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I: Defining Giraffes and Giraffe Behavior

“All humanity is divided into three classes:
those that are immovable,
those that are movable,
and those that move.”

—*Ancient Proverb*



6–9 Index

Section I: Defining Giraffes and Giraffe Behavior

Standing Tall



Teaching Guide
Grades 6–9

Section I Index

Overall Goals:

- To enable students to apply basic Giraffe concepts.
- To enable students to identify examples of Giraffe behavior.

<i>Lesson 1: Who are Giraffes?</i>	27
Objective: <i>Students will apply basic Giraffe terminology and identify patterns of Giraffe behavior in specific stories.</i>	
Skills: <i>analysis, application, classification, comparing and contrasting, debate, discussion, evaluation, generalization, observation</i>	
Subjects: <i>Art, Language Arts, Music, Social Studies</i>	
<i>Enrichment Activities</i>	28
<i>Teachers' Guide to "It's Up to Us"</i>	29–36
<i>Who are Giraffes?</i> summary	37
<i>Lesson 2: Profiles in Caring</i>	39
Objective: <i>Students will identify Giraffe behavior and contrast it with other kinds of behavior.</i>	
Skills: <i>analysis, application, comparing and contrasting, description, debate, discussion, evaluation, reading, small group work, synthesis, writing</i>	
Subjects: <i>Art, Drama, Language Arts, Music, Social Studies</i>	
<i>Enrichment Activities</i>	40
<i>Profiles in Caring</i> stories	41–47
<i>Giraffe Profile</i> activity sheet	48
<i>Lesson 3: Why the Giraffe Symbol?</i>	49
Objective: <i>Students will understand the meaning of the animal giraffe as a symbol.</i>	
Skills: <i>analysis, classification, evaluation, inference, interpretation, research, synthesis, writing</i>	
Subjects: <i>Art, Language Arts, Music, Science, Social Studies</i>	
<i>Enrichment Activities</i>	50
<i>What is a giraffe?</i> activity sheet	51
<i>The Animal Giraffe</i> description	52–53
<i>What is a Giraffe?</i> activity sheet	55
<i>The Human Giraffe</i> description	56
<i>giraffe/Giraffe Characteristics</i>	57
<i>Section I Reflection Questions</i>	59
<i>Section I Just for Fun Activity</i>	60

Who are Giraffes?

Objective: Students will apply basic Giraffe terminology and identify patterns of Giraffe behavior in specific stories.

Method: Students watch and analyze video on Giraffes.

Skills: analysis, application, classification, comparing and contrasting, description, discussion, evaluation, generalization, observation

Duration: 25-minute video, 15–20 minute discussion

Group size: entire class

Materials: “It’s Up to Us” video and *Teacher’s Guide to “It’s Up to Us”* (pp. 29–36), *Who are Giraffes?* (p. 37), *Heroes, Risktaking and the Common Good* (p. 20), *What is the Giraffe Project?* (Resource Section, R3)


Procedure

Tell students that they are going to meet some more Giraffes who have been doing things to help others. Then show the video, “It’s Up to Us.”

Discuss the stories from the video, using the *Teacher’s Guide to “It’s Up to Us”* background sheet and *Who are Giraffes?* for reference. Review, as needed, Lesson 4, *Heroes, Risktaking and the Common Good*, from the Introductory Section. Then make three columns on the board, one for heroes, one for risktaking, one for the common good, and fill them in with examples from the video stories.

After this introduction, you may want to show the video again the next day, stopping the video after each story and eliciting discussion, so that by the end, students have begun to recognize Giraffe behavior, as well as different kinds of risktaking and actions for the common good.

Use *What is the Giraffe Project?* and other Project materials from the Resource Section as desired to let students know about the organization that honors these Giraffes.

 **Giraffe Journal Job:** Copy from the blackboard the examples of risktaking, common good and heroes that the class has come up with after seeing the video. Get a copy from your teacher of the background information about the Giraffe Project and Giraffes.

Standing Tall



Teaching Guide
Grades 6–9

Section I
Lesson 1



Section I
Lesson 1

Who are Giraffes?
Enrichment Activities



✓ Have students use alternative ways of describing the three main Giraffe concepts of heroes, risktaking and the common good: writing a poem or song; drawing a picture; creating a collage or illustration.



✓ Ask students to collect pictures of people displaying Giraffe-like behavior. When they have collected them, have students create a large giraffe outline on a bulletin board or as a stand-up figure and make a collage of the images on it.



✓ Have students come up with their own solutions to the problems that they saw in the video, as they did in the Introductory Section with the *What's Your Ending?* stories.



Teacher's Guide to "It's Up to Us"

Background Information

Because we know your students will have many questions about the Giraffes portrayed in the video, we are including more background on each of the stories.

Standing Tall



Teaching Guide
Grades 6–9

Save the Trees

Save the Trees is a citizens' group that saved the last remaining old-growth forest on Whidbey Island, which is in Puget Sound, north of Seattle, Washington. Giraffe commendations were sent not only to 12 leaders of the organization but also to Jack Noel, a local logger. Noel was looking for work and saw that a 240-acre forest on Whidbey was on a state list for cutting. When he walked the land, he saw that the cedar, spruce and fir there were centuries old; some had trunks so big seven people wouldn't be able to reach around them. As far as he knew, this was the only ancient forest remaining on Whidbey. He couldn't believe that such a unique forest was scheduled to be cut. "When I first walked through the forest here I was amazed. I had never seen anything like it in the area," Noel said. Though he needed work, Noel was convinced that this forest should never be cut.

Noel approached a friend, Sue Ellen White-Hansen, for help in saving the forest. The two phoned various state agencies, calling attention to the uniqueness of the land and asking for help in saving it. No one was interested. The state lands commissioner turned a deaf ear; he didn't think that the state should have to abide by its own environmental rules that protected sensitive lands and endangered species.

Noel and White-Hansen had more luck with the South Whidbey community. Most South Whidbey residents had been unaware of the treasure in their midst, but when they saw it, people felt protective. When they heard that a logging company had arrived at the forest, many of them came immediately. Carpenters, doctors, homemakers, loggers, shopkeepers, and retired people risked injury standing in front of trees to protect them from chainsaws, and lying down in the path of bulldozers and log-skidding machines. As one person who was there said, "Cutting down a tree is a very final thing. We had to do what was necessary to keep that from happening. The obvious risks—and we thought about them—were secondary to the need to achieve the goal."

The actions of the Whidbey residents touched off a storm of publicity across the state. Noel filed a suit to prevent cutting the forest. Residents formed Save the Trees and joined the suit. After heated testimony, a restraining order stopped the logging until the lawsuit could be settled. Meanwhile Save the Trees also launched a political campaign to elect a new lands commissioner who was more sensitive to community and environmental needs. In 1980 the new lands

Section I

Lesson 1

Section I
Lesson 1

commissioner was elected and took office. Immediately communication between the state and the South Whidbey community improved.

In a landmark court case, the judge ruled that state agencies were not exempt from the State Environmental Practices Act, and were subject to environmental review and public input. This ruling changed the way state forest lands have been managed in Washington ever since.

The members of Save the Trees had started with an emergency act of civil disobedience. They followed with legal remedies and use of the political process. They had to raise money to pay the legal bills. It was a long battle, but they not only saved Whidbey's ancient forest, they changed the way environmental treasures were treated all across the state. On a special tee shirt Save the Trees made, there is a drawing of a majestic spruce and the words, "The trees still stand."

Petra Mastenbroek

Petra Mastenbroek founded FOCUS, Friends Offering Care, Understanding and Support, a Seattle group that did just that for kids in trouble with drugs and alcohol.

When she was 14, Petra attended a meeting of students and parents on substance abuse. Petra was astonished that the parents present didn't know there was a serious problem at Ballard High School, and refused to believe it when they were told. Somebody had to do something. Petra knew a lot about addiction. Her own family had been destroyed by alcoholism; she was living with foster parents. She'd done drugs herself and she knew about the drug traffic at Ballard—where the buys were made, and how many kids were stoned in class.

A handful of fellow students responded to her call to get a no-drugs campaign going. Not all of them stayed the course. It was too hard to deal with the wisecracks and insults coming at them. Petra says it hurt to lose members, but she just kept on. The group organized car washes and bake sales and dances to raise the money they needed to get themselves trained by professional drug counselors. They started a hot line kids could call to talk about drug and alcohol problems. They gave encouragement to kids who spoke to them secretly at school. They gave talks at junior highs and grammar schools—where they found 9- and 10-year-old drug users.

Petra's sense of purpose sustained her through the difficulties of being different, of not being one of the crowd. When the Giraffe Project arranged for Petra to be commended by President Reagan at the White House, Petra got a lot of publicity and a lot more interest from students. FOCUS took off. She worked with FOCUS throughout high school and, when she graduated, left a vital, well-organized program behind. Petra went on to Whitman College in Walla Walla, Washington.

(Although Petra is described in the video as the youngest Giraffe at the time the video was made, Teddy Andrews and Melanie Essary, who were both commended at age 8, hold the record, as of 1992.)

Standing Tall



Teaching Guide
Grades 6–9

Section I Lesson 1

Hazel Wolf

Born in 1898, Hazel Wolf has been sticking her neck out for at least 80 years. In 1912, concerned that her school had no sports for girls, Wolf organized two girls' basketball teams. Over the years she has organized people to work for civil liberties, for health and housing programs, for equal rights, for peace issues and for the environment. For more than 25 years she has been the secretary of the Seattle Audubon Society, and has organized more Audubon chapters than anyone else in the country. She is considered the mother of the conservation movement in the Pacific Northwest for having the longest record of continuous environmental organizing.

