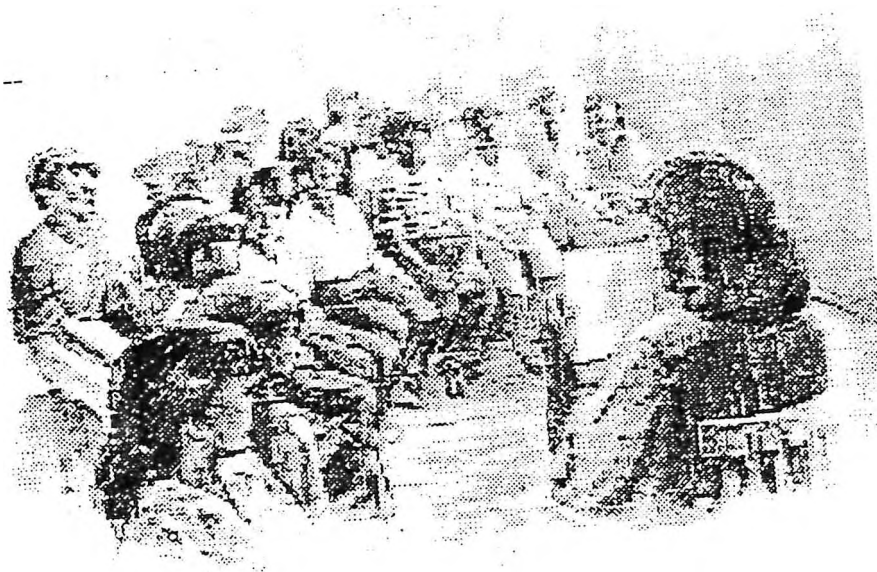




Teachers' Guide for the Teaching of Tolerance



Published by the
United Nations High Commissioner for Refugees
in the Kyrgyz Republic

Teachers' Guide for the Teaching of Tolerance

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in the Kyrgyz Republic
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Foreword

Our country is going through a series of great changes. These changes often place enormous stress on us as individuals and communities. For the whole community of cultures, that Kyrgyzstan represents, to benefit from these changes, it is crucial that we increase our tolerance of each others ways. This tolerance needs to be expressed at the family, community and a national level. This book with the associated stories offers teachers an opportunity to teach students about tolerance and the associated concepts in a new way.

As Minister of Education, I give my full support to this tolerance education project and thank UNHCR for producing these materials with our teachers. I would also like to wish our teachers every success with the programme. I hope they take up the challenge to enter their own and their students work in the up coming national book competition.

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Please note that the page numbers are not same as in the Russian edition and many of the graphical objects have not been inserted.

Introduction

Welcome to the Tolerance Education Programme. This programme is being co-ordinated and funded by the United Nations High Commissioner for Refugees (UNHCR) in the Kyrgyz Republic.

UNHCR normally works by providing humanitarian aid and legal protection to refugees. Refugees are people who no longer have the protection of their own country and therefore have to live outside of their country. Inter-ethnic tension is one of the major reasons why people leave their countries. Inter-ethnic tension is often a result of intolerance. UNHCR supports prevention projects which attempt to reduce intolerance and thus reduce the likelihood of people becoming refugees in the first place. This Tolerance Education Programme is an example of such a prevention project.

Our objectives are to:

- promote an understanding of the causes of intolerance
- develop critical thinking skills so students can more effectively analyse problems they face
- and to encourage students to see tolerance as an achievable and worthwhile goal

Some teachers have commented that simply being tolerant in a conflict situation will not be acceptable to some students as it may not produce satisfactory results. This is a fair comment especially if the rights of people are being severely abused. Therefore one of the main objectives of a tolerance education programme should be to help students find outcomes that are satisfactory for all sides. This can be facilitated by helping students see that fits of anger and violence only produce short term benefits for one side. As teachers we can show students that there are alternatives that can bring long term benefits for all sides. We intend to look more closely at anger management in later publications. First we need to look at some of the causes of conflict and build tolerance before anger breaks out.

We hope that UNHCR's role in this programme will diminish as teachers and their students become more involved in the writing and production of tolerance materials. Our long term goal is to make you independent. We want you to be able to design your own materials and lessons. In this way you can continue teaching about tolerance after the programme has finished and tailor it to the specific needs of your community.

This teacher's guide and the two books that go with it are the first in what we hope to be a series of books. We also hope to produce another teachers' guide incorporating your ideas. In this guide you will find some lesson plans for use with the first two books, "*The Queue*" and the "*The Newcomer*", and a general introduction to the teaching of tolerance.

One of your first questions will probably be: "Why has the school received only a few copies of each book?" This is partly to do with the cost of printing but mostly because we want you to use a new style of teaching which only requires a single copy for a whole class.

Why Have A Tolerance Programme in Your Classroom?

Although having a tolerance programme in your classroom will initially mean more work and possibly additional tension, there are many benefits from teaching tolerance:

- Students become more aware of the causes and results of stereotyping and prejudice. This understanding should lead to reduced levels of tension
- Students will understand and value tolerance as a virtue. This should lead to greater tolerance and reduced tension
- You may find that the open discussion model that this methodology promotes will encourage children to discuss and resolve other problems they face
- Because you will be using a participatory model, your students will become more willing to discuss their schoolwork and will thus develop a deeper understanding of these concepts
- You will probably find that your students will enjoy the activities and will, as a result, be more enthusiastic about all their school work. (Of course the reverse is also true. Your students may expect all the teaching to be like this!)
- You will see some methodology that can be applied to many other subject areas.
- You will gain additional respect from your students, and perhaps the community, for being innovative in your teaching and attempting to help with community problems.
- You and or your students could be published nation-wide.
- Tolerant, relaxed students will perform better in all subjects.

Definition of Terms:

This course frequently talks about the following ideas. You do not necessarily need to use these particular words, especially with younger children; however, it is essential that you fully understand the meanings of the words below. These terms are listed in the order in which they should be presented.

