



7 Habits

Engagement Games and Activities

Welcome! Enjoy bringing the 7 Habit alive at school and home through engagement activities that will unlock the key principles and concepts of the 7 Habits through games and collaborative activities.

On the following pages you will find two activities organized by Habit. Under each Habit, you will find the key concepts, title of the activity, and discussion questions to follow the experience.

Remember to take time and play with your kids and have so much fun!



Get to Know You Games

Game Name: The “I Can, You Can” Beat

Purpose: Students learn one another’s names and experience sharing something important about themselves.

Instructions:

- Invite students to stand in a circle.
- Take turns for each student to share, “Hello! My name is ____ and I can ____ (say an activity or skill).” The student then acts out that activity with a simple motion.
 - Example: “My name is Maya and I can swim” (act out a swimming stroke).
- After each student shares, the whole group responds by saying, “Your name is _____ and you can _____,” and joins in with the activity motion.
- Continue around the circle until everyone has introduced themselves.

Game Name: Memory Name Game

Purpose: Students learn one another’s names, facts about one another, and challenge their quick memory skills.

Instructions:

- Invite students to stand in a circle.
- Ask the group a simple question, such as “What is your favorite color?”
- Take turns for each student to share their name, then their favorite color- plus a memory challenge! Each student must not only share their own answers, but also repeat all the names/favorite colors that the students shared before them.
- For example, the first student might say, “Ayden, blue.” The second student would say, “Kara, orange; Ayden, blue.” The third student would say, “Billie, red; Kara, orange; Ayden, Blue.”
- Variations: Younger students can simply repeat what the person immediately before them said. Older students may prefer to increase the challenge by answering more questions on each turn and/or reversing the memory order.

Discussion Questions:

- Why is it important to know someone’s name?
- How can we take time to get to know what is important to one another?

Paradigms:

Game Name: How I See It

Purpose: Students play a silly game to think about how we each see the world in unique ways.

Instructions:

- Find an ordinary object around the room and show it to the group.
- Share a silly way to see it in a new way by saying, “I usually see this as a _____ (name of the object), but today I see it as a _____ (choose another way to use the object).” Then act it out.
 - Example: “I usually see this as a pencil, but today I see it as a hairbrush” and act out brushing your hair with a pencil.
- Take turns with each student choosing an object and sharing a new way that they see it. Encourage silliness and laughter!

Variations: Older students may prefer taking turns sharing how they would re-envision the use of a space (Example: how would you decorate this wall?) or go for a walk outside and notice shapes in nature (Example: spotting shapes in the clouds).

Game Name: Doodle Draw

Purpose: Students explore how different people can see the same thing in different ways in this drawing challenge.

Materials: one paper and pencil (or other drawing tool) per student

Instructions:

- Give each student one piece of paper and pencil (or other drawing tool).
- Show them how to draw one simple doodle in the middle of their page. (Simple doodles may include: a squiggly line, a slanted line, a loop, a zig-zag line, or another doodle of your choice). Encourage them to make it look exactly like yours!
- Have students sit around the room by themselves and give them time to finish the drawing by turning the doodle into something else. They can turn the doodle into anything that they want to! The only rule is that they cannot talk about or show their ideas to anyone just yet.
- Bring the group back together and have students take turns sharing their drawings- how they transformed the doodle into a larger picture!

Variation: Have students create their own doodles, swap them, and turn each other’s doodles into something else!

Discussion Questions:

- What was the same or different about the way we saw things in the game?
- What makes us see the world in our own unique way?

Habit 1: Be Proactive

Game Name: Choose Thy Option

Purpose: A fun movement game in which students try to guess what action the Mastermind will do and consider choices.

Instructions:

- In this game, there are three different options to choose from:
 - Option 1: Buoy (rock back and forth like a buoy in water)
 - Option 2: Disco Dancer (pull out your best disco moves!)
 - Option 3: Ninja (can do kicks or chops!)
- Choose one student to be the Mastermind and have them turn around so that their back is toward the group.
- When the Mastermind calls out “CHOOSE THY OPTION!” (with back facing away from group), students will select an option to act out (Buoy, Disco Dancer, or Ninja).
- The Mastermind turns to face the group while also acting out one of the options.
- Anyone doing the same option as the Mastermind joins the Mastermind’s team. (This team will then secretly decide which action to act out each time).
- Repeat until only one student is left. This student becomes the new Mastermind.

Game Name: Jump, Pause, and Spin!

