

**World Youth Alliance
Human Dignity Curriculum**

GRADE 7

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

- Ice Breaker Games
- Interests Tic Tac Toe worksheet
- Topics of the HDC
- Introductory Questionnaire
- Game: Plow/Wow

VOCABULARY

- No new vocabulary

PROCEDURE

Step 1: Start the lesson by introducing yourself and playing one of the following [ice breaker games](#) with the class.

INTERESTS TIC TAC TOE

Provide the students with the [Interests Tic Tac Toe](#) worksheet. To begin the game, ask each student to write down one thing that interests them or to share something they are passionate about in each of the squares in the worksheet provided. Once they fill in their worksheet, have them mingle amongst their peers with their worksheets. When they find a student who has the same passion or interest as they do, they can ask the student to sign their name in or next to one square on the worksheet. The first student to get signatures on three vertical, horizontal, or diagonal squares is the winner.

GIANT KNOT

Create a shoulder-to-shoulder circle, and then have each student grab two other hands from two different people across the circle. Now the entire circle must figure out how to untangle the giant knot of arms and people without letting go.

SIGHTLESS SELF-PORTRAITS

Have students take out a plain piece of paper and a pencil. Next, ask students to close their eyes and draw a self-portrait. Set the timer for 2 minutes. Before the timer goes off and the students have seen their own drawings, gather the student portraits. Hang up the portraits in the class and see if students can find their portrait!

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, students learn 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. One purpose of this class is to examine what it is to be excellent as a person. If someone can truly live excellence in everything they do, they can become excellent as a person. During the course of the following lessons, the curriculum will explore what this means.

Step 3: Give each student the [Topics of the HDC](#) worksheet. Ask students to choose up to seven topics that they would like to discuss in the course of the curriculum. Have students share their choices with the rest of the class.

Explain that the curriculum will deal with the following topics:

1. Hierarchy of being: what is special and unique about human beings
2. Human dignity: the special value of every human person
3. Subjects vs. objects: how to receive respect and treat others with respect
4. Power to think: how to distinguish fact from opinion
5. Freedom for excellence: how to make excellent choices and become excellent
6. Creativity: experiencing human dignity through art
7. Friendship: distinguishing between different types of friendship
8. Habits of excellence: developing habits which make us excellent, with a focus on resilience
9. Heroism: learning about persons who achieved excellence and learning from them
10. The Mission: how to find the purpose in everything that one does

Step 4: Share the [Introductory Questionnaire](#) with students and ask them to fill it out individually. Afterwards, ask students if they'd like to share some of their answers or discuss them as a class.

Step 5: Play [Plow / Wow](#). This is a great game to help a classroom build camaraderie. Have each person share one challenging thing – that they had to “plow” through – and one good thing from their day – a “wow”. It’s a simple, but effective closing game for the class.

Step 6: Summarize. Review the purpose of the course and the main topics the course will cover. Note that the topic of the next class is Hierarchy of Being.

INTERESTS TIC TAC TOE

Write one thing that interests you or something that you are passionate about in each of the squares.

TOPICS OF THE HDC

Appreciating myself for who I am	Learning a foreign language	How to be free
How to be happy	Practicing creativity	Making great choices
How to form good friendships	Treating others with respect	Being kind
Becoming excellent	How to be successful in life	Developing good manners
Forming excellent habits	Obeying rules	Improving critical thinking
Talking about celebrities	Learning how to be polite	Improving relationships with colleagues
What makes me special	Improving grammar	Focus on good things in life
How to improve in school	Studying algebra	Finding my purpose in life

Introductory Questionnaire

Please fill in the Introductory questionnaire before the first lesson.

A. Expectations

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

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

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

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6. 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 -5 (strongly disagree) to 5 (strongly agree), depending on how much you agree with the statements.

B.1. Opinions and values

7. Freedom is connected to responsibility.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

8. Some people do not have human dignity.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

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

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

10. Real-life heroes really do exist.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

11. Art can express deeper dimensions of reality.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

12. Some opinions can be correct, while others are not.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

Introductory Questionnaire

13. People with disabilities have less dignity than other people.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

14. Good friends should not talk behind one another's back.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

B.2. Behaviors

15. I can distinguish between facts and opinions when I hear or read something.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

16. Sometimes I intentionally hurt other people.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

17. I am grateful for all good things in life.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

18. I sometimes use others to gain something from them.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

19. I tend to recover quickly from difficulties.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

Introductory Questionnaire

20. I support my friends in difficult situations.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

21. It is important to me to know the purpose of the things I do.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

22. I adjust easily to change.

Strongly disagree			Do not agree, nor disagree					Strongly agree		
-5	-4	-3	-2	-1	0	1	2	3	4	5

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 humans share with animals and other living beings and recognize the powers to think and choose as specifically human powers.
2. Understand different types of natural and social hierarchies and how all beings form the hierarchy of being according to their powers.
3. Understand that all human persons are unique and unrepeatable.

MATERIALS & RESOURCES

- Examples of Natural and Social Hierarchies
- Different and Unique Powers of Living Beings worksheet
- The Hierarchy of Being Pyramid worksheet
- Game: Be Unique
- [Video](#): What distinguishes humans from other animals?

VOCABULARY

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

PROCEDURE

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

Step 2: Introduce the concept of hierarchy. Explain that the term “hierarchy” signifies a system in which things are arranged according to their importance or perfection – those “above” having more importance or perfection, and those “below” having less importance or perfection.

Write a definition on the board:

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

Recall that in Grade 6, the students learned about different examples of hierarchies in nature, such as “food chain hierarchies”. There is another important hierarchy in nature:

Astronomical Hierarchy, between different bodies and systems in space, in which the smallest units are planets such as Earth, Venus, Saturn, etc. Planets orbit around the stars, such as the Sun, and together with it form a Solar system. A system of more stars and solar systems, together with stellar remnants, interstellar gas, dust, and dark matter form a galaxy, and numerous galaxies form the universe.

Explain that besides natural hierarchies, there are also social hierarchies in which different social units, such as organizations or governments are organized hierarchically. Give examples of two social hierarchies:

College Management Hierarchy, in which the Dean is on top, below him is the Deputy Dean, who is in charge of Heads of the Departments. Departments are formed by teachers who are responsible to the Heads of the Departments, and below them are the Administrative Staff.

Company Hierarchy, in which the Chief Executive Officer (CEO) is at the top, leading Managers of different departments, who then supervise the staff in their departments.

Give students the [Examples of Natural and Social Hierarchies](#) handout so that they can revise the different types of hierarchies.

Step 3: Explain that in this lesson, the students will explore different hierarchies. Non-living beings, plants, animals and humans form a hierarchy of being according to the complexity and perfection of 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.

Non-living beings such as stone, iron or minerals do not have powers. Only living beings (plants, animals, and humans) possess certain powers. Write the definition of power on the board:

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

Highlight that to have a certain power, a being should be able to perform it on its own, without outside help. For example, aluminum and plastic does not turn into a computer without the help of an engineer to arrange the materials in a certain way and program the software. In the same way, a plant does not move or run from one place to another in the same way as a cheetah or an olympic sprinter.

To determine those powers that are shared by plants, animals, and humans, and those that are unique to humans, divide students into groups and have them brainstorm the [Different and Unique Powers of Living Beings](#) worksheet. Each group should determine which powers are shared among all living beings and which are unique to humans.

After the groups finish working, lead the class in discussion, using the Teacher's Answer Key as a guide. Help students to correctly assign the powers to the appropriate groups.

Highlight that plants have three powers: the power to grow, to eat, and to reproduce. Animals also have these three powers. Animals can use several powers which plants cannot, such as moving from one place to another, using their senses (taste, touch, smell, sight, hearing), feeling emotions (pain, fear, excitement, etc.), and using instinct and memory.

Humans have all these powers, as well as two others: the powers to think and to choose. These powers enable the human person to do unique and exceptional things.

Animals have a basic form of understanding, for example, when a dog learns commands such as "sit", "stay", "go". However, this understanding is not, strictly speaking, the power to think. Humans alone can think about complex concepts, such as solving a math problem, composing music, brainstorming new inventions, coming up with jokes, or expressing their interior life through art. Animals have a certain degree of choice, such as whether to sneak up on their prey or run directly towards it. However, this is more driven by their instincts and senses. Humans can choose not just between whether they will have pizza or soup for dinner, but they can also choose to sacrifice a meal by giving their food to the hungry, exemplifying the habit of self-determination.

Step 4: To correctly recognize the hierarchy of beings and their powers, ask the students to fill in [The Hierarchy of Being Pyramid](#) worksheet. After students finish their worksheet, ask them to share their answers and lead the class discussion using the Teacher Answer Key to help students correctly identify and understand the hierarchy of being.

Emphasize that due to human intelligence and the power to choose, all humans are capable of excellence. This places them on the top of the hierarchy of being and gives them the potential to do great things. This also means that human beings should develop these powers in the best way possible in order to live a fully human life. Explain that in this curriculum, the students will learn how to use these powers in an excellent way.

Write the definitions of the powers to think and choose on the board:

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

Power to choose: the human ability to knowingly select between options

Highlight that the fact that humans have a special place in the hierarchy of being also means that they should treat each other with respect and that they should not hurt animals and exploit nature.

Step 5: Highlight that although all humans are placed on the top of the hierarchy of being, this does not mean that they are all the same as a species. No human person is merely a member of the species, but every person is a unique and unrepeatable human being. Likewise, although some humans are at the top of a social hierarchy does not mean that they have more value than any other human being.

Write the two characteristics of human beings on the board:

Unique: each person has characteristics which exist only in them

Unrepeatable: there can never be two same persons

To reflect on these two characteristics of human persons, play the [Game; Be Unique](#). Have the students form a circle. Every student says something unique about themselves. For example: "I have four brothers." If another student also has four brothers, the students who share the not-so-unique aspect sit down. The goal is to stand as long as possible and therefore to see which special things about oneself are unique in the class. Repeat the game as necessary, to convey the idea that each student has something unique about them.

After the game ends, highlight that all humans share the powers to think and to choose. All human beings are equal in value. And at the same time, each human person is unique and special in their own way. Everyone has their own special talents, interests, personality, and characteristics.

Note that earlier in the lesson students learned about different types of social hierarchies. Some people are more experienced, skilled or knowledgeable in different areas of life. In this way, an employee with more experience and competence in a company's division of work can become manager and CEO. But this hierarchy applies only to the organization, and not to the worth of any person as a human being. In the next lesson, the students will learn more about what is human dignity and why all humans are equal in dignity.

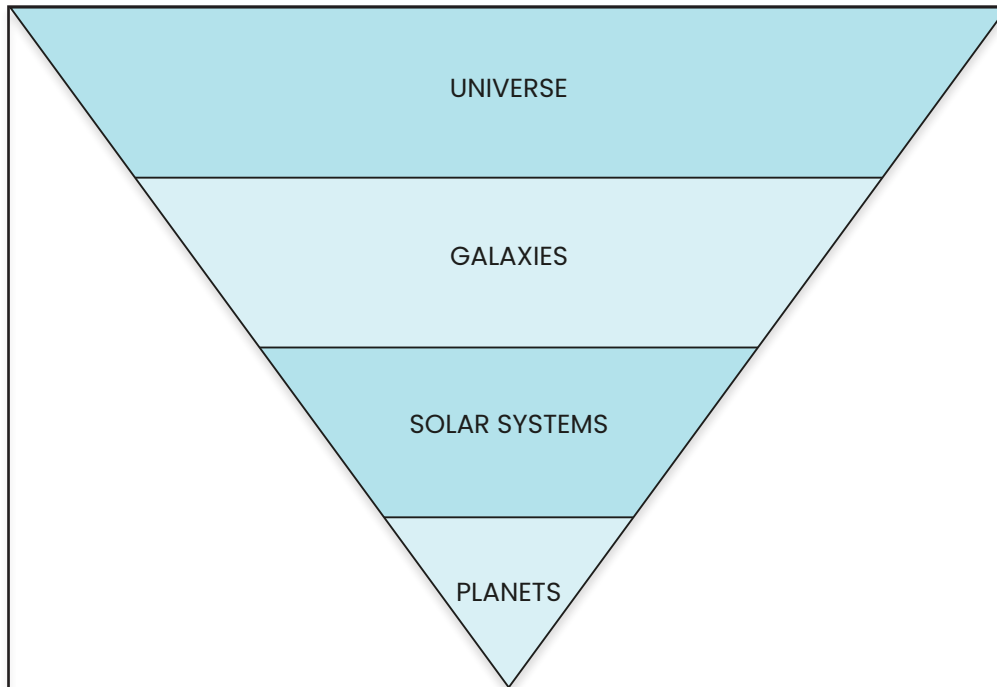
Step 6: Summarize. Recall different types of social and natural hierarchies. Review the three powers that all living beings share (eat, grow, reproduce), those that only humans and animals share (move, use senses, feel emotions, use instincts and memory) and two that distinguish humans from all other 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 MATERIAL

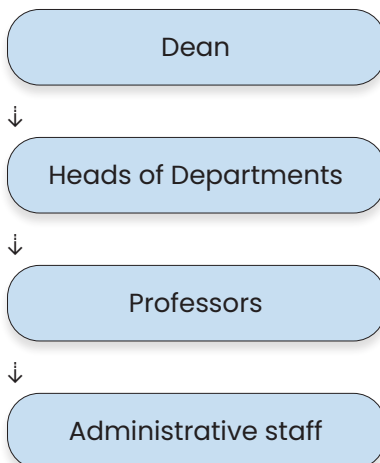
To capture the difference between humans and all other beings, play the [video What Distinguishes Humans from Other Animals?](#) and ask the students to share their reflections on it.

EXAMPLES OF NATURAL AND SOCIAL HIERARCHIES

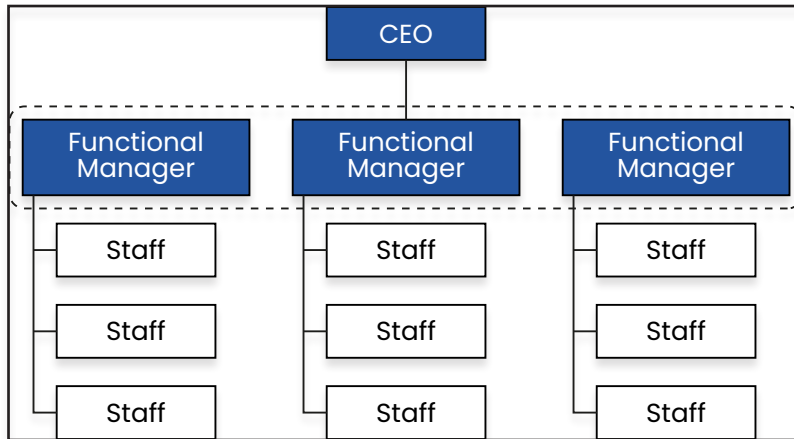
1. Natural Hierarchies: Astronomical Hierarchy



2. Social Hierarchies: University Hierarchy



3. Social Hierarchies: Company Hierarchy



DIFFERENT AND UNIQUE POWERS OF LIVING BEINGS

Think about the different powers that living beings (i.e. plants, animals, and humans) possess. Some of the powers are shared by different living beings and some are unique to each type of being. Write the powers which *all* plants, animals and humans have. For example, dogs can bark (i.e. this is their power), but not *all* animals have this power.

Powers that all plants and animals share:	Powers that animals share and plants do not:
Powers that all animals and humans share:	Powers that all animals and humans share and plants do not:
Powers that all plants, animals and humans share:	Powers that all humans share and animals and plants do not:

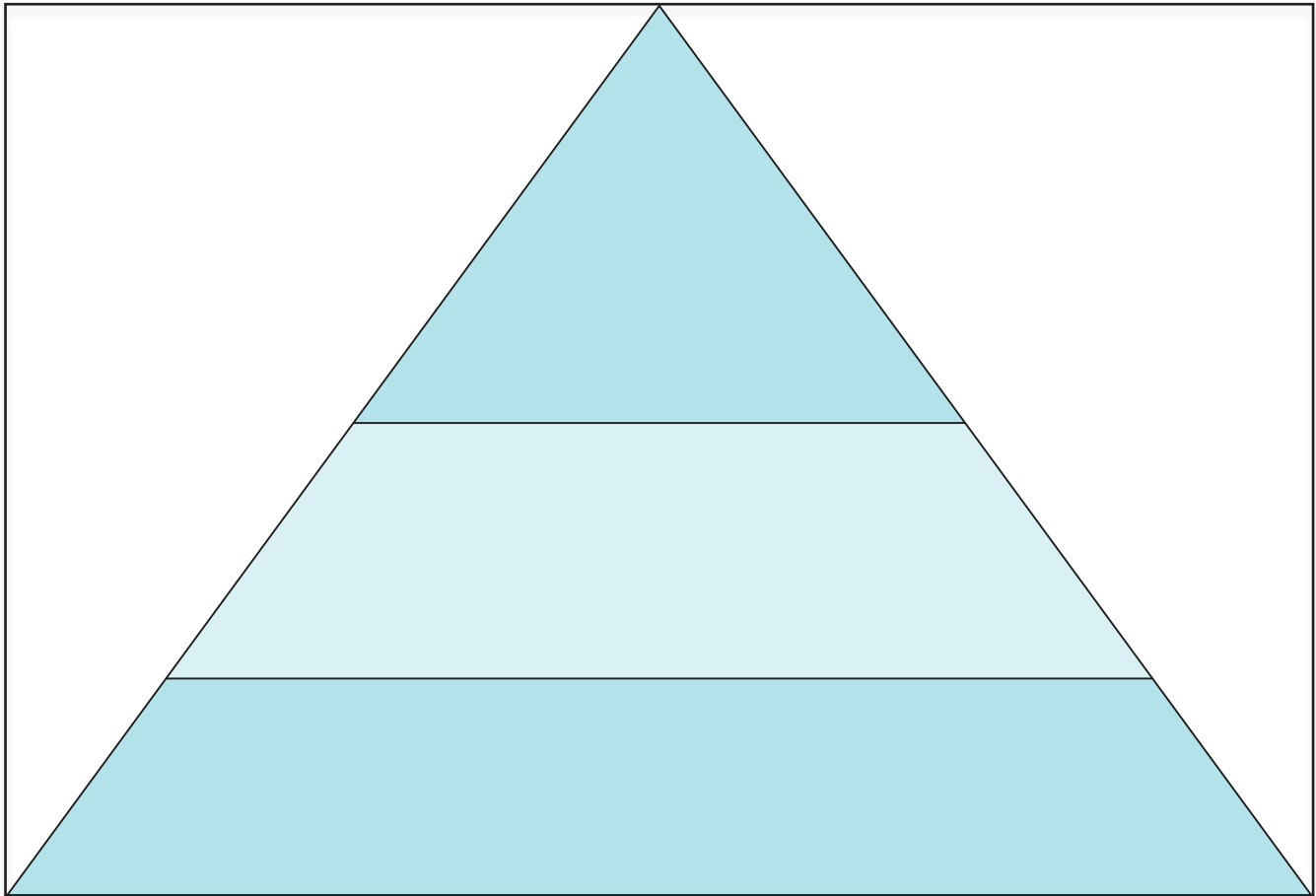
Different and Unique Powers of Living Beings – Answer Key for the Teacher

Think about different powers that living beings (i.e. plants, animals and humans) possess. Some of the powers are shared by different living beings and some are unique to each type of being. Write only the powers which all plants, animals, and humans have. For example, dogs can bark (i.e. this is their power), but not all animals have this power.

