



# Justice and Rights

## Introduction

This learning expedition centers around three things:

- 1 The Driving Question**  
How can we seek justice in our lives and globally for human rights?
- 2 The Deep Hope**  
The deep hope is that we would stand up for human dignity and seek justice, just as Christ has done.
- 3 The Biblical Foundation Verse**  
Zechariah 7:9-10 (NIV) *"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.'"*

## Summary

In this Ignite six-lesson learning unit, students will be invited into the work of loving their local and global neighbors as they explore justice and child rights. Students will learn about God's heart for justice, and the core themes of child rights for themselves and for children living in poverty around the world. Students will be invited to participate as justice seekers as they brainstorm ways to make a difference in their communities.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven" (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.






It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 6th grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: [worldvision.org/ignite/curriculum-info/](https://worldvision.org/ignite/curriculum-info/).



## Curriculum overview

<b>Lesson 1: We Are All Loved by God</b>	 30-40 min
<ol style="list-style-type: none"> <li>1. Gallery Walk (10-20 min)</li> <li>2. Sponsored Child Introduction (10 min)</li> <li>3. Deep Hope Introduction (10-15 min)</li> </ol>	
<b>Lesson 2: Understanding Poverty</b>	 30-50 min
<ol style="list-style-type: none"> <li>1. Poverty in the Bible (5-10 min)</li> <li>2. Justice and Poverty Activity (10-15)</li> <li>3. I Used to Think ... (5-10 min)</li> </ol> <p><b>Optional activity:</b></p> <ol style="list-style-type: none"> <li>4. Write an Email to Your Sponsored Child (10-15 min)</li> </ol>	
<b>Lesson 3: Justice</b>	 30-45 min
<ol style="list-style-type: none"> <li>1. 3-2-1 (5 min)</li> <li>2. Biblical Justice (10-15 min)</li> <li>3. Introduction to Rights (15-25 min)</li> </ol>	
<b>Lesson 4: Exploring Rights</b>	 45-65 min
<ol style="list-style-type: none"> <li>1. Latha's Story (10-15 min)</li> <li>2. Better Together (5-10 min)</li> <li>3. Exploring the Convention of Rights (30-40 min)</li> </ol>	
<b>Lesson 5: Right to Survive</b>	 30-40 min
<ol style="list-style-type: none"> <li>1. Animal Crackers (5 min)</li> <li>2. Marie's Story (10 min)</li> <li>3. Human Development Index Activity (15-25 min)</li> </ol>	

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**Lesson 6: Local, National, and Global**


30-55 min

1. Local, National, and Global (20-25 min)
2. World Vision Children's Prayer (10-15 min)
3. Optional Final Activity: Write a Letter to Yourself (15 min)

## Overview of grade 6 learning targets


LESSON	LEARNING TARGETS
<b>6.1.1</b>	I can embrace that we are all loved by God and made in His image.
<b>6.1.2</b>	I can explore the deep hope for this unit.
<b>6.2.1</b>	I can understand poverty as it relates to God's heart for justice.
<b>6.2.2</b>	I can analyze broken relationships as the core of poverty.
<b>6.3.1</b>	I can develop an understanding of Biblical justice.
<b>6.3.2</b>	I can value the realization of my rights.
<b>6.4.1</b>	I can connect justice to my right to life, survival, and development.
<b>6.6.1</b>	I can generate ways to continually seek justice for rights.
<b>6.6.2</b>	I can personally commit to seeking justice and standing up for human dignity.


