

Human  
Dignity  
Curriculum

# HUMAN DIGNITY CURRICULUM

## KINDERGARTEN



World **Youth** Alliance

**FOR REVIEW**

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

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**FOR REVIEW**





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

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

## DIGNITY SELF-PORTRAIT

A self-portrait template consisting of two large blue circles on a white background, enclosed within a dashed rectangular border. A large, light gray watermark reading "FOR REVIEW" is oriented diagonally across the entire page.



## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

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

## VOCABULARY

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

## PROCEDURE

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

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

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

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

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

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

Ask:

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

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

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

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

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

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

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

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

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

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

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

**Step 5:** Summarize.

Begin with a share-out:

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

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

### FOLLOW-UP & HOMEWORK

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



## "I AM" GAME

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

I like to wear pink nail polish.

I like to read.

I have three siblings.

I am wearing a t-shirt.

I am a sister.

I have no siblings.

I am a son.

I like to draw.

I am curious.

I am wearing a handband.

I am a sports player.

I am kind.

I am a musician.

I am adventurous.

I am a dancer.

I was born in the USA.

I am a girl.

I am a boy.

I am a student.

I am a human person.

I have dignity.

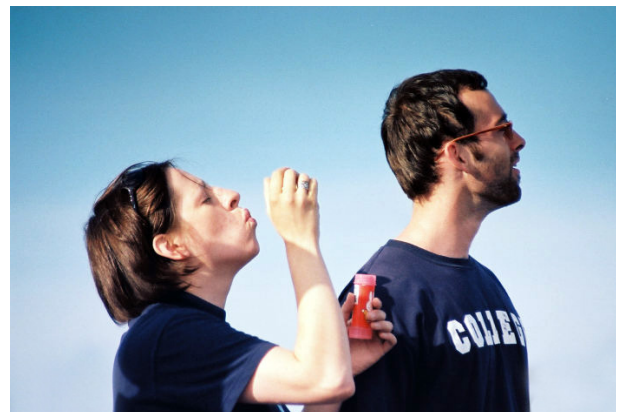


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MY NAME IS \_\_\_\_\_, AND

**I HAVE HUMAN DIGNITY!**

FOR REVIEW





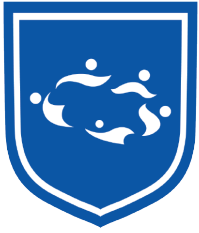


**DIGNITY SONG**  
**to the tune of**  
*Twinkle, Twinkle Little Star*

Dignity is human worth  
I know everyone has value

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

\*Repeat second verse for each different student.



## PURPOSE

To distinguish living beings from non-living things.

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

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

## VOCABULARY

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

## PROCEDURE

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

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

**Step 2:** Teach the powers. Explain: What makes living beings different from non-living things is their ability to do different things. We call these abilities powers!

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

Human Dignity Curriculum – Grade K | Lesson 2

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

	plants	animals	humans
eat			
grow			
reproduce			

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

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

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

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

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

**Step 4:** Help students practice excellent decision-making.

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

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

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

**Step 5:** Summarize.

Begin with a share-out:

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

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

#### **FOLLOW-UP & HOMEWORK**

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



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## POWERS OF LIVING THINGS



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





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## I GROW IN STAGES

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# GOOD CHOICE



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# BAD CHOICE



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



## CHOICES LIST: EATING & GROWING

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

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



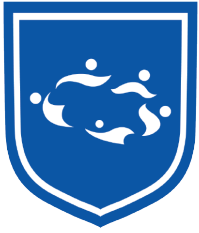


## LIVING & NON-LIVING CHART

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

LIVING BEINGS	NON-LIVING THINGS





## PURPOSE

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

## LEARNING OBJECTIVES

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

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

## MATERIALS & RESOURCES

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

## VOCABULARY

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

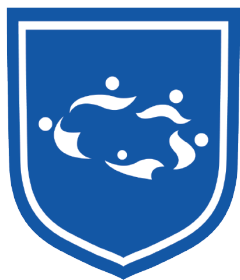
## PROCEDURE

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

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

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

**Step 2:** Teach the five (external) senses.



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# HUMAN DIGNITY CURRICULUM

GRADE 8



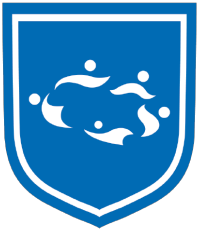
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**To prepare for the Human Dignity Curriculum (HDC), the following two things should be done:**

