

2013

Bina Antarbudaya
Yogyakarta Chapter

[Type the author
name]



Youth Interfaith Camp
Friendship, Teamwork and Volunteerism

Written by:

Primi Suharmadhi Putri

M. Ahlul Amri Buana

Anggita Paramesti

Waskito Jati

[INTERFAITH COMMUNICATION TRAINING DESIGN]

A set of activity to train youth with strong religious belief and affiliation on why and how should we be friends with people whose belief are different. By using creative activities that ignite the participant to think and experience directly without having to lecture them in traditional way.

DAY 1, Friday, January 25 2013. 13.00-21.00

This set of activities along with outbound activities in the morning are intended to get the participant knows each other and feel comfortable in the camp, before we talk about a more serious subjects in the next morning.

No	Time	Activities	Objective	Methodology	Time allocation
1	08.00-11.00	Outbound	Bring the participant closer to each other		3 hours
2	11.00-13.00	Break			
3	13.00 -13.30	Trainers Introduction	Getting to know the trainers in a fun way	All four trainers will introduce themselves using pictures explain about themselves.	10 minutes
4		Card game Introduction	Getting to know other participant in fun way	Using a set of bridge card, each participant will be given a card and then the trainer will ask them to find someone with the same color of the card or with the same symbol and ask the a question. The question will start from their name, their school, and many other fun questions.	10 minutes
5		3 things card game	Bringing the participant closer through fun activity	After the participants introduce themselves to one another, it's time to know them deeper. Each participant will be given a piece of paper where they will write three things that no one knows about them. It could be a secret talent, or an experience, or anything. These cards will be read between sessions to keep the training fun	5 minutes
6	13.30-14.00	Establishing Safe Space	Goal: To create a discussion environment that is comfortable for all participants regardless of their belief. Therefore even though one of the participant	This activity will be conducted in a big group. The output of this activity is a set of do's and don'ts and how's. These set of regulation will come from the participant themselves. The trainer will only stimulate them into making a set of regulation needed for effective discussion. The trainer will stimulate the participant by asking them questions. The goal of these questions is to reach a set of rules and regulations that fulfill these following terms:	60 minutes

			maybe the only one with his belief he/she will still feel comfortable and safe in this environment.	<ol style="list-style-type: none"> 1. Active listening at all times/full participation in the learning process. 2. Remember the importance of the other person's religious perspective in his or her life. 3. Remember that every person has the right to agree or disagree with other person's opinion. 4. Everything should remain in the room, if there are any disagreement in the training room, should not influence their behavior towards that person. 5. Every question is encouraged 6. Everyone has the right to pass 7. Everyone has the right to disagree. <p>Aside from other simple regulation such as permission to go the restroom etc.</p>	
7	14.00-14.10	3 things card games	Refreshing with simple and fun games	<ol style="list-style-type: none"> 1. The trainer will read several secrets that the participant has written in the beginning of the training 2. The participant guess whose card that is. 	10 minutes
8	14.10-15.30	Story Telling		<p>Story telling will be used as the start of the whole training. Therefore the participant can reflect from experiences of themselves and their peers in encountering religious/cultural differences in their daily life. There will be problems, questions, and confusions in these stories which will be discussed throughout the training.</p> <ol style="list-style-type: none"> 1. Participant will be divided into 6 teams 2. Each team will have 60 minutes to share their stories and discuss it. 3. Each team will be asked to write down keywords, or question that they find during the discussion. There will be one group leader from the trainer to lead the discussion, and spark new question or point of view and write down on paper. 4. Each team then presents keywords and question 	

				<p>that they have written down</p> <ol style="list-style-type: none"> 5. Trainers will ask the participant <ol style="list-style-type: none"> a. What are the conclusions that they can understand from all the keywords? b. What are the questions that they have in mind after hearing all the keywords and discussion? 6. Participant than write those questions and conclusions on a piece of paper, put it on a wall. 	
9	15.30-16.00	Break			30 minutes
10	16.00-17.30	Response from Interfidei and CRCS	Responding to specific question.	The question might be very specific to certain religions; there might be a question about Christian missionary, or other subjects. That's where people from Interfidei and/or CRSC come in and answers the question.	90 Minutes
11	17.30-19.00	Dinner and break			
12	19.00-20.00	Building game	Developing coordination among participant	The participant will be asked to build a structure out of straws and play-doh. They will be divided into 6 teams and they have to build the strongest and the tallest structure possible.	20 minutes