## Materials needed

- ☐ Index cards or sticky notes (lessons 3, 4, and 6)
- ☐ Animal crackers (lesson 5)



# Justice and Rights



LEARNING PLAN TITLE	CUMULATIVE TIME
<i>We Are All Loved by God</i>	 30-45 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can embrace that we are all loved by God and made in His image.</u></li> <li>2. <u>I can explore the deep hope for this unit.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Gallery Walk</i>	 10-20 min	<input type="checkbox"/> 6.1.A Teacher material: Children photos
<p><b>Before:</b> Set out pictures of many children from around the world.</p> <ul style="list-style-type: none"> <li>• Tell students that they will be walking around the classroom and looking at pictures of children from around the world. They should do this without talking. Give each student two sticky notes. Tell students to be curious thinkers and ask them to write answers to the prompts as they look at the pictures. They may fill out the sticky notes as they walk around the room and place them on specific pictures (if their notes pertain to that picture).</li> <li>• Plan on giving students five minutes to walk around during the gallery walk. <ol style="list-style-type: none"> <li>1. "I notice ..."</li> <li>2. "I wonder ..."</li> </ol> </li> <li>• Gather the sticky notes that students placed on the pictures of children. Read some of the notes that students made aloud.</li> <li>• Post questions on the board and have students discuss these questions in a small group: <ol style="list-style-type: none"> <li>1. "What were some things you noticed?"</li> <li>2. "What were some things you wondered about the photos?"</li> <li>3. "What differences do you notice between the various photos? What differences do you notice between the photos and your life?"</li> <li>4. "What are some things that all these children have in common with each other? With us?"</li> </ol> </li> </ul>		

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- Gather as a whole group for a discussion:
  1. "How do you think some people may view the children in the photos? What judgements (positive and negative) might they give?"
  2. "What did your group decide were some commonalities these children shared with each other and with us?"
  3. "How do you think God views these children?" (We are all loved by God no matter what differences we may have.)
- Closing of Gallery Walk discussion: Say, "God's intent is for us and all children to have full and thriving lives." Read John 10:10, "The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full." (NIV)

ACTIVITY TITLE	TIME	RESOURCES
<i>Deep Hope Introduction</i>	 10-15 min	<input type="checkbox"/> 6.1.B Student material: Deep Hope
<ul style="list-style-type: none"> <li>• Give each student a copy of the deep hope, the verse, and the driving question for the unit.</li> <li>• My deep hope is that we would stand up for human dignity and seek justice, just as Christ has done.</li> <li>• Zechariah 7:9-10 (NIV) "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.'"</li> <li>• Tell students: "As curious thinkers, I want you to look closely at these words and what they mean. Find four words that you think are key words in the deep hope, verse, or driving question and highlight those words. Out of those four words pick two words to write down a different word that means something similar (synonym)."</li> <li>• As a class, share examples of words that stood out to students.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional activity: Sponsored Child Introduction</i>	 10 min	<input type="checkbox"/> My World Vision: <a href="http://worldvision.org/my">worldvision.org/my</a>
<ul style="list-style-type: none"> <li>• Tell the students that your school sponsors children in partnership with World Vision. Log in to My World Vision (<a href="http://worldvision.org/my">worldvision.org/my</a>) with the email address and password provided by your Ignite partnership manager. Take time as a class to explore the website and read any information about their sponsored child.</li> <li>• Tell students to use their curious thinking skills to write down three questions they would like to know about their sponsored child. Keep these for a later time.</li> </ul>		





