



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children

Ages 8-14 - Unit 4 - Tolerance

For Educators, Parents and Principals Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Children Ages 8-14, Book 1* by Diane G. Tillman and educators around the world.

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Living Values Education Activities for Children Ages 8 -14 , 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



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 reverse 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.

There are 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.*



Unit Four: Tolerance

Tolerance 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.

Continue to play a song daily if you and the students are enjoying this. When studying different cultures, perhaps bring in some of that culture's songs and music at the beginning of the lesson. 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."

Do one of the Relaxation/Focusing exercises every day or every several days, as suitable for your class. The students may enjoy making up their own.

Tolerance Reflection Points

- ◆ Peace is the goal, tolerance is the method.
- ◆ Tolerance is being open and receptive to the beauty of differences.
- ◆ Tolerance is respecting and appreciating the culture of others.
- ◆ Tolerance is mutual respect through mutual understanding.
- ◆ The seeds of intolerance are fear and ignorance.
- ◆ The seed of tolerance, love, is watered by compassion and care.
- ◆ Those who know how to appreciate the good in people and situations have tolerance.

- ◆ Tolerance is an act of humanity, which we must nurture and enact each in our lives every day, to rejoice in the diversity that makes us strong and the values that bring us together. — UNESCO Director-General Audrey Azoulay
- ◆ Tolerance recognizes individuality and diversity while removing divisive masks and defusing tension created by ignorance. (For 12- to 14-year-old students only.)
- ◆ 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.

Tolerance Unit Goals and Objectives

Goal: To increase tolerance through understanding others.

Objectives:

- To understand that each one of us is different, and to do the “move like you” exercise with another student.
- To discuss feelings that arise when a person is discriminated against.
- To interview and listen to others.
- To express their stories if they are refugees, or to develop more empathy and understanding of the plight of refugees by hearing stories of refugees and/or writing a story about migrating to a pretend country.

Goal: To increase knowledge and appreciation of different cultures.

Objectives:

- ❑ To understand that every culture and race is valuable, as is every ray of the rainbow.
- ❑ To participate in discussions about the Tolerance Reflection Points and be able to talk about two or more of them.
- ❑ To learn about two or more cultures other than their own, through hearing stories, learning songs, and participating in some form of artistic expression of that culture.

Goal: To develop socially conscious skills for increased social cohesion.

Objectives:

- ❑ To understand that the seeds of intolerance are fear and ignorance.
- ❑ To identify some of the divisive social practices that create intolerance such as name calling, thinking they are better, blaming others for your problems, etc.
- ❑ To write and discuss their advice about how people should treat other people.
- ❑ To become more aware of acts of tolerance and intolerance by collecting current or past news stories; to make a class collage of acts of tolerance and to locate on a map acts of intolerance.
- ❑ To become more aware of intolerant attitudes, if they exist in the class, school or community, and work towards a positive resolution of the problems.

- To be able to generate at least two “benevolently assertive responses” to discriminatory statements during a class exercise.
- To become aware of another meaning of tolerance, meaning to tolerate difficulties, and discuss “self-talk” that is helpful.

TOLERANCE LESSON 1

Divisive or Inclusive?

Educator Preparation: Write the following Reflection Points on the board.

- ◆ Tolerance is being open and receptive to the beauty of differences.
- ◆ Tolerance is respecting and appreciating the culture of others.
- ◆ Tolerance is mutual respect through mutual understanding.

Begin with a song about love, peace, unity or inclusion.

Introduce: “In the next few weeks, we will be learning about tolerance. In the dictionary, 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,” that is, freedom from discrimination.

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

Ask:

- Do you remember the Baking a Peace Cake activity when we were studying peace? Many of the cakes had the ingredients of peace, respect, and love. Tolerance is based on those ingredients.
- 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 of everyone else?

Say, “I’m going to read you a story about some imaginary people who did not have tolerance.” Read “The Shorties and the Tallies”, based on a story by John McConnel.

Share a Story: The Shorties and the Tallies

There was once a land where all the people were either short and fat, or tall and thin. There was no one in between. The “Shorties” and “Tallies,” as they were called, did not like each another. Each thought they were better than the other. When the Shorties were talking among themselves about the arrogance of the Tallies, they would call them “beanpoles.” The Tallies would talk to each other about how stupid the “shrimps” were. The “beanpoles” and “shrimps” were always arguing and fighting, and there was no peace in the land.

