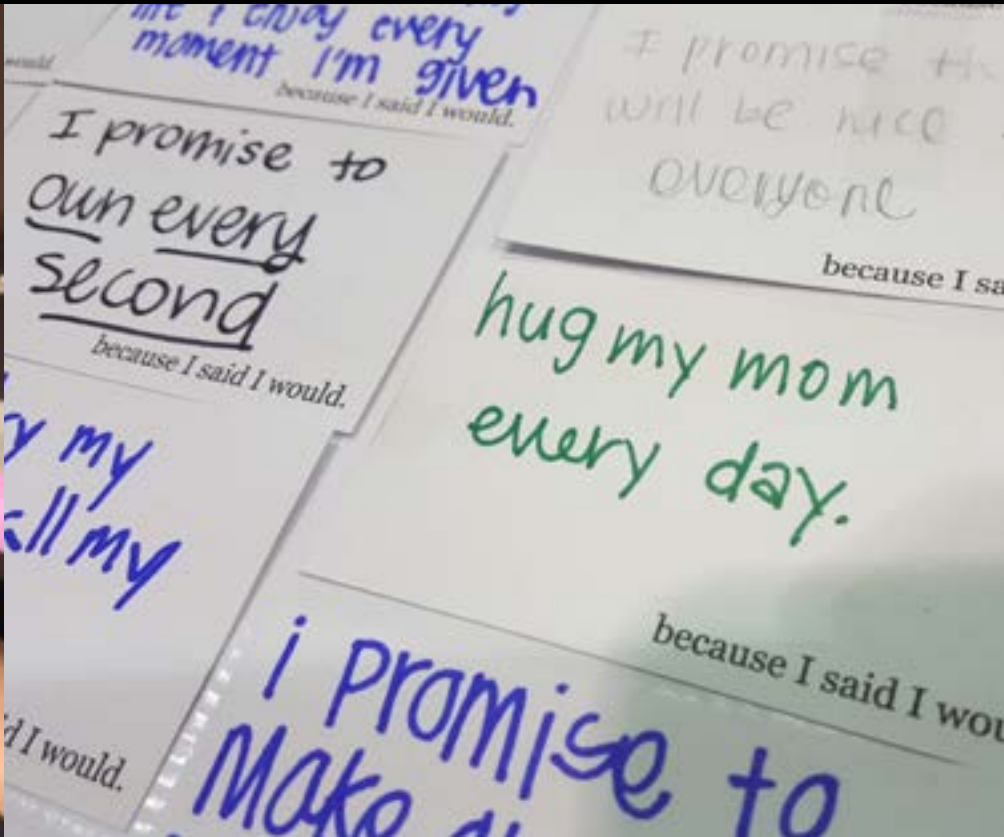




because
I said
I would.

Schoolwide
Impact Program



because
I said
I would.

Program Overview

Lesson Plans

- Assembly lesson
- Promise Planner lesson
- Calendaring lesson
- Code of Honor lesson
- Accountability lesson
- Word Choice lesson
- Courage of No lesson

Student Worksheets (printer friendly)

- Calendaring
- Code of Honor
- Word Choice

Project

- Promise wall

Appendix

- A. Pre assembly letter home to parents
- B. Post assembly letter home to parents
- C. Pre assembly kit survey
- D. Post assembly kit survey
- E. Teacher Satisfaction survey



Program Overview

Program Description

Because I said I would is a social movement and nonprofit dedicated to the betterment of humanity through promises made and kept. Our charitable and educational programs provide inspiration, education, and encouragement to individuals, helping to restore the importance of a promise in today's society. This Schoolwide Impact Program is designed to bring students, staff, and the school community together with a shared goal of creating a culture of accountability. The activities are designed to fit in 20 minute time periods, but can be adjusted to fit schedules as needed and is a perfect supplement to a *because I said I would* Assembly.

What's in the kit?

