

# CREATIVELY TELLING YOUR DIGNITY STORY

Students/participants select one of their own dignity stories or someone else's dignity story and translate it into a graphic novel, cartoon, video, poem or song that is shared locally and globally with the Global Dignity community. In the process, students develop their skills in symbolic representation, artistic nuance, and critical thinking.

AGES 10+ | TIME 60 MIN

## PREPARATION

If students/participants are using their own dignity story, they should first complete [Essential Elements of Your Dignity Story](#), [Human Rights and Your Dignity Story](#), or [Identifying Your Dignity Story](#) learning experiences.

## MATERIALS

Paper, pencil or pen, crayons, markers, paints, and/or instruments

- **TECHNOLOGY OPTION:** [Powtoon](#), [WeVideo](#), [Wideo](#), [iMovie](#), [Make Beliefs Comix](#), [ToonDoo](#), [Draw and Tell](#), [Comic Life](#), [StoryboardThat](#), [Toontastic 3D](#), [Looplabs](#), [Soundtrap](#)

## DIRECTIONS

**PONDER:** View/listen to an example of a dignity story.

- **TECHNOLOGY OPTION:** Play/View Peter Gabriel's anti-apartheid song *Biko*.
- **TECHNOLOGY FREE OPTION:** lyrics for *Biko*, excerpts from a graphic novel focused on a dignity story, such as *Persepolis* or *Maus*. Ask students: How are verbal and written stories translated into a visual and/or musical format? What parts of the story remain? Are left out? Are transformed? How can an idea be told visually and/or musically?



**CREATE:** Students create a visual or musical dignity story using either their own story or someone else's story from, for example, a news source, their community, or a historic or modern figure.

- **TECHNOLOGY OPTION:** Students/participants use an online resource to create a video, graphic novel, cartoon, or song about their story.
- **TECHNOLOGY FREE OPTION:** Students draw a cartoon, create a graphic novel, write a song, or draw a picture to convey their story.

**SHARE:** Students/participants present their final products to the class and/or the school community. Students/participants practice extending dignity to others 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.

**CONNECT:** Students/participants share their final products with their local and global communities through their class and school websites, social media, **Padlet** and Global Dignity website. Students/participants can tweet links to their products and/or images from their projects to #globaldignity.

*Teacher/Facilitator note:* remember to keep child protection in mind when you and/or your students are posting things online.

## EXTENSIONS OR GLOBAL CONNECTIONS

- Create a partnership with a global school and exchange visual and musical versions of stories.

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