



**ROBERT F.  
KENNEDY  
HUMAN  
RIGHTS**

**SPEAK TRUTH  
TO POWER** HUMAN RIGHTS  
DEFENDERS WHO  
ARE CHANGING  
OUR WORLD

**DR. HELEN BOND**

# DR. HELEN BOND

(SHE/HER/HERS)



Dr. Bond is a University Professor in the School of Education at Howard University in Washington, D.C. and the former Director of the Center for Excellence in Teaching, Learning, and Assessment. She is also a Fulbright-Nehru Scholar to India, co-chair of the United Nation’s Sustainable Development Solutions Network (SDSN USA), and executive council member to the Center for Women, Gender, & Global Leadership at Howard University. Dr. Bond is also the Faculty Liaison to the Center for African Studies at Howard University. Howard is one of only ten U.S. universities and the only Historically Black College and University (HBCU) designated by the U.S. Department of Education as a comprehensive National Resource Center for African Studies.

With a Ph.D. in Human Development and a background in International Diplomacy, Dr. Bond’s expertise is in teacher education, education for sustainable development, and human development in refugee and crisis contexts. She has served as an expert in these areas in over 20 countries including Austria, Bangladesh, Canada, Cuba, Ethiopia, including the Somali region of Ethiopia, France, Germany, Ghana, Greece, India, Liberia, South Africa, South Korea, Trinidad and Tobago, United Kingdom, and the United States. She co-authored a white paper entitled “Lessons from COVID-19 for Climate Change” with colleagues from SDSN and Springer Nature that discussed how interdisciplinary and indigenous knowledge is key to addressing crises. Her work with sustainable development connects to Howard University’s mission of empowering students toward creating a more sustainable and just future. Dr. Bond’s work was featured in Howard’s April 2021 edition of Bison Beat published from the desk of the President of Howard University. She was also inducted in the 2020 Alumni Hall of Fame by The Ohio State University-Mansfield for her global work in education and human development.

# INTRODUCTORY LESSON FOR DR. HELEN BOND

## UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 26: Everyone has the right to education. . .  
Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

## TIME REQUIREMENT

- 60 minutes (pre-teaching)
- 60 minutes (live webinar)

\*Alternatively, you can use excerpts from the recorded webinar in class as time allows

## GUIDING QUESTIONS

- Who is Dr. Helen Bond?
- What are the Sustainable Development Goals (SDGs)?
- What does transformative education mean?

Extension Question: What is the purpose of education? In what ways could global citizenship education help us better respond to the current challenges in today's schools?

## OBJECTIVES

By the end of the lesson, students will:

- Know who Dr. Helen Bond is and understand the work she does to promote equity and justice in education as well as increase knowledge of and action around the sustainable development goals
- Understand SDG 4 and Target 4.7: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Define transformative education
- Extension: Articulate the connection between transformative education and SDG 4. In what ways could global citizenship education help us better respond to the current challenges in today's schools?

## VOCABULARY

- Equity
- Sustainable Development Goal

## TECHNOLOGY REQUIRED

Internet access

## MATERIALS

[Introductory slide deck for Dr. Helen Bond](#)

# LESSON PLAN

- Use the [Introductory Lesson Slide Deck for Dr. Helen Bond](#) to familiarize students with the October 2022 webinar speaker, Dr. Helen Bond, Associate Professor of Curriculum and Instruction at Howard University. The interactive slide presentation will help to prepare students for the webinar with a bio of Dr. Bond and an introduction to Sustainable Development Goal (SDG) 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”
- **Optional Extension:** After the class has completed the slide presentation activities, they can take action to make SDG 4 and transformative education a reality in your school district by choosing one of the following activities.
  - Write a letter to your school board that defines SDG4 and transformative education, explains the need for it, and includes at least one actionable idea for implementing it in your school district.
  - Ask one of your teachers to work with you on an upcoming unit. Look at the objectives for the unit and planned activities. How could you shift either the teaching of the unit or the activities of the unit so that the unit is more transformative?
- Each group will prepare one question to ask Dr. Bond during the webinar. Students will be able to ask questions during the live webinar using the chat feature in the webinar portal. If you are not able to attend the live webinar, you can send questions to us via [email](#).
- Students will then choose one of the activities listed below that build upon what they learned. Please be sure to [share student work with us](#) so that we can post it on the website and share with Dr. Bond.

