

Character Education

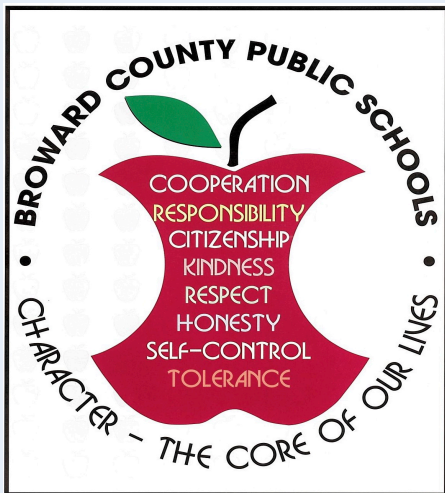
*Suggested Activities
Elementary*



APRIL

Tolerance

Prevention Calendar April 2017



Inside this issue you will find:

- Alignment to Prevention Calendar.
- A variety of lessons and activities for all grade levels.
- Links to multiple additional resources and helpful websites.
- Social Emotional and Learning alignment.

Monthly Observances:

- [National Child Abuse Prevention](#)
- [National STD Awareness](#)
- [Prevention of Animal Cruelty](#)
- [Stress Awareness](#)
- [Sexual Assault Awareness and Prevention](#)
- [Genocide Awareness](#)

Weekly Observances:

- [National Public Health Week](#), April 3rd – 9th
- [National Youth Violence Prevention Week](#), April 3rd – 7th

Day Observances:

- April 5 – [National D.A.R.E. Day](#)
- April 7 – [World Health Day](#)
- April 21 – [National Day of Silence](#)
- April 22 – [Earth Day](#)
- April 24 – [National Healthy Schools Day](#)



DEFINITIONS & QUOTATIONS

DEFINITIONS

Ideas on How to Use:

- Post character trait & definition around the school campus.
- Teachers use definitions to help students understand the meaning of the character development trait.

“Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human.” – Unesco Declaration of Principles on Tolerance

Definitions:

- Recognizing and respecting differences, values and beliefs of other people.
- The act of tolerating something
- A disposition to allow freedom of choice and behavior
- Willingness to accept feelings, habits, or belief that are different from your own
- Sympathy for or acceptance of feelings, habits, or beliefs that are different from one’s own
- A fair, objective, and permissive attitude toward those whose opinions, beliefs, practices, racial or ethnic origins, etc., differ from one’s own; freedom from bigotry.
- A fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one’s own.
- Interest in and concern for ideas, opinions, practices, etc., foreign to one’s own; a liberal, undogmatic viewpoint

QUOTATIONS

Ideas on How to Use:

- Display a quote each week. Share on morning announcements.
- Teachers post quotes in classrooms.
- Have students write about what the quote means to them.
- Have primary students draw a picture to go with the quote.
- Encourage students to create their own ‘quote’ that promotes monthly trait.

Grades K – 2

“Don’t judge a book by its cover.” – Anonymous

“Tolerance is the only real test of civilizations.”
– Sir Arthur Helps

“Minds are like parachutes; they only function when open.”
– Sir James DeWar

Grades 3 – 5

“We may have come over on different ships – but we are all in the same boat now.” – Whitney Young, Jr.

“Live and let live.” – Anonymous

“We should acknowledge differences, we should greet differences, until differences make no difference anymore.”
– Dr. Adela A. Allen

“The highest result of education is tolerance.”
– Helen Keller

Book List



Activities

Green Eggs and Ham by Dr. Seuss

Read the book *Green Eggs and Ham* by Dr. Seuss. Have the students write what they learned from this story about how people behave. Include which characters did and which characters did not exhibit tolerance.

Fly Away Homeless by Eve Bunting

As a class, brainstorm ideas of why people are homeless and list ideas on the board or chart paper. Read the book to the class in order to stimulate discussion about the homeless. Have students research and bring one fact they find out about homeless people. Discuss these with the class. Have each student write on the board the fact he/she learned. Compare the facts to the original ideas that the class brainstormed. Have students write an essay explaining what they learned about the homeless.