# Justice and Rights


LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Understanding Poverty</i>	 30-50 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can understand poverty as it relates to God's heart for justice.</u></li> <li>2. <u>I can analyze broken relationships as the core of poverty.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Poverty in the Bible</i>	 5-10 min	
<ul style="list-style-type: none"> <li>• Have each student guess how many times poverty is mentioned in the Bible.</li> <li>• Each student will share their guess either by holding up a piece of paper with the number on it or by saying it aloud.</li> <li>• Share this with your students: "It's no coincidence that in the Scriptures poverty is mentioned more than 2,100 times. It's not an accident."</li> <li>• Students will begin to think about poverty by writing a sentence to explain how they would define poverty. They could also list phrases of what they already know about poverty.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<i>Justice and Poverty Activity</i>	 10-15 min	<input type="checkbox"/> 6.2.A Student material: Poverty Definition <input type="checkbox"/> 6.2.B Student material: Brokenness <input type="checkbox"/> 6.2.C Teacher resource: Brokenness Ideas
<ul style="list-style-type: none"> <li>Now that students have had the opportunity to write down what they think what poverty is, walk them through understanding the World Vision definition of poverty:</li> </ul> <p><i>Poverty is the surmountable human condition of deprivation and broken relationships which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God-given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes, and powers in the social, religious, economic, political, environmental, and spiritual domains at the local, national, regional, and global levels.</i></p> <ul style="list-style-type: none"> <li>Ask students to read through the definition independently, highlighting key words and phrases.</li> <li>As a class, discuss which words stood out, allowing the same answer to be repeated if other students highlighted the same words.</li> <li>By understanding that poverty is brokenness in their world, students should identify that justice is closely tied to the brokenness in the spiritual, social, mental, and physical realms.</li> <li>Display the document of the four different areas of brokenness on a screen visible to students.</li> <li>As a class, brainstorm ideas for each section. These can be ideas from their own lives, or in response to the circumstances in which children experiencing poverty live.</li> <li>After sharing one idea for each part of the chart, allow students to work in pairs or groups to brainstorm more ideas. Have students share their ideas with the rest of the class if time allows.</li> <li>Remind students, "There is brokenness in our world. Thankfully, God is a God of justice and he has a heart for justice in this brokenness." To help students become more gracious communicators, each student will write a thank-you prayer to God for His justice for all of His children.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>I Used to Think ...</i>	 5-10 min	
<ul style="list-style-type: none"> <li>Earlier, students wrote down their initial definitions of poverty. Now give them a moment to look back and see how their thinking has changed. Students will complete the phrase, "I used to think ... but now I know ..." to highlight what they once thought about poverty, and what they think now, after examining poverty more deeply.</li> <li>Ask students to put their completed phrases on the bulletin board.</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Activity: Write an Email to Your Sponsored Child</i>	 10-15 min	<input type="checkbox"/> Write to your sponsored child: <a href="https://worldvision.org/lp/write-your-child">worldvision.org/lp/write-your-child</a>
<ul style="list-style-type: none"> <li>• Have students take a moment to 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.</li> <li>• Tell students that they will get an opportunity to build a relationship with their World Vision sponsored child/children.</li> <li>• Together with your class, go to My World Vision (<a href="https://worldvision.org/my">worldvision.org/my</a>) and sign in using your email address and password (provided by your Ignite partnership manager) to view their sponsored child/children's page(s). Take a few minutes to explore the different sections together, including your updates on your sponsored child's community.</li> <li>• Work together or individually to write a letter/letters to the students' sponsored child/children using the "Email My Child" template on the My World Vision (<a href="https://worldvision.org/my">worldvision.org/my</a>) website. Include information about the class and your location. Include several questions/wonderings that the students expressed about their sponsored child/children and respond to any questions that the sponsored child asked in previous letters, if applicable. You can also upload a photo of your class or create an encouraging poster to upload.</li> </ul>		





