Hope, Healing and Remembrance: One Year Later

For The 9/11 Anniversary and Beyond...
A Collection of Lesson Plans and Resources for Schools and Educators

Developed by The School Mental Health Alliance
Introduction

Every school year presents challenges. This year, students, teachers and families in the New York area face an additional challenge. Just as the year begins, as teachers and students get to know one another and settle into routines, they will be confronted with the anniversary of the September 11th attacks on the World Trade Center and Pentagon. The anniversary alone would undoubtedly have an impact on many students, teachers and families. Schools should be aware that expanded media coverage and local and national commemorations and memorials will serve as unavoidable reminders for all students, families and faculty.

Unfortunately, schools may have little or no control over the exposure of their students to disturbing reminders of the September 11th tragedy. As students and families are bombarded with images of danger and trauma around this anniversary, schools can and should take the opportunity to emphasize their role in providing safe and secure environments for learning. In developing sensitive and caring ways to acknowledge this difficult anniversary, schools help students approach the new school year with hope.

The materials on the following pages were developed to assist schools in responding to the anniversary of September 11th. Lesson plans for all grade levels provide reassurance that responses to such anniversaries are completely normal, and focus on hope and strength. These lesson plans were developed for all students, recognizing that students who were most directly traumatized by the events last September will require additional support. Schools that choose to devote more than one lesson to the anniversary will find supplementary lesson plans and family activity suggestions for each grade level.

To introduce the lessons, and increase awareness of the anniversary, sample letters to teachers, families and students are included. In addition to specific lesson plans, Answers to Tough Questions are provided for teachers and families. A guide to additional resources and other available materials can be found at the end of this packet. Schools and community groups should feel free to adapt the letters and distribute relevant pages of this packet.

School professionals, students, and families have access to additional services and resources through Project Liberty. Project Liberty is a program funded by the Federal Emergency Management Agency (FEMA) and the Center for Mental Health Services. Project Liberty’s counseling and educational services are provided free of charge and include individual and group counseling and informative presentations to community and professional groups. To obtain Project Liberty services, you may contact the School Mental Health Alliance Project Liberty Providers at (516 or 718) 470-3222, or call 1-800-LIFENET.

The upcoming anniversary will remind us of a very difficult time, and adults and children in our region may re-experience some of the feelings they struggled with one year ago. This can be a natural and healthy response following a trauma of this magnitude. Helping children requires a great deal of care and energy. In these challenging times, teachers and school professionals are an especially important resource. We hope the adults who are so sensitively providing for children’s needs will also find ways to take care of themselves.

The materials in Hope, Healing and Remembrance have been designed as a resource for you and the students and families in your community to continue the healing process and sensitively commemorate this anniversary. We would greatly appreciate receiving your feedback on the enclosed Evaluation Form.
Acknowledgements

Many individuals and organizations have developed and distributed materials to help families and professionals support children in the aftermath of trauma. Review of the excellent materials written for other disasters and those written immediately after September 11th, including the American Red Cross “Facing Fear” curriculum, Annette LaGreca and 7-Dippity materials on “Helping America Cope,” the Responding to Conflict Creatively Program (RCCP) materials, the websites of the National Association of School Psychologists, American Psychological Association, and Academy of Child and Adolescent Psychiatry was of great assistance in creating *Hope, Healing and Remembrance*.

At our Health System, we are indebted to the dedicated professionals who gave their input, to Judy Strassberg who keeps us all organized and makes everything look presentable, and to Shira Weiss and Regina Lagere who volunteered their time and energy.

This project is the result of our collaboration with dozens of schools across our region. In the past year, we have been privileged to join with many school professionals in developing and providing sensitive and appropriate programs to help students cope with the impact of September 11th. In particular, we would like to thank Louise Kapner, Director of Pupil Personnel, Lois Herrera and the many dedicated professionals of District 25 for their innovation and vision. We have also been greatly assisted by Rhona Leff, Director of Pupil Personnel and an extraordinary group of school psychologists and parents in the Lawrence school district.

Finally, and perhaps most importantly, we thank the Greater New York Hospital Association. Without their financial support, this project could never have been completed.

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Dear Faculty and Staff:

With the anniversary of September 11th approaching, we and our students will be confronted with reminders of that difficult day, including images in the media and personal recollections. This re-exposure can generate apprehension and worry about the present and what the future will hold. In our district we are distributing the attached materials that focus on hope and heroism. With sensitivity and care we can establish a climate for learning and growth as we begin this challenging school year.

A variety of student reactions to the anniversary of 9/11 are possible, and part of the normal response to traumatic events. Students may exhibit decreased attention span, increased activity and restlessness, clingingness, immature behavior, social isolation or defiance. Some students may show little or no reaction, while others' reactions may last for days or weeks. Schools can help all students by providing a safe environment to appropriately discuss and process this anniversary and the feelings it generates.

The attached lesson plans and resource materials, developed by the School Mental Health Alliance of the North Shore-Long Island Jewish Health System, were designed to assist schools as they help students deal with the expanded media coverage and local and national commemorations of this difficult anniversary. Focusing on **Hope, Healing and Remembrance**, the materials allow discussion of topics central to a healthy response to the anniversary, without exposing students to painful and possibly traumatizing material. With the anniversary coming at a time in the school year when students and teachers are new to each other, the lessons have been designed to allow easy administration, and can be presented to groups of students with differing exposure and response to the trauma.

*If you have concerns about student or staff reactions to commemorative activities, you should consult a school counselor, social worker, psychologist, or a Project Liberty Agency. For more information about normal responses to trauma and anniversary reactions, or free, confidential services available through Project Liberty, call the School Mental Health Alliance Project Liberty Providers at (516 or 718) 470-3222 or 1-800-LifeNet.*

With our gratitude for your caring support of students and families through this anniversary and throughout the year.

Sincerely,

Your District

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*A sample letter for students explaining the rationale for the lesson and providing reassurance about normal responses to anniversaries is also included.*
Sample Letter for Distribution to Families

Dear District Family:

The start of any school year brings challenges and some anxiety. This year, all students, teachers and families in the New York area have an additional challenge. As the anniversary of September 11th approaches, faculty and students will be confronted with expanded news coverage which may include disturbing images and other reminders of that difficult day. Our district feels it is very important that we commemorate this anniversary in a sensitive and caring manner, helping students approach the new school year with hope and a sense of security. We would like to tell you about some of the district’s plans for the upcoming anniversary of September 11th, as well as the school year.

The week of September 9th, each class will engage in meaningful activities focusing on how feelings change over time and exploring students’ hopes for the new school year and the future. We will be using lesson plans and materials created by the School Mental Health Alliance of the North Shore-Long Island Jewish Health System.

