

This presentation can be used with children in P5-7 to explore the concept of human dignity as part of a rights-based approach.

When we're working with schools towards rights-based practice we always start with the concept of human dignity. Dignity underpins all aspects of the UNCRC and is an important concept for children to grasp when they are learning about their rights.

When children learn about what dignity means to them, they are less likely to behave in a way that might take away someone else's dignity. In this way, learning about dignity can help build strong relationships between children and children, and between children and adults within your school.

The workshop works best in a classroom setting and covers aspects of health and wellbeing and expressive arts. The workshop can last around an hour but children may need additional time afterwards to complete their dignometers.

Before delivering this workshop you will need to prep some resources for your children – see slide 7 for more information. We recommend reading through all the support notes before delivering the session.

NB: This presentation is meant to be an aid to the workshop on dignometers rather than the main show. You should not present from the front, rather sit with your children at their level, using the presentation for prompts and visual aids.

# Dignometer Workshop Delivery Guide

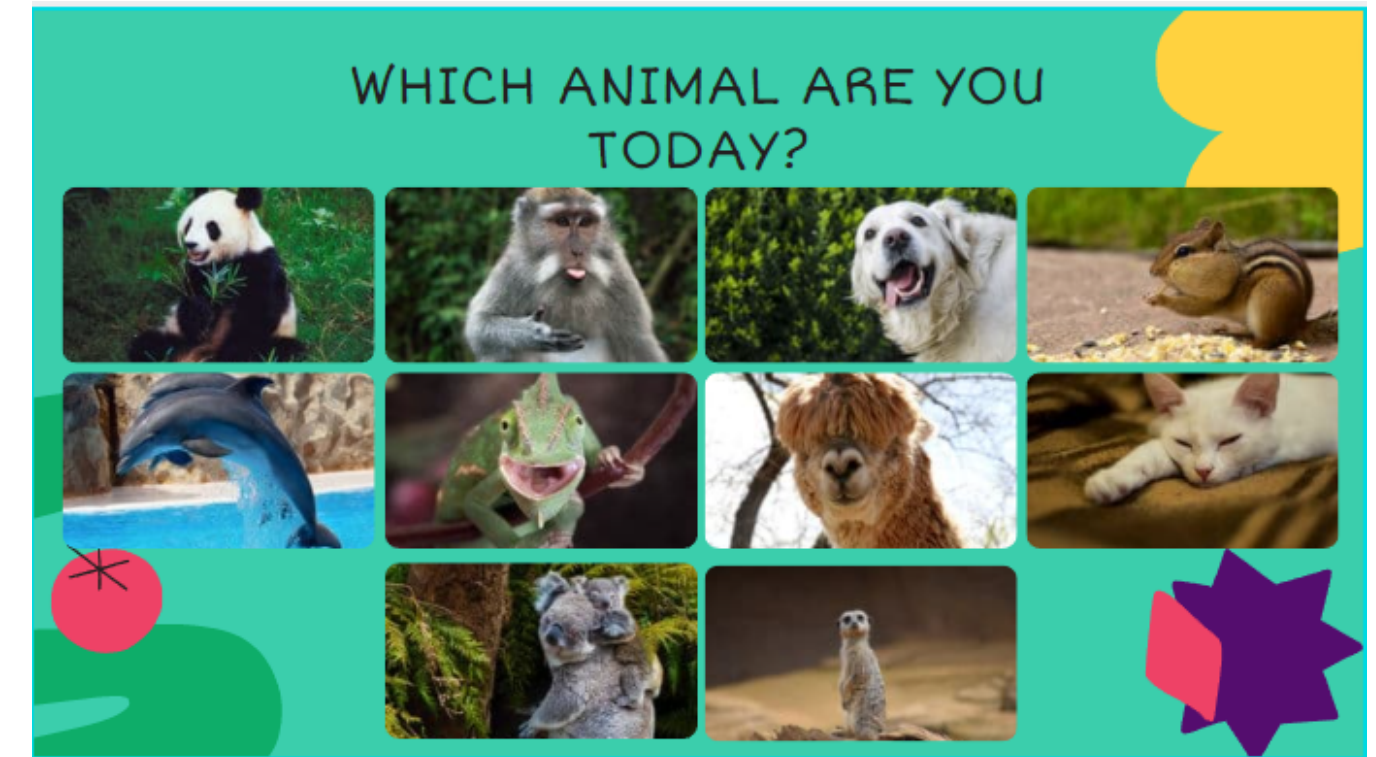


Title slide

Sit in a circle on the floor, have all the children do a check in to see how they're feeling today. You should join the circle with them to show that you are equal with them and taking their thoughts seriously.

