

Human
Dignity
Curriculum

HUMAN DIGNITY CURRICULUM

KINDERGARTEN



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

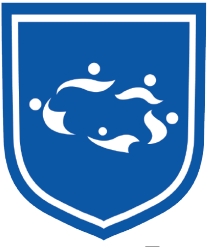
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To prepare for the Human Dignity Curriculum (HDC), the following things should be done:

1. Students should bring in a photo or a drawing of themselves, using the ***Dignity Self-Portrait*** outline. The photo/drawing will be used during a later class activity.
2. 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.
3. **Supplement:** An additional activity the teacher can consider doing with students is the “excellence jar,” in which each individual student receives his or her own mason jar, collecting into it marbles as excellent habits are completed or practiced over the course of the HDC. This will need to be customized per every teacher, depending on material availability and capacity for parental involvement.
4. **Supplement 2:** An additional activity the teacher can consider doing with students is the “star chart,” in which each individual student receives a chart to which the teacher can apply stars over the course of the curriculum, as students participate in class. Assignments that require parent supervision and accountability can receive extra stars.

DIGNITY SELF-PORTRAIT

The form consists of two identical rectangular frames, each defined by a dashed gray border. Inside each frame is a large, solid blue circle. These circles are intended for a self-portrait activity where students draw their faces and bodies within the circles.



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

- **"I Am" Game** list (see Materials)
- **Dignity Song** lyrics (see Materials)
- **Dignity Self-Portrait** outline (see Materials [for Preparatory Work])
- **Dignity Cut-Outs** worksheet (see Materials)
- **Dignity Self-Portrait** worksheet (see Materials)
- Supplementary materials:
 - magazines

VOCABULARY

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

PROCEDURE

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

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

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

Then introduce yourself. Share one or two moments from your life in which you knew—i.e., by what another person said or did—that you knew you were loved and important to them.

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

Play the ***“I Am” Game*** with students. Read from the list one-by-one, and ask students to move to one side of the room if the statement read is true about them versus another side of the room if the statement is untrue.

Ask:

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

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

Write the ***Dignity Statement*** on the board.

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

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

To help students remember, teach them the ***Dignity Song***, and sing it to reflect on the dignity of each.

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

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

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

Student should complete the ***Dignity Self-Portrait*** worksheet. They can cut out the three images of a human person with the ***Dignity Cut-Outs*** worksheet, then add the ***Dignity Self-***

Portrait outline of themselves. (One alternative would be to use magazines to create a collage of people.)

Step 5: Summarize.

Begin with a share-out:

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

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

FOLLOW-UP & HOMEWORK

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



"I AM" GAME

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

I like to wear pink nail polish.

I like to read.

I have three siblings.

I am wearing a t-shirt.

I am a sister.

I have no siblings.

I am a son.

I like to draw.

I am curious.

I am wearing a handband.

I am a sports player.

I am kind.

I am a musician.

I am adventurous.

I am a dancer.

I was born in the USA.

I am a girl.

I am a boy.

I am a student.

I am a human person.

I have dignity.



MY NAME IS _____, AND

I HAVE HUMAN DIGNITY!





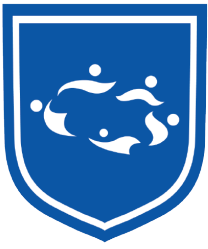
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DIGNITY SONG
to the tune of
Twinkle, Twinkle Little Star

Dignity is human worth
I know everyone has value

[Student Name] has human dignity
Just like you and you and me
Dignity is human worth
I know everyone has value*

*Repeat second verse for each different student.



PURPOSE

To distinguish living beings from non-living things.

LEARNING OBJECTIVES

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

1. Name and explain the three powers that distinguish living beings from non-living things.
2. Distinguish between good and bad choices with using these powers.

MATERIALS & RESOURCES

- ***Powers of Living Things*** flashcards (see Materials)
- ***I Grow in Stages*** flashcards (see Materials)
- ***Good Choice/Bad Choice*** labels (see Materials)
- ***Choices List: Eating & Growing*** list (see Materials)
- ***Living & Non-Living*** worksheet (see Materials)

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lesson. Repeat with students the ***Dignity Song***.

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

All Living Beings: Powers to Eat, Grow, Reproduce

Human Dignity Curriculum – Grade K | Lesson 2

Draw and label the following chart on the board. Then, ask for student volunteers to add the **Powers of Living Things** flashcards to the correct empty space on the board (to identify the living being and power represented in each image) .

	plants	animals	humans
eat			
grow			
reproduce			

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

Step 3: Teach the three powers all living beings share, asking students to demonstrate an understanding of each power as you write the definition on the board.

- **eat:** the power to take in food
 - Show me how a snake eats.
 - Show me how a human eats.
- **grow:** the power to increase in size from within
 - Place the **I Grow in Stages** flashcards on the board, and work with kids to place them in the correct order.
- **reproduce:** the power to create another being of the same kind
 - Ask: How do more trees grow in a forest, or more flowers in a garden?

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

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

Step 4: Help students practice excellent decision-making.

Set out two chairs at the front of the room, and on each chair, tape one of the two **Good Choice/Bad Choice** labels. Line students up in two lines. Read from the **Choices List: Eat-**

ing & Growing, and have the first student in each line run to the correct chair that identifies whether the listed choice is a good choice or a bad choice.

Once the list is completed, discuss with students. Ask: Why? For bad choices: What could be better done?

Step 5: Summarize.

Begin with a share-out:

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

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

FOLLOW-UP & HOMEWORK

Ask students to complete the **Living & Non-Living** worksheet.

POWERS OF LIVING THINGS





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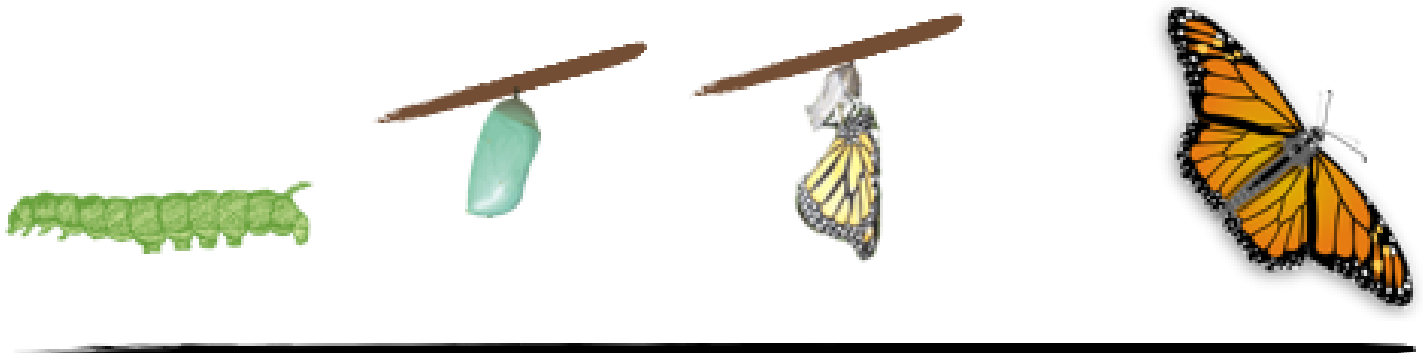


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Grade K, L2 - Powers to Eat, Grow, Reproduce

I GROW IN STAGES

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Grade K, L2 - Powers to Eat, Grow, Reproduce





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Grade K, L2 - Powers to Eat, Grow, Reproduce



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Grade K, L2 - Powers to Eat, Grow, Reproduce



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Grade K, L2 - Powers to Eat, Grow, Reproduce

GOOD CHOICE



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BAD CHOICE



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CHOICES LIST: EATING & GROWING

Directions: Set out two chairs at the front of the room, and on each chair, tape one of the two *Good Choice/Bad Choice* labels. Line students up in two lines. Read from this list, and have the first student in each line run to the correct chair that identifies whether the listed choice is a good choice or a bad choice.

drinking milk every day
not washing my hands before I eat
sleeping enough hours every night
chewing my food before I swallow it
snacking on a whole bag of potato chips
stealing apple slices during lunch
playing video games every night
stretching my muscles after soccer
refusing to help wash dishes
exercising a little every day
eating candy before dinner
never eating my vegetables
drinking lots of water
learning how to swim

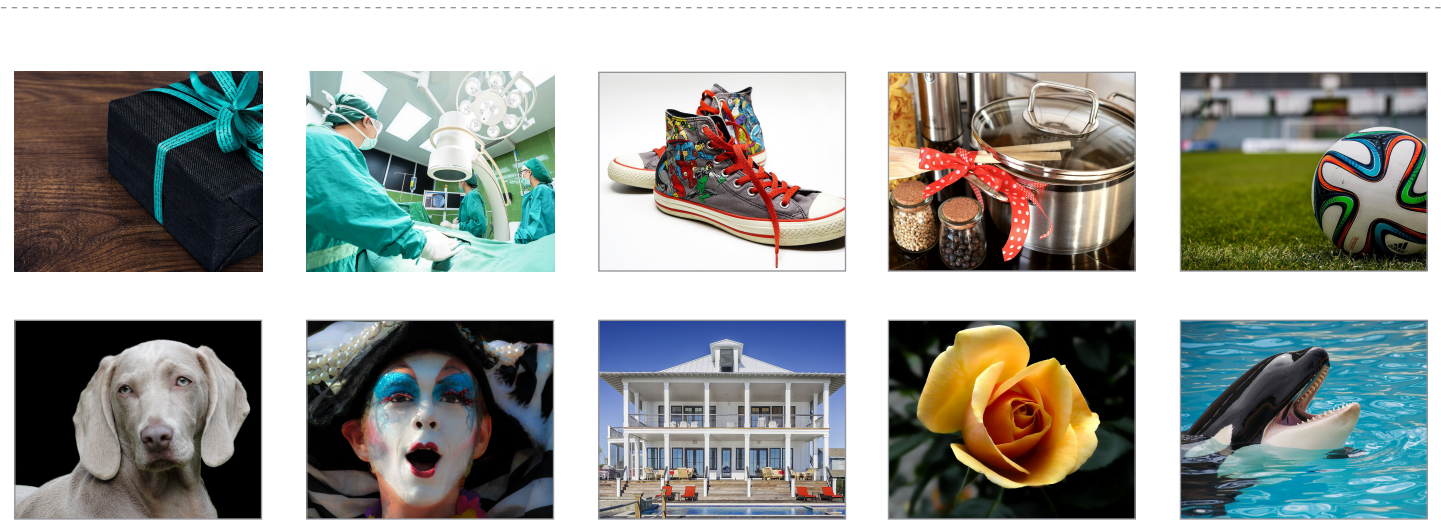


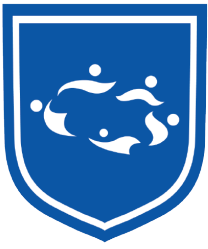
Name: _____

LIVING & NON-LIVING CHART

Directions: Cut out the images of living beings and non-living things at the bottom of the page, and glue or tape them into the correct column.

