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Reference and Resource Materials

“Leadership is the special quality
which enables people . . .
to stand up and pull the rest
of us over the horizon.”

—*James L. Fisher*



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What is the Giraffe Project?

The Giraffe Project gets people to stick their necks out for the common good.

Now more than ever before, America needs more people with vision and courage—people willing to put their ideas and ideals into action in solving the problems that trouble us most.

The Giraffe Project has been moving people into caring, courageous action since 1982. Its strategy is simple: if you want someone to take a risk for the public good, show them someone else going first. The Giraffe Project calls such role-models “Giraffes” and has been finding them and telling their stories through mass media since 1982.

We place Giraffe stories on all the major television networks. Giraffes have also been featured in *Time*, *The New York Times*, *People*, *Parade* and many, many other publications, both national and local. Radio scripts on Giraffes have been narrated by volunteers like Candice Bergen and John Denver. We publish the *Giraffe Gazette* and *Giraffe News*.

People inspired by Giraffe stories have generated projects large and small, from cleaning up wetlands to organizing local programs for the homeless. And the Project’s files are full of messages from Giraffes confirming that its work has brought them vital credibility, contacts and resources.

The Project’s *Standing Tall* program builds courage and caring in students in grades K-12, then teaches them how to put those qualities to work in designing and implementing their own service projects. “*You’re Gonna Do Whaat!?*” is a kids’ television program based on Giraffe stories and themes, being developed jointly with Nickelodeon.

Giraffe lectures and workshops offer both inspiration and street-smart strategies to universities, companies, unions, service organizations, government agencies and national conventions.

Giraffe-a-Town Campaigns help entire towns and small cities improve their ability to solve tough, long-term problems of race, poor schools, apathy and urban decay.

Giraffes Russia, based in Moscow, inspires Russians at all levels to take responsibility for the huge challenges they face.

The Giraffe Project, a non-profit organization, has been funded by 35 foundations, by private donors, by members and by sales of its own products and services. Founded in New York City, the Project is now based in Washington State, with a paid staff of eight and many volunteers.

I. The Role of Risk

Excerpt from The Giraffe Project Handbook: A Guide to Effective Community Service and Social Action

by John Graham

Executive Director, the Giraffe Project

From my experience, it's not a lack of good *ideas* that makes the challenges and problems that confront us so hard to solve. The more complex the problem, the more prescriptions have been written on how to solve it. And believe it or not, there's rarely a shortage of good *ideals* either. As our work with the Giraffe Project is demonstrating, there are plenty of good people who want to improve their communities, their countries, the world.

So what *is* lacking?

There aren't enough risktakers—people able and willing to stick their necks out to put their ideas and ideals into action—“Giraffes.”

What are the risks in getting involved? When the project is controversial, the risks are obvious and sometimes dramatic:

- the risk of standing out, of trying to implement new ideas and being criticized for shaking up the *status quo*;
- the risk of conflicts, when other people's interests are threatened by your action.

But it's the less dramatic risks that may be the most important, because they're part of getting involved in *any* service project. These include:

- the risk of change, of leaving behind what's comfortable and trying something new;
- the risk of wasting time, energy, money;
- for some people, the risk of testing new ideals and values.

And, of course, there's always the risk of just plain failing—of seeing your project go down the tubes, of losing money, prestige, a job, friendships.

As a whole, our society does not encourage us to take risks like these. In fact, America has become a risk-averse society. The practices that caused the S&L crisis went on for twelve years but nobody in either political party was willing to blow the whistle. Our election campaigns have become exercises in avoiding the issues, lest any voter be offended. Some people have been taught to play it safe since childhood and they've never questioned that. Some people have gotten used to a comfortable, predictable life style and the prospect of risking any of that comfort is not appealing. For all of us, there are too few role models of people willing to stick their necks out for their ideas and ideals. Commercial television makes it worse, marketing celebrities instead of real heroes and

training us to be more absorbed in our own amusement than in tackling the real world challenges that surround us.

This national aversion to risk is undermining our ability to tackle the challenges that confront us. People who are willing to take the necessary risks to put their ideas and ideals into action consistently get better bottom-line results in solving problems than do those who play it safe. People are more focused, committed and energetic when they know they are taking risks. Other people take them more seriously *because* they are taking risks.

People who take risks to put their ideas and ideals into action can find that doors swing open for them; sometimes it seems almost magical. Our experience at the Giraffe Project is typical. When we're willing to gamble for what we believe in, somehow the check arrives in the nick of time or that vital volunteer walks in the door. When we're too cautious, it seems we're struggling for everything.

The Bottom Line: The key to having an impact on the issues that most concern you is being willing and able to take necessary risks to put your own ideas and ideals into action.

From:
***The Fourth and Fifth Rs:
How Schools Can Teach Respect,
Responsibility, and Other Moral Values***

by Tom Lickona, member of Giraffe Project Board
of Youth Advisors (Bantam 1989)

Excerpts from Chapter 16: *Caring Beyond the Classroom*

Close to a billion people suffer from hunger and preventable diseases in a world that has the resources to assure a decent standard of living for all.

— Oxfam America

The only thing necessary for the triumph of evil is for good people to do nothing.

— Edmund Burke

We never know how high we are till we are called to rise. — Emily Dickinson

How can schools foster this “I can-make-a-difference” sense of citizen responsibility? It starts in the small society of the classroom, where children can see the tangible results of their actions on a day-to-day basis and where teachers can work to create a caring moral community. But what can be done to extend students’ caring attitudes and active citizenship into larger and larger spheres—so that they come to identify compassionately with the mainstream of humanity and do what they can to build a better world?

The Human Condition

A social conscience starts with awareness. Students need to know that there’s a bigger world out there and that a lot of people in it are hurting. . . . Students also need to know that all over the world, and in their own backyards, people are taking effective action to right wrongs. . . . Students also need to see the possibilities of smaller-scale projects—examples of individuals in their own country or community working to bring about an improvement in people’s lives. The best source I know of for examples of this kind is a unique enterprise called “The Giraffe Project. . . . This project is an effort to identify “Giraffes”—“people who stick their necks out for the common good.” Giraffes, says the Project, are “ordinary people acting with extraordinary compassion or courage,” tackling problems like pollution, poverty, drugs, corruption, social injustice and international conflict.

The Giraffe Project hopes to use the power of the mass media to get many people to believe in their capacity to do good—to think, “Well, if *that* person can do that, then *I* can take action on this issue I’m concerned about!”

A class can undertake its own search for Giraffes, combing newspapers and magazines for examples of people sticking their necks out for others in big and

small ways. Articles brought in can be discussed and then displayed on an ongoing "Giraffe Bulletin Board."

Finally—and this is important—students and teachers can identify people in their own community who are sticking their necks out for others and invite them to tell their stories and respond to student questions in a class or school assembly. . . .

Learning to Care Through Service

To help students develop an in-the-bones sense of responsibility for others, schools should provide, in addition to good models, many opportunities for student service in the near environments of the school and community. In their immediate environments, students can see the concrete results of their actions and reap the special benefits of face-to-face caring relationships.

Teaching caring through service begins with a school philosophy that makes it a priority. . . . In Emily Carr Elementary School in Scarborough, Ontario, older students coach the younger ones in sports like soccer and basketball, referee their noon-hour games, and organize "Hot Dog Days" for the younger grades. In Beecher Elementary School in Elmira, New York, good classroom behavior is rewarded by free time to teach a younger child to read or to help out in the cerebral palsy Resource Room. In some schools, older children carry out special projects like putting on a puppet show for the younger children or making stuffed animals for them.

Another way to extend caring beyond the classroom is a "Class Buddies" program, whereby an older class "adopts" a younger one. . . .

