

# DIGNITY + ENTREPRENEURISM

Students/participants view the interview with Jacqueline Novogratz and identify the messages about dignity that are embedded within it. By considering Novogratz's ideas about dignity and her entrepreneurial vision for tackling poverty, students/participants contemplate how they can use the power of dignity to create innovative and entrepreneurial solutions to local and global problems.

**NOTE:** This activity requires internet access and at least one computer to view a video online.

AGES 10+ | TIME 60 MIN

## MATERIALS

[Video of Jacqueline Novogratz's interview](#)

Copies of [Jacqueline Novogratz on Dignity: Interview Quotes](#)

Jacqueline Novogratz's article, [Changing the Narrative](#)

Computer and internet access

Pen or pencil

## DIRECTIONS

**PONDER:** Ask students/participants to consider how businesses can promote dignity. Students/participants share their ideas with the class.

**CONSIDER:** Distribute copies of [Jacqueline Novogratz on Dignity: Interview Quotes](#) and read them together. Students/participants view the [interview with Jacqueline Novogratz](#). While watching the video, students/participants take notes about what they think Novogratz's primary messages are. Discuss students'/participants' observations about her main points.

**EXPLORE:** Students/participants discuss Novogratz's statements using guiding questions, such as *What does her statement mean? What point is she making? How does her comment connect to dignity? What is my response to her comment?*



- **OPTION 1:** Working in small groups, students/participants use the list of comments and the guiding questions for their discussion. Students/participants share their ideas in a class discussion.
- **OPTION 2:** Post Novogratz's comments around the room. Working in small groups, students/participants move to the comment stations, read the comment out loud, and discuss it using the guiding questions. A scribe for the group writes at least one of the group's comments on the comment sheet. After the groups have visited all stations, students/participants return individually to the three comments that resonated the most with them and mark them with a sticker or a pencil mark. The whole class discusses the three comments with the most marks.

**CREATE:** Students/participants read Jacqueline Novogratz's article *Changing the Narrative* about entrepreneurs who created a profitable company with a product that reflects the principles of dignity. Using the [Dignity + Entrepreneurism worksheet](#), students consider how to use innovation and entrepreneurship in order to tackle a problem that diminishes people's dignity.

**SHARE:** Students/participants present their entrepreneurial ideas to the class. After the presentations, students/participants take turns recognizing classmates who offered interesting solutions and/or shared interesting information and ideas.

### EXTENSIONS OR GLOBAL CONNECTIONS

- Students/participants develop a business plan and/or a prototype of their idea. They create a presentation and pitch their idea to the class and/or a panel of business professionals. They share their ideas with Jacqueline Novogratz and try to turn their ideas into a business.
- 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.

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