



# All About Us

Resource pack for teachers and librarians



# Introduction

Suitable for 4+ years

Explore themes of:

Diversity • Families • Feelings • Friends • Worries • Fears

Subject Checklist:

Literacy • Art, Design & Technology • PSHE • Drama • Citizenship

## Contents

### Introductory Lesson

Objectives: Consider connections between the texts and their themes; design your own paper dolls.

### Lesson One: All About Diversity

Objectives: Understand that all people and places are different; consider what makes you unique and sketch a self-portrait.

### Lesson Two: All About Families

Objectives: Discuss different types of families that exist; draw a picture of your family and create a family tree.

### Lesson Three: All About Feelings

Objectives: Create a 'Feelings Rainbow'; write three short reflections about different feelings you have experienced.

### Lesson Four: All About Friends

Objectives: Identify which qualities make a good friend; design three friendship badges and a 'Thank You' card.

### Lesson Five: All About Worries and Fears

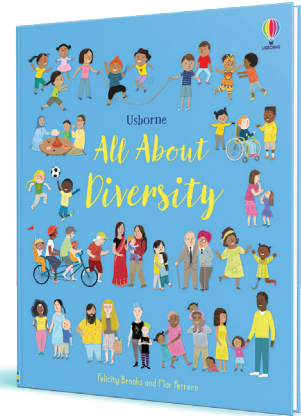
Objectives: Understand what worries and fears are and how they make us feel; and to learn some ways to help us manage these.



# About the Books

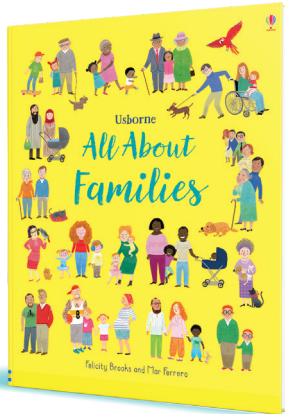
## All About Diversity

How are we all different? And what makes us all the same? Find out in this exciting celebration of diversity of every kind. Help young children learn to respond in a kind and equal way to everyone, regardless of shape, size, age, physical and mental ability, gender, ethnicity, beliefs and culture.



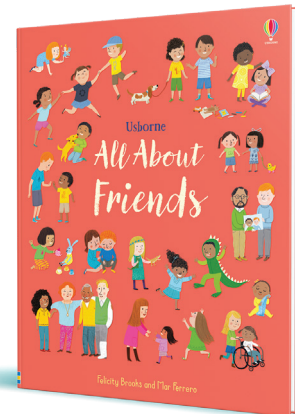
## All About Families

What do families look like? Who's in your family? And how can families change? This glorious celebration of family diversity talks about lone-parent families, adoptive, foster, divorced, remarried, and mixed race families, and lots, lots more, showing little children that families come in all shapes and sizes.



## All About Friends

Why do we need friends? How can we make friends? And what makes a good friend? This charming book explores the benefits of having friends, looking at different types of friendships, and what happens when friends fall out and make up. Includes helpful notes for grown-ups on talking to children about friendships, dealing with conflicts and imaginary friends.

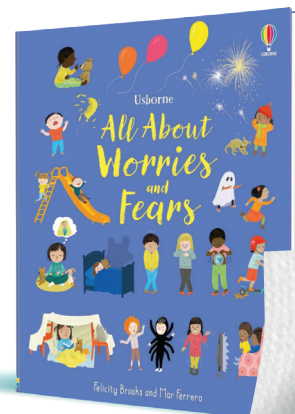


## All About Feelings

How are you feeling today? This fun, friendly and reassuring introduction to feelings is designed to help young children recognise, understand and name how they're feeling and learn to talk about and manage their emotions in helpful ways.

## All About Worries and Fears

How can we learn to stop everyday fears and worries from growing out of proportion or even overwhelming us? This helpful, comforting book helps children understand why we have different fears and worries and the physical effects they can have on our bodies, as well as offering all sorts of fun activities and strategies to help manage and even overcome them.



# Introductory Lesson

Objectives: Consider connections between the texts and their themes; design your own paper dolls.

Show the class the book covers on the next page.

## Lead-in Questions:

- What do you like about the colours and illustrations of each book?
- What do you notice about the book titles?
- What do the covers have in common? What makes them different?

## Activity:

In groups, look over the key words below. Have a chat about them and write down what each word means.

**DIVERSITY** is \_\_\_\_\_

**FAMILIES** are \_\_\_\_\_

**FEELINGS** are \_\_\_\_\_

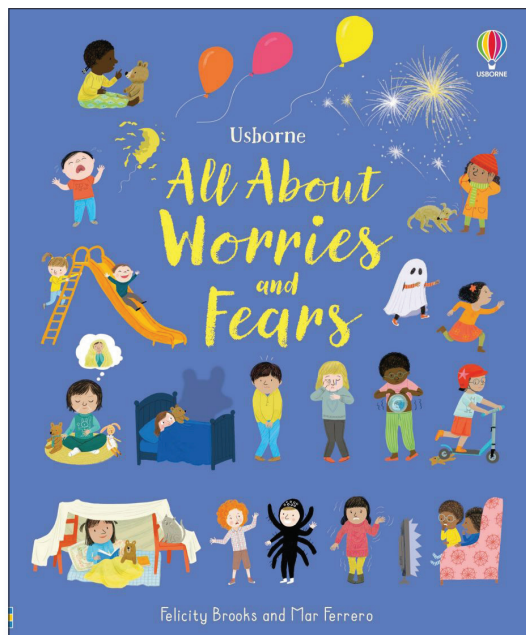
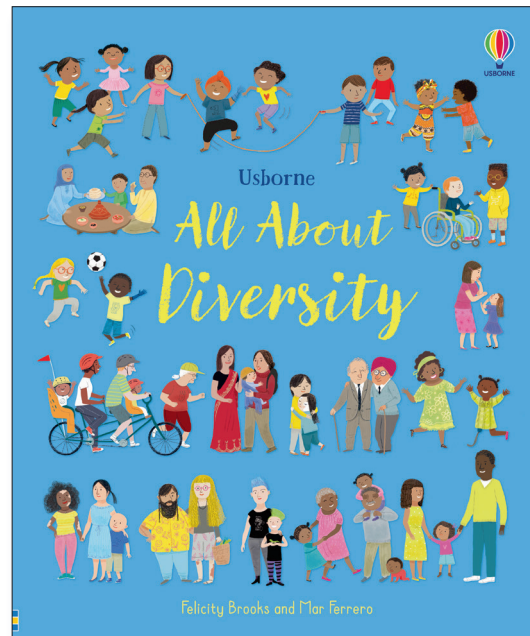
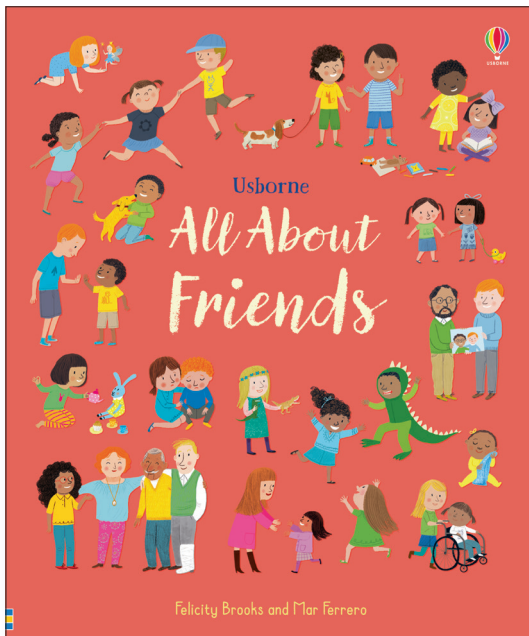
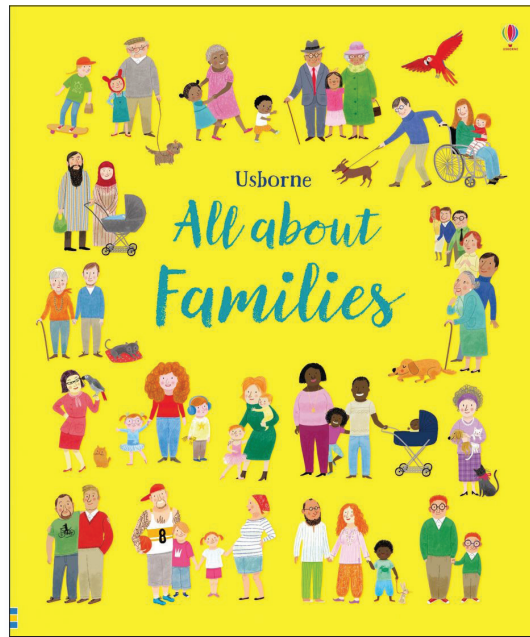
**FRIENDS** are \_\_\_\_\_

