

*The*



**TOLERANCE**

*Book*



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# *Tolerance - Our Common Language*

## *2017 - 2019*



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Šiauliai, 2019



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*Content*





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*Project  
Description*



Europe is a continent of very many diverse countries, languages and cultures, a place where people having different cultural, religious, ethnic and educational backgrounds have found the way to live for so many years in harmony. However, in the last years the tendency towards intolerance and aggression can be noticed at a global scale.

The young generation represents the most sensitive group exposed to the violence shown on TV, on the internet, cartoons, and movies and from the society. Schools are the places where students acquire knowledge developing attitudes and aptitudes, having also the role of promoting justice, equality and equity. Adults have the moral responsibility to bequeath young generations a culture of tolerance and mutual understanding. It is in their hands to make the 21st century, the century of tolerance and peace.



The project was designed to vent the confusion caused the physical and chemical changes appeared during teenage years when children are looking for their own identity and to determine students to be more aware of the effects of violence, racism, aggressive nationalism and intolerance, learning in the same time how to reassess their own role at home and outside discovering their own self-awareness.

#### OBJECTIVES:

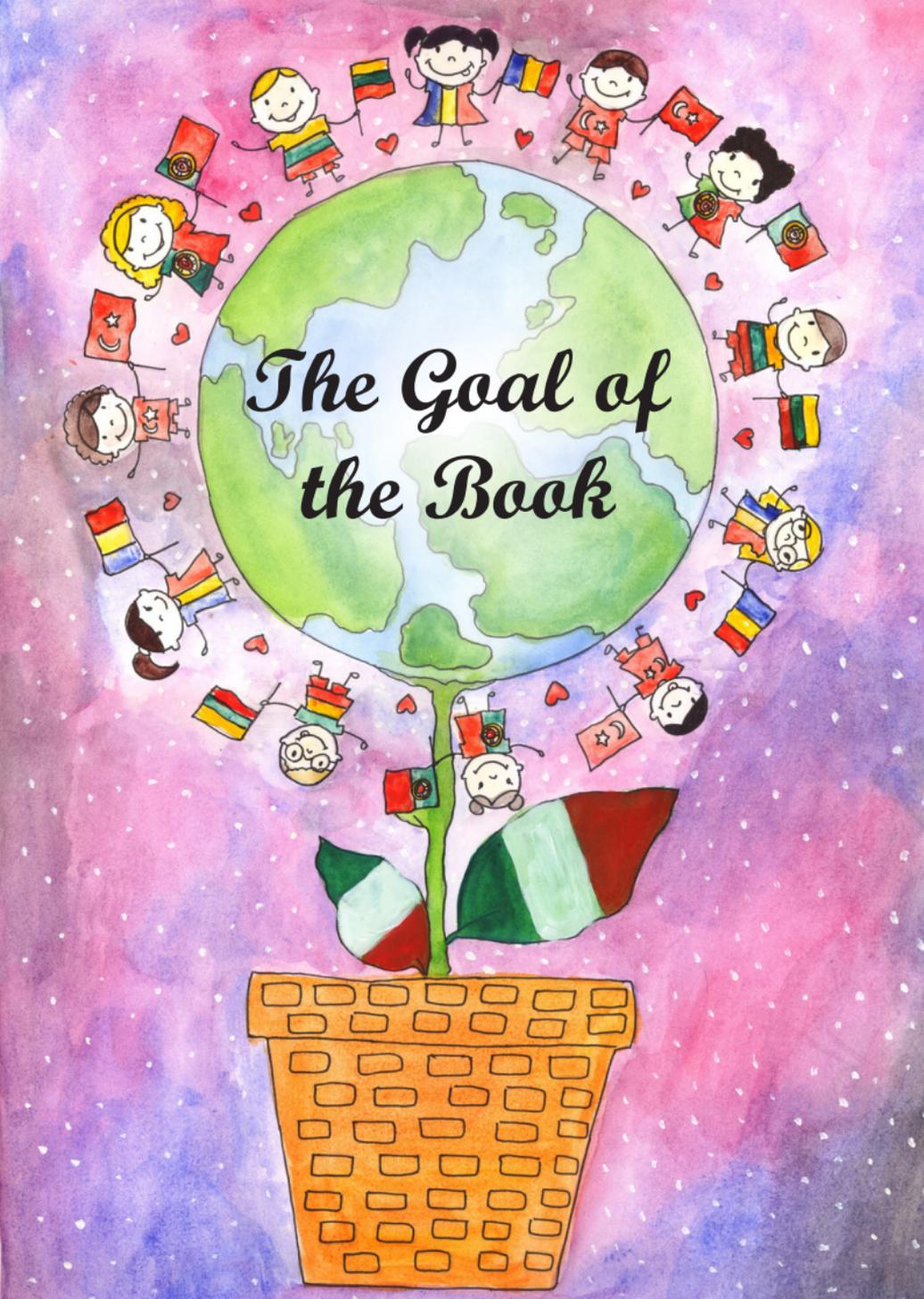
- to develop civic competences and increase self-esteem of students from 5 EU schools -to facilitate understanding the concepts “tolerance” and “mutual understanding” at a personal level and in the European context;
- to equip participants with practical examples for acting as civic-minded citizens - to raise awareness about diversity and cultural identities promoting social cohesion;
- to boost the feeling of belonging to the EU community.





The NEEDS addressed were:

- to prepare students for a life in a multicultural society;
- to foster openness, freedom of thought, cultural knowledge and diversity;
- to encourage respect for the human dignity and integrity of all individuals;
- to develop innovative ICT materials for the educational process.

A vibrant watercolor illustration. At the center is a green and blue globe. The text "The Goal of the Book" is written across the globe in a black, cursive font. Surrounding the globe are numerous cartoon children of various ethnicities, each holding a flag from their respective country. Small red hearts are scattered around the globe. Below the globe, a green stem with two large leaves (one green, one red) grows out of a brown, woven basket. The background is a soft, multi-colored wash of purple, pink, and blue, with small white speckles.

