



Discovering the **Leader** in **Me**®

Seek First to
Understand, Then
to Be Understood

Listen With Eyes, Ears, and Heart

Listening is more than just *hearing* another person. It is seeking to understand. That is why effective leaders listen with their eyes, ears, and heart.

Eyes

What did the speaker's body language tell us? Was the speaker angry? sad? frustrated? nervous?

Ears

What did the speaker's words and tone tell us?

Heart

Was the listener trying to understand, or was the listener judging, giving advice, and interrupting?



Think about a relationship you have with a parent, friend, sibling, or someone else, then complete the sentences.

In this relationship, I mostly use my _____
when I listen.

I could improve the relationship if I used my _____
and _____ more often.

I will practice using my eyes, ears, and heart with this person
_____ times in the next week.

If I improved my listening skills, it would help me...



Accountability Partner Check

In one week, meet with your Accountability Partner to check on progress.

Seek First to
Understand, Then
to Be Understood

Honesty

Seeking to be understood involves trust. One way to build trust with others is to be honest. Honesty is the gateway to effective communication.

Circle "True" or "False."

I try to be truthful.

True

False

I return things that are not mine.

True

False

I do my own work.

True

False

If I do something wrong, I admit it.

True

False

I support my friends.

True

False

Dare to Be True

Being honest isn't always easy. Consider each scenario.

You walk into class and realize you forgot about a big test. Your best friend is sitting next to you. He tells you to look at his paper during the test. What would you do?

A group of students are suspected of fighting after school. You know who they are. When asked, what would you say?

Public Speaking

Seek First to Understand, Then to Be Understood

Speaking confidently is included in the second part of Habit 5, which is "...Then to Be Understood." Each time you speak in public, you have an opportunity to grow in your leadership strength and influence.

Persuasive Voices

Throughout history, great leaders have united people and caused great change through their ability to speak persuasively. One such leader was Frederick Douglass.

Frederick Douglass was born in 1818. His mother was a slave, which meant he too was born into slavery. Around the age of 12, his slave master's wife began to teach Frederick the alphabet. Yet, when the master found out, he forbid his wife to continue.

Frederick still wanted to learn, so he secretly taught himself to read. Once Douglass learned to read, he began to read about slavery. In 1838, Douglass disguised himself as a sailor and escaped slavery. Finally, he was able to settle on his own as a free man.

But inside his heart, Douglas was neither free nor settled. He worried about other people who continued to be slaves. Frederick began to speak at meetings about his experiences as a slave. He spoke in a way that captured the hearts and minds of his audiences. Through his speeches, Frederick told thousands of people how slaves were being mistreated. He changed many people's views on slavery.

Before he died, Frederick Douglass achieved his goal of seeing the end of slavery in the United States. Through his persuasive public-speaking skills, he influenced and inspired the lives of many people.



Frederick Douglass found his voice in public speaking.

- He cared about what he was presenting.
- He showed the audience that he was trustworthy and knowledgeable.
- He connected with his audiences and influenced them.

If you were asked to give a speech about something you cared deeply about, what would be your topic?

How would you show the audience you were trustworthy and knowledgeable?

How would connect with your audience and influence them to care?

Celebrate Differences

Habit 6: Synergize uses the strengths of Habits 4 and 5 to create outcomes that feel almost like magic. Synergizing does not just value differences, it truly celebrates differences.

How much does our class value and celebrate people's differences?
Circle "Sometimes," "Often," or "Always."

We like hearing each other's ideas—even wild ideas!

Sometimes

Often

Always

We know each other's strengths and use those strengths.

Sometimes

Often

Always

We ask good questions when trying to understand other's ideas.

Sometimes

Often

Always

When new people join our class, we quickly learn their strengths.

Sometimes

Often

Always

We look for ways to Synergize with people outside our class.

Sometimes

Often

Always





Class Strengths

Celebrating differences is the key that unlocks and opens the door to synergy in a class.

Think about the different people in the class. Write the strength and the person's name on the Lotus Diagram.

