



### *I AM ME AND I AM PART OF US*

*Arts-based project with 2<sup>nd</sup> Graders to connect knowledge of human rights with social emotional learning and positive engagement with the greater community*

### **PROJECT CURRICULUM OUTLINE**

*The World As It Could Be* Human Rights Education Program (TWAICB) In Collaboration With Natalia Anciso's 2<sup>nd</sup> grade class at Cesar Chavez Elementary School, San Francisco, CA  
September 2022 – March 2023

Natalia Anciso has been introducing information about the Universal Declaration of Human Rights (UDHR) to her 2<sup>nd</sup> grade classes since 2014 using elements of TWAICB curriculum as age-appropriate. For example, at the beginning of each school year, after introducing the UDHR, Ms. Anciso has her students develop their "Classroom Rights and Responsibilities," helping the students apply UDHR concepts to how they will utilize school resources and interact with each other in a caring and respectful way.

With this project, Ms. Anciso carried out activities in conjunction with her Social Emotional Learning and Social Studies teaching objectives to deepen the connection of how knowing about UDHR principles helps build competencies of being responsible, respectful, empathetic and caring people who positively engage with others in their immediate and extended communities. The students carried out creative arts writing and visual arts activities that helped them grasp the significance of their own personal stories that illustrate who they are as wonderful human beings, valuing their family history and personal identity, as well as who they are as part of their community of other students, their school and the greater world around them. The students also created a collective class poem to reflect each of their roles as part of the greater community.

In conjunction with Ms. Anciso's class work, Sandy Sohcot came in each week to read stories that sparked creative thinking as well as ideas about community connections. Most of the stories were bilingual, and a classroom assistant read the Spanish language stories.

The writings and visual illustrations of the students' ideas were captured and published in a printed book. The students, with the guidance of Ms. Anciso, created a beautiful mural to reflect symbols of their ancestry, nationalities and community. An 11x17 poster of the class mural was printed. The students were celebrated for their learnings and accomplishments in their full culminating presentation that took place on March 24, 2023, and they received the book and poster as part of the celebration.

### **PROJECT OBJECTIVES:**

- Provide 2<sup>nd</sup> grade students the following learning experiences:
  - Activities to help students embody human rights concepts, such as what it feels like, looks like and sounds like to treat others with respect and dignity;
  - Creative arts activities that encourage reflection of each student's personal story, including their country of origin, their family members and their unique qualities;
  - Gain social emotional learning competencies, especially about being respectful and empathetic toward others, such as when personal stories are shared with each other;

- Gain a positive sense of themselves to then support their abilities to constructively interact with others;
- Have a Rite-of-Passage opportunity to put together both a beautiful book of their creative expressions, that they will then have as a remembrance, as well as a culminating presentation for their school community, where they will be celebrated for what they have learned and accomplished.

**TWAICB PROJECT OBJECTIVES:**

- Demonstrate how to effectively utilize TWAICB curriculum at the elementary school level, so that young students can gain long term benefits from the knowledge of human rights principles;
- Help convey how knowledge of the UDHR can provide meaningful context for gaining social emotion learning competencies and motivation to engage positively with others and the greater community;
  - Help convey what Human Rights Education is about;
- Continue to demonstrate the importance of the creative arts in deepening both learning of complex concepts and inspiring others about the importance of these concepts;
- Continue to provide youth the opportunity to experience their positive sense of self, their importance as part of a greater community, and their agency to use their voices and creative expressions to inspire others.

**NATALIA ANCISO/TEACHER PROMPTS FOR INDIVIDUAL POEMS AND VISUAL ART ACTIVITIES:**

(Listed in the order presented to the students between September 2022 and February 2023)

- What are three things that you love?
- Describe a character from the story just read.
- Use three different words to describe yourself to finish the sentence that starts, “I am...”
  - ◆ Use adjectives to add to each word. For example, “I am very funny.” Or, “I am a happy big brother.”
- What are good food smalls that remind you of home?
- What are traditional foods from our countries?
- What are your favorite family foods?
  - ◆ Write about them by completing the sentence, “I am...” For example, “I am tacos.”
  - ◆ Draw pictures of your favorite foods.
- What are the colors of your country?
  - ◆ Write about these colors by completing the sentence, “I am...” For example, “I am red, white and blue.”
  - ◆ In conjunction with this exercise, as part of Social Studies learning objectives, students were gaining an understanding of where their ancestors came from.
    - One art project was to create an ancestry doll.
    - Students studied flags from their countries and what each color represented.

- Around the Day of the Dead, students learned about monarch butterflies representing their ancestors.
- What do you see looking out your window, both at school and home?
  - ◆ What do you see, picturing your window from your home country?
  - ◆ Write about this by completing the sentences, “I see....”
- What do you hear as you look out your window, both at school and home?
  - ◆ Create a soundscape, defined, in a [write-up by National Geographic](#), as students discussing the natural and human-made sounds that help to define a sense of place.
  - ◆ Describe what is heard by completing the sentence, “I hear...”
- Choose your favorite thing to look at and hear.
  - ◆ Describe these by completing the sentence, “I am...” For example, “I am a loud house full of love.”

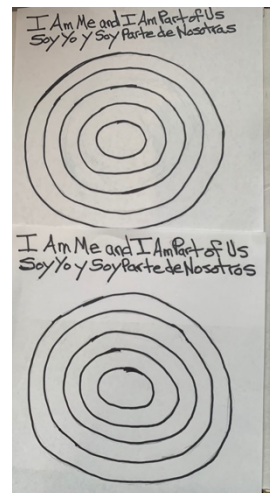
To get illustrations for the book of individual poems, students selected their favorite art project.

#### PROMPTS FOR THE COLLECTIVE CLASS POEM:

The students spent time outside, seeing nearby streets. They also read the book “Me On the Map.”

The students also used the worksheet made up of concentric circles, shown here, to fill in themselves at the center, then labeling the next degree of community at each of the next circles, such as classroom, then neighborhood, then city, then state, then country, then other countries in the world.

- The students were then asked to write sentences that completed:
  - ◆ What do you see, hear and smell?
- On the worksheet of concentric circles, the students wrote out sentences to describe,
  - ◆ “This is my class.” “This is my school.”
  - ◆ They then wrote sentences that described themselves as part of the different circles, completing the sentence, “We are...” For example, “We are Cesar Chavez.” “We are the Mission.” “We are San Francisco”



#### PROCESS FOR CREATING THE CLASS MURAL:

Students looked at different pictures of the Mission neighborhood and selected the ones they wanted to use for the mural. A collage of the different pictures for added to the mural paper. The butterflies on the mural represented migration and the ancestors of the students. The central butterfly contained the colors of the flags of the students’ countries, as well as patterns and colors from the ancestry dolls the students had created to represent their ancestors.