

Tolerance Lesson

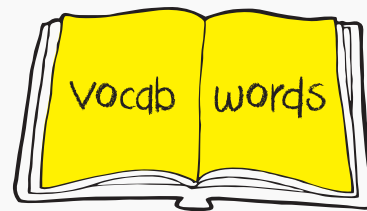
Tolerance to Celebration

Introduction:

Cory Strieff and Jason Harris embrace tolerance by accepting their cultural and racial differences.

Essential
Question:

How do we celebrate
our differences?



- Name Sticks (student names written on popsicle sticks and placed in a jar/cup)
- Example of your own body outline on large paper (just the outline)
- Lots of floor space, preferably not on a carpet
- Large pieces of butcher block paper cut to sizes of students' bodies
- Pencils, crayons, markers, other drawing implements
- Other art supplies as appropriate/needed
- Paper tape for mounting drawings

culture

custom

tolerance

tradition

K-2

Pre-viewing:

- Before watching the video, students are going to pair off in a quick game of “Same and Different.”
- Explain the rules:
 - With a partner, you are going to find at least two (2) ways you are the same or have something in common and two (2) ways you are different.
 - Only one of the ways may be about your appearance. The other way must be about things you like or like to do. Give examples.
 - You will have about two minutes with your partner to figure this out and then we will share.
- Use name sticks to create partners for the game to insure random selection. Use your judgment regarding the pairing.
- At the end of the two minutes, ask students to share their findings and discuss:
 - Did they learn anything new about their partners or about others in the class?
 - How does being different or diverse make our class more interesting?

Notes:

Discussion Questions:

- Why do you think it was so easy for Cory and Jason to become friends?
- Cory and Jason talk about tolerance in a very different way than the high school students in the video. Describe the differences. Whose ideas do you identify with the most: Cory's and Jason's or the high school students'? Why?
- What are the benefits of having friends who are different from you?
- What are some ways you show tolerance for other people in your life?

Notes:

Procedure:

Introduction:

- Show the students the example of your body trace and ask them what they see.
- Explain that today the students will work with a partner to trace their bodies on large paper.
- This is only step one of the activity.
- This activity is about how unique each person in the class is. The students already explored with a partner how they are the same and different in a few ways. Now they will expand on the activity.

Direct Instructions (I do)

- Using markers or crayons or other drawing implements, add details to the outline of your body. For instance, if you have black, curly hair, use a black crayon and add that detail to your outline. If you always wear high top sneakers, draw the sneakers. If you wear a hijab, draw one.
- Explain that you are more than your exterior. You have thoughts, feelings, likes, dislikes, and cultural heritage. Add those details to your drawing. You can draw them inside the body outline, or outside the outline. For example, if you do step dancing, you might draw a picture of that or write the words near your feet. If you play an instrument, draw the instrument. If you love to eat kimchi, draw a picture in an appropriate place. If you want people to know about your cultural heritage, draw a symbol that would express your heritage such as a flag.
- The outline should give an observer a good idea about how special you are and celebrate you.

Procedure Continued:

Guided Exploration (We do)

- Ask for a volunteer to demonstrate how students will lie down on the paper. The student can choose to lie on his/her back, or the student can choose a pose that shows movement. For example, the student might lie on his side and put his/her legs in a position that shows running. Another student might lie on his/her back with arms stretched up and legs stretched out as if jumping in the air.
- Make sure students consider how they want their hair as well as their clothes represented in the drawing.
- Demonstrate how to trace around the student respectfully.
- Ask the volunteer what he/she might include in the drawing.
- Assign partners, papers, drawing supplies, and space as you see fit.

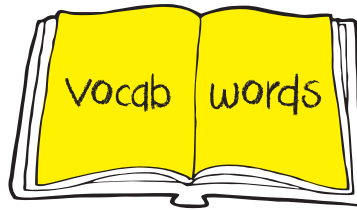
Independent Practice (You do)

- Assign partners, or have students work with partners from the “Same and Different” game.
- Give students time to create their outlines and add details to the drawing. Make sure they sign their work.

Conclusion

- When all outlines are complete, mount every drawing around the room with paper tape.
- Show students how to do a gallery walk, stopping at each drawing to notice at least one important detail.
- Ask what the students learn about each other from the drawings.
- Ask how this exercise is about tolerance.
- As a group, discuss how the projects celebrate student differences.

Vocabulary & Definitions



culture (n.) Definition: the ideas, beliefs and customs that are shared and accepted by people in a society

Context: In Saree's Arabic culture, women cover their heads with veils.

custom (n.) Definition: something that people do in a particular society because it is traditional

Context: It is an American custom to celebrate the Fourth of July with beautiful displays of fireworks.

tolerance (n.) Definition: accepting others; a willingness to allow people to do, say or believe what they want without punishing or criticizing them

Context: Elliot shows little tolerance for new students who don't treat him with respect.

tradition (n.) Definition: a belief, custom or way of doing something that has existed for a long time

Context: It is a tradition for Nora's family to spend every Saturday afternoon playing football at the park.

Source: Longman Advanced American Dictionary. Harlow: Pearson Education Limited, 2000.