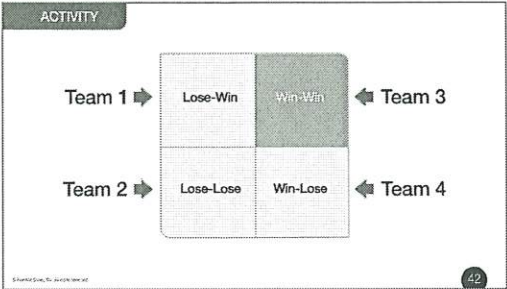


Facilitation Script

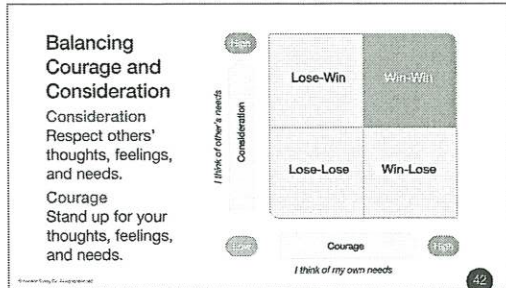
SLIDE	SCRIPT
<p>Slide 102</p> 	<p>Activity: Let's role-play the four ways of thinking.</p> <p>State: In teams, we are going to create short skits (1-2 minutes) illustrating each of these ways of thinking. Think of a family situation in which your assigned way of thinking would come into play.</p> <p>Divide participants into four teams and assign their topic:</p> <p>Team 1: Create a skit showing Win-Lose thinking.</p> <p>Team 2: Create a skit showing Lose-Win thinking.</p> <p>Team 3: Create a skit showing Lose-Lose thinking.</p> <p>Team 4: Create a skit showing Win-Win thinking.</p> <p>Option: Write the four ways of thinking on four small pieces of paper and give the assignment to each team without telling everyone which team is doing which way of thinking.</p> <p>Allow the teams 3-4 minutes to put their skit together and 1-2 minutes to act it out. Have the other teams guess which way of thinking is being portrayed. After each skit, ask what kinds of feelings that particular way of thinking generates. Cheer each group's effort and participation.</p> <p>Ask: What is the benefit of having a Win-Win attitude with your family members?</p> <p><i>(Example answer: People feel valued, happy.)</i></p>

Habit 4: Think Win-Win

SLIDE

SCRIPT

Slide 103



State: Going for Win-Win requires being high in courage and consideration.

Invite a few participants to read from the slide.

Ask: What is consideration?

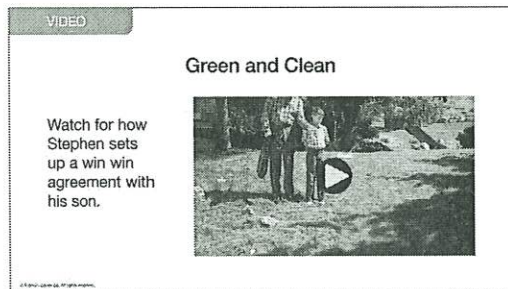
(Answer: Consideration is respecting others' thoughts, feelings, and needs.)

Ask: What is courage?

(Answer: Courage is standing up for your own thoughts, feelings, and needs.)

Explain how the different combinations create different results. For example, if you are low in courage and low in consideration, you will create Lose-Lose. High in courage but low in consideration will create Win-Lose. High in consideration but low in courage will create Lose-Win. High in both consideration and courage will create Win-Win outcomes.

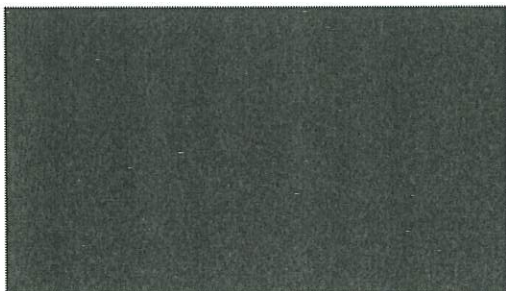
Slide 104



State: Let's watch a real-life story about how Dr. Covey practiced Think Win-Win with his young son and established what he calls a Win-Win Agreement.



State: Watch for how Stephen sets up a Win-Win Agreement with his son.

Slide 105

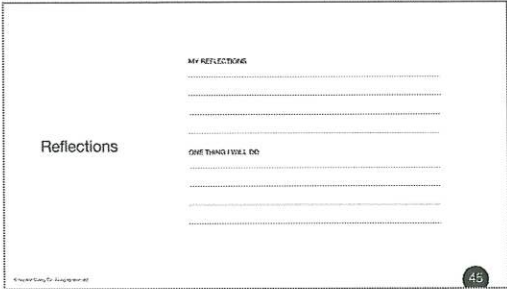


Show video.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 106</p> <div data-bbox="110 371 613 657"> <p>DEBRIEF</p> <p>Green and Clean</p> <ul style="list-style-type: none"> You can't hold people responsible for results if you supervise their methods. Keep believing in the people ... holding them accountable in the ways agreed upon. Raise boys not grass  <p>43</p> </div>	<p>Activity: At your tables, discuss the message of these powerful quotes from the video:</p> <ul style="list-style-type: none"> "You can't hold people responsible for results if you supervise their methods." "Keep believing in the people ... holding them accountable in the ways agreed upon." "Raise boys, not grass."
<p>Slide 107</p> <div data-bbox="110 783 613 1068"> <p>ACTIVITY</p> <p>Win-Win Agreements</p> <ul style="list-style-type: none"> What would make this a win for you? What would make this a win for the other person?  <p>43</p> </div>	<p>Activity: Let's look at page 43 at an exercise that will help us solve a problem and create a Win-Win Agreement with a family member.</p> <p>State: Think of a challenging situation between you and another family member.</p> <p>State: For example, solving a family situation where two or more people are competing for limited resources and seem to be wanting to win, such as when arguing over who gets the remote control for the television, or a parent trying to get a child to do chores, etc.</p> <p>State: Write the situation in the space provided. Now write down what some wins would be for you in this situation.</p> <p>State: We cannot assume other people's wins. We need to ask the other person what the wins are for them in the situation. So to complete this chart you will need to have a discussion with the others involved in this situation. As a take home activity, I invite you to have the discussion. Once you have identified everyone's wins, you can work together to come to a Win-Win Agreement.</p>

Habit 4: Think Win-Win

SLIDE	SCRIPT
<p>Slide 108</p> 	<p>State: How many people does it take to Think Win-Win?</p> <p>State: It only takes one person to Think Win-Win. You! It's a personal mindset.</p> <p>State: Turn to page 45 and take 2 minutes to write your reflections about the Emotional Bank Account and also Win-Win thinking, and one thing you will do to Think Win-Win 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 4 to their plan.</p>

Facilitation Script

NOTES

[illegible]

Habit 5: Seek First to Understand, Then to Be Understood

HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD®


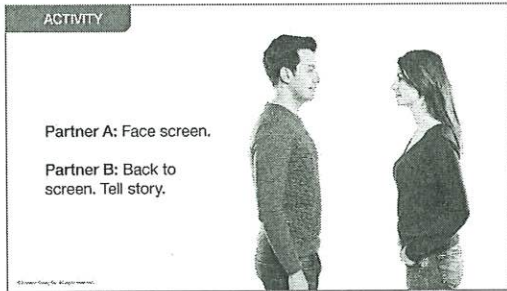
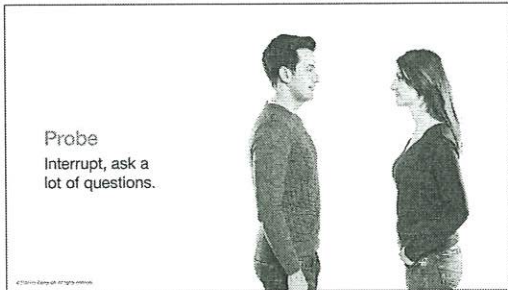
80-90 minutes of instructional time.