If you were working on a group project:

- What might synergy sound like?
- What might synergy feel like?
- What might synergy look like?



LOTUS DIAGRAM

Example:
Strong math skills.

Jamal

**Strengths of
People in Our
Class.**

Share and celebrate your class strengths.



Riddle

Q: What is the difference between the North Pole and the South Pole?

A: The whole world.



Teamwork




Successful teams are the result of sharing ideas and learning from one another. Working together can produce team synergy.

Read the following statements.

Circle "Yes" if it will lead to an effective team.

Circle "No" if it will NOT lead to an effective team.



Alex decided to share his idea, he knew sharing his idea might lead to other great ideas!

YES NO

Alania was nervous to share her idea because she did not want to be made fun of. She kept quiet during the whole project.

YES NO




Chen shared her idea after listening to everyone else share their ideas.

YES NO

Sarah did not share her idea because she didn't want anyone else taking credit for it.

YES NO



Damien shared his ideas but often spoke when others were talking.

YES NO

Figure It Out

Use the code to solve the puzzle. As you do, think about how you can encourage collaboration when working in a team.

| | | | | | | |
|--------|--------|--------|--------|--------|-------|-------|
| A = 26 | E = 22 | I = 18 | M = 14 | Q = 10 | U = 6 | Y = 2 |
| B = 25 | F = 21 | J = 17 | N = 13 | R = 9 | V = 5 | Z = 1 |
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8 19 26 9 18 13 20 18 23 22 26 8 4 18 15 15

