

7 Habits in a nutshell!



PERSONALITY



CHARACTER

Habit 7 is about helping children recognise the importance of having balance in their lives, looking after their physical, mental and social wellbeing so that they can grow as young people

Habits 4, 5, 6 explore how they show up in the world, how they interact with their environment and with other people.

Habits 1, 2, 3 are about establishing their identity. Helping them discover what their core values are, and explaining how these values influence their behaviour.

FUNDAMENTAL NOTE



It is generally at secondary school age that young people begin to really try to work out for themselves who they are. They gradually find their feet and move away from the security of home to become more independent. However, it is at this point that they are also most vulnerable to outside influences such as friends and social media, which may distort their identity and their sense of self-worth; telling them how they should look, what they should say and how they should think! It is for this reason that together with you we want to help your child establish a solid sense of their own identity, so that when the big dilemmas come up later such as **SEX?**, **DRUGS?** **FUTURE CAREER?** they have a clear idea of **what is important to them** and ultimately what is best **for them!**

THE FIRST THINGS WE TEACH

PARADIGMS



We all see the world through different glasses. This is known as a paradigm. Our glasses affect the way we behave. Sometimes it is good to take our glasses off, try a new pair on for a while & notice how we see & behave differently.

WHAT A HABIT IS!



A learned behaviour, something we have always done, like folding our arms in a particular way. When we begin to change a habit it can feel odd, even uncomfortable, but we can all change negative habits and create new positive ones if we **choose** to.

PERSONAL BANK ACCOUNT



Imagine we all have a personal bank account inside. You can make deposits into it, which boost your self-esteem, such as being honest with yourself, doing small acts of kindness, developing a skill or keeping a promise to yourself eg 'tomorrow I am going to get up early'. You can also make withdrawals which over time lower your feeling of self-worth such as lying, cheating, not sticking to your plans. The bottom line is **YOU** control what goes in & what comes out, **you are in charge of your own self esteem!**

HELPING YOUR CHILD MOVE OUT OF THEIR COMFORT ZONE &

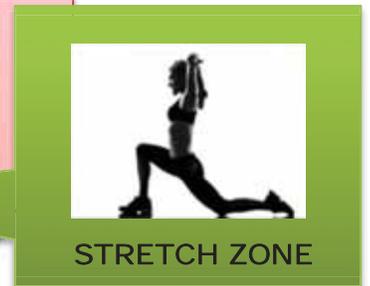
As adults we know that it is easy in life to spend all our time in our **COMFORT ZONE**, avoiding things that scare us or challenge us. However, the down fall of this is we **DO NOT GROW** as a person.



COMFORT ZONE



PANIC ZONE !



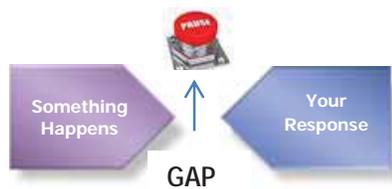
STRETCH ZONE

TOP TIPS ON HOW TO ENCOURAGE YOUR CHILD TO GROW AS A PERSON:

- Firstly help your child to notice when they are in any of the zones, use the terms Panic, Stretch & Comfort zones.
- When they find something easy or comfortable, ask them these simple questions: **“What will happen if you keep doing what you are doing, will you make progress? “AND THEN “What is one thing you could do that would challenge you and move you one step towards your stretch zone in this particular area?”** After they have taken that step ask the question again.
- When the mere thought of something sends your child into their PANIC ZONE, tell them to take a deep breath and to ask themselves this simple question: **“What is one thing I could do that would take me one step away from my panic zone and towards my stretch zone? “** For example if the task was to run 1500m, they could chunk it down to jogging for 150m walking for 50m and repeating or practise jogging round the block with a friend.
- TO ENCOURAGE means to **GIVE COURAGE** to someone. Ways of doing this are to remind them of a time when they have overcome something similar, remind them of the skills they already possess and back this up with evidence.
- Try to **ask questions** rather than give suggestions – let them think of their own solutions.
- When your child does step out of their comfort zone or panic zone **focus your praise on the process, skills and courage** they used rather than the END RESULT. This will encourage them to try it again!

Habit 1 *Be Proactive!*

KEY PRINCIPLE:



Habit 1 helps children understand what **responsibility** means. The **ABILITY TO CHOOSE YOUR RESPONSE** to any situation.

Your child has been taught that within the GAP lies CHOICE. Everyone has the ability to **press the pause button** THINK and **CHOOSE** their response carefully.

