

World Youth Alliance
Human Dignity Curriculum

GRADE 5

Lesson 1: Introductory Lesson

PURPOSE

To prepare students to successfully participate in the curriculum.

LEARNING OBJECTIVES

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

1. Understand the purpose of the Human Dignity Curriculum.
2. Get to know each other and share their expectations.

MATERIALS & RESOURCES

- Game: Two Truths and a Lie
- Topics of the HDC worksheet
- Introductory Questionnaire
- Game: Self Portrait
- "Dear You" Letter: Sample Request Letter to parent/guardian

VOCABULARY

- No new vocabulary

PROCEDURE

Step 1: Start the lesson by introducing yourself and playing the [Two Truths and a Lie](#) ice breaker game with the students. Each student should write two things about him or herself that are true and one thing that is false. Then the students take turns and say to the whole class their three things, without clarifying which of them are true and which are false. Then the class needs to guess which of three things is a lie and explain their choices.

Step 2: Introduce the purpose of the course.

Ask students what they expect to learn in the course and what they think the Human Dignity Curriculum is all about.

After listening to students' comments, explain that the course primarily deals with the following questions:

- a) Who am I?
- b) What am I capable of?
- c) What can I become?

In other courses, the students are learning about the world around them. In this course, they have the opportunity to learn about themselves. Knowing oneself is the first step in determining how to live a good life, how to have authentic friendships, how to deal with problems, and how to give and receive respect.

Knowing oneself is the basis of understanding what one is capable of and what one can become. It provides people with a basis by which to answer the question of what one is capable of and what one can become. If someone can truly live excellence in everything they do, they can become excellent as a person. One purpose of this class is to learn how to become excellent. During the course of the following lessons, the students will learn what this means.

Step 3: Divide the students into groups and give each student the [Topics of the HDC](#) worksheet. Ask the groups to choose up to five topics that they would like to discuss in the course of the curriculum. The groups should agree on the final list of topics. After all of the groups finish working, ask them to share their results with the rest of the class.

Explain that the curriculum will deal with the following topics:

1. Human dignity: the special value of every human person
2. Hierarchy of being: what is special and unique about human beings and how to use the power of memory in an excellent way
3. Power to feel emotions: how to overcome despair and be hopeful
4. Power to think: how to think in an excellent way
5. Freedom for excellence: how to use our freedom responsibly
6. Creativity: learn how to creatively solve problems
7. Subject vs. objects: how to receive respect and treat others with respect
8. Solidarity: pursuing excellence on a social level
9. Habits of excellence: developing habits which would make us excellent, with the focus on fairness
10. Heroism: learning about persons who developed excellent habit and learning from them

Step 4: Share the [Introductory Questionnaire](#) with students and ask them to fill it out individually. Afterwards, ask the students to share some of their answers and discuss any questions together as a class.

Step 5: Finish the class by playing the following game:

SELF-PORTRAIT

Have students get out a piece of paper and a pencil or colored pencil crayon. Instruct the students that they are to draw a self-portrait. The catch: with their eyes closed. Set a timer for three minutes and before the time is up, collect their portraits (before they can see them). Finally, try to see if students can find their own portraits!

Step 6: Summarize. Review the purpose of the course and note that the topic of the next class is human dignity.

FOLLOW-UP & HOMEWORK

Request a parent/guardian, or family member of each student to write a "Dear You" Letter; the letter should explain to the student the reasons why the parent, guardian, family member, etc., loves the student and why they are special to them. (Please note: in certain cases it may be necessary for the teacher to write the letter for a student, if the family is unresponsive, explaining why that student is valuable and special.) The purpose of this activity is to help reveal to students the dignity they possess.

Sample Request Letter:

Dear Parents,

For our Human Dignity Curriculum project, we are asking that all families provide us with one letter written to your student. You can email this letter to me [email] 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 this student valuable to you?

How is this student 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]

TOPICS OF THE HDC

Appreciating myself for who I am	Freedom and responsibility	Making good choices
How to be happy	Practicing creativity	Being nice
How to make friends	Respecting others	Being decent
Becoming excellent	Building solidarity with classmates	Developing good habits
Learning about different cultures	Being treated with respect	Learn how to study better
Dealing with emotions	Learning how to be polite	Improving relationships with colleagues
What makes me unique	How to improve in school	Heroism

Introductory Questionnaire

A. Expectations

1. What do you expect to learn from this curriculum? What skills do you hope to gain?

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2. How would you rate your level of interest for attending this curriculum from 1 (lowest) to 10 (highest)?

1	2	3	4	5	6	7	8	9	10
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3. What do you hope the curriculum will not contain? What do you hope will not be present in the classes?

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4. Do you have anything else you would like to share regarding the curriculum, the classes, or something else?

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Introductory Questionnaire

B. Competencies

Do you agree with the following statements? Circle the number from 0 (strongly disagree) to 10 (strongly agree), depending on how much you agree with the statements.

B.1. Opinions and values

5. Freedom is connected to responsibility.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

6. Human dignity is different for each one of us.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

7. Humans have a special place among all living beings.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

8. We always have the choice to live excellently or non-excellently.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

9. Humans are so creative that they can solve even the most difficult problems.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

10. If everything is not perfect, then it is a total failure.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

Introductory Questionnaire

11. I have value no matter what happens.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

12. I consider myself to be a hopeful person.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

B.2. Behavior

13. I try to get enough sleep each day.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

14. I often feel despair.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

15. I try to treat others fairly.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

16. When bullying happens, I try to discourage it.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

17. I try to make excellent choices and avoid non-excellent ones.

Strongly disagree			Do not agree, nor disagree						Strongly agree	
0	1	2	3	4	5	6	7	8	9	10

Introductory Questionnaire

18. Bad habits are hard to avoid, but I do not care.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

19. When I witness bullying, I usually stand and watch.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

20. I often blame others for my problems.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

Lesson 2: Hierarchy of Being

PURPOSE

To understand the special nature of human persons.

LEARNING OBJECTIVES

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

1. Understand the powers that humans share with animals and other living beings.
2. Understand that the two powers to think and to choose are specifically human powers.

MATERIALS & RESOURCES

- Game: Stand Up, Sit Down
- POWERS: Acrostic Poem
- Think You Can worksheet

VOCABULARY

- Hierarchy: a system in which things are arranged above and below one another according to their importance or perfection
- Power: the ability of a living being to do something on its own
- Power to think: the human ability to know and connect ideas
- Power to choose: the human ability to knowingly select between options

PROCEDURE

Step 1: Review the previous lesson. Recall the purpose of the course and the main topics that will be covered.

Step 2: Explain that in this lesson, students will learn about the Hierarchy of Being. All beings in the world can be grouped into four categories: non-living beings, plants, animals and humans.

To introduce students to this concept, play the game: [Stand Up, Sit Down](#).

STAND UP, SIT DOWN GAME

Have students write down on a piece of paper one of the following: a non-living thing, a plant, an animal or a type of person (e.g. pen, daisy, cat, basketball player). Just one! Then, have students display their paper on their desks in a way that is visible. As the teacher reads aloud from a list of verbs, the student should stand up if they think the verb applies to their choice of non-living thing, plant, animal or person. If the verb does not apply, then the student sits down. (For example, if a student writes down “chair” then the student would only stand when “Support a Person” is read aloud from the list. If a student writes down “Superman” then they could stand when “Fly” is read, but if a student wrote “basketball player” then they technically cannot fly and “Superman” would stay standing but “basketball player” would sit down. The student who stands up when they should sit down is out of the game.

The teacher should read the terms faster and faster, and repeat (reading certain words out of order) to make the game more challenging. To be read out loud by the teacher:

Fly
Bark
Grow
Talk
Read a book
Support a Person
Shout
Run
Kick
Take in nutrients
Paint
Die
Take in water
Jump
Make another being of its own kind
Solve mathematical problems
Play video games
Ask questions in a conversation

Step 3: After playing the game, explain that non-living beings such as stone, iron or minerals do not have powers. Write the definition of power on the board:

Power: the ability of a living being to do something on its own

Only living beings (plants, animals, and humans) possess certain powers. For example, plastic and glass does not turn into a camera without the help of an engineer to arrange the materials in a certain way and program the software.

Non-living beings, plants, animals and humans form a hierarchy according to the complexity and perfection of the powers they possess. e.g. A rock does not possess the power to grow. Therefore, we do not evaluate the perfection of a rock according to whether it can grow, but a rock is less complex than a human being.

Write the definition of Hierarchy on the board:

Hierarchy: a system in which things are arranged above and below one another according to their importance or perfection

To determine those powers that are shared among all living things and those that are unique to humans, draw an empty table on the board and ask the students to fill it in with the powers corresponding to the category of being.

The correctly filled table should look like the one below:

POWERS	Plants	Animals	Humans
Eat	x	x	x
Grow	x	x	x
Reproduce	x	x	x
Move from place to place		x	x
Use the senses		x	x
Feel emotions		x	x
Think			x
Choose			x

Step 4: After analyzing the table together with the class, highlight that there are three powers that all living beings share: eat, grow, reproduce. There are those that only humans and animals share: move, use the senses and feel emotions. Finally, there are two powers that distinguish humans from all other beings: the power to think and the power to choose.

Highlight that the powers to think and choose are unique to humans and enable human beings to pursue excellence. Human beings are different from animals in many complex ways. Humans use the powers to think and to choose to do amazing things like create art, solve complex math problems, build a transportation system and even self-sacrifice for the good of another human being.

For example, one study found that while a chimpanzee can learn cooperation, moving a rock in order to get a banana, the chimp would bail on their partner who helped them move the rock to get the banana and take the banana for themselves. By comparison, a 3-year-old child will continue in the task until their partner receives a reward, too. The 3 year old will even protest if their partner doesn't receive a reward.

Step 5: To experience the unique human powers to think and to choose, have students create an acrostic poem using the word "POWERS" or "HUMAN". An [Acrostic Poem](#) is where the first letter of each line spells out a particular word.

Share the following example with students, to spark their creativity:

Personally, I'm glad
Once I was created
Wonderfully born on
Earth
Rising and
Silently growing

Encourage students to get creative with their poems, thinking about what makes them special or what it's like to be a human? See what words they select to describe their thoughts, feelings and ideas. Ask volunteers to share their acrostic poem with the class.

Step 6: Recall the three powers that all living beings share (eat, grow, reproduce), those that only humans and animals share (move, use senses, feel emotions) and two that distinguish humans from all other beings: the powers to think and choose. Highlight that the powers to think and choose are those which distinguish humans from all other beings, and enable human beings to pursue excellence.

SUPPLEMENTARY MATERIALS

Give students the [Think You Can](#) worksheet to reinforce the vocabulary for the lesson.

NOTE FOR TEACHER: Don't forget to follow up with any parents or guardians who have not yet submitted a "Dear You" Letter to their student; the letter should explain the reasons why the parent/ guardian loves the student and why they are special to them. *(Please note: in certain cases it may be necessary for the teacher or principal to write the letter for the student if the family is unresponsive, so that every student receives a personal letter.)*

THINK YOU CAN

1. Use your unique *abilities* to unscramble the words below!

HNKIT _____ NPLAT _____

COEOSH _____ TEA _____

UNMAH _____ WROG _____

SOREPW _____ CRRDEUPOE _____

AANIML _____ SSESNE _____

VOME _____ EFLE MEOITSNO _____

BRAVO! Could your pet animal unscramble those words? Didn't think so! There's a reason you're unique!

2. Fill in the unscrambled words on the spaces below, to read the rhyme

There once was a _____ with _____
UNMAH SOREPW

to _____ and to _____ every hour!
HNKIT COEOSH

Who one day said, "Oh, to be a _____ instead!"
NPLAT

'Til the rain poured all night with cold showers.

THINK YOU CAN - Answer Key for the Teacher
1. Use your unique *abilities* to unscramble the words below!
HNKIT **THINK**NPLAT **PLANT**COEOSH **CHOOSE**TEA **EAT**UNMAH **HUMAN**WROG **GROW**SOREPW **POWERS**CRRDEUPOE **REPRODUCE**AANIML **ANIMAL**SSESNE **SENSES**VOME **MOVE**EFLE MEOITSNO **FEEL EMOTIONS**
2. Fill in the unscrambled words on the spaces below, to read the rhyme

There once was a HUMAN with POWERS

to THINK and to CHOOSE every hour!

Who one day said, "oh, to be a PLANT instead!"

'Til the rain poured all night with cold showers.

Lesson 3: Human Dignity

PURPOSE

To help students understand and respect human dignity in their everyday lives.

LEARNING OBJECTIVES

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

1. Understand human dignity as the special value of every human person.
2. Distinguish between internal and external qualities.

MATERIALS & RESOURCES

- Game: Group Yourselfs
- True/False Statements
- Cases of Dis/Respecting Dignity worksheet
- Internal vs External Qualities worksheet
- "Dear You" Letter

VOCABULARY

Human Dignity: the special value of every human person

- » Universal: every person has dignity
- » Intrinsic: it is within us, we have it just by being humans
- » Inalienable: dignity cannot be given to us or taken away from us

PREPARATORY MATERIAL

In preparation for the ["Dear You" Letter](#) (Step 3 of this lesson), place all letters in the same kind of envelope so that the contents are concealed at first glance.

PROCEDURE

Step 1: Review the topic of the previous lesson, by asking students to name the powers that humans and animals share (move, use their senses, feel emotions) and the two powers that are unique to humans (think and choose). Review the answers from the [THINK YOU CAN](#) worksheet.

Step 2: Begin the lesson by playing the [Group Yourselves Game](#) with students. Have students stand up and arrange themselves in groups, according to the subject you say. Teacher says "group yourselves" according to:

- Birth month
- Hair color
- Shoe size
- Favorite subject
- Favorite singer
- How courageous you are (not very – moderately – highly)
- How well you treat your best friends (not very – moderately – highly)
- How self-confident you are (not very – moderately – highly)
- How much you care about others (not very – moderately – highly)

After finishing the game, ask students the following questions:

- How did it feel to learn that someone shares common traits with yourself?
- Did some categories mean more to you than others?
- Which category was the hardest, in terms of knowing how to "group yourself"?

After hearing students' comments, note that it was probably harder to group themselves according to characteristics such as courage, self-confidence, how much they care, etc. It was probably easier for students to group themselves by shoe size, birth month or hair color. Why?

This is because **external qualities** (like hair color and shoe size) are often visible to the eye or can be assessed with a quick question (like the birth month). Whereas **internal qualities** (courageous or caring) are often harder to recognize. Nevertheless, they are equally real. These characteristics we can recognize by being friends and spending time with another person.

For example, to know if another person cares about others, we would need to know that person for some time, in order to see how they treat people in different situations and settings.

Step 3: Explain that the deepest quality that each person possesses is human dignity. Human dignity is the special value of every human person.

Suggested time to give students their "Dear You" Letter to read.

Give students some time to read their letters, and offer to help anyone who may have difficulty. Afterwards, ask students how they felt when reading their letter? Did it make them realize how special and valuable they are?

Highlight that what they have experienced is called human dignity. Human dignity is the special value of every human being.

Write the definition of Human Dignity on the board:

Human Dignity: the special value of every human person

It is important to recognize that even though we do not see this value in another person or in ourselves, in the same way that we recognize someone's hair color, it is still there. Human dignity is within each person and it is a part of who we are. We have it just by being human and it is within us our entire life. Also, dignity cannot be given to us or taken away from us – not by our family situation, our school, or the state, etc.

Write the three characteristics of human dignity on the board:

Universal: every person has dignity
Intrinsic: it is within us, we have it just by being humans
Inalienable: dignity cannot be given to us or taken away from us

Step 4: To reinforce the concept of human dignity and the difference between external and internal qualities, pair off students and have them fill in the [Internal vs External Qualities](#) worksheet for their partner.

While the students are working in pairs, write the [True/False Statements](#) on the board or on a large piece of paper to hang in the classroom:

TRUE	FALSE
<ul style="list-style-type: none"> » You absolutely matter. » You are valuable even when you don't see it. » It is so good that you exist. » You are lovable and worthy of being loved. » You are so precious. » You have an infinite worth. » You are irreplaceable. » No matter what happens, you have an immense value. » You are unique and special. 	<ul style="list-style-type: none"> » You will never amount to anything. » You are damaged and not worthy of respect. » You will never be good enough. » You are nothing. » You don't deserve to be loved. » You are not worthy, you don't count. » You will always be a failure.

Once all groups are finished filling in their [Internal vs External Qualities](#) worksheets, ask students to volunteer to share some of the internal qualities they discovered while talking to their partner. Remind students that the most important quality to know about every human person is their human dignity.

Next, read the True/False statements aloud as a class and highlight that the sentences on the right are always false since they do not correspond to the reality that each person has human dignity.

Step 5: Summarize. Ask the class to recall once more the definition of human dignity (the special value of every human person) and its three characteristics (universal, intrinsic, inalienable). Emphasize that all people have human dignity and that no matter what, no one and nothing can take away that special value within each person. Remind students of the experience of value they felt while reading their "Dear You" letter. Encourage students to think about how they can choose to use their powers to think and to choose to affirm human dignity in their lives.

