Higher Education Toolkit for 9/11 Day

Working Draft

Table of Contents

Introduction

A Message from the Founders of 9/11 Day

In the days that followed the 9/11 attacks on America, people of all ages and from all walks of life found themselves bonded together by an extraordinary spirit of unity, empathy, and resilience.

We forgot about our differences, at least for a while. Instead we came to realize how much we all have in common as people.

This truly unique and special moment of togetherness, however fleeting it might have been, helped to reassure, comfort, and inspire an entire nation in a time of great sorrow and darkness. And for many people who lived through the horror of 9/11. That moment of hope in our history has become a life-changing reminder that we are far better as a nation when we work together, not against one another, as a people.

This is our mission at 9/11 Day. To promote the ideals of unity, empathy and service and bring the country together as a reminder of who we really are each 9/11.

9/11 Day is very proud to partner with George Washington University (GW) to help further these ideals, and support GW's new 9/11 Day **Tomorrow Together** Higher Education program.

For many students today, 9/11 is just a day in history. Most of them were too young to remember the heartbreak or the subsequent period of hope and togetherness that changed our nation for a while.

It's up to you as an educator to teach them about the other side of 9/11. The side of goodness. The way people came together. They way empathy changed how we looked at each other. 9/11 was a historic inflection point for our society, one that carried with if very powerful lessons about the importance of inclusion and the value of diversity.

We hope you find many of our new materials helpful. As always, please visit 911day.org, and feel free to share your ideas with us at info@911day.org.

Best wishes,

David Paine   Jay Winuk
President and Co-Founder, 9/11 Day   Executive Vice President, Co-Founder

Background and Key Messages

What is Tomorrow Together?

Tomorrow Together is an initiative lead by the nonprofit **9/11Day** to bring people and communities together in a spirit of inclusive excellence, across the various boundaries – racial, religious, political, geographic, socio-economic, sexual orientation and others -- that sometimes divide us, to address ongoing social issues in communities.

More than 40 other nonprofits, educational institutions, government entities, and faith-based groups, including George Washington University (GW) have already signed on to help lead and promote the ideals of **Tomorrow Together**.

Tomorrow Together is based on the simple premise that *we can create a better tomorrow if we do it together.* 9/11 Day successfully advocated for and now oversees the federally-recognized September 11 National Day of Service and Remembrance, currently the largest annual day of charitable engagement in the United States.

What is Tomorrow Together Higher Education?

Created and led by the George Washington University Honey W. Nashman Center for Civic Engagement and Public Service **Tomorrow Together Higher Education** will focus on the specific task of engaging colleges and universities around the diversity and inclusion goals of **Tomorrow Together**. Through civic engagement and promoting inclusive excellence, higher education institutions already play an important role in addressing social issues by unifying the strengths of their diverse student bodies, faculty, administration and surrounding communities. **Tomorrow Together** supports the expansion of these efforts that promote diversity, inclusion, unity and empathy through service and service-learning.

Psst

Join the Tomorrow Together Coalition
GW is seeking higher education institutions to join and actively participate in an ongoing Tomorrow Together Higher Education Coalition to substantially expand the footprint and programming of this initiative globally across higher education institutions over the next five years, leading up to the 20th anniversary of 9/11. Sign on to participate in the coalition.

Why Global?

Individuals from more than 90 countries perished as a result of the terror attacks of September 11, 2001. The value that the **Tomorrow Together** initiative places on diversity and inclusion goes well beyond U.S. borders. We recognize than in our increasingly global society, diversity must include people from different countries, speaking different languages, or practicing different religions and cultural traditions. The Internet, including social media, has put the world in our living rooms. Increasingly, we interact with and develop assumptions about people based on these limited contacts. By engaging colleges and universities outside the United States, **Tomorrow Together** will also seek to showcase the value for global diversity.

How will Tomorrow Together address diversity and inclusion?

Colleges and universities provide environments and foster situations that bring together students from diverse backgrounds. Similarly, higher education institutions support many student organizations and clubs that engage in service. **Tomorrow Together** encourages educational institutions to support groups that may not traditionally work together to join *together in service*. Along with members of the local community, college and university students can create and implement service projects that improve and enrich the communities that are geographically or otherwise connected to the school.

