Leader in Me: Lesson Plan Template

Title:	A Box of Crayons: It's Not	You, It's Not Me,	It's Both of Us!
Learning Objective:	goal or end is much more students will also unders	e rewarding and tand that working	ng together toward a common satisfactory for everyone. The ng together so that everyone is an having a winner and a lose
FranklinCovey Habit:	Think Win-Win		
21 st Century Skill:	Communication and Collab and Cross-Cultural Skills	ooration Skills; Le	adership and Responsibility. Social
Subject Area:	Language Arts		
Activity Type:	X_ Individual	Group	Homework
Source:	Adapted from a lesson pl School	an from the staf	f at Crestwood Elementary
Activity Time:	30 min.	Grade Level:	2-3

Set Up

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

Introduction			

1. Read the poem (or book) The Crayon Box That Talked by Shane DeRolf to the class.

I had a box of crayons, Wouldn't it be terrible? Wouldn't it be sad?

All shiny, straight and new. If just one single color was the color that we had

I lent a friend one crayon, If everything was purple? Or red? Or blue? Or green?

And- oops- it broke in two. If yellow, pink or orange was all that could be seen?

Can you just imagine how dull our world would be?

My friend said she was sorry, If just one single color was all we got to see?

But I said, "I don't care,

'cause now we both can color

with one crayon- we can share!"

- 2. Ask the class to tell you what the poem was trying to help us understand:
 - we are all one people regardless of the color of our skin.
 - that when we look at each other's strengths rather than the differences, we will find that we have much in common.
 - when we work together, we are able to do more, we are much more creative and our lives are more interesting.

Activity

1. Talk about the vocabulary of Think Win-Win

Win-Win: "Let's find a solution that works for both of us."

Mutual benefit

Cooperative not competitive

Listens more, communicates more, and communicates with more courage

Win-Lose: "I'm going to beat you no matter what."

Is most common language for most people

Is an authoritarian approach – I will get my way no matter what

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