

7 Habits Lesson Plans
&
Home / School Connections

Bellerive Elementary School

Creve Coeur, Missouri

Habit #1 – Be Proactive



Bellerive Elementary School

Creve Coeur, Missouri

HABIT #1 - BE PROACTIVE

Title:	"Traffic Light: Stop, Think and Go"		
Learning Objective:	Students will learn the difference between a proactive vs. a reactive response. Students will have an opportunity to use the Stop-Think-Go Model to make the best choice.		
FranklinCovey Habit:	Habit 1		
Subject Area:	Language Arts		
Activity Time:	30-45 minutes	Grade Level:	K-5th



Student Materials	Teacher Materials	Review
Black construction paper Red, green, yellow construction paper	Scenarios "Stop Light" example (pre-made or make with students)	Language/key points <ul style="list-style-type: none"> • Proactive vs. Reactive • Responsibility for our actions, taking initiative, leadership. • "I am a product of my choices."

Introduction

Introduction:

- Introduce the habit
- Explain Proactive vs. Reactive responses
- Ask students what happens when a person is quick to act without taking the time to consider the best choice. **Reactive people**
 - Not choosing the best alternatives
 - Not in control
 - Blame others
 - Are not responsible
 - Respond with mood or feelings
 - Quickly get angry
 - Say things they regret later
- Ask students what happens when a person takes their time to act, and consider the alternatives they have, and make the best choice. **Proactive people**
 - Are in charge of their choices
 - Are responsible
 - Are in control
 - Think before they speak
 - Are role models
 - Are not likely to get into trouble
- Explain to students that Habit 1: **Be Proactive** reminds us to take responsibility for our actions and attitudes. People who are proactive know they are:
 - "Free to choose and are responsible for their choices"

Activity

Activity 1: "Stop, Think, Go"

- People who are Proactive, use the following model (Stop Light) to make their choices.
 - STOP-THINK-GO
 - **STOP**= Stop to cool down
 - **THINK**= Think about the different choices you have, chose the best alternative
 - **GO**= It is safe now, act on your best choice; a *proactive* choice.
- Present different scenarios (whole group or small groups/partnerships) where students can have the opportunity to use the model and be Proactive. Brainstorm different possibilities, assist students to choose the best choice.

Example: During recess, a student comes up to you, calls you names, and makes fun of you.

- **STOP** - count to 10, think of a happy place, take a deep breath, etc.
- **THINK**- What would you say?
 - Alternative 1: You could get angry and call him names. (Reactive)
 - Alternative 2: You could use an "I" message and ask him to stop. "I feel sad when you call me names, please stop doing that", "It really bothers me when you make fun of me, please stop." (Proactive)
 - Alternative 3: You could walk away and do the good kind of ignore. (Proactive)
- **GO** (Which response is the best choice?)

Scenario 1: In your PE class, someone makes fun of you by saying that they are faster than you. *What are your alternatives? What could be a proactive response?*

Scenario 2: In class, one of your classmates grabbed your markers in front of you, without asking. *What are your alternatives? What could be a proactive response?*

Scenario 3: On the playground you witnessed a group of kids taking money from another student. They threatened the student that if he told they would beat him up. *What are your alternatives? What could be a proactive response?*

Scenario 4: In class, your teacher yelled at you for talking; when in fact it was your neighbor talking. *What are your alternatives? What could be a proactive response?*

Activity 2:

Make a stoplight using construction paper, and label each color (age appropriate).

Stop=Red

Think= Yellow

Go= Green

*Can also add words or phrases that would be appropriate for each color (age appropriate).

Wrap Up

Wrap-up

- Reactive people will not stop to think about what they are going to do or say, they just act.
- Proactive people, on the other hand, will stop to think before they act.
- No matter what the situation is, you are responsible for handling it well. You always have the responsibility to act responsibly/proactively.

Home / School Connection

Habit #1 - Be Proactive

October 3, 2012

Dear Families,

Today your child spent time learning about **Habit #1 - Be Proactive**. In the first story from the book, *The 7 Habits of Happy Kids*, students learned about Sammy Squirrel. Sammy's story is called "Bored, Bored, Bored" because Sammy is bored and relying on others to find something fun for him to do. At the end of the story Sammy realizes that *he's* in charge of himself, his choices, and his actions. He decides what he can do, he takes charge, and he makes his own fun! In addition to being in charge, **Habit #1 - Be Proactive**, is about making choices. You can choose your mood and what kind of weather you will have - deciding to have a sunny, happy day or a cloudy, sad/crummy day. The choice is yours!

Habit #1 - Be Proactive is also about taking responsibility for your own actions and attitudes. Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to make a stoplight. People who are proactive use the stoplight model to make choices when faced with a frustrating situation. The stoplight stands for:

- **STOP (red)** = Stop to cool down
- **THINK (yellow)** = Think about the different choices you have, choose the best alternative
- **GO (green)** = It is safe now, act on your best choice; a *proactive* choice.

During the *buddy class learning activity*, students were given different scenarios where they were able to use the stoplight model to help themselves make responsible, proactive choices.

For Example:

During recess, a student comes up to you, calls you names, and makes fun of you. What should you do???

- **STOP** - take a deep breath, think of a happy place in your mind, count to 10, etc.
- **THINK- What would you say or do?**
 - ❖ Alternative 1: You could get angry and call him names. (Reactive)
 - ❖ Alternative 2: You could use an "I" message and ask him to stop. "I feel sad when you call me names, please stop doing that", "It really bothers me when you make fun of me, please stop." (Proactive)
 - ❖ Alternative 3: You could walk away and do the good kind of ignore. (Proactive)
- **GO** - Which response is the best choice? Make that choice!

For tonight's Home / School Connection please review your child's stoplight as a family. You may want to talk about ways the stoplight model can be applied at home, too. Please keep the stoplight at home for your reference. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,
~The Bellerive Staff

Title:	Be Proactive...I'm in Charge!
Learning Objective:	Students will learn the difference between proactive choices and reactive choices. They will learn about what it means to "carry your weather."
FranklinCovey Habit:	Habit 1: Be Proactive

Student Materials	Teacher Materials
School supplies (crayons, markers, pencils, etc.)	<p><u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> video from Barnes and Noble (link below)</p> <p><u>http://www.barnesandnoble.com/u/online-storytime-books-toys/379003588</u></p> <p>Paper plates (provided)</p> <p>Proactive / Reactive situation cards (attached)</p> <p>Stop – Think – Go bookmarks (attached)</p>

Introduction
<p>We all have bad days and we can choose to handle it however we want. Being proactive means that you are in charge of YOU. No one else is in charge of how you feel or how you react to a situation or problem. We can all get upset, but we need to stop and think about how to handle the situation before we hurt others. Talk about "carrying your weather." Only YOU can choose to have a "sunny day" or a "cloudy day."</p> <p>Here is a link to the video of Stephen R. Covey explaining what it means to "carry your weather." It is less than 2 minutes long. You may want to share it with your class or watch it as a quick refresher for yourself.</p> <p><u>http://www.youtube.com/watch?v=0AsYQNfk8UK</u></p>

Activity #1 – Story – WHOLE CLASS, IN INDIVIDUAL CLASSROOMS, PRIOR TO FAMILY TIME
<p>*Classroom teachers will share the video of Judith Viorst reading <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> in their own classroom prior to the start of Family Time.</p> <p>Possible questions to ask after watching the video:</p> <p>*Was Alexander's response to waking up, slipping on his skateboard, and falling proactive or reactive? What would have been a proactive response?</p> <p>*Paul told Alexander that he was his "third best friend." Was Alexander's response proactive or reactive?</p> <p>*How did Alexander react when he had no dessert in his lunch? What would have been a proactive response?</p> <p>*What about his response to Nick saying he was a crybaby or his mom punishing him for punching Nick? What would have been a proactive response?</p>

Activity #2 – Proactive vs. Reactive – SMALL GROUP LESSON DURING FAMILY TIME

1. Discuss the difference between Proactive and Reactive responses (definitions below from dictionary.com).

Proactive

adjective

1. (of a person, policy, or action) creating or controlling a situation by causing something to happen rather than responding to it after it has happened.

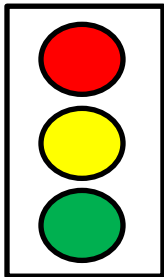
Reactive

adjective

1. done in response to a problem or situation; reacting to problems when they occur instead of doing something to prevent them

2. Share Proactive / Reactive situation cards (below) and talk about how to respond to each example in a proactive way.

State: People who are proactive stop to think before they make a decision. This is like a stoplight.



Red = stop

Yellow = think

Green = go

3. Make Stop – Think – Go bookmark to take home and share. Two additional bookmarks are for students to make at home and share with loved ones. Students will write STOP – THINK – GO on each bookmark before coloring.

Activity #3 – Carry Your Weather - SMALL GROUP LESSON DURING FAMILY TIME

Discuss why it is important to have a proactive response, not a reactive response. YOU are the only one who can decide how to respond to a situation or problem. No matter what the weather is outside, YOU are in charge of “carrying your own weather.” You must recognize your feelings so that you can take charge of your responses.

Using a paper plate, make a weather wheel. This weather wheel can be used at home or at school for determining the type of day you are having. Use a clothes pin, arrow, piece of paper, etc. to show your weather.

This example has 4 types of weather shown...make the weather wheel appropriate for your age/grade. Older students can help the younger students spell and/or draw.



Adapted from a lesson plan found at: <http://www.theleaderinmeonline.org>

Proactive / Reactive Situation Cards

These cards can be used to discuss Proactive vs. Reactive responses.

1. In PE class, someone makes fun of you by saying that they can run faster than you.

How do you respond? What could be a PROACTIVE response?

2. In class, one of your peers grabbed your markers in front of you, without asking.

How do you respond? What could be a PROACTIVE response?

3. On the playground you witnessed a group of kids taking money from another student.

How do you respond? What could be a PROACTIVE response?

4. In class, your teacher yelled at you for talking; when in fact it was your neighbor talking.

How do you respond? What could be a PROACTIVE response?

5. During wellness, a student comes up to you, calls you names, and makes fun of you.

How do you respond? What could be a PROACTIVE response?

6. Someone takes the seat you want in the café.

How do you respond? What could be a PROACTIVE response?

7. A classmate trips you and makes you fall as you are packing up to go home.

How do you respond? What could be a PROACTIVE response?

8. A student gets in front of you in line at the drinking fountain.

How do you respond? What could be a PROACTIVE response?

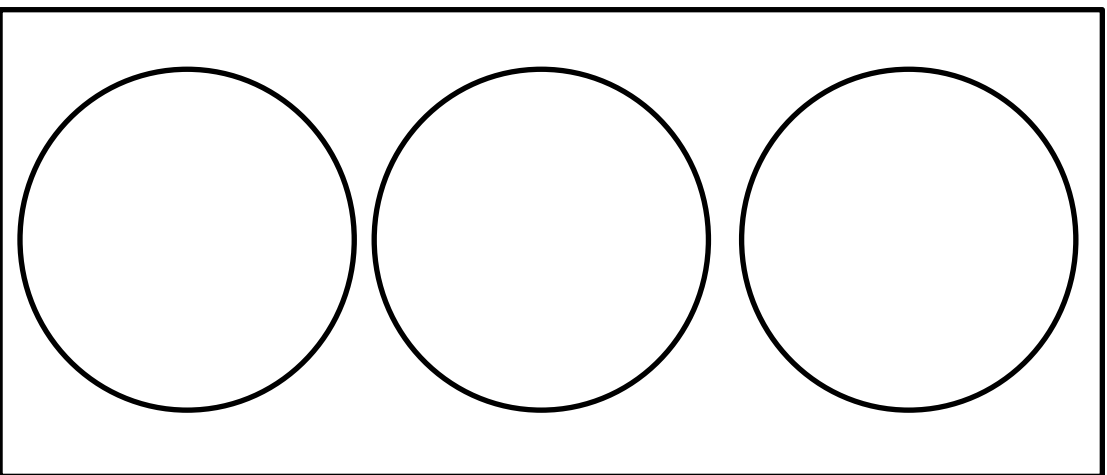
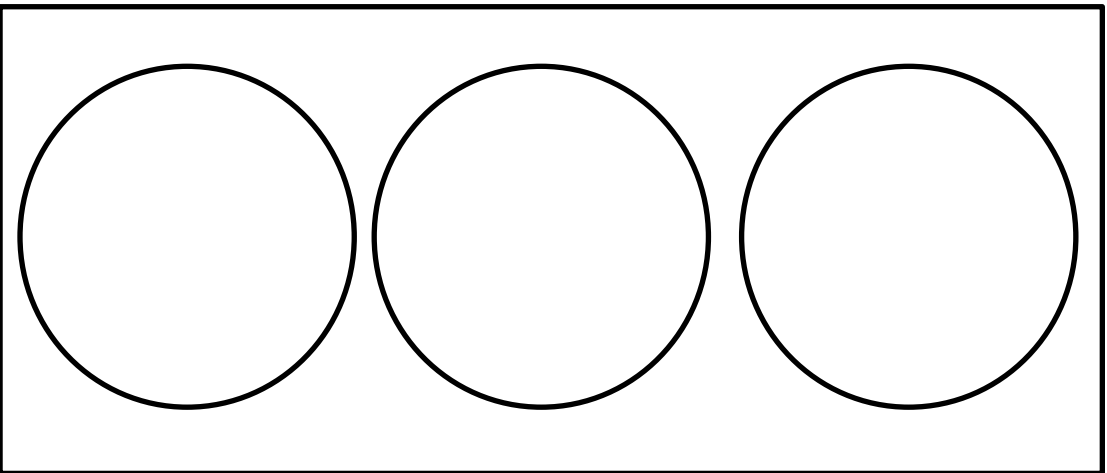
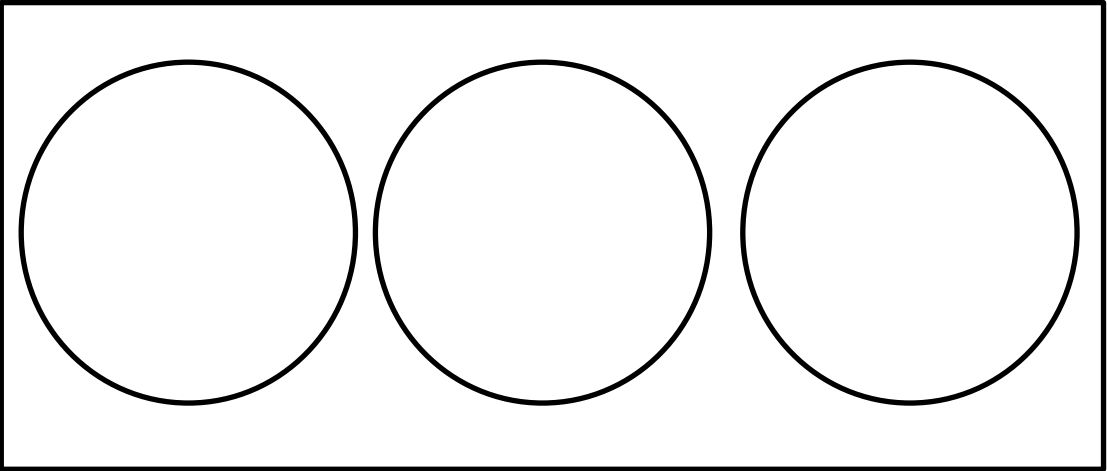
9. A friend borrows your scissors and forgets to give them back.

How do you respond? What could be a PROACTIVE response?

10. You forgot your homework on the kitchen table at home. You get in trouble for not being prepared for class.

How do you respond? What could be a PROACTIVE response?

Stop - Think - Go!



Home / School Connection

Habit #1 – Be Proactive

October 2, 2013

Dear Families,

Today your child spent time learning about Habit #1 – Be Proactive. In the first story from the book, The 7 Habits of Happy Kids, students learned about Sammy Squirrel. Sammy's story is called "Bored, Bored, Bored" because Sammy is bored and relying on others to find something fun for him to do. At the end of the story Sammy realizes that *he's* in charge of himself, his choices, and his actions. He decides what he can do, he takes charge, and he makes his own fun! In addition to being in charge, Habit #1 – Be Proactive, is about making choices. You can choose your mood and what kind of weather you will have - deciding to have a sunny, happy day or a cloudy, sad/crummy day. The choice is yours!



Habit #1 - Be Proactive is also about taking responsibility for your own actions and attitudes. Bellerive students and staff participated in *Family Time learning activities* today where each child had the opportunity to make a stoplight bookmark and a weather wheel. People who are proactive use the stoplight model to make choices when faced with a frustrating situation. The stoplight stands for:

- STOP (red) = Stop to cool down
- THINK (yellow) = Think about the different choices you have, choose the best alternative
- GO (green) = It is safe now, act on your best choice; a *proactive* choice.

Your child is bringing home two additional stoplight bookmarks for you to make and use as a family. These bookmarks can be used to mark a place in your book or you can hang them in prominent places in your home to serve as a reminder to follow Habit #1 - Be Proactive.

Likewise, the weather wheel is a tool for students to use when thinking about their mood or day. Proactive people choose to have sunny weather, even in the darkest of days. Carrying your weather is a choice, and YOU are the only one who can decide if you will have a "sunny day" or a "cloudy day." Here is a link to a video of Stephen R. Covey, author of The Seven Habits of Highly Effective People, explaining what it means to "carry your weather." It is less than 2 minutes long, yet it is extremely powerful.

<http://www.youtube.com/watch?v=OAsYQNfk8Uk>

For tonight's Home / School Connection please review your child's stoplight and weather wheel as a family. Please keep them both at home for your reference. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

Habit #1 - Be Proactive

ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

***Please structure these lessons based on the needs/abilities of your own students**

1. Famous Leader SmartNotebook:

Attached to the email is the famous leader smart notebook for our late start day. This time we'll be highlighting Gandhi as a proactive leader. Two videos are included, one for the primary grades and one for the upper grades. The primary grade video is on YouTube.

Primary Teachers: Please do not project it until after the ad (just in case something pops up that shouldn't!).

There is also a template to use to make class books (see below). Again, there is one for primary students and one for intermediate students. **Classroom Teachers: Please decide which template you would like to use and have it run for your class.**

2. Video and Craft: Pete the Cat – This activity is very open ended!

Watch the video via YouTube: <https://www.youtube.com/watch?v=1ll1oy2esjo> (4 minutes) and talk about how Pete is proactive. He doesn't get upset when he steps in the different things. He keeps his weather sunny!

Each child will make a Pete project to take home and remind them to be proactive. Several examples are included below, but feel free to be creative and come up with your own idea!

Examples (via Pinterest):



If none of these ideas float your boat, you always access the Leader in Me website for additional ideas. ©

<http://www.theleaderinme.org/>

Log in, then go to "Resources," on the drop down box click "7 Habits Lesson Plans," choose your grade, then choose your Habit.

Additional Activities

Attached to the email are two additions (from Teachers Pay Teachers) if you have time or are interested.

- Attachment #1 – Pete the Cat reader's theater (probably for our intermediate students)
- Attachment #2 – Pete the Cat page for class book (this is more for primary students)

BUDDY ACTIVITIES

Wellness Walk:

Debbie will set up the materials at 11:00 and leave them up till 3:00. You and your buddy class can decide what time works for you (10-15 minutes).

Along the track there will be 5 different activities that everyone can do. The instructions will be printed on a cone for each activity. Some activities require your whole class to do together, so instruct the students ahead of time that they need to stay with their teacher. After you complete an activity, your class continues walking on the track till you get to the next one. Your class may do an activity more than once as time permits.

Buddy Time Ideas:

Please talk with your Buddy Class partner and make arrangements for the activity/activities you will complete together during Buddy Time. ☺ Here are some ideas...

Read together

Share Leadership Binder

Share Personal celebrations

Art project

Team building activities

Games

Other ideas???

Make it relaxed and easy! Have fun as you get to know the members of your Buddy Class!!!

FAMILY TIME LESSON AND ACTIVITIES

Title:	Going Camping with Habit #1
Learning Objective:	Students will think about what they would take if they were to go camping.

Student Materials	Teacher Materials
*None	*Going Camping Lotus Diagram page - attached *Crayons, markers, pencils for your family members to use

Introduction

Today you will talk about **Habit #1 – Be Proactive**. Being proactive covers so much! Remind students that when they are proactive...they are in charge of themselves, they are responsible for their actions/thoughts/words, they make decisions based on their values (what is important to them), they take initiative, they listen to their "inner voice" to know right from wrong.

Today you will:

- talk about going camping and what things you would need (physical or mental)
- review your "campsite/family name"
- review your "secret family signal."

Activities

1. Tacky Goes To Camp:

There is a video of Erica reading this awesome camping book on the H drive. Enjoy!

2. Going Camping with Habit #1

Students will create a page for their leadership binder using the attached Lotus Diagram page (see below). In the 8 spaces fill in ideas of things that you would need if you were to go camping (this also incorporates **Habit #2 – Begin with the End in Mind**). Some possible ideas are: tent, positive attitude, food, sleeping bag, personal sunny weather, plates... Perhaps older family members (4th and 5th graders) can write for younger family members (Kindergarten and 1st graders). **Please print as many copies as you will need for your family and 3-hole punch!**

Students can color/illustrate their ideas and then place into leadership binders (when they return to class) as a reminder of Habit #1.

If time remains, you can review **Habit #1 – Be Proactive** activities from past years:

- Stop – Think – Go stoplight
- Carrying your weather – a great review video can be found at:
<http://www.youtube.com/watch?v=0AsYQNfk8UK>
- Proactive vs. Reactive

“Be the change you want to see in the world.”

–Mahatma Gandhi

What change do you want to see in the world?

What steps can YOU take to make that change happen?

“Be the change you want to see in the world.”

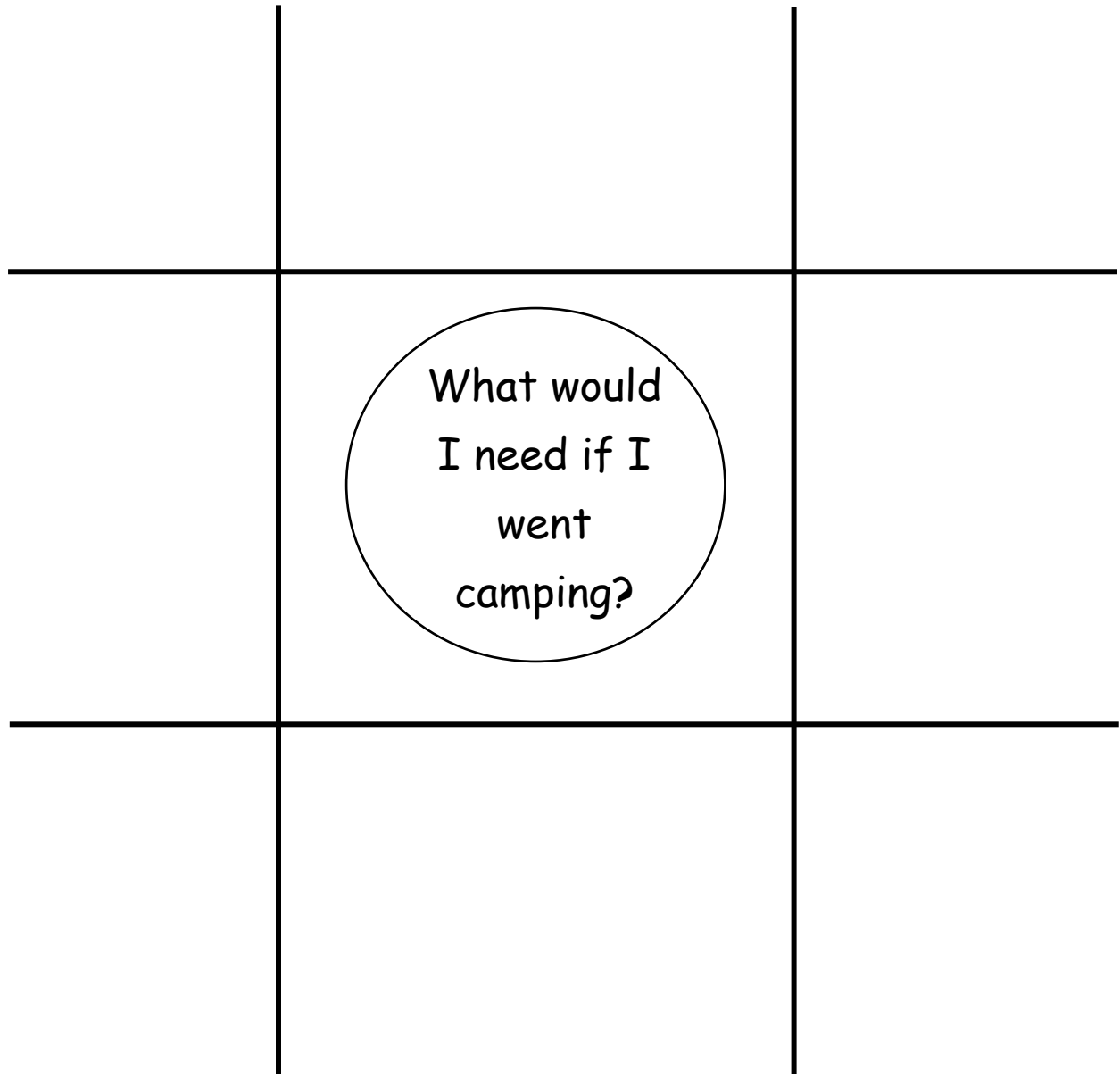
–Mahatma Gandhi

What change do you want to see in the world? What can you do to make that change happen?

Draw a picture of yourself changing the world.



Going Camping with Habit #1



Lotus Diagram

The Lotus Diagram is a brainstorming and organizational tool that is used to define key concepts or parts of a whole. It is based on the concept that the center of the diagram is the main idea or focus, and the eight surrounding boxes are representative of the petals of a lotus flower. Each of the eight ideas would be related to the central concept. Students can use this tool to brainstorm around a particular topic or break down a bigger idea.

www.leaderinme.org



Home / School Connection



October, 2014

Dear Families,

We enjoyed a great late start day full of lots of leadership and learning! Today's focus was Habit #1 – Be Proactive. In the first story from the book, The 7 Habits of Happy Kids, students learned about Sammy Squirrel. Sammy's story is called "Bored, Bored, Bored" because Sammy is bored and relying on others to find something fun for him to do. At the end of the story Sammy realizes that *he's* in charge of himself, his choices, and his actions. He decides what he can do, he takes charge, and he makes his own fun! In addition to being in charge, Habit #1 – Be Proactive, is about making choices. You can choose your mood and what kind of weather you will have - deciding to have a sunny, happy day or a cloudy, sad/crummy day. The choice is yours! Habit #1 - Be Proactive is also about taking responsibility for your own actions and attitudes, knowing what is right and doing it, and taking initiative. Wow!

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

The Buddy Class activity will be completed in a large group. Two classes of students (primary and intermediate grades paired together) will meet to get to know one another and complete activities on each late start day. These Buddy Classes will also be paired together at the end of the year for Field Day.

Family Time activities are small groups comprised of students from each grade level and led by a Bellerive staff member. Your child will remain part of this Family group for the duration of his/her educational career at Bellerive School.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits, particularly Habit #1 – Be Proactive.

Thank you so much for your support from home and for fostering the leader in your child!

Fondly,
The Bellerive Staff

Family Time Information

During the Family Time activity today your child spent time learning about Habit #1 – Be Proactive. Students worked together (Habit #6 – Synergize) with their family members to create a list of things that are necessary for a camping trip (to go with our camping theme!). Students listed and illustrated these items on a Lotus Diagram.

Home / School Connection Extension Activities

Please talk together with your child about today's Family Time activity. You can find the Lotus Diagram in your child's leadership binder. As you are working together (Habit #6 - Synergize) be proactive (Habit #1 - Be Proactive), have a plan (Habit #2 - Begin with the End in Mind), and listen to one another (Habit #5 - Seek First To Understand, Then To Be Understood), and have fun with your wonderful child (Habit #7 - Sharpen the Saw).

