

The Human Race: A Reintroduction to the Oklahoma City Bombing and the Oklahoma City Memorial Kids' Marathon – We Are Superheroes!

Timing of Presentation: Day 1, Strength

***Although the Oklahoma City Bombing and the Oklahoma City Memorial Kids' Marathon were introduced in January at the kickoff assembly, this lesson serves as a reintroduction to the Oklahoma City Bombing and an introduction to the Week of Hope unit. This begins a more in depth, unit study of this historical event with character building themes. Day 1 would be Monday of the week of the Kids' Marathon.**

Purpose:

- Students will be reintroduced to the Oklahoma City Bombing, and the Oklahoma City Memorial Kids' Marathon. Students will be introduced to the Week of Hope unit. Students will make a connection between the Oklahoma City Bombing and the mile logging they have been doing in preparation for the run. The goal is for the event to take on a new, deeper, and different meaning as the students develop themselves as superheroes!

Materials:

- Is There Really A Human Race? By Jamie Lee Curtis & Laura Cornell
- Chart Paper
- 2 Pre-made T-Charts (specifications detailed in lesson)

Instruction:

1. Make a T-chart on a big piece of chart paper. Label the left hand column "Superheroes" and the right hand column "Superpowers."
2. Ask students to name superheroes that they know; write the names under the "Superheroes" column on your T-chart.
3. Next, ask students what superheroes do. Help the students realize that superheroes help people.
4. Ask students to name superpowers that superheroes use to help people. List these superpowers under "superpowers."
5. When finished, post this T-chart somewhere the kids can see it for the next discussion.
6. Say to the kids, "what if I said that I think my husband is a superhero?" Is this true or not? Explain why you think that is ok or not.
 - a. Talk to the kids about how there are heroes in their lives everyday who they may not realize are heroes. Give examples from your own lives (mom, dad, husband, wife, another teacher, etc.) Call

these people "everyday superheroes." Talk to the kids about how these everyday superheroes are powerful in their lives.

7. Make another T-chart that is the same as the one used previously.
8. Label the T-chart "superheroes" on the top of the left hand column and "superpowers" at the top of the right hand column. The only difference with this T-chart is that the title "Everyday Superheroes" needs to be added to the very top of the T-Chart.
9. Have students list everyday superheroes and the superpowers they use to help people. You may need to help guide the students. For example, "my mom" might be a superhero and "listening" might be her superpower.
10. Tell the students that as a class, you are going to strengthening your superpowers so that you can be superheroes too! Ask them to start noticing people helping other people and what "superpowers" they are using. Remind them that superheroes are not just cartoons and celebrities (this points out "heard" and "unheard" voices in the context of heroes).

Later that same day...

1. Remind students of their discussion of superheroes and superpowers. Look over the T-charts.
2. Tell students that becoming superheroes in their world and strengthening their superpowers is a great way to make good choices that are helpful not harmful.
3. Reintroduce the Oklahoma City Bombing. This discussion must be age appropriate, and emotionally appropriate for YOUR class.
 - a. Focus on the idea that a man was angry and made a very bad choice and that his choice affected the lives of many. Emphasize that a different, more positive choice could have been made.
 - b. Focus on the fact that there were survivors.
 - c. Focus on how the state and nation pulled together to heal; tell about people who came from all over to help. Tell what kids did to help heal.
 - d. Tell about the survivor tree that withstood the explosion and still stands today.
 - e. Talk about the OKC National Memorial: that it exists, where it is, what it looks like, and what it represents.
 - f. MAKE IT CLEAR TO STUDENTS THAT THEY HAVE THE POWER TO MAKE GOOD CHOICES AND THOSE CHOICES HELP THEMSELVES AND OTHERS! (this is a key focus for the unit and for the overall message).
 - g. Remind students that the purpose of this unit is not to dwell on the negative, but to respect and remember those who lost their lives and honor the survivors by learning about the event and taking steps in their own lives to**

ensure that they will not be part of something like this happening again.

4. Explain the Week of Hope unit. Each day they will focus on an everyday superpower that an everyday superhero needs to help people and make positive changes. As a class, they will make a Big Book about becoming superheroes using their superpowers for good. The culmination of this unit will be participating in the OKC Memorial Kids' Marathon to make the statement that they will use their superpowers to help, not harm, other people and our world.
5. Introduce and read the book, Is There Really A Human Race?
 - a. After reading, ask students to recall what the author says will happen if "we don't help each other." Do they agree with this? Why or why not? What else can make us crash?
 - b. Ask the students to recall what the author says to do in order to make this world a better place. Do they agree? What would they add to this advice?
 - c. Ask students to restate in their own words how they are using their superpowers by doing Kids' Marathon.
 - i. Compare this with the line in the book about "those who can't speak for themselves." How are they using "bold voices" for those survivors and victims.
6. Start your class Big Book. Use chart paper.
 - a. Write the title: "We Are Superheroes!"
 - b. Write the by line.
 - c. Brainstorm superpowers that each child wants to work on (i.e. listening, sharing, helping, etc.)
 - d. Title this page, "Strengthening Our Powers"
 - e. Begin each line with the students' name following by "wants to be better at _____." Do this activity as an interactive writing, allowing each student to come up and write what they want to become better at.
 - f. This will be the first page in your class book.

Assessment:

- Informally assess whether or not the children understand that their goal is to strengthen a power that they have by making sure that what they say they want to be better at matches a positive action.

Extensions and Alternatives:

- Instead of doing a class Big Book for this unit, use each day's writing topic to prompt each student to write their own individual page each day to contribute to a class book.

- Create a class chant or cheer related to superheroes/superpowers that students can repeat each time they notice a classmate using a superpower. This can be written as a class and posted. Encourage a repeated reading when the chant is said.

"The Change"

One hand
Reaches out
And pulls a lost soul from harm
While a thousand more go unspoken for
They say what good have you done
By saving just this one
It's like whispering a prayer
In the fury of a storm

And I hear them saying you'll never change things
And no matter what you do it's still the same thing
But it's not the world that I am changing
I do this so this world will know
That it will not change me

This heart
Still believes
That love and mercy still exist
While all the hatreds rage and so many say
That love is all but pointless in madness such as this
It's like trying to stop a fire
With the moisture from a kiss

And I hear them saying you'll never change things
And no matter what you do it's still the same thing
But it's not the world that I am changing
I do this so this world will know
That it will not change me

As long as one heart still holds on
Then hope is never really gone

I hear them saying you'll never change things
And no matter what you do it's still the same thing
But it's not the world that I am changing
I do this so this world we know
Never changes me

What I do is so
This world will know
That it will not change me

