



Save the Children

EQUAL YOU

AND

EQUAL ME



The vision

Save the Children works for:

- ✘ a world which respects and values each child
- ✘ a world which listens to children and learns
- ✘ a world where all children have hope and opportunity

The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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**DISCRIMINATION
IS NOT
OK!**

A Save the Children contribution
to the follow up to the United Nations
Secretary-General's Study on Violence
against Children.

This Book Belongs to:

Name: _____

About me:



One thing I really like about myself:



One thing I really like about my best friend:



My favourite thing:



Something that makes me different from anyone else:



If I could change one thing in the world, it would be:





MESSAGE FROM SAVE THE CHILDREN:

All parents want their children to grow up in a world free from discrimination and violence, to fulfil their dreams and to feel that whatever they want to accomplish in life is possible. We all want to be loved and treated with respect. But the reality is that we live in a world where discrimination exists and it makes us feel bad. Discrimination hurts and leaves scars, it changes the way a person feels about themselves and it affects our hopes and dreams for the future.

How can we all respect and value people regardless of the colour of their skin, their bodies' abilities or the language that they speak? How can we celebrate diversity?

We at Save the Children believe that all children have the right to grow up in a society free from discrimination and that government and adults have a responsibility to stop discrimination against children. We also believe that you have an active role to play in the fight against violence and discrimination.

This book will give you information about discrimination, why it happens and how it affects children. It will also give you information about what children from all over the world are doing to stop discrimination. We hope that this will help you and others take action when someone is being treated unfairly.

So please read this and share it with your friends, other young people and adults too. Don't leave anybody out!

Elisabeth Dahlin

Secretary General of Save the Children Sweden





➔ **LET'S GET
STARTED!**

**I HAVE THE RIGHT TO BE PROTECTED
AGAINST ALL FORMS OF DISCRIMINATION AND
THE RESPONSIBILITY NOT TO DISCRIMINATE
AGAINST OTHERS.**



➔ WHAT IS DISCRIMINATION?

Discrimination happens when a child, or a group of children, is treated badly or unfairly because of who they are, what they look like or where they come from.

For example: children may be treated badly because of the colour of their skin, because they have a disability, because they are refugees or because of their religious beliefs. It can happen because they are poor or because of their gender. Sometimes older children can discriminate against younger children and sometimes discrimination happens because a child is smaller or bigger than other children.

Children face discrimination all over the world.

Discrimination is often linked to violence because children who face violence often face discrimination as well.

In the book "Safe You & Safe Me" you can learn about the types of violence facing children around the world.



The book can also give you some ideas on how you can protect yourself from violence. Please visit: www.bookshop.rb.se for more information.

ANDERSON'S STORY

Anderson lived in the city slum with his parents, grandmother and two sisters. He started going to school when he was 6 but didn't do well.

His father drank a lot and sometimes beat his mother. When Anderson was 10 his father was killed in a bar.

Anderson said once: "I think I dropped out of school when I was young because there was no man in the family to chase after me and make me go to school. I was the only man in my family." His mother often had health problems and seldom had the energy to find out where he was or to check on how he was doing at school.

With no men to support the family, Anderson, his mother, grandmother and two sisters often went without food. Sometimes his mother would beat him when he came in after hours of being away from the house and not telling his mother where he was. He remembers too the times that his father had beat his mother when he was still alive.

When he rode on public buses, he would notice how other passengers would often stare at him and move to another seat when he got on – they seemed to be afraid of him. Once on a school outing to a museum, he remembers how a woman looked at him and said: "I didn't know that (people who live in slums) visited art museums."

By age 11 he started hanging out with a group of boys who thought school was boring and for "mama's boys". His classroom had more than 50 students and he was easily bored. He found it much more interesting to play football, or hang out on the corner with other boys than to sit in a hot and crowded classroom.

When he was 13 he started hanging out on the streets with a group of boys who begged



and sometimes robbed drivers in the downtown area. At least it was more interesting than being at home with nothing to eat, or being abused by his mother. Sometimes he would sniff glue. He remembers being called all kinds of names when he slept and hung out on the streets.

When he was 15, a friend from his neighborhood told him about how he was making a lot of money delivering drugs for a gang in a neighborhood across the bay. The friend asked Anderson if he wanted to come and work with him. Anderson accepted and found the work easy at first. He helped separate the drugs and then he helped with deliveries, slowly working himself up to a kind of assistant manager in the drug gang. But he also saw the violence, people arrested and others being killed by rivals. He started smoking drugs to deal with the stress.

For nearly three years he continued in the gang, bringing home money to support his mother, his grandmother and his two sisters, and himself. With money in his pocket and nice clothes to wear, he could also find girlfriends.