1. Students should bring in a photo or a drawing of themselves. The photo/drawing will be used for a later class activity.
2. The teacher should call for a letter from parents, guardians, family members or friends for each student; this **Dear You** 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 8, we are asking that all families provide us with a letter written to your child. You can email this letter to me [email], or mail it to me [address], or send it with your child 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?

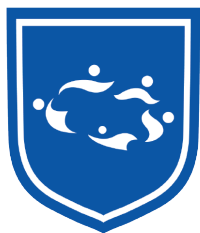
This letter will help start our project! The deadline for providing this letter is [date]. Please take the time to provide a letter, and let me know of any questions.

[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 or folder. Ideally, students will be able to collect their worksheets and notes into this binder or folder over the duration of the HDC. A solid archive should be kept to help students contribute to the final HDC project.

The teacher should make note of this suggested final HDC project: a class newspaper that can be shared with families and/or the grade/school, drawing on students' different homework assignments and activities, that paints a portrait of lessons learned about human dignity.



## PURPOSE

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

## LEARNING OBJECTIVES

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

1. Explain that they are persons with human dignity.
2. Experience their own dignity.

## MATERIALS & RESOURCES

- **Dear You** letters (see Materials [for Preparatory Work])
- lined paper for letter-writing
- Supplementary materials:
  - **Life without limb-its, Daily Mail** article  
(<http://www.dailymail.co.uk/news/article-1196755/The-astonishing-story-man-born-arms-legs--world-famous-swimmer-surfer-footballer.html>)
  - **Motivational speaker Nick Vujicic on the power of staying positive, Channel NewsAsia** video  
(<https://www.youtube.com/watch?v=707VD48BuOs>)
  - **Mix & Match** worksheet (see Materials)

## VOCABULARY

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

## PROCEDURE

**Step 1:** Introduce the course: This a course will help us answer three questions.

Write on the board:

- (i) Who are we?
- (ii) What can we do?

(iii) Who can we become?

Once we understand who we are, this understanding changes the way we think about ourselves, the way we think about others, and then the way we act! You will learn how to use this understanding to make choices about yourself and your life every day going forward.

**Step 2:** Begin with a hook. Hand each student their own *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 do you know the letter writer? What is your relationship with him/her?
- How does your letter make you feel?

Students could journal the answers to these questions in their notes.

**Step 3:** Introduce human dignity, the core concept of the course: What we experienced in this activity is our human dignity—our value as a human person. Every single person has this value, just because he or she is human!

Write on the board:

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

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

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

Teach the three prongs to dignity:

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

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

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

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

One way that we can do this is return other's respect for us! Let's take the time to write those who wrote us a **Dear You** letter, answering for them the questions: Why do you love this person? Why is he or she valuable to you? What makes him or her special? This letter should be hand-written on lined paper.

**Step 4:** Review the concepts taught.

**Ask:**

- Do I have dignity? [yes]
- Does [student] have dignity? [yes]
- Does [other student] have dignity? [yes]
- Do I have more dignity than you? [no]
- Do you have more dignity than me? [no]
- Does my dog Fido have dignity? [no]
- Can I take your dignity away from you if you fail a test? [no]
- Can your parents take your dignity away from you if you forget to take out the trash? [no]
- Who gives you your dignity? [nobody—you have it just because you're human]
- Who are you? [a human person with dignity]

**Step 5:** Summarize: Today we have begun to answer the question, "Who are we?," the first of three important questions to us in this class. We are human persons who each have dignity, the value that makes each of us special, just because we are human. We all share it, it cannot be given to us or taken from us, and it is with us for the entirety of our lives! Understanding that we have this dignity is important to understanding what we can do and who we can become.

## **FOLLOW-UP & HOMEWORK**



Ask students to mail or give the dignity letter they wrote in class. (If necessary, students should complete their dignity letters at home.)

## SUPPLEMENTS

**Supplement 1:** Summarize the newspaper story about Nick Vujicic, “the man without limbs,” and explain that he shows how human dignity is a value always with us, a value not limited by look or ability; even in being physically incapable in certain ways, he is fundamentally human and his life therefore valuable. There is a mystery entirely his own; it is this mystery and personality that he has expressed in his own life. (Alternative would be to watch the *Motivational speaker Nick Vujicic on the power of staying positive*, Channel NewsAsia video.)

**Supplement 2:** Raise awareness of the dignity of the person on the level of the classroom. Hand each student a copy of the *Mix & Match* worksheet, and give them five minutes to complete it, to see which person can identify, at the fastest rate, fellow students with the listed commonalities.

Ask:

- How does this activity make you feel?
- Did anything about what you learned surprise you?

**Supplement 3:** Bring the experience of the dignity of the person to the level of the student’s self-reflection. Ask them to imagine themselves looking in a mirror, then to write down a list of things that another person couldn’t know about them just by looking at them—qualities of their own individual mystery: two experiences from their past that have made them who they are today; two things they hope/dream for; two people they love; two things they find beautiful.

Model part of your own answer to students before they begin.

Upon completion, ask:

- What are some examples of things that other people can’t know about us?
- Why do you think people can’t know these things about you unless you tell them?



## MIX & MATCH

**Directions:** Find a **different** person for each clue in the list below.

1. a person with whom you share your birthday month

\_\_\_\_\_

2. a person who's visited another country

\_\_\_\_\_

3. a person with more than two siblings

\_\_\_\_\_

4. a person whose favorite color is the same as yours

\_\_\_\_\_

5. a person who's completed a puzzle

\_\_\_\_\_

6. a person who's taken dance classes

\_\_\_\_\_

7. a person who was born in another state (or country)

\_\_\_\_\_

8. a person who speaks a second language

\_\_\_\_\_

9. a person named after a relative

\_\_\_\_\_

10. a person who's lived in more than one house/apartment

\_\_\_\_\_

11. a person who loves reading

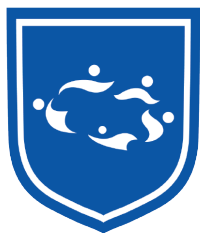
\_\_\_\_\_

12. a person who loves pizza

\_\_\_\_\_

13. a person who eats cereal for breakfast

\_\_\_\_\_



## PURPOSE

To help students recognize their mission to respect human dignity over the duration of their lives.

## LEARNING OBJECTIVES

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

1. Explain their mission as one of respecting their own and others' dignity.
2. Keep themselves and fellow students accountable for showing respect.

## MATERIALS & RESOURCES

- **Sudoku Puzzle** worksheet (see Materials)
- **Sudoku Answer Key** sheet (see Materials)
- **Friends in Mission** card (see Materials)

## VOCABULARY

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

## PROCEDURE

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

Write the following definitions on the board, and ask students to write the definition along with the correct characteristic it defines into their notes:

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

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

Send two students into the hallway, and have each remaining student take off one shoe and place it in the middle of the carpet. Then ask the two students in the hallway to come into the classroom, one by one, and categorize the shoes. Discuss with the remaining students the different ways in which the shoes were categorized.

Then draw the following chart on the board, with the columns labeled, and ask students to play “Around the World.”

non-living things	plants	animals	humans

One student should stand behind the other, and upon hearing the item, the student who places the object or living being into the accurate category the fastest moves on to the next student, until all vocabulary words are correctly listed.

non-living things	Plants	animals	humans
robot	tulip	rhinoceros	mother
cathedral	dandelion	camel	firefighter
bulldozer	algae	labrador	neurosurgeon
pharmacy	cactus	iguana	spouse
microphone	poinsettia	shellfish	barista
cavern	aspen tree	whale	babysitter

**Ask:**

- Which of these categories has human dignity? Why?

**Step 3:** Teach the powers of living beings.

Help students identify the existence of powers, which all living beings share; they distinguish living from non-living beings. Ask: What distinguishes living beings from non-living beings? Take answers, then teach the powers: What distinguishes living beings from non-living things is the presence of powers. All living beings have different powers.

