WHY WE RUN

Sharing the Story of the Oklahoma City National Memorial & Museum

OKLAHOMA CITY
MEMORIAL
Kids Marathon
RUN to REMEMBER™

APRIL

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Why We Run
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Printed in the United States of America

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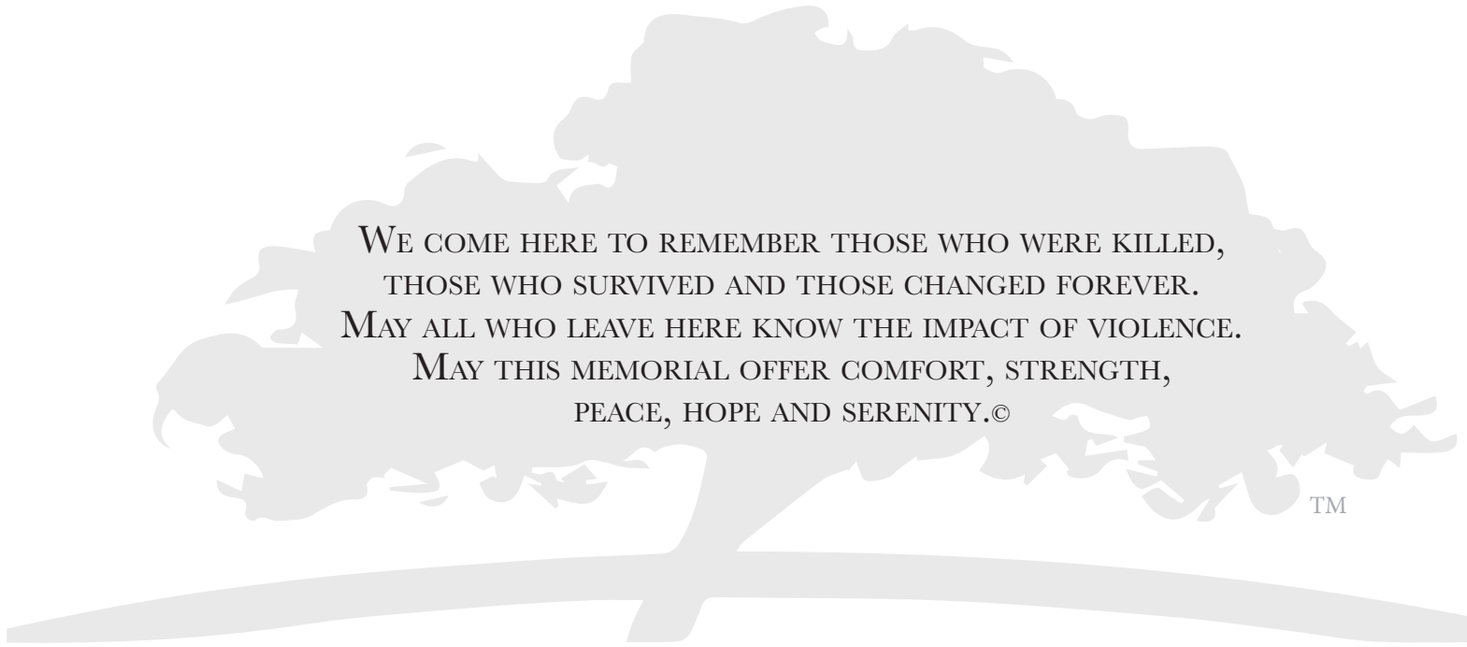

We come here to remember those who were killed,
those who survived and those changed forever.
May all who leave here know the impact of violence.
May this memorial offer comfort, strength,
peace, hope and serenity.©

TM

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Jean Nutting Hurlburt
Paul D. Ice

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baby Michael James Lenz III
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INTRODUCTION

On April 19, 1995, lives were forever changed. Not just people in Oklahoma City, but everyone in our nation learned what it meant to be vulnerable.

A young man, angry with our government, drove a truck packed with explosives through the downtown area—past businesses, apartments and buildings—and parked it in front of the Alfred P. Murrah Federal Building. Then he got out and ran away. Moments later the bomb exploded, the building was destroyed, and many families were torn apart. Pieces of flying debris rained down on people trying to get to safety—damaging buildings and destroying cars. That evening, 168 chairs sat empty at dinner tables.

Oklahomans, and Americans, were shocked—they grieved, and then came together to support one another and to defeat hate by demonstrating love.

It is out of this devastating tragedy that an idea grew. Strong and unrelenting in effort, hundreds of dedicated souls began the process of healing through remembrance. They came together and created a Memorial and Museum, dedicated to the victims, survivors and those changed forever in the terrible tragedy, to affirm life—that darkness and hate don't win and that love triumphs over all.

Once the construction of the Memorial and Museum was complete, the community didn't stop there. Local businessmen created a living remembrance every year through the running of a marathon, a race symbolic of the determination and resilience of the people of Oklahoma.

Faced with the prospect that the youngest generations now participating in the Marathon were not yet born, they knew that they must share the story, linking the accounts of what happened with the Marathon. And, through this effort grow the character of our children—resilience to withstand tragedy, courage to face an uncertain future, kindness and respect for others, and wisdom to face life's challenges and grow from the experience.

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This curriculum is designed to make the story accessible, the Marathon meaningful, physical fitness attainable, and character development central to becoming a better person.

It is a solemn responsibility to share the story with our youngest Oklahomans and other children in our nation and from around the world. It is our collective hope and desire that you and your students grow from reading this curriculum.

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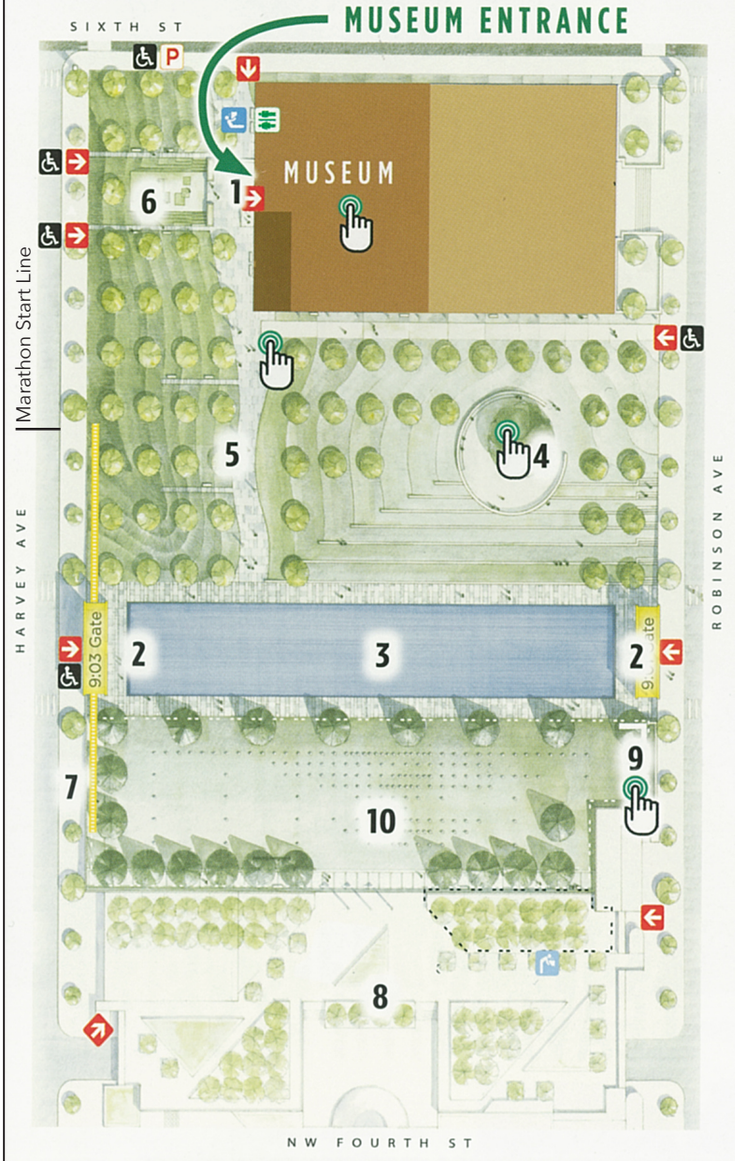
OKLAHOMA CITY NATIONAL MEMORIAL MUSEUM

