



# 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 Development

Learning Plan Number: 8

#### Learning Targets:

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

#### Habit(s) of Learning:

Curious Thinkers

## 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>Gallery Walk</b>  <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 6.8.a Student Material: "Schools Around World" images <input type="checkbox"/> Sticky Notes
<p>Before the learning plan begins, post pictures of schools from around the world around the classroom.</p> <ul style="list-style-type: none"> <li>Prepare students by telling them they will be walking around the classroom looking at the pictures. They should do this without talking. Give each student two sticky notes. Tell students they will be curious thinkers by writing in response to the prompts as they look at the pictures. They may fill the sticky notes out as they walk around the room.</li> </ul> <p>Plan on five minutes for students to walk around during the gallery walk.</p> <ol style="list-style-type: none"> <li>I notice ...</li> <li>I wonder...</li> </ol> <ul style="list-style-type: none"> <li>Have students share what they wrote with a partner sitting close by.</li> <li>Have volunteers share their thoughts aloud.</li> <li>Have students guess what Rights of the Child they will be learning about today.</li> </ul>		

## LEARNING ACTIVITIES

<b>Deep Hope and Learning Target Connection</b> <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> Sticky notes or student notebooks
<ul style="list-style-type: none"> <li>Display the learning targets somewhere prominent in the classroom.             <ol style="list-style-type: none"> <li>I can connect justice to my right to development.</li> <li>I can value my right to development.</li> </ol> </li> <li>Have students read the learning targets aloud as a class.</li> <li>Draw attention to the deep hope, verse, and driving question found on the learning document panel.</li> <li>Have students record, on sticky notes or in notebooks, where they see two ways today's learning targets fit into the deep hope, verse, or driving question.             <ol style="list-style-type: none"> <li>Have students share with an elbow partner.</li> <li>Encourage a few students to share whole group.</li> </ol> </li> <li>Explain further what the right of development is talking about to students. Explain that the right to development is everything children need to reach their full potential, including education.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>GoGoMo</b> Engage Learning Targets (ELT)	 20 min	<input type="checkbox"/> Latha's story: <a href="https://youtu.be/WF3bBCtq5Ag">https://youtu.be/WF3bBCtq5Ag</a> <input type="checkbox"/> Index cards
<p>Have students first watch the YouTube video of Latha's story. Students will share their thinking on the video through this protocol: GiveOne, GetOne, MoveOn (GoGoMo)</p> <ol style="list-style-type: none"> <li>1. Ask students to write down three to five key learnings or important ideas from the video of Latha's story. You may choose to have students write each idea on a different index card or sticky note to give away to his or her partner.</li> <li>2. Invite the group to get up and mingle with other students.</li> <li>3. After about 30 seconds, call out, "GIVE ONE to a partner."</li> <li>4. Students form pairs and each "give" one of their key learnings or important ideas to the other, so each person "gives one" and "gets one." Time may range from one to three minutes.</li> <li>5. Call out, "MOVE ON," and students mingle again.</li> <li>6. Repeat the sharing for as many ideas as people have to share.</li> <li>7. Gather again as a whole group and have some students volunteer to share their thinking about the video to the whole group.</li> </ol>		
<b>Sponsored Child Education Rights Search</b>  Engage the Learning Targets	 30 min	<input type="checkbox"/> <a href="https://my.worldvision.org">https://my.worldvision.org</a>
<ul style="list-style-type: none"> <li>• Post this question on the board:  <i>What would your life be like if you could not read or write?</i></li> <li>• Read Proverbs 1:1-7 (NIV) Purpose and Theme  <p>The proverbs of Solomon son of David, king of Israel: 2 for gaining wisdom and instruction; for understanding words of insight;</p> <ol style="list-style-type: none"> <li>1. for receiving instruction in prudent behavior, doing what is right and just and fair;</li> <li>2. for giving prudence to those who are simple, knowledge and discretion to the young—</li> <li>3. let the wise listen and add to their learning, and let the discerning get guidance—</li> <li>4. for understanding proverbs and parables, the sayings and riddles of the wise.</li> <li>5. The fear of the Lord is the beginning of knowledge, but fools despise wisdom and instruction.</li> </ol> </li> <li>• Split students into small groups where they will write a list of all the reasons they think having an education is important. Once they have created the list, they should circle their two most important reasons.</li> <li>• Each group will pick one student to share with the whole group the two most important reasons they think having an education is important.</li> </ul>		


Continued ...



**Step 5:** Transition students into visiting their sponsored child's website. On their sponsored child's profile, they will find education facts about their child's community. After clicking on, "Learn More," click the tab that says, "Education for Better Lives." Students each write one positive step their sponsored child's community is making for education,

**Step 6:** Students add this one positive step to their silhouette, while sharing it with two other students.

#### EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Deep Hope Learning Target Connection Continued</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 10 min	
<p>Have students gather around the document panel. Reflect on how the deep hope and driving question relate to the learning targets. Ask students consider any new connections they may have made during the learning plan. Have each student will write one new connection they made between the driving question, scripture verse, or deep hope to today's learning targets.</p>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b></p> <p><i>ADD TO DOCUMENT PANEL</i></p>		
<p>Post two or three of the pictures from the Gallery Walk to the document panel to demonstrate the Right to Development.</p>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<p>Write a thank you card for someone who helps give you the right to go to school and the opportunity to have an education (i.e.: an administrator, a teacher, a parent who pays for you to go, or a bus driver who allows you to attend school).</p>		