Purpose: Students play a movement game to recognize a tricky situation and name a helpful way to respond.

Instructions:

- Invite students to sit in their own spots around the room.
- Name a scenario. If the scenario feels ok to the student (it’s a sunny situation), they remain sitting comfortably. If the scenario does NOT feel ok to the student (it’s a stormy situation), they...
 - Jump up! (This movement shows they feel this is a stormy situation).
 - Pause. (Take 30 seconds to think of how they can respond in a helpful way).
 - Spin (Show that they chose a way to respond).
- Ask the spinning students to share how they would choose to respond in a helpful way.

Scenario Ideas:

- You get to play at the park.
- Your brother made a mess in the kitchen and you have to clean it up.
- Your ice cream scoop fell onto the ground.
- Your friend is late to your birthday party.
- You have to finish your homework before you can play your game.
- You get to sing a solo on stage in music class.
- Give other scenarios in which your group may find sunny or stormy with open-ended ways they can respond helpfully!

Discussion Questions:

- What did you find interesting or challenging about choosing your options in the game?
- How did being in charge of yourself help you play the game?

Habit 2: Begin with the End in Mind

Game Name: Pictionary: When I Grow Up Edition!

Purpose: Students play Pictionary revolving around future careers they may want to pursue.

Materials: Paper, pencils (or other drawing tools), container, timer

Instructions:

- Brainstorm a list of future careers. Write each idea on a small piece of paper and place in a container.
- Divide the group into two teams.
- Roll a die to decide which team will go first.
- Each round, the team will select a team member to be the artist.
- The artist will select at random one of the careers from a container.
- Set a timer for 1 minute. Call out, "GO!"
- The artist will draw a picture of the career while the other team tries to correctly guess the career before the time ends.
- If the team correctly guesses the word, a point is awarded. Alternate the team who is drawing and guessing each round.

Game Name: Human Game Board

Purpose: Students design an action game board space (the mental creation) then bring it to life by acting as human pieces in the life-sized game board (the physical creation).

Materials: Paper, pencils (or other drawing tools)- one per student, Alternate option: play outside and use chalk!

Instructions:

- Give each student a piece of paper and invite them to turn it into one game board space. On their game board space, they can draw an action they would like a person to do. Encourage them to make it silly and fun!
 - Examples: Jump 3 times, Spin in a circle, Sing the alphabet, Clap your hands.
- Have students line up their papers on the ground to create a life-sized game board. You may want to designate a Start and Finish area.
- Play the game! The students are the pieces. When the students hop to each space, they need to do the specified movement. They are bringing one another's mental creations to life!
- All students win when they finish the path of all game board spaces.

Discussion Questions:

- What hopes and dreams do you have for yourself as you think about the future?
- How can you bring your ideas and dreams to life?

Habit 3: Put First Things First

Game Name: Big Rocks Tag

Purpose: Students will play a tag game that helps them identify their Big Rocks (what is most important to them).

Instructions:

- Invite students to remember that their Big Rocks are their most important things.
 - Examples: spending time with family, taking care of myself, being a good friend, etc.
- Ask students to make a list of ideas of their most important things- their Big Rocks.
- Choose a player to be “It.”
- “It” counts to 5, while everyone else runs away.
- If a player thinks they may be tagged by “It,” they can crouch/squat down into a Big Rock shape and call out one of the Big Rocks in their life. The player is then safe for 5 seconds.
- Note: You may add a rule that students should not name the same Big Rock twice. Also, “It” cannot wait for players to stand up again. They need to move on and chase others.
- When “It” tags a player, that person now becomes “It.”

Game Name: Charades: An Animal in our Classroom/Home!

Purpose: Students begin to think about making time for important things by imagining what an animal would need to do in our classroom/home.

Instructions:

- Ask the students, “What if there was an animal in our classroom/home? We are going to play a type of charades in which we act as animals and then think about what that animal would need to do today if it were in our classroom/home for the day.”
- Have students sit in a large circle.
- Review the rules of traditional charades- one student will act- the audience will guess. The acting student can use motions, but not sounds.
- The acting student chooses an animal and acts it out with motions.
- The audience guesses.
- Once the identity of the animal is guessed correctly, the group needs to think through what is most important for that animal to do today while it is with us in our classroom or home. What must it have on its schedule? Talk about basic needs, but also about what activities would mean a lot to that animal.
 - Example: There’s an elephant in our class!
It will need to make sure it drinks a lot of water because elephants need to drink a lot of water every day.
Elephants also love to swim, so it would love if we brought in a pool!
- Take turns acting, guessing, and imagining schedules for
- our animal guests!

Discussion Questions:

- What are some of one another’s most important things (Big Rocks)?
- How can we make time in our day for our most important things?

Emotional Bank Account

Game Name: Emotion Charades

Purpose: Students play a game to demonstrate expressions that show emotions in an adapted version of the traditional game, Simon Says.

Instructions:

- Review the rules of the traditional game, Simon Says. The leader will call out a direction that the group has to follow... in our game, they should only follow the direction if the leader begins by saying, “Emotion Says!”
- Brainstorm a list of emotions that might come up in the game (happy, mad, sad, scared, disappointed, surprised, calm, etc.)
- Call out “EMOTION SAYS” followed by an emotion.
- The students will act out expressions and body movements that match the emotion.
- If the students do not hear “EMOTIONS SAYS” first, students should continue their previous expression. If they do change their expression by accident- they must freeze still for the next round and then rejoin the action in the following round.
- Play several rounds, giving students turns in calling out emotions.

Game Name: Kind Word Whirl

Purpose: Students share kind words about one another in a circle game in the style of traditional hot potato.
Materials: soft object, a kid-friendly tune (best if less than one minute), device to play music

Instructions:

- Invite students to stand or sit in a large circle.
- Play a tune (less than 1 minute).
- Students will pass the object around the circle.
- When the tune ends, the group freezes and thinks of a compliment to share to the student holding the object. The group will then take turns sharing compliments for that student.
- Make sure all students have a turn to receive compliments from the group. If the music ends two or more times with the same student holding the object, that student can then choose a classmate who has not yet had a turn by tossing it to them.

Discussion Questions:

- How can you notice an emotion in yourself or others? What expressions and body movements often correspond with certain emotions?
- How does it feel to give and receive compliments?

Habit 4: Think Win-Win

Game Name: Handshake Mania

Purpose: Student play a fun-timed challenge in order to practice using a handshake greeting and make a connection to agreements.

Materials: timer

Instructions:

- Remind students that a handshake greeting is important in showing leadership. Talk about the important parts of a handshake greeting (using eyes, hands, and words) and have students practice.
 - Examples: make eye contact, smile, hold your partner's hand firmly and shake, introduce yourself by saying "Hello, my name is..."
- Students will spread out across the room.
- Set timer for 1 minute.
- Students walk around the room and greet one another using a proper greeting. The goal of the game is to greet and shake as many hands as possible in 1 minute. Students can only count a greeting when they do it the proper way- using their eyes, hands, and words.
- When time is up, have students share how many handshakes they were able to give.
- Play another round and compare with their previous count. Were they able to give even more handshakes in Round 2?

Game Name: Sleeping Lions

Purpose: Students balance courage and consideration in this willpower game- two skills essential when thinking win-win.

Instructions:

- Have students spread and all over the room and lie down on the ground with their eyes closed in a sleeping position.
- Say, "You are sleeping lions and I am the hunter. My job is to trick you into waking up. If I am able to make you move or open your eyes, you are caught and join me as a hunter."
- The hunter can do almost anything to wake the lions- say silly things, make announcements, create loud noises, etc. However, the one thing the hunter cannot do is touch the lions.
- The game is over when there is one person with their eyes still shut and everyone else is awake.
- Replay the game. Allow the winner to be the hunter trying to wake the lions!

Discussion Questions:

- How can we show consideration to others, respecting their ideas and showing them kindness?
- How can we show courage to stand up for ourselves or others even when it is hard?

Habit 5: Seek First to Understand, Then Be Understood

Game Name: SEEKit!

Purpose: Students play a multisensory twist on the traditional game of hot and cold.

Instructions:

- Say, “Get ready to SEEKit! In this game, one person becomes the Seeker who will need to listen closely to the cues that we give in order to find the mystery object.”
- Review the cues:
 - Ear cue: The group claps the whole time the Seeker is looking for the mystery object. When the Seeker is far from the object, the group claps slowly and softly. When the Seeker approaches the object, the group claps quicker and louder. When the Seeker is very close to the object, the group claps as quickly and loudly as they can. Clapping is the only sound the group can make; they cannot talk.
 - Eye cue: When the Seeker is far from the object, the group acts bored and uninterested. When the Seeker approaches the object, the group acts more and more excited and interested. When the Seeker is very close to the object, the group acts as excited as they can be!
- Choose a student to act as the Seeker. Have them step away from the group while the group secretly selects a mystery object (any ordinary object in the room).
- The Seeker then slowly walks around the room, listening for the intensity of the group’s clapping and looking at them to see their level of excitement.
- When ready, the Seeker guesses an object and the group either confirms or says, “Keep seeking!”
- The round ends when the Seeker finds the objects.
- Keep playing with students taking turns as the Seeker.

