



FURTHERING A TRADITION OF GRASSROOTS GIVING

INVITATION TO SPONSOR

The World As It Could Be Human Rights Education Project

- Educational materials and a celebratory process for the public schools, particularly, though not limited to high schools, that inspire youth to deepen their knowledge and understanding of the Universal Declaration of Human Rights and be engaged members of their local and global communities to manifest the document's words. The educational materials incorporate the creative arts as an integral part of the teaching process.
- Commissioning of and broadly disseminating original productions created by Bay Area youth art organizations to educate and inspire youth and adults about one or more Articles of the Universal Declaration of Human Rights

HELP US EXPAND THE REACH OF INNOVATIVE PUBLIC EDUCATION CURRICULUM AND COMPELLING ORIGINAL YOUTH-LED PERFORMANCE WORKS THAT PROMOTE EXCITEMENT ABOUT LEARNING AND ENCOURAGE COMMUNITY ENGAGEMENT TO FURTHER HUMAN RIGHTS

One of the Rex Foundation's long term goals is to be an impetus for positive social change, where there is the gathering of momentum to realize globally the conditions under which all societies operate with principles and values that embrace the right of every human being to experience equity, justice and personal dignity. *The World As It Could Be* Human Rights Education Project seeks to promote the following two ingredients that we see as necessary ingredients to achieve constructive social change:

- Heightened awareness among people of all ages that it is possible to envision a global environment that is healthy, peaceful and sustainable, and that it is within the power of individuals to call upon their political leaders, if not become such leaders themselves, to manage resources toward this end;
- Heightened awareness and understanding of what is meant by human rights for every person, and how individuals can play a vital role in contributing to the human rights of themselves and others by the actions they take in their most immediate circles

The Universal Declaration of Human Rights (UDHR), adopted on December 10, 1948 by all members of the UN General Assembly articulates a vision of a world where all human beings experience the rights that support life, liberty and human dignity. With the UDHR as its guide, the Project's overall strategy is to collaborate with community arts programs and schools to use creative arts-based learning models and youth-led original dramatizations to inspire youth and adults to value the importance of human rights for all people, as well as to be engaged members of their local and global communities to help make the words of the UDHR a reality for everyone. The following pages describe the background of the project and the plans for building on the successes of the last five years of project work.

Thank you in advance for your involvement as a sponsor.

Together, we are promoting the creativity and healthy development of our youth, supporting essential non-profit work in the arts and collaborations of such work with public schools, furthering human rights for all people, and inspiring positive civic engagement.

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Background and Program Context:

The World As It Could Be Human Rights Education Program is an outgrowth of a series of successful initiatives carried out since 2006 to educate and inspire youth and adults to further human rights for all people and have greater understanding of the type of individual and community engagement needed to compel constructive action. These initiatives, including the commissioning of three original productions created by high school youth involved in non-profit arts programs, two years of pilot work in Bay Area high schools, and implementation of published curriculum, utilize the creative arts to deepen learning about the Universal Declaration of Human Rights (UDHR) and provide the opportunity for the youth to, in turn, teach their peers and adults about the importance of manifesting the words of the UDHR. The enclosed Project Impacts document describes the initiatives and the types of positive impacts that have resulted.

With the successes of the creative initiatives and pilot high school experiences of *The World As It Could Be* project over the last four years, we have gained the following insights that form the basis for expanding the project:

- The UDHR articulates the vision that provides an exciting framework for actively engaging in local and global efforts toward the achievement of life, liberty and human dignity for all people.
- Although the United States played a crucial role in the drafting of the UDHR and its adoption on December 10, 1948 by all members of the UN General Assembly, many people, across all ages and demographics, are not aware of the UDHR, even though the document is an official element of Social Studies curriculum in most public schools.
- When youth have the opportunity to not only learn about the UDHR, but also be leaders in teaching its importance to their peers and to adults they demonstrate increased involvement in their studies, enhanced social interaction skills and greater commitment to be positively engaged in their school and community.
- The creative arts provide a powerful mechanism for teaching the UDHR principles in a way that compels student engagement, deeper learning and personal connection to otherwise abstract content.
- With the continuing economic challenges of recent years, funding for creative arts in public schools has declined dramatically. *The World As It Could Be* Project helps demonstrate the value of the creative arts as part of an effective public school academic curriculum.
- The culminating presentation and celebration of the students' creative reflections on their studies of the UDHR that are part of both the commissioned creative productions and high school curriculum provide a unique rite-of-passage experience that motivates both higher levels of academic engagement as well as enhanced awareness of and commitment to being engaged members of their immediate and broader communities.
- The schools and other community programs that have been involved in the Project's curriculum initiatives have experienced a shift toward a more positive, human rights-oriented culture, where there is greater awareness about the importance of demonstrating respectful and mindful behavior in immediate circles, as well as being attentive to broader issues that affect people locally and globally.
- Providing opportunities for collaboration between community based youth-focused non-profit organizations that utilize the creative arts to address social justice issues, public schools and school district agencies offer ways to have a more integrated approach to supporting youth and their education, while also engaging community members to help manifest the tenets of the UDHR.
- Professional development plays a key role in successful implementation of the Project curriculum, so that teachers not only learn the curriculum, but also have enhanced skills in using the creative arts, in carrying out project-based teaching and in collaborating with others in their school.
- The commissioning of creative collaborations among non-profit organizations that use the arts to help youth address social justice issues offers a way to have compelling programs that can be used to raise greater awareness of human rights issues with the general public, while also supporting the vital work of the organizations and giving youth the opportunity to play a strong role as teachers and leaders.

