

**Journalism, Justice, and Universal Declaration of Human Rights:  
Project Based Learning**  
By Stephanie Naegele

<b>Day 1</b>
<b>Lesson Objectives</b>
<p><b>Students will be able to:</b></p> <p>→ Make local connections to global stories using photography found within global media.</p> <p>→ Reflect on what it means to live in a just society.</p>
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>Display images from the following Pulitzer news stories:           <ul style="list-style-type: none"> <li><a href="#">How Climate Migration Will Reshape America</a></li> <li><a href="#">People in Parts of Myanmar Are Living Under the World's Longest Internet Shutdown. It's Putting Lives in Danger.</a></li> </ul> </li> <li>Ask students: "Why do you think news stories include images?"</li> <li>Give students time to look at the images and write about the question on their own. Then allow students to check in with the people around them. Ask students to share their responses and explain. Allow students to drive the conversation and take notes of their thoughts and opinions on the board.</li> <li>Join the discussion and add that while images do document events, humanize the topic, and allow various groups to access the information presented in the article, they also shape our understanding of the world and ourselves. Images serve as a window, offering you a view into someone else's experience. They also function as a mirror reflecting your own culture helping you build a relationship with a story or character.</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><b>Focus Images Come from the Following Pulitzer Center Articles:</b></p> <p><a href="#">Families Marry Off Daughters to Ease Finances Amid COVID-19</a></p> <p><a href="#">Inside Xinjiang's Prison State</a></p> <p><a href="#">The Victims and Those left behind</a></p> <p><a href="#">The Lingering Trauma of Hong Kong's Exiled Protestors</a></p>

[‘Buzz of a Mosquito...But With the Sound of Grief’: The Lives of India’s Women Prisoners](#)

**Do Now Images Come from the Following Pulitzer Articles:**

[How Climate Migration Will Reshape America](#)

[People in Parts of Myanmar Are Living Under the World’s Longest Internet Shutdown. It’s Putting Lives in Danger.](#)

**Resources for Today’s Lesson:**

[Student Materials](#)

[Student Materials \(Spanish\)](#)

[Google Slides \[PDF\]](#)

### Lesson / Activities

**Analyzing Images from Pulitzer Articles:**

Students will analyze an image from one of the Pulitzer articles.

1. Share the [Photography & Journalism: Mirrors and Windows Worksheet](#) with students.
2. Give students 2 minutes to preview all of the images and decide which one they would like to focus on today.
3. Give the students 2 minutes to read the caption below the image and observe and annotate the image.
4. Students will then respond to the following prompts using their image
  - a. Describe the image they chose in their own words next to #1.
  - b. What about this image serves as a window into another culture or way of living, something that is unfamiliar to you?
  - c. In what ways is the person(s) life different from yours? What values, hopes, needs, expectations might they have?
  - d. What about this image serves as a mirror of your own life, reflecting something that you can relate to?
  - e. In what ways do you think the person(s) in the picture is like you? What values, hopes, needs, expectations might you share?
  - f. Do you think the person in the picture wants the same human rights as you?
  - g. Do you think this person shares the same human rights as you? Explain.
  - h. Does this picture express human dignity? Explain
5. Cold call a few students to share about the image that they analyzed.

### Closing

**Exit Slip**

1. Display the following Exit Slip:
  - a. Make a list of all of the human rights you can associate with your picture. Include both rights being exercised and rights violated.
  - b. Determine what it would mean for the person in your image to have justice. What does it mean to live in a just society?
2. Cold call a few students to share their reflections with the class and write down their ideas on justice.

**Day 2**
**Lesson Objectives**
**Students will be able to:**

- Determine their Universe of Obligation.
- Analyze the impact that the Universe of Obligation has on our rights and the rights of others.
- Determine the central ideas or information of a secondary source.
- Understand the Unit's Essential Questions.

**Warm-up**

1. Display the following prompt to the class:
 

*How can you tell who is valued or important in society? OR How can you tell who is not valued or important in society?*
2. Ask students to share their responses and explain. Allow students to check in with the people around them. Allow students to drive the conversation and take notes of their thoughts and opinions on the board.
3. Prompt students to think further about who they value and how they show that person(s) they're valued.

**Focus text(s) / resource(s) for today's lesson**

**Today's Focus resources and Texts have been adapted from Facing History**  
 The Universe of Obligation

**Resources for Today's Lesson:**[Student Materials](#)[Student Materials \(Spanish\)](#)[Google Slides](#) [PDF]**Lesson / Activities****Universe of Obligation**

Students will define their universe of obligation.