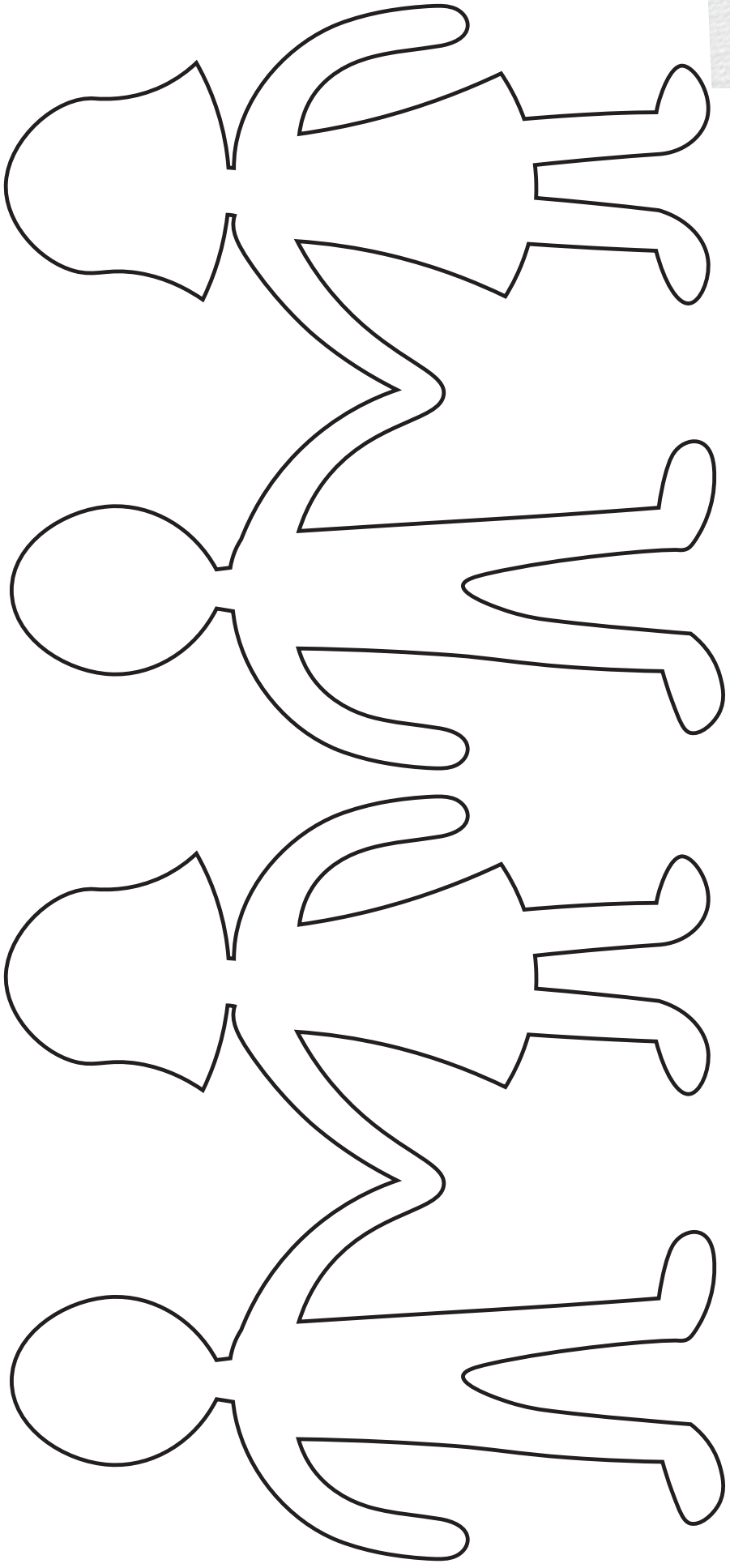
**WORRIES** are \_\_\_\_\_

Now, let's think about connections between these key words. On the paper dolls note down words or ideas that diversity, families, feelings, friends and worries have in common. For example, you could include **KINDNESS** to get started. It is important to treat everyone with kindness and being kind will make both you and others feel good.

Colour in your dolls, and include any illustrations you like, to show how these key words are connected.



