


## **30 Minute Thinker – Daily Learning Connections – CHANGING PERCEPTION TOOLS** **“Believe or Doubt” Student Activity Sheet (Journal Entry) IND-L3**

ENT CR 004 DI or DI-R

 **Lesson Objective** – To initiate instruction by examining a statement based upon prior knowledge and constructing a clear, logical and factual evidence to promote a viewpoint of believe or doubt.

**Tool Description** – In a four-step process, Instructor will guide students, individually, with a partner or small group, to create a Believe or Doubt sheet by evaluating general statements about today’s lesson. Then, students will determine if they believe or doubt and share their reasoning or evidence. Last, after listening to lesson, students will be directed to review and believe or doubt their previously established opinion. A Believe or Doubt Exchange Game is also available within this tool for students to partner and share their opinion in a small group setting.

**Supplemental (Alexa) Voice Narration and PowerPoint Student Guidance Available for this Specific Tool:** To preview or download accompanying narration and guidance accessory tools, such as an Alexa script or a PowerPoint, please go back to the original download page by inserting **GC107** into the Main Search Bar or use the following link:  
<https://learningconnect.org/tool/gc107-changing-perceptions-believe-or-doubt-tool-journal-entry/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

**Required Student Materials List:** paper and pencil per student

**(Optional) Student Materials List:** Sample Worksheets – a. Believe or Doubt General Opinion Statement and Evidence Sheet  
b. Mini Written Presentation Planner  
(These worksheets can be created on student’s own paper while simply proceeding, as directed, through the activity.)

**(Optional) Game Team Materials List:** If playing the **optional Believe or Doubt game**, supplies needed are: Paper, pencils, scissors, a timekeeping device, markers and 10 or less draw cards and one a(n) container/envelope per small group. (Index card cut in half make good draw cards. A sheet of paper folded in half and stapled down on each side to create a pocket effect can substitute as a container. Please refer to game section of the tool for game playing rules.)



## SMGR – Small Group Resources

- A. **Leadership Role Strips or Draw Cards** - noting role and tasks are available for a quick use. (Index cards, cut in half, create good draw cards.) The small group draw tools can be laminated to ensure multiple use.
- B. **Drawing Container** - (A sheet of paper, folded in half and stapled down on each side creating a pocket effect, can substitute as a container).

**Other Possible Small Group Supplies** – time keeping device, scissors, flip chart and markers, multiple copies of the Small Group Ground Rules

To access all ten-minute prep small group tools and accessories, please insert **SG001** into the **Classroom Management Search Bar** or use for the following **Small Group Ten Minute-Prep-Steps** link. <https://learningconnect.org/tool/smgr1-sg001-small-group-tool-ten-minute-prep-steps/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

**Teacher Note:** For initial leadership role training or a longer-term small group activity, please insert **SG002** into the **Classroom Management Search Bar** to access the small group tools with the **Small Group Leadership Role Guides** or use the following link. <https://learningconnect.org/tool/smgr2-sg002-small-group-tool-leadership-prep-and-role-review/> (You must be currently subscribed and logged into the Learning Connect website to access this link.)

**Teacher Contribution:** a. Share a **Lesson-Related Opinion or Statement**. b. Share step-by-step instructions for students to respond with a lesson-related opinion or statement and provide evidence for stance.

## Believe or Doubt Student Instructions

The **Believe or Doubt Activity or Game** is an effective method for capturing a participant's current opinion. Before beginning the direct instruction and/or reading of assignment today, as directed by your teacher, (individually, with a partner, or in a small group), you will be asked to respond to the **Lesson-Related General Statement or Opinion** provided by teacher.

### *Before Instruction....*

1. Be prepared to use your own paper and create a **Believe or Doubt - General Opinion Statement and Evidence Sheet** using the sample format provided. When the teacher provides a **General Statement**, insert the statement into your paper.
2. *Do you Believe or Doubt the statement?* When reviewing the statement, place a ✓ checkmark in your column in the **Believe or Doubt** form, that best represents your opinion, based upon your current knowledge. This will be referred to as your **BEFORE OPINION**.
3. Then, proceed to quietly take time to gather your thoughts and state why you **Believe or Doubt** the statement. Be sure and include any reasoning or evidence for your opinion. Be prepared to share your work with your partner, small group and/or class. Your teacher may ask that you submit your paper for daily points at the end of class. Next, your teacher will provide your lesson for today. Please listen or closely observe in the lesson to discover information that could change your opinion or make it stronger.

