

**Session 9**  
**“Violence Prevention: Tolerance” -- 1**

**Goals**

- To identify how students effect each other
- To identify how we are similar and different
- To identify how families are similar and different

**Materials**

Activity 1  
Blank Paper  
Activity 3

**Procedure**

Wait until the students are seated and quiet. Ask someone from the class to give a brief synopsis about what the class learned about Bullying during your last visit. Explain the topic and goals for today’s lesson.

**Script**

Today we are going to discuss how students at our school are different and the same. Some students live with one parent, brothers, sisters, step-brothers and sisters, two parents, grandparents, adopted parents. Some students come from families that are African-American, Carribean, Hispanic, etc. Students at this school are different in many ways. One student might like playing basketball after school, while another student might like to be on the computer. One student’s favorite class might be art while another student’s might be physical education. Some students live in different housing developments and feel strong feelings about the places where they live. Sometimes it is a challenge to be in a community, like this school, with people who may look or act different, have different beliefs, habits and opinions. Other people are as proud of the things that make them who they are as you are proud of what makes you you. Differences and the pride that comes with them should never be a reason for confrontation and fighting, but unfortunately they sometimes are. Often, recognizing the ways we are the same can help defuse the impulse to fight over our differences.

**Session 9**  
**“Violence Prevention: Tolerance” – 2**

**Activity 1 instructions: How Are We Similar and Different?**

Have the students complete Activity 1 form. Have the students to pass their paper to the person next to them. Tell the students to turn the paper over and write at least two ways that they are different than the person whose name is at the top of the paper. Then tell the students to write at least two ways they are the same as the person whose name is at the top of the paper. Have the students to repeat this exercise one more time with a different student. Return the paper to their owners. Then ask for four student volunteers to come to the front of the class. Have the students to read what is on their paper. Ask the class to guess which person(s) wrote on each of the student's sheet(s).

Discuss the results of the exercise. Were any of the students surprised at the results?

**Activity 2 instructions: Totally Us**

Place students in groups of four. All students in each group must share a common letter to their names. (A group with Maria, Graydon, Alexandria and Jack would share the letter “a,” for example). Each group will share a sheet of poster paper to write their four name biographies. [You will need to provide the paper.] Using the shared letter, students must come up with a characteristic or quality that all four students have in common. For instance, the sample group listed above may be “active”, “alert” or “acrobatic”.

Once the shared letter is completed, students remain in their groups but work individually to complete the unique letters of their individual names. Students may end up with overlapping words, which is another sign of common ground.

Each group should then discuss their name biographies. They should make a list of their similarities and differences. Students should then collaboratively write a summary statement regarding their four name biographies. The summary should include information regarding, “How are we different?”, “How are we similar”, “Was it difficult, or easy to find what the students had in common?”

**Activity 3 instructions: Stories Of Our World**

The three stories listed in the handout are different. Yet they have a common thread running through them. Write about how the stories are similar. Then list how the stories differ from one another. How do you identify with each story? Write about how you felt after reading each story. Which story did you relate to more? Which story seemed the most unfamiliar to you?

## Session 9

### “Violence Prevention: Tolerance” – 3

#### Activity 4: Quote for Discussion

Read the quote. Discuss the meaning of the quote as a class.

*“One of the things I learnt when I was negotiating was that until I changed myself I could not change others”.*

*Nelson Mandela (born 1918)  
South African statesman*

#### Activity 5: VA Hero

**Maggie Lena Walker** (1867–1934) was the daughter of Elizabeth Draper, a former kitchen slave and then cook in the Civil War household of Union sympathizer Elizabeth Van Lew. Walker grew up helping her mother run a small laundry service.

This early business experience led her to be elected at age seventeen to office in the Independent Order of St. Luke, a black burial society. In 1903 she founded the St. Luke Penny Savings Bank and was probably the first woman bank president in America. St. Luke Penny Savings Bank is still in operation today as Consolidated Bank and Trust Company, the nation's oldest continuously existing African American bank.

Maggie Walker's interests and energy extended beyond her business ventures. She founded the Richmond Council of Colored Women, a group that raised money for education and health programs. She was a political activist in the black community and worked for women's suffrage and then voter registration after the passage of the Nineteenth Amendment. She published a newspaper, *The Saint Luke Herald*, and was an active member of First African Baptist church.

Until her death in 1934, Walker worked tirelessly to help African Americans achieve economic and social independence.

#### Activity 6: Life Skill

Do not stare at a student who is being reprimanded. That only embarrasses the student and makes the situation go on longer than it would otherwise. If you are in the middle of a reading or an exercise, concentrate on what you are doing instead.