*The Goal of  
the Book*



The goal of the book is to mirror the learning experience of the participants of the project and help other students and teachers keen on the topic to broaden civic and life-long learning skills and competencies.

A vibrant watercolor illustration featuring a central globe with the text "Benefits of the Project" written across it. The globe is surrounded by a circular arrangement of diverse children holding various national flags, including the Indian, Pakistani, Bangladeshi, and Turkish flags. Small red hearts are scattered around the children. Below the globe, a green plant with two large leaves, one green and one red, grows out of a brown woven basket. The background is a soft, multi-colored wash of pink, purple, and blue with white speckles.

*Benefits of  
the Project*

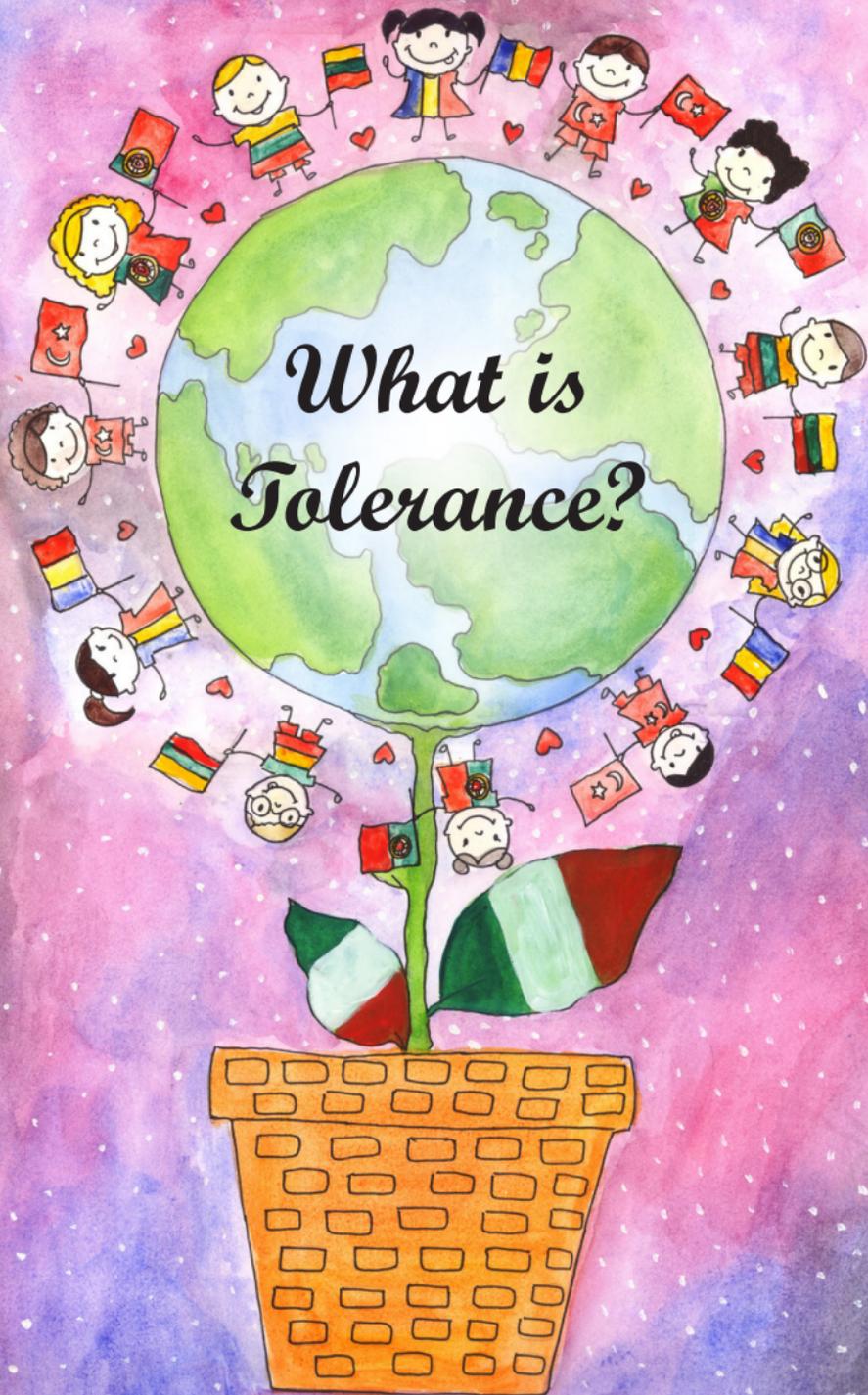


- International projects help to know people of other nationalities, races or religions who have different opinions or values. So, this is how tolerance and communication skills are developed and the worldview is expanded.
- Creativity is promoted during these projects. Students are given a variety of motor-driving tasks, such as making ceramics. It is also aimed at attracting children to sing, dance, draw or act.
- The school community has the opportunity to travel. It is a method of learning that makes it effortless, interesting and effective.
- Pupils go deeper into their country's history because they are given the tasks of presenting their country, their national music, dances or other features during international projects.



- International connections. It is essentially important for modern youth to have as many acquaintances as possible, thus opening up opportunities for travel and more.
- Practical use of languages and motivation to seek further knowledge or learn a new language.
- There are various activities that help students to learn about themselves and it can also be considered to be a career development.
- Expanding the use of technology. Countries share their experience and give advice in using technology in the education process.

*What is  
Tolerance?*





# Definitions of Tolerance

- **Tolerance** - the ability to be fair and understanding to people whose ways, opinions are different from one's own.

Password K Dictionaries

- **Tolerance** - a fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own.

<https://www.dictionary.com>

- **Tolerance** - the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.

<https://en.oxforddictionaries.com>

- **Tolerance** - willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.

