WHAT DOES A HUMANE WORLD LOOK LIKE?

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PURPOSE
Have students create their vision of a humane world and compare it to the world we live in now. What are the differences, and how can we make the world “as it is” become the humane world envisioned?

GRADES
2-6

TIME
15-30 minutes

MATERIALS
- white board and markers
- paper, including long craft paper, if desired; markers and other art materials

SUBJECT AREAS
Art, Language Arts and Social Studies/History

COMMON CORE STANDARDS
Common Core for grades 2-4:  http://bit.ly/1eI2MG

Common Core for grades 5-6:  http://bit.ly/1e1z1dK
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PERTINENT INFORMATION

This is an excellent activity to use as an introduction to an exploration of humane issues.

PROCEDURE

1. Ask students: “What do you imagine a humane world looks like?”

2. Have them brainstorm what “humane” means. Write down their answers. (If they have no idea, help guide them to know that "humane" means: "having what are consider the best qualities of humans.")

3. Have students create a mural of images of what they imagine a humane world looks like. They can create a picture on their own and add it to a larger whole-class mural, or they can all work on the same long piece of paper.

   **Alternative:** Instead of creating a mural, you could have students each create his/her own picture on a giant pre-cut puzzle piece that fits together with other puzzle pieces; or, perhaps, have them do their mural in a globe shape, using a giant round object as their base.

4. Ask students to compare the images on their mural with how the world
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actually is. You may wish to have students create a list of words that are represented by the mural, and another list of words that represents how the world (as they see it) actually is. What similarities are there? What differences?

5. Lead a discussion about ways that we can each make choices that help a humane world (for people, animals, and the earth) come about. Write down responses.

6. Invite students to commit to at least one action that will help create a humane world. Schedule a time to check in about everyone's progress.

EXTENSIONS

1. Have students choose a mural/picture that is not theirs and describe it in writing (most appropriate for younger students).

2. Have older students brainstorm ways their class could take positive action in their own community, and develop a plan for making that happen.