# Justice and Rights

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Justice</i>	 30-45 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can develop an understanding of biblical justice.</u></li> <li>2. <u>I can value the realization of my rights.</u></li> </ol>	
<p>Planning reminders:</p> <ol style="list-style-type: none"> <li>1. You will need index cards (or something similar) for each student in this learning plan.</li> <li>2. Students will begin working on a project in this lesson that continues into lesson 4.</li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>3-2-1</i>	 5 min	<input type="checkbox"/> Index card for each student
<ul style="list-style-type: none"> <li>• The learning targets should be clearly posted somewhere visible in the room. Introduce the learning targets by asking students to read them aloud together.             <ul style="list-style-type: none"> <li>• <u>I can develop an understanding of biblical justice.</u></li> <li>• <u>I can establish that oppression exists where justice is absent.</u></li> </ul> </li> <li>• Ask students to write the following on an index card:             <ol style="list-style-type: none"> <li>1. "3 things I know about biblical justice"</li> <li>2. "2 questions I have about biblical justice"</li> <li>3. "1 analogy—biblical justice is like ..."</li> </ol> </li> </ul> <p><b>Note:</b> Index cards will be kept by the students for a later time in the learning plan.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<i>Biblical Justice</i>	 10-15 min	<input type="checkbox"/> "Biblical View of Justice" video: <a href="https://youtube.com/watch?v=A14THPoc4-4">youtube.com/watch?v=A14THPoc4-4</a>
<p><b>Prompt:</b> What do you think of when you hear the phrase "Seek justice"?</p> <ul style="list-style-type: none"> <li>• Thank the class for their answers and explain that the Bible paints a big picture of justice and showing mercy and compassion.</li> <li>• Point to the unit's focus Scripture on the bulletin board and read it aloud: "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 (NIV)</li> <li>• Let them know that justice for the poor involves more than just helping someone with their immediate needs (although, this is also important).</li> <li>• Show students the short Bible Project video (<a href="https://youtube.com/watch?v=A14THPoc4-4">youtube.com/watch?v=A14THPoc4-4</a>) on a biblical view of justice. Students will make a connection between justice and showing mercy and compassion to one another using the 3-2-1 Protocol they started earlier.</li> <li>• After the video, ask students to use the back of their index cards to write:               <ol style="list-style-type: none"> <li>1. 3 new things they have learned about biblical justice</li> <li>2. 2 answers to the questions they wrote earlier about biblical justice</li> <li>3. 1 updated analogy</li> </ol> </li> <li>• Put students in groups of 2 or 3 to share a few things they have learned about biblical justice, before sharing thoughts aloud as a class.</li> <li>• Use a portion of the bulletin board to post facts students learned about biblical justice.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Introduction to Rights</i>	 15-25 min	<input type="checkbox"/> Brainstorming paper <input type="checkbox"/> "United Nations - explained   CBC Kids News": <a href="https://youtube.com/watch?v=SaAmfJtV4I">youtube.com/watch?v=SaAmfJtV4I</a> <input type="checkbox"/> "Convention on the Rights of the Child text   UNICEF": <a href="https://unicef.org/child-rights-convention/convention-text">unicef.org/child-rights-convention/convention-text</a> <input type="checkbox"/> 6.3.A Student material: Child-friendly Rights of the Child document
<ul style="list-style-type: none"> <li>• Put students in groups of 3 or 4, providing each group with paper for brainstorming.</li> <li>• Ask students to define a "right."</li> <li>• After listening to students share their various answers, explain that the Oxford English Dictionary defines "right" in the way we understand it today, as "a moral or legal entitlement to have or obtain something or to act in a certain way."</li> </ul>		

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- Let students know that having common understandings of rights is a way of seeking justice. Ask students, in their groups, to write down what rights they think a child should have. Some responses might be funny and others serious, but provide space for both. After a few minutes, have groups share what they wrote.
- Show this video about the United Nations. After the video ends, explain that they will be looking at some UN resources during the next few lessons as they explore the topics of justice and rights.
- Explain that World Vision partners with the United Nations on many global development goals. However, while the United Nations is secular, World Vision is Christ-centered and child-focused. That's because Christ is the source of all life and human flourishing, and children are indicators of the future wellness of society.
- Introduce an official document from the Convention on the Rights of a Child. Skim through it with students and point out that this important official document is protecting children's rights.
- Hand out the copy of the UNCRC child-friendly language document. Students will use this article for the next few steps.
- Ask students to skim the first page of the document which gives a summary of each right. Ask them to notice whether any of the rights they wrote down earlier appear in this official document. Tell students to place the number from the official document next to the corresponding right on their brainstorming page.
- Split your class into nine groups (or fewer, depending on your class size). You'll want to ensure each group has five articles (combining articles 43-54 as one article). Assign the groups their articles.

