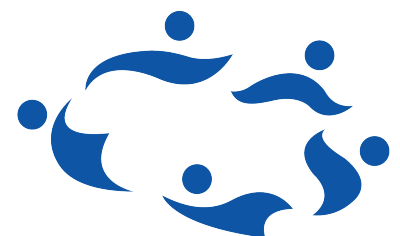


Human
Dignity
Curriculum

HUMAN DIGNITY CURRICULUM

GRADE 4



World **Youth** Alliance

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

World **Youth** Alliance

228 E. 71st St.

New York, NY 10021

(212) 585-0757

www.wya.net

education@wya.net

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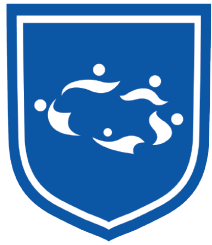
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To prepare for the Human Dignity Curriculum (HDC), the following things should be done:

1. Students should bring in a baby photo of themselves and their parents, if they can find them. Ideally, parents will also be able to provide an explanation for why they chose their children's names. (Alternatives would be baby photos of siblings.) The photo/drawing will be used during a later class activity.

Sample Request Letter:

Dear Parents,

For our Human Dignity Curriculum project in Grade 4, we are asking that students provide a baby photo of themselves and you, if you have one to share, along with an explanation of the choice for their name. You can email this information to me [email], or mail it to me [address], or send it to school with your student.

This information will help start our project! The deadline for providing it is [date]. Please take the time to find these materials, and let me know of any questions.

[teacher]

2. 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.



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

- baby pictures (see Preparatory Work)
- ***Dignity Self-Portrait*** worksheet (see Materials)
- ***Dignity Defender!*** nametags (see Materials)

VOCABULARY

- **experience**: an awareness of presence or value
- **human dignity**: the universal, intrinsic, and inalienable value of human persons
- **universal**: every one of us has dignity
- **intrinsic**: our dignity is part of who we are; it is with us our entire life
- **inalienable**: dignity cannot be given to us or taken away from us

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 the place you were born, and share one fact about your parents' culture—where they come from, what sort of ethnicity runs in your family, etc. If you can provide a baby picture to share with the students, share it now. Then ask students to share their baby pictures, and to explain why their parents chose the name they have.

Step 2: Set the ground for human dignity.

Play the **Groupings Galore!** game with students. Ask students to group themselves accordingly to different categories: age, favorite color, number of siblings, birthday month, favorite sport, etc. End with asking students to stand accordingly by category of living being (plant, animal, human). All students should stand in the human category

Step 3: Introduce human dignity, the core concept of the course: What we experienced in this activity is our human dignity—our value as a human person. Every single person has this value, just because he or she is human, even though there are so many things about us that are different!

Write on the board:

- **experience:** an awareness of presence or value.

This is the most important way by which we come to know human dignity: we experience our own mystery, uniqueness, and value, and we can also experience the mystery of another person which is so much like our own!

When we experience another person, we experience their mystery—we experience the life that they are living, that we cannot live; the things about them that we cannot know; a mystery that we cannot ever fully understand. In some ways, every person is like his or her own world!

Teach the three prongs to dignity:

- **universal:** every person has dignity, regardless of abilities, status, etc.
- **intrinsic:** our dignity is with us our entire life; it is part of who we are
- **inalienable:** dignity cannot be given to us or taken away from us

Explain: Human dignity helps us answer the question, “Who are we?” We are human persons who each have dignity.

We have this value always because we are human. All humans share it. It is a value we each should come to know by experience, because we experience that we are not another human person—that no other human person could live our life for us, or know the things about ourselves the way we know them.

What is important also is that we can demonstrate our dignity in the ways we act and the choices we make. We can live more or less excellent lives—we can live lives of respect, or lives of disrespect, for the dignity of the person. We will learn about this in future lessons. For now, we can say that the

most excellent person is the one who lives his or her life respecting human dignity in each of his or her actions.

Students should complete the ***Dignity Defender!*** nametags, and keep on their desks for the duration of the HDC.

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 complete 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 of themselves that they brought to class as part of their preparatory work. If they need the photos salvaged, they can draw themselves instead.

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]

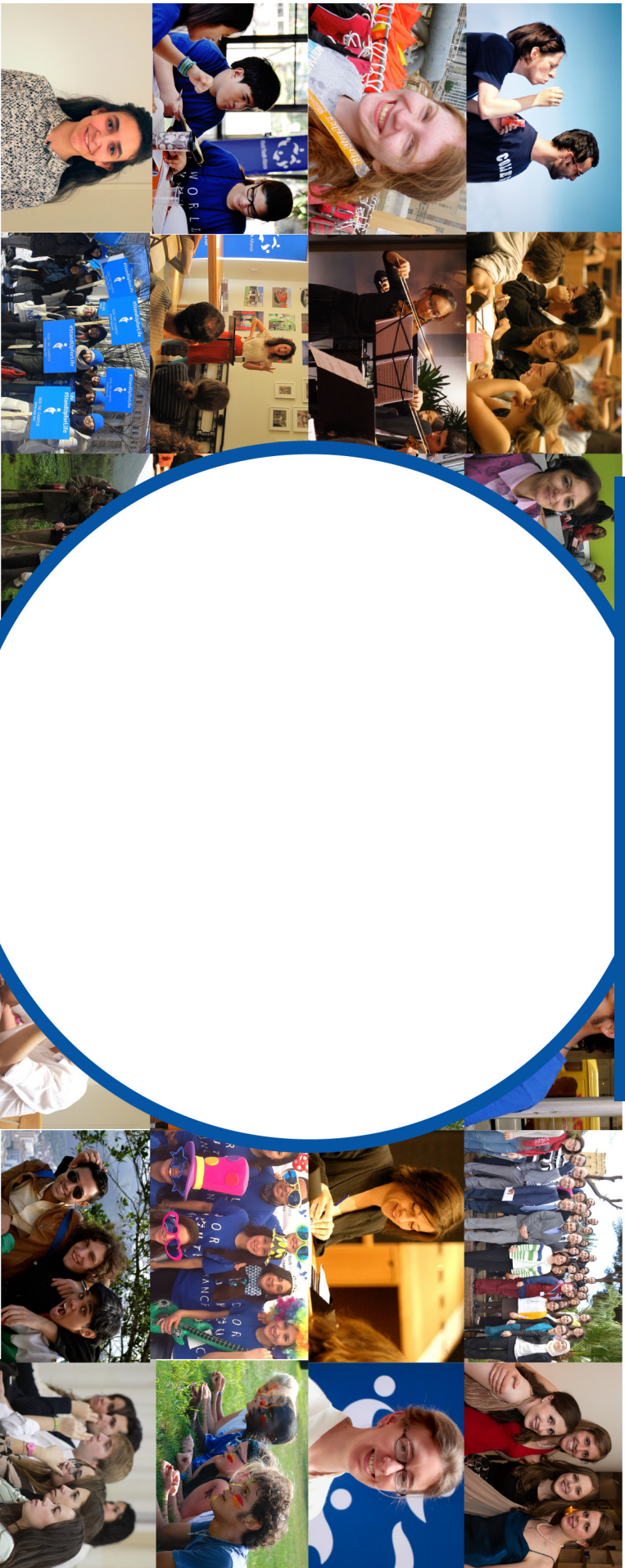
Explain: Today we learned that we have human dignity, our unique value as human persons. Dignity is a part of being human, so all humans share it. Once we know about our dignity, the next step to knowing who we are is learning about the things that we can do—about our powers!—and the ways we can use 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 their family.

