

***C.A.T.S.***

***January 2011***  
***Tolerance***



***Character Activities for***  
***Teachers and Students***

***Duval County Public Schools***  
***Jacksonville, Florida***

***“Character Education isn’t one more thing  
on your plate. It IS the plate!”***

***\*\*The Florida state legislature mandates the character  
traits that are covered each year. The order is consistent  
from year to year for ease of planning.***

*Opportunity available! The February 2011 Book of the Month is Imagine If....I Could Calm a Storm by Kathy Speight and Camden Speight.*

*This book was written by a mother and her son and has been honored as a 2009 Mom's Choice Awards© Silver Recipient. Camden Speight, 9, motivated his family, school, and community to collect bottled water for distribution in Louisiana after those areas were devastated by Hurricanes Rita and Katrina in 2005.*

*The book led to the creation of Friends in Action, a program through which children can learn the value of service to others.*

*The authors are available for personal visits to read the book during February and discuss ways that your students can plan and carry out service projects of their own.*

*Contact Kathy Speight at 336-282-9394 or email her at [kbspeight@triad.rr.com](mailto:kbspeight@triad.rr.com).*

*“If you think you can make a difference; if you could do anything you want....What would it be? You can make a difference in anything for anybody. Just imagine....”*

*Camden Speight, co-author*



*From the Front Lines of  
Character Education in the Classroom:*



*Media Center: Twin Lakes Academy Elementary*



*Twin Lakes Academy Elementary Peer Mediators*



*Ramona Blvd. Advertises Character!*

## ***Tolerance: Racial, ethnic and religious***

***A fair, objective, and permissive attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own; freedom from bigotry. (dictionary.com)***

***Synonyms for tolerance: Open-mindedness: understanding, sensitivity, compassion, acceptance***

***Antonyms for tolerance: Prejudice, intolerance, bias, narrow-mindedness, bigotry***

***Children exhibit tolerance when they:***

***\*\* are willing to listen and learn about people and cultures that are different from theirs.***

***\*\* do not think their way is the only way.***

***\*\* judge others by their character instead of their looks, beliefs, language, dress, etc.***

***\*\* live by the Golden Rule: Treat others as they would like to be treated.***

***\*\* are not threatened by the fact that others have different beliefs and opinions.***

***\*\* reach out to others.***

***If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.***

***-Barbara Colorose***

*Some books that focus on the trait of tolerance are:*

*Elementary:*

*\*\*All the Colors of the Earth, Sheila Hamanaka*

*\*\*Amazing Grace, Mary Hoffman*

*\*\*I Can Make My World a Safer Place, Paul*

*Kivel*

*\*\*Chrysanthemum, Kevin Henkes*

*Secondary:*

*\*\* I Know Why the Caged Bird Sings,  
Maya Angelou*

*\*\*Zach, William Bell*

*\*\*Soul Food, Eric Copage*

*\*\*Ryan White, My Own Story, Ryan White*

*These books, along with many others, were purchased  
for your Character Libraries, and are housed in school  
media centers.*



## ***Building Kids of Character Teacher Tips***



### Infusing Character Education into the Academic Curriculum.

*"To educate a man in mind and not in morals is to  
educate a menace to society."  
Theodore Roosevelt*

***Character is the foundation from which we each operate as human beings. It CAN be taught. However, it should NOT be taught as a separate "class" or course of study. We must allow character content to rise to the surface of each academic field of study in an organic, natural manner. And then, we must hold it out to our students as the gift it most surely is.***

## ***Parent Tips***

## *Beyond the Golden Rule*



*“Whether you are the parent of a 3-year-old who is curious about why a friend’s skin is brown, the parent of a 9-year-old who has been called a slur because of his religion, or the parent of a 15-year-old who snubs those outside of her social clique at school, this book is designed to help you teach your children to honor the differences in themselves and in others — and to reject prejudice and intolerance.*

*Three age-specific sections feature everyday parents sharing personal stories about the challenges and rewards of raising children in today’s diverse world. Psychologists, educators and parenting experts offer practical, age-appropriate advice to help you integrate lessons of respect and tolerance in day-to-day activities. And a final section offers guidance for reflecting upon your own biases, and how those biases affect your parenting.”*

*Download a FREE copy of this book at [http://www.tolerance.org/sites/default/files/general/beyond\\_golden\\_rule.pdf](http://www.tolerance.org/sites/default/files/general/beyond_golden_rule.pdf) From Teaching Tolerance, [www.tolerance.org](http://www.tolerance.org)*

## *Bully Proofing Your School*



*In order for our schools to become safe places for ALL students, we must first face our own prejudices. The increase in bullying has many sources; however, one of those sources MUST NOT be the adults in charge.*

*Do you ignore or brush off instances of bullying or harassment that occur within your hearing, perhaps because you secretly agree with the taunts?*

*It's time for each of us to deal honestly with that question.*

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***Tolerance is part of the Second Step curriculum for grades K-8: Try some of these lessons:***

