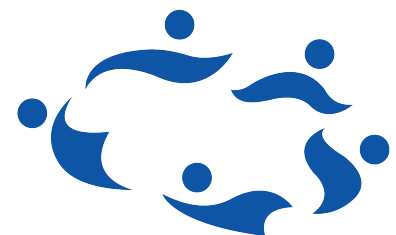


Human  
Dignity  
Curriculum

# HUMAN DIGNITY CURRICULUM

**GRADE 2**



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](http://www.wya.net)  
[education@wya.net](mailto:education@wya.net)

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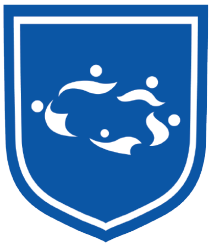
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**To prepare for the Human Dignity Curriculum (HDC), the following things should be done:**

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

**Sample Request Letter:**

Dear Parents,

For our Human Dignity Curriculum project in Grade 2, we are asking that all families provide us with a letter written to your student. You can email this letter to me [email], or mail it to me [address], or send it with your student in a sealed envelope.

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

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

[teacher]

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

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

**DIGNITY SELF-PORTRAIT**

The image shows a worksheet for a 'Dignity Self-Portrait' activity. It features two identical large circles, one on the left and one on the right. Each circle is centered within a dashed rectangular frame. The frames are oriented horizontally, with the circles' vertical diameters aligned with the longer sides of the rectangles. The circles are empty, intended for a student to draw a self-portrait inside them.



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- **Dear You** letters (see Materials [for Preparatory Work])
- **Line Up** game (see Materials)
- box with a mirror inside
- **The Dignity Song** lyrics (see Materials)
- **Dignity Self-Portrait** outline (see Materials [for Preparatory Work])
- **Dignity Self-Portrait** worksheet (see Materials)

## VOCABULARY

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

## PROCEDURE

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

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

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

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

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

Ask:

- How does your letter make you feel? Why?

**Step 2:** Set the ground for human dignity. Place the box with the mirror, “The Very Valuable Box,” on the desk. The box should be closed. Explain: In the box, every one of us can see something that has special value. Do you want to see what is inside the box?

Every student should come, take a look inside, and return to his/her place silently, without telling the others what s/he saw. After the activity, ask:

- What did you see in the box?
- Do you think every one of us has a special value? Why or why not?
- What is this special value we can see in us and every human being?

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

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.

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 the dignity of each. You can point to the students as you sing their name to make the song more interactive. Encourage students to sing along.

**Step 3:** Show the diversity among people with dignity.

Play the **Line Up** game with students, as an opportunity to explore similarities and differences within the value each shares. Read from the list one-by-one, and ask students to line up at the front of the classroom when the read description applies to them.

**Step 4:** 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

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

Student should complete the ***Dignity Self-Portrait*** worksheet, using the photo or drawing of themselves that they brought to class as part of their preparatory work, and share it with the writer of their letter, as well as the rest of their family before returning it to class.



## LINE UP GAME

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

### Line up in order of...

- **age:** oldest at the front, youngest at the back.
- **name, alphabetically:** A at the front, Z at the back.
- **height:** shortest at the front, tallest at the back.
- **birthdays:** first in the year at the front, last in the year at the back.
- **number of cousins:** least in the front, most in the back.
- **color of hair, alphabetically:** earliest letter at the front, latest letter in the back.
- **amount of hair:** least amount at the front, most in the back.

**Note:** Teacher should customize as s/he sees fit.



Human  
Dignity  
Curriculum

**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.

MY NAME IS \_\_\_\_\_, AND

I HAVE HUMAN DIGNITY!



Human dignity is the unique value of every human person.

When is your birthday? \_\_\_\_\_ Where were you born? \_\_\_\_\_

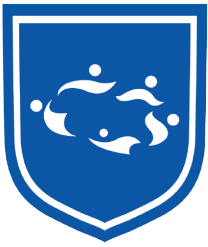
List the members of your family. \_\_\_\_\_

List one way you are like your family members. \_\_\_\_\_

List one thing that makes you special. \_\_\_\_\_

Describe yourself in three words. \_\_\_\_\_





## PURPOSE

To distinguish living beings from non-living things.

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- origami paper (if available)
- **Origami** instructions
  - tulip  
(<https://www.origamiway.com/easy-origami-tulip.shtml>)
  - dog  
(<http://www.origami-instructions.com/origami-dog-face.html>)
  - person  
(<https://origami-amazing.blogspot.com/2014/11/girl-face.html>)
- **Powers in Action** worksheet (see Materials)

## VOCABULARY

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

## PROCEDURE

**Step 1:** Review the previous lesson. Human dignity is the special value, or importance, that:

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

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

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

Divide students into three groups. Each student will need one piece of paper (and, if origami paper is available, hand it out). Share with each group of students one set of **Origami** instructions (one group will make tulips, another dogs, another the face of a person). Once students complete their origami, ask groups to share, and ask students what is common to all three beings, then to compare these three origami objects to the chairs and tables.

Explain that there is a difference between living and non-living things. Then ask students to list different types of things they see at or around school. As students give their answers, place them in the correct but unlabeled column. After twenty or so answers, ask students to figure out the differences between the categories, and label them as students answer correctly.

**Exercise:**

desks pencils white boards	grass tulip rose	fish sparrows	teacher janitor girl boy
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**Result:**

non-living things	plants	animals	humans
desks pencils white boards	grass tulip rose	fish sparrows	teacher janitor girl boy

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

Write on the board:

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

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

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

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

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

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

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

Ask:

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

**Step 5:** Summarize.

Begin with a share-out:

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

## All Living Beings: Powers to Eat, Grow, Reproduce

Human Dignity Curriculum – Grade 2 | Lesson 2

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!

If time permits, play the **Day-Night** game. Share characteristics of living and non-living beings. If the sentence refers to living beings, students should stand; if to non-living things, students should crouch. Examples:

- Dogs runs very fast.
- Butterfly begin as caterpillars.
- Stones smile.
- The earth shakes.
- Trees stretch out their fingers.
- Balls roll down hills.
- Computers solve math problems.
- Babies coo.

### FOLLOW-UP & HOMEWORK

Put into practice once a day their favorite exercise activity (or another of their choice, if necessary).



Name: \_\_\_\_\_

## POWERS IN ACTION

**Directions:** Draw everything that you ate yesterday.

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

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

Draw one healthy food you can eat instead.

Draw the exercise activity you like the most.