Wolf is known for her ability to pull people together. She looks for commonalities, not differences. As she says, "You get people involved when you start where they are, and appeal to their interests. First you find out how their interests are related to the problem. You ask, 'Who wants to breathe dirty air?' Then you all join together and work to clean up the air." When Wolf won a prestigious environmental award in 1977, she discovered she had been nominated not only by conservationists, but also by state bureaucrats and timber industry vice-presidents who respected her and enjoyed her company, even though she often opposed their actions.

Wolf, who was born in Canada of an American mother, was threatened with deportation from the US during the McCarthy period. Her activities in the labor movement and in civil rights did not please the McCarthyites. Asked by immigration officials if she believed in revolution, Wolf replied, "Let's start with 1776. I go for that one." Despite 17 years of efforts to deport her, Wolf never curbed her activism. Charges were eventually dropped in 1966 and she was allowed to become a US citizen, one who many people feel is invaluable to the quality of life in the Pacific Northwest.

Patch Adams

Patch Adams, aka Hunter D. Adams, MD, provided free medical care at his clinic/home in Virginia for 12 years. At Dr. Patch's "Gesundheit Institute" there were no charges for care, not even from insurance companies. Dr. Patch and another Gesundheit doctor worked nighttime shifts in the emergency rooms of local hospitals and used the money they earned to pay the cost of Gesundheit. Adams believes that good health should not depend on the state of a person's wallet.

"Healing should be a loving human interchange, not a financial transaction," he says. Gesundheit carried no malpractice insurance, because Adams felt such insurance made doctors and patients adversaries. "Doctors shouldn't see their patients as potential complainants in a lawsuit," he said. He wants doctors to do their best because they care, not because they might be sued. He says malpractice insurance also makes medical care much more expensive and makes patients think their getting well is entirely up to the doctor. According to Dr. Patch, "The huge majority of illnesses have a life-style component—ultimately the health of each of us is our own responsibility."

Between 1971, when Adams founded the medical clinic, and 1983, when he closed it to begin building a free hospital, the Gesundheit Institute cared for 15,000 patients. Since 1983 Adams has been raising money for his dream hospital by touring the country with his Medicine Show, performing at medical schools, hospitals and for the general public. The new Gesundheit "healing community" will include a hospital, craft and exercise rooms, housing and extensive gardens on 310 acres in West Virginia. All medical treatment will be free.

"Traditionally a physician in general practice follows patients throughout their lives, but without touching on the quality of the person's life—their loves, concerns and fears—we ignore a gigantic area of resource and disease," says Dr. Patch. "By the time I graduated from medical school I knew I wanted first to be a *loving* physician, and an allopathic [traditional] physician second."

Standing Tall



Teaching Guide
Grades 6–9

Section I *Lesson 1*

George Hankins

Out on patrol one day, police officer George Hankins (6'6", 240 lbs., former US Army Boxing Champion) ran into two street gangs about to fight. Bats, chains and fists were ready to fly. Hankins jumped out of the patrol car and forced his way to the leaders of the gangs. "You think you know how to fight?" he shouted. "You want to see fighting, I'll show you fighting!" He told his partner to keep an eye on the gangs. He jogged to the precinct a few blocks away and came back with three sets of boxing gloves. With his right hand behind his back, he took on the two leaders, one after the other. Both went down fast and hard. And while they lay there stunned, he told them and all the gang members to come around to the station the next day, after his shift, and he'd teach them how to fight. "I don't know what got into me," George says, "but I'd broken up so many stupid rumbles—I'd seen so many kids hurt and beaten—suddenly I had to do something."

Fellow officer George Pearson learned about the offer and volunteered to help. But the other officers stationed at the Fort Apache precinct house didn't receive the idea that well. Most thought it was all wrong and gave the "Two Georges" maximum flak about it. Teach those kids to fight better? That was going to make the situation worse in the South Bronx. The two Georges were betting it wouldn't.

So they went to work. They used their own savings and borrowed on their police pensions to buy gloves and other equipment. They found some space in a local public school and started teaching Marquess of Queensbury boxing rules to the gangs.

Today the Fort Apache Youth Center is a going concern, operating out of an old building the two Georges bought. Hundreds of kids have walked through its old battered doors. They come not only for boxing, but also for after-school tutoring, weekend dances, art and sewing classes, field trips and hot meals for kids whose parents are working.

Hankins left the police force to become the center's director. Pearson retired after 28 years, and has since left the center. "When we started, it was rough," Pearson said. "Lots of times we thought, who needs it? Why go through the hassles and worries? But it's been worth it. Most of these kids, when they come in here, they think they're nothing. They're ready to throw it all away and go down the drain. But we don't buy that. We show them they do have possibilities. That they can get somewhere, if they work for it. We teach them skills, rules, how to be responsible."

Some of the boxers go on to compete for the Golden Gloves. Most of the other kids have other plans. Georges Hankins gives them choices, confidence and self-esteem. He's changing lives—and changing the South Bronx.

Olga Bloom

Standing Tall



Teaching Guide
Grades 6–9

Section I Lesson 1

When retired concert violinist Olga Bloom of New York City began turning an old coffee barge into a floating concert hall, she knew nothing about renovation or about the fundraising that would be needed. But she told the Giraffe Project, “It was like the reverse of *Mephisto*. I sold my soul to God, and then everything I needed came just when I needed it.”

Bloom and her husband had always talked about making a place where fellow musicians would have total creative freedom. When they retired, they mortgaged their home to buy the old barge. But when her husband died suddenly, the dream could have died with him. Instead of pulling the covers over her head, Bloom rented out the house, moved onto the barge and began renovating it with her own hands. She spent the next two years turning it into a peerless hall for chamber music.

According to Bloom, the initial reaction to her project was astonishment. “Everyone at the time thought I was absolutely *demented*.” But when the longshore workers and seamen on the Brooklyn waterfront saw the tiny woman scraping paint and sawing lumber, they rallied to help her out. As Bloom says, “If you go out there and work, someone will surely come along to help you.”

A big difficulty came in dealing with city bureaucrats about licenses and a legal place to berth the barge, because the city had no regulations that covered such a thing. The bureaucrats took such a long time to figure out which laws applied that when they finally looked up, Olga had been at her berth at the Fulton Ferry Landing so long that Bargemusic Ltd. was an institution in the neighborhood.

Chamber musicians love performing in the intimate and acoustically perfect hall. Audiences love the low ticket price; the twice-weekly, year-round concerts; and the beautiful setting. The neighbors love Bloom and the renaissance that Bargemusic has sparked in the area. And the barge has become a popular spot to rent for weddings and *bar mitzvahs*, helping Bloom pay the operation’s bills.

She still takes no salary for her round-the-clock work, living on just her Social Security check. An outrageously happy and energetic woman, she told us with a grin, “I think virtue is the most exciting way to go. *Unquestionably*.”

“Father Bill” Wassmuth was the parish priest of St. Pius X Church in Coeur d’Alene, Idaho when he headed the Kootenai County Task Force on Human Relations, a citizens’ group dedicated to encouraging tolerance and cultural diversity. Several white supremacist groups had recently located in his area, and their vociferous calls for an all-white America frightened and embarrassed the people of Kootenai County. He joked that he was elected chairman because, as a Catholic priest, he didn’t have a wife and kids to protect, and because all the church buildings were brick and so weren’t easy to blow up. But a pipe bomb went off in the rectory, just 20 feet from where Wassmuth sat talking on the phone. The attack on him and his courageous response unified the community against racism. 700 people attended a human-rights rally soon afterward. Three more bombings jolted the town before four white-supremacists were arrested and charged with the attempted assassinations of Wassmuth, federal judges, FBI agents and local law enforcement officers.

Wassmuth spent 1987 lobbying for the passage of five civil-rights laws that have made Idaho one of the most progressive states in the nation on civil rights. He now lives in Seattle and heads the Northwest Coalition Against Malicious Harassment, a five-state human-rights umbrella organization that was founded after the Kootenai County rally.

Who are Giraffes?

The people you have read about in *What's My Ending?* and seen in the video, and others you will be meeting later on are ordinary individuals of all ages and ethnic backgrounds and from many walks of life. We call them Giraffes because they are “sticking their necks out” for the common good.

For most of us, when there's trouble, it's easy to look the other way, follow the crowd and hope that a problem will somehow disappear. But Giraffes are activists, with the guts to face problems and try to solve them. Susan B. Anthony, George Washington, Mahatma Gandhi, Harriet Tubman and Martin Luther King, Jr.—all were Giraffes in their time.

But most Giraffes, like the people in our stories, work in quieter ways. They take small steps forward, for the good of others as well as themselves.

Giraffes are not cartoon superheroes. They are real people who use their abilities and resources and who take risks to help others.

Most celebrities are not Giraffes. Celebrities are famous, but not necessarily for being good people. Some, in fact, become famous because of the terrible things they do. Adolf Hitler, Jack the Ripper and Jesse James are examples of “celebrity” villains. They most certainly were not Giraffes. Other celebrities are famous for being talented or good-looking, whether or not they are good people.

Giraffes aren't fools or daredevils. They don't take risks for risk's sake; they take risks that *mean something*. Giraffes risk their popularity, their success, their financial security to help make their world a better place. They work on solutions, rather than merely observe, deny or avoid problems. They lead by example.

Giraffes are people who have been honored by the Giraffe Project for being role models of courage and compassion. The Giraffe Project believes that *all* of us can find the courage to act on our desire to make the world a better place.

A Giraffe can be just about anyone—a cop, a teacher, a homemaker, a plumber, a student, a nurse, a cook, a business person, a bus driver. Or you.

