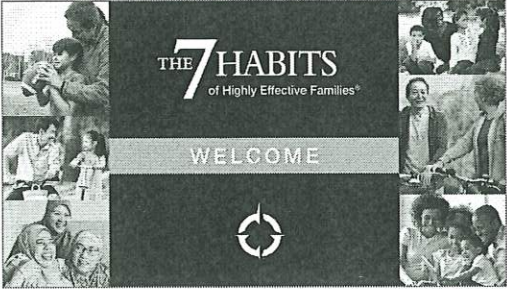
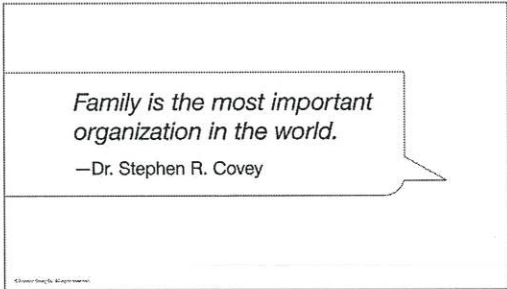
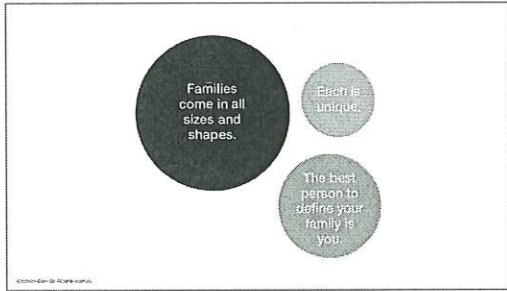
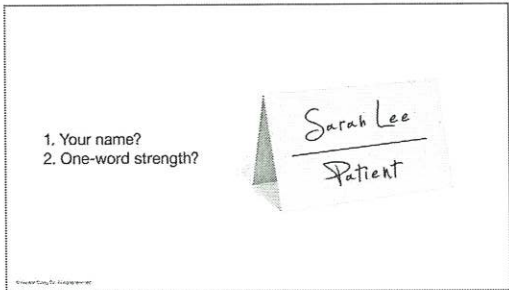
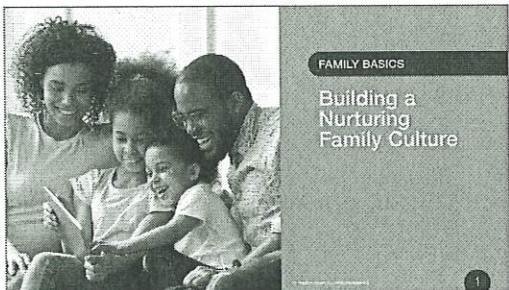
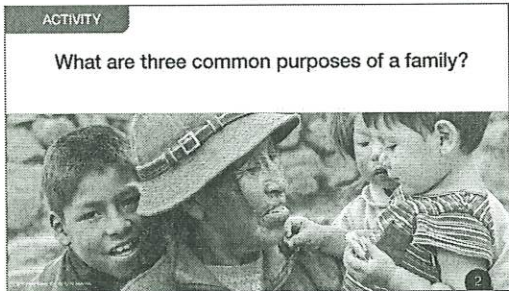


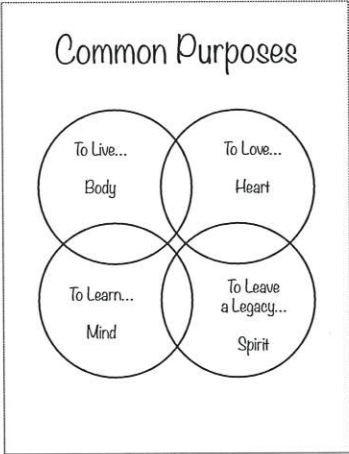
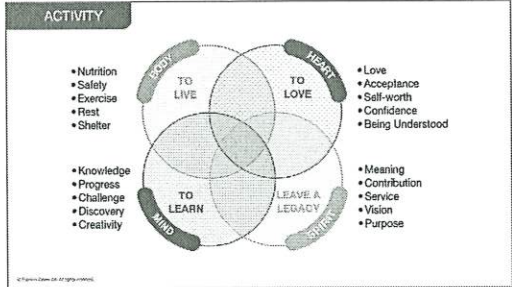
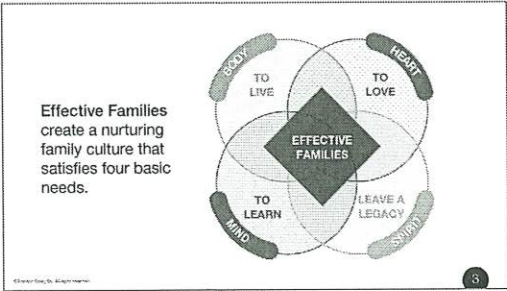
Facilitation Script

SLIDE	SCRIPT
<p>Slide 1</p> 	<p>State: Welcome to <i>The 7 Habits of Highly Effective Families</i> workshop. It is based on the work of the globally renowned author, Dr. Stephen R. Covey.</p> <p>State: Thank you for being here. I'm excited for us to grow and learn together.</p>
<p>Slide 2</p> 	<p>State: Take a moment to reflect on the following statement: “Family is the most important organization in the world.”</p> <p>State: Today we are going to be focusing on how to lead the most important organization in the world, our families.</p>
<p>Slide 3</p> 	<p>State: FranklinCovey does not define family. You define your own family. We know that families come in all shapes and sizes, and we honor every kind.</p>

Family Basics

SLIDE	SCRIPT
<p>Slide 4</p> 	<p>State: On the name tent please write your name and a one-word description of one of your personal strengths.</p> <p>State: Please take a moment and with a shoulder partner, share your one-word strength.</p> <p>If time allows and based on group size, you can do this as a whole group activity.</p> <p>Briefly introduce yourself.</p> <p>Mention logistics: Share general timelines, breaks (if any), location of restrooms, etc.</p>
<p>Slide 5</p> 	<p>State: Today is our opportunity to experience this content as a family member. We all have several roles in our lives, and today I invite you to apply this to your own life and your own family.</p> <p>State: To get started, we are going to talk about family basics, and how to build a highly effective family culture.</p>
<p>Slide 6</p> 	<p>State: Please turn to page 2. Let's discuss some common purposes of a family.</p> <p>Activity: Please get into groups of four to six and capture what you feel are three common purposes of a family on sticky notes.</p> <p>State: Let's take 3 minutes.</p>

Facilitation Script

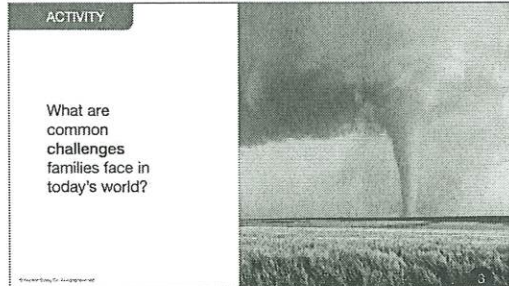
SLIDE	SCRIPT
<p>Chart paper labeled: "Common Purposes" with four needs circles</p> 	<p>State: Let's all come up to the front and see how our group work fits into these categories.</p> <p>(Review the four basic needs on slide 7 before you start the next activity.)</p>
<p>Slide 7</p> 	<p>State: These are the four basic needs that we will use to support our conversation. These needs fall into four categories—physical, emotional, mental, and spiritual. These are also called the four dimensions of a human being.</p> <p>Activity: Invite breakout groups to place their sticky notes on the dimensions that represent what they wrote, one team at a time. Note: Some items may fit in two categories and can be placed accordingly.</p> <p>Allow 5 minutes. Have participants return to seats.</p>
<p>Slide 8</p> 	<p>Ask: Who would like to volunteer to read the statement on this slide?</p> <p>State: Together we will work to create a vision of what an effective family can look like. As a reminder, we don't define or create your family—you do. Ownership is with you and your family's journey.</p>

Family Basics

SLIDE

SCRIPT

Slide 9



State: Along the way to achieving our purposes there are a lot of challenges that families face. Being a parent isn't easy.

Activity: Please turn to page **3** and with your group, brainstorm a list of common challenges families—and parents—face in today's world. We will take 2 minutes.

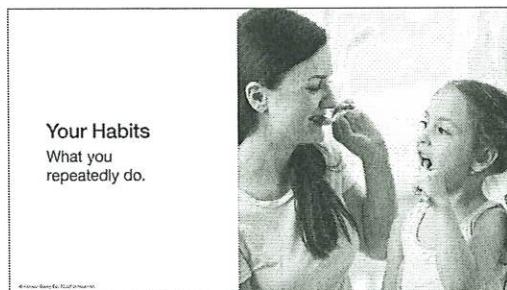
State: Now that you've completed your list, select your top two or three challenges and share these with the larger group. We will be coming back to these later in the day.

Chart paper labeled: "Common Challenges"



On the chart paper at the front, log the top two or three challenges per group. Keep this list up for a later activity.

Slide 10



State: The 7 Habits will help us create solutions to the challenges we have discussed.


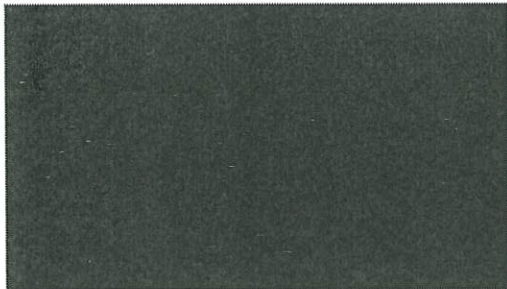

Ask: Will everyone please fold your arms? Okay, now try the other way.

Ask: How does that new way feel? Why?

Example answers: (Awkward, uncomfortable, because it isn't what we are used to do, because it is a habit to do it one way.)

State: Habits are what we repeatedly do. How we write, fold our arms, or brush our teeth are all habits. Some habits are more important than others.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 11</p> <div data-bbox="110 371 613 657"> <p>VIDEO</p> <p>The 7 Habits of Highly Effective People</p> <p>Why are the 7 Habits ordered the way they are?</p>  </div>	<p>State: The 7 Habits can help us get through any challenge we face as individuals and as families. Habits are an expression of our character. We can develop our character as we live the 7 Habits.</p> <p>State: Turn to page 4 where you will see a model of the 7 Habits.</p> <p>State: Let's watch a video that introduces the 7 Habits.</p>
<p>Slide 12</p> <div data-bbox="110 781 613 1068">  </div>	<p>Show video.</p>
<p>Slide 13</p> <div data-bbox="110 1192 613 1480"> <p>DEBRIEF</p> <p>Why are the 7 Habits ordered the way they are?</p>  </div>	<p>Ask: Why do you think the 7 Habits are ordered the way they are?</p> <p>State: There is an intentional order to the habits.</p>

Family Basics

SLIDE

SCRIPT

Slide 14

ACTIVITY

What feelings result from each culture?

