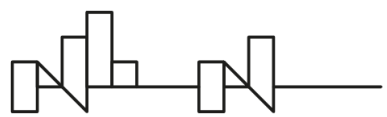




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Material for high school students (Grade 10) Dignity for oneself and others

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Concept Note

2 hours with a break in between.

The material (presentation) is intended to discuss the concept of dignity with high (secondary) school students.

A representative of the Ombudsman's Office and a psychologist will deliver the presentation.

The concept of dignity is a concept of values. It must be distinguished from 'honour and dignity', or reputation, which is one of the components of private life. If "honour and dignity" are balanced with other rights (e.g., freedom of expression), human dignity is inviolable (absolute).

Students would receive insight in the legislation that includes the concept of dignity. Chapter 1 of the European Charter of Fundamental Rights deals with the concept of dignity. Article 95 of the Satversme states that the state protects human dignity and dignity. Article 29 of the UN Convention on the Rights of the Child emphasises the objectives of education: to develop a child's personality, talents, understand their rights, respect the rights, culture and differences of others; to prepare a child for a conscientious life in a free society in a spirit of peace and understanding, respecting gender equality; to promote respect for nature.

The presentation consists of two sections: psychological and legal.

The first part of the presentation (1 hour) would be dedicated to dignity for oneself. This section is led by a psychologist. Dignity for others is not possible without dignity for oneself. How to treat yourself with sensitivity? How to understand your emotions? Do I feel good in the classroom? What if there is mobbing against a classmate/classmate? Can life be interesting without mobile devices? What harm can be caused by uncontrolled use of mobile devices? What makes me feel good in general? When to break the relationship? At the same time, the psychologist explains how to treat others with respect.

Working in groups. This would allow students to better understand how important it is to start with themselves and where to seek help if they do not feel psychologically well.

Break.

The second part of the presentation (1 hour) would be dedicated to dignity for others. This section shall be chaired by a representative of the Ombudsman's Office.

Dignity for every member of society. Dignity for the different. The difference between honour and dignity or reputation and inviolability of dignity.

Students would get to know the grounds for possible discrimination (gender, age, nationality, religion, disability, language, sexual orientation). People are most often discriminated against according to these criteria. There are also other grounds of discrimination, such as social origin or genetic features. Sometimes there are several grounds for discrimination at the same time. However, a person should not be discriminated against based on what they are (most often these are inherited signs).

The lecturer would also mention the concept of gender equality and violence against women, domestic violence, as well as the fact that dignity can be attributed not only to living beings, but also to nature, for example.

Initially, students would be invited to share their thoughts on when someone (other person, an institution) did not treat a person with dignity.

What impact do stereotypes have on discrimination? Are stereotypes always bad and is it possible to avoid them completely? How does dignity for the different help avoid discrimination?

A situation would be discussed for each type of discrimination. In conclusion, students would be divided into 2 or 3 groups and would write their ideas on how to avoid discrimination. Each group briefly presents its work.