Standing Tall



Teaching Guide
Grades 6–9

Section I Lesson 1

Profiles in Caring

Objective: *Students will identify Giraffe behavior and contrast it with other kinds of behavior.*

Method: Students read, discuss and evaluate Giraffe stories.

Skills: analysis, application, comparing and contrasting, description, debate, discussion, evaluation, reading, small group work, synthesis, writing

Duration: 45–50 minutes

Group size: individual, small group, entire class


Materials: *Profiles in Caring* stories (pp. 41–47), *Giraffe Profile* (p. 48)

Procedure

Give the class *Profiles in Caring* stories to read individually, or divide students up into teams, designating one story for each team. Have them fill out a *Giraffe Profile* for their story after going through the questions briefly to make sure everyone understands them. (*Please note that the Andy Lipkis and Guy Polhemus stories are longer than the others in order to show the step-by-step process of major projects. You may wish to use those stories with the entire class first.*)

When the teams report back to the rest of the class, make columns on the blackboard headlined “risk,” “action,” “common good” and “ostrich behavior.” (*Ostriches are the opposite of Giraffes. They stick their heads in the sand and hope that the problems will go away.*)

Assign a student for each column to write down the answers from each section of the *Giraffe Profile* sheet given by each team. Analyze each column when all the teams are finished reporting to see what patterns, if any, emerge in the kinds of risk taken, types of action, etc.

 **Giraffe Journal Job:** Collect the *Profiles in Caring* stories and Giraffe Profiles filled out by the teams. Add to your columns on “risk” and “the common good” from the previous lesson and start new columns on “action” and “ostrich behavior,” copying down the ideas from the blackboard.

Standing Tall



Teaching Guide
Grades 6–9

Section I
Lesson 2



Section I
Lesson 2

Profiles in Caring
Enrichment Activities



✓ Review *The Real Thing* stories from the *Introductory Section* and the video stories from this section, using the questions that are in the *Giraffe Profile*. Have students add more ideas to the columns of actions, risks, common good and “ostrich” behavior on the blackboard.



✓ Have students take the basic problem from one of the *Profiles in Caring* or other Giraffe stories, make up an “ostrich” behavior reaction to the situation and contrast the results and consequences with the Giraffe solution.

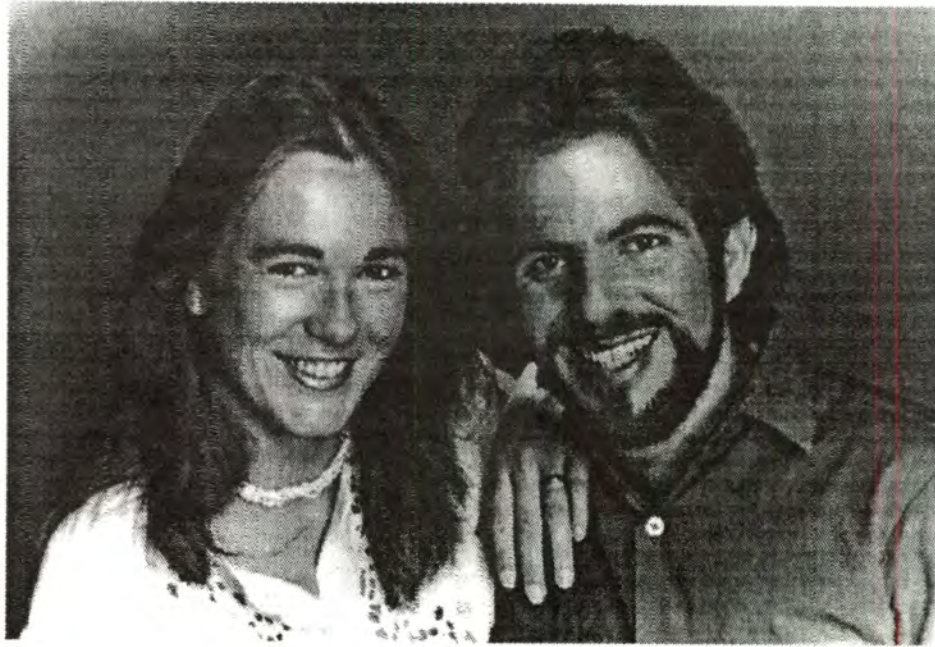


✓ Have students find articles describing people exhibiting Giraffe behavior in newspapers or magazines and fill out *Giraffe Profiles* on them.



✓ Have students write and perform a play (live, videotaped or audiotaped, as if for television or for radio), a song, drawing or collage based on one of the stories.





Katie and Andy Lipkis

Profiles in Caring

Maureen Kushner's Kids' Comedy Club



Profiles in Caring
Andy Lipkis and TreePeople

Most people don't become Giraffes all at once. Sometimes it's a step-by-step process, as you can see from this story about Andy Lipkis.

Andy started out with one small project. That success gave him the experience and the confidence to extend himself a little further. As he got more involved, he learned enough from his failures and his successes to try even bigger steps. Each step led to the next in an exciting way. One small action at a time led Andy from planting a few trees at summer camp to planting millions of trees around the world.

The summer he was 15, Andy Lipkis went to camp in the mountains outside Los Angeles. He noticed that many of the trees were dying. The camp naturalist told Andy that air pollution from the city was killing the trees one by one. In 25 years most of them would be dead, and the hillsides would be brown and barren. Although there were smog-resistant varieties of trees available, the naturalist said it would be impossible to replant the entire forest. There were just too many trees. Andy asked, "Why not try?"

Andy rallied campers to a reforestation project. They dug up a parking lot and an unused ball field and planted seedlings of smog-resistant trees. Though it was very hard work in the hot summer sun, the campers felt a tremendous sense of accomplishment when they had finished.

The work sparked an interest in Andy. He began to study air pollution and its effects on trees. He learned the many ways trees help the environment by providing oxygen, reducing smog, preventing water run-off and offering cooling shade. He thought his hometown of Los Angeles needed the benefits and beauty of more trees. The experience of planting and caring for the trees might also be good for the people of the city. After two summers planting trees at camp, Andy knew that working together brought people together.

When he was 18, Andy asked 20 summer camps to join him in a big replanting. He convinced the state Department of Forestry to donate their leftover tree seedlings. Andy called his volunteers the California Conservation Corps. The CCC planted trees in areas damaged by forest fires or mudslides. People read newspaper stories about the CCC and Andy, whom reporters called "Tree Boy," and signed up to help. The popular group, soon nicknamed TreePeople, planted more than 100,000 trees in their first six years. Andy was ready for the next step.

He and TreePeople made an amazing promise to the people of Los Angeles. They would plant one million trees before the opening of the 1984 Summer Olympics in Los Angeles. TreePeople met their goal, planting the last tree four days before the opening of the Games. Their success inspired people in other cities and countries to hold their own big tree-planting campaigns.

Today Andy and his wife Kate run TreePeople together. The small staff and volunteers of the group still plant lots of trees all over the world. They also teach environmental lessons in the schools and at their own 45-acre nature center.

Andy Lipkis is amazed that his simple idea grew so much. He says, "You know, the redwood comes from one of the tiniest seeds. When it first sprouts, its life is in real question. It's so vulnerable. But, like dreams, you have to put it out there. The risk adds to the strength."

Standing Tall



Teaching Guide
Grades 6-9

Section I

Lesson 2

Maureen Kushner:
Making Learning Fun

Maureen Kushner of New York City has always been an exciting and innovative teacher. But she really stuck her neck out when she decided to make comedians out of kids who were failing their elementary school classes. She started The Kids' Comedy Club in PS 132 despite a lot of flak from administrators and other teachers who thought it was a crazy idea.

In no time at all the Kids' Comedy Club had 40 members from grades 1–6 and a waiting list of 200, making it one of the largest clubs in the school.

Kushner really challenges the Club members. Most of them speak English as a second language and have had trouble reading, yet she expects all of them to read at least 20 books of humor during the year. The ones who choose to become stand-up comedians must give performances; those who are writers, designers, cartoonists and critics must produce at least three books a year. The kids' vocabularies expand, and they become fluid readers, but their new-found enthusiasm for working hard may be Kushner's greatest achievement.

Since the Club only has two meetings a week during regular class time, and the enthusiastic kids demand more, Kushner puts in a lot of extra time with the Club before and after school and on weekends. She's dipped into her own pocket to pay for supplies and to rent a place for the kids to work.

Comedy Club members who were once failing in school have improved their academic test scores so much that they are now being accepted into New York's top specialized high schools. Three-quarters of Kushner's comedy kids, all of whom started at the bottom of their classes, have soared to the top. And that's no joke.

Guy Polhemus: Doing the Cans

Standing Tall



Teaching Guide
Grades 6–9

Section I **Lesson 2**

As writer and actor, Guy Polhemus wasn't a prime candidate to transform the lives of hundreds of the city's homeless. Yet one year after volunteering at a Manhattan soup kitchen, Polhemus was managing an innovative service for the homeless that he'd created, a service that provided a financial safety net for hundreds of the poor.

While handing out meal tickets at the soup kitchen, Polhemus talked with homeless people waiting for their food. He was surprised to discover how many of them tried to support themselves by collecting cans and bottles for redemption. Unfortunately store managers were giving them a hard time, refusing to redeem their containers or limiting them to less than 50 a day. Managers said beverage distributors were too slow collecting the containers and paying the stores for them, that empties took up too much space, and that the homeless were just too shabby to have hanging around.

The store managers weren't the only obstacles. If the consumer throws away a can or bottle instead of redeeming it, the beverage companies get to keep the nickel deposit. Those nickels add up—to about \$60 million a year just in the New York area! There was certainly no incentive for the beverage companies to make it easy to redeem containers either.