<https://dictionary.cambridge.org>



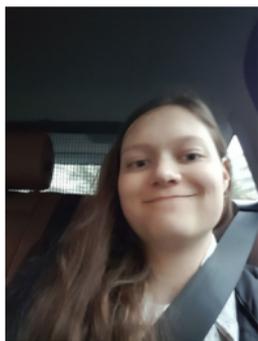


*Personal Experiences*



Personally, the Erasmus+ project has helped me to improve my communication skills. I've also got an opportunity to get to know students from other countries and to understand their cultures, customs and traditions a little bit better. Overall, this project has helped me to become much better at communication and more tolerant to other people.

*-Ringaudas, Lithuania*



I've had a chance to meet some wonderful people and make some great memories with them. Besides that I've improved my English speaking skills. I'd say this has been an incredible experience and I'm glad I could participate.

*-Austeja, Lithuania*



This Erasmus+ project has been an incredible experience. Examining the topic of tolerance has made me more aware of the most common social problems of the world we live in. Friendships made with students of similar age from different countries and different cultures and memories together with them will be cherished forever.

*-Meda, Lithuania*



I've understood that you can build an amazing friendship with someone you have never met before within a short amount of time. A different language, religion or race can only be the key to a new friendship and never the opposite.

*-Karolina, Lithuania*



The project has given me an incredible opportunity to share my beliefs on certain topics, discover new aspects of different cultures and it was a brilliant way to make friends all over Europe.

*-Vakare, Lithuania*



Erasmus...When you say Erasmus you think right away about an international project which is based on trips to other countries to let the children find out how other schools are working with the students or about the countries' infrastructure. As a participant in this project I can assure you it's even more.

For a week I had the pleasure to meet different types of people from 3 different countries: Lithuania (the host country), Italy, Portugal and Turkey. We got on well together and we made some unforgettable memories forming solid friendships that are still persisting nowadays, a year after the trip. During the course of one week we had merged into a wonderful family... the Erasmus+ family.

What a memorable experience, right? And I would repeat it all over again.

*-Ana Maria, Romania*



This photo represents the work of every student in the Erasmus project in Portugal. We had to paint every part of it by ourselves and, in my opinion, it brought all of us together.

It was an unforgettable experience and I wish that someday I could meet everyone that participated in this project once again.

*-Cretu Fabian, Romania*



This experience was unique.

Besides the educational character of the activity carried out in Portugal, the interaction with people, culture, culinary habits and traditions played a very important role.

I've made many friends and I still talk to them.

*-Teodora Arvinte, Romania*

Participating in the Erasmus project, I had the opportunity to learn what tolerance means. I have made new friends, had fun, discovered Lithuanian traditions and met interesting people. I believe that, with tolerance, we could communicate better, understand the people around us and make our world a better place to live in.

*-Daria Bujdei, Romania*



So I was told to choose a representative photo which I took in Portugal. You have it above this little text and it represents friendship. When I arrived to Portugal I was very stressed out only because I thought the teenagers I met would be so much better than me from any point of view. But I was wrong, we were all equal, friendly, funny, sociable and more. The only difference was the nationality. On this little trip to Portugal, I made new friends that I still keep in touch with. I simply loved it.

*-Julian Cojocaru, Romania*





I can't really describe how amazing and exciting this experience was. I have met a lot of new people, I have seen a lot of new places, I have made new friends, I have travelled by airplane for the first time and I loved it just as much as I loved visiting Portugal.

*-Maria Teodora, Romania*

I could gladly see that this project was not only about tolerance and friendship, sharing experience, traditions and customs, history and civilization but also about teamwork. Congratulations to all the people that took part in our project, "Tolerance, our common language": students, teachers and parents.

*-Mioara Peste, Romania*



The project called "Tolerance, our common language" that our students took part in promoted intercultural dialogue, creativity, communication, active involvement in the knowledge of the history and traditions of the countries involved. It has also contributed to the development of our students' skills and abilities to communicate and be active and sensitized them by making them more tolerant and empathetic. An activity that actively involved students such as Arvinte Teodora, Cretu Fabian, Cojocaru Iulia, Luca Oana and Ilie Teodora, participants in the Erasmus project, was the release of the book "Thoughts of Thoughts" by Iulian Buta a very talented man in a wheelchair. Iulian is a former student of the Nicolae Iorga School, a graduate of the Faculty of Orthodox Theology, "Dumitru Staniloae" with an MA at the same faculty. Students recited poems from the volume, appealed for tolerance, understanding, and positive changes.

*-Prof. Elena Bulai, Romania*



# Project Activities





## Workshops/Teamwork

- Students deepen self-awareness about their abilities, skills and talents;
- Develop cooperation, teambuilding, flexibility, social, language and communication skills;
- Increase interest in developing foreign languages and ICT competences;
- Enlarge creativity and imagination;
- Improve presentation skills;
- Increase interpersonal skills;
- Build strong bonds with students from the partner countries.



# Olympic Challenge

On the 9th of May, 2018, the students of the Erasmus+ project participated in the orienteering competition “Olympic Challenge – City of the Sun”. The students were split up into teams, given maps of Šiauliai city centre with 35 famous objects and places marked and a list of 35 clues to decipher. The goal was to be the first team to visit all the objects, take a photo at every location and match the objects with the clues.

Even though the Lithuanian students knew exactly where everything was, and there was one Lithuanian student in each team, the competition turned out to be pretty challenging. It was extremely difficult to visit all of the objects that were scattered across the centre of Šiauliai and return to the finish line in under 2 hours – that was the time limit for the competition. Also, it was quite hard to figure out which clue matched which object. After a two-hour challenge, the students exhausted from



running from one object to another, returned to the stadium of Julius Janonis Gymnasium where the competition had started. The winners were awarded and given medals, the participants received gifts and the students went to spend their free time together.





## Forum Theatre

The Forum theatre activities were scheduled to happen on the first day of the project week in Lithuania. Everyone was still shy, nervous, but hopeful to have a great time. The Forum theatre made everybody think about common social problems more deeply and closely, because after creating the scenario to portray a given issue, they had to perform it visually. Students were divided into teams, which also helped to get to know each other better and break the ice. With the structure of the Forum theatre allowing audience members to step in into a performance and show how they understand a situation or how they can help solve the problem, put social issues into a perspective. Overall, having this activity as a part of our Tolerance project helped us develop our understanding of the topic.





