

WORDS MAKE A DIFFERENCE!

You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet) – as long as the information is not damaging to you or to the rights of other people.

The Convention on the Rights of the Child, Article 13

★ Learning Points

1. Everyone has a right to say what they think. But there are limits to this right.
2. We are not free to say things that will hurt or endanger other people.
3. Words can be used to make people feel good or feel bad.
4. We need to be thoughtful and kind about how we say things and the words we use.

Display the Class Rules and mini-posters.

WELCOME (5 minutes)

Song, “Be Our Best” chant, verses 1 and 2

REVIEW

- Would someone please share what your family or friends thought about the story of Peter and his brothers.
- Someone tell us about a time when you thought about what you were going to say that might hurt someone and how you changed what you said?

INTRODUCTION (5 minutes)

- Remember that there are 2 big documents that we keep talking about that give you different rights—the UDHR and the CRC.

Hold up Article 13, covering the bottom part.

Read (or have a child read) the first part.

- *You have the right to seek, receive and share information in all forms (such as talking, writing, art, television, radio and the internet)*

True or false?

Raise your hand if you agree.

- We should be able to say things about other people that we know are not true.
- We should always be able to say whatever we like whenever we want to.

Ask the children to listen to what the last part of Article 13 says about saying things that are damaging or hurtful to other people.

Uncover the second part and **read** it:

– as long as the information is not damaging to you or to the rights of other people.

Questions

- What kind of language would harm the reputation or rights of other people? Stereotyping?
- What happens when we call each other bad names?

Our words can be used to make people feel good or feel hurt and sad.

DEVELOPMENT (10 minutes)

Activity: Sad Face, Mad Face, Glad Face

Instructions are at the end of the lesson.

CONCLUSION

Questions (using the Talking Stick)

- Why do you think that you didn't all make the same face for the same word?
- Why do some words mean different things to different people?
- Why does it matter **how** a word is said?
- Why does it matter **who** says the word?
- Why do people use words like these?

Give the children plenty of time to draw their own conclusions.



Song, “Kindness Begins with Me” (Lesson 4A).

How can our words show kindness?

Hold up and read the **Expression mini poster** from the previous lesson. Have the children read or repeat **Article 13** after you.

CHALLENGE

1. This week let's write a word and then draw pictures around it to express how we feel about the word. You can use paper and pencil or draw in the sand or dirt with a stick.
2. Tell your family or friends about the Right to Freedom of Expression, and explain your word and pictures to them.
3. Share what you did when we meet again.

Article 13

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—

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The Convention on the Rights of the Child

Sad Face, Mad Face, Glad Face

- Can you make a sad face?
- Can you make a mad face?
- Can you make a glad face?



- As I read some words to you, I want you to make the face that shows how the word I read makes you feel—sad or mad or glad.

Choose 3 words from the list below. You may use other words, in keeping with your culture.

Write them on the board with 3 faces below each word: glad, sad and mad face.

Read each word out loud in a neutral way. Give the children time to make an expression.

CRAZY, CURIOUS, COOL, HOT, FUNNY, SMART, DUMB, SURPRISED

Please remember to fill out your Facilitator's Notes and Reflections page.

