

## SCHEME OF WORK

<b>Year Group:</b>	<b>Subject:</b>	
<b>Term :</b>	<b>Unit / Topic : Freedom of Speech/Expression</b>	<b>Teacher :</b>

Lesson	Learning Activities	Learning Outcomes	Resources
Lesson 1 – Rights and Responsibilities	<p><b>Starter</b> – ask the class if they can explain what a right is? What about a responsibility?</p> <p>Class to then come up with as many ‘rights’ or ‘freedoms’ that they know of. Prompt them with sentence starters such as : ‘<i>The right to... Freedom from...</i>’</p>	1.All students to define a ‘right’ and a ‘responsibility’.	IWB Slideshow
<b>Objectives</b>	<p><b>Activity One – What do YOU think?</b></p> <p>Hand out pieces of paper/post it notes with various topics written on them (government, the Prime Minister, foreign policy, university fees, using social media etc.) and ask the class to share their opinions on each one.</p> <p><i>What do they think? Why do they think it?</i></p> <p>Allow for pupil-led discussion, but then cut in at an appropriate point and highlight the fact that everyone is practicing a basic human right of Freedom ofSpeech/Expression (Article 19 of the Universal Declaration of Human Rights)</p> <p>Could they do this in every country? Display examples where such open discussion (and dissent) could be a criminal offence</p> <p><b>Activity Two - What is the UDHR? Why do we have it?</b></p> <p>Explain the background to this document – what sparked the movement to create it? Who was involved? How did (or does) it impact on countries? Has it evolved in any way since its creation? Click on the screen to reveal answers</p> <p><b>Plenary</b> – Why might some nations criticise or resist the UDHR?</p>	2.All students to recognise at least one right and one responsibility that they have.	Discussion slips/post it notes
<p>What rights do you enjoy in modern British Society?</p> <p>What responsibilities do you currently have to carry out?</p>		3.Some students to share opinions on current issues, political figures and connect to freedom of expression.	
		4. Some students to identify key aspects of UDHR and its formation and implementation.	
<b>Methods of Assessment</b>	<b>Differentiation</b>	<b>Homework</b>	

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources
Lesson 2 – Can rights ever clash?	<p><b>Starter</b> – ask class to remember any of the rights discussed in the previous session and write responses on the board. Can they spot any obvious clashes (privacy vs. life, religion vs. marriage, expression vs. discrimination, fair trial vs. information)</p>	1.All pupils to prioritise one right over another (with a reason).	IWB Slideshow
<b>Objectives</b>	<p><b>Activity One – Which right is right?</b> How do we decide which right should take precedence in a case of a clash? Use the examples established in the starter (or on slides), and ask students to come up with an argument in a group of 5 or 6, and be prepared to present back to the rest of the class.</p>	2.All pupils to discuss the importance of protecting a chosen right in society.	
<p>Are all Human Rights absolute, or can they sometimes be restricted?</p> <p>Is this fair?</p>	<p>Group reflection: Was it an easy decision? Why?</p> <p>Audience reflection: Do you agree with them? If not, why not? (ask the students to explain)</p> <p><b>Activity Two – Who decides?</b> If we are faced with a clash of rights in society, who has the authority to decide which one is more important to protect? Who gave this authority to them?</p> <p>Can the group come up with a better system to decide?</p> <p><b>Encourage discussion, criticism and analysis of the current system of authority and power, but always come back to the point that they are enjoying their freedom of expression, and this is not something that exists for everybody. Would they be allowed to speak in such a way in North Korea, for example?</b></p>	3.Some pupils to suggest an alternative approach to deciding the importance of rights in society.	
<b>Methods of Assessment</b>	<b>Differentiation</b>	<b>Homework</b>	

Lesson	Learning Activities	Learning Outcomes (some/most)	Resources
Lesson 3 – Freedom of Expression: Is there a limit?	<p><b>Starter – Moderate, Radical or Extreme?</b> Hand out a series of statements and ask the pupils to place them in one of 3 categories. Once complete, ask the pupils to explain at least one of their choices.</p>	1.All students to categorise statements according to the levels of extremism found in them.	IWB Slideshow
<b>Objectives</b>	<p><b>Activity One – Measuring Impact</b> Instruct the group to use just one set of three answers from the starter, and come up with a prediction of what the impact is likely to be. Are the short term outcomes positive or negative? What about long-term?</p>	2.All students to analyse the short and long term impact of different forms of action (moderate vs. extreme).	M, R or E statements
Should freedom of expression ever be restricted?	<p>Who benefits from these different courses of action? How do they benefit?</p> <p><b><i>Encourage pupils to make a connection between the people who carry out the act and the people who benefit from it – are they the same person?</i></b></p> <p><b>Activity Two – Political Satire</b> Remind group of ‘satire’ definition and read through introduction. Instruct group to write down questions, and then display series of examples and allow students to react to them.</p> <p>Ask group to rank the examples in terms of impact and effectiveness. Individuals could be asked to explain their choices.</p> <p>Take responses, and then work through follow-up discussion questions (use hyperlink to watch clip of TV satire – The MASH Report)</p> <p><b>Plenary</b> - Bring up final three questions and give students the opportunity to offer their own views and opinions.</p>	3.Some students to evaluate the handling of the Charlie Hebdo case, including reaction to the attacks.	Teacher notes
<b>Methods of Assessment</b>	<b>Differentiation</b>	<b>Homework</b>	

