

DIGNITY IN SCHOOL RESOURCE

Exploring Dignity: An Introduction to a Children's Rights Approach

Introduction

The idea of human dignity is at the heart of all our work with children. Dignity is the foundation of children's human rights. It is something that is intrinsic and instinctual for children and adults, we all understand that feeling, what upholds our dignity and what takes it away.

By exploring the idea of human dignity with your children you will begin to form a shared understanding of what children's human rights can look and feel like in practice.

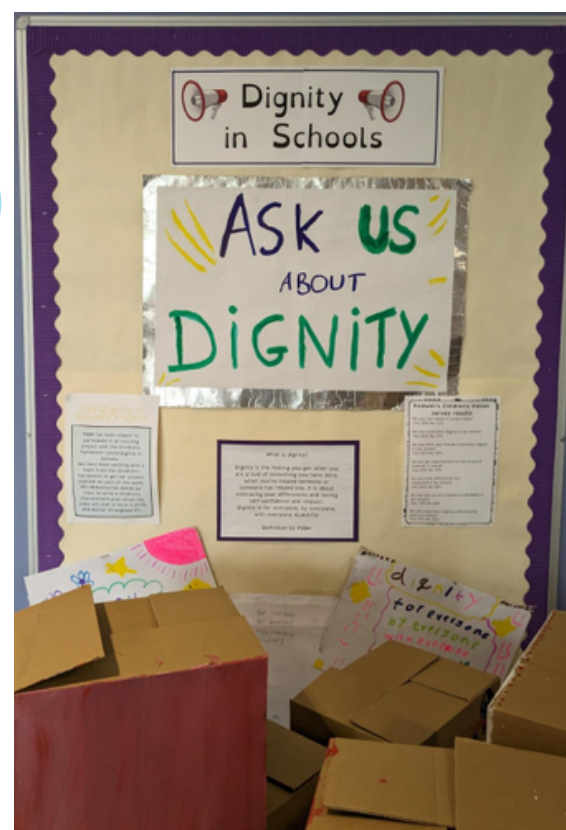
CfE Learning Outcomes

HWB 1-09/2-09a
HWB 1-10a/ 2-10a
HWB 1-14a/2-14a
LIT 2-02a LIT 2-07a

Aims of the activity

This resource will look help you to explore the idea of human dignity with children. The aims of this activity are to:

- Explore different scenarios that could happen in school and impact on children's dignity.
- Support children to develop ideas for how their dignity can be upheld in school.



Exploring Dignity

Activity Breakdown

While we would suggest around 90 mins, the length of activities is flexible and can be adapted to your own timetable. Here are our timings for the session.

- 10 mins – Introduction and warm-up game.
- 50 mins - Exploring Dignity Scenarios in small groups.
- 20 mins - Creating Dignity Scenarios in small groups.
- 10 mins – Feedback and reflection as a class.

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.

What you need

In order to run this activity, you will need the following:

- Dignity Scenarios - available at the end of this resource. These can be printed or shown on tablets.
- Post-it notes
- Pens/Paper



Exploring Dignity

Introducing Dignity (10 mins)

At Children's Parliament, we start every session with a check-in. Children love these short activities, and they are a vital piece of our rights-based practice. They set the tone for the session, allow children to express themselves freely and give you a wee heads up if there are any children who may need a bit of extra support or space during the day. You can find out more about check-ins in our ['Check-In Activity Ideas' Learning Kit](#).

Start together in a circle, together on the floor. You can use one of the check-in games provided in the 'Check-In Activity Ideas' kit, or you can play a game that you know your children love.



Once your children are warmed up and energised for the activity you can introduce it. We've created a wee script to get you started.



In this session, we will be learning all about what children need to be healthy, happy and safe. We will talk about children's human rights and look at different scenarios that might happen in school. These scenarios are based on conversations with children from around Scotland.

For each scenario we will look at how children's dignity and their human rights might be impacted and think together about how we could make things better.



Exploring Dignity

Introducing Dignity

If this is the first resource you are using in our 'Dignity Series' [link] you will need to take a wee bit of time at the start of the session to introduce the idea of human dignity to children.

