

Is This Discrimination?

PROTECTION AGAINST DISCRIMINATION

AGE: 6 – 10 years



LEARNING POINTS

1. People who have disabilities and other differences often face discrimination.
2. If someone is disabled, they have the right to special care and education to help them develop and lead a full life.
3. We should look for ways to help other people avoid discrimination.

MATERIALS

- Talking Stick
- Class Roll & Class Rules
- Song: Here We Are Together
- Song: I'll Walk with You
- Poster from Lesson 2: Free and Safe
- Chalkboard or flipchart
- Chalk or markers
- Story: The Boy with Two Eyes
- Physical Disability strips prepared beforehand, one for each child
- Orange or small object (such as a rock or sandal), one per child
- Obstacle course *set up beforehand* (use masking tape on the floor or chairs lined up as “walls”)
- UDHR Article 2, and CRC Article 23
- Poster: Protection Against Discrimination

THE UNIVERSAL DECLARATION OF

Human Rights

PROTECTION AGAINST DISCRIMINATION

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or **other status**.

SIMPLIFIED

These rights belong to everybody, whatever our differences, such as race, skin color, sex, religion, opinions, family background, language, birth or nationality.

THE CONVENTION ON THE

Rights of the Child

PROTECTION AGAINST DISCRIMINATION

Article 2

You have the right to protection against **discrimination**. This means that nobody can treat you badly because of your color, sex, or religion, or if you speak another language, have a **disability**, or are rich or poor.

Article 23

If you **are disabled**, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

WELCOME & WARM-UP (5 minutes)

- Greet each child as they come in and show them where to sit.
- Display the Class Rules where all the children can see them.

Activity: Song, Here We Are Together (at the end of the lesson)

REVIEW

- Can someone tell me the name of the important document that talks about our rights?
(The Universal Declaration of Human Rights)

INTRODUCTION (5 minutes)

Explain: Today we're going to talk about another one of our rights for people with special needs. But first I'm going to tell you a story that happened long ago and far away.

Activity: The Boy with Two Eyes

Have the children gather around you. Tell the story and show the pictures to them.

Ask: What do you think it was like to have two eyes on a one-eyed planet?

- How would you be treated differently if you lived somewhere else on our planet Earth where people spoke a different language and they couldn't understand you?
- Would that be fair?
- How would you like to be treated if you were "different"?
- What if you only had one leg?
- What if you were blind?
- Would you be able to do everything others can do?

Say: Let's play a game.

Activity: Orange Mania (10 minutes)

Preparation beforehand: Create an obstacle course using chairs or masking tape on the floor as "walls." Children cannot step outside the chairs or the masking tape while playing the game.

Using the set of **Physical Disabilities** from the end of the lesson, fold each strip of paper in half so the children cannot see the writing. Place them in a container (bag or basket).

How to play: Divide children into pairs. Invite each pair to take a paper and open it.

- Assign one child of each pair to be the "coach" and the other to be "disabled." They must then complete a short obstacle course or activity together while acting out their parts, either as the coach or the one with a disability.

- Give each “disabled” participant an orange (or other small object), with instructions to perform the tasks below in less than 3 minutes, while the “coach” encourages and helps.
- The children could carry an orange through the obstacle course (such as a space outside, the classroom, etc.) while singing a song of choice out loud or tossing the orange in the air.
- For instance, if a child receives “missing a foot,” then that child cannot use one of his or her feet to complete the obstacle course. He or she would hop on one foot while carrying an orange and singing a song. The other child encourages and helps the “disabled” one with suggestions or help to get through the course.
- When each pair finishes the course, they quickly run back to the beginning and switch roles and complete the course a second time.

Remind the children that there are **no winners or losers**; they just need to complete the activity as well as they can with the limitations they have been assigned.

- Remind them to **play safely** and to be extra careful not to fall or hurt themselves.
- Remind them to **switch roles** at the end of the first run.

(Adapted from: *Play It Fair Toolkit*, Activity 30. Equitas – International Centre for Human Rights, 2008.)

DEVELOP & DISCUSS (5 minutes)

After the game, have the children reflect on the experience.

Ask: Was it easy for you to get through the obstacle course?

- What problems did you run into because of your physical restriction?
- How did you overcome your challenges and solve your problems?
- How did your coach help you?

CONCLUSION (5 minutes)

Ask: Do you know anyone in your family or community with similar physical disabilities?

- How do you think people treat them differently?

CHALLENGE

Say: If you see someone being treated unfairly or unkindly, be sure you try to help them.

FACILITATOR TIP: Remember to fill out a copy of the *Facilitator Notes and Reflections* page after this lesson is finished.