1. Prompt students to define their universe of obligation step by step:
  - a. Write your name in circle #1.
  - b. Then, write the names of the people they feel the greatest obligation to in circle #2.
  - c. In circle #3, put the names of people to whom you have some obligation, but not as great as circle #2.
  - d. In circle #4, put the names of people to whom you have some obligation, but not as great.
2. Have students share out their universe of obligation with a partner and explain how they made their decisions.
3. Have students reflect on this process using the following questions:
  - a. Under what conditions might your universe of responsibility shift or change? Why?
  - b. In whose universe of responsibility do you reside?
  - c. How do individuals, groups, and nations demonstrate their universes of obligation or responsibility? (THINK BACK TO OUR DO NOW)
  - d. How might mainstream media influence the way society defines its Universe of Obligation?
  - e. What might be the consequences for those that are not within a society's Universe of Obligation?
4. Cold call a few students to share out their reflections.

**The Universe of Obligation and Human Rights**

Students will read about the Universe of Obligation and its relation to Human Rights.

1. Prompt students to annotate while they read *The Universe of Obligation & Human Rights* on page 3 of their materials.
2. Once students are done reading and annotating have them answer the following questions:
  - a. Why is the Universe of Obligation of a nation important?
  - b. What connection does the media have to our universe of obligation?

- c. What is the Universal Declaration of Human Rights?
  - d. Why did people feel it was necessary?
3. Cold call a few students to share out.

### Closing

#### Essential Question Intro and Clarification

1. Cold call different students to read each of the essential questions out loud:
  - a. What is the role of journalism in ensuring justice in society?
  - b. In what ways has the Universal Declaration of Human Rights been violated in the world and our community?
  - c. How do individuals and groups uphold the Universal Declaration of Human Rights in the world and our community?
2. Prompt everyone to annotate the essential questions:
  - a. Put a question mark next to words/phrases you don't understand.
  - b. Underline words/phrases that are important to understanding the essential questions.
3. Have students share out. Clarify as needed.

## Day 3

### Lesson Objectives

#### Students will be able to:

- Analyze the contents of the Universal Declaration of Human Rights (UDHR).
- Determine the central ideas or information of a primary source.
- Understand the responsibility that comes with the UDHR.

### Warm-up

1. Display the Universal Declaration of Human Rights graphic & the following prompt to the class:
 

*Identify the top 5 rights that are most important to you.*
2. Ask students to share their responses and explain. Allow students to drive the conversation and take notes of their thoughts and opinions on the board.

### Focus text(s) / resource(s) for today's lesson

#### Today's Focus Text Comes from the United Nations

*Universal Declaration of Human Rights*

#### Resources for Today's Lesson:

[Student Materials](#)

[Student Materials \(Spanish\)](#)

[Google Slides](#) [PDF]

### Lesson / Activities

#### The Framework of the Declaration of Human Rights

Review of the Declaration of Human Rights & an overview of its framework.

1. Review the following points about the Universal Declaration of Human Rights with the class.
  - a. Product of the holocaust
  - b. Created by a group of nations throughout the world
  - c. Outlines the fundamental human rights & freedoms to be universally protected.
  - d. Although it is not a treaty or a legal obligation for countries, it gives people a framework of shared values to uphold and protect.
  - e. It is the responsibility of everyone to uphold these values.
2. Have students take notes on the 5 types of Rights outlined in the Universal Declaration of Human Rights.
  - a. Personal Rights - relating to equity / non discrimination
  - b. Political Rights - relating to the ability to participate in civil & political life
  - c. Social Rights- relating to the well-being of individuals
  - d. Cultural Rights- relating to participation in customs
  - e. Economic Rights- relating to work, education, and standard of living.

#### Primary Source Analysis

1. Prepare student groups and assign them 5-7 random articles of the document to analyze.
2. Prompt students to read each of their articles, summarize them, and categorize them.
3. Then, check for understanding by having the whole class share out how they would categorize the following articles:
  - a. *Article #5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*
  - b. *Article #21: Everyone has the right to take part in the government of his country, directly or through freely chosen representatives*

- c. *Article #25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*

### Closing

#### Exit Slip

1. Display the exit slip.
2. Ask students to choose ONE to answer:
  - a. Why is it important for everyone to understand the Universal Declaration of Human rights?
  - b. How might you uphold (support) the Universal Declaration of Human Rights?
  - c. How could the news play a role in upholding (supporting) the Universal Declaration of Human Rights?

*Educator note: I used a google survey for this which is linked at the bottom of their worksheet, but you can use any form of student feedback platform you prefer.*

## Day 4

### Lesson Objectives

#### Students will be able to:

- Understand the importance of underreported stories
- Understand the 3 aims of journalism
- Describe the role of Journalism in ensuring justice in society

### Warm-up

1. Display the following prompt to the class:

*“The Universal Declaration of Human Rights serves as a moral compass for the world but does not have legal power. What could individuals, groups, or nations do to ensure these morals are upheld?”*
2. Give students time to think and write their responses independently.

3. Allow students to check in with the people around them.
4. Ask students to share their responses and explain. Allow students to drive the conversation and take notes of their thoughts and opinions on the board.