LIVING BEINGS	NON-LIVING THINGS





PURPOSE

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

LEARNING OBJECTIVES

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

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

MATERIALS & RESOURCES

- **Five Senses** signs (see Materials)
- **The Five Senses Stations** materials [to be determined by teacher/classroom]
- **Senses Around Me** worksheet (see Materials)

VOCABULARY

- **sight**: the use of eyes to see, to recognize differences in light, colors, shapes, etc.
- **sound**: the use of ears to hear, to recognize differences in noises, etc.
- **smell**: the use of the nose to recognize differences in scents, etc.
- **taste**: the use of the tongue to recognize differences in flavors, etc.
- **touch**: the use of skin to recognize differences in textures, temperature, size, etc.

PROCEDURE

Step 1: Review the previous lessons.

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

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

Step 2: Teach the five (external) senses.

Draw a human body on the board, and work with students to identify and label each of the five senses of the human body.

Then use the **Five Senses** signs to set up **The Five Senses Stations**, as access to materials permits. Give students a chance to rotate through to use each sense—scooping beans or pouring water from cup to cup for touch, or safe/not safe sorting for touch; an “I Spy” station (to look for something in the classroom) or class eye color graph for sight; counting out coffee beans, smelly jars, or good smell/bad smell sorting for smell; a speaker, a ball, or other sound-making devices for sound; and grapes, M&Ms, good taste/bad taste sorting, or taste stations for taste.

Step 3: Teach 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

Identify two senses we use in each example: (1) helping my grandpa cross the street, (2) blowing on my hot soup before taking a bite.

Ask:

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

Step 5: Summarize.

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

FOLLOW-UP & HOMEWORK

Ask students to complete the **Senses Around Me** worksheet.

SIGHT



SOUND





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SMELL



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Grade K, L3A - Our Five Senses

TOUCH



TASTE



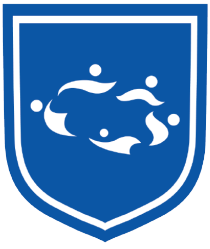


Name: _____

SENSES AROUND ME

Directions: Write or draw the first three things that you see, smell, hear, and touch on your street or in your home.

	1	2	3
SEE			
SMELL			
HEAR			
TOUCH			



PURPOSE

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

LEARNING OBJECTIVES

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

1. Name and explain **three new senses**.
2. Recognize a personal use of each sense.

MATERIALS & RESOURCES

- **Memory Game** materials
- **Charades** images (see Materials)
- **Dress Yourself!** worksheet (see Materials)
- Supplemental materials:
 - **I Remember** visual aid (see Materials)
 - **I Remember** worksheet (see Materials)
 - **Pairs Game** worksheet (see Materials)
 - magazines
 - **Red Light, Green Light Game** instructions
(<http://www.playworks.org/blog/game-week-red-light-green-light>)

VOCABULARY

- **memory**: the ability to remember knowledge
- **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? [eat, grow, reproduce]

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 five senses.]

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

Step 2: Teach the three new (internal) senses.

Start with a hook. Play the **Memory Game**. Place an assortment of materials on a platter and cover. Show kids the items, and ask them to memorize the items and their order. Then cover the platter, reorder the objects (and switch out some of them for new objects), and ask students to remember the order of items and those which are now missing or new.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with “memory.”

Write on the board:

- **memory**

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

Supplemental Activity:

- If time permits, or if materials are unavailable, have students complete the **I Remember** worksheet. Show the **I Remember** image, and ask students to draw as many details as they remember from the original image.
- Students can also play the **Pairs Game** in teams of two. All cards are turned upside down. Students turn two cards over, one at a time. For every matching pair, the student gets to take another turn. The student with most pairs wins.

Then, tell students they will use another ability—and then play with them **Charades**. Choose student volunteers, and ask them to act out the animal portrayed on each charades card.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with “memory.”

Write on the board:

- **imagination**

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.

Supplemental Activity:

- If time permits, or if materials are unavailable, have students complete a collage on blank construction paper, using photos from magazines, to depict a story.

Finally, play the *Red Light, Green Light Game*.

Once students are finished, ask: What ability did you use to play this game? Take answers, and direct students to answer with “instinct.”

Write on the board:

- **instinct**

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 3: Summarize: We learned today about another power shared by animals and humans: the ability to use these three new senses to build our knowledge about the world. We learn about the world around us with our five senses, and then process and keep that information inside us with these new senses. We can use what we learn in different ways, including to respect our human dignity and grow in excellence.

FOLLOW-UP & HOMEWORK

Ask students to take home and complete the *Dress Yourself!* worksheet, designing an outfit for themselves—if they could wear anything in the world.

SUPPLEMENTS

No supplements.



CHARADES





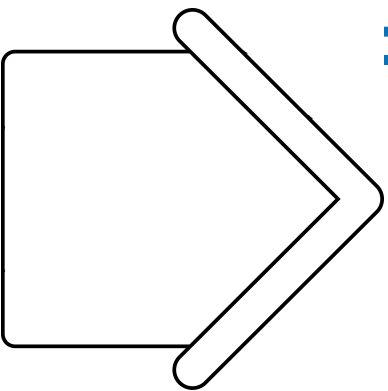
CHARADES



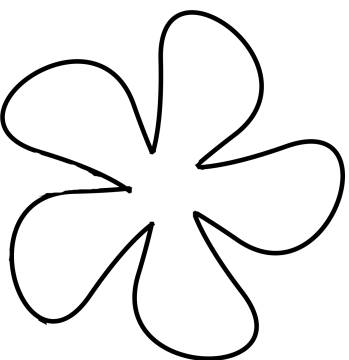
I REMEMBER

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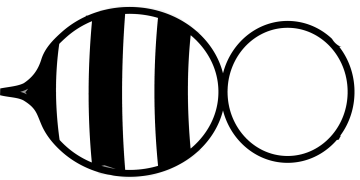
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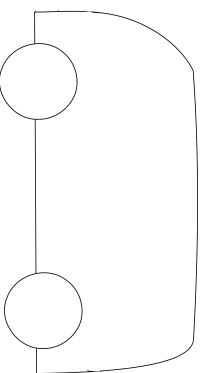
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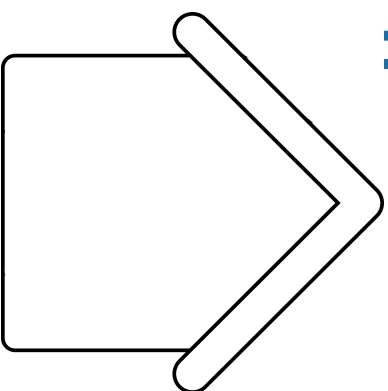
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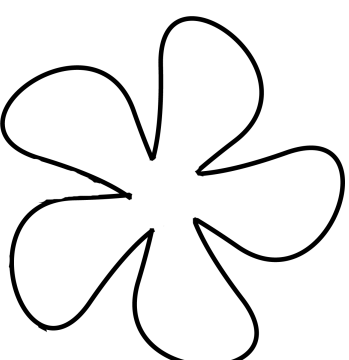
I REMEMBER

Name: _____

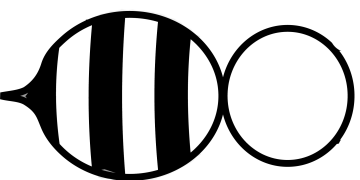
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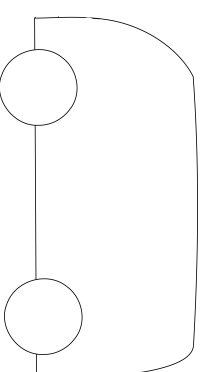
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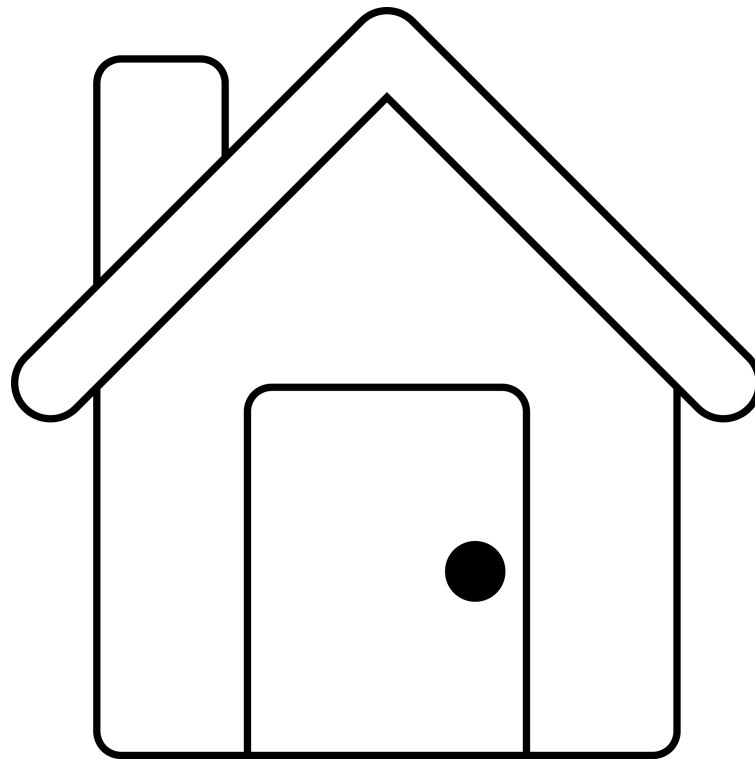
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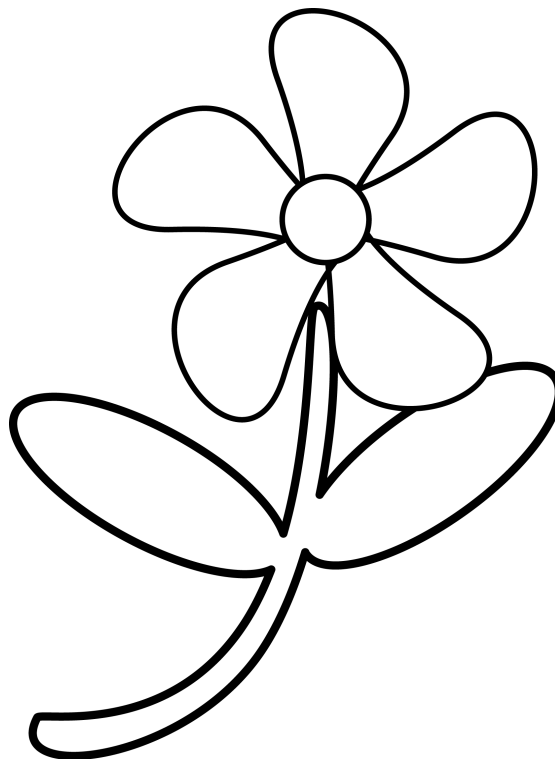
I REMEMBER: A HOUSE



