The Spirit of Volunteerism: 9/11 and Beyond

Commemorative Resources for Upper Elementary, Middle and High School Educators
CONTENTS

I. Letter to Educators  3

II. About the Film  4

III. Biographies of Interviewees  5

IV. Guidelines for Discussion about 9/11  7

V. Volunteerism & Service: Discussion Questions  9

VI. Suggested Themes for Activities  13

VII. Additional Resources  19

> Download the Film:
  www.national911memorial.org

> For more information:
  education@sept11mm.org

Image Front Cover:
I. Letter to Educators

Dear Educator,

For many, the recent history of the terrorist attacks of September 11, 2001, evokes a spectrum of difficult recollections and powerful emotions that can make teaching the events and commemorating the anniversary difficult tasks.

The challenge is complicated by the diversity of students and their various associations with what is increasingly an event of the past. High school students may need opportunities to discuss their questions and concerns, while upper elementary and middle school students may have less knowledge of the basic facts and how 9/11 is relevant to their lives. As our collective understanding of the events continues to evolve, the National September 11 Memorial & Museum is committed to working collaboratively with colleagues like you to develop educational programs and materials that offer students access to accurate information about what happened on September 11, 2001, suggest a sense of the historical context of the attacks, and encourage thoughtful consideration about what it means to live in a post-9/11 world.

This year, in developing commemorative materials for the eighth anniversary of the attacks, we chose to highlight the themes of service and volunteerism. On September 11, 2001, many individuals, on Flight 93, at the Pentagon and in the World Trade Center, acted selflessly and put the safety and security of others ahead of their own. This spirit of service continued beyond that day and into the aftermath of 9/11, inspiring people from around the world to come together and perform extraordinary acts of service.

We are pleased that new legislation recognizes September 11 as a National Day of Service and Remembrance and encourages Americans to honor those who lost their lives by participating in service activities for and with members of their communities.

The accompanying materials are organized around the themes of community-building and volunteerism. The centerpiece, an eight-minute film, The Spirit of Volunteerism: 9/11 and Beyond, introduces people who channeled strong emotions and feelings into constructive acts of human kindness. The discussion questions and activity suggestions are designed to encourage students to work together to commemorate 9/11 by participating in acts of service.

Recognizing that the anniversary of the attacks of September 11 falls early in the academic year, some may want to take time this spring to plan a service project that can be accomplished in September; others may want to launch an extended project on the September 11 anniversary.

As our institution grows, we look forward to sharing ideas and projects from teachers and students all over the country, and indeed, all over the world. Challenge your students to find ways to stand up and make a positive difference in the world, and then share your lessons and your students’ work with us at education@sept11mm.org. We will post them on our website, www.national911memorial.org, as inspiration for others, and as evidence that the spirit of volunteerism that arose in the aftermath of 9/11 continues to thrive today.
II. About the Film

*The Spirit of Volunteerism: 9/11 and Beyond*, produced by the National September 11 Memorial & Museum, tells the story of the outpouring of compassion and volunteerism in the aftermath of September 11, 2001, as well as the commitment to service that 9/11 continues to inspire.

This eight-minute film describes, through first-person accounts, the various ways that eight individuals chose to counter the inhumanity of 9/11 by representing the best of humanity. Through acts of service and volunteerism, they helped their communities, their nation, and themselves to heal. Against a background of still images that show the rescue and recovery period at the World Trade Center site and acts of volunteerism in various national and international locations, the speakers explain why they felt inspired to help – and why volunteerism is still as essential now as it was in the immediate aftermath of 9/11.

People from across the country and around the world were affected by the events of 9/11 and felt compelled in the immediate aftermath to find ways to help. Each of the speakers – whether from New York, Ohio or Iowa – talk about the spirit of coming together that was so prevalent on 9/12, and challenge everyone to find ways – both large and small – to honor the memory of those lost on 9/11 by recreating this healing spirit and contributing to the good of their local, national and/or global communities.
III. Biographies of Interviewees

Ron Vega, an architect and construction design manager, worked at Ground Zero after 9/11, aiding the recovery and clean-up efforts from September 2001 to July 2002. Ron is currently working to build the National September 11 Memorial & Museum and volunteers his time giving tours of the World Trade Center site.

