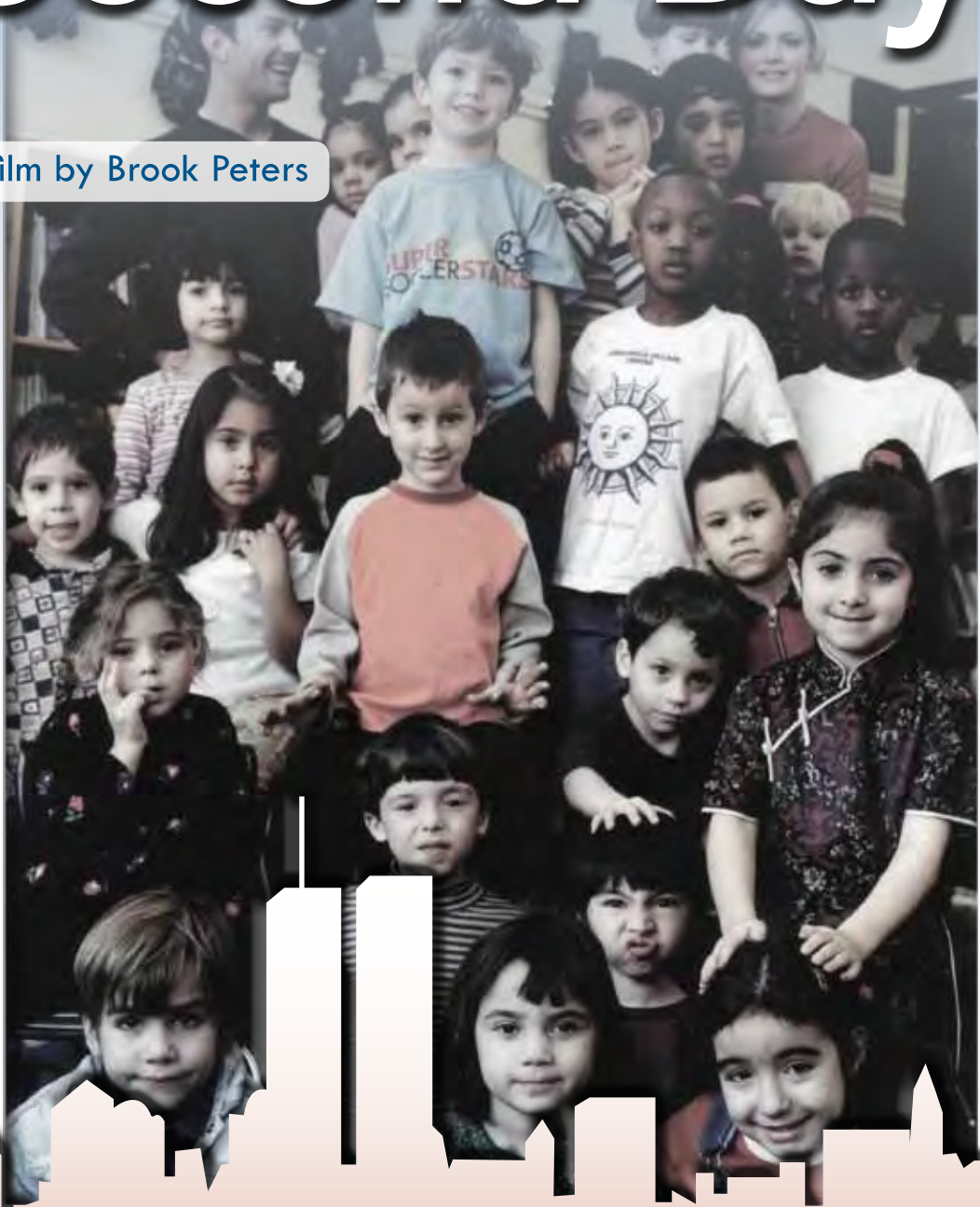


The

On September 11, 2001, Brook Peters was attending his second day of kindergarten blocks from the Twin Towers.

Second Day

a film by Brook Peters



Classroom Discussion Guide
for Grades 6-12



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Introduction: The Power of Film

"They are going to come away feeling what happened. I don't think you really can know something, really know it in your heart as well as your mind, unless you feel it. That's the power of this medium."

