

The Children's Tolerance Education Project (CTEP)

Name of organisation:
Save the Children – Georgia

TOLERANCE

Definition:

Ability to be fair and accept beliefs and opinions of other people.

Resume:

The Children's Tolerance Education Program (CTEP) seeks to promote development of tolerance, cooperation and compassion in Armenia, Azerbaijan and Georgia. Through illustration of these concepts including critical thinking and cross-cultural communication, this projects seeks to develop values, which are crucial in peace-building and stability in South Caucasus countries.

CTEP believes that intolerance as well as tolerance is memorized approach and orientation, which has deep influence on conscious and unconscious thinking patterns of an individual and thus reflecting on his/her behavior. Through encouraging critical thinking, we can analyze such memorized features and build new habits and reactions.

Tolerance education seeks to resist to influences, which lead to fear and elimination/accepting of others and can help young people build/develop independent judgment, critical thinking and ethnic justification skills.

UNESCO Declaration on principles of tolerance adopted by 185 member states in 1995 determines role and importance of significance as follows:

Tolerance is respect, acceptance and appreciation of the rich diversity of world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of way by a culture of peace.

Purposes of training:

- Attendees will acquire knowledge about tolerance, its importance and role in their lives and in lives of other people.
- Attendees will develop and realize critical thinking skills, which increase their ability for tolerance.
- Attendees will better realize cultural diversity.
- Attendees will acquire ability/capacity to hold dialogue about tolerance and determine and control intolerant behavior, prejudices and biases.
- Attendees will better realize value of interaction with other people who are different from them.

- Attendees will be able to give moral and emotional support to victims of intolerance.

The following stories will be covered within the framework of given topic:

- Star
- Rivals
- Cloud

Training program

Session/ time	TOPIC / QUESTION	PURPOSE	METHOD / FORM OF WORK	Material required
I session 10.00 – 11.30	<ul style="list-style-type: none"> – Greeting/welcome, acquaintance/introduction – Presentation of topic and purposes of training - Expectations tree – Rules of training – Prejudices – Stereotypes and tolerance 	<ul style="list-style-type: none"> – Unity of group, promotion of interaction, involvement of attendees, creation of benevolent/friendly environment/climate – Acquaintance of attendees with purpose, topic and timetable of training – Attendees will realize what they expect from training - Attendees will formulate training maxims – reveal presence of prejudices of attendees – reveal negative influence of prejudices 	<ul style="list-style-type: none"> – Exercise "Interview in pairs" – Theoretical presentation – Individual work. Sticky sheets with wishes are attached to “Expectations tree” – Brainstorming – Game “Describe number 13” – Exercise “Black cat” 	<p>Writing paper, pens</p> <p>Timetable on a big format sheet</p> <p>"Expectations tree" on a big format sheet, soft-tip pens</p> <p>Markers, big format sheets,</p> <ul style="list-style-type: none"> – A4 sheets, markers, - flipchart, markers, paper scotch
Break 11.30 - 12.00	Coffee, tea			
II session 12.00 – 13.30	<ul style="list-style-type: none"> – What is tolerance? – 	<ul style="list-style-type: none"> – Attendees will realize what tolerance is 	<ul style="list-style-type: none"> – Reading of “Rivals” story – Discussion – Exercise “Punnet” – Return to “Rivals” story 	<ul style="list-style-type: none"> – “Rivals” story; A4 paper, markers – small toys in bag

			- Review of story in terms of various aspects.	
BREAK 13.30 - 14.30	LUNCH			
III session 14.30 – 16.00	<ul style="list-style-type: none"> – What is tolerance? – UNESCO Declaration on tolerance – Manifestations of tolerant and intolerant behavior 	<ul style="list-style-type: none"> - Attendees will understand importance of tolerant behavior in their own life and in lives of other people. – Attendees will become acquainted with the history of development of Declaration and its 6 articles. <p>Attendees will discuss what tolerant and intolerant behavior is</p> <ul style="list-style-type: none"> - Through critical thinking attendees will develop skills and abilities/capacities of tolerant behavior 	<ul style="list-style-type: none"> - Energizer “What are our similarities” – Exercise “What is tolerance?” <p>Work in pairs. Work presentation. Discussion</p> <ul style="list-style-type: none"> – Mini-lecture – Exercise “Emblem of tolerance” - 	<ul style="list-style-type: none"> - Writing paper, pens – “Rivals” story; <p>Flipchart, markers, paper scotch</p>
BREAK 16.00 - 16.30	Tea, coffee			
IV session 16.30 – 18.00	<ul style="list-style-type: none"> – How does tolerant behavior differ from intolerant behavior? <p>Assessment and completion of training</p>	<ul style="list-style-type: none"> –Learners learn to value relations with people, who are different from them. – Learners will learn to perceive subjectivism, stereotypes, prejudices and resist to them. <p>All the information and knowledge, skills and abilities/capacities acquired during a day are brought together; their significance is analyzed; and future perspectives are outlined</p>	<ul style="list-style-type: none"> - Exercise "Traits of tolerant personality"; – Reading of “Star” story – Work on stories - "What qualities do characters possess? “What qualities do they need to acquire to become tolerant?” – Lecture insertion “How does tolerant personality differ from intolerant personality?” – "Thought map" 	<ul style="list-style-type: none"> – “Star” story; <p>Flipchart, markers, paper scotch</p> <p>- -</p> <ul style="list-style-type: none"> – “Tolerant person”. <p>Design on a big format sheet.</p>