WELCOME & WARM-UP (5 minutes)

- Greet each child as they come in and show them where to sit.
- Make sure the Class Rules are displayed where all the children can see them.

Activity: Song, Here We Are Together (Sing enthusiastically, naming different children.)

REVIEW (5 minutes)

Say: Remember the game we played last time where everyone had a disability? Let's do that again for a few minutes.

Let one child choose a disability from the list at the back of the previous lesson.
Play the game. (Refer to the instructions for ORANGE MANIA in the previous lesson.)

Ask: Who can tell us what we should do if we see someone being treated unkindly or unfairly?
(Take all answers)

INTRODUCTION (5 minutes)

Explain: Because children have special needs, there's another document especially for them.

- It's called the *Convention on the Rights of the Child*. We are going to read what the *Convention* says and also what the *Universal Declaration of Human Rights* says about human rights for people who are different.
- I want you to listen very carefully for different kinds of people. This is what the *Convention on the Rights of the Child* says:
You have the right to protection against discrimination.
If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Ask: What is **discrimination**? (Accept all answers.)

Explain: **Discrimination is treating people unkindly who are different.** When someone discriminates, he or she is treating another person unfairly and is sometimes mean.

Write the word "**Discrimination**" on the chalkboard or piece of paper.

Say: Let's all say this together – Discrimination.

- Now listen to the *Universal Declaration of Human Rights*:

*Everyone is entitled to all of these rights, whatever our differences such as race, skin color, sex, nationality, language, religion, opinions, family background, birth or **any other kind of difference.***

Ask: What kinds of differences did you hear mentioned?

Give the children time to answer. Repeat the answers back to the children.

Explain: Human rights are for everyone. We should not discriminate. We should help other people who might not have their rights as easily as we do. We're all happier when we help each other.

DEVELOP & DISCUSS (10 minutes)

Activity: Song or Poem, I'll Walk with You (Music found at the back of the lesson.)

Explain: I want you to all stand up. We are going to say a poem (or sing a song) about helping each other and not discriminating.

Point to yourself and explain: When I point to me, I'm going to say a sentence.

Point to the children and say: When I point to you, I want you to say what I just said.

Say: Now you have to listen very carefully because you have to say exactly what I say.

Point to yourself and say: "If you don't walk as most people do . . ."

Point to the children, have them repeat what you just said: "If you don't walk as most people do."

Point to yourself and say: "Some people walk away from you."

Point to the children who say: "Some people walk away from you."

Wag your finger back and forth to signal "No" and say: "But I won't, I won't!"

Point to the children who repeat the words **and** the action: "But I won't, I won't!"

Say: Now let's say it all together with the motions.

Have the children create motions for the 2-line verse. Then point back and forth to the children as before, but have them use their own motions. Have them create their own verses if there is time.

If you don't walk as most people do,
Some people walk away from you.
But I won't! I won't!

If you don't talk as most people do,
Some people talk and laugh at you.
But I won't! I won't!

If you need help to tie your shoe,
Some people won't be there for you.
But I will! I will!

I'll walk with you, I'll talk with you.
That's how I'll show my love for you.

CONCLUSION (5 minutes)

Hold up the mini poster and read it out loud to the children: **Protection Against Discrimination.**

Ask: What human right did we learn about today? (Protection Against Discrimination)

Place the poster with the one from last week where the children can see it.

CHALLENGE

Explain: We don't want to have discrimination in our community.

- This week, choose something we can do in our community to protect other people from being treated unkindly or unfairly.
- We'll talk about it next time.

FACILITATOR NOTES AND REFLECTIONS

Lesson and Date _____

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

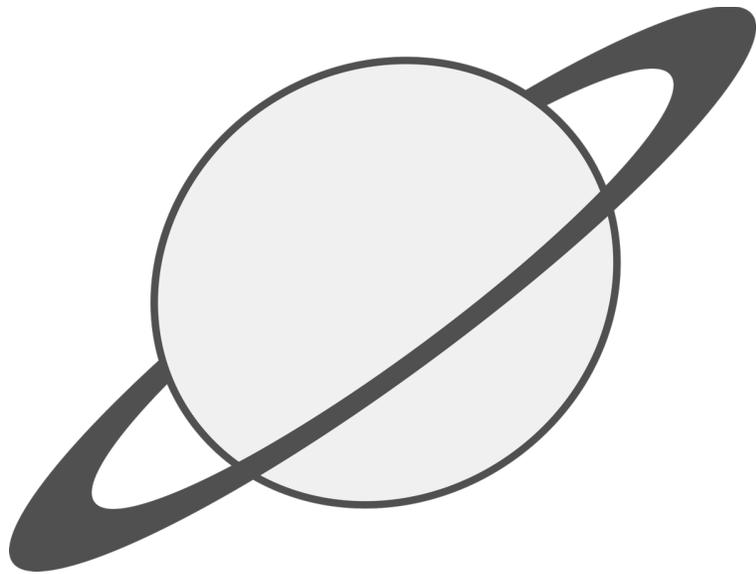
(Adapted from Keating-Chetwynd, Sarah, ed., How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences. Council of Europe, 2008, p. 61.)