Polhemus was angry that the homeless were being pushed around like this. Scavenging for containers was hard, dirty work. People who “do the cans” performed a useful service in clearing litter and in recycling resources. They deserved their redemption money and a little common courtesy. He channelled his anger in a useful direction by coming up with a plan for a nonprofit redemption center that would serve the homeless. Even Polhemus had his doubts about how long it would last. “Everyone said it was an impossible plan—no money, no vacant lot, no building,” he remembers.

Nevertheless Polhemus hopped on his bike and began pedaling up and down the city streets looking for a vacant lot. He found a developer willing to let him use a midtown lot temporarily, rent-free. He borrowed money for a trailer and some equipment. On October 14, 1987, We Can, the first redemption center for the poor and homeless, opened for business.

The homeless and the poor were so desperate for a fair shake that they flooded the muddy lot with 150,000 cans and bottles in the first ten weeks. At first many companies dragged their feet, not wanting to give up their deposit windfalls. Polhemus had to fight like a tiger, but he finally got the beverage distributors to play fair. We Can was in business.

From the beginning Guy Polhemus treated his redeemers with fairness and dignity. Polhemus gave redeemers vouchers that could be turned into cash at

Section I
Lesson 2

a nearby check-cashing store. He noticed the satisfaction they felt to get a “pay-check” for their labors. In its first two years We Can wrote vouchers for \$625,000 to redeemers.

As We Can has grown, homeless people have become employees there, and We Can helps redeemers get legal and medical services that can help them move on to more challenging jobs.

We Can has given Polhemus a purpose in life. He reflects, “The minute I took my focus off of my own problems—‘poor me, a privileged, white-bread jerk’—and focused on reaching out to the needs around me, I discovered a deep sense of inner peace and conviction.”

Muriel Clark:
New York's Oldest Undercover Agent

At the age of 78, Muriel Clark, of New York City, became New York's oldest undercover agent. Her assignment—to help expose the payoffs that were being demanded to get elderly people admitted to nursing homes.

Causes and underdogs were nothing new to Muriel. A retired social worker, she finds injustice so objectionable that she's spent her retirement years working tirelessly with civil rights groups, teaching youths on probation, and working with the homeless.

She was recruited for the nursing home project by a special prosecutor who noted her passionate concern at a community meeting on nursing home abuses. She jumped at the chance to help.

"I think I would do anything to help improve conditions there," she said. "I have strong feelings about nursing homes because the thought of being there myself fills me with horror."

She became "Muriel Schwartz" whose son, "Sam," was well-off and eager to place her in a home. Muriel Clark, who has never married and has no children, learned the fictitious Schwartz family tree and—much harder—Mrs. Schwartz's medical history. Muriel Clark hasn't been to a doctor in 40 years.

"The Schwartzes," wired with hidden recording equipment, visited four nursing homes. In two of them they were asked for bribes, and they got the illegal requests on tape. Both nursing home officials were indicted, the first such indictments for a long-known abuse.

The hardest part of the deception for Clark was presenting herself as harmless and ill. "I'd say, 'I love to sew, read, take a little walk, watch TV, and do knitting.' I tried to make it seem I was inert."

Standing Tall



Teaching Guide
Grades 6–9

Section I
Lesson 2

Giraffe Profile

Name _____ Date _____

Name of Giraffe: _____

(1) How do you think the Giraffe you read about stuck his/her neck out? (What risks were involved?)

(2) What actions did the Giraffe take to solve the problem?

(3) What was the "common good" in this story?

(4) How might an "ostrich" have acted in this story?

Why the Giraffe Symbol?

Objective: Students will understand the meaning of the animal giraffe as a symbol.

Method: Students analyze and compare animal giraffe characteristics with those of human Giraffes.

Skills: analysis, classification, evaluation, inference, interpretation, research, synthesis, writing

Duration: 30–45 minutes

Group size: entire class

Materials: *What is a giraffe?* (p. 51), *The Animal Giraffe* (pp. 52–53), *What is a Giraffe?* (p. 55), *The Human Giraffe* (p. 56), *giraffe/Giraffe Characteristics* (p. 57)


Procedure

Show the students a film on giraffes (if available) or have them do encyclopedia research on the giraffe, either in teams or individually, then fill out the answers to the *What is a giraffe?* sheet.

Or to make it more of a guessing game, show them only the picture of the giraffe that follows this lesson and have them try to figure out the answers based on what they already know about the animal. Then have them compare their answers with the facts given in *The Animal Giraffe* paragraph.

Use *What is a Giraffe?*, *The Human Giraffe* and *giraffe/Giraffe Characteristics* for large group discussion purposes. Brainstorm with students ways in which the various characteristics of the animal giraffe can stand for the Giraffes they have seen on the video and read about in *The Real Thing* and *Profiles in Caring* stories.

You may want to use this discussion to teach or review the use and importance of symbols in poetry, advertisements, political logos, etc. The animal giraffe's large heart used as a symbol of the human Giraffe's caring for others will then become more meaningful to students.

 **Giraffe Journal Job:** If your class discusses the *What is a giraffe?* and *What is a Giraffe?* questions, make notes recording that discussion. If the class writes answers to the questions, collect the papers. Have your teacher give you a copy of the *giraffe/Giraffe Characteristics* comparison sheet to keep with this material.

In the discussion, your materials on *The Real Thing* and *Profiles in Caring* from previous lessons can be helpful to refer to.

Standing Tall



Teaching Guide
Grades 6–9

Section I
Lesson 3



Why the Giraffe Symbol?
Enrichment Activities



✓ Create a poem, song or artwork on the shared characteristics of giraffes and Giraffes.



✓ Do additional research on animal giraffe characteristics. List information sources. Make more comparisons with human Giraffes.



✓ Make a list of animal phrases used as describers of human behavior (bird-brain, chicken, hogwild, weasly, foxy, shrewish, kittenish, etc.).



What is a giraffe?

Name _____ Date _____

Instructions: Look carefully at the picture of the giraffe on this page and then answer the following questions.

(1) **Physical Appearance**

How tall do you think a giraffe is?

How much do you think a giraffe weighs?

What colors and patterns are on a giraffe's coat?

What do you think a giraffe eats?

How big do you think a giraffe's heart is?

What do you think is the most unusual physical feature of a giraffe?

What other things do you notice about the physical appearance of a giraffe?

(2) **Movement**

Do you think a giraffe moves slowly or quickly?

What does a giraffe do with its neck?

What might a giraffe see from its great height compared to what a dog or cat or even an elephant can see?

How do you think a giraffe runs? (galloping? sprinting? leaping?)

(3) **Personality**

Does a giraffe seem to be friendly, shy, nasty?

Does a giraffe inspire fear?

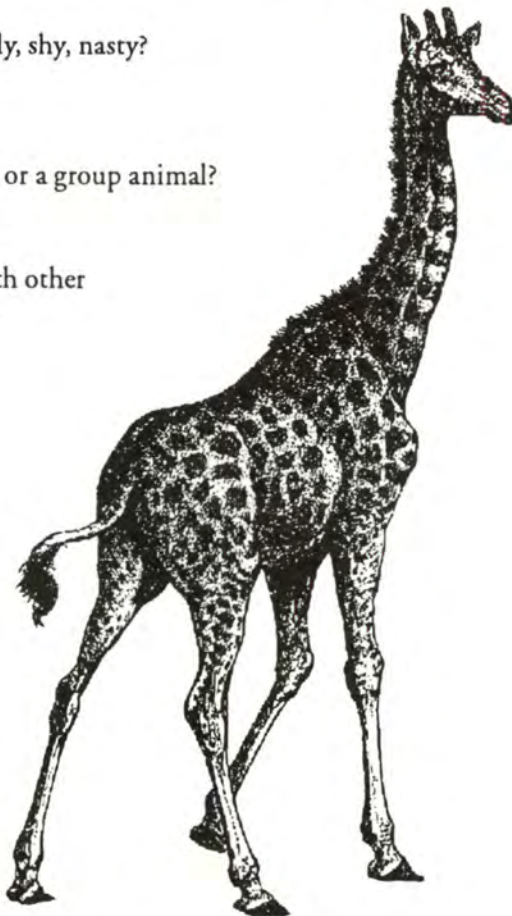
Why or why not?

Do you think a giraffe is a loner or a group animal?

(4) **Behavior**

Do you think a giraffe fights with other giraffes or is generally peaceful?

Now that you have answered these questions, turn to The Animal Giraffe and see how accurate your descriptions were.



Standing Tall



Teaching Guide
Grades 6-9

Section I
Lesson 3

The Animal Giraffe

Giraffes live in small groups on African grasslands. Tallest of all the animals, often reaching 18 feet, its legs are six feet long, with a neck that may be even longer, and a tongue that measures one and a half feet. Despite the length of the giraffe neck, there are only seven neck bones in it, the same number as in the necks of humans and most other mammals.

The giraffe's heart can weigh 25 pounds and be as much as two feet long. However, even though the giraffe towers over other animals, a large male weighs only a "skinny" ton, while a male African elephant, the second tallest animal, may weigh six tons.

A giraffe's coat has patch-like markings of tawny to chestnut-brown, with lighter tawny or white lines that separate the patches. This color pattern helps protect them by making them hard to see when they stand in the shade of trees. However, because the pattern is distinct for each giraffe, this also makes it easier for each giraffe to be recognized as an individual, to stand out in a crowd of other giraffes.

