



I Think, You Think

Age: Primary

Level: A2

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to discover their own bias.

Learning Outcome: P.D2.S3.LO2 Compare and contrast own opinion with others'

Standard for Global Skill: P.D3.S4.LO2 Give reasons for actions and opinions

Global Skill: Student acquires the skills to be a questioning citizen.

Sustainable Development Goals: 4: Quality Education, 5: Gender Equality

Part 1 (10 mins)

- A.** Briefly ask students about their favorite free-time activities and make a list. Ask students to look at the pictures and identify the activities in activity A. Draw their attention to the two emoji faces and elicit that they represent *like* and *don't like*. Give students a few minutes to color the emoji that represents their opinion of each activity. Remind them that there are no right or wrong answers, and that they should answer for themselves.
- B.** Have students work in pairs to compare their opinions about the free-time activities in A, noticing when they have the same opinion (they both like or don't like an activity) and when their opinions are different.

Encourage them to listen carefully to each other, so that they can complete the sentence starters. Teach the meaning of *both* and *neither* if necessary. Elicit that the word *but* is used to show difference or contrast.

Invite different students to share what they discovered about their partner's opinions with the rest of the class.

Part 2 (20 mins)

- A.** Ask students to think about their brothers or sisters (if they don't have any, you can have them think about cousins or friends they may have). Ask, *Do you have the same likes and dislikes? Are there things in which you are different to them? Do you need to like the same things in order to get along?*

Have students read the sentences and write *like* or *don't like* in each box to complete the sentences. Check answers as a class and ask students why they chose the answers they did.

Answer Key: Jason: 1. like, 2. like, 3. don't like, 4. don't like Ivana: 5. don't like, 6. like, 7. like, 8. don't like

- B.** Allow children time to read the questions and think about their answers before discussing them as a group. Guide students to understand that we all often form opinions about people based on the way they look. Revisit the questions you asked before students read more about both children and ask if any of them changed their opinions after reading.



Primary | Teacher's Notes

Part 3 (20 mins)

- A.** Ask students if they enjoy playing video games, which games they like most, and how often they play them. Read the question in the rubric as a class: *Is playing video games good or bad for you?*

Guide students to notice the sentence starter *In my opinion ...* and elicit other ways of giving an opinion, e.g., *I think ... I feel ... For me, ...*

Give students time to write their opinions and reasons why.

Answer Key: Possible answers

In my opinion, playing video games is good for me, because they are fun. In my opinion, playing video games is bad for me, because I don't make new friends.

Have students exchange their ideas in small groups. Then ask for a show of hands for students who think playing video games is good for them and those who think it's bad.

- B.** Tell students they are going to read two different opinions about playing video games. They should read the opinions and decide if each person thinks playing video games is good for you, or bad for you.

Ask students to say whether the two opinions are the same or different.

Answer Key: They are different: Ruby thinks playing video games is good for you. Lucas thinks playing video games is bad for you.

- C.** Tell students that they are going to think about whether their own opinion is the same as Ruby or Lucas's opinions. Ask them to read the texts again and answer the questions. Have students reflect on the idea that it is possible to agree with two people who have different opinions or agree with some of the reasons they give for their opinion, even if you disagree overall.

Answer Key:

1. Students' own answers
2. **Ruby:** they teach you to solve problems; when you play with other people, you get good at teamwork; they help you be more creative; playing video games is relaxing. **Lucas:** playing video games stops you from doing more important things, like homework; you can play for too long and go to sleep late; you don't exercise or spend time with your family and friends.
3. Students' own answers
4. Students' own answers

Extension

- A.** Read the sentences aloud and explain that students will complete each one with the word *should* or *shouldn't* in order to give their own opinion. Encourage them to think of reasons to support their opinions.
- B.** Pair students, ensuring that they have a different opinion on at least one of the statements in A. After comparing their opinions and finding which opinions are different to each other, ask them to choose one sentence to talk about. Some students may need more time to think about reasons to support their opinion. Before they discuss them, introduce some language they can use to show interest and respect for their partner's opinion:

Oh, that's interesting.

I didn't think about that.

That's a good point.