

# Standing for Right

By RLD Editorial Team

for use as  
**STEP 1**

**Lesson 6****Focus:**

Speak out when someone is being wronged.

**Lesson 6****Bible Basis:**

Micah 3:1-5, 9-12

**Lesson 6****Memory Verse:**

“Maintain justice and do what is right, for my salvation is close at hand and my righteousness will soon be revealed.”  
—Isaiah 56:1b

**Your class will look at the actions of their peers across the nation in order to explore what it means to stand up for what is right.**

**Materials:**

- Internet access

**In the wake of the mass shooting at Marjory Stoneman Douglas High School, students across the nation took control of the gun debate in this country by organizing school walkouts and anti-gun marches.**

Play this clip for your students [2:30].

Parkland school shooting survivors call for gun control as legislation stalls in Senate  
<https://www.youtube.com/watch?v=K36d7IZIeqE>

Generate a discussion regarding the demands for stricter gun control. In order to get your class to dig deep into these topics, invite them to look beyond their political thoughts and play “devil’s advocate” on both sides of the discussion. Feel free to call on individual students to share their opinion to discourage groupthink.

➤ **Do you think calling for stricter gun control is just? What are some of the benefits/ consequences of actions like this?** (Whether on the right, left, or center, your students are likely to have strong feelings on this issue. Maintain impartiality and mediate the discussion as necessary to keep it on the topic of whether or not their response was correct rather than discussing pros and cons of the gun issue.)

➤ **In this age of selfies, viral self-promotion, and “following the crowd,” how can anyone be sure that these individuals really have convictions about this or if it is just the “thing to do”? Does intent affect the rightness of an action?** (Sample answers could include skipping class just for the sake of skipping or giving into peer pressure.)

➤ **Based on this video, why are these people particularly qualified to lead this discussion?** (Answers might include: They are the ones living through this ordeal; they've experienced the pain first-hand. They have the freedom to speak out with fewer consequences.)

➤ **Why might they be unqualified?** (They're exhausted and overwhelmed, emotion may be clouding their judgement, they may not know all of the issues.)

**You may find the actions of these people inspiring, upsetting, or both. While these events may or may not provide a precise blueprint for how to stand up to wrongdoings, they do echo the sentiment that injustice is all around us, and that we cannot sit idly by when someone is being wronged.**

**Setting opinions aside, the events of the last few years mark a point in history where many people, on both sides of the political spectrum, are questioning the actions of authorities and governments.**

**Romans 13:1-2 says, "Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Consequently, whoever rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves."**

➤ **With this in mind, is it right to question authority? What about UNJUST authority?** (Teacher should accept all reasonable answers without comment.)

**Today, we'll hear the Bible's answer to this question and learn about our responsibility to stand against injustice.**

(Continue on to Steps 2 and 3 in your teacher's guide; your Step 4 appears below.)

# Standing for Right

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**STEP 4** 

**Lesson 6**

**Focus:**  
Speak out when someone is being wronged.

**Lesson 6**

**Bible Basis:**  
Micah 3:1-5, 9-12

**Lesson 6****Memory Verse:**

“Maintain justice and do what is right, for my salvation is close at hand and my righteousness will soon be revealed.”  
—Isaiah 56:1b

**Materials:**

- Pens/pencils
- Paper
- Whiteboard and marker (or screenshared document)

**So far, we’ve heard about the Bible’s call-to-action to stand against injustice, but recently, oppression has been occurring on a national, even global scale. The atrocities like the recent shootings are so astounding that it can be hard to know how to stand against them.**

If your class is meeting online, invite your students to bring a pen/pencil and piece of paper with them to class. Tell your students that they’ll be constructing an action plan that will help them stand against oppression in their own lives. Write the following list on the whiteboard or screenshared document for your students to copy. Use each point as a springboard for discussion with your class. The accompanying ideas are by no means exhaustive, but rather a starting point to guide your thinking.

- **Speak Up**

When you see injustice occur, actually do something. Don’t stand idly by.

- **Combat with Goodness**

Find ways to love on those around you. Remember, there is no action too small (even a tiny flame can light up a room full of darkness.)

- **Join Forces**

There is power in the Body of Christ; don’t fight evil alone.

- **Educate Yourself**

Read your Bible, spend time in prayer, assess what it is that you believe in and what God says about things like righteous anger and judgement.

- **Compel Leaders**

The Bible has equipped and tasked us to question unjust authority (Micah 3:1-5).

- **Look Inward**

Am I mistreating anyone? Is anyone around me being mistreated, if so, what can I do about it?

Once the students have their lists created, task them to put these ideas into practice in the coming week. Challenge the class to find one way to speak out against injustice this week. Instruct them to reference their action plan often, consistently reminding themselves of the responsibility they have to stand up for what is right in a godly way.

Close in prayer, asking God to reveal injustices in the lives of the people in this classroom and to give us the strength to stand against them.

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