### *After Instruction....*

4. After instruction and discussion, finish completing the **General Opinion Statement and Evidence Sheet** by inserting an "X" in the column that best reflects your current opinion. This will be referred to as your **AFTER OPINION**. A good leader is always willing to learn and change his opinion, if more research and data deems that it is necessary. Did your opinion change or has it just become stronger than before? Why? Be prepared to share your results as directed, by your teacher.

**Teacher Note: An Optional Small Group Game Activity is available in this instructional tool. However, It is not available using an Alexa device.**

**Believe or Doubt Small Group Game Activity Description** – This game allows for students to partner and share their opinion in a small group setting. Common small groups roles, such as **Facilitator, Time Keeper** and a **Scorekeeper** roles are used within the small group. However, other remaining small group roles of **Opinion Holder** and **Referees** are also drawn. Each Opinion Holder will partner with another Opinion Holder to briefly compile and integrate their evidence to support their opinion and present to the Small Group Referees. (If consensus cannot be generated by the Opinion Holders, the dissenting individual member of the Partner Set will present their opinion and evidence individually to the Referees.)

Upon hearing the opinion and evidence of all Partners/Individual Members, the **Small Group Referees** will evaluate the logic, organization of thought of the presentation and decide which **Partner Set/Individual Member** has the strongest evidence to support their opinion. To ensure a timely response, a timekeeping device can be used for this portion of the game.

**General Statement Example:**




**Before Opinion**



**After Opinion**



## **BELIEVE OR DOUBT SHEET**

### **General Opinion Statement and Evidence Sheet**

<b>BELIEVE</b>	<b>GENERAL STATEMENT AND EVIDENCE</b>	<b>DOUBT</b>
	<b>Statement:</b> <i>Blood is blue inside the body.</i>	
<b>Why? (Evidence)</b>		

# BELIEVE OR DOUBT SHEET

## General Opinion Statement and Evidence Sheet

BELIEVE	GENERAL STATEMENT AND EVIDENCE	DOUBT
	Statement: <i>Blood is blue inside the body.</i>	

**Why? (Evidence)** Human blood is always red. The only difference is that when it is oxygenated it is a bright red, and when it is depleted of oxygen, it is a darker red. The myth of blue blood may have several origins, 1) veins, which carry the blood once it is low on oxygen, look blueish green, but that's because of the tissue that makes up the veins and is not due to the blood itself.

**USCB. (n.d.). What color is our blood inside of our bodies?**USCB Science Line. Retrieved from <http://scienceline.ucsb.edu/getkev.php?kev=3964>

(SHEET OF PAPER FORMAT)

**BELIEVE OR DOUBT**  
**General Opinion Statement and Evidence Sheet**

Name		Course		Date	Class Hour
Unit/Chapter		Lesson Title/Topic/Concept		Group Name/Number	
Assignment Reference - (Book, Article, Page number and/or URL address)					
	<input checked="" type="checkbox"/>	BEFORE OPINION	<input type="checkbox"/>	AFTER OPINION	
BELIEVE	GENERAL STATEMENT AND EVIDENCE <i>Before Instruction/Discussion.....</i> Statement				DOUBT
	Why? (Evidence)				

**BELIEVE**

**GENERAL STATEMENT REFLECTION**

**DOUBT**

*After Instruction/Discussion....* Has your opinion changed or become stronger? Please explain why.



**OPTIONAL: MINI WRITTEN PRESENTATION PLANNER**

**INTRODUCTION – (Purpose, Brief Background and Attention-Getting Activity)**

**OPINION STATEMENT**

**SUPPORTING POINT ONE:**

**Fact: (Include any examples, statistics or comparisons, if available)**

**Opinion:**

**Concluding Statement:**

**SUPPORTING POINT TWO:**

**Fact: (Include any examples, statistics or comparisons, if available)**

**Opinion:**

**Concluding Statement:**

**SUPPORTING POINT THREE:**

**Fact: (Include any examples, statistics or comparisons, if available)**

**Opinion:**

**Concluding Statement:**

## **CLOSURE**

**Relates to the opening and unifies the written presentation**

**(Summary of the content, relevance of content, call for awareness and/or call for action with possible solutions)**

## (OPTIONAL GAME ACTIVITY)

### BELIEVE OR DOUBT EXCHANGE GAME DESCRIPTION

#### A. GAME PURPOSE

The purpose of the **Believe or Doubt Exchange Game** is to allow each small group to respond to a **Believe or Doubt General Statement(s)** about the lesson, as provided by the instructor.

