

Discovering the Leader in Me[®]

Think
Win-Win



Abundance Mentality

Habit 4: Think Win-Win is the belief that everyone can win. Leaders realize that there's plenty of success to go around. It doesn't have to be you or me. It can be both of us.



Scarcity: a very small quantity of something.



Abundance: a very large quantity of something.



Read each sentence below. Circle the number that best represents where you are now.

1 = Never

2 = Sometimes

3 = Usually

4 = Always

1. I am happy when good things happen to others.
2. I treat everyone with the same respect.
3. I believe there are enough good things for you and for me.

1	2	3	4
1	2	3	4
1	2	3	4



Think Win-Win is not about competition. It is about thinking abundantly and finding a way for everyone to win.



Imagine...

Five friends are hiking in the woods. They are having a great time. Suddenly, they realize they are lost, hungry, and it will be dark soon.

They have one bag of fruit, one large bottle of water, one flashlight, and one map.



Help them think abundantly and make a plan for sharing the supplies.



Riddle

Q: In a marathon race, what do the winning runners lose?

A: Their breath.



Think
Win-Win

Win-Win Solutions



As a leader, you balance courage for getting what you want with consideration for what others want. When conflicts arise, look for win-win solutions.

When working to find solutions to problems, what choice do you usually make?



Find win-win solutions to the problems using the **Stop-and-Think Chart**.

Example:

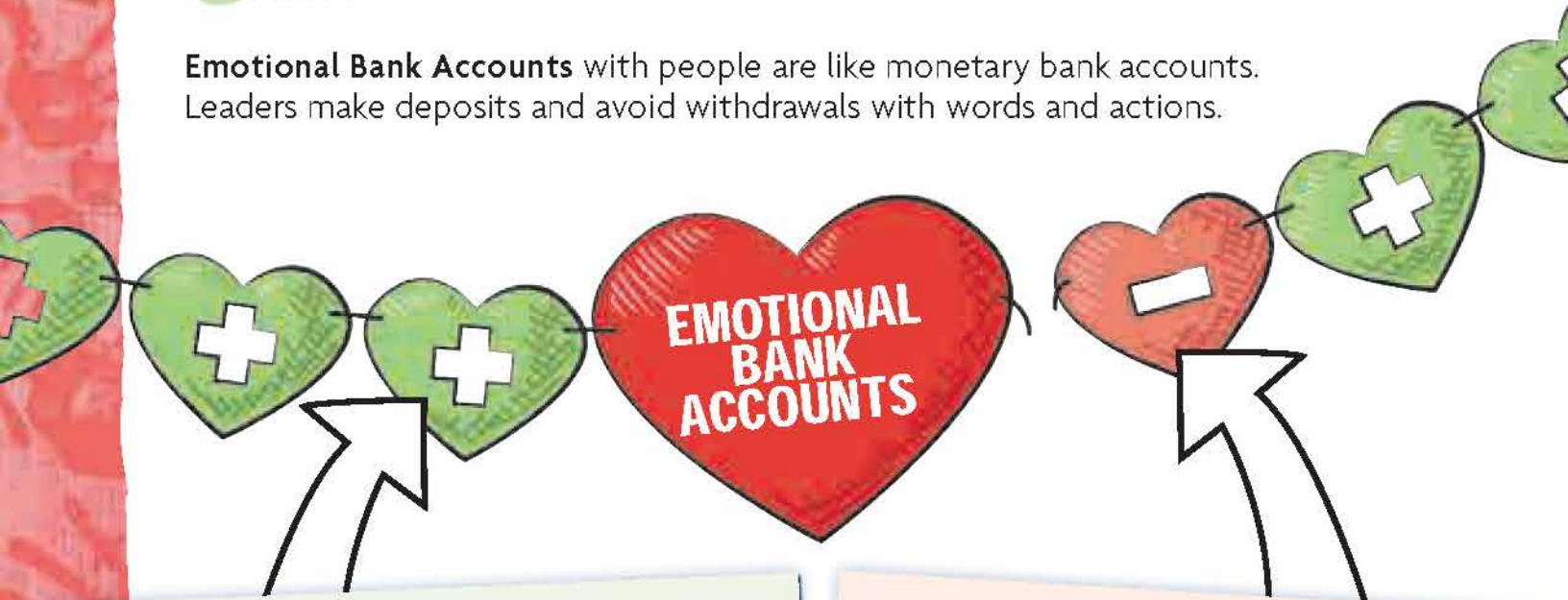


If a win-win solution cannot be found, you can agree to disagree.

