

# ***Teach One to Lead One***<sup>®</sup>

## **Sample Curriculum: “Habits”**



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# Unit 1, Session 4: Habits

*Habits determine our success or failure in life.*

## Objectives

- State the role habits play in our lives
- Demonstrate an understanding of how successful people develop and maintain good habits

## Materials Needed

- Student Workbooks
- Video of Story
- Cardboard puzzle pieces for PRINCIPLE definition
- Yarn
- Scissors
- Alarm clock with tape player
- Towel, toothbrush, comb
- Tape of Chicago's "Hard Habit to Break"
- CLI pens for prizes

## Introduction: 5 minutes

### *Icebreaker*

At the beginning of class, as students are entering, each volunteer and facilitator should choose a "habit" to demonstrate during that greeting time. This habit should be one that is clearly noticeable and possibly humorous in nature (for example: twirling your hair or smacking your lips). This should not be disruptive, but rather clearly stand out. This habit demonstration can continue through the introduction time of session four.

Discuss how many of the students took the challenge from last week (*working on a specific principle*)

Ask students to review the last few sessions (*what are principles and why they are important to live by*)

## Instruction: 5 minutes

### *Introduce formula*

*Habits determine our success or failure in life.*

### *Discuss "Icebreaker"*

Can you figure out what our individual habits have been today? In order to live successful lives based on principles, we need to develop good habits. Habits will make or break us. Just think of all the things that you do each day without even thinking about it.

## Hook: 10 minutes

### *Skit:*

Have one volunteer do the morning routine skit. The setting is a morning before school. The "student" is awakened by his/her alarm clock (which is a tape player set to play Chicago's "Hard

Habit to Break”). After getting out of bed, the student heads to the bathroom to shower (fake of course). Student then mimics getting dressed, tying shoes, brushing teeth, and fixing hair. Student continues by making his/her bed, eating breakfast, getting in the car, putting on seat belt, and driving to school.

### ***Class Discussion:***

- Facilitator or Volunteer leads a large class discussion
- What is a habit? (*something done repeatedly without thinking*)
- Can you identify all the habits that were in that skit? (*Brushing teeth, hitting snooze button, showering, fastening seat belt*)
- What are examples of habits that affect other people, not just ourselves?
- Are all habits only good or bad?

## **Meaningful**

Discuss habits being good, bad, or neutral. It is well known by people who study habits that it takes 21 days to develop a new habit or to break an old one. Some habits seem to be insignificant. For example, everyone cross your arms the usual way. Now reverse the direction. Feel strange? When you tried to change that habit, you actually had to think about it. With a habit, the more significant it is, often the more difficult it becomes to break it or replace it.

### **Application Activity: 10 minutes**

#### ***“All tied up”***

Ask for a student volunteer to come to the front of the class. Take a roll of yarn (**YARN REPRESENTS A BAD HABIT**) and wrap it around the student and see if they can break out of it. YES THEY CAN! Then wrap it around them several times and see if they can break out of it.

*As the Facilitator is using the yarn they talk about the power of a habit.*

- *Tell the class that the yarn represents bad habits*
- *At first you can break out of it and it is easy to quit but then it gets more difficult.*
- *Habits have great influence in our lives--they determine success or failure*

Wrap the student up until they cannot break out of the yarn. Then show the only way to get out of the yarn is by cutting it off.

## **Measurement**

No matter how significant, you are stronger than your habits. You can change them. But it takes intentional action, determination, and support to get rid of unhealthy habits and replace them with healthy ones.

