

Habit Help

Habit 1: Be Proactive: You're in Charge

Understanding the Habit

To be proactive means to take responsibility for your choices and behaviors.

Proactive says, "I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Future skills that can be learned by being proactive:

1. Develop motivation; take pride in work
2. Act responsible toward self, family, school, community, nation, and the world.
3. Show initiative and entrepreneurship.
4. Use unique talents and abilities to their fullest.
5. Think about choices, be accountable and responsible for actions and results, and understand that choices affect others.

"Some people make things happen, some watch things happen, while others wonder what has happened." --- Proverb



Proactive People

- Take responsibility for their choices
- Take initiative to make things happen

- When things don't go their way, they aren't happy, **BUT** they stay calm



Reactive People

- Make choices based on feelings, moods & emotions
- Wait for something to happen to them
- Explode when things don't go as planned

Putting the Habit Into Practice

Getting Started:

- Read the Habit 1 story from 7 Habits of Happy kids with your class
- **Introduce the habit with an object:**
Use a mirror- “Look at ourselves first”, “It begins with me”
 Caution cone- “the Dog Poop Initiative” by Kirk Weisler
 Umbrella- The umbrella represents carrying your own weather. This means not allowing what is going on around you to affect your mood or attitude. You consciously make a choice to be positive and happy.
 Can of soda- Talk about the difference between a proactive and a reactive person
- Read other books from the school library that go along with this habit, or a few of these books:
King Bidgood’s In the Bathtub by Audrey Wood
Amazing Grace by Mary Hoffman
The Little Engine That Could by Watty Piper
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Vorst
Mirette on the High Wire by Emily Arnold McCully
The Very Lonely Firefly by Eric Carl
The Carrot Seed by Ruth Krauss
Jeremy Thatcher, Dragon Hatcher by Bruce Coville
On my honor by Marion Bauer
Someday a tree by Eve Bunting
Salt in his shoes, Michael Jordan: In Pursuit of a dream by Deloris Jordan
The Real McCoy: The Life of an African-American Inventor by Wendy Towle

Points to Ponder, thanks to Sammy Squirrel:

- The next time you are bored, do something nice for someone else.

- Try doing something today that you've always been scared to do. Make a new friend, raise your hand in class, or clean the toilet.
- The next time you get mad and want to say something mean or rude, bite your tongue instead and don't say it.
- If you do something wrong, say you're sorry before someone asks you to apologize.

Parent/ child activities

Most of us react to a situation immediately, without taking time to think about the results of our actions. Part of Being Proactive is being able to stop and think before we act. With your child, do some role-playing to practice the skill of stopping and thinking in different situations. Your goal in these role plays is to encourage your child to stop and think before reacting.

1. (In this role play, you should play the part of your child's friend.) Say that you have a new best friend who lives close to your house and you don't want to play with him or her anymore. Apologize and then wait for your child's reaction.
2. (In this role play, you should be your child's sibling.) Tell your child that you broke his or her favorite toy by accident. Tell him or her that you don't think it's a very big deal because he or she has many toys.
3. (In this role play, you should play the part of your child and your child should play the part of you.) Tell your child that you are "sooooo bored" and there is nothing fun to do. Complain that no one wants to play and that he or she (as a parent) needs to amuse you.

Older children begin to rely more and more on their friends. They can allow a rude comment by a friend to ruin their whole day, and are easily led into misbehavior by a peer group. As a parent, it's important to help your child understand the importance of taking responsibility for his or her own life and choices.

1. Make a pact with your child to together stop an unhealthy habit. Identify the habit you want to stop (smoking, overeating, watching too much TV, not exercising, etc.) and choose a start date, and end date, and progress check-in dates along the way. Explain to your child that research shows it takes a full 21-days to start a new habit or stop an old one, so it's important not to get discouraged or give up too quickly.
2. Have a discussion with your child about the things he or she would be willing to stand up and fight for in the face of peer pressure. Tell your child you don't want him or her to tell you what he or she thinks you want to hear. You might try role-playing this so your child can be prepared to stand up to a friend or group if needed

Being Proactive starts with us, we are only in control of things that we can do something about. Not things that are out of our control.

