



Teaching Tools

These teaching tools have been produced to give you as voluntary facilitator a brief introduction into Global Dignity Day and your role and responsibilities. It also provides background information on the Global Dignity initiative and relevant information on the concept of dignity and on the organisation of the project.

We greatly appreciate your involvement in the observance of Global Dignity Day. Your contribution will be of tremendous importance to the young people participating in the event. Hopefully it will mean something to you, too.

Best of luck!

Definition of terms:

Main facilitator: The Global Dignity representative who leads the activities in plenary and serves as Master of Ceremony. Can also serve as a facilitator for a class/group.

Facilitators: The volunteers who lead the sessions in the classrooms

School coordinator: Responsible for the practical aspects of implementing a Dignity Day event at the school.

Global Dignity Day

Global Dignity Day is an international day for dignity, observed around the world on the third Wednesday of October each year. Dignity Day events are held at schools and feature a course consisting of group exercises and discussions about dignity, where the students define what dignity means for them and tell stories about dignity from their own experience.

Teaching Tools

Dignity Principles

The first step to take if you want to teach a dignity class is to agree with the following Dignity Principles:

1. Every human being has a right to lead a dignified life.
2. A dignified life means an opportunity to fulfill one's potential, which is based on having a human level of health care, education, income and security.
3. Dignity means having the freedom to make decisions on one's life and to be met with respect for this right.
4. Dignity should be the basic guiding principle for all actions.
5. Ultimately, our own dignity is interdependent with the dignity of others.

Course plan

A Dignity Day event is carried out by voluntary facilitators, who lead the activities in plenary and in the classrooms. But all the preparations, planning and implementation is done in close cooperation with the head of the school and the class teachers. As an alternative a teacher can facilitate the classroom session. Dignity Day events are primarily intended for lower and upper secondary schools. This guide is written for schools, but Dignity Day events may also be held in other contexts. There are many ways of doing a dignity course but here is a step-by-step guide that works. If you wish do things a bit differently please feel free to do so. Just remember to stay within the spirit of the dignity principles.

The aims of the course:

- Students will learn about the importance of dignity in their own lives and the lives of others.
- Students will learn to express in their own words what dignity means for them and their lives.
- Students will learn about how their own dignity is mutually dependent on the dignity of others.
- Students will name something they are for and what they want to do during the course of the next year to strengthen the dignity of others.

The course consists of three main parts:

1. Introduction in plenary	<ul style="list-style-type: none"> -The head of the school opens the day - An external facilitator presents Dignity Day and the concept of dignity - Show GD video (optional) - A student at the school tells a dignity story 	3 min 10 min 2 min 5 min
2. Discussion in the classrooms	<ul style="list-style-type: none"> - The facilitator introduces her/himself and the course - The students define dignity in their own words - The students tell each other stories of dignity - The students write a letter to themselves 	5 min 15 min 15 min 15 min
3. Stories of dignity in plenary	<ul style="list-style-type: none"> - Introduction by the external facilitator - Selected students present their stories of dignity to the rest of the students - Closing remarks by the head of the school 	2 min 25 min 3 min

A Dignity Day event is more successful if the school is involved, the teachers are willing to put in some work before and after the event and if the students are prepared for the day itself.

It is an advantage if the students are acquainted in advance with Global Dignity’s five Dignity Principles and with the framework for the event. We create an atmosphere of sharing so some students might open up and talk about something that is difficult for them. The school should be prepared for that so that the student is taken well care of. Usually this is not the type of story that should be shared in the plenary session at the end.

Introduction in plenary – 30 minutes

Preparations:

- The hall should be large enough to accommodate all the students, teachers and facilitators for the plenary sessions.

- Technical equipment should be checked to make sure it is in working order (microphones, sound equipment, and video projector if videos are to be used).
- The students should know which group they will be in, and teachers and facilitators should be easily visible, so that everyone can move quickly and efficiently into the classrooms.
- The other facilitators should stand along the sides towards the front of the hall so that the students can see them easily.