While introducing a concept such as human dignity may seem daunting, we have found, once explained, children really take to it, it is something that they feel deeply and understand on a fundamental level. We have developed a definition of dignity based on our work with children that you can share to introduce this idea.

“ 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. ”

After you have introduced the idea of human dignity you can go around the circle and ask children if they have any examples of something that has made them feel important or special that day. This doesn't have to be something big or unique, it could be something small, like getting a hug off a family member.



Exploring Dignity

Dignity Scenarios (50 mins)

Create four stations in your classroom and divide your class into four groups. Depending on timings you could do this with more or fewer groups. Children will spend around 10 minutes at each station.

At each station provide one of the dignity scenarios available at the end of this resource. Ask each group to think about what is happening in their image and try to tell the story of how the child in their scenario are having their children's human rights met or not met and how that might impact the dignity of that child.

Ask children to have one person taking notes in each group so they can feedback to the rest of the class at the end.

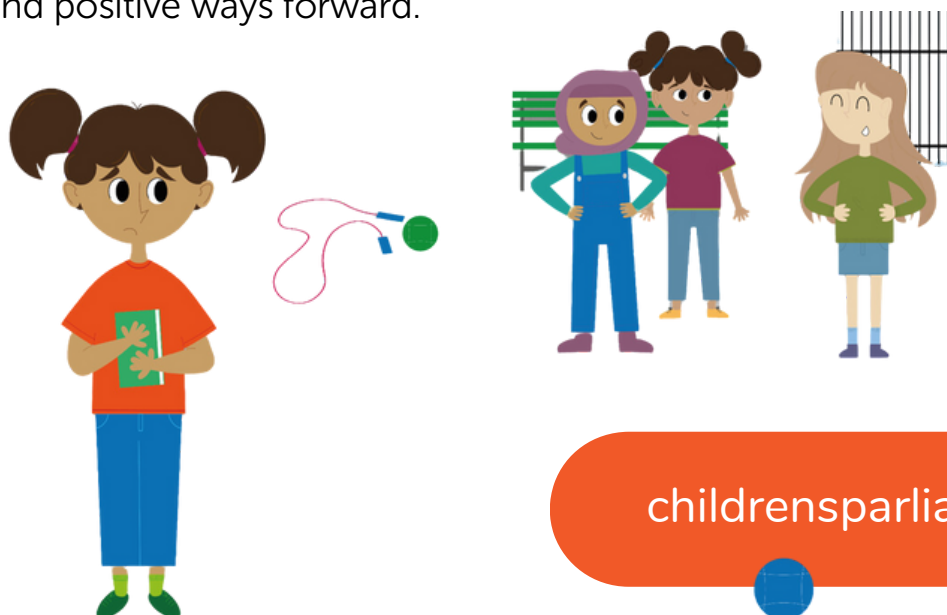
Children could think about the following prompts to help their discussion:

- What is happening in the scenario?
- Why do you think it is happening?
- How do you think the child is feeling in the scenario?
- Do you think their human rights are being met? If not, why not?

Once children have had time to think about what is happening in their scenario, ask them to think about:

- What could be done differently in the scenario to ensure the child's rights are being met and their dignity upheld?

Once children have had chance to go through each station, bring the class back together to talk about each scenario as a class. Pay particular attention to their solutions and positive ways forward.



Exploring Dignity

Creating our own Scenarios (20 mins)

Back in their groups children will now have the opportunity to create their own dignity scenario based on their school. Children should think about their school or classroom in particular and how they feel their dignity is impacted in those spaces.

Children can create an image, comic strip or even a short play in their groups depicting their scenario.

Make sure there is time for children to share their ideas with the rest of the class and work together on what solutions could be to each scenario. What can everyone in school do to support children's human rights and their dignity.

If time allows this activity could be extended to allow for more in depth artwork and discussion.



Reflection (10 mins)

Bring the children back into a circle and discuss the session as a group.