At the Nursery through 1st grade level, students will learn how events can trigger feelings, and will plant Feelings Gardens. In the elementary grades, classes will complete Hope Chains, make a recipe for Hope Soup and place leaves on a Hope Tree. In middle and senior high school, students will explore famous quotes about hope and the future. They will create murals and place their wishes and plans in a Hope Chest. Teachers at all grade levels have received materials for additional projects and lessons which may be used in the classroom or involve families at home.

Parents may see a variety of normal reactions to this anniversary in their children. Children may have trouble paying attention, be more active or restless, become clingy or not want to be with friends, behave immaturely or defy teachers and parents. Some children will show little or no reaction to the anniversary, while others’ reactions may last for days or weeks. Parents and schools can help all students by providing a safe environment to discuss this anniversary and all the feelings it generates. To help you respond to your child’s questions you will find Answers to Tough Questions attached to this letter.

All school activities planned to commemorate this anniversary have been designed to minimize the negative impact of the media, and to avoid re-traumatizing students. If you have concerns about your own or your child’s reactions to the anniversary or the 9/11 trauma, consult a school counselor, social worker, psychologist, or a Project Liberty Agency. For more information about normal responses to trauma and anniversary reactions, or free, confidential services available through Project Liberty, call the School Mental Health Alliance Project Liberty Providers at (516 or 718) 470-3222 or 1-800-LIFENET.

Sincerely,

Your District
Sample Letter to Students
To be distributed to students in Grades 5 - 12
To be read aloud to students in Grades 3 - 4

Dear Student,

You may have noticed that a lot of people are talking about 9/11 again. You may have been hoping that things were getting back to normal, or concentrating on the start of the school year, and find reminders of 9/11 are everywhere. It is common for the media, schools, families and individuals to remember and revisit an event on its anniversary. In the case of 9/11 there will be a lot of special coverage on television and events and tributes in communities. Your school will probably schedule lessons or projects to commemorate the anniversary.

Anniversaries can bring back the same strong feelings you experienced when the event first happened. You may find yourself feeling sad or angry about what happened last year, or you may be wondering if something bad might happen again. You may feel more worried about your family or have trouble concentrating on your schoolwork. You may even feel you want more time alone. These are normal reactions to anniversaries and may last for just a day, or a few weeks.

There are things that help people feel better on anniversaries. Focusing on some of the good things that have happened in the past year, finding people to talk to, taking care of ourselves and taking action are all ways we can heal.

For some of us, the anniversary will be a time to be close to the people we care about and to remember the people who were lost on September 11th. If you also want to do something special you might consider:

- Creating a memory or scrapbook
- Spending time with friends and family - give and receive affection
- Making memory ribbons and giving them out
- Planting flowers or a tree
- Participating in a community ceremony
- Donating money or goods
- Volunteering for fundraising events
- Sending drawings or letters of support to the military, police and fire departments to thank them for their help in fighting terrorism

During this anniversary period, remember that even people with normal reactions to anniversaries sometimes like to talk about their feelings. Feel free to speak to your parents, or people at school. New York has a program called Project Liberty which provides free and confidential services. If you have any questions about the 9-11 anniversary, or would like to speak with someone from Project Liberty, you can call (516 or 718) 470-3222, or 1-800-LIFENET.

Sincerely,

Your School
Sample Letter to Students
To be read aloud to Students in Grades Pre K - 2

Dear Student,

A day when something important happened in the past is called an anniversary. We have anniversaries of happy days, like weddings, and also of sad days, like when someone important was killed (Lincoln, Kennedy). On anniversaries it is normal to remember all the feelings you had when the event first happened. This week we are marking the anniversary of the attacks that happened on September 11th in New York and Washington. There will be a lot of reminders of what happened last year, including special programs on television, and people talking about it a lot.

Anniversaries of sad days sometimes make people feel sad or worried. You can always talk to teachers or parents if you feel that way. We can help ourselves feel better during this anniversary if we think about all the good things that happened this year, and how we can take care of ourselves and help our neighborhood. We will do some things together in our class to remember this day. We can all talk together about how we feel. Remember that you can also talk with your parents, or with other people in our school who help children feel better if they are sad.

Soon this anniversary will be over, and we will be paying attention to lots of other things. In our class this fall, we will be celebrating Halloween and Thanksgiving and learning a lot of new things.

Sincerely,

Your School
Nursery – Grade 1: Lesson Plan
All About Feelings and How They Change

Rationale: Young students may or may not be directly aware of the anniversary of the September 11th tragedy. Many youngsters are quite sensitive to the responses of adults around them, and therefore may have a vague sense that people seem sadder, more anxious, or different than usual. The following lesson allows young students to learn how feelings can be connected with events and how feelings can change over time. No direct discussion of the events of September 11th is included. Of course, if students bring those events into the discussion, teachers should address them. Some suggestions for how to answer young children’s difficult questions about terrorism and related topics are provided in a separate handout.

Lesson Concept: Events can trigger feelings. Feelings can change over time.

Lesson Goal: Students will be able to express (verbally and non-verbally) how they felt in various circumstances and explore how feelings change over time.

Materials Needed: Handout: Feeling Flower Faces
Popsicle sticks, material to display Feeling Garden, (large piece of styrofoam, box with slits cut, bulletin board, or poster or mural paper), crayons, markers, paper, scissors, glue

Activities:
1. Read a story about feelings. (Suggested books include Feelings by Aliki, We are Best Friends by Aliki, I Was So Mad, by Mercer Mayer, My Many Colored Days, by Dr. Suess, Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst, Everybody Has Feelings by Charles Avery.)
2. Distribute the handout Feeling Flower Faces.
3. Explain that the faces represent different feelings. Describe the feeling each face depicts.
4. Have students cut out the flower faces and glue them onto popsicle sticks.

Guided Discussion:
1. Provide students with sample statements in the following format:
   Cindy felt sad when she was sick.
   Jose felt happy when his grandpa visited him.
   Keshawn felt scared when he started at a new school.
2. Ask the class questions about how they felt at particular times. Have students hold up the face that shows how they felt. Sample questions include “How did you feel on the first day of school?” “How did you feel when your best friend was not able to come to your house for a playdate?” Explain that things that happen to us or our world can make us feel different ways.
3. Have children notice what feelings other children are showing in response to questions. Discuss how even in the same situation, people can have different feelings. (Not every child has a happy face on the first day of school, etc.).
4. Discuss how feelings change over time. When something happens, good or bad, people have a strong feeling. After some time passes, feelings may lessen or change completely. If possible, discuss an incident that happened in the classroom. For
example, when Sue accidentally hit Mark she felt very sad the entire day. The next day, she was not so sad and by the next week, she didn’t feel sad at all. Discuss other examples of when feelings may change. When a family moves into a new house, at first, everything feels new and different. After living in the house for a while, it becomes more familiar.