Habit #2 – Begin with the End in Mind

FINISH



Bellerive Elementary School

Creve Coeur, Missouri

Title:	"The Tortoise and the Hare"		
Learning Objective:	Students will become familiar with the habit language and will learn what a goal is.		
FranklinCovey Habit:	Habit 2 - <i>Begin with the End in Mind</i> , The Habit of Vision		
Subject Area:	English Language Arts		
Activity Type:	Group	Activity Time:	25-35 minutes

Student Materials	Teacher Materials
<ul style="list-style-type: none"> • Markers or crayons • Scissors 	<ul style="list-style-type: none"> • <i>The Tortoise and the Hare</i> story (multiple versions attached, please use the best one for your grade/age level) • <i>The Tortoise and the Hare</i> video (United Streaming link will be sent via email) • Tortoise/ Hare coloring page • paper for race track OR premade race track copies (for younger students).

Introduction
<p>Introduction:</p> <ul style="list-style-type: none"> • Introduce the habit - <i>Begin with the End in Mind</i> • Introduce story/video by asking students the following or similar question, "Have you ever wanted to get something or wanted to get some place and knew you had to work very hard to get there?" <ul style="list-style-type: none"> ○ Sometimes we have to set goals, in order to get something we really want. • Explain what a <i>goal</i> is: something that we want to accomplish; a place where we want to get to. • "Today, we are going to read a story/watch a video that talks about how hard we need to work if we want to get something or get somewhere. Pay close attention to the story and to the characters."

Activity

Activity 1:

- Read the attached story.
- Watch the United Streaming video (~8 minutes)

Activity Discussion:

- What was the end in mind for both the Tortoise and the Hare? What was their goal?
 - To win the race.
- Which of the two characters started the race with *the End in Mind*?
 - The Tortoise because he never gave up, and kept working towards his goal, to get to the finish line of the race.
- Who got distracted and lost focus from his goal?
 - The Hare got distracted.
- Comment on how easily people can get distracted from doing the things they are supposed to do, and forget the goal they started with.
- Ask students to raise their hand if they begin with the end in mind like the Tortoise:
 - At the beginning of each school day?
 - At the beginning of a new activity or homework?
 - When they go out to recess?
 - When they go to a field trip?
- Ask students if they see themselves winning the race like the Tortoise? Working hard on something to get where they want to go?
- What could be a goal that you can work on (examples):

Goal:

- Color inside the lines
- Pay attention to your teacher
- Follow the school rules
- Say nice and kind things to your friends
- Complete and turn in your homework

End Result:

- will make you feel proud of yourself
- to get the answers correct
- to stay away from trouble
- to have many friends
- to get good grades

Activity 2 - Race Map craft

- Color tortoise and hare OR create your own using construction paper (teacher discretion).
- Make a map of the race course, including "distractions" the hare faced (example: carrots, nap in a cozy spot, etc.) *Kindergarten students can use pre-made map if that would be helpful.
- Act out the story, focusing on the tortoise racing with "The End in Mind."

Wrap Up

Wrap-up:

- In the story, the tortoise taught us that sometimes, we need to take our time to do our best job. If we scribble and want to get everything done fast without paying attention to our work, our work will not be the best it can be.
- Like the tortoise, people who *Begin With the End in Mind* can accomplish their goal when they work hard at it.
- If you are getting tired, remind yourself, like the Tortoise: "*I can do this! Hard work and perseverance; I can do this.*"

*adapted from a lesson plan found on www.LeaderInMe.org

The Hare and the Tortoise

A hare one day made himself merry over the slow pace of the tortoise, vainly boasting of his own great speed in running.

The tortoise smiled at the hare and replied, "Let us try a race. We shall run from here to the pond and the fox out yonder shall be the judge."

The hare agreed and away they started together. True to his boasting the hare was out of sight in a moment.

The tortoise jogged along with a slow, steady pace, straight towards end of the course. Full of sport, the hare first outran the tortoise, then intentionally fell behind chuckling at the tortoise all the while.

Having come nearly to the goal, the hare began to nibble at the young plants. After a while, the day being warm, he lay down for a nap, saying: "The tortoise is behind me now. If he should go by, I can easily enough catch up."

When the hare awoke, the tortoise was not in sight. Running as fast as he could, the hare found the fox congratulating the tortoise at the finish line.

Don't forget -- slow but steady wins the race!

*Source: <http://www.dltk-teach.com/fables/tortoise/mstory.htm>

The Tortoise and the Hare

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting till you've won," answered the Tortoise. "Shall we race?"

So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race.

Then the Tortoise said: "Slow but steady progress wins the race."

*Source: <http://www.eastoftheweb.com/short-stories/UBooks/TorHar.shtml>

Version of The Tortoise and the Hare to be told aloud

Alternate version of the story:

- There are two main characters in this story: the Tortoise and the Hare.
- The Tortoise: was a smart, well-planned student; who took his time and always did his best in everything he did. Sometimes, it took him a little longer to complete his work, but at the end, he always turned in his best work. When he was getting tired, he always reminded himself, *"I can do this! Hard work and perseverance; I can do this."*
- The Hare: was fast, quick to think and act. He got things done quickly, but at the end of his work, he did not turn in his best work. His work was often messy and sometimes incorrect.
- The Tortoise and the Hare went to school together and were in the same classroom. The Hare always teased the Tortoise about how slow he was in doing everything. The Tortoise who was tired of his teasing, decided to race the Hare one day. On the day of the race, the Tortoise started the race with his eyes on the goal, the end of the race. While the Hare, convinced that he would win the race, became distracted by picking flowers, talking to other animals on the road, and taking a little nap. Meanwhile, the Tortoise kept working toward his goal and never stopped or got distracted on his way. He kept reminding himself: *"I can do this! Hard work and perseverance; I can do this."* At the end of the race, the Tortoise won the race!
- As a lesson to be learned by the Hare, he learned to respect the Tortoise and his hard work in keeping his eyes on the goal. He never teased the Tortoise again!

*Source: www.LeaderInMe.org

Home / School Connection

Habit #2 - Begin with the End in Mind

November 7, 2012

Dear Families,

Today your child spent time learning about **Habit #2 - Begin with the End in Mind**. In the second story from the book, The 7 Habits of Happy Kids, students learned about Goob the Bear in a story called "Goob and the Bug-Collecting Kit." Goob passes a toy store, sees a bug-collecting kit, decides he *has* to have it, and makes a plan to earn the \$4 it costs to buy the kit. He then spends his time putting his plan into action with the help of his buddy, Jumper Rabbit. They set up a lemonade stand, split the \$20 profit, and each make choices about how they will spend their money. Goob makes smart choices with his money and is able to buy the bug-collecting kit plus additional items. Jumper makes impulsive choices, buys popcorn, candy bars, gum, a cheap yo-yo (which breaks right away), and a small squirt gun (which he loses) and finds that his money "just kind of disappeared." In the end, Goob helps his buddy figure out that he needed to plan ahead, to **begin with the end in mind**, in order to get what he really wanted.

Habit #2 - Begin with the End in Mind is "the habit of vision, or the habit of having a plan." Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to listen to a classic fable, "The Tortoise and the Hare." The tortoise in this fable perfectly illustrates **beginning with the end in mind** because he sets his sights on the finish line and does not let anything distract him from his goal. The hare, on the other hand, is full of confidence and he's also lazy. He gets distracted from his goal and ends up losing the race. During the *buddy class learning activity* students designed and colored a race map, a tortoise, and a hare and have spent time "acting out" the fable.

For tonight's Home / School Connection please encourage your child to retell the fable to your family (see reverse for a version of the fable to keep). You may want to talk about ways the moral of the fable, **beginning with the end in mind**, can be applied at home, too. Please keep the map, tortoise, and hare at home for your reference. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

The Hare and the Tortoise

A hare one day made himself merry over the slow pace of the tortoise, vainly boasting of his own great speed in running.

The tortoise smiled at the hare and replied, "Let us try a race. We shall run from here to the pond and the fox out yonder shall be the judge."

The hare agreed and away they started together. True to his boasting the hare was out of sight in a moment.

The tortoise jogged along with a slow, steady pace, straight towards end of the course. Full of sport, the hare first outran the tortoise, then intentionally fell behind chuckling at the tortoise all the while.

Having come nearly to the goal, the hare began to nibble at the young plants. After a while, the day being warm, he lay down for a nap, saying: "The tortoise is behind me now. If he should go by, I can easily enough catch up."

When the hare awoke, the tortoise was not in sight. Running as fast as he could, the hare found the fox congratulating the tortoise at the finish line.

Don't forget -- slow but steady wins the race!

*Source: <http://www.dltk-teach.com/fables/tortoise/mstory.htm>

Title:	Habit #2 – Begin with the End in Mind with <u>The Very Busy Spider</u>
Learning Objective:	Students will learn how to Begin With the End in Mind and accomplish a goal by creating and following a plan.
FranklinCovey Habit:	Habit 2: Begin with the End in Mind

Student Materials	Teacher Materials
Leadership Binders	<u>The Very Busy Spider</u> by Eric Carle and read by the Bellerive Reader Leaders (video on H drive) Yarn – provided

Introduction
We all make goals to do certain things and we have to follow a plan to achieve the goal.

Activity #1 – Story – WHOLE CLASS, IN INDIVIDUAL CLASSROOMS, PRIOR TO FAMILY TIME
<p>Watch <u>The Very Busy Spider</u> (video found on H drive). The Very Busy Spider works hard, stays focused, and gets the job done – she doesn't get distracted. She is a great example of Habit #2 – Begin with the End in Mind!</p> <p><u>Possible discussion questions:</u></p> <ul style="list-style-type: none"> *What was the spider's goal? (catch food in her web) *Why did she need food? (she was hungry) *What was her plan? (to spin a web) *What did the other characters in the story do? (they wanted to play with the spider) *Did the spider follow her plan? (yes) *What happened at the end of the story? (she reached her goal of spinning a web and she caught food to eat) <p><u>Optional activity:</u></p> <p>Attached are some spider craft ideas if you would like to complete these in your own classroom. These could be used as a visual reminder for Habit #2.</p> <p>*Art Leader, Meredith, created a great example that is also included. ☺</p>

Activity #2 – Goals – SMALL GROUP LESSON DURING FAMILY TIME

Goals discussion

*Everyone sets goals! **Habit #2 – Begin with the End in Mind** reminds us to come up with a plan and create steps we need to take in order to reach a goal or accomplish something important to us.

*Have you ever reached a goal before? What happened when you reached your goal?

- Feel happy
- Set more goals
- Feel a sense of accomplishment
- Other ideas...

*What is a goal you have set for yourself (personal or academic)? How are you going to meet that goal?

*What might happen when you don't follow your plan and don't reach your goal?

- Feel sad
- Feel frustrated
- Upset with yourself
- Other ideas...

Create a Very Busy Spider WEB! Spider Web Game

When kids unroll a ball of yarn, they can become part of a supportive human spider web. According to the website, Youth Work Practice, one child holds a ball of yarn. He holds on to the end of the yarn and throws the ball of yarn to another child while asking a question. The question can be any question that the others can answer but may need to briefly think about. After answering the question, that child tosses the ball of yarn to another child with another question. As questions continue and the ball of yarn makes its journey around the children, the spider web forms.

Source: http://www.ehow.com/list_6127663_yarn-games-kids.html

Possible Questions to ask while tossing the yarn to create the spider web:

*What is your academic goal?

*Have you ever set a goal before?

*What do you want to be when you grow up?

*How do you think you can achieve the goal you have set?

*Other questions...

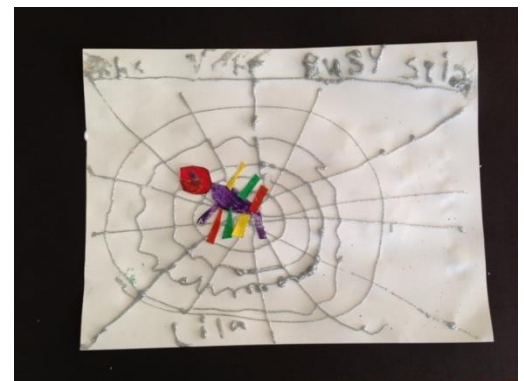
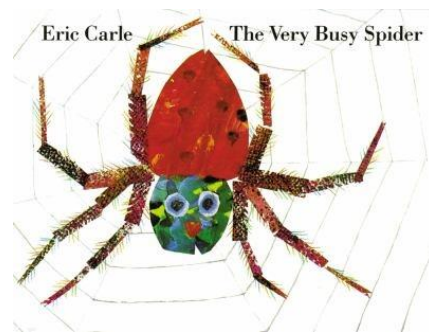
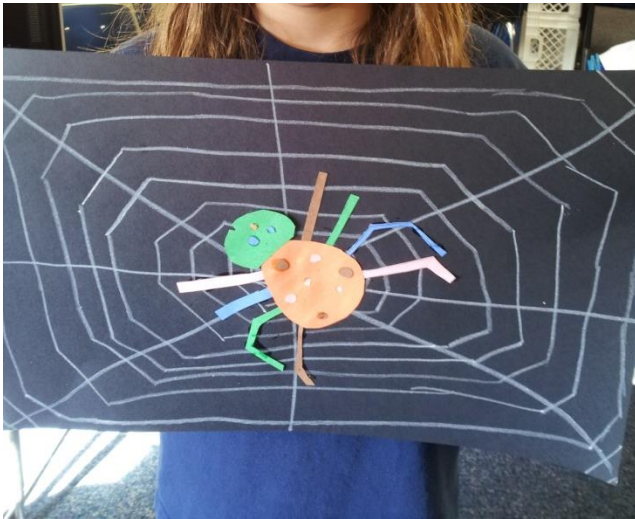
Conclusion / Wrap Up

Share Blue Leadership Binders. These look different across the 6 grade levels. Students can share academic goals they have set in their WIG section and share any other information that is important to them.

*Family Leaders might want to collect Leadership Binders and hold onto them during the assembly (so students aren't distracted ☺).

Adapted from a lesson plan found at: <http://www.theleaderinmeonline.org>

Very Busy Spider ideas (from Pinterest)



Home / School Connection

Habit #2 – Begin with the End in Mind

November 6, 2013

Dear Families,

Today your child spent time learning about Habit #2 – Begin with the End in Mind. In the second story from the book, The 7 Habits of Happy Kids, students learned about Goob the Bear in a story called “Goob and the Bug-Collecting Kit.” Goob passes a toy store, sees a bug-collecting kit, decides he *has* to have it, and makes a plan to earn the \$4 it costs to buy the kit. He then spends his time putting his plan into action with the help of his buddy, Jumper Rabbit. They set up a lemonade stand, split the \$20 profit, and each make choices about how they will spend their money. Goob makes smart choices with his money and is able to buy the bug-collecting kit plus additional items. Jumper makes impulsive choices, buys popcorn, candy bars, gum, a cheap yo-yo (which breaks right away), and a small squirt gun (which he loses) and finds that his money “just kind of disappeared.” In the end, Goob helps his buddy figure out that he needed to plan ahead, to begin with the end in mind, in order to get what he really wanted.

Habit #2 – Begin with the End in Mind is “the habit of vision, or the habit of having a plan.” Today all students had the opportunity to watch a video of the Bellerive Reader Leaders performing the story, The Very Busy Spider. The spider in this story perfectly illustrates beginning with the end in mind because she sets out to build a web in order to catch her dinner and does not let anything distract her from her goal. Bellerive students and staff participated in a *Family Time Learning Activity* today where everyone was able to share either academic or personal goals. Students shared Leadership Binders, highlighting the important pieces that help them begin with the end in mind.

When we learn about Habit #2 – Begin with the End in Mind we focus on our vision, values, and the outcomes we desire. This focus is personal, but can also be broadened to family, friends, and a professional setting as well. In his book, The Seven Habits of Highly Effective People, Stephen R. Covey encourages individuals to create a personal mission statement where you can focus “on what you want to be (character) and to do (contributions and achievements) and on the values or principles upon which being and doing are based” (p. 106). At Bellerive School, teachers and students are taking time over the next several weeks to create classroom mission statements. These will highlight the educational and social beliefs that are important to the groups creating the mission statement. Look for your child’s mission statement to be posted outside his/her classroom on Conference Night, Thursday, November 21.



For tonight's Home / School Connection we encourage you to begin with the end in mind and create your own personal mission statement as well as a mission statement for your family. There are several resources online that can assist you as you begin this journey. Below are some questions that might help you as you begin with the end in mind and start having this conversation. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

Creating Personal and Family Mission Statements:

Questions to Ask Yourself and Partner:

1. What was your favorite memory of this past year?
2. What was your biggest regret?
3. What is your favorite family activity?
4. What makes you feel happy and loved?
5. What is one new thing you'd like to try as a family in the new year?

Questions to Ask Your Kids:

1. What was your favorite memory of this past year?
2. What is your favorite thing to do as a family?
3. What is your favorite thing to do with just dad? With just mom?
4. What does mom do to make you feel happy and loved? What does dad do?
5. What is one thing you'd like to try as a family in the new year?

Source: <http://www.childhoodbeckons.com/2013/01/setting-family-goals-for-new-year.html>

Additional Online Resources:

<http://www.theleaderinme.org/uploads/Documents/TheLeaderInMeParentsGuide.pdf>

http://www.sparkparenting.com/Tip_Sheet_Family_Goals.pdf

<http://cornflowerbluestudio.blogspot.com/2012/02/diy-rotating-goal-list.html>

Habit #2 - Begin with the End in Mind

ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

*Please structure these lessons based on the needs/abilities of your own students

- **Famous Leader SmartNotebook:**

Attached to the email is the famous leader smart notebook related to **Habit #2 – Begin with the End in Mind**. This time we'll be highlighting Martin Luther King, Jr. Two BrainPop videos are included, one for the primary grades and one for the intermediate grades. Please choose the video that is most appropriate for your grade level (or watch both! ☺). As a follow up, students will be setting/reflecting on goals during during Family Time. Additional, more detailed, goal setting sheets will be available to families via the Home/School Connection and the Bellerive website for further work that can be done at home.

- **Berenstain Bears Video:**

Watch the video via YouTube: https://www.youtube.com/watch?v=rggswDd_JfA (~12 minutes) and talk about how the Bear Family begins with the end in mind. They make a plan!

*Please watch the video PRIOR to Family Time. During Family Time the kids will be Beginning with the End in Mind and setting goals for the 2nd trimester and/or reflecting on goals that are currently in progress.

- **Craft:**

Each child will make a sports/goal project to take home to remind them to set and/or reflect on their goals. Several examples are included below, but feel free to be creative and come up with your own idea!

Examples (via Pinterest):



If none of these ideas are appealing, you always access the Leader in Me website for additional ideas. ☺

<http://www.theleaderinme.org/>

Log in, then go to "Resources," on the drop down box click "7 Habits Lesson Plans," choose your grade, then choose your Habit.

Additional Activity

- Video - Happy Kids Episode 1: Goob's Bug Kit found on the LIM website (~7 minutes). <http://www.theleaderinme.org/>, click on Classroom Videos and it will pop up.

BUDDY ACTIVITIES

Wellness Activity:

Our November wellness activity will be a Fall Scavenger Hunt. You and your buddy class can enjoy a brisk walk in the crisp fall air as you search for items on the list. Debbie Kirby will put papers in the 3rd, 4th, and 5th grade teacher's mailbox to share with their buddies. Plan on about 15 minutes.

Buddy Time Ideas:

Please talk with your Buddy Class partner and make arrangements for the activity/activities you will complete together during Buddy Time. ☺ Here are some ideas...

Read together
Share Leadership Binder
Share Personal celebrations
Art project
Team building activities
Games
Other ideas???

Make it relaxed and easy! Have fun! Sharpen your saw together!

FAMILY TIME LESSON AND ACTIVITIES

Title:	Hiking with Habit #2
Learning Objective:	Students will Begin with the End in Mind and set a goal for the 2 nd trimester and/or reflect on a current goal.

Student Materials	Teacher Materials
*None	<ul style="list-style-type: none">• “Hiking Up Leadership Mountain” (below)• Crayons, markers, pencils for your family members to use

Introduction

We all set goals to do certain things and we have to follow a plan to achieve those goals. Today you will be setting goals and/or reflecting on goals that students are currently working toward.

Activities

1. Goals Discussion

*Everyone sets goals! **Habit #2 – Begin with the End in Mind** reminds us to come up with a plan and create steps we need to take in order to reach a goal or accomplish something important to us.

*Have you ever reached a goal before? What happened when you reached your goal?

- Feel happy
- Set more goals
- Feel a sense of accomplishment
- Other ideas...

*Some questions to ask...

- What is a goal you have set for yourself (personal or academic)?
- How are you going to meet that goal OR how have you met that goal?
- If you are in the middle of working toward a goal, how are you doing? Do you need any help? Who can you ask for help? Do you need to reassess and/or make any changes to your plan?
- Are you ready to set a new goal?

*What might happen when you don't follow your plan and don't reach your goal?

- Feel sad
- Feel frustrated
- Upset with yourself
- Other ideas...

2. Hiking Up Leadership Mountain with Habit #2

Students will create a page for their leadership binder using the “Hiking up Leadership Mountain” hiking page (see below). Please print as many copies as you will need for your family! Students will either set a goal for themselves OR they can reflect on a goal currently in progress. Then they can color/illustrate the goal sheet. We will be creating a bulletin board in the halls displaying the goals of our students. Please collect these goal sheets at the conclusion of Family Time and put them in Sarah's mailbox.



Examples of colored projects via <http://www.teachersnotebook.com/product/BlueRidgeSecondGradeDays/my-hiking-leadership-superpower-a-goal-setting-writing-craftivity>

If time remains, you can review **Habit #2 – Begin with the End in Mind** activities from past years:

- The Very Busy Spider by Eric Carle – the spider kept her focus and created her web to catch her dinner.
- The Tortoise and the Hare – the tortoise kept on working to win – “slow and steady wins the race.”

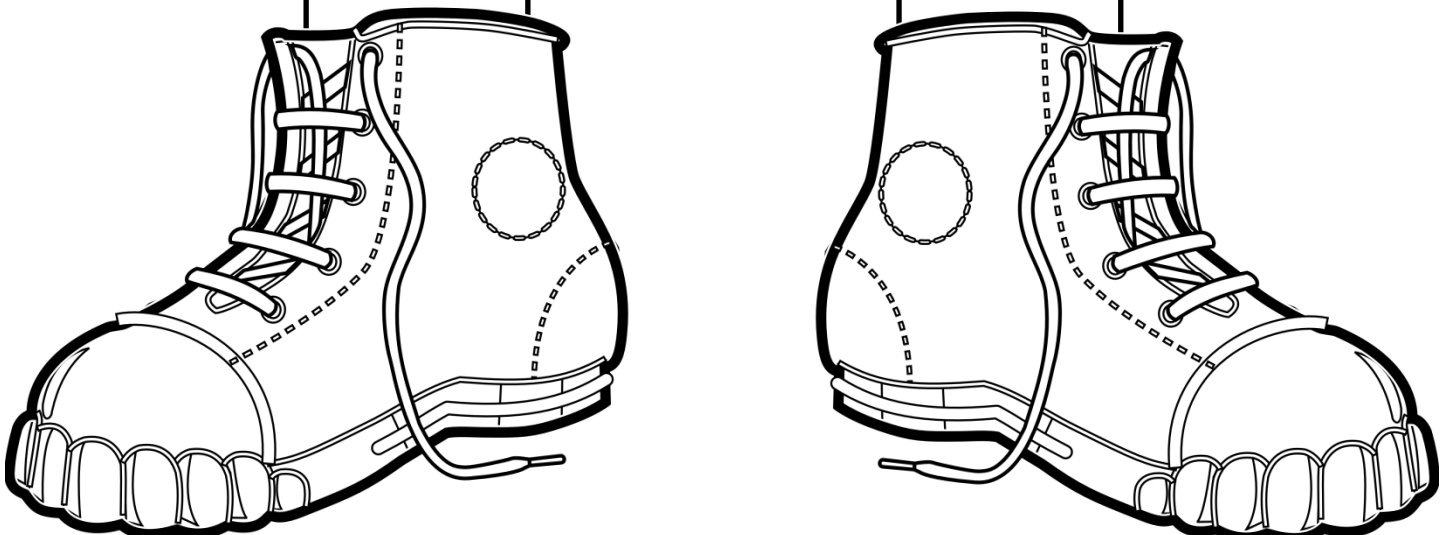
Hiking up Leadership Mountain

One goal at a time...

Name _____ Grade _____

My goal:

My plan:





Home / School Connection



November, 2014

Dear Families,

We enjoyed a great late start day full of lots of leadership and learning! Today's focus was Habit #2 – Begin with the End in Mind. In the second story from the book, The 7 Habits of Happy Kids, students learned about Goob the Bear in a story called "Goob and the Bug-Collecting Kit." Goob passes a toy store, sees a bug-collecting kit, decides he *has* to have it, and makes a plan to earn the \$4 it costs to buy the kit. He then spends his time putting his plan into action with the help of his buddy, Jumper Rabbit. They set up a lemonade stand, split the \$20 profit, and each make choices about how they will spend their money. Goob makes smart choices with his money and is able to buy the bug-collecting kit plus additional items. Jumper makes impulsive choices, buys popcorn, candy bars, gum, a cheap yo-yo (which breaks right away), and a small squirt gun (which he loses) and finds that his money "just kind of disappeared." In the end, Goob helps his buddy figure out that he needed to plan ahead, to begin with the end in mind, in order to get what he really wanted.

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits, particularly Habit #2 – Begin with the End in Mind.

Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

The Bellerive Staff

Family Time Information

During the Family Time activity today your child spent time learning about Habit #2 – Begin with the End in Mind. Students “Hiked up Leadership Mountain” as they reflected on goals that they are currently working toward and/or set new goals. All students completed a hiking goal setting/reflection page which will be displayed in the halls of Bellerive. Please stop by and find your child’s goal sheet in the next week or so!

Home / School Connection Extension Activities

Please talk together with your child about the goal he/she set and/or reflected upon during today’s Family Time activity. Included below are two goal setting sheets for your child to have at home. These could be used for home goals your child has set for himself/herself, or they could be used to create and monitor family goals. Please choose the goal setting sheet that is most appealing to your child. As you are working together (Habit #6 – Synergize) be proactive (Habit #1 – Be Proactive), have a plan (Habit #2 – Begin with the End in Mind), and listen to one another (Habit #5 – Seek First To Understand, Then To Be Understood), and have fun with your wonderful child (Habit #7 – Sharpen the Saw).

As a parent/guardian, I can support my child's goal by:

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

*Use the attached progress tracker to make notes, chart successes and set-backs, and celebrate the completion of your goal. Print as many as you need...some goals take longer than others to achieve. ☺

My Progress Tracker

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

My Goals

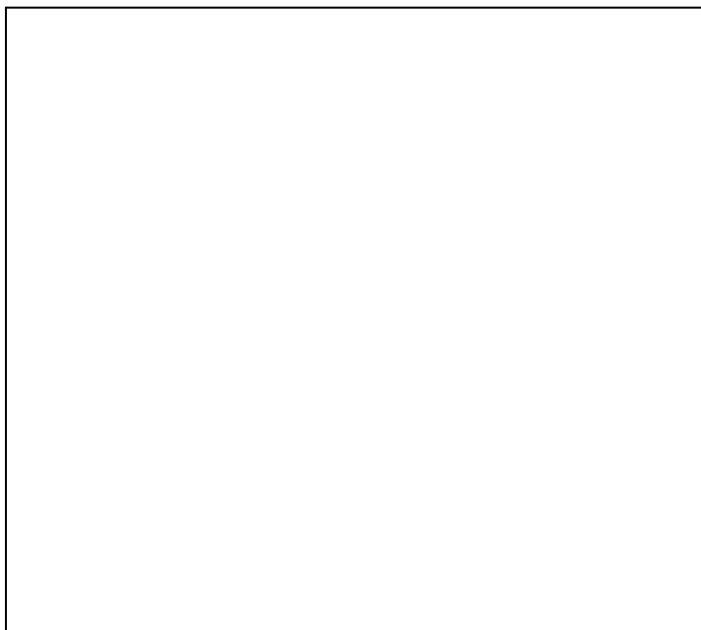
Write or draw your goal in each box.