Giraffes walk by moving both legs on one side and then both legs on the other side. This movement is called *padding*. The giraffe can gallop up to 30 miles an hour. When it gallops, both hind feet swing out and forward together and land in front of the front feet. It can travel for hours, maintaining a steady high speed, and can outdistance its only known enemy, the lion.

To drink, a giraffe doesn't kneel; it spreads its forelegs far apart, bending them slightly, and lowers its head to the water. A giraffe usually sleeps standing up, but it may lie down. When lying down, it holds its neck upright or rests it on one of its hips or on a low tree limb.

Giraffes live from 25 to 30 years. A female giraffe (cow) is able to bear her first baby when she's 4 or 5 years old. She carries her young (one baby at a time; twins are rare) for 14 or 15 months before giving birth. The baby giraffe (calf) may be as tall as 6 feet, weigh as much as 150 pounds, and is able to stand up within an hour of its birth.

Giraffes are vegetarians, so they don't hunt and kill other animals. They feed on leaves, twigs and fruit from trees that grow in scattered groves. Like cattle, they chew a cud, which is food that has entered the stomach but is returned to the mouth for a second chewing. Though giraffes can strip an entire acacia tree bare in minutes, their mouths secrete an enzyme that helps the tree to grow again.

Giraffes gather at times in small herds. Members of a herd do not stay close together, but they apparently keep track of one another by peering over the tops of trees while feeding. They also are able to see for miles and pass an alarm to shorter creatures when there's danger approaching.

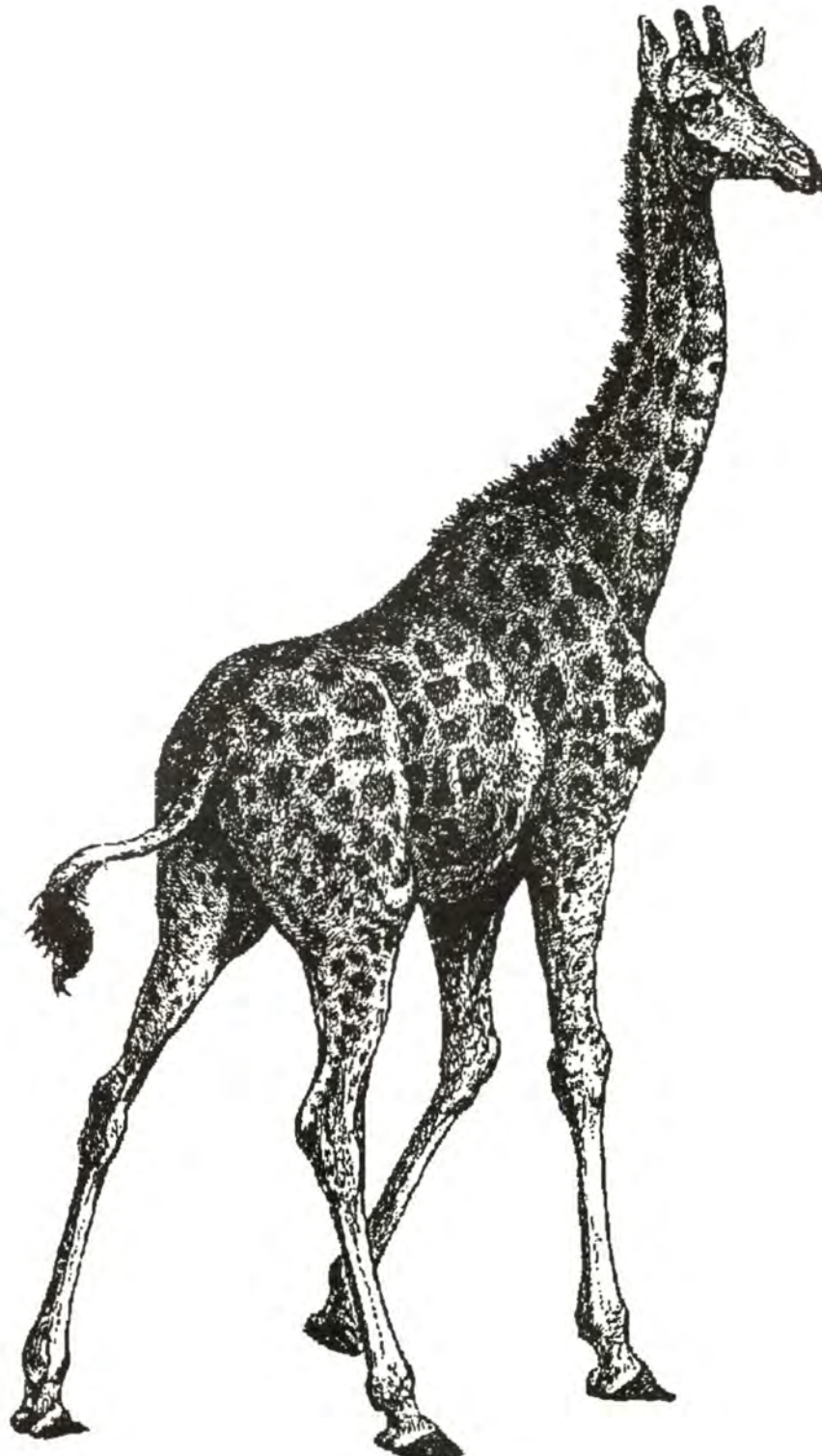
Male giraffes (bulls) fight by butting their heads against the chest or neck of their opponents, but rarely injure each other. Females seldom fight, and giraffes have never been seen to fight each other over food.

Standing Tall



Teaching Guide
Grades 6-9

Section I
Lesson 3



What is a Giraffe?

Standing Tall



Teaching Guide
Grades 6-9

Section I
Lesson 3

Name _____ Date _____

Instructions: The stories you have read are of Giraffes, the human variety, people who stick their necks out for the common good. Can you figure out other reasons why they might be called Giraffes? What else do you think they have in common with animal giraffes? Look back at the description of the animal giraffe to help you answer the questions below.

Physical Appearance

Read the description of the animal giraffe. What other physical characteristics of the animal giraffes, besides “sticking their necks out,” also describe the human Giraffes?

Personality

What personality traits do the human Giraffes in the stories have in common?

What personality traits do you think human

Giraffes have that are like animal giraffes? _____

When you have answered these questions, turn this over and read more about Giraffes, the human variety.

The Human Giraffe

Like the animal, human Giraffes have large hearts. They care a great deal about others and about helping others.

Like the animal, they come in an endless variety of distinctive patterns. They're different colors, ages, interests and personalities.

Human Giraffes sound the alarm if they sense danger, and they fight only if they have to.

Like the animal, human Giraffes can "see for miles," with the vision of new ideas to make the world a better place. They stand out above the crowd because they literally stick their necks out to put their ideas and ideals into action.

All Giraffes take risks. They cannot be "ostriches," who stick their heads in the sand and hope that the problems will go away. When Giraffes see something that needs to be done to help others, they do it, no matter what they have to give up or go through.

A writer in New York City started the Giraffe Project in 1982 to spread the stories of ordinary people who become heroes by "sticking their necks out" to help others. She saw the giraffe—farseeing, big-hearted and peaceful and—as an excellent symbol and that "Giraffe" people could be found anywhere in the world.

As a journalist, she was tired of writing about things going wrong. She wanted to write about people who worked to make things right. She also recognized that many problems were not getting solved because people were *not* sticking their necks out to put their ideals into action. She thought that telling the stories of Giraffes would make other people stick their own necks out. She was sure that inside each of us there's a Giraffe waiting to get out.

Hundreds of people have been named Giraffes, and their stories are inspiring others to take action as they come to understand the Giraffe motto:

Nobis Est—It's up to us.

giraffe/Giraffe Characteristics

Animal giraffes

- (1) have very large hearts;
- (2) have very long necks that help them see over the tops of trees and keep track of each other and of dangers that might be approaching;
- (3) can travel for hours, maintaining a steady, high speed, and can outdistance their only known enemy, the lion;
- (4) are not destructive; they do not hunt or kill other animals, and the enzymes in their mouths help the trees they graze on leaf out again quickly;

Human Giraffes

- (1) are “big-hearted” and care for others;
- (2) “stick their necks out” to protect people and things they care about, taking risks to do good and standing tall for what they believe in;
- (3) keep trying until they reach their goal, overcoming all obstacles;
- (4) make things better in the world around them;

Standing Tall



Teaching Guide
Grades 6–9

Section I *Lesson 3*

Section I: Reflection Questions

Standing Tall



Teaching Guide
Grades 6–9

1. What are the two most interesting or important things you learned in this section?
2. What activities did you like best? Why?
3. What activities did you like the least? Why?
4. What did you learn about people from the stories in this section?
5. What did you learn about your classmates?
6. What did you learn about yourself?
7. Do you think the giraffe is a good symbol for brave, caring people? Why or why not? Can you suggest other appropriate symbols?
(*They don't have to be animals.*)
8. What would be the main differences between the ways human Giraffes and human "ostriches" behave?
9. Do you think there are more things you would be willing to do for others now that you've learned about Giraffes?
10. Are there Giraffes you've learned about whom you admire? Giraffes you dislike? If so, why?



Section I



Giraffe Journal Job: Keep track of ideas, if any, that are shared unanimously by the class or shared by the majority of the class. At the end of the discussion, read your findings to the class.



Cryptograms

1) This is a two-part puzzle. First you have to crack the code, then unscramble the letters to come up with a four-word message.

(Hint: *We started numbering the alphabet with a one at the letter G*).

3 13 13 10 14 9 15 14 15

2) Crack the code to find a Giraffe quote:

“QWT RTQDNGOU JCXG CNYCAU DGGP QWT UVGRRKPI
UVQPGU.”

