



Justice and Rights

EXPEDITION TITLE

Justice and Rights

Expedition Driving Question:

How can we seek justice in our lives and globally for human rights?

Expedition Deep Hope:

The deep hope is that we would stand up for human dignity and seek justice, just as Christ has done.

Expedition Verse:

"This is what the Lord Almighty said: 'Administer true justice; show mercy and compassion to one another. Do not oppress the widow or the fatherless, the foreigner or the poor. Do not plot evil against each other.'"
– Zechariah 7:9-10

LEARNING PLAN TITLE

We Are Researchers

Learning Plan Number: 11

Learning Targets:

1. I can research information on nutritional value at our school.
2. I can formulate a plan to present the information.

Habit(s) of Learning:

Joy-filled Collaborating

CUMULATIVE TIME



80 MIN

ICON KEY



Learning activities that support your document panel with visual artifacts are indicated by a push-pin and paper icon in the activity title.




Learning activities connected with sponsored children are indicated by a helping hands icon in the activity title.




Learning activities that support your community engagement project are indicated by a community icon in the activity title.



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Gallery Walk <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 6.11.a Student Materials: "Verses and Quotes"
<p>Before: Set out quotes and Bible verses.</p> <ul style="list-style-type: none"> Prepare students by telling them they will be walking around the classroom looking at the quotes/verses to get into the right mindset for today. They should do this without talking. Give each student two sticky notes. Tell students they will be curious thinkers by using the prompts to write on as they look at the pictures. They may fill the sticky notes out as they walk around the room. <p>Plan on 5 minutes for students to walk around during the gallery walk.</p> <ol style="list-style-type: none"> I notice ... I wonder... <ul style="list-style-type: none"> Have students walk around the room with a partner to look at the quotes and verses. They should talk only to their partner. While at each quote or verse, partners should discuss aloud anything they notice or wonder about the verse/quotes. Gather as a whole group and ask volunteers to share responses. Tell students that this will be setting the tone today as we work towards justice. 		

LEARNING ACTIVITIES


Think, Pair, Share <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Make sure the learning targets are posted where students can see them around the room. <ol style="list-style-type: none"> <u>I can research information on nutritional value at our school.</u> <u>I can formulate a plan to present the information.</u> <ul style="list-style-type: none"> Tell students to first think for themselves about the learning targets. Give them a few moments to do this. Then give students time to discuss their thoughts with a partner. Give them a few minutes for this. Finally, students will share their responses with the whole class. 		



ACTIVITY TITLE	TIME	RESOURCES
Big Question, Little Questions Engage the Learning Targets (ELT)	15 min	<input type="checkbox"/> 6.11.b Teacher Resources: “Main Question Web”
<ul style="list-style-type: none"> On the board, write down the main research question with a circle around it, “How nutritious is the food at our school?” Have students gather in small groups and brainstorm multiple specific questions based off of the main research question. Once they have come up with a few more specific questions, the groups should come to the board and add their questions to create a web. <p>Teacher Note: In this example, students choose the right to survive. Follow a similar framework if your class would like to engage with another right. For more guidance on how to design and implement your “Community Engagement” project, check out Appendix A: The Educator’s Guide to Community Engagement.</p>		
Research Nutritional Value Engage the Learning Targets (ELT)	35 min	<input type="checkbox"/> Guest: health provider or dietician <input type="checkbox"/> Computer or iPad <input type="checkbox"/> https://www.choosemyplate.gov/WhatsMyPlate
<p>Before: Have a health provider/dietitian come in to speak to the students about what should be in a nutritional diet for students their age.</p> <ul style="list-style-type: none"> Students will each have a computer/iPad. In order to investigate the question: “How nutritious is the food at our school?” students also need to learn what the experts say about nutrition. If an expert is available, have them visit now. Allow students to ask any questions they have from the previous activity. Students will also go to the website “Choose My Plate” and write down any notes that will be helpful in knowing, “What should be in a nutritious diet?” Students will pair up with a partner and together circle any information they wrote down that is the same. Partner groups will share aloud any of their circled information. Students should write this information on large chart paper. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>'Thanks, Wow, Help' Reflection</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 10 min	<input type="checkbox"/> Large chart paper
<ul style="list-style-type: none"> Ask the class to make a large circle. Tell students to go around the circle sharing a 'Thanks' from today. Not all students have to share and they do not need to go in order. (i.e.: Thanks for (student name) sharing their research with me. Thanks for the nutritionist for taking time to speak to our class.) Then give the students the prompt of 'Wow.' This is where they should think of anything that made them go 'Wow' from today's lesson. (i.e.: Wow, I did not realize all the vegetables we should be eating.) Lastly, students will get to share a 'Help' or 'Wondering.' The 'Help' should be one thing they want to continue to work on with the research report. The 'Wondering' may be something that they still wonder about the community engagement. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Take a picture of the chart paper from the "Research Nutritional Value" activity to add to the document panel. Also, if you have an expert come talk to the students about nutrition, take a picture of them to add to the document panel.		
OPPORTUNITY TO DEEPEN THE LEARNING		
Students could do more research with the project by having another expert visit to talk about the food program. i.e., the cook of the school could come and discuss what state regulations need to be followed for school lunches.		