Name: \_\_\_\_\_

## POWERS IN ACTION

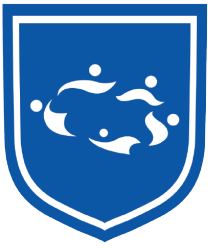
**Directions:** Draw everything that you ate yesterday.

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

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

Draw one healthy food you can eat instead.

Draw the exercise activity you like the most.



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- ***Plants are Different*** images (see Materials)
- ***External Senses*** signs (see Materials)
- ***External Senses & Me*** worksheet (see Materials)

## VOCABULARY

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

## PROCEDURE

**Step 1:** Review the previous lessons.

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

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

**Step 2:** Teach the three sensitive powers.

Show students the *Plants are Different* images, and ask:

- We can see a man walk his dog. Why can't we see a man walk a flower—or a tree?
- Can a flower see the rainbow in the sky and its colors? Or smell your grandma's cake through an open window? Listen to music?
- Can a plant be said if you leave the playground? Or be happy when you come back?

Write on the board:

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

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

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

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

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

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

Write on the board:

We use powers in the right way when they:

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

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

Divide the class into five groups. Name each group after one external sense. You will have: the noses, little ears, beautiful eyes, etc. Each group should brainstorm three ways to use their sense in an excellent way. Start by giving an example to each group:

- smell: sour milk in the refrigerator; coming home sweaty after soccer with friends
- sight: old neighbor coming down the stairs; classmate standing aside while everyone is playing
- sound: classmates speaking too loudly; mom talking while I play video games
- taste: eating a whole bag of M&Ms; eating ice cream before lunch
- touch: a greasy stove; coming in from the snow with cold hands

**Step 5:** Summarize.

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

### FOLLOW-UP & HOMEWORK

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



# SIGHT

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

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# SOUND

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

---





# SMELL

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

---



# TOUCH

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

---





# TASTE

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

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# PLANTS ARE DIFFERENT #1



# PLANTS ARE DIFFERENT #2





# PLANTS ARE DIFFERENT #3



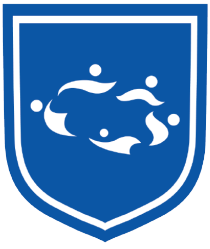


## THE EXTERNAL SENSES & ME CHART

Name: \_\_\_\_\_

**Directions:** Draw three objects you tasted, touched, smelled, saw, and heard this week.

	1	2	3
TASTE			
TOUCH			
SMELL			
SIGHT			
SOUND			



## 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

- ***My Memory Chart*** worksheet (see Materials)

## VOCABULARY

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

## PROCEDURE

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

Review, again acting the powers out:

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

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

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

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

**Step 2:** Introduce the three internal senses.

Play the **I Like** game. Sit the group in a circle. Ask everyone to think of something they like to do, then pick someone to start by telling the group, for example, "I like to swim." The person to their right will repeat the person(s) prior—for example, "John likes to swim, I like to walk"—and then continues, with each person repeating all persons prior. The last person will be responsible for repeating what everyone likes to do.

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

Explain the internal senses: Our memory is one example of powers that animals and human share—the power to use internal senses. They are different from external senses because they do not come into direct contact with the world. Instead, they build on our external senses. For example, in the game, your memory remembered something that you first heard.

**Step 3:** Teach the internal senses.

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

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

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

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

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

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

**Step 4:** Practice the internal senses.

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

Begin with a hook: What are three most important laws of pizzology (the study of pizzas)? Explain: Don't worry if you don't know—in fact, it's your job to make them up! That's the whole idea behind this activity: you'll invent and describe your own field of science (i.e., dessertology, spaghettiology, toyology, sockology). Have students volunteer a science, and others volunteer three key laws—with pizzology, i.e., "Every pizza must be a circle. Extra cheese and sauce makes the best pizza. Every pizza chef must use an ingredient of love."

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

### FOLLOW-UP & HOMEWORK

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

### SUPPLEMENTS

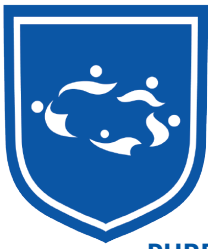
None.

Name: \_\_\_\_\_

## MY MEMORY CHART

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

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



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- **Best Babies Laughing Video Compilation 2015** video  
(<https://www.youtube.com/watch?v=vgGMJgwz8uM>)
- **Shields** flashcards (see Materials)
- **Shields Scenarios** list (see Materials)
- **My Emotions Diary** worksheet (see Materials)
- Supplemental materials:
  - **Inside Out (2015)** film

## VOCABULARY

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

## PROCEDURE

**Step 1:** Review the previous lessons. Human dignity is the special value, or importance, that:

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

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

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

**Step 2:** Introduce emotions. Ask students how they feel today.

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

Start with a hook, and show the [Best Babies Laughing Video Compilation 2015](#) video.

Note: Teacher should choose a segment of the video.

Ask:

1. How did this video make you feel?
2. What emotion are the babies experiencing? How do we know?
3. Where do they experience/show this emotion?
4. Why are they experiencing this emotion?

**Step 3:** Teach the fundamental emotions.

Explain: The different emotions we feel in our bodies help us get a sense of whether something is good or bad for us. If time permits, and a teacher can identify a copy of [Inside Out](#), show clips to identify some of the cause-and-effect behind human emotions.

Write the emotion charts on the board:

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

**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.

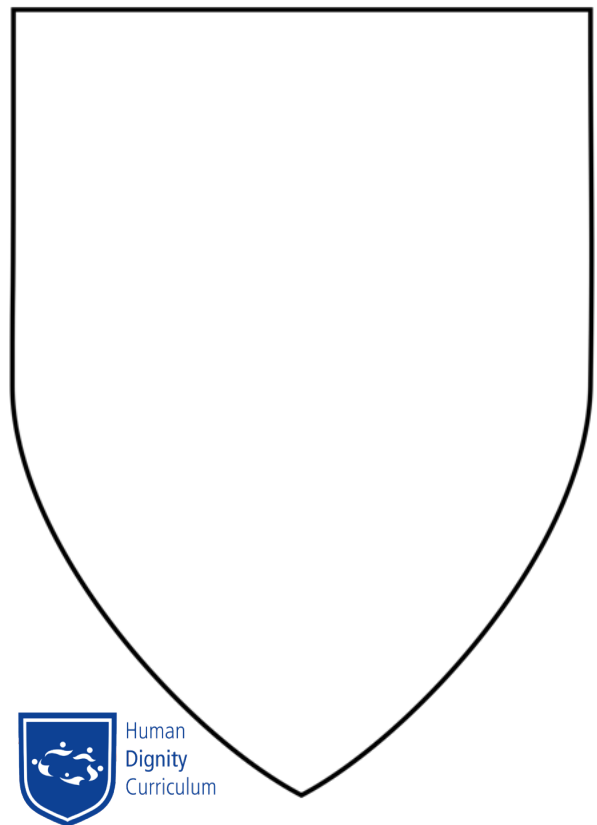
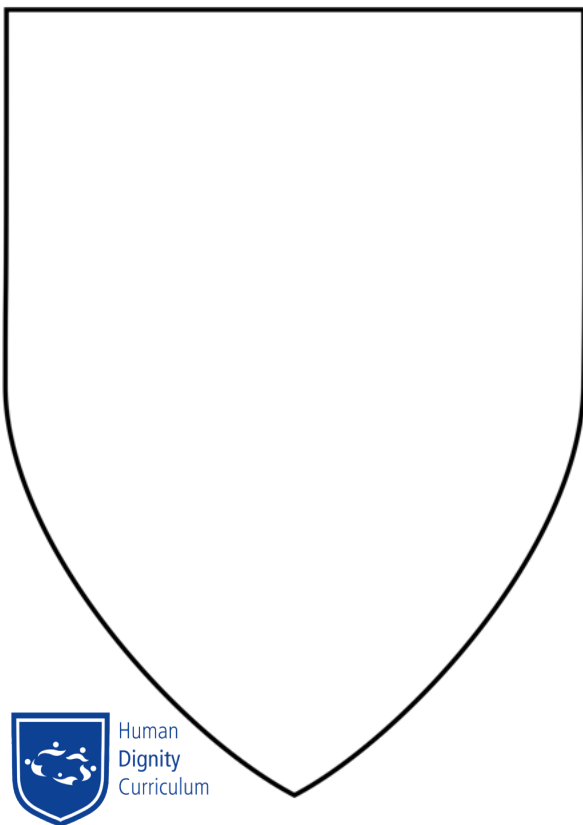
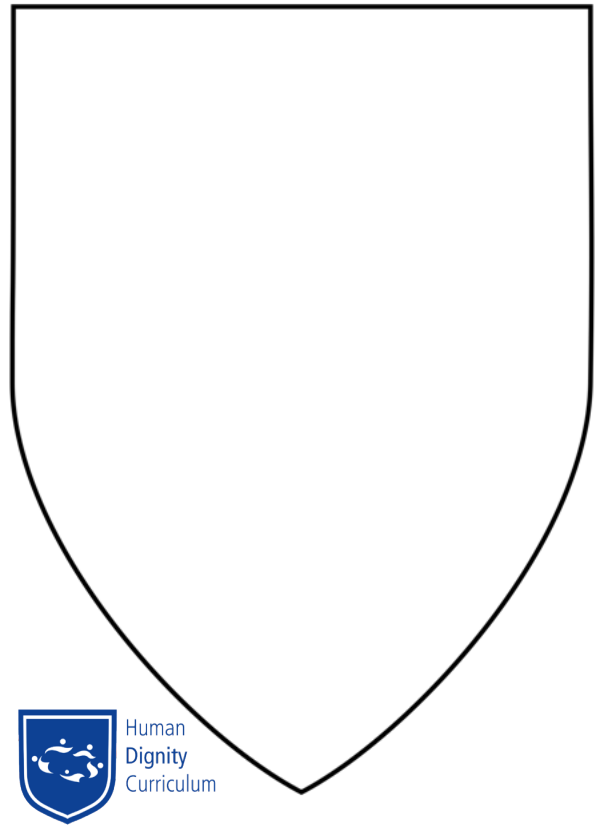
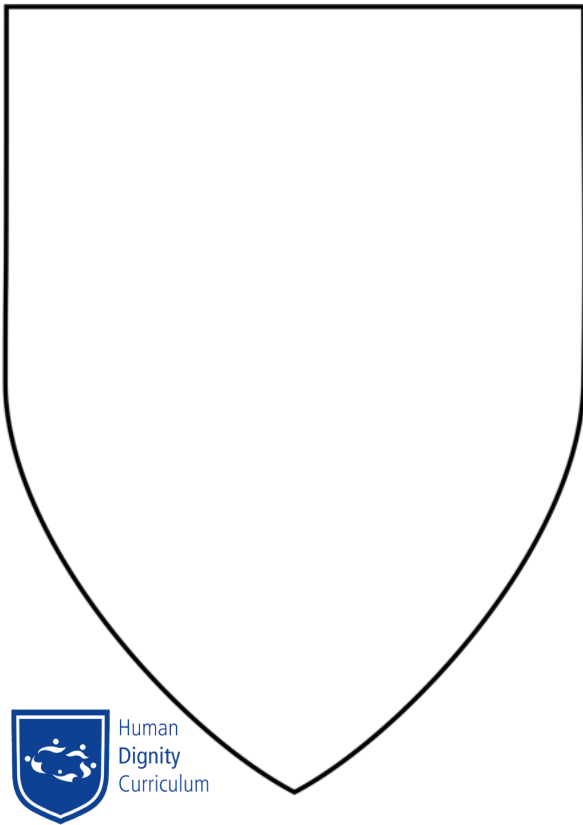
Assign groups of students to each of the listed emotions, and have them color in a [Shields](#) flash-card that represents the assigned emotion. Then, as a class, work through the [Shields Scenarios](#) list, with students raising their shield when the situation listed calls for it and, afterwards, answering the given questions.

**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.







## SHIELDS SCENARIOS

**Directions:** Read the following list of scenarios, and pose the questions as listed.

### **Identifying Emotions**

1. You are playing a fun game. (Show shield and name the emotion.) One of your friends is running a lot and all of a sudden he/she falls. He is now crying. (Show shield and name the emotion.)

Ask: What shield can you use to help your friend's sadness go away? (Show shield and name the emotion.)

2. You are drawing a beautiful picture. (Show shield and name the emotion.) All of a sudden a friend of yours accidentally spills water over your drawing. (Show shield and name the emotion.)

Ask: What shield can you use to protect yourself and your friend from a sudden emotion? Why?

3. You are watching an amusing cartoon on the television. (Show shield and name the emotion.) Your mother comes home from work and asks you to clean your room. You feel so comfortable watching TV and don't feel like cleaning your room (Show shield and name the emotion.)