5. Ask students to discuss a time when something they did not like happened. (Going to the doctor, not getting the present they wanted, etc.). Help students explore how their feelings changed as time passed.

Additional Activity (optional): You may use a large piece of Styrofoam, a box to “plant” the sticks in, a poster or bulletin board. Ask students to help create a Happy Feelings Garden by drawing pictures of something that makes them feel happy. Place the pictures on sticks and “plant” them in the garden.

Closing: Ask students to close their eyes and imagine doing something that makes them feel happy. Have students share what they imagined with the class. If the Happy Feelings Garden was completed, allow each child to describe his or her happy feelings picture to the class as it is placed in a collage or in the feelings garden.
Feeling Flower Faces

HAPPY

SAD

SCARED

ANGRY

PROUD
Nursery – Grade 1: Supplementary Lesson Plan
Feelings Chains

Rationale: This supplementary lesson is included for teachers who wish to reinforce the concepts in the previous lesson and provide additional opportunities for students to discuss their reactions to events.

Lesson Concept: Events can trigger feelings. Not everyone feels the same.

Lesson Goal: Students will be able to express (verbally and non-verbally) how they felt in various circumstances and explore how feelings change over time.

Materials Needed: Handout – Things That Happen
Handout – Feelings Strips
Crayons/markers, scissors

Gathering: Read a story about feelings. (Suggested books include Feelings by Aliki, We are Best Friends by Aliki, I Was So Mad, by Mercer Mayer, My Many Colored Days, by Dr. Suess, Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst, Everybody Has Feelings by Charles Avery)

Activities:
1. Help each student make a feelings chain using the 5 different colored feeling strips
2. Distribute the Things That Happen handout and have students describe what is happening in each of the pictures
3. Ask students to find a picture on the Things That Happen handout that would make them feel happy if it happened to them.
4. Students should cut out that picture and glue it onto the happy strip in their feeling chain.
5. Repeat for each of the feelings in the feeling chain. If students cannot find a picture to fit with one of the feelings, ask them to draw their own, cut it out and glue it on the feeling chain.
6. As students are selecting events to fill their feelings chains, discuss the range of different reactions to events that may exist in your classroom. Remind students that it is okay for different students to have different emotions about the same event.
7. Discuss how emotions change over time. Choose one of the Things That Happen pictures and ask students how they felt when it first happened. How did they feel the next day? Do feelings always stay the same?

Closing: Give children an opportunity to discuss one of the links in their feelings chain, what event did they select for that feeling. Connect all the students' links together to create a long chain that decorates the classroom.
Things That Happen
Feelings Strips

Instructions: To create different colored feelings strips, duplicate this page 5 times. On each of the copies, fill in a feeling in each space. (One copy will have “Happy” written on all the strips, one will have “Sad”, etc.). Make sufficient copies for every child in the class to receive one strip of each color. Use different color copy paper for each of the feelings.
Nursery – Grade 1: Additional Activities and Resources

**Hope Mural:** Have each student draw a picture of something they hope or wish for on large mural paper.

**Feelings Detectives:** Watch a children’s video, or read a picture book. Stop the action and ask students to become feelings detectives. Can they figure out how the characters are feeling? What clues do they use to determine others’ feelings? What events triggered the feelings the characters are having?

**Feeling Good:** Discuss the different ways we can take care of ourselves to be sure we feel good. Have students fold a blank piece of paper into thirds. In one segment, they should draw a picture of something they eat to keep their body healthy and feeling good. In another section they should draw a picture of something they do to keep their body strong and healthy (e.g. brushing teeth, exercising). In the final section they should draw a picture of something they do to relax and feel happy.

*While any of the lesson plans or activities can be done with family involvement, consider the following at-home activity for families to complete together.*

**Our Family’s Card to the World:** Send each student home with an 8½ x 11 sheet of folded construction paper. In a brief note to families, explain that the students and families of your class are writing cards to the world, to express their hopes and wishes. Ask families to work with their children, cutting pictures from magazines, using photos of their family, or any other items to express their hopes for the world and personalize their card. Display cards at an event when families will be at the school.

**Additional Resources and Books:**

- **Feelings**
  Aliki, Greenwillow Books 1984

- **I Was So Mad**
  Mercer Meyer, Golden Books 1983

- **Alexander and the Terrible, Horrible, No Good, Very Bad Day**
  Judith Viorst, Aladdin Paperbacks 1972

- **We are Best Friends**
  Aliki, Greenwillow Books 1982

- **My Many Colored Days**
  Dr. Suess, Alfred A. Knopf

- **Everybody Has Feelings/ Todos Tenemos Sentimientos**
  Charles E. Avery, Open Hand Publishing

*About September 11th:*

**Frankie Wonders . . . What Happened Today?**
Yvonne Conte, Amsterdam-Berwick Publishing Company, 2001
Grades 2 – 6: Lesson Plan
Focusing on Hope

Rationale: Throughout this past year most students have seen or heard articles that speak about terrorism and war. Beyond the control of schools or families, many students have been exposed to stories and images that generate apprehension and worry about the present and what the future will hold.

With the anniversary of the September 11th tragedy, students will again be reminded of that difficult day. Whether through images in the media, local commemorations, or personal and family recollections, all students will be affected in some way. The attached lesson plan attempts to moderate the potential negative impact of this re-exposure by focusing students on the issues of hope and heroism.

Lesson Concept: Having optimism and hope is important and leads to setting goals.

Lesson Goal: Students will express feelings (verbally and non verbally). Students will identify a personal goal and steps they can take to achieve it.

Materials Needed: Handout: Legend of Jumping Mouse
Handout: Leaves of Hope
Handout: Recipe for Hope
Construction paper, scissors, crayons/markers, mural paper

Gathering:
1. Read the Legend of Jumping Mouse (handout) to the class.
2. Ask students to define hope. What purpose does it serve? How does it help us? Point out that hope helps people keep going during difficult times. Discuss how children and adults can sometimes help make the things they hope for come true.
3. Have each student think of a personal hope, one thing he or she really wants to see happen during the upcoming year. Have students write their hope on a sheet of paper. Ask for examples from the class.
4. Divide the blackboard into two columns labeled We Can Do It Alone and We Can Do It With Help. Ask for examples of hopes that are do-able through the students’ efforts alone, and those that need help from others, nature, luck, etc. to become a reality. For example the hope that “I will learn to do a lay-up” can be accomplished through the hard work of the student alone, even though coaches, parents, etc. may be of assistance. The hope for world peace, a snowy winter, or being popular, requires the cooperation of nations, nature or others.
5. Have the students pick a hope that is largely within their power to achieve. Ask students to write down at least two steps they can take to help the “hope” they listed occur.
6. Have students pick a goal for the world that is beyond their power, and select two things individuals can do to help that goal happen.