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 three things that makes you special. _____

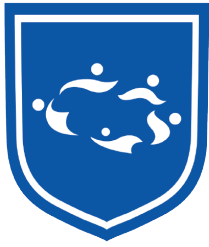
Describe who you want to become. _____



DIGNITY DEFENDER

DIGNITY DEFENDER





PURPOSE

To establish the hierarchy of living beings.

LEARNING OBJECTIVES

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

1. Name and explain the powers that distinguish living beings from non-living things, and plants, animals, and humans from each other.
2. Choose excellent ways to use these powers.

MATERIALS & RESOURCES

- ***Dignity Review*** worksheet (see Materials)
- ***Powers Charades*** flashcards (see Materials)
- ***What Do You See?*** image (see Materials)
- ***Choose Your Own Story*** worksheet (see Materials)

VOCABULARY

- **power**: the ability of a living thing to do something on its own
- **eat**: the power to take in nourishment
- **grow**: the power to increase in size from within
- **reproduce**: the power to create another being of the same kind
- **move from place to place on one's own**: the power for motion from within the body
- **use the senses**: the power to know with the body concrete details about the world
- **emotions**: the body's automatic responses to the world

PROCEDURE

Step 1: Review the previous lesson. Explain: We encounter the dignity of a person every single time that we encounter that person—the unique, special mystery they are.

Hand each student a copy of the ***Dignity Review*** worksheet, turned over. Once all students have a copy, ask them to race to complete the statement on the worksheet with the work bank provided.

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 powers. Explain: To understand more about our own dignity, we're going to have to recall what other creatures live with us on earth.

Write on the board:

- non-living things
- plants
- animals
- humans

Ask:

- What do you think makes each of these categories different from each other?

Write on the board:

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

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. 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 3: Teach the hierarchy of powers.

Ask student volunteers to perform the **Powers Charades**, and with each correct guess, write the three powers of all living things on the board:

- **eat:** the power to take in nourishment
- **grow:** the power to increase in size from within
- **reproduce:** the power to create another being of the same kind

Confirm the importance of the third power by asking: How would our world be different if there weren't any living beings in it? Each of these three powers has a specific purpose. The purpose of each is to help make it possible for plants, animals, and humans to be alive; to have life.

Then place the **What Do You See?** image on the board, and give students a minute to silently decide who sees what. Ask: Who sees a woman? Who sees a saxophone player? 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?

As they guess, 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 (ex. Touch, Sight, Hearing, Smell, and Taste)
- **feel emotions:** the power to react to the world

Explain: Plants use 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 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 try to answer these questions by seeing how these powers can be used in everyday decisions.

Distribute the **Choose Your Own Story** worksheet as an exercise to practice excellence.

Step 5: Summarize.

Explain: Today, we learned about the three powers that distinguishes living beings from non-living beings. We also learned about the three sensitive powers that set apart humans and animals from plants. These powers help us live and learn specific details about the world around us.

We can use these powers 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

Student should complete and return the *Choose Your Own Story* worksheet if they didn't complete it during class.

SUPPLEMENTS

None.



Name: _____

DIGNITY REVIEW

Directions: Complete the paragraph with words from the bank.

I have **(A)** _____. It is **(B)** _____, because every person has dignity, regardless of their abilities, status, etc. It is intrinsic because our dignity is with us our life and it is part of who we are. Lastly, it is **(C)** _____ because it **(D)** _____ be given to us or taken away from us.

Word Bank

Human Dignity	Adult
Replaceable Value	Inalienable
Entire	Temporary
Selective	Cannot
Universal	Can



Name: _____

DIGNITY REVIEW

Directions: Complete the paragraph with words from the bank.

I have **(A)** _____. It is **(B)** _____, because every person has dignity, regardless of their abilities, status, etc. It is intrinsic because our dignity is with us our life and it is part of who we are. Lastly, it is **(C)** _____ because it **(D)** _____ be given to us or taken away from us.

Word Bank

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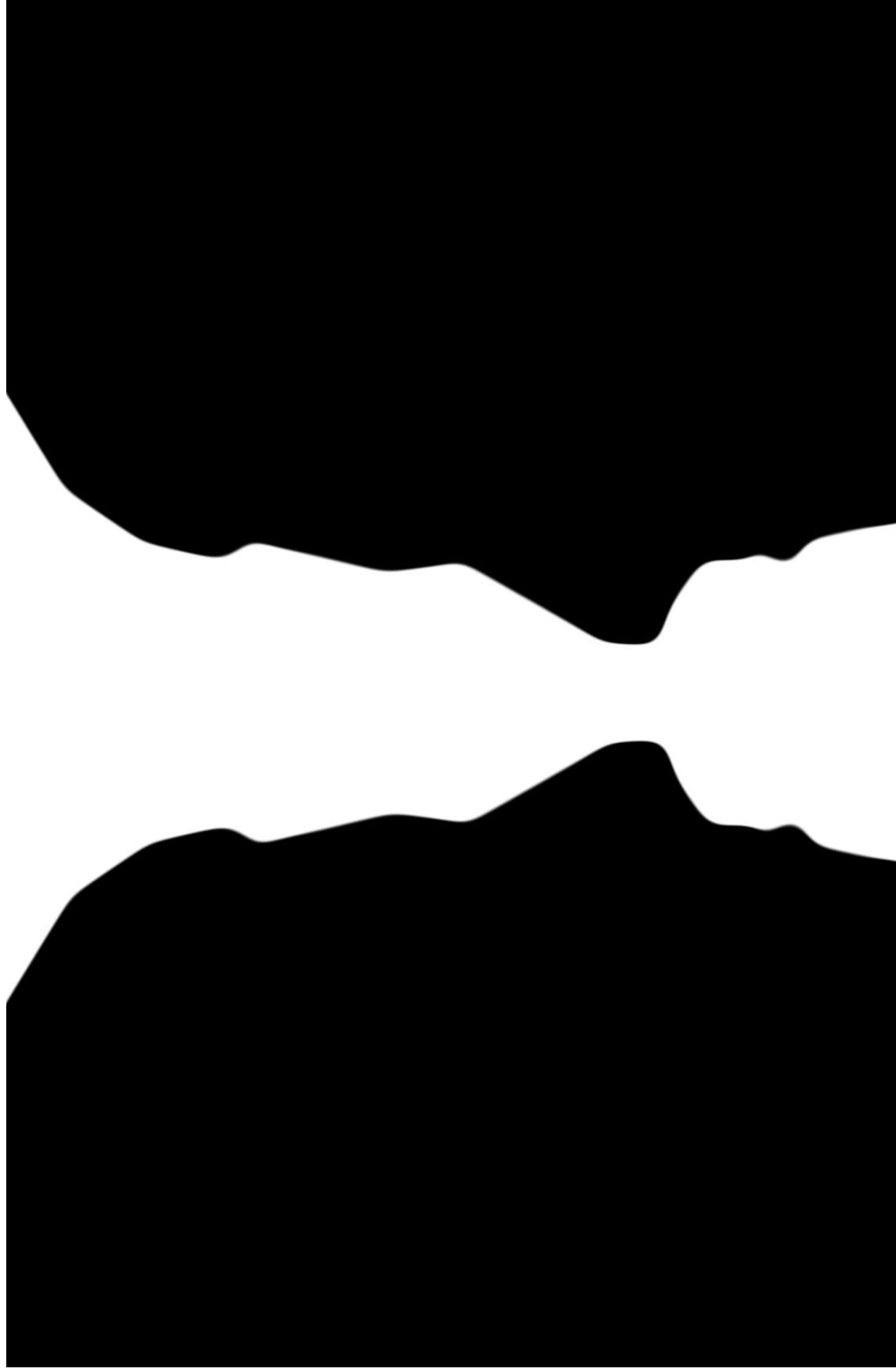
POWERS CHARADES

