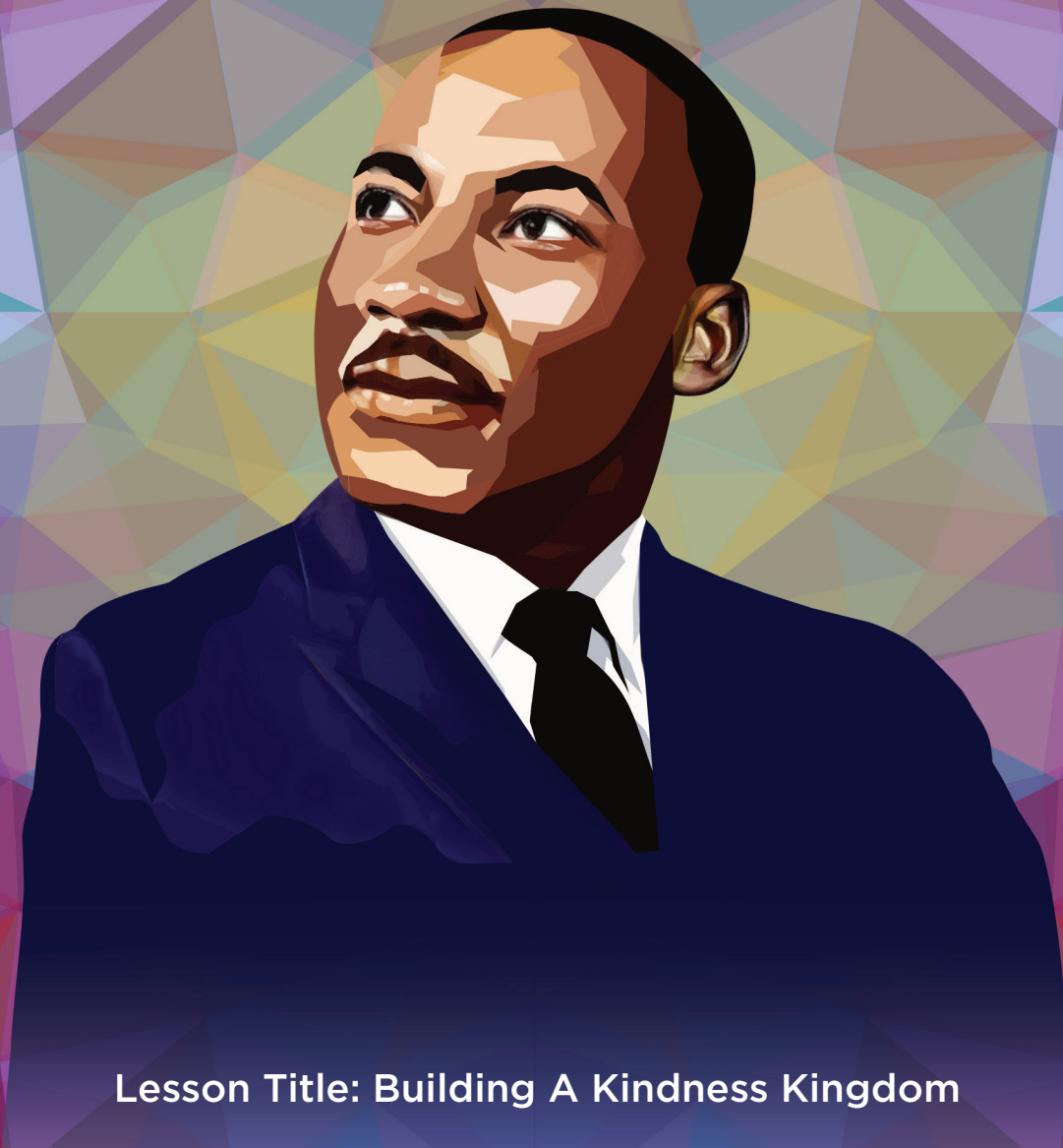




THE MARTIN LUTHER KING JR. CENTER
FOR NONVIOLENT SOCIAL CHANGE, INC.

BELOVED COMMUNITY TEACH-IN FOR SCHOOLS AND EDUCATORS



Lesson Title: Building A Kindness Kingdom

GRADE LEVEL: K-2

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Grade Level: PK-2

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 not only grasp the concept of a “world house,” recognizing it is our inherent state of being characterized by natural diversity, but will also explore and understand the principles of the “beloved community,” emphasizing how we treat one another within this world house to foster harmony and peace.
2. Students will recognize the importance of kindness, respect, and being a good person in creating a harmonious community.
3. Students will make a connection between the theme of the lesson and the teachings of Martin Luther King Jr.

Success Criteria:

1. Students can explain, in simple terms, the idea of a “world house” and why it’s important for everyone to be kind.
2. Students demonstrate acts of kindness and respect towards their peers during the activities.
3. Students express a basic understanding of Martin Luther King Jr.’s teachings.
