Place an "X" on the line after you have reflected about your progress toward your goal.



----- Yes, I met my goal!

----- Not yet. I'm still working on my goal!



----- Yes, I met my goal!

----- Not yet. I'm still working on my goal!

Habit #3 – Put First Things First



Bellerive Elementary School

Creve Coeur, Missouri

Title:	"Identify your Big Rocks/Small Rocks"		
Learning Objective:	Students will learn the importance of prioritizing, time management and organization. Students will identify their own big rocks and small rocks.		
FranklinCovey Habit:	Habit 3: <i>Put First Things First</i> , The Habit of Integrity and Execution		
Activity Time:	30-45 minutes	Grade Level:	K-5

Student Materials	Teacher Materials	Review
Crayons / markers Glue scissors	SmartNotebook Big Rocks / Small Rocks document (sent via email) Big Rocks/Small Rocks activity sheet – blank for older students, picture rocks for younger students Construction paper for Activity #2 project	Language/key points *Prioritizing, time management, organization, discipline, follow-through *Big Rocks/Small Rocks

Introduction
<p>Introduction:</p> <ul style="list-style-type: none"> • Habit 3: <i>Put First Things First</i> is about setting priorities, planning ahead. • We all have important things to do every day; this is why it is important that we manage our time wisely by setting our priorities. • <i>Priority</i>: something important that requires our attention and needs to be done. • Discuss the 3 steps to weekly planning: <i>Setting priorities, organization, and time management</i>. <ul style="list-style-type: none"> ○ <i>Prioritizing</i> means to do the most important things first, and eliminate the unimportant. ○ <i>Organization</i>: having a place for everything. ○ <i>Time management</i>: taking care of our time, using it wisely. <ul style="list-style-type: none"> ▪ Know how long something might take and the reasons why it may take that long. What if it takes longer than you expected? Then what do you do? • Define Big Rocks/Small Rocks <ul style="list-style-type: none"> ○ Big Rocks: things that are most important and urgent <ul style="list-style-type: none"> ▪ Family, health, church, school/work ○ Small Rocks: things that are important, but not urgent; take up time, may wait <ul style="list-style-type: none"> ▪ Texting friends, watching TV, spending time on the internet

Activity

Activity 1:

- Watch The Little Red Hen (video in 7 Habits folder on Discovery Education Streaming website)
- The students will learn how the little red hen put first things first. The students will learn the importance of putting work before play.

Activity 2:

- Introduce the concept of Big Rocks / Small Rocks (see above for definition)
- Have the students turn to their neighbor and share what could be some Big Rocks/Small Rocks in their lives.
- Using Smart Board, move pictures in Smart Notebook document into appropriate column.
- Add additional ideas in appropriate column as generated by buddy classes (example ideas below; feel free to add more...)

Big Rocks (important & urgent)	Small Rocks (important, can wait)
<ul style="list-style-type: none">• Doing homework• Taking care of our health• Going to bed early• Eating healthy• Exercising• Having parents sign an important paper from school• Doing chores• Studying for an important test• Staying home when sick• Finishing class work before going to recess• Attending an important rehearsal or practice meeting	<ul style="list-style-type: none">• Watching too much TV• Spending time on the internet• Playing before dinner• Calling or texting friends• Going to a party• Playing video games all day

Activity 3:

- Students will create a Big Rocks/Small Rocks project using rock pages (blank rocks for older students, picture rocks for younger students).
- Older students will write some of their Big Rocks / Small Rocks on appropriate sized rock, cut out, and glue to large sheet of construction paper. Younger students will cut out Big Rocks / Small Rocks and glue to construction paper, and can either write or draw additional ideas on extra rocks. Decorate as desired.
- This will go home with students for the Home / School Connection! ☺

Wrap Up

Wrap-up:

- People who do not set priorities may miss important assignments, appointments and get behind on their homework or work responsibilities.
- If we take care of the most important things first and plan ahead, everything else can fit into our schedule.
- In our lives, we need to remember to set priorities, be disciplined and follow-through.

*adapted from a lesson plan found on the www.leaderinme.org website

Home / School Connection

Habit #3 - Put First Things First

December 5, 2012

Dear Families,

Today your child spent time learning about **Habit #3 - Put First Things First**. In the third story from the book, The 7 Habits of Happy Kids, students learned about Pokey the Porcupine, who LOVES to procrastinate. In the story "Pokey and the Spelling Test," Pokey is introduced to six spelling words on Monday. His teacher tells him to study all week long for the spelling test on Friday. Pokey has good intentions to study, but he decides to do other things instead, and puts off studying until the last minute. He crammed for the spelling test on Thursday night, failed the test on Friday, and learned that he needed to put first things first. He learned to study first before he went out to play. He also learned that it feels far better to be prepared than to wait until the last minute and fail.



Habit #3 - Put First Things First is the habit of self-management, and taking care of important things first. Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to listen to a classic folk tale, "The Little Red Hen." The Hen in this folk tale **puts first things first** as she plants a grain of wheat, harvests it, mills the wheat into flour, and bakes the flour into bread. She repeatedly asks other barnyard animals to help her, but they always have an excuse to do other things and avoid / put off helping. At the end of the tale the hen eats the bread herself, as she was the only one who put work before play. She **put first things first** and benefitted by having a delicious, warm loaf of bread to eat and enjoy.

During the *buddy class learning activity* students created a project illustrating the things that they put first - their personal "big rocks and small rocks." The big rocks represent the important things that must be put first before anything else - they are urgent and cannot wait (brushing your teeth, completing homework, making your bed, etc.). The small rocks represent the things that are important, but are not urgent and can wait (watching TV, playing a game, coloring a picture, etc.).

For tonight's Home / School Connection please encourage your child to retell the folk tale of "The Little Red Hen" to your family (see below for a version of the tale to keep). You may want to talk about ways the moral of the tale, **putting first things first**, can be applied at

home, too. Attached to this note is an extra page of "big rocks and small rocks." Please talk as a family and determine some additional "big rocks and small rocks" that are important to your family. Feel free to add these to the project your child created at school today. Please keep this project at home and refer to it as you notice your child **putting first things first**. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

"The Little Red Hen"

There once was a little red hen who found some wheat seed. She went to her friends and asked, "Who will help me plant this wheat?"

"Not I," said the rat. "Not I," said the cat. "Not I," said the dog. "Not I," said the pig.

"I will plant the wheat myself," said the little red hen. And she did.

The wheat was soon ripe and ready to cut. The little red hen went to her friends and asked, "Who will help me cut this wheat?"

"Not I," said the rat. "Not I," said the cat. "Not I," said the dog. "Not I," said the pig.

"I will cut the wheat myself," said the little red hen. And she did.

The wheat was cut and ready to take to the miller to be ground. The little red hen went to her friends and asked, "Who will help me carry this wheat to the miller?"

"Not I," said the rat. "Not I," said the cat. "Not I," said the dog. "Not I," said the pig.

"I will take the wheat to the miller myself," said the little red hen. And she did.

The wheat was ground and ready to bake into bread. The little red hen went to her friends and asked, "Who will help me bake some bread?"

"Not I," said the rat. "Not I," said the cat. "Not I," said the dog. "Not I," said the pig.

"I will bake the bread myself," said the little red hen. And she did.

The bread was baked and ready to eat. The little red hen went to her friends and asked, "Who will help me eat this bread?"

"I will," said the rat. "I will," said the cat. "I will," said the dog. "I will," said the pig.

"No you will not! I will eat the bread myself," said the little red hen. And she did.

Source: www.bry-



backmanor.org

Title:	"Identify your Big Rocks/Small Rocks"
Learning Objective:	Students will learn the importance of prioritizing, time management and organization. Students will identify their own big rocks and small rocks.
FranklinCovey Habit:	Habit 3: <i>Put First Things First</i> , The Habit of Integrity and Execution

Student Materials	Teacher Materials
None	<p>CLASSROOM TEACHERS: SmartNotebook Big Rocks / Small Rocks document (sent via email) to complete with your own class prior to Family Time.</p> <p>FAMILY LEADERS: Paint (it is NOT washable, so remind the kids to be careful!!!), Q-tips for painting, rocks (5th grade family members will bring these materials to you)</p> <p>**At the conclusion of Family Time please keep your rocks (labeled with which rock belongs to which child) until they are dry. We will have a follow-up BUDDY activity in the month of January to finish the rocks.</p>

Introduction
<ul style="list-style-type: none"> • Habit 3: <i>Put First Things First</i> is about setting priorities, planning ahead. • We all have important things to do every day; this is why it is important that we manage our time wisely by setting our priorities. • <i>Priority</i>: something important that requires our attention and needs to be done. • Define Big Rocks/Small Rocks <ul style="list-style-type: none"> ○ Big Rocks: things that are most important and urgent <ul style="list-style-type: none"> ▪ Family, health, church/temple, school/work ○ Small Rocks: things that are important, but not urgent; take up time, may wait <ul style="list-style-type: none"> ▪ Texting friends, watching TV, spending time on the internet

CLASSROOM ACTIVITY (in class prior to Family Time)

Activity:

- Introduce the concept of Big Rocks / Small Rocks (see above for definition)
- Have the students turn to their neighbor and share what could be some Big Rocks/Small Rocks in their lives.
- Using Smart Board, move pictures in Smart Notebook document into appropriate column.
- Add additional ideas in appropriate column as generated by class (example ideas below; feel free to add more...)

Big Rocks (important & urgent)	Small Rocks (important, can wait)
<ul style="list-style-type: none">• Doing homework• Taking care of our health• Going to bed early• Eating healthy• Exercising• Having parents sign an important paper from school• Doing chores• Studying for an important test• Staying home when sick• Finishing class work before going to recess• Attending an important rehearsal or practice meeting	<ul style="list-style-type: none">• Watching too much TV• Spending time on the internet• Playing before dinner• Calling or texting friends• Going to a party• Playing video games all day

FAMILY TIME ACTIVITY

Activity 1:

- Review big rocks/small rocks
- Students and Family leaders share some big and small rocks in your own life

Activity 2:

- Paint a rock – design it however you wish using the Q-tips to paint (**the paint is NOT washable – be careful!**). These rocks will be used to beautify our school grounds. They represent our students/staff and their big/small rocks. Possible design ideas below...
****Please keep the rocks until they are dry. Please also make sure to identify which rock belongs to which student in your family.**

Wrap Up

Wrap-up:

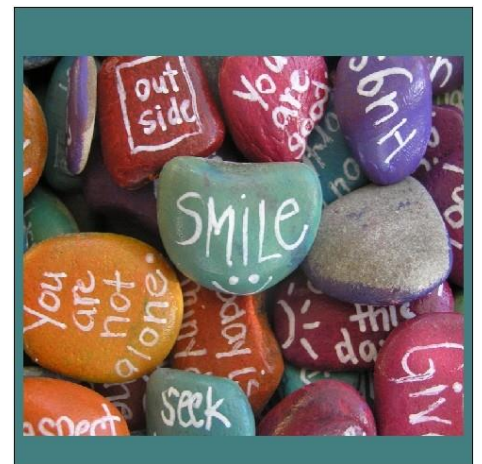
- People who do not set priorities may miss important assignments, appointments and get behind on their homework or work responsibilities.
- If we take care of the most important things first and plan ahead, everything else can fit into our schedule.
- In our lives, we need to remember to set priorities, be disciplined and follow-through.

BUDDY CLASS Follow Up Activity in January***

A follow-up BUDDY activity to finish the rocks will be planned (by buddy class teachers on a mutually agreeable date/time) for sometime in the month of January (no late start day this month). During this time in January your class will get together with your buddy class so students/staff can finish their rocks by writing or drawing what their big/small rock is and labeling it with their name. We recommend Sharpie or other permanent markers for this activity.

***More information coming about this activity...

*adapted from a lesson plan found on the www.leaderinme.org website



Home / School Connection

Habit #3 – Put First Things First

December 4, 2013

Dear Families,

Today your child spent time learning about Habit #3 – Put First Things First. In the third story from the book, The 7 Habits of Happy Kids, students learned about Pokey the Porcupine, who LOVES to procrastinate. In the story “Pokey and the Spelling Test,” Pokey is introduced to six spelling words on Monday. His teacher tells him to study all week long for the spelling test on Friday. Pokey has good intentions to study, but he decides to do other things instead, and puts off studying until the last minute. He crammed for the spelling test on Thursday night, failed the test on Friday, and learned that he needed to put first things first. He learned to study first before he went out to play. He also learned that it feels far better to be prepared than to wait until the last minute and fail.

Habit #3 – Put First Things First is the habit of self-management, and taking care of important things first. Bellerive students and staff participated in a *Family Time* activity today where family members discussed big rocks and small rocks. The big rocks represent the important things that must be put first before anything else – they are urgent and cannot wait (brushing your teeth, completing homework, making your bed, etc.). The small rocks represent the things that are important, but are not urgent and can wait (watching TV, playing a game, coloring a picture, etc.). After discussing everyone’s big rocks and small rocks, each family member designed and painted his/her own rock. As these rocks dry we will be placing them on our school grounds to create a rock garden representing our students and staff and the things that are important to us as a community.



For tonight’s Home / School Connection please encourage your child to share his/her big rocks and small rocks with you. As a family, think about the things that are important to you and think about ways you can live Habit #3 – Put First Things First. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

Habit #3 - Put First Things First

ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

***Please structure these lessons based on the needs/abilities of your own students**

Famous Leader SmartNotebook:

Attached is a SmartNotebook document with information about Stephen Covey. There is also a worksheet that the kids can complete (attached below).

Put First Things First Videos:

Watch The Very Hungry Caterpillar via YouTube:

<https://www.youtube.com/watch?v=xRtVcKGwv0> (~7 min.) and talk about how the caterpillar must put first things first in order to turn into a butterfly.

The older students might enjoy watching the Big Rocks training video on the LIM website (~10 min.). This video is Stephen Covey talking through putting rocks into a clear container while a woman from the audience tries to make all of the big/small rocks fit.

Go to: <http://www.theleaderinme.org/>

Log in, then go to "Quick Links," then click "Classroom Videos." Video title: "Big Rocks: The Key to Getting the Most Important Things Done."

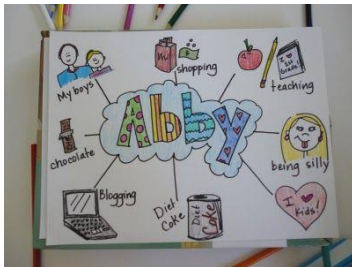
*Don't forget to put all of your videos into View Pure before sharing with your class!

<http://viewpure.com/>

Craft:

Each child will make a version of a big rocks/small rocks project to take home as a reminder to Put First Things First. The big rocks are the most important things that need to be done (family time, practice piano, exercise/sports practice, read, homework, etc.) and the small rocks are important, but are not critical (watch TV, color a picture, go shopping, play video games, etc.). A few examples are included below, but feel free to be creative and come up with your own idea!

Examples (via Pinterest):



If none of these ideas are appealing, you always access the Leader in Me website for additional ideas. ☺

<http://www.theleaderinme.org/>

Log in, then go to "Resources," on the drop down box click "7 Habits Lesson Plans," choose your grade, then choose your Habit.

Big Rocks/ Small Rocks:

- Introduce the concept of Big Rocks / Small Rocks (see Family Lesson Plan below for definition)
- Have the students turn to their neighbor and share what could be some Big Rocks/Small Rocks in their lives.
- Using the Big Rocks Smart Notebook activity, move pictures into appropriate column.
- Add additional ideas in appropriate column as generated by class (example ideas below; feel free to add more...)

Big Rocks (important & urgent)	Small Rocks (important, can wait)
<ul style="list-style-type: none">• Doing homework• Taking care of our health• Going to bed early• Eating healthy• Exercising• Having parents sign an important paper from school• Doing chores• Studying for an important test• Staying home when sick• Finishing class work before going to recess• Attending an important rehearsal or practice meeting	<ul style="list-style-type: none">• Watching too much TV• Spending time on the internet• Playing before dinner• Calling or texting friends• Going to a party• Playing video games all day

BUDDY ACTIVITIES

Buddy Time Ideas:

Please talk with your Buddy Class partner and make arrangements for the activity/activities you will complete together during Buddy Time. ☺ Here are some ideas...

Read together
Share Leadership Binder
Share Personal celebrations
Art project
Team building activities
Games
Other ideas???

Make it relaxed and easy! Have fun! Sharpen your saw together!

FAMILY TIME LESSON AND ACTIVITIES

Title:	Put First Things First with Habit #3
Learning Objective:	Students will Put First Things First and learn the importance of prioritizing, time management and organization. Students will identify their own big rocks and small rocks.

Student Materials	Teacher Materials
<ul style="list-style-type: none">• Leadership Binders	<ul style="list-style-type: none">• None 😊

Introduction

- Habit 3: *Put First Things First* is about setting priorities, planning ahead.
- We all have important things to do every day; this is why it is important that we manage our time wisely by setting our priorities.
- *Priority*: something important that requires our attention and needs to be done.
- Define Big Rocks/Small Rocks
 - Big Rocks: things that are most important and urgent
 - Family, health, church/temple, school/work
 - Small Rocks: things that are important, but not urgent; take up time, may wait
 - Texting friends, watching TV, spending time on the internet

Activities

1. Review big rocks/small rocks
2. Students and Family leaders share some big and small rocks in your own life
3. Share Leadership Binders with Family members
4. Share Thanksgiving Break activities and upcoming big rocks/small rocks for Winter Break.

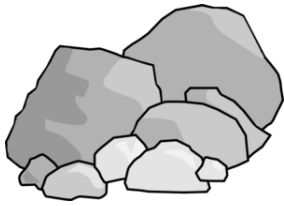
Make it relaxed and enjoyable for everyone. Have fun and visit with your Family members. 😊

Name _____ Date _____

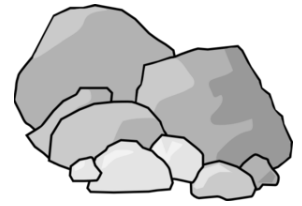
Habit 3: Put First Things First

Things that Cause Me to Procrastinate	My Highest Priorities

What tools can you use to ensure that you are staying focused on your priorities?



Home / School Connection



December, 2014

Dear Families,

We enjoyed a great late start day full of lots of leadership and learning! Today's focus was Habit #3 – Put First Things First. Today your child spent time learning about Habit #3 – Put First Things First. In the third story from the book, The 7 Habits of Happy Kids, students learned about Pokey the Porcupine, who LOVES to procrastinate. In the story "Pokey and the Spelling Test," Pokey is introduced to six spelling words on Monday. His teacher tells him to study all week long for the spelling test on Friday. Pokey has good intentions to study, but he decides to do other things instead, and puts off studying until the last minute. He crammed for the spelling test on Thursday night, failed the test on Friday, and learned that he needed to put first things first. He learned to study first before he went out to play. He also learned that it feels far better to be prepared than to wait until the last minute and fail.

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits, particularly Habit #3 – Put First Things First.

Thank you so much for your support from home and for fostering the leader in your child!

Fondly,
The Bellerive Staff

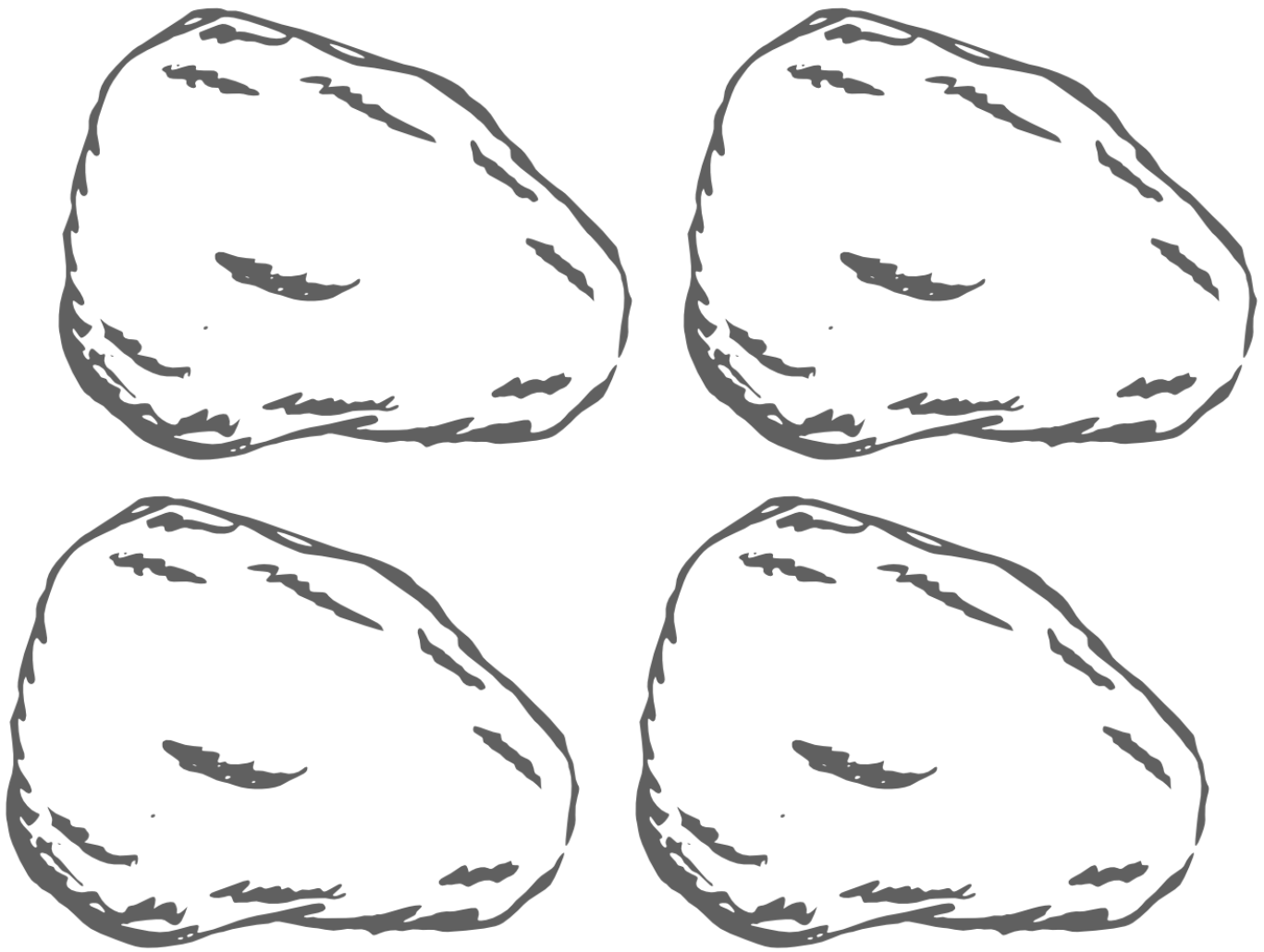
Family Time Information

During the Family Time activity today your child spent time learning about Habit #3 – Put First Things First. This is the habit of self-management, and taking care of important things first. Bellerive students and staff participated in a *Family Time* activity today where family members discussed big rocks and small rocks. The big rocks represent the important things that must be put first before anything else – they are urgent and cannot wait (brushing your teeth, completing homework, making your bed, etc.). The small rocks represent the things that are important, but are not urgent and can wait (watching TV, playing a game, coloring a picture, etc.).

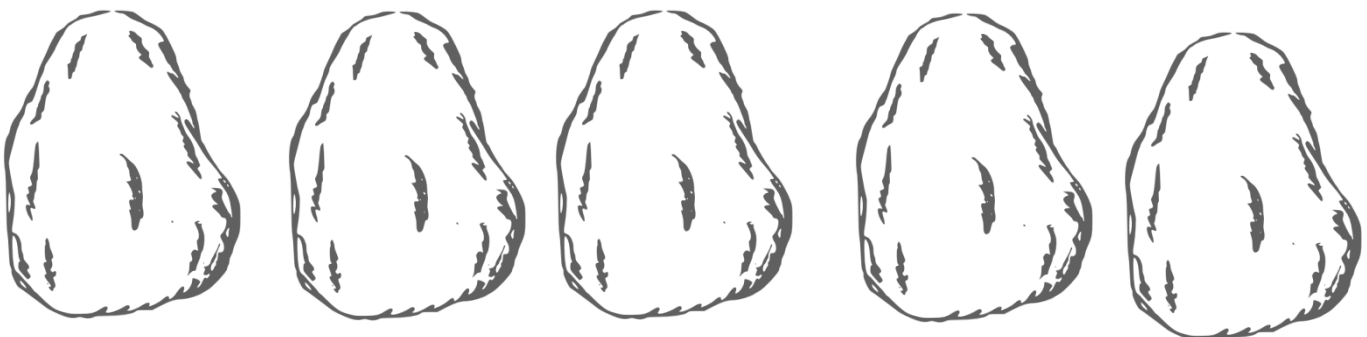
Home / School Connection Extension Activities

Please talk together with your child about the big rocks/small rocks in his/her life. Included on the back of this note are some big rocks and small rocks for you to fill out as a family. Write the things that are the most important to your family on the big rocks, and include other things that are important, but not critical on the small rocks. As you are working together (Habit #6 – Synergize) be proactive (Habit #1 – Be Proactive), have a plan (Habit #2 – Begin with the End in Mind), and listen to one another (Habit #5 – Seek First To Understand, Then To Be Understood), and have fun with your wonderful child (Habit #7 – Sharpen the Saw).

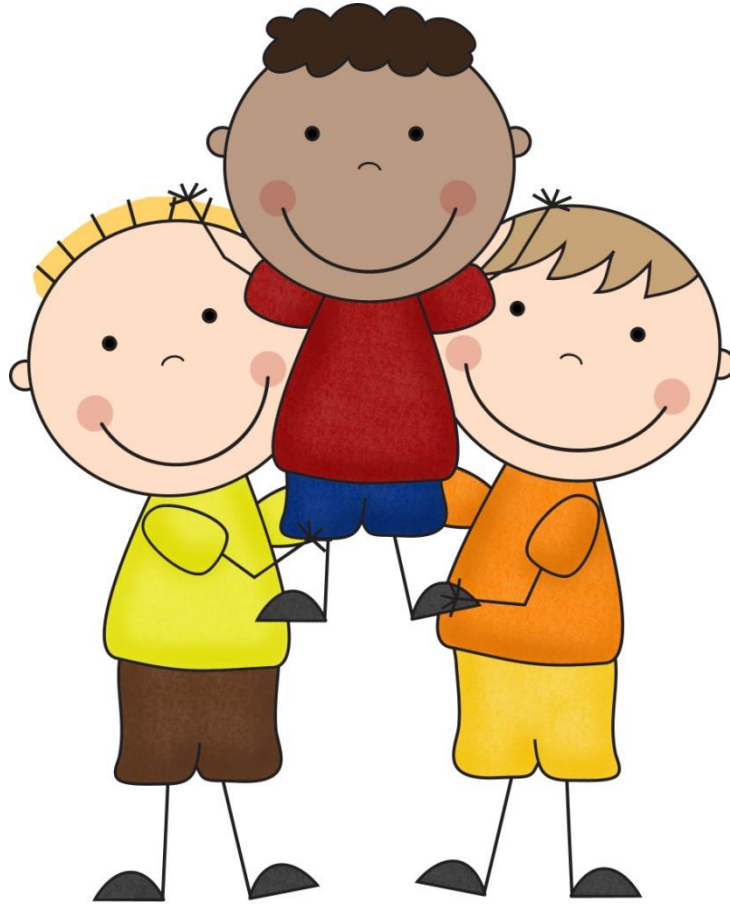
Big Rocks: things that are most important and urgent



Small Rocks: things that are important, but not urgent; things that take up time, but may also wait



Habit #4 – Think Win-Win



Bellerive Elementary School

Creve Coeur, Missouri

Title:	Thinking Win-Win with The Rainbow Fish		
Learning Objective:	The students will understand that working together toward a common goal or end is much more rewarding and satisfactory for everyone. The students will also understand that working together so that everyone is happy and satisfied is more important than having a winner and a loser.		
FranklinCovey Habit:	Habit #4 - Think Win-Win		
Activity Time:	30 min.	Grade Level:	K-5

Student Materials	Teacher Materials	Review
Crayons, markers, pencils, glue, scissors	Construction paper or white typing paper for student project	This is an introduction to Habit #4 - Think Win-Win.

