

HABIT 2: BEGIN WITH THE END IN MIND**LESSON 9: THE CRYSTAL BALL**

KEY CONCEPT:
MENTAL
 CREATION PRECEDES
PHYSICAL
 CREATION

END IN MIND

Students will be able to answer these key questions:

- What is the benefit of identifying our end in mind?
- How does identifying our end in mind affect our choices?

15-MINUTE LESSON**INTRODUCTION**

Have a volunteer read the “Habit 2” section.

Ask, “Why is it important to think about who we are and what we want?”

Say, “These are not easy questions, so lots of people don’t take time to answer them. The problem is that if we don’t figure out the answers, someone will do it for us. It might be our peers, our parents, or social media.”

Ask, “Can someone give me an example of peers influencing our answers? Parents? Social media?”



Say, “To know ourselves better, we’re going to take some time to complete a few sentences.”

Direct students’ attention to the sentences.

Allow time to complete the activity.

Discuss.

Have a volunteer read Jorge’s quote.

Ask, “Do you agree with Jorge? Why?”

Read the next paragraph aloud to the class.

Allow time to complete the Brainstormer.

Optional: PowerPoint available at *The Leader in Me* Online @ (see page vi).

Ask volunteers to share.

Discuss.

Allow time to complete the “Share What You Know” activity.

CONCLUSION

Say, “Begin With the End in Mind is a useful habit. To know where you are headed is half the work! Leaders start their days, weeks, and even meetings with an end in mind because it helps them know what needs to be accomplished.”

Ask, “What benefit would there be if our class identified the end in mind before each class?”

HABIT 2: BEGIN WITH THE END IN MIND**30-MINUTE LESSON: 15-Minute Lesson +**

PUT FIRST THINGS FIRST: Jigsaw puzzle for each group.

DISCUSSION QUESTION/SMALL GROUP: Each small group will receive a jigsaw puzzle minus the top of the box.

After a few minutes ask, “Why is it difficult to complete a puzzle without the picture?”

Ask, “What are other examples of beginning with the end in mind?”

IDEAS: cooking with a recipe, driving with a map.

60-MINUTE LESSON: 30-Minute Lesson +

PUT FIRST THINGS FIRST: Camera, graduation attire.

ACROSS THE CURRICULUM/INDIVIDUAL: Take a picture of students in a cap and gown or other item used to designate graduation from school.

Give each student a picture to keep.

Ask, “Does the picture represent your end in mind?”

Say, “If so, once you reach this end in mind, what might the next picture look like?”

“If not, what picture would represent your end in mind?”

Allow volunteers to share ideas.

Hang a copy on a highly visible bulletin board that says, “Class of 20_____.”

FORMATIVE ASSESSMENT

In pairs, students will create a way to teach Habit 2: Begin With the End in Mind to someone at home.

TAKING IT HOME

Teach someone at home the impact of what knowing your end in mind has on your choices.