SUPPLEMENTARY MATERIAL

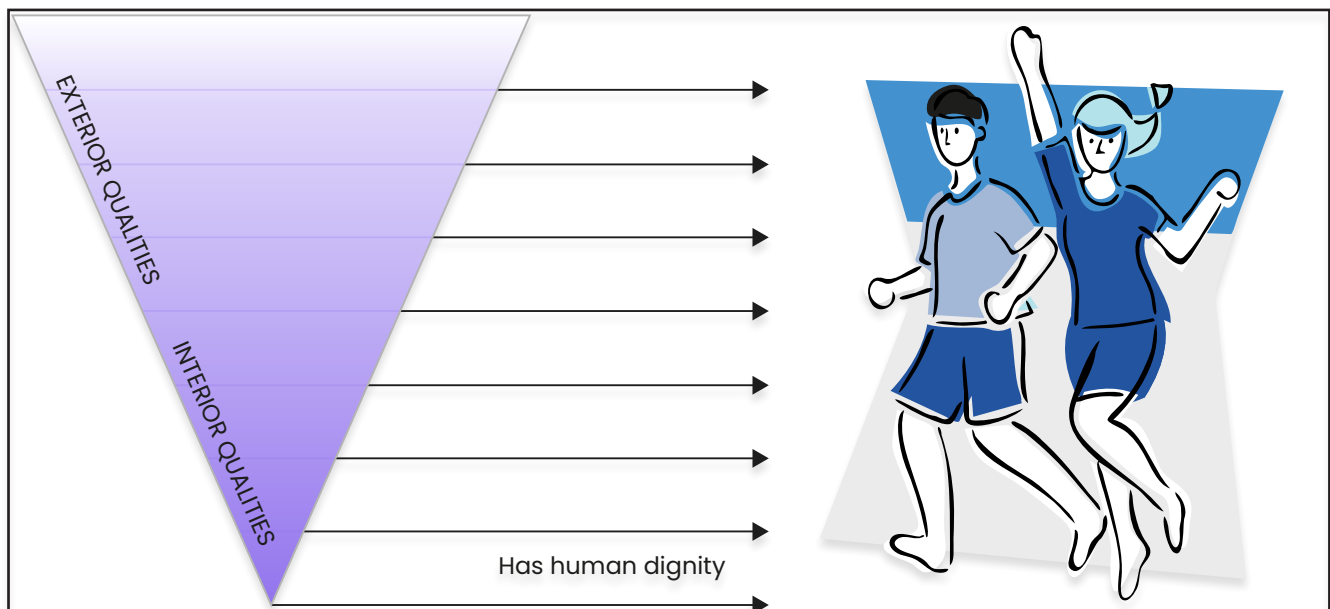
To help students recognize when human dignity is being respected or disrespected, have students complete the worksheet [Cases of Dis/Respecting Dignity](#) for homework.

INTERNAL VS EXTERNAL QUALITIES

Write down at least five external and internal qualities for your partner:

Student's name: Jackie	
External qualities: (what do you see just by looking at me)	Internal qualities: (things you can't see, but can discover by talking to them)

Write the external and internal qualities in the reverse pyramid, below.

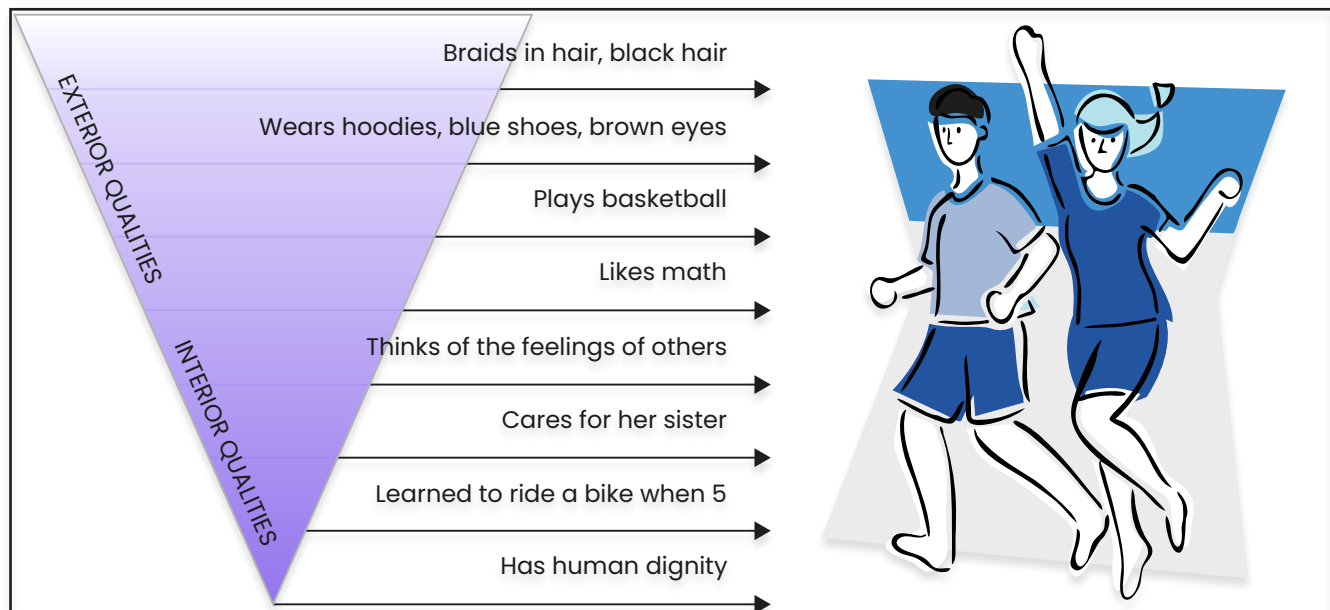


Internal vs External Qualities - example

Write down at least five external and internal qualities for your partner:

Student's name: Jackie	
External qualities: (what do you see just by looking at me)	Internal qualities: (things you can't see, but can discover by talking to them)
Braids in Hair	Plays basketball
Black Hair	Thinks of the feelings of others
Brown Eyes	Cares for their sibling
Wears Hoodies	Likes math
Blue Shoes	Learned to ride a bike when I was 5

Write the external and internal qualities in the reverse pyramid, below.



CASES OF DIS/RESPECTING DIGNITY

For each example, write a brief explanation of whether human dignity was respected or disrespected. Identify whose dignity was respected or disrespected.

1. Making jokes about people with disabilities.
2. Gossiping about a student who just moved to your school.
3. Saying to a friend that you can't go to their house because you have to study.
4. Refusing to join other classmates in making jokes about a student who is overweight.
5. Helping a classmate with homework.

6. **Making a cake and sharing it with your siblings.**

7. **Putting an embarrassing photo of a friend on social media.**

8. **Ignoring your teacher when they ask you a question.**

9. **Encouraging a friend when they are feeling down or unmotivated.**

10. **Taking something from a friend without asking.**

Cases of Dis/Respecting Dignity – Answer Key for the Teacher**1. Making jokes about people with disabilities.**

Making fun of people with disabilities disrespects human dignity. The human dignity of a person with disabilities is disrespected in this case. We should always affirm the value of every person, regardless of their ability.

2. Gossiping about a student who just moved to your school.

Gossiping is disrespectful to human dignity. The new student's dignity was disrespected by those who gossiped. They used the new student as a conversation topic rather than getting to know the new person for their good qualities.

3. Saying to a friend that you can't go to their house because you have to study.

This choice respects human dignity. Politely saying that you have to study respects your dignity and the dignity of your friend. Your choice may even help remind the friend that they should study, too.

4. Refusing to join other classmates in making jokes about a student who is overweight.

Refusing to join in when a student is being humiliated is a courageous choice that respects human dignity. The student's dignity was being disrespected by comments about their person.

5. Helping a classmate with their schoolwork.

This choice respects human dignity. Sharing your abilities in order to help a classmate feel confident in their abilities respects your human dignity and theirs.

6. Posting an embarrassing photo of a friend on social media.

This choice disrespects human dignity. The dignity of a friend is disrespected when we share something publicly that they don't want shared or that we know will embarrass them.

7. Making a cake and sharing it with your siblings.

This choice respects human dignity. Creating something and sharing it with those around you affirms the value of others.

8. Ignoring a parent when they ask you to do something.

This choice disrespects human dignity. Ignoring a parent when they are talking to you, or asking you to help them is disrespectful of their dignity.

9. Encouraging a friend when they are feeling down or unmotivated.

This choice respects human dignity. Encouraging a friend when they are feeling down affirms their dignity and lets them know how much they matter.

10. Taking something from a friend without asking.

This choice disrespects human dignity. Taking something from someone – even a friend – without asking does not respect their human dignity. We should never use a person for our needs or wants, as every person is valuable for who they are and not what they have or can do for us.

Lesson 4: Subjects vs. Objects

PURPOSE

To understand that persons should always be treated as subjects and never merely as objects.

LEARNING OBJECTIVES

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

1. Understand that persons should always be treated as subjects, and never merely as objects.
2. Commit to treating their classmates as subjects with human dignity.

MATERIALS & RESOURCES

- Subject or Object Sleuth worksheet
- Subject/Object Theater
- Start-Stop worksheet

VOCABULARY

- Treating persons as subjects: valuing persons for their intrinsic worth
- Treating persons as objects: using persons for one's pleasure or benefit

PROCEDURE

Step 1: Review the previous lesson. Recall the difference between internal and external qualities and how we learn about them. Highlight that the deepest and the most important quality that distinguishes humans from all other living and non-living beings is human dignity. Recall the three characteristics of human dignity: universal, intrinsic, and inalienable. Review the answers to the Cases of [Dis/Respecting Dignity](#) worksheet with the class, using the Answer Key for the Teacher.

Step 2: Introduce the subject-object distinction. Draw a table on the board like the one below.

Subjects	Objects

Explain to the students that by subjects, we refer to human persons, and by objects, we refer to all other non-living and living beings (cell phone, a flower, etc). Ask students to name some examples of subjects and objects and write them in the appropriate categories in the table. If students have trouble coming up with examples, you can prompt them with some of the following examples:

SUBJECTS: Parents, Classmates, Teachers, Neighbors
 persons who are homeless
 Person who works at the grocery store

OBJECTS: Computers, pens, clothing, vehicles, jewelry
 Fruits, trees, grass, flowers, grain, etc.
 Dogs, cats, cattle, horses, fish, etc.

To reinforce the subject and object distinction, ask students the following questions:

- Is a homeless person a subject or an object? [Subject]
- Is your cell phone a subject or an object? [Object]
- Is a severely disabled person a subject or an object? [Subject]
- What about indigenous people, or persons of another race? [Subjects]
- Is your favorite item (clothing, gadget, etc.) a subject or an object? [Object]

Step 3: Explain that there is a fundamental difference between how one should treat objects and how one should treat subjects. We can use objects but we can never use subjects. Why? The essential difference between subjects and objects is that subjects have human dignity, while objects do not. Objects can be bought or sold, and one can own them, and this can never be the case with subjects. Objects are disposable and we can throw them out or give them away when they are no longer useful. Subjects are to be valued and respected, regardless of whether they are old, sick, disabled or struggling.

We should care how subjects feel, how our behaviors affect other subjects and we should also ask for their opinion when we want them to do something. On the other hand, no one would think of asking their computer whether they feel well enough to work today.

While we can like objects, we can only truly love and be friends with subjects. Objects cannot enter into a friendship with one another. They cannot become best friends.

Animals also fall within the category of objects, but since they have the power to feel emotions, such as pain, pleasure, fear, etc., we should be attentive to their needs and not cause them any fear or pain.

Finally, it would be wrong to treat persons as objects, just as it would be wrong to treat computers, cars, or cellphones as subjects. If one were to say that he values his car more than his own life, that would be wrong. Similarly, if someone were to say that a person could be disposed of like a used phone when no longer useful, this would be wrong also.

Write on the board:

- Treating persons as subjects: valuing persons for their intrinsic worth
- Treating persons as objects: using persons for one's pleasure or benefit

Provide students with the [Subject or Object Sleuth](#) worksheet for them to complete individually. After all students have finished the questions, review the answers using the Teacher Answer Key.

Explain that when we treat other people as objects, it means that rather than recognizing what would be good for that person, we focus on what the person can do for us. When we use people simply to get what we want, rather than caring about what is most excellent for them, we are treating them like we treat tools, such as cell phones or hammers. This way of treating human beings goes against their dignity.

Step 4: Divide students into groups and give each group one of the [Subject-Object Theater](#) scenes to perform. Give the groups a few minutes to read the short script together and decide on who will play which part. Then, have groups present their scene in front of the class. After each scene, brainstorm a resolution or “alternate ending” for the scene, using the Subject-Object Theater Teacher Prompts.

Step 5: Summarize. Recall the subject-object distinction and the proper ways to treat both subjects and objects. Emphasize that persons should always be treated as subjects, and never merely as objects.

SUPPLEMENTARY MATERIAL

Provide students with the [Start-Stop worksheet](#). Have students think about three specific ways in which students are sometimes treated as objects in school. Then, consider what should be done to treat everyone as subjects. Write these down in the Start-Stop worksheet. To work towards ensuring everyone is properly respected as a subject, in the next class, gather the worksheets and decide as a class on three things to commit to stop doing and three things to start doing. Write the final Start-Stop list on a large piece of paper visible in the classroom and have all students sign the paper, to remind students of their commitment to treat everyone as subjects equal in dignity.

Subject or Object Sleuth

Hey there, sleuth, private detective. You've been assigned a new job. Your task is to determine whether each case below is a:

subject-subject relationship: where each person is properly valued for their intrinsic worth or the case of a

subject-object relationship: where one person is using another person for their benefit or gain.

For example: "I like being friends with Peter because he always has the best snacks."

Answer:

subject-subject

subject-object

1. "My friend Kyle is my best friend because he helps me try to be a better person."
subject-subject **subject-object**
2. "My Mom said she'd buy me a new phone if I call her every day with it."
subject-subject **subject-object**
3. "My Mom said she would like me to call her every day, but she's not going to bribe me with a phone because that isn't love."
subject-subject **subject-object**
4. "The teacher is so boring! When she is explaining something I just laugh with my friends."
subject-subject **subject-object**
5. "You can learn something from everyone and so I listen respectfully to my teacher."
subject-subject **subject-object**
6. "Mike? We're not really friends. I just hang out with him because there's no one else to play with."
subject-subject **subject-object**
7. "She encourages me to pursue excellence in school and to develop my talents."
subject-subject **subject-object**

8. "She doesn't really ask about how I feel. It's always about her."

subject-subject
subject-object
9. "How much did you get from him for your birthday?!"

subject-subject
subject-object
10. "My Grandparents don't have a lot of money. For my birthday they said they'd take me out to dinner but I said I'd be just as happy with a home cooked meal."

subject-subject
subject-object
11. "She's my best friend because she buys me something when I go shopping with her."

subject-subject
subject-object
12. "He always asks what I think is the best decision, instead of telling me what to do."

subject-subject
subject-object
13. "You're going to leave me, after all I've done for you? I basically own you."

subject-subject
subject-object
14. "He said that if I really worked at school and got my grades up that I could go to college."

subject-subject
subject-object
15. "It doesn't matter what clothes he wears; he's just such a great person to be around!"

subject-subject
subject-object

Subject or Object Sleuth – Answer Key for the Teacher

1. "My friend Kyle is my best friend because he helps me try to be a better person."
subject-subject subject-object
2. "My Mom said she'd buy me a new phone if I call her every day with it."
subject-subject subject-object
3. "My Mom said she would like me to call her every day, but she's not going to bribe me with a phone because that isn't love."
subject-subject subject-object
4. "The teacher is so boring! When she is explaining something I just laugh with my friends."
subject-subject subject-object
5. "You can learn something from everyone and so I listen respectfully to my teacher."
subject-subject subject-object
6. "Mike? We're not really friends. I just hang out with him because there's no one else to play with."
subject-subject subject-object
7. "She encourages me to pursue excellence in school and to develop my talents."
subject-subject subject-object
8. "She doesn't really ask about how I feel. It's always about her."
subject-subject subject-object
9. "How much did you get from him for your birthday?!"
subject-subject subject-object
10. "My Grandparents don't have a lot of money. For my birthday they said they'd take me out to dinner but I said I'd be just as happy with a home cooked meal."
subject-subject subject-object

11. "She's my best friend because she buys me something when I go shopping with her."
subject-subject **subject-object**
12. "He always asks what I think is the best decision, instead of telling me what to do."
subject-subject **subject-object**
13. "You're going to leave me, after all I've done for you? I basically own you."
subject-subject **subject-object**
14. "He said that if I really worked at school and got my grades up that I could go to college."
subject-subject **subject-object**
15. "It doesn't matter what clothes he wears; he's just such a great person to be around!"
subject-subject **subject-object**

SUBJECT/OBJECT THEATER

SCENE 1: Four friends are playing video games.

John: Can we go out and play? I don't want to be inside anymore.

Taylor: No, I want to keep playing.

Tim: Yeah, let's keep playing. I'm winning.

Sawyer: John just doesn't want to play because he's losing.

John: That's not true.

Sawyer: Yeah right, just admit that you suck.

Tim: Or he's afraid of the dark.

Taylor: Don't cry!

John: I'm not crying, I just wanted to get some exercise. We've been sitting inside all day.

PAUSE SCENE

SCENE 2: Four friends receive their marks back in math class.

Narrator: The class just received the grades from the math test they took last week. Mark again scored the best.

Mark: I am always the best at everything. I don't even study. It's just... easy!

Ashley: I do homework every night and I still don't get straight A's.

Danielle: I don't do homework.

(Ashley and Scott laugh.)

Scott: That's why you're failing.

Danielle: That's why I'm not a nerd like Mark.

Ashley: I don't want to be the kind of person who talks about math questions outside of class.

Scott: I'd hate to be a nerd.

PAUSE SCENE

SCENE 3: Tina Leaves Her Phone on Her Desk

Narrator: Luke wants to be as funny as Tina. People like Tina because of her sense of humor. Luke wants this for himself.

Luke (thinking out loud): Tina is so funny and everybody likes her. I want that.

Narrator: Suzy is also Tina's friend, but she sometimes gets jealous of Tina.

Suzy: My life is terrible compared to hers. I will never be able to make friends as easily as she does.

Narrator: Tina leaves to use the washroom and Suzy sees Tina's phone lying unlocked on her desk.

Luke: Is that Tina's phone?

Suzy: Yeah, she left it unlocked. Oh my gosh, Tina wrote this?

Luke: What did she write?

Narrator: Suzy and Luke look at the private notes Tina wrote on her phone.

Luke: Screenshot them and send them to me!

Suzy: Let's ...

(Tina walks in the classroom)

PAUSE SCENE

Subject/Object Theater – Teacher’s Prompts**SCENE: 1****PAUSE SCENE****Teacher’s Prompt for Class:**

John is right that it’s not really healthy to sit inside in the dark and play video games all day. But his friends are not treating him like a subject of equal value. They don’t listen to his opinion, they toss it away and make fun of him as a person, instead. In this way, they are not treating John like a subject of value as a person and a friend.