PROACTIVE people realise they cannot control everything that happens to them but recognise that they can control how they respond to them.

KEY METAPHORS:

A Bottle of still water represents being **PROACTIVE** – No matter how much it is shaken it returns to a Calm state allowing you to think before you act.



A can of Coke represents being **REACTIVE** – as it is shaken it starts to fizz up & eventually explodes! No time to think, act on impulse – often leads to poor decisions, blaming others.



The trouble is controlling our emotions (our inner chimp) is not easy for any of us! Our rational thoughts & memories of previous consequences go out the window. Blood rushes to our Limbic part of our brain and our emotions take control of our decisions & behaviour.



It is therefore important that we explain this to children. Help them work out strategies to de-fizz, that work for them. Allowing them to then engage their frontal lobe, think rationally and choose positive responses. For this we use the analogy of tapping a can of coke which de-fizzes it and stops it exploding when you open it.

Parent Tip!

Try asking your child when they are in a good mood, what things they think work for them to help them de-fizz eg: taking deep breaths, walking away, counting to 10.

'VICTIMITIS'

A very common condition in young people!

When children are very **REACTIVE** they tend to focus on things they cannot control and this can lead to a feeling that everything happens **to them**, they have **no control**. "I can't do it!" "Yeah but...."

It can also lead to them blaming things on others. "It's not my fault I shoved my brother, he was winding me up!" "It's not my fault I don't have my PE kit, mum put it in the wash!" "I was only talking because Tom was talking to me".

Parent Tip! Notice when your child uses **reactive language** and point out to them that it takes power away from them and gives it to something or someone else. Try using this metaphor: It is like giving someone a remote control to your life and saying 'here, you choose what channel I'm on (ie mood I am in). Promote **Proactive language** at every opportunity and try using the metaphor of the **pause button** on their forehead. To "I can't do it!" acknowledge this with an OK! And then ask "what **can** you do?" PE Kit: "I did put your kit in the wash but what bit of the situation did you have control of?" Talking/ Brother: I understand you can't control what Tom/your brother does but what can you control?"

Parent Tip! At tea time or bed time try sharing stories of when you pressed the pause button during your day or on reflection wished that you had! Encourage them to share their experiences with you and discuss the outcomes of both your and their choices.

Habit 2 *Begin with the end in mind.*

KEY PRINCIPLE:

Having a vision, setting a goal gives children direction and helps them adapt and adjust their behaviour accordingly to achieve their desired

KEY METAPHORS:



- When a plane takes off its destination is programmed into its computer, its flight path is set.
- It gets knocked off course all the time by weather, air currents etc.
- BUT it's navigational instruments simply realign it and put it back on track to reach its final destination.
- If YOU have an **End in Mind**, a final destination, when you get knocked off course by challenges, you can press the pause button, remember your end goal and get back on track.



If you jumped into this river without a plan what would happen? Metaphor of life, " without a plan we get swept along with the current, with what everybody else is doing and before we know it we are living a life not of our choosing. Have a plan! " Anthony Robbins

Parent Tips!

*It is natural to assume that this habit refers to teaching children to think about their future, college, Uni, job etc and to a certain extent it does. However, we are really teaching them a **principle**, teaching them that if they take time to **visualize** how they want a situation to turn out, be it a difficult conversation with a friend, the result of a fixture or a school project, they are more likely to achieve it!*



*Perhaps talk to your child about how athletes use **visualization** techniques to help them achieve their goals.*



Search you tube for some good examples.

Gymnastics, diving, football, rugby penalty kicks etc

In school your child was asked to think about all the different hats they wear (ie roles they play) son/daughter, brother/sister, grandchild, pupil etc. Then using a long list of values to help them, they wrote down the 'kind of brother they want to be' or 'pupil they want to be' etc. From this they produced their own personalised mission statement to put up somewhere they will see it everyday & regularly check if they are on track. Why not ask them about it?



FAMILY MISSION STATEMENT

Be kind

Encourage
each other

Be 100%
present!

You could sit down as a family and write a version for the whole family. Key values that are important to you all, displayed on a wall somewhere.

Habit 3 Put First Things First!

KEY PRINCIPLE:

This habit teaches children how to prioritise and to recognise when they are procrastinating! This is critical to exam success and achieving any goal. It supports "Begin with the end in mind".

