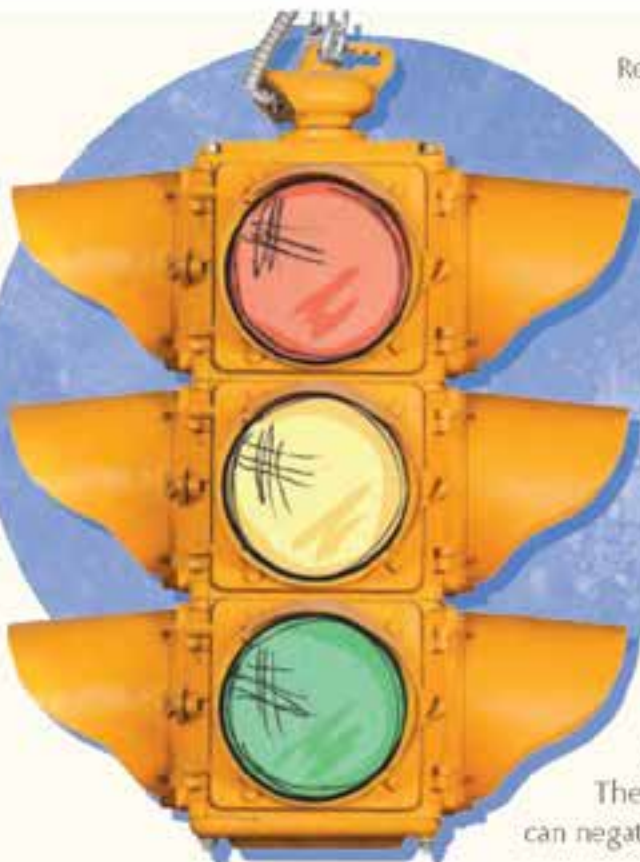


# Discovering the **Leader** in **Me**®



# Barriers to Synergy

Negative peer pressure or people insisting their idea is always best are barriers to synergy. They can influence a team to make bad decisions.



Researchers asked teenagers to play a six-minute driving video game while in a brain scanner. Half the time they played alone, and half the time their peers were watching.

Participants could choose to go fast and win a bigger prize but possibly crash and not finish, or drive cautiously and win a smaller prize.

When their peers were watching, the teenagers ran 40 percent more yellow lights and had 60 percent more crashes. The findings show that peer influence can negatively impact behavior.



WHEN PEOPLE IN GROUPS ARE  
PRESSURED TO MAKE BAD CHOICES OR  
TO KEEP QUIET, THAT IS NOT SYNERGY.

Sam's  
Story

Sam worked hard to fit in with his class-project team. When he told them a joke, they all laughed. He felt awesome.



But then one of the team members asked Sam to tell an embarrassing story about his good friend, Joe. Instead, Sam quickly changed the subject and told another joke.

Then another member of the team whispered to Sam that he had an idea for the project. He insisted Sam choose his idea over others' ideas. Sam said he wanted to hear everyone's ideas before he chose one.



Even though Sam felt pressure to be accepted by the team, instead of giving in to the pressure, he found ways to make choices he felt good about.

What barriers to synergy did Sam's team face?

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# Balanced Living

SHARPEN  
THE SAW



Read the sentences. Circle the number that best describes you right now.

1. NOT AT ALL  
2. SOMETIMES  
3. MOST OF THE TIME  
4. ALL OF THE TIME

1. I get 7-8 hours of sleep each night.

1 2 3 4

2. I eat fruits and vegetables every day.

1 2 3 4

3. I am physically active every day.

1 2 3 4

4. I spend time with my family.

1 2 3 4

5. I spend time with my friends.

1 2 3 4

6. I do puzzles and play games.

1 2 3 4

7. I learn about things that interest me.

1 2 3 4

8. I spend time in nature (walks, going to the park, etc.)

1 2 3 4

9. I help others.

1 2 3 4

10. I meditate.

1 2 3 4

## SHARPEN THE SAW

Just like a saw works better if it is sharp, you work better when all four dimensions are "sharp."



