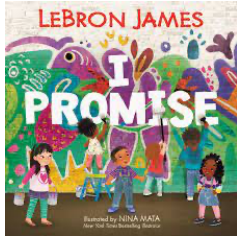




# Cook Books

Recipes for adding some “spice” to your Social and Emotional teaching practices



## **I Promise**

by LeBron James

Harper 2020

Written in the first person, this book uses supportive positive phrases such as, “I promise to be open and try new things” and “I promise to ask for help when I need it.” Each page is a new way to face life’s challenges with a commitment to taking them on. It all leads to the finish, “I promise to be me.”

Activities and ideas provided by: Beth Peloquin, Pyramid 802 Plus

### **Vocabulary**

Respect, humble, defeat, courageous, strive, elders, team player

### **Emotions/Feelings Vocabulary**

Happy, kindness, tough, uplift

Examples of Activities that can be used while reading **I Promise** and throughout the day to promote social and emotional development:

- **While Reading the Book:** Allow the children to share what they think some of the vocabulary words mean, such as humble, courageous, strive and uplift. After the reading, you can discuss with the students which of the promises they already think they do well and share examples of their actions that demonstrate the promises. You can also ask them which of the promises they think are hard to remember to keep. Remind them that the words “strive” and “do my best” mean that sometimes they will struggle with trying to live up to the promises in the book.
- **Promises, Expectations, and Rules:** Connect the promises to your classroom rules. We often have program wide rules that focus on respect, responsibility, kindness and working together. You can use this book to support students in helping develop classroom rules or in reinforcing the rules you already have in place. Use the promises in the books to prompt a discussion in why the classroom wide rules are important and how they look when working with classmates and teachers during the school day. Have the kids draw pictures of actions that show the expectations and add them to a wall display with the classroom expectations



- **Graffiti Names/Mural:** The cover and end pages artwork in *I Promise* are graffiti. Students can make their name in graffiti art by using this website <https://fontmeme.com/graffiti-creator/>, or they can try to draw their own graffiti name. You can use all the printed or created graffiti names on a big piece of paper to then make a wall mural. Have all the students contribute something to the mural – drawings, words, or ideas that others make into a visual for them. Emphasize to the students being team players with the project. Hang the completed mural up on a classroom or outside wall.
- **Shooting Baskets:** Talk about LeBron James. He is a famous basketball player. Encourage the students to play basketball or shoot baskets together. When another student makes a basket, encourage the other players to cheer for them. You can make it a cooperative game by challenging them to get 10, 15, or 20 baskets together as a team. You can use beanbags and laundry baskets or plastic buckets to do this inside.
- **I Promise Goal:** Have each child choose one of the promises in the book that they would like to practice over the next week. Give them a piece of paper that says, “I Promise...” on the top (you can use the graffiti generator above to make the words). They can write words or draw the goal they will “strive” to do over the week. Make sure to give each child positive descriptive feedback when you notice they are following through on their promise for the week.

## Connecting with Families

To support families with this book, encourage them to read it with their children and talk about the kinds of promises and responsibilities they have in their homes and to each other as a family.

Encourage families to develop expectations or rules for home that connect back to the ideas in *I Promise*. Have children draw a picture of their home. Send the picture home with five blank circles and have the family create “household expectations.” Challenge parents to state rules positively and focus on what they want their family members to do (i.e. “we use calm voices” instead of “no yelling”).

Source: <http://csefel.vanderbilt.edu/modules/module1/script.html>