

The Red Bandanna Project

Middle School Lessons inspired by the example and spirit of Welles Remy Crowther, a 9/11 Civilian Hero known around the world as the 'Man in the Red Bandanna.'



LEADERSHIP

Who are your leaders?

Level: Middle School **Time:** 1-2 Class Periods **Topic:** Leadership

Essential Questions

1. What qualities do we look for in the people we follow?
2. Are these the qualities found in our leaders?
3. What qualities did Welles have that made him someone that people followed?
4. What inspiration has hearing Welles' Story given you?
5. Is it difficult to be a leader?
6. What kind of responsibilities should a member of a group who is not the leader have?
7. What is your role in various groups?

Materials

Video, 'The Man in the Red Bandanna' Worksheet

Lesson Goals and Objectives

1. Students will identify qualities/abilities that they think a leader should have.
2. Students will list people who are their leaders in all areas; national, sports, school, friends and family.
3. Students will compare and contrast the list of abilities with the actual people who lead.
4. After watching, 'The Man in the Red Bandanna,' students will discuss some of the attributes which made Welles a leader.
5. Students will list various groups they are in and determine the role they play in each.

Key Terms

Compassion, Committed

Leadership: Instructional Activity / Procedures

1. Journal: Ask students to define the word “leader.” Discuss some of their answers - key points can be put up so the class can see them. Students should also make a list of people they consider leaders: nationally, locally, sports, school, and among their friends.
2. Hand out activity sheet (see attached). Discuss the meanings of all the words. Working in pairs, prioritize the list of qualities that a leader should have from the most important to least. Put a line through any qualities they think a leader should not have.
3. Have students compare lists. This can be done as a jigsaw or as a full group activity. Since the lists will not match, students should be able to discuss/defend their choices. The final result will be a list on which the entire class has agreed.
4. Have students use the agreed upon list to analyze the people they consider leaders. What qualities do they have? Which ones are lacking? What other qualities do they have? Should those qualities be added to the list? Why or why not?
5. Students should view the video, ‘The Man in the Red Bandanna.’ Students should answer the following:
 - Which of the qualities on the list did Welles exhibit? How were these shown?
 - Welles was a friend who was highly valued by people who knew him. What qualities did he have that would make you want to be friends with him?
 - Whom else do you know who has some or all of these qualities?
 - Who considered Welles a leader? How do you know this?
 - What qualities of leadership do you have?
6. List some of the groups of which you are a part (family, religious, school, etc.) What roles do you play in each of them? How might you be a leader in these groups?
7. Why are caring and compassion, qualities that a leader should have?

Who Are Your Leaders: Evidence of Understanding

1. Teacher assessment of students during the lesson
2. Essay on the qualities of leadership
3. Journal entries on leadership
4. List and explain which qualities of leadership you have

Extension Activities

1. Students should do research on leaders in various fields: sports, politics, as well as people whose leadership is seen as heroism. The information can be presented as a power point photo essay.
2. Have students do a trust walk; students are put in pairs with one blindfolded. That person is coached through a series of obstacles by their partner. The idea is to be able to completely trust your partner. The class should discuss the challenges of doing this (fear) and the positive results (trust, confidence). It should be stressed that the guide must be serious and not scare or lead their partner astray. They also must be completely clear in their instructions.

Who Are Your Leaders: Worksheet Directions

Prioritize the following attributes. Number 1 should be something leaders absolutely should have, while number 15 would be less important. You may cross out any qualities you think a leader should not have. There are two extra spaces for any leadership qualities you think should be included.

Accomplished	Dependable	Leadership
Caring	Dynamic	Loving
Charismatic	Forgiving	Loyalty
Community Service	Fun	Philanthropic
Daring	Honorable	Trustworthy

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CARING FOR OTHERS

Yes We Can

Level: Middle School **Time:** 2-3 Class Periods **Topic:** Caring for Others

Essential Questions

1. What does it mean to be a caring person?
2. How can the understanding of others lead to being more caring?
3. What are stereotypes and how can they be dispelled?
4. How did Welles display his caring and compassion for others?
5. How can we show caring and compassion for others?