### BODY

sleep, exercise, eat healthy food



### BRAIN

learn new things, write, draw

### HEART

spend time with family and friends



### SOUL

help others, spend time in nature, meditate



Use the pattern to solve the puzzle.

25 26 15 26 13 24 22      21 22 22 15 8      25 22 8 7<sup>!</sup>

M = 14	S = 8	Q = 10	W = 4	N = 13	P = 11
B = 25	T = 7	G = 20	H = 19	D = 23	F = 21
R = 9	A = 26	V = 5	X = 3	O = 12	L = 15
Z = 1	U = 6	I = 18	C = 24		
E = 22	K = 16	J = 17	Y = 2		



SHARPEN  
THE SAWSharpen the  
Brain

HABIT 7: SHARPEN THE SAW encourages you to take care of your brain because a strong mind will help determine your future. **Art**, **poetry**, and **music** use different parts of your brain.

Read the story.

## READER'S THEATER

**CAST:** Gabriela Mistral, Mother, Narrator

**SETTING:** 1905–1945

**Gabriela Mistral:** I am a young child who loves my small village in Chile. I like to sit outside and write about nature and how I feel about things.

**Mother:** Gabriela, you are now 16 years old and the family could use your help. If you go into the village, you could be an assistant to the teacher.

**Narrator:** Gabriela helped her family—first as a teacher's assistant, then as a teacher and a principal.

**Gabriela:** I love working with the children. I will continue to be a great principal, but I will write poetry about nature too.

**Narrator:** Gabriela Mistral never stopped writing, and although she loved being a principal, she became internationally famous for her poetry. In 1945, she was the first Latin American woman to be awarded the Nobel Prize in Literature.

**Gabriela:** Here is one of my poems. I hope you like it. Try to picture the rainbow in your mind when you listen to my poem.

ROUND OF  
THE RAINBOW

Half of the round  
was here and now it isn't.  
The round was cut in half.  
Come and wait for a spectacle.  
Half of the round  
took off for the sky!  
What celestial colors  
come and go!  
What skirts in the wind!  
How beautifully they whirl!  
From hill to hill, the rainbow dances  
so that you will dance.  
It may be playacting  
or freewheeling,  
never to return again.  
We look to the sky and  
all hues are here now:  
half are crying,  
the other half, laughing.  
Oh, half of the wheel  
oh, come down, come down!  
or bring us to all your colors  
if by chance you won't come down.



What do you consider art? Use the Venn Diagram to gather your thoughts.

Turn to a neighbor and write what he or she considers art.

Write any common words in the overlapping section.