In one-to-one relationships like these, the older children are learning to care by caring; the younger ones are learning to care by being cared for. Both are learning to value themselves and other people—the wellspring of compassion.

Cross-Age Tutoring

A growing number of schools are discovering the benefits of cross-age tutoring as an opportunity for children to render meaningful service. . . .

To increase chances of success for both the tutor and the "tutee," schools typically provide a training program for the student tutors. A good program will provide tutors with their own "teacher's manual" and take them step-by-step through specific lesson plans (e.g., on how to help the tutee practice counting or sound out words). Tutors are also shown what to do if the tutee makes a mistake or seems restless and bored. . . .

All of these cross-age programs, beside enabling children to grow through serving others, do a lot to develop a positive, school-wide sense of community. . . .

Older Friends for Younger Children

At the high school level, Big Brother/Big Sister programs give older students a chance to get involved in a caring relationship with a younger child. . . . Says one 16-year-old big brother: "You're aware of trying to be a good example, maybe one of the only examples these little kids have of someone older. It makes you think more about your own values."

Reaching Out to the Community

A few years ago Ernest Boyer, former U.S. Commissioner of Education, made a bold proposal: a required "service term," taken for school credit by all high school students. . . . They would learn citizenship by being active citizens in their neighborhoods, towns and cities. They would learn to care about the common good by contributing to it.

Others before Boyer had argued that the way to solve the problem of youthful alienation was to give young people meaningful ways to participate in society. . . . One out of five public high schools—including the school systems of Detroit, Atlanta and St. Louis—now mandate some form of community service as a graduation requirement.

At a school in Iowa, sixth graders paired up with first graders and made 16 visits together to the local Old Folks Home. . . . A Washington, D.C. elementary school initiated an Adopt-A-Grandparent program whereby students wrote regularly to elderly people who lived alone and included them at every opportunity in school activities. . . . Sixth graders at a school in Skaneateles, New York studied their town's water shortage at the end of a summer drought, published the results of their research in the town paper and listed ways everyone could conserve water. In downstate New York, fifth graders at Rippowam Cisqua School sailed down the Hudson River on the sloop Clearwater; en route, they learned about the river's plants, animals and history, saw evidence of its pollution, and, when they got back, wrote articles for the newspaper and letters to the Governor, urging greater efforts to keep the Hudson and all waterways clean. In Chicago, one private school has the tradition of releasing balloons on election day; on each balloon is a student's name, the name of the school and the message, "Get Out and Vote!" . . .

Educating students to care about others ultimately means educating them in social justice. That means going up river to find the source of the problem.

Robert Starratt, a Fordham University professor who has worked with high schoolers on social justice issues, speaks to this point. It's necessary, Starratt says, to teach students to distinguish between "works of mercy" and "works of justice."

Visiting someone who is unjustly imprisoned and commiserating with his plight is an act of mercy. Making an effort to restore his political rights is an act of justice.

Self-giving on the part of students, Starratt says, will often begin with personal works of mercy. But we must help them understand the obligation to go

beyond mercy to works of justice. Students must understand “that while we can and should offer succor to those suffering because of unjust laws, we serve them far better by getting the unjust laws changed.” The best educational experience, Starratt says, would be for students to work with the poor, and then, back in the classroom, analyze the social structures that adversely affect the lives of the poor people they deal with (their health, economic status, educational level, ability to use the legal system, and so on). . . .

“Moral education must include political education,” argues West German educator Michael Miller; “how else will moral values become real in society?” Miller maintains that even grade-school children can begin to develop a critical political awareness. In one West German moral education project, third graders read and discussed a novelette about a gang of street children in the country of Bolivia. The street children survive by selling “flip-flop sandals” which they make from tires they steal. One boy refuses to join in the stealing. The story becomes a vehicle for discussing moral choices and the social conditions that send thousands of children into the street to live. . . .

Problems notwithstanding, educating for caring citizenship—in the school, community, nation and world—is one of the most exciting and promising directions in moral education. It has students learn to care by giving care, and learn how to be helpful by taking on helping roles. It teaches young people to see themselves as capable of goodness and to believe in their ability to make a difference. It teaches them to feel membership in a single human family. It teaches them to pay attention to the social conditions that spawn human suffering and to use the political-legal system to create a more just society and world. In all these ways, it nurtures a morality which transcends selfishness and finds fulfillment in contributing to the lives of other people.

Giraffes Teach

by Margie Slovan

An excerpt from this article appeared in a special education issue of the *Giraffe Gazette*. We are reprinting the article as a gift for you. Tuck it away in your mind for those days when you really wonder about sticking your neck out. Here's proof positive that you're not alone when you go all out for your students. (Two of these teachers are also featured elsewhere in this teaching guide: Maureen Kushner in Section I, Profiles in Caring stories, p. 44, and Steve Mariotti, Section III, pp. 105–106).

It's 7:00 AM on a weekday morning, and in a coffee shop in upper Manhattan, 10 second graders are huddled around a table with their teacher, brainstorming ideas for the joke book they're writing, an illustrated dictionary—for aliens—of the funniest words on earth. The word being discussed is "itchy" and a sweet-faced Chinese boy pipes up, "How about if all the letters are scratching each other?" The whole table collapses in laughter.

And 1,250 miles south, in a Sarasota, Florida housing project a six year-old is racing frantically out of the house without his shoes on. His mom yells at him to come back and get them. But this kid is in a hurry to learn something on this August morning at 7:25 AM. His tutoring program starts in five minutes.

Way up north, in Winchester, New Hampshire, a group of teenagers, supervised by a local carpenter, are busy building a dome behind their high school. These kids, all budding carpenters themselves, are focused intently on this important job. Not only are they helping expand the school space, they're also getting class credit and learning valuable job skills.

There are teachers behind such kids. Not always ones with degrees—but people who love kids and know what makes them learn.

How do you get immigrant elementary-school kids to fall in love with the English language? Put them in Maureen Kushner's Comedy Club. While they're thinking up skits, joke books, cartoons and shows, they'll be laughing so hard they won't realize just how much they're learning.

One day in 1984, veteran arts and English teacher Maureen Kushner, who works at PS 132 in upper Manhattan, was pinch-hitting in one of the school's most incorrigible classes. Someone had drawn a caricature on a desk—a picture of one of the kids' mothers. Kushner told us, "It was vandalism, but it was an incredible picture, so detailed, so accurate, so filled with expression." Kushner located the "vandal," 8 year-old Gabriel Lopez, and told him he was a cartoonist. Kushner found other kids she thought could be writers, performers, and editors—and the Comedy Club was born.

The Comedy Club now has a waiting list of almost 400 eager kids. Club members have too much to do in their one scheduled class period per week, so the kids, most of whom speak English as a second language, work in local coffee shops and restaurants before school, at lunch, after school. Kushner is right there with them, hour after unpaid hour.

To date, Comedy Club members have written 14 books, including *The Abridged Illustrated Giggolonian Dictionary*, *Books You'll Never Never Never Ever Read* and *The I Love NY Book*, for which three kindergarteners in the Club won the Bowery Savings Bank's annual I Love New York contest. Their *Anti-Drughead Manual*, a book of illustrated posters, slogans and commercials against drugs (drugs are a hard fact of life in this neighborhood) has been therapeutic for the kids as well as helping them learn language skills. The kids, most of whom are doing poorly at school when they join the Comedy Club, rise to the top of their classes and go on to schools for the gifted. Kids like Gabriel Lopez, who discovered that cartooning took discipline. He began studying Disney and other animation greats and got very interested in reading. He's not a troublemaker any more; he's too busy learning.

Kushner says humor teaches kids to think, to play with words, to fall in love with words. "When you tell a joke there's a connection between the joke and the answer. You see relationships, an equation, like, 'Did you hear the joke about the fence? You'll never get over it.'" Each Club member must read *30 books a year*—even kids who didn't read English at all before they joined the Club.

