



PURPOSE

To introduce human dignity as our special value as human persons.

LEARNING OBJECTIVES

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

1. Understand **human dignity** as the special value of human persons.
2. Explain that all persons have dignity.

MATERIALS & RESOURCES

- box with a mirror inside
- **Very Valuable** sign (see Materials)
- **"I Am" Game** list (see Materials)
- **Dignity Song** lyrics (see Materials)
- **Dignity Self-Portrait** worksheet (see Materials)
- **Dignity Self-Portrait** outline (see Materials [for Preparatory Work])
- **Dignity Cut-Outs** worksheet (see Materials)
- Supplementary materials:
 - magazines

VOCABULARY

- **human dignity**: the special value of every human person
- **value**: worth or importance

PROCEDURE

Step 1: Introduce the course: During these lessons, we will answer three questions:

- (i) Who am I?,
- (ii) What can I do?, and
- (iii) Who can I become?

Once we understand who we are, and what we can do, we can start to make all the right choices in order to become the most excellent people that we can be.

Then introduce yourself. Share one or two moments from your life in which you knew—i.e., by what another person said or did—that you knew you were loved and important to them.

Step 2: Set the ground for human dignity. Place the box with the mirror, “The Very Valuable Box,” on the desk. Tape on the **Very Valuable** sign. The box should be closed. Explain: In the box, every one of us can see something that has special value. Do you want to see what is inside the box?

Every student should come, take a look inside, and return to his/her place silently, without telling the others what s/he saw. After the activity, ask:

- What did you see in the box?
- Do you think every one of us has a special value? Why or why not?
- What is this special value we can see in us and every human being?

Introduce human dignity, the core concept of the course. Explain: The most important thing about us that never changes is our **human dignity**.

Explain: Human dignity means that we share the same special power to both *just be* and to *become*. We all exist first! Then, because we are also special, unique people, we can become more and more of ourselves as we grow up! We will learn more about this during our class.

Step 3: Show the diversity among people with dignity.

Play the **“I Am” Game** with students. Read from the list one-by-one, and ask students to move to one side of the room if the statement read is true about them versus another side of the room if the statement is untrue.

Ask:

- What are some ways in which you are different from your classmates? [misc. answers, i.e., I am from India; I have six siblings; etc.]
- What are some ways in which you are the same? [misc. answers, i.e., I went to pre-K at the same school; my mom is a teacher; etc.]
- What are some things we all share? [i.e., kindergarten students, etc.]
- What is one thing we share with the whole world? [i.e., being human]

Step 3: Introduce human dignity, the core concept of the course. Explain: The most important thing about us that never changes is our **human dignity**.

Write the **Dignity Statement** on the board.

Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

To help students remember, teach them the ***Dignity Song***, and sing it to reflect on the dignity of each.

Explain: Human dignity means that we share the same special power to both *just be* and to *become*. We all exist first! Then, because we are also special, unique people, we can become more and more of ourselves as we grow up! We will learn more about this during our class.

Step 4: Prompt students to reflect on their own dignity.

Explain: Our first step in knowing who we are is knowing about our human dignity, which we share with all other humans. Let's draw a self-portrait—an image of ourselves—to reflect this dignity that we have!

Student should complete the ***Dignity Self-Portrait*** worksheet. They can cut out the three images of a human person with the ***Dignity Cut-Outs*** worksheet, then add the ***Dignity Self-Portrait*** outline of themselves. (One alternative would be to use magazines to create a collage of people.)

Step 5: Summarize.

Begin with a share-out:

- Do you have human dignity? [yes]
- Do I have human dignity? [yes]
- Does the principal have human dignity? [yes]
- Does a baby who can't talk yet have human dignity? [yes]

Explain: Today we learned that we have human dignity, our unique value as human persons. Dignity is a part of being human, so all humans share it. Once we know about our dignity, the next step to knowing who we are is learning about the things that we can do—about our powers!—and the ways we can use our powers to grow to be excellent people. We will learn more about these powers in the coming lessons.

FOLLOW-UP & HOMEWORK

The Human Person: Human Dignity

Human Dignity Curriculum – Grade 1 | Lesson 1

Ask students to take the *Dignity Self-Portrait* worksheet home and share it with the writer of their letter, as well as the rest of their family.



VERY VALUABLE: HANDLE WITH CARE



“I AM” GAME

Directions: Read the following list of characteristics. If the characteristics apply to the students, they should stand, and sit otherwise.

I like to wear pink nail polish.

I like to read.

I have three siblings.

I am wearing a t-shirt.

I am a sister.

I have no siblings.

I am a son.

I like to draw.

I am curious.

I am wearing a handband.

I am a sports player.

I am kind.

I am a musician.

I am adventurous.

I am a dancer.

I was born in the USA.

I am a girl.

I am a boy.

I am a student.

I am a human person.

I have dignity.



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DIGNITY SONG
to the tune of
Twinkle, Twinkle Little Star

Dignity is human worth
I know everyone has value

[Student Name] has human dignity
Just like you and you and me
Dignity is human worth
I know everyone has value*

*Repeat second verse for each different student.



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MY NAME IS _____, AND

I HAVE HUMAN DIGNITY!

A large, empty rectangular box with a blue border, intended for a student to draw or write.