Materials

Video of 'The Man in the Red Bandanna,' The Culture of the Naciremans (attached),
Markers (optional)

Lesson Goals and Objectives

1. Students will be able to define and identify the character traits of caring and compassion.
2. Students will be able to identify stereotypes and assess how misunderstandings arise.
3. Students will be able to see similarities between themselves and others.

Key Terms

Caring, Compassion, Stereotypes, Flout, Heretic, Rebel, Symbolism

Background

Students should have basic knowledge of the events of 9/11

Instructional Activity / Procedures

Part 1-Caring

1. Read the following poem by Edwin Markham. It might be helpful to also put it up on an overhead or chalkboard. Prior to this, go over definitions of heretic, rebel, and flout.

He drew a circle that shut me out
Heretic, rebel a thing to flout.
But love and I had the wit to win:
We drew a circle that took him in!

2. Do now or journal activity: Does this poem fit you or your friends? Are you inside or outside the circle? Can you think of someone who was kind to you? How did this make you feel? Can you think of a time where you were kind to someone? How did this make you feel?
3. Have students work in groups to create a definition of caring, and three ways in which caring can be demonstrated in their lives. These should be posted on poster board or large white paper and placed around the classroom.
4. Show the video, 'The Man in the Red Bandanna.' How did Welles show love, understanding, and caring throughout his life. How is the red bandanna symbolic?
5. The Dalai Lama said "If you want others to be happy, practice compassion. If you want to be happy, practice compassion." How can being compassionate help you to be happy? Describe a situation where this occurred.

Instructional Activity / Procedures (continued)

Part 2 -Stereotypes

1. Give students a copy of 'The Nacirema Culture.' Ask them to read it and write down how the Naciremans are similar/different than they are.

*Note to teacher: Nacirema is American spelled backwards The first paragraph is about American politics

Homes are either single family or apartments

The thrones are bathrooms

The false idols are singers/pop culture

The otua is a car

The holiday is Thanksgiving

The combatants describes football

*If any students 'get it' before the discussion is finished, try and keep them from disclosing the secret.

2. Discuss or journal: How are these people different than Americans? What do you think of their culture? Would you follow this culture? Why or why not?
3. Discuss the word 'stereotype' and how it fits here. Were they quick to 'condemn' the people of Nacirema? Why?
4. Think about some stereotypes that are in our culture. How can we avoid stereotypical descriptions?

Evidence of Understanding

Have students create a Red Bandanna bulletin board. The background can be red construction paper made to look like red bandannas. On this, students should post acts of caring and compassion that they have done.

1. Students should make a list of some common stereotypes that they have heard. They should also list some stereotypes that people could have about the Naciremans. A journal or essay could be on how we can avoid stereotypes.
2. Students could also use "fighting" stereotypes as part of their red bandanna sharing/ caring board.

Extension Activities

1. Challenge students to list five people they can help in some way; then have them follow up on it if they did this.
2. Read the book '14 Cows for America' by Carmen Agra Deedy, Thomas Gonzales and Wilson Kimeli Naiyomah. Have students discuss how the actions of the Maasai tribe showed caring for people of whom they had no knowledge.

TEAM

T-E-A-M

Level: Middle School **Time:** 1-2 Class Periods **Topic:** Team

Essential Questions

1. What is meant by the word team?
2. Of what teams are students a part?
3. What are your responsibilities as part of a team?
4. What are the advantages of being part of a team?
5. How can you overcome any disadvantages of being part of a team?
6. Welles said, “There’s no I in team.” How is this so?