Sometimes you see a child is so bored," Kushner told us, "and then you find these worlds inside them, you see there is hope. Beyond every bored face there's a lot of hope."

Calvin Bryant grew up on a farm, one of 16 kids of a Georgia sharecropper. He dropped out of school in the eighth grade. Today Bryant owns a prosperous furniture repair business in Sarasota, Florida. He put one of his kids through college and another all the way through medical school. He's a success. And his community recognizes that—in 1982 they named him Sarasota's Small Businessman of the Year.

That same year a teenager stole a lawnmower from Bryant's house. The thief was caught, and when Bryant went to court to identify him he told the judge, "Give him to me. I'll work with him." The judge thought he was nuts, but remanded the young man to Bryant's custody. It worked well—so well that Bryant began going into prisons as a counselor and bringing prisoners out, giving them good jobs, counseling them, teaching them by his example that even a tough start in life won't stop a man determined to make it. To date, he's successfully rehabilitated 36 ex-cons. Several of them now have their own companies.

From working with prisoners, Bryant learned what low self-esteem and lack of direction can do. "They were making bad choices because they didn't know

how to work with the system, what it had to offer, how to get it legally.” They also couldn’t read and write very well. Bryant realized he could just work with the law-breakers forever, or he could try to stop the flow of them by going straight for the next generation of potential prisoners—kids who weren’t learning to read.

Bryant hired a teacher for an after-school tutoring program for inner-city kids. “I found out all kids at a very early age are very, very positive. They don’t know about the ‘can’t dos.’” Bryant gives them positive reinforcement: good role models, a glimpse of life outside the projects, rewards for doing well. He told us, “They come back [to his program] because they *won* something.” He also gives them something to eat—he never knows if they get enough at home.

Bryant doesn’t like the way schools teach inner-city kids. “I don’t care if you have to pull off your shoes to count to ten, it doesn’t matter. Let them find their own ways of learning.” He thinks vocational training should be mandatory. And he thinks schools should be more accountable for kids’ achievement—or lack of it. “Kid drops out, so what, don’t worry about it,” is the way he describes too many teachers’ attitudes.

Bryant has now volunteered to work with a class of fifth-graders already labelled as potential dropouts. He’ll *pay* them for good grades, and bring a banker into the classroom to teach them to balance their new bank accounts and to invest. Calvin Bryant says firmly, “These kids will not be dropouts.”

In 1978 **Dennis Littky** moved to an unplumbed mountain cabin in Winchester, New Hampshire. He’d been the much praised principal of a model school on Long Island, but he wanted to drop out and just learn to live in the woods.

The town of Winchester had a high unemployment rate and way too many welfare recipients. Its high school, Thayer, reflected the town’s troubles with a sky-high dropout rate. Thayer even *looked* bad—everything was broken, dirty or covered with graffiti. Students drank and smoked pot in the halls. It was a mess, but that wasn’t Littky’s problem; he was minding his own business, living the simple life.

It didn’t take long for Littky to get restless. He started a newspaper. He became a state legislator. He got on the school board. When Thayer’s principal resigned, Littky was ready to take over.

Despite many townspeople’s strong distrust of innovation, Littky was sure only radical change could save Thayer. In his first year, Littky did away with study halls, formed a Principal’s advisory team of seniors and met personally with every student to design his/her curriculum, often bending the rules to create individual study plans that got kids revved to learn. He was on his feet, in the halls, talking with kids one-on-one, a firm, guiding friend.

Littky got his students apprenticeships with local businesses. He hired a carpenter to teach kids who were itching to do something “big and important with their hands.”

Morale and grades improved dramatically. And everybody in town was enormously grateful, right? Wrong. Littky was fired by the conservative school board, who said he failed "to project the leadership image that the board feels is necessary." Never mind that the kids would have followed him anywhere. Fortunately for Thayer and for Winchester, that school board was voted out and replaced by pro-Littky forces.

At Littky's Thayer 61% of Thayer seniors went on to college last year as compared to 10% in 1981. The school is one of the showpieces of the Coalition of Essential Schools. Littky's teachers travel the US, giving workshops on team-teaching and project-oriented learning.

Dennis Littky wants to set up a technical center at Thayer where students and teachers can work with interactive computer programs on videodisc. He thinks it would be more practical for his teachers to train other teachers via computer. "We can't keep flying to Utah."

Big plans, as usual, and we have no doubt he'll pull them off. Even though Dennis Littky is a principal in the state that has *the smallest education budget in the country*.

For many years now, Deacon and Inez Balliew of Calhoun, Georgia have taken disabled, retarded and abused kids under their wing and convinced them that they are winners. With their patience and guidance the 50 kids in the Balliew's program, the Winners' Club, blossom like sunflowers—singing in the choir, working in the garden, learning canning techniques, competing in sports events. Above all, these kids are learning that they are good at something, when society has told them they are losers.

Many miracles have been created at the Winners' Club. Little ones, like a child who used to frown all the time learning to smile. Big ones, like a brain-damaged child becoming a versatile musician. If the Balliew's can get the kids by first grade and the families are willing to work with them, they have a 95% success rate in keeping kids out of trouble.

Deacon Balliew sees what happens to the kids he doesn't get. Every day. Because Deacon Balliew is chief probation officer for Calhoun County Juvenile Court. And every time a kid comes into the courtroom Deacon Balliew feels like he let them down.

But the Balliew's can only handle 50 kids at a time. So they do what they can. They build the children up, finding the thing each kid can do well and making the most of it. They take them places they've never been—like the ballet. They're starting a one-on-one buddy system, matching the kids with local law enforcement officers. And ever since the Balliew's built their new home just 30 yards from the Winners' Club, one of them is always with the kids.

Now *that's* a commitment. And knowing that commitment exists is really important to the kids in the Winners' Club. We asked Deacon Balliew what the

secret of his success is, and he told us the same thing. "It's called love, honey. There's no way you cannot repay what those kids give you when they find out they trust you. I found out how to slow down and give a kid a chance to love me. They found out somebody cared enough to be consistent all the time."

Steve Mariotti's also trying to fill in the cracks. As a matter of fact, Mariotti and Calvin Bryant have an awful lot in common. They're both businessmen. They're both concerned that racial minorities aren't getting a fair shake in school. And it took getting ripped off for both of them to see the light.

Steve Mariotti quit his importing business to teach entrepreneurship in the public schools after he was mugged by a gang of teenagers on the streets of New York. In his view, if the kids were resourceful enough to make it on the street, they had everything it takes to be entrepreneurs. Mariotti took a class full of South Bronx teenagers and put them through a 5-week capitalist "boot camp" to teach them everything he knows about business. In the ensuing six years of his public school teaching career he was fired nine times because he refused to teach typing, the school's idea of appropriate business training. Finally, Mariotti started a nonprofit organization, the National Foundation for Teaching Entrepreneurship, so that he could do things his way.

Today, NFTE has a \$600,000 budget, 1,000 students and five full-time teachers. It has a restaurant in New Jersey, co-owned with the Boys and Girls Club of America, run by and for young drug offenders, and doing \$250,000 worth of business a year. Mariotti also teaches his program in other cities and is working with maverick teacher and fellow Giraffe Rose Reissman (see below) on a curriculum to teach teachers.

Mariotti calls his business program a 100-hour "mini-MBA" and like Calvin Bryant, he likes to get his students young. For Mariotti, first grade is just about the right time to teach kids basic sales techniques, recordkeeping and business ethics. And fourth grade is a perfect time to learn to write a business plan. In Mariotti's view there's no mystique about teaching business. As he told us, "It's not brain surgery."