Activities: Teachers should choose only one of the following activities. Schools may decide to have all classes on a grade level complete the same activity and decorate a hallway with their projects. Schools that want more variability in lessons for grades 2-6 may consider using the supplemental lesson What Makes a Hero or any of the additional activities.
Hope Grows on Trees:
1. Draw a large tree on mural paper or a bulletin board with heading *Making Hope Grow.*
2. Distribute two leaves to each student (see handout – *Leaves of Hope*).
3. Ask each student to write a hope they can accomplish alone on the *My hope leaf.*
4. Ask each student to think of something they wish or hope will happen in the world and write it on the *My hope for the world leaf.*
5. Students can decorate their leaves with designs or pictures.
6. As students place leaves on the tree, have them read their hope for the world.

Cooking Up Some Hope:
1. On a large piece of mural paper, or a bulletin board, draw a large pot with the heading *Cooking Up Some Hope.* The board or mural can be decorated with soup cans, pictures of traditional soup ingredients, etc. Alternately, a CookBook can be created, including copies of all student *Recipe for Hope* cards.
2. Distribute *Recipe for Hope* cards to each student (handout).
3. Ask each student to fill in their recipe card, writing something they wish or hope will happen in the world on the *Hope For the World* line (for example –peace, no hunger, less hate, etc.).
4. Ask students to write the *Ingredients* necessary for making their hope a reality. For world peace, the ingredients might include understanding others and resolving conflicts.
5. On the *Instructions* line have students write something we all can or should do to help this hope for the world become a reality. For world peace, it could include: “Everyone should learn more about other cultures.”
6. Have each student discuss his/her hope as their recipe is placed on the mural board.

Hope Links Us Together:
1. Give each student a strip of construction paper that can be made into a loop.
2. Have each student write something they wish or hope will happen in the world on their strip.
3. On the flip side, have students draw a picture about their hope for the world.
4. Have one student at a time bring their strip to the front of the classroom and explain their hope. Attach each student’s strip to the previous student’s, creating a chain.
5. Decorate the classroom with this “hope” chain.
6. Teachers may expand this lesson, by asking students to add to the hope chain weekly with personal or worldly hopes.

Guided Discussion: As described within each of activities above

Closing: Reinforce how hope can help us in good and difficult times. Ask students to close their eyes and imagine one of their hopes becoming a reality. Allow students to describe what they imagined.
The Legend of Jumping Mouse  
Adapted from a Native American Legend

The Far-off Land was a wonderful place, filled with wonderful things, but no mouse wanted to make the dangerous journey. The elder mice warned that it was hopeless for a mouse to travel so far. Why leave the comfort under the berry bush and risk being captured by the shadows in the sky who hunt for traveling mice. One young mouse would not listen. Knowing he would never be happy until he saw the amazing Far-off Land he set off before the sun rose over the berry bush leaves.

Shortly, the young mouse came to a river. “How will I ever get across” the young mouse worried. “Where are you going” a deep voice asked. The young mouse looked at a frog sitting on a nearby log and said, “I want to go to the Far-off Land. Others say it is too dangerous, but it sounds so beautiful that I must try.” “I can help” answered the frog, “for I am a magic frog, and I will name you Jumping Mouse to help you on your journey”. Jumping Mouse felt a tingling in his legs. When he jumped, he landed on a log in the middle of the river. Another jump and he had crossed to the opposite side. “Thank you” Jumping Mouse called back. “Good fortune to you, Jumping Mouse “ the magic frog replied. “Carry hope with you and you will surely see the Far-off Land”.

The next day Jumping Mouse reached a grassy plain. There he saw an enormous bison moaning as it lay on the grass. “Hello great beast” Jumping Mouse said. “I am traveling to the Far-off Land. Why are you moaning?” “I drank from a poison creek and now I am blind,” the bison replied. “I cannot find sweet water to drink or grass shoots to eat, and I will soon die.” Jumping Mouse wished to help the bison just as the magic frog had helped him. “From this day forward your name shall be Eyes-of-a-Mouse,” Jumping Mouse said. He heard the bison stand and snort with joy, but he could see the bison no longer, for he had given the bison his sight. “Jumping Mouse,” the bison said, “you have given me a great gift. Now I will help you. Walk under my belly and I will protect you from the hunting shadows of the sky. I will take you to where these plains meet the mountains.”

Night brought Jumping Mouse and Eyes-of-a-Mouse to the mountains. “How will you travel to the Far-off Land if you cannot see?” Eyes-of-a-Mouse asked. “If I sleep tonight with my dreams and hope, tomorrow I will find a way” Jumping Mouse answered.

Jumping Mouse awoke and thought, “I will follow these cool breezes through the mountains.” Taking a few steps, Jumping Mouse felt fur under his foot. “Wolf” he realized. But the wolf made no sound or move towards Jumping Mouse. “Excuse me,” Jumping Mouse said quietly, “I am Jumping Mouse and I am traveling to the Far-off Land, can you tell me the way?” “Sadly I cannot,” the wolf lamented. “I was too proud and haughty and lost my sense of smell. Without it, a wolf cannot find his way, and cannot live.” Jumping Mouse said, “I will name you Nose-of-a-Mouse.” Howling for joy and inhaling the smells of the mountains, the wolf thanked Jumping Mouse. “Come hop along beneath me where the shadows of the sky can not see you and I will guide you to the Far-off Land.

When they reached the Far-off Land, Nose-of-a-Mouse said, “I can go no further. How will you manage now if you can neither see nor smell?” Jumping Mouse answered, “I will sleep tonight with my dreams and hope, tomorrow I will find a way”.

Jumping Mouse awoke wishing to once again see and smell, and soon began to cry. The familiar voice of the Magic Frog comforted him. “Jumping Mouse, you have been generous and have made great sacrifices. Your hope and caring have brought you to the Far-off Land. Now, jump as high as you can, Jumping Mouse.”

Jumping Mouse did as the magic frog told him. He felt himself lifted into the sky. He felt his legs expand into enormous wings that carried him farther up into the sky. Looking down Jumping Mouse realized he could see. Below him spread the beauty of the Far-off Land. He breathed the air and smelled all its wondrous flowers. The magic frog called to him from the ground. “Jumping Mouse, you now have a new name. From this day forward I shall call you Eagle.”
Leaves of Hope

My Hope For the World

My Hope
Recipe for Hope

Recipe for hope

HOPE FOR THE WORLD:

INGREDIENTS:

INSTRUCTIONS (WHAT TO DO TO MAKE THE HOPE A REALITY):

__________________________
**Grades 2 – 6: Supplementary Lesson Plan**

**What Makes a Hero?**

**Rationale:** Throughout this past year most students have seen or heard articles that speak about terrorism and war. Beyond the control of schools or families, many students have been exposed to stories and images that generate apprehension and worry about the present and what the future will hold.

