

# DIGNITY

CLASSES  
6 TO 8

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# DIGNITY

THE ESSENTIALS OF DIGNITY

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## PROJECT OVERVIEW

### Rationale

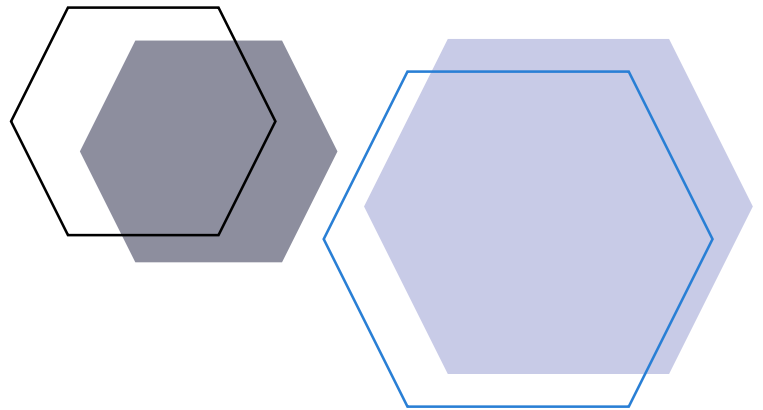
This year marks the 72nd anniversary of the United Nations Declaration of Human Rights. The Declaration is a powerful document, which begins by acknowledging; “Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world.” Dignity. Rights. Freedom. Justice. Peace. These are all aspects of humanity that are to be protected and respected, and yet we know they are often still violated. The Declaration of Human Rights has made tremendous strides in ensuring human rights are protected, and organizations like “Global Dignity” are helping even the youngest of learners do their part in making certain that everyone is able to live a life of dignity.



# AIMS & OBJECTIVES

## PROJECT AIM

At Beaconhouse we want to encourage students to contribute to the world's most important issues and have therefore designed a project to develop an awareness of the principles of Dignity by engaging students across Beaconhouse in global dialogue on the meaning and importance of the universal values of dignity. This project will help students use their creative skills to demonstrate what dignity means and to empower them to recognize their own inherent dignity, and respect the equal worth of all others. Students will have the opportunity to learn with and from each other on how people show dignity and inspire others to show dignity.



## PROJECT OBJECTIVES

**By the end of the project students will be able to:**

- ✚ Develop a deeper understanding of and appreciation for dignity by exploring dignity role models and dignity stories.
- ✚ Express what dignity means for them.
- ✚ Connect with others to understand what it really means to live a life of dignity.
- ✚ Understand that honoring one's own dignity and the dignity of others will make their community and the world a better place.
- ✚ Identify examples of dignity in their lives, describe them in writing or in a visual format, and share them with others.



# PROJECT SCOPE

Schools will select students from their school to participate in the project.

Schools will be paired together to form a group. Students will work in these groups.

The groups will represent students from two different schools within Beaconhouse, Pakistan or International and each group will be based in a different city/country.

- ✚ Participation: All Beaconhouse Schools, National & International
- ✚ Class/year level: The project is designed for students of class/grade 6-8
- ✚ Duration: One month (4<sup>th</sup> May- 4<sup>th</sup> June, 2020)
- ✚ Language: English
- ✚ Deadline for project submission, 5th June 2020

**Project's final outcomes can be in any form, for example:**

- ✚ Presentations
- ✚ Video documentary
- ✚ Photographs
- ✚ Theatre/ short film

***Final outcome will be shared via virtual exhibition, details of how to participate in the virtual exhibition will be sent to the schools.***





# PROJECT STAGES

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## Stage 1-Plan

Step 1: Students in a group will be introduced by the schools. All the online collaboration will be established through consultation of the participating schools. A school appointed point person has to be present during all online meetings and must be copied in all written exchange between the group members.

Step 2: Group members meet using a relevant meeting platform (Skype, Google Meets etc), supervised by the school appointed adult supervisor/moderator, and begin by introducing themselves, schools, and location.

Step 3: Using a digital graphic organizer of their choice, blank white board, a piece of paper, or Padlet wall, students brainstorm every word and person that they associate with dignity. Students take turns sharing their words and role models with the group. Students indicate their agreement when a word or name is read that they have either already written down, or that they want to add to their graphic organizer/Padlet wall.

Step 4: Before the next meeting, all group members are required to reflect on a personal experience which demonstrated dignity. They share their reflections using Google Docs or similar platform. All the online collaboration will be done with consultation of the participating schools. A school appointed point person has to be present during all online meetings and must be copied in all written exchange between the group members.

## Stage 2 - Read and Research

Step 1: All group members are required to gather information on “Global Dignity’s” definition of dignity, as well as its principles prior to their meeting.

Step 2: In collaboration the group will complete the following “Dignity means \_\_\_\_\_” (definition, importance, example, personal connection, etc.). Google Docs can be used or a similar format. Consider the following questions to facilitate the discussions:

- What dignity mean to them?
- Does anyone else in the group feel the same? Why?
- How does this connect to you, your life? To your family? To your friends? To your community?