RESOURCES NEEDED

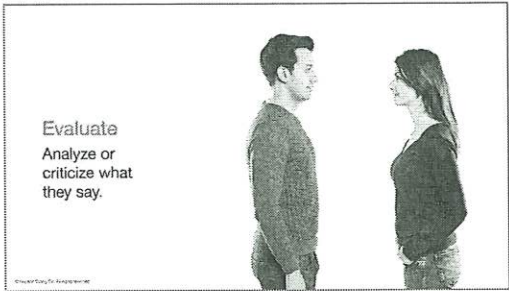
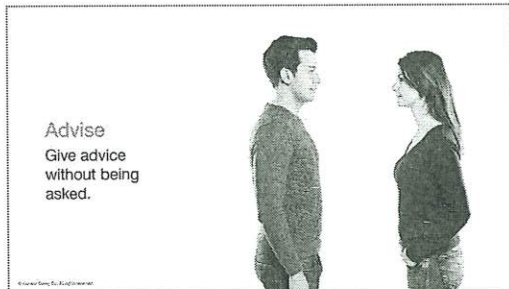
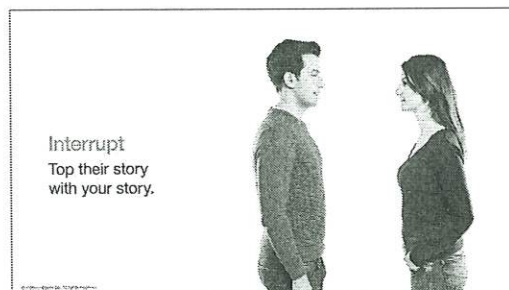
- Chart paper titled "Why Listen?" with two columns: "For You" and "For Them"

MODULES	LEARNING OBJECTIVES	80-90 minutes
Listen With Empathy	Develop skills for listening empathically, and understand the importance that intent plays.	45-55 minutes
Respectfully Seek to Be Understood	Develop skills for giving constructive feedback and expressing worth and potential to family members.	35 minutes

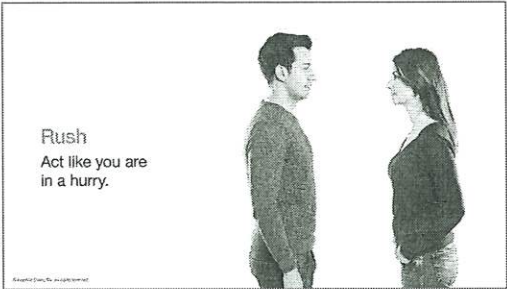
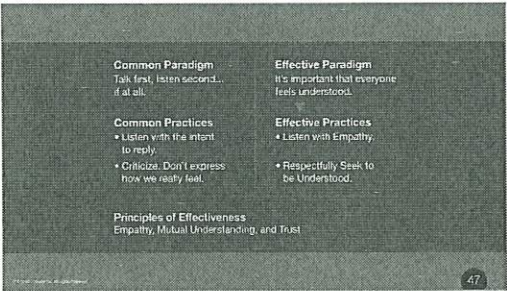
Facilitation Script

SLIDE	SCRIPT
<p>Slide 109</p> 	<p>State: Some of the most common challenges families face are due to a lack of communication, or, more specifically, a lack of understanding. Gaining a clear understanding of what family members are thinking is important both for the listener and the speaker.</p> <p>State: To begin exploring Habit 5: Seek First to Understand, Then to be Understood, let's do a small role-play.</p>
<p>Slide 110</p> 	<p>Activity: Pair up with a partner. One person takes the role of Partner A, the other Partner B.</p> <p>Partner A: You will face the screen so that you can read the slides and follow instructions.</p> <p>Partner B: You will face away from the screen and share a story with your partner. Tell them about an exciting vacation, how you met your spouse, a time you went through a difficult time, or some other interesting story.</p> <p>Partner A: As you listen to your partner's story, follow the instructions on the screen.</p> <p>Invite participants to do this activity standing. Once partners are in position and Partner B is ready with a story, tell participants to start telling their stories.</p>
<p>Slide 111</p> 	<p>About 15 seconds into the stories, switch to this slide.</p> <p>State: Okay, Partner A. Follow the instructions on the slide.</p>


Habit 5: Seek First to Understand, Then to Be Understood

SLIDE	SCRIPT
<p>Slide 112</p>  <p>Evaluate Analyze or criticize what they say.</p>	<p>After about 30 seconds, switch to the next slide.</p> <p>State: Partner A, there are new instructions to follow.</p>
<p>Slide 113</p>  <p>Advise Give advice without being asked.</p>	<p>After about 30 seconds, switch to the next slide.</p> <p>State: Partner A, there are new instructions to follow.</p>
<p>Slide 114</p>  <p>Interrupt Top their story with your story.</p>	<p>After about 30 seconds, switch to the next slide.</p> <p>State: Partner A, there are new instructions to follow.</p>


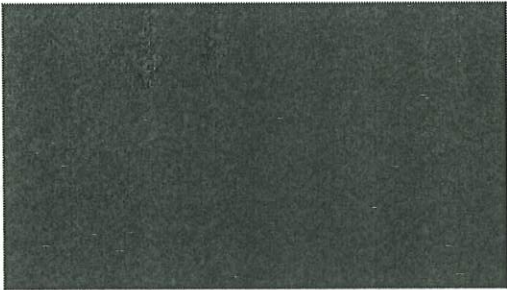

Facilitation Script

SLIDE	SCRIPT
<p>Slide 115</p> 	<p>After about 30 seconds, switch to the next slide.</p> <p>State: Partner A, there are new instructions to follow.</p> <p>Allow 30 seconds.</p> <p>State: We just experienced firsthand some common "door slammers"!</p> <p>Ask: Partner B, how did it go? Did you feel listened to?</p> <p>State: Partner B, your partner was asked to follow instructions that are on the slides. We refer to them as "door slammers". You will find them on page 48.</p> <p>Ask: Partner B, did you feel your partner was "slamming the door" on your conversation?</p> <p>Ask: Partner A, how did it go for you? How did it feel to be constantly slamming the door on your partner?</p> <p>State: None of us likes to slam the door on others or have the door slammed on us. But do we ever do these things?</p>
<p>Slide 116</p> 	<p>State: When we are listening to someone, it is normal for us to think of our own answers and ideas. The challenge we have is to take time to listen to and understand what the other person is saying. Today we are going to explore ways to listen to understand and then be understood.</p>

Habit 5: Seek First to Understand, Then to Be Understood

SLIDE	SCRIPT				
<p>Slide 117</p> <div data-bbox="181 367 685 655"> <p>ACTIVITY</p> <p>Why Listen?</p> <table border="1"> <thead> <tr> <th>FOR YOU</th><th>FOR THEM</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> </tbody> </table> </div>	FOR YOU	FOR THEM			<p>Ask: Why do you think listening is so important?</p> <p>Capture answers on chart paper titled “Why Listen?” with two columns: “For You” and “For Them.” Make the following points if they are not made by participants:</p> <ul style="list-style-type: none"> • We cannot assume that people understand things the way we do. The same word can have entirely different meanings to two different people. • Listening shows that you value the person.
FOR YOU	FOR THEM				
<p>Slide 118</p> <div data-bbox="181 802 685 1092"> <p>The Power of Intent</p> <p>“I will not judge or compare you.”</p> <p>“I want to understand your view.”</p> <p>“I see your worth and potential.”</p> <p>“You matter to me.”</p>  </div>	<p>State: Today, we will learn skills for listening. It is important to point out that the skills of listening are less important than the “intent” beneath the skills.</p> <p>State: Unless people believe that you value them, understand them, and respect their feelings, they will not be open to communicating their feelings to you.</p> <p>State: It’s like an iceberg where 90 percent of the mass is unseen. So the skills we discuss will only be effective when people trust your intention.</p> <p>State: The importance of a caring attitude and intent is reflected in the old saying: “I don’t care how much you know until I know how much you care.”</p> <p>Transition: Let’s take a look at the other 10 percent, the skill of listening for understanding.</p>				
<p>Slide 119</p> <div data-bbox="181 1417 685 1705"> <p>Door Slammers</p> <p>PROBE: Ask all kinds of questions.</p> <p>EVALUATE: Analyze and criticize.</p> <p>ADVISE: Give unsolicited advice.</p> <p>INTERRUPT: Talk about yourself.</p> <p>RUSH: Be in a hurry or unavailable.</p> </div>	<p>State: Let’s first take a look at some of the door slammers on page 48. You will recognize them as the same types of things you experienced in the role-plays.</p>				

Facilitation Script

SLIDE	SCRIPT
<p>Slide 120</p> <div data-bbox="110 373 617 659"> <p>VIDEO</p> <p>Autobiographical Responses</p> <p>What door slammers do you see?</p>  </div>	<p>State: Let's watch a video that shows what often happens when people are not listening to understand. Look for what the mom does to shut down communication in this conversation.</p>
<p>Slide 121</p> <div data-bbox="115 785 618 1073">  </div>	<p>Show video.</p>
<p>Slide 122</p> <div data-bbox="115 1194 621 1482"> <p>DEBRIEF</p> <p>Autobiographical Responses</p> <p>What door slammers do you see?</p>  </div>	<p>Ask: What happened? Did they build understanding together?</p> <p>Ask: What are some of the door slammers you saw and heard? What was the outcome?</p> <p>State: Autobiographical listening has its place, but in times of high emotion, when someone really needs to be understood, it gets in the way.</p>

Habit 5: Seek First to Understand, Then to Be Understood

SLIDE

Slide 123

Door Slamming	Door Openers
PROBE: Ask all kinds of questions.	Ask only clarifying questions.
ESTIMATE: Analyze and criticize.	Do not judge the person.
ADVISE: Give unsolicited advice.	Advise only when asked.
INTERRUPT: Talk about yourself.	Be silent. Use ears, eyes, and heart.
RUSH: Be in a hurry or unavailable.	Make time to listen.