Activities:

- The **head of the school** opens the day by welcoming everyone and explaining why the school is holding a Dignity Day event. At this stage it is good idea to refer to relevant school subjects and activities that the school is involved in (anti-bullying programmes, inclusion programmes, solidarity projects, friendship schools etc.)
3 minutes
- **The main facilitator** explains what Dignity Day is, provides the background of the Global Dignity initiative, introduces the other facilitators and talks about the concept of dignity. The points you can include are:
 - Dignity comes from human worth and is intrinsic to all people.
 - We can all enhance our own dignity and that of other people through our choices and actions.
 - In our society we need more reflection and discussion about dignity, as well as greater action.
 - Show 3 min GD video: <http://www.youtube.com/user/GlobalDignityDay#p/u/3/fPHsjsdAR4Q>
10 minutes
- **One of the students** at the school tells a dignity story that he/she has prepared in advance. This must be well thought out so that it strikes the right chords in terms of the concept of dignity and gives the students associations and inspiration for the discussions in the classrooms.
5 minutes
- **The main facilitator** concludes the session by thanking the student and telling all the students when they should be back in the plenary hall again. The facilitator explains briefly what is going to happen in the classrooms and in the plenary session afterwards.
2 minutes

NB: Allow 10 minutes for students to go from the plenary session to the classrooms.

Discussion in the classrooms – 60 minutes

Preparations:

- All the classrooms should have a blackboard or a flip chart.
- The students need paper and pens.
- There should be a box available for the letters that the students write to go in.
- It is a good idea to have the Dignity Principles hanging up in the classroom, and ideally the teacher should have gone over them with the class before the Dignity Day event. It is also great if the students also have thought of examples from their own experiences or stories known to them that illustrate what dignity means for them.
- The tables in the classrooms should be arranged so that the students can work in groups, with 4-6 students in each group.

- Make sure that you collaborate closely with the teacher – one of you can write notes on the board while the other leads the discussion. Both should go round the classroom when the students are conducting discussions in groups. Keep in mind that the teacher knows the students well and knows if any of the students require extra supervision because of the personal nature of the discussions or should be given particular consideration.

Activities:

- Start by giving a brief introduction about yourself and why you are there. If you want you can give examples of stories from your own life in which dignity is the focus. Stories that often work well are those that begin with an account of your having failed at something and then go on to describe how you managed, alone or with the help of others, to turn the story around, so that the result was an experience of dignity. It is important to create the right atmosphere, but the narrative still needs to be kept short!

5 minutes

- Ask the students to define dignity in their own words. Let them discuss the term in groups of about 4-6 students for five minutes first before continuing the discussion with the whole class. Write down the various ideas that come up on the board/flip chart. Useful questions/points for discussion:

- o Which of the Dignity Principles apply to the specific ideas that have emerged?

- o Explore some of the most complicated ideas more deeply, so that all the students share the same understanding of them (respect, status, honour)

- o Can our actions enhance the dignity of others? Make it clear how our own dignity is mutually dependent on the dignity of others.

15 minutes

- Ask the students to tell stories about dignity from their own experience and to give examples of incidents where someone was helped and their dignity strengthened. A dignity story can be 'big' (my father saved an entire village from being flooded) or 'small' (I helped an elderly woman with her suitcase up on the buss). Encourage the 'small' stories. Emphasise that the 'small' stories are just as important as the big ones because the world is made up of all the small things. That is how we move the world forward. Let the students discuss this for 10 minutes first in groups of 4-6 students before allowing those who want to do so to share their story with the rest of the class.

- o Make sure that you and the teacher (and any other facilitators present) go around the classroom and listen to the stories being told. A tolerant atmosphere is essential. It takes courage to talk about personal experiences and it is important to provide encouragement and support.

- o Make note of the stories you think could be suitable to be presented in the plenary session at the end.

- o Remember that a dignity story is a positive story about people that get their dignity strengthened.

- o The stories we are looking for serve as positive examples we can learn from.

- o Stories about serious law violations or about physical or sexual abuse are not what we are looking for, especially not for the plenary.

- o Remember also to protect the third party (people that are mentioned in the story).

- o Ask the students who want to tell their stories to the rest of the class. Try to make sure there is enough time for this.

15 minutes

- Ask the students to write down something they are for, and what they are going to do during the course of the next year to increase someone else's dignity (give someone a boost/help someone). Then have them fold up these letters and write their names on them. Talk to the teacher about the idea of keeping the letters in a box, to be handed out again in a year's time. The letters are being written by the students to themselves to be read a year from now.

Afterwards those who wish to can share their thoughts about what they stand for and what they plan to do during the course of the next year to increase the dignity of others.

15 minutes

- While the students are writing letters to themselves, talk to the students who have told stories of dignity that could be suitable for the plenary session. Discuss this first with the teacher. Ask the students directly to share their stories with the other students at the plenary session. This can be done in three ways: 1) the student tells the story him/herself 2) the facilitator tells the story with the student standing by his/her side 3) The facilitator tells the story but the student remains anonymous. Try to get 2-3 stories from each class (more or fewer depending on how many classes are taking part). A total of about 20 dignity stories tends to work well.