We are a nonprofit owned and operated by the OKC National Memorial Foundation. Funding is raised through Museum admission, Memorial Store sales, private fundraising, endowments and the annual OKC Memorial Marathon. ***Thank you for your support!***



3 OUTDOOR INTERACTIVES are located at the East Gate, the Survivor Tree and the SW corner of the building. Touchscreens explain symbolic elements and introduce the Museum.

The Outdoor Memorial

This remarkable national monument occupies the now-sacred soil where 168 Americans were killed. It is a place of comfort, strength, peace, hope and serenity.

1 | MUSEUM ENTRANCE & MEMORIAL STORE Tour the Museum, chapter by chapter, with **35 interactive exhibits.** Visit the **Memorial Store** for special gifts and keepsakes. The **Donor Gallery** honors builders and sustainers of this national tribute.

2 | THE GATES OF TIME Framing the moment of destruction – 9:02 AM — the 9:01 East Gate depicts the innocence before the attack. The 9:03 West Gate marks when healing began.

3 | REFLECTING POOL What was once NW Fifth Street now cradles gently flowing waters that help soothe and inspire calm.

4 | THE SURVIVOR TREE Encircled by the **Promontory Wall** with a message of resolve, this near-century-old American Elm stands at the highest point of the Memorial as a symbol of strength and resilience.

5 | RESCUERS' ORCHARD Like the people who rushed in to help, this army of trees stands guard over the Survivor Tree.

6 | CHILDREN'S PLAZA A wall of hand-painted tiles from children around the world illustrates the caring and impact. A chalkboard terrace invites visitors to share their feelings — an important part of healing.

7 | THE FENCE Installed to enclose the crime scene, it quickly found a higher purpose. People express their sorrow by leaving tokens of love and hope. Many are preserved in the Museum Archives for education.

8 | MURRAH PLAZA OVERLOOK This surviving original area offers a breathtaking view of the Memorial and Museum grounds.

9 | SURVIVOR WALL **The Murrah Building's** only remaining walls, with more than 600 names of those who survived the blast.

10 | FIELD OF EMPTY CHAIRS Arranged in nine rows that reflect the floor where victims were working or visiting, 168 chairs are each etched with the name of a person killed. The 19 smaller chairs represent the children. The field matches the footprint of the Murrah Building.

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HOW TO USE THIS CURRICULUM

This curriculum is designed in 16 independent units. Each unit has three instructional parts:

The Story, followed by discussion starters

Get Fit, followed by discussion starters

Got Character, followed by discussion starters

Each of these three instructional parts is presented two ways—in language appropriate for students through grade 3, and in language appropriate for grades 4-6. Sections are color coded.

Each module is accompanied by "Reflections." This section can be copied and handed out to students to take home, posted on the website, or copied/pasted into emails sent to the parent/guardian.

This curriculum contains a total of 16 units, divided into four sections. Based on the time you have available, you may wish to cover all sections of each lesson, divide the sections among different classes, or focus on certain areas.

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The Story This section tells the story of the bombing, the creation of the Memorial and Museum and the efforts to maintain the Museum and Memorial grounds.

Get Fit This section explains what a marathon is, makes suggestions on how to prepare for the Kids Marathon, and encourages children to build a healthy lifestyle.

Got Character? This section introduces different character concepts and focuses on developing good character in daily life. Teach these words and their meanings and recognize each student using specific language, when they demonstrate good character. By consistent recognition of good character, each student will grow in character.

Discussion Starters Each of the three instructional sections is accompanied by suggested discussion starters. These can be done as a class, in groups, or one-on-one. From the suggested starters, pick the ones you wish to explore or create your own.

Reflections Information is provided that can be shared with the parent or guardian that encourages reinforcement of good character at home, at school, and in daily decision-making.

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When using the curriculum, bear in mind that this was created for you, your students, their parents or guardians, and to facilitate communication of the message of the Memorial Marathon in a way that is accessible and understandable. Please feel free to adapt as necessary and choose those parts of the curriculum that fit best into your schedule and that meet the needs of your classroom. Some have found it helpful to take a "team approach" to this curriculum and share the material with the students' other teachers. An example of this might be to cover the "Get Fit" material in physical education, "The Story" and "Got Character?" in the homeroom classroom.

Thank you for sharing the story of the Memorial and Museum and why the Marathon is a *Run to Remember*. Our mission is to celebrate life, reach for the future, honor the memories of those who were killed, and unite the world in hope.

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13 WITHIN THESE WALLS

Through grade 3

Goal: to describe the Oklahoma City National Memorial & Museum, explain how to cool down after physical exercise, and introduce the character quality of ***respect****.*

The Story

(10 minutes)

One of the buildings closest to where the Alfred P. Murrah Federal Building used to stand is called the Journal Record Building. It was built a long time ago and is very special because it is listed as an official historic building. When the bomb went off, the building was damaged a lot, but its time was not over. People repaired it and put the Oklahoma City National Memorial Museum inside.

The Oklahoma City National Memorial Museum is amazing! When you visit, inside the building you will see things that explain what happened before, during, and after the bombing. You can read about what happened and look at things that tell the story—but that isn't all. You can also touch things with your hands and work with things that help you understand. When you go through the Museum, you will "walk through" several "chapters" of the story including: A Day Like Any Other, History of the Site, A Hearing (taking place that morning across the street), Survivors, World Reaction, Gallery of Honor, Impact & Healing, Investigation & Justice, Responsibility, and Hope. Each of these chapters share the story of what happened and how this event changed our state and our nation.

Do you or someone you know have a smart phone? To learn more about the Museum and the Outdoor Symbolic Memorial you can download the app. The Memorial app has a family video tour of the Memorial and the Museum and a journalism adventure for children. To find and download this app, visit the Apple Store or Google Play and search for OKCNM.

You might be worried that visiting the Memorial and Museum will make you sad or upset. Yes, the story about the bombing can be scary, but it is also a story of hope. Many people came to help when they realized what happened and many people were saved. You can learn about those who were killed in the blast and also the stories of those who survived.

Many people who have visited the Memorial and Museum have benefited from the experience so much that they told others what an impact it had

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on them. Plan a visit to the Memorial Museum with your family so you can learn more about what happened on April 19, 1995.

Discussion Starters

1. Why is it important to have a museum to tell the story?
2. If you were building the Museum, what would you want to put inside?
3. How can learning about a sad event give you hope?
4. How can working with interactive exhibits help you learn more?
5. Why do you think it is important for the Museum to be located at the Memorial rather than somewhere else?