### Focus text(s) / resource(s) for today's lesson

#### Focus Resources Come From The Pulitzer Center:

[Video: What Are Underreported Stories?](#)

[Video: Chapter 1: The War](#)

#### Resources for Today's Lesson:

[Student Materials](#)

[Student Materials \(Spanish\)](#)

[Google Slides \[PDF\]](#)

### Lesson / Activities

#### Underreported News

Take notes on underreported news and the aims of journalism.

1. Start out by introducing journalists as a group of people who have the power to uphold the Declaration of Human Rights and the way they do this is through reporting on underreported news stories.
2. Play the Pulitzer video titled "[What Are Underreported Stories?](#)" Instruct students to take notes of the following while they watch:
  - a. What are underreported stories?
  - b. Why do they matter?
3. Have a few students share out after the video.
4. Have students take notes on the 3 aims of journalism while you explain.
  - a. ***Bear witness:*** *Helping their readers fully understand an issue. In this understanding we assume responsibility for the events unfolding in our lifetime.*
  - b. ***Accountability:*** *Holding the powerful accountable for their actions to create societal change. This is not as simple as taking the blame. It's a responsibility to an outcome by taking initiative with thoughtful follow through.*
  - c. ***Amplify marginalized voices:*** *To ensure that the voices & lived experiences of people who have been disadvantaged are heard/seen. Without a deep understanding of the different groups that make up our society, it is easy to fall into the trap of stereotyping communities which would damage social cohesion, rather than bringing people closer*



together.

### Get To Know Maria Ressa

Get to know a journalist and their philosophy on rights.

1. As a class, take a look at an example of a journalist who meets these three aims by watching [Chapter 1: The War on Rappler's Maria Ressa](#).
2. As students watch they should answer the following questions in their organizers:
  - a. Who is Maria Ressa?
  - b. What is the under reported issue Maria Ressa identifies in the Philippines?
  - c. What philosophy does Maria Ressa share about rights?
3. Have a few students share out after the video.

Extension Resource: Earlier in the year, I have a news literacy unit that includes this related resource you might find useful Alisa Miller: [How the news distorts our worldview | TED Talk](#)

### Closing

#### Exit Slip

Display the following exit slip:

What role does Journalism play in ensuring justice in society?

## Day 5

### Lesson Objectives

#### Students will be able to:

- Determine the central ideas or information of a primary or secondary source
- Identify human rights violations in underreported world news stories.

### Warm-up

1. Display the following prompt to the class:

“Recall: What are underreported news stories and how are they helpful in ensuring justice?”

2. Give students time to think and write their responses independently.
3. Allow students to check in with the people around them.
4. Ask students to share their responses and explain. Allow students to drive the conversation and take notes of their thoughts and opinions on the board.

### Focus text(s) / resource(s) for today's lesson

**Focus Texts From the Pulitzer Center:**

[Families Marry Off Daughters to Ease Finances Amid COVID-19](#)

[Inside Xinjiang's Prison State](#)

[The Victims and Those left behind](#)

[The Lingering Trauma of Hong Kong's Exiled Protestors](#)

['Buzz of a Mosquito...But With the Sound of Grief': The Lives of India's Women Prisoners](#)

**Resources for Today's Lesson:**

[Document Analysis Questions](#)

[Document Analysis Questions \(Spanish\)](#)

Adapted Articles [#1](#), [#2](#), [#3](#), [#4](#), & [#5](#)

Adapted Articles [#1](#), [#2](#), [#3](#), [#4](#) & [#5](#) (Spanish)

[Google Slides \[PDF\]](#)

### Lesson / Activities

**Analyzing Underreported Stories**

Analyze an underreported global news story.

1. Give students time to look through the following underreported global news story options:
  - a. [Families Marry Off Daughters to Ease Finances Amid COVID-19](#)
  - b. [Inside Xinjiang's Prison State](#)
  - c. [The Victims and Those left behind](#)
  - d. ['Buzz of a Mosquito...But With the Sound of Grief': The Lives of India's Women Prisoners](#)
  - e. [The Lingering Trauma of Hong Kong's Exiled Protestors](#)

*Educator note: There are modified and Spanish versions linked in the "Focus Texts and Resources" section.*

2. Prompt students to read and annotate their document with the Universal Declaration of Human Rights in mind.
3. When students are finished reading, they will analyze their document by answering the following questions:
  - a. Identify: What marginalized groups' voices/stories are being amplified in your news story?
  - b. Identify: What rights are represented in your story and how?
  - c. Summarize: What is the truth being revealed in your news story?
  - d. Infer: Based on your understanding of this news story, who do you think should be held accountable? Why?
  - e. Write two questions you have for the people in this article.

### Homework

Students should complete their underreported global news story analysis.