Why Frog and Snake Never Play Together by African folktale

Read the African Folktale *Why Frog and Snake Never Play Together* to the class. It is a tale about two children who are told they cannot play together. Discuss with the students the moral of the story. As a journal entry, have the students write what they would do if a similar incident happened to them.

Ideas on How to Use:

- In media center, designate a character trait “Featured Readings” section where books promoting the month’s theme are displayed and available for checkout.
- Have students read books, and then depict how the book exemplified the character trait.

Grades K – 2

Harvesting Hope by Kathleen Krull

When Chavez was ten, his family was forced to leave Arizona’s drought and move to California’s migrant farms. The horrible conditions led him to become an advocate and spokesman, provoking change.

Jack & Jim by Kitty Crowther

The blackbird Jack befriends the seagull Jim, but Jim’s friends won’t accept Jack – that is, until Jack finds a chest of books and reads them!

Squarehead By Harriet Ziefert

Square-headed George dislikes anything round until his dreams reveal to him the beauty of round objects and help him to appreciate differences.

The Littlest Wolf by Larry Brimmer

The youngest wolf pup of a litter finds that he is not able to perform as adeptly as his older siblings. Big Gray speaks to his little pup and learns the ways in which he feels inadequate to each sibling. The wise father shows him that his development is normal. The pup’s confidence is bolstered with this new perspective, and he is able to be more self-tolerant.

Grades 3 – 5

The Berry-Picking Man by Jane Buchanan

Old Sam used to be in a mental hospital but now is invited to Meggie’s home. Meggie joins her classmates in making negative remarks about him, but then feels guilty.

The Gold-Threaded Dress by Carolyn Marsden

Young “Shy Oy,” a girl from Thailand, thinks that her classmates will accept her because of her beautiful ceremonial dress.

Bird Brain Amos by Michael Delaney

Amos, the hippopotamus, suffering from an infestation of bugs, hires a bird to relive him of the little pests. Unfortunately, when Amos tells Kumba to make herself at home, the bird builds a nest on his back, lays three eggs, and is joined by her husband. Initially embarrassed by the situation, Amos becomes fond of the birds and comes to tolerate their existence and lifestyle.

A Corner of the Universe by Ann Martin

Hattie’s twelfth summer in peaceful Millerton turns out to be different from her expectations. Her twenty-one-year-old autistic, emotionally challenged uncle Adam, about whom no one has ever spoken, suddenly shows up. Hattie spends cherished time with her child-like uncle. The events that occur that summer have a profound effect on how Hattie perceives life.

Felita by Nicholasa Mohr

Felita’s family has left their poor Puerto Rican neighborhood in New York City for a new community where the children can have greater opportunities. Here the family is faced with rejection, prejudice, and racism. Her beloved, wise grandmother who listens with patience as Felita shares her feelings consoles Felita.



Prevention Ideas

Monthly Observances:

National Child Abuse Prevention

Order your FREE [Safer, Smarter KIDS!](#) Curriculum for your grade level
Use Code: FLFREE

Prevention of Animal Cruelty

Humane Education Lesson Plans

[What An Animal Needs](#) (Grades K-2)

[The Perfect Home](#) (Grades 3-5)

[Animal Cruelty](#) (Grade 5)

Stress Awareness

[Stress Reduction Activities for Students](#)

Sexual Assault Awareness and Prevention

[Diversity, Prevention & Intervention](#)

[Sexual Harassment Awareness Lesson Plan](#) (Grades K – 3)

[Sexual Harassment Awareness Lesson Plan](#) (Grades 4 -5)

Genocide Awareness

[Responding to Hate and Violence](#)

Weekly Observances:

National Public Health Week (April 3rd – 9th)

[National Public Health Week Toolkit 2017](#)

[CDC – National Public Health Week Ideas](#)

National Youth Violence Prevention Week (April 3rd – 7th)

[National Youth Violence Prevention Week Activities & Challenges](#)

[Stand Up, Speak Out and Take Action](#)

Day Observances:

National Day of Silence (April 21)

[Day of Silence](#) (DPI)

Earth Day (April 22)

[Project Learning Tree](#) (Reading List)

[Earth Day Curriculum Resources](#) (NEA List)

[Nature Works Everywhere](#)

[Science NetLinks Lessons](#)

[National Geographic – Introduction to Earth Day](#)

Tolerance means...
appreciating and respecting
differences in people.