Get Fit

(10 minutes)

You are running as fast as you can to reach the finish line. You lean forward and put all of your energy into a final burst of speed. As you cross the line and hear people cheering, you lean back and slow down. All of a sudden you feel very hot, and maybe a little ***lightheaded***.

What is happening?

When you exercise, your body is trying as hard as it can to get blood and oxygen to your ***muscles***. Your blood vessels are wide open so that the blood can go as fast as possible to your muscles. Your heart is beating very fast to push your blood through the vessels. The problem is that when you slow down, your ***heart rate*** changes more quickly than your blood vessels go back to normal size. This means that if you stop exercising without taking enough time to cool down, blood can pool in your vessels without going back to your heart where it would be sent to your brain. What happens when your brain doesn't get the blood it needs? You get dizzy and lightheaded.

To make sure this doesn't happen, you should cool down ***gradually***. You can do this by slowly reducing your activity levels. It is important to:

1. Keep moving. Don't stop and sit down immediately.
2. As you are walking around, sip water.
3. Stretch before eventually sitting down.

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How long should you cool down? It depends on how hard you've exercised. If you've run in a big race, this could take a long time. After a short, easy run, slowing down gradually to a normal walk could take about 5 minutes. During this time you should stretch to help your muscles go back to normal. When you exercise harder, you should probably run "easy" for about 10 minutes followed by about 5 minutes of slow walking. Again, ***don't forget to stretch***!

After running, it is important to give yourself time to slowly cool down and go back to normal. This can help you feel better after you're finished exercising.

Discussion Starters

1. Have you ever felt dizzy after exercising? What was it like?
2. Why might you get dizzy after exercising?
3. What happens after you exercise if you just stop rather than cooling down? What happens to your heart rate?
4. How much time do you need to cool down after exercise? Why?
5. Why is it important to stretch after you exercise?

Got Character?

(10 minutes)

Respect is treating others with honor and dignity. The word respect comes from the Latin word respectus which means "to look back, consider, or regard." When you treat people well because they have value because they are humans, you are showing respect.

If you respect your mom, you will do what she asks without complaining. If you respect your teacher, you will behave well in class and pay attention. If you respect your friends, you will listen when they are talking without interrupting. Respect puts others first before yourself.

It is important to respect others as they train and run. Be respectful of everyone as each person has different abilities.

You should respect people but you should also respect things and special places. The Oklahoma City National Memorial & Museum is one of those places you should respect because it is very special. But, how do you show respect to a place like the Memorial? While you are visiting the Museum, you show respect by not running or pushing others out of the way to go first when looking at an exhibit. You wait your turn, speak using an "inside voice," and walk slowly and carefully. When you are outside, you show respect by not sitting on the Chairs that memorialize the people who were killed. When you walk next to the Reflecting Pool you don't go into the pool and splash around—you show respect by looking into the pool and thinking quietly to yourself. If you are with a group, you walk

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respectfully and slowly—not running or playing—and you speak with others in your group quietly without yelling.

When you see the items on The Fence, you show respect by leaving them where they are. You should never remove them or take them home with you. They were put there by people who want to remember those who were injured or killed. The Survivor Tree should also be respected. It survived the bomb blast, the falling pieces of granite, and the fires that happened after the bombing. Always take good care of the tree by not carving or writing on the trunk or climbing the branches.

Showing respect says as much about you as it does about others. Be the type of person who is respectful and treat other people, places, and things well.

Discussion Starters

1. Who are some people you respect? How do you show respect toward them?
2. How do you show respect for your things?
3. What are some of the special places that you respect? How do you show respect when you are there?
4. How should you show respect when you visit the Oklahoma City National Memorial & Museum?
5. How would you like others to treat you with respect?

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13 WITHIN THESE WALLS

Grades 4-6

Goal: to describe the Oklahoma City National Memorial & Museum, explain how to cool down after physical exercise, and introduce the character quality of ***respect****.*

The Story

(10 minutes)

One of the buildings closest to where the Alfred P. Murrah Federal Building used to stand is called the Journal Record Building. It was built in 1923 and is very special because it is listed as an official historic building. When the bomb went off, the building was severely damaged, but its time was not over. It was repaired and became the place where they put the Oklahoma City National Memorial Museum.

The Oklahoma City National Memorial Museum is amazing! When you visit, inside the building you will see exhibits that explain what happened before, during, and after the bombing. You can read about what happened and look at items that tell the story—but that isn't all. You can also participate with interactive exhibits that help you understand. When you go through the Museum, you will "walk through" several "chapters" of the story including: A Day Like Any Other, History of the Site, A Hearing (taking place that morning across the street), Survivors, World Reaction, Gallery of Honor, Impact & Healing, Investigation & Justice, Responsibility, and Hope. Each of these chapters share the story of what happened and how this event changed our state and our nation.

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You might be worried that visiting the Memorial and Museum will make you sad or upset. Yes, the story about the bombing can be scary, but it is also a story of hope. Many people came to help when they realized what happened and many people were saved. You can learn about those who were killed in the blast, the stories of those who survived, those who helped, and others who built the Oklahoma City National Memorial & Museum.

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Many people who have visited the Memorial and Museum have benefited from the experience so much that they told others what an impact it had on them. Plan a visit to the Memorial Museum with your family so you can learn more about what happened on April 19, 1995, and after, and the lessons learned.

Discussion Starters

1. Why is it important to have a museum to tell the story?
2. If you were designing the Museum, what would you want to put inside?
3. How can learning about a sad event give you hope?
4. How can an interactive exhibit help you learn even more than just reading?
5. Why do you think it is important for the Museum to be located at the Memorial rather than somewhere else?

Get Fit

(10 minutes)

You are running as fast as you can to reach the finish line. You lean forward and put all of your energy into a final burst of speed. As you cross the line and hear people cheering, you lean back and slow down. All of a sudden you feel very hot, and maybe a little ***lightheaded***.

What is happening?

When you exercise, your body is trying as hard as it can to get ***resources*** to your muscles. Your blood vessels are wide open, allowing blood to reach muscles as quickly as it can. Your heart rate is high, which drives the blood through those open vessels to your muscles. The problem is that your heart rate changes more quickly than your blood vessels go back to normal size. This means that if you stop exercising without a proper cooldown, blood can pool in your vessels without returning to the heart where it will be sent to your brain. What happens when you brain doesn't get the blood it needs? You get dizzy.

To make sure this doesn't happen, you should cool down ***gradually***. You can do this by slowly reducing your activity levels. It is important to:

1. Keep moving. Don't stop and sit down immediately.

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2. As you are walking around, sip water.

3. Stretch before eventually sitting down.

How long should you cool down? It depends on how hard you've exercised. If you've run in a big race, this could take a long time. After a short, easy run, slowing down gradually to a normal walk could take about 5 minutes. During this time you should stretch to help your muscles recover. When you exercise harder, you should probably run "easy" for about 10 minutes followed by about 5 minutes of walking. Again, ***don't forget to stretch***!

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Discussion Starters

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2. Why might you get dizzy after exercising?
3. What happens after you exercise if you just stop rather than cooling down? What happens to your heart rate?
4. How much time do you need to cool down after exercise? Why?
5. Why is it important to stretch after you exercise?

Got Character?

(10 minutes)

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that memorialize the people who were killed. When you walk next to the Reflecting Pool you don't go into the pool and splash around—you show respect by looking into the pool and thinking quietly to yourself. If you are with a group, you walk respectfully and slowly—not running or playing—and you speak with others in your group quietly without yelling.

