

Paper People

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.*

TARGET GRADE: Kindergarten
Supplemental Lesson

TIME: 40 Minutes

MATERIALS NEEDED:

- Copies of Paper People – one per student
- Markers
- Crayons
- Other arts and crafts supplies as appropriate, including glue and tape

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three things that are unique about themselves.
2. List at least three things they did not know about their classmates before the lesson.

PROCEDURE:

STEP 1: Start the lesson by explaining that every person in the class and even in the school is unique. No two people are exactly alike and that's what makes people – and all of their unique qualities – so interesting and special.

STEP 2: Ask students to brainstorm, while you write on the board, all of the different things that could make someone unique. The list may include:

- The language they speak at home
- The country(ies) where their family comes from
- Their favorite way to spend free time
- Their favorite food
- The people in their family
- The pet(s) they have or have had
- The places they have traveled to
- How fast they can run
- How much they can read
- How many teeth they have lost so far, etc.

STEP 3: Next, distribute a copy of the paper person to each student along with a few crayons or markers. Tell students to make themselves with the paper person by drawing what they look like and filling in with things that make them unique. They can also draw people in their family, including pets, and things they like to do as well. Give students 10 minutes to complete their paper people while you mingle around the room assisting students as needed.

STEP 4: Once ten minutes has passed, invite students one at a time to come to the front of the room and share their paper people with the whole class pointing out what elements make them unique. Hang the paper people on a wall in the classroom with all of their hands holding the hand of the paper person next to them.

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STEP 5: End the lesson by asking students, “Did every student have things about them that made them special and unique?” Once students respond positively, close by saying, “Everyone is unique and everyone is special and everyone can learn from one another.”

Source: *When I’m Grown: Life Planning Education for Grades K through 2*, Washington DC, Advocates for Youth.

Handout: Paper Person