Class Brainstorm: how could this story be resolved in a way that respects everyone’s human dignity?

SCENE: 2**PAUSE SCENE****Teacher’s Prompt for Class:**

Is Mark seeing his fellow classmates as a subject or an object? Are his classmates viewing Mark as a subject or an object? Mark shouldn’t have been bragging about his marks, as he wasn’t considering how he was making other people feel who didn’t do as well on the test. In this way, Mark wasn’t seeing his classmates as subjects of equal value. But the others shouldn’t be calling him a nerd, just because they are insecure about their marks. His classmates did not treat Mark as a subject of equal value, but an object to be made fun of.

Class Brainstorm: how could this story be resolved in a way that respects human dignity and treats participants like subjects of equal value?

SCENE: 3**PAUSE SCENE****Teacher’s Prompt for Class:**

Are Luke and Suzy acting like real friends to Tina? No, they are treating Tina like an object in that they are trying to gain from her popularity and good sense of humor. Tina might have developed a good sense of humor because she’s gone through a lot of hard things in her own life and tries to look on the positive side. Luke and Suzy are not actually getting to know Tina – they’re seeing her just as an object who has something that they want.

Class Brainstorm: how could this scene be resolved so that all three characters are treated with respect as subjects equal in dignity?

START-STOP WORKSHEET

In order to practice treating everyone as a subject, equal in dignity...

This class solemnly decides to STOP doing the following things:

STOP
1
2
3

The whole class solemnly decides to START doing the following things:

START
1
2
3

Signatures of classmates:

SUPPLEMENTARY LESSON: Subjects vs. Objects - Bullying

PURPOSE

To motivate students to prevent violations of human dignity through bullying in their surroundings.

LEARNING OBJECTIVES

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

1. Understand that persons should always be treated as subjects, and never merely as objects.
2. Recognize how human dignity is violated through bullying, as well as the reasons and consequences of bullying.
3. Understanding the roles people can have in bullying situations.

MATERIALS & RESOURCES

- Inside – Outside Box
- Why We Bully
- Consequences of Bullying worksheet
- The Bullying Circle handout
- The Bullying Circle Roles

VOCABULARY

- Treating persons as subjects: respecting persons and their dignity
- Treating persons as objects: not respecting person's dignity
- Bullying: aggressive behavior in which someone repeatedly causes another person injury or discomfort

PROCEDURE

Step 1: Review the previous lesson.

Step 2: Start the lesson by playing the [Inside – Outside game](#). Give each student [Inside – Outside Box](#) handout and ask them to make a box. They should cut out the template from the handout along the regular lines. On the front side of the template, they should write a word or draw a picture in each box that represents something they love about themselves on the outside. On the back side of the template, they should write a word or draw a picture in each box that represents something they love about themselves on the inside.

When everyone is done, they should fold their paper template along the dotted lines to make a box (with the outside words on the outside) and tape the sides so that they can still open the top of the box and see inside. Then the students should exchange their boxes, so that every person can see one inside and one outside quality that each person possesses. Discuss each other's qualities and affirm them together as a class.

Step 3: Emphasize that the previous exercise shows how each person possesses unique inside and outside qualities. External qualities are often visible with the naked eye or can be learned with a simple question, while internal qualities are often much harder to recognize. Nevertheless, they are equally real. These characteristics we can often recognize only by being friends and building the relationship with the other person. The students have also learned that the deepest quality that each person possesses is human dignity. Human dignity is the special value of every human person.

Human dignity is the deepest value of each human person, even though we often do not see this value in another person or in ourselves. Because of every persons' dignity, they should always be treated with respect..

Write the following definitions on the board:

Treating persons as subjects: respecting persons and their dignity

Treating persons as objects: not respecting person's dignity

One of the most common ways of treating persons as objects and not respecting their dignity is bullying. Recall that bullying is an issue that happens everywhere in the world. No matter where you live or where you go to school, bullying is a very serious issue that negatively affects people and violates their dignity.

Write the definition of bullying on the board:

Bullying: aggressive behavior in which someone repeatedly causes another person injury or discomfort

Highlight that bullying is intentional and repeated. While we occasionally hurt someone unintentionally (for example, by lashing out), bullying never happens by chance or unintentionally. Also, the person who bullies another, usually does that repeatedly over time. Moreover, there is always a person who is either physically stronger or appears to have more power than bullies the other. So, bullying exploits this imbalance of power. Without exception, bullying is always an example of disrespecting human dignity and treating another person as an object. It also is not real power, but is in fact, a sign of weakness in the bully.

Bullying can take different forms:

Physical (hitting, punching...)
Verbal (teasing, name calling, gossip...)
Intimidation (threats...)
Hazing (making someone do something that can harm them)
Social and emotional (intentionally hurting others' feelings, persistently excluding someone from the group...)

Highlight that all these forms of bullying can happen both in person and online. Online bullying happens through the use of emails, text messages, social media, posting online photos, etc. One of the online forms of bullying can also be so-called "challenges" where a person needs to do something dangerous that can harm them. It is a form of hazing done online.

Step 4: Ask the class if they can recognize the reasons behind bullying. Then divide the whole class into eight groups and give each group one card from [Why We Bully](#) handout. The groups should perform the situation from the card they have received and explain it afterwards with the class.

After all groups finish performing, motivate the students to share their thoughts and experiences on the recognized causes for bullying, as well as how they could be prevented or stopped.

Step 5: Next, give the groups [Consequences of Bullying](#) worksheet and ask them to think about three consequences of bullying for the bullied person, the school community and the person who is bullying.

After all groups finish, ask them to share the answers and lead the class discussion. Make sure to emphasize the following consequences of bullying:

Stresses of being bullied can interfere with a student's engagement and learning in school.

Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, etc. (Note that if someone is thinking of harming him or herself, they should talk to a responsible adult.)

Students who are bullied may fear going to school or riding on the school bus.

Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be absent from school, drop out of school, etc.

Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

Step 6: Finally, introduce the class to the bullying circle. Explain that in bullying situations, there are usually more people involved than just the person who is being bullied and the person who is doing the bullying.

Explain that besides the bully (or the bullies) and the one who is bullied, there are usually six other roles or modes of behavior people can perform in a bullying situation, such as being the followers, supporters, onlookers or even defenders. Give to each student his own [The Bullying Circle handout](#) and explain each role from the handout. Ask the students if they can recognize the roles from the everyday situations they have experienced.

Next, cut out the cards from [The Bullying Circle Roles](#) handout and distribute them among the students. The students will need to perform a role play in which they will simulate a bullying situation. The cards they will receive contain usual attitudes and things a person could say in this role in a bullying situation. Everyone will need to simulate his own role in the situation. Make sure that the students who are usually victims and bullies in real life do not play the same roles in this simulation. If time permits, switch roles and perform another improvised scenario.

Finally, lead the debriefing by asking the following questions:

- Which of these roles do you think we have in our school?
- Are people always in the same role or can their roles change?
- What kinds of things might affect the role changes?
(Responses may include what their relationship is with the student who is bullying and/or the student who is being bullied, peer pressure, and wanting to prevent the student who bullies from bullying them next.)
- Do boys and girls play all of these roles? To the same extent?
- How can more of us become defenders and less of us be bullies?

After finishing the discussion, teach the class the golden rule. Explain that this is the age-old principle present in almost all civilization throughout history. Write the golden rule on the board:

Treat others as you wish to be treated.

If the time permits, ask the class to make a big poster with the golden rule written on it so they can recall it afterwards.

Step 6: Summarize. Recall the definitions of treating persons as subjects and as objects. Describe the main characteristics of bullying, the reasons behind the bullying and the consequences it produces on everyone involved. Recall the roles in the bullying circle and motivate the students to prevent bullying in their surroundings.

INSIDE – OUTSIDE BOX

WHY WE BULLY¹

People bully because other people do it.	People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
People bully because they want to be accepted by a certain group.	People bully because it keeps them from being bullied.
People bully because other people do it.	People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
People bully because they want to be accepted by a certain group.	People bully because it keeps them from being bullied.

¹ Prepared by the Kentucky State 4-H Teen Council: Bullying Awareness Lessons, Activities and Resources, available at https://4-h.ca.uky.edu/files/stc11_bullying_program.doc_1.pdf (last visited Dec 7, 2022).

CONSEQUENCES OF BULLYING

Write 3 consequences for the bullied person:

1.

2.

3.

Write 3 consequences for the school community:

1.

2.

3.

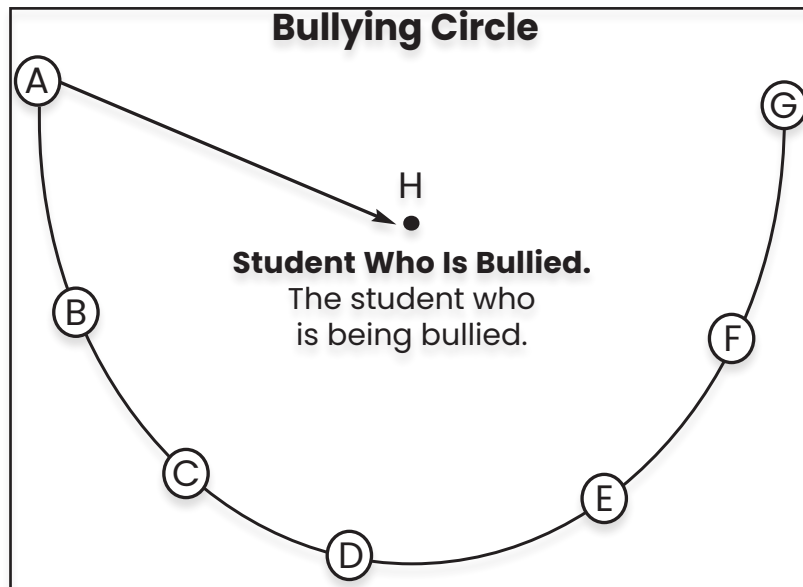
Write 3 consequences for the person bullying:

1.

2.

3.

THE BULLYING CIRCLE²



- A. Students Who Bully.** These students want to bully, start the bullying, and play a leader role.
- B. Followers or Henchmen.** These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.
- C. Supporters or Passive Bullies.** These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.
- D. Passive Supporters or Possible Bullies.** These students like the bullying but do not show outward signs of support.
- E. Disengaged Onlookers.** These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")
- F. Possible Defenders.** These students dislike the bullying and think they should help the student who is being bullied but do nothing.
- G. Defenders.** They dislike the bullying and help or try to help the student who is being bullied.

² Olweus Bullying Prevention Program: Bullying Circle Exercise, available at <https://pa02218550.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=36&dataid=521&FileName=18-bullying-circle-exerc.pdf> (last visited Dec 7, 2022).

THE BULLYING CIRCLE ROLES³

THE STUDENT WHO BULLIES	<p>(I want to bully, start the bullying, and take a leadership role. I can usually get my friends to go along with whatever I say.)</p> <p>"I think (name of bullied student) is so stupid! I was making fun of (his/her) clothes, I said something like: "Hey, you loser! Where'd you get those "cool" clothes? The Loser Store?"</p>
FOLLOWER OR HENCHMAN	<p>(I like the bullying and take part in it. I usually don't start it, but will if my friends encourage me.)</p> <p>"Well, (name of bullied student) ISN'T very cool. I agree with (the person who bullies.) After things got started, I probably said, "Yeah, what's your problem, Geek?"</p>
PASSIVE SUPPORTER (POSSIBLE BULLY)	<p>(I like the bullying but don't show outward signs of support.)</p> <p>"Well, I think it's funny, too. I try to seem innocent enough...I really don't want to get into trouble. I may let the guys know later what happened. Yeah, (name of bullied student) is kinda goofy.... I mean...just look at (him/her!)"</p>
POSSIBLE DEFENDER	<p>(I don't like the bullying and think I should help the bullied student, but I don't do anything.)</p> <p>"This is making me sick. Those kids have NO right to do those things. That poor kid (being bullied) did nothing to deserve that. But.... I really can't say anything. I don't want to be the next person to be bullied. Besides, what could I do anyway?"</p>
STUDENT WHO IS BULLIED	<p>(I am the student who is being bullied.)</p> <p>"Oh, no...here they come again. What are they going to say NOW? I wish I could just disappear. This is just too hard for me..... man, do I hate school."</p>
SUPPORTER (PASSIVE BULLY)	<p>(I support the bullying: I usually laugh and point it out to others, but I don't join in.)</p> <p>"Oh, I really like (names of the people doing and supporting the bullying.) They are soooo cool. I don't usually say anything when they pick on people, but I'm laughing and letting others know what's going on so they can get a laugh, too."</p>
DISENGAGED ONLOOKER	<p>(I don't get involved in the bullying, and try to remove myself...and I don't help the bullied student.)</p> <p>"Hey, this is none of my business. I try not to even notice, and when I do, I pretend not to see it. The less attention I get from those people, the better"</p>
DEFENDER	<p>(I don't like the bullying and try to help the bullied student.)</p> <p>"I can't take it any more. I just have to do something. But what should I do? Hmmm, maybe talk to (him/her) later and say I was sorry it happened. I might even go over there right now..."</p>

³ Olweus Bullying Prevention Program: Bullying Circle Exercise, available at <https://pa02218550.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=36&dataid=521&FileName=18-bullying-circle-exerc.pdf> (last visited Dec 7, 2022).

Lesson 5: Power to Think

PURPOSE

To learn to appreciate the power to think and use it in an excellent way.

LEARNING OBJECTIVES

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

1. Recognize the powers to think and choose as uniquely human powers.
2. Understand that the power to think needs to be developed through practice.
3. Recognize different thinking traps that hinder us in using the power to think in an excellent way.

MATERIALS & RESOURCES

- River-Crossing Conundrum worksheet
- Recognizing Thinking Traps worksheet
- The Thinking Traps
- Tips to Escape the Trap!

VOCABULARY

- Power to think: the human ability to understand and connect ideas

PROCEDURE

Step 1: Review the previous lesson. Recall the distinction between treating persons as subjects and treating persons as objects. Ask students if they completed the [Start-Stop](#) worksheet. Gather the worksheets and decide as a class on three things to commit to stop doing and three things to start doing, based on the suggestions from the students. Write the final Start-Stop list on a large piece of paper visible in the classroom and have all students sign the paper, to remind students of their commitment to treat everyone as subjects equal in dignity.

Step 2: Ask students if they can remember the two powers that are unique to human beings? The uniquely human powers are the powers to think and choose. Neither plants nor animals have these powers.

To help students better understand the power to think and how it can enable them to become excellent, divide the students into groups and give each group a [River-Crossing Conundrum](#) worksheet. The groups should try to figure out the solution to the conundrum as fast as possible. The group which finishes first is the winner. After all groups finish, walk them through the solution using the Answer Key for the Teacher.

Step 3: Highlight that in order to solve the puzzle, students needed to use their power to think.

The power to think enables us to understand ideas, to connect different ideas and to find solutions to difficult problems. Just like when trying to find the solution to the conundrum.

Write the vocabulary definition on the board:

Power to think: the human ability to know and connect ideas

The power to think enables humans to understand themselves and the world around them. While other living beings do things instinctively and automatically (with their senses) humans also use their senses to know and understand the world around them but they additionally reflect on their actions and the things they experience. Human beings also connect facts and ideas into complex structures called theories.

However, this power can sometimes be impaired. As we all know, sometimes emotions can overwhelm us, which makes it harder to think clearly. There are also other thinking patterns that hinder us on the path of developing our power to think in an excellent way.

Step 4: Introduce the students to the concept of thinking traps. Thinking traps are faulty ways of using our power to think.

For example, one thinking trap is that we often exaggerate the negative emotions we feel: “I’m so overwhelmed with school, I don’t know how to do anything, my teachers are all against me and everyone in class thinks I’m dumb.” This kind of exaggeration of the negative can then drive us to make bad choices: “I may as well just skip class because it doesn’t matter if I try or listen anyway.”

It is important to recognize different thinking traps, so that we can practice and develop our power to think in the most excellent way. There are lots of different kinds of thinking traps but this class will learn about six of the most common:

1. **Mental Filter:** when we are focusing only on the negative aspects of the situation, while disregarding positive ones. For example, a teacher gives us feedback after a test which involves some things we did well and some we did poorly, but we only focus on the things we did poorly. This is focusing on one part and choosing to misrepresent the whole picture.
2. **Mind Reading:** is when we conclude what another person thinks (when they didn’t tell us). For example, seeing another person yawning while we are speaking, we think: “she thinks I’m boring.” (This person might not have slept well last night, and they yawn. It is not enough to conclude that they think you are boring.)
3. **Catastrophizing:** is when we are expecting only the worst outcome from any given situation. For example, thinking that if I get a bad grade in one class, all my grades until the end of the school year will tumble.
4. **“All or Nothing”:** when we are explaining everything in “all” or “nothing” terms without considering everything in between. For example, thinking that if I am not perfect, then I am a total failure.
5. **Blame Game:** is when we are blaming others for our problems and not taking responsibility for any choices. For example, blaming another person for everything in a fight, without considering our faults.
6. **“Taking it personally”:** believing that others are behaving in a certain way necessarily because of us, without considering other possibilities. For example, thinking that since my best friend is in a bad mood, it must be my fault.

Step 5: To improve students' recognition and understanding of the thinking traps, divide them into groups and ask them to work on [Recognizing Thinking Traps](#) worksheet. For each situation described in the exercise, groups should determine which thinking trap is associated with it and why it is not an excellent way to use the power to think.

After all groups finish working, ask them to share their answers with the rest of the class. Then lead the class discussion on the basis of the Answer Key for the Teacher to reinforce the students' correct understanding of each example. Give each student [The Thinking Traps](#) handout so that they can revisit the definitions and examples later.

Explain that in order to escape thinking traps, three steps should be made:

1. Recognize the trap.

We should recognize thinking traps for what they are – a trap! It is important to reflect on our thoughts and behaviors so that we can identify one of the six thinking traps when they arise.

2. Consider the situation from a different angle.

After recognizing that we are finding ourselves in a particular thinking trap, we should try to consider the situation from other angles in order to see why our thinking is wrong and how we can make it better.