Powers that all plants and animals share:	Powers that all animals share and plants do not:
Eat Grow Reproduce	Moving from one place to another Use senses: taste, touch, smell, see, hear Feel emotions: feel pain, fear, excitement, etc. Use instincts Use memory
Powers that all animals and humans share:	Powers that all animals and humans share and plants do not:
Eat Grow Reproduce Moving from one place to another Use senses: taste, touch, smell, see, hear Feel emotions: feel pain, fear, excitement, etc. Use instincts Use memory	Moving from one place to another Use senses: taste, touch, smell, see, hear Feel emotions: feel pain, fear, excitement, etc. Use instincts Use memory
Powers that all plants, animals and humans share:	Powers that all humans share and animals and plants do not:
Eat Grow Reproduce	To think (to understand science, invent things, etc.) To choose (to take the course of action despite their impulses and outside influences)

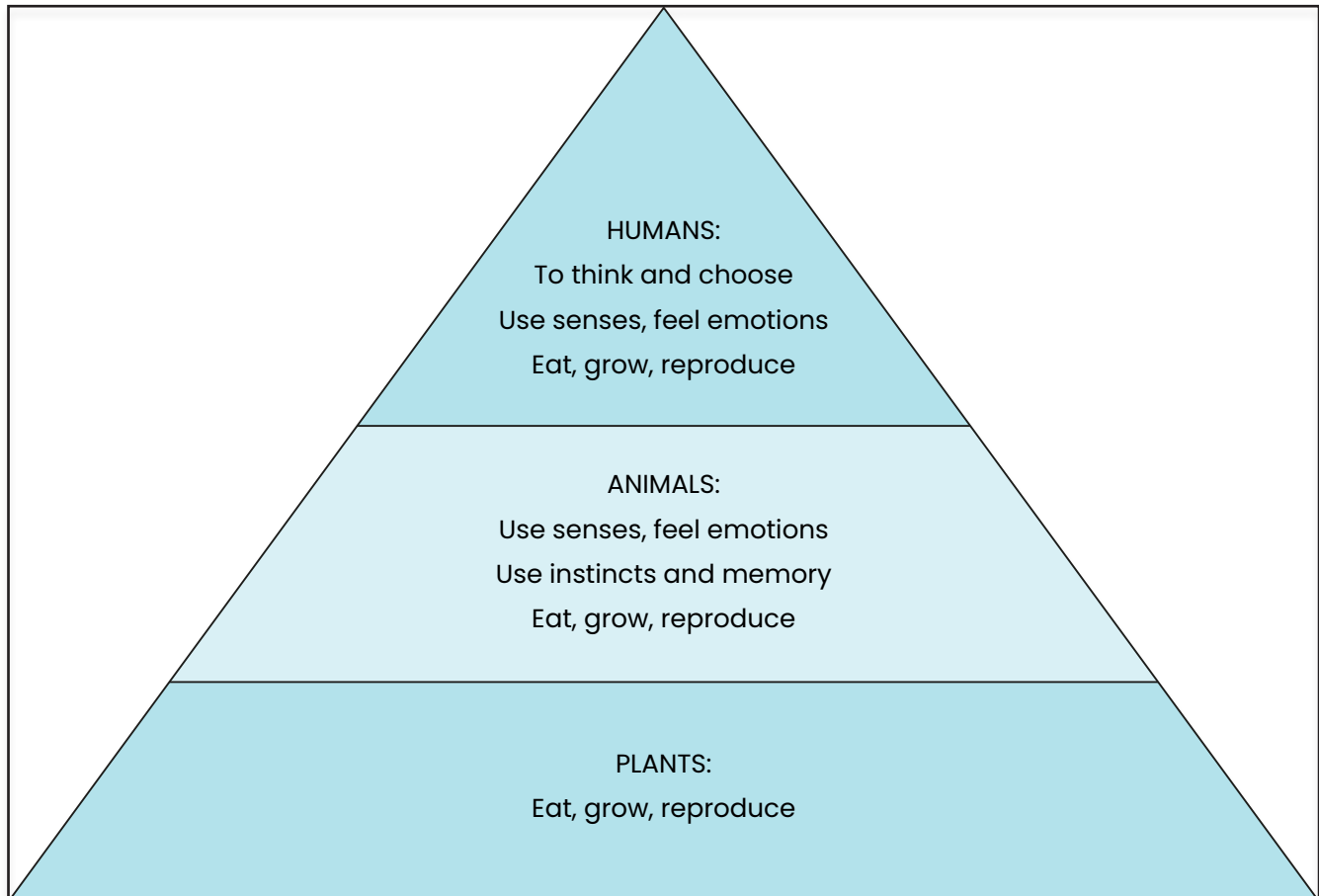
THE HIERARCHY OF BEING PYRAMID

Place plants, animals, and humans in the appropriate place in the pyramid according to the complexity and perfection of powers they possess. Assign corresponding powers to each type of being.



The Hierarchy of Being Pyramid – Answer Key for the Teacher

Place plants, animals and humans in the appropriate place in the pyramid according to the complexity and perfection of powers they possess. Assign corresponding powers to each type of being.



Lesson 3: Human Dignity

PURPOSE

To understand that human dignity is the special value of human persons.

LEARNING OBJECTIVES

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

1. Understand the difference between the internal and external qualities of a person and how we learn about them.
2. Understand human dignity as the universal, intrinsic, and inalienable value of human persons.
3. To distinguish between subjective use of the word dignity with the most fundamental meaning of human dignity.

MATERIALS & RESOURCES

- Internal vs External Qualities worksheet
- Dignity Quiz
- Dignity Word Usage worksheet

VOCABULARY

Human dignity: the universal, intrinsic, and inalienable value of every human person

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

PROCEDURE

Step 1: Review the previous lesson. Recall the three powers which all living beings share (eat, grow, reproduce), three which only humans and animals share (move, use senses, feel emotions) and two which distinguish humans from all other beings: the powers to think and to choose. Highlight that the powers to think and to choose are what distinguish humans from all other beings and that we should use these powers in an excellent way.

Step 2: Recall the difference between the internal and external qualities of a person. The external qualities are those which can be seen from the outside, and the internal ones are those inside a person and are not always visible to the eye. Even if we do not see internal qualities directly, we can learn about them by building a relationship with another person. By being a friend and spending time with another person, one can learn about their internal qualities.

Have the class name some examples of external qualities: hair color and length, height, age, size, clothing style, etc. Have the class name some internal qualities: kindness, generosity, intelligence, being a good friend, humor, courage, trustworthiness, etc.

To reinforce the difference between internal and external qualities and the different ways we learn about them, give each student a [Internal vs External Qualities](#) worksheet and ask them to fill it in. Each student should think about a person whom they admire. This can be a good friend, a relative or someone else.

Explain that they should write the qualities of that person by starting from the external qualities that are most visible, to the deepest internal qualities which are harder to recognize at first. They should briefly write how they learned about that quality in another person in a corresponding bracket in the table. For example, at the top, one could write “he has blue eyes” and I learned about it “immediately when I saw him”. Lower down in the pyramid, one could put something like “he’s brave”, and I learned about it “after spending time with him and seeing how he acts in difficult situations”. Share some examples from the Teacher’s Sample Answers provided. After the students finish their work, ask them to share some of their answers.

Highlight that outside qualities, such as hair color, height, or size are most easily visible and we usually recognize them immediately when we see another person. But even though they are more easily recognizable, they are the least important qualities of the person and least decisive for a person’s overall character. There are qualities that we learn about someone after spending a short amount of time with someone. These qualities can be charm, humor or an easy-going personality. Finally, the most important qualities of a person, such as trustworthiness, goodness, courage, honesty, or generosity, we can learn about someone only after spending time with the person and getting to know them well. Often, true friendship is the best way to truly get to know the other person. The deepest characteristics of the person are usually the most decisive for their overall character, even though they are sometimes less visible on the outside.

Step 3: Explain that human dignity is the deepest quality a person possesses. We can't see and rarely experience human dignity in others, as it is not like a personality trait, but it is nevertheless there. But since it often evades our understanding, many people think that they or some other people do not have it, or that some people have less than others.

This is why it is important to learn about human dignity and to truly understand what it is.

We can start by writing the definition of human dignity on the board:

Human dignity: the universal, intrinsic, and inalienable value of human persons

Human dignity is the special value that every human person possesses regardless of their age, sex, race, religion, nationality, wealth, health, education or any other internal or external characteristic. We call it "human dignity" since all humans have it and they have it simply by being human. This also means that no one gives a person this dignity (society, a political group, parents, status, etc.) but one has it simply by being human. It also means that no one can take it away from a person.

Also, human dignity does not exist in degrees – one cannot say that some people have more or less than others – every person is equal in dignity. People with disabilities, people who are financially struggling, those who are less educated or those who are not good looking all have the same human dignity as every other human being in the world.

We can now define the three characteristics of human dignity:

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

To reinforce the correct understanding of human dignity, have students complete the [Dignity Quiz](#). After the students finish their quiz, ask them to share their answers and write them on the board. Then, lead the class discussion using the Answer Key to help students understand the answers. Help students to understand the more complicated vocabulary by explaining that intrinsic means it is with us our entire life and inalienable means that it's not something we can "lose" or "gain" as it's not dependent on any factor (ability, choice, loss or gain, etc.)

Step 4: Ask students if they have ever heard dignity spoken of in a different way. For example, people that hold a high rank or office are often called “dignitaries”. This meaning implies that some people have higher esteem and social status than others. Even though the use of the word to describe this sort of “dignity” does convey a special sort of professional status that some people do have, this word does not refer to human dignity in the most fundamental sense.

In another example, someone could say that poor or homeless people are not living in dignified conditions or living a life with dignity. Others may talk about a dignified salary or wage. People may use the word “dignity” to convey the idea that society has the obligation to ensure a certain level of material security so that people can live a good life. This connects dignity to the material comforts a person enjoys. But in these examples, the use of the word dignity strays from its most fundamental meaning.

Therefore, one should use the power to think critically, so as not to confuse things like circumstance or honors with the most fundamental value of human dignity that every person possesses.

To help students recognize when the word “dignity” is used in a way that does not actually affirm the universal, intrinsic and inalienable value of the person, have students form groups and work on the [Dignity Word Use](#) worksheet. When the groups are ready, ask them to share their answers and lead the class discussion using the Answer Key provided with the worksheet.

Step 5: If time permits, review the Dignity Word Use worksheet explaining some of the most common ways that the word dignity is used, and how these differ from the universal, intrinsic and inalienable value of human persons that is the subject of this curriculum.

1. Dignity as honor

Sometimes people will use the word dignity to refer to high social status or those with certain privileges. The distinguishing factor of this use of the word dignity is that it is given to a person by society, and is therefore dependent on how much a certain group of people respect and admire us. However, since this idea and use of the word “dignity” is given, it can also be removed or taken away. For instance, a person is an honorary dignitary at a club. But when they get fired from their job due to corruption, the club takes away their membership. Someone may say, “he’s lost the dignity he once had!” What they are really saying is that he has lost the esteem and privilege his position gave him.

2. Dignity as well-being

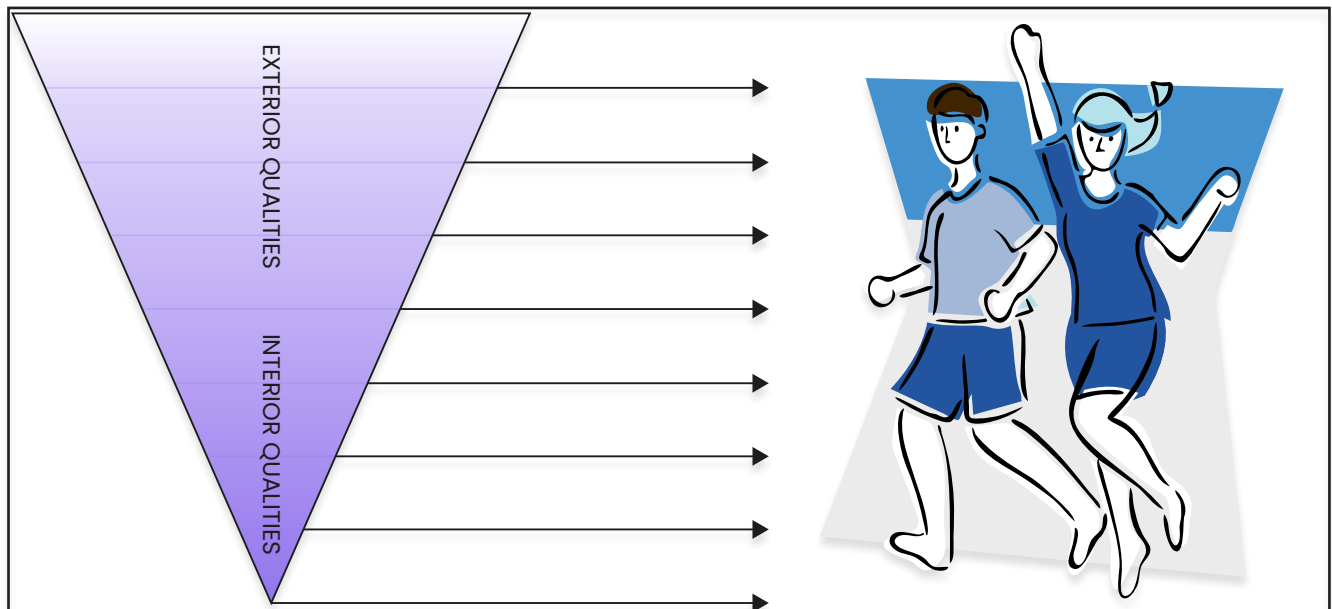
Sometimes the word dignity is used in reference to material or psychological ease. For instance, some people acquire material wealth either by personal effort or with the help of others (inheritance, etc) and are said to “live a good and dignified life”. Whereas, a person who is homeless is looked down upon as they are living an “undignified existence.” The problem is that this also means that a loss of money or sudden illness means that they are no longer living a dignified quality life. Therefore, the use of the word dignity as well-being is problematic as it values a person’s life according to accumulation of material goods or state of psychological ease.

Explain that whenever we talk about human dignity in the context of this curriculum, we will refer to it in the most fundamental meaning of the term.

Step 6: Summarize. 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) and the definitions of each. Conclude that the word dignity is sometimes used to convey a different meaning, but one should always remember the most fundamental definition of human dignity: the special value of every human person.

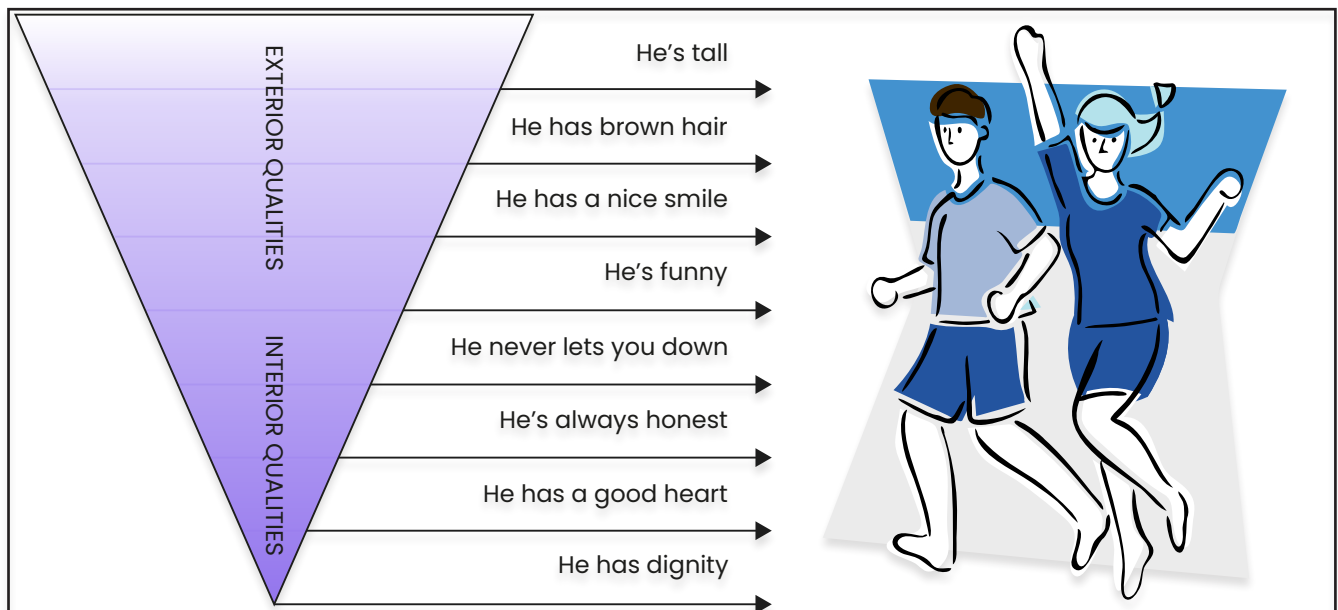
INTERNAL VS EXTERNAL QUALITIES

Person's name:	
Person's qualities:	How did I learn about them?:



Internal vs External Qualities – example

Person's name: Jack	
Person's qualities:	How did I learn about them?:
	Immediately when I saw him
	Immediately when I saw him
	The first time I saw him smiling
	When I was around him and he started telling jokes
	When we started spending time together and I had problems
	When we became friends and started talking regularly
	When I really got to know him well and saw how good he is
	When I really got to know him well and learned how unique he is in his personality, talents, etc.



DIGNITY QUIZ

Mark the sentences as True or False, by circling T or F.

