

## RESPECTING HUMAN DIGNITY IN SCHOOL MODULE 1

### **Training material for the project titled “Road to democracy: supporting teachers to educate students to become active citizens”**

„All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”<sup>1</sup>

Training venue: Budapest, 18<sup>th</sup> district, Üllői Street 400.

Training date: 20 September 2013

Duration: 2 x 90 minutes

Participants: teachers and students of teacher training

Number of participants: 20 persons

Trainer: Éva B. Nagy

Necessary tools: flipchart/wrapping paper, A4 papers, markers, blue tack, definition/value cards, exercise sheets - hand-outs.

#### The objective of the training:

- To raise awareness of the participants that respecting human dignity serves as a basis for promoting human rights, peaceful coexistence and a democratic society.
- Increasing sensibility and set examples for the participants what kind of opportunities the teachers have to prepare their students to become active citizens of the society.

09:00-09:05

#### ***Introductory thoughts, welcoming the participants***

09:05 – 09:20

#### ***Introduction of participants***

Objective of the task: Introduction of the participants, familiarising them with the training’s topic.

The trainer informs the participants on the process of introduction: The cards have definitions and values in connection with the training’s topic. The participants will choose a card that, in their opinion, is important from the point of view of democracy and active citizenship.

Duration: 15 minutes

Process:

1. Every participant chooses a card
2. Participants introduce themselves (name, school, what they teach)
3. Justification why they choose that particular card.

#### Cards

INTEGRITY	FREEDOM	LEGALITY	HONESTY	HONOR
RESPONSIBILITY	UNDERSTANDING	PATIENCE	INCLUSION	RESPECT
REALIBILITY	CARE	ACTIVE PARTICIPATION	EMPATHY	RULES
DIVERSITY	HUMAN DIGNITY	CO-OPERATION	PERSONAL RESPONSIBILITY	JUSTICE
SOCIAL RESPONSIBILITY	FAIRNESS	LAW	JUSTICE	EQUALITY
EQUAL OPPORTUNITIES	GLOBAL CITIZENSHIP	MORAL RESPONSIBILITY	HIGH QUALITY COMMUNICATION	GLOBAL RESPONSIBILITY
PEACE	POSITIVITY	COMMUNITY	PROVIDING HELP	ACTIVE TOLERANCE

09:30 – 09:50

### ***Exercise 1 Unacceptable attitude in schools***

Objective of the exercise: Based on the participants' personal experience, to collect unacceptable attitudes, behaviours and phenomena at school that harm human dignity.

Duration: 20 minutes

Process:

1. Ask the participants to think about their own school experience (either as a student and/or as a teacher) when they witnessed or were involved in unacceptable behaviour or attitude.
2. Participants will share this experience with other participants sitting next to them (left and right).
3. A member of this group of three will list on a flipchart the 3 least acceptable attitudes and behaviour they experienced.
4. Group discussion on the items of the flipchart (plenary)
  - Which ones were most commonly mentioned?
  - Which ones could be considered as a general phenomenon?
  - Are there any recently emerging ones? What can be the reason?
  - Could you identify any attitude that is only present in some of the schools in an isolated manner?

09:50 – 10:40

### ***Exercise 2. Change in school***

Objective of the exercise:

- To achieve a positive change in the school's everyday life in order to enhance the respect of human dignity and to mitigate unacceptable attitudes, behaviours and procedures in school (students, school management, teachers, other employees of the school, parents) and in the operation of the organisation as well as in the institution's environment.
- Shaping the attitude and skills of the participating teachers in order to make their work more conscious.

Duration: 50 minutes

Tools and materials:

for each group – flipchart/wrapping paper, markers, blue tack

- exercise sheet

Process:

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1. Form small groups of 3 to 5.
2. Hand out the exercise sheets to the groups.
3. Draw the attention of the participants to the unacceptable attitudes, behaviours procedures, etc. collected during the previous exercise, but the group will prepare a list of attitudes, behaviours, procedures, environmental conditions, etc. they consider most intolerable, in line with their tasks.
4. *Describe and rank* these (most intolerable – easily acceptable) (Maximum 5-7).
5. Choose three from the list and make recommendations *Why? What? How would you change these* in order to reverse them?
6. Group presentation on the results of the joint exercise.
7. Group discussion – reflection (Plenary) on the experience, formulation of recommendation on feasibility of the emerging, prevention or combatting the worsening of unacceptable attitudes, behaviours, etc. Sharing good examples and practice.