The seminal experience of his course comes when Mariotti gives the students \$50 and takes them down to the wholesale market, where they learn buying wholesale and selling retail. Mariotti states flatly, "It's the most important business lesson a human being should have. You can learn more in six hours than you can in any five business books or in any university class."

And his students do learn. Many of them have started their own businesses. One young man now owns a successful rap studio, which he runs out of his home in a South Bronx housing project. Another student, who earned \$10,000 a year operating his own hot-dog stand, is now attending college on full scholarship, majoring in culinary arts.

To Steve Mariotti, the most important thing is not that the kids make it in business—it's something much more basic. Like Calvin Bryant, Mariotti wants to change inner-city kids' attitudes towards the society they live in. He wants to show them they can work *within* the system and make money; they don't have to sell drugs, mug people, or settle for welfare. He wants to teach them good decision-making techniques. Mariotti says, "Most tragedies in life are due to a lot of people making very poor decisions not in anyone's self-interest—pregnancy, theft, dropping out of school."

Schools are Mariotti's next challenge. He wants to see schools run more like businesses. He believes that as they're run now, schools—and teachers—have no incentive to improve.

But right now, Mariotti's life is full with his kids. Besides teaching them how to sell, he's their biggest customer. He told us, "Everything I'm wearing right now was sold to me by a kid." Mariotti's also their chief cheerleader. Every night he gets at least 18 phone calls from kids seeking advice and support. "Some of them don't go to sleep until they call me."

Dynamic teacher **Rose Reissman** has taken very strongly to the Giraffe metaphor. She says that educators "die if we're not out sniffing the leaves and sticking our necks out." She certainly has taken her own advice—in the past year, she's added to her impressive collection of teaching honors by winning awards for her new business education programs. Pretty good for a junior high school English teacher who knew nothing about the subject of business until last year when she teamed up with Steve Mariotti (see above) to develop an entrepreneurship curriculum for teachers.

Reissman learned another valuable lesson from Mariotti—how to market herself. After years of spending her own money and time taking students on field trips to give them some real-life context to their classwork, and dancing around school administrators who didn't like her innovations and her predilection for tackling sensitive issues in the classroom, Reissman has found her niche (or niches) as a teacher-trainer, consultant, workshop leader and grantwriter. Reissman's always had her fans; *Village Voice* columnist Nat Hentoff says, "Rose makes the Bill of Rights leap right off the page." But energy and initiative like hers are not exactly the norm in the public schools, and in her 22 years there, Reissman's been told more than once by supervisors not to be so interested in her job! Discussing the public schools, Reissman told us, "Many people like me don't stay there. It's important for kids to see creative people and divergent personalities can work within the system."

For students, the experience of having Rose Reissman as a teacher has been overwhelmingly positive. Take the Writing Institute, for example, a city-wide program Reissman founded in 1978. Students in the Institute gather oral histories from people outside of school on historical events and issues they are studying in class. They develop and broadcast four radio shows on a citywide station

which reaches a million schoolchildren and is about to go nationwide; one of these programs, Multicultural Mystery Maze, is broadcast in three languages at once. The Institute also sends its students to other schools as peer teachers, and Reissman treats these favored students as colleagues. 10,000 students have been involved in the Writing Institute to date; several of them have won “Young Writers” awards. They *all* benefit enormously—in building self-esteem and in taking initiative, as well as developing fine-tuned communications skills.

Talking with us about how she inspires kids to create and perform their own shows, Rose Reissman told us, “most people have some sort of leadership within them.” She should know.

Like Dennis Littky, **LaVaun Dennett** has been able to empower teachers as well as students. In six years as principal of Montlake Elementary School in Seattle, Dennett became known as a “miracle maker.” She saved money, improved students’ and teachers’ morale tremendously, and brought white families who had defected to private schools back to public school. Under Dennett’s leadership, Montlake Elementary was the only school in town where black kids weren’t losing academic ground to white ones.

How? She eliminated the problem of overcrowded classrooms by having all the staffers, including the librarian, teach classes. She turned every room in the school, including the teachers’ lounge, into a classroom. And she eliminated all the special-education programs, stating unequivocally, “Once kids get put into a special ed program they never get out.”

Then, Dennett divided the school day into two parts—mornings for basic skills, grouped by students’ learning level, and afternoons for other subjects, arranged by grade level. She met weekly with staff to fantasize on making Montlake Elementary the best possible school. “How can we move closer to that? What can we do on Monday? three weeks from now? three months? How are we working together?” Teachers could see the changes that resulted from Dennett’s innovations. One observed, “There’s a lot of love here.” Another said, “I can see academic progress here. I can see the children working with each other in a totally different way than I’ve ever seen before.” Everyone entering the school felt the difference—something in the air.

It was in the test scores, too. Reading and math levels soared and kids all over the city transferred to Montlake. The school became a model for Washington State’s “Schools for the 21st Century” program. Now, two years after she left Montlake to get her doctorate at Harvard, two other Seattle-area schools are emulating Dennett’s program.

With Dennett’s beliefs, background, and experience in education, she found it ironic to be at Harvard, “sitting here listening to people talk and figuring out how to give them the right answer.” She knows that’s not the most effective way to learn. She also realizes that most schools work that way. It’s still hard for her to

think about the fact that even though Montlake Elementary met every goal of the Seattle School District, they gave her very little support. Quite the contrary, Dennett's refusal to "track" kids in special ed programs cost her five teachers' worth of funding. Every year, she had to get private grants to meet payroll.

Dennett is philosophical about that now, but when she thinks about her next job, which will be whatever she decides "will make the most difference in what happens in school buildings between teachers and students," she spends a lot of time reflecting on how to reform school administration. She told us, "If there were . . . clear outcomes you were working towards you could allow people lots of flexibility on how to create outcomes and allow creative people to work within the system." Dennett sees the world as "constantly changing, evolving and growing. I believe there's always an alternative that will work. I see change as healthy." Maybe someday, with the leadership of LaVaun Dennett and others like her, more school administrators will see it the same way.

Many educational experts have written about the same problems our Giraffes discovered in today's urban schools. John Goodlad could have been talking about Montlake when he wrote in *A Place Called School*, "instead of facilitating improvement, an innovation (in urban school districts) tends to arouse all those mechanisms that protect conventional practices." The Carnegie Foundation's report on urban schools is even grimmer. "Many people have simply written off city schools as little more than human storehouses to keep young people off the streets."

But somewhere, there's a school where every child excels. There is love, respect for the student's individual learning process and the expectation that everyone will do well. Learning is exciting, and it's easy to see how it relates to life in general. The whole world is a classroom, and kids team up in projects that give them a multitude of experiences and skills, to say nothing of palpable results. The teachers are students, too. They're all in it—the learning experience—together.

Where do you get such a school? Hire Calvin Bryant and Steve Mariotti to get kids motivated; Rose Reissman and Maureen Kushner to inspire them; Dennis Littky and LaVaun Dennett to run the place—and the Balliews to give them love.

Every Day Heroes—an excerpt

An excerpt from Every Day Heroes, a-story-a-weekday about people who are sticking their necks out to take on the challenges of our times.

Gene Gitelson had a great job. Nice family. And some memories of Viet Nam. He kept hearing about vets who weren't doing as well as he was. That bothered him. So he dropped the great job and went to bat for his fellow vets, helping *them* get onto strong career paths. Gitelson's New York Veterans' Leadership program has helped hundreds of vets get going and has become a model for vets' programs around the country. Gene Gitelson is a Giraffe.

