



**VIRTUAL WORKSHOP:
SEEING THE DIGNITY IN OTHERS**

OVERVIEW + FACILITATOR PREP

As humans, we naturally gravitate towards people and groups similar to ourselves. We tend to identify and feel more comfortable with people who share the same race, religion, nationality, sexual orientation, gender, abilities or social status. **It's easy to see people outside of our identity groups as "other,"** which can lead to bullying in schools and classrooms, hate speech online, and conflict and strife in our communities.

But every person on the planet shares a much larger identity: as a member of the human family. Recognizing the dignity of every single person and our shared humanity is essential to creating a more just and peaceful world.

Use this guide to explore these ideas in a **60-90 minute virtual workshop** with participants ages 8+. It can be used alone, or following a [Dignity Starts with You](#) virtual workshop.

This **Seeing the Dignity in Others** guide can be used by educators, volunteers, youth group leaders, parents, or anyone who wishes to highlight how transformational it is when we recognize and honor the dignity in every person.

As the facilitator for this workshop, **it is important that you have a solid understanding of what we mean by *dignity* is and why we believe it is fundamental to a more just, peaceful world.** Prior to the workshop, please download [Dignity: The Essentials](#) for a quick overview of what dignity is and how it impacts the way we see ourselves and our relationships, cultures and societies.

TECHNOLOGY + MATERIALS: This workshop requires **internet access and an online meeting platform** such as Zoom, Microsoft Teams, Google Hangouts or Google Classroom. Visit globaldignity.org/teaching-tools for a technology-free version of this workshop. Participants will also need **paper and a pen/pencil.**

A NOTE ON TIMING: Although suggested time allotments are included for each module of this guide, feel free to build out one or more modules to explore any ideas more deeply, or to allow for more time for interaction and dialogue.

1. FACILITATOR INTRODUCTION + SESSION GOALS / 10-15 MINS.

STEP 1: **Introduce yourself** and the **goals of the session**: to understand what it means to recognize the dignity of every person, why it matters, how we can do so, and how that recognition can profoundly impact your life and the lives of others.

STEP 2 (Optional): Ask participants to introduce themselves.

STEP 3 (Optional): Share a **dignity story from your own life**. A dignity story might focus on a time when you or someone you know *was not* treated with dignity, or when you or someone you know *was* treated with dignity. Take a look at our [Identifying Your Dignity Story](#) learning experience for helpful hints.

2. DIGNITY STORIES / 10 MINS.

STEP 1: Ask participants to **think about a time when a person or group of people was treated like an outsider, stigmatized or dehumanized**. This can be an example from their own life, a current event or a historical event. What happened? Why do you think this happened? How did it make you/the person feel? How did this event impact you/the person afterwards? Allow 3-5 minutes for participants to write down their thoughts.

STEP 2: Ask if one or more participants would like to **share their story with the group**. Let participants know that sharing personal stories is optional. Anything shared during the workshop should remain confidential.

STEP 3: Give participants a few moments to reflect on this question: **if there was a belief in the equal value of every single person**, how could that have impacted the experience you wrote down or the story that was shared?

PLEASE NOTE: All of us have, at one time or another, felt the pain of humiliation—the opposite of being treated with dignity. Tapping into those emotions and memories is an important step towards gaining a deep understanding of the power of dignity for ourselves, and how important it is to treat others with dignity. Feel free to skip this section if you do not wish to focus on painful experiences during this workshop.

3. LABELS AND IDENTITIES / 10-15 MINS.

Here we offer **two activity options** to explore the concept of labels and identities. Choose one or, if time allows, you can do both.

ACTIVITY OPTION 1: 100% HUMAN

STEP 1: Share the **100% Human slide** (found at the end of this guide) on the screen.

STEP 2: Have participants **copy the slide elements** onto a piece of paper.

STEP 3: Give participants 2-3 minutes to fill in five **identities, labels or adjectives that help make up who they are**. You might give a few examples of how you describe yourself.

STEP 4: Stop your screen share to return to the main meeting. Invite everyone to **hold up their papers** for everyone to see.

