



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 4 – Tolerance

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Young Adults, Book 1* by Diane G. Tillman and educators around the world.

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Living Values Education Activities for Young Adults, Book 1 Unit 4. Tolerance

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For information about professional development workshops and LVE generally, please visit ALIVE's website *www.livingvalues.net*

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The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International** (ALIVE), a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations; UNESCO, governmental bodies, foundations, community groups and individuals.

LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

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PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

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VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty
Happiness - Optional Unit on Substance Abuse - Responsibility*

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars — at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and



offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups.

Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world.

Diane G. Tillman



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SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values.

The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude, inclusion and social justice. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

The Need for Values and Values Education

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often



closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

As educators, facilitators and parents, there are many things we can do to reserve this downward trend and create wellbeing ... for young people and our world. As Aristotle said, "Educating the mind without educating the heart is no education at all."

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.



LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ◆ To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

The Living Values Education Approach

After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

Vision Statement

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE



supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking,



imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.

8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions. Make suggestions for greater community involvement in the area of vocational training as well as educating the community about AIDS and other relevant issues through dramas/skits.

LVE Supplement, Helping Young People Process Difficult Events

— Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death. Designed to be used with *Living Values Education Activities for Children Ages 8–14*, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom

Exploring and Developing Values

Teaching Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the opportunity to cognitively discern the difference between the impact of values and anti-values on their lives, the community and the world.



LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is

drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person"*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.

- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.

- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care – where students are regarded as capable of learning to make socially conscious choices.



Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

As values must be caught as well as taught, the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a “values-based atmosphere” is the first step in LVE’s Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.

Why were these five feelings — loved, valued, respected, understood and safe — chosen? Love is rarely spoken about in educational seminars. Yet, isn’t it love and respect that we all want as human beings? Who doesn’t want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers. What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom?

Real Learning Comes Alive in a Values-Based Atmosphere

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own



values, model their love of learning and nurture students and the development of cognitive skills along with values.

This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

Modeling the Values from the Inside

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate.

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent.

Skills for Creating a Values-based Atmosphere

Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create



silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a method of acknowledgement with resistant, cynical and/or “negative” students.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.

Do I need to do every activity?

No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

*We hope you and those with whom you work
enjoy and benefit from Living Values Education.*

*Thank you for your dedication to young people
and nurturing hearts as well as educating minds.*



TOLERANCE

UNIT FOUR: TOLERANCE

Tolerance/Acceptance Lessons

The Oxford Dictionary defines tolerance as “The ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with.” The Random House College Dictionary, defines tolerance as “a fair and objective attitude toward those whose opinions, practices, race, religion, nationality, or the like, differ from one’s own; freedom from bigotry.” What we are aiming for in this values unit includes this meaning and adds the broader dimension of actively respecting and appreciating other cultures.

Tolerance is used by the United Nations and in political arenas as the name of the value which allows people of different cultures to coexist with mutual understanding, dignity and respect. November 16 is celebrated by the United Nations and many Member States as the International Day of Tolerance. “The United Nations is committed to strengthening tolerance by fostering mutual understanding among cultures and peoples. This imperative lies at the core of the United Nations Charter, as well as the Universal Declaration of Human Rights,



and is more important than ever in this era of rising and violent extremism and widening conflicts that are characterized by a fundamental disregard for human life.”

On November 16, 1995, “UNESCO's Member States adopted a Declaration of Principles on Tolerance. Among other things, the Declaration affirms that tolerance is neither indulgence nor indifference. It is respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe.” (*Source*: United Nations website)

Your school may wish to use the word Tolerance. However, some educators have shared that students relate more easily to the word Appreciation. Please feel free to use either word for this value. While in this unit on tolerance the above is the primary focus, a couple of lessons also take up another meaning: the ability to endure a hardship, or something unpleasant or difficult.

When studying different cultures, perhaps bring in some of that culture's songs and music at the beginning of the lesson. Some students enjoy learning traditional songs. Perhaps sing or listen to songs that speak of the world's peoples as family. For example, “One Family” by Red Grammer speaks of the human world family as “sisters and brothers, a coat of many colors.”

Tolerance/Acceptance Reflection Points

- ◆ Peace is the goal, tolerance is the method.
- ◆ Tolerance is being open and receptive to the beauty of differences.
- ◆ Tolerance recognizes individuality and diversity while removing divisive masks and defusing tension created by ignorance. It provides the opportunity to discover and remove stereotypes and stigmas



associated with people perceived to be different because of nationality, religion, or heritage.

- ◆ Tolerance is mutual respect through mutual understanding.
- ◆ The seeds of intolerance are fear and ignorance.
- ◆ The seed of tolerance is love; its water is compassion and care.
- ◆ When there is lack of love, there is a lack of tolerance.
- ◆ Those who know how to appreciate the good in people and situations have tolerance.
- ◆ Tolerance is also an ability to face difficult situations.
- ◆ To tolerate life's inconveniences is to let go, be light, make others light, and move on.
- ◆ Through understanding and open-mindedness, a tolerant person attracts someone different, and by genuinely accepting and accommodating that person, demonstrates tolerance in a practical way. As a result, relationships bloom.

TOLERANCE LESSON 1

Intolerance – Its Effects and Possible Origin

Play a song about peace or love for humanity.

Discuss/Share

Explore general concepts of tolerance through questions and discussion.

Inform: Tolerance is defined as 'a fair and objective attitude toward those whose opinions, practices, race, religion, nationality, or the like, differ from one's own; freedom from bigotry.' (Random House College Dictionary)

Tolerance as a value is even more beautiful, for it is being open to understanding, respecting and appreciating other cultures, races and nationalities."