## Students' teamwork: Movies "Tolerance Through My Eyes"

Romania



## Students' teamwork: Tolerance dictionary

Romania



## Roundtable discussion

Lithuania



## Sports activities

Turkey



## Students' teamwork: Peddy-paper

Portugal



## Workshops: Key chains, candles

Lithuania





## Workshops: Flashcards

Turkey



## Workshops: Puzzles, bookmarks

Portugal



## Workshops: “The Spice of Life”

Italy



## Cultural Fairs

- Students expand cross-cultural knowledge and understanding about other European countries;
- Develop cooperation, teambuilding, flexibility, social, language and communication skills;
- Improve presentation skills;
- Increase interpersonal skills. Cultural Trips/ Tours;
- Broaden knowledge of native culture and of lifestyle and education in project partners' countries;
- Up-skill the capacity of taking decisions, selecting and interpreting facts;
- Increase civic competences, multiculturalism and tolerance towards other cultures.



During the project, all of the students were trying to learn as much as they can about other cultures. The best way to do that was cultural evenings. The groups from all the countries were presenting their traditional foods, music, dances, games, trying to find something similar among them. It was a great possibility not only to get acquainted with other traditions, but also a great way to have lots of fun dancing and singing while making our friendships stronger.





## Visits to Organisations

- Broaden knowledge of native culture and of lifestyle and education in project partners' countries;
- Foster skills and abilities that will help them to better integrate in the labour market.

Throughout the project we focused on being tolerant a lot. Not only did we speak about the importance of accepting others, but we also put our words into action. While being in Lithuania, together with participants from other countries we visited a day care center “Goda”. There we met people with various disabilities, who proved that different does not mean bad. Singing, playing, having fun with students surely brought happiness to each and everyone of them.



## Meeting with the city councillors

Italy



## Visit to Adults' Education Centre

Italy



## Visiting the “Star of Hope” association

Romania



## Visiting the “Palatul Capiilor”

Romania

## Visiting the chocolate factory “Rūta”

Lithuania





## Visiting the Turkish Spastic Children Foundation

Turkey



## Visiting an agricultural museum of Fermentões

Portugal



## Visiting the “San Marco” cheese factory

Italy





## Cultural Trips/Tours

- Broaden knowledge of native culture and of lifestyle and education in project partners' countries;
- Up-skill the capacity of taking decisions, selecting and interpreting facts;
- Increase civic competences, multiculturalism and tolerance towards other cultures.



## Cultural heritage in Campobasso

Italy



## Cultural heritage in Iași

Romania





## Culture visit: The Hill of Crosses

Lithuania



## Culture visit: Pakruojis Manor

Lithuania





## Cultural heritage in Guimarães and Oporto

Portugal



## Cultural heritage in Istanbul

Turkey





*A Guide  
to Forum  
Theatre*



**Forum theatre** is a form of interactive theatre that allows you to tackle oppressive situations on stage so we can all be better prepared when facing them in real life.

***Forum theatre includes:***

- Translation of actual problem or issue into the staged narrative structure;
- Audience participation;
- 3 groups of actors: aggressor, victim, observers (can join any of the opposing sides);
- A facilitator;
- Forum breaks – moments at which the play is stopped and the possible options and opinions are discussed.



## Storyline:

### 1. Setup:

Each actor has to introduce himself by telling his/her:

Name;

Age;

Important background information.

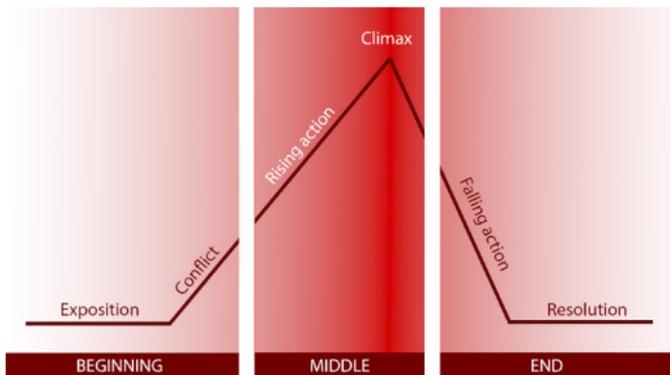
One of the actors states time and location of the action;

After this the actors take their places and facilitator shouts “ACTION!”.

2. **Conflict** (a serious disagreement or argument, that comes put of the story problem or issue).
3. **Rising action** (where the tension between characters is rising).
4. **Climax** (the most intense, exciting, or important point; a culmination).
5. **Resolution** (the action of solving a problem, dispute, usually the story ends here).



Storyline chart



### ***Forum breaks:***

Forum break is a moment when the play is stopped and possible options or opinions are discussed. Usually after the forum break the performance is replayed with actors changed by audience. Forum break is often held in the most intense point of the play – so called climax. If during the replay problem isn't solved, one more forum break is held. After that, the performance is replayed once more. It is repeated until the problem, or so called conflict, isn't solved peacefully.



## HINTS

The following questions will help you build up the core outline of your story:

### *HOW?*

- How are you going to start the conflict?

### *WHAT?*

- What issue are you going to show?
- What is going to happen during climax?

### *WHO?*

- Who is involved?
- Names? Ages?
- Who is arguing?
- Who are these people? (aggressor, victim, observer)

### *WHERE?*

- Where is the scene set?





## Example Script No. 1

### Gender Inequality

**Place:**

School.

**Characters:**

*Teacher Mr. Smith* - 45 years old. He thinks that men are stronger/faster than women (an aggressor);

*Amanda* - 14 years old. A professional football player (a victim);

*Jessie* - 14 years old (a defender);

*Marry* - 14 years old (a defender);

*Students* - 14 years old (observers).