Introduction (10 minutes): Begin with a brief children’s story about a world house. Teachers may choose between two stories. In the first option, “Mia’s Magical Disney World House Adventure,” Mia explores a world with some of her favorite Disney characters. She learns how each figure lives together peacefully despite all of their differences. The second option, “A World House of Friendship and Kindness,” Lily steps through a magic door and discovers a giant house where she examines how people from all ends of the world establish a harmonious way of living. Each story provides prompts that enable the teacher and students to discuss kindness, respect, and being a good person. Introduce students to Martin Luther King Jr. and his dream of a world where everyone is treated with kindness and respect. (*See Activity 1: Kindness Kingdom*)

Activity - Creating Kindness Crowns (15 minutes): Provide each student with materials to create their own crown (paper, markers, stickers). Explain that each part of the crown represents an act of kindness or a way to be a good person. Encourage creativity and expression. While crafting, play a short song about friendship and unity.

- Distribute the materials - sheets of paper, markers, stickers, glue, and safety scissors. Encourage the students to think about the acts of kindness they discussed and choose symbols or drawings that represent those acts. For example, if one act of kindness is sharing, they might draw a picture of two friends sharing toys. If another act is helping, they could draw a hand reaching out to assist someone. Remind students to be creative and express their ideas in whatever way feels right to them. Once the drawings are complete, help the students cut out the shape and figures. Then, guide them in assembling their crowns by attaching the drawings to a strip of paper that fits around their heads. Use glue or tape to secure the drawings onto the crown, creating a visual representation of their commitment to kindness and being a good person.
- While the students are working on their crowns, play a short and lively song about friendship and unity. This adds a fun and positive atmosphere to the activity. Choose songs that are age appropriate and have simple, uplifting lyrics.

Learning Through Playing - Kindness Bingo (10 minutes): Distribute Bingo cards with simple acts of kindness (sharing, saying please and thank you, helping a friend). Use small candies as markers. As students engage in the game, they reinforce the concept of kindness through play. The teacher may choose to have students wear their Kindness Crowns during the activity.

Kindness Bingo Card:

B	I	N	G	O
Share Toys 	Say “please” and “thank you” 	Help a friend 	Listen to others 	Pick up trash 
Smile at someone 	Hold the door for someone 	Give a compliment 	Use kind words 	Share a snack 
Help a teacher 	Play with someone new 	Clean up after yourself 	Say something nice about a classmate 	Help set the table 

Martin Luther King, Jr. Connection Activity (5 minutes): Show a brief age-appropriate video or images introducing Martin Luther King Jr. Ask the students simple questions like, “What do you think Martin Luther King wanted for the world?” or “How can we make his dream come true in our ‘world house?’” This quick activity establishes a connection between the lesson theme and MLK’s teachings.

Video: “Martin Luther King Jr. For Kids:” <https://www.youtube.com/watch?v=xAUvvAbzkUk>

Discussion and Reflection (5 minutes): After the discussion on MLK, discuss with students how their crowns represent kindness and being a good person. Ask them to share moments during the Bingo game when they observed or practiced kindness. Connect their reflections to Martin Luther King’s message of unity and equality.

Conclusion: End with a short recap, emphasizing that in our “kindness kingdom,” everyone plays a part in making the world house a wonderful place. Encourage students to continue practicing kindness and respect every day, inspired by both the lesson and the teachings of Martin Luther King Jr.

Assessment: Observe students’ participation in the crown activity and Kindness Bingo. Assess their understanding through their ability to explain the concept of a “world house” and the importance of kindness. Use the discussion and reflections as informal assessments of their comprehension and application of the lesson’s principles.

Accommodations**Students with Disabilities:**

1. **Visual Supports:**
 - Use large and colorful visuals to support understanding.
 - Provide visual cues for each step of the crown-making activity.
2. **Auditory Supports:**
 - Use simple and clear language during instructions.
 - Pair spoken instructions with visual demonstrations.
3. **Adapted Materials:**
 - Provide adapted materials for students with fine motor difficulties.
 - Offer pre-cut shapes or larger-sized materials.
4. **Sensory Supports:**
 - Ensure the learning environment is sensory-friendly.
 - Have sensory-friendly materials available for students who may need them.
5. **Peer Assistance:**
 - Encourage peer support during crafting activities.
 - Pair students with buddies to play Kindness Bingo together.

Individualized Education Plans (IEPs):

1. **Modified Assignments:**
 - Adjust the complexity of crown-making activities for individual needs.
 - Provide alternative ways for students to demonstrate understanding.
2. **Specific Goals:**
 - Align lesson objectives with the goals outlined in each student's IEP.
 - Use simple and measurable language when discussing goals.
3. **Behavioral Supports:**
 - Implement positive reinforcement strategies.
 - Clearly communicate expectations and provide frequent positive feedback.
4. **Flexible Grouping:**
 - Allow for flexible grouping based on individual needs.
 - Create small groups with mixed abilities for certain activities.

