

FAST FACTS



5+
People



30-45
Minutes



\$0



Low Risk
Level

Interfaith Four Squares

Adapted with permission from *Teaching for Diversity and Social Justice*

Purpose of Activity: The purpose of this activity is to increase participants' basic knowledge of religions that may be unfamiliar to them. This activity enables participants to identify missing information and suggests ways that they can learn about different religions.

Objectives/Learning Outcomes: After participating in this activity, participants will have a greater awareness of various religions that are represented among them. Participants will ultimately be more informed about some basic religious practices, which will hopefully encourage self-motivated research or discussion to learn more.

Materials Needed:

- Facilitation Guide (see below)
- Copies of the "Interfaith Four Squares" worksheet for each participant
- Copies of the answer sheet for each participant
- Stopwatch or way to keep time

Ground Rules:

- Be fully present and participate at your own comfort level – challenge by choice.
 - Follow up - What does it mean to be "fully present"?
 - Follow up - What does "challenge by choice" mean?
- Push yourself outside of your comfort zone – the most learning happens when we are a little bit uncomfortable.
- Listen respectfully, share air time, and encourage others to participate.
- It's ok for us all to be at different places with the things we discuss today.
- Show respect for one another's beliefs, values, and experiences.
- Respect and maintain privacy.

Disclaimer:

- If as facilitators you are not a member of the subordinated group (ie. non-Christian) focused on in this program, be sure to acknowledge that. Frame the conversation that you do not understand what it means to be of a subordinated religious group from personal experience, nor are you an expert because this is the topic of the program. You are simply trying to be an ally by doing education on the topic.
- If someone DOES attend the program who is of the subordinated group, be sure not to single them out for the "[subordinated religious group] perspective," stare at them to judge their reaction, or basically put them on the spot. They should be treated like every other student, and invite everyone to share/participate as much as she/he/ze is comfortable.

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Facilitation Guide:

- *Preparation (optional)*: If you are aware of the religious backgrounds of the individuals in your group, you may want to change some of the questions on the worksheet to reflect all of the represented religions. Although this worksheet has a variety of religions, there are inevitably religions that are not represented. However, if you do not know of any particular religions of individuals in the group, this should serve as a good overview.
- Pass out the “Interfaith Four Squares” question sheet.
- Ask participants to fill in as many squares by themselves as possible in 5 minutes.
- Stop participants after 5 minutes and instruct them that they will now be able to get assistance from one another.
- Allow them to go around the room for 10 minutes. They will be able to (re)introduce themselves to each other, and provide each other with assistance in finding answers to the questions that remain unanswered on their own copies of “Interfaith Four Squares.” (See “Possible Facilitation Issues” below regarding this part of the activity)
- After 10 minutes, ask the participants to take their seats.
- Distribute answer sheets and review the answers one by one. Suggestions for review:
 - Have participants take turns reading the answers.
 - Ask participants to share their answers if they had anything different or want to add something.
- Lead the group in a discussion about the activity.
 - Suggested questions about the activity:
 - How challenging was this activity?
 - How many squares were you able to fill out by yourself in 5 minutes?
 - Have participants raise their hands (*How many people got at least 3? 6? ... etc.*)
 - How does it feel to know or not know the answers?
 - Why do you think you were or were not able to answer these questions?
 - How did it feel having people ask you for answers? Were there certain answers that a lot of people asked you about?
 - Where did you learn about the questions that you were able to answer?
 - Suggested questions for a discussion of religious awareness:
 - Did you have neighbors, friends or school peers of different religions?
 - Did you ever talk about religion with your friends, peers or neighbors?
 - Did your family ever discuss religious differences?
 - Did you ever feel “inside” or “outside” the religious mainstream of your neighborhood? Of your school? Of the culture represented on television?

Conclusion:



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- It is possible for us to see that there are a lot of religions that we do not know about because we were not exposed to them. However, you are all resources to one another and can serve as educators for others in your communities. Now that you have this basic knowledge about some of the religions of the world, try to think about how you can expand your knowledge and understanding of others' religions.

Possible Facilitation Issues:

- During the interactive part of the activity, make sure that everyone is not congregating around one person to get all the answers. Encourage participants to interact with as many different people as possible.
- As with all activities pertaining to minority groups and awareness of oppression, sensitive topics may arise. It is important to stick to the ground rules set at the beginning of the activity, and add to these as necessary to assure that everyone feels safe sharing.



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Interfaith Four Squares

Move around the room and find someone who knows the answer to any one of these questions. Write the answer in the box with the question. Then continue to the next person, to answer another one of the questions. Continue around the room until you have answered all of the questions in the spaces provided.

Who was Lao Tzu?	Who was the founder of the Mormon faith?	What is a Sikh house of worship called?	What is the significance of Easter?
What is the significance of Jerusalem for Jews, Muslims and Christians?	What are the four major strands of Buddhism?	What are the Jewish "high holy days"?	What is the world's holiest site for Muslims? What is the term used for the journey to this holy site?
What is the holy book for Sikhs?	What is the name of the most sacred river for Hindus?	What is the significance of the year 1056 for Eastern Orthodox, Greek Orthodox Christians?	What is the name for the teachings of Buddha that are handed down in a collection of writings?



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What are the Gospels? What are their names?	To what historical figure do Jews and Muslims trace their lineage?	Who or what are Kachinas, to whom are they important, and why?	What is the name of the holy book for Muslims?
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Interfaith Four Squares (Answers)

Author of Tao–Te Ching	Joseph Smith	Gurdwara	Christ’s resurrection following the Crucifixion
For Jews: Wailing Wall – sites of two Jewish Temples For Muslims: Site of the Al-Asqa Mosque – where Mohammed ascended to Heaven For Christians: Where Jesus died and was resurrected	Mahayana Theravada Tibetan Modern	Rosh HaShanah (the New Year) opens and Yom Kippur (the Day of Atonement) closes the “Ten Days of Penitence”	Mecca in Saudi Arabia Hajj
Guru Granth Sahib	Ganges	The year of the “Great Schism”	Tripitaka



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<p>The narratives of the life of Jesus.</p> <p>Matthew, Mark, Luke, and John</p>	<p>Abraham</p>	<p>Kachinas are spiritual beings that are intermediaries from the sacred world for the Hopi. Kachinas are also dancers who identify with Kachinas, and they are also the dolls given to Hopi children to teach them during religious ceremonies.</p>	<p>Qu'ran (anglicized as Koran)</p>
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