



PURPOSE

To help students understand that giving of themselves is the ultimate way to respect their own and others' human dignity.

LEARNING OBJECTIVES

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

1. Distinguish examples of giving from using.
2. Give of themselves to respect another's human dignity.

MATERIALS & RESOURCES

- project materials (collage or construction paper, scissors, gluesticks, etc.)
- ***Happening is helping others*** video (<https://www.youtube.com/watch?v=zcrulov45bl>)
- Supplemental materials:
 - ***Heroes Tribute: Jorge Munoz, CNN*** video (<https://youtu.be/WOsK89NFLM?t=1m28s>)
 - ***The Angel of Queens, KarmaTube*** video (<http://www.karmatube.org/videos.php?id=1606>)

VOCABULARY

- **self-gift:** sharing one's self with another without expecting anything in return
- **use:** to do something for our own purpose

PROCEDURE

Advance Preparation:

- **Step 3** of this lesson plan requires some advance preparation for the students' craft. Teacher should cut out flower centers from collage paper in one color, and then prepare flower leaves (square-shaped, for students to round out themselves) in collage paper of other colors.

Step 1: Review the previous lessons. Repeat the *Dignity Song*. With time constraints, focus on a handful of students before moving on.

Then ask student volunteers to report on their experiences of showing kindness to a student who is not their friend.

Step 2: Introduce the difference between giving and using.

Explain: There are two ways to think about how we interact with other people. We can either give of ourselves to people, or we can use them. We give ourselves when we respect human dignity—for example, when we give a hug to our friend who fell during recess and hurt her knee. We *use* other people when we do something selfish or disrespectful.

Show students the *Happening is helping others* video. Ask students to list all instances they see of gift.

Once the video is done, ask:

- How did the man practice self-gift?
- Did his actions respect other people’s dignity?
- How did the people who received his gift feel?
- What are ways to imitate him?

With the last question, write on the board, and ask students to brainstorm a list.

Practice. Divide the classroom into two sections—the “Gift” and the “Use” sections. Explain to the students that you will read a list of actions, and they should stand in the “Gift” section if the action is an example of self-gift, or in the “Use” section if the action is an example of use.

- always letting another student take the first place in line [gift]
- calling your grandma on her birthday [gift]
- pretending to be another person’s friend so they choose you for their kickball team [use]
- bringing your teacher an apple [gift]
- stealing another person’s pencil [use]
- apologizing for a mistake [gift]
- telling our parents how much we love them [gift]
- doing something just to get another person’s attention [use]

With each action called, pause to ask students:

- Why did you choose “gift” or “use”?
- Is this action respectful or disrespectful? Why?

Explain: The best way to respect our own dignity, and the dignity of other people, is to give ourselves—to share ourselves without expecting anything in return.

Step 3: Help students give of themselves in respect of theirs and another’s human dignity.

Hand students flower centers cut from collage paper, and then give them a choice between colors/prints, for a total of six petals each. Each student should also receive green paper with which to make a stem and leaves for their flower.

Walk students through rounding out the edges of the square-shaped petals, then gluing them to the center, and then adding a stem and its leaves, until they’ve put together an entire flower.

Step 4: Summarize: Today we have taken the next step in understanding what respect for human dignity actually looks like in our relationships and encounters with others. This respect is always a gift given and received in our relationships with others.

FOLLOW-UP & HOMEWORK

Ask students to give away their flower to someone to whom they are thankful.

SUPPLEMENTS

Supplement 1: Share the story of “the Angel of Queens” to showcase a life of heroic kindness and generosity.

Show the [Heroes Tribute: Jorge Munoz, CNN](#) video to start then summarize:

Jorge Munoz lives in Queens, New York. In the early mornings, he rises to work as a school bus driver. One morning, while driving the school bus, he saw a group of unemployed men on a street corner in Queens, New York, who would go hungry if they were unable to find work—and he realized he could help them by bringing them food.

He decided to draw his entire family into an undertaking that has resulted in work he calls his “second job,” work that has him considered a local hero. Every day, his family makes food to serve the homeless in Queens—setting aside family funds and time to make possible this service. He has served 70,000 meals and counting through his work.

Supplemental Activity:

- Show [The Angel of Queens, KarmaTube](#) video for more context, if time permits.

Discussion questions:

1. How does Jorge give of himself?
2. What are ways we can imitate his generosity and kindness?