**WHAT I  
CONSIDER  
ART**

**WHAT MY  
NEIGHBOR  
CONSIDERS ART**



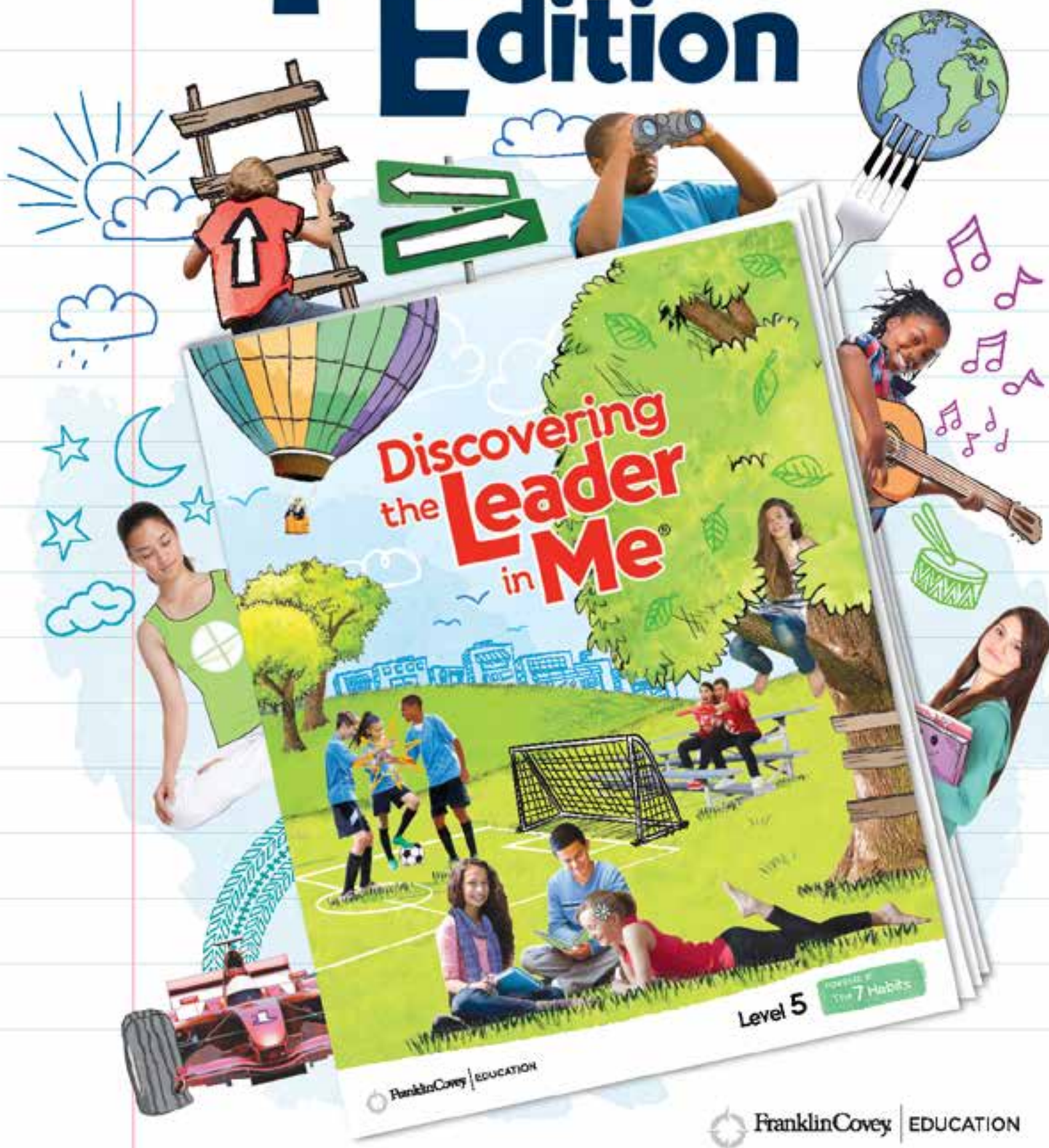
**RIDDLE**

**WHY IS SLIPPERY PAVEMENT LIKE MUSIC?**

(Answer: If you don't C-sharp, you'll B-flat.)



# Teachers Edition





# Barriers to Synergy

Negative peer pressure can be a significant barrier to achieving synergy. Negative peer pressure is any pressure on students to do things that go contrary to principles and their values. In this lesson, students discover:

- Negative peer pressure can lead us to do things we wouldn't normally do.
- Social media can be used to exert negative peer pressure.
- Negative peer pressure is a barrier to achieving Habit 6: Synergize.

## MAIN LESSON (20 MINUTES)

Peer pressure is a powerful influence. Everyone is subject to peer pressure, even adults. Peer pressure can be a good thing, when it supports you in doing and becoming who you want to be. Negative peer pressure, on the other hand, can lead you to do things you wouldn't normally do.

**Share a personal experience with negative peer pressure. How did this pressure act as a barrier to achieving synergy with your peers?**

**Guide students to page 56. Have a volunteer read text aloud.**

- ? What is the main idea of this story?
- ? How does negative peer pressure lead us to do things we wouldn't normally do?

**Allow time for student responses. Discuss as a class.**

Negative peer pressure is a barrier to Habit 6 because new ideas are not encouraged.

## Notes & Reflections



**Guide students to page 57.**

**Have a volunteer read “Sam’s Story.”**

Sam could have told them a story about Joe, but he would have betrayed his friend. Instead, he offered an alternative and the story was forgotten.

Is this story realistic? Why?