Mickey Kross is a retired NYC firefighter who survived the collapse of the North Tower of the World Trade Center on 9/11. He volunteered to do search and recovery missions at the site in the months following the attacks. After Hurricane Katrina, Mickey traveled to New Orleans, serving as a volunteer in New Orleans firehouses and helping with their cleanup efforts.

Jay Winuk co-founded MyGoodDeed.org to pay tribute to his brother, Glenn Winuk, a volunteer firefighter who was killed in the collapse of the South Tower of the World Trade Center. MyGoodDeed.org honors all those killed in the attacks of 9/11 and seeks to rekindle the spirit of unity that existed in the days after September 11 by inspiring people around the world to volunteer and help their communities on the anniversary of the attacks each year.

Jeff Parness launched The New York Says Thank You Foundation as a way for New Yorkers to express the gratitude they felt in response to the outpouring of support after the 9/11 attacks. Each year, on the anniversary of 9/11, Jeff sends volunteers to a city that has experienced a disaster to do something to help the city recover and rebuild. For example, on the seventh anniversary, Jeff and 300 volunteers helped rebuild a barn in Greensburg, Kansas, a community devastated by a severe tornado.
Ada Rosario Dolch was principal of a high school just two blocks from the World Trade Center and on 9/11 safely evacuated 600 students. In memory of her sister, Wendy Wakeford, who died on 9/11, Ada helped build a school in Afghanistan that opened in 2005. Ada currently works with school leaders, and lectures on the topic of emergency preparedness, response and recovery from disasters.

Tad Millinger created the “Walk to Raise” campaign with three high school friends in 2006, walking 650 miles from Ohio to New York City to raise money for the National September 11 Memorial & Museum at the World Trade Center and the Flight 93 National Memorial in Pennsylvania. Tad is now a volunteer firefighter and EMT in his hometown.

Betty Nielsen responded to the attacks of 9/11 by creating Freedom Quilts, an organization dedicated to comforting mourning families. Freedom Quilts has made over 6,000 quilts for 9/11 victims’ family members and continues to make more for families needing comfort.

Albert Capsouto kept his Lower Manhattan restaurant open in the aftermath of 9/11, providing first responders and downtown residents with free meals and a place to rest. He advocated for the needs of small businesses downtown and played an active role in rebuilding his community.
IV. Guidelines for Discussion

*Discussion about the events of 9/11* has the potential to inspire strong emotions and/or to trigger intense memories for some students and for some educators. The challenge is complicated by the diversity of students, their respective ages, and their various associations with 9/11. For example, high school students may need opportunities to discuss their questions and concerns, while upper elementary and middle school students may have less knowledge of the basic facts and how 9/11 is relevant to their lives. We offer the following suggestions to help structure classroom conversations.

**BE CLEAR ABOUT THE VARIOUS GOALS FOR ANY CLASSROOM DISCUSSION ABOUT 9/11:**

- To acknowledge the anniversary of 9/11.
- To provide students an opportunity to discuss their memories of 9/11.
- To offer students a safe environment to ask questions about the events of 9/11.
- To help students recognize, articulate, and perhaps channel strong and complicated feelings that surround the anniversary of 9/11 into productive and meaningful actions.

**IN ORDER TO PREPARE FOR CLASSROOM DISCUSSION, WATCH THE FILM IN ADVANCE.**

- Be aware of your own reactions to the film, and recognize any images and/or words that you find distressing or meaningful.
- Think about how you want to acknowledge your own memories and emotions in discussion with students.
- This packet contains biographies of the individuals featured in the film that offer a brief introduction to how each person was affected by 9/11, as well as how they responded.

**CREATE A SHARED UNDERSTANDING ABOUT THE EVENTS OF 9/11.**

- With students, define the scope of what happened (see the “Themes for Discussion and Action” section of this packet). Not every student will have clear memories of the event, and many will have basic factual questions.
- Be honest about what happened: nearly 3,000 people died - on the planes, at the Pentagon and at the World Trade Center in NYC; of the approximately 17,400 people who were in the North and South Towers of the World Trade Center on the morning of September 11, 2001, approximately 15,000 people evacuated safely; there are signs everywhere of safety measures and emergency planning procedures that were put in place after the events of 9/11.
The Spirit of Volunteerism: 9/11 and Beyond

• Our website, www.national911memorial.org, has additional information about the events of 9/11, including a brief film (9/11: Stories of Survival and Loss) that offers first-person testimony about the events of the day. In addition, there are features on the historical origins of the attacks and expert analysis of ongoing issues. Please visit our website to find downloadable timelines, webcasts, images and articles to support teaching about 9/11.

