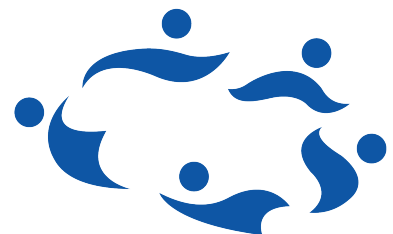




Human
Dignity
Curriculum

HUMAN DIGNITY CURRICULUM

GRADE 3



World **Youth** Alliance

The **Human Dignity Curriculum (HDC)** is a project of the World Youth Alliance.

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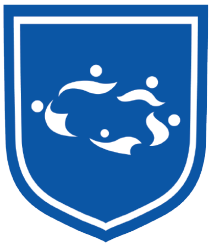
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To prepare for the Human Dignity Curriculum (HDC), the following things should be done:

1. Students should bring in a photo or a drawing of themselves, using the ***Dignity Self-Portrait*** outline. The photo/drawing will be used during a later class activity.
2. The teacher should call for a letter from parents, guardians, family members or friends for each student; the letter should explain to the student the reasons why the parent, guardian, family member, etc., loves the student and finds him special. The alternative here would be for the teacher or teachers to write the letters.

Sample Request Letter:

Dear Parents,

For our Human Dignity Curriculum project in Grade 3, we are asking that all families provide us with a letter written to your student. You can email this letter to me [email], or mail it to me [address], or send it with your student in a sealed envelope.

Your letter should answer the following questions: Why do you love this student? Why is he valuable to you? How is he special?

This letter will help start our project! The deadline for providing this letter is [date]. Please take the time to provide a letter, and let me know of any questions.

[teacher]

The purpose of this activity is to help reveal to students the dignity they possess and the ways in which it has already been revealed to them.

3. Students should prepare an HDC binder, and the teacher could plan to collect binders and student projects in a milk crate over the duration of the HDC.
4. **Supplement:** One additional activity the teacher can consider doing with students is “the excellence jar,” in which each individual student receives his or her own mason jar, collecting into it marbles as excellent habits are completed or practiced over the course of the HDC. This will need to be customized per every teacher, depending on material availability and capacity for parental involvement.

DIGNITY SELF-PORTRAIT

The form consists of two identical large circles arranged horizontally. Each circle is centered within a dashed rectangular border. The circles are intended for a self-portrait activity, where students can draw or write inside them. The dashed lines indicate where to cut out the individual portraits.



PURPOSE

To introduce human dignity as our special value as human persons.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Understand **human dignity** as the special value of human persons.
2. Explain that all persons have dignity.

MATERIALS & RESOURCES

- **Dear You** letters (see Materials [for Preparatory Work])
- **"I Am" Game** list (see Materials)
- **Dignity Self-Portrait** outline (see Materials [for Preparatory Work])
- **Dignity Self-Portrait** worksheet (see Materials)
- Supplementary materials:
 - **Dignity Statement** visual aid
(<https://www.youtube.com/watch?v=iFNL7NK6gyg>)

VOCABULARY

- **human dignity**: the special value of every human person
- **value**: worth or importance

PROCEDURE

Step 1: Introduce the course: During these lessons, we will answer three questions:

- (i) Who am I?,
- (ii) What can I do?, and
- (iii) Who can I become?

Once we understand who we are, and what we can do, we can start to make all the right choices in order to become the most excellent people that we can be.

Then introduce yourself. Share one or two moments from your life in which you knew—i.e., by what another person said or did—that you knew you were loved and important to them. Then hand each student their **Dear You** letter—a letter from their parent, another family member, a teacher, etc.,

that describes to them their own value and dignity. Give students some time to read and think about the letters that they have received.

Ask:

- How does your letter make you feel? Why?

Step 2: Guide the students in a brainstorm to set the ground for human dignity.

Play the **“I Am” Game** with students. Read from the list one-by-one, and ask students to stand up when the read description describes them.

Ask:

- What are some ways in which you are different from your classmates? [misc. answers, i.e., I am from India; I have six siblings; etc.]
- What are some ways in which you are the same? [misc. answers, i.e., I went to pre-K at the same school; my mom is a teacher; etc.]
- What are some things we all share? [i.e., 3rd grade students, etc.]
- What is one thing we share with the whole world? [i.e., being human]

Step 3: Introduce human dignity, the core concept of the course. Explain: The most important thing about us that never changes is our **human dignity**.

Write the **Dignity Statement** on the board, and use the **Dignity Statement** visual aid to guide students through the appropriate sign language.

Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we’re human.

Explain: Human dignity means that we share the same special power to both *just be* and to *become*. We all exist first! Then, because we are also special, unique people, we can become more and more of ourselves as we grow up! We will learn more about this during our class.

Step 4: Prompt students to reflect on their own dignity.

Explain: Our first step in knowing who we are is knowing about our human dignity, which we share with all other humans. Let’s draw a self-portrait—an image of ourselves—to reflect this dignity that we have!

Student should complete the *Dignity Self-Portrait* worksheet, using the photo or drawing of themselves that they brought to class as part of their preparatory work.

Step 5: Summarize.

Begin with a share-out:

- Do you have human dignity? [yes]
- Do I have human dignity? [yes]
- Does the principal have human dignity? [yes]
- Does a baby who can't talk yet have human dignity? [yes]

Explain: Today we learned that we have human dignity, our unique value as human persons. Dignity is a part of being human, so all humans share it. Once we know about our dignity, the next step to knowing who we are is learning about the things that we can do—about our powers!—and the ways we can use our powers to grow to be excellent people. We will learn more about these powers in the coming lessons.

FOLLOW-UP & HOMEWORK

Ask students to take the *Dignity Self-Portrait* worksheet home and share it with the writer of their letter, as well as the rest of their family.



"I AM" GAME

Directions: Read the following list of characteristics. If the characteristics apply to the students, they should stand, and sit otherwise.

I like to wear pink nail polish.

I like to read.

I have three siblings.

I am wearing a t-shirt.

I am a sister.

I have no siblings.

I am a son.

I like to draw.

I am curious.

I am wearing a handband.

I am a sports player.

I am kind.

I am a musician.

I am adventurous.

I am a dancer.

I was born in the United States.

I am a girl.

I am a boy.

I am a student.

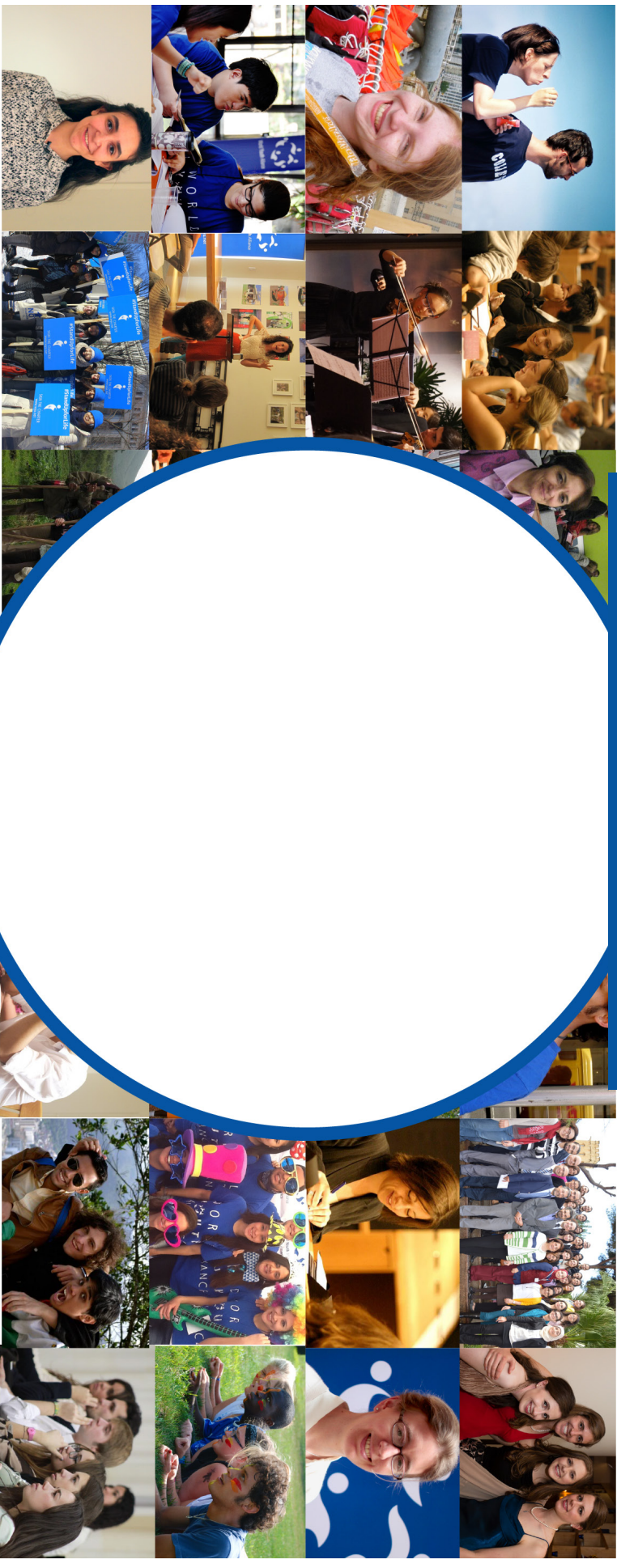
I am a human person.

I have dignity.

Note: Teacher should indicate that any student who is still sitting should stand.

MY NAME IS _____, AND

I HAVE HUMAN DIGNITY!



Human dignity is the unique value of every human person.

When is your birthday? _____ Where were you born? _____

List the members of your family. _____

List one way you are like your family members. _____

List one thing that makes you special. _____

Describe yourself in three words. _____



PURPOSE

To distinguish living beings from non-living things.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Name and explain the three powers that distinguish living beings from non-living things.
2. Identify concrete uses of these powers from their own lives.

MATERIALS & RESOURCES

- **Beings & Things** flashcards (see Materials)
- **Powers in Action** worksheet (see Materials)

VOCABULARY

- **power**: the ability of a living thing to do something on its own
- **living being**: any being with a power to do something on its own (plants, animals, humans)
- **eat**: the power to take in food
- **grow**: the power to increase in size from within
- **reproduce**: the power to create another being of the same kind

PROCEDURE

Step 1: Review the previous lesson. Repeat with students the **Dignity Statement**, along with the sign language and gestures:

Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

Explain: Today and over the next few lessons, we are going to think more about who we are, what we can do, and who we can become. This will help us to understand even more what it means to be a person with dignity!

Step 2: Introduce the hierarchy of living beings with a class exercise.

Ask:

- When I say the word “powers,” what do you think of?
- Superheroes are characters in books and movies, but did you know that we have powers, too?
Can you think of what kinds of powers we might have?

Ask students to list different types of things they see at or around school. As students give their answers, place them in the correct but unlabeled column. After twenty or so answers, ask students to figure out the differences between the categories, and label them as students answer correctly.

Exercise:

desks pencils white boards	grass flowers	fish sparrows	teacher janitor parents
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Result:

non-living things	plants	animals	humans
desks pencils white boards	grass flowers	fish sparrows	teacher janitor parents

Then hand volunteers additional *Beings & Things* flashcards to sort into the correct category.

Discuss any questions or confusion.

Step 3: Teach the powers. Explain: What makes living beings different from non-living things is the ability to do different things on their own. We call these special abilities powers.

Write on the board:

- **power:** the ability of a living thing to do something on its own

Explain: Non-living things are unable to do anything on their own. They have no powers. Objects like computers or calculators have to be designed by humans first before they can do anything, while plants, animals, and humans can do certain things because they are part of what or who they are.

Step 4: Teach the three powers all living beings share, asking students to demonstrate an understanding of each power as you write the definition on the board.

- **eat:** the power to take in food
 - Show me how a snake eats.
 - Show me how a human eats.
- **grow:** the power to increase in size from within
 - Show me how a flower grows.
 - Show me how a human grows.
- **reproduce:** the power to create another being of the same kind
 - Ask: How would our world be different if there weren't any living beings in it?