Letter used in code is two back in alphabet from actual letter, i.e. QWT= OUR.

ANSWER #1

“It’s up to us.”

ANSWER #2

—Guy Polhemus
“Our problems have always been our stepping stones.”

II: Spotting Giraffes

“Everybody can be great
because anybody can serve.”

—*Reverend Martin Luther King, Jr.*



6–9 Index

Section II: Spotting Giraffes

Standing Tall



Teaching Guide
Grades 6–9

Section II Index

Overall Goals:

- To enable students to go from defining who Giraffes are to finding them in their world.
- To enable students to recognize their own potential to be Giraffes.

Lesson 1: Spotting Giraffes Introduction	63
Objective: <i>Students will review concepts and apply what they have learned.</i>	
Skills: <i>analysis, application, classification, debate, description, discussion, evaluation, reading, research, small group work, writing</i>	
Subjects: <i>Language Arts, Social Studies</i>	
Enrichment Activities	63
Giraffe Sighting Report	64
Lesson 2: Spotting Giraffes in Real Life & in Fiction	65
Objective: <i>Students will apply what they have learned in a variety of settings.</i>	
Skills: <i>analysis, application, debate, description, discussion, evaluation, reading, research, small group work, writing</i>	
Subjects: <i>Art, Drama, Language Arts, Science, Social Studies</i>	
Enrichment Activities	66
Spotting Giraffes activity sheets	67–69
Lesson 3: Giraffe Sighting Presentations	71
Objective: <i>Students will give a report on or otherwise verbally describe Giraffes.</i>	
Skills: <i>debate, discussion, evaluation, inference, interpretation, listening, public speaking, reporting</i>	
Subjects: <i>Art, Drama, Language Arts, Public Speaking, Social Studies</i>	
Enrichment Activities	71
Lesson 4: Interviewing Giraffes	73
Objective: <i>Students will review and expand knowledge of Giraffes and Giraffe behavior through personal communication.</i>	
Skills: <i>analysis, application, classification, description, discussion, interview, listening, observation, reporting, research, small group work, writing</i>	
Subjects: <i>Language Arts, Social Studies</i>	
Enrichment Activities	74
Interviewing a Giraffe You Know activity sheet	75–76
Interview Tips	77

Section II

<i>Lesson 5: Interview Follow-ups</i>	79
Objective: <i>Students will present material orally.</i>	
Skills: <i>analysis, discussion, listening, public speaking, reporting, small group work</i>	
Subjects: <i>Art, Drama, Journalism, Language Arts, Public Speaking, Social Studies</i>	
<i>Enrichment Activities</i>	80
<i>Lesson 6: Spotting the Giraffe in You, Part I</i>	81
Objective: <i>Students will identify an area of great importance to them.</i>	
Skills: <i>analysis, application, classification, description, discussion, evaluation, interview, listening, writing</i>	
Subjects: <i>Art, Language Arts, Music, Social Studies</i>	
<i>Enrichment Activities</i>	82
<i>Interviewing Yourself</i> activity sheets	83–84
<i>Lesson 7: Spotting the Giraffe in You, Part II</i>	85
Objective: <i>Students will analyze and evaluate different solutions to problems.</i>	
Skills: <i>analysis, application, classification, comparing and contrasting, description, discussion, evaluation, interview, listening, writing</i>	
Subjects: <i>Drama, Journalism, Language Arts, Social Studies</i>	
<i>Enrichment Activities</i>	86
<i>What's Your GQ?</i> activity sheets	87–90
<i>Lesson 8: Spotting the Giraffe in You, Part III</i>	91
Objective: <i>Students will analyze and evaluate personal concerns in relation to what they have learned about Giraffe behavior.</i>	
Skills: <i>analysis, classification, discussion, evaluation, listening, synthesis</i>	
Subjects: <i>Drama, Language Arts, Social Studies</i>	
<i>Enrichment Activities</i>	91
<i>Section II Reflection Questions</i>	93
<i>Section II Just for Fun Activity</i>	94

Spotting Giraffes Introduction

Objective: *Students will review concepts and apply what they have learned.*

Method: Students look for examples of Giraffes and Giraffe behavior.

Skills: analysis, application, classification, debate, description, discussion, evaluation, reading, research, small group work, writing

Duration: 30–45 minutes to find materials; 30–45 minutes for reports and discussion


Group size: small group, entire class

Materials: *Giraffe Sighting Report* (p. 64), collection of newspapers and magazines

Procedure

Review with students what they learned in Section I on what it means to be a Giraffe. Then hand out a *Giraffe Sighting Report* to teams of students and go over each part in case there are any questions. Have ready a collection of newspapers and magazines, such as *Time*, *Newsweek*, *Reader's Digest* or *People*. Ask each team to look through them for an article on someone they think is a Giraffe.

After taking brief notes on the article, and filling out the *Giraffe Sighting Report*, have each team present their sighting to the rest of the class. Discuss each sighting as a class to see if everyone agrees that the person or group chosen is a Giraffe. This is a good exercise for finding out whether or not the students really understand the concepts and can apply them.

 **Giraffe Journal Job:** Collect the team *Giraffe Sighting Reports*. Write down whether or not the class agrees that the person in each case is a Giraffe and why that person is or is not a Giraffe.

Spotting Giraffes Introduction

Enrichment Activities

- ✓ Have students individually or in small groups fill out the *Giraffe Sighting Report* on one of the Giraffes they read about in *The Real Thing* or *Profiles in Caring* or saw on the video in Section I.
- ✓ Put up a map of the world and have students place pins in the areas where they have sighted Giraffes.
- ✓ Have students start a databank of the Giraffes they have sighted, cataloging them by area of common good, type of risk, geographic location, or other category.

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 1



Giraffe Sighting Report

My Name _____ Date _____

I think I've sighted a Giraffe. His/her name is:

Problem(s) this person took on: _____

Risks this person took: _____

How I feel this person's actions have served the common good:

Obstacles this person faced: _____

How this person handled these obstacles: _____

Outside help this person needed (if any), and how he/she got it:

Spotting Giraffes in Real Life & in Fiction

Objective: *Students will apply what they have learned in a variety of settings.*

Method: Students look for Giraffes in literature, history and in current media.

Skills: analysis, application, debate, description, discussion, evaluation, reading, research, small group work, writing

Duration: 30–45 minutes research; 30–45 minutes planning presentations

Materials: *Spotting Giraffes in History, the News or Living Next Door* (pp. 67–68, *Spotting Giraffes in Books, Movies, Plays and TV* (p. 69)

Procedure

Divide students into teams of four to eight. Give each team one copy of *Spotting Giraffes in History, the News or Living Next Door* and four copies of *Spotting Giraffes in Books, Movies, Plays and TV* (one for each category). Each activity contains four requests for Giraffes, so each member of the team, depending on size, will need to be responsible for finding one or two Giraffes. Or the team can work as a whole, decide together on the Giraffe for each category, answer the questions as a team, then choose how they will present their sightings to the class. Another approach is to have eight teams, each responsible for finding several Giraffes in only one of the categories. One team would find historical Giraffes, one team would find famous Giraffes still living, another team would find Giraffes in the local community, etc.

An alternative to reporting would be to make it more like a game of charades. Each team can say what the general category is (i.e. book, history, etc.), then act out the particular person's story and see if the rest of the class can guess correctly. Or if the students in a team don't want to act, they can give the class 20 questions to guess the Giraffe's identity.

You will probably need at least two class periods for this, one for choosing the Giraffes in each category, and one for working on the presentations that will follow in *Lesson 3*.

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 2



Section II
Lesson 2

Spotting Giraffes in Real Life & in Fiction
Enrichment Activities



✓ Have the class watch a videotape of several evenings' news, then discuss any Giraffes or ostriches they think they saw.

✓ Have small groups study a weekly TV guide and research how many shows have a Giraffe-like focus.



✓ Create a Giraffe bulletin board as part of an educational awareness campaign, featuring stories, pictures and illustrations of Giraffes—real and fictional.

✓ Over a period of time, collect enough Giraffe stories and pictures to cover an 18-foot-long roll of paper, making it the height of a giraffe.



✓ As a class, collect all the sightings, decide as a group which are the most Giraffe-like and put them in a Standing Tall Book that includes pictures, articles, and illustrations.



✓ Have students create a newspaper using all the sightings, placing the Giraffes in the appropriate sections—sports, arts and entertainment, current news. Include headlines, editorials, cartoons and special columns dealing with Giraffe-like behavior. Have them analyze and compare their newspaper with the usual daily news.



✓ Have students write up sequels to Giraffe stories.

✓ Have students write script outlines for Giraffes for plays or radio shows.

✓ Have students draw covers for books that might be written about Giraffes, or draw posters for movies or plays about a Giraffe.



✓ Continue to have students search for Giraffes throughout the year, reporting to class once a week or once a month. The search can be tied into special school holidays (*Thanksgiving, Martin Luther King Day*) or class themes (*recycling, drug education, multi-cultural studies, etc.*). Students can also research people in history, science and literature (*e.g. Native American history, women's history, history of inventions, fairy tales, myths, legends, the Bible, general fiction*), looking for Giraffes.

✓ Have the class make a Giraffe calendar, with Giraffe heroes illustrating every month of the year and every major holiday.

*Spotting Giraffes in History,
in The News or Living Next Door*

Standing Tall



*Teaching Guide
Grades 6-9*

*Section II
Lesson 2*

Name _____ Date _____

If you could give a Giraffe award to someone in history, who would it be? Why?

If you could give a Giraffe award to someone in today's news, who it would it be? Why?