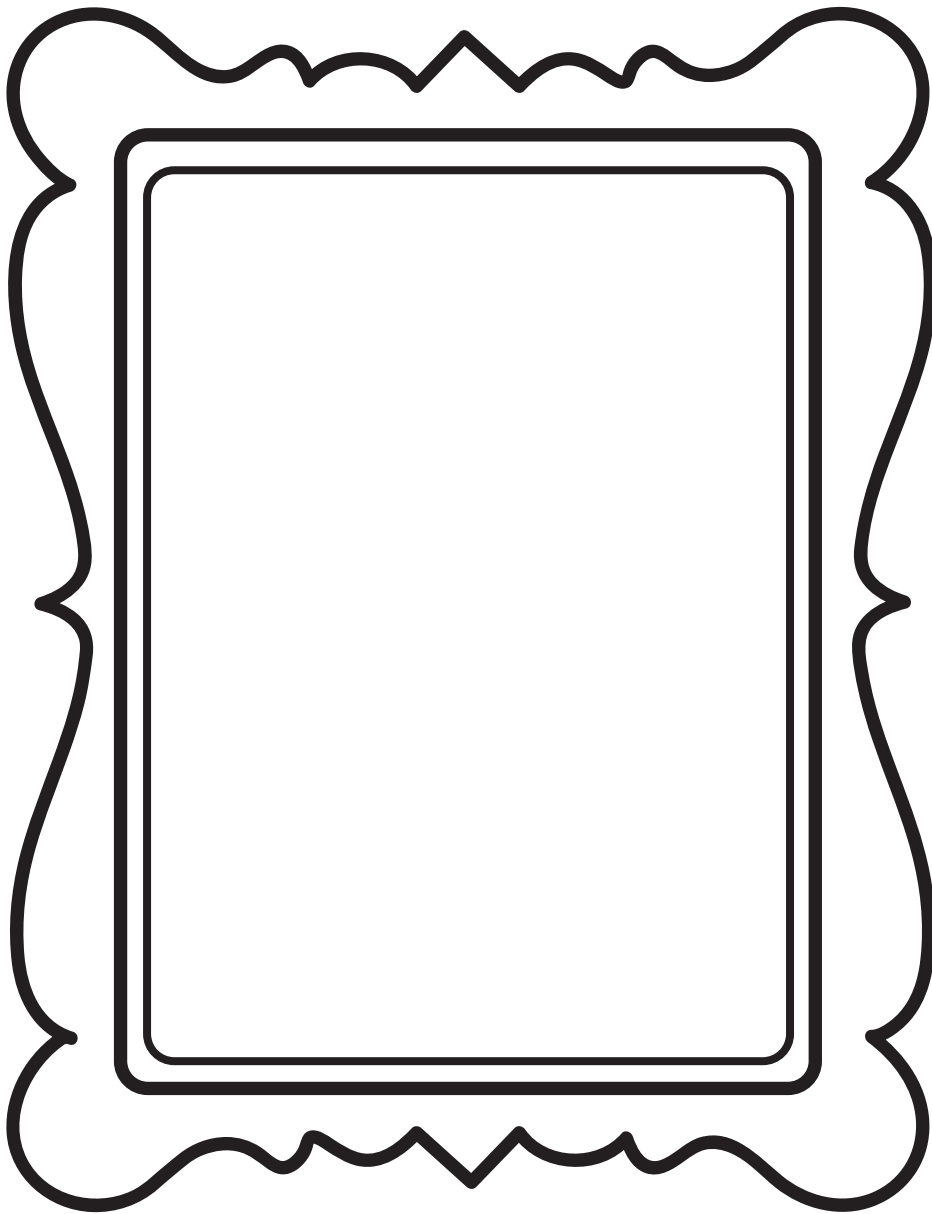




# Lesson One: All About Diversity

Objectives: Understand that all people and places are different; consider what makes you unique and sketch a self-portrait.

## Activity 1:



My name is

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I am \_\_\_\_\_ years old

A fun fact about me is

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Being different from each other is called DIVERSITY and it is an amazing thing! Take a moment to look across your classroom; every single one of you is different in some way. Isn't that brilliant?

Draw a self-portrait of yourself and note down a fun fact about you that makes you different.



USBORNE

## Activity 2:

Show the class the "Amazing Humans" spread from All About Diversity, shown on the next page.

Look over the colourful map and read about all the different people across the world. Can you point out the country and continent you live in? Have you ever lived in or visited another place? Do any of your family or friends live in another part of the world?



Write a few lines about a place you have never been to before and would like to visit. Think about how this place and the people that live there might be different to home. Here are some ideas to help you:

culture beliefs language  
clothes music food drink  
homes festivals families



# Amazing humans

Although we're all different, there's one thing that does make us the same. We're all **HUMANS** and all part of the human race. Humans live all over the world, on six **CONTINENTS** and in nearly **200** countries.

Around the world we ...



Ni hao!  
Ciao!  
Dumelo!

make over 200 types of bread, speak at least 7,000 different languages,



play 1,500 kinds of instruments,



wear over 170 types of hats, dance over 1,000 sorts of dances.

## NORTH AMERICA

Hi! I'm Sophia in Canada. My family came here from Italy.

Hi! I'm Feisha and I'm British. My grandparents came here from Jamaica.

Hi! I'm Hassan in Spain. My family came from Syria when I was a baby.

I'm Moussa in Senegal in the continent of Africa.

Hello! I'm Nadua and I'm Native American.

Hello! I'm Jayden in the USA. I'm North American.

There are almost **8 BILLION** humans in the world and over **2 BILLION** of us are children. People are always moving or having to move around the world. (Some animals do this too.)

I'm Osian. My family's from Wales but we live in Peru.

I've swum around the whole world!



## EUROPE

ASIA is the biggest continent with more than **40** countries.

No wonder our world is such an interesting place!

Hello! I am Anastasia. I'm in Russia.

Hello! I'm Wang Yong in China.

Hi! I'm Ji-woo. My family's from Korea but we live in Thailand.

Hi! I'm Farida. I'm in India.

I'm Gorata. I'm from Botswana in Africa but now I live in Australia.

AUSTRALIA is the smallest continent.

I'm Maia and I'm one of the Maori people who were the first in New Zealand.

AFRICA is where ALL humans first came from a very very long time ago.

Hello! I'm Angel. I live in Kenya.

Do you know the name of the country you live in? Which continent is it in?

ANTARCTICA is far too cold for humans to live here all the time, but there are lots of penguins.

## SOUTH AMERICA

Brrrrrr



I would like to visit \_\_\_\_\_ because

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One of the things that might be different about this place is

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Another thing that might be different about this place is

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It's exciting to visit different places because

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# Lesson Two: All About Families

Objectives: Discuss different types of families that exist; draw a picture of the people you live with and create a family tree.

## Activity 1:

In the previous lesson, we learned about diversity. Discuss together:

- How does diversity connect to the theme of families?
- How many different types of family can you think of?
- What makes your family diverse?
- How can families change over time?

Then, sketch a picture of the people you live with. Remember, families come in all different shapes and sizes and this is something we should celebrate!