Then one day, the friend who invited him into the gang was killed. He realized the same thing could happen to him. A couple of his friends back home had gotten involved with a group of young men – called “United for Peace” – who were designing community campaigns, writing music and learning African-style drums and dance. Anderson met the two adults coordinating the project and asked them if they could help him.

He told them he needed some way to stay out of the gangs and to stop smoking drugs. He was not sure how much longer he could take it. He was invited to the group and began receiving a small amount of money and training to become a youth promoter in his community. He quickly showed leadership abilities. He helped write and perform a play about violence against women and he talked to men about their violent actions.

Today he is married and supports a child and he is working at an international airport.



"In my school the teacher only takes care of the upper caste children"

Girl from India

"I don't feel safe from abuse at my high school. I am relentlessly persecuted for being gay." - Student in North America

"If you are black and fall in love with a girl, she will turn you down" - Boy from Peru

H WHAT DO SOME CHILDREN SAY ABOUT DISCRIMINATION?

"When someone discriminates against you, it hurts your heart"

Boy from Peru

"When I am talking and someone is telling me I am too small and should shut up, it makes me sad"

Girl from Afghanistan

➔ **DisCrImination** affects girls and boys in many different ways and can often hurt them. It may affect how a girl or boy feels about himself or herself. A child who experiences discrimination may not believe that he/she can do as well in school as other children. This then becomes true and the child's education suffers. A child who experiences discrimination often becomes scared of the people who discriminate against them. Discrimination is often linked to violence: for example, corporal punishment can be used to punish a boy who behaves like a girl. Girls can be more at risk of sexual abuse or violence in the home, and girls with disabilities can be even more at risk. Boys are at more risk of becoming child soldiers or getting involved with gangs.

CORPORAL PUNISHMENT:



✱ Any kind of physical punishment including smacking, beating, whipping, done with the intention of controlling, educating or disciplining.

MESERET'S STORY

"My mother died when I was 5 years old. I do not know where my father is. I have grown up under the care of my aunt. My cousins are older than me. My aunt has not raised me as an equal to them. I am like a housemaid to them. I grew up wearing torn clothes, washed their clothes, cooked for them and ate leftovers. There are also times when they beat me and say mean things, sometimes in front of others. They believe that I deserve to be treated badly just because my parents are not around."





"There are times when my aunt takes care of me and defends me against her children, but it only happens once in awhile. I do not accept the way that I am treated. I only consider myself unlucky. It is my destiny to grow up without knowing the true meaning of love from a mom or dad, and love among brothers and sisters and close relatives. Discrimination follows me everywhere I go when I am around my relatives."





LEARNING ACTIVITY

→ Activity: OK OR NOT OK?

This is a good activity to do by yourself or with a friend.
If you do not know the answer, ask a supporting adult.

Can you tell if the following actions discriminate or do they promote non-discrimination and treating people fairly?

- ✳ If you think the action is ok then you put a ✓ on the face.
- ✳ If you think the action is not ok then you put an X on the face.

- | | |
|--|---|
|  Boys get more to eat than girls in the house. |  Street children are beaten and treated badly because they are begging. |
|  The school prayer includes prayers from various religions instead of just one religion. |  The rules in the classroom are set together by all of the children and teachers. |
|  Adults do not allow children to voice their opinion. |  The government makes a law allowing local indigenous languages to be taught in schools. |
|  A child with a disability is not allowed to play games because she is in a wheel chair. |  Parents teach their children sign language so that they can communicate well with their brother who has difficulty hearing. |

Can you think of other examples that promote including people and stop discrimination?
Please list them.

DISCRIMINATION CHILDREN WITH DISABILITIES



FACT FINDER

WHAT IS A "DISABILITY"

A disability is when you have difficulty walking, hearing, seeing, speaking, learning or doing other activities.

QUICKFACTS

- ✱ Up to 150 million children globally have a disability.
- ✱ In some countries, 90% of children with disabilities will not survive beyond the age of 20.
- ✱ 98% of children with disabilities across the developing world have no access to education.

➔ Discrimination against Children with Disabilities

Every child has the right to be heard and to take part in decisions about his or her life. But many parents, schools and governments do not understand or know about this right. Many children do not get the opportunity to be heard but it becomes even more difficult if the child has some form of disability.

In some countries, a disability is regarded as a punishment – and something to be ashamed of. Children with disabilities are often asked not to go outside of the house, because their family members feel ashamed. Children with disabilities may have fewer opportunities to play with other children or to take part in the daily activities around the house.