Family Culture #1	Family Culture #2
Be Proactive Lead others, share ideas.	Be Proactive Stay calm, avoid pain.
Begin With the End in Mind Don't plan or act just.	Begin With the End in Mind Save time, plan well.
Put Last Things First Don't look for time.	Put Last Things First Save time for family.
Think Win-Lose Always compare and compete.	Think Win-Win Respect each other's needs.
Seek Only to Be Understood Focus on own interests.	Seek First to Understand Listen to each other.
Minimize Family's Strengths Focus on weaknesses.	Strengthen Value each other's strengths.
Live an Unbalanced Life Run on discipline.	Sharpen the Saw Exercise, learn, have fun.

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State: Now that we have explored the habits and how they apply to us as individuals, let's explore what the habits look like for a family.

State: The combined habits of individual family members create the family culture.

Activity: Let's turn to page 5. With a partner from another table, explore page 5. Together, identify a few feelings that you'd have in each type of family culture. Take 2 minutes.

Slide 15

Where are you and your family today?

Family Culture #1	Family Culture #2
Be Proactive Lead others, share ideas.	Be Proactive Stay calm, avoid pain.
Begin With the End in Mind Don't plan or act just.	Begin With the End in Mind Save time, plan well.
Put Last Things First Don't look for time.	Put Last Things First Save time for family.
Think Win-Lose Always compare and compete.	Think Win-Win Respect each other's needs.
Seek Only to Be Understood Focus on own interests.	Seek First to Understand Listen to each other.
Minimize Family's Strengths Focus on weaknesses.	Strengthen Value each other's strengths.
Live an Unbalanced Life Run on discipline.	Sharpen the Saw Exercise, learn, have fun.

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State: In real life most families are not always in one column or the other, but somewhere in between. Sometimes we are more effective, other times we are less effective. Family life continually changes.

Slide 16

Our Promise


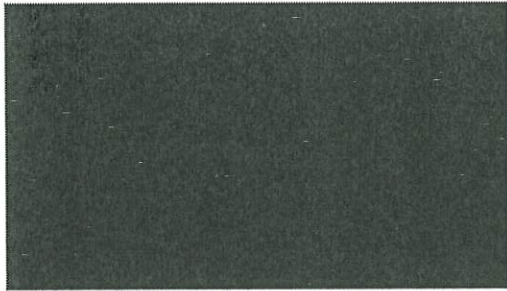

If you apply even one of the 7 Habits today, you can see immediate results; but it's a lifetime adventure—a life of promise.

—Stephen R. Covey

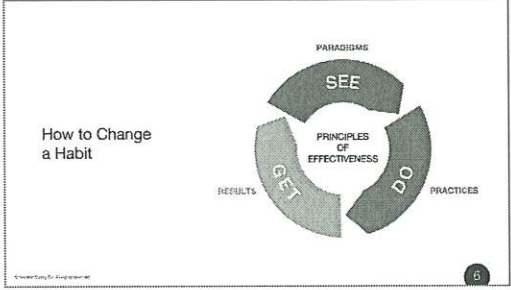
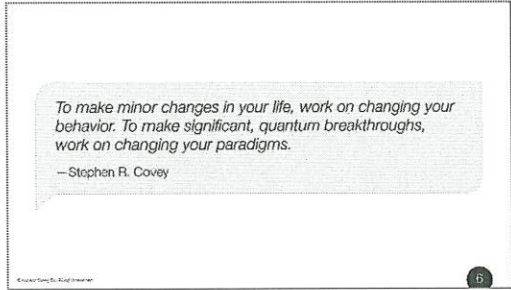
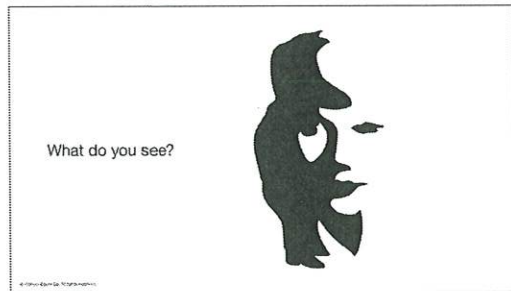
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Ask: This is our promise. Who would like to read this for us?

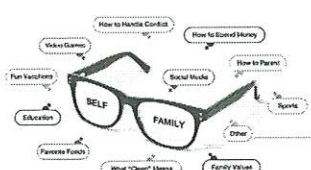
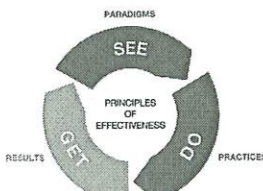

Facilitation Script

SLIDE	SCRIPT
<p>Slide 17</p> <div data-bbox="110 373 613 659"> <div>VIDEO</div> <div> <p>Paradigms</p>  </div> <div> <p>Why are paradigms so powerful in our lives?</p> </div> </div>	<p>Ask: We might not be satisfied with our current family culture. Or, we may like it. Either way, we can always work to improve it. Let's look at how we can go about changing it.</p> <p>State: Let's watch a video that shows why paradigms are so important to creating change in our lives.</p> <p>State: As you are watching, think about why paradigms are so important in our lives.</p>
<p>Slide 18</p> <div data-bbox="110 783 613 1071">  </div>	<p>Show video.</p>
<p>Slide 19</p> <div data-bbox="110 1192 613 1480"> <div>DEBRIEF</div> <div>  </div> <div> <p>Why are paradigms so powerful in our lives?</p> </div> </div>	<p>Ask: Why are paradigms so powerful in our lives?</p> <p>Ask: How did your feelings change as you heard the father in the subway speak? How quickly did your feelings change when you found out why his kids were running around?</p> <p>Ask: Where do our paradigms, or views, come from?</p> <p><i>Example answers: What other people say, how others label you, your experiences, your background, where you were raised, the family you grew up in, other people's views, TV, social media, movies, assumptions, fear.)</i></p>

Family Basics

SLIDE	SCRIPT
<p>Slide 20</p> 	<p>State: Paradigms are part of the See-Do-Get cycle. What we see impacts what we do, and what we do impacts what we get.</p> <p>Ask: So, if you don't like the results you're getting, what can you change?</p> <p><i>(Example answers: Change the way we do things; change the way we see things.)</i></p>
<p>Slide 21</p> 	<p>Invite someone to read this quote.</p>
<p>Slide 22</p> 	<p>State: If paradigms are the way we see things, let's explore this concept a little more.</p> <p>Ask: What do you see first when you look at this image?</p> <p>Point out that even seeing the same image, people will see things differently.</p>

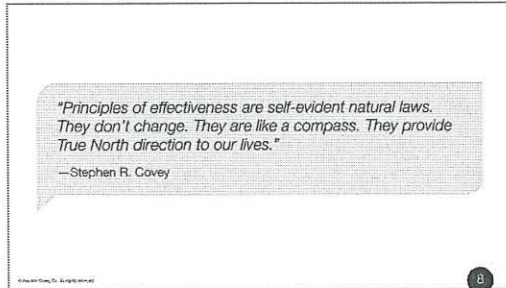
Facilitation Script

SLIDE	SCRIPT
<p>Slide 23</p> <p>ACTIVITY</p> <p>Whose paradigms are correct?</p> 	<p>State: Your paradigms are like a pair of glasses through which you look at life.</p> <p>State: Even in our own families, we all see things differently.</p> <p>Activity: At your table group, discuss how the paradigms listed on the slide can be different between family members. Is having different paradigms in your family okay? Why or why not?</p>
<p>Slide 24</p> <p>ACTIVITY</p> <p>When have you experienced a paradigm shift?</p> 	<p>OPTIONAL ACTIVITY</p> <p>State: Think of a time in your life when you experienced a Paradigm Shift. With this experience in mind, let's complete the activity on page 7.</p> <ol style="list-style-type: none"> 1. What was the Paradigm Shift? What did you see differently? 2. How did the Paradigm Shift affect your behavior? What did you do differently? 3. What different results did you get? <p>Ask: Do any of you have an example of a time when your paradigm shifted and it changed the way you did things and the results you got?</p>
<p>Slide 25</p> <p>ACTIVITY</p> <p>Principle-Centered Living</p> 	<p>State: The See-Do-Get Cycle is centered on principles of effectiveness. They are what the 7 Habits are based on and the paradigms are aligned with. Let's learn more about principles with an activity.</p>

Family Basics

SLIDE

Slide 26



SCRIPT

Activity: Invite participants to stand and close their eyes.

Ask participants to keep their eyes closed and raise one arm straight above their head.

Ask: Keeping your eyes closed, will you please point north?

Have participants keep pointing and open their eyes and look at where everyone is pointing.

Typically, participants are pointing in many directions.

Ask: Where is true north? How will we find out? Should we vote on it? or get a consensus?

Ask: I have a compass. Should we look to see what it says? Why is using a compass more powerful and accurate than our own opinions or thoughts?

State: Principles are like true north on a compass; timeless and universal. They exist whether we know it or not.

Slide 27

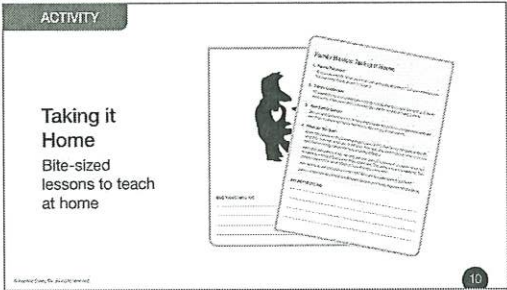
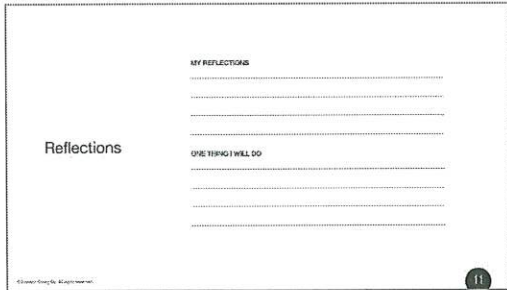
ACTIVITY	
Habit	Examples
Be Proactive	Choice, Responsibility, and Initiative
Begin With the End in Mind	Vision, Purpose, Commitment, and Meaning
Put First Things First	Focus, Prioritization, Discipline, and Integrity
Think Win-Win	Courage, Consideration, and Mutual Benefit
Seek First to Understand...	Mutual Understanding, Empathy, and Trust
Synergize	Creativity, Cooperation, Diversity, and Humility
Sharpen the Saw	Renewal, Continuous Improvement, and Balance

Activity: Please turn to page 9. Independently, highlight or underline the words you are already using in your home.

State: Looking at the highlighted words, we can see that we actually are already experiencing the benefit of using the habits in our home. Let's celebrate that! Sometimes it is helpful to use different words to expand our understanding and relate to all (and all ages) of our family members.

Ask: Think about the opposites of these words. How would it be to live in a family culture based on the opposites of these principles?

