

### **In Their Shoes...**

#### **Understanding and Standing Up Against Bullying & Intolerance**

*"If you are neutral in situations of injustice, you have chosen the side of the oppressor.*

*If an elephant has his foot on the tail of a mouse and you say you are neutral,*

*the mouse will not appreciate your neutrality." ~ Desmond Tutu*

#### **Overview**

Through discussion and role plays, students will examine various scenarios involving intolerance and bullying behavior, exploring alternate choices that could have been made by the various characters involved. By participating in this activity, students will further their understanding regarding the seriousness of persecuting behavior and reflect on the responsibility of the community to curtail such negativity.

#### **Grades**

6+

#### **Activity Type**

Small Group

Whole Class

#### **Materials**

- Group Scenarios, attached
- Quotes for Discussion, attached

#### **Duration**

- 45-60 minutes (time will vary depending on the number of scenarios acted out and the extent of discussion)

#### **Preparation**

Students should have a basic understanding of bullying and intolerant behavior; see the Consortium's lesson "Sticks and Stones-Discussing Bullying in the School Community."

#### **Procedure**

##### **Whose Responsibility Is It?**

1. As a warm-up, have students respond to the following prompt in writing:

Think about a time in your life when something happened and...

- 1) ...someone stood up for you.
  - What were the circumstances of the situation?
  - In what way did the person stand up for you?
  - How did it make you feel to be supported in this way?

**OR**

- 2) ...you *wished* someone would have stood up for you.

- What were the circumstances of the situation?
  - Why did no one stand up for you?
  - How did it make you feel to be left alone to defend yourself?
2. After students have had some time to write, pose the following questions for discussion:
- Is it your responsibility to stand up for a classroom community member who is being mistreated? Explain.
  - Should you risk your own popularity to help someone who is being bullied or teased? Why or why not?
  - If you were being unfairly targeted, would you want someone to step in and assist you? (Imagine you are sitting alone at lunch, feeling humiliated as students at the table next to you made rude comments about you and threw pieces of food at you as they laughed. Would you feel better if a friend sat down with you?)
  - What does it say about someone who does stand up for someone in need of assistance?

### **Quote Exploration**

3. Tell students that you want to explore this further by looking at what some famous people have had to say about standing up for others. Either in pairs or small groups, give one of the attached 12 quotes to each partner/group for exploration. Instruct students to discuss their quote using the questions provided. Let students know that they will be sharing their quotes and their thoughts on the quote with the remainder of the class. Remind students of partner/group work expectations and give them approximately 4-5 minutes to work on their quote. Once complete, have each group read their quote to the class and respond to their questions:
- What is the meaning of this quote? In what ways does this quote connect to bullying?
  - What types of things prevent people from standing up for someone else or doing what they know is right?
  - Are there examples from your own life, or examples you have witnessed in this school, when someone has not stood up for something or someone? Explain. What could they (or you) have done differently?

### **Exploring Scenarios of Intolerance and Bullying**

4. Tell students that they are going to spend some time further exploring bullying and intolerance, as well as what their responsibility is in regards to such. Divide students into small groups based on the number of scenarios you will be using with the class. Ten scenarios are attached; teachers can use all of the scenarios or pick and choose. Teachers are also encouraged to create scenarios that apply to issues happening at your particular school. Explain to students that they will be creating and performing skits based on a scenario that you provide to them. Students should read the scenario and create a 2-3 minute skit based upon the information provided. Warn students that the scenarios deal with controversial situations, and that they should be respectful and sensitive in how they present their skit. (Teachers should check in with each group as they work to ensure the material is being presented appropriately.) The goal in these performances is not to be entertaining or humorous; the goal is to present a realistic portrayal of the scenario provided. Review group work expectations with students and divide them into their groups. Hand out the scenarios, let each group know where to meet, and instruct them to move quickly and quietly to that location and begin working.

**Teacher note:** If your students perform better when specific roles are provided, consider having groups assign the following roles among themselves while working on their skit:

- Director- the student who is in charge of keeping the group productive and ensuring the skit being created stays realistic and on track
- Writer- the student who writes the dialogue for the skit
- Choreographer- the student who arranges how and where in the room the skit will be performed, such as where students should stand, how they should move, etc.
- Actors- the students who perform the skit (all students should be present in the final skit, even if they do not speak lines)

**Optional variation:** Teachers who do not have time to have students perform skits can provide each group with one of the scenarios as well as a copy of the discussion questions listed below. Tell students to read and discuss the scenario in their small groups and to be prepared to present a summary of the scenario and their discussion to the remainder of the class.

