



Developing Tolerance

Grades 3-5

CURRICULUM OVERVIEW

Schools have begun to incorporate character education into their curriculum with overwhelming results. Many teachers are using character education to reinforce core traits such as courage, consideration, empathy, understanding and the acceptance of others. The ***Tolerance*** curriculum stresses the importance of acceptance among various ages, cultures, races and social groups.

Please find the following resources included within the curriculum:

- Curriculum goals
- Story segment summaries and discussion questions
- Three activities
- Vocabulary
- Activity objectives, according to Bloom's Taxonomy
- Materials necessary to execute the curriculum
- School-wide connections
- Assessment/evaluation
- National standards for character education

Tolerance Goals

Connect with Kids Programming Goals

- To provide comprehensive programming which helps schools and school districts to meet character education initiatives
- To provide comprehensive programming which helps schools and school districts to meet Safe and Drug-Free Schools criteria
- To provide reality-based programming that can be infused into the existing curriculum or can be used as a stand alone program

Tolerance Unit Goals

Character Education:

- To address the characteristics of perseverance, responsibility and tolerance, including the following student behaviors:
 - Continuing to pursue goals despite setbacks and failures
 - Becoming dependable and reliable in following safety rules and procedures
 - Integrating the acceptance of diverse beliefs and customs into the school, home and community

Safe and Drug-Free Schools:

- To influence the school climate by addressing the following issues:
 - Conflict resolution
 - Decision-making skills
 - Perceived social norms
 - Leadership skills

Segment Summaries

Tolerance Segment Summary

Cory Strieff and Jason Harris embrace tolerance by accepting their cultural and racial differences.

Cory Strieff is white and Jason Harris is black. The two boys have been best friends for over a year, and they enjoy learning about each other's culture. Some people think the boys make an unlikely pair, but Cory and Jason say they have so much in common that their racial differences really aren't a big deal. Other students, particularly those in high school, say that attitudes about race and friendship change as children age. They believe that people who share their same race and culture understand them better than people outside of their culture. By staying with their own "kind," these students think they lessen the probability of being teased or ridiculed. Cory and Jason, however, believe that if neither of them had been willing to risk leaving his cultural comfort zone, both of them would have missed out on an amazing friendship.

Discussion Questions:

1. What character traits can you identify in Cory and Jason? What about the high school students whose attitudes toward race differ from Cory's and Jason's?
2. How do Cory's and Jason's ideas of tolerance differ from the high school students' perceptions of tolerance? Whose ideas do you identify with the most: Cory's and Jason's or the high school students'?
3. Why do you think it was so easy for Cory and Jason to become friends?
4. What are the benefits of having friends who are different from you?
5. What are some ways you show tolerance for your family members, your classmates and your neighbors?

Related Vocabulary Words

challenge culture gear overcome perseverance protective
responsibility tolerance

Tolerance

Vocabulary Words and Definitions

Challenge (n.)

Definition: an activity, problem, etc., that tests strength, skill or ability, especially in a way that is interesting

Context: Vance enjoys the challenge of learning new math skills.

Culture (n.)

Definition: the ideas, beliefs and customs that are shared and accepted by people in a society

Context: In Saree's Arabic culture, women cover their heads with veils.

Custom (n.)

Definition: something that people do in a particular society because it is traditional

Context: It is an American custom to celebrate the Fourth of July with beautiful displays of fireworks.

Gear (n.)

Definition: the equipment, clothes or tools needed for a particular activity

Context: Because there was a chance of rain, Manuel brought his rain gear with him to the campground.

Overcome (v.)

Definition: to successfully deal with a feeling or problem that prevents a person from achieving a goal

Context: Shira rehearsed her speech in front of her parents in order to overcome her fear of public speaking.

Perseverance (n.)

Definition: overcoming challenges; the determination to keep trying to achieve a goal in spite of difficulties

Context: Octavius demonstrated perseverance by practicing his balancing skills until he could ride his bike without falling.

Protective (adj.)

Definition: intending to keep someone safe from harm, damage or illness

Context: Christy used her protective gloves to keep her hands clean while she painted her room.

Responsibility (n.)

Definition: doing what you're supposed to do; a task or duty that a person should or must perform

Context: One of Kevin's responsibilities at home is to clear the table after eating dinner.

Tolerance (n.)

Definition: accepting others; a willingness to allow people to do, say or believe what they want without punishing or criticizing them

Context: Elliot shows little tolerance for new students who don't treat him with respect.

Tradition (n.)

Definition: a belief, custom or way of doing something that has existed for a long time

Context: It is a tradition for Nora's family to spend every Saturday afternoon playing football at the park.

Source: *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited, 2000.

Tolerance

Teach Me Your Ways

Objectives:

Students will be able to

- Discuss various family traditions and cultural customs
- Recognize the ways that culture is transmitted from person to person
- Demonstrate an understanding of and tolerance for diverse traditions and customs
- Compose a journal entry detailing information they learned about their own and others' cultures

Materials:

- Pens, pencils
- Paper
- Journals or learning logs

Procedure:

1. Begin this activity by demonstrating one of your family's traditions or cultural customs for your students. Share with students the meaning behind the tradition or custom and who taught it to you.
2. Lead a discussion about the ways that culture is transmitted from one person to another in families and other social groups. If time permits, allow students to give examples of traditions or customs they've learned from members of their families.
3. Separate students into pairs, and ask each student to think about a family tradition or cultural custom that is unique to his or her family. Explain to students that they will share their tradition or custom with their partners.

