



Social Studies 7  
Topic A-Culture-Humanities 7

Living  
Respectfully

Preventing  
Prejudice

Respecting  
Diversity

## Knowing Me, Knowing You: Exploring Beliefs and Values

**This unit comprises seven lessons and will take approximately 10-14 hours.**

### Unit Objective


This unit will encourage students to examine their beliefs and values on a personal level and extend those beliefs and values to a global perspective. Through the study of current events and global faiths, students will understand the diversity of beliefs and values that exist around the world and how they influence and guide individuals and cultures.

### Lesson 1 of 7 Understanding Beliefs and Values

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### Lesson 1 Objective

- To understand that beliefs and values can be both personal and global and that they guide us in our daily life.

 **Time** This lesson will cover approximately two hours of class time; can be covered over two days, with suggested break after the Beliefs and Values worksheet.

### **Materials**

- Student Handout 1: Venn diagram – Beliefs and Values
- Student Handout 2: Beliefs and Values
- Website: [www.live8live.com](http://www.live8live.com)

## Getting Started

### Knowledge Now

- Brainstorm as a class. Begin by asking students what they think of when they hear the word *belief* and *value*.
- Chart their responses on the board.

### Engaging Interest

- Explain that an individual's beliefs and values can sometimes have tremendous impact on the world. An example is Bono, lead singer of U2, who was one of the organizers of the Live 8 concerts, held July 2005.
- Have students watch the video clip of Bono describing how his personal beliefs and values have guided him in this series of concerts in nine cities around the world, with 120 bands, reaching 120 million people. [www.live8live.com](http://www.live8live.com)

### Learning Activities

Discuss the beliefs and values of Bono and the other musicians who participated in Live 8. Explain that beliefs and values are often shared within a culture.

- Use the beliefs and values of the class to fill in the Venn diagram – Handout 1
- Have students add any of their own ideas to their individual chart.
- Ask students what would go in the cross over area of the Venn diagram; when are beliefs and values the same? When are they different?
- In order to test our hypothesis that beliefs and values guide us in our lives, give students Handout 2 worksheet which asks them to fill in the value portion of a chart. If you believe in....., then you will likely value....
- \*\*\*This is the recommended lesson break.\*\*\*
- Students may work on the worksheet with remaining time in class and then complete it for homework.
- Have students pair/share results of the worksheet and compare answers respectfully.
- Confirm understanding of beliefs and values as a large group by going over key examples from Handout 2 worksheet. Which of these does our culture value? Discuss.

### Assessment/Analysis

- Have students work on a journal/portfolio piece of writing that has two parts: beliefs and values. Have them complete the phrase “I Believe In...” with at least ten thoughts beginning from personal perspective and moving to a broader perspective. Do the same for the phrase “I value...” Students may use a chart or mind map for this exercise. A mind map is a pre-writing tool that begins with a central idea in the middle and branches out like a spider web to include as many related ideas as possible.
- This personal piece will be used in lessons following.

## Application

- Ask students to think about their own beliefs and values and how they might be the same/different from those of their best friend; from those of someone who lives in another province in Canada; or from those of someone their age who lives in another part of the world. Discuss as time allows.

## Activities for Extension and/or Integration

- See other lessons in this unit plan.
- Some students may want to research Live 8 further as a challenge project; this could lead to school-wide awareness/fundraising activities.

## Subject and Level Learner Outcomes for Subject and Level

- **Knowledge:** Beliefs and values influence behaviour
- **Skills**
  - a. Process: identify and define topic; identify relationships among variables within charts, graphs and tables; identify the message and intended audience of visual communications
  - b. Analyzing/synthesizing/evaluating: draw conclusions about basic aspects of culture; make generalizations by stating relationships between concepts about culture
  - c. Participation: converse with others in a variety of settings, including informal, small groups and whole class discussions
- **Attitudes:** Respect for rights, needs, opinions and concerns of self and others; confidence in expressing own ideas

