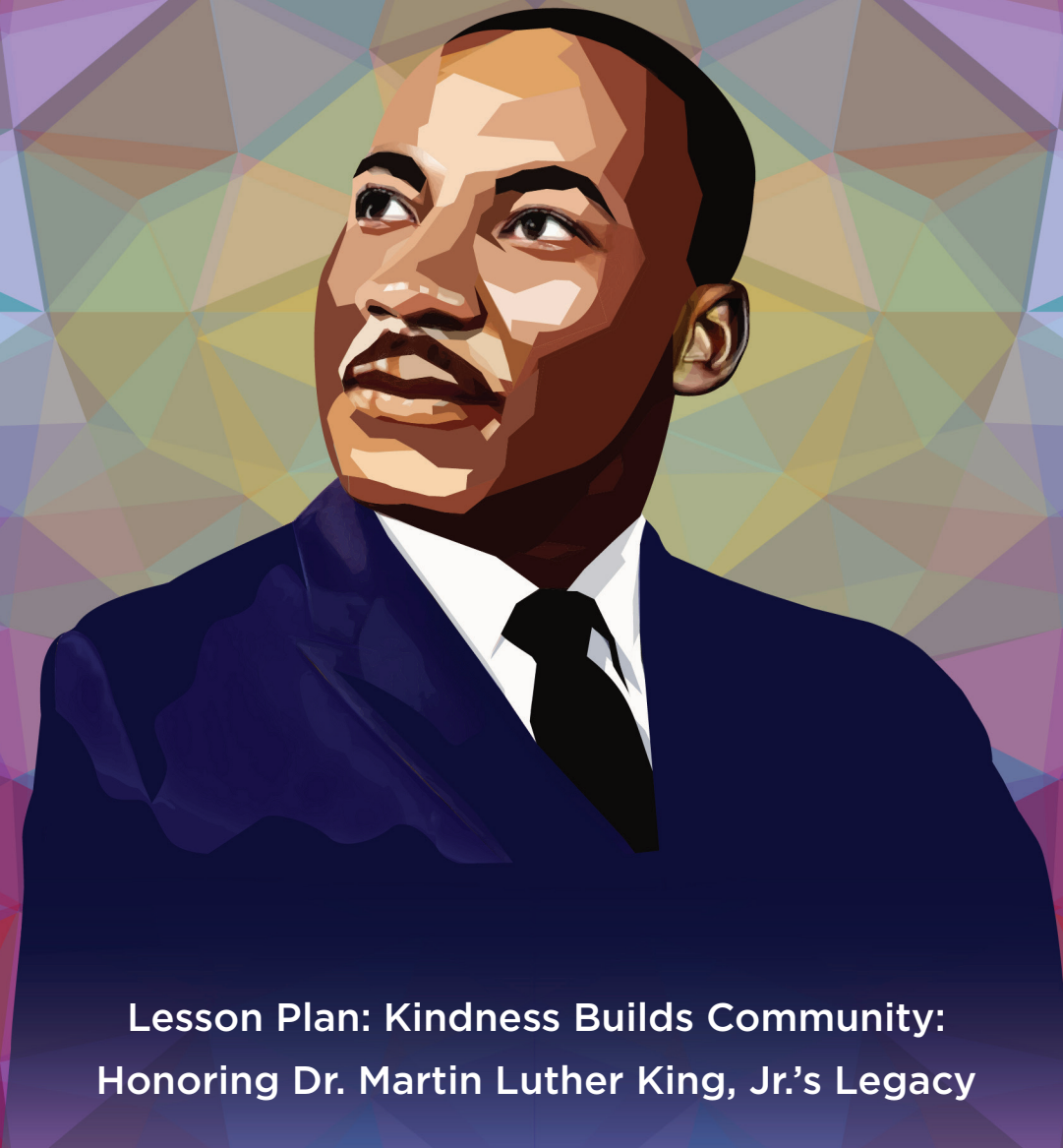




THE MARTIN LUTHER KING JR. CENTER
FOR NONVIOLENT SOCIAL CHANGE, INC.

BELOVED COMMUNITY TEACH-IN FOR SCHOOLS AND EDUCATORS



Lesson Plan: Kindness Builds Community:
Honoring Dr. Martin Luther King, Jr.'s Legacy

GRADE LEVEL: 3-5

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Grade Level: 3-5

Curriculum Connections: Social-Emotional Learning (SEL), English/Language Arts, Social Studies, Art and Creativity, Character Education

Thematic Focus: Kindness and Respect, Unity, Imagination, and Creativity, Empathy and Understanding, Global Citizenship

Learning Objectives:

1. Students will comprehend the concept of a “world house” inspired by Martin Luther King Jr.’s vision.
2. Students will identify and practice acts of kindness that contribute to building a Beloved Community.
3. Students will reflect on the connection between their actions and the values advocated by Martin Luther King Jr.