David McCullough, Historian, 2009

Watching a film gives us opportunities to talk about topics in ways that no other medium can. A film can bring us into the lives and experiences of others and allows us to witness history. Documentaries are used to open conversations on important topics, increasing awareness of current issues. For example, *The Cove* put out a call to action to stop dolphin hunting and on the 100th anniversary of the 1911 factory fire in New York City, the film, *Triangle: Remembering the Fire*, allowed us to appreciate the history of labor reform. David McCullough, upon seeing his book, *John Adams*, come to the screen, offered his thoughts about the experience, "...knowing what happened in one's heart as well as one's mind facilitates understanding" and compassion (2009).

The Second Day introduces us to a new perspective on one of our most profound national tragedies, September 11, 2001. Too often the voices of our youngest citizens are lost in the clamor of adult voices. Brook Peters was almost five years old in 2001. Before he was twelve, Brook decided to revisit his classmates, older and younger students, and teachers to retell the story of September 11, 2001 from this new perspective, the voices of young people and teachers who were there.

Human beings, including children and teens, are natural story-tellers (McAdams, 1993). As we connect to other people, we make sense of challenging situations by sharing our stories. This is particularly important when talking about difficult topics. Our personal stories, or narratives, are more than a way to describe our lives; these stories also provide a way of ordering our experiences and connecting to others.

What can we learn from watching a film and then talking about it? The narrator or characters in a film emerge as friends, role models, storytellers or even advisors. There is an opportunity to gain insight, problem solving skills and support. Connections are made between the students and the people in the film. It is a powerful educational tool. Students may become inspired to write, paint, photograph or film their own experiences. When students watch a film together, it may become easier to discuss and even debate important issues (Dewey, 1934, 1938; Kolb, 1984; Yeganeh & Kolb, 2009).

This educational discussion guide gives teachers the tools and strategies they need to achieve all they can from *The Second Day*.

Communication is the process of creating participation, of making common what had been isolated and singular. . .

John Dewey, *Art as Experience*, p. 253

The Second Day: Film Synopsis

For More Information on the film: www.theseconddayfilm.com

A Film by Brook Peters

With Narration by Dan Lauria, Charles Durning and Michelle Peters

On September 11, 2001, 4 year-old Brook Peters was attending his second day of kindergarten a few blocks from the World Trade Center in New York City when two planes struck the Twin Towers.

At age 11, Brook decided to make a film about that fateful day and its aftermath to give his fellow students and teachers at Ground Zero area schools a chance to share with the world their experiences.



Shot on a home video camera, *The Second Day* is his touching and inspirational documentary, completed when he was 14. The film provides a unique and hopeful perspective on 9/11 through the eyes of young people and educators who lived through it.

Brook's life, like that of so many others, was shaped by what he saw and felt on September 11. As his mother raced from Ground Zero with Brook on her shoulder, he watched as one of the Towers fell. That day Brook lost a number of firefighter friends that he had grown up around.

In the film, students, teachers, counselors and firefighters think back on what they personally saw and felt on September 11, 2001, how they coped in the days that followed, and what they learned from the experience. Ten years later, they found there were a number of positive lessons to share: people possess an inner strength and resilience that can prevail over tragedies and hard times; in times of need people help and support each other in unexpected ways; and by connecting with others, we need not live our lives in fear and terror.

About the Filmmaker

Brook Peters, age 14, recently attended middle school at the Clinton School for Writers and Artists in Manhattan, and started high school in September 2011. Brook was 4 years old and attending his second day of Kindergarten at P.S. 150, one of the city's "Ground Zero" area schools, when the 9/11 tragedy took place.

While Brook and his immediate family were unharmed, he lost a number of firemen who were his father figures and role models. Brook's mother, a single parent, has been a long time volunteer fundraiser for the FDNY (Fire Department City of New York). Brook grew up in firehouses, and the firefighters were his extended family.



At the age of 11, Brook set out to create his documentary film *The Second Day* to help shed emotional light on the chaotic moments of that fateful morning and to offer a personal reflection on the decade that followed. Brook conducted 18 hours of

interviews with students, teachers, and professionals, and used borrowed editing equipment to complete his film at the age of 14.

Brook was honored when *The Second Day* was selected to premier at the prestigious Tribeca Family Film Festival in New York City, where it received a standing ovation from nearly 900 people. The family-oriented portion of the Festival offers screenings of both feature-length films and shorts geared towards young adults. The Family Festival film program presents premieres and special presentations of top family films and animated features from around the world.

The New York City Council and the New York State Senate have both formally acknowledged the positive impact of his film with resolutions of support, "to recognize and pay tribute to those young people within the great Empire State who have made strong contributions to their communities and who serve as role models for their peers."