- A pre assembly survey
- Pre assembly lesson
- Pre assembly letter home to parents
- Post assembly letter home to parents
- 6 post assembly lesson plans
- A post assembly kit survey
- Promise Wall activity
- Promise planners
- Promise cards
- A promise wall

The *because I said I would* Code of Honor

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

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Lesson Plans



Pre Assembly

- Page 5

Promise Planner

- Pages 6-7

Calendaring

- Pages 8-11

Code of Honor

- Pages 12-14

Accountability

- Pages 16-17

Word Choice

- Pages 18-21

Courage of No

- Pages 22-24



Lesson: Pre Assembly

Materials Needed



Device to project BISIW speaker promo video



BISIW Assembly Kit Pre Survey



Computer/tablet for survey

Element of Honor: 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.



Objectives:

Students will be able to:

- Understand the concepts behind the creation of *because I said I would*
- Create anticipation around the upcoming Assembly featuring Alex Sheen

Anticipatory Set (2 min)

We will be attending an assembly about an organization called *because I said I would* and today we are going to do a preview.

Activity (4 min)

Show Alex Sheen Speaking Engagement video <https://becauseisaidiwould.com/alexsheen/>

Discussion (12 min)

1. Have students turn to a partner and discuss and then write responses to the following:
 - What do you think of the words, "because I said I would?",
 - What was one thing that stuck with you from the video? Ask 1 or 2 volunteers to share.
2. Have student's complete online pre assembly survey (5 -10 minutes).(Please collect responses and return to *because I said I would*)

Reflection (2 min)

What question would you ask Alex Sheen knowing what you know from the video?

Conclusion

Watching the video and completing the survey will allow students to become acquainted with Alex Sheen and the concept of "because I said I would" and build anticipation for the upcoming assembly.

because
I said
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Lesson: Promise Planner

Materials Needed



Promise Planner
worksheet



Objectives:

Students will be able to:

- Define a promise
- Analyze factors that play a role in one's ability to keep a promise
- Write a promise utilizing the promise planner

Anticipatory set (5 mins)

Ask:

Which promise from the assembly resonated with you? Why?
Was the promise easy to keep or hard to keep?

Write: definition of a promise: A declaration that one will do or refrain from doing something.

Explain: We make 100's of promises a day. When we say we are going to do something that is a promise. We often think a promise is only when we use the word promise in a sentence. You received a package of 10 promise cards. The movement began with a promise card, but we have a unique tool provided by because I said I would that can help us write a promise. This tool can help us think through what might get in the way of our keeping our promise.

Lesson: Promise Planner

Activity (15min)

Distribute: promise planner and review.

Ask: "What might we do when trying to keep a promise?"

- Mention external factors, like other parties, weather, unaccounted for delays, resource shortage, funding shortage, etc. (all on the promise planner sheet)
- Mention internal factors, like lack of motivation, time management, forgetfulness, etc. (on the promise planner sheet.)

"How might one be able to get around some of the problems they face when completing a promise?"

Have students write a promise. Encourage it to be short term and achievable. Have them write it down in the first blank area. Give them time to fill out the promise planner worksheet.

Distribute a promise card after students complete the planner. Have students fill out their promise card with their final word choices.

Reflection (2 min)

How likely are you to keep the promise that you wrote on the card now that you have used the worksheet and understand the process?

Conclusion

When making a promise, it can be hard to account for all the things that might come up when trying to complete it. Remind students it's important to set goals and write promises, and just as important to contemplate what goes into keeping a promise.



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Teacher handout Lesson: Calendaring

Materials Needed



Calendaring activity worksheet



Writing Utensil



Calendar of some type



Balloons



Markers

Element of Honor: 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.



Objectives:

Students will be able to:

- Differentiate between a need and a want
- Understand the technique and benefits of calendaring
- Recognize the importance of calendaring to the promise life cycle

Anticipatory set (4 mins)

Ask:

How many of you keep some sort of calendar or planner?

Is keeping a daily calendar helpful? Why or why not?

Activity: (15 min)

1. Make sure no one has a latex allergy. Distribute balloons and ask students to inflate 3 each. Write on the balloons various things that they do during the week (homework, school activities, time with family, eating, playing with friends, chores, sleeping, time it takes to get from place to place (car time), job, etc.

Teacher handout

Lesson: Calendaring

2. Collect all the balloons into a large garbage bag.
3. Tell students they are going to play a little game that involves keeping balloons in the air. No balloon is to touch the ground...at all!
4. Have the group stand in a circle. Toss each balloon in the air, announcing what it is. Start with the ones that are essential like sleeping, eating, studying, etc. Then keep adding balloons until all are in the circle.