**Have a student read the setup question. Allow time for students to complete the activity. Discuss as a class.**

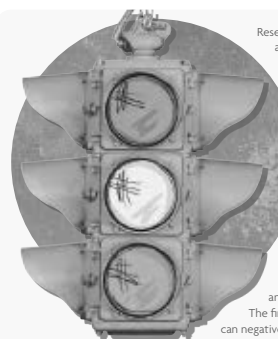
Ignoring negative peer pressure is hard, especially when social media is involved. One way to avoid it is to create new ideas you can feel better about.

## Notes & Reflections

**HABIT 6**

# Barriers to Synergy

Negative peer pressure or people insisting their idea is always best are barriers to synergy. They can influence a team to make bad decisions.



Researchers asked teenagers to play a six-minute driving video game while in a brain scanner. Half the time they played alone, and half the time their peers were watching.

Participants could choose to go fast and win a bigger prize but possibly crash and not finish, or drive cautiously and win a smaller prize.

When their peers were watching, the teenagers ran 40 percent more yellow lights and had 60 percent more crashes. The findings show that peer influence can negatively impact behavior.

**SYNERGIZE**

**WHEN PEOPLE IN GROUPS ARE PRESSURED TO MAKE BAD CHOICES OR TO KEEP QUIET, THAT IS NOT SYNERGY.**

**Sam's Story**

Sam worked hard to fit in with his class-project team. When he told them a joke, they all laughed. He felt awesome.

But then one of the team members asked Sam to tell an embarrassing story about his good friend, Joe. Instead, Sam quickly changed the subject and told another joke.

Then another member of the team whispered to Sam that he had an idea for the project. He insisted Sam choose his idea over others' ideas. Sam said he wanted to hear everyone's ideas before he chose one.

Even though Sam felt pressure to be accepted by the team, instead of giving in to the pressure, he found ways to make choices he felt good about.

What barriers to synergy did Sam's team face?

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**56** LEADING OTHERS

LEADING OTHERS **57**



## SUPPLEMENTAL RESOURCES



### CLASS APPLICATION (20 MINUTES)

One blown-up balloon with a face drawn with black marker; one empty water bottle. After the ink dries, deflate the balloon. Insert the balloon into the empty water bottle and pull the opening of the balloon over the mouth of the bottle. The balloon should be hanging inside the bottle.

**Tell students that the balloon represents a person and the bottle represents negative peer pressure.**

**Choose a student to try to blow up the balloon. No matter how hard they blow, the balloon will not inflate inside the bottle.**

☞ When you allow yourself to be surrounded by negative peer pressure—people trying to influence you to do something you don't want to do—it stifles you, like the bottle is stifling the balloon.

**Remove the balloon from the bottle then let the same student blow up the balloon.**

☞ When you decide to not let others pressure you into thinking one way, you are free to expand your influence and reach synergy.



### INDIVIDUAL APPLICATION (20 MINUTES)

**Have students write a journal response to the following questions:**

☞ Why is it sometimes difficult to stand up for what you believe? How do others' opinions influence our thinking? What can we do to counteract the power of negative peer pressure?

**Discuss as a class. Discuss possible solutions to counteract negative peer pressure. (Suggestions: Take a deep breath, think of how you feel about it, think through the consequences, consider alternatives, walk away).**



## SUPPLEMENTAL TOOLS



### FORMATIVE ASSESSMENT

Exit ticket:

“One way I will resist negative peer pressure is \_\_\_\_\_.”



### DIFFERENTIATION OPTIONS

- Modify the story or pair pictures to aid in comprehension when reading “Sam’s Story.”
- List possible negative peer pressure involved with social media.
- Watch various video clips of negative and positive peer pressure.
- Create a poster or word collage that encourages students to be their own person and avoid negative peer pressure.



### TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about negative peer pressure as a barrier to synergy. Ask your child, “What can you do when faced with negative peer pressure?”



# Balanced Living

Habit 7: Sharpen the Saw teaches us to take time for ourselves every day because doing so gives us the ability to do everything else better. Balance among all four dimensions (body, brain, heart, and soul) is essential to overall health and effectiveness. In this lesson, students discover:

- The four dimensions are body, brain, heart, and soul.
- Balance of the four dimensions increases effectiveness.
- Taking care of oneself is part of being a leader.



