



# „Embracing differences under the umbrella of tolerance”

## Lesson plans and activities about TOLERANCE



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# Best Practice Tolerance - Lessons from Turkey



## 1. Learning about differences

In each class, a group of students stood in a circle around a table and a basket of fruit was brought in. Lemons, apples, pears, bananas, any available fruit, enough for everyone to take. At the beginning the students were encouraged to discuss the general characteristics of this fruit, for example sweet or sour, colour and shape. Then each student chose one fruit and looked at it carefully and imagined it as a "personality" young or old, male or female, and thought of its specific character and life experience. Then they shared their personality descriptions. After that the teacher asked them to put their fruits back in the basket and tried to find again their own fruit. And the teacher asked them if it had been easy to find their own fruit? Then the teacher introduced them an eggplant. The differences between the eggplant and the fruits were discussed all together and the teacher asked the students if they had ever felt like an 'eggplant' and others had difficulty to admit, and if they had had difficulty in accepting.



## 2.Learning about tolerance

### Activity 1

At the beginning of this project, children were asked if they'd ever heard about the word of tolerance. Children expressed their opinions. Next teachers talked for a few minutes about the meaning of tolerance and how children could be tolerant to each other and people around. Finally children were asked to colour one letter of the word tolerance to create and present the whole word to each other and the teachers.





## Activity 2

In this activity, the children were asked to write words related to tolerance, then with these words they made an umbrella of tolerance.



# Best Practice Tolerance - Lessons from Germany



## Our Class Tree

In our class there are a variety of children. Some have small hands, others large feet, green eyes or blue, and some love to play football while others don't like it at all. Everyone can do something well and everyone has different preferences. In spite of that, we are one class and we belong together!

We took a large piece of coloured paper and made a tree with a thick trunk and many branches. Every child then drew and cut out a large green leaf. We glued our photos onto the leaves and wrote our names on them as well. Finally, we wrote out our characteristics, preferences, hobbies, and really, what makes us who we are, on the leaf.

The Class Tree hangs in our classroom and shows how different we are. It also shows that in spite of our differences we are ONE.





## Everything is family? Everything is family!

- 1.) Visit the Städel Museum with a focus on works that show different family arrangements and situations.  
Alternative: view selected works via Smartboard / Beamer / Overhead / Print
- 2.) Draw their actual families in a “natural” life situation, for example, in the living room doing their favorite family activity.
- 3.) Fill out a family questionnaire either self made or use one based on book “Alles Familie”
- 4.) Read the book “Alles Familie” together, with the possibility of questions, exchanges, and personal family experiences.

