

## Leader in Me: Lesson Plan Template

<b>Title:</b>	A Box of Crayons: It's Not You, It's Not Me, It's Both of Us!		
<b>Learning Objective:</b>	The students will understand that working together toward a common goal or end is much more rewarding and satisfactory for everyone. The students will also understand that working together so that everyone is happy and satisfied is more important than having a winner and a lose		
<b>FranklinCovey Habit:</b>	Think Win-Win		
<b>21<sup>st</sup> Century Skill:</b>	Communication and Collaboration Skills; Leadership and Responsibility. Social and Cross-Cultural Skills		
<b>Subject Area:</b>	Language Arts		
<b>Activity Type:</b>	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> Homework
<b>Source:</b>	Adapted from a lesson plan from the staff at Crestwood Elementary School		
<b>Activity Time:</b>	30 min.	<b>Grade Level:</b>	2-3

### Set Up

Student Materials	Teacher Materials	Review
	Crayons, pencils, markers Optional: photos of each student Paper The poem <i>A Box of Crayons</i> by Shane DeRolf and/or the book Crayon pattern Large crayon box bulletin board	This is an introduction to the habit of Think Win-Win.

### Introduction



Uses position, power, credentials, possessions or personality to always “win”.

Lose-Win: “I always get stepped on, pushed around.”

The person voices no standards, no demands, no expectations of anyone

Is quick to please or appease

Buries a lot of feelings

Lose-Lose: “If I’m going down, you’re going down with me.”

Highly dependent people live here

Is a ‘no win’ because no one benefits

Happens when there is more win-lose or “win”

Win: “As long as I win, I don’t care if you win or lose.”

Is self-centered

Thinks “me first”

Doesn’t really care if the other person wins or loses

Win-Win or No Deal: “Let’s find a solution that works for both of us or let’s not play”

Allows each party to say no

Is the most realistic at the beginning of a relationship or business deal

Is the highest form of Win-Win

2. Reread the poem *The Crayon Box That Talked* by Shane DeRolf. But before you read ask the students to listen for situations where the crayons sound as though they are having a Win-Lose (I win you lose), Lose-Win (I lose you win), Lose-Lose (we both lose), Win-Win (We both win) relationship.

3.. Once you have finished reading the poem ask them to share examples of the situations they heard. You may want to record them on the board so that it is visual or put the poem on an overhead and actually write beside the parts of the poem where these relationships fit in.

4. Discuss with the students how the crayons came to a new understanding at the end of the poem.

- what changed their minds? Seeing how well they actually work together.

- How do they feel about each other as opposed to the beginning of the poem? Positive/proactive vs. negative/reactive.

- How does this relate to our own lives – what situations can you think of where you could have Win-Win relationships?

5. Give each student a copy of the crayon pattern. Each student either draws a portrait of themselves (or you could use photos of each student) on the crayon pattern. Color the crayon so that it looks like a crayon. Build a large crayon box on a bulletin board with construction paper. Place all of the crayons into a giant crayon box on the bulletin board. We have all learned that working together for a Win-Win is better for everyone. Use the last verse of the poem as your bulletin board title: We are a box of crayons, each of us unique, but when we get together the picture is complete. Think Win-Win.

### **Wrap Up**

Review how we can create win-win situations in our classroom.

### **Assessment**

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

### **Extensions & Integrations**