Game Name: Hello?!

Purpose: Students will try to guess the mystery voice in this silly communication game.

Instructions:

- The group sits on one side of the room, while the Picker sits on the other side, with their back turned towards the group.
- One at a time, a student from the group will call out, “Hello, _____!” (Name of Picker).
- The Picker then guesses whose voice made the call.
- If the Picker guesses correctly, the person who made the call becomes the new Picker.
- Encourage students to be really tricky and disguise their voices!

Discussion Questions:

- How did you use your ears, eyes, and heart to play the game?
- How do we use these parts of our body to communicate well with others- whether while listening or sharing?

Habit 6: Synergize

Game Name: Got Strengths? Me Too

Purpose: In this circle game, students identify their strengths and connect to the strengths of others.

Instructions:

- Invite students to stand in a circle.
- Remind students that we all have strengths and it is important to know our own strengths in order to be able to team up and share them with others.
- Share a strength with students to get them thinking about strengths that they have.
 - Examples: good at organizing my space, listening to others, having the courage to say “no”
- Take turns sharing strengths. During their turn, students will step inside the circle to share one of their strengths. If others believe they hold the same strength, they will step inside the circle and call out, “Me too!”
- Note: If a student is the only one with that strength (no one steps inside the circle with them), the group will do a mini-celebration (the student goes around the circle collecting high-fives while the group cheers). Both sharing a strength with others and having a unique one are important!

Game Name: Handprint Collage

Purpose: Students trace their hands on a blank paper to represent how they can bring their uniqueness together to accomplish something new.

Materials: blank paper, crayons- one per student

Instructions:

- Give each student a blank paper and one crayon. Each student should get a different color crayon if possible.
- Have students trace their hand on their own paper. Remind them that their handprint is a unique expression of themselves!
- Next, have students walk around the room, exchange papers, and trace their handprint on a partner’s paper. Invite students to keep walking around and exchanging papers with new partners.
- Encourage students to be creative- they can make their handprints overlap as they keep tracing their hand over other traced hands in varying directions.
- Provide time for students to show one another their handprint collages and add details- words or drawings to them to continue to make their art pieces even more unique.

Discussion Questions:

- How might knowing your strengths and others’ strengths help you synergize and work together better?
- How can working as a team create a new type of uniqueness?

Habit 7: Sharpen the Saw

Game Name: All Act

***Purpose:** Students play an acting and guessing game to think about ways of taking care of themselves.*

Instructions:

- Invite students to stand in a large circle.
- Choose one student to be the Guesser.
- The Guesser stands in the middle of the circle and closes their eyes.
- Give the rest of the students an acting challenge in the category, “Ways to Take Care of YOU!”
- Possible Acting Challenges:
 - Body: Exercising, eating, going to the doctor, brushing teeth, sleeping, etc.
 - Mind: Reading, learning new things, investigating the world, etc.
 - Heart: Laughing with friends, helping others, taking care of our feelings, etc.
 - Spirit: Walking in nature, dreaming of the future, connecting to things that make us say “WOW!” etc.
- The whole group acts and the Guesser opens their eyes and tries to guess what they are acting.
- If the Guesser needs a clue, start with a clue about the matching domain of Habit 7 (“This is a way to take care of your body/mind/heart/spirit!”).
- Play several rounds and have students take turns who is the guesser.

Game Name: Smile If You Love Me

***Purpose:** Students try to make their group smile and laugh in this silly circle game that illustrates how good it feels to take care of ourselves.*

Instructions:

- Invite students to stand in a circle.
- Have one person stand in the middle of the circle.
- The person in the middle picks someone to try to make laugh while saying, “Smile if you love me!” (Using silly faces, silly voices, or silly gestures will make this a lot of fun!)
- The chosen person must say (with a straight face, no smiling), “Honey, you know I love you but I just can’t smile!” If the chosen person smiles or laughs before/while saying this phrase, they become the person in the middle of the circle. If they don’t smile or laugh, the person in the middle continues until they get someone to smile!

Discussion Questions:

- What are some ways that we can take care of ourselves?
- Why do you think smiling and laughing is an important part of Sharpening the Saw?