Ask: What shield can you use to protect yourself from making a bad decision? (Show shield and name the emotion.)

### **Making Choices**

a) I am feeling bored because there is nothing on television to do and I did all my homework. I would like to feel enthusiastic. (help mother in the kitchen/call a friend)

b) I am feeling nervous because of the test we are writing soon. I would like to feel calmer. (give a hug/encourage)

c) I am feeling afraid because I have lost my keys. I would like to feel secure. (help a friend look for them).

d) I am feeling sad because I didn't help my mom when she asked me to. I would like to feel happier. (help your mom with something else/apologize)

e) I am feeling angry because my friend didn't call me to go play with him. I would like to feel more peaceful. (try find out why your friend didn't call you/forgive him).

f) I am feeling nervous. I would like to feel more confident or sure of myself. (give a hug/encourage)



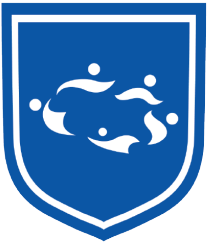
Name: \_\_\_\_\_

## MY EMOTIONS DIARY

**Directions:** For each day, list the emotions that you felt each day, and circle the emotion that lasted the longest amount of time.

**love joy sadness hope anger**

DAY	THE EMOTIONS I FELT TODAY
1	
2	
3	
4	
5	
6	
7	



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- **Kid Inventors** stories  
(<http://www.therichest.com/business/technology/top-10-inventions-by-kids/>)
- **I Invent** 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 human ability to know and connect ideas about us and the world

## PROCEDURE

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

- Can we control the emotion we feel? [no]
- Can we control what we do with our emotion? [yes]
- Give me one way to show your anger in an excellent way!

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

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

	plants	animals	humans
<b>eat</b>	x	x	x
<b>grow</b>	x	x	x
<b>reproduce</b>	x	x	x
<b>move from place to place on their own</b>		x	x
<b>use the senses</b>		x	x
<b>feel emotions</b>		x	x
<b>think</b>			x
<b>choose</b>			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.

Ask:

- Can animals make desserts, such as ice cream sundaes?
- Can roses do things that make their lives more interesting or entertaining?

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. Animals and plants cannot think about desserts and the necessary ingredients, nor can they write books or songs to explain their existence.

Write on the board:

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

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

**Step 3:** Practice connecting ideas about ourselves.

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

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

Tell some **Kid Inventors** stories, to give students examples of three inventions that were the ideas of children, then ask: Why is it important for humans to think about and create different inventions? How can we use ideas to respect other people's human dignity?

For the second question, break students into pairs to discuss, then share-out as a class. Explain: Using our power to think for the good of other people is one of the most excellent ways we can use it. One way, throughout history, that people have contributed to the good of others is by inventing objects and technology that serve their needs.

**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 **I Invent** worksheet.

## **SUPPLEMENTS**

**Supplement 1:** Practice understanding the power of ideas. Show students the **Great Innovators: "Thomas Edison and the Light Bulb," StoryBots** 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.

## I INVENT

Name: \_\_\_\_\_

**Directions:** If you could invent anything in the world, what would you invent? Draw it here.





## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- **Faces** signs (see Materials)
- **Yay or Nay** game (see Materials)
- **One Choice in Four Steps** worksheet (see Materials)
- Supplemental 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

## PROCEDURE

**Step 1:** Review the previous lessons. Human dignity is the special value, or importance, that:

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

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

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

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

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

**Step 2:** Teach the power to choose.

Pair students up, and ask them to play Rock, Paper, Scissors? Then, ask: How did you choose whether to show rock, paper, or scissors?

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

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

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

Write on the board:

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

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

Write on the board:

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

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

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

Play the **Yay or Nay** game with students. Place two chairs back-to-back, with a happy sign on one (to indicate excellent choices), and a sad sign on the other (to indicate non-excellent choices). Use the **Faces** signs. Divide the class into two groups.

Divide the class into two groups. The first student in each row will start the game, and others will follow. Read the statements. Children must run to the chair that appropriately reflects whether or not the choice made is excellent. Keep points for each group.

For each choice, ask:

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

**Yay or Nay Statements:**

- 1) Washing my hands before eating.
- 2) Laughing at my classmate when he trips
- 3) Volunteering to fix the chairs after class
- 4) Greeting my neighbor 'Good Morning'
- 5) Talking with my friends while the teacher is teaching
- 6) Hiding my sibling's toy instead of borrowing it
- 7) Sharing my snack with my classmate
- 8) Letting my sibling choose our next game
- 9) Thanking my mom or dad
- 10) Playing before finishing my schoolwork

If time permits, play the **Guess the Mimic!** game, and repeat the statement—"I've got to stop, look, think, choose"—with students until they have memorized it.

- Say: *When I have got a decision to make...*
- I've got to...**stop!** (Mimic the concept, and let children guess the word.)
- Then...**look!** (Mimic the concept, and let children guess the word.)
- Then...**think!** (Mimic the concept, and let children guess the word.)
- Then...**decide!** (Mimic the concept, and let children guess the word.)

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

## **FOLLOW-UP & HOMEWORK**

Ask students to choose one choice that they make in the next week, and complete the ***One Choice in Four Steps*** worksheet.

## **SUPPLEMENTS**

**Supplement 1:** 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 2:** Share ***The Legend of the Dipper***.

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

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

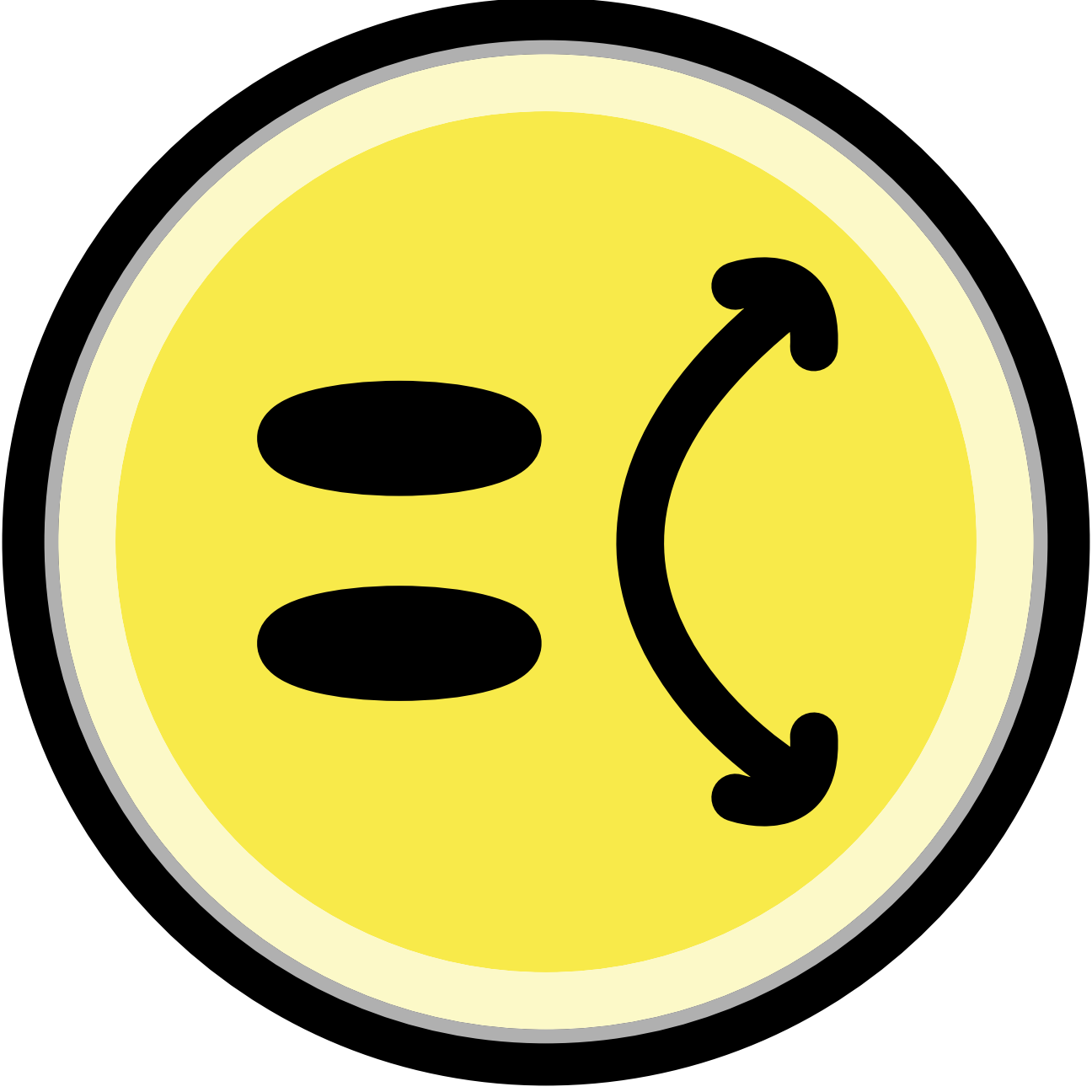
After a while, she encountered an old man walking along the road. The sun was so hot, and the man was very thirsty. He asked the young girl for a drink of water. Even though there was only a little bit of water left, the young girl knew that she should be kind, so she gave the man a drink. As she did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

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

Ask:

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







Name: \_\_\_\_\_

## ONE CHOICE IN FOUR STEPS

**Directions:** Draw a sign for each of the four steps in making an excellent choice.

**1. STOP!**

**2. LOOK!**

**3. THINK!**

**4. DECIDE!**



Name: \_\_\_\_\_

## ONE CHOICE IN FOUR STEPS

**Directions:** Draw a sign for each of the four steps in making an excellent choice.

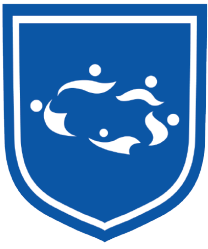
**1. STOP!**

**2. LOOK!**

**3. THINK!**

**4. DECIDE!**





## PURPOSE

To help students choose 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

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

## VOCABULARY

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

## PROCEDURE

**Step 1:** Review the previous lessons.

Ask students to recall the topic of the previous lessons (powers to think, choose), and then to explain how they have used these powers since those classes. Then ask:

- Why is it important to regularly take intentional excellent actions?
- When we make excellent choices, we change ourselves. How do you think this happens?

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

Ask students: Do you have a favorite hero? Why do you like him/her? Can you think of a hero in your everyday life? Discuss the kinds of jobs that people often associate with heroic, such as police officers and firefighters.

Discuss the characteristics and actions of a hero, then ask students to think of people in their school and community who they think fit the characteristics of a hero.

Write on the board:

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

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

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

**Step 3:** Teach the three characteristics of a hero.

Write on the board:

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

Play the **Everyday Hero** game with students. Ask them to look around the room and pick any object they could use as part of a superpower—a pencil, eraser, notebook, etc. Then pretend with the class that everyone is a superhero, and that they can use everyday objects for heroic things—i.e., “with a pencil, I can write as best I can the letters we are studying,” or, “with an eraser, I can erase sadness and draw a smile on my mother's heart.”

Give students these examples before starting. Afterward, skit out a news story with the students, interviewing them with the **Undercover Heroes** game questions.

Hello, (name)!

This is the Children's Report, and we would like to ask you about your hero life!

- What is your favorite power?
- When did you use it last time?
- How can this power help you to grow in excellence?

- Is being a hero hard? (Give students an opportunity to think about times in their own lives when they faced a challenge to help someone. For example, “I was helpful when I made friends with the new kid,” or “I was helpful when Mark fell off his bike and I brought him to his mom.”)
- What would you say to other children about how to be heroes every day?

**Step 4:** 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

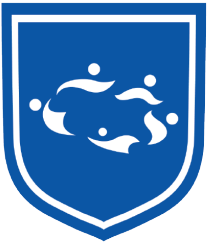
Ask students to ask their parents about a heroic thing they do or did once and to draw it.

## SUPPLEMENTS

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

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

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



## 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

- bubbles
- *Finding Healthy Snacks* worksheet (see Materials)

## VOCABULARY

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

## PROCEDURE

**Step 1:** Review the previous lessons. Student volunteers should show their drawings of heroic actions from their parents.

**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.

Tell the *Blue Jay* story.

Once upon a time, there was a small, playful bird named Blue Jay. This Blue Jay loved to fly and explore the forest. In fact, every day after lunch, he would go on adventures to meet up with his friends, Robin and Sparrow, and the three of them would go on important quests, solve mysteries, and fight heroically in make-believe battles. Each day, they would conquer the forest together, and fly about, scouting out the lands and territories below.

Blue Jay's mom told him that, to take care of himself, he needed to wash his feathers every day after he went out to play with Robin and Sparrow. But after his adventures, Blue Jay was so tired—far too tired to spend extra time and energy to give himself a bath! Often-times, Blue Jay would skip his bath. One week when Blue Jay's afternoon adventures were particularly tiring, he didn't wash his feathers at all. Each day, he noticed that his feathers were a little heavier and grimmer—which made flying through the forest with Robin and Sparrow more difficult, but not impossible. But one day, when Blue Jay tried to leave his nest to meet his friends, he found that his feathers were stuck together. He couldn't fly anymore!! Now he would be late for his afternoon adventure, and Robin and Sparrow would wonder what had happened to him.

After waiting for him for a few hours, Robin and Sparrow flew to Blue Jay's nest. "Blue Jay, why didn't you come on our adventure today?", asked Sparrow. "We waited for you for several hours!" "We were really worried about you," Robin added. "What happened to your feathers? Why can't you spread your wings?" Sparrow asked. "Well... the thing is, I haven't washed my feathers in more than a week," Blue Jay replied. "Really? An entire week?" Exclaimed Robin. "Blue Jay, you really should wash your feathers every day." "See what happens when you don't?", said Sparrow. "You couldn't be playing with us, but instead you can't even fly!" "Sparrow is right," added Robin, "Even though you are tired and might not feel like it, you really should wash your feathers every day, just like your Mom told you to do. That way, you'll be able to go on adventures and explore with us, and your feathers won't get stuck together again!"

Blue Jay nodded in agreement. "You're right. I've learned my lesson the hard way. From now on, I'll wash my feathers every day, even when I'm tired. I know that it's better to be clean and healthy. Mom was right: taking care of myself every day will give me the strength I need for our fun and adventures!" Robin and Sparrow, his good friends, carried Blue Jay to the stream, where they helped him to wash his feathers.

Ask:

- How is Blue Jay supposed to care for his feathers?
- What happened when Blue Jay didn't care for his feathers like he was supposed to?
- How can we be excellent regarding our body?
- Can you give some examples for excellent choices about your body?
- What things do your parents want you to do every day that help you to be strong and healthy? Do you always want to do them? Are they important habits to help you grow?

**Step 4:** Teach self-control.

Make a big circle and explain to children that you will blow bubbles, and that you can pop them. Blow bubbles. After a few minutes, stop, and discuss with the students the experience—how fun it was, how everyone wanted to do it, and that sometimes, we need to control how we react in certain situations, even if they're fun. Try another round of bubbles, and challenge students to stay seated while popping the bubbles. Then up the challenge and have students watch the bubbles, and see if one lands on their hand. For the final round, ask them to focus on one specific object in the classroom while you blow bubbles, so that they cannot watch the bubbles fall. Discuss how the bubbles may have been a distraction, but they could still control their actions.

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.

Write the following statements on the board, and complete the statements as a class:

- When I use self-control, I feel...
- I can show self-control by choosing...
- I need to show self-control when...

**Step 5:** 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 the *Finding Healthy Snacks* worksheet.





**HAND-WASHING SONG**  
**to the tune of**  
*Twinkle, Twinkle Little Star*

**Wet** your hands, Turn off the tap  
Use some **soap**, Wash front and back  
**Scrub** together, Scrub, scrub, scrub  
Wash away the germs, Rub a dub  
**Rinse** your hands they're nice and  
clean  
**Shake** them in the air, now scream


**"No Germs on Me!"**  
(scream)


## THE M&M'S SELF-CONTROL GAME


For one  say one thing that  
makes you stronger.

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

For one  say one good way  
you express being sad.

For one  say one moment  
you showed self-control.

For one  say one thing that  
makes you excited.

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



## MY BODY & ME

Name: \_\_\_\_\_

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

**1. daily goal for exercise:** \_\_\_\_\_

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

What was hard for you?

**2. daily goal for sharing toys with others:** \_\_\_\_\_

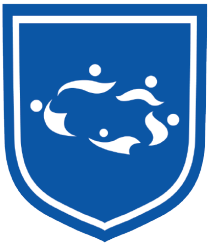
day #1	day #2	day #3	day #4	day #5	day #6	day #7

What was hard for you?

**3. daily goal for listening to teachers or parents:** \_\_\_\_\_

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

What was hard for you?



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- *Inside/Outside Pairs* flashcards (see Materials)
- *Incy Wincy Spider 3D | Those Who Keep Trying Never Fail | Latest Kids Rhymes, JinguKid* video  
(<https://www.youtube.com/watch?v=gZlFo936d4>)
- Banana
- 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

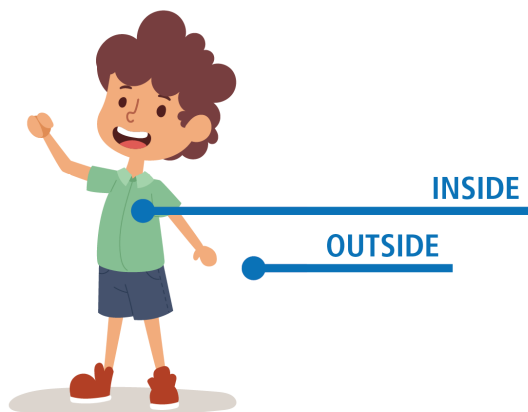
## PROCEDURE

**Step 1:** Start with a hook.

Call student volunteers to the front of the room, and then ask students from the class to raise their hands and share positive traits about their classmate.

Explain: Our person, who we are, is made up of many different qualities—and one of the most important steps we can take over the course of our life is making excellent choices to develop better qualities in ourselves.

**Step 2:** Teach the elements of the person. Begin by drawing a stick figure on the board. Call him “Dignity Dan,” and identify two parts to him: who he is on the inside, and what he can do to reflect who he is on the outside.



Then ask the students to categorize the qualities they’ve listed about each other in these categories. Once some of those examples have been categorized, ask more student volunteers to hang and then match the **Inside/Outside Pairs** flashcards, to develop a picture of the inside traits that lead to certain outside actions.

## Inside

patient  
hard-working  
kind  
artistic  
musical  
athletic

## Outside

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

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!

**Step 3:** Teach two traits to help guide students through challenges they might experience.

Play the ***Incy Wincy Spider 3D | Those Who Keep Trying Never Fail | Latest Kids Rhymes, JinguKid*** video.

Ask:

- Who is the main character of the story?
- What does the spider want?
- How does he decide to achieve it?
- Does he make it?
- What is one instance in your life in which you put effort into something, and achieved your goal?

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 outside, until we reach a place of human excellence. Effort and patience always come with each other.