Introduction	
<ol style="list-style-type: none"> 1. Relate Habit #4 – Think Win-Win to the Golden Rule – treating others in the way you want to be treated. 2. Talk about the vocabulary of Think Win-Win (the following definitions and examples are taken from <u>The 7 Habits of Highly Effective People</u> training day manual pages 90-91). 	
<p>WIN-WIN: “Let’s find a solution that works for both of us.” People who choose to win and make sure others also win practice win-win. They search for solutions that will make them happy and simultaneously satisfy others.</p>	
Characteristics	<ul style="list-style-type: none"> • Seeks mutual benefit • Is cooperative, not competitive • Listens more, stays in communication longer, and communicates with more courage
<p>WIN-LOSE: “I’m going to beat you no matter what.” People with a win-lose paradigm are concerned with themselves first and last. They want to win and they want others to lose. They achieve success at the expense or exclusion of another’s success. They are driven by comparison, competition, position, and power.</p>	
Characteristics	<ul style="list-style-type: none"> • Is very common scripting for most people. • Is the authoritarian approach. • Uses position, power, credentials, possessions, or personality to get the “win.”

LOSE-WIN: "I always get stepped on, pushed around."

People who choose to lose and let others win show high consideration, but lack the courage to express and act on their feelings and beliefs. They are easily intimidated and borrow strength from acceptance and popularity.

Characteristics	<ul style="list-style-type: none">• Voices no standards, no demands, no expectations on anyone else.• Is quick to please or appease.• Buries a lot of feelings.
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LOSE-LOSE: "If I'm going down, you're going down with me."

People who have a lose-lose paradigm are low on courage and consideration. They envy and criticize others. They put themselves and others down.

Characteristics	<ul style="list-style-type: none">• Is the mindset of a highly dependent person.• Is a "no win" because nobody benefits.• Is a long-term result of win-lose or "win."
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WIN: "As long as I win, I don't care if you win or lose."

People who hold a "win" paradigm think only of getting what they want. Although they don't necessarily want others to lose, they are personally set on winning. They think independently in interdependent situations, without sensitivity or awareness of others.

Characteristics	<ul style="list-style-type: none">• Is self-centered.• Thinks "me first."• Doesn't really care if the other person wins or loses.
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WIN-WIN or NO DEAL: "Let's find a solution that works for both of us or let's not play"

Win-Win or No Deal is the highest form of win-win. People who adopt this paradigm seek first for win-win. If they cannot find an acceptable solution, they agree to disagree agreeably.

Characteristics	<ul style="list-style-type: none">• Allows each party to say no.• Is the most realistic at the beginning of a relationship or business deal.• Is the highest form of win-win.
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Role Play Activity

Role-play the following situation with another adult, with a student, or have two students prepare it beforehand. Freeze the action when the argument is heating up.

Scenario: Kim is a third-grade student. She has been having trouble in math, and tomorrow there is a big test. While she is in the living room studying for this test and trying to work out some problems, her little brother, Marshall, comes in from school. Marshall, who is in the first grade, has had a hard day at school, so he wants to have some fun and relax. He turns on some music and begins to sing and dance around. Kim wants quiet, and the music is disturbing her. They argue.

Ask the following:

What's going on?

What is Kim feeling?

What is Marshall feeling?

What are Kim's needs?

What are Marshall's needs?

**It is important to discuss needs, because a good resolution depends on satisfying the needs of both children.

Show OR talk about the following grid of ways the conflict could come out. Boxes on the grid represent different types of solution to the conflict.

	Marshall gets what he needs	Marshall DOESN'T get what he needs
Kim gets what she needs	WIN-WIN	WIN-LOSE
Kim DOESN'T get what she needs	LOSE-WIN	LOSE-LOSE

Group Discussion: Ask the students to come up with possible endings to fit in the grid. In order to come to a win-win agreement, both people must be able to have their needs met.

Possible examples:

Kim tattles, Marshall gets in trouble and is sent to his room – WIN-LOSE

Kim storms from the room, angry, Marshall continues to sing/dance – LOSE-WIN

The fighting continues, Mom sends both to time out – LOSE-LOSE

Kim and Marshall agree that Marshall will play in the basement for 15 minutes while Kim studies, then he will come up and they can both sing/dance together – WIN-WIN

Project / Activity

1. Watch the video of The Rainbow Fish found on Storyline Online (6 minutes). (link will be sent via email)
2. As the story is playing, identify any of the above situations.
 - p. 3 – Win (Rainbow Fish glides by silently, ignoring all other fish – is self-centered)
 - p. 7 – Win (Rainbow Fish won't share with little fish – doesn't care if other wins/loses)
 - p. 20 – Win-Win (R. Fish shares scale with little fish – mutual benefit)
 - p. 22 – Win-Win (R. Fish shares with ALL fish and feels happy – mutual benefit)
3. Partner students up – older student together with a younger student
4. Project – Make a handprint fish using construction paper/typing paper by working together with a partner/small group. The older student will trace his/her hand, then both students will work together to decorate the fish. **Keeping in mind Habit #4 – Think Win-Win – both voices heard when deciding how to decorate the fish.** This fish is for the younger student to have and take home.
5. If time is left another fish may be made, this time with the younger student's hand being traced by the older student. Again, Think Win-Win to decorate the fish. This fish may go home with the older student.

Wrap Up

- It is important to think of others as well as yourself in all situations.
- Remember the Golden Rule – Treat others in the way you want to be treated – in all situations.
- Working together so that everyone is happy and satisfied is more important than having a winner and a loser.

*adapted from a lesson plan found on the www.leaderinme.org website

Home / School Connection

Habit #4 - Think Win-Win

February 6, 2013

Dear Families,

Today your child spent time learning about **Habit #4 - Think Win-Win**. In the fourth story from the book, The 7 Habits of Happy Kids, students learned about Lily Skunk, who wants a garden. In the story "Lily Plants a Garden," Lily shares her love of Mrs. Hoot's garden with her mother. She *really* wants to have a garden in her yard and she asks her mother for permission to plant her own vegetable garden. Lily's mother tells her that a garden is a lot of work, she worries she'll end up doing most of the work, and she really doesn't have the time right now. Lily is upset, but decides to write a letter to her mother detailing what she will do to help with the garden. Lily shares the letter with her mom, and her mom allows her to plant the garden. Lily is happy to have her garden, and her mom is happy to have fresh fruits and vegetables for the family. They both get what they want, and it is a **WIN-WIN** for both of them!

Habit #4 - Think Win-Win is the habit of thinking about others as well as yourself. It is the habit of seeking mutual benefit in all interactions. Sean Covey states in the book The 7 Habits of Happy Kids, "...life isn't just about me, and it's not just about you - it's about both of us."



Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to watch an online telling of the classic story, The Rainbow Fish. The Rainbow Fish has beautiful shimmery scales that he flaunts and will not share with others (this creates a WIN-LOSE situation where the Rainbow Fish WINS and the other fish in the story LOSE). Eventually the other fish stay away from the Rainbow Fish, who becomes unhappy and lonely (this

is a LOSE-LOSE situation where there is no benefit to either the Rainbow Fish or the other fish - neither gets what they want or need). At the end of the story the Rainbow Fish learns that it is best to share, and he becomes happier and happier as he gives away his shimmery scales. This creates a WIN-WIN situation where everyone benefits and gets what they want.

During the *buddy class learning activity* students worked together in partnerships (older student/younger student) to make a handprint fish. Students were thinking WIN-WIN, both participants got what they wanted/needed, as they worked together to decorate the fish.

For tonight's Home / School Connection please encourage your child to retell The Rainbow Fish to your family OR watch it together online at www.storylineonline.net (it's a 6 minute video). You may want to talk about ways the lesson of the story, **thinking win-win**, can be applied at home, too. Attached to this note is a Rainbow Fish outline. Please work together as a family and decorate the fish*. Before you start decorating, make a plan as a family for what you want your fish to look like (**Habit #2 - Begin with the End in Mind**). Be proactive (**Habit # 1 - Be Proactive**) and let everyone's voice be heard as you make your plan. Feel free to be creative as you work as a team, and remember to think win-win as you work! Please return your fish tomorrow to your child's teacher. We will be creating a **Habit #4 - Think Win-Win** display in our school. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

*Each Bellerive Family will make 1 Rainbow Fish. If you have more than one child at Bellerive School, please work together to make **ONLY ONE** (1) fish. Thank you!!!

Title:	Thinking Win-Win with The Rainbow Fish
Learning Objective:	The students will understand that working together toward a common goal or end is much more rewarding and satisfactory for everyone. The students will also understand that working together so that everyone is happy and satisfied is more important than having a winner and a loser.
FranklinCovey Habit:	Habit #4 - Think Win-Win

Student Materials	Teacher Materials
Crayons, markers, pencils, glue, scissors	Construction paper or white typing paper for student project 1 sheet of 12x18 construction paper for your fish tank Habit #4 – Think Win-Win refresher (see below)

Habit 4 Information – A brief refresher!

The following definitions and examples are taken from The 7 Habits of Highly Effective People training day manual pages 90-91.

WIN-WIN: “Let’s find a solution that works for both of us.”

People who choose to win and make sure others also win practice win-win. They search for solutions that will make them happy and simultaneously satisfy others.

Characteristics	<ul style="list-style-type: none"> • Seeks mutual benefit • Is cooperative, not competitive • Listens more, stays in communication longer, and communicates with more courage
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WIN-LOSE: “I’m going to beat you no matter what.”

People with a win-lose paradigm are concerned with themselves first and last. They want to win and they want others to lose. They achieve success at the expense or exclusion of another’s success. They are driven by comparison, competition, position, and power.

Characteristics	<ul style="list-style-type: none"> • Is very common scripting for most people. • Is the authoritarian approach. • Uses position, power, credentials, possessions, or personality to get the “win.”
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OSE-WIN: "I always get stepped on, pushed around."

People who choose to lose and let others win show high consideration, but lack the courage to express and act on their feelings and beliefs. They are easily intimidated and borrow strength from acceptance and popularity.

Characteristics	<ul style="list-style-type: none">• Voices no standards, no demands, no expectations on anyone else.• Is quick to please or appease.• Buries a lot of feelings.
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LOSE-LOSE: "If I'm going down, you're going down with me."

People who have a lose-lose paradigm are low on courage and consideration. They envy and criticize others. They put themselves and others down.

Characteristics	<ul style="list-style-type: none">• Is the mindset of a highly dependent person.• Is a "no win" because nobody benefits.• Is a long-term result of win-lose or "win."
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WIN: "As long as I win, I don't care if you win or lose."

People who hold a "win" paradigm think only of getting what they want. Although they don't necessarily want others to lose, they are personally set on winning. They think independently in interdependent situations, without sensitivity or awareness of others.

Characteristics	<ul style="list-style-type: none">• Is self-centered.• Thinks "me first."• Doesn't really care if the other person wins or loses.
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WIN-WIN or NO DEAL: "Let's find a solution that works for both of us or let's not play"

Win-Win or No Deal is the highest form of win-win. People who adopt this paradigm seek first for win-win. If they cannot find an acceptable solution, they agree to disagree agreeably.

Characteristics	<ul style="list-style-type: none">• Allows each party to say no.• Is the most realistic at the beginning of a relationship or business deal.• Is the highest form of win-win.
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Activity in Classrooms prior to Family Time

6. Watch the video of [The Rainbow Fish](http://www.storylineonline.net) found on Storyline Online via YouTube (6 minutes) in classroom prior to Family Time. www.storylineonline.net
7. As the story is playing, identify any of the above situations.
 - p. 3 – Lose/Lose (Rainbow Fish glides by silently, ignoring all other fish – is self-centered)
 - p. 7 – Win/Lose (Rainbow Fish won't share with little fish – doesn't care if other wins/loses)
 - p. 20 – Win-Win (R. Fish shares scale with little fish – mutual benefit)
 - p. 22 – Win-Win (R. Fish shares with ALL fish and feels happy – mutual benefit)

Family Time Activity

**The goal for today is to make a fish tank (keeping in mind Habit #4 – Think Win-Win) with handprint fish representing each member of your family. These fish tanks will be displayed in the hall with your Family Photo (taken in September).

1. Each child will make a handprint fish (see below for some ideas/examples). Using construction paper or white typing paper, each child will trace his/her hand, decorate it, and cut it out. Older students may wish to help the younger students. The fish can be colored and/or decorated however the child wishes – be creative and have fun!
2. Each family will make a fish tank (12x18 construction paper – your choice of color!). Please have students either sign their fish OR write names around the fish. Please make sure the names are legible and prominent. You may wish to use black marker for this.
3. Feel free to add detail to your fish tank when it is full of fish. Remember to Think Win-Win as you discuss decoration ideas as a family.
4. Please send completed fish tanks to Sarah Lane. We will get these laminated and put up on the wall.

Possible handprint fish ideas...



Additional Activity (time permitting) - Role Play

Role-play the following situation with another adult, with a student, or have two students prepare it beforehand. Freeze the action when the argument is heating up.

Scenario: Kim is a third-grade student. She has been having trouble in math, and tomorrow there is a big test. While she is in the living room studying for this test and trying to work out some problems, her little brother, Marshall, comes in from school. Marshall, who is in the first grade, has had a hard day at school, so he wants to have some fun and relax. He turns on some music and begins to sing and dance around. Kim wants quiet, and the music is disturbing her. They argue.

Ask the following:

- What's going on?
- What is Kim feeling?
- What is Marshall feeling?
- What are Kim's needs?
- What are Marshall's needs?

**It is important to discuss needs, because a good resolution depends on satisfying the needs of both children.

Show OR talk about the following grid of ways the conflict could come out. Boxes on the grid represent different types of solution to the conflict.

	Marshall gets what he needs	Marshall DOESN'T get what he needs
Kim gets what she needs	WIN-WIN	WIN-LOSE
Kim DOESN'T get what she needs	LOSE-WIN	LOSE-LOSE

Group Discussion: Ask the students to come up with possible endings to fit in the grid. In order to come to a win-win agreement, both people must be able to have their needs met.

Possible examples:

Kim tattles, Marshall gets in trouble and is sent to his room – WIN-LOSE

Kim storms from the room, angry, Marshall continues to sing/dance – LOSE-WIN

The fighting continues, Mom sends both to time out – LOSE-LOSE

Kim and Marshall agree that Marshall will play in the basement for 15 minutes while Kim studies, then he will come up and they can both sing/dance together – WIN-WIN

Wrap Up

- It is important to think of others as well as yourself in all situations.
- Remember the Golden Rule – Treat others in the way you want to be treated – in all situations.
- Working together so that everyone is happy and satisfied is more important than having a winner and a loser.

Home / School Connection

Habit #4 – Think Win-Win

February 5, 2014

Dear Families,

Today your child spent time learning about Habit #4 – Think Win-Win. In the fourth story from the book, The 7 Habits of Happy Kids, students learned about Lily Skunk, who wants a garden. In the story “Lily Plants a Garden,” Lily shares her love of Mrs. Hoot’s garden with her mother. She *really* wants to have a garden in her yard and she asks her mother for permission to plant her own vegetable garden. Lily’s mother tells her that a garden is a lot of work, she worries she’ll end up doing most of the work, and she really doesn’t have the time right now. Lily is upset, but decides to write a letter to her mother detailing what she will do to help with the garden. Lily shares the letter with her mom, and her mom allows her to plant the garden. Lily is happy to have her garden, and her mom is happy to have fresh fruits and vegetables for the family. They both get what they want, and it is a WIN-WIN for both of them!

Habit #4 – Think Win-Win is the habit of thinking about others as well as yourself. It is the habit of seeking mutual benefit in all interactions. Sean Covey states in the book The 7 Habits of Happy Kids, “...life isn’t just about me, and it’s not just about you – it’s about both of us.” Bellerive students and staff



participated in a *Family Time learning activity* today where each child had the opportunity to watch an online telling of the classic story, The Rainbow Fish. The Rainbow Fish has beautiful shimmering scales that he flaunts and will not share with others (this creates a WIN-LOSE situation where the Rainbow Fish WINS and the other fish in the story LOSE). Eventually the other fish stay away from the Rainbow Fish, who becomes unhappy and lonely (this is a LOSE-LOSE situation where there is no benefit to either the Rainbow Fish or the

other fish – neither gets what they want or need). At the end of the story the Rainbow Fish learns that it is best to share, and he becomes happier and happier as he gives away his shimmering scales. This creates a WIN-WIN situation where everyone benefits and gets what they want.

During *Family Time* students worked to create a handprint fish. All of these fish were then put together into a “family fish tank.” Students and staff were thinking WIN-WIN as they worked, and all participants got what they wanted/needed as they worked together to create the fish tank. We encourage you to stop by and see our Habit #4 – Think Win-Win fish tank display!!!

For tonight's Home / School Connection please encourage your child to retell The Rainbow Fish to your family OR watch it together online at www.storylineonline.net (it's a 6 minute video). You may want to talk about ways the lesson of the story, thinking win-win, can be applied at home, too. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

Habit #4 - Think Win-Win

Habit 4 Information – A brief refresher!

The following definitions and examples are taken from The 7 Habits of Highly Effective People training day manual pages 90-91.

WIN-WIN: "Let's find a solution that works for both of us."

People who choose to win and make sure others also win practice win-win. They search for solutions that will make them happy and simultaneously satisfy others.

Characteristics	<ul style="list-style-type: none">• Seeks mutual benefit• Is cooperative, not competitive• Listens more, stays in communication longer, and communicates with more courage
-----------------	--

WIN-LOSE: "I'm going to beat you no matter what."

People with a win-lose paradigm are concerned with themselves first and last. They want to win and they want others to lose. They achieve success at the expense or exclusion of another's success. They are driven by comparison, competition, position, and power.

Characteristics	<ul style="list-style-type: none">• Is very common scripting for most people.• Is the authoritarian approach.• Uses position, power, credentials, possessions, or personality to get the "win."
-----------------	---

LOSE-WIN: "I always get stepped on, pushed around."

People who choose to lose and let others win show high consideration, but lack the courage to express and act on their feelings and beliefs. They are easily intimidated and borrow strength from acceptance and popularity.

Characteristics	<ul style="list-style-type: none">• Voices no standards, no demands, no expectations on anyone else.• Is quick to please or appease.• Buries a lot of feelings.
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LOSE-LOSE: "If I'm going down, you're going down with me."

People who have a lose-lose paradigm are low on courage and consideration. They envy and criticize others. They put themselves and others down.

Characteristics	<ul style="list-style-type: none">• Is the mindset of a highly dependent person.• Is a "no win" because nobody benefits.• Is a long-term result of win-lose or "win."
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ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

***Please structure these lessons based on the needs/abilities of your own students**

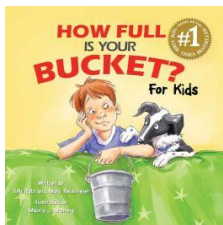
Famous Leader SmartNotebook:

Attached is a SmartNotebook document with information about Abraham Lincoln.

Think Win-Win PowerPoint:

Attached is an interactive Powerpoint for all grades. **Please complete this activity prior to Family Time.** The kids will need the vocabulary and an idea of the concepts to complete the Family Activity.

You could follow-up and read the book How Full is Your Bucket? For Kids or watch the video (~7 minutes): https://www.youtube.com/watch?v=A5R6-2m_qHk&noredirect=1



If you'd like to borrow a copy of this book, please let Jami know. There are a few copies available in the building. ☺

Think Win-Win Creative Thinking Activity – with Buddies OR with your own class

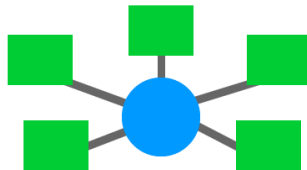
The last slide of the Smart Notebook document has a great Think Win-Win activity that you can complete in your classroom. This activity could be done with buddies or on your own in your classroom. This activity is best completed in groups of 2-3 students to create a scenario where a win-win would need to be reached.

Watch the video of The Cat in the Hat (9 minutes)

<https://www.youtube.com/watch?v=HQW8AfBdea4>

Challenge the students to listen to find out the children solved their problem with the rainy weather.

After reading the book, the children and teacher will discuss different things they could choose to do if they could not go outside to play. The teacher will record these ideas on a Brainstormer organizer (----->).



Next, the groups will think of a game they can create that could be played on a rainy day. Each student will suggest his or her idea. The ideas will be combined to create one game to make it a Win-Win. The teacher will confirm that ideas are a Win-Win. Games can be played and taught to other groups. Students can create a board game, card game, hand game, etc. They could even design the game board, cards, rule sheet, etc. to incorporate an art project. ☺ (from a lesson found at www.leaderinme.org)

BUDDY ACTIVITIES

Buddy Time Ideas:

Please talk with your Buddy Class partner and make arrangements for the activity/activities you will complete together during Buddy Time. ☺ Here are some ideas...

Read together
Share Leadership Binder
Share Personal celebrations
Art project
Team building activities
Games
Other ideas???

Make it relaxed and easy! Have fun! Sharpen your saw together!

FAMILY TIME LESSON AND ACTIVITIES

Title:	Thinking Win-Win with Habit #4
Learning Objective:	Students will demonstrate an understanding of the concepts of thinking win-win.

Student Materials	Teacher Materials
<ul style="list-style-type: none">• none	<ul style="list-style-type: none">• Think Win-Win worksheet (3 hole punched) – copy enough for your family (attached to the email)• Crayons/markers/pencils for family members to share

Activities

1. Review the 4 scenarios that can happen when we Think Win-Win (refer to Power Point if necessary).
2. Complete the Think Win-Win worksheet together as a family. The kids will put these in their Leadership Binders when they return from Family Time.

Additional Activity (time permitting) - Role Play

Role-play the following situation with another adult, with a student, or have two students prepare it beforehand. Freeze the action when the argument is heating up.

Scenario: Kim is a third-grade student. She has been having trouble in math, and tomorrow there is a big test. While she is in the living room studying for this test and trying to work out some problems, her little brother, Marshall, comes in from school. Marshall, who is in the first grade, has had a hard day at school, so he wants to have some fun and relax. He turns on some music and begins to sing and dance around. Kim wants quiet, and the music is disturbing her. They argue.

Ask the following:

- What's going on?
- What is Kim feeling?
- What is Marshall feeling?
- What are Kim's needs?
- What are Marshall's needs?

**It is important to discuss needs, because a good resolution depends on satisfying the needs of both children.

Show OR talk about the following grid of ways the conflict could come out. Boxes on the grid represent different types of solution to the conflict.

	Marshall gets what he needs	Marshall DOESN'T get what he needs
Kim gets what she needs	WIN-WIN	WIN-LOSE
Kim DOESN'T get what she needs	LOSE-WIN	LOSE-LOSE

Group Discussion: Ask the students to come up with possible endings to fit in the grid. In order to come to a win-win agreement, both people must be able to have their needs met.

Possible examples:

Kim tattles, Marshall gets in trouble and is sent to his room – WIN-LOSE

Kim storms from the room, angry, Marshall continues to sing/dance – LOSE-WIN

The fighting continues, Mom sends both to time out – LOSE-LOSE

Kim and Marshall agree that Marshall will play in the basement for 15 minutes while Kim studies, then he will come up and they can both sing/dance together – WIN-WIN

Home / School Connection

January, 2015

Dear Families,

Happy New Year!!! We enjoyed a great late start day full of lots of leadership and learning! Today's focus was Habit #4 - Think Win-Win. In the fourth story from the book, The 7 Habits of Happy Kids, students learned about Lily Skunk, who wants a garden. In the story "Lily Plants a Garden," Lily shares her love of Mrs. Hoot's garden with her mother. She *really* wants to have a garden in her yard and she asks her mother for permission to plant her own vegetable garden. Lily's mother tells her that a garden is a lot of work, she worries she'll end up doing most of the work, and she really doesn't have the time right now. Lily is upset, but decides to write a letter to her mother detailing what she will do to help with the garden. Lily shares the letter with her mom, and her mom allows her to plant the garden. Lily is happy to have her garden, and her mom is happy to have fresh fruits and vegetables for the family. They both get what they want, and it is a WIN-WIN for both of them!

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits, particularly Habit #4 - Think Win-Win.

Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

The Bellerive Staff

Family Time Information

During the Family Time activity today your child spent time learning about Habit #4 - Think Win-Win. It is the habit of seeking mutual benefit in all interactions. Sean Covey states in the book The 7 Habits of Happy Kids, "...life isn't just about me, and it's not just about you - it's about both of us." Today your child worked to learn about the 4 possible situations that can occur when trying to make decisions or problem solve with more than one person. The 4 situations are: win-win, win-lose, lose-win, lose-lose. Students and staff learned about these situations, completed an activity sheet (found in your child's Leadership Binder), and participated in role playing scenarios to solve problems.



Home / School Connection Extension Activities

Please talk together with your child about the 4 situations that can occur when trying to solve a problem or make a decision. Included on the back of this note are some situations for you to solve as a family. Think Win-Win (Habit #4 - Think Win-Win) as you solve these problems! As you are working together (Habit #6 - Synergize) be proactive (Habit #1 - Be Proactive), have a plan (Habit #2 - Begin with the End in Mind), and listen to one another (Habit #5 - Seek First To Understand, Then To Be Understood), and have fun with your wonderful child (Habit #7 - Sharpen the Saw).



You and a friend are spending the night together. You want to play a game but your friend wants to watch a movie.

How could you make this scenario win-win?



Your teacher is absent. None of your classmates are listening to the substitute teacher.

How could you make this scenario win-win?



You are trying to go to sleep, but your brother is watching TV very loudly.

How could you make this scenario win-win?



The class just finished a group activity and supplies are everywhere. No one can go to PE until it is all cleaned up. You have already cleaned up your mess.

How could you make this scenario win-win?

Habit #5 – Seek First to Understand, Then to be Understood



Bellerive Elementary School

Creve Coeur, Missouri

Title:	Habit 5 - Seek First to Understand Then to be Understood : Listening Empathically		
Learning Objective:	Students will learn the importance of Empathetic Listening - listening with your ears, eyes, & heart.		
Activity Time:	30 minutes	Grade Level:	Kindergarten - 5 th Grade

Student Materials	Teacher Materials
*school supplies (crayons, markers, etc.)	*1/2 sheet of construction paper for each student * <u>Hurty Feelings</u> video from H drive *Habit 5 power point (sent via email)

Introduction
<ol style="list-style-type: none"> 1. What is listening? Dictionaries define listening as taking notice of and acting on what someone says; responding to advice or a request. 2. What is empathy? Dictionaries define empathy as the action of understanding, being aware of or being sensitive to another. 3. What is empathic listening? "Empathic Listening is reflecting what a person feels and says in your own words." (7 Habits Signature Program book, page 110) <ul style="list-style-type: none"> • I listen to other people's ideas and feelings. • I try to see things from their viewpoints. • I listen to others without interrupting. <p>"Empathic listening is not about <i>me</i>", so don't:</p> <ul style="list-style-type: none"> • Problem Solve by trying to solve the problem for them, or tell them what to do • Ask questions while they're talking • Interpret the problem and tell the other person what <i>you</i> think the real problem is • Judge, agree or disagree 4. Have you ever talked to someone and felt like they were not paying attention or did not understand you? They needed to seek first to understand you, and then they could understand the problem in order to respond. 5. Teachers perform skit (2 are attached - choose one or both) to illustrate how important it is to really understand before you act.

Activity

Activity 1: Watch Hurty Feelings video found on the H drive. The book is written by Helen Lester, illustrated by Lynn Munsinger, and read to us by Erica Kirn. ☺ This is the story of Fragility, a *fragile* hippo who suffers from hurt feelings. As the video plays talk about Fragility - does she listen to the compliments given to her or does she just hear what she *thinks the other person is saying*? Is she seeking to understand before she reacts? At the end, has Fragility learned a lesson?

Activity 2: Mood Charades

As we seek first to understand, it is important to use our eyes as well as our hearts. Using the power point mood charades slide, call several students to the front of the room to act out an emotion. The student may not use words - only actions. Have the rest of the students **seek first to understand** before guessing the emotion. They must watch the person's face/body language while he/she is acting out the emotion.

