

Knowing and Respecting Others

This lesson helps students better understand not only the definitions of beliefs, values, and opinions, but also the value of having and honoring these things in others. Students will have an opportunity to get to know each other better, to share in a small group setting, and to discuss how we can show kindness to others through respecting their beliefs and opinions.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

45 minutes

Required Materials

- 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.
- Understanding Beliefs and Values Interview Sheet (attached)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Identify the difference between a belief, a value, and an opinion.
- Appreciate how our differences make us unique and interesting.
- Connect respect and kindness to understanding the beliefs, values, and opinions of others.
- Interview others to learn more about them and build a sense of community.

Teacher Connection/Self-Care

As we dive head on into this unit, take time to ask yourself, “How do I show respect to myself? How do I practice self-care?” You must fill yourself up first before you have anything to offer your students! Try creating one positive goal related to self-care each school day to ensure you are putting your needs at the top of the list. Some examples might be: “I choose to focus solely on eating during my lunch break (and not grade papers!),” or, “I choose to write a positive affirmation on the board each morning to remind myself (and everyone who reads it) that each one of us is a valuable member of our classroom and school community.”

Tips for Diverse Learners

- Work with a bilingual volunteer or support worker who could facilitate the interviews and translate key words.
- Provide a graphic organizer for those students who need this step as a pre-writing strategy.
- Choose three to five questions rather than all seven if the information is overwhelming.
- If appropriate for learners, connect a current event that highlights either a positive example of people respecting each others’ opinions or a negative example.



Share

5-7 minutes

In our first Respect lesson, we talked about how we can be kind and respect ourselves. In this lesson, we are going to learn about how we can be kind and respect others. To begin, let's talk about the difference between a belief, a value, and an opinion. What are some of the differences among these three things?

Write these keywords on the board: beliefs, values, opinions.

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.



Inspire

5-7 minutes

*We learn many of our values and beliefs from our family or the people we live with. They 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 learn ways to appreciate our differences and get along with each other. To do that we have to respect each other's beliefs and values. *Take some time to review the term respect from the previous lesson.*

Let's practice identifying a belief, a value, and an opinion that we have for or about our school.

Use a whiteboard or chalkboard to write belief, value, opinion, and ask students to help you name at least one of each. It can be hard to know the difference among these three, so practicing as a group helps clarify.

Use the school's mission or value statement (likely found on the school website or in handbook materials) to help guide students' ideas about this.



Empower

Understanding Beliefs Interviews

20 minutes

Now you 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. (see attached) 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.



Reflect

3-5 minutes

Let’s talk about how knowing about beliefs, values, and opinions can help us respect and be kind to other people.

Ask students a couple of the questions below:

- *How do you feel when someone respects your beliefs and opinions? How do you think others feel when you treat them with respect?*
- *What do you think would be a healthy way to respond to someone who has a different opinion, values, 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 opinions or beliefs; Value other people’s opinions; Be considerate of why someone likes or dislikes something.)*
- *How can you respect other people’s beliefs and opinions?*

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.



Extension Ideas

- **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.
- **Home Extension Idea:** Using the “Understanding Beliefs and Values Interview” sheet, have students interview a family member or neighbor!



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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

Understanding Beliefs and Values Interview Sheet

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

1. Where were you born?

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

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

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

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

6. What are your talents and strengths?

7. What do you think makes you unique?
