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ACTIVITY 2

Practical Tolerance Activities for Teachers

Partner Countries: Spain, Italy, Finland and Türkiye

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Practical Tolerance Activities for Teachers

A collection of classroom practices based on real project activities from Türkiye, Italy / Rome, Finland and Spain.

Introduction

This file brings together practical tolerance activities that teachers can use directly in the classroom. The activities were prepared by looking at the real practices, student works and project photos from the partner countries. For this reason, the activity titles are connected with what was actually done during the project process.

The file is prepared as an educational product, not as a photo album. Each activity includes its aim, duration, materials, implementation steps and expected result. The photos are used to show the classroom practices and can be moved, resized or replaced in Microsoft Word and Pages.

How to Use This File

Teachers can use one activity in a single lesson or combine several activities for a project day. The activities focus on tolerance, cultural diversity, empathy, inclusion, cooperation, democratic participation and respectful communication. Personal sharing should not be forced. Students can choose how much they want to share about themselves, their culture or their experiences.

ACTIVITY OVERVIEW

Activity 1: Cultural Awareness through Ebru Art. Country example: Türkiye.

Activity 2: Drama Scenarios for Empathy and Inclusion. Country example: Türkiye.

Activity 3: Thanksgiving Activity: Gratitude Game. Country example: Italy / Rome.

Activity 4: Peer Mediation Circle: Listening, Dialogue and Conflict Resolution.

Country example: Italy / Rome.

Activity 5: Digital Inclusion and Robotics. Country example: Finland.

Activity 6: Cooperative iPad Learning. Country example: Finland.

Activity 7: Cooking Workshop: Peer Support and Functional Life Skills. Country example: Spain.

Activity 8: Emotional Education Workshop: Movement, Empathy and Self Regulation. Country example: Spain.

Activity 1: Cultural Awareness through Ebru Art

Country example: Türkiye

Aim: To use ebru art as a calm and practical way for students to think about patience, cultural awareness and different visual forms existing together.

Duration: 45 to 60 minutes.

Materials: Ebru tray, paints, brushes or sticks, paper, protective cover, reflection questions and camera.

Implementation Steps:

1. The teacher introduces ebru as a cultural art practice and explains that each pattern is different.
2. Students observe how colors move on water and how one small action can change the whole image.
3. Students create their own ebru works individually or in small groups.
4. The class looks at the works without comparing which one is better.
5. Students discuss how different colors and patterns can stay together in one shared surface.
6. The teacher connects the discussion with tolerance, patience and cultural diversity.

Expected Result: Students see cultural awareness through a concrete art experience. They learn that difference can create a shared product when the process is respectful and patient.



Activity -1

In Türkiye, ebru art was used as a creative workshop connected with patience, cultural awareness and tolerance.

Activity 2: Drama Scenarios for Empathy and Inclusion

Country example: Türkiye

Aim: To help students notice exclusion, misunderstanding and support through short drama situations.

Duration: 35 to 45 minutes.

Materials: Open classroom space, simple scenario prompts, reflection slips and pens.

Implementation Steps:

1. The teacher prepares simple school scenarios such as being left out of a group, not being listened to or feeling shy in a new class.
2. Students work in small groups and choose one scenario.
3. Each group shows the difficult moment first, without offensive language or personal targeting.
4. The class identifies what was unfair or excluding in the situation.
5. The same group repeats the scene with a supportive and inclusive response.
6. Students write one sentence they can use in real school life to include a classmate.

Expected Result: Students move from abstract tolerance to visible classroom behavior. They practice empathy, supportive language and inclusive action.



Activity 2:

In Türkiye, students used short drama situations to show support, inclusion and more respectful classroom responses.

Activity 3: Thanksgiving Activity: Gratitude Game

Country Example: Italy / Rome

Aim: The aim of this activity is to help students think about gratitude, respect and positive communication in a group. The activity uses a simple game structure to make students speak about what they appreciate in their friends, school life and common learning experience.

Duration

35 to 45 minutes

Materials: Gratitude game cards, colored sticks or small objects, paper, pens and a classroom table.

Implementation Steps

1. The teacher divides students into small mixed groups.
2. Each group receives a simple gratitude game sheet and small colored sticks.
3. Students take turns and answer short questions about gratitude, respect, help and cooperation.
4. Students listen to each other without interrupting and try to give positive examples from real school life.
5. The group chooses one or two common answers and shares them with the class.
6. At the end, students write one short sentence beginning with: I am grateful when...
7. The teacher collects some answers and connects them with tolerance, empathy and respectful classroom communication.

Expected Result

Students understand that tolerance is also connected with appreciation and kind communication. They learn that saying thank you, noticing help and listening to positive experiences can support a more respectful classroom climate.

