



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Published on *Teaching Tolerance* (<http://www.tolerance.org>)

[Home](#) > Elementary Mapping Activity

Elementary Mapping Activity

Classroom climate dramatically affects students' lives on a daily basis. We know that a teacher can set the mood of the classroom, but so can students, through the ways they interact with each other. This sociogram helps students see their patterns of interaction and offers them opportunities to mix it up.

Objectives

- Students will map out key relationships in their classroom
- Students will see relationships they're neglecting and make efforts to reach out to classmates with whom they do not normally interact

Time and Materials

- One class session
- Sociogram Handout for each student

A sociogram is a visual representation of the relationships in a classroom. This activity uses a sociogram to help students understand how they interact — or don't interact — with their classmates. The understanding of their interpersonal interactions can create opportunities for students to cross their routine social boundaries and strengthen their relationships with all classmates.

Give each student a copy of the Sociogram Handout. Tell them that the "Me" in the center represents them. Have them write the names of all their classmates on the page (or you could have done this already for them to make the activity go quicker).

Explain to the students that they are going to visually map out their relationships. No one else needs to see their paper and it can remain private. Use the Sociogram Example as a model of what they are going to do and see if they can "read" the relationships. For instance, the person in the model thinks of Raven as a best friend, plays with her at recess and thinks that she is one of the popular kids in class.

After students fill out the Sociogram Handout, and without naming any classmates, ask them the following questions:

- Do you have multiple lines going to the same name(s)? What could this tell you?
- Look at the names you didn't draw any lines to. Why do you think you don't interact with them?

- Using a green crayon, draw circles around people you don't usually play with, but would like to start playing with. Make an effort to spend time with them today. (Do the same thing for people you would like to play with tomorrow or the next day, using different colored crayons for each day.)

After a few days of using the sociogram to help students cross their usual social groups, have them write about or discuss the following prompts:


- What did it feel like to Mix It Up? Was it easy or difficult? Why?
- Did you make new friends? Why or why not?
- Do you find yourself playing with different people more now?
- What did you learn about a new friend that you didn't know before?

Extension (for Teachers Only)

These sociograms may provide very valuable information to you about the interpersonal dynamics of your classroom. With students' permission — and since no names are on the handouts so they remain anonymous — collect them and synthesize your classes' relationships. Look for the following dynamics:

- Who was chosen over and over again? Are these the leaders — for better or for worse — in your classroom?
- Which children consistently had no lines drawn to them? Did you know that these children were socially isolated? What can you do to help them build healthy friendships in your classroom?

File(s):

-  [Sociogram Handout](#) [1]
-  [Sociogram Example](#) [2]

[Grades 3 to 5](#) [Mix It Up](#)

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Source URL: <http://www.tolerance.org/activity/elementary-mapping-activity>

Links:

- [1] http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_sociogram.pdf
- [2] http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_sociogramexample.pdf

Sociogram Handout

KEY



These are my 3 best friends



I wish I could be these people's friends



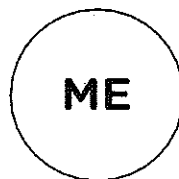
I play with these people at recess and lunch



