



# GENEROUS LEADERSHIP<sup>®</sup> **CHALLENGE**

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Unit 3: Seeing People as People

## **Week 10**

### An Honest Conversation About Tolerance

#### Purpose

As students continue practicing seeing people as people, they will find that it is difficult to see certain people as people: people who annoy us, people who hold opposing views as us, people who do things we don't approve of, etc. This is where tolerance comes in. How can we continue to see people as people even when we fundamentally disagree with them? This session will introduce students to the differences between tolerance and intolerance.

#### Learning Objective

I can be honest and recognize my intolerance.

#### Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)

#### Needed Resources

- Teacher Resource: *Possible Check-In Activities*

## Session Overview

### Open class with Check-In (10-15 min)

***“As you continue practicing seeing people as people, you will find that it is difficult to see certain people as people: people who annoy you, people who hold opposing views as you, people who do things you don't approve of, etc. This week we'll discuss how we can continue to see people as people even when we fundamentally disagree with them. We'll start today's session with a Check-In activity and then we'll do a few reflection activities together.”***

**Suggested:** Because this week's topic is tolerance, it would set the stage well if you did a check-in activity that encourages students to get their thoughts/emotions out on paper (journaling) or an activity that encourages them to connect with one another.

- **Option 1:** Journaling
  - Allow students to write whatever is on their mind for 5-7 min.
  - Play quiet music in the background to set the tone.
- **Option 2:** Affirmation Circle
  - Explain to students what it means to give an affirmation. An affirmation is an acknowledgement of a permanent aspect of someone's character.
  - Grab a ball or some object to toss around the circle. One at a time, students will state a classmate's name, affirm their classmate, and then pass the ball to the classmate they just affirmed. The student who was just affirmed will then repeat the process with a new classmate and so on
  - Example affirmations:

- I appreciate that you....
- You are really talented at....
- I noticed the other day....
- I am really proud of....

**Teacher Tip:** You can still do the Affirmation Circle with your online class. Instead of throwing a ball, have students simply say the classmate's name and then give them an affirmation.

- **Option 3: Personal Notes**

- At the start of class have every student draw a classmate's name out of a hat as they come in the room (and make sure they didn't draw their own name).
- Once everyone has a classmate's name, have students write a positive note to the classmate. They can:
  - Encourage their classmate
  - Share how they are doing
  - Share a story
  - Affirm their classmate
- Students will then give this note to classmate.

- If you would like to check-in another way, you can choose a check-in activity from the *Possible Check-In Activities* resource.

### Tolerance Activity (10-15 min)

- Have students get out a scratch piece of paper and write down a list of their biggest pet peeves.
- Model this for students by making a list of your own on a piece of paper or on the board for students to see.
- Once finished, have students share their pet peeves with the class by raising their hand and shouting out one pet peeve.
- Write down their answers on the board, and fill up the board as much as possible, even if some repeat (this is for visual effect).
- Ask students what their first reaction is when someone does their pet peeve.
  - Are they upset right away?
  - Do they snap at someone?
  - Do they clench their fist?
  - Do they walk away?
- Ask students a few deeper questions:
  - Why do we get angry so fast when other people do these things?
  - Why can't we just let it go?

### Judgment/Stereotyping Poster Activity (20 min)

- Before class, have posters around the room set up with words and images at the center that students will be able to easily make stereotypes of.
  - Examples:
    - Something Pink
    - Mini Van

- “Karen”
  - Hydro Flask
  - Camouflage print
  - Acrylic nails
  - White New Balance Tennis Shoes
- Have students go around the room with a marker and write or draw what comes to mind when they see the words or images. Encourage students to be totally honest.
  - Students should fill up as much of the poster as possible (again, for visual effect).
  - Once everyone has gone around the room, read some of the answers from each poster or have students read what is on the posters.
  - Some students may giggle, and this is okay. It is important to let students show their emotions during the activity.

**Teacher Tip:** If online, show one stereotype word or image at a time on your screen and have students type in the chat the things that come to mind when they see these words/images.