With the anniversary of the September 11th tragedy, students will again be reminded of that difficult day. Whether through images in the media, local commemorations, or personal and family recollections, all students will be affected in some way. The attached lesson plan attempts to moderate the potential negative impact of this re-exposure by focusing students on the issues of hope and heroism.

**Lesson Concept:** By describing heroes, we learn about those qualities we would most like to possess.

**Lesson Goal:** Students will express feelings (verbally and non verbally). Students will explore the qualities of their heroes.

**Materials Needed:**
- Handout: The Making of a Hero
- Handout: Hero Stories
- Construction paper, scissors, crayons/markers, mural paper

**Gathering:** Read aloud a selection from Hero Stories. Discuss what makes a person a hero. Ask students to describe famous heroes past and present.

**Activities:**
1. Ask students to choose someone they think is/was a hero.
2. Ask students to describe the qualities their heroes possess.
3. Distribute the handout The Making of a Hero. Ask students to fill in each blank, thinking about their hero. For example: Heroes use their minds to think about others; Heroes use their hands to rescue people.
4. Using mural paper, draw a life size silhouette of a body. For each of the body parts, solicit from students suggestions of how heroes use that body part and/or what you would find in that part of the body of a hero. For example, in a hero’s heart you would find kindness, and it would be used for caring about others. Write the students’ answers in and around that part of the body silhouette. (Body parts you may want to include are mind, heart, hands, feet, eyes, ears, and mouth.)

**Closing:** Have each student present his or her hero to the class. Have them discuss who their hero is and why. Have each student choose one thing they can do to be like one of their heroes.
The Making of a Hero

Heroes use their minds to:

Heroes use their eyes to:

Heroes use their ears to:

Heroes use their mouths to:

In a hero’s heart you find:

Heroes use their hands to:

Heroes use their legs to:
Hero Stories

Helen Keller – Overcoming Obstacles and Helping Others

“I do not remember when I first realized that I was different from other people,” wrote Helen Keller in her autobiography. Helen Keller was born in 1880 in Alabama. When she was two years old she became very sick and lost her hearing and her sight. Helen remembered waking up from her illness and wondering why everything was dark and quiet. As Helen grew, she tried to make people understand her by using signs to show what she wanted. When Helen was 7 years old, her parents found a teacher who knew how to use “finger spelling” to help deaf and blind children learn to communicate. Helen’s teacher was Annie Sullivan. After a few months, and a lot of effort, Helen knew more than 400 words, and could “speak” with her fingers in sentences. She went on to learn how to read and write in Braille, the written language for the blind. But Helen was not satisfied with these accomplishments. The little girl who was left in silence and darkness at age 2 decided she wanted to learn to speak.

Not only did Helen Keller learn to speak, she became a world famous speaker. She traveled around the world speaking about and raising money for the blind. She met United States presidents, princes around the world, and leaders of business. Always, she was campaigning for better rights and programs for the blind.

A 13 Year Old’s Battle Against Hunger

David, a 12 year old boy read a news article about an organization that brought leftover food from restaurants to soup kitchens and homeless shelters. David had been looking for a way to help in his community and visited the program. He had the idea of asking his school to donate all their leftover cafeteria food to the local shelter.

After David’s parents helped him understand who was in charge of giving permission to use the school’s leftover food, David made his request to the School Board. In front of television cameras, and a room full of people, David explained his plan for 92 schools in his district to donate food. Even though the School Board agreed to the plan, there were many roadblocks. When the School Board said food could only be donated in clear plastic containers, David wrote to businesses and received hundreds of donations, including a huge shipment from the Glad-Lock company.

After almost a year of hard work, shipments of leftover food went from David’s district to the shelter. A local disk jockey heard about David’s work, and invited him to speak about it on the radio, which helped the program expand to the whole state. David has attended and spoken at fund raising dinners, and even met Miss America. David says the important thing to remember about getting things done is to “just ask.”

Rosa Parks – The Courage to Make Things Change

Rosa Parks was an African American woman who lived in Montgomery Alabama. In 1955 buses in Alabama were segregated, only White people were allowed to ride in the front. Rosa Parks wanted African Americans to have equal rights and refused to give up her seat to whites who got on the bus after her. Rosa was arrested and fined. To protest, African Americans in Montgomery stopped riding public buses. Some walked as far as 12 miles to get to work. Dr. Martin Luther King spoke to the people boycotting the buses saying “We are here . . . to say to those who have mistreated us so long, that we are tired – tired of being segregated and humiliated…” For over a year the boycott continued. Rosa Parks, Dr. King, and other leaders of the protest were arrested and threatened. Finally, the US Supreme Court ruled that African Americans could not be forced to sit in the back of public buses. Rosa’s courage one winter day in Alabama started the Civil Rights movement that continues today, bringing equal rights and justice to all people.
Grades 2 – 6: Additional Activities and Resources

**Hope Mural:** Have each student draw a picture of something they hope or wish for on large mural paper.

**Letters to Heroes:** Have students identify someone from history, from the news, or in their personal lives that they consider a hero. Have students write a letter to their hero explaining why they admire them. Post letters in a display surrounding a picture of a mailbox.

**Hero Stamps:** Have students design a commemorative stamp to recognize someone from the past or present that they consider a hero. Have students write a few sentences to the Postmaster General explaining why they feel this hero should have a stamp made to recognize their achievements.

**Hope Quilt:** Provide each child with a square of colored paper. Ask students to draw a picture, or use words to show their hope for the world. Assemble the pieces to create a hope quilt. To “connect” the pieces, you may use strips of paper with the words "We Hope For . . .” written on them.

*All the above activities can be adapted to encourage family participation. Family members can submit letters to heroes, design or partner with their children to design hero stamps or hope quilt squares. The following activity is specifically geared to involve families.*

**Our Families’ Heroes:** Every generation has its own heroes. Ask students to interview members of their family asking about who were/are their heroes. You may give students a set of interview questions such as “Who was/is your hero?” “What did that person do to make them a hero?” “Do you still consider that person a hero, and why?” Compile students’ responses into a booklet or newsletter entitled “Our Heroes” and send copies home for all families to enjoy.