These are the popular kids in our class



These are the smartest kids in class



Sociogram Example

KEY



These are my 3 best friends



I wish I could be these people's friends



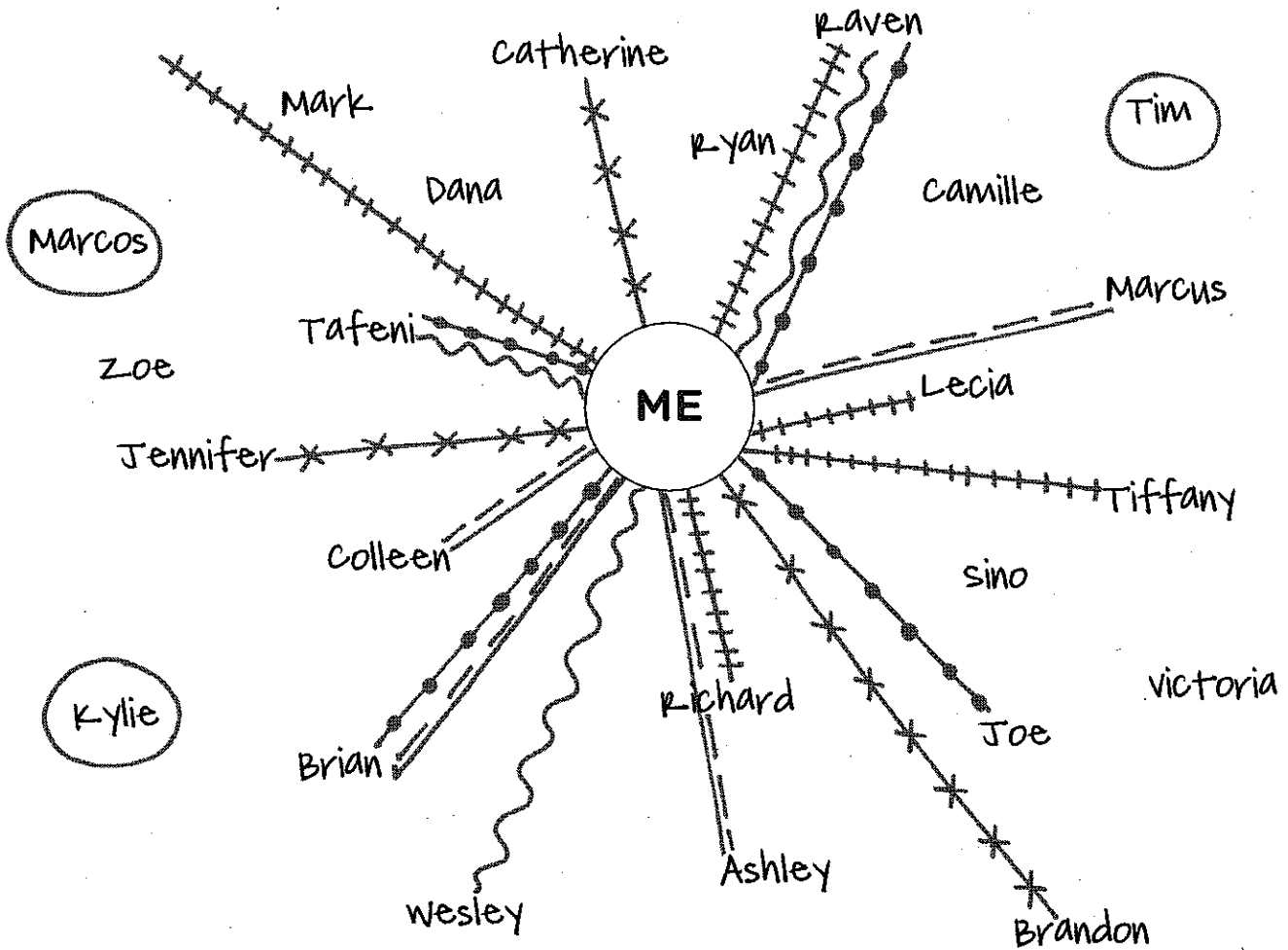
I play with these people at recess and lunch



These are the popular kids in our class



These are the smartest kids in class



What's Your Friend Potential?

Do you make new friends easily? Do you feel you do a good job of keeping friends? This sheet has a list of skills and characteristics that help you make and keep friends. Take a few minutes to rate yourself on each one. When you're done, choose one or two skills you want to work on improving this month. Remember, you can help your friends build asset #15, positive peer influence, by being a great friend.

I listen as much as I talk when I'm with my friends.

Hardly ever Some of the time Most of the time

I suggest things to do that other people think are fun.

Hardly ever Some of the time Most of the time

I refuse to repeat gossip or hurtful comments about others.

Hardly ever Some of the time Most of the time

I can sense when my friends are angry, frustrated, or feeling left out—even if they don't say anything.

Hardly ever Some of the time Most of the time

I stand up for what I think is right, even if my friends do not agree.

Hardly ever Some of the time Most of the time

I can tell a joke.

Hardly ever Some of the time Most of the time

I apologize when I goof up.

Hardly ever Some of the time Most of the time

I do "random acts of kindness" for friends and others.

Hardly ever Some of the time Most of the time

I keep the promises I make.

Hardly ever Some of the time Most of the time

I can disagree with someone without getting angry or resorting to name-calling.

Hardly ever Some of the time Most of the time

I keep secrets.

Hardly ever Some of the time Most of the time

I encourage friends to do their best.

Hardly ever Some of the time Most of the time

I forgive others who ask for forgiveness.

Hardly ever Some of the time Most of the time

I work to mend my relationship with a friend after an argument.

Hardly ever Some of the time Most of the time

I join in celebrating when a friend succeeds.