On November 16, 1995, "UNESCO's Member States adopted a Declaration of Principles on Tolerance. Among other things, the



Declaration affirms that tolerance is neither indulgence nor indifference. It is respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe.” (*Source:* United Nations website)

➤ Please consider the following Reflection Points. Discuss them in relationship to the questions below.

- ◆ Tolerance is being open and receptive to the beauty of differences.
- ◆ Tolerance is mutual respect through mutual understanding.
- ◆ Peace is the goal, tolerance is the method.

➤ Ask:

- Tolerance has been called an essential factor for world peace. What is the relationship between world peace and tolerance?
- What do you think would happen in the world if everyone respected the religion of everyone else?
- What do you think would happen in the world if everyone respected the culture and race of everyone else?

Read the following short story which is said to be real. It occurred in Switzerland in a self-service restaurant. From the collection of stories by the Colectivo No Violencia y Educación. Reprinted with permission of Manual para Educadores II, Valores para Vivir: Una Iniciativa Educativa, Actividades.

Share a Story: A Bowl of Stock

An elderly lady, about 75 years old, took a bowl and asked the waiter to fill it with stock. She then sat down at one of the many tables in the self-service restaurant. She had hardly sat down when she realized she had forgotten her bread. So, she stood up, took a bun to eat with her stock, and returned to sit down.



Surprise! Before the bowl of stock, she found a black man calmly eating. “That’s the last straw!” thought the lady, “but I am not going to let myself be robbed of my soup.” She sat herself down by the black man, divided the bun into pieces, put them into the bowl in front of the black man and put her own spoon into the bowl.

The black man, obliging, smiled. Each one had a spoonful until they finished the soup. All in silence. Once the soup was finished, the black man stood up, approached the bar and a little later came back with a large dish of spaghetti and . . . two forks. They both ate from the same dish, in silence, taking turns. At the end, the man left.

“See you,” the lady said as he left. “See you,” answered the man, with a smile in his eyes. He seemed satisfied for having done a good action, and went out the door. The lady followed him with her eyes. As her surprise diminished, she reached back with her hand for her purse which she had left on the back of a chair. But, to her astonishment, the bag had disappeared. “That black . . .” she thought. She was about to call out, “Stop that thief!” when her eye caught her bag hanging from a chair two tables behind where she sat. On the table there was a tray with a bowl of stock, already cold.

She realized immediately what had happened. It was not the African man who ate her soup. It was she who was at the wrong table – and she, the grand lady, who had eaten at the expense of the African.

Discuss/Share

Discuss the story, then ask:

- What assumptions do you think each of the characters in the story had?
- What assumption did you have in the middle of the story?
- Who demonstrated real tolerance in the story?

Comment: In this story there is some prejudice, but there was also some civility. Discrimination, that is, lack of tolerance, causes many



kinds of problems, some of them are disrespectful, disempowering and rude, others are cruel, inhumane and life-threatening.

Ask:

- What are examples of disrespectful, disempowering and rude discrimination?
- What are examples of cruel, inhumane and life-threatening discrimination?
- In the world today there are many instances of a relationship between war and extreme intolerance. What are recent instances, or instances you can think of in history?

➤ Start with a situation from their examples.

Ask:

- What factors led to that conflict?
 - What have been the consequences of that conflict?
 - What are the material costs?
 - What are the human costs?
- Take another example of a war because of extreme intolerance. Ask the same four questions.

Then ask:

- Do you think there is a relationship between personal peace and tolerance?
- If yes: What do you think that might be?

Discuss the Reflection Points on the board:

- ◆ The seeds of intolerance are fear and ignorance.
- ◆ The seed of tolerance is love; its water is compassion and care.

Comment: In the unit on love and caring, a quote from Nelson Mandela was shared.

◆ No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.



The quote from Mr. Mandela speaks of the current state of intolerance of most people, that is, they are taught intolerance and become intolerant through acquired ignorance.

Activity

Step 1. Instruct the students to form small groups of four or six. Ask them to explore the origins of intolerance. They might want to ask: Who created the myth that some races or cultures are better than others? Did those people have ulterior motives? What were the advantages to those who convinced others they were superior? Ask them to cite one or more historical examples.

Step 2. Ask them what they would like to say to the people who created intolerance for their own advantage.

Step 3. Invite each group to briefly share their findings, and their advice to the perpetrators of intolerance.

Close with a relaxation/focusing exercise.

Homework: Ask the students to watch the news or find articles about examples of tolerance and intolerance in the newspaper during the next week or two. Ask them to keep their eyes open for symbols, pictures, songs, stories and poems about tolerance.

TOLERANCE LESSON 2

Walking in Your Shoes

Begin with a song.

Write the following Reflection Points on the board as a song on peace or love is played.

- ◆ Tolerance is mutual respect and mutual understanding.
- ◆ Tolerance is being open and receptive to the beauty of differences.

Activity

Step 1. Tell members of the class that you will be asking them to pair up with someone they do not normally play or work with and to



decide who is going to be A and B. This is a silent exercise to discover what it is like to pretend to be somebody else.

Explain that the A's are going to go for a walk for ten minutes (the A's keep time). The B's are going to follow them and copy everything they do – from the length, speed, and rhythm of their stride and the way they place their feet to the way they hold their hands and swing their arms. They will look and listen to whatever the A's look at and listen to. In other words, B is going to spend ten minutes discovering what it is like to be A.

Step 2. Invite them to walk as explained above. After ten minutes they can stop and talk, and B can tell A what he or she discovered – what changed when pretending to be A.

Step 3. Reverse roles and walk for another ten minutes. Follow this with sharing.
repeat the above.

Step 4. When you all return, invite them to share their discoveries and put them up on the board.

— *Contributed by Diana Beaver*

Discuss the following Reflection Points, and ask the young adults to think of examples of this that they have encountered in their lives.

