



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

Biblical Justice

Learning Plan Number: 4

Learning Targets:

1. I can develop an understanding of Biblical justice.
2. I can establish that oppression exists where justice is absent.

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
Setting the Stage <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> A Bible for each student
<ul style="list-style-type: none"> Ask students how long they think it will take to find a Bible verse that contains the word “justice.” Then have students search their Bible for the word justice. If they are struggling to find a verse with “justice” in it, tell them the hint to use the Bible concordance. Have students call out where the verse was found. Write the verses on the board. While they do this, tally how many different verses were found that included the word justice in them. 		

LEARNING ACTIVITIES

3-2-1 <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Index card for each student
<ul style="list-style-type: none"> The learning targets should be clearly posted somewhere visible around the room. Introduce the learning targets by having the students read them aloud together. <ol style="list-style-type: none"> I can develop an understanding of Biblical justice. I can establish that oppression exists where justice is absent. Ask students to write the following on an index card <ol style="list-style-type: none"> 3 - Things I know about Biblical Justice 2 - Questions I have about Biblical Justice 1 - Analogy ‘Biblical Justice is like...’ <p><i>Note: index cards will be kept by the students for a later time in the Learning Plan.</i></p>		
Group Article Reading <i>Engage the Learning Targets (ELT)</i>	 40 min	<input type="checkbox"/> https://www.worldvisionadvocacy.org/2015/01/01/seeking-biblical-justice/
<ul style="list-style-type: none"> Split the students up into four groups. Each group will read a section of the World Vision article, “Seeking Biblical Justice” by Amanda Mootz. Split the four groups into: group 1 (Introduction), group 2 (Biblical Justice Witnesses to God), group 3 (Biblical Justice is a Key Responsibility of God’s People), and group 4 (Biblical Justice is About the Big Picture). 		



Continued ...



- In groups first students will assign roles.
 1. Time Keeper: Keeps the group aware of time constraints and deadlines.
 2. Facilitator: Moderates team discussion, keeps the group on task, and distributes work.
 3. Recorder: Takes notes summarizing team discussions and decisions and keeps all necessary records.
 4. Illustrator: Illustrates a visual based on the group's summary.


Note: For groups larger than four, you could add in the role of "Checker": Checks to make sure all group members understand the concepts and the group's conclusions. If you have fewer than four students in a group, combine the role of time keeper and facilitator.

- Tell the time keepers they will have 20 minutes to complete this piece of the assignment.
 1. First, the group will read the article all the way through. Then they will focus in on just their part of the article and read it again.
 2. After students read their article a second time, the recorder will take notes on important points. Eventually, the recorder will write a clear summary to share.
 3. The group will help think of a visual to represent their piece of the article, which the illustrator will draw.
- Presenting
 1. Each group will choose one student to read their summary. Another student can show the visual and explain it. Have each group present their summary and illustration to the rest of the class.

ACTIVITY TITLE	TIME	RESOURCES
Tableaux Reflection  Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 20 min	
<ul style="list-style-type: none"> • Remind the students that they will be joy-filled collaborators during today's work. Put the students in small groups (three to five students). Explain that each group will be given the two Bible verses (Isaiah 10:1-2 and Micah 6:8). As a group, they will need to create a frozen, silent image called a tableaux. Using only facial expressions and gestures, the group will show how these verses explain Biblical justice and oppression that comes with injustice. • Give the students their verses and let them work with their groups for a couple minutes to create a frozen image. Remind them that frozen means they are not moving and that there is no speaking or sound in their image. • Have each group present and share their tableaux. Take a picture of each group's tableaux to be posted on the document panel as an artifact. • During each presentation, ask the other students to share what feeling they think is being represented by the tableaux. Thank every group for their work by giving them a round of applause. Continue until all groups have shared, been documented with a picture, and thanked for their work. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p><i>"What sorrow awaits the unjust judges and those who issue unfair laws. The deprive the poor of justice And deny the rights of the needy among my people They prey on widows and take advantage of orphans."</i> –Isaiah 10:1-2 New Living Translation (NLT)</p> </div> <div style="width: 45%;"> <p><i>"He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God."</i> –Micah 6:8 New International Version (NIV)</p> </div> </div>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
3-2-1 Reflection <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> Index card from earlier activity
<p>Students will look back at their 3-2-1 index card from the introduction to the learning target. On the back side of the index card they will answer these prompts.</p> <ul style="list-style-type: none"> 3- Were the three things you knew about Biblical justice correct? Add one new thing you learned about Biblical justice. 2- Write down the answers to your two questions. 1- Come up with a new analogy now that you know more about Biblical justice: "Biblical justice is like..." <p>They can add these 3-2-1 Reflections to their silhouette.</p>		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<p>Include the picture of each group's tableaux to the document panel.</p>		
OPPORTUNITY TO DEEPEN THE LEARNING		
<p>Create a list of areas of oppression you see in your community. Explore how justice could be missing in that area. For example: I see oppression in the way the homeless are treated. The justice that could be missing is a lack of organizations that work to solve the root issues of homelessness, not just treat the symptoms. See if you can find organizations in your community that are already working towards justice.</p>		