## Activity 2:

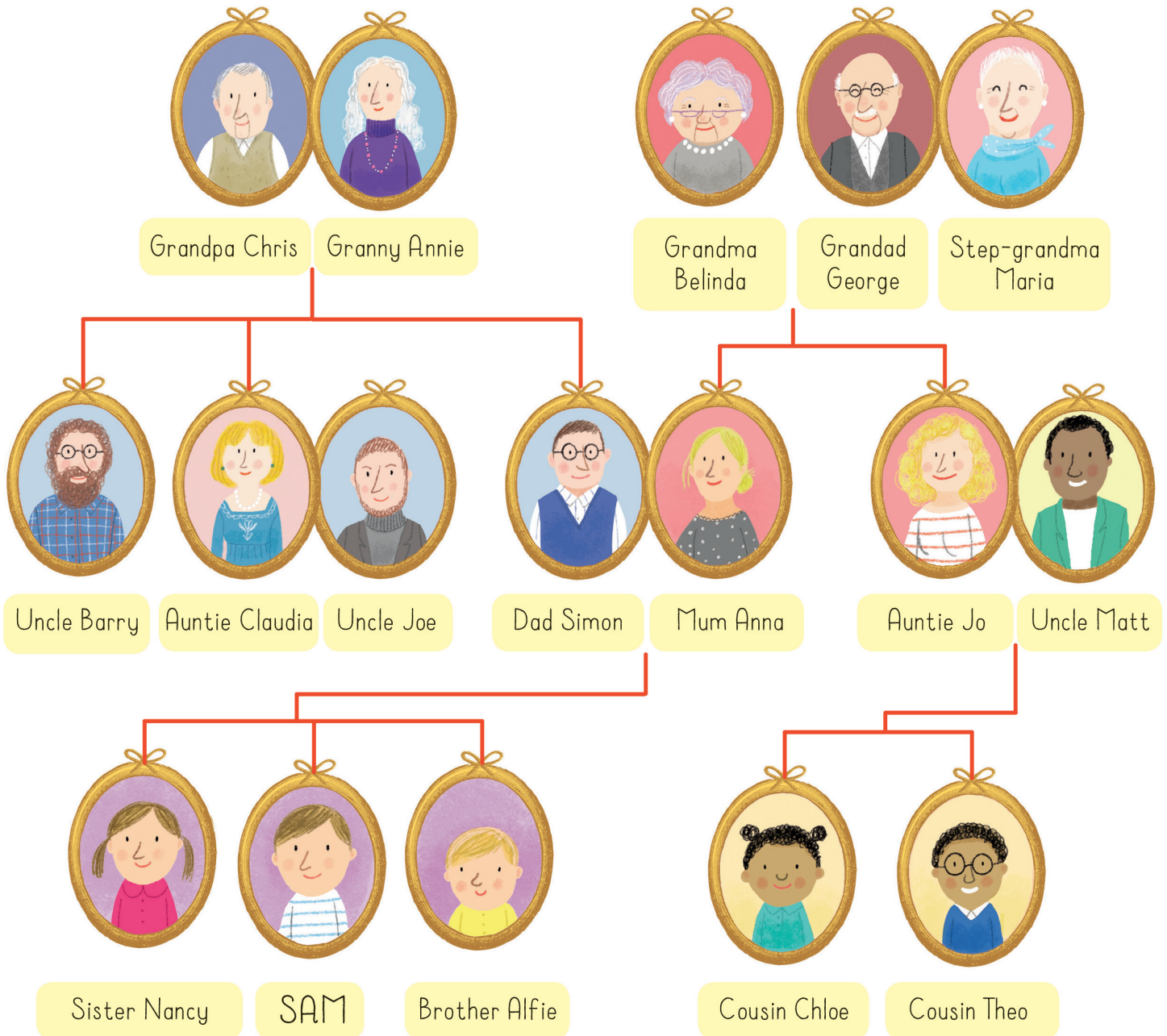
Take a look over Sam's family tree on the next page. Then, create a family tree labelling each person and showing how everyone is connected.

Write a line describing each person on the family tree or including a piece of interesting information about them. This might be about where they live, their interests, or any ideas from your 'diversity' lesson. Share your family trees together.



# A family tree

A good way to show how the people in a family fit together is to draw a family tree. Here's one for a boy named Sam.



Can you draw a family tree?

# My Family



# A Family Tree



# Lesson Three: All About Feelings

Objectives: Create a 'Feelings Rainbow'; write three short reflections about different feelings you have experienced.

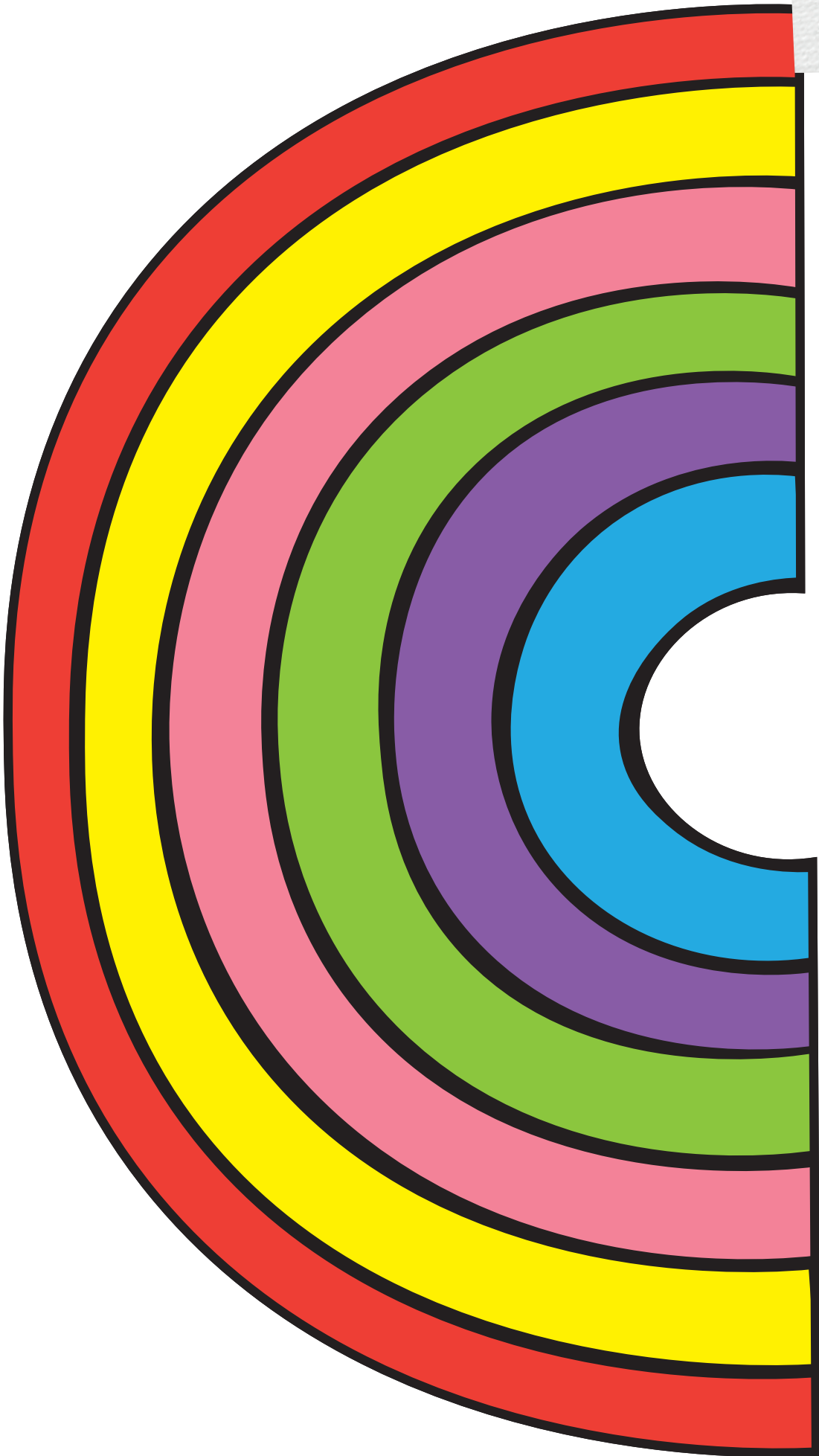


## Activity 1:

We can express how we feel in different ways. Start off by thinking about how you are feeling today. Can you use words to give your feeling a name? What about as an action or sound? How about a colour?

