

# Tolerance in Your Classroom and School

Reducing Stereotyping and Bullying



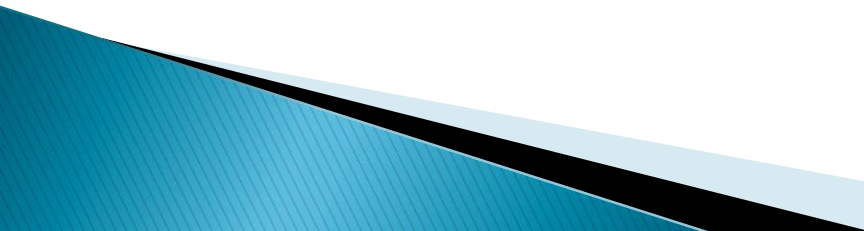
# Multicultural Education

- ▶ The Human Relations Approach, by Sleeter & Grant
- ▶ “The goals of this approach are to create positive feelings among students and reduce stereotyping, thus promoting unity and tolerance in a society composed of different people” (Sleeter & Grant, 2009, p. 85)

# Human Relations Approach

- ▶ “The Human Relations approach is directed toward helping students communicate with, accept, and get along with people who are different from themselves; reducing or eliminating stereotypes that students have about groups of which they are members, without putting others down in the process. This approach is aimed at mainly at the affective level– at attitudes and feelings people have about themselves and others.”
- ▶ Sleeter & Grant, 2009, p. 88

# Discussion

- ▶ With the person next to you, discuss why you think it would be important to use the human relations approach in the classroom?
  - ▶ What can reducing stereotypes and bullying do for your classroom and the learning of your students?
  - ▶ How is stereotyping and bullying currently in your school/classroom?
  - ▶ What do you currently do (or the school) to reduce stereotyping and bullying?
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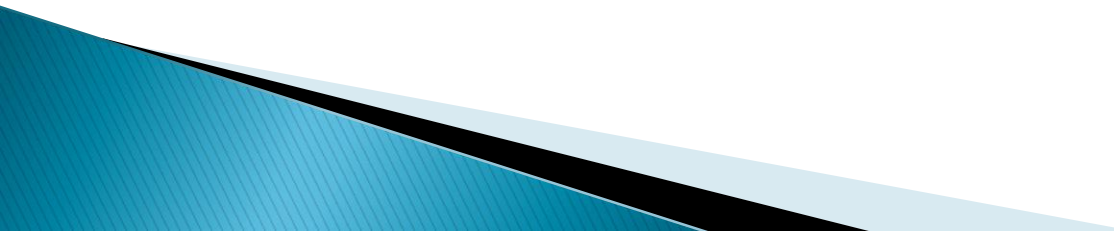
# Dissonance Theory

- ▶ “Dissonance occurs whenever an individual simultaneously holds two cognitions (ideas, beliefs, opinions) which are psychologically inconsistent. Because dissonance is an unpleasant motivational state, people strive to reduce it through a cognitive reorganization that may involve adding consonant cognition or changing one set of opinions.” (Watts, Sleeter & Grant, 2009, p. 94)

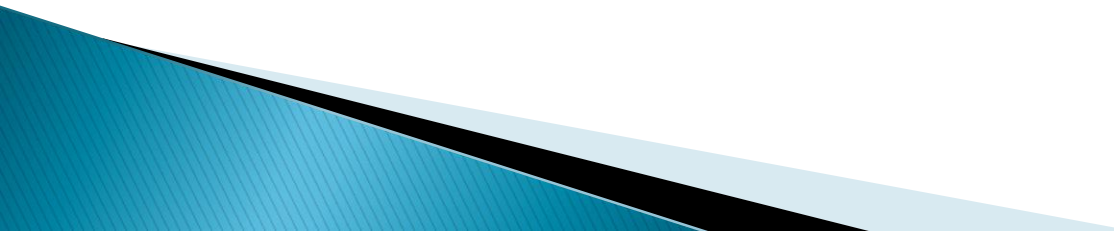
# Using The Dissonance Theory

- ▶ Teachers can use the dissonance theory to help students overcome their stereotypes.
- ▶ An example given by Sleeter & Grant:
  - “A teacher with a class that regards Arabs as terrorists can present the students with multiple examples of American Arabs who are outstanding patriotic U.S. citizens.” (2009, p. 94)
  - After students have encountered many great examples, their stereotype of Arabs would be difficult for them to keep.
- ▶ Provide accurate cognitive information to replace stereotypes students have (Sleeter & Grant, 2009)