BE PREPARED TO LISTEN TO STUDENTS AND LET THEM ASK QUESTIONS.

• Young adults appreciate the opportunity to talk about their feelings and concerns. They welcome respectful discussion about serious topics, and value the thoughtful perspectives of adults and peers.

• Reactions among students may vary from no evident response to intense emotion. Use simple discussion prompts to initiate conversation: What do you remember of the days surrounding September 11, 2001? What are your thoughts about the events of September 11, 2001? Why do you think people choose to honor this day?

• Some students may simply welcome the opportunity for discussion prompted by the stories on the film or in the news; in other classrooms, this may be the beginning of further units of inquiry and/or classroom activity.

• While some groups may respond with spontaneous conversation, others may prefer to engage through writing, drawing or other activities.

STUDENTS WHO HAVE A HISTORY OF TRAUMA ARE MOST VULNERABLE.

• Students who witnessed the events of 9/11 firsthand, who were close to a victim or a survivor of the attacks, whose daily routines were disrupted, or who have a history of violence or abuse may experience extreme emotions around the anniversary or as a result of discussion.

• While reactions among students may vary, pronounced aggression, indifference, or withdrawal may indicate that a student is feeling overwhelmed.

• Students need reassurance and support. They may need time to compose themselves and they may need teachers and peers to reinforce their sense of being in a safe environment for strong emotions.

• Erratic behavior, energy level and school performance are often associated with adolescents, but extreme behavior that persists beyond a week may indicate extreme distress.

   In this case, contact both the school counselor and the child’s parent or guardian to ensure that the student is further assessed.
V. Volunteerism & Service: Discussion Questions

The terrorist attacks of September 11 affected people all over the world, across the country and in every state and local community. While scholars and historians codify the causes and consequences of this recent history, we know that educators are looking for ways to help young people understand the role that 9/11 continues to play in this rapidly changing world and to identify the significance of this historic event in the students’ own lives.

While acts of terrorism are designed to induce fear and make individuals feel powerless, the stories highlighted in *The Spirit of Volunteerism: 9/11 and Beyond* demonstrate the power inherent in bringing people together and how, by choosing to help others in the wake of 9/11, many found a renewed sense of purpose and hope. We encourage you to recognize the anniversary of September 11 by inviting students to share their memories and questions about what happened, and then using those conversations as an opportunity to build a sense of shared community. The discussion questions and activity suggestions included in this packet are designed to encourage students to commemorate 9/11 and pay tribute to those who died by doing something positive and participating in a day of service.

On September 11, 2001, nineteen al Qaeda terrorists hijacked four commercial airplanes, intending to strike the World Trade Center in New York City and targets in Washington, D.C.

Hijackers deliberately crashed American Airlines Flight 11, carrying 87 passengers and crew, into 1 WTC, the North Tower, and United Airlines Flight 175, carrying 60 passengers and crew, into 2 WTC, the South Tower. Hijackers also deliberately crashed American Airlines Flight 77, carrying 59 passengers and crew, into the Pentagon near Washington, D.C.

After learning of the other attacks through cell phone calls, passengers on United Airlines Flight 93, carrying 40 passengers and crew, launched a counter-attack on the hijackers to seize control of the aircraft. As a result of their actions, Flight 93 crashed into an empty field in western Pennsylvania, instead of the hijackers’ intended target believed to be in the nation’s capital.

In NYC and Washington, D.C., thousands of people evacuated safely. Tragically, nearly 3,000 lives were lost – the largest loss of life from a hostile attack by a foreign entity on American soil.

The attacks triggered immediate rescue and recovery operations at all three sites. In the aftermath, donations of money and supplies poured in and people came from all over the world to volunteer their help. Memorials, services and vigils were held in NYC, Washington, D.C., Pennsylvania, and all over the world. While the voids in NYC and the destruction at the crash sites are reminders of loss, the outpouring of generosity and assistance in response to the attacks demonstrates the triumph and resilience of the human spirit.