On each colour of the rainbow, write down at least one feeling you associate with it. For some colours, you might have more than one feeling!

Discuss your 'Feelings Rainbows' together and any patterns in the colours you have chosen. Think about which colours were the trickiest and why?





## Activity 2:

Use the activity provided on the next page.

In pairs, discuss which children you would match with each feeling. Try to explain why you have chosen each one.

Then, choose three of these feelings and write a sentence or two about a time you felt each of them. It might be that some of your ideas link to the themes of families or diversity from previous lessons.



FEELING 1 =

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FEELING 2 =

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FEELING 3 =

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Older children are also very good at showing feelings and may learn to tell how other people are feeling by looking at their faces.



How do you think these children are feeling? Can you match the words and faces?

angry

excited

nervous

calm

happy

sad

proud

grumpy

worried

Can you think of a time when you felt any of these feelings?

# All About Friends

Objectives: Identify which qualities make a good friend; design three friendship badges and a 'Thank You' card.

## Activity 1:

Read over the "What makes good friends?" pages and have a chat with a partner about the following questions:

- Why is friendship important?
- Who is your closest friend?
- What feelings do you have when you're with this friend?
- What makes your friend unique?

On each of the three friendship badges on the next page, note down one nice thing about your friend and why this is an important quality to have.

Think about which qualities your friend might note down for you and why.

## Activity 2:

It's time to design your own 'Thank You' card to give to your good friend.

Some ideas of things to include on your card are:

- Why you are grateful to have them as a friend and great qualities they have
- Good feelings that you have when you are together
- Sketches of things you enjoy doing or sharing

Put your card in the post or give it to your friend the next time you see them; this will give them a really good feeling!

# What makes good friends?

There is no such thing as a perfect friend, but you can be good friends if you do these things most of the time.

OK, it's hide and seek!



You agree together what to play.

That's really good!



Thank you!

You say nice things to each other.

You take turns.



What's your favourite animal?



You ask questions (and listen to the answers).

I've run out of water.



You help each other sort out problems.

You help each other when one is upset.



No it's not! She has lovely hair.



You stand up for each other if someone else is unkind.



I'm sorry!

You are kind and polite to each other.



Would you like to borrow my jacket?

Yes, please!

So am I.



If you fall out, you find ways to make up.

Hi Annie!



You show that you are pleased to see each other.

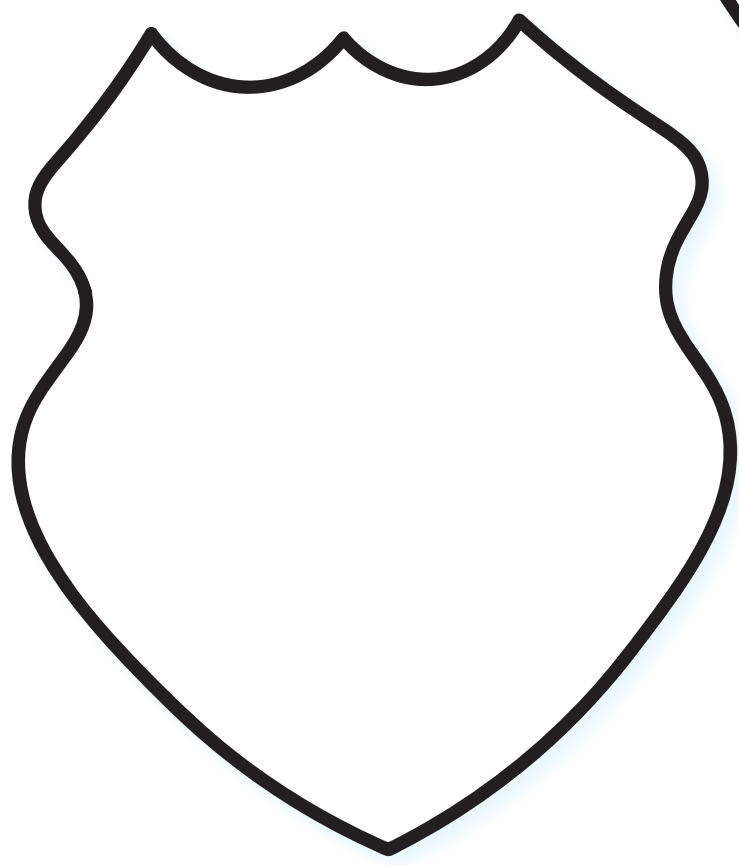
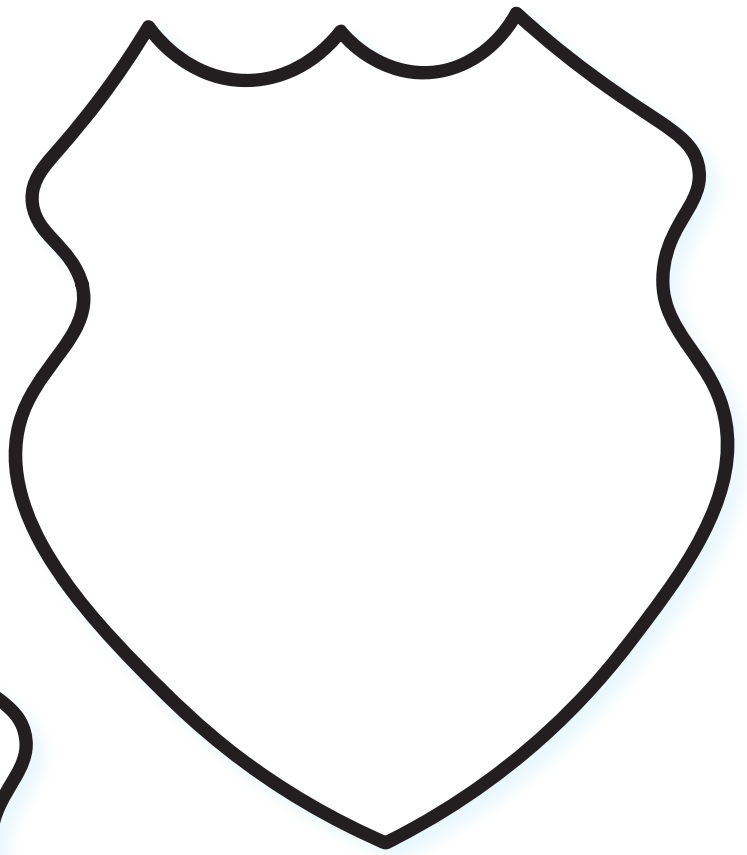
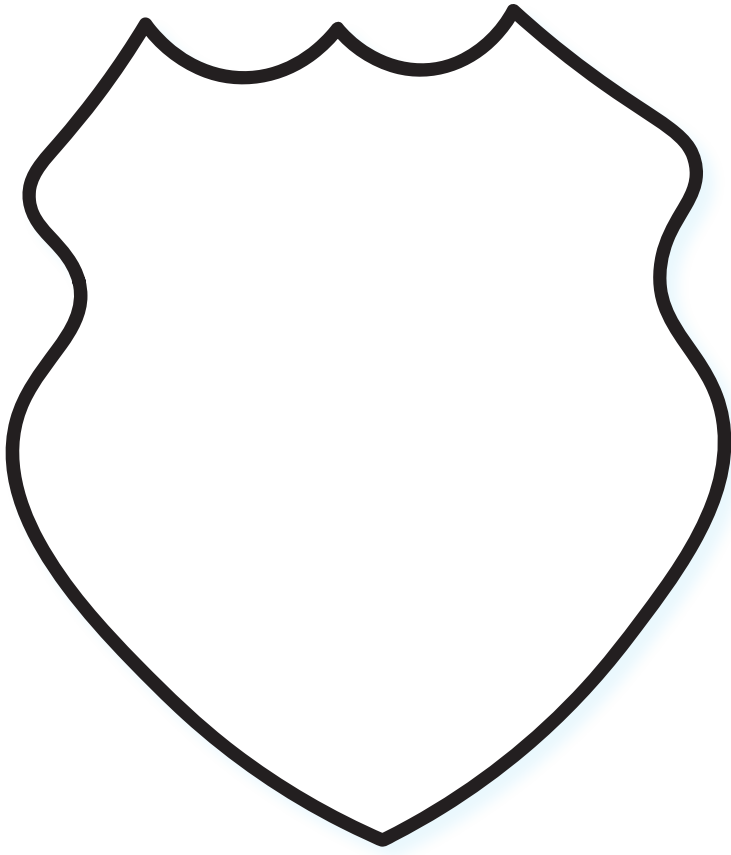
Hello Alex!



