

Lesson 3A - Is this Discrimination?

Freedom from 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.

1. WELCOME (5 minutes)

Sing the song, "I'll Walk with You" (page 17)

Have everyone stand up. Teach the words.

2. REVIEW (5 minutes)

Activity: Preamble Values, Please! (page 18)

3. INTRODUCTION (10 minutes)

Activity: Where's My Chair? (page 18)

While half are seated and half standing, **show the Discrimination mini poster** (page 15).

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.

4. DEVELOPMENT (5 minutes)

*Question: What is **discrimination**?*

Write the word on the board or flip chart. Explain that Article 2 talks about discrimination.

Have a student read **Article 2 from the UDHR** (page 18).

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 (page 18).

- 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.

5. CONCLUSION (5 minutes)

Activity: Does It Fit? (page 18)

6. CHALLENGE

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

I'll Walk With You

D

Em

If you don't walk as most peo-ple do,

Some peo - ple walk a - way from you, But I won't! I won't! If

you don't talk as most peo-ple do, Some peo-ple 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.

**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, go to the **COUNTRIES** menu tab, select **PHILIPPINES**, and click on the button that says **Music**.

<https://go-hre.org/resources/music-english/>

Lesson 3A - Is this Discrimination?

Activity: Preamble Values, Please!

Draw the following game on the board or flipchart.

		H					
--	--	---	--	--	--	--	--

	Q			
--	---	--	--	--

								B		
--	--	--	--	--	--	--	--	---	--	--

Answers:
INHERANT
EQUAL
INALIENABLE

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.

Activity: 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.

Activity: 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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The Universal Declaration of Human Rights

Lesson 3B - Is this Discrimination?

Freedom from Discrimination

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 (CRC), 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.

Display Class Rules and mini posters

1. WELCOME (5 minutes)

Sing the song, "I'll Walk with You" (page 17)

2. REVIEW (Use the Talking Stick as needed)

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

3. INTRODUCTION (15 minutes)

Show the **Discrimination mini poster** (page 15)

- Who remembers what discrimination means?

Have a student read Article 2 of the *Convention on the Rights of the Child* (page 21).

- Let's play a game and think about how it relates to discrimination.

Activity: Orange Mania

Teacher preparation and instructions (page 20).

4. DEVELOPMENT

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?

5. CONCLUSION (10 minutes)

Story: My Mother Doesn't Work (page 21)

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

Questions (Use the Talking Stick as 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 (page 21).

Questions

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

6. CHALLENGE

Do at least one of the following:

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



Remember to fill in your brief **Facilitator Notes and Reflections** (page 66).

Lesson 3B - Is this Discrimination?

Activity: Orange Mania

Preparation: Create an obstacle course in the classroom or outside using chairs or masking tape on the floor 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.

Make the 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 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 strips**, fold each strip of paper in half so the students 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 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.
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” student carries the object through the obstacle course while tossing the orange (or object) in the air.
4. For instance, if a student 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 student 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**.
- 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.)

Article 2

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The Convention on the Rights of the Child (CRC)

Story: 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."

Questions:

- Does Zara's mother work?
- What might happen if Zara's mother didn't accomplish her daily tasks?
- What were some of her everyday tasks?
- Could those only be done by a woman?
- Why is the work she does sometimes not recognized?
- How could this be considered 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.

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