

Lesson 3A - Is This Discrimination?

Freedom from Discrimination

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

The Universal Declaration of Human Rights, Article 2

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

The Convention on the Rights of the Child (CRC), Article 23



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 avoid discrimination.

Display Freedom mini poster and Class Rules.

1. WELCOME (5 minutes)

Sing the song, “Here We Are Together” (page 4)

Invite the children to sit in a circle.

2. REVIEW (5 minutes)

Ask if someone would describe what they learned when helping or working with others so that everyone would feel free and safe.

- What did you do? What did you learn?

3. INTRODUCTION (10 minutes)

- Explain that the class will learn about another important human right today, something we call discrimination.
- Ask if anyone can tell us what the word “discrimination” means.
- Discrimination is treating other people unequally or without dignity or respect, or denying rights to another person.

Show and read Article 23 (page 15). If you are disabled either mentally or physically, you should have special care and education to help you develop and lead a full life.

Activity: Video, “The Present,” or drawings (page 14)

<https://vimeo.com/152985022>.

Let’s watch a short video related to CRC Article 23 about discrimination.

4. DEVELOPMENT (10 minutes)

Questions—Use the Talking Stick as needed.

- How did the boy in the video (or photos) feel about the present he received?
- What did he do to communicate how he felt?
- How did the puppy respond to the boy?
- How did the boy’s feelings change?
- Why did he feel differently about the puppy?
- Were you surprised about the last images in the video (or photo)? Why?
- What would it feel like to be treated unkindly if you looked different from those around you or had a disability?

If appropriate, allow children with disabilities to briefly share their experience with the class.

Activity: Poem or Song, “I’ll Walk With You” (page 15)

Let’s read this poem (or sing a song) together.

- What is this poem or song telling us?
- How does this poem remind you of discrimination?

5. CONCLUSION (5 minutes)

- Who do you think should have human rights? (Everyone.)
- Why do you think that some people may not enjoy the same rights that we do?

6. CHALLENGE

- Look for people in your community with physical disabilities. Observe how people treat them.
- Discover ways you could help them. Bring your ideas to our next class.

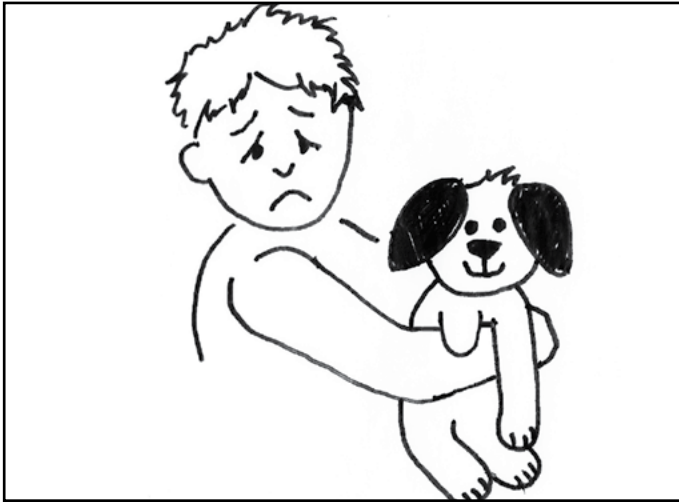


Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

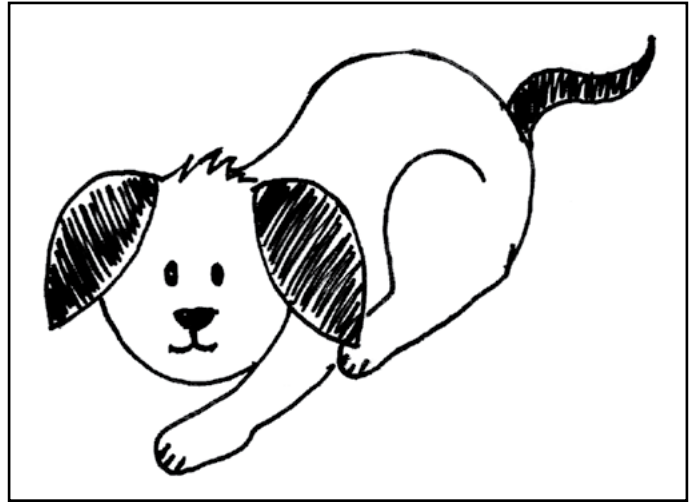
Lesson 3A - Is This Discrimination?