Think
Win-Win

Emotional Bank Accounts

Emotional Bank Accounts with people are like monetary bank accounts. Leaders make deposits and avoid withdrawals with words and actions.



Deposits build trust.

Deposits = keep promises, do small acts of kindness, help others, recognize achievements, give compliments, include others, apologize,

_____,
_____, or
_____.

Withdrawals break trust.

Withdrawals = break promises, say mean things, act selfishly, cheat, lie,

_____,
_____,
or _____.



An Emotional Bank Account
Is part of you and me.
When people put deposits in,
We're happy as can be!

Brainstorm acts of kindness on the Lotus Diagram.

Example:
Open the door
for others.

**Acts of
Kindness**

Think
Win-Win

Mutual Respect


Win-win happens when people **respect** each other's feelings and needs.

Respect: how you feel about others; how you treat others.

You respect others when...

- You think about what others want.
- You trust them to be fair.
- You ask, "What is a win for you?"
- You are happy for their successes.






Circle the letter that shows respect.

During a group project, no one listened to your great idea.

- a. Tell the teacher you want to work with a different group.
- b. Ignore others' ideas; they ignored yours.
- c. Add your idea with others' ideas to create an even better idea.




One of your friends said something mean about you.

- a. Tell her she's not your friend anymore.
- b. Tell her it hurt your feelings and ask her to talk to you if she doesn't like something you did or said.
- c. Ignore her.

You did your math homework with a friend because he is good at math.

- a. You asked him to explain his answers.
- b. You copied his answers.
- c. You quit and went out to play.

Why is it important to respect others?



Seek First to
Understand, Then
to Be Understood

Attentive Listening



Listening attentively to what people say is an important part of being a leader. People like to have their **thoughts** and **feelings** heard.

How you can be an attentive listener:

Stop doing
other things.

Ask related
questions.

Turn your body
toward the person.

Smile or nod.

Make eye
contact.

Do not
interrupt.





Get with a partner.
Use good listening skills.

Listen attentively as your partner tells you a story about himself or herself.

Did you...

No

Yes

Make good eye contact?



Stop doing other things?



Turn your body toward him or her?



Not interrupt?



Ask related questions?



Smile or nod?



If you were the "Leader of Listening," how would you teach others to listen?

