

**THE WORLD AS IT COULD BE IS WITHIN REACH
ARROYO HIGH SCHOOL
2017-2018 RITE-OF-PASSAGE SESSION PLANNING**

**SEPTEMBER TUESDAY HOME BASE SESSIONS
IDENTITY, CREATING COMMUNITY, & THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
Sept. 12	<ul style="list-style-type: none"> • Reflection on each person’s commitment to take part and embark on a new experience with people known and not well known • Learn each other’s names • Begin to build bonds as a group on a life experience journey • Reflect on gaining comfort and trust in connecting with each other 	<ul style="list-style-type: none"> • Overview of what a Rite of Passage and the importance of rituals and process • Distribute folders • Develop agreements for being together and for discussions • Create Coat of Arms about each participant for sharing • “My Story” for homework 	<ul style="list-style-type: none"> • Understanding of what will take place through May and how the Tuesday sessions will work • Have agreements for safe and trusting interactions • Fun while getting better acquainted and building bonds
Sept. 19	<ul style="list-style-type: none"> • Reflections on having one’s story as a guide to growing, learning and expanding thinking about possibilities • Reflect feelings experienced upon communicating one’s own story and hearing everyone else’s • Reflect appreciation of differences and common elements 	<ul style="list-style-type: none"> • Share artistic representations for Coat of Arms and individual stories • Discuss what it was like to complete “My Story,” what people learned about each other and how our stories guide who we are and who we want to be • Discuss what empathy is and why it’s important to personal growth and relationships 	<ul style="list-style-type: none"> • Review community agreements • Gain greater awareness about one’s own life experiences and those of their team mates • Introduce empathy as a tool to learn and build community • Introduce human rights as concept
Sept. 26	<ul style="list-style-type: none"> • What is a human right? What does that mean? Why are they important? What are some examples? • Reflect on the impact of UDHR and human representations 	<ul style="list-style-type: none"> • Show & Sound representations of human rights • Review the historical context of the UDHR—its origins and effects • Read over the UDHR to clarify terminology • For homework, bring in something that connects with human rights 	<ul style="list-style-type: none"> • Experience how the arts help convey ideas and inspire thinking/action • Gain understanding of the context for creating the UDHR • Make connections to past and current issues • Connect to the concept of rights and create human representations

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**OCTOBER TUESDAY HOME BASE SESSIONS
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS & RECREATION AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
Oct. 3	<ul style="list-style-type: none"> • Connect to the concept of human rights and the significance of the UDHR • Identify specific issues and experiences • Understand why the UDHR is essential to the welfare of our community and globally 	<ul style="list-style-type: none"> • Share human rights representations • Review and read the UDHR • Reflect on what learning about and reading the UDHR means to each participant – why they think the UDHR matters. 	<ul style="list-style-type: none"> • Introduce how different art forms express ideas, such as reflections on human rights • Provide opportunity to reflect on the significance of the UDHR today • Connect to personal experiences and collaborate using sculpture as expression
Oct. 10	<ul style="list-style-type: none"> • Reflect on a community with and without recreation. What is it? What does it look, feel, or sound like? • Reflect on who helps create recreation in a community and its connection to the UDHR 	<ul style="list-style-type: none"> • Finish reading the UDHR • Pull out key words or articles from the UDHR that are significant to them; why are they so important? • Understand what recreation is and make connections to their experiences of it • Identify positive and negative effects • Identify how recreation is related to the UDHR • Consider communities without recreational resources. What are the effects? • Reading about the impact of recreation. • For homework, introduce the recreation log. Log, describe, and reflect on recreational experiences 	<ul style="list-style-type: none"> • Provide information that gives participants a better understanding of why recreation is an important part of their lives and community • Connect having recreation opportunities with experiencing human rights • Reflect on how recreation is connected with the UDHR
Oct. 17	<ul style="list-style-type: none"> • Reflect on the impact of the recreational log • Reflect on learning from the guest speaker 	<ul style="list-style-type: none"> • Overview of recreation at REACH & DSA; presented by Hilary Bass, including statistics that demonstrate the importance of recreation elements to health, resilience and academic performance, and how to take part • Students will take notes to use for reflection • Recreational log and guest speaker reflection for homework. 	<ul style="list-style-type: none"> • Provide information that gives participants a better understanding of why recreation is an important part of their lives and community • Understand how recreation impacts their community and surrounding area