Facilitation Script

SLIDE	SCRIPT
<p>Slide 28</p> 	<p>State: Before moving on, let me point out that the end of every section of your participant guide includes a “Taking it Home” section. It has two parts. The first part is a summary of the learning that is organized into bite-size lessons that you can easily share with your family members as you learn and grow together. The second part is a place to gather your thoughts and write down your reflections on the learning and an action step.</p>
<p>Slide 29</p> 	<p>State: Take a few minutes and capture some of your thoughts.</p> <p>State: Also, write down one thing you will plan to do as a result of what we have discussed.</p> <p>OPTIONAL APPROACH</p> <p>If you are using the Flight Plan as the framework for this workshop, invite participants to turn to the Flight Plan on page 79 and fill in their family name in the space provided. Review the explanation on page 78 of how the family is like the flight of an airplane. Explain that throughout the workshop they will be building their Family Flight Plan by adding the one thing they will do from each section.</p> <p>Invite participants to add the one thing they will do from this section, Family Basics, to their plan.</p>

Habit 1: Be Proactive

HABIT 1: BE PROACTIVE®

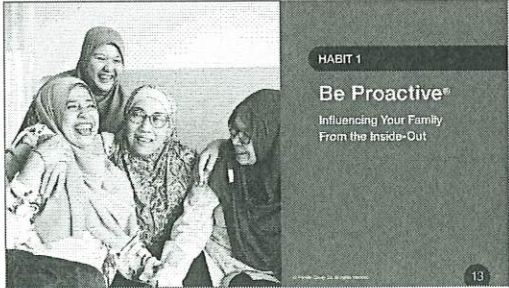
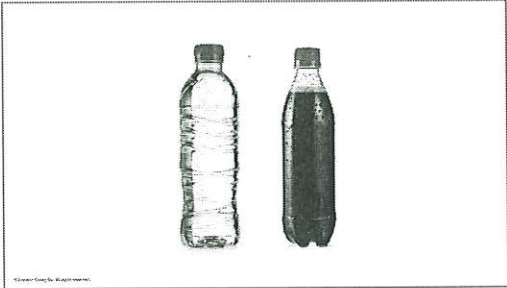
40–50 minutes of instructional time.

RESOURCES NEEDED

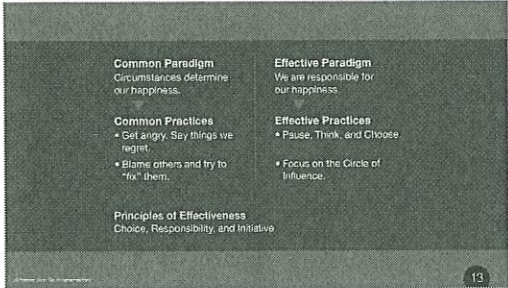
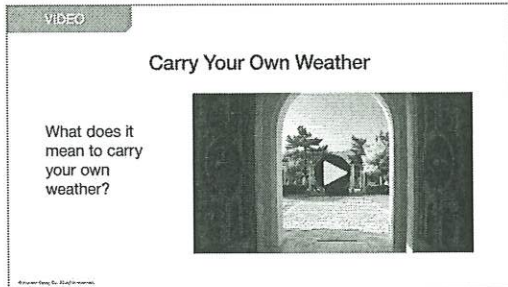
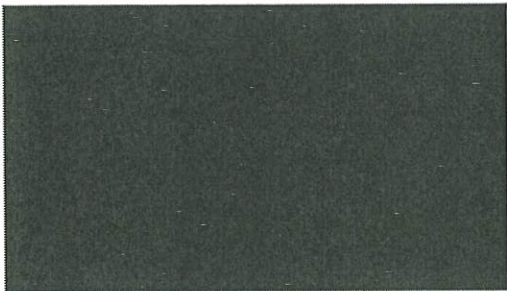
- Water bottle and bottle (or can) of soda for Proactive vs. Reactive introduction
- Prepared chart paper: Circle of Concern/Circle of Influence

MODULES	LEARNING OBJECTIVES	40-50 minutes
Pause, Think, and Choose	Define proactivity and reactivity, and introduce the 4 Unique Human Gifts.	25-30 minutes
Focus on the Circle of Influence®	Identify the Inside-Out Approach to change; change starts within.	15-20 minutes

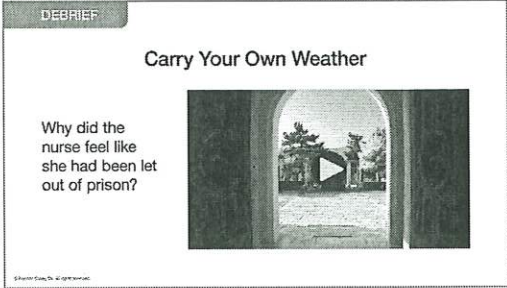
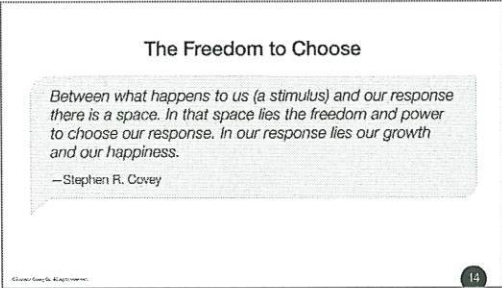
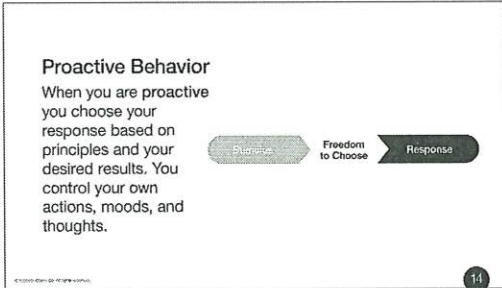
Facilitation Script

SLIDE	SCRIPT
<p>Slide 30</p> 	<p>State: Let's discuss the first habit, Be Proactive. It is the habit that gives strength to every other habit.</p>
<p>Slide 31</p> 	<p>Activity: With a fully filled soda bottle in one hand and a fully filled water bottle in the other, shake the bottles vigorously as you tell the following story.</p> <p>State: These two "people" (alternate holding up each bottle) are driving parallel to each other down the interstate in the right-hand lanes when a guy in the fast lane cuts across into the right lane and zips away, cutting them both off and forcing them to slam on their brakes to avoid crashing into one another.</p> <p>Hold up the soda bottle, which is now foaming and ready to explode.</p> <p>Ask: How does this person act?</p> <p><i>(Example answers: He explodes, he curses, he fights, etc.)</i></p> <p>State: His behavior is reactive.</p> <p>Hold up the water bottle.</p> <p>Ask: How does this person act?</p> <p><i>(Example answers: He's calm, he stops before he acts, etc.)</i></p> <p>State: His behavior is proactive.</p> <p>Ask: What is the difference between a person being proactive or reactive?</p> <p><i>(Example answers: One stops to think and chooses to be calm, while the other just reacts to the situation without thinking, etc.)</i></p>

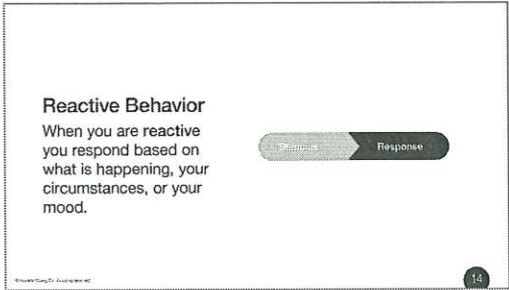
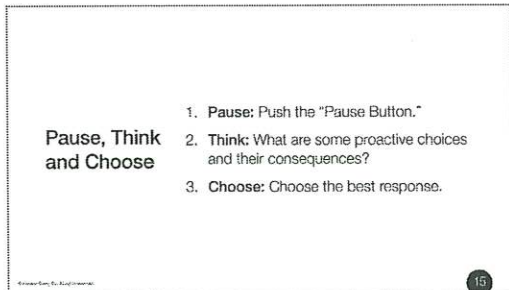
Habit 1: Be Proactive

SLIDE	SCRIPT
<p>Slide 32</p> 	<p>State: Like the "soda bottle" person, reactive people allow outside situations to control their actions. They can get angry, blame, or say things they don't mean. This can impact their children, family, and friends.</p> <p>State: In comparison, proactive people work from a paradigm that they are responsible for their happiness. They choose how they will act and respond to other people and circumstances.</p>
<p>Slide 33</p> 	<p>Setup: Let's watch a video about carrying your own weather, or, in other words, being proactive.</p>
<p>Slide 34</p> 	<p>Show video.</p>

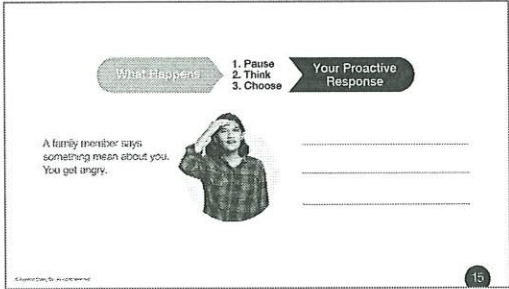
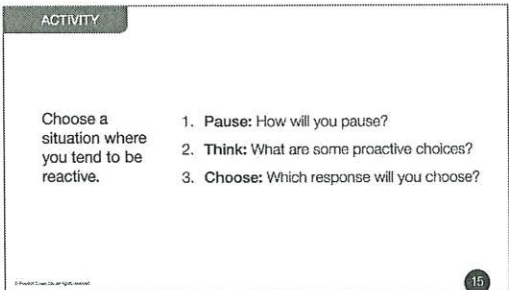
Facilitation Script

SLIDE	SCRIPT
<p>Slide 35</p> 	<p>Ask: The nurse said that she felt like she had been let out of prison! That is quite a feeling! What happened that caused her to feel like that?</p> <p><i>(Example answers: She realized that she had the power to choose. She realized that the man didn't have control over her attitude, she could decide.)</i></p> <p>State: When you carry your weather with you, you can choose to be consistent regardless of how people treat you.</p>
<p>Slide 36</p> 	<p>State: In the video, Dr. Covey stated...</p> <p>Invite a participant to read the quote.</p> <p>Ask: Why would Dr. Covey say that in our response lies our growth and happiness in life?</p>
<p>Slide 37</p> 	<p>Ask: Turn to page 14. Who would like to read the paragraph on the slide?</p>

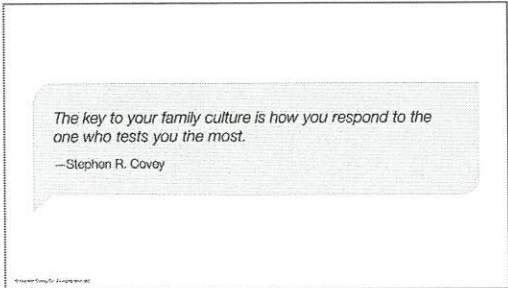
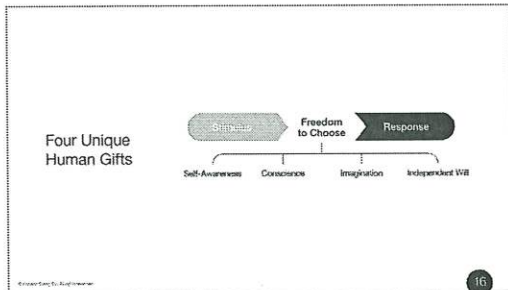
Habit 1: Be Proactive

