



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

### 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 as a whole.

### Lesson 2 of 7 Examining Beliefs and Values from a Personal to a Global Perspective

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### Lesson 2 Objectives

- To examine how beliefs and values can influence current events on a local, national and international level
- To reflect on personal beliefs about our world

 **Time** This lesson will take approximately one to two hours of class time, depending on depth of discussion.

### **Materials**

- Current events article: This is the teacher's own choice. Article should have a clear, concise headline that engages students and the article should be controversial.
- Video download of "I Believe in Respect" from [www.ibelievein.ca](http://www.ibelievein.ca) 3–4 minutes
- Small red flag made from toothpick and red construction paper

### Getting Started

#### Knowledge Now

- Students will be asked to reflect on local, national or international events they know about, where beliefs and values between two opposing groups are in conflict.
- Brainstorm together and chart these events according to classification, (for example, local, on large board).
- Are there any similarities that emerge from student knowledge? What conclusions can we draw from this?

## **Engaging Interest**

- Read the headline of the current event article.
- Ask students for immediate feedback on the headline. Is it local, national or international?
- Use a world map to pinpoint the location of the current event and conflict. Use the one red flag here.
- What beliefs and values do students think are in conflict in this article? Why are they harmful? What do students think might resolve this situation?

## **Learning Activities**

- Explain that the class will watch a video produced with funding from Canadian Heritage in conjunction with the United Nations Association of Canada.
- What is the United Nations? What does it believe in and value?
- Show the video I Believe in... [www.ibelievein.ca](http://www.ibelievein.ca).
- Have students go into small groups and record ideas about the main ideas from the video. Each group should pick one key term/idea to share with large group in a cooperative carousel as it goes around the room. What do these words really mean to the students? Discuss. (examples: respect; acceptance)
- Ask students to think about their own beliefs and values and how they might be the same or different from those on the list.

## **Assessment/Analysis**

- Have students turn to their portfolio work from the previous lesson on beliefs and values. Ask them to rework their writing into a format that reflects what they believe on a personal level to what they believe on a global scale. Add any ideas they want from video/discussion today.

## **Application**

- Ask students to share personal examples of when they showed acceptance, demonstrated respect and tolerance in their daily lives.

## **Activities for Extension and/or Integration**

- Ask students to bring in an article for the next day. It can be local, national or international news. They should be able to talk about the article with reference to the location and conflict involved.
- See other lessons in this unit plan.

## **Subject and Level Learner Outcomes for Subject and Level**

- Knowledge: beliefs and values influence behavior
- Skills: a. Process- identify and define topic; identify relationships among variables with chart (co operative carousel); determine the values underlying a position; categorize information to develop the concept of beliefs and values  
b. Communication – work in a group to share ideas
- Attitudes: have confidence sharing personal opinions

## Safe and Caring Topics and Concepts

1. Living Respectfully
  - Exploring the causes and consequences of conflict, peace, justice and violence.
2. Developing Self-Esteem
  - Communicating thoughts and feelings
3. Resolving Conflict Peacefully
  - Describing behaviours that obstruct peaceful conflict resolution
  - Identifying skills that contribute to peaceful conflict resolution

## 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>▪ Cooperative carousel</li> <li>▪ Brainstorm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current events</li> <li>▪ Map reading</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>▪ Video and discussion</li> </ul>