



# 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

### Right to Participate

#### Learning Plan Number: 7

#### Learning Targets:

1. I can connect justice to my right to participate.
2. I can value my right to participate.

#### 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

**Four Corners**  
Engage the Learning Targets (ELT)

## TIME



## RESOURCES

☐ Popsicle sticks

Before you begin the game, give five students in the class three popsicle sticks, five students two popsicle sticks, and five students one popsicle stick. The rest of the students do not get a popsicle stick.

- When students are playing the game, the popsicle sticks represent how many times they can move. For example, if a student has three popsicle sticks, he or she will be able to move to a different corner three times. If a student has no popsicle sticks, he or she will need to stay in the same corner for the entirety of the game.
  - Number the corners of the classroom from one to four.
  - Select one student to be *It*. That person closes his or her eyes while the rest of the students go to one of the four corners in the classroom.
  - When all students are settled in a corner, *It* calls out a number. Anyone who chose that corner is out of the game and must sit down.
  - Students choose a different if they have a popsicle stick which allows them to move. Students with no popsicle sticks must stay in the same corner. *It* closes his or her eyes again, counts to 10 (enough time for those who are moving to get settled in a corner), calls out a number, and more students sit down.
  - If *It* calls out a corner where nobody is standing, *It* must choose again.
  - The game continues until only one student is left. That student wins the game and becomes *It*.
- As time allows, your class can play the game for multiple rounds. As you play again, change the number of popsicle sticks that each student is given.

Now read students a description of participation rights:





*Did you know that you have a right to participate in your community? You are entitled to freedom to express your opinions and to have a say in matters affecting your social, economic, religious, cultural, and political life.*

- Group Discussion:
  - How did you feel if you had multiple popsicle sticks? (Answers may include: we were at an advantage, we were able to play the game more by moving to different corners, we had more options.)
  - How did you feel if you only had one popsicle stick or none at all? (Answers may include: at a disadvantage, that we couldn't participate, it made me not feel good or valuable, it was not as fun.)
  - What was unjust about this situation? How could we seek justice again in this game if we were to play again?

Tell students this is how children may feel if they do not know they have, or they are not given, the right to participate.




## LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<b>Missing Key Words</b> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Post the learning targets on the board with some missing key words.</li> <li>Have students turn to a partner and guess the missing words. Then pick students to share what they think the missing key words are. Fill in words they guess correctly. If they guess incorrectly, give them a clue (i.e., it starts with a letter).</li> </ul> <p><b>Learning Target with missing key words:</b></p> <p><i>I can connect _____ to my right to _____.</i></p> <p><i>I can value my _____ to participate.</i></p> <ul style="list-style-type: none"> <li>Close the “Missing Key Words” activity by reading the learning targets together.</li> </ul>		
<b>Brainstorming Groups</b> <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> Chart paper
<p>In this activity, put students in small groups. Each group will answer the same two questions posted on chart paper.</p> <ul style="list-style-type: none"> <li>Give each group about five to ten minutes to write down as many thoughts/answers as they can to the following questions:             <ol style="list-style-type: none"> <li>How are you participating in your lives, in your communities, and in the world?</li> <li>How can you seek justice for others right to participate?</li> </ol> </li> <li>Now have each group circle what they think is the most important response to each question. Each group will pick one person to share the responses.</li> <li>Gather as a whole group to listen to the responses. Note any themes or trends among the responses.</li> </ul>		
<b>Empowered Reading</b>  <i>Engage the Learning Targets (ELT)</i>	 20 min	
<ul style="list-style-type: none"> <li>Tell students that now that they have learned about children’s rights of participation, they can begin being agents of change by reading to/with a lower elementary class in school.</li> <li>This short field work experience will show the students that they can make others feel special and empowered. It can show them that their say matters and how they participate matters. Before you go to the lower elementary class, make a short list with students about how they can make the child they are reading to/with feel empowered.</li> </ul> <p><b>Ideas:</b></p> <ol style="list-style-type: none"> <li>Let the child choose the book.</li> <li>Tell them that they are special and what they say matters even though they are young.</li> <li>Let them try to read some of the pages.</li> </ol> <ul style="list-style-type: none"> <li>Take pictures of the students reading to another class in the school to add to the document panel.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Write a Letter to Yourself</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15 min	
<ul style="list-style-type: none"> <li>Consider thinking back to God's heart for justice. Then think about your personal heart for justice. You have the right to participate and for your thoughts to be heard.</li> <li>Give students these prompts to use as a starting point for a letter to themselves about justice. It doesn't need to be long, but students may want to continue this work on their own another time.               <ol style="list-style-type: none"> <li>What affects me?</li> <li>What impacts my livelihood?</li> <li>What would make the world a better place?</li> <li>Where is oppression and a lack of justice in your world?</li> <li>How can I engage in my right to participation?</li> </ol> </li> <li>Have students write out one sentence from their letter onto a separate piece of paper that they will attach to their silhouette.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
Include a photo(s) of the students reading to other students on the document panel.		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
Have students create a right to participation game that they could share and play with another class in the school.		