**Scenario:**

*Teacher:* We have to choose people for a football team. I think it should be Harry, Chris and... Victor.

*Amanda:* But I want to be in the team, too.

*The boys start to laugh.*

*Teacher:* Sorry, we need strong players, you are definitely not good enough.



*Jessie:* What?! Mr. Smith, is it because she's a girl?

*Marry:* That's not fair!

*Teacher:* Don't argue with a teacher. I'm much older than you, have some respect!

*Jessie:* I'm sorry but have you ever seen Amanda playing? I think she's amazing.

*Amanda:* I can do it, I'll prove it.

*The boys and the teacher are laughing.*

*Teacher:* No. The end of the talk. You're not playing.

*Amanda leaves the class crying.*



## Example Script No. 2

### Racism

#### **Place:**

School, classroom.

#### **Characters:**

*Mrs. Smith* - 56 years old, teacher (aggressor);

*Olivia* - 15 years old, a shy black girl, who is also new in the class (a victim);

*Emma* - 16 years old, a confident and tolerant student (a defender);

*Students* - 15-16 years old, (observers).

#### **Scenario:**

*The lesson has just started. Olivia comes into the class.*

*Olivia (timidly):* Good morning. Sorry for being late.

*Mrs. Smith:* Good morning, Olivia. Class, this is our new student, she came from Latin America so don't pay attention at the fact that she is black or wears clothes like this, you know people there aren't very rich. *(Olivia is wearing casual clothes, according to the patches on her jeans, they aren't new).*

*Olivia sadly looks at her clothes*



*The class giggles*

*Mrs. Smith (to Olivia):* Don't worry, take your time to adapt here. I know it's going to take long. So sit wherever you just find a seat, Olivia.

*Olivia takes the first seat*

*Emma:* Excuse me, teacher, but I think you showed slightly inappropriate behavior towards our new student.

*Mrs. Smith:* What do you mean?

*Emma:* Well, you should be more tolerant with her. She isn't different from all of us because of her skin or the place she comes from. It's not her fault her parents aren't rich.

*Mrs. Smith:* Did I say something wrong? And why I should listen to you, I'm a teacher.

*Emma:* I'm just saying, that acting like that makes her adaptation way harder, nevertheless it's already hard for her. I was new here last year, too. I know very well what it's like.

*Mrs. Smith (loudly):* That's it, Emma. Don't make me angry or you'll go to the principal's office straight away!



### *Example Script No. 3*

#### *Drug Abuse*

#### **Place:**

Brittanie's house, party.

#### **Characters:**

*Brittany* - 17 years old, drug addicted (aggressor);

*Carlos* - 16 years old (victim);

*Amber* - 17 years old, Brittany's best friend;

*Sofia* - 16 years old, victim's friend;

*West* - 17 years old, victim's friend;

*Joe* - 15 years old, Brittany's annoying little brother;

*Gini* - 16 years old, observer;

*Kylie* - 16 years old, Carlos' best friend;

*Emma* - 15 years old (observer).

#### **Scenario:**

*Everyone is dancing. Joe is sitting on the couch.*

*Brittany:* Hey guys, I have a surprise for you! (Holds some joints of weed in one hand)

*Amber:* What is it?

*Brittany:* Weed. Haven't you ever tried it?



*Amber:* No... Is it even safe to use?

*Brittany:* I don't know and I don't care. Nothing bad could happen. Want to try it, Amber? (Gives one of her joints)

*Amber:* Well... OK, why not?

*Joe tries to stop Amber from taking the cigarette. She pushes him away and takes the joint. Lights it. Starts coughing after the first smoke.*

*Brittany:* It's alright. The cough will go away after few more smokes.

*Sofia (To Kylie and Gini):* I don't like that kind of things.

*Brittany:* (Comes to Sofia, Kylie and Gini) Do you want to try it?

*Offers some joints. Carlos and West come to watch. They are curious.*

*Sofia:* No, thank you.

*Kylie and Gini:* (Look at each other) No, we'll pass.

*Brittany:* I know you would like to try it. come on, take it!

*Puts joints into Kylies and Gini hands.*

*Kylie (To Gini):* OK, let's try it. I guess nothing is going to happen...



Gini: Yeah, why not?

*Both light their cigarettes. Start coughing.*

Brittany: (Laughs) See, the only bad thing could happen is your cough! It will go away just like for Amber.

*Offers one to Sofia.*

Sofia: Leave me alone! I don't want it!

Brittany (To Sofia): You decide. (Turns to Carlos and West) Guys, you should try it!

West: I don't know... (Looking at the joint and thinking)

Brittany: Come on! Don't be such chicken-hearted. Take it!

Joe: (Tries to take the joints from his sister) Don't do it! They don't want it!

*Brittany punches Joe. He falls. Glares at him very mean.*

Brittany: Do not tell me what to do. Go away.

*West does not take any notice to Joe. Looks at Carlos. Then at joints again. Takes two of them. Gives one to Carlos.*

*Carlos takes the joint. Lights it. Starts smoking.*

*Some time later. Everyone has already finished their joints and dancing. Everybody but Sofia and Joe is high.*



*Brittany:* (Extremely vigorous. Goes to the middle of the dance floor. Loudly) Does anybody want some Vodka?

*Amber, West, Carlos, Gini, Kylie, Emma:* Yeah!

*Brittany:* (Brings the vodka. Pours for everyone.)

*Everybody but Sofia and Joe are drinking, dancing and singing. The party is getting very loud. People are getting extremely energetic.*

*Sofia (Thinks loudly):* I don't want to be here anymore.

*Brittany:* (Jumps to Sofia with vodka in her hand) Take it! Don't ruin the party!

*Sofia:* (Pushes away Brittany's hand) Go away and drink your vodka with others. I am leaving.

*Brittany:* (Very offended) No, you are not going anywhere. No one leaves my parties. (Takes a gun hidden behind her sweater. Points at Sofia.) Do you still want to ruin my party?



## **Example Script No. 4**

### *Disabled Bullying*

#### **Place:**

The school cafeteria.

#### **Characters:**

*Damon* - 16 years old, football player, very popular amongst the students (aggressor);

*Andrew* - 16 years old, student, Damon's best friend;

*Casey* - 15 years old, has her hand amputated, new at the school (victim);

*Classmates* - 15 - 16 years old, do not feel empathy towards the situation or feel afraid to express their thoughts and opinions (observers).

#### **Scenario:**

*Casey walks into the cafeteria and spots an empty chair at a table, where many of her new classmates are sitting. She approaches and takes the seat. Everybody at the table looks at her weirdly and uncomfortably.*

*Casey (confidently):* Hello, my name is Casey, I am new here. What are your names?



*Everybody scoots aside without saying anything back.*

*Casey (hopefully): Are you having a nice day?*

*Damon (aggressively): Well, my name is Damon and I was up until you came here.*

*Everybody silently nods.*

*Casey (confused): Why? What do you mean?*

*Everybody laughs.*

*Damon (loudly): What do you mean?! You're different than us. You're a monster.*

*Andrew (sarcastically, softly, to Casey): Here, let me help you.*

*Andrew stands up, walks to her and hands her a knife.*

*Andrew: Why don't you cut your food?*

*Everybody is laughing at the jokes. Casey is getting sad.*

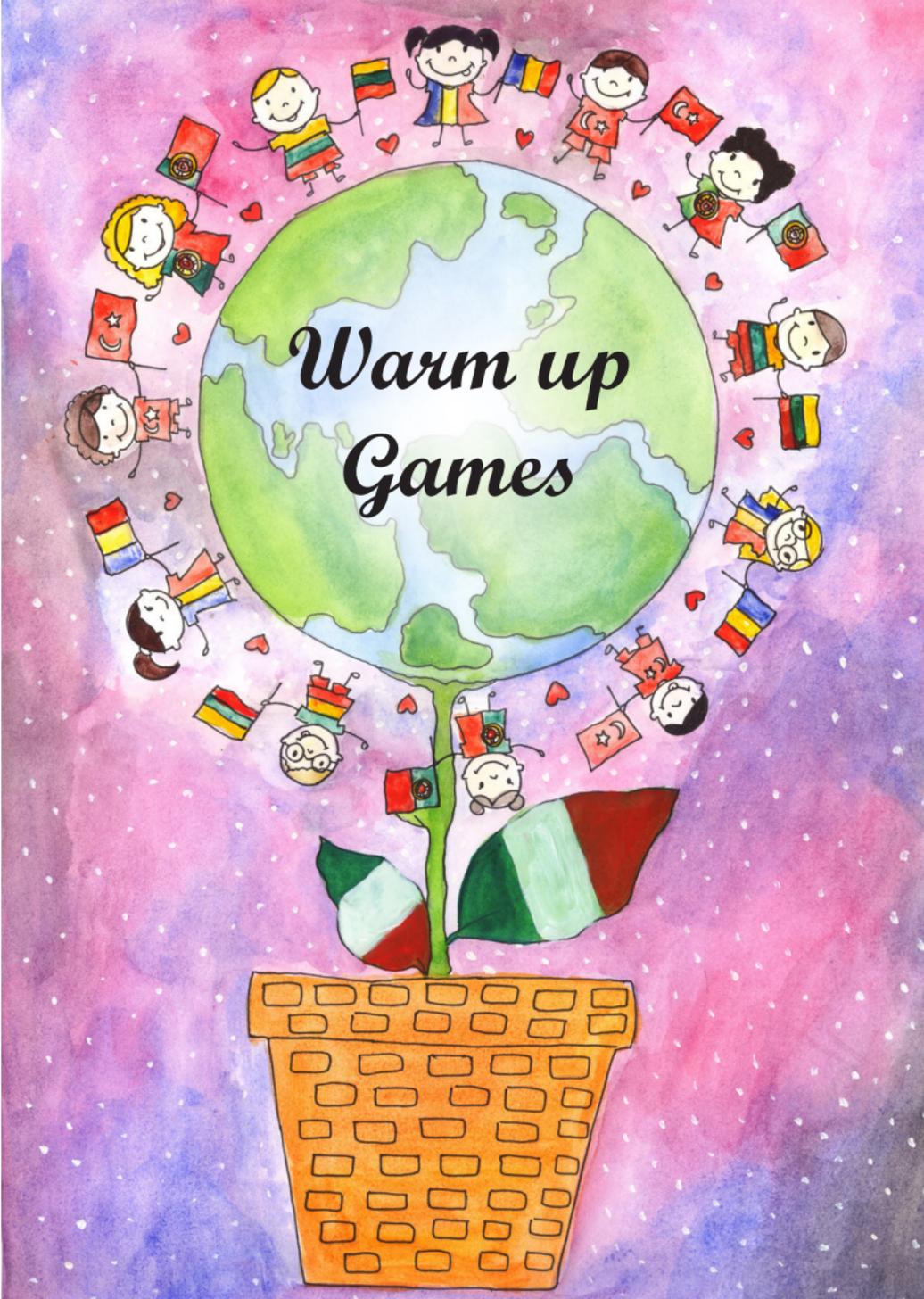
*Casey (carefully): I'm sorry, but I still don't understand how I ruined your day, Damon.*

*Andrew (aggressively): Enough of this!*

*He flips Casey's plate off the table.*

*Andrew: Go sit somewhere else!*





*Warm up  
Games*



# Picnic

**Objective:** Practise remembering other group members' names.

**Time:** Approximately 15-20 minutes

**Materials:** No special materials needed

## Directions:

Direct participants to do the following:

1. Think about the types of items you would take with you on a picnic. Limit your thinking to picnic items that begin with the first letter of your first name.
2. Select someone to go first. State: "I'm going on a picnic and I'm taking (identify item)."
3. Circle once around the group until everyone has had a chance to identify a picnic item.
4. Then, circle around again and repeat the activity. However, this time, participants must select a different item and repeat what the people in front of them are taking. When identifying items that other people are bringing, also state the person's name.
5. Circle around one or two more times, depending on how much time is available.