I would... _____



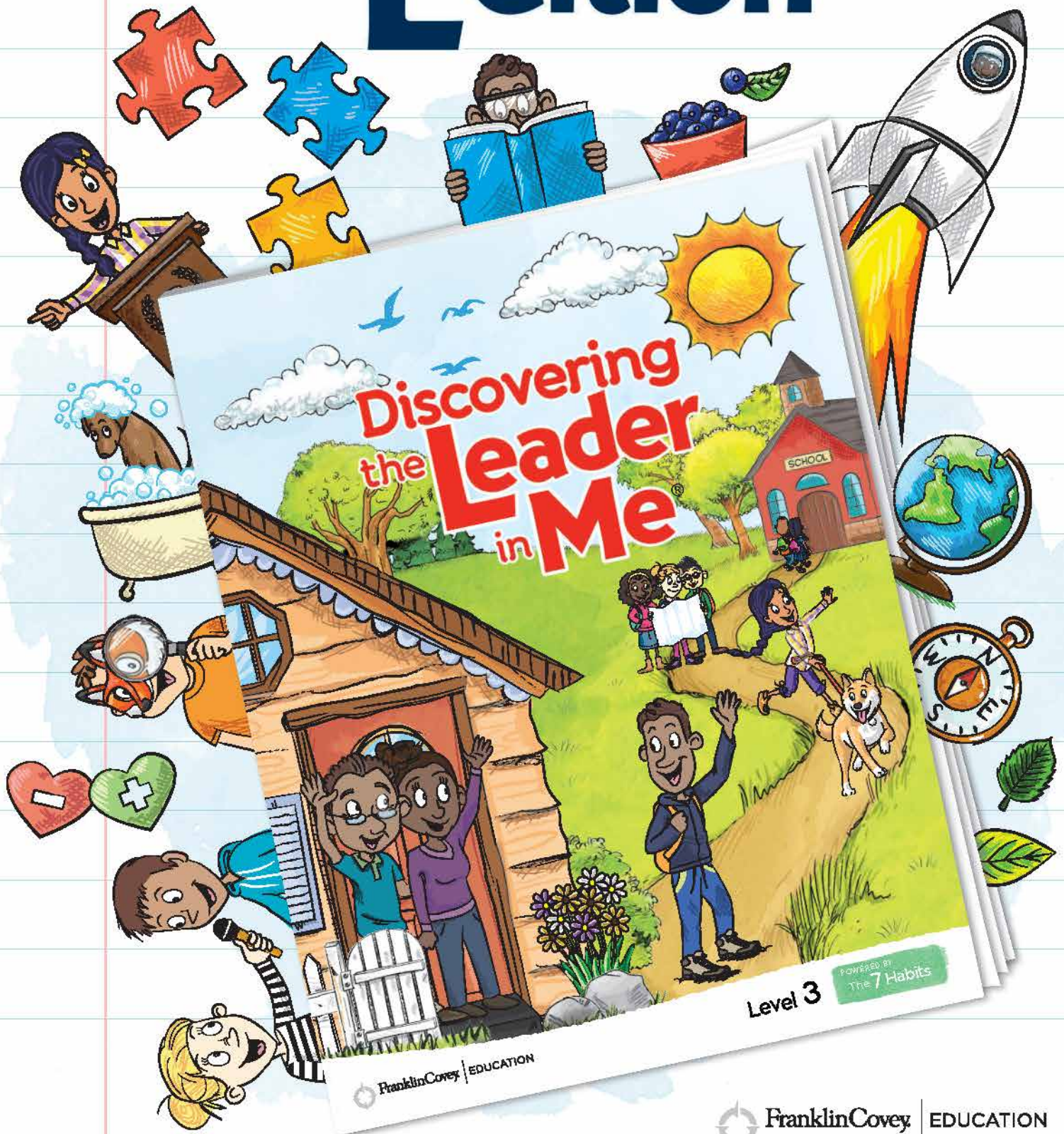
Riddle

Q: I am born in the air with no body, no ears, and no mouth. Yet I can hear and talk back. What am I?

A: An echo.

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Teachers Edition



Abundance Mentality

A key concept of Habit 4: Think Win-Win is Abundance Mentality. An Abundance Mentality is the belief that there is plenty of success to go around. In this lesson, students discover:

- What it means to think abundantly.
- The benefits of having an Abundance Mentality.
- How to use Habit 4 to resolve conflicts.

MAIN LESSON (20 MINUTES)

? What do you already know about Habit 4: Think Win-Win?

Allow time for student responses.

= Habit 4: Think Win-Win is the belief that everyone can win. Leaders realize that there's plenty of success to go around. It doesn't have to be you or me. It can be both of us.

Guide students to page 36.

Have a student read the definitions of "scarcity" and "abundance."

Read each sentence aloud. Have students circle the number that best represents where they are now.

= Think Win-Win is about cooperation rather than competition. It is about finding a way for everyone to win.

? Think about some of your closest friendships; are they competitive or cooperative?

First, ask students to think quietly about the question. Next, ask students to share with a partner. Finally, discuss as a class.

= Finding a "winner" in a relationship is a pretty silly question, isn't it? Competition works in sports, but not in relationships.