Play the **Banana** game to enforce the concept. Have kids stand in a straight line. Explain: Let's see how fast we can pass a banana up and back down the line—without your hands! You must hold the banana with your chin. Pass the banana, chin to chin, up and down the line. If someone drops the banana, you must start over.

Place the banana beneath the chin of the child in front of the line. Show that child how to hold the banana between his or her chin and chest. Odds are that the banana will drop to the floor a few times during the game. Allow children to express frustration, but redirect unkind words. If children have an especially difficult time, modify the rules so kids can restart the game with the same partner who dropped the banana.

**Step 4:** Summarize: Today we have taken the next step in understanding the kinds of choices we can and should make as human persons, as we grow in excellence. The choices we make about our whole person, including the traits that help determine who we are, as well as the things that we do, all affect our growth along the path to becoming heroes. We should always make the most excellent choices, with effort and patience, as we grow.

### FOLLOW-UP & HOMEWORK

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

## SUPPLEMENTS

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

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

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

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

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

### **Supplemental Activity:**

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

**patient**

**waits quietly  
for their  
turn to speak**

**hard-  
working**

**finishes all  
homework**

**kind**

**smiles at  
everyone**

**artistic**

**draws  
beautiful  
pictures**

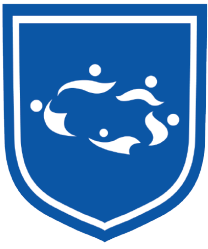
**musical**

**practices  
guitar**

**athletic**

**exercises  
daily**





## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

- *Friends on a Quest* handouts (see Materials)
- *Small Acts of Kindness* instructions (see Materials)

## VOCABULARY

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

## PROCEDURE

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

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

**Step 2:** Teach solidarity.

Ask students:

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

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

- family
- friends
- classmates & teachers

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

Ask students to complete the *Friends on a Quest* activity. Print enough handouts for each student to be able to compile one each of the five numbers in the activity, then mix them, handing each student five pieces of paper (even though, at the beginning of the activity, they may have repeating numbers). Their task is to work with their classmates to exchange individual numbers, until each student has one of each number, to combine to make a sentence: *Kindness opens every single door.*

Once all students complete the activity, ask:

- What about this activity was easy? Difficult?
- What did you have to do to work together?

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

Write on the board:

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

Ask: What do these two words mean?

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

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."

Ask:

- 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.

Hand out one *Small Acts of Kindness* instruction to each student, and have them save it as part of their HDC binder or notebook. If time permits, ask students to gather into groups of 2-3 and share their instructions with each other.

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

## **FOLLOW-UP & HOMEWORK**

Ask students to repeat their *Small Acts of Kindness* instruction every day for the next week.

## **SUPPLEMENTS**

No supplements.

1

**KINDNESS**

2

**OPENS**

3

**EVERY**

4

**SINGLE**

5

**DOOR**



Have a family round of shoulder massages.



Open the door for people entering a shop or restaurant.



Make a phone call to a friend or family member far away.



Feed some birds or ducks – or animals at your local zoo.



Bring hot cocoa to a neighbor.



Make "Be Happy" notes and put them in mailboxes.



Visit (or call) family or friends and help them with anything.



Hug your parents without a word for a reason.



Write "have a nice day" to your neighbor and put it into his mailbox.



Leave your friend secretly a candy on his/her school desk.



Leave a chocolate to your teacher on his/her desk  
with a note "for my teacher".



Clean your living room without  
saying anything to your parents.



Say something nice to your friend.



Say something nice to your brother/sister.



Say something nice to your parents.



Share a snack with a friend.



Let another go first in the grocery store or in the classroom.



Talk or play with a lonely friend or classmate.

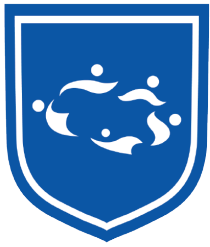


Help an older person cross the street.



Draw a flower and leave it for the school principal.





## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

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

## VOCABULARY

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

## PROCEDURE

**Step 1:** Review the previous lessons. Ask volunteers to report on their small act of kindness, then ask: How did it require your power to choose? What sort of effect did your act have on your emotions? Was your act easy or hard?

**Step 2:** Introduce the difference between giving and using.

Explain: We give of ourselves when we show respect for another person's human dignity—for example, when we give a hug to our friend who fell during recess and hurt her knee. We *use* other

people when we do something in order to achieve our own purpose—for example, when we try to be friends with someone only because they share their candy with us during lunch.

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

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

With each action called, pause to ask students:

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

Explain: The best way to respect our own dignity, and the dignity of other people, is to give ourselves—to share ourselves without expecting anything in return. This recognizes the dignity they have. Because each person has human dignity (including ourselves!), we are worthy of being loved and are gifts for each other.

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

Hand each student one **A Gift of Thanks** template. Ask them to choose one person they want to thank, and the specific thing for which they want to extend their thanks, and to color in the squares as a gift that they will give away. Once they are done coloring, they can cut out the shape and tape together their gift box.

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

## FOLLOW-UP & HOMEWORK

Ask students to give of themselves by giving away their boxes of thanks.

