

FNIM Teacher Resource Guide

SPEAK TRUTH TO POWER CANADA

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Introduction & Overview

“Advances in human rights can only come from the achievement of individuals.”

(Speak Truth to Power Canada: Using This Teacher Resource, 2018)

For our Teacher Resource Guide, we have decided to focus on the *Speak Truth to Power Canada* resource. This is a resource that approaches teaching human rights education in an innovative way. Within the website there are different ways that educators can teach about the themes and topics shown on Indigenous history, equity, and education. It is through this resource that students may become inspired by the personal journeys shared by many of the Canadian human rights defenders working today. The main goal and hope of this resource is to get the students to take a positive action towards supporting human rights in their own lives and in their community. To be an active citizen within a community, one must become conscientious of societal values and the unfair treatment of individuals within society. By instilling in your students the idea that anyone can become a defender, students will take on a leadership role in making a change both locally and globally.

According to the resource *Speak Truth to Power Canada*, it states that students are required to learn about human rights and international law within the curricular documents of Canada (*Speak Truth to Power Canada, 2018*). Within the Ministry of Education History curriculum, it suggests that students learn how to identify ways in which Canada and Canadians have engaged in humanitarian work and our response to international conflict (Ministry of Education, 2013, pg. 123). Therefore, this resource can be used to engage such as, but not limited to equity and Indigenous human rights. This resource can also be used across the elementary to high school curricula and modified to fit the needs of various subjects and Individual Education Plans (IEPs). Within this teacher resource guide there is a section that points teachers toward to additional resources that enable students to address human rights within their own community.

Teachers should strive to create the necessary conditions for students to debate the differing values, beliefs, and ethics that inform human rights policies. Most importantly, they must strive to do so with both consideration and respect for one another. This teacher resource guide seeks to demonstrate the importance of creating awareness and, in turn, the ability to be critical about the different social, environmental, and material conditions that affect different local, provincial, national, and international communities.

Guide to Use Our Resource

In this section we will discuss specific grade levels and subjects that the *Speak Truth to Power Canada* resource links to in relation to the overall and specific expectations of the Ontario curriculum. We will propose some essential questions that could frame one's thinking throughout the unit, as well as the themes present in the resource. In addition, we will discuss the connections that can be made from this resource to some of the Truth and Reconciliation Commission's 94 Calls to Action.

In the *Speak Truth to Power Canada* resource, it states that an educator can take the lesson plans provided and modify them to fit any subject and grade level from elementary to high school. Although lessons and activities are provided, they do not necessarily have to be used in the same way. For example, in each lesson plan there is a section that shows how the theme of the lesson connects to a specific subject area, such as Health, Social Sciences, Technology, Indigenous Studies, etc. In the overview of each lesson plan, there is a breakdown of how to use the lesson including learning targets, skills development, guiding questions, curriculum, materials, and legal instruments. The *Speak Truth to Power Canada* resource is very user-friendly in that it provides you with a very thorough understanding of the topic from various viewpoints. The *Speak Truth to Power Canada* resource is an inclusive website as it offers all information in both English and French. Furthermore, the lesson plan based on the theme Truth and Reconciliation additionally offers all information in Cree, and the Equitable Education for All lesson plan offers information in Mohawk.

Curriculum

This resource is easy to adapt to various subjects in a way that meets the Ontario curriculum overall and specific expectations. The lesson plans we have created are specifically connected to the Grade 10 Ontario History curriculum expectations. Nonetheless, on the website it does give suggested other grade levels for the different activities, as well as ways to make different modifications based on the differing levels of learning. We have accompanied our lesson plans with a detailed rubric that assesses the summative assignment. It is through these lesson plans that students and educators can further develop their historical consciousness and better understand both the past and present injustices facing Indigenous people here in Canada.

Themes

Within the resource there are twelve themes that students and educators can choose to focus on within the classroom. For the purpose of this resource guide, we have chosen to concentrate on two specific themes in the resource: 1) Truth and Reconciliation; and 2) Equitable Education for All. In addition, we will also be looking at the theme of Indigenous history and the intergenerational impacts of the Indian Residential Schooling (IRS) system in Canada. By using these themes, we have created two full lessons plans that have been developed based on the activities created by the *Speak Truth to Power Canada* resource. The following essential question guides our teacher resource guide: How can we bring Indigenous perspectives into our classrooms in a considerate and respectful way? By reflecting on this question throughout the unit, teachers and students are asked to critically analyze and synthesize how different historical government policies have contributed to the ongoing inequities between Indigenous and non-Indigenous people: i.e. speaking truth to power.