## Day 6

### Lesson Objectives

**Students will be able to:**

- Determine the central ideas or information of a primary or secondary source
- Identify human rights violations in underreported world news stories
- Participate in discussions about human rights and justice using underreported global news stories and the Declaration of Human Rights

### Warm-up

1. Display the following prompt:

*“Take out your underreported global news story analysis sheets from yesterday. Choose one sentence that stands out to you the most. Explain why you chose it.”*

2. Give students about 5 minutes to write on today’s handout.

**Save the last word strategy**

1. In groups of four, let students determine who will be student A, B, C, and D. Display the

following directions on the board:

- Student A: Read the quote you chose but don't explain why.
- Students B, C, & D: Listen to the quote student A read and take turns sharing your reactions to it.
- Student A: Once everyone else has shared, explain why *you* chose the quote.

2. Repeat this process until everyone in your group has shared their quote.”

If your students need more prompting display the following sentence stems:

- *This makes me feel...because...*
- *I can relate to...because... I'm wondering...*
- *This relates to... (what role of journalism) because...*
- *This relates to the Universal Declaration of Human Rights because...*”

### Focus text(s) / resource(s) for today's lesson

#### Focus Texts From the Pulitzer Center:

[Families Marry Off Daughters to Ease Finances Amid COVID-19](#)

[Inside Xinjiang's Prison State](#)

[The Victims and Those left behind](#)

[The Lingering Trauma of Hong Kong's Exiled Protestors](#)

['Buzz of a Mosquito...But With the Sound of Grief': The Lives of India's Women Prisoners](#)

#### Resources for Today's Lesson:

Students will need their completed [Document Analysis Questions](#)

[Document Analysis Questions \(Spanish\)](#)

As well as the adapted Articles [#1](#), [#2](#), [#3](#), [#4](#), & [#5](#) from the previous lesson

Adapted Articles [#1](#), [#2](#), [#3](#), [#4](#) & [#5](#)(Spanish)

[Today's assignment](#)

[Today's assignment \(Spanish\)](#)

[Google Slides \[PDF\]](#)

### Lesson / Activities

#### Human Rights Discussion

Participate in small group discussions about human rights and justice.

*Educator Note: I would recommend grouping students that read different articles together.*

1. On today's handout, have students prepare for a small group discussion by using reasoning to decide whether they agree or disagree with the following statements:
  - a. "The rights of all people should be able to be changed over time."
  - b. "It is the sole responsibility of police forces to ensure justice."
  - c. "If you see something that is not right, not fair, not just, you have a moral obligation to do something about it"
  - d. "Injustice anywhere is a threat to justice everywhere"
2. Have students read the following discussion norms:
  - a. Everyone speaks.
  - b. Make a claim and back it up.
  - c. Connect with other speakers (Agree/disagree, ask questions)
  - d. Be respectful to your classmates! Don't interrupt other speakers & wait for your turn!
3. Ask the class if they would like to add to or edit any of the class discussion norms and alter them as students make suggestions.
4. Once the norms have been agreed upon, let students know how much time they have to discuss and allow them to begin.

*Educator Note: This activity can be changed to a whole class discussion or even a four corners activity depending on your students needs.*

### Closing

#### Exit Slip

Ask students to write a shout out to a classmate that did one of the following:

- *Challenged your thinking*
- *Made a strong argument*
- *Used an underreported global news story as an example*
- *Used a personal or community example*

### Day 7

#### Lesson Objectives

**Students will be able to:**

- Determine the central ideas or information of a primary or secondary source
- Identify human rights violations in underreported local news stories

### Warm-up

*Educator Note: Before doing this lesson go to [GDELT](#) and create a word cloud of all of the recent reporting about the area of your choice.*

#### Predicting Local News Topics

1. Display the following prompt to the class:

*“What are the most common topics covered when you hear about Chicago in the news?”*

2. Give students time to think and write their responses independently.
3. Allow students to check in with the people around them.
4. Ask students to share their responses and explain. Allow students to drive the conversation and take notes of their thoughts and opinions on the board.

#### GDELT Word Cloud

1. Display the word cloud generated by GDELT. Explain to students that this represents all of the recent reporting about the City of Chicago in the past month. The larger the word is, the more it was used by the media when talking about Chicago.
2. Give students time to answer the following questions on their own:
  - a. What words from here affirm your answers on the “do now?”
  - b. What words from here offer a different perspective?
3. Ask a few students to share out.

### Focus text(s) / resource(s) for today’s lesson

#### Focus Texts From the Pulitzer Center:

[Language Barriers Are Leaving Non-English Speakers Behind in the Vaccine Rollout](#)

[Black Catholic Conflicted](#)

[After the Flood](#)

#### Focus Text from Other Sources:

[Local news reporting: Brain Damaging Lead & Rising Water Bills Are Twin Disasters for Chicago's low-Income Families](#)

[ProPublica: Chicago's Gang Database Is Full of Errors – And Records We Have Prove It](#)

**Resources for Today's Lesson:**

[Document Analysis Questions](#)

[Document Analysis Questions \(Spanish\)](#)

Adapted Articles Options [#1](#), [#2](#), [#3](#), [#4](#), [#5](#)

Adapted Articles Options [#1](#), [#2](#), [#3](#), [#4](#), [#5](#) (Spanish)

[Google Slides](#) [PDF]

[GDELT](#)

### Lesson / Activities

**Analyzing Local Stories**

Analyze an underreported local news story.