Hardly ever Some of the time Most of the time

I reach out to people who seem lonely or disconnected.

Hardly ever Some of the time Most of the time



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Published on *Teaching Tolerance* (<http://www.tolerance.org>)

[Home](#) > Put-Ups

Put-Ups

Students are used to put-downs, but what about put-ups? This activity helps students see the positive things that their schoolmates are doing and gives them skills to affirm each other across social boundaries.

Objectives

- Students will understand the difference between put-downs and put-ups
- Students will be encouraged to give others put-ups

Time and Materials

- One class period to introduce the lesson (After the introduction, "put-ups" can be an ongoing practice for as long as it is effective.)
- A pile of Put-Up slips available in the classroom

Ask students if they know what a put-down is and list common put-downs they hear on the board. Next, ask them if they know what a put-up is and give some examples by giving students in your class some put-ups. Examples:

"I notice that Myranda always has a smile on her face and is ready to help anyone with anything at all."

"I really love how Augustine always reminds all of us to turn out the light when we leave the room."

Use the following poem to introduce to young children how people are always watching what they do:

*I am my schoolmate's reader
He reads me when we meet
Today he reads me in my class
Tomorrow on the streets
He may be classmate or friend
Or slight acquaintance be
He may not even know me
But he is reading me!*

Inform students that they are going to begin “reading” each other, finding positive things schoolmates are doing and giving each other put-ups. To make it easy for students to praise each other, they can use the Put-Up slips.

Encourage students in your class to “put-up” students in the grades below them so as to model good behavior to younger schoolmates. Likewise, encourage them to cross boundaries and offer put-ups to older students and adults in the school so that others can see that they are modeling good behavior to younger schoolmates. This lets them see that they can cross social boundaries of grades and age and make a positive impact on the entire school.

Extensions

Have a special time during the day when students can offer each other put-ups. Make this a classroom ritual. Make visits to other classes where your students give put-ups to others not in their class.

Make an in-class bulletin board of the “I am my classmate’s reader” poem and hang all of the putups there for everyone to see. Even better, make the hallway bulletin board a place where the whole community can see the put-ups!

File(s):

 [Put-Ups Handout](#) [1]

[Grades 3 to 5](#) [Mix It Up](#)

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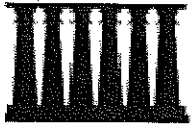
Source URL: <http://www.tolerance.org/activity/put-ups>

Links:

[1] http://www.tolerance.org/sites/default/files/general/mix_2009_organizer_guide_putups.pdf

Put-Ups Handout

<p>You deserve a Put-Up!</p> <p>I saw you...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Given by...</p> <hr/> <p>Mix It Up at Lunch Put-Up Slip</p>	<p>You deserve a Put-Up!</p> <p>I saw you...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Given by...</p> <hr/> <p>Mix It Up at Lunch Put-Up Slip</p>	<p>You deserve a Put-Up!</p> <p>I saw you...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Given by...</p> <hr/> <p>Mix It Up at Lunch Put-Up Slip</p>
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JOSEPHSON
INSTITUTE
Center for Youth Ethics

Respectful Listening

This lesson plan:

- respect
- 9-11 yrs.
- Language arts

Overview

Students watch the instructor model good and bad listening skills and attempt to emulate the positive ones.

Materials

- Paper, pencils, or pens

Procedure

1. Ask students to explain why it's important to listen to other people. List answers. Suggest that listening promotes respect and tolerance and helps resolve problems between people. Ask the students to help you explain how listening accomplishes these things. Have them cite examples to back up their claims.
2. Tell them you're going to demonstrate good and bad listening skills. Invite a student to join you in front of the class. Tell the student to talk to you about something he or she is interested in (and appropriate for a class forum). Before he or she starts, instruct the students to pay attention to your behavior during the conversation.
3. As the student talks, let your eyes wander, become easily distracted, act impatient (look at your watch), interrupt frequently, reply with irrelevant responses, act fidgety, etc. Ask the students to share what they observed and list them. Ask them to describe how your behavior affected the speaker and how it made him or her feel. Invite suggestions on how you could have been a better listener.
4. Have another student come up and talk to you. This time make direct eye contact, stand still, acknowledge the comments, lean closer, let the student finish speaking before asking a question (be sure your questions are relevant and follow the issue the student is addressing before you speak).
5. Have the students share their observations about how you were a respectful listener. Ask them how your positive listening affected the speaker this time. Suggest that a good listener makes the speaker feel comfortable and confident and encourages him or her to share information.
6. Divide the students into groups of three. Assign one person to be the speaker, one to be the listener, and one to observe. Tell them the observer's job is to note examples of respectful and disrespectful listening. The observer should also coach the listener. Walk around the room and facilitate the process.
7. Have the members of each group rotate positions and do it again. Continue until each group member has had a turn being a speaker, observer, and listener.
8. Instruct each group to write down what was hardest and easiest about being a respectful listener. Share the responses with the class.