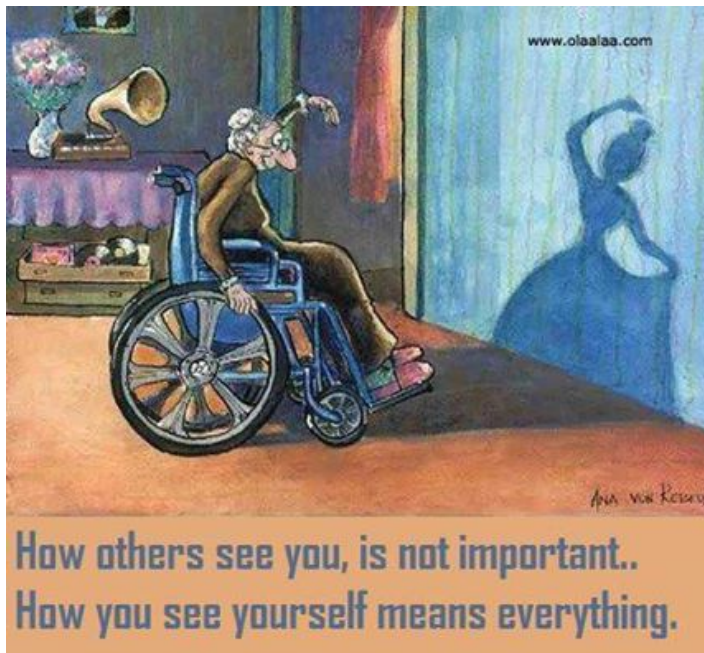
Habit 1 Update:

Putting the habit Into Practice

Getting Started:

- **Introduce the habit with an object:**

A small black box- The box can represent the tiny place in our mind where we put thoughts about ourselves, our abilities. What we tell ourselves is what we believe. If we think we are amazing and beautiful, or smart and witty then no matter what anyone else says- it's true.



A bottle of bubbles- These are the self control bubbles. As you blow them, ask yourselves: How can I show self control? Or When I show self control, I feel?

- Read books from school library that go along with this habit, or a few of these books:
Soda Pop Head by Julie Cook
The Paper bag Princess by Robert Munsch
I knew you could by Craig Dorfman
Just the Way I am by Sean Covey
Inch by Inch by Leo Lionni

Points to Ponder:

Activity #1

Be Proactive

Objective: Students will recognize they hold the power to make a difference in their lives. Good self-esteem will help students have success during their work based learning experience.

S u p p l i e s : I Knew You Could by Craig Dorfman

1. Read the first four pages of "I Knew You Could", by Craig Dorfman
Discuss: We are all on journey. Our journey is life. Each of us can make a huge difference in our own lives, if we will be proactive and take charge of our actions. **"Life is a book and you are the author. You determine its plot and pace and you—only you—turn its pages."** --Beth Mende Conny

If you are a proactive person you are "response-able". This means you don't blame others for what happens to you. You choose your behavior. If your boss schedules you to work the weekend shift after you requested it off for the Senior Ball, you choose your behavior that you will respond with. Are you going to be nasty, and mean? Or will you approach your boss with a winning attitude to work out the situation?

2. A c t i v i t y . G i v e each student the 7 Habits handout. Have them turn it over and fold it in half. Read a list of words. Students will need to write down the word that is read, and respond by writing an opposite meaning word on the other half of the paper.

Read this side:

LOVE	HATE
PEACE	ANGER
SUCCESS	BANKRUPTCY
SECURITY	INSECURITY
HUMBLE	ARROGANT
KINDNESS	MEAN
HONEST	DISHONEST
VALUABLE	CHEAP
PATIENT	IMPATIENT

Discuss:

What are the differences between the two sides of the paper?

Activity #2

Proactive vs. Reactive

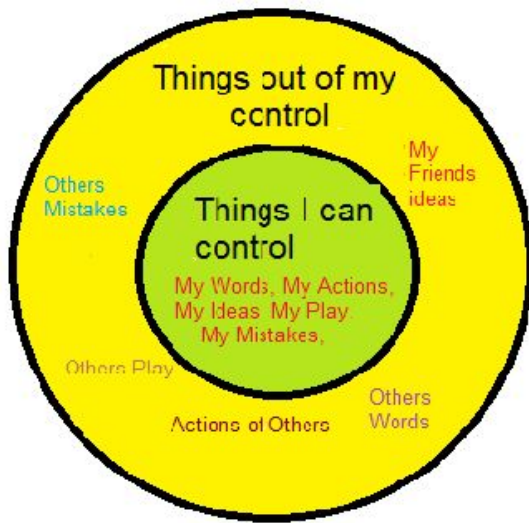
Mark was new to school. He walked in with a smile and introduced himself to his classmates.	Tracy was at her sister's volleyball game. She was bored and sat on the bench looking around for hours.
Rick was assigned a project on Mercury. He didn't know anything about Mercury, but was willing to research and learn about it.	Amanda got frustrated with her homework and crumpled the paper into a ball.
Misty missed her friends from her old school so she decided to call them and set up a get together.	Sarah and Lacey were fighting for a space in line. Sarah elbowed Lacey out of the way to get ahead of her.
Susan was running an errand for her teacher and the halls were empty. She walked quietly to the office to drop off the important note and walked back.	Jason was playing football at recess. He dropped the ball and lost his team the point. He started yelling at his teammates that they were not playing right.

Activity#3

On the Leader in me site under Leaderships Tools is the Circle of Control chart.

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.



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.

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.

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.

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.