Activity 3: Listening with ears, eyes, and heart

Show the Traditional Chinese Character that means "to listen with a virtuous heart" (next slide in the power point slideshow). Talk about what it means and how this relates to **seeking first to understand**. When we listen with our ears, eyes, and heart we:

- listen to other people's ideas and feelings.
- try to see things from their viewpoints.
- listen to others without interrupting.
- look people in the eyes when talking.

Pass out construction paper and have students draw what it means to listen with our ears, eyes, and heart. All projects will look different.

*Example ----->



Activity 4 (time permitting): Pair-up with another student (OR TEACHERS MODEL). Student 1 tells about a time when he/she felt sad, happy or frustrated. Student 2 states back what Student 1 just said. Then switch.... (If you have time do twice)

- You feel _____ about _____.
(feeling) (situation)

Wrap Up

With practice and understanding, we can develop stronger listening skills.

When we use empathic listening, we are sensitive to the feelings of others.

SKIT # 1 (Part A)

Teacher 1: Hi ____ I missed playing with you this weekend – we were so busy though – what did you do? (looking not very interested in her answer)

Teacher 2: Oh hi ____! On Friday night my cousin came in town with my favorite Aunt and Uncle and we went to dinner and to the new Disney movie that just came out!

*Teacher 1 is looking up like she is not listening and looks like she is ready to jump in and talk.

Teacher 1: Well (talking VERY FAST)let me tell you what I did! We went to Six Flags and then out for pizza ...You should see all the new rides they have! I went on the roller coasters and we had cotton candy and saw Bugs Bunny and a princess! It was so much fun! We were going to go see that new Disney movie that came out too but we got home too late. Have you seen that movie yet?

Teacher 2: (looking sad) I just told you that was what my aunt and uncle took me to this weekend. Weren't you even listening? It is not very respectful and even hurtful when you don't REALLY listen when others are talking. They will think you don't care about them.

This could have gone a little differently... watch....

SKIT # 1 (Part B)

Teacher 1: Hi ____ I missed playing with you this weekend – we were so busy though – what did you do? (looking her in the eye and really paying attention)

Teacher 2: Oh hi ____! On Friday night my cousin came in town with my favorite Aunt and Uncle and we went to dinner and to the new Disney movie that just came out!

Teacher 1: Wow! I remember you talking about your Aunt and Uncle! It sounds like you had a great time! I heard that movie is supposed to be really good! Where did you go for dinner?

Teacher 2: It was a really good movie – you will HAVE to go see it!! Before the movie they took me to my favorite restaurant, Red Robin! Enough about my weekend... tell me what YOU did!

**People appreciate when you listen – it shows that what they have to say is important too!

Skit #2 (Part A)

Teacher 1: Hey Friend! How are you this morning? We sure had fun together this weekend, didn't we?!!

Teacher 2: I guess. It was ok.

Teacher 1: (looking a little confused at her best friend) Oh... well, do you want to play together at recess?

Teacher 2: Um, I don't know. (saying very sadly)

Teacher 1: If you are going to be like that, I will play with someone else.

Teacher 1: (Talking to another person) Wow, Sara sure is a grump today. I don't want to play with her today – You won't want to either. Why don't WE play together! (Go skipping off.)

**Sometimes we need to SEEK FIRST TO UNDERSTAND, or ask questions to really understand what is going on with someone before we make a decision about them. This little scene could have gone a lot differently ... watch...

Skit #2 (Part B)

Teacher 1: Hey Friend! How are you this morning? We sure had fun together this weekend, didn't we?!!

Teacher 2: I guess. It was ok.

Teacher 1: (looking a little confused at her best friend) Oh... well, do you want to play together at recess?

Teacher 2: Um, I don't know. (saying very sadly)

Teacher 1: (Looking puzzled and concerned by her friends attitude) Hey, are you ok? You seem like there is something really bothering you. Can I help?

Teacher 2: Well, my new puppy, Muffy , ran away, and we can't find her anywhere. We looked all over yesterday and last night. I am just really worried that something will happen to her and we will never see her again. She is the best puppy and I love her so much (almost crying)

Teacher 1: I am SO sorry! Now I UNDERSTAND why you were acting a little different today. Let's get everyone together at recess today and make missing puppy signs to hang up – maybe that will help you find Muffy.

Teacher 2: Thanks for understanding – you are the best!

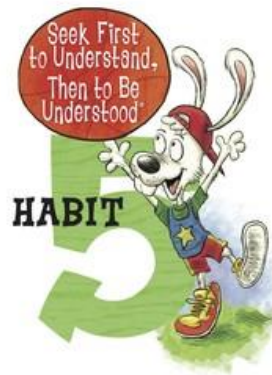
Home / School Connection

Habit #5 - Seek First To Understand, Then To Be Understood

March 6, 2013

Dear Families,

Today your child spent time learning about **Habit #5 - Seek First To Understand, Then To Be Understood**. In the fifth story from the book, The 7 Habits of Happy Kids, students learned about Jumper Rabbit, a friendly rabbit who wants to play with Goob the Bear. Goob is upset because he lost his butterfly net, but Jumper doesn't listen to Goob as he tells about his problem. Jumper leaves Goob and goes to find someone with. He goes to Tagalong Allie's house. Allie is having a problem, but Jumper can't understand what she's saying. He takes Allie to Lily Skunk's house and Lily is able to figure out what Allie is saying. She teaches Jumper to "...listen with your heart and your eyes, ears..." After he learns this lesson from Lily, Jumper really listens this time (with his ears, eyes, and heart!) and helps Goob find his butterfly net.



else to play a problem, but to Lily saying. She not just your Rabbit goes Jumper helps Goob

Habit #5 - Seek First To Understand, Then To Be Understood is the habit of empathic listening. "Empathic listening is reflecting what a person feels and says in *your own* words," (7 Habits Signature Program book, page 110). Empathic listening is listening to other people's ideas and feelings, trying to see things from their viewpoint, and listening without interrupting. "Empathic listening is not about *me*," (7 Habits Signature Program book, page 110). Don't try to solve the problem for the other person, tell them what to do, ask questions while they're talking, judge, agree or disagree. This is difficult to do!

Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to watch a video of Mrs. Kirn, one of our 2nd grade teachers, reading the book Hurty Feelings. This is the story of Fragility, a *fragile* hippo who suffers from hurt feelings. Fragility does not listen to the compliments given to her by her friends - she just hears what she *thinks the other person is saying*. She does not seek to understand! At the end of the story Fragility learns a lesson.

During the *buddy class learning activity* students also played "emotions charades" where they acted out a feeling (happy, sad, angry, excited, etc.). The other students were seeking to "listen with their eyes, ears, and hearts" to understand the emotion that was being acted out.

Students also created a project illustrating what listening with eyes, ears, and hearts means to them. Please allow your child/children to share these projects tonight.

For tonight's Home / School Connection please sit together as a family and answer any of the following "Family Talk" questions. As you are talking tonight be proactive (**Habit #1 - Be Proactive**), have a plan for your talk (**Habit #2 - Begin with the End in Mind**), and keep **Habit #5 - Seek First To Understand, Then To Be Understood** in mind! Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

"Family Talk" Questions from www.life.familyeducation.com

1. Tell me the five best things about you.
2. What does the word "success" mean to you?
3. What are the qualities that make a good friend?
4. If you could tell me never to serve two vegetables again, which two would you choose?
5. Who do you think I'd rather you be: an NBA ballplayer, the mayor, a famous explorer, or a movie star? Why?
6. Which of your friends do you think I like the most? Why?
7. On a scale of one to nine - one being not at all and nine being totally - how strict do you think I am? Where on the scale would you like me to be? (*Parents: you can draw this on paper to make it easier for smaller children.*)
8. What would be the ideal allowance? Tell me how you would use it.
9. Who was the best teacher you ever had? Tell me why.
10. What would the ideal teacher be like?
11. If you had to have one of these, which would you pick - and why? Really long nose hairs, hair in your ears, hair above your lip, massively hairy armpits!
12. How much privacy would you like? What time of the day would you like to be alone, and why?
13. Which one of your friends is the funniest? Why?
14. If you could arrange it, what time would I come home from work? Then, what would we do together?
15. Tell me who you think are the three greatest musicians in the world? Why?
16. If you could change three things about yourself, what would they be?
17. If you could keep your room any way you wanted, how would it look?

Title:	Habit 5 - Seek First to Understand Then to be Understood : Listening Empathically		
Learning Objective:	Students will learn the importance of Empathetic Listening - listening with your ears, eyes, & heart.		
Activity Time:	30 minutes	Grade Level:	Kindergarten - 5 th Grade

Student Materials	Teacher Materials
*school supplies (crayons, markers, etc.) for classroom activity only	*1/2 sheet of construction paper for each student OR a sheet of white typing paper
*No supplies for Family activity	*Habit 5 power point (sent via email)
	*pattern blocks or interlocking cubes - for Family Time

Habit 5 Information - A brief refresher

6. What is listening? Dictionaries define listening as taking notice of and acting on what someone says; responding to advice or a request.
7. What is empathy? Dictionaries define empathy as the action of understanding, being aware of or being sensitive to another.
8. What is empathic listening? "Empathic Listening is reflecting what a person feels and says in your own words." (7 Habits Signature Program book, page 110)
 - I listen to other people's ideas and feelings.
 - I try to see things from their viewpoints.
 - I listen to others without interrupting.

"Empathic listening is not about *me*", so don't:

 - Problem Solve by trying to solve the problem for them, or tell them what to do
 - Ask questions while they're talking
 - Interpret the problem and tell the other person what *you* think the real problem is
 - Judge, agree or disagree
9. Have you ever talked to someone and felt like they were not paying attention or did not understand you? They needed to seek first to understand you, and then they could understand the problem in order to respond.
10. Listening involves your eyes, ears, and heart. This is especially important for our DHH students and our students with autism who rely on facial expressions for meaning.

Activities in Classrooms prior to Family Time

Activity 1: Watch Howard B. Wigglebottom Learns to Listen at: <https://wedolisten.org/media/>

The book is written by Howard Binkow. This is the story of Howard, a cute rabbit, who gets into trouble for not listening. As he learns to be a better listener, things start to improve for him.

Talking points: Is Howard seeking to understand? At the end, has Howard learned a lesson?

Animated lesson (if time - probably for younger students):

https://wedolisten.org/subPages/Learns_to_Listen/Learns_to_Listen.html

Activity 2: Habit 5 Power Point (sent via email)

Go through the Power Point with your class to emphasize the importance of listening to understand.

Activity 3: Listening with ears, eyes, and heart

Show the Traditional Chinese Character that means "to listen with a virtuous heart" (last slide in the power point slideshow). Talk about what it means and how this relates to **seeking first to understand**. When we listen with our ears, eyes, and heart we:

- listen to other people's ideas and feelings.
- try to see things from their viewpoints.
- listen to others without interrupting.
- look people in the eyes when talking.

Listen with your...



Pass out construction paper or typing paper and have students draw what it means to listen with our ears, eyes, and heart. All projects will look different. *Example ----->

Activity 4: Simon Says (if time)

There is an AWESOME website with a fun Simon Says listening/learning game at:

<http://store.training-wheels.com/sisaasteto.html>. Have fun!!!

Family Time Activities

Activity 1: As we seek first to understand, it is important to use our eyes as well as our hearts. Using the mood charades (see below), call several students to the front of the room to act out an emotion. The student may not use words - only actions. Have the rest of the students **seek first to understand** before guessing the emotion. They must watch the person's face/body language while he/she is acting out the emotion.

Activity 2: "Do We Match?"

**Family leader might want to model this first with a student or another adult in your family.

Pair students up (perhaps older/younger students together). Give students pattern blocks or interlocking cubes, and have them sit back to back, each with a pile of cubes/blocks. One student gives verbal directions to his/her partner while building a design with the cubes/blocks. The partner needs to **seek first to understand** and build the design his/her partner is describing. When the design is complete, the students can then face each other and compare designs. Do they match? Are they close??? Could the directions have been clearer? Did both partners listen???

Wrap Up

With practice and understanding, we can develop stronger listening skills.

When we use empathic listening, we are sensitive to the feelings of others.

Mood Charades

Practice "listening with your eyes". Choose an emotion to try to express just with your face and body. You cannot use words.

angry	sad	impatient
scared	worried	relaxed
frustrated	surprised	stressed
embarrassed	tired	happy
interested	bored	confused
flattered	nervous	annoyed

*adapted from lessons found at www.TheLeaderInMe.org & www-wce.stjohns.k12.fl.us/leaderinme

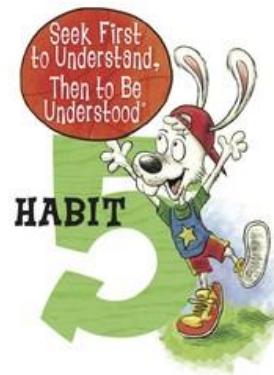
Home / School Connection

Habit #5 - Seek First To Understand, Then To Be Understood

March 5, 2014

Dear Families,

Today your child spent time learning about **Habit #5 - Seek First To Understand, Then To Be Understood**. In the fifth story from the book, The 7 Habits of Happy Kids, students learned about Jumper Rabbit, a friendly rabbit who wants to play with Goob the Bear. Goob is upset because he lost his butterfly net, but Jumper doesn't listen to Goob as he tells about his problem. Jumper leaves Goob and goes to find someone with. He goes to Tagalong Allie's house. Allie is having a problem, but Jumper can't understand what she's saying. He takes Allie to Lily Skunk's house and Lily is able to figure out what Allie is saying. She teaches Jumper to "...listen with your heart and your eyes, ears..." After he learns this lesson from Lily, Jumper really listens this time (with his ears, eyes, and heart!) and find his butterfly net.



else to play problem, but to Lily saying. She not just your Rabbit goes Jumper helps Goob

Habit #5 - Seek First To Understand, Then To Be Understood is the habit of empathic listening. "Empathic listening is reflecting what a person feels and says in *your own* words," (7 Habits Signature Program book, page 110). Empathic listening is listening to other people's ideas and feelings, trying to see things from their viewpoint, and listening without interrupting. "Empathic listening is not about *me*," (7 Habits Signature Program book, page 110). Don't try to solve the problem for the other person, tell them what to do, ask questions while they're talking, judge, agree or disagree. This is difficult to do!

Bellerive students and staff participated in Family Time activities today where each child had the opportunity to watch a video of Howard B. Wigglebottom, a cute rabbit who DOES NOT listen. Howard has difficulties due to his lack of listening, but at the end of the story he learns a lesson. The video can be found at: www.wedolisten.org.

During Family Time students also played "mood charades" where they acted out a feeling (happy, sad, angry, excited, etc.). The other students were seeking to "listen with their eyes, ears, and hearts" to understand the emotion that was being acted out. Students also created a project out of pattern blocks or cubes with a partner. Partners sat back to back, and one partner gave the directions to make the design. Partners then compared the designs that were

made. Did they match? Were they similar? Ask your child about his/her experience with this activity! You could even try this at home. Instead of using pattern blocks or cubes, you could draw a picture and compare. Have fun!

For tonight's Home / School Connection please sit together as a family and answer any of the following "Family Talk" questions aloud. As you are talking tonight be proactive (**Habit #1 - Be Proactive**), have a plan for your talk (**Habit #2 - Begin with the End in Mind**), and keep **Habit #5 - Seek First To Understand, Then To Be Understood** in mind! Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

"Family Talk" Questions from www.life.familyeducation.com

1. Tell me the five best things about you.
2. What does the word "success" mean to you?
3. What are the qualities that make a good friend?
4. If you could tell me never to serve two vegetables again, which two would you choose?
5. Who do you think I'd rather you be: an NBA ballplayer, the mayor, a famous explorer, or a movie star? Why?
6. Which of your friends do you think I like the most? Why?
7. On a scale of one to nine - one being not at all and nine being totally - how strict do you think I am? Where on the scale would you like me to be? (*Parents: you can draw this on paper to make it easier for smaller children.*)
8. What would be the ideal allowance? Tell me how you would use it.
9. Who was the best teacher you ever had? Tell me why.
10. What would the ideal teacher be like?
11. If you had to have one of these, which would you pick - and why? Really long nose hairs, hair in your ears, hair above your lip, massively hairy armpits!
12. How much privacy would you like? What time of the day would you like to be alone, and why?
13. Which one of your friends is the funniest? Why?
14. If you could arrange it, what time would I come home from work? Then, what would we do together?
15. Tell me who you think are the three greatest musicians in the world? Why?
16. If you could change three things about yourself, what would they be?
17. If you could keep your room any way you wanted, how would it look?

Habit #5 – Seek First To Understand, Then to be Understood

Habit 5 Information – A brief refresher

11. What is listening? Dictionaries define listening as taking notice of and acting on what someone says; responding to advice or a request.
12. What is empathy? Dictionaries define empathy as the action of understanding, being aware of or being sensitive to another.
13. What is empathic listening? “Empathic Listening is reflecting what a person feels and says in your own words.” (7 Habits Signature Program book, page 110)
- I listen to other people’s ideas and feelings.
 - I try to see things from their viewpoints.
 - I listen to others without interrupting.
- “Empathic listening is not about **me**”, so don’t:
- Problem Solve by trying to solve the problem for them, or tell them what to do
 - Ask questions while they’re talking
 - Interpret the problem and tell the other person what *you* think the real problem is
 - Judge, agree or disagree
14. Have you ever talked to someone and felt like they were not paying attention or did not understand you? They needed to seek first to understand you, and then they could understand the problem in order to respond.
15. Listening involves your eyes, ears, and heart. This is especially important for our DHH students and our students with autism who rely on facial expressions for meaning.

BUDDY ACTIVITIES

Buddy Time Ideas:

Please talk with your Buddy Class partner and make arrangements for the activity/activities you will complete together during Buddy Time. 😊 Here are some ideas...

Read together

Share Leadership Binder

Share Personal celebrations

Art project

Team building activities

Games

Other ideas???

Make it relaxed and easy! Have fun! Sharpen your saw together!

ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

***Please structure these lessons based on the needs/abilities of your own students**

There are lots of activities listed for this Habit. Please pick and choose the best for your class. Have fun!

Famous Leader SmartNotebook:

Attached is a SmartNotebook document with information about Helen Keller. There are videos included and some games you can play with your class to model seeking first to understand.

Activity 1: Habit 5 Power Point (sent via email)

Go through the Power Point with your class to emphasize the importance of listening to understand.

Activity 2: Listening with ears, eyes, and heart

Show the Traditional Chinese Character that means "to listen with a virtuous heart" (last slide in the power point slideshow). Talk about what it means and how this relates to **seeking first to understand**. When we listen with our ears, eyes, and heart we:

- listen to other people's ideas and feelings.
- try to see things from their viewpoints.
- listen to others without interrupting.
- look people in the eyes when talking.

Pass out construction paper or typing paper and have students draw what it means to listen with our ears, eyes, and heart. All projects will look different.

These could go in the Leadership section of Leadership Binders.

*Example ----->



Activity 3: As we seek first to understand, it is important to use our eyes as well as our hearts. Using the mood charades (see chart), call several students, one at a time, to the front of the room to act out an emotion. The student may not use words – only actions. Have the rest of the students **seek first to understand** before guessing the emotion. They must watch the person's face/body language while he/she is acting out the emotion.

angry	sad	impatient
scared	worried	relaxed
frustrated	surprised	happy
tired	bored	nervous

Activity 4: "Do We Match?"

Pair students up. Give students pattern blocks or interlocking cubes, and have them sit back to back, each with a pile of cubes/blocks. One student gives verbal directions to his/her partner while building a design with the cubes/blocks. The partner needs to **seek first to understand** and build the design his/her partner is describing. When the design is complete, the students can then face each other and compare designs. Do they match? Are they close???. Could the directions have been clearer? Did both partners listen???

FAMILY TIME LESSON AND ACTIVITIES

Title:	Seeking First to Understand, Then to be Understood with Habit #5
Learning Objective:	Students will demonstrate an understanding of the concepts of Habit #5.

Student Materials	Teacher Materials
*Leadership Binders	*pattern blocks or interlocking cubes

Activities

Activity 1: Share Leadership Binders with Family members and share successes from the Symposium tours that came through classrooms.

Make it relaxed and enjoyable for everyone. Have fun and visit with your Family members. 😊

Activity 2: "Do We Match?" (repeated from class activity on previous page)

Now try this activity with your multi-age family group! 😊

Pair students up (perhaps older/younger students together). Give students pattern blocks or interlocking cubes, and have them sit back to back, each with a pile of cubes/blocks. One student gives verbal directions to his/her partner while building a design with the cubes/blocks. The partner needs to **seek first to understand** and build the design his/her partner is describing. When the design is complete, the students can then face each other and compare designs. Do they match? Are they close??? Could the directions have been clearer? Did both partners listen???

*adapted from lessons found at www.TheLeaderInMe.org & www-wce.stjohns.k12.fl.us/leaderinme

Home / School Connection

February, 2015

Dear Families,

We enjoyed a great late start day full of lots of leadership and learning! Today's focus was Habit #5 – Seek First to Understand, Then to be Understood. In the fifth story from the book, *The 7 Habits of Happy Kids*, students learned about Jumper Rabbit, a friendly rabbit who wants to play with Goob the Bear. Goob is upset because he lost his butterfly net, but Jumper doesn't listen to Goob as he tells about his problem. Jumper leaves Goob and goes to find someone else to play with. He goes to Tagalong Allie's house. Allie is having a problem, but Jumper can't understand what she's saying. He takes Allie to Lily Skunk's house and Lily is able to figure out what Allie is saying. She teaches Jumper to "...listen with your heart and your eyes, not just your ears..." After he learns this lesson from Lily, Jumper Rabbit goes back to Goob's house to help Goob solve his problem. Jumper really listens this time (with his ears, eyes, and heart!) and helps Goob find his butterfly net.

Habit #5 – Seek First To Understand, Then To Be Understood is the habit of empathic listening. "Empathic listening is reflecting what a person feels and says in *your own words*," (7 Habits Signature Program book, page 110). Empathic listening is listening to other people's ideas and feelings, trying to see things from their viewpoint, and listening without interrupting. "Empathic listening is not about *me*," (7 Habits Signature Program book, page 110). Don't try to solve the problem for the other person, tell them what to do, ask questions while they're talking, judge, agree or disagree. This is difficult to do!

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits, particularly Habit #5 – Seek First to Understand, Then to be Understood.

Thank you so much for your support from home and for fostering the leader in your child!

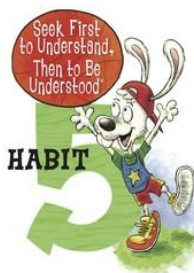
Fondly,

The Bellerive Staff

Family Time Information

During the Family Time activity today your child spent time learning about Habit #5 – Seek First to Understand, Then to be Understood. Students created a project out of pattern blocks or cubes with a partner. Partners sat back to back, and one partner gave the directions to make the design. Partners then compared the designs that were made. Did they match? Were they similar? Ask your child about his/her experience with this activity! You could even try this at home. Instead of using pattern blocks or cubes, you could draw a picture and compare. Have fun!

- Over -



Home / School Connection Extension Activities

For tonight's Home / School Connection please sit together as a family and answer any of the following "Family Talk" questions aloud. As you are working together (Habit #6 - Synergize) be proactive (Habit #1 - Be Proactive), have a plan (Habit #2 - Begin with the End in Mind), and listen to one another (Habit #5 - Seek First To Understand, Then To Be Understood), and have fun with your wonderful child (Habit #7 - Sharpen the Saw).

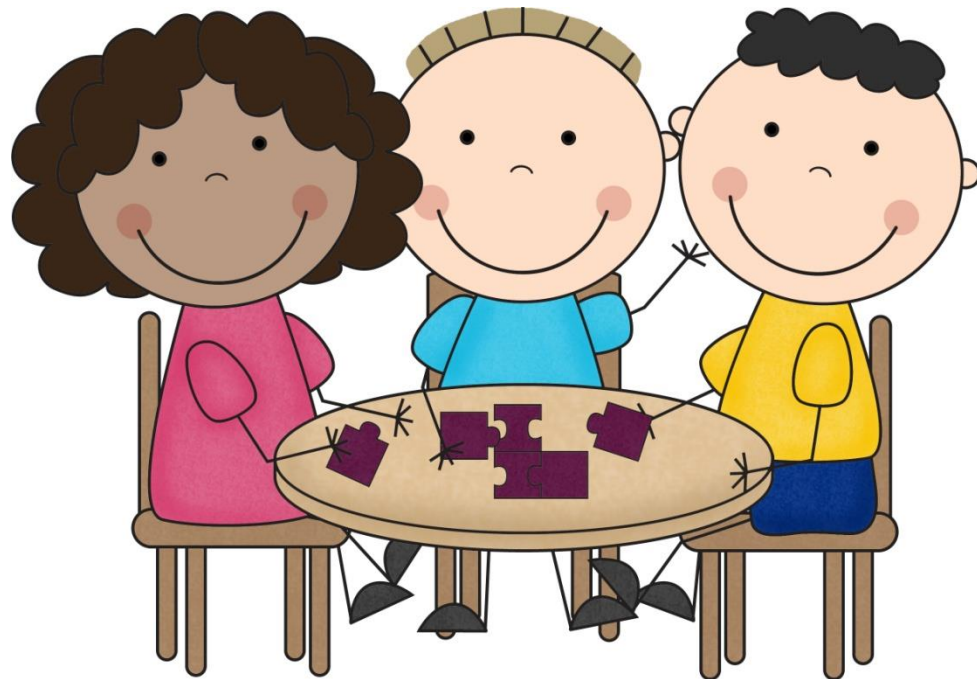
"Family Talk" Questions

from www.life.familyeducation.com



1. Tell me the five best things about you.
2. What does the word "success" mean to you?
3. What are the qualities that make a good friend?
4. If you could tell me never to serve two vegetables again, which two would you choose?
5. Who do you think I'd rather you be: an NBA ballplayer, the mayor, a famous explorer, or a movie star? Why?
6. Which of your friends do you think I like the most? Why?
7. On a scale of one to nine – one being not at all and nine being totally – how strict do you think I am? Where on the scale would you like me to be? (*Parents* you can draw this on paper to make it easier for smaller children.)
8. What would be the ideal allowance? Tell me how you would use it.
9. Who was the best teacher you ever had? Tell me why.
10. What would the ideal teacher be like?
11. If you had to have one of these, which would you pick – and why? Really long nose hairs, hair in your ears, hair above your lip, massively hairy armpits!
12. How much privacy would you like? What time of the day would you like to be alone, and why?
13. Which one of your friends is the funniest? Why?
14. If you could arrange it, what time would I come home from work? Then, what would we do together?
15. Tell me who you think are the three greatest musicians in the world? Why?
16. If you could change three things about yourself, what would they be?
17. If you could keep your room any way you wanted, how would it look?

Habit #6 – Snergize



Bellerive Elementary School

Creve Coeur, Missouri

Title:	Synergize - Work Together As A Team		
Learning Objective:	Students will work together to see the benefits of teamwork.		
Franklin Covey Habit:	Habit 6 - Synergize		
Activity Time:	30-45 min	Grade Level:	K-5

Student Materials	Teacher Materials
None	<p>10 balloons (provided to older buddy class teacher in grades 3, 4, 5) - please blow up ahead of time</p> <p>Legos, K'Nex, GeoBlocks, pattern blocks, interlocking cubes, or puzzles, etc. - just one of these materials</p>

Introduction

- In Habit 5, we learned to understand others before we seek to be understood, this is important to remember and use while learning Habit 6.
- Define Synergize - Synergizing is a creative process that explores new possibilities to benefit everyone involved: in other words synergy means teamwork.
- When used correctly, synergy is a process that results in the third alternative.
 1. To get to a third alternative you need to:
 - Check your willingness: be open to find a solution that works for everyone involved.
 - Reflect viewpoints: you cannot move on until you understand everyone in the group and you feel understood.
 - Create new ideas: come up with a new idea that makes everyone happy.
- Synergy is also valuing the differences and strengths of others.
- In a team, everyone has an important role and can contribute to make their team better.