The Shorties and the Tallies did not know each other very well. They never tried to be friends. Indeed, they both refused to have anything to do with the other. They refused to live next door to one another, used different shops, and their children even went to

different schools. Separate businesses and even churches and temples were built to meet the needs of the Shorties and Tallies. Demand grew for the land to be divided in two, and there was talk of war as the “beanpoles” blamed the “shrimps” for problems in the land. Each side rushed to buy guns.

The ruler of the land did not help. Most of the time he was interested in accumulating more wealth for himself. Sometimes he even blamed the Tallies for the problems of the land. As intolerance increased, the children were told more and more by adults that the other group was not good. The children of the Shorties were told to not make friends with the “beanpoles,” and the children of the Tallies were told not to make friends with the “shrimps.”

Then one day a strange thing happened. All the people of the land went blind. Not even one person could see anything. Everyone’s world was turned upside down in more ways than one. The people stumbled around, trying to find their way from the shops and the churches and temples to their homes. They were bumping into one another and tripping over each other. Little children, teenagers, and adults all needed help, and they helped each other. Adults conversed with anyone they bumped into to ask for help in finding their way. Little children were taken care of by older children, and mothers of both Shorties and Tallies helped each other find their children.

At first, the Shorties did not know they were sometimes being helped by “beanpoles,” and Tallies did not realize they were being helped by “shrimps.” They welcomed the understanding voices and the generous help. But as they helped each other with their

hands, they began to realize that some of those kind hands were thin and long, and other kind hands were short and plump.

“Humph!” one Shortie named Miriam said to herself, “I bet that’s the only nice beanpole out there.” But as Miriam tried to find her way to the store to buy food, she was again helped by another Tallie!

Ali, one of the Tallies, was also surprised. “Those shrimps aren’t all so mean,” he thought to himself one day when a Shortie helped him find his little brother.

As one long week and another week passed, each person began to realize that the shape and size of each other’s body no longer mattered. They began to judge each person they met by his or her behavior instead of the physical. What was important was whether they were kind and gentle or mean-spirited. They began to appreciate their new friends and understand that a person’s character is much more important than the way he or she looked – and that good qualities can be found in everyone.

With this realization, the hearts of the short fat people, and the tall thin people began to melt. They were kinder to everyone they met. As they began to grow fond of their new friends, their sight returned just as suddenly as it had disappeared! They laughed with each other in their joy of seeing, and they promised never to be deceived by their eyes again.

Discuss/Share

Ask:

- What were some of the things the Shorties and Tallies did to create intolerance?

- Tell the students that you will read the story again and you want them to call out “dividing” or “divisive” when you read a way they created conflict or were discriminatory, such as thinking they were better, name calling, separate schools, blaming others for their problems, etc. With older students, ask them to read the story and stop when they find a divisive practice, then pass the book for another student to read, and so on.
- Create a list on the board of all the divisive practices that help create intolerance.

Ask:

- What are other things that people do that are discriminatory?
 - Have you seen that happen?
 - Has that happened to you?
 - How do you feel when that happens? Or: How do you think people feel when that happens?
 - When people are treated unfairly, how do they feel?
 - What would you like people to do instead of being discriminatory or believing that they are better than others?
-
- Look at each item on the “divisive list” and ask students what inclusive practices would help create tolerance. For example, instead of separate schools the children could go to the same school.

Discuss the story work in relation to the following Reflection Points:

- ◆ Tolerance is mutual respect through mutual understanding.
- ◆ The seeds of intolerance are fear and ignorance.

Ask:

- Why do you think people create discrimination and mistrust? What are they afraid of? Or, is it something they learned from adults and so just do it automatically?
- *For Ages 12 to 14:* What is the history of intolerance in our country?
- What would the world be like if everyone had tolerance, that is, if everyone appreciated all other races, cultures and religions?

Artistic Expression Activity

Invite the students to draw or paint the feelings of appreciation and tolerance. Older students may be invited to do that or to draw or paint the positive feelings on one side of a piece of paper and feelings that result from intolerant practices on the other half of a piece of paper.