Generalisation: When we classify objects by features they appear to have in common, we often use this classification as a way of describing objects. When people then draw conclusions about individual objects because of the presence of a particular feature we are generalising. e.g. *This cat will like eating fish because all other cats I have seen like eating fish.* Everybody generalises. It is a classifying process. We do it so we can organise and use the huge quantities of information presented to us. Problems only occur when we rely too much on generalisations when determining our actions towards others.

Tolerance: When we accept behaviour or actions of another person that puts some kind of stress on us. (*There are many reasons why behaviour might be unacceptable.*) According to the Oxford Advanced Learners Dictionary of Current English, tolerance is “the quality of tolerating opinions, beliefs, customs and behaviour different from ones own”.

If we were in a rush to go somewhere, but we had to wait at a crossroad while an elderly person crossed the road. Another example would be when a person accepts the cultural tradition of another even when it conflicts with their own. This could happen if someone from one culture visited the house of another and then broke several customs. *e.g. refusing a glass of vodka* The Host would be showing tolerance if they then accepted this because he or she knew that the visitor had either a conflicting custom or because the visitor was not aware of the custom.

We should not confuse being tolerant with just being nice. Buying someone a present would not normally be an example of tolerance as this activity does not conflict with our own wants.

It is important to teach students that not all behaviour should be tolerated. They should know that if completely intolerable behaviour (e.g. beating a baby) then we should try to find some non-violent way of solving the problem which leads to the behaviour being suitably modified.

Prejudice: When we make a judgement about an individual based on knowledge we have about a group and not that individual. The judgement then determines our actions towards that person.

Stereotype: An oversimplified and inflexible belief about a group. This belief is usually based on a generalisation. Problems occur when only these beliefs are used to make decisions about how we act towards another person.

Causes and Solutions to Intolerance: How Can Books Help?

Although the specific causes of intolerance vary from one community to another, the general causes are often the same. The text in the box below discusses these general causes and why the school is often the best place to deal with them. It may be useful for the teachers interested in teaching tolerance, to discuss the its meaning and the causes of intolerance in their own community.

"The ability to differentiate and to categorise are important skills which the young child is continuously developing. The child focuses upon conspicuous features and these become symbols for a whole class of objects. Such "short cuts" are useful, even necessary for dealing with the amount and complexity of information with which an individual is confronted. But they are also the processes upon which the stereotypes which underpin prejudice are formed. Stereotyping most commonly takes place in the absence of detailed information. Thus, one of the techniques available for reducing prejudice is to increase knowledge about the object of the prejudice. In stereotyping, it is not just the degree of knowledge that is relevant, but how the individual feels about the object, that is, the emotive aspect. It is this emotive component which often forms a barrier to a person's willingness to subject the idea or knowledge to further scrutiny and analysis. It also influences what information a person selects and pays attention to.

Whilst it is true to say that the school is only one source of information for the child, it is a very important one. It is the one place which has a specific purpose to extend knowledge and to develop critical thinking skills. It is also a place where peer influence can be both confronted and used to support the development of desired attitudes."

(Shirman, D. *The Prejudice Book*, 1989: 13)

For teachers to operate a tolerance programme they need to have examples to discuss. Books are an ideal medium in that they require no expensive supporting technology. They also are in a medium that children can use individually and can create themselves. On our initial school visits teachers said that they did not have the materials or methodology to implement a tolerance education programme. Our aim, therefore, is to supply you with what you most need to run such a programme in your school.

Strategies For Promotion Of Tolerance

Ethnic intolerance and conflict must be dealt with sensitively. Below are the four strategies that we have used in the series of books:

- Modelling communities living harmoniously together
- Examining the consequences of non-co-operation. Texts of this type need not necessarily be inter-ethnic to achieve their aim
- Modelling non-violent conflict resolution
- Educating children about cultural differences and similarities, and the reasons for them

"*The Newcomer*" incorporates the first and second strategies, "*The Queue*" the first and third strategies. We hope shortly to publish a book which tells the story of a visit to a *jaailoo*. This will incorporate the first and fourth strategies.

Teachers often underestimate their effect on children. This is because teachers see their principle effect resulting from what they teach rather than from what they do. When teachers demonstrate tolerant behaviour this often has more effect than just talking about it. If these lessons are complemented by the teacher's tolerant behaviour, then we are much more likely to promote tolerant behaviour amongst our students.

Managing Discussions In Your Classroom

The success of these lessons depends largely on the ability of students to have a discussion in which the rights of all to speak and be heard is respected. Below are some suggestions for the management of classroom discussions:

1. Instead of getting group responses just ask the opinion of one student at a time. After their responses ask if anybody disagrees or has a different opinion.
2. Make sure the boys do not dominate the discussion. *You can reduce this by choosing the students you want to speak.*
3. Record opinions on the blackboard (unless they are inflammatory). These can be recorded as bar graphs, tallies or full sentences. This shows students very clearly that their opinions may not be shared. It is also a good way of developing summarising skills. Pick a student to be your secretary, so they record the information.
4. Do not comment on personal opinions. Instead ask "why" and sometimes "what if" questions. Encourage students to comment on each others' opinions. "Ana, how do you feel about what Pedro has said?" *However, there are times when this could be highly inappropriate.*
5. Stop students quickly if they appear not to understand the question or have gone off the topic. *Unless you feel it is of great interest.*
6. Use the reflection technique to clarify ideas. *Described in the next section.*
7. Be very strict about turn taking. Never let another student interrupt another. Use your existing control techniques (where students raise their hands if they want to speak).
8. Don't ask too many yes/no questions. These are often leading questions. Instead ask questions which require explanation or elaboration.
9. Make sure that you, as a teacher, do not make ethnic generalisations, especially in front of your students.

Diversion and Countering Strategies

Occasionally you will meet the situation where a student has strong racist and intolerant views. If they express these openly in your class, this behaviour may begin to destroy your classroom learning environment. Below are some commonly used techniques which may help you manage these situations.

1. Reflection

With this technique the teacher repeats back to the student the content of what was said. e.g.:

Student: I hate all Greek people.
Teacher: So you hate all Greek people.