Ask them to choose which animal they feel like today. If they want to they can also say why!

Remember to say yours as well.



Check-in slide

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Before revealing this slide, ask children what they think we mean by human dignity. Get a sense of their understanding before moving on to our definition.

Read out this definition of human dignity to children. When we do this we put our hands on our heart as this is what we've noticed children tend to do when we talk about human dignity. It shows where dignity is rooted. You can talk about this as you do it as well if you feel comfortable to.

Give the children time to take in what you've said, repeat it if you need to.

**What is Human Dignity?**

Every human being is important and special. We call this human dignity.

Respect for human dignity means that we should be friendly and kind to others and it is wrong to hurt other people or make them feel bad about themselves.

No matter how others treat you, they never have the right to take away your human dignity.

When you learn what human dignity means to you, you are less likely to accept when other people hurt, discriminate or put someone down.

An illustration of two yellow hands holding a large pink heart.

Slide three

Once the children have understood the concept of human dignity get them to go round in a circle and say one thing that might take away human dignity.

This could be something that happens to children to make them feel less important or special.

Try to encourage them to think of general examples rather than personal experience as this could be distressing.

You should take part as well, being part of the circle. You could go first to give an example, such as 'not being believed' or 'being shouted at'.

Try to make sure that everyone says something, they can repeat what other people have said and you can go back to them later, but try to make sure everyone gets chance to contribute.

**QUESTION :**  
WHAT TAKES AWAY  
HUMAN DIGNITY?

What could happen in a  
child's life to make them feel  
less important or special?

**Slide four**

Have everyone get up and shake off the last exercise, it can feel a bit overwhelming to focus on the negative. Stand up and move around, if you feel it might help, have children swap places in the circle by playing a game of fruit salad, or swapping places if they have a brother etc.

Once you're back and settled, repeat the last exercise but with examples of things that might give children human dignity. That might help make a child feel important and special.

You should take part as well, being part of the circle. You could go first to give an example. Such as 'celebrating achievements', 'being hugged'.

