



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: 6-8**



## Lesson Title: Freeze Frame Replay

### Grade Level: 6-8

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

**Thematic Focus:** Critical-Thinking, Problem-Solving, Listening Skills, World House, Beloved Community

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

**Materials:** Attached Handout

### Learning Objectives:

- Students will be introduced to Dr. King's concept of the Beloved Community
- Students will learn creative ways to engage in community connections
- Student will learn the characteristics of a beloved community

### Lesson Goals:

The goal of this lesson/activity is to encourage learners to think about the power of problem solving, learning to be more empathetic and using critical thinking skills to solve problems that occur in everyday life. Cause and effect will also be examined in this activity.

### Teacher Notes:

Make a list or distribute the list provided. The list includes the ways in which people show injustices. Distribute the list as sentence strips. Have students get up to act it out. While the student is acting it out someone yells: "Freeze Frame" they will go up and join the person and then they step in and interrupt injustice by doing something that could make the situation better.

For example, if the action strip says:

***"You are a student, and your family does not have much money. You are hungry most of the time."*** (The student would act this out)

As the audience watches this person act out this scenario – students should think about how they can ***interrupt injustice***.

For example, a student may say: "Hey, would you like half of my sandwich? I'm not going to eat it all – I don't mind sharing!" After someone ***interrupts injustice*** talk about what happened and think of other solutions you could use in that scenario. Other examples may be:

- A student in the class is often teased about their clothes
- Someone is making an insensitive joke about someone that you are friends with
- There is a friend of yours who is in a wheelchair and some people don't like to play with him because he is different
- A parent loves the son and showers him with gifts. The parent doesn't acknowledge the daughter of her needs.
- You overhear some people talking bad about a classmate and you know that the information is not true.



## Lesson Title: Acrostic Poem

### Grades: 6-8

**Curriculum Connections:** Social and Emotional Learning, English/Language Arts, Character Traits  
Thematic Focus: Critical-Thinking, Problem-Solving, Listening Skills, Following instructions, World House, Beloved Community

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

**Materials:** Attached Handout

### Learning Objectives:

- Students will be introduced to Dr. King's concept of the Beloved Community
- Students will learn creative ways to engage in listening and following instructions
- Students will learn the characteristics of the Beloved Community and how they can contribute to creating it.

### Teacher notes:

Review the Six Principles of Nonviolence.

#### Principle 1:

Nonviolence Is a Way of Life for Courageous People.

- It is not a method for cowards; it does resist.
- It is active nonviolent resistance to evil.
- It is aggressive spiritually, mentally, and emotionally.

#### Principle 2

Nonviolence Seeks to Win Friendship and Understanding.

- The outcome of nonviolence is the creation of the Beloved Community.
- The end result of nonviolence is redemption and reconciliation

#### Principle 3

Nonviolence Seeks to Defeat Injustice, or Evil, Not People.

- Nonviolence recognizes that evildoers are also victims and are not evil people.
- The nonviolent resister seeks to defeat evil not persons victimized by evil.

#### Principle 4

Nonviolence Holds That Unearned, Voluntary Suffering for a Just Cause Can Educate and Transform People and Societies.

- Nonviolence is a willingness to accept suffering without retaliation; to accept blows without striking back.
- Nonviolence is a willingness to accept violence if necessary but never inflict it.
- Nonviolence holds that unearned suffering for a cause is redemptive and has tremendous educational and transforming possibilities.

#### Principle 5

Nonviolence Chooses Love Instead of Hate.

- Nonviolence resists violence of the spirit as well as the body.
- Nonviolent love is spontaneous, unselfish, and creative.



### Principle 6

Nonviolence Believes That the Universe Is on the Side of Justice.

- The nonviolent resister has deep faith that justice will eventually win.
- Nonviolence believes that God is a God of justice.

Highlight Principle 3. Have students create an acrostic poem that can help explain the power of interrupting injustice. Students must work in pairs and come up with steps that can help break the flow of injustice. Don't be afraid to be bold and use statements that can get the attention of those involved.

Use the letters below to brainstorm ways that you can collectively interrupt injustice in your school or community.

Look at our example:

<b>I</b>	Investigate a situation before you create any assumptions about what happened
<b>N</b>	Never disrespect someone in the process of trying to understand them
<b>T</b>	Talk to people and try to get their point of view - this may help you find viable solutions
<b>E</b>	Expect solutions - when we never expect success - it is always hard to receive it!
<b>R</b>	Remember to look for opportunities for everyone to win in the situation
<b>R</b>	Respect the other person at all times! Interrupting injustice does not mean disrespecting someone else.
<b>U</b>	Use your voice to speak up for others. We must learn to advocate for success
<b>P</b>	Plan to find solutions that will be long lasting - sometimes we look for quick fixes - Long term solutions are needed
<b>T</b>	Take the time to listen and tell other people why you are looking to interrupt this injustice. This conversation may change their point of view!



Activity Sheet

Now it's your turn - work with a partner and be creative - How can you *interrupt injustice*?

I	
N	
T	
E	
R	
R	
U	
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T	

**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>