**CROSSING BRIDGES**

**Title: How accepting are you?**

**Learning outcomes:**

* sensitise students to the homosexuality, bisexuality and ‘otherness’
* activate their previous knowledge/experience around tolerance and acceptance
* develop social competence with the help of cooperative techniques: e.g. Placemat Activity, Opinion Line, ’Word Carousel’
* freely express own opinion
* practice building arguments
* recognise and accept other opinions
* politely offer countering opinions and opposite views
* practising creative writing

**Age group:** 13-14-15 years

**Accompanying materials:**

* Print-out Letters
* Questions
* Sample

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| **Steps** | **Activities** | **Type of work** | **Materials** | **Notes** |
| **1.** | **Letters & colours***Description*:The teacher puts the letter print-outs onto the board to assemble the word (A-C-C-E-P-T-A-N-C-E).The teacher initiates a short discussion with the students, linking emotions with different colours. If there are ideas, students can mention some colours of feelings like: red for love, green for hope, yellow for jealousy, black for mourning, white for purity etc. All students consider which colour could be suitable for the word ‘acceptance’. They can share their reasons with each othe**r.** | Frontal class workTeacher’s presentationFrontal class work | Print-out letter  | Colours indicate different feelings in different cultures. So more solutions can be accepted according to cultures and traditions. |
| **2.** | **Opinion line***Description*:The teacher makes a number line (later identify as an ‘opinion line’) in the classroom, symbolising the figure zero with a chair in the middle.Then the teacher asks general questions referring to different situations (see question sheet). Students place themselves on the ‘opinion line’ by showing numbers with their fingers which present how accepting they consider themselves to be of the questions asked. They place themselves along the line, choosing a number from -5 to 5. The line is rearranged after every question.After the last question, the teacher bends the number line in a U-form. The teacher forms new groups of 4 students beginning at the ends of the number line. Forming groups will be necessary to the following exercise. | Teacher’s presentationIndividual workFrontal class work | Questions | The teacher emphasises that there are no wrong or right answers and that the most important factor is the quick reaction.The first question should be a general, everyday question, like: Do you like Wednesdays?Students can have reactions as quick as they can, show their numbers and find their places on the ‘opinion line’This would be a short practise for the exercise which indicates how well students understood their task.After scoring the last question students have their places on the line, the teacher can have the opportunity of taking a photo about the placement of the class.Later, after doing the modules, it will be very interesting to see how student changed their opinions and places on the line. (To see it clearly, the same questions should be asked.) |
| **3.** | **Placemat activity***Description*:Groups of 4 students think about what comes to their mind in connection with ‘acceptance’. Using Placemat activity, they write down their associations.Students communicate their associations with a ’word carousel’. For all words, expressions will be noted down by the teacher on word cards or directly on the board around the word tolerance.With the help of the word cards, students formulate what acceptance means to them. | Group work | Sample | *Differentiation method:*They can use different techniques/methods of creative writing (e.g. acrostic, anagram, associations).Word cards would be more useful because later they can be used for further tasks like creative writing. |
| **4.** | **Word cloud**With the help of the collected words, students make a word cloud about acceptance as a product of the lesson. | Frontal class work | Computer / InternetPossible website:https://www.wordclouds.com/ |  |

**QUESTIONS**

1. Are you accepting of a person who always disturbs you during the lesson?
2. Do you accept somebody who steps in front of you in the queue?
3. Do you accept someone with different opinion?
4. Can you make friends with someone from a different religious background?
5. Can you be friends with a person who is poorer than you are?
6. Would you be surprised if you saw two women hand in hand in the street?
7. Would you be surprised if you saw two men hand in hand in the street?
8. Would you ask them for help if you needed it?
9. Would you be surprised if your friend had two fathers, rather than a father and a mother?
10. Would you be surprised if your best friend told you she had a girlfriend, or he had a boyfriend?



**SAMPLE**