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Grade K, L3B - Three New Senses

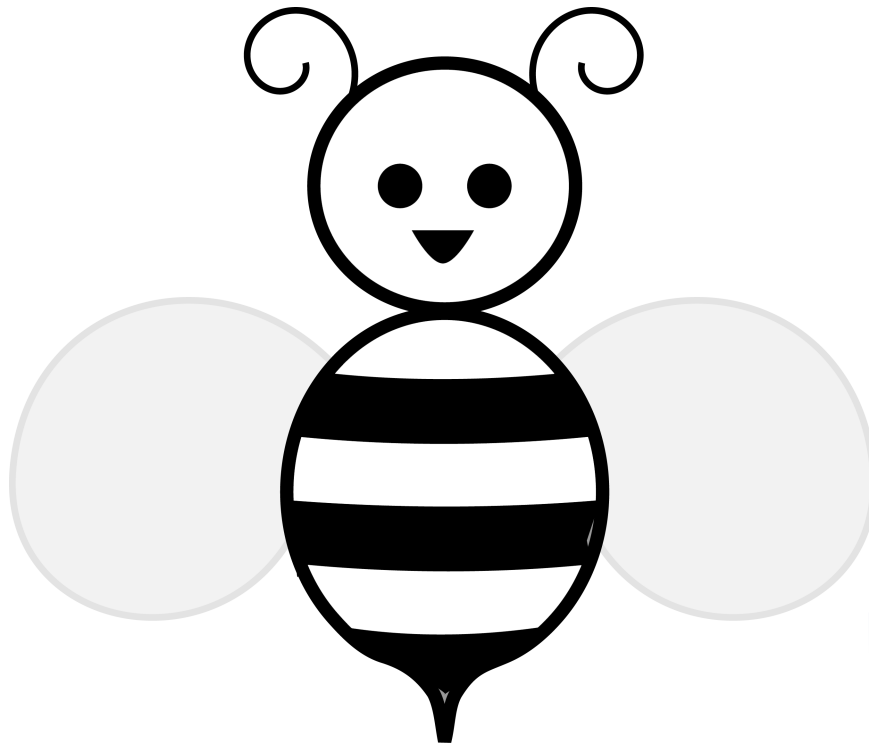
I REMEMBER: A FLOWER



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Grade K, L3B - Three New Senses

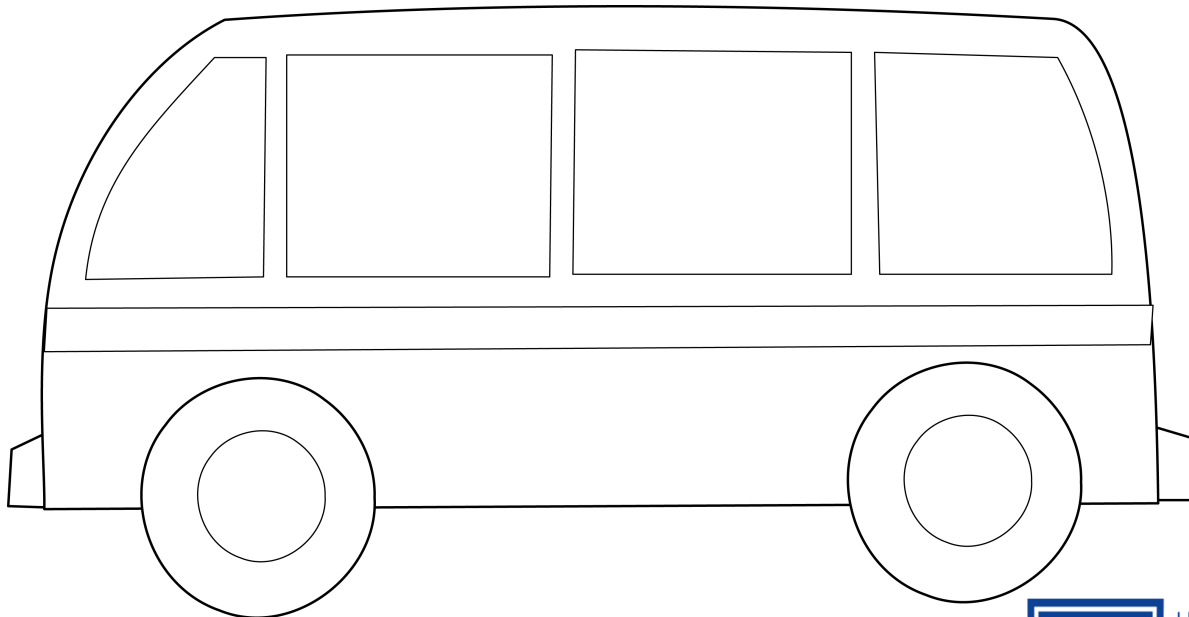
I REMEMBER: A BEE



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Grade K, L3B - Three New Senses

I REMEMBER: A BUS



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Grade K, L3B - Three New Senses



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DRESS YOURSELF!

Name: _____

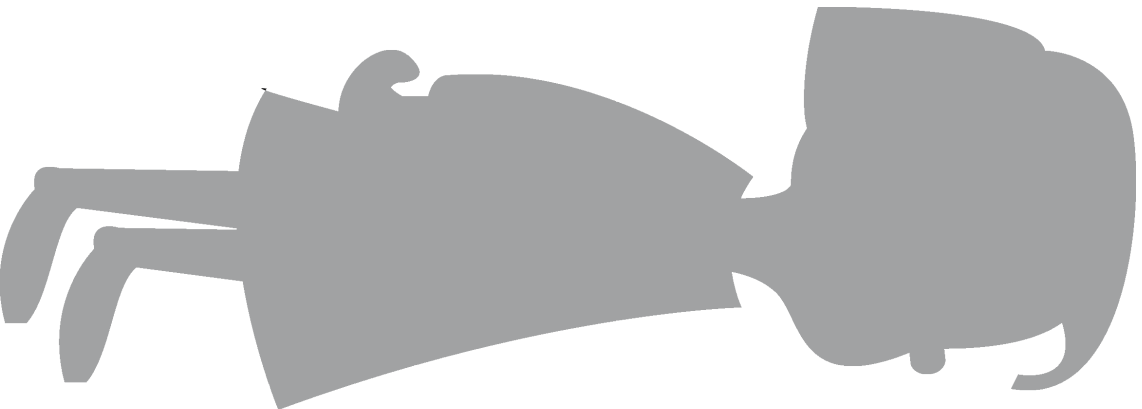


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DRESS YOURSELF!

Name: _____

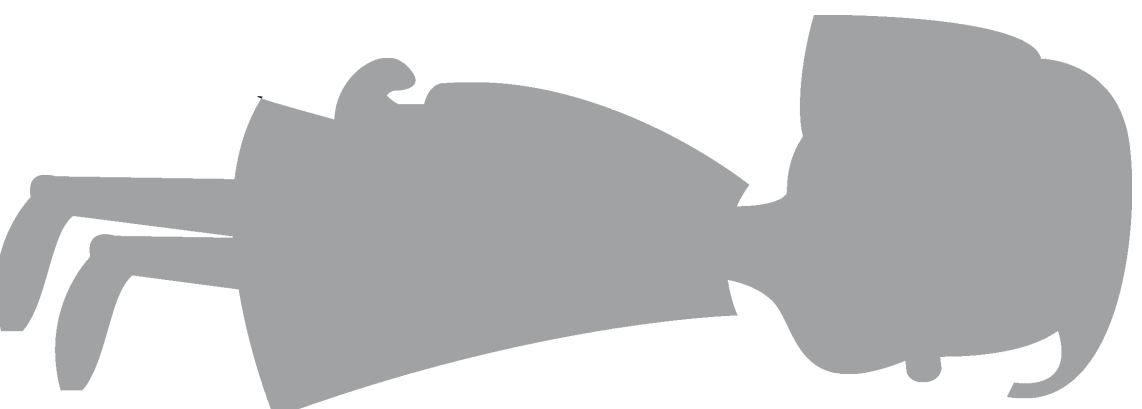


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DRESS YOURSELF!

Name: _____

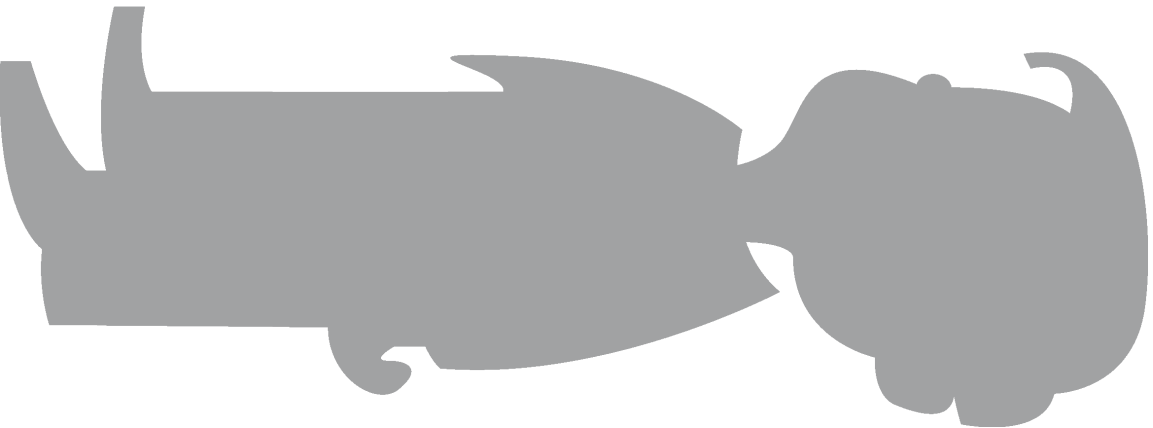


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DRESS YOURSELF!

