

DIGNITY EVERYDAY: WHAT WOULD YOU DO?

Everyday, we are confronted with situations that call for dignity. In this learning experience, students work in small groups as they interact with a real case study, discuss how dignity plays a role, and consider how they should respond. Students prepare answers to prompts and contemplate the concept of dignity using Donna Hicks' framework based on the [Essential Elements of Dignity](#). The facilitator shares the real life outcome for the case study using video and/or text. Students reflect on the video and connect it to their learning and their lives. This learning experience enriches students' 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 5 – 9

TIME 30 MIN

MATERIALS

TECHNOLOGY OPTION: Computers, internet access
Copies of [Dignity Every Day worksheet](#)
Paper, pens/pencils, markers

DIRECTIONS

READ: Facilitator reads the real life scenario to the class.

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](#)

PONDER, SHARE: Students have 2 minutes to write a list of what they should do in this scenario. Then students



have 2 minutes to write why they should do those things. Students share items from their lists and modify their lists with good ideas they learn from their peers.

- **OPTION 2:** Students brainstorm verbally what they should do in this scenario, and why. The facilitator lists their ideas on the board.

REVISE: Distribute copies of the [Dignity Every Day worksheet](#). Students read the document in their small groups or the facilitator reads it and explains it to them. With the [Dignity Every Day worksheet](#) in mind, students then revisit their lists, consider what they should add, and why. A few students share the modifications that they made.

- **TECHNOLOGY OPTION:** Students 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 the [Dignity Every Day worksheet](#) that are reflected in the relationship between Nawwar and Alec.

DISCUSS: Students respond to the video/text. In small groups and then as a class, students 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 the [Dignity Every Day worksheet](#) in mind)? Why?

GLOBAL CONNECTIONS AND EXTENSIONS

- Students can role play real life examples of dignity scenarios. They can create situations, such as welcoming a new student to their school or hearing a student being bullied by another student, and act out how they can address the situation with dignity.
- Provide students 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 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.
- Create a partner-classroom relationship with another Global Dignity school in another part of the world. Complete this learning experience around the same time as your partner classroom does. Students can share their lists, discuss their reactions, ask each other questions, share experiences, etc.

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