Notes & Reflections

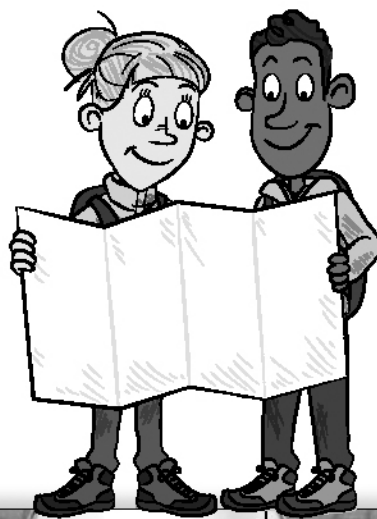
Guide students to page 37.

- Think Win-Win is not about competition. It is about thinking abundantly and finding a way for everyone to win.

Read the "Imagine" paragraph aloud. Allow time to complete the activity with a partner. Allow several pairs to share their ideas.

- When you think abundantly, you work with others so everyone wins. You know that there is enough success for everyone.

Notes & Reflections



Abundance Mentality

Habit 4: Think Win-Win is the belief that everyone can win. Leaders realize that there's plenty of success to go around. It doesn't have to be you or me. It can be both of us.



Scarcity: a very small quantity of something.



Abundance: a very large quantity of something.



Read each sentence below. Circle the number that best represents where you are now.

1 = Never
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- I am happy when good things happen to others.
- I treat everyone with the same respect.
- I believe there are enough good things for you and for me.

1 2 3 4
1 2 3 4
1 2 3 4

Think Win-Win is not about competition. It is about thinking abundantly and finding a way for everyone to win.

Imagine...

Five friends are hiking in the woods. They are having a great time. Suddenly they realize they are lost, hungry, and it will be dark soon.

They have one bag of fruit, one large bottle of water, one flashlight, and one map.



Help them think abundantly and make a plan for sharing the supplies.

Riddle

Q: In a marathon race, what do the winning runners lose?

A: Their breath.

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Timer.

Play *“Count to Fifty.”*

Object of the game: Students call out the numbers 1 through 50 without having two people say the same number at the same time.

Rules:

- Anyone can call out a number.
- Start with 1.
- The numbers must be in numerical order.
- If two people say the same number at the same time, you begin again.
- The teacher is the referee.

Explain the rules, but do not discuss strategy. Play one round.



What made this hard? What would make it easier?

Discuss how thinking abundantly would make the game easier. Play the game again applying a win-win strategy.



INDIVIDUAL APPLICATION (20 MINUTES)

Timer; a piece of paper for each pair of students.

Play *“Tic-Tac-Toe.”*

Distribute one piece of paper per pair. Challenge pairs to get the most wins in 3 minutes. Advise students to do their best to fit at least 10 games on one side of the paper.

Allow 3 minutes for playing. Then determine which team accumulated the most games.



Did anyone use abundant thinking to win more games as a team? How?

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Have students indicate their level of understanding using their thumb.

Thumb up: I can explain what it means to think abundantly.

Thumb sideways: I think I can explain what it means to think abundantly.

Thumb down: I cannot explain what it means to think abundantly.



DIFFERENTIATION OPTIONS

- View the video *Win-Lose Conditioning: Turn Conflict into Collaboration*, found at www.theleaderinmeonline.org.
- Encourage an Abundance Mentality by clapping for others' daily successes.
- Consider providing a script to those students that might struggle with the concept of thinking abundantly.
- Provide multiple examples of thinking abundantly.
- Allow students to participate in three-legged races to demonstrate win-win thinking. For students unable to physically participate, assign them to be a strategy coach.



TAKING IT HOME

In your weekly communication home, include the following note:


Our class talked about Habit 4: Think Win-Win. Ask your child, "What does thinking abundantly mean?"

Win-Win Solutions


Habit 4: Think Win-Win is an attitude toward life—a mental frame of mind that says I can win—and so can you. It's not me or you, it's both of us. Think Win-Win is the foundation for getting along well with others and solving problems. In this lesson, students discover:


- The definition of Habit 4: Think Win-Win.
- Why competition doesn't work in relationships.
- How to find win-win solutions.


