

Tolerance

Overview

- Tolerance of those who may be different from you or have a different point of view is a character trait of very high value. As stated by Dr. Martin Luther King *“I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”*
- Print off the ‘**Tolerance**’ poster and place it in your room for reference during this month.

Activities / Handouts

- **Tolerance of the Hearing Impaired** - Run off these sheets and cut them in half before setting up students in pairs. Some introduction in the trouble people face (even young people) who are hearing impaired will help with this activity.
- **Drinking Straws Galore** - An activity that simulates various disabilities trying to accomplish tasks.
- **The Wrinkled Heart** - As you read the story begin to crumple the paper each time the boy had something negative said to him. As positive remarks came his way, unfold the paper and try to smooth it out. Tell students that saying things to others in a hurtful way is difficult to undo, no matter how much you try.
- **Left Out** - The activity gets the kids moving around the room trying to join up with another group without being left out. This might be a good activity to try after the video on Wednesday.
- **Tolerance Paired Activity** - Print and cut the paper in two pieces for this activity using the Venn Diagram. Students who see more connections with each other are more tolerant of their differences.
- **Group Benefits** - An activity where student’s differences are an advantage to answering questions.
- **Goldilocks and the Three Bears** - An activity to challenge student’s ability to listen to each other in a collective reading of the story. Students who are unable to read with fluency may need to opt out of this challenge.
- **Human Bingo** - Students need to answer the questions before doing the activity - use about 5-10 minutes. The center box ‘Stupid Human Trick’ is anything a student can do that is unique or unusual (e.g. dislocate finger)
- **Alphabet Search** - A quick activity to see how resourceful students can be in naming items they are wearing or have with them.
- **Stretch / Scrunchie** - A couple of activities to challenge another advisory.
- **More Activities** - A number of activities that will help building relationships within your advisory.

Tolerance

BEING TOLERANT MEANS:

- Learning to appreciate and enjoy people who are different than you.
- Taking a stand when someone is being intolerant.
(Example: being a bully)
- Accepting that others don't think the way you do.
- Not making negative comments about others' ethnic backgrounds, beliefs, or life-styles.

SHOW YOUR TOLERANCE BY:

- Avoiding judgments based on how others dress or talk.
- Using positive words to describe people.
- Trying to understand other's points of view.
- Meeting new people and looking for things you have in common.

" I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Martin Luther King, Jr.



The Wrinkled Heart

One morning, a small boy woke up and started his day. He got dressed by himself, put on his own shoes and even started brushing his teeth without being asked! He was having a great time... there was water on the floor, water on the mirror, water on the counter but he was brushing his teeth by himself! It was a hectic morning and when the boy's mother came in and saw the water, she scolded him for the mess... and the boy's heart crumpled a little bit.

The small boy bounced downstairs, determined to have a good day. He saw the cereal and milk on the table and decided to fix his own bowl. But the milk carton was a bit heavy, and the milk spilled onto the table. The boy's father was trying to read the paper and when he saw what had happened, he told the boy that he was clumsy. The small boy's heart crumpled some more.

It was the first day of school for the boy. When he boarded the bus, the driver (who wanted to be at home) told him his new socks looked silly. Needless to say, the boy's heart crumpled. When he went to class, the boy realized he didn't have his milk money. When he told the teacher that he forgot, she threw up her hands in exasperation and said he'd just have to skip milk time today. The boy's heart was all crumpled up.

Tomorrow is anew day for the boy. When tomorrow came, the boy went to brush is teeth. When his mother came in, she gave him some towels and asked him to please wipe the counter when he was finished, and she showed him a special place for his toothbrush and paste. The boy's heart unwrinkled a little. When the boy went downstairs for breakfast, the milk spilled again. The boy's father gave him a sponge to wipe the spill and poured some milk into a more manageable pitcher for the boy. The boy's heart felt better!

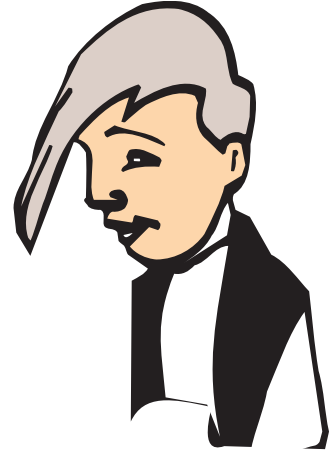
When the boy got on the school bus, the driver told him what neat pants he had on. The boy's heart was smoothing out. Today was only the second day of school and the boy remembered his lunch but he forgot his milk money again. The teacher told the boy that everyone forgets things sometimes and she would find a way to help him remember. The boy's heart felt pretty good.