*Topics*

Group 1. Student attitude, behaviour

Group 2. Teacher attitude, behaviour

Group 3. Rules and procedures in the school

Group 4. Physical environment of the school

Group 5. School management - Principal

Group 6. Relationship between school and family

Group 7. ***Relationship between the school and a local/settlement community***

***Coffee break:*** 10:40-11:10

11:10-13:00

11.30 – 12:30

***Exercise 3. Declaration of the Rights of the Child***

Objective of the exercise: familiarising with the document “Declaration of the Rights of the Child”, brushing up existing knowledge.

Duration: 60 minutes

Tools and materials:

- Copy of the short version of the “Declaration of the Rights of the Child” for every participant.
- Pen or pencil for every participant
- Flipchart or wrapping paper, blue tack

Process:

1. Participants will form pairs.
2. Participants will receive a copy of the short version of the “Declaration of the Rights of the Child” (From the Handbook titled First steps... teaching material for educating human rights)<sup>2</sup> or (CoE Manual)
3. Participants will choose three rights of children (articles) that are most severely violated in schools in their opinion. They will give a real life example for each right.

4. The violation of rights listed by the pairs will be presented.
5. Small groups (3 to 5 people) will be formed, taking the cases into account.
6. The small groups will discuss the examples concerning the violation of rights.
7. The Article should refer to the Article that was violated.
8. What was the cause or the root of the violation, was it a consequence of something?
9. The participants will formulate recommendations how to address these, how to ensure legal remedy and how to prevent these violations. Concrete pedagogical, organisational, or training recommendations are expected for each situation.
10. The participants will a “*mind map*” on a wrapping paper focusing on the prevention/legal remedy of these cases.
11. The participants will present their “mind maps” to the entire group.
12. In the framework of a plenary session the experience and recommendations made and results achieved in the small groups will be discussed.

Possible aspects of forming subgroups:

**Group 1 – 2:** Violations in connection with the *institution’s operation* (house rules, schedules, order and rules of lunch and snack breaks, smoking, etc.), school procedures (appreciation, punishment, disciplinary procedures, unfair practices, etc.).

**Group 3-4:** Violations in connection with the *learning-teaching methodologies and practice* (dominance of one-way communication, responsibilities of the child concerning his/her own learning, active or passive participation in decisions concerning him/her, performance evaluation, etc.)

**Group 5-6:** Violations in connection with *behaviours* of all stakeholders (insulting communication, bullying, any other form of aggression, humiliating the other person, etc.)

Recommendation: The groups can be formed based on the violations or cases the pairs chose, or based on other aspects. Trainer should be flexible, responding to the group’s needs.

12.30 – 12:45

***Exercise 4. – Human dignity – rights of children in school. Individual and community responsibility.***

Aim of the exercise:

The importance of the school environment, attitude, values and practice in connection with human dignity and the rights of children in everyday life, raising awareness to their social relevance.

Duration: 15 minutes

Process:

1. *Circle-debate:* In my opinion, the rights of children are only rarely violated in school, because ... The next participant: In my opinion, the rights of children are often violated in school, because... The participants formulate contradictory statements in favour or against the original statement. The contradictory arguments will be listed as long as there are arguments remaining. No repetitions allowed. If someone runs out of arguments, he/she can pass.

Version: if someone cannot argue, he/she is out.

2. The characteristics of the school atmosphere, importance of respecting human dignity in everyday life, the intention and actors of change. Plenary discussion. Reflection on the morning session.

12:45 – 13.00

## **Closure**

Duration: 15 minutes

Plenary discussion on the experience made in the morning session (Module 1) and on how it can be put into practice.

What would I change in my school? *Next step!*

The participants will receive a piece of hard paper, where they can draw their “footprint”, the contour of their shoes. They will describe the next step they intend to take in their own pedagogical practice or what they plan to initiate in their school in order to reinforce human dignity, and the rights of children.

The “footprints” will be placed on the wall with cellar tape/blue tack.

