

**THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS**

Page 20 of 29

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?

THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS

Page 21 of 29

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>**