His foray into filmmaking began over three years before, when he and some classmates produced an animated project titled "Owen & Mzee." It was later screened for Downtown

Youth Behind The Camera (a hub of the Tribeca Film Festival that supports young filmmakers). He also has made, along with a small group of other kids, a Claymation and a Rockumentary short, both of which screened at the NY Children's International Film Festival.

Brook's next film project is a short documentary about the fatal 1994 Watts Street fire in Manhattan and The FDNY and their Memorials.



The Campaign: Show Your Strength

When Brook set out to tell his story about 9/11, he didn't realize he would be telling a story of inner strength and resilience. Through the experience of interviewing his fellow students in Downtown Manhattan, and talking about **The Second Day** with the international press, Brook realized that his message of inner strength is a universal message, and that people around the world experience daily challenges that require courage and resilience.

The result is the **Show Your Strength Campaign**; we invite you to pay it forward, inspire someone with your story, and share how you face life's challenges.

Go to the website and learn more: <http://theseconddayfilm.com/campaign/>

Watch the film and then have students share what they have done in the face of adversity.

Why take **Action**? Action is a **protective** factor in our lives!

- Action is highly correlated with resilience and an antidote for traumatic experiences.
- Action is an element of self-care and correlated with positive youth development.

Students who submit by September 30, 2011 may be included in the Show Your Strength Music Video!

Have them log on to the website <http://theseconddayfilm.com/campaign/>

- Submit a photo and become part of the Show Your Strength Music Video!
The Award-winning Canadian rock band [Simple Plan](#) is supporting the *Show Your Strength* Campaign and hopes to inspire youth across the globe to share universal stories about inner strength in the face of adversity or difficult times.

Brook approached Simple Plan to use their song, [What If](#), as the soundtrack to the *Show Your Strength* video because, "I feel it makes listeners question what they can do to change themselves and, in turn, help to change the world."

What if I lead the way?
What if I make mistakes, will you be there?
What if I change the world?
What if I take the blame, will you be there?

Important: Although there is a deadline for inclusion in the Music Video, the Show Your Strength campaign is ongoing, and submissions will continue to be welcomed and posted online!



Strategies for Viewing and Discussing *The Second Day* in the Classroom

Preparation for Using *The Second Day* in the Classroom

Determine your purpose and goals for using the film in your class. Be very clear, identifying teaching points (included at the end of this guide) and how the film will relate to your overall lesson plan, lecture or topic. Consider how your students will relate to the content of the film and determine if anyone has had a personal experience with 9/11 before discussions begin.

Watch the film 2-3 times before you use it in the classroom;

- The first screening should be from a holistic standpoint in which you allow yourself to experience the film in much the same way as your students, openly and without any pre-conceived ideas.
- The second time you watch the film/clip take brief notes at critical or provocative points.
- The third time, consider what aspects you will want to focus on with your class, what questions you will ask them after they see the film and any learning activities you can develop afterwards. You can use

Preparing the class for the film

Briefly describe what the students are about to see; a short synopsis (in this guide) and some information about Brook Peters and why he made the film. Tell the students if anyone needs a break, they can quietly leave the room. Consider having another person at the back of the room or in the hallway to assist anyone who wants to leave the room.

Tell the students to close their eyes and “check in” . . .ask them to think about what they’re feeling and thinking; ask them to be aware of their body posture, muscle tension, stomach, temperature in the room, etc.

Tell them to open their eyes and start the film.

Viewing the Film

Observe the students, be mindful of those who may be reacting with discomfort. Position yourself in a location where you can see faces and body language.

After showing the film allow for a minute or two of silence, slowly raise the lights in the room and tell your students to take a few deep breaths, walk them through the process. The class will start to move around in their seats, consider having them stand and move in place for a moment or two.



Discussion

There are a number of ways teachers can 'debrief' or discuss a film in the classroom. They can lead a group discussion using open-ended questions (with relevant concepts), or they can facilitate discussion using a framework of prompts that reveals key teaching points in the film. The lesson plans in the appendix contain procedures for the first group discussion format, which is appropriate for middle school students. In addition, there are sample questions at the end of this section.

The *framework* approach to group discussion is appropriate for older students and courses that focus on psychology, sociology and human behavior. Directions are below.