**Additional Resources and Books:**

- **The Tree That Would Not Die**  
  Ellen Levine, Scholastic Press, 1995

- **The Little Engine That Could**  
  Watty Piper, Platt and Munk, 1976

- **Taste Berries for the Pre-teen**  
  Canfield, Hansen & Kirberger, Health Comm., Inc.

- **Peace Begins With You**  
  Katherine Scholes, Sierra Club Books, 1989

- **The Tiny Seed**  
  Eric Carle, Aladdin Paperbacks, 1987

- **About September 11th:**  
  **Lucy and the Liberty Quilt**  
  Victoria London, Sparklesoup Studios, 2001
Grades 7 – 12: Lesson Plan
Putting It Together With Hope

**Rationale:** Throughout this past year most students have seen or heard articles that speak about terrorism and war. Beyond the control of schools or families, many students have been exposed to stories and images that generate apprehension and worry about the present and what the future will hold.

With the anniversary of the September 11th tragedy, students will again be reminded of that difficult day. Whether through images in the media, local commemorations, or personal and family recollections, all students will be affected in some way. The attached lesson plan attempts to moderate the potential negative impact of this re-exposure by focusing students on the issues of hope and heroism.

**Lesson Concept:** With our own ideas, we can work towards an inviting future. Everyone can strive to create a difference in the world.

**Lesson Goal:** Students will express feelings verbally and non verbally. Students will identify personal dreams for the future.

**Materials Needed:**
- Handout: **Putting It Together With Hope Puzzle**
- Handout: **Hopeful Quotes**
- Mural Paper, crayons, markers, construction paper, scissors

**Gathering:**
1. Discuss the idea of hope and new beginnings. Ask students to define hope. What purpose does it serve? Present two important points: Hope helps people keep going during difficult times, and people can sometimes work to make the things they hope for come true.
2. Distribute handout **Hopeful Quotes** and read quotes aloud.

**Activities:**
1. Divide students into groups of four.
2. Distribute **Putting it Together with Hope Puzzle** to each group.
3. Have each group choose one of the quotes and write it in the center space of the puzzle.
4. Ask each group of students to think of examples from history, or their own lives that illustrate the quote. Taking turns in the group, each student should fill one of the puzzle spaces with words, sentences, pictures, or images that describes a time in the present or past that illustrates this quote.

**Guided Discussion:** Have each group of students present their completed Puzzle to the class. Display completed “puzzles” in the classroom or compile them into a book.

**Closing:** Ask students to think about their hope for the world. Have students discuss how the class, individually and together can contribute to making some of their hopes for the world a reality.
Putting It Together With Hope Puzzle
Hopeful Quotes

He is able who thinks he is able. - Buddha

Valor is a gift. Those having it never know for sure whether they have it until the test comes. - Carl Sandburg

Acts of courage shape human history. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, . . . those ripples build a current that can sweep down the mightiest walls of oppression and resistance. - John F. Kennedy

I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do. - Edward Everett Hale

How wonderful it is that nobody need wait a single moment to improve the world. - Anne Frank

'Tis not in numbers but in unity that our great strength lies. - Thomas Paine

When I despair, I remember that all through history, the ways of truth and love have always won. There have been tyrants and murderers, and for a time they can seem invincible, but in the end they always fall. Think of it. Always. - Mahatma Gandhi

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. Hate multiplies hate; violence multiplies violence . . . The chain reaction of evil ... must be broken, or we shall be plunged into the darkness. - Martin Luther King, Jr.

I learned that it is possible for us to create light and sound and order within us, no matter what calamity may befall us in the outer world. - Helen Keller

Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all. - Dale Carnegie

If you want to make peace, you don’t talk to your friends. You talk to your enemies. - Moshe Dayan

You may have to fight a battle more than once to win it. - Margaret Thatcher

In the confrontation between the stream and the rock, the stream always wins – not through strength, but by perseverance. - H. Jackson Brown
Grades 7 – 12: Supplementary Lesson Plan
A Hope Chest For the Future

Rationale: Throughout this past year, most students have seen or heard articles that speak about terrorism and war. Beyond the control of schools or families, many students have been exposed to stories and images that generate apprehension and worry about the present and what the future will hold.

With the anniversary of the September 11th tragedy, students will again be reminded of that difficult day. Whether through images in the media, local commemorations, or personal and family recollections, all students will be affected in some way. The attached lesson plan attempts to moderate the potential negative impact of this re-exposure by focusing students on the issues of hope and heroism.

Lesson Concept: Our hopes can make a difference in the world.

Lesson Goal: Students will communicate feelings verbally, and explore their hopes and steps they can take to achieve them.

Materials Needed: Shoe box, pen, paper, large piece of oak tag, marker

Gathering:
1. Ask students to define hope. (If Putting It Together With Hope lesson was completed previously, expand discussion of hope to include students’ personal hopes for the school year) Ask students for examples of times that hope helped individuals or groups accomplish something, or deal with hardships.
2. Ask each student to think of one thing he or she hopes to see happen during the upcoming year, and to write it down on a sheet of paper. Allow a few minutes, and then ask for examples from the class.
3. Discuss the difference between realistic and unrealistic goals. For each example of students’ goals, have the class evaluate whether the student can help that hope come true, and how this might be done. Underscore the difference between things students hope for and can help to make happen (e.g. make new friends, get better grades, worry less) versus things they hope for but can do very little in the short run to influence (e.g. become rich, have a snowy winter, achieve world peace).

Activities:
1. Discuss the concept of a “Hope Chest.” A hope chest was an actual box that was used to store items that a woman would use after marriage, when beginning a new life. Parents, and the girl herself would make, buy, and save items to place in the hope chest, hoping to give her a good start in life. Discuss how all of us could use a “hope chest” filled with our, and our family’s, wishes and helpful items to allow us to succeed in our future.
2. Ask students to list 5 things they hope for their future on a blank sheet of paper
3. Turning the paper over, have students list at least 5 things they can do to help make their hopes a reality, and 5 things their families could provide to help make their hopes a reality
4. Make three columns on the blackboard headed: Our Hopes, To Make Them Happen, We Can and To Make Them Happen Our Families Can and elicit examples from students for each column.
**Guided Discussion:** Engage students in a discussion of balance. What percentage of our hopes and goals should be realistic and do-able? Do we also need loftier goals? What percentage of working towards goals should be our responsibility? How much help can and should we rely on from families, teachers, and others. Reading and reviewing the **Hopeful Quotes** handout may be helpful.

**Closing:** Have students place their papers in a class “Hope Chest” (shoebox). If teachers choose, the box can be kept throughout the year and additional “deposits” of hopes can be encouraged. Alternately, the box can be opened periodically to allow students to review their hopes, and evaluate if they are doing all they can to make them a reality.
Grades 9 – 12: Supplementary Lesson Plan
Promoting Healthy Living

Rationale: Throughout this past year, most students have seen or heard articles that speak about terrorism and war. Beyond the control of schools or families, many students have been exposed to stories and images that generate apprehension and worry about the present and what the future will hold.