Show me how a snake eats.

Show me how a flower grows.

Show me what a family picture looks like.

WHAT DO YOU SEE?





Name: _____

CHOOSE YOUR OWN STORY

Directions: Circle your answers, and follow the instructions.

A. My mom made chocolate chip cookies this afternoon. I love chocolate chip cookies, and my mom knows that they are my favorite. They smelled so good that I wanted to eat all of them, but my mom told me that I had to wait until after dinner because we were celebrating my sister's graduation day.

1. I listen to my mom and do not eat any cookies. (If this, go to Point B.)
2. I disobey my mom's request and I eat 3 cookies before dinner. (If this, go to Point C.)

B. It is now dinner time, and I am excited to eat the chocolate chip cookies. But, my dad tells me I have to finish ALL of my green beans before I can have dessert.

1. Even though I don't like them, I know they will make me strong, so I eat all of them. (If this, go to point D.)
2. I dislike green beans, so I will not eat them, even though my dad said so. (If this, go to point E.)

C. As I am hiding and eating my cookies, I suddenly hear my mom come into the kitchen. I do not want to get in trouble, so I pretend that our dog, Sammy, ate the cookies. I put cookie crumbs by Sammy's dog bowl, and then my mom asked me what happened.

1. I felt guilty for what I had done, so I told my mom the truth. (If this, go to point F.)
2. I lied and said that Sammy had eaten the cookies (If this, go to point G.)

D. Since I ate all the food off of my plate, my parents were so proud of me. They said that because I listened to them, I could have 2 chocolate chip cookies and a glass of milk for dessert!

E. My dad was angry that I did not listen to him, so I was sent to my room with no dessert and I couldn't celebrate my sister's graduation.

F. My mom was proud that I had told her the truth, so she decided to give me one more chance. She told me that if I helped with the dishes after dinner she would give me 1 cookie!

G. My mom knew I was lying (as mothers do) and was disappointed in me. She told me that even if Sammy had been the one to eat the cookies it was different because Sammy is just a dog who doesn't know any better. She told me that I was her child, and I do know better because she taught me the difference between right and wrong. So, I should know that disobeying my mom and lying about it is wrong.



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

- ***Make Your Own*** worksheet (see Materials)
- ***My Highlight of the Day*** 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
- **grow**: the power to increase in size from within
- **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.]

Step 2: Teach memory.

Start with the *Pass the Message* game. Break the class into equal-sized groups, and ask them to form a line, with a leader at the front. Whisper this message to every leader: "If we learn about system in science, and numbers in math, in HDC I learn about human dignity."

On your cue, leaders must whisper this message from one student to the next, until the message reaches the last. Ask the last student to approach the board and write the message.

Once students are finished, ask: "What are some abilities you used to repeat the message?" 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 *Pass the Message* game, your memory remembered something that you heard.

Write on the board:

- **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.

Step 3: Teach imagination.

Ask students to complete the *Make Your Own* worksheet: to draw a picture of a fairytale creature (of their own imagination), and to write a brief story.

Once students are finished, ask: "What are some abilities you used to make your image?" Take answers, and direct students to answer with "imagination."

Write on the board:

- **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.

Step 4: Teach instinct.

Lead 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]

Write on the board:

- **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 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 Highlight of the Day* worksheet, writing a short, five-sentence story about what happened to capture their memory. Ask students to include what they saw and how they felt.

SUPPLEMENTS

None.



MAKE YOUR OWN

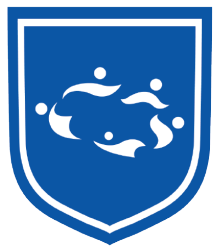
Directions: Draw a fairytale creature, then write a story about it.



MY HIGHLIGHT OF THE DAY

Directions: Write the highlight of each day. In three sentences, Describe what happened, and how it made you feel.

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

- **Pause Game** situations (see Materials)
- **Hatchi: A Dog's Tale – HD Trailer – Coming Soon** video (<https://www.youtube.com/watch?v=Y6U7mAnPtW4>)
- **My Emotions Diary** worksheet (see Materials)

VOCABULARY

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

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: 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?

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 [Hatchi: A Dog's Tale – HD Trailer – Coming Soon](#) video.

Discussion questions:

1. What do you feel after watching the video? How do you know?
2. Where do you experience/show this emotion?
3. Why are you experiencing this emotion?

Step 3: Teach the fundamental emotions.

Explain: 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

Discuss: Our emotions have the following characteristics. We feel emotions because they are responses from our body. It's one of the ways our bodies let us know whether or not something is good or bad for us.

Write the emotion charts on the board:

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

Discuss: Another characteristic is that our emotions are temporary, meaning they only last a limited amount of time. You have probably encountered a time when you felt so mad when your mom asked you to do your chores only to forget that you felt that way a few hours or day later.

Lastly, our emotions are also automatic. We don't control how we feel them but the good news is, we do control the way we express them.

Step 4: 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 one of the books you got for your birthday, and tears a page while reading it.

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 ruin your book. 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 book. I am happy to share, as long as you ask and are careful. I forgive you for tearing a page of my book."

Play the **Pause Game** using the scenarios: Let the class stand in a circle and get two volunteers to stand in the middle. Read a situation out loud and have the two volunteers act out the emotions in a non-excellent manner. When you say "Pause," both will pause and a new student volunteer from the circle should tap one volunteer to replace him. Once you say "Unpause," the old volunteer and the new student volunteer should act the situation out in a version where emotions were expressed in an excellent manner.

Step 5: 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.



PAUSE GAME

One of you just spilled juice on your shirt in public.

One of you is watching a funny video
at a computer in the public library.

One of you accidentally bumped into the other.

One of you left your lunch at home.

Your best friend received a 20/20 on last week's spelling test,
but you made some spelling errors and got a 6/20.



