



**World Youth Alliance
Human Dignity Curriculum**

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

MATERIALS & RESOURCES

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

VOCABULARY

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

PROCEDURE

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

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

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

STAND UP, SIT DOWN GAME

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

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

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

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

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

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

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

Write the definition of Hierarchy on the board:

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

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

The correctly filled table should look like the one below:

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

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

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

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

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

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

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

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

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

SUPPLEMENTARY MATERIALS

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

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

FOR REVIEW

THINK YOU CAN

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

HNKIT _____ NPLAT _____

COEOSH _____ TEA _____

UNMAH _____ WROG _____

SOREPW _____ CRRDEUPOE _____

AANIML _____ SSESNE _____

VOME _____ EFLE MEOITSNO _____

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

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

There once was a _____ with _____
UNMAH SOREPW

to _____ and to _____ every hour!
HNKIT COEOSH

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

'Til the rain poured all night with cold showers.

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

There once was a HUMAN with POWERS

to THINK and to CHOOSE every hour!

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

'Til the rain poured all night with cold showers.

Lesson 3: Human Dignity

PURPOSE

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

LEARNING OBJECTIVES

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

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

MATERIALS & RESOURCES

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

VOCABULARY

Human Dignity: the special value of every human person

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

PREPARATORY MATERIAL

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

PROCEDURE

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

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

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

After finishing the game, ask students the following questions:

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

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

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

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

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

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

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

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

Write the definition of Human Dignity on the board:

Human Dignity: the special value of every human person

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

Write the three characteristics of human dignity on the board:

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

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

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

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

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

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

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

SUPPLEMENTARY MATERIAL

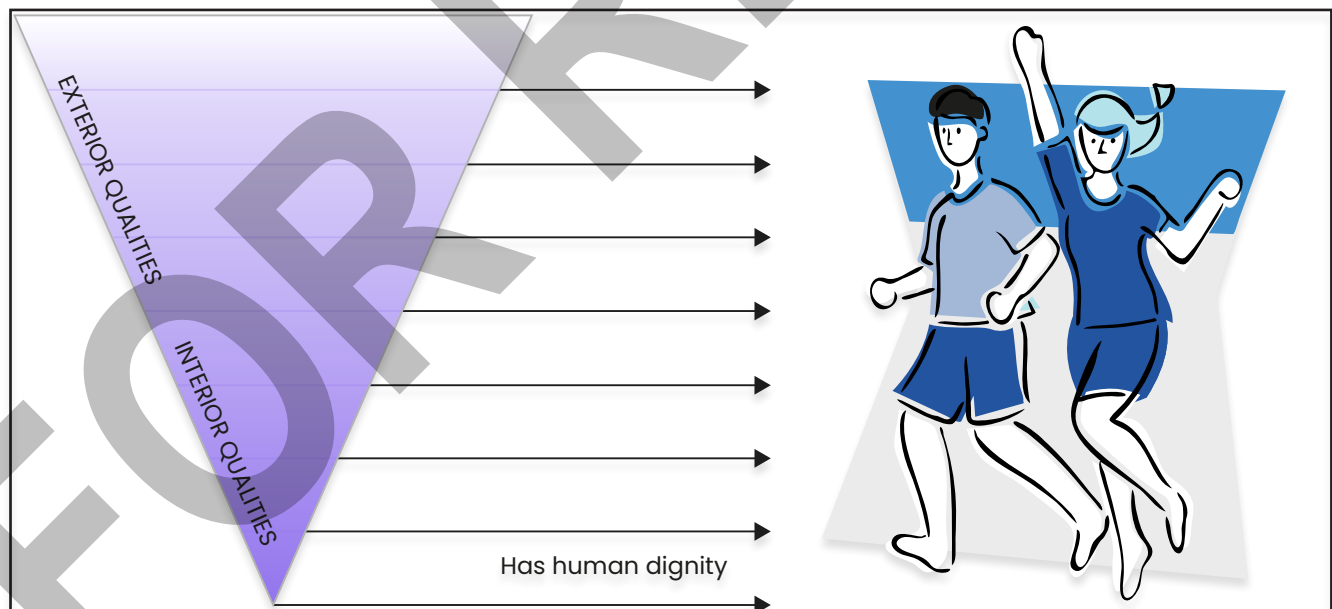
To help students recognize when human dignity is being respected or disrespected, have students complete the worksheet [Cases of Dis/Respecting Dignity](#) for homework.

INTERNAL VS EXTERNAL QUALITIES

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

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

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

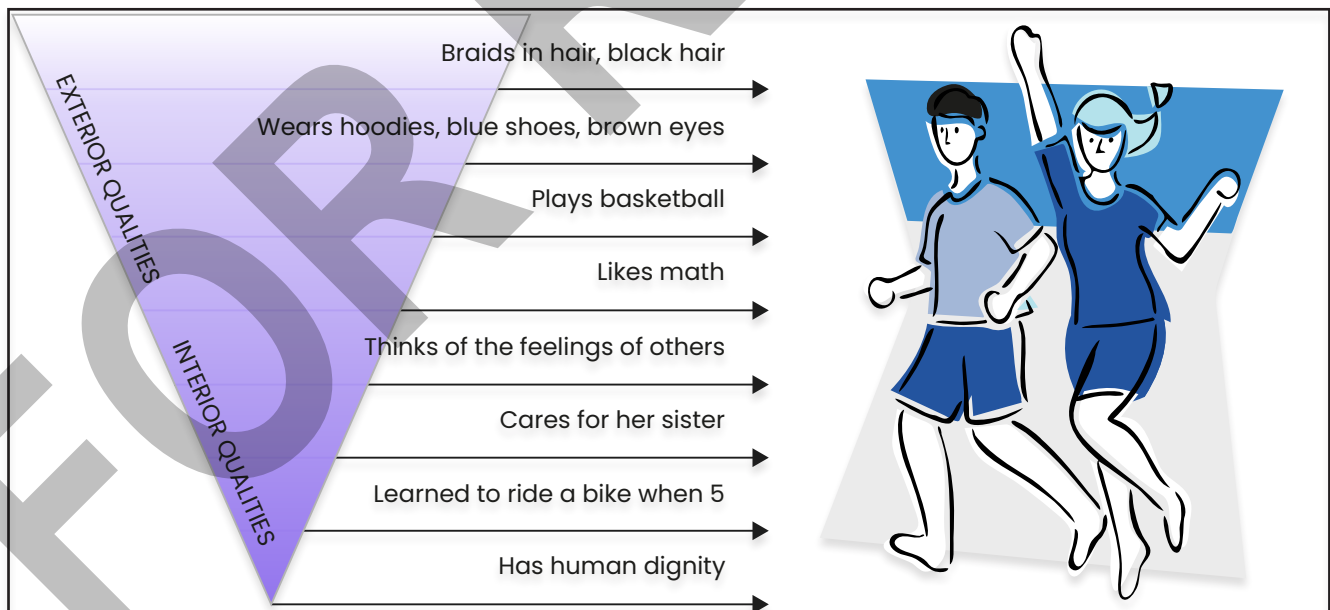


Internal vs External Qualities - example

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

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

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



CASES OF DIS/RESPECTING DIGNITY

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

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

6. **Making a cake and sharing it with your siblings.**
7. **Putting an embarrassing photo of a friend on social media.**
8. **Ignoring your teacher when they ask you a question.**
9. **Encouraging a friend when they are feeling down or unmotivated.**
10. **Taking something from a friend without asking.**

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

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

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

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

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

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

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

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

5. Helping a classmate with their schoolwork.

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

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

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

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

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

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

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

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

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

10. Taking something from a friend without asking.

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

Lesson 4: Subjects vs. Objects

PURPOSE

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

LEARNING OBJECTIVES

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

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

MATERIALS & RESOURCES

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

VOCABULARY

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

PROCEDURE

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

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

Subjects	Objects

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

SUBJECTS: Parents, Classmates, Teachers, Neighbors

persons who are homeless

Person who works at the grocery store

OBJECTS: Computers, pens, clothing, vehicles, jewelry

Fruits, trees, grass, flowers, grain, etc.

Dogs, cats, cattle, horses, fish, etc.

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

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

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

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

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

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

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

Write on the board:

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

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

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

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

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

SUPPLEMENTARY MATERIAL

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

FOR REVIEW

Subject or Object Sleuth

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

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

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

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

Answer:

subject-subject

subject-object

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

8. "She doesn't really ask about how I feel. It's always about her."
subject-subject **subject-object**
9. "How much did you get from him for your birthday?!"
subject-subject **subject-object**
10. "My Grandparents don't have a lot of money. For my birthday they said they'd take me out to dinner but I said I'd be just as happy with a home cooked meal."
subject-subject **subject-object**
11. "She's my best friend because she buys me something when I go shopping with her."
subject-subject **subject-object**
12. "He always asks what I think is the best decision, instead of telling me what to do."
subject-subject **subject-object**
13. "You're going to leave me, after all I've done for you? I basically own you."
subject-subject **subject-object**
14. "He said that if I really worked at school and got my grades up that I could go to college."
subject-subject **subject-object**
15. "It doesn't matter what clothes he wears; he's just such a great person to be around!"
subject-subject **subject-object**

Subject or Object Sleuth - Answer Key for the Teacher

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

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

FOR REVIEW

SUBJECT/OBJECT THEATER

SCENE 1: Four friends are playing video games.

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

Taylor: No, I want to keep playing.

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

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

John: That's not true.

Sawyer: Yeah right, just admit that you suck.

Tim: Or he's afraid of the dark.

Taylor: Don't cry!

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

PAUSE SCENE

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

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

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

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

Danielle: I don't do homework.

(Ashley and Scott laugh.)

Scott: That's why you're failing.

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

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

Scott: I'd hate to be a nerd.

PAUSE SCENE

SCENE 3: Tina Leaves Her Phone on Her Desk

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

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

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

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

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

Luke: Is that Tina's phone?

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

Luke: What did she write?

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

Luke: Screenshot them and send them to me!

Suzy: Let's ...

(Tina walks in the classroom)

PAUSE SCENE

Subject/Object Theater – Teacher’s Prompts

SCENE: 1

PAUSE SCENE

Teacher’s Prompt for Class:

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

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

SCENE: 2

PAUSE SCENE

Teacher’s Prompt for Class:

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

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

SCENE: 3

PAUSE SCENE

Teacher’s Prompt for Class:

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

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

START-STOP WORKSHEET

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

This class solemnly decides to STOP doing the following things:

STOP	
1	
2	
3	

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

START	
1	
2	
3	

Signatures of classmates:



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