Write on the board:

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

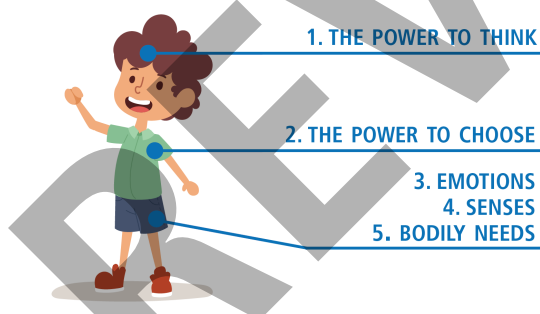
Explain: Non-living beings are unable to do anything on their own; they have no powers.

Make a table of powers per living beings on the board, and complete it as a class. Students should copy this table into their notes.

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

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

**Step 4:** Introduce the mission of the human person. Explain: The human person alone has the powers to think and to choose. These powers help us begin to answer the question, “What can we do?” With these powers, the person first recognizes the presence of human dignity, that which makes us entirely unique among all living beings, and then can choose to respect it!



Explain: After human dignity, we are all different—with different birthdays, gifts, talents, grades, lives, and more! What we can all do, however, is choose to respect our individual human dignity. The power to think and then the power to choose, based on what we think and know, are the most powerful of all powers in the person. Animals and plants do not have these powers.

Our mission—or our life’s pursuit—should be to order our entire life and everything in us so that we first think about what is most excellent and choose it. This starts with knowing that we should always respect the dignity of people.

These powers to think and choose should help us express our emotions, and also take care of the needs of our bodies, such as our need to eat or sleep. We will learn more about all of this later.

**Step 5:** Demonstrate the relationship between thinking and choosing with a simple exercise.

Hand each student a copy of the [Sudoku Puzzle](#) worksheet, and work together as a class to fill in the blanks with the correct numbers.



**Ask:**

- How did we use our power to think with this activity?
- How did we use our power to choose with this activity?

**Step 6:** Summarize: Today we have begun to answer the question, “What can I do?” We have seen that, as persons with dignity, we also have the unique powers to think and choose—and these are the powers that drive our entire life! We will continue to learn more about these powers moving forward.

**FOLLOW-UP & HOMEWORK**

Each student should receive a *Friends in Mission* card, and complete it by filling in one respectful action that they can practice at school. They should then ask for 2-3 friends to sign in a commitment to keep them accountable for completing this action.

**SUPPLEMENTS**

None.



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

### SUDOKU PUZZLE

	3				6			7
	4		2		5	3	9	6
	5	6	7			2		
9	2	5			8	7		1
	6						2	
4		7	9			6	3	5
		2			9	4	6	
6	9	8	3		7		5	
5			8				7	

Grade 8, L1B - The Mission



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

### SUDOKU PUZZLE

	3				6			7
	4		2		5	3	9	6
	5	6	7			2		
9	2	5			8	7		1
	6						2	
4		7	9			6	3	5
		2			9	4	6	
6	9	8	3		7		5	
5			8				7	

Grade 8, L1B - The Mission



## SUDOKU ANSWER KEY

2	3	9	4	1	6	5	8	7
7	4	1	2	8	5	3	9	6
8	5	6	7	9	3	2	1	4
9	2	5	6	3	8	7	4	1
1	6	3	5	7	4	8	2	9
4	8	7	9	2	1	6	3	5
3	7	2	1	5	9	4	6	8
6	9	8	3	4	7	1	5	2
5	1	4	8	6	2	9	7	3



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## FRIENDS IN MISSION

Identify one action that shows respect for others. Explain how you will take it at school.

\_\_\_\_\_  
your signature of commitment

signatures of your friends in mission:



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## FRIENDS IN MISSION

Identify one action that shows respect for others. Explain how you will take it at school.

\_\_\_\_\_  
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## FRIENDS IN MISSION

Identify one action that shows respect for others. Explain how you will take it at school.

\_\_\_\_\_  
your signature of commitment

signatures of your friends in mission:



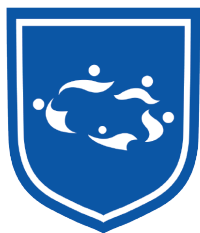
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## FRIENDS IN MISSION

Identify one action that shows respect for others. Explain how you will take it at school.