Name: _____

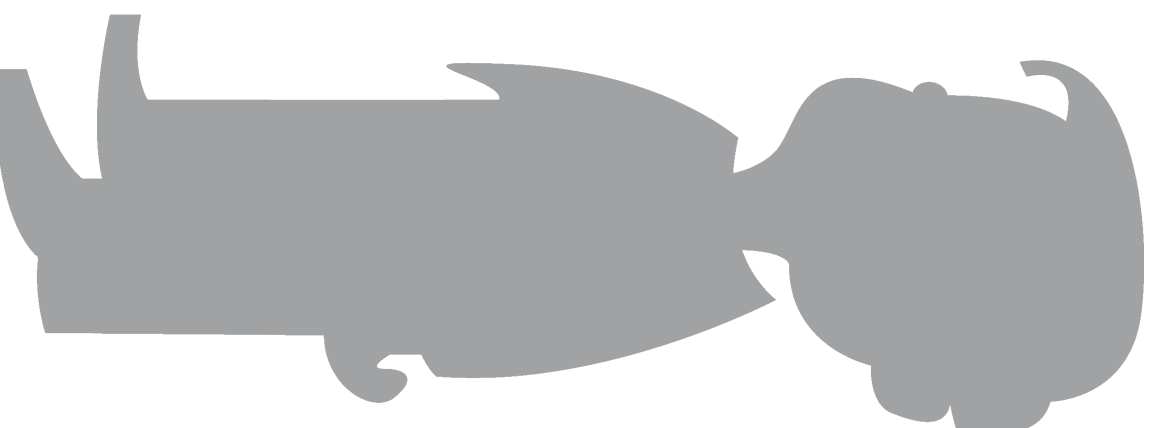
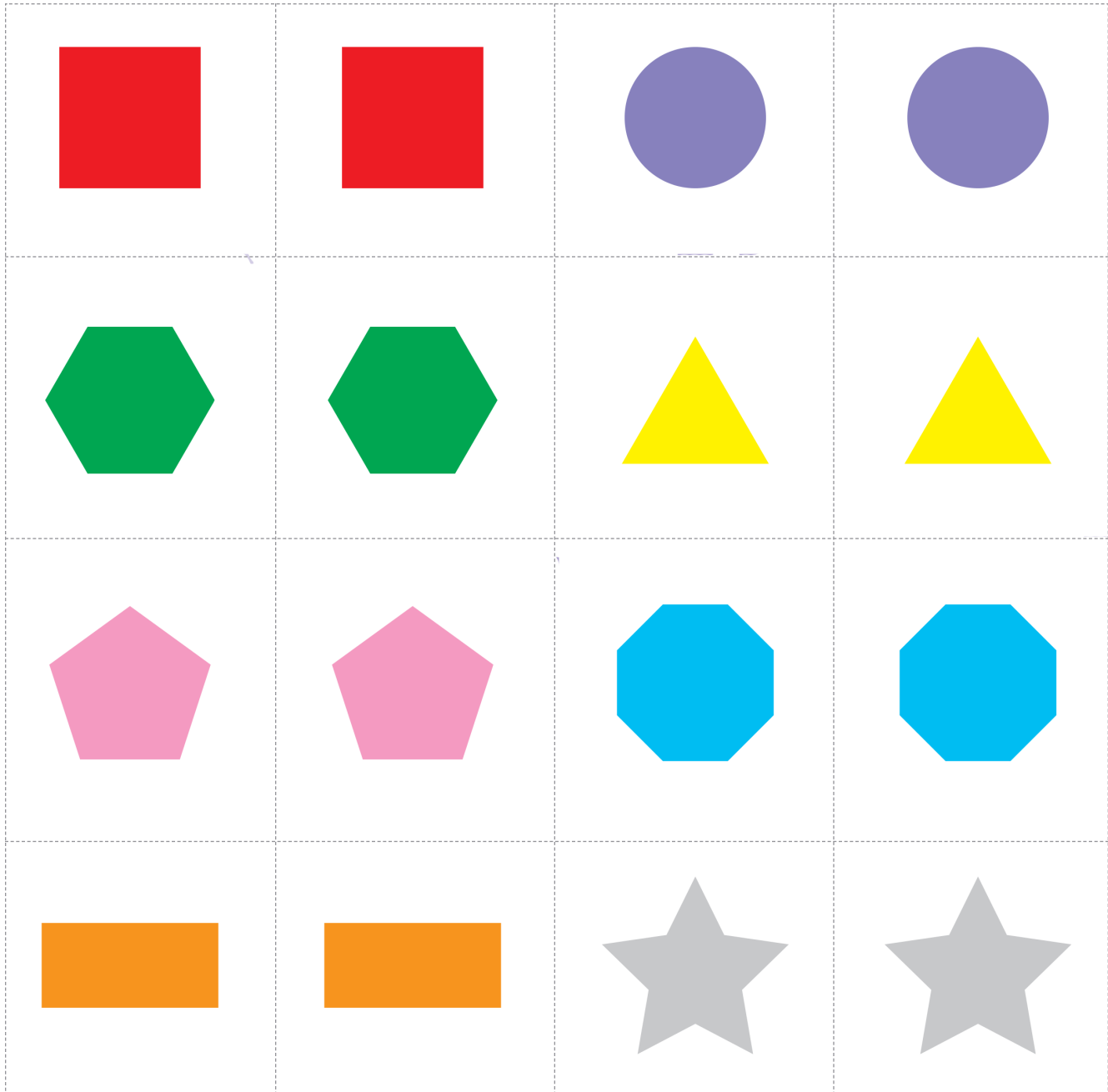


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PAIRS GAME





PURPOSE

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

LEARNING OBJECTIVES

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

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

MATERIALS & RESOURCES

- **Best Babies Laughing Video Compilation 2015** video
(<https://www.youtube.com/watch?v=vGGMJgwz8uM>)
- **Emotions Faces** flashcards (see Materials)
- **Emotions Chant** lyrics (see Materials)

VOCABULARY

- **emotions**: our reactions to the world

PROCEDURE

Step 1: Review the previous lessons. Repeat the **Dignity Song**. With time constraints, focus on a handful of students before moving on.

Then draw a human body on the board, and ask students to name the body part they use with each of their five senses.

Step 2: Identify 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, our bodies also help us *feel* reactions to things we experience. These reactions are called our emotions.

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

Note: Teacher should choose a segment of the video.

Discussion questions:

1. What emotion are the babies experiencing? How do we know?
2. What was the last time we laughed so hard our bellies hurt? What happened to make us laugh?

Step 3: Teach the fundamental emotions.

Draw circle on the board. Ask students volunteers to select one of the **Emotions Faces** flashcards and to draw in the circle (a face) the emotion selected.

For each emotion, ask:

- When did you last feel this emotion?
- How did your body show it?

Then apply this recognition of emotions with the **Emotions Chant**. Teach students the first half as a class, then ask student volunteers to come up with scenarios and gestures for the second half of the song. Repeat, until students can sing quickly with the appropriate gestures. [Supplemental activity could include writing the song and drawing gestures on poster paper for the board.]

Step 4: Teach how to choose excellent ways to express emotions.

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

Discussion questions:

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

Explain: You probably have felt anger, as it is unfair for someone to break your crayons. At the same time, it isn't necessarily the other person's fault. The most excellent way to respond helps your friend become more excellent while still respecting his human dignity:

1. Take deep breaths. [Practice with students.]
2. Take a walk and shake it off. [Practice with students.]
3. Think about your words. Instead of, "I hate you!", you can say, "Please be more careful with my crayons next time. I forgive you for breaking them." [Practice with students.]

Step 6: To conclude, remind students that emotions are our reactions to the world. 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

Animals & Humans: Power to Feel Emotions

Human Dignity Curriculum – Grade K | Lesson 3C

Students should bring in a photo of themselves or someone in their family expressing joy, for a class collage.

LOVE

JOY

HOPE

SADNESS

ANGER



EMOTIONS CHANT

Directions: Teach students the appropriate lyrics and gestures for the first half of the chant (rhythmic tune), then work with them to conclude the second half.

LYRICS

Verse 1:

I smile when there are rainbows,
I cry when there are clouds,
I am loving when my mom is said.
Oh, I feel so many emotions!

Verse 2:

I am mad when my brother breaks my toys,
I am hopeful when my team is winning,
I am frightened when it's storming.
Oh, I feel so many emotions!

Verse 3:

I smile when _____!
I cry when _____!
I am loving when _____!
Oh, I feel so many emotions!

Verse 4:

I am mad when _____!
I am hopeful when _____!
I am scared when _____!
Oh, I feel so many emotions!

GESTURES

Verse 1:

"I smile" (fingers on cheeks and smile), "when there are rainbows" (make an arc with hands).
"I cry" (make sad face and motion tears with fingers), "when there are clouds" (put arms in the sky).
"I am loving" (make a heart), "when my mom is sad" (hold hands out).
"Oh, I feel so many emotions!" (spin in a circle with hands out)

Verse 2:

"I am mad" (look angry), "when my brother breaks my toys" (stomp feet).
"I am hopeful" (march ahead), "when my team is winning" (hold up a number 1).
"I am frightened" (hide your face), "when it's storming" (motion rain with hands).
"Oh, I feel so many emotions!" (spin in a circle with hands out)



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

- project materials (paper clips, paper, toothpicks, marshmallows, straws, tape, pipe cleaners, tin wrap, etc.)
- **Who I Am Collage** worksheet (see Materials)
- Supplementary materials:
 - **Great Innovators: “Thomas Edison and the Light Bulb,” StoryBots** video (<https://www.youtube.com/watch?v=b1KwZTzIY>)

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lesson. Act out for students a series of emotions [love, sadness, joy], then ask the following questions:

- What emotion is this?
- How do you know?

In the last lesson, we learned further about who we are as human persons. We learned that, in addition to having the power to use our senses, with which we learn about the world, we also have the power to feel emotions. Our emotions are our reactions to the world.

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

	plants	animals	humans
--	--------	---------	--------

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

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

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

Step 2: Practice the power to think.

Give students, individually or in pairs, a set of materials and some time to build—i.e., mini marshmallows and toothpicks, with which students should build a project (i.e., the tallest tower). [Supplemental activity could be the handing out of candy as a prize to or incentive for students.]

Step 3: Teach the power to think.

