

<b>Title:</b>	Leadership Tools—Circle of Control		
<b>Author/Source:</b>	FranklinCovey Education		
<b>Learning Objective:</b>	Students will recognize what is in their Circle of Control.		
<b>FranklinCovey Habit:</b>	FranklinCovey Leadership Tools		
<b>Subject Area:</b>	Social Science		
<b>Activity Time:</b>	30 minutes	<b>Grade Level:</b>	1—2
<b>Activity Type:</b>	Check all that apply		
	Individual	Group	Homework
		X	

### Set Up

Student Materials	Teacher Materials	Review
Circle of Control Leadership Tool for each pair of students.	<i>Inch by Inch</i> by Leo Lionni Chalkboard or Whiteboard	

### Introduction

This chart helps students focus on the things they can control. For a given situation, list things you can control within the inner circle of the diagram (Circle of Control). List things you may be concerned about, but which are outside of your control in the outer circle (Circle of No Control). For example, for the situation “getting to school on time,” items like “traffic” and “weather” would be within the Circle of No Control while items like “what time I wake up” and “getting myself dressed and ready for school” would be within the Circle of Control.

Introduce Circle of Control/Circle of No Control. Explain that you are going to read a story about an inchworm that is a leader by using what is in his Circle of Control.

Read, *Inch by Inch* by Leo Lionni.

### Activity

After reading the story, draw the Circle of Control Leadership Tool. Ask, “How did the inchworm get away from the nightingale? What was in his Circle of Control?” Write the children’s ideas in the center of the tool.

Explain that although the inchworm was much smaller than the nightingale, he had choices that were in his Circle of Control. By thinking about those choices, he was able to escape.

### Wrap Up

Ask for examples of things that are in students’ Circle of Control. If needed, prompt their responses with, “Who decides if you will be happy or sad? Who decides how you will treat your friends? Who decides what you will play on break time?” Lead children to realize that there are many things during the day that they have control over.

### Assessment

Give each pair of students a Circle of Control Leadership Tool.

On the board, write: Being nice, saying “please” and “thank you”, rainy days, helping people, barking dogs, and being happy. Instruct the pairs to decide if it is something they have control over (inner circle) or something they do not have control over (outer circle). Children will write the words in the appropriate circle.

### Extensions & Integrations

The Circle of Control Leadership Tool can be used in many difficult situations. It allows a child to think about whether the person/thing/event that is upsetting them is something they can change. If it is, it allows them to think about what their choices might be.

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<b>Author/Source:</b>	FranklinCovey Education		
<b>Learning Objective:</b>	Students will be able to give examples of things within their Circle of Control and within their Circle of No Control.		
<b>FranklinCovey Habit:</b>	FranklinCovey Leadership Tools		
<b>Subject Area:</b>	Social Science		
<b>Activity Time:</b>	25 minutes	<b>Grade Level:</b>	3—5
<b>Activity Type:</b>	Check all that apply		
	Individual	Group	Homework
		X	

### Set Up

Student Materials	Teacher Materials	Review
Circle of Control drawn on paper for each group of four-five students.	List of things within and not within a student’s Circle of Control (see below).	

### Introduction

This chart helps students focus on the things they can control. For a given situation, list things you can control within the inner circle of the diagram (Circle of Control). List things you may be concerned about, but which are outside of your control in the outer circle (Circle of No Control). For example, for the situation “getting to school on time,” items like “traffic” and “weather” would be within the Circle of No Control while items like “what time I wake up” and “getting myself dressed and ready for school” would be within the Circle of Control.

Say, “I have made a list of things that could happen during the day. Some of them you can control while others you cannot control. There are lots of things you have control over. When things happen that we have no control over and cannot change (like the weather), it is better not to let it upset you. The more time you spend on the things within your Circle of Control, the more satisfied you will feel.

Say, "I am going to give each group of four-five students a Circle of Control/No Control Leadership Tool. I'd like you to talk about what is written on the board in your group and decide if you should write them in the inside circle (Circle of Control) or the outside circle (Circle of No Control).

Things to write on the board: a rainy day, whether you are happy or sad, a parent's bad day, a barking dog, helping someone, the time you go to bed, your mood, what you eat, what you play, who your friends are, traffic, someone getting sick, and where you were born.

### Activity

Pass out the Circle of Control/No Control sheet to each group. Allow approximately 15 minutes for completion. Some of the items may go either way; the time you go to bed and what you eat may be things that, for various reasons, are in their Circle of No Control. The discussion may yield responses.

### Wrap Up

Bring the class back together and go through the list asking the groups to raise their hand when they chose Circle of Control. Discuss any differences.

### Assessment

Student completion of the Circle of Control/No Control as well as follow-up discussion will demonstrate understanding.

### Extensions & Integrations

The Circle of Control/No Control can be used with behavioral issues.