

TOLERANCE:

Responding to Differences

CREDITS

Executive Producer

Anson Schloat

Producers

Mike Ferejohn

John Young

Writers

Mike Ferejohn

Elizabeth Hoover

Consultants

Eva Feindler, PhD

Peter Read, PhD CSW

Teacher's Guide

Editor

Bonnie Denmark

Writers

Bonnie Denmark

Elisabeth Hoover

Copyright 2000

Human Relations Media, Inc.

CONTENTS

Introduction	1
Learning Objectives	2
Video Summary	3
<u>Student Activities</u>	
1. Tolerance	7
2. Questions for Discussion	9
3. Easy Way Out	10
4. Accepting Others	11
5. Role Plays	12
6. The Truth about Teasing	13
7. Tolerance Projects	14
8. Proverbs	15
9.A Can Do	16
9.B “Can Do” Answer Key	17
10. Labels	18
11. A Nursery Rhyme	19
12. Judging Others	20
13.A Word Jumble	21
13.B “Word Jumble” Answer Key	22
14. Shared Treasures	23
15. Building Tolerance	24
<u>Fact Sheets</u>	
1. Tips for Tolerance	25
2. The Tools of Tolerance	26
3. Helping Others Fit In	27
4. Dealing with Teasers	28
5. Standing Up for What’s Right	29
6. Why Do People Tease?	30
7. No Limits	31
8. Glossary of Terms	32
9. Resources	33
Bibliography	34

INTRODUCTION

“Go back where you came from!” “Move it, fatty!” Unfortunately, comments like these are all too common on the middle school playground. For middle school children, fitting in is critical and being different is downright painful. At this age, children are more likely than at any other time to “make fun” of each other for differences in clothing, speech, physical traits, ethnicity, and ability.

People who stand out as different make easy targets for teasing. But being picked on, rejected, and excluded can sometimes leave scars that last a lifetime. Failing to see others as they really are and failing to acknowledge commonalities cheat people out of being truly understood and accepted. And for those who do the teasing, focusing only on stereotypes based on a few outward clues can lead to missed opportunities to enrich their own lives by making friends with others who seem different.

Each year, the American classroom becomes more culturally mixed. In Los Angeles schools alone, over 80 languages are spoken by students—that’s over 80 different cultures influencing the way America looks and thinks. These shifting patterns make us a true multicultural nation. As diversity in the school culture increases to mirror changes in American society at large, the need for tolerance education becomes vital. Tolerance means respecting people even when they are different. We’re all different in some ways; that’s what makes us human. But those same factors that make us unique—race, gender, language, religion, appearance, and ability—can also divide us, engendering mistrust and causing intolerance and misunderstanding.

As educators, we must prepare our young citizens for the multicultural society they will be living in, working in, and helping to govern. It is crucial for students to learn the importance of respect, understanding, and empathy. Only when they learn about others, accept how others think and feel, and understand the importance of overcoming the barriers that divide us will America’s diversity become the source of her strength. By placing themselves in others’ shoes, students will come to realize that everyone has feelings—even if they look, act, or talk differently. By creating a caring environment, where differences are celebrated instead of punished, educators have the chance to make a lasting impression on their students—and the world.

The video *Exploring Tolerance: Responding to Differences* is designed to help educators meet the challenge of tolerance education. The video and print materials explore ways in which people are different and emphasize the importance of accepting differences without judging or hurting others. Students will be prompted to think critically about challenges they and others face and the strength needed to overcome them. It takes courage to be different, to stand up to peer pressure, and to speak out in defense of one’s beliefs and convictions. Used in conjunction with the activities in this Teacher’s Resource Book, *Exploring Tolerance: Responding to Differences* will help students develop a new vision for an age-old problem.

LEARNING OBJECTIVES

By viewing the videotape *Exploring Tolerance: Responding to Differences* and participating in the activities provided in this Teacher's Resource Book, your students will be able to:

- recognize the importance of respecting diversity
- understand how differences can enrich our lives and value the potential of all people
- build empathy with those who are different
- understand the importance of reaching out to others
- be aware of discrimination, prejudiced attitudes, and the unfair treatment of others
- recognize tendencies in themselves to prejudge people without knowing them
- combat stereotyping and prejudice
- understand the responsibility of all people to work toward a society of tolerance
- develop critical thinking skills
- expand their personal perspective
- investigate the motives behind teasing and intolerant behavior
- practice positive ways to deal with difficult people and situations
- develop healthy communication methods
- learn how to strengthen their self-image and build good character traits

VIDEO SUMMARY

Tolerance: Responding to Differences

The video opens with portraits of a poor Caucasian family, a middle class African American family, and an urban Asian family. The narrators ask how you would feel if each of these families were moving in next door to you. Next we hear rap music, classical music, and salsa music. The narrators ask what each type of music would tell you about the person listening to it. Then, the narrators pose the question, “What do you think the possibilities are that someday your best friend will look like this?” We are shown a blond, blue-eyed Midwestern farm girl, an Islamic boy, and a boy in a wheelchair.

The title *Tolerance: Responding to Differences* appears. Slam poetry performer Steven Coleman performs his poem, *Tolerance*.

The narrators relate the story of Nobel Peace Prize recipient Elie Wiesel, who lived through the Holocaust and went on to write about learning to forgive. Wiesel once said that if you want to talk about love, you first have to talk about hate. The same is true with tolerance: in order to understand it, we need to look at intolerance. The narrators speculate about why we feel less comfortable around some people than others—it may be because they look different, speak another language, have more or less money, or practice a different religion.