# STUDENT ACTIVITIES

## Choice A

1. Write an “[I Am From](#)” poem, a poem that illustrates the culture, values, foods, and experiences that shaped you. You can view a full lesson plan, samples, and a worksheet for the poem [here](#). The goal of this activity is to help develop a more inclusive classroom and promote a sense of community.
2. Share your “I Am From” poem in class or by hosting a community poetry slam. You can also illustrate the poem or include a photograph to accompany the poem and hang the poems up in a school or community gallery space.
3. When students finish, they will answer the following questions:
  - a. What is one thing you learned from this exercise?
  - b. What is one way that you could promote empathy, resilience, or compassion at your school or in your community?
4. After the group has finished, they can submit their poems [here](#) and/or write a letter to Dr. Bond about what they learned from the project. We will forward any submissions to Dr. Bond. Please note that any submissions may be reproduced on our website.

## Choice B

- One of the current challenges to ensuring an inclusive and equitable education for all are the efforts to ban books and limit critical conversations in classrooms in some states. The following activities encourage students to take action on book bannings.
  - Has your state or district attempted to ban books or restrict conversations in classrooms? Research the current laws or proposals in your state.
  - Work with your local library or school library (depending on restrictions) to host a banned book discussion group. You can access banned books for free through the [Brooklyn Public Library’s Books Unbanned Project](#). Read a banned book and lead a group discussion on why the book was banned, what conversations might be limited by banning the book, and what you think about the book and the topics it brings up. You could go a step further by hosting a community conversation about the topics raised by the book.
  - Little free libraries are a free community book exchange where people use an honorary “take a book, leave a book” system. You and your classmates could donate banned books or books you found transformative to a little free library in your community, and/or work with the owner to beautify an existing little free library space. Adding a fresh layer of paint or a new unique design would bring more traction to this readily available resource.
- When students finish, they will answer the following questions:
  - What is one thing you learned from this exercise?
  - What is one way that you could promote empathy, resilience, or compassion at your school or in your community?
  - In what way does discussing banned books help to foster transformative education and SDG 4?
- After the group has finished, they can write a letter to Dr. Bond about what they learned from the project and submit it [here](#). We will forward them to Dr. Bond. Please note that any submissions may be reproduced on our website.

# ADDITIONAL RESOURCES

## **STTP DEFENDER LESSON PLAN: MALALA YUSAFZAI - SPEAKING UP FOR THE RIGHT TO EDUCATION**

## **STTP DEFENDER LESSON PLAN: RUBY BRIDGES - CIVIL RIGHTS AND THE RIGHT TO EDUCATION**

## **EDUCATION FOR JUSTICE: WINNER OF THE SECRETARY GENERAL'S 2020 INNOVATION AWARD!**

*Free Lesson Plans and Ready-to-Use Educational Tools Online*

The Education for Justice (E4J) initiative seeks to promote a culture of lawfulness through education activities designed for primary, secondary and tertiary levels. These activities help educators teach the next generation to better understand and address problems that can undermine the rule of law and encourage students to actively engage in their communities. A set of products and activities for the primary and secondary levels have been developed in partnership with UNODC and UNESCO. Dr. Bond helped to develop products for the secondary level. All lessons are aligned with the Sustainable Development Goals (SDGs).

## **GLOBAL CITIZENSHIP EDUCATION: TOPICS AND LEARNING OBJECTIVES**

This is a free e-book about global citizenship education published by UNESCO.

## **TEACHING RESPECT FOR ALL - IMPLEMENTATION GUIDE**

Dr. Bond co-authored this book, published by UNESCO, with four other authors from around the world. The goal of this project is to “promote an educational response to counter discrimination and violence through strengthening the foundations of mutual tolerance and cultivating respect for all people. . . [It] aims to build curiosity, openness, critical thinking and understanding among youth learners, thus equipping them with the awareness, knowledge, and skills to cultivate respect and stop discrimination on all levels.”

## **TRASH HACK: ACTION LEARNING FOR SUSTAINABLE DEVELOPMENT**

This is a teachers' guide to how to trash hack their classrooms by introducing their students to key sustainable development challenges, supporting them to act against waste, and encouraging them to celebrate their achievements. Published in part by the Foundation for Environmental Education and UNESCO.

**Webinar Time: October 27, 2022; 11:30 AM EST**