Materials

Computer or chalkboard, Scotch tape (one for each group in the Gift for Mikey activity), Instructions for ‘A Gift for Mikey’ (attached), Video of ‘The Man in the Red Bandanna’ (optional)

Lesson Goals and Objectives

1. Students will define the word ‘team’ and identify examples of teams.
2. Students will create a list of what a good team member’s responsibilities are.
3. Students will discuss ways to overcome team problems.
4. Students will analyze their own team experience.

Key Terms

Team, Responsibility, Advantage, Disadvantage

Team: Instructional Activity / Procedures

Day 1

1. Journal or do now: What does the word 'team' mean? Make a list of the teams of which you are a part. In going over this question, students should be encouraged to consider groups that aren't identified as teams of which they are a part: clubs, families, friends, religious groups, etc. This list can be posted on a chalkboard or on computers.
2. Put students in groups of no more than four. Ideally, this should be either random (count off 1-4 or teacher assigned, but not student chosen).
3. One student should act as secretary. On a piece of paper, in three columns, students should compile a list of advantages of working on a team and what each individual's responsibility is on a team.
4. Compile a class list, which should be posted.

Homework: Students should bring in a small bag with 10 random items in it. There should be no more than one of each item in a bag. These items can be a bottle top, action figure, pencil, etc.

Day 2

1. When students enter, they should be put in groups of no more than four.
2. Give each group the instruction sheet for 'A Gift for Mikey' and some scotch tape. Explain that they have 20 minutes to create the 'gift.'
3. Remind students to follow rules for working on a team. You might also tell them to expand on what words mean. Example: fly can also mean that a CD flies to the top of the chart.
4. After 20 minutes, each group should share their gift. This can be done as a gallery walk with a blank sheet available at each station for comments re: if the gift met the requirements.
5. Teacher should debrief with students on how this activity met the requirements of a team, and how these teams interacted with each other.
6. After watching the video, 'The Man in the Red Bandanna,' put the quote "There is no I in team" on the board or computer. Have students journal on:
How did Welles show this in the way he lived his life?
What does this quote mean? How were students able to achieve this in their teams.
7. While playing hockey, Welles passed the puck so someone else could score a goal. Describe a situation where you helped another person. Why did you do this?
How did this make you feel?

Evidence of Understanding

1. Challenge discussion for the debriefing of 'A Gift for Mikey'
2. Evaluation of journal activities
3. Students could create a bulletin board on 'There is no I in team' with their thoughts and pictures.

Extension Activities

1. Students should research some famous teams. These could be sports teams, acting teams, or other groups that have worked to achieve some goal. What obstacles did they face? How did they overcome these obstacles?

Worksheet: A Gift For Mikey

Mr. and Mrs. Godparent can't think of a gift for their son Mikey's birthday because he says the gift has to be:

Big

Strong

Sweet

Warm

Rock from side to side

Fly

Make him laugh

Last for a long time

How should this problem be solved? Your team should make a gift for Mikey that will include all of the things he wants.

THE POWER OF ONE

You have the power!

Level: Middle School **Time:** 1 Class Periods **Topic:** Power of One

Essential Questions

1. What is meant by the 'power of one?'
2. What can the red bandanna symbolize for you as an individual?
3. How did Welles show how to do good in the face of evil?
4. What individual power does each of us have to effect change?

Materials

Video of 'The Man in the Red Bandanna,' Journals, Computer access (for research)

Lesson Goals and Objectives

5. Students will define the 'power of one' and explain how it applies to their lives.
Students will analyze quotes about the power that individuals have.
6. After watching the video 'The Man in the Red Bandanna,' students will journal about how compassion for others motivated Welles throughout his life.
7. Students will identify and explain how other individuals made changes based on their "power of one."

