



PURPOSE

To help students understand that the human person grows in solidarity with others.

LEARNING OBJECTIVES

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

1. Indicate three types of solidarity with others.
2. Recognize ways to grow in solidarity.

MATERIALS & RESOURCES

- *Friends on a Quest* handouts (see Materials)
- *Small Acts of Kindness* instructions (see Materials)

VOCABULARY

- **solidarity**: unity among people
- **family**: the most basic unit of society and the place where people first grow
- **friendship**: a connection between two people who choose excellence together

PROCEDURE

Step 1: Review the previous lessons. Write the three types of living beings on the board—plants, animals, humans—and ask the students to recall the powers for each of the living beings. Double-check understanding of the two unique human powers, to think and choose.

Then, depending on available time, either as a class or in groups of 4-5, ask students to share the way that they gave joy to another person using one of their gifts/talents/hobbies.

Step 2: Teach solidarity.

Ask students:

- Who taught you how to walk? Talk? Count? Read?
- Who do you tell when you're sad?
- Who can you talk to when you're hurting?
- Who should you ask when you need some help?
- With whom do you watch movies? Play in the park?

As students answer, write the three types of solidarity on the board:

- family
- friends
- classmates & teachers

Explain: A human person cannot become fully himself, cannot fully grow, without being in relationship with other people.

Ask students to complete the *Friends on a Quest* activity. Print enough handouts for each student to be able to compile one each of the five numbers in the activity, then mix them, handing each student five pieces of paper (even though, at the beginning of the activity, they may have repeating numbers). Their task is to work with their classmates to exchange individual numbers, until each student has one of each number, to combine to make a sentence: *Kindness opens every single door.*

Once all students complete the activity, ask:

- What about this activity was easy? Difficult?
- What did you have to do to work together?

Step 3: Help students commit to making acts of generosity and kindness as ways of growing in solidarity.

Write on the board:

- **kindness**
- **generosity**

Ask: What do these two words mean?

Explain: Two traits that we can develop, in practicing how to show respect, are the traits of kindness and generosity: being friendly to others, being considerate of them, and giving others what they need, even if it is more than what might be expected of us.

Propose to the students: Let's say that your sister drops her crayons all over the floor at home, and you go over to help her, but she says, "Go away—I don't want your help."

Ask:

- Can you show this person your kindness? How?
- Can you show this person your generosity? How?

- Will showing kindness and generosity help you grow in solidarity? Why or why not?

Explain: In order to grow in excellence, and in order to grow in solidarity with others in our life, we have to make the choices to demonstrate kindness, generosity, and respect for the dignity of others. Others help us grow, and as we grow, we will come to be able to help others grow, too.

Hand out one *Small Acts of Kindness* instruction to each student, and have them save it as part of their HDC binder or notebook. If time permits, ask students to gather into groups of 2-3 and share their instructions with each other.

Step 4: Summarize: This week, we looked at the way in which we, as individual people, live in relationship with others—ultimately, in solidarity with them. Two of the important ways in which we demonstrate this solidarity with others in our family, among our friends, and among our classmates and teachers is with generosity and kindness. As we show generosity and kindness to others, we grow in solidarity, and in excellence.

FOLLOW-UP & HOMEWORK

Ask students to repeat their *Small Acts of Kindness* instruction every day for the next week.

SUPPLEMENTS

No supplements.

1

KINDNESS

2

OPENS

3

EVERY

4

SINGLE

5

DOOR



Human
Dignity
Curriculum

Have a family round of shoulder massages.



Human
Dignity
Curriculum

Open the door for people entering a shop or restaurant.



Human
Dignity
Curriculum

Make a phone call to a friend or family member far away.



Human
Dignity
Curriculum

Feed some birds or ducks – or animals at your local zoo.



Human
Dignity
Curriculum

Bring hot cocoa to a neighbor.



Make "Be Happy" notes and put them in mailboxes.



Visit (or call) family or friends and help them with anything.



Hug your parents without a word for a reason.



Write "have a nice day" to your neighbor and put it into his mailbox.



Leave your friend secretly a candy on his/her school desk.



Leave a chocolate to your teacher on his/her desk
with a note "for my teacher".



Clean your living room without
saying anything to your parents.



Say something nice to your friend.



Say something nice to your brother/sister.



Say something nice to your parents.



Human
Dignity
Curriculum

Share a snack with a friend.



Human
Dignity
Curriculum

Let another go first in the grocery store or in the classroom.



Human
Dignity
Curriculum

Talk or play with a lonely friend or classmate.



Human
Dignity
Curriculum

Help an older person cross the street.



Human
Dignity
Curriculum

Draw a flower and leave it for the school principal.