## **Appendix – Hand-outs**

### **Exercise 2. – *Change in the school***

#### ***Student attitude, behaviour***

Worksheet, group 1

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school’s physical environment, which can be experienced in the school’s everyday life.

1. Based on your own experience, *list* attitudes and behaviours of students that are most difficult to tolerate.
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

#### ***Teacher attitude, behaviour***

Worksheet, group 2

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school’s physical environment, which can be experienced in the school’s everyday life.

1. Based on own experience, *list* attitudes and behaviours of teachers that are most difficult to tolerate.
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

### ***School rules and procedures***

#### Worksheet, group 3

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school's physical environment, which can be experienced in the school's everyday life.

1. Based on own experience, *list* school rules and procedures that are most difficult to tolerate because of violation of human dignity (teacher, student, parent).
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

### ***Physical environment of the school***

#### Worksheet group 4

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school's physical environment, which can be experienced in the school's everyday life.

1. Based on own experience, *list* examples for the school's physical environment that are most difficult to tolerate because of violation of human dignity (teacher, student, parent).
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

### ***School management - Principal***

#### Worksheet, group 5

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school's physical environment, which can be experienced in the school's everyday life.

1. Based on own experience, *list* attitudes and behaviours of principals or school management that are most difficult to tolerate.
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

### ***Relationship between school and family***

#### Worksheet, group 6

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school's physical environment, which can be experienced in the school's everyday life.

1. Based on own experience, *list* examples of intolerable attitude and behaviour concerning the relationship between school and family that are most difficult to tolerate.
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

### ***Relationship between school and community***

#### Worksheet, group 7

In the previous exercise we collected examples of unacceptable attitudes, behaviours, procedures, and the school's physical environment, which can be experienced in the school's everyday life.

1. Based on own experience, *list* examples of intolerable attitude and behaviour concerning the relationship between school and local community that are most difficult to tolerate.
2. *Characterise and rank* these (most intolerable – easiest to tolerate) (Maximum of 5-7 items)
3. *Choose three*, and make recommendations on *How? What? and How* these should be changed or reversed?
4. A group member (or the group jointly) will *present* the results.

### **Exercise 3. Declaration of the Rights of the Child**

#### **Exercise sheet, group 1 - 2**

Violations in connection with the *institution's operation* (house rules, schedules, order and rules of lunch and snack breaks, smoking, etc.), school procedures (appreciation, punishment, disciplinary procedures, unfair practices, etc.).

After ten years of preparation, **the UN Declaration of the Rights of the Child was adopted by the General Assembly on the 20<sup>th</sup> of November 1989**, defining the rights of children based on the International Covenant on Civil and Political Rights, taking the special characteristics of minors into consideration. The minimum standards of rights are set out in the Convention of the Rights of the Child that must be ensured by every State Party to the children living in its territory; rights in connection with survival and development, protection and participation in the society. Only three countries did not commit itself to the Convention: the USA, Somalia and South-Sudan.

Process:

1. Participants will form pairs.
  2. Participants will receive a copy of the short version of the “Declaration of the Rights of the Child” (From the Handbook titled First steps... teaching material for educating human rights)<sup>3</sup> or (CoE Manual)
  3. Participants will choose three rights of the child (articles) that are most severely violated in schools in their opinion. They will describe a real life example for each right.
  4. The violation of rights listed by the pairs will be presented.
  5. Small groups (3 to 5 people) will be formed, taking the cases into account.
  6. The small groups will discuss the examples for the violation of rights.
  7. The Article should refer to the Article that was violated.
  8. What was the cause or the root of the violation, was it a consequence of something?
  9. The participants will formulate recommendations how to address these, how to ensure legal remedy and how to prevent these violations. Concrete pedagogical, organisational, or training recommendations are expected for each situation.
  10. The participants will draw a “*mind map*” on a wrapping paper focusing on the prevention/legal remedy of these cases.
  11. The participants will present their “mind maps” for the entire group.
  12. In the framework of a plenary session the experience and recommendations made and results achieved in the small groups will be discussed.
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1. The participants will jointly select three rights of the child (articles) that are, in their opinion, most commonly violated in schools as a result of the *operation of the institution and the school's procedures*. The participants will list an example in connection with each article from their experience.
  2. The selected violation of right will be discussed.
  3. The number of the Article that was violated must be indicated next to the case.
  4. What could cause or induce the experienced violation of right, or was it a consequence of something?
  5. The participants will formulate recommendations to address or to prevent these violations. Concrete pedagogical, organisational, or training recommendations should be formulated for the selected case.
  6. The participants will draw *mind maps* on wrapping paper to address/prevent these violations/cases.
  7. The mind map concerning the recommendations will be presented to the entire group.

