

# Is This Discrimination?

## FREEDOM AND EQUALITY

## PROTECTION FROM DISCRIMINATION

**AGE:** 11 – 16 years

### LEARNING POINTS

1. Human dignity is the foundation for all human rights.
2. Everyone is entitled to all the same rights and freedoms without distinction of differences.
3. Discrimination against anyone —including women and girls— is a violation of human rights.



### MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: This Little Light of Mine
- Ball for the Ball Toss game
- Pencil and paper for each pair of students for activity, “Who Works”
- Chalk or markers
- Chalkboard or large piece of paper
- UDHR Article #1 and Article #2
- Small pieces of paper with the word “Hello” in different languages, *prepared beforehand*
- Text, “My Mother Doesn’t Work”
- Mini posters from the previous lesson

### THE UNIVERSAL DECLARATION OF

## Human Rights

### FREEDOM AND EQUALITY

#### Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

### PROTECTION FROM 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.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### SIMPLIFIED

*Article 1. You are born free and equal in dignity and rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.*

*Article 2. You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.*

## **WELCOME & WARM-UP** (5 minutes)

- Before class, post the Class Rules where the youth can see them.
- Place the mini posters from the previous lesson where everyone can see them.
- Greet the participants warmly as they enter, and ask them to sit quietly.

**Activity: Song, This Little Light of Mine!** (Music at the back of the lesson.)

Ask: Did everyone remember to let their light shine? Let's sing (or say) our song. I'll begin and I want you to join me! (Sing or speak with enthusiasm.)

## **REVIEW** (5 minutes)

### **Activity: Ball Toss**

How to do it:

- Have the students stand in a circle with the facilitator in the middle holding a ball.
- The facilitator asks a question while tossing a ball to one of the students. (See examples below.) If the student doesn't know the answer, she says, "I don't know" but can say one thing she learned about one of the human rights mini posters on the wall instead.
- Then she tosses the ball to another student, who either answers the first question or says something about another mini poster.
- When one of the youth knows the answer, he tosses the ball back to the facilitator.
- The facilitator asks another question while tossing the ball to another student. And so on until the facilitator runs out of questions. The facilitator can also ask about one of the mini posters.

Try to make sure every student gets a turn.

Possible questions:

- Why do we need human rights? (They help everyone to be treated fairly. Society benefits when people are all treated fairly.)
- What organization developed a list of these rights? (The United Nations or the UN)
- What do the initials UN stand for? (The United Nations)
- Name one of the human rights from our last meeting.
- Is there one you would like to talk about with the class? (Remind the youth to look at the mini posters on the wall.)
- What is the name of the document that lists all the Human Rights?
- Name one of the new words we learned from the Preamble.

**FACILITATOR TIP:** This should be a fast, short review. Use only 3 or 4 questions at the most. Use the other questions at the end of the lesson if you have time. You can use this review game for any topic when you feel you need an energizer to keep everyone involved.

## INTRODUCTION

(5 minutes)

Explain: Today we are going to discuss HUMAN DIGNITY as the foundation for all human rights.

Ask: What is **dignity**? Write the word on the board or flipchart. (Accept all answers.)

Explain: Dignity means worthy of respect and consideration.

Ask: How do we treat someone with dignity? (Accept all answers.)

With respect and consideration, treating them just like we would like to be treated ourselves.

Who would like to read Article 1 of the UDHR for us? (Or the facilitator can read it.)

*All human beings are born free and equal in dignity and rights.*

Ask: What does that mean? (Accept all answers.)

All of us are born free just because we are human beings. We should all be treated with respect and kindness, and we all have the same rights.

Ask: What is **discrimination**? (Write the word on the board or flipchart.)

Explain: **Discrimination** is treating each other unequally or without dignity or respect, or denying the rights of others.

- When someone discriminates, he or she is treating another person as being less valuable or worthwhile because of some unvalued characteristic that person possesses.
- Just overlooking or ignoring people who are different than we are can be a form of discrimination. So it is important to notice everyone's needs in our community and then try to meet them.

## DEVELOP & DISCUSS

(10 minutes)

Say: We're going to read Article 2 of the UDHR. I want you to listen for some of the things we should all value.

Have one of the youth read UDHR Article 2, the first paragraph, original or simplified, depending on the age of the class.

*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.*

Ask: What is the meaning of Article 2 – what is that saying? (Accept all answers.)