Would you like some of my sandwich?

You share things.

What do you think makes a good friend? If you have a friend, can you think of three nice things about him or her?



Thank  
you!

# All About Worries and Fears

## Please note:

Teachers and adults: remember that exploring worries and fears with children could open up difficult subjects, and could occasionally result in disclosures of serious concerns. Please follow your school's safeguarding procedure and alert your DSL with any concerns. If using the suggestion of the box for 'posting' worries and fears at the end of this resource, please ensure to check it regularly and remind children they can also speak to you outside the lesson. Again, in both cases, please follow the guidance above.

**Objectives:** To understand what worries and fears are and how they make us feel; and to learn some ways to help us manage these.

## Activity 1:

With the class sitting at their desks, use the B-r-e-a-t-h-e spread on page 12-13 in *All About Worries and Fears* or using the spread on the following page to lead them in a focusing breathing exercise, asking them to:

- Breathe in imagining the smell of a lovely flower / a freshly baked pie / a special blanket and
- Breathe out thinking about blowing on hot chocolate to cool it down/blowing a huge bubble/slowly blowing out candles on a birthday cake

**Discussion:** How do they feel afterwards?

Still sitting at their desks, tell the children they are going to use the top half of their bodies (including their arms, shoulders and head) and facial expressions to show the different emotions below. Demonstrate/model one for them first, and ask them to copy you. Then take one emotion at a time and ask the children to respond.

Happiness Sadness

Anger Worry

# B-r-e-a-t-h-e

When you're worried or scared, you often start breathing with short little breaths and your heart beats faster than usual. To make yourself feel calmer, you can S-L-O-W your breathing down by doing this . . .

START here and follow the blue shape with your finger as you breathe.

As you breathe IN, you could imagine that you can smell . . .

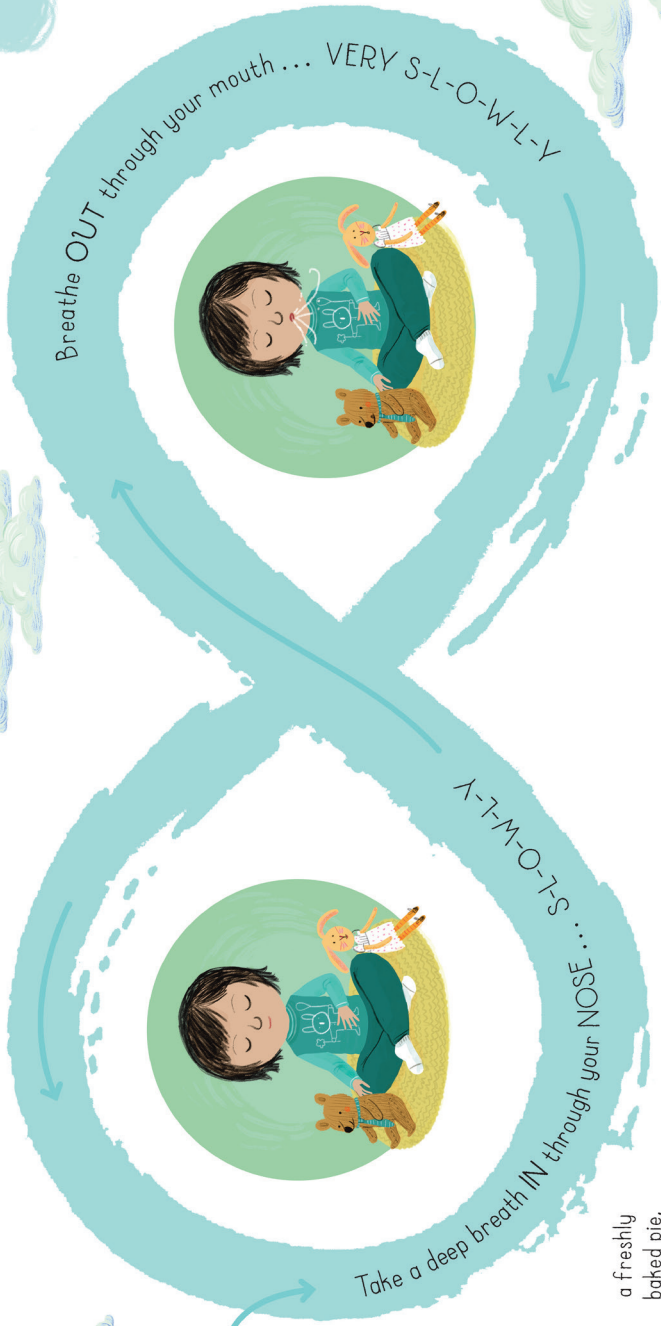
a lovely flower,



a freshly baked pie,



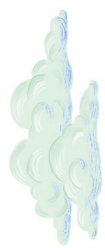
or a special blanket.



And as you breathe slowly OUT, you could think about . . .



blowing on hot chocolate to cool it down,



blowing a huge bubble



or slowly blowing out some candles.