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store:
<http://www.charactercounts.org/materials>

Adapted from *Conflict and the Story of Our Lives* by Barbara Stanford. This activity is posted in the "Lesson Plans" section on the University of Arkansas at Little Rock College of Education website (www.ualr.edu/~coedpt).

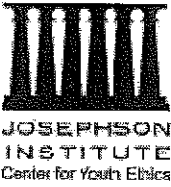
McREL standards

Language Arts

Standard 8. Uses listening and speaking strategies for different purposes.

Level II, Benchmark 4. Listens to classmates and adults (e.g., does not interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback, eliminates barriers to effective listening).

<http://www.mcrel.org/standards-benchmarks/>



Where Does Bullying Happen?

This lesson plan:

- citizenship
- 9-11 yrs.
- Language arts

Overview

To addressing bullying in schools, it is helpful for students to understand the social dynamics. This lesson will generate a discussion of the terms "leader," "follower" and "peer pressure" and how they influence everyone's experience at school. It also offers practical suggestions about how students can help teachers identify areas in the school where bullying occurs and how students and teachers can work together to make schools safer.

Materials

Print out "Where Does Bullying Happen Worksheet."

Handouts

- Where Does Bullying Happen

Procedure

1. Review the rules of group discussion, including the following:
 - One person speaks at a time
 - Do not interrupt
 - Raise your hand if you want to say something
 - Make sure what you have to say is about the topic
 - Write your point down so you do not forget it if there are several people that want to talk
 - Assign one person to write down important points (either on paper or on the board)
2. As a class or in small groups, ask the students to discuss the following:
 - What is a leader? What are the important qualities for a leader to have?
 - What is a follower? When is it good to be a follower? When is it a bad idea?
 - Which do you think bullies are, leaders or followers and why?
 - Why do people do nothing when bullies are being unkind?
 - What is peer pressure? What kinds of things might you do because of peer pressure?
 - How can students stand up to peer pressure?
 - How can adults be helpful if students experience peer pressure?
3. Pass out the "Where Does Bullying Happen" worksheet and ask students to fill it out.
Note: This exercise is also an assessment tool, so if you discover that bullying is going on in certain areas of your campus, this is important information to share with your administrators and colleagues.

This lesson was created by the Curriculum Department at the Josephson Institute. Lessons like this are a regular feature in Josephson Institute's monthly e-newsletter, the *Chronicle*. To subscribe, visit the CHARACTER COUNTS! website: <http://www.charactercounts.org/chronicle/>

McREL standards

Language Arts

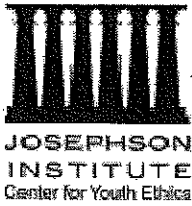
Level II [Grade 3-5]

Benchmark 1. Contributes to group discussions

Knowledge/skill statements

1. Knows appropriate times to contribute to group discussions
2. Knows appropriate ways to contribute to group discussions

McREL <http://www.mcrel.org/compendium/browse.asp>



The Art of Peacemaking

This lesson plan:

- respect
- 9-11 yrs.
- Life skills

Overview

Students discuss how negotiation can solve conflict and find solutions to problems in real life.

Materials

- Paper, pencils, or pens

Procedure

1. Ask the students to share examples of when they had a disagreement with a family member or friend and acted in a respectful way to solve the problem (sitting and talking, not yelling, not fighting, looking at things from the other person's point of view, etc.).
2. Suggest that resolving disagreements often involves compromise. As a class, define compromise. Explain that these are all examples of respectful peacemaking.
3. Discuss when we need to be peacemakers. Cite and list examples. Emphasize that respectful peacemaking involves talking things out with each other to create a peaceful solution. List and discuss these types of solutions:
 - Win-Win Solution — both sides talk things out so each gets something he or she wants. There is no "loser." It is peaceful.
 - Win-Lose Solution — one person gains something at the expense of the other person. It reflects competition instead of compromise.
 - Lose-Lose Solution — no one gets what he or she wants. This isn't a solution, but sometimes this outcome is inevitable. As long as the conflict is settled peacefully and respectfully, something has been achieved.
4. Pair the students up. Invite them to discuss conflicts that occur at school or that they've heard about in the news. Instruct each pair to imagine that one of these situations was peacefully resolved. Have them write how a solution was reached, who helped, and if it was a "win-win" outcome. Have them share their solutions. Suggest that we must act respectfully if we want to gain self-respect and earn the respect of others.