When Flo Brooks was widowed, after 45 years of being a full-time wife, she didn't know what to do with herself. But she wanted to be useful. The only "job" she'd ever had was organizing charity balls—36 of them. So at 68 years young, Flo Brooks stuck her neck out and joined the Peace Corps. She went off to live in a mud hut in Africa and loved it so much that, when she returned home, Flo Brooks became a full-time Peace Corps recruiter—one of their best. Flo Brooks is a Giraffe.

The drug dealers used to be pretty cocky in Abdullah Turner and Nero Graham's South Bronx neighborhood—they were making deals in broad daylight. But things changed in 1988, when Turner and Graham started a block patrol. Armed only with walkie-talkies, patrol members report to Graham about any drug deals they see—then he moves in with his bullhorn, telling the dealers to clear out. The patrol is doing such a good job of getting rid of the dealers that other neighborhoods are organizing their own block patrols. Abdullah Turner and Nero Graham are Giraffes.

Sue Silbert and Jack Berlin are one dynamic duo. Just ask the thousands of families in Los Angeles who wouldn't have real holiday feasts without them. College teacher Silbert leads thousands of volunteers who make and serve the feasts—*and* run year-round support programs. Wholesale foodbroker Berlin recruits fellow brokers to donate and discount their very best produce to Silbert and her volunteers. Sue Silbert and Jack Berlin are Giraffes.

A Giraffe Class Radio Show

The following is a personal account by a writer for the Giraffe Project who worked with her son's fifth-grade teacher to introduce Giraffe concepts to the class. She then helped create and produce a radio show with the class, based on the story of young Giraffe Trevor Ferrell. A national producer of radio theatre provided the technical expertise.

"For about a month I told Giraffe stories to a fifth-grade class for 15–30 minutes once a week. The kids kept asking for more. They were really interested in these new role models. They had lots of questions and pored over the photos I brought of each Giraffe. I'd give the stories punchy titles; we talked about 'Tree Boy,' 'Rainforest Girl,' 'Private Detective for the Innocent,' and 'The Toxic Avengers,' among others.

"Because of the high interest, the teacher decided to have the class do a Giraffe radio play. School was drawing to a close, so, because time was short, I wrote a brief script about Trevor Ferrell (a young boy who brought blankets and food to the homeless) for the class. With more lead time students could have written their own script.

"The class was divided into three groups. One group comprised the actors for the play. A second group wrote and performed ads to break up the play. The third group took on the challenge of providing sound. Everyone, of course, wanted to be in the play, so parts were distributed by lot (if many wanted a particular role) or by audition (if just two or three wanted a part). The non-actors were initially unhappy with their jobs but changed their minds fairly quickly.

One parent worked with the actors, the teacher worked with the sound, and I worked with the ad writers. We briefly talked about kinds of commercials (slice of life, testimonial, educational, used-car, etc.) and the tone of commercials. They brainstormed ideas for funny Giraffe products, then pairs of students chose a product and wrote an ad for it. I circulated, making sure all ads weren't same type (It was all going to be used-cars for a while there) and that they told who, what, where, when, and why. They ran through them with me separately for timing and editing, and then they were on their way.

Meanwhile the tech group analyzed sound needs and came up with creative ways to create the sounds of snow, braking cars, slamming doors, crackling fire, etc. The radio producer taught the kids hand signals used by radio people and explained the concept of sound as a "character" in the play, with cues just like the ones the actors have. We listened to old radio plays from the '30's for mood, sound tricks (such as turning your head when you speak to sound farther away) and the role of music.*

The kids practiced, and despite time pressures and end-of-school craziness, they did a great job. Having a professional radio producer, of course, was an

unexpected bonus. (Teachers could do a simpler version, using a tape recorder and a couple of mikes and perhaps a few extra parents or high school students to help.)

One of the student performers had been really “acting out” in school for several weeks. Yet on the day of taping he was a real leader in keeping the kids on-track and in a good mood. He was playing Trevor Ferrell, the hero of the story, and I think it affected him.

The class loaned the tape to other classes. If it weren't so close to the end of school, we would have arranged to play it over the school p.a. system. The teacher was also going to send it in to a local National Public Radio station for its children's hour.

* I'd really recommend having a radio professional visit the class and/or looking at the book *WKID: Easy Radio Plays* by Carol Adorjan for radio tips.”

Ideas for Visioning Script

Some or all of the ideas from the following script may be used in carrying out your own “live” visioning exercise. The script can also be recorded by you or someone else with a good speaking voice onto an ordinary cassette tape.

Introduction:

Now that you’ve chosen a problem to work on, you need to get a clear picture in your mind of just how you want this project to turn out.

A vision is a clear, concrete, guiding picture of the result or condition you want to achieve. And to succeed, a vision must be clear—so sharp and so real that you can see it in detail, smell it, taste it.

To make this vision, we’re going to pretend to look into the future. You will imagine a picture—just like one on a TV set or a movie screen. It will be a clear and detailed vision of what things will be like once you finish your project.

This mental picture of a successful project will help guide the choices you make on the way to success. It will help keep you enthusiastic about your project by reminding you of what you are working for. And when you and your classmates share your visions for your project with each other, you will create a vision for the entire class which will help you work together and achieve a great result.

Procedure

Okay. Close your eyes. Cup your hands over your eyes, resting your cheekbones on your hands. You can put your elbows on your desk if you want. Now relax. Breathe slowly and regularly.

Imagine yourself a year into the future. Imagine you are looking at a TV report on your project, which has just been finished after a lot of planning and organizing and hard work. The TV camera shows how the project has been a great success. See that TV picture of how your finished project looks. Fill up the entire screen of your mind.

Questions

Look at your picture as I ask these questions. Answer them only in your own mind. And remember to answer them as if you are one year in the future, looking back.

- How is this picture different from the way things were?
- Do you see other people? What are they doing?
- The TV reporter asks them how they feel about your project.
What do they answer?
- What do the expressions on their faces say?
- How has your project changed their lives or attitudes?

- Use all your senses. What do you hear? What do you smell? What can you feel that's different from the way things used to be?
- What are **you** doing? How are you feeling about your completed project?
- What did you learn to do as you worked on the project?
- What obstacles did you have to overcome to successfully complete this project?
- Have **you** changed in any way because you worked on this project?
- Has your (school) (neighborhood) (community) changed? Have the changes spread outside your (school) (neighborhood) (community)?

Ending

Take one last look at your vision of success, so that you can remember it later.

Now open your eyes and take your hands down.

Participation Roles

Below is a list of different roles individuals can play in a group.

Each one makes a valuable contribution. Sometimes a person will assume more than one role.

Look through these 11 descriptions and rank yourself on a scale of 1 to 5 according to which roles you generally assume in a group. 1=never; 5=always. You can use your scores to see the roles you're most comfortable taking.

- (1) **Organizer:** *makes lists, gives directions, lines up materials*_____
- (2) **Encourager:** *shows enthusiasm for people's ideas, supports people when they talk or try something new*_____
- (3) **Idea person:** *comes up with good suggestions*_____
- (4) **Good humor person:** *keeps the activity fun by making remarks in a way that keeps people enjoying what they are doing (not put-down jokes)*_____
- (5) **Cooperator:** *responds to organizers, who can't get anything done unless there are good cooperators in the group*_____
- (6) **Listener:** *listens intently when people give ideas, so there is a sense of calm and concentration in the group. Without listeners, everyone's ideas would just bounce off the air and not go anywhere*_____
- (7) **Stick-to-it person:** *when the going gets tough, hangs in there and keeps working, thinking, listening, trying, concentrating*_____
- (8) **Problem-finder:** *contributes by seeing why there's something wrong with the way the group is solving the problem, and helps the group get on the right track*_____
- (9) **Detail-detective:** *notices little things in the instructions or in the problem-solving method that are important to pay attention to*_____
- (10) **Clarifier:** *uses words well and explains when other people don't understand*_____
- (11) **Includer:** *person who makes sure everybody gets a chance to talk*_____

Teaching Materials from Giraffes

Here are Giraffes you may contact for materials and general information that can be used in teaching about specific issues.

