

A large blue circle with a black outline, containing the text "LEARNING UNIT I INCLUSION, TOLERANCE AND EMPATHY" in a serif font.

LEARNING  
UNIT  
I  
INCLUSION, TOLERANCE  
AND EMPATHY

# 7

LESSON

## Activities: Get to Know: Debate & Dialogue

### KEY WORDS:

- empathy
- ethnocentrism
- ethnorelativism
- comprehension

### DURATION:

- 1 hour



### OBJECTIVES:

- Participants will gain cultural awareness through different activities
- Participants will understand the importance of empathy in a multicultural society
- Participants will discuss the role of digital technology in promoting empathy.
- Participants will be able to define “culture”, “cultural empathy” “open-mindedness”, ethnocentrism, “ethnorelativism”

### MATERIALS:

- Pens or Pencils
- Whiteboard
- Worksheets 1, 2, 3, 4

The Glossary can be filled in at any point during the lesson!

come up on a whiteboard. After the participants have come up with a few barriers, share **Honglin Zhu's list (Teacher's notes 1)**. Open a discussion on how we can work on **open-mindedness** through **ethnorelativism: acceptance, adaptation, integration**. Find definitions in the teacher's notes.

6. Finally, split the participants into two groups to debate,  
group A: **How technology can destroy empathy?**  
group B: **How can technology promote empathy? Use Worksheet 5**

## Worksheet 1:

Can you tell me about the traditional musical instruments of your culture and which one do you like most?

- \_\_\_\_\_
- \_\_\_\_\_

What three values ( e.g artifacts, literature, traditions) in your culture are you proud of?

- \_\_\_\_\_
- \_\_\_\_\_

How many foreign languages do you speak? What language would you like to learn?

- \_\_\_\_\_
- \_\_\_\_\_

**Worksheet 2:**

	<b>Me</b>	<b>Rest of the Group</b>
<b>What should another person in the group do to make me feel comfortable in a group I don't know? (e.g. I need someone to say hello to me, or to smile at me)</b>		
<b>What are you willing to accept to do to make someone feel comfortable?</b>		
<b>What are you not willing to accept to do to make someone feel comfortable? Why?</b>		
<b>How can empathy help to feel integrated or to integrate someone inside a group?</b>		

**Worksheet 3:**



<p>1) Write down what you think of when you hear the words <b>empathy</b> and <b>cultural empathy</b>?</p>	
<p>2) If you had to establish a definition of empathy and of cultural empathy from what you written in question 1, what would it be?</p>	

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### Worksheet 4:

Me

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<b>How can technology promote empathy?</b>	
<b>How can technology destroy empathy?</b>	



## Learners Glossary:

Empathy:

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Cultural  
empathy

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Culture

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Ethnocentrism:

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Ethnorelativism:

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Comprehension:





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Open-mindedness

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### Self-assessment

Exceeds	Proficient	Developing	Novice
I learned about my classmates and their culture			
4	3	2	1
I can define empathy			
4	3	2	1
I can define cultural empathy			
4	3	2	1
I can define ethnocentrism			
4	3	2	1
I can define ethnorelativism			
4	3	2	1
I can define comprehension			
4	3	2	1
I can define culture			
4	3	2	1
I can identify some bad effects of technology on empathy			
4	3	2	1
I can explain the barriers of intercultural empathy			
4	3	2	1

### TEACHER'S GUIDE



Honglin Zhu (2011) barriers to intercultural empathy.

- 1- The **unawareness** of the target culture, and the lack of contact with people of that culture;
- 2- **Overstressing** the universals of cultures, but neglecting the differences between them;
- 3- The differences in people's patterns of thinking and their **negative transfer** into the target culture when learning the target language;
- 4- Participants' **indiscriminate** application of their cultural customs to the target culture), and **ethnocentrism**.