**Example:** group 1 (article 1-5), group 2 (article 6-10), group 3 (article 11-15), group 4 (article 16-20), group 5 (article 21-25), group 6 (article 26-30), group 7 (article 31-35), group 8 (article 36-40), group 9 (article 41-43).


**In groups, students will follow these instructions:**

1. First read the articles and make sure all members of the group understand what they mean.
  2. The group will decide how to present the articles in a creative way that enables other students to comprehend their meaning. Suggestions: act it out or create a comic strip, speech, poster, or other type of visual.
  3. As students present, they need to consider one way the idea of justice could tie into the articles of the Convention of Rights. Students will need to include this idea in their presentation, as well.
- Explain that in the coming lessons, students will learn more about some of these rights and how their lives might look different than those of their neighbors in other countries. Have students place their brainstorming documents onto the bulletin board and put their copies of children's rights document somewhere safe.



# Justice and Rights

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Exploring Rights</i>	 45-65 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can value the realization of my rights.</u></li> <li>2. <u>I can connect justice to my rights to life, survival, and development.</u></li> </ol>	
<p>Planning reminders:</p> <ol style="list-style-type: none"> <li>1. You will need index cards or sticky notes for each student in this learning plan.</li> <li>2. Students will be continuing work on a project started in lesson 3.</li> </ol>	


ACTIVITY TITLE	TIME	RESOURCES
<i>Latha's Story</i>	 10-15 min	<input type="checkbox"/> "Latha's Story: Everything is Possible through Education": <a href="https://www.youtube.com/watch?v=WF3bBCtq5Ag">youtube.com/watch?v=WF3bBCtq5Ag</a> <input type="checkbox"/> Index Cards or sticky notes
<ul style="list-style-type: none"> <li>• Show students the video, "Latha's Story: Everything is Possible through Education" (<a href="https://www.youtube.com/watch?v=WF3bBCtq5Ag">youtube.com/watch?v=WF3bBCtq5Ag</a>). Students will share their thoughts on the video through this protocol: "GiveOne, GetOne, MoveOn" (GoGoMo).             <ol style="list-style-type: none"> <li>1. Ask students to write down three to five key learnings or important ideas from Latha's story, expressing their ideas of how Latha might experience her rights and justice according to the Convention on Rights of a Child. You may choose to have students write each idea on a different index card or sticky note to give to their partners.</li> <li>2. Invite the class to get up and mingle with each other.</li> <li>3. After about 5-10 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 long as it takes to include every idea.</li> <li>7. Gather again as a class and ask some students to volunteer and share their thoughts about the video with the class.</li> </ol> </li> </ul>		