SLIDE	SCRIPT
<p>Slide 38</p>  <p>Reactive Behavior When you are reactive you respond based on what is happening, your circumstances, or your mood.</p> <p>Stimulus → Response</p> <p>© Franklin Covey Co. All rights reserved. 14</p>	<p>State: In contrast, when you are being reactive, you react to what is happening and make choices based on your moods and the situation. You do not use your freedom to choose.</p>
<p>Slide 39</p>  <p>Pause, Think and Choose</p> <ol style="list-style-type: none"> 1. Pause: Push the "Pause Button." 2. Think: What are some proactive choices and their consequences? 3. Choose: Choose the best response. <p>© Franklin Covey Co. All rights reserved. 15</p>	<p>State: Let's look at three steps to take more control of our responses in an angry or emotional situation.</p> <p>Ask: When we are in these types of situations, what do we want to do?</p> <p><i>(Example answers: Yell, hit, throw something, etc.)</i></p> <p>State: To take more control of our response, the first thing to do is PAUSE. When we pause—or push the "pause button"—we are creating space between what is happening and our response.</p> <p>Ask: When you feel angry what are some ways you can pause?</p> <p><i>(Example answers: Count to 10, remove yourself from the situation, put on relaxing music, etc.)</i></p> <p>State: Taking time to pause can be powerful. Since none of us has a pause button, let's create one.</p> <p>State: Reach up and touch your forehead. This is your "pause button".</p> <p>State: Close your eyes with me and clear your mind of everything.</p> <p>State: Think of a place where you can be alone—a place without interruptions. Focus, breathe deeply, and open your mind.</p>

Facilitation Script

SLIDE	SCRIPT
<p>Slide 40</p> 	<p>State: Now, let's look at the second step of taking control of ourselves: Think.</p> <p>State: Pausing gives us time to think. We can think about our values and choices and the consequences of those choices.</p> <p>State: Let's look at an example.</p> <p>Ask: Will someone please read the situation on the slide?</p> <p>Ask: What are some reactive responses we could have?</p> <p>Ask: What are some proactive responses?</p> <p>Ask: What would the consequences of the choices be?</p> <p>State: Step 3 is "Choose." After taking time to pause and think, we are in a better position to choose a proactive response.</p>
<p>Slide 41</p> 	<p>State: Reactivity affects families. Let's take a minute to think about how reactive behavior impacts our families.</p> <p>Ask: What feelings and results do we experience when family members are being reactive?</p> <p><i>(Example answers: Children grow up with fear, anxiety, loss of confidence, etc.)</i></p> <p>State: Let's practice the three steps using a real-life example from our own lives. Refer to the activity on page 15 in your guide.</p> <p>Activity: Think of something that happens often in your family when you may respond in a reactive way. In your guide:</p> <ul style="list-style-type: none"> • Describe the situation. • Next, write what you can do to pause the next time it happens. • What are some proactive responses you can use the next time it happens? • Choose the one response that you feel will have the desired results and consequences.

Habit 1: Be Proactive

SLIDE	SCRIPT
<p>Slide 42</p>  <p>The key to your family culture is how you respond to the one who tests you the most. —Stephen R. Covey</p>	<p>Ask: Who would like to read the quote on the slide?</p> <p>Ask: What does this quote have to do with how our proactive and reactive choices impact our families?</p> <p>State: Part of what this suggests is how you treat yourself and others plays a very important role in developing a nurturing family culture.</p>
<p>Slide 43</p>  <p>Four Unique Human Gifts</p> <p>Stimulus → Freedom to Choose → Response</p> <p>Self-Awareness Conscience Imagination Independent Will</p>	<p>State: To develop proactive “muscles,” we can exercise the four unique gifts that all humans can enjoy and use. Turn to page 16.</p> <p>State: The 4 Unique Human Gifts are self-awareness, conscience, imagination, and independent will.</p> <p>Activity: Take 2–3 minutes with your table to define what you think these words mean.</p> <p>The following definitions may assist with the conversation:</p> <ul style="list-style-type: none"> • Self-awareness is our ability to pull away and examine our own thoughts, moods, and behaviors. • Conscience is that voice inside speaking of right and wrong—our moral compass. • Imagination is our ability to visualize beyond our current experience and present circumstances. • Independent will is our ability to act independent of external influences. <p>State: Developing and using these gifts, these muscles, give us the ability to be more proactive. They enable us to create new futures for ourselves.</p>

Facilitation Script

SLIDE

SCRIPT

Slide 44

	Reactive	Proactive
Self-Awareness	"I am not aware of my thoughts and actions."	"I can stand apart from myself and observe my thoughts and actions."
Conscience	"I am not aware of my true perspective or right and wrong."	"I can listen to my inner voice to know right from wrong."
Imagination	"I am stuck in the past and unable to see future possibilities."	"I can envision new possibilities."
Independent Will	"I lack the power to act."	"I have the power to act."

State: Let's compare the four gifts as viewed by proactive vs. reactive individuals.

State: Read through the slide and briefly discuss the differences in your groups.

Ask: Who do you think gets more out of life, the proactive or reactive person?

Ask: Who do you think gives more to life?

Slide 45

	1	2	3	4
Self-Awareness	I am able to stand apart from my ego and see things objectively and not how they affect my life.	R	S	F
Conscience	I listen to my inner voice to know right from wrong.	R	S	F
Imagination	I visualize greater possibilities for myself.	R	S	F
Independent Will	I am able to act independent of my external influences.	R	S	F

Activity: Turn to page 17. Take a few minutes to evaluate how you see yourself.

State: All of the 4 Unique Human Gifts are available to us to strengthen how we respond to anything that happens to us.

Slide 46

Teach to Learn

<p>Partner #1 What does it mean to be reactive?</p> <p>Stimulus → Response</p>	<p>Partner #2 What does it mean to be proactive?</p> <p>Stimulus → Freedom to Choose → Response</p>
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State: We are now going to conduct a Teach to Learn activity. The best way to learn is to teach.

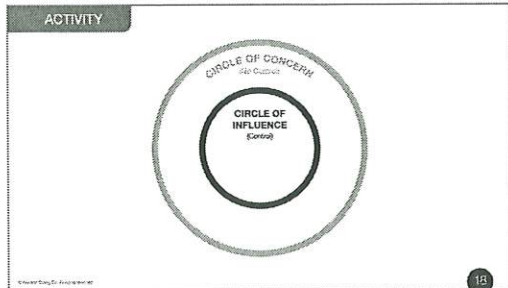
Instruct participants to stand up and find a partner, someone not at their table.

Activity: With your partner, decide who will be Partner 1 and Partner 2. Partner 1 briefly teaches Partner 2 what it means to be reactive. Then, Partner 2 explains to Partner 1 what it means to Be Proactive.

Habit 1: Be Proactive

SLIDE

Slide 47



SCRIPT

State: Turn to page **18** in your guide. We are now going to discuss an impactful way to identify and focus on what we can control in our lives.

Pointing to the slide...

State: The outside circle represents everything that concerns us in life but we cannot influence or control. The weather, for example, is something that may concern us but we cannot control it.

State: The inner circle represents the things that also concern us in life, and we can influence or have at least some control over. The lives of our family members is something we can influence.

Ask: Can we “control” our family members?

(Example answers: No, but we can influence them.)

Ask: What, if anything, can we control?

(Example answers: Objects like the remote control of a TV, or more importantly, ourselves.)

Invite participants to draw a smaller circle in the middle and label it “Self.”

State: The only thing we can truly have some control over is ourselves. And that’s where proactive people focus significant energy and time.

Chart paper labeled: "Common Challenges"

Common Challenges

A large empty rectangular box for drawing or writing.

Refer to the list of challenges identified earlier by the group. Choose one of the challenges.

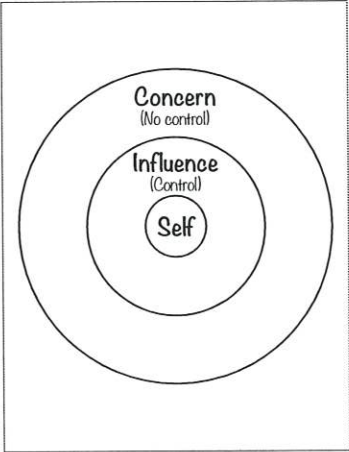
State: Let’s discover how these circles can help us with our challenges.

Ask: What is within our Circle of Concern in this example?

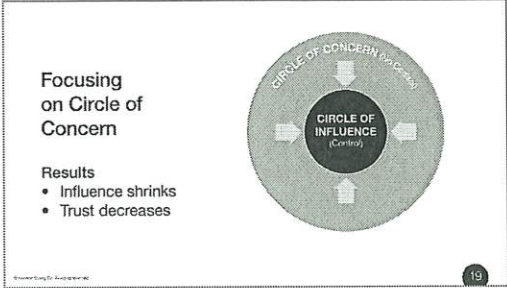
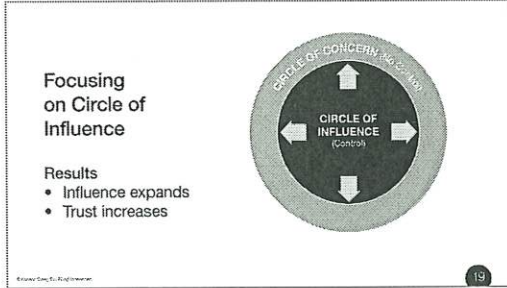
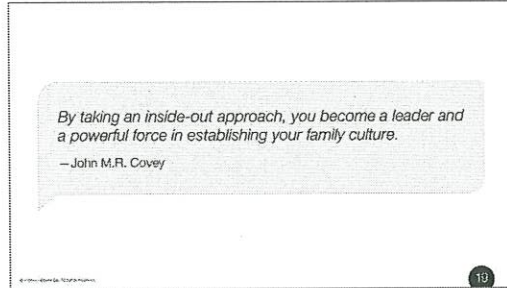
Ask: What is within our Circle of Influence?

Ask: What can we focus on to help us work through this challenge?