Inspired by an idea posted on the Ben & Jerry's Kids' Conscious Acts of Peace website (www.euphoria.benjerry.com/esr/cap).

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

McREL standards

Life Skills

Standard 2. Uses conflict-resolution techniques.

Level IV, Benchmark 9. Establishes guidelines and rules for negotiating (e.g., clarifying problems, considering other viewpoints, listening to others, meeting at mutually agreeable times).

<http://www.mcrel.org/standards-benchmarks/>

Peaceful Conflict Resolution

Conflict is a normal part of life. We all have occasional conflicts, even with people we love. A major stumbling block in any relationship is settling disagreements, which often reduce to emotional shouting matches rather than caring problem-solving. But we shouldn't let little conflicts turn into big fights, especially violent ones. Here are some rules for keeping conflicts from getting out of control.

- Maintain a spirit of good will – remember: you care about this person.
- Be specific: take time to reflect on what you are upset about
- Tell the other person what's bothering you - but do it nicely. If you have extreme difficulty expressing your feelings, try writing them down in a note or letter.
- Avoid attacking one another – discuss specific actions, feelings, and attitudes, not personalities.
- No name-calling or insults.
- No hitting.
- Don't yell or raise your voice.
- Focus on the present – past disappointments cannot be changed. Concentrate on here and now.
- Ask for reasonable change. Determine what you really want from the person, then ask yourself if it is realistic and authentic. Give the person a chance to correct the situation.
- Don't let your emotions take control.
- Listen to the other person. Allow each individual uninterrupted time to explain his/her viewpoint.
- Try to understand how the other person is feeling. Accept their feelings without being judgmental
- Look for a compromise: avoid trying to win. Try to find a solution that is satisfying for you both.
- Realize the need to accept an incomplete resolution of a conflict. At times, completely resolving an issue is impossible.
- After the discussion is over, EXPRESS YOUR APPRECIATION for the other's listening to and discussing the issue with you. Reaffirm your respect and affection for each other. Finish on a positive note.
- And, if all else fails, ask somebody else to help!

Focus: Youth generate ideas for improving school climate.

Developmental Assets Tie-in:

5—Caring School Climate
24—Bonding to School

You will need:

- pencils or pens
- noisemaker
- writing paper

Activity: As a group, discuss the meaning of *school climate* and identify the components that work together in a school to make it feel like a caring and healthy place to be (for example, supportive relationships between school adults and young people, good relationships among students, safe building and grounds, clear boundaries).

Next, pass out paper and pencils or pens and ask each young person to briefly describe one problem or situation at her or his school that is working against creating a caring school climate. Collect the papers.

Form teams of three and give each team three of the papers. If you have multiple schools represented, consider creating teams according to schools. Ask teams to discuss each of the papers for three minutes, recording on the paper as many ways as they can that the writer could work to improve the situation described. Sound

the noisemaker every three minutes as a signal for groups to change papers. Continue until every team has responded to all the sheets.

Discussion Questions:

- *What challenges do schools face in creating a caring climate?*
- *What strengths do schools have that could help them improve their climate?*
- *What is the role of each of the following groups in strengthening a caring school climate: students, parents or guardians, teachers, administrators, other school staff, neighbors, community leaders?*

Bonus Idea: Ask each young person to describe one strength of her or his school. Teams of three can then think of actions schools could take that build on their strengths and would improve school climate.

Focus: Youth name positive aspects of their school.

Developmental Assets Tie-in:

5—Caring School Climate
22—School Engagement
24—Bonding to School

You will need:

- bowl of pretzel sticks
- napkins

Activity: Gather in a circle. Pass the napkins and the bowl of pretzels around the circle. Invite each youth to take some pretzels, but ask them to not eat them yet.

Explain that when it's their turn, youth must say one good or positive thing about their school for each pretzel stick they have taken. After youth have made their remarks, they can eat the pretzels.