Activity 3

Students and teachers in Rome working with the Gratitude Game. The activity encouraged participants to share positive thoughts, listen to each other and connect gratitude with respect and tolerance.



Activity Name 4:Peer Mediation Circle: Listening, Dialogue and Conflict Resolution

Country Example: Italy / Rome

Aim:The aim of this activity is to help students practice peer mediation through listening, calm speaking and fair dialogue. Students learn that conflicts can be solved better when each person has time to explain their view and when the group looks for a respectful solution.

Duration: 40 to 50 minutes

Materials: Chairs arranged in a circle, short conflict situation cards, mediation questions, paper and pens.

Implementation Steps

- 1.The teacher arranges the classroom in a circle so that all students can see each other.
- 2.The teacher explains that peer mediation means helping classmates solve a disagreement in a calm and fair way.
- 3.group work or a problem during break time.
- 4.Students discuss the situation by using mediation questions: What happened? How did each person feel? What can be done in a fair way?
- 5.Some students act as mediators and help the group speak one by one.
- 6.The class decides one peaceful solution and one sentence that can be used in real school life.
- 7.The teacher closes the activity by connecting mediation with tolerance, empathy and responsibility.

Expected Result: Students learn that conflict does not have to become exclusion or anger. They practice listening before judging, speaking respectfully and finding a solution together. The activity supports peer responsibility and a safer classroom atmosphere.

Activity 4

Students in Rome sitting in a peer mediation circle. The activity supported active listening, respectful dialogue and peaceful problem solving among classmates.



Activity 5: Digital Inclusion and Robotics

Country example: Finland

Aim: To use digital tools and robotics to support cooperation, equal participation and problem solving.

Duration: 40 to 60 minutes.

Materials: Tablet, computer or robotics kit, simple task card, role cards and reflection sheet.

Implementation Steps:

1. The teacher gives each group a simple digital or robotics task.
2. Students share roles such as reader, controller, designer, helper and presenter.
3. Each student must have one useful role in the group.
4. Groups solve the task together and discuss what helped participation.
5. The teacher observes whether all students are included in the process.
6. Students write one idea about how technology can support cooperation.

Expected Result: Students see that digital learning can support inclusion when roles are shared fairly and classmates help each other.



Activity 5 :

In Finland, students used digital tools and robotics to practice cooperation and inclusive problem solving.

Activity 6: Cooperative iPad Learning

Country example: Finland

Aim: To help students work together with digital tools while reducing language or participation barriers.

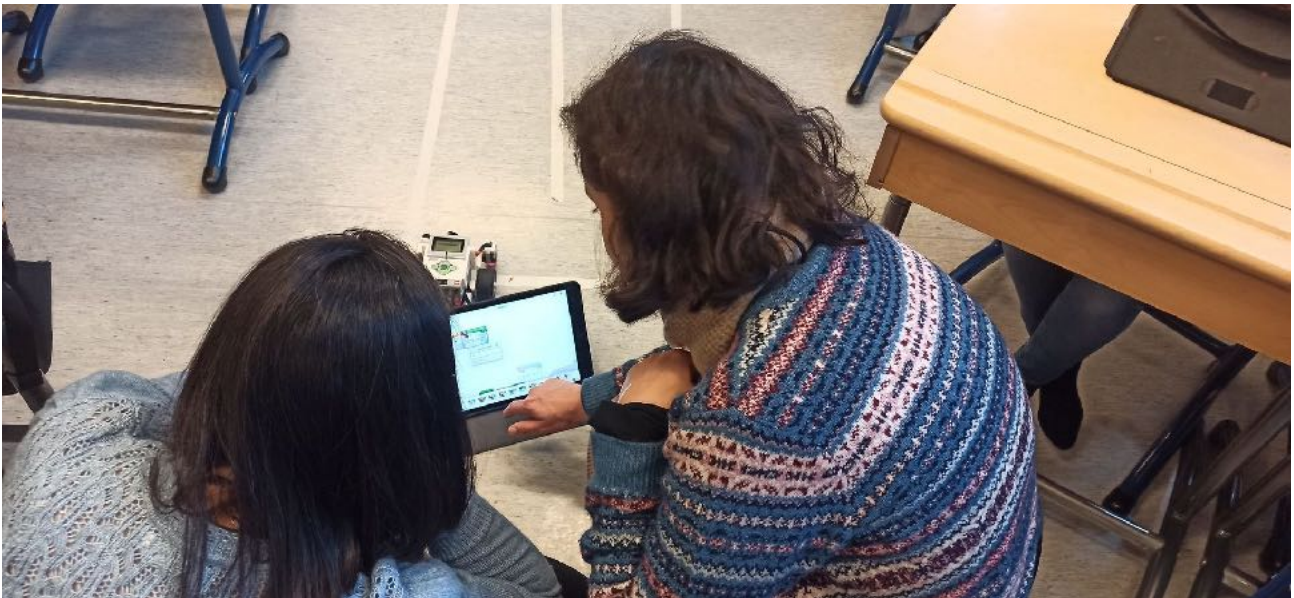
Duration: 35 to 45 minutes.