But the boy's heart wasn't as smooth as it used to be. It still had some creases and wrinkles from being all crumpled up. It takes a long time to smooth those wrinkles.

LEFT OUT

Overview:

There are very few situations in a young person's life that are more traumatic than being left out of the "in group", whatever that is at the moment. The wanting to belong is so strong that we see kids getting mixed up with groups that they may not really want to be a part of, but they are desperate to be a part of something. This may be where some of the interest in gangs has come from in recent years. This activity addresses the problem from the person's point of view who is on the outside looking in.



Activity: (Musical chairs without the music and the chairs)

Have the entire class stand up. Explain that the object of this activity will be to follow the commands you give.

You will call out a number and they will have to form themselves into groups that are made up of that number. For the first few times let them practice and see how fast they can do it. If there are any people left over after the groups have been formed, they are to just stand still and jump back in the game during the next command.

As an example, you will call out the number '3'. Everyone in the group has to find two partners and form a group of three people. Give them only about three to five seconds to find a group.

Then you might call out five, no one may stay in the same group so everyone goes looking for a new group of five people. After a few practice rounds, explain that from now on if you do not get into a group then you must go to the side and stand. These people are out of the game.

The game continues until you have only a few people left and you call out the number '2'. Someone loses and the couples that are left are the winners.

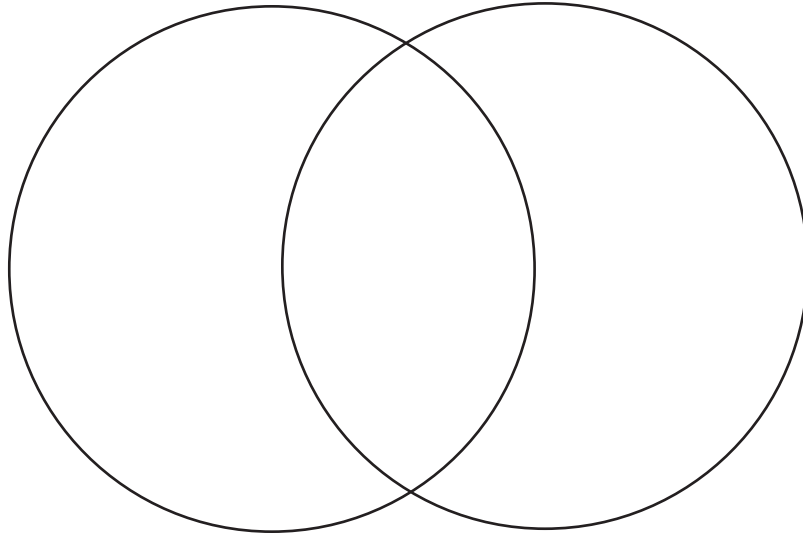
It is recommended that you play this elimination round through at least twice before you stop.

Discussion Ideas:

- Was there anything hard about this activity? What was it?
- How did you feel when you were not able to join a group and were out of the game?
- What words can we use to describe these feelings?
- How easy was it to keep finding a new group to join every time a new number was called out?
- What is a clique?
- What can this activity teach us about cliques?
- Are cliques bad or good? Explain.
- Describe the different groups that are found in your school.
- How do some people feel when they are not in a group?
- Does everyone want to be a part of a group? Explain.
- What are the advantages of being in a group?
- Are certain groups stereotyped as to how they act?