- ◆ The seeds of intolerance are fear and ignorance.
- ◆ The seed of tolerance is love; its water is compassion and care.

Close with a relaxation/focusing exercise.

Homework: Ask them to bring in symbols, pictures, songs, stories and/or poems about tolerance of the next lesson.

TOLERANCE LESSON 3

News of Tolerance

Begin with a song.

Activity

As the students bring in news items of tolerance, symbols, pictures, songs, poems, and stories they have found, ask them to share with the



class. Use the collected items to make a Tolerance Collage on the wall. Perhaps the class would like to make the entire collage in a shape that is a symbol of tolerance. Students could artistically present their news items as part of the collage. With news of intolerance, mark the instances on a world map.

– *Contributed by Pilar Quera Colomina and Sabine Levy*

Close with a relaxation/focusing exercise.

TOLERANCE LESSONS 4 to 7

Learning about and Appreciating Two Different Cultures

Note to Educator: Think about which cultures you would like the students to explore. Perhaps the first year, you may wish to explore two cultures that exist in the class, school or local area in order to create more tolerance/appreciation, taking two lesson periods for each culture. If you have students that are recent immigrants, deepen their welcome by learning about their culture. Another year, choose different cultures that they may not encounter frequently. If LVE is being implemented schoolwide, make this decision as a school.

Daily Sequence of Activities

Step 1. Song

Begin with a song. Perhaps play music or songs from the culture you are studying.

Step 2. Reflection Points

Discuss the following Reflection Points each day prior to doing the main content activity.

Lesson 4:

- ◆ Tolerance is respecting and appreciating the culture of others.
- ◆ Tolerance recognizes individuality and diversity while removing divisive masks and defusing tension created by ignorance. It provides the opportunity to discover and remove stereotypes and stigmas associated with people perceived to be different because of nationality, religion, or heritage.



Lesson 5:

- ◆ Tolerance is mutual respect through mutual understanding.
- ◆ Through understanding and open-mindedness, a tolerant person attracts someone different, and by genuinely accepting and accommodating that person, demonstrates tolerance in a practical way. As a result, relationships bloom.

Lesson 6:

- ◆ Tolerance is an act of humanity which we must nurture and enact, each in their own lives every day, to rejoice in the diversity that makes us strong and the values that bring us together. – UNESCO Director-General Audrey Azoulay

Lesson 7:

- ◆ Those who know how to appreciate the good in people and situations have tolerance.
- ◆ Peace is the goal, tolerance is the method.

Step 3. Lesson Content, two time periods for each of the two cultures

Option One: Share a Story – Relate informative stories about various cultures, selecting fiction or non-fiction stories appropriate for young adults. Discuss the information afterwards.

Option Two: Learn about different cultures through guest speakers

Invite teens or adults from the chosen cultures to come and talk with the students. Ask them to discuss their heritage and tradition, and the values behind them. They may be willing to bring in a traditional treat, or share a song, poem, or piece of art from that culture. Perhaps one or two of the guests can teach a dance, or share their vision of a peaceful world.

Option Three: Study and research about the culture in small groups

Study the history of the culture, including contributions to art, nature or science.

Step 4. Discuss/Share

Invite the students to ask the guest speaker questions.

Ask your students:



- What did you learn about this culture that you didn't know before?
- What values are important to this culture?
- How do they show that?

Step 5. Activity

If possible, do an artistic or cultural activity from the culture of focus during Lesson 5 and Lesson 7, such as a dance, a song, creating symbols, engaging in a ceremony or making something.

Step 6. Close with a relaxation/focusing exercise

Perhaps name some of the values cherished by that culture. A small group of students could be responsible for creating a different relaxation/focusing exercise each day.

Homework: During these lessons begin to watch the news and/or find pictures and articles in the newspaper or on-line about examples of intolerance and tolerance.

NOTE TO EDUCATOR

The teacher is responsible for providing a tolerant atmosphere in which the students can thrive. Be attentive to all forms of exclusion, selfishness, and meanness that mask fear and ignorance. Establish the spirit of tolerance through dialogue and understanding.

Please help students put an end to intolerance by encouraging them to appreciate the beauty of diversity and the richness it brings. Emphasize that listening to others is the first step towards tolerance. Help them listen, be tolerant, and have the aim of understanding and achieving a positive and accurate solution. Continue to reinforce respect while helping them understand others.

When conflicts arise that have a hint of intolerance, discuss them.

- Ask: What are little things that people do that indicate prejudice or intolerance?
- What can we do to change that?

Share: Tolerance is the ability and art to face situations and offer creative solutions.

- Contributed by Pilar Quera Colomina and Sabine Levy



TOLERANCE LESSON 8

Refugees

Begin with a song.

Lesson Content

The United Nations notes that there are more refugees now than since the end of World War II: 60 million. As civil, religious and regional wars continue, millions have fled their lands seeking freedom from conflict, persecution and violence. Tens of millions languish in refugee camps across the globe, while many other millions are displaced by war in their own countries without access to proper food, clean water, shelter and basic care. Others become refugees in an effort to escape violence and persecution in their own countries. Tens of thousands of refugees have lost their lives attempting to cross deserts, mountain ranges, seas and oceans to safer places.

This humanitarian crisis has overwhelmed resources, and frightened citizens concerned about the economic wellbeing of their own lives and that of their country. Some fear an increase in violence from refugees who might be extremists. While some countries have risen to the occasion and welcomed refugees, others have severely limited the numbers allowed or closed their borders. Others confine them in situations with very limited resources, negatively impacting their physical and emotional wellbeing and educational opportunities.