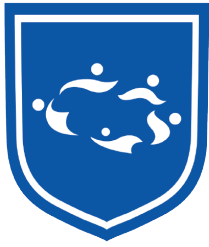
Name: _____

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 envy

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



PURPOSE

To teach the value of art as not only a means of expression but a manifestation of culture.

LEARNING OBJECTIVES

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

1. Exhibit appreciation for how **culture** and **art** can be an expression of one's dignity.
2. Identify experiences of their own wherein culture helped show identity.

MATERIALS & RESOURCES

- ***The Monuments Men | Official Trailer*** video (see Materials)
(<https://www.youtube.com/watch?v=lyQtc309Y9M>)
- ***The World's Homes*** images (see Materials)
- ***School of Athens*** image (see Materials)
- ***My Culture*** worksheet (see Materials)

VOCABULARY

- **culture**: the individual or collective expression of a society, including its beliefs and values
- **art**: a work created by a human person with the intent to express, stir, and uplift the human spirit, or show something of the human experience

PROCEDURE

Step 1: Review the previous lessons. Explain: We've learned about human dignity, which is our unique value as human persons. We have learned that it is **universal**, since every person has it, **intrinsic** since it is with us our entire life, part of who we are, and it's **inalienable**, since it cannot be given to us nor taken away from us.

In our previous lesson, we also learned about how we use our powers. Which three make up our internal senses? [instinct, imagination and memory] And what do we call the reactions to the world we experience? [emotions] Our internal senses and emotions have a huge role in shaping the human experience, especially with the creation of art and culture. We will learn more about this today.

Step 2: Introduce culture.

Ask: Why is art from different cultures so important? Then discuss.

Explain: Culture is made up of a group of people with similar beliefs and traditions, who relate to the world in a similar fashion. Art is a form that different cultures use to relate to the world—a form of communication, a form of storytelling. If you look at art through all the stages of history, they tell stories. Often art is the best way a group of people can fully express themselves, as it has the ability to capture a person's innermost feelings.

So, what happens if I take a group of people, and I destroy all of their artwork? Use your imagination. Let's pretend that each of you painted a picture, and it was the most beautiful picture in the world. The picture showed the things that are most important to you, you used your favorite colors, it showed the way in which you see the world, etc. Let's say you all painted such a picture, and then I came through the room, and I took all of your art. I took everything you have ever created, and I destroyed it. What would happen? Discuss.

If I take away all of your art, everything you have ever created, then I take away your legacy. I take away part of your story. People in the future might not even remember you because I destroyed everything that you ever created. Isn't that sad? Well, guess what? That actually happened.

Show the [***The Monuments Men | Official Trailer***](#) video as an example of how culture survived despite trials.

Explain: World War II took place from 1939-1945. It led to an enormous loss of life on all sides of the war. World War II brought new technologies to war that resulted in a devastating loss of life. Entire groups of people were slated for persecution, most notably European Jews but also others. Hitler understood that in order to conquer nations and peoples, you not only have to win battles, but you have to control the ideas, culture and history. He accomplished that largely through the seizure of art owned by those his regime targeted, as well as censorship of both news and artistic works. He even held a special exhibition in 1937 to mock forms of art he labeled "degenerate." Memory and identity is critical to a culture and for solidarity. It arms people against propaganda and helps them to fight tyranny and dictatorship.

There were some who recognized the importance of preserving the cultural heritage Hitler sought to control, and realized that important works of art were at risk both from the Nazis and from war itself. A book and film were made about these men, calling them the Monuments Men. During the war, their mission was to save and protect artwork. They risked their lives for the art of the people

because they knew that if the art was destroyed, great monuments to cultural memory and value would be lost.

Write on the board:

- **culture:** the individual or collective expression of a society, including its beliefs and values

Explain: Now that we know the importance of culture, we will learn more about how we use it to truly live. Throughout history, culture has been a way for human beings to show how we can adapt to our surroundings. We have used culture not only to make our communities more livable, but also to show who we are as a society. Good examples of these are how different countries build and design their homes in different ways.

Show *The World's Homes* images, explaining them via the accompanying descriptions.

Explain: Every single one of these homes we have looked at are built to provide shelter, but each culture has developed different ways to build homes. This responds to the values, challenges and needs of people living in different times and places. These differences shape the culture around us and the way we live!

Step 4: Introduce art.

Explain: When we talk about culture, the most familiar representation of it is the art created by its society. Art can come in many different forms, may it be in literature, visual arts, theater, dance, or music. What are some works of art you are familiar with?

Write on the board:

- **art:** a work created by a human person with the intent to express, stir, and uplift the human spirit, or show something of the human experience

Show the *School of Athens* image. Ask them what they see and how it makes them feel.

Explain: Raphael's *School of Athens* portrays many prominent ancient Greek and Roman philosophers in one building. Each of these philosophers had his own ideas and philosophies that were different from one another. Raphael's painting shows that, even though each of these ancient thinkers possessed his own unique opinions, they all made valuable contributions to philosophy and culture. The portrait shows how these ideas have changed us in shaping our understanding of the human person.

The two figures in the center represent Aristotle (on the right) and Plato (on the left). Both ancient

thinkers provided the foundations for Western philosophy, but in different ways. Plato’s approach was more abstract, and he focused more on the inner life of the human person. Aristotle, on the other hand, concentrated on the more tangible, concrete elements of human life. This painting is important because it shows us the power of creation, art, culture, and human thought. Portraying these human ideas are so powerful since they can change us for the better: how we think, what we create, and even how we act. Art and philosophy can make important positive changes in our own human lives.

Step 5: Summarize: In this lesson, we saw how our human dignity manifests in our different cultures. We learn more about who we are as people in the kinds of cultural traditions, customs, and practices we have decided to retain throughout generations. This can be so powerful to the point that we can carry this within us despite harsh circumstances, like war, sickness, and other misfortunes. We also learned how art is directly a product of one’s culture and it can be used to express ourselves, stir emotions within us, or uplift our spirits. Art and culture also help us to learn who we are, through a specific time, location and link to those who have lived before us.

FOLLOW-UP & HOMEWORK

Ask students to complete the *My Culture* worksheet.

SUPPLEMENTS

None.



Human
Dignity
Curriculum

THE WORLD'S HOMES #1



This small village in Spain, Mijas, showcases many traditional Spanish-style homes.

This style of home is seen throughout Spain, in both the larger cities as well as the smaller towns.

THE WORLD'S HOMES #2



These ancient cave paintings offer a glimpse into the life of our ancient ancestors.

Cave paintings provide evidence of human life and expression.



Human
Dignity
Curriculum

THE WORLD'S HOMES #3



This traditional Japanese-style home exemplifies a type of architecture especially prevalent in Japan during the 19th and 20th centuries, and these homes are still very common today.



Human
Dignity
Curriculum

THE WORLD'S HOMES #4



These colorful houses are unique to Burano, Italy. A small island off the coast of Venice, Burano is famous for its lace and fishing industry. Every house is painted a bright and vibrant color. The houses are pressed tight together with a simple wooden boardwalk holding everything afloat, as the canals weave in and out throughout the city.