Explain: Each of these three powers has a specific purpose. The purpose of each power is to help make it possible for plants, animals, and humans to be alive; to have life.

Since plants, animals, and humans have to eat in order to live, for example, their existence is different from that of non-living things, such as rocks, which don't have to eat and don't have any power to do things on their own. Animals and humans have other powers besides these. We will learn about them in future lessons.

For now, let's identify some of the ways in which we use these powers in our own life. Ask each student to complete the **Powers in Action** worksheet.

Ask:

- What are some examples of activities you can do to help you grow?

Step 5: Summarize.

Begin with a share-out:

- What are powers? [the ability of things to do something on their own]
- Do non-living beings have any powers? [no]
- Do living beings have any powers? [yes]
- What powers? [to eat, grow, reproduce]

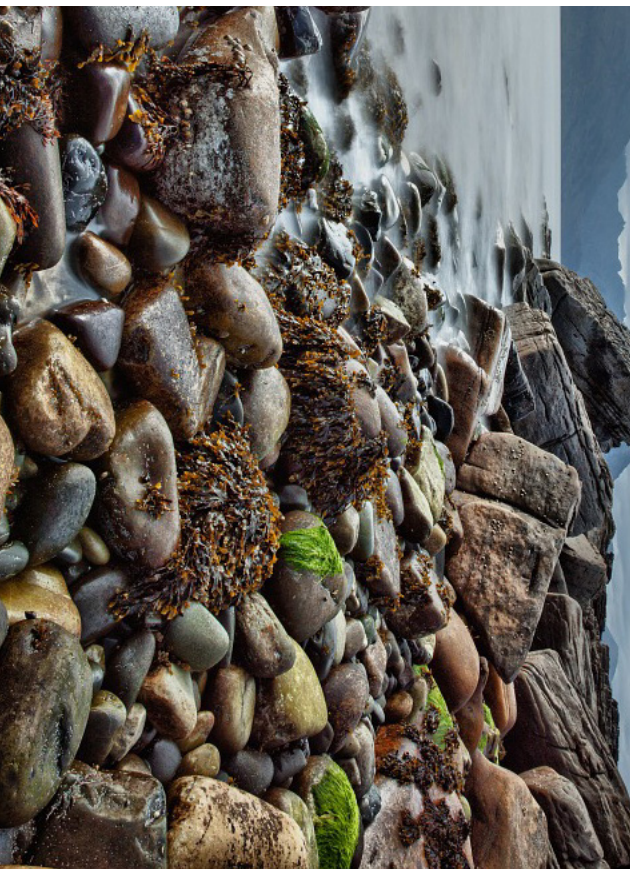
Explain: We learned today that the existence of powers separates living beings from non-living things. All living beings, humans included, have the three powers that make it possible for us to live: the powers to eat, grow, and reproduce. In order to be living, healthy, excellent people, we need to practice these powers as much as we can!

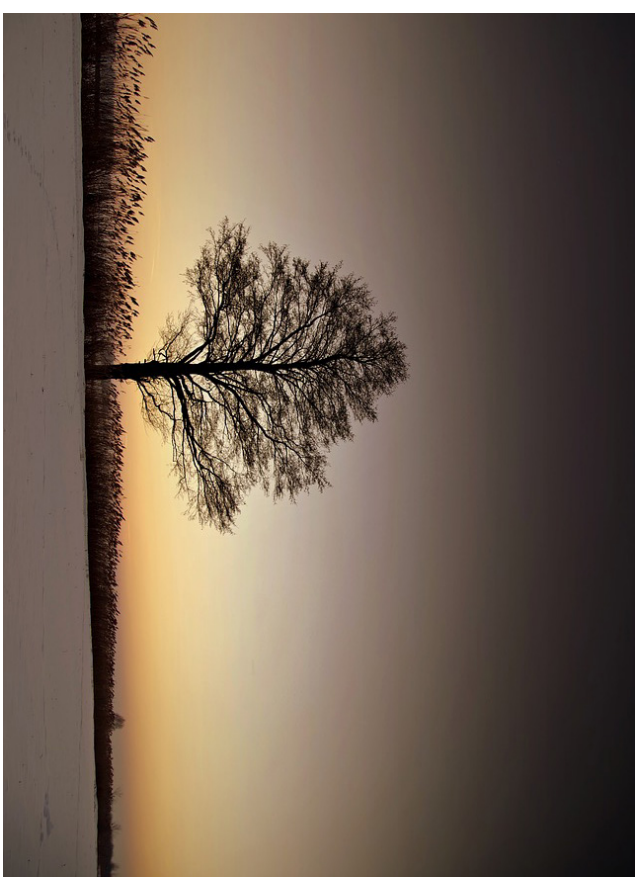
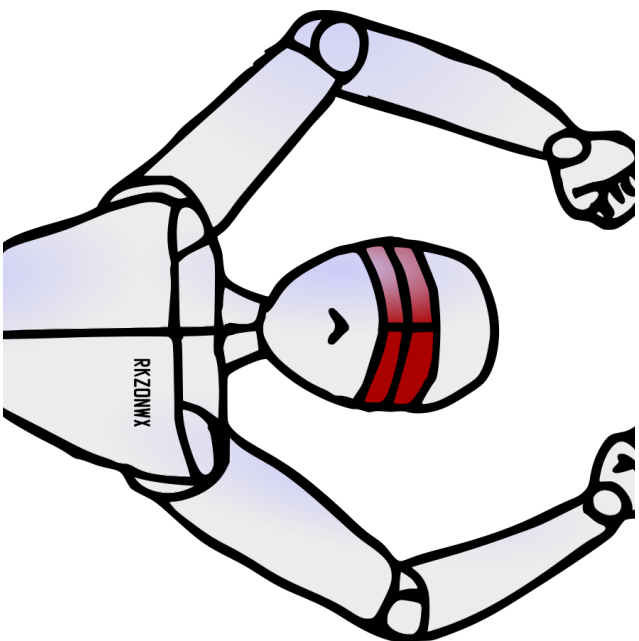
FOLLOW-UP & HOMEWORK

All Living Beings: Powers to Eat, Grow, Reproduce

Human Dignity Curriculum – Grade 3 | Lesson 2

Put into practice one concrete activity for growing from their *Powers in Action* worksheet.





Name: _____

POWERS IN ACTION

Directions: Draw everything that you ate yesterday.



In the chart above, circle the healthy foods and put a square around the unhealthy foods.

Choose one unhealthy food you want to try to give up.

What can you eat instead?

Write out what you have done for exercise in the last week:

Brainstorm three activities you can do to help you grow:

Name: _____

POWERS IN ACTION

Directions: Draw everything that you ate yesterday.



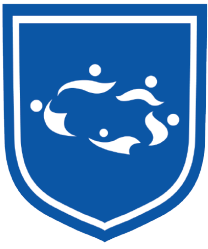
In the chart above, circle the healthy foods and put a square around the unhealthy foods.

Choose one unhealthy food you want to try to give up.

What can you eat instead?

Write out what you have done for exercise in the last week:

Brainstorm three activities you can do to help you grow:



PURPOSE

To distinguish animals and humans from plants with their power to use external senses.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Name, explain, and identify the five external senses.
2. Recognize an excellent use of the external senses.

MATERIALS & RESOURCES

- ***What Do You See?*** image (see Materials)
- ***External Senses*** signs (see Materials)
- ***Senses Put to Use*** flashcards (see Materials)
- ***External Senses & Me*** worksheet (see Materials)

VOCABULARY

- **external senses:** the ways by which the body gains basic knowledge of physical things outside itself (sight, sound, smell, taste, and touch)
- **sight:** the use of eyes to see, to recognize differences in light, colors, shapes, etc.
- **sound:** the use of ears to hear, to recognize differences in frequency and volume of sound waves, etc.
- **smell:** the use of the nose to recognize differences in scents, etc.
- **taste:** the use of the tongue to recognize differences in flavors, etc.
- **touch:** the use of skin to recognize other objects, differences in textures, temperature, size, etc.

PROCEDURE

Step 1: Review the previous lessons.

Explain: We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share. Ask: Who remembers the three powers of all living beings? [eat, grow, reproduce]

Sketch on the board the growth stages of an apple tree, from seed to sapling to smaller tree to fully grown tree to apple, and ask: How does this tree eat? [water through the roots] Grow? [from seed to tree to apple] Reproduce? [seeds from the apples]

Step 2: Teach the three sensitive powers.

Start with a hook—put the **What Do You See?** image on the board, and give students a minute to silently decide who sees what. Ask: Who sees a rabbit? Who sees a duck? Walk students through the illusion, then ask: Could a plant have guessed this illusion? [no] An animal? [no]

Prompt students to brainstorm those powers that might distinguish humans and animals from plants:

- Can a flower move from one garden to another on its own?
- Say there is a loud noise in the forest. Will a plant hear it?
- You put a deer in the pathway of a hunter. What might the deer feel?

Write on the board:

- **move from place to place on their own:** the power to move by itself
- **use the senses:** the power to know and process information about the physical world
- **feel emotions:** the power to react to the world

Explain: Plants, using the powers to eat, grow, and reproduce, live—and that's it. With these three powers—to move, to use the senses, to feel emotions—animals and humans start to learn about and operate in the world in a new way.

Step 3: Review the five external senses—their function and place on the body.

Explain: Animals and human beings learn about the outside world through their external senses. Each sense picks up one type of unique detail about the thing that it experiences.

Ask students to identify the place on the body of the five external senses, and name them. As they answer, add the **External Senses** signs to the board and review their definitions.

Step 4: Remind students of the importance of using our powers in an excellent way.

Write on the board:

We use powers in the right way when they:

- (i) respect our dignity
- (ii) respect the dignity of others

(iii) help us be more excellent

Explain: The questions we should always ask are, Does my use of these powers respect my human dignity? Your dignity? Does it help me become more excellent? Let's take a look at an example.

Hand pairs of students the ten **Senses Put to Use** flashcards, and ask them to pair each flashcard into one of two categories—excellent or non-excellent use of the sense. Once pairs are done dividing, gather together for a card-by-card discussion.

Ask:

- Is this an excellent or a non-excellent use of the sense? Why?

Then, if time permits, play the **Telephone** game with the class. Sit all the students into a circle, and whisper into the ear of the first student the prompt, "Bridget can run as fast as 1000 stallions." The prompt should be passed quietly from student to student, until the last student shares what they heard with the class.

Ask:

- Which external senses did we use we to play this game?
- Is this a compliment? Why or why not?
- Does it respect Bridget's dignity? Is it an excellent way to use our senses? Why or why not?

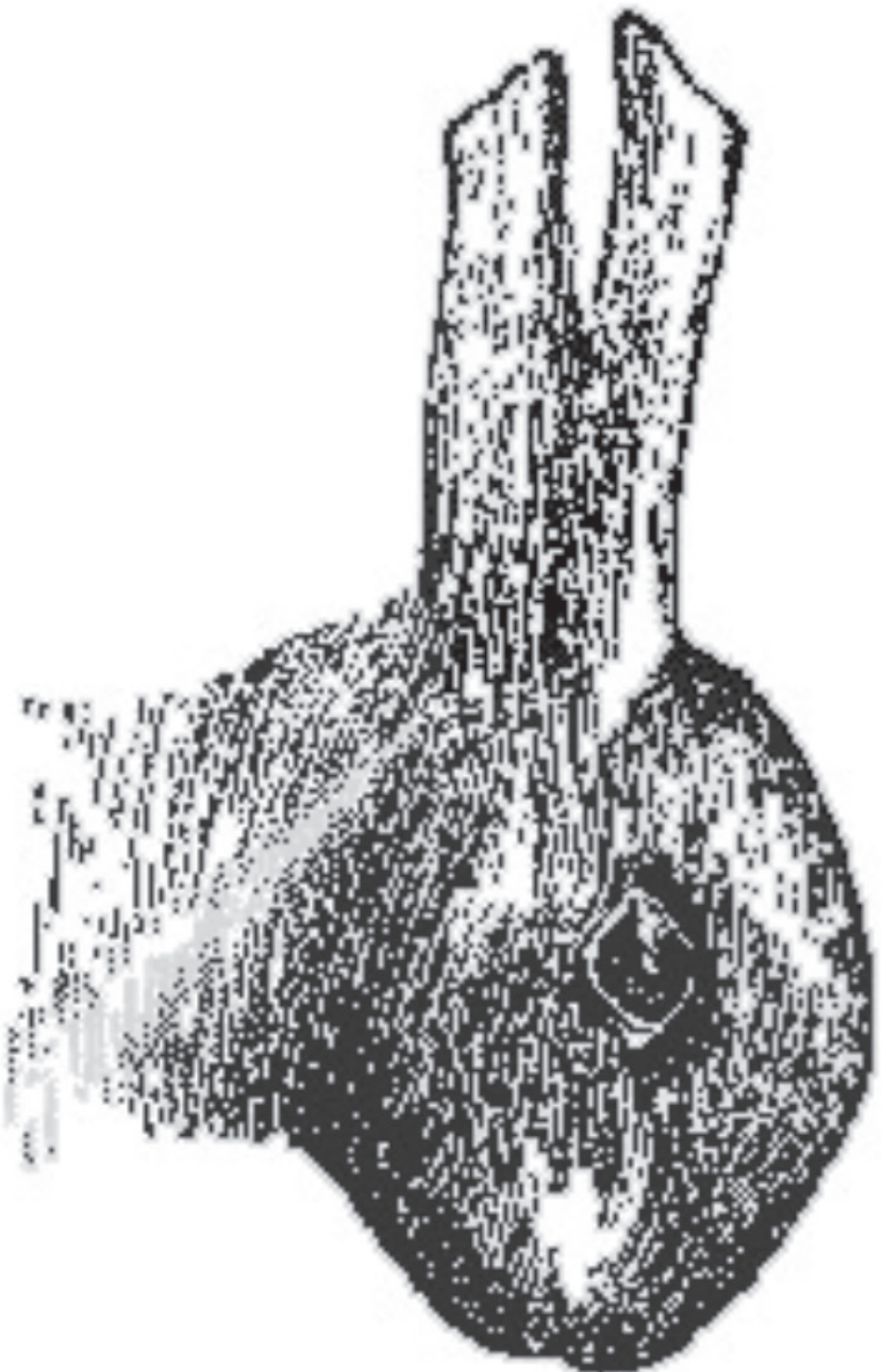
Step 5: Summarize.

Explain: We learned today about the first power that distinguishes animals and humans from plants: the ability to use external senses to learn specific details about the world around us. We can use these senses in different ways, in ways that are respectful or not, in ways that are excellent or not—but we should always try to use them in the best possible way!

FOLLOW-UP & HOMEWORK

Ask students to complete the **External Senses & Me** worksheet.

WHAT DO YOU SEE?



SIGHT

**the use of eyes to see; to recognize
differences in light, colors, shapes, etc.**



SOUND

the use of ears to hear; to recognize differences in sounds, etc.



SMELL

**the use of the nose to smell;
to recognize differences in scents, etc.**



TOUCH

the ability of the skin to recognize other objects, differences in textures, temperature, size, etc.



TASTE

**the ability of the tongue to taste;
to recognize differences in flavors, etc.**





**telling my parents when
I smell something burning**

Grade 3, L3A - External Senses



**ignoring my mom's request
to clean up after myself**



**collecting flowers in the park
to give them to my teacher**

Grade 3, L3A - External Senses



**waiting for my classmate
to finish speaking before I do**



**watching my friend be bullied
without telling anyone**

Grade 3, L3A - External Senses



washing my hands in cold water



**helping my grandpa read
instructions for the microwave**

Grade 3, L3A - External Senses



**looking for the light switch
in the dark**

eating an entire bag of M&Ms

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Grade 3, L3A - External Senses

**telling my mom that the milk
tastes like it's gone bad**

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Grade 3, L3A - External Senses

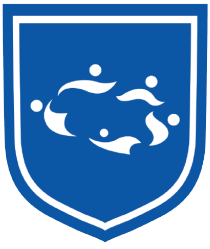
THE EXTERNAL SENSES & ME CHART

Name: _____

Directions: List three different ways you use each of your five external senses in the next week.

	1	2	3
TASTE			
TOUCH			
SMELL			
SIGHT			
SOUND			

You can choose between practicing your reading or watching cartoons. What do you choose? Why?



PURPOSE

To distinguish animals and humans from plants with their power to use internal senses.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Name and explain three **internal senses**.
2. Recognize an excellent use of the internal senses.

MATERIALS & RESOURCES

- **I Remember** worksheet (see Materials)
- **I Remember** lists (see Materials)
- **I Imagine for Myself a House** worksheet (see Materials)
- **My Memory Chart** worksheet (see Materials)
- Supplemental materials:
 - **Red Light, Green Light Game** instructions
(<http://www.playworks.org/blog/game-week-red-light-green-light>)

VOCABULARY

- **internal senses**: the ways by which the body stores, develops, and adds to information gathered by its external senses (memory, imagination, and instinct)
- **memory**: the ability to remember knowledge gained through the senses
- **imagination**: the ability to picture things in the mind that are not immediately before us
- **instinct**: the ability to recognize the appropriate response to a particular situation

PROCEDURE

Step 1: Review the previous lessons. We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share; the powers that enable life. Ask: Who remembers the three powers of all living beings?

Review, again acting the powers out:

- **eat**: the power to take in food

- Show me how a flower eats.
- **grow:** the power to increase in size from within
 - Show me how you will grow.
- **reproduce:** the power to create another being of the same kind

Explain: We also learned about a power that animals and humans have but that plants don't have.

Ask: Does anyone remember this power? [The power is to use our external senses.]

Review, pointing to each external sense along the body: We have the power to **use our external senses**—our eyes to see, our nose to smell, our ears to hear, our tongue to taste, and our skin to touch. We can see, smell, hear, taste, and touch!

Step 2: Introduce the three internal senses.

Start with a hook. Hand each student a copy of the **I Recall** worksheet. Tell students to turn their papers over, and to listen closely, as they will need to recall what you read. Then read twice the first of the **I Recall** lists. Give students a few minutes to recall. Then read twice the second of the **I Recall** lists, and give students another few minutes to recall.

Once students are finished, ask: What ability did you use to recall the lists I read? Take answers, and direct students to answer with "memory."

Explain the internal senses: Our memory is part of another power that animals and humans share—the power to **use our internal senses**. The internal senses differ from the external senses in that internal senses do not come in direct contact with the outside world, but instead they build upon the knowledge that the body gets through its external senses. For example, in the **I Recall** game, your memory remembered something that you heard read aloud.

Step 3: Teach the internal senses.

- **memory:** the ability to remember knowledge gained through the senses

Our memory stores our knowledge. For example, we remember what we ate for lunch yesterday. We also remember our spelling words, our birthday, and our parents' phone numbers.

- **imagination:** the ability to picture things in the mind that are not immediately before us

Our imagination allows us to experience again something even when it is no longer present, or to imagine things that we have never experienced. We can imagine dinosaurs during science class, and we can imagine the gifts we want for our next birthday.

- **instinct:** the ability to recognize the appropriate response to a particular situation

Our instincts help control what we do in particular situations. For example, when we sense we are in danger, we automatically turn toward safety. It is also a mother's instinct to hold a crying child. Migrating birds have the instinct to fly south in the winter to escape the cold.

Step 4: Practice the internal senses.

Explain: Today we have been introduced to our internal senses. We already practiced our memory with the *I Recall* game. Now, we will practice using our imagination and our instinct!

Ask: What do we do with our imagination? Take some answers, and then hand each student a copy of the *I Imagine for Myself a House* worksheet, asking them to imagine and draw their perfect future house. Upon completion, ask: What things in your drawn house do you not have in your house today? How did you use your imagination?

Then, ask: When was the last time that you used your instinct? Take some answers, and then lead the students in the *Red Light, Green Light Game*. Upon completion, ask: What did you do or notice other people doing automatically, without really thinking? How can we train our instincts? [i.e., sports, such as baseball]

Step 5: Summarize: We learned today about another power shared by animals and humans: the ability to use internal senses to build our knowledge about the world. We learn concrete details about the world around us with our five external senses, and then process and keep that information inside us with the internal senses. We can use this sense knowledge in different ways, including to respect our human dignity and grow in excellence.

FOLLOW-UP & HOMEWORK

Ask students to take home and complete the *My Memory Chart* worksheet, listing their favorite memory from each day over the course of one week.

SUPPLEMENTS

Supplement 1: Remind students of the importance of using our powers in an excellent way.

Write on the board:

We use powers in the right way when they:

- (i) respect our dignity
- (ii) respect the dignity of others
- (iii) help us be more excellent

Explain: Let's imagine that one of our friends says something kind to us, something like, "I am so glad that you were born and are my friend!"

Discussion questions:

- How does hearing a comment like this make us feel?
- How does this comment respect our human dignity?
- We're going to thank our friend for being kind. What are two ways in which we can show our gratitude?



I REMEMBER

Name: _____

List #1

1. _____
2. _____
3. _____
4. _____
5. _____

List #2

1. _____
2. _____
3. _____
4. _____
5. _____



I REMEMBER

Name: _____

List #1

1. _____
2. _____
3. _____
4. _____
5. _____

List #2

1. _____
2. _____
3. _____
4. _____
5. _____



I REMEMBER: LISTS

List #1

1. active
2. smart
3. teacher
4. grade
5. school

List #2

1. lion
2. scarecrow
3. honeybee
4. starfish
5. crab

Name: _____

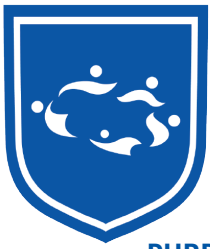
I IMAGINE FOR MYSELF A HOUSE

Name: _____

MY MEMORY CHART

Directions: Draw or write about your favorite memory from each day.

	1.	2.	3.
4.	5.	6.	7.



PURPOSE

To distinguish animals and humans from plants with their power to feel emotions.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Explain **emotions** as reactions to the world around us.
2. Identify ways to express emotions in a way that respects their and others' human dignity.

MATERIALS & RESOURCES

- **Best Babies Laughing Video Compilation 2015** video
(<https://www.youtube.com/watch?v=vGGMJgwz8uM>)
- **Saint Saens: Carnival of the Animals~L'Elephant (The Elephant)** audio
(<https://www.youtube.com/watch?v=f1nVDoCnsNk>)
- **My Emotions Diary** worksheet (see Materials)

VOCABULARY

- **emotions**: the body's automatic, temporary responses to the world

PROCEDURE

Step 1: Review the previous lessons. Repeat with students the **Dignity Statement**, along with the sign language and gestures:

Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

Explain: We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share: the powers to eat, grow, and reproduce. We also learned about external and internal senses, which are a power shared by animals and humans, and not by plants. Ask: Who can recall the five external senses? And the three internal senses we learned?

Either as a class or in small groups, ask students to remember and describe one of their favorite memories from their memory chart.

Step 2: Identify for students the connection between the power to use the senses and the power to feel emotions: As animals and humans learn things about the world with the senses, which are part of our bodies, so too in our bodies both animals and humans ~~feel~~ reactions to things learned. These reactions are called our emotions.

Start with a hook, and show the *Best Babies Laughing Video Compilation 2015* video.

Note: Teacher should choose a segment of the video.

Discussion questions:

1. What emotion are the babies experiencing? How do we know?
2. Where do they experience/show this emotion?
3. Why are they experiencing this emotion?

Step 3: Teach the characteristics of emotions: Our emotions are reactions we feel to things happening around us, and regardless of the specific emotion felt, emotions always have certain characteristics.