Key Terms

Compassion, Committed

Power of One: Instructional Activity / Procedures

1. Put up the words ‘power of one,’ followed by the quote by Margaret Mead:

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

- Ask students to journal on the words and the quote:
What do they mean? Do you think they are so? Why or why not?
Give three examples (note to teacher: explain that these examples do not have to be confrontational. It could be as simple as asking someone new to sit with you at lunch.)
 - Discuss journal entries with students and compile a class list of examples of the ‘power of one.’ These might include famous people, such as Dr. Martin Luther King Jr., Elizabeth Cady Stanton (women’s suffrage), or individuals who, through their actions, have helped shape the lives of students.
2. Explain that they are going to watch a video about one person and his impact. (Students should have basic knowledge of the events of 9/11. These can be briefly discussed prior to showing the video). While watching the video, students should note down the times in Welles’ life that his actions had a positive effect on those around him.
 - Show the video of ‘The Man in the Red Bandanna’
 - Afterwards, discuss how Welles’ actions impacted others. Make sure to discuss his actions prior to 9/11, as well as his heroism on that day. What are the things that Welles did prior to 9/11 that helped him be ready for his actions that day?
 - How did Welles exemplify the Margaret Mead quote that was used at the start of the lesson?
 3. Welles’ choices resulted in lives being saved, but he lost his own. How would you go about forgiving Welles if he were a loved one?
 4. What is your ‘oneness?’
 5. Welles did not know any of the people he saved on 9/11. Showing love and compassion to someone you know might be easier than to show them to strangers. What might motivate someone to show these qualities with a stranger?

Evidence of Understanding

1. Students should go back to their original journal entry. How would they change their original thoughts after watching the video? Give other examples.
2. What is their 'power of one?' Ask students to list some things they can do to show compassion and caring for others. This can be compiled into a class list which should be referred back to, in order to see students' follow through.
3. Ask students what actions they have taken to show their own 'power of one.'

Extension Activities

1. Students can do a hero project. They can research one famous person and one story of someone who isn't well known. Who were they? How did they make a difference? What is the difference between them and you?
2. Give students the opportunity to be empowered to perform a service activity (either individual or small group). Provide resources and have students decide which they associate with most. Put up a picture of a hand with the fingers labeled: family, friends, schoolmates, clubs, religious organizations. Discuss what they can do to help each of these groups.

The above could be a culminating activity for the lessons.

BRIDGING DIVIDES

Bridging Divides Through Forgiveness

Level: Middle School **Time:** 2 Class Periods **Topic:** Bridging Divides

Essential Questions

1. How can forgiveness and understanding help to bridge divides?
2. How has forgiveness and understanding been used in history?
3. What benefits do forgiveness and understanding have?

Materials

Video of 'The Man in the Red Bandanna,' Computer access, Large sheets of white paper/markers

Lesson Goals and Objectives

1. Students will list and discuss the reasons for/benefits of forgiveness and understanding
2. Students will analyze obstacles to forgiveness and understanding
3. Students will read and discuss historical case studies on forgiveness and understanding
4. Students will create a statement on their view of forgiveness and understanding

Key Terms

Forgiveness, Understanding, Obstacles

Background

Students should have basic knowledge of the events of 9/11

Bridging Divides: Instructional Activity / Procedures

1. Journal or do now: What does forgiveness and understanding mean? Whom do we need to forgive? When do we need to forgive?
2. After discussing this with the entire class, break students into groups of 3-4. Give each group a large sheet of paper and markers. Ask each group to make a chart of the benefits of forgiveness and understanding (for both the person forgiven and the forgiver) and the obstacles to forgive. They should also write down what they believe to be unforgivable.
3. Students should present their forgiving charts to the class. These can be posted around the room.
4. Watch the video, 'The Man in the Red Bandanna.'
5. Discuss:
 - What does the Crowther family's reaction to the death of Welles teach us about love and forgiveness, and understanding?
 - Why do you think the Crowther's were able to go beyond hate and revenge?
 - Do you think Welles would approve of his family's actions? What values did he have that makes you believe this?
 - What is the value of trying to bring love and forgiveness to a situation of hate? How could that help us as people or as groups to bridge divides?
 - How does not forgiving hurt us as individuals?

