



## LESSON

# 2

### Respecting Beliefs and Opinions Unit Grade 4 • Ages 9-11

#### TIME FRAME

Preparation: 10 minutes Instruction: 40 to 45 minutes, longer for optional writing activity

Please note: This lesson may take longer than other lessons. Consider breaking it into two class periods.

#### MATERIALS

Understanding Beliefs and Values Interview Sheet (p. X), one for each student

RAK Journals

[Kindness Concept Posters](#) for Integrity, Respect

#### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.4.1, 1b, 2, 4; CCSS.ELA-Literacy.W.4.2; CCSS.ELA-Literacy.W.4.4; CCSS.ELA-Literacy.W.4.5

Colorado: Comprehensive Health S.3, GLE.1, EO.e; Reading, Writing and Communicating S.1, GLE.1, EO.a,d; S.3, GLE.2, EO.a; S.3, GLE.3, EO.a.b.

[Learning standards key](#)

## Understanding Beliefs and Values

Students will understand the difference between beliefs and values and appreciate how our differences make us unique and interesting.

### Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

### Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**OPINION** A belief, judgment or the way you see something.

**RESPECT** Treating people, places, and things with kindness.

**BELIEF** A strong feeling or opinion that something is true.

**VALUES** Beliefs that are really important to us; help us determine right from wrong.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Working with a bilingual volunteer or support worker who could facilitate the interviews and translate key words.
- Providing a graphic organizer for those students who need this step as a pre-writing strategy.
- Choosing three to five questions rather than all seven if the information is overwhelming.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



## Resources

Colorado State Teachers Guide to Belief, Value and Opinion: <http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>

Search the Internet for a list of values and beliefs. You can share these with your students for clarification if needed.

## Share (3 mins)

Invite one or two people to perform their skit from the Kindness in Action in the Freeze! lesson. Alternatively, have students share one fact about themselves and give one positive opinion about their partner.

## Inspire

*What is the difference between a belief, value and opinion?*

Point out that a belief is not always religious. If necessary, share some examples, such as:

- **Beliefs** are based on cultural or personal experiences: All people are good inside, You should respect your elders, Everyone should be treated equally.
- **Values** are based on your beliefs and what is important to you: Family, Honesty, Truth.
- **Opinions** take facts and experience into account: Dogs are intelligent, Yellow is the happiest color, Judo is the best sport.

## Empower

### Understanding Beliefs Interviews (20 mins)

*We are going to interview another person about their culture, traditions, values and beliefs and write their responses on the interview sheet. This is your chance to learn something new about the people in our class.*

Distribute the Understanding Beliefs and Values Interview Sheet.

Pair up students or allow them to choose a partner, if you prefer. Encourage students to partner with someone they don't know very well.

After students interview each other, have pairs join into small groups of six or eight. Have students share at least three things about the person they interviewed with their small group.

*We learned many of our **values** and **beliefs** from our family or the people we live with and have a lot to do with where we live and where we were born. We all have some **values** and **beliefs** in common and we may have others that differ from each other. Our class might include people from different cultures, languages, races, and backgrounds or maybe it doesn't, but we still have many things in common and things that make us unique. That kind of variety can make our lives more interesting, as long as we can get learn ways to appreciate our differences and get along with each other. And to do that we have to respect each other's **beliefs** and **values**.*

Ask students a couple of the questions below:

- What do you think would be a healthy way to respond to someone who has a different **opinion**, value or belief than you? (Suggest the following if students don't suggest: Don't insult people or make fun of their beliefs, values, traditions or opinions; Listen to others as they discuss their opinion or **beliefs**; Value other people's **opinions**; Be considerate of why someone likes or dislikes something.)
- Do you think it is important to respect other **beliefs** and **opinions**? Why or why not?
- How can you respect other people's beliefs and opinions?

**Optional Writing Extension:** Have students use the interview sheet to write an essay about the student they have interviewed using your school's 4th grade writing rubric.

#### Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

#### Evaluation Questions

- What are **beliefs**, **opinions** and **values**?
- What does respect have to do with **beliefs**, **opinions** and **values**?
- What are some things we can know about each other to understand people's **beliefs** and **values**?

#### Reflection Questions

- How do we respect each other's **beliefs** and **values**?
- Do we need to have the same **values**, **beliefs** or **opinions** to get along?
- What **values** do you get from your family? Are any of your **values** different from your family's?

#### Summary

*The more we know about other people, the easier it is to understand why they think what they do and act the way they do. It's easier to be kind to people when we know about their personal lives. Getting to know people around us is an act of kindness to others and ourselves because it creates a more enjoyable and peaceful world.*



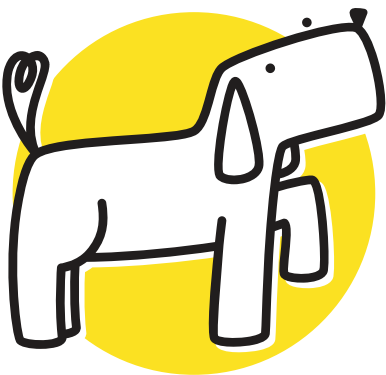
#### Act (2 mins)

##### Kindness Minute

*Tell the person next to you your favorite holiday tradition. Maybe it's eating cookies, getting gifts or spending time with people you love. Think of what you like most. Learning about others makes it easier to be kind because we understand that everyone has special things about them.*

##### Kindness in Action

Complete the Home Extension Activity (worksheet on the next page).



# Home Extension Activity

## UNDERSTANDING BELIEFS AND VALUES INTERVIEW SHEET

**Directions:** Interview another person about their culture, values, beliefs and opinions.

INTERVIEWER

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PERSON BEING INTERVIEWED

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1. Where were you born?

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2. Do you know where your ancestors came from? If so, where?

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3. What traditions do you have in your family or the people you live with? (For example, on holidays we go to our family's house.)

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4. What do you believe in? (For example, eating healthy keeps my body ready to play sports.)

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5. What do you value? (For example, I value people who tell the truth or I value my friends opinions.)

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6. What are your talents and strengths?

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7. What do you think makes you unique?

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