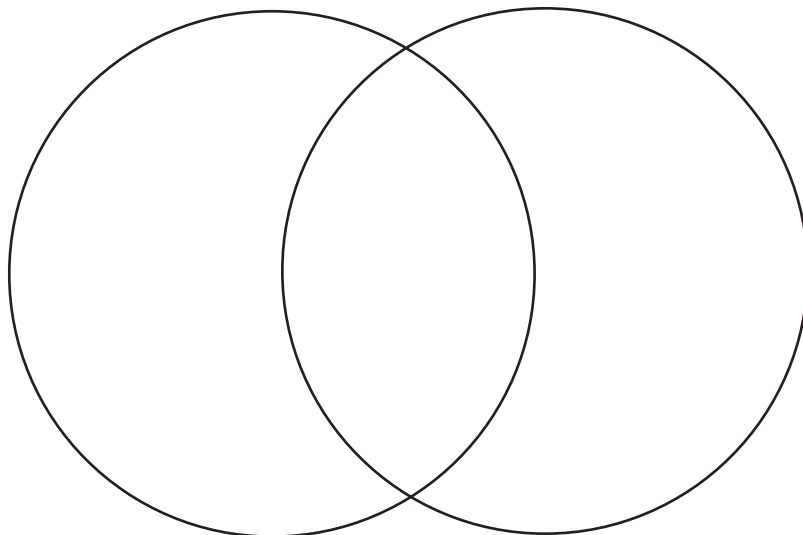
Tolerance Paired Activity

Pair up with someone in your advisory who you don't know very well. Using the Venn Diagram, identify three things that you have in common and three things that are different.



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GROUP BENEFITS

Topic:

- Tolerance, Diversity, Working Together

Overview:

No one individual knows everything. Some people might think and act like they do, but in reality everyone is experienced in different areas due to their background, heritage, interests and abilities. When we look at a community we will see a melting of those experiences reflected in the values of that community. Individuals influence those groups to which they belong and then those groups influence the community as a whole. Each group may add something different. Without each group's contribution, communities and the workplace would lose the richness that comes with diversity. Working together to produce a thriving community, profitable product or a successful concept happens when we accept not just the contributions of one or two individuals but the thoughts and suggestions of many people. A group can improve their work through the use of synergy, while an individual must use more energy to get the same result.

Time Estimate:

- 12 minutes plus discussion time

Materials Needed:

- A pen or pencil and paper
- A watch with a second hand



Activity:

Rounds 1 and 2:

Divide the advisory into 5 or 6 groups of three students. Give each team a piece of paper. Explain that you are going to give them a challenge. They will have sixty seconds to complete the challenge. The challenge will consist of trying to create the longest list of answers possible from the categories that you will give them.

Suggestions:

Animals with four legs	Major league baseball teams	Math symbols
Breakfast cereals	Television shows	School Mascots
Countries from around the world	States in America	Gifts that come in pairs
Sports	Colors	Planets
Foods served at fast food restaurants	Famous Authors	Musical instruments
Rock/Rap Artists		

As each team creates their list, the paper they are using to write down their answers will be passed back and forth between each person with each person adding one answer to the list when it is their turn. A team may not have any duplicate answers. There is no talking as the paper is passed back and forth. If one person can not think of an answer, they must write the word "skip" on the paper and then pass it to the next person. The paper continues back and forth with each person either adding a new word or the word "skip" each time it comes to them. Remember there is no talking during the sixty seconds. When time has expired, have each team report out their total number of answers, "skips" do not count. Then have each team read their list.

Rounds 3, 4 and 5:

Have groups join into teams of 6. Repeat the process used above - students will be passing the paper around to each of the 6 team members (using a different category for each round). Since the first person to write will have the easiest time, have each round begin with a different person.

For rounds four and five, use the same process except that the group may talk during the sixty seconds. They may brainstorm and suggest answers to whomever has the piece of paper at the moment. Remember that the paper must still be passed from person to person with each individual writing down an answer before it is passed on to the next person. The "skip" rule may still be used but with the group helping no one will likely have a need for it.

(Questions to process this activity with your students are on the next page)

Discussion Ideas:

“What” Questions:

How many answers did your team get in each of rounds one, two and three?

How many answers did your team get in rounds four and five?

How did these numbers compare to the other groups?

What category did you find the easiest? The hardest?

If you could choose a category that wasn't listed, what would it be?



“So What” Questions:

What can this activity teach us about working together?

Did one person on your team always contribute the most?

If your team only had two people, how well would the team have done?

Why was your team able to create a longer list when you were allowed to talk?

Why can't one person know everything?

What role does a person's interests play in what they know?

How does a person's background influence how they live?

Does having people with various experiences help a community thrive?

How does working together help make a problem easier to solve?

“Now What” Questions:

How can people from different backgrounds help make a community a better place to live?

How can people from different backgrounds help solve a problem?

Tolerance of the Hearing Impaired

Instructions for Person A (Round 1):

Sit comfortably opposite your partner. Read out the following list of words silently, without using your voice and without whispering. Allow time after each word for your partner to write down what he/she thinks each word is.

Say each word only once.