Ask: What sort of abilities did we have to use to make this project? Gather student answers, then 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**

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

Step 4: Summarize: In this lesson, we have learned about the first of two special human powers—the power to think, which lets us know and connect ideas about ourselves and all of reality. This power lets us go beyond the specific details we know with our senses and start to see how everything about us and reality fits together, through the many ideas that we come to know and hold in our minds. In the next lesson, we will learn about the second special human power.

FOLLOW-UP & HOMEWORK

Ask students to complete the *Who Am I Collage* worksheet.

SUPPLEMENTS

Supplement 1: Practice understanding the power of ideas.

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

Discussion questions:

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

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

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

WHO AM I COLLAGE

Name: _____

Directions: Cut out from magazines or draw pictures that help describe who you are, what you like to do, and more.





PURPOSE

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

LEARNING OBJECTIVES

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

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

MATERIALS & RESOURCES

- **Good Choice/Bad Choice** flashcards (see Materials)
- **Parents' Help: Good Choices** letter (see Materials)

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lessons. Repeat the **Dignity Song**. With time constraints, focus on a handful of students before moving on.

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 share some powers with animals—including feeling emotions and using our five senses and the three new senses about which we learned.

Let's see if we can remember those new senses. Close your eyes, and use your memory to see the last time that you used any sort of transportation, such as a bus or a car. Tell me about it.

Now, close your eyes, and use your imagination to the place that you would go visit if you could visit any place in the whole world! Tell me about it.

Finally, let's say you're playing kickball, and the ball comes flying at your face! Ask: What would your instinct have you do?

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

Write on the board:

- **to choose**

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. We chose the specific actions we wanted to show during the action.

Step 3: Teach the importance of choosing excellent actions.

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?

As a class, brainstorm a list of actions that show respect. Write these actions in a list on the board.

Then hand students their own set of the **Good Choice/Bad Choice** flashcards, which they should sort between the two categories. Model the sorting with the class by using two flashcards as an example. For the model cards, ask: Is this a good choice or a bad choice? Does it respect or disrespect another person's dignity? Why?

Then ask students to choose two good choices that they make routinely. Congratulate and encourage them!

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 select excellent actions. We can then grow in excellence ourselves, and can help others grow in excellence also.

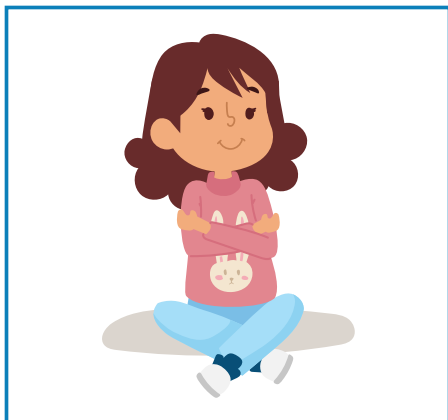
FOLLOW-UP & HOMEWORK

Ask students to practice two of their good choices, and to share it with their parents as they practice all week. They can take the **Parents' Help: Good Choices** letter home to explain. Completed assignments can be posted on the wall with stickers.

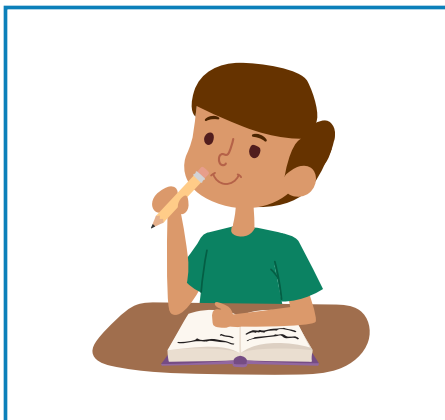
SUPPLEMENTS

No supplements.

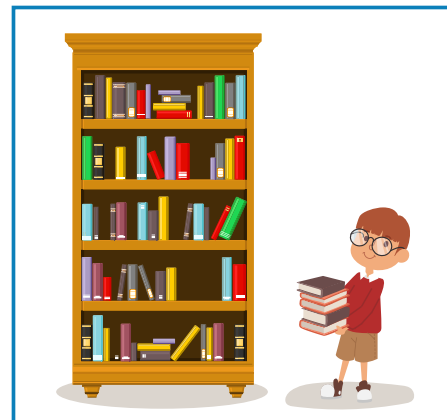
GOOD CHOICE/BAD CHOICE



Sit criss-cross



Do your work



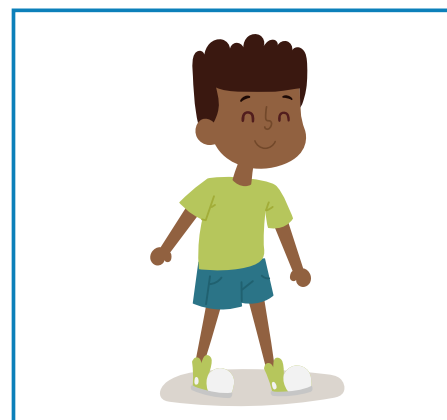
Clean up



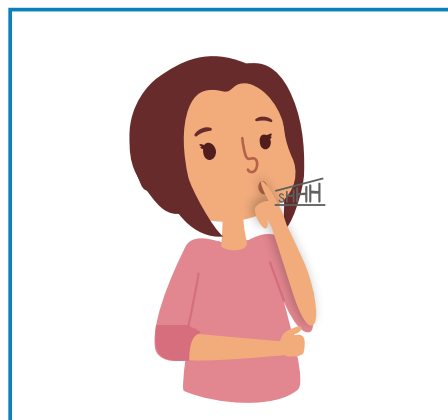
Gentle hands



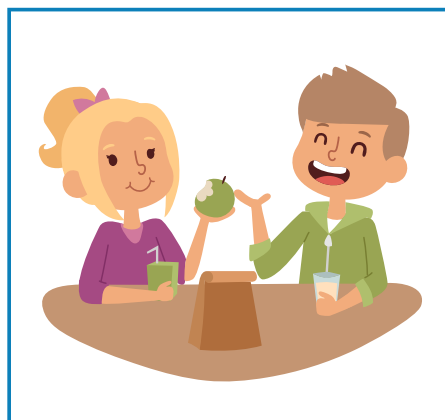
Listening ears



Walking feet



Quiet voice



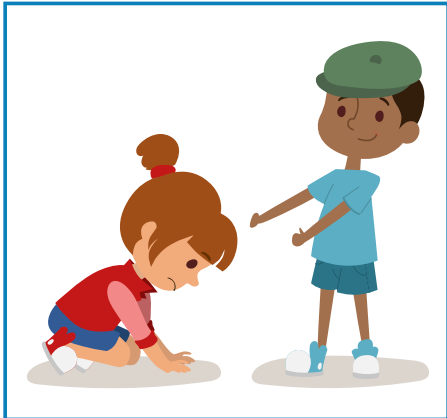
Share



Sit nicely



GOOD CHOICE/BAD CHOICE



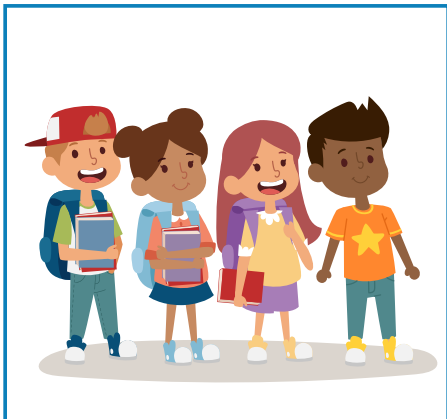
Help others



Raise your hand



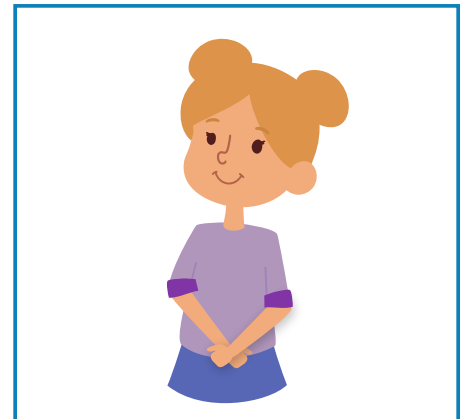
Play safely



Line up



Pay attention



Hands to self



Interrupting

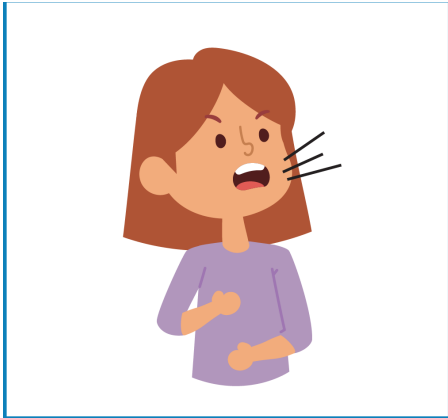


Kicking



Talking during lessons

GOOD CHOICE/BAD CHOICE



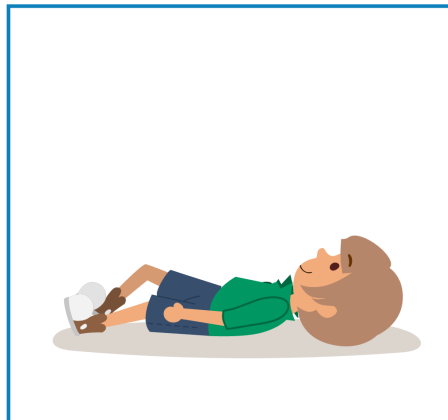
Yelling



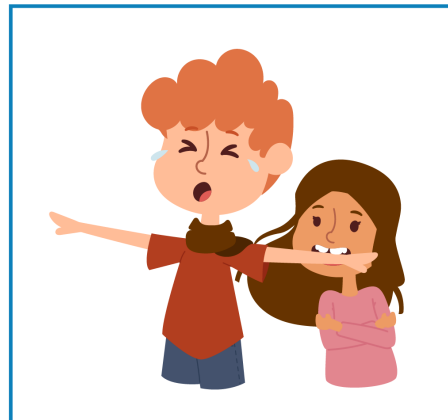
Hitting



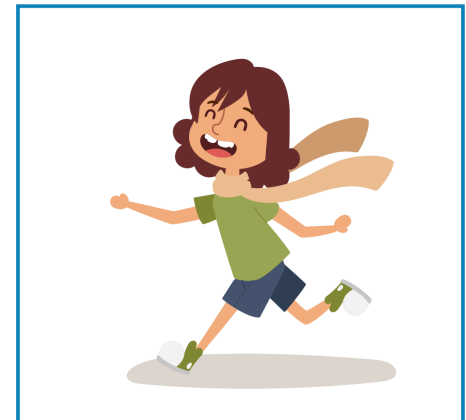
Pushing



Lying down
during carpet time



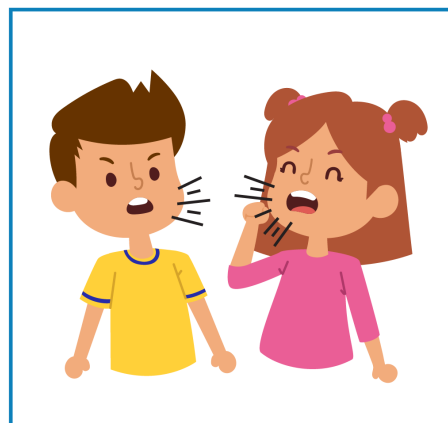
Biting



Running



Throwing



Fighting



PARENTS' HELP: GOOD CHOICES

Dear Parents,

For one of our Human Dignity Curriculum homework assignments, we are asking our kindergarteners to do practice two good choices before _____.
(date)

Your kindergartener has chosen to practice these two things. Please sign off when s/he has practiced the chosen actions and return this form to me, so that she can be encouraged and congratulated by her class.

1. _____ (initial)

2. _____ (initial)

Name: _____

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Grade K, L4B - Power to Choose



PARENTS' HELP: GOOD CHOICES

Dear Parents,

For one of our Human Dignity Curriculum homework assignments, we are asking our kindergarteners to do practice two good choices before _____.
(date)

Your kindergartener has chosen to practice these two things. Please sign off when s/he has practiced the chosen actions and return this form to me, so that she can be encouraged and congratulated by her class.

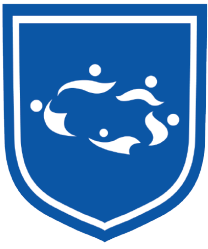
1. _____ (initial)

2. _____ (initial)

Name: _____

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Grade K, L4B - Power to Choose



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. Practice a heroic choice.

MATERIALS & RESOURCES

- ***Human Dignity Hero Award*** 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.

Explain to students that they will practice again using their powers to think and choose. Model for them their exercise—to brainstorm a way they could intentionally show appreciation for another person in their life, such as a teacher or a friend or a parent—by explaining one way you would show appreciation for, or one way you have been shown appreciation by, another.

Discussion questions:

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

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

Ask students: When we hear the word "hero," what sort of qualities do we think of? List these qualities on the board.

Explain: The true heroes, whether they are known by the entire world, or whether they're hidden and quiet, are those who live an excellent life. They do this by making many excellent choices! With each choice, they grow in excellence until they can be considered heroes—small steps, one at a time!

Step 3: Teach the three characteristics of a hero.

Start with the **Hero's Song** (to the tune of "Bingo"):

If I start now and always try, I'll

Grow up to be a her-o!

A-H-E-R-O!

A-H-E-R-O!

A-H-E-R-O!

Grow up to be a her-o!

Ask students to repeat the three characteristics of a hero with you, along with sign language for each, to make a **Hero's Statement**:

1. Heroes try daily to climb the ladder of excellence. [climb a ladder]
2. Heroes try again when they fall. [go down low, then reach high]
3. Heroes respect human dignity. [hug self, then open arms to the world]

For each, follow with a role play:

1. Heroes try daily to climb the ladder of excellence.

Explain: Every morning, you have a hard time getting out of bed when your mom wakes you up for school. What are your options?

- (a) Get out of bed right away.
- (b) Wait until you hear your mom returning before you get out of bed.
- (c) Ignore your mom entirely, even when she asks two or three times.

Ask: What is the best option in this situation, and why? Which adds most to your excellence? Model your own answer once the students have discussed.

2. Heroes try again when they fall.

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

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

Ask: What is the best option in this situation, and why? Which adds most to your excellence?
Model your own answer once the students have discussed.

3. Heroes respect human dignity.

Explain: Your teacher celebrates her birthday. What are your options?

- (a) Listen extra hard all day.
- (b) Stay quiet when others sing her happy birthday.
- (c) Forget that it's her birthday.

Ask: What is the best option in this situation, and why? Which adds most to your excellence?
Model your own answer once the students have discussed.

Step 4: Ask students to imagine a hero.

Draw a stick figure on the board, and call him Dignity Dan. Explain to the class that Dignity Dan wants to become a teacher and help change children's lives by teaching them about themselves and the world, but he is afraid of talking in front of big groups.

Then work with the students to list actions he can take in order to prepare to become a heroic teacher, as a start to brainstorming heroes from their own lives. Students should next work to complete the **Human Dignity Hero Award** worksheet, drawing a hero from their life accomplishing something heroic.

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

FOLLOW-UP & HOMEWORK

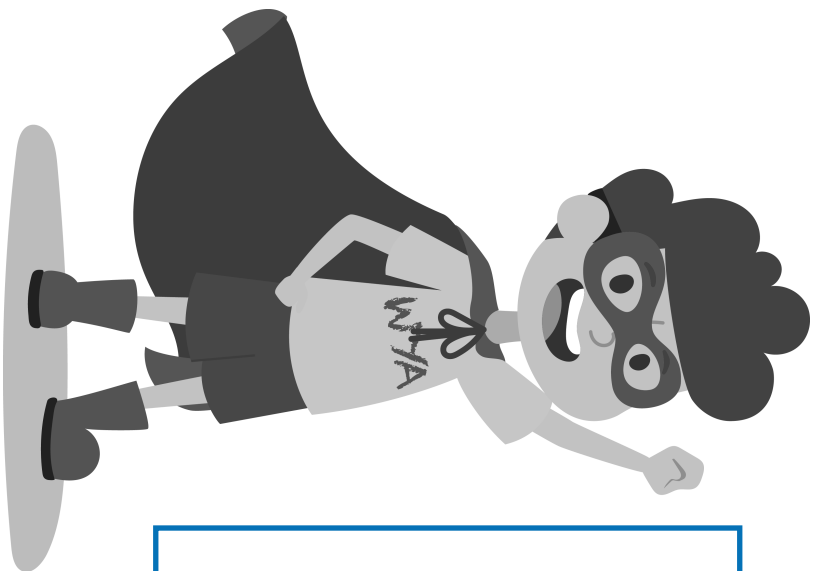
Ask students to complete and hand to their heroes the **Human Dignity Hero Award** worksheet.

SUPPLEMENTS

No supplements.

HUMAN DIGNITY HERO AWARD

You've been a hero to me!



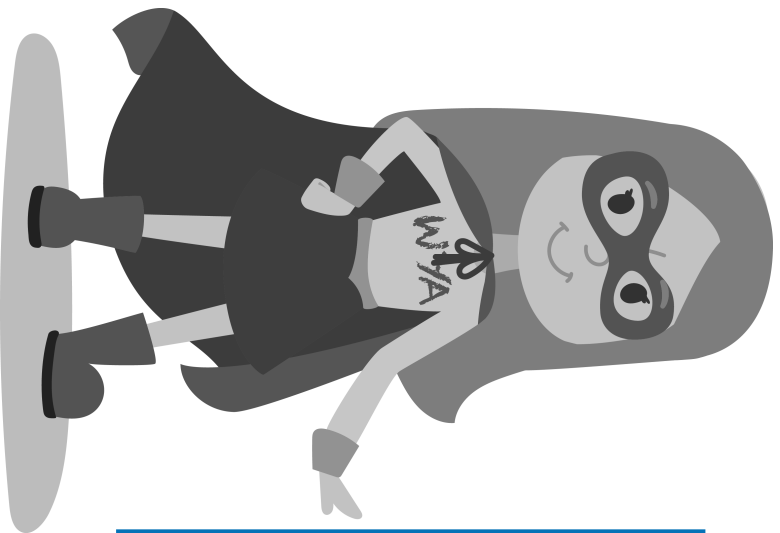
(name)



Human
Dignity
Curriculum

HUMAN DIGNITY HERO AWARD

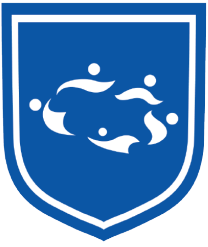
You've been a hero to me!



(name)



Human
Dignity
Curriculum



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 an excellent choice for their body.
2. Demonstrate self-control with regards to their body.

MATERIALS & RESOURCES

- **Hand-Washing Song** lyrics (see Materials)
- **My Body & Me** worksheet (see Materials)
- **Parents' Help: My Body & Me** form (see Materials)

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lessons. Student volunteers should share about their heroes in pairs. Ask: Who is your hero? In what ways did these heroes respect human dignity?

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

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

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

Discussion questions:

- Why is it important for us wash our hands well? What might happen if we don't?

- Does doing this help us become excellent? Why or why not?

Then ask: What are other ways we can make excellent choices for our bodies?

Step 4: Teach self-control.

Write on the board:

- **self-control**

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.

Tell students that they will practice showing self-control while walking in line by playing **Lips & Hips**—walking in line with one hand on their hip, another hand up with their pointer finger over their lips. Take the students on a short walk to practice. Alternative would be to play a listening game—encourage quiet/listening in order to pay attention to changing instructions.

Then have students practice breathing, before expressing anger or frustration. Have them breathe in and out five times each, and then pace around the classroom. Then do it again.

Bring students back to the rug, and ask:

- What was hard about showing self-control?
- Is showing self-control excellent? Why or why not?

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, checking daily off whether they've completed their goal.



HAND-WASHING SONG

to the tune of

Row, Row, Row Your Boat

Clean, clean, clean your hands

(imitate washing)

Several times a day

(clap, clap, clap)

Rinse and wash, wash and rinse

(scrub one hand, scrub other hand)

Germes all go away, HEY!

(jump up and down)

Clean, clean, clean your hands

Several times a day

Rinse and wash, wash and rinse

Germes all go away, HEY!



MY BODY & ME

Name: _____

Directions: Fill in the goal charts below. Give one example of a way you can complete the goal listed. Track your success this week.

listen to my parents' instructions:

day	x
1	
2	
3	
4	
5	
6	
7	



MY BODY & ME

Name: _____

Directions: Fill in the goal charts below. Give one example of a way you can complete the goal listed. Track your success this week.

listen to my parents' instructions:

day	x
1	
2	
3	
4	
5	
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PARENTS' HELP: MY BODY & ME

Dear Parents,

For one of our Human Dignity Curriculum homework assignments, we are asking our kindergarteners to do one thing before _____: to practice daily listening to your instructions.
(date)

Please sign off when s/he has completed the enclosed worksheet, checking off daily whether they have listened, and return this form to me.

