

**THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM  
MARCH 4, 2013 EVENT  
PRESENTATION ON RITES OF PASSAGE & DISCUSSION SEGMENT TO  
HELP ENGAGE YOUTH TO ADDRESS VIOLENCE AND GUN USE**

**EVENT PARTICIPANTS**

<b>PARTICIPANT NAME</b>	<b>ORGANIZATION/SCHOOL</b>
Natalia Anciso	Boys & Girls Club of San Francisco – Mission Clubhouse
Samara Atkins	Destiny Arts Center
Hilary Bass	Deputy Sheriff’s Activities League, Alameda County
Jacques Bertrand	Capitola/Santa Cruz Community
Summer Brenner	Author
Ray Cagan	Alameda County Office of Education, Arts Learning Coordinator
Ninive Calegari	826 Valencia
Nixon Callejas	Student, Fremont High School
Christopher Chamberlain	Student, Downtown High School; Excelsior Boys & Girls Club
Donte Corpaz	Student, United Playaz
Sarah Crowell	Destiny Arts Center
Tim Falvey	Officer, San Francisco Police Department, Ingleside Station
Nancy Flowers	Human Rights USA
Roger Glenn	51Oakland
Albert Greenberg	ALICE Arts
Naja Hearron	Sudent, Fremont High School
Sabrina Hernandez	Student, Balboa High School
Kevin Kerr	Principal, Balboa High School
Brendan Lange	Bolinas Stinson Youth
Jonathon Lime	Student, United Playaz
Ian MacLaird	Bolinas Stinson Youth
Frederick Marx	Warrior Films
Dr. Andrea McEvoy Spero	University of San Francisco, International & Multicultural Education Department of the School of Education
Ruth Morgan	Community Works
Lt. Marty Neideffer	Alameda County Sheriff’s Office
John Nepomuceno	Lead Teacher for UDHR Studies, Fremont High School (formerly Mandela)
Rashidi Omari	Destiny Arts Center
Frances Phillips	Walter & Elise Haas Fund
Susan Ritter	Assistant Principal, Balboa High School
David Rivera	Student, Balboa High School; Excelsior Boys & Girls Club
Karen Robbins	<i>The World As It Could Be</i> Advisory Board
Salim Rollins	Destiny Arts Center
Violette Rodriguez	<i>The World As It Could Be</i> Program
Maria Santos	Deputy Superintendent for Instruction, Leadership and Equity in Action, Oakland Unified School District
Sandy Sohcot	<i>The World As It Could Be</i> Program
Helen Stoltzfus	ALICE Arts
Mohamed Taleb	Student, Fremont High School
Tammy Wakerling	Deputy Sheriff’s Activities League, Alameda County

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**REFERENCE FOR DISCUSSION SEGMENT:**

One of the dramatic segments from Fremont High School's December 16, 2012 Culminating Presentation titled "Good Kidz, mAAd Town," in connection with *The World As It Could Be Program* © 2012.

***The Neighbors: Behind Closed Doors***  
A story written by Latonya Short of Fremont High School

The following is the unabridged script of the dramatization.

Narrators: Tydesha/Nick

**Scene 1:**

Mother finds her Boyfriend sitting at home.

Boyfriend is hungry and asks Mother to get him some food.

Being the obedient Girlfriend that she is, Mother faithfully walks out the door to get Boyfriend his chow.

As Boyfriend sits in the Living Room, he starts to eye Mother's Daughter, who's sitting at her bed reading her book.

Boyfriend proceeds to sit next to her in order to "bond" with Mother's Daughter.

He starts to put the moves on her, much to Daughter's disgust, and begins to hold her against her will and says that he'll pimp her out.

Mother's Son overhears conversation and fights Boyfriend.

As Boyfriend is getting beat up, Boyfriend takes a chair and smacks Son over the head. Son is knocked out and Boyfriend runs off.

**Scene 2:**

Son is out cold on the floor, with Daughter by his side, Daughter crying and shook up by what happened.

Mom comes in angry, screaming at Son and Daughter, saying it's all their fault that Boyfriend is hurt.

Daughter is trying to explain that Boyfriend tried to rape her and threatened to pimp her out.

Mother is blinded by her love for Boyfriend and accuses Daughter trying to put the moves on him. Disgusted, Daughter continues to cry and deny this accusation.

Son wakes up and takes out cell phone from pocket and says, "Mom, I filmed the whole thing before I came in there and whuped his ass."

Mom looks at the cell phone video and becomes shocked, then furious and cries.

She holds her children close and apologizes

Boyfriend walks in limping, and Mom stands her ground and threatens him.

Boyfriend, shocked by this turn of events, leaves.

**Scene 3:**

A few moments later, Boyfriend is walking down the street by the Taco Truck.

He has no idea that he is in enemy territory. Luis "The Homie" and his patnas come out the cuts and proceed to rob him. In the struggle he gets shot in the leg by "Dime Millie" before the rest of the crew finishes him off...

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**DISCUSSION QUESTIONS:**

This dramatization was one of several reflecting situations where human rights were disrespected, and where violence and gun use added to the harm being done.

The following discussion questions are meant as a guide to consider how we can foster the critical thinking, understanding and experiences in our schools and community organizations that will help generate new, non-violent outcomes to challenging situations, as well as the systemic change to reduce the incidence of these types of situations.

