

Topic: TOLERANCE

Objective: To encourage a sense of tolerance, including racial differences, in order to enjoy the richness and diversity of life.

Readiness to look beyond surface impressions. Avoidance of ridicule.

Appreciation that other's religious convictions are often deeply felt.

Curriculum Links: Citizenship, Drama, English, Geography, History, Music, PSHE

Key words: chapati, curry, digestion, embarrassed, garlic, samosa, spices

Materials needed:

- The Manual or copy of lesson plan
- Page 36 and 37 of the Introduction Manual
- Several sheets of drawing paper for each pupil
- Coloured wax crayons, assorted pens or felt tips for each pupil
- CD player
- CD with music for silent sitting
- CD with music for the song
- Photocopies of group activity examples handout or an enlarged copy for pupils to see
- Pages of the drama for 5 pupils

QUOTATION/THEME FOR THE WEEK



LOVE IS THE SEED OF TOLERANCE

Brainstorm what you think tolerance means?
What has tolerance to do with love and caring?
Give an example of when you were tolerant.

SILENT SITTING

Step 1 *(See page 36 of the Introduction Manual)*

Step 5: Guided Visualisation on Light exercise *(See page 37 of the Intro Manual)*

Step 6.

DRAMA

THE TWO DAVIDS

by Tessa Hillman

The scene is set in a London school. There are keyhole sketches of David Curly's grandmother's house.

Characters: *Narrator*
 David Curly
 David Straight (Davinder)
 David Straight's Gran
 Bully

Narrator: The two Davids were inseparable friends who went to school in London. When they were not at school or out together, they spent a lot of time talking on the telephone. To hear them speaking, they sounded much the same. Although at home one of them was called Davinder, to their friends, they were known as The Two Davids. In order for people to know which one they were talking about, they were referred to as David Curly and David Straight.

David Curly: My granddad came from Jamaica.

David Straight: My grandparents were from India.

Narrator: Every morning the two Davids sat together on the school bus and talked about their lives and interests. They both had play stations and both enjoyed the same TV programmes. They were very good at football and supported the same team - Manchester United. They played for the school.

David Straight: I play Centre Forward

David Curly: I usually play in Goal, or else in the Defence.

Narrator: When they sat together at lunch times they would sometimes swap food.

David Straight: I've been staying with my gran. She's always telling me,

Gran: You need some proper food inside you at lunch time, sandwiches are not good enough.

David Straight: She's filled my lunch box with Indian food again. I feel embarrassed about my Indian lunches. Here, David Curly, you have them. I don't dare complain to my gran. I don't want to find an empty lunch box at dinner time!

David Curly: I can't understand why you complain. I've tasted your gran's Indian food. I love it. I'm bored with my own sandwiches and crisps everyday. Here, have mine and I'll have yours.

David Straight: You're welcome to mine. I don't like curry and chapatis. It's all my gran ever cooks. I don't like the smell of it. I prefer sandwiches.

Narrator: David Straight had once been insulted by another boy in the playground.

Bully: (wrinkling his nose and pushing David Straight against a wall)
You smell disgusting. Curry boy, curry boy, you stink. Do you hear, you stink!

Narrator: David Straight had grazed his knuckles on the wall and was upset about the whole thing. He had been staying with his gran and certainly most of her food was quite spicy. He had enjoyed eating it before that day, but from then on decided that he might be safer in school if he was sure he didn't smell different from anyone else. He tried to explain to his gran about the 'curry boy' incident.

Gran: I'm sorry you were hurt. But as far as my food is concerned, different people smell of different foods. They don't realise it, but they do. People who eat garlic may smell of garlic, people who eat curry sometimes smell of curry. So what! Garlic and spices are very healthy for the body. Don't pay any attention to that boy. Keep away from that bully if you can.

David Straight: No one else has ever said anything about my curry, but to be on the safe side I'm not going to eat it if I can help it. I'll tell mum that I don't like it. It's just gran who refused to co-operate. She doesn't make my lunch very often, so it isn't a big problem. But next time I stay with her, I'll have another go at trying to convince her that I want plain sandwiches for lunch.

Gran: Davinder, you have to learn to smile at these curry haters. They don't know what's good for them. Just because one boy has been rude to you, do you want to stop eating curry forever? Our family and cultural eating habits are not just about tastes we are used to, our spices have many important properties. They keep the blood clean. They are good for the digestion. Too much hot food is not good, it is true, but what I give you is very healthy.