Under the 1951 Refugee Convention of the United Nations, someone is acknowledged to be a *refugee* if the person is “outside his or her country of nationality or habitual residence; has a well-founded fear of persecution, or serious harm or threat to life or freedom, or other serious human rights violations, due to his or her race, religion, nationality, political opinion or membership of a particular social group; and is unable or unwilling to avail him or herself of the protection of that country, or to return there, for fear of persecution.” Examples of persecution include: death; torture, rape, slavery, arbitrary arrest or detention; deprivation of legal personality or citizenship; or deprivation of freedom of thought, conscience, or religion.” A *migrant*,



in comparison, may leave his or her country for many reasons that are not related to persecution, such as for the purposes of employment, family reunification or study. A migrant continues to enjoy the protection of his or her own government, even when abroad.”

Share a Story

Option One: If some of your students are refugees themselves, talk to them in advance to see if they would be willing to share their stories. Please ensure there is a caring and safe classroom atmosphere and use active listening and validation as they share.

Option Two: Provide the opportunity for students to learn more about the incredibly difficult struggles of many refugees. You may have a favorite story of refugees. Or, on the livingvalues.net site, the story “Brothers in Hope – The story of the lost boys of Sudan” by Mary Williams is outstanding. The Joy of Reading Project kindly gave their permission to post this story. You will find it under For Schools/Young Adults/ Download Free Stories/ Tolerance 12-YA.

Option 3. Ask the students to research stories of refugees in different areas of the world.

Share/Discuss

Ask the students to share their response to the stories they have heard.

➤ Then ask:

- How do you think you would feel if you needed to flee your country because of the violence?
- How would you want to be treated if you did that?
- How would you want your family to be treated?
- What would you like to tell the people in your new land?

Activity Options

Consider doing one or more of the following options.

Option One: Ask students to research the conditions for refugees in your own land or another country.

Option Two: Invite students to form small groups and discuss the following: What is the attitude toward refugees in your country?



What is the percentage of people who are welcoming versus the percentage who are not welcoming? What values do you think the refugees in your country would like to be met with? Create messages that encourage understanding the plight of refugees (or all) and the importance of extending acceptance, understanding, tolerance and kindness. Perhaps put them together artistically and post them on social media.

Option Three: Think of volunteer opportunities to help refugees in need, or be mindful of including migrants and refugees when doing special projects. Be aware that you are not the only ones with skills and talents; learn about their skills, talents and culture. Perhaps share music together or cook together.

Close with a relaxation/focusing exercise.

TOLERANCE LESSONS 9

Intercultural Respect for All

Begin with a song.

Lesson Content

Auxiliadora Sales and Rafaela Garcia, Spanish authors on intercultural education, emphasize a dynamic relationship between cultures. They advocate a process of mediating dialogue to create new cultural forms which can be shared by all in school and in a multicultural society.

Interculturality emphasizes that evolution and change only take place when different cultural groups interact and blend. Enriching one's culture with elements of others creates open cultures with complementary and contrasting elements.

Discuss the Reflection Points:

- ◆ All cultures have unique characteristics that make them different from others, as well as have common traits with other cultures.



- ◆ Respect for cultural differences is essential for a democratic society.
- ◆ Respect, love, tolerance, cooperation and solidarity are core values for a culture of peace in social relations.

Activity

Step 1. Instruct students to search for distinct cultural groups in their schools, communities, city, or country.

Step 2. Ask them to identify their origins (regions, countries), distinctive cultural traits and points in common with their cultures.

Step 3. Invite students to do interviews, videos or photograph cultural manifestations of these groups (dance, music, language, food etc.) and make an exhibition in the school. If possible, members of the groups searched should be invited to take part in the exhibition and interact with students.

- *Contributed by Paulo Barros*

Close with a relaxation/focusing exercise of their choice.

TOLERANCE LESSON 10

Love and Its Lack

Begin with a song.

Discuss the Reflection Point:

- ◆ When there is a lack of love, there is a lack of tolerance.

Note: This reflection point can be taken two ways.

1. When there is a lack of love for another culture or race, there is a lack of tolerance.
2. When there is a lack of love within an individual, there is a lack of tolerance for others.

Ask the young adults what the above reflection point means. Affirm both answers (or more!). Then ask the following questions, making a list of factors they generate:

- People discriminate in a variety of ways – what are they prejudice against? Let's see how many we can name. People discriminate



based on _____. (People will often name: race, religion, skin color, and culture.)

- Can you think of any more? How about money?
- Or beauty?
- Are you disdainful if someone is poor?
- Or ugly?
- Or not too smart?
- What other factors can you think of? (Other factors might be education, age or position.)
- Why do people do this? Is there an inherent need to be better than or superior to someone? . . . Or, do you think people compare themselves because they are trying to feel good (or better) about themselves?

Lesson Content

Inform: People often compare themselves with others as they are trying to feel good about themselves. This is a very natural thing to do, and most of us do it. But there is always someone smarter, less smart, more handsome, or less pretty. If one accepts the self as valuable – there is no need to compare for the purpose of feeling good about the self. There is then no need to act superior.

Babies are not prejudice. Bigotry is taught. In history classes, some of you may be exploring economic reasons why slavery and other forms of discrimination have taken place. Economic sanctions were effective in stopping apartheid in South Africa.

While there has been change, it is taking time to change people's attitudes. Some people were prejudice simply because they were taught that that was how things were. Some were not even aware that they were being discriminatory. Being indifferent to the feelings of others was accepted. Raising awareness of human rights, and understanding the importance and value of each human being has been important in changing attitudes.



There is another factor I want to bring up today and that is some people in the world have very limited thinking. They are dedicated to spreading hate. This goes beyond learned indifference. Some of you may wish to study this further, but sometimes people have a lot of hurt. When that hurt continues, it can manifest as anger. When people express that anger, they are trying to free themselves of it. Hate groups allow them a convenient outlet in which to do that. However, the anger brings more anger, and the hurt only grows. They end up in a very self-destructive – and other-destructive – cycle. It is damaging to the self, and others.