Topic: Tolerance

Narrative of training

Duration: 1 day

I session

1. Acquaintance – warming-up “A few words about yourself”

Purposes:

- Attendees chum-up
- Provoking of examination skills

Time: 20 minutes

Procedure to follow:

Attendees make pairs. Then they talk to each other (interview), gather information about origination of first name and last name, about subject taught by interlocutor (interviewee), about trainings he/she attended before. Learners start to analyze history of their own names (analysis may go on after completion of training as well). Then attendees-pairs introduce each other.

Instructor shall give clear instructions to attendees. Each type of activity is followed by debriefing.

With the help of instructor learners find out the aim that carried out work pursued, discuss what knowledge, skills and abilities/capacities they have acquired.

2. Acquaintance with purposes and timetable of training

Materials: big format paper, marker

Time: 15 minutes

Procedure to follow: Instructor acquaints attendees with purposes of training. Then instructor acquaints attendees with timetable written on a big format sheet.

3. Exercise “Expectations tree”

Purposes:

- “needs analysis”
- Group diagnosing

Materials: stickers, pens, poster with depicted tree

Time: 20 minutes

Procedure to follow:

Attendees individually write what they expect from training. Each attendee writes his/her wish on sticky piece of paper and then attaches it to the tree. Instructors become acquainted with learners' expectations.

Note: During debriefing instructor shall demonstrate to attendees whole potential of carried out work to let them perceive it creatively and manage to apply in practice. “Expectations tree” can be used for different purposes: in primary school – during studying of seasons, at literature class – it may turn into “Poetry tree” and so on.

4. Rules of training

Purpose: effective work arrangement

Materials: big format sheet, markers, paper scotch

Time: 10 minutes

Procedure to follow: Using brainstorming attendees develop training rules/guidelines.

Here is the list of rules prepared by attendees of one of trainings: be punctual, respect other opinion, listen carefully, be sincere, and comply with time frame. If necessary other rules can be added during training.

5. “Describe number 13”

Purpose: reveal presence of prejudice of attendees to number “13”

Time: 10 minutes

Procedure to follow:

Divide attendees into small groups. Each group receives assignment: through any means (using gesture, mimics, pantomime, drawing etc.) describe number ”13”

Questions for discussion:

- Did anyone have sense of preconception that number “13” is luckless/unfortunate one?

6. Exercise “Black cat”

Purpose: reveal negative influence of prejudices and stereotypes

Materials: big format paper, markers, paper scotch

Time: 15 minutes

Procedure to follow:

Instructor asks attendees the following question: “What associations do occur in your mind with black cat?”

Answers of attendees are written on the board.

Questions for discussion:

- Which of our emotions do often associate with black cat?
- What this is connected with?
- Does actually black cat bring worries/trouble? What such attitude to black cat caused by? How does this stereotype affect black cats’ life?
- Bring attendees to an idea “Stereotypes influences our perception of the world. Stereotypes do not always meet the reality.”
- What do “stereotypes and prejudices” in society lead to?
- How do stereotypes and prejudices relate to the topic of “tolerance?”

Break 11.30 – 12.00

II session

1. Raising of hypothesis on the concept of “rivals”

Purpose:

- Acquaint attendees with topic
- Provoking of examination skills

Time: 15 minutes

Procedure to follow:

Instructor tells attendees that now they are going to read “Rivals” story. Instructor asks group which subject/plot they think can be represented under name “Rivals”. Everyone writes/records his/her own considerations (maybe in the form of story). Ones who wish submit their works.

2. Reading of “Rivals” story

Purpose:

- Identification of problems and their reasons
- Revelation of importance of tolerance

Time: 15 minutes

Materials: ”Rivals” story, paper sheets, markers, paper scotch

Procedure to follow:

Prior to reading the story instructor let attendees know that there will be a discussion upon completion of reading. So attendees shall take relevant notes.

1) Which problems do occur in the characters’ mutual relations process?

2) What skills and abilities/capacities shall the characters possess to solve these problems?

Then group reads “Rivals” story till the episode, where tree offers dog and bird expelled from society, to set up new tribe.