# General Principles

- ▶ According to Sleeter & Grant (2009, p. 102), there are four general principles to follow when using the Human Relations approach:
    1. The program should be comprehensive. It should involve all subjects and grade levels.
    2. Use diverse strategies. Don't just concentrate on one possible strategy for teaching tolerance. Students do gain the most from strategies in which they take an active part in their learning.
    3. Start with students real-life experiences. Focus on what is happening in the community and within the school itself.
    4. Academic and social success should be experienced for all students without being contingent on the success or failures of others.
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# Getting Started

- ▶ One of the most important things to do before you begin activities and lessons about diversity, tolerance and stereotypes is to set ground rules.
  - ▶ To many students, these topics are new and can seem intimidating. Often times students may react in inappropriate ways. Setting up ground rules will help.
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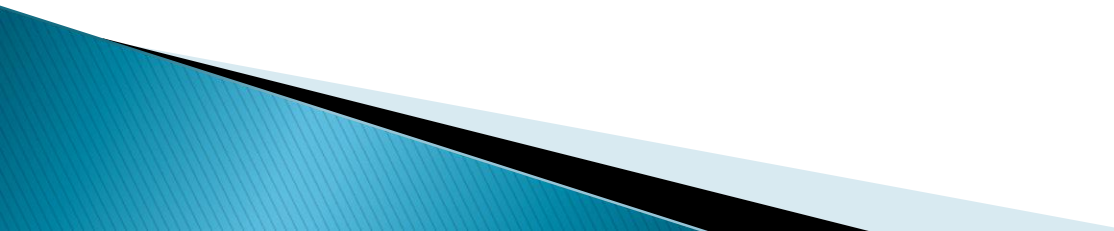
# Example of Ground Rules:

1. Value and respect diverse opinions
2. Listen to each other.
3. Takes turns speaking.
4. Everyone participates.
5. Every person has a valuable contribution to make.
6. Remain open to all ideas, even if different from your own.
7. Discuss each idea and determine its validity based on evidence rather than opinion.
8. What's said in here stays in here.
9. No putdowns, hurtful statements, etc.

Source:

<http://www.itvs.org/footrace/PDFs/Stereotypes.pdf>

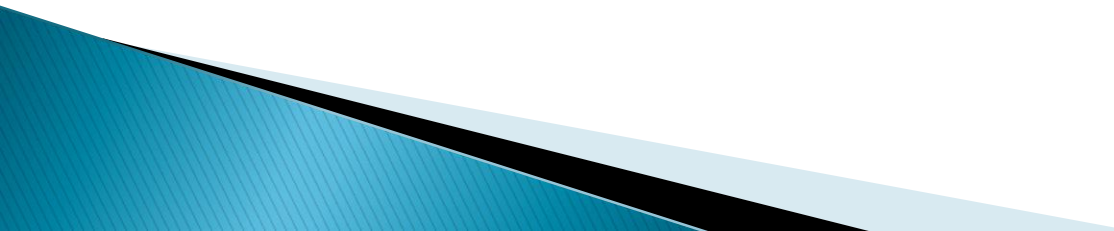
# Discussion

- ▶ Why is it important to set up ground rules before you start classroom discussions and activities?
  - ▶ If you have already set up ground rules that you use, what are they?
  - ▶ [Guide for setting up ground rules](#)
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# Start off with Icebreakers

- ▶ Get students more comfortable with speaking and working with others. Icebreakers are a great way to “set the stage” for great discussions and activities that follow. Here are four great icebreakers from [www.edchange.org](http://www.edchange.org):
  - ▶ [Respect Exercise](#)
  - ▶ [Ethnicity Exercise](#)
  - ▶ [Name Stories](#)
  - ▶ [“Who I Am” poems](#)

# Beginning the discussions

- ▶ Now that students are a little more comfortable with each other, we can begin discussions.
  - ▶ A great way to have students feel more comfortable discussing is to put them in small groups.
    - Assign tasks: recorder, reporter, etc.
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# Beginning Discussion Topics