A Framework for Discussion

Prepare for the discussion by writing at the top of each of four flip chart pages (or column headings on a blackboard) one of these four category labels: Gut Reactions, Emotions, Thoughts, Behaviors and Actions. If using a flip chart allow one page for each category. If you have neither flip chart nor black board, have "scribes" (four students) take notes for *one* of the categories.

Gut Reactions	Emotions	Thoughts	Behaviors/actions

Although you will be asking your students about the people in the film, they will undoubtedly bring up their own reactions as well, this is expected and very common. At the conclusion of the discussion make note of their comments and mention how we all react personally to others' traumatic experiences.

Begin by asking the students to talk about each of the categories, in the order presented below. Using a black board or a flip chart write the list of their reactions or responses under each of the headings. Remind them if they give a response "out of category," tell them to "hold that thought" until later and then call on them when you discuss the appropriate category. You will need to do this frequently!

Focus on each of the four categories in order: Gut Reactions, Emotions, Thoughts, Behaviors and Actions. There are no right or wrong answers; students will choose a number of different examples from the film. They will react to each other's comments as well. Keep the discussion going in each category as long as possible before moving to the next category. As you become more familiar with this approach, you will know when students have identified the key points you want to cover (go to the appendix for *The Second Day Transcript and Teaching Points*).

GUT REACTIONS- Ask students about the "gut" responses of the people in the film, the way their bodies may have felt, i.e. nausea, sweaty palms, tension, goose bumps, tightened throat, etc. (these are physical reactions associated with traumatic or fear responses). Students will want to talk about thoughts, emotions and actions, don't let them. Keep students on task. Remind them, "This is about

the body.... what is happening with a person's 'insides', the stomach, muscles, etc." Keep reinforcing this aspect.

EMOTIONS: Ask students to describe the emotions they saw in the film, only *feelings* here: fear, anger, disgust, sadness, helpless, hopeless, anger, rage, etc. Again, keep them on task, addressing only the emotional reactions.

THOUGHTS: Ask students what the people in the film might have been thinking and saying; they will mostly likely give direct quotes from the people in the film.

BEHAVIORS/ACTIONS: What did the students see students and teachers doing, in their narratives from 2001 and on screen in the film? Ask them to describe the actions and behaviors of the students and teachers.

Conclude by comparing the film subjects' experiences to the experiences of the class (or other people who have been involved in disaster events). Point out to your students that now, in the classroom, they are safe. . . watching a film...not in any danger...and yet some might feel thoughts and feelings similar to the people in the film. This is a concept called a *vicarious [trauma] experience*.

You could use the following language:

"Here we are, at __ o'clock in the morning (afternoon), in __ (name of city), in a classroom, with friends and classmates we know, safe...yet in 30 minutes we felt some of the same thoughts and feelings as the people in *The Second Day*. [pause] What do you think about that?"

You can also explore what your students might do if they were (or have been) confronted with a similar situation. Invite questions and comments.

Suggestions and Strategies:

You must prod, prod, and prod, to move the discussion! At first students may be hesitant. After one person raises his/her hand, ask "anyone else?" "Who else?" "What else?"

Give positive reinforcement for their candor, honesty, sensitivity, etc.

Be alert for students who are having difficulty, becoming uncomfortable or thinking of people in their own lives who may have gone through a traumatic experience.



Questions for Discussion, Conversation and Journaling

What thoughts did you have as you watched the film and listened to the students tell their stories?

As you listened to the teachers in the film tell their stories?

As you think about the film, what stands out?

Give a reason why you identified that particular moment.

What is your overall feeling/mood after watching the film?

What did you learn from viewing this film that you did *not* know before?

What did you learn about resilience?

What is resilience and how do you know you have it? Can you develop resilience?

What did you learn about hope?

What did you learn about community?

Which students (or teacher) would you want to talk to?

For what reason?

What question(s) would you ask them?

Ask if anyone wants to add anything that hasn't been discussed.

Small Workgoup Topics and Questions

Discuss how schools have created new safety procedures and policies to keep students, schools and communities safe in the event of a disaster, ask students to investigate their school's policies and practices.

Encourage students to talk about the film and discuss it with their families.

Develop questions for family members.

Ask family members what they recall from 9/11/2001, what they did to help others and how others helped them.

Have students explore or develop a family communication plan in the event of a disaster (natural or human-made).



For Young Adults

The following section offers some ideas for discussion, journaling and writing with senior high school or college students. Be mindful that they may have limited or no memories of September 11, 2001. Remember to determine if anyone has had a personal experience with 9/11 before discussions begin.

