**Lesson about tolerance**

Osnovna šola Litija



**Subjects:** Art, Language

**Grade:** 6

**Age:** 11

**Objectives**

Students will talk about the meaning of the word tolerance, draw a truly unique person, one part at a time, create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another, define the most positive qualities of this person, write about why this person is one of your new best friends.

**Keywords**

Tolerance, friend, writing, friendship, self-esteem, appreciation, differences

**Materials needed:**

5 cm square of white drawing paper, one sheet per student

8 cm square of white drawing paper, one sheet per student

10 cm square of white drawing paper, one sheet per student

art supplies (might include crayons, markers, or paints)

writing paper and pen/pencil

**Lesson Plan**

In this lesson, students search for the most positive aspects of some very unusual »people«.

The activity reinforces the idea that one can not always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.

To begin the lesson, write the word tolerance on the whiteboard. Ask students what the word means to them. Ask: What is it that makes you unique among your classmates?

Next, draw a simple outline of a person on the board or chart. Draw two lines

across the person´s body. One line should divide the person´s head (including the neck) and

torso (shoulders to waist); the other should divide the torso and leg area (from the waist-

down).

Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat,

and so on.

Discuss some of the ways in which people´s bodies might be different. Lead students to

understand that people can be skinny or heavy, muscular or frail, square- or round-

shouldered, and so on. Talk about the kinds of clothing people might wear -- a T-shirt, a

sweater, a feathered boa...

Finally, focus on the lower body (from the waist down). Point out that people can have

skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants,

dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and

so on.

When you are satisfied that students have the three parts of the body sorted out, provide

each student with a piece of white drawing paper (5 cm square). Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this unique person

should come from their imaginations. Remind them to think first about the features the

persons head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person´s

head. Also, remind them their head could use a neck to sit on!

When students finish drawing a unique head, provide them with a sheet of paper that

Measures 10 cm square. After students write their names on one side of the paper, they

should turn the paper over and draw the torso (shoulders to waist) of the person. Before

they draw, remind students to imagine the features of the persons torso. How is the body

shaped? What clothing is the person wearing? Once again, students should fill the entire

space and draw as much detail as possible. Think unique!

When students finish drawing a torso, hand them a third sheet of paper; this time a 8 cm

square. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to think unique!

As students finish their final square, have them check to be sure their names are on all three

parts; then collect them. You might have students put the heads in one box or folder, the

torsos in another, and the legs in a third.

Putting It Together

Distribute to each student a head, a torso, and a set of legs. Students should not get a body

part that they drew. Have students tape together the three body parts to create a

totally unique »friend«. The new friends will be pretty unusual-looking people, to say the

least! But...

Here is the crux of the lesson...

Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...

After students have had a good laugh about how the three body parts came together to

create an unusual-looking person, ask each student to think up a name for his or her new

»friend«; and to give some thought to some of the characteristics the new friend might have.

Ask: What special qualities does this unique person have? What special talents does the

person possess? What do you have in common with your new friend? How are you different?

After students have decided what qualities their new friends have, tell them you would like

them to write about their new friends.

When students have finished their stories, invite them to share them with their classmates.

You might use this read-aloud session as an opportunity to reinforce the lesson you hope

they will take from this activity: What a person looks like on the outside has nothing to do with what that person is like on the inside!

The essays and illustrations might make a fun bulletin board display too!