25 6 18 15 23 26 7 22 26 14

7 19 26 7 26 24 24 12 14 11 15 18 8 19 22 8 8 12

14 6 24 19 14 12 9 22

4 12 9 16 4 18 15 15 25 22 22 26 8 18 22 9

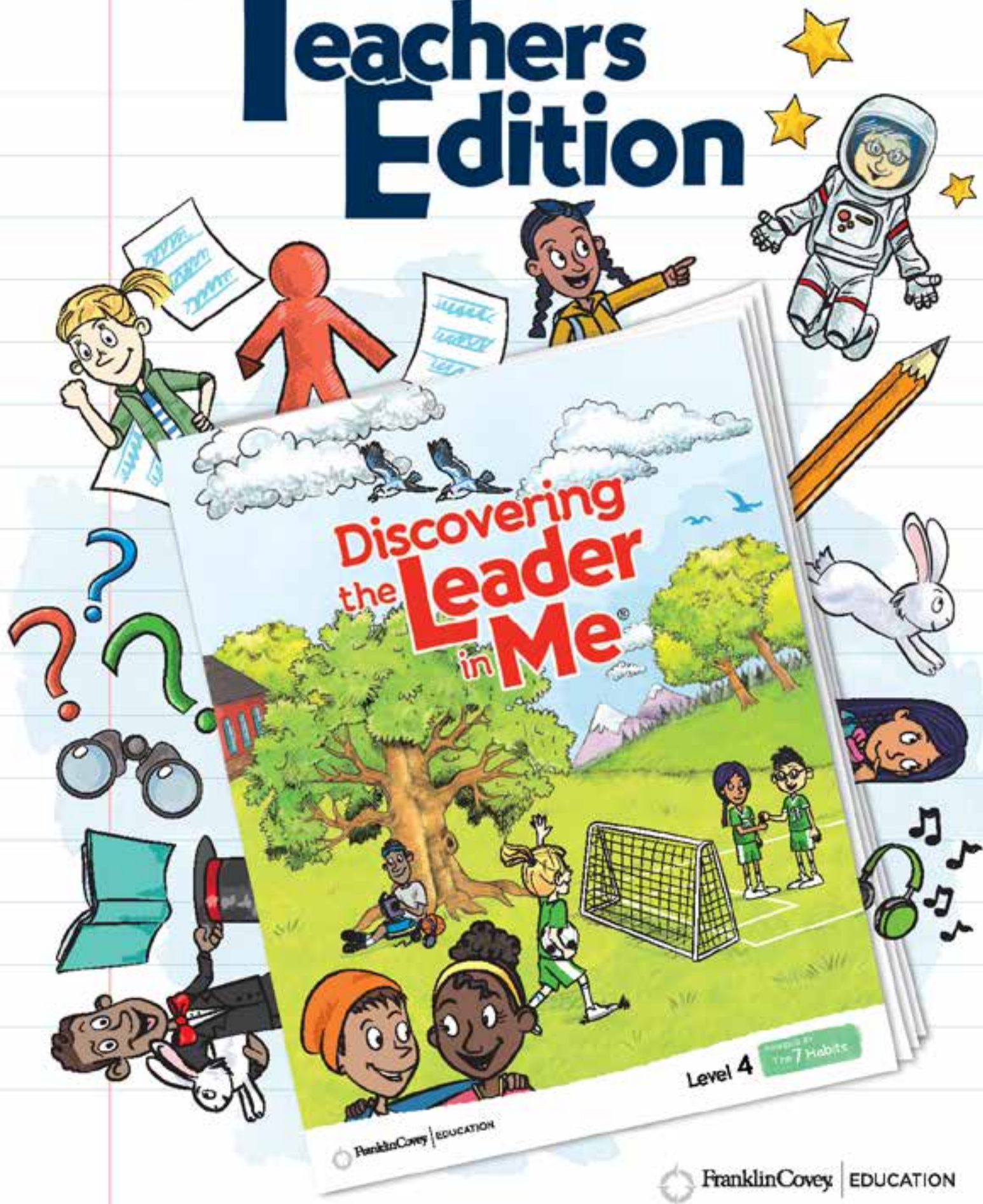
7 19 26 13 18 7 8 22 22 14 8

26 21 26 24 7 4 22 24 26 13 13 12 7

18 20 13 12 9 22

The
LeaderinMe®
great happens here

Teachers Edition



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Seek First to Understand, Then to Be Understood


Listen With Eyes, Ears, and Heart

Listening with our eyes, ears, and heart means listening to truly understand without the intent to reply. This is a key concept of Habit 5: Seek First to Understand, Then to Be Understood. Living this habit transforms our ability to communicate. In this lesson, students discover:

- The difference between merely hearing and really listening.
- Characteristics of a great listener.
- How listening affects relationships.


MAIN LESSON (20 MINUTES)

 What is the difference between hearing and listening?
First, ask students to think quietly about the question. Next, ask students to share with a partner. Finally, discuss as a class.

 Listening is more than just hearing another person. It is seeking to understand. That is why effective leaders listen with their eyes, ears, and heart.

Guide students to page 46. Read the questions, then invite students to ponder the questions during the role play.

Role-play a conversation with a student volunteer. Ask the student to tell you what he or she likes to do. Model poor listening—interrupt to give advice, pretend you are listening, use facial expressions to show judgement, etc.

 Thinking about what you just observed, work with a partner to answer the questions.

Discuss all three questions as a class.

Notes & Reflections



Guide students to page 47.

- Now we will have an opportunity to listen using our eyes, ears, and heart. In pairs, the first speaker will talk for 1 minute about what career he or she thinks is interesting. After 1 minute, you'll switch and the second speaker will talk about the same topic.

Allow time to complete the activity.

- Relationships between people, groups, teams, and countries improve when people listen to understand. Think about a relationship you have with a parent, friend, sibling, or someone else and complete the sentences.

Allow time to complete the activity.

Invite the class to take a listening challenge for one week and follow up with their Accountability Partners, if available.

- Great listeners don't just hear words, they use their eyes, ears, and heart to try to understand the message. It is your best effort to show you value the relationship.

Notes & Reflections

Listen With Eyes, Ears, and Heart

Listening is more than just hearing another person. It is seeking to understand. That is why effective leaders listen with their eyes, ears, and heart.

Eyes

What did the speaker's body language tell us? Was the speaker angry? sad? frustrated? nervous?

Ears

What did the speaker's words and tone tell us?

Heart

Was the listener trying to understand, or was the listener judging, giving advice, and interrupting?