- Explore how the students responded to the film.
 - How did they react -- physically, emotionally, and cognitively?
- Ask students to share their impressions and reactions to the people in the film.
 - Talk with their families and have parents/grandparents tell the story of their own difficult times (WW II, JFK, Cuban Missile Crisis, natural disasters, illness, civil rights)
- Ask them to identify themes relevant to their own experiences.
 - How does 9/11 differ from other experiences?
 - Capture their thoughts through writing, drawing or talking
- Describe the healing, hopeful and self-care strategies illustrated in the film.
 - What works for them, what doesn't?
 - What worked for the people in the film, what didn't?
 - Who can they go to for help, support, and a listening ear?
 - What keeps them going?
- Ask what they have learned since September 11th.
 - About themselves.
 - About their families.
 - About their friends.
 - About the world.



Lesson Plans

Grades 6-8 The Second Day: A Journey of Hope, Resilience and Community

Grade Level: 6-8 (Social Studies, US History, Life Skills, Creative Writing, Community Service)

Time: 90 – 120 minutes (or two class periods)

Objectives:

1. Students will describe how September 11, 2001 affected students and teachers in the schools near Ground Zero in Manhattan.
2. Students will define resilience and describe resilient behaviors.
3. Students will describe how a community can change and adapt in the aftermath of disaster.
4. Students will identify their own strengths and how they can help others.

Key Terms:

Community
Evacuate

Resilience
Volunteerism/Service

Engine Company
Ladder Company

Ground Zero

NYC Boroughs (Manhattan, Brooklyn, Queens, Bronx, Staten Island)

NYC Landmarks (Brooklyn Bridge, Manhattan Bridge)

NYC Schools in Lower Manhattan (PS 150, 234, IS 89, Stuyvesant HS, HS for Leadership and Public Service)

Streets in Lower Manhattan (Canal, Liberty, Vesey, West)

Background:

On September 11, 2001, 4 year-old Brook Peters was attending his second day of kindergarten a few blocks from the World Trade Center in New York City when two planes struck the Twin Towers.

At age 11, Brook decided to make a film about that fateful day and its aftermath to give his fellow students and teachers at Ground Zero area schools a chance to share with the world their experiences.

Shot on a home video camera, *The Second Day* is his documentary, completed when he was 14. The film provides a unique and hopeful perspective on 9/11 through the eyes of young people and educators who lived through it.



Materials:

School District – Lower Manhattan <http://schools.nyc.gov/schoolsearch/>

The Second Day film available from The Video Project

<http://www.videoproject.com/secondday.html>

Timeline of September 11, 2001 http://www.nysm.nysed.gov/wtc_timeline/zoomify.html

This Ground Zero Timeline was produced by the New York State Museum in collaboration with Families of September 11, the Port Authority of New York and New Jersey, the Fire Department of New York, New York Police Department, and The Family Advisory Council of the Lower Manhattan Development Corporation.

Activities/Procedures:

As you prepare to teach this lesson, be sensitive to the topic and how it may affect some students. Middle school students were most likely too young to remember the events of September 2001. However, they may be familiar with 9/11 from conversations with family members. Allow them to talk about their personal connection to 9/11 *if* they want to. Encourage all students to tell their families about the lesson and the film. Review pages 8-9 of this guide to prepare for this lesson.

1. If necessary, review the time line of the events of September 11 from the New York State Museum
2. Screen the film, *The Second Day*, in the Classroom
 - a. See note above describing how to discuss the topic of 9/11 in the classroom.
 - b. Give a brief introduction about September 11, 2001 and Brook Peters (his age and where he lives) and why he made the film.
 - c. After showing the film allow for a minute or two of silence, slowly raise the lights in the room and tell your students to take a few deep breaths. The class will start to move around in their seats, consider having them stand and move in place for a moment or two.
3. Begin a class discussion about the film and consider using the following sample questions and prompts to start the conversation.
 - a. Where is Ground Zero in New York City? Where were the schools near Ground Zero?
 - i. Consider displaying a map of lower Manhattan showing the school locations.
 - b. How old were the students in the film in 2001?
 - c. As we watch the students and teachers talk about the day of September 11, 2001, what images, feelings and reactions were contained in their stories and on the screen?
 - i. Separate their responses into 3-4 columns: *physical sensations* (upset stomach, goosebumps, etc) *feelings* (fear, sadness, etc), *thinking* (thoughts, confusion, etc).