English Learners:

1. **Multilingual Materials:**
 - Provide translated instructions in students' native languages.
 - Offer bilingual support during the discussion and reflection.
2. **Visual Supports:**
 - Use visual aids with simple and clear images.
 - Encourage the use of drawings and symbols during activities.
3. **Language Buddies:**
 - Pair English learners with English-proficient buddies.
 - Use peer support during discussions about MLK.
4. **Vocabulary Support:**
 - Pre-teach key vocabulary with visual aids.
 - Create a vocabulary wall with pictures and words.
5. **Flexible Grouping:**
 - Allow for flexible grouping to promote language development.
 - Provide opportunities for language practice in small groups.
6. **Cultural Sensitivity:**
 - Incorporate diverse cultural references in visuals and discussions.
 - Foster an inclusive and culturally sensitive learning environment.

Activity: Kindness Kingdom**Option 1: Mia's Magical Disney World House Adventure**

Once upon a time, in a world that sparkled with possibility, there was a little adventurer named Mia. Mia loved to dream and imagine, and one day, her imagination led her to a magical castle. With a twinkle in her eye, Mia entered the castle and discovered that each room was occupied by her favorite Disney characters.

On the first level of the castle, Queen Elsa's room glistened with icy wonders, Princess Tiana's room smelled of delicious dishes, and Ariel, the adventurous mermaid, had her own underwater kingdom. Prince Charming's room was enchanted with the charm of a fairy tale. Mia found even more friends on the castle's second level where Mulan practiced her skills in one room, Simba from *The Lion King* roared in another, and Woody and Buzz from *Toy Story* shared a room filled with toys and laughter. Moana sailed through her room with the ocean breeze, and Cinderella's room sparkled with magic.

In this charming castle, each beloved character had their own space, but it was still one big castle they all shared. Mia marveled at the friendships and kingdoms that flourished within. Sometimes the rulers and their friends disagreed, debating on which magical figure was the friendliest or whose room had the most enchanting decorations. Yet, they always knew that to keep the magic of their shared castle, they had to be kind to one another and talk about any problems that surfaced between them.

One day, as Mia explored the castle's nooks and crannies, she thought of a brilliant idea. What if the real world was like this magical castle? What if every country was a different kingdom, each ruled by its own leaders, just like Queen Elsa, Princess Tiana, Ariel, Prince Charming, Mulan, Simba, Woody, Buzz, Moana, and Cinderella? Although diverse, they could still be part of one big world, much like Mia's magical castle.

In Mia's vision, leaders of different countries could be like the wise Disney royalty. They could join forces, share, and make decisions that helped the entire global family. Mia believed that, just like the rulers and friends in her enchanted castle, leaders in the real world could create a "world house" that was strong, united, and filled with people who could live together happily!

With a heart full of hope and a spirit of adventure, Mia continued to explore the magical castle, carrying with her the dream that one day, leaders of the world, along with Mulan, Simba, Woody, Buzz, Moana, Cinderella, and all her Disney friends, would be like the wise Disney royals—working together to make the whole world a better place for everyone. And in the magic of this enchanted world, Mia knew that anything was possible. The end.

Discussion Prompt:

1. How do you think Mia's idea of leaders being like the Disney royalty could help make the real world a better place?
2. What are some things leaders could do to work and create a strong and united world?

Option 2: A World House of Friendship and Kindness

Once upon a time, in a magical world, lived a curious girl named Lily. Lily was five years old with sparkly eyes that, one sunny afternoon, spotted something magical happening in her backyard.

As Lily chased butterflies and smelled the flowers, a mysterious door appeared right in front of her. It was a magical door, painted with colors that seemed to get brighter in the sunlight. Unable to resist, Lily turned the handle and stepped through.

Lily found herself in the most enchanting place—a gigantic house where every room reflected the countries she learned about in kindergarten. The moment Lily stepped inside, she knew she had discovered something truly magical – the World House.

The first room she entered was vast and filled with the laughter of many people. It was China, a room so big that Lily felt she was surrounded by many amazing people. “Wow!” she whispered,

Next door was India, a room bursting with vibrant colors and the sweet scent of spices. Lily twirled around, feeling like she was in the middle of a joyful celebration. As she explored further, she discovered cozy corners like Switzerland, where everything was neat and tidy, and Fiji, a tiny room surrounded by the soothing sound of the ocean.

In this magical World House, Lily met people from all walks of life. Some days, they laughed and played together, sharing toys and enjoying meals together. Other times, they had little disagreements, but Lily noticed that they always found a way to understand each other.

As Lily made friends from different rooms, she thought about how wonderful it would be if everyone in the World House could get along. She wondered, “How can we make this big, magical house a happy home for everyone?”

With her bright ideas, Lily started organizing games that everyone could enjoy. She encouraged people from different rooms to share their favorite foods and traditions. Soon, laughter echoed through the halls, and the World House felt warmer and cozier than ever. And so, with a heart full of joy, Lily continued her adventures in the magical World House, making friends and spreading love wherever she went.

Lily’s magical discovery taught her that even though people may come from different places, they are all part of one big human family sharing planet Earth together. By understanding each other and spreading kindness, all people could turn Earth into a World House, a wonderful home for everyone.

Discussion Prompts:

1. What would it be like if we thought of the whole world as one big house?
2. What other ideas do you have that Lily could have used to get along better with neighbors in other rooms?
3. Imagine you had a magical crayon that can draw anything you want. What would you draw to make this classroom or school a happy and fun place for everyone?

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/>