NB: Remember to allow time for going from the classroom to the plenary hall! 10 minutes

Stories of dignity in plenary – 30 minutes

Preparations:

- Technical equipment should be checked to make sure it is in working order.
- The students who have been asked to tell their stories should be ready, lined up in front of the stage.
- The facilitators from the classes stand by the line of students, ready to help them if they get nervous.
- If any other students suddenly wish to tell their stories, it is important that the facilitator or teacher from the respective class checks with the student as to which story he/she wishes to tell and then advice the student to go ahead or not.

Activities:

- The main facilitator who introduced the first plenary session, stands on the stage and explains what is to happen: we are going to hear a variety of stories, some very personal, others of a more general nature, some from the local community and others from countries far away from here.
 - o Emphasise to everyone that it takes a lot of courage to come up on stage.
 - o Ask the audience to applaud for each story.
 - o Then ask the students to come up and take the microphone, one at a time.
 - o The stories stand alone and need no comment. Each student shakes the main facilitator's hand and goes down from the stage. It is important that this is done quickly and efficiently so that there are no breaks between the stories.
 - o If any of the students suffers a mental block, take the microphone and stress again how much courage it takes to stand up there on the stage in front of all the other students, ask for a round of applause and ask the student if he/she is now ready.
 - o If any of the stories becomes too personal or if the student does not manage to bring the story to a close, try to find an appropriate moment, interrupt him/her politely by asking for applause and thank the student warmly for the story.

o Main facilitator wraps up the session.
25 minutes

- The head of the school sums up the day and thanks all the students, teachers and facilitators for the discussion.
5 minutes

Appendix 1: Practical arrangements

Practical tasks and preparations

The school will have organised all necessary equipment for implementation of the event beforehand. This means that classrooms will be equipped with:

- A blackboard/flip chart.
- Pens, paper, envelopes and a box for storing the letters written by the students to themselves.
- Programme for the classroom session, and the five Dignity Principles displayed on the board or on the wall.
- The tables in the classrooms will be arranged so that the students can work in groups, with 4-6 students in each group.

The plenary room will be arranged with signs and enough chairs for the participating classes, as well as with all necessary technical equipment.

The students will have been properly prepared for the event, so most students will already have begun to think about the concept of dignity.

Our expectations

As facilitator we expect you to:

- Prepare yourself for Global Dignity Day (attend the training meeting and make any individual preparations you need).
- Prepare one to two stories of dignity to share with the students in the classroom to inspire them to share their own stories.¹
- Complete a brief evaluation that will be sent to you via minside.no after Global Dignity Day.

Appendix 2: Additional information on the facilitator's role

General advice

Rules for the classroom session

Starting the classroom session by defining what needs to be done for the group to work well creates a feeling of security and paves the way for participation and openness. A good

¹ See page 10 for an explanation and example of stories of dignity.

question to start with would be: What is needed to make this an enjoyable day and a good learning experience? If necessary, pose a second question, such as: What does this class need to be aware of, for example are there any specific rules to follow, to create a good atmosphere? If the class has any established classroom rules, ask the students whether they think these would be useful to follow in the classroom session. Are there certain rules that are particularly important in this context?

Encouraging everyone to participate

Students are often eager to participate in the Dignity Day event, and some very moving stories are shared. However, you will likely find that there are certain students whose minds are elsewhere and who are harder to engage. (You probably remember what it was like to be 16! Infatuations, the need to get a summer job, disappointment that gym class was cancelled today – all of these thoughts can occupy a student’s mind.) Your challenge as a mentor is to ensure that there is room for everyone to participate, regardless of their starting point, and to encourage and help students to be responsible for their own participation in the event.

It has been said that a facilitator’s role is to reflect on dignity with the rest of the group. Below are some good questions that can facilitate individual reflection and discussion among the participants:

- Make things concrete: If a student has mentioned the word respect, for example, ask that student: What does the word respect mean for you? Can you give us any specific examples?
- Involve more than one student: What do you others in the group think about this?
- Look for agreement or support in the group: Does anyone else feel the same?
- Make the discussion more nuanced: Can anyone think of a situation when this would not be considered related to dignity?
- Make the topic immediately relevant: How does this manifest itself among you as a group?

“What if?”