### Exercise sheet group 3 - 4

Violations in connection with the *learning-teaching methodologies and practice* (dominance of one-way communication, responsibilities of the child concerning his/her own learning, active or passive participation in decisions concerning him/her, performance evaluation, etc.)

After ten years of preparation, **the UN Declaration of the Rights of the Child was adopted by the General Assembly on the 20<sup>th</sup> of November, 1989**, defining the rights of children based on the International Covenant on Civil and Political Rights, taking the special characteristics of minors

into consideration. The minimum standards of rights are set out in the Convention of the Rights of the Child that must be ensured by every State Party to the children living in its territory; rights in connection with survival and development, protection and participation in the society. Only three countries did not commit itself to the Convention: the USA, Somalia and South-Sudan.

1. The participants will jointly select three rights of the child (articles) that are, in their opinion, most commonly violated in schools as a result of the *learning-teaching methodology and practice*. The participants will list an example in connection with each article from their experience.
2. The selected violation of right will be discussed.
3. The number of the Article that was violated must be indicated next to the case.
4. What could cause or induce the experienced violation, or was it a consequence of something?
5. The participants will formulate recommendations to address or to prevent these violations. Concrete pedagogical, organisational, or training recommendations should be formulated for the selected case.
6. The participants will draw *mind maps* on wrapping paper to address/prevent these violations/cases.
7. The mind map concerning the recommendations will be presented to the entire group.

### Exercise sheet group 5 - 6

Violations in connection with *behaviours* of all stakeholders (insulting communication, bullying, any other form of aggression, humiliating the other person, etc.)

After ten years of preparation, **the UN Declaration of the Rights of the Child was adopted by the General Assembly on the 20<sup>th</sup> of November, 1989**, defining the rights of children based on the International Covenant on Civil and Political Rights, taking the special characteristics of minors into consideration. The minimum standards of rights are set out in the Convention of the Rights of the Child that must be ensured by every State Party to the children living in its territory; rights in connection with survival and development, protection and participation in the society. Only three countries did not commit itself to the Convention: the USA, Somalia and South-Sudan.

1. The participants will jointly select three rights of the child (articles) that are, in their opinion, most commonly violated in schools as a result of the *unlawful behaviour*. The participants will list an example in connection with each article from their experience.
2. The selected violation of right will be discussed.
3. The number of the Article that was violated must be indicated next to the case.
4. What could cause or induce the experienced violation, or was it a consequence of something?
5. The participants will formulate recommendations to address or to prevent these violations. Concrete pedagogical, organisational, or training recommendations should be formulated for the selected case.
6. The participants will draw *mind maps* on wrapping paper to address/prevent these violations/cases.
7. The mind map concerning the recommendations will be presented to the entire group.

## Declaration of the Rights of the Child in child language<sup>4</sup>

Did you know that there is a collection of rights called the Convention on the Rights of the Child?

*Your rights* are about what you are allowed to do, and what the people responsible for you have to do for you to make sure you are happy, healthy and safe.

Of course you also have *responsibilities* towards others, to make sure they get their rights

A *Convention on the Rights of the Child* is an agreement between countries to obey the same law.

When the government of a country *ratifies* a convention that means it agrees to obey the law written down in that convention.

Each article of the Convention explains one of your rights.

The Convention on the Rights of the Child is written for lawyers, so it is not easy even for adults to understand.

We decided to pick out the rights we think are most important and explain them here in our own words. The explanations were written by a nine year old English boy, Alexander Nurnberg.

*You have a right to know what your rights are - it says so in Article 42.*

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(text of the Convention)

Further information and ordering the handbook: Association of Family, Children and Youth ([Család, Gyermek, Ifjúság Egyesület](#)) under the menu successful applications or at (+361) 225 3526 or (+36 30) 370 7526.