When you see the items on The Fence, you show respect by leaving them where they are. You should never remove them or take them home with you. They were put there by people who want to remember those who were injured or killed. The Survivor Tree should also be respected. It survived the bomb blast, the falling pieces of granite, and the fires that happened after the bombing. Always take good care of the tree by not carving or writing on the trunk or climbing the branches.

Showing respect says as much about you as it does about others. Be the type of person who is respectful and treat other people, places, and things well.

Discussion Starters

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2. How do you show respect for your things?
3. What are some of the special places that you respect? How do you show respect when you are there?
4. How should you show respect when you visit the Oklahoma City National Memorial & Museum?
5. How would you like others to treat you with respect?

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MARATHON
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REFLECTIONS

Respect is treating others with honor and dignity. We hear a lot about **respect** nowadays. A lot of what we hear is about the **respect** we demand for ourselves. "I don't get the **respect** I deserve" is a common thought in society today. But let's turn that around and try to focus on giving the **respect** that others deserve. When you **respect** others, you want to treat them well and do things that help rather than hurt them. Talk about the importance of showing **respect** to teachers, friends, acquaintances, principals, and family members. Discuss ways that **respect** can be demonstrated this week.

At home, recognize **respect** with specific language such as, "It was very respectful of you to take your cap off when they played the national anthem at the baseball game. Thank you for showing **respect**."

Teachers can reinforce **respect** with specific language such as "Thank you for being respectful of other visitors at the Oklahoma City National Memorial and Museum by keeping your voice down and being mature. That not only showed **respect** for them but also for the Memorial and Museum and what they represent."

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14 YOU ARE NEVER TOO YOUNG TO HELP

Through grade 3 *Goal: to show how young children can make a difference, encourage planning and preparation to run a race, and introduce the character quality of* ***resilience****.*

The Story

(10 minutes)

After the bombing of the Murrah Federal Building on April 19, 1995, adults weren't the only ones who wanted to help. Many children saw the reports about what happened and wanted to do what they could to help the survivors and to honor those who had been killed or injured.

But what can children do? They can do a lot! You don't have to be a grown-up in order to make a difference.

After the bombing, children from all over the world painted tiles and sent them to Oklahoma City. These tiles were used to build a children's area at the Memorial where visitors can use chalk to draw about their feelings. You can help ***show support*** when you visit by making a drawing or writing your thoughts.

Another way children helped in a big way after the bombing is they each collected 168 pennies to represent the 168 people who were killed. All across our nation children collected pennies. Can you imagine how many pennies were raised because so many children helped? It took a long time for the helpers to count all of the pennies but they were glad to do it! All of those pennies collected by the children helped to build the Memorial.

There are other ways you can help support the Memorial even today. You can commit to say no to violence and tell others to treat people with respect and kindness.

One of the best ways you can participate and help honor the victims and survivors is to run in the Memorial Kids Marathon. Every year the Oklahoma City National Memorial & Museum has a big race. Runners from all over the world come to Oklahoma City to run in the race and show their support. You can run in the weeks leading up to the Marathon and finish the race on race day with everyone else. You are never too young to help!

APRIL 13-16.indd 26 3/8/18 16:07

Discussion Starters

1. What are some ways you can help and show support?
2. If you were to draw a picture of your feelings about the tragedy, what would you draw?
3. If you were to draw a picture that represented hope, what would you draw?
4. What could you write that would tell people to treat each other with kindness?
5. Why is it important to be kind and share the message that hate never wins?

Get Fit

(10 minutes)

Running in a marathon is a big deal. Even though you aren't going to run all 26.2 miles on race day, it will be important to ***make a plan*** on how you will train so that you can reach the finish line without being too tired and giving up.

But what good is a plan if you don't stick to it? Not very good. So, you should make a plan that you can stick with in order to ***finish strong***. You must start to plan early because you want to give yourself enough time to do all of the steps in your plan so you can be prepared. When you eventually run the full marathon, you probably need to start working your plan four to five months before the big race. Since you are going to run most of your miles before the race and finish the last bit on race day, starting in January to run in April should give you enough time to train.

The very best plan is one that gets you ***ready*** for all of the different things involved in running in a big race. You can plan your training on a calendar, listing distance and objectives. You will start out running a short distance and gradually run farther over time. As you get closer to race day, you will be running almost the full distance!

It is important to practice running the same distance as you will run the day of the race because it helps you learn to ***pace*** yourself. Pacing is when you learn how fast you can run without getting too tired where you have to quit.

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Learning the ups and downs, curves, and when the ***race course*** goes straight is also important. When you know that something big is coming, you can plan about how you can practice and conquer it to make it successfully to the finish line.

If you plan and prepare well, then the only thing left to do is to run the race. You've done the hard work, so enjoy the race!

Discussion Starters

1. How far will you run on race day? How will you work up to running that far?
2. Why is it important to make a training and a racing plan?
3. What are some things that make a training and racing plan good?
4. What is pacing? Why is it important to learn to pace yourself?
5. Why is it important to know in your mind what is coming next on the race course—like hills, curves, or places where the race goes straight?

Got Character?

(10 minutes)

Have you ever been disappointed? Have you ever been making progress on something you're working on then make a mistake that knocks you backwards a long way? Have you ever had your home damaged or lost something important?

When bad things happen, you might want to give up, give in, and feel sorry for yourself about what has happened. But giving up doesn't get you any further toward your ***goals***. Giving up means that you are allowing the bad thing that has happened to defeat you. Instead of focusing on the bad that has happened, it is time to get back up and get moving again.

Resilience is getting back up when something knocks you down. On April 19, 1995, a bomb destroyed the Alfred P. Murrah Federal Building in downtown Oklahoma City. One hundred sixty-eight people were killed, and 19 of those were children. The people of Oklahoma City could have given up and given in to feelings of hopelessness and fear. But they didn't! Instead they chose to focus on hope and to believe that in the world there is more good than bad.

Recovering from the bombing wasn't easy. Many families had lost loved ones and others didn't feel safe anymore. But people pitched in and helped others, serving them in their time of need. Through acts of service they showed the world that hate wasn't going to win, and that people pull together when bad things happen.

Resilience is a very important character trait to develop. If you are resilient, even though you may experience times of sadness and times

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when you are scared, these times will not defeat you. Sometimes with the help of others, and other times on your own, you will pick yourself up, dust yourself off and get back to living your life, having learned something from your experience.

Discussion Starters

1. When have you been knocked down by something that happened in your life?
2. What did you do to pick yourself back up?
3. What can you do when you feel scared? Is there someone you can talk to? Who?
4. Why is it sometimes easier to give up than to keep going?
5. What are some things you have learned from the bad things that have happened to you?

APRIL 13-16.indd 29 3/8/18 16:07

14 YOU ARE NEVER TOO YOUNG TO HELP

Grades 4-6

Goal: to show how young children can make a difference, encourage planning and preparation to run a race, and introduce the character quality of ***resilience****.*

The Story

(10 minutes)

After the bombing of the Murrah Federal Building on April 19, 1995, adults weren't the only ones who wanted to help. Many children saw the reports about what happened and wanted to do what they could to help the survivors and to honor those who had been killed or injured.

But what can young people do? They can do a lot! You don't have to be an adult in order to make a difference.

In the days and months that followed the bombing, children from all over the world created tiles and sent them to Oklahoma City. These tiles were used to build a children's area at the Memorial where visitors can share their feelings by using chalk and chalkboards built into the space. You can help ***show support*** when you visit by making a drawing or writing your thoughts.