With the anniversary of the September 11th tragedy, students will again be reminded of that difficult day. Whether through images in the media, local commemorations, or personal and family recollections, all students will be affected in some way. The attached lesson plan attempts to moderate the potential negative impact of this re-exposure by focusing students on the issues of hope and heroism.

Lesson Concept: Setting aside time in the week for certain activities promotes health.

Lesson Goal: Students will learn to balance different types of activities.

Materials Needed: Handout: Weekly Schedule

Preparation: A week before the lesson, ask students to record their activities for the following week. Inform them that this information will be used for their own self-analysis and will not be shared with the class.

Activity:
1. Have students analyze their Weekly Schedule as follows:
   - Circle all time periods that you spent alone.
   - Outline boxes of all time periods spent with friends in leisure activities.
   - Darkly shade in all boxes spent sleeping.
   - Make horizontal stripes in all time period boxes spent watching television.
   - Make vertical stripes in all time period boxes spent on computer.
   - Make polka dots in all time periods spent engaging in physical activity (sports or exercise).
   - Lightly shade all time periods used for homework or studying.
2. Have students calculate the total number of time periods in each of the categories above.
3. List each of the categories on the blackboard and survey students’ totals for each activity.

Guided Discussion: Discuss with students the optimal components for a healthy week. How much time should be spent socializing, alone, watching television? What should the balance be between productive (homework, practice, etc) and down time (socializing, relaxing)? How would schedules differ on different weeks of the year? For this week, the anniversary of September 11th, how are students spending their time?

Closing: Ask students to think of something they would change to make their schedule healthier (add sleep, spend less time watching television, exercise more, etc.). On the top of a new, blank weekly schedule have each student write one change they will make in the coming week.
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Grades 7 – 12: Additional Activities and Resources

**Hope Journal:** Have each student write 2-3 paragraphs about their hopes for the future. Take one paragraph from each essay and assemble it into a group essay. Distribute for all students to read.

**As the World Commemorates:** Carefully select an appropriate show, book or news article commemorating 9/11 to share with the class. Discuss students’ personal ways of commemorating events. In selecting material:
- Avoid graphic images, especially of injury or destruction.
- Avoid overemotional film clips or stories.
- Focus on clips that promote hopeful and healthy discussion of the incident without re-traumatizing the students.
- Review and watch all material before sharing it with students.

**Hopeful Rituals:** Help the class brainstorm ideas for hopeful ways to commemorate sad events. Discuss small and immediate versus large and involved commemorations (a moment of silence versus a rally, writing a letter to a hero versus a campaign to raise funds to buy a new fire truck). Class commemoration ideas may include starting a fund for firemen, planting a garden, painting a mural, holding a patriotic concert, etc. After suggestions have been developed, have the class or entire student body vote to select one or two projects they will complete. Develop committees to work on the project(s). Teachers may also want to allow students to select a small, immediate way to commemorate 9/11 together as a class.

**Families can be invited to participate in any of the above projects. The suggestion below is designed specifically to engage families.**

**I Remember When:** Give students the assignment to interview a member of their family asking the following questions: “Have you lived through an event that challenged our country? What was it like? How did it affect you? How did it affect others? What positive things, if any, occurred as a result?” Have students summarize their interviews on a form or in brief essays. Reproduce and distribute the *I Remember When Collection* to students and families.

**Additional Books and Resources**

**Stories For a Teens Heart**
Alice Gray, Multnomah Publishers, 1999

**Chicken Soup For the Teenage Soul I, II & III**
Canfield, Hansen & Kirberger, Health Comm. Inc

**About September 11th: Through the Eyes of Freedom**
A Teen Perspective on Sept. 11, 2001
Jennifer Bishop, New Horizons, 2001
Answers to Tough Questions
How to Talk to Children About the September 11th Anniversary

In tough times, children of all ages turn to their parents for advice and answers. The most important thing parents can offer their children is the reassurance that they are willing to discuss even painful and difficult issues. If your children ask you any of these Tough Questions, use these answers as a guide. Remember that your calm response can have a positive impact on your children.

Why am I feeling more scared, angry or upset? I thought I was getting back to normal.

Younger Children: A day when something important happened in the past is called an anniversary. We have anniversaries of happy days, like weddings, and also of sad days, like when someone important was killed (Lincoln, Kennedy). On anniversaries it is normal to remember all the feelings you had when the event first happened. There are also a lot of reminders around the time of an anniversary. There are special programs on television, and people talk about it a lot. If you feel a little more sad or worried, you can always talk to me. We can think about all the good ways we have changed this year, and the things we can do to take care of ourselves and help our neighborhood. Maybe we can pick a project to do or find a way to make this anniversary special even if it reminds us of a sad time.

Older Children: Around the anniversaries of events, it is normal to experience all the feelings you had when the event first happened. With the anniversary of 9/11, we are all exposed to extra television coverage and local events that remind us of what happened a year ago. It is normal to feel sad or angry, have more trouble concentrating, or want to spend some time alone during the anniversary of a tragic event. It is important to think about what you can do to feel better. Having someone to talk to, thinking about good things that have happened in the past year, and taking care of ourselves and our community can all help. You can always talk to me, and maybe we can find some projects we could do or events we would like to attend.

Will this happen again? Are we safe? Are we at war?

Younger Children: Since no one can predict the future, it is normal to worry about whether another attack could happen. We know that the government, the city, your school and community, are working very hard to keep everyone safe and prevent any other attacks. We do our part to be safe. We don’t talk to strangers, we lock our doors, etc. Our country is fighting a war to keep people from doing more harm. The war is happening very far away from us. If you can’t stop feeling nervous or scared a lot of the time, you can always talk to me, or we can talk with someone who knows how to help children with these kinds of worries.

Older Children: Since no one can predict the future it is normal to worry about whether another attack could happen. The government has done a lot to keep us safe and prevent any future attacks. You can see increased security at airports, concerts, and other public places. The news reminds us of potential threats, even when there maybe no specific information. Our country is fighting a war against terrorism, but the war is happening in Afghanistan and other places very far from the United States. If you can’t stop feeling nervous or scared a lot of the time, you can always talk to me, or we can talk with someone who knows how to help children with these kinds of worries.

Why can’t we just stop talking about September 11th? It makes me feel worse.

