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, birth or nationality.

The Universal Declaration of Human Rights (Child Friendly Version), 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 (Child Friendly Version), 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.**

1. WELCOME

Song, "Here We Are Together" (page 4)
Invite the students to sit in a circle.

2. REVIEW

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

Explain that the class will learn about another important human right today, something we call **discrimination.**

Question—Use the Talking Stick

- Can someone tell us what the word **discrimination** means? ***Discrimination*** *is treating other people unequally or without dignity or respect, or denying rights to another person.*

Read Article 23 (page 14) and show the **Discrimination mini poster** (page 15).

Questions

- What are some examples of disabilities?
- What special care or education would be helpful for someone with a disability?

Activity: Story "The Present," (page 13)
Read the story and show the picture.

4. DEVELOPMENT

Questions

- How did the boy 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 by the boy's reaction? 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 students with disabilities to briefly share their experience with the class.

Activity: Poem or Song, "I'll Walk With You" (page 14)
Let's read this poem (or sing as a song) together.

Questions

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

5. CONCLUSION

- Who do you think should have human rights? *Everyone should have human rights.*
- 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.

Activity: Story “The Present”



Created with Adobe Firefly by Canace Pulfer

“Once there was a boy who spent a lot of time playing games by himself inside the house. One day his mother gave him a box with a present inside that she hoped might help him want to play outside more. The boy opened the box and saw a puppy inside, but the puppy was missing part of his front leg. The boy put the puppy down on the floor and sighed. He was disappointed by the puppy’s missing leg and assumed he couldn’t have fun like other puppies.

Just then the puppy stood up and crossed the room with some difficulty to grab a ball that was on the floor. The puppy ran and played with the ball. The puppy, sometimes tripping and falling, made his way back to drop the ball in front of the boy, hoping to play with him. The boy was very surprised. The puppy could run, play and have fun, even though he was missing part of his leg.

Slowly the boy’s feelings changed as he watched the puppy play with the ball. The boy smiled and decided to play with his new friend after all. He reached down, put the ball in his pocket and grabbed his crutches. He was missing one part of his leg also. He called to his mother, “Mom, we’ll be outside playing with our ball.”

(Adapted from “Perfeição,” a comic strip by Fabio Coala.)

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 (Child Friendly Version)

I'll Walk with You

Lyrics by Carol Lynn Pearson

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 if there's enough time.

To hear the music, go to the **COUNTRIES menu tab, select GHANA, and click on the button that says Music.**
https://go-hre.org/resources/music-english/

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The Right to Freedom from Discrimination

UDHR 2 and CRC 23 (Child Friendly Versions)

Lesson 3B - Is This Discrimination?

Freedom from Discrimination

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The Universal Declaration of Human Rights (Child Friendly Version), 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 (Child Friendly Version), 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.**

1. WELCOME

Song, "I'll Walk with You" (page 14)

2. REVIEW

Questions—Use the Talking Stick

- 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

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

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

Question

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 15). Ask the students to say the word discrimination with you.

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 student's answer.

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

5. CONCLUSION

- Human rights are for everyone.
- 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 are 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 imaginary walls. Students 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 students 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 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.

1. Assign one student 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** student an orange (or other small object), with instructions to perform the tasks below in less than three 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**, they cannot use one of their feet to complete the course. They 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, 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.

Article 23

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The Convention on the Rights of the Child (Child Friendly Version)

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, birth or nationality.

The Universal Declaration of Human Rights (Child Friendly Version)

Activity: Amalia's Hijab



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're 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 are 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 students discriminate against Amalia?
- What rights does Amalia have?