Activity: "The Present"

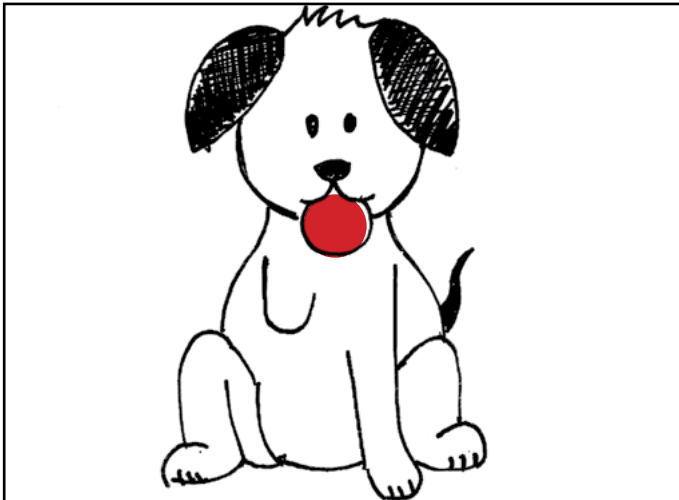
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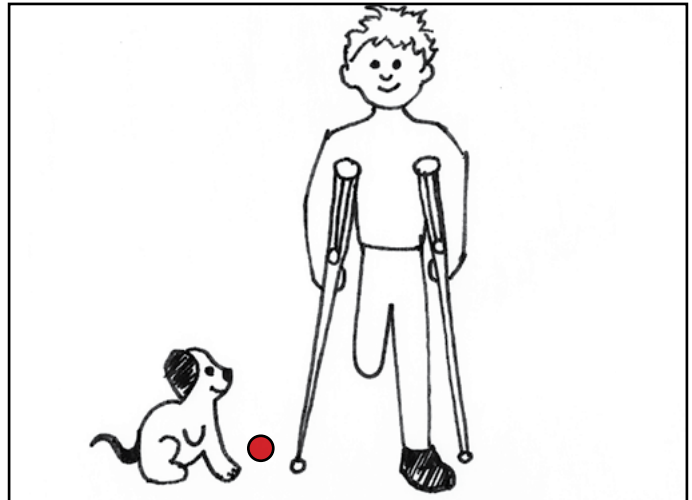
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A boy spent a lot of time playing computer games by himself inside the house. One day his mother gave him a present that she hoped might help him want to play outside.

1. When the boy opened the box and saw that the puppy inside was missing part of his front leg, he frowned.
2. He threw the puppy down on the floor.
3. The puppy stood up, ran after a ball, played with it, then dropped it in front of the boy.
4. Slowly the boy's feelings changed as he watched the dog play with the ball. The boy put the ball in his pocket and grabbed his crutches. He was missing a leg, too. He called to his mother, "We'll be outside."

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.

The Convention on the Rights of the Child

I'll Walk with You

To hear the music go to: www.go-hre.org/music

1. If you don't walk as most people do,
Some people walk away from 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.

2. 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.

Lesson 3B - Is This Discrimination?

Freedom from Discrimination

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The Universal Declaration of Human Rights, Article 2

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.

The Convention on the Rights of the Child, Article 23



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 people avoid discrimination.

Display Freedom mini poster and Class Rules.

1. WELCOME (5 minutes)

Sing the song, “I’ll Walk with You” (page 15)

2. REVIEW

Questions

- How does this song (or poem) remind you of what we talked about last time—discrimination?
- Describe how you helped someone in your community who needed help. What did you do? How did other people treat them?

3. INTRODUCTION (10 minutes)

Activity: Orange Mania (page 17)

Let’s play a game that will help us understand what it might feel like to have a disability.

