



## WE ARE ALL HUMAN BEINGS

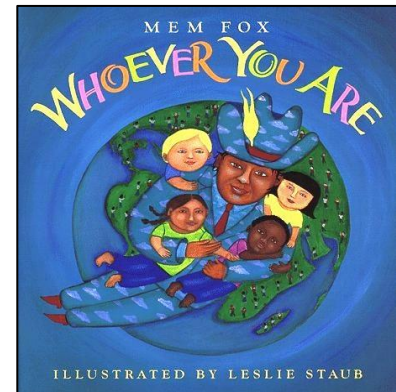
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**SUGGESTED GRADE LEVEL:** K – 2

**LENGTH OF TIME:** One 35 minute session for reading and discussion; One 35 minute session for a project

### GOALS

- To provide students with an opportunity to develop an appreciation for human diversity.
- To help students share and explore common human needs.
- To provide students with an opportunity to see and understand similarities and differences among people.



### OBJECTIVES

- Students will be able to name many needs and feelings all human beings have in common.
- Students will explore similarities and differences among children around the world through discussion of literature.

### ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Also SL.K.1, and 2.1)
- CCSS.ELA-LITERACY.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (Also SL.K.2 and 2.2)
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. (Also SL.K.5, and 2.5)

### EDUCATORS' NOTES

This lesson encourages students to think about needs and feelings that are common for all human beings. At a time when lessons of tolerance still need to be learned, the book *Whoever You Are* by Mem Fox urges us to accept our differences, recognize our similarities, and most importantly, rejoice in both.

*Whoever You Are* explores the concept that every day all over the world, children are laughing and crying, playing and learning, eating and sleeping. They may not look the same. They may not speak the same languages. In fact, their lives may be quite different. Stirring words and bold paintings weave their way around our earth, across cultures and generations.

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This lesson focuses on the commonalities between all human beings (Note: “people” can be used instead of “human beings” if that language will make the lesson more effective for your class). It is natural for young children to notice differences. This lesson offers an opportunity to build classroom community by giving students a chance to share and learn about each other’s differences while understanding that there are basic needs that are true for all people.

Encourage students to do their best work on their posters so that they can be used in a wall display somewhere in the school. The ideas that your class will come up with in this activity are important to reinforce at all age levels.

### **MATERIALS NEEDED:**

- *Whoever You Are* by Mem Fox
- Pencils, black permanent markers, colored pencils, crayons or markers (make sure to have lots of good choices for skin tones and hair tones so students can represent all kinds of people)
- Chart paper or a whiteboard and markers
- Plain paper for students’ drawings
- *Feelings Flashcards*, Todd Parr (optional)

### **READ AND DISCUSS THE BOOK**

- Begin the session by reading the book *Whoever You Are* by Mem Fox.
- On a piece of chart paper write at the top, “What needs do all human beings have?” and half-way down, write, “What feelings do all human beings have?”
- After reading the book, lead the class in a discussion based on the questions on the chart paper. (Todd Parr’s *Feelings Flashcards* are a great visual aid for this.) What is it that links us to one another, no matter who we are, where we live or who is in our family?
- The list that your class generates may include:
  - We all need...food, water, shelter, joy, love, play, clean air, friends, laughter, people who love and take care of us, etc.
  - We all can feel...happy, sad, loved, angry, peaceful, hurt, anxious, sleepy, included, hungry, awake, etc.

### **HUMAN BEING POSTER PROJECT**

- After you have generated a list of commonalities among all human beings, have students work in pairs to make a poster representing one of their ideas about human beings.
- You will want to give them a sentence starter for the title of their poster, such as “We All Need \_\_\_\_\_” or “We All Can Feel \_\_\_\_\_.”

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- The students will write their sentence at the top of the paper and illustrate it below. Encourage your students to use details and rich colors in their posters so people can really understand their ideas.
  - Put the posters up in your classroom or in the school hallway.

### **EXTENSIONS**

- Have the whole class make a large poster listing all the statements that the students wrote on their individual posters. Title the poster “All Human Beings...”

### **ASSESSMENT AND EVALUATION**

- End the lesson with a class discussion about what students learned about important needs and feelings that all human beings share.
- Assessment for this lesson will be mostly informal. You should observe your students' reactions during class and small-group discussions. By paying attention to their conversations and individual responses, you can assess their comprehension of the concept of human needs and emotions.

### **ADDITIONAL RESOURCES FROM WELCOMING SCHOOLS**

- [Children’s Books to Prevent Bias-Based Bullying](#)
- [Lesson Plans to Prevent Bias-Based Bullying in School](#)
- [Preventing Bias-Based Bullying – School Resources](#)
- [Welcoming Schools Professional Development Trainings](#)