It is also more difficult for children with disabilities to go to school. In some countries it is even worse if you are a girl or poor or living in the countryside. The risk of being harmed is also greater if you have a disability.

FAHMI'S STORY

Here, a child with disabilities (he can not hear or speak) tells his story and how he stopped discrimination:

My name is Fahmi, I am 12 years old and I have 7 sisters and brothers. My father is a government employee and my mother is a nurse. I was born deaf and mute and I remember trying hard to speak to my family and play with my friends. Many people could not understand me and called me a nickname "Ajma" which means dumb. I was unhappy as they called Ajma everywhere. When I play with my friends and they sing, I wish I can do the same.



My sister has the same disability and we learned to use sign language to communicate with others. Also, when I play with friends or go to the market to buy things for my mother I use sign language and people gradually accepted me. I was helped by an organization called the Community Based Rehabilitation Association (CBR) to go to school and the CBR worker taught me sign language and explained to the teacher about my disability.

Now I sit in the front seats together with my sister and we watch the teacher's lips when she explains the lessons. I enjoy being in school, I play, tell stories and draw. Both my mother and the CBR worker encourage and support me which makes me want to continue my education. I am now in the fifth grade and have friends in school who play with me; I will be a teacher to help children with disabilities.





LEARNING ACTIVITY

➡ "In Your Words"

For this activity, you can not use words or sounds to communicate.

Look at the examples below and find ways to communicate these needs and messages without using words.

- ❑ 1. "I would like to buy three fish please"
- ❑ 2. "can you help me open the door, it seems to be locked"
- ❑ 3. "look at the sky, it is going to rain, we should find shelter"
- ❑ 4. "where are the pencils and book, I would like to draw a picture"
- ❑ 5. "my sister went for a walk over the hill"
- ❑ 6. "I saw a movie about tigers and how they hunt"
- ❑ 7. "where can I find water – I am very thirsty"
- ❑ 8. "I am hungry and would like to eat ' __ your favourite food __ '."
- ❑ 9. "my favourite colour is _____"
- ❑ 10. "it is dark in here, can we light a candle?"

Another idea!

Spend one or two hours with your friends and family and ask that no one uses words to communicate – only movements and hand signs.

After the Activities...

If there is someone you know that uses sign language to communicate, ask them to teach you their language and show you a few signs. If you already know sign language, work with other young people and help them to learn some signs.

Sign Language: is a form of communication where people use their hands and movements to communicate instead of using words and sounds.



LEARNING ACTIVITY

➡ “Through Your Eyes”

Can you think of what it might be like to be blind?

Before you start this activity, think about safety first!!

Be careful and ask your partner to tell you if you are about to bump into something and if there are stairs or steps nearby and move around slowly.

- ❑ 1. Find a friend or someone you trust.
- ❑ 2. Put a blindfold on and ask them to carefully lead you around the house.
- ❑ 3. Try to go to different parts of the house.
- ❑ 4. After a few minutes, take the blind fold off.
- ❑ 5. How did it feel? Can you imagine living like that all of the time?
Imagine the challenge of walking to school, going to the market or trying to cross the street.



DISCRIMINATION MINORITY CHILDREN

→ FACT FINDER

“MINORITY CHILDREN”

Most countries, communities or villages have a “minority group”. This means that there are fewer of them than other groups found in the community. Depending on where you live, the minority group might be indigenous people; people of a certain race or colour; people from other countries; people that are poor; refugees or people that might be new to a country, community or village.

→ FACT FINDER

“ROMA PEOPLE”

The Roma population is among the most discriminated groups of people in the South East Europe region because they are the poorest. Many people think that Roma people are of a different race and do not let them join in different activities. The Roma people have their own language and culture. Some Roma girls are not allowed to go to school and sometimes have to marry very young.

➔ Discrimination of Children from Minority Groups

Minority groups often have less power than others and are often left out. They are often less protected by the government and treated badly or ignored by most other groups.

People in minority groups often find it difficult to get to see a doctor, get medicine, get good jobs, find good housing or go to school. They are often not allowed to worship the way they want. People do not often ask children from minority groups what they think and what could be done to stop discrimination against them.

Many governments do not understand how important it is to respect the rights of minority groups of children.

BING DIFFERENT – AND PROUD OF WHO I AM!



When Amira was six years old she lived happily in a nice village up in the hills.



One day she heard a big noise. Then there was fire and people screaming and running.



Amira fled on a horse cart with her family but without her father who stayed behind.



Amira and her family had to settle down in the slums near a big city.
They had to sleep on the ground.



The family collected old paper to sell for food which meant bread and vegetables.



Amira was teased and bullied by local children because she is Roma and did not speak the language.