5. Teachers should circulate among the groups to ensure students are on track and that the skits being prepared are appropriate. (For example, ensure students portray the victims in the scene as typical students.) Once students are ready to perform, go over class expectations for being a respectful audience member. Also, remind students that the scenes deal with sensitive issues and that they as they watch, they should try and imagine how it would feel if this were happening to them. Tell students that they may feel like they want to laugh at something in the scene; discuss how often times, when we see something that makes us uncomfortable, our inclination is to giggle to release this nervous energy. Encourage the class not to do this, but to try and really examine the situation that is being presented.
6. Have each group perform. After each scene, discuss, what occurred in detail (example discussion questions are provided below.)

**Optional:** During any of the discussions after each scene, upon asking a question about alternate choices or responses, ask the student who raises his/her hand with an answer to hold their answer, and rather than explain it, act it out. Teachers should instruct the actors to replay the scene as closely to their first performance as possible. Tell the student who raised his/her hand to yell “freeze” at the moment they feel something could have been done differently. The student should then tap one of the actors on the shoulder and take that actor’s place; at this point the student should try out his/her choice and see how the scene changes. (Teachers should let the actors know what to expect, and explain to them that since someone is trying a different choice, they must respond to that choice rather than just replay the scene in the exact same way.)

- **Scenario 1, The Cafeteria:**
  - After witnessing this scenario, how did it make you feel?
  - Why do you think some of the students chose to tease Billy? How would you characterize the students who were teasing Billy?
  - How do you imagine Billy felt, not only sitting alone but also being made fun of?
  - Does this type of thing, or similar occurrences, happen in our school? Explain.
  - How would you characterize the students who observed what was happening but did nothing to get involved?

- What other more positive choices could have been made throughout this scene?
- If you were to witness this, what would your responsibility be? What could you do to assist Billy, or make it clear that bullying and teasing is not accepted in this community?
- **Scenario 2, New Girl** (*\*This scene involves targeting a student wearing a hijab; teachers may want to consider bringing in an appropriate piece of cloth for the actor playing Seena to wear. Allowing students to fashion a head covering out of something inappropriate may make the scene comical for other students.*)
  - How would you describe the students who were making fun of Seena’s head covering?
  - Why was Seena targeted? Why do people often make fun of people who are different than them? (Discuss the concept of “intolerance.”)
  - Have you or someone you know ever experienced religious persecution, or been harassed because of a particular belief or cultural trait? Explain.
  - If you were to witness a scene like this, what could you do? How could you make it clear that intolerance, racism, bullying, teasing, etc. is unacceptable in our community?
- **Scenario 3, To Shop or Not to Shop**
  - How would you feel if the store owner were your parent or best friend?
  - How would you characterize Derrick based on this scene?
  - Why do you think Derrick said the things he said? Where might he have learned such hate, prejudice, stereotypes, etc.? (Society, media, ignorance, family, etc.)
  - Do you think his friends should have done anything differently? Explain.
    - Option: Teachers may want to have a student act out his/her suggestion of alternate choices, as described in scenario 1.
  - Do you think it’s easier or harder to stand up to your friends when they are doing something wrong or mean? Explain. Regardless, why is it important to do the right thing?
- **Scenario 4, Wheel Chair Bound**
  - Why are people ignoring Marisol?
  - How is the treatment of her classmates making Marisol feel?
  - If you find yourself feeling uncomfortable around someone because they are different, what should you do? (Discuss with students how they should reflect on the moment and ask, “Why do I really feel this way? What am I scared of? How would I feel if I were him/her?” They should remind themselves that the other person is exactly that – a person – and if they got to know them, they will probably find that they have some similarities.)
  - What are some admirable choices Marisol’s classmates could have made?
- **Scenario 5, Gym Class**
  - Do guys sometimes treat girls like this? Why is this type of disrespectful treatment, whether joking or not, unacceptable?
  - If someone treated one of their sisters or mothers the way they were treating LaTonya and Cindy, how do you think the guys would feel?
  - What do you think of LaTonya’s advice to Cindy?
  - What could LaTonya and Cindy say to the guys to let them know they don’t appreciate their comments and treatment of them?
  - If you witnessed this type of treatment, what positive choices could you make to assist?
- **Scenario 6, Language Barrier**
  - Why are students picking on Raul?
  - Why would Sarah not help him?