### **Definitions of ethnocentrism and ethnorelativism ([https://ihaverights.pixel-online.org/GL\\_Teachers\\_environment.php?st=2](https://ihaverights.pixel-online.org/GL_Teachers_environment.php?st=2))**

Ethnocentrism is judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion. There are three main stages of ethnocentrism:

- 1) **Denial** (individual experience);
- 2) **Defence** (now there are able to recognize that the difference between cultures, but in a way, they protect their own interest);
- 3) **Minimization** (we are all a human, everyone its same, like me)

**Ethno relativism** states that no one culture it is superior to another (recognize differences between cultures, and believe in adapted and accommodate). Ethno relativism is a belief based on deep and heart-felt respect for other cultures that all groups, cultures, or subcultures are inherently equal. Other cultures have be seen neither as better or worse, but as equally valid but different and complex worldviews. Ethno relativism divided in three stages:

- **Acceptance** (grasping the importance of cultural difference, a new way of seeing the world. People accept the existence of other cultural contexts and think this way because they have a more tolerant and sympathetic attitude towards differences).
- **Adaptation** (intercultural empathy, interpret and evaluate from more than one cultural perspective, a new way of acting encouraging intensive exploration and research, one expands own worldview to accurately understand other cultures and behave in a variety of culturally appropriate ways)

- **Integration** (more desirable stage than adaptation, define as acculturation or assimilation of culture).
- Empathy: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation (Cambridge Dictionary)
- Cultural empathy (Cultural empathy is simply having an appreciation and consideration of the differences and similarities of another culture in comparison to one's own. People with cultural empathy are more tolerant of the differences of those from other cultures ([shorturl.at/oAKR0](http://shorturl.at/oAKR0)))
- Culture: the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
- Comprehension - the ability to understand completely and be familiar with a situation, facts, etc. (Cambridge Dictionary)
- Open-mindedness (the quality of being willing to consider ideas and opinions that are new or different to your own)



# 7

LESSON

## Activity 2: Tolerance

### KEY WORDS:

- tolerance
- listening/observing
- stereotypes
- culture specific knowledge

### DURATION:

- 1 hour
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### OBJECTIVES:

- Participants will learn to accept the other in his/her individuality and learn to respect each other.
- Participants will understand that differences are a source of wealth and they do nothing to hinder the cohesion of the group.
- Participants will learn to value different perspectives.
- Participants will learn to work together, to foster the acceptance of the other in his/her differences

### MATERIALS:

- Worksheet 1: Peanuts game + a pack of peanuts
- Worksheet 2: Crosswords puzzle
- Worksheet 3: find the good definition
- Pen and paper

The Glossary can be filled in at any point during the lesson!

## DESCRIPTION:

1. The first activity of this lesson will look at making a recap of the previous lesson and linking it to this one. Ask the participants to name some of the things they learned in the empathy lesson and ask them to think in which way **empathy** and **tolerance** are linked.
  
2. Worksheet 1: Peanuts game. This game will put the participants before a difference to see how they react. The peanut game is designed to make the participants **accept the other** in his/her individuality, to respect others and their choices and to take responsibility for their own choices and decisions.  
 The facilitator forms teams of 5 participants. At the end of the game, all the groups get reunited and have a discussion about what happened in each group.  
 Then the whole group works together to create a definition of tolerance.
  
3. Worksheet 2: Crosswords puzzle. Divide the participants in small groups and ask them to do the crossword puzzle. After the game is over, participants should think about how all these words correlate with tolerance. This activity is done verbally with the whole group. This will then allow them to acknowledge the globality of tolerance.
  
4. Finally, split the group into two to debate:  
 group 1: **How technology can destroy tolerance?;**  
 group 2: **How technology can promote tolerance?**

### Worksheet 1: the Peanut Game

STEP N.	DESCRIPTION
1	The facilitator forms teams of 5 participants. Participants will receive cards that should not be disclosed to others (see flash cards below).

	In each team, 4 people receive a card that says: “Eat peanuts, and try to convince those who don’t eat them to eat them. Find good reasons for them to eat peanuts”.
2	In each team, 1 participant receives a card that says: “Do not eat peanuts and refuse all offers from those who offer them to you”.
3	The facilitator appoints several observers to gather what they see and hear.
4	Then he places the peanuts plate in the center of each group specifying that everyone must respect what is written on the card.
5	<p>After a few minutes, when it seems that the arguments from both sides have exhausted, the facilitator starts a discussion about what happened. Often, the words are nice at first, then may become more insidious (“you’re afraid to take them”), and at the end may become aggressive, even violent (“You’re not cool, you’re not polite”...). Let the participants answer to those questions to facilitate the dialogue:</p> <ul style="list-style-type: none"> <li>- Have I been convinced by the arguments of the other?</li> <li>- Did the others try to convince me or to force me to do as they did?</li> <li>- Do I offer good arguments to convince the other?</li> <li>- How did I react to a categorical refusal?</li> <li>- Did I try to understand the other person’s refusal?</li> <li>- Did the group influence me and my arguments in front of the difference?</li> </ul>

This game can lead to debates on topics which are often cause for controversy such as smoking, alcohol, the ban on eating pork in certain religions, and so on. It is important to make the participants realize that one can or cannot adhere to an opinion, an action, but that one must, to the best possible extent, leave everyone their freedom to choose.