Write on the board:

- **bodily:** emotions are responses we feel in our body
- **automatic:** we don't control the feeling of emotions in our bodies; we do control the way we express them
- **temporary:** emotions last a limited amount of time

Step 4: Teach the fundamental emotions.

Explain: The different emotions we feel in our bodies help us get a sense of whether something is good or bad for us.

Play the *Saint Saens: Carnival of the Animals~L'Elephant (The Elephant)* audio for context.

Discussion questions:

- What emotions do we feel?
- Why do we feel it? What memories or images does the song evoke?
- Why do you think the composer wrote this segment to reflect an elephant?

Write the emotion charts on the board:

emotions indicating something good	emotions indicating something bad
love	sadness
joy	anger
hope	

For each emotion, ask:

- When did you last feel this emotion?
- How did your body show it?
- What is the best way to let someone else know you feel it?

Step 5: Indicate that students can choose to express emotions in a way that respects the dignity of family members and those at school, or in a way that doesn't.

Begin with an example: One of your siblings or classmates borrows some of the crayons you got for your birthday, and breaks them while he is drawing.

Break students into pairs, and ask them to role-play with each other what would happen in this situation: what emotion each of the two people would feel, and what they would say to each other in order to resolve the situation in an excellent way.

Discussion questions:

- What emotion did you feel?
- Is your friend showing respect for your human dignity? Why or why not?
- What is the most excellent way to respond?

Explain: You probably have felt anger, as it is unfair for someone to break your crayons. At the same time, it isn't necessarily the other person's fault. The most excellent way to respond helps your friend become more excellent while still respecting his human dignity. You could say something like, "Please be careful with my crayons. I am happy to share, as long as you ask and are careful. I forgive you for breaking my crayons."

Step 6: To conclude, remind students that emotions are automatic, temporary responses that we experience in our bodies. They help animals and humans operate in the world. We can and should express our emotions in a way that respects the dignity of everybody involved.

FOLLOW-UP & HOMEWORK

Students should record a daily emotional reaction and its expression for the next week on their **My Emotions Diary** worksheet.



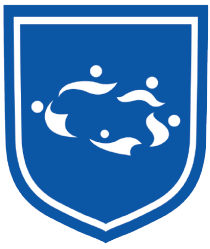
Name: _____

MY EMOTIONS DIARY

Directions: For each day, select an emotion you felt, and explain the most excellent way to show it: a way that respects the human dignity of everyone involved.

love joy sadness hope anger

DAY	AN EMOTION I FELT TODAY	AN EXCELLENT WAY TO SHOW IT
1		
2		
3		
4		
5		
6		
7		



PURPOSE

To distinguish humans from other living beings with their power to think.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Recognize the power **to think** as one only we humans have.
2. Apply their power to think to grow in excellence.

MATERIALS & RESOURCES

- **Identity** worksheet (see Materials)
- **Great Innovators: “Thomas Edison and the Light Bulb,” StoryBots** video (<https://www.youtube.com/watch?v=b1IKwZTzIY>)
- **I Invent** worksheet (see Materials)

VOCABULARY

- **to think**: the human ability to know and connect ideas about us and the world

PROCEDURE

Step 1: Review the previous lesson. Ask the following questions:

- Where do we feel our emotions? [We feel our emotions in our body.]
- What does the emotion joy tell us? What does sadness tell us? [Joy tells us that we are experiencing something good; sadness that we are experiencing something bad.]

In the last lesson, we learned further about who we are as human persons. We learned that, in addition to having the power to use our senses, with which we learn about the world, we also have the power to feel emotions. Our emotions are automatic responses in our body to the world. They help us to know what is good or bad for us.

Draw the following chart on the board (with empty spaces), then ask students to help fill in the corresponding powers per each living being.

	plants	animals	humans
eat	x	x	x

grow	X	X	X
reproduce	X	X	X
move from place to place on their own		X	X
use the senses		X	X
feel emotions		X	X
think			X
choose			X

Explain: We share the powers to eat, grow, and reproduce with plants and animals. With these powers, we live and survive. We share the the power to move from place to place on our own, to use our senses, and to feel emotions with animals. With these powers, we learn about the world, relate to it, react to it.

We humans also have two special powers that no other living beings have, and we will start to learn about these powers today.

Step 2: Teach the power to think.

Explain: One of the special powers that only humans have is the power **to think**. This is a power that we do not share with animals or plants.

Write on the board:

- **to think:** the human ability to know and connect ideas about us and the world

Explain: Our power to think means that we do not only know individual, specific details about the world, as we learn with our senses. Our sight picks up specific colors; our hearing picks up specific sounds. Our power to think gives us the ability to think about all of these things in our mind as general ideas! No other living being has this power!

Step 3: Practice connecting ideas about ourselves.

Write today's date on the board. Ask students to count the number of months between today and their next birthday.

Explain: This is one example of the way that we can use our power to think to know and to connect ideas about ourselves, the past, the present, and the future. Because we have this power, we can work to prepare ourselves for an excellent future, and we can remake our plans when things don't unfold the way that we had wanted them to.

Ask students to complete the *Identity* worksheet as a way of articulating thought concepts about their own selves. Take volunteer answers for some of the questions with the entire class.

Step 4: Practice understanding the power of ideas.

Show students the *Great Innovators: “Thomas Edison and the Light Bulb,” Story-Bots* video.

Discussion questions:

- What role did Thomas Edison’s power to think play in his inventing?
- Why is it important for humans to be able to think of and create different inventions?

Break students into pairs to discuss, then come back to share-out as a class.

Explain: Using our power to think for the good of other people is one of the most excellent ways that we can use it. One way that people over human history have contributed to the good of others is by inventing objects and technology that serves their needs.

Step 5: Summarize: In this lesson, we have learned about the first of two special human powers—the power to think, which lets us know and connect ideas about ourselves and all of reality. This power lets us go beyond the specific details we know with our senses and start to see how everything about us and reality fits together, through the many ideas that we come to know and hold in our minds. In the next lesson, we will learn about the second special human power.

FOLLOW-UP & HOMEWORK

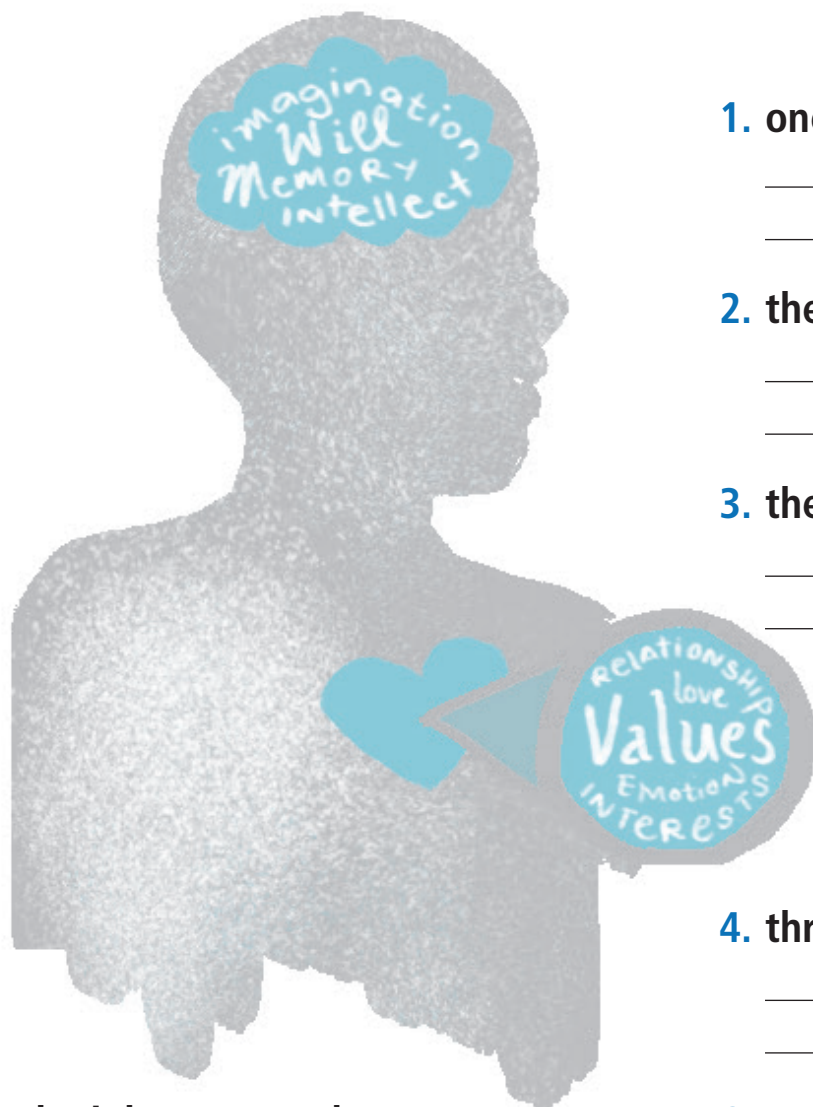
Ask students to complete the *Invent* worksheet.



Name: _____

IDENTITY

Directions: List an answer for each prompt below.



1. one person I love:

2. the place I was born:

3. the language(s) I speak:

4. three words that describe me:

5. the job I want to have:

6. something I consider beautiful:

7. an excellent choice I've made:

8. something that is hard for me to do:

9. one thing I like about school:

10. someone who is my hero:



I INVENT

Name: _____

Directions: Invent and draw an item that could help others be excellent.

A large empty rectangular box for drawing an invention.

Explain how this item would help people.

List two things you can do now to prepare to be a great inventor. _____



I INVENT

Name: _____

Directions: Invent and draw an item that could help others be excellent.

A large empty rectangular box for drawing an invention.

Explain how this item would help people.

List two things you can do now to prepare to be a great inventor. _____



PURPOSE

To distinguish humans from other living beings with their power to choose.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Recognize the power **to choose** as one only we humans have.
2. Apply their power to choose to growth in excellence.

MATERIALS & RESOURCES

- ***I Pour into Buckets*** worksheet (see Materials)
- Supplementary materials:
 - ***14-year-old's mission to end hunger*** video (<https://www.youtube.com/watch?v=YTI5JOmSxAw>)

VOCABULARY

- **to choose**: the human ability to knowingly select between options
- **intentional action**: an action knowingly chosen by a person
- **non-intentional action**: an action not knowingly chosen by a person

PROCEDURE

Step 1: Review the previous lessons. Repeat with students the ***Dignity Statement***, along with the sign language and gestures:

Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

Explain: We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share: the powers to eat, grow, and reproduce. We've learned about the powers we share with animals—including feeling emotions and using our external and internal senses.

Let's see if we can remember the internal senses we have. Close your eyes, and see if you can see in your mind the last time that you used any sort of transportation, such as a bus or a car. Ask: What internal sense are we using now? [We are using our memory.]

Now, close your eyes, and see if you can picture in your mind the place that you would go visit if you could visit any place in the whole world! Ask: What internal sense are we using here? [We are using our imagination.]

Finally, let's say you're playing kickball, and the ball comes flying at your face! Ask: What internal sense would you use to dodge it? [We are using our instinct.]

Step 2: Teach the power to choose, and start with a hook. Pair students up, and ask them to play Rock, Paper, Scissors? Then, ask: How did you choose whether to show rock, paper, or scissors?

As a group: Remember the last time you laughed so hard your stomach hurt? Did you make a choice to laugh so hard?

Then: Your teacher asks you to bring a box of crayons from one side of the classroom to the other. On the way, you trip on the rug and drop the box, scattering the crayons across the floor. Ask: Did you make a choice to listen to your teacher? To trip? To drop the crayons?

Then, ask: What is the difference between listening to your teacher and accidentally tripping?

Write on the board:

- **to choose:** the human ability to knowingly select between options

Explain: Humans have the special power to choose, to choose one action over others, knowing which action they are choosing and why they are choosing it. Our power to choose divides the actions that we take into two categories. One category includes the actions we choose, such as listening to the teacher, and another category includes the actions we did not choose, such as accidentally tripping.

