



Sharing the Story of the Oklahoma City  
National Memorial & Museum



FEBRUARY

*Why We Run*

Copyright © 2017 Oklahoma City National Memorial Foundation

Authors: Strata Leadership, LLC and Oklahoma City National Memorial Foundation

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the Museum.

Printed in the United States of America

Oklahoma City National Memorial & Museum

P.O. Box 323

Oklahoma City, OK 73101

[MemorialMuseum.com](http://MemorialMuseum.com)

[OKCMarathon.com](http://OKCMarathon.com)

Advisory Council

Amanda McEunn, Woodland Hills Elementary, Lawton, OK

Ty Bell, Cleveland Elementary, Norman, OK

Mary Nix, John Rex Elementary, Oklahoma City, OK

Lisa Ashford, Frontier Elementary, Edmond, OK

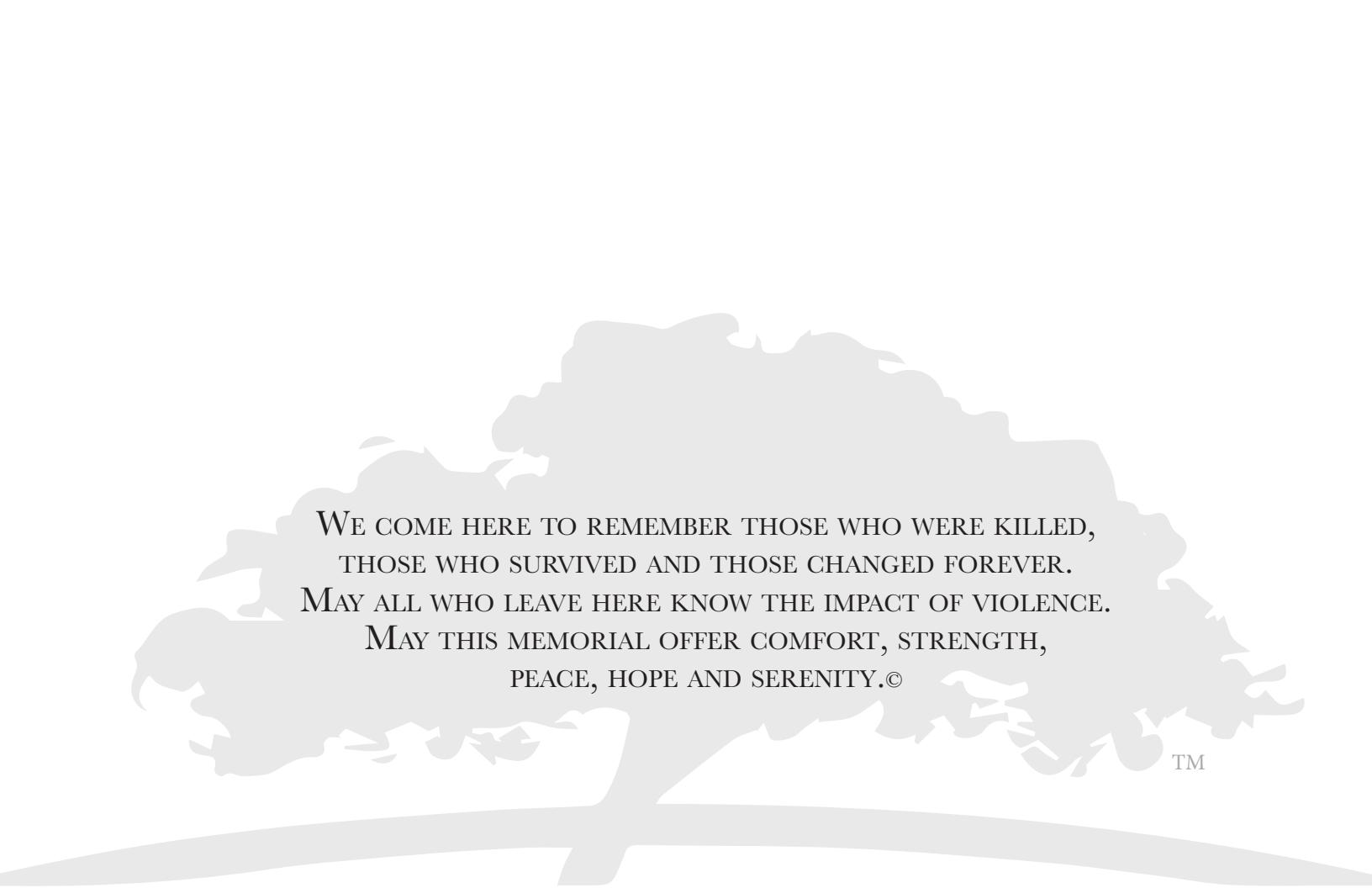
Jake Staats, Casady School, Oklahoma City, OK

Sheri Admire, Soldier Creek Elementary, Midwest City, OK

Bailey Head, Stanley Hupfeld Academy, Oklahoma City, OK

Ann-Clore Duncan, Memorial Education Chair

Ann Cameron, Early Childhood Education Advocate



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

Lucio Aleman Jr.  
Teresa Antionette Alexander  
Richard A. Allen  
Ted L. Allen  
Miss Baylee Almon  
Diane E. (Hollingsworth) Althouse  
Rebecca Needham Anderson  
Pamela Cleveland Argo  
Saundra G. (Sandy) Avery  
Peter R. Avillanoza  
Calvin Battle  
Peola Battle  
Danielle Nicole Bell  
Oleta C. Biddy  
Shelly D. Bland  
Andrea Yvette Blanton  
Olen Burl Bloomer  
Sergeant First Class Lola Bolden U.S. Army  
James E. Boles  
Mark Allen Bolte  
Casandra Kay Booker  
Carol Louise Bowers  
Peachlyn Bradley  
Woodrow Clifford "Woody" Brady  
Cynthia L. Brown  
Paul Gregory Beatty Broxterman  
Gabreon D. L. Bruce  
Kimberly Ruth Burgess  
David Neil Burkett  
Donald Earl Burns Sr.  
Karen Gist Carr  
Michael Carrillo  
Zackary Taylor Chavez  
Robert N. Chipman  
Kimberly Kay Clark  
Dr. Margaret L. "Peggy" Clark  
Anthony Christopher Cooper II  
Antonio Ansara Cooper Jr.  
Dana LeAnne Cooper  
Harley Richard Cottingham  
Kim R. Cousins  
Aaron M. Coverdale  
Elijah S. Coverdale

Jaci Rae Coyne  
Katherine Louise Cregan  
Richard (Dick) Cummins  
Steven Douglas Curry  
Brenda Faye Daniels  
Sergeant Benjamin LaRanzo Davis USMC  
Diana Lynne Day  
Peter L. DeMaster  
Castine Brooks Hearn Deveroux  
Tylor Santoi Eaves  
Ashley Megan Eckles  
Susan Jane Ferrell  
Carrol June "Chip" Fields  
Kathy A. Finley  
Judy J. (Froh) Fisher  
Linda Louise Florence  
Don Fritzler  
Mary Anne Fritzler  
Tevin D'Aundrae Garrett  
Laura Jane Garrison  
Jamie (Fialkowski) Genzer  
Sheila R. Gigger-Driver and  
    baby Gregory N. Driver II  
Margaret Betterton Goodson  
Kevin "Lee" Gottshall II  
Ethel L. Griffin  
J. Colleen Guiles  
Captain Randolph A. Guzman USMC  
Cheryl E. Hammon  
Ronald Vernon Harding Sr.  
Thomas Lynn Hawthorne Sr.  
Doris "Adele" Higginbottom  
Anita Christine Hightower  
Thompson Eugene "Gene" Hodges Jr.  
Peggy Louise Holland  
Linda Coleen Housley  
Dr. George Michael Howard DVM  
Wanda Lee Howell  
Robbin Ann Huff and  
    baby Amber Denise Huff  
Dr. Charles E. Hurlburt  
Jean Nutting Hurlburt  
Paul D. Ice

