

## 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, or any other quality of yours or your parents or guardian.

*The Convention on the Rights of the Child*

### **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.)

# IS THIS DISCRIMINATION?

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*The Convention on the Rights of the Child, Article 2*



## Learning Points

1. Everyone is entitled to all the same rights and freedoms without distinction or difference.
2. Discrimination against anyone is a violation of human rights.
3. Most tasks can usually be done by both women and men.

## WELCOME (5 minutes)

**Song:** “I’ll Walk with You,” from the previous lesson.

## REVIEW

- What is this song (or poem) telling us?
- What does our logo remind us about?
- Who can tell us what “inherent” means?

## INTRODUCTION (5 minutes)

Show the **Discrimination** mini-poster.

- Who remembers what discrimination means?

## Have a student read Article 2 of the Convention on the Rights of the Child.

(Found on the previous page.)

- Let’s play a game.

## Activity: Orange Mania (10 minutes)

*Teacher preparation and instructions on the back.*

## DISCUSSION

*Questions after the game*

- 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 (10 minutes)

### Activity: Story, My Mother Doesn’t Work

Read the story about Zara who tells her friend about her family.

(Found on the previous page.)

### Questions

*Use the Talking Stick if needed.*

- Does Zara’s mother work?
- What were some of her everyday tasks?
- Could those only be done by a woman?
- How does this story show discrimination?
- What other kinds of discrimination are there?
- Can someone share an example of discrimination about age? Religion? Language?

Guide the students to recognize that there are many different kinds of discrimination, including whether you are male or female.

## Read Article 2 again, this time together.

### Questions

- What have you learned about discrimination today?
- How has this lesson changed your thoughts about discrimination?

## CHALLENGE

*Do at least one of the following:*

1. Share the story of Zara’s mother.
2. Share the game Orange Mania with your family and friends.
3. Think about something you can do this week, even if it is something small, to help prevent discrimination in your family or your community.

**Activity: Orange Mania** (10 minutes)

*Teacher Preparation:* Create an obstacle course by using chairs or masking tape on the floor or lines on the ground as “walls.” Students cannot step outside the chairs or the masking tape (or however you’ve marked the path) while playing the game.

Provide an orange or other small object.

Using the set of **Physical Disabilities**, fold each strip of paper in half so the students cannot see the writing. Place them in a container.

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

- Assign one student 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 “disabled” student should toss the orange in the air while moving through the obstacle course.
- For instance, if a student receives “missing a foot,” then that student must use only one foot to complete the obstacle course by hopping while carrying an orange. The other student encourages and assists 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 (if there’s time) and complete the course a second time.

Remind the students that there are **no winners or losers**; they 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 or anyone else.
- Have the students **switch roles** at the end of the first run.

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

**Physical Disability Strips**

You can use the same disability more than once. Duplicate this set as needed for your group.

YOU ARE MISSING AN ARM

YOU CANNOT BEND YOUR KNEES

YOU CANNOT SEE—YOU ARE BLIND

YOU ARE MISSING A LEG

YOU CAN ONLY WALK BENT OVER