



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 Advocates

Learning Plan Number: 14

Learning Targets:

1. I can generate ways to continually seek justice for rights.
2. I can continue to advocate for human dignity.

Habit(s) of Learning:

Joy-filled Collaborating

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
Opening Circle  <i>Reflect on the Learning Targets (RLT)</i>	 10 min	
<ul style="list-style-type: none"> • Tell students to sit in a circle. • (Have the mural, or photo of the mural, that was created in learning plan 1 ready to show students.) Have students think about their sponsored child. Remind students that we are all created in the image of God, and deeply loved by him. We value all people and view others as equal. • Have each student go around the room and say aloud their sponsored child's name. • Tell the students that they have the right to advocate for their rights and for the rights of others. Also, remind students that their sponsored children have the right to be able to use their voice and be heard. • Go around the circle one more time and tell the class one way that you would like to see your sponsored child's community be empowered. If students are having a difficult time thinking of something to share, remind them to think back to the rights of the child and what they discovered when they looked at their sponsored child's community. 		

LEARNING ACTIVITIES


3-2-1 <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Index cards
<p>Post the learning targets somewhere the students can see them around the room.</p> <ul style="list-style-type: none"> • I can generate ways to continually seek justice for rights. • I can continue to advocate for human dignity. <p>Ask students to write the following on an index card.</p> <p>3 - Things I know about ways to seek justice and ways to advocate for human dignity.</p> <p>2 - Questions I have about seeking justice and ways to advocate for human dignity.</p> <p>1 - Analogy 'Seeking Justice is like...' or 'Advocating for human dignity is like...'</p> <p><i>Note: Index cards will be kept by the students for a later time in the learning plan.</i></p>		



ACTIVITY TITLE	TIME	RESOURCES
Local, National, and Global  Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> 6.14.a Teacher Resources: “Teacher Suggestion Sheet”
<p>Tell students that in this activity, they will be brainstorming ways they can continue to seek justice and stand up for human dignity locally, nationally, and globally.</p> <ul style="list-style-type: none"> Post the words local, national, and global on the top of separate pieces of large chart paper. Have the students think about and come up with a definition to define each term. Tell students that for a few minutes, they will walk around the room quietly adding their ideas for seeking justice or standing up for human dignity locally, nationally, or globally. They will write these on the separate pieces of chart paper. Tell them to add one idea or more to each piece of paper. The teacher should look over the ideas with students by sharing them aloud. Then the teacher should use the suggestion document 6.14.a to add any other suggestions in that area that students may not have considered. Each student will use an index card. On the index cards each student will write a sentence answering the following question: <ul style="list-style-type: none"> 1. How can I seek justice for human rights? They will add this index card on their silhouette. 		
Mission Statement Engage the Learning Targets (ELT)	 30 min	
<p><i>Note: Students will need to keep their mission statements for learning plan #15.</i></p> <ul style="list-style-type: none"> Tell students they will be creating personal mission statements. Tell students the three steps of their mission statement will be discover, dream, and do. The first step is writing what they have discovered about standing up for human dignity and seeking justice. The next step will include dreaming. Students should list one or more examples of ways they dream to see the area of human dignity and justice being restored in God’s story. They should also write this down. This section of the mission statement addresses how they are going to do this in their lives. What steps can they make? This may be similar to the previous activity. They will write this as the final part of their mission statement. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
3-2-1 Reflection <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> Index cards
<p>Students will look back at their 3-2-1 index card from the introduction to the learning target. On the back side of the index card they will answer these prompts.</p> <p>3 - Were the three things you knew about seeking justice and human dignity correct? Add one new thing you learned about seeking justice or advocating human dignity. This could be something that you included on your personal mission statement.</p> <p>2 - Write down the answers to your two questions.</p> <p>1 - Come up with a new analogy based on your personal mission statement: “seeking justice it like...” or “advocating for human dignity is like...”</p>		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<p>Include three photos from the brainstorming chart paper (local, national, and global) on the document panel.</p>		
OPPORTUNITY TO DEEPEN THE LEARNING		
<p>One of the ideas done during the brainstorming activity could be created into an additional community engagement connection for this learning expedition.</p> <p>If Ignite’s 7th grade curriculum “Voices for Change” is taught at your school, invite students to share with your class on the importance of sharing their voices.</p>		