



# 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 Survive

#### Learning Plan Number: 9

#### Learning Targets:

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

#### Habit(s) of Learning:

Joy-filled Collaborator

## 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>Animal Crackers</b> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Animal crackers or a snack that can be shared
<ul style="list-style-type: none"> <li>Divide the class into five small groups. Distribute a total of 100 animal crackers as follows: 86 to one group, 10 to another, and the remaining four between the last three groups.</li> </ul> <p>Tell the class to enjoy their snack. Allow them to resolve, or not resolve, the unequal distribution.</p> <ul style="list-style-type: none"> <li>Explain that the distribution of animal crackers to each group represents how resources is shared among the world's countries. The wealth and resources is used to produce and purchase food and to provide health care, among other things. If the five groups represent the world's population, we can see that many of the people in the last three groups go hungry and do not have adequate health care.</li> </ul>		

## LEARNING ACTIVITIES

<b>Enter Ticket</b> <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> Index card
<ul style="list-style-type: none"> <li>Post the learning targets in a visible place in the classroom.</li> <li>Read the learning targets together.</li> <li>Give one index card to each student. Students will write one thing they already understand and one question they have about this topic.</li> </ul> <p><i>Note: Keep these cards for an exit ticket response at the end of the lesson.</i></p>		
<b>Human Development Index (HDI) Activity</b>  <i>Engage the Learning Targets (ELT)</i>	 30 min	<input type="checkbox"/> <a href="http://hdr.undp.org/en/2018-update">http://hdr.undp.org/en/2018-update</a> <input type="checkbox"/> 6.9.a Student Material: "Human Development Index"
<ul style="list-style-type: none"> <li>Have students go to the Human Development Reports website to search for both the United States and their sponsored child's country.</li> <li>Each student will fill out handout 6.9.a Student Material: Human Development Index.</li> </ul>		

Continued ...



- Back-to-Back, Face-to-Face

Tell students to take their handout with them for this activity.

1. This is a way for students to share and listen to different perspectives while moving around the room, but also leave time to quietly consider before speaking.
2. Students will find a partner in a different part of the room and stand back-to-back.
3. Once students are partnered up, read the first prompt (which is preferably posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider it.
4. Ask students to turn, face their partner, and share their responses.
5. After allowing 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt.


**Prompts:**

- Share one difference that stood out to you from the handout.
- In which category were the numbers closest together (meaning they were the most similar)?
- Share one way your right to survive is being protected.

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Sponsored Child Connection</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20 min	<p> <a href="https://www.worldvision.org/sponsor-a-child/support-center/email-sponsored-child">https://www.worldvision.org/sponsor-a-child/support-center/email-sponsored-child</a></p>
<ul style="list-style-type: none"> <li>• Students will go to their sponsored child's website, clicking, "Explore His/Her World," and then "Healthy Children and Families" tab.</li> <li>• Read-Pair-Share: Students will first read about health in their sponsored child's community. Then they will pair with another student and share one piece of information about the health of their sponsored child's community. Finally, a few volunteers will share a piece of information they learned with the whole group.</li> <li>• Students will consider God's heart for justice and the rights of the child as they go into a time to write to their sponsored child. They will consider the thought of building a relationship with their sponsored child and feel empowered to make a difference in the world.</li> <li>• Display and review the following information from World Vision before students begin writing:</li> </ul> <p><b>What to write about:</b></p> <ol style="list-style-type: none"> <li>1. Be sure to consider your sponsored child's environment and culture. For example, avoid writing about the things you own since your child might have very few possessions.</li> <li>2. Feel free to share about your family, friends, and interests.</li> <li>3. If your child lives in an area where Christianity is not the dominant faith, you may see a sensitive area alert. Please refrain from using religious references or sending religious items. These could endanger your sponsored child or our local staff. Do continue to pray for your child's physical and spiritual well-being.</li> </ol>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Exit Ticket</b> <i>Reflect on the Learning Target (RLT)</i> <i>Assess the Learning Target (ALT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Students will first reflect on what they wrote at the beginning of the lesson on their index card (what they already knew about the topic and the one question they had). Students will put a check mark if their thinking before the lesson was correct. If it was not, they will change the sentence so it is correct. If their question was not answered during the lesson, they will answer it.</li> <li>On the other side of their index card, students will write two of the most important things they learned from the lesson.</li> <li>Have students post the enter ticket side of their index card onto their silhouette.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> <b>ADD TO DOCUMENT PANEL</b>		
<p>Post one or two of the students' examples of the HDI activity on the document panel.</p> <p>Include a flag of the countries the students investigated for the HDI activity (along with the two examples) for a visual on the document panel.</p>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<p>Have students write a thank you or encouragement to the people in their lives who help give them the right to survive.</p>		