

ICEKit

#5

Pages

1 / 13

## Here We Are

Oliver Jeffers  
(HarperCollins, 2017)

### ICEKit Summary

This ICEKit accompanies the picturebook, *Here We Are* by Oliver Jeffers (HarperCollins, 2017). It enables children to explore Focal Field 1: socially responsible behaviour when interacting with others as well as Focal Field 3: generating a sense of belonging and appreciating one's own as well as others' heritage cultures.

The activities start by arousing children's curiosity to the story context using a 3D globe or the book trailer. The peritextual ponderings focus on questions around the visual triggers which help children predict the plot – learning about planet Earth, its landscapes, its inhabitants and their differences and similarities – and gives them a real reason to listen during the read-aloud.

After reading aloud, the activities enable children to make a personalised response to the story and include ideas to support opportunities to share their views about the picturebook's message through drawings. Other activities include children describing differences between children in their school and community while focusing on similarities in the classroom, school and community, as well as creating a picture dictionary of planet Earth to introduce it to an alien or creating a short dialogue and acting it out. The ICEKit culminates in the eTwinning Taking Action Cycle where children co-create a flyer with a poem or song and useful tips for preserving the planet through simple actions at home, at school and in the wider community.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others
- » 3: Sense of belonging and knowing about or respecting own, other and or heritage cultures

## ICE Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » engage in respectful communication and interaction
- » find reflections of themselves and their way of living
- » raise awareness of diversity and acceptance via the picturebook illustrations and interactions with partner schools
- » reflect on and take action in environmental issues
- » develop curiosity about, appreciate and respect other people, cultures and lives
- » foster intercultural dialogue with others across borders [eTwinning activities]

## Cross-Curricular Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » consider similarities and differences regarding the features of planet earth (geography)
- » find different features on a globe or world map (geography)
- » identifying musical instruments in a song (music)
- » participate in role plays and dramatization (drama)
- » design and create an object using recycled materials for arts and crafts (art and design)
- »

### (Cross-Curricular Outcomes)

- » find different features in humans and animals for science and maths
- » take action in the community for citizenship education and planet preservation

## Language and Skills Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

**Grammar & Lexis**

- » understand and use nouns and adjectives for describing landscapes and appearance (e.g. colour, size, shape)
- » understand and use lexical chunks to give personal information
- » understand and use lexical chunks to express preferences, possessions and abilities

**Viewing**

- » predict the story and the title based on the cover of the book and on the official book trailer

**Reading**

- » make predictions based on the picturebook's visuals
- » show general understanding by following read-alouds
- » show detailed understanding during the second read-aloud by answering questions
- » identify words and expressions in context ...

### Listening

- » show understanding by following instructions
- » show understanding by responding to questions during read-alouds and other activities
- » identify keywords during read-alouds and in a song

### Speaking

- » respond to questions about appearance, preferences and abilities
- » describe own and others' appearance, preferences and abilities
- » join in a song by singing the chorus or a verse

### Writing

- » complete sentences by copying single-word labels
- » create sentences with scaffolded support
- » complete sentences about their ICE-learning and action taking in the review
- » brainstorm action statements and write these, following models, in a flyer

## Preparation and materials

#### For the ICEKit lesson(s), you need:

- » Class copies of the picturebook
- » A globe or Google Earth app

#### For the tasks and activities, you need:

- » Photographs of the solar system, landscapes from around the world, animals
- » Art and crafts equipment: pencils, crayons, paints, paper, cardboards
- » A device (pc or tablet) to record children's performances during the roleplays and during the song practice
- » Objects from daily life to be recycled in art and craft



## Assumptions and Prior Knowledge

### Intercultural Citizenship Education

- » Children are aware that we live on and belong to the same planet.
- » Children will be able to recognise how the different settings in the book provide clues to different ways of living.
- » Children can notice how the colours reflect some diversity on planet Earth.

