

JACQUELINE NOVOGRATZ'S DIGNITY STORY

Students/participants consider Jacqueline Novogratz's dignity story and identify the messages about dignity that are embedded within it. In the process, students/participants connect her statements with Donna Hicks' *Essential Elements of Dignity* as a means of understanding and internalizing how dignity is extended to others and how it is represented in the self.

AGES 10+ | TIME 30 MIN

MATERIALS

Copies of Donna Hicks' [Essential Elements of Dignity worksheet](#)

TECHNOLOGY OPTION: Computer and internet access

TECHNOLOGY FREE OPTION: Text of [Jacqueline Novogratz's dignity story](#)

Pen or pencil

DIRECTIONS

PONDER: Students/participants have one minute to brainstorm how they can extend dignity to others. Explain that Harvard scholar Donna Hicks studies dignity and created ten Essential Elements of Dignity that people can

use as a framework. Distribute copies of the [Essential Elements of Dignity](#).

- **TECHNOLOGY OPTION:** Play video [The Declaration of Dignity](#) (stop at 1:35).
- **TECHNOLOGY-FREE OPTION:** Read the [Essential Elements of Dignity](#) with students.

MAKE CONNECTIONS: Working in small groups, students/participants divide the various Essential Elements of Dignity equally among themselves. Using their [Essential Elements of Dignity](#) worksheets, students/participants will identify and document features from Novogratz's dignity story for their assigned elements.



- **TECHNOLOGY OPTION:** Students/participants view [Jacqueline Novogratz's dignity story](#) (3:14-5:32).
 - **TECHNOLOGY-FREE OPTION:** Students/participants read Jacqueline Novogratz's dignity story.
- SHARE:** Students/participants share their notes with each other and the class. Students/participants update their worksheets.

Teacher/Facilitator Note: All of the Essential Elements of Dignity are present in the dignity story, except for Accountability.

EXTEND: Working in groups, students/participants imagine that they are one of the characters in Novogratz's dignity story and brainstorm how they could honor each element of dignity even more. Student/participant groups share their ideas with the class. Students/Participants snap in agreement when they hear an idea that is a good example of dignity.

Example: for Recognition, the Regional Director of Africa for d.light could recognize and thank the Kenyan grandmother for her ideas by posting her quote and/or a video of her on their website and explaining how they will incorporate her feedback.

EXTENSIONS OR GLOBAL CONNECTIONS

- Working in small groups, students/participants follow the format of Jacqueline Novogratz's interview to create videos of themselves. In the video, they discuss their own interpretation of dignity and share their dignity story. Students/participants share the videos online and within their communities.

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