



# 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 Protection

#### Learning Plan Number: 6

#### Learning Targets:

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

#### 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
<b>Better Together</b> Engage the Learning Targets (ELT)	10 min	<input type="checkbox"/> <a href="https://www.worldvision.org/child-protection-news-stories/child-rights-facts#world-vision">https://www.worldvision.org/child-protection-news-stories/child-rights-facts#world-vision</a>
<ul style="list-style-type: none"> <li>List how many adults around you would protect your rights. Now, consider how many adults you think would stand up to protect the right of your sponsored child or other children around the world.</li> <li>Read quotes from the child protection facts site (excerpts below) to celebrate the adults who have supported justice for children and their right to protection. <p><i>"In the Philippines, World Vision's work on child labor saw over 52,000 children receive education and livelihood services, resulting in an 86 percent reduction in child labor among participants. Since 2010, World Vision has equipped and mobilized 30,669 local leaders, parents, teachers, and police officers with the education needed to recognize, report and respond to crimes against children, fostering community-wide protection schemes and saving the lives of countless children."</i></p> <p><i>"In the last 5 years, World Vision has informed over 1,837,878 children and adults about the risks of exploitation, abuse, traffickers' ploys, and how to keep children from harm."</i></p> </li> <li>OR for more current facts, go to World Vision's child protection website:  <a href="https://www.worldvision.org/our-work/child-protection">https://www.worldvision.org/our-work/child-protection</a> </li> </ul>		

## LEARNING ACTIVITIES


<b>One Word Brainstorming</b> Introduce the Learning Targets (ILT)	5 min	<input type="checkbox"/> Index card
<ul style="list-style-type: none"> <li>Post the learning targets visibly in the room. <ol style="list-style-type: none"> <li><u>I can value my right to protection.</u></li> <li><u>I can connect justice to my right to protection.</u></li> </ol> </li> <li>Have students notice how the word "protection" is mentioned in both learning targets.</li> <li>Ask students to create a list of all the words that come to mind when they think of the word "protection."</li> <li>Students turn and share one or two words with someone sitting close to them.</li> <li>Have volunteers share words they came up with when they thought of the word "protection."</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Convention of Rights Activity Continued</i> 📄</p> <p><i>Engage the Learning Targets (ELT)</i></p>	30 min	
<ul style="list-style-type: none"> <li>Tell students they will continue to work on the presentation of their assigned articles from the previous learning plan. After the work time, they will be prepared to share with the rest of the class. Review the instructions and make sure to answer any student questions about the presentation.</li> <li>See below for the instructions from learning plan 5 using the “Rights of the Child” document.             <ol style="list-style-type: none"> <li>Split your class into nine groups (or fewer, depending on your class size) that would allow them to take 5 articles per group (combining articles 43-54 as one article).</li> <li>Assign the groups their articles. <b>Example:</b> 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).</li> </ol> </li> <li>In groups, students will follow these instructions.             <ol style="list-style-type: none"> <li>First read the articles and make sure all members of the group understand what the articles mean.</li> <li>The group will decide how to present the articles in a way that other students would understand what the articles are about. <b>Suggestions:</b> drama/acting, comic strip, give a speech, poster, or create a visual.</li> <li>As students present, they will also consider one way the idea of justice could tie in to the articles of the Convention of Rights. They will include this idea in their presentation, as well.</li> </ol> </li> </ul>		
<p><i>Sponsored Child’s Protection Rights Search</i> 🤝</p> <p><i>Engage the Learning Targets (ELT)</i></p>	20 min	<input type="checkbox"/> <a href="https://www.worldvision.org/my">https://www.worldvision.org/my</a>
<ul style="list-style-type: none"> <li>Share with students what the protection rights includes: These rights include protection from all forms of child abuse, neglect, exploitation, and cruelty, including the right to special protection in times of war and protection from abuse in the criminal justice system.</li> <li>Navigating the Website:             <ol style="list-style-type: none"> <li>Tell each student to sign into their World Vision account.</li> <li>Click to their sponsored child’s profile.</li> <li>Click on “Explore Her/His World” (this will take them to page that talks about their sponsored child’s community).</li> <li>Next, they will scroll down a little and click the tab that says, “Child Protection and Care.” This tab contains information on how many people in the sponsored child’s community are learning about child rights and may be advocating for them.</li> </ol> <p><i>Note: Some communities may not have this information posted. In this is the case, the student can share with another student or could look up child rights facts for the country rather than the community.</i></p> </li> <li>On an index card, students will include two positive steps their sponsored child’s community is taking to help secure the right to protection for all or any children. Also write one area where their sponsored child’s community could continue to seek justice and improve on the right of protection (for example, more people could know about the rights, they could have children advocating for their rights through..., etc.).</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Inside Outside Circle Reflection</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>Half of the students will stand or sit in a circle. The other half will stand or sit in a circle around the first circle. Students will form two concentric circles, so those in the inside circle will face those in the outside circle.</li> <li>Each student will be paired with the person standing across from them. Pairs will discuss the question or prompt for a set amount of time.</li> <li>When time is up, the inside circle shifts to the right/left one person. The new person they are standing across from will be their new partner for discussing the question or prompt.</li> <li>The circles will shift with each new question or prompt. After the final question or prompt, students will shift one more time to recap their conversations.</li> </ul> <p><i>Note: Students may want to bring their index cards from the sponsored child protection rights search.</i></p> <p>Use the following prompts:</p> <ol style="list-style-type: none"> <li>1. Share one positive step your sponsored child's community is taking for protection rights.</li> <li>2. Share one way that you have seen your rights being protected.</li> <li>3. Share one article of the UNCRC that stood out to you.</li> <li>4. Share how knowing about your rights may cause you to live differently.</li> <li>5. Share one way that you think Biblical justice is tied to the protection rights of a child.</li> </ol> <ul style="list-style-type: none"> <li>Together as a class, highlight key points and ideas from their conversations.</li> <li>Students will post their index cards on their silhouettes.</li> </ul>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b></p> <p>ADD TO DOCUMENT PANEL</p>		
<p>Include a picture of one or two of the presentations of the Convention of Rights activity. (i.e.: if they did a poster, take a picture of it; if they acted it out, take a picture of them acting.)</p>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<p>Students could brainstorm areas where they see children's rights of protection lacking in their community. They could find organizations that are working for children's rights of protection. They could do research on these organizations.</p>		