3. Discussion

Purpose: deepen knowledge about tolerance

Time: 15 minutes

Procedure to follow:

Attendees list problems, which occurred in mutual relations of characters. Instructor writes representations of listeners on the big format sheet. Then attendees discuss what skills and abilities/capacities shall characters possess to solve these problems.

4. Exercise “Punnet”

Purposes:

- Work with concept of ”tolerance” by means of associative row;
- Development of imagination, creative thinking.

Time required: 10 minutes.

Materials: punnet or package with small things (for example toys from kinder surprises, signs and so on). Number of things shall exceed the number of group members.

Procedure to follow: Presenter goes on circle with punnet with many small things in it. Not looking into punnet, attendees take some item/thing. When everything is ready, presenter offers to find any relation between this subject and the concept of tolerance. The talk is started by attendee, who received toy first. For example: “I have got a ball. *It resembles me the globe. I think tolerance shall be spread through the whole world.*”

Reflection of lesson/class

- What new have you learnt about concept of “tolerance” in comparison with previous lesson/class?
- What slants and aspects of tolerance do describe this concept the most?

5. Reading of “Rivals” story (continuation) with discussion

Purpose: deepen knowledge about tolerance

Time: 35 minutes

Procedure to follow: Attendees read the story till the end and go on with taking notes with respect to problems encountered by movie heroes. Then attendees participate in discussions, the main topics of which are as follows:

- 1) feelings associated with non-similarity;
- 2) “eye for eye” tactics;
- 3) main elements of the concept of tolerance, which is developed by Tree and other yard inhabitants.

Break for lunch 13.30 -14.30

III session

After learners are back from break, instructor offers them active exercise “What are our similarities?”

1. Exercise “What are our similarities?”

Purposes:

- Building of free and easy and friendly environment/climate in the group;
- Increase of intragroup confidence and unity of group members.

Time required: 10 minutes.

Procedure to follow: Group members sit in a circle. Presenter asks one of attendees to come to the middle of circle on the basis of any real or imaginary similarity with him/her. For example: «Nino, please come to me since we have the same color of hair (or we are similar since we all are the tellurians, we are of the same height and so on)

Nino comes to the middle of circle and asks any of attendees to do the same. Game goes on until and unless all groups members are in circle.

4. Exercise “What is tolerance”

Purpose:

- give attendees opportunity to form “scientific concept” of tolerance
- show multifold nature of the concept of “tolerance”

Time required: 30 minutes

Materials: definition of tolerance, written on a big format sheet (Attachment)

Preparation: write definition of tolerance on big sheets and attach them before the lesson/class starts to the board or walls with back side to the audience.

Procedure to follow: Presenter divides attendees into groups of 3-4 persons. Each group shall using brainstorming develop its own definition of tolerance. Ask attendees to incorporate all what at their opinion is main point/essence of the tolerance, into this definition; definition shall be short and capacious.

After discussion each group representative acquaints all attendees with developed definition.

After final group discussions, each definition is written on the board or big sheet. After all groups submit their definitions, presenter turns definitions prepared in advance with the right side to the audience.

Attendees have an opportunity to acquaint with existing definitions and express their attitude to them.

Notes for instructor!

Poster #1 “What is tolerance?”

Write these definitions in large and good-looking print in the following way: the words “Tolerance is...” and one side and definitions – on the other side.

Before lesson/class starts, attach those sheets to the board or wall in the way that “Tolerance is...” appears on the right side. After presentations/reports of subgroups representatives are delivered, turn sheets to another side.

Definitions of tolerance:

- 1) cooperation, spirit of partnership;
- 2) readiness to reconcile with other’s opinion;
- 3) respect of human dignity;
- 4) respect of others’ rights;
- 5) acceptance of other as he/she is;
- 6) ability to put yourself in someone else’s shoes;
- 7) respect of right to be different;
- 8) recognition of diversity;
- 9) recognition of other’s equality;
- 10) tolerance to other’s opinions, religion and behavior;
- 11) waiver of dominance, damaging and violence

Discussion: presenter asks following questions:

- What is different in each definition / What does each definition differentiate?
- Is there anything that defines some of proposed/suggested definitions?
- Which of definitions is the most successful?
- Can the “tolerance” concept be defined through one definition?

During discussion pay attention to the following aspects:

- concept “tolerance” has many aspects;
- each of definitions has revealed some side of tolerance.

Resume:

- Some of you have firstly acquainted with the concept of “tolerance”.
- Which of definitions did produce your largest reaction?
- Is the topic of tolerance seems to be topical/urgent for you? If yes, why?

5. **Mini-lecture:** “Tolerance development history and UNESCO Declaration on tolerance”.