Often after hearing their own opinions, reflected by the teacher, students will often qualify what they have said or they will withdraw the statement entirely. e.g.:

Student: Well, I hate my Greek neighbour, Pedro because he took my bike.

From here the teacher can then get the student to examine the logic of the link between ethnic origin and bike stealing.

If the student had answered the teachers first comment with "Yes I do!" then the teacher needs to ask why and then explore the reasons. This kind of discussion would be best held as a one to one discussion after class.

2. Give Attention to More Tolerant Views

Often students will make unacceptable statements to gain attention. Pay attention to more tolerant views, especially if the person with intolerant views had not followed your discussion rules. e.g. interrupting, shouting, etc.. Praise and reward tolerance.

3. Individual Counselling

If a student makes a statement which you feel is unacceptable then you may find it easier to deal with it on a one to one basis. Ask to speak to the student after class. Get the advice of other teachers and the director before proceeding.

Rather than try to advise teachers on how to manage these counselling situations, we would prefer you to get your advice from your director or rayon educational advisors. We would like to include some of your comments on this issue in later notes.

Where there is ethnic tension or intolerance of any kind, creative writing offers a medium where students can express their views in a controlled environment. This also allows teachers to discuss and mediate potential conflicts and intolerance before it becomes public.

Managing Groupwork In Your Classroom

Getting students to work in groups looks deceptively easy from the outside. However, it requires considerable management skills to make it work effectively. If groupwork is not managed carefully you are likely to be disappointed with the results and furthermore it is highly probable that you will have classroom discipline problems.

Working in groups is a skill that many students need to learn, therefore you will need to identify rules and train your students. (You will probably find that the students will respond best if you ask them to suggest the rules for discussion.)

Design of the Books

The two story books and any future books in the series, have been specifically designed to do the following:

- to encourage children to discuss the causes of the events in the story.
- to allow children to identify with the characters in the story. *For this reason we tried to make them as realistic as possible.*
- to encourage children to see these books as something they could produce themselves. *This is why we chose water-colour as our graphic medium.*

Although each book in the series can be used independently, some concepts should be taught before others. For this reason you should probably use “*The Queue*” before you use the “*The Newcomer*.” We are looking forward to your comments.

Concepts such as ‘tolerance’ should be taught before ‘stereotyping’ or ‘prejudice.’ As new books are added to the series we will give more guidance on how best to present this material and the links between the books.

What You Can Do With the Different Language Editions

We believe that it is important for children to be able to read in their own language. For this reason we have produced separate language editions of each title. (Please note that a Kyrgyz language edition of this teachers’ guide is in preparation. Limited numbers of English language editions may also be available on request.)

You could probably best use the other language editions by giving them to the foreign and second language teachers. They could just read them to the class or they could use them for listening comprehension, dictation, motivation for writing, etc.. If you don’t have an Uzbek or Tajik language class, then you could ask somebody who speaks the language to come and just read the story to the class. Our project office could perhaps record a cassette tape of the books being read in the different languages. If you think this is a good idea, please contact us.

Who Is This Series Of Books For?

Clearly much of material in this teachers’ guide should be used with students from Grade Six (10 year olds) and above. Younger children will not be able to understand the concepts as they still have largely egocentric views. However, some of the activities could still be useful. Such things as co-operative work, developing listening and discussion skills and positively reinforcing tolerant behaviour can be highly beneficial and can reduce tensions in the classroom. For example, you could read the book to the class and then just ask students to retell or give a different ending. This would still require students to listen to you and each other but would not mean that you would have to teach difficult concepts like stereotyping. Rather than try to give inflexible advice we leave it to you to choose what to teach and when to teach these ideas. The level at which you use the books should be determined by the tasks and not the story.

Design Of The Lessons

These lesson plans have been designed to be as flexible as possible. As communities differ greatly in ethnic composition, economic stress, levels of tension, etc., you should see these lessons as suggestions rather than a strict curriculum. You know your children and community better than anyone else and therefore you will know how best to adapt the supplied materials.

Flexibility has been built into the teachers' guide in the following ways:

- ⇒ It is not part of the official curriculum so you are not required by the Ministry of Education to teach this material. If you have some reservations about the ideas contained in the books and lesson plans then you should probably not use them or at least discuss them with somebody else first.
- ⇒ The lessons are independent modules. This means that you can pick the modules you want to use and teach them in any order. There are some exceptions where this will not work, and this has been indicated with links.
- ⇒ The materials are not designed to be specifically used at any particular grade or in any particular subject area. That is for you to decide.

Some schools may feel that the materials are not appropriate because there is no ethnic tension in their area. Others may feel that the books are too sensitive as ethnic tension is such a large problem in their community. In both cases these schools should look to see how the material can be adapted to assist with such issues as anger management, understanding the feelings of others, and non-violent conflict resolution. In schools which have only one ethnic group teachers can still teach tolerance. These schools could concentrate on themes such as "learning about others" and "anger management". Where there are other schools of different ethnicity's in the community the schools could have combined activities.

Alternatively, where there is great tension you may wish to present the material in a less direct manner. For example, with the "*The Newcomer*" you could just read the story and then give comprehension questions.

What Results Can I Expect In My Classroom

Teaching concepts of any kind is an unreliable process. Teaching behavioural concepts is probably the most problematic. You, as the teacher, can never be sure that the students have fully understood what you have taught, or that they will remember it a week or even a month later. Equally, you can not be sure that they will be able to put the ideas into practise in their everyday lives. Despite all of these problems, if a programme is taught sensitively then the benefits outweigh the disadvantages.

A key to success is to be able to return to a concept again and again, at hopefully a more advanced level, thus reinforcing the concept. The best way to do this is to try to integrate the programme into all curriculum areas. It is probably not practical to have tolerance education as a separate subject.

As a result of the problematic nature of this type of teaching, neither you, the Ministry of Education, or UNHCR should expect miraculous results.