Explain: When we read the words “without distinction,” that means “no matter what” – that every person enjoys the same rights that I have.

Ask: What kind of characteristics are just as good as any others? Let's read it again.

Have the student read the first paragraph again.

*Everyone is entitled to all the rights and freedoms ... without distinction of ... race, color, sex, language, religion, political opinion, national or social origin, property, or birth.*

List: Ask students to come up one by one and write one of the areas from Article 2 that we should all value equally.

Explain: One of the distinctions or differences is language spoken at home. Let's see what it would be like if you had to speak a different language.

**Activity: "Hello From Around the World"** (5 minutes)

Purpose: To think about why it is important to respect differences

*Preparation before the class:* Write the word "Hello" on small pieces of paper in 2 or 3 different languages depending on the number of students in class.

*How to Play:* Give each student one of the "Hello's."

Ask them to walk around the area, holding their piece of paper without showing it to others.

- At your signal, youth start greeting one another, saying "Hello" as it is written on their paper.
- They must find others saying "Hello" in the same language as they are and form a group.
- Have the youth stay in their group and sit together.

**CONCLUSION** (5 minutes)

Ask: How did it feel to try to speak a language other than your own?

- Have you ever been in a situation where you did not understand the language, for example, on a trip?
- What did you do to get by?
- Did you wish everyone spoke YOUR language?
- Do you know other people who do not speak your language? What can we do to help them?

(Adapted from: *Play It Fair Toolkit*, Activity 17. Equitas – International Centre for Human Rights, 2008.)

**CHALLENGE**

Say: Explain what discrimination is to your friends and family. Tell them why it is bad.

- Pay attention this week to examples of discrimination in your community or your family.
- Find a way to include and be kind to people who are experiencing discrimination.
- Tell us about it next time we're together.

## **WELCOME & WARM-UP** (5 minutes)

- Before class, post the Class Rules where the youth can see them.
- Place the mini posters from the previous lesson where everyone can see them.
- Greet the participants warmly as they enter, and ask them to sit quietly.

**Activity: Song, This Little Light of Mine!** Sing with enthusiasm! (at the back of the lesson)

## **REVIEW** (5 minutes)

### **Activity: Mini-Poster Review**

Say: Let's talk about the mini-posters that we looked at last week.

Hand them out to individual students to hold up for everyone to see while you ask the next question:

Ask: Which mini poster talks about not treating another person with dignity or respect? (Protection Against Discrimination)

- What kind of discrimination might make the little boy in the poster feel sad? (His skin color, his age, his nationality)
- Would anyone like to share a favorite human right that they discussed with their family?

## **INTRODUCTION** (5 minutes)

Say: Last week we played a game about different ways to say "Hello" in different languages.

- Another difference or distinction is what gender you are, whether you are a girl or a boy.
- I'm going to tell you a story about a young woman named Zara. She was talking to her friend about her family one day. This is what she said:

### **Activity: Story, "My Mother Doesn't Work"**

Read the story or ask a student who reads very clearly.

After the story, ask: Does Zara's mother work?

- What are some of the jobs Zara's mother does every day?
- Do some people think household work is not real "work"?
- Why do some people think this way? (It might be because a woman is not paid for her work, or because a man thinks his work is harder.)

Explain: A woman often has a longer work day with less opportunity to rest. (Zara's mother is the first one up in the morning and the last one in bed at night.)

Ask: Is this a kind of discrimination against women and girls?

**DEVELOP & DISCUSS** (10 minutes)

**Activity: Who works?**

Draw a chart on the chalkboard or flipchart by making a line down the middle of the board or paper, and then another line across the top. Write “Women” at the top of one column and “Men” at the top of the other column.

Divide the class members into pairs.

Hand out a pencil and piece of paper to each pair.

Ask each pair to make a list of all the work that has to be done in and around their homes and write it on the paper. Or they can draw a picture representing the task.

If they are having a hard time coming up with ideas, ask a couple of questions to get them thinking, such as:

- Who makes the meals in your house?
- Do men and youth help around the house? If so, what jobs do they do?
- How long does housework take each day?
- Do women have work to do outside the home?

WOMEN Tasks	MEN Tasks

After five minutes, ask each pair to share one item from their list and ask one of them to write it under the appropriate column on the chart. Continue until there are no more suggestions.

Look at the chart and ask: What do you notice?