Calls to Action

Our lesson plan connects to the following Calls to Action as it relates to the education, health, and rights of Aboriginal people in Canada: 10, 13, 14, 18, 44, 62i, 63.3. For a full description of the Calls to Action we have listed, see our Creative and Additional Resources section. It is through the analysis of these Calls to Action that we have made a step forward on our path to actively addressing reconciliation in the classroom.

Lesson Plans

In the next section you will find two examples of lesson plans that have been based off of activities that are on the *Speak Truth to Power Canada* website. The first lesson plan is based on the theme of Equitable Education for all. This lesson uses Shannen's Dream as the center of its focus. The second lesson plan that we have provided is a culminating task activity that addresses the theme of Truth and Reconciliation.

Lesson Plan 1 – Equitable Education for All

Title: Equitable Education for All – Heartspeak, Shannen’s Dream

Grade: Grade 10

Subject/Course: History – Academic

Strand: E: Canada, 1982 to the Present

Time: 80 Minutes

Lesson Description):

During this lesson you will view a video about Shannen’s Dream, which is about bringing equitable education to all children in Canada. It looks at the discrepancies between students at schools on Reservations and those that are not. Students will have to use their critical thinking skills to engage in class discussion about various topics brought up in the video. A key topic for this lesson is how a child’s educational experience can differ so much based off of being Indigenous and that this is happening here in Canada. This lesson fits into a larger unit on Truth & Reconciliation within Canada.

Stage 1: Desired Results

Essential Question/Big Ideas

Why doesn’t every student in Canada have access to the same quality of education (resources, facilities, learning environment, etc.)? How is this being addressed by Canadians and our Government?

Ontario Ministry Curriculum Expectation(s)

Overall Expectations:

E1: Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.

E2: Communities, Conflict, and Cooperation: analyze some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.

E3: Identity, Citizenship, and Heritage: analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present.

Specific Expectations:

E1.1: describe various social and cultural trends and developments in Canada since 1982 and assess their significance for people in Canada.

E1.4: describe some key political developments and/or government policies in Canada since 1982 and assess their significance for different people in Canada.

E2.1: describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyze these interactions from various perspectives.

E2.3: identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 and analyze them from various perspectives.

E3.1: describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.

E3.3: assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international.

Stage 2: Evidence of learning and assessment procedure

Student performance:

Students will do the following:

- Discuss key topics
- Research with group
- Present informally to class

Knowledge, skills, attitudes/values:

- Working collaboratively in a group
- Critical analysis of video topics

Purpose of assessment:

Formative Assessment

Tool(s):

Checklist for contribution to group research.
Observational record for participation in class discussion.

Stage 3a: Planning learning experience and instruction

Instructional strategies:

- Direct Instruction
- Video
- Class Discussion
- Think-Pair-Share
- Active Learning
- Research
- Peer-to-Peer Learning

Student grouping:

- Class Discussion
- Groups of 3-6

Resources (e.g., equipment, PowerPoint slides, manipulatives, hand-outs, games, assessment tool):

- Computer
- Projector
- Internet
- Computers/tablets for students to use for research

Considerations (e.g., contingency plans re: technology failure or student absences and groupings, or guest speaker cancellations):

- Have video downloaded in case of Wifi issues
- Groupings can be adjusted based on time availability for presentations
- Class is dependent on technology

Accommodations and differentiation strategy:

- Have technology available for any students that have hearing exceptionalities.
- Accept a quick reflection on the researched topic for students that are unable to present to the class
- For the presentations offer students the option to make a PowerPoint or video instead of presenting

Stage 3b: Learning experience and instructional process

Motivational Hook -- Timing: 5 minutes

Start the lesson by asking the students a question such as, "Do you think that all students in Canada have the right to a school that is safe to their health and an environment that supports learning?" Follow up by asking if they believe all students in Canada do have this, discuss with people sitting close by.

Open -- Timing: 15 minutes

Introduce the topic of equitable education, what is the definition of this that you can come up with as a class. Then play the video "Heartspeak about Shannen's Dream" for the students (11 minutes on YouTube at this link: <https://www.youtube.com/watch?v=3Gy38grr35c>) which talks about Shannen Koostachin's fight for the Forgotten Children of Attawapiskat.