How will Tomorrow Together encourage civic engagement to address issues of social justice?

Civic engagement is a key part of the college experience for many students. As a national initiative, **Tomorrow Together** will shine a spotlight on college and university efforts to engage students in meaningful community service and service-learning experiences that address the social challenges facing communities. **Tomorrow Together** will showcase colleges and universities that raise the bar on civic engagement by supporting inclusive excellence through service and service-learning to address social justice issues such as hunger, education and the environmental.

Engage These Campus Groups:

Encourage campus groups and organizations to participate. Groups might include (but are not limited to):

- Student service organizations
- Student athletes
- Academic clubs
- LGBTQIA student organizations
- AmeriCorps programs
- Faith-based student organizations
- Racial/ethnic affinity groups (e.g., Latino student union)
- Greek Life organizations engaged in service
- United Way college chapters
- Red Cross college chapters

Why should colleges/universities participate in Tomorrow Together?

Tomorrow Together will:

- Bring greater attention to service and civic engagement at your college/university as part of a national **Tomorrow Together** and 9/11 Day movement;

- Showcase your school's value and active programming for diversity and inclusion, civic engagement and community improvement programs;

- Identify your school as being in the forefront of addressing social issues and highlighting community assets with inclusive excellence; and,

- Provide students and faculty with helpful messaging consistent with this national program to address issues of diversity and inclusion and opportunities to include these messages in service-learning activities with students.

Creating a Better Tomorrow. Together.

Connecting Existing Service Initiatives to Tomorrow Together

Colleges and universities that already have service initiatives planned between the end of August and early October or those that can plan community service activities during that period can immediately participate in **Tomorrow Together**.

There are **six easy steps** to connecting your initiative to **Tomorrow Together**:

1. Visit 911day.org to join the **Tomorrow Together** coalition.

2. Complete the higher education participant form to provide additional information

3. Add the 911 Day - **Tomorrow Together** logo to your civic engagement or volunteer website as well as to any materials promoting your service activities. Download the 9/11 Day Logos.

4. Incorporate messages that align with **Tomorrow Together** found in the background section above in your materials and promote the value of diversity and inclusion in service. Use the **Tomorrow Together** tagline: *Creating a Better Tomorrow. Together.*

5. Follow 9/11 Day |**Tomorrow Together** on social media and utilize the #911day and the #tomorrowtogether hashtags when referencing your service activities on social media.

6. Include a discussion of diversity and inclusion in the reflection activities that follow your service activities.

Join the Coalition: Tomorrow Together This Year and Beyond

In addition to participating in **Tomorrow Together** this year, you can also participate in the ongoing **Tomorrow Together** Higher Education coalition to promote inclusive excellence in civic engagement with colleges and universities across the globe. To participate beyond this year, join the ongoing **Tomorrow Together** Higher Education Coalition.

As part of the coalition, your college/university will:

1. Incorporate **Tomorrow Together** goals around diversity and inclusion into service activities planned throughout the school year including planning activities that are specifically designed to bring groups together of varying abilities, ethnicities, socio-economic class, race, religion, sexual orientation and other differences and promoting the value of diversity and inclusion, unity and empathy.

2. Plan community service activities around 911 Day over the years leading up to the 20th anniversary of 911 Day.

3. Promote **Tomorrow Together** to other colleges and universities within your sphere of influence.

Project Development

Incorporating Diversity and Inclusion in Planning:

Diversity and inclusion is something that is best incorporated into your project from the outset. It may not feel inclusive to participants who are asked to show up to contribute time and labor to a service activity, but who had no involvement in planning the project. Consider:

- **Student Diversity:** You could bring together a diverse group of students who don't traditionally spend time together to plan and implement a service project. This might include student athletes serving with students from academic clubs; it might include gay and straight students working together on a project with a local LGBT center; it might include various faith-based groups on campus creating a project on cross-cultural understanding.

- **Student and Community Diversity:** You could have students work with underserved groups in the community to identify and develop a project to bring a needed service to the group.

- **Project Diversity:** Students and community members could design a project aimed at breaking down barriers in communities by increasing cross-cultural understanding

Best Practices in Higher Education Service-Learning

As a higher education institution, you are encouraged to design your community service or service-learning initiative to align with best practices for service-learning in higher education. Your process should include at least the following steps.

1. Preparation
2. Implementation
3. Assessment/Reflection
4. Demonstration/Celebration

Prepare

Higher education institutions have historically been in the forefront of conversations about human rights and social and environmental justice and have been engaged in action and education both on and off-campus. Students and faculty have also participated in global movements to, for example, end the Vietnam war, divest in South Africa to end apartheid, and reduce investments in fossil fuels to effect climate change. Many campuses promote and support community service and academically-based service-learning to address structural inequality and support community-identified projects to improve the quality of life. Recently, students have taken on issues of discrimination on campus related to identity, including race, religion, and sexual orientation. These issues mirror those that we are facing in the greater society. **Tomorrow Together** aims to bring students together across differences and with community members to address issues of social and environmental justice.

To plan your project, you will need to:

- *Identify a Community Need or Issue* – Community service and service-learning should address a real community need. Your institution may already have a focus area, e.g. education, environmental stewardship. If so, explore within these issues for a problem or need that might be addressed through service. If the institution does not have a focus area, examine newspapers or blogs that focus on the local area and speak with community partners to help in identifying needs and partners for your service in the community.

- *Identify the goals and objectives you want to achieve* – There may be many facets to the community need you select. What are your goals related to the issue? What is possible through short term service? A longer term program?

- *Examine the assets, resources, and skills* that you have to address the need or problem. What skills do students, faculty, administrators, community members and non-profit community partners bring? What non-profits in your community are already

9/11 | TOMORROW TOGETHER

taking positive action on community issues and challenges? This will help to determine what you are able to do and what kind of project should be developed.
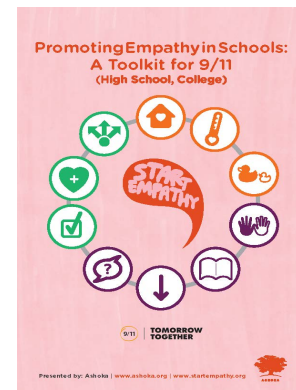
- *Identify Service-Learning Outcomes* – What are the learning objectives for students and for the community, if applicable? How will these be incorporated into the project?

- *Develop a Project to Address that Need* – In developing the project, ensure that stakeholders from the college/university and the community are involved. As these projects will bring together diverse groups of people, it will be important to ensure that all voices are heard and valued. The project development should include:

  o What will be done and where?

  o How many people and how much time is needed to complete it?

  o What resources or supplies are needed?

  o How will you evaluate success?

Additional Preparation Tips

1. If you will need volunteers above and beyond those who were involved in developing the project, make sure to include a communications and outreach strategy as part of your planning.

2. Bringing diverse groups together can sometimes be challenging. Make sure that leaders representing various groups are part of your planning process to ensure that the environment is welcoming and accessible to all.

3. If you intend to document the service activities with photos or video, have all registered volunteers sign a photo/video release form.

The Importance of Empathy:

Any time you bring together a diverse group of people, empathy (or lack thereof) becomes a factor. Often in planning a community service project to improve the lives or community of a group of people, the question will arise: "Why can't they just…?"

This is where empathy can play a key role in suspending judgement and utilizing community service as an opportunity for learning. Ashoka has developed a toolkit on empathy that might be useful in training student participants.

In addition to the High School and College version, there is also a K-8 version of the empathy toolkit that could be used when working with elementary and middle-school aged you on projects.

You will need to register on the 9/11 Day site in order to access these resources.

Sample Projects:

You only need to read the newspaper, check Facebook, or turn on the news to see that across the US and around the world, we are experiencing problems related to diversity and inclusion. *Tomorrow Together* encourages colleges and universities to develop projects to address these issues including:

Community Problem	Sample Project
• Bullying among school-aged youth due to differences or perceived differences	Partner with local elementary/middle schools to Implement the [Ashoka curriculum on Empathy](#) for K-8 grades.
• Troubled relationships between law enforcement and the communities they serve	Host a facilitated dialogue between the community and law enforcement (see [resource section](#) for helpful curricula) or a fun *Get To Know You* event with sporting games that allow groups to have fun together while also getting to know one another
• Challenges faced by immigrant communities including language barriers	Partner students up with new immigrants to assist them in navigating the new culture and learning to speak English. Have students and immigrants share information about their lives and how they got to where they are now. This can help to build empathy.
• Insensitive or biased (whether conscious or unconscious) commentary about Muslim Americans or other faith groups.	Host an interfaith program engaging students and community groups in sharing aspects of their culture using prompts such as 'One thing I want people to know about me and my religion (or language, or priorities, etc.)'

Online service activities (virtual volunteering)

There are many ways that members of the higher education community can be of service to the community without leaving the campus. In fact, the four projects described above could all be done on a virtual basis. With a computer or tablet and using Skype, GoToMeeting, FreeConfeenceCalling.com or any other virtual communication avenues, you could teach a class, host a dialogue, or support English language learning. Below are a brief list of other community service activities that could be done virtually.

- Create podcasts, webinars, or online classes to educate the community and the college about an important issue or to share the voices of those in your community who may not be heard regularly. This could include doing a podcast on civil dialogue around difficult to discuss issues.

- Assist people who are unemployed or underemployed with updating their resume and applying for jobs online.

- Mentor or tutor a young person or be a homework helper.

- Reach out to the elderly and those who are shut in.

- Create short how to videos to teach reading, English, sign language, or how to use a computer or social media for seniors

- Create or update a website for a small community organization.

- Organize a virtual college fair for area high schoolers.

- Fundraise for one or more local nonprofits or good causes

9/11 | TOMORROW TOGETHER

Implement

Prior to launching your project, review all items that need to be completed with your planning team and make assignments to complete outstanding items, as needed. Assign team leaders made up of representatives from the campus as well as representatives from community stakeholder groups that have been involved with the planning. Make sure that each team leader knows their roles and responsibilities and can answer basic questions that student or community participants may have. Having this written down is helpful.

Assign volunteers to arrive at the site early to ensure that the site is set up and ready to go. This applies even to virtual volunteering as you will want to ensure than any equipment that might be used for virtual volunteering is set up and ready to go.

Assign people to greet and orient volunteers to the project(s) to be completed (if everyone won't be working together) and assign people to set the context of the project for the participants -- the goals of the project and how the service helps to advance that goal. Some may need to orient service participants to the community. You may also want to assign all of your team leaders to be cheerleaders and a source of encouragement to participants throughout the project.

As participants carry out the projects, make sure to document the day with photos and video so that these can later be shared as part of the celebration. Also make sure to document what was accomplished and any challenges to review later.

Promoting Tomorrow Together via Social Media

Social media can be used at all phases of a community service or service-learning project. In the Preparation phase, social media is a great way to communicate with all the people on the planning team at once. It is also a great way to educate potential volunteers about your project and to recruit volunteers if needed. During the Implementation phase, social media can be used to keep people who aren't a part of your project abreast of what the project is accomplishing and can later be used as a way to reach out to volunteers to share overall project accomplishments.

Join the conversation with #911day and follow along on Facebook, Instagram, Snapchat, and Twitter.

Facebook: facebook.com/911day

Instagram: instagram.com/911_day/

Twitter: twitter.com/911day   @911Day

Hashtags: #911Day, #tomorrowtogethe

Diversity and Inclusion in Implementation

- In order for your project to demonstrate the value of diversity, inclusion, and unity, it is important to ensure that your team leaders as well as volunteers represent the various groups that have come together to serve.

- If you are partnering with a community group, make sure that they have a significant role and an opportunity to share in opening or closing remarks.

- When implementing projects think about accessibility for people with disabilities who serve. For example:

  o Will you need a sign language interpreter or do you need to post signs in languages other than your native language?

  o Is the physical location accessible for someone using a wheelchair or walker?

  o Is the venue for the service project one that is welcoming to all participants?

Assess/Reflect

Assessment and reflection should happen at each phase of the process with reflection happening continuously. In the Preparation phase, planners assess community needs and the skills and resources available to address these needs. In the Implementation phase, team leaders assess whether participants are accomplishing the goals that were set and service participants are reflecting on their learning outcomes. Once the service project is completed, organizers should assess to determine accomplishment towards the goals. If the project is an ongoing one, organizers should identify specific intervals at which progress is assessed toward the overall goal.

Reflection can be done in varying stages:

- During the Implementation Phase service participants might be instructed to quietly reflect on the goals of the project and their contributions. . If time at the end and space permits, ask volunteers who are willing to share their reflections.

- Additionally, there should be an official debrief for the planning committee to reflect upon and examine the project goals against the accomplishments as a result of completing the project.

  o What were the goals of the project? Which ones were met, which were exceeded, and on which did we fall short of expectations?

  o What were the overall accomplishments?

  o Who/what was impacted in the community?

  o What logistics and education went well and what could be improved for next time?

- In effective service-learning students should have a pre-determined reflection exercise to allow them to reflect upon their learning objectives. In *Tomorrow Together,* at least one of the learning objectives will relate to improving unity and understanding across differences through service. Reflection can be done in writing, through conversation, or through drawing or other artistic expression.

Diversity and Inclusion In Reflection/Assessment

Each project that is affiliated with **Tomorrow Together** has agreed to include a discussion of diversity and inclusion as part of its reflection exercise. How organizations do this may depend on the way(s) in which the project was used to promote diversity and inclusive excellence. Select the questions that best meet your needs from one or all of the categories below.

If your college brought together students who don't usually spend time together, reflection might include discussions such as:

- Had you previously interacted with all the students who participated in the community service activities?

- Quietly reflect on why you may not have interacted with some of these students before. Share if you would like.

- What surprised you most about working alongside students with whom you don't usually interact?

- What skills did different individuals or groups bring (that might have surprised you)?

- How did working together with people from different backgrounds affect the ideas and thoughts you had about your school community? About how to accomplish the service?

- Were you able to find common ground to complete the service? What challenges did you encounter?

- Did students of different backgrounds bring different assets? Did this help the service?

- Why is service improved when we come together across differences?

If your college brought together a diverse group of students, faculty, and administration with the off-campus community, then your reflection may include the following discussion points:
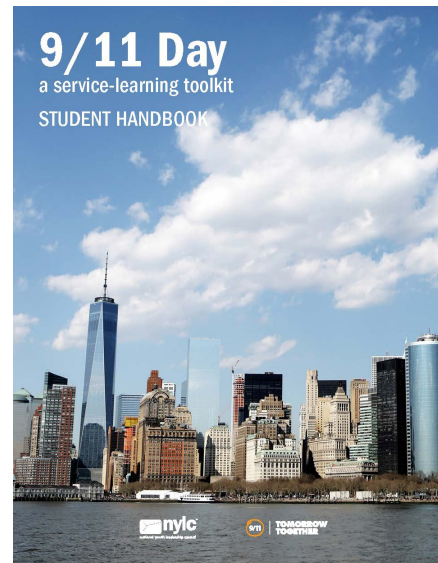
- What assumptions did you have about community members prior to working with them?

- What if anything did you learn or did you find that any of your assumptions were incorrect?

- How would you characterize the makeup of the combined group?

- Was the group able to find common ground to work together to complete the service activity?

- Was it more or less challenging to find common ground with students you didn't previously know or with community members?

- What skills did different individuals or groups bring (that might have surprised you)?

- Did people of different backgrounds bring different assets? Did this help the service?

- How did working together with people from different backgrounds affect the ideas and thoughts you had about the community? About how to accomplish the service?

- Why is service improved when we come together across differences?

If you worked with the community to create a project for which diversity and inclusion was part of the goal of the project, then the following discussion points might be useful for reflection.

- What did you learn about diversity in planning the project?

- Did that learning assist you in carrying out the project?

- What if any assumptions did you have about working on a diversity—related project? What fears or concerns did you have?

- Were your concerns realized or refuted? How did you handle it?

- What was your learning from the project? Were there any aha moments?

- Why is service improved when we come together across differences?

9/11 Day: A Service-Learning Toolkit

Our partners at the National Youth Leadership Council (NYLC) have developed a step-by-step service-learning toolkit. This is a great resource with a sample service day event schedule and a variety of creative reflection activities.

Demonstrate/Celebrate

Once you've achieved the goals of your community service or service-learning project, it's time to share your accomplishments with others. Consider utilizing the following methods to demonstrate your hard work.

- Post information about your accomplishments on social media. Be sure to use the #911Day and #tomorrowtogether hashtags so that others that are involved can find you. If you had multiple projects going on at once, consider creating an Instagram story as a summary of all that you accomplished.