During the discussion, the facilitator can input questions in order to prompt a more in-depth debate about the topic of the lesson. Such as, for example:

- Do you think there has been tolerance towards the person who was different from the others?
- Do you think diversity was respected?
- Do you think there was acceptance towards someone who did not behave like the majority in the group?

Eat peanuts, and try to convince those who don't eat them to eat them. Find good reasons for them to eat peanuts

Do not eat peanuts and refuse all offers from those who offer them to you

Observe how the group interacts without saying anything

## Worksheet 2: Tolerance Word Hunt

Complete the crossword puzzle highlighting the words in the list. Then think of the different ways all those terms are related to “Tolerance”. Explain how tolerance can solve situations such as discrimination, stereotype, prejudice, etc. Link this activity to the Peanuts Game and discuss

# TOLERANCE

S I Z A U S W D C O V R Z Q M E K P C Z D C Z Q  
 S H U E C N E I T A P E F C X E Z M W M J Y L U  
 T I P K L L T K H O X S U F J T A O G E P A C S  
 N S N I C Y F C I H G D S Q V F R C H A R I T Y  
 R T Q I N P Y N E T V Q F E N O I S S A P M O C  
 U D Q Z I V J R O P V S E K N Z A B B P M T X L  
 T C E J G W P Y L C S Y N P K R Z F Z W L E B Z  
 W G B B I N V Q G V A E B Z B N I O P D U P K Q  
 B F D N Q X H V D N K G R K I V X A I O P Y Q Z  
 T Y I A Y F I Y C P I Q M D L R A S F F T T W D  
 E O F D T T O J T O E D E P Z Q C L A V W O N E  
 C G F F J E I L F Q P N N W L R M D U I Q E Y C  
 N Y E V R Q L L V G T O M A I S N W E E L R X N  
 A J R Y Y M C Z I I B A Y M T A J N Z I Z E M A  
 T G E T H X S F T B U Y I U G S K V E Y N T L R  
 P Q N I T R L Y Q O I N T A Q N R Y P H C S N E  
 E L C S A P E U V T A S P I I N T E G R I T Y L  
 C Y E R P A V R Z T G O N Z N Q M D D Z P J M O  
 C D S E M X B T I U R J F O K A J Y X N C V K T  
 A F Q V Y I I O Y P O D O H P B M P B Q U D S F  
 S O C I S S N B H Y B M G I V S X U X L E Y O H  
 Q D F D E C I D U J E R P C D C E A H W W E E D  
 O F X J S S E N D N I K J L D R J R I M D A K V  
 T V R M P B L D F L F O D R A J S O P C Y C Z I

**PROPAGANDA**

**IDENTITY**

**COMPASSION**

**ACCEPTANCE**

**KINDNESS**

**TOLERANCE**

**INTEGRITY**

**PREJUDICE**

**UNDERSTANDING**

**FAIRNESS**

**DIFFERENCES**

**DISCRIMINATION**

**RESPONSIBILITY**

**SCAPEGOAT**

**PATIENCE**

**VALUE**

**SYMPATHY**

**STEREOTYPE**

**DIVERSITY**

**RESPECT**

**CHARITY**

**HUMANITY**





### Worksheet 3:

Me	
<b>How can technology promote tolerance?</b>	
<b>How can technology destroy tolerance?</b>	





## Learner's Glossary

Tolerance:

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Respect:

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Acceptance:

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Diversity:

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## Self-assessment

Exceeds	Proficient	Developing	Novice
I learned about my classmates and their culture			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define tolerance			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define cultural self-awareness			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define stereotypes			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define diversity			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can have one opinion different to someone else			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can make an argument respectfully			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define the bad effects of technology on tolerance			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
II can identify the positive effects of technology on tolerance			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## TEACHER'S GUIDE

### Glossary Definitions

- **Tolerance** willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them (Cambridge Dictionary)
- **Respect**: admiration felt or shown for someone or something that you believe has good ideas or qualities (Cambridge Dictionary)
- **Acceptance**: general agreement that something is satisfactory or right, or that someone should be included in a group (Cambridge Dictionary)
- **Diversity**: the fact of many different types of things or people being included in something; a range of different things or people (Cambridge Dictionary)