### Language and Skills

- » Children have some experience of making predictions in English based on visual input.
- » Children can understand but may give opinions in the shared classroom language in response to the picturebook messages.
- » Children will be able to recognise and use adjectives to describe outside places, people, animals.
- » Children will be able to recognise and use words associated with lexical sets for descriptions e.g , landscapes, animals, parts of the body, adjectives. ♦



## Language toolbox

By the end of the ICEKit task and activity cycles, children will have opportunities to use this language if appropriate to their age / the curriculum

- » You're never alone in this world
- » Saying what is personally important using this chunk: *The most important thing for me is...*
- » Identifying similarities and differences between themselves and others, using lexical sets related to: *skin colours, eye colour, hair colour, abilities, disabilities, shapes and sizes of people, nationalities, languages.*
- » Giving an oral presentation about their school community, using these structures as a speaking frame: *In our school, we have children with the same \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_. They are \_\_\_\_\_ like the universe."*

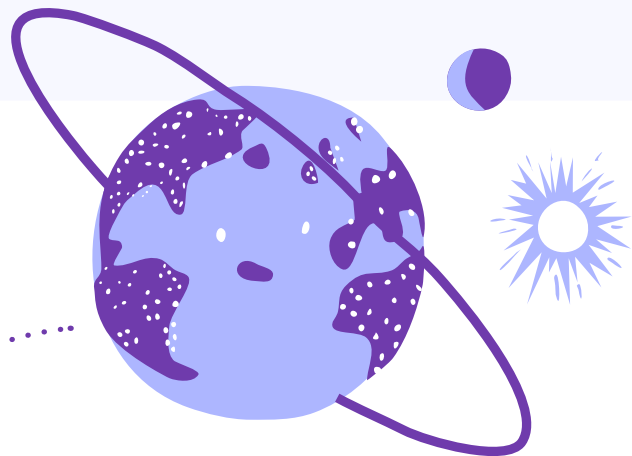
» Giving feedback on and asking about partners' presentations using these chunks: *I really liked this part because...; 'What does this part represent / show?; This is great / creative / interesting!*

» Describing Earth using these chunks: *Earth is... / On Earth there is / are...*

» Using lexical sets of geographical features to describe photographs: *planet, sky, land, sea, mountain, volcano, hill, river, people, land animals, sea animals*

» Describing life on Earth using these structures: e.g. *I live in...; Humans look like...; There are...*

» Suggesting actions to protect the planet using these stems: *To protect and appreciate planet Earth I / we can...*





## Picturebook summary

### Story

*Here We Are* offers insights into planet earth. By contextualizing human life and various life forms, it allows for a deeper understanding of who and what we are as well as where planet earth is located in the universe. *Here We Are* turns an elusive and abstract phenomenon into comprehensive, meaningful and tangible content. It opens with the earth as a planet located within the great solar system. The picturebook continues to take a closer look at Earth's inhabitants: its people and animals come in many different shapes, sizes and colours. We are also introduced to the different landscapes, and we get an idea of life and diversity in the sky, on land and under water. The verbal text fosters mutual respect and acceptance by considering potential differences among people ("...don't be fooled, we are all people"). At the end, the reader is prompted to consider once more earth's scale and dimensions and reminded to act in socially responsible ways and in connection with each other as we are never alone.



### Beyond Words

There is a unique feel to the dust jacket, similar to holding something very precious in one's hands. The soft, velvety feel suggests the first activity – letting children touch the book, sparking interest through their senses. Could it symbolize the great value of (human) life and the significance of planet earth?

*Here We Are* is richly illustrated in the well-known style of Oliver Jeffers. Most openings are in full colour bleed, right to the edge of the page. These openings depict scenes and suggest the vastness of space, the variety of

the land and the deep sea, the magic of the night sky. Jeffers uses handwritten lettering for labels or other interesting information, and so there is lots to see and look for in each of these openings. There are just four double spreads that contain individual illustrations scattered across a white page. These highlight diversity on Earth... how different we all are, and how different animals are too. There is so much to look at in this picturebook that children will want to keep looking and looking! ♦

# Story sharing

## Stage 1: Setting the story context

*Choose one of these context setting activities according to class interests, resources and time*

### Activity 1

- » Show children a 3D globe or open Google Earth on an interactive panel or Interactive White Board.
- » Ask children to share their ideas about what they can see and what the globe represents.
- » Ask children where they would need to be to see the planet like this with all these colours.
- » Collect the children's ideas and write them on a poster containing the picture of planet Earth.