Close with the Flowers of the Garden Relaxation/Focusing Exercise.

TOLERANCE LESSON 2

Real Stories

Begin with a song.

Share a Story

Read to the students or they can read a story about real people who experienced intolerance. For younger students, one such story is “Molly’s Pilgrim” by Barbara Cohen. Older students could read parts of Nelson Mandela’s “Walk to Freedom” or another work from your language arts’ Tolerance lesson curriculum. You may wish to choose a piece by one of your country’s authors.

Activity

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.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 3

Moving Like You

Begin with a song.

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

If there is time, you may wish to start the next lesson.

Close with a relaxation/focusing exercise.

TOLERANCE LESSONS 4 to 8

A Rainbow of Cultures

Begin with a song.

Close each day's lesson with a relaxation/focusing exercise. You or the students may wish to play music from the cultures you are studying, and perhaps use some of the values cherished by that culture during the relaxation/focusing exercise. A small

group of students could be responsible for creating different relaxation/focusing exercises.

Discuss one of the following Reflection Points each day prior to doing the following activities:

- ◆ Peace is the goal, tolerance is the method.
- ◆ Tolerance is respecting and appreciating the culture of others.
- ◆ Tolerance is being open and receptive to the beauty of differences.
- ◆ Tolerance is mutual respect through mutual understanding.
- ◆ Those who know how to appreciate the good in people and situations have tolerance.
- ◆ Those who know how to appreciate the good in people and situations have tolerance.
- ◆ Tolerance is an act of humanity, which we must nurture and enact each in 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

Activities

Making a Rainbow Activity – Lesson 4

Explain Concept: Compare the variety of races, cultures and religions 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 wonderful variety of colors. Each culture and tradition have something important to contribute.

Make a rainbow: As a class, stay in a space of respect, caring and fun as you make a large rainbow on the wall. This may be made of paper. If this is not possible, allow the students to make individual rainbows on paper while creating a line drawing on the board.

Say, “Let’s look at different cultures throughout the world. Let’s start at the top of the globe. What are the cultures furthest north?” (Nordic culture or Eskimos.)

- Begin to go south on the globe, having the students come up with different cultures as you write down in broad terms the major cultures, for example: Nordic, Indigenous Cultures, Slavic/Russian, European, Arabic, Asian, African, Hispanic/Latin American, putting the northern most cultures at the top of one slice of the rainbow and moving downward. It is fine to have more than one culture on each line. Try to put similar cultures together.
- Now start with the major religions of each culture and again begin at the top of the globe and move downward, filling in another vertical slice of the rainbow.

NOTE TO EDUCATOR

Think about which cultures you would like the students to explore. Perhaps the first year, you may wish to explore a couple of the cultures that exist in the class, school or area in order to create more tolerance. 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.

Learn about Different Cultures through Stories or Guest Speakers – Lessons 4 to 7

Do lessons on informative stories about the two or more cultures, selecting fiction or non-fiction stories appropriate to the ages of the students, or study and research about the culture.

Invite teens or adults from the chosen cultures to come and talk with the students. 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 you a dance.

Discuss/Share

Discuss the information afterwards. Put the culture you learned about in a different ray of the rainbow.

Ask:

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

Option: Learn about Traditional Dress or Customs

Make or draw figures in traditional dress of the cultures you are studying. Place them around the rainbow. Older students could make symbols from that culture, describe relevant characteristics, or write down significant events in the history of that culture.

Expressive Activity – Lesson 8

Ask the students to stand in a circle and share just a couple of

sentences about what they discovered and really appreciate about a culture different than their own.

Invite the students to form small groups and make up a poem or a song about the human world family as a rainbow or about the different cultures and the theme of Tolerance/ Appreciation.

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.

<p><i>NOTE TO EDUCATOR</i></p>

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. Perhaps ask:

- What are little things that people do that indicate prejudice or intolerance? (You can't play. It's my ball. She's not good

- enough to _____, etc.)
- What can we do to change that?

Make the point that tolerance is the ability to face situations and offer creative solutions.

– *Contributed by Pilar Quera Colomina and Sabine Levy*

TOLERANCE LESSON 9

A Collage of Tolerance, A Map of Intolerance

Begin with a song.

Activity

Ask the students to continue to watch the news and/or find pictures and articles in the newspaper or on-line about examples of tolerance and intolerance. Ask them to observe situations of tolerance and intolerance around them.

During the time they report their findings, issues for discussion will come up. Positively comment on the situations of tolerance and notice together what words or actions contribute to the generation of tolerance. When situations of intolerance come up, this is an opportunity for the class to generate ways to deal with the situation(s) in a manner that promotes harmony.

A collage on tolerance and a map on intolerance can be developed as students continue to bring in information. Their drawings, poems, and pictures can be added to a collage on the wall during the weeks they are studying tolerance. Place pins or dots on a map for instances of intolerance.

– *Contributed by Pilar Quera Colomina and Sabine Levy*

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 10

Discrimination

Begin with a song.

Share a Story

Eight to Ten Story: Read a story with a little discrimination, but a positive outcome, such as “One Green Apple” by Eve Bunting. In this story, a Muslim girl feels different with her headscarf when she goes to school in her new country. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Children Ages 8-14 / Download Free Stories / Tolerance 8-10.

Eleven to Fourteen Story: Read a story or some history about discrimination. Perhaps pick a story from your own country, or you may wish to read about Nelson Mandela or Mahatma Gandhi.

Discuss/Share

Ask students about the lack of tolerance of differences they have noticed at school or in society. Ask students if they can think of an example of intolerance. If they cannot, mention, in age-appropriate terms, one that they might be aware of, such as:

- Are some people tolerated less than others?
- Are some discriminated against? On what basis?
- What are different ways people discriminate against others, that is, act like they are less than? (This may include racial

jokes, insults to someone's culture or stereotyping, such as all _____people are dumb.)

- Have you ever been discriminated against?
- How did it feel?
- What attitude would you like everyone to have toward each other?
- If someone is very popular, will people be more likely to tolerate that person?
- What kinds of things can we say to ourselves so we can have more tolerance of others?

Eight to Nine Activity: Write a few sentences about how people feel when they have been discriminated against and draw a picture. Then, write two or three sentences of advice about how they would like all people to act. 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.

Ten to Fourteen Activity:

Step 1. Ask students to write a short personal essay about feeling discriminated against or being treated unfairly. Ask each student to think of his or her advice about how people should treat each other. The teacher may wish to instruct students to focus their advice, that is, if the students are studying the structure of the government, what would their advice be to the leaders of the country? Or, what would their advice be to other students of the world, parents, teachers, or adults?

Step 2: Divide students into small groups to share their advice.

Step 3. Invite each group to make a slogan. Draw the slogans on posters or long pieces of paper.

Step 4. Place the slogans on the walls.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 11

A Pretend Immigration

Begin with a song.

Activity

Ask the students to make up a story about immigrating to a pretend country. Ask them to talk about how they want to be treated and how they want their parents to be treated. Younger students may wish to illustrate their story with a drawing. Older students can make images of tolerance and add them to the collage.

– *Contributed by Marcia Maria Lins de Medeiros*

Note to Educator and Optional Additional Activities: While some students are refugees themselves, others may be in need to developing more empathy in regard to the plight of refugees. In the former instance, invite the students to share their stories and make drawings of some of their memories. Please ensure there is a caring and safe classroom atmosphere and use active listening and validation as they share. Allow them time to do this, perhaps several periods.

If sensitization is needed, provide the opportunity for them to learn more about the incredibly difficult struggles of many refugees. On the livingvalues.net site, the story “Brothers in Hope – The story of the lost boys of Sudan” by Mary Williams is suitable for students 12 and older. The Joy of Reading Project kindly gave their permission to post this story. You will find it under *For Schools/Children Ages 8-14/Download Free Stories/Tolerance 12-YA*.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 12

Disarming Prejudice

Begin with a song.

Discuss/Share

Ask the students if they have heard mean or prejudiced things said in the past. If the answer is “yes”, ask them if they would like to think about ways to change that in the future. Then, ask:

- What prejudiced or mean things have you heard people say at school? (List those quickly on the board.)
- What usually happens when that type of thing is said?

Say, “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. The other’s response appears passive.”

Ask:

- But how does he/she feel inside? (Acknowledge their responses.)
- Do you remember the benevolent-assertive response from the Peace I Unit? When someone says something mean, there are generally three types of responses: aggressive, passive responses or assertive.

