



PURPOSE

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

LEARNING OBJECTIVES

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

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

MATERIALS & RESOURCES

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

VOCABULARY

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

PROCEDURE

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

Step 2: Teach authentic friendship.

Ask: How do we know when someone is truly our friend?

Explain: While we may share interests with other people, while we may enjoy the same thing as

others, true friendship begins when two people realize they both want excellence—for themselves, for each other—and help each other to achieve it. This means helping our friends make the right choices. This means helping our friends show respect. This means helping our friends when they have to struggle with a challenge. You will want to highlight concepts from the last lesson as well: friends give of each other in self-gift and don't use one another; and they are willing to sacrifice for their friend in solidarity.

Write on the board:

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

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

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

Write on the board:

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

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

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

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

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

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

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

If time permits, show the *Band of boys rally around boy, 6, to stop teasing* video.

Supplemental Activity:

- Use the *Kindness suits them, Daily Mail Online* article for additional context.

Ask:

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

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

Step 4: Summarize: Today we have taken the additional and last step along this path of growing in human excellence, by looking at the importance of developing good friendships and the importance of showing justice to all of the people that we encounter. With all of these actions, we show respect for both our and others' human dignity, that value we all share!

FOLLOW-UP & HOMEWORK

Ask students to complete the *Solving Injustice* worksheet.

SUPPLEMENTS

None.



Human
Dignity
Curriculum

Name: _____

SELF-GIFT REVIEW

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

1. _____

2. _____

3. _____



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MY FRIEND PROFILE

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

FRIEND:

Where did you meet this friend?

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

Think of one good habit you have, either in this friendship or another, that you and your friend can practice together. How will you practice it?

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



Name: _____

SOLVING INJUSTICE

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

1. _____

2. _____

MY RESPONSE



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MY RESPONSE