Her mother found a job cleaning houses. Amira helped her mother and took care of her brother and sister.





Amira would often be chased by dogs released by local children. People would throw stones at her.

Amira wanted to know why people treated her so badly, so she asked her mom. Her mom explained, "We are Romas. We are different and never accepted."





Amira and her family lived in a rented hut. Their landlord wanted rent but they did not have any money. The landlord wanted to sell Amira in the market.

One night, Amira and her family fled from the city.





They continued to go from house to house for domestic work. In one house there was a nice lady teacher.



Her children treated Amira nicely. One daughter taught Amira how to read and write.



The nice lady took Amira to join her school.

In school Amira was once again teased and laughed at, but the teacher's daughter protected her.





Gradually she made more friends. Amira was even invited to parties.

Amira was a good singer and joined the school orchestra.





One day, her mom fell sick and Amira could not go to school.



Friends came to see Amira. Upon seeing her condition, they brought clothes and food.

When Amira returned to school, her friends sung her a song.



Amira has joined an institute which helps Roma children. Amira's story motivates other children to take care of other Roma Children who need help.

LEARNING ACTIVITY

➔ “On the Outside Looking In”

Please note: This activity is best suited for children 10 years and up.

Sometimes children can get quite excited about this activity and may start to tease each other after the activity is over. Before starting you should think about your group and if the activity is appropriate. Also, please be sure to end the activity properly (see step 8) and remind all the children, before starting and at the end, that this is a learning activity and should not be taken too seriously.

This is a group activity. You will need a group of children (8 or more) to do this activity and a lead person (an adult or youth facilitator) that can help you.

Once you have your group together, give the following instructions to your supporting adult or youth facilitator.



❑ 1. Before you start, the adult or youth facilitator should read the entire activity and use his/her best judgement to see if the group will be OK and that no one will feel too hurt.

❑ 2. Find something that divides your group into two groups.

One group should be slightly larger than the other.

For example: maybe 4 people have blue eyes and 8 people have brown eyes; or 3 people have long hair and 7 people have short hair; or 3 people are wearing sandals and 6 people are wearing shoes or; 4 people were born between January 1-June 30 and 6 were born July 1 – December 31.

You decide, but make sure the two groups that are formed include a mix of boys and girls and people of different cultures/backgrounds in each group (i.e., you do not want one group to be all girls and the other group to be all boys).

Do not tell the children why or how they are being divided into two groups.

As an example: we will pretend a group of 10 children has been divided as follows: 6 children are wearing blue and 4 children are not.

❑ 3. Ask the smaller group (the children not wearing blue) to leave the room and ask them to go somewhere they will not be able to hear your discussion with the larger group.

❑ 4. Once the group has left the room, explain to the remaining children:

- a. They are still in the room because they are wearing blue.
- b. Blue is a special colour and your very favourite, so today they will get special treatment.
- c. Children that are not wearing blue are not as special and do not deserve special treatment.
- d. Ask the children to giggle softly when the other children return to the room and whisper to each other.

- ❑ 5. Invite the other children (the ones not wearing blue) to enter the room. Have them sit in a separate part of the room, away from the children wearing blue. After you ask them to return to the room, do not speak directly to them. If they have a question, pretend you do not hear or see them.

- ❑ 6. Start a group discussion. Ask the children to raise their hand if they have a comment.

For example:

Ask the following questions and ask the children to respond or comment:

- ❑ Does anyone have brothers or sisters? How many? What are their ages?
- ❑ What is your favourite activity or sport?
- ❑ What is your favourite meal/food?
- ❑ What is your favourite subject in school?

Remember: only give the children wearing blue the opportunity to answer or speak.

Be overly encouraging and happy to speak to them.

If you can, give them small prizes for participating and celebrate the participation of all the children wearing blue. (If you do this, make sure you have enough prizes to share with the entire group at the end of the Learning Activity)

- ❑ 7. Activity Wrap Up

Thank everyone for participating and give everyone a round of applause.

Explain to the group that this exercise was used to demonstrate how it feels to be discriminated against.

Explain to the entire group what divided the two groups (i.e. that some were wearing blue and others were not)

Ask the smaller group (the ones not wearing blue) to share:

- ❑ How did they notice they were being treated?
- ❑ Why did they think they were being treated this way?
- ❑ How did it feel to be treated this way?

Ask the larger group (the ones wearing blue) to share:

- How did it feel to treat others in this way?
- How did it feel to see the 'teacher/group leader' treating the group like this?

Is there anything else the group (everyone) would like to share?

What forms of discrimination do they witness in their day to day life, in their communities?

Will they think differently now about what they see?

