

**HABIT 1: BE PROACTIVE****LESSON 5: IT'S UP TO ME****KEY CONCEPT:  
INITIATIVE****END IN MIND**

Students will be able to answer these key questions:

- What is initiative?
- Why is initiative important?
- How does initiative fit into Habit 1: Be Proactive?

**15-MINUTE LESSON****INTRODUCTION**

Say, "Today we're going to start by saying kind things to one another."

Start by saying something kind to two different students.

After students have several minutes to share say, "We often focus on things we'd like to change in ourselves so it's nice to hear positive things about ourselves."

Have a volunteer read "Jada's Story."

Say, "We have all felt like we weren't good enough at one time or another."

Share a personal story.

Say, "When we feel like we're not good enough, we have a choice. We can let it affect us or we can do something about it."

Have a volunteer read the "Habit 1" section.

Ask, "How can a simple Paradigm Shift make such a difference?"

Direct students' attention to the activity.

Optional: PowerPoint available at *The Leader in Me* @ (see page vi).

Have a volunteer read the example.

Ask, "How does this show initiative?"

Say, "The situations on the left are pretty common. These are all things we deal with.

For each situation, write a solution that shows initiative."

Instruct students to complete the activity.

Discuss.

**CONCLUSION**

Say, "Everyone feels unsure of themselves sometimes. If we aren't proactive and use our initiative to change something, those unsure feelings stay with us. If you don't like something, think about your choices and take the initiative to change it."

**HABIT 1: BE PROACTIVE****30-MINUTE LESSON: 15-Minute Lesson +**

**KINESTHETIC ACTIVITY/SMALL GROUP:** Ask students for an example of a situation they are faced with regularly. In small groups, create a solution. Groups should be prepared to role-play their solution to the class.

Allow time to share role plays.

**60-MINUTE LESSON: 30-Minute Lesson +**

**PUT FIRST THINGS FIRST:** Soda-pop bottle, bottle of water.

**KINESTHETIC ACTIVITY/LARGE GROUP:** Discuss proactive language (I will, I can, I choose to) and reactive language (I have to, I can't, You make me...).

Ask, "Which type of language—proactive or reactive—shows initiative? Why?"

"Do you think using proactive versus reactive language produces a different outcome? Why?"

Using a soda-pop bottle and a water bottle, have a student role-play a hectic morning scenario (woke up late, favorite jeans dirty, missed ride to school, forgot homework, etc.)

During the scenario, shake both bottles.

Ask, "Which bottle would you like me to open? Why?"

Explain that the soda-pop bottle represents reactive people. Reactive people blow up when things go wrong.

The water bottle represents proactive people. Proactive people choose to stay calm and think before responding. If they don't like a situation, they take the initiative to change it.

Discuss a current event, TV show, or movie where reactive responses made the situation worse.

To extend the lesson, ask students to keep a count of the number of times they use proactive language and reactive language for one day.

Graph the results.

Duplicate the activity in one to two weeks and discuss the results.

**FORMATIVE ASSESSMENT**

Each student will write one thing he or she would like to see changed at school and a possible solution.

**TAKING IT HOME**

Ask someone at home for an example of a person who has overcome negativity.