



DIFFERENT PERSPECTIVES 1. BEING TOLERANT

Objective: Students will be able to reflect about the importance of being different and having different perspectives.

WARM UP

Write on the board a sentence that explains ideas you want your students to discuss, for example: *Tolerance makes it possible for people to coexist peacefully. Being tolerant is very important in the world we live in. Being tolerant is being open-minded and accept other people's perspectives.* Encourage your students to read the sentence you wrote, brainstorm different ideas about what they think, and write them on the board. Finally, explain that every opinion is important and get to a general conclusion using all their ideas.

STEP BY STEP

- 1 Make sure everyone has the complete material. Invite students to read the instructions. Explain that this activity will help them train their social awareness through exchanging different perspectives and learning that we are all different and that it is important to know how to be tolerant with others. Make sure they have no doubts about the activity.
- 2 Ask them to take out the handout they printed and read the sentences inside the squares on it. Help students with any vocabulary words they may need. While they perform the activity, walk around the classroom and acknowledge their work to build an appropriate socio-emotional learning environment. In order to help the students with the activity, prompt some examples of questions if necessary.
- 3 Suggest that students get in groups to ask the questions to each other and answer them in the space provided in the handout for the activity.

- 4 Once everyone has filled their handout, as a class, ask them to share what they found out about their classmates. Encourage them to reflect on how different they are from each other.

WRAP IT UP

- 5 *How different from your classmates are you? Do you think diversity is important? Why? Do you think being tolerant helps you have a good relationship with your classmates?*

Ask the students to get into groups to discuss the questions. Give them some time and then ask them to discuss with other classmates. Ask some volunteers to tell the group how they felt doing the activity. Ask them if they were surprised about what they learned from their classmates. Remind them that social awareness is the ability to understand and respond to the needs of others. You could end this activity by eliciting ideas about why it is important to be different and how being tolerant helps us accept others' perspectives.

TEACHING TIP

Remember that you are working with teenagers and that their sense of social awareness is changing and maturing, as it is their ability to understand other people and how their attitudes and behaviors affect them. Teaching students to be more conscious of other people's feelings and behaviors creates a more accepting and respectful class environment. Provide students with opportunities so they can practice how to be more tolerant.



DIFFERENT PERSPECTIVES 2. ACKNOWLEDGING OTHERS

Objective: Students will be able to acknowledge others' abilities, skills, and strengths as a way to show appreciation and acceptance.

WARM UP

Acknowledge your students by saying one thing you appreciate about them as a class. Ask students how they feel when you acknowledge them. Tell them that it is important to acknowledge others by recognizing some of their skills or strengths. Remind them that it is equally important to accept acknowledgment from others.

STEP BY STEP

- 1 First of all, make sure your students have all the material required. Ask them to read the instructions and invite them to ask any questions they may have. Help students with any vocabulary words they may need. If necessary, encourage them to read the words in the box to convey and check meaning.
- 2 Explain that this activity will help them be empathetic with others when recognizing each others' strengths, skills, and abilities. Tell them to write their names on a piece of paper and put them all inside the box.
- 3 Ask the students to take a paper from the box and tell them to write down a list of strengths, skills, and abilities they can think about the person they picked from the box.
- 4 When the time is over, ask students to put the papers back into the box. Then take a paper out of the box and read it out loud. It is important that you acknowledge your students using the correct tone of voice, gestures, and body language. If possible, add one or two more good things about each of your students.

- 5 Stick the papers on the wall to make a collage. Explain that part of being tolerant is the acknowledgement and the acceptance of each other's attributes and qualities. It is really important to emphasize that they should be consistent and sincere when they acknowledge others. Ask them to answer the questions: *Why is it important to know your strengths? Is it easy to acknowledge other people when you don't know your strengths?*

WRAP IT UP

- 6 *When you know your strengths and you share that knowledge with others, how do you think it affects a community? Is it important to know your strengths? Why? Why is it important to recognize the strengths of other people?*

Ask your students to discuss the questions. Give them some time and then ask them to discuss the questions with another pair. Ask some volunteers to tell the group how they felt performing the activity and what they learned from each other.

TEACHING TIP

Remember your role as a teacher in a socio-emotional learning environment is to act as a model so your students can imitate your attitudes and behaviors towards them. Acknowledgement is really important when teaching English, so develop a positive mindset by recognizing students' strengths. This will create an empathetic atmosphere that can help students acknowledge each other and help them feel confident enough to participate in class.



DIFFERENT PERSPECTIVES 3. SHOWING EMPATHY

Objective: Students will be able to respond empathetically when facing unfamiliar situations.