Success Criteria:

1. Students can articulate the idea of a “world house” and its significance in fostering unity.
2. Students actively engage in acts of kindness and articulate their impact on the community.
3. Students express an understanding of how Martin Luther King Jr.’s teachings align with the principles of kindness and being a good person.

Introduction (10 minutes): Begin with a brief discussion about Martin Luther King Jr.’s dream of a world where people of all backgrounds live together in peace. Discuss key concepts like unity, equality, kindness, and justice. Introduce the theme of a “world house” and its relevance to Dr. King’s vision. Here are the terms:

1. **Unity:**
Unity means coming together as one, like all the different pieces of a puzzle fitting perfectly. It’s when we work together, help each other, and celebrate our differences to create something strong and beautiful, just like a team or a family.
2. **Equality:**
Equality is when everyone is treated fairly and given the same opportunities, no matter who they are. It’s like making sure everyone gets the same-sized piece of cake at a party, so everyone feels happy and included.
3. **Justice:**
Justice is like being a superhero for fairness. It means making sure that everyone is treated right and that no one is treated unfairly. Imagine a superhero making sure that every student gets a fair chance to play in a game, and that’s justice!
4. **Kindness:**
Kindness is like a warm hug for the heart. It’s when we show care, love, and consideration to others. Being kind means doing nice things without expecting anything in return, like helping a friend, sharing, or saying kind words to make someone’s day brighter. It’s like planting seeds of happiness and watching them grow into a garden of smiles.

Activity - Building a World House Collage (15 minutes): Provide students with magazines, newspapers, scissors, glue, and large sheets of paper. In groups or individually, have students create collages that represent their vision of a “world house.” Encourage them to include images and words that symbolize diversity, kindness, and unity. For the collage activity envisioning a “world house” that symbolizes diversity, kindness, and unity, students might choose or find images that represent the following:

1. **Diversity:**
 Images of people from various ethnic backgrounds, cultures, and communities.
 Pictures of different types of families to showcase diversity in family structures.
 Flags from various countries to represent a global perspective.
2. **Kindness:**
 Photos or drawings of people helping each other, sharing, and cooperating.
 Images of smiling faces and expressions of joy to convey positive emotions.
 Words or phrases that promote kindness, such as “love,” “compassion,” and “caring.”
3. **Unity:**
 Symbols of togetherness, like linked hands, embracing figures, or a group hug.
 Pictures of teamwork and collaboration in various settings, like sports or community projects.
 Symbols that represent interconnectedness, such as a globe or a puzzle coming together.
4. **Positive Words:**
 Words or quotes that inspire unity and kindness, such as “We are stronger together” or “Unity in Diversity.”
 Adjectives that describe positive qualities, like “inclusive,” “supportive,” and “harmonious.”
5. **Community and Nature:**
 Images representing a harmonious community, like people gathering in a park or participating in cultural events.
 Pictures of nature scenes, such as trees, flowers, or animals, to signify the interconnectedness of all living things.
6. **Symbols of Peace:**
 Icons or symbols associated with peace, such as doves, peace signs, or the olive branch.
 Images of peaceful scenes, like a calm lake or a serene sunset.

** Please note, this could also be done digitally.*

Learning Through Play - Kindness Role-Playing (15 minutes): Divide students into small groups and assign each group a scenario where they must act out and resolve a conflict using kindness and understanding. For example, resolving a disagreement on the playground or helping a classmate who is feeling left out. After each role-play, facilitate a brief discussion about the importance of kindness in conflict resolution. We have provided three scripts to help teachers engage students in the role play. (See *Role Play Scripts*)

Connection to Martin Luther King, Jr. (10 minutes): Show a short video or share age-appropriate excerpts from Dr. King’s speeches. Discuss how Dr. King’s teachings align with the themes of the lesson—unity, kindness, and building a better world house for everyone. Teachers may also choose to show all three videos or to select one.

- Martin Luther King Jr. For Kids: <https://www.youtube.com/watch?v=xAUvvAbzkUK>
- Martin Luther King, Jr., “What Is Your Life’s Blueprint?” <https://youtu.be/ZmtOGXreTOU?si=atc8kd3k7aTf4pyu>
- Martin Luther King, Jr. “I Have a Dream:” <https://youtu.be/n82rgdbM9G4?si=UPsgtofranOroW3j>

Assessment: Have students write or draw in their journals about a specific act of kindness they witnessed or participated in during the activity. Assess their reflections for depth of understanding and connection to the lesson themes.