### **Life/Leadership Skill: 5 minutes**

*A successful person is one who develops and maintains good habits by:*

- Identifying the “bad” habit you want to change
- Replacing the “bad” habit with a “good” one
- Giving a trusted friend permission to follow-up with your decision

### **Story: 10 minutes**

Story #3—Habits (or a story demonstrating the power of habit and the importance of accountability)

in maintaining good habits)

## Small Groups: 10 minutes

### Discussion Questions:

- How do you think good habits determine a successful life?
- Will developing good habits always be easy and feel good? (*No, but doing the right thing will get easier the more you do it, and the result will be beneficial*)
- What is accountability? (*giving a friend permission to follow-up with your decisions*)
- Why is accountability important when it comes to habits? (*encouragement, support and challenge*)
- What kind of person do you want holding you accountable?
- What unhealthy habit do you want to get rid of?
- What healthy habit do you want to develop?
- Name who you are going to ask to hold you accountable.
- Offer suggestions to each other on how to get rid of bad habits and begin the new ones.

## Multiply

### Challenge

- Our challenge this week is for each of you to:
- Name a new habit you want to start or an old one you want to break
- Pick a person in your class who will hold you accountable to that habit

### Closing

John Maxwell, a great leader, once said, "Successful people have simply developed a habit of doing what failures dislike doing and refuse to do." (*Discuss what this means to the students*). In life we know we were designed to live by certain principles. In order to live by these principles, we must be developing and maintaining good habits.

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## **Sample Curriculum: “Courage”**



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## **Unit 1, Session 8: Courage**

**Courage = Heroic Risk + Confidence**

### **Objectives**

- Students will define courage
- Students will demonstrate an understanding of the difference between risky behavior and heroic risk
- Students will state how confidence allows you overcome fear
- Students will develop a “No Fear” mission statement

## Materials Needed

- “ITIS” Journal for each student
- Previous cardboard puzzle pieces for principle, habit, relationships, positive influence, and self-control
- Cardboard puzzle piece for COURAGE lesson
- Bottle with water labeled confidence and preparation
- Paper towels
- Laminated T-shirt cutout with principle displayed
- T-shirt cutout for each student
- Overhead markers
- Video of “First Kid”

## Motivate

*Post cardboard formulas in a visible place prior to the start of class.*

*Have a volunteer add points to their chart as they answer review questions.*

## Introduction:

### *Welcome students*

### *Review*

- What is a PRINCIPLE? Why do we need to live by them? What are HABITS?
- How many of you have established a new habit or gotten rid of an old one?
- What does it take to have a Great Relationship? (*Respect + Meaningful Effort*)
- How can you be a Positive Influence? (*Integrity and Commitment*)
- What are the 4 D's? (*Decide, Do it, Defend it, and Deliver it*)
- What does it take to have self-control? (*Strength + Discipline*)

### *Introduce skit*

## Hook:

### ***“The Courage Pill” Skit:***

Have one volunteer act as if he/she is an announcer for a news station bringing late breaking news across the country. The announcer reads the attached skit, and the other volunteers act as witnesses to the amazing feats of THE COURAGE PILL.

## Instruction:

Don't you wish it were that easy? It's not. You can build it, but it takes effort.

### ***Introduce formula***

$$\text{Courage} = \text{Heroic Risk} + \text{Confidence}$$

## Open Class Discussion:

1. What is courage? (*Not giving in to your fears*)

2. What is the difference between heroic risk and risky behavior? (*Heroic risk is risk with a purpose, worthwhile*)
  3. What are some examples of risks worth taking?
  4. Can you force someone to be courageous and take risks? (*No, but you can encourage someone to take risks*)
  5. Share courageous experiences students know of from their lives.
- Courage is something that comes from your character. It is not something you can force or make.
  - Courage is something that comes from within. A strong character, willingness to take risks, confidence, and a commitment to not let fear get in the way of doing the right thing, generates it.

## ***Introduce story***

### **Story:**

**Video #7—COURAGE—Butch O’Hare** (or a story demonstrating how courage comes from your character, and you must overcome fear by building your confidence).

### **Meaningful**

- What is the number one thing that stops us from being courageous? (*FEAR*)
- Have you ever seen a DEER IN HEADLIGHTS or a SPOTLIGHT? What do they do? (*PARALYZED*). That is what fear does when it gets the best of us, it paralyzes us from living a life of courage.
- Many frequently-seen fears are very significant such as the fear of failure, fear of not being accepted, and fear of not fitting in with peers.
- We each have fears, but we can overcome them. Confidence in who we are and what we believe helps us overcome our fears.