- d. Many of the students and teachers took actions on the day of September 11 and afterwards, describe some of the things they did?
 - i. Write their responses on the board
 - ii. Refer to the teaching points in The Second Day Classroom Discussion Guide
 - iii. Point out that some of the actions mentioned are:
 1. Connecting with others, seeking safety, asking others for help, etc.
- e. Describe how these behaviors are examples of resilience.
 - i. Ask students to give possible definitions
 1. Example: “The ability to bounce back from a difficult event”
 - ii. Brainstorm with students what this means and why it is a good quality to have.
 1. Graphic at end of lesson may be used to illustrate their answers.
 - iii. Point out that at times of adversity or trauma, like 9/11/01, a person’s resilience is a very important quality.
 1. See image at the end of the lesson for a classroom graphic.
- f. Think about your own resilience, how do you know you have it?
- g. Which students (or teacher) would you want to meet?
 - i. For what reason?
 - ii. What question(s) would you ask them?
- h. Does anyone want to add anything that hasn’t been discussed?

Evidence of Understanding:

- Students will participate in the classroom discussion
- Students can interview a parent or family member about their own recollections.
 - Although *The Second Day* recounts the students’ 9/11 experiences and the months that followed, focus on resilience, rebuilding, community and giving service.

Extension Activities: Taking Action and Giving Service:

1. Students can log on to Brook’s Show Your Strength Campaign, <http://theseconddayfilm.com/campaign/>

Tell students about the Show Your Strength Music Video.

Have them log on to the website above.

Submit a photo and become part of the Show Your Strength Music Video!

The Award-winning Canadian rock band [Simple Plan](#) is supporting the *Show Your Strength* Campaign and hopes to inspire youth across the globe to share universal stories about inner strength in the face of adversity or difficult times.



Brook approached Simple Plan to use their song, [What If](#) ,as the soundtrack to the *Show Your Strength* video because:

“I feel it makes listeners question what they can do to change themselves and, in turn, help to change the world.”

Important: Although there is a deadline for inclusion in the Music Video, the Show Your Strength campaign is ongoing, and submissions will continue to be welcomed and posted online!

2. Students can plan a class service project or create a class bulletin board for posting opportunities to take positive action in the school or community.

Sample words for student assignments or exercises to identify components of resilience:

Acknowledgment of special gifts and talents

Ability to compromise	Humor	To dream
Active problem solving	Independence	View change as challenge
Attitudes	Initiative	Wellbeing
Beliefs	Insight	Worldview
Broad range of interests	Low distress	
Coping Strategies	Networks of friends	
Commitment to life	Open-mindedness	
Communicate feelings	Optimism	
Confidence	Philosophical structure	
Creativity	Relationships	
Curiosity	Responsibility	
Endurance of stress	Satisfaction with life	
Explore new ideas	Self-discipline	
Finding Meaning	Self-esteem	
Focus	Self-realization	
Global happiness	Sense of control over one’s life	
Hardiness	Social resources	
Hope	Social support	

Grades 9-12 The Second Day: A Journey of Hope, Resilience and Community

Grade Level: 9-12 (Journalism, Current Topics and Issues, US History, Psychology, Human/Child Development, Writing-Nonfiction, Education, Filmmaking, Red Cross, Disaster Management, Neurobiology)

Time: 90 – 120 minutes

Objectives:

1. Students will recognize the common physical, emotional and cognitive reactions when confronted with a potentially traumatic or frightening situation.
2. Students will describe the concept of resilience and behaviors that illustrate resilience.
3. Students will recognize that one's identity is linked to different communities.
4. Students will examine how a community can undergo change and adaptation in the aftermath of disaster.

Key Terms:

Community

Engine Company

Evacuate

Ground Zero

Ladder Company

Narrative

NYC Boroughs

NYC Landmarks (Brooklyn Bridge, Manhattan Bridge)

NYC Schools in Lower Manhattan (PS 150, 234, IS 89, Stuyvesant HS, HS for Leadership and Public Service)

Resilience

Streets in Lower Manhattan (Canal, Liberty, Vesey, West)

Trauma

Volunteerism/Service

Visual Reminders/Triggers

Background:

On September 11, 2001, 4 year-old Brook Peters was attending his second day of kindergarten a few blocks from the World Trade Center in New York City when two planes struck the Twin Towers.

At age 11, Brook decided to make a film about that fateful day and its aftermath to give his fellow students and teachers at Ground Zero area schools a chance to share with the world their experiences.