Next, the narrators discuss the need to fit in with others. One shares the theory that our struggles in dealing with people who are different may arise from our need to find common bonds with others. Because we seek out people who are like us, we are more aware of those who are different. As social animals, human beings desire to associate with and feel accepted by others with similar qualities and experiences. The feeling of wanting to belong is natural and healthy. It builds our self-esteem, teaches us how to relate to others, and tells us we are part of something important. Belonging to a group nurtures us, and anyone who is different may be seen as bad or dangerous.

The narrators describe a scientific study that reveals the ridiculous extremes that very intolerant people go to in order to reject “outsiders.” In the study, people said they would not want certain groups to move into their neighborhood because they felt the newcomers would upset their way of life. Ironically, the ethnic groups that these people were rejecting didn’t even exist. Rather, they were invented for the purpose of the study. The study showed how deep the roots of intolerance can run.

In the next segment, footage is shown of the civil rights movement. When black students tried to interact with older white people by talking to them or offering a handshake, the white people resisted violently because they saw the black students as totally different from themselves. The narrators note that if you want to become more tolerant of others, you have to let go of fears and preconceptions about others. “You have to try to step outside the box,” they say.

The first “tool of tolerance,” **examine your feelings**, is introduced. If we are truthful about our feelings, the narrators claim, we *do* all have prejudices and stereotypes, and recognizing them is the first step toward becoming more tolerant. In an interview segment, young people disclose that they have

VIDEO SUMMARY (CONTINUED)

stereotyped images and prejudicial feelings.

The second tool of tolerance, **empathize with others**, means that you should put yourself in another person's shoes and try to feel what he or she feels. The narrators urge, "Try to empathize with the person who feels different, who feels outcast."

The scene switches to a dramatization in which a boy named Miguel is on an urban basketball court. He is shooting baskets by himself, wearing old sneakers, torn jeans, and a ratty T-shirt. He sinks four in a row, then smiles to himself confidently. A group of three other boys, Nick, Sam, and Hector, approach the court, wearing top-of-the-line sneakers, basketball jerseys, caps, etc. Nick asks, "Mind if we play?" Miguel, smiling, says, "Sure. You guys need a fourth?" Nick says sure and introduces himself. Sam whispers something to Nick, then laughs. All three boys look at Miguel's clothes. Hector says, laughing, "You can't play with those shoes flapping, bro. Tell your momma to buy you some new ones." Sam adds, "Yeah, then you can come back and play with the big boys." Nick looks away, embarrassed. As Miguel leaves the court, Hector tells him, "You can keep score if you want," and snickers. Sam says to Hector, "Poor kids don't use numbers so well." Hector counts mockingly in Spanish, "Uno, dos, tres." Miguel watches them through the chain-link fence. He makes eye contact with Nick, who looks away.

Viewers are asked to consider, "How would you feel if you were Miguel? How about Nick?" The video pauses for discussion.

The dramatization is followed by interview clips in which kids talk about why people exclude others and why judging someone solely on external characteristics is wrong.

The narrators comment on the dramatization: The guys were so focused on Miguel's clothing that they didn't even notice what a great player he was. They also didn't seem to care how he felt. They made Miguel feel bad about something that he had no control over, i.e., money, on purpose. "What about Nick?" they ask. "How important is it to stand up for someone who's being treated unfairly? Is it worth making your own friends mad?" The video pauses for discussion.

The third tool of tolerance, **understand the source of your feelings**, is explained as follows: Although intolerance often comes from attitudes we've learned from others, it can also come from misdirected feelings, such as when you are angry at your mom or dad but you take it out on your little sister. Viewers are prompted to think about where their own feelings toward others come from as they watch the next scene.

A second dramatization shows a mother and son in the car. The son, Spencer, asks his mother if she has remembered the science fair that afternoon. He reminds her that parents are supposed to come. His mother explodes, "What?! Why didn't you tell me? I'm working a double shift today!" Spencer says quietly that he did tell her and even put a note on the refrigerator. His mom sees that he's disappointed and explains that she doesn't have time for the science fair: "I have enough to worry about. You know what my boss Mr. Chang is like, thinks he's so smart, he's got everyone working twelve-hour

VIDEO SUMMARY (CONTINUED)

days. Those people...” She says she’ll go to the next one, but Spencer clearly doesn’t believe her. The scene shifts to the science classroom. Jodie, an Asian student with thick glasses, explains her project to Spencer, who asks if her parents are coming to the fair. She tells him that they both took off work so they could come. As Jodie walks by Spencer, he trips her and her glasses go flying. Jodie looks humiliated. Spencer remarks to the kid next to him, “Those people!”

Viewers are asked, “Why did Spencer trip Jodie? What did he mean when he said “those people”?” The video pauses for discussion.

Again, we see interview segments with young people. This time, the kids give their opinions about where intolerant feelings come from. They relate instances in which they’ve acted intolerantly toward others and analyze why they think they acted that way.

The fourth tool of tolerance, **reach out to others**, is said to be the hardest to use because it requires putting what you have learned into action, which calls for bravery. One of the narrators defines bravery as “doing the right thing even though it scares you.” Viewers are asked to think about how brave they would be as they watch the third dramatization.

The dramatization opens in a school hallway. A large girl, Stephanie, is at her locker. Three cool kids, Mark, Linda, and Tammy, are chatting with each other. They notice Stephanie and make comments. One of them says, “It’s not feeding time yet, is it?” All three laugh. Kyle, a boy in a wheelchair, comes by and drops several of his books. No one moves to help him. Linda throws Stephanie a side comment, “At least you’re not crippled.” Later at the softball field, Mark bats the ball while Linda and Tammy cheer him on. Stephanie is up next. She walks by Linda and Tammy, who say, “There goes our second out.” Sure enough, Stephanie does make an out. The girls roll their eyes. Then Kyle rolls his chair up to the plate. Tammy and Linda exclaim, “I can’t believe they let him play just like he’s normal!” “My dad says that’s why we pay such high taxes.” “I thought they had their own special schools.” Kyle sends the ball surprisingly far, but as he rolls his chair down the baseline it gets stuck on something. No one does anything. Everyone is frozen, awkward. Finally, Stephanie goes out to where Kyle is while the whole field is looking at her. She frees Kyle’s chair. He thanks her and says, “I thought you hit that ball pretty good.” “No, I didn’t,” she replies, “but thanks for saying so.” Kyle laughs as they make it to first base. Stephanie walks back to her seat with a confident smile on her face.

