



Human Rights in the U.S.

**Lesson Plan:
All about Me!**

Grade Level: K-2



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The Advocates for Human Rights
330 Second Ave South #800
Minneapolis, MN 55401*

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Lesson Plan: All about Me!

Goal: To provide students with tools that will allow them to foster relationships based on respect, equality, and diversity.

Objectives:

- Students will establish an understanding of who they are and what distinguishes them from those around them.
- Students will learn the value of respect for others.
- Students will learn how differences can create positive relationships between themselves and others.

Essential Questions:

- What does diversity mean to me?
- How can we celebrate the diversity of our class? School?
- How can we show respect for the unique qualities of others?

Time Frame: 3-4 class periods

Grade Level: K-2

Materials:

- Colored paper
- Markers, crayons, or colored pencils
- Self-portrait photo of each student
- Three-hole punch and yarn or ribbon or stapler
- Magazines and/or newspapers for cutting out photos
- Venn Diagram Handout (see page 7 of this lesson)

Appropriate Subject Areas: Language Arts and Social Studies

Vocabulary: Self, Community, Respect, Responsibility, Diversity

Teacher Background:

The teacher will need a basic understanding of human rights and can gain this background from online resources: <https://www.theadvocatesforhumanrights.org/Educators>.



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Before beginning this project, create a folder for each student to keep the items for their books as they work on them. If you do not have folders for each student, create them by folding large pieces of paper in half. Teachers will also need to collect magazines, newspapers, and other media for students to use to cut-out images and text for their book. Teachers should skim through the media to ensure that it is age-appropriate before giving it the student.

The All About Me books should be an extended process for students to show who they are, where they come from, what makes them unique, and what traits they have which differ from others. Students should be expected to work on one or two pages per class period and the completed pages should either be kept in the folders or with the teacher upon completion to make sure they do not get misplaced or thrown away.

Procedure:

Activity 1: Who Am I? (approx. 1 class period)

1. **Brainstorm.** Tell the students that they will be creating a book about themselves to share with others. Write the word “self” on the board in a visible place for all students. Generate ideas about what the term means with the whole class. Explain to students that they will be exploring all of the ways that each one of them is unique as they create their All About Me books. Affirm that our differences are welcome and help us learn from each other. Tell students that this is their chance to share what makes them unique and special!
2. **Create.** Tell the students that they will be making the front cover of their books. Students will need to bring in a photograph of themselves. Provide each student with a folder or binder for their book. Ask that they include their name, the date, and their year in school.

The first page of the book is all about their favorite things. It should include the student’s name and their favorite things such as: their favorite food, game, sport, television show, book, songs, and anything else they may like to include. Write the words “Favorite Things” on the board for them to copy as the title of the page. Let the students take time to think about this and to draw, write, or paste on photos from magazines.

Throughout their work time, remind your students that each one of us is different. For example, the person sitting next to them may love soccer and pizza. They may not like either of those things but rather prefer biking and Chinese food. Tell them not to worry about what others are doing or writing and that the focus should be on themselves. You may play quiet music for a calming effect.

3. **Closure.** As this activity comes to an end, collect the books and ask anyone to share what they liked about creating the page of favorites. State that we should embrace the differences of our classmates and use them to learn from one another.



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Activity 2: My Family, Friends, and Pets (1 class period)

1. **Explain.** As you begin the second activity of the All About Me books, pass out the folders from Activity 1. Ask the class to revisit what they did. What did “self” mean to them? What does “uniqueness” mean? Explain that just as every individual is unique, the same goes for each family unit. This class period will focus on who makes up our families and how each family is also unique. There is no right or wrong answer when it comes to defining “family.” You may want to lead them and phrase family broadly as the people with whom they live.
2. **Draw.** The next pages of the All About Me book will include details about the student’s family and pets. First, ask students to draw a picture or diagram of their immediate family or the people with whom they live. Have them add some of their favorite activities or special things about the family, such as a tradition that their family has. The students should include a drawing of their home on one page, with diagrams of the different rooms in the house or apartment. Students can also identify their favorite part of their home and explain why they chose that location. On the next page, have students draw a pet that they have at home, a classroom pet, or a drawing of the pet they would like to have in the future. Include the pet’s name, type of pet, and what activities this pet enjoys.
3. **Journal.** Ask the students to write or draw what they liked about this activity. Remind them that each family is different as is each individual!