Image: public domain

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Grade 4, L4A - Power of Culture



Human
Dignity
Curriculum

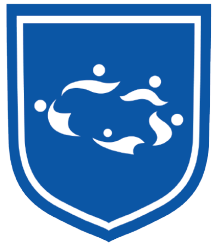
THE WORLD'S HOMES #5



This home is a typical American family home, many of which have a small yard enclosed by a fence.

SCHOOL OF ATHENS





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)
- **15 Popular Riddles for Kids and Everyone** video
(<https://www.youtube.com/watch?v=3ffMTn9cJX4>)
- **10 Awesome Science Experiments To Impress Your Friends** video
(<https://www.youtube.com/watch?v=3ffMTn9cJX4>)
- **Science at Home** 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:

- When you feel angry, do you feel that forever? Why not? [No, emotions are temporary.]
- When you see a scary movie, is it normal to jump in fright? Why? [Yes, because emotions are automatic.]

Emotions are important because they help animals and humans operate in the world. What's different about humans is our power to choose how we can express our emotions in a way that respects the dignity of everybody involved, and we will look at this more in the next lesson. Last time, we learned about the way in which we can channel our imagination, our memory, and our emotions into the creation of art and culture.

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 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

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.

Explain: We just collected certain details about who we are, and connected it to the idea that these details form part of our identity as human beings. That’s exactly how the power to think works. 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 4: Practice the power to think.

Show students the **15 Popular Riddles for Kids and Everyone** video, and work through the riddles with them. Then, once the riddles are completed, show the **10 Awesome Science Experiments To Impress Your Friends** video.

Ask:

- What role did your power to think play in solving riddles?
- How does thinking influence the words we use in communicating with other people?
- 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 the creation of different art with language, as with novels, poems, and fun riddles, as well as helped explore the way the world functions by means of science.

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 by allowing us 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.

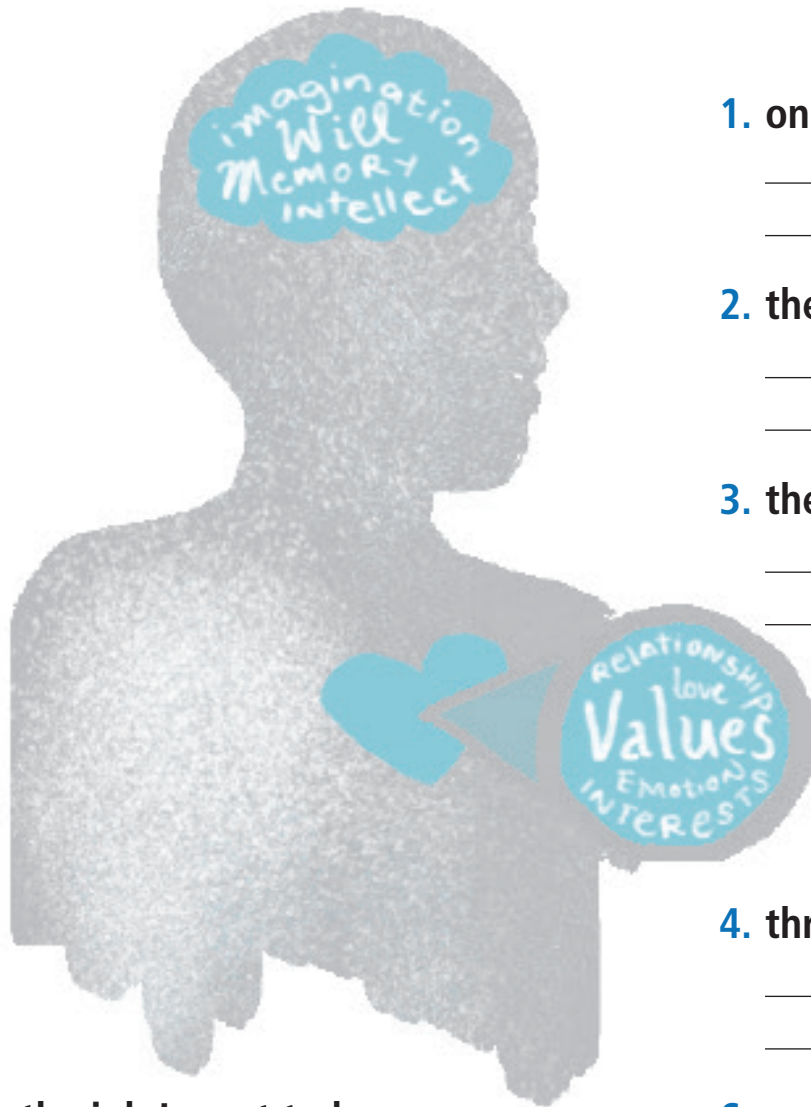
FOLLOW-UP & HOMEWORK

Ask students to complete the **Science at Home** worksheet.



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:

SCIENCE AT HOME

Name: _____

Directions: Look for an item that falls into each category at home, draw it, and explain what it's used for.

Pulley: a wheel that holds a line, used to raise heavy objects.

Lever: a rigid bar used to lift a heavy object.

Example: garage door.

Example: seesaw.

Wedge: a sloping surface.

Wheel & axle: a bar which rotates along with a pair of wheels.

Example: a knife.

Example: office chair.



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 **freedom for excellence**.

MATERIALS & RESOURCES

- **Tic Tac Toe** board (see Materials)
- **Role Playing** list (see Materials)
- **Malala's story – BBC news** video
(<https://www.youtube.com/watch?v=FnloKzEAX7o>)
- **Best Foot Forward** worksheet (see Materials)
- Supplementary materials:
 - **14-year-old's mission to end hunger** video
(<https://www.youtube.com/watch?v=YTI5J0mSxAw>)

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
- **freedom for excellence**: the ability to choose what is good in the long run

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 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.

Ask two to three students to share their **Science at Home** worksheet.

Ask:

- What special human power did you use to complete the assignment? [power to think]
- How does the power to think help us with individual details? [we are able to think about them all together in our mind to solve questions]

Step 2: Teach the power to choose.

Start with a hook. Draw the **Tic Tac Toe** board, and play a game or two with students, to review key concepts from the HDC, as well as practice of their power to choose. At the end, ask: What is the strategy to win this game? How do you choose one box or another? And how did you choose which answer to give for the questions asked?

Then discuss: 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 freedom for excellence.

Draw two large buckets on the board—an “excellent” and a “non-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 two 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?

Explain: There is a very important element to our power to choose. In one way, we can use our power to choose to do whatever want—such as say mean things that can damage a person; or to do something illegal and potentially dangerous, such as run a red light at a traffic stop. This is not, however, what our power to choose is meant for. The mission of the person is to respect human dignity and to grow in excellence!

Write on the board:

- **freedom for excellence:** the ability to choose what is good in the long run

Discuss: This means that, with every choice we make and between all the options we have, we must choose that which best respects human dignity and helps us grow in excellence! This is what it means to be free for excellence.

Role-play with students. Gather a pair of student volunteers in pairs, and assign them one item each from the **Role Playing** list. They should perform this scenario in front of the class.

