

# Lesson 3A–Freedom From Discrimination

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## Freedom 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.

*Universal Declaration of Human Rights*

### Learning Points

1. Students can explain that everyone is entitled to all the same rights and freedoms without distinction or difference.
2. Students can discuss why discrimination against anyone is a violation of human rights.
3. Students will give examples of how women and men are equally well-suited for most tasks.

**Teacher Note:** These lessons focus mainly on two kinds of discrimination, gender and disability. However, Article 2 includes many others. Feel free to focus on any types of discrimination you feel need to be discussed in your area.

# Lesson 3A–Freedom From Discrimination

## Lesson Outline

### 1. Welcome

Select a song, poem, or activity from your country or culture.

### 2. Review

#### Activity: Preamble Values, Please! (p. 17)

Draw the game on the board or flip chart.

- Call on individual students to guess letters. Begin with three letters already filled in.
- Each player gets one turn to guess a letter until all the boxes are filled.
- On the board or margins of the paper where students can see them, keep track of the wrong letters guessed.

Answers: **Inherent, Equal, Inalienable**

### 3. Introduction

#### Read or have a student read Article 2 from the Universal Declaration of Human Rights. (p. 15)

Explain that Article 2 talks about **Discrimination**.

#### Question

1. What is discrimination? *Discrimination is treating one another unequally or without dignity or respect, or denying rights to another.*

### 4. Development

#### Read Article 2 together. (p. 15)

#### Questions

1. What does without distinction mean? *It means no matter what. No matter what our race or language, sex, religion, etc., we have all the human rights that everyone else has.*
2. Tell about a time when someone you know was treated differently than others. In what ways?

#### Read the Story: My Mother Doesn't Work

Zara tells her friend about a typical day for her mother and father: There are sixteen children 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 at about nine o'clock. My father is already asleep by then.

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

#### Questions

1. Does Zara's mother work?
2. What might happen if Zara's mother didn't accomplish her daily tasks?
3. What were some of her daily tasks?
4. Could those only be done by a woman?
5. Why is the work she does sometimes not recognized?
6. Are the women in our communities and families treated differently than men?
7. How could this be considered discrimination?
8. If this is discrimination, what can we do to decrease this in our families or communities?
9. What other kinds of discrimination are there? Discuss other examples of discrimination listed in Article 2, such as age, race, religion, and language.

**There are many different kinds of discrimination.**

### 5. Conclusion

#### Activity: Does It Fit? (p. 17)

#### Instructions:

- Write the list of words on the board in two columns or on small pieces of paper in two separate stacks.
- Have a student pick a word from each list or draw a word from each pile, and read them to the class.
- Ask if the two words fit together. Why or why not?

### 6. Challenge

- Share the story of Zara's Mother with your family or a friend.
- Explain to your family or a friend what discrimination means.
- Pay attention to examples of discrimination this week in your community and think about what you can do to help.

## Lesson 3A–Freedom From Discrimination

### Review

#### Activity: Preamble Values, Please!

Draw the game on the board or flip chart.

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								<b>b</b>		
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**Answers:**  
**Inherent,**  
**Equal,**  
**Inalienable**

1. Call on individual students to guess letters. Begin with three letters already filled in.
2. Each player gets one turn to guess a letter until all the boxes are filled.
3. On the board or margins of the paper where students can see them, keep track of the wrong letters guessed.

### Conclusion

#### Activity: Does it Fit?

Write the list of words on the board in two columns or on small pieces of paper in two separate stacks.

<b>Column 1</b>	<b>Column 2</b>
<b>Black</b>	<b>Superhero</b>
<b>Female</b>	<b>Scientist</b>
<b>Poor</b>	<b>Leader</b>
<b>Talented</b>	<b>Teacher</b>
<b>Caring</b>	<b>Writer</b>
<b>Peaceful</b>	<b>Muslim</b>
<b>African</b>	<b>President</b>
<b>Male</b>	<b>Athlete</b>
<b>Christian</b>	<b>Celebrity</b>

1. Have a student pick a word from each list or draw a word from each pile, and read them to the class.
2. Do the two words fit together? Why or why not?
3. What does this activity show us about discrimination? *Anybody can be anything. There is no discrimination in the list.*



# Right to Freedom from Discrimination

# Lesson 3B–Freedom From Discrimination

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## Freedom 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.

*Universal Declaration of Human Rights*

### Article 23

If you have any kind of disability, you should have special care, support and education so that you can lead a full and independent life and participate in the community to the best of your ability.

*Convention on the Rights of the Child*

### Learning Points

1. Students can identify examples of discrimination.
2. Students can explain why discrimination against anyone is a violation of human rights.
3. Students can describe what is necessary for those with disabilities to lead a full and independent life and participate in the community.

**Teacher Note:** The rights of the child are specific rights documented in the *Convention on the Rights of the Child* (CRC). They are a tool to protect all children everywhere from violence and abuse. This treaty was adopted by the United Nations on November 20, 1989. As of April 2017, the *Convention on the Rights of the Child* is the most ratified document of the United Nations. More information is included in the Facilitator Toolkit.

# Lesson 3B– Freedom From Discrimination

## Lesson Outline

**Teacher Note:** Prior to the beginning of the Welcome, send half of your students to stand in the back of the class. Explain to the students standing that they are not allowed to sit during the Welcome and Review parts of the lesson discussion.

### 1. Welcome

Select a song, poem, or activity from your country or culture.

### 2. Review

**Have a student read Article 2 of the UDHR. (p. 19)**

Share examples of discrimination you saw this week in your community. Were you kind to people who were experiencing discrimination? How did you help?

For those of you who are standing, do you feel equal to everyone else? Since you all have equal rights, why don't you all feel equal? Accept all answers.

Have students standing return to their seats.

### 3. Introduction

**Show the Right to Freedom from Discrimination mini poster. (p. 18)**

**Read or have a student read Article 23 of the CRC. (p. 19)**

#### Questions

1. What does the word disability mean? *A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).*
2. How do persons with disabilities experience discrimination? Share examples.
3. What is meant by special care, support, and education?
4. How can someone with a disability have a full and independent life and participate in the community?

### 4. Development

**Read the story: Matt Scott, Paralympic Wheelchair Basketball Athlete (p. 21)**

#### Activity: How Does It Feel?

Have two students sit back to back. Give one student a paper with an abstract shape on it, and the other student a blank piece of paper and a pencil. Without either student seeing the other, the student with the drawing must explain to the

student with the blank paper and pencil how to draw the shapes.

#### Question

What problems did you face? How did it feel?

Have students try to complete different tasks using only the hand they do not use to write. Play catch or hand out papers one at a time.

#### Question

What problems did you face? How did it feel?

Set up chairs in different locations around a basketball hoop, or use a container in your classroom as a hoop. Students take turns shooting a ball into the hoop or container while sitting in a chair.

#### Questions

1. What problems did you face?
2. What skills would you need to develop? What would help you?

<https://www.dvUSD.org> and <https://adayinourshoes.com>

### 5. Conclusion

Discuss the following questions with the class.

#### Questions

1. What kinds of things can leave someone with a disability? *Birth defects, medical conditions, accidents, war, etc.*
2. What helped Matt Scott overcome the challenges of spina bifida?
3. What kind of discrimination did Matt experience?
4. How did he overcome it?
5. What qualities did Matt need to succeed with his goal to play basketball?
6. What did Matt do to prepare himself for his future employment?
7. How can we help those with disabilities achieve their objectives?

### 6. Challenge

- Tell your family or a friend the story of Matt Scott and how he succeeded in becoming a Paralympic athlete.
- Think about something you can do this week, even if it is something small, to help prevent discrimination in your family or community.
- Find out what services are available within your community for those with disabilities.

## Lesson 3B–Freedom From Discrimination

### Development



#### **Matt Scott, Paralympic Wheelchair Basketball Athlete**

Matt Scott was born in Detroit, Michigan, USA, with a birth defect called spina bifida, a condition in which the baby's spinal cord does not fully develop. This left him paralyzed from the waist down. He later had both feet amputated. He was fitted with a wheelchair at an early age and learned how to navigate his school and community.

Matt said that people with disabilities face adversity. Many people look only at the limitations, saying a person in a wheelchair has no options in sports, but Matt began playing wheelchair basketball when he was fourteen years old. He was recruited by the United States Men's National Wheelchair Basketball Team directly out of high school. He also played in college at the University of Wisconsin, while earning a B.A. in Sociology. He is married and has two children.

Matt has competed in every summer Paralympic Game since high school graduation. He and his team steadily improved, moving from a 7th place finish in 2004 to a bronze medal in 2012 in London, a gold medal in 2016 in Rio, and a gold medal in 2020 in Tokyo. Matt made his debut as a reporter for NBC Universal's coverage of the 2024 Paris Summer Paralympic Games. Matt is known for his commitment, persistence, and discipline. He advocates for inclusion and universal participation in sports.

<https://sportaction.eu/inspiring-paralympic-stories/congress.gov/117/meeting/house/115198/HHRG-117-PW05-Bio-Scottm-20221117.pdf>