Civil Rights

Teaching Tolerance

400 Washington Ave.
Montgomery AL 36104

Attorney **Morris Dees** founded the Southern Poverty Law Center, ignoring repeated death threats to successfully sue the Ku Klux Klan, and win their financial assets for the family of a young African American who had been lynched by Klan members. He is now using the legal precedent to destroy other hate organizations.

Teaching Tolerance, an extension of the Southern Poverty Law Center offers free curriculum packages that promote interracial and intercultural understanding. Teaching Tolerance also publishes a semi-annual magazine offering teachers ready-to-use ideas and strategies.

To get a free curriculum package, have your principal send a request to the address above. Limit one copy per school. This offer applies only while supplies last. To order the magazine, just send a request on your school letterhead to the above address.

Crime

Kids Against Crime, Inc.

PO Box 22004
San Bernadino CA 92406
(714) 882-1344

Linda Warsaw was only 12 when she founded Kids Against Crime to help children protect themselves. Her group now has more than 3,000 members in the US and abroad. If you're interested in starting a local chapter or would like more information about KAC, write or call the above.

Drugs

Drug-Free Home Program

PO Box 922
Key Largo FL 33037

When her Brownie troop leader was murdered by a drug user, **Ellen Bigger** took action. Ellen created the "This is a Drug-Free Home" campaign, publishing a brochure, a no-drugs pledge form and a bumper sticker, which she has distributed to thousands of families around the US. When all family members have

signed the pledge form, they return it to Ellen, and she sends a decal for the door or window of the home that reads, "This is a Drug-Free Home! Every member within has signed a pledge to live a drug-free life." For more information, call or write the above.

PANDAA Press
4111 Watkins Trail
Annandale VA 22003-2051

Joyce Tobias went into action when she learned that her two oldest children were doing drugs, but she didn't just take care of her own family crisis; she also started the Parents' Association to Neutralize Drug and Alcohol Abuse. PANDAA has been successful in securing tougher anti-drug regulations in the schools, a tougher approach in the courts and in educating parents about drug use. Her books, *Kids and Drugs* (\$7.10) and *Schools and Drugs* (\$10) may be ordered at the above address.

Entrepreneurship

National Foundation for Teaching Entrepreneurship
64 Fulton St., Suite 700
New York NY 10038

Steve Mariotti responded to being mugged by street toughs by deciding to teach entrepreneurship to inner-city kids. Mariotti created his own non-profit foundation which contracts with schools to teach kids how to start and run new businesses. NFTE has an array of materials on the subject, including BIZBAG™, a young entrepreneur's start-up kit. Teachers and others working with at-risk kids may contact Mariotti at the above address.

Environment

CAKE (Concerned About Kids' Environment)
PO Box 132
South Freeport ME 04078

Students Kirsten Nunery and Bridget Sullivan-Stevens led a group that convinced the town council to ban styrofoam after failing to convince McDonald's to switch to paper. The Bettigen Corporation of California gave CAKE \$20,000 to start more CAKE Groups in Maine. For more information, call or write the above.

Enviro-Cop Headquarters, Suite 201
4001 Edmund F. Benson Boulevard
Miami FL 33178-2384
(305) 592-2767

Edmund Benson roared out of a comfortable retirement to close down a toxic waste incinerator. In 1990 he kicked off the US's largest curbside recycling program. He has also overhauled the county's school lunch program, instigated an integrated pest management program in school and county buildings, established a yearly event fostering community acceptance of mental patients, and created the **ARISE Foundation (For Your Health . . . Not For Profit)**.

Enviro-Cop, an **ARISE Foundation** program, asks youngsters to pledge to "police pollution, arrest waste and track down toxics." **ARISE** provides these "green police" with badges, environmental "tickets" to hand out, membership cards and ongoing programs. For more information, contact the Enviro-Cop Headquarters.

Environmental Youth Alliance
PO Box 34097, Station D
Vancouver BC Canada V6J4M1

Jeff Gibbs has fought urgent battles to save the world's ancient forests since he was 14. He worked so hard and long to help save Canada's Queen Charlotte Islands from clearcutting that he was adopted by the Haida Nation. He has founded an international network of environmental youth clubs, and will be coming to the US in 1992 to start a network here. He still travels the world to protect the remaining ancient forests. For more information write to the above address.

Kids FACE (Kids For A Clean Environment)
PO Box 158254
Nashville TN 37215

After writing to President Bush about stopping pollution and getting no response, **Melissa Poe** got a local billboard to put her letter on it. Now 250 billboards across the country display her letter. Branches of Kids FACE in 11 states work on a variety of environmental issues. To get more information about Kids FACE, write to Melissa at the above address.

Leaf it to Us, Children's Crusade for Trees

527 N. Marion St.

Salt Lake City UT 84116

Audrey Chase was a member of a class that wrote legislation and lobbied for a bill that provides funding for kids to plant trees in Utah. On her own, she then lobbied for a national bill and received an EPA award from the President.

R.A.I.N. (The Rain Forest Awareness Information Network)

18802 185th Ave. NE

Woodinville WA 98072

(206) 788-4452

Kristin Johnson rallies fellow students to help save the rainforests. Kristin raises funds, gives slide shows and has organized a conservation club and recycling program at her school. Write or call Kristin to find out how kids can help stop the destruction of forests in the tropics and in the US and on how a class can "adopt" an acre of tropical rain forest.

Y.E.S.! (Youth for Environmental Sanity)

706 Frederick St.

Santa Cruz CA 95062

(408)-459-9344

Ocean Robbins is touring the United States with no less a goal than to save the earth for future generations. He and his fellow student volunteers travel from city to city as YES!, performing their environmental awareness show for thousands of young people. For more information on booking the tour in your area or to get a "Student Action Guide" for starting your own "eco-tour" call or write YES.

Tanja Vogt

70 Mountain Circle

West Milford, NJ 07480

Tanja Vogt organized her fellow students to ban styrofoam in a drive that spread throughout the state and the country. For more information on how to help promote alternatives to styrofoam, write to Tanja. Please include a self-addressed, stamped, 11 "x 17 " envelope with \$2 in postage on it.

Environment/Hunger

Trees for Life

1103 Jefferson
Wichita KS 67203
(316) 263-7294

Balbir Mathur founded this organization dedicated to fighting hunger. Trees for Life has planted two million food-bearing trees in India and Brazil, helping people to become self-sufficient. Your class or group can raise money to buy trees to be distributed by Trees for Life. School children gave the organization its name. For more information, contact them at the above address.

Global Environmental Service

The Earthstewards Network

PO Box 1097
Bainbridge Island WA 98110

The Earthstewards Network is a non-profit citizen diplomacy and conflict resolution organization founded in 1980 by **Danaan Perry**. Its PeaceTrees projects, involve young volunteers in cleaning up toxic waste sites and in reforestation. For more information, call or write the above.

Homeless

Trevor's Campaign for the Homeless

Box 21
Gladwyne PA 19035

Trevor Ferrell started distributing blankets to the homeless when he was 11. Since then more than 850 volunteers have joined Trevor's Campaign for the Homeless, which has expanded to 15 other cities. A book and a video are available from the above address.

Homophobia

YEAH

314 West State St.
Ithaca NY 14850

Catherine Herne risked ostracism by her peers to speak out against homosexual discrimination in her school. Herne founded YEAH, Youth Educators Against Homophobia. For a free informational brochure on fighting homophobia write the above address.