Viewers are asked, “Why do you think it was hard for Stephanie to do what she did? Why was she the only one who helped Kyle?” The video pauses.

Excerpts of interviews with real kids show the feelings they get when they stick up for others.

The narrators sum up main points on tolerance. Tolerance means accepting people for who they are. Whether it’s someone who looks different, acts different, or has a different way of life, everyone deserves to be treated decently, with respect. They recap the four tools for tolerance: 1) Recognize that we all carry around a fear of others who are different from us. 2) Try to empathize with others;

VIDEO SUMMARY (CONTINUED)

imagine what it would feel like if you were in their shoes. 3) Explore where your own ideas about other people different from you have come from. 4) Reach out to others. You can start to apply this last tool—which may be the most important—in small ways by making even tiny changes in how you treat others who are different from you.

In a final set of interviews, young people talk about why having all different kinds of friends is fun and challenging and makes life much less boring.

The video closes with the statement, “It’s a big world out there; it’s your world—embrace it.”

STUDENT ACTIVITIES

TOLERANCE**Tolerance**

*Tolerance is the
smooth from the
butter that greases
the pot
or the sweet
from the honey
in the beehive
when you squeeze
it alot
so it's easy to spot
Tolerance sees
and celebrates the
differences between
the peas in the pod
it respects what someone believes
even though to some people
it might seem kinda odd
and because tolerance
is a tent it doesn't
lean—to
just one kinda God
who deems
one way to love
or one way to walk
tolerance doesn't demean
teens for wearing
baggy jeans
rocking to rap music
making seem like
they're hard
it doesn't scream
"get a job, bum"
when it's the dream
that's been robbed
because
tolerance is
the echo effect
from multiple voices
it's like an essay test with*

continued...

Name _____

TOLERANCE (CONTINUED)

ACTIVITY

1

*multiple choices
where how you treat
others determines
how you'll be scoring
it's the wind
from the tunnel
that allows your wings
to start soaring*

by Steven Coleman

Instructions: Write a brief essay, giving your reaction to this poem which was performed in the video. What is the message of the poem? Consider writing your own poem or collaborate with other students to write and/or perform a poem on tolerance.

Name _____

QUESTIONS FOR DISCUSSION

ACTIVITY
2

1. List as many ways as you can think of that people can be different from each other.
2. List one way that you are proud to be different from others.
3.
 - a) What do disabled people have in common with non-disabled people?
 - b) How are disabled people different from non-disabled people?
4.
 - a) What are some of the problems and challenges faced by people who move to the United States from other countries?
 - b) What could you do to help a student from another country feel more at ease?
5. Have you ever heard people talk about what girls should and shouldn't do? How about things that boys should and shouldn't do? Do you think these "rules" are fair?
6. Have you ever been teased because of your clothing? Have you ever made fun of someone else's clothing? What happened? Why do you think clothes and haircuts are so important to people? How much do they really tell us about someone?
7. Racism happens when someone judges another person because of the person's race. Do you think there is racism in your community? Why or why not? What are some things you can do to help end racism in your community?
8. Recall a time when you were talking with someone who made derogatory comments about a person or a group of people. He or she assumed that you agreed with the opinion but you didn't. How did you feel? How did you react? Do you wish you had reacted differently? Why?
9. Recall a time when you overlooked your own values so as not to offend someone. How did you feel? How might you have responded differently?
10. Recall a time you were wrong in your judgment of another person. What did you base your initial judgment on? What led you to see that you were mistaken? How did you feel?

Refer to Fact Sheets 1-5 to learn more about how to build tolerance and understanding.

Name _____

EASY WAY OUT

ACTIVITY
3

Judging people by their looks is the easy way out. Looks don't tell us who people are on the inside. Read the scenarios below and answer the questions that follow.

Scenario 1:

An Asian student is learning English. She's been working up the courage to practice speaking with other students. In the hallway, she passes a boy she recognizes from one of her classes and says, "Hello." He gives her a sarcastic look and says, "Me no speak Chinese. Hee hee!"

How is the boy unfairly judging the girl? By judging the girl based on her looks, what is the boy missing?

Scenario 2:

A very tall boy is working on his science project during lunch. He's been trying to finish it in time for the science fair this weekend, so he's been putting in all the extra time he can find. The basketball coach walks by and says, "Forget science! YOU should be playing basketball!"

How is the coach unfairly judging the boy? By judging him based on his looks, what is the coach missing?

What about you?

Has anyone ever judged you unfairly based on the way you look? How did it make you feel?

ACCEPTING OTHERS

Consider the *Tips for Tolerance* and *Tools of Tolerance* listed in Fact Sheets 1 and 2 as you read the following scenario:

Emily, a new student in a wheelchair, enters the cafeteria at lunchtime. She smiles at the other kids, who smile back but don't have the courage to approach her. Students whisper: "I wanted to talk to her, but I didn't know what to say." "Do you think we should offer to push her, or does she want to do it herself?" "I wonder what happened to her." "She's probably mad at us because we can walk." "She probably just wants to be left alone." Emily watches other kids eating lunch together, laughing and talking. She opens her lunch and eats alone.

Part 1: Answer the following questions:

1. Do you think Emily wants to be left alone?

2. Do you think she would like the other kids to offer to push her, or do you think she would prefer to push herself? How can the other students find out?

