Teen Goal 10: Tolerance and Diversity

This session is focused on tolerance and diversity. Some participants may have difficulty openly discussing their views about others who are different from themselves.

Today’s goal is about understanding tolerance and learning about diversity. Much of what you will learn in this session has been modified or adopted from the Southern Poverty Law Center public access website at www.tolerance.org

** Facilitators: It is recommended that you order your Teaching Tolerance guides, also, from www.tolerance.org

I: Eye-Catcher:

Please use one of the following activities at the beginning of your session as an eye-catcher.

1. **Pictures of Discrimination:** Pass around to the group pictures of discrimination.
   - **Process Questions:** How do these pictures make you feel? What gut reactions are you having to these pictures? What do the pictures tell you?

2. **Reading a Passage from 10 Ways to Fight Hate: Appendix 10A** (www.tolerance.org)

3. **Hate Crime Statistics in America:** Start the session by reading off the Hate Crime Statistics located in Appendix 10A.

II: Mini-lecture *

Information received for the mini-lecture is from the Southern Poverty Law Center at www.tolerance.org. (PowerPoint slides can be found on the CD; see speaker notes in the slide show for additional information.)

III: In-session Activity:

1. **Addressing Stereotypes:** Task Objective: Identifying our hidden biases and stereotypes regarding different groups of individuals.

   Directions: List the stereotypes you have regarding each of the following groups: African Americans, Caucasians, Hispanics, Native Americans, Asians, Gays, Lesbians,

* See supporting research topic: Why nurturing tolerance in teens matter
Men, Women, the Disabled, Foreigners, etc. (you may add in additional groups). Have each participant write his/her stereotypes down on a piece of paper, anonymously. The facilitator can collect these and read them out loud to the group.

- **Materials Needed:** Paper, pencils
- **Process Questions:** Discuss with the group what they answered, why they answered that way, and if the stereotypes are true or false.

*A more elaborate version of this activity can be found in Parent Goal 10*

2. **Being Tolerant:** Task Objective: Learning to identify how tolerant you are, and how you can become more tolerant of others.

Directions: A) As the participants provide ways that they are tolerant, have a volunteer write the answers on a large post-it poster note, or the chalkboard. Discuss the ways that they are already tolerant. B) Next, as the participants discuss ways that they can be even more tolerant, have a different volunteer write the answers on a large post-it poster note or chalkboard. Discuss how they can become even more tolerant *(See Appendix 10B for ideas to become more tolerant)*.

- **Materials Needed:** Large post-it notes, markers
- **Process Questions:** What are some of the different ways that you currently show tolerance towards others? Is that enough? What else can you do to show and encourage tolerance towards others? Is demonstrating tolerance an easy thing to do? Is speaking up when you see others being intolerant an easy thing to do? Why should we continue to speak up and show tolerance towards others?

3. **How Tolerant Are You:** Task Objective: Learning about personal tolerance levels.

Have each of the participants rate themselves on the frequency of tolerant behaviors towards others *(See Appendix 10B)*.

- **Materials Needed:** *How tolerant are you?* questionnaire, pencils
- **Process Questions:** After you have rated your behaviors, examine your response patterns. Did you surprise yourself in any regard? Are there any behaviors you would like to engage in less frequently? More frequently? How will you implement those changes?

4. **Browse the Southern Poverty Law Center’s website:** *(www.tolerance.org)*

There are many more activities that can be downloaded and explored during this session. The activities discuss issues such as homosexuality, racism, sexism, and ageism. These activities help teens learn about and appreciate diversity.

**IV:** **Wrap-up - see last slide of PowerPoint**

- Provide handouts. Explain how to use them at home and when to take a look at them.
- Pass out and discuss the out of session activities, if applicable. Remember to discuss the activity during the next session.

**V:** **Handouts:**

- Stay Connected Tip Card *(See Appendix 10C)*.
VI: **Out-of-session Activity**: Adopted from the Southern Poverty Law Center’s *101 Tools For Tolerance*. For additional recommendations, please see their website at [www.tolerance.org](http://www.tolerance.org).

All of the following activities are ‘suggested’ activities.

1. Attend a play, listen to music or go to a dance performance by artists whose race or ethnicity is different from your own.

2. Volunteer at a local social services organization.

3. Attend services at a variety of churches, synagogues, mosques, and temples to learn about different faiths.

4. Visit a local senior citizens center and collect oral histories. Donate large-print readings materials and books on tape. Offer to help with a craft project.

5. Take a conversation course in another language that is spoken in your community.

6. Imagine what your life would be like if you were a person of another race, gender, or sexual orientation. How might the way you live your life “today” be different? Write or talk about your responses with the facilitator.