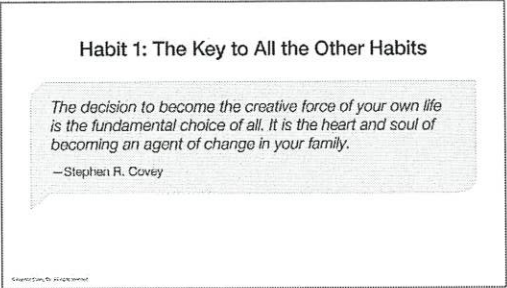
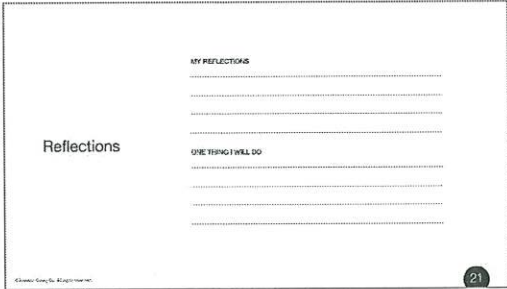
Facilitation Script

SLIDE	SCRIPT
<p>Chart paper labeled: "Circle of Concern/Circle of Influence"</p> 	<p>State: Now let's apply these circles to our own lives.</p> <p>Activity: Have each participant take three sticky notes. On one, have participants write something in their family that is in their outer Circle of Concern. On the second, have them write one thing that fits in the Circle of Influence, something they can influence in their family. On the third have them write one thing they can control about themselves.</p> <p>If helpful, share this example. One man wrote on his first sticky note that his son had a genetic disease, and it was something he was concerned about but could not change or influence. On his second note he wrote, "I can influence how my son feels about himself by being positive with him and helping him through his challenges." On his third note he wrote that the only thing he could control was his own attitude and responses to his son's situation.</p>
<p>Slide 48</p> <div><p>Group Discussion & Questions</p><ol style="list-style-type: none">1. Share what you wrote on your sticky-note for:<ul style="list-style-type: none">• Circle of Concern• Circle of Influence• What you can control about yourself2. How do you feel when you focus on things in the outer circle, the Circle of Concern?3. How do you feel when your focus your energy on your Circle of Influence, and especially on what you can control about yourself?</div>	<p>State: In your table groups share what you wrote on your sticky notes for all three circles and discuss the questions on the slide.</p> <p>Ask: Does anyone want to share what they heard at their table?</p> <p>State: We cannot control everything in our lives, but we are responsible and can control our choices, attitudes, and thoughts.</p>

Habit 1: Be Proactive

SLIDE	SCRIPT
<p>Slide 49</p> 	<p>Ask: Please turn to page 19. These two illustrations indicate what happens to our influence and trust with others when we are reactive or proactive.</p> <p>Ask: What happens to our influence when we focus our energy on things outside our influence, or try to blame others for our mistakes?</p> <p>Ask: How does trust change?</p>
<p>Slide 50</p> 	<p>State: Proactive people choose instead to focus on their Circle of Influence, especially on controlling their own actions and choices.</p> <p>Ask: What happens to our influence when we focus our energy on things inside our influence, or take responsibility for our actions and mistakes?</p> <p>Ask: What happens to trust?</p>
<p>Slide 51</p> 	<p>State: Focusing first on what we can control—ourselves—is what is called an Inside-Out Approach.</p> <p>State: Dr. John Covey, who is Stephen Covey's brother and has spent 25 years teaching <i>The 7 Habits of Highly Effective Families</i> summed things up this way...</p> <p>Read the quote on the slide.</p>

Facilitation Script

SLIDE	SCRIPT
<p>Slide 52</p> 	<p>Read the quote or invite a volunteer to.</p>
<p>Slide 53</p> 	<p>State: Please take 2 minutes to look at some of the Taking it Home options on pages 20-21. Then capture reflections, insights and ideas from Habit: Be Proactive.</p> <p>State: Finally, write down one thing you will do as a result of learning about Habit 1: Be Proactive.</p> <p>If you are using the Flight Plan as the framework, ask participants to turn to their Family Flight Plan and add the one thing they will do from Habit 1 to their plan.</p>

Habit 2: Begin With the End in Mind

HABIT 2: BEGIN WITH THE END IN MIND®


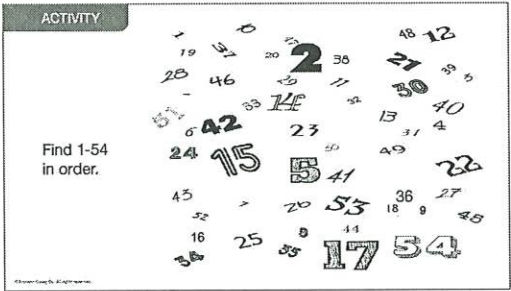
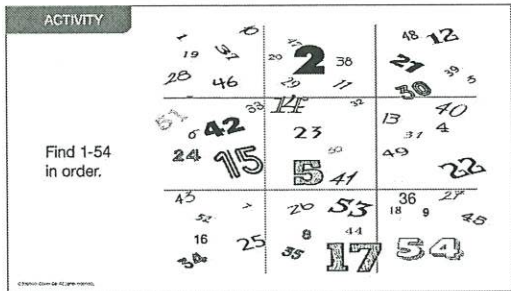
30-40 minutes of instructional time.

RESOURCES NEEDED

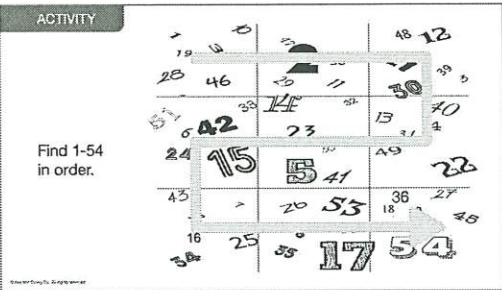
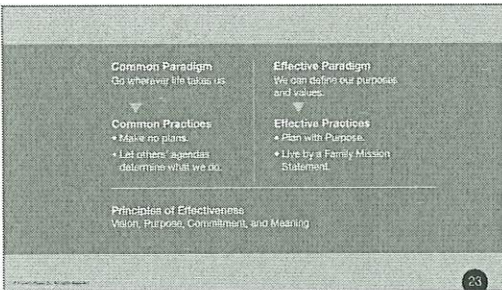
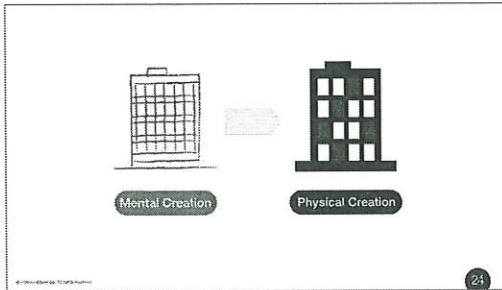
- Puzzles (Optional Activity: Refer to Taking it Home Activity #1 for instructions)

MODULES	LEARNING OBJECTIVES	30-40 minutes
Plan With a Purpose	Start the process of identifying their personal and family values.	15-20 minutes
Live by a Family Mission Statement	Begin a draft of a family mission statement.	15-20 minutes


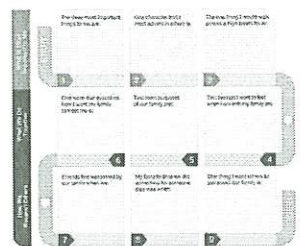
Facilitation Script

SLIDE	SCRIPT
<p>Slide 54</p> 	<p>State: Now that we know we have the power to choose and are responsible for our choices, let's take a look at how Habit 2, Begin With the End in Mind, will help us bring vision and purpose to our families.</p>
<p>Slide 55</p> 	<p>State: Let's start by taking on a challenge. I would like you to find each number, from 1 to 54, on the slide. You will have 1 minute. Start now.</p> <p>Allow 1 minute then stop participants.</p> <p>Ask: How many made it to 10? How many made it to 20?</p> <p>Keep asking until you reach the highest number.</p>
<p>Slide 56</p> 	<p>State: Let me share with you how I like to do this. I find a pattern and then follow that pattern.</p> <p>Point out the pattern using the squares.</p> <p>State: Let's try to do this one more time using the pattern. Again, you have 1 minute. Go!</p> <p>Allow participants 1 minute then stop them.</p> <p>Ask: How many made it to 20? How many to 30? 40? Did anyone make it all the way to 54? Why did everyone do so much better?</p> <p><i>(Answer: Because we had a pattern or a plan to follow.)</i></p>

Habit 2: Begin With the End in Mind

SLIDE	SCRIPT
<p>Slide 57</p> 	<p>State: When we have a plan or pattern for our lives, an idea of where we want to go, we can reach our desired destination.</p>
<p>Slide 58</p> 	<p>State: People who Begin With the End in Mind proactively choose their course through life.</p> <p>State: People who are reactive go wherever life takes them. They do a lot of wandering. They make no plans.</p>
<p>Slide 59</p> 	<p>State: To do something with an end in mind means to define the results you want for something before you act. It's like drawing a blueprint or picture before you build. All things are created twice: first mentally, then physically.</p>

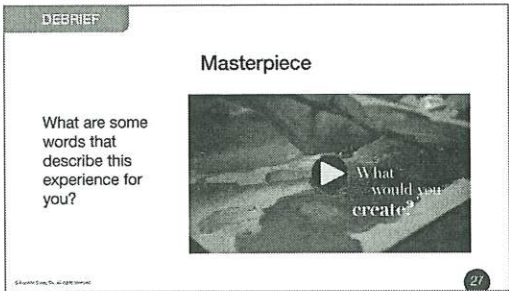
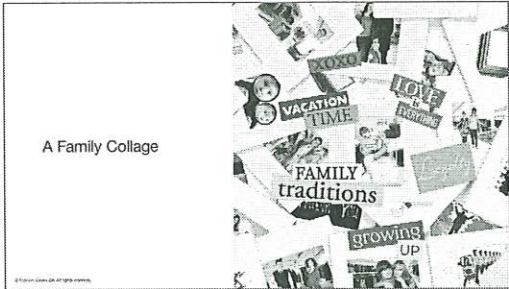
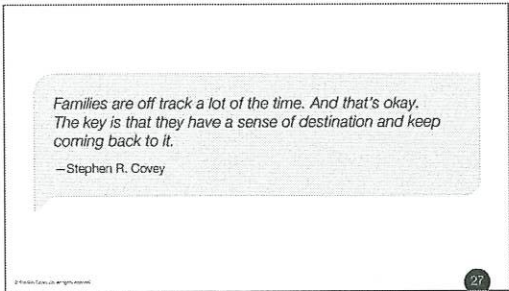
Facilitation Script

SLIDE	SCRIPT
<div>Slide 60</div> <div><div>ACTIVITY</div><div><div>Plan With a Purpose</div><div>How can a family Begin With the End in Mind?</div></div><div><div>Vacation?</div><div>Goals?</div><div>Sports?</div><div>Finances?</div><div>Education?</div></div><div>24</div></div>	<div><div>Ask:</div>How can you, as a family, begin with an end in mind for vacations? Sports? Etc.?</div> <div><div>Activity:</div>Take a few minutes at your table to explore answers to this question.</div>
<div>Slide 61</div> <div><div>Values</div><div>The beliefs and ideas that are most important to you and your family,</div><div></div><div>25</div></div>	<div><div>State:</div>As we proactively plan, it's important to consider what matters most to our families. These can also be called values.</div> <div><div>Ask:</div>Who would like to read the definition of values on the slide please?</div>
<div>Slide 62</div> <div><div>ACTIVITY</div><div><div>Values Reflection</div><div>Reflect on your personal and family values.</div></div><div><div></div><div>26</div></div></div>	<div><div>State:</div>Let's reflect on our own personal and family values. Take the next few minutes and answer the questions on page 25 during this values reflection.</div>

Habit 2: Begin With the End in Mind

SLIDE	SCRIPT
<p>Slide 63</p>	<p>State: We've explored our values. Next, we will have the opportunity to create a family mission statement.</p> <p>State: Take a moment to review the sample mission statements on page 26.</p> <p>Ask: If you are going to create a family mission statement, who would need to be part of the process? Why?</p> <p><i>(Answer: All of the family members. If family members are involved and they have a chance to contribute and be part of the process, they will be more likely to embrace it and feel like it matters to them.)</i></p>
<p>Slide 64</p>	<p>State: Although all our family members may not be here, we can still start gathering our thoughts about a family mission statement.</p> <p>State: To start this process, we are going to watch an inspirational video that asks thoughtful questions to reflect on. After watching the video, we will do a writing activity about what you want your family to stand for, as a way to get started on your mission statement. The video will keep playing background music while you write the thoughts that come to your mind.</p> <p>Activity: Please turn to page 27. Here are instructions: This is a free-write. That means that once your pen or pencil touches the paper to write, you don't lift it until the time is up. Don't worry about getting it perfect. Start writing after the video ends and you hear the music start. You will have 3 minutes. Please respect the quiet time for you and the other people around you.</p>
<p>Slide 65</p>	<p>Show video. When the free-writing music begins, gently inform participants that now is the time to start the free write. Their goal is to write without stopping until the music ends.</p>