ACTIVITY OPTION 2: LABELS: PROS AND CONS

STEP 1: Ask the group to **think of some of the labels and identities we give ourselves and others**. To get the conversation started, offer a few examples: race, religion or gender. If your class or group is larger than 15 people, you may wish to have participants type their ideas into the chat box or onto the virtual whiteboard. Otherwise, ideas can be shared out loud as you add them to the chat box or virtual whiteboard.

STEP 2: Explain that labels and identities can be empowering and sources of pride. They can also lead to exclusion and bigotry.

STEP 3: Invite participants to share their thoughts on **how labels and identity groups can have a positive impact**. What are some of the **negative effects labels can have**? Can anyone think of some examples of each?

4. GROUP BRAINSTORM: OUR FUNDAMENTAL HUMAN NEEDS / 10-15 MINS.

STEP 1: Let the group know that **now that we have reflected on what makes us different, let's think about what we all *share*.**

STEP 2: Ask participants to **brainstorm the fundamental needs that all humans have, no matter who they are.** Examples include food, shelter and love. If your class or group is larger than 15 people, you may wish to have participants type their ideas into the chat box. Otherwise, ideas can be shared out loud as you add them to the chat box.

STEP 3: **Share the Fundamental Human Needs slide** (found at the end of this Facilitator Guide) on the screen. Explain that research shows that **these are the essential elements that every child, young person and adult need in order to thrive and flourish.**

STEP 4: Ask everyone to **look back at the ideas from the brainstorm.** Have participants identify the fundamental needs their ideas fall under. For example: food, water and shelter fall under "safety." Friends and family fall under "connection to others."

5. SHORT VIDEO SCREENING / 3-15 MINS.

STEP 1: Explain that now we will **continue exploring these ideas by watching a short video**.

STEP 2: Show one or more of the videos linked below, or feel free to choose your own. The videos are divided by theme.

We recommend the following two films for understanding **how painful it is to feel like an outsider, or to be stigmatized and bullied**:

We Became Fragments

This film from our friends at Global Oneness Project follows Syrian teenager Ibraheem Sarhan through his first week of high school in Winnipeg, Canada. After losing his mother and four siblings in a bombing that left him injured, Ibraheem and his father make a new life despite the heartbreak of leaving their home behind. (12 minutes)

Confronting Racism: Adam Goodes

When Indigenous Australian footballer Adam Goodes points out a 13-year-old girl for shouting racist comments at him during a match, a country-wide debate about racism in Australia begins. (2 minutes)

These two films offer uplifting examples of **building bridges and seeing people's inherent dignity and humanity**:

We Dine Together

A high school student and Haitian immigrant counter loneliness and isolation by ensuring that no one eats lunch alone. (3 minutes)

#DoSomethingForNothing

In 2015 Joshua Coombes, a London-based hairdresser, began offering free haircuts to people who are homeless. He has since inspired thousands to be positive change makers in their communities. (6 minutes)

To explore **how COVID-19 has impacted the fundamental needs of so many young people**, we recommend the following film:

Cocoon

This Global Oneness Project film documents the early months of the COVID-19 pandemic as experienced by students living in Portland, Oregon, USA. As these young people face anxiety over financial security, health concerns and school changes, they also reflect on what they miss the most: human connection. (12 minutes)

6. FILM REFLECTION / 15 MINS.

STEP 1: Invite participants to **share their reactions to the film(s)**.

STEP 2: Share the **Fundamental Human Needs slide** (found at the end of this Facilitator Guide) on the screen again.

STEP 3: Ask participants to think about the subject(s)/protagonist(s) of the film. **Which of their human needs are being met?** How do you think this affects their life? **Which of their human needs are not being met?** How do you think this affects their life? Is their dignity recognized and honored?

7. FINAL THOUGHTS + CLOSING / 5 MINS.

STEP 1: Thank everyone for participating, offering their ideas and sharing their stories.

STEP 2: As they prepare to leave, ask participants to think about **one way they can honor someone's dignity this week**, whether in their classroom, social media interactions, workplace, home, sports team or in any place that is important to them.



100% HUMAN

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_____ 100 % Human _____



FUNDAMENTAL HUMAN NEEDS

1. SAFETY

Physical and psychological security.

2. AUTONOMY

Power over our environment and circumstances.

3. CONNECTION TO OTHERS

Close personal relationships that allow us to depend on and share emotions with one another.

4. SENSE OF PURPOSE

Goals that give life meaning.