

Character and Life Skills: **Tolerance**

Lesson Title: **Names and Sames**

Grade Level: **3-5**



Project and Purpose

Students will develop name biographies together. They will see that they have attributes in common with classmates as well as characteristics unique to them.

Essential Question

Why is it important to show tolerance?

Materials

- Board or chart paper and markers
- Pens, Pencils
- Markers, crayons, colored pencils
- Construction paper
- Smart board, white board or chart papers

Procedure

Introduction

1. Draw two word bubbles on the board or on a chart. In one board, write the words, "I know you are there, and that's okay." In the other write, "Wow! I'm excited you are there and want to know more about you!" Ask students which one of these thoughts or phrases best represents tolerance. Have students explain their answers.
2. Discuss how basic tolerance is accepting that there are people in this world who differ from you, but experts in the field say we need to move deeper and work on really getting to know people who differ from us for tolerance to work.
3. Sometimes the best way to get to know someone, to begin working on tolerance, we need to find out more about the person and discover ways we are similar and things we have in common.

Direct Instruction (I do)

1. Draw a T-chart on the board/chart paper. Label the left-hand side "how we are alike" and label the right-hand side "how we differ."
2. Explain that this will be the beginning of your personal Name and Same Chart.

3. Fill out the chart on the board by stating some ways that you are similar and ways you differ from your students. Continue filling out the chart until there are a few ideas on either side. You may ask some students for help filling out the chart.

Examples:

- Similar: both go to school every day, live in the same city, like to go on vacation, funny, etc.
- Different: from a different state, celebrate different holidays, different color skin, have a different heritage, etc.

Guided Exploration (We do)

1. Write your last name vertically on the board. For explanation purposes, let's say your last name is "Smith."
2. Using the name Smith, call on a student who has an "S" in their his/her first name. Tell this student that you need to find something that you two have in common that starts with the letter "S". This can be a characteristic, quality, interest, etc.
3. Talk with this student until you have found something in common. When you have reached an answer, write it next to the letter "S" on the board
 - Example: You both like soccer. Write "We like soccer" next to the "S" on the board
4. Call on a new student who has an "M" in their name. Talk with that student until you have found a characteristic, quality, or interest, that starts with an "M" that you have in common. Write what you discover on the board
5. Continue this process until you have filled out all of the letters of your name.
6. Explain to students that they will be using the letters of their first name for this activity.
7. They need to move around the room to find another student in the classroom whose name shares a letter. When they have found someone, they will talk with them until the two have found a characteristic, quality, or interest that they have in common. They have to use a different classmate for each letter. However, if Sally, Susan, and Samuel all like soccer, they can all put that down for the letter "S."

Independent Practice (You do)

1. Pass out a piece of construction paper to each student.
2. Instruct them to write their first name vertically down the side of the paper.
3. Give some time for students to move around the room and find someone to help them fill out each letter of their names. If there are people with no similar letters, tell students to find someone that is not represented on their chart yet and find their similarities.
4. Students can decorate their piece of paper when they are finished.

Conclusion

Discuss the following questions with students:

- Was it difficult, or relatively easy to find what you had in common with other students?
- What surprised you about what you learned about each other?

Explain to students that although we are all very different, it is always interesting to see how we are alike. It's important to show tolerance to one another for the ways we might disagree, but it's also important to remember how similar we are too.

Vocabulary

characteristic (n.)

Definition: a feature or quality belonging typically to a person, place or thing and serving to identify it

Context: A green color is a characteristic of that type of apple

quality (n.)

Definition: a distinctive attribute or characteristic possessed by someone or something

Context: Tom doesn't have the qualities of a good leader.

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.

Teacher Notes