Evidence of Understanding

1. Oral reports
2. After hearing the reports the class should journal on the following topics:
Would I be able to forgive in these situations?
What benefits did the group that forgave me receive?
How did this help their country/community?
3. Ask students to create a personal statement on forgiveness. These can be posted around the classroom, or incorporated into a bulletin board of 'Bridging Divides Through Forgiveness.'

Extension Activities

1. Students can do further research on stories of forgiveness (theforgivenessproject.com has excellent examples).
2. Watch the movie 'Hotel Rwanda' on the Rwandan genocide. Students should research reconciliation through Gacaca.
3. Students can create a forgiveness journal.
4. Listen to the song 'We Are the World.' What is the meaning of it?
5. Students can create a poem, song, or art showing the meaning of forgiveness.

The Nacireman Culture

The Naciremans were a large and diverse culture that had some interesting and unusual customs. Most of the Naciremans were descended from the people who came to this beautiful land from other places. The government of Nacirema was headed by one main leader, and many, many lesser leaders. Most of the time, there were disagreements between the leaders, and so it took a long time to get many things done. Leaders were often ridiculed by others including people on TV.

The Naciremans live in various types of homes that were often used to display their wealth. Some Naciremans were able to live with their families in a separate home, while others lived in large homes with many divisions for different families. Medicines were kept in boxes above an area referred to as the throne. The children of the Naciremans sometimes behave in unusual ways. They stay in rooms with various machines, and tend to worship other Naciremans, usually not the same ones as their parents. These false idols are spoken about, and large amounts of money are spent getting information about them.

Older Naciremans are fond of the sacred otua. They spend a great deal of time looking at these creatures. Otuas are seen in Nacirema in various sizes and shapes. Many people have more than one otua. For younger Naciremans a sign of growing up is getting their own otua; some sinister people steal these.

The Naciremans have many holidays. One of them is celebrated towards the end of Fall. Family and friends will travel - sometimes long distances - to eat a meal with others. This meal is characterized by large quantities of food. Afterwards, many Naciremans will watch combatants knock each other over and often yell when this happens. The combatants in Nacirema are given large economic rewards for their efforts. They are also treated like royalty.

People in Nacirema are able to purchase products with a promise to pay later.

When people come from other lands to Nacirema, they often dress their children like other Nacireman children and adopt many of the holidays and customs of Nacirema.

FORGIVENESS

Forgiveness and Love

Level: Middle School **Time:** 2 Class Periods **Topic:** Forgiveness

Essential Questions

1. What is forgiveness?
2. What are the benefits of forgiveness for individuals and for society?
3. What forms does forgiveness take?

Materials

'Lessons of Forgiveness' written by Alison Crowther, Activity Sheet: Quotes on Forgiveness

Lesson Goals and Objectives

1. Students will be able to define what forgiveness is in their own lives and for society.
2. Students will discuss how forgiveness can affect people.

Key Terms

Forgiveness, Line in the sand, Genocide, Perpetrators, Reconciliation

Forgiveness: Instructional Activity / Procedures

1. Ask students to journal on the word forgiveness. What does it mean to them? What does it look like in their lives? What are the benefits to forgiveness? Who can they or can't they forgive?
2. Discuss the conclusions that the students reached. Make a list of pertinent ideas/ thoughts.
3. Hand out activity sheet on forgiveness. Students should work in pairs to answer the questions. The class then can compare ideas and come up with the quote they found most meaningful.

Forgiveness: Instructional Activity / Procedures (continued)

4. Discuss the meaning of the key terms.
5. Students should create a timeline of the events of September 11, 2001. There is one available on the National 9/11 Memorial Museum's website, as well as many others on the internet. Any websites should be carefully prescreened by the teacher.
6. Students should watch the video, 'The Man in the Red Bandanna.'
7. After watching the video, they should journal about their reaction to the video. Would they be able to forgive the people who committed these attacks? Why or why not? What impact would this have on their lives and those of their families?
8. Give students the reading, 'Lessons of Forgiveness.' After completing the reading, students should work in pairs to answer the questions on the worksheet.
9. Class discussion on their answers
10. Students should look back to their original journal. What changes would they make based on the lesson? Do they still feel the class quote on forgiveness is one they agree with? Why or why not?