3. What do you think the other kids could say to her? Would you say different things to Emily than to any other person you didn't know? List some conversation openers below:

Part 2: Working in groups, role play the scenario. Be sure to implement *Tips for Tolerance* and *Tools of Tolerance* (Fact Sheets 1 and 2) so that the scenario has a positive outcome.

ROLE PLAYSACTIVITY
5

How important is it to stand up for someone who's being treated unfairly? Is it worth making your own friends mad? What should you do if someone is picking on you? For this exercise, you may wish to refer to Fact Sheet 4, *Dealing with Teasers*, and Fact Sheet 5, *Standing Up for What's Right*.

What would you do in the following situations? Work in groups to act out the scenarios below. Think about what you might say (a) to the person getting picked on and (b) to the person/people doing the teasing. Also, consider how the person getting picked on might respond to the person/people being unkind.

1. You approach the basketball court with two of your friends. You three are wearing the latest styles and have expensive new shoes. A boy named Miguel is shooting baskets all by himself. He seems to be a really good player, but he's wearing old sneakers, torn jeans, and a ratty T-shirt. You say, "Mind if we play?" Miguel asks if you need a fourth. Hector, who is the most outspoken of your group, looks at Miguel's clothes and says, "You can't play with those shoes flapping. Tell your momma to buy you some new ones. Then you can come back and play."
2. Stephanie, an overweight girl on your kickball team, steps up to the plate. A few players on the team groan; others try to be encouraging. Two thin, pretty girls are especially brutal. Linda says loudly, "She should just take a walk. Walking is as fast as she can go, anyway." Tammy adds, "She probably rolls faster than she runs." Stephanie hits the ball into the outfield. Even though she runs like mad to get to first base, she is thrown out just before making it. The girls laugh wildly at the sight of Stephanie running.
3. Lee is a student who is small for her age and wears thick glasses. You notice that she gets picked on regularly by a big bully. You don't really know Lee, but the few times you've worked with her in a group in your social studies class she seemed nice. While walking home with a friend one day, you notice that the bully is harassing Lee, saying mean things and calling her names. He steps in front of her to block her path.

If you see somebody being picked on and you don't do anything, you're just giving the bullies more power. How would you feel if nobody stood up for you? Differences on the outside—like looks and clothes—don't really tell us anything about who somebody is on the inside. Stand up for what you believe in!

THE TRUTH ABOUT TEASING

If you've ever been teased by a classmate, you know how it feels. Why do people tease others when they know it hurts? There are lots of reasons. Usually it is because people who tease do not feel good about themselves. See Fact Sheet 6 for information about why people tease.

Read the following examples:

1. *Tanya, who is wearing old clothes, approaches a Hispanic girl in the cafeteria. The Hispanic girl is wearing a nice new outfit. Tanya says, "That dress you're wearing is really ugly. Is that what everyone wears in Mexico?"*

Why did Tanya tease the other girl? _____

2. *A teacher hands back tests to students. Stu gets a D. Charlie, who uses a hearing aid, gets an A on his test. Stu says to a neighbor, "Why does the deaf guy always get good grades?" Another student shushes him. Stu says, "Who cares? He can't hear me anyway."*

Why did Stu ridicule Charlie? _____

3. *Juan says to himself, "So what if my mom thinks I'm a loser. What does she know?" A kid walks by and steps on Juan's toe by mistake. Juan yells, "Watch it, slow boy. Go back to special ed!"*

Why did Juan yell at the kid? _____

4. *Sonia really wanted a T-shirt she saw in a store window, but she didn't have any money. She saw another girl wearing the shirt at school and said to her, "Nice shirt, nerd!"*

Why did Sonia call the girl a name? _____

Think of someone who has treated you unjustly in the past. Can you flip things around and think of a reason why the person acted that way? How do you think the person felt about what happened?

TOLERANCE PROJECTSACTIVITY
7

Instructions: Choose one of the tolerance-building activities listed below. Hand in a one-page summary of your project and prepare a five- to ten-minute oral presentation to share what you learned with your classmates.

1. Watch a TV program about different cultures that reveals our nation's multicultural past or that can help us reflect on the harm of prejudice and intolerance.
2. Visit a museum or historic district to learn more about our country's multicultural heritage.
3. Report on a different culture's holiday celebration or religious observance: Cinco de Mayo, Kwanzaa, a Passover seder, Chinese New Year, Mormon Christmas Eve, etc.
4. Read a novel or see a movie focusing on a particular group and its history.
5. Attend a cultural event or political meeting sponsored by a particular group.
6. Learn about elderly people. Interview an elderly person in your family, in your neighborhood, or at a senior citizen's center. Ask the person how he/she feels about health care, food, housing, social security, family, health and fitness, and the future.
7. Learn about immigration in your local area. Find out where people are coming from. Interview a recent immigrant (you may need a translator). Ask about customs and traditions from his/her native country and find out what is most difficult about moving to a new country.
8. Interview someone of a different religion. What holidays are celebrated? What are some of the traditions around those holidays? Where does the person worship? What is involved in a worship service? Are there any dietary restrictions associated with the religion? What other customs are associated with that religion?

Name _____

PROVERBS

ACTIVITY

8

Choose three of the following proverbs that remind us of how to act toward others. Explain their meaning, and offer examples of situations where we might need to tell ourselves these things.

1. *Don't judge others until you've walked a mile in their shoes.*
2. *If you can't say anything nice, don't say anything at all.*
3. *People in glass houses shouldn't throw stones.*
4. *You can't judge a book by its cover.*
5. *Do unto others as you would have others do unto you.*
6. *It's not whether you win or lose, it's how you play the game.*
7. *To have a friend, be a friend.*
8. *What goes around comes around.*
9. *As you sow, so shall you reap.*
10. *There but for the grace of God go I.*

Name _____

CAN DO

ACTIVITY
9A

Disabled people can do a lot more than we might think. Each sentence below tells a fact about a person with a disability. Use the **REVERSE CODE** to read the bold words in each sentence.

