

## Key Stage 3 PSE/literacy resource: Exploring the right to freedom of expression

Activity summary	Global learning opportunities	Curriculum links: PSE
<p>The activity explores the right to freedom of expression, and considering whether it has limits.</p> <p>If you are comfortable working with material promoting Amnesty International, their pack <a href="#">Speak Free</a> considers freedom of expression, Amnesty’s campaigning role (see critical thinking below), with supporting resources and powerful video imagery.</p> <p>Alternatively UNICEF’s <a href="#">Thinking Rights</a> resource introduces the UN Convention on the Rights of the Child, and focuses on conflicting rights, including freedom of expression. Both packs include a global dimension.</p> <p>Alternatively you might start by considering Article 19 ‘Everyone has the right to freedom of opinion and expression...’ in the context of school, home etc. before choosing activities from the Development section below.</p>	<p><b>GLP-W themes and outcomes:</b></p> <ul style="list-style-type: none"> <li>• Interdependence</li> <li>• Enquiry and critical thinking</li> </ul> <p><b>ESDGC themes</b></p> <ul style="list-style-type: none"> <li>• Identity and culture</li> <li>• Choices and decisions.</li> </ul> <p><b>Global Goals:</b></p> <ul style="list-style-type: none"> <li>• SDG 16 (Peace, justice and strong institutions).</li> </ul>	<p>Learners should be given opportunities to:</p> <p><b>Skills</b></p> <p><b>Developing thinking</b></p> <ul style="list-style-type: none"> <li>• identify and assess bias and reliability, <i>e.g. evaluate messages from the media</i></li> <li>• consider others’ views to inform opinions, make informed decisions and choices.</li> </ul> <p><b>Developing communication</b></p> <ul style="list-style-type: none"> <li>• listen attentively in different situations and respond appropriately</li> <li>• express opinions clearly and justify a personal standpoint</li> <li>• take part in debates and vote on issues.</li> </ul> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>• develop respect for themselves and others</li> <li>• value and celebrate diversity and equality of opportunity locally, nationally and globally</li> <li>• be moved by injustice, exploitation and denial of human rights</li> <li>• value diversity and recognise the importance of equality of opportunity.</li> </ul> <p><b>and to understand:</b></p> <ul style="list-style-type: none"> <li>• their rights, <i>e.g. the UN Convention on the Rights of the Child</i>, and entitlements</li> <li>• their responsibilities as young citizens</li> <li>• the principles of democracy in Wales, the UK and the EU</li> <li>• how young people can have their views listened to and influence decision-making</li> <li>• how to recognise and challenge effectively expressions of prejudice, racism and stereotyping.</li> <li>• topical local and global issues.</li> </ul>

## Development

- This [British Council Resource](#) has some simple starter questions to discuss freedom of expression.
- You could consider human rights in relation to the United Nations Declaration of Human Rights, using these resources from [CRAE](#). There is an accessible introductory You Tube video [here](#) – together with a choice of others, and a [simplified version of the UNDHR](#) from Amnesty. Alternatively Oxfam has more general material on [Developing Rights](#) linked to their Global Charter for Basic Rights.
- Alternatively UNICEF has a range of further [resources](#) focused on children’s rights and their Rights Respecting Schools Award. [Children’s Rights Wales](#) has a range of resources including videos, activity sheets, games and other resources focused on the UNCRC
- Amnesty International have an activity on [freedom of expression](#) with linked video clips and lesson plans, part of a series ‘[Everyone, Everywhere](#)’ on rights. Their [Power of the Pen](#) pack promotes literacy through letter-writing campaigning, whilst their [Young Human Rights Reporter](#) activity and competition links with Human Rights Day (10<sup>th</sup> December).
- You could further develop pupils’ global view, perhaps by comparing maps relating to free speech such as from [Reporters Without Borders](#) or [Freedom House](#), or in relation to [rights generally](#), taking care to critically consider the sources. Older students might investigate whether there is a link with development or wealth, perhaps using the [Gapminder](#) website, or comparing indicators in this [interactive atlas](#).
- You could develop further work in **English**, including by investigating press freedom, perhaps using these materials from [Guardian Teachers Network](#).

## Literacy opportunities

### Oracy

Element: Developing and presenting information and ideas

Aspects :

- Speaking
- Listening
- Collaboration and discussion.

### Reading

Element: Locating, selecting and using information

Aspect:

- Reading strategies
- Element: Responding to what has been read
- Aspects:
- Comprehension
  - Response and analysis.

## Critical Thinking opportunities

- explaining and reasoning, thinking about evidence and making judgements or decisions, for example, identifying conflicts between rights
- assessing or evaluating information, e.g. distinguishing fact and opinion, evaluating the sources of data/evidence and the message they convey, for example, information sourced from NGOs
- expressing a point of view, understanding that people have different points of view, and engaging with these, e.g. through discussion;
- looking for hidden meanings or perspectives, for example from groups unrepresented in a discussion or issue;
- being able to change one’s point of view.