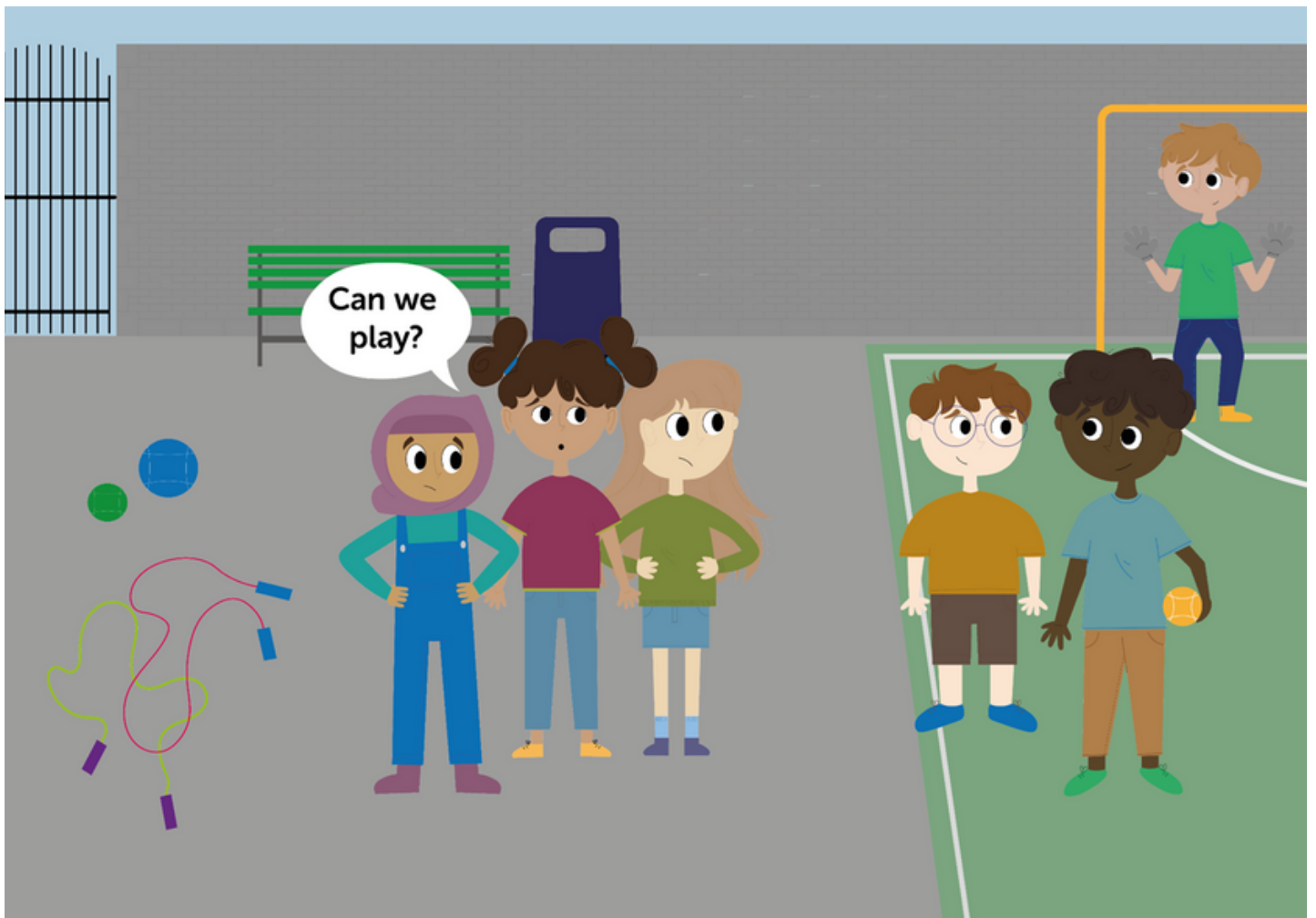
Discussion prompts:

- How did the scenarios make you feel?
- what was missing from the scenarios?
- Are there any areas of school where you would like to explore dignity further?
- What can we do as a class to uphold each other's dignity from now on?

