

**REX FOUNDATION**  
**THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROJECT**  
**ACCOMPLISHMENTS AND IMPACTS FROM DECEMBER 2006 – MARCH 2011**

YEAR	PLANNED INITIATIVE(S)	ACCOMPLISHMENTS	IMPACTS
2006	An original production called <i>The World As It Could Be – A Declaration of Human Rights</i> , created by youth from three non-profit organizations that utilize the arts in their work, to dramatize the importance of the Universal Declaration of Human Rights (UDHR).	<ul style="list-style-type: none"> <li>• Two live performances in San Francisco: <ul style="list-style-type: none"> <li>▪ December 7, 2006 at the Presidio for convening of leaders of Presidio non-profit organizations and project sponsors</li> <li>▪ December 8, 2006 at Balboa High School assembly, as part of that School’s curriculum on human rights.</li> </ul> </li> <li>• STUDIO BayCat, a Rex grantee, videotaped the performance and produced DVDs</li> <li>• DVDs distributed as a teaching tool for the International Convention on Human Rights, to project participants and sponsors;</li> <li>• Video of the performance streamed on the Rex Foundation website</li> </ul>	<ul style="list-style-type: none"> <li>• 20 youth involved in developing the performance gained knowledge of the UDHR and the experience of teaching adults and peers <ul style="list-style-type: none"> <li>▪ A majority of the youth participated in the 2007/08 initiative.</li> </ul> </li> <li>• Audience of approximately 100 adults at the Presidio, many of whom vocalized new awareness of the UDHR</li> <li>• Balboa student body of 1,100 saw the performance, demonstrating total engagement and appreciation of the material</li> <li>• New collaborations among the participating non-profits</li> </ul>
2007/ 2008/ Jan-Apr 2009	<ul style="list-style-type: none"> <li>▪ Rex Foundation newsletter <i>Perspectives on the Will to Change</i> to explore Political Will</li> <li>▪ An original production called <i>The World As It Could Be – Where There’s A Will There’s A Way</i>, created by the youth Performance Troupe of Destiny Arts Center, along with complementary creative elements overseen by 2 other Rex grantees, to explore exerting the <i>will</i> to manifest the words of the UDHR</li> <li>▪ Pilot public school curriculum to integrate the creative arts to deepen the learning of the UDHR</li> </ul>	<ul style="list-style-type: none"> <li>• Two live performances: <ul style="list-style-type: none"> <li>▪ January 11, 2008 at Balboa High School, and videotaped by Studio BAYCAT.</li> <li>▪ April 14, 2008 at Oakland Tech High School in Oakland, CA. <ul style="list-style-type: none"> <li>➢ This performance was a variation of the January 11th production, reflecting additional elements from the Destiny Arts Center’s 2008 programmatic work, called “Game Over: Escaping from the Dropout Factory”;</li> </ul> </li> </ul> </li> <li>• Produced a Chap Book of creative writings about human rights and political will developed by three Freshman classes at San Francisco’s Raoul Wallenberg High School, working with writing tutors of Rex grantee 826 Valencia;</li> <li>• Produced a CD of an anthem written and performed by youth of Youth Movement Records, another Rex grantee, in connection with developing the dramatization.</li> </ul>	<ul style="list-style-type: none"> <li>• Brought awareness of the UDHR to one of Oakland’s largest high schools. <ul style="list-style-type: none"> <li>▪ Approximately 400 students watched the performance.</li> </ul> </li> <li>• Destiny Arts Center’s 2008 programmatic work, called “Game Over: Escaping from the Dropout Factory” was inspired by the Rex project, and focused on how the UDHR was a vehicle for escaping the “Drop Out Factory”. <ul style="list-style-type: none"> <li>▪ Performed to audience of 2,500</li> <li>▪ Between March 2008 and January 2009, approximately 20,000 people saw excerpts of the show, including 11,000 at the Bioneers Conference</li> </ul> </li> <li>• Connected with approximately 100 students at Raoul Wallenberg High School to create the Chap Book. <ul style="list-style-type: none"> <li>▪ The Deputy Superintendent of the SF Unified School District received the Chap Book directly from the high school as an</li> </ul> </li> </ul>

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2007/ 2008/ Jan-Apr 2009 (Cont'd)			<p>current period.</p> <ul style="list-style-type: none"> <li>• February 2009, presented 2 hour workshop to University of San Francisco graduate class on human rights education. <ul style="list-style-type: none"> <li>▪ One of the students in that class quoted Ellen Sebastian Chang's interview in the Rex newsletter as part of her final paper on stopping hate crimes in the LGBT community.</li> </ul> </li> <li>• April 2009, participated in the Human Rights Awareness Tour at Central Washington University, speaking to approximately 80 students, of which only 3 noted prior awareness of the UDHR.</li> <li>• April 2009, Andrea McEvoy Spero submitted her dissertation proposal to 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". <ul style="list-style-type: none"> <li>▪ This dissertation will include full evaluation of the effectiveness of the Rex Foundation project.</li> </ul> </li> </ul>
May 2009/ Dec 2010	<ul style="list-style-type: none"> <li>▪ Continue pilot of curriculum with two high schools to refine curriculum and teacher training tools</li> <li>▪ Create 3-Day Training Institute for August 2010 for teachers implementing the project in 2010/11 School Year in collaboration with the University of San Francisco</li> </ul>	<ul style="list-style-type: none"> <li>• On December 9, 2009, Juniors in the Future Leaders of Social Change Academy of Arroyo High School, San Lorenzo, CA, put on a Town Hall for the 300+ students and faculty of their Academy. On December 10<sup>th</sup>, students from several different classes at Balboa High School in San Francisco, put on a full school assembly.</li> <li>• Recorded the performances for DVD production and video presentation via the Rex website and other media</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teachers identified multiple benefits that resulted from involvement with the project in addition to learning about the UDHR, including: <ul style="list-style-type: none"> <li>▪ Students that were otherwise less engaged in their academic work, demonstrated enthusiastic involvement in the UDHR studies that continued past the culminating presentations</li> <li>▪ Students noted they gained new</li> </ul> </li> </ul>

