

WHERE I STAND

Students/participants consider dignity from a variety of perspectives through an interactive movement exercise. The teacher/facilitator posts two signs—Strongly Agree and Strongly Disagree—on opposite sides of the room to create a continuum. The teacher/facilitator reads a series of statements about dignity and students/participants position themselves along the continuum. Throughout the exercise, students/participants reflect on and debate a variety of statements about dignity as a means of better understanding dignity and its role in their lives.

AGES 5 - 9 | TIME 10 - 15 MIN

MATERIALS

Two signs, one with Strongly Agree and another with Strongly Disagree

DIRECTIONS

Select one or more of the Statements + Answers below to use with your students. Post two signs—Strongly Agree and Strongly Disagree—on opposite sides of the room to create a continuum.

PONDER, DISCUSS: Read the statements about dignity and ask students/participants to position themselves along the continuum. After students/participants are positioned, ask at least one student/participant from 2-3 points along the continuum to share his/her reason for standing

there. After they share their thinking, tell the students/participants that it's okay to move to a new place on the continuum and give them the time to do so, if they so choose.

Facilitator Note: The items that are bolded and preceded with an asterisk "*" are examples of dignity. Those that do not have an asterisk are not examples of dignity. Feel free to modify the examples below so that they resonate with your students/participants.



Photo courtesy of Reza Deghati

DIGNITY IS:

- ***listening respectfully to someone who has ideas that are very different from your own.**
- feeling like your ideas don't matter
- feeling sorry for someone who has less than you
- ***recognizing that robbers are human beings**
- feeling sorry for a girl who isn't allowed to attend school
- feeling like you deserve special treatment because of how much money your family has
- ***knowing that even people who do terrible things have dignity**
- ***saying sorry when you make a mistake**
- not trusting someone because they practice a different religion than you do
- ***doing your part to make sure that all human beings have food, shelter, safety, opportunity, and freedom**
- feeling like your religion, country, and manners are the best in the world
- ***knowing that you are important, that you matter**
- ***welcoming someone to play with you and be your friend**
- forgetting to tell someone that they did something really well
- ***thanking someone for helping you**
- telling someone that you don't like him or her

WHAT DO YOU BELIEVE?

- I believe that I have dignity
- I believe that everyone deserves to be treated with dignity
- I believe that sometimes it is difficult to treat others with dignity
- I believe that I can do more to include dignity in my life
- I believe that dignity is important to me, my family, and my friends

REFLECTION, DISCUSS: Have students/participants reflect on the activity. First have them reflect independently and then with a partner. Debrief with the students/participants after the activity with the following questions:

- Which questions were easy to answer and which were more difficult? Why?
- How did it feel when you found yourself standing in the majority? In the minority?
- How did this exercise challenge your thinking and/or make you feel more strongly about your point of view?
- What have you learned about dignity? About yourself?
- Other thoughts, questions, or comments?

EXTENSIONS OR GLOBAL CONNECTIONS

Teachers/Facilitators can repeat this learning experience using a variety of different statements. For example:

- Use definitions of dignity
- People who do/don't represent dignity
- Historic and current events that do/don't represent dignity
- Behaviors associated with dignity
- Statements specific to your school environment and/or community, etc.

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