

# Habit Help

## Habit 2: Begin With the End in Mind

### Understanding the Habit

Begin With the End in Mind means to think about how you would like something to turn out- before getting it started.

Someone who thinks with the end in mind says, "I plan ahead and set goals. I do things that have meaning and make a difference; I am an important part of my classroom. I can make a difference and contribute to the vision and goals of my school and in my classroom. I look for ways to be a good citizen."

### Future skills that can be learned by beginning with the end in mind:

- 1 Use critical thinking to organize information.
- 2 Develop the intrapersonal skills of self-confidence and self-management.
- 3 Use creative thinking to solve problems.
- 4 Develop the ability to set goals and follow through.
- 5 Develop strong oral and written communication skills.

"We may be young and we may not know everything, but we are our own person and we have our own mind and our own thoughts. We know what is most important to us" –Jorge

*As we let our own light shine, we unconsciously  
give other people permission to do the same." –  
Nelson Mandela*

# Putting the Habit into Practice

## Getting started

- Read the Habit 2 story from 7 Habits of Happy kids with your class. Have a discussion about Goob's plan.
- **Introduce the habit with an object:**  
**Use the parachute man- Discuss your goals/your plan; you wouldn't jump out of an airplane without a parachute.**  
Treasure Chest- that's the end, what is the beginning.  
Compass  
Blueprints, Lego's, Model of sorts
- Read other books from the school library that go along with this habit, or a few of these books:  
**Whistle for Willie** by Ezra Jack Keats  
**The Very Busy Spider** by Eric Carle  
**Click, Clack, Moo** by Doreen Cronin  
**Inch by Inch** by Leo Lionni  
**Galimoto** by Karen Lynn Williams  
**The School Story** by Andrew Clements  
**Pancakes, Pancakes** by Eric Carle  
**Where do you think you're going, Christopher Columbus?** By Jean Fritz  
**Lucy Mastermind** by Alan Feldman  
**Eddie, the Incorporated** by Phyllis Naylor  
**Bobby Baseball** by Robert Kimmel Smith
- You could create a class Mission Statement, or set goals as a class as to how you would like your room to function.
- Have each child set goals in areas that may need improvement. Have them keep track of the steps that they took or are taking to get to their goals.
- Have the students create a "wants" and "needs" collage. Cut out pictures of various items from a magazine and have the children paste them under the correct column of "wants" and "needs." Discuss why he or she chose to put the items in the respective columns.
- There are so many references to recipes, puzzles, and paintings, looking at maps before trips, future plans, and exercise goals. Use any analogy to explain what it means to Begin With the End in Mind.

## Points to Ponder, thanks to Goob Bear:

- Encourage the student to use words and phrases like "Begin With the End in Mind", goals, choices, "sticking with it" at school and at home.
- Lay out your clothes the night before so you don't have to rush for school the next day.
- Tell your mom and dad what you want to be when you grow up.
- Get out a pencil and a piece of paper and write down three goals you want to do. Put the paper in a safe place where you can see it.
- We all have something we need to get better at, like doing homework, brushing and flossing our teeth, or obeying our parents. Pick one thing you need to do better. **START DOING IT!!!**

Parent/child activities

- Design a Family Mission Statement.  
What does your family want to be known for? How do we treat each other? What unique contributions can we make? What big goals do we want to achieve? What unique talents or skills do we have?  
Brainstorm ideas, words, and phrases to include in the mission statement.



You are the Leader of you.

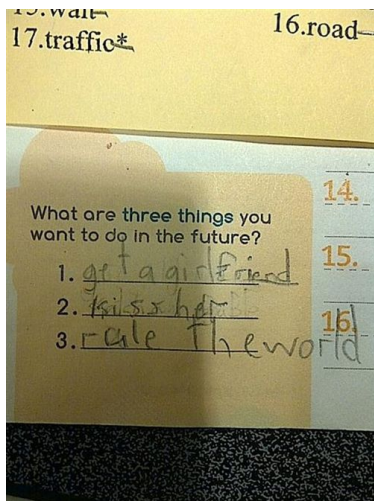
Begin With the End in Mind gives you the confidence to make goals based on what's important to you- not to someone else.

## Habit 2 Update:

Putting the Habit into practice

Getting Started:

- **Introduce the habit with an object:**  
Paintbrush- Some projects need to be planned out before they can be executed.  
Maze- Know what your goal is before you start the maze, so you know what you are working for.
- Read books from the school library that go along with the habit, or a few of these books:  
**The Very Clumsy Click Beetle** by Eric Carle  
**Sylvester and the Magic Pebble** by William Steig  
**Horton Hatches the Egg** by Dr. Seuss  
**Oh, the Places You'll Go** by Dr. Seuss  
**There** by Marie- Louise Fitzpatrick  
**The Wartville Wizard** by Don Madden  
**Dream Big Little Pig** by Kristi Yamaguchi  
**I can be anything** by Jerry Spinelli  
**When I grow up** by Sean Covey  
**The Goat in the Rug** by Geraldine  
**Mirette on the High Wire** by Emily Arnold McCully  
**Jackie Robinson: Justice at Last** by Geoffrey C. Ward and Ken Burns



## Points the Ponder:

### **Activity #1**

First read the book, Jackie Robinson: Justice at Last by Geoffrey C. Ward and Ken Burns. Then do the following activity.

1. Lead a discussion about setting goals and making a plan. As a class, determine Jackie Robinson's goal and how he achieved it. Ask, "How did Jackie Robinson Begin With the End in Mind? Who and what helped him achieve it?" Next, turn the discussion to the students themselves. Pose the following questions to the students, "What do you want to be when you grow up? What steps do you need to take to help you reach your goals? Who can help you? What can help you?" Talk about how it's important to have good role models in your life to encourage you and cheer you on.
2. Say to students, "Let's start with who can help you." Ask students to close their eyes and think of someone who has been a positive influence on them, someone they look up to and admire, someone who encourages them to achieve their goals.
3. Now tell the students they will create a collage made of words from magazines and newspapers that describe the qualities and characteristics of the person that they admire most and want to emulate.

