

Adapting the Speak Truth to Power Lessons in Your School and Classes

The Speak Truth To Power lessons and program can be utilized in and adapted to suit the needs and human rights context of any school of educational program.

Speak Truth to Power can be:

- **Used as a stand-alone course.** This course could use many or all of the STTP lessons, starting with universal and graduating to more advanced topics OR could use lessons from certain regions or subjects. Implementing STTP and HRE as a stand-alone course has an advantage in that it will likely attract participants who are already interested in or familiar with human rights content and values.
- **Integrated across different subjects.** Because of the diversity of STTP defenders and topics they cover, many lessons and activities will fit in a variety of different subjects. Teachers may choose to discuss different issues or concepts related to or building on current classroom material. (For more ideas on integrating STTP into existing subjects, please view the table below).
- **Influential to school-wide culture.** By observing the issues, perspectives, and approaches of the STTP lesson plans and defenders, school administrators may adopt human rights friendly approaches to school codes of conduct, discipline, and structure. For example, observing peaceful conflict resolution of STTP defenders may lead to more restorative justice and conflict resolution practices between teachers and students.
- **Utilized as an extracurricular.** Using STTP as an extracurricular or afterschool activity allows for teachers to explore human rights activities without standardized school restrictions or limits. Additionally, the nature of exploring STTP in an afterschool and community-based setting may provide natural opportunities for students to Become A Defender within their communities.

Frequently Asked Questions Regarding Implementation:

Q: How often should I use STTP in a classroom setting during the semester?

A: Although continuous use of STTP will lead to a deeper understanding of the defenders and human rights issues, teachers may use STTP and its activities however often their curriculum permits. Depending on their time and their needs, teachers can use STTP materials everyday, once a week, once a month, once a semester, or any other frequency. Because the lessons do not build on each other in sequence, the materials should easily fit into already existing classes.

Q: Do I have to use the entire STTP lesson if I like just a couple of the activities for a defender?

A: Although lessons are designed so that each activity in a lesson sequentially builds on skills, our lessons are designed so that teachers can pick and choose activities. This means that if a teacher likes a particular defender but does not have use for one of the activities presented, they do not have to complete that one to be able to do the rest. Teachers may make adaptations as works in their virtual or in-class space.

Q: How do you recommend I apply STTP defenders and concepts to different subjects and classes that do not present a natural intersection for human rights?

A: At RFK, we believe human rights fits everywhere! While it may be more natural to envision telling a defender’s story in a history class or during a speech, we have designed defenders’ lessons with practical application of mathematical skills, scientific analysis, and other fields. Please see suggestions and guidelines for implementing Human Rights Education and STTP subjects below:

<p>Language Arts / English / Speech</p>	<p>Through reading, researching, writing, and speaking, students may acquire skills that allow them to participate in civic society, promote human rights, and shape culture.</p> <ul style="list-style-type: none"> ● By including stories like those of the STTP defenders, students learn about systems of oppression and social justice, inspiring them to think critically and use a higher order of thinking regarding their role and position in society. Teachers should be cognizant to choose texts from diverse and BIPOC authors that reflect stories of other countries and backgrounds in order to inspire an appreciation for other cultures through literature. ● Use a shared language of social justice (including STTP vocabulary) and apply equal agency to the characters or figures being discussed. ● Engage in participatory content and pedagogies with social justice and political themes including plays, speech, and debates. Read and perform any of the STTP defender speeches or play. Analyze and discuss these materials with students. ● Allow students to make personal connections to material through critical analysis and creative writing prompts (including storytelling). Encourage students to (use STTP stories as a framework to) consider human rights in their life or lives of people they know. Wherever possible, allow for student interpretation and selection of topics for papers, research, or presentations about human rights themes. <p>Example: Using the Robert F. Kennedy lesson plan, students are asked to analyze Kennedy’s “Ripple of Hope” speech in the context of the Universal Declaration of Human Rights to determine the main message and human rights themes. Students are asked to develop their own speech based on a human rights theme Kennedy presented.</p>
<p>Social Studies / History</p>	<p>Teaching about human rights in History and Social Studies provides students with a deeper understanding of the past and how history lays the foundation for the present and future social justice contexts and advancements.</p> <ul style="list-style-type: none"> ● Share the history of human rights in your country and others, including the Universal Declaration of Human Rights and other frameworks. Discuss and challenge the notions of universally accepted human rights through discussion and debate. ● Inspire students to investigate and appreciate figures and stories that foster respect for diversity within the human experience, including activists and defenders of STTP. Share stories of joy and celebration for BIPOC individuals and communities in addition to stories of oppression. ● Study social movements around the world and provide students with an appreciation for social and societal change. Connect historical concepts to present movements and activists.