Day 2, January 26, 2013

No	Time	Activities	Objective	Methodology	Time allocation
1	07.00-08.00	Breakfast			60 minutes
2	09.00-09.45	Take a stand	Participant will be able to see the similarities between them regardless of their belief. Also to build sympathy and trust rather than prejudice	<ol style="list-style-type: none"> 1. Trainers will draw a line on the floor while the participants are standing on the side of the line. 2. The trainer will read statements and sentences. 3. If the participant feels that their condition is suitable with the sentence they would step on the line. 4. These are the sentences and statements: <ul style="list-style-type: none"> - Who likes football - Who likes hiking - Who doesn't like sport - Who likes spicy food - Whose father has passed away - Whose mother has passed away - How many of you had been harassed when you were in school - After a question the trainer will ask those stepping on the line to ask the detail story to those who also stepping on the line. <p>Then the trainer gives the participant to make their own statement, something that they want to know about other participant.</p> <p>The next set of questions are more serious:</p> <ul style="list-style-type: none"> - Who has ever entered a church? - Who has a family member with different religion? - Do you agree that Indonesia is a plural country? - Do you agree that Indonesia is a tolerant country? - Do you feel threaten with the pluralism in Indonesia? <p>The session will be closed by an assessment regarding what the participant has taken apart with. Trainer will go around the room and asks the participant:</p> 	45 minutes

				<ul style="list-style-type: none"> - What do they think is the point of the activity? - What do they learn about the activity? 	
3	09.45-10.00	3 things card games	Refreshing with simple and fun games	<ol style="list-style-type: none"> 3. The trainer will read several secrets that the participant has written in the beginning of the training 4. The participant guess whose card that is. 	15 minutes
4	10.00-11.00	Animal Behavior Activity	Participant will be able to recognize the way they express and respond to opinions	<p>Participants will learn how to deal with people with different characters, related with expressing and responding opinions.</p> <p>Activities 1:</p> <ol style="list-style-type: none"> 1. Trainer will ask participants the question: What Kind of animal are you in expressing thoughts? 2. Participants have to choose between: Lion, elephant, dolphin, turtle. 3. Participants are asked to gather with “their own kind” 4. Participants will be given 5 minutes to discuss why they choose the particular animals. 5. Each group will have 5 minutes to present their answer. <p>Activities 2:</p> <ol style="list-style-type: none"> 1. Trainer will ask participants the question: “What kind of animal are you in responding to people’s opinions?” 2. Participants have to choose between: Lion, elephant, dolphin, turtle. 3. Participants are asked to gather with their own kind. 4. Participants will be given 5 minutes to discuss why they chose the particular animals. 5. Each group will have 5 minutes to present their answer. <p>Activities 3:</p> <ol style="list-style-type: none"> 1. Each group has to discuss their strategy in giving opinions to 4 different animal characters 2. Each group has to discuss their strategy in responding thoughts from 4 different animal characters. <p>Activities 4:</p> <p>The group will be presenting their strategies, 5 minutes each.</p>	60 minutes

				<p>The session will be closed by an assessment regarding what the participant has taken apart with. Trainer will go around the room and asks the participant:</p> <ul style="list-style-type: none"> - What do they think is the point of the activity? - What do they learn about the activity? 	
5	11.00-11.15	Break			15 minutes
6	11.15-13.00	Stereotype and Prejudice Activity	The participant understand the concept of stereotype and prejudice	<ol style="list-style-type: none"> 1. The participant as a whole will be asked to write down what usually comes up in people’s mind first when they see these set of pictures and words. 2. After they write down what they people usually think about those pictures and words they will have to fold the paper and throw it into a basket in front of them. <p>These are the list of words and pictures for this activity:</p> <ol style="list-style-type: none"> a. The word CINA (China) The stereotype of Chinese in Indonesian community is that they are very stingy, they will count what you owe to them until the last penny. b. The picture of native Papuan tribe 	75 minutes



The stereotype of these people is that they are very primitive, and they have a very strong behavior that will be considered very impolite for non Papuan. It is also commonly perceived in Yogyakarta that Papuan are trouble maker and always want to make problems with other people.

c. The picture of Prince Rania of Jordan



The stereotype for somebody who dresses and looks like the picture are that she is a model, non-moslem, or someone irrelevant. Whereas in reality, she is a queen, a moslem, and a humanitarian.

d. The picture of Star of David



Many Indonesian identify the picture above as Jewish, or Judaism, the aggressor of Palestine. Many Indonesian believe that all Jews are bad, if someone has a bad attitude especially if someone is rock headed people will call them “Jews”. Whereas the picture on the right is Jewish rabbi who support the freedom of Palestine. The point is that not all Jews are bad people and Judaism as a religion isn’t the problem.

The other questions can be found on the attached document.

3. After all the words and pictures have been shown, the trainer will pick three cards for each word or picture and then write those opinion down on a paper on the wall.
4. All participant then will discuss whether those stereotype are true or not, and if so, how do should they react to it. For example if they don’t agree with Sesaji as a moslem, how are they going to communicate their disagreement in good manner but this question will be hold for a moment and they will directly go to the next agenda which is an exercise on how to communicate difference belief.