Evidence of Understanding

1. Write an essay, poem, or create a poster expressing your views on forgiveness. Make sure it includes how forgiveness impacts a person's life and that of their families and friends.
2. Create a chart on forgiveness. Include types of forgiveness, as well as its impact.
3. Write a story either real or imaginary about forgiveness and its affect.

Extension Activities

1. Research an individual who has been able to forgive and build a positive life in spite of enduring loss. Write a news article about this person and the effect that their ability to forgive has had on others.
2. What organizations help people to accept what has happened and forgive? Describe what they are doing.
3. What could forgiveness do for your life? How could you use it to help you grow as a human being?
4. Listen to the song 'We Are the World.' What is the meaning of it?
5. Students can create a poem, song, or art piece, showing the meaning of forgiveness.



Lessons of Forgiveness

By Alison Remy Crowther | August 14, 2023

Although I am not a professionally trained educator, by virtue of my life's experience as the mother of Welles Remy Crowther, I am perhaps somewhat qualified to reflect on Forgiveness, what it is and what it means.

It took me many years and this learning project, supported by the Fetzer Institute, to begin addressing the concept of forgiveness in relation to the events of September 11th and the loss of our beloved son. The Fetzer Institute, whose mission it is to understand how love and forgiveness works in the world, offered me an opportunity and impetus to do just that.

I began to broach the subjects of Love and Forgiveness as a guest speaker to students in small classrooms, as well as large assemblies. I engaged in lengthy conversation with Vernoy Paolini, regarding the subject as well, as we attempted to formulate ways to delve into the topic through our Red Bandanna Project.

It became very clear that Forgiveness was the most difficult topic of all for anyone to address and understand. I will never be able to forgive the planners and perpetrators of the horrors of September 11th.

Over time, however, I have begun to have new understandings about forgiveness and its dynamics. The first, easiest to grasp, is the notion that when an event of such horrific proportions as 9/11 occurs, it draws a "line in the sand" which defines the truly unforgivable and shows that most things that happen to us in life can, and should be forgiven.

With all the unfair or unkind things that often happen in life, holding grudges, harboring resentments, or dwelling on slights generates negative energy. This is destructive not only to the person who does not forgive but also to those around them. Such negativity wastes time and drains the personal and spiritual resources of the individual, potentially leading to an inwardly focused, downward, and destructive emotional spiral.

Releasing oneself through Forgiveness frees one from the control of others over themselves. As a result, one can be much more productive and happier.

Forgiveness allows love to come in. Love is a very powerful force, the most powerful force, for good. Love can power Forgiveness.

But what about the larger evils such as mass genocide, for example? How is that to be forgiven? Can, or should, acts of that nature ever be forgiven? Or forgotten? If so, how?

Lessons of Forgiveness (continued)

What does forgiveness mean? Forgetting something terrible ever happened? That just invites recurrence of the same. Those who do not learn from history are destined to repeat it. Or does it mean releasing oneself from the paralyzing grip of the horror to rise up to bring good in response to the evil? Isn't Good the only true weapon against Evil?

Perhaps, like Love, Forgiveness has many dimensions and meanings.

The lesson I understood from the very early days after 9/11 was that, in times of challenge, it is important to not focus inwardly, at least not for any prolonged length of time. It is important to keep your focus outward, to strive to bring changes for the better within, or outside of, your sphere of influence, to care for others who may be suffering as well. Through Love and Forgiveness much positive energy will be generated and good will once again come flooding into the world.