1. Give students time to choose one of the underreported local news story options:
  - a. [Language Barriers Are Leaving Non-English Speakers Behind in the Vaccine Rollout](#)
  - b. [Black Catholic Conflicted](#)
  - c. [After the Flood](#)
  - d. [Brain Damaging Lead & Rising Water Bills Are Twin Disasters for Chicago's low-Income Families](#)
  - e. [Chicago's Gang Database Is Full of Errors – And Records We Have Prove It](#)
2. Prompt students to read and annotate their document with the Universal Declaration of Human Rights in mind.
3. When students are finished reading, they will analyze their document by answering the following questions:
  - a. Identify: What marginalized groups' voices/stories are being amplified in your news story?
  - b. Identify: What rights are represented in your story and how?
  - c. Summarize: What is the truth being revealed in your news story?
  - d. Infer: Based on your understanding of this news story, who do you think should be held accountable? Why?
  - e. Write two questions you have for the people in this article.

### Closing

**Exit Slip**

1. Ask students to respond to the following questions:
  - a. Which underreported local news story did you read?
  - b. Why should the news story you read about be covered more in the media?
2. After they have had time to write, ask a few students to share out.

**Day 8**
**Lesson Objectives**
**Students will be able to:**

→ Conduct short research projects to answer a self-generated question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

→ Use the Design Thinking Process to develop and refine a plan to take civic action

**Warm-up**

1. Display the following prompt to the class:

*Take on the role of a journalist and answer the following questions: What's not right? What's not fair in your community? What voices are missing in the media? Are proposed solutions to problems working?*

2. Give students about 5 minutes to write.
3. Allow students to check in with the people around them and encourage them to add to their responses with the new ideas/information.
4. Ask a few students to share their responses with the class. Generate a small list of underreported issues that the class feels most passionate about.

**Focus text(s) / resource(s) for today's lesson**
**Resources for Today's Lesson:**

[Student Materials](#)

[Student Materials \(Spanish\)](#)

[Example Research Organizer](#)



[Example Research Organizer \(Spanish\)](#)

[Google Slides \[PDF\]](#)

**Suggested Sites to start research:**

[City of Chicago Data Portal](#)

[U.S. Census data](#)

[Gang database review](#)

[City of Chicago Public Health Page](#)

[NORC at the University of Chicago](#)

### Lesson / Activities

#### Asking Questions

Students will begin the culminating project for this unit in which they will be using the LAUNCH design thinking model.

1. Have a volunteer read the description of the LAUNCH Design Thinking process out loud.
2. As a class we've already accomplished the **L**ook, Listen and Learn phase. Instruct students to fill out today's google form to share their decision on which issue they would like to focus on.
3. Read the description of the **A**sk questions phase to the class on slide 6.
4. Have students generate & share out questions that they have about the underreported local issue they chose.
5. Direct students to the Journalistic Questions Matrix on page 3 of their research organizers. Give them time to read the questions and determine which ones are useful to their research.

#### Understanding the Problem

1. Read the description of the **U**nderstand the Problem phase.
2. Have students use the [Understanding the Problem matrix](#) to organize their research.
3. Share with students the following list of sites as a starting point:
  - a. [City of Chicago Data Portal](#)
  - b. [U.S. Census data](#)
  - c. [Gang database review](#)
  - d. [City of Chicago Public Health Page](#)

- e. [NORC at the University of Chicago](#)

### Closing and Homework

#### Exit Slip

1. Display the following exit slip in the last 5 minutes of class:
  - a. How is your research going?
  - b. What questions do you have for your teacher?
  - c. Is there anything you need help with?
2. Depending on the needs of your students they may need to finish research for homework or they may need another class period to do research.

## Day 9

### Lesson Objectives

#### Students will be able to:

- Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns
- Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice

### Warm-up

1. Display the following prompt to the class:

*Describe a time when you've advocated for yourself or someone else. How did you stand up for yourself or another? What was the outcome? How do you feel about the situation now?*
2. Give students about 5 minutes to write.
3. Allow students to check in with the people around them and encourage them to add to their responses with the new ideas/information.
4. Ask students who feel comfortable to share their responses.
5. Ask students who shared what they learned from the situation and why advocacy is important. Take notes on their answers on the front board.

**Focus text(s) / resource(s) for today's lesson****Focus Texts From the Pulitzer Center:**

[How Promotoras de Salud Are Fighting Vaccine Conspiracies in Chicago's Latino Communities](#)

[The Protest Photos You Don't See](#)

**Focus Text from Other Sources:**

[Lawmaker Wants to Erase Word "Alien" From State Law](#)

[2 Years of Trash in a Jam Jar: People Striving to Go 'Zero-Waste' Say It's Worth the Effort](#)

**Resources for Today's Lesson:**

[Student Materials](#)

[Student Materials \(Spanish\)](#)

[Jamboard](#)

[Google Slides \[PDF\]](#)

**Lesson / Activities****Navigating Ideas**

Students will continue their work on their culminating project for this unit in which they will be using the LAUNCH design thinking model.