### **Measurement**

- Introduce “No Fear” concept related to “No Fear” mission statement
- Courage is exactly that—it is doing the right thing without letting fear paralyze you.
- We have to know what we believe, who we are, and be committed to sticking to that no matter the cost.
- What are some fears that get in the way of living life based on the courage principle?

***Place laminated “No Fear” T-shirt on the board and allow students to come up and write on the shirt fears that get in the way of living with courage. Have a bottle of water labeled confidence. After filling the T-shirt with fears, wipe off the shirt in front of the class, showing that confidence is the thing that allows us to overcome our fears and not allow them to paralyze us.***

### **Life/Leadership Skill:**

In order to live a life of courage, you must know with confidence who you are and where you are going. Each of us needs to have a personal “No Fear” mission statement that we choose to live by. This statement is something that guides and encourages us to seize every opportunity in life and accomplish our goals and dreams.

***Show overhead of “No Fear” mission statement examples***

***Give each student a small version of the “No Fear” T-shirt. Volunteers and facilitators help***

*students to write a personal mission statement or “No Fear” statement that they determine to live their life by daily. After each student establishes what their statement is, have them write it out on their T-shirt.*

## **Multiply**

### **ITIS:**

As you watch this clip, identify an area in which you are not acting with courage. How will you act courageously this week in that area?

### **Application Activity:**

#### **Video Clip:**

Show “First Kid” clip of the end scene in the mall where the bodyguard takes a bullet to save the kid.

#### **Challenge:**

Place your “No Fear” statement somewhere you will see it each day. Decide you will live your life with courage by taking heroic risks with confidence.

#### **Closing:**

Courage is something that should be second nature. It is doing something and not letting your fears stop you. It is taking heroic risks with confidence. Courage is not something you can buy or sell. It is not something you can make or force someone to have or use. It is a character trait. Just like Butch O’Hare, it is something you do because it is the right thing to do. In order to act with courage, you must be confident and sure of who you are, what you stand for, and where you are going. We each can choose to live according to our “No Fear” statement, or we can allow fear to paralyze us in life. It is your choice.

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## **Sample Curriculum: “Courage” Supplements**



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## **Unit 1, Session 8: Courage**

**Courage = Heroic Risk + Confidence**

**“ITIS”**

**Ideas - Thoughts - Inventions - Stuff**

Hey students! I am back and interested in what you have to say. This week we have been discussing Courage. We have also been writing a “No Fear” Mission Statement. Everything we have been discussing is important, so take a few minutes to write down your thoughts. Remember that courage has two parts—Heroic Risk and Confidence.

1. What is one thing you are afraid of?

2. How will you be courageous instead of fearful this week in that area?

# Courage Pill Skit

*Announcer is overly cheesy in presentation, as if this is an infomercial.*

Announcer: Thanks \_\_\_\_\_ (name of facilitator). We interrupt this class to bring you late-breaking news. It seems that we have found the first ever COURAGE PILL. That's right, you heard me correctly, a courage pill. You may be saying, "What do we need a courage pill for?" Well, this pill miraculously cures each and every one of us of those pesky little things that hold us back from really making an impact in life—FEARS! This pill, taken once a day, will turn even the biggest wimp into a confident hero RIGHT BEFORE YOUR EYES! You are saying, "I don't believe you." I didn't either, until I saw it before my own eyes. That is why we are going to demonstrate right here on live TV with the next non-courageous person that walks by.

*Volunteer #1 enters (volunteer is extremely shy, doesn't speak, and never looks at the announcer, shoulders shrugged and very withdrawn)*

Announcer: Hello, what is your name?

Volunteer: *No response*

Announcer: Are you going to answer me?

Volunteer: *No response*

Announcer: Are you alive?

