



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

Realization of My Rights

Learning Plan Number: 5

Learning Targets:

1. I can value the realization of my rights.
2. I can connect justice to my rights.

Habit(s) of Learning:

Curious Thinker

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
<p>Balloon Game Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)</p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> 6.5.a Teacher Resource: “Balloon and Thread Game” <input type="checkbox"/> Medium-size balloons

- Give a balloon to everyone in the group. Make sure the balloons are of a medium size and not too small. Ask everyone to inflate his or her balloon. Tell your students, “Each balloon represents a child or youth in our city.”
- Ask your students to keep all of the ‘balloon children’ off of the floor for 45 seconds. The goal is for them to do their best to keep all of the ‘balloon children’ off the floor. The only rule is that they can only tap any one balloon no more than twice in a row.
- The participants will attempt to keep all the balloons off the floor. Various degrees of chaos will erupt. Watch and wait for 45 seconds. Assess with your students how many ‘balloon children’ they kept safely in the air, and how many fell to the floor.
- Invite your students to protect their balloon children again. Say, “Do you think you can do better? I will give you seven minutes to come up with a system that will keep all of the children off of the floor for 45 seconds. You can do it as one large group, break into small groups, or any other creative solution you have. However, the ONLY rule is that you must tap the balloons and each person can only tap any one balloon no more than twice in a row.”
- After seven minutes, ask students to pick all the balloons up off the floor and prepare to be timed. Begin the time for 45 seconds. You may notice that students are working very hard to keep their balloon children off the floor. When 45 seconds is up, ask them to hold the balloons they saved up in the air.
- Note that there are fewer balloons on the floor than last time but some always seem to slip through.
- Gather students together in a circle, ask the group to reflect on what worked best to keep the balloons in the air. Share with students that in our community and world there are children that have fallen to the floor. Ask: who in our community might be like the balloons that are fell to the floor?
- After the balloon game, have each student take one deflated balloon and tape or staple it on their silhouette. This is a reflection and reminder of children who may be overlooked in our world.




LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
Unpack the Learning Target <i>Introduce the Learning Targets (ILT)</i>	 10 min	
<p>Display the learning targets on the board and read them together.</p> <ul style="list-style-type: none"> • <u>I can value the realization of my rights.</u> • <u>I can connect justice to my right.</u> <p>Ask students share with their neighbor a word or two from the targets that jumps out to them as interesting or powerful. As a class, discuss a few answers. Then, with a new partner, have the students share a word or two from the learning targets that they found confusing or have questions about. Discuss a few of their answers as a class.</p>		
Convention of Rights  <i>Engage the Learning Targets (ELT)</i>	 30 min	<ul style="list-style-type: none"> □ https://www.unicef.org/child-rights-convention/convention-text □ 6.5.b Student Material: Child Friendly Rights of the Child document
<ul style="list-style-type: none"> • Ask students to write down rights they think a child should have. Invite some students share their answers. • Introduce an official document on the Convention on the Rights of a Child. Skim through it with students and tell them to notice that this important official document is protecting children rights. https://www.unicef.org/child-rights-convention/convention-text • Hand out the copy of the UNCRC child friendly language document. They will use this article for the next step. • Split your class into nine groups (or fewer, depending on your class size) that would allow them to take five articles per group (combining articles 43-54 as one article). Assign the groups their articles. <ol style="list-style-type: none"> 1. Example: group 1 (article 1-5), group 2 (article 6-10), group 3 (article 11-15), group 4 (article 16-20), group 5 (article 21-25), group 6 (article 26-30), group 7 (article 31-35), group 8 (article 36-40), group 9 (article 41-43). • In groups, students will follow these instructions. <ol style="list-style-type: none"> 1. First read the articles and make sure all group members understand what the articles mean. 2. The group will present the articles to the class in a way that other students can understand what the articles are about. Suggestions: drama/acting, comic strip, give a speech, poster, or create a visual. 3. As students present, they will also consider one way in which the idea of justice could tie into the articles of the Convention of Rights. They will include this idea in their presentation as well. <p>Note: This activity will continue in the next learning plan. For today, students may have time to read over their articles with their group and begin dreaming of ideas for how to present to the class.</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i> <i>Reflecting Learning Target (RLT)</i> <i>Assessing Learning Targets (ALT)</i>	 20 min	
<ul style="list-style-type: none"> This is a way for students to share and listen to different perspectives while moving around the room, while also leaving time to quietly consider before speaking. Students will find a partner in a different part of the room and stand back-to-back. Once students are partnered up, read the first prompt (and preferably have it posted on the board/screen as well). After the prompt has been read aloud, give students 15 seconds to silently consider it. Ask students to turn, face their partner, and share their responses. After allowing 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt. <p>Prompts:</p> <ol style="list-style-type: none"> 1. What was your most impactful realization from the balloon game? 2. What do you think is the most important right you learned about today? 3. How do you think justice connects to your rights? 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Include the UNCRC child friendly language on the document panel.		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have students share with a lower level class about the convention of rights. They could create a poster to do this. Using Teacher Resource 6.5.a, play the 'Thread Game' as a class. 		