\_\_\_\_\_  
your signature of commitment

signatures of your friends in mission:



## PURPOSE

To help students understand their gift of self as the most excellent way of fulfilling their mission.

## LEARNING OBJECTIVES

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

1. Respect their own dignity.
2. Give of their self to another in a way that respects theirs and others' dignity.

## MATERIALS & RESOURCES

- **Review Quiz** worksheet (see Materials)
- paper lunch bags
- **My Own Dignity** worksheet (see Materials)
- **To Share** cards (see Materials)
- **Gift** postcard (see Materials)

## VOCABULARY

- **gift**: something given by choice without wanting anything in return

## PROCEDURE

**Step 1:** Review the previous lesson. Hand each student a **Review Quiz** worksheet and ask them to classify the powers according to the correct categories of living being.

eat (plants, animals, humans)  
grow (plants, animals, humans)  
reproduce (plants, animals, humans)  
move from place to place (animals, humans)  
use the senses (animals, humans)  
feel emotions (animals, humans)  
think (humans)  
choose (humans)

**Step 2:** Introduce the concept of self-gift. Explain: One of the key things that we must learn as humans is how to relate with others, especially in a way that respects our own dignity, and the



dignity of those with whom we are in relationship. There is a very special way that we go about being in these relationships.

Tell the story of Sophie Scholl and the White Rose.

Sophie Scholl was born in Forchtenberg am Kocher, Germany, in 1921, and she grew up during the rise of Adolf Hitler in Nazi Germany. Adolf Hitler implemented a policy within Germany that persecuted against particular types of people, including the disabled and those who were Jewish. As a child, Sophie was a member of Hitler Youth, but soon she realized the evil of the organization and of Hitler himself. Sophie's family—her brother and father—began to actively oppose the Nazi regime and actions in 1942, when the mass deportation of the Jews began.

Sophie's father was a strong man dedicated to living a moral and noble life, and he told his children, "What I want for you is to live in uprightness and freedom of spirit, no matter how difficult that proves to be." In accordance with her father's will and instructions, Sophie joined The White Rose, a secret student news organization that spoke out against the actions of the Nazis. The White Rose mailed pamphlets, letters, and leaflets to scholars, medics, and other members of the population, informing them of the immoral and depraved actions of Hitler and the Nazis. Sophie, and other members of The White Rose, including her brother, knew that they were putting their own lives at risk, since Hitler and his party saw any person or group that opposed them as a threat. Despite the danger they faced, the writers and distributors of The White Rose persevered and continued to spread the truth. They devoted their lives for justice and for others, but eventually, Sophie and her brother were caught and put to death in 1943. They will be remembered for their courage and sacrifice. Sophie, only 22 years old at the time, made the ultimate gift of self.

Ask the students to reflect on Sophie's actions and sacrifices in giving herself to others. Then ask the students to write a journal entry reflecting the ways they have experienced authentic friendship with someone. Students are free to keep their entries private.

**Step 3:** Teach the process of self-gift.

Hand each student a paper bag on which they should write their name, and then hand each student a collection of small pieces of paper. Give students seven minutes to speed rotate, from paper bag to bag, and write out one thing they like about the person whose bag they are in front of.

Each student should take back their own bag, and using other students' reflections about them, complete the *My Own Dignity* worksheet. They should include the photo/drawing from the last lesson; completed worksheets can become a classroom collage.

Ask: What is a gift? Take some answers, then write on the board:

**gift:** something given by choice without wanting anything in return

Then ask: How did others give to you in this activity?

Explain: We receive an understanding of our own dignity from the outside in, just like in this activity, when others gave of themselves to show us our own dignity. When people in our life don't tell us about our dignity, we may not realize that we have it! We are responsible for helping each other know our own dignity.

Write on the board:

1. see another person and his/her dignity
2. respect the person's dignity
3. give of yourself

Explain: The steps that I have listed on the board are necessary for giving of yourself, which is the ultimate form of showing respect for another person. You first have to respect another person's human dignity, something that you share with them. We show respect for dignity with our eyes, our posture, and the tone of our voice. Once you've shown respect, you can give yourself by sharing something about yourself, or by giving of your time and effort—and recognizing the dignity and worth of the person whom you are with! This is one powerful way of using our powers to think and choose.

