

**INTRODUCTION TO
SPEAK TRUTH TO POWER**



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Learning objectives:

The schemes of learning are designed to be used as a tool to:

1. Engage pupils with the articles that form the **Universal Declaration of Human Rights**;
2. To understand how the fight for Human Rights has been shaped by the past, where it sits in the present and explore what can be undertaken in the future;
3. To explore the complexities of individuals and movements in the fight for Universal Human Rights;
4. To support pupils with the knowledge and skills to Speak Truth to Power;
5. To inspire the next generation of change-makers to make a positive impact in their local communities;

To fulfil the legacy left by **Robert F. Kennedy Senior** that, *“Each time a man stands up for an ideal, or acts to improve the lives of others, or strikes out against injustice, he sends forth a tiny ripple of hope.”*

Scope of the programme:

The schemes of learning have been designed to cover Human Rights within the UK context. There are links to international work and individuals but the fundamental premise is to explore the work within the UK. This is not because of a myopic tendency, rather to highlight lesser known stories and to ensure pupils understand the importance of place, context and time; and to make explicit how they can become change-makers in their local communities.

The programme covers the age range 11-16 with a separate programme for 5-11. It recognises the different arrangements in Northern Ireland, Scotland, Wales and England so seeks to build on some of the key concepts, knowledge and development of skills that are present across all curriculum. To this end, whilst it will build on knowledge that pupils will have explored previously, we have not laid out explicitly how it is linked it to specific subject areas, themes, purposes or units within the devolved nations curriculum.

The schemes of learning are designed to be taught over a period of 6-8 sessions. Each session can be broken up to fit a school scheduling. They can be developed to build on each other over a period of time and can form part of a curriculum of Human Rights that is integrated across the school. They are identified as sessions which builds in an assumption that some groups may move through material at different times based on their context.

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Curriculum concepts:

The schemes of learning are designed to:

1. Ensure pupils have key knowledge about the Articles within the **Universal Declaration of Human Rights**;
2. Ensure pupils understand the key principles and action in the fight for positive change;
3. Use a repertoire of dialogic talk or oracy or as a foundation construct of the work in order to 'learn more';
4. Encourage action from the next generation of change-makers.

The schemes of learning provide a comprehensive guide for novices or experts in pedagogical practice to be able to instruct and guide pupils carefully through the complexities of fulfilling our obligation to the Universal Declaration of Human Rights. It encourages agency of teachers or facilitators to build on the material whilst providing guidance about the potential best bets. In its development it has taken into account the literature on effective

Content:

The programme is designed to be age-appropriate and to effectively reflect Human Rights within the UK across specific themed areas. There will be choices made in the source material that educators may disagree with their inclusion or may question the exclusion of other individuals or movements – we have tried to build on well known figures as identified by the establishment as well as moving to the lesser told stories. Human Rights Education should actively encourage these conversations as it is the involvement of a collective rather than an individual that brings about change. What the programme attempts is to bring together a cohesive scheme that will enable educators to teach Human Rights effectively and encourage pupils to seek further learning about Human Rights in their local area, nationally and globally that encourages them to be the “*ripples of hope*” for the future.

The schemes of learning uses verified source material, as such this may exclude stories that emerge on social media or within localities and that pupils may bring into the classroom or space. We encourage educators to not dismiss these but to ensure that pupils have the skills to interrogate and to distinguish between misinformation, disinformation and mal-information. The material provides an evidence-informed guide for educators in delivering Human Rights as well as a starting point in a young person's journey into becoming the change-makers for the future.