Ask: Each balloon represents something they have to do, when there are only a few it is easy, but as more were added it became more difficult and exhausting. Did anyone have any strategies they used to keep the balloons in the air?

5. Hand out calendaring worksheet.

Explain: Go through the worksheet briefly to explain the activity:

- Students should choose their busiest weekday to work with on this sheet
- Make sure students are writing down everything they do in a day. This includes sleeping and eating, as well as school and work, brushing their teeth and getting ready in the morning and at night, and entertainment things like internet time or reading.
- Difference between a needs to be done activity and a wants to be done activity: Need is something that is a required responsibility like school, but also required for health like sleeping and eating. Want is something that they would like to do but are not required.

What do you spend most of your daily time on? Things you need to do or things you want to do?

How might keeping a detailed calendar be helpful in keeping your promises?

Optional:

Ask students to keep a detailed calendar in some format for one week.

Reflection

Can you name one way that careful planning could positively impact you?

Conclusion

We have a lot of responsibilities, and activities we do each week. Our days are packed full of things from when we wake up to when we go back to bed, and when it comes to keeping promises, without writing them down and allowing time planned into our day, it can be hard to make sure our promises are being kept. By taking steps to calendar in an effective way, we can make sure we get all the required things done, with some time left for the things we enjoy doing.

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Student handout Calendaring

Step 1

Take a couple minutes to write down everything you do in your busiest week day. Write them all down in the space below. Make sure to include:

- Things like sleeping, eating, brushing your teeth, etc. Things you'd think of as habit.
- Stuff you normally like to do for entertainment.
- Time for homework, school, and work.
- The amount of time you spend on each of these activities.

Step 2

Sort the things you do every day into two different columns: Needs, and wants.

Needs The things you are required to do because of responsibility or health.	Wants Things you would like to do or usually do but you could get away with not doing.

Step 3

Organize, prioritize, and think about:

1. Time for example, you need to go to school at a certain time, but you don't need to brush your teeth at the same time every day. Put a star by all the activities that have a time slot required.

Student handout Calendaring

- Value: The things we want to do are not all of equal value. Maybe going to a club meeting is more important than going on social media. Circle three "Wants" that are more important than the others.
- Responsibility: We all do things that other people depend on, and those are very important. Underline the activities that others depend on you for.

Step 4

Now it's time to fill out a calendar for the day you've been planning above. Using the worksheet, plan out your calendar in these steps:

- Fill out the "needs" that have required time slots (starred)
- Fill out the rest of the things in the needs column
- Select the "wants" that other people depend on you for, and fill those in
- Fill in the wants that you have circled as important



	Day	Month	Year
Time	Activity		
6:00am			
7:00			
8:00			
9:00			
10:00			
11:00			
12:00pm			
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
10:00			
11:00			
12:00am			

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Lesson: Code of Honor

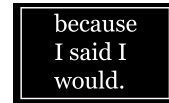
Materials Needed



Code of Honor
activity worksheet



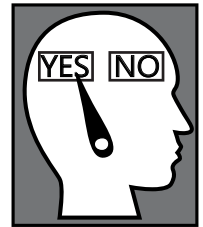
Writing Utensil



Promise Card

Element of Honor: 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.



Objectives:

Students will be able to:

- Identify personal values
- Develop a personal code of honor
- Utilize the code of honor when making and keeping promises

Anticipatory set (3 mins)

Explain: Super heroes and warriors are big in our society today. There are movies, TV shows, and books that all deal with super heroes and warriors. In thinking about these two classifications there is something that they both have in common. They live by a Code of Honor. What does a Code of Honor mean? Among other things, it means taking inspired action for a purpose instead of living self-centered desires, being compassionate instead of callous, and having a set of principles which provide guidance on your journey. Have you ever thought about your Code of Honor? We are going to do a quick activity to start you on your journey or quest to develop your personal Code of Honor.

Lesson: Code of Honor

Activity (15 mins)

Distribute: Code of Honor worksheet

Explain: (2 mins)

- Students should first review the list of values placing a check mark beside each value or behavior they believe in and try to follow.
- Of the values they checked on the list, they should write the 6 values that are most important to them in the blank spaces.
- Then they should circle the top one or two values.
- Finally, they should use the open space on the worksheet to begin to develop their personal Code of Honor.