Body -- Timing: 55 minutes

- As a class discuss the various issues that are brought up in the video such as (10 minutes):
 - The conditions that the school was in and the lack of response by the government;
 - The Forgotten Children;
 - Every child has basic rights to an education (resources, facilities, environment);
 - The resources that many students in Canada do not have access to that you might have at your school (computers, library, a warm environment, etc.); and
 - Consider the following quote from film at minute 4:45 "People that have schools, respect that because look at us we are trying to get a school and get our education but we don't have a school and we really want one;" and
 - Standing up for issues that you believe in and that need change to happen.
 - What is Shannen's Dream? What does it ask of the federal government?
- Break the class into smaller groups (3-6 students) and have them research further into one of the topics above. Have the students organise their information found into a 5-minute informal presentation that will be presented at the end of the class (20 minutes).
- Have the students present the information their groups found. These presentations are informal and should be used as a peer-to-peer learning activity. Each of the groups will be able to provide the class with information that they researched and share what they have found (25 minutes).
- Students to be assessed on their participation in discussion in class and their contribution to group work.

Consolidation/Close -- Timing: 5 minutes

- Wrap up the presentations from the groups and highlight some of the key points that the students brought up.
- Ask the students to think about why they did or did not know about this issue before the class.
- Let students know about any homework that is due, upcoming presentations or tests.

Extension activity

Have the students write a letter to their local MP or the Prime Minister regarding one of the topics above. They can highlight new information that has come about since the making of the video or discuss areas that they believe still need to be worked on.

Stage 4: Reflection and planning for future

Lesson review (how did it go? changes?)

Did your students get engaged with the topic? If so what really peaked their interest? If not, why do you think that is? Did you find the peer-to-peer sharing to be beneficial with your class? Did they find information that you thought was critical to their various topics?

Lesson Plan 2 – Culminating Activity – Truth and Reconciliation

Title: Truth & Reconciliation – From Reflection to Action – Culminating Task

Grade: Grade 10

Subject/Course: History – Academic

Strand: E: Canada, 1982 to the Present

Time: 80 Minutes

Lesson Description:

During this lesson, students will investigate the *94 Calls to Action* that were developed based on the findings from the Truth and Reconciliation Commission of Canada. This is a culminating lesson after a unit focused on Truth & Reconciliation, *Equitable Education for All*, and the contributions to Canada throughout history by Indigenous communities. This lesson is the introduction to their summative task and a guided work period.

Stage 1: Desired Results

Essential Question/Big Ideas:

How can we respond to the 94 Calls to Action from the TRC?

Ontario Ministry Curriculum Expectation(s)

Overall Expectations:

E1: Social, Economic, and Political Context: Describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups in Canada.

E2: Communities, Conflict, and Cooperation: Analyze some significant interactions within and between various communities in Canada, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions.

E3: Identity, Citizenship, and Heritage: Analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identity, citizenship, and heritage in Canada from 1982 to the present.

Specific Expectations:

E1.1: Describe various social and cultural trends and developments in Canada since 1982 and assess their significance for people in Canada.

E1.4: Describe some key political developments and/or government policies in Canada since 1982 and assess their significance for different people in Canada.

E2.1: Describe some significant ways in which Canadians have cooperated and/or come into conflict with each other since 1982 and analyze these interactions from various perspectives.

E2.3: Identify some key developments and issues that have affected the relationship between the federal/provincial governments and First Nations, Métis, and Inuit peoples since 1982 and analyze them from various perspectives.

E3.1: Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics since 1982 and explain the significance of these contributions for the development of identity, citizenship, and/or heritage in Canada.

E3.3: Assess the significance of public acknowledgements and/or commemoration in Canada of past human tragedies and human rights violations, both domestic and international.

Stage 2: Evidence of learning and assessment procedure

Student performance:

Students will do the following:

- Research with group
- Work on presentation

Knowledge, skills, attitudes/values:

- Working collaboratively in a group
- Critical analysis of Calls to Action

Purpose of assessment:

Summative Assessment

Tool(s):

Marking Rubric for Presentation (attached below)

Stage 3a: Planning learning experience and instruction**Instructional strategies:**

- Direct Instruction
- Independent Research

Resources:

- Computer
- Internet
- Cameras
- Assessment Rubric
- Call to Action List

Student grouping:

Small groups (2-3)

Considerations:

- This is a topic that could trigger students that have previously been exposed to various abuses while researching topics.