School-wide

Ideas on how to use:

- Use suggested school-wide ideas to create a culture of character and address your schools need for a RTI Tier I – universal strategy.
- Any teacher or staff members that work with students can incorporate classroom ideas.

1 PA Announcements

- Acknowledge difference among students and celebrate the uniqueness of every one. Highlight a different ethnic, cultural, religious, or racial group each week.
- Encouraging words to be kind to one another, give examples every day all week about how to be a good friend.

2 School Displays

- Tolerance Picture
Tolerance can mean showing patience. Have students create a picture of how they feel when someone is patient.
 - Families
Have students make a collage of faces depicting individuals of all ethnic backgrounds. If possible use pictures of the children in your class or pictures of them and their families.
 - Mural
Create a class mural or graph depicting the diversity of the class and/or the community.



SUBJECT AREA LESSON PLANS

Ideas on How to Use This Page: Integrate character trait lesson plans into all subject area instruction. Lesson plans are specific to language arts, social studies, math/science, arts, health & physical education.

LANGUAGE ARTS

Grades K - 2

1. Characters Who understand tolerance

Discuss how character in stories you are reading or have recently read, show the importance of tolerance.

Story	Character	How is he/she showing tolerance?

2. What is tolerance?

Have each student write a few sentences about what he/she could do to show what it means to have tolerance with others. Compile students' writings into a booklet or display on a bulletin board.

Grades 3 – 5

1. How a character demonstrates tolerance?

Have student choose a character in a book they are reading and write their own story about how that character demonstrated tolerance.

2. How does tolerance help relationships?

Have students in groups make a list of qualities of good, healthy friendships and the characteristics of negative relationships.

SOCIAL STUDIES

Grades K - 2

1. Exchanging Ideas

To develop relationships between students in class, have partner's exchange ideas with each other about different things they like and don't like. Have students share what they learned with the class.

2. Review of Inspiring People

Read aloud in class a biography of a world, national, or community leader who demonstrated behaviors and attitudes for tolerance. Help the students identify specific indicators of tolerance and the achievements that resulted.

Grades 3 – 5

1. Specific Skills

Discuss the specific skills necessary to have tolerance of others.

2. Brief Biographies

2. Read aloud in class a biography of a world, national, or community leader who demonstrated behaviors and attitudes for tolerance. Help the students identify specific indicators of tolerance and the achievements that resulted.

3. School Survey

Have students take a survey of students in the school about how families celebrate holidays and special occasions. Have students share results.

Lesson Plans [cont'd]



Activities

- Have students write a story about a time when they felt left out because of the way they may talk, look, or because of cultural differences. How did that make them feel? What would they like to say to the people who left them out or made fun of you? What would they say that would help the other person understand their feelings?
- Discuss with students what individuals can do to prevent prejudice. Have partners brainstorm Prejudice Dos and Don'ts. Using outlines of fire hats, write on each one a tip to combat the fires of prejudice. Create a bulletin board, How to Stomp out the Fires of Prejudice.
- Ask students to identify reasons that some people are bullied. Jot their ideas on the board or on chart paper. Using each idea to facilitate discussion, ask students to brainstorm ways in which tolerance could reduce bullying on campus.

MATH/SCIENCE

Grades K – 2

1. Tolerance in Math Problems

Have students work together in groups on various math problems. Have each member of the group do one part of the whole problem.

2. Tolerance in Science

Have students discuss ways people can be more tolerant of animals.

Grades 3 – 5

1. Scientists Need to Have Tolerance

Make a list of some science occupations, what it is they do and how their work can benefit from tolerance.