Discussion (2 mins)

It can be easy to write down your values but a lot harder to live them.

- How will the Code of Honor help you live your values on a daily basis?
- How will this activity help you to make and keep your promises?

Reflection (2 min)

What action can you take today to utilize your code of honor?

Optional: Watch the because I said I would Code of Honor video

Optional: Ask students to keep working on their Code of Honor and have another short session where you allow students to share and possibly post their work.

Conclusion

Your Code of Honor represents those principles, beliefs and values you hold sacred and that you will NEVER violate. They are principles that you choose to follow and will allow you to live a life of purpose and power.

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Student worksheet Code of Honor

What are my values?

Sometimes we say one thing and then do another. When writing our Code of Honor we must first think about our values...those principles that we hold close and work to live daily.

Place a check mark beside each value or behavior you personally believe in and try to follow. If you value something not on this list, add them to the blanks at the bottom.

I Value:

- | | |
|---|--|
| <input type="checkbox"/> Honesty | <input type="checkbox"/> Exploring and trying new things |
| <input type="checkbox"/> Being able to vote | <input type="checkbox"/> Winning |
| <input type="checkbox"/> Working hard | <input type="checkbox"/> Competing and being the best |
| <input type="checkbox"/> Being organized | <input type="checkbox"/> Laws, rules and order |
| <input type="checkbox"/> Honoring my parents | <input type="checkbox"/> Going along with everyone |
| <input type="checkbox"/> Loyalty to friends and family | <input type="checkbox"/> Helping others |
| <input type="checkbox"/> Happiness | <input type="checkbox"/> Building things |
| <input type="checkbox"/> Being a good citizen | <input type="checkbox"/> Spending time with loved ones |
| <input type="checkbox"/> Finding better ways to do things | <input type="checkbox"/> Adventure |
| <input type="checkbox"/> Having nice things | <input type="checkbox"/> Walking my talk |
| <input type="checkbox"/> Faithfulness | <input type="checkbox"/> Going to college |
| <input type="checkbox"/> My religious beliefs | <input type="checkbox"/> Standing up for what I believe in |
| <input type="checkbox"/> Volunteering | <input type="checkbox"/> Open mindedness |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Harmony |
| <input type="checkbox"/> Freely expressing myself | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Hometown/school pride | <input type="checkbox"/> Having time for myself |
| <input type="checkbox"/> Compassion | <input type="checkbox"/> Trustworthiness |
| <input type="checkbox"/> Leading others | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Follow through |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Student worksheet

Code of Honor

What do I value?

Of the values you checked on the previous list, write the six most important in the blank spaces below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Circle the top one or two values above.

Code of Honor

Write your Code of Honor below.

Here are few statements and questions to get you going:

Your Code of Honor represents those principles, beliefs and values you hold sacred and that you will NOT violate. They are principles that you choose to follow and will allow you to live a life of purpose and power. A personal code of honor gives your life direction.

In many Greek myths or the stories of medieval knights, before one started on a quest or a journey they were required to answer the following two essential questions:

1. What do you seek? What are you being called to do?
2. What is your Code of Honor?

My Code of Honor



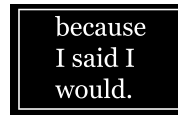
because
I said
I would.

Lesson: Accountability

Materials Needed



Ball of String



Promise Card

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.



Objectives:

Students will be able to:

- Understand the importance of accountability in keeping promises
- Understand the importance of serving as an accountability partner
- Apply accountability practices to their life

Anticipatory Set (2 mins)

Dr. Gail Matthews, a professor in the Department of Psychology at Dominican University found that if you check in weekly with a friend about your goal you are 70% more likely to accomplish that goal. 70% more likely – wow!

Ask:

When you make a promise do you think about who can serve as an accountability partner?
Do you help your friends stay accountable when they make a promise?