Give each student one **To Share** cards, and ask them to gather in pairs (one with an odd-numbered and one with an even-numbered card). Students should fill out their postcard in conversation with their partner.

Gather for a discussion. Ask:

- What does it mean to share yourself?
- What did you experience when you shared yourself with your partners?
- What did you learn through this activity?

**Step 4:** Summarize: This week, we looked at what should happen if we are to show respect for our own dignity and for the dignity of others, as well as how to give ourselves away to others. Knowing how to do this will help us build healthy relationships in the future, and helps to lay the ground for growing in human excellence, which helps us respect ourselves and others around us. Giving ourselves away is one additional unique human ability, that helps make us who we are!

## FOLLOW-UP & HOMEWORK

Ask students to think of a person—at school, in their family, etc.—to whom they can give of themselves. Give each student a **Gift** postcard, and ask them to complete it, then give it away or mail it.

## SUPPLEMENTS

**Supplement 1:** Call for student volunteers to role play. Ask them to act out self-gift under each of these circumstances.

- two friends after a fight
- a new student and the teacher on the first day of class
- the doctor treating a patient
- a father when his daughter falls in the park

**Ask:**

- How was self-gift portrayed in each of these situations?
- What would you have done differently?
- What are some universal signs of respect for another human person?



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## REVIEW QUIZ

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

	plants	animals	humans
	x	x	x
	x	x	x
	x	x	x
		x	x
		x	x
		x	x



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## REVIEW QUIZ

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

	plants	animals	humans
	x	x	x
	x	x	x
	x	x	x
		x	x
		x	x
		x	x



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## TO SHARE (1)

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

The Person I Encountered: \_\_\_\_\_

**Directions:** Answer the questions below.

**1. What are three things this person and I have in common?**

---

---

---

**2. Why do you like being in this class?**

---

---

---

**3. What is something that makes you laugh, and why?**

---

---

---

**4. If you could do one thing to make this world a better place, what would you do, and why?**

---

---

---



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## TO SHARE (2)

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

The Person I Encountered: \_\_\_\_\_

**Directions:** Answer the questions below.

**1. What are three things this person and I have in common?**

---

---

---

**2. Why do you like being in this class?**

---

---

---

**3. What is one thing of which you are afraid, and why?**

---

---

---

**4. Who is someone that inspires you, and why?**

---

---

---

---

---





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

## MY OWN DIGNITY

**Directions:** Paste a photograph, or draw a portrait, of yourself in the box below, then answer the questions below.

**1. Explain who you are in three sentences.**

---

---

---

**2. Pick three qualities that others see in/about you?\***

---

---

---

\*These qualities can come from the paper bag activity (or an alternative).

Grade 8, L1C - The Gift of Self



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

## MY OWN DIGNITY

**Directions:** Paste a photograph, or draw a portrait, of yourself in the box below, then answer the questions below.

**1. Explain who you are in three sentences.**

---

---

---

**2. Pick three qualities that others see in/about you?\***

---

---

---

\*These qualities can come from the paper bag activity (or an alternative).

Grade 8, L1C - The Gift of Self

From:

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To:



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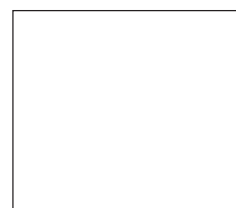
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From:

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To:



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---

Dear \_\_\_\_\_ ,

Date \_\_\_\_\_

I wanted to write you a note, to let you know how much I appreciate you!

**1. If I had to describe you in three words, they would be:**

\_\_\_\_\_

**2. You inspire me because:**

\_\_\_\_\_

\_\_\_\_\_

**3. I am grateful to you because:**

\_\_\_\_\_

\_\_\_\_\_

**4. One of my favorite memories with you is:**

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

Dear \_\_\_\_\_ ,

Date \_\_\_\_\_

I wanted to write you a note, to let you know how much I appreciate you!

**1. If I had to describe you in three words, they would be:**

\_\_\_\_\_

**2. You inspire me because:**

\_\_\_\_\_

\_\_\_\_\_

**3. I am grateful to you because:**

\_\_\_\_\_

\_\_\_\_\_

**4. One of my favorite memories with you is:**

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_



## PURPOSE

To distinguish human persons from the remainder of 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 about their lives and choices as the key to human excellence.
2. Apply this power to setting concrete goals for their life.

## MATERIALS & RESOURCES

- **Power Structures** handout (see Materials)
- **Identity** worksheet (see Materials)

## VOCABULARY

No new vocabulary.

## PROCEDURE

**Step 1:** Review the previous lesson. Write the following definition on the board, and then ask students to write a 2-3 sentence personal life mission statement in their notebooks.

- **mission:** the pursuit of a desired outcome

**Step 2:** Introduce the power to think.

Name a few excellent historical figures, and ask students to identify two excellent actions each historical figure may have taken. [i.e., Martin Luther King, Jr.; Joan of Arc; Mohandas “Mahatma” Gandhi; Anne Frank]

Then brainstorm as a class a list of things that human persons can *be* that animals or plants can’t be. Ask each student to give a brief explanation of what is distinctly human about their answer. [i.e., teacher, doctor, researcher, football player, politician, leader]

Then brainstorm as a class a list of things that human persons can *do* that animals or plants can’t do. [i.e., write, read, compose, drive, photograph, pray]

Finally, brainstorm a list of excellent people from the students' lives who have demonstrated the power to think in excellent ways. Ask each student to give a brief explanation of what is distinctly excellent about their answer.

Give each student a *Power Structures* handout.

Explain: The reason that human persons are able to become these different kinds of people and create these things which we have listed has to do with the unique human power to think and to know—to know who we want to become and what we want to do. All the listed items require this power, which neither animals nor plants have.

The power to think helps us to know many things, including values, such as human dignity, and abstract ideas, such as love, justice, and equality.

**Step 3:** Place students on the path of personal mission.

Take one of the answers the students gave for who the human person can be, and ask them to compile a 5-step process of actions that a person needs to take in order to become this person.

[i.e., teacher:

1. Graduate high school.
2. Go to college.
3. Take classes in education.
4. Practice teaching as a student teacher.
5. Apply for a job at different schools.]

Then ask each student to complete a copy of the *Identity* worksheet, identifying their talents, values, goals, and more.

Once they complete the worksheet, students should take their answers to questions 11 and 14, and for each answer, write out in their notes five milestones to which they will need to complete before they are able to attain their goal.

Ask for student volunteers to share their goal and their five milestones.

Ask:

- What did you think about when deciding which goal you wanted to set?



Explain: With our power to think, we understand the dignity of every person, including our own, and can see that this dignity is best expressed in an excellent life—a life in which we respect our own dignity and the dignity of others with every choice taken.

We can think about who we want to become, and why we want to become that; we can know what we value; and we can think about the particular actions that we need to take in order to get there, growing in excellence along the way. We can also use this power to reflect on our past choices.

**Step 4:** Summarize: Today, we looked at the human person's power to think, and the way that it distinguishes the human person from all other living beings. With this power, we can understand and respect our own dignity and that of others, and can think about the ways in which the decisions we make in our lives can put us on this path toward excellence. As human persons, we can thus be or do a whole range of excellent things for ourselves, for others, and for the world!

### FOLLOW-UP & HOMEWORK

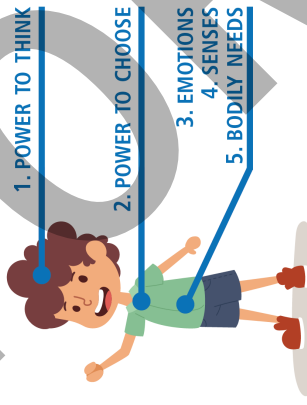
Ask students to research their ideal career, then explain their research, in a 7-10 sentence essay. The essay should indicate the steps that the student needs to take in order to achieve this career.