HABIT 5
Seek First to Understand, Then to Be Understood

- Think about a relationship you have with a parent, friend, sibling, or someone else, then complete the sentences.
- In this relationship, I mostly use my _____ when I listen.
- I could improve the relationship if I used my _____ and _____ more often.
- I will practice using my eyes, ears, and heart with this person _____ times in the next week.
- If I improved my listening skills, it would help me _____.



Accountability Partner Check
In one week, meet with your Accountability Partner to check on progress.

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Three sheets of paper for each student.

On the first piece of paper, instruct students to draw a simple picture using basic shapes. Be sure they do not share what the picture looks like with anyone.

Then have each child sit back to back with a partner. Taking turns, have each student verbally explain how to replicate his or her picture, while the partner tries to draw it based only on what he or she hears. Switch roles and repeat. Have them compare their end products.

Explain that in this activity, they were only able to use their ears, so they were missing the information their eyes would have given them. The same thing happens in a conversation. When we use only our ears, we miss valuable information.

Have each student try to replicate their partner's picture again, this time referring to the picture and asking questions, as needed. Discuss the difference in the final product.



INDIVIDUAL APPLICATION (20 MINUTES)

Questions (below) at the front of the room.

The best interviewers may not agree with the person they are interviewing. But good interviewers listen with their eyes, ears, and heart to try to understand the other person without judging.

Put students into groups of three: one is the interviewer, one is the person being interviewed, and one is an observer. After a few minutes, switch roles.

Have the student interviewer use the following questions:

- What makes a good teacher?
- What makes a good student?
- What do you like about school?
- What is your least favorite thing about school?
- If you were teacher for a day, how would you run the class?

Once each student has had the opportunity to play all three roles, discuss what they noticed.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Exit ticket: Students write one way listening strengthens relationships.



DIFFERENTIATION OPTIONS

- Distribute mirrors and allow students to practice facial expressions as the teacher calls out different emotions.
- Use blocks or other manipulatives instead of drawing during the “Class Application.”
- Give students pictures of simple objects and have them describe the objects to their partner during the “Class Application.”
- Give more simplistic questions or statements during the “Individual Application.” For example, “Describe a good teacher.”
- Provide a simpler conversation topic, such as telling their friends about their favorite part of the school day during the “Individual Application.”
- Model using eyes, ears, and heart while listening before letting students practice on their own.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about listening with your eyes, ears and heart. Ask your child, “Why is listening to others important?”

Seek First to Understand, Then to Be Understood


Honesty




Honesty is a key concept of Habit 5: Seek First to Understand, Then to Be Understood. Effective communication is impossible without honesty. In this lesson, students discover:

- The importance of honesty.
- The personal and social benefits of honesty.
- Why honesty is a reflection of who we are.


MAIN LESSON (20 MINUTES)

 What do you know about honesty?


Allow time for student responses.

 As a leader, trust is very important. Seeking to be understood involves trust. One way to build trust with others is to be honest. Honesty is the gateway to effective communication.

Guide students to page 48.

 Read the list of statements and circle “True” or “False” for each one.

Allow time to complete the activity.

 Being honest with others is difficult. Being honest with yourself can be equally difficult. But when you are honest with yourself, you learn where you can improve.

Notes & Reflections

Guide students to page 49.

- Being honest isn't always easy. Each of these scenarios invites you to think honestly about what you would do. Read each one and write your response. Remember, honesty with yourself is a deposit in your Emotional Bank Account.

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

- Is honesty always the best policy?

Use "discussion prompts."

- Being honest with yourself and with others is not easy. Leaders know that when they are honest, others learn they can depend on them and they become role models. When you are honest, you show others the kind of person you are.

Notes & Reflections



HABIT 5

Honesty

Seeking to be understood involves trust. One way to build trust with others is to be honest. Honesty is the gateway to effective communication.

Seek First to Understand, Then to Be Understood

Circle "True" or "False."

| | | |
|--------------------------------------|------|-------|
| I try to be truthful. | True | False |
| I return things that are not mine. | True | False |
| I do my own work. | True | False |
| If I do something wrong, I admit it. | True | False |
| I support my friends. | True | False |

Care to Be True

Being honest isn't always easy. Consider each scenario.