1. Franklin D. Roosevelt was disabled and could not walk without **yizxvh**. He was also the only U.S. **kivhrwvmg** to be elected four times.
2. Helen Keller was a famous **dirgvi** and speaker, even though she lost her **hrtsg** and **svzirmt** as a baby.
3. Many people who use **dsvvoxszrih** compete in **nzigslmh**, races that are 26.2 miles long.
4. Ludwig Van Beethoven, one of the most famous **xlnklhvih** of all time, wrote his best **nfhrx** after he became **wvzu**.
5. Winston Churchill overcame **hgfggvirmt** to become Prime Minister of Great Britain and one of the world's greatest **hkvzpvih**.
6. Tom Dempsey, who was born without a right **szmw** and part of his right **ullg**, holds the record for the longest field goal ever **prxpvw** in professional football—63 yards.
7. Stephen Hawking, the world's foremost cosmologist, has Lou Gehrig's Disease, a serious illness that makes his **nfhxovh** very weak. He uses a **dsvvoxszi** and cannot **hkvzp**, but he is one of the most respected **hxrvmgrhgh** in the world. He has written several books using a computer that turns his **vbv** movements into words.

REVERSE

CODE

A=Z

B=Y

C=X

D=W

E=V

F=U

G=T

H=S

I=R

J=Q

K=P

L=O

M=N

N=M

O=L

P=K

Q=J

R=I

S=H

T=G

U=F

V=E

W=D

X=C

Y=B

Z=A

Read more about people who overcame disabilities in Fact Sheet 7, *No Limits*.

Name _____

“CAN DO” ANSWER KEY

ACTIVITY
9B

1. Franklin D. Roosevelt was disabled and could not walk without **braces**. He was also the only U.S. **president** to be elected four times.
2. Helen Keller was a famous **writer** and speaker, even though she lost her **sight** and **hearing** as a baby.
3. Many people who use **wheelchairs** compete in **marathons**, races that are 26.2 miles long.
4. Ludwig Van Beethoven, one of the most famous **composers** of all time, wrote his best **music** after he became **deaf**.
5. Winston Churchill overcame **stuttering** to become Prime Minister of Great Britain and one of the world’s greatest **speakers**.
6. Tom Dempsey, who was born without a right **hand** and part of his right **foot**, holds the record for the longest field goal ever **kicked** in professional football—63 yards.
7. Stephen Hawking, the world’s foremost cosmologist, has Lou Gehrig’s Disease, a serious illness that makes his **muscles** very weak. He uses a **wheelchair** and cannot **speak**, but he is one of the most respected **scientists** in the world. He has written several books using a computer that turns his **eye** movements into words.

LABELS

Labels are unfair, especially since they can stick with people for a long time.

Move it, fatty.

Sorry about that, shorty.

Are you a spaz or what?

Do you speak English, foreign boy?

Gays are all clueless!

Dumb jock.

Four eyes.

Nerd.

Beanstalk.

Are all blond girls as dumb as you?

a) What if all your inner traits were overlooked for one outer trait? Make a list of your most important inner qualities.

_____	_____	_____
_____	_____	_____
_____	_____	_____

b) Now read the scenario below and answer the questions that follow.

A boy with glasses walks into the library. He accidentally bumps into a popular looking girl, who drops her books. The boy picks up the books, hands them to her, and apologizes. As the girl walks away, she says, "Watch where you're going, nerd."

Just because he had glasses, the girl called him a nerd. By judging the boy based on an outer trait, what inner traits might the girl have overlooked?

Examples from History

What do differences on the outside really say about someone? We don't remember George Washington for his false teeth that didn't fit, but for his great leadership abilities. Abraham Lincoln was respected even though he had a big nose and a mole on his face. What Lincoln looked like on the outside didn't matter as much as who he was on the inside: a brave, honest man who believed in freedom for all.

Question for Discussion: How would our country be different today if Washington and Lincoln were never permitted to accomplish great things because some people didn't like the way they looked?

JUDGING OTHERS

ACTIVITY
12

stereotype (n.) an oversimplified mental picture of a group of people that doesn't account for individual differences; an assumption about how a whole group of people will behave.

A stereotype places people in a certain group and puts limits on the group. For example, *“Only a girl would do something that stupid”* or *“Boys don't cry.”*

Part 1: One Person at a Time

1. Imagine that one person in your class cheats on a test. From then on, people at school whisper behind your back, “Look, it’s a kid from that class full of cheaters. I bet he cheats, too.” Why is that unfair? How would it make you feel?
2. Imagine that one person on your team is a bad sport. He gets really mad when the team loses and he never wants to shake hands with the winning team. People from the other teams look at you and say, “That kid’s a jerk. Everyone on his team is a bad sport.” Why is that unfair? How would it make you feel?
3. Imagine that aliens from another planet meet one human in outer space. The human has very bad manners. The aliens go back to their planet and tell everyone that all Earthlings are rude and have bad manners. Why is that unfair? How do you think it would make the people on Earth feel?
4. What do these stories have in common with racism?

Part 2: Blue Hair (materials needed: slips of paper, five pins)

How does it feel to be different from everyone else? Imagine waking up one morning with giant blue hair that stands straight up. For this activity, each student in the class will draw a piece of paper out of a hat. Five of those pieces of paper will have the words “Blue Hair.” Students who draw those slips of paper must pin the Blue Hair label to their clothes. Other students must treat the blue-haired students differently. Blue Hairs will be stared at, glared at, made fun of, excluded, and ignored. Other students will overlook Blue Hairs’ accomplishments and ignore their contributions.

