

## HABIT 2: BEGIN WITH THE END IN MIND

# LESSON 10: ONE LEADS TO THE OTHER

KEY CONCEPT:  
**CHOICES AND CONSEQUENCES**

## END IN MIND

Students will be able to answer these key questions:

- What does “every choice has a consequence” mean?
- How would thinking about possible consequences help us?”
- If we saw a potential negative consequence, what would be our choices and the results of those choices?

## 15-MINUTE LESSON

### INTRODUCTION

Ask, “Have you ever heard the saying ‘When you pick up one end of a stick, you pick up the other?’”  
“What do you think that means?”

**Note:** This saying means that you can’t pick up one end of a stick without the other end coming with it. Likewise, you can’t make choices without consequences coming with it.

Have a volunteer read the “Habit 2” section.

Say, “Let’s look at an example. Last night, you yelled at your younger sibling and she started to cry. As a consequence, you were not allowed on the computer for the rest of the night.”

Ask, “Was that your end in mind?”

Say, “Thinking about possible consequences before you decided to yell at your sibling might have changed your choice.”

Ask, “What are other ways thinking about consequences ahead of time can help us?”

Have volunteers share examples.

Have a volunteer read “Manuel’s Story.”

Ask, “What was Manuel’s end in mind when he sent the text?”

“Do you think Manuel would have made the same choice if he knew the impact on other people? Why?”

Ask, “What is a different choice Manuel could have made that would not have impacted anyone else?”

Read the next paragraph aloud to the class.

Say, “The Flowchart is a graphic organizer that can be used to plan and describe a process. Today we’re going to use it to plan and describe a conversation.”

Read the first box in each Flowchart aloud to the class.

Ask, “What impact do you think the choice of words in the first box will have on the conversation?”

“What is a possible consequence of the conversation?”

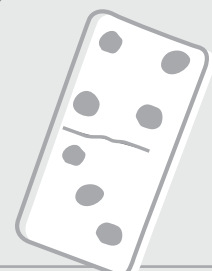
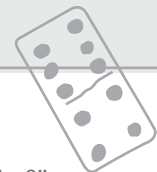
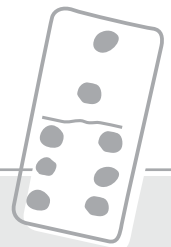
“What impact do you think the choice of words in the second box will have on the conversation?”

“What is a possible consequence of the conversation?”

Allow partners time to complete the Flowcharts.

Discuss.

Ask, “In what other ways could we use a Flowchart?”



**HABIT 2: BEGIN WITH THE END IN MIND****CONCLUSION**

Say, “Thinking about the possible consequences of our choices can save us a lot of drama and stress at school, at home, and with friends!”

**30-MINUTE LESSON: 15-Minute Lesson +**

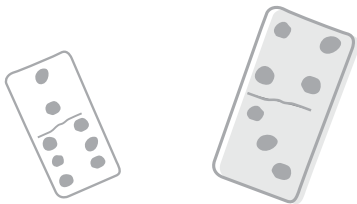
**DISCUSSION QUESTION/PARTNERS:** Think, Pair, and Share

With a partner, have students share a decision they made recently or need to make soon.

Students will take turns answering the following questions:

- What is your end in mind?
- What are your choices?
- What are the consequences?
- What impact would your choices have on other people?
- How would you feel if your choice negatively affected someone else?

If time permits, discuss as a class.

**60-MINUTE LESSON: 30-Minute Lesson +**

**ACROSS THE CURRICULUM/INDIVIDUAL:** Have students preview the next chapter in a content area.

Their end in mind: List 8–10 questions that can be answered in the chapter.

Say, “Previewing a chapter and identifying key points has a positive impact because the consequence is you won’t have to study as long!”

**FORMATIVE ASSESSMENT**

In small groups, students will create a skit to teach the concept of choices and consequences.

**TAKING IT HOME**

Go one day thinking about the consequences before making a choice.

Optional: Journal about the experience.