List: ship, Jim, chimp, punk, mud, bun, jeer, cheer, bib, chip

Instructions for Person A (Round 2):

Block your ears (using your fingers) and try to lip read the words your partner reads out. Write down what you think was said.

Your partner will now give you a clue about the topic of the sentences before he/she reads them. Block your ears again and try to lip read and write down the sentences.

Instructions for Person A (Round 3):

Block your ears (using your fingers) and try to lip read the words your partner reads out. Write down what you think was said.

Instructions for Person A (Round 4):

Read out the following short sentences to your partner, again using silent speech. Do not give any clues to the subject and say each sentence once only. Allow time after each sentence for your partner to write it down.

It looks a bit cloudy.

It might be freezing tonight.

I think we're in for a storm.

It looks like the wind's getting up.

Give your partner the clue that the sentences are about the weather. Read the sentences again, speaking silently. Use some gestures. Allow time for him/her to write each sentence down.

----- **Cut This Sheet in Two Parts Here** -----

Instructions for Person B (Round 1):

Block your ears (using your fingers) and try to lip read the words your partner reads out. Write down what you think was said. Don't worry if you find this very difficult.

Instructions for Person B (Round 2):

Read out the following short sentences to your partner, again using silent speech. Do not give any clues to the subject and say each sentence once only. Allow time after each sentence for your partner to write it down.

Would you like juice or milk?

Here's the milk for your cereal.

Would you like more toast?

Would you like some eggs?

Give your partner the clue that the sentences are about breakfast. Read out the sentences, again, speaking silently. Use some gesture. Again allow time for him/her to write down what you said.

Instructions for Person B (Round 3):

Sit comfortably opposite your partner. Read out the following list of words silently, without using your voice and without whispering. Allow time after each word for your partner to write down what he/she thinks each word is.

Say each word only once.

List: bad, man, pat, bat, sheep, cheese, tea, she, pound, mount

Instructions for Person B (Round 4):

Block your ears (using your fingers) and try to lip read the words your partner reads out. Write down what you think was said. Don't worry if you find this very difficult.

Your partner will now give you a clue about the topic of the sentences before he/she reads them. Block your ears again and try to lip read and write down the sentences.

'The Plan' - Being a good listener shows tolerance and sincerity. In this activity, divide your advisory into 6 groups of 3 students. Each group will be responsible for reading a portion of the story - only they will have to alternate reading the words. For example, Group 1 - **The** (1st person) **Story** (2nd person) **of** (3rd person) **Goldilocks** (1st person), etc. Tell students who are listening to be attentive when it isn't their turn - showing tolerance for those who are reading.

Group 1

The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

Group 2

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said.

Group 3

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

Group 4

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Group 5

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

Group 6

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

Group 1

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

Group 2

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

Group 3

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed."

Group 4

"Someone's been sleeping in my bed, too" said the Mama bear.

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Group 5

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room.

Group 6

Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

THE END

DRINKING STRAWS GALORE

Disabilities Addressed

—Blindness, speech impairments (muteness), amputations (missing limbs and fingers)

Desired Outcome

This activity is designed to emphasize the interactions that occur between youth with and without disabilities as they work to accomplish a specific goal—in this case the construction of a structure using drinking straws and masking tape.

Materials Needed

Drinking Straws- (40 straws per group) Spaghetti noodles may be used instead of drinking straws, but can be more challenging as they will break during the construction process.

Masking Tape

Scotch Tape (one roll per group)

Blind Folds (one per group)

What To Do

1. Divide the large group into smaller groups of 4 to 5.
2. Distribute a handful of drinking straws to each group.
3. Provide each group with a roll of Scotch tape.
4. Assign different disabilities to the members of the groups. Do this by asking one person, at a time, in each group to hold up their hand. In succession notify these individuals that they have one of the following disabilities:
 - No use of their thumbs (You might wish to tape their thumbs to their hands using masking tape)
 - No use of their dominant hand and arm (they must place it behind their back)
 - Unable to talk
 - Blind (Distribute blind folds)The remaining member(s) of each group will be a “TAB” (temporary able bodied), meaning they will not possess a disability. (Note: If you have only four members per group, it is still a good idea to leave one person in each group a “TAB”.)
5. After each group is ready, inform them that the object of this activity is to construct the tallest free standing structure possible using only drinking straws and Scotch tape. The structure may NOT be anchored to the floor or any other structure, such as a table or chair. It must be free standing.
6. Give them approximately 20 minutes to construct their straw structure. This part is very flexible. Additional time can be allotted for this segment.

