

2.2 Tolerance – shall we teach it?



- Building tolerance and trust in diverse communities is not done overnight, but takes time and commitment.
- Building tolerance requires access to education.
- Intolerance is often rooted in ignorance and fear of the unknown, of the "other", other cultures, religions and nations.
- Intolerance is also linked to an exaggerated sense of self-worth and pride taught and learned at an early age.
- Therefore we need to place greater emphasis on educating children about tolerance, human rights and fundamental freedoms.
- We should not forget that education does not end in school, that adults - firstly as individuals capable of committing acts of intolerance but more importantly in their capacity as parents, law-makers and law officials – also need to be considered a priority target of educational efforts.

Teaching tolerance at school has become one of the priorities in Russian education policy. Tolerance is now a necessity for all. Hopefully, when children learn about tolerance, they will be able to extrapolate the message as they go out into a diverse world. And if we want them to enact it later, they need to learn it now, and what is a better training ground to learn on than home or school?

Target group

Student teachers, teachers of all school types and grades

Aims

- To share with student teachers, teachers of all school types and grades methods and activities of teaching tolerance.

A course for student teachers, teachers of all school types and grades
INTERNATIONAL DAY FOR TOLERANCE
16th November 2006

At the initiative of UNESCO 1995 was declared the United Nations year for Tolerance and it saw the launching of a world-wide campaign for tolerance and non-violence.

The International Day for Tolerance grew out of the momentum of that year.

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Tolerance – shall we teach it?

What does "teaching tolerance" imply?

What to teach?

How?

When?

Where?

What does teaching tolerance imply?

Teaching tolerance is about teaching friendship among teenagers and learning how to deal with different commonplace ethnical issues which one can ignore easily.

Through teaching peace and tolerance the teacher tackles history prejudice and reconstruction in the societies and communities. Such learning needs open-minded, active learners who will develop an anti-racist identity cooperative learning, critical thinking and problem solving while using multicultural materials and conflict resolution skills.

How to teach tolerance?

Teachers need to engage students in a dialogue about a variety of topics while not forgetting the aspects of a multicultural and multi-voiced setting they live (lived) in.

The activities chosen by the teachers should be based on interaction, cooperative learning, some memorization and drill.

Students can be involved in various activities: role-plays, dramatization, poster-making session, discussions, writing short compositions, etc.

Workshop for teenagers "Are we tolerant?"

Aims:

- to acquaint students with the term "tolerance" and to help create one's own understanding of the notion;

- to create a comfortable and friendly atmosphere
- to develop in classmates mutual trust and friendship

Sessions in practice

Session 1: What is "tolerance"?

Step 1: We are alike

Participants are sitting in a circle. The teacher invites someone who has something in common with him (the eyes, hair-do, height, clothes etc.). The student invites someone who has something in common with her. It goes on until all students come to the centre of the circle.

Step 2: What is tolerance?

Layout: posters with the definitions of the word "tolerance".

Participants are divided into groups of 3-4 students. Every group should work out its idea of tolerance after the "brainstorm". Then the teacher shows the posters with the definitions so that the groups could discuss and exchange their ideas about tolerance.

Activity 3: Emblem of tolerance

Layout: paper, colour pencils, adhesive tape, scissors.

Participants make an emblem of tolerance. In 5-7 minutes they walk round the class and show pictures to each other. They find someone whose emblem looks alike. They make up a group of those whose emblems have much in common. The newly-born group prepares a presentation of the emblem.

Activity 4: The basket

Layout: a basket with small things (toys, candies, etc). The number of the things should prevail the number of participants.

Students take turns and take out one thing from the basket. They have to find some connection between the thing and the notion "tolerance", e.g. I have a ball. It looks like a globe. Tolerant is important for all people in the world.

Session 2: Tolerant Personality

Aims:

- to help students judge how tolerant they are
- to acquaint students with characteristics of a tolerant person

Step 1: Questionnaire "How tolerant are you?"

Filling in the form. In column **A** put a "+" against the 3 qualities you possess. And put **0** against the ones which you have not.

In column **B** put "+" against the qualities which a tolerant person should possess. The participants compare their tables and make a "portrait of a tolerant person".

Step 2: Tolerant – Intolerant

Aims:

- to acquaint participants with psychologists' concepts about tolerant/intolerant personalities
- the teacher gives a talk about the differences between tolerant and intolerant people

	A	B
fondness	0	
lenience	0	
patience	+	+
Sense of humour	+	
consideration	0	+
altruism	+	
Tolerance to differences	0	+
benevolence	0	
curiosity	0	
self-control	0	

Step 3: The Magic Store

Aim:

- to let students judge what qualities of a tolerant person they lack

Teacher: Imagine that there is a magic store where they sell unusual things like patience, sense of humour, trust, curiosity, etc. Students play roles of customers who buy qualities which they lack.

Session 3: Tolerance to other people

Aim:

- to get feedback from the participants;
- to raise students' self-determination.