Christi Yolanda Jenkins  
Norma "Jean" Johnson  
Raymond "Lee" Johnson  
Larry James Jones  
Alvin J. Justes  
Blake Ryan Kennedy  
Carole Sue Khalil  
Valerie Jo Koelsch  
Ann Kreymborg  
Rona Linn Kuehner-Chafey  
Teresa Lea Taylor Lauderdale  
Mary Leisure-Rentie  
Kathy Cagle Leinen  
Carrie Ann Lenz and  
    baby Michael James Lenz III  
Donald Ray Leonard  
LaKesha Richardson Levy  
Dominique Ravae (Johnson) – London  
Rheta Bender Long  
Michael L. Loudenslager  
Aurelia Donna Luster  
Robert Lee Luster Jr.  
Mickey B. Maroney  
James K. Martin  
Reverend Gilbert X. Martinez  
James A. McCarthy II  
Kenneth Glenn McCullough  
Betsy J. (Beebe) McGonnell  
Linda G. McKinney  
Cartney J. McRaven  
Claude Arthur Medearis S.S.A.  
Claudette (Duke) Meek  
Frankie Ann Merrell  
Derwin W. Miller  
Eula Leigh Mitchell  
John C. Moss III  
Ronota Ann Newberry-Woodbridge  
Patricia Ann Nix  
Jerry Lee Parker  
Jill Diane Randolph  
Michelle A. Reeder  
Terry Smith Rees  
Antonio "Tony" C. Reyes

Kathryn Elizabeth Ridley  
Trudy Jean Rigney  
Claudine Ritter  
Christy Rosas  
Sonja Lynn Sanders  
Lanny Lee David Scroggins  
Kathy Lynn Seidl  
Leora Lee Sells  
Karan Howell Shepherd  
Chase Dalton Smith  
Colton Wade Smith  
Victoria (Vickey) L. Sohn  
John Thomas Stewart  
Dolores (Dee) Stratton  
Emilio Tapia  
Victoria Jeanette Texter  
Charlotte Andrea Lewis Thomas  
Michael George Thompson  
Virginia M. Thompson  
Kayla Marie Titsworth  
Rick L. Tomlin  
LaRue A. Treanor  
Luther H. Treanor  
Larry L. Turner  
Jules A. Valdez  
John Karl Van Ess III  
Johnny Allen Wade  
David Jack Walker  
Robert N. Walker Jr.  
Wanda Lee Watkins  
Michael D. Weaver  
Julie Marie Welch  
Robert G. Westberry  
Alan G. Whicher  
Jo Ann Whittenberg  
Frances "Fran" Ann Williams  
Scott D. Williams  
W. Stephen Williams  
Clarence Eugene Wilson Sr.  
Sharon Louise Wood-Chesnut  
Tresia Jo "Mathes" Worton  
John A. Youngblood

8:45:22

8:45:22

# OKC Memorial Marathon

Lower Main Street  
Safety Net  
Runner



# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>9</b>
<b>HOW TO USE THIS CURRICULUM .....</b>	<b>13</b>
<b>FEBRUARY</b>	
<b>LESSON 5: 9:02 AM APRIL 19, 1995 (through grade 3).....</b>	<b>16</b>
<b>LESSON 5: 9:02 AM APRIL 19, 1995 (grades 4-6) .....</b>	<b>20</b>
<b>LESSON 6: TO THE RESCUE! (through grade 3) .....</b>	<b>26</b>
<b>LESSON 6: TO THE RESCUE! (grades 4-6) .....</b>	<b>30</b>
<b>LESSON 7: OKLAHOMA STANDARD (through grade 3).....</b>	<b>36</b>
<b>LESSON 7: OKLAHOMA STANDARD (grades 4-6). ....</b>	<b>40</b>
<b>LESSON 8: JUSTICE FOR ALL? (through grade 3).....</b>	<b>46</b>
<b>LESSON 8: JUSTICE FOR ALL? (grades 4-6).....</b>	<b>50</b>

## TOPICS COVERED IN ADDITIONAL LESSONS

### JANUARY

- LESSON 1: WHY WE RUN
- LESSON 2: SITTING BETWEEN THE GATES OF TIME
- LESSON 3: RUN TO REMEMBER
- LESSON 4: A DAY LIKE ANY OTHER

### MARCH

- LESSON 9: WHY WE CHOOSE TO REMEMBER
- LESSON 10: LEADERS AND DOERS
- LESSON 11: A DESIGN IS DISCOVERED
- LESSON 12: 168 EMPTY CHAIRS

### APRIL

- LESSON 13: WITHIN THESE WALLS
- LESSON 14: YOU ARE NEVER TOO YOUNG TO HELP
- LESSON 15: TIED TOGETHER
- LESSON 16: NEVER FORGET—THE SURVIVOR TREE

# OKLAHOMA CITY NATIONAL MEMORIAL & MUSEUM

MUSEUM &  
MEMORIAL STORE



# 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.



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

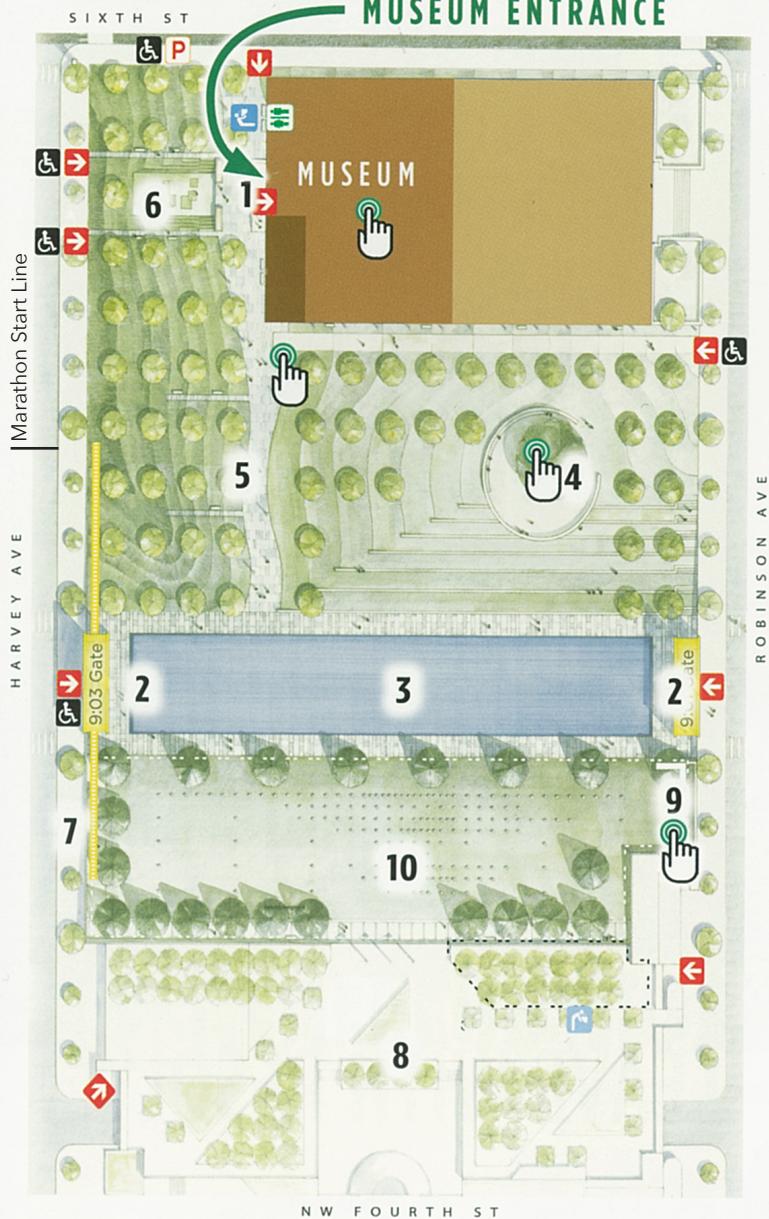
It is a solemn responsibility to share the story with our youngest Oklahomans and other children in our nation and from around the world. It is our collective hope and desire that you and your students grow from reading this curriculum.