(initial)

Name: _____

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Grade K, L6A - Choosing for My Body



PARENTS' HELP: MY BODY & ME

Dear Parents,

For one of our Human Dignity Curriculum homework assignments, we are asking our kindergarteners to do one thing before _____: to practice daily listening to your instructions.
(date)

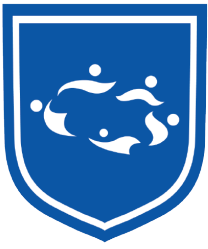
Please sign off when s/he has completed the enclosed worksheet, checking off daily whether they have listened, and return this form to me.

(initial)

Name: _____

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Grade K, L6A - Choosing for My Body



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. Explain their choices as related to their internal qualities.
2. Identify ways to demonstrate effort and patience.

MATERIALS & RESOURCES

- **Inside/Outside Pairs** images (see Materials)
- **Patience Crown** worksheet (see Materials)
- **Effort Crown** worksheet (see Materials)
- Supplemental materials:
 - **What Time Is It, Mr. Fox? Game** instructions (<http://aplaceofourown.org/activity.php?id=500>)

VOCABULARY

- **effort**: the choice to always keep trying
- **patience**: the ability to get through challenges without sadness or frustration

PROCEDURE

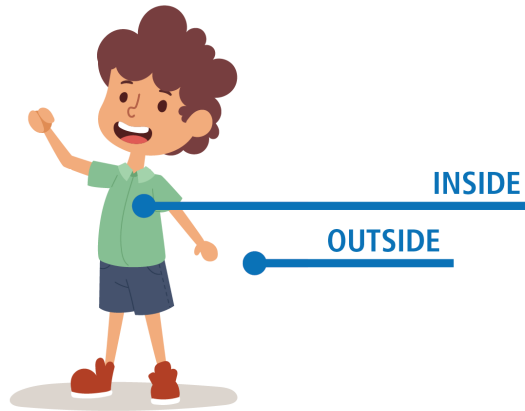
Step 1: Review the previous lessons.

Have student volunteers report on their daily habits. Give students who completed and have parent accountability a star on their chart, if using.

Ask: Does it respect our parents' human dignity to listen to them? Why or why not? Does it respect ours? Why or why not?

Step 2: Start with a hook. Play the **What Time Is It, Mr. Fox? Game** (or any other game that requires patience), then ask: What was hard about this game? Were you able to play it well?

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



To help students understand the two categories, write on the board and explain them. Then, ask students to identify the drawings on the *Inside/Outside Pairs* images as you read the correct trait on the list. For the remaining images, ask students to identify the outside traits—examples are listed below.

Inside

patient
hard-working
kind
artistic
musical
athletic

Outside

keeps trying to do hard things and get better
finishes all homework
smiles at everyone
draws beautiful pictures
practices guitar
exercises daily

Explain: As human beings, we develop certain traits on the inside, such as patience, effort, and kindness. 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!

Then ask: Is it always going to be easy to practice these traits?

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

Write on the board:

- **effort**
- **patience**

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.

Work through two Dignity Dan scenarios to articulate ways of showing effort and patience.

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

Ask: How can Dan show effort? Patience?

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

Ask: How can Dan show effort? Patience?

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 color in/decorate their *Patience Crown* and *Effort Crown* worksheets, then return them to class.

SUPPLEMENTS

No supplements.

patient




hard-
working



kind

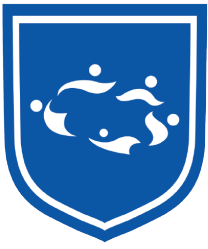




— EFFORT —



PATIENCE



PURPOSE

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

LEARNING OBJECTIVES

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

1. Participate in an act of solidarity.
2. Recognize ways to grow in solidarity.

MATERIALS & RESOURCES

- **Solidarity Tree** worksheet (see Materials)
- project materials (paint, poster paper, paper towels, etc.)
- **Portrait** square (see Materials)

VOCABULARY

- **solidarity**: a close relationship 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.

Step 2: Teach solidarity.

Begin with a project. Have students either work on a miniature class fingerprint tree—adding leaves to the **Solidarity Tree** worksheet by stamping a fingerprint in different colors of paint—or on a larger tree, on poster paper, using their handprints in different colors of paint.

Explain: In this project, we have to learn what it means to have solidarity: what it means for many people to come together and work toward the same purpose together.

Ask: What are some different ways or different places in which people come together? With prompting questions, list the three types of solidarity on the board:

- family
- friendship
- classmates & teachers

Explain: A human person cannot learn or grow without being in relationship with other people. In our families we can learn the basics of human existing and 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.

Finally, give each student a **Portrait** square, and ask them to color in a self-portrait. Once kids are done, have them to come up to the board and place their portrait in the correct of four columns on a family chart—"only child," "youngest child," "middle child," "oldest child." Work with the kids to count the amount of answers in every column and compare columns.

Then, ask students:

- What do you like about being the only child? Youngest? Middle? Oldest?
- What is the hardest about being the only child? Youngest? Middle? Oldest?
- What are good ways for you to respect the human dignity of your family members?

Explain: As human persons, we are members of a global family of humans—all human people make up one family! We start to learn about the relationships we are meant to have between each other through the relationships we have with our family members, our friends, and our teachers and classmates at school.

Step 4: Summarize: This week, we looked at the way in which we, as individual people, live in relationship with others—ultimately, in solidarity with them. We demonstrate this solidarity with others in our family, among our friends, and among our classmates and teachers through generosity and kindness, two qualities we will look at later.

FOLLOW-UP & HOMEWORK

Ask students to bring to class, for Show & Tell, one item from home that tells a story about their family or one of their friendships.

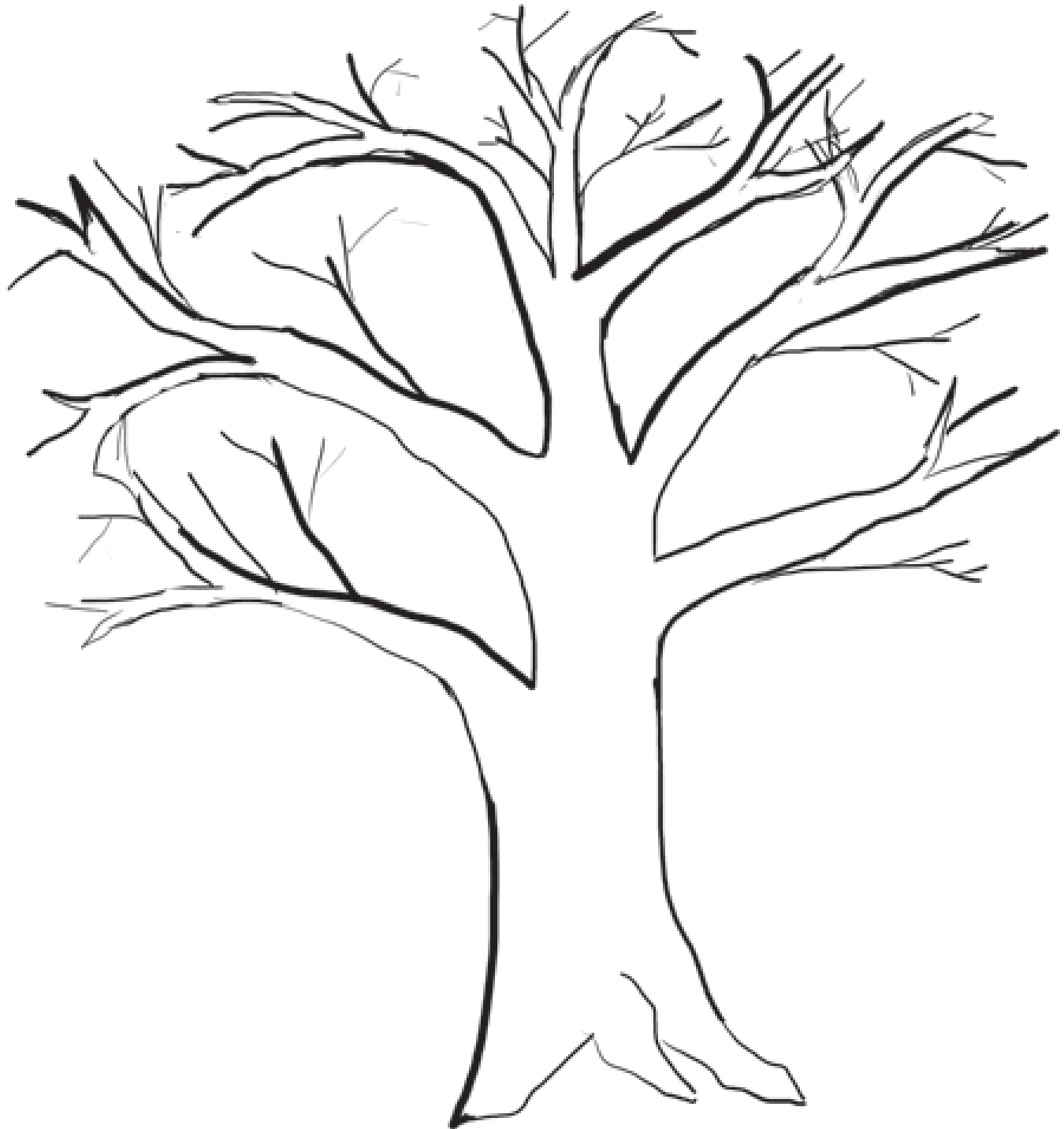
SUPPLEMENTS

No supplements.



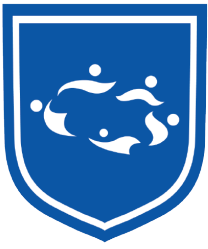
Human
Dignity
Curriculum

SOLIDARITY TREE



PORTRAIT

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PURPOSE

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

LEARNING OBJECTIVES

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

1. Distinguish examples of giving from using.
2. Give of themselves to respect another's human dignity.

MATERIALS & RESOURCES

- project materials (collage or construction paper, scissors, gluesticks, etc.)
- Supplemental materials:
 - **Heroes Tribute: Jorge Munoz, CNN** video (<https://youtu.be/WOsK89NFLM?t=1m28s>)
 - **The Angel of Queens, KarmaTube** video (<http://www.karmatube.org/videos.php?id=1606>)

VOCABULARY

- **self-gift:** sharing one's self with another without expecting anything in return
- **use:** to do something for our own purpose

PROCEDURE

Advance Preparation:

- **Step 3** of this lesson plan requires some advance preparation for the students' craft. Teacher should cut out flower centers from collage paper in one color, and then prepare flower leaves (square-shaped, for students to round out themselves) in collage paper of other colors.