Shot on a home video camera, *The Second Day* is his documentary, completed when he was 14. The film provides a unique and hopeful perspective on 9/11 through the eyes of young people and educators who lived through it.

Materials:

School District –Lower Manhattan <http://schools.nyc.gov/schoolsearch/>

The Second Day film available from The Video Project

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Timeline of September 11, 2001 http://www.nysm.nysed.gov/wtc_timeline/zoomify.html

This Ground Zero Timeline was produced by the New York State Museum in collaboration with Families of September 11, the Port Authority of New York and New Jersey, the Fire Department of New York, New York Police Department, and The Family Advisory Council of the Lower Manhattan Development Corporation.

Abraham Maslow is famous for his work on a hierarchy of needs. After basic physiological and safety needs are met, humans attempt to meet their need for love and belonging, self-esteem and self-actualization. For Maslow's Hierarchy of Needs pyramid go to:

<http://careersintheory.wordpress.com/2010/01/20/classics-maslows-hierarchy-of-needs/>

Erik Erikson was a psychologist who greatly influenced the study of personality development. He stresses that individuals move through specific crisis periods where they have to make choices about the direction of his or her life. These crises are influenced by one's age as well as the society in which he/she lives. The choices that are made greatly impact one's future personality and behavior. To read more on Erikson's Eight Stages of Development Theory on personality, go to <http://psychology.about.com/od/theoriesofpersonality/a/psychosocial.htm> also see the chart at http://psychology.about.com/library/bl_psychosocial_summary.htm

Resilience <http://www.apa.org/helpcenter/bounce.aspx>

Resilience and Stress Management

http://www.samhsa.gov/dtac/dbhis/dbhis_stress/bibliographies.htm

Flip chart, Blackboard, markers/chalk

Activities/Procedures:

As you prepare to teach this lesson, be sensitive to the topic and how it may affect some students. Older high school students may remember being in school on that day or hearing their parents talk about 9/11. Allow them to talk about their personal connection *if* they want to. Encourage all students to tell their families about the lesson and the film. Review pages 8-9 of this guide to prepare for this lesson.

1. If necessary, review the time line of the events of September 11 from the New York State Museum

2. Use the suggestions in *The Second Day* Classroom Discussion Guide for screening in the classroom.

Or

After the students view the film, give them a few moments to reflect on the content and images they have seen. Below are sample questions for the class discussion:



- What thoughts did you have as you watched the film and listened to the students tell their stories?
- When you listened to the teachers in the film tell their stories?
- As you think about the film, what stands out?
- What was important or significant about that particular moment?
- What is your overall feeling/mood after watching the film?
- What did you learn from viewing this film that you did not know before?
- What themes/words were repeated throughout the film? By students? By the adults/professionals?
- Throughout the film the NYC students recall their memories of September 11, 2001. These recollections tend to be sensory in nature. What similarities did you notice among their responses?
- What did you learn about resilience?
 - What is resilience and how do you know you have it? (key words at end of lesson)
 - Can you develop resilience?
- What did you learn about hope?
- What did you learn about community?
- Which students (or teacher) would you want to meet?
 - For what reason?
 - What question(s) would you ask them?
- Does anyone want to add anything that hasn't been discussed?

3. Topics and Questions for Small Workgroups

- Ask students to discuss how schools have created new safety procedures and policies to keep students, schools and communities safe in the event of a disaster, ask students to investigate their school's policies and practices.



- Encourage students to talk about the film and discuss it with their families.
 - Develop questions for family members.
 - Ask family members what they recall from 9/11/2001, what they did to help others and how others helped them.
 - Have students develop a family communication plan in the event of a disaster (natural or human-made).
 - Ask students if their community or school has experienced an event that caused people to move or relocate from their homes and schools.
 - Have them compare Brook's experience to an experience they've had in their school or community.
4. Consider basing your discussion or integrating a psychological theory into the discussion or assignment.
- a. Maslow's Hierarchy of Needs
 - i. How the community came together to meet the physiological, safety, belonging, acceptance needs so people could self-actualize.
 - b. Social psychology theories about the need to be socially useful (Adler, Jung, Erikson).
 - c. Crisis, Stress and Coping skills (Kaplan, Selye)
 - d. The Humanist approach, most people are generally good and want to be productive/useful.
 - e. Risk and resilience.