				<p>5. The session will be closed by an assessment regarding what the participant has taken apart with. Trainer will go around the room and asks the participant:</p> <ul style="list-style-type: none"> - What do they think is the point of the activity? - What do they learn about the activity? 	
6	13.00-14.00	Break, lunch, 3 things card game, prayer			
7	14.00-15.00	Focus Group Discussion and role play preparation	Practicing their new skill of communicating differences or disagreement.	<ol style="list-style-type: none"> 1. After all participants finish up their work on Stereotype and prejudice discussion, we'll ask them to work in a group again for a focus group discussion on a case that the trainer will give it to them. 2. There will be 6 groups, and each group will have one case of typical stereotype and prejudice that usually find in teenagers daily life here in Indonesia, particularly with regard to race, religion, physical appearance, and sexual/gender issue. 3. Next, trainers will ask the participants to do a role-play based on the case that has been given before, and figure out what are the strategies to cope with those stereotype and prejudice, and how and why such things emerge. <p>Case 1. Andi's eye was hit by a ball while playing basketball. Due to this, he cried, but His friends laughed at Andi and call it him a 'sissy'. what kind of stereotypes happened in this case and how should Andi deal with it?</p> <p>Case 2. Tibo is a young man from Papua who became a doctor in Yogyakarta. One day he saw a little girl fell on the sidewalk, and her feet is bleeding. Tibo approached the girl and said, "I am a doctor, let me see your wound." But this little girl saw Tibo with frightened and then she cried, and people start approaching to them and blame Tibo for the girl's crying. what stereotypes happened in this case and how should Tibo</p>	60 minutes

			<p>deal with it?</p> <p>Case 3. Ahmed befriended with Alvine. Alvine has a 6 y.o younger brother who keep calling Ahmed as "terrorists", and attacked him with a toy gun. what stereotype happened in this case and how should Ahmed deal with it?</p> <p>Case 4. Astuti is having trouble in math class. She has participated in many extra math courses, but her math skill is still not improved. Astuti finally meet her father to ask for help. But her father replied, "Do not bother to learn, Astuti. You'll only responsible to take care of your children and husband in the future."what stereotype happened in this case and how Astuti should deal with it?</p> <p>Case 5. Rani is a student who use a prosthetic, and she became part of the decor team in the committee of the arts performance at school. One day she arrived at the venue, and found the place had been decorated with a theme that she did not know before. what stereotype happened in this case and how should Rani deal with it?</p> <p>Case 6. One day Irma's Dad did a ritual to clean his keris. Irma's friends at the housing area know this and then call Irma and her family as people who commit shirk and bid'ah (heresy). what prejudice happened in this case and how should Irma deal with it?</p> <p>The session will be closed by an assessment regarding what the participant has taken apart with. Trainer will go around the room and asks the participant:</p> <ul style="list-style-type: none">- What do they think is the point of the activity?- What do they learn about the activity?	
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7	15.00-16.30	Role play and discussion	Practicing the skill of communicating difference and encountering prejudice	<ol style="list-style-type: none"> 1. Each team will perform their role play. 2. After the role play they will be asked what are things, values, knowledge, that they learn from the role play. 	90 minutes
9	16.30-17.00	Blindfold games	Establishing trust among the participant and	Participant will be paired up and one of them will be blindfolded. They have to cooperate to reach a certain place that has been determined by the trainer in silent. The participant without the blindfold will have to lead their way by tapping shoulder or other signs.	20 minutes
10	17.00-18.30	Small Project Activity	Embodying what they have learn into a tangible object	Each participant will be asked to create something with their team as a reflection of what they have learnt for the past two days. It can be a poster, a story, a picture or any kind of project they want.	60 minutes
11	18.30-19.30	Break, dinner, prayer			
12	19.30-20.30	Project Presentation		Each group will present what they have made.	60 minutes
13	22.30- end	Reflection Night	The participants are able to conclude what they have learnt from the camp.	<ol style="list-style-type: none"> 1. The participant will be asked to stand up in a circle. 2. With a roll of thread that the committee has prepared, they will say one sentence reflecting their experience with this camp. 3. After one person say their comment, they will then throw the roll of threads to someone else and that person will say their sentence. 4. After that each participant will be given a piece paper and asked to write one word from that can represent their feeling after joining the camp. 5. These cards will then be put in a frame. 	

DAY 3, January 27 2013.

On This day, the participant will work together with the people of Ngandong Village in Kaliurang Yogyakarta Indonesia to plant trees on their neighborhood

No	Time	Activities	Objective	Methodology	Time allocation
1	05.30-06.30	Breakfast			
	06.30-09.30	Trees Planting	The participant get the experience of actually working with people with many different beliefs/	The participant will work together with the people of Ngandong Village in Kaliurang Yogyakarta Indonesia to plant trees on their neighborhood	Four hours
	09.30-11.30	Visiting nearby orphanage	The participant get the experience of actually working with people with many different beliefs/	The participant will visit a nearby orphanage for children and donate books that they have brought with them for the camp.	
	11.30-12.30	Lunch, break, prayer			
	12.30-13.00	Closing ceremony			