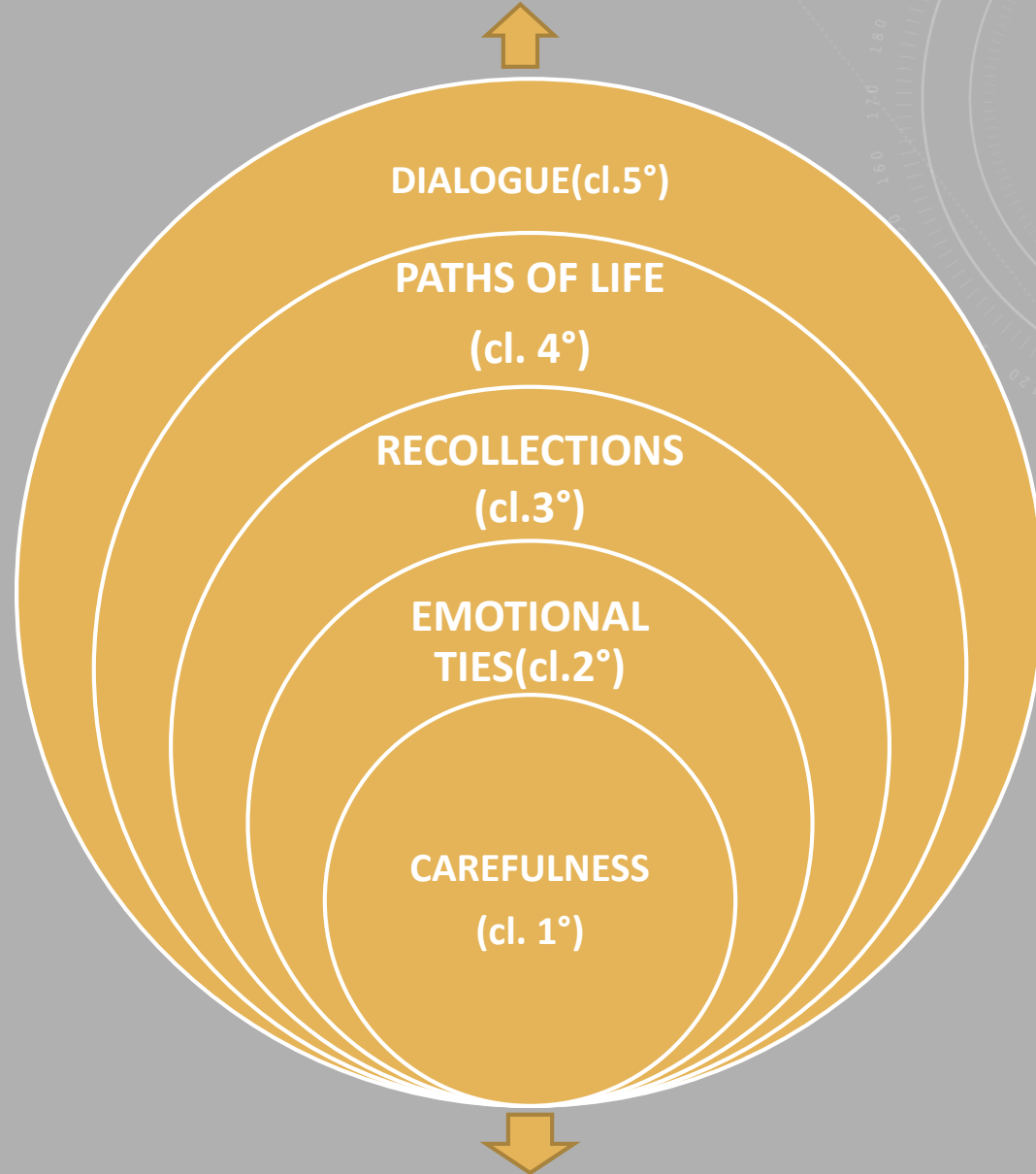


We worked in partnership with
CA' FOSCARI university of venice (professor
FRANCESCA COIN)
CVM ANCONA
(professor **Giovanna cipollari**)
ISE Venice