	<ul style="list-style-type: none"> ● Permit students to challenge systems and structures and propose solutions to create a more just and equal society and world. Students may draw inspiration from STTP defenders or other changemakers. <p>Example: Using the John Lewis lesson plan, students analyze the success and leadership of different social, political and cultural movements throughout history. In particular, students focus on the tactics of non-violence utilized by Lewis in the civil rights movement to create change within their communities.</p>
Geography	<p>Use Geography as an opportunity to locate, discuss and learn about diverse places, communities, and histories to which students may not be otherwise exposed (including countries and cities where STTP defenders are from).</p> <ul style="list-style-type: none"> ● Use the study of other nations as an opportunity to gain awareness and understanding for other cultures and practices. Discuss similarities and differences between the lives of STTP defenders in their home countries and those of your students. ● Discuss and explore how geography developed over time, including the influence of colonization and conflict. Examine where state and political borders have been drawn in history and on maps worldwide, by whom they were drawn and why. Apply this critical lens to your country or home to discuss what effect colonization or displacement may have had on native populations and indigenous communities (and their rights). ● Investigate how the distribution of resources based on land affects the human rights and cultural development of communities. ● Examine the impacts of capitalism on natural landscapes over time (including deforestation, erosion, and more). Discuss those activists and STTP defenders fighting for environmental or land rights at local, national, and international levels; encourage students to engage in fieldwork with these issues. <p>Examples: Using the Refugee lesson plan, students role play as refugees and consider the rights to movement and nationality.</p>
Science	<p>By linking scientific concepts, principles, events, and people with situations and events in students’ lives, teachers emphasize the importance of science and facts within human rights and society.</p> <ul style="list-style-type: none"> ● Provide accurate historical and geographic background for scientific discoveries and advancements, including examples of racism and misogyny within science fields. Highlight BIPOC scientists and science activists (including STTP defenders) and encourage diversity within STEM fields. ● Emphasize data and facts within stories to validate science and scientific advancements, and uphold scientists, doctors, and other professionals as human rights defenders of the right to information. Provide students with opportunities to practice scientific activities and skills related to those stories, bringing

	<p>concepts to a reality and connecting them to the world we live in. For example, learning about weather and the environment and how it has changed over history.</p> <ul style="list-style-type: none"> ● Encourage students to consider the ethical connotations of different scientific methods and advances and who might be directly or indirectly affected. <p>Example: Using the Wangari Maathai lesson plan, students consider the intersection of environmental rights (in particular, deforestation) with political representation. Discuss how the environment can exacerbate racial and gender inequities.</p>
Math	<p>Teachers can approach Mathematics subjects with a human rights lens by encouraging students to use mathematical concepts to analyze, understand, and address social issues and economic inequalities.</p> <ul style="list-style-type: none"> ● Reflect on the origins and stories of mathematical concepts and highlight diverse mathematicians and problem solvers from different geographic backgrounds. ● Introduce socio-economic and political rights issues into your classes and ask students to use the mathematical knowledge to analyze social issues of equity, equality and fairness. For example, ask students to use statistics and algebra to analyze the rates and effects of social injustices in the criminal justice system, education, housing, etc. ● Use the stories of STTP defenders to tie these concepts to human rights and mathematical analysis in the real world. Include opportunities for students to partake in practical investigation into social issues, including hands-on and problem solving activities. <p>Example: Using the Malala Yousafzai lesson plan, students analyze and engage with statistics from the World Bank Statistics regarding the number of girls out of school.</p>
Health	<p>Schools should emphasize health as a human right and approach any study with health with an equity lens.</p> <ul style="list-style-type: none"> ● Wellness and mental health exercises and measures should be mainstreamed into all subjects, including holistic health and non-western practices from other countries and cultures. ● Students may explore and analyze the effects of capitalism and other societal structures on the mental and physical health and emotional wellbeing of different populations. ● Nutrition and food shortages may be examined in context of the human rights conditions of an environment and the effect on the population. Additionally, environmental effects on a person’s health (ex. Pollution and clean water) must be viewed with a human rights lens and investigated in connection to political rights. ● Health of LGBTQIA+ populations, women’s health and reproductive rights should be emphasized within the curriculum. Additionally, mental health should be destigmatized and promoted. ● Doctors, health professionals, and reproductive rights activists should be recognized human rights defenders and have their stories promoted in health