#### B. GAME DESCRIPTION

This game allows for students to partner and share their opinion in a small group setting. Common small groups roles, such as **Facilitator**, **Time Keeper** and a **Scorekeeper** roles are used within the small group. However, other remaining small group roles of **Opinion Holder** and **Referees** are also drawn.

Now that all roles have been established, Opinion Holders within the group will divide themselves into partner sets. Each partner set will quietly step away from the group for twenty minutes to share their opinion with each other. Then, come to consensus on whether they believe or doubt the general statement. Next, they will briefly compile and share their evidence to support their opinion. If consensus cannot be generated within an Opinion Holder Partner set, a dissenting opinion holder will present their opinion and evidence individually. To ensure a timely response, a timekeeping device can be used for this portion of the game.

While the Opinion Holders are working, the Referees should be reading and doing online searches to gather knowledge and expertise on the topic. Using the team scorekeeping format provided, the Scorekeeper should be creating a Believe or Doubt Game Score Sheet. The Timekeeper should ensure that this stage of the game is conducted within the allocated twenty minutes. The Facilitator should ensure that all game participants are performing their role effectively.

Upon hearing the opinion and evidence of all Partners/Individual Members, the **Small Group Referees** will evaluate the logic, organization of thought of the presentation and decide which **Partner Set/Individual Member** has the strongest evidence to support their opinion. To ensure a timely response, a timekeeping device can be used for this portion of the game. The winning **Opinion Holders** will represent their small group and share their opinion and evidence with the

remainder of the class. The game can continue with another round with another new General Statement. New game participant roles will be drawn for each new round.

**Teacher Note:** If more than one round is played, a **New General Statement** must be provided by instructor for each new round.

## BELIEVE OR DOUBT EXCHANGE GAME PREPARATION



**Game Materials:** Paper, pencils, scissors, a timekeeping device, markers, seven to ten draw cards and one a(n) container/envelope per small group. (A sheet of paper folded in half and stapled down on each side to create a pocket effect can substitute as a container. Index cards cut in half make good draw cards.)

### Pre-Game Activity

As directed by your teacher, each participant will create their own General Opinion Statement and Evidence Sheet using the sample format provided. When the teacher provides a General Statement, participant will insert the statement into his/her paper. After each student reviews a general opinion statement, as provided by the teacher, he or she will establish an opinion on whether to believe or doubt the statement and why. Then, mark an “X” in the Believe or Doubt column and proceed to gather thoughts and reasons for their opinion.

### Division of Class Into Small Groups

As directed by your teacher, the class should be divided into small groups of seven to ten participants per game. Each small group will establish their **Believe or Doubt Exchange Game** participant roles, as listed on the **Believe or Doubt Exchange Game Participant Role and Task Sheet**. If less than 10 students per small group, the Facilitator, Timekeeper and Scorekeeper can serve as Referees. Each participant should create their own **Game Participant Role and Task Sheet** using the sample format provided.

Note: As directed by your teacher, the group roles may be elected, appointed by the instructor or drawn from a(n) container/envelope. This container will have slips of paper with a role listed on each slip. The slips of paper should equal the number of students currently in your small group. (A sheet of paper folded in half and stapled down on each side can create a pocket to substitute for a container.) The slips of paper should be returned to the container to be used for the next round.

**SAMPLE FORMAT of a GAME PARTICIPANT ROLE AND TASK SHEET**

**BELIEVE OR DOUBT EXCAHNGE GAME  
Participant Role and Task Sheet**

<b>GAME PARTICIPANT ROLE</b>	<b>TASK</b>	<b>PARTICIPANT'S NAME</b>
<b>1. Game Team Facilitator</b>	Leads in his/her small group/team in preparing and playing the BELIEVE OR DOUBT game.	
<b>2. Game Timekeeper</b>	Timekeeper will keep the time limits allocated for gathering and presenting evidence in each round.	
<b>3. Game Scorekeeper</b>	Scorekeeper will keep score for on each round, as indicated.	
<b>4. Opinion Holder One</b>	The OPINION HOLDERS in the group will partner, gather and share evidence whether they BELIEVE or DOUBT the General Statement provided. They will present their opinion and evidence to the REFEREES in the group.	
<b>5. Opinion Holder Two</b>	same	
<b>6. Opinion Holder Three</b>	same	
<b>7. Opinion Holder Four</b>	same	
<b>8. Referee One</b>	The REFEREE will research online and listen to evidence from OPINION HOLDERS and determine who has the strongest case.	
<b>9. Referee Two</b>	same	
<b>10. Referee Three</b>	same	