David Straight: Why doesn't she listen to me. I want to be like everybody else in my class. It's lucky for me that David Curly isn't worried about smelling of spices. After the weekends he always asks me if I've stayed with my grandma on Sunday night. Have you got cheese and tomato sandwiches again then, Dave? I ask.

David Curly: Yep, and I'd like to swop if your gran has given you some of those yummy samosas.

David Straight: Samosas? They're my favourite too. She doesn't put loads of spices in them. Look, I'll give you one samosa if you give me one sandwich. Is it a deal?

David Curly: Right on!

QUESTIONS: *Support answer to question 4 with evidence from the text*

1. Do you criticise in thought/word someone who eats different food from you?
2. How else could David Straight have handled the situation with the bully?
3. What other cultural differences might cause suspicion and conflict?
4. What values were depicted in the drama?
5. How did you feel when you heard, saw or acted in the drama?
6. Did the drama remind you of anything in your own life?

Key words: *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

GROUP ACTIVITY

1. Art exercise: The Landscape of your heart (See examples on next page)

A. Ask the pupils to lay out on a table in front of each of them some blank sheets of paper and wax crayons and a few assorted pens or felt tips.

B. Sit quietly in an upright but comfortable position with feet firmly on the floor and arms and hands in a relaxed position in your lap.

Spend a few moments concentrating on breathing deeply but not straining. Imagine yourself descending a staircase or entering a lift down in to your heart. Open the door or doors and go inside. Take some time to look around.

What can you see, sense or feel? Do not worry if a particular image does not present itself.

When you feel ready, open your eyes and pick up a crayon and start to make an image. If you are right handed use your left hand, if left handed use the right hand, but do not concern yourself with the way that the image looks at this stage! If you feel compelled to write words, do so. Try to put down first impressions.

C. When you have finished drawing, prop your image up in front of you and ask yourself what you think your drawing was trying to say or show to you about your heart. For example:

Was it a warm environment?

Did it remind you of anything else, such as an animal or garden.

Can you see any figures or objects in your doodle or drawing?

If so, were they happy or sad?

Take a second sheet of paper, pens, paints or collage materials and make a second piece of artwork. Develop this picture from picking out shapes and objects from the first drawing, or if the message about your heart was clear to you, concentrate on expressing that message to yourself visually.

NB It is not necessary to use this exercise for a group discussion.

However, if the pupils wish to show any of the images to a group and discuss it, make sure that all who participate agree to abide by certain ground rules such as:

Confidentiality

Not interrupting

No judgemental criticism or disparaging comments

No group member to dominate - time needs to be limited per person

No member to try to interpret another person's work

The primary function of the discussion group would be compassionate support only.

One person, or teacher to be the group moderator.

Very intense emotions would be inappropriate to discuss in a group.

2. Design a card welcoming someone who has just moved into the district.

3. Invite a new pupil in your class or school to join you on some trip, or expedition, or to play a sport with you.



GROUP SINGING

OPEN YOUR HEART

*(lyrics by L. McCartney, Scotland 18.7.97
music by Stuart Jones)*

Nurture the love that's within.
Open your heart, let it sing.
Nothing but joy can it bring.
Virtues are values of truth.

*Chorus: Now sharing with peace, love and truth
Consider our actions as proof.
Now sharing with peace, love and truth
Every virtue's a value of truth.*

Impatience is not good to share
It only brings others despair.
Look to your heart to be fair
Every lesson in life is kept there.

*Chorus: Now sharing with peace, love and truth
Consider our actions as proof.
Now sharing with peace, love and truth
Every virtue's a value of truth.*

Extension: Research the effect of how food habits have changed in London over the last century. The number of curry and other foreign take-aways and restaurants.

Art Link

Citizenship Link: Unit 4 Britain - a diverse society?

Programme of study: 1b the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

3a use imagination to consider other people's experiences.

English Link: Spelling 7: Spelling key words;

Reading 8: infer and deduce meanings;

Vocabulary 15: use a dictionary;

Drama 15: develop drama techniques.

History Link: 2b: about the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world.

PSHE Link: 2 Developing a healthy, safer lifestyle: 2g to recognise when pressure from others threatens personal safety and well-being/effective ways of resisting pressures.

3 Respecting differences: 3a the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.