

# Lesson 7A–Freedom of Opinion and Expression

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## Freedom of Opinion and Expression

### Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

*Universal Declaration of Human Rights*

### Article 13

You have the right to seek, get, and share information in all forms (e.g. through writing, art, television, radio and the internet) as long as the information is not damaging to you or to others.

*Convention on the Rights of the Child*

### Learning Points

1. Students will explain what it means to have the right to freedom of opinion and expression.
2. Students will explain a variety of ways to find out things and share what they think with others.

# Lesson 7A–Freedom of Opinion and Expression

## Lesson Outline

### 1. Welcome

Select a song, poem, or activity from your country or culture.

### 2. Review

Have students share designs for their House of Religions and discuss reasons for the different layouts.

#### Activity: Limited Expression

What are the values that we share no matter what our religion or belief?

- After one of the students shares, ask another student (Student A) to cover his/her mouth.
- Ask a different student (Student B) to cover his/her ears.
- They must keep mouths and ears covered as the REVIEW continues.
- Have two or three other students share common values that we all have no matter our beliefs.
- Student B can speak if he/she wishes to answer the review question but must keep his/her ears covered.

### 3. Introduction

**Read UDHR, Article 19 about Freedom of Opinion and Expression (p. 45)**

#### Questions

1. What do you think about the requests made of Students A and B?
2. Were they free to find out things and share them with other people?
3. Student A, how did you feel during the activity with your mouth covered?
4. Student B, how did you feel with your ears covered?
5. How did the rest of you feel knowing that someone could not speak or hear as well as you could?
6. Can you think of a time when you were not able to express yourself? How did it feel to keep thoughts and feelings inside?
7. Can you think of a time when you felt like nobody was listening?
8. What are some external forces that keep you from expressing yourself or feeling understood?

#### Read UDHR, Article 19 again.

What human right do you think this refers to?

**Show The Right to Freedom of Opinion and Expression mini poster. (p. 47)**

### 4. Development

**Activity: Malala's Story (p. 48)**

Read the story about Malala Yousafzai.

### 5. Conclusion

**Read CRC, Article 13 about the right to seek and receive information. (p. 45)**

#### Questions

1. How does the story of Malala relate to Article 13?
2. What are some other ways to express yourself besides speaking? *Writing, art, television, radio, and the Internet, etc.*
3. How do I know if my sources are reliable? Ask yourself these questions:
  - Who is the author or authority?
  - What is the purpose of the content?
  - Is it accurate?
  - Who is it from?
  - Why does this source exist?
  - How does this source compare to other sources?

### 6. Challenge

- Use one of the following ways to express your feelings about the community you live in: write a poem, draw a picture, sing a song, or write a rap, etc.
- Share your idea with your family and tell them about the Right to Freedom of Opinion and Expression.
- Bring the idea back with you next time to share with the class.



# Right to Freedom of Opinion and Expression

## Lesson 7A–Freedom of Opinion and Expression

### Development



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### Activity: Malala’s Story

Malala Yousafzai was born in Pakistan in 1997. More than half the girls there didn’t go to school even though most of the boys did. This bothered Malala. Her father was headmaster of her school and a big defender of education for girls.

When soldiers came to her town, they said girls couldn’t go to school. However, Malala and her friends refused to obey. The soldiers issued a death threat against her but that still didn’t stop her from going to school and telling other people about what she was doing. She even gave a talk called, “How Dare [They] Take Away My Basic Right to Education?” Nobody thought the soldiers would actually kill a young person.

One day when Malala was 15 years old, she was riding a bus with friends on their way home from school, when a masked gunman jumped on board, and shouted, “Who is Malala?” Then he fired at her, hitting Malala in the head before he ran away. Even though Malala almost died, she didn’t give up.

Today she continues to speak out in favor of education, especially for girls. When she was only 17 years old, she received the Nobel Peace Prize for doing the best work in the world to promote peace. Malala was the youngest person ever to receive that award. People everywhere were outraged that someone would try to kill a girl just because she wanted to go to school.

Pakistan swiftly passed a new law, the Right to Free and Compulsory Education, for the first time in that country’s history. She has been described as “a brave and gentle advocate of peace who through the simple act of going to school became a global teacher.” On the day that Malala turned 18, she was at the opening of a school for girls in Lebanon. She said, “Today on my first day as an adult, on behalf of the world’s children, I demand of leaders that we must invest in books instead of bullets.”

# Lesson 7B–Freedom of Opinion and Expression

## Freedom of Opinion and Expression

### Article 19

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*Universal Declaration of Human Rights*

### Article 13

You have the right to seek, get, and share information in all forms (e.g. through writing, art, television, radio and the internet)...

as long as the information is not damaging to you or to others.

*Convention on the Rights of the Child*

### Learning Points

1. Students will justify why they have the right to seek, get and share their own opinions as long as the information is not damaging to them or to others.
2. Students will discuss the variety of ways to create information to share using various sources (e.g. writing, art, television, radio, and the Internet).
3. Students will identify their rights and responsibilities in expressing themselves with others.

# Lesson 7B—Freedom of Opinion and Expression

## Lesson Outline

### 1. Welcome

Select a song, poem, or activity from your country or culture.

### 2. Review

**Show The Right to Freedom of Opinion and Expression mini poster. (p. 47)**

You were challenged to express your feelings in the form of a poem, picture, song, or rap about the community you live in. Turn to a person nearby and share what you both created.

#### Question

What did you understand about how your partner felt about their community?

### 3. Introduction

**Activity: Article 13 (p. 49)**

#### Part 1

**Note to Teacher: Cover Part 2 of the article**

Have a student read the first part of Article 13, stopping after the word internet.

Explain that the writers of this article added something more about a limit on this right.

#### Uncover Part 2

Allow the student to finish reading the article.

### 4. Development

#### Questions

1. What are the times when we shouldn't say what we're thinking?
2. Have you ever heard someone say something that wasn't true about someone else?
3. How did it affect the person who told the untruth?
4. How did it affect the person who was lied about?

**Read Article 13 together as a class.**

#### Activity: Quoting Famous People

Divide the class into three groups. Share one of the quotes listed below with each group.

**"Resentment is like drinking poison and then hoping it will kill your enemies."**

*Nelson Rolihlahla Mandela - South African anti-apartheid activist, politician, and statesman*

**"I raise up my voice—not so I can shout but so that those without a voice may be heard. We cannot succeed when half of us are held back."**

*Malala Yousafzai - Pakistani advocate for female education*

**"I want freedom for the full expression of my personality."**

*Mahatma Gandhi - Leader of the Indian Independence Movement*

#### Questions

Ask the students to discuss in their group what the quote means to them. Do they agree or disagree with the famous person?

Select a spokesperson from each group to share with the whole class what their group learned from the quote.

### 5. Conclusion

**Show The Right to Freedom of Opinion and Expression mini poster again. (p. 47)**

#### Question

1. If you have the right to express yourself, what would your responsibility be? *Guide students to understand that: They need to make sure that what they say is true or accurate. If they want their voices heard and respected, they also need to listen respectfully to others.*
2. What should you do regarding the source of your information? *Double-check that it is a reliable and trustworthy source of information.*

### 6. Challenge

- Think about the quotes we used in class and be able to summarize one to share with your family or friends.
- Find a quote that you like and bring it to class next time.