### SUPPLEMENTS

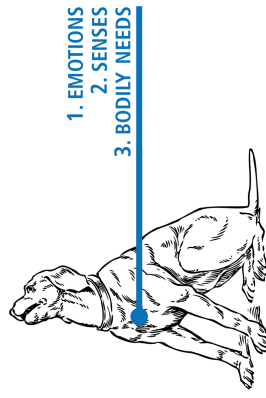
None.

## POWER STRUCTURES

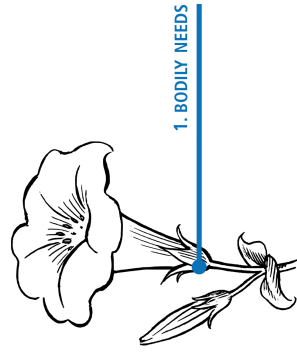
the human person



animals



plants

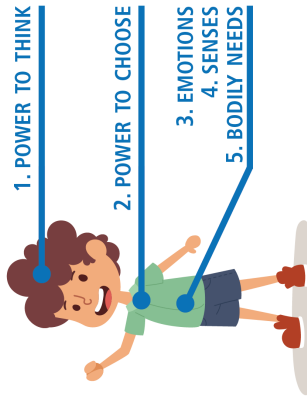


Images: WYA (top); public domain (middle, bottom)

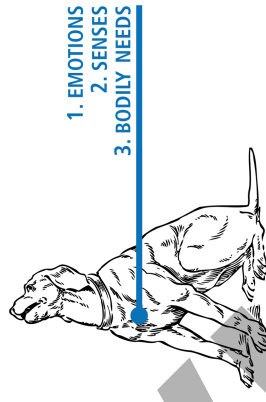
Human Dignity Curriculum

## POWER STRUCTURES

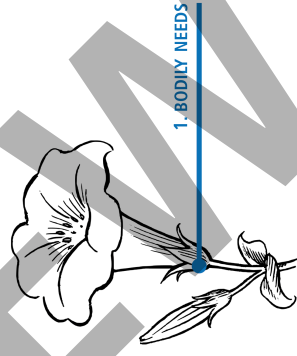
the human person



animals



plants



Images: WYA (top); public domain (middle, bottom)

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

Date: \_\_\_\_\_

## IDENTITY

**Directions:** List an answer for each prompt below.



1. one person I love:

---

---

2. my closest friendship:

---

---

3. one activity I enjoy:

---

---

4. language(s) I speak:

---

---

5. one gift I offer others:

---

---

6. one value I will hold until I die:

---

---

7. one good habit I learned from my parents/guardians:

---

---

8. something I consider beautiful:

---

---

9. the most difficult choice I've made:

---

---

10. who I think I am:

---

---

11. who I want to be:

---

---

12. two things I have to do to become that person:

---

---

13. if I could write a book, it would be about:

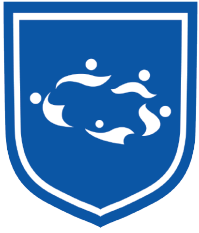
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14. if I could do one thing to change the world, I would:

---

---



## PURPOSE

To distinguish human persons from the remainder of living beings with their power to choose.

## LEARNING OBJECTIVES

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

1. Recognize that intentional actions have a deliberately creative power.
2. Identify intentional actions they can take to affirm their and others' human dignity.

## MATERIALS & RESOURCES

- *Pay It Forward* worksheet (see Materials)
- *News of Paying It Forward* worksheet (see Materials)
- Supplementary materials:
  - *Inspirational Video – Pay It Forward* video (<https://www.youtube.com/watch?v=GJeWfoKZ63U>)

## VOCABULARY

- **intentional action**: an action knowingly chosen
- **non-intentional action**: an action taken without choice

## PROCEDURE

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

- What are some things we can do, with our power to think, that animals or plants can't do?

Then, ask for student volunteers to share their answers to questions 11 and 14 from the *Identity* worksheet of the last lesson—how do they use their power to think to grow in excellence?

**Step 2:** Introduce the power to choose with a class brainstorm.

List the following activities on the board in two columns:

screaming at a sudden movement  
blinking as a camera flash goes off  
offending a friend with a silly joke

biting your tongue instead of criticizing  
offering to help a friend with a project  
planning a surprise party for your mom