

Teaching Life's Essentials – Tolerance

EDUU 9873

1 Semester Credits/Units

Instructor – Kathryn J Vining

kvining@edsonline.com

Syllabus

Course Overview

Welcome to **Teaching Life's Essentials – Tolerance**. This class was created as part of a seven-course series entitled **Teaching Life's Essentials**. The other courses in the series are:

- **Happiness**
- **Compassion**
- **Curiosity**
- **Resilience**
- **Growth Mindset**
- **Inspiration**

Isn't it true that great teachers are born not made? We say "not at all". With the guidance of the courses in this series, you can take your teaching to a new level; one that brings the highest degree of satisfaction to yourself and your students. Great teachers are remembered not for the knowledge they impart but for the way they encourage and lift their students' achievement, not just in a subject, but in the important skills of living a fulfilling life. These skills of happiness, of inspiration, compassion, curiosity and resilience are essential for both the learner and the teacher. This course will bring research to inform along with techniques and activities to imbue your delivery of required curriculum with the essence of greatness-both yours and your students'.

This course demonstrates that tolerance can best be taught by bringing people together and having them work with each other. Since this isn't always possible, many materials and resources are presented to help teachers understand and promote fearlessly confronting intolerance, wherever it lies. Teachers are in one of the best places in society to foster tolerance.

Course Objectives

In this course participants will have an opportunity to:

1. Read and study given website resources that will help them teach tolerance.
2. Plan how to make use of teaching tolerance resources.
3. Bring students together by having them work with each.
4. Communicate with other teachers about teaching tolerance.

Course Relation to Professional Standards

This course aligns to the National Board for Professional Teaching Standards

1. TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING.
 - a) Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly
 - b) Teachers treat students equitably
2. TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS.
 - a) Teachers Command Specialized Knowledge of How to Convey a Subject to Students
 - b) Teachers Generate Multiple Paths to Knowledge

The course aligns with the National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world...

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

NL-ENG – K-12.9 MULTICULTURAL UNDERSTANDING

- a) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

How to Submit Coursework

Preparation: Prepare assignments in either Word or PDF formatting. Mac users of Page can save their work as a Word file. Make sure you place your full name, course number and assignment category at the top of each page. Place all **A** assignments in one document. Do the same for all **B** assignments, etc.

Document names: Name each document with your last name and assignment letter (BrownAssignmentsR; BrownAssignmentsA; BrownAssignmentsB).

Assignment Submission: Place each completed document in the corresponding assignment submit area. You will receive feedback from your instructor, but don't wait for it to continue with your coursework.

Forum Postings: Submit all Forum postings using the Forum found in the LMS. Label each discussion post with the number of the assignment it fulfills.

Each completed assignment in this course is submitted to the instructor for review. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

Course Assignments

There are 2 assignments to turn in: Assignments A, B and Forums A2, A7, B6, C1, C2

A. Bringing People Together - *There are several sections to include in A*

Describe (without identifying any specifics) an incident in your life (either as a student or a teacher) where school intolerance occurred. This prejudice could have involved any aspect of the school.

A1. Describe the incident

You will return to the incident in A6, but for now view the following Ted Talk

- [I am the Son of a Terrorist](#)

A2. While engaging your heart and your mind, comment on this Ted Talk. **Post this comment on the Forum.**

View the following Yes Magazine video

- [How a White Supremacist Became a Civil Rights Activist](#)

Build empathy and tolerance by bringing people together by having them work with each other.

A3. The following web resource has numerous pictures promoting tolerance. Choose one that you think would best illustrate the above statement from Yes Magazine's video about bringing people together and state why you choose that picture.

- [Teaching Tolerance Posters](#)

A4. The following web resource has numerous quotes about tolerance. Choose one that you think would be best to accompany the picture you chose in **A3** and explain your decision.

- [Teaching Tolerance Quotes](#)

Check out these two resources

- [Tolerance Lesson Plans](#)
- [Mix It Up](#)

A5. Choose one activity or lesson plan that would best accompany the pictures and quotes in **A3** and **A4**.

Explain

Look over the three teaching resources on tolerance from the following websites.

- [Strategies for Reducing Racial and Ethnic Prejudice: Essential Principles](#)
- [Strategies](#)
- [Strategies for Teaching Tolerance in Your Classroom](#)

A6. Now choose a strategy accompanied by an activity, picture and quote that you think would have had the best chance to eliminate or lessen the intolerant incident in **A1**. Explain

A7. For your second **Forum Post** view the following video and then comment on it as a summary to this section –

(required) Video of Children singing – “We are the World”

[We Are the World - Children](#)

(optional) You can also watch the original version of “We are the World”

[We are the World – Original Version](#)

B. Teaching Tolerance

The Southern Poverty Law Center brings to the teacher: **TEACHING TOLERANCE**

Study the following five resources from the Teaching Tolerance program and then choose one aspect of each resource that intrigued you and tell why you chose it. Note- B5 has three parts

- [Classroom resources](#)
- [Activities](#)
- [Teaching Kits](#)
- [Magazines](#)
- [Professional Development](#)

B1. Resources

B2. Activities

B3. Teaching kits

B4. Magazine archives

B5. Professional development – a. school climate b. classroom strategies c. reflective teaching

Make a list of books, videos, games, apps, speakers, field trips, etc. that could be used to help your grade level have discussions about race, religion, gender or other differences among people.

B6. Share your resources and post your comments on the forum.

C. Tolerance Summary

After reading Karen Freshmen’s *Huffington Post* article that talks to other white people about tolerance and racism, write an article that talks to other teachers from you – another teacher. Your article can be much shorter.

- [White People, If You’re Not Part of the Solution, You’re Part of the Problem](#)

C1. Forum Post - Your article

C2. Respond to any **Forum Post** by another teacher if available

End of Course

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples or references from multiple sources.	Assignment use specific examples or references from just a few sources.	Assignment do not use specific examples or references from the readings.
All assignment are completed using complete sentences.	The majority of the assignments are completed using complete sentences.	Assignments are not completed in complete sentences.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.