



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

BELOVED COMMUNITY TEACH-IN

FOR SCHOOLS AND EDUCATORS



GRADE LEVEL: 9-12



Lesson Title: Activity: Ambassador of Justice

Grade Level: 9-12

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

Thematic Focus: Critical-Thinking, Problem-Solving, Listening Skills, Following Instructions, Interpreting Information, 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 definitions that can help them examine what it means to interrupt injustice
- Students will learn the characteristics of the Beloved Community and how they can create the beloved community within their setting

Lesson Goals: The goal of this lesson/activity is to encourage learners to unpack the meaning of injustice and to role play solutions to solve problems in the setting.

Materials: Activity for teacher to read aloud.

Activity Sheet

The idea of interrupting injustice should resonate with anyone who wants to serve as an advocate or ambassador for justice.

Define the word "interrupt" _____

Define the word "injustice" _____

We are often taught that the act of interrupting something or someone is an act of rudeness - Why do you believe we suggest that people "interrupt injustice?"

Dr. King supported the idea of interrupting injustice with the following quotes:

"Injustice anywhere is a threat to justice everywhere." -Martin Luther King, Jr., The Autobiography of Martin Luther King, Jr., Grand Central Publishing, 2001

"Power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love." --Martin Luther King, Jr., The Autobiography of Martin Luther King, Jr., Grand Central Publishing, 2001



Read the following scenarios and talk about how you would interrupt injustice in that scenario:

1. Your community does not recycle, and you are starting to see trash pile up in areas of your community. People seem to not care about what is happening and no one talks much about how this will impact the environment. Is this injustice? Explain. If so, how would you interrupt this?
2. There are some students at your school who get teased because of their religious beliefs. You have heard other students call them names. You feel bad, but you do not want the other students to begin teasing you if you stand up for them. Is the teasing behavior of the other students an injustice? Explain. How would you interrupt this?
3. You have a teacher who is always kind and caring to certain students in the classroom, but you start to notice that she does not help or talk to the students who are lower income and who are sometimes being disruptive? Is this injustice, explain – what could you do to interrupt this if it is injustice.

Post Instruction Survey for Educators:

Please complete the post instruction survey here:

https://tkc.qualtrics.com/jfe/form/SV_bdynw3qdAob0cRO

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>