**Sphere Summit Lesson Plan**

**Freedom of Speech**

**Participants:**

Sara Mahoney

Shay Stavenhagen

Ashley Smith

Paul Moshoyannis

Alicia Bradshaw

Laura Blake

Curtis Troeger

Allison Rini

Carly Hendrickson

**Lesson: Freedom of Speech Spectrum**

**Lesson Objective:** Students will define free speech and determine what actions Freedom of Speech will protect.

**Materials:**

Space for students to move around

Scenario List

**Process:**

**Hook**: Should you always be able to say what you want or think?

**Introduction whole group:** Class reads 1st amendment and discusses definition of Freedom of Speech.

**Activity:**

Teacher presents the class with a scenario. Students have to decide whether or not the situation or incident should be protected by the 1st Amendment (Freedom of Speech). All students should move along a class size spectrum to demonstrate their level of agreement as to whether they feel it should or should not be supported by the 1st Amendment. After each scenario, teachers should choose several students at random and ask them to defend their position and why they chose their placement. Teacher repeats this process for each scenario.

**Scenarios**

* A political speech in support of a candidate
* Public criticism of the president
* Political signs in your front yard
* Singing a vulgar song in a city park
* Cursing in the hallway at school
* Publishing a news story that intentionally lies about the illegal activity of a prominent business leader
* A protest against city policy by a group blocking sidewalk
* Attendance at a KKK meeting
* Posting a fake threat of social media
* An advertisement that makes false claims about a product
* A war protest across the street from a fallen soldier’s funeral
* Falsely yelling fire in a movie theater
* Wearing a shirt to school that is opposed to immigration
* Posting messages supporting ISIS on social media and trying to convince people to join

**Assessment:**

Students write one scenario that would be protected by the 1st Amendment and one that would not be protected and explain why it would or would not be protected by the 1st Amendment.

Option: Pair students up and have them take opposite sides of one of the events to discuss the ways in which it would or wouldn’t qualify as free speech.