3. Form a positive and accurate thought.

Replace negative thinking traps with a positive, constructive thought. This will enable us to escape the trap and use our power to think in an excellent way so that we don't get bogged down by emotions or worries about what others think about us, etc.

Give each student the handout, [Tips to Escape the Trap!](#) It may also be helpful to pin this up somewhere in the class for students to view and remember.

Step 6: Summarize. Highlight the importance of using the power to think in an excellent way. Recall how different thinking traps hinder us in using the power to think in an excellent way and review the three steps to escape the trap!

RIVER-CROSSING CONUNDRUM

co-nun-drum: a confusing and difficult problem or question; a riddle.

A woman, a rowboat, a chicken, a fox and a bag of corn are standing on one side of the river. The woman has a dilemma – she needs to get the fox, the chicken and the bag of corn across to the other side of a river in as few moves as possible.

But there are THREE IMPORTANT RULES:

1. The rowboat can only carry the woman and **one item** at any point in time.
2. The fox and chicken cannot be left alone.
3. The chicken and the bag of corn cannot be left alone.

How does the woman transfer everyone to the other side?



River-Crossing Conundrum – Answer Key for the Teacher

To begin, the woman and the chicken cross the river together. The fox and corn are safe together.

Once on the other side, the woman leaves the chicken and returns to the fox and corn. She takes the fox across the river, and since she can't leave the fox and chicken together, she brings the chicken back with her (that is the trick which many groups do not think of.)

She cannot leave the chicken with the corn, so she leaves the chicken and rows the corn across the river and leaves it with the fox.

Finally, she returns to pick up the chicken and rows across the river one last time.

RECOGNIZING THINKING TRAPS

Do you know what a trap is?

1. A device designed to catch and retain animals.
2. A situation in which people lie in wait for a surprise attack: “we were fed false information by a double agent and walked straight into a trap!”

For each situation, a “thinking trap” is described. Select which thinking trap it is from the list of six traps below. Briefly write down what’s wrong with this kind of thinking trap.

Situation	Thought	Thinking trap	What’s wrong with this thinking trap?
A person I know passed by me and didn’t say hello.	What did I do wrong? Why is this person mad at me?		
Getting a bad grade on the exam.	The teacher hates me.		
I had trouble understanding some math tasks.	I will never be good at math.		
Lately you and your friend got into a few arguments and you are not spending so much time together anymore.	If we stop being friends, I will be unhappy for the rest of my life.		
My mom praised me for getting A’s in math and English, but critiqued me for getting a C in science.	My mom is really mad and thinks I’m terrible in school.		
I’m not very good at sports, and in the last sports class I failed at some tasks.	I’m terrible at sports, I will never be good at it.		
A group of classmates are laughing hard in the other part of the hallway. They also happen to look your way.	They must be laughing at me, they think I’m a loser.		

Mind Reading

All or NOTHING

Catastrophizing!

BLAME game

BLAME game

Taking it Personally

Mental Filter

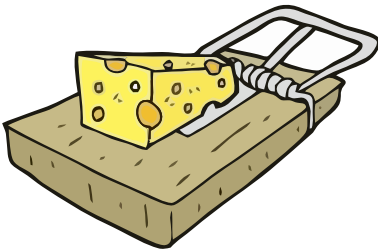
Recognizing Thinking Traps – Answer Key for the Teacher

Situation	Thought	Thinking trap	What's wrong with this thinking trap?
A person I know passed by me and didn't say hello.	What did I do wrong? Why is this person mad at me?	Taking it personal, mind reading	There might be many other reasons why the person did not say hello, which might not have anything to do with me.
Getting a bad grade on the exam.	The teacher hates me.	Blaming	It is more likely that I did not study hard enough.
I had trouble understanding some math tasks.	I will never be good at math.	"All or nothing" thinking	Truth is, if I study more, I will certainly improve and perhaps also become good at math.
Lately you and your friend got into a few arguments and you are not spending so much time together anymore.	If we stop being friends, I will be unhappy for the rest of my life.	Catastrophizing	Even though good friendships should be cherished, if they come to an end, there are many other things in life that can make us happy.
My mom praised me for getting A's in math and English, but critiqued me for getting a C in science.	My mom is really mad and thinks I'm terrible in school.	Mental filter	Truth is mom does not think I am terrible, but she only critiqued my poor grade, and praised my good grades.
I'm not very good at sports, and in the last sports class I failed at some tasks.	I'm terrible at sports, I will never be good at it.	"All or nothing" thinking	If I regularly practice, I will certainly improve in sports. I do not have to be the best in the world, but I can improve.
A group of classmates are laughing hard in the other part of the hallway. They also happen to look your way.	They must be laughing at me, they think I'm a loser.	Mind reading, taking it personally	Their laughter is maybe not connected to me in any way. Just them looking in my direction is not enough to conclude that.

THE THINKING TRAPS

Name of the trap	What does it mean?	Example
Mental filter	Focusing only on the negative aspects of the situation, while disregarding the positive ones.	A teacher gives us feedback after an exam which involves some things we did well and some we did poorly, but we focus only on the latter.
Mind reading	Concluding what another person thinks without hearing what they have to say.	Seeing another person yawning while we are speaking and thinking that she must be bored by us.
Catastrophizing	Expecting only the worst outcome from a situation.	If I get a bad grade in this exam, my grades until the end of the school year will tumble.
“All or nothing” thinking	Explaining everything in “all” or “nothing” terms without considering everything in between.	<i>If I am not perfect, then I am a total failure.</i>
Blame game	Blaming others for our problems and not taking personal responsibility.	Blaming another person for everything after a fight without considering our faults.
Taking it personally	Believing that others are behaving in a certain way necessarily because of us, without considering other possibilities.	<i>My best friend is in a bad mood, it must be my fault.</i>

TIPS TO ESCAPE THE TRAP!



1. Recognize the trap



2. Consider the situation from another angle



3. Form a more positive (and accurate!) thought

Lesson 6: Freedom for Excellence

PURPOSE

To motivate students to live freedom for excellence in their lives.

LEARNING OBJECTIVES

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

1. Recognize that true freedom is always connected with responsibility.
2. Identify and distinguish between freedom for excellence and freedom to do whatever I want.
3. Recognize examples of using the freedom for excellence and freedom to do whatever I want in their class.

MATERIALS & RESOURCES

- The Spiderman Principle
- What Would Spiderman Say?
- Game: What Kind of Freedom?
- Interim Quiz 1

VOCABULARY

- Freedom for excellence: using one's freedom to make excellent choices
- Freedom of indifference: using one's freedom carelessly; failing to consider whether one's actions are excellent or non-excellent

PROCEDURE

Step 1: Review the previous lesson. Highlight the importance of using the power to think in an excellent way. Ask students if they can recall some of the six thinking traps and the three steps to avoid these traps.

Step 2: In earlier lessons, the class learned that humans possess two unique powers which other beings do not have. Those are the powers to think and to choose. The power to choose is one of the most important human powers. Explain that in this lesson the class will learn about freedom and how we can use our power to choose in the most excellent way.

Ask the students the following questions:

- What is freedom?
- Is freedom not having to listen to anyone or not doing what grown ups tell you to do?
- If someone regularly chooses to skip practice or studying, does this make them more or less free?
- Is a person who makes bad choices more free than a person who makes good choices?

Leave questions open-ended and explain that the class will explore some of these questions through this lesson.

Hand out the text, [The Spiderman Principle](#) and have students take turns reading aloud. When the class has completed reading the text, lead the class in discussion with the Answer Key for the Teacher provided.

Highlight that freedom is always connected to responsibility. Humans possess great powers which enable them to become excellent human beings. What are two of the greatest powers? To think and to choose. As Spiderman says: "With great freedom comes great responsibility." Having such powers enables human beings to choose what is excellent but also, at times, what is not-excellent.

For example, someone could use their power to think to learn lots of embarrassing facts about someone and then spread these things around the classroom, school, or community in order to hurt that person. Similarly, someone could use their power to choose to hurt someone. These are both examples of using the power to think and to choose "whatever I want", which can also be called: freedom of indifference.

Write the vocabulary definition on the board:

Freedom of indifference: using one's freedom carelessly; failing to consider whether one's actions are excellent or non-excellent

People who practice making non-excellent choices are still practicing their power to choose. However, they are using their freedom carelessly; failing to think and choose what is excellent. Instead, they practice thinking and making choices that make them less free, over time. How? If someone chooses to eat unhealthy food, stays up late playing video games or hanging out with friends watching TV, skips doing their homework and studying for a test because they don't feel like doing it... after some time, this person will become unhealthy, tired, be in a bad mood and perform worse and worse in school. This will make him less free to do things that will actually make him happy: have the fitness to play sports, make good friends and pass his tests at school.

But there is another kind of freedom. Ask students if they can recall the name of a second kind of freedom? The answer is not The Spiderman Principle, but it's close. Write the vocabulary definition on the board:

Freedom for excellence: using one's freedom to make excellent choices

Explain that using their powers to think and to choose freedom for excellence in everyday situations is what makes a human person excellent. This type of freedom says that we are free only when we think and try to choose what is excellent. Choosing freedom for excellence is often the harder choice, but it is what makes us more free, and believe it or not: happy and proud of ourselves, too. This freedom also implies that we should consider whether our choices respect human dignity in ourselves and others and make only the choices that do respect human dignity.

Step 3: To reinforce the distinction between using freedom responsibly and irresponsibly, divide the students once more into groups and ask them to work on the [What Would Spiderman Say?](#) worksheet. The students should circle the statements that they Spiderman would say and cross out the statements that are contrary to the Spiderman Principle.

Explain that there are two main ways in which freedom can be understood. They are freedom of indifference, or "freedom to do whatever I want" and freedom for excellence. "Freedom to do whatever I want" doesn't think about whether my actions are good or bad, excellent or non-excellent, whether they will do harm to myself or others. Freedom of excellence by contrast, is aligned with the "Spiderman Principle", which says that real power lies in choosing what may be hard, but is the most excellent choice, for myself and others. Our human powers to think and to choose are powerful! We can't control everything in our lives, but we always have the power to think and to choose what we will do in response.

Step 4: To conclude the class, ask students to play the [What Kind of Freedom? Game](#). Each student should write one sentence that is an example of a freedom of indifference statement (“you should be able to do whatever you want”) and one sentence that is an example of a freedom for excellence statement (“It’s important to return the books that you’ve taken from the classroom”). Have students put their papers in a box and mix them up. Then, go around the class and have each student take one paper from the box and read it aloud. Have the class vote if they think it is a “freedom of indifference statement” or a “freedom for excellence” statement.

Recall the distinction between freedom for excellence and freedom of indifference, e.g., “freedom to do whatever I want”, as any questions arise in the game. Help students to understand the ways in which their freedom can be used in both an excellent and a non-excellent, or indifferent, way.

Step 5: Emphasize that people should always use their freedom to think and choose what is excellent. This will not only ensure that their choices are excellent, but they themselves will become more excellent as human beings. Recognizing the excellent choice in each situation is not always easy, and more often than not, it is also much more difficult than using one’s freedom to do whatever I want. For this reason, it is important to practice freedom for excellence throughout one’s life, in small details and in big.

FOLLOW-UP & HOMEWORK

Ask the students to Fill in [Interim Quiz 1](#) at home and bring it to the next class. Let them know that solving the interim quiz will help them in the Final quiz which will happen during the last class.

THE SPIDERMAN PRINCIPLE

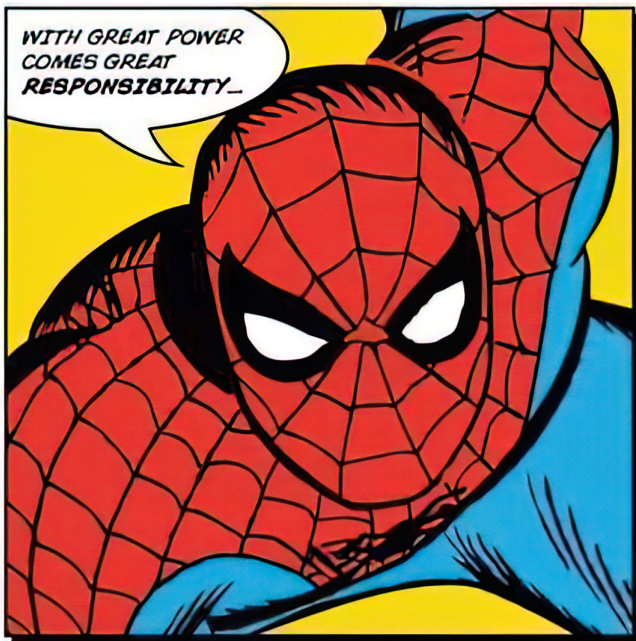
Have you ever imagined that you have a superpower? Ever since I can remember, I wanted to have superpowers, like Spiderman, Superman or other cartoon superheroes.

Have you ever thought about which power you would choose? Would it be to fly? Or, what about becoming invisible? That would be cool. Oh wait, what if you could read people's thoughts!

Having a super-powered memory or being really amazing at soccer would be cool, too. But for me, I always wanted to become invisible. If I was invisible I could sneak into people's houses, go to the cinema without paying, get out of the classroom during tests to check the correct answers and then slip back in, unnoticed... Or, I could listen in while my friends were talking about something, go to the store and take anything I like, or simply disappear when I didn't want to be somewhere.

Of all the superheroes, I think Spiderman has always been my favorite. He has that perfect combination of physical power and being able to create a spider's web, basically in the palm of his hand. I think I've read all of the comic books about Peter Parker, i.e. Spiderman.

But one day, I stumbled upon this picture:



This one sentence really hit me. What did it mean? After reading it a couple of times, it suddenly dawned on me. While I was dreaming about superpowers as an ability to do whatever I wanted, Spiderman was actually saying something totally different. For instance, I was thinking of the superpower to be invisible as a way to take things from people or cheat on tests, but I wasn't thinking about how this would actually be causing harm to myself and to others (e.g. by taking things from them or by getting in the habit of not studying).

Spiderman understood that having superpowers could do harm to himself and others, or it could do a lot of good. This made him aware that with great power comes a great responsibility. And in one of those classic cartoons "aha!" moments, the lightbulb went on in my head. The fact that Spiderman had the power to "do whatever he wanted" and yet he chose to only use his powers to help others and to make the world a better place, is what makes him a superhero. It's not his great strength. It's not even about how much other people like and admire him. The thing that makes Spiderman a hero is one thing only: that he chooses, day in and day out, to use his powers for the good. If that isn't the hardest thing to do, what is?

QUESTIONS FOR A DISCUSSION:

1. If you could have a superpower, which one would you choose?
2. How would you use it? Would you apply The Spiderman Principle?
3. Which unique powers human beings have which no other living or non-living beings possess?
How should we use them, according to The Spiderman Principle?

The Spiderman Principle – Answer Key for the Teacher

1. **If you could have a superpower, which one would you choose?** Students can choose different versions of this answer.
2. **How would you use it? Would you apply The Spiderman Principle?** The Spiderman principle applied to different superpowers would imply that these superpowers should be used responsibly, i.e. not causing harm to oneself and others, but always trying to use these superpowers for the benefit of everyone involved. It means using superpowers to do good and not bad things.
3. **Which unique powers human beings have which no other living or non-living beings possess? How should we use them, according to The Spiderman Principle?** Human beings in fact have two great powers which no other living or non-living beings possess, and those are powers to think and choose. These powers are uniquely human and are very important since they enable us to do great things and become excellent.

These powers should be used responsibly and in an excellent way. This is especially so with the power to choose. We can make choices that hurt others or do harm to ourselves, and we can make excellent choices which make ourselves and others better. We should obviously always choose the latter.

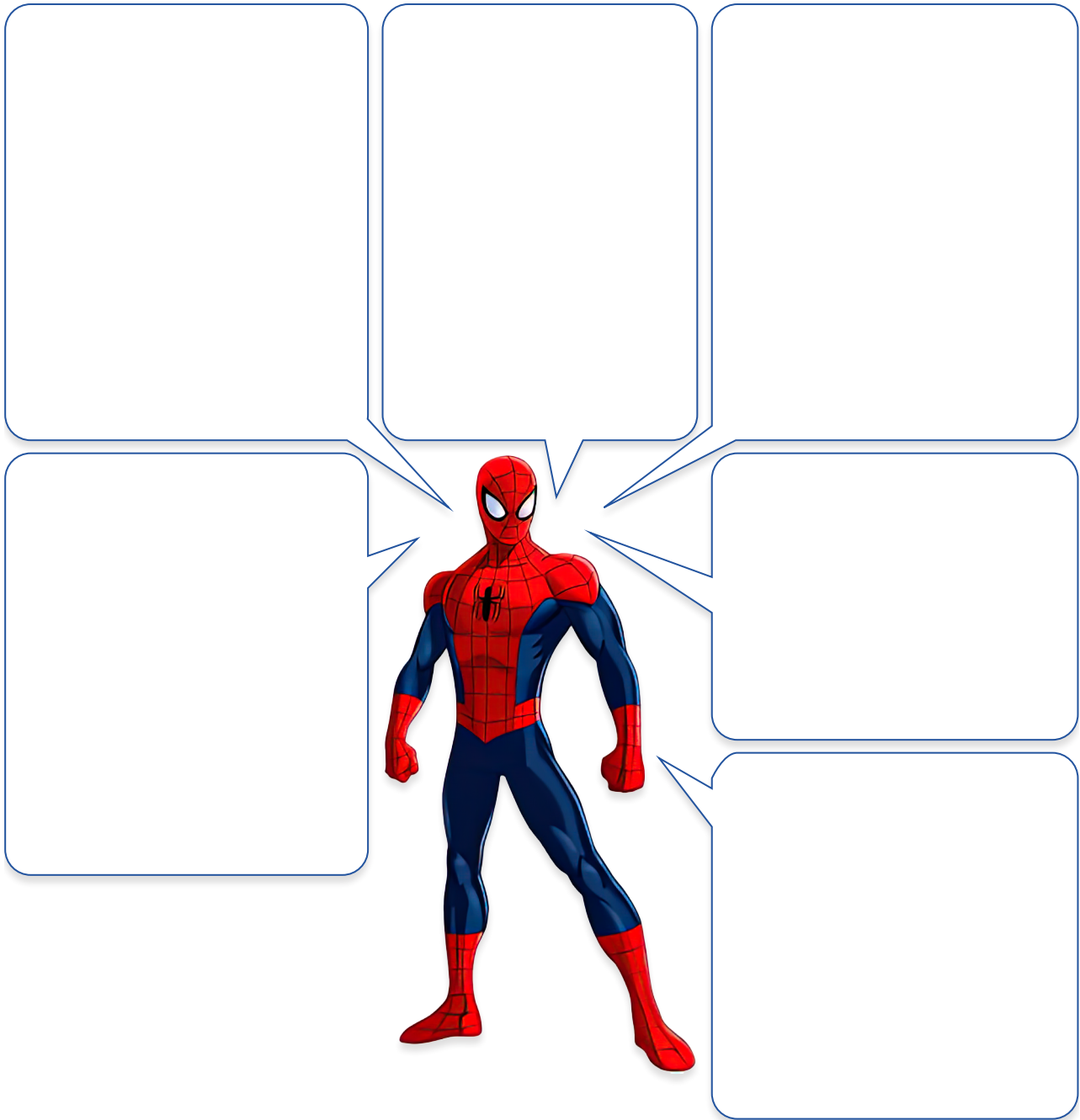
WHAT WOULD SPIDERMAN SAY?

