

# Lesson 7A - Words Make a Difference

## Freedom of Expression

You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way as long as the information is not damaging to you or to others.

*The Convention on the Rights of the Child, Article 13*



### Learning Points

1. You have the right to have and express your own opinions.
2. You have the right to find out things and share what you think with others.

### 1. WELCOME (10 minutes)

Sing the song, "Be Our Best" (page 4)

### 2. REVIEW

**Activity: Limited Expression**

- Who can tell us about a value 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 mouth and ears covered as the REVIEW continues.

- Have 2 or 3 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

End the game and have a student **read Article 13** from the CRC about Freedom of Expression (page 43).

### 4. DEVELOPMENT (10 minutes)

*Questions*

- What do you think about the requests I made of Students A and B?
- Were they free to find out things and share them with other people?
- Student A, how did you feel during the game with your mouth covered?
- Student B, how did you feel with your ears covered?
- How did the rest of you feel knowing that someone could not speak or hear as well as you could?
- Can you think of a time when you were not able to express yourself? How did it feel to keep thoughts and feelings inside?

- Can you think of a time when you felt like nobody was listening?
- What are some external forces that keep you from expressing yourself or feeling understood?

**Have a student read CRC Article 13 again** (page 43).

- What human right do you think this refers to?

### 5. CONCLUSION (10 minutes)

**Activity: Malala's Story and Picture** (page 43)

Read and discuss Malala's story.

*Questions*

- What was Malala advocating?
- How does the story of Malala relate to Article 13?
- What are some other ways to express yourself besides speaking?

(Write their suggestions on board or paper.)

**Show the Freedom of Expression mini poster** (page 41).

- How does this relate to Freedom of Expression?

### 6. CHALLENGE

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

### Activity: Malala's Story

Malala Yousafzai was born in Pakistan in 1997. Pakistan is a beautiful country, but more than half the girls there didn't go to school even though most of the boys did. This bothered Malala a lot. Her father was the headmaster of a school where she was a student, and he was a big defender of education for girls.

When enemy soldiers came to her town, they said girls couldn't go to school. However, Malala and her friends refused to obey them. So 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 whole 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.

The U.N. Secretary-General Ban Ki-moon described her 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."

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### Article 13

**You have the right to freedom of expression. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way, as long as the information is not damaging to you or to others.**

*The Convention on the Rights of the Child*

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Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).

# Lesson 7B - Words Make a Difference

## Freedom of Expression

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*The Convention on the Rights of the Child, Article 13*



### Learning Point:

You have the right to have and express your own opinions in different ways as long as it is not damaging to you or others.

### Display Class Rules and mini poster (page 41)

#### 1. WELCOME (5 minutes)

Sing the song, “Be Our Best” (page 4)

#### 2. REVIEW

Point to the **Freedom of Expression** miniposter (page 41).

- Last week you were challenged to express yourself in a different way, such as writing, drawing or singing. Find a partner and share with each other what you created to express your feelings about your community.
- What did you understand about how your partner felt?

#### 3. INTRODUCTION (10 minutes)

**Activity: Article 13, partially covered** (page 45)

Have a student read the **first part of Article 13:**

*You have the right to find out things and share what you think with others, by talking, drawing, writing or any other way...*

- Stop the reader at this point, and explain that the writers of this article added something more about a limit on this right.
- **Uncover the bottom part, and allow the student to finish reading:**

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

#### 4. DEVELOPMENT (10 minutes)

Questions

- Are there times when we shouldn't say what we're thinking? What kinds of things?
- Have you ever heard someone say something that wasn't true about someone else?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 68).

- How did it affect the person who told the untruth?
- How did it affect the person who was lied about?

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

**Activity: Quoting Famous People** (page 45)

- 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 (5 minutes)

Point to the **Expression mini poster again.** (page 41)

Question:

If you have freedom of expression or 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.

#### 6. CHALLENGE

- Think about the quotes and share one with your family and friends.
- Think of a word that communicates “Freedom of Expression.” Sketch the word on a piece of paper and create designs or drawings around that word that relate to it.
- Bring your sketches to class next time.

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**Article 13**

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

*The Convention on the Rights of the Child*

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**Activity: Quoting Famous People**

Divide the class into three or four groups. Share one of the quotes listed below with each group. Duplicate quotes for extra groups if needed.



**“I do not approve of what you say, but I’ll defend to the death your right to say it.”**

**- Voltaire**

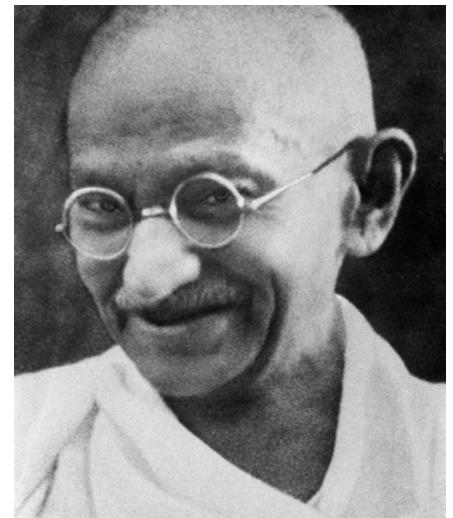
*French Philosopher and Writer*



**“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*