Facilitation Script

SLIDE	SCRIPT
<p>Slide 66</p>  <p>DEBRIEF</p> <p>Masterpiece</p> <p>What are some words that describe this experience for you?</p> <p>What would you create?</p>	<p>Ask: What are some words that describe this experience for you?</p> <p>Activity: With a shoulder partner, share one reaction, statement, or word that describes this experience for you.</p> <p>State: Thank you for participating.</p> <p>State: This is just the beginning of the process of creating a family mission statement. The next step is gathering with your family and creating your family mission statement together.</p>
<p>Slide 67</p>  <p>A Family Collage</p>	<p>State: Another way to share this experience with your family is by creating a family collage of what is most important to your family.</p> <p>State: You will find instructions in the Taking it Home section at the end of this section for both of these activities.</p>
<p>Slide 68</p>  <p>Families are off track a lot of the time. And that's okay. The key is that they have a sense of destination and keep coming back to it.</p> <p>—Stephen R. Covey</p>	<p>State: Remember, good families, even great families, are off track a lot of the time. Creating and living by a family mission statement gives our families a destination and principles to help us reach the destination.</p>

Habit 2: Begin With the End in Mind

SLIDE	SCRIPT
<p>Slide 69</p> <div data-bbox="181 371 685 657"><p>Reflections</p><p>MY REFLECTIONS</p><p>ONE THING I WILL DO</p><p>© Franklin Covey Co. All rights reserved.</p><p>29</p></div>	<p>State: Turn to page 29 and write reflections and one thing you will do to apply Habit 2 with your family.</p> <p>If you are using the Flight Plan as the framework ask participants to turn to their Family Flight Plan and add the one thing they will do from Habit 2 to their plan.</p>

Facilitation Script

NOTES

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Habit 3: Put First Things First

HABIT 3: PUT FIRST THINGS FIRST®

30-40 minutes of instructional time.


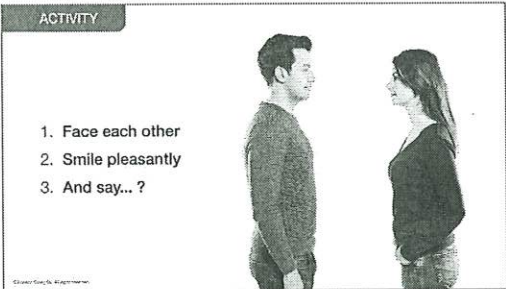
RESOURCES NEEDED

For the carousel activity: Five chart paper stations with several markers at each station. Label each chart paper station with one of the following topics:

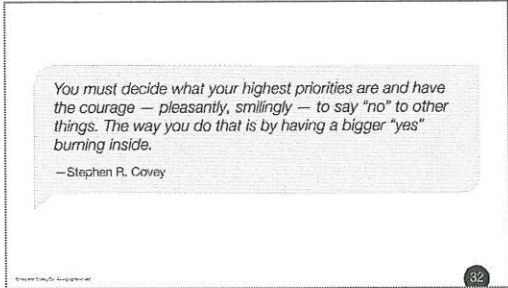
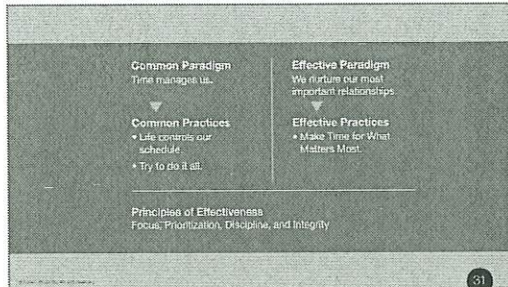
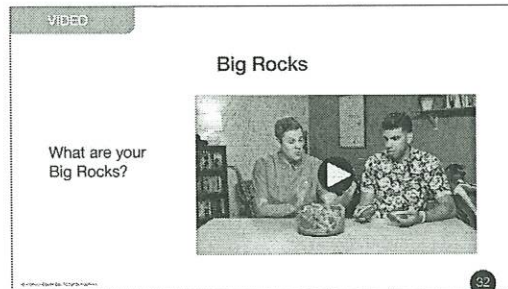
- One-on-One Ideas
- Improve Family Meal Time Ideas
- Family Meal Conversation Starters
- Family Time Ideas
- Tradition Ideas

MODULE	LEARNING OBJECTIVE	30-40 minutes
Focus on What Matters Most	<p>Learn three systems that will help families keep a focus on their highest family priorities.</p> <ul style="list-style-type: none">• One-on-one time• Regular family meals• Weekly family time	30-40 minutes

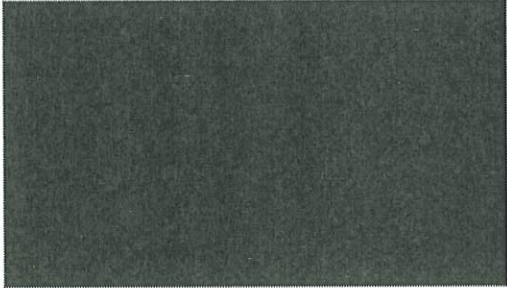
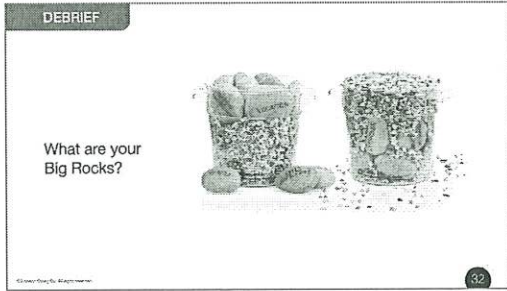
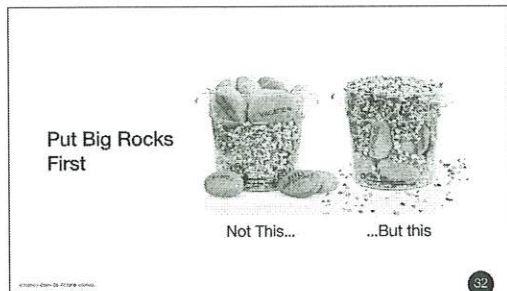
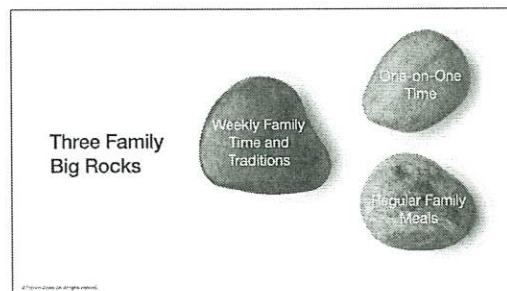
Facilitation Script

SLIDE	SCRIPT
<p>Slide 70</p> 	<p>Ask: Do you ever feel like you just can't do it all?</p> <p>State: Habits 1 and 2 set up the responsibilities and direction of a family. Habit 3 is about your family's priorities. It's about getting the important things done.</p>
<p>Slide 71</p> 	<p>State: Let's start Habit 3 with an activity. For some of you, it may be the most difficult thing we ask you to do.</p> <p>Activity: Please stand and face the person next to you.</p> <p>State: Look at the other person and smile.</p> <p>State: Now here's the hard part. Each take a turn and say "no" to the other person. You don't need to raise your voice or get upset, but rather just say "no."</p> <p>Ask: How did that feel?</p> <p>Ask: Why is it that we can all say "no" in this situation and laugh about it, yet for some of us saying "no" in day-to-day life can be such a difficult thing to do?</p> <p>Share an example, such as saying "no" to a request from a friend to do something you do not want to do or do not have time for.</p> <p>Ask: For those of us who may struggle with saying no out loud when that is what we really want to say, why is that hard?</p> <p><i>(Example answers: We don't want to disappoint people, we want them to like us, we don't feel like we can say no, we really do want to help but there are just so many things needing my time, we don't have the courage.)</i></p>

Habit 3: Put First Things First

SLIDE	SCRIPT
<p>Slide 72</p> 	<p>State: Practicing Habit 3 will help us prioritize our bigger "yes" and make it easier for us to say "no," especially to things that are not important.</p> <p>Ask: Will someone volunteer to read this slide?</p>
<p>Slide 73</p> 	<p>State: Habit 1 says, "You are in charge of your life."</p> <p>State: Habit 2 says, "This is what I value."</p> <p>State: Habit 3 then says, "I have the discipline to say "no" to things that are not aligned with my priorities, values, and family mission statement."</p>
<p>Slide 74</p> 	<p>State: Let's watch a video that helps us identify what is important in our lives.</p> <p>State: As we watch, think about what kind of rocks your bucket is filled with.</p>

Facilitation Script

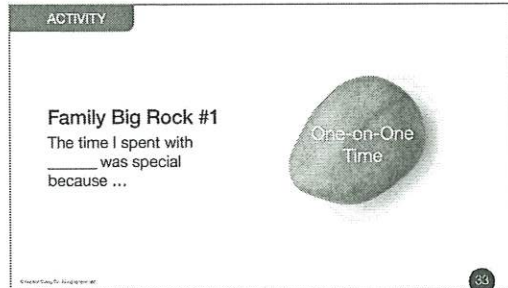
SLIDE	SCRIPT
<p>Slide 75</p> 	<p>Show video.</p>
<p>Slide 76</p> 	<p>Ask: How do we tell the difference between a Big Rock and a little rock?</p> <p><i>(Example answer: Big Rocks are what are most important to you—what matters most. Little rocks are still important, but not as important as Big Rocks.)</i></p> <p>Ask: Thinking of our daily lives, why do we need to put our Big Rocks in first?</p>
<p>Slide 77</p> 	<p>State: The key to effective living is that we schedule our Big Rocks first. When we do this we can say “no” to anything that is less important.</p>
<p>Slide 78</p> 	<p>State: There are several Big Rocks in our lives, such as employment, school, or other important projects. For today, we will focus on three family Big Rocks. These Big Rocks represent ways families nurture each other from within.</p> <p>State: During this section we will get to do an activity that will give us the opportunity to share our ideas and gather others' great ideas too.</p> <p>Ask: Can someone please read from the slide what each of the rocks are?</p>

Habit 3: Put First Things First

SLIDE

SCRIPT

Slide 79



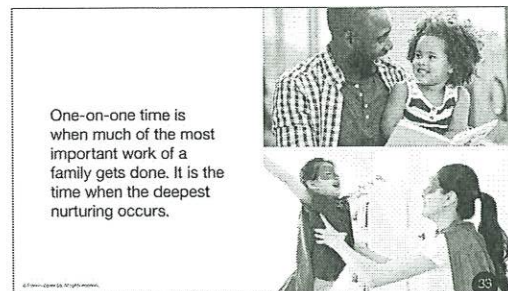
State: Let's first explore one-on-one time. Please turn to page **33** in your guide.