Variation

If working with a group of adults or if a member of the audience is in a wheelchair, this activity can be adapted by building the longest structure off the end of a table, anchoring (taping) the structure only to any part of the table.

Questions To Ask

Following completion of the activity, ask and discuss the following questions:

- What did the blind person in your group do? (Sometimes, especially in youth groups, they do not participate.)
- Did members of the group assume that since someone possessed a disability that they were not capable of being an active member of the group or they would only be able to do certain tasks?
- Did any group ask their members with a disability what they felt they could do to contribute to the group activity? (This is a good chance to mention that one of the greatest barriers to individuals with a disability is people’s perceptions or beliefs in what the person with a disability can or cannot do.)
- If you possessed a disability in real life, how would you want people to treat you when doing something such as what you did here?

Alphabet Search

Find something that you have on or with you that starts with each letter of the alphabet. Be ready to show and share!! You will only receive points for items that are original.

A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____
J _____
K _____
L _____
M _____
N _____

O _____
P _____
Q _____
R _____
S _____
T _____
U _____
V _____
W _____
X _____
Y _____
Z _____

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Z _____

HUMAN BINGO

What is the name of the last movie you saw at a theater? 1. _____ 2. _____	How many letters are in your last name? 1. _____ 2. _____	Have you driven a car? 1. _____ 2. _____	What did you eat for breakfast today? 1. _____ 2. _____	Name a state other than MN you have visited? 1. _____ 2. _____
What is your favorite food? 1. _____ 2. _____	Have you ever had your tonsils removed? 1. _____ 2. _____	How many siblings do you have? 1. _____ 2. _____	What time did you go to bed last night? 1. _____ 2. _____	What color are your eyes? 1. _____ 2. _____
Have you ever fallen up the stairs? 1. _____ 2. _____	What is the name of the last video/DVD you watched? 1. _____ 2. _____	Can you do a 'Stupid Human Trick?' 1. _____ 2. _____	What month is your birthday? 1. _____ 2. _____	Have you ever had stitches? 1. _____ 2. _____
What is your least favorite insect? 1. _____ 2. _____	What is your middle name? 1. _____ 2. _____	Name one planet? 1. _____ 2. _____	What is your favorite color? 1. _____ 2. _____	Do you wear contact lenses? 1. _____ 2. _____
Are you the youngest in your family? 1. _____ 2. _____	Name an instrument you can play? 1. _____ 2. _____	Have you ever had braces? 1. _____ 2. _____	What is your favorite class in school? 1. _____ 2. _____	Have you ever broken a bone? 1. _____ 2. _____

Materials:

Human Bingo handout and writing utensil per person

Directions:

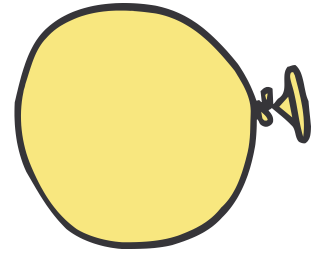
1. Give students about 5-10 minutes to read the questions and write responses on line one.
2. Decide if students will try to get one bingo, double bingo, or blackout bingo.
3. Students roam around the room trying to find someone who answered a question the same as they did.
4. When a match is found, each person will initial line two on the other person's paper.
5. Students can only initial another person's paper twice.

Follow-up: Each person must share something they learned about another person.

STRETCH

Materials:

Big Balloon (one per team)
Ring of elastic or large rubber band (one per team) - Bicycle tubes work well for this activity.



Preparation:

Prepare a balloon and a rubber band for each team. The rubber band needs to form a circle big enough to go over the body, but not so big that the task is too easy.

Each player must keep the balloon off the ground while putting the rubber band over their head, pulling their arms through and passing it down their legs and lastly taking it off from around their feet.

You can also put the rubber band over the feet first and play in reverse. The player then hands the balloon and rubber band to the next player. The first team finished wins.

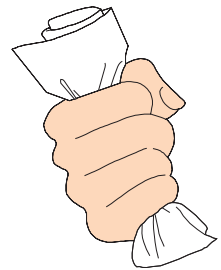
Rules:

The balloon must not touch the ground. If the balloon touches the ground, the player must start over. If the balloon breaks, the team is given a replacement and the entire team starts over. Note: The second time you may want to tie off the band so it is a smaller diameter.