Purpose: Attendees acquaint with a history of formation of the Declaration and its 6 articles

Time: 15 minutes

Materials: flipchart, markers, paper scotch

Against a background of democratic changes taking place within last ten years, the concept of tolerance has taken on special significance. Tolerance is an ability to be fair to beliefs, religions and opinions of others as well as ability to accept them. Tolerance means respect of other people’s rights. In modern society tolerance shall become a perceived model of communication between people, nations and countries. The reason is that almost all countries of the world faced with danger of opposition based on non-similarities and distinctions/differences.

What is tolerance? How tolerance can be taught? On 16 November 1995 the “Declaration of principles on tolerance” signed by 185 member states was proclaimed by UNESCO. The same year the translation of the Declaration from English into Russian was registered as Декларация принципов терпимости». It sets forth role and importance of tolerance as follows:

“Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace”.

Modern/contemporary meaning to tolerance concept was attached by French enlighteners and Volter/Walter in particular. Public figures of the Age of Enlightenment rose against facts of intolerance and religious opposition. In the tragedy devoted to freedom of religion, Volter/Walter criticizes no particular religion, but shows how they being merciful in their essence support and advocate for good, are corroded by prejudices and intolerance to other religions. According to Volter/Walter, all beliefs shall have an opportunity for expression, but “the belief that all people are obliged to think equally about abstract things shall be regarded as a peak of madness”.

In the Age of Enlightenment tolerance was recognized as all-human value and main component of accord between religions, nations and different groups of people. 11 years after Volter/Walter’s death on August 26, 1789, the Constituent Assembly of France adopted the “Declaration of the Rights of Man and of the Citizens” thereby proclaiming freedom of thinking and speech to the entire world. This declaration underlies contemporary declarations on human rights including Universal Declaration of Human Rights adopted in 1948. It sets forth main principles of peace, non-violence and democracy. Declaration states that violence and wars are the consequences of suppression of democracy and result of intolerance.

Comprehension/understanding of tolerance is different in different cultures; it depends on historical experience of nations. In English dictionary as per Oxford explanatory dictionary tolerance is readiness and ability to perceive person or phenomenon without any objection; In French language tolerance is respect of other’s freedom, his/her way of thinking, behavior, political and religious views. In Chinese language to be tolerant means allow, admit, and demonstrate generosity toward others. In Arabic language tolerance is forgiveness, indulgence, patience, gentleness, favor and disposition to others. In Persian language tolerance stands for patience and readiness for reconciliation.

As we have already noted thanks to UNESCO’s efforts in last decade the concept of tolerance has acquired special importance and topical interest. It means perception of unity of mankind, and consists of respect of other’s rights as well as abstention from damaging.

In scientific literature tolerance is considered first of all as respect and recognition of equality, waiver of domination, violence, recognition of diversity of human culture, standards, beliefs and waiver of bringing such diversity to uniformity or prevalence of any of standpoints.

Tolerance assumes readiness to accept others as they are and interact/cooperate with them on the basis of their accord. Tolerance shall not come to indifference, conformism or infringement of own interests. First of all it assumes for active position of all parties concerned. Reconciliation, tolerance is important component of life position of a personality, having his/her own values and interests and being able to protect them while respectfully treating others’ views/beliefs and values.

Tolerance is quite abstract concept; it is inaccessible for observation and measurement by scientific methods. Criteria given below equally apply to all groups of society.

Tolerance criteria:

- Equality of rights – social equality irrespective of nationality, race, religion;
- Mutual respect to members of society, benevolence and tolerant attitude to various groups (disables, refugees, forced re-settlers etc.);
- equal opportunities for involvement in political life;
- preservation and development of cultural originality and languages of national minorities;
- access to information;
- opportunity to follow own traditions for all cultures represented in a given society;
- freedom of religion provided that it does not infringe upon rights and opportunities of other members of society;
- cooperation and solidarity in resolution of common problems.

Understanding/comprehension of tolerance is reached also through understanding of manifestations of its opposition - intolerance. Intolerance is based on statement that your group, your system of view, your lifestyle prevails over all others that may cause a number of negative circumstances – from domestic confrontation to apartheid and genocide. Intolerance rejects existence of those who holds different views. It is necessary to understand consequences of intolerance for society and be able to assess its manifestations as violation of human rights.

Intolerance manifestations:

- insults/outrages, mockeries;
- ignorance;
- negative stereotypes, prejudices, biases (creation of generalized view about human, who belongs to different culture, religion, ethnic group);
- ethnocentrism (assessment of phenomena from own group's standpoint as an etalon and the best in comparison with other groups);
- enemy search (laying blame on either on one or another group);
- persecution, intimidation, threatening;
- discrimination, denial of human rights, isolation;
- racism
- xenophobia, ethnophobia, religious phobias, migrantophobia (detestation to other cultures and fear that they hurt our culture);
- fascism;
- imperialism (conquest of some nations by others for the purpose of control of resources and reserves);
- exploitation (utilization of others' time and labor without fair remuneration, reckless use of reserves and natural resources);
- desecration of religious and cultural symbols;
- religious persecution (propagation/spread of particular belief, its values and devotions);
- expulsion/proscription/expatriation;
- Apartheid, repression, annihilation, genocide.