State: Think of a meaningful experience when you spent one-on-one time with someone in your family. Think about how it made you feel.

Activity: Let's take a few minutes to fill in the blank and finish the sentence on the top of the page: "The time I spent with _____ was special because..."

State: Now, stand and find someone across the room. Share your experiences. Take 1 minute each.

Slide 80

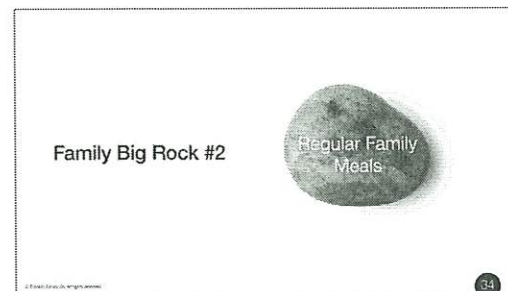


State: Can someone please read this slide for us?

Thank participants and invite them to return to their seats.

State: We have time every day to do something easy, short, and fun with each of our family members. Even taking 5 minutes to connect will nurture our relationships.

Slide 81


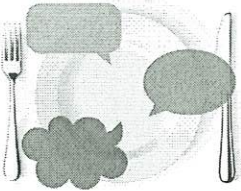



State: Now let's look at the second Family Big Rock: Regular family meals.

Ask: Why do you think having family meals together is important?

Get answers from the participants before you show the research slide.

Facilitation Script

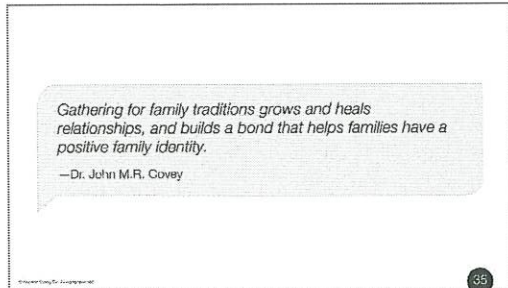
SLIDE	SCRIPT
<p>Slide 82</p> <div data-bbox="110 378 615 661"> <div> <p>Research-based Benefits</p> <ul style="list-style-type: none"> • Healthier eating • Better family communication • Less risky behavior in teens (e.g., drugs, alcohol) • Better mental health • Better grades • More chances for parents to be role models </div>  </div>	<p>State: Research emphasizes the benefits of having family meals. Take a moment to read through these powerful benefits.</p>
<p>Slide 83</p> <div data-bbox="110 787 615 1071"> <div> <p>Conversation Starters</p> <p>What conversation starters does your family use?</p> </div>  </div>	<p>State: Meal times can also provide a valuable and relaxing time to talk. In a moment, we will have the opportunity to share our conversation starter ideas with each other.</p>
<p>Slide 84</p> <div data-bbox="110 1197 615 1480"> <div> <p>Family Big Rock #3</p> <p>Weekly Family Time and Traditions</p> <p>The Challenge</p> <p>Make room for one hour each week.</p> </div>  </div>	<p>State: The next Big Rock is to have regularly scheduled family times and traditions. Any time that works for your family is a good time.</p> <p>Ask: What is the value of having a regularly scheduled time set aside to focus on family?</p>

Habit 3: Put First Things First

SLIDE

SCRIPT

Slide 85



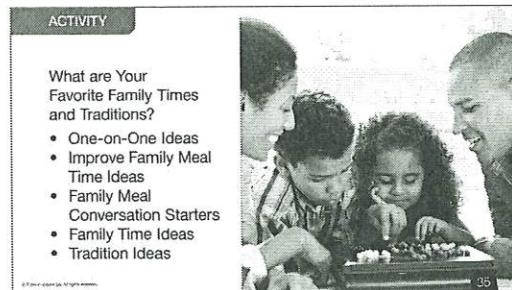
State: Traditions are a form of regular family time. They are meaningful activities your family does together.

Ask: Will someone please read this quote?

Ask: Why do traditions grow and heal relationships?

State: Let's do a carousel activity that will provide an opportunity to share our great ideas. We will divide into groups and write responses to the question prompts on each of the chart papers hanging around the room.

Slide 86





Activity: Carousel

Hang each of the chart papers labeled with the topics (listed below) around the room. Provide several markers at each chart paper station. Divide participants into five groups. Each group will go to a chart paper station and have 2 minutes to brainstorm ideas and write them on the chart paper. Groups will rotate through each station every 2 minutes. Decide which direction they will go and call out "switch" every two minutes. After this, the groups will have the opportunity (and are encouraged) to take photos/notes from the ideas at each station (reverse rotation carousel).

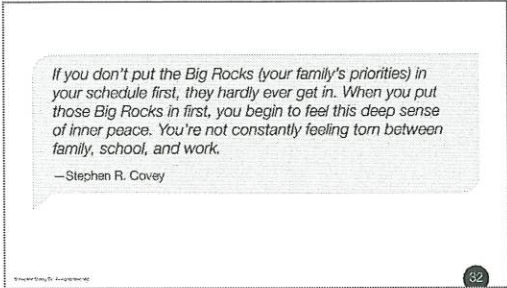
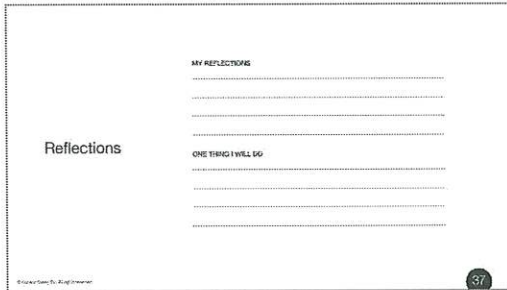
Carousel labels:

- One-on-One Ideas
- Improve Family Meal Time Ideas
- Family Meal Conversation Starters
- Family Time Ideas
- Tradition Ideas

Facilitation Script

SLIDE	SCRIPT
<p>Slide 86 Continued</p> <div data-bbox="105 367 612 655"> <p>ACTIVITY</p> <p>What are Your Favorite Family Times and Traditions?</p> <ul style="list-style-type: none"> • One-on-One Ideas • Improve Family Meal Time Ideas • Family Meal Conversation Starters • Family Time Ideas • Tradition Ideas  </div>	<p>State: Now that we've been able to gather ideas from everyone's greatness, please take 2 minutes to answer the questions on pages 34 - 35 about how you can apply these Big Rock ideas to your unique family situation.</p> <p>As an option, you can lead participants through each question as you refer to each chart paper topic with the following questions:</p> <p>State: On the bottom of page 33 write the name of one family member with whom you would like to spend more one-on-one time. Next to the name, write one activity you could share with this person. Think of what the other person would like to do.</p> <p>State: On the middle of page 34 write one thing that your family can do to improve your family meals. Remember simple changes can have a big impact.</p> <p>State: On page 34 add some of your favorite conversation starters.</p> <p>State: On page 35 write one thing your family can do to have a meaningful family time experience this next week, or in weeks to come.</p> <p>State: On the same page, please identify one tradition you think your family would like to start.</p>
<p>Slide 87</p> <div data-bbox="112 1396 618 1686"> <p>Schedule Your Family Big Rocks</p>  </div>	<p>State: These three Big Rocks are powerful. The big question becomes, how can we make sure they happen? So often we make great plans to do our Big Rocks but those "pebbles" get in our way.</p> <p>State: To get our family Big Rocks to fit into our schedule, it is important to plan and schedule our calendar before it schedules us.</p> <p>State: Take time every week to schedule your family Big Rocks first on your calendar.</p> <p>Activity: Invite participants to pull out their own calendars and schedule one of the family Big Rocks for the upcoming week. For example, they can schedule one-on-one time or add a family meal time to their schedule.</p>

Habit 3: Put First Things First

SLIDE	SCRIPT
<p>Slide 88</p>  <p>If you don't put the Big Rocks (your family's priorities) in your schedule first, they hardly ever get in. When you put those Big Rocks in first, you begin to feel this deep sense of inner peace. You're not constantly feeling torn between family, school, and work.</p> <p>—Stephen R. Covey</p> <p>© Franklin Covey Co. All rights reserved.</p> <p>32</p>	<p>State: "If you don't put the Big Rocks (your family's priorities) in your schedule first, they hardly ever get in. When you put those family Big Rocks in first, you begin to feel this deep sense of inner peace. You're not constantly feeling torn between family, school, and work."</p> <p>State: We often hear people say, "What's the big deal? These habits are just common sense," but the reality is that they are not always common practice. And that's the big deal!</p>
<p>Slide 89</p>  <p>Reflections</p> <p>MY REFLECTIONS</p> <p>ONE THING I WILL DO</p> <p>© Franklin Covey Co. All rights reserved.</p> <p>37</p>	<p>State: Please turn to page 37 and record some of your reflections and insights from Habit 3, and one thing you will do to share or apply Habit 3 with your family.</p> <p>If you are using the Flight Plan as the framework, ask participants to turn to their Family Flight Plan and add the one thing they will do from Habit 3 to their plan.</p>

Facilitation Script

NOTES

[illegible]

Habit 4: Think Win-Win

HABIT 4: THINK WIN-WIN®


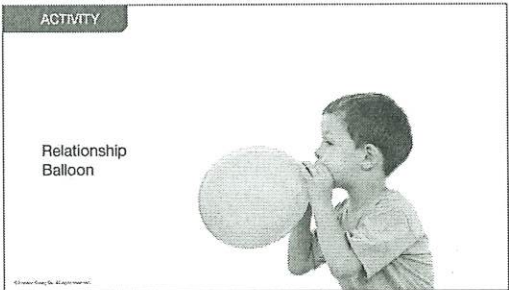
45-50 minutes of instructional time.

RESOURCES NEEDED

- One balloon for each participant, and one for you.
- One piece of blank paper (8 1/2 x 11) for each participant.

MODULES	LEARNING OBJECTIVES	45-50 minutes
Build Emotional Banks Accounts	Learn how to build family relationships by making deposits, not withdrawals.	25-30 minutes
Consider Others' Wins... and Your Own	Balance the courage to stand up for their own wins with consideration for others' wins.	20 minutes

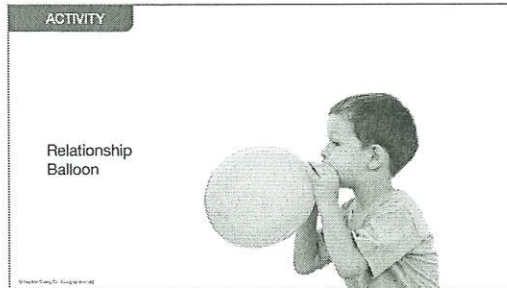
Facilitation Script

SLIDE	SCRIPT
<p>Slide 90</p> 	<p>State: Habits 1-3 set up the responsibilities, direction, and priorities of a family. Habits 4-6 focus on how a family works together. Family is the universal opportunity to learn, to love, and to unselfishly care for each other.</p>
<p>Slide 91</p> 	<p>Activity: Make sure everyone has a balloon before you start this activity. Hold up a balloon as you state the following:</p> <p>State: Let's begin Habit 4: Think Win-Win with an activity.</p> <p>State: We're going to call this a "relationship balloon." Each of you has one. Every day you make deposits and withdrawals in your family relationships.</p> <p>State: To learn what I mean by that, join me in a short activity. You're going to imagine that you are a teenager and I am your parent. Whenever I say something you see as a deposit (or positive), blow a little air into your relationship balloon. Whenever I do or say something you see as a withdrawal (or negative), let some air out of your relationship balloon.</p> <p>State: Listen as we go through a typical day in your life as a teenager.</p>

Habit 4: Think Win-Win

SLIDE

Slide 91 - Continued



SCRIPT

Make the following statements while blowing air into or letting air out of the balloon in accordance with deposits or withdrawals. On the last statement, let go of your balloon, allowing it to fly around the room.