For additional information about the events of 9/11, including personal perspectives on the events of the day, as well as features on the historical origins of the attacks and expert analysis of ongoing issues, please visit our website: www.national911memorial.org. You will find a downloadable video, as well as timelines, webcasts, images and articles to support teaching about 9/11.
Introduction

These discussion questions are suggested by the stories told by the individuals and the quotations that frame the different sections of The Spirit of Volunteerism: 9/11 and Beyond. After viewing the film, they can be used to prompt written reflections, or as a preliminary activity to engage students in the process of planning a service project or a more extensive research project.

Quotations from the Film:

Ground Zero worker:
“Don’t ever forget these days, boys. We came in as individuals. And we’ll walk out together.”

Samuel Johnson:
“Great works are performed not by strength, but perseverance.”

Mother Teresa:
“We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop.”

Winston Churchill:
“You make a living by what you get. You make a life by what you give.”

Mahatma Gandhi:
“You must be the change you want to see in the world.”
Discussion Questions for Upper Elementary School Students:

1. The terrorist attacks of 9/11 caused people to reflect upon and affirm their core values and beliefs. The selected quotations highlight values that are echoed by those featured in the film.

   Select the quotation that best expresses your reactions as you watched the film and explain why it is meaningful to you.

2. The people featured in the film talk about wanting to help after 9/11 and each person identified talents and resources that proved helpful to others. Describe the very different kinds of service that each of these individuals offered and who was helped.

   Since 9/11, all across the country and throughout the world, there have been many times when whole communities have needed help (New Orleans after Hurricane Katrina is one example). In what some refer to as the best of the American spirit and a sense of global community, people continue to find ways, both small and large, to contribute and send help. What talents and resources do you and your classmates have? How might your class organize to help a community in need?

3. Whom would you like to meet from the film and why?

   Identify other people – from history, the news, and/or your life – who have performed extraordinary acts of service, and inspire you to volunteer.

4. The individuals in the film found that volunteering their time and resources helped them, in turn, to heal and recover after 9/11. Now, government leaders and 9/11-related organizations have designated September 11 as a Day of Service and Remembrance to honor those who were killed and encourage all Americans to do something for their community.

   Do you think it makes sense to connect the story and anniversary of 9/11 with community service? Why or why not?

   For the next anniversary of the September 11 attacks, what kinds of service projects can your class accomplish to help others in your community?
Discussion Questions for Middle School and High School Students:

1. The terrorist attacks of 9/11 caused people to reflect upon and affirm their core values and beliefs. The selected quotations highlight values that were meaningful to those featured in the film.

   Choose two or three quotes from the film. Compare and contrast the values each represents, and then discuss how these relate to the acts of service described by those featured.

2. In the immediate aftermath of the September 11 attacks, a “world community” emerged; people from all walks of life and all parts of the world joined together to help. Do you think that the spirit of “world community” still exists?

   If so, what are some examples?

   If not, do we need a crisis to bring us together? Are there other ways to build and sustain that sense of fellowship?

3. When the passengers and crew on United Airlines Flight 93 learned of the other hijacked planes, they decided to take back control of the aircraft. In the ensuing struggle, the plane crashed, killing everyone aboard.

   Based on what we know from phone calls, voice mails and cockpit recordings, the passengers and crew of Flight 93, as well as those aboard Flight 11, Flight 175 and Flight 77, are recognized by many as the first “first responders” of 9/11. What does this mean?

4. Since 9/11, new forms of communication and technology have expanded social networks and increased our access to information and other people.

   How can we use these new forms of communication and technology to explore our respective values and deepen our connections and sense of responsibility to others? Can social networks help people live according to the values that define them?

5. Often, acts of terrorism have the effect of reinforcing awareness of differences within a community and heightening a sense of “us” versus “them.” After 9/11, in defiance of those tendencies, Ada Dolch traveled to Afghanistan specifically to help a community by building a school.

   Why would some people resort to terrorism?

   What conditions inspired Ada Dolch to contribute to education in Afghanistan?