Ask:

- What choices were made during this role-play? What choices were not made?
- Were the choices excellent? Why or why not?
- What would you have done in this situation?

Watch the **Malala's story – BBC news** video with the class as an example of someone who used her freedom to grow in excellence.

Explain: Malala Yousafzai is a young Pakistani activist for women's and girls' education. From an early age, she made her opinions vocal that all people have a right to education, girls and women included. Her country has undergone the occupation by the Taliban and suffered under its control. The Taliban is a radical group that did not allow women and girls to go to school. Malala knew this was wrong, and she chose to courageously speak out about it, even putting her own life in danger, as the Taliban saw her as a threat and specifically targeted her. Her actions showed her determination and bravery, and it revealed the importance of her cause. She also inspired, and continues to inspire, women and girls across the world in the fight for girls' right to education. In fact, she was awarded the Nobel Peace Prize in 2014, and was the youngest recipient of the award.

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

1. Share your excellent and non-excellent choices with your parents and family. Ask them to share some examples from your family history of excellent choices that people in your family have made.
2. Have the students accomplish the **Best Foot Forward** worksheet for the next class.

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?



TIC TAC TOE BOARD

Why does an older, sick woman have dignity?	List the three internal senses.	Define art.
List one type of movement that only human persons can do.	Define the power to think.	Can a plant choose what it eats? Why or why not?
How do different forms of dance show culture?	Can your teacher take your human dignity? Why or why not?	Does a prisoner for a large crime still have dignity?



ROLE PLAYING LIST

You see a classmate cheat on a geography test.

You are tired after basketball practice, but when you get home, your mom asks you to do the dishes.

You see one of your classmates being made fun of because his/her shirt was on backwards.

You accidentally spilt a drink on the cafeteria floor.

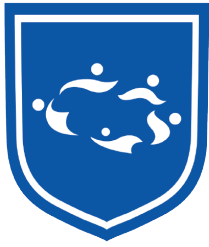
One of your classmates forgot his/her lunch money, and had nothing to eat.



BEST FOOT FORWARD

Name: _____

Directions: Trace your foot in the space below.



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

- **Best Foot Forward** worksheet (see Materials [L4C])
- **Charades: Guess That Quality** list (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 without sadness or frustration

PROCEDURE

Step 1: Review the previous lessons: Last time, we learned about another manifestation of human dignity, which is freedom. We learned about the powers to think and choose, which enable us to use our freedom for excellence. This means that we can use our intentional actions towards things that will help us grow in excellence, not only in ourselves, but also others grow in excellence in the process.

Step 2: Start with a hook. Ask everyone to gather in small groups with their **Best Foot Forward** worksheet prepared. Their foot must already be traced on the paper. You will then ask each student to pass their worksheet around the group and students must write a short message on what they appreciate about the worksheet owner. The teacher may adjust the number of stu-

dents per group and the time for this according to his/her preference. Give them time to read the short messages at the end.

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 how others see our person!

Step 3: Teach the elements of the person.

Explain: Every person has two parts of him—who s/he is on the inside and what s/he can do to reflect this on the outside. Let's see how this works through the **Charades: Guess That Quality** game.

To help students understand the two categories, ask for student volunteers, and play with the list. Students should demonstrate the listed quality, the remainder of the class guessing what they see until they guess the correct quality.

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 without 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 practice one inside trait.

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.



CHARADES: GUESS THAT QUALITY

patient

hard-working

kind

artistic

musical



CHARADES: GUESS THAT QUALITY

athletic

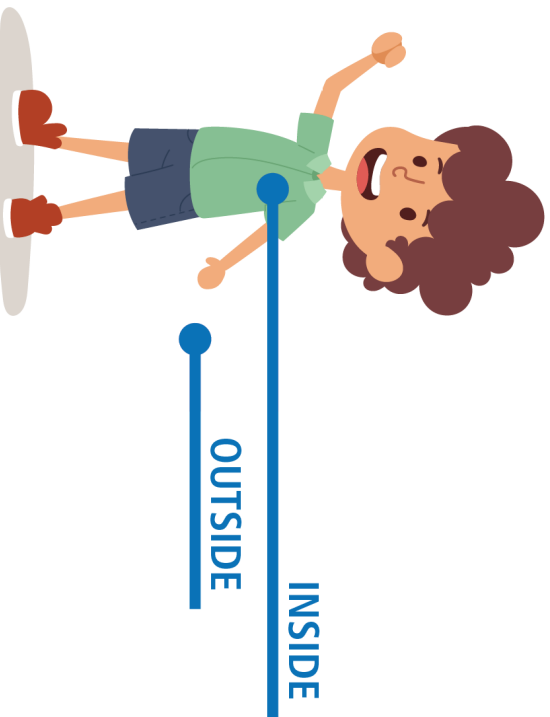
generous

imaginative

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:



Human
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Curriculum

IT'S HARD FOR ME #1

I try to be more patient with my family, but my siblings have been annoying me lately, and my parents always ask me to do chores when I don't feel like it. It would be easier to shout at my siblings, since I am angry, and ignore my parents' requests, since I really don't want to do my chores. It would be harder but better to....

Grade 4, L5A - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #2

I want to try and be more generous, but when my friends ask me to borrow my things, I immediately worry that they will get broken. It would be easier to keep everything for myself and not to share. It would be harder but better to...

Grade 4, L5A - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #3

I want to try harder in school and do all my homework so I can learn a lot and get good grades, but that requires a lot of effort and discipline. I would have to do homework every single day, and now I only do homework once a week. It would be easier to keep going as I am and not change my habits. It would be harder but better to...

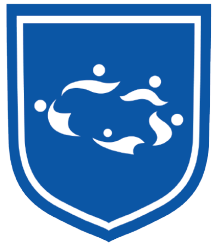
Grade 4, L5A - Choosing for Myself



Human
Dignity
Curriculum

IT'S HARD FOR ME #4

I want to be kinder to my classmates, but sometimes they make fun of me, since they tease me sometimes and make fun of my clothes. It would be easier to tease them back or say unkind things to them in response. It would be harder but better to...



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

- **Before & After** worksheet (see Materials)
- **Freeze Game** list (see Materials)
- **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. Ask students how they practiced effort and patience in order to make excellent choices this week. Allow 2-3 answers for sharing.

Step 2: Transition to this lesson: In this class, we have learned how the powers to think and choose allows us practice freedom for excellence as a way to manifest our human dignity. Last time, we talked about making choices that will make us grow more excellent on the inside. Now it's time to see what kind of choices we can make to grow more excellent on the outside.

Step 3: Establish the importance of making healthy decisions about the body.

Hand students the **Before & After** worksheet, asking them to compare their bedrooms with and without regular cleaning.

Ask:

- Why do you like the room in Box 1?
- Would you like to keep using it when it turns into the picture in Box 2?

- Do the choices to keep our surroundings clean help or hurt our pursuit of becoming excellent? Why or why not?

