



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

We are Neighbors

Learning Plan Number: 2

Learning Targets:

1. I can connect that loving my neighbor is tied to the pursuit of justice.
2. I can explore the deep hope for this unit.

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
<i>Silhouette Reflection Tool</i> <i>Assess the Learning Targets (ALT)</i>	 30 min	<input type="checkbox"/> Roll of black paper.
<p>For this activity you will need a large black paper roll. Each student will need a pencil and scissors.</p> <ul style="list-style-type: none"> • Give each student a large section from the roll of black paper (it should be big enough that they could do an outline of themselves) • First have students reflect back on the deep hope and think for one minute about a stance or position they would stand in to represent the deep hope. • Next gather students into groups of two. One student will go first and lie down on the ground and make that specific stance they were thinking of as they thought of the deep hope. A stance that they think would go along with deep hope of this unit (for example: a student with a fist in the air, or a student standing tall). • The other student will trace them with a pencil. Then the student will cut around the image that was traced out. Finally, switch and have the other students take a turn. In the end each student will have a silhouette of themselves. • Post the silhouettes around the room. These images will be used throughout the unit as an individual reflection tool. 		

LEARNING ACTIVITIES


<i>Antonyms of Learning Targets</i> <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> 6.2.a Teacher Resources: "Antonyms of Learning Targets"
<p>The learning targets should be clearly posted somewhere visible around the room. Introduce the learning targets by having the students read them aloud together.</p> <ul style="list-style-type: none"> • <u>I can connect that loving my neighbor is tied to the pursuit of justice.</u> • <u>I can explore the deep hope for this unit.</u> <p>Next, have students give antonyms for some key words in the first learning target only. Then bring students back to the true definition of the learning targets by naming who their neighbor could include. Tell students that their neighbor is whomever their lives have crossed paths with. Then read to students the second greatest commandment found in Matthew 22:39 "And the second is like it: 'Love your neighbor as yourself.'"</p>		



ACTIVITY TITLE	TIME	RESOURCES
<p>Chalk Talk Verse Activity Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)</p>	 20 min	
<ul style="list-style-type: none"> Students can look up and read these two scripture passages in their Bible. As they read they will use the skills of being courageous designers as the verses apply to the learning target: <u>I can identify that loving my neighbor is tied to the pursuit of justice.</u> <ol style="list-style-type: none"> Amos 5:24 <i>"But let justice roll on like a river, righteousness like a never-failing stream!"</i> Galatians 3:23-29 <i>"Children of God before the coming of this faith, we were held in custody under the law, locked up until the faith that was to come would be revealed. So the law was our guardian until Christ came that we might be justified by faith. Now that this faith has come, we are no longer under a guardian. So in Christ Jesus you are all children of God through faith, for all of you who were baptized into Christ have clothed yourselves with Christ. There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. If you belong to Christ, then you are Abraham's seed, and heirs according to the promise."</i> Write the question below on pieces of chart paper around the room. Make sure that each student has access to a piece of paper. Place the charts on desks or tables. <ol style="list-style-type: none"> How do you think loving your neighbor can be tied to the pursuit of justice? Explain to students that each student will have a different colored marker. For 10 minutes students will be responsible for writing a comment, reading other's comments, and responding to at least one comment on the chart paper at their table or on another table. They will first stay at their table to write a comment, but then they will be able to move around the room to respond to others. They will do this activity silently. In pairs students will read through all the postings and search for patterns and themes. They will record those on a piece of paper. Share as a whole group the patterns and themes noticed throughout the work. 		
<p>Write an Email to Your Sponsored Child  Engage the Learning Targets (ELT)</p>	 15 min	<input type="checkbox"/> https://www.worldvision.org/lp/write-your-child
<ul style="list-style-type: none"> Have students take a moment and consider the deep hope for the expedition in relation to how Jesus stood up for justice and human dignity. One answer they may suggest is that he built relationships with people. Tell students that they will get an opportunity to build a relationship with their World Vision sponsored child. Have students write an email with connection to the learning target, <u>"I can connect that loving my neighbor is tied to the pursuit of justice."</u> In loving our neighbor, we can write a letter to build a relationship with them. Use the link on the World Vision website to identify how they could start their first email to their sponsored child. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Silhouette Reflection</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> Picture of sponsored child
<ul style="list-style-type: none"> Add a picture of your sponsored child onto your silhouette to remember your relationship with them as your neighbor. Have students join into small groups. In their groups they will move to each silhouette of their group members posted around the room. When the student is at their silhouette have them explain why they chose the stance they took, and how it fits in with the deep hope, or driving question for the unit. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Include the learning target to the document panel. <u>I can identify that loving my neighbor is tied to the pursuit of justice.</u> Under the learning target include a printed off copy of two students first letters to their sponsor child on the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
Students write a letter to a neighbor in their own community. Someone who they think would need some encouragement.		