Write on the board:

- **intentional action:** an action knowingly chosen by a person
- **non-intentional action:** an action not knowingly chosen by a person

Explain: Our actions to participate in the game and to listen to our teacher were intentional actions—they were actions that we chose. The actions of blinking and tripping were non-intentional actions—they were actions that we did not choose. Today we will learn more about our power of choosing intentional actions.

Step 3: Teach the importance of taking excellent intentional actions.

Draw two large buckets on the board—an “excellent” and a “not excellent” bucket—and explain: Actions for which we used our power to choose in the right way we can put into the “excellent” bucket, and actions for which we didn’t use our power in the right way we can put into the “non-excellent” bucket.

Model an answer under each category for the students:

excellent: comforted a sad friend non-excellent: lied about the number of cookies I ate

Our goal should be to grow in human excellence as much as possible! The way that we do that is by taking excellent actions.

Hand students to pieces of paper—one for an excellent action they took this week, one for a non-excellent action. Upon completion, students should add the pieces to the right bucket.

Read student answers, and ask:

- Why is this an excellent action?
- Why is this a non-excellent action?

Step 4: Summarize: In our last lesson, we learned that we have the power to think: about ourselves, about the world, about ideas! We can do a lot of good for the world when we put our power to think to good use, and think about excellent things. We also have the power to choose, which lets us take intentional actions to put our ideas into action. Doing this, we grow in excellence ourselves, and can help others grow in excellence also.

FOLLOW-UP & HOMEWORK

Ask students to complete the ***I Pour into Buckets*** worksheet and practice one of their actions.

If time permits, model answers for students on the board:

1. Actions Respecting Myself—brushing my teeth every morning
2. Actions Respecting Family—helping with dishes after dinner
3. Actions Respecting Friends—making my sick friend a get well card
4. Actions Respecting Teachers—listening to what the teacher says

SUPPLEMENTS

Supplement 1: Teach the creative power of action: The most important thing to remember about our power to choose is that, when used with intention and purpose, it has amazing power to “create” in the world in accord with what we envision as individual persons.

We can choose to make changes to our bodies, to our traits, to the way we spend our time; we can choose the way we relate to other people, and the way that we help or don’t help them; the way that we interact with the world around us. Each action that we take generates an effect in the world, and every action affects us because it contributes to developing our pattern of actions.

Tell the story of Trevor McKinney, a character from a novel titled *Pay It Forward* by Catherine Ryan Hyde, to illustrate the creative power of human actions.

Trevor McKinney is a seventh grader in Las Vegas. His social studies teacher assigns the class an assignment: to put into action a plan that will make the world a better place.

Trevor comes up with a plan he calls “Pay It Forward”: whoever receives a favor has to do a favor for three other people rather than pay back the original one. These new favors have to be major favors that the person who receives them cannot have accomplished alone. First Trevor lets Jerry, a homeless man, live in his garage. Jerry later does car repairs for Trevor’s mother, then helps a woman who is in danger.

The pay-it-forward project grows into a network of people doing good things for others, until, after a series of interactions among many, many people, a man even gives away his car to a journalist in Los Angeles who is in a car accident. In the end, Trevor defends his friend Adam against bullies who have ganged up on him, and gets accidentally killed. At the vigil held for Trevor’s death, hundreds of recipients of pay-it-forward favors show up to pay their respects: an exponentially great effect, that started with one seventh grader!

Discussion questions:

- How does this story demonstrate the power of one human action?
- Why did Trevor’s project work so well? Why is affirming another person’s human dignity so powerful?

Supplement 2: Demonstrate the importance of taking actions that intentionally respect the dignity of others.

Introduce students to Katie Stagliano, founder of Katie’s Krops.

Katie Stagliano is a young 14-year-old American girl.

When she was nine years old, she grew a cabbage for a school project (one that grew to nearly 44 pounds!), then donated it to a local soup kitchen where it helped to feed nearly 300 people!

That's when Katie realized the great impact she could have on poverty in her town, with her own individual effort! She established vegetable gardens in order to donate what she grew to the people who needed it most. Today her group is called Katie's Krops, and Katie and her organization continue to grow crops and donate thousands of pounds of produce to organizations that feed the hungry.

Show the *14-year-old's mission to end hunger* video to conclude.

Explain: Katie's story is one example of the way that a simple choice on the part of one individual person can have immense repercussions on the lives of other people. The first excellent choice was Katie's donation—while she grew the cabbage for school, instead of keeping or destroying it, she donated it where it would be needed and where it could help respect the dignity of others, by providing for their basic human needs. She then continued this work, and it has spread to affect for the good the lives of hundreds of people in her community.

Supplement 3: Share *The Legend of the Dipper*.

Once upon a time, a young girl lived with her mother in a tiny village. They were very happy together, and all was well. But then, one day the mother fell gravely ill. She laid in her bed for days because she was so sick, and the little girl tried her hardest to make her mother feel better. Eventually, the little girl needed to go the spring in the forest to collect more water for her mother to drink, but the girl was so tiny that she could only carry a small, tin dipper. Even though the dipper was small, the little girl knew that it would help her mother, so she grabbed the dipper and she began to run towards the forest.

The little girl ran and ran for what seemed like forever. She finally reached the spring, and she filled her dipper to the brim with the sweet, cold water. Then, the young girl began her long journey home. The way home was long, and the young girl was so tired. She would trip over rocks and stumble over bushes, and some of the water fell out onto the ground. As she was walking, the young girl spotted a small dog in the woods. He looked so tired and hot, and the young girl felt sorry for him. She knelt beside the dog and offered him a little bit of the precious water meant for her mother. As she did this, her small, tin dipper turned into a beautiful silver dipper, but the girl did not even notice. When the dog had drunk enough water, the young girl continued on her way home.

After a while, she encountered an old man walking along the road. The sun was so hot, and the man was very thirsty. He asked the young girl for a drink of water. Even though there was only a little bit of water left, the young girl knew that she should be kind, so she gave the man a drink. As she did this, the dipper changed from silver to gold, but the young girl did not notice. Once the man had finished his drink, the young girl continued her journey home, but eventually she too became thirsty. She was thirsty and weak from her long journey, but she didn't drink any of the water because she knew her mother needed it more than she did.

Finally, the young girl arrived back at her house. She ran inside and gave the dipper to her mother. As the mother drank, she became healthy and whole once again, and the dipper changed from gold to diamonds, emeralds, rubies, and sapphires. The dipper began to glitter with such beauty, and it was taken up into the sky. Up and up it went until it finally nestled amongst the other stars so all the world could see it. And now, every night when you look up to the stars. Look for the little dipper shining so high up above, and remember the story of the little girl who was brave and kind.

Ask:

- What is excellent about the girl's choice?
- How do choices like this help bring good into the world?
- How can we imitate her choices?



Name: _____

MY BUCKET OF EXCELLENCE

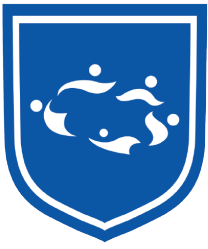
Directions: For each option below, list two intentional, excellent actions that you can take to pour more excellence into your bucket.

1. ACTIONS RESPECTING MYSELF

2. ACTIONS RESPECTING FAMILY

3. ACTIONS RESPECTING FRIENDS

4. ACTIONS RESPECTING TEACHERS



PURPOSE

To place students on the path of aspiring toward heroic excellence.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Explain heroes as people who have lived excellent lives.
2. Identify concrete ways to imitate a personal hero.

MATERIALS & RESOURCES

- *I Want to Be a Hero* worksheet (see Materials)
- *A Hero We Know* worksheet (see Materials)
- Supplemental Materials:
 - *“Young Wonders’ stepped up, changed the world,”* CNN article (<http://www.cnn.com/2012/12/20/world/cnnheroes-young-wonders/index.html>)
 - *Great Innovators; “The Wright Brothers and the Airplane,”* Story-Bots video (<https://www.youtube.com/watch?v=Z1LCUtPx73o>)

VOCABULARY

- **hero**: a person who lives an excellent life, respecting the dignity of all people
- **habit**: a person’s regular practice or tendency, especially one difficult to give up

PROCEDURE

Step 1: Review the previous lessons.

Explain to students that they will practice again using their powers to think and choose. Model for them their exercise—to brainstorm a way they could intentionally show appreciation for another person in their life, such as a teacher or a friend or a parent—by explaining one way you would show appreciation for, or one way you have been shown appreciation by, another. [One student wrote me a thank you card at the end of the school year.]

Ask them to brainstorm in pairs, then gather for a class share-out.

Discussion questions:

- Is this an example of an excellent or non-excellent action? Why or why not?
- Why is it important to regularly take intentional actions like this one?

Step 2: Teach that intentional, excellent actions put us on the path toward becoming heroes.

Ask students: When we hear the word “hero,” what sort of qualities do we think of? List these qualities, then write on the board:

- **hero:** a person who lives an excellent life, respecting the dignity of all people
- **habit:** a person’s regular practice or tendency, especially one difficult to give up

Explain: The true heroes, whether they are known by the entire world, or whether they’re hidden and quiet, are those who live an excellent life. They do this by developing excellent habits—those regular, intentional actions that are excellent. Brainstorm with a class a list of excellent habits that a person can have.

With each excellent action they take, they add to their bucket of excellence, until they have so much excellence that they can be considered heroes—small steps, one at a time!

Step 3: Teach the three characteristics of a hero.

Write on the board:

1. Heroes try daily to climb the ladder of excellence.
2. Heroes try again when they fall.
3. Heroes respect human dignity.

Ask students to repeat the characteristics with you, along with sign language for each, to make a

Hero’s Statement:

1. Every day, I want to grow in excellence, and to do this I climb the ladder. [climb a ladder]
2. Even when I fall, I try again. [go down low, then reach high]
3. I respect human dignity. [hug self, then open arms to the world]

For each, follow with a role play:

1. Every day, I want to grow in excellence, and to do this I climb the ladder.
Explain: Every morning, you have a hard time getting out of bed when your mom wakes you up for school. What are your options?
 - (a) Get out of bed right away.
 - (b) Wait until you hear your mom returning before you get out of bed.

- (c) Ignore your mom entirely, even when she asks two or three times.

Ask: What is the best option in this situation, and why? What pours the most excellence into your bucket? Model your own answer for the students.

- 2. Even when I fall, I try again.

Explain: You've made it five days this week without talking back to your dad when he asks you to pick up the toys in your room, but on the sixth day, you get annoyed, talk back, and make him angry. What are your options?

- (a) Throw a toy at him in annoyance.
- (b) Apologize right away, and listen.
- (c) Talk back again, the next time he asks.

Ask: What is the best option in this situation, and why? What pours the most excellence into your bucket? Model your own answer for the students.

- 3. I respect human dignity.

Explain: A student in the class speaks out of turn. What are your options?

- (a) Correct the student, before the teacher has a chance to say anything.
- (b) Once the teacher speaks, turn to the student and make a face.
- (c) Let the teacher make a correction while you say nothing.

Explain: A new student joins your class. What are your options?

- (a) Say hello and sit with this student at lunch.
- (b) Ignore the student.
- (c) Laugh at the student because he looks different.

Ask: What is the best option in this situation, and why? What pours the most excellence into your bucket? Model your own answer for the students.

Step 4: Ask students to fill in the *I Want to Be a Hero* worksheet, identifying steps for their growth in excellence, as well a personal hero whom they could imitate.

Step 5: Summarize: Today we have begun to see how everything fits together. Because humans have special powers to think and choose, only they can become heroes! To become a hero is to make consistent, daily choices to grow in excellence, to try when we fall, and to respect human dignity—our own dignity and the dignity of those around us.

FOLLOW-UP & HOMEWORK

Ask students to:

- practice over the course of the next week their daily action for excellence; and
- interview their parents about heroic things they do or did once, using the **A Hero We Know** worksheet.

SUPPLEMENTS

Supplement 1: Heroic excellence is something we pursue our entire lives. It can begin when we are very young! Use the **“Young Wonders’ stepped up, changed the world,”** CNN article to tell the story of young heroes taking heroic actions, then discuss:

- Is one excellent action enough for us to be heroes? Why or why not?
- How will you pursue excellence for the rest of your life?

