

# IDENTIFYING YOUR DIGNITY STORY

In this activity students/participants use a writing prompt as a means of identifying and developing their own dignity story. They compose their story in the medium that is most comfortable for them (images, words, or both) and share it with others. In the process, students practice composing stories, reinforce communication skills, and consider the role of dignity in their lives.

AGES 5 - 9 | TIME 60 MIN

## DIRECTIONS

Select a couple of the writing prompts to use with your students/ participants.

- Think of a time when you did something really nice for someone else.
- Think of someone in your family or a friend who has done something really nice for someone else.
- Think of a time you stood up for someone who was being treated meanly by someone else.
- Think of a time that you made fun of someone because of the way they looked, the clothes they wore, where they lived, what they ate, etc.
- Think of a time you listened to and respected someone who had different beliefs than you did.
- Think of a time when you didn't listen to and respect someone who had different beliefs than you did.
- Think of a time when you made someone else feel safe.
- Think of a time when someone made you feel unsafe.
- Think of a time you thanked someone for their hard work and/or and praised them for their good work.
- Think of a time when you forgot to thank someone for their hard work or praise them for something that they did well.
- Think of a time you felt like you did something really special, but no one thanked you and praised you.
- Think of a time that you said "I'm sorry" for a mistake that you made.



**COMPOSE:** Students/participants decide which prompt they will respond to as a means of writing their dignity story. They can write them out or bullet point the main points or draw a cartoon/image that clearly tells the story. They can elaborate on their response to the prompt by responding to the questions:

- What happened? Why? How did it make you feel? How would you handle the situation today? How does it connect to dignity?

**PAIR/SHARE:** Students/participants read and/or tell their story to their partner. Students/participants read and/or tell their story to the group. 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

- Partner this experience with the [Make a Statement](#) learning experience
- Provide students with examples of dignity stories with [Dignity Story Examples](#).

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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).