

Beverly Seminar Curriculum

Beverly Seminar has been uniquely designed to address the character education needs of Beverly Hills High School students. The rich curriculum is intended to challenge students' minds and empower their sense of well-being. The seminar provides a consistent weekly format of ethical dilemmas, case studies, service-learning projects, class discussions, group activities, media/society evaluation and reflection. The 20-week curriculum engages students in ongoing, interactive classroom activities that teach and reinforce positive principles of character. By participating in these activities, Beverly Hills High School students will learn the importance of making good choices and the benefits of demonstrating good character.

The Beverly Seminar curriculum has been divided into six sections. Each section focuses on a specific theme.

- **Identity** – “Who am I”
- **We vs. They** – “Who are We?” “Who are They?” “How are we/they created?”
- **Case Study** – Using the lens of the Holocaust and other genocides to understand choices and consequences.
- **Judgment and Memory** – “What is Justice?” “How are Memories created?” “How do we forgive?”
- **Individual Decision Making** – “How do I make good choices?” “What is my vision for the future?”
- **Participation** – Create a Service Learning Project.

IDENTITY SECTION

Complexity of identity: Who am I?

Big Ideas/Essential Questions	Activities
<p>Shaping Identity</p> <ul style="list-style-type: none"> ➤ What factors shape my identity? ➤ How do others shape our identity? ➤ Peer Pressure ➤ Identity can change/evolution (human development) ➤ Community identity of Beverly Hills, Society, World (macro/micro) 	<p>Week one</p> <p>Identity Chart Emotional (EQ) test Jesus Colon – Little Things are Big FW – Coat of Arms (goals, favorite things, what makes you unique, people you admire, can be collage of images that show you) hw at the end of the week – create on paper that goes into binder – or front of binder. Starting Vision binder – binder used for class including goals.</p> <p>Week two</p> <p>Multiple Intelligences/Learning Styles (Naviance program—sophomores do Meyers Briggs, this would be more geared to how you learn) Beverly Hills Tutoring</p>

<p>Creating supportive, reflective classroom environment (establish this environment with first unit, will continue throughout)</p> <ul style="list-style-type: none"> ➤ Climate of reflection, opportunity for metacognition ➤ Community-building ➤ Positive thinking – recognize that thoughts lead to actions, which lead to results ➤ Results of negative thinking ➤ Getting out of comfort zone – positive risk-taking 	<p>Company (time management/study skills) Scavenger hunt for BHHS (who do you go to for different questions) – could include just first semester, either Health or Beverly Seminar Excerpt from 7 Habits of Highly Effective Teens</p> <p>Week three Names & Identity HW/Assignment: Interview parents/grandparents... (Identity-related) Muhammad Ali – public and private identity (how do we see ourselves v. how do others see us) Online Identity – Autumn Edows/Jess excerpt from PBS video <i>Growing Up On-line</i> (and related issues – how do students present themselves on-line? Creating my space pages...) Freedom Writers Line Game, including reflection</p> <p>Week four Identity and role models (Maya Angelou & Uncle Willie clip) Present information from interviews (in groups) “Orientation Day” (“Who are we? Lesson from <u>Choices</u> curriculum)– What shapes our identity? (Include what shapes our identity as a teacher? Requires honest sharing. Also include Beverly Hills/environment as influence) Body Image (e.g. “Eye of the Beholder”) Media analysis of images – reflection on what is “standard of beauty” in our own community?</p> <p>Week Five What would be the “perfect” person? Discussion/reflection Identity and race – does race exist? PBS Video <i>Race: the Power of an Illusion</i> Eugenics Freedom Celebration story as reflective piece at the end of the week</p>
<p>Not yet incorporated (could be included in later sections or as resources depending on student discussions): Maple Center Counseling Brain development <i>Conformity and Identity</i> Freedom Writers vignettes School Counselors <i>Environment and Identity</i></p>	