Young Children: You know when you have a splinter in your hand, sometimes you don’t want to show me, so I won’t hurt you by taking it out. But a splinter left in your hand can cause all kinds of problems later on. Talking about sad times is a lot like dealing with splinters. It may hurt a little
to talk about it now, but if we don't it could hurt even more later. We don't have to talk about September 11th all the time, but when you feel bad or scared, it is good to talk about it.

**Older Children:** Dealing with difficult times is a lot like having a splinter in your hand. It is tempting to ignore it, so you won't get hurt by taking it out. But a splinter left in your hand can cause all kinds of problems later on. Talking about sad times is a lot like dealing with splinters. I know it brings up bad feelings to talk about it, but if we ignore our sadness and our worries, we could feel much worse later on.

**Why can’t I watch the news coverage or specials about September 11th?**

**Young Children:** Some of the shows on t.v. are made for adults or older kids. I don't want you to see things that you might not understand. I don't want you to be scared or have bad dreams. I can tape shows and watch them with you if I feel they are right for you.

**Older Children:** Some of the shows on t.v. are made for adults. Some are very sensational, and use disturbing pictures or tell very emotional stories. If there is something you want to watch, I could tape it, and if I think it is right for you, you can watch it, or we'll watch it together.

**Why are we flying on a plane for vacation? I’m too nervous to fly.**

**Young Children:** A lot of people are feeling nervous about flying on airplanes, but the government has done a lot to make sure it is safe to fly. Airports have a lot of extra security. We wouldn't be taking this trip if we didn't think it was safe. We can make a plan to help you feel less nervous. We can visit the airport ahead of time, and bring your favorite things with us so you can feel comfortable when you're on the airplane.

**Older Children:** A lot of people are feeling nervous about flying on airplanes. You should realize that the government has done a lot to make sure it is safe to fly. You'll notice the extra security when we go. We wouldn't be taking this trip if we didn't think it was safe, so we should make a plan to help you feel less nervous. Let's think of what you can bring to the airport and on the plane to help you relax.

**Are all Muslims our enemy? How should I act towards kids who look Muslim?**

**Younger Children:** The way someone looks or being a certain religion does not make someone our enemy. Just like there are some Americans who do great things, and some Americans who do terrible things, there are all kinds of Muslim people. We do not decide how to act towards people based on how they look. We should act towards people the way we would like them to act towards us.

**Older Children:** Just because someone looks a certain way or is a certain religion does not make them our enemy. Just as there are some Americans who do great things, and some Americans who do terrible things, there are all kinds of Muslim people. After the 9/11 attacks many people had very negative feelings towards Muslims and people from Arab countries. There are a lot of things we probably don't understand about people from different countries and maybe we could learn more about them. Even though we may feel angry at the terrorists, we have to remember to treat people as individuals. We should not decide how to act towards people based on how they look. We should act towards people the way we would like them to act towards us.

*If you are concerned about your child’s or your own response to the 9/11 anniversary, contact the School Mental Health Alliance Project Liberty Providers at (516 or 718) 470-3222, or 1-800-LIFENET.*
Additional Materials and Resources

**September 11, 2002: A Guide to One Year Anniversary Commemorative Activities for Students**
Prepared by the member agencies of Nassau County Project Liberty and the Nassau County Project Liberty School Planning Committee. For copies, call (516) 622-0092.

**Chicken Soup for the Soul of America: Stories to Heal the Heart of Our Nation**
Canfield, Hansen and Adams, Health Communications, Inc. 2002

**The Day that was Different: September 11, 2001 When America was Attacked By Terrorists** (for ages 9 and up)
Carole Marsh, Gallopade International 2001

**Helpful Websites:**

**Reactions and Guidelines for Children Following Trauma/Disaster**
http://helping.apa.org/daily/ptguidelines.html Lists common reactions to traumatic events in children of various age groups. Offers suggestions about what parents and caregivers can do to help children after a traumatic event.

**United States Department of Education: Suggestions for Educators Meeting the Needs of Students**

**National Association of School Psychologists: Coping with a National Tragedy**

**National Institute of Mental Health: Helping Children and Adolescents Cope with Violence and Disasters**

**Thirteen Online Education: Dealing with Tragedy: Tips and Resources for Teachers and Parents**
http://www.thirteen.org/edonline/tips.html Offers general guidelines for parents and teachers following the tragic events of September 11th. Provides an annotated list of other online resources related to children and coping with traumatic events. Offers sample lesson plans for teachers helping children address the events of 9/11.

**7-Dippity.com: Helping America Cope**
http://www.7-dippity.com/ Provides a link to a page where you can download “Helping America Cope.” This 40-page guide contains specific activities and coping strategies to help parents and children deal with their reactions and feelings resulting from the terrorist attacks and ensuing events. It is available in English and Spanish. There is also information on how schools and other organizations can have multiple copies of this book shipped to them.
About the School Mental Health Alliance

The School Mental Health Alliance (SMHA) is a program of the Law and Psychiatry Institute of the North Shore – Long Island Jewish Health System. Building on a twenty-year history of collaboration between the Health System and area schools, SMHA provides a wide variety of programs and services.

The SMHA Mission:

- Promote optimal social, emotional and academic development
- Build strong, safe and healthy learning environments
- Work collaboratively with schools and communities
- Support successful free-standing school-based programs

SMHA Programs and Services

- **Professional Development Programs:** state of the art training and information for school professionals. Ranging from single lectures to on-going seminars, consultation and supervision, offerings are tailored to the needs of the particular group.
- **Behavioral Consultation:** expert information, advice and tools to assist schools and teachers to manage behaviors that interfere with successful school performance. SMHA specialists visit classrooms and work collaboratively with teachers and support staff to develop sophisticated, user-friendly behavior management programs.
- **Community And Parent Education:** lecture and workshop programs offered at community sites throughout the region. Helps families understand their children’s normal development, the challenges they face, and the warning signs of emotional problems.
- **School Violence And Bully Prevention:** on-site consultation and programs to create positive school cultures, decreased bullying and harassment, promote respect for diversity, learn crisis response and de-escalation skills, and build leadership. Working with school professionals, families and students, the BRAVE program (Bully Reduction/Anti-Violence Education) has been successfully implemented and evaluated in area schools.

For information about bringing any of these programs and services to your district, call 1-877-SMHA123 or (516 or 718) 470-4846.
Hope, Healing and Remembrance
Evaluation Form

Please circle the appropriate response:  

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<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>NA</th>
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<td>The lesson plans were well-received by the students</td>
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Comments:  

I am a (circle one): teacher principal parent student

Grade level(s):  

District:  

If you would like to receive future email distributions of lesson plans and materials, email address:  

Thank you for your input! Please return to: SMHA, 400 Lakeville Road Rm 243, New Hyde Park, NY 11042 or fax to (516) 358-2629.