Another way children helped in a big way after the bombing is they each collected 168 pennies to represent the 168 people who were killed. All across our nation children collected pennies. Can you imagine how many pennies were raised because so many children helped? It took a long time for the helpers to count all of the pennies but they were glad to do it! All of those pennies collected by the children helped to build the Memorial.

There are other ways you can help support the Memorial even today. You can commit to rejecting violence and encouraging others to treat people with respect and kindness.

One of the best ways you can participate and help honor the victims and survivors is to run in the Memorial Kids Marathon. Every year the Oklahoma City National Memorial & Museum has a big race. Runners from all over the world come to Oklahoma City to run in the race and show their support. You can run in the weeks leading up to the marathon and finish the race on race day with everyone else. You are never too young to help!

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Discussion Starters

1. What are some ways you can help and show support?
2. If you were to draw a picture of your feelings about the tragedy, what would you draw?
3. If you were to draw a picture that represented hope, what would you draw?
4. What could you write that would encourage people to treat each other with kindness?
5. Why is it important to be kind and share the message that hate never wins?

Get Fit

(10 minutes)

Running in a marathon is a big deal. Even though you aren't going to run all 26.2 miles on race day, it will be important to ***build a plan*** on how you will train so that you can successfully reach the finish line.

But what good is a plan if you don't stick to it? Not very good. So, you should make a plan that you can stick with in order to ***finish strong***. You must start to plan early because you want to give yourself enough time to do all of the steps in your plan so that you can be prepared. When you eventually run the full marathon, you probably need to start working your plan four to five months before the big race. Since you are going to build up your miles before and during the race, starting in January to run in April should give you enough time to train.

The very best plan is one that gets you ***ready*** for all of the different aspects of a marathon. You can plan your training on a calendar, listing distance and objectives. You will start out running short distances and gradually run farther over time. As you get closer to race day, you will be running almost the full distance!

It is important to practice running the same distance as you will run the day of the race because it helps you learn to ***pace*** yourself. Pacing is when you learn how fast you can run without getting too tired where you have to quit.

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Learning about the ***course*** of the race is also important. When you know that something big is coming, you can plan about how you can practice and conquer it to make it successfully to the finish line.

If you plan and prepare well, then the only thing left to do is to run the race. You've done the hard work, so enjoy the race!

1. How far will you run on race day? How will you work up to running that distance?

Discussion Starters

2. Why is it important to make a training plan?
3. What are some things that make a training plan good?
4. What is pacing? Why is it important to do?
5. Why is it important to know the course of the race?

Have you ever been disappointed? Have you ever been making progress on something you're working on then make a mistake that knocks you backwards a long way? Have you ever had your home damaged or lost something important?

Got Character?

(10 minutes)

When bad things happen, it can be tempting to just give up, give in, and feel sorry for yourself about what has happened. But giving up doesn't get you any further toward your ***goals***. Giving up means that you are allowing the problem you are currently facing to defeat you. Instead of focusing on the bad that has happened, it is time to get back up and get moving again.

Resilience is getting back up when something knocks you down. On April 19, 1995, a bomb destroyed the Alfred P. Murrah Federal Building in downtown Oklahoma City. One hundred sixty-eight people were killed, and 19 of those were children. The people of Oklahoma City could have given up and given in to feelings of hopelessness and fear. But they didn't! Instead they chose to focus on hope and to believe that in the world there is more good than bad.

Recovering from the bombing wasn't easy. Many families had lost loved ones and others lost their sense of security and feelings of safety. But people pitched in and helped others, serving them in their time of need. Through acts of service they showed the world that hate wasn't going to win, and that people pull together in times of tragedy.

Resilience is a very important character trait to develop. If you are resilient, even though you may experience times of sadness and times

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when you are scared, these times will not defeat you. Sometimes with the help of others, and other times on your own, you will pick yourself up, dust yourself off and get back to living your life, having learned something from your experience.

Discussion Starters

1. When have you been knocked down by something that happened in your life?
2. What did you do to pick yourself back up?
3. What can you do when you feel scared? Is there someone you can talk to? Who?
4. Why is it sometimes easier to give up than to keep going?
5. What are some things you have learned from the bad things that have happened to you?

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REFLECTIONS

Resilience is getting back up when something knocks you down. Hard times can knock anyone down, but the ability to get back up, dust yourself off, and get going again defines a successful person. After the bombing, victims, their families, first responders, helpers, and all Oklahomans demonstrated great **resilience**. It is critical that we help our youth develop **resilience** so that they can withstand the storms of life and come out on the other side stronger rather than defeated. Take some time this week to share stories of times you, or someone you know, was resilient. Stories provide great examples, and can teach our youth about the importance of bouncing back.

At home, recognize **resilience** with specific language such as, "I know it's been a tough week—you sprained your ankle and weren't able to play in the soccer game Thursday night. But instead of getting discouraged and giving up, you followed the doctor's orders and now you are ready to play this Saturday. Thank you for getting back up when life knocked you down—that took a lot of **resilience**!"

Teachers can reinforce **resilience** with specific language such as, "I know that math test didn't go as well for you as you had hoped. But instead of getting discouraged and quitting, you got right back in the swing of studying and now have significantly improved your performance. Your **resilience** will help you find success."

APRIL 13-16.indd 35 3/8/18 16:07

15 TIED TOGETHER

Through grade 3 *Goal: to explain the ribbons of remembrance, teach about how to stay fit after the marathon, and introduce the character quality of* ***kindness****.*

The Story

(10 minutes)

After the Murrah Federal Building was bombed, it seemed like everyone wanted to show support. They wanted to honor those who had died and also help those who were injured. They started wearing brightly colored ribbons.

Do you know what is special about these ribbons? There wasn't a chosen group of people who decided that people would wear ribbons. Everyone just decided on their own!

The different colors of the ribbons represented different things:

The color blue was for "Oklahoma."

The color purple was for "Courage."

The color yellow was for "Hope."

The color white was for "Innocence."

People tied ribbons on The Fence and people wore the ribbons on their shirts. They made ribbons and sent them to Oklahoma City.

Ribbons help us remember. They show that we are resilient—we don't give up when disaster strikes or when we are knocked down. The colors of the ribbons say that we, as a state, were affected, but that we have courage, and that even though we may have lost our innocence, we are filled with hope for a brighter future. This future will be one where people are kind to each other and where hope replaces hate.

These ribbons tie us together as a people. They show that when bad things happen we step in and help each other.

APRIL 13-16.indd 36 3/8/18 16:07

Discussion Starters

1. Have you ever worn a ribbon that represented something? If so, what did the ribbon represent?
2. When you wear a ribbon in support of something, how does it make people notice?
3. When you see someone wearing a ribbon, how can you find out what the ribbon is about?
4. Why do you think people decided to wear ribbons after the bombing?
5. Why do you think that yellow is for hope? Why do you think purple is for courage? Can you think of any other ribbons that are purple that represent courage?

Get Fit

(10 minutes)

Staying fit after a big accomplishment like running in the Marathon is something to be ***proud*** of! When you stay fit, you make sure that the ***training habits*** you've worked so hard to build don't go away. Because you have put in so much effort to prepare, it can be tempting to take a lot of time off from your ***training routine***. While some time to rest and enjoy can be good, it is important to not give up on your training. Staying active is a healthy choice. It is a life lesson. A race can help motivate, but the commitment and all the character traits discussed make it possible to exercise throughout life.