## *Musical Chairs (No music)*

**Objective:** *Practice observation skills.*

**Time:** *Approximately 15-20 minutes*

**Materials:** *Chairs for all group members*

### **Directions:**

Direct participants to do the following:

1. Sit in a circle with one less chair available than participants. Ask for a volunteer to stay standing and start the activity.
2. Explain to the person standing and to the rest of the group members that this activity is a variation of musical chairs. The person standing (leader) will begin sentences, "If you have gym shoes on, change seats." Or, "If you have more than one brother or sister, change seats."

Note that the leader must think of things to say that will allow them to participate, as well. So, in the cases above, the leader would have gym shoes on or have more than one brother or sister.

Anyone with gym shoes on (or has more than one brother or sister) stands up and changes seats with another person who is also standing. The person left standing takes the lead for the next round of play. Statements can get more or less personal (without getting too personal), depending on what the leader decides.



## *Ha... Belly Laughs*

**Objective:** *Share laughs with each other.*

**Time:** *Approximately 15-20 minutes*

**Materials:** *No special materials needed*

### **Directions:**

Direct participants to do the following:

1. Lie on the floor with your head on another person's stomach. Everyone should have their head on someone's stomach.
2. After assigning a person as #1, direct them to begin with one "HA." Then, direct #2 to say, "HA HA."
3. Continue increasing the number of "HAs" from person to person until laughter breaks out. When laughing breaks out, starts over with one "HA" and continue.



## *Motion Mimic*

**Objective:** Express moods or feelings.

**Time:** Approximately 15-20 minutes

**Materials:** No special materials needed

### **Directions:**

Direct participants to do the following:

1. Line up against one wall (or across an imaginary line in a designated area).
2. The facilitator should start the activity by standing at an opposite wall (or line), facing the group. Move toward the rest of the participants by either hopping, skipping, rolling, etc.
3. After arriving at the opposite wall or line, pick a participant to follow you back across the room mimicking your motion.
4. When you arrive at your original starting point, stay there. The person that you chose should then pick a motion of their choice and continue the process until everyone has changed sides of the room.



# Mirroring

**Objective:** Practice non-verbal communication skills.

**Time:** Approximately 15-20 minutes

**Materials:** No special materials needed

## Directions:

Direct participants to do the following:

1. Pair up with another group member and squarely face each other.
2. Select one partner to slowly begin moving arms, hands, heads, legs, etc. while the other partner mirrors their every move. All communication should be non-verbal - no speaking is allowed.
3. After about 5 minutes, switch roles - allowing the other person to lead.



# Group Juggling

**Objectives:** Practice learning the names of other group members;

Practice eye/hand coordination.

**Time:** Approximately 15-20 minutes

**Materials:** 3 tennis balls

## Directions:

Direct participants to do the following:

1. Sit in a circle.
2. Tell everyone that you (the facilitator) will toss one of the tennis balls to someone across the circle. As you toss the ball, you will say, "Here you go, (name of person)." As they catch the ball, they should respond with, "Thank you, (name of person)." This person will then toss the ball to someone else, using the same type of comments and responses just mentioned.

Note: Ask that people remember to whom they tossed the ball. The ball should be tossed until everyone in the group has caught and tossed.

3. When everyone has caught and tossed, tell the group that you think they can accomplish this task in 10 seconds or less. Ask the first person to start the activity.

4. When everyone has caught and tossed, introduce the 2 other tennis balls into the activity. Start and complete the activity again. The tennis balls should follow the same "flight" pattern, without touching the ground, and in 10 seconds or less.



## The Line-Up

**Objective:** Express their opinions about various topics.

**Time:** Approximately 30 minutes

**Materials:** No special materials needed

### Directions:

Direct participants to do the following:

1. Imagine a graph/line on the floor with numbers 1 through 10 on it.
2. Take turns asking questions. When a question is asked, place yourself on the line (at the number) which reflects how they feel about the question. One is “not at all/don’t care” and 10 is “feel strongly/care a lot.”

Examples of questions include:

- How well do you like school?
- How happy are you with yourself?
- How much do you like to watch television?
- How interested are you in going to college?

3. Continue the activity until everyone has had a chance to ask a question.



# Participants





## **ITALY**

### **Teachers:**

Beatrice Caldarola  
Giulio Ladomorzi  
Domenico D'Onofrio  
Lina Ialenti  
Lorena Bonaccorsi  
Annalisa Ramacciato  
Silvia Mascia Paolo  
Lorella Perniola

### **Students:**

Simone Oriunno  
Irene Pierro  
Camilla Tiberio  
Alessia Pietrunti  
Sara Biello  
Alisia Chiarullo  
Mariaelena Di Soccio  
Erin Balilla  
Gaia Orlando  
Francesca Felice  
Elena Pizzuto  
Ginimberth Perez  
Ilaria Marino  
Cristiana Punzo  
Andrea Iannetta  
Cristiano Palange  
Davide Sabella  
Lorenzo Grilletto  
Francesca Ortuso





# ROMANIA

## **Teachers:**

Margareta Lencu  
Mioara Pește  
Nicoleta Idricianu

## **Students:**

Ciobanu Ana Maria  
Apetrei Diana  
Bujdei Daria  
Minciună Cristian  
Fuior Mădălina  
Rotariu Irina-Maria  
Raveica Cristina  
Teșoi Crina Amelia  
Dima Daria  
Ilie Maria Teodora  
Arvinte Teodora  
Cojocaru Iulian  
Luca Oana  
Crețu Fabian

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# LITHUANIA

## **Teachers:**

Rasa Šimkevičienė  
Milda Sinickienė  
Vilija Šlivinskaitė  
Ričardas Gečas  
Irena Vidžiūnienė