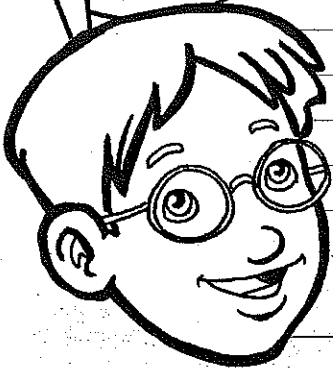
Discussion Questions:

- *When you hear other youth talking about your school, are most comments negative or positive? Why do you think this is the case?*
- *Do conversations among youth about school (classes, teachers, administrators, coaches, the building, and so on) shape their attitudes about school? Why or why not?*
- *What can you do when you are part of a conversation that you think is too negative?*
- *What needs to happen in order to create a positive school climate?*
- *If there are real problems at your school, what action can you take to improve things?*

Bonus Idea: Instead of focusing on your school, focus on your community.

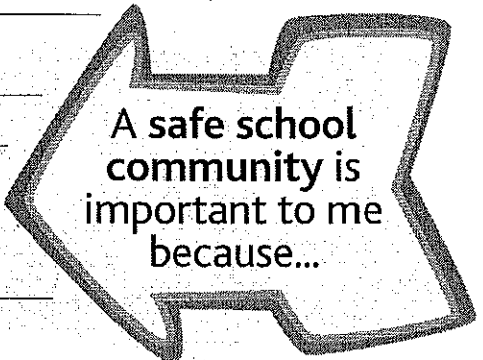
To me, community means...

OUR SCHOOL COMMUNITY



Handwriting lines for the boy's response.

A safe school community is important to me because...



Something I would like to change at our school is...



Large speech bubble for the girl's response.

Things that make our school less safe, less caring, and less fun are...

Handwriting lines for the left box.

Things I can do to make our school a safe and cool place...

Handwriting lines for the right box.

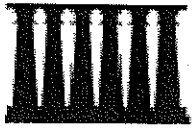


Circle 10 positive things you find in a safe and caring school.

safety conflict lying
teasing cooperation yelling
friendship fun selfishness rules

communication interests
ignoring hitting excluding
respect talents
bullying
commitment

**We are
a safe
& CARING
SCHOOL.**



JOSEPHSON
INSTITUTE
Center for Youth Ethics

Community Calendar

This lesson plan:

- citizenship
- 9-11 yrs.
- Civics

Overview

Students discuss community membership and work together to create a calendar focusing on good citizenship. This calendar might be printed and sold for school fundraising, emphasizing a commitment to the school community.

Materials

- Legal-size paper, pencils, markers, crayons, rulers
- Paints and other art supplies (optional)

Procedure

1. Discuss the importance of caring for one's community and the different kinds of communities there are. One that students need to be responsible for and care about is their school. Have the students list ways these needs are met: by whom, how, etc. Mention the fiscal responsibilities associated with meeting these needs. Ask what improvements they would like to see at their school. Settle on an issue that the class will focus on to improve the school community.
2. Explain that the class is going to show their commitment to the school by making a calendar about good citizenship that can be sold to help raise money to support a school improvement project.
3. Divide the students into groups and have each group come up with 10 things that will improve their community. Develop a comprehensive list and divide the suggestions evenly among the groups.
4. Assign each group a particular month (or months) of the calendar to create. Distribute several sheets of legal-size paper to each group. Tell them to save one sheet for their final draft.
5. Have them place the paper vertically and divide it in half horizontally. Explain that the top half will display artwork that represents good citizenship, and the bottom half will display their month of the calendar. (Display a sample page from a real calendar to use as a model.)
6. Tell each group to incorporate the community-improvement tips from their list in the boxes of the calendar. Have them show you a rough draft before they finish.
7. Compile all the groups' work and piece together the entire year's calendar. You can either photocopy it or make arrangements with a printing company to produce a large quantity to be sold to the school and community.
8. Use the funds you raise to carry out your school-improvement project.

Inspired by the "Garden of Virtues" calendar by Christina Bondurant Keffler and Rebecca Ott Donnelly from Homegrown Inc. (www.virtuescalendar.com).

This lesson is from the *Good Ideas* book, available for purchase from the CHARACTER COUNTS! online store: <http://www.charactercounts.org/materials>

McREL standards

Civics

Standard 10. Understands the roles of voluntarism and organized groups in American social and political life.

Level III, Benchmark 3. Knows volunteer opportunities that exist in one's school and community.

<http://www.mcrel.org/Standards-benchmarks/>