## Safe and Caring Topics and Concepts

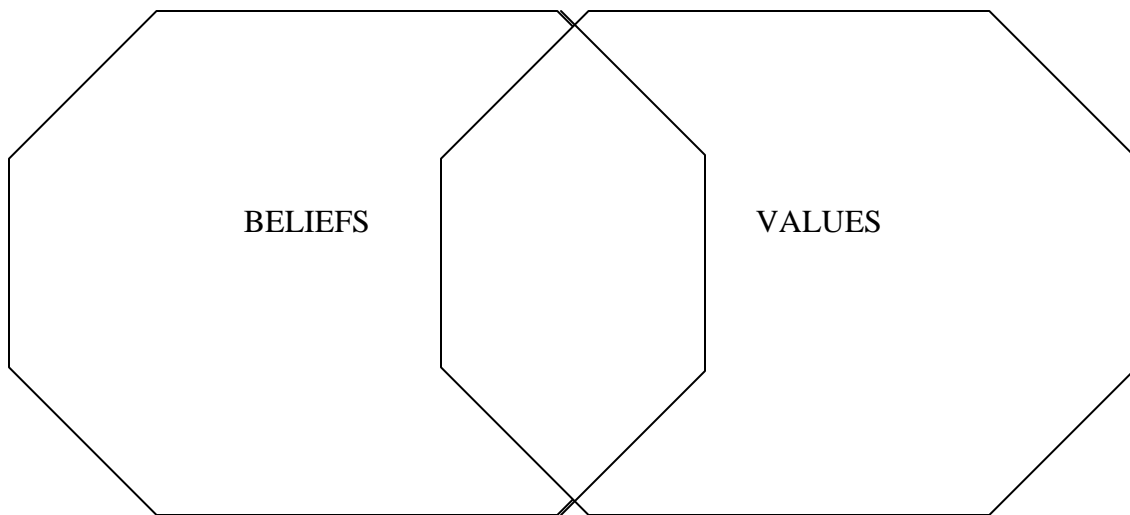
1. Living Respectfully
  - Respecting and appreciating others' ideas, insights, solutions and contributions
2. Respecting Diversity
  - Exploring how empathy helps avoid and /or resolve conflict

## Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p><b>Go to</b>  <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/Resources_Strategies.htm</a> for strategy descriptions</p>	<ul style="list-style-type: none"> <li>▪ Think-pair-share</li> </ul>		<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> <li>▪ Journaling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mind Mapping</li> </ul>

### Student Handout 1: Venn Diagram



## Student Handout 2

### Beliefs and Values

**Our personal philosophy and beliefs guide us in our daily life; we value activities, objects and people that support our beliefs.**

When a person believes in.... then he or she is likely to value....

1. hard work 1. \_\_\_\_\_

2. education for all children 2. \_\_\_\_\_

3. freedom of choice 3. \_\_\_\_\_

4. honesty 4. \_\_\_\_\_

5. the importance of friendship 5. \_\_\_\_\_

6. helping others 6. \_\_\_\_\_

7. freedom of expression 7. \_\_\_\_\_

8. equal pay for equal work 8. \_\_\_\_\_

9. animal rights 9. \_\_\_\_\_

10. respecting others 10. \_\_\_\_\_

**Your choice:**

11. \_\_\_\_\_ 11. \_\_\_\_\_

### **Suggested answers for worksheet:**

1. getting a job, working hard at a job, studying hard, being responsible
2. public schools, free education, public university, reading and writing
3. individuality, uniqueness, expressing oneself in terms of fashion, hairstyle, music and so on.
4. truth and fairness, facts, answers, friends
5. people as friends, trust, kindness, communication
6. volunteering, helping professions such as teaching, kindness, social responsibility, giving to charities
7. free speech, media, sharing of ideas in books, music and so on.
8. equal rights for men and women, fairness in the workplace
9. animals, pets, wild animals, animal rights' groups
10. friendship, parents, grandparents, friends, teachers

### **Supplementary Resources:**

Website for Live 8 video footage: [www.live8live.com](http://www.live8live.com) Select “watch this” and scroll down to Bono.