Social Studies

Center for Social Studies Education

115 Mayfair Drive
Pittsburgh PA 15228
(412) 341-1967

Jerold Starr publishes *The Lessons of the Vietnam War*, available in both modular textbook and paperback editions. The 1991 curriculum covers all facets of the War from a diversity of perspectives. It also includes materials on the Persian Gulf War. Student and teacher editions, individual units and a video are available. For more information, call or write the above.

Miscellaneous

Youthwish Foundation

PO Box 922
Key Largo FL 33037

Youthwish is a non-profit corporation established by Ellen Bigger to encourage fellow young people, in partnership with adults, to build and sustain their own community service projects. Youthwish provides small grants for student-generated projects on the environment, literacy, homelessness, child welfare and community beautification. For more information write the above address.

Standing Tall *Bibliography*

This is a brief listing of books you can use to enrich the *Standing Tall* curriculum. We have divided them into fiction, non-fiction, series, and Giraffe concepts of caring, courage, service and action.

Fiction

Rose Blanche, Roberto Innocenti, 3–6
Iggy's House, Judy Blume, 4–6
Number the Stars, Lois Lowry, 4–6
War Comes to Willy Freeman, James and Christopher Collier, 4–7
Alan and Naomi, Myron Levoy, 4–7
Monkey See, Monkey Do, Linda Schwartz, 4–8
Sarah Bishop, Scott O'Dell, 4–8
Chronicles of Narnia, C.S. Lewis, 4–9
Summer of the Monkeys, Wilson Rawls, 4–9
A Long Way to Go, Zibby Oneal, 5–8
After the Dancing Days, Margaret Rustkowski, 6–8
Alexandra, Scott O'Dell, 7–12
Autobiography of Miss Jane Pittman, Ernest Gaines, 7–12
Beauty, Robin McKinley, 7–9
Boat to Nowhere, Maureen Wartski, 7–12

Non-Fiction

Hank Greenberg: Hall of Fame Slugger, Ira Berkow, 3–6
Juliet Gordon Low, Kathleen Kudlinski, 3–6
Walking the Road to Freedom: A Story About Sojourner Truth, Jeri Ferris, 3–6
Samantha Smith: A Journey for Peace, Anne Galicich, 3–6
People Who Make a Difference, Brent Ashabrunner, 3–6
Restoring Our Earth, Lawrence Pringle, 3–6
Our Golda, David Adler, 3–6
Vilma Martinez, Corinne Codye, 3–8
Sarah Winnemucca, Mary Frances Morrow, 3–8
Black Heroes of the American Revolution, B. Davis, 4–8
Take a Walk in Their Shoes, Glenete Turner, 4–8
Lincoln: A Photobiography, Russell Fredman, 4–8
Making Headlines: A Biography of Nelly Bly, Kathy Lynn Emerson, 4–8
Women for Human Rights, Marcia Conta, 4–8
Anne Hutchinson, Dennis Brinle Fradin, 4–8
Rescue: The Story of How Gentiles Saved Jews in The Holocaust,
Milton Meltzger, 4–10

Raoul Wallenberg, Michael Nicolson & David Winner, 5–6
Not Separate, But Equal, Brenda Wilkinson, 5–8
Bridge at Selma, Marilyn Miller, 5–8
American Government (Great Lives series), Doris & Harold Faber, 5–9
Human Rights (Great Lives series), William Jacobs, 5–9
Nature and Environment (Great Lives series), Doris & Harold Faber, 5–9
Anthony Burns, Defeat and Triumph of a Runaway Slave, Virginia Hamilton, 6–8
A Long Hard Journey: Story of Pullman Porters,
 Patricia & Frederick McKissack, 6–9
Haym Salomon, Howard Fast, 6–12
Restoring the Earth, John Berger, 6–12
Selma, Lord, Selma, Sheyann Webb and Rachel Wet Nelson, 7–12
Rick Hansen: Man in Motion, Rick Hansen & Jim Taylor, 8–12
Margaret Sanger, Emily Taft Douglas, 9–12
Dreams Into Deeds: 9 Women Who Dared, Linda Peavey, 9–12
The Montgomery Bus Boycott and the Women Who Started It,
 JoAnn Gibson Robinson, 9–12
And Then There Was Light, Jacques Luisseyman, 9–12

Series

Women of Our Time (Puffin), 19 titles, 3–6
 American Women of Achievement (Chelsea House), 50 titles, 4–12
 Hispanics of Achievement (Chelsea House), 29 titles, 4–12
 Black Americans of Achievement (Chelsea House), 75 titles, 4–12
 Pioneers in Change (Silver Burdett), 5–9
 People Who Have Helped the World (Gareth Stevens)

Giraffe Concepts

Discover the World: Empowering Children to Value Themselves, Others, and the Earth,
 Susan Hopkins and Jeffrey Winters, ed., activities for pre-school–6
Stick Up for Yourself, Gersten Kaufman and Lev Raphael, 3–8
Going Green: A Kid's Handbook to Saving the Planet, Elkington et al, 3–8
Kid Heroes of the Environment, The Earthworks Group, 3–9
The Earth Book for Kids, Linda Schwartz, 4–8
50 Simple Things Kids Can Do to Save the Earth, The Earthworks Group, 4–10
The Kids' Guide to Social Action, Barbara Lewis, 4–10
Directory of American Youth Organizations, Judith B. Erickson, 4–12
How to Tape Instant Oral Biographies, William Zimmerman, 3–8
The Simple Act of Planting a Tree, Andy and Katie Lipkis, 6–12
Trevor's Place, The Story of the Boy Who Brings Hope to the Homeless,
 Frank and Janet Ferrell with Edward Wakin, 6–12

150 Ways Teens Can Make a Difference: A Handbook for Action,
Maria Salzman & Teresa Reisgies, 8–12
Volunteer: Guidebook to Volunteer Services in the U.S. and Overseas,
Council on International Educational Exchange, 9–12
Environmental Vacations: Volunteer Projects to Save the Planet,
Stephanie Ocko, 9–12
Reflection: The Key to Service learning, A Guide for Program Leaders, National
Center for Service Learning in Early Adolescence, New York, 6–9
*The Giraffe Project Handbook: A Guide to Effective Community Service and
Social Action*, The Giraffe Project

A Giraffe Sighting Report

We're glad you've sighted someone who may be a Giraffe. In order to present your nomination to our volunteer jury, we ask that you answer fully all the questions in this report and send us any articles, brochures, videotapes, etc. that help tell the story. If a particular question doesn't apply to your candidate, please write that in the blank.

It may take you some time to track down this information, but without it, your nomination can't be sent to the jury, which will read what you send, plus the comments of the three other people you refer us to (see back page).

Please note that the jury will be looking for *risk* and *common good*. By *risk*, we mean the possibility of losing a job, health, safety, significant amounts of money, or acceptance by the community or by peers (especially important if your nominee is very young). Civil disobedience and wrenching changes in lifestyle have also been seen by the jury as sufficient risk to qualify. "Joe Selfless," who's volunteering a lot of hours at a homeless shelter, is doing something fine, but the Giraffe in the operation is probably "Sally Pioneer," who stuck her neck out to start the program, even though the neighbors and City Hall were against her.

By *common good*, we mean that nominees' actions should benefit many people, rather than being solely self-serving or limited to their own families' well-being. "Joan Assertive," who was unjustly fired and is fighting to get her job back, would not be considered unless she also championed others who had been wrongly fired.

Nominations of people who advocate violence, hatred, prejudice or unconstitutional actions will not be sent to the jury.

Thank you for taking the time to be a Giraffe spotter!