Step 1: Review the previous lessons. Repeat the **Dignity Song**. With time constraints, focus on a handful of students before moving on.

Then ask student volunteers to Show & Tell about the items which they have brought from home, to tell a story about their family or one of their friends.

Step 2: Introduce the difference between giving and using.

Explain: We give ourselves when we respect 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 selfish or disrespectful. Let's practice.

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"?
- Is this action respectful or disrespectful? Why?

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.

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

Hand students flower centers cut from collage paper, and then give them a choice between colors/prints, for a total of six petals each. Each student should also receive green paper with which to make a stem and leaves for their flower.

Walk students through rounding out the edges of the square-shaped petals, then gluing them to the center, and then adding a stem and its leaves, until they've put together an entire flower.

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 relationships with others.

FOLLOW-UP & HOMEWORK

Ask students to give away their flower to someone to whom they are thankful.

SUPPLEMENTS

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

Show the [Heroes Tribute: Jorge Munoz, CNN](#) video to start then summarize:

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

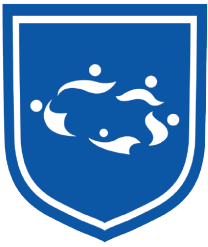
He decided to draw his entire family into an undertaking that has resulted in work he calls his “second job,” work that has him considered a local hero. Every day, his family makes food to serve the homeless in Queens—setting aside family funds and time to make possible this service. He has served 70,000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

Supplemental Activity:

- Show [The Angel of Queens, KarmaTube](#) video for more context, if time permits.

Discussion questions:

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



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. Recognize instances of kindness and generosity.
2. Prepare to show kindness in their own life.

MATERIALS & RESOURCES

- ***Powers of Living Things*** flashcards (see Materials for Lesson 2)
- ***The Giving Tree*, Shel Silverstein** book
- game materials (tennis or beach ball)
- ***Random Act of Kindness Story*** worksheet (see Materials)

VOCABULARY

- **kindness**: being friendly or considerate
- **generosity**: being willing to give more of something, such as time, than necessary

PROCEDURE

Step 1: Review the previous lessons.

Draw and label the following chart on the board. Then, ask for student volunteers to add the ***Powers of Living Things*** flashcards to the correct empty space on the board (to identify the living being and power represented in each image) .

	plants	animals	humans
eat			
grow			
reproduce			

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

Step 2: Teach kindness and generosity.

Read *The Giving Tree*, Shel Silverstein book.

Explain: We are going to read a story about the way in which one character, the tree, shows incredible generosity to another character, a boy who grows into an elderly man. Think about what the tree *gives*—what it means for the tree to show generosity.

Ask:

- How does the tree show generosity? How does it show kindness?
- How does the tree's generosity make us feel? Why?
- What is the boy's reaction? Do we like it? Why or why not?

Explain: One way that we can grow in excellence, and show respect for the dignity of the people around us, by being generous—giving more than we have to!

If time permits, gather students into a circle, with a tennis or beach ball. As the teacher, begin and model the game for the remainder of the students—throw the tennis or beach ball to any of the students, and once they catch it, say one kind thing about them. Then have them throw the ball to another student in the circle, and repeat this act of kindness.

Then ask:

- How did we feel when we told another person something kind? Why?
- How did we feel when we were told something kind about ourselves? Why?
- What can we do to show kindness every day?

Step 3: Summarize: Today we have taken the additional and last step along this path of growing in human excellence, by looking at the importance of showing kindness and generosity 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

Have students ask their parents for a *Random Act of Kindness Story* from their lives, and draw or briefly summarize it with their help on the worksheet.

SUPPLEMENTS

Supplement 1: Help students commit to making acts of generosity and kindness as ways of growing in solidarity.

Let's say that your parents sign you up for a soccer team, and the first day you go, you meet a new teammate, and this teammate has to wear a patch over one eye.

Discussion questions:

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

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

Discussion questions:

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

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

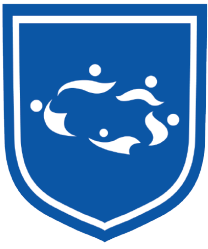


Name: _____

RANDOM ACT OF KINDNESS STORY

Directions: Ask your parents/guardians to share a story of a random act of kindness from their life. Draw and label the main event from this story below.

A large, empty rectangular box with a dark gray border, intended for a student to draw and label the main event from a story of kindness.



PURPOSE

To commit to a daily practice of excellence.

LEARNING OBJECTIVES

By the end of the lesson students will complete their hero-to-be certificate.

MATERIALS & RESOURCES

- project materials (watercolors and water or crayons, string/yarn)
- **Hero-To-Be** certificate (see Materials)
- **Hero-To-Be** nametags (see Materials)

VOCABULARY

No new vocabulary.

PROCEDURE

Advance Preparation:

- **Step 2** of this lesson plan requires some advance preparation. Teacher should fill in individual students' names on their certificates with marker or sharpie.

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

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

Then review the previous lessons. Repeat with students the **Dignity Song**, again focusing on each student. If time permits, have students call out the names of other people in their lives who possess this same dignity.

Step 2: Hand each student a copy of a *Hero-To-Be* certificate. Students should color in their certificates with watercolors or crayons, as a final representation of the work that they have done in the class.

Once they've completed the certificate, students should work to color in—with watercolors, or crayons, markers, etc.—a *Hero-To-Be* nametag, which they can wear for the remainder of the school day and bring home as a personal keepsake.

Step 3: 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.

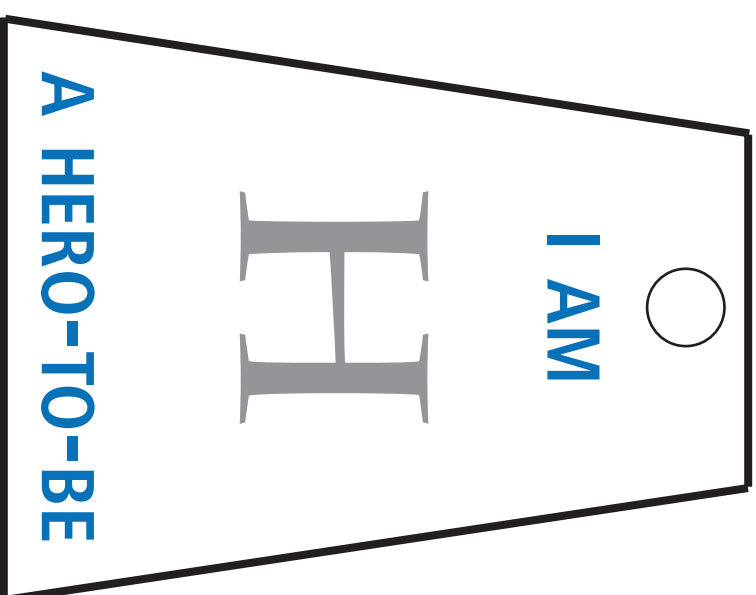
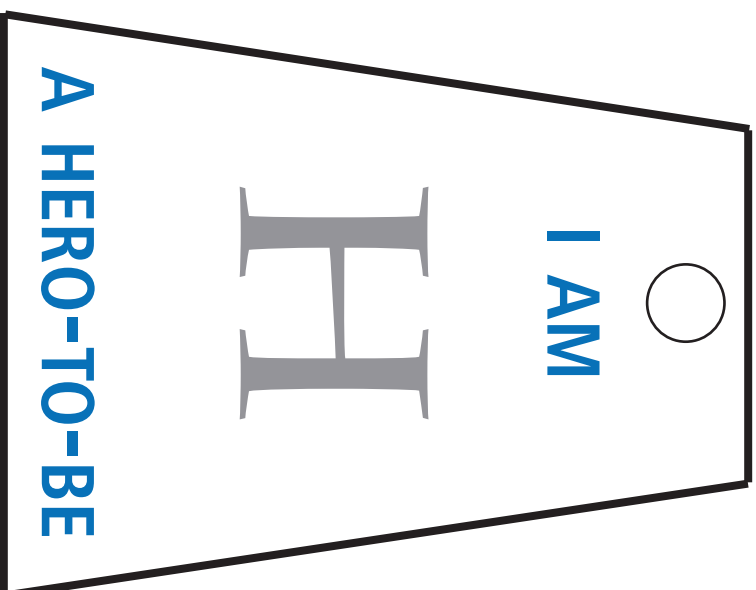
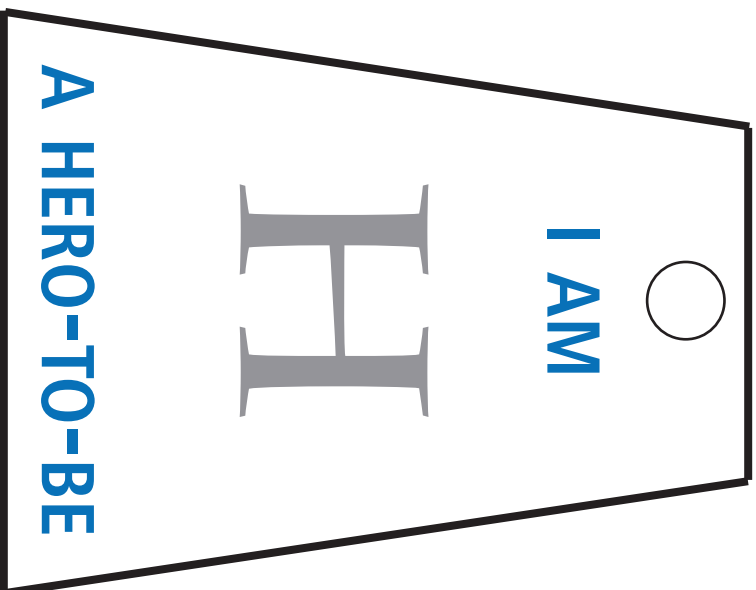
FOLLOW-UP & HOMEWORK

Ask students to share their *Hero-To-Be* certificate with their parents/guardians.

SUPPLEMENTS

None.

IS A HERO-TO-BE!



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Lesson 2

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Lesson 3B

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Lesson 5

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Lesson 6B

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