- Discuss any reactions the young adults might have.

Share: Research studies show that people with high self-esteem are more tolerant than people with low self-esteem. This supports today's reflection point.

- Ask:
 - Which value or reflection point supports the concept that each one of you is unique, and valuable?

Activity

Ask the young adults to create a rap song, or a song to a traditional tune, about their thoughts on the lesson. Or, write a short story about prejudice.

End with a song and/or a Relaxing/Focusing exercise.

TOLERANCE LESSON 11

Inner Peace and Tolerance

Begin with a song.

- Ask:
 - ◆ What is the relationship between inner peace and tolerance?

Then discuss the following Reflection Point:

- ◆ The seed of tolerance is love; its water is compassion and care.



Activity

Paint, draw or dance tolerance, peace, love, compassion and care.
Perhaps read a couple of your favorite items on the Tolerance Collage.
Close with a relaxation/focusing exercise.

TOLERANCE LESSON 12

Current Intolerance

Begin with a song.

Discuss/Share

Because of sensitivities concerning prejudice, the teacher may want to set a context for the next discussion, such as: “In today’s discussion, people may share things about prejudice that have upset them. If students share things of a personal nature, are you willing to honor and respect your fellow students by not repeating their personal stories outside of class?

Today we will be talking about the lack of tolerance of differences you have noticed at school or in our society.”

Ask:

- Are some people discriminated against in our society?
- Are some people discriminated against in our school?
- On what basis?
- Have you ever been discriminated against?
- How did it feel?
- How old were you when you first experienced discrimination?
(Only ask this question if there is a high trust level in the class.)
- Why do you think people discriminate against others?
- How do people learn to discriminate against others?
- How old were you when you learned to discriminate?
- What attitude would you like everyone to have toward each other?

Activity - Ask students to write a personal essay contrasting being discriminated against versus being included — or paint the feelings of alienation versus inclusion.



Invite the students to share any paintings.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 13

Message to the World

Begin with a song.

Review some of the information from the day before, allowing those who wish to continue the discussion. Then ask:

- If everyone was tolerant what would the world be like?
- What message would you like to give the world?
- What can we say to ourselves so we have more tolerance, that is, real acceptance of others? Create a list on the board.

Activity

Ask young adults to write their message to the world. Each student may choose to whom they wish to address their advice — to the leaders of the country, to the leaders of the world, to other students, or to the people of the world? The students could read their advice in small groups and each group could then make a slogan. Draw the slogans on posters or long pieces of paper and place them on the walls.

Alternate Activity for those who hate another group

If there are young adults in your group voicing dislike or hate toward other racial or religious groups, ask them what their goals are. (Stay matter-of-fact as you question them.) Keep asking them why they want that. In the professional experience of the author, all people will eventually say that they want to be safe and/or valued if questioned in a respectful way. Affirm the desire to be loved, safe, have enough, etc.

Once you have a value-based goal, then ask them to open their mind to a more constructive way to achieve that.

➤ Ask:

- What is the result of anger? (More anger.)



- What is the result of violence? (Death, more anger, grief, retaliation, etc.)
- If they have mistaken information about the group they dislike, please provide them with accurate information. Perhaps provide humanizing stories, videos or films about that group.

Mind Map or Consequence Line: Ask them to Mind Map or make a consequence line of the actions of tolerance and the actions of intolerance towards this group if enmity were to continue. Continue to keep your relationship clear and respectful. Close with a relaxation/focusing exercise.

Follow-up Activity: Find something positive for them to do with members of the group they dislike or hate. Perhaps they can work with them on a special project, an environmental project or even cook or make music together. Perhaps arrange for a special outing.

TOLERANCE LESSON 14

Disarming Prejudice

Begin with a song.

Discuss/Share

- Ask:
- What discriminatory things have you heard from your peers? (List those quickly on the board.)
- What usually happens when that type of thing is said?

Summarize what has been said, such as: “So, sometimes when someone says something aggressive, feelings are hurt, and things get even worse. Sometimes when one is aggressive, the other person says or does something aggressive back.”

If they talk about the insulted party going away and saying nothing, say, “Sometimes when someone says something aggressive, the other person goes away. Their response appears passive.”



➤ Ask:

- But how do they feel inside? (Acknowledge their responses.)

Explain: Say, “When someone says something mean, there are generally three types of responses. You have described aggressive responses and passive responses. The other type of response is called an assertive response.

“You are being assertive during conflict resolution when you say to someone, with respect:

❖ I don’t like it when you _____. I want you to _____.

❖ Or, you might say: I don’t really like that kind of joke.

❖ I’m uncomfortable when you _____

❖ You are also being assertive when you use the one we practiced in the unit on respect: I feel _____ when you do _____ because _____.

Ask:

- Can anyone take an example given and see if you can think of something to say using that last sentence, the ‘I feel’ sentence?

➤ Give the students time to try and do the above. Positively remark on their efforts and help them as needed.

Say, “Very often we only want to share our feelings with people who are friends, or people we know very well. So sometimes you will be uncomfortable using the ‘I feel’ statement, and will choose not to use it. However, sometimes people say mean things and we just want to say something back.”

➤ Ask:

- What happens if we say something back aggressive? (Acknowledge their responses. Some may say: people become even angrier; there is more resentment; sometimes people fight; and retaliation begins.)
- What happens when we are passive? (Some may say: People have no respect for you and treat you worse; you feel like you have no power.)



Activity

Step 1. Ask the students to form small groups, and then role play for the rest of the class situations that they have encountered that are particularly difficult. Then “re-play” the situation with a tolerant “benevolent” response.