***Grade 1: Lesson 6: Similarities/differences***

***Grade 2: Lesson 6: Fairness***

***Grade 3: Lesson 5: Accepting differences***

***Grade 4: Lesson 4: Accepting differences***

***Grade 5: Lesson 7: Accepting differences***

***Grades 6-8: Unit II, Lesson 2: Labels, Stereotypes, and Prejudice.***

***The Second Step curriculum was chosen to meet the state mandate on violence and bully prevention. The lessons deal with empathy, anger management, communication, emotion management, bully prevention, and problem solving. Each school has this curriculum and faculty/staff members from every elementary and middle school have attended the training.***

***If you are not aware of or are not familiar with this curriculum, please contact 904-390-2131 to obtain the name of the contact person at your school.***

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*A lesson in **tolerance** for High School students and teachers: From Connect with Kids, the DCPS adopted character education curriculum:*

*Variance and Vexation: Assessing our levels of tolerance for annoying (or different) behavior:*

*Procedure: Share a few of your own pet peeves with your class. Explain why you find these behaviors so annoying. Ask students to share examples of their pet peeves.*

*Explain that tolerance involves developing an appreciation for other viewpoints and cultures; however, it also means granting some leeway to people who behave in a manner that irritates us.*

*Discuss students' thresholds for irritation: Ask:*

- 1. How much can you tolerate behaviors that irritate you?*
- 2. Do you react differently to these behaviors depending on your relationship with the person/people involved?*
- 3. How do you react to irritating behavior? Do you ignore it or confront it? How?*
- 4. Does this work for you? How does the other person react?*
- 5. Could your reaction to irritating behavior lead to, or be classified as, bullying? Explain.*

*Use some of the following "Irksome Occurrences" as a basis for discussion. Ask students to consider how they*

*would react to each behavior from a friend, a relative, or a stranger. They can add some of their own pet peeves to the list:*

- \*Littering*
- \*Driving too fast or too slowly*
- \*Smoking*
- \*Being rude to retail service people*
- \*Spitting in public*
- \*Using pet names, such as “baby,” “honey,” “sweetie”*
- \*Talking too loudly*
- \*Teasing or making fun of you*
- \*Taking your things without asking*
- \*Cutting in line*
- \*Standing too close to you when talking*
- \*Mispronouncing your name*
- \*Interrupting you when you’re talking*
- \*Gossiping about your friends*

*Ask students to share their responses with the class or in small groups.*

*Continue the discussion, using the following questions:*

- 1. Why are certain behaviors tolerable in strangers but not from people you know?*
- 2. Are you more willing to accept certain behaviors from people you know but not from strangers? Why?*
- 3. Where do you draw the line in tolerating inappropriate behavior from a family member? Do you have the same boundary with someone you are dating?*

*Challenge your students to assess their own reactions to irritating or annoying behavior for the next two days.*

*At the end of the two days, generate a discussion on their experiences. Ask them if being aware of their pet peeves will help them become more tolerant of odd, different, or annoying behavior in the future. Revisit this discussion on a regular basis in your classroom, especially when you become aware of bullying or other intolerant behavior among students.*



*You will find many lesson plans for high school students and dealing with bullying at <http://www.tolerance.org/activities?keys=bullying&level=6&subject=All>*

*Handbooks and teaching kits are available at <http://www.tolerance.org/teaching-kits?keys=bullying&level%5B%5D=6&subject%5B%5D=10>*

*Welcome to Your Resources  
For Character Education*

*Florida Statutes require that all schools in the state provide a character development program in all grades, K-12.*

*However, the most important reason for teaching children positive character is encompassed in our job as educators: To prepare our students to be positive, productive members of society.*

*The character traits for 2010-11 are as follows:*

*August: Responsibility*

*September: Respect for authority, life, liberty, and personal property.*

*October: Cooperation*

*November: Patriotism*

*December: Kindness*

*January: Racial, ethnic, and religious tolerance.*

*February: Charity*

*March: Honesty*

*April: Self-control*

*May: Citizenship: Living a life of character.*

*The DCPS district has supplied the schools with a diverse selection of materials to meet this mandate. The monthly newsletter can help you meet the requirement for character education through its tips for teachers and parents.*

*The elementary character education curriculum, Mini-Lessons for Maximum Character, is found on*

*RiverDeep. (Please look under “Courses” under the Instructional Organizer tab.)*

*The secondary curriculum, Connect with Kids, is a complete set of lessons by trait, accompanied by video clips. Check in your media center.*

### *Additional Resources*



#### *Workshops:*

- 1. Infusing character into your school climate and your classroom.*
- 2. Bully prevention through character development.*
- 3. Parents building kids of character (available to PTA and other parent groups).*
- 4. Early release mini-workshops on the above topics. Training for bus drivers using the Foundations model.*
- 5. Peer mediation programs/mediator training.*
- 6. Sessions for bus drivers that service your school! Put together a team to work cooperatively with the drivers.*
- 7. Fighting Fair for Families.*

*Please call **Deborah Hansen, Coordinator**, at 904-568-0786 to discuss or schedule any of the above, or email her at [debrhan48@comcast.net](mailto:debrhan48@comcast.net)*



*Character libraries were purchased for every school in the district. These libraries consist of approximately 150 books of all genres and should be in your media center.*

*Use these books to support your “Book of the Month” program!*

*Contact Information:*

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