



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. Recognize giving, versus using, as respectful of human dignity.

MATERIALS & RESOURCES

- **Thanks** worksheet (see Materials)
- **Thank You Note** worksheet (see Materials)
- scissors
- Supplemental materials:
 - **Heroes Tribute: Jorge Munoz, CNN** video (<https://youtu.be/WOsK89NFLLM?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
- **kindness**: being friendly or considerate
- **generosity**: being willing to give more of something, such as time or money, than is expected

PROCEDURE

Step 1: Review the previous lessons. Repeat with students the **Dignity Statement**, along with the sign language and gestures:

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

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

Finally, ask volunteers to report on their experience of showing kindness to a student who isn't their friend.

Step 2: Introduce the difference between giving and using.

Explain: We give of ourselves when we show respect for another person's 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 in order to achieve our own purpose—for example, when we try to be friends with someone only because they share their candy with us during lunch.

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"?
- Does this action show respect for your human dignity? Why or why not?
- Does this action show respect for the other person's dignity? Why or why not?

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. This recognizes the dignity they have. Because each person has human dignity (including ourselves!), we are worthy of being loved and are gifts for each other. When we start being in relationship with other people for the sake of some kind of purpose, rather than being in relationship with them out of a respect for their dignity, we use them. This is a fundamental disrespect of our own dignity, their dignity, and the excellence to be found in living in communion.

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

Ask them to complete the **Thanks** worksheet. On the left, they should write out a set of people to whom they are thankful and identify that for which they are thankful. Then, on the right, they should write a thank you note for one person from their list.

Upon completing, students should cut the worksheet in half.

If time permits, ask volunteers to share their thank you notes.

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 encounters, and one way by which we give it ourselves is by giving of ourselves while showing others in our life generosity and kindness.

FOLLOW-UP & HOMEWORK

Ask students to complete the note on their **Thanks** worksheet, to cut it from the worksheet, and to hand the note or mail it to the person 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?



Name: _____

THANKS

Directions: Write down the name of three people you can thank, then write down what you need to thank them for.

- **the person:** my aunt Molly
- **I'm thankful because:** she took me to the park

1.

- **the person:** _____

- **I'm thankful because:** _____

2.

- **the person:** _____

- **I'm thankful because:** _____

3.

- **the person:** _____

- **I'm thankful because:** _____

THANK YOU NOTE

_____ (date)

Dear _____,

**Today I wanted to write you a thank you note.
Thank you for...**

With thanks,

_____ (signature)