**Title: Being human**

# Key Questions: What is a human being? Why are human beings important?

**Key Concepts:** purpose, goals, spirituality

| **Learning objectives** | **Activities** | **Resources** |
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| Students to explore what it means to be human. To reflect upon the importance of human beings and their decisions. | * Show the film clip about Pepper, a robot who is employed as a receptionist at a hospital in Ostend. Explain afterwards in simpler terms, that Pepper works at the hospital, list the tasks she might do. * As a group, talk about things that a robot can do and things that humans can do. Use symbols and staff to support. Draw a large Venn diagram on the class whiteboard, labelled as above and in different colours and in the right place, write down the statements made. Feedback and draw out from students the things that humans can do that a robot can’t i.e. aspects which make us human. * Using the students’ responses, create a class mind-map showing the different things that make us human e.g. capacity to love or hate, ability to feel pain. What do the students’ think the most important differences between robots and humans are? * Put the question: if Pepper was asked what ‘she’ would be doing in   10 years time, how would she respond? Could she respond? How does she make decisions? Does she have choices about her future plans? Now put the same questions to a student (or an adult if appropriate). Compare the answers and elicit from students the point that to make choices about the future in this way is uniquely human and not available to robots or even animals.   * Students create their own personal life timelines, mapping out their lives to this point and beyond into their future. If they had one goal (or purpose) for the whole of their life, what would it be? Happiness, helping others? * Feedback. Are there any goals in common? Can we work out and agree what the purpose of all human life, or being human is? | <https://www.youtube.com/watch?v=GuXRyUiew88>  This clip is from June 2016. There are several others on a similar topic.  Large Venn diagram drawn on class whiteboard. Different coloured pens.  Symbols for different possible answers – ‘feel’ ‘run’ ‘love’ ‘be happy’ etc.  A whiteboard image of Pepper might be useful here.  Individual whiteboards for responses and allow thinking and talking time, with support where appropriate.    Paper strips. |