Questions after the game

- What problems did you have?
- How did you solve your problems?
- How did your coach help you?

4. DEVELOPMENT (10 minutes)

Have one of the children **read Article 23** from the Convention on the Rights of the Child (page 18).

Ask: Who can tell us what **discrimination** is?

Discrimination is treating people who are different unkindly or without respect.

When someone discriminates, they treat another person unfairly and are sometimes mean.

Write the word “Discrimination” on the board or a large piece of paper, and point to the **Discrimination mini poster** (page 12).

- Let’s say this word together.

Now listen to the *Universal Declaration of Human Rights*. Read or have one of the students **read UDHR Article 2** (page 18).

- What are some of the differences mentioned in this article? (Repeat each child’s answer.)

Activity: Story, Amalia’s Hijab (page 19)

5. CONCLUSION (5 minutes)

- Human rights are for everyone.
- But there are some people who may not enjoy the same rights that we do.

Questions

- Why do you think that is?
- What do you think we should do to help?
- How can we make sure that we don’t discriminate?

We’re all happier when we help each other enjoy our human rights.

Let’s say (or sing) our poem one more time.

6. CHALLENGE

- Make a new friend. Watch for someone who is sitting alone and spend some time talking to them.
- What do they like to do?
- Share what you like to do.

Activity: Orange Mania

Preparation: Create an obstacle course in the classroom or outside using chairs or masking tape on the floor as “walls.” Children cannot step outside the chairs or the masking tape while playing.

Make the 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 can only walk bent over
You can't bend your knees	You can't see - you are blind
You are missing a leg	

Using the set of **Physical Disabilities**, 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.

1. Assign one child of each pair to be “coach” and the other to be “disabled.” They must complete a short obstacle course or activity together while acting out their parts, either as coach or disabled.
2. 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.
3. The “disabled” child carries the object through the obstacle course while tossing the orange (or object) in the air.
4. For instance, if a child receives “missing a leg,” she/he cannot use one of their feet to complete the course. She/he must hop on one foot while carrying an orange. The other child encourages and helps the “disabled” one with suggestions to get through the course.
5. When each pair finishes the course, they quickly run back to the beginning and switch roles and complete the course a second time.

Reminders

- Explain 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.)

Lesson 3B - Is This Discrimination?

Article 23

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The Convention on the Rights of the Child

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 [rich or poor], birth or nationality.

The Universal Declaration of Human Rights.



Remember to fill in your brief **Facilitator Notes and Reflections** (page 70).

Activity: Amalia's Hijab

Who knows what a hijab is?

A hijab is like a big scarf that some Muslim girls and women wear when they are not at home.

I'm going to tell you a story about a Muslim girl who moved to another country after living in a refugee camp for three years.

When Amalia went to school, she was surprised to see that she was the only girl wearing a hijab. All the girls had worn hijabs in her old school. At lunch time, she noticed that some of the students were staring at her, which made her feel embarrassed.

Then Miko, slipped into the chair beside her. "I like your scarf," she said. "It's pretty." "It's a hijab," Amalia told her. "Do you wear it every day?" asked Miko. "Yes," replied Amalia.

When Miko asked her why, Amalia explained, "I wear it because of my faith in my Muslim religion. And to honor the Qur'an and Allah."

"You should tell our class about your—what do you call it again?" asked Miko.

"It's a hijab," replied Amalia. "I could tell the class about it, but it makes me feel shy and embarrassed to be so different from everyone else."

"Actually, we're all different in some way or another," Miko told her. "A Jewish boy in our grade, David, told us about the Kippah he wears. And Gabriella wears a gold cross necklace because she's Catholic. Cal wears long braids because that's what some men in his Navajo community do. I'm Japanese. Some people think my lunch is strange. Would you like to try some seaweed? My aunt gathers it from the ocean. She dries it and sends it to our family."

Amalia smiled at Miko and took a bite of seaweed.

Questions

- Why does Amalia feel different from everyone else in her class?
- How do some children discriminate against Amalia?
- What rights does Amalia have?