Supplement 2: Share the **Great Innovators; “The Wright Brothers and the Airplane,”** StoryBots video, and discuss with the students the way that the **Hero’s Statement** could apply to the Wright brothers.



Name: _____

I WANT TO BE A HERO

Directions: Answer each question below.

1. Someone gets hurt on the playground. What do I do?

2. Someone drops and spills their colored pencils. What do I do?

3. My bedroom gets dusty and cluttered. What do I do?

4. My soccer team loses most of its games this season. What do I do?

5. My mom gets sick and can't make dinner anymore. What do I do?



A Hero in My Life: _____

1. Why is this person a hero?

2. What can I do to be like them?

A HERO WE KNOW

Name: _____

Directions: Ask your parents the following questions.

Parents' Note: Please help your student answer the questions below. This lesson is a part of a series of lessons on the making of excellent choices.

1. What is a heroic thing you have done in your life?

2. What is one way you have showed respect for another person's human dignity?

3. What is one way that you have overcome a difficulty during your life?

A HERO WE KNOW

Name: _____

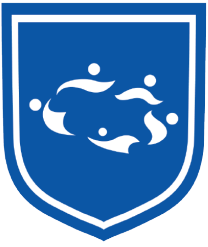
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Parents' Note: Please help your student answer the questions below. This lesson is a part of a series of lessons on the making of excellent choices.

1. What is a heroic thing you have done in your life?

2. What is one way you have showed respect for another person's human dignity?

3. What is one way that you have overcome a difficulty during your life?



PURPOSE

To prepare students to make excellent decisions regarding their body.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Identify ways of demonstrating self-control with regards to their body.
2. Set concrete goals for excellent choices about their body.

MATERIALS & RESOURCES

- **Hand-Washing Song** lyrics (see Materials)
- **The Candy Self-Control Game** instructions (see Materials)
- candy (6 pieces/student)
- **My Body & Me** worksheet (see Materials)

VOCABULARY

- **self-control**: the ability to control your body, or how you express your emotions and desires

PROCEDURE

Step 1: Review the previous lessons. Student volunteers should share their answer from their **A Hero We Know** worksheet. Ask: In what ways did these heroes respect human dignity?

Step 2: Transition to this lesson: In this class, we have learned about our human powers to think and to choose. We have learned that, when we make excellent choices, trying again when we fail, and when we show respect for human dignity, we can become heroes! Now we will look at specific kinds of choices that we need to make to achieve human excellence.

Step 3: Establish the importance of making healthy decisions about the body with the story of a hypothetical 3rd grader.

I know a 3rd grader, whose name is Joey. He really, really wants to grow in excellence, so that he can become a hero, showing respect for the dignity of all people. Unfortunately, there are some things that he's struggling with a lot! For example, when Joey comes home from school, the first thing he does is grab a bag of potato chips and sits down to play hours

of video games! Sometimes, this makes it hard for him to finish all his homework, and he misses out on playing with his friends outside!

Discussion questions:

- How do these decisions affect Joey's body?
- Do these choices help or hurt Joey in becoming excellent? Why or why not?

Teach students the lyrics to the *Hand-Washing Song*. Model for them the process of hand-washing—pouring out soap, tracing hands with soap, rinsing, etc. Finally, encourage students to sing the song and demonstrate the process along with you.

Discussion questions:

- Why is it important for us wash our hands well?
- Does doing this help us become excellent? Why or why not?

Step 4: Teach self-control.

Write on the board:

- **self-control:** the ability to control your body, or how you express your emotions and desires

Explain: Living a life of **self-control** means that we choose what is most healthy, and behave in a way that respects those around us. For example, when we have a choice between homework and enjoying video games, we can show self-control by doing homework first, since it will help us grow in excellence. We practice self-control by making little steps every day to grow in excellence.

Step 5: Prepare students to grow in excellence with regards to their own body.

Hand each student six pieces of candy, then break students into pairs. Have students share with each other the different answers listed on *The Candy Self-Control Game* instructions, and to eat one candy after each answer they give.

Come back as a class, and brainstorm together a list of excellent choices that students can make for each of the three categories—their exercise, sleep, and free time. Then hand students the *My Body & Me* worksheet, and ask each student to set a personal daily goal for themselves with regards to these three bodily activities. For the next week, students should check off daily whether they achieved their daily goal. [If class rules permit, offer to give students who best complete their goals a "prize"—a star on the board, etc.]

Step 6: Summarize: Today we have thought about the first way in which it is important for us to make excellent choices—choices about our bodies! Taking care of our bodies will help us to do everything else that we wish to do as we grow older, on our path to becoming excellent.

FOLLOW-UP & HOMEWORK

Ask students to:

- complete their daily **My Body & Me** goal over the next week; and
- bring a healthy family recipe or activity to share at the next class.



HAND-WASHING SONG

to the tune of

Row, Row, Row Your Boat

Clean, clean, clean your hands

(imitate washing)

Several times a day

(clap, clap, clap)

Rinse and wash, wash and rinse

(scrub one hand, scrub other hand)

Germes all go away, HEY!

(jump up and down)

Clean, clean, clean your hands

Several times a day

Rinse and wash, wash and rinse

Germes all go away, HEY!



THE CANDY SELF-CONTROL GAME

For one ● say one thing that
makes you stronger.

For one ● show us how to
breathe when you are angry.

For one ● say one good way
you express being sad.

For one ● say one moment
you showed self-control.

For one ● say one thing that
makes you excited.

For one ● show us how to
hold your arms when in line.

● = piece of candy

MY BODY & ME

Name: _____

Directions: Fill in the goal charts below. Choose one excellent choice you can make daily, for your exercise, sleep, and free time. Track your success this week.

1. daily goal for exercise: _____

day #1	day #2	day #3	day #4	day #5	day #6	day #7

What was hard for you?

2. daily goal for sharing toys with others: _____

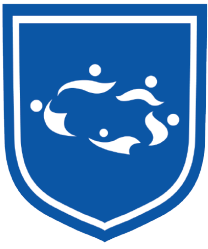
day #1	day #2	day #3	day #4	day #5	day #6	day #7

What was hard for you?

3. daily goal for listening to teachers or parents: _____

day #1	day #2	day #3	day #4	day #5	day #6	day #7

What was hard for you?



PURPOSE

To prepare students to make excellent decisions regarding their whole person.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Set concrete goals for excellent choices about their whole person.
2. Identify ways to demonstrate effort and patience with regards to their whole person.

MATERIALS & RESOURCES

- *Inside/Outside Pairs* flashcards (see Materials)
- *What's Good for Me* worksheet (see Materials)
- *It's Hard for Me* list (see Materials)
- Supplemental materials:
 - *Tara Lipinski Wins Gold Medal Aged 15 | Nagano 1998 Winter Olympics* video
(<https://www.youtube.com/watch?v=fOlqIXNbOoM>)

VOCABULARY

- **effort**: the choice to always keep trying
- **patience**: the ability to get through challenges despite sadness or frustration

PROCEDURE

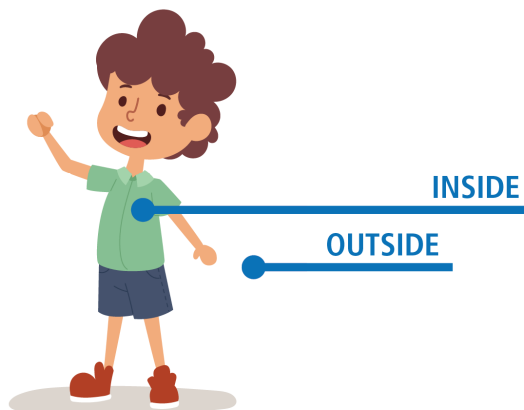
Step 1: Review the previous lessons.

Ask students to share their healthy family recipe or activity; depending on available time, either in small groups or as a class. Ask: How does this healthy recipe help us to grow in excellence?

Step 2: Start with a hook. Ask students to turn to each other in groups of two or three. Each student should take a moment to brainstorm an award that they would give each other member of their group—i.e., the “Funniest Classmate Award” or the “Beautiful Singer Award,” etc.—and explain why they would give it.

Explain: Today we are going to look more closely at how we can work to make excellent choices about *who we are*. Before we start, we want to hear from others how they see our person!

Step 3: Teach the elements of the person. Begin by drawing a stick figure on the board. Call him “Dignity Dan,” and identify two parts to him: who he is on the inside, and what he can do to reflect who he is on the outside.



To help students understand the two categories, ask student volunteers to hang and then match the *Inside/Outside Pairs* flashcards, to develop a picture of the inside traits that lead to certain outside actions.

Inside

patient
hard-working
kind
artistic
musical
athletic

Outside

waits quietly for their turn to speak
finishes all homework
smiles at everyone
draws beautiful pictures
practices guitar
exercises daily

Ask students to develop another few pairs of inside/outside traits for the list [i.e., generous, imaginative, etc.].

Explain: As human beings, we develop certain traits on the inside, such as patience, effort, and kindness. Depending on these qualities that we have on the inside, we are able to do a better or worse job with showing who we are on the outside, by developing our different talents or gifts, our hobbies, getting a job when we are older, and more. For example, the more patience we have on the inside, the easier it is to spend long hours practicing the guitar, if we want to become music stars. Our excellence begins on the inside first!

Give students a copy of the *What's Good for Me* worksheet, on which they should set two goals for their person on the inside, and two goals for their person on the outside, as well as identify one way each that meeting these goals will be a challenge. Model a goal and challenge on the board before the students begin.

Step 4: Teach two traits to help guide students through challenges they might experience.

Write on the board:

- **effort:** the choice to always keep trying
- **patience:** the ability to get through challenges despite sadness or frustration

Explain: On the path toward human excellence, we will encounter different challenges. This is where our power to choose becomes so important! We can choose: to either give up, which isn't much of a powerful choice, or we can work to put effort and patience into trying anew every day to develop our traits and our whole person, both on the inside and inside, until we reach a place of human excellence.

Lead students through a discussion regarding the example of struggling to read along with the rest of the class.

Divide the class into groups of 2-3, and hand each group one *It's Hard for Me* example. Students should brainstorm together a plan of action for overcoming the challenge. Come back together as a class and work through one example together.

Step 5: Summarize: Today we have taken the next step in understanding the kinds of choices we can and should make as human persons, as we grow in excellence. The choices we make about our whole person, including the traits that help determine who we are, as well as the things that we do, all affect our growth along the path to becoming heroes. We should always make the most excellent choices, with effort and patience, as we grow.

FOLLOW-UP & HOMEWORK

Ask students to use one of their gifts/talents/hobbies to bring joy to another person this week.

SUPPLEMENTS

Supplement 1: Help students understand that growing in excellence requires the making of constant, excellent choices over time.

In 1998, at the Winter Olympics in Japan, Tara Lipinski won the ladies' figure skating Olympic gold medal at the age of 15 years and 8 months, becoming the youngest Olympic gold medalist in ladies' figure skating at an individual event. This gold medal had always been her ultimate goal.

The intentional preparation for the Olympics, which led to this medal, required great sacrifice. When she was still young, she moved with her mom from Texas, where her dad stayed, first to Delaware and then to Michigan, where she trained with renowned figure skating coach Richard Callaghan. Her parents made other difficult financial, social, and educational decisions for her training to be possible.

She would skate long hours. She also did daily physical training, to condition and strengthen, massage and stretch her body. She trained mentally for the pressure that came with high-stakes competitions. After all of this commitment, after daily commitment to eating well, to preparing her body, to developing the artistic element to her skating, to completing school work, Tara went on to become a champion across the board.

In late 1996, at the U.S. Postal Challenge, she became the first female skater to land a triple loop/triple loop jump combination, which became her signature element. In early 1997, she unexpectedly won the U.S. Championships and, at 14, became the youngest person to win the title. She also won the 1997 Champion Series Final, again becoming the youngest female ever to win the title. She went on to win the World Championships, again the youngest person to win the title, and finally the gold medal at the Olympics. It was the consequence of a series of many excellent choices.

