



Learning Target:

- Students will understand that although things and people will not always be awesome, they can respond in a way that creates better relationships and a better world.

Materials:

- [Video: Kid Congress - Policy for the People](#)
- Chart paper
- Writing utensils
- Art supplies
- Peopley Profile Outline worksheet
- Peopley Profile worksheet
- Sticky notes
- Ball of Yarn

TECH TIP: Use [Padlet](#), [Wakelet](#), or a collaborative writing tool like [Google Docs](#) or [Microsoft Word](#) to have students record and share their responses.

ENCOURAGE

the class to brainstorm different traits that make people who they are. Character traits, hobbies, interests, family dynamics, virtues, strengths, people who believe in you, etc. could be discussed. Write their ideas on chart paper, the whiteboard, or a computer projection.

TASK

students with creating their own Peopley Profile showing their unique traits using the People Outline. Students can use words, symbols, or artwork to represent their traits. Have students keep their work anonymous by placing their name on the back of their profile.

VIEW

the video [Kid Congress - Policy for the People](#)

DISCUSS

the video with students by posing the following questions:

- What do you think impacts the Global Happiness Meter?
- What causes you to feel less connected?
- Who is on your list of people that believe in you?

PRESENT

a few of the following scenarios. Encourage students to share possible solutions for each of the scenarios.

- You start at a new school or a new class where you don't know anyone...
- You get placed in a group project with someone you feel like you have no connection with...
- You see one of your friends being mean to a new student in school...
- You are walking and someone bumps into you in the hallway and says something unkind to you...
- You see someone eating lunch alone...
- You see someone who looks like they are having a bad day...

EXPLAIN

to students that even though we are all different, we can find ways to connect with each other and work together.

SHARE

student profiles around the room. Give each student five sticky notes and have them place their name on each sticky note. During a silent gallery walk, have students look at their peers' profiles and place their sticky notes next to five profiles they connected with. Have students collect their profiles after all sticky notes have been placed.

STAND

in a circle as a class. Begin by passing one student a ball of yarn. Have that student hold on to a string and throw the yarn to someone who placed a connection on their Peopley Profile. Do this until all students have a piece of yarn to demonstrate the connections in the classroom.

DISCUSS

and reflect on the activity while students are still holding the yarn:

- How does it feel to know that these connections exist in our classroom?
- How can we show that we honor and value these connections?
- How can we extend these connections with people beyond our own classroom?



NOTE TO TEACHERS: *The theme of this episode of Kid Congress connects to issues of digital citizenship. As teachers, we can help students learn to engage in civil discourse when using digital tools to connect with others. Learn more about the topics of [Relationships and Communication](#) and [Cyberbullying, Digital Drama and Hate Speech](#) on the Common Sense webpage, and use their free [K-12 Digital Citizenship Curriculum](#) in your classroom.*

Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

National Core Arts Standards

Anchor Standard 2

Organize and develop artistic ideas and work.

Anchor Standard 8

Interpret intent and meaning in artistic work.

Anchor Standard 10

Synthesize and relate knowledge and personal experiences to make art.

National Council for the Social Studies

Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity.

ISTE Standards for Students

Standard 2

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Standard 6

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.



PEOPLEY PROFILE OUTLINE

Create a visual representation of what makes you, you.
Think of the following items to add to your profile:

<p>YOUR HEAD: What vision do you have for your future? What do you hear around you? What morals guide what you say or how you speak to others?</p>	<p>YOUR SPINE: What are some character traits that help you be the best version of yourself?</p>
<p>YOUR HEART: What represents what you love the most?</p>	<p>YOUR HANDS: What might you hold in your hands? What are your hobbies and interests?</p>
<p>YOUR FEET: What might you be standing on? What is your foundation, or your support in your life? Who are the people that hold you up</p>	<p>YOUR STOMACH: What fills you up? What makes you feel good/positive?</p>
<p>YOUR THOUGHTS: What positivity can you send out to help the Global Happiness Meter?</p>	<p>YOUR BACKGROUND: Where would you be? Where is a place you like to visit or a place you feel your best?</p>



PEOPLEY PROFILE