While many different types of initiatives foster human rights, quality education and the use of creative arts for both addressing social justice issues and enhancing the educational experience, *The World As It Could Be* Project is unique in successfully integrating all of these elements while also nurturing collaboration and honoring individual efforts. The overall goal of the Project is to help enrich the on-going efforts of non-profit leaders and teachers, rather than to add yet another level of work or take away focus on other worthwhile efforts.

Program Description

The overall project goals are as follows:

- Raise awareness about the UDHR
- Inspire engagement to UDHR principles
- Provide multiple levels of benefits while carrying out initiatives:
 - Support grassroots non-profits and creative arts professionals
 - Showcase the importance and value of creative arts to personal development and a vibrant culture
 - Engage youth so as to inspire life-long learning, critical thinking and positive social interaction
 - Encourage youth who are often marginalized due to learning or physical differences to enjoy participation in school-wide events
 - Engage the broader community to support and celebrate accomplishments of youth
 - Provide collaboration opportunities among non-profits, public schools and universities

The planned project outcomes by March 2012 are as follows:

- Have a High School Curriculum package that schools can readily implement successfully while also successfully meeting the curriculum demands connected to standardized testing.
- Provide engaging and comprehensive professional development sessions that reach teachers and non-profit leaders in the Bay Area and at least one other community outside the Bay Area.
- Have the Curriculum introduced in at least one nationally recognized model for successful education that addresses the “achievement gap” and be a component of other complimentary work done by project team collaborators.
- Establish a relationship with at least one additional university school of education to help train high school teachers on the importance of integrating the creative arts and utilizing the project-based, collaborative approach of the Project curriculum.
- Have the video of both the full production and discrete segments of “Lesson Plans”, the original production about the right to an education performed on January 20, 2011, distributed through on-line media and other appropriate channels, and utilized by at least one school district in their policy work.
- Have the project website structured for effective utilization by project participants, as well as to be an effective way to communicate about and distribute the project materials.
- Have connections with at least four strategic collaborators and/or organizations to raise awareness about the UDHR and disseminate the curriculum.

Program Implementation Team and Collaborators:

Name	Profession/Affiliation	Program Involvement
Ellen Sebastian Chang	Creative Director for <i>The World As It Could Be</i> project since its inception	Oversight of and direct involvement in guiding the incorporation of creative arts disciplines in the teaching of the UDHR
Sarah Crowell	Creative Director, Destiny Arts Center; Involved in project since its inception	Guiding incorporation of the arts into the teaching of the UDHR, particularly dance and movement
Susan Katz	Professor & Past Chair, International & Multicultural Education, University of San Francisco	Expertise in development of pedagogy and curriculum tools, as well as student body to utilize developed materials
Rob Kershaw	Canadian Projects Director, Center for Digital Storytelling	Guiding incorporation of the arts into the teaching of the UDHR, particularly digital story telling
Sandy Sohcot	Executive Director, Rex Foundation	Overall project coordination
Andrea McEvoy Spero	Curriculum Consultant and Master Teacher, Martin Luther King, Jr. Research & Education Institute, Stanford University	Expertise in curriculum development; Assistance in measuring impact of the project

Name	Profession/Affiliation	Program Involvement
Louise Music	Visual & Performing Arts Learning Coordinator, Alameda County Office of Education	Collaboration in implementing curriculum
Jack Weinstein	Facing History and Ourselves	Collaboration in implementing curriculum
Ryan Peters	Executive Director, Youth Movement Records	Collaboration in implementing curriculum
Villy Wang	Executive Director of Studio BAYCAT	Provide services related to the project's website
Administration and teachers	High Schools participating in the Project during the 2011/12 school year	Implement the project curriculum and contribute additional curriculum elements based on their own experiences