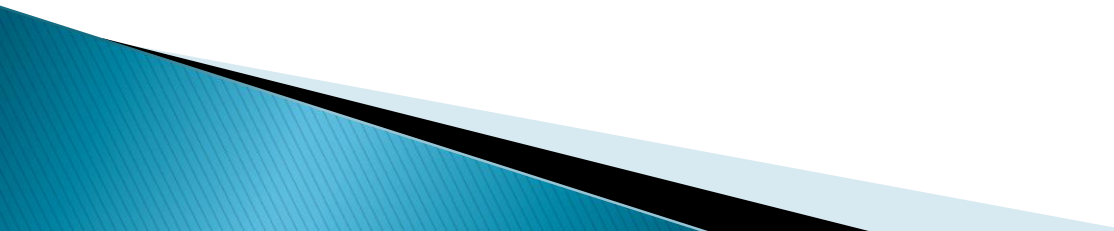
- ▶ Ask questions that will lead students to thinking about stereotypes. Some examples:
  - You see a group of older women having a discussion, what do you think they are talking about? (Change up the group: use teenage boys, mid-age men, etc. See how their answers change)
  - What are stereotypes teenagers (or any age group) have of the people around them?
  - When have you felt stereotyped?
- ▶ You can mix groups around as often as you feel necessary to encourage good discussion.

# Activities that you can use in your classroom

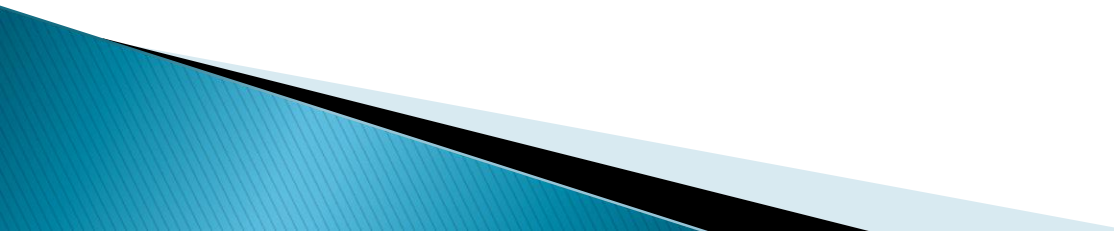
- ▶ [Understanding stereotypes](#)
- ▶ [Looking at ourselves and others lessons](#)
- ▶ [Stop bullying activities](#)
- ▶ [“Bridge to Terabithia” lesson](#)

These are only some of the great lesson and activity ideas that can be found on the web. Always use your resources to find great lessons for your students!

# Discussion

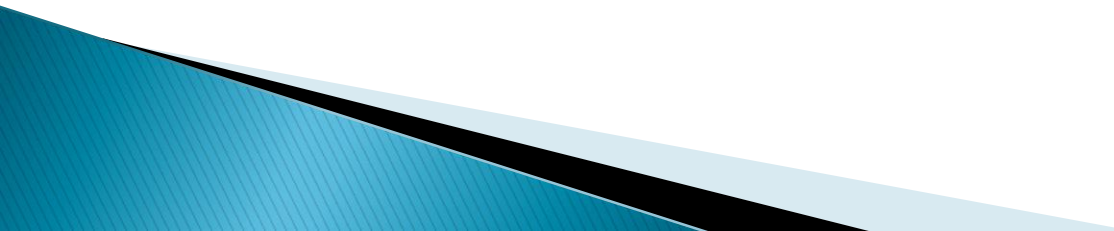
- ▶ Form a small group with those around you.
  - ▶ What activities have we discussed that you would like to use in your classroom?
  - ▶ What activities have you already used in your classroom that you have found to work?
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# Integrating Activities

- ▶ It is important that tolerance, diversity, stereotyping and bullying activities, lessons and discussions are integrated throughout the year and in all subjects and grades.
  - ▶ Just spending a day or week on these topics will not reduce stereotyping and bullying in your classroom and school.
  - ▶ Integrate an activity as often as you can, in as many subjects and grades as the school can.
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# Get everyone involved

- ▶ Get other teachers, administrators, schools and community members involved
  - ▶ Service learning projects will help get the community to become a part of reducing stereotypes and bullying
  - ▶ Work outside the classroom. Have different grade levels or subjects work together.
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# References

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- ▶ Sleeter, C. E., & Grant, C. A. (eds). (2009). *Making choices for multicultural education: Five approaches to race, class, and gender, sixth edition*. John Wiley & Sons, Inc.