1. Read the sentences below. Which statements would Spiderman say? Which statements would he never say? Use The Spiderman Principle as a guide for finding the answers.

Spiderman Principle: "With Great Power Comes Great Responsibility."

"If my teacher wasn't out to get me I'd have better grades."	"I don't have to practice, I choose to practice because I want to get better."	"I know I could cheat and no one would find out, but I choose not to do it since I know cheating is wrong and won't help me in the long-run, anyway."
"I would really like to watch funny Youtube videos until late in the evening, but I have an exam tomorrow so I won't do it since I need to rest."	"You can't tell me what to do. I don't care!"	"My parents are so annoying. They never let me do anything fun."
"I enjoy making fun of others and I don't care how this makes them feel."	"Studying is sometimes boring, but I know it's good for me so I choose to do it."	"I'm upset, but I just need to cool off, as I don't want to say or do something that will hurt others and that I'll regret later."
"I hang out with some people because I know I can get something from them. But they are not my friends, I would never spend time with them otherwise."	"I've heard an embarrassing rumor about a friend. I don't spread such things further since I don't know if they are true and I'm sure they will hurt my friend."	"School is boring and stupid. I would never go to school if grown ups wouldn't force me to."

2. Write those sentences that you think Spiderman would say in the speech bubbles, below.



What Would Spiderman Say? – Answer Key for the Teacher

The crossed out sentences are those Spiderman would never say, and the rest should be written in the speech balloons as the sentences Spiderman would say.

"If my teacher wasn't out to get me I'd have better grades."	"I don't have to practice, I choose to practice because I want to get better."	I know I could cheat and no one would find out, but I choose not to do it since I know cheating is wrong and won't help me in the long-run, anyway."
"I would really like to watch funny Youtube videos until late in the evening, but I have an exam tomorrow so I won't do it since I need to rest."	"You can't tell me what to do. I don't care!"	"My parents are so annoying. They never let me do anything fun."
"I enjoy making fun of others and I don't care how this makes them feel."	"Studying is sometimes boring, but I know it's good for me so I choose to do it."	"I'm upset, but I just need to cool off, as I don't want to say or do something that will hurt others and that I'll regret later."
"I hang out with some people because I know I can get something from them. But they are not my friends, I would never spend time with them otherwise."	"I've heard an embarrassing rumor about a friend. I don't spread such things further since I don't know if they are true and I'm sure they will hurt my friend."	"School is boring and stupid. I would never go to school if grown-ups wouldn't force me."

INTERIM QUIZ 1

Mark sentences as True or False:

1. T / F Not all people have human dignity.
2. T / F The power to choose is shared by all living beings.
3. T / F It's OK to treat someone as an object if you get something for free as a result.
4. T / F Catastrophizing is the situation in which we are expecting only the worst outcome of any given situation.
5. T / F Mind Reading is when we conclude that we know what another person is thinking.
6. T / F Choosing to go to bed on time and play sports are both examples of using our freedom for indifference.
7. T / F With great power comes great responsibility.

Writing Response:

8. What is the difference between freedom to do whatever I want and freedom for excellence?

Pair the concept with an appropriate definition:

Choosing carelessly by failing to consider whether one's actions are excellent or non-excellent	Human Dignity	Freedom for excellence	The ability of a living being to do something on its own
Treating a Person as a Subject	Power to think	The human ability to understand and connect ideas	
Power	Valuing a person for their intrinsic worth	The special value of every human person	Freedom to do whatever I want

Interim Quiz 1 – Answer Key for the Teacher

True or False:

1. F – all people have human dignity.
2. F – only humans have the power to choose.
3. F – people are never to be treated as mere objects
4. T
5. T
6. F – Choosing to go to bed on time and play sports are both examples of using our freedom for what is excellent. Note: if we practice choosing what is excellent, “doing what I want to do” can also be what is excellent!
7. T

Writing Response:

8. Freedom to do whatever I want says that we are free simply if we can do what we want and nothing or no one can prevent us from doing that. This type of freedom fails to consider whether our actions are good or bad, excellent or non-excellent, whether they will do harm to others or ourselves. It is an irresponsible type of freedom. Freedom for excellence says that we are free only if we make good or excellent choices. This freedom also implies that we should consider whether our choices respect human dignity in ourselves and others and make only the choices that do respect human dignity.

Pairing Game:

Power: the ability of a living being to do something on its own	Excellence: becoming the best we can be based on our dignity	Human dignity: the special value of every human person	Freedom to do whatever I want: choosing carelessly by failing to consider whether one’s actions are excellent or non-excellent
Freedom for excellence: using one’s freedom to make excellent choices	Power to think: the human ability to understand and connect ideas		

Lesson 7: The Power of Creativity

PURPOSE

To help students appreciate the power of creativity and use it in their lives.

LEARNING OBJECTIVES

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

1. Understand creativity as uniquely human power which moves one's imagination and ideas to shape the world.
2. Recognize the power of art to give us another perspective on reality.
3. Brainstorm creative solutions that affect people and their dignity.

MATERIALS & RESOURCES

- Nine Dot Problem
- Six Great Creative Inventions
- The Greatest Story Never Told
- Creativity in Code

VOCABULARY

- Creativity: using one's imagination and ideas to shape the world

PROCEDURE

Step 1: Review the previous lesson. Recall the Spiderman Principle and how it reflects in different decisions that people make. Emphasize the key distinction between freedom for excellence and freedom of indifference/to do whatever I want.

Ask the students if they have completed the [Interim Quiz 1](#). Ask them if some of the questions were difficult and help clarify the answers.

Step 2: Start the lesson by dividing the students into groups and asking them to solve the [Nine Dot Problem](#). The students will receive the picture of nine dots arranged in a square. Their task is to connect all nine dots by four straight lines without lifting the pen from the paper and without retracing any lines. Give the groups five minutes to try and solve the task before sharing the solution.

After five minutes, ask the groups if they managed to solve the problem. Ask them also to share their unsuccessful attempts to solve it and why they did not work. Afterwards, walk the students through the Nine Dot Problem – Answer Key for the Teacher solution.

Step 3: Note that this problem clearly shows what it means to think inside and outside of the box. Most people don't solve the problem because they don't think they can go outside the "box" to solve the problem. So, to successfully solve the problem, changing the perspective on the problem is needed.

In this exercise, students used their power to think and their power to choose, trying out different ideas and solutions. However, in addition to these two powers, students used another uniquely human power: the power of creativity.

Write the definition on the board:

Creativity: using one's imagination and ideas to shape the world

Creativity is born of the power to think and the power to choose. Creativity is also uniquely human. Monkeys and cats can imitate a painting but they did not invent mixing pigments (colors) and using these to illustrate the world around them on a canvas. In addition to being essential to making art, creativity also just helps us find new solutions to tackle problems in the world. Show students the [Six Great Creative Inventions](#).

Human creativity is at work in arts, in science, in design and culture in general. We use it also in our relationships. For example, to be a good friend, we sometimes need to creatively think how to make our friend happy (like when thinking which birthday present to give them or even how to make them laugh when they're sad.)

Just as the nine-dot problem enabled us to see the problem from a new perspective, creativity can help us see the world from another perspective.

Divide students into groups and ask them to create [The Greatest Story Never Told](#). Each group should write a short story by using the terms and sentences from the worksheet in any order they prefer. They can change the grammatical tenses, cases, etc., but they also need to make sure to preserve the meaning of the sentence. Students can also use or add anything they have learned in the Human Dignity Curriculum that they consider valuable to include.

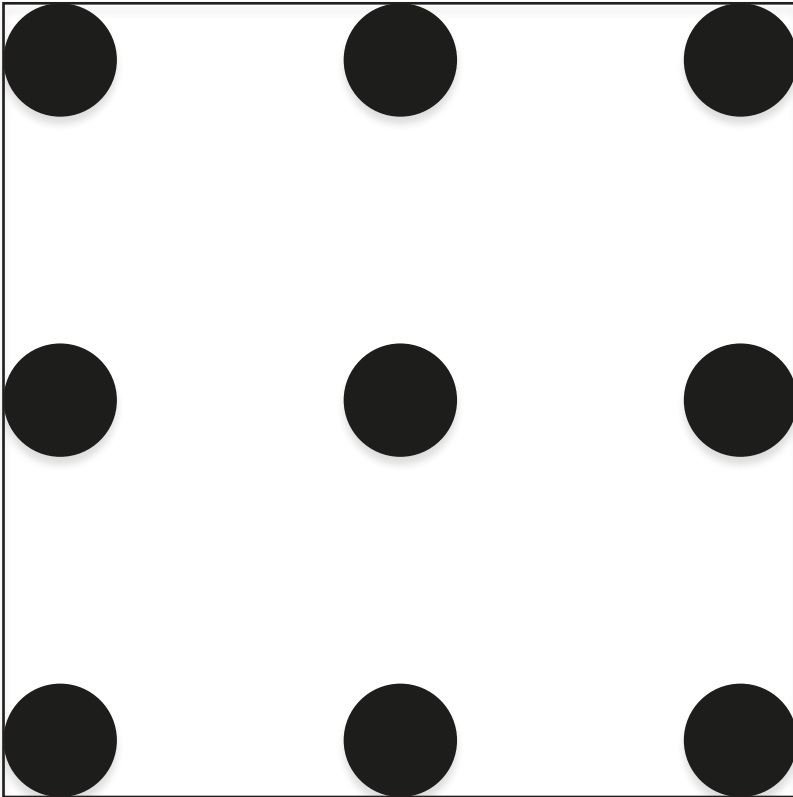
After all groups finish writing their story, ask a volunteer from each group to read the story to the rest of the class. Finally, the class should vote on what they think is the best story.

Step 4: Another creative human invention is language. Think of all of the different letters and words you wrote down to tell your story. It's mind-boggling to think about how many languages there are in the world and that every language has different words and punctuation and grammar! It's like... a world of code! In fact, a fun way to creatively play with language is through code games. Give each student the [Creativity in Code](#) worksheet. If the class runs out of time, ask students to complete their Creativity in Code worksheet for homework.

Step 5: Summarize. Recall the definition of creativity and its importance in human life. Highlight that the power of creativity can be used in art to give us another perspective on reality, and it can be used to problem solve challenges in our everyday life. Motivate the students to practice using their gift of creativity by writing, journaling, drawing or making something or any other form of creative expression.

NINE DOT PROBLEM

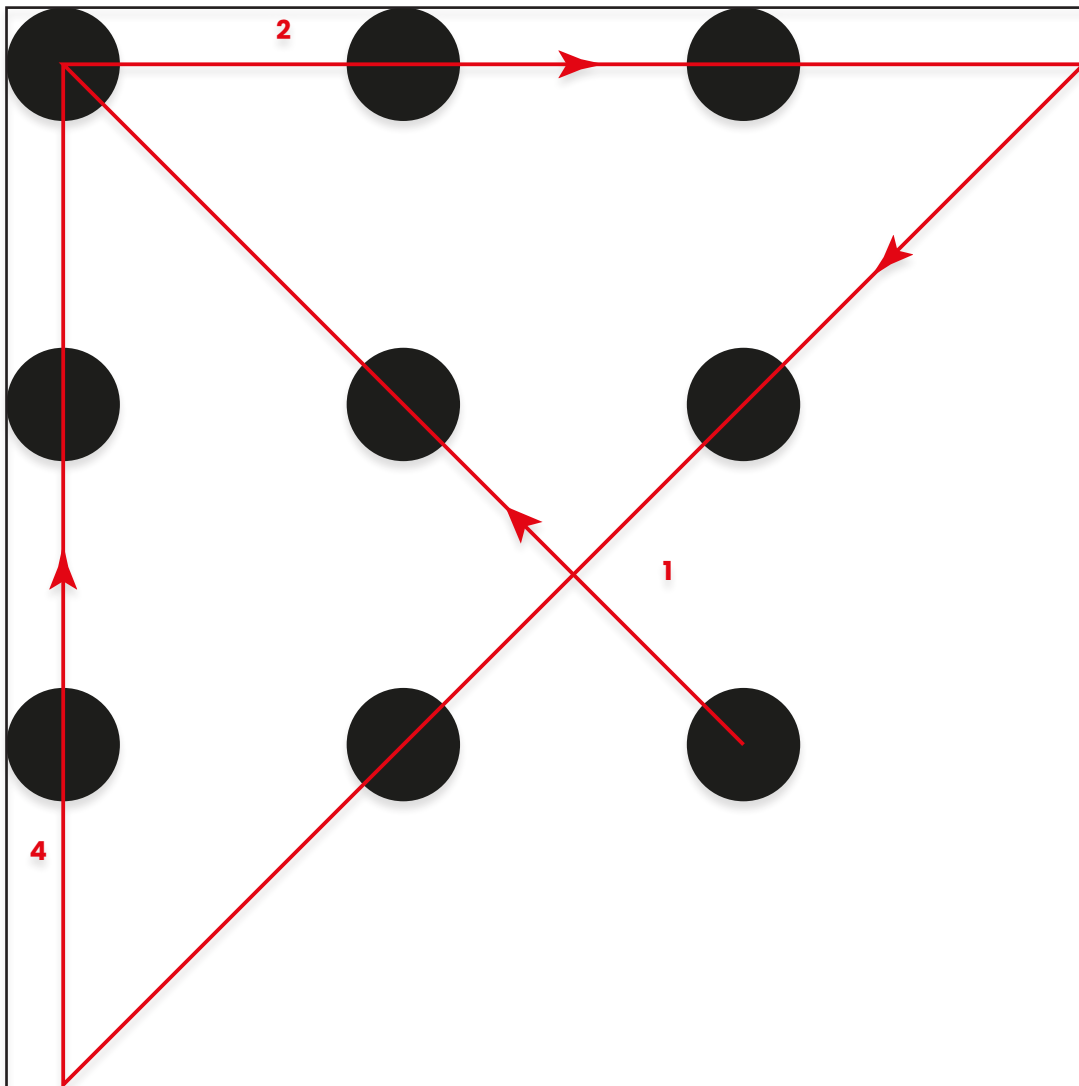
Connect all nine dots by four straight lines without lifting the pen from the paper and without retracing any lines.



Nine Dot Problem – Answer Key for the Teacher

Solution:

1. Start from the bottom right dot, draw a line through the central dot ending on the top left.
2. Connect the top row, but do not stop on the top right – continue on to the next dot if the pattern continues.
3. Now draw a line through the middle right and middle bottom – continuing again to where the next dot would be.
4. Finally connect the remaining 2 dots in an upward line.



SIX GREAT CREATIVE INVENTIONS

1. The reusable candle?! Ever had a candle burn down and leave wax all over the place? Clearly someone thought to themselves: why can't that wax that drips all over the candle holder, be contained and fill up the next candle! And voila: the very creative reusable candle.



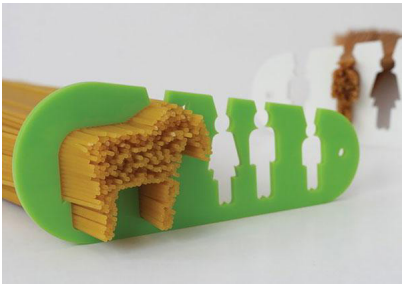
2. The Lego keychain holder!



3. The Baby Shower Hat? Hilarious and genius, right? Now your little sister or brother doesn't have to get water and soap in their eyes. You might just have to convince them to wear this plastic thing on their head though...



4. The Spaghetti Measuring Tool: “Hungry as a horse?” That’ll be two boxes of spaghetti?



5. The Baby Stroller Scooter! Why take the baby for a stroll, when you could take them for a scooter ride instead, right?

Kids: Don't try this at home with your sibling.



6. The umbrella coffee cup holder.



THE GREATEST STORY NEVER TOLD

Write a short story by using the terms and sentences below in any order you choose. Feel free to change the grammatical tenses, cases, etc., but make sure to preserve the meaning of the sentence. Build around these sentences and expand them to make an interesting story. Make sure to include all things a good story needs to have: a hero, a villain, a plot with tension and a happy ending. Don't forget to start with "Once upon a time..." and think about the title of the story.

The sentences to build around are:

A tiger named Rick...

An elephant called Mickey...

Jumping off the cliff...

He was almost late...

The problem was that...

No one ever told him that...

They never listened to anyone and used their freedom to do whatever they wanted...

Everyone goes through difficult times occasionally...

This was his greatest fear...

He realized that he was capable of excellence...

With freedom comes responsibility...

Resolving to change and do only good things from now on...

Good friends do that for each other...

CREATIVITY IN CODE

Codes are a way of altering a message so the original meaning is hidden at first sight. Can you creatively uncover these codes?