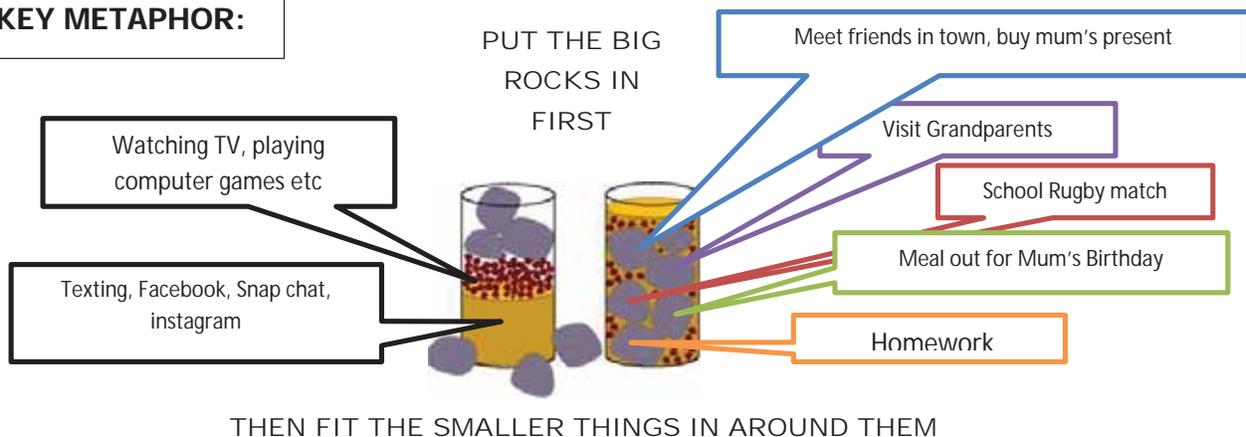
	URGENT	NOT URGENT
IMPORTANT	Q1 THE PROCRASTINATOR EXAM TOMORROW Homework due in today! PANIC!!!	Q2 THE PRIORITIZER PROJECT DUE IN A WEEK Exercise Relaxation
NOT IMPORTANT	Q3 THE YES PERSON! Replies to unimportant texts. Takes on other peoples problems all the time.	Q4 THE SLACKER Too much TV Endless social media Excess computer games

The Time Quadrants

It teaches children to analyse how they spend their time and encourages them to reflect on what is important to them.

The principle is to learn to pinch time gradually from Q3 & Q4 which will allow more time in Q2 and as a result, time spent in Q1 will be reduced. Q2 is where we want them to spend most of their time, where they will be more productive.

KEY METAPHOR:



Parent Tips!

- Perhaps on Sunday ask your child what their big rocks are for the week ahead. This will get them thinking ahead and potentially flags up any hot spots in the week.
- Maybe pick a random week day and get your child or even the whole family to record what they do in 15 min slots throughout the day. Then sit down together and see what you notice. How much sleep did they get? How long were they in lessons? How much screen time did they have? How long were they at home? This is an interesting one as a child's perception is that they are at school longer than they are at home which, to their surprise often turns out not to be the case. Then try working out how much time was spent in each quadrant. Any surprises?
- **BROKEN RECORD:** If your child is easily side tracked when given a task to do or is good at procrastinating then try consistently using the catch phrase "Put first things first". It saves you having to say for example "Do your homework and then you can watch TV" or "Clean your teeth and then you can read." Let their brain work out what things are a priority rather than you telling them.

Habit 4 Think Win Win !

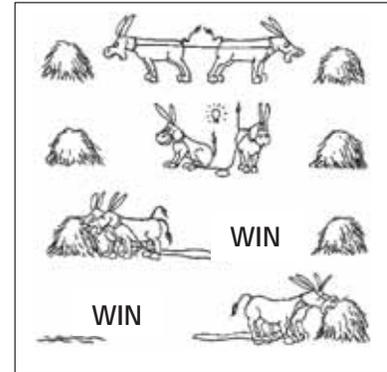
KEY PRINCIPLE:

This habit is more of an attitude towards life, a mental frame of mind that says "I can win, and so can you", ie I can get what I want out of this situation but so can you. It is based on a belief that no one is inferior or superior to anyone else, and no one really needs to be. Learning to win and lose is still a very important part of certain parts of life such as sport. Habit 4, however, is simply trying to avoid the alternatives and encourage a willingness to listen to what someone else's win is.

