



**Methodology book**

<p><b>Habit – Patience / tolerance</b></p>	<p>Description and importance in school:          Having in our school students from Angola, Mozambique, Guinea, Brazil, and SEN.          Give our pupils the opportunity to reflect on the personal and societal impact of treating people differently based on something not in their control. They identify the roots of intolerance and prejudice, and brainstorm strategies and solutions for overcoming them.          In this lesson, students reflect and identify the roots and consequences of non-inclusive, intolerant behaviour.</p>
<p><b>Activity/Game</b></p>	<p><b>Words matter</b></p>
<p><b>Age /year of school</b></p>	<p><b>10 – 19 years old</b></p>
<p><b>Duration</b></p>	<p><b>+ - 30 minutes</b> (Discussion time can be adjusted by reducing or adding to the questions posed in the activities at the discretion of the teacher)</p>
<p><b>Resources and materials</b></p>	<p>Notebooks; pen or pencil; computer; copies of Reproducible “Words Matter”</p>
<p><b>Specific description</b>           lesson plan step by step</p>	<p>Learning Objectives          After this lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and examine current and historical non-inclusive, intolerant behaviors in their school, their community, and society as a whole.</li> <li>- Identify the roots and consequences of non- inclusive, intolerant behaviour.</li> </ul> <p>Steps</p> <ol style="list-style-type: none"> <li>1. Referring back to the Soeren Palumbo speech, have students think about their own experiences with the R-word (retard).</li> <li>2. Distribute Reproducible “Words Matter,” which asks students to reflect upon their own use, active or passive, of the R-word.</li> <li>3. Give students time to complete the reproducible and then discuss answers as a class. What conclusions can students draw about the</li> </ol>

use of the R-word in their school? In their community? What about society in general?

4. Break students into groups and have them share examples of when they have been the victim, witness, or perpetrator of intolerance or discrimination of any sort.
  - a. Based on the examples, would students say that prejudice and intolerance exist at your school? In the community?
  - b. What about prejudice and intolerance specifically toward those with disabilities? Do they exist at the school or in the community?
5. Challenge student groups to identify examples from history when intolerance and prejudice had a history-changing negative effect. Examples include the terrorist attacks on the Charlie Hebdo newspaper in Paris, the Holocaust, the genocide in Darfur, the 9/11 terrorist attacks and the assassination of Martin Luther King, Jr.
6. Ask:
  - a. What happened through this event to change history?
  - b. How were people discriminated against or treated differently because of something they could not control?
  - c. What positive impact, if any, came from this event?
  - d. How might the world be different if this event had never happened?
7. Refer students back to Soeren's story or another of the intolerance examples shared during the lesson. Ask questions such as:
  - a. Why do you think people treat others in hurtful ways when they don't even know them?
  - b. What might cause someone your age to be intolerant of others? Reasons might include: influence from family, friends, or society; insecurity; fear; unfamiliarity; ignorance; competitiveness; need to conform; need for power; or lack of education.
  - c. How does our choice of words matter?
  - d. Discuss what other options they might have in their behavior that would maintain respect toward others.

	<p>8. <b>Challenge:</b> For this activity, you will create a poster, a video, a poem or a flyer to influence your peers to help reverse the trends of intolerance and prejudice against those with disabilities.</p> <p>9. <b>Activity assessment</b></p>
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## Words Matter

Think about your own thoughts and actions (or inactions) with regard to intolerance and prejudice toward others. Then rate yourself using the scale below and answer the questions that follow:

1. I make fun of people for things like race, religion, gender, body size, or physical or mental ability.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

2. I treat people differently if they are or have a different race, religion, gender, body size, physical, or mental ability than I do.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

3. I use the R-word (retard, retarded) to refer to people who have intellectual disabilities.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

4. I use the R-word (retard, retarded) to refer to people or things that I think are silly or stupid.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

5. I laugh when my friends use the R-word.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

6. I remain quiet when my friends use the R-word.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

7. I discourage my friends from using the R-word.

I never or almost never do this.	1	2	3	4	5
I sometimes do this					
I frequently do this.					
I always do this.					

**Choose one of the statements from above for which you rated yourself a 2, 3, or 4, and reflect on why you believe you did the action. Would you do it again?**

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