WORD REVERSE

1. ESU RUOY SREWOP OT ESOOHC TAHW SI TNELLECXE

2. YREVE NAMUH NOSREP SAH YTINGID

3. EW NAC YLURT EVOL STCEJBUS, ELIHW EW NAC YLNO EKIL STCEJBO

REFLECTION METHOD

Sample: u r y y b
 h e l l o

a b c d e f g h i j k l m
n o p q r s t u v w x y z

4. gur uhzna novyvgl gb xabj naq pbaarpg vqrnf

5. bayl uvznaf unir gur cbjref gb guvax naq pubbfr

CODE 26

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

6.

8	21	13	1	14	3	18	5	1	20	9	22	9	20	25	9	19	20	8	5	23	15	18	12	4	19	7
18	5	1	20	5	19	20	7	9	6	20																

Creativity in Code - Answer Key for the Teacher

Codes are a way of altering a message so the original meaning is hidden at first sight. Can you creatively uncover these codes?

WORD REVERSE

1. ESU RUOY SREWOP OT ESOOHC TAHW SI TNELLECEX
USE YOUR POWERS TO CHOOSE WHAT IS EXCELLENT
2. YREVE NAMUH NOSREP SAH YTINGID
EVERY HUMAN PERSON HAS DIGNITY
3. EW NAC YLURT EVOL STCEJBUS, ELIHW EW NAC YLNO EKIL STCEJBO
WE CAN TRULY LOVE SUBJECTS, WHILE WE CAN ONLY LIKE OBJECTS

REFLECTION METHOD

Sample: u r y y b
 h e l l o

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

4. gur uhzna novyvgl gb xabj naq pbaarpg vqrnf
The human ability to know and connect ideas
5. bayl uvznaf unir gur cbjref gb guvax naq pubbfr
Only humans have the powers to think and choose

CODE 26

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

6.

8	21	13	1	14	3	18	5	1	20	9	22	9	20	25	9	19	20	8	5	23	15	18	12	4	19
H	U	M	A	N	C	R	E	A	T	I	V	I	T	Y	I	S	T	H	E	W	O	R	L	D	S

7	18	5	1	20	5	19	20	7	9	6	20
G	R	E	A	T	E	S	T	G	I	F	T

Lesson 8: Friendship and Solidarity

PURPOSE

To motivate students to pursue freedom for excellence in their friendships.

LEARNING OBJECTIVES

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

1. Understand friendship and its connection to human excellence.
2. Recognize Greensboro Four as a historical example of friendship and solidarity in pursuit of excellence.

MATERIALS & RESOURCES

- Game: All Aboard
- Game: How are we the same?
- [Video](#) Greensboro Four – Educational Videos for Students
- Solidarity Puzzle
- Pedro Pablo Sacristan: A Village on the Road

VOCABULARY

- Friendship of excellence: friendship based on pursuing excellence for oneself and others
- Solidarity: unity between people pursuing excellence together

PROCEDURE

Step 1: Review the previous lesson. Recall the definition of creativity. If students completed the [Creativity in Code](#) worksheet as homework, go over the answers using the Answer Key for the Teacher.

Step 2: Introduce the theme of the lesson with the [All Aboard](#) game. Tie a piece of rope in a loop large enough for all students in your class to fit within it and lay it on the ground. Invite all your students to sit inside the circle. Once they have accomplished this, congratulate them for working together to make sure they all fit and now challenge them to see if they can do even better. Make the rope smaller. Now, invite your students once again to sit within the circle. Continue to make the rope smaller and smaller until you see that your students are beginning to run out of solutions as to how they can all fit within the circle. Eventually, the circle will be much too small to fit every student.

The goal is for students to cooperate with each other and work closely together to come up with creative solutions (standing rather than sitting, putting only hands in, fingers in, etc.). At the end, discuss what you observed and invite feedback.

Lead the class discussion by asking:

What happens when people work together?

Explain that when people come to do something excellent — like complete a project together, or to defend dignity — the result is always important because the creativity and solidarity of two friends, a group of people, a whole classroom, an entire school, etc. is more powerful than one single individual working alone.

Step 3: Friendship is the connection between two people who pursue excellence together. When this pursuit extends on a group level, solidarity emerges.

Write the two definitions on the board:

Friendship of excellence: friendship based on pursuing excellence for oneself and others
Solidarity: unity between people pursuing excellence together

Friendship is key in our life, especially if we want to use our powers to think and to choose what is excellent. We need friends who also want what is excellent for us. For example, if we are surrounded by people who fall into the various thinking traps that we learned about in previous lessons, our thinking will be influenced by theirs. We may start to blame others or think the worst of a situation, a person, etc. If our friends are indifferent and careless in their choices, it might not be long before we find ourselves saying, “who cares, if I don’t do anything then I can’t fail at anything, right?”

Whereas if your best friend said, “hey, why don’t we go to extra help together at lunch?” You’d probably go with them for extra help. It takes only one other person to help us pursue excellence. A friendship of excellence strengthens our desire to develop ourselves, to help others, and to help the world.

Have students play the game [How are we the same?](#) In pairs, students have to find three things they have in common with each other. Once all pairs have completed this task, they have to join up with another pair to make a group of four. Once again, the group has to find three things they have in common with each other. After the four students have found something they have in common, they are to link up with another group of four and find three things the group shares in common.

Explain that like the game the students just played, solidarity is an outgrowth of a friendship of excellence. Friendships of excellence are the foundation of solidarity, but solidarity means thinking about not just what concerns ourselves and our closest friends but our wider community (such as a class), too.

Step 4: Ask the students if they can think of any historical examples of solidarity. After hearing the student' comments, explain that in this lesson the class will learn about one example of solidarity in which a group of people pursued and achieved excellence together.

This is the example of the Greensboro Four. To introduce the students to this example, play [the Greensboro Four - Video](#)

After watching the video, explain that even though slavery ended in the United States in the 1860s and the American Constitution was changed to establish equal protection under the law, one hundred years later, some states enforced segregation, which meant that some places, such as restaurants, would only serve white people. Even water fountains might be labeled to be only for white or black people. Four young black men wanted to make a peaceful statement against segregation, so they acted.

One day, Ezell Blair Jr., David Richmond, Franklin McCain, and Joseph McNeil, went to Woolworth's Diner in Greensboro, North Carolina, and sat down at the lunch counter. They were refused service simply because they were black. Instead of becoming angry or violent, the young men continued to sit at the counter quietly, even though they received no food or drinks. They sat there all day, and then they returned the next day with even more students. Eventually, the sit-in movement spread everywhere. Multiple people began to participate in sit-ins, causing the world to take notice of the unfairness of segregation.

Lead the class discussion by asking the following questions:

- How is this an example of solidarity?
- Do you think that the four young men were brave?
- Could you have done what they did?
- How did 4 people cause such a big difference?

Explain that The Greensboro Four recognized the violation of their dignity. Their support of each other in their choice to stand up for their dignity during the first, non-violent sit-in at Woolworth's Store began an entire civil rights movement to defend the dignity of every person of every race or ethnicity. The four made an excellent choice together, and others joined it. They showed how only a handful of people can make a big difference when they act together in pursuit of excellence.

Step 5: Ask the students to brainstorm one solidarity action that they could perform together as a class. It could be an activity that would help other students in the school or the wider community. If students are struggling to come up with an idea that they can implement, help them brainstorm with the following ideas:

- A thank you card to the school principal or the custodian staff.
- One day where the class decides to hold the doors for students at the end of the day.
- If there's a certain day where food is provided at the school, the class could volunteer to help.
- At lunch, the class could sit with students in a younger grade to be a peer to a new friend.

After the class agrees on an idea, they should write it in the center of the [Solidarity Puzzle](#). The project should be written in the middle of the puzzle and the names of all the students in the puzzles around that one. Put the Solidarity Puzzle in the visible place in the room for the students to see.

Step 6: Summarize. Recall the definition of solidarity and its connection to the pursuit of human excellence. Highlight the Greensboro Four as an example of solidarity with the wider community. Motivate them to practice their solidarity project written in the Solidarity Puzzle.

SUPPLEMENTARY MATERIAL

To reflect on solidarity in greater detail read the story by [Pedro Pablo Sacristan: *A Village on the Road*](#). Afterwards, ask the following questions:

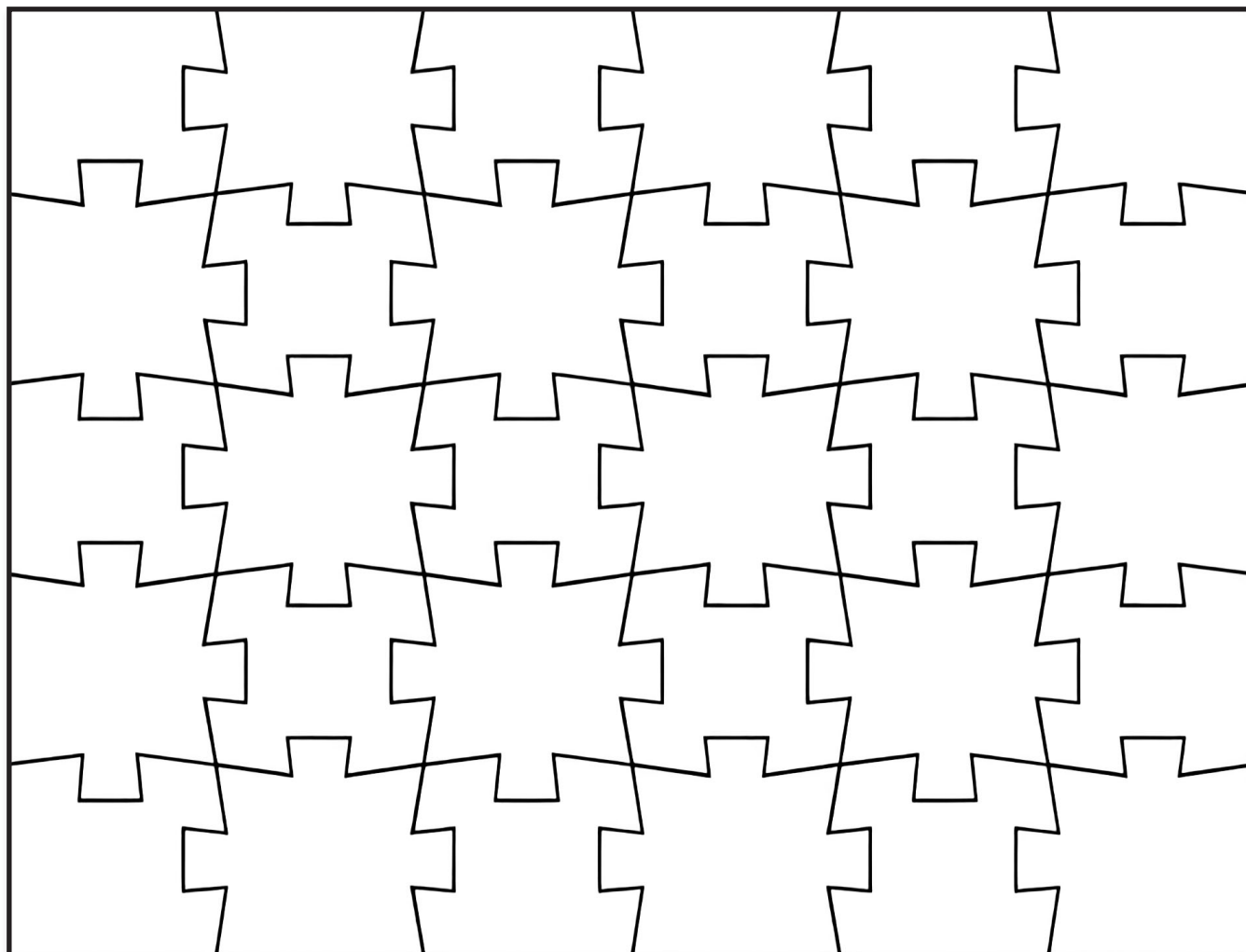
- Did the first two rich men show solidarity to the villagers? Why or why not?
- What was different in the actions of the third rich man?
- How can you show solidarity to someone you do not know?

Highlight that the story shows how people who help others only so that people can see how much they are giving. They do not want to know anything about the people they are giving to.

Other generous people really try to help others, but only so that they can feel better about themselves. But there are other generous people: the best kind. To them, it does not matter what the other kinds of generous people think of them. Nor do they give in a showy way. Instead, they truly worry about how best to improve the lives of those they are helping. They give something much more valuable than money. They give their time, their vision, and their lives.

This was the example of a third man in the story who really engaged himself in helping others.

SOLIDARITY PUZZLE



A VILLAGE ON THE ROAD BY PEDRO PABLO SACRISTAN⁴

In a land far away, once upon a time there was great poverty: only the rich could manage without great problems. Three of those rich men, and their servants, were traveling on the same road, in a convoy, when they came to a very poor village. Seeing this poverty provoked different reactions in all three rich men.

The first could not stand to see it, so he took all the gold and jewels from his wagons and shared them out among the villagers. He wished them all the best of luck, and he left.

The second rich man, seeing the desperate situation, stopped for a short time, and gave the villagers all his food and drink, since he could see that money would be of little use to them. He made sure that each villager received their fair share and would have enough food to last for some time. Then, he left.

The third rich man, on seeing such poverty, sped up and traveled straight through the village without stopping. The two other rich men saw this from a distance and commented with each other how the third rich man lacked decency and compassion. It was good that they had been there to help the poor villagers.

However, three days later, they met the third rich man who was traveling in the opposite direction. He was still traveling quickly, but his wagons, instead of the gold and valuables they had been carrying, were now full of farming implements, tools, and sacks of seeds and grain. He was heading to the poor village to work with the people there.

This happened a long, long time ago, but we can see the very same thing happening today too. There are some generous people who give only so that people can see how much they are giving. They don't want to know anything about the people they are giving to. Other generous people really try to help others, but only so that they can feel better about themselves. But there are other generous people: the best kind. To them, it does not matter what the other kinds of generous people think of them. Nor do they give in a showy way. Instead, they truly worry about how best to improve the lives of those they are helping. They give something much more valuable than money. They give their time, their vision and their lives.

We still have time to become like the third man.

⁴ The third way of thinking, The New Times, available at <https://www.newtimes.co.rw/article/56691/the-third-way-of-thinking> (last visited Dec 7, 2022).

Lesson 9: Habits of Excellence: Fairness

PURPOSE

To motivate the students to develop the habit of fairness.

LEARNING OBJECTIVES

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

1. Understand what habits are and how they are developed.
2. Recognize what is fair and unfair in different concrete situations.
3. Practice fairness in their everyday lives.

VOCABULARY

- Habits: something that we regularly do so it becomes easier for us
- Fairness: giving each person their fair share

MATERIALS & RESOURCES

- Game: Where's My Candy?
- Aesop's fable: The Lion's Share
- Fair or Unfair?
- Implementing Fairness

PROCEDURE

Step 1: Review the previous lesson. Recall the definition of solidarity and its connection to the pursuit of human excellence. Highlight Greensboro Four as a historical example of solidarity with the wider community. Check if the students have practiced their solidarity project written in the Solidarity Puzzle.

Step 2: Start the lesson by playing [Where's My Candy?](#) game. Prepare several bags of mixed candy and make sure to include different amounts and kinds of candy in each bag. Make sure that each bag contains only one chocolate. Then divide the students into groups and give each group one bag of candy. Explain that the groups have 5 minutes to determine how to distribute the candy fairly (make sure not to say "equally") among themselves. After 5 minutes, if they do not manage to find the solution that makes everyone happy, they lose all the candy.

After all groups finish, ask them to explain if and how they reached the solution that made everyone happy. What were the problems and stumbling blocks? How did they overcome them? After hearing the comments, highlight that the groups likely needed to come up with a set of rules or principles and consistently apply them. Also, to treat everyone fairly, some principles needed to be excluded as unfair: e.g. that the strongest person gets all the candy or that the ones who talk the loudest get more than others.

Step 3: This game brings us to today's topic. This is fairness. Fairness is a habit of excellence that needs to be developed.

Habits are behaviors that are developed through repeated practice of certain actions. For example, if a person wants to become healthier, they will practice regularly exercising, eating healthier food and sleeping eight hours each night. Similarly, to develop the habit of fairness, it requires practice in many small situations.

Write the definition of habit on the board:

Habit: something that we regularly do so it becomes easier for us

Ask the students to name some excellent and non-excellent habits. Write a table with two columns on the board, one for excellent and one for non-excellent habits.

Excellent habits	Non-excellent habits

Write down the examples that students share with the class.

Excellent habits	Non-excellent habits
Doing your homework first thing when you get home	Saying that you'll do your homework when you're finished playing your game
Going to sleep on time	Going to bed at midnight
Being kind to everyone in your class	Saying rude things to people who aren't your friends
Being truthful	Hiding the truth or lying
Not joining in when people are talking badly about others	Telling a story about someone that you know will make them look bad
Being generous (letting people go first, sharing a snack, etc)	Being selfish
Being humble	Bragging
Persevering in good things	Giving up too easily
Being fair to others, sharing	Being unfair and taking more than your share

Habits can be both excellent and non-excellent. When we make excellent choices, we develop excellent habits. By making non-excellent choices, we develop non-excellent habits. The problem with excellent habits is that in the beginning they are usually harder to develop than non-excellent ones. It is easier to eat sweets instead of healthy food, it's easier to keep everything for oneself than to be generous, it's easier to be selfish than kind, etc. The good news is that with time, practicing excellent habits also becomes easier. The beginning is the hardest and it gradually becomes easier.

Fairness is an excellent habit. To introduce the topic of fairness, read the [Aesop's fable: *The Lion's Share*](#) available in the Materials.

After reading the fable, lead the class discussion by asking the questions connected to the fable.

Hear the students' comments and then highlight the fact that the lion was acting unjustly because in the beginning he and all the other animals agreed that they will share whatever they found, but in the end the lion took everything for himself. He was acting according to the principle "might makes right", which is wrong. Those who are stronger do not have the right to treat others as they wish, but they need to treat everyone fairly. Similarly, in the 'Where's My Candy?' game, the strongest group members could not take all the candy for themselves.

However, fairness does not require that everyone get the same amount of something. For example, since the lion is much bigger than the fox, he could get a bigger share of spoil than the fox. Fairness means giving each person what is due to him or her, and not necessarily giving everyone the same.