Search for ways to learn from bad things that happen and respond with good. For example, from bullying to genocide, a vast range of mankind's inhumanity to mankind, seek solutions, take action, to eliminate the problem and make the world a better place. Is this not perhaps a form of forgiveness, driven by one's love of one's fellow human being? This is a power that lies within each one of us.

What would be other examples? What or whom do you need to forgive in your life? What will you do to Forgive and bring good into the world to right a wrong?

Even small positive changes can start a chain reaction which will grow and influence your world beyond expectation. After all, the power of lies within each one of us to help create the world we live in, a beautiful world for all, in ways both large and small.

This, I believe, is the essential purpose and responsibility we have as living, intelligent, creative, essentially social creatures with opposable thumbs and an enlarged brain living on this exquisite and solitary planet earth...a fragile miracle of life in the great void of space...of which we human beings are the primary caretakers.

Forgiveness Worksheet

Part I: Answer the following questions based on these quotes:

- “Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.” –Martin Luther King Jr.
- “Forgive your enemies but never forget their names.” –John F. Kennedy
- “The weak can never forgive. Forgiveness is an attribute of the strong.” –Mahatma Gandhi
- “When you forgive, but I cannot forget, is only another way of saying I will not forgive.” –Henry Ward Beecher
- “To forgive is to set a prisoner free and discover that the prisoner was you.” –Hannah Moore

1. Which of these quotes is closest to your idea of what forgiveness is? Explain why.

2. Which of these quotes would you most disagree with? Explain why?

3. Create your own quote about forgiveness.

Forgiveness Worksheet (continued)

Part II: After reading Lessons in Forgiveness answer the following questions:

1. Why do you think Alison describes 9/11 as a “line in the sand?”

2. Explain why holding grudges and resentments can create negative energy.

3. What are benefits of forgiveness for the person who is able to forgive?

4. What are other examples of forgiveness?

5. Whom do YOU need to forgive? How will you do this?

6. Explain how forgiveness can change the world.

CARPE DIEM

It's not the big day, it's everyday!

Level: Middle School **Time:** 1-2 Class Periods **Topic:** It's everyday!

Essential Questions

1. What does it mean to seize the day? (carpe diem)
2. How can seizing the day change your future?
3. How did Welles' choices prior to 9/11 motivate his actions on that day?
4. What are choices you are making today?

Materials

Video of 'The Man in the Red Bandanna,' Quotes (attached)

Lesson Goals and Objectives

1. Students will analyze a series of quotes and decide which applies to them.
2. Students will list the obstacles that stand in their way from seizing the day.
3. Students will identify ways in which Welles overcame obstacles.
4. Students will decide on what they can do to overcome obstacles.
5. Students will create their own carpe diem philosophy.

Key Terms

Carpe diem, Obstacles, Perceived, Attributes

Background

Students should have basic knowledge of the events of 9/11

Evidence of Understanding

1. Students can write a class or individual action plan on their carpe diem. This can be posted and discussed.
2. Students should write a journal entry on what they can do within the limitations of their lives to prepare every day for the future.
3. Students should present their carpe diem action plans.
4. Students should go back to their quotes and discuss if, or what, changes would need to be made to their previous choices. They should also reevaluate their carpe diem statement.

Extension Activities

Students can create a bulletin board showing how people prepared for the roles they played. These can include famous people, family, etc.

Carpe Diem Exercise

Choose the quote that is closest to what you believe and explain why. Then choose the quote that is the opposite of what you believe and explain why.

- “The future depends on what you do today.” –Gandhi
- “It’s not the big day, it’s everyday.” –M. Mastrande
- “Yesterday is gone. Tomorrow has yet to come. We only have today. Let us begin.” –Mother Teresa
- “Life is what you make it. Always has been, always will be.” –Eleanor Roosevelt
- “We are the change we have been waiting for.” –Barack Obama
- “The future starts today, not tomorrow.” –Pope Saint John Paul II
- “Appreciate what you have before time makes you appreciate what you had.” –Ruth Buzzi

Create your own statement on carpe diem.