   How can we resist the impulse to view other people stereotypically, or as monolithic “others”? How can we balance appropriate caution with curiosity about other communities and respect for diversity?
VI. Suggested Themes for Activities

Suggested Activities:
Several of the featured speakers celebrate the way that people came together after the attacks of 9/11. In a dark and tragic moment, it was the sense of community spirit that helped people to be resilient. Retired firefighter Mickey Kross says, “I’d like to keep that spirit going – I think it’s important.”

Each individual’s story is inspirational. In addition to discussions about the value of helping others, we hope that these stories actually provoke young people to take action by seeking opportunities to volunteer and offer service. The National September 11 Memorial & Museum support efforts to officially designate September 11 as a Day of Service and Remembrance; and look forward to a time when, to commemorate the tragedy of the terrorist attacks, everyone will commit to both small and large acts of kindness with and for the benefit of others in their communities.

An act of terrorism anywhere is an assault on everyone. One way to combat terrorism is to bring people together and reaffirm the power of the group and the recognition of our common humanity. In sharing their stories of response to the events of 9/11, the people in the film challenge all of us to think about how we will mark 9/11, and what each of us can do to reinforce a sense of obligation to one another.

These suggested activities offer a range of possibilities for classroom and/or youth group activities that vary in scale from small to large and short-term to long-term, and can be adapted for different age groups. They are organized by theme, reflecting the inspirations and challenges inherent in the acts of volunteerism and service celebrated on the video.

1. Make Something/Give Comfort: Betty Nielsen talks about struggling to find a way to comfort the people who were in mourning after 9/11. She made quilts and sent them to the families who lost loved ones. She and her husband organized Freedom Quilts, a group of people from Fonda, Iowa who continue to make quilts that offer comfort to 9/11 families and families of fallen soldiers.

Making something for another person sends a message that you care, a message that is often helpful to those who are sad or suffering. In the aftermath of 9/11, there was an outpouring of letters and artworks from people all over the world that provided comfort to families, children and rescue workers. Think about people in your
community who might benefit from receiving a message of comfort. Is there a senior citizens’ home or a children’s hospital in your community? Are there people in other parts of the world to whom you might send a message of hope?

Quilts are comforting for the receiver; but often quilts are created by several makers, and through their creation they serve to reinforce the bonds among the individual makers and bring them closer together. Think about projects that your class can work on together - a group project that will be realized only when each individual contributes to the whole. For example:

- Make a mural that might brighten an area of your school, your playground or neighborhood.
- Design a community garden for beauty and reflection.
- Make artwork, paintings, banners to brighten a room or hallway in a senior citizens’ home or a children’s hospital.

2. Help Others Recover/Help Others Rebuild:

In the video, several people refer to the importance of finding ways to help those who suffered in the aftermath of 9/11. They joined efforts with others to bring relief and to help the community rebuild.

New York City firefighter Mickey Kross volunteered as a rescue and recovery worker at the World Trade Center site; then he went down to Louisiana after the devastation of Hurricane Katrina where he served as a volunteer firefighter and helped in their clean-up efforts. Each year, the New York Says Thank You team travels to a city in America that can use help in rebuilding after a disaster.

From September 2001 until May 2002, Ron Vega helped with the rescue and recovery efforts at the World Trade Center site. Currently, he is part of the team that is building the National September 11 Memorial & Museum which will bring people together to remember, honor and reflect.

Are there people in your community who might need some extra help to recover and rebuild their lives after a tragedy? Are there ways that you can organize to help people in other parts of the world? For example:

- Organize donations of food for a local pantry.
- Set up a schedule for classmates and their families to help at a soup kitchen.
- Collect clothing or toys to deliver to a homeless shelter or another organization that helps families in need.
• Help support a school library in an area that has suffered a natural disaster, like a hurricane or a flood.

• Gather school supplies – pencils, paper, crayons – for students in international sites where education has been disrupted due to war, famine and other tragedies.

3. Pay it Forward: Jeff Parness created his organization, New York Says Thank You, as a way to acknowledge the outpouring of help and support from people all over the country and the world after 9/11. Each year, on the 9/11 anniversary, his group identifies a community that has experienced a disaster and then brings together volunteers to help that community rebuild. At first the volunteers were New Yorkers happy to be able to contribute as a form of “payback”; now, the volunteer pool continues to grow as people from each community who were helped seek to “pay it forward” and join the effort to help others in need.