Write the definition of fairness on the board:

Fairness: giving each person their fair share

Step 4: To reflect on what would be fair in different everyday situations, divide the students into groups and give each group [Fair or Unfair?](#) worksheet. Ask the students to discuss all the situations in the worksheet and explain whether the action is fair or unfair.

After all groups finish working, ask them to share their answers and lead the class discussion based on the Answer Key provided with the worksheet.

Step 5: Keep the students divided into groups and ask them to think of two examples of unfairness in school, at home or in the world around them. They should choose one and explain how they would respond to it in the [Implementing Fairness](#).

They can think of their immediate surroundings, such as the class or school, or a wider community as the Greensboro Four did. After all groups finish, ask volunteers to share their solutions aloud with the class.

Step 6: Summarize. Recall the definition of habits and how habits are developed. Stress the importance of developing excellent habits and especially the habit of fairness. Review some of the concrete fair and unfair examples. Motivate the students to implement their solutions to [Implementing Fairness](#).

AESOP'S FABLE: THE LION'S SHARE⁵

"A long time ago, the Lion, the Fox, the Jackal and the Wolf agreed to go hunting together, sharing with each other whatever they found.

One day the Wolf ran down a Stag and immediately called his comrades to divide the spoil.

Without being asked, the Lion placed himself at the head of the feast to do the carving, and, with a great show of fairness, began to count the guests.

'One,' he said, counting on his claws, 'that is myself the Lion. Two, that's the Wolf, three, is the Jackal, and the Fox makes four.'

He then very carefully divided the Stag into four equal parts.

'I am King Lion,' he said, when he had finished, 'so of course I get the first part. This next part falls to me because I am the strongest; and this is mine because I am the bravest.'

He now began to glare at the others very savagely. 'If any of you have any claim to the part that is left,' he growled, stretching his claws menacingly, 'now is the time to speak up.'

QUESTIONS FOR A DISCUSSION:

- Did the lion act fairly? Why or why not?
- Do those who are stronger in any way have the right to treat others who are weaker as they wish?

⁵ Gretchen Bernabei, Jayne Hover: Text Structures and Fables, Teaching Students to Write About What They Read, Grades 3–12, 2022.

FAIR OR UNFAIR?

Situation	Fair or Unfair? Explain.
Tom and Jen are playing tag at recess. When Mike asks to play, they say no because Mike is wearing brown shoes and only kids with blue shoes can play...	
Mrs. Wolfe tells her students that anyone who gets all of their spelling homework done will not have spelling homework the next week. She reminds them every day. Becky and Mark do not do their spelling homework. They are the only ones who have homework next week.	
Brianna, Justin, and Bethany are playing together. When Alex asks to play too, the others tell him he needs to wait until they finish and a new game starts.	
Mary, Simone, and Alexa invented a game in which each day they decide that someone is "sick" and that day no other student can come close to that person.	
In the physical education class, the class is asked to form a line according to height. You are the tallest in class, but another student occupies the top of the line because he says he wants to be the first.	
Luis achieved the same grade on an exam by cheating as Peter who achieved the grade by studying.	
A teacher asks John to leave the classroom since he continued to interrupt her after several warnings that he should stop.	
Bridget's parents always ask her to wash the dishes, but her little brother who is 4 always gets something easier to do, like removing the utensils from the table.	

Fair or Unfair? – Answer Key for the Teacher

Situation	Fair or unfair? Explain.
Tom and Jen are playing tag at recess. When Mike asks to play, they say no because Mike is wearing brown shoes and only kids with blue shoes can play...	That is unfair because the color of shoes should not be relevant for determining who can play.
Mrs. Wolfe tells her students that anyone who gets a 100 on their spelling test will not have spelling homework the next week. She reminds them to study every day. Becky and Mark did not study and did not get a 100. They are the only ones who have homework next week.	That is fair since the teacher clearly explained the rules and applied them consistently. The rules were fair since everyone had the same opportunity to follow them.
Brianna, Justin, and Bethany are playing together. When Alex asks to play too, the others tell him he needs to wait until they finish and a new game starts.	That is fair since Brianna, Justin, and Bethany were playing already from before and it is not convenient to stop the game in the middle of it. They are fair since they allow Alex to play with them immediately when the next game starts.
Mary, Simone, and Alexa invented a game in which each day they decide that someone is "sick" and that day no other student can come close to that person.	That is unfair since the rules are fictional and they make others excluded from the group. This can obviously hurt the persons who are excluded.
In the physical education class, the class is asked to form a line according to height. You are the tallest in class, but another student occupies the top of the line because he wants to be the first.	That is unfair since the rule is that the class lines up according to height.
Luis achieved the same grade on an exam by cheating as Peter who achieved the grade by studying.	This is unfair to Peter since the principle for getting the grades should be the amount of knowledge one has. Peter followed this principle, and Luis did not.
A teacher asks John to leave the classroom since he continued to interrupt her after several warnings that he should stop.	That is fair since the teacher clearly explained the rules and applied them consistently. The rule is fair since interrupting makes it harder for everyone to learn, and this is the main reason why they are in school.
Bridget's parents always ask her to wash the dishes, but her little brother who is 4 always gets something easier to do, like removing the utensils from the table.	Since her brother is younger, it is fair that he gets easier tasks. As he gets older, they can share the more difficult chores.

IMPLEMENTING FAIRNESS

List two cases of unfairness. Choose one and explain how you would respond to it to implement fairness.

1.

2.

MY RESPONSE

Lesson 10: Heroes

PURPOSE

To motivate students to pursue heroism in their daily lives.

LEARNING OBJECTIVES

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

1. Identify heroes as persons who developed excellent habits.
2. Recognize Louis Zamperini as an example of a heroic person who strived to achieve excellence.
3. Make a commitment to pursue heroism in their lives.

VOCABULARY

- Hero: a person who develops excellent habits

MATERIALS & RESOURCES

- The Story of Louis Zamperini
- Hero Preparation worksheet
- The Hero's Charter worksheet
- Interim Quiz 2

PROCEDURE

Step 1: Review the previous lesson. Recall the definition of habits and how habits are developed. Stress the importance of developing excellent habits and especially the habit of fairness. Check if the students have implemented the fairness actions that they wrote down in the last class.

Step 2: Explain that today's topic is heroism and that during the class, students will explore what heroism is and how they can act heroically. In the lesson, the class will try to recognize some people from our surroundings, history, and culture who embody heroic traits. Highlight that the class will not discuss imaginary heroes such as Batman or Superman, but real people who embody heroism.

Ask the students to share what they think are characteristics of a heroic person. Write the students' responses on the board.

After listening to students' comments, highlight some important traits of heroism:

Heroes are not born, heroism is developed through the everyday practice of excellent choices.

Heroism is about possessing *different* habits of excellence.

Heroism involves sacrificing for others.

Heroism is not about never making mistakes, but rather, always trying to get on the right track after making them.

Heroism is enhanced by excellent friendships.

Write the definition of the hero on the board:

Hero: a person who develops excellent habits

The basis for developing heroism is our powers to think and choose, as well as our dignity. For someone to be a true hero, it is not just enough that he makes a single excellent choice, but he needs to consistently make them and thus develop excellent habits.

Heroes also often face challenges, but this does not stop them from pursuing excellence. They have a firm resolve to respect human dignity in each situation and make excellent choices no matter what.

Step 3: Emphasize that the world is full of everyday heroes and that everyone has the capacity to become a hero. In this lesson, students will learn about an example of a hero who embodied several excellent habits, but also some non-excellent ones. That person is Louis Zamperini.

Hand out [The Story of Louis Zamperini](#) and read it together as a class. Ask the students to think about three questions:

- What are Louis' excellent choices?
- What are his non-excellent choices?
- How does Louis live the life of a hero?

After hearing the student's comments, explain that it is important to notice the way that Louis changes over the course of his life. By the time he is in high school, he has developed the habits of smoking, drinking, and getting into fights. It takes an incredible amount of effort and patience to overcome these habits and translate that same energy into running daily and training hard. His effort pays off with great success as Louis runs high school races, sets records, qualifies for a college scholarship, and competes in the Olympics. It is also this great effort that sets the foundation for his later ability to choose to live, over and over again, under the most trying and dehumanizing circumstances.

Later in life, after achieving excellence in many different fields, Luis again develops some non-excellent habits, like drinking. This shows us that the path to heroism is never over, but one needs to constantly strive anew to make excellent choices and develop excellent habits throughout life. Those who constantly strive for excellence and try again and again even when they fail, act heroically. Ask students if heroes become heroes by themselves? Did Luis become an olympic runner all by himself? No, he needed a friend. Friendships of excellence help us to become the people we want to be. Luis's brother Pete pushed him to pursue excellence. Later in life, his wife gave him the push he needed to pursue excellence.

Step 4: Expand the discussion by asking the students to share some examples of heroic people they know personally, from their surroundings or from history. Ask students to explain what makes these persons heroic and what inspired them to choose this person. Write some examples on the board.

Step 5: Motivate the students to reflect on their own path towards excellence and heroism and write it down in the [Hero Preparation](#) worksheet. The worksheet should serve as a basis for their resolve to strive towards excellence in life.

After students finish filling in their worksheets, hand each student a copy of [The Hero's Charter](#) worksheet, and give them the remainder of the class time to write and design their own charter, drawing on the brainstorming they did with the Hero Preparation worksheet.

Step 6: Summarize. Recall the characteristics of heroism and heroes as persons who developed excellent habits. Also note the fact that heroism requires sacrifice and hard work. Recall different examples of heroic personalities and highlight the example of Louis Zamperini. Congratulate the students on reaching the end of the curriculum and motivate them to pursue the path of heroism in the future.

FOLLOW-UP & HOMEWORK

Ask the students to complete [Interim Quiz 2](#) for homework and bring it to the next class. Let them know that solving the interim quiz will help them in the Final quiz, which will be administered during the final class.

THE STORY OF LOUIS ZAMPERINI⁶

The year is 1932, and the place is Torrance, California.

Louis Zamperini is a teenager — and a hopeless delinquent — in trouble over and over again, addicted to beating up the bullies at his high school, to alcohol and to smoking. To channel Louis' fiery nature, his older brother Pete challenges him to run on the track team, even taking him on training runs and pushing him when he slacks off. Day by day over the course of a summer, Louis builds a habit of practicing and prioritizing his training over other activities, then begins to run races: and wins, with an undefeated pattern in high school, even setting an interscholastic record for the mile-long run. He qualified for the 1936 Berlin Olympics, and placed 8th in the 5,000-meter run.

In 1941, Louis enlisted in the U.S. Army Air Corps — and, in 1943, during World War II, he was sent on a bombing mission. His bomber crashes into the ocean, and eight of the eleven aboard die. Louis survives 47 days adrift, eating raw fish, fending off sharks, and avoiding capsizing during a storm. He is captured by the Japanese Navy, held in captivity, severely beaten, and mistreated. One guard, later listed among the most wanted war criminals in Japan, tortures him: first by having every prisoner in the camp “teach him a lesson” by punching him, then forcing him to hold a weight for an extended period of time at risk of being shot if he drops it. As his endurance is tested, he fights desperate circumstances with cleverness, hope, and humor. In the midst of brutality, he rebels because he recognizes that his captors can violate his dignity but cannot take it away. He chooses to try to survive.

He survived until the end of the war in 1945. In the United States, he had been declared KIA (killed in action) but received a hero's welcome upon his return. He battles nightmares and begins to drink heavily, until, at his wife's encouragement, he returns to his previous habits of working toward the good and spends the remainder of his life as a motivational speaker, even returning to Japan to extend forgiveness to the guards who tortured him. He died in 2014 at the age of 97.

QUESTIONS FOR A DISCUSSION:

- What are Louis' excellent choices?
- What are his non-excellent choices?
- How does Louis live the life of a hero?

⁶ Lucky Louie Zamperini, America in WWII, available at <http://www.americainwwii.com/articles/lucky-louie/> (last visited Dec 7, 2022).

HERO PREPARATION

PART ONE: WHO I AM

My name: _____ Where I was born: _____

A list of my gifts and talents: _

One way that I have used a gift or talent in an excellent way: _____

One thing I struggle to do well: _____

One dream I have for my life: _____

Some excellent things that I do with my friends: _____

Moments in which I struggle to respect others' human dignity: _____

Moments in which I struggle with non-excellent habits: _____

PART TWO: WHO I WANT TO BECOME

If I was to star as the hero of a novel or a movie, the novel or movie would be about:

I would demonstrate fairness by: __

I would respect human dignity by: .

I demonstrate striving for excellence these ways: __

I make an effort to develop these excellent habits: __

To develop excellent habits, I will make these steps:

1. _____

2. _____

3. _____

Two ways that I will contribute to excellence in my community and society:

1. _____

2. _____

The Hero's Charter

WHO AM I? _____

WHAT CAN I DO?

WHO CAN I BECOME?

I, _____, pledge on this day, _____,
(name) (date)

to commit to the daily practice of excellence in all of my choices and actions.

I pledge to: _____

I make this pledge with the desire to become a hero in my life, with the use of all my powers, in respect of my own human dignity and the human dignity of all those around me.

Signature



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INTERIM QUIZ 2

Mark sentences as true or false

1. T / F Art can help us see things from a different perspective.
2. T / F Habits of excellence can be developed through practice.
3. T / F Excellence can be pursued on a group level and it is called solidarity.
4. T / F Some people are born heroes, others are not.
5. T / F The Greensboro Four pursued excellence by fighting racial injustice.
6. T / F Bullying can be both respectful and disrespectful of human dignity.
7. T / F Heroism is enhanced by excellent friendships.

8. What are habits and what can you do to develop excellent habits?

9. Pair the concept with the appropriate definition:

A person who develops excellent habits	Friendship of Excellence	Treating persons as objects	Respecting persons and their dignity
Unity between people pursuing excellence together	Habits	Fairness	Using one's imagination and ideas to shape the world
Hero	Solidarity	Giving each person what is due to him or her	Something that we regularly do so it becomes easier for us
Not respecting a person's dignity	A friendship based on pursuing excellence for you and your friends	Creativity	Treating persons as subjects

Interim Quiz 2 – Answer Key for the Teacher

1. T
2. T
3. T
4. F – heroes are not born, but heroism is developed.
5. T
6. F – bullying always disrespects human dignity
7. T
8. Habits are behaviors that we repeatedly do, especially the ones that are hard to give up. They are developed through repeated practice of certain actions. For example, if one wants to become healthy, he needs to regularly exercise, eat healthy food and sleep enough hours each day. Habits can be both excellent and non-excellent. When we make excellent choices, we develop excellent habits. By making non-excellent choices, we develop non-excellent habits. The good news is that with time, practicing excellent habits becomes easier.
9. Pairing:

Hero: a person who develops excellent habits	Friendship of Excellence: A friendship based on pursuing excellence for you and your friends	Treating persons as objects: not respecting a person's dignity	Treating persons as subjects: respecting persons and their dignity
Solidarity: unity between people pursuing excellence together	Habits: something that we regularly do so it becomes easier for us	Fairness: giving each person what is due to him or her	Creativity: using one's imagination and ideas to shape the world

Lesson 11: The Mission

PURPOSE

To help students to pursue a mission of excellence and to respect human dignity in their lives.

LEARNING OBJECTIVES

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

1. Understand the concept of a purpose.
2. Recognize the purpose behind actions in the everyday.

VOCABULARY

- Purpose: a reason why we do something

MATERIALS & RESOURCES

- Three Essential Questions Table
- The Purposes Exercise
- The No. 1 Bestseller Commercial

PROCEDURE

Step 1: Review the previous lesson. Ask students if they completed the [Interim Quiz 2](#) and review the answers. Recall the definition of a hero (a person who develops excellent habits). Ask students if heroes are born with excellent habits? Reaffirm that heroism is developed through practice of excellent choices, every day. Highlight the following important points about heroism:

- Heroism involves making sacrifices
- Heroism is not about never making mistakes, but rather, always trying to get on the right track after making them
- Heroism is enhanced by excellent friendships

Step 2: Explain that in each action a person takes, one can ask three essential questions with regard to that action. These questions are what, how and why. The “what” question is often the easiest:

“What are you doing right now?” “I am sitting at my desk in school.”

The question “how” is often more difficult to answer. The answer could include the process of how something was made, or the skill that was needed to do it. For example, to answer the question: “How did you bake this delicious cake?” The answer could be long and involve the ingredients, the utensils used, the temperature of the oven, etc.

Finally, the question “why” can be asked. This is the most important and fundamental question. By asking the question “why”, one is inquiring about the reasons behind an action, a behavior, event, etc. Answering the question “why” does not explain the process or the method of doing something but explains the purpose behind an action.

Purpose is the reason or meaning behind our actions. For example, if someone asks “Why did you make a cake?”, the person will not explain the process of baking the cake or the ingredients it used, but will explain their motive by answering: “because I wanted to show my family I love them.”

To better distinguish between what, how and why questions, give students the [Three Essential Questions Table](#). After students finish the worksheet, ask them to share the conclusions with the rest of the class. Lead the class discussion with the Answer Key for the Teacher.

Step 3: Explain that one of the most important things in becoming a hero is understanding the purpose or motivation behind why one does what they do. In this lesson, the class will explore more of what knowing our purpose entails.

Start by writing the definition of purpose on the board:

Purpose: a reason why we do something

SOME EXAMPLES OF THE PURPOSE ARE:

- The purpose of drinking is to quench thirst
- The purpose of using an umbrella is to protect from rain
- The purpose of wearing warm clothes is to protect from cold
- The purpose of physical exercise is to improve health, mood, etc.

Divide the students into groups and ask them to do [The Purposes Exercise](#) in order to more clearly understand the concept of purpose. Give the groups 5 minutes to finish the exercise and then share the correct answers. The group that solves the most questions correctly in the shortest amount of time wins.

Step 4: Ask the students why knowing the purpose of one's actions is important. After listening to the students' comments, explain that knowing the purpose provides us with the reason why we should do something or should stop doing something.

In the previous lesson, the class learned about the story of Louis Zamperini. His story shows us that one needs to understand the meaning or purpose of our choices in order to be able to commit to them. We need to remember our purpose in making excellent choices to avoid falling back into what might be easier, non-excellent habits.