MAIN LESSON (20 MINUTES)

 Habit 4: Think Win-Win means, "I balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for win-win solutions."

Guide students to page 38.

 Along the left-hand side, courage goes from low to high. Along the bottom, consideration goes from low to high. The sections are different ways to approach problems.

 Win-lose means, "I don't care if you lose as long as I win."
Lose-lose means, "If I'm going down, I'm taking you with me."
Lose-win means, "Walk all over me, everyone else does."
Win-win means, "There is enough for both of us; how can we make this work?" No deal means, "We agree to disagree."

 When working to find solutions to problems, what choice do you usually make?

 Ask several volunteers to justify their choice.

Guide students to page 39. Read the example aloud.

Notes & Reflections

- ? Why is this an example of a win-win solution?
- = Find win-win solutions for the rest of the problems on the Stop-and-Think Chart.

Allow time to complete the activity. Have volunteers share.

- = If you look for win-win solutions, you help others succeed and share recognition. Think Win-Win is contagious. Most people want to be around others who want them to succeed. Give it a try.



Notes & Reflections

Win-Win Solutions



As a leader, you balance courage for getting what you want with consideration for what others want. When conflicts arise, look for win-win solutions.

When working to find solutions to problems, what choice do you usually make?

COURAGE	High	Win-Lose	Win-Win or No Deal
	Low	Lose-Lose	Lose-Win
		Low	High
		CONSIDERATION	

Find win-win solutions to the problems using the Stop-and-Think Chart.

Example:

You are the team captain and your team lost the game. The other team captain wants to shake your hand.

STOP

Think Win-Win. I would shake her hand and say "good game."

You have a substitute teacher and no one is listening to him.

STOP

Think Win-Win.

You have a group project and the others aren't helping.

STOP

Think Win-Win.

Your friend won an award you wanted to win.

STOP

Think Win-Win.

If a win-win solution cannot be found, you can agree to disagree.

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

List of student relationship situations (examples below).




In small groups, have students choose one of the situations below or use situations appropriate to your class. Groups will create a win-win solution. Groups should be prepared to role-play their solutions for the class and explain why it is a win-win solution.

(Examples: Leaving someone out, teasing, making fun of someone, only playing with one friend, others applicable to your class.)



INDIVIDUAL APPLICATION (20 MINUTES)

Haiku example (below) written at the front of the room.

-  Haiku is a type of Japanese poetry that has three non-rhyming lines. Haiku poems follow a pattern.
-  Reference the haiku example written at the front of the room as you explain the poem structure.
-  The first line has five syllables. Example: When I Think Win-Win,
The second line has seven syllables. Example: Happy and confident me,
The third line has five syllables. Example: Being a good friend!

Now it's your turn to write a haiku poem about win-win solutions. The first line has been done for you. It is "When I think win-win."

Allow time for students to write their haiku. Then invite students to share their poems with the class.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

In small groups, have students reteach the importance of win-win solutions. Observe group discussions to check for understanding.



DIFFERENTIATION OPTIONS

- Give students scripts to allow them to practice the skill of using win-win thinking to solve problems.
- Match possible solutions to situations during the “Class Application.”
- Allow students to work with a partner for the “Individual Application.”



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about thinking win-win to solve problems. Ask your child, “What does it mean to ‘Think Win-Win’?”

Emotional Bank Accounts

The Emotional Bank Account (EBA) is a metaphor for the amount of trust that exists between two people. “Deposits” build and repair trust. “Withdrawals” break down trust. Small kindnesses are a meaningful way of making deposits. In this lesson, students discover:

- An Emotional Bank Account is like a financial bank account.
- Emotional Bank Account deposits help relationships; withdrawals hurt relationships.
- Small kindnesses are one type of deposit.

MAIN LESSON (20 MINUTES)

Ask students to share what they know about bank accounts.

