

The Orange Frog



Week Two

Reading Expectation: Chapters 3 and 4

Learning Objective: (“Each participant...”)

- Has read and understands the Orange Frog parable.
- Will discuss the central theme of The Orange Frog and discover it's metaphorical connections to everyday life at home and at work.

Essential Concept:

Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work

- Provide positive encouragement to others.
- Relate positively to others.
- Understand methods to influence others.

Skills Required:

- Interact positively as a team member.
- Cooperate with others in a group setting.
- Generate ideas with group members.
- Experience active listening.
- Read and understand information in a variety of forms.
- Express ideas.

Opening question(s):

“What do you guys remember about the story?”

“Tell me about the four frogs that we met. How were they alike? How were they different?”

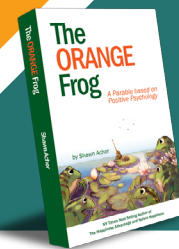
Finish with --

“Has everyone read the Orange Frog?”

Facilitate Discussion with participants. When they see to be wrapping it up, tell them,

Training Suggestion:

Assuming that you'll be delivering this training electronically, feel free to send them these questions in advance of the session. If you'll be delivering the training in person, you can project the questions via PowerPoint or write them on a white board, etc.



Thoughts for Consideration:

“In the first parts of Chapter 3, we learn about the four ponds. When the frogs completely transitioned, they were asked to choose a pond to live on. Bull seems to choose the pond that best fits him. Plop stills seems a bit blah-zay and doesn’t really care about what happened. All four frogs were randomly selected to live on Pond 4”.

“Once again, Spark decides to be Orange. He mentions the beauty of Pond 4”.

“Spark ultimately maximizes on his color by catching an over abundance of flies. He notices that after he is done eating, everyone else is still hungry. He uses his color to his advantage”.

“By the end of the Chapter, Spark was entirely Orange”.

Connecting This Lesson To Our Work:

“What things are you doing in your everyday work life that promote your own positivity and the positivity of others?”

Action:

“We are going to try to replicate some of the things that Spark does when he becomes more Orange. What was one of the things you remember?” Could be doing something kind for others, meditate, making a choice to be Orange. “What things are you doing in your everyday life that promote healthy wholeness?”

Suggested Activity:

This is a good question to pose to participants in an email and ask them for a short response.

“To bring a sense of positivity to myself and others at work, I _____ because _____.”

Example: “To bring a sense of positivity to myself and others at work, I play upbeat, happy, music, at my workstation including music that I know my coworkers like because they’ve told me that music is important to them.”

Alternate Discussions:

- What are some of the things that turn Spark more Orange?
- What three things do flies on the Island talk about?
- What pond does Bull want to live on?
- What does Plop say when he finds out he will be on Pond 4?

Weekly To-Do's:

1. Given the lessons that we've discussed today, what can you commit to doing immediately that will create positive impact for people at work this week?

2. Please re-read chapters 5 & 6 before our next session.