Sometimes situations may arise that disrupt the work process or create a negative mood in the classroom. This could be noise or other disruptions, unfavourable reactions to the programme, passivity or someone doing something antagonistic to someone else.

Because every situation is different, it is difficult to give any fixed answers in terms of what one should say or do when dealing with this kind of response. Mentors also have different personalities and ways of expressing themselves, so they must deal with the situation in a way that feels natural to them. We can only give you a “compass” to steer by, as well as some general suggestions that support the role of facilitator:

- A Dignity Day event is all about dignity: The way in which you approach the students must foster both your own and the students’ dignity. Students often associate the concept of dignity with words such as respect, a feeling of security, caring and pride. Make an effort to demonstrate this in practice – regardless of whether the classroom session is going smoothly or whether you are encountering resistance.
- Do not pick up the gauntlet unless it is absolutely unavoidable: If the resistance is “harmless”, cut the student some slack. Ignore the first signs of resistance. If it happens again, say something, but try to keep your tone warm and friendly, and show that you want everyone to play on the same team. Use humour if you like, but not sarcasm.

- It is often a good idea to consider the situation and ask yourself: Where is the resistance coming from? Is it genuine or am I just reading into things? Ask what is going on and whether you heard things correctly.
- If you are forced to set boundaries, make sure to differentiate clearly between the problem and the person. For example, say, "I would like you to sit together with your group," rather than, "Can't you sit still?"
- Be specific with your requests ("I need you to sit quietly and listen until I have finished explaining"). Avoid generalising ("There's too much noise in here").
- Be specific and formulate your question in a positive manner ("Could you please..."), not a negative manner ("Would you cut it out").
- Be firm but not authoritative: As a representative of Global Dignity Day, it is important that you are open and humble. That being said: a secure mentor is a clear mentor. You must step in and put a stop to any behaviour in the group that you think is offending someone's dignity.

Here are some suggested steps to take in selected situations:

1. **Minor disturbances:** A student is wandering about, fooling around or giggling, or makes a harmless, silly comment.
Suggestion: Do not make a big deal out of it, but make sure you make friendly eye contact with the student. A productive work process requires a positive atmosphere; it is most likely best to ignore such disturbances.
2. **The same student creates another disturbance, and you see that it is affecting the work process or creating a feeling of insecurity.**
Suggestion: Ask the student what is happening. If the students are in the middle of a group exercise, go directly to the student in question and keep your conversation out of earshot of the rest of the group.
Avoid analysing or judging the student or the disturbance you are addressing, but tell the student specifically what you saw or heard and why you think it is disrupting the peace and atmosphere of the classroom. Listen closely to the student's reply. Perhaps a solution will present itself. Ask if there is anything you can do to help the student to return to the task at hand. Even though you are polite and respectful regarding the aim or nature of the disturbance, you should be very clear that the work process has to continue.
3. **The group "takes off":** a lot of students are wandering about or digressing from the task at hand.
Suggestion: Call a time-out. Explain what you have seen or heard and are reacting to. Point out that the group is supposed to follow the rules for the classroom session, and ask what would help the students to be able to do so. Getting the students to reflect on the situation usually resolves it. Make sure that you are not standing and arguing on your own. Use the group dynamic; ask several students what they think is needed. As regards the cause of the disturbance:
Once you have the entire group's attention again, you can also ask why the disturbance arose. Is it difficult to understand the concepts you are discussing or to come up with stories of dignity?
4. **Negativity to the programme:** ("This is sooo boring!", "I'm not going to sit around and listen to this crap!").
Suggestion: Again, address the student who is causing the disturbance. Ask what it is that he/she dislikes about the situation. Listen closely to his/her reply. Be clear that the Dignity Day event is in fact underway and is going to be completed, but find out if there is some way to help him/her to participate within the set framework. You may also say something about the kind of effect you think such comments are having on the rest of the group and ask him/her to keep them to him/herself. Tell the student that it will be very valuable to get his/her feedback after the event is over, so that it can be used in further developing the Global Dignity Day course.