SCRIPT

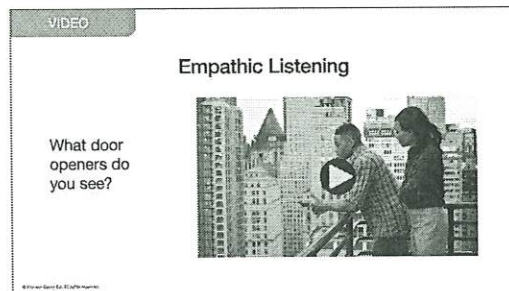
State: Now let's look at some "door openers," or skills, that will help us open the doors of communication.

Invite participants to turn to page 48 and read the door openers.

State: One of the most important skills of listening is simply to make time to listen.

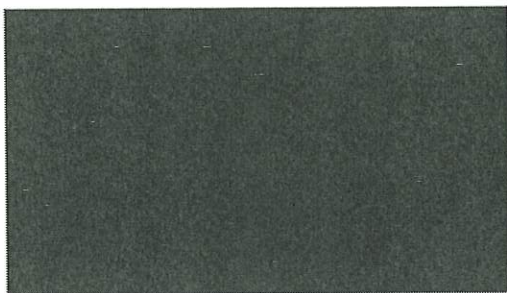
State: It may not be the convenient time to stop what you are doing and give your full attention to someone that needs a listening ear. Or sometimes a family member may not be ready to talk on your time frame. Sometimes the most tender conversations happen when you stop, take time, and create space for the conversation.

Slide 124





State: Let's watch this interaction again. Notice the difference this time as the mother uses door openers. Look for how she reflects feelings and content. We call that Empathic Listening.

Slide 125



Show video.


Facilitation Script

SLIDE	SCRIPT
<p>Slide 126</p> <div data-bbox="110 369 615 655"> <p>DEBRIEF</p> <h3>Empathic Listening</h3> <p>What door openers do you see?</p>  </div>	<p>Ask: What did you see that was different?</p> <p>Ask: How could you tell that the son felt understood this time?</p>
<p>Slide 127</p> <div data-bbox="110 779 615 1064"> <h3>Reflect Feelings and Content</h3> <p>You seem to feel <u>FEELING</u> that/about <u>CONTENT</u>.</p> <p>Angry, frustrated, sad, excited, nervous, embarrassed, confused, discouraged, etc.</p> <p>Topic or message of what was said.</p> </div>	<p>State: Remember these keys to maintaining an open-door policy:</p> <ul style="list-style-type: none"> • Listen with your eyes, heart, and ears. • Reflect what the other person is feeling and saying in your own words. <p>State: Let's practice Empathic Listening. Please turn to page 49. These steps will open the door and keep it open for a flow of information that will help you identify feelings and reflect understanding better.</p> <p>Model Empathic Listening using the exercises on page 49.</p>
<p>Slide 128</p> <div data-bbox="110 1272 615 1560"> <h3>When is Empathic Listening Needed?</h3> <p>When emotions are high, stop and listen empathically.</p> <p>When uncertain, proceed with caution.</p> <p>When understanding is clear, it is not needed. Move ahead.</p>  </div>	<p>State: Remember, Empathic Listening is not always necessary. It is needed when emotions are high and someone needs to know that you are listening to understand.</p>

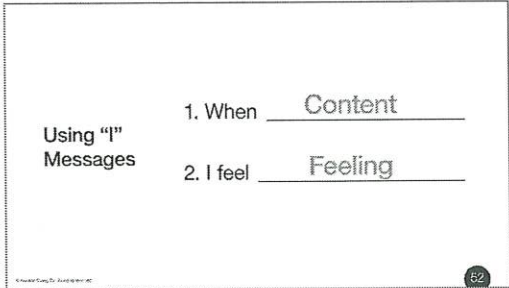
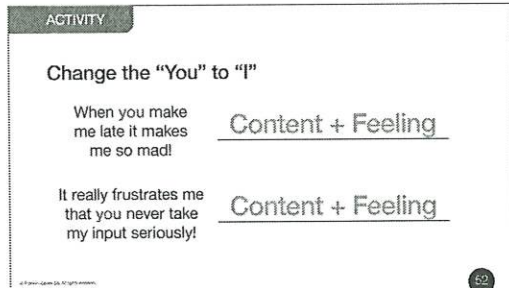
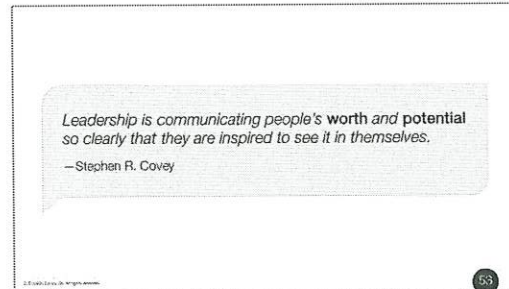
Habit 5: Seek First to Understand, Then to Be Understood

SLIDE	SCRIPT
<p>Slide 129</p> <p><i>If there is only one thing to remember about listening, it is this: When you are trying to listen to understand, put a zipper on your mouth—an industrial-sized zipper!</i></p> <p>—Jane P. Covey</p>	<p>State: As Jane Covey points out, sometimes the biggest skill needed for listening is just that—listening.</p> <p>Ask: Will someone please read her quote?</p>
<p>Slide 130</p> <p>ACTIVITY</p> <p>Empathic Listening Activity</p> <p>Find a partner.</p> <p>Each of you choose a family challenge, issue, or topic you feel strongly about. Decide which of you will be the speaker and which will be the listener to begin. The speaker explains the challenge or issue to the listener. The listener practices reflective listening by:</p> <ul style="list-style-type: none"> • avoiding door slammers. • reflecting the speaker's content and feelings. <p>Once the speaker feels understood, switch places and repeat the process.</p>	<p>OPTIONAL ACTIVITY</p> <p>State: Let's practice Empathic Listening.</p> <p>State: Let's review the instructions on the slide. Turn to page 50 in your guide for this activity.</p> <p>Use the instructions below to set up the activity. Allow each partner 5–7 minutes.</p> <p>Alternately, invite participants to practice at home with a family member.</p> <ol style="list-style-type: none"> 1. Find a partner. 2. Each of you choose a family challenge, issue, or topic you feel strongly about. 3. Decide who will be the speaker and who will be the listener to begin. 4. The speaker explains the challenge or issue to the listener. 5. The listener practices Empathic Listening by: <ul style="list-style-type: none"> • avoiding door slammers, and • reflecting the speaker's content and feelings. 6. Once the speaker feels understood, switch places and repeat the process. <p>Ask: How did this experience feel?</p> <p>Ask: Was it hard to listen and not interrupt? Why?</p>



Facilitation Script

SLIDE	SCRIPT
<p>Slide 131</p> <div data-bbox="110 373 617 659"> <p>Respectfully Seek to Be Understood</p> <ol style="list-style-type: none"> 1. Use appropriate body language, tone, and words. 2. Focus on FEELINGS and CONTENT, not on personal attacks.  </div>	<p>State: The second part of Habit 5 focuses on how we can seek to be understood. Once we understand another's feelings, we are in a better position to share our feelings in a way that is clear to the listener.</p> <p>State: Sometimes we are communicating without saying a word! Using appropriate body language, tone, and words will help us communicate accurately.</p> <p>State: Words are very powerful. They can lift or they can crush.</p>
<p>Slide 132</p> <div data-bbox="110 783 617 1071"> <p>Attack or Feedback?</p> <p>When you make me late all the time, it irritates me.</p> <p>Can't you ever organize your life so you can be on time?</p> <p>You are so disrespectfull!</p> </div>	<p>State: Let's look at the difference between an attack and constructive feedback.</p> <p>Invite a participant to read the slide using some emotion in their tone of voice.</p> <p>Ask: Does that sound like a personal attack or constructive feedback?</p>
<p>Slide 133</p> <div data-bbox="110 1192 617 1482"> <p>Attack or Feedback?</p> <p>I really like to be on time to events.</p> <p>I feel embarrassed when we arrive late.</p> <p>I feel disrespected.</p> </div>	<p>Invite the same participant to read slide 133.</p> <p>Ask: Does this sound more like a personal attack or constructive feedback?</p> <p>Ask: What is the difference?</p> <p><i>(Answer: The lack of the word "you" in the statements.)</i></p>