## MAIN LESSON (15 MINUTES)

? When you fly on an airplane, the flight attendants go over safety rules in the event something happens.

? What do they tell you to do with the oxygen mask?  
(*Put your mask on before assisting others*).

? Why do you think they give those instructions?

**Allow time for student responses.**

☰ If you don't take care of yourself, you cannot do much else. Habit 7: Sharpen the Saw encourages you to find balance. Just as a car cannot operate well if its four wheels are out of balance, we cannot operate well if our four parts (body, brain, heart, and soul) are out of balance.

**Guide students to page 58.**

☰ Read the sentences. Circle the number that best describes you right now.

**Allow time to complete the activity.**

? Was anyone surprised by their results?

## Notes & Reflections

**Guide students to page 59.**

Just like a saw works better if it is sharp, you work better when all four dimensions are “sharp.” Spending too much time in any of the four areas leaves less time for the others. The key is to balance your time.

**Have a student read each section aloud.**

Does anyone have a different suggestion for keeping one of the four dimensions sharp?

**Allow time for student responses.**

Use the pattern to solve the puzzle.  
(Puzzle solution: *Balance Feels Best!*)

When you are healthy and balanced, you are more effective—both for yourself and for others. Keep thinking of opportunities within the school day where we can create better balance. Maybe it’s stretching for 30 seconds, playing soft music during writing activities, or having time to chat with friends. Remember, if you don’t take care of yourself first, it’s harder to do what you need to do for others.

## Notes & Reflections

### Balanced Living

Read the sentences. Circle the number that best describes you right now.

	1. NOT AT ALL	2. SOMETIMES	3. MOST OF THE TIME	4. ALL OF THE TIME
1. I get 7-8 hours of sleep each night.	1	2	3	4
2. I eat fruits and vegetables every day.	1	2	3	4
3. I am physically active every day.	1	2	3	4
4. I spend time with my family.	1	2	3	4
5. I spend time with my friends.	1	2	3	4
6. I do puzzles and play games.	1	2	3	4
7. I learn about things that interest me.	1	2	3	4
8. I spend time in nature (walks, going to the park, etc.)	1	2	3	4
9. I help others.	1	2	3	4
10. I meditate.	1	2	3	4

### SHARPEN THE SAW

Just like a saw works better if it is sharp, you work better when all four dimensions are “sharp.”

**BODY**  
sleep, exercise, eat healthy food

**BRAIN**  
learn new things, write, draw

**HEART**  
spend time with family and friends

**SOUL**  
help others, spend time in nature, meditate

Use the pattern to solve the puzzle.

M = 14	S = 8	Q = 10	W = 4	N = 13	P = 11
B = 25	T = 7	G = 20	H = 19	D = 23	F = 21
R = 9	A = 26	V = 5	X = 3	O = 12	L = 15
Z = 1	U = 6	I = 18	C = 24		
E = 22	K = 16	J = 17	Y = 2		





## SUPPLEMENTAL RESOURCES



### CLASS APPLICATION (30 MINUTES)

One large piece of paper for each group; examples written at the front of the room; drawing utensils; magazines; scissors; glue.

-  In your group, brainstorm ways to sharpen your body, brain, heart, and soul.
-  When you're done, create a collage or poster using words and pictures to share your ideas.


#### Examples:

- **Body:** Exercise, eat healthy, sleep well, relax.
- **Brain:** Read, write, learn something new, play a game or complete a puzzle.
- **Heart:** Build relationships, provide service, laugh, do small acts of kindness.
- **Soul:** Meditate, keep a journal, walk in nature; listen to music.




### INDIVIDUAL APPLICATION (15 MINUTES)

Prompts (below) at the front of the room.

-  The best way to be more balanced is to create a goal and take action steps. First, consider which of the four areas (body, brain, heart, or soul) you need to find more balance. The prompts at the front may help.

**Have students write their idea as an “I will” goal. For example, “I will exercise a half hour every morning before getting ready for school.” Have students share and offer feedback to one another in pairs or groups.**

-  Now, in your groups, ask for input on whether your goals are specific and realistic. Revise as needed.