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!

## MUSEUM ENTRANCE



**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.





# 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.

## ***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.



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.

# 5

# 9:02 AM APRIL 19, 1995

**Through grade 3** Goal: to explain the sequence of events the morning of April 19, educate about proper nutrition, and introduce the character quality of **alertness**.

---

## The Story

(10 minutes)

Early that morning, a big truck enters Oklahoma City. The security cameras at a tall apartment building close to the Alfred P. Murrah Federal Building in downtown Oklahoma City see the truck go by. The man driving the truck lights a fuse that will take minutes to blow up a bomb that is inside the truck.

9:00 a.m. The Murrah Building has been open for an hour. People are coming and going. It's cold outside so people scurry quickly from outside to inside to warm up. Most people who work in the building are in their offices. The big truck is still one block away from the building.

9:01 a.m. The phones are ringing, people are working on their computers, and the children in the daycare are playing with their teachers. People who need to talk with the workers in the Social Security office are in line or visiting with someone. The man in the truck parks at the building, gets out and runs to his getaway car.

9:02 a.m. There is a huge explosion. The bomb in the truck blows up, and a big part of the Murrah Building has been destroyed. Hundreds of people, both inside and outside of the building, are hurt or killed. Nearby buildings are damaged and people try to get out of the area. Over 80 cars are destroyed or on fire. Some people who live over 50 miles away felt the explosion.

At 9:02 a.m. disaster struck Oklahoma City. Everything seemed hopeless. But the day was not over yet, and help would come. Even when things are the darkest, it is important to remember that in the world, there is far more good than bad.



1. Where are you at 9:02 a.m. on a normal day? Are you in school? What types of things are you doing?
2. Things that you do regularly—sometimes every day—are called a “routine.” How do you feel when your “routine” is stopped because something happens?
3. What is the worst thing you can remember that has happened? What makes it better?
4. When something scary happens, how do you feel?
5. Who can you trust to take care of you when something scary happens?

---

### **Discussion Starters**

Exercise is important. We must exercise and work hard to get our bodies into shape and to **keep them in shape**. But we must also eat **healthy** food. We should eat enough food to keep our energy, but not too much where we gain a lot of weight.

### **Get Fit** (10 minutes)

Our bodies are really **efficient** machines. We can go a short time without eating or drinking enough. A long time before you were born, humans had to find the food they needed and sometimes it took a long time. Now we can easily go to the store to get the food we need. The problem is that now, because we have so much, we take in a lot more **calories** (the way we measure the energy in food) than we need to survive. **We eat more than we should.**

When we've been at school all day, or exercised, we're hungry! Our body is telling us we need to refuel. Our bodies think we need a lot of food in order to feel full. The problem is that if we've been eating too much, our body still wants that much to feel full. We have to **train** our bodies to eat less. To do that we can eat more **slowly**. Instead of gobbling our food, we should take a bite, chew carefully, and wait a moment before taking another bite. Drinking water during a meal also helps us slow down and feel fuller.

Taking a **balanced** approach to fitness means that we exercise and also pay attention to what we eat.

## **Discussion**

### **Starters**

1. What should we do in addition to exercising to be healthy?
  2. What are your favorite foods? Which of these foods are healthy? Which are not healthy?
  3. What can happen if we eat too much food?
  4. How can we train our bodies to feel full with less food?
  5. How can we eat more slowly?
- 

### **Got Character?**

(10 minutes)

**Alertness** is being aware of what is going on around me so that I can do the right thing. If you make it a habit to watch out for things going on around you, not only will you be safer, but you might help someone else avoid a problem. Maybe you see that the corner of the rug in your entry hall is flipped up and someone might trip on it. If you are alert, you see it so that you can fix it before anyone gets hurt.

It takes effort to keep yourself alert to what is going on around you. There are a lot of distractions that can cause you to not pay attention. Cell phones, interesting T.V. shows, and even talking with your friends can make you unaware of what is going on around you. Notice that none of these things are *bad*, they are just **distracting**.

Seeing something is just the first part of being alert. After you see a problem, you need to do something about it if you can. Homeland Security encourages, “If you see something, say something™.” This has always been an important thing to do, but it is even more so now. With terrorism in today’s world, it is more important than ever to keep yourself aware of things that don’t look “normal” or “right.” If you see something that makes you wonder, find a responsible adult and let them know what you have seen. You might tell a teacher, a principal, a parent, or a police officer. Then that person can decide what to do next. If it is nothing dangerous than nothing is lost by others being told. If it does end up being something bad, because you were alert and took action, you might save someone from getting hurt.



1. What are some things that distract you?
2. What can you do about these distractions?
3. Think about a time when you were alert and then took action keeping something bad from happening. What did you do?
4. What can happen if you see something that might be a problem but you don't do anything about it?
5. Who are some responsible adults you can tell if you see something that might be a problem?

***Discussion  
Starters***

# 5

## 9:02 AM APRIL 19, 1995

**Grades 4-6**

*Goal: to explain the sequence of events the morning of April 19, educate about proper nutrition, and introduce the character quality of **alertness**.*

---

### **The Story**

(10 minutes)

Early that morning, a rental truck enters Oklahoma City. The security cameras at a tall apartment building close to the Alfred P. Murrah Federal Building in downtown Oklahoma City record the truck passing by at 8:57. The man driving the truck lights a fuse that will take minutes to blow up a bomb that is inside the truck.

9:00 a.m. The Murrah Building has been open for an hour. People are coming and going. The daycare on the second floor of the building is busy and most people who work in the building are in their offices. The rental truck is still one block away from the building.

9:01 a.m. The phones are ringing, people are working on their computers, and the children in the daycare are playing with their teachers. People who need to check on the status of their Social Security are visiting with the workers in that office. The rental truck is now parked at the building. The man in the truck has left the area and is headed to his getaway car.

9:02 a.m. There is a huge explosion. The bomb in the truck blows up, and one third of the Murrah Building has been destroyed. The daycare center, being close to the blast, is gone. Hundreds of people, both inside and outside of the building, are hurt or killed. Nearby buildings are damaged and people try to get out of the area. Over 80 cars are destroyed or on fire. Some people who live over 50 miles away felt the explosion. Many people thought a gas leak had caused the blast.

At 9:02 a.m. disaster struck Oklahoma City. Everything seemed hopeless. But the day was not over yet and help would come. Even when things are the darkest, it is important to remember that in the world, there is far more good than bad.



1. Where are you at 9:02 a.m. on a normal weekday? Are you in school? What types of things are you doing?
2. Things that you do regularly—sometimes every day—are called a “routine.” How do you feel when your “routine” is interrupted?
3. What is the worst thing you can remember that has happened? What made it better?
4. When something scary happens, how do you feel?
5. Who can you depend on to take care of you when something scary happens?
6. The bomb went off at the time when the building was probably the most crowded. Why is this significant?
7. What are some things that might be done to stop this sort of attack from happening again? What measures have you seen taken? Where?