Explain: Our bodies play a big role in making our freedom for excellence possible, since our freedom is precisely what enables us to carry out these decisions in physical actions. For example, do you think you can study hard today if you lack sleep from staying up all night? How about doing your homework at a desk full of week-old candy wrappers and dust? Small things like being aware of your own health and cleaning the space you live in are necessary in accomplishing big things. We truly pursue excellence if we are also willing to do the small things, like chores, that come with them.

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.

Play the **Freeze Game**, using the list. Divide the class into two with one group acting as the distractors, another as the actors. When you read out an action from the list, the actors should act it out. When you say "Freeze," the actors should pause. The distractors should find a way to make the actors laugh or move without touching them. You may list at least five actions out loud.

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.

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.

Name: _____

BEFORE & AFTER

Directions: Draw your bedroom in Box 1. Draw what that room will look like if it hasn't been cleaned in a month in Box 2.

1.

2.



FREEZE GAME

Directions: Read the following list of instructions. Students should line up accordingly.

1. Act out something that will make you physically stronger.
2. Act like you smell something really gross.
3. Act like your favorite sports team just won the championship game.
4. Act like your favorite animal.
5. Act like you just saw something really scary.

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: _____

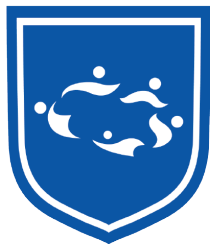
day #1	day #2	day #3	day #4	day #5	day #6	day #7

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 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. Determine the choices that pursue the good for one's self and others.
2. Explain that solidarity is a communal pursuit of human excellence.

MATERIALS & RESOURCES

- ***Number the Stars*, Lois Lowry** book
- ***Thinking of You!*** worksheet (see Materials)
- Supplemental materials:
 - organization that receives cards, i.e., ***Cards for Hospitalized Kids*** (<http://www.cardsforhospitalizedkids.com/>)

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
- **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 this week using one of their gifts/talents/hobbies.

Explain: Last time, we talked about how the kinds of choices that we make will help us grow in excellence. This is because our human dignity, which is our special value as persons, is manifested through this kind of freedom. We also learned how values, like effort and patience, help us to make these choices. Today, we're going to talk about using our freedom to choose what is good, not only for ourselves, but for others as well.

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.

Step 3: Teach self-gift in solidarity.

Explain: We are going to read a story about the way in which one character and her family give themselves to another character. Think about how the family *gives*—what it means for the family to *give* of themselves.

Read an excerpt from the *Number the Stars, Lois Lowry* book (“Chapter 5: Who is the Dark Haired One?”—“Annemarie eased the bedroom door open quietly, only a crack, and peeked out...She looked down, and saw that she had imprinted the Star of David into her palm.”)

Ask:

- How did the Annemarie and her family give of themselves?
- Was it hard for them to give? Why?
- Do we each have something to give?
- What are the different things we can give?

Explain: 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 with others.

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. Our family is also a place where we live in solidarity, and learn to live as self-gift for each other.

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. Committing to these two traits are ways of growing in solidarity. Solidarity is an expression of our self-gift for others. When we live in such a way to give ourselves, and to receive others as a gift, we live in solidarity.

If time permits, ask students to complete the *Thinking of You!* worksheet.

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. Self-gift is a way we can grow more in solidarity with others in our life.

FOLLOW-UP & HOMEWORK

Ask students to complete the *Thinking of You!* worksheet, and mail students' cards to an organization that receives cards, i.e., *Cards for Hospitalized Kids*.

SUPPLEMENTS

None.

(date)

THINKING OF YOU!

Dear _____,

Today I wanted to write you a note to let you know that I'm thinking about you!

With love,

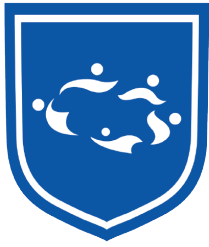
(date)

THINKING OF YOU!

Dear _____,

Today I wanted to write you a note to let you know that I'm thinking about you!

With love,



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)
- **Solving Injustice** worksheet (see Materials)
- Supplemental 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: 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 help each other to achieve it. 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. You will want to highlight concepts from the last lesson as well: friends give of each other in self-gift and don't use one another; and they are willing to sacrifice for their friend in solidarity.

Write on the board:

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

Ask students to complete a *My Friend Profile* worksheet to demonstrate understanding of friendship.

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* 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 helps us

grow more in excellence. Remember that justice recognizes the objective value of each human person, regardless of how we feel about someone or a situation with our emotions.

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.

Ask:

- 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

Step 4: 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 complete the *Solving Injustice* worksheet.

SUPPLEMENTS

None.



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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. _____



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:

Where did you meet this 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. How will you practice it?

Think of one habit you have that does not pursue excellence. (For example: You are always late to class.) How can your friend help you overcome this habit?



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Name: _____

SOLVING INJUSTICE

Directions: List two cases of injustice you see in the world around you. Choose one, and explain how you want to respond to it.

1. _____

2. _____

MY RESPONSE



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Curriculum

Name: _____

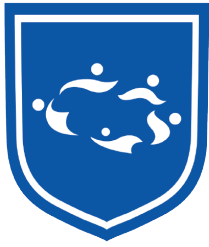
SOLVING INJUSTICE

Directions: List two cases of injustice you see in the world around you. Choose one, and explain how you want to respond to it.

1. _____

2. _____

MY RESPONSE



PURPOSE

To introduce the connection of love to human dignity.

LEARNING OBJECTIVES

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

1. Understand the different types of love they experience.
2. Explain how **love** affirms human dignity.

MATERIALS & RESOURCES

- ***Paint Me a Picture Game*** list (see Materials)
- ***Simple Gifts, arranged by Mack Wilberg – Mormon Tabernacle Choir*** video (<https://www.youtube.com/watch?v=OXDW-J3U2g4>)
- ***Simple Delights*** worksheet (see Materials)
- Supplemental materials:
 - ***Simple Gifts*** lyrics (<http://www.americanmusicpreservation.com/JosephBrackettSimpleGifts.htm>)

VOCABULARY

- **love:** our choice to affirm the good in another person by recognizing and respecting their human dignity

PROCEDURE

Step 1: Review the previous lessons. Explain: For the past lessons, we have learned about solidarity as another manifestation of our human dignity. We learned how we can do this through self-gift in our authentic friendships. Lastly, we also discussed how justice plays a role in showing respect for our and others' dignity. Today, we are going to talk about a concept related to how we can deepen our way of affirming other people's dignity: love.

Step 2: Introduce love.

Start with a hook.

Ask the kids to play the game *Paint Me a Picture Game*. Use the provided list.

Divide the class into groups. Give the groups a scene to depict. Give the groups one minute to quickly plot how they'll "paint" it with their bodies before saying, "Paint me a Picture." This cues them to hold still like a painting for the class, each group by rotation.

Explain: We all know what it looks like to spend time and feel happy in the company of the people we love. It is something we encounter every day in books, films, and our daily lives. Love is something we see so often that we sometimes forget how valuable it is. We feel happy to feel loved by our family and friends and we show them love because it is a way to affirm our human dignity as well as theirs!

