

IS THIS DISCRIMINATION?

You have all the human rights in the Universal Declaration without distinction of any kind, 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, 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. Women and men are equally well suited for most tasks.

WELCOME (5 minutes)

Song, "I'll Walk with You" (or similar song)

Have everyone stand up. Teach the words. Music and instructions at the back of the lesson.

REVIEW (5 minutes)

Activity: Preamble Values, Please!

Instructions at the back of the lesson.

INTRODUCTION (10 minutes)

Activity: Where's My Chair?

Instructions are at the back of the lesson.

While half are seated and half standing, **show the Discrimination mini-poster.**

Questions

- What do you see?
- What do you think this child is feeling?
- Can anyone tell us about a time they had these kinds of feelings?
- For those of you who are standing, do you feel equal to everyone else? (No.)
- But since you all have equal rights, why don't you all feel equal? (Accept all answers.)

Now tell *all* students, standing or sitting, that they may choose to sit or stand. They may walk around the room freely for one minute.

End the activity and have students bring the rest of the chairs back and take their seats.

DEVELOPMENT (5 minutes)

Question: What is DISCRIMINATION?

Write the word on the board or flipchart.

Explain that Article 2 talks about discrimination.

Have a student read Article 2 from the UDHR.

Explain: **Discrimination** is treating each other unequally or without dignity or respect, or denying rights to another person.

Questions

(Remember to use the Talking Stick.)

- Did anyone feel discriminated against when you didn't have a chair?
- If this is discrimination, what can you do about it?
- In what ways are the women in our communities or families treated differently than men?
- If this is discrimination, what can we do to decrease this in our families or communities?

Have everyone read Article 2 together.

- What does "without distinction" mean?

Guide the students to recognize that it means "no matter what." No matter what their race or language, etc., they **all** have **all** the human rights that everyone else has.

- Tell us about a time when someone you know was treated differently than others.

CONCLUSION (5 minutes)

Activity: Does It Fit?

Preparation and instructions at the back of the lesson.

CHALLENGE

1. Explain what discrimination is to your friends and family.
2. Pay attention to examples of discrimination this week in your community.
3. Be kind and include people who are experiencing discrimination.

I'll Walk with You

Quietly moving ♩ = 88-104

The musical score is written in G major (one sharp) and 4/4 time. It features a vocal line and a piano accompaniment line. The piano part includes chord symbols (D, Em, G, A7) and fingering numbers (1-5). The vocal line includes lyrics and phrasing slurs. The tempo is marked 'Quietly moving' with a metronome marking of 88-104.

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!

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

Instructions: Say the words and have the students repeat them a couple of times. Then sing together and make up motions to go with the music. Have students create their own verses when there's enough time.

To hear the music:
<https://www.youtube.com/watch?v=N-WqqfG8jGA&list=PL1p11ICKMm7vUpyDMd39yUSVUUwUJ-Wa5&index=2>

PREAMBLE VALUES, PLEASE!

Draw the following game on the board or flipchart.

		H						
	Q							
							B	



1. You may play by teams or call on individual students.
2. Begin with three letters already filled in.
3. Each player gets one turn to guess a letter, until all the boxes are filled.
4. On the board or in the margins of the paper where students can see them, keep track of the wrong letters guessed. Example: ~~S-D-X~~ crossed out.
5. As soon as someone knows the word, she or he should yell it out.

Teacher's copy

I	N	H	E	R	E	N	T		
E	Q	U	A	L					
I	N	A	L	I	E	N	A	B	L

WHERE'S MY CHAIR?

Teacher preparation: Remove or fold up half of the classroom seats.

- After the remaining seats are filled, explain to the students left standing that they are not allowed to sit during the discussion.
- Return to the lesson, and proceed with the PHOTO and QUESTIONS.

DOES IT FIT?

Write the following words on the board in 2 columns or on small pieces of paper in 2 separate stacks.

STACK 1

Black
Female
Poor
Talented
Caring
Peaceful
African
Male
Christian

STACK 2

Superhero
Scientist
Leader
Teacher
Writer
Muslim
President
Athlete
Celebrity

- Have a student pick a word from each list or draw a word from each pile, and read them to the class.
- Decide as a class if the two words fit together.
- Why or why not?

Repeat two more times with different students.

Question

What does this activity show us about discrimination? (Anybody can be anything – these lists do not discriminate.)

Article 2

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