



## Respecting Beliefs and Opinions Unit

Grade 4 • Ages 9-11

### TIME FRAME

Preparation: 10 minutes  
Instruction: 30 minutes

### MATERIALS

Is it Fact or Opinion? skits, two copies: one for teacher, another cut apart for groups

RAK Journals

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

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.4.1, 1b

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

[Learning standards key](#)

## Freeze!

Students will identify facts and opinions in skits they perform and discuss ways they can be kind and respectful to people who have different opinions than themselves.

### Lesson Background for Teachers

Before class, cut apart the “Is It Fact or Opinion?” skits. Feel free to pick and choose which of the skits the students will act out. If some scenarios are too simple or too complex for your students, feel free to modify as necessary to ensure they are relevant to your classroom context. You may also want to alter the names of the characters or the scenarios themselves.

Another option would be to have students write their own skits, act them out, and have their classmates decide what is fact and opinion in their skit.

### Key Terms for Students

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

**FACT** Information that is true and can be proven.

**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:

- Referencing the definitions for fact and opinion during the discussion.
- Turning and talking to a partner before answering the questions after each skit.
- Writing responses to the questions on the board to help students who take more time to process things.

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

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



## Share (3 mins)

Turn to the person next to you and share one fun **fact** that you know. Take turns so everyone gets a chance to share.

## Inspire

### Fact or Opinion Skits (15 mins)

We are going to do an activity where we have to figure out whether people are stating **facts** or **opinions**, and saying them in a kind or unkind way. I will need two or three students to read a part in the short skit. These volunteers and I will read a few sentences. Then I will say "FREEZE!" and the volunteers will freeze. I will ask the class to think about which character in the skit said a **fact**, who stated an **opinion**, and whether the **opinion** was kind or unkind.

Note: Substitute the actual names of the student playing the part for the character names. If skits are too simple, try letting students do them in their own words.

To help in this activity, can someone explain the difference between a **fact** and an **opinion**?

Allow students to respond, making sure they are clear about this distinction:

**FACT** Information that is true and can be proven.

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

Ask for volunteers to help with each skit. Hand the skit to the volunteers who are participating and let them read through their part. When you ask the questions, the students participating in the skit will not answer the questions for that skit. Encourage them to act out their part.



## Empower

### True Friend Discussion (5 mins)

After completing the skits, ask the following questions:

- In the skits, some characters said kind **opinions** and others unkind **opinions**. If someone struggles with a sport, an instrument or with what you are learning in class, how can we talk to them kindly?
- If someone **believes** something different from you, how can you **respect** his or her **opinion**? (Possible answers: Listen without interrupting, Agree to disagree, Try to ask questions to help you understand what they are saying.)
- What can you say or do if someone shares an unkind opinion with you?
- How can **respecting** other people's **beliefs** and **values** impact our community? (Write answers on the board.)

### Wrap Up (5 mins)

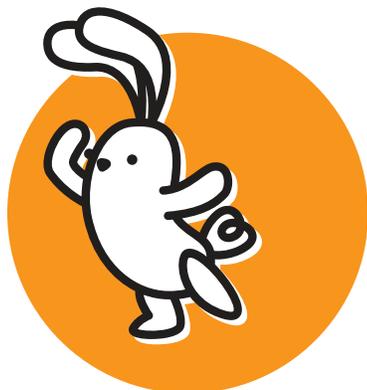
To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- What is the difference between a **fact** and an **opinion**?
- What does it mean to give a **respectful opinion**?
- What can you do if you disagree with someone's **opinion**?



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



### Reflection Questions

- Explain how this week you can use **facts** and **opinions** in a respectful way when you disagree with someone.
- Is it okay for kids to have their own **opinions**? Explain.
- When explaining a fact or **opinion** to someone else, who's job is it to be kind and **respectful**?

### Summary

Today we identified the difference between **facts** and **opinions** and discussed how we can have our own **opinions** while still being **respectful** and kind.