# 1

LESSON

## Activity 3: Inclusion

### KEY WORDS:

- inclusion
- social inclusion
- diversity
- positive recognition
- discrimination
- racism/prejudice
- exclusion

### DURATION:

- 1 hour



### OBJECTIVES:

- Participants will become aware of what the feeling of exclusion is when you are not or no longer part of a group, become aware of the relationship between one's values, judgments and reality.
- Participants will learn to accept the commonalities but also and especially the differences between individuals.
- Participants will observe and analyse the impact when one is observed, judged.
- Participants will learn about others, their history and understand their difference. To be open to difference, and to integrate it.
- Participants will learn that differences are a source of wealth and that in no way they harm the cohesion of the group.

### MATERIALS:

- Worksheet 1: empathy, tolerance and inclusion
- Worksheet 2: inclusion by exclusion
- Worksheet 3: Personal Experience
- Pen and paper

The Glossary can be filled in at any point during the lesson!

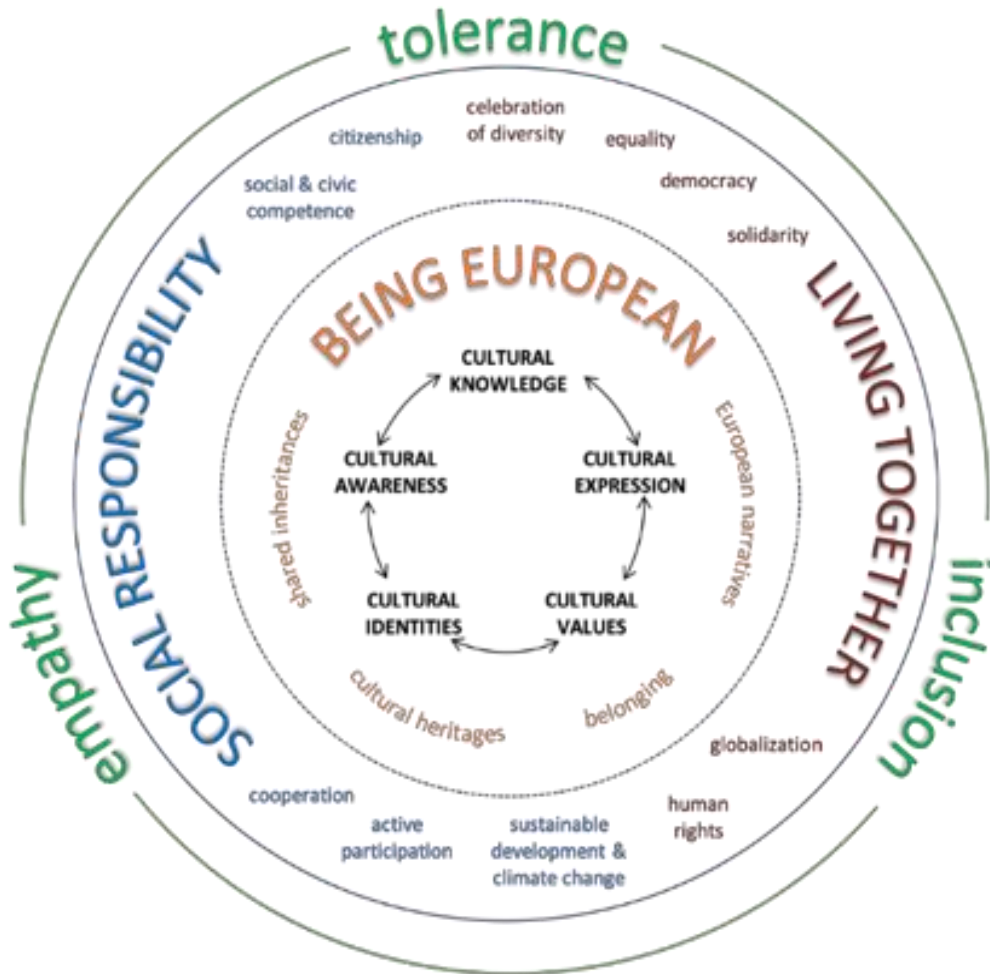
## DESCRIPTION

1. The first activity of this unit will start with a recap of the previous 2 sessions and then participants will be asked to discuss in which way **empathy** and **tolerance** are the pillars of **inclusion**.  
*Worksheet 1*: discuss the reciprocity and co-dependence of all these concepts. Finally define inclusion as thoroughly as possible.
2. Worksheet 2: From exclusion to inclusion. This activity aims to show the importance of social inclusion through exclusion. Become aware of rejection, experiencing **discrimination** and feelings of **injustice**, experiencing the feeling of harassing, and being harassed.
3. Worksheet 3: Personal experience. This activity will allow the participants to learn inclusion through their own experience. By asking a series of questions about situations they had experienced in front of inclusion or exclusion. In groups of two, each pair will ask each other the questions and discuss the answers. Finally, back with the rest of the group, if some participants agree to talk about it, a discussion may be open.
4. Finally, split the group into two to debate:  
group 1: “**How technology can destroy inclusion?**” (cyberbullying); group 2: “**How technology can promote inclusion?**”

### Worksheet 1 :

#### link empathy, tolerance and inclusion





**Inclusion:**

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**Social Inclusion:**

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**Worksheet 2:**

**(to be used by teacher only): Inclusion by exclusion**

- Divide participants into four groups around the room. Have each group designate an observer to record what the group members say or do.
- The facilitator goes around the groups distributing materials such as pens or pencils and paper and giving instructions.
- In the first group, the facilitator says, “Draw the spring season. Start whenever you want”.
- In the second group: “Draw the summer...”.
- In the third group: "Draw the autumn..."
- In the fourth group, the facilitator must clearly state an incomprehensible instruction. The instruction must be stated with great seriousness and in an unknown language.
- While the various groups are working, go around encouraging and supporting them, except for group 4, who will be criticized for not doing what they were asked to do.
- After some time, ask participants to submit their drawings, while specifying the instructions given to them.
