

DIGNITY IN THE NEWS

Examples of dignity, or the lack thereof, occur daily and are documented in the media. In this experience, students/participants will work in small groups to explore the concept of dignity as it appears in local, national, and global media sources. Together, they will scan news sources for examples of dignity and examples of violations of dignity, identify the most powerful examples, discuss them with each other, and work together to create a tweet describing a positive example of dignity. During this learning experience, students/participants will further develop their media literacy skills, think critically about local and global events, and develop skills for viewing their world through the lens of dignity.

AGES 10+ | TIME 30 MIN

PREPARATION

A part of the classroom wall must be cleared to post headlines on.

MATERIALS

Computers, internet access and/or several current newspapers and magazines.

Paper, pens/pencils, markers

[Newseum's Today's Front Pages](#) has front pages from more than 800 newspapers around the world.

Websites for the top newspapers and/or magazines from your country.

[Onlinenewspapers.com](#) links to thousands of newspapers from around the world.

[W3newspapers](#): Collects world newspapers, magazines, and news sites by country.

Search sites such as [Time For Kids](#) (subscription needed—free trial available) or [First News](#) for relevant dignity stories to review

TECHNOLOGY FREE OPTION: Copies of recent local, national, and, if possible, global newspapers and/or magazines.



DIRECTIONS

EXPLORE: Working in small groups, students/participants scan news sources for examples of dignity, or lack thereof. Ask students/participants to identify two positive examples of dignity and two examples of violations of dignity.

Students/participants discuss their examples and consider the role that dignity does or doesn't play.

CONNECT: Using one of the positive media examples of dignity, the students/participants work together to create a 280 characters (or less) statement to describe and/or praise something or someone in the article. "[Honoring Rosa Parks](#)" from *Time for Kids* can be used if you need an example to model with or want the entire group of students/participants to use the same article.

- **TECHNOLOGY OPTION:** Students/participants tweet their positive example of dignity to #GlobalDignity and include their statements about them. Students/participants read through the Twitter feed to find other inspirational examples, retweet the ones that resonate with them, etc.
- **TECHNOLOGY-FREE OPTION:** Students/participants explain the article and share their "tweet" with their classmates.

REFLECTION AND SHARE: Working alone, students/participants envision what they want their "own" headline to be. They consider what is important to them and how they want to positively impact their world. Students/participants write a headline for something they will do in the near or distant future that supports dignity, within themselves and others. Students/participants write their headlines in large letters on a piece of paper, share them with the class, and post them to the wall. Students/participants snap when someone shares a headline that resonates with them.

GLOBAL CONNECTIONS AND EXTENSIONS

- Students/participants connect with the people profiled in the positive examples of dignity. For example, they may email a note to thank them for what they did or send them a tweet honoring their behavior. Students/participants can volunteer to help them with their efforts.
- Students/participants connect with organizations that advocate for solutions to indignity and injustice. For example, if students/participants selected an article about human trafficking, they could reach out to a nonprofit that fights human trafficking and offer to join their efforts.
- Students/participants create a poem based on the news report from either a positive or negative example of dignity and share their poem with their partner.
- Complete this activity using news images instead of headlines.

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