Nominee's name _____

Nominee's mailing address and phone number _____

1. What has your nominee done for the common good?

2. How many years or months has your nominee been doing this? _____

3. What did your nominee risk as a result of her/his actions for the common good? Please supply anecdotes that will help the jury evaluate the risk. For example, did your nominee have to stand against powerful opponents, angry neighbors or co-workers? Could s/he have been fired or her/his livelihood otherwise endangered? Was there physical danger or threats? Did the nominee endanger his/her health? Did his/her actions cause a wrenching and unwelcome change in lifestyle? If the risk has been time or money, please be as specific as you can about the percentage of the nominee's time or income that is involved.

4. If the actions for which you're nominating this person have been part of her/his paid employment, please tell us how these acts go beyond the job description.

5. If your nominee, in the course of serving the common good, created an organization which now pays her/him, how many years or months did s/he have to work without a paycheck?

6. If the nominee has committed civil disobedience, what laws were broken and why?

7. If your nominee has sued or is suing a person or institution, please give details. If it involved or involves a significant award for damages, please tell us how the award was or is to be spent.

8. Who else knows your nominee's story?

Name: _____

Phone: _____

Relationship to nominee: _____

Name: _____

Phone: _____

Relationship to nominee: _____

Name: _____

Phone: _____

Relationship to nominee: _____

9. Your name _____

Address _____

Town and zip _____

Phone _____

Relationship to nominee _____

If your nominee is commended as a Giraffe, you will receive copies of the announcement letter and of the commendation itself.

Thank you for spotting a risktaker and caring enough to complete a sighting report!

Please send this form to the Giraffe Project, PO Box 759, Langley WA 98260.

If you want to help make the world a better place . . .
If you believe in the power of individuals to make change . . .
If you want to see more citizens making democracy work . . .
If you want to link up with people who share those aims . . .

Join the Giraffe Project!

Basic membership is only \$7 and brings with it a membership card, a button, a Giraffe Sighting Report and a twice-yearly paper, *Giraffe News*.

Regular membership is \$35. Giraffe Regulars receive *Giraffe News*, plus a 20% discount on Giraffenalia (our shirts, mugs, pins, etc.), plus the same tipsheets about new Giraffes that we send to media contacts across the country. Regulars will also receive the *Giraffe Gazette*, an annual journal of Giraffe profiles, articles and the Project's activities.

Institutional membership, available for schools, colleges and youth organizations for \$50, provides all of the above plus a bi-annual listing of "Giraffes" we've honored who are willing to work with schools and campuses and description of other educational resources.

Patrons subscribing at the \$100 level receive all of the Regular membership benefits, plus the *Giraffe Project Handbook* and a half-hour videotape about the Project, made by public television.

☐ *I'm with you.* Here's my \$35*. Count me in as a Regular Member.

☐ *Sign up our organization* for \$50* as an Institutional Member.

☐ *I'll take a Basic* for \$7*. Send me my membership kit right away.

☐ *I've got some friends and relatives* I'd like to sign up as Basic Members, so I've included \$7* for each of them. I've put their names and addresses with mine on the enclosed separate sheet of paper.

* *For an international address, add \$7 for extra postage and handling.*

Continued on other side

My name _____

Address _____

City _____ State _____ Zip _____

Phone (h) _____ (w) _____

Please make your check payable to the Giraffe Project and mail it to:
The Giraffe Project, PO Box 759, Langley WA 98260.

You can also use your credit card: Visa ☐ MasterCard ☐

Account # _____ Exp. Date _____

Signature _____

Institutions can use a purchase order:

Name of Institution _____

Purchase Order # _____

(Please include a separate billing address if it is not the same as the mailing address above.)

If your company matches employees' donations, please ask them to match your check to the Giraffe Project. The Giraffe Project is a non-profit corporation under section 501(c)3 of the US Internal Revenue Code.

Giraffe Project Resource Materials

The following materials are available from the Giraffe Project.

The Giraffe Project Handbook: A Guide to Effective Community Service and Social Action contains practical tips on how to get involved in service and get results. The handbook also includes thumbnail sketches of Giraffes in a variety of service areas and messages from people passionately committed to service nationwide. \$10

Every Day Heroes is a collection of 260 Giraffe radio scripts, one for every week day of the year. Get the 30-second spots read on your school pa system or campus or local radio station, or placed in your campus or school newspaper. \$10

Media Savvy: Getting Your Service Programs Known Off Campus, provides tips on everything from writing press releases to giving interviews. \$5

"It's Up to Us" video, a 25-minute introduction to the Giraffe Project, with stories of five of the Giraffes who have been honored by the organization. \$30

List of Giraffes willing to participate on campuses and in schools; for lectures, classroom visits. \$2

Instant Giraffe Citations (business-sized cards that say, "Thanks for sticking your neck out. You're making the world a better place." 20 Citations in a carrying case. \$5

Stick Your Neck Out buttons: \$.50 each

Stick Your Neck Out bumper stickers: \$1.00

Stick Your Neck Out mugs, yellow with red giraffes: \$8.00

Stick Your Neck Out tee shirts, white background, 100% cotton:

\$10 (S M L XL), \$15 (XXL)

Stick Your Neck Out sweatshirts, white background, cotton blends:

\$20 (S M L XL)

Jingles the Giraffe (a 12" high stuffed toy that really does jingle): \$20

If you are a Sustaining Member, Institutional Member or Patron of the Giraffe Project, don't forget to take off 20% from the total!

Add 10% for shipping and handling. ■■■► *See next page*

Washington State residents, add 7.8% sales tax.

Make checks out to *The Giraffe Project* and mail to:

Education Department

The Giraffe Project

PO Box 759

Langley WA 98260.

You can also phone or write in your order and charge it to Mastercard or Visa.

Please include your credit card number and expiration date.

The telephone number is 206-221-0757.

Please Feed the Giraffe!

Feedback Form for the Standing Tall Teaching Guide

Name _____ Date _____

Phone (w) _____ Phone (h) _____

Participating School _____

Participating grade(s), subject(s) _____

Summary Questions

- What lessons have you used?
- How have you found the materials in terms of being useful, clear, easy to integrate into the rest of your curriculum?
- What do you like best about the materials?
- Is there anything you need that the materials don't provide?
- If you skipped some lessons, why did you?
- General comments, suggestions:

Please rate each section on a scale of 1 to 10, with 1 being least useful, helpful, etc., 10 being most useful, helpful, etc. Then answer the following questions for each section:

Do you have any suggestions for improving format or content?

What parts have you used? What parts do you plan to use?

Teacher Preparation: 1 2 3 4 5 6 7 8 9 10

*Feedback
Form for the
Standing Tall
Teaching Guide
Page 2*

Introductory Section: 1 2 3 4 5 6 7 8 9 10

Section I: Defining Giraffes: 1 2 3 4 5 6 7 8 9 10

Section II: Spotting Giraffes: 1 2 3 4 5 6 7 8 9 10

Section III: Learning to be a Giraffe: 1 2 3 4 5 6 7 8 9 10

Reference and Resource Section: 1 2 3 4 5 6 7 8 9 10

Feedback Re: Student Exercises, Enrichment, Reflection and Just for Fun Activities (Please make multiple copies of this and use for comments on each activity)

Activity (*section and lesson number*) _____

Class (subject, grade) in which activity was used: _____

Please answer each question on a scale of 1 to 10, with 1 being least useful, helpful, etc; 10 being most useful, helpful, etc. Space is included for other comments.

How valuable or relevant do you feel this exercise is in teaching the stated objectives and the general goals of this program?

1 2 3 4 5 6 7 8 9 10

*Feedback
Form for the
Standing Tall
Teaching Kit
Page 3*

How readable, clear and interesting is the exercise?

1 2 3 4 5 6 7 8 9 10

Would visuals enhance this exercise: If so, what kind?

1 2 3 4 5 6 7 8 9 10

Would a Giraffe story enhance this exercise?

General comments, suggestions, critiques:

