

DIGNITY SEARCH

In this activity students/participants will lead local research within their school or community to determine how dignity is being locally promoted, celebrated, and practiced. Students/participants will ask questions to determine if they feel the initiatives are meeting the intended needs and outcomes. Students/participants will use their findings to determine what additional actions should be taken to incorporate dignity into their school or community. In some cases, they may decide a program or initiative should be strengthened. In other cases, they may feel that a new program should be created to address an unmet need.

AGES 10+

TIME 120 MIN

DIRECTIONS

Session 1

DISCUSS: Lead a discussion or a review (depending on your students/participants' level of understanding) about what dignity means. The [Dignity Definition and Dignity Principles](#) should be used as a guide. If you completed the [What is Dignity?](#), refer back to the conversations you had with students/participants.

INVESTIGATE: Students/participants research dignity in their school or community to determine how dignity is being locally promoted, celebrated, and practiced.

The guiding question for the investigation: How has/have dignified acts or people helped our community?

To prepare students/participants for their research, have a group discussion about:

- Who they might want to ask
- The best ways to contact people or organizations
- A list of questions that would be relevant to ask



Session 2

REFLECTION: Following the investigation, the students/participants will discuss their findings with a peer. Students/participants will ask each other: How else can we grow to be a more dignified community?

TAKE ACTION: Students/participants will work in pairs to discuss the ways they can help the school/community grow. The guiding question for action is: What can I/we do to help our community grow in this area? Have students/participants complete the [Take Action worksheet](#) or simply ask students to think about:

- A need or issue in their community
- An action that they can take that they think would help

NOTE: In this section, the facilitator can decide to take one of two approaches: 1) The students/participants can discuss ways in which they or the community could take action to address these needs or 2) The students/participants can develop SMART goals so they can take action themselves. If the facilitator chooses approach 2, we recommend pairing this experience with the [My Dignity Goals](#) activity.

SHARE: In a full group discussion, students/participants will present their findings from the investigation and the action steps they can take. Peers ask questions and make suggestions to help each other's initiatives.

OPTIONAL: As a group, students/participants select one of the action plans to pursue together.

EXTENSIONS OR GLOBAL CONNECTIONS

- Students/participants connect with the leaders at the school, or community leaders, to talk about the work they are doing around dignity. For example, they can email them a note that thanks them for what they did, send them a tweet honoring their behavior, etc. Students/participants can volunteer to help them with their efforts.
- Students/participants connect with the leaders at the school, or community leaders, to talk about the additional work they could be doing around dignity and how they could help.

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