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Values and Attitudes Education for Inclusive Europe

2019-1-BE02-KA201-060238

Topic	FREEDOM, FREEDOM OF SPEECH
Images	<div data-bbox="677 751 1500 1575"></div> <div data-bbox="256 1661 1500 1738"><p>Source: iStock https://www.timeshighereducation.com/blog/freedom-speech-should-not-be-restricted-lightly</p></div>

Title	FREEDOM OF SPEECH
Details:	<p>Purpose:</p> <p>The lesson aims to familiarize students with the freedom of speech concept, its social role and importance for democracy, as well as currently challenges. The final goal is to encourage students to adopt democratic attitudes, to value and respect the right to free speech for both, themselves and the others.</p> <p>Objectives:</p> <p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> ▪ to understand the role of freedom of expression and opinion in a democratic state; ▪ to cultivate themselves an attitude of understanding and tolerance towards the opinions of others, as a basis for democratic dialogue; ▪ to understand the first amendment; ▪ to learn ways to argue an opinion and to respect other people's opinions. <p>Relevant Vocabulary:</p> <ul style="list-style-type: none"> • freedom of speech, freedom of opinion, freedom of expression, freedom of information
How to use this lesson:	<p>Activities:</p> <p>1) Preparation</p> <ul style="list-style-type: none"> • Before the lesson, the teacher will prepare worksheets for each student; • At the beginning of the lesson, the teacher will present the theme, the learning objectives and how the goals will be pursued and achieved; • The teacher will present the material and web resources, and will instruct students how to use them;

- Propose the main learning methods: studying on working sheets, exploration of media and e-learning resources, explanation, discussions.

2) Learning activities

- Students will be shown the following picture and will be asked to tell what is the message of it.



- Students will thus, discover that the topic of the lesson is the FREEDOM OF SPEECH.
- The teacher invites students to watch a short video about freedom of speech, to better understand the topic.
- After watching the video, the teacher and the students find out together some important information about the first amendment and the attitudes needed in maintaining the democratic dialogue.
- The First Amendment protects five freedoms, or important things that every citizen must be allowed to do. These "Five Freedoms" include freedoms of religion, speech, press, assembly, and the right to petition the government.
- After the teacher checks that the students understood the notion and the characteristics of the freedom of speech, he announces them that they are going to receive a worksheet containing Freedom of Speech Hypothetical Situations.

- First, they have to read a text about the First Amendment of the United States Constitution and then read some hypothetical situations and decide whether or not the government can limit or punish the speech contained in the situation.
- At the end of the activity, the students will receive four images illustrating public and private spaces and will have to answer to some questions related to them, in order to reveal the freedom of speech in real-world situations (on the sidewalk, inside the library, inside a restaurant and at the park).

3) Ensuring retention and transfer

- The teacher suggests working together in future projects in which the chosen moments are portrayed in short theatre performances.

Materials: 1) Quotes (stimulus of learning)

Each of the Five Freedoms protects an important right:

- 2) The freedom of religion tells the government that it cannot force you to believe in one particular religion or stop you from practicing your religion;
- 3) The freedom of speech means that the government cannot stop you from speaking your mind or tell you what to say;

- 4) The freedom of the press means that newspapers, magazines, and TV stations can report the news and say what they want without government censorship;
- 5) The freedom to petition the government means that you have the right to tell your representative in Congress if you think the law is unfair or should be changed. The freedom of assembly means that the government cannot stop

ACTIVITY

Identifying Your Right To Speak

At the end of this lesson plan you will find four images of public and private spaces. This exercise is designed to apply the rules the students just learned about the freedom of speech to real-world situations.

For each image, ask the students the following series of questions:

- **Would this be a proper place for a person to give a speech or hand out flyers? Why or why not?**
- **What problems might come up if somebody tried to give a speech here?**
- **What if somebody who hears you speaking doesn't agree with you? Does that mean they can call the police and make you stop talking?**
 - *No, that's why we have freedom of speech— because not everyone agrees with everyone's opinion, and it's OK to say something other people disagree with. When America first started out, not everyone agreed with becoming an independent country, but aren't we glad that the people who supported independence were allowed to speak?*
- **So if I can give a speech in the park or on the sidewalk, does that mean I can put up a great big billboard and just leave it there?**
 - *No, the government can always regulate the WAY you speak to stop you from stepping on other people's rights, and if you put up a billboard, that might stop other people from using the park or the sidewalk.*

2) Reading materials (learning resources)

<https://www.nytimes.com/2018/09/12/learning/lesson-plans/freedom-of-speech-and-understanding-the-protections-and-limits-of-the-first-amendment.html>

<https://www.acslaw.org/wp-content/uploads/2021/08/CITC-middle-school-lesson->

https://www.youtube.com/watch?v=ZLEJAyy JsY&ab_channel=InformationStation

3) Students' worksheets, chalk or markers, black/whiteboard, notebooks and smartphones, optionally, smart board or projector

Main target group

14-18 years old / secondary school students

Related school topics:

English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