Materials: iPads or tablets, simple group task, visual instructions and reflection cards.

Implementation Steps:

1. The teacher gives a short digital task that can be completed in pairs or small groups.
2. Students use visual instructions so that the task is not only based on spoken language.
3. Each group decides how to divide the task fairly.
4. Students help each other instead of completing the task alone.
5. Groups show their result and explain how they cooperated.
6. The teacher connects the task with inclusion and support.

Expected Result: Students learn that digital tools can help everyone participate when tasks are planned with clear roles and visual support.



Activity 6:

Students in Finland worked together with iPads, using digital tools as a support for cooperation and inclusion.

Activity 7: Cooking Workshop Peer Support and Functional Life Skills

Country Example:Spain

Aim:

The aim of this activity is to support social inclusion, peer mentoring and cooperation through a simple cooking workshop. Students work in mixed pairs or small groups and complete adapted culinary tasks together. The activity helps students understand that everyone can contribute to a shared result when tasks are clear, safe and inclusive.

Duration: 45 to 60 minutes

Materials: Simple cooking materials, prepared ingredients, gloves if needed, aprons, table covers, adapted kitchen tools, cleaning materials, paper and pens for reflection.

Implementation Steps

- 1.The teacher prepares a safe cooking area and explains the task in simple steps.
- 2.Students are placed in mixed pairs or small groups. Each group includes students with different abilities and support needs.
- 3.The teacher gives each group a clear role distribution, such as washing, mixing, cutting soft ingredients, arranging food or cleaning the table.
- 4.Students complete the cooking task together. The teacher supports the groups when needed but does not take the task away from the students.
- 5.Students are encouraged to help each other with patience, clear language and respectful gestures.
- 6.After the cooking process, groups present what they prepared and explain how they worked together.
- 7.At the end, students write or say one sentence about how they helped a friend or how a friend helped them.

Expected Result

Students practice inclusion in a real and practical activity. They learn that cooperation is not only talking together but also sharing tasks, waiting patiently and supporting classmates. The activity also helps students develop functional life skills, fine motor coordination and a stronger sense of belonging in the group.



Activity7:

Students take part in a cooking workshop based on peer support and shared responsibility. The activity helped students with different abilities work together, complete practical tasks and experience inclusion through daily life skills.

Activity 8: Emotional Education Workshop: Movement, Empathy and Self Regulation

Country Example: Spain

Aim:

The aim of this activity is to help students recognize, express and manage emotions through movement and cooperative physical games. The workshop connects emotional education with tolerance by showing that students may react differently to stress, success, frustration or teamwork.

Duration: 40 to 50 minutes

Materials: Open space, simple PE materials, emotion cards, music if needed, reflection cards, paper and pens.

Implementation Steps

- 1.The teacher prepares a safe open space for movement and explains that the aim is not competition but emotional awareness and cooperation.
- 2.Students begin with a short warm up activity using simple movements.
- 3.The teacher introduces basic emotions such as happiness, anger, fear, sadness, excitement and frustration.
- 4.Students work in pairs or small groups and represent one emotion through movement, posture or gesture.
- 5.Groups try a cooperative physical task where they need to help each other, wait, adapt and communicate without judging.
- 6.The teacher stops the activity at some moments and asks short reflection questions: How did you feel? What helped your group? What was difficult?
- 7.At the end, students write one sentence about how they can support a classmate when that person feels stressed, shy or upset.

Expected Result

Students understand that emotions affect classroom behavior, group work and participation. They learn to notice different emotional reactions and respond with empathy instead of judgment. The activity supports self regulation, respectful communication and inclusive participation through movement and shared physical experience.



Activity 8

Students participate in an emotional education workshop through movement and cooperative physical activities. The activity supported empathy, self regulation and respectful communication in a safe and inclusive learning environment.

Overall Results

The activities in this file brought together different classroom practices from Türkiye, Italy / Rome, Finland and Spain. Students and teachers worked on tolerance through art, drama, dialogue, digital learning, cooking, movement and group activities. These practices helped students listen to each other, support their friends, share responsibilities and take part in inclusive classroom work. In this way, tolerance was not treated only as a general idea. It was practiced through simple daily actions such as helping, waiting, sharing, speaking kindly and working together