Lesson: Accountability

Activity (5 mins)

- Students stand to form a large circle.
- Loosen the end of the ball of string and give it to one of the students in the circle.
- Ask that student to say one thing they are responsible for and then toss the string to another person in the circle holding onto the end of string. Then that person will say one thing they are responsible for and again toss the string to another in the circle holding onto the end of the string. (They will begin to make a web of string!)
- Once everyone has had a chance to say their responsibility and toss the string ask the last person to drop the remainder of the ball of string to the ground and then ask everyone to pull the string taut or tight.
- Read a couple of statements like the following and then tap a few students on the shoulder around the circle. Once tapped they must drop their string:
 - I don't follow through on taking the garbage out.
 - I don't do my part of the group project for class.
 - I throw trash in the hallway at school.

Discussion (5 mins)

- What happens when we drop our end of the string?
- How does this relate to accountability?
- What are some ways you can hold yourself and others accountable?
- Go around the circle and have each student say one way they will hold themselves and/or others accountable.
- Give everyone a promise card.

Reflection (2 min)

Explain why accountability is important to you.

Conclusion

To help others keep their promises, we must keep our promises. We must hold up our end of the string! Finding and serving as an accountability partner will help you keep your promise.

Option: Cut a small piece of string from the web of string and have each student tie that string around their finger as a visual reminder of accountability.

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Lesson: Word Choice

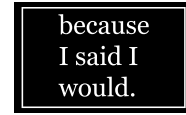
Materials Needed



Word Choice
activity worksheet



Writing Utensil



Promise Card

Element of Honor: 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.



Objectives:

Students will be able to:

- Understand the importance of word choice for accuracy of our message
- Understand the importance of word choice in making and keeping promises

Anticipatory Set (3 mins)

Ask: Have you ever thought about your word choice?

Have you ever thought about your word choice? The words you say in response to everyday questions and activities can have a huge impact on those you relate to and with. We are going to do a quick activity to demonstrate the importance of word choice.

Lesson: Word Choice

Activity (10 mins)

Distribute: word choice worksheet

Explain:

- Students should pair up
- The student with the birthday closest to today's date should be student A and the other student will be student B.
- Student A should close their eyes. And keep them shut through the entire activity.

NO PEEKING!

Discussion (5 mins)

- What made this activity difficult?
- How was word choice important to the success of the activity (ask for some specific examples of word choices)?
- How do definitive statements, i.e. always, never, without a doubt, absolutely, definitely, and the use of definitive statements in conversations relate to promises?
- How will this activity help you to make and keep your promises?

Distribute: One promise card to each student.

Optional: Ask students to keep a journal about their word choices for one week.

Optional: Watch the because I said I would Word Choice video

Reflection (2 min)

Do we really mean what we say? How can we get better at meaning what we say?

Conclusion

When talking with others and with making promises our statements should be much more literal than they often are. People who are good with their promises are often very good with their word choice. Spend the next week thinking about your word choices and ways that you can sharpen your language.

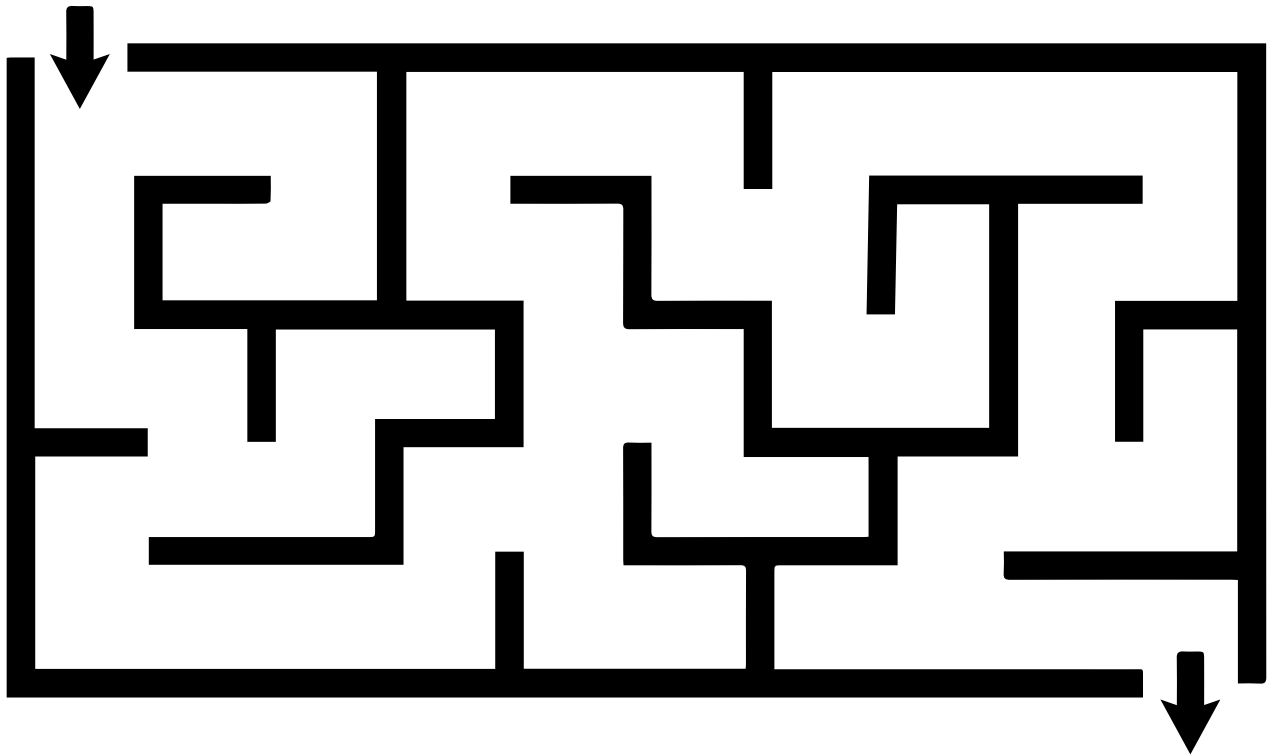
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Student handout Word Choice