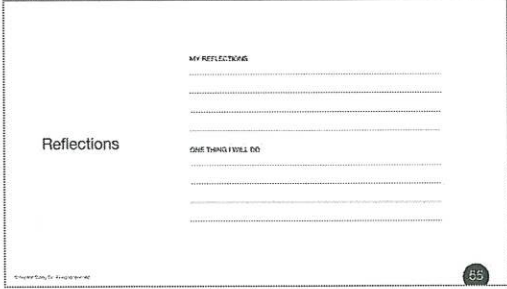
Habit 5: Seek First to Understand, Then to Be Understood

SLIDE	SCRIPT
<p>Slide 134</p> 	<p>State: When sharing your feelings in emotional situations, use “I” messages.</p> <p>State: “I” messages express <i>content</i> and <i>feelings</i> without attacking others.</p> <p>State: Let’s look at the example on the middle of page 52.</p> <p>Invite a participant to read the two statements and again point out how the one on the right leaves out any reference to “you.” Note the difference in feeling it communicates.</p>
<p>Slide 135</p> 	<p>Activity: Have participants work with a partner to share a few examples using the two steps at the bottom of page 52.</p> <p>Then debrief by asking participants if they see practical application for “I” messages in their communication with family members.</p>
<p>Slide 136</p> 	<p>State: Will someone please read this definition of leadership by Dr. Covey for us?</p> <p>Ask: How do you think this definition applies in a family?</p> <p>State: Let’s explore some ways we can communicate worth and potential to our family members.</p> <p>State: On page 53 is a place for you to think of a family member who you think could use a word of encouragement from you. Write a one- or two- sentence statement that communicates what you feel describes their worth and potential.</p>

Facilitation Script

SLIDE	SCRIPT
<p>Slide 137</p> <div data-bbox="110 373 613 659"> <p>ACTIVITY</p> <p>Send a digital message.</p>  </div>	<p>State: How can our digital devices impact our communication? Most of us know of instances when people's phones or tablets interfere with communication or building relationships. Sometimes even our text messages send the wrong message! But our devices can also be a friend.</p> <p>Ask: Can any of you share an example of how you use your device in positive ways that improve your communication with family members?</p> <p>If needed, share an example of your own to get the discussion started.</p> <p>State: For those of you who have your phone with you, think of someone in your family who could benefit from an encouraging message that communicates their worth and potential. It could be the same person and message from the previous activity.</p> <p>State: Go ahead and text them your message now.</p> <p>State: Communicating worth and potential does not need to take a lot of time. Sometimes it is as little as a matter of seconds. But the message has the potential to last a lifetime.</p>
<p>Slide 138</p> <div data-bbox="116 1283 620 1570"> <p>Remember the Power of Intent</p>  </div>	<p>State: As a reminder, when we are trying to communicate our feelings, other people do not worry about your skill as much as they think about your intent. If they do not trust your intent, they will not care how skillful you are at saying things.</p>

Habit 5: Seek First to Understand, Then to Be Understood

SLIDE	SCRIPT
<p>Slide 139</p>  <p>The slide shows a form titled 'Reflections'. On the left, the word 'Reflections' is written. On the right, there are two sections: 'MY REFLECTIONS' with four horizontal lines, and 'ONE THING I WILL DO' with four horizontal lines. A small circular logo with the number '85' is in the bottom right corner of the form area.</p>	<p>State: Please take 2 minutes to capture your insights from Habit 5, along with one thing you will do to apply Habit 5 in 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 5 to their plan.</p>

Facilitation Script

NOTES

[illegible]

Habit 6: Synergize

HABIT 6: SYNERGIZE®

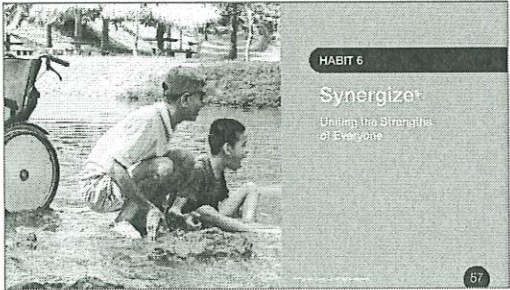
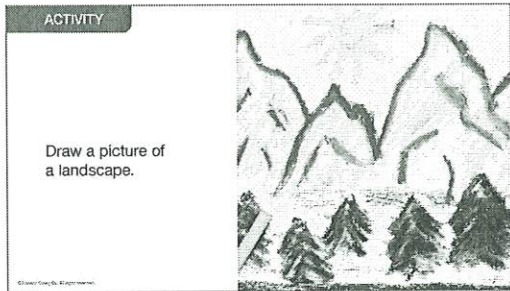
30-40 minutes of instructional time.

RESOURCES NEEDED

- A blank piece of paper for each participant (8 ½ x 11)
- Chart paper ready to be distributed on tables
- Several colorful markers on each table

MODULES	LEARNING OBJECTIVES	30-40 minutes
Celebrate the Differences	Learn to minimize weaknesses in family relationships and optimize strengths.	15-20 minutes
Seek the 3rd Alternative	Discover that synergy is not doing things "my way" or "your way" but "our way," or the higher way.	15-20 minutes

Facilitation Script

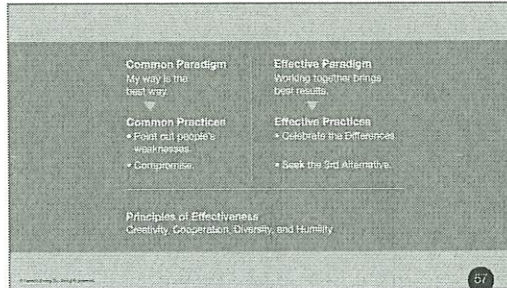
SLIDE	SCRIPT
<p>Slide 140</p> 	<p>State: Habit 6: Synergize is the product of all the other habits combined. It takes initiative, vision, discipline, thinking win-win, and seeking to understand.</p> <p>State: Habit 6: Synergize is the habit of creative cooperation.</p>
<p>Slide 141</p> 	<p>Provide several colorful markers at each table for this activity. Give each participant a blank piece of paper. Ask participants to draw a beautiful mountain scene, taking about 2 minutes.</p> <p>Invite all participants to hold up their pictures for all to see.</p> <p>Next, give each group a blank piece of chart paper that they can draw on at their table or hang up on the wall.</p> <p>State: Think of your table team as your family. Using the chart paper, work together to draw a beautiful mountain scene. It's okay for you to all draw at once.</p> <p>Ask: What was this like for you? Did you find yourself building on others' ideas to create something even better? Did you find that you all had different ways that you could contribute?</p> <p><i>(Example answers: We worked together, it was brainstorming, it gave us more than we thought possible alone.)</i></p> <p>Ask: How do you feel when you are in synergy versus when you are doing things on your own?</p>

Habit 6: Synergize

SLIDE

SCRIPT

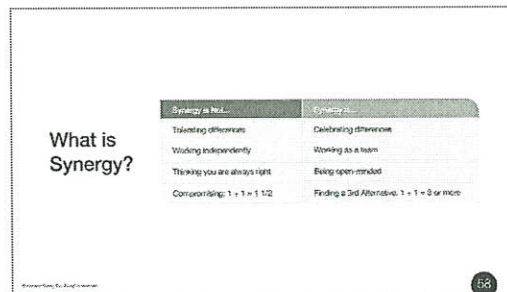
Slide 142



State: A common paradigm when we are working with other people is that people think, "My way is the best way." It may be easier to point out other people's weaknesses or settle for a compromise.

State: Synergy is based on the paradigm that "Working together brings the best results." Let's take a look at what synergy is and how we can achieve it.

Slide 143



State: Synergy means $1+1=3$ or more.

Ask: What does that equation mean?

State: With synergy, the whole is greater than the sum of the parts.

Together, read the slide about what synergy is and what it is not.