8. Ask the group to form a circle.

Ask one person to say something nice about the person standing to their right.

Go around the circle and make sure that every child has something nice said to them.

(If you gave out small prizes earlier in the Activity – make sure that every child receives one)

Ask everyone to celebrate each other, clap and cheer.

Good job!

DISCRIMINATION

GENDER

➔ FACT FINDER

"GENDER"

How someone identifies themselves as feminine (girl) or masculine (boy).

➔ FACT FINDER

"GENDER DISCRIMINATION"

The unequal treatment of a person based only on their gender.
For example: Girls not having the same opportunities as boys.

QUICKFACTS

- ✳ More than 80% of the world's 35 million refugees are women and children.
- ✳ There are more than 110 million of the world's children that are not in school. Two-thirds of them girls.
- ✳ One in every three women is a survivor of some form of gender-based violence.
- ✳ In some countries, half of all girls are married before they turn 18.

➔ Gender Discrimination

Everywhere we live adults have ideas about what it means to be a girl or a boy. You are even brought up in different ways simply because you are seen as a boy or a girl.

Sometimes, sons are preferred to daughters. For example, families think that boys will be able to earn more money for the family than the girl. Because of this, boys can be treated better than girls. In some parts of the world, boys may have more opportunities to go to school. Girls may be forced to work harder in the house and are more likely to face violence in the home. Early marriage is another issue affecting girls more than boys.

Boys also suffer from discrimination but it is not always talked about. Boys that are living and working on the street or being held in prisons can suffer from discrimination. They are often made to go out and earn money for the family even when they are very young. Boys are also more likely to be child soldiers or involved in gangs. All this can mean that they also suffer from violence on the streets and in the areas where they live and work.



LET US TELL YOU A STORY:

A baby boy was born. When he was born, everybody celebrated. The parents gave everybody in the whole village chocolates and sweets, to announce that they had been blessed with a baby boy. He will now bring the family name forward, they said. Religious ceremonies were performed to let everybody know that a baby boy had been born and it was so special.

When he was growing up he was told again and again that he was a boy and very special. He could play outside the house and his mother made sure that he had a lot of food to eat as he should be strong and wise. When he was three years old, his sister Rania was born. This time nobody celebrated. The parents did not give chocolates and sweets to the whole village.

All during his childhood, some of the village elders said bad things about other people and other religions. He started to wonder why people from his religion were seen as better than people of other religions. And why boys were so much better than girls.

In school he made friends with a boy. His new friend was slow to learn and very shy. All the other school friends teased his new friend and called him names and often left him out of their games. The two boys would talk and play with each. When his school friends saw this, they began teasing him too. He asked himself, "why?" He decided to go on being friends with his new friend no matter what the other children said.

After school he often had to help his father work in the fields. His sister was helping his mother in the kitchen, but did not go to school. He wondered about this. He was learning to practice what he had been taught. Boys are very special and better than girls. His religion is the best.

When he was 22 he was ready to marry. His parents told him that they would select a girl belonging to the same religion as their own. He did not like this. He had secretly fallen in love with a girl from the same village, but from another religion. When he told this to his parents, they got very upset. His father was furious; he said that he will bring shame to the family.

He finally gave in and married the girl of his parents' choice. One year later he and his wife were blessed with a baby girl, Shereen. He wanted to give sweets and chocolates to the whole village because this was his first child. His parents said oh no, not for girls.

OK, he said, but now we need to discuss why we should not. All the family discussed this for a long time. They came to understand that it was not right to treat boys and girls differently. They also decided to learn about other religions to understand them better.

The next day the whole family gave sweets and chocolates to all the villagers, because a very special baby girl had been born.



LEARNING ACTIVITY

➡ "In Your Shoes"

➡ If you are a girl:

- ✖ Are you treated differently than boys? How?

- ✖ Are there times you wish you were a boy? Why or why not?

- ✖ Are there times you are really happy to be a girl? Why or why not?

- ✖ Talk to a boy about their answers to the questions below –
are there new things you have learned?

- ✖ Will you see boys differently now?

➡ If you are a Boy:

- ✖ Are you treated differently than girls? How?

- ✖ Are there times you wish you were a girl? Why or why not?

- ✖ Are there times you are really happy to be a boy? Why or why not?

- ✖ Talk to a girl about their answers to the questions above –
are there new things you have learned?

- ✖ Will you see girls differently now?

WHAT CAUSES DISCRIMINATION?

➔ FACT FINDER

“PREJUDICES”

Prejudices are attitudes and opinions about a person or group simply because the person belongs to a specific religion, race, nationality or other group. Prejudices involve strong feelings that are difficult to change.