WARM UP

Start the activity by having the class write on a piece of paper (to make it anonymous) a difficult situation they have faced so far. Then arrange the class into a large or two large circles with a student in the middle. That student takes out a piece of paper and reads it out loud. Then, one of the students in the circle offers a possible solution and then takes the place of the student in the middle. Continue until all the pieces of paper are read. As soon as they read a problem, write it on the board without repeating them so as to have a list that they will use later.

Monitor the activity and whenever you notice that they are not being kind, interrupt and have them be aware of it and modify their behavior.

STEP BY STEP

- 1 Ask students to reflect on the situations you wrote on the board in the warm up. Elicit from the class how would they feel if they had any of those problems and together try to offer a solution.
- 2 Make sure every student has a copy of the printed material that they will work with.
- 3 Give students enough time to read the situations, the feelings, and the responses they have in the handout. Invite them to match the situations with the feelings and situations they consider appropriate.
- 4 In groups, encourage students to share their answers and give other possible solutions to each situation. Walk around the classroom and monitor the activity while students give other possible solutions to each situation. It would be advisable that you participate in the activity by offering other solutions. Remember your role as a teacher is to be a model that students can imitate, the more you get

involved, the easier it will be for them to develop the socio-emotional ability they are training for. Give other examples of difficult situations for further practice. You can use real examples that your students are living at the moment (just be careful not to use real names) so students learn how to respond to unfamiliar situations, and the feelings they produce, through having different perspectives.

WRAP IT UP

- 5 *Do you always know how to respond when you are with your friends? What can you do to respond with more empathy? What steps can you follow to respond with empathy with your friends?*

Ask students to discuss the questions. Give them some time and then ask them to discuss with another group. Ask some volunteers to share their answers with the rest of the class. Elicit the importance of responding with empathy and invite them to develop strategies to become more empathetic with their friends and family. To end the activity, give some tips for responding empathetically like offering help, controlling their emotions when giving advice, taking action, getting involved, etc.

TEACHING TIP

Teaching how to respond empathetically will lead students to put themselves in other people's shoes. When students live these experiences, they become more sensitive to what their classmates or people around them are experiencing and are less likely to be indifferent or bully them. Make sure you develop tolerance and consciousness towards other people's feelings when you teach how to respond empathetically. As a result, you will create a more accepting and respectful school community. Invite other teachers to participate by creating consciousness and tolerance towards their own students' problems so teachers can also respond empathetically to each of their students' situations.



DIFFERENT PERSPECTIVES 4. TOLERANCE

Objective: Students will be able to show tolerance towards others through reading stories.

WARM UP

Start the activity by writing the words *Tolerance is...* on the board. Then invite students to draw their hands on the board and encourage them to write inside a word that completes the sentence. Repeat this activity with every student in the class and don't forget to participate with your own hand and word. Start a reflection on the importance of being tolerant no matter how different we are.

STEP BY STEP

- 1 Make sure all your students have the printed material to work with. Ask students to work in groups and encourage them to write a list of 10 books they have read using the space provided in their handout.
- 2 Let students share their list and make them choose one book so they can perform the activity. If necessary, provide them with useful vocabulary words.
- 3 Give students enough time to perform the activity and to complete their organizer in the space provided in the handout. As they work, walk around the classroom and monitor the activity. Provide help to those students that require it while they are writing their paragraphs.
- 4 Once they have finished, invite students to share their characters and explain why they chose them. Ask students to listen attentively and to be respectful with their classmates when giving their opinion about others characters.
- 5 End this activity reflecting on how different people are by pointing out all the characters your students chose. Remind them that diversity is natural, but acceptance and tolerance are two concepts that they should build and work on every day. Go back to the initial reflection and encourage them to accept each other as they are.

WRAP IT UP

- 6 *Was it easy to identify with a character? Why? Do you think that understanding the character helps you feel empathy towards the people around you? Why? Do you think the strategy of walking in someone else's helps you be more empathetic and tolerant? Why?*

Ask students to discuss the questions in pairs. Give them some time and then ask them to discuss with another pair. Remind them that tolerance is a life skill that they must learn and work on. Encourage students to practice tolerance by inviting them to do different activities like talking with their classmates, spending time with them, respecting their differences and opinions, etc.

TEACHING TIP

Remember adolescence is a time of great transition between childhood and adulthood, and it is pretty common for teenagers to think they don't fit in with the mainstream. This is why being tolerant is not just an option, but a necessary life skill. To get better results, encourage students to talk, include yourself in the dialogue, speak positively, respect your students' opinions, acknowledge them whenever possible, point out prejudice so it doesn't influence others, and always be a positive influence for them.