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Oct. 24	<ul style="list-style-type: none"> • Reflecting on why support centers (youth, recreation, wellness, health) are important in a community. 	<ul style="list-style-type: none"> • Tour of the REACH center (contact Patrick Calilung) • Exposure to resources available and help them become members 	<ul style="list-style-type: none"> • Participation at REACH to take advantage of resources free of charge
Oct. 31	<ul style="list-style-type: none"> • Reflect on the recreational log, visit to REACH and what was learned from the DSAL guest speakers • Reflect on the impact of meeting outside and having park space in a community 	<ul style="list-style-type: none"> • Visit the park across the street for the meeting • Use the word association warm up to make connections • Share recreation logs & reflections • Write experiences with human rights being respected and violated • Create skits about them 	<ul style="list-style-type: none"> • Understand how recreation opportunities relate to human rights and make a positive impact • Make connections to specific rights • Collaborate to create skits

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**NOVEMBER TUESDAY HOME BASE SESSIONS
EDUCATION AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
Nov. 7	<ul style="list-style-type: none"> • How has education benefitted you? Why is it important in a community? What happens if people don't have access to it? • Reflections on why education matters as part of personal and community health, which can inspire others 	<ul style="list-style-type: none"> • Understand what education is and what it ought be connecting it to the UDHR • Students will share out UDHR connections and choose the 3 most important articles to begin and organize on sticky notes using butcher paper. • Identify the 2 chosen the most and for homework, begin identifying examples using the Making Observations form. 	<ul style="list-style-type: none"> • Participants to think about what education means to them and its impact • How they can apply their education/learning to to make a difference
Nov. 14	<ul style="list-style-type: none"> • Reflecting on stress levels and how to manage them 	<ul style="list-style-type: none"> • Sharing out how they are feeling • Brainstorming strategies to practice independently and also to support others in your community 	<ul style="list-style-type: none"> • To relieve stress and tensions by connecting with each other • To promote healthy ways to constructively manage stress and priorities
Nov. 28	<ul style="list-style-type: none"> • Reflect on the impact of education and going through this process of learning about the UDHR, community health, and action planning • Students will take notes to use for reflection 	<ul style="list-style-type: none"> • Students from the previous Rite of Passage group come present what they learned through their study of the UDHR and taking action sharing what they presented at the human rights youth summit. • Students will take notes to use for reflection 	<ul style="list-style-type: none"> • Participants can learn more about the impact of education and resource programs

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**DECEMBER TUESDAY HOME BASE SESSIONS
LITERACY & FOCUSING ACTIONS AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
Dec. 5	<ul style="list-style-type: none"> • Reflecting on observation examples and the process to focus actions 	<ul style="list-style-type: none"> • Each participant shares out examples from the Making Observations form • Students then identify the #1 issue they want to focus on to narrow it further • Identify 2 or 3 for the group to focus on based on the share out 	<ul style="list-style-type: none"> • Sharing out examples to identify patterns and similarities • Continue to narrow and identify the main issues
Dec. 12	<ul style="list-style-type: none"> • Reflect on the article and issues we have identified • Reflect on the process of collaborating to focus on actions 	<ul style="list-style-type: none"> • Have remaining students share out observations • Look at the list of issues and have students vote on 1 or 2 they want to focus on most based on the group's discussion • Use the What's Next handout to identify right, issues, desired results and possible solutions • For homework, students will formulate questions based on what we need to know 	<ul style="list-style-type: none"> • Vote to identify the issue we will focus on • Begin the process of action planning by pulling all the details together • Focus our actions by using investigative questions
Dec. 19	<ul style="list-style-type: none"> • Students share out questions they identified • Reflect on the process of collaborating to focus on actions and how they are developing skills while contributing to a healthy community 	<ul style="list-style-type: none"> • Discuss what we need to know, research and investigate to continue taking action collecting ideas on the What's Next handout 	<ul style="list-style-type: none"> • To focus our investigation using questions

