

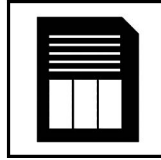
Can I Join You

Suggested Grades: 3-12. / **Subject:** Interdisciplinary. / **Time:** Varies

Suggested Materials



Projector



Handouts



Internet



Index Cards



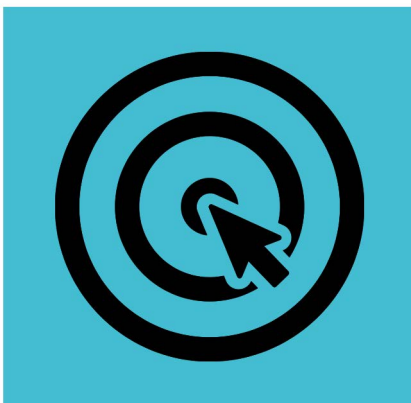
Rubrics

Lesson Overview: Students will practice the elements of contemplation, accountability and honesty to make a deeper connection with a classmate through the course of a week-long interview. While getting to know each other, the pair will work to identify connections they share as well as ways that each embodies the 7 Elements of the *Because I said I would* Philosophy.

This lesson is built with flexibility in mind. It can be used in a single class period or may be used in several over an extended period of time for greater positive impact. You may choose to use it with a single class, a pair or classes, clubs, or with students who share the same lunch or activity period.

One-Time Class Lesson: Please choose between Option 1 or Option 2 in the Anticipatory Set. Then pair students up and have them interview their partner using the “1 Day Interview” page. Conclude the lesson with a discussion and reflection as to why it is important to truly learn about the feelings, interests, and character of those around us.

Extended Plan: Please choose Option 1 or Option 2 in the Anticipatory Set and then follow through with the components of the Process section that meet the needs of your students or group. All throughout, suggestions have been provided for timing and differentiation, including an extended evaluation and student-surveys.



Goals and Objectives

Students will recognize how they embody elements of the *Because I said I would* philosophy and how they can use these positive characteristics to impact themselves, their school and community around them.

Students will be able to identify in others, the positive characteristics of the 7 elements of the *Because I said I would* philosophy by looking at who their character truly is versus what is on the outside of that person.

The Process



Anticipatory Set

Start class with a brief discussion about how we interact with those around us-- first impressions, judging a book by its cover, getting to know more about how others experience life, and understanding what's "really going on" with somebody. Ask students how they pick their own friends-- have they ever been surprised by what they learned about a friend as they got to know him/her? Was there ever a time when you misjudged someone based solely on their appearance? Select a person to highlight as an example (a hometown hero or someone who has persevered to positively impact their community or world). Please refer to our partial list of suggested videos in the appendices.

Option 1:

Show a picture of the person who will be highlighted, whether through a video clip or a short biography/ vignette.

Examples: Betty White (humanitarian/animal advocate), Malala Yousafzai (humanitarian), Nelson Mandela, Jennifer Aniston (dyslexia- low self-esteem in school), Walt Disney (fired from a job for not being creative enough), Michael Jordan (didn't make the Varsity high school basketball team), Thomas Edison (taken out of school because the teacher said he wasn't smart enough).

- Ask students to talk about their honest first impressions of the person-- How do you think this person was viewed in school? How do you think this person viewed themselves? What or who do you think this person grew up to be?

Option 2:

Watch a video clip or listen to a biography/vignette about a person/people who have made a local or global contribution to our world.

- What surprised you from what you learned about this person?
- How has he/she made our world a better place with his/her unique contributions?
- How has this experience inspired you to interact with people you haven't gotten to know yet?

Video Examples:

<https://becauseisaidiwould.com/thetimei> (The Time I--- autism)

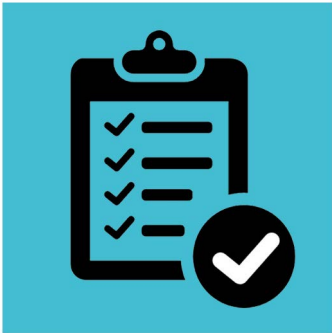
<https://becauseisaidiwould.com/malala> Malala

<https://becauseisaidiwould.com/courageoffailure> (Successful Failures)

<https://becauseisaidiwould.com/famousfailures> (Successful Failures)

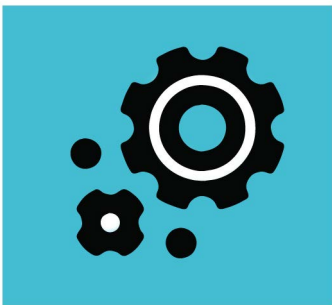
Discussion: Imagine what we could accomplish at a school where you truly saw the people around you. Introduce *Because I said I would's* 7 Elements of Honor. Talk about the 7 Elements and how we all have them within. As students get to know their partner, they will see how they, as well as their partner, embody these elements.

The Process



The Task

- Complete an “introduction” card. (index card)
- Meet with a partner to work on your interview each day at lunch for one week.
- Find commonalities and ways your partner embodies the 7 Elements of the *Because I said I would* Philosophy.
- Share and reflect.



Process

- Pre-Test Survey (Index B)
- Introduction Card: Students will be given a list of age-appropriate sentence starters. They should pick three and write them out as complete sentences on an index/”introduction” card. This card will be used as an icebreaker and a way to build excitement at the start of the project. (Index A)
- Teachers will pair up students and pass out introduction card (Please refer to our partial list of suggested ways to pair students).
- Students will meet with their partners throughout the week to complete their interview. Interviews should be executed during the designated time (example: lunch, recess, activity period, etc.). (Index C and D)
- By the end of the week, students should be ready to share: the most interesting thing they have in common with their partner, something they learned by getting to know this person, and one reason that their partner is truly an asset to the school community.
- Post-Test Survey to be completed at the culmination of the experience-- the timeline will vary depending on whether students go through the interview process with more than one person or if they complete extension projects. (Index B)
- Extension: Share out as a poster, poem/rap, newspaper article, picture book/short biography.

Outcomes



Evaluation

At the culmination of the week, students will turn in their completed interview along with a reflection of the most interesting thing they have in common with their partner, something they learned from their partner as well as one reason their partner is an asset to the school.

Extension: Create a project to demonstrate a full understanding of who your partner truly is. Share out in the form of a poster, poem/rap, newspaper article/blog, picture book/short biography.



Impact

By the end of this project, students will have formed a connection with a classmate that they otherwise may never have gotten to know. Through this connection, they will learn to recognize positive qualities in others while strengthening their own practice of the 7 Elements of the *Because I said I would* Philosophy. It is important to get to know who someone really is and to recognize their strengths without judging them based on their outward appearance.

Suggested Videos/Bios



<https://becauseisaidiwould.com/thetimei> (The Time I--- autism)

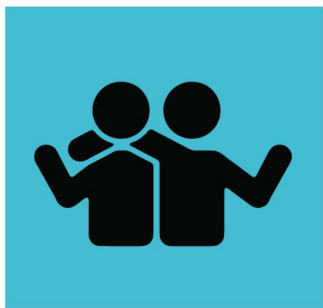
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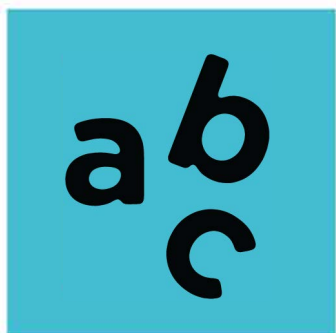


Suggested Ways to Pair Students



- Pair two classes together and randomly give students an introduction card from the other class.
- Pair up students from two different organizations (clubs, teams, etc).
- Have students get into groups (on their own- this will identify students who are already friends and will be easier to pair with students who are not currently close friends). Then have students in those groups number themselves/ count off 1-?. Once students are “numbered” they will regroup with their like-numbered peers (ex- a group of students who were numbered as “3”), then pair them with another student from the group.

Vocabulary



Vocabulary

- Students will need to understand the *Because I said I would* elements.
- Asset: a useful or valuable person, quality or thing.



(Index A) Introduction Card:

Directions: Choose three sentences to finish from the starters in the list below. Write them as complete sentences on your index card. These facts will be the first things your new partner learns about you!

- When I grow up, I’d like to....
- Once, I helped someone by....
- I felt proud when...
- I’ve always wanted to...
- I felt brave when...
- I’d like to improve our community by volunteering to...
- One thing most people don’t know about me...

(Index B) Survey:

Directions: Read each statement below. Circle one feeling: strongly agree, agree, disagree, or strongly disagree.

1. Compassion: I recognize that my school and community are in need and because of this need, I know that I am need.

strongly agree agree disagree strongly disagree

2. Self Control: I work to positively control my emotions, desires and actions so that I may better myself and the world around me.

strongly agree agree disagree strongly disagree

3. Sacrifice: I expect that sometimes life is not easy, and sometimes sacrifices will need to be made. I may have to voluntarily give away what I cherish for a greater cause.

strongly agree agree disagree strongly disagree

4. Honesty: I feel like I live a life where what I believe, what I say, and what I do are the same thing. I work to be honest with others and myself.

strongly agree agree disagree strongly disagree

5. Hope: I believe that I as a single individual can have a positive impact on my friends, the school, and people around me.

strongly agree agree disagree strongly disagree

6. Contemplation: I feel my words and actions have consequences and I think before I speak and act.

strongly agree agree disagree strongly disagree

7. Accountability: I am willing to accept personal responsibility for my words and actions.

strongly agree agree disagree strongly disagree

Interview Options:

1 Day/ 1 Class Period:

Option A: Give each student a highlighter. Have students choose a few “fun” startup questions as well as one question from each Element of Honor to highlight and ask their partner.

Option B: Choose one Element of Honor to focus on related to your curriculum or school’s needs and work through the questions in that specific set.

8 Day Process (7 Elements in 7 Days):

Start with the start-up questions on day 1. Then on each day after, have students focus on the question set from one element of honor.

(Index C) Suggested/Sample Interview Questions:

Start-up Questions:

What is your favorite color?

If you could visit anywhere in the world, where would you go?

If you could have any superpower what would it be?

Do you have any hidden talents?

If you could only eat one type of food for the next five days, what would you choose and why?

What is one thing most people don’t know about you?

Name one person who has made a positive influence on you?

Would you rather have 8 arms or 8 legs?

If you were having friends over for dinner, what would you like to cook for them?

What is a goal you’d like to accomplish this year?

What is something you’d like to do in the next five years that you’ve never done before?

(Index D) Seven Elements Question Sets:

Element 1: (Compassion)

- What is one thing that you have done to help your school or community?
- Who else was involved?
- Why did you choose to do it?
- How did it make you feel?
- If you had a chance to do it again, would you?

Element 2: (Self-Control)

- Explain a time that you were proud of yourself for using self-control.
- When was a time that you didn't use self-control that you wish you would have?
- What were the challenges of using your self-control?
- What things help you keep control of your feelings, words, and actions in challenging situations?

Element 3: (Sacrifice)

- What is one thing that you gave up or gave away to improve someone else's life?
- Sacrifice is not just giving up a possession it can also be sacrificing something that you wanted to do in order to benefit someone else. When is a time that you experienced sacrificing your time or something you wanted to do for someone else?
- How did you feel making a sacrifice for someone?
- Sometimes we have to say no to someone in order to keep a promise we have already made. Tell me about a time that this happened to you.

Element 4: (Honesty)

- When was a time that you had to be honest with someone, even though it was hard?
- Explain if you were glad that you were honest?
- What made it hard to be honest with that person?
- Sometimes, the person who we most need to be honest with is ourselves. Tell me about a time that you had to be honest with yourself about your choices or actions.

Element 5: (Contemplation)

- Tell me about a time that your words or actions made a difference.
- Did it make a difference in a positive or a negative way?
- If you could go back and do it again, would you change any of your words or actions?
- How did it make you feel when you realized your words or actions could make a difference?

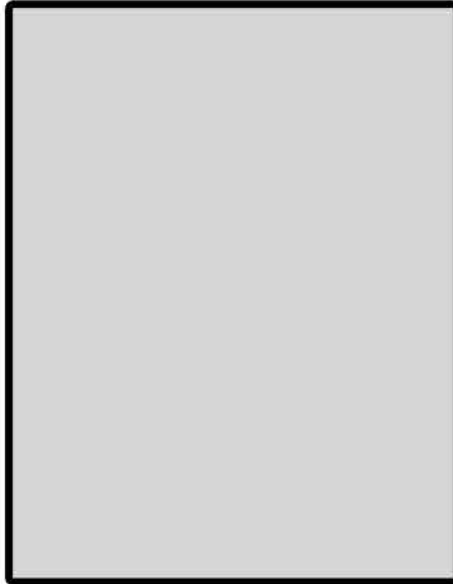
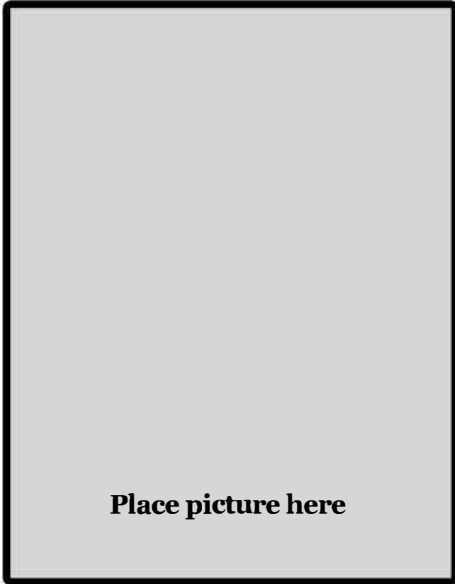
Element 6: (Hope)

- Tell me about a time you helped someone else.
- What did you do to help them?
- How did that make you feel?
- Tell me about one hope you have for our community or country. What is something you can do to make that hope a reality?

Element 7: (Accountability)

- Tell me about a time that you took responsibility for something you did or failed to do. How did people react?
- Looking back, tell me about a time that you wish you had taken responsibility for something you did or failed to do. If you had taken responsibility, would the situation have turned out differently? If yes, how so?
- Sometimes taking responsibility for your actions can require bravery and support from others; tell me about a time that you helped someone else take responsibility for their actions.
- Tell me about a time that you took responsibility for a promise you made to someone.

Do You Really Know Me???



Name:

Birthday:

My favorite thing about

_____ **is:**

One unique thing that I learned about _____ is:

One thing that makes _____ an asset to our school/community is:

The most interesting thing we have in common is:

More Ideas for Videos

<https://becauseisaidiwould.com/empathy> This is an intense commercial

<https://becauseisaidiwould.com/postit>

this hits on “seeing” a person... not so much about all the compliments, but that the girl saw the guy and helped him make a good memory is such a tough situation

<https://becauseisaidiwould.com/tooquick> Deaf

<https://becauseisaidiwould.com/racism> Racism

<https://becauseisaidiwould.com/changeyourlife> a bible verse at the end, otherwise appropriate for public school

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
I said
I would.