

Human Dignity

The Lands of Human Dignity

About this activity

This activity helps children to explore the topic of Human Dignity by considering what environmental and relational factors might help or hinder a child in feeling that they have human dignity. The idea of human dignity is deeply important when talking about rights – it is the core idea that everybody has inherent value and should be treated as such.

“

Dignity helps your mental health, emotionally.

”

What do we need?

- Paper/ card
- Plasticine
- Glue
- Scissors
- Pens, pencils, paints & any other craft/modelling materials you have available.



Check-in

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. Choose a check-in using our [Feelings Inspectors Check-in Kit](#).

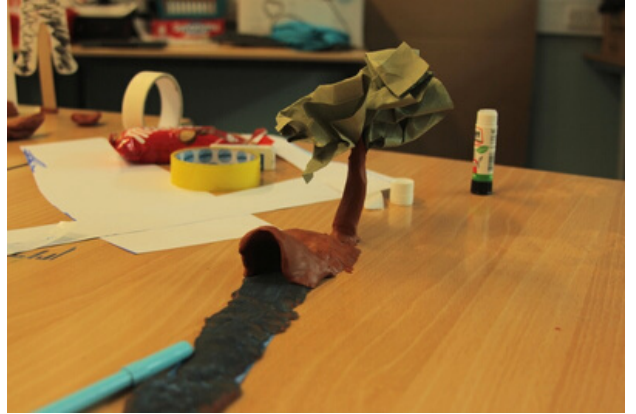
The Lands of Human Dignity

Instructions

Explain that we're going to create the land of human dignity – it is a land where everything that happens supports people to feel valued, respected and supported – to feel that they have their human dignity. And we're also going to create a land without human dignity. What might these two lands look like? Create a mind map to note down children's ideas as they are shared.

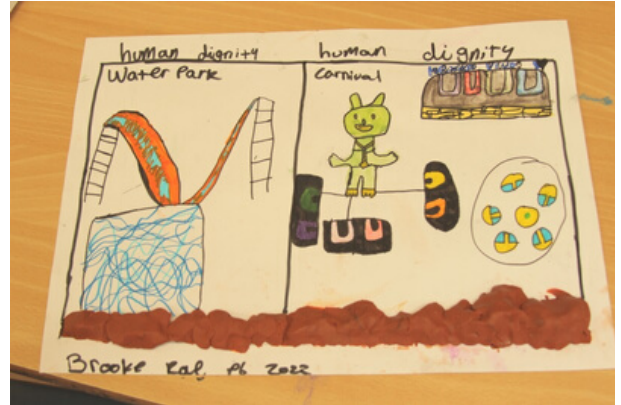
On opposite sides of the room, push the tables together so that you have two large tables – with enough space for half the class to work on each. Ask the children to imagine these are two islands – one where everything that happens supports people's Human Dignity, and the other where people do not have their human dignity.

Children should have a wide range of materials to create these lands – this can include both 2D and 3D elements, craft materials (card, tape, glue, paper, string scissors etc.), drawing/painting resources, plasticine. The children who tested and adapted this activity found it helpful to play with alliteration when coming up with ideas. For example, they created the 'Loneliness Lake' and the 'Kindness Carnival'.



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Prompt children to think about the places but also what happens in those places – they can create characters and scenes, and act things out with their characters if they like. They can draw series' of pictures/cartoon strips or accompany models/images with written descriptions.



Explain that the children will be split into two groups, one group for each of the islands, and that they'll swap halfway through the session. If any children are particularly keen to work on one island because they have ideas already, try to accommodate them working on this island first. Likewise, if there are children who would prefer to stay where they are at the midway point because they need more time to finish what they're making, try to allow for this as well.



Before embarking on this activity, work will have to be done to make sure that the children understand what Human Dignity is.

Top tip

On the lands they created the Feelings Inspectors said...

“ [I made a Kindness Castle] because you can fit a lot of people in and if there are more people there can be more kindness ”

“ The land of Human Dignity will make people feel happy, safe and protected ”

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Touring the lands of Human Dignity

After children have had enough time to create their lands, ask the children to give a guided tour of the islands, explaining what happens when you have or don't have an environment/relationships that support your human dignity. As the children give their tour, prompt them to link back to feelings – i.e. to consider the impact on Mental Health & Wellbeing in both cases. You may wish to use hypothetical scenarios to prompt the children's thinking.

For example: If you had this experience/relationship/environment here, which was supporting your feeling of human dignity, how do you think that would help if something bad happened?

When considering what might work against human dignity, it is quite possible that the children will broach some challenging or emotional topics, or that they will bring their own experiences into the conversation. It is important that the children are able to do so without judgement and that they are made to feel that their contributions are valued by the group, so it may be worth talking first about the importance of being considerate and respectful towards each other.



Top tip

A mindful moment

At Children's Parliament, we end every session with a mindful moment to reflect on the session and wind-down. Choose a mindful moment using our [Feelings Inspectors Mindful Moment Kit](#).