

Flip the Holidays: Because I said I would

Suggested Grades: 3-12. / **Subject:** Any. / **Time:** Teacher Discretion.

Suggested Materials



Markers



Worksheets



Pencils

Lesson Overview: Use the holidays as an opportunity to guide students thinking through the 7 Elements of Honor. Each Element of Honor is aligned with a corresponding holiday and has a one-period activity.



Goals and Objectives

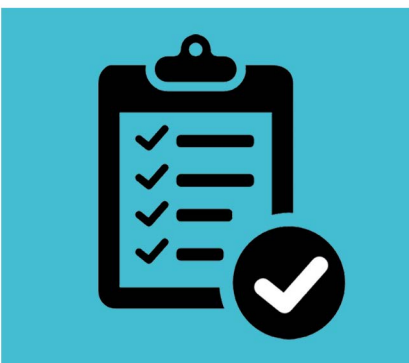
To reflect on our national holidays in new ways and align each with one of the Elements of Honor.



Anticipatory Set

At the beginning of the school year and/or at the first Flipped Holiday lesson you use, introduce *because I said I would* by showing the “About “*because I said I would*” video:

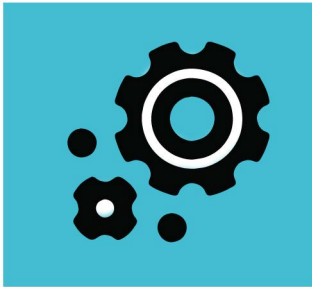
<https://becauseisaidiwould.com/about>. Together, read and discuss the seven elements of honor.



The Task

For each holiday, guide students through the accompanying activities on the worksheet. Help them tie each of the Elements of Honor to the purpose of the holiday.

The Process



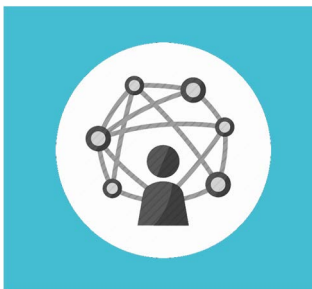
Process

Each holiday has a one-day lesson, a student task and reflection sheet.



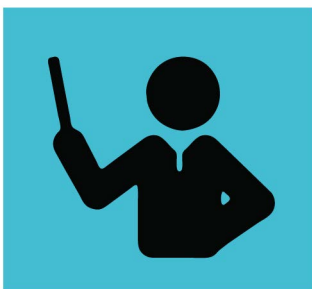
Evaluation

Use student task and reflection sheets, as well as discussions to assess student understanding of the holiday and the 7 Elements of Honor.



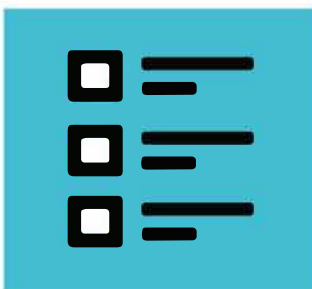
Impact

Students will focus upon the 7 Elements of Honor and reflect upon them in the context of various national holidays. Students will reflect upon these elements of honor in regards to their own lives and will have the opportunity to fill out promise cards.



Conclusion

Students will apply principles to reflect on their lives, holidays, and use these reflections to commit to the importance of their promises.



Appendix

Attached, find the lesson plan and student activity sheet for each holiday and the corresponding Element of Honor to focus upon:

Labor Day: Contemplation

Halloween: Honesty

Thanksgiving: Compassion

New Year's Day: Hope

Martin Luther King Day: Self Control

President's Day: Accountability

Flip the Holidays: Labor Day & Contemplation Teacher Guide

Teacher Guide

Go to: <http://becauseisaidiwould.com/laborday>

Read: the short history of Labor Day.

Watch: “J.P. Morgan Battles Coal Miners in 1902” and “Sound Smart: Child Labor in the Industrial Revolution.”

Discuss the videos. Labor issues are often contentious ones. Help students identify general perspectives on labor issues such as safety, child labor, and working conditions from different viewpoints. As questions arise, give students an opportunity to do research to answer those questions. Have students fill out the table below that considers different perspectives of the issues, new facts, and individual values. Show them that consideration of different perspectives, reliable facts and evidence, added together with their values, can lead to development of informed beliefs about contentious issues.