1. Read the description of the **N**avigating Ideas phase of the LAUNCH design thinking model on slide 4.
2. Tell students that today's matrix will serve as a note taker on the different types of civic engagement/actions we can employ.
3. Give students the following directions:
  - a. Step 1: Read the explanation of each type of civic engagement & activism.
  - b. Step 2: Read about the example on the [jamboard](#).
  - c. Step 3: Summarize the Example from class the 3rd column.

*Educator Note: I would recommend doing the first one together as a class. Then, direct them to repeat that process until they have a completed matrix with different examples of civic engagement/action.*

**Closing****Exit Slip**

Display the following exit slip:

1. Reflect on the issue you feel most passionately about. Which of the types of civic

engagement/ activism would make the most sense in addressing the issue?

2. Explain.

## Day 10

### Lesson Objectives

#### Students will be able to:

- Identify various ways you can take civic action to uphold the Universal Declaration of Human Rights
- Use the Design Thinking Process to develop and refine a plan to take civic action
- Evaluate the methods utilized by people and institutions to promote change

### Warm-up

#### Civic Action Brainstorm

1. Display the following prompt to the class:

*Brainstorm different examples of the types of civic engagement we looked at last week on today's Jamboard. Give students time to add as many ideas as possible*

2. Remind students that when done correctly, brainstorming allows for the creation of new and unique ideas. In order to benefit from brainstorming, we must stick to the following principles: quantity over quality, withhold criticism, think outside of the box, and refine.

#### Advocacy and Awareness

1. Display all of the ideas for "advocacy and awareness" on slide 2 of today's jamboard.
2. Ask students to review them, allowing for additions, clarification and or the combination of ideas.
3. Ask students which actions from this list they believe would be most effective and take note of those.
4. Repeat this process until all Jamboard slides have been reviewed and the class has an agreed upon list of most effective methods.

With the class list of most effective ideas in mind, have students fill out today's project check in [Google form](#)

Focus text(s) / resource(s) for today's lesson
<p><b>Resources for Today's Lesson:</b></p> <p><a href="#">Jamboard</a></p> <p><a href="#">Google form</a></p> <p><a href="#">Google Slides [PDF]</a></p> <p><a href="#">Concept Chart</a></p> <p><a href="#">Concept Chart (Spanish)</a></p> <p><a href="#">Example Concept Chart</a></p> <p><a href="#">Example Concept Chart (Spanish)</a></p>
Lesson / Activities
<p><b>Creation</b></p> <p>Students will continue their work on their culminating project for this unit in which they will be using the LAUNCH design thinking model.</p> <ol style="list-style-type: none"> <li>1. Students will now begin the <b>Creation</b> part of the LAUNCH design thinking process by creating a <a href="#">prototype concept chart</a>. In this chart, students will determine the concrete actions that they will take to solve their underreported violation of the Universal Declaration of Human Rights.</li> <li>2. Open up a <a href="#">blank concept chart</a> and review its different components.</li> <li>3. Then, show students the completed example outline. Check for understanding by cold calling a few students. Answer any questions they have.</li> <li>4. Today students complete the following sections:       <ol style="list-style-type: none"> <li>a. Underreported Issue within my community</li> <li>b. My Solution</li> </ol> </li> <li>5. When outlining their solution, students will answer the following questions:       <ol style="list-style-type: none"> <li>a. What is your proposed solution?</li> <li>b. Who is the intended audience?</li> <li>c. What is the intended impact?</li> <li>d. Who will benefit from this and how?</li> <li>e. How can we measure the success of your proposed solution?</li> </ol> </li> <li>6. Go over their optional workshop spaces.</li> </ol>

7. Project the doors to the different digital breakout rooms. *(Educator note: This can be adapted for in-person learning by creating different physical spaces in the room or your school's library.)*

### Closing

**Exit Slip:**

Display the following exit slip in the last 5 minutes of class:

1. What did you accomplish today?
2. What questions/ concerns do you have?

## Day 11

### Lesson Objectives

Students will be able to:

→ Use the Design Thinking Process to develop and refine a plan to take civic action

### Warm-up

1. Display the following prompt to the class:  
  
*“What is the issue you are focused on? What is the solution you’re proposing?”*
2. Give students time to think and write their responses anonymously on the peardeck.
3. Show the anonymous responses to the class.

### Focus text(s) / resource(s) for today's lesson

**Resources for Today's Lesson:**

[Google Slides \[PDF\]](#)

[Concept Chart](#)

[Concept Chart \(Spanish\)](#)

[Example Concept Chart](#)

[Example Concept Chart \(Spanish\)](#)
**Lesson / Activities**
**Planning Time for Project**

Students will continue their work on their culminating project for this unit in which they will be using the LAUNCH design thinking model.