Today we are going to talk about a different kind of account. It's called an Emotional Bank Account. An Emotional Bank Account is with people. Like a bank account, you can make deposits (put money in) or withdrawals (take money out), but in Emotional Bank Accounts, you don't use money. Instead you use words and actions.

Based on what I just shared, what would you consider a deposit and a withdrawal in your Emotional Bank Account?
Share your thoughts about what would be a deposit and a withdrawal in your Emotional Bank Account.

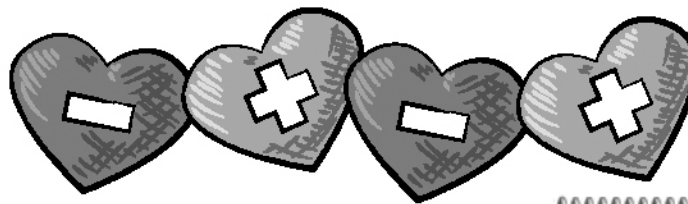
Then have students think quietly about the question. Next, ask students to share with a partner. Finally, discuss as a class.

Guide students to page 40.

Let's read about different types of deposits and withdrawals.

Have a student volunteer read the examples of deposits, then have students add their own ideas. Repeat with withdrawals. Discuss as a class.

Notes & Reflections



Guide students to page 41. Have a student read the poem aloud.

Acts of kindness, even small ones, are a great way to make deposits. They can be words or actions. I'd like the class to make deposits in the Emotional Bank Accounts of people who help us every day.

Who are some of the people that help you every day?

There are many people who help us at school. We can thank them by making deposits in their Emotional Bank Accounts. Work with a partner and write your ideas on the Lotus Diagram. I'd like you both to write the ideas so you can reference them later.

Allow time to complete the activity. Then share ideas and choose several the class can do.

We make a deposit in others' Emotional Bank Accounts by showing that we value and appreciate them. Deposits build trust with others. If we make withdrawals, a sincere apology is the best way to begin to rebuild trust.

Notes & Reflections

Emotional Bank Accounts

Emotional Bank Accounts with people are like bank accounts. Leaders make deposits and withdrawals with words and actions.

Deposits build trust.

Deposits = keep promises, do small acts of kindness, help others, recognize achievements, give compliments, include others, apologize,

_____, or _____

Withdrawals break trust.

Withdrawals = break promises, say mean things, act selfishly, cheat, lie,

_____, or _____

Acts of Kindness

Example: Open the door for others.

Brainstorm acts of kindness on the Lotus Diagram.

An Emotional Bank Account Is part of you and me. When people put deposits in, We're happy as can be!

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Two charts labeled “Kind Words” and “Kind Actions.”

Discuss how both kind words and kind actions are deposits.

Divide the class into two groups. Have each group go to one chart to brainstorm a list of deposits (either words or actions) they could use with classmates. Review both lists as a class.

Invite students to refer to the ideas they had in the Lotus Diagram completed during the “Main Lesson.”

Display the two charts for students to reference.



INDIVIDUAL APPLICATION (20 MINUTES)

A weekly calendar page or student planner for each student.

Have students plan and schedule the task of making a deliberate deposit. Have them list the person they will make a deposit with and what the deposit will be. Have them meet with their Accountability Partner in one week to check on progress.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Who:	Who:	Who:	Who:	Who:
Deposit:	Deposit:	Deposit:	Deposit:	Deposit:

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Start with all students standing. Have students sit after naming an Emotional Bank Account deposit. Continue until all students are sitting.



DIFFERENTIATION OPTIONS

- Demonstrate the idea of Emotional Bank Account deposits and withdrawals with a small bank and coins. Deposits count as one coin into the bank and withdrawals count as three coins out of the bank.
- Specifically define “deposit” and “withdrawal.”
- Pair the language of deposits and withdraws with an emotions chart.
- Pair pictures and symbols when reading the “Emotional Bank Accounts” section to aid in comprehension.
- Discuss specific classroom challenges (e.g., not saying please, thank you, or I’m sorry; name calling, acting without thought of consequence, not looking at others when speaking with them, etc.) in terms of their Emotional Bank Account impact.
- Read the “Emotional Bank Accounts” text aloud.
- Have boys and girls alternate reading the verses of the poem.
- Pair students with differing challenges as Accountability Partners.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class learned about Emotional Bank Accounts. Ask your child, “What is an Emotional Bank Account?”