Spotting Giraffes in Books, Movies, Plays, TV

Standing Tall



Teaching Guide
Grades 6-9

Section II
Lesson 2

Name _____ Date _____

Giraffes don't just surface in the news. Great storytellers have always told tales of Giraffes. Think of a story you've read, a movie or play you've seen or a television show you've watched that featured a Giraffe-like person. Then answer the following questions. (Use one copy of this activity sheet for each category.)

Circle one: **book** **movie** **play** **TV**

Title: _____

Giraffe-like character: _____

What problem(s) faced the character? _____

What actions did the Giraffe take to solve the problem? _____

What risks did the Giraffe take to solve the problem? _____

What was the "common good" (who/what was helped?) in this story?

Giraffe Sighting Presentations

Objective: *Students will give a report on or otherwise verbally describe Giraffes.*

Method: Students give oral reports, act out, or use a question-answer format to present material on Giraffes.

Skills: debate, discussion, evaluation, inference, interpretation, listening, public speaking, reporting

Duration: several class periods of 30–45 minutes each, or many short periods of 10–15 minutes

Group size: small group, entire class


Materials: none

Procedure

Have each team present its Giraffe sightings. You may want to have one team each day, or you may prefer to do one category at a time, with each team contributing its Giraffe in that category. Your scheduling may also depend on how many teams choose to act out their choices or use the 20 question format.

If there are time constraints, or if you feel that acting out *every* choice is too much, you might suggest that each team use the charades or 20 question format for a couple of their presentations and report the others as one-minute speeches.

Discuss each sighting in terms of the risks involved and the common good that is served, then see if everyone agrees that the person chosen is a Giraffe.

 **Giraffe Journal Job:** Collect the team *Spotting Giraffe* reports. Write down whether or not the class agrees that the person in each case is a Giraffe and why that person is or is not a Giraffe. Also add to your columns on “actions,” “risks” and “the common good.”

Giraffe Sighting Presentations Enrichment Activities

- ✓ Have students dress in costume for the literary, historical, movie and TV Giraffes, and ask the rest of the class to guess who they are.
- ✓ Have students create collages for each of the eight categories of Giraffes (*history, today's news, community, school, books, movies, plays, TV*) and place on a bulletin board. Have them leave room in each category for placing pictures or illustrations of additional Giraffes.

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 3



Interviewing Giraffes

Objective: *Students will review and expand knowledge of Giraffes and Giraffe behavior through personal communication.*

Method: Students become reporters and use interview techniques to research and report on Giraffes.

Skills: analysis, application, classification, description, discussion, interview, listening, observation, reporting, research, writing, small group work

Duration: 1–2 class periods of 30–40 minutes each; several days during which assignment is carried out as homework

Group size: individual, small group

Materials: *Interviewing a Giraffe You Know* (pp. 75–76), *Interview Tips* (p. 77)

Procedure


Give *Interviewing a Giraffe You Know* sheet to each student. Go over the questions. Discuss interviewing techniques, using the *Interview Tips*. Consider including the use of a tape recorder or video camera as an alternative or in addition to writing.

Do several practice interviews in class. Pairs of students could volunteer to role play, one acting as the interviewer and the other pretending to be one of the Giraffes chosen in *Lesson 2* of this section.

This would also be an excellent time to have a reporter from a local paper or TV/radio station come in and speak to students about interviewing and reporting techniques.

Then give interviews as individual or team homework assignments, allowing several days to a week or more to complete.

You may need to use two or three class periods for this: one to introduce interview techniques and practice, one for a guest reporter, and a separate period for the teams to decide on the person they will interview, whether the interview will be written or taped, etc.

 **Giraffe Journal Job:** If you have a reporter come in, take notes on what he or she says about interviewing and reporting techniques.

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 4



Interviewing Giraffes
Enrichment Activities



✓ Have students watch interview shows on TV and report back on techniques they noted.



✓ Have students listen to radio talk programs and report back on techniques used, the kinds of questions asked by the interviewer, whether or not the interviewer remained objective or offered his/her own opinions, and how long the interviews lasted.



✓ Have students conduct an opinion poll on risktaking, heroes, or other Giraffe-related subjects with fellow students and staff members at school. Ask them to reflect not only on the differences in opinion they elicit from the same questions, but also on whether they act differently when interviewing different kinds of people—for instance, when they interview a friend and peer versus when they interview an adult. Have them discuss whether or not such differences influence the way an interview turns out.

✓ Have students interview two Giraffes who work on different sides of an issue or are working on the same problem in two different ways.

Interviewing a Giraffe You Know

Interview a family member, friend, or person in your school or community who you think may be a Giraffe. (You might prefer to use these questions for a “live” interview, with a tape recorder, then fill out this worksheet later.)

Interviewer _____ Date _____

Name of person interviewed _____

Why is helping others important to you? _____

Describe a time when you had to stick your neck out to help others.

How did it feel? _____

What happened as a result? _____

How do you feel about the results? _____

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 4

Section II
Lesson 4

What help could you have used? _____

Were there times when you wanted to back down?
If yes, what changed your mind?

If you ever acted like an ostrich, then how did you feel afterwards?

Miscellaneous notes concerning interview: _____

Interview Tips

Special thanks to Sue Haworth, former Langley (Washington) Middle School journalism teacher and Pat Washburn, formerly of *The Herald-Telephone*, Bloomington, Indiana, for the following tips.

Before the interview:

- Learn as much as you can about the interviewee before the interview. If they are involved in a particular issue, try to find out some background information on that issue.
- Decide what you want to accomplish in the interview. Plan the questions that you will ask in order to direct the interview as you want it to go, including some “ice breakers.” Be sure to cover Who, What, When, Why, Where and How.
- Think about how to word your questions to avoid “yes” and “no” answers. Ask how the person felt about different events. Ask about what motivates him/her, why he/she responded to certain events in a particular way. However, avoid asking questions that are too personal.
- To cut the amount of writing during the interview, plan initials and abbreviations to use for recurring names, places or ideas, i.e. “GB” for George Bush, “hm” for homeless, etc.
- When you make your appointment tell the interviewee how much time you would like to have for the interview. Tell the person the purpose of the interview so he or she can be prepared, too.
- Check your equipment. Have pens and pencils and a notepad if you will be taking notes. If taping, make sure you have enough tape, that the batteries are fresh, and that you can operate the equipment easily. It’s best to take basic notes even if you are using a tape recorder, because accidents do happen.

At the interview:

- Be friendly and courteous. Arrive on time and leave on time. Listen carefully and with interest. Avoid interrupting the person. Ask permission to use your tape recorder.
- Take notes. Think as you listen. Be alert to any new questions that may arise out of a comment or answer. Jot down these followup questions as the person speaks so that you don’t forget them.
- Keep the interview on track. Remember your purpose. Try to get good stories or anecdotes that illustrate why the person has acted as she/he has.
- Put quotation marks around any exact words of the person being interviewed. Your notes can also include the person’s mannerisms, facial gestures (i.e. “frowned” after a quote) and appearance.
- Before you leave, check over your notes for things you’re not sure about. Ask questions to clarify these points.
- Thank the person for the interview. It’s nice to drop them a short note later, thanking them for their time and trouble.

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 4

Interview Follow-ups

Objective: *Students will present material orally.*

Method: Students report their findings to the class in one of a variety of ways.

Skills: analysis, discussion, listening, public speaking, reporting, small group work

Duration: several periods of 30–45 minutes each

Group size: individuals, small groups, entire class

Materials: none

Procedure

As with the other such feedback sessions, you will probably want to take a number of class periods to complete this part. Because of the “live” nature of this exercise, follow-up can be done in a number of interesting ways. Students can:

Read aloud the interviews in pairs, one playing the interviewer, the other answering as the interviewee;

Invite the person to school and carry out the interview a second time before the entire class;

Arrange for a group of those interviewed to come in for a roundtable discussion on risktaking for the common good, their feelings about helping others, and advice they may have for students on helping others;

If there is a person in the area who has been honored by the Giraffe Project as a Giraffe, invite him or her to come in and be interviewed or to be part of the group of people in the round-table discussion. *Call the Giraffe Project Education Department for information on Giraffes available to come to your school.*

Standing Tall



Teaching Guide
Grades 6–9

Section II

Lesson 5



Interview Follow-ups
Enrichment Activities



✓ Have students turn the interviews into radio or TV public service announcements or full-length broadcasts, using the school audio or video equipment (see *Every Day Heroes*, Reference and Resource Section, R19 and *A Giraffe Class Radio Show* R21–R22).



✓ Have students write up the interviews and compile them in a special magazine or newsletter, complete with photographs and/or illustrations.



✓ Have students put on an all-school assembly honoring school and/or community people chosen by the class or featuring a Giraffe who has been honored by the Giraffe Project.



Spotting the Giraffe in You, Part I

Objective: *Students will be able to identify an area of great importance to them.*

Method: Students interview themselves or each other.

Skills: analysis, application, classification, description, discussion, evaluation, interview, listening, writing

Duration: 45–60 minutes


Group size: individual, partners, entire class

Materials: *Interviewing Yourself* activity sheets (pp. 83–84)

Procedure

Give the *Interviewing Yourself* activity sheets to the students and have them complete the sheets individually or divide up into teams of two to interview each other.

Then ask for volunteers to share with the rest of class what they've written or found out in the interviews.

 **Giraffe Journal Job:** Keep notes on what the students who volunteer say to the class. You may want to do the enrichment activity in this lesson that suggests making a chart or graph of the things the class cares about.

Standing Tall



Teaching Guide
Grades 6–9

Section II Lesson 6



Spotting the Giraffe in You, Part I
Enrichment Activities



✓ Have students create a banner, crest or logo depicting symbols of the ideas and ideals they value the most.