Despite this, groupwork offers your students a new and enjoyable way to work which can bring outstanding results and can promote tolerance in the classroom. Below are some suggestions for the management of groupwork.

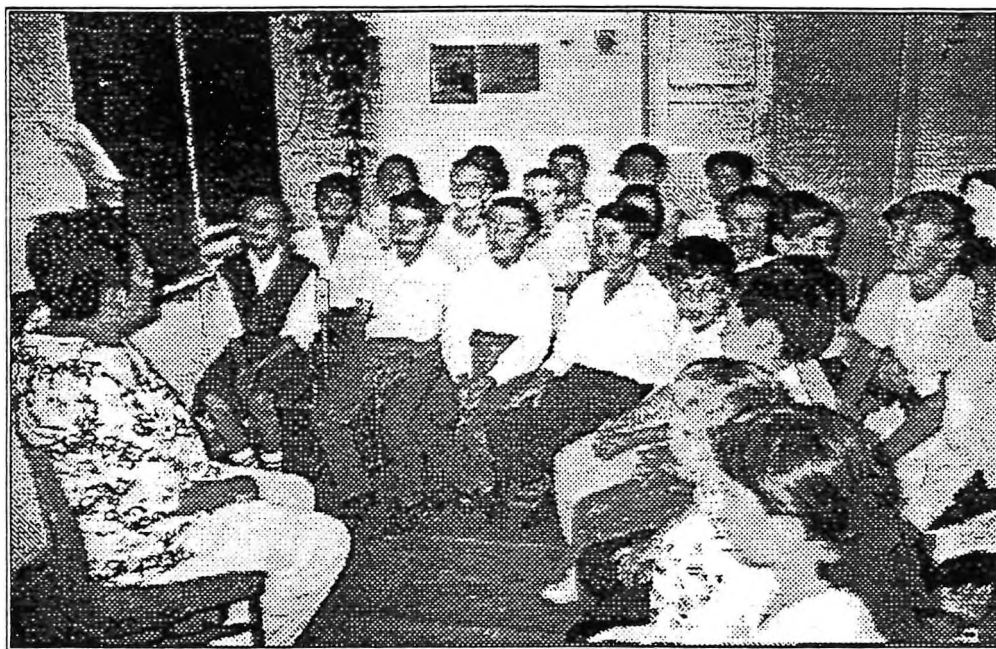
- The rules you have must be clearly understood by all class members.
- Groupwork skills are similar to discussion skills. You should make sure that students have successful class discussions before attempting groupwork.
- You can gradually introduce your students to groupwork by slowly increasing the size of the group. Groups of two are the most easy for students to operate in. Groups of five or six, unless incredibly well managed, can mean that some students appear to be involved, even when they are not.
- Make sure that every member of the group is clear about their roles. e.g. “Elbek your job is to act as secretary. Ainura and Anarkan, your jobs are to suggest ideas.” or “Ercan your job is to write out the text, Gulsana yours is to illustrate page five and six, Bakyt your job is to check for mistakes and illustrate page three, and Sasha your job is to illustrate page seven and eight.” You will find that after a while students learn how to organise them themselves in groups.
- Have activities for those groups or group members that finish before the others.
- Groupwork is a very difficult working environment for some children. This may lead to some children being disruptive. This is particularly the case with dominant boys. Make sure you know who these students are and keep a close eye on them. They may be better working alone at first.
- The composition of a group is very important. Change the composition regularly so every student can work with any other. Students should not just be with their friends. Mixing boys and girls and different ethnic groups often works well.
- Groupwork often requires a higher noise level than traditional classroom teaching. Develop the skill to know which is work noise and which is just noise! Insist on work noise only!
- The teacher’s role is to move from group to group monitoring what is happening, focusing students on the task, and solving problems. For the students you become a resource manager.
- At first you should make groupwork something special, and perhaps a reward.
- Discuss your successes and failures with other teachers who have used groupwork.

Using the Shared Book Technique in Your Classroom

Shared book is a technique where the teacher reads a book to the class and discusses its contents at the same time. We expect that some teachers are already practising similar techniques already. It is useful with tolerance education as students have to respect each others rights to see, speak and hear.

Ideally students bring their seats to a common place in the room and sit so they can all see the teacher. The teacher is also seated as this puts the teacher on a more equal status with the students. Thus the students have to rely on self control rather than the teacher's authority to have a discussion.

We have found that this sharing of the book and the related discussion to be very popular with students. The photograph below shows a shared book session.



Management Suggestions with the Shared Book Technique:

1. Make sure you swing the book slowly through 180 degrees so all students see the pictures. Once students have come to expect this they will not block each others' views.
2. Sit shorter students at the front and visually impaired students at the sides.
3. Allow time for students to absorb the story. This means allowing a pause after each page.
4. Insist that students move their chairs quietly.
5. Allow students to ask questions, but not so many that it interrupts the flow of the story.
6. You may find that you need to read the story once through, without discussion, and then read it again a few days later, when you discuss the book more deeply.
7. In the summer, have the students sit outside under a tree while you read the book.
8. Make the book available for students to read by themselves later.

Publishing In Your Classroom

Publishing in your classroom means getting the students to put their own writing into a book format and that these books are then regarded as having equal status to any other book in the library. Students can write and if we like their writing, they can be published nationally! "*The*

Quelle” was written by a group sixth grade students in three hours! (They also illustrated it. However, we were unable to use their illustrations for technical reasons.)

Students often feel that there is no good reason to write. If the only thing a teacher does with students’ writing is evaluate it and then file it away, then the students feelings are understandable. If students feel that somebody is interested in reading what they have to say, then there will be a corresponding increase in quality. As a result you can insist on editing and revision and therefore perfection before they publish. By publishing we mostly mean publishing for their class, school or rayon.

Students need to be clear about the process before it can work. Below is a suggested process.

A Publishing Process For Your Classroom

1. Write the draft text
2. Read and revise text
3. Give it to another class member for comments
4. Give it to the teacher for comments
5. Final revision
6. Final check by the teacher
7. Design the page layout
8. Prepare the illustrations
9. Write the text for each page
10. Assemble the book
11. The teacher gives final approval (use the school stamp)
12. Place the book in the library

If students write their own stories then you can insist that they cannot put it in the class, school, or town library until it is perfect, i.e. no mistakes.

An important element in the final assembly of a book is the page layout. Students should carefully plan the design of each page. They should decide how many pages they will have and which text appears on which page. From this they can work out which illustrations should go with each piece of text. It is a good idea to write the text on separate pieces of paper and then glue onto the pages. A well designed page has a generous margin of space around the text.

It is also important to think about the way pages are bound together. This can often be best done by sewing the pages together.

Getting students to write has many advantages:

- ⇒ They enjoy the idea that their work is important.
- ⇒ Some students who may not express themselves well in a discussion environment may excel when they have to write or illustrate their ideas.

⇒ Your school gets additional tolerance education resources.

Furthermore, your students' stories, like the students' stories from School No.1 in Kyzil Kiya, may be published nation-wide in five languages.

Guidance for Those Wanting to Submit Stories for Publishing

Ethnic tolerance and conflict must be dealt with sensitively. You will find it useful to look again at the four strategies (pg.5) we used in designing our first two books.

We are particularly interested in realistic stories that tell about life as it really is. Students have told us that they liked our books because they were not fantasy. Although there is a place for fantasy we feel that it is not as effective as realism when trying to promote tolerance. This is partly because we are trying to get students imagine they are the characters in the story. This is difficult if the main characters are animals. However, if you are retelling about something that actually happened you will need to change the character names and probably the setting. No one story should be longer than 3000 words. They should be lively, interesting and could perhaps contain an element of humour.

Depending on the quality of the illustrations and the story you send us, we may publish a book that your students have made just as it is. However, it may be better to first just send us the story without the illustrations. The books that your students produce are valuable. They are even more valuable than our books as there is usually only one copy. For this reason you should not post your students' books to us. If you do have illustrations to go with your story (particularly if you have made it into a book) then you should write a note at the end of your story, telling us this. If we like the story we will then request the illustrations. We will accept stories from anybody so if you know somebody outside the school who has some good stories, then get them to send them to us.

Submission Procedure

If you want to send a story for our office to consider you will need to follow and understand the steps below:

1. You or your class should think of some possible story ideas. (*If we are currently running a teachers workshop then you could attend this free of charge ... or you could come and see us in our office where you could look at more samples and discuss your possible storylines. We are always happy to meet teachers but ring first as we are often out of the office.*)

Write your draft story and then check and revise. **(Please note that you can submit stories in either Russian, Kyrgyz, or Uzbek, Tajik, English. Use the language you feel most free in. Please make sure that your handwriting is clear. It would help us if you double space your writing. You do not need to type your story although we will be pleased if you do.)**

2. If you have made a book then you should try it with your class.
3. If your story is longer than 300 words please write a brief summary (3 sentences) describing the plot.

4. Bring or send your story or book to our office. See the section in this book **What is Next?** for our address.

We will:

1. Read it through. If we think it is useful we will make any changes we think are necessary.
2. We will then contact you to see if you approve of the changes.
3. If you agree with the changes then we will trial the story in selected schools. We will also get it translated into other languages and illustrate it if necessary..
4. If we are all in agreement then we will get you to sign the publishing agreement and we will then print and distribute the books.

Do not just bring in anything you have as this publishing project has very specific needs. Your time is valuable so do not waste it. Make sure you are clear about what we are want.

Rules:

1. UNHCR retains the right to change or delete any part of the story. However, if you are not happy with the changes we have made you have the right to withdraw your story. This must be done in writing and before we sign any publishing agreement with you. (In other words you must keep in contact with us if you wish to be consulted on any changes.)
2. You must not submit any work other than your own. If it is your students then we will regard them as the authors. However, the class teacher will be given credit. (If two or more people have written the story then both will be required to sign the publishing contract.)
3. You will not be paid for your work. (The books will initially be supplied free of charge to the schools and even if a small charge is made for later print runs, this charge will only cover costs. UNHCR will not make any profit from these books.)
4. UNHCR will credit you as the sole author(s) in the final publication. (Make sure you have given us the correct spelling of your name in at least English, & Russian.)
5. UNHCR retains the right to illustrate and print (format) or use the story in any way and any form we see fit. (We may for example wish to use the story as the basis for a script for a video drama.)
6. If make a request in writing, we will return any books sent to us, as we regard these to be the property of the school. If you only send us a story (without the illustrations) then we will not normally return it unless you come to collect it.

If you have any questions please contact our office.

Programme Evaluation

Although it is possible to devise methods of objectively evaluating the success of these types of programmes, it requires a great deal of effort and skill for probably little benefit. However, you can make some evaluation through recording anecdotal comments about the behaviour of students towards one another at school. We would be very interested in receiving your comments and evaluations as your students success is a measure of our success.

We can also test students understanding of the concepts taught, but we must remember that the aim is to change behaviour and not just to teach meanings. The key areas to assess are: whether the objectives of the modules have been met.

We should not expect dramatic or instant change. Certain students probably have some understanding already and those that don't may not necessarily be intolerant. Understanding and practising tolerance is not the same thing. We may need to repeatedly teach concepts over a long period before tolerant behaviour is understood or displayed, by even the majority, most of the time.

Before You Read the Lesson Plans.... Consider this:

When you read this teaching guide you will see that the suggested teaching methodology is quite different from what you are used to. This is mainly because the teaching of tolerance is most effective if you set up situations which require tolerance, i.e. equal status, voting, respecting the rights of others to see and speak...

Although this method is a very effective way of presenting the material, it is not the only way. As a teacher you should consider what suits your class, your community environment and you personally. You may wish to adopt only some of the methods in your teaching. This is probably the best approach. If you jump from one style to this style in one step you will find it very difficult and you may not succeed. This often happens as you are not able to fully understand the reasons why that particular idea has been used as everything is so different. As a result, it is worth considering some of these transitional steps.