You walk into class and realize you forgot about a big test. Your best friend is sitting next to you. He tells you to look at his paper during the test. What would you do?

A group of students are suspected of fighting after school. You know who they are. When asked, what would you say?

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (30 MINUTES)

In small groups, have students role-play different responses to the scenarios in the “Main Lesson.” After each role play, discuss the possible short- and long-term effects of the chosen response.



INDIVIDUAL APPLICATION (10 MINUTES)

Have students write about how it makes them feel when someone lies to them.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe class discussions.



DIFFERENTIATION OPTIONS

- Reference Pinocchio, a character with whom most students will be familiar, and how being dishonest affected him.
- Label LEGOS® or blocks with trustworthy actions. Build a “Tower of Trust.” As you build, interject a block labeled “Lying” to demonstrate how one untrustworthy action affects the tower.
- Encourage students who struggle with idea development to go first during “Class Application.”
- Hold a teacher-led group to discuss the questions during “Individual Application.”



TAKING IT HOME

In your weekly communication home, include the following note:

Our class learned about honesty. Ask your child, “What are the benefits of being honest with yourself and others?”



Seek First to Understand, Then to Be Understood

Public Speaking

The second half of Habit 5 ... "Then to Be Understood" is as important as the first half. Sharing our thoughts, feelings, and opinions takes courage. Sharing our thoughts, feelings, and opinions publicly takes even more courage. Public speaking requires confidence, and confidence comes with practice. In this lesson, students discover:

- Successful speakers prepare.
- We all have the potential to be comfortable speaking publicly.
- Courage and confidence is gained through practice.

MAIN LESSON (20 MINUTES)

- ☞ Speaking confidently is the second part of Habit 5: ... "Then to Be Understood." Each time you speak in public, you have an opportunity to grow your leadership strength and influence.
- ☞ Public speaking has been an important leadership skill throughout history, and it is still an important leadership skill today.
- ☞ Frederick Douglass was a powerful public speaker who lived in America in the 1800s. Many consider him to be the most influential African-American leader of the 19th century.

Guide students to page 50.

Divide the class into groups of four or five. Have each group read the story of Frederick Douglass and come to an agreement on their most important learning from the story.

Allow time to complete the activity. Then have a representative from each group share the group's thoughts.

- ☞ Mr. Douglass spoke with courage and with confidence. He got better through practice. He talked about what he knew, what he had experienced, and what he believed. He used his skills and knowledge to help make the world a better place.

Notes & Reflections

Guide students to page 51.

- Frederick Douglass found his leadership potential in public speaking. He prepared his speeches to make the biggest impact.


Have a student read the section at the top aloud.

- Imagine if you were asked to give a speech about something you cared deeply about.
- What would you talk about? How would you show the audience you were trustworthy and believable? How would you connect with the audience and influence them to care?

Allow time to answer the questions. Have several volunteers share.

- You all have the potential to make a difference in the world. Public speaking is one way to do this. Leaders are often asked to share their thoughts and ideas. Learning the skills of public speaking widens your influence. But no one is born with public-speaking skills. So the more you practice, the better you will get and the more confidence you will build.

Notes & Reflections



HABIT 5

Public Speaking

Speaking confidently is included in the second part of Habit 5, which is "Then to Be Understood." Each time you speak in public, you have an opportunity to grow in your leadership strength and influence.

Persuasive Voices


Throughout history, great leaders have used people and created great change through their ability to speak persuasively. One such leader was Frederick Douglass.

Frederick Douglass was born in 1818. His mother was a slave, which meant he knew how hard slavery was. Around the age of 12, his slave master's wife began to teach Frederick to read and write. He, while the master found out, he forced his wife to teach him.

Frederick still wanted to learn, so he secretly taught himself to read. Once Douglass learned to read, he began to read about slavery. In 1838, Douglass stopped himself as a writer and started writing. Finally, he was able to tell his own story to a free man.

