**MLK Keynote Address Reflection**

January 17, 2024

6:30pm

Blackwell Ballroom

**Purpose**

The purpose of this assignment is to provide you with opportunity to reflect on your experiences and connect what you learned to key course concepts/ideas. Longwood’s MLK Celebration Week is a campus-wide program aimed at honoring the ideals, legacy, and service of Dr. Martin Luther King, Jr. and furthering the commitment to social justice, action and leadership beyond the dream of Dr. King. In this reflection, you will focus on what you learned at the MLK Keynote Speaker event.

In this reflection, you should be able to demonstrate that you can:

* discuss what it means to be an ally
* identify specific strategies
* self-reflect on how you can be a more effective ally and advocate,
* develop at least one action item to promote allyship on Longwood’s campus and/or in the surrounding Farmville community.

**Task**

Write a response to the following questions. In terms of tone and format, you can treat this assignment like a journal submission—more informal, but includes a thorough discussion with examples and/or explanation.

**Reflection Questions**

* Reflecting on the event that you attended, consider a comment/idea/image that stands out to you. Why do you think that this comment/idea/image stood out to you?
* How has your participation in this event reinforced or challenged your assumptions or beliefs about being an ally or allyship?
* Discuss at least one strategy that promotes being an effective ally. Discuss the where, when, how, and why of each strategy.
* Connect what you learned at the keynote address to one course concept/key idea.

**MLK Challenge**

MLK Challenge is a day where members of the Longwood community can come together in partnership with the town of Farmville to honor the memory of Martin Luther King Jr. through engaging in a day of service.

Goals

1. Increase student awareness of the needs in the local Farmville community.
2. Motivate students to volunteer more frequently.
3. Build stronger community partnerships.

Learning Objectives

1. The student will reflect on the ways that their particular service project contributed to meeting the needs of the Farmville area.
2. The student will explore the different options that they have for community engagement in the Farmville area.
3. The Agency will communicate the needs of their organization through email correspondence and face-to-face interaction.

Learning Outcomes

Through participation in the MLK Service Challenge the student/agency/organization will be able to…

1. Articulate at least 1 way that their service project directly contributed the good of the local Farmville area.
2. List 3 ways that they can become engaged in the Farmville area through service.
3. Articulate how agency needs were addressed and compose a list of students that are interested in working with them in the future.

Assignment Ideas

MLK Service Challenge Reflection Paper

* Using one word, describe how you are feeling after the experience you had today.
* What does service mean to you?
* Has your understanding of service changed as a result of this experience? If so, how?
* In your opinion, what are some of the pressing need/issues in this community?
* How will the community benefit from the service that was completed today?
* If you could do the service differently, what would you change?
* What did you learn about yourself by participating in this service project?
* What assumptions do you hold regarding the community?
* What assumptions do you hold regarding service?
* How has your experience reinforced or challenged those assumptions or beliefs?
* Are any of these insights transferrable and/or applicable in your everyday life? If so how?
* What did you learn about working together as a team?
* Service should not be limited to a single day. How will you continue to engage in service?

**#BlackLivesMatter Candlelight Vigil & March**

Join us as we take a moment of silence for the many young black lives that have been lost due to violence. We will hold a vigil allowing members of the community to reflect and host a panel discussion with community leaders to give practical ways that people can assist with raising awareness and combatting the increase in violence towards of young men and women of color.

Learning Objectives (Work in progress- but the general idea)

1. The student will communicate their concerns about their campus’ climate with regard to race.
2. The student will explore the many different ways to organize a movement for social change.

Learning Outcomes

Through participation in the MLK March and Vigil, students will be able to:

1. Identify local, regional, and national social justice resources
2. Articulate the appropriate steps and/or identify strategies for organizing a movement from a historic perspective and applying it to modern day
3. Define activism
4. Articulate their individual rights when encountered by law enforcement
5. Articulate social justice concerns on their campus

Assignment ideas

**MLK Bus Trip**

The MLK Bus Trip to Greensboro, NC is an interactive experiential program that encourages student learning, reflection, and development with regards to Dr. Martin Luther King Jr., the Civil Rights Movement, and the ongoing movements for social justice. Echoing this year’s theme, we will take a trip through the past to explore the Civil Rights Movement and the challenges those involved faced, and on our journey back to Longwood students will be prompted to begin to connect this information they learned on the trip to the current events in the social justice movement and their current Longwood experiences, thus resulting in more civically aware and engaged students.

Learning Objectives

1. The student will learn about the history of the Freedom Riders
2. The student will discussion the effectiveness of the various non-violent strategies used within the civil rights movement

Learning Outcomes

Through participation in the MLK Bus Trip, students will be able to:

1. List 3 non-violent strategies used during the civil rights movement
2. Articulate ways the non-violent strategies used during the 60s can be utilized today to address modern concerns.