Other groups commemorate the anniversary of 9/11 by specifically acknowledging the first responders and all those who keep us safe. After hearing about plans for a Freedom Walk in Washington, D.C., to honor the victims of 9/11, Joey Rizzolo was inspired to plan a similar event in his own town, Paramus, NJ. Then a seventh-grader, Joey put together a committee to help with planning and fundraising, and in September of 2007, his Freedom Walk event drew more than 450 local residents who gathered to remember the lives lost on 9/11 and thank first responders, U.S. service members and veterans.

Think about which groups of people might welcome an expression of gratitude from your class: people who take care of you? People who help you or keep you safe? What can you and your classmates do to “say thank you” and “pay it forward”? For example:

• Organize a potluck lunch to thank those in your school who take care of you – your teachers, the office staff, the security guards, the cafeteria staff.

• Invite your local first responders – the security guards, firefighters and police officers - to an event at your school and honor them with a program showing your appreciation.

• Coordinate a school-wide campaign to send letters and care-packages to soldiers overseas.
4. Identify and Support a Cause: Tad Millinger and three high school friends walked from Ohio to New York to help raise awareness and funds for the National September 11 Memorial & Museum at the World Trade Center in New York City and the Flight 93 National Memorial in Pennsylvania. In the film, Tad describes feeling a great sense of pride and accomplishment. Tad and his friends raised over $17,500 that will be used to support the building of the memorials.

After 9/11 people found many ways to help others; some gave money and others donated their time and helped, for example, by providing food, water and words of encouragement to the rescue workers working at the three attack sites. Some organizations were created to help those in need; other organizations were created to honor the lives and interests of those who were killed.

Is there a cause or concern that has special meaning for you or your class? Work together to identify a cause (e.g. school/community or local needs, victims of disaster, or charitable organizations) to which you would like to contribute; then think about the ways that you and your classmates can inform family and friends about your concern and encourage them to get involved. Brainstorm the many ways that you might provide support: raise funds, volunteer time or gather needed supplies and materials. For example:

• Honor the work and/or passion of those killed on September 11 by researching related organizations and foundations. Some foundations honor specific memories and passions of those who were killed, such as involving young people in sports activities, finding mentors for children, and improving reading habits by sending books to children.

• The National September 11 Memorial & Museum is sponsoring a campaign to encourage individuals and groups to contribute to the building of the Memorial and the exhibitions to be installed in the Museum. Learn more about the design and progress on our website (www.national911memorial.org), and then help us by sponsoring cobblestones that will become part of the Memorial.

• Poll your classmates, families and other students in your school to choose a local charity, non-profit organization, or community project that can use your help.

• Set a goal for your efforts, and then create posters, write emails and letters to your local newspapers and your government representatives, and/or schedule events to raise awareness about a cause and encourage others to donate funds, materials and/or supplies to help a particular organization or cause.
5. **Bring People Together:** In the aftermath of 9/11, Ada Dolch traveled to Afghanistan to help dedicate a school to the memory of her sister who was killed on 9/11. As a school principal who believes in the importance of education, she brought together volunteers, students and citizens from different countries and cultures to make a difference in the lives of young people living in a place that has been ravaged by war.

Albert Capsouto opened his restaurant to anyone and everyone who needed a meal at Ground Zero in the days after the attacks. He offered a site for volunteers and rescue workers from all over the world to come together and share a meal. In time, the restaurant became “an anchor for the neighborhood” - for residents and businesses as they began to rebuild their community.

These two individuals, and so many others, took action in the face of the terrorist attacks by choosing to reinforce shared human values. By reaching out to friends and strangers, they actively sought to re-build local, national, and global communities. What communities do you and your classmates represent? What can you do to strengthen and expand those communities? What can you do to reach out to people in other communities? For example:

- Arrange exchanges between students across grade levels to share information about their own family backgrounds and cultural customs.
- Organize a Teach-In and invite community leaders and representatives from different religious and ethnic groups into your school or class to talk about their backgrounds and cultural history.
- Schedule visits to local neighborhood cultural centers to learn about different traditions in your own community.
- Explore educational websites that offer students the chance to interact with other young people around the world.