---

### **Discussion Starters**

Exercise is important. We all must work hard in order to get our bodies into shape and to keep them in shape. But when we want to get fit and be **healthy**, eating the **right foods** in the **right amount** is very important too!

### **Get Fit**

(10 minutes)

Our bodies are made to work/live in some pretty harsh conditions. We can survive short periods when we don’t have enough to eat or drink. Back in ancient history, long before you were born, humans sometimes had to eat whatever they could find. Now that we have good sources of clean food, we don’t have to work so hard to find things to eat. The problem is that our bodies developed the ability to be very efficient using **and storing** the food we eat because of those hard times in the past. Now that we have **abundance** (a lot), we take in a lot more **calories** (the way we measure the energy in food) than we need to survive. Sometimes, we eat more than we should.

But after we’ve been at school all day, or exercised, we’re hungry! Our body is telling us we need to **refuel**. Our bodies expect that we will eat a lot until we feel full. The problem is that if we’ve been eating too much, our body still wants that much food in order to feel full. We have to **train**

our bodies to feel full before we eat too much. To do that it is helpful to eat more ***slowly***. Instead of gobbling our food, we should take a bite, chew carefully, and wait a moment before taking another bite. Drinking water during a meal also helps us slow down and feel fuller.

Taking a ***balanced*** approach to fitness means that we not only exercise, but also pay attention to what we eat.

### ***Discussion Starters***

1. Besides exercising, what should we do to be healthy?
  2. What are your favorite foods? Which of these foods are healthy? Which are not healthy?
  3. What can happen if we eat too much food?
  4. How can we train our bodies to feel full with less food?
  5. How can we eat more slowly?
- 

### ***Got Character?***

(10 minutes)

***Alertness*** is being aware of what is going on around me so that I can do the right thing. If you make it a habit to watch out for things going on around you, not only will you be safer, but you might help someone else avoid a potential problem. Maybe you notice that the corner of the rug in your entry hall is flipped up and someone might trip on it. If you are alert, you see it so that you can take a moment to fix it before anyone gets hurt.

It takes effort to keep yourself alert to what is going on around you. There are a lot of distractions that can cause you to not pay attention. Cell phones, interesting T.V. programs, and even talking with your friends can make you unaware of what is going on around you. Notice that none of these things are *bad*, they are just ***distracting***.

Seeing something is just the first part of being alert. After you notice a potential problem, you need to do something about it if you can. Have you ever heard Homeland Security's phrase "If you see something, say something<sup>TM</sup>?" This has always been an important thing to do, but it is even more so now. With terrorism in today's world, it is more important than ever to keep yourself aware of things that don't look "normal" or "right." If and when you see something that makes you wonder, find a responsible adult and let them know what you have seen. You might tell a teacher, a principal, a parent, or a police officer. Then that person can decide what to do next. If it is nothing dangerous than nothing is lost by others being told. If it does end up being something bad, because you were alert and took action, you might have prevented a problem or accident.



1. What are some things that distract you?
2. What can you do about these distractions?
3. Think about a time when you were alert and then took action keeping something bad from happening. What did you do? What was the result?
4. What can happen if you see something that might be a problem but you don't do anything about it?
5. Who are some responsible adults you can tell if you see something that might be a problem?

***Discussion  
Starters***



# REFLECTIONS

**Alertness** is being aware of what is going on around you so that you can do the right thing. We have all heard Homeland Security's phrase "If you see something, say something™," but what does it mean? It is important to speak up when you see something and tell someone so that action can be taken. Perhaps a bullying incident occurs and then needs to be brought to the attention of a teacher, parent, or principal. When each one of us is alert, all of us are safer.

At home, recognize **alertness** with specific language such as, "Because you noticed that the rug was out of place and fixed it before someone tripped, we have a safer house. Thank you for being alert."

Teachers can reinforce **alertness** with specific language such as, "Thank you for noticing the bell was about to ring. Because you were alert, we had time to quickly finish and put our things away."

# 6

## TO THE RESCUE!

**Through grade 3**

*Goal: to share the story of rescue operations, encourage healthy eating, and introduce the character quality of **courage**.*

---

### **The Story**

(10 minutes)

At 9:02 a.m. on April 19, 1995, a huge explosion destroyed the Alfred P. Murrah Federal Building in downtown Oklahoma City. One hundred sixty-eight people were killed and hundreds were injured. Other buildings were damaged and many cars were on fire.

As people were getting to safety, others were running in to help. When things like this happen and people are hurt, others get there as soon as they can to save as many people as they can. Police, firefighters, co-workers, and everyday people come to the rescue! When they heard the explosion they ran to help even before the first call was made to 9-1-1. They were there so quickly that within an hour of the bomb exploding, many people had been rescued!

Doctors, nurses, Emergency Medical Technicians (EMTs), and others set up a **Triage** center—a place where they make decisions on how to best help people who are hurt—near the Murrah Building. When workers rescued people, they took them there to get medical help. Some people were then taken to the hospital.

At certain times they asked everyone, even though they were busy, to be very quiet because rescuers used listening machines to listen for heartbeats in the wreckage of the building. Some rescuers had dogs that had been trained to find people who were still trapped.

It was dangerous work for the rescuers, however, it was very important. When terrible things happen, there are always helpers.



1. Who are some of the people you know who are helpers?
2. What do police and firefighters do in an emergency?
3. Have you ever gone to the hospital, or do you know someone who has? Who helps in a hospital? How do they help?
4. If you needed help in an emergency, who could you call?
5. Why does someone who helps need to be brave?

### **Discussion Starters**

It's important to eat enough food—but not too much food—to stay healthy. It's also very important to eat **good** food. There are some foods that are good for you and other foods that cause you to gain weight without giving you good **nutrition** (the vitamins and minerals your body needs to be healthy).

### **Get Fit**

(10 minutes)

Proper nutrition is all about making good **choices**. It isn't hard to choose food that is good for you, it just takes a little thought and a bit of self-control. First it is important to choose foods that **build your muscles** and **give you energy**. Some of the best foods to eat include lean meats (meats with not much fat like skinless chicken and turkey and red meat that has been trimmed), bulky vegetables (vegetables that have a lot of vitamins and take up a lot of room in your stomach, making you feel fuller like broccoli, cauliflower, peas, brussels sprouts, and asparagus), fibrous fruits (fruits that have fiber like apples, blackberries, bananas, raspberries, etc.), whole grains (grains that aren't missing important nutrients—like whole wheat, whole oats, and brown rice), and dairy products like milk and cheese (low fat can be best as long as you are getting enough fat to grow properly).

Healthy food gives you lean protein and good fats. Protein helps you **feel full** and builds your **muscles**. Good fats help your cholesterol. Bulky fruits and vegetables give you important vitamins but also help you feel full before you eat too much. Dairy and grains round out your diet (the food you eat).

It is important to eat a ***well-balanced diet***—one that has the right amount of meat, fruits, vegetables, grain, and dairy. If we eat good food, we are healthier, we feel fuller, and our muscles are stronger. A proper diet also helps us maintain our ideal weight which varies depending on factors such as height and age.

## ***Discussion Starters***

1. Besides eating the right amount of food, what else should we try to do?
  2. What is nutrition?
  3. Why is eating right all about the choices you make?
  4. Why is it important to have self-control when you are choosing which food to eat?
  5. How does eating right help your body?
- 

## ***Got Character?***

(10 minutes)

Who is someone you know who is brave? What about them do you think is good? **Courage** comes from the Latin word *cor*, which means “heart.” A courageous person “takes heart” when things look hopeless or scary. Instead of shrinking back when you are afraid, courage means ***overcoming your fear so you can do what is right.***

Courage begins by knowing what is good, true and right. This gives you confidence that you are going in the right direction. When you face a problem, ask yourself, “What is the right thing to do...and why?” Courageous people take action.