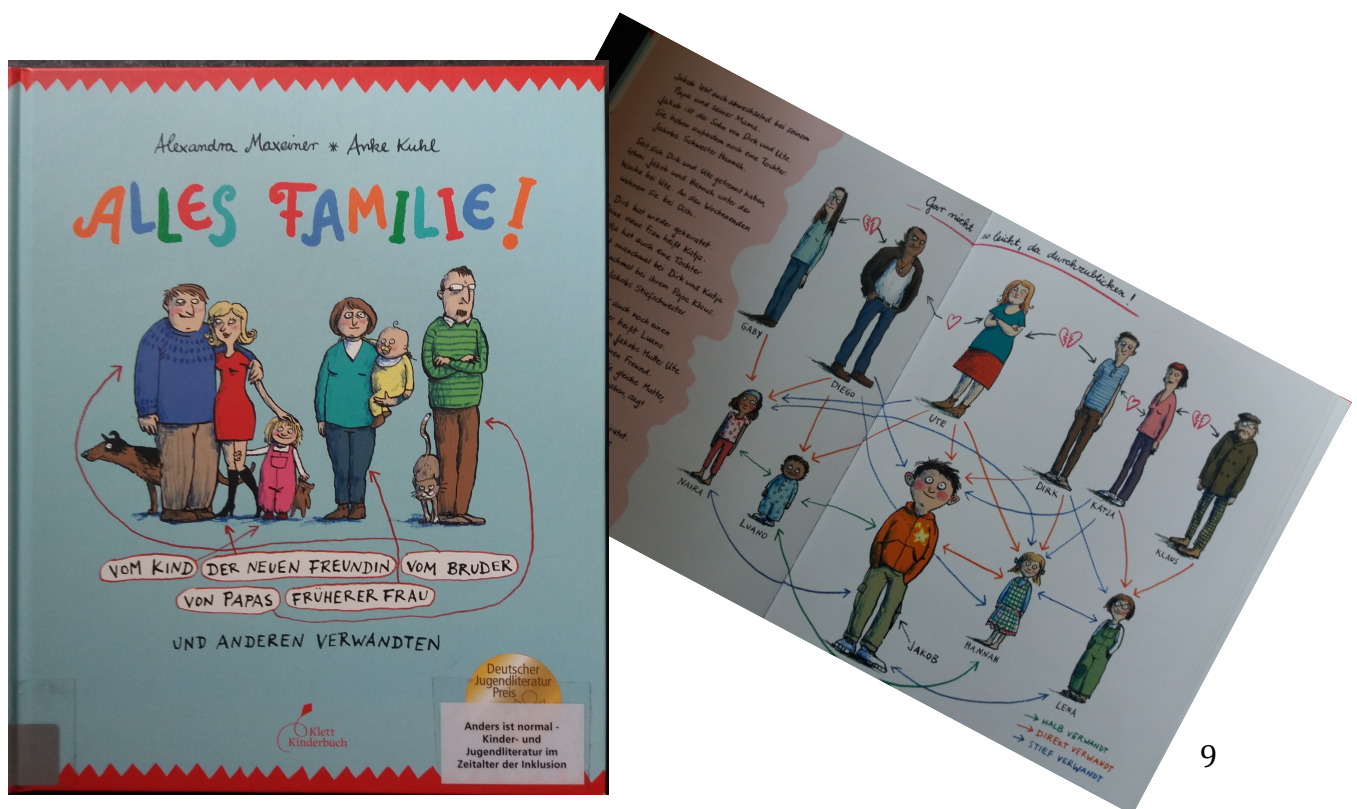
→ There is no norm for what a family is and what it looks like. For children whose parents were recently separated, the theme was very relevant and important. It's interesting to hear the questions asked and to see how much more often families are discussed. With this, children can learn to recognize and strengthen their acceptance of their different family situations.

Interdisciplinary work:

General Studies: What is a family tree?

Art: Build a family tree

English: Family words









# Best Practice Tolerance - Lessons from Greece



Our school visited a small 'special' restaurant in Volos and had some healthy, Mediterranean cooking lessons there.

This restaurant is the only restaurant in Greece, which is owned and run by people with special needs.

The aim of this activity was for our students to see that people with certain disabilities are not supposed to live as outcasts but they can be productive members in our society.

Students had fun, cooked their dishes with the help of their 'special' chefs, and enjoyed their healthy food afterwards.



## THE COOKIE MONSTER (game)

Number of students: 20

Age group: 11

Target: discrimination, problem solving using dialogue, 'equal' human rights

We divide our students into 2 groups of 5.

We set in front of them two plates with 5 and 4 cookies each.

Each team will have to decide how to share the cookies equally.

We explain that they cannot divide the cookies.

Group A first, makes a suggestion, then group B accepts it or rejects it.

If they reject the suggestion, they are obliged to make a new one.

Then the two groups agree on one suggestion, they eat the cookies, if not, no one eats- the teacher gets them all.

(Normally 9 students eat one cookie and one doesn't eat anything)

When the game is over we explain to them that the cookies are the 'world wealth' and that it is not shared equally to people on Earth.

We ask the question: what if one cookie saves one child's life? How easy would be to choose who will live or die?







## The Cookie Monster

AIMS= Children understand the importance of-

- communication •
- equal rights •
- discrimination •

Children have to divide  
11 cookies into two groups  
Cookies cannot be broken  
into pieces.

Each group makes a suggestion-  
If it is rejected → nobody eats  
If it is accepted → children eat  
a cookie. In this case a  
student doesn't eat

## **THE BOY WITH THE CUCKOO CLOCK HEART (film)**

In 1874, Jack is born on the coldest day ever. Due to the extreme cold he is born with a frozen heart which will not beat. The attendant midwife and 'witch' Madeleine saves his life by replacing his heart with a fragile but working cuckoo clock. She then advises him of three rules to prevent his untimely death; he must never play with the hands of the clock, he must never lose his temper, and finally he must never fall in love. Jack's mother, for reasons known only to her, quickly decides her child would be better raised by Madeleine and departs, leaving Jack. Madeleine, incapable of bearing her own children, raises and loves him as her own. The rock songs and the beautiful, surreal graphics make this film unforgettable for students and it teaches them about tolerance, discrimination , exclusion, refugees, education and love.

<https://www.youtube.com/watch?v=v7VHN4hGik4>

<https://www.youtube.com/watch?v=Q2yWsBOCQ6M>

<https://www.youtube.com/watch?v=YBOKHUyfUPo&list=PLoE5j5bkngRp59Krja45bzFA2cwW2ePcM&index=1>

# Best Practice Tolerance - Lessons from Spain



## **GROUP FORMATION**

9 – 10 – 11 years old

First of all, our students have to make some posters. In different groups they will have to draw and write a poster.

They are proposed to form groups in a difficult o very difficult way.

In the place chosen to do the activity are placed the following posters:

- Tall people are not allowed here
- People who have something green are not allowed here
- People who have trainers are not allowed here
- Fat people are not allowed here
- People with short hair are not allowed here
- Less than 10 years old are not allowed here
- People who don't go to the church are not allowed here

In each group there can only be four people. They only have 5 minutes to make the groups according to the posters. No one can stay alone.

After the time to make the groups, we speak together about the activity:

- Have the groups been formed?
- How have we felt?
- Has it been easy?
- Has anyone been excluded?

## **WE ARE ALL THE SAME INSIDE**

6 – 7 years old

Purpose: The students think about the fact that we are all equal in our insides.

Method:

1. Offer a lemon to each student. Ask them to analyze the lemon in order to identify their own lemon.
2. After a few minutes, put all together all the lemons in a basket.
3. The students have to look for their lemon. Most will have no problem to find it.
4. Peel the lemons while the students are out of the class.
5. Now, they have to look for their own lemon again.
6. Finish the activity with the following idea: All people are equal in our insides, no matter the differences from the outside.



## PARALYMPIC GAMES

8 – 9 – 10 – 11 – 12 years old

In physical education subject, we think that our students have to do some sports which are very difficult to people with disabilities. Our students have learnt about two of those sports. Blind careers and paralympic volleyball.

### Blind careers.

It consists of making a simple race with obstacles. The students have to do the whole race and then they have to change the roles.

- Straight line race (15 metres)
- Zig – zag (five cones in a straight line separated two or three metres between them)
- Pass under three fences
- Walk backwards 10 metres
- Do three somersaults



## **Paralympic volleyball.**

First of all we have to explain to our students something about this sport. It is a good idea if we show them a video of the sport.

We can play this sport outdoors or indoors.

The game is very easy:

- First of all, we have to put the net in the court.
- Then, we have to divide all the students into groups.
- All the people have to be seated.
- Each group have to pass the ball over the net to make a point.
- Each group have to pass the ball together if they want and the ball can bounce one time before passing the net.
- All the members have to rotate when they win a point.

These activities are good fun to the students. The sport has values that we must take advantage of which for teaching our students.

These sports are very good activities to think about the need to be tolerant.



# Best Practice Tolerance - Lessons from Poland



## Tolerance activity 1

How does it feel to be blind?

(Pupils aged 7 - 16)

Children get divided into pairs. Each pair receives a scarf which is tied up around one child's eyes. The second pupil is the first one's guide. He or she must colour a small part of a big picture. The guide talks to "the blind one" and suggests which crayon to choose and which way to draw. After this work is done, all pairs come together and collect all coloured parts which are glued together to receive one big picture showing a disabled person.





## Tolerance activity 2

### The meaning of tolerance

(Pupils aged 3-7)

Kindergarten children are asked if they've ever heard about the word of tolerance. Children express their opinions. Next teachers talk for a few minutes about the meaning of tolerance and how children can be tolerant to each other and people around (Discussion adjusted to the age of children). Finally, children are asked to colour one letter of the word tolerance to create and present the whole word to each other and the teachers.

