



## Guidance on Planning and Organizing an Encounter Day

### 1. Find participants and determine a common topic

- Find possible partners for the Encounter Day, contact colleagues from other subjects or from your own school or other schools. If you are having trouble finding participants, look at our [list of schools](#).
- **Note:** Smaller group size is beneficial for discussion quality and overall experience, avoid large groups.
- Once you have found colleagues who want to participate in the programme, all participating colleagues must choose a common topic for the Encounter Day. [A list of suggested topics](#) is provided. Let the list of topics inspire you in your choice of a common theme!
- Start teaching the chosen topic in every classes!

### 2. Set a date for the joint Encounter Day that works for every one of you

- Once a topic is chosen, **find a date for the Encounter Day** which suits all partners. It is recommended to distribute the various preparatory tasks among the participating partners. You can find a [checklist](#) with the organizational requirements.
- Consider the different semester times of each participating schools. If the Encounter Day is carried out internationally you should also consider different time zones. Be also aware of differences in curricula, time zones, and holiday times when planning the schedule of the study day. You can find an example of a [schedule of the Encounter Day](#).

### 3. Phase 1: Start preparing the seminars/lessons on the chosen topic of the Encounter Day

- Every teacher should prepare the contents that they will teach to prepare the pupils for the Encounter Day from the perspective of their subject. You can find ideas for lesson plans on specific topics for specific subjects on our platform library for [teaching materials](#).
- Each partner must complete the first phase of the four-phase model: preparing pupils by providing them with material for their presentations. Instructions for pupils to create [posters or PPT](#) are available. The teachers have to review the guidelines for the group work (virtually or on-site) of phases two and three.





- The students who will participate should be equipped with enough knowledge in order to engage in dialogue about this topic with students from other worldviews.
- During this phase the students are focusing on the perspective of their subjects but are also asked to position themselves within this perspective.

#### 4. Phases 2 & 3: Organizing the study day

- The workload can be spread among different persons involved in the organization of the study days:
  - When the topic is prepared so far, start to organize the Encounter Day. [A template for an Encounter Day schedule](#) and a helpful template for the [grouping of heterogeneous groups](#) of pupils can be found on the right. You can use the determined [dialogue rules](#) or develop your own. Prepare [conflict resolution strategies](#) and decide on group roles such as moderator and timekeeper.
  - **Warm-ups and social games:** Plan for the exchange groups to be as diverse as possible. It is advisable to assign two pupils from each participating subject to a mixed exchange group. Warm up games can be used in the beginning of the group work to foster the interaction in the pupil groups. This way the pupils can get comfortable around each other. You can find a list of documents with various [warm-ups and social games](#).
  - **Dialogue rules:** We use dialogue rules to ensure a respectful and peaceful communication in the groups working together. Advise your students to read through the rules together, commit to them and share out the tasks.

#### 5. Phase 4: Reflection on the gains of the study day on 'Sharing Worldviews: Learning in Encounter for common Values in Diversity'

**Reflection questions:** The reflection phase is crucial to the didactic foundation of the study day and is carried out in phase 4. For this, we provide you with a set of reflection questions that can help with the reflection process in class.

#### 6. Phase 4: Saving time for the reflection phase

- In the next lesson of your subject after the Encounter Day, pupils reflect individually and collectively about their experiences and gained [competencies](#) of the Encounter Day. For





this, you can use the [reflection questions](#) developed and tested during diverse Encounter Days.

- Prepare [certificates of attendance](#) to give to pupils who attended Encounter Day.
- All parties involved in the study days must provide:
  - The list of students participating
  - Involvement in decisions regarding the schedule
  - If it is possible and the exchange groups are very large, find moderators, who will support and be available for the students during their group work

⇒ If you want to join the programme, please register. In this platform's community, you can contact participating schools and share your experiences with colleagues. The [FAQs](#) are also helpful for any upcoming questions.