1. T / F Teachers have more human dignity than students.
2. T / F When others hurt us, they diminish our human dignity.
3. T / F All of our actions should respect human dignity.
4. T / F If we live in difficult circumstances with a lot of distress, we still have human dignity.
5. T / F Society gives us human dignity.
6. T / F Criminals have human dignity.
7. T / F People in a coma and people with disabilities have less human dignity than others.
8. T / F People can have more or less human dignity.
9. T / F Human dignity is intrinsic to people.
10. T / F Human dignity increases as we mature.
11. T / F Every human person has a special value, regardless of circumstances.
12. T / F It is wrong to violate human dignity to achieve material well-being or gain honor.
13. T / F In a social hierarchy, the person with authority has more dignity than those with less authority.

Dignity Quiz – Answer Key for the Teacher

1. T / F Teachers have more human dignity than students.

False. Every human being, regardless of age, education or social status is equal in human dignity.

2. T / F When others hurt us, they diminish our human dignity.

False. Human dignity is inalienable, which means that it can't be given or taken away (diminished). Regardless of circumstance, human dignity is the special value of every human person.

3. T / F All of our actions should respect human dignity.

True. It is important to use our powers to think and to choose what is excellent. What is most excellent is to choose to act in a way that respects our human dignity and the human dignity of others.

4. T / F If we live in difficult circumstances with a lot of distress, we still have human dignity.

True. Human dignity is intrinsic, which means that we have it, just by being human. Regardless of our circumstance or situation, our human dignity is equal to that of every other person.

5. T / F Society gives us human dignity.

False. Human dignity is intrinsic and inalienable. Society does not give us human dignity. Every human being has dignity, whether society recognizes it or not.

6. T / F Criminals have human dignity.

True. Every human being is equal in human dignity. A person who has done something bad, still possesses human dignity.

7. T / F People in a coma and people with disabilities have less human dignity than others.

False. Every human being is equal in human dignity. A person in a coma or a person with a disability is a human person and therefore possesses the same intrinsic and inalienable human dignity. Human dignity is not based on ability or a quality, but is intrinsic to each human person.

8. **T / F** People can have more or less human dignity.

False. Human dignity is inalienable, which means that it can't be given (have more dignity) or taken away (have less dignity). Human dignity is the special value of every human person.

9. **T / F** Human dignity is intrinsic to people.

True. Intrinsic means: it is within us, we have it just by being human.

10. **T / F** Human dignity increases as we mature.

False. Lots of things change as we mature, but our human dignity does not change (increase or decrease). Every human being has human dignity, simply by being human, at every stage of human life.

11. **T / F** Every human person has a special value, regardless of circumstances.

True. Human dignity is the special value of every human person, regardless of their circumstance.

12. **T / F** It is wrong to violate human dignity to achieve material well-being or gain honor.

True. It is always wrong to violate human dignity. In violating human dignity, we treat a human being as a "something" rather than a "someone" who can be used or discarded like an object.

13. **T / F** In a social hierarchy, the person with authority has more dignity than those with less authority.

False. Social hierarchies are systems of organization that may reflect responsibility or authority. No matter what the social hierarchy, every human person is equal in dignity and worth, regardless of their title, position or status.

DIGNITY WORD USAGE WORKSHEET

Instructions: For each sentence, **circle the letter A if the sentence uses the word dignity in its most fundamental meaning:** to refer to the universal, intrinsic and inviolable value of every human person.

Circle the letter B if the sentence uses the word *dignity* in a secondary meaning, to describe well being, ability, admiration or material comfort.

1. "I visited the orphanage the other day. I felt so sorry for the children there who have to live without dignity!"

A / B

2. "You do not have the right to treat the student with special needs in such a way. He has the same dignity as you."

A / B

3. "It is almost impossible to live a dignified life if you are disabled."

A / B

4. "Every person has dignity, regardless of their circumstances."

A / B

5. "After losing all his property, he lived a life without dignity."

A / B

6. "Every person deserves dignifying living conditions, including housing, education and health services."

A / B

7. “Even though they made fun of him and were violent towards him, they could not take away his dignity.”

A / B

8. “Every person is equal in human dignity and rights.”

A / B

9. “No one should be forced to live without dignity at the end of life.”

A / B

10. “Whatever you do, you should always respect the dignity of yourself and others.”

A / B

Dignity Word Usage – Answer Key for the Teacher

1. **B** – The children at the orphanage have the same human dignity and value as every person. Even if their surroundings are not as comfortable or fashionable as another, it does not mean that they live “without dignity”. Human dignity is intrinsic (within us). This sentence uses the word dignity to withhold admiration based on a perceived lack of material comfort. This is not the fundamental meaning of human dignity.
2. **A** – Every person, regardless of physical or mental ability, is equal in dignity and value. Therefore, we should always choose to act in an excellent way to respect human dignity. This sentence refers to the fundamental meaning of human dignity.
3. **B** – Human dignity does not change, depending on our circumstances. Every person has human dignity simply by being human. We cannot lose our dignity, even if we lose an ability. This sentence does not describe the fundamental meaning of human dignity.
4. **A** – This sentence describes the fundamental meaning of human dignity. In particular, the universal characteristic of human dignity: everyone has it, regardless of their circumstance.
5. **B** – Just as we cannot lose our dignity if we lose an ability, neither can we lose our dignity if we lose material things. Dignity cannot be given or taken away. It is the special value of every human being. This sentence says that if we don’t have property, we don’t have dignity. This statement tries to tie our human value to how much we own. This is not the fundamental meaning of human dignity.
6. **B** – This sentence is tricky. While well-being and adequate living conditions are vital, it is important to highlight that this statement still uses the word dignity in a way that describes a state of well-being and material need, rather than an innate human value.
7. **A** – This sentence describes the fundamental meaning of human dignity, in particular, the inalienable characteristic of human dignity: it cannot be given or taken away.
8. **A** – This sentence describes the fundamental meaning of human dignity.

9. **B** – This statement indicates that we can lose our dignity or it can be taken away from us at the end of our life, depending on the circumstance (loss of physical or mental abilities, where a person lives, etc.) This is not the fundamental meaning of human dignity which states that dignity is intrinsic (within us) and inalienable (cannot be given or taken away and does not increase or decrease).
10. **A** – This sentence describes the fundamental meaning of human dignity. Because human dignity is universal (everyone has it) and it is within each person, we should live in a way that respects our dignity and the dignity of others.

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. Recognize when human dignity is violated in concrete everyday situations.
3. Commit to treating their classmates as subjects with human dignity.

MATERIALS & RESOURCES

- The Subjects and Objects Quiz
- Case Studies on Subject/Object
- 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.

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:

SUBJECTS: Parents, classmates, teachers, neighbors, persons who are homeless, the grocery store clerk, etc.

OBJECTS: Computers, pens, clothing, vehicles, jewelry, etc.
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]
- What about your mobile phone? [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 for our own goals and ends, but we can never use subjects as a means to achieve our goals. Why? The essential difference between subjects and objects is that subjects have human dignity, while objects do not. Objects have finite value, while subjects have infinite worth. 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, infirm or disabled.

We should care how subjects feel, how our behaviors affect others 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. To develop a friendship or a loving relationship, two subjects are needed. Objects cannot enter into a relationship with one another.

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, 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

Explain that when we treat other people as objects, we use that person for our pleasure or benefit. 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.

Provide students with the [Subjects and Objects Quiz](#) for them to complete individually. After all students have finished their quiz, ask students to volunteer to share their answers with the class. Review the correct answers together, using the Teacher Answer Key.

Step 4: Divide students into two groups and give each group one of the [Case Studies on Subject/Object](#). Instruct the groups to discuss the case studies together and answer the corresponding questions. In each case study, the groups should be able to explain why a person is treated as an object and identify the correct approach to handling the situation. The groups should also propose how one could deal with this situation in different roles (e.g. if one is a victim, a bystander or the one who treats the other as an object).

Ask the groups to share their conclusions with the rest of the class. Encourage students to share their comments and suggestions. Help students to properly evaluate each case using the Answer Key as a guide.

Step 5: Ask the students if they can think of situations in which a person is treated as an object rather than a subject at school, at home in interactions with a parent or sibling, on a sports team, etc. Instruct them not to mention names while sharing their stories so that no one is embarrassed or hurt, but just describe situations in a general way. Invite the rest of the class to share situation suggestions. Ask the class what they can do to treat others as subjects and affirm human dignity.

After listening to the students' comments and leading the class discussion, ask the class to decide, all together, three specific ways in which students are sometimes treated as objects in school and what the class will commit to doing differently, to work towards ensuring everyone is properly respected as a subject. Ask the class to come up with three ways in which students are treated as subjects and what they will do to make sure that this continues. Write the final list in the [Start-Stop](#) worksheet and place it somewhere in the classroom so it can be visible at all times to everyone. Make sure to follow up with the students in future classes to see if they are making excellent choices that accord with their class plan.

Step 6: 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. Emphasize the importance of sticking to the commitments made in the Start-Stop worksheet.

SUBJECTS AND OBJECTS QUIZ

Write “subjects” or “objects” on the empty line.

1. _____ should be respected.
2. _____ have dignity.
3. _____ can have a price, _____ cannot.
4. We can throw away _____ when they are no longer useful for us.
5. We are friends with _____.
6. It is excellent to care how _____ feel.
7. It is OK to use _____ to our advantage.
8. It is wrong to use _____ for our own gain.
9. _____ can be bought or sold, while _____ cannot.
10. No one can own _____.
11. We can truly love _____, while we can only like _____.
12. We should ask _____ for their opinion instead of imposing our will on them.

Subjects and Objects Quiz – Answer Key for the Teacher

1. Subjects should be respected.
2. Subjects have dignity.
3. Objects can have a price, subjects cannot.
4. We can throw away objects when they are no longer useful for us.
5. We are friends with subjects.
6. It is excellent to care how subjects feel.
7. It is OK to use objects to our advantage.
8. It is wrong to use subjects for our own gain.
9. Objects can be bought or sold, while subjects cannot.
10. No one can own subjects.
11. We can truly love subjects, while we can only like objects.
12. We should ask subjects for their opinion instead of imposing our will on them.

CASE STUDIES ON SUBJECT/OBJECT**Case Study 1**

The dormitory is a place where students from all over the country come to live so that they can attend the high school they wish to attend, even if it is not in their hometown.

Each dormitory has rooms for boys and girls and in each hallway there is a room for socializing (common living room).

The school hires cleaners who take care to keep the rooms and common areas (living rooms) clean. One of the cleaners, Ms. Claudia, regularly cleans the common areas but also has a lot more work to do because of the mess made by some students.

Two students, George and Alice, think it's not their job to clean up and so they often leave cans of pop and leftover food around. Ms. Claudia often finds gum stuck to the bottoms of the chairs and wrappers on the floor. George and Alice are tired after a day at school and so they don't want to pick up after themselves. They don't think about the fact that Ms. Claudia will have to pick up all of their wrappers or chip bags, empty and recycle their cans of pop and scrape off their gum from the desks, after a long work day. When the teacher asked George and Alice not to leave a mess and to be considerate to Ms. Claudia, they simply said that it's her job to clean.

Tony and Sarah told Alice and George that they were being rude and disrespectful to Ms. Claudia. But Alice and George called them "goody goodies" when they cleaned up after everyone. Ms. Claudia was very thankful to Tony and Sarah because it meant that she could go home to her three children at a reasonable hour, feeling more respected by the students and less tired.

Questions for a discussion:

1. How do George and Alice treat Ms. Claudia and why?
2. How do Tony and Sarah treat Ms. Claudia and why?
3. Is Ms. Claudia's dignity respected or disrespected? How? Explain.

CASE STUDIES ON SUBJECT/OBJECT**Case Study 2**

A girl named Elisabeth had to enroll in a new school because she was not accepted in the previous school.

At first glance, it is obvious that Elisabeth is different from the other students. She is visually impaired and moves with the help of a wheelchair since she was born with a severe form of cerebral palsy. The teacher encouraged the class to help her when she needed it, given her difficulties, and also warned the class that it is not nice to make fun of people who are different from us in any way.

Zara and Paul understood what the teacher wanted them to do and so they helped Elisabeth whenever she needed it and were always the first to volunteer to move her wheelchair. However, behind her back, they would complain, make jokes about Elizabeth and put her down. They did not want to include her in their group of friends because her presence made them uncomfortable.

On the other hand, Leah and Neal realized that it was not enough to just help Elisabeth with her wheelchair, but they also wanted to help her feel accepted and a part of the class, so they decided to invite her to hang out with them during school breaks.

Elisabeth loved and appreciated Leah and Neal's invitation to join them on their break, and not just when she needed immediate help. Thanks to them, for the first time, she felt truly accepted among her peers, which helped boost her self-confidence and helped her to trust others.

Questions for a discussion:

1. How did Zara and Paul treat their new classmate and why?
2. How did Leah and Neal treat their new classmate and why?
3. In what way was Elisabeth's dignity respected and disrespected? Explain.

Case Studies – Answer Key for the Teacher**Case Study 1:**

1. How do George and Alice treat Ms. Claudia and why? George and Alice treated Ms. Claudia as an object whose only purpose was to clean their common room, and not as a person who has needs, working hours, and a family waiting for her after work.

2. How do Tony and Sarah treat Ms. Claudia and why? Tony and Sarah recognized that even though it is Ms. Claudia's job to clean for the school, it is not her job to clean up after them. Tony and Sarah recognized that if they cleaned up after themselves, this would also help Ms. Claudia. They treated her as a subject by showing respect for her and her time, choosing to tidy up after themselves so that she would not have to stay later at work.

3. Is Ms. Claudia's dignity respected or disrespected? How? Explain. Tony and Sarah respected Ms. Claudia's dignity because they treated her as a person who has an intrinsic worth, with whom one should feel empathy and treat with consideration. On the other hand, George and Alice disrespected Ms. Claudia's dignity since they treated her merely as a cleaner whose value (in their eyes) was reduced to her ability to clean for them.

Case Study 2:

1. How did Zara and Paul treat their new classmate and why? Zara and Paul treated Elisabeth as a subject by helping her to move the wheelchair. However, they treated her as an object by making fun of her disability and gossiping about her.

2. How did Leah and Neal treat their new classmate and why? Leah and Neal treated Elisabeth as a subject by helping her with her wheelchair or reading and writing, but also by inviting her to hang out with them during school breaks. They understood that Elisabeth needed to be treated as a person with dignity.

3. In what way was Elisabeth's dignity respected and disrespected? Explain. Zara and Paul disrespected Elisabeth's dignity since they did not treat her as a person with dignity to whom they should show empathy and respect, or invite to lunch. On the other hand, Leah and Neal respected Elisabeth's dignity since they cared for how she felt and made an extra effort to make her feel included and accepted by peers.

Conclusion: You don't make yourself look great by making someone else look small.

When you belittle others because you think you are better than they are, you actually show that you have no power – over yourself, your thoughts and your actions. People tend to make others feel how they themselves feel, whether that's great or small. Even if you can't always offer help, you can give respect to someone by offering a simple smile or nod in recognition of their human dignity.

START-STOP WORKSHEET

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

STOP

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

START

Signatures of classmates:

Lesson 5: Power to Think

PURPOSE

To acquire excellent thinking habits.

LEARNING OBJECTIVES

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

1. Understand the importance of using their power to think in an excellent way.
2. Distinguish between facts and opinion in specific situations.

MATERIALS & RESOURCES

- Game: The Salad Bowl
- Facts and Opinions worksheet
- What Kind of Fact or Opinion is That?

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lesson. Recall the subject–object distinction. Review some situations in which persons are treated as objects and how one can deal with such situations. Emphasize that persons should always be treated as subjects, never merely as objects.

Step 2: Recall that the power to think is a specifically human power which distinguishes humans from all other beings. This power to think is important for different areas of our life – in school, making decisions and choosing friends, choosing how to spend one’s free time with our friends, and in finding solutions to problems.

Write the following definition on the board:

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

To help students understand the power to think and to use their critical problem solving skills, have the class play the [Salad Bowl Game](#).

Divide the students into two teams. Have each student write down a person, place, or thing on a piece of scrap paper and place it in a bowl.

ROUND ONE: USE YOUR WORDS!

Explain that in the first round, one student from Team A will draw from the basket and try to describe the noun written on the paper (they cannot use the words written on the piece of paper or point to items in the room). The teammates should make as many guesses as possible, and see how many of the nouns in the basket they can guess correctly in one minute. After the minute is up, calculate the number of words Team A guessed correctly. Have Team B take their turn and at the end of one minute, tally the number of words they guessed correctly. Have students volunteer to take turns leading their group in guessing the words, until all of the papers in the bowl have been guessed. Place all of the papers back in the bowl.

ROUND TWO: CHARADES!

For round two, a new volunteer from each team will act out the words on the pieces of paper while the rest of their team tries to remember the clues from the previous round and guess the words correctly. See how many each team can guess in one minute.

ROUND THREE: USE ONLY ONE WORD!

For the third round, place all of the words back in the basket and have both groups compete again, this time only using one word or sound to describe the words in the basket. At the end of the three rounds, tally up the points and see which team is the winner.

After the game ends, help the students reflect on how they used their powers, by asking students the following questions:

- How did you use the power to think in guessing the words?
- What was the hardest word to guess? What was your process of thinking in this example?
- Could an animal or a plant play this game and solve any of these questions?
- Could you make a correct guess in each of the examples if you were not using your power to think?
- Why is the power to think important? In which areas of life do we need to use it?

Help the students to conclude that animals and plants would not be able to solve any of the examples because they lack the powers to think and choose. Even one's pet dog, who is strongly attached to its owner, would not be able to determine these descriptions or choose whether what is being said is true or false.

From these examples, we can also see that to make good decisions, e.g. to use our power to think in a good way, we need to first think about what we are doing. Therefore, the powers to think and choose are strongly related and need to be developed together.

Explain that in order to use the power to think in an excellent way, human beings need to educate and develop this power. On the other hand, not developing excellent thinking habits will leave our power to think underdeveloped. Just as muscles need exercise to develop, our power to think needs practice to properly develop.

However, it is increasingly difficult to form correct opinions based on reading media articles, scrolling through social media or watching TV, due to an overload of information that may or may not be helpful. To be able to make excellent decisions in life, we need to learn how to sift through the noise on Tik Tok, snapchat, instagram or any other media, to develop the habit of thinking in an excellent way.

Recall the five habits of excellent thinking and the five habits of non-excellent thinking. Write them (or ask for student volunteers to write them) on the board or a large piece of paper that can be displayed in the classroom:

5 Habits of excellent thinking	5 Habits of non-excellent thinking
<ol style="list-style-type: none"> 1. Listening to different points of view. 2. Making a judgment based on good reasons. 3. Considering if I might be wrong. 4. Asking advice from people with more knowledge or experience. 5. Thinking about the consequences of your ideas and actions. 	<ol style="list-style-type: none"> 1. Rushing to conclusions. 2. Ignoring valid criticism because it makes me feel bad. 3. Not listening to some opinions because I do not like a person who is saying it. 4. Letting anger blur your judgment. 5. Arguing that something is true simply because you say so.