KEY METAPHOR /IMAGES:



I am a pleaser



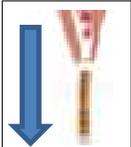
This Habit helps your child achieve a balance between courage and consideration so that they do not over power others but are able to stand up for themselves in a respectful way.

RELATIONSHIP

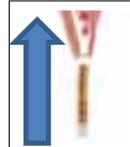


Your child has been asked to consider the fact that they have a **RELATIONSHIP BANK ACCOUNT** with everyone in their lives, whether it is the person who serves them in 'One Stop', their friends, teachers or family members.

A nice metaphor for this is that we all have a piggy bank in our hearts.



Regular deposits into someone's RBA builds a **strong, positive** relationship that can cope with the odd withdrawal.



However, if you **regularly** make **withdrawals**, your bank account with that person will gradually go **over drawn** and become **negative**.

Parent Tips!

As a family perhaps discuss what each person's currency is, ie what a deposit for each person looks like. For example a deposit for Mum might be for everyone to put their dirty laundry in the wash basket rather than leave it on the floor. If everyone does this **most of the time** then when one person forgets, Mum is more likely to just pick it up and not mention it. For a child a deposit might be linked to spending quality time with them. If their bank account is regularly topped up then on the odd occasion when you can't give them that time, they are more likely to take it in their stride.

Habit 5 Seek FIRST to UNDERSTAND, then to be understood..

This habit is key to good communication and yet so often we



Instead of being 100% present with someone.

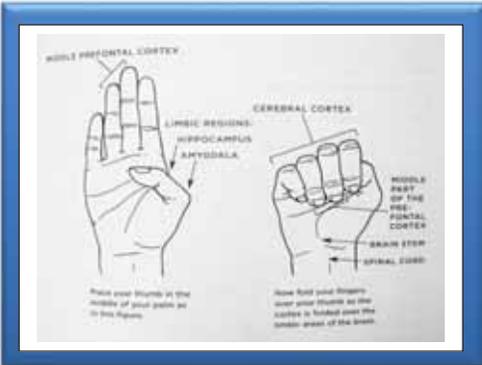
During this Habit we have tried to raise your

children's awareness of their current listening habits - to experiment and find out what happens when they truly do listen and the impact it has on the other person. This habit is very closely linked to habit 4, and is the crucial link to habit 6. Your child has been reminded about paradigms (ie the need to sometimes take their glasses off and see things through somebody else's). They have discussed some of the barriers they experience to good listening eg mobile phones and practised good listening skills, recognising the benefits of empathetic listening, involving observation of body language and tone of voice.

UNDERSTANDING THE BRAIN!

In order to help your child understand more about why listening is not always easy, we are teaching them a little about how their brain works.

In simple terms using their hand we explain how their thumb represents their LIMBIC system (responsible for their emotions/survival instincts). Their fingers then wrap over the top of their thumb and represent their PREFRONTAL CORTEX (responsible for logical thinking, memories & decision making).



'FLIPPING YOUR LID' We then explain visually what happens when someone gets emotional, angry, frustrated, scared. The fingers **flip up like a lid** to expose the thumb, representing the blood being diverted away from the PREFRONTAL CORTEX & sent to the LIMBIC system. Someone in this state is not physically able to think rationally or **LISTEN TO REASON**. They are in 'fight or flight mode'.

HOW TO SHUT YOUR OWN LID

- Take deep breaths.
- Count to 10
- Ask yourself a question (what are the consequences?)
- Remove yourself from whatever is causing the emotion.

HOW TO SHUT SOMEONE ELSE'S LID

- HABIT 5 – seek to understand how they are feeling, how they view the situation before giving your view.
- Show empathy "I understand that..."
- Use their language back to them to describe how they feel.

Once their lid is shut then it is more likely that you will be heard & understood.

Parent Tips!

It is easy to forget that listening is a skill and as such it does need to be learnt, practised and developed. We know that children learn a lot from the behaviour that is modelled to them by the significant adults in their lives (which includes teachers). It does therefore help if we model good listening skills for them. This is of course a lot easier said than done! The poem on the right generally makes us all stop and thinkreflect on how often we truly listen to our partners, colleagues and children. Of all the Habits, Habit 5 can have the biggest impact on relationships. Feeling listened to & understood is a big deposit in most peoples' bank account.

*When I ask you to listen to me & you start giving me advice,
You have not done what I asked.*

*When I ask you to listen & you begin to tell me why I shouldn't
feel that way,
You are trampling on my feelings.*

*When I ask you to listen to me and you feel you have to do
something to solve my problem, you have failed me, strange as
that may seem.*

Listen! All I ask is that you listen.