As it was already mentioned above, intolerance is an opposite definition to tolerance. They mean totally different values and behavior. Tolerance is a social duty not to admit human rights violation. Tolerance education means development of such human abilities/capacities and skills,

which will help us perceive all-human values, as well as resist to intolerance, express active protest against intolerance.

It should be noted that forth chapter of “Declaration of principles on tolerance (1995) emphasizes that "education is the most effective means of preventing tolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are... "; "education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance – major roots of violence and exclusion. Education policies and programs should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations”.

4. Exercise: «Emblem of tolerance»

Purposes:

- going on with definitions of tolerance;
- development of imagination, expressive ways of self-expression;

Time required: 30 minutes.

Materials: paper, color pencils or soft-tip pens, scissors, scotch.

Procedure to follow: At previous stage attendees have developed their own definitions of tolerance and have acquainted with those already existed. Presenter notes that discussion took place at intellectual, abstract level. Next exercise will help to approach to this concept from different standpoint – attendees will have to develop an emblem of tolerance. Each of attendees will try independently to draw such an emblem, which could be printed on covers of magazines, political documents and national flags. Drawing process takes 5-7 minutes.

After completion of exercise attendees will acquaint with each other’s drawings (to do so they can walk in the room).

After familiarization with results of others’ creative works, attendees shall divide into subgroups based on similarities in drawings. It is important that every attendee independently decides to join certain group. Each of subgroups formed in this way shall explain what are common in their drawings, to advance a slogan, which could reflect the essence/main point of their emblems (time for discussion is 3-5 minutes).

Final stage of exercise – presentation of emblems of each subgroup.

Break 16.00-16.30

IV session

1. Exercise "Traits of tolerant personality"

Purposes:

- acquaint attendees with main traits of tolerant personality;
- give attendees an opportunity to assess level of their tolerance and level of tolerance of characters of "Star" movie

Time required: 15 minutes.

Materials: Questionnaire forms for each attendee:

Traits of tolerant personality

	Column A	Column B
1. Turn to others	_____	_____
2. Indulgence	_____	_____
3. Patience	_____	_____
4. Sense of humor	_____	_____
5. Sensitiveness	_____	_____
6. Confidence	_____	_____
7. Altruism	_____	_____
8. Tolerance to differences	_____	_____
9. Ability to be self-controlled	_____	_____
10. Benevolence	_____	_____
11. Ability not to blame others	_____	_____
12. Humanism	_____	_____
13. Ability to listen	_____	_____
14. Inquisitiveness	_____	_____
15. Ability to empathy	_____	_____

Preparation: questionnaire form with column B on big sheet is attached to the board or the wall.

Procedure to follow: Attendees receive questionnaire forms. Presenter explains that 15 features listed in questionnaire reside in tolerant personality.

Instruction: First put «+» in column A against those traits, which at your opinion are mostly expressed with you, «0» against those three traits, which are least expressed with you, then put «+» in column B against those traits, which at your opinion mostly reside in tolerant personality. This form will remain with attendees, results will not be disclosed to anyone, they can answer honestly.

You have 3-5 minutes to fill in the questionnaire.

Then presenter fills in questionnaire form prepared in advance, which is stick to the board. To do so he/she asks raise hands those who marked first trait in the column. Number of those who answered is counted and entered to the form's column. The number of answers is counted in the same way on each quality. Those three qualities, which have gathered the highest score, are the core of tolerant personality (from point of view of a given group).

Attendees will have a chance:

1. To compare idea about tolerant personality of each group member with idea of the whole group.
2. To compare idea about yourself («+» in column "A") with a picture of tolerant personality formed by the group.

2. Reading of "Star" story

Purpose:

- Identification of problems and their reasons
- identification of importance of tolerance

Time: 40 minutes

Materials: "Star" story, flipchart, markers, paper scotch

Procedure to follow: Group reads the story. Then attendees are divided into subgroups of 4-5 persons in each. Each subgroup chooses a character from the story and fills in the "Traits of tolerant personality" scheme for such a character.

3. Mini-lecture on "How does tolerant person differ from intolerant person"

Purpose: acquaint attendees with traits of tolerant and intolerant personality

Time: 15 minutes

**Lecture on "How does tolerant person differ from intolerant person
(prepared on the basis of papers/articles of G.Allport)**

Division of people into tolerant and intolerant is quite relative. Extreme viewpoints are found quite rarely. Every human in his/her life performs both tolerant and intolerant acts. Nevertheless disposition to behave in tolerant or intolerant way can turn into settled/stable personal trait that will enable to differentiate and describe tolerant and intolerant personalities.