- Raul did get any choice in moving, but he is trying to fit in at his new school. How do you think he feels given the way he is being treated?
- If you could intervene at any moment in this scene, when would you intervene and what would you do?
- **Scenario 7, Trying Out for Cheerleading**
  - How do you imagine Ellen felt based on the way Laurie and Marie treated her?
  - Evaluate Tawanna’s response. Did she do the right thing? Was her advice to just “not worry” about what Laurie and Maria had said good advice? Explain.
  - Why is it cruel to make fun of someone because of their weight, or to pick on people because they are different in some way?
  - Would you want to be friends with Laurie and Maria based upon what you saw in this scene? Why or why not? What about Tawanna?
  - What alternate choices could Tawanna have made?
- **Scenario 8, Math Class**
  - How do you think Hunter felt during this scene?
  - If this is what Hunter deals with every day, how might he be affected?
  - Why do you think Jimmy, Levi, and Tyrone are picking on Hunter?
  - Why is calling someone a “retard,” even if you are joking, disrespectful? Why is that a word we should not use at all?
  - Evaluate Hunter’s response of trying to walk away. Are there other choices he could have made? (Allow students to offer ideas and evaluate whether the ideas would have been effective or not. For example, a student might say Hunter should have hit one of the boys, but in reality, there were three of them and one of him. Not to mention, responding with violence can escalate a situation. Ensure students discuss other positive choices, as well as the option of speaking to an adult. Remind students that as a class, they are expected to tell someone if they are being bullied or see someone being bullied.)
- **Scenario 9, Best Friends**

**Teacher Note:** The issue of discussing homosexuality with middle school students can be very difficult. Students at this age particularly often worry about being seen or taunted in this way. However, as controversial as it might be, it is important teachers address the use of words such as “gay” as an insult. This type of bullying can be detrimental to a school and classroom culture, not to mention to the student being targeted. Teachers who are not comfortable with the content of this scenario can choose to not have a group act it out, but the content of the scenario should still be discussed. Questions below can be altered based on what you feel your students can respectfully handle, but it needs to explicitly stated that homophobic, sexist, and racist comments will not be tolerated.

  - Jerry and Maurice are just best friends and have been best friends for a long time. Why are Sawyer, Jack, and Andrew teasing them and threatening them?
  - Even if the boys were in a relationship, would that be any of Sawyer, Jack, and Andrew’s business? Had Jerry and Maurice bothered them in anyway?
  - Why do people target people who are homosexual, or who are expected to be homosexual (even if they aren’t)?
  - Why are words like “queer” or “gay” used as insults? Why is this immature and disrespectful?
  - Why is it very hurtful or angering to be tormented in this way? (Be honest with students and discuss how particularly in middle school, a lot of students worry about being taunted

in this way. Part of this is because at this age students are just figuring out who they are; thus, it's normal to feel insecure.)

- Can we all agree that we will not use words such as “queer” or “gay” as insults or even as jokes in this classroom?

- **Scenario 10, Face Book**

- Are Leena and Ashley really Teresa's “friends?”
- Why do friends sometimes turn on one another like this?
- Why is posting negative comments or pictures of someone on the Internet, even if done outside of school, unacceptable?
- Imagine if you are Teresa. Not only is she dealing with being ostracized at school, she is also being tormented at home through her computer. How do you think this would feel? (Try to get students to understand the amount of worry people who are bullied often take home with them. Imagine waking up with dread in your stomach every morning before coming to school. It's little consolation to be able to get away from the tormenting at home, but then imagine it carries over to your home through the Internet as well. The bullying becomes totally invasive at that point. Help students understand the negative impact of this.)

7. Congratulate the class on sharing their thoughts and opinions in a mature and respectful fashion and debrief:

- In what ways can bullying and intolerance be damaging (to the victim and to the entire school community)?
- What are the various reasons for which people are bullied?
- How would you classify the bullies that we viewed today in these scenarios? What are some adjectives you would associate with them? (Write student responses down in a list.)
- How would you classify someone who steps in and stands up to a bully? Or, someone who doesn't join in and lets it be known they don't agree with such cruelty and disrespect. What adjectives would you use to describe such a person? (Write these responses down in a separate list. Refer to both lists when asking the following question.)
- Consider how you want people to view you, think about you, and talk about you. When people look back on middle school ten years from now, how do you want them to remember you? Do you want them to associate you with words like this (point to bully list) or like this (point to second list)?
- If we all become students like those we described in this second list, what would become of bullying? If we all agree together that we won't do it and we won't tolerate bullying, how might our community be impacted?