Step 3: In the table above, one of the habits of excellent thinking is “making a judgment based on good reasons”. To determine whether our judgements or those of others are based on good reasons, the first thing to determine is whether they are based on *facts* or mere *opinions*.

For instance, to determine whether an *opinion* is correct we need to determine whether it is based on true facts. If it is, then it is an excellent habit to accept that opinion or statement. On the other hand, uncritically accepting opinions that are not based on facts is not an excellent habit.

A fact is a statement that is true and can be verified. Facts can, in principle, be validated by some evidence which we can examine with the power to think, while mere opinions are often based on hearsay, gossip, one's personal preferences, or are an expression of how one feels.

There can be different types of facts, for example:

- Scientific facts: e.g. The Earth is round.
- Statistical facts: e.g. More than 50% of people in the world are female.
- Mathematical facts: e.g. $2+2=4$
- Facts of logic: e.g. If you did not finish the race, then you definitely were not the winner.
- Ethical facts: e.g. All human persons are equal in human dignity.

On the other hand, opinions are usually expressed in one of the following ways:

- As statements of taste: e.g. I really hate vanilla ice-cream, it's terrible!
- As expressions of feelings: e.g. I feel like that person hates me.
- As statements of perspective: e.g. To me, the cloud looks like an umbrella.
- As statements of preference: e.g. In my opinion, Ms. Davidson is objectively a much better teacher than Mr. Hughes.
- As personal opinions: e.g. Science is boring.

To develop the power to think in an excellent way, one of the most important things is to distinguish between facts and opinions. To practice distinguishing between facts and opinions, divide the students into groups and ask them to work on the [Facts and Opinions](#) worksheet. After the groups finish working, ask them to share their answers and lead the class discussion on the basis of the Teacher's answer key.

Step 4: To Practice distinguishing different types of facts and opinions, give students the worksheet, [What Kind of Fact or Opinion is That?](#) Explain that different reports, news articles and campaigns on social media are often flooded with opinions presented as facts. This makes it necessary to clearly distinguish between facts and opinions in the articles we read and the things we hear from others. Help the class to arrive at the correct solution for each sentence using the Answer Key as a guide.

If time permits, the following activity can be used in addition to or as a replacement for the worksheet, [What Kind of Fact or Opinion is That?](#)

Divide the students into groups. Ask the students to pretend that they work for an ice cream company. It's their job to create an advertisement for their newest flavor. In a short writeup, they must pitch their new flavor to the audience, making sure to include: three possible facts and three possible statements of opinion.

When students have finished, have them present their advertisement to the class. The groups should also explain why they classified a sentence as a fact or as an opinion. Explain that advertising and social media campaigns can be flooded with opinions presented as facts. This makes it necessary to be able to clearly distinguish between facts and opinions, using our power to think in an excellent way, in order to make excellent choices.

Step 5: Summarize. Recall that the power to think can be used in both excellent and non-excellent ways. Emphasize that one the most important distinctions to bear in mind is the distinction between facts and opinions. Highlight some of the types of statements of fact and statements of opinion. Remind students of some of the habits of excellent thinking, including the importance of asking advice from people with more knowledge or experience and thinking through the consequences of your ideas and actions.

FACTS AND OPINIONS

Statement	Is the statement based on fact or opinion?
I don't want to study history, our teacher hates us and I hate him.	
The earth revolves around the sun.	
Smoking is bad for your health.	
Studying is boring.	
Dogs make better pets than cats.	
Going to bed on time helps our brains and bodies to function better.	
I like to hang out with girls because boys are weird.	
People should never be treated merely as objects.	
My mom is literally the best mom in the world.	
Telling insulting gossip about someone is harmful.	
$(2 \times 3) + 2 = 8$	
I sometimes feel like gossiping, so it is ok to do it.	
All persons have dignity.	
The USA has a population of over 300 million.	
I think it's true that certain people do have less dignity than others.	

Facts and Opinions – Answer Key for the Teacher

Statement	Is the statement based on fact or opinion?
I don't want to study history, our teacher hates us and I hate him.	Opinion
The earth revolves around the sun.	Fact
Smoking is bad for your health.	Fact
Studying is boring.	Opinion
Dogs make better pets than cats.	Opinion
Going to bed on time helps our brains and bodies to function better.	Fact
I like to hang out with girls because boys are weird.	Opinion
People should never be treated merely as objects.	Fact
My mom is literally the best mom in the world.	Opinion
Telling insulting gossip about someone is harmful.	Fact
$(2 \times 3) + 2 = 8$	Fact
I sometimes feel like gossiping, so it is ok to do it.	Opinion
All persons have dignity.	Fact
The USA has a population of over 300 million.	Fact
I think it's true that certain people do have less dignity than others.	Opinion

WHAT KIND OF FACT OR OPINION IS THAT?

Instructions: For each sentence, write down the corresponding “type” of fact or opinion. The definitions or “types” of fact or opinion can be used more than once.

» *Expression of feelings*

» *Statement of perspective*

» *Mathematical fact*

» *Statistical fact*

» *Personal opinion*

» *Ethical fact*

» *Statement of taste*

» *Statement of preference*

» *Fact of logic*

» *Scientific fact*

1. The eye is the fastest muscle in your body _____
2. A ‘jiffy’ is an actual unit of time. It means 1/100th of a second _____
3. Only 2% of humans have green eyes _____
4. Murder is wrong _____
5. I think tuna is gross. Nobody likes it _____
6. There are ten fingers on two hands. How many fingers are there on ten hands?
7. I feel like she’s always angry with me _____
8. I think basketball is objectively a better sport than baseball _____
9. Art is pointless. _____
10. Your heart pumps blood _____
11. Books are boring _____

What Kind of Fact or Opinion is That? – Answer Key for the Teacher

1. The eye is the fastest muscle in your body. **Scientific fact**
2. A 'jiffy' is an actual unit of time. It means 1/100th of a second. **Mathematical fact**
3. Only 2% of humans have green eyes. **Statistical fact**
4. Murder is wrong. **Ethical fact**
5. I think tuna is gross. Nobody likes it. **Statement of taste**
6. There are ten fingers on two hands. How many fingers are there on ten hands? **Fact of logic**
7. I feel like she's always angry with me. **Expression of feelings**
8. I think basketball is objectively a better sport than baseball. **Statement of Preference**
9. Art is pointless. **Statement of perspective**
10. Your heart pumps blood. **Scientific fact**
11. Books are boring. **Personal opinion**

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 should be able to:

1. Identify and distinguish between freedom for excellence and freedom of indifference.
2. Recognize examples of freedom for excellence and freedom of indifference in their lives.

MATERIALS & RESOURCES

- Two Kinds of Freedom Dialogue
- Case Studies on Two Kinds of Freedom
- [Video](#) Believe in Good (Ad 2014)
- Interim Quiz 1

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lesson. Recall that the power to think can be used in both excellent and non-excellent ways. Emphasize the 5 habits of excellent thinking and the 5 habits of non-excellent thinking.

Step 2: In earlier lessons, the class learned that the power to choose is one of the most important human powers and that it distinguishes humans from all other living beings. However, it is not always easy to use our freedom for excellence.

Engage the students in the discussion by asking the following questions:

- What is freedom? How would you define it?
- Does freedom mean doing whatever you want or not having to listen to anyone?
- Are we free when we choose to do something wrong (for example, stealing something simply because no one will find out)?
- Is freedom linked to responsibility? If so, how? If not, why not?

Listen to the students' answers and ask a volunteer to write key words or ideas that they mention in their responses.

Ask volunteers to read and act out the parts in the [Two Kinds of Freedom Dialogue](#). The dialogue describes a conversation between students in which they argue over what to do in a difficult situation. Their conversation surrounds the question of freedom and our power to think and choose. After the students finish reading, explain that freedom can be understood in two very different ways. These two kinds of freedom differ from one another, and their differences have serious implications for the person who acts according to either idea of freedom. The two ideas are called freedom of indifference and freedom of excellence.

Write the vocabulary definitions on the board:

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

Freedom of indifference: choosing carelessly by failing to consider whether one's actions are excellent or non-excellent for one's self and others

The first idea of freedom, freedom of indifference, hinges upon the idea that freedom simply means that people can do whatever they want. People who argue for freedom of indifference state that to be free means that people can do whatever they want. As long as they have different options to choose from and can choose on their own, they consider themselves free. In this view of freedom, the choice one makes does not matter so much as the idea that each person has the ability to make that choice if they want to, if they feel like it, if they can. According to freedom of indifference, the defining characteristic of freedom is the capacity to choose, regardless of whether or not a choice is in fact good or bad, an excellent or non-excellent decision for myself or another, in the end.

The second idea of freedom, freedom for excellence, hinges upon the idea that freedom is not simply the exercise of choice itself, but that true freedom lies in choosing the good and the excellent over the bad and non-excellent. Along with this idea of freedom comes the idea that it is important whether one chooses the good or the bad and that in fact, choosing the bad actually makes someone less free. How? The concept of freedom for excellence, since it is focused on the impact of a choice, means that even if a person is completely able to choose, if they choose something bad, they are not acting in accord with the excellence they could attain as a human being with dignity. According to freedom for excellence, one should constantly try to choose the good and the excellent in each situation one finds oneself.

Discuss the questions at the end of the [Two Kinds of Freedom Dialogue](#) with the class. Help students understand the two concepts of freedom by using the Answer Key provided as a guide.

Step 3: Help students to better understand the two types of freedom by providing the following example.

Ben knows he has an important exam the next day. He is faced with the choice of whether to finish studying and go to bed early or to stay up late watching videos on Youtube and playing on his phone. Even though he has the ability to choose whether to stay up late watching videos, if Ben does choose to do that, he will be tired during the exam and may have a harder time focusing, resulting in a lower grade. If Ben chooses to stay up late and watch Youtube videos or play on his phone, this can become a habit. This habit doesn't support his excellence as a student, but can negatively impact his performance at school. In the end, by choosing to waste time, Ben will become disappointed and discouraged instead of feeling happy or proud. Therefore, the excellent choice in the short term is to study and go to bed on time. By choosing the excellent choice again and again, Ben will create a habit of using his freedom to choose excellence that will positively impact his health, mood and performance at school.

Ask the students if they can come up with real-life examples of situations in which they considered exercising their freedom for excellence or indifference. Lead a class discussion to help students recognize the proper way to use their freedom in the situations they mention.

Emphasize that choosing freedom for excellence is often more difficult than choosing freedom of indifference. Freedom of indifference can look like “not making a decision”, which is still a decision of indifference to what is excellent.

Making excellent choices isn't always easy! It requires both patience and effort. The task of living freedom for excellence is a demanding one, and to become excellent we need to practice exercising freedom of excellence in many small ways each day. Just like other types of exercise, it takes practice to build new muscles and what they call "muscle memory". Muscle memory is like a habit. In playing soccer every day, it gets easier to jog up and down the field without getting out of breath. In going to bed on time each night, after a while, it becomes easier and won't be a struggle to make that choice. Sometimes it takes hundreds of times to practice a habit before it becomes natural to us. Like remembering to say "please" or "thank you". On the other hand, if one chooses to play video games every single night, it also becomes a habit that can be difficult to change over time.

Step 4: Divide the students into two groups and ask them to each read one of the [Case Studies on Two Kinds of Freedom](#) and answer the questions associated with the text.

After groups finish their discussions, ask them to share their conclusions with the rest of the class. Then, lead the class discussion using the answer key provided with the exercise as a guide.

If time permits, watch [Video: Believe in Good \(Ad 2014\)](#), to illustrate the Case Study examples.

Step 5: Summarize. Recall the definitions and key distinction between freedom for excellence and freedom of indifference. Highlight that our powers to think and to choose can help us pursue freedom for excellence. Choosing freedom for excellence in our everyday lives can change our lives for the better, and the lives of others around us.

FOLLOW-UP & HOMEWORK

Ask the students to complete [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 be given during the last class.

TWO KINDS OF FREEDOM DIALOGUE

Roles: Jack, Mill, Grace

Jack: [holds a phone in his hands] Guys, look what I found!

Grace: Woah, is that what I think it is!?

Jack: Yeah, it's Mark's phone, unlocked. [smiles]

Grace: [smiling too] Let's see who he's texting! Or should we send someone a snap?

Jack: Haha, he has tons of messages from Bianca.

Grace: Let's post some of them to the group

Jack: Let's find some really embarrassing ones to post.

Mill: Guys, let's not do this, it's not right. Imagine if someone did this to you.

Grace: C'mon, no one will find out it was us, and the story will get deleted later.

Mill: It doesn't matter if no one finds out, it's still not right.

Jack: Who are you to say what's right and what's wrong!? What if it makes me happy?

Mill: It will hurt Mark and it's not respectful to Bianca, either.

Grace: You don't know how to relax and have fun!

Jack: Well, you can't prevent us from doing it. We are free to do it and you don't have the right to interfere.

Mill: Whether I have the power to stop you or not doesn't matter. What matters is that it's not a great thing to do and so you should decide for yourself not to do it.

Grace: This is why we don't ask you to join in on a good joke. You always make a big deal out of everything.

Mill: If you do it, you will also feel bad later.

Jack: I won't feel bad. It's not even that bad! It's just a joke.

Mill: Guys, you both know you wouldn't like it if someone found your phone and posted all of your photos or texts. So, you are just making excuses.

Jack: Ok, whatever. Here, have his phone, who cares. Just don't pretend like you're so much better than us.

Mill: I don't. I'll return the phone and then I'll show you something funny.

Grace: I hope it's really funny to make up for this boring argument.

Millie: It is.

QUESTIONS FOR A DISCUSSION:

1. Are Jack and Grace truly free if they choose to publish Mark's photos and messages online without his consent? Even if they get away with it? Why or why not?
2. Is true freedom connected to making excellent choices?
3. Which type of freedom does Mill advocate for?

Dialogue – Answer Key for the Teacher

1. **Are Jack and Grace truly free if they choose to publish Mark’s photos and messages online without his consent? Even if they get away with it? Why or why not?** Secretly publishing Mark’s photos or messages cannot be considered a truly free action since the choice to do what is wrong does not express true freedom. Publishing the messages is wrong since it is done without Mark’s knowledge and consent and it will hurt Mark. Grace and Jack will also likely feel bad afterwards if they do something that disrespects their classmate.
2. **Is true freedom connected to making excellent choices?** True freedom is necessarily linked to making good choices. In doing things that harm ourselves or others, we actually become less free as we tie ourselves to habits that limit our growth and development. We become dependent on things that do not support our excellence as a person.

Another example: Let’s say I copy someone else’s notes as opposed to taking my own in class, doing my work and asking questions when I don’t understand. In copying a friend’s notes, I am becoming less free, because I won’t remember the material and I won’t do as well on the test. If I fail a test, I won’t feel good about myself, but I may say, “whatever” so that I don’t look stupid but instead pretend I don’t care. In choosing to use my freedom for indifference, I am failing to truly use my powers. A person is only free when they are able to use their powers to think and choose personal excellence for themselves and others in their life.

3. **Which type of freedom does Mill advocate for?** Mill advocates for true freedom, which is connected to making good, or even excellent choices. These choices may be harder in-the-moment, but practicing habits of excellence make a person excellent as a human being.

CASE STUDIES ON TWO KINDS OF FREEDOM**Case Study 1:**

Joe and his friends passed by two younger classmates fighting in the school hallway, during a passing period.

When Joe saw the two students fighting, he thought, "What should I do?"

One choice that came to mind was to ignore them and keep walking, passing by. The other choice that came to mind was to let the teacher on duty know that there was a fight going on, so that the teacher could interfere and help the students move on with the day.

Joe decided to go with the second choice. He called the teacher, who was able to stop the fight and thanked Joe for alerting her to the incident. In the end, Joe was happy with her decision to help rather than stand by and do nothing.

Questions for a discussion:

1. Did Joe choose the better option? Why or why not?
2. How did Joe use his freedom in this situation?
3. Do you think the second option, the one that Joe chose, was harder than the first one? Why? Are excellent choices in other situations usually harder than non-excellent choices?

CASE STUDIES ON TWO KINDS OF FREEDOM**Case Study 2:**

Alex and her friends were walking around their neighborhood when they saw an older blind lady who was trying to cross the street. The cars were passing by rapidly, and it was clear that the elderly lady couldn't see the traffic lights very well. She was struggling and hesitant about what to do.

Alex immediately recognized what was going on, but was in a rush. She and her friends were all en route to hang out at another friend's place after school. Besides, she didn't want her friends to think she was this little do-gooder.

She could feel sorry for the older blind lady, but pass by since she had things to do. It's like, where was the crossing guard or someone else to help her? She'd probably be OK... Then again, she could just take a minute and offer to help the lady cross the road.

Even though Alex wanted to help, she knew her friends were waiting, so she decided to keep moving.

When Alex and her friends were hanging out that night, she kept thinking about how she wished she had just taken the two minutes to ask if the lady needed help. She felt embarrassed that she cared so much about what her friends might have said.

Questions for a discussion:

1. Did Alex make the best decision? Why or why not?
2. How would you react if you were Alex?
3. Do you think that the better option was harder for Alex? Why? Are excellent choices often harder than non-excellent choices?

Case Studies – Answer Key for the Teacher**Case Study 1:**

1. Did Joe choose the better option? Why or why not? Yes. Joe chose the better option because he didn't passively stand by or ignore the fight. Someone could have been really hurt if the fight hadn't been stopped when it was. Joe decided to choose the excellent thing and use his freedom in that moment to alert the teacher. That teacher was then able to speak to the students and resolve the situation for everyone involved.

2. How did Joe use his freedom in this situation? Joe had the freedom to decide whether or not to ignore the situation and move on with his day or to choose to do something to stop the fight. He used his freedom for excellence to try and calm the situation down.

3. Do you think the second option, the one that Joe chose, was harder than the first one? Why? Are excellent choices in other situations usually harder than non-excellent choices? The option Joe chose was probably the harder one, because he had to step outside his comfort zone to talk to the teacher. He didn't want to be a snitch or get anyone in trouble. But he also thought that worse than the guys being angry with him would be if either of the guys had really hurt each other. Although the option to "tell" on the guys was harder, it was the better one. Excellent choices are often harder to do than non-excellent choices, because they often require getting outside of one's comfort zone to say something or to take action.

Case Study 2.

1. Did Alex make the best decision? Why or why not? Alex was faced with the pressure of her friends, who were trying to quickly cross the road and go to someone's house to hang out. On the other hand, she was torn since she felt empathy for the older blind lady. But, she did not use her freedom in a proactive way, but instead a passive way as she passed by without saying or doing anything. In the end, she was not happy with herself for this choice.