Mutual Respect

Habit 4: Think Win-Win is the first habit of interdependence—the ability to work well with others. Working well with others includes respecting others and their ideas. In this lesson, students discover:

- Why it is important to respect others.
- The benefits of focusing on respecting others' ideas over being right.
- How mutual respect shows leadership.

MAIN LESSON (25 MINUTES)

Today we are going to talk about respect. Leaders know that respect is essential when working with others. Win-win thinking can take place when people have mutual respect for each other's feelings and needs.

Guide students to page 42. Ask a student to read the definition of respect. Ask other students to read the bullet points for respecting others.

What are other examples of showing respect?

Use “discussion prompts.”

Notes & Reflections

Guide students to page 43.

- There are many situations where you have an opportunity to lead with respect. By doing so, you become a role model for others. Read the situations and circle the letter that shows respect.


Allow time to complete the activity. Discuss as a class.

- Reflect on what you have learned about respect and answer the question, "Why is it important to respect others?"

Allow time to complete the activity. Invite volunteers to share.

- Showing respect for yourself and others—instead of focusing on being right, being the best, giving in to pressure, or doing only what's best for you—is what great leaders do. Everyone wants to be respected. Mutual respect helps you work more effectively with others.

Notes & Reflections



HABIT 4

Mutual Respect

Win-win happens when people respect each other's feelings and needs.

Respect: how you feel about others; how you treat others.

You respect others when...

- You are considerate of their needs.
- You trust them to be fair.
- You ask, "What is a win for you?"
- You are happy for their successes.
- You want them to benefit in a situation.

WIN WIN

Circle the letter that shows respect.

During a group project, no one listened to your great idea.

- Tell the teacher you want to work with a different group.
- Ignore others' ideas; they ignored yours.
- Add your idea with others' ideas to create an even better idea.

One of your friends said something mean about you.

- Tell her she's not your friend anymore.
- Tell her it hurt your feelings and ask her to talk to you if she doesn't like something you did or said.
- Ignore her.

You did your math homework with a friend because he is good at math.

- You asked him to explain his answers.
- You copied his answers.
- You quit and went out to play.

Why is it important to respect others?

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

List of classroom situations where students want to “be right” or “the best” (examples below).

Divide the class into groups of four or five students. Instruct each group to create a skit based on an assigned scenario that first demonstrates a focus on being right or the best, then one that demonstrates a focus on mutual respect.

Debrief the skits by discussing how each portrayed mutual respect.

(Examples: Discussing how to solve a math problem, how to do a science experiment, playing a sport during recess, working on a group project, or sharing a leadership role with another student.)



INDIVIDUAL APPLICATION (15 MINUTES)

Have students write a letter to themselves encouraging them to show more respect to someone (for example, a sibling, friend, parent, classmate, teacher, grandparent).

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe students' answers to the reflection question in the "Main Lesson."



DIFFERENTIATION OPTIONS

- Encourage positive comments or clapping as students present their ideas to the class.
- Encourage students to combine their ideas.
- Hold a teacher-led "think aloud" group for your weaker writers during writing activities.
- Provide either a template with words missing or a sentence starter for the writing activities.
- Review parts of a letter and/or provide a model for the "Individual Application."
- Provide scripts for students to use during the "Class Application."



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about having mutual respect. Ask your child, "Why is having respect for others important?"



Seek First to Understand, Then to Be Understood

Attentive Listening

Attentive listening is a key concept of Habit 5: Seek First to Understand, Then to Be Understood. Attentive listening means we listen with our eyes, ears, and heart, we try to understand from the other person's viewpoint, and we check to ensure we understood the message. In this lesson, students discover:

- Why effective listening skills are important.
- What it means to listen attentively.
- How to listen attentively.

