



WELCOMING HANDS

SUGGESTED GRADE LEVEL: K – 5

LENGTH OF TIME: Two sessions of 35 – 40 minutes

GOALS

- To help students create a welcoming school climate.
- To create a collaborative art piece that celebrates the inclusion of all students.

OBJECTIVES

- Students will create a visual display with welcoming hands and messages.
- Students will work together to create a visual representation of their community with artistic hands that represent them individually and collectively.
- Students will learn about human skin color variation by looking at the Humanae project by artist Angélica Dass.



ACADEMIC STANDARDS

- CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (Also SL K.1, 1.1, 3.1, 4.1 and 5.1)
- CCSS.ELA-LITERACY.SL.2.2: 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, 1.2, 3.2, 4.2 and 5.2)
- CCSS.ELA-LITERACY.SL.2.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. (Also SL K.5, 1.5, 3.5, 4.5 and 5.5)

EDUCATORS' NOTES

One of the many differences that people share is that there is a beautiful spectrum of skin tones amongst humans. This lesson will help students understand and see that. Each student will create an artistic version of their own hand using paper in a wide variety of skin tones. Students will then write welcoming messages and/or draw images on their paper hands. This is a great activity to do for a family night or open house.

Angélica Dass is a Brazilian artist who has been cataloging every conceivable human skin tone. She illustrates that skin color and race are more complex than they might appear at first glance.

Her internationally acclaimed project [Humanae](#) is a collection of portrait photos of people revealing the true beauty of human color. The project has been showcased in numerous exhibitions and talks across the continents, including a Global TED Talk.

In her mission statement, Dass says, “There is no previous selection of participants and there are no classifications relating to nationality, gender, age, race, social class or religion...Nor is there an explicit intention to finish it on a specific date. It is open in all senses and it will include all those who want to be part of this colossal global mosaic.”

Dass has photographed over 2,500 people in 23 cities in 14 different countries. She matches each face to a PANTONE color (a system used internationally as a way to name and identify colors for printing).

MATERIALS NEEDED:

- Construction paper in a wide variety of skin tones—one 9” x 12” or 8.5” x 11” sheet per student, black permanent markers, pencils, scissors
- [Humanae Project](#) by Angélica Dass
- [TED Talk](#) by Angélica Dass (optional for grades 3 – 5)

LOOK AT THE HUMANAЕ PROJECT AND DISCUSS IT WITH YOUR STUDENTS

- Show your students the [Humanae Project](#) by Angélica Dass.
- Let your students know that she is a Brazilian artist who has taken over 2,500 photos of people in 14 different countries.
- Ask your students:
 - What do you see?
 - How are the people sorted?
 - What do you think the artist is trying to tell us?
 - Do you think she has captured all the possible colors that people can be?
 - When do you think she will be done with this project?
- Optional: For 3 – 5 students, show the TED Talk of Angélica Dass talking about her work.

CREATING THE WELCOMING HANDS PROJECT

- Show your students examples of decorated hands. There are many options based on the needs of your class; here are a few possibilities:
 - Use chart paper and generate welcoming messages with your students to write on their paper hands.
 - Write the word “welcome” or other simple phrases in many languages.
 - Have your students cut out hearts and glue them on their hands.
 - Show your students [zendoodle hands](#) and have them put black line drawings all over their paper hands.
 - Show global hand art such as [Hamsa](#) or [Mehendi](#).

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- Let your students know that they are going to be creating welcoming hands together and that you are providing lots of different colors of construction paper so that everyone can closely match their unique skin tone.
 - Hold a few different shades of paper up to your skin and have your students help you decide which one is the closest match to you.
 - Show your students how to trace their hand and cut it out.
 - Then, have students help each other find the paper that most closely matches their skin tone.
 - Have students trace their hands and cut out around their hands.
 - Ask students to decorate or write welcoming messages on their paper hands.

SHARING THEIR HANDS—DISPLAY AND DISCUSSION

- Once all of your students have completed their welcoming hands, give them an opportunity to share their work with each other—to the whole class, in small groups or in pairs.
- Ask students to share one thing they like about their welcoming hand.
- Next, ask the other students to give an appreciation or one kind comment about their classmate's welcoming hand.
- Create a space in your classroom or school hallway where all of your students' welcoming hands can be put on display together.

EXTENSIONS

- Have your students draw self portraits in response to the Humanae project. Take a photo of them with their self portrait. [Humanae Project Education and Outreach](#)

ASSESSMENT AND EVALUATION

- Assessment for this lesson will be mostly informal. By paying attention to your students' conversations and individual responses, you can assess their comprehension of the wide spectrum of human differences and their ability to apply this comprehension with respect.

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](#)

Credit: Developed by Michele Hatchell, Madison, WI.