Make two copies of this page, one for each lesson.

THE BOY WITH TWO EYES

Once upon a time, a long way out in space, there was a planet just like planet Earth. The people on that planet were just like us except for one thing: they each had one eye instead of two.

But it was a very special eye, even though they could only see things in black and white. With one eye, they could see in the dark. They could see far, far away, and they could see straight through walls.



One day a strange child was born. He had **two** eyes! The little boy was a very happy child. His parents loved him and enjoyed looking after him, but they were worried because he was so unusual.



As the child grew up, he began having problems. He couldn't see in the dark, so he had to carry a light. He couldn't see long distances, so he had to get a telescope. And he certainly couldn't see through walls!

Sometimes when he walked home from school he felt very lonely. “Other children see things that I can’t see,” he thought. “I wonder if I can see things they don’t see.”

One day, he discovered that he could see something that nobody else could see. He could see things in color! He told his parents and his friends about his wonderful discovery.

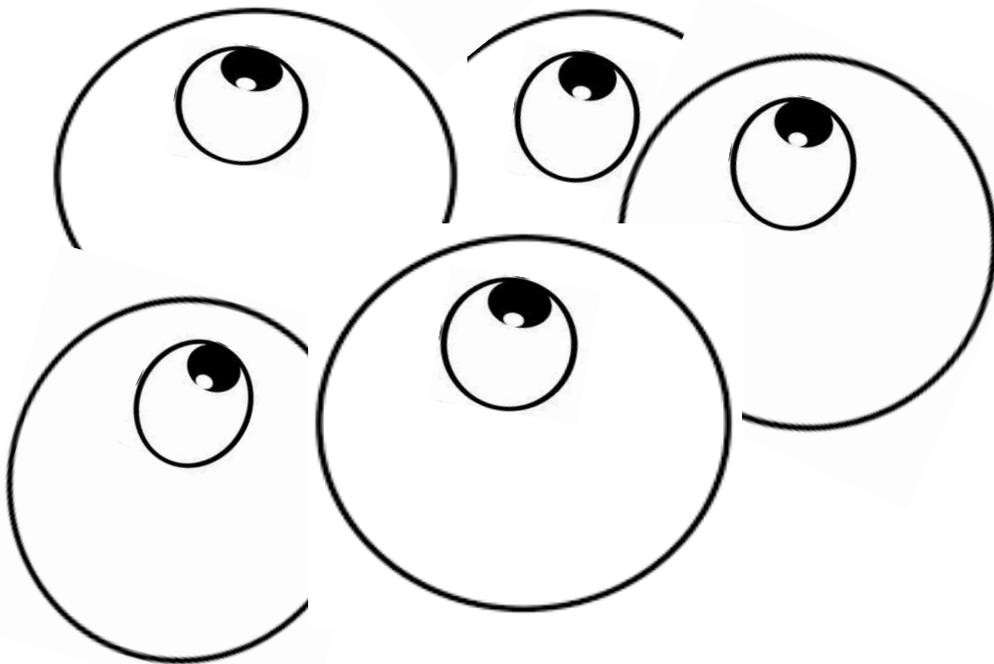
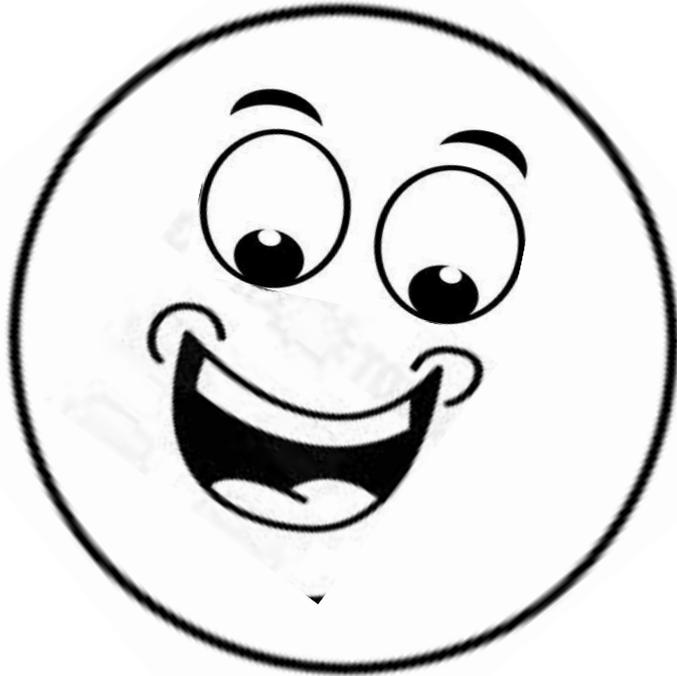


He told them stories and used words they had never heard before – like red and yellow and orange.