Step 1: "Five kind words"

Every participant is asked to draw his/her hand and write the name on it. Then (s)he passes the picture to the left. The classmate writes something good about the owner of the "hand"; e.g. "You are sincere", "you are talented" etc.

Step 2: "What does my thing know about me?"

A participant takes a thing that belongs to him and speaks as if he were that thing. E.G. "I am Lena's pin. I have known her for many years. Lena has many friends because she is easy-going and friendly..."

What to expect after?

After the course students will realize that coming from a different ethnic background does not make them better or worse than the others:

- they will become familiar with the traditions and customs of other cultures
- they will tend to be more respectful and tolerant
- they will practice inter-ethnic understanding without giving up their own beliefs and customs
- they will understand how to live, act and think in a multilingual and multicultural society

TIPS FOR PARENTS "RAISING TOLERANT KIDS"

Teach your children at a young age that everyone is different, special and beautiful.

This can be demonstrated to young children by showing them different colours of flowers, plants, birds, people, dolls, dogs, cats etc.

This can be pointed out by teaching them about different cultures, races, societies, religions and belief systems.

Use things in your daily life to show your child about the differences in people.

- This can be demonstrated through a television show, book, movie or simply walking through a mall.
- Teach a child that no two people think or feel the same way about something. Teach a child to respect the feelings of another.
- If you are present when your child sees or hears someone, or a group, being stereotyped, tell your child that it is wrong to generalize people and put them into categories.
- Teach your child not to make fun of how someone looks, acts, talks or dresses. Explain to your child that it hurts the other person.
- Never allow your child to talk "down" about other people, or to people.
- Let your child see that you are active in your community and friendly with people who are different from you.

2.2.1 Evaluation: Tolerance – shall we teach it?

Explanation

The Turkish colleagues were given the task of evaluating the Russian module: “Teaching tolerance”.

When they studied the Russian contribution, they were inspired directly to produce a very creative own module which follows the Russian concept and is set out below. The added value of European project work can be seen in this example of colleagues moving forward and being inspired by partners from a completely different culture – both content-wise and pedagogically.



To answer the questions

How tolerant are the teachers/students/parents?
How tolerant should the TAKEV teacher/student/parents be?

In a school that has a 9 year old history should teach the teachers to gain the mission, the vision and the system of its own and should provide them to internalize and sense it in order to teach it to the students.

Tolerance is a relative concept that should be standardized in an institutional perspective. However, the teacher should also be open-minded, aware of the material (student) and present day and of course know the culture of the social group.

By outlining this frame, we are targeting to create individuals (teachers) that are going to perform their tolerance in their careers in the most effective and standard point of view.

After each activity, the outcome and the evaluation is shared with parents in a related occasional meeting. Parents always love listening to the features of their children from somebody else.

Target Group

Trainee teachers (10 participants) and teachers (about 80 participants)
Students (52 participants)
Parents

Aims

- creating awareness of how tolerant they are
- developing and sharing the mission, the vision and the rules of the institution

Teaching Methods and Students' Activities

School is the next social environment that the child faces with after his/her family. Through the developmental process, the most important concept that is expected from a child is having healthy communication skills in his/her social life.

However, busy and tiring life standards are decreasing the positive effects and tolerance limits of the parents eventually. In these circumstances, the duty is expected to be formed and developed from schools and educational institutions. Moreover, schools where the problems are occurred are the places where they have to be solved as well.

"Discovering differences ..."

Workshop for students (2nd-3rd-7th grades)

Aims

- being aware and agreeing on the harmony and richness that is created by different qualities and abilities
- creating useful communication skills
- creating a sense of belonging in a group
- developing self-confidence with the help of listening to and being listened to

Just before the first gathering with the parents of the young learners, the activity is completed; the visual outcome (posters, photograph, video record ...) is prepared and is shared later on with parents. Through the year, with the help of the activities, parents will have the opportunity to observe the achievements of their children.

Activity 1: "Being a Fish"

Each student chooses a specific fish that he/she wants to be, draws the picture of it on cardboard, colours it, writes the characteristics of his/her own in below and cuts the shape out. With the help of the teacher students make a big aquarium full of different kinds of fish that symbolise their personalities. (a video record is in related)

Activity 2: "No Rules Village"

Teacher reads a story named "No Rules Village" and invites the students to imagine the chaos. By finding the appropriate rule formulations, the students make "a rule" chart for their own classroom. The rules are discussed and evaluated when it is needed.

Activity 3: "Magic Store"

The teacher wants the students to go to the magic store that sells positive characteristics. This activity develops the awareness of moral notions that the students lack.

Activity 4: "Bert and Bernie"

The teacher chooses two volunteers and wants them to talk about something that is very important to them. Meanwhile, other students are told to go on chatting in between. This exercise emphasises the importance of listening to the others.

Activity 5: "Are We a Team?"

Teachers and students discuss about the effects of their misbehaviour. Letting the students list them on the board help them to face the problems. This time, students are asked to find a solution for each problem. At the end of the activity the students agree on the result that positive behaviours affect academic performance in a positive way. This is a classroom activity and each student is expected to be in the process.