OR

### Activity 2

- » Put children into pairs or small groups, hand out flashcards photos of different landscapes, living creatures (humans, animals, plants), man-made geographical elements, and ask them to guess where they could find their picture / photo in the globe.

## Stage 2: Before reading aloud

*Choose from these peritextual features to ponder with the children – ideally explore them all*

- » Watch the official *Here we Are* book trailer and ask children what they think Oliver Jeffers wants to tell his son: <https://tinyurl.com/4tnz2ya4>
- » Create a mind map of their ideas. ...

### Peritextual ponderings 1: the dustjacket

- » If you have the hardback copy, show (and let them feel) the dust jacket and ask the children these questions:

1. Look at the title *Here We Are* and at the illustration. Ask, *What do you think 'Here' refers to?*
2. *No one lives here (...yet!).* Where is 'here'?
3. Read out the blurb and show children Oliver Jeffers' photograph holding his baby.  
Ask: *Who can you see in the picture?*

### Peritextual ponderings 2: the front and back covers of the hardback version

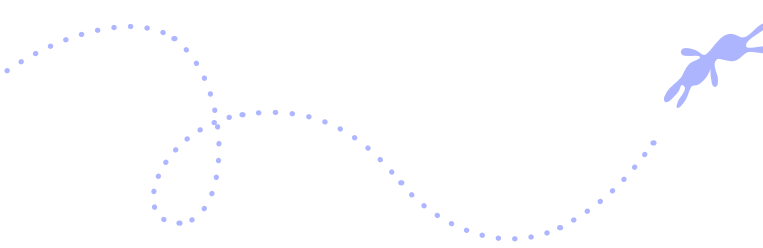
- » Take the dustjacket off and let the children feel the front and back covers to let them experience the embossed stars.

### Peritextual ponderings 3: the front endpapers

- » Show the front endpapers. Point to the compass, and read the names of the constellations, translate into own language(s) if necessary, and ask if any children have heard of them. Pursue the children's interest if there is any.

### Peritextual ponderings 4: the title page and dedication

- » Show the title page and read out the dedication and ask the children these questions:
  1. *Who is the man holding the baby, do you think?*
  2. *What will the baby need to know about living on Earth?*
- » Look at the quote from J.M. Barrie at the bottom of the dedication page, read it out, translate if necessary and ask children if they have any other ideas about what the book might be about. ♦





## Stage 3: While reading aloud

*Be as responsive as possible as you read the picturebook aloud and make note of anything children are particularly interested in, so you can follow this up later.*

### The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud. Pass the book around the group so that the children can take turns to touch the embossed stars.
- » Make sure all children can see the picturebook and that you can keep eye contact.
- » Refer to the children's *plot predictions from Stages 1 & 2* to give them a reason to listen and participate as you read aloud the spreads. Ask them to follow your reading.
- » Ask questions about the illustrations and pause at key points to involve the children in the narrative e.g. *Where are we standing on? Are we on land? Sea? Sky?; "The most important things for people to remember are to eat, drink and stay warm."* *What else is very important for you? What do you think? Do we all look the same? Do animals come in different shapes, sizes and colours? Which ones can you think of?*

### The second read-aloud

- » Use the first and second openings and refer to their predictions - ask whether their predictions were right and what surprised them about the story.

**Opening 4:** ask these questions:

*What is Earth made up of?*

*What is land composed of?*

**Opening 5:** ask: *Can you name or describe any of the objects or creatures in the sea?*

**Opening 6:** if there is interest, talk about stars, constellations, Earth's atmosphere, etc.

**Opening 7:** ask the children to name the different body parts. Ask children what the different parts are for, before reading these out. Elicit what grows back and what doesn't.

**Opening 8:** Pause here and ask the children if we all look the same, act the same and sound the same.

- » Ask them why they think we are all people, despite our differences, and elicit from their answers the common traits. *What makes (outer) differences/similarities among people?* After pointing out outer differences on the surface, turn back to Opening 7 again to underline that we are created biologically in the same way!

**Opening 9:** As you turn to Opening 9, pause at the strategic moment to encourage children to join in with the refrain idea "shapes, sizes and colours".

- » Ask the children if there are any reasons not to be nice to people or animals. *What are these reasons?*

**Opening 10 to 11:** ask the children what they notice in the illustrations.

- » Elicit what the visuals show us and these spreads tell us in Openings 10 and 11.
- » Can they find Oliver Jeffers and his baby on Opening 11?

**Opening 14:** Pause where we are advised to 'leave notes for everyone else'.

- » Ask the children to relate this advice to the subtitle *Notes for living on planet earth*.
- » Ask them how these notes can help a baby grow up. What notes could they leave for the baby?

**Opening 15:** focus on the advice 'be kind'. Return to the dedication page and make the connection with the quote. ...

## Story sharing (Stage 3)

**Opening 16 to 18:** draw the children's attention to the fact that we should never be afraid to ask for help as we are always surrounded by people, but everyone is different and we should respect that.

**Opening 19:** point to the illustration and ask the children to read the last sentence along with you. Give them the sentence starter *You're never...* and ask them to conclude the sentence.

» Ask, *Is there anything you would like to see, read or listen to again?*

### Reflect and review

*Use one of these activities to help the children to review and reflect (use their languages, as necessary):*

#### Activity 1: My star ratings

» Ask the children to draw and colour on a square-shaped sticky note to show how much they enjoyed the story:

*3 stars = I loved it.*

*2 stars = It was OK.*

*1 star = I didn't enjoy it.*

» Then, ask the children to share their drawings with a pair and say why they liked or didn't like the picturebook, *Here We Are*. Ask them to share some of their reasons with the whole class.

### OR

#### Activity 2: My favourite part

» Ask the children to draw their favourite part of the book and create a Globe-shaped mural.

» Then ask children to share their choices.

If you have time, write the justifications under the pictures.

## Stage 4: After reading aloud

*Choose one or more of the four activities according to class interests, resources and time. Then complete the reflect and review activity. Optional: the children could also do this activity via eTwinning with partners in other countries to enrich the intercultural exchange.*

### Activity 1: A universe of differences

» Hold up or project Opening 8 which shows a double spread of all kinds of different people appearing in many shapes, sizes and types.

» Talk about the picture with the class, what kind of differences do they see? Support with vocabulary in English that helps them describe differences while focusing on **similarities** (e.g. skin colour, eye and hair colour, abilities, disabilities, shapes and sizes of people, nationalities, languages, cultures). After they have gathered some ideas, collect key words on the board.

» Ask the children to imagine their school represents the universe. Say that they will work in groups and create this representation, clarify using their language(s). Work in groups or in the *TwinSpace*.

» Ask the children to co-create a representation of their school as the universe. Include stars and planets that symbolize the potential similarities between them all and label each object. They can a) paint a mural; b) do a chalk drawing in the school playground; c) use crayons or pens to draw on a very large piece of poster paper.

» Take a photo of the representation. Share this in the classroom or on the school website. Have children present it to each other using *In our school, we have children with the same [...] and [...]. They [...] like the universe.*

**Optional eTwinning:** Children could share each other's representations and give feedback. Help with sentence stems: *I really liked this part because...; What does this part represent? This is great / creative / interesting! ...*



**Activity 2:** Welcome to my planet!

- » Ask the children create a mini guide to planet Earth, in the form of a picture dictionary, to introduce it to an alien on another planet.
- » Ask the children to brainstorm or to research features about our planet, by asking questions such as *Where is our planet in the Universe? What is there on our planet?* Give the children some sentence stems to describe it e.g. *Earth is ... On Earth there is/are ...*
- » Collect vocabulary and ask children to draw one picture for each key word they find e.g. planet, sky, land, sea, mountain, volcano, hill, river, people, land animals, sea animals, etc.
- » Focus on the children's own experiences. Ask them to give some examples of key words to describe their own country.
- » Create an interactive picture using *ThingLink* [<https://www.thinglink.com/it/edu>] to share in the *Twinspace*.

**Optional eTwinning:** Children could share each other's picture dictionaries, using photographs, or films of them reading aloud.



**Activity 3:** Planet Earth for Martians role-play

- » Ask the children to work in groups or in the *TwinSpace* and to choose the key moments from *Here We Are* e.g. the solar system we belong to; different landscapes; human shapes, sizes and colours; animal shapes, sizes and colours.
- » Ask the children to collaborate in small groups to write a 6 to 8 line dialogue for a role play between two characters, an Earthling and a Martian, where the Martian asks questions and the Earthling presents planet Earth.
- » Provide support with vocabulary and lexical chunks and provide sentence stems to complete e.g. *I live in...; Humans look like...; There are... etc.*
- » Give children time to rehearse their dialogues with clear sentence stress and intonation.
- » When they are ready, ask the children to act out their story dialogues for the other groups.
- » Elicit which scenes they most enjoyed and why.

**Optional eTwinning:** Children could watch each other's sketches and give feedback or co-create a sketch during virtual group work and then present it online.

**Activity 4:** Sing a song [see Photocopiable C]

- » Tell the children they are going to listen to a song based on the book. Ask the children to think of words that could be included in the song. Ask, *What kind of feeling could the music have? Fast, slow, loud, quiet? What kind of instruments might be used?*
- » Before listening, set the children these questions : 1. How does the music feel? 2. Which instruments do you hear?
- » Either play a recorded version or sing the song live. After listening, ask the children to check in pairs quickly, then take some whole class feedback..
- » With the class, talk about the lyrics and their potential meaning. Ask which miming actions could match the story. *What kind of gestures can they think of? How could they interpret the words in movement or through dance?*
- » Teach the song to the class, focusing first on the chorus, and then on each verse.
- » Ask the children to share their comments on how they felt singing the song, their reactions to the lyrics and its message.
- » Brainstorm ways that they could share the song with their school community. Some ideas might include: involve a school choir, make it the school anthem, write a band arrangement and have the children sing with a band.
- » Then record the final version, upload it on *TwinSpace*, on the school's website, send it to the local radio station ...

**Optional eTwinning:** Children could share recordings and listen to each other singing and give feedback *or* sing the song together online.

## Reflect and review

*Use the Here We Are Record Sheet (see Photocopiable A).*

### What did I do?

- » Help children think about what they did during the *Here We Are* activities. Play a *Planet Earth Says* game referring to the different activities in the ICEKit, e.g. *Planet Earth Says* we made a mural; *Planet Earth Says* we talked about differences and similarities between people. Children should respond by standing up if it's true or staying seated if it's false.

### What did I learn?

- » Set up a *think-pair-share* activity to support the children to review three things they learned. After sharing as a whole class, ask them to write *or* draw these.

### How did I learn?

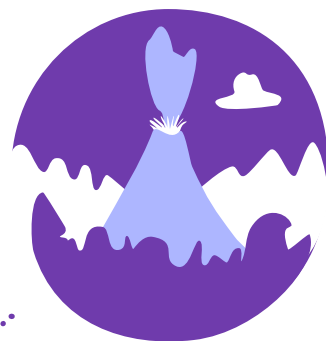
- » Using the prompts on the record sheet, help the children to reflect on the ways they learned.

### How well did I do?

- » Help children assess their performance during the *Here We Are* activities and tasks.