- Once you’ve read all of the poster responses to the class, ask students: “So what do you think we’ve just done?”
  - Students should eventually respond “stereotyped”
- Once students acknowledge that these are stereotypes, ask them collectively if they have ever been stereotyped before.
  - How does it feel to be stereotyped?
  - Does that stereotype accurately describe everything about you? (The answer should be “no” because stereotypes reduce people to a few qualities).
- Ask students where they see stereotyping and judgment the most right now.
  - Social media?
  - School?
  - The media?
  - The world?
- Close by encouraging students to put down their preconceived notions about people this week while we discuss the topic of tolerance. It’s easy to judge people by only a few qualities, but a true leader can see past qualities and see the dignity and value of every person.

### The Power of Words

#### Purpose

In order for us to truly see all people as people, we must be able to see past our differences. It's easy to use words to cut down people who offend us, but how can we use the power of words to help others be better people who do better work? This content will help students understand how to break cycles of intolerance in order to affect positive change in the world.

#### Learning Objective

I can be an ambassador for tolerance.

#### Recommended Resources to Prepare for this Lesson:

- [Stop the Cycle](#)
- [Should we Tolerate Intolerance?](#)
- [The Power of Words](#)

#### Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Predict the impact an informational text will have on an audience and justify the prediction. (CCSS: RI.11-12.2)
- Determine how ideas interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)

#### Needed Resources

- Week 10 Content Slides
- Handout: *Learning Tolerance* worksheet

#### Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct student to go through the GLC slides for **The Power of Words**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their "entry ticket" for the next session together.

# Content Summary

## Intolerance: A Hot Button Topic

- The word “intolerance” can bring out strong emotions in pretty much everyone regardless of their political, religious, or personal viewpoints.
- This word is thrown around in the media, in politics, and even in personal conversations with family and friends who hold differing beliefs.
- Intolerance is most commonly used as an accusation: “How could you say or believe that? You’re so intolerant!”
- Recognizing that this term is usually used as an accusation, encourage students to step back for a moment and join a non-judgmental conversation about the concept of intolerance.

## Intolerance vs Tolerance

- Intolerance is defined as: “the unwillingness to tolerate or put up with the views, beliefs or behavior that differ from one’s own.”
  - In other words, intolerance says “I disagree with you so I’m not going to associate with you anymore.”
- **Students often assume that tolerance means accepting people’s opposing beliefs or opinions as the truth, but it doesn’t.**
- Tolerance is actually defined as: “the ability or willingness to tolerate or put up with something, in particular the existence of opinions or behavior that one does not agree with.”
  - In other words, tolerance says “I disagree with you, but I am choosing to still associate with you even though we disagree.”
- Oftentimes people are encouraged by the media or politicians (and sometimes even the people closest to them) to completely cut off and disregard the people who hold different beliefs than them.
- But this isn’t Generous Leadership®. Remind students that Generous Leadership® is “giving abundantly of oneself so that (all types of) people can be better people who do better work.”

## Empathizing with People Who Differ From Us

- People behave how they believe. And their beliefs are shaped by their experiences, relationships, hurts, traumas, families, positive reinforcements, etc. We are all influenced by the sum of our experiences.
- We don’t want to be seen just for what we believe. We want to be seen as valuable as we are, just because we are human. Because if we screw up or change what we believe, we are still valuable. Value must be independent from external factors.
- Recognizing that our beliefs are not independent of our life experiences helps us empathize with why others may believe what they believe.

## The Tolerance Paradox

- There is a paradox that comes with being a tolerant person:
  - True tolerance requires students to allow intolerant people to continue being intolerant (because students would be intolerant themselves if they rejected others for being intolerant).
  - It’s a strange thought, but by being tolerate even of intolerant people, students are demonstrating that they see all people as people regardless of how they behave.
  - This doesn’t mean students should sit by and let people harm or take advantage of other people (students should absolutely advocate for justice when an injustice occurs), but oftentimes the best way to deal with intolerant people in regular day-to-day instances is to be the bigger person and choose to let it go, letting the other person be wrong.

- Students are actually more likely to influence others to change when they respond with tolerance because their tolerance is unexpected – the other person’s defenses are “down,” so to speak.
- Tolerance invites conversation and collaboration. Intolerance only shuns and rejects.