7. Read a book or watch a movie that is about another country, culture, or race.

**VII. Evaluation** (see Appendix 10D)

*Please remember to have participants complete the evaluation form found at the end of this goal. Feel free to change activities as needed before duplicating.*
Appendix 10A: Eye-Catchers

*Passages from Ten Ways to Fight Hate: A Community Response Guide* (www.tolerance.org)

“In Montgomery, AL, after hate mail and nails were thrown at black families in a formerly all-white neighborhood, a woman left a rose and a card, telling them, *you are not alone.*”

“As white supremacists marched in Coeur d’Alene, ID, a number of families invited Black and Hispanic neighbors to dinner. *Just as a way of saying, you are welcome.*”

“When the Inner City Church in Knoxville, TN, was burned and spray-painted with racial threats, a local chapter of the National Coalition Building Institute gathered 300 signatures of support and presented them to the congregation as it met three days later in the parking lot.”

*Hate Crime Statistics in America:* (According to the FBI’s 2001 Uniform Crime Reports at www.fbi.gov/ucr.)

- a. Two thirds of all hate crimes committed were against an individual, only 1/3 was against property.
- b. Intimidation was the most frequent type of hate crime against individuals.
- c. Destruction/vandalism was the most frequent type of hate crime against an individual’s property.
- d. Approximately 46% of all hate crimes were committed due to racial prejudice, two thirds of which were against African Americans.
- e. Approximately 18% of all hate crimes were committed due to religious prejudice. Just over half (56.5%) were anti-Semitic and ¼ were against the Islamic nation.
- f. Approximately 14% of all hate crimes were committed due to sexual orientation. 70% of which were against male homosexuals.
- g. Approximately 22% of all hate crimes were committed due to ethnicity. (2/3 were classified as “of another ethnicity”)
- h. Less than 1% (.3%) of all hate crimes were against an individual with a disability.
Appendix 10B: In-session activities

1. **Stereotype:** According to the Anti-defamation league, a stereotype is “an oversimplified generalization about a person or group of people without regard for individual differences.” For example, all males are tough and masculine, and all women are caring and sensitive.

2. **Ways to become more tolerant:** (These are only a few ideas. See www.tolerance.org for more ideas.)
   a. If you find yourself beginning to say something negative about another group of individuals, stop yourself and say, “That was rather negative and stereotyping.” Notice how often you are saying negative stereotypes. By becoming aware, you can decrease the amount of negative stereotypes you actually say.
   b. If you hear a friend or family member saying a negative stereotype, point it out to them. Ask them not to say such hurtful statements.
   c. Allow boys and girls to play with all types of toys.
   d. Don’t be afraid of differences but instead celebrate differences.
   e. Become friends with someone of a different race, religion, or sexual orientation.
# How Tolerant Are You?

Directions: Answer the following questions by rating your behavior on a scale of 1 (Never) to 5 (Always). Circle the appropriate answer.

## How often do you:

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interrupt someone who is telling a racial or ethnic joke?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Read about the achievements of people with physical or mental disabilities?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Challenge friends expressing a gender stereotype?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Send emails to TV or radio stations that broadcast “news” stories with cultural or racial biases?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Examine your own language for unconscious bias or stereotypes?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Ask exchange students questions about their countries of origin?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Recognize compulsory heterosexuality in the media?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Volunteer your time for a cause you support?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Donate goods or money to shelters for battered women or homeless people?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Intervene when a person or a group is sexually harassing someone?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Think about the definition of “rape”?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Truly appreciate a friend’s differences from you?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Take the lead in welcoming people of color to your class, club, job, site, or living situation?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Challenge the cultural expectation of slimness in women?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Protest unfair or exclusionary practices in an organization?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Ask a member of an ethnic group different from yours how that person prefers to be referred to?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Think about ways you belong to oppressor and oppressed groups?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Examine your own level of comfort around issues of sexual orientation?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Celebrate your uniqueness?</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Appendix 10C
Stay Connected Tip card for Goal 10
(duplicate as many as needed on card stock paper)

Tolerance and Diversity

■ Hate Crime: “an act or an attempted act by any person against the person or property of another individual or group which in any way constitutes an expression of hostility toward the victim because of his/her race, religion, sexual orientation, national origin, disability, gender or ethnicity.”

■ Ways to fight against Hate: Support the victim, become educated on hate and hate groups, and speak up. Think about how you can avoid hate or prejudice in your life, Teach tolerance to others, and look inside yourself.

■ What to do if you witness a hate crime: Call the police, offer to clean up, or do something that says “this is not ok”

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Appendix 10D

Goal 10: Tolerance and Diversity

County_________________  Name of Facilitator________________________

School__________________ Grade in school_________________  Age__________

Circle one: male  female

Race/Ethnicity: Black/African American  White/Caucasian  Hispanic/Latino

Native American  Asian American  Other____________________________

Please circle the number that indicates how much you enjoyed the activities.

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoyed the Addressing Stereotypes activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. I enjoyed the Being Tolerant activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I enjoyed the How Tolerant Are You activity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please circle the number that indicates what you knew before and after participating in this session.

<table>
<thead>
<tr>
<th></th>
<th>Before the Session</th>
<th>After the Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not At All</td>
<td>A little</td>
</tr>
<tr>
<td>I can identify Hate Crimes when they occur.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand the importance of diversity.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand different ways to prevent Hate Crimes.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I know what to do if I witness a Hate Crime.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I understand that Hate Crimes can be directed at anyone, no matter their race, religion, sexual orientation, or disability.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>