Finish the lesson with a fun activity called [The No. 1 Bestseller Commercial](#), which is a tool to help students reflect on their personal purpose. On the first sheet, instruct students to answer the questions and in the corresponding box, to draw themselves doing the thing they like most. On the second sheet, instruct them to copy their answers next to the appropriate number. They should cut and paste the illustration they made earlier to the middle of the second sheet. When students finish, ask for volunteers to showcase their work.

Step 5: Summarize. Recall the difference between what, how and why questions, and the importance of reflecting about the purpose of what we do. Remind students of the purposes of different actions and motivate them to think about the reasons "why" they do what they do.

THREE ESSENTIAL QUESTIONS TABLE

Write the possible answers to each of the three questions.

WHAT?	HOW?	WHY?
Making a paper airplane.		
Organizing a surprise for a friends' birthday.		
Making an effort to study every day.		
Doing 20 push-ups.		
Making chocolate muffins for my family.		
Becoming healthier and more fit.		

Three Essential Questions Table – Answer Key for the Teacher

Write the possible answers to each of the three questions.

WHAT?	HOW?	WHY?
Making a paper airplane.	Fold the paper in half lengthwise, and then unfold. Fold the top two corners down so they meet the center crease. Fold the entire plane in half, in on itself. Fold the wings down so that you're making a straight line across from the top of the nose.	To learn a new skill, play with it and have fun.
Organizing a surprise for a friends' birthday.	Invite friends to your place in secret. Have the cake, balloons and presents ready. Ask your friend to come over for studying without making too big a deal out of it. When your friend comes, surprise!	To make a friend happy and let him know that his friends care about him.
Making an effort to study every day.	Immediately after coming home from school and having a snack, start studying while your memory is still fresh. Study 30 min. and then have a 5 minute break. Study regularly. Go to bed on time.	To improve one's knowledge and success in school.
Doing 20 push-ups.	First, do as many push-ups as you can. If you cannot do one, do it by kneeling. Repeat the max number three times. Do this every day and after some time you will be able to do it.	To become better at sports.
Making chocolate muffins for my family.	Combine the ingredients in a large mixing bowl and stir. Put the batter in muffin tins and sprinkle chocolate chips on top. Then put them in the oven to bake.	To show them that I care.
Becoming healthier and more fit.	Eating healthy, going to bed on time, exercising.	To be happier and improve one's well-being.

THE PURPOSES EXERCISE

Mark sentences as true or false by circling T or F:

1. T / F The purpose of making jokes is to make the other person feel bad.
2. T / F There is no purpose in studying science.
3. T / F The purpose of friendship is to strive for excellence.
4. T / F The purpose of eating is to have as much food as possible.
5. T / F All human beings have a purpose in life.
6. T / F The purpose of having wings is to be able to fly.
7. T / F The purpose of eating is to give energy to one's body and be healthy.
8. T / F The purpose of chairs is to sit on them.
9. T / F The purpose of friendship is to use a friend for some personal gain.
10. T / F The purpose of having skills and talents is to help others.

Finish the following sentences:

1. The purpose of eating lunch is _____ .
2. The purpose of going to bed on time is _____ .
3. The purpose of studying is _____ .
4. The purpose of friendship of excellence is _____ .
5. The purpose of being kind to people is _____ .
6. The purpose of driving a car is _____ .
7. The purpose of making jokes is _____ .
8. The purpose of tools is _____ .

The Purposes Exercise – Answer Key for the Teacher**Mark sentences as true or false.**

1. **F** The purpose of making jokes is to make the other person feel bad.
2. **F** There is no purpose in studying science.
3. **T** The purpose of friendship is to strive for excellence.
4. **F** The purpose of eating is to have as much food as possible.
5. **T** All human beings have a purpose in life.
6. **T** The purpose of having wings is to be able to fly.
7. **F** The purpose of eating is to give energy to one's body and be healthy.
8. **T** The purpose of chairs is to sit on them.
9. **F** The purpose of friendship is to use a friend for some personal gain.
10. **F** The purpose of having skills and talents is to help others.

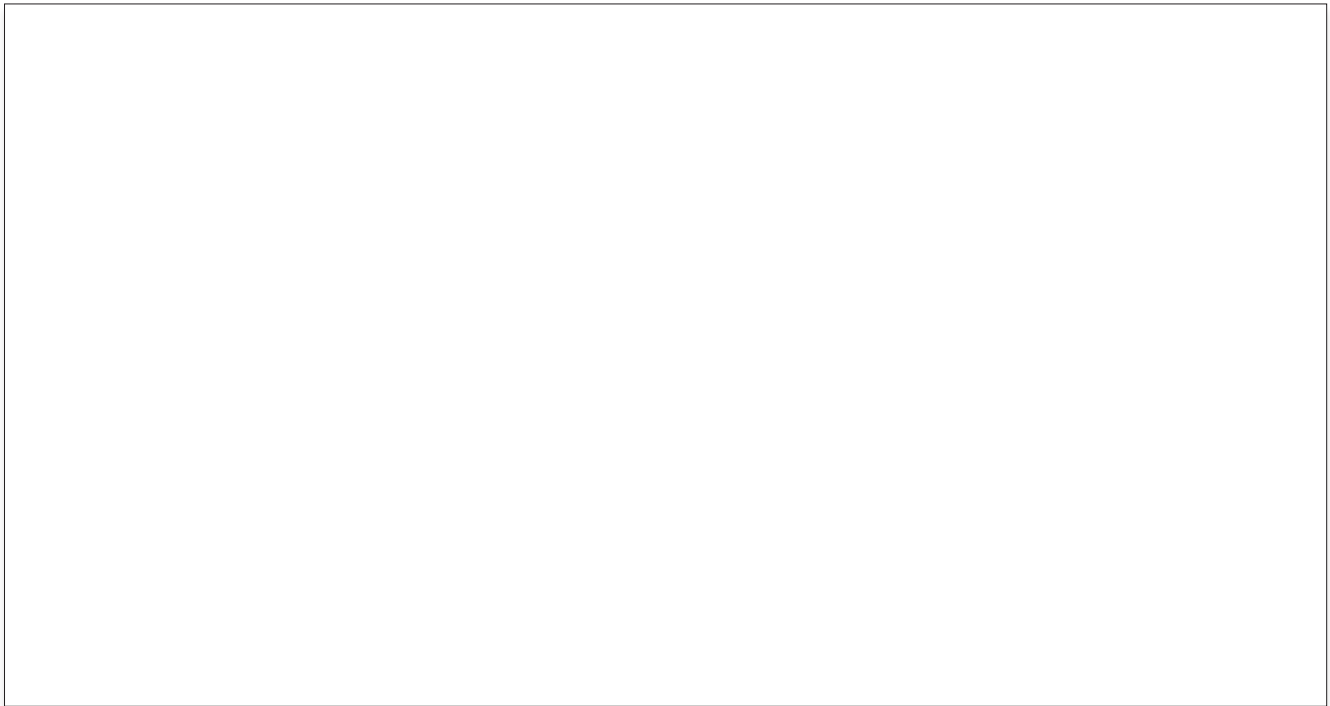
Finish the sentences.

1. The purpose of eating lunch is to satisfy hunger.
2. The purpose of going to bed on time is to rest and have more energy for the next day.
3. The purpose of studying is to improve one's knowledge and be smarter.
4. The purpose of friendship of excellence is pursuing excellence for oneself and the other.
5. The purpose of being kind to people is respecting their dignity and making friends.
6. The purpose of driving a car is to get faster from one place to another.
7. The purpose of making jokes is to make people laugh.
8. The purpose of tools is to fix things.

THE NO. 1 BESTSELLER COMMERCIAL**Part 1**

1. If you could write an autobiography, what would you call it? (e.g. A Selfless Hero)
2. What do you want to be in life? (e.g. a doctor.)
3. What is your greatest talent? (e.g. being attentive to the needs of others)
4. What do you consider your greatest accomplishment in life to be (it can also be in the future)?
(e.g. saving thousands of lives)

Draw yourself doing the thing you like most and cut out the illustration. Next, write the answers to the questions from this sheet on to the next sheet.



" _____ "

No 1. Bestseller Part 2

Instructions: Copy your answers from Part 1 to the blank spaces provided on this page to complete the advertisement for your Bestseller!

1. _____.

“A story that will
change your life!”
The Times

2.
“The greatest _____
who ever lived.”
Epic Journal

Paste your illustration here.

3.
“The greatest talent for
_____”
Washington Post

“The world has
never seen such a hero”
The Times

4. A story of a person who _____.

Lesson 12: Final Quiz

PURPOSE

To review the content of the whole curriculum with students and evaluate their learning.

LEARNING OBJECTIVES

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

1. Identify and further refine their knowledge of the core contents of the curriculum.

MATERIALS & RESOURCES

- Final Quiz Game
- Final Evaluation

VOCABULARY

- No new vocabulary.

PROCEDURE

Step 1: Review the previous lesson. Recall that in the last lesson the class learned about the importance of understanding and reflecting on why we do certain things. Remembering the purpose helps us avoid falling back into old, non-excellent habits. It is necessary to remind ourselves of the purpose of making excellent choices, as it helps us stay committed as we fall and get back up in trying to become excellent as a person.

Step 2: Announce to the students that the main focus of the class is to play the [Final Quiz Game](#)! Divide students into a maximum of four groups to play the game. Have students name their groups after a hero or something related to the HDC and explain their choice to the rest of the class. The groups will compete against one another to answer the questions correctly. The objective of the quiz is to review the main ideas from all of the lessons.

NOTE: Copies of the Final Quiz Game will need to be printed for each group in advance of the class. A timer is also needed for the Game.

FINAL QUIZ GAME INSTRUCTIONS:

Round 1 (True or False): Give printed questions to each group, face-down. Instruct the groups not to turn the page over until the timer has started. Groups get five minutes to answer the questions. After the timer goes off, collect the sheets and with the help of a volunteer, read the correct answers aloud, calculating the number of points for each group. Write the number of points on the board, tallying the leading points per round.

Round 2 (Written Response): Give printed questions to each group, face-down. Groups get 10 minutes to answer all questions. After the groups finish, pick up the sheets with students' answers. Read aloud the answers of each group and tally the points according to following scale:

6 – the answer is comprehensive

4 – the answer is correct but it is missing some important elements, or it is partly true and partly false.

2 – the answer provides very limited accurate explanation

0 – no answer is provided or it is incorrect.

Round 3 (Pairing Game): Give each group the sheet with twelve pairs of definitions. Groups get 4 minutes. Groups should accurately pair up the cards as fast as possible. The group which finishes first gets 3 points, the second group gets 2 points, and the third group gets 1 point. Each group also gets 1 point for each correct pair and loses 1 point if the cards are incorrectly paired.

Step 3: Ask students to fill out the [Final Evaluation](#). Offer closing remarks and thank students for participating in the Human Dignity Curriculum.

FINAL QUIZ GAME

Round 1: True or False (5 minutes)

Mark each sentence as **T** for True or **F** for false. **Each correct answer earns 1 point.**

1. T / F Not all people have human dignity.
2. T / F The power to choose is shared by all living beings.
3. T / F Catastrophizing is the situation in which we are expecting only the worst outcome from any given situation. It is a non-excellent thinking habit.
4. T / F It is OK to use somebody as an object if they give us something for free.
5. T / F Mental filter is the situation in which we imagine we know what another person thinks.
6. T / F Going to bed on time and exercising are excellent habits.
7. T / F With great power comes great responsibility.
8. T / F Art can help us see things from a different perspective.
9. T / F Habits of excellence can be developed.
10. T / F Excellence can be pursued on a group level and it is called solidarity.
11. T / F Some people are born to be heroes, others are not.
12. T / F The Greensboro Four pursued excellence by fighting racial injustice.
13. T / F Bullying can be both respectful and disrespectful of human dignity.
14. T / F Heroism is enhanced by excellent friendships.
15. T / F The powers to think and choose are unique to humans.

WRITTEN RESPONSE

Write the response to the following questions. Each correct answer earns 6 points. (10 minutes)

16. What is the difference between freedom to do whatever I want and freedom for excellence?

17. What are habits and how are excellent and non-excellent habits developed?

PAIRING GAME CARDS

A person who develops excellent habits	Dignity is within us, we have it just by being humans	Treating persons as objects	Respecting persons and their dignity
A group of people pursuing excellence together	Treating persons as objects	Fairness	Using one's imagination and ideas to shape the world
Power	using persons for one's pleasure or benefit	The special value of every human person	Freedom to do whatever I want
Using one's freedom to make excellent choices	The human ability to understand and connect ideas	Hero	Something that we regularly do so it becomes easier for us
Giving each person their share	Power to think	Excellence	Not respecting a person's dignity
Solidarity	Intrinsic	Creativity	Treating persons as subjects
Choosing carelessly by failing to consider whether one's actions are excellent or non-excellent	Human dignity	The ability of a living being to do something on its own	Freedom for excellence

Final Quiz – Answer Key for the Teacher

1. F – all people have human dignity.
2. F – only humans have the power to choose.
3. T – Catastrophizing is a “thinking trap” and an excellent of non-excellent thinking habits from Lesson 5
4. F – Every human person should always be treated as a subject and never used as an object
5. F – The situation in which we imagine we know what another person thinks is “mind reading”
6. T
7. T
8. T
9. T
10. T
11. F – heroes are not born, heroism is developed through choices and habits of excellence
12. T – The Greensboro four are an example of heroic choices in pursuit of excellence
13. F – bullying always disrespects human dignity
14. T – heroes don’t become heroes by themselves; we need others.
15. T
16. Freedom to do whatever I want says that we are free simply if we can do what we want and nothing or no one can prevent us from doing that. This type of freedom fails to consider whether our actions are good or bad, excellent or non-excellent, whether they will do harm to others or ourselves. It is an irresponsible type of freedom. Freedom for excellence says that we are free only if we make excellent choices. Conversely, bad or non-excellent choices in fact make us less free over time. This freedom also implies that we should consider whether our choices respect human dignity in ourselves and others and make only the choices that respect human dignity.
17. Habits are behaviors that we repeatedly do, especially the ones that are hard to give up. They are developed through repeated practice of certain actions. For example, if one wants to become healthy, he needs to regularly exercise, eat healthy food and sleep enough hours each day. Habits can be both excellent and non-excellent. When we make excellent choices, we develop excellent habits. By making non-excellent choices, we develop non-excellent habits. Excellent habits are usually harder to follow than non-excellent ones. The good news is that with time, practicing excellent habits becomes easier. The beginning is the hardest and it gradually becomes easier.

PAIRING GAME:

Hero: a person who develops excellent habits	Intrinsic: Dignity is within us, we have it just by being humans	Treating persons as objects: not respecting a person's dignity	Treating persons as subjects: respecting persons and their dignity
Solidarity: unity between people pursuing excellence together	Habits: something that we regularly do so it becomes easier for us	Fairness: giving each person what is due to him or her	Creativity: using one's imagination and ideas to shape the world
Power: the ability of a living being to do something on its own	Treating persons as objects: using persons for one's pleasure or benefit	Human dignity: the special value of every human person	Freedom to do whatever I want: choosing carelessly; not considering if one's actions are excellent or non-excellent
Freedom for excellence: using one's freedom to make excellent choices	Power to think: the human ability to understand and connect ideas		

FINAL EVALUATION**A. Curriculum**

1. What did you like most about the curriculum? Were the examples and materials (videos, readings, discussion guides) interesting and illustrative of the content?

2. What do you think you have learned from the curriculum? Do you think you gained any new skills? Which ones?

3. Did you change any opinions you held before? If so, which ones?

4. Is there anything you disliked?

5. Did the curriculum meet your expectations? How? Would you recommend it to a friend?

B. Competencies

Do you agree with the following statements? Circle the number from 0 (strongly disagree) to 10 (strongly agree), depending on how much you agree with the statements.

Opinions and values

6. Freedom is connected to responsibility.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

7. Human dignity is different in each one of us.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

8. Humans have a special place among all living beings.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

9. We always have the choice to live excellently or non-excellently.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

10. Humans are so creative that they can solve difficult problems.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

11. I have value no matter what happens.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

Behavior

12. I try to get enough sleep each day.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

13. I try to treat others fairly.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

14. When bullying happens, I try to discourage it.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

15. I try to make excellent choices and avoid non-excellent ones.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

16. Bad habits are hard to avoid, but I do not care.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

17. When I witness bullying, I usually stand and watch.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

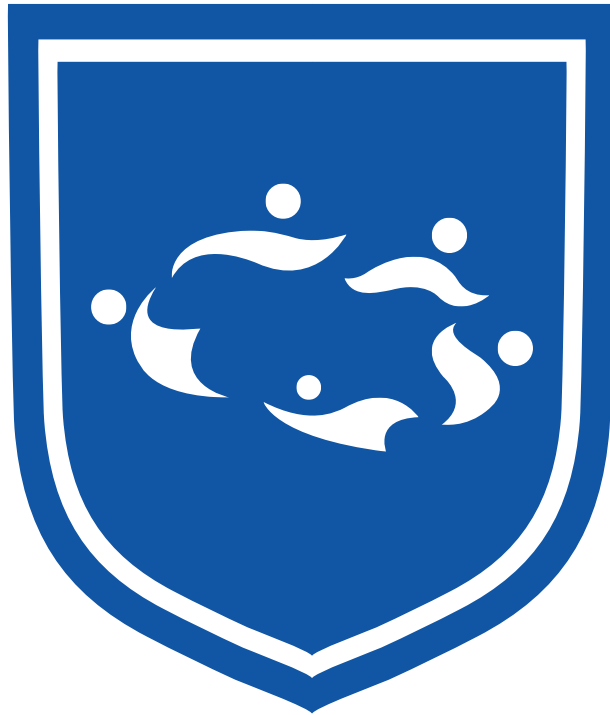
18. I often blame others for my problems.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
0	1	2	3	4	5	6	7	8	9	10

Teacher

19. Did the teacher explain the content in a clear and effective way?

20. Did the teacher give examples that made the content more interesting and relevant to your life?



World Youth Alliance Human Dignity Curriculum

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