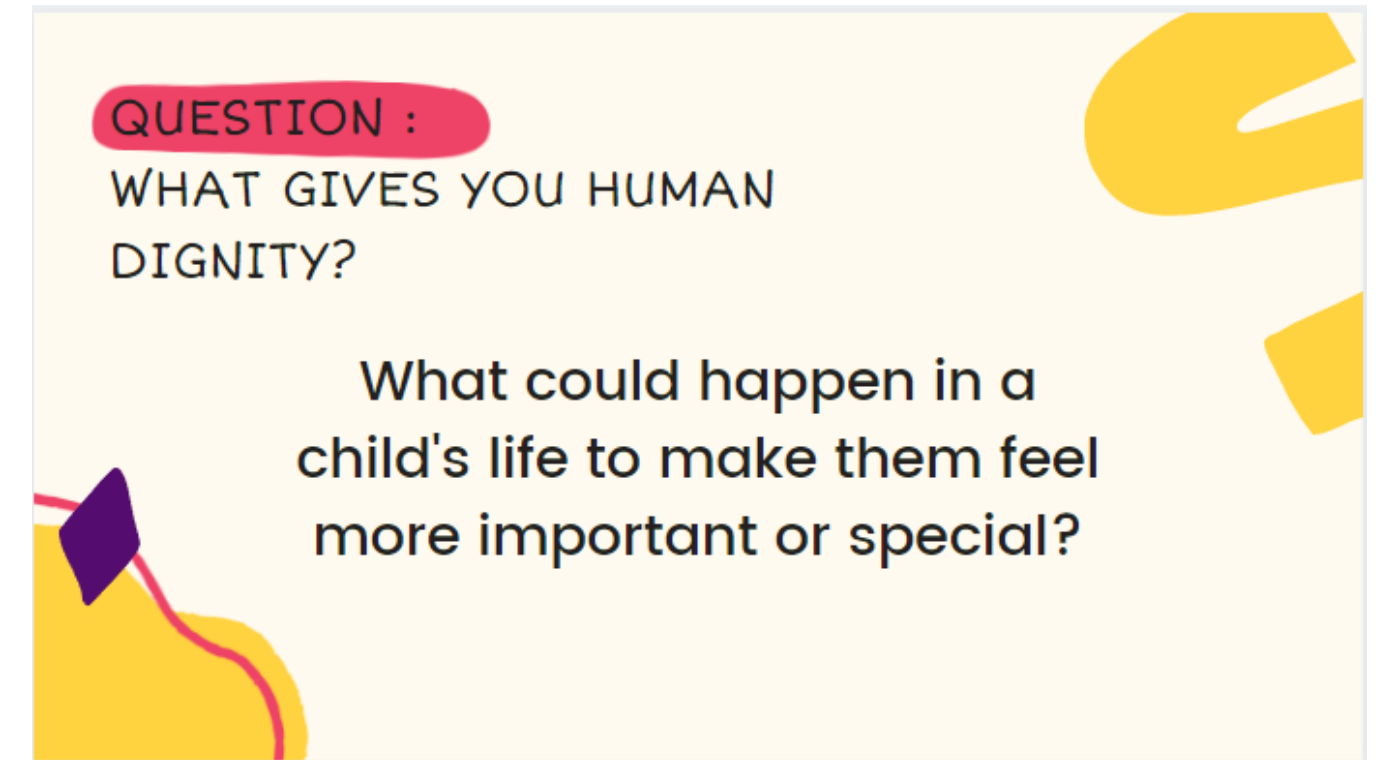
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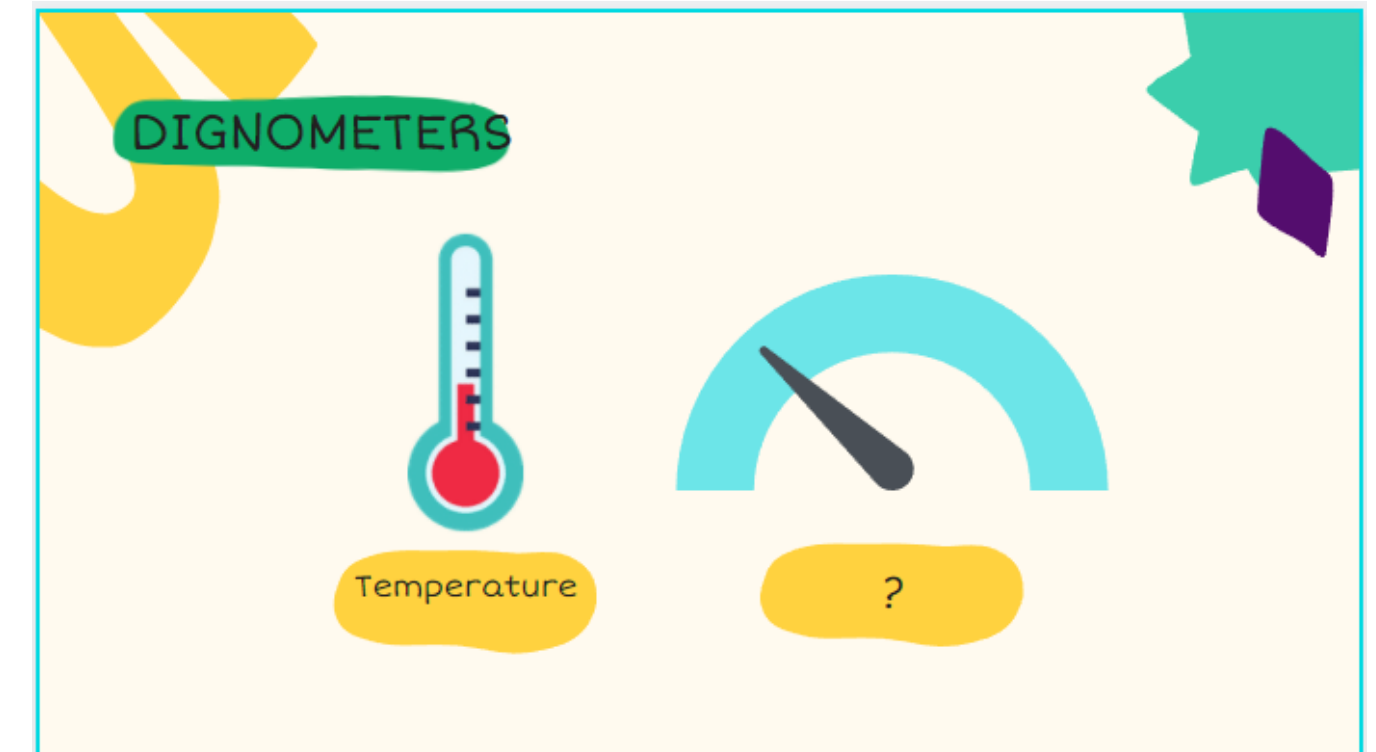
Introduce the idea of dignometers. Get the children to think about measuring. If thermometers measure temperature, what would do dignometers measure?

The answer is DIGNITY!

Explain that they're now going to create their very own dignometers to measure human dignity.