But with his heart, Douglass was still there for the world. He wanted to show other people who continued to be slaves. Frederick began to speak at meetings about his experiences as a slave. He spoke in a way that captured the hearts and minds of his audience. Through his speeches, Frederick told thousands of people how slaves were being mistreated. He changed many people's views on slavery.

Before he died, Frederick Douglass set out his goal of seeing the end of slavery in the United States. Through his persuasive public-speaking skills, he influenced and inspired the best of every people.



Frederick Douglass found his voice in public speaking.

- He cared about what he was presenting.
- He showed the audience that he was trustworthy and knowledgeable.
- He connected with his audience and influenced them.

If you were asked to give a speech about something you cared deeply about, what would be your topic?

How would you show the audience you were trustworthy and knowledgeable?

How would you connect with your audience and influence them to care?

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Access to the Internet; publications on effective public speakers.

Have small groups research and report on other effective public speakers. Explore why the person is viewed as an effective public speaker. Have groups report their findings to the class.

Examples:

- Martin Luther King Jr. (1929–1968)
- Clara Barton (1821–1912)
- Sir Winston Churchill (1874–1965)
- Sojourner Truth (1797–1883)
- Zulfikar Ali Bhutto (1928–1979)
- Maya Angelou (1928–2014)
- Nelson Mandela (1918–2013)



INDIVIDUAL APPLICATION (25 MINUTES)

Have students prepare a speech or presentation on a personal life experience that was meaningful to them, such as moving into a new home, learning how to ride a bike, losing a favorite toy or possession, the death of a pet, etc.

Have volunteers share.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Have students complete the sentence: Public speaking requires courage and confidence because _____.



DIFFERENTIATION OPTIONS

- Bookmark Internet websites containing information about Frederick Douglass.
- Allow students to dictate answers to replace writing during the “Main Lesson.”
- Allow students to create a “how to” or step-by-step process for a skill that might help others during the “Individual Application.”
- Allow students to read preselected stories during the “Individual Application” that relate to topics such as moving into a new home, learning how to ride a bike, losing a favorite toy or possession, death of a pet, etc.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about the skill of public speaking. Ask your child, “What topic would you choose to speak about if given the chance?”

LESSON 25

Celebrate Differences

Celebrating differences is a foundational concept of Habit 6: Synergize. Celebrating difference doesn't necessarily mean we agree, only that we value different ideas. Our differences provide opportunities to build upon individual strengths to accomplish more. In this lesson, students discover:

- Celebrating differences is key to synergy.
- Brainstorming with others produces more ideas.
- Differences allow us to build on ideas.

MAIN LESSON (20 MINUTES)

🔍 When I say, "celebrate differences," what do you think of?
Allow time for student responses.

💬 Many times when you are working with others, it can be easy to let differences get in the way. You can end up compromising to avoid conflict. Synergizing does not just value differences, it truly celebrates differences.

Share a personal experience with synergy. Highlight the different perspectives of students.

Guide students to page 52.

🔍 How much does our class value and celebrate people's differences?

💬 Let's find out. Take a few minutes to complete the survey.
Allow time to complete the activity.

💬 Count the number of times you circled "Sometimes." Now count how many times you circled "Often." Finally, count how many times you circled "Always."
Allow time for students to tally their scores.

Notes & Reflections

- ☐ The more you circled "Always," the more you think we are open to synergizing with others.

Guide students to page 53.

- ☐ Celebrating difference is the key that unlocks and opens the door to synergy in a class.

- ❓ If you were working on a group project, what might synergy sound like? What might synergy feel like? What might synergy look like?

First, have students think quietly, then share with a partner.

- ☐ Think about the different people in our class. Think about their strengths. Now, write the strength and the person's name on the Lotus Diagram. Look at the example. In the example, Jamal has strong math skills.

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

- ☐ Leaders surround themselves with people who think differently, because they know that people who think the same don't bring as many new ideas. The most effective way to create new and better ideas is to celebrate differences.

