

Leader in Me: Lesson Plan Template

Title:	Proactive vs. Reactive Language		
Learning Objective:	Students will be able to identify and show ways of handling real situations using proactive language. Students will also show the difference of handling situations proactively and reactively.		
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:	20 min.	Grade Level:	2

Set Up

Student Materials	Teacher Materials	Review
	<p>book-<u>When I Feel Angry</u> by Cornelia Maude Spelman</p> <p>sentence strips with a problem that students need to deal with</p> <p>sheet divided in half with the words reactive at the top and proactive at the bottom</p>	<p>This is an introduction to habit one, be proactive.</p>

Introduction

Read the book When I Feel Angry by Cornelia Maude Spelman (excellent book for lots of proactive examples). Have students sit in a circle around the teacher. Brainstorm proactive examples from the book.

Activity

1. Hold a class meeting and discuss issues that have been bothering the students in school or on the playground. (Have a box that students can write out their problems and put it in).
2. Teacher will read one of the problems from the box and ask for students input on how to deal with each issue. Stipulate that the students should give proactive examples, ways to deal with each situation.
3. You may wish to use a talking stick and give it to the student who is talking so that the others know that when you do not have the stick you are to be listening.
4. After the meeting, have a box with examples of situations in it that the students pick from. Some examples would be: your money is missing, someone buds in front of you in line, someone pushes you, etc. Have each student go back to their desk and think of a way to handle the situation that they picked reactively and proactively.

Wrap Up

Hand out a piece of paper that is divided in half. On the top half of the page of the word reactive on the bottom half of the page have the word proactive. Students now draw a picture (or write) a way to handle the situation reactively (on the top) and proactively (on the bottom).

Assessment

The teacher will assess students based on their pictures/ writing of the reactive and proactive sheet, the teacher will observe that students understand the difference of reactive and proactive.

Extensions & Integrations