Slide 144

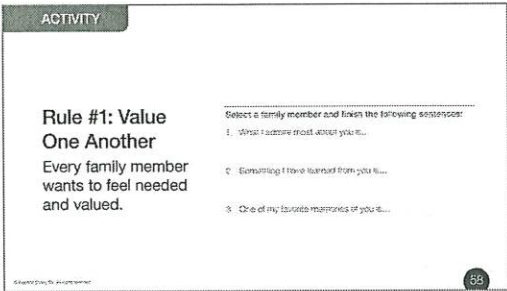
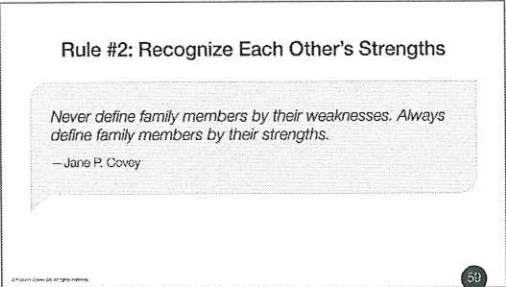
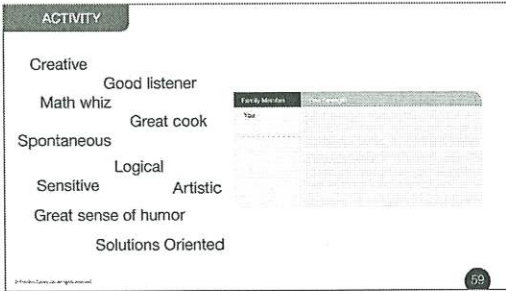


State: Synergy—creative teamwork—can occur when you follow two simple rules.


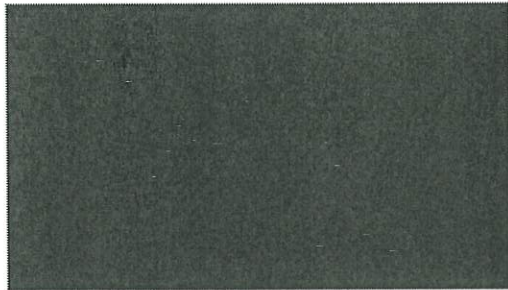

State: Let's turn to page 58. There are two rules of synergy:

- Rule 1: Value one another.
- Rule 2: Recognize each other's strengths.

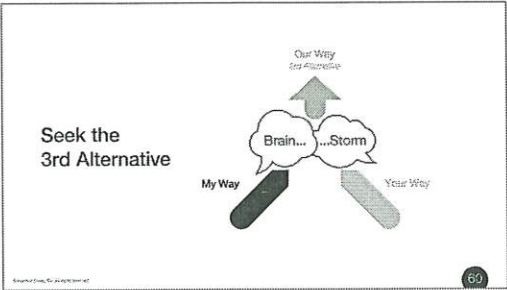
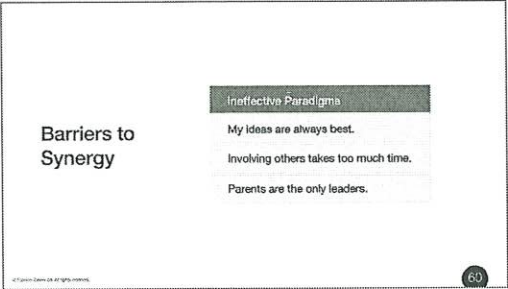
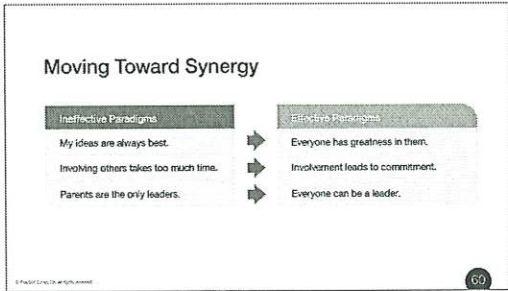
Facilitation Script

SLIDE	SCRIPT
<p>Slide 145</p> 	<p>Activity: Let's practice the two rules of synergy. Rule number one is value one another. Every family member wants to feel needed and valued.</p> <p>State: Select a family member. In the space provided on page 58, take 3 minutes to finish the following sentences to discover some things you value about that person:</p> <ul style="list-style-type: none"> • What I admire most about you is... • Something I have learned from you is... • One of my favorite memories is...
<p>Slide 146</p> 	<p>Transition: Let's look at the second rule of synergy, recognizing strengths.</p> <p>Ask a participant to read the quote.</p>
<p>Slide 147</p> 	<p>Activity: Please turn to page 59. Let's take a few minutes to focus on the strengths of your family members. Write down your name and the names of your family members. Next to each name, including yours, list one strength they bring to your family. Start with yourself!</p> <p>State: We all like to know our strengths are recognized. I invite you to share this list of strengths with your family members.</p>

Habit 6: Synergize

SLIDE	SCRIPT
<p>Slide 148</p> <div data-bbox="180 371 683 657"> <p>VIDEO</p> <p>Riley</p> <p>How do you see the two rules of synergy in action?</p>  <p><small>© 2004 Franklin Covey Co. All rights reserved.</small></p> </div>	<p>State: Let's watch a video that shows the difference it makes when people recognize and focus on strengths rather than weaknesses.</p> <p>State: As you watch this video, look for the two rules of synergy in action.</p>
<p>Slide 149</p> <div data-bbox="181 783 685 1071">  </div>	<p>Show video.</p>
<p>Slide 150</p> <div data-bbox="180 1190 683 1476"> <p>DEBRIEF</p> <p>Riley</p> <p>How do you see the two rules of synergy in action?</p>  <p><small>© 2004 Franklin Covey Co. All rights reserved.</small></p> </div>	<p>Ask: How did you see the two rules of synergy in action?</p> <p>Ask: What were Riley's paradigms about himself at the start and end of the video?</p> <p>Ask: What was it that transformed Riley's image of himself?</p>

Facilitation Script

SLIDE	SCRIPT
<p>Slide 151</p>  <p>The diagram shows two arrows, one labeled 'My Way' and one labeled 'Your Way', pointing towards a central point. From this point, a single arrow points upwards, labeled 'Our Way (3rd Alternative)'. The central area is labeled 'Brainstorm'.</p>	<p>State: Valuing one another and recognizing strengths creates synergy.</p> <p>State: Let's look at what it means to seek the 3rd Alternative.</p> <p>State: Synergy is not "my way" or "your way." Instead we keep an open mind and work together to find a 3rd Alternative. It is more than a compromise, it is a creative process with a solution that is a win for everyone.</p> <p>Invite participants to discuss in groups</p> <p>Ask: What happens in the "brainstorm" stage of this process?</p> <p>State: The magic of synergy is when people listen to each other, share ideas, and create new and different ideas, together.</p> <p>Ask: How do you feel when you are in synergy versus when you are doing things on your own?</p>
<p>Slide 152</p>  <p>The diagram is titled 'Barriers to Synergy'. It lists three 'Ineffective Paradigms': 'My ideas are always best.', 'Involving others takes too much time.', and 'Parents are the only leaders.'</p>	<p>State: Achieving synergy with our family members is a process. Some of the barriers start with our own paradigms, such as:</p> <ul style="list-style-type: none"> • My ideas are always best, • Involving others takes too much time, or, • Parents are the only leaders in a family.
<p>Slide 153</p>  <p>The diagram is titled 'Moving Toward Synergy'. It compares 'Ineffective Paradigms' with 'Effective Paradigms'. The ineffective paradigms are: 'My ideas are always best.', 'Involving others takes too much time.', and 'Parents are the only leaders.' The effective paradigms are: 'Everyone has greatness in them.', 'Involvement leads to commitment.', and 'Everyone can be a leader.'</p>	<p>State: In contrast, paradigms that support synergy in a family include:</p> <ul style="list-style-type: none"> • Everyone has greatness in them. • Involvement leads to commitment. • Everyone can be a leader.

Habit 6: Synergize

SLIDE

SCRIPT

Slide 154

Synergizing with Children

Effective Principles

- Everyone has greatness in them.
- Involvement leads to commitment.
- Everyone can be a leader.

➡ Utilize children's talents.

➡ Involve children in decisions.

➡ Let children lead.

61

Ask: What would be the benefits of involving children more?

(Example answers: When we utilize children's talents, involve them in decisions, and give them opportunities to be leaders, we get more than just better ideas and more commitment. We get children with increased self-esteem, practical skills, a better sense of self-identity, more self-sufficiency, and feelings of worth. In the long run, we the adults don't have to do all the work and thinking in the family.)