### Appendix 1.

#### **Key concepts and content for educating human dignity<sup>5</sup>**

<i>Developmental Level</i>	<i>Core Concepts and Values</i>	<i>Human Rights Standards and Instruments</i>	<i>Issues and Problems</i>
<i>Childhood</i> Early grades Ages 5-8 K-grade 3	Rules Order Respect Fairness	Classroom rules Declaration of the Rights of the Child	Inequality Unfairness Harm

<sup>4</sup> Source: <http://www.szmm.gov.hu/main.php?articleID=40613&ctag=articlelist&folderID=16268&iid=1>

<sup>5</sup> Betty A. Reardon (1995) : Educating for Human Dignity. University of Pennsylvania Press, Philadelphia (page 14)

	Diversity Cooperation Personal responsibility		
<i>Later childhood</i> Middle grades Ages 9-11 Grades 4-6	Law Citizenship Community rights Charter Constitution Freedom Declaration Social responsibility	Community standards Declaration of Independence African Freedom Charter U.S. Bill of Rights Universal Declaration of Human Rights Convention on the Rights of the Child	Prejudice Discrimination Poverty Injustice
<i>Adolescence</i> Junior high school Ages 12-14 Grades 7-9	Justice Equality Equity Conventions Covenants Global responsibility International law	Regional human rights conventions UN covenants & conventions: Elimination of Racism; Discrimination Against Women; Civil & Political Rights; Economic, Social & Cultural Rights	Ethnocentrism Racism Sexism Authoritarianism Colonialism Hunger
<i>Youth</i> Senior High School Ages 15-17 Grades 10-12	Moral exclusion Moral responsibility Moral inclusion Global citizenship Ecological responsibility	Nuremberg Principles UN conventions: Prevention & Punishment of Genocide; Prevention and Elimination of Torture Defining and developing new standards	Ethnocide Genocide Torture Political repression Environmental abuse

## Appendix 2. Useful links

1. [http://www.youtube.com/watch?feature=player\\_embedded&v=DXGBwDqIn8g](http://www.youtube.com/watch?feature=player_embedded&v=DXGBwDqIn8g)  
English video on the rights of the child (10:51 minutes)

2. <http://www.coe.int/t/dg3/children/>

The homepage outlines the programmes for the period of 2012-2015 aimed at reinforcing the Council of Europe's children's right strategy. Posters, training materials and other useful information can be downloaded in English and in other languages.

3. [http://www.coe.int/t/dg4/eycb/Conf\\_facil/services\\_en.asp](http://www.coe.int/t/dg4/eycb/Conf_facil/services_en.asp)

The homepage of the Youth Centre of the Council of Europe provides information on trainings and downloadable Hungarian language documents (under Resources).

4. <http://unicef.hu/>

Homepage of the UNICEF National Committee Hungary contains information on events, news and videos designed for children.

5. <http://www.hrea.org/>

The homepage is in English, but international documents, teaching materials can be downloaded in several other languages (also in Hungarian!) from the Library

6. <http://www.un.org/>

The homepage of the UN provides a wide range of documents on events, news, international comparative analysis and teaching materials. By inserting the word “education” into the browser of the page you can access a large amount of information. (in the world languages).

7. <http://www.amnesty.hu/>

The Hungarian office of Amnesty International also organises trainings on human rights. At the moment, they have a “Human rights friendly school project” being implemented.

8. <http://www.amnesty.org/>

9. <http://portail-eip.org/En/>

This international organisation with its headquarters in Geneva has been playing a leading role in educating human rights and peace for several decades. Publications, films, teaching materials can be downloaded from their site in English, Spanish and French.

10. <http://www.iiep.unesco.org/>

From the homepage of UNESCO - International Institute for Education Planning documents, publications and teaching materials can also be downloaded.

11. <http://www.i-i-p-e.org>

The International Institute on Peace Education is very active in the field of human rights, peace and democracy as well as global education. They organise summer universities annually, all over the world for teachers and civil activists. Their teaching materials and trainings are of high quality.

12. <http://www.aktivpolgar.hu/>

13. <http://www.vitakultura.hu/>

14. <http://www.i-dia.org/>