	<p>and other classes.</p> <p>Example: Using the Dr. Anthony Fauci and Dr. Tedros Adhanom Ghebreyesus lesson plan, students research historical pandemics and consider the ethical responsibilities of nations and citizens in a public health crisis.</p>
Art/Music	<p>Through different mediums, students may use arts classes to learn about human rights and create art as a means of activism. Simultaneously, art can be used to tell stories and offer a window into the lives of different cultures or human rights defenders.</p> <ul style="list-style-type: none"> ● Visual arts, songs, and plays have been used in history to comment on social issues and challenge the status quo. Students may choose to use art to express their opinions about human rights or injustices in society through music, visual arts, plays and performances, or other mediums (including through the STTP music or video contests). ● Classes may view, listen, and experience art created by artists from diverse backgrounds and cultures to analyze for political meaning and social justice themes. Facilitators may also consider having students partake in the creation of traditional crafts or methods from these cultures. ● While studying and creating art for social change, teachers and students should consider human rights themes such as fostering a safe space built upon representation, sustainability, and other human rights ideals. <p>Example: Using the Sonita Alizadeh lesson plan, students observe how Alizadeh defends the right to opinion and expression through art and music.</p>
Foreign Language Courses	<p>Use Foreign Language classes as another opportunity to cultivate respect for and build bridges between different countries and cultures.</p> <ul style="list-style-type: none"> ● Consider using STTP human rights defender lessons in different languages in your school or practice translation with the English lesson plans. ● Introduce human rights and social justice vocabulary in different languages. Watch movies or read texts about human rights and human rights defenders in different languages. ● Allow for storytelling and sharing of culture for human rights defenders or students by practicing different languages. <p>Example: Lesson plans are available in Spanish, French, Khmer, and more!</p>
Physical Education	<p>Foster an environment of inclusivity and equality while partaking in any knowledge or active Physical Education activities.</p> <ul style="list-style-type: none"> ● Introduce sports and games from other countries or cultures or ask students to share activities from their own cultures. Play music from different countries and cultural heritage that students can listen to while moving. ● Discuss gender, racial, and other forms of inequality and discrimination in sports and athletics in local, national, and international contexts. Challenge gender or social norms in participation in sports and promote stories of athletes who have broken these norms as examples of human rights defenders. ● Consider and adapt activities for any mental or physical exceptionalities. Highlight stories of disability rights activists and athletes. <p>:</p>

	Example: Using the Islamophobia lesson plan, Dalilah Muhammad is an Olympic athlete who also stands as a champion for the rights of Muslims in the United States by speaking out for equality.
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When introducing or implementing STTP, you may want to consider:

- What is the current understanding teachers have about human rights? In what subjects have human rights concepts been taught previously?
- Where does STTP fit into my curriculum? My classroom? My school?
 - Are there any schoolwide requirements or restrictions for which I must tailor my STTP instruction?
- How familiar are other teachers with human rights concepts and principles? What training or support can I provide them?
- How can I support my students to Become A Defender in their school and community?