“You have been learning about assertive responses already. When someone does something mean and you say, ‘I don’t want you to do that; I want you to stop,’ that is an assertive response. You are being assertive during conflict resolution when you say to someone, with respect, ‘I don’t like it when you_____, and I want you to_____.’

Say, “Sometimes people say mean things, and we just want to say something back.”

Ask: What happens if we say something back which is aggressive? (Acknowledge their responses: people become even angrier; there is more resentment; more fights; 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 courage.)

Say, “I want you to put on your thinking caps and think of assertive responses that could be said to these mean, prejudiced remarks we have listed on the board. But, I want you not only to think of something that is not aggressive, and something that is not passive; I want you to think of something benevolently assertive!”

Activity

Step 1. Divide students into groups of three or four and ask them to generate remarks that could be said in response — remarks that offer a more tolerant view that could be considered assertive yet benevolent — not aggressive, but not wishy-washy either. Examples are, “It wouldn't be such an interesting world if we were all clones,” “I admire her_____,” “I like your ability to_____and I like his ability to_____.” or “What would you do if you were in her place?” Ask students to make a list of the best supportive comebacks.

Step 2. Ask each group to role play for the entire group a few of their favorite responses. Encourage them to stay in self-respect as they repeat their remarks. Lead the applause.

Step 3: Discuss the following Reflection Point: The seed of tolerance, love, is watered by compassion and care.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 13

The Key

Begin with a song.

Discuss the Reflection Point:

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

Activity

Step 1. Generate and practice benevolently assertive responses or other supportive comebacks for 10 minutes or more, practicing the skill learned in the last lesson. The teacher or students can say comments they heard on the playground. 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.

Step 2. Role play a couple of scenes and recognize students for doing a good job.

Step 3. Ask each student to write a list of things that help create tolerance. (Younger students can list four, older students eight.)

Step 4. Ask students to then discuss their lists in groups of three or four and come up with three or four things they feel are most important for creating an atmosphere of appreciation or tolerance. What are the values under those words, attitudes or actions?

Step 5. Invite each group to present their list.

Close with a relaxation/focusing exercise.

TOLERANCE LESSON 14

Tolerating Difficulties

Begin with a song.

Explain that Tolerance has other meanings, such as to endure.

The Reflection Points for this kind of tolerance 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.

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.

Share a Story

Eight to Eleven Story: “The Royal Bee” by Frances Park, Ginger Park and Christopher Zhong-Yuan Zhang is based on a true story which took place in Korea. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under: ***For Schools/Children Ages 8-14/Download Free Stories/Tolerance 8-11***. In this story, the protagonist has one type of tolerance, and the teacher has another. Discuss: Who has which? What was the boy willing to endure?

Twelve to Fourteen Content: 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, the 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 15

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 12 and older may be able to share their slogans on social media.

TOLERANCE LESSON 16

Walking in Your Shoes

Begin with a song.

During history, social studies, or literature, 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 that character's actions.

Close with a relaxation/ focusing exercise.

Activities

Pen Pals - Having Pen Pals is a wonderful method for students to truly understand that other people around the world are much the same as they are.

ToGether – Children from different cultures singing, dancing and creating together - “ToGether” was a joint effort of OneMelodie (a non-profit organization for Social Education in Utrecht), the LVE School De Vrije Ruimte in The Hague, and LVE The Netherlands. Over the course of a year, they brought together two equally-sized groups of children ages 6 to 12 of different cultures and backgrounds who would normally never have the chance to meet and play with one another. One group of children came from a neighborhood in Utrecht, home to refugee and immigrant families originating from Sudan, Senegal, Ghana and Morocco. The other group was of native Dutch children. The children prepared meals together, made paintings, played games, danced and sang, sewed and made all kinds of crafts. In addition, they made a CD of Dutch songs in a professional studio. Two values, cooperation and happiness, took a central position and were practiced in all activities.

Suggestion: Find opportunities for the students to engage with students of another culture.

Thank you for exploring the Value of Tolerance with us. We hope you found it beneficial – if you have any recommendations of other activities that you found successful, please send them to us; resources@livingvalues.net

Notes

Notes



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.

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