Slide five



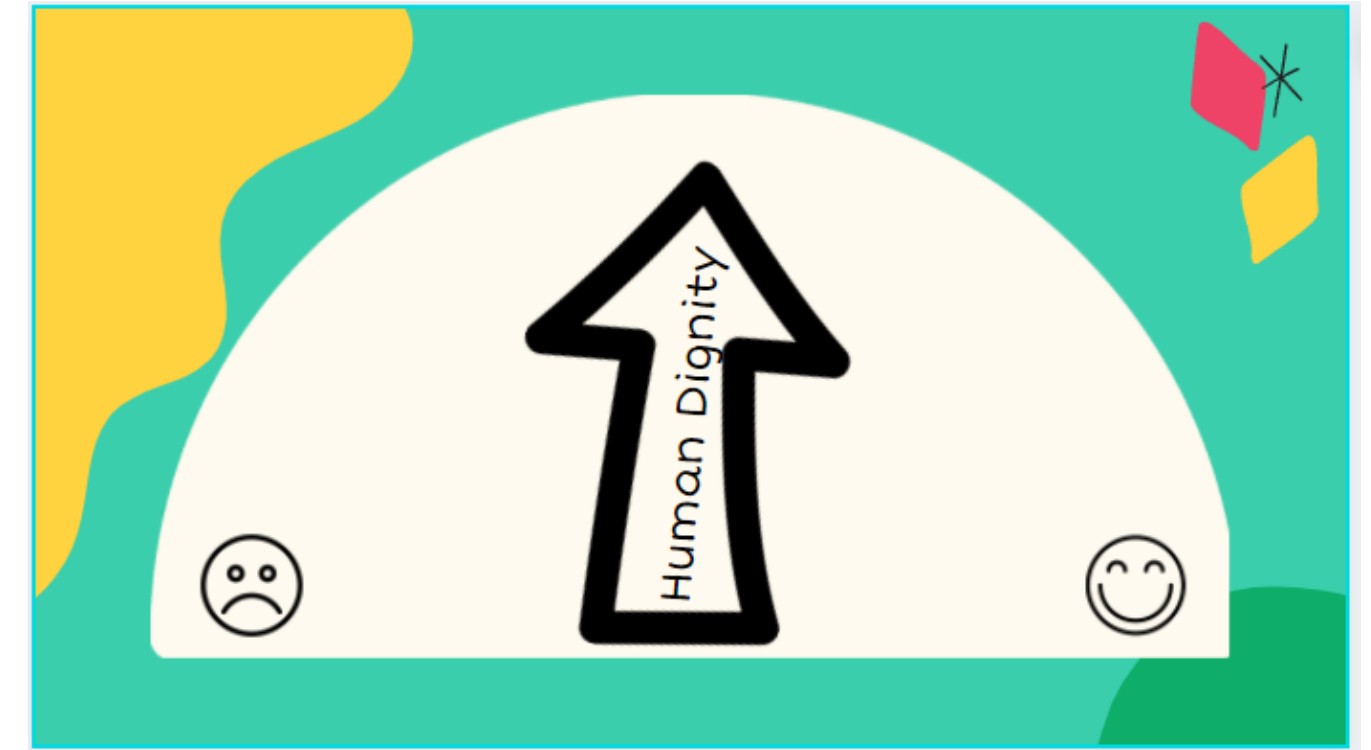
Slide six

Explain that they are now going to make their own dignometers. Hand out some pre-cut, blank dignometers for them to work on. These can be made by cutting card, or foam board into a semi circle and adding an arrow shape in the same material using a butterfly pin. A template can be found in the resource pack.

Have the children draw a happy face on one side of their dignometer and a sad face on the other. The 'happy' side will have things that give human dignity, the 'sad' side will include things that take human dignity away. On the arrow they can write the words 'Human Dignity' or draw their own design.

If appropriate you can also introduce the idea of a scale to the children, get them thinking about the things that would give the most dignity on the far right, and those that would take away the most on the far left. They can write their ideas on paper first then rank them if this is helpful but the important part is coming up with the ideas.

Encourage children to write, draw and decorate on their dignometers. As you work with them get them to describe what they have written and why.



**Slide seven**

These examples can be left up for inspiration as the children work on their dignometers.

Remember to encourage the conversations as well as the drawing.

Once you've given everyone time to complete their dignometers (this may take more than one session), think about how you might want to display them/use them with your children.



Slide eight

## What you need:



Thick card



Scissors



Butterfly pins



Dignometer Presentation  
and Presenter's Notes

## Instructions:

Cut out the template of the semi-circle on page two.

Cut out the template of the arrow on page one.

Using thick card or foamboard, trace around your arrow and semi-circle as many times as you need.

Fix the arrow to the semicircle using a butterfly pin.

Follow the Dignometer Presentation and use the presenter's notes to lead your session



