Lesson 7A - Words Make a Difference

Freedom of Expression

You have the right to seek, get and share information in all forms (for example through writing, art, television, radio, and the internet) as long as the information isn't damaging to you or to others.

The Convention on the Rights of the Child (Child Friendly Version), Article 13

You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any ways.

The Universal Declaration of Human Rights (Child Friendly Version), Article 19

Learning Points

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

1. WELCOME

Song, "We Are Different" (one verse, page 39)

2. REVIEW

Questions

- What did your family think of this song?
- Would someone tell us what the word **stereotype** means?
- What example of **stereotype** did you discover since the last time we met?
- What could you do to break the **stereotype**?

3. INTRODUCTION

Activity: Peter and His Brothers (page 41)

Questions

- How did Jack and Matt make Peter feel?
- Why was Peter sad?
- Have you ever been sad?
- What made you feel sad?
- Why did Peter feel happy later?
- How can words hurt us or make us feel bad?
- How can words make us feel happy?

4. DEVELOPMENT

Activity: Like or Don't Like (page 42)
Show the illustrations to the class.

As you look at each picture, **say yes** if you like it or **say no** if you don't like it.

Questions

- Did everyone like the same things?
- Were you wrong if you didn't like carrots?

Encourage each student to use their voice and feel comfortable speaking.

Song, "Be Our Best" (verse 2, page 36)

You have a right to your own opinions and to feel free to express them.

Hold up the Freedom of Expression mini poster (page 43).

- We call this the Right to Freedom of Expression – or the right to tell people what you're thinking.

Read Article 13 of the *Convention on the Rights of the Child* (page 42).

5. CONCLUSION

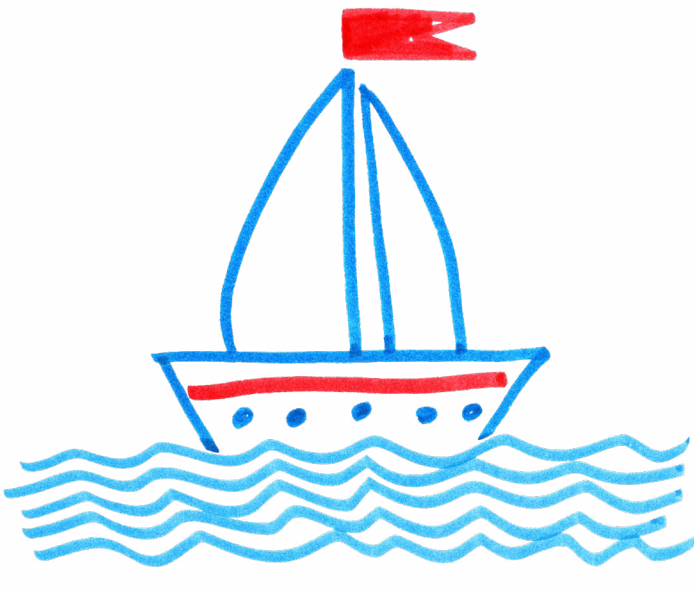
Questions

- How did Peter's brothers help him feel better?
- What words did they say to him?
- What did they do to make him feel better?
- How can you speak honestly, while not making others feel sad?

6. CHALLENGE

- Tell your friends and family the story of Peter and his brothers.
- Next class, tell us about a time when you thought about what you were going to say that might hurt someone's feelings, and how you changed what you said.

Activity: Peter and His Brothers



Once upon a time there was a boy named Peter.
He had two older brothers named Jack and Matt.
They all decided to build a boat.

They drew pictures of what the boat should look like. Each picture was different.

Jack didn't like Peter's picture. He liked Matt's picture instead. So Jack and Matt decided to build the boat like Matt's picture.

They began making fun of Peter. They told Peter he was dumb. That made Peter mad.

Question:
How you would look if you were mad?

"You're too little to draw a good picture," they said. He started to cry. He felt sad.

Questions:
How you would look if you were sad?



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That made Jack and Matt feel bad. They told him they were sorry.

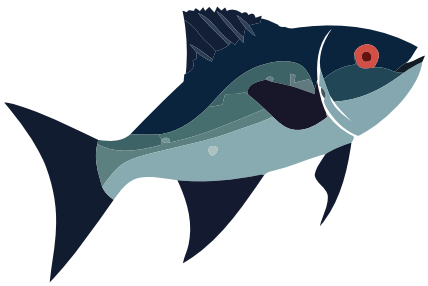
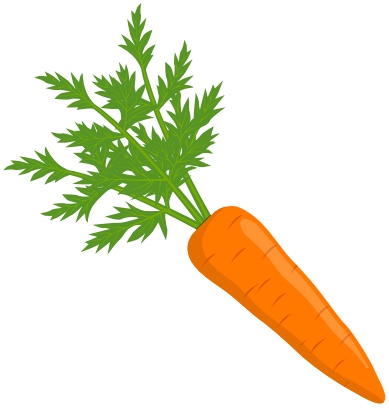
They all looked at their pictures again. They decided they could use Peter's picture for the side of the boat and Matt's picture for the rest of the boat.

Everyone was glad as they built their new boat together.

Question:
How you would look if you were glad?

Activity: Like or Don't Like

Cut out along the solid lines.

 Fish	 Dog	 Carrot
 Dancing	 Soccer	 Ice Cream

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Article 13

You have the right to seek, get and share information in all forms (for example through writing, art, television, radio, and the internet) as long as the information isn't damaging to you or to others.

The Convention on the Rights of the Child (Child Friendly Version)

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The Right to Freedom of Expression

UDHR 19 and CRC 13 (Child Friendly Versions)

Lesson 7B - Words Make a Difference

Freedom of Expression

You have the right to seek, get and share information in all forms (for example through writing, art, television, radio, and the internet) as long as the information isn't damaging to you or to others.

The Convention on the Rights of the Child (Child Friendly Version), Article 13

Learning Points

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

1. WELCOME

Song, "Be Our Best" verse 2 (page 36)

2. REVIEW

- Please share what your family or friends thought about the story of Peter and his brothers.
- 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.

3. INTRODUCTION

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

Read or have a student read the first part of article 13 on page 45.
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 aren't true.
- We should always be able to say whatever we like whenever we want to.

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

Read or have a student read the second part of article 13 on page 45.

. . . as long as the information isn't damaging to you or to the rights of other people.

Questions

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

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

4. DEVELOPMENT

Activity: Sad Face, Mad Face, Glad Face (page 45)

5. CONCLUSION

Questions

- 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 students plenty of time to draw their own conclusions.

Song, "Kindness Begins with Me" (page 22)
How can our words show kindness?

Read the **Freedom of Expression mini poster** (page 43) and have the children read or repeat **Article 13** after you (page 45).

6. CHALLENGE

- Write a word and then draw pictures around it to express how you feel about the word. You can use paper and pencil or draw in the sand or dirt with a stick.
- Tell your family or friends about the Right to Freedom of Expression and explain your word and pictures to them.
- Share what you did when we meet again.

Article 13

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as long as the information isn't damaging to you or to others.

The Convention on the Rights of the Child (Child Friendly Version)

Activity: Sad Face, Mad Face, Glad Face







- Make a sad face.
- Make a mad face.
- 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. Write the word below each face, **sad, mad, glad**.

Choose three words from the list below. You may use other words in keeping with your culture. Read each word out loud in a neutral way. Give the students time to make an expression in response to each word.

Crazy, Curious, Cool, Hot, Funny, Smart, Silly, Surprised