Instructions:

- Get into groups of two
- The student with the birthday closest to today's date should be student A and the other student will be student B.
- Student A should close their eyes. And keep them shut through the entire activity.
NO PEEKING!
- Student B has the next 5 minutes to direct Student A through the maze using only verbal communication. No touching or assisting other than through words.

Student handout
Word Choice

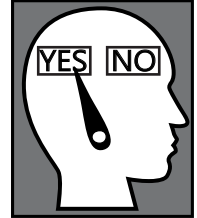


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Lesson: Courage of No

Element of Honor: 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.



Objectives:

Students will be able to:

- Promote diversity, both social and intellectual
- Understand respectful disagreement and the courage to say no

Anticipatory Set (2 mins)

When I say courage of no what does that mean to you?

ACTIVITY (15 mins):

Explain:

"I am going to read a series of statements in the next fifteen minutes, one at a time. You are to listen to each statement. You will have about 30 seconds to think quietly about each statement. Do you agree with it? Do you strongly agree with it? Do you disagree with it? Do you strongly disagree with it? These are your choices. Look about the room. If you agree with the statement, when I say 'GO' move to (Wherever you have placed the AGREE sign). If you strongly agree, move to (Wherever you have placed the Strongly Agree sign.) Continue this same direction for DISAGREE and STRONGLY DISAGREE. Say: "You must move quietly without talking, and once you move to your spot, you cannot change. After everyone has chosen their position, I will give another direction. Are there any questions?" Keep to a minimum.

Lesson: Courage of No

Explain, continued:

then say: "Cats make better pets than dogs." Think quietly for 30 seconds. (After 30 seconds say: GO!) Students should move quietly and safely.

After students are settled, say, "Now I want you to turn to the person beside you and take turns explaining why you chose this position. Each partner must listen without interrupting and when your partner is finished, you can respond to him and then explain your position. You will have 2 minutes."

After 2 minutes say "STOP." Stay where you are. Listen to this next statement I read and think about it for 30 seconds. When I say GO move to the sign you most agree with quietly.

Continue this procedure for several topics, as time allows.

Suggestions:

- Guns should be banned.
- There should be a 10 o'clock curfew for 14 year olds.
- Solving the problem of homelessness should be a government priority.

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Lesson: Courage of No

Discuss:

Take a few minutes to discuss the following:

How did you feel when you had a chance to explain your position?

Did anyone else influence your position? How?

Why do you think people are afraid to say no or to have the courage to say no?

Reflection (2 min)

How will you use the courage of no when making and or keeping promises in the future?

Optional: Ask students to keep a journal about courage of no for one week.