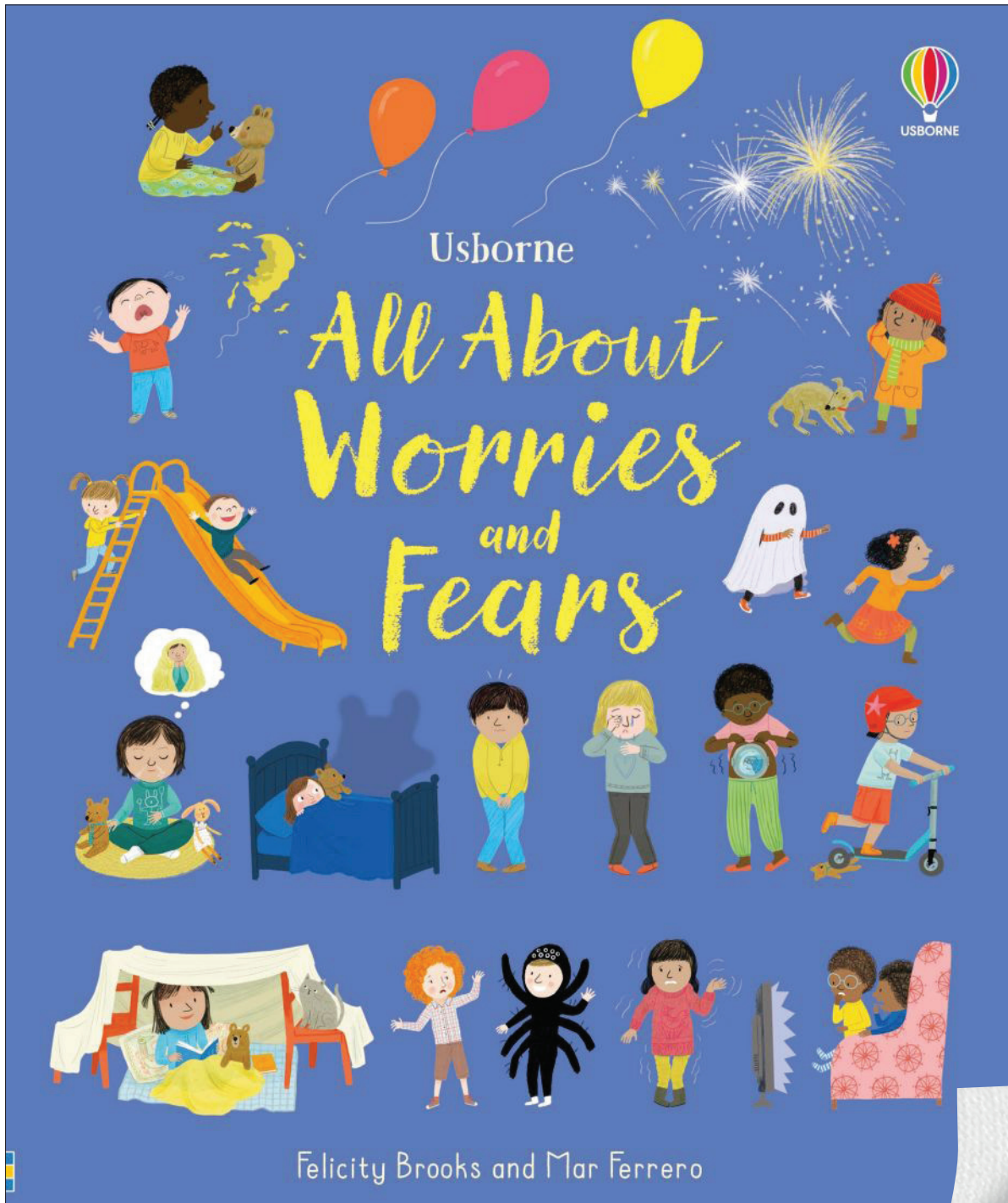
Keep breathing IN and OUT and IN and OUT in this way until you feel calmer. You can do this wherever and whenever you feel worries or fears making you breathe too fast. Then it's time to . . .



**Discussion:** What's it like to be worried? What's it like to be scared? What happens to our bodies? How is it different from how you felt during the breathing exercise? Do you think the breathing exercise might help you if you feel worried or scared? Why?

Show the class the front cover of *All About Worries and Fears*.

**Discussion:** Can they spot the children who are worried or scared? How do they know which ones they are? Do you think it's always possible to tell when someone is worried or scared? Can they identify some of the things that the children on the cover are worried about or scared of?



## Activity 2:

Using the worksheet provided on page 27, ask the children to write down or draw some of their worries and fears inside the balloons. Then, ask the children to share these with the person next to them.

Sitting at their desks, ask the class to imagine they are the person in the picture on the worksheet holding the balloons. Still sitting at their desks, ask them to make a fist and put it up in the air as if they are holding balloons really tightly and these balloons are their worries and fears.

Use the breathing exercise from the beginning of the lesson. Ask the children to take a deep breath in, like at the beginning of the class, imagining a lovely smell, then breathe out, imagining they are blowing on birthday cake/hot chocolate etc.

Tell them that they're going to do this three more times and on the third time they breath out, they're going to open their hands and imagine that they are releasing the balloons and their worries and fears.

**Discussion:** How does it feel to do this, to imagine letting your worries and fears go? How did it feel to talk to your neighbour about your worries? Was it difficult or easy (everyone might find this different)? How did it feel to use the breathing? Did any of these things make you feel more relaxed?

## Activity 3:

If you are worrying about something or scared of something, it is important to find ways of managing this. This could include talking to someone, finding ways to imagine letting your fears and worries go, or just slowing your breathing down. There are lots of other ways to help you manage your worries and fears.