- 1. Self-awareness.** Tolerant people know more about their merits and demerits. Treating themselves critically, they do not seek to blame surroundings for all their troubles. Psychologists have revealed that gap between "Ideal me" (i.e. idea about what I would like to become) and "Real me" (idea about what actually I am) in tolerant person is considerably larger than in intolerant person ("Ideal me" and "Real me" of which almost coincides). Tolerant people know themselves better and not only their merits but also demerits so they are less satisfied with themselves. That's why their potential for self-development is higher. Intolerant person notices more of his/her merits than demerits, therefore in all problems he/she tends to blame surroundings for all happenings.
- 2. Protectability.** It is difficult for intolerant person to live in harmony both with himself/herself and other people. He/she bewares of his/her social environment and even himself/herself and own instincts. There is some kind sense of permanent danger, which threatens him/her. Tolerant person usually feel himself/herself safe. Therefore he/she does not try to protect himself/herself from other people and groups. Absence/lack of threat/menace or assurance/conviction that it can be managed is an important condition of building/shaping tolerant person.
- 3. Accountability/Responsibility/Liability.** Intolerant person believes that happenings, which occur in the world, do not depend on his/her. He/she does not have power over fortune. He/she is sure that for example many things are explained by astrology. It is easy for him/her to think that something happens to him/her and not by him/her. Tolerant people on the contrary are sure that fortune depends not on stars location but on themselves. Tolerant people do not shift responsibility off to others, they bear it themselves. Intolerant people try to shift responsibility off for what is happening to and around them. Such feature is associated with striving to blame others for all troubles and underlies building of prejudices with respect to other groups – It is not me, who hates and hurt others, but they hate and hurt me.
- 4. Distinctness requirement.** Intolerant persons divide world in two parts - black and white. There are no undertones for them, there are only two types of human, only one correct way in life. They cannot treat anything neutrally, all what happens are either approved or disapproved by them. Tolerant person on the contrary recognizes world in its diversity and is ready to listen to any standpoint.

5. **Self-orientation – orientation on others.** It was revealed that tolerant person is more self-oriented in work, imaginations, creative process and theoretical thoughts. In problematic situations tolerant people tend to blame themselves and not the surroundings. Such people aim at personal independence more than belonging to external institutions and authorities since they do not need to hide themselves behind anyone. Investigations of psychologists have shown that striving of intolerant people to belong to social institutions is expressed significantly stronger than tolerant ones. As such, girls with anti-Semitic tendencies are more inclined to unite in sisterhoods; they are more religious and more patriotic. Many studies reveal positive connection between existence of human prejudices and high “patriotism”. The connection between nationalism and detestation to minorities in Nazi Germany was shown.
6. **Adherence to order.** Psychologists have revealed that intolerant person pays too much attention to cleanliness, breeding and politeness. To have everything in proper order is of a great importance for him/her. For tolerant people such features are not of so great value and recede into the background. Nazis attached to much importance to virtues. Hitler advocated asceticism. In accordance with Nazi beliefs, whole human life shall pass pursuant to protocol. Jewries are always reproached/blamed with dishonorableness, immorality and grubbiness. Intolerant person not only love order in general, but also especially loves social order. In his/her attempt to belong party, nationality, grouping, he/she finds safety and distinctness, which he/she is in need of. Such belonging protects him/her from continuous anxiety.
7. **Ability to empathy.** Ability to empathy is defined as social sensitivity - ability to make true judgments about other people. There is no exact definition for the base of empathic abilities/capacities. Possibly it is a product of favorable family environment, developed aesthetic feelings, appreciated social values. In one of experimental investigations the ability of both tolerant and intolerant students to empathy was examined. During 20 minutes the same sex and age students were talking to each other in private on different topics. Everyone was shaping his/her idea about interlocutor. After talk is finished, experimenter asked students to fill in questionnaire, which reveals level of tolerance, for his/her interlocutor. It turned out that intolerant students evaluated their partners on experiment like their own views/belief, i.e. they looked in their eyes more tolerant than they have actually been. Tolerant students turned to be more accurate in their judgments about people – they more adequately evaluated both tolerant and intolerant interlocutors.
8. **Sense of humor.** Sense of humor and being able to laugh at himself/herself – important trait of tolerant person. The one, who can laugh at himself/herself, has less demand in laughing at others.
9. **Authoritarianism.** For intolerant person social hierarchy is of extreme importance. When American students were asked to list the people, who they consider great ones, intolerant persons named leaders, who had power and control over others (Napoleon, Bismarck) while tolerant persons tended to name artists and scientists (Chaplin, Einstein). Intolerant person is convenient for life in ordered, authoritarian society with strong power. Intolerant person believes that external discipline is extremely important. Tolerant person prefers to live in free, democratic society. Therefore two personality development ways are distinguished: intolerant and tolerant. Intolerant way is characterized by conception about own oneness, attempt to lay responsibility/liability on others, feeling of being threatened by danger, requirement/demand in order and desire of strong power. Another way is the way of free human having good self-awareness and therefore accepting others. Proper attitude to self coexists with positive attitude to surroundings and friendly attitude to the world.