# BELIEVE OR DOUBT EXCHANGE GAME RULES

## ROUND ONE

### READING OF GENERAL STATEMENT

1. The **Believe or Doubt Exchange Game** will begin by the Facilitator of each small group reading the **general statement** provided. Each participant will provide their opinion of the statement using the **Believe or Doubt General Opinion Statement and Evidence Sheet**. Then, as directed by your teacher, the class should be divided into small groups of seven to ten participants per game. Each small group will make draw cards to draw their Believe or Doubt Exchange Game participant role. The roles are Game Facilitator, Time Keeper, Score Keeper, four Opinion Holders and three Referees. If only seven students per small group, the Facilitator, Timekeeper and Scorekeeper can serve as Referees. Let's make our draw cards at this time.

### OPINION HOLDERS WILL DIVIDE INTO PARTNER SETS AND COMPILE EVIDENCE

2. The **Opinion Holders** within the group will divide themselves into partner sets (a team of 2). Each partner set will quietly step away from the group for twenty minutes to share their opinion with each other and come to consensus on whether they **believe or doubt** the general statement. Next, they will briefly compile their evidence to support their opinion. (If consensus cannot be generated, the dissenting individual member of the partner set will present their opinion and evidence individually.) To ensure a timely response, a timekeeping device can be used for this portion of the game.

### REFEREES WILL BECOME EXPERTS

3. While the **Opinion Holders** are working, the **Referees** should be reading and do online searches to gather knowledge and expertise on the topic. Using the team scorekeeping format provided, the **Scorekeeper** should be creating a **Believe or Doubt Game Score Sheet**. The **Timekeeper** should ensure that this stage of the game is conducted within the allocated twenty minutes. The **Facilitator** should ensure that all game participants are performing their role effectively.



## **OPINION HOLDERS WILL PRESENT THEIR OPINION AND EVIDENCE**

4. Next, each partner set (or individual dissenting members) will take turns returning to the small group and presenting their case to the **Referees** in a five-minute presentation. The **Facilitator**, **Scorekeeper** and **Timekeeper** will take on an observation role, while listening intently. Upon hearing the opinion and evidence of all partners/individual members, the **Referees** will evaluate the logic and organization of thought. Then, they will decide which partner set or individual member has the strongest evidence to support their opinion. As directed by your teacher, winning partners or individual member will represent the team and share their opinion and evidence with the class.

**(Optional Step)**

## **ROUND TWO**

### **NEW GENERAL STATEMENT and NEW GAME PARTICIPANT ROLES**

5. As directed by your teacher, the game can continue with another round with a new general statement. New game participant roles will be drawn for each new round. No player within the game can have the same participant role twice, unless all players have had each role at least one time. As directed by your teacher, the game rounds and scoring may continue until deemed closed by instructor. Instructor may decide to keep the same teams and continue to play the game throughout the unit or semester to capture opinions on lesson topics.



If preferred, each member can receive or draw a card to determine their role in the game.

<b>Game Team Facilitator</b>	<b>Game Timekeeper</b>	<b>Game Scorekeeper</b>	<b>Opinion Holder One</b>	<b>Opinion Holder Two</b>
<b>Opinion Holder Three</b>	<b>Opinion Holder Four</b>	<b>Referee One</b>	<b>Referee Two</b>	<b>Referee Three</b>

(Fold in half and staple down both sides to create a container/envelope for drawing participant's role.)

**BELIEVE OR DOUBT**  
**Game Participant's Roles**



**BELIEVE OR DOUBT**  
**Game Participant's Roles**

**SAMPLE FORMAT OF A SCORE SHEET**

**BELIEVE OR DOUBT GAME**  
Team Score Sheet

Referee Name:

SCORE POINTS – A Partner Set or Individual will get up to 50 points for presentation. (Highest Score Wins)	Partner Set One	Partner Set Two	Individual One	Individual Two	Individual Three	Individual Four
A. Up to 10 points – Draws support from experience.						
B. Up to 20 points – Draws support from outside sources.						
C. Up to 10 points – Provides logic and organization of thought..						
D. Up to 10 points – Identifies implications and consequences.						
<b>TOTAL:</b>						

**SCIENTIFIC LEARNING STRATEGIES:**

**Learning Cluster Resource – 005 – Changing Reflection Strategies**

**Learning Cluster Resource – 010 – Critical Thinking Strategies**

**Learning Cluster Resource – 011 – Debate Strategies**

**COMMUNITY OPTION:**

**009 – Cooperative Learning, Community and Collaboration Strategies**

**058 – Think-Pair-Share Strategies**