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**JANUARY TUESDAY HOME BASE SESSIONS
WELLNESS & ACTION PLANNING AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
Jan. 9	<ul style="list-style-type: none"> • Reflections on action planning and questions developed 	<ul style="list-style-type: none"> • Students will share what they learned from their research over the break • Collect information on research questions 	<ul style="list-style-type: none"> • Continue to focus actions through research
Jan. 16	No meeting because of finals week.		
Jan. 23	<ul style="list-style-type: none"> • Reflections on what information we can use to support actions 	<ul style="list-style-type: none"> • Share out what was learned from their research delegating who will be responsible • Create questions for guest speakers based on our share out 	<ul style="list-style-type: none"> • Developing the actions through research and investigation
Jan. 30	<ul style="list-style-type: none"> • Reflections on practicing healthy strategies and managing stress 	<ul style="list-style-type: none"> • Guest speaker counselor from REACH, Michael Alexander to present about health • Strategies to cope with challenges • Resources available at the youth center 	<ul style="list-style-type: none"> • Deepening understanding of physical and emotional well being • Strategies to support physical and emotional health • REACH resources to support physical and emotional health Contrast a fixed versus growth mindset and the health effects

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**FEBRUARY TUESDAY HOME BASE SESSIONS
LITERACY & ACTION PLANNING AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
Feb. 6	<ul style="list-style-type: none"> • Reflect on learning from guest speakers • Share out modifications to survey 	<ul style="list-style-type: none"> • Seniors Morgan Lindow and Alyssa Hanson will present their findings and progress on their senior project focused on feminine hygiene dispensers • Review the surveys and question for the assembly rep making adjustments as necessary 	<ul style="list-style-type: none"> • To inform and focus our action plan • To make adjustments as necessary to progress • Finalize survey prompts and responses
Feb. 13	<ul style="list-style-type: none"> • What are your experiences with managing \$? What are your greatest fears? What do you want to learn more about? • Reflections on what financial literacy is about and why it matters as part of personal and community health 	<ul style="list-style-type: none"> • Sandy Sohcot, director of the World As It Could Be, will facilitate activities to help students consider financial obligations and how to plan to manage \$ more effectively • For homework, students will practice using a budget to keep track of expenses and reflect 	<ul style="list-style-type: none"> • Understanding financial literacy, what it means to them, budgeting and managing \$ in the future
Feb. 20	<ul style="list-style-type: none"> • Reflections on tracking spending from last week • Reflections on media literacy and how it impacts our lives on a daily basis • Reflecting on the importance of evaluating credibility 	<ul style="list-style-type: none"> • Making connections to the impact of media • Identifying real versus fake news • Understanding strategies to determine the validity of news sources • Practice evaluating the credibility of news and sites 	<ul style="list-style-type: none"> • To inform students of how to evaluate news to distinguish between real and fake • To promote media literacy and digital citizenship
Feb. 27	<ul style="list-style-type: none"> • Reflect on the development of the project and what we learn from the guest speaker 	<ul style="list-style-type: none"> • Reviewing the data from the survey results and determining next steps • For homework, bring an example of an artist or other art form that they feel has made an impact regarding social issues or human rights. 	<ul style="list-style-type: none"> • To inform and focus our action plan • To make adjustments as necessary to progress

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**MARCH TUESDAY HOME BASE SESSIONS
THE ARTS AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
March 6	<ul style="list-style-type: none"> • Why is artistic expression essential in a community? What kind of an impact can it make? • Think of an artist who you feel is has made an important impact (whether past or present). What makes this artist/art significant or powerful? 	<ul style="list-style-type: none"> • Share out art representations • Ellen Sebastian Chang, performing arts director, will use exercises to get students thinking about how they will express their issues artistically • Identifying issues/articles they want to focus on to encourage people to contribute to a healthier community using human rights as a framework • Using movement and sound to express issues 	<ul style="list-style-type: none"> • Making connections between art and the UDHR • Reflect on the impact of art and share some examples
March 13	<ul style="list-style-type: none"> • How is art a tool to advocate for human rights? • Reflect on the impact of the art/artists 	<ul style="list-style-type: none"> • Ellen Sebastian Chang, performing arts director, will use exercises to get students thinking about how they will express their issues artistically • Create skits on issues 	<ul style="list-style-type: none"> • Connecting art and evaluating its message and impact • Begin identifying focus issues/rights for the presentation
March 20	<ul style="list-style-type: none"> • Share reflections on article & issue • Reflect on the impact of poetry to express issues 	<ul style="list-style-type: none"> • Ellen Sebastian Chang, performing arts director, will use exercises to get students thinking about how they will express their issues artistically • Go over strategies to create a poem • Identify an article and issue to create poetry 	<ul style="list-style-type: none"> • Focus issues/rights for action planning and the presentation • Practice creating poetry to express human rights issues • Using voice and other nonverbal expression to communicate messages
March 27	<ul style="list-style-type: none"> • Reflect on the impact of monologues to express issues 	<ul style="list-style-type: none"> • Ellen Sebastian Chang, performing arts director, will use exercises to get students thinking about how they will express their issues artistically • Create monologues to present to the group 	<ul style="list-style-type: none"> • Practice creating and presenting a monologue to express human rights issues • Using voice and other nonverbal expression to communicate messages