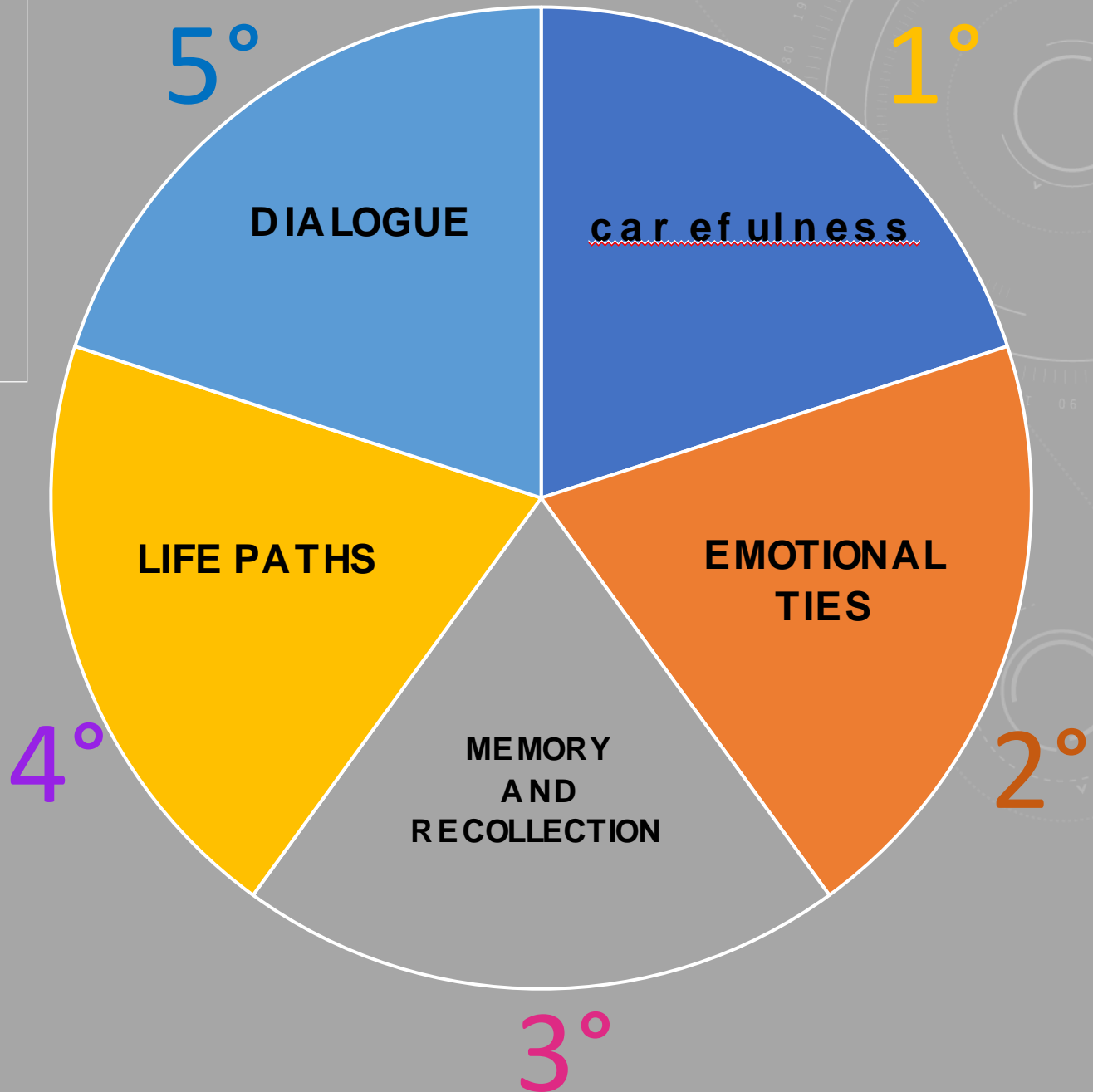
SECONDARY SCHOOL. INTERFAITH DIALOGUE. A KEY SKILL FOR CITIZENSHIP

PRIMARY SCHOOL



NURSERY SCHOOL. DIALOGUE TOPIC: "THE SELF AND THE OTHER"

For each year of the primary school, we have chosen a keyword DEPENDING ON the age OF THE STUDENTS and IN ACCORDANCE TO anthropological studies.



