

HUMAN RIGHTS

SESSION B



This lesson is drawn from a lesson plan devised by Equality Human Rights.

Respect is:

- * An attitude of caring for others with dignity and kindness.
- * Acting with the needs, feelings and rights of others in mind.
- * Speaking with politeness and acting with courtesy.
- * Honouring the rules of our family or school.

Important Words:

- * Discrimination
- * Human Rights
- * Respect

LEARNING OBJECTIVES:

Children will understand that some groups of people can be treated unfairly because of their characteristics. They will be able to define 'discrimination' and identify discriminatory behaviour.

Suggested Resources:

Case studies. Download via this link http://www.equalityhumanrights.com/sites/default/files/documents/EqualRightsRespect/worksheets18-24-discrimination_case_studies_final.doc [available 05/15].

Script:

As children enter the room show some preferential behaviour to one group. For example, ask all children with blue eyes to stand at the back of the room. Others can sit in their usual seats. Explain that it is a new seating plan devised by the school. Try to provoke a reaction from children. How does it feel to be treated like this? Is it fair? Thank children for their contribution and explain that this was an example of discriminatory behaviour. Ask all children to sit in their seats.

Explain what 'discrimination' means – that it is the unjust treatment of people. For example, the teacher discriminated against people with blue eyes. They did not have the same opportunity as children with other eye colours.

Suggested Activities:

Divide the class into two groups and ask children to think of as many acts of discrimination that they can think of. Give groups five minutes and assign a scribe to each group. After five minutes, ask children to share their lists with the other group, taking it in turns to list their ideas with no repetition.

After this activity, give pairs of children case studies of different types of discrimination. Ask the pairs to annotate the print out with words and imagery in order to try to define the type of discrimination. Finally, ask the pairs to produce a name and definition of the type of discrimination shown in the hand out.

Plenary:

Ask pairs of children to read their names and definitions to the class. Some pairs will have had the same case study to work from – are their definitions similar? Steer the class towards the correct definition.



Character Coaching

Meaningful Praise:

I like the way you have read the case study carefully and thought about what led to this person being discriminated against.

Guidance:

Use the information in the case study to help you work out the discriminatory act. What has happened in the case study? How was/were the person/people treated unfairly?

RESPECT

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