Step 2. Next, ask students to generate remarks that could be said in response – remarks that offer a more tolerant view, which could be considered assertive, “cool,” and benevolent – not aggressive, or wishy-washy. Examples are:

- ❖ Yeah, it wouldn't be such a neat world if we were all clones.
- ❖ I feel a lot better practicing peace.
- ❖ What would you do if you were in her place?

Step 3. Ask for a couple volunteers to model the responses. Lead the applause.

Step 4. Ask students to make a list of the best supportive comebacks. Close with a relaxation/focusing exercise.

TOLERANCE LESSON 15

Increasing Tolerance

Begin with a song.

Discuss the Reflection Point:

- ◆ Those who know how to appreciate the good in people and situations have tolerance.

Follow-up Activity: Generate and practice supportive comebacks for ten minutes or more, to practice the skill introduced in the last lesson. The teacher or students can say comments they have heard. Others can offer replies which are assertive and full of self- respect. Practicing these until they are comfortable makes them more likely to be used. Role play a couple of scenes, and tell them what a wonderful job they are doing.

Activity

Step 1. Ask students to individually create a list of things that help create tolerance.



Step 2. The students can discuss their choices in small groups.

Step 3. Then instruct each group to select the one item on their list that is especially important for tolerance. Ask each group to present their finding to the class. Why is that item the most important?

Step 4. Ask the class: “Are you able to stay full of tolerance, appreciating the viewpoint of each group even when they have a different opinion? What can you think that makes it easy to do that?”

Close with a song, a relaxation/focusing exercise or with a cultural dance that you have learned.

TOLERANCE LESSON 16

Tolerating Difficulties

Begin with a song.

Talk about the other meaning of tolerance: to endure. The Reflection Points for this are:

- ◆ Tolerance is the ability to face difficult situations.
- ◆ To tolerate life’s inconveniences is to let go, be light, make others light, and move on.

Share a Story

Select a biography of someone who has demonstrated exceptional tolerance in her or his life. Read aloud passages that illustrate the value of tolerance or have the students tell stories of tolerating or research people they admire who have tolerated. Or, students could write a short story or personal essay on something they have tolerated.

Discuss/Share

Ask the students to share “self-talk” or methods that help them face or accommodate difficulties. Positively reinforce their sharing. Perhaps ask them to share what things are difficult now and what might help them cope with it by positive or encouraging self-talk.

Close with a relaxation/focusing exercise.



TOLERANCE LESSON 17

How would tolerance effect the Sustainable Development Goals?

Begin with a song.



Activity

Step 1. Invite the students to form the same groups they were with during the previous SDGs lessons.

Step 2. Ask them to explore the effect of tolerance on the SDGs. If everyone in the world had tolerance and appreciation for every culture and religion, what would be positively affected? Do any more SDGs need to be added?

Goal 1: No Poverty

Goal 2: Zero Hunger

Goal 3: Good Health and Well-being

Goal 4: Quality Education

Goal 5: Gender Equality

Goal 6: Clean Water and Sanitation

Goal 7: Affordable and Clean Energy

Goal 8: Decent Work and Economic Growth

Goal 9: Industry, Innovation and Infrastructure

Goal 10: Reduced Inequality

Goal 11: Sustainable Cities and Communities

Goal 12: Responsible Consumption and Production

Goal 13: Climate Action

Goal 14: Life Below Water

Goal 15: Life on Land

Goal 16: Peace and Justice Strong Institutions

Goal 17: Partnerships to achieve the Goal

Step 3. Ask them to write specific ways holding the value of tolerance/appreciation would affect the SDGs on which their group is focused and write those on Red Leaves.



Step 4. Invite them to create a song or poem about tolerance and the fulfillment of one of the SDGs. They may wish to contrast it with the lack of tolerance and the current need.

Step 5. Invite them to share their Tolerance Leaves and creation with the entire group.

Step 6. Invite the groups to attach their Love Leaves to the class artistic presentation of the SDGs.

Step 7. Put on some music and ask everyone to be the embodiment of appreciation as they move/dance around the world and greet others.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 18

An Ending Note

Possible Activities

Cultural Celebration: If you would like a celebratory finish to the Tolerance Unit, help the students plan a celebration of different cultures, with song, dance and food from a variety of cultures. You may wish to have this as a classroom activity, a school-wide activity or an assembly. If greater cultural appreciation and integration is needed in your community, please involve community members to involve more parents and families.

Special Project: If there is discrimination in the community, ask the students what they think they can do about it as a class. Perhaps they would like to create a skit/drama about students who have prejudice learning to appreciate each other's culture, race or religion. Perhaps other students in the class can provide music and poems. Share it at an assembly in your school and perhaps in other schools. When creating the skit, ask them to review some of their suggestions for tolerance/appreciation and some of their benevolent assertive response. Perhaps some of these can become part of the skit, or slogans that the students share. As a follow-up, ask: "Would you like to share some of these slogans with others in our school or community?" "How could we do that?" Students may wish to share their slogans on social media.



Tolerance Activities in Subject Areas

Language/Literature

Write a Reflection Point on the board daily. Ask students to reflect and then discuss for a few minutes.

Select works of tolerance and the struggle to overcome the effects of intolerance. There are many stories, classical works, historical novels, and autobiographies about discrimination and the effects of intolerance. When students have read one work as a class, ask:

- How did the protagonist feel?
- How would you have felt in his or her situation?
- Pretend you are the protagonist. Give a message to the perpetrator and the world.

If the students have read individual works, have them share with the class, answering the same questions. Assign a paper discussing the theme of one work; ask them to write a poem about another reading.

Read parts of Nelson Mandela's *Walk to Freedom* or another work from your language arts Tolerance Lesson curriculum.