Doing the right thing is not always easy or popular. In fact, as J.K. Rowling, the author of the Harry Potter books, said, “It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” There might be some time when you have to go against what your friends might want you to do. This is called ***peer pressure*** and sometimes it can cause you to make a wrong decision. Saying “no” to peer pressure can be very hard and it takes a lot of courage!

When you are afraid, it can help to find someone you can trust to back you up or to be a “safe place” for you. This person might be a trusted friend, a parent, a teacher, or someone else who can help. They can give you good advice on what to do, or stand with you if you are afraid.

It can take courage to be honest, reach out to others who are different from you, stand up for someone who is getting bullied, or help others. Decide to be courageous and do the right thing.



1. Who are some people you know who are courageous? What do you admire about them?
2. Why is courage important?
3. What are some things you are afraid to do?
4. What can you do if you are scared?
5. Why is it difficult to say “no” to peer pressure?

***Discussion  
Starters***

# 6

## TO THE RESCUE!

**Grades 4-6**

*Goal: to share the story of rescue operations, encourage healthy eating, and introduce the character quality of **courage**.*

---

### **The Story**

(10 minutes)

At 9:02 a.m. on April 19, 1995, a huge explosion has destroyed the Alfred P. Murrah Federal Building in downtown Oklahoma City. Hundreds of people have been hurt or killed. Three hundred buildings have been damaged and many cars are on fire. It looked like a scene from a war or disaster movie as people tried to run away to safety.

As people were getting to safety, others were running in to help. When things like this happen and people are hurt, others who are able get there as soon as they can to save as many people as possible. Police, firefighters, co-workers, and everyday people come to the rescue! When they heard the explosion they ran to help even before the first call was made to 9-1-1. They were on the scene so quickly that within an hour of the bomb exploding, many people had been rescued!

Doctors, nurses, Emergency Medical Technicians (EMTs), and others set up a **Triage** center—a place where they make decisions on how to best help injured people—near the Murrah Building. When workers rescued people, they took them there to get medical help. Some people were then taken to the hospital for more treatment.

At certain times they asked everyone, even though they were busy, to be very quiet because rescuers used listening machines to listen for heartbeats in the wreckage of the building. Some rescuers had dogs that had been trained to find people who were still trapped.

It was dangerous work for the rescuers but very important. Two times they had to stop working because they thought there were more bombs that would explode. But they were very brave and would go back to helping and rescuing more people as soon as they could. One nurse was hit on the head by a big piece of the building that fell off while she was working. She died trying to help others who needed her.



1. Who are some of the people you know who are helpers?
2. What do police and firefighters do in an emergency?
3. Have you ever gone to the emergency room at a hospital, or do you know someone who has? Who helps in an emergency room? How do they help?
4. If you needed help in an emergency, who could you call?
5. Why does someone who helps need to be brave?
6. When you aren't feeling brave, who or what do you think about to motivate you to do the right thing?
7. How might things have been different if co-workers had not helped each other?

---

### **Discussion Starters**

It's important to eat the right amount of food in order to stay healthy and not gain too much weight. It's also very important to eat the right **type** of food. There are some foods that are good for you and other foods that can cause you to gain a lot of weight without giving you proper **nutrition** (the vitamins and minerals your body needs).

### **Get Fit** (10 minutes)

Getting proper nutrition is all about making good **choices**. It isn't hard to choose food that is good for you, it just takes a little thought and a bit of self-control. First, it is important to choose foods that help you **build your muscles** and **give you energy**. Some of the best types of foods to eat include lean meats (meats with not much fat like skinless chicken and turkey and red meat that has been trimmed), bulky vegetables (vegetables that have a lot of vitamins, digest well, and take up room in your stomach, making you feel fuller like broccoli, cauliflower, peas, brussels sprouts, and asparagus), fibrous fruits (fruits that have fiber like apples, blackberries, bananas, raspberries, etc.), whole grains (grains that aren't missing important nutrients—like whole wheat, whole oats, and brown rice), and dairy products, like milk and cheese (low fat can be best as long as you are getting enough fat to grow properly).

Healthy food gives you lean protein and good fats. Protein helps you feel full and also builds your **muscles**. Good fats help your cholesterol. Bulky fruits and vegetables give you important **vitamins** but also help you **feel full** before you eat too much. Dairy and grains help round out your diet (the food you eat).

It is important to eat a **well-balanced diet**—one that has the right amount of meat, fruits, vegetables, grain, and dairy. If we eat good food, we are healthier, we feel fuller, and our muscles are stronger. A proper diet also helps us maintain our ideal weight which varies depending on factors such as height and age.

### **Discussion Starters**

1. Besides eating the right amount of food, what else should we try to do?
  2. What is proper nutrition?
  3. Why is eating right all about the choices you make?
  4. Why is self-control important when making food choices?
  5. In what ways does eating right help your body?
- 

### **Got Character?**

(10 minutes)

Who is the bravest person you know? What about them do you admire? **Courage** comes from the Latin word *cor*, which means “heart.” A courageous person “takes heart” when things look hopeless or scary. Instead of shrinking back when you are afraid, courage means **overcoming your fear so you can do what is right.**

Courage begins by knowing what is good, true and right. This gives you confidence that you are going in the right direction. When you face a problem, ask yourself, “What is the right thing to do...and why?” Courageous people take action.

Doing the right thing is not always easy or popular. In fact, as J.K. Rowling, author of the Harry Potter books, said, “It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” There might be some time when you have to go against what your friends might want you to do. This is called **peer pressure** and sometimes it can cause you to make a wrong decision. Saying “no” to peer pressure can be very hard and it takes a lot of courage!

When you are afraid, it can help to find someone you can trust to back you up or to be a “safe place” for you. This person might be a trusted friend, a parent, a teacher, or someone else who can help. They can give you good advice on what to do, or stand with you if you are afraid.



It can take courage to be honest, reach out to others who are different from you, stand up for someone who is getting bullied, or help others. Decide to be courageous and do the right thing.

1. Who are some people you know who are courageous? What do you admire about them?
2. Why is courage important?
3. What are some things you are afraid to do?
4. What can you do if you are scared?
5. Why is it difficult to say “no” to peer pressure?

***Discussion  
Starters***



# REFLECTIONS

**Courage** is overcoming your fear so you can do what is right. Who do you know who is **courageous**? **Courage** doesn't have to involve really big acts or dangerous situations...**courage** can be a child battling cancer, or a single parent facing every day with grace despite working and taking care of children. Take a moment and share a story of **courage** so that our youth can know that they can speak up when someone is being bullied or overcome fear and answer a question in class...there are countless ways that **courage** can be demonstrated.

At home, recognize **courage** with specific language such as, "Your teacher told me that you volunteered to go first when it was time to present your projects in class. I'm very proud of you because that took a lot of **courage**."

Teachers can reinforce **courage** with specific language such as, "Because you were **courageous** and told me that Jaxton was getting bullied, I was able to do something about it. Thank you for being **courageous**."

# 7

## OKLAHOMA STANDARD

**Through grade 3**    *Goal: to explain the concept of the Oklahoma Standard, emphasize the importance of a good warm-up prior to exercise, and introduce the character quality of service.*

---

### The Story

(10 minutes)

A lot of times we hear people talk about the *Oklahoma Standard*®. But what is it? What does it mean? A standard is like a measurement. But there's something special about this measurement. It is what is *expected*—other things are measured against it. For example if you go to a grocery store where the employees bag your groceries for you, you come to expect that level of service. If they stop doing that, then you will be disappointed because that sort of behavior is what is *expected*.

The *Oklahoma Standard*® is also very special. It means that people in Oklahoma are very helpful. They exhibit service, honor, and kindness. In fact, they are so much this way that this behavior is *expected*. It doesn't surprise us when Oklahomans step in to help because it is *expected*.