Volunteer: *No response*

Announcer: I dare say, you are a total and complete wimp. Can you not even say hello?

Volunteer: *No response*

Announcer: Well, will you take the pill?

Volunteer: *Nods and agrees reluctantly*

Announcer: Places it in his/her mouth

*\*\*\*Instantly the volunteer perks up and becomes very confident and even cocky\*\*\**

Volunteer: Who do you think you are talking to me that way? I am in charge and refuse to be spoken to like that.

Announcer: WHOA! Who is this? Can you believe the change folks? Right before your eyes. This is amazing! And all this can be yours for just \$19.95. Call now to order, operators are standing by. The number is 1-800-Courage.

## STORY: Butch O'Hare

### Story One:

World War II produced many heroes. One was Butch O'Hare, a fighter pilot assigned to a carrier in the South Pacific. The squadron was sent on a mission. As he became airborne, a glance at his fuel gauge showed that no one had topped off his fuel tank. He would not have enough fuel to complete his mission and get back to his ship. His flight leader told him to return to the carrier. Reluctantly he dropped out of formation. As he was returning to the ship, he saw a squadron of Japanese Zeroes speeding their way toward the American fleet. With the American fighters gone, his fleet was all but defenseless. He couldn't reach his squadron and bring them back in time to save the fleet. Nor could he warn the fleet of the approaching danger. There was only one thing to do. He must somehow

divert them from the fleet. With no regard to his own safety, he dove into the formation of Japanese planes. Guns blazed as he charged in, attacking one surprised enemy plane and then another. Butch wove in and out of the now-broken formation and fired at as many planes as possible until all his ammunition was gone. But still he continued the assault. He dove at the Zeroes, trying to at least clip off a wing or tail, in hopes of damaging as many enemy planes as possible so they would be unable to fly. He was desperate to do anything he could to keep them from reaching the American ships. Finally, the exasperated Japanese squadron took off in another direction. Deeply relieved, Butch O'Hare and his tattered fighter limped back to the carrier. Upon arrival he reported in and related the event surrounding his return. The film from the camera mounted on his plane told the tale. It showed the extent of Butch's daring attempt to protect his fleet. He was recognized as a hero and given one of the nation's highest military honors. And today, O'Hare Airport in Chicago is named in tribute to the courage of this great man.

## Story Two:

Some years earlier there was a man in Chicago called Easy Eddie. At that time, Al Capone virtually owned the city. Easy Eddie was Capone's lawyer and for a good reason. He was very good! In fact, his skill at legal maneuvering kept Big Al out of jail for a long time. To show his appreciation, Capone paid him very well. Not only was the money big, Eddie got special dividends. For instance, he and his family lived in a mansion with live-in help and all of the conveniences of the day. The estate was so large that it filled an entire city block. Eddie lived the high life of the Chicago mob and gave little consideration to the atrocity that went on around him. Eddy did have one soft spot, however. He had a son that he loved dearly. Eddy saw to it that his young son had the best of everything: clothes, cars, and a good education. Nothing was withheld. Price was no object. And, despite his involvement with organized crime, Eddie even tried to teach him right from wrong. Eddie tried to teach his son to rise above his own sordid life. He wanted him to be a better man than he was. Yet with all his wealth and influence, there were two things that Eddie couldn't give his son, Two things that Eddie sacrificed to the Capone mob and could not pass on to his beloved son: a good name and a good example. One day, Easy Eddie reached a difficult decision. Offering his son a good name was far more important than all the riches he could lavish on him. He had to rectify all the wrong that he had done. He would go to the authorities and tell the truth about Scar-face Al Capone and testify against The Mob, although he knew the cost would be great. But more than anything, he wanted to be an example to his son. So, he testified. Within the year, Easy Eddie's life ended in a blaze of gunfire on a lonely Chicago street. He had given his son the greatest gift he had to offer at the greatest price he would ever pay. So, the question is, what do these two stories have to do with one another?

Well, you see, Butch O'Hare was Easy Eddie's son.

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