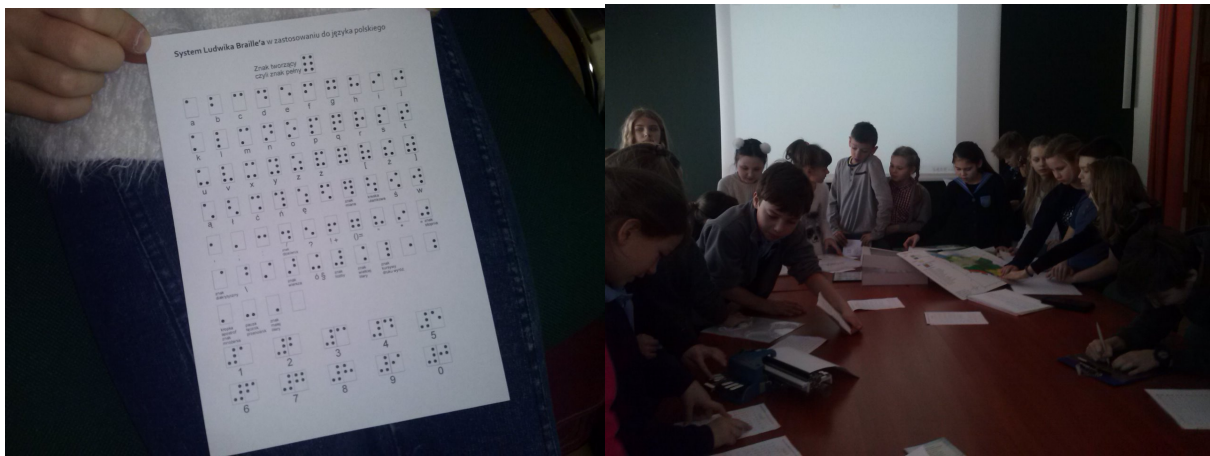


## Tolerance activity 3

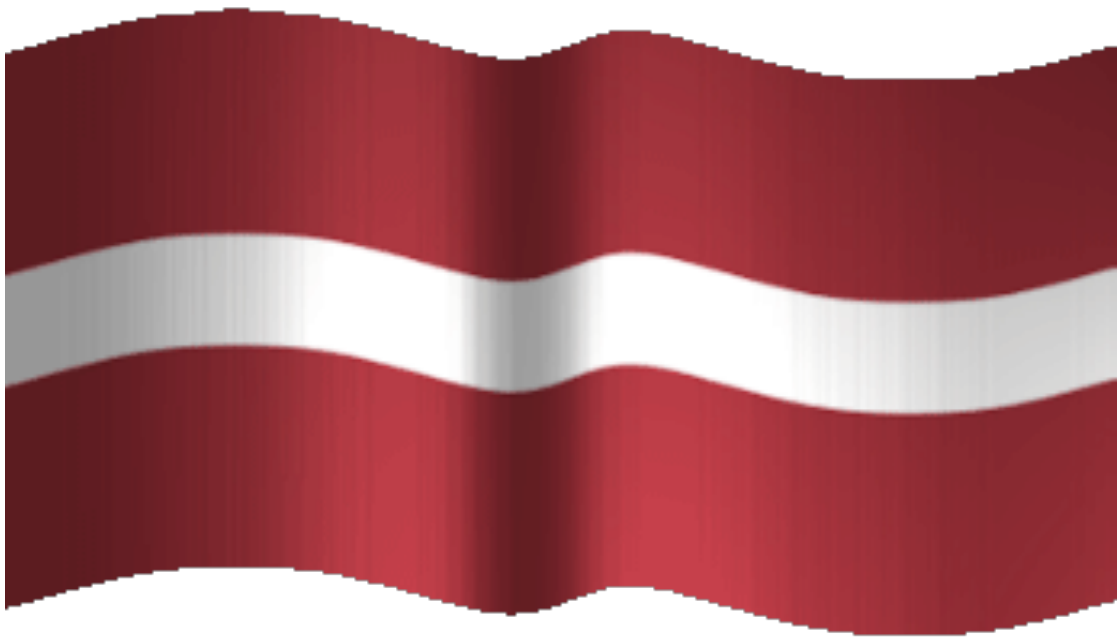
(Pupils aged 10-13)

### Outdoor learning

Children visit a school or a centre for the blind. They take part in a workshop where they can learn how blind children study and live. They may receive some advice how to behave towards and assist blind people in everyday life.