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	<p>International &amp; Multicultural Department of the School of Education</p> <ul style="list-style-type: none"> <li>▪ Develop Curriculum Materials based on pilot experiences</li> <li>▪ Begin planning of original dramatization to convey the importance of the right to an education</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded reflection sessions with teachers and students involved in the Arroyo High School project to help evaluate the project and provide material for the project’s curriculum.</li> <li>• Andrea McEvoy Spero initiated her pilot research for her dissertation on the project with formal observations at Balboa High School</li> <li>• Held a special project dedication ceremony at Balboa High School, which included recording student and teacher reflections on the project</li> <li>• Published first edition of the curriculum in April 2010</li> <li>• Began to identify additional schools in the Bay Area to implement the project in 2010/11</li> <li>• Presented curriculum at Boston Arts Academy Summer Institute to teachers and administrators from the Boston Public School District and beyond.</li> <li>• Presented August 3-5 Institute with outstanding team of presenters to 20 participants from Bay Area high Schools and non-profit organizations, receiving highly positive evaluations.</li> <li>• Developed project plan for “Lesson Plans”, an original production about the right to an education, to be collaboratively created by Destiny Arts Center and Youth Speaks, under the creative direction of Ellen Sebastian Chang, with planned public presentation for mid-January 2011</li> <li>•</li> </ul>	<p>understandings about how to be more open to differences, rather than forming opinions based on assumptions</p> <ul style="list-style-type: none"> <li>▪ Students in special needs classes experienced being part of the greater school community rather than being separated</li> <li>▪ Organizing for the culminating presentation encouraged higher levels of student performance than generally observed</li> <li>▪ Students demonstrated more positive social interactions with their peers and teachers</li> </ul> <ul style="list-style-type: none"> <li>• Bay Area school administrators and teachers see the project as a positive addition and enthusiastically endorse being part of the August training institute and 2010/11 project implementation</li> <li>• Curriculum very well received at Boston Arts Academy Summer Institute, with participants identifying how they will incorporate it in their schools and classes in 2010/11.</li> <li>• Curriculum very well received at the August 3-5 Institute, with the 3 teachers from Mandela High School implementing the project in the fall 2010.</li> <li>• The Creative Arts professional presenters want to continue to be involved in the project, and a planning meeting took place September 10, 2010.</li> <li>• USF faculty seek to deepen the collaboration with the project.</li> </ul>

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Jan – Mar 2011	<ul style="list-style-type: none"> <li>▪ Present original dramatization to convey the right to an education</li> <li>▪ Continue to distribute curriculum and identify professional development opportunities</li> <li>▪ Identify strategic collaborations to raise awareness about the UDHR and to implement the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• “Lesson Plans” was presented to the public on Thursday, January 20, 2011 at Laney College in Oakland, CA. The performance was recorded for wider distribution via DVD and video streaming.</li> <li>• Began meetings with the Alameda County Office of Education Alliance for Arts Learning Leadership (ACOE) to develop collaborative project using <i>The World As It Could Be</i> curriculum as part of ACOE’s Professional Development Program</li> <li>• Presented the curriculum at the March 4-6, 2011 California Council for the Social Studies Conference</li> <li>• Participated in the March 18, 2011 Amnesty International USA (AI) Meeting of Human Rights Educators held in conjunction with AI’s General Meeting</li> <li>• Invited to participate in Stanford University’s Program to develop human rights education curriculum for community college and high school teachers</li> </ul>	<ul style="list-style-type: none"> <li>• The youth involved in developing “Lesson Plans” reflected the following during a debriefing meeting about the project: <ul style="list-style-type: none"> <li>▪ Learning about the history of the UDHR and educational policy inspired them to take their own education more seriously;</li> <li>▪ They realized they wanted to look forward to their school involvements as much as they looked forward to the project work, finding the project work stimulating, educational, creative and fun.</li> <li>▪ The use of the creative arts helped them better understand the issues related to universal rights and education, as they had to interpret what they learned through movement, drama and spoken word.</li> </ul> </li> <li>• Destiny Arts Center incorporated segments of “Lesson Plans” in their Youth Performance Company 2011 Performance Project called “Free – Voices from the Curbside”. “Free” was presented to the public March 25-April 3, 2011, and will be performed at other public programs throughout 2011, such as the Bioneers Conference, reaching approximately 10,000 people.</li> </ul>