After the bombing, many different people from many different places stepped in to help. The national media picked up on this phenomenon and coined the term the *Oklahoma Standard*®. Over **12,000** people came to help! The government sent people, other states sent people, and even other countries, like France and Israel, wanted to help. President Bill Clinton came to Oklahoma City to give his support.

The help came right away and it was...a lot! Bottled water, helmets with lights, rain gear, wheelbarrows, shovels, and other things were sent. Restaurants fed a LOT of people for free during the days following the bombing.

When something terrible happens, people step in to help. Neighbors help neighbors, friends help friends, families help each other, but even total strangers want to be a part of helping because of the bond they feel. Helping others is a good way to not only do the right thing, but to also feel better about it because you know you did what you could to help.



1. Have you seen any pictures of people helping after the bombing? What were they doing?
  2. When something happens in a state that is close to Oklahoma, we often send help. Sometimes it is for big storms like hurricanes or tornadoes. Have you seen this happen? What types of disasters have you known about?
  3. When someone helps you, how does it make you feel?
  4. When you help others, how does it make you feel?
  5. Why is it important to help others when they need us?
- 

### **Discussion Starters**

Bend slowly to the right, bend slowly to the left. Gently raise your legs one at a time. Start to walk slowly and then gradually walk faster. Jog slowly in place for a few moments. All of these things are important to do to warm up before exercising.

### **Get Fit**

(10 minutes)

A cold rubber band sometimes breaks when it is stretched. A cold piece of cheese can be stiff and hard, but when you warm it up a bit, it gets softer and is easier to bend. The same is true of your **muscles**. If you want to protect your muscles from getting hurt, it is important to warm up **slowly and carefully** so that your muscles have time to stretch out before you make them work hard. **Warming up** not only stretches your muscles and loosens them up, it also protects them. Your body will also perform better with a good warm-up before you work out.

When you first wake up in the morning, you know how your body wants to stretch? Your muscles haven't moved much while you sleep and they are cold and maybe even a little stiff. This is one of the reasons why, if you work out in the early morning, it is especially important to warm up. You want to give your body time to **loosen up**. By **gradually** increasing your activity, your body is better able to adapt to the stress and strain of exercise.

Did you know that if you warm up, you are more likely to exercise at a good pace? By starting out **slowly**, you get more benefit from the exercise. You are supposed to exercise for a certain period of time and

if you go too quickly, chances are you will get tired faster and quit before your body has the opportunity to benefit.

A good warm-up helps your **heart** adjust to the strain of exercise. It slowly starts to beat faster, rather than doing so too quickly. You won't feel as short-of-breath and your muscles get the oxygen they need.

If you feel good while you exercise, especially when you run, you are more likely to keep going. And keeping up with your exercise builds **endurance** so you can go for longer and longer periods of time.

So the time you spend warming up isn't wasted. It is important to make sure you stay safe, protect your body from injury, and keep going for the long haul.

### **Discussion Starters**

1. Why does a cold rubber band sometimes break when it is stretched?
  2. How are your muscles like a rubber band?
  3. What can happen if you exercise too quickly before your body is warmed up and stretched out?
  4. How can you build your endurance?
  5. What are some of the good things that happen when you warm up?
- 

### **Got Character?**

(10 minutes)

Do you like doing things for other people? If you do, you have a heart for service. **Service** is **doing things for others**. In order to serve, you have to be able to look to see what other people need. Think more of others, not only yourself. Some examples of service after the bombing include those who rushed in to help and others who reached out to those affected by the bombing and served them.

Have you ever heard someone say that someone else is a **servant leader**? You might think that someone who is a leader is always out in front telling people what to do. But real leaders are the ones who reach out to and help others.

In order to serve others, you must have compassion and generosity. Compassion is when you see others need help and you reach out to them. Generosity is when you give others your time, **resources**, and **abilities**. Having compassion and showing generosity are both a part of service.

When you serve others, you shouldn't expect anything in return. True service comes with "no strings attached," and is a free gift. If you help your brother clean his room only because you want him to help you do



the laundry, it isn't really service as much as it is doing something so you can get something.

You don't have to do something big in order to serve. In fact, sometimes the smallest things can make the biggest difference! You show kindness by listening to a friend who needs someone to talk to. You might serve someone by stopping to help them pick up something they dropped, or hold the door for someone carrying a big load. You might even honor a special place by cleaning up a mess that you didn't make! All of these are acts of service, honor, and kindness that can make a big difference for others.

It can be easy to serve the people we love the most—our family or our friends. But true servants reach out to others, sometimes even people they don't know, when they need help. Look for ways you can serve those around you.

1. What are some ways you can serve your family? Your friends? People you don't know?
2. Why is it important to serve other people?
3. Why do true leaders serve others rather than just give orders?
4. Why is it important to serve others for the right reasons and not to just get something in return?
5. What are some ways you can show compassion (that you care) for others?

### ***Discussion Starters***

# 7

## OKLAHOMA STANDARD

**Grades 4-6**

*Goal: to explain the concept of the Oklahoma Standard, emphasize the importance of a good warm-up prior to exercise, and introduce the character quality of **service**.*

---

### **The Story**

(10 minutes)

A lot of times we hear people talk about the *Oklahoma Standard®*. But what is it? What does it mean? A standard is like a measurement. But there's something special about this measurement. It is what is *expected*—other things are measured against it. For example, if you go to a grocery store where the employees bag your groceries for you, you come to expect that level of service. If they stop doing that, then you will be disappointed because that sort of behavior is what is *expected*.

The *Oklahoma Standard®* is also very special. It means that people in Oklahoma are very helpful. They exhibit service, honor, and kindness. In fact, they are so much this way that this behavior is *expected*. It doesn't surprise us when Oklahomans step in to help because it is *expected*.

After the bombing, many different people from many different places stepped in to help. The national media picked up on this phenomenon and coined the term the *Oklahoma Standard®*. Over **12,000** people came to help! The Federal Government sent people, other states sent people, and even other countries, like France and Israel, wanted to help. President Bill Clinton came to Oklahoma City to give his support.

The help was immediate and...a lot! Bottled water, helmets with lights, rain gear, wheelbarrows, shovels, and other necessary things were sent. Local restaurants and the Oklahoma Restaurant Association fed a LOT of people for free during the days following the bombing.

When something terrible happens, people step in to help. Neighbors help neighbors, friends help friends, families help each other, but even total strangers want to be a part of helping because of the bond they feel. Helping others is a good way to not only do the right thing, but to also feel better about it because you know you did what you could to help.



## **Discussion Starters**

1. Have you seen any pictures of people helping after the bombing? What were they doing?
  2. When something happens in a state that is close to Oklahoma, we often send help. Have you seen this happen? What types of disasters have you known about?
  3. When someone helps you, how does it make you feel?
  4. When you help others, how does it make you feel?
  5. Why is it important to help others when they need us?
  6. After the bombing, victims had to go back to their lives. What ways can you help someone whose life has been disrupted?
  7. If your life had a major, or tragic disruption, how would the human connection of others reaching out to you be helpful?
- 

Sometimes a cold rubber band will break when it is stretched. A cold piece of cheese is hard and can be brittle while a piece of cheese that is warm bends easily. The same can be true of your **muscles**. If you want to protect yourself from **injury**, it is important to have a good **warm-up** before you exercise. Warming up helps loosen and protect the muscles you will use. It also helps your body perform better.

## **Get Fit**

(10 minutes)

If you exercise before your body is stretched out and ready, especially early in the morning, you are more **prone to injury**. Your muscles and joints are tight and not as easy to bend. Gradually working your body into activity helps it to adjust to the strain of exercise. This gradual process also helps you find a good pace for your workout rather than exercising **too quickly**. If you leap right into any exercise—like running, for example—you might go too fast and tire out before you benefit.