8. Close class by asking students to write about or discuss the following:

- Why is intolerance, and apathy towards intolerance, dangerous?
- Why do you think we did what we did today? Why did we spend so much time discussing bullying and intolerance, as well as speaking out and standing up against it?

### **Additional Activities**

- As culminating activity, have students choose their favorite quote from the beginning of the period and create an anti-bullying poster integrating the quote and the themes discussed in class. Posters should contain the text of the quote and images that illustrate it, the importance of

standing up for others, anti-bullying messages, etc. (Allow students to choose from any of the quotes rather than being required to use the one their group discussed.)

- Have students complete “Breaking Down the Walls of Intolerance,” in which they create a brick noting a personal experience (victim or oppressor) with bullying or intolerance that they later discuss ways to eliminate.

## Quotes for Discussion



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“To sin by silence when they should protest makes cowards of men.”  
*Abraham Lincoln*

### Based on the above quote, discuss:

- What is the meaning of this quote? In what ways does this quote connect to bullying?
- What types of things prevent people from standing up for someone else or doing what they know is right?
- Are there examples from your own life, or examples you have witnessed in this school, when someone has not stood up for something or someone? Explain. What could they (or you) have done differently?



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“...a civilization is not destroyed by wicked people;  
it is not necessary that people be wicked,  
but only that they be spineless.”  
*James Baldwin*

### Based on the above quote, discuss:

- What is the meaning of this quote? In what ways does this quote connect to bullying?
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“The world is too dangerous to live in, not because of the people  
who do evil, but because of the people who sit and let it happen.”  
*Albert Einstein*

### Based on the above quote, discuss:

- What is the meaning of this quote? In what ways does this quote connect to bullying?
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- Are there examples from your own life, or examples you have witnessed in this school, when someone has not stood up for something or someone? Explain. What could they (or you) have done differently?





“The only thing necessary for evil to triumph is for good men to do nothing.  
*Edmund Burke*”

**Based on the above quote, discuss:**

- What is the meaning of this quote? In what ways does this quote connect to bullying?
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“Thou shalt not be a victim. Thou shalt not be an oppressor.  
But most of all, thou shalt not be a bystander.”

*Yehuda Bauer*

**Based on the above quote, discuss:**

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"We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent."

*Henry Friedman*

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“Everything can be taken from us but one thing, which is the last of human freedoms – to choose one’s attitude in any given set of circumstances, to choose one’s own way.

*Victor Frankl*

**Based on the above quote, discuss:**

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It is not for you to complete the task but neither are you free to abstain from it.

*The Talmud*

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“Be kind, for everyone you meet is fighting a hard battle.”

*Plato*

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“It takes a great deal of courage to stand up to your enemies,  
but a great deal more to stand up to your friends.”

*JK Rowling, Harry Potter and the Sorcerer’s Stone*

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“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has his foot on the tail of a mouse and you say you are neutral, the mouse will not appreciate your neutrality.”

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“The ultimate measure of a person is not where they stand at times of comfort or convenience, but where they stand at times of challenge and controversy.”

*Martin Luther King, Jr.*

**Based on the above quote, discuss:**

- What is the meaning of this quote? In what ways does this quote connect to bullying?
- What types of things prevent people from standing up for someone else or doing what they know is right?
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## Group Scenarios

### The Cafeteria

1. Every day in the cafeteria, Billy, who never bothers anyone, sits by himself. There is a group of students who sometimes yells insults at him across the cafeteria, teasing him for often wearing the same clothes to school and for getting “free lunch.” Billy always sits silently with his eyes on his food. On some days, the students will throw pieces of food at Billy and snicker as corn ends up in his hair or juice on his shirt. A group of students at another table notices this happening quite often, but they decide they don’t want to get involved.



### New Girl

2. Seena is a new girl in school who is dedicated to her religion. Because of this, she wears a hijab to school each day (a head covering) which is her way of honoring her religious beliefs. Throughout her first week, no one has introduced themselves to her or shown interest in being her friend. She even notices many students whispering about her. One day, a group of students confronts her in the hall, making fun of her head covering. A few other people who are standing around in the hall laugh at the teasing. She runs away from them in tears.