Occupation	Description	The Benefits of Tolerance

2. Math & Tolerance

Have students in groups make a list of when they have had to use a math skill to have tolerance or work together with others.

ARTS

Grades K - 2

1. Visual Arts: Tolerance

Have students draw themselves doing actions that show that they are tolerant. Display drawings on a bulletin board.

2. Visual Arts: Tolerance Collage

Have students in small groups create a collage of the diversity of the school/community.

Grades 3 – 5

1. Visual Arts: Our world is better when we have tolerance

Have students create a painting or a drawing showing people making the world a better place with tolerance.

2. Visual Arts: Class Mural

Invite a local artist to help the class create a large mural showing the diversity of the community.

HEALTH

Grades K - 2

1. Benefits of Tolerance

Make a list of jobs or responsibilities that students need to have tolerance of others. Have students explain how they have tolerance of others and the benefits of tolerance.

2. Being Tolerant

Discuss how showing the qualities of tolerance towards others build healthy relationships. Have students write a few sentences about how showing tolerance and caring about others helps them be healthy.



Lesson Plans [cont'd]

Grades 3 – 5

1. Tolerance of Others

Have students list what behaviors are necessary for tolerance towards others. They will describe how that benefit is good for themselves and others.

Examples	Benefits to Others	Benefits to Myself

2. Tolerance is Good for Everyone

Students need to take the list from the activity above and write a paragraph, which explains why using tolerance is good for themselves and others.

PHYSICAL EDUCATION

Grades K - 2

1. Making a Game More Tolerant

Discuss different sports and how students can work with other students to play various sports.

2. Encouraging Tolerance and good Sportsmanship

Before students play a game, encourage them to build healthy relationships by showing good sportsmanship and tolerance with their teammates and other teams. As they are playing affirm students who are showing good sportsmanship and tolerance.

Grades 3 – 5

1. Making a Game more Tolerant

Have students create a way to change a competitive game into a noncompetitive one. Have the class play the game and compare it to the original one.

2. Tolerance in sports

Have students make a list of specific ways team members need to have tolerance when playing a sport. Discuss what negative consequences occur when teammates do not have tolerance towards others.



School-wide [cont'd]

3

Special Events & Programs

• Peer Presentations

Have older students present to younger students': examples in their life where tolerance has assisted them in being successful.

• Classroom Presentations

Arrange for high school athletes to present to students why teamwork is important and how tolerance equates winning.

• Role Play Presentations

Have students create skits that will be presented and depict tolerance. Have older students write the role-plays.

4

Class Activities

- Have each student interview parents, relatives, friends, neighbors, etc. asking what tolerance means to them. Then, have students write a paper about what tolerance means to a number of different people using examples from the people interviewed.
- Have students discuss or write about how they think a person might feel when treated negatively because of the way he/she looks, speaks, dresses or acts.
- Have groups research and compare different countries' lack of tolerance for wild and exotic animals and how that lack of tolerance is leading to the extinction of many species. Discuss what each individual can do in his own life to help save these animals.

LEAPS

[Leaps Lesson on Tolerance \(K-3\)](#)

[Leaps Lesson on Tolerance \(4 -5\)](#)

If everyone was the same, our world would be pretty boring. We need color in our lives.



Classroom Ideas

Class Discussion Topics

- Discuss with students about their experiences with meeting people who have endured some form of challenge, either physical, emotional, or even someone who may have challenged his/her beliefs. What did they need to do or say to themselves that helped them make it through the experience?
- Discuss with students what makes each of us what we are. Discuss the consequences of not accepting other people's differences (e.g., hurt, anger, exclusion, and violence).

Creative Expression

- Read *The Sneetches* by Dr. Seuss. Discuss what the students learned from the Sneetches' behavior.
- Assign students to role-play "plain bellied" and "star bellied" Sneetches. Select a student to be Mr. McBeach. Discuss the consequences of the actions of the "star bellied" Sneetches in terms of behavior and on the feeling of the "plain bellied" Sneetches.