ACTIVITY TITLE	TIME	RESOURCES
<i>Better Together</i>	 5-10 min	<input type="checkbox"/> <a href="https://worldvision.org/news-stories">worldvision.org/news-stories</a>
<ul style="list-style-type: none"> <li>List how many adults you have around you that you believe would protect your rights. Now, consider how many adults you think would stand up to protect the rights of other children around the world.</li> <li>Read how adults are making a difference through organizations like World Vision that are committed to supporting justice for children and their right to protection. Their programs and staff are helping empower kids and families in a wide range of ways (excerpt from the 2022 annual report):</li> <li>"In 2022, World Vision reached 922,911 people through its child protection programs, including 337,803 children and youth who were empowered to protect themselves and others from abuse and violence and 585,108 parents and caregivers mobilized to nurture children and advocate for policy changes that prevent harm to kids."</li> </ul> <p><b>OR</b> for more up to date information, visit World Vision's news and stories page on their website: <a href="https://worldvision.org/news-stories">worldvision.org/news-stories</a>.</p> <ul style="list-style-type: none"> <li>Additional Resource: <a href="https://worldvision.org/child-protection-news-stories/lives-transformed-girls-free-dream-brighter-future">worldvision.org/child-protection-news-stories/lives-transformed-girls-free-dream-brighter-future</a>. Read through this article as a class, or make copies ahead of time and have students silently read. Afterwards, use these potential discussion questions:</li> </ul> <ol style="list-style-type: none"> <li>"What were some of the challenges that Bristy and Choity faced?"</li> <li>"How did World Vision provide for a need that the girls faced?"</li> <li>"What are some of the ways that support made a difference in Bristy and Choity's lives?"</li> </ol>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Exploring the Convention of Rights</i>	 30-40 min	<input type="checkbox"/> "Convention on the Rights of the Child text   UNICEF": <a href="https://unicef.org/child-rights-convention/convention-text">unicef.org/child-rights-convention/convention-text</a> <input type="checkbox"/> 6.3.A Student material: Child-friendly Rights of the Child document
<ul style="list-style-type: none"> <li>Tell students they will continue to learn about the "Rights of the Child" today as they continue the task from the last lesson and prepare to present.</li> </ul> <p><b>From Lesson 3:</b> Separate your class into nine groups (or fewer, depending on your class size). You'll want to ensure each group has five articles (combining articles 43-54 as one article). Assign the groups their articles.</p> <p><b>Example:</b> group 1 (article 1-5), group 2 (article 6-10), group 3 (article 11-15), group 4 (article 16-20), group 5 (article 21-25), group 6 (article 26-30), group 7 (article 31-35), group 8 (article 36-40), group 9 (article 41-43).</p> <ul style="list-style-type: none"> <li>In groups, students will follow these instructions.</li> </ul> <ol style="list-style-type: none"> <li>First read the articles and make sure all members of the group understand what they mean.</li> <li>The group will decide how to present the articles in a creative way that enables other students to comprehend their meanings. Suggestions: act it out, or create a comic strip, speech, poster, or other type of visual.</li> <li>As students present, they will also need to consider one way the idea of justice could tie into the articles of the Convention of Rights. Students will need to include this idea in their presentation, as well.</li> </ol>		





# Justice and Rights

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Right to Survive</i>	 30-40 min
<p>Learning plan number: 5</p> <p>Learning target:</p> <p>1. <u>I can connect justice to my rights to life, survival, and development.</u></p>	
<p>Planning reminder:</p> <p>You will need animal crackers or another similar snack for an activity in this learning plan. Please be aware of student allergies and adjust accordingly.</p>	


ACTIVITY TITLE	TIME	RESOURCES
<i>Animal Crackers</i>	 5 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> <li>Tell the class to enjoy their snack. Allow students to resolve, or not resolve, the unequal distribution.</li> <li>Explain that the distribution of animal crackers to each group represents how resources are shared among the world's countries. A country's wealth and resources are used to produce and purchase food, to provide health care, and to provide access to clean water, 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, clean water, or other resources.</li> </ul>		




ACTIVITY TITLE	TIME	RESOURCES
<i>Everlyn's Story</i>	 10 min	<input type="checkbox"/> "Everlyn" video: <a href="https://www.youtube.com/watch?v=-DjWNs-SyAE">youtube.com/watch?v=-DjWNs-SyAE</a>
<ul style="list-style-type: none"> <li>To keeps stories of real children around the world in view, set the tone for the day by watching Everlyn's story: <a href="https://www.youtube.com/watch?v=-DjWNs-SyAE">youtube.com/watch?v=-DjWNs-SyAE</a>.</li> <li>Ask students to first think about the prompts silently:               <ol style="list-style-type: none"> <li>"Consider how Everlyn's story is different than your own."</li> <li>"Consider how Everlyn's story may be similar to your sponsored child's story."</li> <li>"Consider our own access to clean water and how clean water changed Everlyn's story."</li> <li>"Consider how having access to clean water relates to the right to life, survival, and development."</li> </ol> </li> <li>Say, "Turn to an elbow partner and share one part of Everlyn's story that stood out to you."</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Human Development Index Activity</i>	 15-25 min	<input type="checkbox"/> Human Development Index   Human Development Reports ( <a href="https://www.undp.org">undp.org</a> ) <input type="checkbox"/> 6.5.A Student material: Human Development Index
<ul style="list-style-type: none"> <li>Direct students to the United Nations Human Development Reports website to search for both the United States and for other countries for comparison. Show students where they can "+ Add Country" in the various sections of the website.</li> <li>Each student will fill out handout 6a.5.A Student material: Human Development Index.</li> <li>After students have had time to complete their handout, put them into small groups to share their answers to the following prompts:</li> <li>Share one difference that stood out to you from the handout. How do these differences connect to the concept of biblical justice?</li> <li>In which category were the numbers closest together (meaning they were the most similar)?</li> <li>Share one way your right to life, survival, and development is being protected that may not be protected in the same way for children in impoverished communities around the world.</li> <li>When the students come back together as a whole class, ask several students to share their answers to the prompts.</li> </ul>		