Accommodations and differentiation strategy:

- Students can work alone if needed
- Students can do a paper if it is not possible for them to present their research
- If this is a topic that is difficult for a student, they could work in a different environment where there is more support such as in the guidance office

Stage 3b: Learning experience and instructional process**Motivational Hook -- Timing:** 5 minutes

Introduce the 94 Calls to Action that have been put forth in the “Honouring the Truth, Reconciliation for the Future” document produced by The Truth and Reconciliation Commission of Canada.

Open -- Timing: 10 minutes

- Inform the students that they will be breaking into small groups (2-3) and will be assigned one of the following TRCC Calls To Action that they will then be researching further and creating a multi-media presentation or in class presentation depending on preference.
 - Call to Action 10
 - Call to Action 13 & 14
 - Call to Action 18
 - Call to Action 44
 - Call to Action 62.i
 - Call to Action 63.3
- Provide students with the outline for the assignment and marking checklist for presentation.
- Break the students into the small groups, either selected by you or self-selected.

Body -- Timing: 60 minutes

- Have students start working on with their partner/group to research their Call to Action.
- Go around to the various groups and see the progress that they are making.
- About half way through the lesson have the students inform you about the type of presentation they are going to be producing (a video, a PowerPoint, an art piece they will present, or verbal presentation).
- Have a discussion with the class towards the end of the lesson about having the students incorporating suggestions for how they or the community could work towards answering the Call to Action they are assigned.

Consolidation & Closure -- Timing: 5 minutes

- Have students return computers/tablets.
- Remind students that they will have to have their presentation prepared for later in the week and that they will not get more in class time to work on it.

Resource Links

Truth and Reconciliation Commission of Canada: Call to Action

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf

Speak Truth to Power Canada: Truth and Reconciliation

<http://sttpcanada.ctf-fce.ca/lessons/wilton-littlechild/>

Lesson 2 – Assessment Rubric for Culminating Activity

Assessment Rubric for Culminating Task – Truth and Reconciliation

Student(s) Name(s): _____

Date: _____

Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding			
<i>Demonstrates limited understanding of Call to Action and provides limited background information about it.</i>	<i>Demonstrates some understanding of Call to Action and provides some background information about it.</i>	<i>Demonstrates considerable understanding of the Call to Action and provides detailed background information about it.</i>	<i>Demonstrates a thorough understanding of the Call to Action and provides detailed background information about it.</i>
Thinking and Inquiry			
<i>Demonstrates limited ability to analyze information that is relevant.</i>	<i>Demonstrates some ability to analyze information that is relevant.</i>	<i>Demonstrates considerable ability to analyze information that is relevant.</i>	<i>Demonstrates thorough ability to analyze information that is relevant.</i>
<i>Makes limited connections why this Call to Action is needed and does not provided ways to address it.</i>	<i>Makes some connections to why this Call to Action is needed and gives basic way to address it.</i>	<i>Makes considerate connections to why this Call to Action is needed and gives good ways to address it.</i>	<i>Makes strong connections to why this Call to Action is needed and gives creative ways to address it.</i>
Communication			
<i>Demonstrates limited ability to present the information in a meaningful way.</i>	<i>Demonstrates some ability to present the information in a meaningful way.</i>	<i>Demonstrates considerate ability to present the information in a meaningful way.</i>	<i>Demonstrates thorough ability to present the information in a meaningful way.</i>
Application			
<i>Decided on a presentation style that does not portray information well.</i>	<i>Decided on a presentation style that portrays information well.</i>	<i>Decided on a presentation style that is meaningful for the information.</i>	<i>Decided on a presentation style that is meaningful and well thought-out for information presented.</i>

Overall Level/Mark: _____

Discussion

This discussion section is in response to readings and discussions that we have had during our PED 3138 course: *First Nations, Inuit, and Métis Education: Historical Experiences and Contemporary Perspectives*. We felt that this section would be most helpful for other educators by identifying a quote from one of the readings we have done and then providing a discussion question that any teacher/instructor could pose to their class while studying these topics. In addition, we have provided a write-up based off of the quote and how it addresses or relates to the *Speak Truth to Power Canada* resource and the Resource Guide we have created.

Discussion Topic 1

Quote: For faculty members in both institutions, critical engagement with the foundational importance of treaties and the treaty relationship, thereby helping students to “read” the history of Canada and their own identities as Canadians differently, is paramount. (p. 40)

From: *Disrupting Ignorance and Settler Identities: The Challenges of Preparing Beginning Teachers for Treaty Education*

By: Jennifer Tupper, 2011, *In Education*.