Notes & Reflections

Celebrate Differences

Habit 4: Synergize uses the strengths of Habits 4 and 5 to create outcomes that feel almost like magic. Synergizing does not just value differences, it truly celebrates differences.

How much does our class value and celebrate people's differences?
Circle "Sometimes," "Often," or "Always."

We like hearing each other's ideas—even wild ideas!

Sometimes Often Always

We know each other's strengths and use those strengths.

Sometimes Often Always

We ask good questions when trying to understand other's ideas.

Sometimes Often Always

When new people join our class, we quickly learn their strengths.

Sometimes Often Always

We look for ways to synergize with people outside our class.

Sometimes Often Always



Class Strengths

Celebrating differences is the key that unlocks and opens the door to synergy in a class. Think about the different people in the class. Write the strength and the person's name on the Lotus Diagram.

Example:
Strong math skills.
(Jamal)

Strengths of
People in Our
Class.

Share and celebrate your class strengths.

Riddle

Q What is the difference between the North Pole and the South Pole?

THEY BOTH MELT!

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (25 MINUTES)

Ten playing cards for each team.

Divide students into teams.

Review the concept of celebrating differences. Have each team create and design a bridge that can bear weight.

Note: Be sure to circulate throughout the room to check in on how each team is doing.

Once the bridges are complete, begin to test each team's end result using coins, pencils, blocks, or any other small resource available to be used as weights. Slowly add weight to each bridge until it fails. Record the results.

After students have completed and tested their bridge, discuss how individual differences contributed to the project.



INDIVIDUAL APPLICATION (15 MINUTES)

One piece of paper; drawing utensils for each student.

Have students create an advertisement about celebrating differences and, specifically, why seeking differences is important.

Note: If technology is available, encourage students to use different applications to create their advertisement (e.g., Wordle™, Google Docs™, Publisher®, Paint™, Adobe®, etc.).

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Students use their fingers to indicate their level of understanding. One finger means they do not understand the concept of celebrating differences. Five fingers means they understand the concept of celebrating differences. Two, three, or four fingers indicates somewhere in between.



DIFFERENTIATION OPTIONS

- Allow students to verbally answer rather than writing during the “Main Lesson.”
- Color-code the Lotus Diagram and/or provide raised borders or lines.
- Lessen the number of boxes required for students to complete on the Lotus Diagram.
- Complete the Lotus Diagram as a group.
- Provide large building materials to aid students with fine motor deficits during the “Class Application.”
- Allow students to play Jenga® or a similar building game, requiring them to listen to different ideas when deciding on which piece should be moved from the tower.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about celebrating differences. Ask your child, “Why are different ideas helpful when working on a team?”

LESSON 26

Teamwork

Collaborating on ideas is a key concept of Habit 6: Synergize. Great teamwork happens when each member contributes his or her unique strengths and ideas. Collaboration is key to effective teams. In this lesson, students discover:

- Synergy requires the sharing of ideas.
- There are no “bad” ideas.
- Collaboration is the key to effective teams.

MAIN LESSON (25 MINUTES)

Today we are going to investigate a very important component of teamwork—the sharing of ideas. Effective teams are the result of sharing ideas and learning from one another. Collaboration is key to effective teams. Working as a class, we can produce team synergy.

What are some reasons you might not share your ideas?

If you don't share your ideas—whether because you're nervous, afraid of what others might think, unsure of yourself, or because you want to work on your own—we cannot reach the highest level of synergy. Synergy is only reached when we build on each other's ideas.

Guide students to page 54.

Why do you think there are light bulbs on this page?

Light bulbs usually mean new ideas.

Have different students read the individual light bulbs.

Read the statements. Circle “Yes” if it will lead to an effective team. Circle “No” if it will not lead to an effective team.

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

Notes & Reflections

Guide students to page 55.

- What would you tell someone who was unsure of sharing his or her ideas?

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

- When you keep your ideas to yourself, the team misses out. Synergy takes place when ideas build on other ideas. The more ideas you have to work with, the better. You never know which idea will lead the team to a solution. That's why collaboration is the key to effective teams.