4. Exercise “Thought map”

Purpose: summing-up of knowledge acquired by attendees at training

Materials: big format sheet, markers, scotch

Time required: 15 minutes

Procedure to follow: The word “tolerance” is placed in the middle of the sheet, and all words and sentences, which attendees have learned and studied at training are written around it on circle.

ATTACHMENT

Additional exercises:

1. Exercise “worldwide greeting” “We all different but we all together”

Purpose: promote self-knowledge and surrounding features cognition requirement/demand, build/form ideas about “integration factor” of given group, tolerance to him/her and group-mates.

Procedure to follow:

Welcome group-mates without word in the way accepted in different countries:

- ❖ Russia – embrace and thrice-repeated osculation in both cheeks by turn.
- ❖ China – slight bow with folded arms.
- ❖ France – handshake and kiss on both cheeks.
- ❖ India – slight bow with palms stretched on each side.
- ❖ Japan – slight bow with arms and palms stretched on each side.
- ❖ Spain – kiss on cheeks with palms on partner’s forearms.
- ❖ Germany – simple handshake and glance on eyes.
- ❖ Malaysia – smooth handshake with both hands, touch with finger-tips only.
- ❖ Eskimo tradition – nose rubbing

2. Exercise «Добрый день, шалом, салют» “Different nations – one globe”

Purpose: develop communication skills required to establish pedagogical interaction on the basis of tolerance.

Materials: Card for each attendee with word “здравствуй” written on different languages (list of words-greetings can be extended with the help of group members). If the work is conducted in poly-cultural group, along with other greetings, the ones, which are “native” for attendees can be written on the card.

Procedure to follow: Please ask attendees to stand in circle to start the game. Walk through the forest keeping prepared cards in hands (or in a hat) and let everyone take one card out without looking inside. Group members shall be offered to walk in the room and welcome/greet everyone who comes along: first you should greet him/her and then tell your own name. In conclusion you can offer attendees to briefly share impressions with each other.

Card of attendee

Italy: Bon giorno	Russia: Здравствуй
Sweden: Gruezi	Czechia: Dobry den
USA: Hi	Poland: Dzień
England: Hello	Israel: Shalom
Germany: Guten Tag	Egypt: Asalamu Aleikum
Hawai: Aloha	Finland: Hyva paivaa
France: Bonjours, Salut	Danmark: Goddag
Spain: Buenos Dias	Cherokee (USA): Schijou

3. Exercise “Magic shop”

Purpose:

- Give attendees an opportunity to find out what qualities do they lack to be considered as truly tolerant people.

Time required: 20 minutes.

Procedure to follow. Ask group members to imagine that there is a shop, which has quite unusual “things”: patience, indulgence, turn to others, sense of humor, sensitivity, confidence, altruism,

tolerance for differences, ability to be self-controlled, benevolence, tendency not to blame others, humanism, ability to listen, inquisitiveness, and ability to empathy. Presenter acts as a seller, who exchanges some qualities for others. One of attendees is called out. He/she can acquire/purchase one or several “things” that he/she does not have. For example, buyer asks from seller “patience”. Seller finds out how much of “patience” does he/she need, why he/she needs patience and in what cases he/she wants to be patient. As a payment seller asks from buyer something in return, for example, he/she may reckon with/pay off “sense of humor”, which he/she has in excess.

Reflection of lesson/class

- What qualities does tolerant person reside in?
- What qualities are typical for intolerant person?
- What do you think are necessary conditions to build/shape tolerant person?

4. Exercise “Pantomime of tolerance”

Purpose: the same as in previous exercise.

Time required: 15 minutes.

Materials: several definitions of tolerance written on separate sheets of paper; all that can be used for pantomime – hank of rope/line, ribbon, drawing accessories.

Procedure to follow. All attendees are divided into 3-4 subgroups (3-5 persons each). Each of subgroups receives one of definitions of tolerance hanged on the board. The task is using pantomime to describe such definition in the way that remaining attendees could divine what exactly definition the matter is about. You have 5 minutes to prepare pantomime.

Discussion. Presenter asks following questions:

- Which of pantomimes were the most similar and caused no difficulties at solving/guessing?
- What difficulties did groups face while contriving the pantomime?

5. Exercise “Common rhythm”

Purpose:

- increase of group unity.

Time required: 5 minutes.

Procedure to follow. Attendees stand in circle. Presenter several times claps his/her hands with certain rate to set the pace, which the group shall keep up as follows: the one, who stands on the right of presenter, handclaps, then next one do the same and so on. There should be a feeling that as if one man and not all group members in turn clap his/her hands in a given pace. This exercise does not work from the first attempt. After several trial rounds, the attendees who fail to follow common rhythm, gradually leave the game.

