

## **First Person – Survivors and Heroes of the Oklahoma City Bombing Speak**

**Timing of Presentation: Day 5, Morning, “Heroes”**

### **Purpose:**

- Students will prepare for their visit from an Oklahoma City Bombing survivor or rescue worker. Students will focus on asking appropriate questions to gain an understanding of a first person perspective of this historical event.

### **PASS:**

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**\*Standard 1: Listening: The student will listen for information and for pleasure.**

1. Interpret a speaker’s verbal and nonverbal message, purpose, and perspective.  
Listen critically and respond appropriately to oral communication to seek information not already discussed.

### **Social Studies**

**Standard 3: The student will analyze the human characteristics of communities.**

4. Examine the rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.

### **Materials:**

- Large piece of chart paper for KWL chart
- One notecard for each student

### **Instruction:**

1. Tell students that today a survivor (or rescue worker) who lived through the Oklahoma City Bombing will be speaking to your class.
2. Ask students to think about how it might feel for this person to come talk about this event. Encourage them to take the perspective of the speaker in order to understand how this might feel to him/her and how the students need to act according to that understanding.
3. Create a KWL chart about the Oklahoma City Bombing.
  - a. Ask students what they know.
  - b. Ask students what they want to know.
  - c. Remember to focus the discussion on how this person has persevered. Also focus on finding out the message of hope this person has to offer.
4. Ask the students to look at the section of the KWL that outlines what they want to know.
  - a. Give each child a notecard and ask them to write two or three questions that they think are appropriate and meaningful to ask the speaker.

- b. Have them trade with a partner and go over each other's questions. The goal is to consider if the questions are appropriate, meaningful, and respectful.
  - c. Ask each child to narrow down their questions to the one that is the most important to them.
- 5. Have each child share their question. Discuss them as a class.
- 6. Review good listening skills with students. Remind them that good listeners ask questions that relate to what the speaker says as well as the ones that they have thought about.
- 7. After the speaker leaves, fill out the "what I learned" section of the KWL.
- 8. Ask students to connect the message of the speaker to their reason for running the Kids' Marathon.
  - a. Ask the kids what it means to be a hero?
  - b. Is the speaker a hero?
- 9. Introduce today's power action. Today's power action is being a "hero."
  - a. Ask students how their heroes are.
  - b. Ask students how they can be heroes.
  - c. How are they being heroes by running the Oklahoma City Memorial Kids' Marathon?
- 10. Conclude with the idea that by participating in the Kids' Marathon, they are taking action to say that they will be help to make sure that nothing like the Oklahoma City Bombing will ever happen again.
- 11. GET THEM EXCITED ABOUT THE RUN!

**Assessment:**

- Ask students why it is important to persevere. Informally assess whether they understand the purpose of possessing this character trait.

**Extensions and Alternatives:**

- If you are unable to have a survivor or rescue worker come speak, ask someone who the students consider an everyday hero to come speak and follow the lesson in the same manner.
- Have the students write thank you notes to the speaker. Encourage them to write the message of hope that they understood the speaker to give.