# Justice and Rights

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Local, National, and Global</i>	 30-55 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can generate ways to continually seek justice for rights.</u></li> <li>2. <u>I can personally commit to seeking justice and standing up for human dignity.</u></li> </ol>	
<p>Planning reminder:</p> <p>You will need index cards or sticky notes for each student in this learning plan.</p>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Local, National, and Global</i>	 20-25 min	<input type="checkbox"/> 6.6.A Teacher material: Teacher suggestion sheet <input type="checkbox"/> Index cards or sticky notes
<ul style="list-style-type: none"> <li>Remind students of the deep hope: <u>The deep hope is that we would stand up for human dignity and seek justice, just as Christ has done.</u></li> <li>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.</li> <li>Post the words "local," "national," and "global" on the top of separate pieces of large chart paper.</li> <li>Ask students to think about, and come up with, a definition for each term.</li> <li>Inform students that they will walk around the room quietly for a few minutes, thinking through their ideas for seeking justice or standing up for human dignity locally, nationally, or globally. They will write their thoughts on the separate pieces of chart paper. Tell them to add one idea or more to each piece of paper.</li> <li>Look over the ideas students have shared on paper by reading them aloud to the class. Then use the suggested document 6.6.A to add any additional suggestions that students may not have considered.</li> <li>Each student will use an index card or sticky note. On the cards or notes, each student will write a sentence responding to the following question: "How can I seek justice for human rights?"</li> <li>Students will then add their card or note to the bulletin board. Be sure to post brainstorming papers on or near the bulletin board so students can be reminded of what they've been thinking about in this unit.</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<i>World Vision Children's Prayer</i>	 10-15 min	<input type="checkbox"/> 6.6.B Student material: Prayer of the World's Children
<ul style="list-style-type: none"> <li>Remind students of the unit 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 (NIV)</li> <li>Tell students that while the unit on Justice and Rights is coming to an end, these issues should remain top of mind as something close to God's heart that they can all be working toward. One way for them to keep this global issue in their hearts and minds is through prayer—by praying for the children of the world in general. Let students know that they will be praying together, following a written prayer.</li> <li>Provide a copy of World Vision's "Prayer of the World's Children" to each student. Read this prayer aloud together, giving each student an opportunity to read at least one line or section.</li> <li>After some time is given, close the time together in prayer.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Final Activity: Write a Letter to Yourself</i>	 15 min	
<ul style="list-style-type: none"> <li>Encourage the class to consider what they learned about God's heart for justice. Then say, "Think about your personal heart for justice. You have the right to participate and for your thoughts to be heard."</li> <li>Tell students they will be writing a letter to themselves about justice. Their letters don't need to be long, but students may want to finish writing on their own, another time. Give them these prompts to use as a starting point:               <ol style="list-style-type: none"> <li>"What affects me?"</li> <li>"What impacts my livelihood?"</li> <li>"What would make the world a better place?"</li> <li>"Where is oppression and a lack of justice in your world?"</li> </ol> </li> </ul>		