Discussion Question: What does it mean to be a treaty person?

Why we picked this quote: The lessons that we have focused on from the *Speak Truth to Power Canada* resource are both on topics that are important to address with students due to the lack of information provided in textbooks. By addressing topics such as *Equitable Education for All Canadians*, educators can highlight the discrepancies between the history of Canada that the students have been taught previously, and the gaps in topics that are critical. We felt that it was vital for students to be provided with the opportunity to do independent research as a way to learn important skills such as critical inquiry. Students are becoming more aware of social justice issues both locally and internationally, and are developing a belief that they do have the power to change the world. By providing students with an opportunity to engage in topics that they might not have been aware of before, but leaving it more open to see what topics they are interested in, helps to create an active social justice engagement in the classroom. Active engagement, enables students develop ideas of what being a Canadian is in relation to our past historical harms, and in turn the ongoing systemic barriers that continue to impact different Indigenous communities. The more informed students are about Canada’s (troubled) settler colonial past, the better our society might become.

Discussion Topic 2

Quote: In Ontario, the grade ten history course, a compulsory course designed to teach students about the history of Canada since the First World War, effectively serves to silence the difficulty of the residential schooling experiences through two separate mechanisms: curtailing the articulation of these experiences or, when present, sanitizing the history in what is ostensibly an attempt to make the experiences more palatable or congruent with the colonial logics put forth in the texts. (p. 56)

From: Deconstructing a Curriculum of Dominance: Teacher Education, Colonial Frontier Logics, and Residential Schooling

By: Bryan Smith, Nicholas Ng-A-Fook, Sara Berry & Kevin Spence, 2011, *Transnational Curriculum Inquiry*.

Discussion Question: Why is there a lack of representation of Indigenous narratives within our Canadian History textbooks?

Why we picked this quote: One of the topics that came up in many of the readings during this course, and in our discussions in class, was the lack of information about the Indigenous people of Canada provided to us in schools. This includes a lack of acknowledgement of contributions made to Canada by these communities throughout history, and a lack of recognition of the part settlers have played in silencing the Indigenous community. Due to this lack of representation in textbooks that are approved for teaching history in Ontario, resources such as *Speak Truth to Power Canada* are that much more valuable. We often see a sanitization of topics in textbooks that have to do with things that Canada, as a country, has played a part in that would be considered negative.

We felt that incorporating the report by The Truth and Reconciliation Commission of Canada in our Resource Guide was vital, it is critical that we acknowledge, as Canadians, the injustices that have happened to the Indigenous peoples of Canada. Since we are going to be teaching this to our students, we want to dispel any feelings of guilt and leave them with the feeling that they too can make a change and take a positive step towards Reconciliation.

Additional & Creative Resources

In this section we will be showcasing additional information and/or content that will make the *Speak Truth to Power Canada* resource more accessible to educators and students. Links will be provided for further information and development on these specific resources for educators who want to expand their knowledge on Indigenous education and human rights.

Legacy of Hope Foundation

Link: <http://100yearsofloss.ca/en/exhibition/>

Within this resource one can find additional links to further material on the subject. For example, *Where are the children? We Were So Far Away*, *100 Years Of Loss*, and *Forgotten Métis*.

Connection to the 94 Calls to Action

Link: [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

Our lesson plan connects to the following calls to action as it relates to the education, health, and rights of Aboriginal people in Canada:

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by aboriginal people and communities.

- v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

63.3 We Call Upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

Robert F. Kennedy

Link: <http://sttpcanada.ctf-fce.ca/project/rfk/>

One of the aspects of this resource is that anyone can become a global defender, or use a Canadian defender as inspirational lessons in the classroom. By becoming a global defender on the *Speak Truth to Power Canada* resource, this means that the students in which you teach can start to self-identify as local defenders for human rights in their community. The *Robert F. Kennedy* project is a global initiative that uses the experiences of those who have shown courage around the world, to inspire the minds of students about human rights. By using this resource, educators and students can better understand and engage in human rights issues at local, national and global levels, with issues that are meaningful cognitively, socially and personally. As part of the *Speak Truth to Power Canada* resource there are twelve themes or teachings that educators can use in their classrooms. All of these themes have a *Robert F. Kennedy* tab that has human rights lesson plans attached, that are linked to reflect the Canadian education.

Reference List:

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