## **Students:**

Ringaudas Balčytis  
Dorotėja Viktorija Sutkutė  
Austėja Šernaitė  
Karolina Jonuškaitė  
Karilė Norvilaitė  
Lukas Sipavičius  
Meda Nakčiūnaitė  
Rugilė Bagdonaitė  
Andrius Mazrimas  
Miglė Jankevičiūtė  
Gintarė Grušaitė  
Gražvydas Jakumas  
Deividas Bartkus  
Vakarė Baltutytė



## **TURKEY**

### **Teachers:**

Agah Öncül  
Yeşim Beşli  
Hüseyin Kenan  
Ezgiz Türk  
Ekrem Çağrı Öztürk  
Yasemin Aydeniz

### **Students:**

Defne Iper  
Bartu Yiğit Beyaztaş  
Ali Berat Doğru  
Filiz Ceren Kara  
Sarp Şiraz  
Miray Tantürk  
Bora Özkan  
Nihan Türkmen  
Özge Su Azizoğlu  
İpek Bostancı  
Cem Ege Anayurdu  
Engin Doruk Öngen  
Eda Zeren Yelekçi

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# **PORTUGAL**

## ***Teachers:***

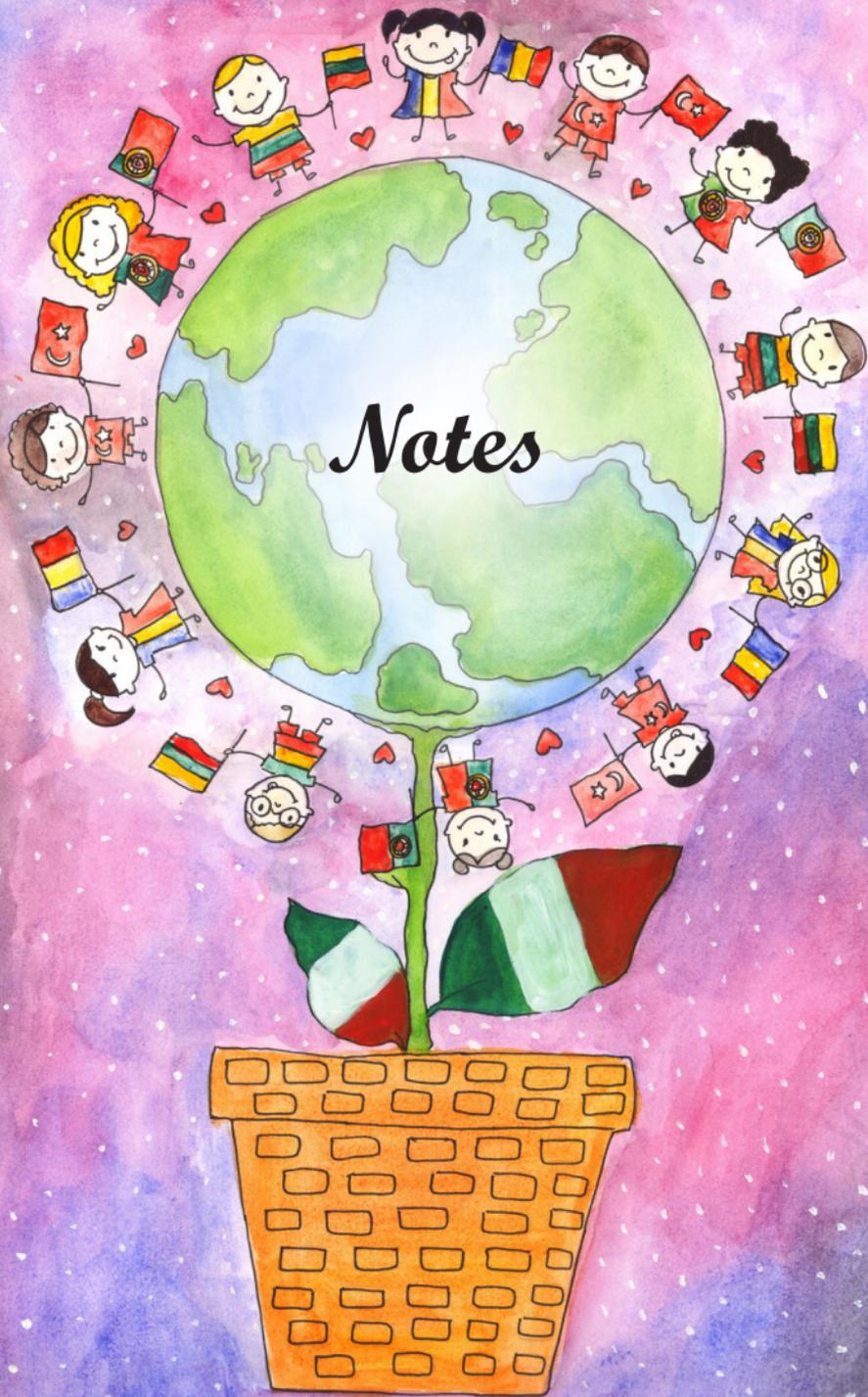
Emília Manuela de Castro Ferreira Dias  
Maria Teresa Varejão Carvalho Pereira  
César Augusto Fernandes Gomes  
Manuel Inácio Moutinho  
Valdir Filipe Leite Teixeira

## ***Students:***

Fábio Alexandre Santos Silva  
João Afonso Almeida Sousa  
Ana Carolina Fernandes de Castro  
Vânia Raquel Correia Guimarães  
Letícia Gabriela Sousa Silva  
Ana Beatriz Ribeiro Freitas  
Eduarda Fernandes Magalhães  
Ana Francisca Cardoso Anjos  
Ana Sofia Silva Meireles  
Alexandre Miguel Lezon Capela da Silva  
José Carlos Albuquerque Pinto  
Luís Miguel Silva Sá  
Rodrigo Fernandes Martins  
Bruno Tiago Araújo Varela



*Notes*







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