Conclusion (5 minutes): Wrap up the lesson by having each group share their collages. Facilitate a class discussion on the diversity of ideas and the common themes that emerged. Reinforce the importance of practicing kindness to contribute to the creation of a positive “world house.”

Extension Activity (optional): Assign students to write a short paragraph about how they can personally contribute to building a “world house” inspired by Dr. King’s dream. Encourage them to share these reflections with the class or display them in the classroom.

Accommodations:

Students with Disabilities:

- 1. Visual Supports:**
 - Provide clear and visually engaging materials for the collage activity.
 - Include visual aids to complement discussions about key concepts.
- 2. Auditory Supports:**
 - Incorporate multimedia resources to cater to different learning styles.
 - Ensure verbal instructions are accompanied by written materials.
- 3. Flexible Grouping:**
 - Allow flexibility in group arrangements based on individual needs.
 - Provide options for both independent and collaborative work.
- 4. Alternative Expression:**
 - Permit alternative ways for students to express understanding.
 - Offer choices for presenting reflections, such as written or oral formats.

Individualized Education Plans (IEPs):

- 1. Modified Assignments:**
 - Adjust the complexity of the collage activity based on individual needs.
 - Provide additional guidance or support during role-playing scenarios.
- 2. Specific Goals:**
 - Align lesson objectives with individual goals outlined in IEPs.
 - Create opportunities for students to showcase progress toward their goals.
- 3. Extended Time:**
 - Allow extended time for completing tasks.
 - Provide additional time for reflections and discussions.
- 4. Behavioral Supports:**
 - Implement positive behavior reinforcement strategies.
 - Clearly communicate expectations and offer consistent feedback.

English Learners:

- 1. Multilingual Materials:**
 - Provide translated materials and instructions.
 - Encourage the use of multilingual resources during discussions.
- 2. Vocabulary Support:**
 - Pre-teach key vocabulary with definitions and examples.
 - Utilize visuals and real-life examples to reinforce vocabulary.

3. **Language Buddies:**
 - Pair English learners with proficient English speakers.
 - Facilitate collaborative work with language support.
4. **Cultural Sensitivity:**
 - Integrate diverse cultural references in discussions.
 - Ensure that examples used are relatable to students from various cultural backgrounds.
5. **Flexible Grouping:**
 - Create opportunities for language practice in small groups.
 - Provide options for both independent and group activities.

Additional Accommodations:

1. **Technology Integration:**
 - Allow the use of technology for research or creating digital collages.
 - Provide access to online resources for extended learning.
2. **Choice Boards:**
 - Offer choice boards for role-playing scenarios.
 - Allow students to select scenarios that resonate with them.
3. **Peer Collaboration:**
 - Encourage collaboration and discussion among peers.
 - Provide structured peer feedback opportunities.
4. **Reflective Journals:**
 - Offer the option of reflective journaling for individual assessments.
 - Use prompts that cater to different learning styles.

Role Play 1: Resolving a Disagreement on the Playground

Characters:

- **Sarah:** Student A
- **Alex:** Student B

Scenario: Sarah and Alex both want to play on the swings during recess. They arrive at the swings at the same time and start arguing about who gets to go first.

Script: **Sarah:** (assertively) Hey, I was here first! I want to swing.

Alex: (defensively) No way! I got here just as fast. It's my turn.

Facilitator: Freeze! Great job setting up the scenario. Now, let's see how Sarah and Alex can resolve this conflict using kindness and understanding.

Students continue the role play.

Sarah: (smiling) You know what, Alex? How about we take turns? You can go first, and then I'll have a turn.

Alex: (grateful) Really? That sounds fair. Thanks, Sarah!

Discussion: **Facilitator:** Wonderful! How did kindness and understanding help Sarah and Alex resolve their disagreement? What other solutions could they have come up with?

Role Play 2: Helping a Classmate Who is Feeling Left Out

Characters:

- **Emma:** Student A
- **Ethan:** Student B
- **Olivia:** Student C (the student feeling left out)

Scenario: Emma and Ethan are playing together at recess, and they notice Olivia sitting alone on a bench, looking sad.

Script: **Emma:** (noticing Olivia) Hey, Ethan, do you see Olivia over there? She looks lonely.

Ethan: (sympathetic) Yeah, we should invite her to play with us.

Facilitator: Freeze! Great setup. Let's see how Emma and Ethan approach this situation with kindness.

Students continue the role play.

Emma: (approaching Olivia) Hi, Olivia! Would you like to join us in our game?

Olivia: (brightening up) Really? That would be awesome! Thank you!