Slide 155

ACTIVITY

	Primary Questions	Ways To Involve Children
#1	Everyone has greatness in them.	What talents or strengths do children have that often go unnoticed in a family?
#2	Involvement leads to commitment.	What decisions can children help make in a family that are typically made only by adults?
#3	Everyone can be a leader.	What leadership roles can children fill in a family that are typically filled by adults?

61

Activity: Let's explore how we can synergize with our family members. In this activity we are focusing on children but it can be applied to all family relationships.

Divide participants into groups of four. Assign each group one of the three categories on page 61. Have each team divide in half, with half taking on the role of children, and the other half taking on the role of parent in trying to answer the question. Have each group brainstorm answers to their assigned question.

Share ideas with whole group.

Slide 156

Reflections

MY REFLECTIONS

.....

.....

.....

.....

ONE THING I WILL DO

.....

.....

.....

.....

69

State: Synergy unifies and unleashes the greatest power within people and families. When you truly Synergize, you create "our way," or the 3rd Alternative—the highest form of creative cooperation.

Invite participants to write reflections and one thing they will do to create synergy in their family.

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 6 to their plan.

Facilitation Script

NOTES

This image shows a full page of a document template designed for handwriting practice or general writing. It consists of approximately 20 evenly spaced, horizontal dotted lines running across the width of the page. The background is plain white, and there are no margins, headers, footers, or other markings present.

Habit 7: Sharpen the Saw

HABIT 7: SHARPEN THE SAW®

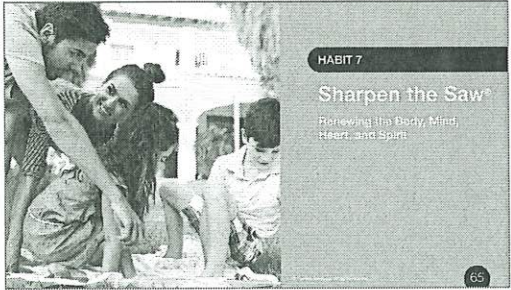
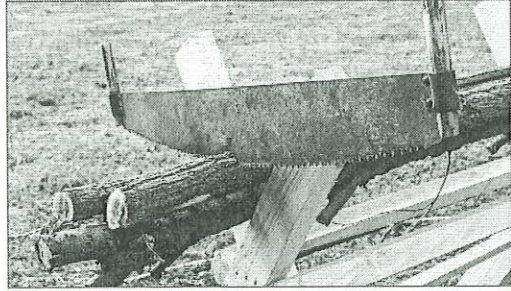
30-40 minutes of instructional time.

RESOURCES NEEDED

- None

MODULES	LEARNING OBJECTIVES	30-40 minutes
Win the Daily Private Victory	Identify action steps to continuously improve in four areas: physical, mental, social, and spiritual.	15-20 minutes
Balance Life as a Family	Identify four ways families can work together to live balanced lives in four areas: physical, mental, social, and spiritual.	15-20 minutes

Facilitation Script

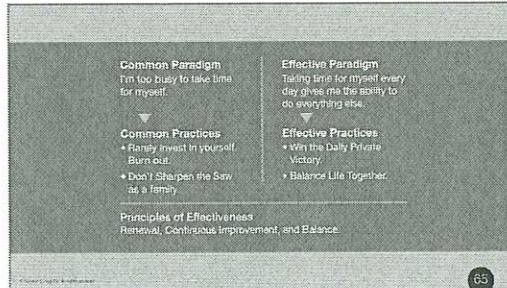
SLIDE	SCRIPT
<p>Slide 157</p> 	<p>State: We are now at the last habit: Sharpen the Saw. This habit helps us live the other habits. It is the habit of balance and renewal.</p>
<p>Slide 158</p> 	<p>Alternate: Before starting this section, ask two people to role-play the scenario below for the group.</p> <p>State: Imagine that you are going for a walk in the forest when you come upon a man sawing down a tree. “What are you doing?” you ask. “I’m sawing down a tree,” he says.</p> <p>“How long have you been at it?”</p> <p>“Two or three hours so far,” he says, sweat dripping from his chin.</p> <p>“Your saw looks really dull,” you say. “Why don’t you take a break and sharpen it?”</p> <p>“I can’t. I’m too busy sawing,” he says.</p> <p>Ask: Why wouldn’t the man want to stop and take time to sharpen his saw?</p> <p><i>(Example answer: He didn’t think he had time to sharpen his saw because he was too busy trying to get the job done.)</i></p> <p>Ask: Do we, as human beings, ever do this to ourselves? How?</p> <p><i>(Example answers: Don’t take care of your body, neglect yourself. Take care of everyone else first.)</i></p> <p>State: Sharpening the saw means to regularly renew the whole person in a balanced way.</p>

Habit 7: Sharpen the Saw

SLIDE

SCRIPT

Slide 159



State: A common paradigm we often hear is, "I'm too busy to take time for myself and I need to take care of other people first." As we may have experienced, this can lead to feeling burned out. Ask yourself, "Are you ever too busy driving to stop and get gas?" This question helps us realize what can happen if we don't take time to sharpen our own saw!

Slide 160

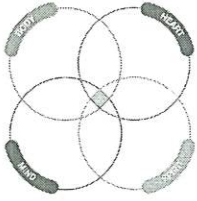


State: There are four areas of renewal: body, mind, heart, spirit. Taking time to renew ourselves in each area is what we call winning the Daily Private Victory.

Take a minute to review the different areas of sharpening the saw.

State: We may feel like we are sharpening our saw if we are focused on one or two of the areas. But think about driving a car with one flat tire. Without renewing ourselves in all four areas, we are out of balance.

Facilitation Script

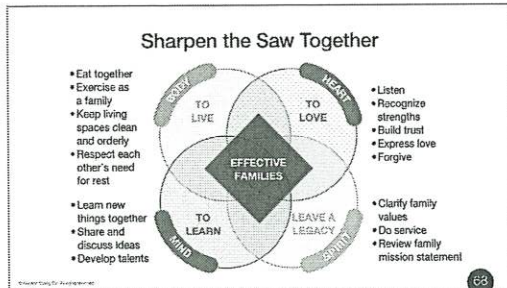
SLIDE	SCRIPT
<p>Slide 161</p> <div data-bbox="110 373 615 659"> <p>ACTIVITY</p> <p>Winning the Daily Private Victory What is one thing you would like to start, stop, or continue in each area of self renewal?</p>  </div>	<p>State: Ask yourself, “How well do I Sharpen the Saw?” Think about yourself as a whole person. In the spaces provided on page 67, write the first thing that comes to your mind when you hear the following questions:</p> <ul style="list-style-type: none"> • Body. What is one thing you could start, stop, or continue doing for your body? • Heart. What is one thing you could start, stop, or continue doing for your heart? • Mind. What is one thing you could start, stop, or continue doing for your mind? • Spirit. What is one thing you could start, stop, or continue doing for your soul? <p>Ask: Why do we first talk about sharpening our personal saw when we are working with families?</p> <p>State: The reason is explained with this analogy: What instructions are given when oxygen masks drop from the ceilings in an airplane?</p> <p>State: Right! Put the mask on yourself first, so that you are then able to help others.</p> <p>State: Let’s take a pause here. Pay close attention to your response when we suggest that the most important thing you can do is to take care of yourself first, everyday.</p> <p>Ask: What is your initial response to that suggestion?</p> <p>Facilitate discussion according to responses. This can be very emotional for people. Some may say it is great, some feel guilty, some say there isn’t enough time after everything else is done, etc.</p> <p>State: Now that we’ve reflected on sharpening our own saws, let’s reflect on how we are sharpening the saw with our families.</p>

Habit 7: Sharpen the Saw

SLIDE

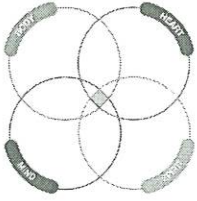
SCRIPT

Slide 162

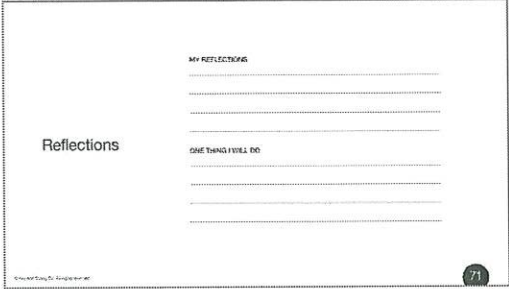


State: Sharpening the saw together can provide family renewal and can often be accomplished during family times, one-on-ones, and with family traditions. It can bring family healing.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 163</p> <div data-bbox="110 373 615 659"><p>ACTIVITY</p><p>Sharpening the Saw Together What is one thing your family would like to start, stop, or continue in each area of family renewal?</p><p>69</p></div>	<p>State: Take a minute to reflect on the common purposes of a family that we talked about at the beginning of this workshop.</p> <p>State: With these purposes in mind, think about the ways you could achieve your purposes through sharpening the saw together as a family in the four areas of renewal.</p> <p>Activity: Let's take a minute to capture these thoughts in the following activity. Please turn to page 69.</p> <p>State: In the space provided on the page, write the first thing that comes to your mind when you hear the following questions:</p> <ul style="list-style-type: none">• Body. What is one thing you could start, stop, or continue doing together as a family?• Heart. What is one thing you could start, stop, or continue doing together as a family?• Mind. What is one thing you could start, stop, or continue doing together as a family?• Spirit. What is one thing you could start, stop, or continue doing together as a family? <p>Ask: What happens if your family doesn't continually sharpen the saw in all four areas?</p> <p><i>(Example answers: We feel disconnected, we don't have opportunities to strengthen our relationships.)</i></p> <p>State: Consistently sharpening the saw, both personally and as a family, will provide balance and help us live life more fully.</p>