He talked about green trees and purple flowers.

He told them about the deep blue ocean, and fiery sea monsters.

Children came from all over the planet to hear his stories. He met lots of interesting people.

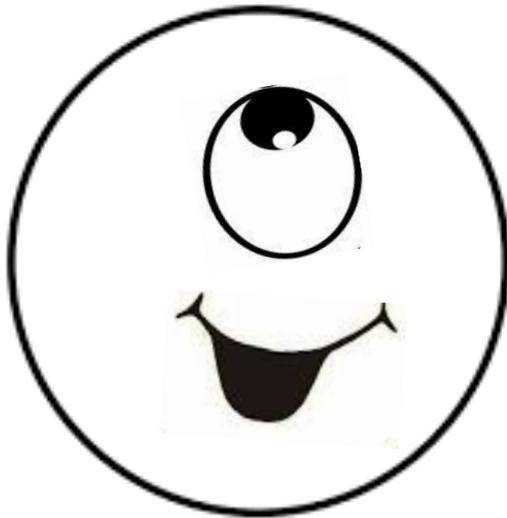


One day he met a lovely one-eyed girl. They fell in love and got married. They didn't mind that they were different from each other.

After a while, they had a little baby boy. He was just like all the other children on the planet.

He had only one eye.

(Adapted from: *Siniko, Towards a Human Rights Culture in Africa*, Amnesty International 1998, p. 66.)



Physical Disability Strips

You can use the same disability more than once.

Duplicate this set as many times as necessary for the number of children in your group.

YOU ARE MISSING AN ARM

YOU ARE MISSING AN ARM

YOU CANNOT SEE –
YOU ARE BLIND

YOU CANNOT SEE –
YOU ARE BLIND

YOU ARE MISSING A LEG

YOU ARE MISSING A LEG

YOU CAN ONLY
WALK BENT OVER

YOU CAN ONLY
WALK BENT OVER

YOU CANNOT
BEND YOUR KNEES

YOU CANNOT
BEND YOUR KNEES

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or **other status**.



THE CONVENTION ON THE RIGHTS OF THE CHILD

Article 2

You have the right to protection against **discrimination**.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Here We Are Together

Playfully ♩ = 144-168

Here we are to - geth - er,* to - geth - er, to - geth - er; Oh, here we are to -

geth - er with our hap - py face. There's (name) and (name) and (name) and

(name); Oh, here we are to - geth - er in our hap - py place.

Here we are together,* together, together;
 Oh, here we are together with our happy face.
 There's (child's name) and (another name) and (another name) and (another name);
 Oh, here we are together in our happy place.

***Alternate phrases:** Here we go a-walking Here we are a-singing
 Here we go a-marching Here we are a-clapping

Improvise actions as suggested by the words.
 The list above is only a few of the possibilities.
 Consider other phrases that might fit the music and the occasion.

To hear the melody:
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=3>

I'll Walk with You

Quietly moving ♩ = 88-104

D Em

If you don't walk as most peo-ple do,

R.H. L.H.

G A7 D G A7 D

Some peo-ple walk a - way from you, But I won't! I won't! If

Em G A7 D

you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, But

G A7 D Em D

I won't! I won't! I'll walk with you. I'll talk with you. That's

Em A7 D

how I'll show my love for you.

R.H.

Lyrics: Carol Lynn Pearson
b. 1939, 1987 IRI
Music: Reid N. Nibley
b. 1923, 1987 IRI

If you don't walk as most people do,
Some people walk away from you.
But I won't! I won't!

If you don't talk as most people do,
Some people talk and laugh at you.
But I won't!

I'll walk with you, I'll talk with you.
That's how I'll show my love for you.

To hear the music:

<https://www.youtube.com/watch?v=N-WqcfG8jGA&list=PL1p11ICKMm7vUpyDmd39yUSVUUwUJ-Wa5&index=3>

THE RIGHT TO



PROTECTION AGAINST DISCRIMINATION

UDHR 2
CDC 2 and 23