WE/THEY SECTION

Big Ideas/Essential Questions	Activities
<p>What is “we/they” and why and how is it created? (Membership)</p> <ul style="list-style-type: none"> ○ What does it mean to be part of a group? Who determines membership in a group? ○ Why do we need to put people into categories? ○ Why do we compare with others? ○ Who gets to be “we”? <p>What is the effect of we/they divisions?</p> <ul style="list-style-type: none"> ○ What does it feel like to be the “we”? ○ What does it feel like to be the “they”? ○ Power of stereotypes – how are we influenced by stereotypes? (Either as object of stereotypes or when making stereotypes?) ○ The danger of we/they (placing value on differences), positives/natural tendency towards defining groups ○ Universe of Obligation – How do we determine to whom we feel a sense of responsibility? 	<p>Week One (week six of semester)</p> <p>Day 1: “In Group”/Eve Shalen – in discussion, tie to groups at BH</p> <p>Day 2: What do we do with a variation? – Make explicit connections to Beverly Introduce Immersion project (off-campus) – students have to go out and immerse themselves in culture/religion that is different than them. (We would have to set up, get waivers signed... – could be due several weeks later—week 9? Quarter final?)</p> <p>Day 3: “Party scene” – label students—could use “labels” from Beverly (e.g. Persian students, pregnant student, stairway smokers...); student doesn’t know, but people treat them as that. Needs plenty of time for debrief and reflection piece.</p> <p>Day 4: Feelings Change scenarios (feelings/opinions change as get more information), reinforce why doing immersion project, give assignment to explore a group on campus they don’t know to get more information – look at bulletin and go to a club meeting (e.g. athlete going to robotics club...) Reflection piece (including what we/they exists at BH, breaking through information gaps between groups)</p> <p>Week Two (week seven of semester)</p> <p>Day 1 <i>Stereotyping</i> reading (maybe HW before start? – brings idea of stereotyping to very individual level – could be part of discussions) David Cash/Bad Samaritan video with Universe of Obligation, tie to situations might encounter at BHHS</p> <p>Day 2 Something focused on BHHS</p>

	<p>Beverly Pride, Beverly's identity as a "we" Perception versus reality of BH identity? How is BH portrayed in media? (TV/film portrayal?)</p> <p>Day 3 <i>Laramie Project</i> (45 minute film) Reflection/Debrief Universe of Obligation</p> <p>Day 4 Poem from A Day of Understanding. Toast for Change – stand in circle, glasses of apple cider – each student identifies change they want to make in their own life. Reflection piece. (Could do later in thinking about a change for the community, maybe use toast instead of apple cider)</p>
<p>Some ideas during this unit: Persian Jewish culture, Persian culture Help students think about where they fit in Climate of reflection, opportunity for metacognition Tolerance → appreciation → celebration Peer Pressure Civic Participation Responsibility, "Beverly Way" Having pride in school Integrity/honesty Learning about all cultures Parent involvement/communication</p> <p>Not yet incorporated (could be included in later sections or as resources depending on student discussions): <i>We and They</i> poem (Kipling) Tolerance for Homosexuality Field Trips (Skirball, Watts Towers, Olvera Street)</p>	

CASE STUDY SECTION

Big Ideas/Essential Questions	Activities
<p>What are the steps toward dehumanization?</p> <ul style="list-style-type: none"> ○ What are the conditions needed for a functioning civil society? ○ What are the factors leading to bystanding or upstanding? What are the consequences of those choices? ○ What are the pressures for conformity/obedience? ○ What is the influence of mass media? 	<p>Week One (week EIGHT of semester)</p> <ul style="list-style-type: none"> ○ Anti-Semitism gallery walk ○ Parent interviews – perhaps in pairs, with the child actually having more of a listening role, the friend leading the interview—focus on experience with discrimination, oppression, dehumanization (whether racial, gender, ability, or other group membership) – transition from we/they – could be assigned in prior week ○ Introduction to case study – including why looking at this history ○ Treaty of Versailles ○ 20s/Weimar Module – effect on ordinary Germans <p>End with Reflection</p> <p>Week Two</p> <ul style="list-style-type: none"> ○ Rise of Nazis - Café Conversation?, 1932 Election, “Hard Times Return” ○ Sequence of laws – small steps to Nuremberg laws/Kristallnacht, <i>Heil Hitler?</i> ○ Mass media, propaganda – Goebels (choice of propaganda articles and/or image analysis) ○ Range of Choices (can bridge 20s/30s) – various articles, student groups represent visually or acting out situations <p>Week Three</p> <ul style="list-style-type: none"> ○ Obedience/Conformity – Milgram Experiment (video <i>Obedience</i>), Stanford Prison Experiment (slides on-line) ○ Reserve Police Battalion 101, Abu Ghraib – in contrast, Andre from “Taking a Stand” ○ Bystanding - Kitty Genovese, connection to current events? – Expanding range of choices – helping students recognize that there are a range ○ David Cash (<i>Bad Samaritan</i>), Personal strategies for how to talk to others <p>Week Four</p> <ul style="list-style-type: none"> ○ Martin Niemoller quote (reflective opportunity – could end this week or begin

	<p>week four), <i>The Hangman</i> (p. 204)</p> <ul style="list-style-type: none">○ Planning Mass Murder (Wannsee Conference – ultimate dehumanization)○ Holocaust itself – video: <i>I'm Still Here, Night, Schindler's List, Genocide? Or: found poems with survivor testimony</i> <p>Film showing after school for Beverly Seminar students?</p> <ul style="list-style-type: none">○ Resistance & Rescue – Le Chambon, Denmark (<i>Miracle at Midnight</i>), <i>Courage to Care, Blessed is the Match</i> (Hannah Senesh)? <p>Reflection</p>
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JUDGMENT/MEMORY SECTION