More About the Participating Organizations and Implementation Team:

Ellen Sebastian Chang has been the Creative Director of *The World As It Could Be* Project since its inception. In her 20+ years as a director, writer, performer and creative consultant, Ellen, among her many other accomplishments, has taught at The Urban School in San Francisco, Each One Reach One, a writing workshop for incarcerated males, and Young Audiences of Northern California, which works throughout the Bay area teaching Play Creation and Production in grades 3-12.

Rex Foundation, established in 1983 by members of the Grateful Dead, supports grassroots programs whose work promotes a healthy environment, the arts, preservation of indigenous cultures, education, social and economic justice.

Center for Digital Storytelling (CDS) is an international non-profit training, project development, and research organization dedicated to assisting people in using digital media to tell meaningful stories from their lives.

Destiny Arts Center, a Rex grantee based in Oakland, CA, uses dance, martial arts, theater and youth leadership training to teach youth to express their opinions creatively and artistically, while sharpening their critical thinking skills and cultivating discipline, toward the overall mission of ending isolation, prejudice and violence in the lives of young people.

Facing History and Ourselves, with a global network of more than 25,000 educators, staff, adjunct faculty and international fellows, delivers classroom strategies, resources and lessons that inspire young people to take responsibility for their world. Internationally recognized for our quality and effectiveness, Facing History harnesses the power of the Internet and partners with school systems, universities and ministries of education worldwide.

Andrea McEvoy Spero, has been Curriculum Consultant and Master Teacher for Martin Luther King, Jr. Research & Education Inst., Stanford Univ. and has taught high school history. Ms. Spero is including *The World As It Could Be* Project as part of her dissertation at the University of San Francisco School of Education with the title "Teaching Human Rights Through a Creative Arts Methodology: An Exploration of Critical Pedagogy in an Urban High School". This dissertation will include full evaluation of the effectiveness of the Rex Foundation project.

Studio BAYCAT, a Rex grantee, is the professional arm of BAYCAT, providing fee-based media and marketing services to corporations and non-profits. BAYCAT, a San Francisco program uses digital media arts as the vehicle to engage youth positively in their lives, in school and in society.

University of San Francisco International & Multicultural Studies Department of the School of Education, the only program in the country to provide graduate studies in human rights education.

Youth Movement Records (YMR), a Rex Foundation beneficiary, is a youth directed recording company and youth development project, engaging youth through music, mentoring and entrepreneurship in order to reduce violence, develop skills and create community change. YMR offers a hands-on opportunity for disadvantaged youth to explore their desire to make music and get involved in production.

Your Support Forges An Exciting Collaboration

With your support we forge an exciting collaboration to continue to expand on the successes of *The World As It Could Be* Project to positively engage youth in their educational and creative endeavors. Together we can achieve the overall vision of this Project, where because of its accomplishments:

- There is increased awareness in the general U.S. population of the UDHR as a frame of reference for actively engaging in local and global efforts toward the achievement of equity, justice and human dignity for all people;
- The creative arts provide a vehicle to positively engage youth to delve deeply into the tenets of the UDHR and then have the opportunity to play a role in advancing understanding of these tenets across the broader population.

Sponsorship Invitation:

The Rex Foundation invites sponsors to support the program implementation described above. Funding provides teacher stipends, 3-day institute for professional development, support to the participating non-profit programs and public schools, creative direction, website development and administration, and overall project coordination. Total costs are projected at \$100,000. A detailed budget is available upon request.

Visionary Extraordinaire \$10,000	<ul style="list-style-type: none">• Acknowledged as Visionary Extraordinaire sponsor on program materials, publicity and curriculum packaging• Opportunity to attend the 3-day institute sessions• Opportunity to attend strategic planning sessions• Podium acknowledgement at live presentations
World Visionary \$5,000	<ul style="list-style-type: none">• Acknowledged as World Visionary sponsor on program materials, publicity and curriculum packaging• Opportunity to attend the 3-day institute sessions
Will Inspirer \$2,500	<ul style="list-style-type: none">• Acknowledged as Will Inspirer sponsor on program materials, publicity and curriculum packaging
Champion \$500 - \$2,500	<ul style="list-style-type: none">• Acknowledged as Champion sponsor on program materials, publicity and curriculum packaging