### Act (2 mins)

#### Kindness Minute

Share a kind **opinion** with the person next to you about what you think is the nicest thing you can do for someone who is feeling sad or down.

#### Kindness in Action

Write your own skit where both a **fact** and **opinion** are used. You can use one of these titles or think of your own.

Suggested titles:

- The Birthday Present
- New Shoes
- The World Series
- The Best Saturday Afternoon



# Is it Fact or Opinion? Skits

## New Backpack

Teacher: Taniqua gets a new backpack, and brings it to school. Taniqua (walking up to her friends): Hi everybody! How are you today?

Josefina: Hey, Taniqua, you got a new backpack!

Taniqua: I did. I'm very excited about it.

Kisha: That is last year's style...it is not cool at all.

Teacher: FREEZE!

- Who says a fact, Josefina or Kisha? (Josefina)
- Who says an opinion, Josefina or Kisha? (Kisha)
- Is it a kind opinion or an unkind opinion? Why?
- What could Kisha have said instead?

## Helping A Friend

Teacher: This one is also tricky. In music class, the students are learning a new recorder piece.

Marcie: Fiona, you are playing the wrong notes! You are messing us all up.

Fiona: I am trying to play the notes right, Marcie. I don't know why you are always so mean.

Heather: Fiona, would you like to come to my house after school and I can teach you the notes? Some of the notes are kind of tricky, and I would like to practice.

Teacher: FREEZE!

- Who is stating a fact, Marcie, Fiona or Heather? (They all are!)
- Who is stating an opinion?
- Is it a kind opinion or an unkind opinion? Why? (Marcie is stating facts and opinions unkindly, while Heather is stating facts and opinions in a kind way.)
- What could Marcie have said instead?

## Foods From Other Countries

Teacher: Vadim is from Russia and often brings borscht and other Russian food for lunch.

Amy: Vadim, what are you eating today? It looks like a soup. Vadim: Borscht, it is a special soup made from beets.

Maia: That looks really weird. I would never eat that.

Teacher: FREEZE!

- Who is stating a fact, Amy or Maia? (Amy)
- Who is stating an opinion? (Maia)
- Is it a kind opinion or an unkind opinion? What makes it unkind?
- What could Maia have said instead?

## Making Cookies

Teacher: Libby likes to cook, and she likes to try new recipes in her own way.

Libby: Mom, can we bake some cookies?

Mom: Last time, you forgot to put sugar in the cookies. We should remember this time!

Jalen (her brother): Ugh, they tasted awful! You are a terrible cook, Libby.

Teacher: FREEZE!

- Who is stating a fact, Mom or Libby? (Mom)
- Who is stating an opinion? (Jalen)
- Is it a kind opinion or an unkind opinion? Why?
- What could Cody have said instead?

## Playing Basketball

Teacher: Antoine likes playing basketball. He tries very hard, but he struggles to get the ball into the basket.

Antoine: I wish that I could play basketball better.

Lamar: Antoine, you actually got four points in our last game and your defense helped us win.

Sam: Your attitude is the best, Antoine! I wish everyone would get as excited as you do when we play!

Teacher: FREEZE!

- Who is stating a fact, Lamar or Sam? (Lamar)
- Who is stating an opinion, Lamar or Sam? (Sam)
- Is it a kind opinion or an unkind opinion? Why?

## Getting a New Pet

Teacher: This one is going to be tricky, so listen carefully. The Lopez family wants to get a pet, but they can't agree what is the best pet for their family.

Martina: I really want a dog, because they like to fetch and play catch. They are my favorite pets.

Angelica: Cats are furry and soft. I really like to hold them in my lap.

Rafael: Fish are the best, because they swim and are really quiet. They are the only pet for us.

Teacher: FREEZE!

- Who is stating a fact, Martina, Angelica or Rafael? What are the facts in the sentence?
- Who is stating an opinion? What are the opinions in the sentence? (They all are!)
- Is it a kind opinion or an unkind opinion? Why? (They are stating their opinions and facts in a very polite and kind way.)