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Activity 3: My Community (approx. 1 class period)

1. **Brainstorm.** The next pages should include the drawings and names of students' friends, neighbors, or people who are in their community. Write the word "Community" on the board. Generate ideas about what the term means. Examples may include neighbors, friends, people who work at your local store, and librarians.
2. **Mind Map.** Ask students to choose three people who are in their lives to describe. Have each student create a separate mind map for each person. Draw a picture of the person in the center and, using lines from the center, write or draw three unique qualities that person has. Explain the word diversity and reinforce the idea that our unique qualities in life create diversity in our class, school and the world beyond!
3. **Compare and Contrast.** Choose one person from the Mind Map activity. Have the students complete the Venn Diagram Handout (see page 7) about themselves and the person of their choice. The second person does not have to be a classmate. A student might write: My friend Bobby is 6 like me and we both like to run and climb trees. He likes to eat Chinese food and I don't. I like to plant in the garden and he does not. Or, my friend Sydney is a Grandmother and we read together and I help her with her dog. She and I are different because I am 6 and she is 76! The student's unique qualities will go in the first circle, the unique qualities of the person you're comparing with will go in the second circle and the qualities they have in common will go in the center where the circles overlap.
4. **Closure.** Ask students to stand up and share their Venn Diagrams about the people they chose. After each student has shared, reinforce the idea of uniqueness and diversity in our classroom and our world!



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Activity 4: Respect and Responsibility in My World (approx. 1 class period)

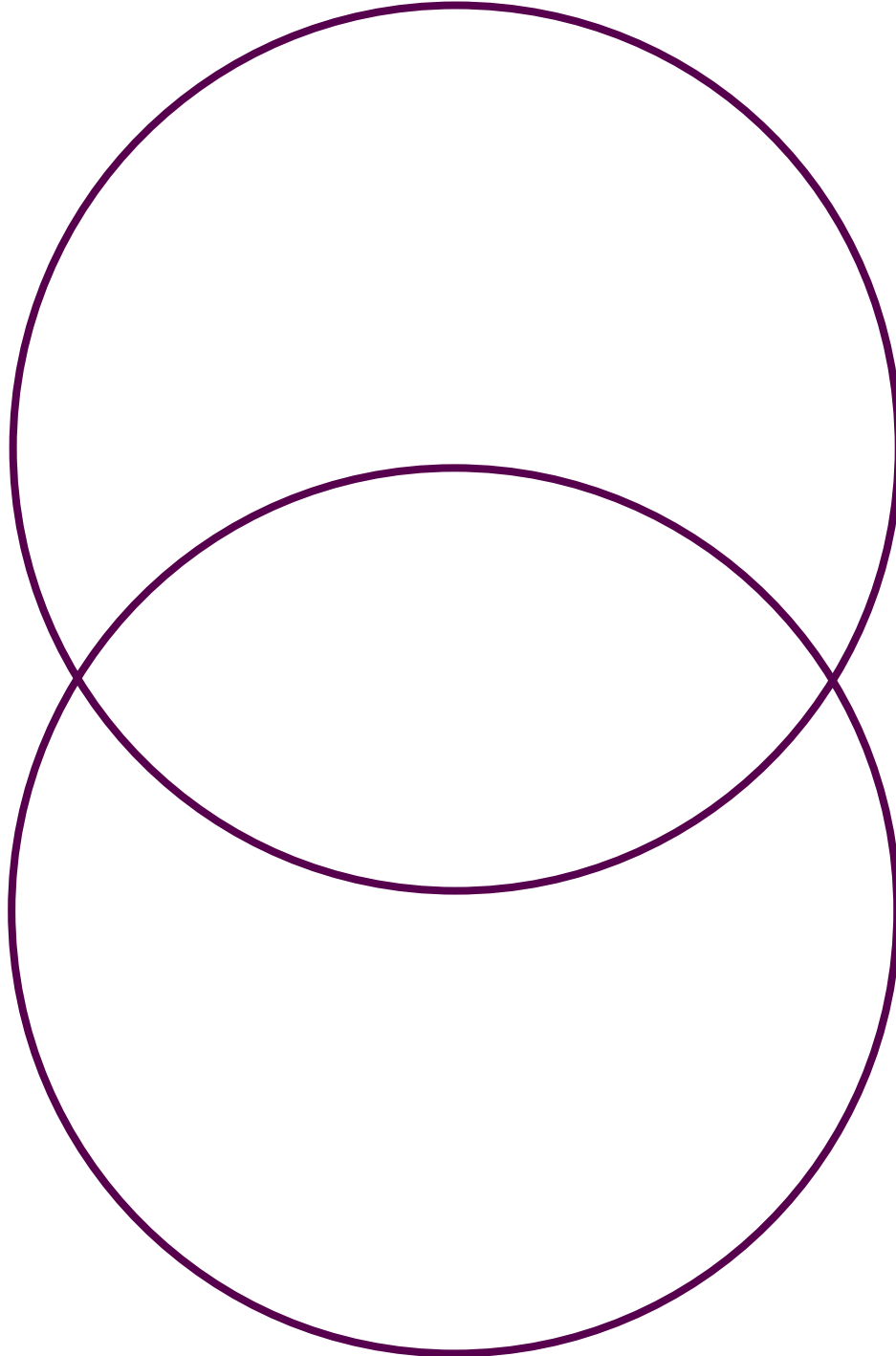
1. Discuss. The last pages of the book will be dedicated to respect and responsibility. Ask the students to recall the first 3 activities. Briefly discuss the meanings of self, community, and diversity. Ask students, "How can we all show respect for those in our lives, specifically in this class, who are different from us?" For example, "I can show respect by helping someone who needs help," or "I can show respect by listening to someone else's idea even though it's not the same as my own." Have the students form a circle and use a talking stick to share the ideas from each student. Write down their ideas on chart paper or on the board. It may be helpful to have a parent volunteer or older student to help write down ideas for you.
2. Think. After each student has shared his or her idea about how they can show respect and the list is in front of you (it's ok if some are the same) ask students what they think the word responsibility means. Spend 1 or 2 minutes gathering a few initial ideas. Tell the students that they will be creating a class pledge of respect and responsibility for the last part of their book. Remind them that they are responsible for their actions at school and that how they act and treat others is a big part of that responsibility. Before the students leave the circle, select two or three ideas from their respect list for which they can choose to be responsible. For example, "We will respect each other's ideas by not interrupting," or "We will respect others by talking out our problems." Then ask them to return to their seats and by silent vote with heads down or not, choose one thing that they can all agree on for their classroom.
3. Draw or Write. Ask each student to complete the last page or two by writing the words Respect and Responsibility on the top of the page. Ask them to draw or write about what they think they can do in the class to show respect and be responsible. Have them each sign a large piece of paper that states the class pledge. For example: In Ms. Sissler's class we will show respect by raising our hands when we want to talk, and we will show responsibility by waiting and letting our classmates each take a turn to talk. Choose one thing and make it simple and realistic for students to follow. Display this in the classroom as a reminder and for others to see!
4. Complete the Book. Once the entire book is finished, students may use a three-hole punch and yarn or ribbon to make a binding, or they may use a stapler to attach the pages.
5. Closure. What do you do with these books afterward? Come up with a way to share the All About Me books with others. For Example: Your classroom could hold visiting times for other classes to come in and pair up with your students or groups of students. Your students could share their books with the visiting students and talk them about what makes them special. This allows the students to continue the process of treating others with respect and to explore individuality and diversity.



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Write or draw qualities that describe you.

Write or draw qualities that describe another person.



Write or draw qualities you have in common in the center.



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