Evidence of Understanding:

- Students will write a paper answering (one or more of) the following questions*:
 - Describe and compare how the younger students (Gloriela, Daniel, Brook) reacted to the events of September 11th with the actions and reactions of the high school students (Garvin and Phillip).
 - Students and teachers recalled and described their memories of the day of September 11th using their senses. Give 2-3 examples of their sensory recollections and how they relate to the human response to threatening situations.
 - Stuyvesant High School students, Garvin and Phillip, describe their long journey home on September 11th. Discuss 2-3 examples of their actions that day and how they exemplify resilience.
 - Peter, a PS 150 kindergarten teacher in 2001, talks about “being part of a community, not just a leader in the classroom”, discuss what you think he means by his statement.



- How might the ‘lessons’ of students and teachers in *The Second Day* inform and assist other school communities following a disaster?

*Students can refer to different theories to support their responses.

*These questions can also be used as classroom discussion topics.

- Students can interview a parent or family member about their own recollections.
 - Although *The Second Day* recounts the students’ 9/11 experiences and the months that followed, it is important to focus on resilience, remembrance, rebuilding, community and giving service.
 - Teachers may want to provide questions focusing on these concepts to explore and discuss how people of all ages come together after a disaster.

Extension Activities: Taking Action and Giving Service:

1. Students can log on to Brook’s Show Your Strength Campaign,
<http://theseconddayfilm.com/campaign/>

Tell students about the **Show Your Strength Music Video**.

Have them log on to the website above.

Submit a photo and become part of the Show Your Strength Music Video!

The Award-winning Canadian rock band [Simple Plan](#) is supporting the *Show Your Strength* Campaign and hopes to inspire youth across the globe to share universal stories about inner strength in the face of adversity or difficult times.

Brook approached Simple Plan to use their song, [What If](#), as the soundtrack to the *Show Your Strength* video because:

“I feel it makes listeners question what they can do to change themselves and, in turn, help to change the world.”

Important: Although there is a deadline for inclusion in the Music Video, the Show Your Strength campaign is on going, and submissions will continue to be welcomed and posted online!

2. Students can plan a class service project or create a class/school bulletin board for posting opportunities to take positive action in the school or community.



Sample words for student exercises to identify components of resilience:

Acknowledgment of special gifts and talents

Ability to compromise

Active problem solving

Attitudes

Beliefs

Broad range of interests

Coping Strategies

Commitment to life

Communicate feelings

Confidence

Creativity

Curiosity

Endurance of stress

Explore new ideas

Finding Meaning

Focus

Global happiness

Hardiness

Hope

Humor

Independence

Initiative

Insight

Low distress

Networks of friends

Open-mindedness

Optimism

Philosophical structure

Relationships

Responsibility

Satisfaction with life

Self-discipline

Self-esteem

Self-realization

Sense of control over one's life

Social resources

Social support

To dream

View change as challenge

Wellbeing

Worldview



Additional Information on 9/11

9/11 by the Numbers*

How a Community and Nation Were Affected

The initial numbers are indelible: 8:46 a.m. and 9:02 a.m. Time the burning towers stood: 56 minutes and 102 minutes. Time they took to fall: 12 seconds.

- Total number killed in the attacks **2977** (listed according to placement at Memorial)
 - **North Pool**
 - World Trade Center North 1470
 - Flight 11 (North Tower) 87
 - **South Pool**
 - First Responders 441 (FDNY, NYPD, PAPD)
 - World Trade Center South 695
 - Flight 175 (South Tower) 60
 - Flight 93 (Shanksville, PA) 40
 - Flight 77 (Pentagon) 59
 - Pentagon 125
- Number of firefighters and paramedics killed: **343**
- Number of NYPD officers: **23**
- Number of Port Authority police officers: **37**
- Number evacuated by water in 6-7 hours, according to the Coast Guard, **300,000-500,000**. One ferry company transported 158,502 evacuees, the largest waterborne evacuation since a flotilla of civilian craft saved more than 300,000 British soldiers trapped on the beaches at Dunkirk, France, in 1940.
- Number of people in each tower when attacks began: **5,000 to 7,000**
- Percentage of Americans who knew someone hurt or killed in the attacks: **20**
- FDNY retirements, January–July 2001: **274**
- FDNY retirements, January–July 2002: **661**
- Number of firefighters on leave for respiratory problems by January 2002: **300**
- Number of FDNY vehicles destroyed: **98**

*Adapted from *New York Magazine*. 2002. 9/11 by the Numbers.

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Classroom Guide Credits

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