Habit 7: Sharpen the Saw

SLIDE	SCRIPT
<p>Slide 164</p> 	<p>State: Please take a few minutes to capture your reflections.</p> <p>State: Write one thing you will do to apply Habit 7 in your family life.</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 7 to their plan.</p>

Facilitation Script

NOTES

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Putting the 7 Habits to Work

PUTTING THE 7 HABITS TO WORK


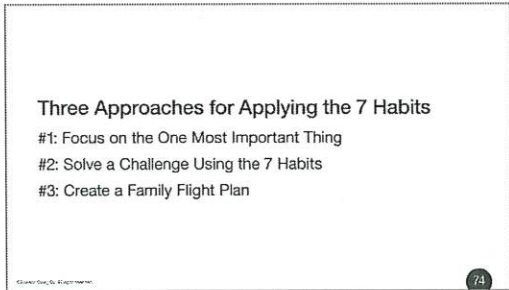
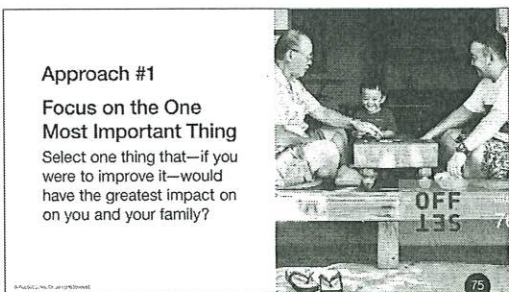
15-20 minutes of instructional time.

RESOURCES NEEDED

- None

MODULE	LEARNING OBJECTIVE	15-20 minutes
Three Approaches to Applying the 7 Habits	<p>Learn three practical ways to apply the 7 Habits to improving personal and family effectiveness, and choose one to create an action plan.</p> <ul style="list-style-type: none">• Focus on the one important thing.• Solve a challenge using the 7 Habits.• Create a Family Flight Plan.	15-20 minutes

Facilitation Script

SLIDE	SCRIPT
<p>Slide 165</p> 	<p>State: We have now experienced the 7 Habits. What is left is to put them to work in our lives, to truly live the habits.</p> <p>State: Let's talk about a few ways we can put the habits to work in our lives so that we can accomplish the purposes we want to achieve as individuals and families, and overcome the challenges we face.</p>
<p>Slide 166</p> 	<p>If you have been using the Flight Plan during the workshop, use that option during this section. You may review the other two approaches so participants are aware that they are also options that they may want to utilize in the future.</p> <p>State: There are three basic approaches we can use to put the 7 Habits to work in our lives. Today we will review all three before you choose which one of the approaches to use. You will get to decide what works best for you!</p> <p>Read the three approaches on the slide.</p> <p>Allow sufficient time for participants to get a good start on one approach after presenting the three options.</p>
<p>Slide 167</p> 	<p>State: The first approach is to review and reflect on all that has been discussed during the workshop, and to pick one thing you would like to work on.</p> <p>State: Dr. Covey said, "Often when we are not at peace in our lives, it is because we are living lives in violation of our conscience, and deep down we now it. So ask yourself: What is the one most important thing I will start or stop doing that will have the greatest impact on myself and family?"</p> <p>State: You can find this quote on page 74.</p>

Putting the 7 Habits to Work

SLIDE

SCRIPT

Slide 168

Approach #2

Solve a Challenge Using the 7 Habits

Identify a challenge you are currently facing in your family, and use the prompts to work toward a solution.

Activity

What are the challenges regarding the situation?
Do any patterns need to shift? If so, how?

1. How can I (Parent, Youth, and/or Older) be more involved?
What can my (Partner or Parent) do next?

2. What is the communication, or (if it is bad)?
How can my (Partner or Parent) be more involved? How can I be?

3. How can we, as a family, support (Partner, Youth, or Older) better?
What can we do to help (Partner, Youth, or Older) be better?

4. What can we do to help (Partner, Youth, or Older) be better?
How can we help (Partner, Youth, or Older) be better?

5. How can we help (Partner, Youth, or Older) be better?
What can we do to help (Partner, Youth, or Older) be better?

6. How can we help (Partner, Youth, or Older) be better?
What can we do to help (Partner, Youth, or Older) be better?

7. How can we help (Partner, Youth, or Older) be better?
What can we do to help (Partner, Youth, or Older) be better?

State: A second approach is to solve a challenge using the 7 Habits. Pick one challenge your family is dealing with—or a challenge you are having with a specific family member—and then consider how each of the 7 Habits will assist you in overcoming the challenge.

Slide 169

Approach #3

Create a Family Flight Plan

Write one commitment that will help you apply the 7 Habits and arrive at your desired destination.

Activity

A Nurturing Family Culture

Name: _____ Family Flight Plan

Habit 1: Know the Goal

Habit 2: Know the Goal

Habit 3: Know the Goal

Habit 4: Know the Goal

Habit 5: Know the Goal

Habit 6: Know the Goal

Habit 7: Know the Goal

Family Flight Plan

State: The third approach is to create a Family Flight Plan. Families can feel like an airplane flight. When pilots prepare to take off, they have:

1. A clear destination.
2. A flight plan they will follow to reach their destination.
3. A compass—or navigation system (timeless principles)—that will help guide them to their destination.

State: Similarly, a family might have a clear destination of where they want to be as a family—a nurturing family culture—and they also need a flight plan.

State: In this case, a flight plan organizes the commitments a person or family wants to make toward arriving at their destination. Families can record one commitment per habit on their flight plan, then work on those commitments one or two at a time and in any order they feel is best.

Slide 170

ACTIVITY

Three Approaches for Applying the 7 Habits

#1: Focus on the One Most Important Thing

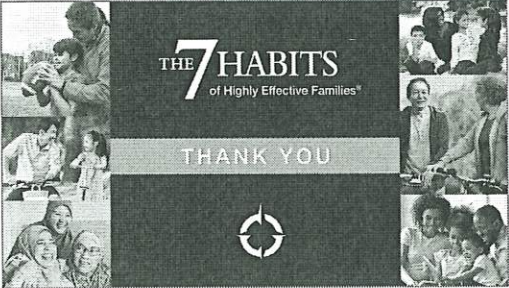
#2: Solve a Challenge Using the 7 Habits

#3: Create a Family Flight Plan

State: Please choose one of the approaches we just reviewed that you would like to use for our final activity. For the next 7-10 minutes please take time to either identify the one most important thing you will start or stop doing, identify a challenge to work through each of the habits, or build a Family Flight Plan. Each of these approaches will help us apply the habits in our lives and achieve desired results.

Be available to participants as they reflect and work through one of the three approaches.

Facilitation Script

SLIDE	SCRIPT
<p>Slide 171</p> 	<p>State: Thank you for participating in that final activity of the day. Some may say, “I’ve done the 7 Habits.” But the habits are not a one-time event, they are a life’s journey, a way of living.</p> <p>State: I appreciate you sharing your greatness with us today.</p> <p>Thank participants for attending and affirm their capability to move forward in their continued journey to create a nurturing family culture and achieve desired results in their families.</p>

Putting the 7 Habits to Work

APPENDIX

As you are facilitating, you may at times want to share examples that emphasize a specific concept. You may use your own examples or draw from some of the examples below:

HABIT 1: BE PROACTIVE

Taking the Girls to the Park, by Jane P. Covey (Concept: Circle of Influence)

A woman in one of my classes said, "It's easy for you to talk about the things you can do with your family, but I have a husband who sits in front of the TV for hours and verbally abuses me and my girls. If I suggest we take the girls to the recreation center or park, he refuses to leave the TV. What can I do?"

