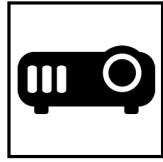


Promise Planning: Life of a Promise

Suggested Grades: 5-12. / Subject: Any. / Time: Teacher Discretion.

Suggested Materials



White Board
or Projector



Worksheets



Pencils

Lesson Overview: This lesson is designed to give students a roadmap for fulfilling a promise as a class project or individually by utilizing the *because I said I would* Life of a Promise. Students will use this to identify the issue their promise is hoping to address, the resources necessary to complete the promise, and how this fits into the curriculum of their respective class. The objective is to create and execute a plan for students to better understand what it takes to complete a promise.



Goals and Objectives

1. Students will understand the *because I said I would* Life of a Promise and the importance of planning a group or individual project (determined by teacher).
2. Students will demonstrate their ability to fulfill a commitment utilizing promise planning strategies.
3. Students will articulate in writing the 7 Elements of the *because I said I would* Philosophy and how it relates to promise planning.



Anticipatory Set

1. Show *because I said I would* “This Year” video, or a story/video about a local organization or a group of people committed to a project to better humanity. (<https://becauseisaidiwould.com/thisyear/>)
2. Briefly discuss the *because I said I would* organization and mission. Refer back to Alex’s presentation if he spoke at the school, or any other *because I said I would* videos needed.



Impact

Students will learn that promises are an important part of society, and that it takes careful consideration and planning to fulfill a promise.

Depending on the promise plan, the format of the assignment will help students understand ethical issues that exist in modern society. Students will gain the ability to identify social problems in the world and learn ways to help alleviate that problem.

The Process



The Task

- Decide what group or individual promise project to fulfill.
- Write a promise pertaining to their goal.
- Assign student roles.
- Complete group project.
- Reflect on promise planning project.

Instructions

- 1. Project Size.** Decide if the promise planning project should be done as an entire class, small groups, or as individual projects.
- 2. 7 Elements of the *because I said I would* Philosophy.** Discuss how these 7 Elements relate to the class and the goal of this project.
- 3. Discuss Life of a Promise worksheet.** Use personal stories or the following dialogue:

“If we are going to make promises, we have to understand the process of making and keeping a promise. The origin of every promise is different; it may have been created by you, suggested to you, or may have come from something that inspired you. How we communicate our promises is very important. We may share our promises with people face to face, on social media or via the written word. It is important to be specific with our word choice. In order to fulfill our promises, we have to think about the promise planning process. There are time limitations and external factors that can contribute greatly toward the success or failure of completing our promises. We also have to consider the confirmation of a promise, and what consequences may happen if we do not complete our promises.”

- 4. Choose a project.** Have the class begin to brainstorm projects they’re interested in, or provide group options such as volunteering at local food shelters.
- 5. Promise Planning Student worksheet.** Go through each question as a class or as small groups.
- 6. Deadlines.** Teacher will provide students with due dates to help create a timeline in order to fulfill their promise project.
- 7. Review.** Once a project is complete, have students answer “What have you learned?” questions in addition to an overall class discussion.
- 8. Social Media.** *Because I said I would* encourages participants to share their projects online!



Evaluation

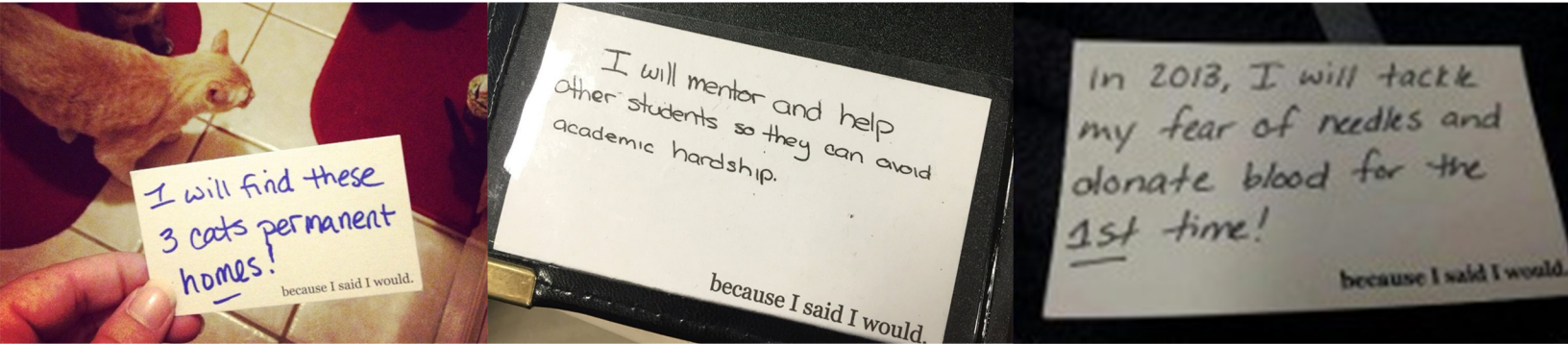
Determine how students should be evaluated either on group project, essay, poster, etc.

