

THE POWER OF ONE

You have the power!

Level: Middle School **Time:** 1 Class Period **Topic:** Power of One

Essential Questions:

1. What is meant by the power of one?
2. What can the red bandanna symbolize for you as an individual?
3. How did Welles show how to do good in the face of evil?
4. What individual power does each of us have to effect change?

Lesson Goals and Objectives:

1. Students will define the power of one and tell how it applies to their lives
Students will analyze quotes about the power that individuals have
2. After watching the video, 'The Man in the Red Bandanna' students will
journal on how compassion for others motivated Welles throughout his life
3. Students will identify and explain how other individuals made changes
based on their power of one

Materials:

Key Terms:

Compassion
Committed

Video, 'The Man in the Red Bandanna'
Journals
Computer access (for research)



Power of One: Instructional Activity/Procedures

1. Put up the words 'power of one' and also following quote by Margaret Mead:

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has"

a. Ask students to journal on the words and the quote:

What do they mean? Do you think they are so? Why or why not?

Give 3 examples (note to teacher: explain that these examples do not have to be confrontational. It could be as simple as asking someone new to sit with you at lunch.)

b. Discuss journal entries with students. Compile a class list of the power of one..some examples might be famous people such as Dr Martin Luther King Jr, Elizabeth Cady Stanton (women's suffrage) or they can be people who through their actions have helped shape the life of the students.

2. Explain that they are going to see a video about one person and his affect. (Students should have basic knowledge of the events of 9/11. These can be briefly discussed prior to showing the video). While watching the video, students should note down the times in Welles' life that his actions had a positive effect on those around him.

a. Show the video 'Man in the Red Bandanna'

b. Afterwards, discuss how Welles' actions impacted others. Make sure to discuss his actions prior to 9/11 as well as his heroism on that day. What are the things that Welles did prior to 9/11 that helped him be ready for his actions that day?

c. How did Welles exemplify the Margaret Mead quote that was used at the start of the lesson?

3. Welles' choices resulted in lives being saved but with him losing his own. How would you go about forgiving Welles if he was a loved one?

4. What is your 'oneness'?

5. Welles did not know any of the people he saved on 9/11. Showing love and compassion to someone you know might be easier than to show them to strangers. What might motivate someone to show these qualities with a stranger? 5. Welles did not know any of the people he saved on 9/11. Showing love and compassion to someone you know might be easier than to show them to strangers. What might motivate someone to show these qualities with a stranger?

Power of One:

Evidence of Understanding

1. Students should go back to their original journal entry. How would they change their original thoughts after watching the video? Give other examples.
2. What is their 'power of one? Ask students to list some things they can do to show compassion and caring for others. This can be compiled into a class list which should be referred back to in order to see student's follow through.
3. Ask students what actions they have taken to show their own 'power of one'.

Extension Activities

1. Students can do a hero project. They can research one famous person and one story of someone who isn't well known. Who were they? How did they make a difference? What is the difference between them and you?
2. Give students the opportunity to be empowered to perform a service activity (either individual or small group). Provide resources and have students decide which they can associate with the most. Put up a picture of a hand with the fingers labeled: family, friends, schoolmates, clubs, religious organizations. Discuss what they can do to help each of these groups.

This above could be a culminating activity for the lessons.