Talk with students about their feelings regarding the story they have read. Ask them to write a few lines and illustrate their thoughts, or write a short personal essay.

A Rainbow

Compare the variety of races, cultures, and individuals to a rainbow. The rainbow would not be nearly as beautiful if it were missing one or two colors — in fact, it would not be a rainbow with only one color. The human family is like a rainbow; it comes with a rich variety of colors. Each culture and tradition have something important to contribute.

Activity: Ask students to make a rainbow. If the class is reading one work, have them make a large rainbow on the wall, filling in each ray with different aspects of the story and paying particular attention to



the positive attributes of the culture depicted. If they are reading different books, they could make individual rainbows for each work they have read.

Ask students to make up a poem or a song about the human world family or the family of their particular country as a rainbow.

Walking in Your Shoes

- Ask students to identify a character who is different than they. to develop understanding, ask them to write a short story as if they were that person, explaining the beliefs and reasons behind the character's actions.

Interview a person from a culture other than your own. Write his or her story.

An Imaginary Migration

Ask students to make up a story about migrating to another country – as a minority race different than their own. Perhaps research some of the difficulties currently experienced by refugees in one or more areas of the world as a basis for the story. What obstacles are they likely to find? Are these different than the obstacles minorities encounter in your country? End the story with their protagonist giving advice to others about how people should be treated – especially him or her.

Tolerating Difficulties

Another definition of the word tolerance is “the act or capacity of enduring; endurance: My tolerance of noise is limited.” (Random House College Dictionary)

Reflection Points for this kind of tolerance are:

- ◆ Tolerance is also an ability to face difficult situations.
- ◆ To tolerate life’s inconveniences is to let go, be light, make others light, and move on.

In this form, tolerance is facing difficult situations by seeing them from a different perspective: as molehills, not mountains. Adopting that



perspective, of course, would depend on the nature of the situation. Express to the students that sometimes what appears as a formidable challenge – “a mountain” – may, in retrospect, have only been “a molehill.” It’s a matter of seeing the circumstance in the overall scheme of things.

Discuss: Ask the students to share “self-talk” or methods that help them face or accommodate difficulties. Positively reinforce their sharing.

Activity: Select a biography of someone who has demonstrated exceptional tolerance in her or his life. Ask students to select and read aloud meaningful passages that illustrate the value of tolerance.

History/Social Studies - The Year of Tolerance

Background: The year 1995 was observed as The Year of Tolerance by UNESCO (United Nations Educational, Scientific and Cultural Organization) on the grounds that tolerance is an “essential factor for world peace.”

The United Nations General Assembly made this decision . . . “in the light of the resurgence of: ethno-nationalist conflict; discrimination against minority groups; acts of xenophobia, particularly against refugees and asylum-seekers, migrant workers, and immigrant racist organizations and ideologies; and acts of racial violence . . . intolerance expressed through marginalization and exclusion from society of vulnerable groups, or violence and discrimination against them Intolerance . . . is the rejection of differences among individuals and cultures. When intolerance becomes collective or institutionalized, it erodes democratic principles and poses a threat to world peace . . . It is essential to recall that the basic human values that unite us are stronger than the forces that pull us apart.” (From International Year of Tolerance, 1995, UNESCO)

Factors Leading to Intolerance

Activity: Look at several current and recent conflicts in the world where intolerance was a major factor. For example, genocide, as an extreme form of intolerance was a major factor in conflicts in Rwanda and Kosovo. Identify several conflicts.



- Form small groups and ask each group to talk about a different conflict. Each group is to explore the factors that lead to the explosions of intolerance.
- As the groups report their findings to the entire class, make a list of all contributing factors. As the teacher, add a few more if they have left some out. Are the same factors operating in each conflict?
- After the list has been made, look at the lack of values or anti-values behind each factor.
- Ask each small group to work together again to develop alternative ways to deal with precipitating factors. What methods would have resolved the factors leading to the explosion of intolerance?
- Ask:
 - Do any of these factors exist in our school? What are they?
 - What positive things can we do to build tolerance?

A Sense of Belonging

Review the Tolerance Reflection Points and identify words and actions which would help create a sense of belonging for all people at your school.

A Skit

Ask students to read the work of one person's personal struggle against intolerance during the period of history the class is currently studying. The next day read a story about tolerance and inclusion. Form small groups to create a skit, allowing each group to select the particular scene they wish to portray. After the skits, discuss. Ask each group to give a message to the perpetrator: What we want you to stop doing, what we want you to do instead. Ask for feelings about each story.

Making History Real

Invite people from the cultures you have been studying to visit your class and tell their story.

Generating Cultural Bias - Information: In the last 2,000 years, history has recorded many wars and conquests. The victor has often



used cultural bias as a method to maintain control. The conquerors would establish themselves as “superior,” relegating an inferior status to those conquered. This lack of regard permitted lack of equal treatment and at times inhumane treatment. Often, while insisting they were superior, the conquerors would destroy evidence of the natural skills of those conquered. The myths and misinformation generated by the conquering peoples have persisted over time, making it more difficult to change intolerance and prejudice.

➤ Ask:

- Can you think of historical examples of this?
- Are there examples of this in our own country?

Provide examples with local or regional relevance. For instance, when the Spaniards conquered Mexico, they destroyed the advanced forms of writing and the advanced astrological and mathematical information of the Mayan people.

➤ Ask:

- What common prejudices exist in this country?
- What was the state of the original people of this land?
- Were they happy? Did their culture flourish?
- What are the current cultural biases?
- How can we promote understanding and tolerance?

