



# 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

### Poverty and Justice

#### Learning Plan Number: 3

#### Learning Targets:

1. I can understand poverty as it relates to God's heart for justice.
2. I can analyze broken relationships as the core of poverty.

#### 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	TIME	RESOURCES
<b>Poverty in the Bible</b> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> <li>Have each student guess how many times poverty is mentioned in the Bible.</li> <li>Each student will share their guess either by holding a piece of paper with the number on it or by saying it aloud.</li> <li>Share this with your students: "It's no coincidence that in the Scriptures poverty is mentioned more than 2,100 times. It's not an accident."</li> </ul>		

## LEARNING ACTIVITIES


<b>Order the Learning</b> Introduce the Learning Targets (ILT)	 10 min	<input type="checkbox"/> Cut out several sets of the words that comprise the learning targets, hand out to small groups.
<p>Before the activity, cut out each word of the learning target on pieces of paper.</p> <ul style="list-style-type: none"> <li>Write the learning targets on the board. Read them aloud as a class. <ol style="list-style-type: none"> <li><u>I can understand poverty as it relates to God's heart for justice.</u></li> <li><u>I can analyze broken relationships as the core of poverty.</u></li> </ol> </li> <li>Divide students into small groups and give each a set of the learning target words.</li> <li>Ask students to rank the words of the learning target in order of importance.</li> <li>When the groups are finished, they will quickly explain why certain words are more important.</li> </ul>		
<b>I Used to Think Activity</b> Engage the Learning Targets (ELT)	 5 min	
<p>For the first part of this activity, students will begin to think about poverty by writing a sentence to explain how they would define poverty. They could also list phrases of what they already know about poverty.</p> <p>*Activity continued later in the lesson.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<b>VIP Activity</b>  Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> 6.3.a Student Materials: “Poverty Definition”
<ul style="list-style-type: none"> <li>• Make sure each student has a highlighter for this activity.</li> <li>• Students will first silently read the definition of poverty. Then they will read it a second time, this time making sure to highlight one very important sentence, one very important phrase, and one very important word.</li> <li>• Next, divide the class into groups of five or six students. Each group will make a large circle, bringing their definition paper along. Going around the circle, each student will share their very important sentence.</li> <li>• Once everyone has shared their very important sentence, they will again go around the circle to share their very important phrase. Finally, they will share their very important word.</li> <li>• Tell students to stay silent while others are reading. Also, if they have the same sentence, phrase, or word as someone else, they will still read it again. Remind students to be gracious communicators in their reactions and the way they listen to one another.</li> </ul> <p><b>Poverty Defined:</b> Poverty is surmountable human condition of deprivation and broken relationships which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes and powers in the social, religious, economic, political, environmental and spiritual domains at the local, national, regional and global levels.</p>		
<b>Justice and Poverty Activity</b>  Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> 6.3.b Student Materials: “Brokenness” <input type="checkbox"/> 6.3.c Teacher Resources: “Brokenness Ideas”
<ul style="list-style-type: none"> <li>• By understanding that poverty is brokenness in their world, students should identify that justice is closely tied to the brokenness in the spiritual, social, mental, and physical realms.</li> <li>• Present this document of the four different areas of brokenness on a screen for students to see.</li> <li>• As a class, brainstorm ideas for each section. These could be ideas from in their own lives or in response to the circumstances in which their World Vision sponsored child lives.</li> <li>• There is brokenness in our world, including the places we live and the places our sponsored children live. Thankfully, God is a God of justice and he has a heart for justice in this brokenness. In being gracious communicators, each student will write a thank you prayer to God for his justice for all of God’s children.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>I Used to Think Activity (continued)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	
<p>Earlier, students wrote their initial definitions of poverty. Now they will look back and see how their thinking has changed. Students will complete the phrase, “I used to think..., but now I know ...” to highlight what they once thought about poverty and what they think now that they have looked at poverty more deeply. They will include this document on their silhouettes.</p>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>• The World Vision definition of poverty will be posted on the document panel.</li> <li>• Print out the document of where they see brokenness in the four categories with examples and post on the document panel.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<p>Have students further reflect on the brokenness in their own lives. Have them write a letter to someone they may have hurt or treated unfairly.</p>		