- The teacher could present the lesson but rely on whole class responses rather than asking individuals their opinions.
- The teacher could take the lesson with all the students remaining seated at their desks. The book could be passed around later so students could look at the illustrations.
- The teacher could simply read the book to the class and not have any discussion at all.
- The teacher could read the book and then a few days later ask children to recall the story.

The QUEUE

Lesson Plan

Overall Objective: To promote tolerance as an achievable and worthwhile behaviour and to teach some anger management techniques.

Target Groups: Grade 4 - 8

MODULE ONE

Topic: We all have feelings.

Objective: Students identify when they have felt frustration and they will be aware that others share similar feelings

Activity: Talk about how it feels to have to wait in a queue.

Procedure: Ask the students to bring their chairs to the front of the classroom. Ask the children to tell about a time when they had to wait for something. After a few responses the teacher ask the students to say how they felt having to wait. Explain that you will now read a story to them.

MODULE TWO

Topic: Managing Anger

Objective: To show that we share similar feelings.

Outcomes: The students will realise that their feelings of frustration can be shared by others.

Links: None

Activity: Sharing the book "*The Queue*" with students.

Procedure: Ask the students to bring their chairs to the front of the classroom. Then read the book to the students using the shared book method described on page 13 of this teachers' guide.

On page 6 ask "How would you feel in this situation?" Explore how students deal with frustration.

On page 9, 10 or 11 ask "What do you think will happen next?" Take one or two answers from the students for each question.

MODULE THREE

Topic:	Defining tolerance
Objective:	To introduce the word tolerance to students
Outcome:	Students will be able to define tolerance and display tolerant behaviour.
Activity:	To define the meaning of tolerance by example and explanation
Procedure:	Ask students to listen to the following stories

Story One

Ivan was walking to the market. He saw an old lady crossing the road. She was carrying a bag of potatoes. The bag burst and the potatoes rolled out onto the road. Ivan helped the old lady gather them up and he gave her a spare bag he was carrying.

Story Two

Gulsara's sister, Tamara, liked to draw pictures. One day Tamara took her sister's pen and her book and drew pictures in it. When Gulsara found out she was very angry. However, she liked her sister so she told her how upset she was but she did not hit her or yell at her.

Ask the students how they would describe Ivan character and behaviour. The students will probably answer that he was kind. Ask how Ivan felt about what had happened to the old lady and her behaviour.

Ask the students how they would describe Gulsara. The students will probably again answer that she was kind. Ask how Gulsara felt about her sister's behaviour. Ask how they would describe her sister's behaviour. They will hopefully say that Gulsara did not like the way her sister had behaved.

Explain that in the case with Ivan we would describe his behaviour as helpful but that in Gulsara's case we would describe her behaviour as tolerant as she accepted her sister's behaviour without reacting violently even though she was annoyed.

Ask students to give a definition of tolerance. (The aim here is to clearly define the difference between being nice and being tolerant.) Write their definitions on the board. If you are not satisfied you could use the definitions for tolerance at the beginning of this book.

Ask students to think about the story. When was tolerance shown?

Ask the students to get into groups and think of a time when they or somebody else showed tolerance of somebody else:

1. at home
2. at school
3. somewhere else

Give them five minutes and then get each group to report back to the class.

MODULE FOUR

- Topic: Our Feelings
Objective: To get students to recognise the feelings of others.
Outcome: Students will be better able to recognise some of the visible signs that reflect a person's feelings.
Activity: Students will list and then show the feelings/emotions people have and the ways they show them.
Procedure: Ask the students to list all the emotions that they can think of. Record these on the blackboard. These might include: angry, scared, anxious, disappointed, shy, excited, puzzled, lonely, unhappy, pleased, shocked, happy, upset, proud, confident, tired, mean, annoyed, etc..

Give each student a piece of paper which describes a situation and how the person is feeling. (You could just have the feeling.) Tell them that they shouldn't show this piece of paper to anyone else. *Note: You would need to prepare the pieces of paper before the lesson.*

Ask each student to show this feeling on their face and without using words. The other students have to guess the feeling. Explain that we can show our feelings without words and that some things are the same for all cultures. For example smiling usually means someone is happy.

MODULE FIVE

- Topic: Learning Another Language
Objective: To get students to see the value of learning at least a few phrases of other languages in the region.
Outcome: Students will learn some common phrases in other languages in their community.
Activity: Students learn phrases in other languages.
Procedure: Ask students to list ten useful phrases in their own language that they think they would be useful to learn in other languages. The languages to include could be: Tajik, Uzbek, Kyrgyz, Russian, English and German. If there are any other minority language groups in your community then include these as well. If you do not know these languages then get a parent or somebody else to write these phrases. The purpose of this lesson is not to replace foreign language lessons but just to introduce students to some of the other languages in the community that they may not know.

Phrases to include could be:

Thank you	Excuse me	I'm sorry
My name is	What is your name?	Goodbye
Good morning	How are you?	Fine thank you.
Where are you from?	Can I help you?	Have a nice day...

If you have paper you could get students to make these into posters and put them on the wall of the classroom.

MODULE SIX

- Topic: When I was angry
- Objective: Students will learn that it is acceptable to feel anger but that violent reactions are not acceptable or productive.
- Activity: Students analyse moments when they have been angry
- Procedure: Ask students is it OK to feel angry. (It is important for them to realise that it is.)

Once they realise this then ask them if the results of anger are always acceptable. (Here the purpose is to get the students to see that violent reactions are not acceptable.)

Ask why are violent reactions not acceptable. (Because they usually add to the problems rather than solve them.)

Ask students to pick some time when they have been angry. The students should work in pairs and put this into a written play form. (Alternatively, they could just write these in story form and read them back to the class.)

Once they have done this they can join with a another pair and act out each others plays.

When each is completed ask the following questions:

1. How did both sides feel?
2. What alternative ways of reacting could there have been?
3. Could this have led to both sides feeling better in the end?