If you stick to your training, it helps you continue to burn ***calories***. When you were getting ready to run in the big race, you probably started to eat more so that you would have enough energy to reach the finish line. Your body gets used to eating that much, so if you stop exercising and don't eat less, you can ***gain some weight***. If you gradually back down from your training instead of stopping suddenly, it helps you slowly adjust the amount of food you take in so your body doesn't feel so hungry.

Also, just because the race is over doesn't mean that you should stop trying to live a ***healthy life***. Getting exercise continues to be good for you. If you exercise when you are young, as you get older you have less of a chance of having a heart attack, stroke, or other serious health problem. If you stop exercising, you lose these benefits.

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Sometimes doing the same type of exercise all of the time can get boring and you lose interest. If that happens, it is okay to ***try something new***. You might find that riding a bicycle or playing a new sport is just what you need to want to exercise again!

Discussion Starters

1. Why is it important to not suddenly quit exercising after the big race is over?
2. Why is it tempting to just sit back and relax and give up exercising after something big like the Marathon?
3. What good things happen to your body if you continue to exercise?
4. How can you teach your body to not be as hungry after you run a big race?
5. What are some other things you would like to do to keep fit other than running?

Got Character?

(10 minutes)

It's time for lunch and you and your friends are headed to the cafeteria. Everyone is excited to be out of class and able to sit with their friends and eat. As you enter the cafeteria you notice that the new kid in school is sitting all by himself and no one is going over to talk with him. After you and your friends go through the line, Davis sits down and motions for you to sit next to him. You think for a moment and glance over at the new kid, still sitting by himself. You bend over and whisper to Davis, "Hey Davis, I think I'm going to go over there and sit with the new kid, it looks like he needs a friend."

To your surprise, Davis nods and says, "I think that's a great idea! I'll go with you." So you and Davis make your way over to where the new kid is sitting and introduce yourselves. The new kid smiles, "Thanks for sitting with me," he says, "I'm so new that I don't know anyone yet." As you continue to talk, you start to find out that you have some things in common and it appears that you and Davis have a new friend!

Kindness is being nice to others. Aesop, a storyteller from a long time ago, said "No act of kindness, no matter how small, is ever wasted." Any effort you put in to being nice to someone is time and effort well spent.

You don't have to do big things in order to be kind. Sometimes all you need to do is smile or speak to someone. When a person is sad or upset, a kind word or smile can help them feel better. Smiling shows others that you care about them.

It is said that a kind person is never lonely. That is because when you are kind, others want to be around you. Kindness is like a light that shines in

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the darkness and when other people see your light shining they want to be close to where you are. Be kind, make a friend, and you are the one who will benefit.

Discussion Starters

1. When has someone been kind to you? How did it make you feel?
2. What are some things you can do to be kind to others?
3. How is kindness like a light?
4. Kindness spreads from person to person. Sometimes this is referred to as "paying it forward." When have you seen someone "pay it forward?"
5. How can being kind to someone help you become friends?

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15 TIED TOGETHER

Grades 4-6

Goal: to explain the ribbons of remembrance, teach about how to stay fit after the marathon, and introduce the character quality of ***kindness****.*

The Story

(10 minutes)

After the Murrah Federal Building was bombed, it seemed like everyone wanted to show support. They wanted to honor those who had died and also help those who were injured. They started wearing Ribbons of Remembrance.

Do you know what is special about these ribbons? There wasn't an official organization or group of people who decided that people would wear ribbons. Everyone just decided on their own!

The different colors of the ribbons represented different things:

The color blue represented "Oklahoma."

The color purple was for "Courage."

The color yellow symbolized "Hope."

The color white signified "Innocence."

People tied ribbons on The Fence and people wore the ribbons on their shirts. They made ribbons and sent them to Oklahoma City.

Ribbons help us remember. They show that we are resilient—we don't give up when disaster strikes or we are knocked down. The colors of the ribbons communicate that we, as a state, were affected, but that we have courage, and that even though we may have lost our innocence, we are filled with hope for a brighter future. This future will be one where people are kind to each other and where hope replaces hate.

These ribbons tie us together as a people. They demonstrate that when bad things happen we step in and help each other.

APRIL 13-16.indd 40 3/8/18 16:07

Discussion Starters

1. Have you ever worn a ribbon that represented something? If so, what did the ribbon represent?
2. When you wear a ribbon in support of something, how does it call attention to what you're supporting?
3. When you see someone wearing a ribbon, how can you find out what the ribbon is about?
4. Why do you think people decided to wear ribbons after the bombing?
5. Why do you think that yellow represents hope? Why do you think purple represents courage? Can you think of any other ribbons that are purple that represent courage?
6. If you were to create a ribbon of remembrance or honor, what would you want to represent? What would your ribbon look like? Why?

Get Fit

(10 minutes)

Staying fit after a big accomplishment like running in the Marathon is ***impressive***! When you stay fit, you make sure that the ***training habits*** you've worked so hard to build don't disappear. Because you have put in so much effort to prepare, it can be tempting to take a lot of time off from your training routine. While some time to rest and enjoy can be good, it is important not to abandon your training completely. Stay ***active*** and it will really help keep you fit long after the race is over.

If you stick to your training, it helps you continue to burn ***calories***. In preparation for the big race, you probably started to eat more so that you would have enough energy to reach the finish line. Your body gets used to eating that much, so if you stop exercising entirely and don't reduce the amount you eat, you could ***gain some weight***. If you gradually back down from your training, it helps you slowly adjust the amount of food you take in so your body doesn't feel so hungry.

Also, just because the big race is over doesn't mean that you should stop working at living a ***healthy life***. Getting exercise continues to be good for you. If you exercise when you are young, as you get older you have less of a chance of having a heart attack, stroke, or other serious health problems. If you stop exercising, you lose these benefits, so choose exercise for life.

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Sometimes continuing to do the same sort of exercise all of the time can get boring and you lose interest. If that happens, it is okay to ***try something new***. You might find that riding a bicycle or playing a new sport is just what you need to get motivated and love exercise again!

Discussion Starters

1. Why is it important to not entirely quit your training after the race is over?
2. Why is it tempting to just sit back and relax and give up exercising after a big accomplishment like running in the Marathon?
3. What good things happen to your body if you continue to train after you finish the race?
4. How can you teach your body to not be as hungry after you run a big race?
5. What are some other activities you would like to do to keep fit other than running?

Got Character?

(10 minutes)

It's time for lunch and you and your friends are headed to the cafeteria. Everyone is excited to be out of class and able to sit with their friends and eat. As you enter the cafeteria you notice that the new kid in school is sitting all by himself and no one seems interested in going over to talk with him. After you and your friends go through the line, Davis sits down and motions for you to sit next to him. You think for a moment and glance over at the new kid, still sitting by himself. You bend over and whisper to Davis, "Hey Davis, I think I'm going to go over there and sit with the new kid, it looks like he needs a friend."

To your surprise, Davis nods and says, "I think that's a great idea! I'll go with you." So you and Davis make your way over to where the new kid is sitting and introduce yourselves. The new kid smiles, "Thanks for sitting with me," he says, "I'm so new that I don't know anyone yet." As you continue to talk, you start to find out that you have some things in common and it appears that you and Davis have a new friend!

Kindness is showing consideration for, and being nice to, others. Aesop is quoted as saying "No act of kindness, no matter how small, is ever wasted." Any effort you put in to being nice to someone is time and effort well spent.

You don't have to do big things in order to be kind. Sometimes all you need to do is smile or speak to someone. When a person is sad or upset, a kind word or smile can help them feel better. Smiling shows others that you care about them.