Don't talk or do – just hear me.

Habit 6 Synergy



KEY PRINCIPLE:

SYNERGY is defined as being *when 2 or more people work together to create a better solution than either could alone.* There are endless examples of when we need children to do this both in school and at home. It is also one of the number one requirements listed by employers. Habit 6 aims to teach your child what it is & how best to achieve it.

KEY METAPHOR:



On their own each ingredient can only achieve so much.



BUT TOGETHER THEY CAN CREATE SO MUCH MORE!

Celebrating differences



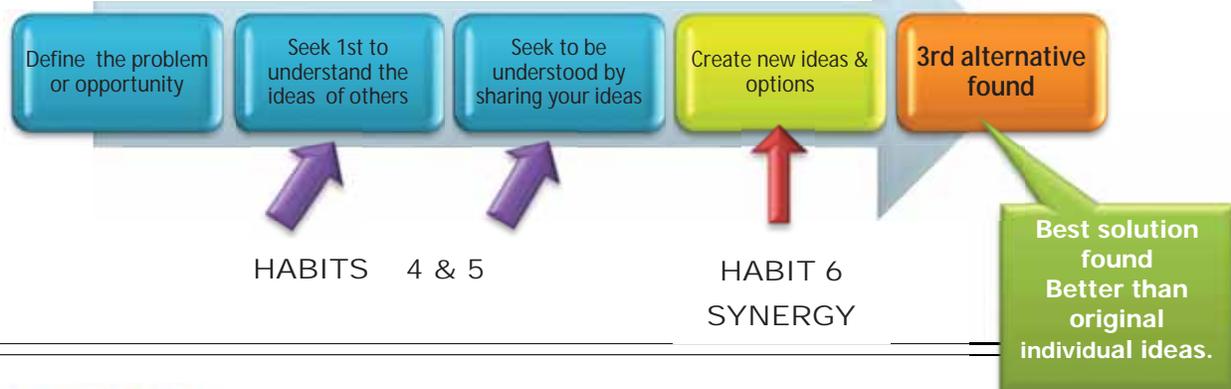
Building upon the analogy of baking, the children are taught to recognise that just as each ingredient is different and has its own properties/strengths, so too do individuals within a group/team.



The children have had fun exploring what qualities/characteristics they possess and contribute to group activities through a personality quiz.



Through simple team building activities the children have been given the opportunity to test out this simple model.



Parent Tips!

Decision making: Next time you have a decision to make as a family such as what to do on the weekend or where to go on holiday, try creating some synergy by encouraging everyone involved to follow the above model.

Celebrate differences: As a family have a chat about everyone in the family's different strengths and weaknesses and how they might complement each other.

Problem solving: Have some family fun trying out some team building/problem solving activities. Here are a few websites with some ideas www.ventureteambuilding.co.uk or www.family-reunion-success.com

Habit 7 Sharpen the saw



KEY PRINCIPLE:

This habit is where so many young people fall down. Pressures take over and they fail to realise they don't have a balance between work, play, rest & reflection & eventually they can't cope. Like many of us they say they simply don't have time to stop & sharpen the saw.

KEY ANALOGY:

Man in a forest frantically chopping down a tree. Stranger walks past & says "Hey! Why don't you stop & sharpen your saw, you will get that tree down much faster." Man replies: " I can't I don't have time".



- Listening to music
- Going for a walk in the countryside
- Mindfulness exercises.

- Exercising (↑ Heart rate 3 x week)
- Healthy eating
- Plenty of sleep
- Relaxation



- Spending time with family
- Spending time with friends
- Spending time with team mates

- Reading
- Watching/reading the news
- Homework
- Revision

Parent Tips!

Really the purpose here is just to open up dialogue between you and your child about this subject. We do not want children to feel stressed or anxious and we hope that by educating them about the importance of balance in their lives it will help them keep perspective and live happy and healthy lives in the future.

- Perhaps sit down with your child and look at their typical week. Are they currently sharpening their saw in all 4 areas?
- In each area find out what activities your child thinks would best sharpen their saw. For example, how would they best like to spend time with the family? Is there a healthy snack they would like you to have in the house?
- Running up to the year 7 exams your child might start to get anxious. Help them to plan time for revision but also talk to them about how important it is that they keep their saw sharp by getting plenty of sleep, having time to relax, exercising and spending time with friends and family.