Big Ideas/Essential Questions	Activities
<p>What is justice?</p> <ul style="list-style-type: none"> ○ How do we determine guilt and responsibility? ○ How do you rebuild after collective violence? How do you achieve reconciliation? ○ What does it take for forgiveness? What is the role of forgiveness? Can it be achieved? How does an individual obtain peace? <p>What do we choose to remember? Why remember?</p> <ul style="list-style-type: none"> ○ What are the legacies? How does this affect us today? 	<p>Week One (week TWELVE of semester) (Macro level)</p> <ul style="list-style-type: none"> ○ (2 days) Nuremberg Trials – justice after the Holocaust (individuals – who has responsibility? <i>Nuremberg Remembered</i> video clip on the trials, jigsaw stories of particular individuals such as leader of Hitler Youth, editor of newspapers...) ○ (Block day) South Africa’s Truth and Reconciliation Commission (TRC), including enough background to contrast apartheid with segregation, use <i>Facing the Truth</i> ○ Reflection – what is justice? Connect to current (Cambodian trials? Darfur? Local legal case?) <p>Week Two (Micro level)</p> <ul style="list-style-type: none"> ○ What are memorials? What purpose do they serve? Maya Lin video (Vietnam War memorial or Civil Rights memorial excerpt) ○ Walk of BH? Scavenger hunt in groups of 4 or 5. Share what each group discovered. (Oil well/tower of hope; conclude with an assembly in auditorium...) ○ Create own memorials either for the Holocaust or for someone/something that is meaningful for them. Can do individually or groups. ○ (Friday) Field trip to Museum of Tolerance – including Tolerance Center <p>Reflection</p>

INDIVIDUAL DECISION-MAKING & SERVICE LEARNING

Big Ideas/Essential Questions	Activities
<p>How do I make good choices?</p> <ul style="list-style-type: none"> ○ How does all of this relate to me? Why have we engaged in the curriculum? ○ Where am I going to go from here? What will I take from this for my own life? <p>What kind of vision do I have for the future?</p> <ul style="list-style-type: none"> ○ What kind of person do I want to be? What choices do I make to become that? What kind of experience do I want out of high school? ○ What kind of community do I want? What actions should/can I take to create that community? 	<p>Week One (week FOURTEEN of semester)</p> <ul style="list-style-type: none"> ○ Reflection from case study: How does this relate to me? To Beverly Hills? ○ (2 days) It's 10 years from now (or 15 or 20) – you are on the front cover of a magazine. Which one is it and why are you there? Students will create a magazine cover, write an article. Might be in computer lab. Might do peer editing or share. Could post afterwards, do gallery walk. ○ Intrinsic v extrinsic motivation <p>Week Two</p> <ul style="list-style-type: none"> ○ What kind of community do we want to create here at BHHS? What are the issues in our community? (Gives opportunity for students to raise issues of bullying, diversity, depression, peer pressure, suicide, harassment, drugs & alcohol, cyber bullying) ○ Introduce service learning project <p>Weeks Two through Four</p> <p>Work on service learning project, but also bring in speakers, readings, activities, and discussions, that are particularly important for our unique classes. Could use Facing History website, <i>Be the Change</i> for role models – student examples of making a difference. This period may also be when students articulate needs, challenges, that teacher needs to be aware of and help with. Counselors can help; students need to know that teachers are mandated reporters.</p> <p>Potential speakers: counselors – where to find help Administrators – consequences of actions Students from ASB Graduates/alum Parents Maple Center</p>

	<p>Also include student workdays, reflections, and journals.</p> <p>Could have parent groups join – spend 5-10 minutes talking about an issue, then split into groups for discussion.</p> <p>Could also have parents come in to watch student presentations. (Can also invite faculty, administrators, and community members.)</p> <p>Imbed practice of students presenting to each other about their ideas. During last weeks, students present projects to peers (brainstorm ideas, overcoming obstacles...) before present to others.</p> <p>Final Exam – or expand into week Five</p> <ul style="list-style-type: none">○ Project presentations – what did they learn and how did the seminar change them?
<p>Issues to guide students to consider/make sure are part of thinking about whether these are issues for the community:</p> <p>Peer Pressure</p> <p>Basic Self Esteem, body image</p> <p>Bullying, including cyber-bullying</p> <p>Internet safety</p> <p>Cheating</p> <p>Trash/graffiti</p> <p>Learning about all cultures</p> <p>Sex/STDs</p> <p>Suicide</p> <p>Drugs & Alcohol</p>	