Activities

Activity #1 - Video

- Watch The Enormous Turnip (YouTube video, ~2 minutes) - link will be sent via email
- The students will learn how the family works together to pull the enormous turnip from the garden.

Activity #2 - Synergy (Teamwork) Games

Play any or all of these games, depending on time. ☺

- Play the Knot Game (directions attached) in small groups of 6-8 kids. The goal is to get the knot untangled WITHOUT breaking hands!
- Play the Balloon Game - Pick 3 players. You will need 10 balloons (already inflated). Each player starts by holding 1 balloon in his/her hands. The teacher will add one more balloon (toss into the group) every 5 seconds. The goal is to keep all of the balloons up in the air by working together as a team. The game is over when the first balloon touches the ground.
- Tell A Story - partners or groups of 3 students work together to re-tell a familiar story (3 Little Pigs, Little Red Riding Hood, Tortoise and Hare, Little Red Hen, Cat in the Hat, Very Hungry Caterpillar, Brown Bear, etc.). Each person has a part in telling the story! Children take turns telling the story by adding only ONE WORD AT A TIME. You must really pay attention and synergize so that your story makes sense!!!

Activity #3 - Building

Legos, K'Nex, GeoBlocks, pattern blocks, interlocking cubes, puzzles, etc. can be used for this activity - whatever you have in your classroom! The example below is for blocks...

- Give each student his/her own block (or pass out a few blocks to a table).
- Talk about what each student can make with his/her individual block.
- Ask what can be built by using all of the blocks together (in the whole class).
- Ask the students if they should use all of the blocks or just some of them.
- Discuss the concept of inclusion when synergizing. Explain that not all the blocks need to be included in building, but they do have to be considered for synergy to occur.
- Considering all students' ideas of what to build, find third alternative to decide what to build.
- Have each student/group come up to designated building area and use their block(s) to build the structure. If time allows build both a vertical structure (tower) and a landscape structure (farm, city).
- Talk about what they were able to build once they put their blocks together.

Discussion:

- Talk about how each different activity used synergy. Ask the groups if all ideas were respected and/or considered - this is needed for synergy to occur.

Wrap Up

You'll know you have synergized or have worked well with others when you:

- Have had a change of heart
- Feel new and positive energy
- See things in a new way
- End up with an idea that is better than what you started with

Remember: together we can create a better way!

How to Play the Human Knot game (www.wikihow.com):

1. Get at least 3 people (the more the better and more complex).
2. Get in a group and form a tight circle (shoulder-to-shoulder).
3. Have each person reach into the center of the circle and grab a hand of a person standing across the circle -- each person must hold hands with 2 different people.
4. Try to untangle so everyone in the group is [holding hands](#) regularly in a circle.
5. You cannot let go of one another's hands. When the circle is formed, some people can be facing out and some in.
6. Try again in the same group OR combine two groups - this is more difficult!

*adapted from a lesson plan found at www.leaderinme.org

Home / School Connection

Habit #6 - Synergize

April 3, 2013

Dear Families,

Today your child spent time learning about **Habit #6 - Synergize**. In the sixth story from the book, The 7 Habits of Happy Kids, students learned about teamwork. The kids from 7 Oaks used their assets to **synergize** in order to win a soccer game against the Big, Bad Badgers. **Habit #6 - Synergize** is the habit of working together. Helen Keller summed it up perfectly: "Alone we can do so little; together we can do so much."

Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to watch a video of the classic story, The Enormous Turnip. In this story individuals try to pull a HUGE turnip from the garden, but are unsuccessful. But, when they **synergize** and work as a team they are able to pull the turnip from the garden!

During the *buddy class learning activity* students also played several games. The games were all team activities that required all participants to work together, cooperate, and **synergize!**

For tonight's Home / School Connection please **synergize** together as a family and complete an activity. Several activities are listed on the reverse side of this note OR you can come up with your own family ideas!!! As you are **synergizing** tonight be proactive (**Habit #1 - Be Proactive**), have a plan (**Habit #2 - Begin with the End in Mind**), and listen to one another (**Habit #5 - Seek First To Understand, Then To Be Understood**)! As a follow up to your family **synergy** activity, please have your child complete the reflection page attached to this note and then return it to his/her teacher tomorrow. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

Ideas for Family Synergy activities

(OR feel free to come up with your own!!!)

- Go on an ABC Scavenger hunt and look around home for items that begin with each letter of alphabet ----->
(source: www.Pinterest.com)



your
the

SCAVENGER HUNT!

You must find a different item that begins with each letter of the alphabet. As you find them, write each one down. Bring each item to a basket where Mom is or fill a bag with your items. If you find an item for all the letters, you win a prize! Good luck!

LETTER	ITEM	LETTER	ITEM
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

- Wash the dishes together
- Clean up a room in your home - have a "pick-up" party!
- Play a game together (board game, card game,
- Build a fort
- Get out an old family photo album and reminisce
- Make a collage out of magazine pictures
- Make miniature boats out of household items and see which one can float the longest
- Take a walk
- Play tag
- Turn on some music and have a family dance party
- Read books together
- Go around the table after dinner and have everyone tell what they love about one another
- Make a craft / draw a picture
- Play charades

etc.)

Simple Fruit Kabobs

Here's what you will need:

*various fruit (bananas, apples, strawberries, melon, pineapple)

*bamboo skewers or toothpicks

*knife for slicing fruit

*bowls / plates

Directions:

1. Slice the fruit into large chunks and put in separate bowls.
2. Put chunks of the different fruits on a skewer.
3. Try dipping the skewers in yogurt if you like.
4. Enjoy your healthy Snack!

*source: www.PBSkids.org

- Bake some cookies or make a healthy snack
(←-----fun, easy recipe!)
- Blow bubbles - see who can blow the biggest bubble!
- Wash the car
- Solve a puzzle

*Family synergy activity ideas adapted from a list found at:
www.about.com

Family Synergy Reflection

What **synergy** activity did your family choose to do together?

How did you **synergize** and work together?

What was the best part of your **synergy** activity?

Would you do this activity again?

YES

NO

Why?

What is another family **synergy** activity you would like to try next time?

Draw a picture of your family **synergy** activity on the back of this paper!

Title:	Synergize – Work Together As A Team		
Learning Objective:	Students will work together to see the benefits of teamwork.		
Franklin Covey Habit:	Habit 6 – Synergize		
Activity Time:	30 min.	Grade Level:	K-5

Student Materials	Teacher Materials
None	<ul style="list-style-type: none"> • Crayons to share with students in your family • ¼ circle (a page with nine ¼ circles is attached) – PLEASE PRINT!!! You need one ¼ circle per child in your family for a school-wide synergy art project. • Ball or small object to toss during “Catch All” game

Habit 6 Information – a brief refresher!

- In Habit 5, we learned to understand others before we seek to be understood, this is important to remember and use while learning Habit 6.
- Define Synergize – Synergizing is a creative process that explores new possibilities to benefit everyone involved: in other words synergy means teamwork.
- When used correctly, synergy is a process that results in the third alternative.
 1. To get to a third alternative you need to:
 - *Check your willingness: be open to find a solution that works for everyone involved.
 - *Reflect viewpoints: you cannot move on until you understand everyone in the group and you feel understood.
 - *Create new ideas: come up with a new idea that makes everyone happy.
- Synergy is also valuing the differences and strengths of others.
- In a team, everyone has an important role and can contribute to make their team better.

From www.TheLeaderInMe.org :
Habit 6 — Synergize

Together Is Better

- I value other people’s strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people’s ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

Activity in CLASSROOM prior to Family Time

Activity #1 - Video

- Watch "Happy Kids Episode #2 – Sophie and the Perfect Poem" (~10 minutes)
 - ❖ To get to the video go to www.theleaderinme.org
 - ❖ Log in
 - ❖ Hover over the word "videos" in the menu across the top of the page
 - ❖ In the drop down box, click on "Insights Video Library"
 - ❖ Click on "Happy Kids Episode #2 – Sophie and the Perfect Poem"
- The students will learn how working together can help you get a project accomplished as well as make a friend (there are elements of Habit #5 in the video as well – listening with eyes, ears, and heart!)

Family Time Activities

Activity #1 – Synergy Artwork

Each family member (adults included 😊) will get $\frac{1}{4}$ of a circle to decorate (there are nine on the attached page – **please print and cut apart for your family!**). Please use crayons to decorate. Please put all finished quarter circles into Sarah Lane's mailbox. We will be putting the circle pieces together and creating a school-wide piece of artwork with the caption, "**Individually we can create piece of art, but together we can create a masterpiece!**"



←----- example of finished circles put together

Activity #2 – Synergy (Teamwork) Games

Play any or all of these games, depending on time. 😊

- Play the Knot Game (directions below). The goal is to get the knot untangled WITHOUT breaking hands!
- Tell A Story – partners or groups of 3 students work together to re-tell a familiar story (3 Little Pigs, Little Red Riding Hood, Tortoise and Hare, Little Red Hen, Cat in the Hat, Very Hungry Caterpillar, Brown Bear, etc.). Each person has a part in telling the story! Children take turns telling the story by adding only ONE WORD AT A TIME. You must really pay attention and synergize so that your story makes sense!!!
- Play "Catch All" (directions below). This is a fun synergize/work together/get to know you a little better game.

Wrap Up

You'll know you have synergized or have worked well with others when you:

- Have had a change of heart
- Feel new and positive energy
- See things in a new way
- End up with an idea that is better than what you started with

Remember: together we can create a better way!

How to play the Human Knot game (www.wikihow.com):

7. Get at least 3 people (the more the better and more complex).
8. Get in a group and form a tight circle (shoulder-to-shoulder).
9. Have each person reach into the center of the circle and grab a hand of a person standing across the circle -- each person must hold hands with 2 different people.
10. Try to untangle so everyone in the group is [holding hands](#) regularly in a circle.
11. You cannot let go of one another's hands. When the circle is formed, some people can be facing out and some in.
12. Try again in the same group OR combine two groups – this is more difficult!

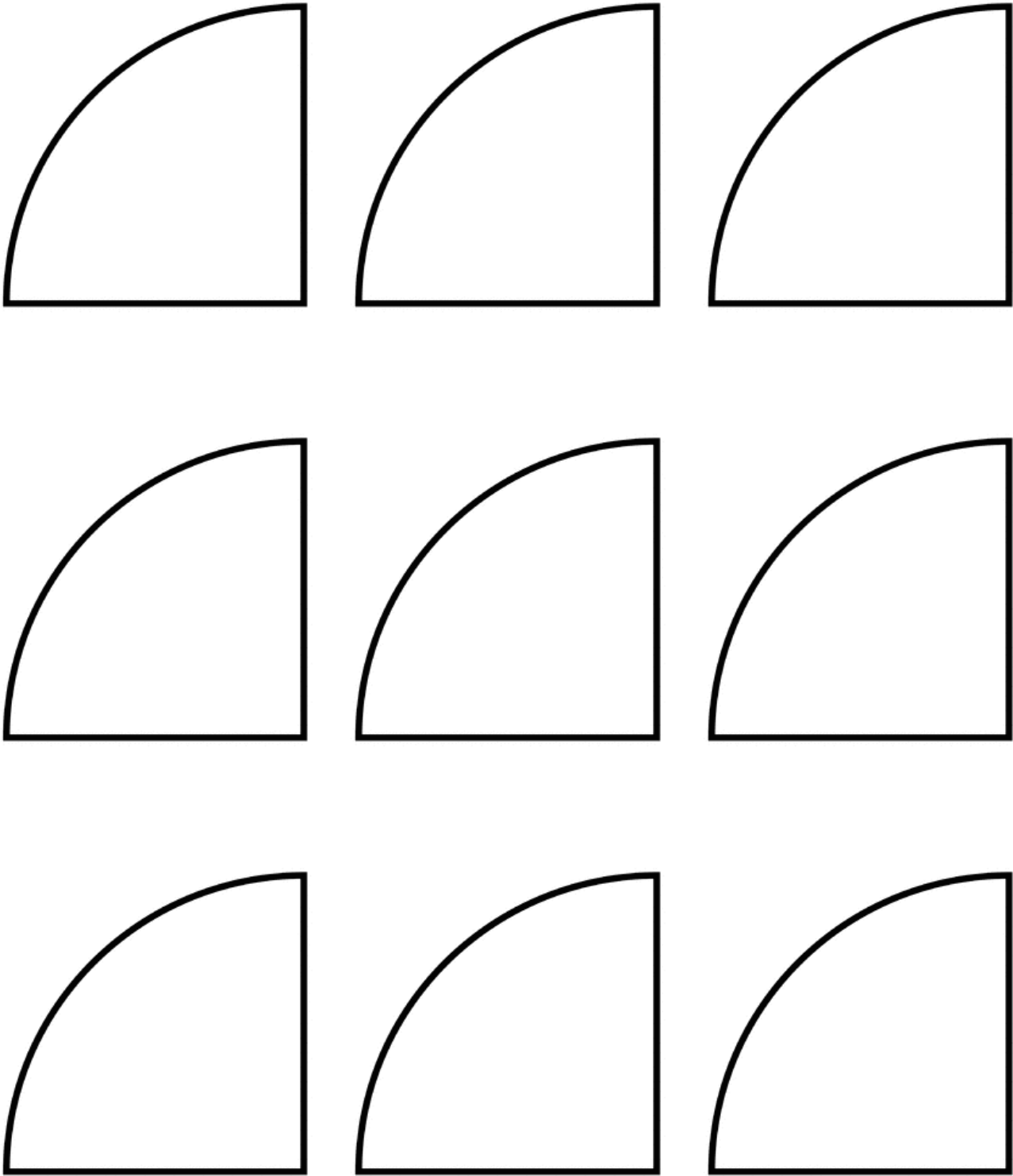
How to play Catch All:

*You will need a ball OR something that can be easily thrown (crumpled piece of paper, eraser, marker, etc.).

1. Stand or sit in a circle.
2. Family Leader chooses a category such as food, holidays, birthday party, school, summer, etc.
3. After the category is announced, the Family Leader then tosses or rolls the ball/object to another family member who catches the ball and says a word or phrase related to the category. The ball is then tossed to another family member and play continues. Try not to duplicate answers.
4. After all family members have had a turn to say something related to the category, a new category is chosen and play continues.

Variation: Instead of choosing one category, you can ask people to say something about what they like, something good about themselves, something they are looking forward to, favorite habit, etc.

¼ circles for Synergy Art Activity – each family member needs one quarter circle piece.
Please print and cut apart for your family. Thank you!!!



When everyone has finished decorating, please put finished ¼ circle pieces in Sarah's mailbox. Thanks!!!

Home / School Connection

Habit #6 - Synergize

April 2, 2014

Dear Families,

Today your child spent time learning about **Habit #6 - Synergize**. In the sixth story from the book, The 7 Habits of Happy Kids, students learned about teamwork. The kids from 7 Oaks used their assets to **synergize** in order to win a soccer game against the Big, Bad Badgers. **Habit #6 - Synergize** is the habit of working together. Helen Keller summed it up perfectly: "Alone we can do so little; together we can do so much."

Bellerive students and staff participated in a *Family Time learning activity* today where each child had the opportunity to watch a 7 Habits video about Sophie Squirrel learning to work together with a boy in her class. Sophie and Biff don't know one another well, have certain ideas about the poem they are to write, but, when they **synergize** and work together they are able to write the perfect poem! Plus, they use **Habit #5 - Seek First To Understand, Then To Be Understood** as they write the poem and they learn something new about one another!

During the *Family Time learning activity* students also played several games. The games were all team activities that required all participants to work together, cooperate, and **synergize!**

For tonight's Home / School Connection please **synergize** together as a family and complete an activity. Several activities are listed on the reverse side of this note OR you can come up with your own family ideas!!! As you are **synergizing** tonight be proactive (**Habit #1 - Be Proactive**), have a plan (**Habit #2 - Begin with the End in Mind**), and listen to one another (**Habit #5 - Seek First To Understand, Then To Be Understood**)! Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff



Ideas for Family Synergy activities

(OR feel free to come up with your own!!!)

- Go on an ABC Scavenger hunt and look around your home for items that begin with each letter of the alphabet ----->

(source: www.Pinterest.com)

- Wash the dishes together
- Clean up a room in your home - have a "pick-up" party!
- Play a board game or card game together
- Build a fort
- Get out an old family photo album and reminisce
- Make a collage out of magazine pictures
- Make miniature boats out of household items and see which one can float the longest
- Take a walk
- Play tag
- Turn on some music and have a family dance party
- Read books together
- Go around the table after dinner and have everyone tell what they love about one another
- Make a craft / draw a picture
- Play charades



SCAVENGER HUNT!

You must find a different item that begins with each letter of the alphabet. As you find them, write each one down. Bring each item to a basket where Mom is or fill a bag with your items. If you find an item for all the letters, you win a prize! Good luck!

LETTER	ITEM	LETTER	ITEM
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Simple Fruit Kabobs

Here's what you will need:

*various fruit (bananas, apples, strawberries, melon, pineapple)

*bamboo skewers or toothpicks

*knife for slicing fruit

*bowls / plates

Directions:

1. Slice the fruit into large chunks and put in separate bowls.
2. Put chunks of the different fruits on a skewer.
3. Try dipping the skewers in yogurt if you like.
4. Enjoy your healthy Snack!

*source: www.PBSkids.org

- Bake some cookies or make a healthy snack (←-----fun, easy recipe!)
- Blow bubbles - see who can blow the biggest bubble!
- Wash the car
- Solve a puzzle

*Family **synergy** activity ideas adapted from a list found at: www.about.com

Habit #6 – Synergize

Habit 6 Information – A brief refresher

1. In Habit 5, we learned to understand others before we seek to be understood, this is important to remember and use while learning Habit 6.
2. Define Synergize – Synergizing is a creative process that explores new possibilities to benefit everyone involved: in other words synergy means teamwork.
3. When used correctly, synergy is a process that results in the third alternative.
 - a. To get to a third alternative you need to:
 - *Check your willingness: be open to find a solution that works for everyone involved.
 - *Reflect viewpoints: you cannot move on until you understand everyone in the group and you feel understood.
 - *Create new ideas: come up with a new idea that makes everyone happy.
4. Synergy is also valuing the differences and strengths of others.
5. In a team, everyone has an important role and can contribute to make their team better.

From www.TheLeaderInMe.org :

Habit 6 — Synergize

Together Is Better

6. I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.

BUDDY ACTIVITIES

Buddy Time Ideas:

Please talk with your Buddy Class partner and make arrangements for the activity/activities you will complete together during Buddy Time. ☺ Here are some ideas...

Read together

Share Leadership Binder

Share Personal celebrations

Art project

Team building activities

Games

Other ideas???

Make it relaxed and easy! Have fun! Sharpen your saw together!

ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

***Please structure these lessons based on the needs/abilities of your own students**

***If you need/want additional activities or ideas, please go to: www.leaderinme.org**

Activity #1 - Video

- Watch "Happy Kids Episode #2 – Sophie and the Perfect Poem" (~10 minutes)
 - ❖ To get to the video go to www.theleaderinme.org
 - ❖ Log in
 - ❖ Hover over the word "videos" in the menu across the top of the page
 - ❖ In the drop down box, click on "Insights Video Library"
 - ❖ Click on "Happy Kids Episode #2 – Sophie and the Perfect Poem"
- The students will learn how working together can help you get a project accomplished as well as make a friend (there are elements of Habit #5 in the video as well – listening with eyes, ears, and heart!)

Activity #2 – PowerPoint

- Go through the Habit #6 PowerPoint (from Teachers Pay Teachers).
- You will need to print the pages in the Habit 6 email attachment for an activity at the end of the PowerPoint.
- Partner kids up and print page 1 for half of your class and page 2 for the other half. They will be cutting apart puzzle pieces and then putting them together. You can glue these onto construction paper or recycle when you are finished.

Activity #3 – Synergy Mural

- A large piece of butcher paper has been put up in the front hall. Please take your class (with their markers/crayons) for a few minutes to contribute to the mural. Please make sure the kids understand that appropriate pictures/words are to be added. Thank you!

Activity #4 – Classroom Synergy Art Project

- Have each child make some part of a whole class art project that you can display in your room/area. Some examples (via Pinterest) are below. Use handprints, footprints, fingerprints, collage, paint, construction paper, etc. Have fun!



Family Time Activities

Synergy (Teamwork) Games

Play any or all of these games, depending on time. 😊

- Play the Knot Game (directions below). The goal is to get the knot untangled WITHOUT breaking hands!
- Tell A Story – partners or groups of 3 students work together to re-tell a familiar story (3 Little Pigs, Little Red Riding Hood, Tortoise and Hare, Little Red Hen, Cat in the Hat, Very Hungry Caterpillar, Brown Bear, etc.). Each person has a part in telling the story! Children take turns telling the story by adding only ONE WORD AT A TIME. You must really pay attention and synergize so that your story makes sense!!!
- Play "Catch All" (directions below). This is a fun synergize/work together/get to know you a little better game.
- Use pattern blocks, cubes, or Legos to create a fun group project.

How to play the Human Knot game (www.wikihow.com):

13. Get at least 3 people (the more the better and more complex).
14. Get in a group and form a tight circle (shoulder-to-shoulder).
15. Have each person reach into the center of the circle and grab a hand of a person standing across the circle -- each person must hold hands with 2 different people.
16. Try to untangle so everyone in the group is [holding hands](#) regularly in a circle.
17. You cannot let go of one another's hands. When the circle is formed, some people can be facing out and some in.
18. Try again in the same group OR combine two groups – this is more difficult!

How to play Catch All:

*You will need a ball OR something that can be easily thrown (crumpled piece of paper, eraser, marker, etc.).

5. Stand or sit in a circle.
6. Family Leader chooses a category such as food, holidays, birthday party, school, summer, etc.
7. After the category is announced, the Family Leader then tosses or rolls the ball/object to another family member who catches the ball and says a word or phrase related to the category. The ball is then tossed to another family member and play continues. Try not to duplicate answers.
8. After all family members have had a turn to say something related to the category, a new category is chosen and play continues.

Variation: Instead of choosing one category, you can ask people to say something about what they like, something good about themselves, something they are looking forward to, favorite habit, etc.

Home / School Connection

April, 2015

Dear Families,

Today your child spent time learning about Habit #6 - Synergize. In the sixth story from the book, The 7 Habits of Happy Kids, students learned about teamwork. The kids from 7 Oaks used their assets to synergize in order to win a soccer game against the Big, Bad Badgers. Habit #6 - Synergize is the habit of working together. Helen Keller summed it up perfectly: "Alone we can do so little; together we can do so much."

Students also had the opportunity to watch a 7 Habits video about Sophie Squirrel learning to work together with a boy in her class. Sophie and Biff don't know one another well, have certain ideas about the poem they are to write, but, when they synergize and work together they are able to write the perfect poem! Plus, they use Habit #5 - Seek First To Understand, Then To Be Understood as they write the poem and they learn something new about one another! Additional videos can always be found on the Leader In Me website, www.leaderinme.org.

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits, particularly Habit #6 - Synergize.

Thank you so much for your support from home and for fostering the leader in your child!

Fondly,
The Bellerive Staff

Family Time Information

During the Family Time activity today your child spent time learning about Habit #6 - Synergize by playing several games. The games were all team oriented and required all participants to work together, cooperate, and synergize!

Home / School Connection Extension Activities

For tonight's Home / School Connection please synergize together as a family and complete an activity. Several activities are listed on the reverse side of this note OR you can come up with your own family ideas!!! As you are synergizing tonight be proactive (Habit #1 - Be Proactive), have a plan (Habit #2 - Begin with the End in Mind), and listen to one another (Habit #5 - Seek First To Understand, Then To Be Understood)!

- over -

Ideas for Family Synergy activities

(OR feel free to come up with your own!!!)

ABC

SCAVENGER HUNT!

You must find a different item that begins with each letter of the alphabet. As you find them, write each one down. Bring each item to a basket where Mom is or fill a bag with your items. If you find an item for all the letters, you win a prize! Good luck!

LETTER	ITEM	LETTER	ITEM
A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

- Go on an ABC Scavenger hunt and look around your home for items that begin with each letter of the alphabet (source: www.Pinterest.com) ----->
- Wash the dishes together
- Clean up a room in your home – have a “pick-up” party!
- Play a board game or card game together
- Build a fort
- Get out an old family photo album and reminisce
- Make a collage out of magazine pictures
- Make miniature boats out of household items and see which one can float the longest
- Take a walk
- Play tag
- Turn on some music and have a family dance party
- Read books together
- Go around the table after dinner and have everyone tell what they love about one another
- Make a craft / draw a picture
- Play charades

Simple Fruit Kabobs

Here's what you will need:

- *various fruit (bananas, apples, strawberries, melon, pineapple)
- *bamboo skewers or toothpicks
- *knife for slicing fruit
- *bowls / plates

Directions:

1. Slice the fruit into large chunks and put in separate bowls.
2. Put chunks of the different fruits on a skewer.
3. Try dipping the skewers in yogurt if you like.
4. Enjoy your healthy Snack!

*source: www.PBSkids.org

- Bake some cookies or make a healthy snack (←-----fun, easy recipe!)
- Blow bubbles – see who can blow the biggest bubble!
- Wash the car
- Solve a puzzle



*Family synergy activity ideas adapted from a list found at: www.about.com

Habit #7 – Sharpen the Saw



Bellerive Elementary School

Creve Coeur, Missouri

Title:	Sharpen the Saw - Focus on your body, heart, mind, and soul		
Learning Objective:	Students will learn about making sure to have balance in their lives.		
Franklin Covey Habit:	Habit 7 - Sharpen the Saw		
Activity Time:	30-45 min	Grade Level:	K-5

Student Materials	Teacher Materials
School supplies - crayons, markers, scissors, etc.	<ul style="list-style-type: none"> ○ Activity 1 - none ○ Activity 2 - letter writing paper (several will be sent via email attachment for you to choose from OR use your own) ○ Activity 3 - materials in your own classroom (cubes, pattern blocks, games, etc.) ○ Activity 4 - computer/Smart Board

Introduction

- Define Sharpen the Saw - Sean Covey writes, "...just as a car has four tires, we, as people, also have four parts. And to be healthy and happy, all four parts need time and attention." The four parts are: body, heart, mind, and soul.
- Today you will complete one activity for each of the four parts.
 - To focus on the **body**, students will play outside and exercise.
 - To focus on the **heart**, students will write a letter to a loved one.
 - To focus on the **mind**, students will work on some brain games and activities.
 - To focus on the **soul**, students will participate in an online yoga lesson
- **The first buddy activity will take place on the playground during your regular wellness time. The other 3 activities will take place in your classroom. They can be done with your buddy class OR you can do them independently in your own room with just your own class. You can determine the best times and order in which to do these activities with your class/classes. ☺**

Activities

Activity #1 - Body

- Students will have a supervised lunch (possibly a picnic lunch outside - weather permitting) and play on the playground with your buddy class.
- Debbie Kirby will be setting up some organized games on the blacktop for you to lead if you so choose during the Wellness break.

Activity #2 - Heart

- Write a letter to a loved one and/or draw a picture for a loved one. We will send out an email with several letter writing templates attached. Please choose the one that works best for your class/age group OR feel free to use your own!

Activity #3 - Mind

- You will receive a 7 Habits word search and maze for your students to work on. Other activities to work on could include: math games, classroom activities or games you use in your own room/curriculum, Brain Gym, etc. Be creative and have fun!

Activity #4 - Soul

- Yoga - A Cosmic Kids Yoga Adventure: Squish the Fish (via YouTube)! It is about 15 minutes in length. The link is below, but it will also be emailed to you.
http://www.youtube.com/watch?v=2cNjAj_o0SI

Wrap-Up:

- Talk about how each person was able to Sharpen the Saw and achieve balance by focusing on each of the 4 areas.

*adapted from a lesson plan found at www.leaderinme.org

Home / School Connection

Habit #7 - Sharpen the Saw

May 1, 2013

Dear Families,

Today your child spent time learning about **Habit #7 - Sharpen the Saw**. In the seventh story from the book, The 7 Habits of Happy Kids, students learned about balance.

