



Social Studies 7
Topic A—Culture-Humanities 7

Resolving
Conflict
Peacefully

Living
Respectfully

Preventing
Prejudice

Respecting
Diversity

Knowing Me, Knowing You: Exploring Beliefs and Values

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 3 of 7 Looking at How Current Events Reflect Beliefs and Values

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Lesson 3 Objective

- To share and classify local, national and international current events according to type of conflict and understand how these conflicts relate to beliefs and values.

 **Time** This lesson will take approximately one hour.

Materials

- Current events articles brought in by students
- World map with Alberta and Canada clearly visible
- Small red flags made with construction paper and toothpicks

Getting Started

Knowledge Now

- Have students examine their headline and current event articles. How many are local, provincial, national or international?
- Have students move into groups according to articles. If numbers are uneven, adjust as required. Ideal number for groups is four students.

Engaging Interest

- Using a map as a starting point, explain that events are going on around our city, province, country and globe that reflect beliefs and values in conflict.
- Ask student to pinpoint the location of their individual article and, group by group, have them come up to the world map and post red flags to represent the area of conflict in their article. Reflect on what this says about our world.

Learning Activities

- Group procedures may be reviewed prior to this.
- Students will take turns sharing their headline and article's main points with their group.
- At each step, students will provide a summary that includes information on:
 - Where does the conflict takes place?
 - Who is involved?
 - What is the cause of the conflict? What beliefs and values are in play?
 - Why is this event relevant to our lives?
 - What do students think will be the outcome of this conflict? Why?
 - How was the conflict resolved? What hindered the resolution of the conflict?

One person in each group should record the answers to questions above in point form

Assessment/Analysis

- Ask groups to examine their events or conflicts for any similarities in their summaries. Have one person report to the large group on what similarities were found, if any, on a local, national and international level.
- With students, you have looked at world problems and their resolutions; have students suggest ways to solve problems with peers in or out of the classroom.

Application

- Students will likely have discovered that on a local level economic issues head the conflict; on a national level, the issues expand to philosophies about government intervention, power of the individual versus Canada as a nation; on an international level, the conflicts are often due to different beliefs and values about politics and rights/responsibilities.
- Re-examine the world map with red flags. This is the world we live in. Ask students to use their portfolios to record ideas about What kind of world they want to live in? They can complete this for homework.

Activities for Extension and/or Integration

- See other lessons in this unit plan.

Subject and Level Learner Outcomes for Subject and Level

- Knowledge: Beliefs and values influence behavior
- Skills: a. Process- Determine the values underlying a position; categorize information to develop the concept of beliefs and values

Safe and Caring Topics and Concepts

1. Living Respectfully
 - Respecting and appreciating others' ideas, insights, solutions and contributions
2. Respecting Diversity
 - Analyzing how prejudice can lead to conflict and violence
 - Examining how stereotypes and prejudice keep us from resolving conflicts
3. Resolving Conflict Peacefully
 - Describing behaviours that obstruct peaceful conflict resolution
 - Identifying skills that contribute to peaceful conflict resolution
 - Handling conflict in friendships

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca/Resources_Strategies.htm for strategy descriptions	<ul style="list-style-type: none"> ▪ Group work 	<ul style="list-style-type: none"> ▪ Current events; ▪ Problem solving 	<ul style="list-style-type: none"> ▪ Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> ▪ Journal 	<ul style="list-style-type: none"> ▪ Map reading