Ten minutes before the end of the class period, stop and discuss how it felt to be a Blue Hair.

Follow-up activity: Write an essay about intolerance based on the experience of having blue-haired people in your class. How were they treated? How did they feel? How did it feel to treat them differently based solely on an external quality?

Remember, the only way to judge human beings is one person at a time.

Name _____

WORD JUMBLE

ACTIVITY
13A

Find the words in the letter jumble below. You will have to look up, down, diagonally, and backwards.

acceptance
differences
discrimination

diversity
gender
prejudice

respect
stereotype
tolerance

D	A	E	P	Y	T	O	E	R	E	T	S	B	D
I	I	P	V	J	E	N	C	G	D	A	C	D	I
F	F	S	A	G	P	I	O	X	N	R	D	O	V
F	S	T	C	A	E	Z	G	N	S	T	L	W	E
E	M	L	C	R	C	U	T	C	E	P	S	E	R
R	B	P	E	N	I	Y	C	F	T	J	N	Y	S
E	V	S	P	J	D	M	R	G	K	R	T	C	I
N	I	Q	T	M	U	H	I	E	S	G	Z	H	T
C	W	U	A	O	J	Q	W	N	L	O	Y	D	Y
E	U	S	N	P	E	G	L	D	A	R	C	P	T
S	A	Y	C	G	R	K	U	E	I	T	H	E	Y
L	F	P	E	N	P	J	Z	R	L	S	I	G	A
K	O	Q	B	E	I	V	M	G	T	V	T	O	I
E	C	N	A	R	E	L	O	T	R	W	U	X	N

Refer to Fact Sheet 8 for a *Glossary of Terms*.

Name _____

"WORD JUMBLE" ANSWER KEY

ACTIVITY
13B

Find the words in the letter jumble below. You will have to look up, down, diagonally, and backwards.

acceptance
differences
discrimination

diversity
gender
prejudice

respect
stereotype
tolerance

D	A	E	P	Y	T	O	E	R	E	T	S	B	D
I	I	P	V	J	E	N	C	G	D	A	C	D	I
F	F	S	A	G	P	I	O	X	N	R	D	O	V
F	S	T	C	A	E	Z	G	N	S	T	L	W	E
E	M	L	C	R	C	U	T	C	E	P	S	E	R
R	B	P	E	N	I	Y	C	F	T	J	N	Y	S
E	V	S	P	J	D	M	R	G	K	R	T	C	I
N	I	Q	T	M	U	H	I	E	S	G	Z	H	T
C	W	U	A	O	J	Q	W	N	L	O	Y	D	Y
E	U	S	N	P	E	G	L	D	A	R	C	P	T
S	A	Y	C	G	R	K	U	E	I	T	H	E	Y
L	F	P	E	N	P	J	Z	R	L	S	I	G	A
K	O	Q	B	E	I	V	M	G	T	V	T	O	I
E	C	N	A	R	E	L	O	T	R	W	U	X	N

Name _____

SHARED TREASURES

ACTIVITY
14

friends	family	spiritual life	
love	home	honesty	freedom
money	education	health	beauty

a) List the five things that are most important to you:

1. _____
2. _____
3. _____
4. _____
5. _____

b) Which of these do you think are shared by people all over the world?

c) What can this teach us about how to look at other cultures?

d) Do you think people of other cultures are more alike or more different? Why?

What we treasure is at the heart of who we are.

Name _____

BUILDING TOLERANCE

ACTIVITY
15

What could you do to improve tolerance at school and in the community? Working in groups, plan a “Tolerance Day” to teach others about tolerance.

- Decide who would be welcome: All students in your school? A particular grade level? Elementary school children? Members of the community?
- Decide which topics would be most important to cover.
- Make up a slogan.
- Create a poster.
- Plan your events. How would you spread the message of tolerance?

Present your plan to the rest of the class, along with your poster and slogan.

Extension: As a class, decide which ideas should be included if your entire class worked together to organize a “Tolerance Day.”

FACT SHEETS

TIPS FOR TOLERANCE

FACT
SHEET
1

Tolerance means accepting people for who they are. Whether it's someone who looks different, acts different, or has a different way of life, everyone deserves to be treated decently.

1. All people are valuable. No one is better than anyone else.
2. In some ways, we are just like everyone else on Earth. We all share the same feelings. Even if people look different or come from a different place, you probably have more in common with them than you think. On the inside all people have the same basic desires, like fitting in, making friends, and having a good time.
3. In some ways, we are different from everyone else on Earth. Each of us has a unique personality and appearance.
4. Judging people by the way they look is the easy thing to do. It's harder to get to know someone. If we make somebody an outcast because of their clothes or their looks, we might miss a chance to make a good friend, somebody we have a lot in common with.
5. All people—no matter who they are, where they come from, what they believe, how they act, or what they look like—deserve respect and compassion.
6. Each of us is responsible for our own actions.
7. We should treat other people the way we want others to treat us.
8. Teasing people is wrong. Put yourself in the other person's place.
9. Sometimes it's hard to talk to someone if we feel uncomfortable, but ignoring a person for being different can hurt just as much as teasing someone for being different.
10. Making friends with a new kid could be cool. You're the first one to get to know somebody—and it makes the new kid feel better if somebody introduces him or her around.