5. All the students remain silent when you ask a question; there is no activity in the groups.
Suggestion: Silence can mean many things. Perhaps the students just need some time to think. Let them know that you are fine with waiting a bit while they formulate their answers. If the silence lasts too long, ask whether you have expressed yourself clearly when you posed the question. Try to reformulate or add examples.
If you suspect that the students do not feel secure enough to answer in front of the entire class, divide them into groups. Once they are in groups it will be easy for you to see what is causing the insecurity. The students in certain groups will open up and start working well, while other groups will not function. Consult with the teacher, who knows the students well, on whether to redivide the groups, whether one of the adults should sit with a group, or whether you need to speak to individual students about what is happening.
If the work is progressing too slowly, you can use one of the activities found at the back of this handbook, and return to the fixed programme afterwards.
6. Denigration is never acceptable! A mentor must make sure that the students in the group feel secure, and must set clear limits regarding denigrating words and actions. It is not acceptable to speak disparagingly about other students in the group, the mentor, or about oneself. If a racist, sexist or other derogatory comment is made, you should first ensure that you have heard it correctly. You should then explain why you find the comment offensive, and make it very clear that you will not accept that the students make such comments to each other. You must address such a situation immediately and in a way that students who heard the comment also hear your reaction.
7. A student shares something very private; for example, that he/she is being beaten at home. Quickly stop the student from continuing the story. Say something like: "You are sharing something extremely personal with us, and yours is the kind of story that needs to be listened to much more closely than we have time to do here. Do you think you can wait until after the classroom session, and talk to your teacher?"
8. "Wrong" answer. For example, a student tells a story about someone who has been denigrated, rather than a story of dignity, or defines "courage" as a philosophical school of thought. First make sure that you have understood the student's answer correctly. If so, ask if the student if he/she has understood the task/question correctly, and let him/her have the opportunity to give a new answer. If the answer is still inadequate, tell the student that you were looking for another type of example/answer, and let another member of the group suggest one.

Appendix 3: Stories of dignity

Stories of dignity play a key role in the Dignity Day event. First of all, they make the discussion about dignity much more tangible and concrete, rather than an abstract, academic debate. Secondly, they are examples to be copied and which provide inspiration. The fact that the stories are often so personal makes the discussion much more engaging and interesting for the students.

A story of dignity relates an experience or incident that shows how dignity can be a guiding principle for our actions. Stories of dignity may refer to incidents where others have boosted their own dignity or to incidents where you have boosted the dignity of others. The aim is to show that the concept of dignity is relevant to us every day; through dignity we can affect our own and others' behaviour, towards ourselves and towards others.

Examples of stories of dignity

To illustrate what is meant by a story of dignity, a few examples of stories written by students are given below. Several YouTube videos of young people telling their stories of dignity are available at www.globaldignity.org. These stories might provide inspiration for you when preparing your own stories of dignity and helping the students with theirs.

“My cousin – and good friend – is bound to a wheelchair. [...] Unfortunately his school wasn't designed to accommodate wheelchair users, so he couldn't access the school canteen upstairs. He had to sit and eat lunch in the classroom all alone, and could not participate in the social arena of the canteen. [...] He made it seem like he preferred to eat in the classroom. He thought it was humiliating and embarrassing to tell his friends that he couldn't get to the canteen to eat together with them, so he said that he liked to do his homework during the break so he didn't have to do it later.

[...] Thankfully, his friendship with his classmates was not based on pity. [...] After a while they understood that he didn't eat in the canteen because he simply could not access it, not because he preferred to eat in the classroom like he said he did. So they sat and ate in the classroom with him. Not because they felt sorry for him or because they wanted to do the right thing, but because they really wanted to be together with him – and he with them.”

(The story has been abridged.)

Girl, 17 years old, Olsvikåsen upper secondary school

“A few years ago I hit rock bottom, devastated after having failed at what I was doing. During a motocross event I pulled into the depot in utter despair. My father came down, tapped on my helmet and said: “What's wrong? We don't do this to be the best, we do it for fun. Out you go and have some fun. Don't be so hard on yourself.” Dad never put pressure on me to do anything, the only pressure I felt was the pressure I put on myself. After that, I actually managed to climb up to seventh place in the Norwegian championships in my age-group. The experience helped me not to be so hard on myself, but to try to think positively instead.”

Boy, 17 years old, St Hallvard upper secondary school

“My story about dignity is about a good friend of mine. He has a younger brother who has an illness that makes him very nervous about new things. His younger brother was supposed to start eighth grade and he was, as I said, very nervous. My friend decided to walk his brother to school for as long as it took for him to feel that he could go on his own. He walked him to school for six months.”