2. How would you react if you were Alex? Encourage the students to recognize that it is good to feel empathy towards another person and any real friend wouldn't make fun of someone who has the self-confidence and courage to offer to help others. Since the friends were in a group, any one of them could also have shown courage by asking if the older lady needed help.

3. Do you think that the better option was harder for Alex? Why? Are excellent choices often harder than non-excellent choices? The better option – to help the lady across the street – would have definitely been harder for Alex, since she would have had to stop, tell her friends to wait a minute, ask the lady if she needed help, and delay arrival to the friend's place. Excellent choices require effort, but they make our lives – and the lives of other people around us – better.

INTERIM QUIZ 1

A. True/false questions

1. T / F Poor people have the same amount of human dignity as others.
2. T / F Humans share the powers to think and choose with animals.
3. T / F The word “intrinsic” means: everyone has human dignity.
4. T / F Objects have dignity like subjects, but to a lesser extent.
5. T / F Facts are often based on hearsay or gossip.

B. Essay questions

6. What is the difference between freedom for excellence and freedom of indifference?

C. For each definition, write the correct vocabulary word as a question.

For example, if the statement is “The first letter of the alphabet”, the answer would be: “What is the letter A?”. Or, “A gel used in conjunction with a toothbrush to help clean and maintain healthy teeth”, would be: “What is toothpaste?”

7. The human ability to knowingly select between options.
8. Using one’s freedom to make excellent choices.
9. Valuing persons for their intrinsic worth.
10. A system in which things are arranged above and below one another according to their importance or perfection.
11. The universal, intrinsic, and inalienable value of human persons.
12. The human ability to know and connect ideas.

D. Multiple choice questions. There can be more than one correct answer.

13. With subjects, we should:
 - a) Use them for our pleasure or benefit
 - b) Value them for their intrinsic worth
 - c) Respect them
 - d) Buy or sell them
14. Mark the true sentences about human dignity:
 - a) We have it just by being human
 - b) We receive it from our parents
 - c) It is given to us by society
 - d) It is connected with social status
15. Which of the following are opinions:
 - a) My mom is the best in the world.
 - b) The USA has more than 300,000 citizens.
 - c) All persons have dignity.
 - d) Vanilla is much more delicious than chocolate.
16. Which of the following are facts:
 - a) Studying is boring.
 - b) Smoking is bad for your health.
 - c) $2+2=4$
 - d) I sometimes feel like gossiping, so it is ok to do it.
17. Which of the following is true:
 - a) Subjects we can love, objects we can only like.
 - b) Objects can be bought or sold.
 - c) We should have respect for the dignity of objects.
 - d) Pets are subjects.
18. Inalienable means that:
 - a) All persons have dignity
 - b) No one can take dignity away from us
 - c) Dignity is with us our entire life
 - d) Dignity is not earned

Interim Quiz 1 – Answer Key for the Teacher

1. T
2. F – only humans have powers to think and choose.
3. F – “intrinsic” means that human dignity is within us our entire life.
4. F – objects do not have dignity.
5. F – opinions can be based on gossip and hearsay, not facts.
6. Freedom of indifference says that to be free means simply that we can choose whatever we want. With freedom of indifference, it doesn’t really matter which choice we make. We are truly indifferent to which choice we will make as long as we can make the choice. Choice can be anything, good or bad, excellent or non-excellent. On the other hand, freedom for excellence says that we will be truly free only if we always choose what is excellent. This means that we can be truly free only when we constantly choose that which is true and good.
7. What is the power to choose?
8. What is freedom for excellence?
9. What does it mean to treat persons as subjects?
10. What is hierarchy?
11. What is human dignity?
12. What is the power to think?
13. b), c)
14. a)
15. a), d)
16. b), c)
17. a), b)
18. b)

Lesson 7: The Power of Creativity

PURPOSE

To help students appreciate the power of art to express deeper dimensions of reality.

LEARNING OBJECTIVES

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

1. Understand creativity as a uniquely human power which moves one's imagination and ideas to shape the world.
2. Understand that art can express parts of reality that are otherwise difficult to convey.

MATERIALS & RESOURCES

- Circles worksheet
- "We Are Not Your Keepers" – Play script

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lesson. Recall the definitions and key distinction between freedom for excellence and freedom of indifference. Highlight situations that relate to students' everyday lives and discuss the ways in which they can choose freedom for excellence over freedom of indifference.

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

Step 2: To help the students to see how they can use their imaginations to shape the world and to stimulate their creativity, give each student the [Circles](#) worksheet and ask them to fill in as many circles with unique designs and drawings in 5 minutes. The drawings do not have to be perfect – the aim is to see how many different designs students can come up with in the allotted time. Students can turn the circles into different emojis, traffic signs, or any design they like. There are examples of drawings available in the materials that you can use to help inspire the students.

Step 3: Lead the class discussion by asking the following questions:

- How did you decide what to draw?
- What powers did you need to use to accomplish the task?
- Did you focus more on quantity or quality?

After students share their answers, highlight that using the powers to think and choose was an essential part of this activity. Each student needed to think quickly to decide whether to draw this or that, and that they likely made dozens of decisions in the short time that they had to design each circle. The exercise also involved using one's imagination and creativity to imagine new possibilities to draw.

Creativity is one of the unique human powers. It allows us to innovate, express our inner reality in an external way and it can move us to contemplate powerful ideas. Write the vocabulary definition of creativity on the board:

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

Ask the students if they can think of everyday situations in which they use their power of creativity. The power of creativity is used in many different domains of life, including daily problem-solving and decision-making. However, one of the areas in which it is most expressly used is art. Art is an important and influential field of creative expression. Art draws on the interior or hidden dimensions of reality.

Different forms of art such as music, painting, theater, film, architecture and others, all express human creativity. Highlight that there is a special power of art to express those parts of reality which are almost impossible to be expressed by definitions, theories, and scientific formulas. Sometimes the deepest and most important things in life are difficult to express through definitions and explanations. For example, if one would need to explain their love for another person, it might be difficult to convey it in a conventional way, but writing a poem can express that love more deeply and vividly.

Thus, artwork itself is a visible expression of the artist. The colors, sounds, shapes, materials and other elements of artwork can be different from those one would find in reality, but at the same time, it is precisely the artist's imagination that allows a work of art to communicate a deeper meaning or a hidden reality.

Step 4: In this lesson, the class will perform a short play. The screenplay is based on one of the case studies the students read in a previous lesson. The screenplay deals with some of the themes from previous lessons, including: human dignity, treating persons as objects versus subjects and freedom of excellence or indifference.

Ask for ten volunteers to play characters in the play: the narrator, the three violent students, the attacked student, Mark, two bystanders, and two teachers. The remaining students will be spectators to the scene.

Give each student the script, *"We Are Not Your Keepers"* and encourage students to take a few minutes to read their lines and get to know their role.

The play can be acted out in different ways:

Take #1: The main characters perform their roles and the spectators stand by, watching.

Take #2: Before beginning the second round, encourage the spectators to enter the play, say something, or improvise a role instead of standing by watching. Give them a few moments to think about what they will do. Run the same scene again.

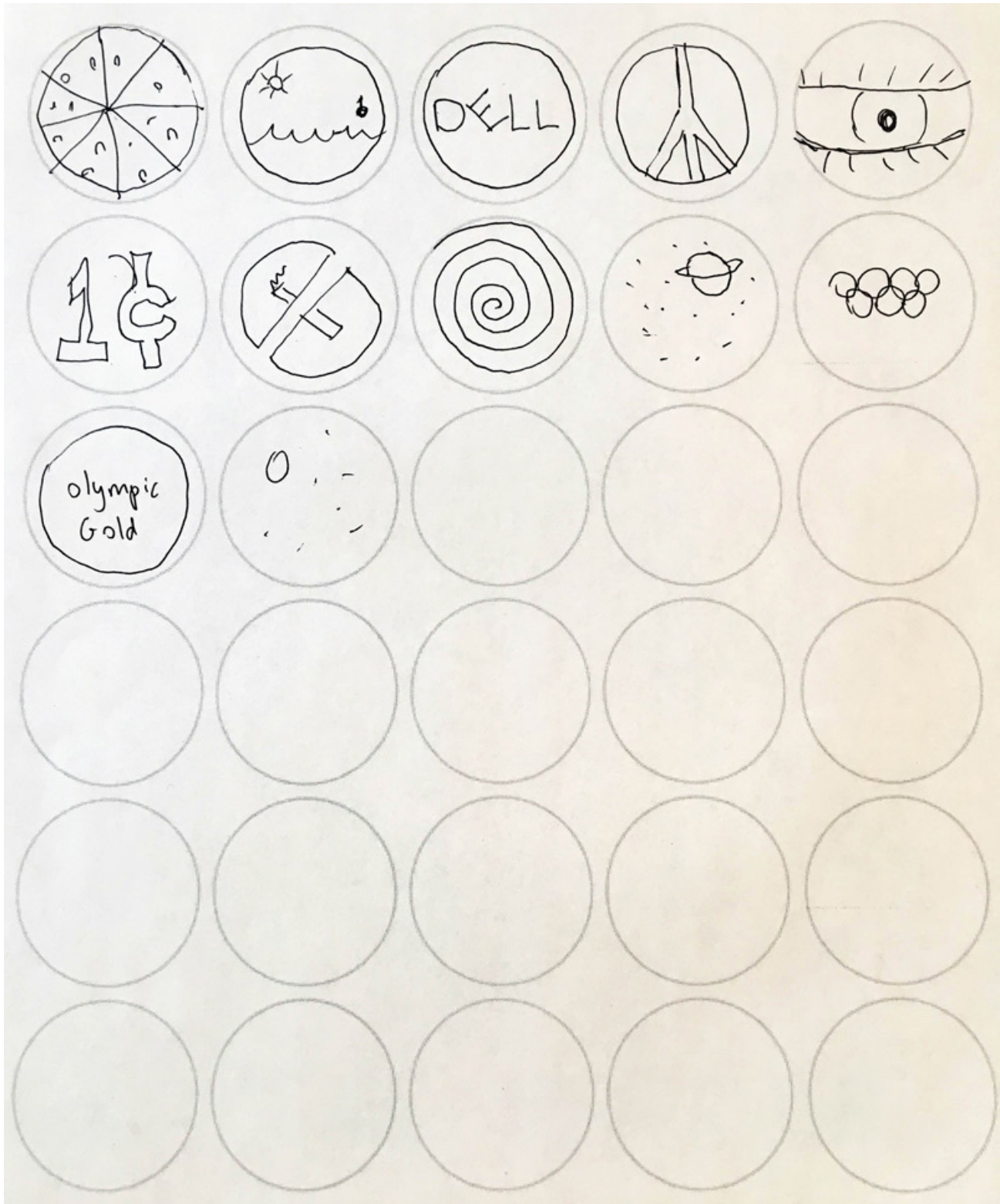
Take #3: Run the scene once more from the beginning, but this time, invite the main characters to change their roles as well. Tell them that they can change their behavior, attitude, or the lines that they speak. The spectators can continue to act in whatever way they wish.

After all three takes, lead a debriefing with the students to reflect on the emotions they felt while watching the play and for those performing their roles. Ask if the experience of acting the play out theatrically (instead of simply reading it, sitting at their desks) helped them to see or feel any deeper meaning? Encourage the students to share any reflections they have on the play or their role in the situation itself.

Step 5: Summarize. Review the definitions of creativity and art and highlight how art can express those parts of reality which are difficult to express through words, definitions, theories, and scientific formulas alone. Motivate the students to use their creativity to express themselves in a way that respects their human dignity and the dignity of those around them.

FAST CIRCLES WORKSHEET

FAST CIRCLES WORKSHEET – EXAMPLE



“WE ARE NOT YOUR KEEPERS” PLAY SCRIPT

[Mark enters the schoolyard where some students start a fight.]

Narrator: One day, when Mark was heading out for lunch break, he heard the sound of someone yelling. He noticed that some students were starting to fight. He couldn't really tell what was happening, so he stopped for a minute to watch.

Three students: How do you like this, momma's boy! Don't cry. Don't cry. Are you going to cry? Why are you crying? Hahaha.

[Three students pressing a weaker student onto the wall]

Narrator: Mark realized that it was three students against one. The weaker student couldn't possibly fight them off, and so it looked like he had given up trying.

Attacked student: C'mon. I don't want to fight! Seriously, just let me go.

One of the three students: Haha you're such a whiner. C'mon, fight back.

[The three students keep pushing the weaker one. Some other students gather around, whispering and watching.]

Narrator: As the pushing and insults keep up, none of the students standing there do anything – they don't want to pick sides or get in the middle of it.

Mark [speaking quietly to himself and thinking]: I really don't like how they are treating him, it's just wrong. Should I tell them to stop? I guess I'd better not, or they'll come after me.

Three students: Hey you, guy standing there! Get over here!

Mark: Who? Me? [Turns his head around as if to see if they are calling on anyone else]

Narrator: Mark was terrified, and afraid that they were talking to him.

Three students: Yes, you! Why are you looking at us like that!? Do you want to join this guy on the wall!?

Mark: No, I wasn't looking at anything, I'm just standing here.

[Teachers can be heard approaching. The three students leave the scene.]

Teacher 1: What's going on here? What is this noise about?

[Everyone is silent]

Teacher 2 [upset]: Does anyone want to explain what happened here?

Teacher 1 [pointing to the student who was harassed]: You! I saw you quarreling with the three students who ran away. Were you the one who started this fight?

[The attacked student stays silent]

Teacher 2: Since you're not saying anything, it seems like you must have been the one who started it.

Teacher 1 [speaking to students who were standing by, watching]: Did any of you see what was going on here? Was it this boy here? [pointing to the boy who was attacked]

Bystander 1 [looking away]: I don't know, I couldn't really see anything.

Bystander 2: We just arrived a second before you. We don't know anything.

Narrator: This is not true, as almost everyone in the school knew who the three attackers were but no one wanted to expose themselves. At the same time, the student who was attacked was also terrified and afraid to say anything.

Teacher 1: Fine. It seems that this boy here was the one who started the fight and we will find the other three that were fighting with him.

Teacher 2 [talking to the attacked student]: What's your name? You'll have to come with me to the principal's office.

[Attacked student still remains silent]

Mark: His name is Martin, Martin King.

Teacher 2: Thank you, Mark. Ok, let's go Martin.

Narrator: Mark wanted to show himself as helpful to the teachers. But now, Mark realized that he probably shouldn't have given the student's name. After all, Mark knew the fight wasn't Martin's fault; he had been attacked.

[The teachers leave the scene]

Attacked student [angrily and hurt, speaking to bystanders]: So, you guys really aren't gonna say anything? You all saw what happened!

Bystander 1: Don't blame us, we didn't get into a fight.

Bystander 2: Everyone has to take care of themselves.

[Everyone leaves the scene, and the attacked student looks visibly upset.]

END

Lesson 8: Friendship and Solidarity

PURPOSE

To motivate students to pursue friendships of excellence in their lives.

LEARNING OBJECTIVES

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

1. Understand and explain three types of friendship
2. Recognize friendships of excellence in their life

MATERIALS & RESOURCES

- How to find a Good Friend
- Aristotle's Three Types of Friendship
- Case Studies on Different Types of Friendships

VOCABULARY

- Friendship of excellence: friendship based on pursuing excellence for oneself and others

PROCEDURE

Step 1: Review the previous lesson and have the students recall the vocabulary definition of creativity.

Step 2: Explain that in this lesson, the class will deal with the topic of friendships of excellence. Have the students read the text [How to find a Good Friend](#). Discuss the questions and answers associated with the text as a class. Ask students to share what they think are important characteristics of a true friend? After listening to the student's comments, suggest some other important characteristics of a good friend:

- Good friends respect one another's dignity
- Good friends are loyal, they do not abandon you easily
- Good friends give you support when you need it
- Good friends always treat each other as subjects, and never merely as objects

Step 3: Introduce the students to Aristotle, an important Greek philosopher who wrote about many things, including friendship. Aristotle identified three types of friendship, ranked from what he called “lowest” to “highest”. These three types of friendships he calls: friendship of utility, friendship of pleasure and friendship of excellence:

Friendship of Utility: A friendship of utility is when someone is friends with another person in order to get something from them. For example, if someone spends time with a fellow student just because they’re smart and will give them the answers to their homework, but otherwise doesn’t really want to hang out with them. That is a friendship based on utility. Or, when someone becomes a friend with another person who is popular so that they can be seen as more popular. Aristotle says that this is the least true type of friendship since the other person is treated as an object – using them for the sake of gaining something from them. It is also very unstable – as when one stops getting something from the other, they stop being friends.

Friendship of Pleasure: Friendship based on pleasure is the second type of friendship Aristotle defined and it occurs in situations when a person’s main motive for being friends with another person is to make themselves feel better. For example, it happens when a person is friends with another person because they make them laugh, feel good, or because they like being in their company. As the text the students have read suggests, these things are good to have in every friendship, but they should not and cannot be the only basis of a true friendship. As the author says: a TV show can make you laugh too. Aristotle’s main point is that pleasure (enjoyment), should not be our only or main motive. If pleasure is the main motive of friendship, then in hard times when there is no pleasure, the friend will leave. Also, it will be impossible to strive for excellence if the friendship is only based on pleasure.

Friendship of Excellence: Friendship of excellence exists when friends want to pursue excellence together. In a friendship of excellence, friends always respect each other’s dignity and treat each other as subjects and never use the other person for their advantage or pleasure and they want the best things for that person. Aristotle argues that there needs to be more than just pleasure or utility to have a true friendship – this is excellence.

Write the definition of friendship of excellence on the board:

Friendship of excellence: friendship based on pursuing excellence for oneself and others

Friendship of excellence is the most stable kind of friendship, and the most lasting. True friends remain close even in difficult times. Of course, a friendship of excellence is a lot of fun, too. The main challenge with this type of friendship is that it can be more rare. That is, we don't just hang out with whoever is around (convenience) or because they make us feel good about ourselves or it's pleasurable (because they have the best stuff at their house or their parents are never there, etc). Friendship of excellence is wanting what's best for yourself and the other. Friendships of excellence motivate you to pursue human excellence.

Step 4: Divide students into groups and ask each group to work on one of the [Case Studies on Different Types of Friendships](#). The groups should examine examples of different friendships and try to determine which of Aristotle's categories of friendship the example belongs. Give the students the [Three Types of Friendship handout](#) to refer to when working on the case studies.

After the groups finish working, ask them to present their cases in front of the others and discuss the questions as a class. Lead the class in discussion on the basis of the Teacher's Answer Key provided.

Step 5: Summarize. Recall Aristotle's three types of friendships, as well as examples for each type. Motivate and encourage students to live friendships of excellence in their lives.

