

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

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<b>LESSON PLAN 6: HELPING CREATE <i>THE WORLD AS IT COULD BE</i></b>	
<b>Objectives for Student Learning:</b>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Provide students the opportunity to state the responsibilities they accept to contribute to The World As It Could Be</li> <li>▪ 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</li> </ul>
<b>Curriculum Standards: (California)</b>	<ul style="list-style-type: none"> <li>▪ History-Social Science Standards 10.9 and 11.9 Students analyze U.S. policy since World War II</li> <li>▪ Writing Standards 1.0 and 2.0 (Focus on well defined perspective and reasoned argument)</li> <li>▪ Visual and Performing Arts Standards 1.0 Artistic Perception; 2.0 Creative Expression; 5.0 Connections, Relationships, Applications</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>▪ Critical thinking, Analysis and synthesis of information, Writing, Creative Expression, Project organization and management, Problem-solving</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Review the DVD's of past performances and presentations from <i>The World As It Could Be</i> project</li> <li>▪ 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"> <li>▪ Create a gallery of the student work and discuss.</li> </ul> </li> <li>▪ 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"> <li>▪ Decide on a title for the presentation</li> </ul> </li> <li>▪ Organize the individuals and groups to review the compositions related to their part of the presentation               <ul style="list-style-type: none"> <li>▪ Decide on ways to add in a musical score, dance and other media elements to help dramatize the messages of the compositions</li> </ul> </li> <li>▪ Create the script for the presentation               <ul style="list-style-type: none"> <li>▪ 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>.</li> </ul> </li> <li>▪ Decide the setting(s) for the presentation</li> <li>▪ Plan for how the presentation can have on-going impact across the school and/or program and greater community.</li> </ul>
<b>Suggested Questions to Guide Student Development of Their Culminating Presentation Content:</b>	<ul style="list-style-type: none"> <li>▪ What is important for others to know about the issue I've studied and the human rights connected to the issue?</li> <li>▪ What am I taking responsibility for in helping address the issue?</li> <li>▪ What do I want to inspire the audience to think about and consider doing to take part in furthering human rights?</li> </ul>