Service Learning

Ideas on How to Use this Section:

- Promote school-wide service learning initiative/campaigns using provided ideas. (Do a 'service day'; encourage classes to do random service acts of kindness to other classes/staff, etc.)
- Engage school clubs/student council to lead service projects.

School Service-Learning

Working Together

Have students with partners or in groups to make something special for local hospital patients a nursing home, etc. As a class deliver the gift.

Writing Pen Pals

Have students write to Kids Meeting Kids, an international organization that promotes multicultural understanding, peace, fairness, and children's rights, <http://kidsmeetingkids.org/>. Find out about their pen-pal and peace exchange programs.

Community Service-Learning

Plant a "Rainbow Garden"

Plant a "Rainbow Garden." Determine the plants grown and/or consumed by various ethnic and cultural groups and plan a garden. Collect stories from students about their cultural backgrounds. Focus on people who have been transplanted from other countries.

Supporting Our Community

Discuss how we can bring about positive change in our school community by tolerating our difference and cooperating with others. Talk about ways that we, as a class/community can help bring about positive change towards people that are different than ourselves. This activity may lead to students planning a service project in their community, celebrating respect through understanding diversity and cooperation.

Hands-on Activities/Projects

That's Not Fair!

Grades K – 5

Provide half the classes with cover stock, a good box of crayons and quality scissors. Give the other half of the class notebook paper, poor quality scissors and one crayon each. Have students cut out and color people shapes to create realistic "[Me" paper dolls](#) (PDF). Repeat the activity swapping resources so all students get to experience the activity with low-quality and high-quality resources. Display the artwork.

Quickly go around the room asking the students to respond to the following questions (response is optional).

- Did the scissors, paper and crayons make a difference in the activity?
- Which of your people do you like better?
- How did you feel when you were trying to complete the project using notebook paper, one crayon and scissors that didn't work well?
- Is it fair for some students to have better materials than others?

See the full lesson with discussion questions: [That's Not Fair!](#)

Family Newsletter

Dear Parent:

Tolerance is the character trait of the month of April. This newsletter offers you activities and ideas, which will assist you with helping your child to understand the importance of tolerance. Talking together about tolerance and respect helps kids learn more about the values you want them to have. Giving them opportunities to play and work with others is important as well. This lets kids learn first hand that everyone has something to contribute and to experience differences and similarities.

Ideas to Do as a Family

Things parents can do to help kids learn tolerance include:

- Notice your own attitudes. Parents who want to help their kids value diversity can be sensitive to cultural stereotypes they may have learned and make an effort to correct them. Demonstrate an attitude of respect for others.
- Remember that kids are always listening. Be aware of the way you talk about people who are different from yourself. Do not make jokes that perpetuate stereotypes. Although some of these might seem like harmless fun, they can undo attitudes of tolerance and respect.
- Select books, toys, music, art, and videos carefully. Keep in mind the powerful effect the media and pop culture have on shaping attitudes.
- Point out and talk about unfair stereotypes that may be portrayed in the media.
- Answer kids' questions about differences honestly and respectfully. This teaches that it is acceptable to notice and discuss differences as long as it is done with respect.



Character Education: Elementary

April



Diversity, Prevention & Intervention
Lauderdale Manors Early Learning &
Resource Center

1400 NW 14th Court
Fort Lauderdale, FL 33311
(754) 321-1655
Fax: (754) 321-1691

www.browardprevention.org

Email:

Kimberly.Young@browardschools.com

Character Check

- Remember that tolerance does not mean tolerating unacceptable behavior. It means that everyone deserves to be treated with respect – and should treat others with respect as well.
- Help your children feel good about themselves. Kids who feel badly about themselves often treat others badly. Kids with strong self-esteem value and respect themselves and are more likely to treat others with respect, too. Help your child to feel accepted, respected, and valued.
- Learn together about holiday and religious celebrations that are not part of your own tradition.
- Honor your family's traditions and teach them to your kids – and to someone outside the family who wants to learn about the diversity *you* have to offer.