I asked her, "Are you affected by him?" "Yes."

"Is your behavior determined by him?" "No."

"He is in your Circle of No Control. Act within your Circle of Control—those things you have control over. Take the girls to the park. Determine the emotional deposits you will make with the girls. Decide to act out of your values rather than react to him. That's your inner Circle of Control."

HABIT 2: BEGIN WITH THE END IN MIND

Maria and Carlos, by Jane P. Covey (Concept: Family Mission Statements)

Maria and Carlos have been married for 10 years. They have three boys: ages eight, six, and four. Carlos is working two jobs, and Maria is a stay-at-home mom. The boys are active and high-spirited, and love to wrestle each other and make a lot of noise. Carlos is gone a lot and Maria needs a little peace.

One night after reading to the boys, she said, "What would you like our family to be like? Let's write it down." She grabbed a pencil and a pad of paper.

"I'd like us to have more ice cream," Ricky said (he thought this was hysterically funny).

"I'd like us to use nice voices," her oldest boy Tony said. "You too, Mom."

"How about more hugs and kisses?" Maria suggested.

The boys agreed. They had written their family mission statement:

Kindness

Kisses

Ice Cream

Maria put it on the refrigerator. She would take it down from time to time and ask one of the boys to read it. When Tony asked her if she was using her kind voice, she laughed. It helped keep them all on track.

Facilitation Script

HABIT 3: PUT FIRST THINGS FIRST

Football, by Dana James (Concept: Regular Family Time)

John and Jane Jones and their children recently moved back to John's hometown to be near his extended family. They were very proud when their son, Joey, a junior in high school, was named the starting quarterback on the high school football team. The new family motto became "Football is not a matter of life and death, it's far more important than that!" Friday night games became the most important event of the week. After every game, family and friends gathered in the Jones' kitchen and relived the game play by play. John would order pizza—a lot of pizzas.

After nearly three months of weekly football Fridays, Jane complained to John, "I'm spending as much on these Friday night pizzas as I am on my food budget for the entire week. Maybe we should stop."

"Jane," he said, "I know it's expensive, but let's not stop. The season will be over soon enough. But for now, this is the highlight of my week. I look forward to being with Joey and my family on Friday nights."

Family times are precious times. They build memories and they reap huge rewards.

HABIT 4: THINK WIN-WIN

He's a Champion, by Jane P. Covey (Concept: The Emotional Bank Account)

Janine has two children: Becky, 4, and Scotty, 11. It's the "dreaded" parent-teacher conference time. As she sits across from Scotty's teacher, Janine says, "Tell me about Scotty."

"Let's see," replies the teacher, getting out her grade book. "In reading, he is a little below grade level, but not much. He's about average in writing. In math, he's just keeping up. In spelling, he never gets 100; he always misses a few, but he's pretty good. On the playground, he isn't too popular, but he does play with one or two friends. He's a nice, average boy."

Janine sits in amazement and asks herself, "Is this my son she's talking about? This is the boy who gets up every morning and starts breakfast for his little sister and me while I'm getting ready for work. This is the boy who carries out the trash every morning and cleans up. He shovels the driveway all winter without complaining and mows the lawn every Saturday because he knows it is his job. He picks up his little sister after school and cares for her until I get home and will sometimes even start dinner. He is my confidant, my best friend. He helps take care of our family since we don't have any other family in the area whom we can count on. And this teacher is telling me he's just average? He's not average; he's a CHAMPION!"

Who's right? Is he just average or is he a champion? What do you think the teacher is communicating to Scotty every day in subtle ways? What is her paradigm? What do you think his mother is telling him every day?

Look for strengths in your children; talk about them; think about them. Dwelling on a child's strengths instead of his weaknesses is a huge deposit in his Emotional Bank Account.

Authoritarian Father, by Jane P. Covey (Concept: Win-Win, or No Deal)

During a workshop, I noticed a tall, handsome man in his late thirties. Later he approached me in the hall and said, "You've been talking about thinking Win-Win. My wife and I were married and divorced young. I chose to raise my son alone. I've never remarried and I can see now how authoritative I've been. I've always thought, 'I'm the biggest, the strongest, the smartest, so I make the rules!' But now my son is 15, and he's 6 feet tall. He won't take it from me anymore. I truly didn't know what to do until now. I've never thought, 'What would be a win for him? Is it too late to Think Win-Win?'"

Remember: The only effective choice is to Think Win-Win.

HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

Soft Underbelly (Concept: Door Slammers)

Troy's father just heard the news that Troy had made the decision not to go to college. He went straight to Troy's room. He was making an effort to talk calmly about it. So, in a calm voice he said, "How ya doing, Troy? I'm looking forward to your soccer game tonight."

"Good, Dad."

"Say, I hear you're not planning to go to college next fall. Tell me about it."

"Oh, right Dad. I've got a good construction job and I'm not going to college. I've never been that academic."

Troy's father reacted by yelling, "What do you mean you're not going to college! Your mother and I are both school teachers, we believe in education! We have given our lives for education. Of course you're going to college!"

After a few seconds of silence, Troy's father calmly asked, "Is there anything else you'd like to talk to me about?"

What happened? Will Troy open up now? Probably not.

HABIT 6: SYNERGIZE

"She has strengths I don't have." (Concept: Celebrate Strengths)

One of Dr. Covey's colleagues tells a story about about how Dr. Covey taught him one of the great lessons for building an effective marriage. It consisted of 10 words. Here's his story, in his words:

My wife and I were a month into our marriage when we had our first disagreement. She saw things one way; I saw things a different way. No angry words were spoken, but we were clearly frustrated with each other.

I left home upset and hustled to a meeting with Dr. Covey. As I entered his office, he was on the phone talking with someone. In the years I had known him, I had never seen him upset, but I could tell by the tone of his voice that something was mildly annoying him. Again, no angry words were being spoken, but there was frustration. I sensed his wife might be on the other end of the call.

Seconds later, Stephen hung up the phone and said immediately to me, "Do you know what I love about my wife? I love her differences. She has strengths I don't have." As soon as he said it, his countenance changed. He was totally happy, and ready to go to work.

Too many marriages and family relationships go down in flames because people focus on each other's weaknesses, not their strengths. Dr. Covey chose to focus on strengths.

Thirty years of marriage later, if I ever find myself upset with my wife, I still find myself walking away and saying to myself: "I love her differences. She has strengths I don't have." Those ten words have helped to keep a smile on my countenance, and our marriage growing in a positive, synergistic direction.

Facilitation Script

HABIT 7: SHARPEN THE SAW

Grandy, by Jane P. Covey (Concept: Leave a Legacy)

Nobody ever turned down an invitation to go to Grandy's house. "Grandy" was the affectionate name we all called my mother-in-law. She affected all of our lives so profoundly that I have gone over in my mind again and again what it was about her or what it was she did to change us all so much.

In appearance she was gray-haired and there was always an aura of dignity about her and some quality of warmth. She called all of us "Dearie."

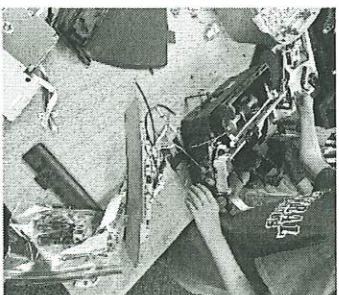
I think the warmth that seemed to accompany her smile, her very presence, was due to the fact that deep inside she truly believed that her children and grandchildren were the finest and most important people on the earth. She didn't pretend. She truly believed it.

Once or twice a month, on Sunday afternoons, Grandy would invite us to dinner. There was always a white tablecloth on the table with linen napkins and her best china. The little children would spill gravy and cherry pie on the cloth. It looked lovely when we sat down to eat and disastrous when we stood up to leave. I once said to her, "Why do you do this, Grandy? You don't need to put out your best things when we come."

She thought about it for a moment and said, "Of course I don't, Dearie. But you are the finest people in the world, so why would I save these things for someone else?"

Our eyes met for a second and I said to myself, "She really believes that."

What a legacy she left.



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SAVE THE DATES

Cohort 1

Zoom Kickoff Dates:

February 16th 3:30-4:30

1/2 Way Sharing:

March 11th 3:30-4:30

Cohort 2

Zoom Kickoff Dates:

March 8th, 3:30-4:30

1/2 Way Sharing:

April 8th, 3:30-4:30

Summer Option

Zoom Kickoff Dates:

June 3rd, 3:30-4:30

1/2 Way Sharing

June 24th 3:30-4:30