The key points in this module are that:

1. Conflicts do occur ... however we need to know how to deal with them in a way that ensures a positive outcome and not just satisfaction of your immediate feelings.
2. That in the end your own community will respect you more if you can protect your rights without a show of anger. Simply allowing your human rights (e.g. the right to speak, to travel, etc..) to be taken away is not going to be a satisfactory outcome to students.

Note: Obviously it could be very boring if every play is acted out continuously. You could choose to act out one or two a week. This has the advantage of reinforcing the message. As the teacher you should read through the plays first and choose just a few to be acted out. You may also discover that some students have tried to tackle some sensitive family or racial issues. If so then these plays may be best just left on paper for students to read.

MODULE SEVEN

Topic:	Coping with Anger
Objective:	Students will have new strategies to deal with anger.
Outcome:	Students will learn non-violent ways of relieving frustration
Activity:	Students analyse coping strategies they could use to deal with anger.
Procedure:	Ask students if they can give any examples where they became uncontrollably angry. Ask how they feel about that now. Do they feel proud? Tell the following stories:

Story One

One day I came home late from school. I was late because my teacher had asked me to help clean up the room as the next day we were having a visitor. My mother was in a bad mood and yelled at me. I was angry but rather than say anything I closed my eyes and counted to ten. Although it was only a short time, I felt better and I said nothing. Five minutes later Mum apologised.

Story Two

Last year I received a book from my grandmother. It was very beautiful book about our country. One day my brother took it to school and when he brought it back again, three of the pages were ripped. I was so angry with my brother. But before I said anything I ran outside and ran around the house three times. When I came inside I felt my temper had calmed. Later I told my brother how I felt when I saw the damage that had been done to my book and I explained that he must be more careful.

Ask students to explain why in the story the person "ran around the house" or "counted to ten".

Ask if they can think of any other coping strategies for dealing with anger.

Ask students how they feel when they are able to deal with anger in this way.

Ask students to write a few sentences on the following topic:

"How I would like to be able to deal with anger."

These could be displayed on the wall.

Additional Procedure: (This could done in a maths class)

You can graph the tension and anger levels for any particular conflict. On the vertical scale you would have levels of anger ranging from minimal to bursting. The horizontal scale would be divided into time periods (seconds, minutes, or pages of a story about conflict). This kind of graph is useful for showing students that although it is hard to control anger, it usually only lasts for a short time. If a person can divert themselves from the problem during this time then they can avoid uncontrolled and violent reactions that they may later regret.

MODULE EIGHT

Topic: We Can All Be Tolerant
Objective: To encourage tolerance.
Outcomes: Students will see tolerant behaviour as achievable.

Activities:

- Give some examples of tolerant behaviour:
 - "I loaned my pencil to Sergei when I really didn't want to."
 - "I didn't say anything when my little brother lost my shoe."
 - "I didn't hit Aziz when he said that I was stupid."
 - "I helped Gula even though she was a girl."
 - "I smiled at my neighbour even though she doesn't speak my language."
 - Ask: Can you give some examples when you have been tolerant of others.
(List these behaviours on the blackboard. Do this every day.)
 - Ask: How did you feel after you were tolerant of another person?
- Explain: That we often develop negative stereotypes when people have a different ways of doing things (i.e. cooking, speaking etc..) are different. These differences add stress to our lives. We should learn to tolerate these things as people can not easily change the way they speak or look. More importantly tolerant behaviour is often beneficial for all of us. We often feel good when we are tolerant of others.

MODULE NINE

Topic: Being Tolerant
Objective: To get students to be more aware of tolerance issues.
Outcomes: Students will be more aware of the consequences of intolerance and will produce a book where tolerant behaviour is demonstrated.
Activity: Children work in groups of five. They write a story where somebody was tolerant of another person. (Not necessarily inter-ethnic.) Once the first draft is finished and approved by the teacher they publish. This means that the story is divided up into four sections for illustration. One person then rewrites the story in their best writing and the others illustrate a section of the story. The product is then glued together and put in the class or school library. It is treated exactly the same as any other book.

Follow on...

You will probably find that students will be very interested to reread "The Queue" on their own. You could keep it in the classroom for students to read as a reward for finishing work or when you give them free time (class-hour).

THE NEWCOMER

LESSON PLANS

Introduction:

Many of the modules listed below can be taught independently of each other and some could be left out entirely. The order is also often optional although we have given you the most effective order. Where there is a link you must follow up in at least a few days with the linked module.

These lessons are designed to make children aware of stereotyping and increase tolerance. This is a sensitive topic so make sure you have read and understood the whole series of lessons before you attempt to use them in your class. You may feel it is safer to leave out some modules. It may also be better to leave out some modules with younger children, however, you should never bring out stereotypes (MODULE ONE & TWO) without challenging them (MODULE SIX & SEVEN) at some stage.

MODULE ONE

Topic: Stereotyping (Part 1)
 Objective: To show that we all have stereotypes.
 Outcomes: Students will give the stereotypes they have.
 Links: This lesson is linked to MODULE SIX.
 Note: Do not comment on student opinions at this stage.
 Activity: What adjectives do you think we can use to describe American people, or African people?
 Record on the board.
 Sample Adjectives: kind, stupid, courageous, honest, ambitious, lazy, musical

MODULE TWO

Topic: Our Opinions are often Generalisations
 Objective: To show that opinions vary.
 Outcomes: Students will see that opinions differ.
 Note: This lesson is linked to MODULE SEVEN. Do not comment on student opinions at this stage.
 Activities: Look at the statements on the board. How true are they?

	Always	Sometimes	Never
1. Boys are stronger than girls.	-	-	-
2. Girls are more intelligent than boys.	-	-	-
3. Fat people are always happy.	-	-	-
4. All Japanese people are rich.	-	-	-

Explain that statements like these are called stereotypes. A stereotype is a description that tries to describe a whole group. Do not comment as to whether it is good or bad to have stereotypes. Ask students to think about stereotypes when they listen to the story.

MODULE SEVEN

Topic: Challenging Stereotypes (Part 3)
Objective: To get students to challenge their own stereotypes.
Outcomes: Students will see that the truths they believe in are often not true.
Note: This is linked back to MODULE TWO.

