



# 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 Communicators

Learning Plan Number: 12

#### Learning Targets:

1. I can analyze the research.
2. I can prepare to present the information.

#### Habit(s) of Learning:

Courageous Designing

## 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
<b>Marie's Story</b> Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> <a href="https://www.youtube.com/watch?v=wNumTL DaZD0">https://www.youtube.com/watch?v=wNumTL DaZD0</a>
<ul style="list-style-type: none"> <li>To set the tone for the day by watching Marie's Story (YouTube)</li> <li>First think about the prompts silently: <ol style="list-style-type: none"> <li>Consider how Marie's story is different than your own.</li> <li>Consider how Marie's story may be similar to your sponsored child's story.</li> <li>Consider our own food nutrition and the nutrition of Marie's story.</li> </ol> </li> <li>Turn to an elbow partner and share one part of Marie's story that stood out to you.</li> </ul>		


## LEARNING ACTIVITIES

<b>Circle and Squares</b> Introduce the Learning Targets (ILT)	 5 min	<input type="checkbox"/> Copy of learning targets printed out for each student
<ul style="list-style-type: none"> <li>Give all students a copy of the learning targets. <ol style="list-style-type: none"> <li><u>I can analyze the research.</u></li> <li><u>I can prepare to present the information.</u></li> </ol> </li> <li>Tell students to circle any words they have questions about or are wondering about.</li> <li>Tell students to put a square around any words that they feel confident they understand.</li> <li>Gather together as a class. Have volunteers share a circle or a square word.</li> </ul>		
<b>School Lunch Menu Analysis</b>  Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> Chart paper
<p><b>Before:</b> Make sure to have a copy of the school lunch menu for a week. Also make sure the chart paper from the previous lesson is posted.</p> <ul style="list-style-type: none"> <li>Students should examine the lunch menu and jot down any ways that their lunch menu may not be fitting the nutrition values written on the chart paper.</li> <li>Ask for volunteers to share any differences they notice. Create a new list on chart paper of any of the concerns students have about the nutritional value of student lunches.</li> <li>To narrow down the topic, students will do the "Take a Stand" activity. Students should decide what they want changed with their school lunches. Put each list item in a different area of the room. Students will need to move to the area of the room that they most align with, "taking a stand." The area with the most students is the topic that students will address in a presentation for community engagement.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Presentation Preparation</b>  Engage the Learning Targets (ELT)	 35 min	
<ul style="list-style-type: none"> <li>Consider your audience. Have students create a list of people they could present the issue to about school lunches. (Note: lead students into suggesting the administrator of the school.)</li> <li>Now divide students into five groups. Each group will be responsible for one portion of the report. The groups are as follows: <ol style="list-style-type: none"> <li>Group 1 – Introduction of the report: Explain your research topic, why you chose it, who participated, the methods used to gather data, and all the information you consider relevant.</li> <li>Group 2 – Visuals for the report: The students will come up with a visual to show during the report (this could be put on a screen or a poster report).</li> <li>Group 3 – Findings: Explain what you have discovered. Discuss the conversation with the nutritionist about the importance of nutritional value.</li> <li>Group 4 – The Pitch: Discuss the key issues and summarize your viewpoints. It is important to make recommendations about how things can be improved. They should be realistic and achievable objectives for people who want to get involved in the solution.</li> <li>Group 5 – Conclusion: Summarize the main points of the report. Also, they should add any final remark and if their audience has any questions for them.</li> </ol> </li> </ul>		

## EXIT EVENT

<b>Circle and Square Reflection</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	
<p>For this reflection, students should look back at their learning target paper. If they wrote any circles around any words they were wondering about or had questions about, but now understand, they should square those words. If their questions have not been made clear, students should make another comment or question that the teacher could answer. Students should hand in the papers for the teacher to review</p>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<p>Include the school lunch menu on the document panel as a reminder of the research work completed.</p>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<p>Go deeper by looking more at the national program for lunches.</p> <p>Also, you could research what a famine is. What is needed for something to be so dire as to call a hunger crisis a famine? What external factors are at play? Use World Vision resources to explore this issue in our world. Look up other hunger issues in the news.</p>		