Supplemental Activity:

If time permits, show the [*Tara Lipinski Wins Gold Medal Aged 15 | Nagano 1998 Winter Olympics*](#) video, to demonstrate Tara's excellence with regards to her gift for skating.

patient

**waits quietly
for their
turn to speak**

**hard-
working**

**finishes all
homework**

kind

**smiles at
everyone**

artistic

**draws
beautiful
pictures**

musical

**practices
guitar**

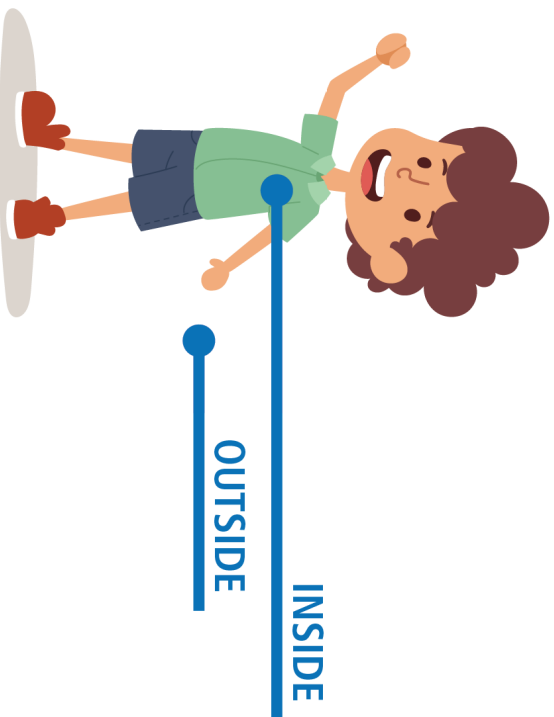
athletic

**exercises
daily**

WHAT'S GOOD FOR ME

Name: _____

Directions: Fill in the goal charts below. Choose inside traits, and outside actions, to practice, and identify challenges you might experience.



INSIDE EXAMPLES	OUTSIDE EXAMPLES
patient	waits quietly for their turn to speak
hard-working	finishes all homework
musical	practices guitar

WHAT TRAITS DO YOU WANT ON THE INSIDE?

1. _____

2. _____

One challenge I may experience:

HOW WILL THESE TRAITS LOOK ON THE OUTSIDE?

1. _____

2. _____

One challenge I may experience:



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IT'S HARD FOR ME #1

**Dignity Dan wants to be more patient, but every time someone hurts his feelings or does something that he doesn't like, he gets so angry.
He usually show his anger by yelling at the person who made him angry.**

Grade 3, L6B - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #2

**Dignity Dan wants to be more generous, but every time someone asks him to share, he gets annoyed and doesn't share.
He's afraid that his things will get broken.**

Grade 3, L6B - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #3

**Dignity Dan wants to put more effort into his homework, but doesn't know how to, since he doesn't like working on homework.
Every time he goes home, it's easier to just play video games.**

Grade 3, L6B - Choosing for Myself

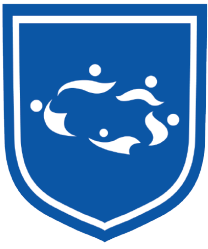


Human
Dignity
Curriculum

IT'S HARD FOR ME #4

**Dignity Dan wants to be more kind to his classmates, but he struggles showing kindness, since they are mean to him sometimes, and tease him for what he wears.
He has a hard time thinking that being kind will make things better.**

Grade 3, L6B - Choosing for Myself



PURPOSE

To help students understand that the human person grows in solidarity with others.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Indicate three types of solidarity with others.
2. Recognize ways to grow in solidarity.

MATERIALS & RESOURCES

- ***My Solidarity Map*** worksheet (see Materials)

VOCABULARY

- **solidarity**: unity among people
- **family**: the most basic unit of society and the place where people first grow
- **friendship**: a connection between two people who choose excellence together

PROCEDURE

Step 1: Review the previous lessons. Write the three types of living beings on the board—plants, animals, humans—and ask the students to recall the powers for each of the living beings. Double-check understanding of the two unique human powers, to think and choose.

Then, depending on available time, either as a class or in groups of 4-5, ask students to share the way that they gave joy to another person using one of their gifts/talents/hobbies.

Step 2: Teach solidarity.

Ask students:

- Who taught you how to walk? Talk? Count? Read?
- Who do you tell when you're sad?
- Who can you talk to when you're hurting?
- Who should you ask when you need some help?
- With whom do you watch movies? Play in the park?

As students answer, write the three types of solidarity on the board:

- family
- friends
- classmates & teachers

Explain: A human person cannot become fully himself, cannot fully grow, without being in relationship with other people.

In our families we can learn the basics of human existing and human living. With our friends, we learn how to share and how to be kind, and it is through these relationships—and those we have with others—that we become truly excellent and happy.

Give each student a copy of the **My Solidarity Map**, and ask them to draw the faces of all those who fall into their different spheres of solidarity.

Step 3: Help students commit to making acts of generosity and kindness as ways of growing in solidarity.

Write on the board:

- **kindness**
- **generosity**

Ask: What do these two words mean?

Explain: Two traits that we can develop, in practicing how to show respect, are the traits of kindness and generosity: being friendly to others, being considerate of them, and giving others what they need, even if it is more than what might be expected of us.

Let's say that your parents sign you up for a soccer team, and the first day you go, you meet a new teammate, and this teammate only has one working eye; because of an illness, he has to wear a patch over his other eye.

Discussion questions:

- Can you show this person your kindness? How?
- Can you show this person your generosity? How?
- Will showing kindness and generosity help you grow in solidarity? Why or why not?

Then, propose to the students: Let's say that your sister drops her crayons all over the floor at home, and you go over to help her, but she says, "Go away—I don't want your help."

Discussion questions:

- Can you show this person your kindness? How?
- Can you show this person your generosity? How?
- Will showing kindness and generosity help you grow in solidarity? Why or why not?

Explain: In order to grow in excellence, and in order to grow in solidarity with others in our life, we have to make the choices to demonstrate kindness, generosity, and respect for the dignity of others. Others help us grow, and as we grow, we will come to be able to help others grow, too.

Step 4: Summarize: This week, we looked at the way in which we, as individual people, live in relationship with others—ultimately, in solidarity with them. Two of the important ways in which we demonstrate this solidarity with others in our family, among our friends, and among our classmates and teachers is with generosity and kindness. As we show generosity and kindness to others, we grow in solidarity, and in excellence.

FOLLOW-UP & HOMEWORK

Ask students to show kindness this week to another student who isn't their friend.

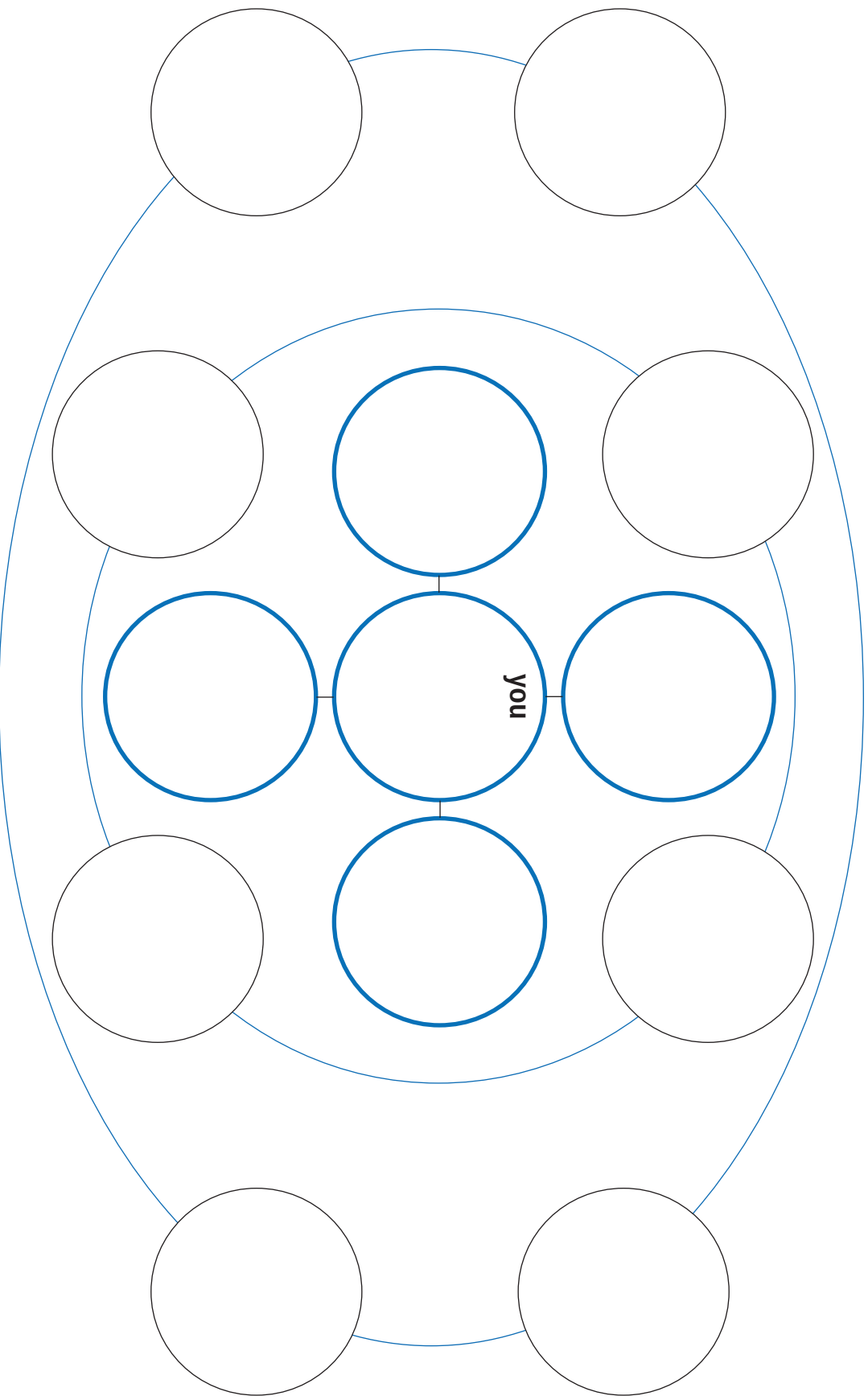
SUPPLEMENTS

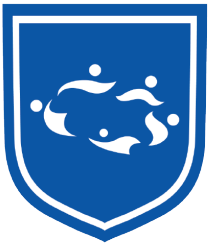
No supplements.

MY SOLIDARITY MAP

Name: _____

Directions: Draw the faces of people who fall into each of your circles of solidarity: on the inside, you and your family; on the outer circle, your friends; and on the outermost circle, your teachers and classmates.





PURPOSE

To help students understand that giving of themselves is the ultimate way to respect their own and others' human dignity.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Distinguish examples of giving from using.
2. Recognize giving, versus using, as respectful of human dignity.

MATERIALS & RESOURCES

- **Thanks** worksheet (see Materials)
- **Thank You Note** worksheet (see Materials)
- scissors
- Supplemental materials:
 - **Heroes Tribute: Jorge Munoz, CNN** video (<https://youtu.be/WOsK89NFLM?t=1m28s>)
 - **The Angel of Queens, KarmaTube** video (<http://www.karmatube.org/videos.php?id=1606>)

VOCABULARY

- **self-gift**: sharing one's self with another without expecting anything in return
- **use**: to do something for our own purpose
- **kindness**: being friendly or considerate
- **generosity**: being willing to give more of something, such as time or money, than is expected

PROCEDURE

Step 1: Review the previous lessons. Repeat with students the **Dignity Statement**, along with the sign language and gestures:

Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

Finally, ask volunteers to report on their experience of showing kindness to a student who isn't their friend.

Step 2: Introduce the difference between giving and using.