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It is said that a kind person is never lonely. That is because when you are kind, others want to be around you. Kindness is like a light that shines in the darkness and when other people see your light shining they want to be close to where you are. Be kind, make a friend, and you are the one who will benefit.

Discussion Starters

1. When has someone been kind to you? How did it make you feel?
2. What are some things you can do to be kind to others?
3. How is kindness like a light?
4. Kindness spreads from person to person. Sometimes this is referred to as "paying it forward." When have you seen someone "pay it forward?"
5. How can being kind to someone help you become friends?

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HALF MARATHON 2016
KIDS MARATHON 2016
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OKLAHOMA CITY
MEMORIAL
KIDS MARATHON
RUN TO REMEMBER
APRIL 24 2016
52774
16TH ANNUAL

REFLECTIONS

Kindness is showing consideration for, and being nice to, others. Being kind is very important, especially in a world that can be cold and cruel. When we take the time to show **kindness** to others we shine a light that encourages and attracts other people to us. We enjoy being friends with people who are kind because they treat us well. Encourage our youth to reach out to others with **kindness** this week. Help them recognize when someone might need a little extra love and then encourage them to reach out.

At home, recognize **kindness** with specific language such as, "I saw that you were kind to Candice at the bus stop this morning. She's new and doesn't know a lot of people so when you saw her trying to get on the bus with crutches you stepped up to help when others just watched. Thank you for demonstrating **kindness**."

Teachers can reinforce **kindness** with specific language such as, "When Jaxton fell down while we were training for the Marathon this morning, you stopped and helped him up. That was very kind of you. Because of your **kindness**, Jaxton was able to get back up and finish."

APRIL 13-16.indd 45 3/8/18 16:08

16 NEVER FORGET– THE SURVIVOR TREE

Through grade 3

Goal: to demonstrate the connection between April 19, 1995, and the symbol of The Survivor Tree as representing hope for the future, encourage making personal fitness a lifestyle, and introduce the character quality of ***responsibility****.*

The Story

(10 minutes)

There it stands. Tall and strong. It's The Survivor Tree. When the bomb went off on April 19, 1995, large pieces of the Alfred P. Murrah Federal Building, like large rocks, hit the tree. The ground underneath it shook. Fires burned all around and even part of the tree caught fire. But the tree lived—it *survived*. That is why it is called The Survivor Tree.

People from all around the state and all around the nation have planted seedlings, baby trees, from this tree. In fact, there are people whose job it is to collect the seeds from The Survivor Tree, plant them, and when they grow into very small trees, share them with others.

The first seedlings were given to family members of the victims, survivors, and first responders. Then they were shared with others. Every year at the Remembrance Ceremony, at the Oklahoma City National Memorial & Museum, people line up to take home a seedling to plant. All of these little trees help share the message that there is always hope, even after disaster hits hard.

In 1996, the people who take care of The Survivor Tree were afraid the tree wouldn't live. But, once again, The Survivor Tree proved to everyone that it was tough, it was a *survivor.*

The Survivor Tree is not a young tree. In fact, this American elm is over 90 years old! The tree has always been important, even before the bombing. It used to provide shade for the hot parking lot next to the Journal Record Building.

The Memorial is built so that The Survivor Tree sits on the highest point of the site. People who visit the Memorial can sit in the shade of the tree and look out over the Reflecting Pool and the grassy area with the Field of Empty Chairs.

APRIL 13-16.indd 46 3/8/18 16:08

It is very important that we never forget what happened on April 19, 1995. It is important that we never forget the 168 people who died. It is important that we never forget that some people who hate do violent things. It is important to remember that good people are always there to help. It is important to always remember that, in the world, there is far more good than bad. The Survivor Tree helps us to remember and to believe in hope.

Discussion Starters

1. What does The Survivor Tree represent?
2. What might sitting under The Survivor Tree make you think about?
3. Why is it important to plant seedlings from The Survivor Tree?
4. Why is it important to remember what happened April 19, 1995?
5. Why is it important to know that in the world there is more good than bad? Why is it important to believe in hope?

Get Fit

(10 minutes)

When you are young, it is hard to imagine how life will be when you get older. Think about your parents, your grandparents, or other people you know who are much older than you are. Are they ***physically fit***? Do they regularly exercise? Do they have health problems? What challenges do they face?

As you grow older it is important to keep fit and make it a part of who you are—to keep it a part of your ***lifestyle*** (how you live your life). You can do this by continuing to exercise regularly as part of a ***routine.*** Much like brushing your teeth, it is something you do regularly. This routine should involve activity that is easy for you to do even if you don't have special equipment. That is one reason why running is a great activity to keep in your routine. Other than good shoes, you don't need much else to be able to run to stay fit.

You should choose activities that are fun for you because if you are happy while exercising, you are more likely to keep it up for a long time. If you are good at playing basketball and enjoy playing with friends, put that in your exercise routine. You are more likely to ***stick with it*** because you

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enjoy it, are probably good at it, and it gives you the chance to be with your friends.

Having family or friends to exercise with keeps you ***motivated*** (wanting to do it). When you have someone else encouraging you, you are less likely to skip exercising or give up. So reach out to others and see if you can agree on things that everyone likes doing—and then make sure ***everyone*** participates.

It is very important to make a ***commitment*** to physical fitness when you are young. If you do it now, you are more likely to keep it up when you're an adult. As an adult who values physical fitness, you will be a great ***example*** to younger people—maybe even your own kids!

Discussion Starters

1. Think of some older people you know. Are they physically fit? Why or why not? What are some things they do that you want to do? What would you do differently?
2. What are some of the challenges faced by the older people you know? How can you try to make sure the same things don't happen to you?
3. What are some fun things you can do that don't require special equipment?
4. Why is it important to choose activities you enjoy doing?
5. Why is it important to commit to living a fit and healthy life when you are young?

Got Character?

(10 minutes)

Life can sometimes be challenging. There are people in your life who want you to do a lot of different things, do them right, and do them on time. There are things you have to take care of like your homework, practicing the piano, and making it to your baseball practice. Part of growing up, though, is learning to take ***responsibility.***

Responsibility is taking ownership of your thoughts, words, and actions. Ownership is a big word. When you take ownership of a house, you decide that it is your job to take care of it. The same is true when you take ownership of your life. It is your job to take care of your life rather than depending on others to do everything for you.

The word ***responsibility*** comes from the Latin word *responsibilis,* which means "requiring an answer." The idea is that each one of us must give an answer—take responsibility—for our choices.

Every day of your life you make ***choices***. Some of these choices are small, like if you will wake up early enough to not have to rush to get ready for

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school in time. Other choices are big, like whether or not you will admit to your parents that the reason you failed a test was because you didn't study when you said you did. A person who takes ***responsibility*** takes ownership of their choices rather than placing the blame on something, or someone else.

When you learn to take responsibility, you can ***make a difference*** not only in your own life, but also for the good of others in the world. If you take responsibility to not throw your trash on the ground, and even pick up the trash you didn't put there, you are taking responsibility for your part of keeping the world clean and neat. When you are kind to others and reach out to help them when they need it, you are doing your part to make our communities better and stronger. So, make the effort and decide to take responsibility so that you can grow and help make the world a better place.

Discussion Starters

1. What are some of the things others expect you to do?
2. What are some things you expect yourself to do?
3. Why is it important to take responsibility for your mistakes rather than looking for someone or something to blame?
4. Who do you know who is responsible? Do you like being around them? Why or why not?
5. Becoming a responsible person involves making good choices. What are some of those choices you learn to make?