For example: “I don’t want to talk to this person in my class because she belongs to ‘this religion’” – is expressing a prejudice.

There are many causes of Discrimination:

- ✳ **Lack of information** – sometimes people do not know what is true and what is not true – they have been told things and given information, but often the information is not correct;
- ✳ **Fear** - fear of a person or a group of people because they are different – often fear is connected to a lack of information or understanding;
- ✳ **Culture and Religion** – some people use their beliefs to discriminate against others. Sometimes their beliefs are based in religion or sometimes they are part of their cultural belief

system: for example, that a child is disabled because the mother or father did something wrong – it is seen as a form of punishment to the family.

- ✳ **History** – Sometimes parents pass on their prejudices to their children and sometimes a group of people have experienced discrimination for so long (tens or hundreds of years) that people think it is 'normal' and do not realise what is happening.
- ✳ **Power differences** – some people have more power than others – for example, in many cultures poor children are given fewer possibilities to go to school.
- ✳ **Politics** – sometimes governments or other groups in power benefit if discrimination exists. In their mind they may gain access to land or may not have to spend as much money providing needed support (such as schools and health care). If most of the people believe that there is a group that is less important, then the people in power do not have to do as much for them or treat them equally.

In some countries, the government discriminates against certain groups of children. For example, children from minority groups are not allowed by their government to speak their own languages at school but are forced to learn everything in the national language. Most governments have said that discrimination is not legal in their countries. But, even though they have laws against discrimination, they do not do enough to stop it.

H LEARNING ACTIVITY

➔ “Know the Truth”

One cause of discrimination is that people do not have the right information. Sometimes they believe something to be true, and it is not.

In the example below, we use HIV/AIDS as the topic to be discussed. You can also choose a different topic, here are some examples:

- ✦ People with a disability
- ✦ Different religions (name a specific one)
- ✦ People from a different culture (name the group)
- ✦ People that live in the slums/country/city
- ✦ People that are gay
- ✦ Or, choose your own topic!

1. Work in groups for this activity.
2. You will need cards to write on.
3. In your group think about all the things you have ever heard about (your topic) HIV/AIDS or people who have HIV/AIDS.
4. Write each thing you know on a different card.
5. When you have written your card(s) read them out to the group.
6. Talk together and decide which statements are true and which are false.
7. Put them in two columns like this:

True

It is OK to shake hands with someone who has HIV/AIDS

False

Boys and girls living in rural areas are safe from somebody who has AIDS
You can get AIDS from cleaning a cup

If you are not sure if something is **true** or **false**, speak to a Community Worker or do some research to find the right answer.

HIV/AIDS: HIV stands for “Human Immunodeficiency Virus” and AIDS stands for “Acquired Immunodeficiency Syndrome”. HIV causes AIDS by infecting cells of the body. By causing the body’s protection system to breakdown the body is more at risk of developing serious symptoms or diseases that can result in death. HIV infection is spread through unprotected sex (sex without a condom) or through exposure to infected blood (like through needles, syringes or blood transfusions). HIV can also be transmitted from a mother to a child through birth or by breastfeeding.

WHAT YOU CAN DO TO END DISCRIMINATION

➔ FACT FINDER

"INCLUSION"

Involving everyone and leaving no one out.

Everyone, big or small, young or old, can help stop discrimination.

Here are some things that you can do:

- ✳ Understand discrimination and how it affects people.
- ✳ Do your best NOT to discriminate against other people.
- ✳ Learn about other cultures and religions – ask questions and educate yourself and others!
- ✳ Make sure that your group (in school or in the community) includes children from all backgrounds in its work, play and activities
- ✳ Spend time with children that experience discrimination to understand them rather than neglect or ignore them – “the best way to learn about a disability is from a person who has a disability”. Remember the story of Fahmi and how he learned sign language so that he could talk to his friends and family.
- ✳ If you see a child being discriminated against then say something, talk to an adult that you trust.

- ☑ Use some of the activities in this book to help people understand discrimination and how they can change their own ways of treating others
- ☑ Have a discussion in your class or group about the forms of discrimination in your community or school. Think about what it is like to be a minority child or a child with a disability in your community. Are there things that you or your group can do to end discrimination and ensure people are treated equally? Talk to other children about it and involve teachers and other adults in your planning.

Understand that sometimes people do not even realize they are discriminating against others. Sometimes their behaviour is learned at a very young age and they have never stopped to think about it. Again, use some of the activities in this book to help people think about their own actions and ways of thinking – and then to change.

➔ **FACT FINDER**

“CHILD PARTICIPATION”

Children being involved in something or playing a part in something.

Having information about things of importance to you and other children, being able to have your voice heard and having your ideas about important things that affect you taken seriously.