Exercise modification: Presenter claps in hands some easy phrase. Then each attendee by turn repeats the same phrase (it is possible to beat the rhythm simultaneously by the whole group).

6. Exercise “Intolerance map”

Purpose:

- show how wide intolerance is spread in the world and how intolerance is dangerous;
- encourage attendees’ interest/commitment to search for way outs of global conflicts.

Time required: 10 minutes.

Materials: world map and flags.

Procedure to follow: Presenter and attendees list “hotspots” of the world (for example, Chechnya, Yugoslavia, Afghanistan, African countries) and flag them on the map.

Discussion:

- Can the conflicts, which lead to human victims, be justified/excused?

- What are the main reasons of conflicts?
- What methods, which help avoid or bar “hotspots” to occur could you suggest/offer/propose?

7. Exercise «Web of prejudices»

Purposes:

- show feelings of the person being the object of stereotypes and prejudices;
- give attendees an opportunity to learn to support person feeling humiliated.

Time required: 15 minutes.

Materials: clew or hank of rope/line.

Procedure to follow: presenter tells about negative role of prejudices in relations between people. Being enmeshed in web of prejudices, human feels deprived of rights, unprotected, offended and disfranchised. There are many anecdotes about some nationalities and ethnic minorities based on negative stereotypes and labels.

Presenter asks attendees to recall and name any nation, which is traditionally the object of ridicules and anecdotes. For example Chukchi man, “person of Caucasus nationality” are named/mentioned. Presenter offers one of attendees to play the role of chosen nation. This attendee sits on a chair in the middle of circle and other attendees start telling anecdotes about given nationality based on negative stereotypes and prejudices or express existing negative ideas. After each negative statement presenter winds attendee, who represents the “nation”, by rope/line, as if enmeshing him/her in the “web of prejudices” until and unless he/she could move.

Presenter asks “nation” what it feels. ”Nation” tells about its condition and its feelings. Then presenter asks attendees questions: “What were you feeling? Would you like to find yourself in the role of such a “nation”? After that group members want to unravel the “nation”. To do so presenter offers all attendees to recall something good about this nation and sympathize with it. Attendees express their thoughts in turn, and presenter unravels the “web”. Exercise is over, when nation is fully free of “web of prejudices”.

8. Exercise “Get into the role of refugee”

Purpose:

- Development of attendees’ ability to put you in someone else’s shoes, sympathetic attitude towards socially vulnerable groups of society.

Materials: set of cards (Attachment #2)

Procedure to follow. Presenter tells group members about legal status of forced migrants - relatively new phenomenon in our country. Forced immigrants – re-settlers and refugees - mostly suffer from intolerance of surroundings and need special support. Many of them went through horrors of war, lost their relatives and homes. Living conditions at new place leave much to be desired. Moreover they feel lonely and outsiders among new neighbors.

Presenter offers attendees cards with description of different situations, which refugees find themselves in. Attendees shall sympathize with their heroes and narrate their story to the group on behalf of the first person (you have 5-7 minutes to read and prepare the story).

Discussion:

- To what extent was it difficult to get into role of refugee?
- What did you feel while playing role of refugee?
- What ways can local population use to support refugees?

Reflection of lesson/class

- Was it difficult to put yourself in another person’s shoes and understand his/her feelings?
- Which groups of people do especially need sympathy, support and understanding?

Lesson/class attachment #2 (Exercise “Get into the role of refugee”)

Refugee lives' cases

Case 1. You are 12 years old boy from Chechnya. Some months ago you together with your parents escaped from Chechnya to Central Russia. You want to study very much, but you are not admitted to local school because your parents do not have registration/residence permit. Can you change anything?

Case 2. You are 15 years old girl; your parents are refugees. You go to school, but you do not have real friends. It seems to you that classmates treat you not very well. Maybe it happens because your behavior and appearance differentiate you from others? What feelings do you experience with respect to your local peers/coevals?

Case 3. You are the son of refugees from Afghanistan. You have been living with whole family in Moscow for several years. Your parents are educated people, but they do not have legal right to work in Russia and they have bad Russian language. You go to school for the children of refugees, but after finishing school you are not entitled to/eligible to be admitted to the institute, although you keen to become a doctor. What do you feel while thinking about your future?

Case 4. You are a little girl. Because of military actions you with your family were forced to escape from your house. Parents can take with themselves only essentials and you have to leave all your favorite things and toys. What would you like to take and what can you take with you?

Case 5. Your parents are Russian forced re-settlers from Kazakhstan. Your family has been living in Russia for several years. You study at school and you have friends among local peers/coevals but your parents can in no way get used to living at new location. Why your mother is always grieving? What she is recalling about? What your parent do dislike here?