1. What words come to mind as you reflect on this dramatization?
2. What human rights have been disrespected?
3. What feelings surface as we read what happens to each of the people in the dramatization?
4. What are we concerned about for the individuals involved and for the greater community?
5. What do we need to know to better understand:
  - Why the Boyfriend behaves as he does with the Daughter;
  - Why the Brother uses violent behavior against the boyfriend instead of seeking out a different solution to help his sister;
  - Why the Mother is quick to accuse the Daughter rather than believe her;
  - Why the Boyfriend is now a victim of gang-related violence.
6. How could having a better understanding of what Human Rights Education is about, such as knowing about the Universal Declaration of Human Rights (UDHR), international treaties and the overall human rights framework, help students in their research, analysis and formulation of recommended actions, as well as help policy makers, educators, law enforcement officials, and community leaders in their efforts?
7. What could the students be guided to study, analyze and reflect on in order to gain a deeper understanding of the issues presented by this dramatization or another of parallel significance?
8. What questions could the students be given to guide their research and analysis?
9. How could a range of subject areas be included, such as math, science, social studies and language arts, to help assemble the information needed for deeper analysis and understanding?
10. How could the creative arts be utilized to help the students express their findings and their ideas about these findings?
11. How could the student work translate to shifting thinking and actions in the immediate community as well as to guide policy making locally and nationally?
12. What has to take place in related governing and policy making bodies, law enforcement agencies and other community-based organizations to support the student work and potential beneficial impact that results from this work?
13. What are the next steps to organizing this process?

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**ADDITIONAL QUESTIONS & RECOMMENDATIONS PUT FORWARD**  
**BY MEETING PARTICIPANTS**

The following questions and comments represent the discussions held among the participants when asked what additional guide questions ought to be added to the list on Page 3 in order to deepen an understand of the dynamics of the presented scenario, or other to-be-presented scenarios of concern, and help foster the critical thinking, understanding and experiences to generate new, non-violent outcomes to such situations.

1. What is trauma?
  - How does generational trauma play out in this scenario and in life?
2. How do you cope with trauma?
3. How do you move from coping to hoping?
4. How can the violence at each cycle be interrupted?
  - Is there any outside force to implement change?
5. Why do some people (in all strata of society) think their rights are more important/valuable than the rights of others?
6. How do we communicate (develop communication) with youth at an early age to ensure that situations like this can possibly be prevented?
  - Create the trust early on.
7. Why aren't they instilling this Universal Declaration of Human Rights (UDHR) in this family/community?
8. Is it possible to infuse the UDHR into our government since many of our leaders are not utilizing/demonstrating it?
9. What consequences should occur to those who breach those rights?
10. What are examples of "doing society right"?
11. The need for outside thought:
  - Why is it that this sub-culture doesn't have a system or recognizing greatness?
  - Why don't they write their code to have a discussion of the error of their concepts?
  - Eliminating the concept of "It's only an issue if you make it an issue."
12. What would it take to build a new majority of people who could de-normalize the negative behaviors?
13. How can we create small rites of passage on campus that eventually add up to a large transformative body of experience?
14. Will emphasizing the positive elements in the seemingly toxic, dysfunctional home help us bridge the two worlds – home /school – the youth occupy?
15. If we knew where we came from, we would know where we come from. The feelings of dispossession make us angry.
16. We need to get connected to the history. Change in a good way.

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17. We need self-education/self-love first before we get Human Rights Education because otherwise it doesn't matter.
18. If I can't connect to it, I will reject it.
19. We need to find the core reasons the boyfriend does this. Why? Why does he think that's right?
20. Replay the situation in 6 ways – how could it change?
21. Act out the solutions. Act out the positive scenarios.
22. Each student/classroom ought to create their regionally specific, culturally relevant experiences.
23. How to deal with hood teens?
  - How do you outreach to them, relate to them?
  - How are you planning to call their attention?
  - How do you redirect their pain, scares from life?
24. As a young person I want to know how are you going to stop adults that undermine us?
  - How are you going to heal the scares of being judged?
  - Just because we are young, doesn't mean we can't relate.
  - You say solutions, but it's easier said than done – how are you going to change youth mentality that adults only judge and criticize?
  - Reality hurts. From a youngster who has been through hell worked up to heaven.
25. An actual plan to move this forward. What is our real plan?

**NEXT STEPS:**

1. The following people are going to organize “think tanks” within their schools and organization to develop a process to address the questions raised:
  - Hilary Bass, Deputy Sheriff's Activities League, Alameda County
  - John Nepomuceno, Fremont High School, working with students Nixon Callejas, Naja Hearron, and Mohamed Taleb, as well as other Fremont High School teachers and students
  - Susan Ritter, Balboa High School, working with students Donte Corpaz, Jonathan Lime, and David Rivera, as well as other Balboa teachers and students
2. Sandy Sohcot will follow-up with each “think tank” entity to document their action plans and report back to the Event participants, particularly as to next meeting dates to review and discuss the “think tank” outcomes.
3. Sandy Sohcot will post the video of the Event and this discussion process on *The World As It Could Be* website, so as to make the event information and follow-up process available to the greater public.