### To Shop or Not to Shop

3. It’s summer time and a group of teens has been playing sports in the school’s field. Someone suggests they take a break and walk to the convenience store across the street for cold drinks. One of the teens, Derrick, protests and says no one should shop in that store, since the owner is “Middle Eastern” and thus a “terrorist.” The rest of the teens say they don’t know what he’s talking about; they just want something cold to drink. Derrick goes on to lecture the group that they should remember what happened on September 11<sup>th</sup> and that it’s un-American to buy from anyone who isn’t from America. Derrick tells his friends that if the store owner wants to run a business, it should be in Afghanistan...not in America. Derrick’s friends are just thirsty, so rather than fight about it, they agree to go to another store further down the street.



### Wheel Chair Bound

4. Marisol’s parents have raised her to believe that she can be anything she wants to be and do anything in life that she wants to do, even though she is wheelchair bound. Since the new school year started however, she’s been having a hard time feeling that she is just like everyone else. Her new classmates don’t like to work with her during group activities and no one will speak to her. In the hall, it seems like people stare as she passes. Yesterday, she dropped her books on the floor and rather than help her pick them up, a classmate pretended to not see and hurried away, afraid to be seen with Marisol.



### Gym Class

5. Every day during gym class, LaTonya and Cindy feel uncomfortable. There are several guys in class who always whistle and then snicker at them when they walk by. Recently, when Cindy was leaving the locker room, two of the guys were waiting in the hall and blocked her way from entering the gym where everyone else was. When she kept trying to pass them, they became intimidating and said, “What, do you think you are too pretty to talk to us?” They called her “Stuck-up” and then pushed her. When she told her friend LaTonya about it, LaTonya advised her to not tell the teacher: “You don’t want to be a tattle tale or a snitch,” she said. “Besides, they whistle at me too. I don’t like it either, but that’s just how guys are. The best thing to do is just try and stay out of their way.”



### **Language Barrier**

6. Raul’s parents moved to the United States earlier this year, but he has been having a hard time at school. Even though Raul speaks English well, his classmates make fun of him due to his. In the lunch line, he didn’t understand what the server was asking him because it was very loud and she was speaking really fast. Raul turned to Sarah, who was standing beside him, and asked her if she could help him. Sarah rolled her eyes and walked away, afraid that some of her friends further back in the line would see her speaking to him. Finally, the lunch server just shoved a plate at him and the kids at the back of the line yelled at him to “learn to speak English or go home.” Raul, feeling more and more lonely by the day, wishes more than anything he could do exactly that – but his parents decide which country they live in, not him.



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### **Trying Out for Cheerleading**

7. Laurie, Maria, and Tawanna decided to try out for the cheerleading team together. Though out tryouts, they’ve assured one another they will make it. Ellen, another girl in their class, is also trying out. When she approaches Laurie, Maria, and Tawanna to tell them good luck, Maria snickers and tells Ellen they don’t need luck – she is sure they will make the team. Then Laurie tells Ellen that she might as well give it up, since girls who are fat like she is never make the team. As Ellen walks away, Laurie and Maria make “oinking” sounds. When Ellen turns back with tears in her eyes, Laurie and Maria laugh at her and walk away. Tawanna remains behind and tells Ellen not to worry about them, explaining that they can just be mean when they are under a lot of stress. Tawanna then walks over to join Laurie and Maria as they practice a cheer, leaving Ellen alone.



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### **Math Class**

8. Hunter has a really hard time in math class. Since he was in elementary school, he’s never quite been able to learn to do well at it. Even though he gets special help from a tutor at school and even with his teacher sometimes giving him easier problems than the rest of the class, Hunter still struggles. One day in math class the teacher calls on him for an answer to a fairly simple problem. When Hunter gives the wrong answer, several boys in class begin to laugh at him. Jimmy, who sits behind him, asks him how it feels to be “retarded,” which makes the rest of the class laugh even more. The bell rings and on the way out of the class, Jimmy, Levi, and Tyrone continue to make mean comments to Hunter. Ignoring them, Hunter tries to walk away and they knock his books out of his hand. When he bends to pick them up, Levi kicks the books further down the hall and tells Hunter he should “go back to elementary school.” As Jimmy, Tyrone, and Levi leave laughing, they yell down the hall, “If anyone needs help with their 1<sup>st</sup> grade math, don’t ask Hunter! He’s a retard!”



