



Social Studies 7  
Topic A-Culture-Humanities 7

Developing  
Self-Esteem

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## 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 7 of 7 Creating a Classroom Quilt

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### Lesson 7 Objectives

- To examine how our beliefs and values echo those of the faiths we have studied
- To create a three dimensional visual project to celebrate this interconnectedness
- To understand that our visual quilt is a form of communication

 **Time** This lesson will take approximately one hour of class time.

### **Materials**

- Muslin fabric or cotton fabric cut into 10" x 10" squares
- Fabric paints and fabric felts; permanent markers work well
- Students' portfolios
- Sample quilts (ask parents to supply or laminate pictures of quilts)
- Velcro pieces, cut up.
- Large quilt attached to black board at the front of the room

### Getting Started

#### Knowledge Now

- Ask students what a quilt is. Have them share their personal experience with quilts. Perhaps some students had quilts when they were babies.

## Engaging Interest

- Pass around samples of quilts from the collection or pass around laminated pictures of quilts from other cultures. What do students notice about these quilts?
- What do students notice about our quilt? What is it missing? They will likely notice many spaces on the quilt piece (large enough for there to be space to put more pieces). The quilt will only appear to be one-half complete.

## Learning Activities

- Explain that quilts often tell a story through pictures and words. Our quilt's story is not yet complete.
- Explain that students will be creating a class quilt to celebrate their study of beliefs and values.
- Using their portfolio work from this unit, students will select one statement they would like to record for the classroom quilt of faith.
- Using fabric paint/felt pens, each student will design/draw and write to create his or her personal quilt piece to add to the classroom quilt.
- Explain that they will be connecting the quilt pieces to symbolize the interconnectedness of our beliefs and values with the values of the world religions already depicted on the quilt.
- Have students show each other their individual quilt piece before putting it up on the classroom quilt.

## Assessment/Analysis

- Have students turn to their portfolio work from the previous lesson on beliefs and values. Ask them to reflect upon this process of exploring beliefs and values.
- Students may reflect in their journal on what they learned from this unit.

## Application

- How will students apply in their daily lives and in their daily interactions with others what they have learned in this unit?
- How will what they have learned influence their behaviour? Share and discuss. Chart student responses and post them in a visible area of the classroom. Refer to them throughout the year.

## Activities for Extension and/or Integration

- Student led: lunch-time display in the school foyer with the *I Believe in...* video, poster boards, quilt
- Acts of Kindness week
- Guest speakers
- Travelling quilt to elementary schools, city hall
- Making their own *I believe in...* video

## Subject and Level Learner Outcomes for Subject and Level

- Knowledge: Understand that communication, in all its forms, is the means by which culture is learned.

\*Our classroom quilt is the mode of communication we have used to learn this aspect, beliefs and values, of culture.

## Safe and Caring Topics and Concepts

1. Living Respectfully
  - Respecting and appreciating others' ideas, insights, solutions and contributions
  - Selecting, planning and carrying out a service learning project that promotes peace in schools and community
2. Respecting Diversity
  - Celebrating diversity in the classroom
3. Developing Self-Esteem
  - Respecting and celebrating our unique identities.
  - Communicating thoughts and feelings

## Teaching Strategies

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

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