- Did we discover anything surprising?
- Did our discoveries change the way you think about the work that men and women do?
- Did you discover any tasks which could be done only by men?
- Did you discover any tasks which could be done only by women?

Explain: Don't forget that Articles 1 and 2 of the Universal Declaration of Human Rights specifically mention that women and men are equal.

**CONCLUSION** (5 minutes)

Say: Sometimes we discriminate without meaning to because we don't think about it.

Ask: What is discrimination? (Discrimination is not treating each other with equal value or with dignity or the same rights.)

- Should we value people less because of the language they speak, or their gender, or their religion, race, country or political opinion?
- Does anyone have any questions about anything in the *Universal Declaration of Human Rights* that you may have been thinking about over the past few days?
- I'd like somebody to tell me one thing you remember about the Preamble to the Universal Declaration of Human Rights. (Take all answers.)

Answer any questions.

**FACILITATOR TIP: A great teaching technique to help generate a little more discussion.** When someone asks a question, you can answer the question by saying, "*What do the rest of you think about that? Does anyone have any comments about that?*"

### **CHALLENGE**

Say: As you go through the week, reflect on what has been discussed today.

- Share the story of Zara's mother and talk about it with a friend or your family.
- Be aware of the tasks others are performing around you. Can they really only be done by men or women, children or adults, rich or poor or religious group only?
- Ask yourself, "Is there a way I might help to make a change?" And do it!
- Remember to invite your friends to join us. See you next time!

Remind the youth of the time for your next gathering.

### **FACILITATOR TIP: POSSIBLE VARIATIONS**

This lesson could also be used to examine differences apart from gender, such as ethnicity, social class, religion, etc.

- Remember to collect the mini posters and Class Rules.

**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: one for each lesson.

## MATERIALS

ARTICLE 1  
*FREEDOM AND EQUALITY*

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

ARTICLE 2  
*PROTECTION FROM DISCRIMINATION*

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*

*You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.*

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

**HELLO in various languages**

<b>BUENOS DIAS</b> (Spanish)	<b>KONNICHI WA</b> (Japanese)
<b>GUTEN TAG</b> (German)	<b>SHALOM</b> (Hebrew)
<b>SALAAM</b> (Arabic)	<b>CIAO</b> (Italian)
<b>NI HAO</b> (Chinese)	Cut along the solid lines. Make as many copies of this as necessary. Choose only 2 or 3 languages, depending on the number of students in the class.

<b>BUENOS DIAS</b> (Spanish)	<b>KONNICHI WA</b> (Japanese)
<b>GUTEN TAG</b> (German)	<b>SHALOM</b> (Hebrew)
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## MY MOTHER DOESN'T WORK

Zara tells her friend about a typical day for her mother and father:

*There were 16 kids in our family, but only nine of us are still alive.*

*My mother gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes clothes.*

*My father works in the field, about three kilometers away from home. He leaves the house by six in the morning.*

*After washing the clothes, my mother goes to town where she grinds our corn and buys what we need in the market. When she gets back, she cooks the midday meal.*

*At noon, my mother carries my father's lunch to him and then goes back home to take care of the chickens and pigs while she looks after my younger brothers and sisters. My mother prepares supper so that it is ready when all of us get home around six o'clock.*

*After supper, it takes a while to get everything cleaned up, but my mother usually gets to bed about nine o'clock. My father is already asleep by then.*

When Zara finishes, her friend asks Zara if her mother has a job. Zara says, "No, my mother doesn't work."

(Adapted from *First Steps: A Manual for Starting Human Rights Education*, Amnesty International 2001. Peer Education Edition, p. 63.)



## This Little Light of Mine

1. This little light of mine - I'm gonna let it shine!  
This little light of mine - I'm gonna let it shine!  
This little light of mine - I'm gonna let it shine!  
Let it shine, let it shine, let it shine!

2. Everywhere I go - I'm gonna let it shine!  
Everywhere I go - I'm gonna let it shine!  
Everywhere I go - I'm gonna let it shine!  
Let it shine, let it shine, let it shine!

3. This little light of mine - I'm gonna let it shine!  
This little light of mine - I'm gonna let it shine!  
This little light of mine - I'm gonna let it shine!  
Let it shine, let it shine, let it shine!

To hear the song: [https://www.youtube.com/watch?v=W\\_4vgwnbAfE](https://www.youtube.com/watch?v=W_4vgwnbAfE)