



# 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 Standing Up

Learning Plan Number: I3

#### Learning Targets:

1. I can stand up for my right to survive.
2. I can confidently present my report.

#### Habit(s) of Learning:

Gracious Communicating

## 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>Turn and Talk</b> Engage the Learning Targets (ELT)	 5 min	<input type="checkbox"/> <a href="https://youtu.be/M4jKcCFo9i4">https://youtu.be/M4jKcCFo9i4</a>
<p>For today's learning plan, students will watch World Vision's YouTube video about the importance of nutrition. This will provide a focus as they prepare to present their report to administration.</p> <p>Tell students to turn to someone sitting close to them to discuss key points from the video.</p>		



## LEARNING ACTIVITIES

<b>Learning Target Visual</b> Introduce the Learning Targets (ILT)	 10 min	<input type="checkbox"/> A small, square piece of paper for each student
<ul style="list-style-type: none"> <li>Make sure the learning targets are posted visibly around the room. <ol style="list-style-type: none"> <li>I can stand up for my right to survive.</li> <li>I can confidently present my report.</li> </ol> </li> <li>Give each student a piece of paper and tell them that they will be illustrating the learning targets. Students will choose one target to illustrate, or combine both targets together in their illustration. They can use both sides of the sheet of paper for each learning target. Each student should illustrate both learning targets (i.e.: for the learning target I can stand up for my right to survive they could draw a picture of them standing up and pictures of food around them.)</li> <li>They will include their visuals on their silhouettes.</li> </ul>		
<b>Warm and Cool Feedback</b> Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> 6.13.a Student Materials: "Warm and Cool Feedback"
<p>For this protocol, the groups of students who have different roles in the community engagement presentation will present their work to the rest of the class. As they present, the class will give warm and cool feedback.</p> <ul style="list-style-type: none"> <li>Tell students the difference between warm and cool feedback. Warm feedback is positive, encouraging feedback. Cool feedback is suggestions for how the group might try something else or something they noticed that may need to be changed.</li> </ul> <p>Students will use the prompts in their feedback:</p> <ol style="list-style-type: none"> <li>I notice...</li> <li>I wonder...</li> </ol>		

Continued ...




- Before you begin, give an example of warm and cool feedback. Give students time to practice once, and listen to students to make sure they are on the right track. (i.e.: “I noticed that you spoke clearly for everyone to hear. I wonder if adding more color to the visual would make it stand out.”)
- As one group presents, the other students will include at least two pieces of warm feedback and at least one piece of cool feedback using their handout.
- Once all groups have presented and received feedback, the teacher will give the slips of paper with feedback to the appropriate groups.
- Students will take time to reflect on the feedback and discuss any changes to the presentation with their groups.

ACTIVITY TITLE	TIME	RESOURCES
<b>Community Engagement Presentation</b>  Engage the Learning Targets (ELT)	 30 min	

After students have practiced their presentation and received feedback, they will be ready to present to the administrator. Students should have selected the location where they plan to meet the administrator. Students will present, leaving time for questions from the administrator and a response.

## EXIT EVENT

<b>Shape Reflection</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> 8.5x11 white sheet of paper <input type="checkbox"/> Markers or colored pencils
<ul style="list-style-type: none"> <li>• Tell students to think about the human body. They will need to draw the outline shape of a body part on an 8.5x11 white piece of paper. The body part will reflect how they were involved with the community engagement presentation. Remind students to think outside the box. (i.e., if they drew a visual for the presentation, they may draw a picture of hands; if they spoke to the administrator, they may draw a mouth; if they were a good listener in hearing other group members' ideas, they would possibly draw an ear.)</li> <li>• Tell students to cut out their body part shape.</li> <li>• On the inside of their body part cutout, they will respond to the prompt: <ul style="list-style-type: none"> <li>1. In what way(s) did you participate in the community engagement presentation?</li> </ul> </li> <li>• Add color to the shape with colored pencils and markers.</li> <li>• Students will add their reflection to their silhouette.</li> </ul>		



**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN**  
*ADD TO DOCUMENT PANEL*

Include a photo(s) of students presenting to the administrator and any feedback the administrator shared with them.

**OPPORTUNITY TO DEEPEN THE LEARNING**

Students could further continue the community engagement by looking at food programs that already exist in the community and who are getting at the root problems of hunger. They could partner with an organization doing this and help them in some way.