Activities:

- Go back to the answers produced in MODULE TWO. The teacher should challenge the statements. e.g. "Girls are not as strong as boys etc....?"
- Ask: What then is the correct answer to these questions?

We are looking for "sometimes" as an answer. If a student says this ask why is it the correct answer.

- Explain: It is very difficult to make a statement that is always true about a group, so we should be careful about using stereotypes when making judgements about an individual's character.

Ask: How do you think you would feel if you were Japanese/African and these things were said about your ethnic group. (You may wish to leave the following explanations with students from Grade 8 and below.)
- Explain: That some stereotyping is positive. "All Americans are clever." and some is negative: "All Africans are poor." However, both are inaccurate even if they don't hurt anyone.
- Explain: We all have stereotypes positive and negative. (If students deny this then go back to the MODULE ONE list as proof.)

MODULE EIGHT

Topic: Challenging Stereotypes (Part 4)
Objective: To help students understand the consequences of stereotypes.
Outcomes: Students will see the consequences of relying on stereotypes.
Note: This is linked back to MODULE FOUR. It is probably the hardest module to teach.

Activities:

- Ask: What is a stereotype? (Revision. Write answers on the board.)
- Ask: Why do you think the children were so cruel to Sasha in the beginning of the story?

(Record all answers as they bring up other types of stereotypes e.g. white hair, new, rich, from the city.. etc.)

When/If they say "*because he was Russian/Chechen/different*"

- Ask: How did they know he was Russian? [or whatever other stereotype they come up with. Clearly, "*because he was Russian*" would be the easiest answer to work with.]

(They will probably answer: hair or skin colour, language, name etc...)

MODULE EIGHT cont.....

- Ask: What do you think the children in the story (Timur. etc.) believed about Russian children? In other words, what adjectives do you think the children in the story would use to describe Sasha?

(They will probably answer that they are not nice people.)

- Ask: Were these beliefs stereotypes? (Check that the answer is YES!)
- Ask: How did these stereotypes/beliefs affect their actions towards Sasha?

(Someone will hopefully say that it caused them to treat him badly.)

- Ask: Is it okay to judge/treat people based on the stereotypes we have about a group of people?

If/when NO

- Ask: How should we judge or act towards new people we meet?

(Hopefully a student will suggest that we should not rely on our stereotypes and instead get to know them as a person. If this is not suggested then go on to the next question.)

- Ask: If Sasha had looked like the other children do you think the same things would have happened?

If No then Ask: Why?

- Ask: Do you think someone's ethnicity is adequate reason not to like them?
- Ask: Do you think that stereotyping is accurate or fair?
- Explain: We all have stereotypes but that we should recognise them when they are influencing our actions.

MODULE NINE

Topic: Thinking about the consequences of intolerant behaviour
Objective: To get students to think about how it feels to be victimised.
Outcomes: Students will be more aware of the consequences of stereotyping.
Note: Links back to MODULE FOUR.

Activity: Students imagine they are Sasha. They then write a letter to their grandmother describing what happened and how they felt. (This letter need not be longer than five sentences.)

Follow on...

You will probably find that students will be very interested to reread "The Newcomer" on their own. You could keep it in the classroom for students to read as a reward for finishing work or when you give them free time (class hour).

Alternative Activities You Could Use

There are also many other things that could be done with the books. Many of these activities are particularly appropriate if you were using the books for teaching a language.

You could:

- turn the stories into a role-play. The students could then present this role-play to another class. (This could be in their first or second language.)
- ask students to write an alternative ending from a particular page onwards.
- get a student to be the reader rather than you.
- read the story once and then list the main events on the board but out of order. The students then try to put them in the correct order.
- write the story on the board but put a line in the place of some words. The students task is to guess the missing words.
- ask the students as a group to reconstruct/retell the story after hearing it once. The retelling could be in the same or a different language to the one you read to them. You, or one of the class members writes this on the board. When finished, you compare it with the original. This could be done in groups or as a whole class exercise.
- get the students to rewrite the story from a different point of view. For example in the case of "*The Newcomer*" the story could be written from the point of view of the teacher or Sasha. With "*The Queue*" the story could be written from the point of view of the old woman or someone else in the queue.
- students could be shown a copy of the book with the story blocked out, and asked to tell a story about the pictures knowing only that one boy is named Sasha.
- write a set of statements on the board about the story. Some of these are correct and some are not. e.g. 1. Sasha knew Timur before he came to the village. (*The Newcomer*) 2. The old woman did not mean to stand on his foot. (*The Queue*) Read the story to the students. The students then copy the statements and write true or false next to them. If they believe the statement is false then they have to rewrite it so it is true.
- do a delayed dictation. The teacher reads a sentence the students then have wait five seconds before trying to write down what they heard.
- the teacher reads the story (perhaps without showing the illustrations) and then the students make one picture of the part that they think is the most interesting.
- write the story on the board but with all the punctuation removed (including capital letters) The students then have to work out where the sentences begin and end.
- etc., etc., etc.,

What is Next?

As we said earlier, one of our goals is to make you independent of our programme. We would like to initiate this process by publishing your comments and suggestions and the work of your students. Through this you can be directly involved with the development of materials so they meet your needs. If want to be involved please contact us.

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Our intention is that before April 1997 we will publish a further ten books and a second teachers guide. We will also have teacher workshops, although it is unlikely that we will be able to reach every teacher. Associated with this we would like to set up support groups for teachers who have initiated a tolerance programme in their school. We will promote and assist this group through the workshops and perhaps a national conference for teachers interested in tolerance education. Our office has already produced one newsletter but we found that in most cases it did not reach its destination. We will consider producing a further newsletter when a more reliable method is found.

So as to encourage schools to participate we are planning to have a nation-wide competition for the best book made by a school. That school will receive a prize. If you are interested please see the guidance for writers section.

We are not making promises at this stage as you may have some better ways we could support the teaching of tolerance in schools.

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