- 7:14 a.m.: Good morning sweetheart!
- 7:16 a.m.: I've washed your favorite shirt. It's on your bed.
- 7:25 a.m.: Don't you have the sense to know it's cold outside? Here's your coat.
- 7:55 a.m.: Love you. Have a great day at school.
- 8:01 a.m.: Come straight home. No hanging around with your worthless friends.
- 5:42 p.m.: Thanks for taking out the garbage. I appreciate your help!
- 5:59 p.m.: I'm making your favorite meal tonight—lasagna!
- 6:02 p.m.: Congratulations on winning the science fair! We are all proud of you.
- 8:35 p.m.: Look at this disgusting room! You live like a pig! Clean it up now!
- 9:45 p.m.: You call this clean? You are so stupid! Why can't you be more like your sister?

Ask: How would you feel if this really were a day in your life?

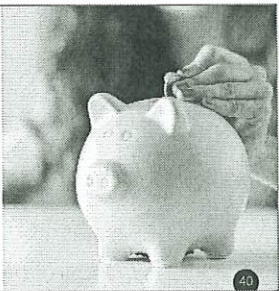
Allow for a few responses.

(Example answers: Sad, disappointed, deflated, like a rollercoaster, etc.)

Ask: What did you discover in this activity?

Allow for a few responses.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 92</p> <div data-bbox="110 369 617 657"> <div> <p>Emotional Bank Account</p> <p>A way to think about the amount of trust in your relationships. Deposits build and repair trust. Withdrawals break down trust in your relationships.</p> </div>  </div>	<p>State: This balloon activity is like our Emotional Bank Account.</p> <p>State: The Emotional Bank Account shows the quality of the relationship you have with others. It's like a bank account in that you can make deposits by doing things that build trust in the relationship, or you can make withdrawals by doing things that decrease the level of trust.</p> <p>State: Simply said, it's the quality and amount of the deposits that determine your happiness in your relationships.</p>
<p>Slide 93</p> <div data-bbox="110 827 617 1117"> <div> <div> <p>Common Paradigm</p> <p>If one of us wins the other loses.</p> </div> <div> <p>Common Practices</p> <ul style="list-style-type: none"> • Compare and compare. • Go for win-lose. </div> </div> <div> <p>Effective Paradigm</p> <p>Everyone can win in relationships.</p> </div> <div> <p>Effective Practices</p> <ul style="list-style-type: none"> • Build Emotional Bank Accounts • Consider Other's Wins... and Your Own </div> <div> <p>Principles of Effectiveness</p> <p>Mutual Benefit, Courage, and Consideration</p> </div> </div>	<p>State: We'll talk more about the Emotional Bank Account, but let's first look at the paradigms and practices associated with Habit 4: Think Win-Win.</p> <p>State: A common paradigm is for people to think of relationships as a competition. If you win, then I lose. Or if I win, then you lose. It becomes easy to compare with others.</p> <p>State: People who Think Win-Win in relationships want everyone to win. In other words, they not only think of what a win is for themselves, they also consider what a win is for others.</p>

Habit 4: Think Win-Win

SLIDE

SCRIPT

Slide 94

Withdrawals	Deposits
Be unkind	Be kind
Lie	Be honest
Insincere apologies	Apologize
Gossip about people	Be loyal to those not present
Don't keep promises	Make and keep promises
Break confidences	Keep confidences
Hold a grudge. Get revenge.	Forgive
Say one thing, do another	Model your values

State: Let's turn to page 40 and look at what types of deposits and withdrawals people make in families.

Ask: At your table take 2 minutes to review these deposits and withdrawals.

Ask: Why do you think forgiveness is a major deposit in families and an important part of character development?

State: Sometimes the Emotional Bank Account has been depleted in our relationships. Even small withdrawals can diminish the amount of trust in others' Emotional Bank Accounts and weaken your most meaningful relationships.

State: To re-establish trust often requires many more than one or two deposits. Making more deposits helps build confidence and trust in your relationships.


Activity: At the bottom of page 40 invite participants to identify a time when someone recently made a deposit in their lives. How did it feel?

Slide 95

VIDEO

Credibility

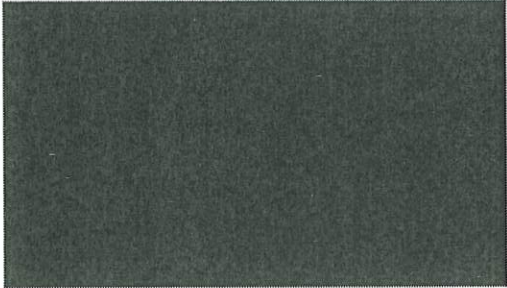
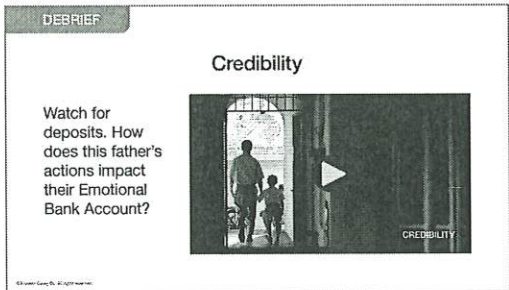
Watch for deposits. How does this father's actions impact their Emotional Bank Account?



State: One of the biggest deposits or withdrawals we make with family members is how we model our values.

State: As you watch this video, look for what type of deposits this father is making in his son's Emotional Bank Account.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 96</p> 	<p>Show video.</p>
<p>Slide 97</p> 	<p>State: How did the father's actions impact his son's Emotional Bank Account?</p> <p><i>(Example answers: This father was building trust in his relationship with his son by modeling the values he wanted his son to learn. His son could see that his father not only talked about being honest, he was honest.)</i></p>

Habit 4: Think Win-Win

SLIDE

Slide 98

ACTIVITY

Withdrawal or Deposit?

What is Said to You	Withdrawal	Neutral	Deposit
I'm here to help you clean your room.			
Surprise! I am taking you to a symphony concert tonight.			
I made you some healthy vegetables for lunch.			
I'll give you a big hug before you go.			

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SCRIPT

Ask: Who decides if something is a deposit or withdrawal?

(Answer: The receiver)

Ask: Why?

(Answer: Because the receiver is the only one who knows how it makes him or her feel.)

State: Deposits are different for different people. Please turn to page **41**. Think of someone in your family, then respond to each item to indicate if it would be a withdrawal, a neutral, or a deposit if that family member were to say the comment to you. I will read each comment and you mark your response in your guide.

State: Let's listen to the first comment.

Read each comment asking if it is a withdrawal, neutral, or deposit. Look for differing opinions.

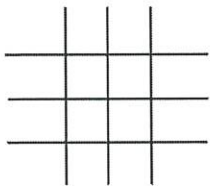
State: Not all of us see deposits or withdrawals the same. In fact, we may think we are making a big deposit in someone's Emotional Bank Account when in fact we are making a big withdrawal.

Ask: How do we know what a deposit is for each of our family members?

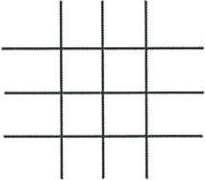
(Answer: We need to ask them rather than assuming we know.)

State: Knowing what family members consider to be deposits and withdrawals will help us build better relationships.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 99</p> <div><p>ACTIVITY</p><p>Tic Tac Toe Extreme</p></div>	<p>Transition: Let's look at another effective practice that will help us strengthen our relationships. Let's start by playing a game.</p> <p>This game illustrates how cooperation can create wins for everybody. Participants will likely play very competitively at first, but they will learn they can earn more points when they cooperate.</p> <p>Activity: Instruct participants to get into pairs and on a blank piece of paper draw a grid like the one on the slide.</p> <p>State: This is like Tic-Tac-Toe but we're going to have four in a row. It's the extreme version! The object of the game is to get as many points as you can. You get one point for each four in a row (Xs or Os) you get. If you finish a game before time is up, start a new game and keep playing. Remember, you are trying to get as many points as you can.</p> <p>State: We will play two rounds and each round will only be 30 seconds, so you need to play fast if you want to win as much as you can. Go!</p> <p>After 30 seconds, ask pairs to report points achieved. There will likely be few points achieved.</p> <p>State: Let's try one more time. But first take 30 seconds to strategize before we begin. What is the best way for you to get as many points as you can?</p> <p>At this point, mention that sometimes people get over 20 points playing this game. This will help them open up their minds to other possibilities.</p> <p>State (after 30 seconds): Okay, let's begin Round 2. Again, you have 30 seconds. Go!</p> <p>Ask (after 30 seconds): For those who got more points, what did you do differently this time?</p> <p><i>(Example answers: Took turns filling in rows. Cooperated with each other. Filled the whole grid in with just Xs. Realized we could work together rather than compete.)</i></p>

Habit 4: Think Win-Win

SLIDE	SCRIPT				
<p>Slide 99 - Continued</p> <div data-bbox="181 371 686 657"> <p>ACTIVITY</p> <p>Tic Tac Toe Extreme</p>  </div>	<p>Ask: Why did you think it was a competition?</p> <p><i>(Example answers: Because that is what we are used to, I wanted to win, we assumed it was a game for someone to win and someone to lose.)</i></p>				
<p>Slide 100</p> <div data-bbox="181 781 686 1066"> <p>Think Win-Win is a frame of mind and heart that seeks mutual benefit. It's thinking "we, not me."</p> <p>—Stephen R. Covey</p> </div>	<p>State: In relationships, people often have the paradigm that if someone wins, the other person has to lose. We are taught or "scripted" to compete and compare. However, there is another way to think. We can Think Win-Win. The operative word is <i>think</i>. We have the opportunity to choose our frame of mind.</p> <p>State: Think Win-Win is a frame of mind and heart that seeks mutual benefit. It's thinking "we, not me."</p>				
<p>Slide 101</p> <div data-bbox="181 1192 686 1480"> <p>Four Ways of Thinking in Relationships</p> <table border="1" data-bbox="422 1245 612 1430"> <tr> <td>Lose-Win</td><td>Win-Win</td></tr> <tr> <td>Lose-Lose</td><td>Win-Lose</td></tr> </table> </div>	Lose-Win	Win-Win	Lose-Lose	Win-Lose	<p>State: There are at least four ways of thinking in a relationship:</p> <ul style="list-style-type: none"> • Lose-Win: I lose and you win. • Lose-Lose: If I lose, I am going to make sure you lose with me. • Win-Lose: I am going to win and you are going to lose. • Win-Win: Let's figure out a way we both can win.
Lose-Win	Win-Win				
Lose-Lose	Win-Lose				