#### Examples:

- **Body:** Could you make any improvements in the care of your body? Do you need to sleep more? exercise? eat better? Can you think of someone who can help you?
- **Brain:** How you are working to improve your brain? What could you stop doing? What could you start doing? Can you think of someone who really works on this area of life?
- **Heart:** Are you serving/helping anyone? What things do you do to make family, friends, or other people happy? Can you think of someone who is really good at this?
- **Soul:** How you are working to improve in this area? What makes you happy?

## SUPPLEMENTAL TOOLS



### FORMATIVE ASSESSMENT

Observe students' goals during the "Individual Application."



### DIFFERENTIATION OPTIONS

- Open the lesson by showing a level balance. Label different objects with various stressors. Place the "stressors" on one side to show students how they affect the balance. Label other objects with "Sharpen the Saw" activities. Place them on the opposite side to find balance.
- Provide a visual of the body, brain, heart, and soul by labeling chair or table legs. Invite students to imagine what would happen if one leg of the chair or table were missing.
- Pair pictures with the four dimensions during the "Main Lesson."



### TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about living a balanced life. Ask your child, "Why is it important to balance the four parts (body, brain, heart, and soul) of Habit 7: Sharpen the Saw?"



# Sharpen the Brain

Habit 7: Sharpen the Saw includes giving attention to our body, brain, heart, and soul. Investing time and energy into sharpening our brain prepares us for future learning, challenges, and opportunities. It also means taking time to recharge mentally. In this lesson, students discover:

- There are many ways to sharpen the brain.
- Sharpening the brain helps us do everything better.
- Art, music, and poetry are ways to sharpen the brain.

## MAIN LESSON (25 MINUTES)

? Is too much reading or studying a bad thing? Why?

**Use “discussion prompts.”**

☰ Habit 7: Sharpen the Saw encourages you to take care of your brain because a strong mind will help determine your future. But there are many ways to sharpen your brain in addition to reading and studying.

? What are some unique ways to “exercise” your brain?

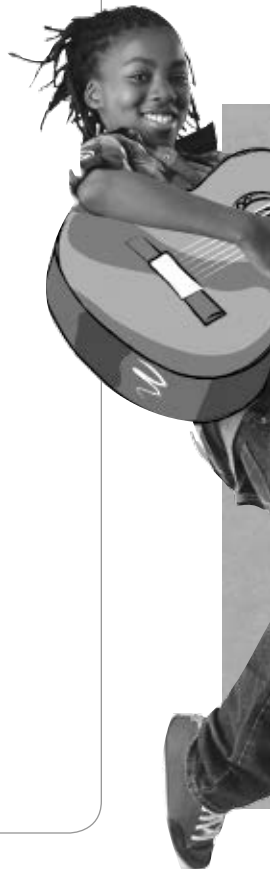
**Allow time for student responses.**

☰ Art, poetry, and music “sharpen” different parts of your brain.

**Guide students to page 62. Have three students read through the “Reader’s Theater.” Then read the poem aloud.**

? How do you think the brain processes reading poetry differently than solving a math problem?

## Notes & Reflections

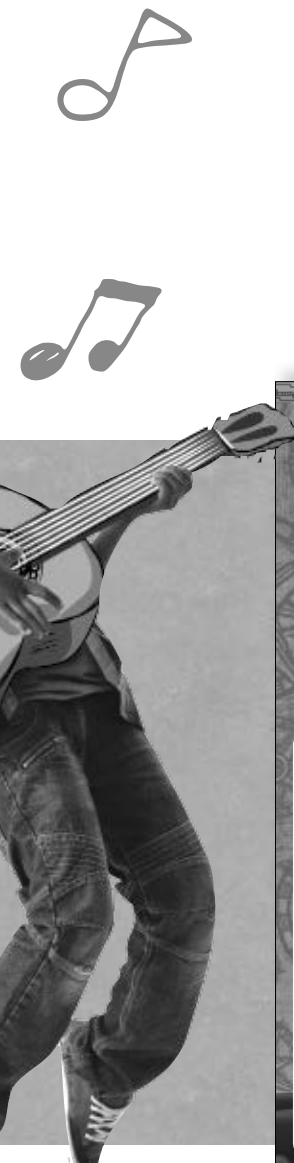


**Guide students to page 63.**

- ☞ Art and music are other ways to sharpen the brain. If you discuss art with someone, you quickly realize that art means something different to different people.
- ☞ Using the Venn Diagram, first write what you consider art. Then turn to a neighbor and write what he or she considers art. Finally, write any common words in the overlapping section.