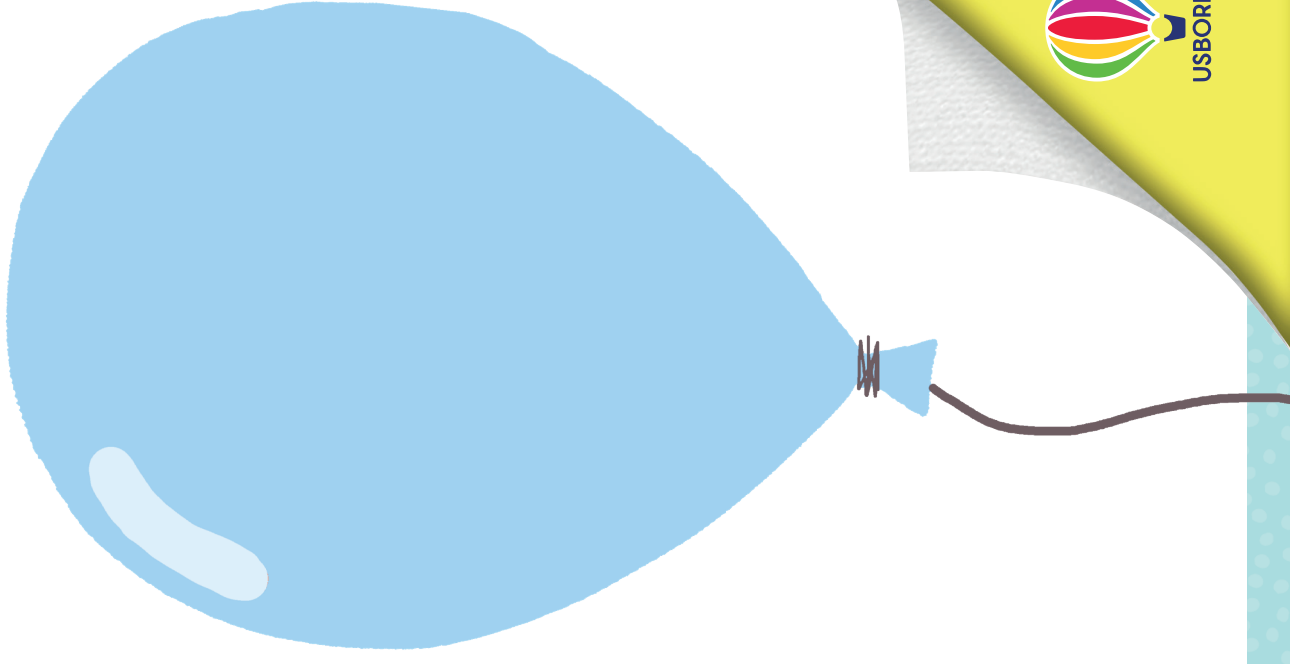
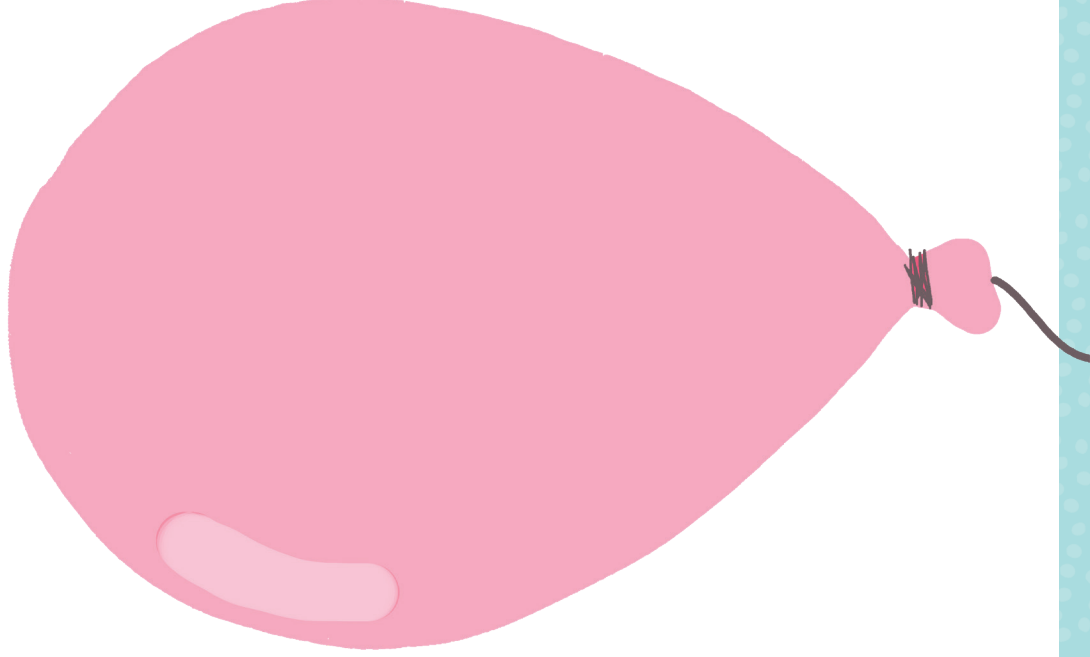
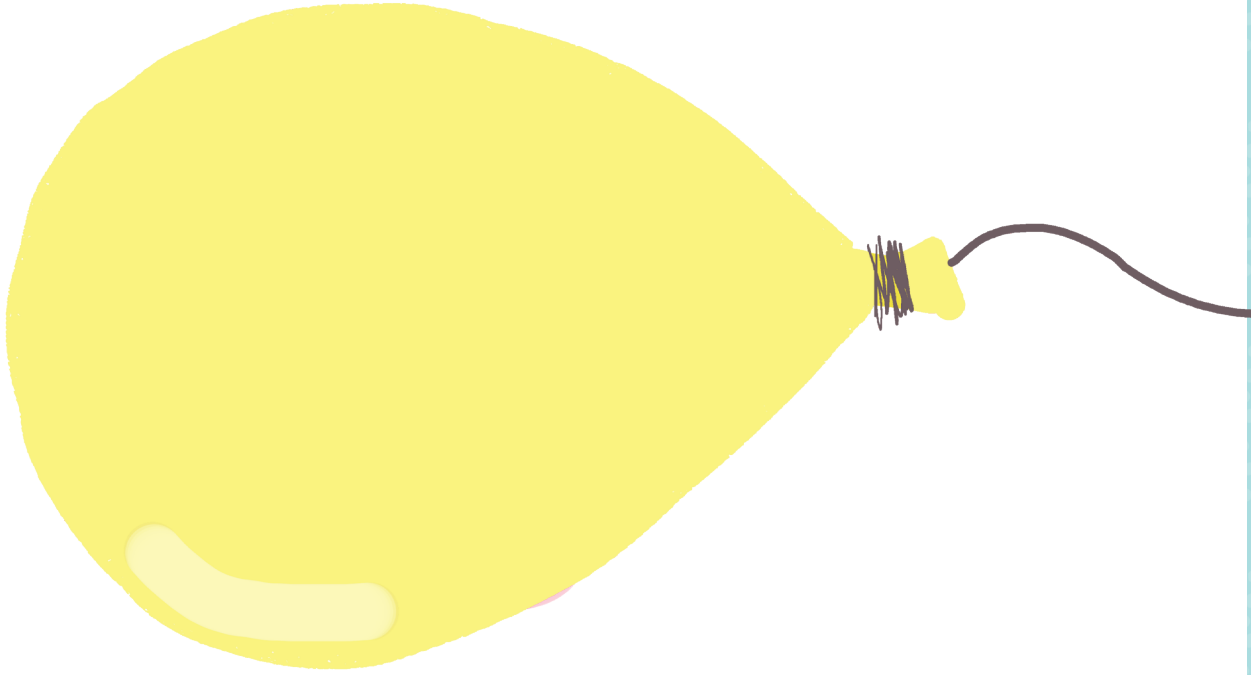
Use the activity sheet on page 28 and see if you can match up different ways of managing your worries and fears with the right picture.

**Discussion:** Did you enjoy any of the activities suggested for managing your worries and fears? Which do you think might be best for you to help you manage your worries and fears? Do you already use/do any of these things?

**Further suggestion:** teachers could leave a box out and invite children to write down any worries and fears and 'post' them in the box. Agree a time with the children when the box will be emptied and checked by a teacher e.g. at the end of every day.

# Worry Balloons

Write down or draw some of your worries and fears inside the balloons.



# Match Up

See if you can match up different ways of managing your worries and fears with the right picture.

Talk to someone

Go outside

Get busy

Make or do something

Get moving

Spend time with friends and family



## Take a moment to reflect...

What have you learned over these lessons?

What was your favourite activity and why?

How are you feeling after all your hard work?

How can you be a good friend and family member in the future?

## Usborne Quicklinks

At Usborne Quicklinks you'll find links to websites with videos, quizzes, games and activities, all carefully chosen to support the information in these books.

Visit [Usborne.com/Quicklinks](https://www.usborne.com/Quicklinks) and search for "All About" to watch Sesame Street characters talk about their skin colour, play a guessing game about feelings, listen to friendship songs and lots more.