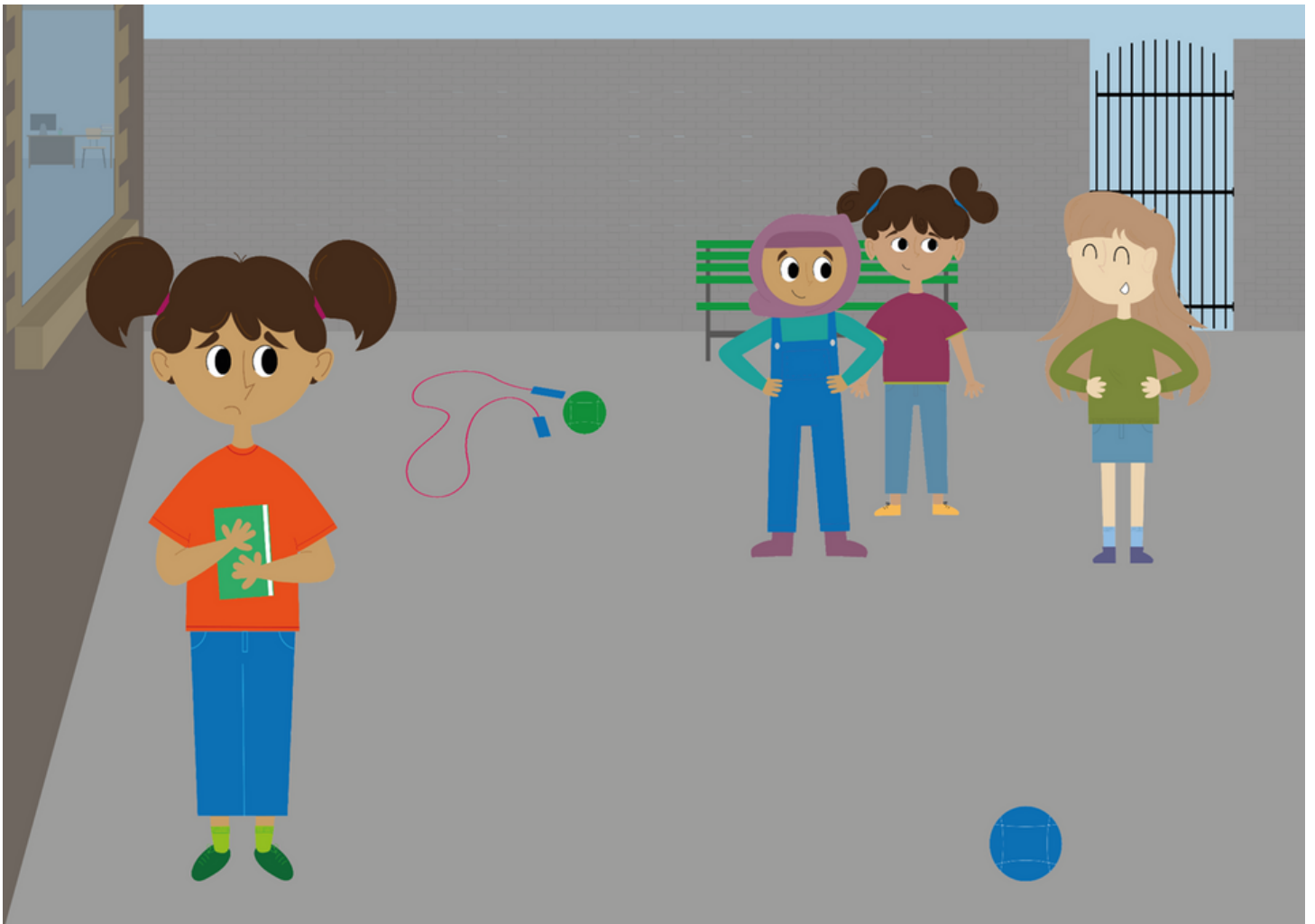
Exploring Dignity: Scenarios



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Exploring Dignity



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Dignity Scenarios

These are scenarios in school that children most regularly describe as areas where dignity is not found. They are great stimulus for discussion offering opportunity for children to think about what dignity and our rights looks like in practice in school day-to-day