MAIN LESSON (25 MINUTES)

? Have you ever had someone “pretend” to listen to you; the person looks at you, but you can tell he or she isn’t really listening?

? How did it make you feel?

☰ Today we’re going to talk about a key part of Habit 5: Seek First to Understand, Then to Be Understood. Being an attentive listener is an important part of communication because it makes others feel valued.

Guide students to page 44.

☰ Listening attentively to what people say is an important part of being a leader. People like to have their thoughts and feelings heard. There are several ways to be an attentive listener.

Have a student read the examples.

Have several students model the attentive-listening skills while others observe. Discuss as a class.

☰ These attentive-listening skills shows others that you feel they deserve your full attention; that what they’re saying is important; that you are being respectful; and that you are focusing on their message, not how you are going to respond.

Notes & Reflections

Guide students to page 45.

- ☞ You'll be working with a partner for this next activity. Remember to practice the attentive-listening skills we just learned. While your partner is speaking, try to understand his or her point of view, don't interrupt, and check to make sure you understood your partner's message. You will have 1 minute, then you'll switch roles. You will be telling your partner about a place you have visited. Go ahead and get started with the first speaker.

Allow 1 minute, then signal partners to switch roles. When both partners have had a chance to play the roles of speaker and listener, have them self-reflect by answering "Yes" or "No" to the questions.

- ☞ Answer the following question: "If you were the 'Leader of Listening,' how would you teach others to listen?"

Allow time for students to write their thoughts. Then discuss as a class.

- ☞ Today you learned the importance of attentive listening. Attentive listening makes people feel valued. Attentive listening shows others you care. Attentive listening is an important leadership skill.

Notes & Reflections



HABIT 5

Attentive Listening

Seek First to Understand, Then to Be Understood

Listening attentively to what people say is an important part of being a leader. People like to have their thoughts and feelings heard.

How you can be an attentive listener:

Stop doing other things.

Turn your body toward the person.

Make eye contact.

Ask related questions.

Smile or nod.

Do not interrupt.

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Get with a partner. Use good listening skills. Listen attentively as your partner tells you a story about himself or herself.

Did you...	No	Yes
Make good eye contact?	☹	☺
Stop doing other things?	☹	☺
Turn your body toward him or her?	☹	☺
Not interrupt?	☹	☺
Ask related questions?	☹	☺
Smile or nod?	☹	☺

If you were the "Leader of Listening," how would you teach others to listen?

I would... _____

Riddle

Q: I am born in the air with no body, no ears, and no mouth. Yet I can hear and talk back. What am I?

A: An echo.

Leading Others 45

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Attentive-listening skills list (see below).

Post the attentive-listening skills at the front of the room. Review each item.

Ask a student to talk about his or her dream vacation and why it would be so fun. Model the skills on the list while the student is talking.

How did I show [student speaker's name] I was listening? How did I respond to what [name] was telling me? Which actions from the list did I use?



Have students form pairs. Instruct pairs to trade roles talking and listening about the topic: "If you were granted three wishes, what would they be and why?" Encourage students playing the listening role to refer to the list.

Attentive-listening skills: Ask related questions, smile or nod, do not interrupt, make eye contact, turn your body toward the person, stop doing other things.

INDIVIDUAL APPLICATION (15 MINUTES)

One piece of paper for each student; thesaurus.

Have students select a synonym for the word "listen," write it on a piece of paper, then illustrate the word.

Use students' drawings to create a display as a visual reminder to practice the skill of attentive listening.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe as students practice using attentive-listening skills with their partners during the “Class Application.”



DIFFERENTIATION OPTIONS

- Allow students who struggle with writing tasks to dictate or illustrate their response.
- Show video clips of attentive listening.
- Pair stronger students with students who have communication deficits.
- Provide a list of synonyms for the “Individual Application.”



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about attentive listening. Ask your child, “What do attentive listeners do?”

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