



# What Makes Me Human?

## Procedures

### Mississippi Early Learning Standards

#### Standards for Speaking and Listening

- ELA.SL.PK4.1a Engage in voluntary conversations. (e.g., taking turns, exchanging information, listening attentively, being aware of other's feelings).

#### Approaches to Learning Standards

- ALP.PK4.3 Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).

#### Social and Emotional Development

- SE.E.PK4.6 Manage emotions.
- SE.E.PK4.6b With prompting and support, progress from being upset to being calm. (e.g., breathe deeply to regain self control).

#### Social Studies Standards

##### Family and Community

- SS.FC.PK4.8 With prompting and support, identify some positive character traits of self and others.

#### Music

- MU:Re6.1.PK. P Convey meaning through the presentation of artistic work. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context
- a. With substantial guidance, perform music with expression.

### Objectives

- TSW act out a particular emotion for their classmate to guess
- TSW identify the correct emotion while playing the Empathy Game
- TSW will take turns role-playing and sharing ideas during the Empathy Game
- TSW sing the Hokey Pokey Song while making the appropriate facial expressions to go with the lyrics.

GHMBC Website

### 1.) Opening Set

Ask everyone to sit on the floor with their mindful bodies... (you can model this for them by sitting cross legged on the floor). With young ones sitting on the floor, some teachers use the directive "criss-cross applesauce" to have the students sit cross legged. Instead, try to create a different association with the posture by calling it "mindful bodies".

Share that today we are going to learn how to have mindful bodies. This means we are going to pay attention to our bodies. Encourage the children to have a straight back without being too stiff. Share that their bodies should look like a flower that is watered, and not wilted, or a tree is that is well rooted and reaching for the sun.

Go Slowly... If you give the class an instruction with too many parts, you will lose them. For example, when giving instructions for Mindful Bodies:

1. Ask for a still body. Practice that (and pause).
2. Once that has happened, ask for a quiet body (and pause).
3. Once that's happened, ask them to try it with eyes closed (and pause). Tell them that their mindful bodies are looking good and that in future lessons we will return to this posture.

Next, tell the class that every human has a body. Ask the class to define the word human. Ask everyone what makes us human. If they have a hard time answering, you can start by asking them the following questions: Are dogs human? Are people human? What is the difference?

#### Probing Questions:

- Ask the class to define the word human.
- Next, ask everyone what makes us human.
- If they have a hard time answering the question you can start by asking them: Are dogs are human? Are people human? What's the difference?

### 2.) Read Aloud *I Am Human; A Book About Empathy* & Book Discussion

After finishing the book ask the following questions... what are some of the things the character said made him human? If they need prompting you can go back to the pages where he said he is unique, always learning, curious, etc. Next talk about the fact that humans have emotions..

What are some things that can make you sad? How does your face and body look when you are feeling sad? What are some things that make you feel timid or scared? How does your face and body look when you are feeling timid or scared?

In the book the boy said that making mistakes is a part of learning. Are there times that you've made a mistake and hurt someone's feelings? What kinds of things can hurt someone's feelings?

What are some ways we can be kind to each other?

#### Probing Questions:

- What are some of the things the character said made him human?
- What are some things that can make you sad? How does your face and body look when you are feeling sad?
- What are some things that make you feel timid or scarred?
- How does your face and body look when you are feeling timid or scarred?
- Are there times that you've made a mistake and hurt someone's feelings?
- What kinds of things can hurt someone's feelings?
- What are some ways we can be kind to each other?

**\* (continued on next page)**

#### Assessment(s)

- Assess through role-play. Are students able to demonstrate the understanding of compassion for classmates?
- Assess through song
- Assess through answers to book questions

#### Vocabulary

- Unique
- Human
- Curiosity
- Encourage
- Role-play
- Perspective
- Empathy
- Timid

#### Materials

- Feeling puppets
- Large feeling cards
- *I Am Human – A Book About Empathy* by Susan Verde

**\* (continued)**

### 3.) Introduction to Emotion Puppets (small group activity)

Introduce the puppets and review the emotions.

Introduce the game by explaining that empathy is when we try to understand the other person and how they are feeling. In order to play our game today everyone is going to get five puppets. Each puppet has a different facial expression.

Pass out the puppets and look over each one. Take some time to look over each puppet. Ask children to hold up the happy puppet. Ask them why they think it is happy? Next ask them to show their happy faces while holding the happy puppet. Next ask children to do the same thing with the sad puppet, the mad puppet, the scared puppet and the sleepy and surprised puppet.

### 4.) Empathy Game

State we are going to play a guessing game. "I am going to act out an emotion and you are going to have to guess how I am feeling. Instead of saying the answer aloud, everyone will choose from one of their puppets and hold it up".

Ask children to explain why they guessed the way they did. Ask children to describe your facial expression in detail. For example, "you look sad because you are pouting and your eyes look like they may cry, your body is slumped over". Then ask children what they can do to help you. If you are sad, ask children what a kind friend would do to help. If children need help, prompt them with ideas by asking what they'd want their friend to do to help them if they were sad, angrysleepy, etc.

Next children will take turns acting out an emotion. Classmates will have to guess how they are feeling and how to help their classmate feel better.

### 5.) Hokey Pokey

End the game with a song to the tune of the Hokey Pokey. Children can use their puppets for the dance: [Video for Emotions Hokey Pokey](#)

#### EMOTIONS HOKEY POKEY

"All right everybody, lets do the Emo-tions Hokey Pokey!"  
 You put your HAPPY face in,  
 you take your HAPPY face out, you put your HAPPY face in and you shake it all about  
 You do the hokey pokey and turn yourself around,  
 Everybody turn around! (clap, clap)  
 You put your sad face in  
 you take your sad face out  
 you put your sad face in and you shake it all about  
 you do the hokey pokey and turn yourself around  
 Everybody turn around  
 You put your angry face in  
 You take your angry face out  
 You put your angry face in and you shake it all about  
 You do the hokey pokey and turn yourself around,  
 Everybody turn around! (clap, clap)  
 You put your scared face in  
 You take your scared face out  
 You put your scared face in and you shake it all about  
 You do the hokey pokey and turn

yourself around,  
 Everybody turn around! (clap, clap)  
 You put your surprised face in  
 You take your surprised face out  
 You put your surprised face in and you shake it all about  
 You do the hokey pokey and turn yourself around,  
 Everybody turn around! (clap, clap)  
 You put your silly face in  
 You take your silly face out  
 You put your silly face in and you shake it all about  
 You do the hokey pokey and turn yourself around,  
 Everybody turn around! (clap, clap)  
 Everybody turn around!

### 6.) Closing Set

Humans have many emotions... they are always changing... they are part of us and they are what make us human.

#### Assessments:

- Utilize role-play to allow students to demonstrate their understanding of compassion for classmates.
- Utilize the song "Emotions Hokey Pokey" to allow students to act out different emo-tions such as happy, sad, angry, scared, surprised, and silly.
- Ask questions during the Book Discussion to check for understanding.

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