

<b>Title:</b>	Leadership Tools—Stop and Think Chart		
<b>Author/Source:</b>	FranklinCovey Education		
<b>Learning Objective:</b>	Students will demonstrate when and how to use a Stop and Think Chart.		
<b>FranklinCovey Habit:</b>	FranklinCovey Leadership Tools		
<b>Subject Area:</b>	Social Science		
<b>Activity Time:</b>	45 minutes	<b>Grade Level:</b>	1—3
<b>Activity Type:</b>	Check all that apply		
	Individual	Group	Homework
		X	

### Set Up

Student Materials	Teacher Materials	Review
Stop and Think Charts for each pair of students with pre-written stimulus on the left side (see below).	<i>Ira Sleeps Over</i> by Bernard Waber Large Stop and Think Chart	

### Introduction

The Stop and Think Chart reinforces the principle that between stimulus and response, we have a choice, which is part of Habit 1: Be Proactive®. To use the chart, first list the stimulus (the situation, event, etc. that happens to you) in the box on the left. Then stop and think about how you might respond. Choose an appropriate response and write it in the box on the right. The emphasis is on students being aware of their ability to choose rather than react to a given situation.

Introduce the story about Ira. Ira can't decide if he should take his teddy bear with him to spend the night at a friend's house. Ask the children for their predictions on whether Ira will take his teddy bear or not. Read, *Ira Sleeps Over* by Bernard Waber.

Ask, "Why do you think that both of the boys were hiding their teddy bears?" Introduce the Stop and Think Chart. Explain that when you have a choice, it helps to stop and think about the choice instead of just reacting. Display the large Stop and Think Chart. Ask the children for examples of events in the story that required Ira to make a choice. Write them on the left side of the chart. Ask for volunteers to fill in the right side of the chart by referring to the choices Ira made.

### Activity

Give each pair of students a Stop and Think Chart, pre-written with stimulus that might occur in a given school day. Examples: friend in a bad mood, forgotten lunch, don't feel well, homework isn't done, or have to sit by someone you don't know. Give the children time to brainstorm choices that could be made and then write/draw their choice on the right side of the Stop and Think Chart.

### Wrap Up

Gather the group back together and review some of the Stop and Think Charts. Discuss how many different choices there were to the same event. Ask, "Does a Stop and Think Chart help to see different choices? Do you need to fill out a Stop and Think Chart for every choice? Why or why not? Could you pretend you have a Stop and Think Chart and learn to stop and think before you make a choice? Why would that work?"

### Assessment

The Stop and Think Charts completed, and explained, by students will demonstrate understanding.

### Extensions & Integrations

When a behavior issue arises in the classroom, give the students involved a Stop and Think Chart. They can individually think of alternative choices to the situation.

<b>Title:</b>	Leadership Tools—Stop and Think Chart		
<b>Author/Source:</b>	FranklinCovey Education		
<b>Learning Objective:</b>	Students will demonstrate their understanding by completing a Stop and Think Chart.		
<b>FranklinCovey Habit:</b>	FranklinCovey Leadership Tools		
<b>Subject Area:</b>	Social Science		
<b>Activity Time:</b>	30 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
Stop and Think Chart for each pair of students with stimulus pre-written (see examples below).		

### Introduction

The Stop and Think Chart reinforces the principle that between stimulus and response, we have a choice, which is part of Habit 1: Be Proactive®. To use the chart, first list the stimulus (the situation, event, etc. that happens to you) in the box on the left. Then stop and think about how you might respond. Choose an appropriate response and write it in the box on the right. The emphasis is on students being aware of their ability to choose rather than react to a given situation.

Introduce students to the Stop and Think Chart by discussing choices. Ask, “Do you have choices during the day? What are some of the choices you have? Do you always think about your choices before you make them? Why or why not?” Allow students to volunteer their ideas. Lead students to understand that when something happens, they can stop and think about what the best choice would be; how they respond is in their Circle of Control.

### Activity

Give each pair of students a Stop and Think Chart pre-filled out with stimulus on the left side. Examples: another student takes the ball you were playing with, a student is being teased, a friend wins a contest, a friend's pet is sick or dies, or someone is stealing. Allow pairs of students to choose how they would respond. If they cannot agree, they could list both options.

### Wrap Up

Bring the class back together and discuss the Stop and Think Charts. After several volunteers, ask, "Did you make different choices once you discussed the event with your partner? Did taking more time to think help you think of a choice you hadn't thought about in the beginning? When you don't have time to use a written Stop and Think Chart, could you mentally think through your choices? What difference could that make?"

### Assessment

Stop and Think Charts completed by pairs of students and follow-up discussion will determine student understanding.

### Extensions & Integrations

When a behavior issue arises, have students complete a Stop and Think Chart prior to a discussion.