

WHAT DOES DIGNITY LOOK LIKE?

Students/participants examine photographs from around the world and consider how dignity is depicted. In the process of considering an image's ability to convey dignity, they practice media literacy, critical thinking, and communication skills.

ALL AGES | TIME 30 MIN

MATERIALS

Copies of [dignity images](#) for each student, or the teacher/facilitator shares his/her copy with the class, or the images are shared using technology

DIRECTIONS

PONDER: Ask students/participants: what does dignity look like? If you were to draw a picture, take a photograph, or create a work of art that was supposed to represent dignity, what would it look like?

EXPLORE: Show the images, one at a time, and Think/Pair/Share to address the questions below.

Facilitator Note: select the images that are most appropriate for your audience. Feel free to add images that would work well with your students/participants.

- What and who do you see in this picture?
- What are the people/person doing? Why?
- When, where, and why do you think this picture was taken?

After students/participants Think/Pair/Share for the questions listed above, read the image caption to them. Ask them to revisit the image and consider the following questions:

- How is dignity represented?
- How does the image reflect positive examples of dignity?
- How does the image reflect the dangers of disregarding dignity?
- What messages does this image communicate?
- How does the image make you feel?



REFLECT: In a class discussion, students/participants discuss How can an image represent dignity? Which image and dignity story resonated with you the most, and why?

EXTENSIONS OR GLOBAL CONNECTIONS

- **CREATE:** Students/participants create an image that represents dignity in the medium of their choice (drawing, painting, photography, sculpture, etc.). They write a paragraph describing and explaining their image. Images and their descriptive paragraphs are displayed in a public place such as the classroom, local art gallery, or a local town building. They can partner with a global classroom for this project and share their creations with each other, either virtually or through the mail.
- **CREATE:** Students/participants create an image that partners with their own dignity stories.
- **CREATE:** Students/participants write a creative response to one of the images shared with them from the perspective of someone in the image.
- **CREATE:** Students create a photo essay of a dignity story or issue ([example](#)).
- **EXPLORE:** Students search the news for images that reflect positive or negative examples of dignity. They share them with the class and use the questions listed above to analyze them.

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