Practicing Tolerance/Acceptance

Study the Reflection Points. Ask students to practice tolerance every day during the week. Generate ideas to promote tolerance every day at the beginning of class. Journal about tolerance/acceptance for ten minutes a day. What examples do you see of intolerance? What have you done to generate tolerance/acceptance during the day?

Science -Skewed Results

At times in man’s history, science has contributed to intolerance and prejudice through individuals trying to substantiate a cultural bias. Sometimes intolerance was inherent in their culture and they were not even aware they were biased. (Refer to preceding activity.)



One example in psychology is intelligence tests which ask cultural questions or questions with which one particular ethnic group would not be familiar. People not exposed to that culture or area of questioning do not fare well and are therefore labeled “less intelligent.” Some of us would do very poorly if tested by Eskimos on the characteristics of ten different kinds of snow!

➤ Ask:

- What questions can we ask ourselves if we want to design a scientific study free of cultural bias? Ask students to create a list of questions they would ask. You might want to ask them to form small groups.

Economics - Promoting Intolerance through Fear of Scarcity

Discuss economic factors in relation to prejudice. For example, ask:

- Is the fear of scarcity promoted to increase intolerance? To what end?
- Is there often a relationship between discriminatory working practices and monetary gain?
- If so: What are the different forms this takes?

Activity: Look up economic statistics to support your hypothesis.

Loans to Those in Poverty

For years, large banks refused to loan money to the poor, perpetuating a cycle of poverty and prejudice against the poor. The Grameen Bank in Bangladesh disproved the stereotypical belief about loaning money to poor people and proved when the poor are given the chance to borrow, they can live up to and exceed expectations. Their rate of repayment was better than at the average bank. You may have a similar project. Study this practice in relation to tolerance.

Is it time for reparation?

In many countries around the world, discriminatory practices toward certain races, religions or “classes” has added to their impoverishment. During wars, the possessions of people are stolen or their land is taken. Have any discriminatory practices based on intolerance taken place in



your country? If so, and you have the power to do so, what would be fair reparation? Perhaps it would need to take place county by county, family by family to be completely fair.

Art

Study the art of different cultures. Make replicas of items from several cultures and display them at an art show for the rest of the school. Make a display card for each item, describing its background.

Draw figures wearing traditional dress from different cultures. Perhaps some students would like to draw children, others older people, others families. They could make groupings of one culture or one poster of many cultures. Create a mural of cultural diversity which has an accepting and loving quality.

Artistic Diversity

Providing textured paper, instruct students to make a careful drawing of a plant or any object of their choice. They can color it if they wish. When the drawing is finished, ask them to take a larger sheet of paper of the same texture. Instruct them to create a semi-abstract work by ripping up their drawing into various sized pieces and carefully reassembling their drawing on the larger sheet of paper while leaving some space between each piece. Ask them to check the extent to which they are using tolerance. Ask the students if they think their final pictures are more interesting than the original drawings.

– Contributed by Eleanor Viegas

Music

Sing songs that speak of the world's peoples as family. "One Family" by Red Grammer speaks of the human world family as "sisters and brothers, a coat of many colors."

Learn five musical pieces or songs from five different cultures.

Home Economics

Study one area from the standpoint of five different cultures, including those in your part of the country. For example, if you are studying



food, select a cross-cultural sampling of recipes, or if you are studying textiles, look at cultural examples of weaving or embroidery. Invite people skilled in those areas to talk and display their work in class. Ask students to write down three positive things about the work of each culture and to tell the people what they appreciate.

Electronics

Produce an anti-bullying display at school using the value of respect or tolerance. The students can practice their electronic skills through the use of flashing lights.

– Contributed by Mick Jones

Dance

Do a dance dressed in different cultural costumes. Retain the integrity of that culture's dance, having interplay between the dancers at times and showcasing each type of dance at other times.

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Rainbow Booklet Library

Reaching and Supporting the Greater Community

Adding another dimension to Values Awareness is the Living Values Rainbow Library providing activities for everyone - Teachers, Care Givers, Parents, Individuals; Living Values for Self and Community Development. Available online under Resources on website – www.livingvalues.net/resources.

GENERAL SERVICES LIBRARY:

- LV Home Study for Adults, Families -.pdf
- LV Home Study personal journal- Word
- LVE Study Groups for Adults - .pdf
- LVE Self Reflection booklet - .Word
- LVE Distance Facilitator Training Guide - .pdf
 - LVE School Experience – The Kuwait Model - .pdf
- LV Criteria for Schools , Kuwait and Bali - .pdf
- LVE Improve Facilitation Skills - .pdf
- LVE Funding Guide for Members – .pdf
- LVE in Business -. pdf

LIVING VALUES ACTIVITY LIBRARY:

- LVE for Young Adults (taken from LVE activity books)
- LVE 8-14 - 8 values books taken from LVE activity book
- LVE 3–7 – 10 values books taken from LVE activity books

DISTRIBUTION: Read Online or Download the E-Booklet FREE, PRINT YOURSELF.

Created specifically for those desiring to share LIVING VALUES activities who do not have access to formal Values print resources or access to Living Values Associates and Trainers. These simple booklets most with between 48 – 56 pages can be photocopied for classroom or home use in “booklet” A5 form – ie regular A4 folded (to half size) and stapled. Booklets as in the **“LV Home Study”** and accompanying **“Journal”** with more than 80 -100 pages are required to be copied as A4 (full page) on both sides.

Each booklet is created with activities for the age or community group and /or the ALIVE membership information that it features. Booklets also support the ALIVE Distance Online Courses. This series will be continually expanded to meet needs of ALIVE membership and public benefit. distance@livingvalues.net

Notes



Living Values™
Education

THE LIVING VALUES EDUCATION APPROACH

Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education.

LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Further information on the Living Values Education

Rainbow Booklet Library Series and

all Living Values materials is available at:

www.livingvalues.net