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**APRIL TUESDAY HOME BASE SESSIONS
ACTION IMPLEMENTATION AS PART OF A HEALTHY COMMUNITY**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
April 10	<ul style="list-style-type: none"> • Reflect on learning about human rights and aspects of a healthy community • Which issues/articles are you inspired to focus on for the presentation? How do you connect to it? What impact does it have in our community? • How will you represent them? 	<ul style="list-style-type: none"> • Brainstorming ideas/inspirations • Determining focus and theme of the presentation • Planning how they will represent the article/community health using the arts through music, dance, poetry, monologues and skits • Begin typing up presentation plan 	<ul style="list-style-type: none"> • Determining the focus, scope, and theme of the presentation • Collaborating to develop ideas
April 17	<ul style="list-style-type: none"> • Check-in on progress of planning presentation • What are they most excited and concerned about thus far? • Appreciations 	<ul style="list-style-type: none"> • Continuing to plan each part of the presentation • Determine roles for various parts whether on or backstage • Rehearsing and making adjustments as necessary 	<ul style="list-style-type: none"> • Collaborating to organize and develop the presentation
April 24	<ul style="list-style-type: none"> • Check-in on progress of planning presentation • What are they most excited and concerned about thus far? • Appreciations 	<ul style="list-style-type: none"> • Continuing to plan each part of the presentation • Determine roles for various parts whether on or backstage • Rehearsing and making adjustments as necessary 	<ul style="list-style-type: none"> • Collaborating to organize and develop the presentation

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**MAY TUESDAY HOME BASE SESSIONS
THE CULMINATION PRESENTATION**

DATE	FOCUS AREAS FOR OPENING AND CLOSING REFLECTION ACTIVITIES	SUBJECT MATTER/ DISCUSSION/ACTIVITY	SESSION OBJECTIVES
May 1	<ul style="list-style-type: none"> • Check-in on progress of planning presentation • What are they most excited and concerned about thus far? • Appreciations 	<ul style="list-style-type: none"> • Continuing to plan each part of the presentation • Determine roles for various parts whether on or backstage • Rehearsing and making adjustments as necessary 	<ul style="list-style-type: none"> • Collaborating to organize and develop the presentation
May 8	<ul style="list-style-type: none"> • Check-in on progress of planning presentation • What are they most excited and concerned about thus far? • Appreciations 	<ul style="list-style-type: none"> • Continuing to plan each part of the presentation • Determine roles for various parts whether on or backstage • Rehearsing and making adjustments as necessary 	<ul style="list-style-type: none"> • Collaborating to organize and develop the presentation
May 15	<ul style="list-style-type: none"> • Check-in on progress of planning presentation • What are they most excited and concerned about thus far? • Appreciations 	<ul style="list-style-type: none"> • Continuing to plan each part of the presentation • Rehearsing on stage and making adjustments as necessary • Determining the best order of the sections to communicate the message effectively (opening/intro, body, and closing/conclusion) 	<ul style="list-style-type: none"> • Collaborating to organize and develop the presentation
May 22	<ul style="list-style-type: none"> • Check-in on progress of planning and rehearsing presentation • Appreciations 	<ul style="list-style-type: none"> • Rehearsal on stage before final presentation 	<ul style="list-style-type: none"> • Collaborating to organize and develop the presentation
May 29-30	<ul style="list-style-type: none"> • Presentation preparation and final presentation on 5/30 at 6:00 p.m. • Students and staff can share final reflections about the impact of the Rite-of-Passage experience 	<ul style="list-style-type: none"> • Final stage rehearsal for community presentation • Communicating learning about human rights, healthy community, and being empowered to make a difference • Presenting to the community 	<ul style="list-style-type: none"> • To present learning and reflections • Demonstrate leadership qualities • Use the arts such as music, dance, poetry, skits, and monologues as expressions of human rights and aspects of community health