

DIGNITY EVERYDAY: WHAT WOULD YOU DO?

Everyday, we are confronted with situations that call for dignity. In this learning experience, students/participants work in small groups as they interact with a real case study, discuss how dignity plays a role, consider how they should respond, and determine how they will respond. Students/participants prepare answers to prompts and contemplate the concept of dignity using Donna Hicks' framework [Essential Elements of Dignity](#). The teacher/facilitator shares the real life outcome for the case study using video and/or text. Students/participants reflect on the video and connect it to their learning and their lives. This learning experience enriches students'/participants' understanding of dignity, provides them with a framework for living a life of dignity, and challenges them to be mindful of dignity's role in their daily interactions.

AGES 10+ | TIME 30 MIN

MATERIALS

TECHNOLOGY OPTION: Computers, internet access
Copies of Donna Hicks' [Essential Elements of Dignity](#)
Paper, pens/pencils, markers

DIRECTIONS

PONDER, SHARE: Students/participants get into small groups. The teacher/facilitator reads the real life scenario to the class. Students/participants have 2 minutes to

brainstorm what they should do in this scenario, and 2 additional minutes to brainstorm why they should do those things. Students/participants share their lists with their group members and modify their lists with good ideas they learned from their peers.

SCENARIO: *A boy named Nawwar fled Syria as a refugee, surviving a treacherous journey across the sea and over the mountains. He finally settled in Berlin and started at a*



new school. Imagine he is attending your school. The teacher introduces him and explains that he will be in your class. How do you respond?—adapted from [UNICEF Australia](#)

REVISE: The teacher/facilitator distributes copies of [Essential Elements of Dignity](#). Students/participants read the document in their small groups, and, with the [Essential Elements of Dignity](#) in mind, revisit their list, discuss what they should add, and why.

- **TECHNOLOGY OPTION:** Students/participants view the video.
- **TECHNOLOGY FREE OPTION:** Students read the video transcript. They check items on their lists that they heard in the video or read in the text. Then they check the items on [Essential Elements of Dignity](#) that are reflected in the relationship between Nawwar and Alec.

DISCUSS: Students/participants respond to the video. In small groups and then as a class, students/participants answer the following questions.

- What is your reaction to the story of Alec and Nawwar?
- How do both Alec and Nawwar display dignity?
- You listed what you should do in this situation, but the question now is what will you do the next time you are in a similar situation (keep [Essential Elements of Dignity](#) in mind)? Why?

GLOBAL CONNECTIONS AND EXTENSIONS

- **CONNECT:** Create a partner-classroom relationship with another Global Dignity school/partner in another part of the world. Complete this learning experience around the same time as your partner classroom does. Students/participants can share their lists, discuss their reactions, ask each other questions, share experiences, etc.
- Provide students/participants with more case studies and repeat this exercise.
- Create and use case studies that reflect situations in the school community
- Create local and global case studies using videos, photographs, and news articles.
- Ask students/participants to share a time when they were “the new kid”, in school, at work, at camp, in a neighborhood, etc. If they are comfortable doing so, they can explain how it made them feel, what and who helped them manage the transition, and how dignity did—or didn’t—play a role.

Connect with our Global Dignity community and explore our Teaching Dignity resources and curriculum at [GLOBALDIGNITY.ORG](https://www.globaldignity.org).