✓ Have students make up poems, songs, stories, collages or other artwork around the symbols used in their crest.



✓ Make a chart or graph of the things the class cares about to see how many share the same dreams and concerns.



Interviewing Yourself

Standing Tall



Teaching Guide
Grades 6-9

Section II
Lesson 6

Name _____ Date _____

Is there any cause that you feel so strongly about that you might risk something you value in order to help?

If you have ever stuck your neck out to help others, describe your experience.

How did it feel? _____

What happened as a result? _____

What outside help could you have used? _____

Section II
Lesson 6

Describe a time when you acted like an ostrich, sticking your head in the sand instead of sticking your neck out.

Why did you act like an ostrich in that situation? _____

How did you feel afterwards? _____

What outside help could you have used to change the way you acted then?

Spotting the Giraffe in You, Part II

Objective: *Students will analyze and evaluate different solutions to problems.*

Method: Students fill out questionnaires individually or in teams.

Skills: analysis, application, classification, comparing and contrasting, description, discussion, evaluation, listening, writing

Duration: 45–60 minutes


Group size: individual, entire class

Materials: *What's Your GQ?* (pp. 87–90)

Procedure

Have students do the *What's Your GQ?* handout, then ask for volunteers for the answers. Consider keeping track on the blackboard of the answers and see how much consensus or difference of opinion there is within the class. Also keep track of how many chose to write their own answers as opposed to choosing one already there.

Discuss the merits of the various answers and the perceived patterns in the answers. Ask students to reflect on the amount of consensus, differences of opinion and numbers of student-written answers, and what those facts might indicate about them as a class.

 **Giraffe Journal Job:** Keep track of the answers given to *What's Your GQ?* on your own copy of the handout. Check or star those answers where there is either a great difference of opinion or consensus within the class. Write down notes on any discussion the teacher has with the class about their answers. See if students generally agree on answers as a group or if there are many individuals in the class who prefer to write their own answers. Write down your observations.

Standing Tall



Teaching Guide
Grades 6–9

Section II
Lesson 7



Spotting the Giraffe in You, Part II
Enrichment Activities



✓ Have students imagine other situations like those in the GQ test. Have them give the options, including their personal choices.*

✓ Have small groups of students create and perform a scene based on one of the *What's Your GQ?* situations, or on one of their own.*



✓ Have students create a monthly newsletter with articles that deal with community, school, class or personal problems and solutions.*



✓ Start an *On The Spot* box in which students, anonymously, can put problems or concerns. Once a week take out the notes and read them to the class (*you may need to screen some of them, of course*). Have students brainstorm possible solutions, suggesting Giraffe-style actions as well as more cautious ones.*



* Send examples to the Giraffe Project Education Office for possible inclusion in an expanded or new version of *What's Your GQ?*

What's Your GQ?

Standing Tall



Teaching Guide
Grades 6–9

Section II Lesson 7

Anybody can be a Giraffe. That may surprise you when you think of all the times you've seen people *not* sticking their necks out—or when you think of the times when you've been afraid to be apart from the crowd yourself. Nobody's brave 100% of the time. Some people go through their lives without taking any chances at all—not even for themselves, much less for other people. But all of us have the *capacity* to stretch beyond our personal comfort and convenience to do something, no matter how small, to help make the world a better place.

Your Giraffe Quotient can give you an idea of how much “Giraffeness” is already part of your life. There aren't any right or wrong answers, and nobody's going to score your test. Just be honest with yourself as you imagine what you would do in these situations. If none of the choices is what you'd do, write your own solution.

1. There's a girl in your class who's different. She doesn't dress “right” and she's sad and quiet. Your friends make wisecracks about her. You can see she's not a bad person; she's really pretty nice. Would you:
 - a. stay with the crowd and make fun of her so you won't lose any friends?
 - b. convince your friends that you should all be nice to her?
 - c. make friends with her on your own, no matter what the rest of the group might say?
 - d.

2. Your best friend talks about dropping out because of really serious problems at home. Would you:
 - a. decide it's too much for you to deal with and wish your friend luck?
 - b. offer to help your friend find assistance in dealing with the problems at home?
 - c. try to talk your friend out of quitting?
 - d.

3. You just won \$200 in a contest. The rules say you have to give half of it away. Would you:
 - a. give it to your aunt if she'll promise to take you to Disneyland?
 - b. contribute it to a good cause?
 - c. use it to start your own charity?
 - d.

Section II
Lesson 7

4. The people you've been hanging out with decide to do something you think is really wrong. Would you:
- go along with them and hope nobody notices you're not taking part?
 - talk your friends out of doing it?
 - tell them how you feel and stay out of it?
 -
5. You like being around really young or very old people. Would you:
- not do anything about it because your friends might think it's weird?
 - get your scout troop or service club to "adopt" a day care center or nursing home?
 - volunteer to help at a nursery or a rest home?
 -
6. It's time for a friend who just got her driver's license to drive home from a party. You know she's been drinking. Would you:
- pretend she's OK and hope she makes it home?
 - get some other friends to help you stop her from driving?
 - stop her yourself?
 -
7. A bully your age has swiped a younger student's hat and the child is crying. Some other students are laughing about it. Would you:
- leave and hope the child gets his hat back?
 - talk the students out of laughing and into helping get the hat back?
 - get the hat and return it?
 -
8. Your favorite coach announces a new policy of allowing only passing students to play in competition. You're on a team and you're failing math. Would you:
- start a move to dump the coach?
 - get a study program going for all the team members who are failing subjects?
 - study like mad to get your math grade up?
 -

9. Some friends are bragging about what they've done sexually. You're not sure they're telling the truth, but you feel naïve and inexperienced. Would you:
- a. **make up a story and brag so you'll feel like part of the crowd?**
 - b. **say what you're feeling in case other people there feel as uncomfortable as you do?**
 - c. **stay quiet and insist that these are personal matters?**
 - d.
10. There's an important test coming up and someone you'd like to go out with asks you to "share" the test answers. Would you:
- a. **say yes and suggest going out Friday?**
 - b. **say no and offer to study together for the test?**
 - c. **say no and ask for a date anyway?**
 - d.

Do you see a pattern in the answers?

How are all the **a**'s similar?

How are all the **b**'s similar?

How are all the **c**'s similar?

Are your answers similar? If so, how?



Section II
Lesson 7

Which answers do you think are the most Giraffe-like?

Why?

Which answers do you think are the least Giraffe-like?

Why?

Spotting the Giraffe in You, Part III

Objective: *Students will analyze and evaluate personal concerns in relation to what they have learned about Giraffe behavior.*

Method: Students review the handouts they did at the beginning of the project and evaluate personally and as a class.

Skills: analysis, classification, discussion, evaluation, listening, synthesis

Duration: 45 minutes

Group size: individual, entire class

Materials: *Gimme Five* handouts

Procedure

Give back to students the *Gimme Five* handouts they filled at the beginning of the program. Have them look them over carefully and do the following:


Star any thing that could involve taking risks and where the results would be for the common good;

Add any thing that they feel is important as a result of working with the *Standing Tall* materials.

For the first part of the class discussion, ask students to share one or more of the five things they wish to accomplish during their lifetime and one of the things that they wish to see happen in the world. List them on the blackboard in two columns.

Then on the blackboard compile a list of the ideas that the students wrote for improving the school and community. Brainstorm for a few minutes to see if there are any more they wish to add. Also see if any of the ideas are connected, i.e. if recycling shows up at the school, community, world and lifetime levels.

Tell them that the task of the class will be to choose one of the items on the board to actually work on in the next set of lessons, *Learning to Be a Giraffe*.

 **Giraffe Journal Job:** Write down the list of ideas from the blackboard that the students have shared from their *Gimme Five* handouts.

Spotting the Giraffe in You, Part III

Enrichment Activities

- ✓ Have small groups of students create and perform a play based on an idea they think is worth sticking their necks out for. If the class has access to a video camera, use scenes from the plays to create a TV show featuring ways to make the world a better place.

Standing Tall



Teaching Guide
Grades 6-9

Section II

Lesson 8



Section II: Reflection Questions

Standing Tall




Teaching Guide
Grades 6–9

- 1) What are the two most interesting or important things you learned in this section?
- 2) What activities did you like best? Why?
- 3) What activities did you like the least? Why?
- 4) What did you learn about people from the stories in this section?
- 5) What did you learn about your classmates?
- 6) What did you learn about yourself?
- 7) Now that you have found more people exhibiting Giraffe behavior, even people you know, do you feel you could be a Giraffe, too?
- 8) When interviewing people exhibiting Giraffe behavior, what did you learn about why people stick their necks out?
- 10) Have your *Gimme Five* answers changed as a result of what you've learned so far? If so, how have they changed?



Section II

 **Giraffe Journal Job:** Keep track of ideas, if any, that are shared unanimously by the class or shared by the majority of the class. At the end of the discussion, read your findings to the class.



H W G D O K S I R G E C
F G N I R A C L W O O P
N O S P R B G S D U Q F
A R O G L A T B R K U F
C E H I N S F A K S L E
T H E N T I G F C O I H
I G L O U E T W E L U J
O J P T F C S H P V Z K
N S F Q F F L U G E T C
T H U T R A E H D I J E
S X L S B G O O D K S N
G W S K T R Y I N G N S

NECK	SPOTS	RISK	ACTION
COURAGE	SIGHTINGS	GIRAFFE	GOOD
HERO	HEART	HELPFUL	CARING
TRYING	SOLVE		

Spot the 14 "Giraffe" words in the puzzle above. Cross each off the list as you find it and circle it on the puzzle. Look up, down, backwards and diagonally.