Explain: We give of ourselves when we show respect for another person's human dignity—for example, when we give a hug to our friend who fell during recess and hurt her knee. We *use* other people when we do something in order to achieve our own purpose—for example, when we try to be friends with someone only because they share their candy with us during lunch.

Divide the classroom into two sections—the "Gift" and the "Use" sections. Explain to the students that you will read a list of actions, and they should stand in the "Gift" section if the action is an example of self-gift, or in the "Use" section if the action is an example of use.

- always letting another student take the first place in line [gift]
- calling your grandma on her birthday [gift]
- pretending to be another person's friend so they choose you for their kickball team [use]
- bringing your teacher an apple [gift]
- stealing another person's pencil [use]
- apologizing for a mistake [gift]
- telling our parents how much we love them [gift]
- doing something just to get another person's attention [use]

With each action called, pause to ask students:

- Why did you choose "gift" or "use"?
- Does this action show respect for your human dignity? Why or why not?
- Does this action show respect for the other person's dignity? Why or why not?

Explain: The best way to respect our own dignity, and the dignity of other people, is to give ourselves—to share ourselves without expecting anything in return. This recognizes the dignity they have. Because each person has human dignity (including ourselves!), we are worthy of being loved and are gifts for each other. When we start being in relationship with other people for the sake of some kind of purpose, rather than being in relationship with them out of a respect for their dignity, we use them. This is a fundamental disrespect of our own dignity, their dignity, and the excellence to be found in living in communion.

Step 3: Help students give of themselves in respect of theirs and another's human dignity.

Ask them to complete the **Thanks** worksheet. On the left, they should write out a set of people to whom they are thankful and identify that for which they are thankful. Then, on the right, they should write a thank you note for one person from their list.

Upon completing, students should cut the worksheet in half.

If time permits, ask volunteers to share their thank you notes.

Step 4: Summarize: Today we have taken the next step in understanding what respect for human dignity actually looks like in our relationships and encounters with others. This respect is always a gift given and received in our encounters, and one way by which we give it ourselves is by giving of ourselves while showing others in our life generosity and kindness.

FOLLOW-UP & HOMEWORK

Ask students to complete the note on their **Thanks** worksheet, to cut it from the worksheet, and to hand the note or mail it to the person to whom they are thankful.

SUPPLEMENTS

Supplement 1: Share the story of “the Angel of Queens” to showcase a life of heroic kindness and generosity.

Show the **Heroes Tribute: Jorge Munoz, CNN** video to start then summarize:

Jorge Munoz lives in Queens, New York. In the early mornings, he rises to work as a school bus driver. One morning, while driving the school bus, he saw a group of unemployed men on a street corner in Queens, New York, who would go hungry if they were unable to find work—and he realized he could help them by bringing them food.

He decided to draw his entire family into an undertaking that has resulted in work he calls his “second job,” work that has him considered a local hero. Every day, his family makes food to serve the homeless in Queens—setting aside family funds and time to make possible this service. He has served 70,000 meals and counting through his work.

Supplemental Activity:

- Show **The Angel of Queens, KarmaTube** video for more context, if time permits.

Discussion questions:

1. How does Jorge give of himself?
2. What are ways we can imitate his generosity and kindness?



Name: _____

THANKS

Directions: Write down the name of three people you can thank, then write down what you need to thank them for.

- **the person:** my aunt Molly
- **I'm thankful because:** she took me to the park

1.

- **the person:** _____
- **I'm thankful because:** _____

2.

- **the person:** _____
- **I'm thankful because:** _____

3.

- **the person:** _____
- **I'm thankful because:** _____

THANK YOU NOTE

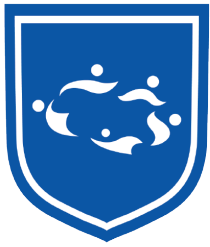
(date)

Dear _____,

Today I wanted to write you a thank you note.
Thank you for...

With thanks,

(signature)



PURPOSE

To help students make excellent choices in friendship and at school.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Indicate excellent choices with regards to their encounters in friendship or at school.
2. Demonstrate justice toward others.

MATERIALS & RESOURCES

- **Self-Gift Review** worksheet (see Materials)
- **My Friend Profile** worksheet (see Materials)
- **Band of boys rally around boy, 6, to stop teasing** video (https://www.youtube.com/watch?v=Gq7ZgXz_YLc)
- Supplementary materials:
 - **Kindness suits them, Daily Mail Online** article (<http://www.dailymail.co.uk/news/article-2512633/Kindness-suits-Moment-fifth-grade-football-team-rallies-bullied-special-needs-waterboy-likes-wear-jackets-ties-dressing-like-him.html>)

VOCABULARY

- **justice**: respecting others because they have human dignity

PROCEDURE

Step 1: Review the previous lessons. Ask students to list three ways in which they have demonstrated self-gift in the past week, using the **Self-Gift Review** worksheet. Take student answers with the class.

Step 2: Teach authentic friendship.

Ask kids to put on their “thinking caps,” and brainstorm qualities of a good friend. Write the qualities answers on the board.

Discussion questions:

Me & Others: Choices in Friendship & at School

Human Dignity Curriculum – Grade 3 | Lesson 7C

- How do we become friends with someone?
- How do we know when someone is truly our friend?

Explain: While we may share interests with other people, while we may enjoy the same thing as others, true friendship begins when two people realize they both want excellence—for themselves, for each other—and begin to go after it together. This means helping our friends make the right choices. This means helping our friends show respect. This means helping our friends when they have to struggle with a challenge.

Write on the board:

- **friendship:** a connection between two people who choose excellence together

Hand each student a **My Friend Profile** worksheet, and ask them to identify a way they already help or can help one friend grow in excellence, as well as one habit from a friendship of theirs that they can work to break.

Step 3: Introduce justice as the trait that helps us to know how to respect the human dignity of any person that we might encounter.

Write on the board:

- **justice:** respecting others because they have human dignity

Propose to students that it is their first day at a new school. Ask: How would you want students in your new class to show you respect?

Ask students to break into pairs. Share with students the **Friendship in Action #1** scenario: One friend has gossiped about a classmate, telling others that he's not good at soccer because he tripped over a ball during recess. Ask students to play a role as they resolve the situation between themselves in a just way. Take student reactions with the class.

Then, share with students the **Classmates in Action** scenario: One student trips another student on purpose, and the tripped student tries to hit the other student. Ask the students to play a role as they resolve the situation in a just way. Take student reactions with the class.

Then, share with students the **Strangers in Action** scenario: An older woman is struggling to get off the bus. You're waiting behind her. Another person on the bus is being impatient and mean to her, telling her to hurry. Ask the students to explain what the just response would be in the situation. Take student reactions with the class.

Explain: Justice is the trait we build that helps us to give all of those we encounter what we ourselves would want to receive—what we ourselves deserve: respect for our human dignity, kindness, generosity, and more! It's important for us to think this way because every action that we take should help pour more and more excellence into our bucket!

If time permits, show the [*Band of boys rally around boy, 6, to stop teasing*](#) video.

Supplemental Activity:

- Use the [*Kindness suits them, Daily Mail Online*](#) article for additional context.

Discussion questions:

- How does this story help us understand justice?
- Did the football team make an excellent choice? Why or why not?

Explain: The football team for which first-grader Danny Keefe is a water boy recognized a disrespect of Danny's dignity, and they recognized this disrespect together. Their support of each other in their choice to stand up for Danny by coming to school dressed like him helped reflect that, despite his speech impediment, Danny is as human and has the same human dignity as the rest of them. They made an excellent choice together, to act in friendship and justice.

Step 5: Summarize: Today we have taken the additional and last step along this path of growing in human excellence, by looking at the importance of developing good friendships and the importance of showing justice to all of the people that we encounter. With all of these actions, we show respect for both our and others' human dignity, that value we all share!

FOLLOW-UP & HOMEWORK

Ask students to remember the last time they showed injustice in a friendship of theirs, and ask them to apologize to their friend for this choice they made.

SUPPLEMENTS

None.



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Name: _____

SELF-GIFT REVIEW

Directions: List three ways in which you have demonstrated self-gift in the past week.

1. _____

2. _____

3. _____



Human
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Curriculum

Name: _____

SELF-GIFT REVIEW

Directions: List three ways in which you have demonstrated self-gift in the past week.

1. _____

2. _____

3. _____



Name: _____

MY FRIEND PROFILE

Directions: Choose someone whom you consider a good friend, draw their picture in the box, and answer the questions about them below.

FRIEND:

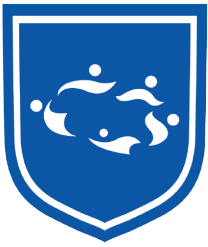
A large, empty rectangular box with a thin gray border, intended for drawing a picture of a friend.

Where did you meet this friend?

What do you like about your friend?

What is one thing you can do or say to help your friend choose excellence?

Think of one good habit you have, either in this friendship or another, that you and your friend can practice together. (For example, when you are with your friend, you clean up your toys together.) How will you practice it?



PURPOSE

To commit to a daily practice of excellence.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Promise to practice daily respect and excellent traits.
2. Imagine stages of excellence toward which they'll aspire.

MATERIALS & RESOURCES

- **The Hero's Charter** worksheet (see Materials)
- **The Hero's Map** worksheet (see Materials)

VOCABULARY

No new vocabulary.

PROCEDURE

Step 1: Explain the purpose of the last class: We have spent a number of weeks learning about the human person: about who we are, what we can do, and who we can become. With our special powers to think and choose, we can work daily to grow in excellence and become heroes.

Today we are going to take the time to put all of the pieces together, and make a commitment to live in an excellent way.

Step 2: Teach an extended **Dignity Statement**:

"I have human dignity. [Point to self with one finger.]

"Human dignity is my unique value. [Tap chest with both hands.]

"I always have dignity, just because I'm human. ["Hold" dignity in palms of hands.]

"Having human dignity means that I'm always worthy of love and respect. [Hug self.]

"All people in the world always have this dignity, too, just like me." [Open arms to the world.]

Explain: We want to spend every day of our lives showing respect for this dignity, in ourselves and in other people, as well as making the whole range of healthy decisions about our bodies, our whole selves, and in our friendships and our encounters with other people.

Step 3: Hand each student a copy of *The Hero's Charter* worksheet. Students should copy the charter statement from the board onto their worksheet, filling in the blanks with the correct information:

On this day, the [date] of [month], I, [name], promise to: show respect for my human dignity and the dignity of others, to try to be excellent in all my choices, to try again when I fall, and to work toward becoming a hero. I promise to do this by: [fill in with personal goals, especially those articulated in materials and homework from HDC lessons].

Upon copying, students should sign the charter, as a commitment to their practice for excellence.

Step 4: Hand each student a copy of *The Hero's Map* worksheet. Students should fill in examples of places and goals toward which they are aspiring.

If time permits, gather in a circle and ask students to share their favorite part of the curriculum as well as excellent things toward which they aspire.

Step 5: Conclude the course: Each of us is a human person, with human dignity—our value which no one can give us or take away from us, a value we always have because we are human! It is a value that can be expressed by the use of our two special powers: our power to think and our power to choose. The way to use these powers is to always choose the excellent thing; to always show respect.

If we make these excellent choices every day, by practicing effort and patience, kindness and generosity, and by never giving up, we will grow up to be heroes who can change the world. Some heroes are known, others are hidden heroes. Regardless of the path that we will take, every day, every choice is practice for us so that we may be ready for the challenges ahead.

FOLLOW-UP & HOMEWORK

Ask students to share their charter and map with their parents/guardians.

SUPPLEMENTS

None.

THE HERO'S CHARTER

Signature

Date

THE HERO'S MAP

Name: _____

Directions: Fill in the dreams for your life in the boxes below.

What job do you want to have when you grow up?	What's one new thing you want to learn how to do?	Who is one person you would want to meet?

What is one trait about yourself you want to make perfect?	What is one way you can give of yourself to another person?	If you could do anything, how would you change the world?

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Lesson 2

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