<p>FIRST YEAR</p>	<p>CAREFULNESS</p>	<p>WHEN CHILDREN JOIN THE FIRST CLASS OF THE NEW SCHOOL ARE OFTEN NERVOUS AND UNSURE ABOUT WHAT TO EXPECT. TEACHERS MAKE THEM FEEL WELCOME BUT THEY HAVE ALSO TO TEACH THEM TO APPRECIATE ALL THE OTHER STUDENTS, THE TEACHERS AND THE NEW ENVIRONMENT, DISCOVER THEMSELVES AND TAKE CARE OF EVERYONE.</p>
<p>SECOND YEAR</p>	<p>EMOTIONAL TIES</p>	<p>WORKING ON CHILDREN'S EMOTIONAL TIES (FAMILY, FRIENDS, CLASSMATES, TEACHERS, COMMUNITY AND HUMANITY) THE TEACHERS HAVE TO HELP THEM LOSING THEIR NATURAL EGOCENTRISM.</p>
<p>THIRD YEAR</p>	<p>RECOLLECTIONS</p>	<p>TEACHERS MAKE THE STUDENTS RECALL THEIR EXPERIENCES AND SHARE THEM WITH CLASSMATES. THE ABILITY TO REMEMBER THINGS IS ALSO AN IMPORTANT SKILL TO ACHIEVE TO BE SUCCESSFUL AT SCHOOL.</p>
<p>FOURTH YEAR</p>	<p>LIFE PATHS</p>	<p>AT THIS STEP OF THEIR LIFE, CHILDREN EXPERIENCE DIFFERENT GROWTH PATHS (THEIR WAY OF COMMUNICATING TO ADULTS/ THEIR COGNITIVE LEVEL /EMOTIONAL AND PHYSICAL CHANGES). TEACHERS TAKE CARE OF THESE CHANGINGS SHOWING THEM ALSO THE HUMANITY GROWTH PATHS (HISTORY/ GEOGRAPHY/SCIENCE/..). THEY HAVE TO LEARN HOW TO BECOME CITIZEN CONSCIOUS OF THEIR RIGHTS AND DUTIES.</p>
<p>FIFTH YEAR</p>	<p>DIALOGUE TO BECOME CITIZENS</p>	<p>USING THEIR CULTURAL BACKGROUND, THE KNOWLEDGE, THE COMPETENCES AND THE VALUES ACHIEVED, THE STUDENTS EXPERIENCE THE PACIFIC DIALOGUE AND SHARE THEIR DIFFERENT POINTS OF VIEW OF THE WORLD, ENRICHING THEIR PERSONALITIES.</p>

****EXPERIENCE – WHAT DO YOU DO?***

Beautify the classroom, class trip to the park, assignment, theatre, body, materials, food...

All the subjects must «be of service» to the action and highlight all the overtones about the keyword CAREFULNESS.

****METACOGNITIVE REFLECTION***

WHY DO YOU DO IT?

Show carefulness (across all the subjects)

Analysis of one's own moral activities in accordance of some chosen moral principles.

****POOLING AND SHARING THE ACTS OF CAREFULNESS***

****OPENNESS***

IS IT IMPORTANT FOR ME AND THE OTHERS?

It makes me feel good, I know they care about me, ...

Think and find answers all together

CAREFULNESS «acquires significance»