LISTEN!



Some adults believe that children should listen and adults talk. Not realizing that children have important ideas and solutions too.

A child friendly organization wants to create a child friendly district and invites children to meet the Government.





But some parents say, "No! I have tried and failed what can a child do? This will bring nothing good."

Eventually, children have the opportunity to share their concerns with the forum and the Government listens.





After some time...



"Of course, as I child I have to respect adults. But If I speak truthfully and respectfully - I have nothing to be afraid of."



LEARNING ACTIVITY

➡ “Learning from the Past”

Almost everyone in the world has discriminated against another person. It can take many different forms; it can be a thought that enters your head, words that are spoken or actions that are taken.

At the same time, most people have also been victims of some form of discrimination – sometimes without even realizing it.

To stop discrimination, it is important that each person understands what discrimination is. What does it look like? How does it feel? Most importantly, how can each of us change?

- ❑ 1. Think of a time when you discriminated against another person or when you saw someone else discriminating.
- ❑ 2. Who was it?
- ❑ 3. What was happening at the time?
- ❑ 4. When you look back on it, why do you think it happened?
- ❑ 5. How do you think the other person/group felt?
- ❑ 6. If you could go back in time, what would you do differently?



Did you know there are many famous adults in history who have taken actions to stop Discrimination?

Here are some of them:

Mahatma Gandhi, lived in India and fought Discrimination Based on race, Caste and gender in his Country. He Believed that girls, Women, Boys, men and all People, no matter what their Background, have the same rights.



- ❑ 1. Now think of a time when you were a victim of discrimination. A time when you feel you were being treated badly because of how you look, speak, dress or act. Or because you are a boy or a girl or maybe you were treated differently because of your age.
- ❑ 2. What was happening at the time?
- ❑ 3. Who was treating you badly?
- ❑ 4. If you had to guess – why do you think they treated you like that? (look at the “causes of discrimination” on page 40 and 41 for ideas)
- ❑ 5. What might be done to help that person, or other people like them to change and not treat people badly?

Some of these things can be difficult or hurtful to think about. Share these stories with a group of people that you trust. If you need help, ask an adult that you trust for help.

By thinking about the past, we can all learn something and change our actions in the future.



Eglantyne JESS, who started the children's rights organisation, Save the Children, Believed that Children have rights just like adults. She was Determined to see that no Child should Be Discriminated against Because he or she is a Child.

Nelson Mandela, who is from South Africa, Believes that People regardless of the Colour of their skin and their race have the same rights. They should have the same rights to health, education and employment. He was Put in Prison for nearly three Decades for his Beliefs against racism and Discrimination.

Martin Luther King, Jr., from the United States, Believed that all People would someday Be sisters and Brothers in a world governed By equality, justice and Peace. He won a Nobel Peace Prize for his efforts to Peacefully end segregation (the separation of Black People and white People).

The Lovings: For a long time (up until the 1960s) it was against the law for a white Person to marry a Black Person in Parts of the United States. Two People, Mildred Loving (a woman of African and Native American descent) and Richard Loving (a white man) did get married in 1958. They fought for their right to Be married to each other and eventually changed the laws.

DOS AND DON'TS FOR ADULTS

(AND CHILDREN TOO!)

- ✳ **Do** teach children that all people should be treated with respect.
- ✳ **Don't** talk about people's race, religion or looks when you talk about how they behave. For example, do not say Indian people do this and black people do that.
- ✳ **Do** talk with respect about people from other races, religions, abilities, gender, etc. **Don't** blame people of a particular race, region, sexual preference or disability for a problem.
- ✳ **Do** find ways to talk and learn about people from other cultures, countries, religions, etc.
- ✳ **Do** treat girls and boys with respect and listen to them carefully. Help them all to express themselves.
- ✳ **Do** raise your children free of gender stereotypes. Make sure that both girls and boys help equally in domestic chores and are equally encouraged to give their opinion. Teach girls and boys to respect each other.
- ✳ **Do** encourage children to talk and express their feeling and ideas. Be patient while they speak or express themselves – give them time.



LEARNING ACTIVITY

➔ “Word Scramble”

There are letters at the end of each sentence which are all mixed up. Try to make words with them to complete the sentence.

For example:

Discrimination is _____. (RWNGO)

The answer is:

Discrimination is **WRONG**.