### What actions do I need to take with my friends?

- » Have the children talk in groups and decide on their top action, then finish the sentence with one of their ideas. ♦



## Taking Action Cycle



### eTwinning activities or beyond the book activities

The children complete this activity cycle on **eTwinning** (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.



#### Activity 1: Discover

- » Ask children what the most important message of *Here We Are* was for them.
- » Brainstorm ways that they can protect and appreciate planet Earth in relation to this message.
- » Encourage children to think about where they live and something which is especially important for them. Have them complete the sentence stem: *To preserve and appreciate planet Earth I/we can...*
- » Collect their ideas and together decide on three actions they could do at home, and three actions they could do at school.
- » Create a presentation or a short video to show these ideas for taking care of the planet in children's own contexts.

#### Activity 2: Share

- » Share the ideas during a video call on *eTwinning* or share the different ideas on the *eTwinning* forum.
- » Look at the ideas of the other groups of children and think about them together.
- » Decide which they like most and why.
- » Use the children's sentences to support understanding and recast, as necessary.

#### Activity 3: Co-Create

- » Together decide which actions they will try out.
- » Plan and decide how they will put their ideas into practice in their different contexts.
- » Have them complete the sentence stem: *To protect and appreciate planet Earth we can...*

#### Activity 4: Take Action

- » Create a flyer to share their ideas.
- » On one side of the flyer ask children to draw the most important message of *Here We Are* for them.
- » On the other side, have them write or copy the three actions they could take at home and three actions they could take at school and in the wider school community. Have them complete the sentence stem: *To protect and appreciate planet Earth you can...*
- » Children could then vote on their favourite flyer and post it on the school website or display in the school.
- » These flyers could also be given to other children in the school, fostering social awareness regarding the environment and social responsibility towards the preservation of Earth. ...

## Taking Action Cycle (Activity 4)

- » Have the class try to undertake at least one of their selected actions at school and one action at home. This can be done individually or as a class. Have them collect evidence of what they did using photos or film.
- » Create a display of what they did and share their activities via the school social media, newsletters, message boards, etc.
- » Have children collect responses from the school community or family and neighbours about their different actions.

## Activity 5: Share

- » Ask the children to share their fliers and their selected actions in the *TwinSpace*.
- » Share the feedback and photos the children have collected and taken.
- » Look at and talk about the different taking action activities each group undertook. Help children ask questions.
- » Compare and talk about what they liked and enjoyed about doing this.
- » Mediate in English where necessary.

## Activity 6: Reflect and review

- » Ask the children to draw stars on their sticky notes to reflect on working with children in partner countries in *eTwinning* or with children from other school classes:

Three stars = *I loved it!*

Two stars = *It was OK.*

One star = *I didn't like it!*

- » Then, ask the children to share their sticky notes with their partners and say why they liked or didn't like communicating with others.

### OR

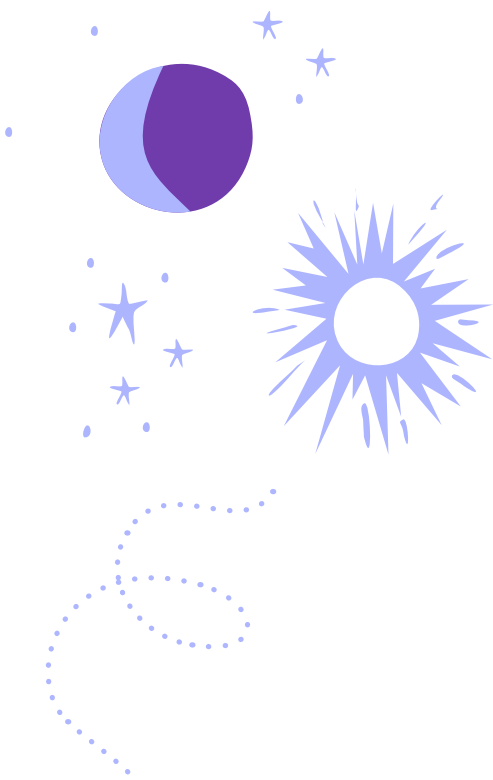
- » Create an object (like a bracelet, necklace) symbolizing planet earth and its uniqueness. Consider recycling materials to make this. Children can give this upcycled and handcrafted object to a friend or family member. ♦