A good warm-up helps your heart rate **gradually** increase rather than beating too quickly too early. This helps keep you from feeling short of breath and manages oxygen delivery to your muscles. If you have a good supply of oxygen to breathe and available to your muscles, you will **feel better** and have more endurance while you exercise.

If you feel good while you exercise, especially when you run, you are more likely to keep going. It is important to **start slow**, build up gradually, and keep going for the long run in order to get the most benefit from your workout. If you tire out too quickly, your body doesn't have enough time to benefit from your exercise.

So, the time you spend warming up isn't wasted. It is important to make sure your body stays safe and benefits during your exercise.

### **Discussion Starters**

1. Why does a cold rubber band sometimes break when it is stretched?
  2. How are your muscles like a rubber band?
  3. What can happen if you exercise before your body is warmed up and stretched out?
  4. What are some of the benefits of warming up?
  5. What can happen if your heart rate increases too quickly?
- 

### **Got Character?**

(10 minutes)

Do you like doing things for other people? If you do, you have a heart for service. **Service** is **doing things for others**. In order to serve, you have to be able to look outside of yourself and notice the needs of other people. Some examples of service after the bombing include those who rushed in to help and others who reached out to those affected by the bombing and served them.

Have you ever heard the term **servant leader**? You might think that someone who is a leader is always out in front telling people what to do. But real leaders are the ones who reach out to help others get where they need to be.

In order to serve others, you must have compassion and generosity. Compassion is when you notice others need help and you reach out to them. Generosity is when you give others your time, **resources**, and **abilities**. Having compassion and demonstrating generosity are both a part of service.

When you serve others, you shouldn't expect anything in return. True service comes with "no strings attached," and is a free gift. If you help your brother clean his room only because you want him to help you do the laundry, it isn't really service as much as it is doing something so you can get something.

You don't have to do something big in order to serve. In fact, sometimes the smallest things can make the biggest difference! You might show kindness by listening to a friend who needs someone to talk to. You might



serve someone by stopping to help them pick up something they dropped, or hold the door for someone carrying a big load. You might even honor a special place by cleaning up a mess that you didn't make! All of these are acts of service, honor, and kindness that can make a big difference for others.

It can be easy to serve the people we love the most—our family or our friends. But true servants reach out to others, sometimes even people they don't know, when they need help. Look for ways you can serve those around you.

1. What are some ways you can serve your family? Your friends? People you don't personally know?
2. Why is it important to serve other people?
3. Why do true leaders serve others rather than just give orders?
4. Why is it important to serve others for the right reasons and not to just get something in return?
5. What are some ways you can show compassion for others?

### ***Discussion Starters***



# REFLECTIONS

**Service** is doing things for others. It seems like everyone wants to be out in front. But who are the real leaders? Those who serve others have a greater and more long-lasting impact than those who give orders. There are many ways to serve – you can take meals to someone when they are sick, you can clean the kitchen, you can be a friend to someone who needs one—the list is endless.

After the bombing, many people demonstrated the *Oklahoma Standard®* of **service** by helping victims and their families try to put their lives back together.

At home, recognize **service** with specific language such as, “I appreciate that you took time out of your day to help your sister clean her room. That was a very helpful act of **service**. ”

Teachers can reinforce **service** with specific language such as, “Because you helped set up the cafeteria for the band concert, we were able to finish quickly. Thank you for serving.”

# 8

# JUSTICE FOR ALL?

**Through grade 3** Goal: to describe the pursuit of justice after the bombing, explain how to run in a marathon, and introduce the character quality of **endurance**.

---

## The Story

(10 minutes)

The bombing of the Alfred P. Murrah Federal Building in Oklahoma City was an act of **domestic terrorism**. Terrorism is when someone does a violent thing against people in order to send a message. Since the person who committed this act of hate was a citizen of the United States, and blew up the building in the United States, it was **domestic** terrorism.

The man who drove the truck and blew up the building was Timothy McVeigh. But he did not do it alone. He was helped by Terry Nichols and Michael and Lori Fortier. They knew of the plan and helped.

Seventy-five minutes after the explosion, a highway patrolman named Charlie Hanger stopped a car on the highway for not having a license plate. The man driving that car was Timothy McVeigh. Officer Hanger arrested McVeigh for illegally carrying a gun. This was important because the time that McVeigh spent in the local jail allowed the investigators to figure out he was the one who blew up the Federal Building.

The government worked very hard and was very careful as they figured out what happened and who did it. They wanted to make sure they captured the right people. They looked at all of the evidence. They talked to witnesses who had seen what had happened or knew what had been planned. They looked for clues in what was left of the building.

Once they were ready, they went to trial. Lori Fortier testified against everyone else and was not sent to prison. Everyone else was found guilty and punished for their crimes.

All choices have consequences.



## **Discussion Starters**

1. How do you feel when someone does something very mean to you?
  2. When someone does something very mean to you and someone else makes them stop and then the mean person is punished, how do you feel?
  3. How does it make you feel that they were able to figure out and capture the people who committed this act of hate?
  4. How do you think the families of those who were killed feel now that the perpetrators (the people who did the bombing) were caught and punished?
  5. Why is it important that the people who do bad things be caught and held accountable for what they do?
- 

Running in a marathon is a BIG job! A marathon is a very long race. In fact, a marathon is 26.2 miles long! In order to run in a big race, there are some things you need to do to make it to the finish line.

## **Get Fit** (10 minutes)

The first thing you should do when running a marathon is to start early and train for enough time. You should:

- train (practice) **efficiently** (using your time wisely)
- train (practice) **effectively** (make sure what you do to prepare actually helps build your endurance—the ability to run a long time)

In fact, if you are planning on running in a marathon, you should start training **months** in advance. If you run in the Oklahoma City Memorial Kids Marathon in April, you should start training in January to make sure you have enough time.

As the day of the race gets closer, you will be running more and more at your school. The running you do each time will add up and then you will run the last bit at the race. When you are older and run in the full marathon, you will need to make sure that the **training runs** you do get longer and longer to the point that you are running over 20 miles at

a time. That way your body is prepared for how it will feel when you run in the race.

You should also eat **good food** before the race. Running takes a lot of energy and you want to make sure you don't run out before you reach the finish line.

It can help to know what the **race route** will be like. If you know what is coming, you can be prepared and successfully make it to the finish line.

Running a marathon is hard work, but taking the time to prepare will help you to be successful.

### **Discussion**

#### **Starters**

1. Why is running in a marathon a big job?
2. What are some things you should do prepare for the big race?
3. Why should you use your time wisely and not waste it when you are training?
4. How early should you begin training to run in a marathon? Why is it important to start so early?
5. Why should you eat good food before you run in a long race?

---

### **Got Character?**

(10 minutes)

It's hot. You are so tired! You think that everyone else has passed you and you can't keep up any more. And now a hill is right in front of you and you don't think there is any way you can make it over the top and then down the other side. Do you give up? No you don't, because you have **endurance**. Endurance is being strong, not giving up, and doing your best.

Endurance is hard! It takes a lot of work to develop endurance—the strength to keep going when the going gets tough...because things do get *tough*. It is by going through tough times that we really grow our endurance.

When you are training for the big race by running a little bit every day, you are growing your endurance. As you work up from running a short way and can go a little longer each time, you will notice that you don't get as tired as you did at first. This means that you are growing your endurance!

In life, we have two choices, we can either try to "slip by" and do just the bare minimum, or we can put our full heart and mind into what we want to accomplish. In order to reach that finish line at the big race, we have to work hard, every day.



