

Tolerance as defined by the Red Cross is...*"a dynamic process of cooperation among all states and peoples founded on a respect for freedom, independence, equality and human rights, and a fair and equitable distribution of resources to meet the needs of all peoples"*.

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Lesson Plan - Cultural Empathy and Tolerance

What do you want them to learn?

Awareness and acceptance towards other cultures.

Why do I want them to know that?

In an effort to make the world a more collaborative, kind place, it's vital to be more tolerant of people from different backgrounds, experiences, and cultures.

SKILLS Students will be able to:	KNOWLEDGE Students will know that:
<ul style="list-style-type: none">● Demonstrate empathy for others in any setting	<ul style="list-style-type: none">● Their cultural differences bring them together
<ul style="list-style-type: none">● Identify what defines culture	<ul style="list-style-type: none">● Cultures build community
<ul style="list-style-type: none">● Use tools to promote empathetic listening	<ul style="list-style-type: none">● Stereotypes are formed through the misrepresentation of cultures
<ul style="list-style-type: none">● Make connections between multiple cultures	<ul style="list-style-type: none">● Regardless of your culture, we all share similar experiences
<ul style="list-style-type: none">● Identify and define intolerance	<ul style="list-style-type: none">● They have a voice to help stop intolerance

1. Hook (something that gets them interested and engaged):
 - a. Using one word, what is the culture you identify with?
 - i. Without appropriating or stereotyping, come up with a gesture and sound that represents your culture to you.
 1. Everybody repeats each student's Sound and Movement in a circle.
2. 3 Activities: Balance of hot vs. cold, thinking vs. feeling, action vs. reflection
 - a. Stand in a circle. Move to a different place in the circle if: (And if you feel on a spectrum of one of these, cross the circle with a silent applause gesture.)
 - i. You likes sports
 - ii. You like dance
 - iii. You like reading
 - iv. You like learning
 - v. You eat chocolate

- vi. You eat mushrooms
- vii. You love the water, lake or ocean, or bathtub!
- viii. You like cats
- ix. You like dogs
- x. You're allergic to something
- xi. You like to see beautiful things in nature
- xii. You exercise
- xiii. You drink water and go to the bathroom.
- xiv. You identify with a religion
- xv. You identify with a culture
- xvi. You're from another country
- xvii. You've traveled to another country
- xviii. You've witnessed intolerance
- xix. You've been a perpetrator of intolerance
- xx. You've been a victim of intolerance
- xxi. You've felt badly for someone else.
- xxii. You've never felt badly for someone else.
- xxiii. You've stereotyped someone.
- xxiv. You've been stereotyped.
- xxv. You've felt happiness or pride for someone else.
- xxvi. You've never felt happiness or pride for someone else.
- xxvii. You have something in your life you are proud of.
- xxviii. You have something in your life you're not proud of.
- xxix. Something about you makes you different from everyone in this room.
- xxx. You have something in common with everyone in this room.

- b. Writing activity: Identify culture as a group with students writing small things that define culture on a post-it and put that on the wall. Share - in class, if necessary.
 - i. Write about a time when you felt oppressed, wronged, put down, made fun of, or trapped by someone or something because of your cultural identity - some force outside yourself (cold, thinking, reflection). Read aloud, if comfortable.
 - ii. Reflection: What is one emotion you felt? (cold, feeling, reflection)
 - iii. Come into a circle: Embody that emotion (have a gesture and sound for that emotion). (Hot, feeling, action)
 - 1. Present yours and everybody repeats yours back. Speed that up.
 - 2. Passing sound and movement: Do your S&A and then someone else's. Pass this in a circle, find a rhythm
- c. Moments of Intolerance: Divide the class into 4 groups; assign each group one of these excerpts. (Hot, thinking, action)
 - 1. " In September 1998, two Senegalese and a Mozambican were thrown from a moving train in Johannesburg by a group of individuals returning from a rally

organised by a group blaming foreigners for the levels of unemployment, crime, and even the spread of AIDS.” - Xenophobia in South Africa

2. “The [incident in question](#) occurred in late October at the Air Force Academy in Colorado Springs, when someone wrote ugly graffiti outside the dorm room of black cadets in the Academy's prep school, scrawling messages including, "Go home N--." In response, the head of the Academy, Lt. Gen. Jay Silveria, summoned everyone there for a stirring speech, a defense of tolerance and civility that quickly went viral. "If you can't treat someone with dignity and respect," he told them, "then get out." - CNN
3. “Waving American flags and chanting “go back home,” a mob of protesters stood in the center of a street in Murrieta, California, on July 1, halting three white buses filled with 140 immigrants. The crowd of between 200 to 300 people was enough to force the buses – filled with children and families – to reroute to a San Diego processing center more than 80 miles away.” - US News
4. “WEST HARTFORD – The administration of Hall High School in West Hartford is reacting to two incidents with anti-Semitic overtones. Both incidents of what the school is calling “intolerance” occurred on school grounds earlier this month. First, during a soccer game between Hall and West Hartford’s Conard High School, hosted by Hall on Thursday, Oct. 2, fans of both teams reportedly exchanged offensive chants. Then, on Monday, Oct. 6, an English classroom wall was defaced with a swastika, drawn in green marker.” -
 - ii. Come up with a tableaux for their passage.
 - iii. Create a gif from the tableaux.
 - iv. Each actor will say a word relating to their characters action/emotion.
 - v. They will then add a sentence each to help tell the narrative of this piece.
 - vi. Show the class.

3. Closer; a reflection of what they learned

- a. **Machine:** Students will step into the center, one at a time and do a sound and movement based on the prompt; the S & A ideally connects with what is already happening - so it becomes...how does each student respond to what’s given to them in the scene already? (thinking/feeling, reflection)
 - i. Victim
 - ii. Bully
 - iii. Intolerance
 - iv. Awareness
 - v. Tolerance
 - vi. Community

SOURCES:

[Xenophobia in South Africa](#)

[CNN - Hate Crime in the Air Force](#)

[US News](#)

[Intolerance at School](#)