

HUMAN RIGHTS AND YOUR DIGNITY STORY

Students/participants leverage the United Nations' Universal Declaration of Human Rights as a brainstorming tool to identify and develop their own dignity stories. In the process, they learn about and consider human rights. Ultimately, they connect dignity and human rights to their own lives.

AGES 10+ | TIME 60 MIN

PREPARATION

Post the 30 Articles (or a subset of them) from the Universal Declaration of Human Rights around the room. There should be enough room on the paper for students/participants to place stickers.

Give each student/participant three stickers of one type/color and one of a different type/color (i.e. three blue circles and one red circle)

MATERIALS

- Copies of the **original version of the Universal Declaration of Human Rights** for each student/participant or use a **simplified version** of the Universal

Declaration of Human Rights or the images from **We Are All Born Free** (scroll down for images)

- Three stickers of one type/color and one of a different type/color (i.e. three blue circles and one red circle)
- One page for each of the Articles of the Universal Declaration of Human Rights that students/participants will examine.

DIRECTIONS

CONSIDER: Give all students/participants a copy of the Universal Declaration of Human Rights. Read the Articles aloud as a class. *(Facilitator Strategy: students/participants call on the next person to read or throw a ball/stuffed animal to the person who should read*



next or have students/participants number off 1-30 and they read the one associated with their number). Tell students/participants to circle the ones that are the most important to them and underline the ones they have a personal experience with.

IDENTIFY: Students/participants move around the room to the posted Articles from the Universal Declaration of Human Rights and put their stickers on the three that are the most important to them. They place the single sticker on the one they have a personal experience with.

REFLECTION: Students/participants look at the results of the sticker exercise, draw conclusions, and share their reflections with the class. If time allows, they can share what they “stickered” and why.

COMPOSE: Students/participants decide which human right they will use for their dignity story. They can compose their stories in paragraphs, write bullet points for the main points, or draw a cartoon/image that clearly tells the story.

PAIR/SHARE: Students/participants read and/or tell their story to their partner and then to the class. 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 treating others with dignity by taking 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

- Explain the connection between dignity and the Universal Declaration of Human Rights and its Preamble with students/participants.
- Ask students/participants to connect the Universal Declaration of Human Rights with their own country. Which rights are violated? Which are upheld? Why?
- Partner this experience with the [Make a Statement](#) lesson.
- 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).