



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

- **Dear You** letters (see Materials [for Preparatory Work])
- **Line Up** game (see Materials)
- box with a mirror inside
- **The Dignity Song** lyrics (see Materials)
- **Dignity Self-Portrait** outline (see Materials [for Preparatory Work])
- **Dignity Self-Portrait** worksheet (see Materials)

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. Then hand each student their **Dear You** letter—a letter from their parent, another family member, a teacher, etc.,

that describes to them their own value and dignity. Give students some time to read and think about the letters that they have received.

Ask:

- How does your letter make you feel? Why?

Step 2: Set the ground for human dignity. Place the box with the mirror, “The Very Valuable Box,” on the desk. 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.

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 the dignity of each. You can point to the students as you sing their name to make the song more interactive. Encourage students to sing along.

Step 3: Show the diversity among people with dignity.

Play the **Line Up** game with students, as an opportunity to explore similarities and differences within the value each shares. Read from the list one-by-one, and ask students to line up at the front of the classroom when the read description applies to them.

Step 4: 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

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, using the photo or drawing of themselves that they brought to class as part of their preparatory work, and share it with the writer of their letter, as well as the rest of their family before returning it to class.



LINE UP GAME

Directions: Read the following list of instructions. Students should line up accordingly.

Line up in order of...

- **age:** oldest at the front, youngest at the back.
- **name, alphabetically:** A at the front, Z at the back.
- **height:** shortest at the front, tallest at the back.
- **birthdays:** first in the year at the front, last in the year at the back.
- **number of cousins:** least in the front, most in the back.
- **color of hair, alphabetically:** earliest letter at the front, latest letter in the back.
- **amount of hair:** least amount at the front, most in the back.

Note: Teacher should customize as s/he sees fit.



Human
Dignity
Curriculum

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.



MY NAME IS _____, AND

I HAVE HUMAN DIGNITY!

Human dignity is the unique value of every human person.

When is your birthday? _____ Where were you born? _____

List the members of your family. _____

List one way you are like your family members. _____

List one thing that makes you special. _____

Describe yourself in three words. _____