Perspective of Laborers	Perspective of Factory Owners	Facts I Discovered	My Values	My Beliefs about Labor Issues

As they work through this process, show them that it is generalizable to other complex issues and can be used as a tool for thinking deeply about the complex problems we face in our lives and our society.

Perspective 1	Perspective 2	Facts I Discovered	My Values	My Beliefs

Flip the Holidays: Labor Day & Contemplation

Students: Fill out the first table below. Use the different perspectives, reliable facts you discovered, and your own values to begin to determine some of your beliefs about labor issues. Use second table to work through the same process with another difficult issue.

Perspective of Laborers	Perspective of Factory Owners	Facts I Discovered	My Values	My Beliefs about Labor Issues

Perspective 1	Perspective 2	Facts I Discovered	My Values	My Beliefs

Flip the Holidays: Halloween & Honesty

Teacher Guide

Go to: <http://becauseisaidiwould.com/halloween>

Watch: “The Haunted History of Halloween.”

Discuss: What we know about masks. When do we wear masks? For what purposes? Brainstorm some answers with students and discuss the fun and creative ways masks can be used. Guide discussion to the symbolism of masks--that they can be used to hide who we are and out of fear.

Resources: for talking about masks symbolically

“We Wear the Mask” by Paul Laurence Dunbar

<http://becauseisaidiwould.com/wewearthemask>

“The Masks That We Wear” by Susan Sparks, Psychology Today

<http://becauseisaidiwould.com/themasksthatwewear>

Elements of Honor: share the wording of the *because I said I would* description of Honesty with students.

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.

Student Task: Create a drawing, poem, photo with caption, or short piece of writing that illustrates what “unmasking” and honesty with oneself looks like or means to you. Use the different media that have been shared as resources as inspiration.

Flip the Holidays: Halloween & Honesty

Student Task: Create a drawing, poem, photo with caption, or short piece of writing that illustrates what “unmasking” and honesty with oneself looks like or means to you. Use the different media that have been shared as resources as inspiration.

Flip the Holidays: Thanksgiving & Compassion

Teacher Guide

Share: the dictionary definition of the word “gratitude.”

grat·i·tude

'gradə,t(y)ooḁ/

noun

the quality of being thankful; readiness to show appreciation for and to return kindness.

"she expressed her gratitude to the committee for their support"

synonyms: gratefulness, thankfulness, thanks, appreciation, indebtedness;

Discuss: the focus of our holiday Thanksgiving is gratitude, of course. We tend to focus on the first part of gratitude--being thankful. The second part, “readiness to return kindness,” and “indebtedness” can be tied directly to Compassion--one of the *because I said I would* Elements of Honor. Gratitude can and should lead to both feelings and actions of compassion--spreading the things for which we are grateful, in order to alleviate suffering and build happiness.

Heart Maps: Students design their own heart maps to answer the questions, “What fills my heart? What am I grateful for?” Students will then use their gratitude to commit to acts of compassion.

You can find examples of heart maps here: <http://becauseisaidiwould.com/heartmapexamples>

You can find printable heart map templates here: <http://becauseisaidiwould.com/heartmaptemplate>

Flip the Holidays: Thanksgiving & Compassion

Students: draw the outline of a heart in the space below. Use art and writing to fill the heart with your gratitude: What fills your heart? What are you grateful for? When you are finished, connect your gratitude to compassionate action below.

I am grateful for	As a result, I will commit these acts of compassion.

Flip the Holidays: New Year's Day & Hope

Teacher Guide

Watch: The excerpt of Robert Kennedy's Day of Affirmation speech, "Ripples of Hope."
<https://becauseisaidiwould.com/ripplesofhope>

Watch: <https://becauseisaidiwould.com/newyearsvideo> Alex Sheen's New Year's Promise

Watch: <https://becauseisaidiwould.com/thisyear> A *Because I said I would* New year's Video

Read and Study: the following quote together.

"Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."
~Robert Kennedy

Watch: Domino Chain Reaction by Stephen Morris: <https://becauseisaidiwould.com/dominochainreaction>

Discuss: the connection between Kennedy's quote about ripples of hope and the physics of increasing strength of dominoes as they fall.

Students create: scenarios that illustrate the domino effect of small acts that lead to great outcomes by working in small groups with chain of events graphic organizers. For examples of chain of events graphic organizers, see: <https://becauseisaidiwould.com/chaintemplate>

Students act out: their scenarios, sharing them with the group, showing how one small act can lead to a great outcome one step at a time.

Flip the Holidays: New Year's Day & Hope

Students: In your small group, decide upon a common hope--some way in which each of you would like to see the world get better. That will be the final event in your chain of events. Then, imagine a series of small decisions and actions that could lead to your common hope. Fill in the chain of events to show one way your group imagines action can build upon action to accomplish a great feat.

Students: Use words and actions to act out a ripple of hope that starts with one small action and leads to great change. Be ready to share with the class.

Flip the Holidays: Martin Luther King Day & Self-Control

Teacher Guide

Focus upon: the relationship between the nonviolent Civil Rights Movement and self-control.

Study: Dr. King's speech in acceptance of the Nobel Peace Prize (you can read or listen to it here: <https://becauseisaidiwould.com/nobelpeacespeech>), particularly, the following excerpt:

“The nonviolent resisters can summarize their message in the following simple terms: we will take direct action against injustice despite the failure of governmental and other official agencies to act first. We will not obey unjust laws or submit to unjust practices. We will do this peacefully, openly, cheerfully because our aim is to persuade. We adopt the means of nonviolence because our end is a community at peace with itself. We will try to persuade with our words, but if our words fail, we will try to persuade with our acts. We will always be willing to talk and seek fair compromise, but we are ready to suffer when necessary and even risk our lives to become witnesses to truth as we see it.”

Discuss: the passage above and the role that self-control played in nonviolent resistance. Imagine together what Dr. King must have felt in response to the injustice and violence he suffered. Analyze how self-control must have impacted his commitment to nonviolence.

Plan: with students ways to solve their problems with self-control and self-discipline. Create a t-chart of the things that are within our control and the things that are not:

What I can control

What I cannot control

What I can control

What I cannot control

Students: will identify something that is a frustration, an objective to resolve that frustration, stumbling blocks that they can anticipate, and they will fill out a t-chart of things that are within their control and without. Students will complete a promise card and develop an action plan of things that are within their control in order to achieve their promise.

Flip the Holidays: Martin Luther King Day & Self-Control

Students: identify something that is a frustration in your life. Develop an objective that is achievable. Anticipate stumbling blocks. Clarify the things that are within your control and those that are not. Fill out a promise card.

My Frustration:

My Objective:

Anticipated Stumbling Blocks:

What I can control

What I cannot control

What I can control

What I cannot control

Promise Card:

Action Plan:

Flip the Holidays: President's Day & Accountability

Teacher Guide

Remind: students that on President's Day we honor the office and accomplishments of the presidency.

Read: about the legacies of some of the Presidents here:

<https://becauseisaidiwould.com/legacy>

Define: the word legacy together, paying particular attention to the secondary meaning: "anything handed down from the past, as from an ancestor or predecessor." Then look at the element of honor, 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."

Discuss: with students the legacy that some of our Presidents have left. Encourage them to identify and share the legacies of other people (both the legacies of famous people and the legacies of people important in their own lives). Guide them to imagine the legacy they want to leave behind.

Students: will write about the legacies of people who have impacted them (both famous and personal) as well as the legacy they hope to leave in their class, school, family, or community.

Reflect: together upon the role that accountability will play in the legacy one leaves. How will they hold themselves accountable for the legacy they leave?

Flip the Holidays: President's Day & Accountability

Students: Write about the legacies of people (famous or personal) who have impacted you.

Person	Their Legacy	Importance to Me

Reflect: What legacy do you hope you leave in your school?

In your community?

In your family?

In your world?

How will you hold yourself accountable for leaving the legacy you aspire to?

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.