# Best Practice Tolerance - Lessons from Latvia



## Tolerance lesson

- ✓ Students are asked to make snowflakes from paper according to teacher's instructions. Children compare results. They discuss that there are no two the same snowflakes and there are also no two the same people in the world. There are no right or wrong snowflakes and no right or wrong people. To be different- doesn't mean to be bad or wrong.
- ✓ Children play the game "What do I like?" with help of a yarn ball- they give the ball to each other and tell about their interests, they throw the ball to next child who has similar interests and make a "spider's net". Children discuss that common interests, hobbies can unite people.
- ✓ Children watch fragments of an educational video "Katrīna" (<https://www.youtube.com/watch?v=ITGqR50Pfv0>). Discuss situations. They suggest what could be done different and discuss situations in their school, compare, make conclusions.
- ✓ They watch the film till the end- "what could not happen?" and discuss the given suggestions.
- ✓ In the end of lesson children watch and listen to the song by a Latvian singer Igo "Alises iela" (<https://www.youtube.com/watch?v=uBvg3ckMnRA>).



*(grades 2.,3.; teacher D.Krēsliņa- Meirāni Kalpaka primary school)*



## Me - big and little

- Teacher asks to remind situations from life - how did children react and behave when they met something different (in appearance, behaviour, actions etc.)
- Teacher reads a story „Big and little me” (Baiba Apermane "Desmit pasakas par draudzību" stāsts "Lielais Es un Mazais Es"). It is about two friends- dwarfs who are very different but accept each other. Task for children- listen and draw the characters.
- Children discuss qualities of the dwarfs, complete their drawings.
- In the end of lesson the teacher asks children to evaluate themselves – which dwarf do they feel more alike and make comments.
- Children discuss- why there is a power in being different, why is each of us special, why do we have to be tolerant to each other.



*grades 1.,4. ; teacher V.Sniķere- Meirāni Kalpaka primary school)*

## What is tolerance?

- Children make suggestions- what does it mean "tolerance".
- Afterwards they have to find the meaning of word on the Internet.  
Tolerance - tolerantia (Latin) comes from tollo (carry) and error (mistake, doubt). **Tolerance** might mean toleration, treating everyone the same, even if your opinions differ, or your race, religion, or practices are different from anyone else.
- Children think about a situation of being tolerant.

The main conclusions:

- Don't leave your friend alone in a disaster.
- Be patient.
- Do to other people what you want them to do for you.
- Accept other people like they are.
- Try to listen to other people although you don't share his/her opinion.

Discussion- why do we use the word combination "umbrella of tolerance"?

The umbrella protects us from water, rain, the sun, wind. It can also protect from negative words, evil. It has a function of protection.

- Children make a common class umbrella of tolerance (each of them makes his/her own piece of umbrella, then children stick all pieces together)- on their pieces they draw and write what they like, their favourites.
- Children in groups write nouns or adjectives which start with each letter of the word „tolerance” (e.g., t- trust, o-objective etc.) and make a common poster.



(grades 5., 6. ; teacher A. Caunīte- Meirāni Kalpaka primary school, Latvia)

## **We are so different, we have to learn to understand each other**

- ✖ Each student chooses one colourful page and puts on his/her name. Then they write adjectives which characterise them using all the letters from their names and tell their classmates about their choice, explain it.
- ✖ Children draw their hands on the same paper, in one they put a "+" sign, in the other- "-". In one handprint they write the things they like to do, they like in themselves, their advantages. In the other- the things they don't like doing, the features they have and don't like. They talk about their choice and comment on that.
- ✖ One person is asked to be a volunteer and press out the tube of toothpaste on the paper. Then the teacher asks to collect it back in the tube. A child tries but understands that it is impossible. The teacher asks students: "What do you think about a said word or a done job? Is it possible to do like nothing had happened? Can it be done without any traces left?" Children discuss their ideas.
- ✖ Students discuss how different we are and how should we behave not to create situations when we can't correct what we have done... we have to be patient, understand each other, be tolerant.
- ✖ Students divide into two groups. One group looks for examples of tolerance in everyday life. The other group- finds opposite examples- of intolerance. The groups present and comment their situations. Students discuss what should be done to avoid situations of intolerance.



*(grades 7.-9.; teacher I.Stiprā- Meirāni Kalpaka primary school)*

## Subject: Tolerance

Objective: to develop the mutual respect, learning of the positive and negative traits, effects on communication, friendship and society's attitude towards it.

Tasks:

- Develop high interest of the professions and to be able to imitate them;
- Create cooperation by playing a role play;
- Promote mutual communication in different situations of life, preserving the ethical values for each other - speech, face, etc.
- Encourage the promotion of positive evaluation.

Planning	Activities of students and teacher	The required materials
Introduction (5.min.)	Children watch a video (youtube.com. <a href="https://www.youtube.com/watch?v=nk3P1v27IzU">https://www.youtube.com/watch?v=nk3P1v27IzU</a> ) together, discuss the story and analyse trying to find out what is a Tolerance?	The computer or projector. The name is written on the blackboard TOLERANCE.
The main part (25.min.)	Teacher asks every child to pick one card. Each student names one positive characteristic that begins with the chosen letter. (for example: I- lovely, etc.) The teacher draws a spider of Tolerance. The class is arranged as a café. Children speak about things needed in the café. The teacher reads the story ' unsolved incident... ' Children pick situations and their roles in the café. Children have 2 minutes to prepare and then act out a situation which should be solved positively. The teacher is a more observer.	Up to 9 cards, each for one letter from the word- tolerance. 7 slips of paper- profession and role of visitors. A small story "unsolved incident... The coffee cups, apron, cook's hat, bucket, carrying case, money etc...
The final part (10.min.)	The game is analysed. Each student tells about his/her feelings. The teacher asks children to draw themselves and stick the pictures under an umbrella of tolerance and reminds to be positive to each other. Finally, students watch one more video <a href="https://www.youtube.com/watch?v=KmEj92GG0kU">https://www.youtube.com/watch?v=KmEj92GG0kU</a>	Umbrella (cut out) Masters (clouds) with positive characteristics – respect, friendship, freedom, contact, and so on.





*(Special class; teacher V.Bormane - primary school)*

### **Tolerance lesson**

- ✓ Children learn the meaning of word “tolerance”. They stick on the wall the umbrella of tolerance and different words related to the topic on it. Children try to explain the meaning of these words.



- ✓ Creative drawing workshop- children draw and colour their umbrellas of tolerances.



- ✓ Creative modelling workshop- children make from plastilina their umbrellas of tolerance.



- ✓ Creative art workshops-
  - “Me- under the umbrella of tolerance” (children complete their made umbrellas using from paper cut out figures).
  - Group work- „Friendly hands” (children draw their hands, colour them, cut out and stick on a common poster).
  - Group work „We are different on our planet” (children draw their hands, colour them, cut out and stick on a common poster).



- ✓ Social sciences- children read the words on the umbrella on the wall and take and stick outside of the umbrella the words which are „intolerant”.

- ✓ Situation game „Under the umbrella of tolerance”.

Needed: an umbrella, cards with words in two colours: orange- „tolerant” words, grey- „intolerant” words.

Each child chooses one word and reads it and thinks if it is connected to tolerance or intolerance.

Teacher has an umbrella and children who have chosen „tolerant” words stand under it, but who have chosen „intolerant” words, stand aside. Children express their feelings standing all together under the umbrella and standing alone.

They realise the meaning of words and the consequence of their behaviour and come to conclusions- we feel better and would like to be together with others than alone. It is better to be tolerant with many friends than „standing outside of the circle”.



(„Kāpēcīši” pre-school education group ; teacher. Dz. Aizsilniece-Meirāni Kalpaka primary school)