HOW TO FIND A GOOD FRIEND

Someone once told me that a best friend is someone who makes you laugh. I have some funny friends, but my favorite TV shows make me laugh too. I heard a Youtube influencer say that a friend is someone who “makes you feel better.” A friend of mine once told me that I might not want to pursue a career as a comedian, since my jokes weren’t *that* funny. That definitely didn’t make me “feel better”! But later, once the sting went away, I realized he was trying to help me by giving me his honest opinion. So, it’s good when a friend makes you feel better, but maybe true friends are those who also help you see your real self better.

At lunchtime, I would always hear this one group of people talk about how many “crazy things” they did with their friends. But I noticed that they were often doing a lot of things that weren’t so much “crazy” as harmful or thoughtless towards other people. They talked a lot about their weekends, but they didn’t seem as happy during the week as they did in their selfies. And once these friends were apart from each other? They would always complain about each other! That was definitely enough to make me realize that I didn’t want that kind of friendship.

A true friend is someone who speaks with integrity, whether you’re in the room or not. As for fun times, a good friend should want to hang out with you when things are fun and also when you need to talk through something difficult in your life. Good friends are proven in bad times. Anyone can be around when you’re doing well, but it takes a strong friend to be there when life is difficult, too.

Have you ever experienced telling someone a very personal story just to hear someone else answer, “a similar thing happened to me...” as they take the opportunity to then talk about themselves? Friendship should be more person-centered than self-centered. Because, most importantly, a true friend is someone who genuinely, really, wants what’s best for you. I knew two guys, on my old soccer team, who helped each other to be better. Whenever one of them would skip practice or wouldn’t do well in a match, the other would be there to encourage him and push him forward. And they were like that off the field, too. Once, one of them was going to break up with his girlfriend via text message, but the other told him not to be a coward and to talk to her about it in-person. As one teacher said: “Surround yourself with people who want the best for the best part of you.” In other words, good friends motivate you to strive for excellence.

Finally, friends sometimes leave. What I mean is that when a friend becomes a bad influence, sometimes the other friend needs to create some distance to follow the right path. Obviously, a good friend shouldn’t become a bad influence in the first place.

But, if this happens, the hard but best choice is to find new friends who want to strive for excellence. This doesn't mean abandoning our friends in need. When a friend is in trouble, be there for them. But if they become trouble, sometimes the best way you can help them (and you) is to walk away. (We all know what this means: alcohol, drugs, irresponsible behavior, fights, skipping school, you name it.) If you continue to strive for excellence, you'll eventually find others like you. You'll also be a leader for your friend, showing them that there's a better way and that you'll be there for them when they want true friendship.

QUESTIONS FOR A DISCUSSION:

1. What does the author say are some of the most common misconceptions about friendship? Do you agree?
2. What are the important characteristics of a good friend according to the author? Do you agree?

How to Find a Good Friend – Answer Key for the Teacher

1. **What does the author say are some of the most common misconceptions about friendship? Do you agree?** The author mentions three misconceptions about being a good friend: that a best friend should always be able to make you laugh, that friends make you feel better, and that friends do crazy things together. He says that all of this is important, but not enough to form a true and lasting friendship.

2. **What are the important characteristics of a good friend according to the author? Do you agree?** The author mentions four characteristics of a good friend: a friend is there when it gets hard, a friend is someone who has a real interest in you, a good friend always motivates you to be better, and a friend can take a step back if the other person becomes a bad influence.

ARISTOTLE'S THREE TYPES OF FRIENDSHIP

	Explanation	Examples	Problems / challenges
Friendship of utility	A situation where one person is friends with another to get something from them	<p>Someone is good at school so another person spends time with him and asks him to do his homework, but otherwise doesn't care at all for him.</p> <p>Someone becomes a friend with another person who is popular so that they can become more popular.</p>	<p>It is the least good type of friendship since the other person is treated as an object, for the sake of a certain advantage.</p> <p>It is also very unstable – when one stops getting something from the other, they stop being friends.</p>
Friendship of pleasure	It happens in situations when a person's main motive for friendship is pleasure or enjoyment.	It happens when a person is friends with another person because they make them laugh, feel good, or because they like being in their company.	<p>In hard times when there is no pleasure, the friend will leave.</p> <p>Also, it will be impossible to strive for excellence if the friendship is only based on pleasure.</p>
Friendship of excellence	It happens when the friends want to pursue excellence together. Friends always respect one another's dignity and treat one another as subjects and never use the other person for their advantage or pleasure.	The two boys who played together on a soccer team (in How to find a Good Friend) helped one another to become better versions of themselves.	It is very hard to achieve, people need to work hard to strive for excellence and constantly work on their friendship.

CASE STUDIES ON DIFFERENT TYPES OF FRIENDSHIPS**Case Study 1:**

You have the best grades in class and you sometimes help other students with their homework and studying. This is not something you usually enjoy doing, so when people ask you to help them, you do it, but you make sure you show others that this bores you. There is one specific student in the class who is not very good at math, so you help him often. When you're helping this one person in particular, you make sure not to show any signs of boredom or annoyance, since you usually go to his place and play video games after school. He is an only child and always has the newest, most exciting games. When he gets a good grade in school, his parents often buy some new games for you to play with him. Your birthday comes and your parents decide to reward you for your good grades and buy you something you've wanted for a long time. They buy you a new gaming console and a gaming chair. You start playing games from home and become really good at it. When that same friend asks you to help him with his homework, you respond that you don't have time. You are happy that you can now play the best video games from home, and that you don't need to go to his house or help him with homework.

Questions for a discussion:

1. What kinds of friendship do we find here? Why?
2. Is this friendship lasting? Why?
3. How can this become a friendship of excellence?

CASE STUDIES ON DIFFERENT TYPES OF FRIENDSHIPS**Case Study 2**

You just started high school and you don't know anyone. On the first day of school, you make a friend and you start talking about a city you both visited. It seems that you have a lot in common. Last Saturday night, you had a sleepover together with some other friends, which everyone enjoyed. A few months later, you find out that your parents are getting a divorce. This upsets you and you find it harder to focus on your schoolwork. You talk to your friend about the problems you have at home. She listens sympathetically and says she's really sorry. You mention the subject a few more times when you are hanging out and she suggests that you need to go out more and not think about it so much. At school you learn that she organized a sleepover with your mutual friends and she didn't invite you. Afterwards, she starts spending more time with the other girls who came to her sleepover. You still talk to each other, but your friendship is different now than it was before. She likes to go out with other girls, talk about music and TV shows, and high school crushes. You are often not in a mood for talking about that, but you would still appreciate it if she would invite you. However, the other day you hear her telling another friend how you only talk about depressing things and that she has decided to ignore you.

Questions for a discussion:

1. What kind of friendship is this? Why?
2. Is it lasting? Why?
3. What could both friends do to make this a friendship based on excellence?

CASE STUDIES ON DIFFERENT TYPES OF FRIENDSHIPS**Case Study 3:**

You are friends with two other students in your class. You have known each other for years. You are all neighbors and spend a lot of time together. All of you take piano lessons at the music school. You like to practice and then show each other what you have learned. You also help each other to practice when someone doesn't feel like practicing that day or has a problem with learning their music. For the last three weeks, one of your friends hasn't been studying at school or practicing piano like she normally does. You know she is having some problems at home, which is likely why she can't focus properly. You and the other friend go on walks with her and invite her to your place to help her with studying. She sometimes likes to talk for a long time about the things that are bothering her, and sometimes she doesn't talk much, but you still invite her because you want her to know she has friends. The other day, she skipped class together with two other students. They bought a pack of cigarettes and smoked them in a nearby park. When she came back, she said she felt great and that cigarettes are really relaxing. You said that this is only temporary and it will not help her to deal with her problems. She said you don't understand her and that you judge her without knowing how she feels about it. Her other friends said that it was fine since it helps distract her from her problems and makes her feel better. Since that day, she's started doing this more and more. She has been spending more and more time with a group of boys and girls who are into partying, drinking, and other kinds of things. You want to talk to her and tell her this is not good for her, but she won't listen. You tell her that you can't support her behavior and that you don't want to join her in doing all of the things that she is doing. You don't spend as much time together as before, but you told her that you're still her friend and that you're there for her.

Questions for a discussion:

1. What kind of friendship is this? Why?
2. Is this a friendship based on excellence in every situation?
3. What could each friend have done differently or better?

Case Studies – Answer Key for the Teacher**Case Study 1:**

1. 1. What kinds of friendship do we find here? Why? The first friend is helping the other with homework and studying, which is certainly a good choice. Nevertheless, the reason why he does it is because he wants to play new video games at his house, not because he cares about his friend and how he is doing in school. The other friend probably invites the one who is better at homework to his house to play video games because he wants help with his writing homework and studying. This seems to be a friendship based on utility, since both friends are using the other to gain some sort of advantage.

2. Is this friendship lasting? Why? This friendship is not lasting, as no friendship of utility is or can be. As soon as the first friend gets his own video console and gaming chair, he stops going to his friend's house and helping him with his homework.

3. How can this become a friendship of excellence? This friendship would turn into a friendship of excellence if both friends strove for excellence together. This means that the first friend should help the other with homework and studying even if he has his own video console to play. The friend who needs help with homework should also be thankful to the other friend and see how he can be a good friend in return.

Case Study 3:

1. What kind of friendship is this? Why? This is a friendship based on pleasure, since the primary purpose of friendship for both friends is the enjoyment they get from spending time together.

2. Is it lasting? Why? The friendship is not lasting, as no friendship of pleasure is. When the first friend starts to have problems, the second friend listens at first, but gets bored and perceives the other friend as a downer. As soon as the first friend does not want to do “fun stuff” anymore, the second friend stops spending time with her and hangs out with new friends.

3. What could both friends do to make this a friendship based on excellence? Friendship for excellence is based on making excellent choices, which involves supporting a friend when he or she is going through a hard time. So, instead of finding new friends when the friendship is no longer as “fun” as it used to be, the friend should support her friend who is feeling sad. We can expect that by doing that, their friendship will become deeper and stronger, which will make the time they spend together more fun and enjoyable.

The girl who is going through a hard time can be more assertive and direct in talking to her friend and expressing how she feels about their relationship. By expressing her need to talk about the problem she is facing and not just do “fun stuff”, she can give the other friend the opportunity to understand how she feels and to be a support to her.

Case Study 3:

1. What kind of friendship is this? Why? This friendship starts as a friendship for excellence, since all three friends support each other in making excellent choices (e.g. practicing piano, studying). When one of them starts having problems, the other two are supporting her in studying, talking to her and listening to her, etc.

2. Is this a friendship based on excellence in every situation? The situation changes when the girl who is having problems starts making non-excellent choices (smoking, skipping school...). The first friend continues to motivate her to make excellent choices and thus practices friendship for excellence. The other friend is not pursuing a friendship of excellence, since she says that it is okay to smoke and skip school if it makes her feel better. Since true friendship requires that all friends pursue excellence together, the first friend is doing the right thing when she decides not to hang out with the friend who has started behaving problematically. She is also being a good friend in saying that she'll be there for her if she wants to change her behavior in the future.

3. What could each friend have done differently or better? The girl who started behaving problematically should obviously have chosen the excellent choices, with the support of her other friends. The first friend is doing well in not supporting her non-excellent choices, and she should consider if there are more effective ways to reach her friend who is in trouble. The second friend should not have supported her non-excellent choices and go the easy way by saying that it is okay to do these things if it makes her feel better.

Lesson 9: Habits of Excellence: Resilience

PURPOSE

To help students understand and practice habits of excellence, especially the habit of resilience.

LEARNING OBJECTIVES

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

1. Understand what habits are and how to develop excellent habits.
2. Understand the habit of resilience.
3. Find motivation to practice resilience.

VOCABULARY

- Habits: behaviors acquired through regular practice which make it easier to do something
- Resilience: an ability to recover from or adjust easily to misfortune or change

MATERIALS & RESOURCES

- [Video](#): How To Form a Habit – Develop and Maintain Good Habits
- Failures are Opportunities for Learning worksheet
- Find the Silver Lining in Negative Situations worksheet
- One Nice Thing Each Day worksheet
- Resiliency Self-Assessment Questionnaire

PROCEDURE

Step 1: Review the previous lesson. Recall the characteristics of a true friend and the differences between Aristotle's three types of friendships, as well as the examples for each type. Recall the definition of freedom for excellence that the students learned in earlier lessons and the importance of pursuing excellence in everyday life.

Step 2: Recall that in Grade 6, the students learned about habits and how to develop excellent habits. Ask the students if they can recall what habits are and explain that the more someone performs a certain action, the more that action becomes ingrained as a habit. Habits are actions that we perform consistently so that they become natural for us. We perform habits with little effort once we've acquired them.

Write the definition on the board:

Habits: behaviors acquired through regular practice which make it easier to do something

Habits can be either excellent or non-excellent. For example, studying regularly, trying to avoid gossip, and being kind to people are excellent habits, while smoking, gossiping, or regularly skipping homework are non-excellent habits.

With habits, we are never just keeping an equilibrium. Habits require regular practice. This is both a challenge and an opportunity. The opportunity lies in the fact that no one is born with either excellent nor non-excellent habits. Habits are always developed through practice and learning. The challenge lies in the fact that it is often difficult to develop excellent habits. Excellent habits are much harder to develop than non-excellent ones. Just think about how much harder it is to study regularly than to just lie in bed or check your phone. Developing new, better, habits requires motivation, the power to think and to choose and perseverance.

Another reality is that habits become a part of who we are. So, it is not just that we become better or worse at something, but that our habits also shape us, as persons. For example, a person who never lies and actively pursues the truth becomes a truthful person, and the person who regularly lies, after some time, becomes a liar himself. Someone who is consistently generous to others becomes a generous person, and the opposite is true of someone who is selfish and thinks only of what pleases themself.

SUMMARIZE SOME IMPORTANT CHARACTERISTICS OF HABITS:

- Habits can be both excellent and non-excellent.
- Habits require regular practice.
- No one is born with either excellent or non-excellent habits.
- Excellent habits are much harder to develop than non-excellent ones.
- Excellent habits become a part of who we are; through them we become excellent.

Step 3: One of the greatest human challenges is to develop excellent habits. Even if we know that some behaviors are more or less excellent, changing our habits and choosing the excellent thing is still hard and we often fail. Sometimes it feels as though we are very good at developing non-excellent habits, and not very good at developing excellent ones. Developing excellent habits is like pushing a giant rock up a hill, while developing non-excellent habits is so much easier, like rolling a tiny rock downhill.

For this reason, in this lesson, we will try to learn from certain ideas in psychology and use them to develop excellent habits. Introduce the students to the science of developing excellent habits by showing them the [video: How to Form a Habit - Develop and Maintain Good Habits](#).

After watching the video, share the key takeaways and discuss them with the class:

- Our habits are usually a loop of cue, action and behavior.

Cue triggers a behavior, and action leads to a reward, such as a positive feeling after we accomplish something.

- Beware of your behavior: know the causes of actions you are doing
- The hardest thing is the beginning: once you start it becomes easier
- Prepare your environment: put the browser on the relevant page, remove distractions, prepare your working clothes, etc.
- Start small, even ridiculously small
- The most important thing is to start doing, it gets easier over time
- First do the hardest task (e.g. in the morning and then reward yourself)
- Be consistent and you will succeed

Step 4: Introduce students to the Greek myth of the Hydra. There is an ancient Greek myth about a creature called Hydra, a monster with nine heads. Hydra is especially dangerous since she spits fire and, more than that, the monster's secret power is that when a single one of her heads is cut off, another grows back in its place. Some myths state that for each head that is cut off, two or more grow back instead of one!

This story of Hydra can be useful as an image of becoming stronger despite setbacks. We may not need nine heads, but in order to cope with life's inevitable obstacles, we will need resilience.

Write the vocabulary definition on the board:

Resilience: an ability to recover from or adjust easily to misfortune or change

Highlight that everybody faces difficulties, challenges, losses, and failures in life. That is the law of life. The examples are numerous: physical illness, difficulty in school, family problems, conflict with peers, etc. The difference lies in how a person responds to these challenges and hardships.

All resilient people share some common traits:

1. They see failures and mistakes as opportunities for learning
2. They have a strong identity and a positive view of themselves
3. They have learned to be grateful for all good things in life, big and small alike
4. They have built quality relationships with friends and family
5. They always manage to find something positive in difficult situations
6. They have a strong sense of meaning and purpose

It is important to understand that building resilience is not easy and it is a quality that is developed through practice, in the same way that we develop other excellent habits. The good news is that everyone can develop resilience, regardless of the difficult situations they find themselves in. There's a saying that one should "live life every day like a turtle." Why? Because to get anywhere, a turtle has to stick its neck out and take a risk.

Step 5: To further examine the six characteristics of resilient people listed above, go around the room and assign students numbers 1, 2 and 3. Give each student the worksheet that corresponds to the number they were assigned. Worksheets are listed below:

1. Failures are Opportunities for Learning
2. Find the Silver Lining in Negative Situations
3. One Nice Thing Each Day

Give each student five minutes to complete their worksheet, then go to the next round. If a student does not manage to fully complete one of the worksheets, they can finish at home. In the next round, the students with number one move to number two, those with number two move to number three, etc. Go through three rounds so each student can have some time in class to work on each exercise.

After everyone finishes, ask the students if they'd like to volunteer to share what they learned about themselves or found helpful in doing the exercises. Since several answers may be personal, stress that students do not have to share their answers unless they would like to.

Motivate the students to use all of these tools in their lives going forward. Encourage them to take a few minutes each week to write out these exercises and think about the difficulties and challenges of the past week through the lens of resilience. Challenge them to see the positive side of those difficulties and make a plan to do something nice for a new person each week.

Step 6: Summarize. Recall the definition of habits and the ways in which we can develop excellent habits. Highlight the importance of resilience and the characteristics of resilient people. Motivate the students to practice the habit of resilience.

SUPPLEMENTARY MATERIAL

Give students the [Resilience Self-Assessment Questionnaire](#) and encourage them to assess their level of resilience at home. If they regularly practice developing resilience with the tools developed in this lesson, suggest that they can retake the test after two months to see if their results have improved.

1. FAILURES ARE OPPORTUNITIES FOR LEARNING

Think about three failures you experienced in the last year. What did you learn?

Example:

Failure: *I got a really low grade in math class the first part of last year.*

A Lesson I learned: *I went to extra help during my lunch hour and did practice problems for homework every night and by the end of the year my mark went up by a whole grade.*

It made me better because: *I wasn't really trying in math and was just thinking that I wasn't good at it. But, once I worked really hard I showed myself that I could be good at math.*

1. **Failure:**

A lesson I learned:

It made me better because:

2. **Failure:**

A lesson I learned:

It made me better because:

Repeat this practice of reflecting on challenges each week and see how your ability to learn and grow from failure improves.