In order to grow your endurance it is important to know what your goal is—what you want to do. Is your goal to run a mile without stopping? Then break that goal down into smaller steps that you can work on one at a time. Step one might be to run one lap and then rest. Step two might be to run one lap, take a rest and then run a second lap. Step three might be to run two whole laps before taking a rest. By starting small and going a little further each time, then over time, you grow endurance. Remember that you can reach the finish line of the big race if you prepare and work to grow your endurance.

1. Why is it difficult to run a mile if you don't prepare and work on your running?
2. Think about a time when you wanted to give up but didn't. What made you decide to keep going?
3. Why is endurance (not giving up) important in life?
4. People will be at the race cheering you on. How can that help you endure to the end of the race?
5. How can breaking a big goal down into smaller steps help you make it to the end?

### ***Discussion Starters***

# 8

# JUSTICE FOR ALL?

**Grades 4-6**

*Goal: to describe the pursuit and realization of justice after the bombing, explain how to run in a marathon, and introduce the character quality of **endurance**.*

---

## ***The Story***

(10 minutes)

The bombing of the Alfred P. Murrah Federal Building in Oklahoma City was an act of **domestic terrorism**. Terrorism is when someone commits an act of violence against people in order to make a political statement. Since the person who committed this act of hate was a citizen of the United States, and blew up the building in the United States, it was **domestic** terrorism.

The man who drove the truck and blew up the building was Timothy McVeigh. But he did not do it alone. He was helped by Terry Nichols and Michael and Lori Fortier. They knew of the plan and helped.

Seventy-five minutes after the explosion, a highway patrolman named Charlie Hanger stopped a car on the highway for not having a license plate. The man driving that car was Timothy McVeigh. Officer Hanger arrested McVeigh for carrying an illegal gun. This was an important thing because the time that McVeigh spent in the local jail allowed the investigators to figure out he was the one who blew up the Federal Building.

There was a very big investigation into the bombing because the government wanted to be sure that they understood exactly what happened and had captured the right people. The prosecutors looked at all of the evidence. They conducted over 28,000 interviews. They looked at the remains of the building to see exactly what happened.

Once they were ready, they went to trial. Lori Fortier testified against everyone else and was not sent to prison. Everyone else was found guilty. Michael Fortier was sentenced to 12 years in prison because he didn't warn the government that McVeigh and Nichols were going to bomb the building. Terry Nichols was sentenced to life in prison. Timothy McVeigh received the death penalty and was executed by lethal injection in 2001.

All choices have consequences.



## **Discussion Starters**

1. How do you feel when someone does something very mean to you?
  2. When someone does something very mean to you and someone else makes them stop and then the mean person is punished, how do you feel?
  3. How does it make you feel that they were able to figure out and capture the people who committed this act of hate?
  4. How do you think the families of those who were killed feel now that the perpetrators (the people who did the bombing) were caught and punished?
  5. Why is it important that the people who do bad things be caught and held accountable for what they do?
  6. Justice means different things to different people. This is true even for the victims of the bombing. Why do you think people feel differently about this?
  7. What factors, in your opinion, are important in determining what justice is appropriate?
- 

Running in a marathon is a BIG job! A marathon is a very long race. In fact, a marathon is 26.2 miles long! In order to run in a big race, there are several things you must do in order to make it to the finish line.

## **Get Fit**

(10 minutes)

The first thing you must do when running a marathon is to start early and train for enough time. You should:

- train **efficiently** (using your time wisely)
- train **effectively** (make sure what you do to prepare actually helps you build your endurance)

In fact, if you are planning on running in a marathon, you should start training **months** in advance. If you run in the Oklahoma City Memorial Kids Marathon in April, you should start training in January to make sure you have enough time.

As the day of the race gets closer, you will be ***building up*** your miles as you run at your school. When you are older and run in the full marathon, you will need to make sure that the practice runs you make while exercising get longer and longer to the point that you are running over 20 miles at a time. That way your body is ***prepared*** for how it will feel when you run in the race.

You should also eat ***good food*** before the race. Running takes a lot of energy and you want to make sure you don't run out before you reach the finish line.

It can be very helpful to know the ***route*** the race will take. If you know what is coming, you can be prepared and successfully make it to the finish line.

Running a marathon is hard work, but taking the time to prepare will help you to be successful.

### ***Discussion Starters***

1. Why is running in a marathon a big job?
  2. What are some things you should do to prepare for the big race?
  3. Why is it important to use your time wisely when you are preparing?
  4. How far in advance should you begin training to run in a marathon? Why is it important to start early?
  5. Why is it important to eat good food before you run in a long race? Why is it important to know the route of the race?
- 

### ***Got Character?***

(10 minutes)

It's hot. You are so tired! It seems like everyone else has passed you and you can't keep up any more. And now a hill is right in front of you and you don't think there is any way you can make it over the top and then down the other side. Do you give up? No you don't, because you have ***endurance***. Endurance is the inner strength to not give up and to do your best.

Endurance is one of those character qualities that might not, at first, be "fun" to develop. It takes a lot of work to develop endurance—the strength to keep going when the going gets tough...because things do get *tough*. It is by going through tough times that we really develop our endurance.

When you are training for the marathon by running a little bit every day, you are developing your endurance. As you work up from running a short distance and can go a little longer each time, you will notice that you don't get as tired as you did at first. This means that you are building your endurance!



In life, we have two choices, we can either try to “slip by” and do just the bare minimum, or we can put our full heart and mind into what we want to accomplish. In order to reach that finish line at the big race, we have to work hard, every day.

In order to build your endurance it is important to know what your goal is. Is your goal to run a mile without stopping? Then break that goal down into smaller steps that you can work on one at a time. Step one might be to run one lap and then rest. Step two might be to run one lap, take a rest and then run a second lap. Step three might be to run two whole laps before taking a rest. By starting small and increasing the difficulty of what you are doing little bit by little bit over time, you build endurance. Remember that you can reach the finish line of the big race if you prepare and work to build your endurance.

1. Why is it difficult to run a mile if you don't prepare and work on your running?
2. Think about a time when you wanted to give up but didn't. What made you decide to keep going?
3. Why is endurance important in life?
4. People will be at the race cheering you on. How can that help you endure to the end of the race?
5. How can breaking a big goal down into smaller steps help you make it to the end?

***Discussion Starters***

# REFLECTIONS

**Endurance** is the inner strength to not give up and to do your best. We have all had times when we felt like giving up. Powering through those times builds **endurance**, and **endurance** is critical for surviving and thriving in life. Share a story of a difficult time in your life through which you persevered. Be honest about those instances when you felt like giving up because this will be a good example. Talk about how good it feels when you stick with it and make it through.

At home, recognize **endurance** with specific language such as, “I know that you were really tired after soccer this afternoon but you still pushed through and finished your homework. Because you endured, now you can relax and enjoy some free time. Thank you for demonstrating **endurance**.”

Teachers can reinforce **endurance** with specific language such as, “That math assignment was really challenging but you showed a lot of **endurance** by finishing and not giving up.” Or as they train for the marathon—“Training today was longer than average. Thank you for your **endurance**. You powered through without letting down or giving up.”





ROSARY  
Rememb

52393

11th ANNUAL  
Oklahoma City Memorial Marathon  
APRIL 30, 2017  
Mary Jane

ROSARY  
Rememb

2017

52392

11th ANNUAL  
Oklahoma City Memorial Marathon  
APRIL 30, 2017

Team: Rosary  
Emergency Contact: 405-278-5856  
2nd Contact: 405-278-5856  
Name: Mariah Comet  
Address: 123 Main Street  
City: Oklahoma City  
State: OK  
Zip: 73101  
T-SHIRT  
SIZES

Curriculum underwritten by



Kids Marathon presented by

