

# I AM WORTHY

Students/participants recognize and value their own dignity through the identification of their uniqueness and worth. They complete an activity that helps them connect dignity to their own lives and realize the importance of honoring the dignity of all human beings.

ALL AGES | TIME 30 MIN

## PREPARATION

Clear a place on the wall, the floor or tables

## MATERIALS

Paper

Pen, pencil, crayons, or markers

**OPTIONAL:** Tape

## DIRECTIONS

**PONDER, DISCUSS:** Ask students/participants to raise their hands if they have dignity. Everyone should have their hand raised, but some may choose not to. Ask them to answer the question, *Why or why not?* Discuss.

**TEACHER/FACILITATOR NOTE:** Some students/participants may feel like their dignity has been/is being violated and will choose not to raise their hand. Be mindful that they may not want to discuss why they kept their hand down.

**CREATE AND SHARE:** Tell students/participants that we are going to explore their dignity by considering what makes them unique and valued. Ask them to:

- Write *I Am Worthy* at the top of their paper.
- Trace their hand. Because they will be writing or drawing in the spaces created by their fingers and thumb, ask them to spread their fingers wide and trace loosely.
- Fill in each finger with a quality that makes them unique, i.e. personality characteristics, their strengths, their hobbies (words or pictures).
- Fill in their thumb with something about themselves that they are proud of (words or pictures).
- Fill in the middle of the hand, i.e. on their palm, with one or more of their dreams, hopes, and/or goals (words or pictures).



**TEACHER/FACILITATOR NOTE:** For younger students/participants, it may be helpful to brainstorm qualities, dreams, hopes, and goals together as a group before they select the ones they want to include.

**SHARE:** Working in small groups, students/participants share their hands with each other and explain what they wrote down and why. Remind students it is important to respect each others' ideas, even if they are unfamiliar or different from anything they have experienced before.

**REFINE:** Ask students/participants to reread what they have written/drawn and consider what they need in order to attain their goals and be the unique person that they are. They write/draw their responses around the outside border of their hand. They may choose to write safety, food, education, family, health care, love, peace, shelter, opportunity, hope. Ask them to share their ideas with the group and modify their responses with new ideas they hear. They snap when they hear a comment they agree with.

- Remind students/participants that like their fingerprints, they are all one-of-a-kind, as is every human being that has ever existed.
- Remind them that everyone is special, unique, and valued.
- All human beings have dignity and should be treated with dignity in order to empower them to reach their full potential.
- In order for all of us to reach our full potential, we must work together—join hands—to ensure that everyone is treated with dignity and has access to what they need to be their best selves.

**REFLECTION, DISCUSS:** Students take turns posting their hands to the wall or laying them on the floor or tables, creating an image of holding hands. Using Think/Share, debrief with the students/participants using the following questions:

- What have you learned about dignity? About yourself?
- Why is dignity important?
- What can you do to empower others and honor their dignity?
- Other thoughts, questions, or comments?

#### EXTENSIONS OR GLOBAL CONNECTIONS

- The hands can be displayed in other parts of the school with a sign that reads, “I Am Worthy”. For example, if multiple classes completed this learning experience, they could all post their hands in the hallway, creating a powerful image of holding hands.
- If you have a global partnership with a class or group somewhere else in the world, you could exchange images or videos of the hands as a means for students to get to know one another.

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