Discussion: **Facilitator:** Fantastic! How did Emma and Ethan show kindness in this situation? Why is it important to include others and make sure no one feels left out?

Role Play 3: Collaborating on a Group Project

Characters:

- **Aiden:** Student A
- **Bella:** Student B
- **Charlie:** Student C

Scenario: Aiden, Bella, and Charlie are working on a group project. Aiden wants to take charge and do everything himself, leaving Bella and Charlie feeling left out.

Script: **Aiden:** (taking control) Okay, I'll do this part, and I'll handle that. You guys just watch.

Bella: (feeling left out) Aiden, we're a team. Can we all work together?

Facilitator: Freeze! Good setup. Let's see how Aiden, Bella, and Charlie navigate this situation with kindness and understanding.

Students continue the role play.

Charlie: (joining in) Aiden, we all have great ideas. Let's work together and make this project awesome!

Aiden: (realizing) You're right. I shouldn't try to do everything myself. Thanks for helping.

Discussion: **Facilitator:** Great collaboration, everyone! How did Bella and Charlie use kindness to resolve the situation? Why is it important to work together and include everyone's ideas in a group project?

World House Assessment

Instructions:

1. Draw a picture of your "world house"
 2. Describe two ways you represented **diversity** in your collage
 3. Identify two images or words that represent **kindness** in your collage
 4. Explain how you showed the concept of **unity** in your collage.
 5. Describe an image in your collage that represents a harmonious community
 6. Write 2-3 sentences explaining how your collage connects to Martin Luther King Jr's vision of a world where everyone lives together in peace.
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TEACHING RESOURCES

Clarification of Concepts: Nonviolence, World House and Beloved Community

Nonviolence

Nonviolence is a love-centered way of thinking, speaking, acting, and engaging that leads to personal, cultural, and societal transformation. Review the Kingian philosophy of nonviolence: <https://thekingcenter.org/about-tkc/the-king-philosophy/>

World House

Metaphor: The “world house” is a metaphor used by Martin Luther King Jr. to describe the interconnectedness of humanity on a global scale. It emphasizes that, just like a family living together in one house, people of diverse backgrounds, races, religions, and cultures share the same planet and must learn to coexist.

Inclusivity: The concept of the world house highlights the necessity for people to recognize and appreciate their shared humanity. It calls for unity, understanding, and cooperation among individuals and nations despite their differences.

Responsibilities: Living in the “world house” implies a responsibility to address the challenges of coexistence. King argues that, as inhabitants of this shared world, individuals and nations must learn to live with one another in peace and work together for the common good.

Beloved Community

Definition: The term “Beloved Community” refers to a society characterized by justice, equality, and brotherhood. It is a society based on love, compassion, and mutual respect among its members. King often used this term to describe his vision of an ideal and morally upright society.

Spiritual Bond: The Beloved Community is not merely a physical or geographical concept; it represents a spiritual bond among individuals who are committed to serving a cause larger than themselves. It transcends race, religion, and class.

Nonviolence Leads to the Creation of the Beloved Community: The way of nonviolence leads to the creation of the Beloved Community. The Beloved Community is fueled by unconditional love, care, and goodwill. It promotes values that go beyond superficial differences. The Triple Evils of poverty, racism, and militarism are forms of violence that exist in a vicious cycle. They stand as barriers to our living in the Beloved Community. When we work to remedy one evil, we affect all evils. To work against the Triple Evils, we must develop a nonviolent frame of mind as described in the “Six Principles of Nonviolence” and use the Kingian model for social action outlined in the “Six Steps of Nonviolence.”

Scope of Concepts

The “World House” primarily focuses on the global interconnectedness of all people and nations, emphasizing the need for unity on a planetary scale.

The “Beloved Community” is more focused on describing a society characterized by moral and spiritual principles, reflecting the quality of relationships and interactions within a community.

Geographical vs. Societal

The “World House” is a metaphorical representation of the shared Earth, emphasizing the physical space and cohabitation of diverse people on the planet.

The “Beloved Community” is a realistic vision of an achievable society, emphasizing the qualities of relationships and the moral and spiritual principles that should guide interactions among community members.

Unity and Uplift

The “World House” stresses the necessity for unity and cooperation among diverse individuals and nations for the sake of peaceful coexistence.

The “Beloved Community” emphasizes the transformative power of love and justice in creating a society where individuals uplift one another and work collectively toward a higher moral and spiritual ideal.

Want to learn more?

To learn more about nonviolence and how to apply it for personal, cultural, and societal transformation, check out The King Center’s online course, **Nonviolence365® Online**: <https://thekingcenterinstitute.org/>