#### **GUIDED PRACTICE**

(15 minutes)

1. Give each student an 8 inch by 11 inch piece of unlined paper. Students will use magazines and newspapers to find whole words, phrases, pictures, and letters to form a collage that describes and depicts the positive qualities of the person they admire most.
2. When the students complete their collages, they will write a one-page reflective essay explaining the collage and how the person it describes is helping them Begin With the End in Mind to achieve their goals.

#### **CLOSURE**

(5 minutes)

Students will share their word collages with the rest of the class.

## Activity #2

**Using the Goal Planner from the Leader in Me website, do the following activity.**

Use the Goal Planner to clarify a goal and what needs to be done to achieve that goal. Students should first write a clear and specific goal at the top of the form. Underneath the goal students list the specific actions they need to take in order to achieve that goal.

**(With younger kids)**

Read *Mirette on the High Wire* by Emily Arnold McCully. Ask the children if they have ever accomplished something after practicing a lot. Explain that when you decide to learn something new you are making a goal. A goal is more likely to be accomplished when you write it down. Breaking the goal into small steps keeps you on track. Ask the children what Mirette's goal was. On a large Goal Planner write the goal and, with the children's' input, the steps she used to reach her goal.

Once the Goal Planner is complete, review the goal and the steps. Introduce the children to their individual Goal Planners. Explain that the children should think of something they would like to accomplish and write or draw a picture of it at the top. Then, write or draw the steps they could make to get closer to achieving their goal.

Bring the group back together and have students share their Goal Planners.  
Send the Goal Planners home to share.

**(With older kids)**

Write, "Goal" on the board. Ask, "Have you ever had a goal to learn to do something? What was it?" Following student input say, "Writing down a goal helps you achieve it because you're more committed to it. Once you have a goal, breaking it down is the next step. By having small steps, you keep moving toward your goal without feeling overwhelmed or giving up."

Say, "On the top of your paper write, "Goal" and then make several lines underneath to write your steps. Don't worry about how many lines, you can always add or subtract lines as needed. Now, think about something you would like to learn to do, or something you would like to improve on. Write your goal at the top of your paper next to 'Goal.' Next, think of one thing in your Circle of Control that will get you closer to your goal. Write it on one of the lines. Continue to think of steps that will lead you to your goal. Finally, number your steps."

Ask the students to share their Goal Planner with someone at home and explain the process. You may decide to have students use their experience as a journal entry the following day.

## Activity #3

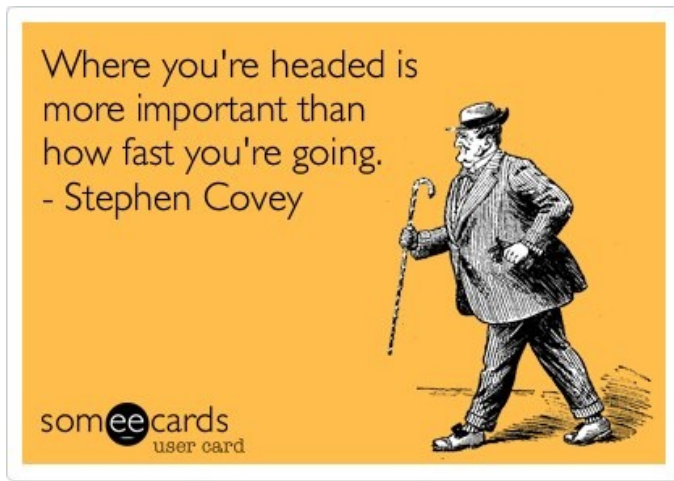
Begin with the End in Mind is one of my favorite habits because it requires goal setting and rewards. If you work for *this*, then *this* is your reward.

This activity uses the maze attached.

Would you do a maze if there was no end result?

If you had nothing to work for, would you keep working?

Pick a shape, make a goal, plan your steps to achieving that goal, and then find your shape.



## Activity #4

### Put the "Big Rocks" Into Your Schedule First!

Have you ever gotten to the end of a busy day and realized that you wasted most of it and only accomplished a fraction of what you had hoped to do?

If you find you are busy most of the day, but don't accomplish the things that really matter to you, you may be spending too much time on low priority stuff.

One common reason for this is trying to FIND time for the important projects in an already busy and overcrowded schedule.

The fact is that you already have all the time you are ever going to get. Charles Bixton said, "You will never find time for anything. If you want time, you must make it."

If you feel like you don't have enough time to do something important you want to do, you have to learn how to MAKE time for it, even if that means delaying or eliminating other less important items from your schedule. You can't find more time, but you can always change the way you use the time you already have.

A favorite training aid in many time management seminars is the demonstration of the big rocks in the jar. The presenter has some rocks, some gravel and some sand that he puts into a jar.

The entire point of the presentation is to show that the order in which you put things into the jar makes a big difference in the results.

If you put the sand and gravel in first, you can't fit all the rocks in the jar. There simply isn't

enough room.



In order to fit all the big rocks into the jar, you have to put them in first. Then you can fit the other stuff between the rocks.



If you haven't guessed already, the jar represents your schedule, the big rocks represent your important projects and tasks, and the gravel, sand, and water represent the less important "filler" work.

The moral of the story is that you can **MAKE** time for your big rocks, but **ONLY** if you put them into the schedule first, and then allow the other stuff to fill the gaps.