Learning to be tolerant of others isn't always easy, but there are tools we can use to make the path a lot less bumpy. The four *tools of tolerance* outlined in the video can help us “step outside of the box” that limits the way we think about others:

1. **Examine your feelings:** Recognize that we all carry around a fear of others who are different from us. If we are truthful about our feelings, we *do* all have prejudices and stereotypes—it's part of being human. Examining them is the first step toward becoming more tolerant.
2. **Empathize with others:** This means that you should put yourself in another person's shoes and try to feel what he or she feels. Everybody has feelings. Try to empathize with a person who feels different, who feels outcast. Can you imagine what it would feel like if you were in that person's place?
3. **Understand the source of your feelings:** Explore where your own ideas about other people different from you have come from. Intolerance often comes from attitudes we've learned from others. It can also come from misdirected feelings, such as when you are angry with your mom or dad but you take it out on your little brother or sister. Where do your own feelings toward others come from?
4. **Reach out to others:** This tool of tolerance is said to be the hardest to use because it requires putting what you have learned into action, which calls for bravery—namely, doing the right thing even though it scares you. You can start to apply this last tool, which may be the most important, in small ways by making even tiny changes in how you treat others who are different from you.

If you were new to a school, you'd probably appreciate any kindness others would show toward you. What about if you were from another country? Then, not only would you not know anyone, you might be homesick for your country and struggling with learning a new language and customs. What could you do to help someone from another country feel more at ease? Below are some ideas. Can you think of other suggestions?

- Say hello to the person when you see him or her.
- Be friendly.
- Introduce the person to other students.
- Ask questions about the person's native country.
- Invite the person to join you for lunch.
- Offer to study together.
- Don't make fun of the person.
- Be patient while the person is learning English.
- Offer to help the person with language problems.
- Compliment the person (for example, *"You're a good artist"* or *"That's a nice jacket"*).

Sooner or later, we're all teased about something. We can't control what other people say, but we can control what we do in return. What can you do about it if someone teases you? Below are some ways to deal with intolerant, disrespectful people.

1. Walk away and ignore the teasing. Most teasers want to get attention by making others get upset. If you ignore them, they'll probably get bored and leave you alone.
2. Stand up for yourself. Look the person straight in the eye and tell him or her in a calm voice how you feel. For example:

"I don't like being talked to like that"

"I know I'm not dumb."

"I know I don't run very fast because I'm heavy, but I do try to be nice to people."

You have the power to stand up for yourself and stop being a target. The kid who is picking on you will be embarrassed for being shown up as a bully.

3. Stay cool. You can't control what other people do or say, but you can control what you do in return. When people tease you, they want you to get upset. If you stay cool instead and tell them how you feel, they probably won't know what to do. Most people don't expect that.
4. Don't tease the person back. This could start a "teasing war" that goes on and on.
5. Don't start a fight. You could get hurt or in serious trouble. You will have lost your cool, and somebody always loses in a fight.
6. Don't talk behind the teaser's back. It will only make you look bad. No one wants to hang out with someone who cuts other people down.
7. Tell an adult you trust about the situation, especially if you think the bully is dangerous or if the teaser is going way overboard. Some problems are too big to handle alone. Don't be afraid to ask someone for help.

When someone else is being treated unfairly, you have a chance to stand up for what you know is right.

- ❖ Resist the temptation to join in to get acceptance from the crowd.
- ❖ Get involved: being quiet makes intolerance worse.
- ❖ You have to think about what you really believe in. Do you value fairness, acceptance, and respect for others?
- ❖ If you take a chance and treat people who look different like everyone else, other people won't be as scared—and then they'll do the same thing.
- ❖ Make a resolution that whenever anyone makes a comment that you consider prejudiced, you will speak up in some way. For example,

You hear:

"That guy should go back to his country."

"She's such a retard."

*"Did you hear the one about the Jew
and the Mexican?"*

You could say:

"He's a nice guy."

"That's not very nice."

"Hey, my father's Jewish."

Do the right thing, not the easy thing!

WHY DO PEOPLE TEASE?

FACT
SHEET
6

If someone bullies you or acts like a jerk, it's a sign that he or she has a problem, not you. People act mean for a reason. Here are some of the reasons that people pick on others.

- People pick on other people because they feel bad about themselves.
- One of the main reasons that people mistreat others is because someone has mistreated them. When somebody is picked on by their friends or their family, they pick on other people. It's like a circle.
- People who are very angry (often because they have been teased or mistreated in some other way) and don't know what to do with all their anger look for someone to take it out on. They look for an easy target.
- Sometimes people act mean because they have problems at home and they aren't very happy.
- Sometimes people tease someone because they're jealous of the other person's grades or looks or clothes or friends.
- The number one reason that people tease others for being different is that differences can be scary and uncomfortable. Sometimes people react to that scary feeling by turning it on others.

When someone teases you, it helps to put yourself in the other person's place and think about what kind of problems they might have. Read Fact Sheet 4 for tips on *Dealing with Teasers*.

Some people think a learning disability makes someone slow and dumb. The truth is that some of the world's smartest, most successful people have faced learning disabilities. Take a look!

Albert Einstein

As a child, he had trouble learning to talk, read, and write. His teachers thought he was slow and unable to learn. Math was his worst subject. Finally, he found a way to learn by forming pictures of things in his mind instead of using words. Einstein became known as one of the greatest geniuses of all time. His ideas changed the world of science forever.

George Washington

He was unable to spell as a child, and he had a hard time writing. He grew up to become the first president of the United States and a great leader.

Magic Johnson

As a child, he had a serious reading problem. His troubles at school made him feel lonely and depressed. Johnson went on to become a superstar basketball player. His all-around skills helped his team, the Los Angeles Lakers, win five NBA championships.

Tom Cruise

He has a serious reading problem called dyslexia. Even though he did not finish high school, he has gone on to become a very famous actor, making up to \$20 million for some films. He memorizes his lines by listening to scripts on tape.

Thomas Edison

He was unable to read until the age of 12. Even as an adult, he had trouble writing. But Edison went on to become one of the greatest inventors in history. He invented over 1000 things, including the light bulb and the phonograph (record player).