1. Review with students where they are at in the LAUNCH Design Thinking Process and remind them of upcoming due dates.
2. Today students will answer the following questions:
  - a. What will be needed in order to enact their solution?
  - b. Whose cooperation is necessary for the success of their plan?
  - c. What steps do you need to take?
  - d. Will others be involved? If so, what are the steps they need to take?
3. Go over their optional workshop spaces for today and then project the doors to the different digital breakout rooms.

*Educator Note: The questions & Challenges sections will be completed during tomorrow's Warm-up.*

**Closing**
**Exit Slip**

Display the following questions in the last 5 minutes of class:

1. What did you accomplish today?
2. What do you need to accomplish tonight in order to be ready for feedback?
3. What questions/ concerns do you have?

**Day 12**
**Lesson Objectives**

Students will be able to:

- Evaluate the methods utilized by people to promote change.
- Use the Design Thinking Process to develop and refine a plan to take civic action.

**Warm-up**

1. Display the following prompt to the class:

*"Write down 3 questions you have about your prototype. Write down 3 challenges you might face implementing your plan."*

2. Give students time to think and write their responses independently.
3. Allow students to check in with the people around them.
4. Ask a few students to share their responses with the whole class and explain. Allow students to add to their questions and challenges if they hear one that is applicable to their project.

### Focus text(s) / resource(s) for today's lesson

#### Resources for Today's Lesson:

[Google Slides \[PDF\]](#)

[Concept Chart](#)

[Concept Chart \(Spanish\)](#)

### Lesson / Activities

#### Student Work Time - Highlight and Fix

Students will continue their work on their culminating project for this unit in which they will be using the LAUNCH design thinking model.

1. Students will now begin the **Highlight and Fix** part of the LAUNCH design thinking process by giving their classmates feedback on their prototypes.
2. Display the following quote to the class:
  - a. *There's an old African proverb that says: "If you want to go quickly go alone. If you want to go far, go together."*
  - b. Ask students to share their interpretations and understanding of this quote. How might this apply to the design thinking process?
3. Connect students' interpretations to the highlight and fix steps they are working on today. This will give us the opportunity to go farther by learning from one another and adding clarity to our writing.
4. Go over the feedback norms and directions for the feedback process.
  - a. Feedback norms:
    - i. Read and listen with the intent of understanding.
    - ii. Offer suggestions not commands.
    - iii. Always be respectful.
    - iv. Point out the strengths as well as any opportunities for growth.
  - b. Feedback process:



- i. Review the appropriate sections of the concept chart in front of you.
  - ii. Offer feedback.
  - iii. Share what you learned.
  - iv. Share what you believe are opportunities for improvement.
5. Begin the feedback process:
  - a. In round 1, students will focus on the following sections: Underreported Issue within My Community & The Solution.
  - b. In round 2, students will focus on the following sections: The Process, The Needs & The People.
  - c. In round 3, students will focus on the following sections: Questions & Challenges.
6. Now give students time to review their feedback and ask their peers questions. Display the following directions for the review time:
  - a. If you find yourself becoming defensive or feeling overwhelmed, take a deep breath, let it out slowly and remember that your peers are here to help you.
  - b. Don't focus on fixing at the moment. Focus on understanding the feedback. Ask questions!
  - c. Check in with others. Get second thoughts & recommendations.
  - d. You can use gchat or request a breakout room

### Closing and Homework

#### Exit Slip

1. Ask students to shout out a classmate that did any of the following:
  - *Identified an area for growth.*
  - *Gave you a good recommendation.*
  - *Acknowledged a strength.*
2. Class announcement: For homework, make any necessary edits to your outlines.

## Day 13

### Lesson Objectives

Students will be able to:

→ Use the Design Thinking Process to develop and refine a plan to take civic action

### Warm-up

1. Display the following prompt to the class:  
*Answer ONE of the following questions:*
  - a. *What is one revision you've made to your project?*
  - b. *What is the intended outcome of your plan?*
2. Give students about 5 minutes to write on their own.
3. Allow students to check in with the people around them.
4. Ask a few students to share their responses with the whole class and explain when necessary.

### Focus text(s) / resource(s) for today's lesson

#### Resources for Today's Lesson:

[Slides \[PDF\]](#)

[Concept Chart](#)

[Concept Chart \(Spanish\)](#)

Helpful materials for students

[Advocacy & Awareness Requirements](#)

[Advocacy & Awareness Requirements \(Spanish\)](#)

[Community Engaged Research Requirements](#)

[Community Engaged Research Requirements \(Spanish\)](#)

[Political Engagement Requirements](#)

[Political Engagement Requirements \(Spanish\)](#)

[Socially Responsible Behavior Requirements](#)

[Socially Responsible Behavior Requirements \(Spanish\)](#)

### Lesson / Activities

#### Independent Student Workshop

Students will be finishing up their culminating project for this unit by launching their prototype.