- The facilitator will initiate a discussion with the whole group about how this activity relates to reality: What does the fourth group represent in our society? Why do we tend to exclude, reject victims of injustice? How did the members of the fourth group react? Bring in the observers to comment on what they have noticed. Give each participant the chance to speak



### Worksheet 3:

Participants should fill the table below based on their personal experience

Can you think of any victims of exclusion in today's society?	Why? What is their difference?	Where does the exclusion happen? In which way?	What can we do against this?

- Facilitate a group discussion where each participant discussed what they have written and the others are free to comment, agree, or disagree or provide more input and observations

## Worksheet 4:

### How would you react ?

In pairs, participants should ask each other the questions below, and discuss the answers, find solutions together.

1. Have you ever been excluded? From what?
2. In which way you've been excluded?
3. Have you ever excluded anyone? How? Do you regret?
4. How did it make you feel to be excluded or to exclude?
5. Would you react if you see someone being excluded?
6. How would you include someone that you see excluded?
7. Do you have ideas to promote inclusion?



### Worksheet 5:

Me	
<b>How can technology promote inclusion?</b>	
<b>How can technology destroy inclusion?</b>	



## Learner's Glossary

Inclusion:

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Discrimination:

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Harassment

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Racism

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Exclusion

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## Prejudice

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## Fairness

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## Self-assessment

Exceeds	Proficient	Developing	Novice
I can make the link between empathy, tolerance and inclusion			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define “inclusion” & “exclusion”			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define understand the feeling of people exclude			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can intervene in a situation of exclusion			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I know how to be more inclusive			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can explain to others how empathy and tolerance allow us to be more inclusive			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define cyberbullying			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define the bad effects of the technology on inclusion			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define the good effects of the technology on inclusion			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I can define harassment			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## TEACHER'S GUIDE

### Glossary Definitions

- **Inclusion:** the act of including someone or something as part of a group, list, etc., or a person or thing that is included (Cambridge Dictionary)
- **Discrimination:** treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc. (Cambridge Dictionary)
- **Harassment:** behaviour that annoys or upsets someone (Cambridge Dictionary)
- **Racism:** policies, behaviours, rules, etc. that result in a continued unfair advantage to some people and unfair or harmful treatment of others based on race (Cambridge Dictionary)
- **Exclusion:** the act of not allowing someone or something to take part in an activity or to enter a place (Cambridge Dictionary)
- **Prejudice:** an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge (Cambridge Dictionary)
- **Fairness:** the quality of treating people equally or in a way that is right or reasonable (Cambridge Dictionary)