Write on the board:

- **love:** our choice to affirm the good in another person by recognizing and respecting their human dignity

Explain: When we look at this definition of love, we can see that love not only involves the recognition of another's dignity but also the choice to help them pursue it. That's what makes the act of loving hard sometimes, because love requires us to look beyond ourselves and towards the need of another person. We call this **self-gift**.

Step 3: Further the understanding of love.

Explain: Today we are going to listen to an American Shaker folk song called, "Simple Gifts." The song teaches us what it means to love.

Play the *Simple Gifts, arranged by Mack Wilberg – Mormon Tabernacle Choir* video.

Provide a copy of the *Simple Gifts* lyrics if helpful for students to appreciate the song. Play the song once more. You can invite the whole class to sing together.

Explain: The song tells us that to be in the "valley of love and delight," we need to be simple, free, and come down to the place where we belong. What does this mean? It means that to experience love we cannot be proud, and cannot feel we are better than others, but need to work to be good and free ourselves to love and be loved. We have to be simple and good ourselves. This is an important way for us to work on ourselves to make sure that our human dignity shines through so that others can see how loveable we are!

Give students the *Simple Delights* worksheet, and instruct them to draw a picture of some of the “Simple Delights” that they show to people around them. Explain: Perhaps it is when you sing, or when you dance, or when you sit quietly and read or draw. Perhaps it is when you have a walk or conversation with one of your parents or someone you love. Is it when you are tired and give your parents a hug and kiss goodnight?

Step 4: Summarize: Today we learned about love and how it involves and requires self-gift to give ourselves to another. We also learned how love entails a kind of simplicity in the way we see ourselves. We do all of these things in order to show our love for someone. However, we must always remember that this must be done in ways that will affirm our own dignity as well.

FOLLOW-UP & HOMEWORK

Ask students to bring home their *Simple Delights* worksheet, and show it to their parents.

SUPPLEMENTS

None.



PAINT ME A PICTURE GAME

a family reunion

you and your best friend go out for ice cream
to celebrate his birthday

Your soccer team wins the tournament, and you all congratulate each other, since you played well as a team and had respect for one another and the opposing team. You shake the hands of the losing team, since everyone tried hard, and played with courage and respect.

You've been having trouble in math class lately, so you and your math tutor have been working really hard to make sure you understand the concepts. Your tutor is kind and patient, and you've been working as a team. On your last test, you got an A! You celebrate with your tutor, who is very proud of you.

You and your siblings surprise your parents by cleaning the house and cooking dinner for them. Your entire family enjoys the nice meal together.



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Name: _____

SIMPLE DELIGHTS

Directions: Draw two ways you are a simple delight to the people around you.

1.

2.



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Curriculum

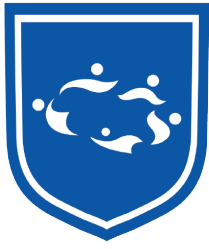
Name: _____

SIMPLE DELIGHTS

Directions: Draw two ways you are a simple delight to the people around you.

1.

2.



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

- **My Hero** worksheet (see Materials)
- **I Want to Be A Hero** worksheet (see Materials)

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. Play the **1, 2, 3 Affirm!** activity. Ask students to form two circles. The inner circle will stay seated while the outer circle will move clockwise. When you say, 1,2,3 Affirm!, the students will stop at a person from the inner circle and say: You are (positive trait). The teacher may ask the outer circle to sit down and let the inner circle move next time.

Explain: Last time, we learned how love affirms our human dignity—and recognizes the value of another by helping them grow in excellence. This can be seen in the big things as well as the small things, like showing appreciation with a compliment. We also learned about how love calls for selflessness and that we must practice a kind of simplicity to properly express this love.

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: True heroes, whether they are known by the entire world, or whether they're hidden and quiet, are those who live an excellent life. What we often forget is that they weren't always heroes in the beginning. They *become* heroes by developing excellent habits—those regular, intentional actions that pursue excellence. We say "pursue" because it is something they constantly have to strive for, even if it starts becoming hard. They have to start with choosing one excellent decision which lead to more choices and circumstances. But despite the challenges this entails, the good news is that it is possible and worth it!

Read the **Desmond Doss** story out loud.

Desmond Doss was an American man born in 1919. He served in the U.S. army during World War II, but due to his personal beliefs and religion, he vowed not to kill. Because of this, he did not carry a gun into battle. He enlisted as a medic, whose purpose was to administer medical care to wounded soldiers in his regiment. In 1945, he went into the Battle at Hacksaw Ridge on the Japanese island of Okinawa. His regiment was instructed to retreat due to heavy gunfire, but Doss stayed behind, refusing to leave his fallen comrades. He demonstrated incredible courage and his loyalty to his fellow soldiers as he continued to rescue approximately 75 men from danger and gunfire. The entire time, he was without a weapon: he ran across the enemy line over and over again and continued to bring his comrades to safety, risking his own life to save others.

Ask:

- What characteristics makes Desmond Doss a hero?
- Why do you think he chose to save lives?

Teach the three characteristics of a hero.

Write on the:

1. Heroes pursue excellence every day.
2. Heroes persevere. (Explain: When heroes fail, they choose to try again.)
3. Heroes respect human dignity.

Ask:

- With every man he saved, Desmond would say, "Just one more, Lord, just one more"—never letting a single man remain behind. How does this respect human dignity?
- What are some places in our lives we can do a better job not leaving others behind?

Step 4: Ask students to complete the **My Hero** worksheet, completing an essay about a person they recognize as heroic.

Step 5: Summarize: Today, we have begun to see how everything fits together. Despite sharing powers with others creatures on earth, only humans can become heroes since we have the powers to think and choose. These come into play when we choose to practice consistency and perseverance in the daily choices we make to grow in excellence. We do all this as we respect our own and others' dignity in the process.

FOLLOW-UP & HOMEWORK

Ask students to share their *My Hero* worksheet with parents, and to complete the *I Want to Be A Hero* worksheet before the last class.

SUPPLEMENTS

None.



MY HERO

Name: _____

Directions: Write an essay about a heroic person in your life. Explain who they are, why they are your hero, what heroic actions they have taken, and what challenges they have faced during their life.

[illegible]

MY HERO

Name: _____

Directions: Write an essay about a heroic person in your life. Explain who they are, why they are your hero, what heroic actions they have taken, and what challenges they have faced during their life.

[illegible]



I WANT TO BE A HERO

Directions: Answer each question below.

1. Someone twists their ankle during recess. What do I do?

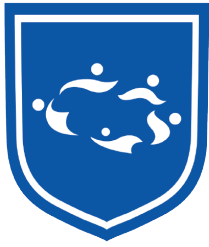
2. Someone misplaced their library book. What do I do?

3. My bedroom is messy 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?

6. My neighbor is leaving town for a week and needs someone to water her garden. What do I do?



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.

Ask: What are the three main things we've learned about our human dignity? Allow the students to answer the following:

- **universal:** every person has dignity, regardless of abilities, status, etc.
- **intrinsic:** our dignity is with us our entire life; it is part of who we are
- **inalienable:** dignity cannot be given to us or taken away from us

Explain: 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 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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