Optional: Watch the [because I said I would courage of No video](#)



Conclusion

Remember, your greatest battle lies within. Control over one's own emotions, desires and actions often defines the success or the failure of a promise. Commit to work to build self-control so that you may better yourself and the world around you.



Project: Promise Wall

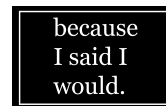
Materials Needed



Wall Banner
Promises Made*



Wall Banner
Promises Kept*



Promise Card**



Tape



GOAL:

This project offers your school a visual reminder of the importance of promises made and kept. You will display two banners in your school for a minimum of an entire semester – one for Promises Made and a one for Promises Kept.

Instructions

Prior to Assembly

- Designate a high traffic area in the school to hang two banners
- Hang the Promise Wall banner that you received as a part of the Assembly Kit and denote it as Promises Made.
- Make or order the second Promise Wall banner. Hang this banner and denote it as Promises Kept.

Post Assembly

- Distribute Promise Cards to students and staff. Ask them to write their promise and post it on the Promises Made banner.
- Once students fulfill or keep their promise they should move their card to the Promises Kept banner.
- Over the course of the year reflect on the Promise Wall banners and anonymously highlight some of the promises that were kept.
- Encourage teaching staff to model the way and post/move promise cards.

Outcomes for School Community

- Sense of community increases as everyone makes and keeps promises together.
- Visual reminder of making and keeping promises.
- School community serves as accountability partners for each other to make and keep promises.

*You will receive one Promise Banner with your Assembly Package. You can have a group of teachers and/or students make the second banner out of roll paper or you can order a second Promise Wall banner from the because I said I would store.

**You will receive Promise Cards for the whole school as a part of the Assembly Package.

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Appendix A

Dear parents: Pre Assembly

Date

Dear Parents/Guardians:

I am writing to share news about an upcoming assembly at INSERT SCHOOL NAME. Mr. Alex Sheen from the non-profit *because I said I would* will join our community to share his story about making and keeping promises. It is his belief that our capacity to make and keep promises can have the power to transform our world for the better. Prior to Mr. Sheen's visit, our students will be discussing promises in the context of our school mission, values, and of course, their own lives.

If you would like to preview samples of Mr. Sheen's past talks, please see the following web links: [www. https://becauseisaidiwould.com/ted/](https://becauseisaidiwould.com/ted/), you can also view the speaking engagement promotional video that your students will see <https://becauseisaidiwould.com/alexsheen/>

Following our school assembly, students will have the opportunity to discuss, reflect and engage in activities meant to solidify and expand their understandings around our individual and collective roles in the world. We will focus on academic and social-emotional skill building, including empathy, planning, making connection, discussion and reflection.

As a community, we guide and shape our school culture through our thoughts, words, and actions. We look forward to rich discussions at school and hope that you will extend opportunities for reflection and discussion with your child at home about what it means to strive to be our "best selves".

Please feel free to contact us prior to (insert date) with questions or concerns.

We appreciate your support.

Best,

Dear parents: Post Assembly

Dear Parents /Guardians

We hope this message finds you well and encouraged after your child heard the *because I said I would* story on _____, about the importance of making and keeping a promise. The presentation was incredibly inspirational. We've heard such positive feedback from teachers and students alike. Often we have assembly speeches, but no follow up, this time we have scheduled at least three follow up activities for your child to extend the impact of the message. In addition we are providing discussion questions for you to continue the discussion at home.

If you would like to continue the discussion with your child, please consider the following questions that you can use for perhaps dinner time discussions.

- Why are words, actions and promises from a friend so powerful?
- How do our promises influence others?
- What makes it difficult to keep our word sometimes?
- How do you feel when someone does not keep their promise to you?
- How can our promises reflect our character?
- What are the characteristics of a role model?
- Who do you admire and why?
- What makes a person a hero?
- When can a promise seem impossible?
- What are some strategies to assist us in keeping promises?
- What does the phrase "Don't make a promise that you can't keep" mean?
- Do some promises mean more than others?

If you are interested in learning more about because I said I would and their mission and possibly how you could get involved please visit their website *becauseisaidiwould.com*.

We know it takes a village to raise a child of good character, and we appreciate the work you do to help your child become the best version of them self.

Thank You,

because
I said
I would.

