



## 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 6 of 7 Understanding and Celebrating Global Faiths

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### Lesson 6 Objective

- To communicate, understand and celebrate the diversity of beliefs and values in world faiths.

 **Time** The class presentations will comprise close to two hours of class time.

### **Materials**

- Presentation materials/poster board / quilt pieces
- Rubric for oral presentation – Teacher Handout 1
- Large piece of cotton fabric to which Velcro will stick
- Small pieces of Velcro cut up for partner pieces of fabric

### Getting Started

#### Knowledge Now

- Review rubric for presentations with students. Handout 1

#### Engaging Interest

- Use the world map as a starting point for presentations. Work our way around the world celebrating global faiths.
- Ask student pairs to think about their country/continent of origin for their faith and ask if anyone has a faith that originated in North America. The partners who selected Aboriginal Faith will then present their findings.

## **Learning Activities**

- Partners will present their findings to the class.
- What is it?
- Origins/Location where it is mainly practised throughout the world.
- Main beliefs/values.
- Who is in charge? Who started it?
- Extent of influence upon the world on such things as health care, education, architecture, art, music
- What are some of the symbols/key words/books associated with this faith?
- Is it practised in Canada?

Presentations will include a question and answer section and placement of quilt pieces with Velcro onto the giant quilt backing placed on the blackboard. As the presentations progress, so too will the quilt grow.

## **Assessment/Analysis**

- Each pair presentation will be marked on a rubric of 5. (Handout 1)

## **Application**

- Students will discover information regarding a faith that they may not have heard of before or only heard about in passing. They may ask questions of the presenters.
- This presentation will be a celebration of the diversity of faith as students share their knowledge with each other.
- Students may reflect on any elements of the beliefs and values in the world faiths that interested them.

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

- See other lessons in this unit plan.
- Students may listen to the radio and television over the coming days and weeks and see if the faith they researched is mentioned in the media and in what context. They may report back to the class as part of an ongoing current events survey.

## **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**

### Living Respectfully

- Respecting and appreciating others' ideas, insights, solutions and contributions

### Respecting Diversity

- Studying different cultures, religions, lifestyles in society and in the school

### Developing Self-Esteem

- Communicating thoughts and feelings.
- Using affirmative language.

## 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>▪ Rubrics-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questions</li> </ul>	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
	<ul style="list-style-type: none"> <li>▪ Presentations</li> </ul>		<ul style="list-style-type: none"> <li>▪ Creating a visual display</li> </ul>

## Teacher Handout 1

### 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 and has a clear introduction, body and conclusion.
4. Students demonstrate very strong knowledge of their subject area. They present with confidence, ensuring they make eye contact and speak in a clear audible voice. They may use visuals or 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/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 in maintaining eye contact and sustaining a clear speaking voice.