2. FIND THE SILVER LINING IN NEGATIVE SITUATIONS

Think about three difficulties or challenges that you faced in the past year. Next, think about whether there was anything positive about them:

NEGATIVE SITUATION 1:

Positive things about it:

1.

2.

3.

NEGATIVE SITUATION 2:

Positive things about it:

1.

2.

3.

Repeat this practice for every negative situation that you experience in the coming week. See if your ability to find the positive in difficult situations improves.

3. ONE NICE THING EACH DAY

Think about a person in your life that you'd like to improve your relationship with. It could be a classmate, a friend, a family member, or anyone else with whom you would like to have a quality relationship. Then think about one nice thing that you will do for him or her each day next week and write it down. These can be small things, such as giving a compliment, sharing a candy, or anything else that you think the person would appreciate.

DAY 1:

DAY 2:

DAY 3:

DAY 4:

DAY 5:

DAY 6:

DAY 7:

At the end of the week, reflect on your relationship with that person and whether it has improved at least a bit.

RESILIENCY SELF-ASSESSMENT QUESTIONNAIRE ¹

Rate yourself from 1 to 5 (1 = strongly disagree; 5 = strongly agree):

- I'm usually optimistic. I see difficulties as temporary and expect to overcome them.
- Feelings of anger, loss and discouragement don't last long.
- I can tolerate high levels of ambiguity and uncertainty about situations.
- I adapt quickly to new developments. I'm curious. I ask questions.
- I'm playful. I find the humor in tough situations, and can laugh at myself.
- I learn valuable lessons from my experiences and from the experiences of others.
- I'm good at solving problems. I'm good at making things work well.
- I'm strong and durable. I hold up well during tough times.
- I've converted misfortune into good luck and found benefits in bad experiences.

Convert your scores with the following key:

Less than 20: Low Resilience: You may have trouble handling pressure or setbacks, and may feel deeply hurt by any criticism. When things don't go well, you may feel helpless and without hope. Consider seeking counsel or support in developing your resiliency skills from a trusted friend or relative. Connect with others who share your developmental goals.

20-30: Some Resilience: You have some valuable pro-resiliency skills, but also plenty of room for improvement. Strive to strengthen the characteristics you already have and to cultivate the characteristics you lack. You may also wish to seek some outside coaching or support.

30-35: Adequate Resilience: You are a self-motivated learner who recovers well from most challenges. Learning more about resilience, and consciously building your resiliency skills, will empower you to find more joy in life, even in the face of adversity.

35-45: Highly Resilient: You bounce back well from life's setbacks and can thrive even under pressure. You could be of service to others who are trying to cope better with adversity.

¹ Developed by Al Siebert, PhD from The Resiliency Center in Portland, Oregon. This quiz is adapted from The Resilience Advantage (2015).

Lesson 10: Heroism

PURPOSE

To motivate students to embody the heroism of resilience in their daily lives.

LEARNING OBJECTIVES

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

1. Understand the main characteristics of heroism.
2. Recognize Nick Vujicic as a person who embodies the heroism of resilience.
3. Help students to develop traits of heroic resilience.

VOCABULARY

- Heroism: possessing habits of excellence

MATERIALS & RESOURCES

- [Video](#): Nick Vujicic's Speech "Never give up"
- 10 Good Things About Myself
- Gratitude Diary

PROCEDURE

Step 1: Review the previous lesson. Recall the definition of habits and the ways in which habits are developed. Highlight the importance of resilience and the characteristics of resilient people. Ask the students if they have practiced resilience with the tools they learned about in the previous lesson and motivate them to continue to do so. Ask students if they have been completing their One Nice Thing a Day worksheet and if they're noticing any improvements in their relationships with others.

Step 2: Explain that in this lesson, the students will deal with the topic of heroism and how they can embody it. Also, the class will learn about the example of a person who embodied heroic resilience in his life so that they can learn from this person and become heroically resilient themselves. Highlight that the purpose of this lesson is not to talk about imaginary heroes from movies and comic books, but to learn about real people who embody heroism.

Write the vocabulary definition on the board:

Heroism: possessing habits of excellence

DISCUSS SOME IMPORTANT TRAITS OF HEROISM:

- Heroes are not born, but 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 about always trying to get back on the right track after making a mistake
- Heroism is enhanced by excellent friendships

Ask the students to comment on each of the traits and whether they would add any others.

Step 3: Ask the students if they know some people from history, culture or their community who embody resilience to a heroic degree. After listening to the students' responses, introduce Nick Vujicic (pronounced: nik voy-uh-chich) as one example of heroic resiliency. Nick is a person who was born without arms and legs. Nevertheless, he did not let this obstacle keep him down, but rather, he chose to grow as a person and help others.

For the class to learn about Nick's story, play the [video](#) Nick Vujicic's Speech "Never give up".

After watching the video, lead the class discussion by asking the following questions:

- What about Nick's speech inspired you most?
- What lessons from Nick's life did you find most useful?
- What are the characteristics of resilience (that we talked about last lesson) that you think Nick embodies?
- What heroic traits do you think Nick possesses?

After listening to the students' comments, explain that Nick faces challenges that are bigger than what a lot of people face. However, Nick responds to these challenges in a resilient way. He uses the challenges to grow stronger and inspire others to do the same. He sees obstacles as opportunities for growth and learning. Also, despite not having arms and legs, Nick developed a strong identity and a positive view of himself. He is grateful for all the good things life has for him. From his story, it is clear that he has built quality relationships with others, which support him in hard times. After this video was recorded, Nick was married and now has a family of his own. His strong sense of meaning and purpose motivates him to move forward and to never give up, to keep trying to find the positive side of difficult situations.

Nick also embodies certain heroic traits. Through his example, it is clear that heroes are not born, but that heroism is acquired through the everyday practice of excellent choices. Nick admits that he struggled with his challenges for a long time and through this struggle, he developed heroism. As is clear from this video, when he talks to students, he tries to help them to overcome their own challenges and obstacles. Nick is quick to admit that he does fail sometimes, but that he always gets up afterwards. All of this elevates his resilience to a heroic degree.

Step 4: Two of the resiliency traits that Nick embodies are 1) being grateful for everything that life brings and 2) developing a positive view of oneself. Despite having no arms and legs, Nick is a person who is grateful for everything he's received and has many gifts and talents.

To encourage students to view themselves in the same way, despite having flaws or maybe even disabilities, have them try to recognize 10 good things about themselves. Give each student two worksheets – [10 Good Things About Myself](#) and [Gratitude Diary](#) – and ask them to fill them in.

After everyone finishes, ask the students what they thought about the exercises and if they found them helpful. Since many answers might be personal, tell them that they are not required to share unless they would like to.

Motivate the students to use these tools in their lives going forward. Encourage students to spend 10 minutes each day working on these worksheets. This will improve their habits of resilience and gratitude and build higher self-esteem.

Step 5: Summarize. Highlight some of the things that constitute heroism, recall the definition of heroism and Nick Vujicic as an example of someone who embodies heroism of resilience. Conclude by reviewing the important traits of heroism and motivate students to practice these heroic traits in their own life.

10 GOOD THINGS ABOUT MYSELF

Think about 10 things that are good and valuable about you and write each of them down.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Practice this every day. You can sometimes repeat what you've put, but think about new ones too! By practicing this, your view of yourself will grow in positive ways as you realize your many good qualities. You have so many excellent qualities to feel confident about.

GRATITUDE DIARY

Think about everything that you did in the last 24 hours in detail. Recognize 10 things that you are grateful for. Remember, those can also be small things! (e.g. I'm grateful for my Grandma who drove me to school and asked how I was doing. I'm grateful for the teacher who smiled at me in the hallway.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Do this every day and see how your outlook on life will change! (You may even realize that YOU have the power to change someone else's day, with a smile in the hallway, too.)

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. Recognize the purpose behind actions they take or things they do each day.
2. Distinguish between immediate and higher purpose.
3. Understand their lives as a long-term mission to strive for excellence and to respect human dignity.

VOCABULARY

- Purpose: a reason why we do something
- Mission: one's higher purpose or a goal

MATERIALS & RESOURCES

- The Personal Purpose worksheet
- Immediate and Higher Purposes table
- Talent Identity Card
- My Mission Circle
- Interim Quiz 2

PROCEDURE

Step 1: Review the previous lesson. Highlight some of the things that constitute heroism, recall the definition of heroism and Nick Vujicic as an example of someone who embodied heroism of resilience. Conclude by highlighting some important traits of heroism and how the students can embody them.

Step 2: Recall that in grade 6, the students learned that in everything a person does, one can ask three essential questions about each action: what, how and why. Answering the “what” question provides the definition of what one does, while answering the “how” question provides the explanation of the method employed to accomplish a task or an action. The question “why” is the most fundamental and important. Answering the question “why” explains the purpose behind an act. Purpose gives us a reason for doing something and helps us consider the meaning behind our actions.

Recall the definition of purpose on the board:

Purpose: a reason why we do something

RECALL ALSO SOME EXAMPLES OF THE PURPOSE:

- The purpose of drinking water is to quench thirst
- The purpose of tools is to fix things
- The purpose of wearing warm clothes is to protect oneself from cold
- The purpose of having wings is to be able to fly, etc.

Ask the students to individually reflect on the purpose of different things that they do in life. Encourage them to think about the different things they do and have them write them in [The Personal Purpose](#) worksheet. Emphasize that if students are not sure about how to answer some questions, they can still try their best. The purpose of the exercise is to help students examine the reason and purpose of why they do certain things.

After students finish the exercise, ask for volunteers to share their answers. Since some statements may be personal, some students may not want to share, but encourage those who do to help provide inspiration and ideas. Be supportive in providing constructive feedback and comments to those who share their purposes. Encourage their classmates to do so as well.

Step 3: Explain that we can also distinguish between immediate and long-term goals of our actions. For example, if we know what we want to be in life, it will be easier for us to study and work hard to achieve it. Each of our actions has both an immediate purpose or the reason why we do it, as well as some higher goal or purpose. Reflecting on the higher goals and purposes of our actions is a prerequisite for reflecting well on the purpose of our everyday actions.

To improve the understanding of immediate and long-term purposes, divide the students into groups and ask them to work on the [Immediate and Higher Purposes Table](#). After groups finish their work, ask them to share the conclusions with the rest of the class and lead the class discussion on the basis of the Teacher Answer key.

Step 4: Examining our immediate, long-term and higher purposes can help us to become excellent. The purpose or “why” behind one’s actions is usually called a mission. In this lesson, the class will explore more of what this mission entails.

Write the vocabulary definition of a mission on the board:

Mission: one’s higher purpose or a goal

Personal mission involves reflecting on your talents and skills, what you are interested in and how you can help others with your abilities. A personal mission is a reason or purpose that gives meaning to what we do and is the motivating force in striving for excellence. It also directs our actions by providing the reasons to pursue one course of action and to avoid another. Personal mission can help us to overcome difficulties and practice resilience as we try and try again on our path to human excellence.

Ask the students to individually fill in their [Talent Identity Card](#). Once the students have finished filling in this worksheet, instruct them to write their responses in the circle with the corresponding letter on the next page in the [My Mission Circle](#) worksheet. If students have troubles with understanding the instructions, use the sample answers to help you explain the task.

After students finish the exercise, ask for volunteers to share their answers. Since some answers may be personal, some students may not want to share, but encourage those who do to help provide inspiration and ideas.

Step 5: Summarize. Recall the importance of having a mission in one’s life and repeat the definition of a mission. Remind students to consider the purposes of different actions and motivate them to think about the reasons why they do what they do. Recall the importance of personal mission in motivating students to persist in their habits of excellence.

FOLLOW-UP & HOMEWORK

Ask the students to complete [Interim Quiz 2](#) 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 be administered during the final class.

THE PERSONAL PURPOSE

Consider the purpose (the why) for each action. Then make it yours: how can you make this choice purposeful to you?

Example: *The purpose of studying: to retain the information taught at school.*

My purpose: *to improve my grades so that I can prove to myself that I'm capable.*

1. *The purpose of eating healthy:*
My purpose:
2. *The purpose of going to sleep on time:*
My purpose:
3. *The purpose of not talking back to teachers:*
My purpose:
4. *The purpose for exercising:*
My purpose:
5. *The purpose of taking care of friends:*
My purpose:
6. *The purpose of listening in class:*
My purpose:
7. *The purpose of not talking back to parents:*
My purpose:
8. *The purpose of developing perseverance:*
My purpose:
9. *The purpose of creativity:*
My purpose:
10. *The purpose of doing good and useful things when I do not feel like doing them:*
My purpose:

11. *The purpose of having the power of creativity:*
My purpose:

12. *The purpose of being kind to others:*
My purpose:

13. *The purpose of not gossiping:*
My purpose:

14. *The purpose of doing good and useful things when I do not feel like doing them:*
My purpose:

15. *The purpose of trying again even when you fail:*
My purpose:

The Personal Purpose – example

Below are some sample answers.

1. *My purpose of studying:* to become smarter and get better grades, so I can enter a good high school.
2. *My purpose of eating healthy:* to become healthy and fit.
3. *My purpose of going to sleep on time:* to have energy and feel better.
4. *My purpose of exercising:* to build my muscles and move my body.
5. *My purpose of taking care of my friends:* to respect their dignity and make them feel better.
6. *My purpose of listening in class:* to learn more.
7. *My purpose of not talking back to parents:* to be respectful of them as my parents.
8. *My purpose of having freedom to choose:* to make excellent choices and become excellent myself.
9. *My purpose of having the power to think:* to be able to think excellently and be intelligent.
10. *My purpose of developing perseverance:* to achieve goals that are important to me.
11. *My purpose of having the power of creativity:* to solve difficult problems /to create art.
12. *My purpose of being kind to others:* to respect their dignity.
13. *My purpose of not gossiping:* not to hurt them and make them feel sad.
14. *My purpose of doing good and useful things when I do not feel like doing them:* to become excellent in those things.
15. *My purpose of trying again when I fail:* to accomplish goals I set for myself.

IMMEDIATE AND HIGHER PURPOSES

For each action, determine its immediate and higher purpose.

Action	Immediate purpose	Higher purpose
Studying for an exam.		
Going to sleep on time.		
Putting the phone away while studying.		
Stopping myself when I want to make an insulting joke.		
Getting into a good college and getting a good job.		

Immediate and Higher Purposes – example

Action	Immediate purpose	Higher purpose
Studying for an exam.	Getting a better grade.	To learn and become smarter.
Going to sleep on time.	Be more rested in the morning.	Become healthier and develop healthy habits.
Putting the phone away while studying.	Study better and earn a better grade.	Improve focus and cognitive abilities.
Stopping myself when I want to make an insulting joke.	Not making another person feel bad.	Being better and kinder to others and having more excellent friendships.
Getting into a good college and getting a good job.	Be successful and earn well.	To help others and make the world a better place.

TALENT IDENTITY CARD

Name:

Section I:

- (A) People always tell me I am good at:
- (B) The subject I enjoy the most in school:
- (B) I like to spend time by doing:
- (C) The profession I admire the most:
- (C) In the future, I would like to help others by:
- (A) The thing that I find easy and most of the other people find it hard:
- (B) The time passes so quickly when I am doing:
- (C) The very important problem in the world that I would like to help solving:
- (A) I can learn very fast everything connected to:
- (A) I feel confident when I am doing:
- (C) The issue I care the most about:
- (B) I feel great after doing:

Now, copy your answers from Section I in the circle with the corresponding letter (e.g. If people always tell you that you are good at sports, you should write "sports" in the circle with the letter A).

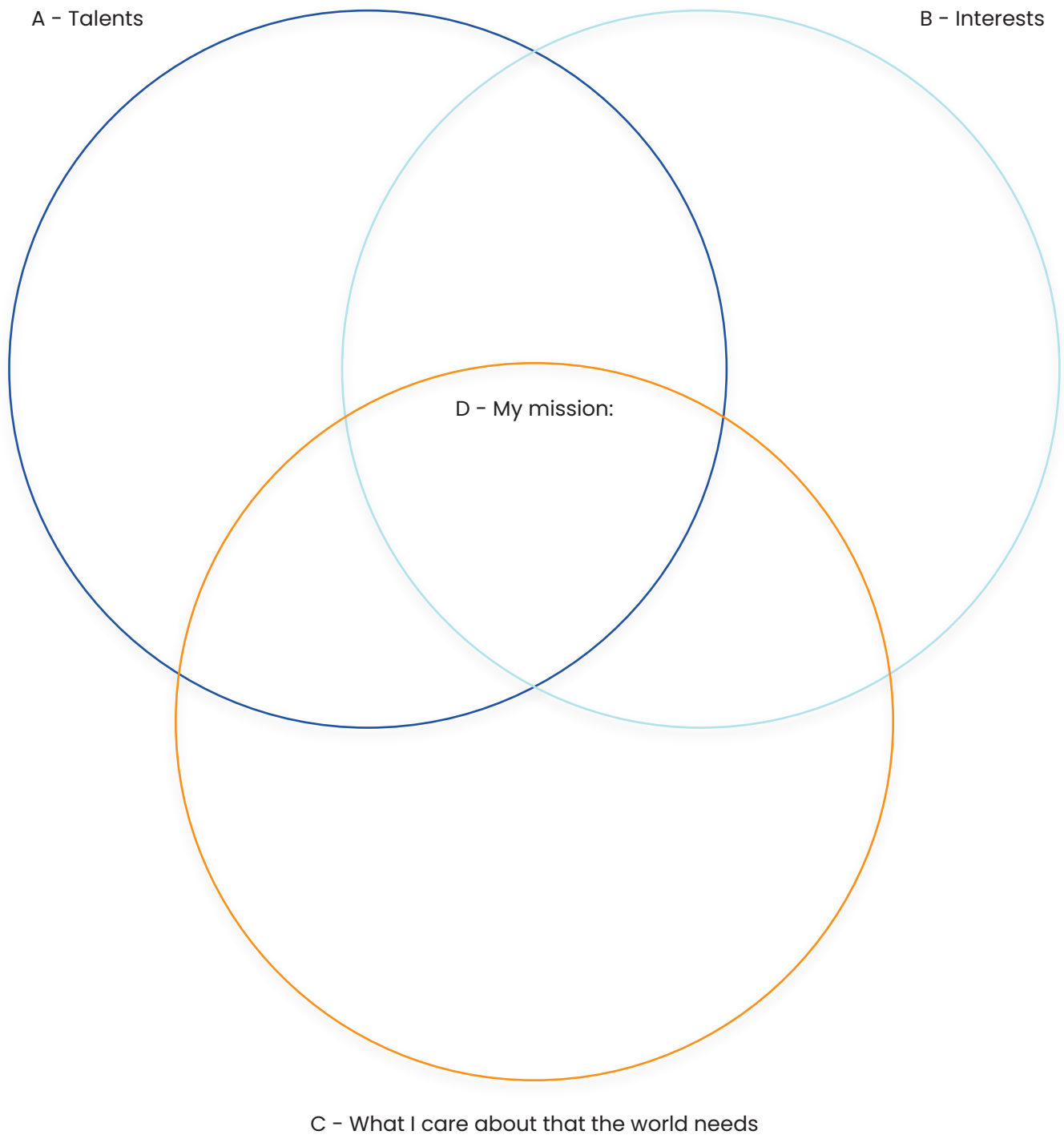
Talent Identity Card – example

Name:

- (A) People always tell me I am good at: **explaining things**
- (B) The subject I enjoy most in school: **math**
- (B) I like to spend time by: **solving puzzles**
- (C) The profession I admire the most: **teachers**
- (C) In the future, I would like to help others by: **helping them to become better and happier**
- (A) The thing that I find easy, but most other people find hard: **studying**
- (B) Time passes quickly when I am: **playing problem-solving video games**
- (C) The very important problem in the world that I would like to help solve: **child hunger**
- (A) I am very quick in understanding: **math**
- (A) I feel confident when I am: **taking tests in school**
- (C) The issue I care the most about: **child hunger**
- (B) I feel happy after: **making inventions**

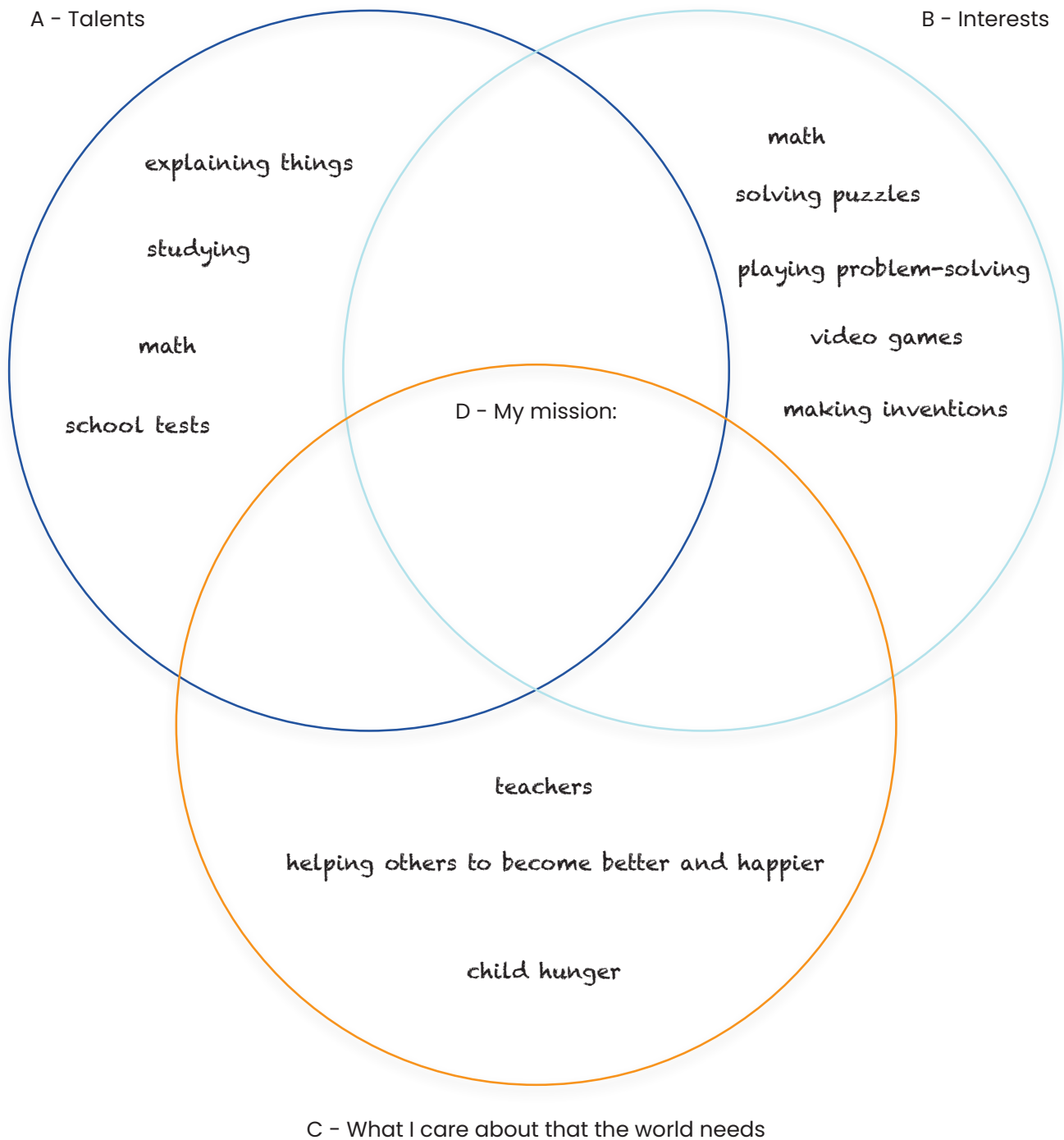
Now, copy your answers in the circle with the corresponding letter (e.g. if people always tell you that you are good at sports, you should write “sports” in the circle with the letter A).

MY MISSION CIRCLE



Did you discover where your talents and interests overlap with what you care about changing in the world/what the world needs? If so, congratulations! You have found your mission!

My Mission Circle – example



Congratulations! You have found your mission! That could include being a teacher, researcher or inventor who could help to solve the problem of child hunger or a cure for cancer!

INTERIM QUIZ 2**True/false questions**

1. T / F Art can express parts of reality that are impossible to express by definitions and scientific formulas alone.
2. T / F Habits of excellence are reserved for a chosen few.
3. T / F Friendship of utility is usually unstable.
4. T / F Heroism involves sacrificing for others.
5. T / F The higher purpose of studying is to get a better grade.

Essay questions

6. What is the difference between friendship of utility and friendship of excellence?

For each answer, write the correct question

For example, if the answer is "The first letter of the alphabet", the question is "What is the letter A?". Or, if the answer is "A gel dentifrice used in conjunction with a toothbrush to help clean and maintain the aesthetics and health of teeth", the correct question is "What is a toothbrush?"

7. Behaviors acquired through regular practice which make it easier to do something.
8. An ability to recover from or adjust easily to misfortune or change.
9. Expression of human creativity, appreciated for its beauty.
10. Possessing habits of excellence.
11. One's higher purpose or goal.

Multiple choice questions. (There can be more than one correct answer)

12. Nick Vujicic embodied heroism of resilience by:
 - a) Being grateful
 - b) Never giving up
 - c) Having no arms and legs
 - d) Despairing
13. Which of the following are higher purposes and not immediate ones:
 - a) The purpose of getting a good job is to have a lot of money.
 - b) The purpose of going to sleep on time is to become healthier and develop healthy habits.
 - c) The purpose of studying is to learn and exercise your brain.
 - d) The purpose of developing skills and talents is to help others and make the world a better place.
14. Which of the following applies to friendship of excellence:
 - a) It is more durable than other types of friendship.
 - b) It is very easy to build.
 - c) It involves supporting the friend in need.
 - d) It involves treating friends as objects.
15. Which sentence is true:
 - a) Art enables us to see the deeper meaning of reality.
 - b) Art is an expression of human creativity.
 - c) Art can be beautiful or ugly, it doesn't really matter.
 - d) Art is anything art experts say it is.
16. Which of the following is a habit of excellence:
 - a) Making hurtful jokes
 - b) Perseverance
 - c) Laziness
 - d) Resilience
17. What are the common traits of resilient people:
 - a) They see failures and mistakes are opportunities for learning .
 - b) They believe that things will always go wrong.
 - c) They have learned to be grateful for all good things in life, big and small alike.
 - d) They always manage to find something positive in difficult situations.

18. Which of the following applies to heroism:
- a) It is developed through the everyday practice of excellent choices.
 - b) It is reserved for a small number of people.
 - c) It involves never making mistakes
 - d) It is enhanced by excellent friendships.

Interim Quiz 2 – Answer Key for the teacher

1. T
2. F – everyone can acquire habits of excellence.
3. T
4. T
5. F – this is an immediate, not a higher purpose.
6. Friendship of utility is a situation where one person is being friends with the other to get something from them. For example, someone becomes a friend with another person who is popular to become popular himself. This is the least good type of friendship since the other person is treated as an object for the sake of gaining some personal advantage. It is also very unstable – when one stops getting something from the other, they stop being friends. Friendship of excellence exists when friends want to pursue excellence together. In a friendship of excellence, friends always respect each other's dignity and treat each other as subjects. They never use the other person for their own personal advantage or pleasure. This friendship is more durable, since friends remain close even in difficult times and support each other. Only friendship of excellence can be called true friendship.
7. What are habits?
8. What is resilience?
9. What is art?
10. What is heroism?
11. What is the mission?
12. a), b)
13. b), c), d)
14. a), c)
15. a), b)
16. b), d)
17. a), c), d)
18. a), d)

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 Trivia Quiz
- Final Evaluation

VOCABULARY

- No new vocabulary.

PROCEDURE

Step 1: Ask the students if they have completed [Interim Quiz 2](#). Ask them if some of the questions were difficult and help clarify the answers.

Step 2: Tell the students that the main focus of the class will be the [Final Trivia Quiz](#).

Divide the students into a maximum of four groups. Students should name their groups after a hero and explain their choice to the rest of the class. The groups will compete against one another to answer the questions correctly. Lead the quiz by using the Final quiz worksheet. The objective of the quiz is to review the main ideas from previous lessons. Set a timer for 10 minutes (add 2 minutes as necessary for the class).

After the time runs out, have each group swap their Final Trivia answer sheets. Read the correct answers aloud and have each group mark and tally the points for another team. After the points have been tallied, announce the Trivia winners.

Step 3: Ask students to fill out the [Final Evaluation](#) and leave their evaluations on the teacher's desk. Offer closing remarks and thank students for participating in the Human Dignity Curriculum.

FINAL TRIVIA QUIZ

True or False. Circle T for true or F for false. Each correct answer is worth 1 point.

1. T / F Poor and disabled people have the same human dignity as others.
2. T / F Humans share the powers to think and choose with animals.
3. T / F “Intrinsic” means that everyone has human dignity.
4. T / F Objects have dignity like subjects, but to a lesser extent.
5. T / F Facts are often based on hearsay or gossip.
6. T / F Art can express the parts of reality which are impossible to express by definitions and scientific formulas.
7. T / F Habits of excellence are reserved only for the chosen few.
8. T / F Friendship of utility is usually unstable.
9. T / F Heroism involves sacrificing for others.
10. T / F The higher purpose of studying is to get a better grade.

Respond in writing. Each correct answer earns 3 points.

11. What is the difference between friendship of utility and friendship of excellence?

12. What is the difference between freedom for excellence and freedom of indifference?

Jeopardy Style. For each answer, write a statement in the form of a question, e.g. "What is..."

For each correct answer earn 1 point, for each incorrect answer lose 2 points.

13. The human ability to knowingly select between options.
14. Using one's freedom to make excellent choices.
15. Valuing persons for their intrinsic worth.
16. A system in which things are arranged above and below one another according to their importance or perfection.
17. The universal, intrinsic, and inalienable value of human persons.
18. The human ability to know and connect ideas.
19. Behaviors acquired through regular practice which make it easier to do something.
20. An ability to recover from or adjust easily to misfortune or change.
21. Expression of human creativity appreciated for its beauty.
22. Possessing habits of excellence.
23. One's higher purpose or a goal.

Multiple Choice. Choose the correct answer. There can be more than one correct answer.

GAME A:

24. Subjects we should:
- a) Use for our pleasure or benefit
 - b) Value for their intrinsic worth
 - c) Respect
 - d) Buy or sell
25. Nick Vujicic embodied heroism of resilience by:
- a) Being grateful
 - b) Never giving up
 - c) Having no arms and legs
 - d) Despairing
26. Which of the following are facts:
- a) Studying is boring.
 - b) Smoking is bad for health.
 - c) $2+2=4$
 - d) I sometimes feel like gossiping, so it is ok to do it.
27. Inalienable means that:
- a) All persons have dignity
 - b) No one can take dignity away from us
 - c) Dignity is with us our entire life
 - d) Dignity is not earned
28. Which of the following applies to friendship of excellence:
- a) It is more durable than other types of friendship
 - b) It is very easy to build
 - c) It involves supporting the friend in need
 - d) It involves treating friends as objects
29. Which sentence is true:
- a) Art enables us to see deeper meaning of reality
 - b) Art is expression of human creativity
 - c) Art can be beautiful or ugly, it doesn't really matter
 - d) Art is anything art experts say it is art
30. Which of the following is a habit of excellence:
- a) Making hurtful jokes
 - b) Perseverance
 - c) Laziness
 - d) Resilience

Multiple Choice. Choose the correct answer. There can be more than one correct answer.

GAME B:

31. What are the common traits of resilient people:
 - a) They see failures and mistakes as opportunities for learning
 - b) They believe that things will always go wrong
 - c) They have learned to be grateful for all good things in life, big and small alike
 - d) They always manage to find something positive in difficult situations
32. Which of the following applies to heroism:
 - a) It is developed through the everyday practice of excellent choices
 - b) It is reserved only for a small number of people
 - c) It involves never making mistakes
 - d) It is enhanced by excellent friendships
33. Mark the true sentences about human dignity:
 - a) We have it just by being human
 - b) We receive it from our parents
 - c) It is given to us by society
 - d) It is connected with social status
34. Which of the following are opinions:
 - a) My mom is the best in the world.
 - b) The USA has more than 300,000 citizens.
 - c) All persons have dignity.
 - d) Vanilla is much more delicious than chocolate.
35. Which of the following is true:
 - a) Subjects we can love, objects we can only like.
 - b) Objects can be bought or sold.
 - c) We should have respect for the dignity of objects.
 - d) Pets are subjects.
36. Which of the following are higher purposes and not immediate ones:
 - a) The purpose of getting a good job is to have a lot of money.
 - b) The purpose of going to sleep on time is to become healthier and develop healthy habits.
 - c) The purpose of studying is to learn and become smarter.
 - d) The purpose of developing skills and talents is to help others and make the world a better place.
37. Human dignity is:
 - a) Inalienable
 - b) Intrinsic
 - c) Universal
 - d) Tied to success

Final Trivia Quiz – Answer Key for the Teacher

1. T
2. F – only humans have powers to think and choose.
3. F – it means that human dignity is within us our entire life.
4. F – objects do not have dignity.
5. F – opinions can be based on gossip and hearsay, not facts.
6. T
7. F – everyone can acquire habits of excellence.
8. T
9. T
10. F – this is an immediate, not a higher purpose.
11. Friendship of utility is a situation where one person is being friends with the other to get something from them. For example, someone becomes a friend with another person who is popular to become popular himself. This is the least good type of friendship since the other person is treated as an object of getting some advantage from them. It is also very unstable – when one stops getting something from the other, they stop being friends. Friendship of excellence happens when the friends want to pursue excellence together. In a friendship of excellence, friends always respect each other's dignity and treat each other as subjects and never use the other person for their advantage or pleasure. This friendship is more durable, friends remain close even in difficult times and support each other. Only friendship of excellence can be called true friendship.
12. Freedom of indifference says that to be free means simply that we can choose whatever we want. With freedom of indifference, it doesn't really matter which choice we make. We are truly indifferent to which choice we will make as long as we can make the choice. Choice can be anything, good or bad, excellent or non-excellent. On the other hand, freedom for excellence says that we will be truly free only if we always choose what is excellent. This means that we can be truly free only when we constantly choose that which is true and good.
13. What is the power to choose?
14. What is freedom for excellence?
15. What does it mean to treat persons as subjects?
16. What is hierarchy?
17. What is human dignity?
18. What is the power to think?
19. What are habits?

20. What is resilience?
21. What is art?
22. What is heroism?
23. What is the mission?
24. b), c)
25. a), b)
26. b), c)
27. b)
28. a), c)
29. a), b)
30. b), d)
31. a), c), d)
32. a), d)
33. a)
34. a), d)
35. a), b)
36. b), c), d)
37. a), b), c)

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. Some people do not have human dignity.

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. Real-life heroes really do exist.

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

10. Art can express deeper dimensions of reality.

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

11. Some opinions can be correct, while others are not.

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

12. People with disabilities have less dignity than other people.

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

13. Good friends should not talk behind each other's back.

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

Behaviors

14. I can distinguish between facts and mere opinions when I hear or read something.

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

15. Sometimes I intentionally hurt other people.

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

16. I am grateful for all good things in life.

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

17. I sometimes use others to gain something from them.

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

18. I tend to recover quickly from misfortune.

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

19. I support my friends in difficult situations.

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

20. It is important to me to know the purpose of the things I do.

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

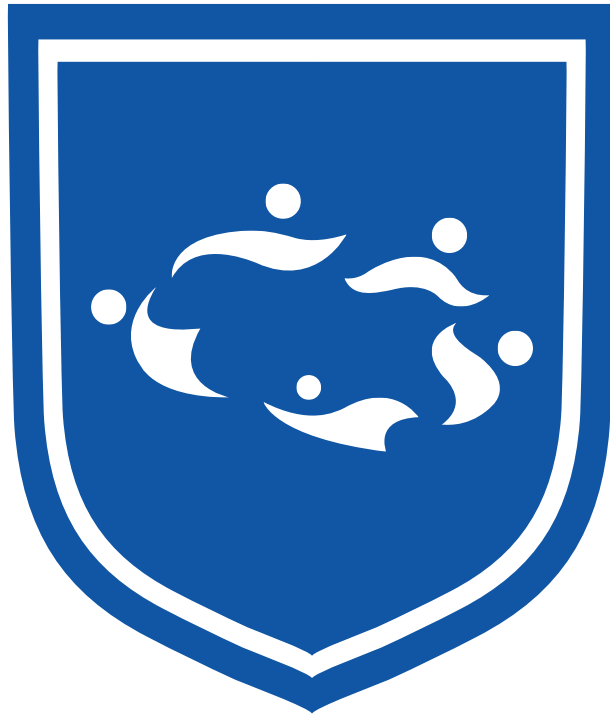
21. I easily adjust to change.

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

Teacher

22. Did the teacher of the Human Dignity Curriculum explain the content in a clear and effective way?

23. 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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