### How does tolerance relate to you?

- Everyday students will encounter people at school, work, or even in their own family who think differently than them. So what are they going to do about it? Ask students:
  - Will you completely dismiss the people who disagree with you, believing that they’re ignorant, hateful people who don’t deserve your respect?
  - OR Will you choose to pause, take a breath, and continue engaging with these people even though they hold different opinions than you? Will you still choose to see them as people, regardless of what they believe?
- Students hear tolerance preached all the time in school and in social spheres, but typically people use tolerance to mean “accept everything that I believe even if you don’t agree.”
- Generous leaders never agree to something they don’t truly believe (they stand by their convictions) BUT generous leaders do choose to accept people as people, no matter what differences they hold.
- **Tolerance is a choice to continue seeing people as people even if we fundamentally disagree with them.**

### The Speed and Cycle of Judgment:

- Thanks to social media and the speed at which information is shared over the internet right now, everything a person says or writes can be scrutinized by thousands of people in less than a day.
- Technology is just a tool (people can’t blame it for “making” them say hurtful things), but it does give people the opportunity to judge other people quickly and without any consequences in just a matter of seconds.
- Judgment looks like:
  - Being hyper-critical of others’ behaviors and actions.
  - Believing oneself to be “better” than others.
  - Feeling defensive of one’s own actions and beliefs all the time.
  - Looking for ways to put other people down.
- When someone judges us, our natural response is to judge them back.
  - “They’re one to talk...”
  - “Are you kidding me?! She’s the one who \_\_\_\_\_.”
  - “He’s such a \_\_\_\_\_”
- But when we respond to judgment with judgment, what is the outcome?
  - Does any good come from this?
  - Do we leave the argument feeling more connection and resolution?
  - **No**, we always leave angrier and more upset with the other person...

***“A judgmental mind is like a vice grip. It is closed and holds onto its way of being. Disconnected from the whole, it insists that it knows best and that there is something fundamentally wrong with the world. This way of thinking leads to suffering for ourselves and others. It shuts us off from life in all its abundance, and from the cornucopia of support and possibilities available to us in every moment.” – The Parvati Foundation***

- Judgment feels like a weapon for us to use against our enemies, but it’s actually a weakness that pulls us into more resentment and misery.

## Breaking the Judgment Cycle

- Remind students of the Brené Brown quote from last week: “People are hard to hate close up. Move in.”
- To break the cycle of judgment (where someone judges students and students judge them back and so on) students must cross the barriers that are dividing them from others. This requires students to:
  - Set down their “weapons” of judgmental words and actions so that the other person doesn’t feel the need to keep defending themselves.
  - “Move in” so that they can see the actual person behind the behavior and actions that offend them.
  - Agree to disagree. Students do not have to accept the other person’s beliefs, but they do need to accept the person as a person.
- As students begin to put their project plans into action, encourage students to choose to see the person they’re helping as a person worthy of honor, not pity. People don’t want students’ pity – it’s not helpful and it doesn’t feel honoring. They want students to step into their lives and give a helping hand.
- Encourage students to focus on being a friend, an encourager, and a trustworthy support for others so that the people they’re helping can learn to be the heroes in their own story.

## Look In

- As you wrap up today’s content, ask students to consider the following questions:
  - Are you (the student) a safe place for people?
  - Do people feel like they can come to you for support or encouragement without being judged?
  - If no, what can you do to become a safe place for people? Some suggestions include:
    - **Practice listening more than speaking** – people are usually looking for a listening ear rather than another person telling them what to do.
    - **Stop putting other people down** – your friends may laugh along when you make fun of others but they’re really thinking about what negative things you might say about them if the situation was different.
    - **Forgive and move on** – forgiveness doesn’t mean that the bad thing someone did to you was ok, it means recognizing that it was not ok but choosing to not hold it against them anymore because resentment isn’t good for you or them.
    - **Be available** – be willing to stop what you’re doing when someone comes to you looking for support or encouragement. They won’t come to you if you always seem too busy for them.
  - If yes, you are practicing tolerance – a crucial quality of a generous leader.

## Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out about the effects of intolerance called *Learning Tolerance*. This will be their preparation for their weekly Socratic discussion.



### Developing my Tolerance

#### Purpose

Create space for students to think critically about the concepts of intolerance and tolerance and how these concepts affect their day-to-day interactions with others.

#### Learning Objective

I can explore how intolerance and tolerance influence us daily.

#### Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Come to discussions prepared to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.1b)

#### Needed Resources

- Handout: *Socratic Rubric*

#### Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens
2. Follow the Socratic leader who will:
  - Set up the discussion by summarizing context and then pose the question to be discussed.
  - Ensure peers hold to the discussion rules
  - Keep the discussion on track and flowing
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas.
7. Don't raise hands; take turns speaking.

## Teacher Tips

1. Require *Learning Tolerance Worksheet* as an entry ticket.
2. As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc. You may need to guide a little more in the beginning as Socratic Leaders learn to lead.
3. Use the Socratic Rubric for GLC or mix it up by having students grade themselves at the end of the discussion.
4. Review the Socratic rules every time.
5. If needed, allow for small group conversations before starting.

## Socratic Theme for Week 10

### Developing Tolerance

### Provide Context

- Summarize the content from the last session about the difference between tolerance and intolerance, namely that true tolerance does not mean giving up your beliefs or convictions but rather choosing to continue seeing people as people even if they hold different beliefs than you.

### Possible Questions

- Where do you think intolerance begins? Why are we all susceptible to intolerance?
- Which is better: being free to hold your own beliefs or being safe from offense?
- How can we maintain a healthy and safe environment for people while still respecting people's right to hold beliefs that offend us?

### Weekly Project Actions & Reflection

#### Purpose

Give students the space to reflect on how they can shift from being intolerant to tolerant of others, as well as space to reflect on how their Lens 2 mini project actions are affecting the way they see people.

#### Learning Objective

I can reflect on my project progress and implement tolerance when I encounter people that I disagree with.

#### Standards

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)
- Use a style guide to follow the conventions of Modern Language Association (MLA)

#### Needed Resources

- Assignment: *Week 10 Project Actions & Reflection*

### Reflection Overview

- Each week students will debrief and apply the week's content through a written reflection.
- Communicate to students the guidelines for formatting
  - 12pt; Times New Roman
  - Double Spaced
  - Correct Heading
  - 2 paragraphs
- Share the competency goals from the Written Reflection Rubric.

#### Reflection Directions and Questions:

**This assignment has two sections submitted on the same paper.**

1. Reflect on the actions you took this week for your Lens 2 mini project.
  - What did you do?
  - How is it going?
    - What are you stuck on?
    - What do you need help with?
    - What is going well?
    - What are you learning about generous leadership® so far?
2. Who do you struggle to be tolerant with? What steps will you take to build your tolerance for this person or group of people?

# Submit

Week 10

## Weekly Deliverables

### Deliverables Due This Week:

- Assignment: *Learning Tolerance* worksheet
- Assignment: *Week 10 Project Actions & Reflection*

# Possible Check-In Activities

## Gratitude circle (starting with positivity!)

- On a notecard have students write what they are thankful for that day. "Today I am thankful for \_\_\_\_\_ because \_\_\_\_\_."
- In a circle, each student will share what they wrote on their card.

## Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
- Allow students to share (those who want to).
- Optional: Play "Tell Me Something Good" as students are writing.

## Create a mental health check in on a Google Form

- Example Questions:
  - How are you feeling today?
  - Is there anything going on either in or outside of school that you would like me to know that is effecting you personally or effecting school and getting work done for you?
  - Is there anyone that you are concerned about currently and why?
  - Any other questions or comments for me?

## How are you on a Scale of 1-10

- Go around the room and have students share how they are doing that day by selecting a number (1 is horrible and 10 is awesome) and also sharing a few words on why. This can be the best way to check-in but it can also take the longest amount of time, so watch the time closely.

## Choose one word to describe how you feel

- Post a list of adjectives on the board and ask students to choose a word that describes how they feel right now. Examples: anxious, exhausted, excited, frustrated, angry...
- Go around the room to share.

## Personal Notes to Classmates

- This activity will work later in the semester as students get to know each other better.
- At the start of class have students draw classmates' names out of a hat as they come in the room.
- Once everyone has their classmate they will write a positive note to the classmate
  - Encouraging and affirming them
  - Sharing how they are doing
  - Telling them a story
  - More...
- Students will give this note to their classmate.

## Write Thank you Notes

- Practice gratitude by having students write someone a note of thanks.
- This could be a teacher, parent, coach, friend, classmate, sibling, etc.