**Taking care of the brain is important, and it's important to take care of the brain in different ways. Art, music, and poetry allow you to sharpen your brain in a different way.**

## Notes & Reflections



### HABIT 7

## Sharpen the Brain

**HABIT 7: SHARPEN THE SAW** encourages you to take care of your brain because a strong mind will help determine your future. Art, poetry, and music use different parts of your brain.

Read the story.

**READER'S THEATER**

**CAST:** Gabriela Mistral, Mother, Narrator  
**SETTING:** 1905–1945

**Gabriela Mistral:** I am a young child who loves my small village in Chile. I like to sit outside and write about nature and how I feel about things.

**Mother:** Gabriela, you are now 16 years old and the family could use your help. If you go into the village, you could be an assistant to the teacher.

**Narrator:** Gabriela helped her family—first as a teacher's assistant, then as a teacher and a principal.

**Gabriela:** I love working with the children. I will continue to be a great principal, but I will write poetry about nature too.

**Narrator:** Gabriela Mistral never stopped writing, and although she loved being a principal, she became internationally famous for her poetry. In 1945, she was the first Latin American woman to be awarded the Nobel Prize in Literature.

**Gabriela:** Here is one of my poems. I hope you like it. Try to picture the rainbow in your mind when you listen to my poem.

**ROUND OF THE RAINBOW**

Half of the round  
was here and now it isn't.  
The round was cut in half.  
Come and wait for a spectacle.  
Half of the round  
took off for the sky!  
What celestial colors  
come and go!  
What skirts in the wind!  
How beautifully they whirl!  
From hill to hill, the rainbow dances  
so that you will dance.  
It may be playacting  
or freewheeling,  
never to return again.  
We look to the sky and  
all hues are here now:  
half are crying,  
the other half, laughing.  
Oh, half of the wheel  
oh, come down, come down!  
or bring us to all your colors  
if by chance you won't come down.

What do you consider art? Use the Venn Diagram to gather your thoughts. Turn to a neighbor and write what he or she considers art. Write any common words in the overlapping section.

VENN DIAGRAM

**RIDDLE**

**WHY IS SLIPPERY PAVEMENT LIKE MUSIC?**

(Answer: If you don't C-sharp, you'll B-flat!)

**62 MORE WAYS TO LEAD**

**63 MORE WAYS TO LEAD**







## SUPPLEMENTAL RESOURCES



### CLASS APPLICATION (15 MINUTES)

**Have students consider the following questions independently:**

-  If you could spend one hour with any person who ever lived, who would it be?
-  Why did you choose that person?
-  What would you hope to learn?
-  What would you ask?

**Have volunteers share.**



### INDIVIDUAL APPLICATION (20 MINUTES)

**Divide the class into small groups and assign each group a different country.**

**Have groups research art in their assigned country.**

**Then have groups present to the class.**

## SUPPLEMENTAL TOOLS



### FORMATIVE ASSESSMENT

In pairs, have students write “Sharpen the Brain” in the center of a Brainstormer tool. Then write as many ways to sharpen the brain as possible in 1 minute.



### DIFFERENTIATION OPTIONS

- Hold a class debate using the question, “Is too much reading or studying a bad thing and why?”
- Provide multiple-choice options during the “Class Application.”
- Have students interview each other during the “Class Application.”
- Skype with different countries or colleges during the “Individual Application.”
- Provide a presentation outline for the “Individual Application.”
- Provide pictures of different art genres during the “Main Lesson.”



### TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about the importance of sharpening the brain. Ask your child, “What are different ways, other than reading or studying, to sharpen the brain?”