Questions



1. What topic?

What is the issue or topic that the group wants to focus on for this promise planning project? If needed, provide a local cause to focus on. Students can also be separated into groups to brainstorm ideas before deciding upon a class project. Reference the “origin” component of the Life of a Promise worksheet.



2. Why is the topic important?



Why is this topic important to the class? Teachers can identify state standards, school values and/or mottos. Discuss the many concepts of planning, teamwork, leadership, responsibility, etc. Some suggestions of projects include:

Math: Students can plot data points, draw the line of best fit, and find the equation of that line. *Suggested project: Posterboard.*

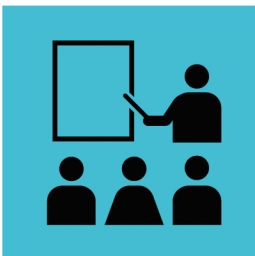
Science: Students can make predictions about the success of their project using the scientific method. *Suggested project: Experiment.*

English: Students can write a reflective narrative of their experience in essay form. *Suggested project: Reflective narrative.*

Social Studies: Throughout history, groups of people have come together and accomplished great altruistic acts. Students should conduct research to find examples from history to compare their own promise project experiences. *Suggested project: Research paper.*

Physical Education: Students can identify the physical benefits of helping those in need (emotionally or physically). *Suggested project: Activity.*

because I said I would: Students will make promises about giving back to a local cause in the community and how they plan to help. *Suggested project: Promise Card / Promise Wall.*



Questions (continued)



3. What is the Promise Plan?

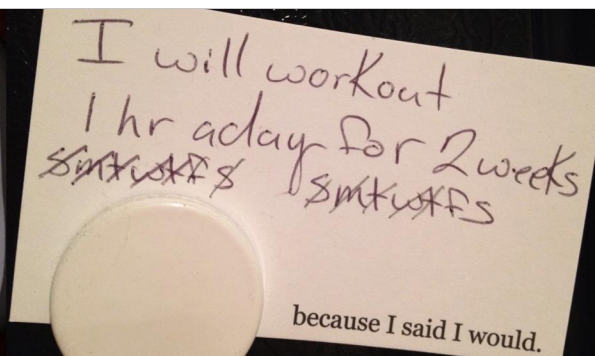
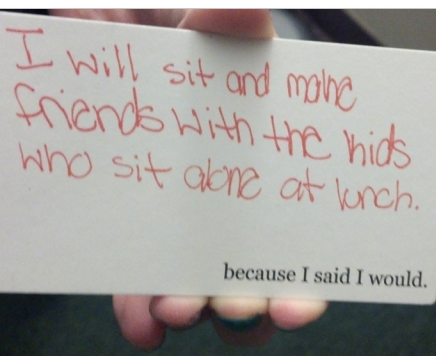
What methods will be used to complete the objectives or promise? Create a project plan including the most important steps, leadership roles and roles as needed. Teachers can determine the “fulfillment.” Here’s an example of a Promise Plan for a canned food drive:

Media: Make announcements, posters, fliers in community and school.

Materials: Boxes to hold the cans and labels.

Data: Research community statistics, and keep data of cans collected daily.

Game Planners: Calendar, timeframes, organization, etc.



4. What is your group role?

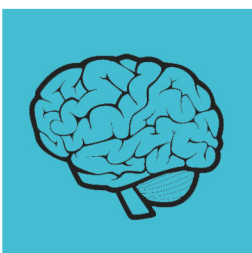
See Life of a Promise worksheet and reference the communication component so that the promises are specific, measurable, attainable, relevant and timely.

Pass out promise cards for students to write promises and roles on. Promise cards can be found here: <http://becauseisaidiwould.com/printcards/>



5. What are the due dates?

Create an overall timeline with deadlines. Students can then create their own schedule to meet the teacher’s due dates. Include any extra worksheets connecting to state standards, and then decide what type of assessment will follow.



6 What have you learned?

Reference the “agreement/confirmation” component. What did you learn about the Promise Planning process? How successful or unsuccessful were you with your promise in regards to each component of the Life of a Promise? What understanding did you gain from the Promise Planning experience? How would you approach this project or another project differently next time?

Student Questions

Name: _____

Date: _____

1. What is the issue or topic that we want to focus on?

because I said I would.

2. What do you need to learn about making and keeping a promise? Why is this issue or topic important to our class?

3. What methods will you use to complete your objectives? Create a project plan including the most important steps. Who will take leadership? Who will fulfill each role?

4. What is a promise you can make to the class regarding your role in the project?

5. What did you learn about the promise planning process? How successful or unsuccessful were you with your promise in regards to each component of the Life of a Promise?

6. What understanding did you gain from the promise planning experience?

7. How would you approach this project or another project differently next time?

Life of a Promise Worksheet

Origin



- Person: Who came up with this promise?
- Reason: Why was this promise made?
- Intent: What is the planned outcome?

Communication



- Word choice: What do those words literally mean?
- Specificity: How exact were you?
- Context: What perspectives are shared?
- Consequences: Are ramifications understood?
- Medium: Was it spoken or written?

Fulfillment



- Planning: Do you have a documented plan?
- External factors: What is beyond your control?
- Time: How time conscious are you?
- Motivation: How do you remind yourself of why you made this promise?

Agreement



- Evidence: What proof do you have?
- Acceptance: Do they agree it was kept?

Elements of the *because I said I would* Philosophy

The following seven principles guide the *because I said I would* movement. As a social movement and nonprofit about the importance of a promise, it's important that we state our values and make a sincere attempt to live by them. Released on March 25th, 2016, this text is open for review and feedback from our supporters and thought leaders around the world. This review process will last for one year. Please email us your feedback at contact@becauseisaidiwould.com.

1. Compassion: Through my actions I seek to alleviate suffering, establish peace and build happiness with others and in myself. I recognize that the world is in great need. Because of this need, I am needed. My belief in the importance of a promise is strong; however, I know that doing what is right will always be more important than keeping a promise. Commitment holds me accountable to my compassion; it does not blind me of it.

2. Self-Control: My greatest battle lies within. Control over one's own emotions, desires and actions often defines the success or the failure of a promise. I work to build self-control so that I may better myself and the world around me.

3. Sacrifice: It is an unfortunate reality that the betterment of humanity requires sacrifice. Voluntarily giving away what we cherish, even if for a greater cause, is difficult. I accept that life is not easy. Decisions must be made, and so sacrifices as well.

4. Honesty: I seek to live a life where what I believe, what I say and what I do are all in harmony. I should treat others the same way I think I should be treated. As I work to be honest with others, I cannot forget that I must also be honest with myself. The truth is often both hard to deliver and desperately needed.

5. Hope: I believe that both I and the world around me can get better. I have hope and I wish to be what others have hoped for. I may not be around to see the impact of my promises, but I have faith that my actions were needed then and that they are needed now. I believe in the impact of a single individual. I have hope that others can believe the same.

6. Contemplation: I reserve time to understand the world and attempt to understand my place in it. When I see that my commitment is needed, I remember that promises are not easy to keep. I believe in planning and careful consideration. My words and actions have consequences. I should be patient with both.

7. Accountability: I must be willing to accept personal responsibility for what I have done and what I have failed to do – both in what is good and what is not. Accountability helps me understand that my decisions have consequences. I help hold others accountable, but before I become too upset with the broken promises of others, I remember that I too have weakness.

Acknowledgements

Because I said I would's Character Education Lessons were created by a dedicated committee of educators and counselors in addition to the staff at *because I said I would*. We would like to acknowledge and thank the committee who volunteered their time and expertise to help create the *because I said I would* Character Education Lessons.

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because
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I would.