1. Review where the class is at in the Design Thinking process and remind them of upcoming due dates.
2. Say to students: In this phase we will finally start enacting our plans! We will be grouped

into zones depending on the type of action you're taking.

3. Display and review the following workshop parameters:
  - a. Use this time productively
  - b. Make everything you need to enact your plan
  - c. Take action!
  - d. Take advantage of any of the Helpful resources for students folder.
2. Display the amount of time they have to work & the workshop zones (meet links).

### Closing

#### Exit Slip

Display the following exit slip in the last 5 minutes of class:

1. What have you accomplished?
2. What questions or concerns do you have?

## Day 14

### Lesson Objectives

Students will be able to:

→ Use the Design Thinking Process to develop and refine a plan to take civic action.

### Warm-up

1. Tell students to take out all of the workshop materials you need for the period and answer the following questions:
  - a. What are your goals for the class period?
  - b. What are your goals for tonight?
  - c. What are your goals for the weekend?
2. Give students about 5 minutes to get ready and plan out the class period.

### Focus text(s) / resource(s) for today's lesson

**Resources for Today's Lesson:**

[Slides](#) [\[PDF\]](#)

[Concept Chart](#)

[Concept Chart \(Spanish\)](#)

**Helpful materials for students**

[Advocacy & Awareness Requirements](#)

[Advocacy & Awareness Requirements \(Spanish\)](#)

[Community Engaged Research Requirements](#)

[Community Engaged Research Requirements \(Spanish\)](#)

[Political Engagement Requirements](#)

[Political Engagement Requirements \(Spanish\)](#)

[Socially Responsible Behavior Requirements](#)

[Socially Responsible Behavior Requirements \(Spanish\)](#)

**Lesson / Activities**

**Independent Student Workshop**

Students will be finishing up their culminating project for this unit by launching their prototype.

1. Review with students where they are in the design thinking process and remind them of upcoming due dates.
2. Tell students the following: *Today, you will have another workshop period. On Monday, you will be sharing your experience and reflecting. Come to class with photos of your action to share!*
3. Display and review the following workshop parameters:
  - a. Use this time productively
  - b. Make everything you need to enact your plan
  - c. Take action!
  - d. Review the requirements for the action you're choosing to take.
4. Display the amount of time they have to work & the workshop zones (meet links).

**Closing**

**Exit Slip**

Display the following exit slip in the last 5 minutes of class:

1. What have you accomplished?

2. What will you need to accomplish this weekend to be ready to share out on Monday?
3. What questions or concerns do you have?

<b>Day 15</b>
<b>Lesson Objectives</b>
Students will be able to: → Reflect on the unit's essential questions → Reflect on the process of taking action in our community
<b>Warm-up</b>
<ol style="list-style-type: none"> <li>1. Display the following prompt to the class:   <div style="margin-left: 20px;"> <p><i>Here are our school's Habits of mind:</i></p> <p><i>Persevere to learn from academic and real-world challenges</i></p> <p><i>Innovate creative methods and approaches</i></p> <p><i>Apply existing understanding to novel situations</i></p> <p><i>Communicate with clarity and precision</i></p> <p><i>Advocate for self and others</i></p> <p><i>Explain which habit of mind you embraced during this process and how.</i></p> </div> </li> <li>2. Give students time to think and write their responses independently.</li> <li>3. Allow students to check in with the people around them.</li> <li>4. Ask a few students to share their responses with the whole class and explain.</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<b>Resources for Today's Lesson:</b> <a href="#">Slides [PDF]</a> <a href="#">Student Reflection</a> <a href="#">Student Reflection (Spanish)</a>
<b>Lesson / Activities</b>

**Reflection:**

Students will reflect on the process of taking action in their community and share out their projects.

1. Give students about 15 minutes to answer the following questions:
  - a. What is the role of journalism in ensuring justice in society? How did you use journalism in the design thinking process?
  - b. In what ways has the Universal Declaration of Human Rights been violated in the world and our community?
  - c. How do individuals and groups uphold the Universal Declaration of Human Rights in the world and our community?
  - d. Reflect on the process of taking action: What are you most proud of?
  - e. Reflect on the process of taking action: What would you do differently in the future?
  - f. What did you learn about yourself and your community in the process?

**Share out:**

1. Put students into groups of four & display the following directions:
  - a. Take turns in your group sharing out the following:
    - i. The issue you identified.
    - ii. The actions you took.
    - iii. Pictures & products.
    - iv. Ask questions & congratulate your peers on their success!
  - g. Rotate the groups every 4 minutes.

**Closing****Exit Slip**

Ask students to shout out a classmate that did any of the following:

1. Put extra effort into their solution.
2. Encouraged or congratulated you.
3. Pushed themselves to learn about something new.