



# 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 Imagining

Learning Plan Number: 10

#### Learning Targets:

1. I can decide on a right to take a stand for.
2. I can empower children in their rights.

#### 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
<b><i>Journey to School</i></b> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> <li>Ask students to shut their eyes and imagine leaving their house in the morning to start their journey to school. Encourage them to imagine the whole trip. Can they think of any times along their route when they get worried or annoyed? How might these dangers or problems relate to their rights? For example, their right to protection from hurt might be put at risk at a dangerous junction, or car fumes could threaten their right to health.</li> <li>Students will share with an elbow partner one idea about a right related to their journey to school.</li> <li>Have a volunteer or two share their thinking aloud.</li> </ul>		

## LEARNING ACTIVITIES



<b><i>Unpack the Learning Targets</i></b> Introduce the Learning Targets (ILT)	 10 min	<input type="checkbox"/> Index card
<ul style="list-style-type: none"> <li>Place the learning targets up around the room and read them together. <ol style="list-style-type: none"> <li><u>I can decide on a right to take a stand for.</u></li> <li><u>I can empower children in their rights.</u></li> </ol> </li> <li>Then, have students share with their neighbor one or two words from the two targets that jump out to them as interesting or powerful. Take a few answers as a class.</li> <li>With a new partner, have the students share one or two words from the learning targets that they notice or wonder about. Take a few moments to answer questions from the class.</li> </ul>		
<b><i>Mingle, Mingle</i></b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 15 min	
<ul style="list-style-type: none"> <li>Cover the document panel before you begin this part of the lesson.</li> <li>Play a song as students mingle/dance/walk around the room. Tell them that when the music stops, they will need to stop and find the partner closest to them. Facing their partner, they will stay silent. Once the teacher gives the prompt, students can answer. After a minute or two of discussion, play the music again. Students will continue to mingle/dance/walk. Continue these steps until the teacher has given all the prompts.</li> </ul>		

Continued ...





### Prompts:


1. As best as you can remember, say our deep hope for this learning expedition.
  2. As best as you can remember, say our driving question for this learning expedition.
  3. As best as you can remember, share any parts of our scripture verse for the learning expedition.
  4. List one word that most stands out to you from the deep hope, driving question, and verse.
- To close the lesson, unveil the deep hope, driving question, and a scripture verse on the document panel. Have students volunteer to read them aloud. Ask how well they remembered them. Tell students that these will be important to remember as we go into the project piece of this learning expedition.

ACTIVITY TITLE	TIME	RESOURCES
<b>Chalk Talk with Rights</b>  Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> Markers for each student
<ul style="list-style-type: none"> <li>On chart paper, write the four rights (right to development, right to survive, right to protection, right to participate). For this activity, tell students they will be brainstorming ways to seek justice in one of these areas with a “community engagement” project. It should be something we could do as a class. They should dream big and write down any ideas, even if they seem large. Place the chart papers around the room so they are accessible for all students.</li> <li>Create norms for the activity (working silently, being respectful of other people’s ideas, working the entire time period, writing a comment, and responding to one to three other people’s comments).</li> <li>Ask for clarifying questions. Students begin working and each student will use a different color marker.</li> <li>At the conclusion of the time period, students will pair up to record similarities, differences, wonderings, and other things they noticed.</li> <li>Share these ideas round-robin style with the class.</li> </ul>		
<b>Picking a Right</b>  Engage the Learning Targets (ELT)	 5 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> Markers for each student
<ul style="list-style-type: none"> <li>Tell students all the rights are important; however, we will be picking one right to explore further as a community engagement project. Assign the four corners of the classroom to a specific right (right to survive, right to development, right to participation, right to protection). Tell students to vote by walking to the corner of their preferred right. The corner with the majority of students is the right selected for the project.</li> </ul> <p><b>Note:</b> In the following lessons, students will explore the right to survive by planning a community engagement. However, if your students were passionate about another right, you may work on a community engagement with that right. For more guidance on how to design and implement your “Community Engagement” project, check out Appendix A: The Educator’s Guide to Community Engagement.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Visual of Right to Survive</b>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> A small, square sheet of paper for all students in the class <input type="checkbox"/> Colored pencils or markers for students
<ul style="list-style-type: none"> <li>Now that we have picked the right as a class, each student will represent that right by creating a visual on a small, square piece of paper. This will be a symbol or image that reflects what the right is all about and what it means. Tell students to create this neatly and add color with colored pencils or markers. Student visuals will be posted on their silhouettes</li> </ul>		

## EXIT EVENT

<b>Yarn Web</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 10 min	<input type="checkbox"/> Ball of Yarn
<ul style="list-style-type: none"> <li>Have your students sit in a circle. Tell students that you will be asking them some questions. The person holding a ball of string will answer the question, then hold onto the string with one hand and toss the ball of string to a classmate that has not had a turn. That person will answer the next question before tossing the ball of string again. Also, multiple students may answer the same question.</li> </ul> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Share one word to describe how you feel about child rights.</li> <li>Share one aspect/part of the right to survive.</li> <li>Share one way that you were a courageous designer today.</li> <li>Share one way that you lived out our learning expedition's driving question, deep hope, or verse.</li> </ol>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
On the document panel, post two of the right to survive visuals.		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
For homework, have students think about their drive home from school. The next day, students could be prepared to share what right of the child they noticed.		