## End-of-kit

### Reflect and review

**Head-Heart-Hands:** Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » Elicit ideas first, then ask the children to complete the sentences.
- » If they want, they can draw their ideas too.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦



**ICEPELL** is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

Project dates: September 2019 to August 2022. Project Number: 2019-1-PT01-KA203-061353

Co-funded by the  
Erasmus+ Programme  
of the European Union



ICEKit #5: *Here We Are* is one of 18 ICEKits prepared through the ICEPELL project.

ICEKit #5: *Here We Are* by Sofia Argão, Paul Baumann, Isabel Karadag and Lucia Guino is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit:  
<http://creativecommons.org/licenses/by/4.0/>

**Project website:** [icepell.eu](http://icepell.eu)

**Project coordinator:**

CETAPS, Universidade Nova de Lisboa, Portugal  
Address: FCSH, Universidade Nova de Lisboa  
Avenida de Berna, 26C  
1069-061 Lisboa  
Portugal

**Consortium partners:**

- » Associação Portuguesa de Professores de Inglês, Portugal
- » Avans University of Applied Sciences, Netherlands
- » Nord University, Norway
- » Technische Universität Braunschweig, Germany
- » USR Piemonte – Rete Sostenibilità, Italy

**Design:** Lupa Design

Danuta Wojciechowska, Mariana Fortes  
and Ana Sofia Simão

**Illustration:** Danuta Wojciechowska

**Content editor:** Sandie Mourão

**Copy editor:** David Valente



# My Here We Are Record Sheet

Let's reflect and review!



Name: .....

Date: .....

## 1. What did I learn?

Write or draw three things that you learned in the *Here We Are* activities.

## 2. How did I learn? Finish the sentences to explain how you learned:

a) I learned about differences and similarities among people and animals by .....

.....

b) I learned about characteristics of planet earth and the universe by .....

.....

## 3. How well did I do? Colour the star to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

## 4. What actions do I need to take with my friends?

Talk to your group and decide on your top action, then finish the sentence:

# My Head - Heart - Hands reflection



During the *Here We Are* lessons, I learnt:

To preserve planet Earth  
and respect people and animals,  
I need to:

Doing the activities about planet Earth, people  
and animals made me feel:

My name is:

# Here We Are!

Lyrics and music by Paul-Josef Baumann

Name: .....

Date: .....

Link to audio: <https://tinyurl.com/bdz5r9sc>

## Chorus

Here we are, people of the earth,  
Breathing air from the very day of birth.  
And wherever we first see the light of day,  
We are all humans anyway.

## Verse 1:

Who are reaching out for the warmth of the sun, To  
let joy and peace hug our hearts, touch everyone.  
And when the day is done,  
We will dream of many things yet to come

## Chorus

Here we are, people of the earth,  
Breathing air from the very day of birth.  
And wherever we first see the light of day,  
We are all humans anyway.

## Verse 2:

If you are black. If you are white.  
Both are fine. Both are right.  
Are you tall or rather small?  
That is no character trait at all!  
And whoever cares about your weight,  
Should do much more for their own sake.  
For all that really matters in the end,  
Is to be kind, to be lovely and to be a friend.

## Chorus

Here we are, people of the earth,  
Breathing air from the very day of birth.  
And wherever we first see the light of day,  
We are all humans anyway.

## Verse 3:

So, share with the world your smile.  
You are beautiful, you are one of a kind.  
Share with the ones who need it most.  
Poor, ill, lonely - they will appreciate it so!

## Chorus

Here we are, people of the earth.  
Breathing air from the very day of birth.  
And wherever we first see the light of day.  
We are all humans anyway.  
We are all humans anyway.