Woodrow Wilson

He had trouble learning to read and write. As an adult, he became the 28th president of the United States. He is remembered as a champion of world peace and one of the most remarkable men in American history.

Whoopi Goldberg

A learning problem made things tough for Goldberg as a child. Even so, she went on to become a famous actress and win an Academy Award.

Sir Isaac Newton

Newton did poorly in school. The only reason he was allowed to stay in school was that he was a failure at running the family farm. But he grew up to become one of the greatest philosophers and mathematicians of all time.

Americans with Disabilities Act: legislation passed in 1990 to prohibit discrimination against those with disabilities in employment, public services, and accommodations such as large stores, buses, and trains.

anti-Semitism: hostility toward Jews.

assimilation: the process whereby an individual or group loses a separate identity by taking on the characteristics of another culture.

bias: the tendency to favor one side over another.

cultural diversity: a state of society in which various ethnic groups are free to observe and pass on their own traditions.

discrimination: unfair, unequal treatment of an individual or group, usually based on prejudice; acting unfavorably toward someone based on the group to which that person belongs rather than on the person's own merits.

ethnic group: a group of people who share certain traits that tend to unify them and make them feel different from others.

gender: identification as male or female.

hate crime: crime committed against an individual or group because of race, religion, ethnic origin, gender, or sexual orientation.

mainstreaming: the practice of placing children with special needs in regular classes.

minority: people of a different race, ethnic background, or religion from those of the majority of the nation; a group singled out for less than equal treatment in society.

multiculturalism: an approach to society that emphasizes Americans' cultural diversity.

prejudice: negative attitudes or opinions formed beforehand toward an individual or group.

racism: the belief that one race—usually one's own—is superior to others: actions taken based on such a belief.

segregation: the enforced separation of a group, often on the basis of race or ethnic group, especially in schools.

stereotype: an oversimplified mental image of a group of people that doesn't account for individual differences; an assumption about how a group of people will behave.

tolerance: accepting people for who they are and treating them decently even if they look different, act different, or have a different way of life.

**American Association
of Retired Persons (AARP)**
1-800-424-3410

Center for Healing Racism
P.O. Box 27327
Houston, TX 77227
(713) 738-7223

**Civil Rights Division
Department of Justice**
10th Street & Constitution Avenue NW
Washington, DC 20530
(202) 514-2000

**Gay and Lesbian Alliance
Against Defamation (GLAAD)**
(212) 807-1700

**National Information Center
for Children & Youth with Disabilities**
1-800-695-0285
www.nichcy.org

**National Information Center
for Learning Disabilities**
381 Park Avenue South, Suite 1420
New York, NY 10016
1-888-575-7373
www.nclld.org

National Organization for Men
381 Park Avenue S.
New York, NY 10016
(212) 686-6253

National Organization for Women
New York City Chapter
22 West 21st Street
New York, NY 10010
(212) 807-0721

Teaching Steps to Tolerance
Museum of Tolerance
9760 West Pico Blvd.
Los Angeles, CA 90035
www.wiesenthal.com/mot

Teaching Tolerance
The Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(334) 264-0286

U.S. Holocaust Memorial Council
2000 L Street NW, Suite 588
Washington, DC 20036
(202) 653-9220

**The Women's International League
for Peace and Freedom**
1213 Race Street
Philadelphia, PA 19107-1691
(215) 563-7110

A World of Difference
Anti-Defamation League
1-800-295-0943
www.adl.org

BIBLIOGRAPHY

BIBLIOGRAPHY

- Angelou, Maya. *Wouldn't Take Nothing for My Journey Now*. New York: Random House, 1993.
- Baird, Robert M., and Stuart E. Rosenbaum, editors. *Bigotry, Prejudice, and Hatred: Definitions, Causes, and Solutions*. Buffalo, NY: Prometheus Books, 1992.
- Bateson, Mary Catherine. *Peripheral Visions: Learning along the Way*. New York: Harper Collins, 1994.
- Bullard, Sara. *Teaching Tolerance: Raising Open-Minded, Empathic Children*. New York: Doubleday, 1996.
- Carnes, Jim. *Us and Them: A History of Intolerance in America*. New York: Oxford University Press, 1996.
- Cohen, Leah Hager. *Train Go Sorry: Inside a Deaf World*. Boston: Houghton Mifflin Company, 1994.
- Coleman, William L. *What You Should Know about Accepting People Who Aren't Like You*. Minneapolis, MN: Augsburg Fortress Publishers, 1994.
- Dalton, Harlon. *Racial Healing*. New York: Doubleday, 1995.
- Duvall, Lynn. *Respecting Our Differences: A Guide to Getting Along in a Changing World*. Minneapolis, MN: Free Spirit Publishing, 1994.
- Franklin, Paula A. *Melting Pot or Not? Debating Cultural Identity*. Springfield, NJ: Enslow Publishers, Inc., 1995.
- Gillam, Scott. *Discrimination: Prejudice in Action*. Springfield, NJ: Enslow Publishers, Inc., 1995.
- Hoose, Philip. *It's Our World, Too! Stories of Young People Who Are Making a Difference*. Boston: Little, Brown, and Co., 1993.
- Kronenwetter, Michael. *Prejudice in America: Causes and Cures*. New York: Franklin Watts Press, 1993.
- Perlmutter, Philip. *Divided We Fall: A History of Ethnic, Religious, and Racial Prejudice in America*. Ames, Iowa: Iowa State University Press, 1992.
- Williams, Jeanne. *Trails of Tears: American Indians Driven from Their Lands*. Dallas, Texas: Hendrick-Long Publishing Co., 1992.
- Woog, Dan. *School's Out: The Impact of Gay and Lesbian Issues on America's Schools*. Boston, Mass.: Alyson Publications, 1995.