

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

- Who am I? Game
- Topics of the HDC
- Introductory Questionnaire
- Human Beingo

VOCABULARY

- No new vocabulary

PROCEDURE

Step 1: Start the lesson by introducing yourself and playing the [Who am I?](#) ice breaker game with the students. Ask each student to write down on a piece of paper a sentence describing themselves. This could be about something they love to do, how many siblings they have, or a fun fact. Have students take turns acting out the sentence they wrote down in front of the class without using words. The rest of the class should try to guess what the student wrote, and once someone guesses correctly, their turn is up and the next student goes.

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 academic courses, students mostly learn about the world around them. In this course, we will have the opportunity to learn about ourselves. 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 learn how to become excellent. If someone can truly live excellence in what they do, they can become excellent as a person. Over the course of the following lessons, we will explore what this means.

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

Explain that the curriculum will deal with the following topics:

1. Human dignity: the special value of every human person
2. Hierarchy of being: what makes humans special compared to all other living beings
3. Subjects vs. objects: how to treat everyone (including oneself) with respect
4. Power to think: how to develop excellent critical thinking habits
5. Freedom for excellence: how to make excellent choices and become excellent
6. Creativity: learning to creatively solve even the most difficult problems
7. Friendship: developing excellent friendships
8. Habits of excellence: developing habits which would make us excellent
9. Heroism: learning about persons who are excellent and learning from them
10. The Mission: how to find the purpose in everything that one does

Tell the students that there will be a fun final quiz at the end of the course.

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

Step 5: Give students the [Human Beingo Worksheet](#) and ask them to play the game. Have the students mingle in order to find a person in the class who fits one of the characteristics written on the cards. The student who is the first to fill their bingo card wins.

Step 6: Summarize. Review the purpose of the course and the main topics the students will learn about. Note that in the next class the topic is human dignity.

TOPICS OF THE HDC

Human Dignity	Geography	Freedom
Happiness	Art and culture	Heroism
Friendship	Treating others with respect	Kindness
Becoming excellent	Finding purpose	Good manners
Forming excellent habits	Obeying rules	Critical thinking
Sharing cheats for video games	Courtesy	Health
What makes me special	Grammar	Creativity

Introductory Questionnaire

A. Expectations

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

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

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

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

Introductory Questionnaire

B. Competencies

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

B.1. Opinions and values

5. Freedom means being able to do what I want.

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

6. Not everyone has dignity.

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

7. Humans are special compared to plants and animals.

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

8. Heroes exist in real life.

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

9. Human creativity can solve even the most difficult problems.

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

10. It is good to listen to the advice of people with more experience.

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

Introductory Questionnaire

11. Poor people 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

12. Good friends should not gossip about one another.

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

B.2. Behavior

13. When other people disagree with me, I tend to consider if I might be wrong.

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

14. I sometimes speak badly of others when they're not around.

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

15. When I make decisions, I consider the consequences of my actions.

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

16. 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

17. When I decide to do something, I usually stick to it.

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

Introductory Questionnaire

18. 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

19. I tend to consider the purpose of the things that I do.

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

20. I do not treat some classmates with respect because they do not deserve it.

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

THE HUMAN BEINGO

Find someone who...

Plays a musical instrument	Loves to read	Hates mornings	Wears socks in bed
Is a good swimmer	Broke an arm	Snores	Has a brother
Is very funny	Has a sister	Is good at sports	Can type extremely fast
Favorite color is blue	Likes math	Always helps everyone	Listens to rock music
Has the longest name	Is the tallest in class	Has seen a mouse	Likes art