## Teacher Resource - Week 10

### Breathing exercises

- Students walk into class sometimes with a lot of stress, help them relieve this through breathing.
- Different breathing exercises can be found online or through certain apps on your phone.

### Stretching

- Have students stand by their desk, take a deep breath, raise their arms above their heads, hold for a moment, and then deeply exhale through their mouth, releasing their arms back down and releasing tension in their shoulders and back.

### Affirmation Circle

- Explain to students what it means to give affirmation. Affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. Tell students to state a classmate's name, affirm their classmate, and then pass the ball to him or her.

### Physical Exercises

- Choose some exercises to get the students' up and moving.
  - Jumping Jacks
  - Lunges
  - Push ups
  - Squats
  - Running in place
  - If time: take a walk outside around the building

### Mirror in a Box

- Get a deeper box and place a mirror at the bottom.
- Have students sit in a circle.
- Talk up the box
  - "I have something really cool in this box"
  - "What's in this box is extremely special"
  - "When you see what is in the box you will see just how special it is"
- One at a time, students will "look" inside then and pass the box to the next student.
  - Students are not allowed to say what it is, just pass it along
- Students will think it is funny, but the anticipation is key to this activity.
- You are telling them they are special and worthy by seeing themselves in the mirror at the bottom of the box.

### Sharing acts of kindness

- Have students share out to the class acts of kindness they did or saw someone do.

### Positive/funny videos

- Students are immersed in videos these days and sometimes it is a great way to get kids relaxed and ready for the day
- Suggested Videos
  - [Make Your Bed Change Your Life](#)

## Teacher Resource - Week 10

- [A Simple Act of Kindness](#)
- [Inspirational Piano Player](#)
- Find your own

### Journaling

- Allow students to write whatever is on their mind for 5-7 min.
- Play quiet music in the background to set the tone.

# Learning Tolerance

1. What makes people intolerant towards each other?

2. Is there a time you have experienced intolerance?

3. What is the damage done if you allow for intolerance to win?

4. How can we be ambassadors for tolerance?



# Socratic Rubric

You will receive a score whenever you exemplify a competency by doing one of the actions listed during a Socratic discussion.

## Levels of mastery:

- Exceeding: 5
- Advanced: 4
- Proficient: 3
- Approaching: 2
- Needs Practice: 1

Student Name	Inquiry and Curiosity <ul style="list-style-type: none"> <li>• Asks a question</li> <li>• Clarifies/verifies</li> <li>• “What about?” or “I wonder” or “What if?” language</li> </ul>	Collaboration <ul style="list-style-type: none"> <li>• Expands on an idea</li> <li>• Remains open-minded</li> <li>• Encourages others to stay on track</li> </ul>	Communication <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Concise comments</li> <li>• Speaks up so others understand</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>• Novel thinking</li> <li>• Provides evidence and reasoning with opinion</li> </ul>	Prepared and Professional <ul style="list-style-type: none"> <li>• Brings pre-work</li> <li>• Focused</li> <li>• Encourages others to stay focused</li> </ul>

# Teacher Resource - Week 10

<b>Student Name</b>	<b>Inquiry and Curiosity</b> <ul style="list-style-type: none"> <li>• Asks a question</li> <li>• Clarifies/verifies</li> <li>• “What about?” or “I wonder” or “What if?” language</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Expands on an idea</li> <li>• Remains open-minded</li> <li>• Encourages others to stay on track</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Concise comments</li> <li>• Speaks up so others understand</li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Novel thinking</li> <li>• Provides evidence and reasoning with opinion</li> </ul>	<b>Prepared and Professional</b> <ul style="list-style-type: none"> <li>• Brings pre-work</li> <li>• Focused</li> <li>• Encourages others to stay focused</li> </ul>

# Week 10 Project Actions & Reflection

## Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
  - Name
  - Teacher
  - Class
  - Date
- 2 paragraphs (1 per section)

## Reflection Directions and Questions:

**This assignment has two sections submitted on the same paper.**

**1. Reflect on the actions you took this week for your Lens 2 mini project (1 paragraph)**

- What did you do?
- How is it going?
  - What are you stuck on?
  - What do you need help with?
  - What is going well?
  - What are you learning about generous leadership® so far?

**2. Who do you struggle to be tolerant with? What steps will you take to build your tolerance for this person or group of people? (1 paragraph)**