

# ESSENTIAL ELEMENTS OF YOUR DIGNITY STORY

Students/participants leverage Donna Hicks' [Essential Elements of Dignity](#) as a brainstorming tool to identify and develop their own dignity stories. In the process, they consider the characteristics of dignity that they extend to others and deserve for themselves.

AGES 5 - 9

TIME 60 MIN

## PREPARATION

Depending on the age of your students/participants, teachers/facilitators have options for how to lead this activity. Options:

- Complete the activity as a whole group
- Have students complete the activity in small groups or pairs

## MATERIALS

Copies of [Dignity Every Day](#) for each student/participant  
Paper, pencil or pen

## DIRECTIONS

**PONDER:** Give students/participants one minute to brainstorm how they can extend dignity to others. Explain that a scholar named Donna Hicks studies dignity and has created ten Essential Elements of Dignity that people can use to respect other's dignity. If you have a list of rules or norms you follow, remind students that this list is similar to that.

- **TECHNOLOGY OPTION:** Watch Donna Hicks explain dignity in [Exploring the Meaning of Dignity](#) or play video [The Declaration of Dignity](#) (stop at 1:35).
- **TECHNOLOGY-FREE OPTION:** Read the [Essential Elements of Dignity](#) with students.



**THINK/PAIR OR GROUP WORK:** Either distribute the **Dignity Every Day worksheet** or display it for students to see. Working in small groups or as a whole class, read the elements of dignity, silently brainstorm, and—using their worksheets—write examples from their lives that illustrate the dignity elements. If students/participants are comfortable doing so, share examples with the entire group.

- **TECHNOLOGY FREE OPTION:** Write the **Essential Elements of Dignity** on paper or a chalkboard, or read them aloud to students/participants.

**COMPOSE:** Students/participants circle their favorite examples and decide which one to use for their dignity story. They can share their stories orally or out loud, write their stories in paragraph form, bullet point the main points, or draw a cartoon/image that clearly tells the story.

**PAIR/SHARE:** Students/participants share their story in small groups. Remind students it is important to respect each story, even if it is unfamiliar or different from anything they have experienced before.

**REFLECT AND VALIDATE:** Students/participants practice an element of **Essential Elements of Dignity**, Recognition, and take turns validating and praising their peers, identifying which stories resonated with them, made them think differently, moved them, etc. Students/participants can snap when someone says something they agree with.

## EXTENSIONS OR GLOBAL CONNECTIONS

- **CONNECT:** Students/participants complete one or more of the learning experiences in **Share** and share their dignity stories and ideas with the Global Dignity community.
- Provide students with examples of dignity stories with **Dignity Story Examples**.

---

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