

Leader in Me: Lesson Plan Template

Title:	Be Proactive		
Learning Objective:	Students will be able to understand the difference between and proactive and a reactive response and then one or the other in response to a given situation.		
FranklinCovey Habit:	Be Proactive		
21st Century Skill:	Initiative and Self-Direction; Productivity and Accountability; Creativity and Innovation Skills		
Subject Area:	Language Arts		
Activity Type:	<input checked="" type="checkbox"/> Individual	<input checked="" type="checkbox"/> Group	<input type="checkbox"/> Homework
Source:	Adapted from a lesson plan from the staff at Crestwood Elementary School		
Activity Time:	30 min.	Grade Level:	4-5

Set Up

Student Materials	Teacher Materials	Review
	DVD player dice and markers for game weather/cloud experiment: 2 liter bottle with lid, matches, flashlight	This is an introduction to habit one, Be Proactive.

Introduction

Discuss that today students will be working with the principle of: I am free to choose and am responsible for my choice.

Activity

1. Instruct and guide students to do Habit 1 Worksheet. (see below)

Discuss the difference between proactive and reactive.

- Draw diagram on the board of the Stimulus/Response Model for students to copy.

STIMULUS FREEDOM TO CHOOSE RESPONSE

2. Scenarios for student volunteers to act out. (Teacher has written these out beforehand). Discuss what would happen in each scenario if the characters were reactive and what would happen if the characters were proactive.
3. Review: Proactive Language vs. Reactive Language (see sheet below)
4. Divide into groups of 2-3 students. Pass out dice and markers and play several games of SNAKES and LADDERS.
5. Worksheet: Circle of Influence vs. Circle of Concern

Your Circle of Influence includes those things you can affect directly.

(My choices, Living the 7 Habits, Homework, My happiness)

Your Circle of Concern includes all those things you care about.

(How others treat me, My upbringing, Cancellation of Gr. 6
Intramurals, Late for school because of weather conditions)

6. Conduct a Class Survey: WHAT IS YOUR FAVORITE SEASON?

- Put results on the board.

Spring 5

Summer 12

Fall 6

Winter 7

- Why do you like spring/summer/fall/winter better?
- Discuss the different weather conditions.
- Experiment: Make Fog in a Jar!
 - Get a plastic 2 liter bottle and put some droplets of warm water in it. Next, light a match, let it burn a little more than half way down, blow it out but then immediately drop it into the 2 liter bottle to catch the smoke. Seal up the bottle and then begin squeezing the bottle until the fog appears. This works best if you can turn the lights off and use a flashlight to see the fog.s
- Point out that with fog in a jar, I can carry my weather with me.

7. Ask: What do you think emotional weather is?

- Discussion: We carry our emotional weather with us by taking responsibility for our emotions and attitudes.
- These affect people around us and we have the power to choose to be happy even in difficult situations.

Wrap Up

Read through the poem, "Carry Your Weather With You," and do the activity listed on the sheet with the class.

Assessment

Students will be assessed on appropriate participation during the class discussion or activity.

Extensions & Integrations

Be Proactive

Principle:

STIMULUS

FREEDOM TO CHOOSE

RESPONSE

Each of us should try to pause before we act. We can make a good choice. We should ask ourselves:

- What choices do I have?
- Will my action let myself and others think good things about me?
- Will my action be positive for other people?
- Will my action harm something that does not belong to me?
- Am I willing to be responsible for this action?

Being proactive also means that we don't blame other people for the things that we do. Everything is a choice that we make, and so we are responsible for everything we say and do.

PROACTIVE LANGUAGE VS. REACTIVE LANGUAGE

We can tell the difference between proactive and reactive people
by listening to the language they use.

Proactive Language

Reactive Language

“Let’s look at our alternatives.”

“There’s nothing we can do.”

“I can choose a different approach.”

“That’s just the way I am.”

“I control my own feelings.”

“He makes me so mad.”

“I can create an effective
presentation.”

“They won’t allow that.”

“I will choose an appropriate
response.”

“I have to do that.”

“I choose.”

“I can’t.”

“I prefer.”

“I must.”

“I will.”

“If only.”

Circle of Influence vs. Circle of Concern

Your **Circle of Influence** includes _____

Your **Circle of Concern** includes _____

Consider the list below. Determine which phrases belong in your Circle of Influence and which belong in your Circle of Concern.

- My choices
- How others treat me
- My upbringing
- Cancellation of Gr. 6 Intramurals
- Living the 7 Habits
- Homework
- Late for school because of weather conditions
- My happiness

CIRCLE OF INFLUENCE

This circle includes those things you can affect directly.

CIRCLE OF CONCERN

Carry Your Weather With You

I Like It When It's Mizzly

I like it when it's mizzly
and just a little drizzly
so everything looks far away
and make-believe and frizzly.

I like it when it's foggy
and sounding very froggy.
I even like it when it rains

on streets and weepy windowpanes
and catkins in the poplar tree
and *me*.

Aileen Fisher

WEATHER GRAPH

For the next ten school days, check the box which indicates your “weather” for the day.