Boy, 17 years old, St Hallvard upper secondary school

“I have been bothered many times because I have been too scared or insecure to speak out or do what I think is right. I think at some time or other everyone has felt scared or unsure about speaking out or disagreeing with their best friends. They say that it is easier to keep silent than to speak out, but friends mean so much, and in many cases they mean everything. When I have chosen to keep silent or not do anything, it doesn’t feel good either. My conscience bothers me. A turning point for me was when I dared to put my friendship aside and speak my mind. Although I may have risked my friendship at the time, I thought that defending another person was more important. It also felt like the right thing to do. Standing up for someone who needs protection gives me a nice, warm feeling, because it means a lot for the person who has been protected and everyone around us – including myself.”

Girl, grade 10, Bjørnholt school

“At a meeting of the student council we distributed tasks and I took on the responsibility for leading the annual fundraising campaign for disadvantaged young people. I got other students who were interested in working with street children to join the committee. Together we put together a programme and charity action to collect money for street children. The committee worked closely with the Red Cross, and we decided that we wanted to help street children in St Petersburg this year. We travelled to St Petersburg to get an idea of how we could help and find out what would be considered constructive help. While we were there we all came to the realisation that the lives of street children lacked dignity. I felt that those street children could have well been me, except that they would never have fallen so low in Norway. My need to help these children became stronger. I understood that my contribution would help to make others’ lives better. The fact that someone cared meant a tremendous amount to the children we met. This experience taught me how little it takes to help others, and how much it meant to them that I had chosen to help them freely. Not only did the fact that I had volunteered mean a lot to others, it meant a lot to me as well. Having had this experience has changed me in some way.”

Boy, 17 years old, Bjørnholt school

Appendix 4: About dignity

Each of us, children and adults alike, makes choices that shape us and the world around us every day – in the playground and at work, in our local communities and in global society at large. We have the ability to enhance our own dignity and that of others through the choices we make and the way we use our resources. By allowing dignity to be a guiding principle for our actions, we can all contribute to positive global change – at the many different levels of society.

The concept of “dignity” stems from the principle that all human beings have intrinsic worth. This inalienable value belongs to all of us simply by virtue of our being human. Our dignity is strengthened when we feel that our rights and freedom are respected and when we live in a situation where we can make choices and take actions that enhance our self respect, integrity and humanity

To sum up, we can say that dignity involves three things:

1. The dignity intrinsic to all human beings
2. Human rights – our rights in terms of how we are to be treated
3. Our sense of dignity, which is affected by how we treat one another – what we can do to enhance our own dignity and that of others

For Global Dignity Day the main focus is point 3: the students’ sense of dignity and how dignity is affected by the way we treat ourselves and others and how others treat us.

As a mentor you should help the students to begin to reflect on the concept of dignity. It is important to make clear that the task of the students is to consider the essence of the concept, not give a set answer. The evaluations of Global Dignity Day 2010 and 2011 showed that students associate dignity primarily with respect, human rights, helpfulness, pride and a feeling of security.

A clarification of some of the concepts, as well as a few suggestions as to how you as mentor can lead the discussion towards a definition in the classroom, may therefore be useful.

Other concepts

Respect

The word respect is derived from the Latin word *spectare* which means “to look at, watch”. With the prefix “re” added before the verb we get “respectare”, “to look at again, look at something afresh.”

In today’s usage of the word, there are different forms of respect and the word has several connotations:

1. Respect for all people based on their intrinsic worth as human beings
2. Respect motivated by fear
3. Respect for authority
4. Self-respect

The word respect comes up in most class discussions when students are asked to say what they associate with the concept of dignity. It is a word most 16 year-olds know well. But often the importance that students attach to the word varies. Get the students to think about the various different forms of respect. Ask them to think about how the idea of looking afresh at something is linked to their understanding of respect.

Human rights

The UN Universal Declaration of Human Rights contains 30 articles and the preamble states that the “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”.

Most people will agree that dignity goes hand-in-hand with human rights. It can be a good idea to ask the students to come up with examples of how this is so, so that the relationship between the two becomes clearer and more concrete.

Honour

Honour can have many meanings. One is related to reputation, fame, esteem and respect. To put your honour on the line for something, or win honour as a result of an achievement. Another form is related to decency, propriety and dignity. To defend or offend someone’s honour.

According to the distinguished social anthropologist Professor Julian Pitt-Rivers, honour was the value of a person in his own eyes but also in the eyes of other people. Honour was the value claimed by the person or the group, but also the extent to which that value was acknowledged by other people or groups.

Questions for the students:

- In what contexts is the word honour used? (related to status, position, or something someone has achieved?)
- How are honour and dignity related?
- What is the opposite of honour? (Dishonour, disgrace, shame, related to some kind of denigration. Denigration is often associated with a lack of dignity.)