

# Be Proactive

This week we will be focusing on Habit 1: Be Proactive for our LEAD time this week (15 minutes).

Ideas to teach Be Proactive:

1. Talk about what you can control and what you can't control.
  - a. Have kids write down one thing they can control on a sticky note and one thing that they cannot control on another sticky note. Have each student share and put in the area that says can control or cannot control.

(I have 2 hula hoops...first come-first serve)



2. Read or watch video about the Little Engine that Could. Talk about what the engine did that was proactive and what the engine could control vs. could not control.
  - a. <https://www.youtube.com/watch?v=8EhpgcXoxGI>
3. <https://www.youtube.com/watch?v=o3Gu0dPc8TA> Watch this video then have kids brainstorm about what is proactive and what is reactive.

## Being Proactive

### Obj.

- The students will be able to explain the difference between being proactive and reactive.
- The students will be able to list examples of proactive and reactive responses from the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

- The student will be able to give examples of ways that they can be proactive each day.

### Materials

- 20 oz. Coke
- Bottle of Water
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- Chart Paper
- Markers
- Student Journals

### Procedures:

The teacher will begin by asking the students what can cause them to have a bad day. The teacher will allow the students to spend a few moments suggesting things that cause them to have a bad day. As each student suggests something that causes them to have a bad day, the teacher will shake the bottle of coke. After allowing several students to share what causes them to have a bad day, the teacher will then review each idea presented, and again shake the Coke bottle for each one. After doing this, the teacher will then walk up to one of the students and ask if she can open the Coke bottle (holding it right next to his or her face). When the student says no, and begins to back away, the teacher will ask the class why the student did not want her to open the drink next to them. The teacher will allow the students to explain that the drink would have exploded or “spewed” all over that student. The teacher will then pick up the bottle of water. The teacher will then repeat the ideas that the students suggested might cause someone to have a bad day. This time, the teacher will shake the bottle of water. The teacher will again approach a student after finishing and will ask the student if she can open the water next to them. When the student does not jump back or refuse, the teacher will open the bottle of water. The teacher will then ask the students why they did not have a problem with her opening the water, but were very worried about her opening the coke next to them. The teacher will remind the students that she shook both of them. The teacher will call on several students and will allow them to explain that the Coke will explode, but the water will not ever explode, no matter how much you shake it.

The teacher will then begin to relate this activity to being proactive and reactive. The teacher will explain that the Coke shows us what it is like to be reactive. The teacher will then explain that when a person is reactive, all of the bad things that happen in their day build up, and they eventually cause them to explode or “spew” anger on others. The teacher will then tell the students that the water shows them what it is like to be proactive. The teacher will explain that a person who is proactive carries their own weather. This means that they choose not to let others determine whether they are mad and upset, but instead, they decide to control their own emotions. The teacher will remind the students that both the water and the Coke went through the same things. The situation did not change, but the reaction did.

The teacher will then tell the students that we are going to be reading *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. The teacher will ask the students to listen for ways that Alexander was reactive and think of ways that he could have chosen to be proactive instead. After finishing the book, the teacher will then allow the students to share. After having a short class discussion, the teacher will then create a T-chart on the board labeled Proactive “water” on one side and Reactive “Coke” on the other side. The teacher will allow the students to think of reactive responses to a bad day, and then to come up with ways that they could be proactive instead. The teacher will create the t-chart, and then she will transfer it to a piece of chart paper in order to create an anchor chart to hang in the classroom. The teacher will conclude the lesson by asking the students to take out their journals and write three ways that they can work to be more proactive each day. The teacher will remind the students that it is their choice to carry their own weather each day. She will remind them to be the water, not the coke.

Proactive	Reactive
"I can do better than that."	"That's just the way I am."
"There is nothing I can do, I'll just have to suck it up."	"If my boss wasn't such a jerk, things would be different."
"I will do it."	"I'll try... maybe."
"I choose to."	"I have to."
"There's gotta be a way."	"I can't."
"I'm not going to let your bad mood rub off on me."	"You ruined my day."

- 4.
5. I have also attached a lesson plan using water and soda that you could use.

### Leader in Me: Lesson Plan Template

<b>Title:</b>	Habit #1 Be Pro Active		
<b>Learning Objective:</b>	What does it mean to be proactive? <ul style="list-style-type: none"> <li>• Explain Proactive vs. Reactive</li> </ul>		
<b>FranklinCovey Habit:</b>	Be ProActive		
<b>Subject Area:</b>	Reading		
<b>Activity Type:</b>	<input type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input type="checkbox"/> Homework		
<b>Source:</b>			
<b>Activity Time:</b>	45 minutes	<b>Grade Level:</b>	4

#### Set Up

Student Materials	Teacher Materials	Review
Chart paper Markers	Coke Can, Water Bottle The book: <u>When Sophie Gets Angry</u> by: Molly Bang	Reactive Language (I'll try) vs. Proactive Language (I'll do it)

## Introduction

### Give Examples of Habit:

- Have a can of soda and shake it. Explain how reactive people make choices based on impulse and as the pressure builds, they suddenly explode.
- Proactive people are like water. Shake them up all you want and nothing comes out. No fizzing, bubbling or Pressure. They are calm, cool and in control.

## Activity

### Literature Lesson:

Book Chosen: When Sophie Gets Angry By: Molly Bang

- Name some ways Sophie was reactive in this story.
- Does Sophie show signs of being Proactive in this story?
- Predict what you think will happen next if the story continued....

## Wrap Up

Reactive Language (I'll try) vs. Proactive Language (I'll do it)

## Extensions & Integrations

Activity - Start a class list of Proactive Language and then a list of Reactive Language. Break the class into groups and have them add to both lists.