

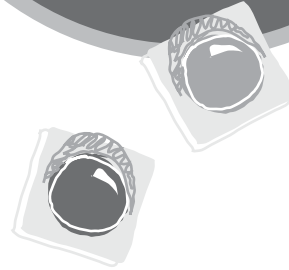
HABIT 1: BE PROACTIVE**LESSON 8: STOP, THINK, AND GO**

KEY CONCEPT:
**STOP AND
THINK**

END IN MIND

Students will be able to answer these key questions:

- What is the value of the Stop-and-Think Chart?
- What is the difference between proactive and reactive people?
- What would be the benefit in thinking about our responses?

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

Say, “Have you ever said or done something you wish you could take back? I think we can all relate to that. Most times, an apology can make this better; but if feelings are hurt, it can take much longer. We’re going to talk about a way to avoid this.”

Have a volunteer read the “Habit 1” section.

Have a volunteer rephrase the section in his or her own words.

Ask, “Do you think proactive or reactive people make better decisions? Why?”

Read the paragraph about the Stop-and-Think Chart aloud to the class.

Direct students’ attention to the “Partner Talk” section.

Allow time for students to complete the activity.

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

Discuss.

Read the riddle aloud to the class.

CONCLUSION

Say, “Stopping to think before we respond can save many arguments, especially at home. If we say something we later regret to a parent or family member, we may feel the consequences of those words for days or even weeks. Being mindful of the space between stimulus and response. It is a lifelong leadership skill that will serve us well.”

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

PUT FIRST THINGS FIRST: Index cards or small pieces of paper.

KINESTHETIC ACTIVITY/LARGE GROUP: Give each student several index cards or small pieces of paper.

Have each student write a word on the card(s) that reminds him or her of the concept of a space between stimulus and response—without using those words.

Once all students are finished, collect the cards.

Have a volunteer randomly choose a card.

The volunteer may not point, gesture, or use the words “stimulus,” “response,” or “space.”

The end in mind is for the other students to guess the word on the card.

60-MINUTE LESSON: 30-Minute Lesson +

PUT FIRST THINGS FIRST: Rope that can be used for swinging, platform 10 feet from rope, trip line 10 feet on the other side of the rope (trip line can be a pole resting across blocks, elevated 6–8 inches from floor).

KINESTHETIC ACTIVITY/LARGE GROUP: The end in mind is to move the team from the trip line to the platform.

To begin, one person swings from the trip line to the platform using the rope (without touching the ground).

If the trip line is knocked over, the entire team starts over.

Remind teams to stop and think how they will respond to different stimuli during the activity.

For example: How will we respond if we have to start over or the other team is faster?

If two ropes are available, teams will start at the same time and the first team to get everyone to the platform wins.

If only one rope is available, time each team individually and the best time wins.

FORMATIVE ASSESSMENT

Classroom discussion during the Stop-and-Think Chart activity.

TAKING IT HOME

Use the space between stimulus and response at home.