



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

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# **BELOVED COMMUNITY TEACH-IN**

## **FOR SCHOOLS AND EDUCATORS**

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**GRADE LEVEL: K-2**



## Lesson Title: Designing Self

**Grade Level:** K - 2

**Curriculum Connections:** Social and Emotional Learning, Social Studies, History, English/Language Arts, Character Traits

**Thematic Focus:** Self-Identity, Caring, World House, Beloved Community

**Duration:** 45 - 60 minutes (or may be delivered over several class periods)

**Materials:** Bubble Handout and Crayons

**Learning Objectives:**

- Students will be introduced to Dr. King's concept of the World House
- Students will learn creative ways to engage in community connections
- Student will learn the characteristics of a good neighbor

**Lesson Goals:**

The goal of this K-2 lesson plan is to help early learners understand that they can create a space and environment around them that may influence and encourage others. The earlier we start empowering youth to cherish and build a strong and loving community within and outside of the classroom, the quicker they will begin to embrace tolerance and understanding of others. It starts with self and how you align your feelings and emotions.

**Teacher Notes:** To help young people deal with the many emotions they will encounter during their educational journey, we have to help them know what to do with their feelings and thoughts. We must create a classroom community where students are safe: talking, feeling and thinking.

**Activity:** The purpose of this activity is to challenge students to pick out a color that represents how they feel when they hear or see that mood.

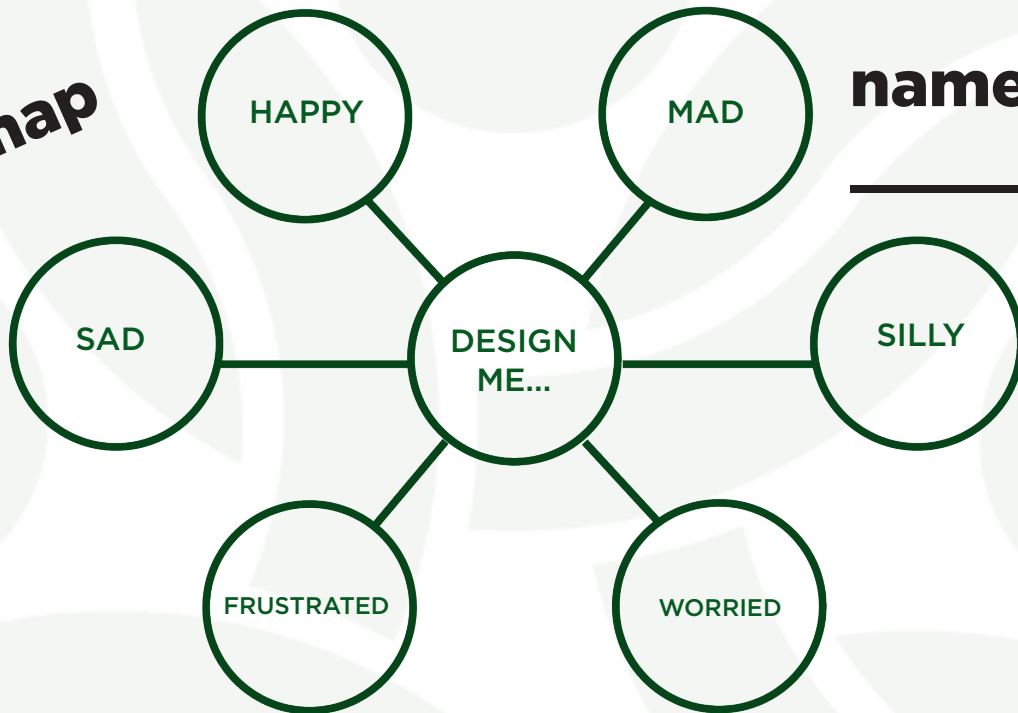
**Example:** They may use red to color the feelings of angry, mad, upset and may use yellow to color, nice, kind, happy, etc.

The goal is to encourage students to know what things calm them or ignite their high-level emotions. Using crayons can help them determine how they may be feeling at certain times. If you notice that you have students who are upset, angry, or frustrated, ask them to choose a color that matches their emotion.



Activity Sheet

**bubble map**



**name:**

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After this activity is complete, ask students to tell you what colors they chose for each of the options listed on the diagram. You may limit the number of colors that you give to students so they can focus more on what colors are being used to match the emotions they must design.

**Extension activity: K-2**

When we interrupt injustice that means that we start seeing ourselves doing positive things.

**Teacher Notes:**

Ask students to draw a picture of themselves doing something good for “someone else.” Ask them to talk about what they are doing and why they are doing it. For example: A student may draw a picture of himself or herself picking up trash. Explain to students: this is a form of interrupting injustice because they are not letting litter fill our world. They are helping to keep the environment clean! A student may draw a picture of himself or herself helping a friend who is getting picked on or bullied. Explain to them that is a form of interrupting injustice because they are standing up for someone else.

**Post Instruction Survey for Educators:**

Please complete the post instruction survey here:

[https://tkc.qualtrics.com/jfe/form/SV\\_bdynw3qdAob0cR0](https://tkc.qualtrics.com/jfe/form/SV_bdynw3qdAob0cR0)

Want to learn more about Dr. King’s Philosophy of Nonviolence?

Check out The King Center’s new self-paced online course: Nonviolence365 Online. Learn more here:

<https://thekingcenterinstitute.org/>

See trailer for the course here: <https://youtu.be/Vvt9E3JI7jE>