6. **Research Additional Stories and Examples of 9/11-related Acts of Service:** Additional Stories and Examples of 9/11-related Acts of Service. The National September 11 Memorial & Museum is looking for examples of individual acts or organizations that were created in response to 9/11 and that are helping to make the world a better place. Attached in section VI Additional Resources are the inspiring stories of two organizations featured in the film, *The Spirit of Volunteerism: 9/11 and Beyond.*
The Spirit of Volunteerism: 9/11 and Beyond

We want to feature stories that are inspirational to you! Find inspiring stories about other individuals or groups that did something after 9/11. Send us a 200-word email to education@sept11mm.org with information about the individual or group, and why you have chosen to support them. We will feature selected descriptions on our website to inspire others.

7. Register your Good Deed on MyGoodDeed.org: Jay Winuk and his colleagues want millions of people to commit to doing a good deed on the anniversary of September 11, 2001, ranging from simple acts of kindness to more ambitious projects that will help the world community. Help us to help them achieve their goal by telling us about your acts of service and/or kindness to others.

Join our efforts to keep the spirit going and help inspire others with stories of your acts of service and volunteerism.

Share your service projects with us at education@sept11mm.org. Send us a description and photographs of your service projects so that we can highlight your contributions to the world community and celebrate the ongoing spirit of volunteerism.

Keep visiting our website as we post your student and group service projects.

Thirteen year old Joey Rizzolo organized a “Freedom Walk,” drawing 450 residents of Paramus, NJ to march in honor of the victims of 9/11 and to thank first responders, U.S. service members and veterans.
VI. Additional Resources

**National September 11 Memorial & Museum Website:**
Current middle and high school students were young children in 2001 and may have only vague memories of 9/11; upper elementary school students were infants and toddlers. We recommend screening *9/11: Stories of Survival and Loss* or using our Historic Timelines (both downloadable from our website: www.national911memorial.org) as an introduction to these activities.

Through our partnership with StoryCorps, as well as through our Oral History department, our audio broadcast series captures the testimonies of family members, collection donors, eyewitnesses, survivors, emergency responders, and those who formerly managed the World Trade Center’s operations. Recordings can be found here: http://www.national911memorial.org/site/PageServer?pagename=New_Museum_StoryCorps2

**The Artists Registry**, an online digital database, is a gathering place and virtual gallery for art created in response to 9/11. The Registry can be found here: http://registry.national911memorial.org/index.php

**New York Says Thank You**
Jeff Parness had just returned from trick-or-treating with his 5-year old son, Evan, when he heard the breaking news about the 2003 California fires. When he told his son what had happened, and explained how so many families had lost everything, Evan suggested that they send some of his toys and clothes to those families. Parness invited the residents of his building and members of his community to contribute as well, and the response was overwhelming. Soon after, Jeff drove a truck full of toys and clothes across the country to San Diego for the 3,300 families who lost their homes in the California fires, and the New York Says Thank You Foundation was born. Since then, the Foundation has continued to help communities in need, organizing volunteer projects across the nation to honor the anniversary of 9/11 each year. “I think we as New Yorkers have a greater message to send post 9/11,” Parness said, “which is simply ‘Thank You.’ Thanks for all the help you gave us, all your support, all your love. Here is a little of that back.”

**MyGoodDeed.org**
Glenn Winuk, an attorney and volunteer firefighter who worked in Lower Manhattan, ran to the World Trade Center on the morning of 9/11 to help in any way he could, and ultimately sacrificed his life on that day. To honor his spirit and memory, his brother, Jay Winuk, along with David Paine, founded MyGoodDeed.org in 2003. The organization seeks to establish September 11 as a National Day of Service and Remembrance, and to honor the memory of those who lost their lives on 9/11 through continued charity and service. Through their website, www.MyGoodDeed.org, Winuk and Paine have encouraged millions of people to perform and talk about their good deeds, creating a community that reflects the unity that existed in
the aftermath of 9/11. Working closely with Congressional leaders, MyGoodDeed.org secured passage of a resolution in that designates 9/11 as a National Day of Service and Remembrance. Of MyGoodDeed.org, David Paine said, “our mission coming out of the 9/11 tragedy has been to encourage Americans and other citizens around the world to step up their commitment to charity and service, and in the process to keep alive the remarkable spirit of unity and compassion that we all shared after the September 11 attacks.”