Note: You may want to consider assigning this activity near the end of the day so that students can spend time at home preparing any materials they might need for their demonstrations the following day.

4. Within each pair, instruct students to take turns demonstrating and explaining their tradition or custom to their partners. Then have each student share and explain his or her partner's tradition or custom with the rest of the class.

Note: To save time, you may choose to place pairs in small groups in order for pairs to demonstrate each other's traditions or customs instead of having each pair demonstrate for the entire class.

5. End the activity by assigning students to write a journal entry that addresses one or more of the following questions:
 - What new information did you learn from your classmates' presentations?
 - Which of your classmates are you interested in getting to know better now that you know more about their cultures? Why?
 - Did this activity cause you to develop more tolerance for a group of people or a group's traditions or customs? Explain.
 - What did you learn about your own culture or your own family by participating in this activity?

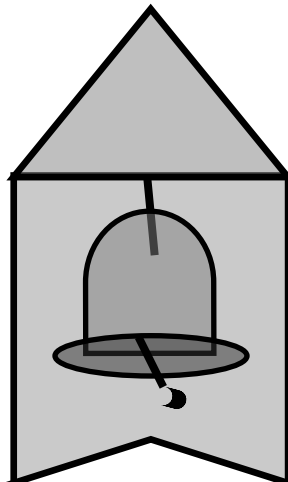
Related Vocabulary Words

culture

custom

tolerance

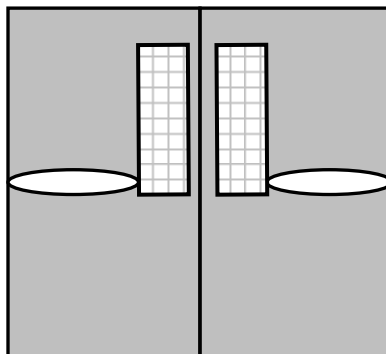
tradition



School-wide Connections

Research shows that the most successful character education programs are those that integrate character education throughout the school. Consider the following suggestions for bringing a school-wide emphasis to character education:

- **Student Newsletter:** Encourage your students to create a monthly or biweekly character education newsletter. Students could profile classmates who exhibit the qualities embodied in various character education words. They could also feature teachers and others in their school and community who demonstrate good character and who are committed to developing character in others.
- **Buddy Bands:** Identify students within your school who could serve as “buddies” for younger students who are having difficulty coping in specific areas. These school-wide buddies should wear colored bracelets or bands so that they can be easily identified. Provide the older buddies with guidance and information from the school counselor or a teacher liaison before allowing them to attempt peer counseling or peer mediation. Target areas for the buddy program include, but are not limited to, the following:
 - Academic tutoring
 - Anger management
 - Bullying and harassment
 - Conflict resolution
 - Coping with grief
 - Divorce



Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
 2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
 3. The ***Tolerance Assessment/Evaluation*** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
 4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.
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Tolerance Assessment/Evaluation

Name _____

Class _____

<i>Lesson/Activity</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>Total</i>
<i>Tolerance Teach Me Your Ways</i>	No participation	Participated in class discussion	Participated in class discussion and shared tradition or custom with partner	Participated in class discussion, shared tradition or custom with partner, demonstrated partner's tradition to class and wrote journal reflection	

Additional comments:

National Character Education/Life Skills Standards

The following is an outline of the national Character Education/Life Skills standards and benchmarks for each **Tolerance** lesson/activity. National and state standards for language arts, social studies and health appear online.

Grades 3-5	
Activity	Standards
Tolerance Teach Me Your Ways	<p>Self-Regulation</p> <p>Standard 1: Set and manage goals</p> <ul style="list-style-type: none"> 2. Identify personal styles <p>Standard 2: Perform self-appraisal</p> <ul style="list-style-type: none"> 5. Identify basic values 17. Identify peak experiences and significant life experiences <p>Standard 4: Demonstrate perseverance</p> <ul style="list-style-type: none"> 2. Demonstrate a sense of purpose 5. Concentrate mental and physical energies <p>Standard 5: Maintain a healthy self-concept</p> <ul style="list-style-type: none"> 1. Have basic belief in ability to succeed 13. Use high self-esteem body language
	<p>Thinking and Reasoning</p> <p>Standard 3: Effectively use mental processes that are based on identifying similarities and differences</p> <ul style="list-style-type: none"> 8. Compare different sources of information for the same topic in terms of basic similarities and differences <p>Working with Others</p> <p>Standard 1: Contribute to the overall effort of a group</p> <ul style="list-style-type: none"> 2. Demonstrate respect for others in the group 3. Identify and use the strengths of others 4. Take initiative when needed 7. Engage in active listening 8. Take the initiative in interacting with others 11. Contribute to the development of a supportive climate in groups <p>Standard 2: Use conflict-resolution techniques</p> <ul style="list-style-type: none"> 1. Communicate ideas in a manner that does not irritate others <p>Standard 3: Work well with diverse individuals and in diverse situations</p> <ul style="list-style-type: none"> 1. Work well with the opposite gender 2. Work well with different ethnic groups 3. Work well with those of different religious orientations <p>Standard 4: Display effective interpersonal communication skills</p> <ul style="list-style-type: none"> 1. Display empathy with others 2. Display friendliness with others 3. Display politeness with others 4. Seek information nondefensively 5. Provide feedback in a constructive manner 6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively 13. Adjust tone and content of information to accommodate the likes of others 14. Communicate in a clear manner during conversations 15. Acknowledge the strengths of others

Source:

McRel: Mid-continent Research for Education and Learning, 2000 – <http://www.mcrel.org>