CAREFULNESS

DRAMA LAB
LOOKS
GESTURES
WORDS

P.E.
DIRECTIONALITY

SCIENCE
SENSES

ART
SEE
VS
CONTEMPLATE

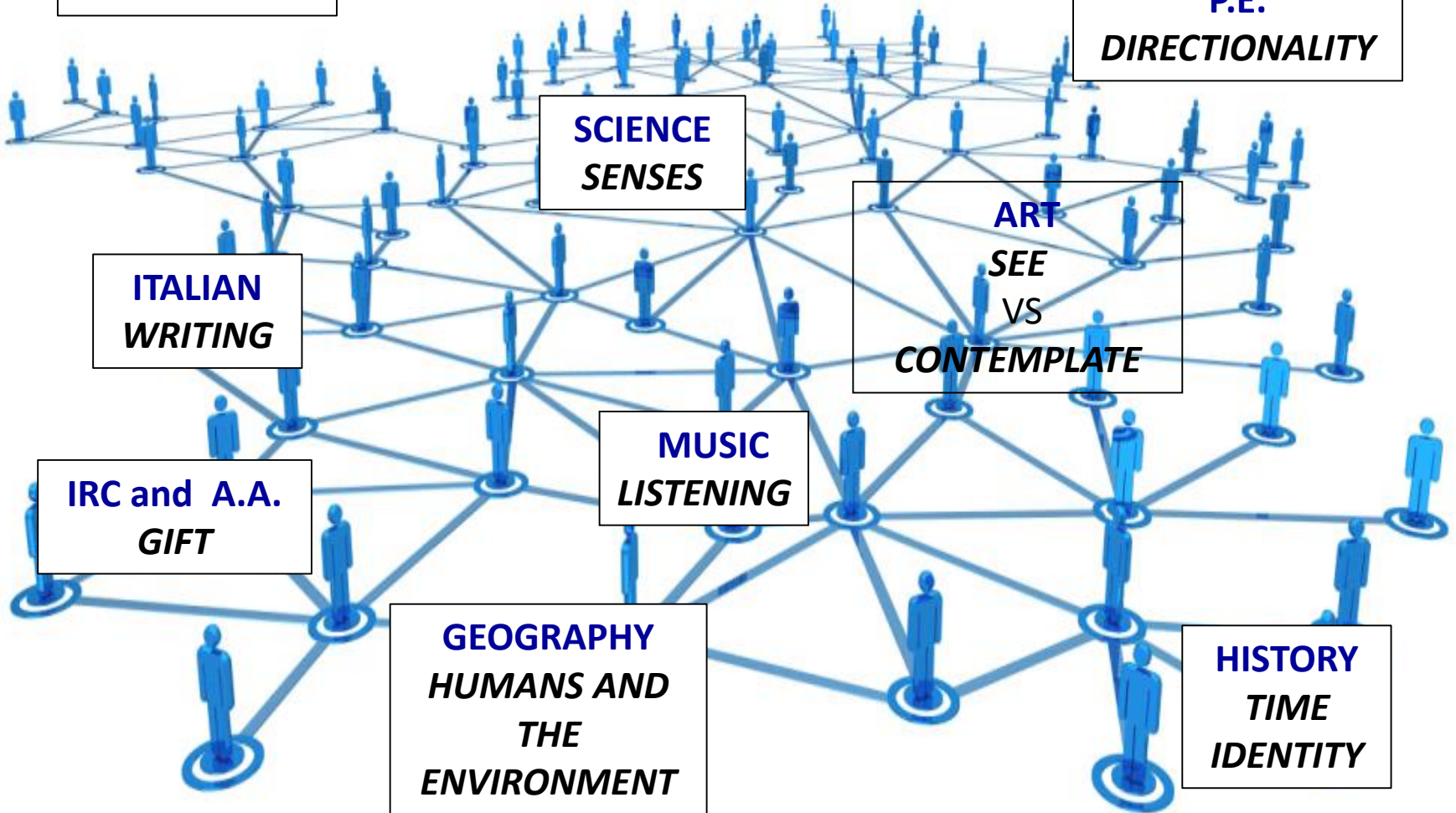
ITALIAN
WRITING

IRC and A.A.
GIFT

MUSIC
LISTENING

GEOGRAPHY
HUMANS AND
THE
ENVIRONMENT

HISTORY
TIME
IDENTITY



EMOTIONAL TIES

CLASSROOM DIALOGUE

ALTERNATIVE
SUBJECTS TO
IRC

IRC



Festival of Lights: Christmas, Diwali



KEYWORD: RECOLLECTIONS.
VISITING THE GURDWARA

RECOLLECTIONS





KEYWORD: RECOLLECTIONS.
MEETING THE GRANDPARENTS

WE INVITED THEM TO OUR CLASSROOMS TO TELL THEIR STORIES. THEN WE WENT TO INTERVIEW THEM AT THE LOCAL NURSING HOME.