SCRUNCHIE

Materials:

Newspaper (one sheet per player)
Whistle



Preparation:

1. Line two teams up in single file at the start line. Have the players put the hand they write with on top of their heads (or in back pocket).
2. The first player of each team takes a newspaper by its corner with the hand not on their head.
3. At the command the players must crumple the newspapers with one hand only. The player who crumples the fastest is the winner of that round. That player returns to the end of his team's line. The successful crumple is placed in a pile in front of the team. The player who was unsuccessful leaves the game. The group to have the most crumples when the game is down to one person WINS!

Rules:

If there is a tie, a crumple off will be held to determine the winner.

Variation:

A half sheet of newsprint may be easier to do for smaller hands. Students are not allowed to use their body to help crumple the paper, but may use their team member's free hand to help.

DON'T MAKE ME LAUGH (MUCK)

Rules:

Two students stand in the middle of the circle. One student's job is to stay silent and straight faced. The other student's job is to make the first student laugh, using funny facial expressions and gestures. Students participate in this activity on a volunteer basis. A child is in the center of the circle. He or she must chose to walk up to a person, face to face. Once the person on the outside says "Muck" the person in the middle needs to get them to laugh or smile. If they do, then that person is now in the middle and has to choose someone else to make laugh. There can be more than one person in the middle at a time, it is up to the teacher to decide.

GROUP JUGGLING

Rules:

The children gather in a circle. One child holds a soft sponge ball or hacky sack (tennis balls might also work). He then throws it to a second child in the group, who throws it to a third. The ball is passed to each child in the group, until the last child throws it back to the first child. This child starts the group juggle all over again. After a few rounds, add another ball to the group and then a third. It can get quite challenging remember that each child always throws each and every ball to the same person she threw to in the first round.

I LIKE YA* HONEY (BUT I JUST CAN'T SMILE)

Rules:

Children sit in a circle for this laughter-producing, light-and-lively game. Begin by asking for a volunteer to be "it." That person goes up to another person in the circle and tries to get him/her to smile, by saying "Do you like me honey?" The student has to respond by saying "I like ya' Honey, but I just can't smile." If the student smiles before finishing the sentence, he/she is the new person in the middle. If he/she did not smile the person who is "it" finds someone else to make smile.

ENCORE

Rules:

This is a fun and quick activity that calls for teamwork. Children divide up into several teams based on where they are sitting in the circle. The teacher calls out a word or a topic (examples: rain, dancing, rivers, farm animals, etc), and within five minutes (or less), each team tries to come up with as many songs as it can that use that topic or word

ROCK, PAPER, SCISSORS TRAIN

Rules:

Everyone finds one person to do Rock, Paper, Scissors. Loser gets behind winner forming a train. When the train meets another train, do Rock, Paper, Scissors and the loser train gets behind the winner and so on, until the entire class is in one train. Then “Conga” around the room!

WHAT DID I DO?

Rules:

Group examines one child in the center of the circle. That child then leaves the circle and without being seen by the group changes one thing about his/her appearance. The child then returns to the circle and others try to guess what has been changed.

Variations: Vary the time of observation and/or the amount of things changed. Do it with an area and not a person. Do it with partners

GIANTS, WIZARDS AND ELVES

Rules:

This is a variation of “Rock, Paper, Scissors” but is much more active. There are two teams and a playing field about forty feet long with a marked center line. Each team agrees on a posture representing a grant, wizard or elf and show the posture to the other team. Each team huddles and decided which creature it will be. Teams come to the center line and, at the count of three, assume the chosen posture and say the creature’s name. Wizards fool giants, giants beat elves, elves trick wizards. Whoever loses has to run back to their safety, which is about twenty feet away from the center line, before the other team catches them, Those caught are part of the other team.

PICK SOMEONE WHO

Rules:

Class sits in a circle and the teacher chooses 4-6 students to be in the middle of the circle. These students will be gently tapping the heads of all students who fit the description given by the teacher. Students who are sitting in the circle need to sit with their eyes closed. Students in the middle stay there for 3-5 descriptions and then a new group is sent to the middle. Example of descriptions:

- Tap someone who is a good friend,
- Tap someone who is a hard worker.
- Tap someone who you think is a good role model.
- Tap someone who you would choose to take on a vacation.
- Tap someone who is responsible.
- Tap someone who respects others.
- Tap someone who you think would be a great rock star.

This game is a great way to build self-esteem or send a private message to students who need to work on certain areas. This game should not be played regularly because It loses its effectiveness when played too often.