Bus Trip Processing

Facilitator instructions: We are now going to take some time to debrief the morning thus far. I am going to read a series of statements. At the end of each statement you will be prompted to stand if it applies to you. Starting now there is to be no talking until the end of the activity. Please refrain from laughing or making nonverbal movements and/or faces in response to the statements that will be read. I am going to challenge you all to be completely honest with yourself and with others. In order to get the most out of this activity and the bus trip, it is imperative that you take time to internally reflect on YOUR PERSONAL TRUTH.

(Please write the number of students who stand/raise their hand in agreement with the following statements)

Please stand IF YOU…

1. \_\_\_\_\_ out of 50- Perceived certain individuals were being treated differently because of where they were seated on the bus (THOUGHT)
2. \_\_\_\_\_ out of 50- Felt that the treatment given to others was unfair (THOUGHT)
3. \_\_\_\_\_ out of 50- Gave tickets to someone else in a different section of the bus (ACT)

Processing (explain why the tickets were given to others….Try to get a verbatim quote, it will be great for assessment reporting)

1. \_\_\_\_\_ out of 50- Thought about giving tickets to someone in a different section, but ultimately did not choose to take action (THOUGHT combo ACT)
	1. Processing (explain why the tickets were not given to others. Try to get a verbatim quote, it will be great for assessment reporting)

5. \_\_\_\_\_ out of 50- spoke to someone of your same section about the unfair treatment to others (ACT)

6. \_\_\_\_\_ out of 50- spoke to someone you believed to be the target of the unfair treatment about the treatment they were receiving (ACT)

7. \_\_\_\_\_ out of 50- Believed that you were being treated in an unfair manner (THOUGHT)

8. \_\_\_\_\_ out of 50- If you spoke to another passenger and/or the servers about the unfair treatment you believed you were receiving (ACT)

a. Processing (why did you choose this person to talk to)….Try to get a verbatim quote, it will be great for assessment reporting)

9. \_\_\_\_\_ out of 50- Have been the target of direct or indirect discrimination prior to attending LU

a. \_\_\_\_\_ out of \_\_\_\_ If you experienced discrimination prior to attending LU, remain standing if you felt that you had an advocate or someone to turn to to assist you in making sense of the situation

10. \_\_\_\_\_ out of 50- Have been the target of direct or indirect discrimination at LU

a. \_\_\_\_\_ out of \_\_\_\_ If you have experienced discrimination at LU, please remain standing if you felt that you had an advocate or someone to turn to.

11. \_\_\_\_\_ out of 50- If you have stood up for others who have faced discrimination, please stand (ACT)

12. \_\_\_\_\_ out of 50- If you have been a part of a movement for change, please stand (ACT)

a. What was that movement trying to achieve and were you successful?

13. \_\_\_\_\_ out of 50- If you believe that a movement needs to take place on LU’s campus and/or Farmville community, please stand.

a. For those standing, please take this piece of paper (anonymous) and write down what type of movement needs to occur

b. Collect the papers

After the Trip Assignment Ideas

**ArtExpo**

In honor of Martin Luther King Jr. and in conjunction with the MLK week sponsored by Longwood University we are hosting an MLK ArtExpo competition that will stand in alignment with the theme of the week. All submissions in alignment with that theme will be accepted.

Learning Objectives

Learning Outcomes

Through participation in the Symposium, students will be able to:

**Symposium: Dr. Joy DeGruy**

Dr. Joy DeGruy is a nationally and internationally renowned researcher, educator, author and presenter. With over twenty years of practical experience as a professional in the field of social work, she gives practical insight into various cultural and ethnic groups that form the basis of contemporary American society.

Dr. DeGruy’s workshops also go far beyond the topics of cultural sensitivity and diversity; she provides specialized work in areas of mental health and ecological resilience. Her seminars have been lauded as the most dynamic and inspirational currently being presented on the topics of culture, race relations and contemporary social issues. She is a tell-it-like-it-is ambassador for healing and a voice for those who’ve struggled in search of the past, and continue to struggle through the present.

Dr. Joy Angela DeGruy holds a Bachelor of Science degree in Communications, a master’s degree in Social Work (MSW), a master’s degree in Psychology, and a Ph.D. in Social Work Research. She currently serves as an Assistant Professor of Research at Portland State University and is a member of the International faculty for London’s Department of Health.

Her clients have included academic institutions such as:

* Oxford University
* Harvard University
* Yale university
* Columbia University
* Fisk University
* The Federal Bureau of Investigation (FBI)
* Juvenile Justice Judges Association
* Nike
* and more…

Learning Objectives

Learning Outcomes

Through participation in the Symposium, students will be able to: