



9/11 Instructional Unit VII

Grades K-2



Photo Credit: FDNY and PAPD

This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades K-2. This Guide includes ancillary physical education lessons, learning activities and background for teachers. From basic skills that first responders need, to the training that 9/11 heroes used on America's darkest day, this unit will give students a strong foundational understanding of the physical skills needed to be a first responder and the heroism displayed on 9/11.

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Table of Contents

1. To the Teacher	1
• Unit Adaptation/Differentiation	
• Unit Implementation Schedule	
• Unit Description	
• Unit Objectives	
• Instructional Focus	
2. 9/11 Background Information	2
3. Lesson 1: Running – FDNY Firefighter Stephen Siller	3
4. Lesson 2: Steps – FDNY Deputy Chief Orio Palmer	6
5. Lesson 3: Balance – FDNY Deputy Chief Raymond Downey	9
6. Lesson 4: Reflexes – PAPD Officer Dominick Pezzulo	13
7. Lesson 5: Relay Race – 9/11 First Responder Skills	16
8. Appendix of Unit Materials	19
• Physical Education Moves Explained	

To the Teacher

This unit is designed for introducing the events of September 11, 2001 to grades K-2 and teaching the physical skills used by first responders. This Guide lays out an approach for students to acquire a deeper understanding of the heroism displayed by real people on 9/11 and the importance of physical health and wellness.

In addition, this unit approach encompasses best practices regarding pedagogy and application of Learning Standards.

Unit Adaptation/Differentiation

To facilitate learning and tasks for students with special needs (SPED), modifications may have to be made. For example, the number of repetitions or exercise moves may need to be altered for students.

Unit Implementation Schedule

It is recommended that unit implementation take place at any time during the school year, especially on or near September 11.

Unit Description

This unit is designed to increase understanding about September 11, 2001 among elementary school students, grades K-2. This Guide includes ancillary physical education lessons, learning activities and background for teachers. From basic skills that first responders need, to the training that 9/11 heroes used on America's darkest day, this unit will give students a strong foundational understanding of the physical skills needed to be a first responder and the heroism displayed on 9/11.

Unit Objectives

All students will:

- Complete learning tasks to better understand the skills first responders used on 9/11 and continue to use to help in our community.
- Understand the importance of remembering 9/11 heroes.
- Sense the emotional impact 9/11 had on the nation.
- Perceive a personal need to remember 9/11 to honor the fallen heroes.

THE UNIT TEACHING/LEARNING PROCESSES SUPPORT LEARNING STANDARDS.

Instructional Focus

- Demonstrate competence in fundamental motor skills.
- Identify basic health-related fitness concepts.
- Identify the benefits of a physically active lifestyle.

9/11 Background Information

For the Teacher

When speaking with young children about the events of September 11, 2001, it is common for children to ask many questions. To help you answer common questions we have provided information about the events of the day, in terms children will understand.

On September 11, 2001 America was attacked by a group of men who did not like the freedoms that America has. They took control of planes and flew them into the two tall buildings called the Twin Towers in New York City and the Pentagon near Washington D.C. On a fourth plane they took control of, the passengers and crew made phone calls to authorities and loved ones and learned about what had happened in New York City and at the Pentagon. They were not going to let their plane be used as a weapon so they worked together to fight back against the bad people who had taken control of their plane. In doing so, the plane did not reach its intended location and went down in an empty field near Shanksville, Pennsylvania, taking the lives of all onboard.

Altogether 2,977 people lost their lives that day. In New York City 2,753 people lost their lives. More than 400 were first responders, of which 343 were members of the Fire Department of New York City (FDNY). At the Pentagon 184 people were killed and near Shanksville, PA, 40 people lost their lives.

In New York City, people worked to clean up the attack site and search for victims for months. People breathed in things that are not good for our bodies on September 11, 2001 and in the days and months that followed. Many have gotten very sick and lost their lives from what are called 9/11-related illnesses and many are continuing to get sick and are still losing their lives all these years later.

We have many tributes and memorials around the country and the world dedicated to the people who lost their lives on 9/11 and from 9/11-related illnesses. Learning about September 11, 2001 is one way we honor all who lost their lives or who are suffering with 9/11-related illnesses.

Lesson 1: Running — FDNY Firefighter Stephen Siller

Background for the Teacher

Running is a full body exercise, though it especially strengthens the glutes, quads, hip flexors, hamstrings, and calf muscles. This lesson teaches students how to properly run, while providing one of its real-life applications. The bold physical moves are further explained in the Appendix of Unit Materials.



Photo Credit: FDNY

Stephen Siller was a firefighter in the New York City Fire Department. On the morning of September 11, 2001, Stephen, who was assigned to Brooklyn's Squad 1, had just finished his shift and was on his way to play a round of golf with his brothers when he got word over his scanner of a plane hitting the North Tower of the World Trade Center. Upon hearing the news, Stephen called his wife, Sally, and asked her to tell his brothers he would catch up with them later. He returned to Squad 1 to get his gear.

Stephen drove his truck to the entrance of the Brooklyn Battery Tunnel, but it had already been closed for security purposes. Determined to carry out his duty, he strapped 60 lbs. of gear to his back, and ran on foot through the Tunnel to the Twin Towers, where he gave up his life while saving others.

1. Begin With an Essential Question

What physical skills do first responders need to help others and how did they use these skills on September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher begins by reading the essential question. Teacher says, "Today we are going to learn about the skills that first responders use when they help people in need. Can someone tell us what a first responder is?"

(A first responder is someone in the community who helps someone in need, like a firefighter or police officer.)

Teacher continues, "In the year 2001, America was attacked. Thousands of people from all different backgrounds and countries were in danger. First responders rushed to help them with all the skills and experience they had from their training. 403 first responders from the New York City Fire Department, the New York City Police Department, and the Port Authority of New York and New Jersey Police Department lost their lives. Today we are going to honor them, by learning what skills first responders use to rescue someone in need."

3. Introduce the Skill

Teacher says, “Today’s skill we are going to focus on is running. First responders need to move quickly, so that they can rescue people in need as soon as possible. On September 11, 2001, Firefighter Stephen Siller was heading home after work when he learned of the attacks on the Twin Towers in New York City. Even though he was off work, he gathered his clothes and tools and rushed to help his fellow firefighters. Stephen drove to a tunnel, but the Tunnel was closed for safety reasons. Stephen got out of his car and ran with his gear through the closed Tunnel to the Twin Towers, where he gave his life while saving others. The distance Stephen ran with his gear was about 3 miles, which is like running the length of 44 football fields! First responders need to practice this skill of running often, because not only do they want to run fast to be able to help as many people as possible, but they also want to be able to breathe, focus, and not lose energy while they work.”

4. Students’ Warm Up

Before students run, they should stretch to keep their muscles flexible and strong and improve their range of motion. Teacher says, “Before we run, we want to stretch our muscles.”

Line students up, with enough space between them so that with their arms extended they do not touch. Then teacher models and explains the following stretches:

Teacher says, “First we will do a **butterfly stretch**.” To begin **butterfly stretch**, students should sit with the soles of their feet together in front of them. By placing their forearms on the inside of their knees they can gently apply pressure to help press their knees to the floor. Students should hold the position for 15 seconds, allow their knees to rest for 10 seconds, then repeat twice more.

Teacher says, “Next we will do a **saddle stretch**.” While continuing to sit on the floor, students should **saddle stretch**. Students should spread their legs apart, and with both hands reach for their right shin, holding the position for 20 seconds. Students should move both hands to the center position and reach as far as they can without pain, holding the position for 20 seconds. Students should move both hands and reach for their left shin, holding the position for 20 seconds.

Teacher says, “Our last stretch will be a **knee to chest stretch**.” While lying on the floor, students should bend their knees and bring them up to their chest, holding their thighs to keep their knees at their chest to complete a **knee to chest stretch**. Students should hold the position for 30 seconds, release, then repeat once more.

Two exercises that improve running are **high knee lifts** and **supine bridges**. Teacher says, “Now let’s exercise our knees, hips, and glute muscles, so that we are stronger runners.”

Then teacher models and explains the following exercises:

Teacher says, “We will start exercising with **high knee lifts**.” To complete **high knee lifts**, students should slowly march in place, making sure to lift their knees all the way up to their chest. Students should practice for 30 seconds, then rest for 10 seconds and repeat twice more.

Teacher says, “Now we will do a **supine bridge** exercise.” Students should lay on their backs to complete a **supine bridge**. While laying, students should bend their knees, so their feet are flat on the ground. Keeping their feet and shoulders on the ground, students should slowly lift their hips and hold the position for 5 seconds, then release slowly back to the ground, then repeat four times more.

5. Students' Task

Two running exercises the students will practice are sprinting, to work on agility, and running in place, to work on form. When running, students should be leaning forward slightly, so their knees are behind their hips, keep their upper bodies straight and head facing forward, and keep their arms close to their sides as they move their fist from their chin to their hip while they run.

Teacher says, "Now let's begin our run!" Then teacher models running in place with proper form for the students. Students should run in place for 30 seconds, take a 30 second break, and repeat 4 more times.

Students should take a water break before beginning the next exercise. Teacher says, "Let's take a few moments to drink some water. It is important to drink plenty of water to stay hydrated, especially when we exercise."

Teacher says, "Now let's run quickly for a short distance. This is called a sprint." Then teacher separates 10 feet with orange cones and models a sprint of 10 feet, or however space is allotted. With students in rows, they can sprint, one at a time from each row, from one cone to the other. Once all the students have sprinted to the opposite cone, they can line up again and repeat their sprint, running to the cone where they began. Students can repeat this 4 times.

Once the exercise is complete, students should take another water break.

6. Students' Cool Down

When the workout is complete, and students are properly hydrated it is important to stretch one last time to help keep muscles flexible. Students can complete the same stretches as earlier in the lesson.

Teacher models and explains the following stretches:

Teacher says, "To begin our cool down we first will do a **butterfly stretch**." To begin **butterfly stretch**, students should sit with the soles of their feet together in front of them. By placing their forearms on the inside of their knees they can gently apply pressure to help press their knees to the floor. Students should hold the position for 15 seconds, allow their knees to rest for 10 seconds, then repeat twice more.

Teacher says, "Next we will do a **saddle stretch**." While continuing to sit on the floor, students should **saddle stretch**. Students should spread their legs apart, and with both hands reach for their right shin, holding the position for 20 seconds. Students should move both hands to the center position and reach as far as they can without pain, holding the position for 20 seconds. Students should move both hands and reach for their left shin, holding the position for 20 seconds.

Teacher says, "Our last stretch today is the **knee to chest stretch**." While lying on the floor, students should bend their knees and bring them up to their chest, holding their thighs to keep their knees at their chest to complete a **knee to chest stretch**. Students should hold the position for 30 seconds, release, then repeat once more.

Lesson 2: Steps — FDNY Deputy Chief Orio Palmer

Background for the Teacher

Step exercises are great cardio and strength training exercises that work the calves, glutes, core, hamstrings, hip flexors, and quadriceps. This lesson teaches students how to exercise using steps, while providing one of its real-life applications. The bold physical moves are further explained in the Appendix of Unit Materials.



Photo Credit: FDNY

On the morning of September 11, 2001, Deputy Chief Orio Palmer, from the New York City Fire Department, took the only working elevator in the South Tower of the Twin Towers as far as it would go, to the 41st floor. From there, he began to climb the stairs, with his gear, to clear a path in the stairwell for the people trapped on the upper floors of the South Tower. He made it to the 78th floor before the South Tower collapsed, and he lost his life.

1. Begin With an Essential Question

What physical skills do first responders need to help others and how did they use these skills on September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher begins by reading the essential question. Teacher says, “We are going to continue learning about the skills that first responders use when they help people in need. Today we are going to honor another 9/11 firefighter hero, while we climb the stairs.”

3. Introduce the Skill

Teacher says, “Today we are going to be climbing stairs, which is something we do often, whether it is in our home or at school. First responders use the stairs to reach people on different floors in emergencies, and need to be able to climb them quickly, without losing their breath, while carrying all their important tools. On the morning of September 11, 2001, Fire Deputy Chief Orio Palmer took an elevator in the South Tower of the Twin Towers up to the 41st floor, because that was as high as the elevator would go. He wanted to reach the people trapped on the upper floors of the building. From the 41st floor he began to climb the stairs, with his heavy tools and equipment. He climbed 37 flights of stairs and made it to the 78th floor before the South Tower collapsed, and he lost his life.”

4. Students’ Warm Up

Before students exercise on the steps, they should stretch to keep their muscles flexible and strong

and improve their range of motion. Teacher says, “Before we begin our step training, we want to stretch our muscles.”

Line students up, with enough space between them so that with their arms extended they do not touch. Then teacher models and explains the following stretches:

Teacher says, “Let’s begin with a **saddle stretch**.” While sitting on the floor, students should **saddle stretch**. Students should spread their legs apart, and with both hands reach for their right shin, holding the position for 20 seconds. Students should move both hands to the center position and reach as far as they can without pain, holding the position for 20 seconds. Students should move both hands and reach for their left shin, holding the position for 20 seconds.

Teacher says, “Now we will stretch with a **side-lying leg lift**. We are going to start with our left leg.” While on the floor, students should lay on their right side to begin a **side-lying leg lift**. With their right elbow at a 90-degree angle for support, keeping their hips on top of each other and their legs straight, students should slowly raise their left leg to about a 45-degree angle, then slowly release their leg back down. Students should repeat this 14 more times.

Teacher says, “Next, we will do a **side-lying bent knee leg lift**.” Students should bend their knees slightly, keeping their hips on top of each other to complete a **side-lying bent knee leg lift**. Keeping their feet together, students should raise their left knee slowly, then slowly release their knee back down. Students should repeat this 14 more times.

Teacher says, “Now we will do a **side-lying leg lift**, but we are going to lift our right leg.” Switching sides, students should lay on their left side to begin a **side-lying leg lift**. With their left elbow at a 90-degree angle for support, keeping their

hips on top of each other and their legs straight, students should slowly raise their right leg to about a 45-degree angle, then slowly release their leg back down. Students should repeat this 14 more times.

Teacher says, “Next, we will do a **side-lying bent knee leg lift**.” Students should bend their knees slightly, keeping their hips on top of each other to complete a **side-lying bent knee leg lift**. Keeping their feet together, students should raise their right knee slowly, then slowly release their knee back down. Students should repeat this 14 more times.

Teacher says, “Now let’s do **high knee lifts**.” Once again standing, students should begin **high knee lifts** by slowly march in place, making sure to lift their knees all the way up to their chest. Students should practice for 30 seconds, then rest for 10 seconds and repeat twice more.

Since step exercise is a cardiovascular exercise, which benefits the heart, students should begin with a light jog. Teacher says, “To end our warm up, we’re going to jog. When we jog it’s like we’re running but much slower.” With students lined up, leaving enough space between them so that with their arms extended they do not touch, students can lightly jog in place for 30 seconds, take a 30 second break, and repeat 4 more times.

5. Students’ Task

Teacher says, “Now let’s begin our step training!”

If there are stairs available in the building, teacher can say, “We are going to walk up and down the stairs around our building for 5 minutes.” The teacher can take the class up and down the stairs and around the building using various speeds. After five minutes of stair training students should pause to take a break for water, then resume stair training for five minutes once more. Once stair

training is completed students can begin their cool down.

Alternatively, if stairs are not available, teacher can use a fitness step platform, which come in various heights. Teacher says, “We are going to use these fitness step platforms to pretend we’re marching up and down stairs with a **step-up** exercise.” Students should step up with their right leg, bring their left leg up on the platform, then step down with their right leg, and down with their left leg. Students should repeat this exercise nine more times. Then students should alternate, starting the step up with their left leg, bring their right leg up on the platform, then step down with their left leg, and down their right leg. Students should repeat this exercise nine more times. Next, students should complete the same exercise, but increase their pace. Students should start with their right foot and continue reps for 30 seconds, rest for 30 seconds, then switch and start with their left foot and continue for 30 seconds, and rest again for 30 seconds.

Students should take a water break. Teacher says, “Let’s take a few moments to drink some water. It is important to drink plenty of water to stay hydrated, especially when we exercise.”

Teacher says, “Let’s get back to our fitness step platform and march again.” Students repeat the **step-up** exercise.

Teacher says, “Now we are going to use the fitness step platform to do **high knee lifts**.” Students should begin **high knee lifts** on the fitness step platform. Starting with their right leg, students should step up onto the platform, then raise their left knee up to their chest. Students then release their left leg back down on the ground, and step down with their right leg off the platform. Starting with their left leg, students should step up onto the platform, then raise their right knee up to their chest. Students then release their right leg

back down on the ground, and step down with their left leg off the platform, so they are once again in starting position. Students should repeat this exercise nine more times.

Once the exercise is complete, students should take another water break.

6. Students’ Cool Down

When the workout is complete, and students are properly hydrated it is important to stretch one last time to help keep muscles flexible.

Teacher says, “Let’s begin our cool down with a **saddle stretch**.” While sitting on the floor, students should **saddle stretch**. Students should spread their legs apart, and with both hands reach for their right shin, holding the position for 20 seconds. Students should move both hands to the center position and reach as far as they can without pain, holding the position for 20 seconds. Students should move both hands and reach for their left shin, holding the position for 20 seconds.

Teacher says, “Now we will finish with a **knee to chest stretch**.” While lying on the floor, students should bend their knees and bring them up to their chest, holding their thighs to keep their knees at their chest to complete a **knee to chest stretch**. Students should hold the position for 30 seconds, release, then repeat once more.

Lesson 3: Balance — FDNY Deputy Chief Raymond Downey

Background for the Teacher

Balance is a skill that helps improve coordination. Having good balance can improve other physical skills, like running or jumping, as well as posture. This lesson teaches students exercises they can use to improve their balance, while providing one of its real-life applications. The bold physical moves are further explained in the Appendix of Unit Materials.



Photo Credit: FDNY

Deputy Chief Raymond Downey, from the New York City Fire Department, was in charge of Special Operations Command, and was one of the most decorated men in the fire department. On September 11, 2001, Chief Downey and other firefighters were helping a civilian in need. The civilian was injured and could not be moved. Knowing the dire situation they were in, Chief Downey ordered the officers he was with to leave the area, while he remained with the injured

civilian. Chief Downey made the ultimate sacrifice when the Twin Towers of the World Trade Center collapsed, but those firefighters he ordered to leave are alive because of his orders.

1. Begin With an Essential Question

What physical skills do first responders need to help others and how did they use these skills on September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher begins by reading the essential question. Teacher says, “We are going to continue learning about the skills that first responders use when they help people in need. Today we are going to honor another 9/11 firefighter hero, as we work on our balance.”

3. Introduce the Skill

Teacher says, “Today we are going to focus on balance. When you stand on one leg and stay upright without falling over, or you take a book and put it on the top of your head and it doesn’t fall, that’s balance. I know it might seem like this isn’t a skill that first responders really need to work on, but in reality, first responders need good balance to help them run, walk, and jump better. To really become experts in dangerous situations, first responders need to have excellent balance. In fact, to pass the test to become a firefighter in New York City, you need to pass a balance test. Deputy Chief Ray Downey, from the New York City Fire Department, worked in very dangerous situations in Special Operations and won many awards by the department for his work. On September 11, 2001, Chief Downey and other firefighters were

helping a person in need. The person was hurt and could not be moved. Knowing the dangerous situation they were in, Chief Downey ordered the firefighters he was with to leave the area, while he stayed with the person. Chief Downey lost his life, but those firefighters he ordered to leave are alive because he told them to leave the area.”

3. Students’ Warm Up

Teacher says, “Let’s warm up today with some yoga moves. Yoga is a form of exercise that helps strengthen our muscles and some yoga moves can also help us practice balance.”

Line students up, with enough space between them so that with their arms extended they do not touch. Then teacher models and explains the following moves:

Teacher says, “We’re going to start with a **mountain pose**.” Students should begin standing in **mountain pose**, with feet flat on the ground, hip width apart, arms at their sides with palms open reaching towards the ground. Students should inhale deeply and exhale three times.

Teacher says, “On this next inhale I want you to open your arms and reach for the sky in **upward salute pose**.” On the next inhale, students should keep their feet flat on the ground, hip width apart, but begin to open their arms to reach towards the sky, with palms facing each other, in **upward salute pose**. As students exhale, they should bring their arms back down towards their sides, to **mountain pose**. Students should repeat this two more times, and then hold **upward salute pose** for 10 seconds.

Teacher says, “Now let’s move into **crescent moon pose**.” From **upward salute pose**, students should move into **crescent moon pose**, by using their left arm to reach and grab their right wrist, pulling their right wrist to the left and leaning their bodies

from the hips towards the left side. Students should hold the pose for 10 seconds, then on an exhale, bring their bodies back to center. Alternatively, students should use their right arm to reach and grab their left wrist, pulling their left wrist to the right and leaning their bodies from the hips towards the right side. Students should hold the pose for 10 seconds, then on an exhale, once again bring their bodies back to center. Students should repeat this two more times.

Teacher says, “Now we can kneel on the floor and move into **cat pose**.” Students should move to the floor for **cat pose**, with their knees on the floor, directly under their hips, and their palms flat on the floor, wrists directly under their shoulders. Students should exhale, bringing their chin to their chest, arching their back up. Students should hold this pose for 10 seconds, then release back to the initial position. Students should repeat this two more times.

Teacher says, “Bring your hips back to the heels of your feet for **child’s pose**.” Students should bring their hips to their heels, keeping their arms extended forward and their foreheads on the floor for **child’s pose**. Students should hold this pose for 10 seconds.

Teacher says, “Now curl your toes under and push your weight and hips up to move into **downward dog pose**.” To move into **downward dog pose**, students should curl their toes under, bringing their toes and balls of their feet flat on the floor, while keeping their arms extended forward and palms flat on the floor. Next students should push their weight and hips back and up. Students should hold this pose for 10 seconds.

Teacher says, “To end our yoga, let’s move into **diamond pose**.” Students should bring their knees back to the floor, sitting on their heels, backs straight and chest up, with hands on their knees, for **diamond pose**.

5. Students' Task

Line students up, one head behind the other, with one foot between each student for safe distance. Teacher should have a straight, 10 foot, line of painter's tape on the floor. Teacher says, "Now let's practice our balance by walking in a straight line. When you walk, I want you to keep your face forward and step one foot in front of the other on the tape on the floor, keeping your arms at your sides." After students walk and balance on the line teacher they should line up again, one head behind the other, with one foot between each student for safe distance. Teacher says, "We're going to walk again, but this time while you walk, I want you to open your arms outwards and see if you can notice a difference in your balance." After students complete their walk teacher asks, "Can anyone share what difference they noticed between balancing with their arms at their sides verses holding them outward?"

(It is easier to balance when we extend our arms outward, because we lower our center of balance, meaning you can lean a little more towards either side without tipping your body totally over.)

Next, teacher should create two hopscotch boards on the floor with painter's tape. Students should be broken up into two groups. They should line up, one head behind the other, with one foot between each student for safe distance, behind the hopscotch boards. Teacher says, "Now let's play hopscotch to practice our balance." Students should take turns hopping through the hopscotch boards, balancing on one leg when necessary, repeating once more when every student is complete.

Students should take a water break. Teacher says, "Let's take a few moments to drink some water. It is important to drink plenty of water to stay hydrated, especially when we exercise."

6. Students' Cool Down

When the workout is complete, and students are properly hydrated, they can line up once more, with enough space between them so that with their arms extended they do not touch, while teacher models and explains the yoga moves from earlier in the lesson:

Teacher says, "We're going to start our cool down with a **mountain pose**." Students should begin standing in **mountain pose**, with feet flat on the ground, hip width apart, arms at their sides with palms open reaching towards the ground. Students should inhale deeply and exhale three times.

Teacher says, "On this next inhale I want you to open your arms and reach for the sky in **upward salute pose**." On the next inhale, students should keep their feet flat on the ground, hip width apart, but begin to open their arms to reach towards the sky, with palms facing each other, in **upward salute pose**, and then hold **upward salute pose** for 10 seconds.

Teacher says, "Now let's move into **crescent moon pose**." From **upward salute pose**, students should move into **crescent moon pose**, by using their left arm to reach and grab their right wrist, pulling their right wrist to the left and leaning their bodies from the hips towards the left side. Students should hold the pose for 10 seconds, then on an exhale, bring their bodies back to center. Alternatively, students should use their right arm to reach and grab their left wrist, pulling their left wrist to the right and leaning their bodies from the hips towards the right side. Students should hold the pose for 10 seconds, then on an exhale, once again bring their bodies back to center.

Teacher says, “Now we can kneel on the floor and move into **cat pose**.” Students should move to the floor for **cat pose**, with their knees on the floor, directly under their hips, and their palms flat on the floor, wrists directly under their shoulders. Students should exhale, bringing their chin to their chest, arching their back up. Students should hold this pose for 10 seconds, then release back to the initial position.

Teacher says, “Bring your hips back to the heels of your feet for **child’s pose**.” Students should bring their hips to their heels, keeping their arms extended forward and their foreheads on the floor for **child’s pose**. Students should hold this pose for 10 seconds.

Teacher says, “Now curl your toes under and push your weight and hips up to move into **downward dog pose**.” To move into **downward dog pose**, students should curl their toes under, bringing their toes and balls of their feet flat on the floor, while keeping their arms extended forward and palms flat on the floor. Next students should push their weight and hips back and up. Students should hold this pose for 10 seconds.

Teacher says, “To end our cool down yoga, let’s move into **diamond pose**.” Students should bring their knees back to the floor, sitting on their heels, backs straight and chest up, with hands on their knees, for **diamond pose**.

Teacher says, “Raise your hands if you felt that it was easier to complete the yoga moves in our cool down today, after practicing the yoga moves earlier, and working on our balance.” Teacher continues, “It is important that we keep working on our balance, because it will make us better in other areas like running or playing sports.”

Lesson 4: Reflexes — PAPD Officer Dominick Pezzulo

Background for the Teacher

Reflexes are important for most areas of life, since having improved reflexes can help us in various situations, from catching a spilling cup, to breaking at a stoplight. Fast reflexes can help us daily and play a big role in keeping us safe from danger. This lesson teaches students exercises they can use to improve their reflexes, while providing one of its real-life applications. The bold physical moves are further explained in the Appendix of Unit Materials.



Photo Credit: PAPD

Port Authority of New York and New Jersey Police Department (PAPD) Officer Dominick Pezzulo, used his quick reflexes daily on the job. On September 11, 2001, Officer Pezzulo volunteered to follow PAPD Lieutenant John McLoughlin, who was a Sergeant at the time, into the South Tower of the World Trade Center to help people in need. As they were about to enter the lobby of the South Tower from the North Tower the South

Tower collapsed. Officer Pezzulo, Lieutenant McLoughlin, and another PAPD Officer William Jimeno ran towards a freight elevator lobby to save themselves from the debris field that was rolling towards them. After the collapse Officer Pezzulo, Lieutenant McLoughlin and Officer Jimeno were alive, but trapped and buried beneath the rubble. Officer Pezzulo freed himself and worked on freeing Officer Jimeno but was unable to do so. When the North Tower collapsed more debris filled the void where the men were, and Officer Pezzulo was fatally injured.

1. Begin With an Essential Question

What physical skills do first responders need to help others and how did they use these skills on September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher begins by reading the essential question. Teacher says, “We are going to continue learning about the skills that first responders use when they help people in need. Today we are going to honor the sacrifice of another 9/11 hero, as we work on our reflexes.”

3. Introduce the Skill

Teacher says, “Today we are going to focus on reflexes. Having good reflexes is so important because they can help us every day. It is especially important for first responders to have good reflexes, because they are often in very dangerous situations. Being able to think and move quickly in a dangerous situation can save your life. Officer Dominick Pezzulo was a police officer with the Port Authority of New York and New Jersey Police Department. On September 11, 2001, Officer

Pezzulo volunteered to go into the South Tower of the World Trade Center to help people in need. As Officer Pezzulo was about to enter the South Tower, it started to collapse. Officer Pezzulo and other police officers he was with ran towards a freight elevator lobby to save themselves from the fire and building material that was coming towards them, demonstrating great reflexes, both mentally and physically. After the collapse Officer Pezzulo and the other police officers were alive but trapped and buried deep beneath the rubble of the building. Officer Pezzulo freed himself and worked on freeing the other officer but was unable to do so. When the North Tower collapsed more debris filled the area where the men were, and Officer Pezzulo lost his life.”

4. Students’ Warm Up

Teacher says, “Before we warm up today, I want to play a quick game of Simon Says. To play Simon Says we need to focus and have quick reflexes.”

Line students up, with enough space between them so that with their arms extended they do not touch. Then teacher begins a round of Simon Says, pointing to parts of their body, or moving in certain ways.

Teacher says, “Let’s warm up today with some yoga moves. We learned that yoga helps strengthen our muscles and some yoga moves can also help us practice and improve our balance, but yoga is also great for helping us focus and concentrate, which can improve our reflexes.”

Line students up, with enough space between them so that with their arms extended they do not touch. Then teacher models and explains the following moves:

Teacher says, “Let’s begin our warm up with a **mountain pose**.” Students should begin standing in **mountain pose**, with feet flat on the ground, hip

width apart, arms at their sides with palms open reaching towards the ground. Students should inhale deeply and exhale three times.

Teacher says, “On this next inhale I want you to open your arms and reach for the sky in **upward salute pose**.” On the next inhale, students should keep their feet flat on the ground, hip width apart, but begin to open their arms to reach towards the sky, with palms facing each other, in **upward salute pose**. As students exhale, they should bring their arms back down towards their sides, to **mountain pose**. Students should repeat this two more times, and then hold **upward salute pose** for 10 seconds.

Teacher says, “Next let’s move into **crescent moon pose**.” From **upward salute pose**, students should move into **crescent moon pose**, by using their left arm to reach and grab their right wrist, pulling their right wrist to the left and leaning their bodies from the hips towards the left side. Students should hold the pose for 10 seconds, then on an exhale, bring their bodies back to center. Alternatively, students should use their right arm to reach and grab their left wrist, pulling their left wrist to the right and leaning their bodies from the hips towards the right side. Students should hold the pose for 10 seconds, then on an exhale, once again bring their bodies back to center. Students should repeat this two more times.

Teacher says, “Now we are going to move into **chair pose**, by pretending there is a chair we are sitting on.” Once back at center in **upward salute pose**, students should gently bend the knees and drive their hips back for **chair pose**. Students should hold the pose for 10 seconds, then straighten their legs and release back to **upward salute pose**.

Teacher says, “Let’s end our warm up in **mountain pose**.” Students should bring their arms back to their sides with palms open reaching towards the ground for **mountain pose** once more.

5. Students' Task

Teacher should separate the class into groups of at least two, and at most five. Students should stand in a circle facing each other, with enough distance between them so that with their arms extended they do not touch. Teacher gives each group a balloon and says, "Now we are going to play Keep Up the Balloon. Try to stay in your spot and hit the balloon up gently, so another member of your group can reach the balloon and keep it up. When you gently hit the balloon in the air, call out another member of your group who must hit the balloon up next." While students play, the teacher can remind them to stay focused and calm, because it can help them react quicker and improves their reflexes.

Students should take a water break. Teacher says, "Let's take a few moments to drink some water. Can anyone tell me why it is important to drink plenty of water?"

(It is important to drink plenty of water to stay hydrated, especially when we exercise.)

With students sitting in a circle, facing each other, with enough space between them so that with their arms extended they do not touch, class can begin to play Take the Balloon. With one balloon placed in the center of the circle, Teacher says, "I will call two names and then yell, 'Go!' The two students I called must get up, run to the center of the circle, take the balloon, and return to their spot. The student who returns to their spot with the balloon first wins. Then the balloon is returned to the center and the game continues with the next two students." The game should continue for at least five minutes, with every student's name called at least once.

6. Students' Cool Down

Teacher says, "We've spent today's class playing games that can help us improve our reflexes. Now we are going to play Simon Says again. This time I want you to focus and see if your reflexes have improved." With students lined up, with enough space between them so that with their arms extended they do not touch, teacher once again begins a round of Simon Says, pointing to parts of their body, or moving in certain ways. When Simon Says is complete and there is one winner teacher asks the class, "Did you feel like you were able to stay in the game longer and move more reflexively?"

Lesson 5: Relay Race — 9/11 First Responder Skills

Background for the Teacher

Students have spent the week learning and improving valuable skills that first responders need and used on September 11, 2001. Today, students will compete in a relay race that includes running, step exercises, balance, and using their reflexes. The bold physical moves are further explained in the Appendix of Unit Materials.

1. Begin With an Essential Question

What physical skills do first responders need to help others and how did they use these skills on September 11, 2001?

(The Essential Question is not designed to be answered directly. It is the overarching or big question. Its answer is contained within student responses to the guided questions.)

2. Introduce the Lesson

Teacher says, “We have spent this week learning about valuable first responder skills. We also learned about four 9/11 heroes who used these skills while saving others. Today we are going to have a relay race so we can use and practice our skills.”

3. Students’ Warm Up

Teacher says, “Let’s begin with a stretch.”

Line students up, with enough space between them so that with their arms extended they do

not touch. Then teacher models and explains the following moves:

Teacher says, “Let’s begin our warm up with a **butterfly stretch**.” To begin **butterfly stretch**, students should sit with the soles of their feet together in front of them. By placing their forearms on the inside of their knees they can gently apply pressure to help press their knees to the floor. Students should hold the position for 15 seconds, allow their knees to rest for 10 seconds, then repeat twice more.

Teacher says, “Now let’s do a **saddle stretch**.” While continuing to sit on the floor, students should **saddle stretch**. Students should spread their legs apart, and with both hands reach for their right shin, holding the position for 20 seconds. Students should move both hands to the center position and reach as far as they can without pain, holding the position for 20 seconds. Students should move both hands and reach for their left shin, holding the position for 20 seconds.

Teacher says, “Let’s end our warm up with a **knee to chest stretch**.” While lying on the floor, students should bend their knees and bring them up to their chest, holding their thighs to keep their knees at their chest to complete a **knee to chest stretch**. Students should hold the position for 30 seconds, release, then repeat once more.

4. Students’ Task

Prior to the lesson, teacher should separate the classroom space with cones, 10 feet apart. Next, teacher should make lines with painter’s tape, one line for each student in the class, from cone to cone. If teacher is unable to create one line for each student, students may take turns completing the relay race. With students lined up on one side of the cones, side by side, with enough space

between them so that with their arms extended they do not touch, students can begin the relay race.

Teacher says, “Now we can begin our relay race. We are going to run on the tape from one cone to the other. When we reach the other cone we are going to do 30 **high knee lifts**, then walk back to the other side balancing on the tape, and do 30 **high knee lifts** again when we reach the other cone. While you’re racing you may hear my whistle. You must freeze in place until you hear my whistle again, then go back to the race. I want you to do these steps twice to complete the race.” While students are completing the relay race, teacher should blow their whistle about every minute. When students hear the whistle they must freeze however they are, keeping their balance. After five seconds of freezing, teacher should blow whistle again for students to continue the race.

Once the relay race is complete, students should take a water break. Teacher says, “Let’s take a few moments to drink some water. It is important to drink plenty of water to stay hydrated, especially when we exercise.”

5. Students’ Cool Down

When the workout is complete, and students are properly hydrated, they can line up once more, with enough space between them so that with their arms extended they do not touch, while teacher models and explains the following yoga moves:

Teacher says, “Let’s begin our cool down in **mountain pose**.” Students should begin standing in **mountain pose**, with feet flat on the ground, hip width apart, arms at their sides with palms open reaching towards the ground. Students should inhale deeply and exhale three times.

Teacher says, “On this next inhale I want you to open your arms and reach for the sky in **upward salute pose**.” On the next inhale, students should keep their feet flat on the ground, hip width apart, but begin to open their arms to reach towards the sky, with palms facing each other, in **upward salute pose**, and then hold **upward salute pose** for 10 seconds.

Teacher says, “Next let’s move into **crescent moon pose**.” From **upward salute pose**, students should move into **crescent moon pose**, by using their left arm to reach and grab their right wrist, pulling their right wrist to the left and leaning their bodies from the hips towards the left side. Students should hold the pose for 10 seconds, then on an exhale, bring their bodies back to center. Alternatively, students should use their right arm to reach and grab their left wrist, pulling their left wrist to the right and leaning their bodies from the hips towards the right side. Students should hold the pose for 10 seconds, then on an exhale, once again bring their bodies back to center.

Teacher says, “Now we can kneel on the floor and move into **cat pose**.” Students should move to the floor for **cat pose**, with their knees on the floor, directly under their hips, and their palms flat on the floor, wrists directly under their shoulders. Students should exhale, bringing their chin to their chest, arching their back up. Students should hold this pose for 10 seconds, then release back to the initial position.

Teacher says, “Bring your hips back to the heels of your feet for **child’s pose**.” Students should bring their hips to their heels, keeping their arms extended forward and their foreheads on the floor for **child’s pose**. Students should hold this pose for 10 seconds.

Teacher says, “To end our cool down yoga, let’s move into **diamond pose**.” Students should end the yoga cool down, by continuing to sit on their heels, with backs straight and chest up, with hands on their knees, for **diamond pose**.

6. Extension

As an extension, students can write or share why they think the skills they learned throughout the week are important. They can also share what they learned about why the skills are useful for first responders.

Appendix

Unit Materials

- Physical Education Moves Explained

Physical Education Moves Explained



Butterfly Stretch

Students should sit with the soles of their feet together in front of them. By placing their forearms on the inside of their knees they can gently apply pressure to help press their knees to the floor. Students should hold the position for 15 seconds, allow their knees to rest for 10 seconds.



Saddle Stretch

Students should sit with their legs spread apart. With both hands students should reach for their right shin, holding the position for 20 seconds. Students should move both hands to the center position and reach as far as they can without pain, holding the position for 20 seconds. Students should move both hands and reach for their left shin, holding the position for 20 seconds.



Knee to Chest Stretch

While lying on the floor, students should bend their knees and bring them up to their chest, holding their thighs to keep their knees at their chest. Students should hold the position for 30 seconds, then release.



High Knee Lifts

Students should slowly march in place, making sure to lift their knees all the way up to their chest. Students should practice for 30 seconds, then rest for 10 seconds.



Supine Bridge

Students should lay on their backs. While laying, students should bend their knees, so their feet are flat on the ground. Keeping their feet and shoulders on the ground, students should slowly lift their hips and hold the position for 5 seconds, then release slowly back to the ground.



Side-Lying Leg Lift

While on the floor, students should lay on their right side, with their right elbow at a 90-degree angle for support. Keeping their hips on top of each other and their legs straight, students should slowly raise their left leg to about a 45-degree angle, then slowly release their leg back down.

Switching sides, students should lay on their left side with their left elbow at a 90-degree angle for support. Keeping their hips on top of each other and their legs straight, students should slowly raise their right leg to about a 45-degree angle, then slowly release their leg back down.



Side-Lying Bent Knee Leg Lift

While on the floor, students should lay on their right side, with their right elbow at a 90-degree angle for support. Students should bend their knees slightly, keeping their hips on top of each other. Keeping their feet together, students should raise their left knee slowly, then slowly release their knee back down.

Switching sides, students should lay on their left side with their left elbow at a 90-degree angle for support. Students should bend their knees slightly, keeping their hips on top of each other. Keeping their feet together, students should raise their right knee slowly, then slowly release their knee back down.



Step-Up

Using a fitness step platform, students should step up with their right leg, bring their left leg up on the platform, then step down with their right leg, and down with their left leg. Then students should alternate, starting the step up with their left leg, bring their right leg up on the platform, then step down with their left leg, and down with their right leg.



Mountain Pose

Students should stand, with feet flat on the ground, hip width apart, arms at their sides with palms open reaching towards the ground. Students should inhale deeply and exhale.



Upward Salute Pose

Students should stand, with feet flat on the ground, hip width apart, arms at their sides with palms open reaching towards the ground. Students should begin to open their arms to reach towards the sky, with palms facing each other and hold.



Crescent Moon Pose

Students should stand, with feet flat on the ground, hip width apart, arms reaching towards the sky, with palms facing each other. Students should use their left arm to reach and grab their right wrist, pulling their right wrist to the left and leaning their bodies from the hips towards the left side. Students should hold the pose, then on an

exhale, bring their bodies back to center. Alternatively, students should use their right arm to reach and grab their left wrist, pulling their left wrist to the right and leaning their bodies from the hips towards the right side. Students should hold the pose, then on an exhale, once again bring their bodies back to center.



Cat Pose

Students should kneel, with their knees on the floor, directly under their hips, and their palms flat on the floor, wrists directly under their shoulders. Students should exhale, bringing their chin to their chest, arching their back up. Students should hold this pose, then release back to the initial position.



Child's Pose

Students should kneel, and then bring their hips to their heels, keeping their arms extended forward and their foreheads on the floor.



Downward Dog Pose

Students should kneel with their arms extended forward and palms flat on the floor. Students should curl the toes under, bringing their toes and balls of their feet flat on the floor. Students should push their weight and hips back and up.



Diamond Pose

Students should kneel, and then bring their hips to their heels, sitting on their heels, with backs straight and chest up, with hands on their knees.



Chair Pose

Students should stand, with feet flat on the ground, hip width apart, arms at their sides with palms open reaching towards the ground. Students should begin to open their arms to reach towards the sky, with palms facing each other. Students should gently bend the knees and drive their hips back. Students should hold the pose, then straighten their legs.

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