Step 3: Watch the video of Harvard scholar Donna Hicks who has created ten Essential Elements of Dignity that people can use as a framework for treating others with dignity.

- <https://www.youtube.com/watch?v=qAXBk1Ymgro>

Step 4: After watching the video, in collaboration, the group devise their definition of Dignity using an online collaboration tool of their choice

### Stage 3 – Analyze and Evaluate

Step 1: Read the statements from the resource pack called “What dignity means to me”. Meet with group members and reflect on and discuss the following questions (Throughout the exercise, students reflect on and debate a variety of statements about dignity as a means of better understanding dignity and its role in their lives):

- 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?

Step 2: Students look through the following sites and videos. Ask them to think about whether or not the ideas they hear match with what they thought dignity was. Students engage in a discussion about what they learned and now believe dignity means. Ask why Nelson Mandela, the Dalai Lama are seen as very dignified. Ask students if they can think of someone else who they feel shows great dignity.

Students investigate leaders and role models from around the world and analyze how dignity can look very different depending on the person and the setting. Students share their ideas on Padlet or similar tool.

- <https://www.youtube.com/watch?v=hulQpjaVU38>
- <https://www.youtube.com/watch?v=vXS-PIKLoSU>
- <https://mocomi.com/nelson-mandela-biography/>
- <https://www.bbc.co.uk/bitesize/subjects/zcw76sg>

Step 3: Students think about/discuss the connection between dignity and the Universal Declaration of Human Rights. Students to connect the Universal Declaration of Human Rights with their own country. Which rights are violated? Which are upheld? Why? Share their findings with their group members through a presentation using PowerPoint, Prezi etc.

### Stage 4- Record

Step 1: Students think about the following: what does dignity look like? If they were to draw a picture, take a photograph, or create a work of art that was supposed to represent dignity, what would it look like? Look at the “Dignity images” in the resources and discuss the following questions and share responses with each other:

- What and who do you see in this picture?
- What are the people/person doing? Why?
- When, where, and why do you think this picture was taken?
- How is dignity represented?
- How does the image reflect positive examples of dignity?
- How can an image represent dignity?
- Which image resonated with you the most, and why?

Step 2: Students search the news for images that reflect positive or negative examples of dignity. They share them with their group on a platform such as Padlet wall etc and use the questions listed above to analyze them.

Step 3: Students create an image that represents dignity in the medium of their choice (drawing, painting, photography, sculpture, etc.). They write a paragraph describing and explaining their image. Share their images in a shared Google drive or similar platform.

### Stage 5: Present

All group members think about how the principles of Dignity can help transform their classrooms, their schools, any organization or group important to them, by imagining a place where the dignity of every person is honored. What would it look like? Collaboratively, complete the Dignity Entrepreneurship template. Discuss the area to be addressed and possible solutions using Google Docs to share ideas. Present the solution as their final outcome, in a mode convenient to all. (Students can record using written notes, images, audio recordings, video recordings etc) This final outcome will be uploaded by the schools on the online platform by 1st of June. Instructions to upload will be sent to

the schools. Students will also share their reflections on their experience working as a group on the online collaborative project.



# TOOLS, RESOURCES & TIPS

## Online Collaborative Tools:

Groups can collaborate only under the supervision of school appointed point person (a senior member of school leadership team or a teacher). Any team that collaborates in absence of a school personnel will be disqualified and their project will not be accepted. Students and schools are advised to follow Beaconhouse E-Safety policy.

## Some of the recommended tools are listed below:

- ✚ Skype,
- ✚ Google Hangout,
- ✚ Google classroom,
- ✚ Google drive,
- ✚ Wix.com (free website builder),
- ✚ iMovie maker,
- ✚ collaborative online whiteboards like Twiddla ([www.twiddla.com](http://www.twiddla.com)) and Vyew ([vyew.com](http://vyew.com)),
- ✚ Bubbl.us ([Bubbl.us](http://Bubbl.us)),
- ✚ Edmodo ([edmodo.com](http://edmodo.com)),
- ✚ Wikispaces ([wikispaces.com](http://wikispaces.com)),
- ✚ Cacao ([cacao.com](http://cacao.com)),
- ✚ And any other tool approved and selected by the school.

## Readings and Resources:

- Declaration of Human Rights
- Dignity Entrepreneurship template
- Dignity images
- What Dignity means to me

### Tips for the group members:

- ✚ Allow for varying levels of participation.
- ✚ Assign roles to help ensure that no one person is overburdened with all aspects of the project.
- ✚ Work within the rules and boundaries set by the school.
- ✚ Identify achievable short-term goals.
- ✚ Completion of small steps can create enthusiasm for future steps
- ✚ Respect the views and opinion of all members of the group
- ✚ Keep in mind, at the end it's a collective responsibility, you are not competing with your group members