1. You have the _____ to be protected from all forms of discrimination.
(GTHIR)
2. All children, boys and _____ should be treated equally. (RLSIG)
3. Every child has the right to be _____ and to take part in decisions about his or her life. (EADRH)
4. _____ is one cause of discrimination. (ERAF)
5. To help stop discrimination, _____ about other cultures and religions.
(RELNA)

RESOURCES:

If you would like more information about discrimination and children's rights, here are some resources you might find helpful:

The UN Convention on the Rights of the Child

There is an important document called the UN Convention on the Rights of the Child (UNCRC). This document explains and lists all the rights that children have.

Your rights are what will keep you safe and help you to live and grow up healthy and in a good and caring environment. All children, boys and girls, everywhere in the world have the same rights. For example, you have the right to go to school, to get health care, to be safe and not exposed to violence, to be listened to and not discriminated against.

Nearly all the countries in the world have signed this document. This means that they have promised to do all they can to ensure that these rights are realized for all children.

Visit: <http://www.unicef.org/magic/briefing/uncrc.html> or <http://www.crin.org/forchildren/index.asp>

The UN Convention on the Rights of Persons with Disabilities

The Convention recognizes the equality of persons with disabilities for the first time in international law. It is an agreement to help make sure that children and adults with disabilities are treated fairly and can equally participate in all aspects of life.

Visit: <http://www.crin.org/Law/instrument.asp?instID=1048>

Save the Children's Policy on Gender Equity

This document gives details on how Save the Children, as an organization, addresses the issue of gender equity (discrimination) in its ways of working.

Visit: <http://www.savethechildren.net/alliance/resources/publications.html#gen>

The United Nations Secretary General's Study on Violence against Children!

In 2006, Professor Paulo Pinheiro presented a study on Violence against Children to the United Nations. The Study looked at why so many children are being hurt and treated badly. It also looked at ideas on how violence against children can be stopped.

Many children all over the world took part in the study, and talked about how violence affects children and how it can be stopped. Children also gave examples on what they are doing to stop violence.

Violence such as bullying, sexual abuse and exploitation, physical and humiliating punishment, neglect were mentioned. Girls and boys explained that violence takes place in homes, schools, in places where children work and in neighbourhoods and streets.

There is a child friendly summary of the official UN Study report and recommendations, including a useful word bank that can help to explain some of the language you come across when reading or talking about the issue of violence against children. www.bookshop.rb.se (Title: United Nations Secretary-General's Study on Violence against Children – Adapted for Children and Young People)

Safe You & Safe Me

Is a resource for children 7-12 years of age, to learn and understand about the types of violence faced by children throughout the world and to give you some ideas on how you can protect yourself from violence.

www.bookshop.rb.se

Our Right to be Protected from Violence: Activities for Learning and Taking Action for Children and Young People

This book gives you more information about the United Nations Secretary-General's Study on Violence against Children. It also lists various activities that can be used to learn about issues of violence against children and it provides you with some activity ideas for taking action. www.crin.org

Child Rights Information Network - CRIN

One of the most useful websites you can visit for up to date current information relating to children's rights, including information on the discrimination and violence against children.

www.crin.org

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Make sure that you tell other Children about the things you have learned in this Book.

Share the information and
Do what you can to help



STOP DISCRIMINATION.

Five things I have learned from this Book are:

1. _____
2. _____
3. _____
4. _____
5. _____



NOTES FOR PARENTS, CAREGIVERS, TEACHERS AND OTHER ADULTS THAT WORK WITH CHILDREN:

This book is written for children between the ages of 7 and 12 years. Older children, adolescents and grown-ups can also benefit from this book.

This book is not meant to equip children with personal safety skills or to prevent abuse and discrimination. But it can help children to learn about the types of discrimination they face in their day to day life and discrimination faced by other children throughout the world. We want this book to be used by children all around the world and therefore we have avoided using many detailed examples because we want each child to define their own realities and experiences. As a result, sometimes you may need to support children to explore discrimination in their own environment and context.

The subject can be very sensitive and your work with children should be approached with care and understanding. It is important that the explanations and the messages you give children about discrimination are appropriate to their age and development. Discussions with a 7-year-old child, for example, will be quite different from discussions with a 12-year-old child. It is important to encourage children of all ages to ask questions and state their opinions.

After reading the book, discuss some of the issues raised with children. Some of the terms and concepts might be difficult to understand, so it is important that you, as the adult, are there to explain things. There are open-ended questions throughout the book which can help children explore the subject further.

As an adult we also challenge you to think about the way you view the world. Ensure that your approach with children is open and accepting. Provide children the opportunity to explore the subject of discrimination in a safe and non judgmental environment. Never forget that there is a great deal to learn from children: listen, share and learn.

References

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www.crin.org

Learning activity Adopted from Soul Buddyz: Tomorrow is our. Grad 7 orientation learning resource based on the TV series, 2000.



Save the Children