

THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS
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LESSON PLAN 6: HELPING CREATE <i>THE WORLD AS IT COULD BE</i>	
Objectives for Student Learning:	<ul style="list-style-type: none"> ▪ Provide opportunity for students to project an optimal scenario to address the issues they studied and how they can contribute to realizing this scenario through minute and broader actions ▪ Provide students the opportunity to state the responsibilities they accept to contribute to The World As It Could Be ▪ Create a culminating presentation to reflect and celebrate the students' expressions of what they have learned and how they will apply what they have learned
Curriculum Standards: (California)	<ul style="list-style-type: none"> ▪ History-Social Science Standards 10.9 and 11.9 Students analyze U.S. policy since World War II ▪ Writing Standards 1.0 and 2.0 (Focus on well defined perspective and reasoned argument) ▪ Visual and Performing Arts Standards 1.0 Artistic Perception; 2.0 Creative Expression; 5.0 Connections, Relationships, Applications
Skills:	<ul style="list-style-type: none"> ▪ Critical thinking, Analysis and synthesis of information, Writing, Creative Expression, Project organization and management, Problem-solving
Activities:	<ul style="list-style-type: none"> ▪ Review the DVD's of past performances and presentations from <i>The World As It Could Be</i> project ▪ Have students create monologues, poems, digital/animation presentations or other visual representations of what they have learned from their work in Lessons I-V, and their desired actions moving forward to help address the issue(s) they've studied <ul style="list-style-type: none"> ▪ Create a gallery of the student work and discuss. ▪ Decide as a class the connecting theme for their culminating presentation and how the different student presentations can be organized to reflect the theme <ul style="list-style-type: none"> ▪ Decide on a title for the presentation ▪ Organize the individuals and groups to review the compositions related to their part of the presentation <ul style="list-style-type: none"> ▪ Decide on ways to add in a musical score, dance and other media elements to help dramatize the messages of the compositions ▪ Create the script for the presentation <ul style="list-style-type: none"> ▪ Provide opportunities for each student to express or display their expressions of commitment to minute or broader actions toward <i>The World As It Could Be</i>. ▪ Decide the setting(s) for the presentation ▪ Plan for how the presentation can have on-going impact across the school and/or program and greater community.
Suggested Questions to Guide Student Development of Their Culminating Presentation Content:	<ul style="list-style-type: none"> ▪ What is important for others to know about the issue I've studied and the human rights connected to the issue? ▪ What am I taking responsibility for in helping address the issue? ▪ What do I want to inspire the audience to think about and consider doing to take part in furthering human rights?

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PART V: RESOURCES TO SUPPORT TEACHERS IN CREATING A UNIQUE EXPERIENCE FOR THEIR STUDENTS

A. Organizing and Creating The Culminating Presentation

- **Recommendations to begin organizing:**
 - Include the following general presentation plan elements from Lesson Plan IV, working closely with students to encourage their direct involvement and leadership
 - Decide on the presentation date, time and space
 - Secure the space
 - Arrange for time to practice together
 - Assign the following areas of responsibility:
 - (a) Director
 - (i) Coordinate overall presentation, insuring that elements stay on topic and connect to the UDHR
 - (ii) Coordinate desired set design, costume preparation and stage props
 - (b) Technical Coordinator
 - (i) Oversee the sound, lights and media recording of the presentation
 - (c) Program Producer & Presentation Logistics
 - (i) Put together and produce the program of the presentation, including acknowledgment of all participants
 - (ii) Arrange for desired signage, seating, refreshments and volunteers to welcome and seat people
 - (iii) Arrange for how to acknowledge each student's participation, such as Certificate
 - (d) Publicity and Community Participation Coordinator
 - (i) Organize who will be invited and how to contact
 - (ii) Develop publicity plan to get the word out
 - (iii) Oversee invitations to community members and their attendance
 - (iv) Oversee desired post-presentation follow-up with community
 - (v) Oversee arrangements for photography and video recording
- **Guidelines for organizing the presentation*:**
 - Provide general guidance to help the students decide on the following, in connection with the activities outlined in Lesson Plan 6 and presentation elements listed above:
 - Responsibilities of each student to carry out all elements of the presentation
 - Schedule and checklist for each presentation component
 - Process for meeting and reviewing the status of all components
 - Arrange for nutritious snacks at each meeting and rehearsal
 - Include warm-up and team-building exercises at start of rehearsals, as well as time for closing reflections and exchange of positive comments about each person's contributions
 - Plan for post-presentation reflection time and celebration
 - Develop discussion questions that can be used in classes for follow-up conversations

***Reference: Youth on the Move! A Teacher's Guidebook to Co-create Original Movement/ Theater Performances with Teens, Destiny Arts Center, <http://www.destinyarts.org>**