- Use the code to solve the puzzle independently.

Allow time to complete the activity.

Note: Puzzle solution: "Sharing ideas will build a team that accomplishes so much more/Work will be easier than it seems/A fact we cannot ignore."

- By sharing ideas, you contribute to the team. When you collaborate, build on each other's ideas, and learn from one another, the magic of synergy happens.

Notes & Reflections

HABIT 6 Synergize

Teamwork

Successful teams are the result of sharing ideas and learning from one another. Working together can produce team synergy.

Read the following statements.

Circle "Yes" if it will lead to an effective team.
Circle "No" if it will NOT lead to an effective team.

Alex decided to share his idea, he knew sharing his idea might lead to other great ideas!

YES NO

Alonso was nervous to share his idea because she did not want to be made fun of. She kept quiet during the whole project.

YES NO

Chen shared her idea after listening to everyone else share their ideas.

YES NO

David shared his ideas but often spoke when others were talking.

YES NO

Sam did not share her idea because she didn't want anyone else taking credit for it.

YES NO

Figure It Out

Use the code to solve the puzzle. As you do, think about how you can encourage collaboration when working in a team.

| | | | | | | |
|--------|--------|--------|--------|--------|-------|-------|
| A = 26 | E = 22 | I = 18 | M = 14 | Q = 30 | U = 6 | Y = 2 |
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| D = 23 | H = 19 | L = 15 | P = 11 | T = 7 | X = 3 | |

8 19 26 9 18 13 30 18 23 22 26 8 4 18 15 15

25 6 18 15 23 36 7 22 26 11

7 19 26 7 26 24 24 14 18 15 18 19 22 1 8 10

14 6 24 19 11 12 9 22

4 12 9 16 4 18 15 15 25 27 22 26 8 18 22 9

7 19 26 13 18 7 8 22 22 11 8

26 31 26 24 7 4 22 24 26 13 13 8 7

18 20 10 13 9 22

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (25 MINUTES)

Building materials such as straws, toothpicks, paper, noodles, chewy candy, and tape.

Divide students into teams.



The goal of this project is to build the highest tower possible.

Review the benefits of working within a team—sharing ideas, listening to all ideas, and learning from each other to reach the best possible solution: synergy.



You will have 5 minutes to work on constructing a tower.

Allow five minutes.

Discuss as a class. Point out that even though they may have synergized within their team, the only instruction given was to “build the highest tower possible.” Nothing was said about competing or students only working within their own teams.



Let's build a new set of towers. This time, take some time to share ideas and get ideas from other teams, learn new strategies from other teams, and formulate a new plan that applies what you have learned.

Allow 5 minutes. Then discuss the difference between the first building session and the second building session.

INDIVIDUAL APPLICATION (15 MINUTES)

Access to www.theleaderinmeonline.org; download and make one large copy of a Plus/Delta Chart; two sticky notes or small pieces of paper and tape for each student.

Post the Plus/Delta Chart at the front of the room. Give each student two sticky notes or small pieces of paper.

Have students reflect on the “Class Application” project. Have students write one way they collaborated well and one way they could improve collaboration. Students do not need to include their names.

Once all responses have been posted, review and discuss ways to improve collaboration.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Post the word “teamwork” at the front of the room. Have students offer as many words that relate to the concept of teamwork as possible.



DIFFERENTIATION OPTIONS

- Build on students’ previous knowledge of sharing before introducing them to the concept of sharing ideas.
- Select two students to demonstrate synergy. Have them draw a picture while the rest of the class guesses what they’re drawing. Have them alternate turns sharing one marker. They will need to Synergize prior to this activity.
- Divide the class into two groups and give the groups the same scenario (e.g., class takes too long to line up, talking in the hallway, not showing respect to each other, or other scenarios appropriate to your class). Secretly ask several students in one group to not contribute. Ideally, the group with all participants contributing will have many more ideas than the group with only some of the participants contributing. Discuss the results and let all students in on the secret.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about teamwork. Ask your child, “What is the value of sharing ideas when working on a team?”

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