- Share information through the college news vehicles— college newspaper, magazine, radio, or TV station. This may encourage additional students to serve in the future.

- Share accomplishments with local media.

- Email us at 911Day@GWU.edu and tell us what you accomplished:

  o What were your community service projects and what goals did you set for the project?

  o How many students participated? How many faculty and administration participated?

  o What did you accomplish together? Any special highlights?

  o What did participants learn about diversity and inclusion?

- Don't forget to send thank you notes to anyone who provided support for your event and share your success with them.

> ## Diversity and Inclusion in Demonstration/ Celebration
>
> - When putting together your demonstration of success, be sure to represent the contributions of the college/ university as well as those of the community partners who participated in the community service event.
>
> - Regardless of the makeup of your group, traditions will vary on how people like to celebrate. Inquire of the group about the various ways that they celebrate and try to incorporate some variety of those celebratory themes into your celebration. This may include food, symbols, cards, or other forms of recognition.

Take Time to Celebrate

- At the end of the service project, take the time to thank all volunteers (student, faculty, administration, and community) and recognize the planning committee for the work that they did in organizing the community service event.

- During the debrief session for the planning committee, set aside some time to celebrate what you accomplished. Consider including a volunteer recognition day within the school year for those students, faculty, administration and community members who go above and beyond to ensure that that community service projects achieve the best results.

Resources

9/11 Day Tomorrow Together Tools

Visit www.911Day.org to access a variety of resources related to 9/11 Day and the **Tomorrow Together** initiative:

- 911 Day | **Tomorrow Together** logo

- Toolkits and Lesson Plans

- This Higher Ed Toolkit

- Video: Born on 9/11

Community Service and Service-Learning Resources

- 9/11 Day: A Service-Learning Toolkit Student Handbook

- Campus Compact Service-Learning Resources

- National Service-Learning clearinghouse

- United We Serve project toolkits

- America's Natural and Cultural Resources

Social Justice Teaching Guides

- Teaching Tolerance

- Gay Straight Alliance Network LGBTQ-Inclusive Lessons and Activities

- The #Ferguson Syllabus and How to Teach Kids About What's Happening in Ferguson - The Atlantic

- Muslims Teacher's Guide

- Interfaith Youth Corps

- Citizenship and Social Justice: Curriculum for White Americans on Race and Racism

- #Charleston Curriculum

Inclusive Excellence Resources

- AAC&U Diversity, Equity, & Inclusive Excellence Resources

- AAC&U Making Excellence Inclusive

- UWL Inclusive Excellence Scorecard

Countries that Lost People in the 9/11 Terrorist Attacks

Antigua and Barbuda
Argentina
Armenia
Australia
Austria
Azerbaijan
Bangladesh
Barbados
Belarus
Belgium
Belize
Bolivia
Brazil
Burma
Canada
Chile
China, including Hong Kong
Colombia
Côte d'Ivoire
Croatia
Cuba
Cyprus
Czech Republic
Dominica
Dominican Republic
Ecuador
Egypt
El Salvador
Ethiopia
France
Gambia
Georgia
Germany
Ghana

Greece
Grenada
Guatemala
Guyana
Haiti
Honduras
India
Indonesia
Iran
Ireland
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Lebanon
Liberia
Lithuania
Malaysia
Mali
Mexico
Moldova
Morocco
Mozambique
Netherlands
New Zealand
Nigeria
Pakistan
Panama
Paraguay
Peru
Philippines
Poland

Portugal
Romania
Russia
Saint Lucia
Saint Vincent and the Grenadines
Sierra Leone
South Africa
South Korea
Spain
Sri Lanka
Sweden
Switzerland
Syria
Taiwan
Thailand
Togo
Trinidad and Tobago
Turkey
Ukraine
United Kingdom (including Bermuda, Montserrat, and the British Virgin Islands)
United States of America (including Guam, Puerto Rico, and the U.S. Virgin Islands)
Uruguay
Uzbekistan
Venezuela
Vietnam
Yemen
Yugoslavia (Serbia and Montenegro)
Zambia

Note: This list of countries and territories is based on information provided by victims' next of kin; the NYC Commission for the United Nations, Consular Corps and Protocol; and the National Park Service. Place names are listed as they were known in 2001.

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911day.org

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