



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 these influence and guide individuals and cultures as a whole.

Lesson 5 of 7 Research of Global Faiths

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Lesson 5 Objective

- To increase understanding of the diversity of global beliefs and values while researching a world faith

 **Time** This research project will require two to three hours of class time for introduction and research.

Materials

- Names of faiths on small pieces of paper for “hat draw” by pairs of students – Teacher Handout 1
- Library: access to books, magazines, online resources for information about faiths
- Rubric for pair work – Teacher Handout 2
- Website: www.interfaithcalendar.org
- Poster board available for presentation of information
- Pieces of white muslin/cotton material cut into 10 by 10 quilt squares
- Fabric felts or fabric paints, hole punch and yarn/ribbons for tying the material together

Getting Started

Knowledge Now

- Ask students to go back to their notes on types of conflicts they encountered in their lesson on current events. How many were related to beliefs and values?
- Refer to the world map with red flags to explain that beliefs and values might be at the core of many global conflicts today.
- Have students write down every faith they know and anything they know about it/them. Discuss as a large group using a classroom mind map on the board. A mind map begins with a central idea and branches out like a spider web into interrelated ideas expanding upon central idea.

Engaging Interest

- Bring out a calendar or go to the interfaith calendar website www.interfaithcalendar.org, which lists the holidays of many faiths, and go through some of the holidays listed, month by month. If students know what faith the holiday belongs to, they can add it to the mind map already established on the board. If they do not, put a question mark on the mind map.
- Examine the number of question marks and add more question marks according to the number of faiths students will have to select from. What is student reaction to this?

Learning Activities

1. Explain that students will be working in pairs to create, as complete as possible, a verbal picture about a certain world faith. In so doing, students will be required to answer some questions about the faith.
2. Brainstorm to develop research questions. Ideas will likely reflect the following:
 - What is the faith?
 - Origins/Location where it is mainly practised throughout the world.
 - Main beliefs/ values.
 - Who is in charge? Who started it?
 - Extent of influence throughout the world on such things as health, education, architecture, art, music.
 - What are some of the symbols/key words/books associated with this faith?
 - Is it practiced in Canada?
3. Instructions to Teachers
 - Have students work in pairs and have the hat draw for faith research topics. See Handout 1
 - Provide students with access to resource books (already pulled and carted), magazine articles noted, Internet sites they can access organizations to contact for information.
 - Explain that students will be given a mark based upon a rubric of 5 in terms of their pair research and that they will be presenting their findings to the class after two research periods.

- Students should be prepared to visually display their answers on poster board for their presentations.
- Students will discover information regarding a faith that they may not have heard of before or only heard about in passing. They will research it and prepare an oral presentation for the class.
- Each partnership will be responsible for creating two quilt pieces as part of their presentation. One piece should include a visual depiction of a symbol from the faith and the other a belief or value inherent in the faith's doctrine.
- These quilt pieces will be attached and included as part of the partner presentation.
- Each research pair will spend the next two days engaged in research, note taking, conversation, writing, editing and rewriting to complete their research project.

Assessment/Analysis

- Each pair will be marked on their ability to share responsibilities for research and ability to work together on this project.
- Each group will report back to the class on their findings after two research days (see lesson following).

Application

- Students will look for a place of worship for the faith they have researched and report back to the class about it and its location. Is it in Calgary? In Alberta? In Canada?

Activities for Extension and/or Integration

- See other lessons in this unit plan.

Subject and Level Learner Outcomes for Subject and Level

- Knowledge: Understand that beliefs and values influence behavior
- Skills: Process - differentiate between main and related ideas; draw conclusions about basic aspects of culture

Safe and Caring Topics and Concepts

1. Living Respectfully
 - Respecting and appreciating others' ideas, insights, solutions and contributions
 - Working cooperatively in groups.
2. Respecting Diversity
 - Studying different cultures, religions, lifestyles in society and in school

Teaching Strategies

Go to www.sacsc.ca/Resources_Strategies.htm for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> • Think-pair-share 	<ul style="list-style-type: none"> • Problem solving • Research and writing 	<ul style="list-style-type: none"> • Explanation

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
			<ul style="list-style-type: none"> • Brainstorming • Creating posters • Mind-mapping

Teacher Handout 1

These are a sample of the global faiths students may explore. They can be cut into strips and placed in a “hat” for a draw element to the research project.

Faiths around the World:

Taoism

Shintoism

Hindu

Paganism

Zoroastrian

Scientology

Eckankar

Confucianism

Buddhism

Jain

Christianity

Aboriginal

Judaism

Muslim

Sikh

Islam

Baha’i

Teacher Handout 2

Suggested Rubric for Pair Work

Rubrics are most often established with students at the beginning of the year; students take ownership of the criteria and demonstrate greater understanding of the grading scale. These are suggested rubrics; Teachers are encouraged to develop them further with students.

- 5 Students demonstrate outstanding cooperative skills. They are focused and on task. There is clear division of work between them and strong communication skills are evident.
- 4 Students demonstrate very good skills in communication and cooperation. They are most often on task and quite focused in their work. The division of work is discussed and decided upon.
- 3 Students demonstrate good skills in terms of communication and cooperation on task. They work hard to remain on task and are demonstrating understanding of dividing the workload.
- 2 Students demonstrate emerging skills in terms of cooperation and communication. They are often off task and demonstrate some degree of difficulty in remaining focussed.
- 1 Students encounter great difficulty in terms of working together and staying focused and on task. A high degree of teacher intervention is required to assist students to complete the task.

Teacher Handout 3

Suggested Rubric for Oral Presentations

- 5 Students demonstrate outstanding knowledge of their subject area. They present this knowledge with enthusiasm and confidence, making eye contact with their audience and speaking in a clear audible voice. They use visuals or props to enhance their presentation. Their presentation is focused with a clear introduction, body and conclusion.
- 4 Students demonstrate very strong knowledge of their subject area. They present with confidence, ensuring that they make eye contact and speak in a clear tone of voice. They may use visuals/props to enhance their presentation. Their presentation may lack some focus in terms of introduction, body of content and conclusion.
- 3 Students demonstrate acceptable knowledge of their subject area and present with a degree of order in terms of introduction, body and conclusion. They work hard at making eye contact and speaking in a clear, audible voice.
- 2 Students' knowledge of their subject level lacks depth and may be presented without focus or order. They may demonstrate difficulty in maintaining eye contact and sustaining a clear speaking voice.
- 1 Students do not demonstrate an understanding of their subject matter. They appear unfocused in their presentation of information, making it difficult to follow. They have difficulty maintaining eye contact and sustaining a clear speaking voice.