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### **Best Friends**

9. Jerry and Maurice have been best friends since elementary school. They enjoy the same things (reading, science, and computers) and just spent the past month of after school time working on a science fair project together. Their science teacher just informed them last week that their project won first place and will be competing in regionals! Even though most of the other guys in their class spend their afterschool time on the football or basketball team, Jerry and Maurice are happy working on their project – they hope to make it all the way to nationals. One day, Jerry and Maurice are leaving an after school work session with their science teacher when they run into several boys (Sawyer, Jack, and Andrew) leaving football practice. Jerry and Maurice say hi and try to pass, but Sawyer, Jack and Andrew won’t let them pass through the hall. They begin to tease Jerry and Maurice, taunting them for being “boyfriends” and calling them “queer” and “gay.” They tell Jerry and Maurice that if they see them together again, they’ll beat them up.



### **FaceBook**

10. Leena, Ashley, and Teresa have been best friends since the beginning of the year. However, this week at lunch Teresa has been sitting with Jason instead of Leena and Ashley. She claims she was helping him with his reading homework, but Leena and Ashley think that Jason and Teresa like each other. Ashley shares a secret with Leena – she has a crush on Jason – and she wants to embarrass Teresa in front of him. She convinces Leena that they need to also get back at Teresa for “ditching them.” At first, Leena and Ashley stop talking to Teresa. When Teresa tries to talk to them and explain that she really was just trying to help Jason, they won’t listen to her. Last night, Teresa went onto FaceBook and saw that Leena and Ashley had written cruel things about her on the Internet. She’s shocked and hurt. The next day in school, as soon as she walks into class, everyone is pointing at Teresa and whispering.

## Teaching Tolerance

### Breaking Down the Walls of Intolerance

Before beginning this lesson, each classroom teacher should create one "brick" for each student in the class, plus five extra. Create bricks by cutting red construction paper into 4-by-9-inch rectangles.

Next, prepare a large bulletin board by covering it with black paper and affixing the title, "Breaking Down the Wall of Intolerance." Ideally the board will be in a common area of the school near the front door or in the cafeteria. If board space is not available, get permission from your administrator to tape the paper to a wall.

Afterward, seal a file folder (or large sheet of construction paper folded in half) on the left and right side, leaving the top open (similar to an envelope) and insert the extra red bricks made by each classroom teacher. Tape the folder to the wall near the bulletin board with a note explaining what the bricks are for and inviting guests to write on one.

Explain to students that an estimated 5.7 million youth in the United States have identified themselves as a bully, admit to being bullied, or both. Bullying can be verbal or non-verbal, physical or non-physical. Bullying can be direct, like hitting, teasing, or making threats. It can also be indirect, like rumors, manipulation, isolation and exclusion. A bully might be one person acting out independently, or a clique or group of people picking on someone out of a need to increase their popularity or to seem more cool.

Ask students to take a moment to reflect on their experiences with intolerance, isolation and bullying. This could be an interaction with a peer or an adult, inside of the school or out in the community. They could have been the perpetrator or the victim. Teachers might want to provide students with their own personal example of a time they were a victim or a witness to bullying. If students feel comfortable, allow them a few moments to share their experiences aloud.

Next, have students write their reflections in a journal or on notebook paper before choosing one that they think others can learn from. For younger students, have them draw a picture reflecting their experience and dictate to the teacher what should be written.

At that point, distribute a red "brick" and black marker to each student and allow them to write the act of intolerance down on the brick. Again, for younger students, this could happen in the form of a drawing. It might be a good idea to approve their final choice to ensure appropriateness.

Over the following days, have each homeroom visit the board and place their bricks on the wall.

Students, faculty, staff, parents and other guests should be encouraged to add to the Wall using the extra bricks any time they witness an act of intolerance.

[\*While this activity will ideally be conducted school-wide, teachers can also conduct the activity and build the wall within their own classroom.]

Optional: Once the Wall begins to take shape, have students write journal entries related to the intolerance that has transpired and how they can take a stand.

### IN THE LUNCHROOM

Have students tear a brick (other than their own) from the Wall of Intolerance and take it to their seat in the cafeteria. [Ideally, students will sit with students who they do not normally socialize with. (See "Mix It Up at Lunch Day".)]

Encourage students to read the issue written on their brick with their new friends and discuss ways to eliminate that specific problem from their school culture. By the end of the lunch period, the Wall of Intolerance should have been completely torn down.

*Samantha Elliott Briggs adapted this original Mix It Up lesson written by Nicolette H. Frandsen.  
Source: <http://www.tolerance.org/teach/activities/activity.jsp?ar=970>*