Sean Covey writes, "We all feel better when we're balanced, when we take time to renew the four parts of we are: body, heart, mind, and soul." In the story "Sleepy Sophie," Sophie Squirrel is tired because she reads a lot - she spends all of her free time reading, she stays up late reading, she even reads when she plans to a nap! Sophie learns that she needs to find balance in life - she can't just focus on her mind. She needs to think about her heart, her body, and her soul - she needs balance.



who
take
her
also

Bellerive students and staff participated in a *buddy class learning activity* today where each child had the opportunity to practice **Habit #7 - Sharpen the Saw**. Students completed different activities focusing on each of the "four parts of who we are: body, heart, mind, and soul."

- ❖ To focus on the body, students played outside and exercised.
- ❖ To focus on the heart, students wrote a letter to a loved one.
- ❖ To focus on the mind, students worked on some brain games and activities.
- ❖ To focus on the soul, students participated in an online yoga lesson (http://www.youtube.com/watch?v=2cNjAj_o0SI).

For tonight's Home / School Connection please synergize (**Habit #6 - Synergize**) together as a family and look over the attached list of 25 Family Friendly St. Louis Activities that will help **Sharpen the Saw** this spring and summer. As you are working together tonight be proactive (**Habit #1 - Be Proactive**), have a plan (**Habit #2 - Begin with the End in Mind**), and listen to one another (**Habit #5 - Seek First To Understand, Then To Be Understood**) as you talk about some fun places to go or activities to do to **Sharpen the Saw**. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

25 Family Friendly St. Louis Activities to SHARPEN THE SAW

1. Pick up a sandwich from Amighetti's on the Hill (they have a great kids menu, too!), enjoy a picnic lunch in Forest Park, and spend the afternoon at the St. Louis Zoo! **Admission is free!**
2. Travel back to the good old days and enjoy a chocolate phosphate and a chili dog from Crown Candy.
3. Check out an Omnimax show at the St. Louis Science Center. While you're there, take a few hours to explore the special exhibits-including the space show at the Planetarium!
4. Let your imagination go wild at the City Museum.
5. Get out on a rainy day and explore the St. Louis Art Museum. Many family programs are offered during the spring and summer months! **Admission is Free!**
6. Get your exercise by strolling around 100+ acres of outdoor art at Laumeier Sculpture Park. (Art camps are offered during the summer for kids ages 4-15.) **Admission is Free!**
7. Put on your big goofy foam fingers and head to Busch Stadium for a St. Louis Cardinal's game! Be sure to stop by Gus's Pretzels on the way to the stadium! They've been twisting pretzels for nearly 100 years!
8. Head down to the University City Loop to Fitz's Root Beer for an amazingly fun lunch. If you get there early enough, you can request a table near the bottling line. While in the Loop take some time to study the St. Louis Walk of Fame. You'll be surprised at how many amazing men and women have called St. Louis their home! **Free!**
9. Take a tram ride through Grant's Farm, where you'll see free roaming bison, antelope, and zebra! While there, be sure to visit the Budweiser Clydesdale Stables, where up to 15 foals are born each year. **Admission is Free (there is a parking fee)!**
10. If you're itching for a theme park, Six Flags is always great! If it's particularly hot, you might want to walk over to Hurricane Harbor and enjoy one of the country's largest wave pools.
11. Learn all about the history of St. Louis at the Missouri History Museum. **Admission is Free!**
12. Head on down to the riverfront and travel to the top of the Gateway Arch!
13. Explore four floors of hands-on activities at The Magic House St. Louis Children's Museum. Be sure to take a ride on the three story slide!
14. See a show at the Fox Theater. If the show schedule doesn't interest you, take a tour of the building!
15. Take a short drive down to Kimmswick. While strolling around this lovely town, you'll enjoy the many antique shops and historic buildings. **Free!** Be sure to eat a slice of pie or two at the famous Blue Owl, too! Yum!
16. The Missouri Botanical Garden is a beautiful place to visit. **Free admission for kids 12 and under!** Be sure to pack a picnic basket during the summer and attend one of their **free** Wednesday night Whitaker Music Festival concerts.
17. Wear your comfy shoes and stand in line for a Ted Drewes frozen custard. Delicious!

18. Check out Purina Farms, where visitors can milk a cow, watch a canine competition, or play in a hay loft!
19. St. Louis is proud to have its own one-ring European circus! Circus Flora made St. Louis its home in 1987, and the big top shows take place in June.
20. Are you in the mood for some exploration? You can pan for gold, dig for fossils, or take a riverboat ride while visiting Meramec Caverns.
21. See a show at America's largest and oldest outdoor theater - The Muny. If you're not in the mood to pay for premium seats, the theater offers 1,500 **free** seats in the last nine rows of the theater. (The free seats are available on a first come, first served basis, so get there early!)
22. If you find yourself in St. Louis on Independence Day, you need to spend some time at Fair St. Louis! So much food! So much music! An incredible fireworks display at the Gateway Arch!
Admission is Free!
23. Buy some fresh produce at the oldest farmer's market west of the Mississippi-the Soulard Farmer's Market.
24. If a quiet stroll is what you need, the Butterfly House is perfect. The 8,000 square foot Conservatory Garden was designed to ensure a natural and safe habitat for nearly 60 species of butterfly!
25. The Museum of Transportation showcases steam, diesel, and electric locomotives, as well as automobiles, streetcars, and aircraft.

Adapted from: <http://alphamom.com>

Title:	Sharpen the Saw - Focus on your body, heart, mind, and soul		
Learning Objective:	Students will learn about making sure to have balance in their lives.		
Franklin Covey Habit:	Habit 7 - Sharpen the Saw		
Activity Time:	30-45 min	Grade Level:	K-5

Student Materials	Teacher Materials
School supplies - crayons, markers, scissors, etc.	<ul style="list-style-type: none"> ○ Activity 1 - none ○ Activity 2 - letter writing paper ○ Activity 3 - materials in your own classroom (cubes, pattern blocks, games, etc.) ○ Activity 4 - computer/Smart Board <p>Please also feel free to access the H-drive for additional SS Leadership lessons/activities to build community on Leadership Day!</p>

Introduction
<ul style="list-style-type: none"> • Define Sharpen the Saw - Sean Covey writes, "...just as a car has four tires, we, as people, also have four parts. And to be healthy and happy, all four parts need time and attention." The four parts are: body, heart, mind, and soul. • Today you will complete one activity for each of the four parts. <ul style="list-style-type: none"> • To focus on the body, students will play outside and exercise. • To focus on the heart, students will write a letter to a loved one. • To focus on the mind, students will work on some brain games and activities. • To focus on the soul, students will participate in an online yoga lesson • Since today is Leadership Day, there will be NO FAMILY TIME. <p>The first activity will take place on the playground during lunch / wellness time. The other 3 activities will take place in your classroom. You can determine the best times and order in which to do these activities with your class. Have fun!!! ☺</p>

Activities

Activity #1 - Body

- Students will have a supervised lunch (possibly a picnic lunch outside - weather permitting) and play on the playground with their buddy class.

11:20-11:50 Lunch (sack lunch) (Teacher release time for lunch)

Grade K & 3 will eat on hill in front of school

Grade 2 & 5 will eat on the meadow

Grades 1 & 4 will eat on the hill by basketball courts

11:50-12:10 Recess (Teacher release time)

Grade K&3 Playground

Grade 2&5 Meadow

Grade 1&4 Soccer and baseball fields

Activity #2 - Heart

- Write a letter to a loved one and/or draw a picture for a loved one. Two letter writing templates are attached below. Attached to the late start email is a document with lots of letter templates. Please choose the one that works best for your class/age group OR feel free to use your own! **You will need to print these for your own class.**

Activity #3 - Mind

- 7 Habits word searches and mazes for your students to work on are attached below. Other activities to work on could include: math games, classroom activities or games you use in your own room/curriculum, Brain Gym, etc. Be creative and have fun! **Please decide which word search/maze works best for your grade level and print your own.**
- Attached to the email is a file with some coloring pages related to the 7 Habits. Please feel free to print any/all and use them in your room.

Activity #4 - Soul

- Yoga - A Cosmic Kids Yoga Adventure: Squish the Fish (via YouTube)! It is about 15 minutes in length. http://www.youtube.com/watch?v=2cNjAj_o0SI

Wrap-Up:

- Talk about how each person was able to Sharpen the Saw and achieve balance by focusing on each of the 4 areas.

*adapted from a lesson plan found at www.leaderinme.org

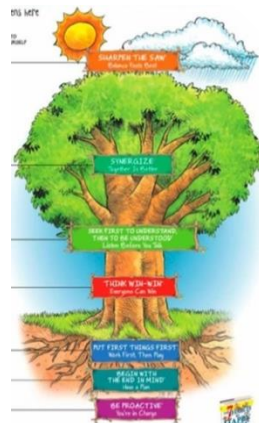
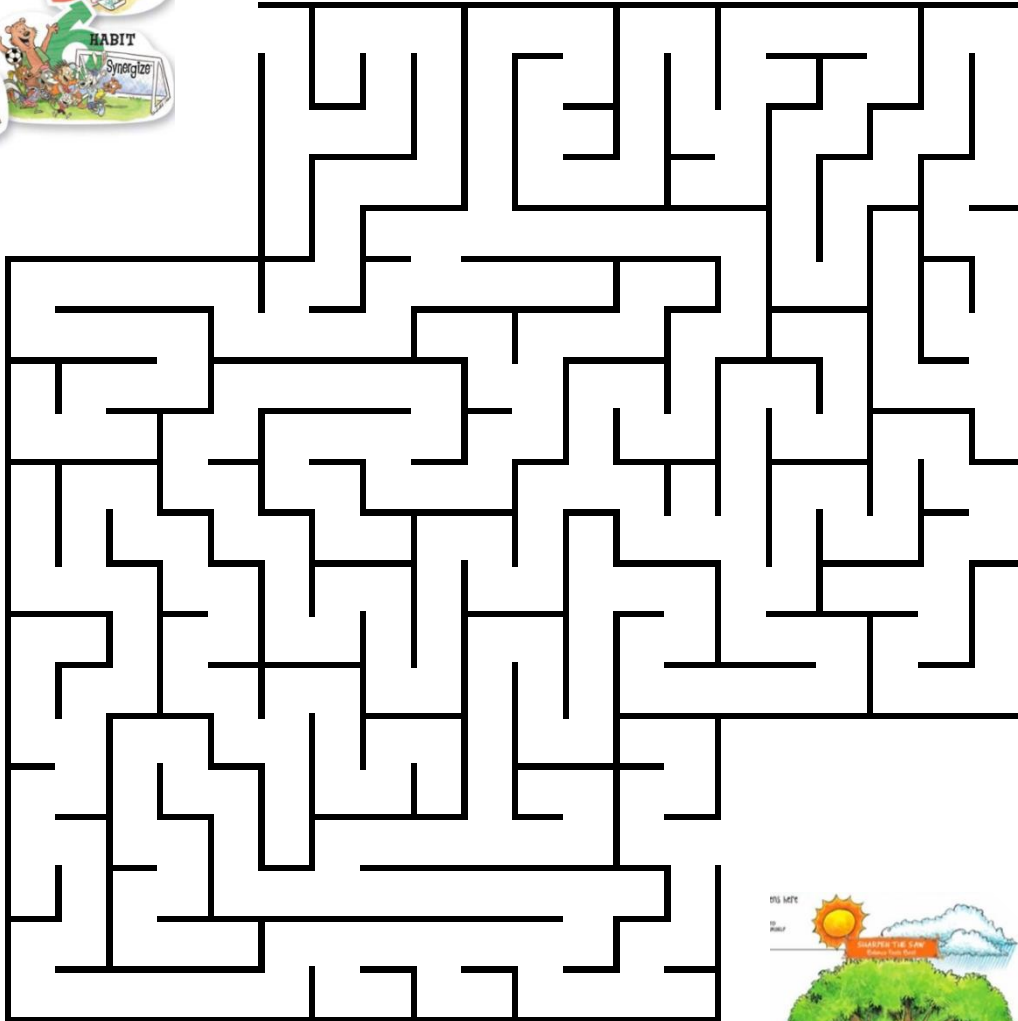
(date)

(greeting)

(closing)

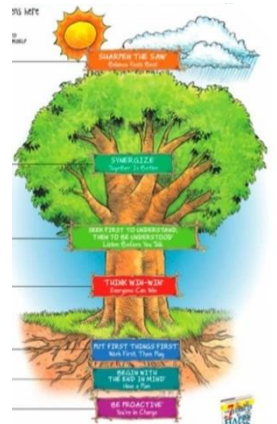
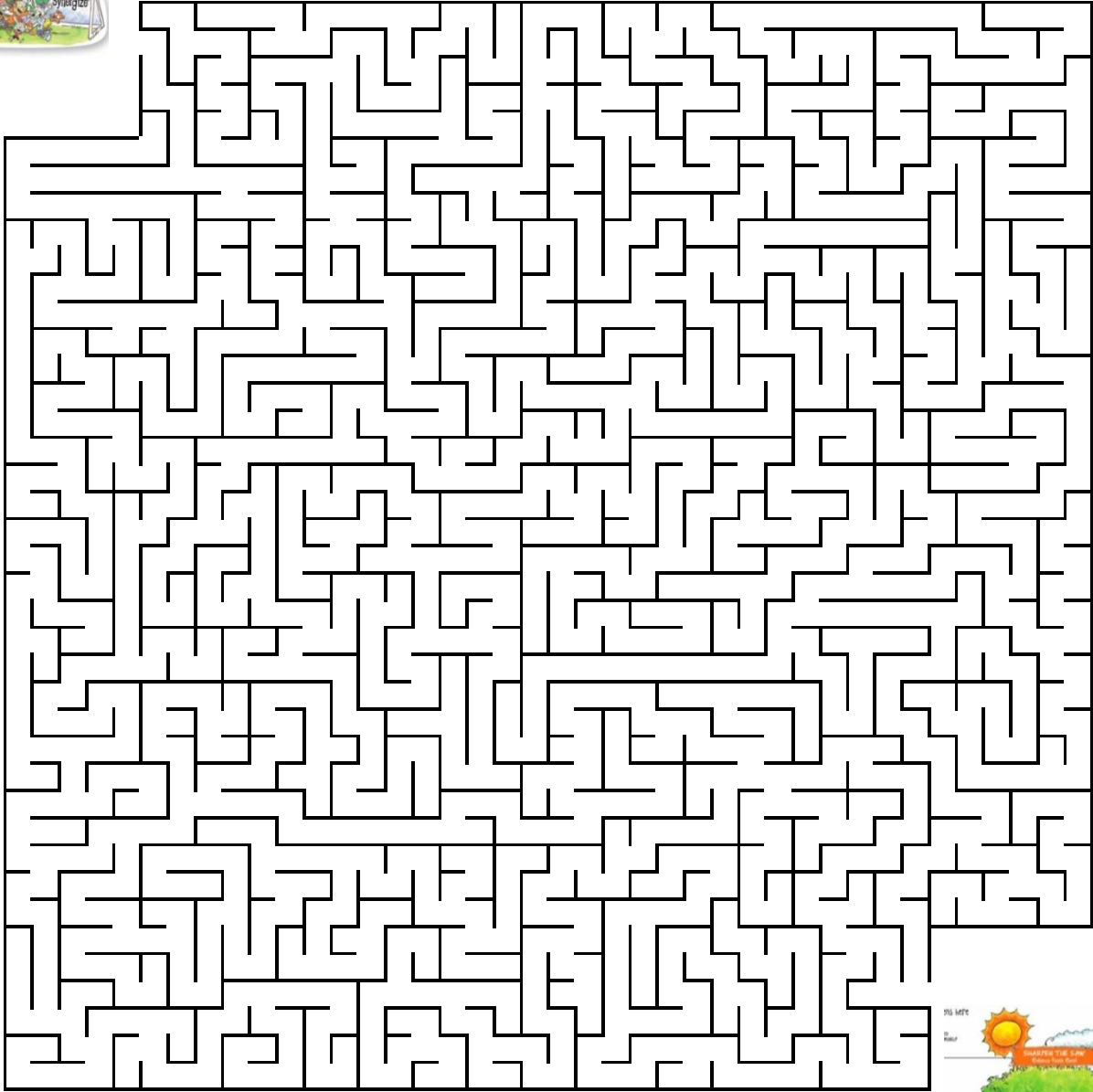
(signature)

Help the 7 Habits Kids get home to the
7 Habits Tree!





Help the 7 Habits Kids get home to the
7 Habits Tree!



The 7 Habits of Happy Kids

Directions: Fill in the missing word from each of the 7 Habits below. Find the missing word in the Word Search. Have fun!

Habit 1: Be _____

Habit 2: Begin with the _____ in Mind

Habit 3: Put First _____ First

Habit 4: _____ Win – Win

Habit 5: Seek First to _____, Then to be Understood

Habit 6: _____

Habit 7: _____ the Saw

Words to find:

Sharpen

Things

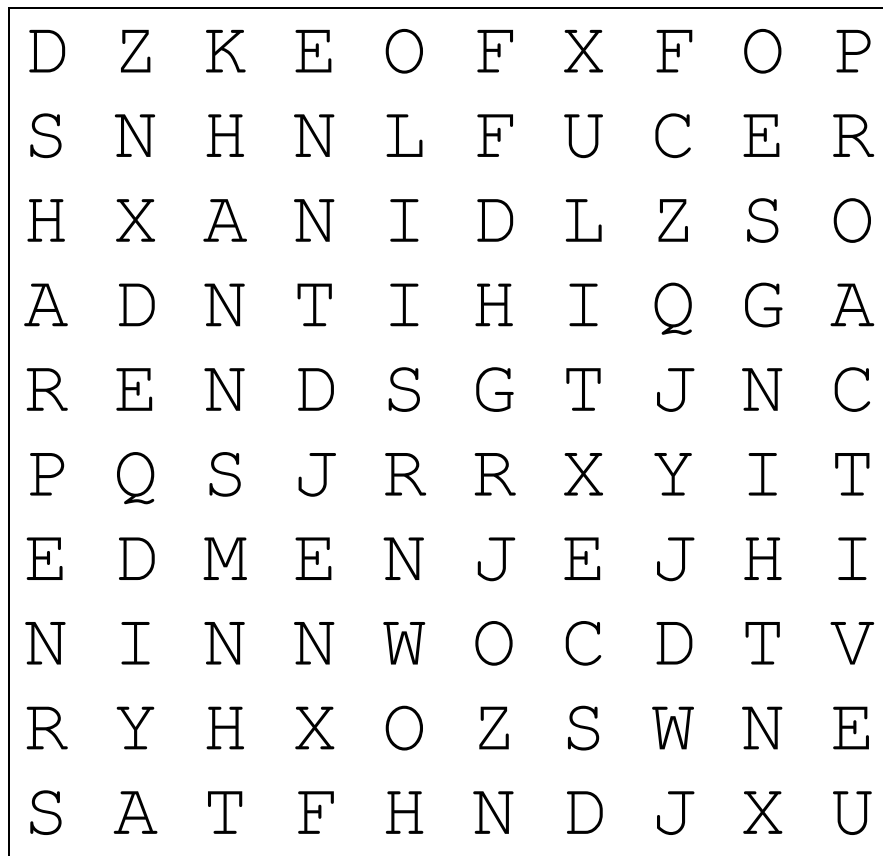
Proactive

Think

Understand

End

Synergize



The 7 Habits of Happy Kids

Directions: Fill in the missing word from each of the 7 Habits below. Find the missing word in the Word Search. Have fun!

Habit 1: Be _____

Habit 2: Begin with the _____ in Mind

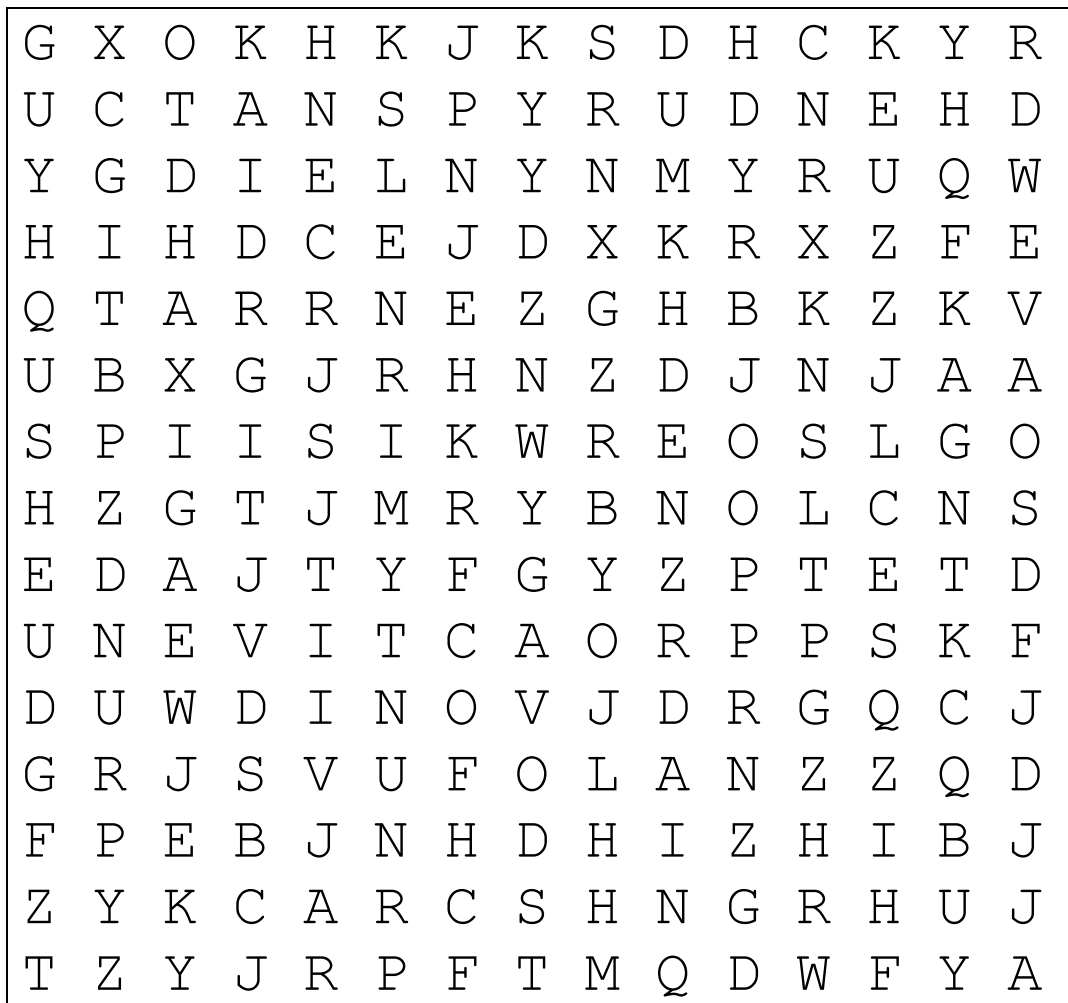
Habit 3: Put First _____ First

Habit 4: _____ Win – Win

Habit 5: Seek First to _____, Then to be Understood

Habit 6: _____

Habit 7: _____ the Saw



The 7 Habits of Happy Kids

Directions: Fill in the missing word from each of the 7 Habits below. Find the missing word in the Word Search. Have fun!

Habit 1: Be _____

Habit 2: _____ with the _____ in Mind

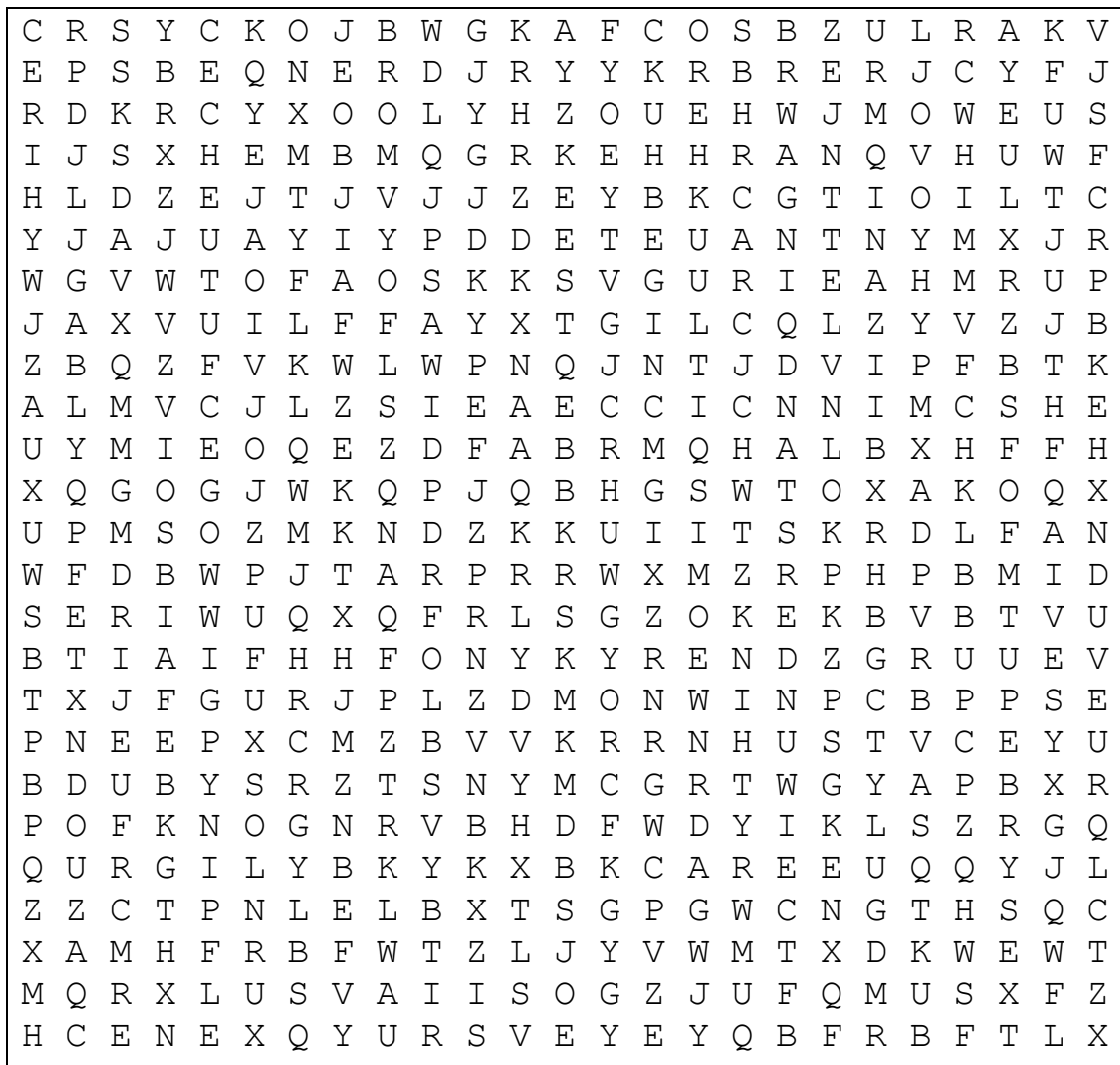
Habit 3: _____ First _____ First

Habit 4: _____ Win – _____

Habit 5: _____ First to _____, Then to be Understood

Habit 6: _____

Habit 7: _____ the _____



Home / School Connection

Habit #7 - Sharpen the Saw

May 7, 2014

Dear Families,

Today, Leadership Day, your child spent time learning about **Habit #7 - Sharpen the Saw**. In the seventh story from the book, The 7 Habits of Happy Kids, students learned about balance. Sean Covey writes, "We all feel better when we're balanced, when we take time to renew the four parts of who we are: body, heart, mind, and soul." In the story "Sleepy Sophie," Sophie Squirrel is tired because she reads a lot - she spends all of her free time reading, she stays up late reading, she even reads when she plans to take a nap! Sophie learns that she needs to find balance in her life - she can't just focus on her mind. She needs to also think about her heart, her body, and her soul - she needs balance.

Bellerive students and staff participated in several learning activities today where each child had the opportunity to practice **Habit #7 - Sharpen the Saw**. Students completed different activities focusing on each of the "four parts of who we are: body, heart, mind, and soul."



