

Dignity in School Starter Pack



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Introduction

So you want to implement a children's rights approach in your classroom?

You have come to the right place - here, you will find a step-by-step guide on how to make sure that your classroom space has rights at the heart of it. Our principle concept of Dignity helps in the understanding of children's rights. Feeling respect for yourself and others creates a dynamic where each human can be themselves and embrace their difference, where everyone is important and special - creating classroom where everyone is valued and dignified. Happy, healthy and safe are the keywords which will be used to translate a children's rights language making it a more palpable concept.



It's important for children's voices to be heard and the Dignity in Schools gave us a chance to do that.



Aims of the starter pack

This resource will link all our resources in an order that will help you establish a rights-based classroom through different session plans and conversation starters. The aims of this starter pack are to:

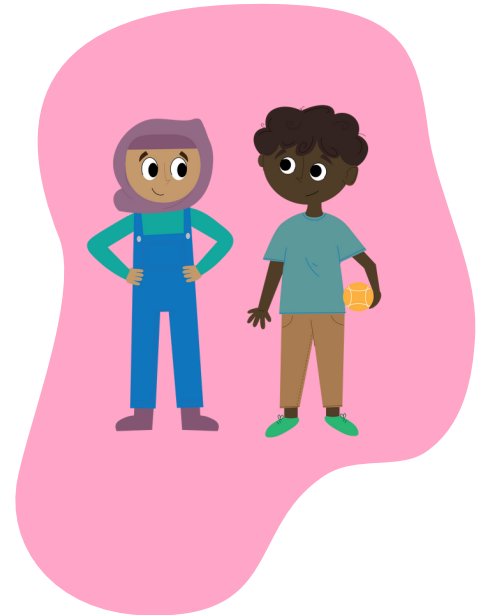
- Help to establish a children's rights approach in your classroom from the very start.
- Direct you to our informative resources and session plans in a step by step guide.



Dignity Assessment

This is a simple self-assessment tool that can be used with both adults and children in school to help you discover your strengths and areas that may need a bit more support when it comes to a children's rights approach.

The tool involves two questionnaires, one for adults and one for children. It will guide you through how to carry out the questionnaires, how to analyse your results and what your next steps could be as a result.



What is the UNCRC?

The United Nation Convention on the Rights of the Child is a legally-binding international agreement civil, political, economic, social and cultural rights of children across the world. This activity is intended for the educators and adults of your organisation as a foundation for rights-based practice. Learning about the UNCRC is a good starting point for establishing what rights mean and how they are going to be central to the classroom environment and how this means the class is going to work together to realise the rights of themselves and their peers and teacher. Connecting this to the Dignity Assessment then shows an active process of hearing the voices of children and how this is a way of realising their rights.

The reading required is about 25 minutes long including a video from children's parliament.



Friendship and Learning

Ideally this activity should be run across two sessions. Creating a project as a collective can demonstrate everyone's importance and create a community space in the classroom. This activity is building something for your space with everyone's contribution. This guide is aimed at upper primary school learners. With minor adjustments to length, questions and prompts, the session can be facilitated for any age group. The aim of the activity of creating a rainbow chain to gether is:

- Find out what children need from each other to support their learning.
- Explore what adults can do to support friendships in the classroom.



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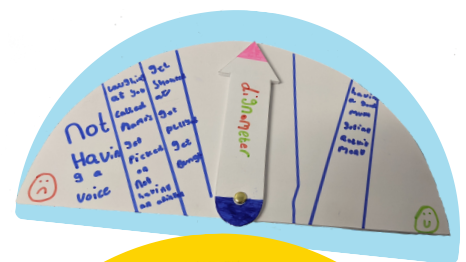
Top tip

The focus of your rainbow should be supporting positive relationships, not controlling behaviour.

Dignity-Metres

A Dignity-Metre is a scaled metre that the children create to indicate how dignified they are feeling. It can be a great tool for understanding what dignity means and how it can feel in a classroom setting.

This activity starts with an exploration of what dignity means and how it looks different for each person. After this, the child has the chance to create their own personal Dignity-Metre which then can be used to explain themselves and to learn to communicate with others.



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Calm Classrooms

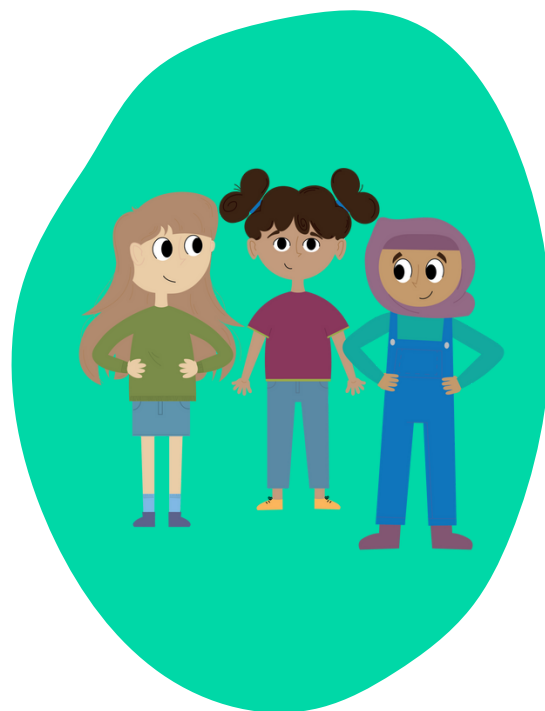
While working with children of all ages in school, we found that relationships were central to most aspects of school life. A children's rights approach to working with children puts positive relationships at its heart. Start a discussion on what the children need to be happy, healthy and safe in life and in the classroom. Collaboratively, create expectations together and an agreement with messages on how best to make sure that everyone's needs are met making a calm and happy classroom.



Check-Ins

Checking in with children at the start of any session gives you the chance to get a feel for how everyone in the room is feeling. It can also give you a wee heads up if someone might need a bit of extra support or some space. Checking in regularly with children also establishes trust, opens lines of communication and shows children that you're interested in them and how they're feeling.

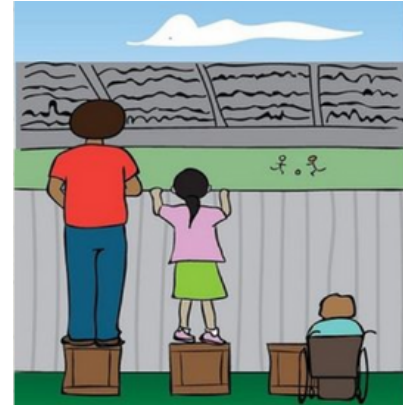
Our check-ins that we have designed here use different analogies like internal weather report, a colour check-in, a balloon or animal check-in to make an approachable way to talk about feelings and the way that they feel that day. Dignity-metres can also be used as a check-in, of course!



Equity and Equality

In this activity, learners explore the differences between equality and equity and, through 3 tasks, explore these terms in action. This resource has been designed with inspiration from a resource sent to us by a teacher, Mrs Boyle @MrsBoyle_

This is a really important lesson in understanding that everyone is equal, but everyone has different needs and everyone has their rights. Through the three activities of defining the different words and having a guided discussion with the class going through different examples, it was a really valuable lesson that allows the space for everyone to bring their full selves to the class and be respected.



Dignity Hub

Now that you have completed your starter pack, head on over to the **Dignity Hub** for more lessons and information on how to make sure that your space has children's rights at its centre!

[Go to Dignity Hub for more!](#)