## 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.

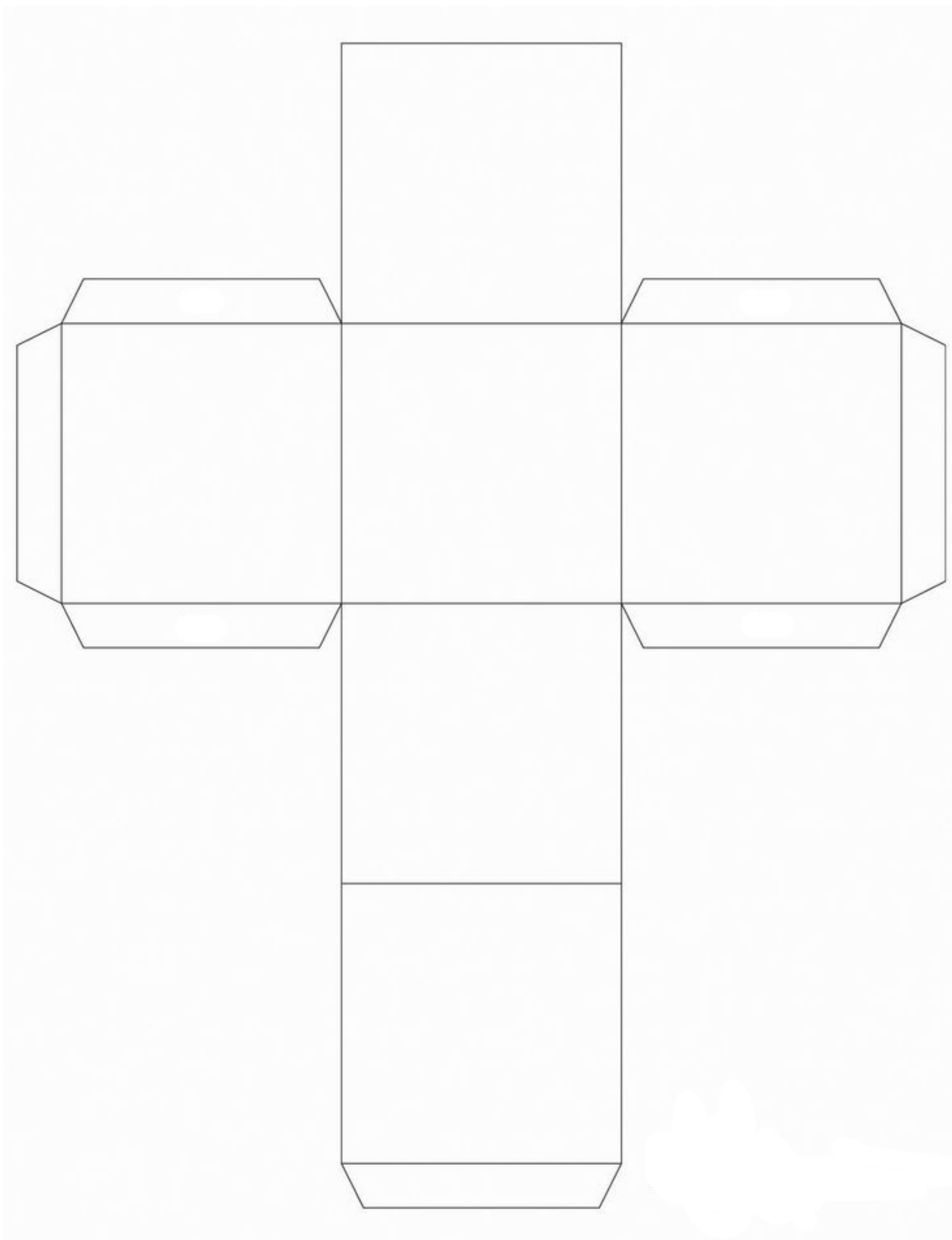
### **Discussion questions:**

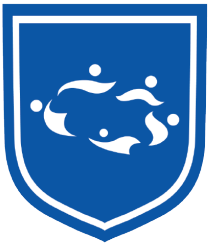
1. How does Jorge give of himself?
2. What are ways we can imitate his generosity and kindness?



Human  
Dignity  
Curriculum

## A GIFT OF THANKS





## 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

- strips of construction paper
- **You & Me Recipe** handouts (see Materials)
- Supplemental materials:
  - **Band of boys rally around boy, 6, to stop teasing, WCVB Channel 5 Boston** video  
([https://www.youtube.com/watch?v=Gq7ZgXz\\_YLc](https://www.youtube.com/watch?v=Gq7ZgXz_YLc))

## 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, and ask for volunteers to share the recipient of their gift boxes.

**Step 2:** Teach authentic friendship.

Give each student two strips of construction paper. Ask them to write the most important quality in a friend, as well as the name of their best friend, respectively. Then, as a class, work to tape slips together every other—quality, friend, quality, friend, etc.—in a **Friendship Chain** that can be hung in the classroom and referred to throughout the year.

Ask:

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

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

Give students some examples: writing homework before going out and playing with a friend, helping a friend who doesn't understand an assignment, etc.

Write on the board:

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

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

Write on the board:

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

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

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

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

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

Explain: Justice is the trait we build that helps us to give all of those we encounter what we ourselves would want to receive—what we ourselves deserve: respect for our human dignity, kind-

ness, generosity, and more! It's important for us to think this way because every action that we take should help pour more and more excellence into our bucket!

As the final activity, break students into groups of six. Give each student within the group one piece of the *You & Me Recipe* handout. The task of each group is to come up with the key six ingredients, and their quantities, for respectful relationships between students in the classroom at school—which key qualities are needed.

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

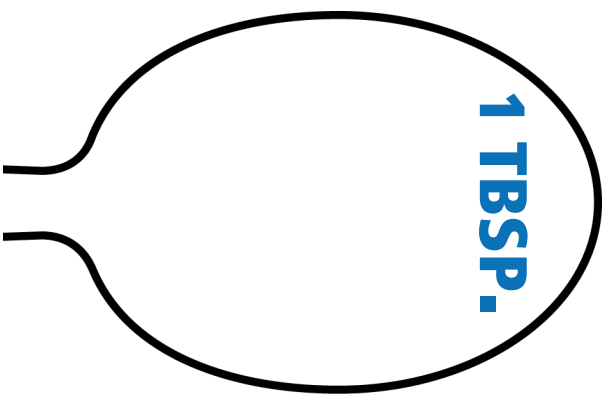
### SUPPLEMENTS

**Supplement 1:** Show the *Band of boys rally around boy, 6, to stop teasing, WCVB Channel 5 Boston* video.

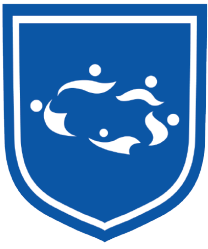
#### Discussion questions:

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

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







## 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

- *Me Yesterday, Today, & Tomorrow* worksheet (see Materials)
- *The Hero's Charter* worksheet (see Materials)

## VOCABULARY

No new vocabulary.

## PROCEDURE

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

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

**Step 2:** Teach students the *Dignity Statement*:

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

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

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

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

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

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

Then ask students to complete the ***Me Yesterday, Today, & Tomorrow*** worksheet, drawing the person they were before they started the HDC, the person they see themselves as today, and the hero they want to become.

**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.

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

**Step 4:** 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 with their parents/guardians.

## **SUPPLEMENTS**

None.

## ME YESTERDAY, TODAY, & TOMORROW

Name: \_\_\_\_\_

**Directions:** Fill in how you saw yourself before HDC, how you see yourself today, and who you want to become.

Yesterday	Today	Tomorrow: A Hero

## THE HERO'S CHARTER

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---

---

---

---

---

Signature

Date

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### Lesson 1

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### Lesson 3A

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### Lesson 3C

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### Lesson 4B

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### Lesson 6B

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