- ❖ To focus on the body, students played outside and exercised.
- ❖ To focus on the heart, students wrote a letter to a loved one.
- ❖ To focus on the mind, students worked on brain games and activities.
- ❖ To focus on the soul, students participated in an online yoga lesson (http://www.youtube.com/watch?v=2cNjAj_o0SI).

For tonight's Home / School Connection please synergize (**Habit #6 - Synergize**) together as a family and look over the following list of 25 Family Friendly St. Louis Activities that will help **Sharpen the Saw** this spring and summer. As you are working together tonight be proactive (**Habit #1 - Be Proactive**), have a plan (**Habit #2 - Begin with the End in Mind**), and listen to one another (**Habit #5 - Seek First To Understand, Then To Be Understood**) as you talk about some fun places to go or activities to do to **Sharpen the Saw**. Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

~The Bellerive Staff

25 Family Friendly St. Louis Activities to SHARPEN THE SAW

1. Pick up a sandwich from Amighetti's on the Hill (they have a great kids menu, too!), enjoy a picnic lunch in Forest Park, and spend the afternoon at the St. Louis Zoo! **Admission is free!**
2. Travel back to the good old days and enjoy a chocolate phosphate and a chili dog from Crown Candy.
3. Check out an Omnimax show at the St. Louis Science Center. While you're there, take a few hours to explore the special exhibits-including the space show at the Planetarium!
4. Let your imagination go wild at the City Museum.

5. Get out on a rainy day and explore the St. Louis Art Museum. Many family programs are offered during the spring and summer months! **Admission is Free!**
6. Get your exercise by strolling around 100+ acres of outdoor art at Laumeier Sculpture Park. (Art camps are offered during the summer for kids ages 4-15.) **Admission is Free!**
7. Put on your big goofy foam fingers and head to Busch Stadium for a St. Louis Cardinal's game! Be sure to stop by Gus's Pretzels on the way to the stadium! They've been twisting pretzels for nearly 100 years!
8. Head down to the University City Loop to Fitz's Root Beer for an amazingly fun lunch. If you get there early enough, you can request a table near the bottling line. While in the Loop take some time to study the St. Louis Walk of Fame. You'll be surprised at how many amazing men and women have called St. Louis their home! **Free!**
9. Take a tram ride through Grant's Farm, where you'll see free roaming bison, antelope, and zebra! While there, be sure to visit the Budweiser Clydesdale Stables, where up to 15 foals are born each year. **Admission is Free (there is a parking fee)!**
10. If you're itching for a theme park, Six Flags is always great! If it's particularly hot, you might want to walk over to Hurricane Harbor and enjoy one of the country's largest wave pools.
11. Learn all about the history of St. Louis at the Missouri History Museum. **Admission is Free!**
12. Head on down to the riverfront and travel to the top of the Gateway Arch!
13. Explore four floors of hands-on activities at The Magic House St. Louis Children's Museum. Be sure to take a ride on the three story slide!
14. See a show at the Fox Theater. If the show schedule doesn't interest you, take a tour of the building!
15. Take a short drive down to Kimmswick. While strolling around this lovely town, you'll enjoy the many antique shops and historic buildings. **Free!** Be sure to eat a slice of pie or two at the famous Blue Owl, too! Yum!
16. The Missouri Botanical Garden is a beautiful place to visit. **Free admission for kids 12 and under!** Be sure to pack a picnic basket during the summer and attend one of their **free** Wednesday night Whitaker Music Festival concerts.
17. Wear your comfy shoes and stand in line for a Ted Drewes frozen custard. Delicious!
18. Check out Purina Farms, where visitors can milk a cow, watch a canine competition, or play in a hay loft!
19. St. Louis is proud to have its own one-ring European circus! Circus Flora made St. Louis its home in 1987, and the big top shows take place in June.
20. Are you in the mood for some exploration? You can pan for gold, dig for fossils, or take a riverboat ride while visiting Meramec Caverns.
21. See a show at America's largest and oldest outdoor theater - The Muny. If you're not in the mood to pay for premium seats, the theater offers 1,500 **free** seats in the last nine rows of the theater. (The free seats are available on a first come, first served basis, so get there early!)
22. If you find yourself in St. Louis on Independence Day, you need to spend some time at Fair St. Louis! So much food! So much music! An incredible fireworks display at the Gateway Arch! **Admission is Free!**
23. Buy some fresh produce at the oldest farmer's market west of the Mississippi-the Soulard Farmer's Market.
24. If a quiet stroll is what you need, the Butterfly House is perfect. The 8,000 square foot Conservatory Garden was designed to ensure a natural and safe habitat for nearly 60 species of butterfly!
25. The Museum of Transportation showcases steam, diesel, and electric locomotives, as well as automobiles, streetcars, and aircraft.

Adapted from: <http://alphamom.com>

Family Meet and Greet



Bellerive Elementary School

Creve Coeur, Missouri

Title:	Family Meeting
Learning Objective:	Meet, greet, and get to know the members of your Bellerive Family!!! 😊

Student Materials	Teacher Materials
*Crayons, markers, pencils	*Get to know you questions – attached *Icebreaker game instructions – attached *Family album page – one copy per child, plus one for the teacher

Introduction

Today you will meet your family! The purpose of this meeting is for the students to meet you as well as the other members of your Bellerive Family. The students in your family will remain as part of your family until they graduate from 5th grade. Today you will get to know one another, create a “family album,” brainstorm a “family name,” as well as begin to create a “secret family signal.”

Activities

Get to know you questions (see below)
All students can answer any or all of these questions, depending on time. 😊

Icebreaker games (see below)
Play any / all games to build community within your family group.

Family Album
Students will create a page for your family album. Perhaps older family members (4th and 5th graders) can write for younger family members (Kindergarten and 1st graders). Please keep these pages and bind them into a family album or place them in a 3-ring binder so you can add to your album over the years. 😊

Family Name
Together, brainstorm and create a name for your family. Please have a family member be prepared to share your family name during the assembly.

Secret Family Signal
Create a secret signal for your family. When your family members see one another in the hall, they can greet one another with your secret signal.
*Possible ideas: thumbs up, pinky wave, touch your nose, special hand motion, etc.

Get to Know You Questions

(from www.slpllearningcurve.blogspot.com)

What is your name?

What is your favorite color?

What is your favorite treat/snack?

What is your favorite video game?

What do you like to do for fun?

How many people are in your family?

Do you have a favorite singer or band?

What is your teacher's name?

What grade are you in?

Do you like sports, which ones?

Do you have a favorite animal?

What is your favorite game?

Do you like to sing, what songs?

Can you draw/paint?

If you could be an animal what would you be and why?

What is the funniest/weirdest dream you ever had?

Have you ever met anyone famous? If so, who?

Where would you go for your dream vacation and why?

What job would you never do and why?

Do you like to read, what books?

What is the bravest thing you have ever done?

Are you a talker or a listener? What would your friends say about you?

What is your favorite T.V. show?

Do you have a nickname? What is it?

What subject do you like best in school and why?

What is the hardest thing you've ever done?

Who is the smartest person you know?

What food will you never eat? And why?

Which cartoon character are you most like and why?

What do you worry about?

What is your favorite sport?

If you were in a band, what instrument would you play?

Are you afraid of heights?

Are you ticklish?

What should you never forget?

Are you a cat person or a dog person?

Describe your best friend.

If you could turn invisible, where would you go and what would you do?

Have you ever pretended to speak another language just for the fun of it?

What is the best thing about being in your grade?

What was your favorite vacation?

MORE Get to Know You Questions

Questions About The Previous Week

- What did you do this week?
- What was something fun you did this week?
- What was something you had to do this week that you didn't care for?
- Did you see anyone this week that you haven't seen for a while?
- Did you go visit anyone this week?
- Did anyone come to visit your house this week?
- Do you have any exciting stories to tell from the past week?

Questions About Family

- How many brothers and sisters do you have?
- Are your brothers and sisters older or younger?
- What are their names?
- How do you like being a big/little sister/brother?
- What are your parents' names?
- Where does your Dad work / what does your dad do for a job?
- Where does your Mom work / what does your mom do for a job?
- What is your favorite thing to do as a family?
- Do you have any pets?
- What kind of pets?
- What are the names of your pets?

Questions About Them

- How old are you?
- When is/was your birthday?
- What did you do for last birthday?
- If you could have the perfect birthday party, what would it be?
- What is your favorite food?
- What is one thing that your Mom/Dad makes for dinner that you just can't stand?
- What is your favorite kind of ice cream?
- What is your favorite kind of candy?
- What is your favorite color?
- What is your favorite zoo animal?
- What is your favorite time of the year?
- Is your bedroom decorated? How is it decorated?
- Do you have to share your bedroom with anyone?
- What do you want to be when you get older? Why?
- What is the silliest thing you have ever said or done?
- What is one thing you don't know how to do that you wish you did?

Questions About School

Where do you go to school?
What grade are you in?
Do you like the grade you are in more or less than last year?
Do you ride the bus to school?
What is your teacher's name?
What is your favorite thing to study at school?
What are you studying in school right now in math, reading, writing, etc.?
What is your least favorite thing to study?
Do you have lots of homework to do each night?
What do you like to play at recess?

Questions About Their Activities

What do you like to do for fun?
Do you play sports? Which ones?
What is your favorite position to play?
Does your team have a name?
What is your favorite thing to do on the weekend?
Do you prefer to spend your time inside or outside?
Do you like to draw? What kinds of things do you draw?
What do you do when you get home from school?
Do you like to do puzzles? What about word puzzles? ...number puzzles?
Does your family go on a vacation each year?
Where does your family go on vacation?
Where is the most exciting place you have been in the past year?
Do you have a bike? What does it look like?

Questions About Cultural Things

What is your favorite TV show? Why do you like it?
What is your favorite movie ever?
What was the last movie you saw? Did you like it or not, and why?
What is the best toy that you have?
Do you like to read?
What is your favorite book?
What is your favorite computer game?
Do you like to play video games?
What is your favorite game to play on the Wii, Xbox, etc?
Do you have a portable game system like a PSP or DS? Which one?
Do you like to go out to eat?
What is your favorite place to eat?
What kind of music do you like?
What is your favorite song?
Do you like to dance?
Do you know how to play any instruments? Which one(s)?

Icebreaker Games

*Human Knot game

How to Play the Human Knot game (www.wikihow.com):

1. Get at least 3 people (the more the better and more complex).
2. Get in a group and form a tight circle (shoulder-to-shoulder).
3. Have each person reach into the center of the circle and grab a hand of a person standing across the circle -- each person must hold hands with 2 different people.
4. Try to untangle so everyone in the group is [holding hands](#) regularly in a circle.
5. You cannot let go of one another's hands. When the circle is formed, some people can be facing out and some in.
6. Try again in the same group OR combine two groups -- this is more difficult!

*A Tangled Web (can use Get to Know You questions from above for this icebreaker)

How to play A Tangled Web (*Amy Henning, W. C. Petty School, Antioch, Illinois*)

1. Gather students in a circle sitting around you on the floor. Hold a large ball of yarn.
2. Start by telling the students something about yourself (or answering a Get to Know You question). Then roll the ball of yarn to a student without letting go of the end of the yarn.
3. The student who gets the ball of yarn tells his or her name and something good about himself or herself. Then the student rolls the yarn to somebody else, holding on to the strand of yarn.
4. Soon students have created a giant web. After everyone has spoken, you and all the students stand up, continuing to hold the yarn. Start a discussion of how this activity relates to the idea of synergy -- for example, the students need to work together and not let others down.
5. To drive home your point about teamwork, have one student drop his or her strand of yarn; that will demonstrate to students how the web weakens if the family isn't working together.

* Food for Thought

How to play Food for Thought (*Latrece Hughes*)

1. To get to know students and to help them get to know one another, have each student state his or her name and a favorite food that begins with the same first letter as the name. For example: "Hi, my name is Lillian, and I like licorice."
2. As each student introduces himself or herself, he or she must repeat the names and favorite foods of the students who came before. Watch out -- it gets tricky for the last person who has to recite all the names and foods!

All About _____

My self portrait	My Favorites...
	Food:
	Color:
	Hobby:
	Sport:
	Movie:
	T.V. Show:
My grade:	Animal:
My teacher:	Ice Cream:
When I grow up I want to be:	Season:
	Subject in School:

Write 3 facts about yourself!

--	--	--

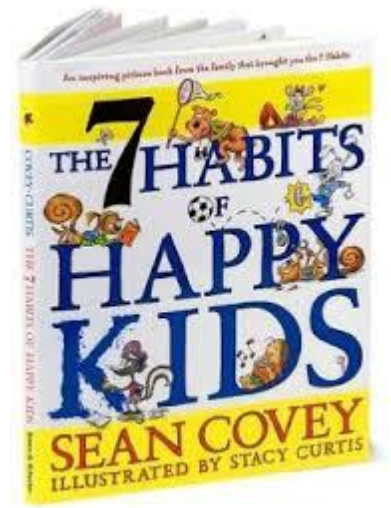
Home / School Connection

Meet Your Family!

September 4, 2013

Dear Families,

Welcome to the 2013-2014 school year! We are thrilled and excited to begin our 2nd year learning about leadership and The 7 Habits! On each late start day this year we will be focusing on a different habit and your child will spend time learning about each of the 7 Habits during the course of the school year. Our format this year will be slightly different from last year's buddy class activities. Instead of grade level buddy classes getting together for a 7 Habits activity, your child will meet for the activities with a Bellerive Family group. This small group will be comprised of students from each grade level and led by a Bellerive staff member. Your child will remain part of this Family group for the duration of his/her educational career at Bellerive School. For our first late start day today, we had a Family Meet and Greet Celebration!



During the Family Meet and Greet Celebration today your child spent time getting to know the other students in the Family as well as the Bellerive staff member. In addition to "getting to know you" activities and games all students completed a page for their Family Album. This page will be added to an album that will grow through the years and follow the Family members as they progress through the grade levels. Each Family group started to think about a Family Name and a secret signal. The Family Name will help your child identify with his/her Family, and the secret signal can be passed between Family members as they pass in the hall or see one another in the building.

For tonight's Home / School Connection please talk together with your child about the Family Meet and Greet Celebration. Perhaps your child can share the Family name as well as the secret signal (if Families were able to establish these two things). Also, take some time to answer some of the questions that were part of today's "getting to know you" activities. The questions are listed on the reverse side of this note. As you are working together (**Habit #6 - Synergize**) tonight be proactive (**Habit #1 - Be Proactive**), have a plan (**Habit #2 - Begin with the End in Mind**), and listen to one another (**Habit #5 - Seek First To Understand, Then To Be Understood**)!

Thank you so much for your support from home and for fostering the leader in your child!

The
Leader in Me[™]

great happens here

Fondly,

~The Bellerive Staff

Get to Know You Questions

(from www.slpllearningcurve.blogspot.com)

What is your name?

What is your favorite color?

What is your favorite treat/snack?

What is your favorite video game?

What do you like to do for fun?

How many people are in your family?

Do you have a favorite singer or band?

What is your teacher's name?

What grade are you in?

Do you like sports, which ones?

Do you have a favorite animal?

What is your favorite game?

Do you like to sing, what songs?

Can you draw/paint?

If you could be an animal what would you be and why?

What is the funniest/weirdest dream you ever had?

Have you ever met anyone famous? If so, who?

Where would you go for your dream vacation and why?

What job would you never do and why?

Do you like to read, what books?

What is the bravest thing you have ever done?

Are you a talker or a listener? What would your friends say about you?

What is your favorite T.V. show?

Do you have a nickname? What is it?

What subject do you like best in school and why?

What is the hardest thing you've ever done?

Who is the smartest person you know?

What food will you never eat? And why?

Which cartoon character are you most like and why?

What do you worry about?

What is your favorite sport?

If you were in a band, what instrument would you play?

Are you afraid of heights?

Are you ticklish?

What should you never forget?

Are you a cat person or a dog person?

Describe your best friend.

If you could turn invisible, where would you go and what would you do?

Have you ever pretended to speak another language just for the fun of it?

What is the best thing about being in your grade?

What was your favorite vacation?

Family Meeting – Happy New Year!!!

ACTIVITIES TO COMPLETE IN YOUR CLASSROOM

***Please structure these lessons based on the needs/abilities of your own students**

SmartNotebook: Famous Leader

The SmartNotebook for today (attached) begins with a discussion about what a leader is and qualities of a good leader. Following the discussions, the slides introduce Walt Disney and his difficult life as a young person. He is highlighted for his leadership, and several of his famous quotes will be presented. Following this discussion, students may choose a favorite Disney quote that inspires them, and draw a picture to go with it. Pictures may go in the victories sections in their binders, hang on the fridge at home, or hang in the classroom as inspiration to be a positive leader. Teachers will get 4 copies of each quote for students to choose from, but the template will be attached in case anyone needs to print off more of a particular quote.

If time allows, there is also a link to a youtube video, Donald Duck Goes Camping (about 7 1/2 minutes). There are questions attached to spark discussion about Donald and his nephews' leadership skills. Have fun!

Craft: Make a 7 Habits tree – This activity is very open ended!

Each child will make a 7 Habits tree to take home. Several examples are included below, but feel free to be creative and come up with your own idea! You can use any materials (the pictures below use paint, but that is not necessary – you can use construction paper or crayons/markers to create the tree), and any size paper.

You will receive a class set of 7 Habits labels for your class. The kids will need to cut out each label and glue it to their completed tree. You can reference the large tree you have in your classroom for placement of the labels.

Examples (via Pinterest):



If none of these ideas float your boat, you always access the Leader in Me website for additional ideas. ☺

<http://www.theleaderinme.org/>

FAMILY TIME LESSON AND ACTIVITIES

Title:	Family Meeting
Learning Objective:	Meet, greet, and get to know the members of your Bellerive Family!!!

Student Materials	Teacher Materials
*None	*Get to know you questions – attached *Icebreaker game instructions – attached *Family album page – one copy per child, plus one for the teacher *Mat for framed photo of your family (provided) *Crayons, markers, pencils for your family members to use

Introduction

Today you will meet your family! The purpose of this meeting is for the students to meet you as well as the other members of your Bellerive Family. The students in your family will remain as part of your family until they graduate from 5th grade.

Today you will:

- get to know one another
- create a page for your “family album”
- decorate a mat to be used to frame your family photo (to display in the hall)
- brainstorm and/or review a “campsite/family name”
- create and/ or review a “secret family signal.”

Activities

Get to know you questions (see below)

All students can answer any or all of these questions, depending on time. ☺

Icebreaker games (see below)

Play any / all games to build community within your family group.

Family Album

Students will create a page for your family album. Perhaps older family members (4th and 5th graders) can write for younger family members (Kindergarten and 1st graders). Please keep these pages and bind them into a family album or place them in a 3-ring binder so you can add to your album over the years. ☺ **Please print as many copies as you will need for your family!**

Photo Mat

Your family will synergize and decorate a mat (**provided**) that will be placed around your family photo and hung in the front hall.

Campsite/Family Name

Together, brainstorm and create and/or review a name for your family. Please have a family member be prepared to share your family name during the assembly.

Secret Family Signal

Create and/or review a secret signal for your family. When your family members see one another in the hall, they can greet one another with your secret signal.

*Possible ideas: thumbs up, pinky wave, touch your nose, special hand motion, etc.

Get to Know You Questions

from www.sllearningcurve.blogspot.com

Questions About The Previous Week

What did you do this week?

What was something fun you did this week?

What was something you had to do this week that you didn't care for?

Did you see anyone this week that you haven't seen for a while?

Did you go visit anyone this week?

Did anyone come to visit your house this week?

Do you have any exciting stories to tell from the past week?

Questions About Family

How many brothers and sisters do you have?

Are your brothers and sisters older or younger?

What are their names?

How do you like being a big/little sister/brother?

What are your parents' names?

Where does your Dad work / what does your dad do for a job?

Where does your Mom work / what does your mom do for a job?

What is your favorite thing to do as a family?

Do you have any pets?

What kind of pets?

What are the names of your pets?

Questions About Them

How old are you?

When is/was your birthday?

What did you do for last birthday?

If you could have the perfect birthday party, what would it be?

What is your favorite food?

What is one thing that your Mom/Dad makes for dinner that you just can't stand?

What is your favorite kind of ice cream?

What is your favorite kind of candy?

What is your favorite color?

What is your favorite zoo animal?

What is your favorite time of the year?

Is your bedroom decorated? How is it decorated?

Do you have to share your bedroom with anyone?

What do you want to be when you get older? Why?

What is the silliest thing you have ever said or done?

What is one thing you don't know how to do that you wish you did?

Questions About School

Where do you go to school?
What grade are you in?
Do you like the grade you are in more or less than last year?
Do you ride the bus to school?
What is your teacher's name?
What is your favorite thing to study at school?
What are you studying in school right now in math, reading, writing, etc.?
What is your least favorite thing to study?
Do you have lots of homework to do each night?
What do you like to play at recess?

Questions About Their Activities

What do you like to do for fun?
Do you play sports? Which ones?
What is your favorite position to play?
Does your team have a name?
What is your favorite thing to do on the weekend?
Do you prefer to spend your time inside or outside?
Do you like to draw? What kinds of things do you draw?
What do you do when you get home from school?
Do you like to do puzzles? What about word puzzles? ...number puzzles?
Does your family go on a vacation each year?
Where does your family go on vacation?
Where is the most exciting place you have been in the past year?
Do you have a bike? What does it look like?

Questions About Cultural Things

What is your favorite TV show? Why do you like it?
What is your favorite movie ever?
What was the last movie you saw? Did you like it or not, and why?
What is the best toy that you have?
Do you like to read?
What is your favorite book?
What is your favorite computer game?
Do you like to play video games?
What is your favorite game to play on the Wii, Xbox, etc?
Do you have a portable game system like a PSP or DS? Which one?
Do you like to go out to eat?
What is your favorite place to eat?
What kind of music do you like?
What is your favorite song?
Do you like to dance?
Do you know how to play any instruments? Which one(s)?

Icebreaker Games

Human Knot game

How to Play the Human Knot game (www.wikihow.com):

7. Get at least 3 people (the more the better and more complex).
8. Get in a group and form a tight circle (shoulder-to-shoulder).
9. Have each person reach into the center of the circle and grab a hand of a person standing across the circle -- each person must hold hands with 2 different people.
10. Try to untangle so everyone in the group is [holding hands](#) regularly in a circle.
11. You cannot let go of one another's hands. When the circle is formed, some people can be facing out and some in.
12. Try again in the same group OR combine two groups – this is more difficult!

A Tangled Web (can use Get to Know You questions from above for this icebreaker)

How to play A Tangled Web (*Amy Henning, W. C. Petty School, Antioch, Illinois*)

6. Gather students in a circle sitting around you on the floor. Hold a large ball of yarn.
7. Start by telling the students something about yourself (or answering a Get to Know You question). Then roll the ball of yarn to a student without letting go of the end of the yarn.
8. The student who gets the ball of yarn tells his or her name and something good about himself or herself. Then the student rolls the yarn to somebody else, holding on to the strand of yarn.
9. Soon students have created a giant web. After everyone has spoken, you and all the students stand up, continuing to hold the yarn. Start a discussion of how this activity relates to the idea of synergy -- for example, the students need to work together and not let others down.
10. To drive home your point about teamwork, have one student drop his or her strand of yarn; that will demonstrate to students how the web weakens if the family isn't working together.

Food for Thought

How to play Food for Thought (*Latrece Hughes*)

3. To get to know students and to help them get to know one another, have each student state his or her name and a favorite food that begins with the same first letter as the name. For example: "Hi, my name is Lillian, and I like licorice."
4. As each student introduces himself or herself, he or she must repeat the names and favorite foods of the students who came before. Watch out -- it gets tricky for the last person who has to recite all the names and foods!



Home / School Connection



September, 2014

Dear Families,

Welcome to the 2014-2015 school year! We are thrilled and excited to begin our 3rd year learning about leadership and The 7 Habits! This year we are incorporating a camping theme, so you will see camping displays and decorations throughout Bellerive. ☺

On each late start day this year we will be focusing on a different habit. Your child will also spend time learning about the 7 Habits during daily learning in his/her classroom. Our format for late start days this year will involve classroom learning, Buddy Class activities, and Family Time activities.

The Buddy Class activity will be completed in a large group. Two classes of students (primary and intermediate grades paired together) will meet to get to know one another and complete activities on each late start day. These Buddy Classes will also be paired together at the end of the year for Field Day.

Family Time activities are small groups comprised of students from each grade level and led by a Bellerive staff member. Your child will remain part of this Family group for the duration of his/her educational career at Bellerive School.

Below you will find information about the Family Time activity in which your child participated today. You will also find learning extensions that you can complete as a family to further your understanding of the 7 Habits.

Thank you so much for your support from home and for fostering the leader in your child!

Fondly,

The Bellerive Staff

Family Time Information

During the Family Time activity today your child spent time getting to know the other students in the Family as well as the Bellerive staff member. In addition to "getting to know you" activities and games all students completed a page for their Family Album. This page will be added to an album that will grow through the years and follow the Family members as they progress through the grade levels. Each Family group created a Campsite/Family Name and a secret signal. The Campsite/Family Name will help your child identify with his/her Family, and the secret signal can be passed between Family members as they pass in the hall or see one another in the building. ☺

Home / School Connection Extension Activities

Please talk together with your child about today's Family Time activity. Perhaps your child can share the Campsite/Family name as well as the secret signal. Also, take some time to answer some of the questions that were part of today's "getting to know you" activities. The questions are listed on the reverse side of this note. As you are working together (Habit #6 - Synergize) be proactive (Habit #1 - Be Proactive), have a plan (Habit #2 - Begin with the End in Mind), and listen to one another (Habit #5 - Seek First To Understand, Then To Be Understood), and have fun with your wonderful child (Habit #7 - Sharpen the Saw).

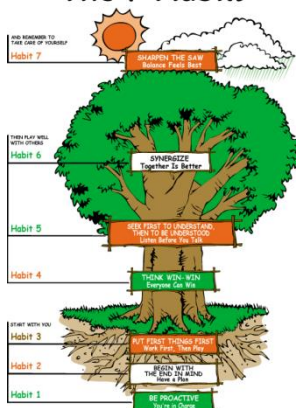
Get to Know You Questions

from www.slplearningcurve.blogspot.com

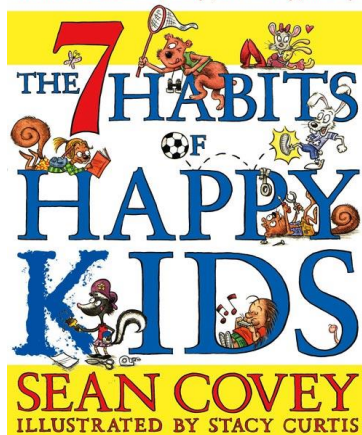
What is your name?
 What is your favorite color?
 What is your favorite treat/snack?
 What is your favorite video game?
 What do you like to do for fun?
 How many people are in your family?
 Do you have a favorite singer or band?
 What is your teacher's name?
 What grade are you in?
 Do you like sports, which ones?
 Do you have a favorite animal?
 What is your favorite game?
 Do you like to sing, what songs?
 Can you draw/paint?
 If you could be an animal what would you be and why?
 What is the funniest/weirdest dream you ever had?
 Have you ever met anyone famous? If so, who?
 Where would you go for your dream vacation and why?
 What job would you never do and why?
 Do you like to read, what books?
 What is the bravest thing you have ever done?
 Are you a talker or a listener? What would your friends say about you?

What is your favorite T.V. show?
 Do you have a nickname? What is it?
 What subject do you like best in school and why?
 What is the hardest thing you've ever done?
 Who is the smartest person you know?
 What food will you never eat? And why?
 Which cartoon character are you most like and why?
 What do you worry about?
 What is your favorite sport?
 If you were in a band, what instrument would you play?
 Are you afraid of heights?
 Are you ticklish?
 What should you never forget?
 Are you a cat person or a dog person?
 Describe your best friend.
 If you could turn invisible, where would you go and what would you do?
 Have you ever pretended to speak another language just for the fun of it?
 What is the best thing about being in your grade?
 What was your favorite vacation?

The 7 Habits



A book for families to share—from the family that brought you *The 7 Habits of Highly Effective People*



The Leader in Me®