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16 NEVER FORGET– THE SURVIVOR TREE

Grades 4-6

Goal: to demonstrate the connection between April 19, 1995, and the symbol of The Survivor Tree as representing hope for the future, encourage making personal fitness a lifestyle, and introduce the character quality of ***responsibility****.*

The Story

(10 minutes)

There it stands. Tall and strong. It's The Survivor Tree. When the bomb went off on April 19, 1995, large pieces of debris pelted the tree. The ground underneath it shook. Fires burned all around and even part of the tree caught fire. But the tree survived. That is why it is called The Survivor Tree.

People from all around the state and all around the nation have planted seedlings from this tree. In fact, there are people whose job it is to collect the seeds from The Survivor Tree, plant them, and when they grow into very small trees, share them with others.

The first seedlings were given to family members of the victims, survivors, and first responders. Then they were shared with others. Every year at the Remembrance Ceremony, at the Oklahoma City National Memorial & Museum, people line up to take home a seedling to plant. All of these little trees help share the message that hope springs eternal, even after disaster hits hard.

In 1996, the people who care for The Survivor Tree were afraid the tree wouldn't live. But, once again, The Survivor Tree proved to everyone that it was tough, it was a *survivor.*

The Survivor Tree is not a young tree. In fact, this American elm is over 90 years old! The tree has always been important, even before the bombing. It used to provide shade for the hot parking lot next to the Journal Record Building.

The Memorial is designed so that The Survivor Tree sits on the highest point of the site. People who visit the Memorial can sit in the shade of the tree and gaze out over the Reflecting Pool and the grassy area with the Field of Empty Chairs.

It is very important that we never forget what happened on April 19, 1995. It is important that we never forget the 168 people who died. It

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is important that we never forget that some people who hate do violent things. It is important to remember that good people are always there to help. It is important to always remember that, in the world, there is far more good than bad. The Survivor Tree helps us to remember and to believe in hope.

Discussion Starters

1. What does The Survivor Tree represent?
2. What might sitting under The Survivor Tree make you think about?
3. Why is it important to plant seedlings from The Survivor Tree?
4. Why is it important to remember what happened April 19, 1995?
5. Why is it important to know that in the world there is more good than bad? Why is it important to believe in hope?
6. Why is it symbolic that The Survivor Tree sits on the highest point of the Memorial site?
7. What does the saying "Hope springs eternal" mean to you?

Get Fit

(10 minutes)

When you are young, it is hard to imagine how life will be when you get older. Think about your parents, your grandparents, or other people you know who are much older than you are. Are they ***physically fit***? Do they regularly exercise? Do they have health problems? What challenges do they face?

It is important to remember that living a healthy life is a decision that impacts your choices, such as what to eat, how to exercise, and how to allocate your time.

As you grow older it is important to build physical fitness into your ***personal lifestyle***. You can do this by creating a fitness ***routine*** that you can continue to do as you get older. This routine should involve activity that is easy for you to do even if you don't have special equipment. That is one reason why running is a great activity to keep in your routine. Other than good shoes, you don't need much else to be able to run to stay fit.

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You should choose activities that you ***enjoy doing*** because if you are happy when exercising, you are more likely to keep it up over the long haul. If you are good at playing basketball and enjoy playing with friends, build basketball into your routine. You are more likely to ***stick with it*** because you enjoy it, are probably good at it, and it gives you the opportunity to be with your friends.

Having family or friends to exercise with keeps you ***motivated***. When you have someone else encouraging you, you are less likely to skip exercise or give up entirely. So reach out to others and see if you can agree on activities that everyone enjoys doing—and then hold each other ***accountable*** for regularly exercising.

It is very important to make a ***commitment*** to physical fitness when you are young. If you do it now, you are more likely to keep it up when you're an adult. As an adult who values physical fitness, you will be a great ***example*** to younger people—maybe even your own kids!

Discussion Starters

1. Think of some older people you know. Are they physically fit? Why or why not?
2. What are some of the challenges faced by the older people you know? How can you avoid these challenges?
3. What are some fun activities you can do that don't require special equipment?
4. Why is it important to choose activities you enjoy doing?
5. Why is it important to commit to living a fit and healthy life when you are young?

Got Character?

(10 minutes)

Life can sometimes be challenging. There are all sorts of people in your life who want you to do certain things by certain times. There are things you have to take care of like your homework, practicing the piano, and making it to your baseball practice. Part of growing up, though, is learning to take ***responsibility*.**

Responsibility is taking ownership of your thoughts, words, and actions.

The word ***responsibility*** comes from the Latin word *responsibilis,* which means "requiring an answer." The idea is that each one of us must give an answer—take responsibility—for our choices.

Every day of your life you make ***choices***. Some of these choices are small, like if you will wake up early enough to not have to rush to get ready for school in time. Other choices are big, like whether or not you will admit

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to your parents that the reason you failed a test was because you didn't study when you said you did. A person who takes ***responsibility*** takes ownership of their choices rather than placing the blame on something, or someone else.

You can tell if you are really growing up when you "take the steering wheel" of your life, take care of ***what is expected*** of you, and don't look for someone else to blame when you make a mistake. As Sydney J. Harris, a journalist with the Chicago Sun-Times once said, "We have not passed that subtle line between childhood and adulthood…until we have stopped saying, 'It got lost,' and say, 'I lost it.'"

When you learn to take responsibility, you can ***make a difference*** not only in your own life, but also for the good of others in the world. If you take responsibility to not throw your trash on the ground, and even pick up the trash you didn't put there, you are taking responsibility for your part of keeping the world clean and neat. When you are kind to others and reach out to help them when they need it, you are doing your part to make our communities better and stronger. So, make the effort and decide to take responsibility so that you can grow and help make the world a better place.

Discussion Starters

1. What are some of the things others expect you to do?
2. What are some things you expect yourself to do?
3. Why is it important to take responsibility for your mistakes rather than looking for someone or something to blame?
4. Who do you know who is responsible? Do you like being around them? Why or why not?
5. Becoming a responsible person involves making good choices. What are some of those choices you learn to make?

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REFLECTIONS

Responsibility is taking ownership of your thoughts, words, and actions. **Responsibility** is a very important quality for our youth to develop. Help them learn **responsibility** by giving them tasks around the house. Recognize them when they take care of their responsibilities without being asked.

Sometimes taking **responsibility** can be a little scary or unpleasant. Share about a time when, in your life, you had to take **responsibility** for a mistake or when you didn't do as you were asked. When you share those struggles with younger people, bridges of communication and connection are built. If you only talk about when you succeeded it can make them feel intimidated or "not good enough."

There were individuals that did not fulfill their **responsibility** to tell authorities about plans for the bombing, and several people were injured or killed. By always taking **responsibility** to do the right thing, we not only make the world a better place, but we might also positively impact someone's life.

At home, recognize **responsibility** with specific language such as, "I noticed that you took care of your **responsibility** to clean your room without being asked. Thank you! That makes my life easier." Or something like this, "I know that it was difficult for you to admit that because you didn't water the plants like you were supposed to, they died. Thank you for taking **responsibility** and not trying to blame your little sister."

Teachers can reinforce **responsibility** with specific language such as, "Thank you for fulfilling your **responsibility** to take the recycling to the office receptacle. Because you demonstrated **responsibility**, we not only have a nice empty box in which to put more recycling, but our world is a better place."

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