Pre Assembly Survey

Because I said I would needs your help. Alex Sheen, Founder of the nonprofit organization will be speaking at your school. Please let us know what you think about making and keeping promises. There is no right or wrong answer. You will not put your name on this paper. The survey should take about 10 minutes. Keep in mind, Promise keeping means doing what you say you are going to do.

Circle the response that is accurate for you.

1. I have the ability to make and keep a promise.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
2. I believe if I write my promise down I am more likely to keep it.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
3. I believe if I tell someone my promise I'm more likely to keep it.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
4. I do what I say I am going to do.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
5. Promises that are not kept impact myself and others.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
6. I write down things I have to do in a calendar or planner.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
7. It is okay to ask for help if I am struggling with something.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
8. I say the first thing that comes to mind in a situation.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
9. Volunteering is important to me.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
10. I am aware of the importance of a promise.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
11. School Name:
12. How do you describe yourself?
 - Male
 - Female
 - Transgender
 - Do not identify as male, female, or transgender
 - Prefer not to say

Post Assembly Survey

Thank you for being a part of the because I said I would program. Please let us know what you think about making and keeping promises. There is no right or wrong answer. You will not put your name on this paper. The survey should take about 10 minutes. Keep in mind, Promise keeping means doing what you say you are going to do.

Directions: Circle the response that is accurate for you.

1. Writing and following a code of honor can help me keep my promises.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
2. I believe if I write my promise down I'm more likely to keep it.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
3. I believe if I tell someone my promise I'm more likely to keep it.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
4. I believe I learned practical skills to help me keep promises.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
5. Promises that are not kept impact myself and others.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
6. Calendaring is important in making and keeping promises.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
7. It is okay to ask for help if I'm struggling with something.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
8. It is important to consider the words I use when speaking.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
9. I think that volunteering can make a difference in my life and others.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
10. I am more aware of the importance of keeping a promise after the assembly and lessons.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
11. I feel encouraged to make and keep my promises.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
12. The assembly provided information I can use to be successful in school.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
13. This is the best assembly speech I've heard.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
14. School Name:
15. Describe yourself:
 - Male
 - Female
 - Transgender
 - Do not identify as male, female, or transgender
 - Prefer not to say
16. I am in:
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade

because
I said
I would.

Teacher Satisfaction Survey and Reflection

Name: _____ School Name: _____ Date: _____

As we strive to develop materials that can help educators spread the impact of character education and the message of because I said I would, we would like to ask for your help. Please take a few minutes to give us some feedback to help us change the world.

Section 1: Background Information

1. How many classes do you teach that use because I said I would lesson plans?
 - 1
 - 2
 - 3-4
 - 5-7
2. Approximately how often do you teach because I said I would lessons?
 - More than 1 time per week
 - 1 time a week
 - 2 times a month
 - 1 time a month
3. What subjects do you teach? _____

Section 2: Implementation

4. How much time do you allot to teach a because I said I would lesson?
 - 20-30 minutes
 - 30-40 minutes
 - 40-60 minutes
5. Approximately how many lessons did you use this year?
 - 1-3
 - 3-6
 - Other(please indicate number) _____
6. How much time do you typically spend preparing to teach a because I said I would lesson?
 - 0-5 minutes
 - 10-15 minutes
 - 15-20 minutes
 - More than 20 minutes
7. Did you do additional reading (books and articles) on character education or other topics covered in because I said I would lesson plans? If yes, please list below:

Teacher Satisfaction Survey and Reflection

Section 3: Satisfaction and effectiveness

8. How satisfied are you with the following aspects of because I said I would?
(Please check boxes)

	NA	Not Satisfied	Moderately Satisfied	Very Satisfied	Highly Satisfied
Assembly					
Lesson Topics					
Lesson Activities					
Overall Program					

9. In your perception, how satisfied do you think that others are with because I said I would?

	NA	Not Satisfied	Moderately Satisfied	Very Satisfied	Highly Satisfied
Students					
Other teachers at your school					
Administrators					
Parents					

10. How much improvement have you observed students making in the following social, emotional, and academic skills since implementing because I said I would?

	NA	Not Satisfied	Moderately Satisfied	Very Satisfied	Highly Satisfied
Relationship among peers					
Student teacher relationships					
Attitude about school & learning					
Calendaring (Time Management)					
Respect others					

