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Welcome

Welcome

Welcome to the Annotated Teacher's Edition of *The Leader in Me* Level 2 Activity Guide. This activity guide was created to introduce young students to the principles in *The 7 Habits of Happy Kids* by Sean Covey.

The Leader in Me is designed to help your students succeed both in and out of the classroom. These 10-minute activities will help students reflect on their lives, develop leadership skills, and set goals that will inspire them to succeed. The activity guide can be a wonderful tool for any teacher and a powerful motivator for any student.

Through the use of the 7 Habits, students begin to realize that they have control over much of what happens in their lives and can be true leaders. Their choices can affect their day, their relationships, and their future. The 7 Habits will empower even the youngest students to stop and think about their choices and the different outcomes that may come with those choices.

Based on timeless principles, the 7 Habits become the “hands-on” tools students can rely on while on their journey to becoming leaders—of themselves and of others.

Leadership is the umbrella term to encompass the many character traits and basic life competencies that parents, business leaders, and educators are voicing as the desired skills necessary to thrive in the 21st century.

Leadership is a concept we don't normally consider when thinking of young children. However, young children are very capable of learning leadership skills and using them at home and at school. By developing well-rounded children who know their strengths, we help them to unleash their potential to lead their own lives and to influence others.








“Leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves.”

– Dr. Stephen R. Covey

Using the Annotated Teacher's Edition

The Annotated Teacher's Edition is designed to provide several ways to enhance the learning experience for students. The annotations allow for optional classroom discussions and variations to each activity, as classroom time permits.

Annotations include:

-  Key Concepts
-  Discussion Questions
-  Baby Steps
-  "Across the Curriculum" Ideas
-  Home-School Links
-  Kinesthetic Activities
-  Web Connections

The activities are aligned with **Education Standards** and with **Skills for the 21st Century**. **Literature Connections** have also been added.

The lessons in this activity guide are flexible. The activities do not have to be completed daily; they can be assigned daily, semiweekly, or weekly according to the available time in your classroom.

This Annotated Teacher's Edition also includes a Parent Letter, which provides some suggested text you may wish to send home with your students.

Finally, quality and leadership tools have been integrated throughout the activity guide to provide a fun way to help your students think, organize, and solve problems.

Instructional Design

4MAT® Instructional Design was used to develop *The Leader in Me* Student Activity Guide. 4MAT® is best known for acknowledging and honoring that people perceive and process information in different ways. By offering activities that give all learners a way to connect, a deeper understanding of the content is gained.

Each of the foundational principles and habits in the activity guide spans five activities:

ACTIVITY 1 connects the concept to previous learning.

ACTIVITY 2 offers a creative outlet.

ACTIVITY 3 supplies new information.

ACTIVITY 4 asks the learner to apply the new information in his or her life.

ACTIVITY 5 asks for a commitment in using the information, allowing for better retention.

Activity 5 of each section ends by directing students to two additional activities designed to deepen their understanding:

1. A “Teach to Learn” prompt further solidifies learning by sharing what they’ve learned with a neighbor.
2. “Leadership Village” provides a journey on the path to leadership. It is found in the back of the Student Edition.

Dear Parents and Guardians,

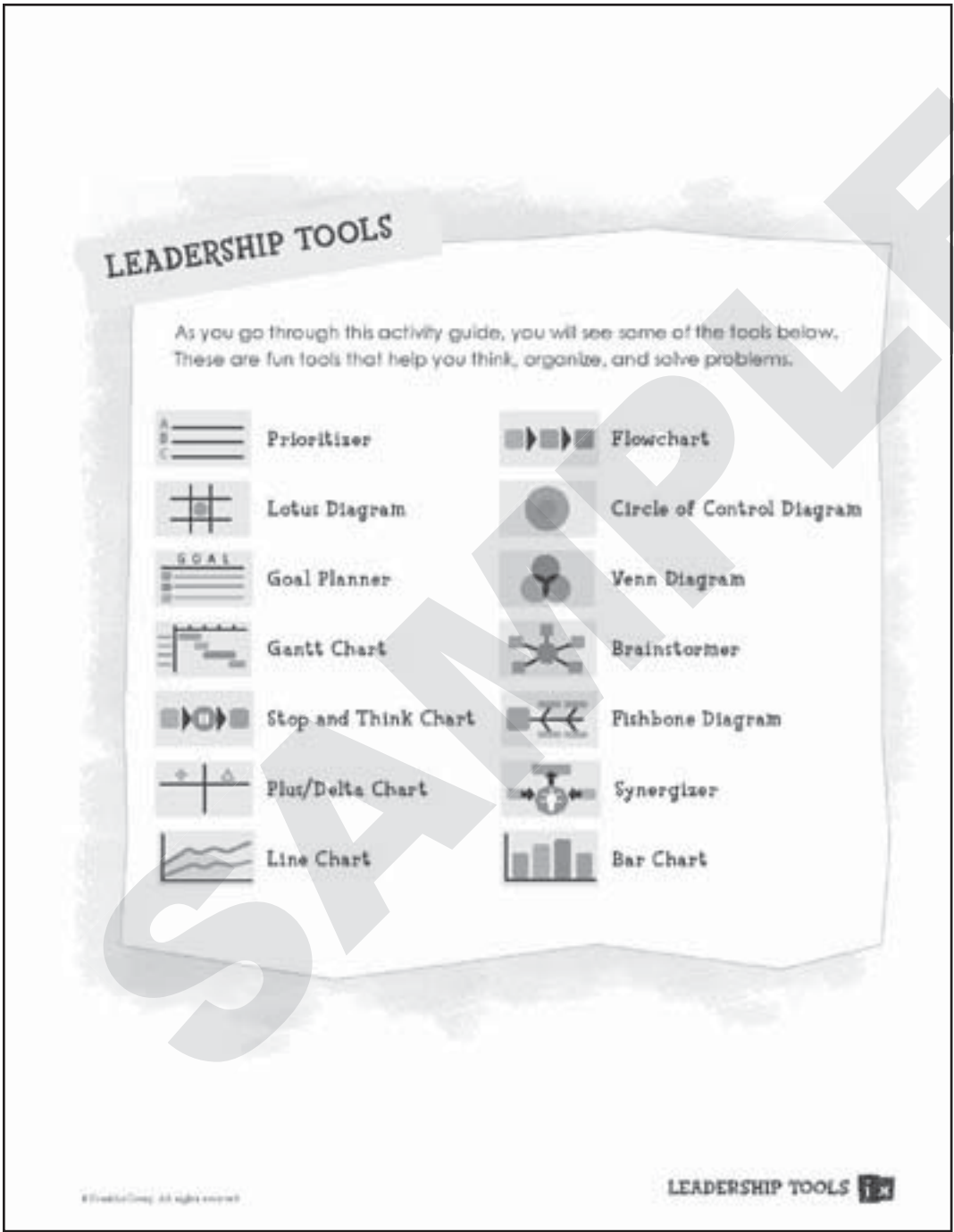
Our class is using *The Leader in Me* program as an introduction to personal leadership. All students have the capacity to lead in their own lives and affect those around them by making positive choices. *The Leader in Me* provides students with activities that will help them learn practical character and life skills that will lead to those positive choices. Written to appeal to their age level, students are presented with fun activities designed to get them thinking.

Your child is about to embark on an exciting journey and our hope is that you will ask your child how he/she is doing along the way. The activity guide gives you an opportunity to engage, hands-on, in what your child is learning and will lead to many “teachable moments.” Having your child reteach the content to you will give him/her an even deeper understanding and will give both of you an opportunity to learn together!

Additionally...

The “Parent’s Place” is available at www.TheLeaderInMe.org. Here you will find ideas to use at home to reinforce your child’s learning and involve the family in a fun, interactive way.

Leadership Tools



Leadership and quality tools are integrated throughout the activity guide to help students think, organize, and solve problems. A description of each leadership and quality tool is on the following page. Symbols throughout the activity guide indicate when a leadership tool is being used.

Leadership Tools



PRIORITIZER

The Prioritizer is a useful tool for putting first things first. Students should first list all of the tasks they need to do, then write an A, a B, or a C next to each task to indicate its priority. “A” is for the things that are most important and have to be done. “B” is for the things that are somewhat important. “C” is for things that are not really important. An alternative approach is to number the tasks, beginning with the number 1, giving each task a unique number based on its priority.



LOTUS DIAGRAM

The lotus diagram is a brainstorming and organizational tool that is used to define key concepts or parts of a whole. It is based on the concept that the center of the diagram is the main idea or focus, and the eight surrounding boxes are representative of the petals of a lotus flower. Each of the eight ideas would be related to the central concept. Students can use this tool to brainstorm around a particular topic or break down a bigger idea. For more advanced students, an expanded lotus can be created. The expanded lotus has nine large boxes as well, but each of the eight outer squares is divided into nine sections.



GOAL PLANNER

Use the Goal Planner to clarify a goal and what needs to be done to achieve that goal. Students should first write a clear and specific goal at the top of the tool. Underneath the goal, students list the specific actions they need to take in order to achieve that goal. This tool can be used together with the Prioritizer and the Gantt chart when planning projects.



GANTT CHART

The Gantt chart is used to plan a project timeline. Gantt charts show the start and finish dates (or times) of the project, as well as the start and finish dates of particular tasks within the project. Students can use this tool to define the time frame for a large job, as well as the time frame for each smaller task that will be involved in the completion of the job. The Gantt chart is an advanced graphic organizer. This simplified version is appropriate for students in the upper-elementary grades.

Note: Lower-grade teachers may attempt to use this tool in their classrooms; however, the tool requires **thinking** that is not developmentally typical until at least the third-grade age.



STOP AND THINK CHART

The Stop and Think chart reinforces the principle that between stimulus and response, we have a choice, which is part of Habit 1: Be Proactive®. To use the chart, first list the stimulus (the situation, event, etc. that happens to you) in the box on the left. Then stop and think about how you might respond. Choose an appropriate response and write it in the box on the right. The emphasis is on students being aware of their ability to choose rather than react to a given situation.



PLUS/DELTA

The plus/delta is a simple tool that is used to assess a situation or organize feedback about a particular activity. In one column, students list the positives or those things that went well, and in the other column, they list areas needing improvement. This can be done as a class, as small groups, or as individuals.



LINE CHART

The line chart (or line graph) is used to compare sets of data. Typically, the line chart is used to compare sets of data over time. Students can use this tool to track progress in a particular area throughout the week, month, or school year. More than one line can be used to track multiple sets of data over the same time period.



FLOWCHART

The flowchart is an organizational tool that is helpful in planning and describing a process. Students can use this tool to organize a step-by-step plan for projects in all subject areas, or to keep a record of daily procedures.



CIRCLE OF CONTROL DIAGRAM

This chart helps students focus on the things they can control. For a given situation, list things you can control within the inner circle of the diagram (Circle of Control). List things you may be concerned about, but which are outside of your control, in the outer circle (Circle of No Control). For example, for the situation “getting to school on time,” items like “traffic” and “weather” would be within the Circle of No Control while items like “what time I wake up” and “getting myself dressed and ready for school” would be within the Circle of Control.



VENN DIAGRAM

The Venn diagram is an organizational tool that was invented in 1881 by John Venn. This tool is used to show the logical relationship between objects or concepts. Students can use this tool to compare and contrast people, events, ideas, and many other concepts. At the elementary level, Venn diagrams typically show two overlapping circles, although three or more can be used if desired.



BRAINSTORMER

Brainstorming is used in creative thinking and planning. It allows students to generate and organize their ideas in a nonlinear way. To use the brainstormer, write the central concept in the middle of the page and write related concepts on lines or bubbles anywhere around the central concept. Multiple ideas may branch off any concept. Brainstorming may be done individually or as a group. It is best not to critique or eliminate ideas while brainstorming. Just go for quantity of ideas and encourage creativity.



FISHBONE DIAGRAM

The fishbone diagram (or Ishikawa diagram) is used to display the causes for a specific effect, event, or problem. It is also known as the cause-and-effect diagram. Write the effect or outcome at the head of the diagram. Write the causes that lead to that effect on each of the “bones” that spread out from the center line. Students can use this tool to analyze the factors that lead to the desired effect. They can also use it to define the causes of a certain problem.



SYNERGIZER

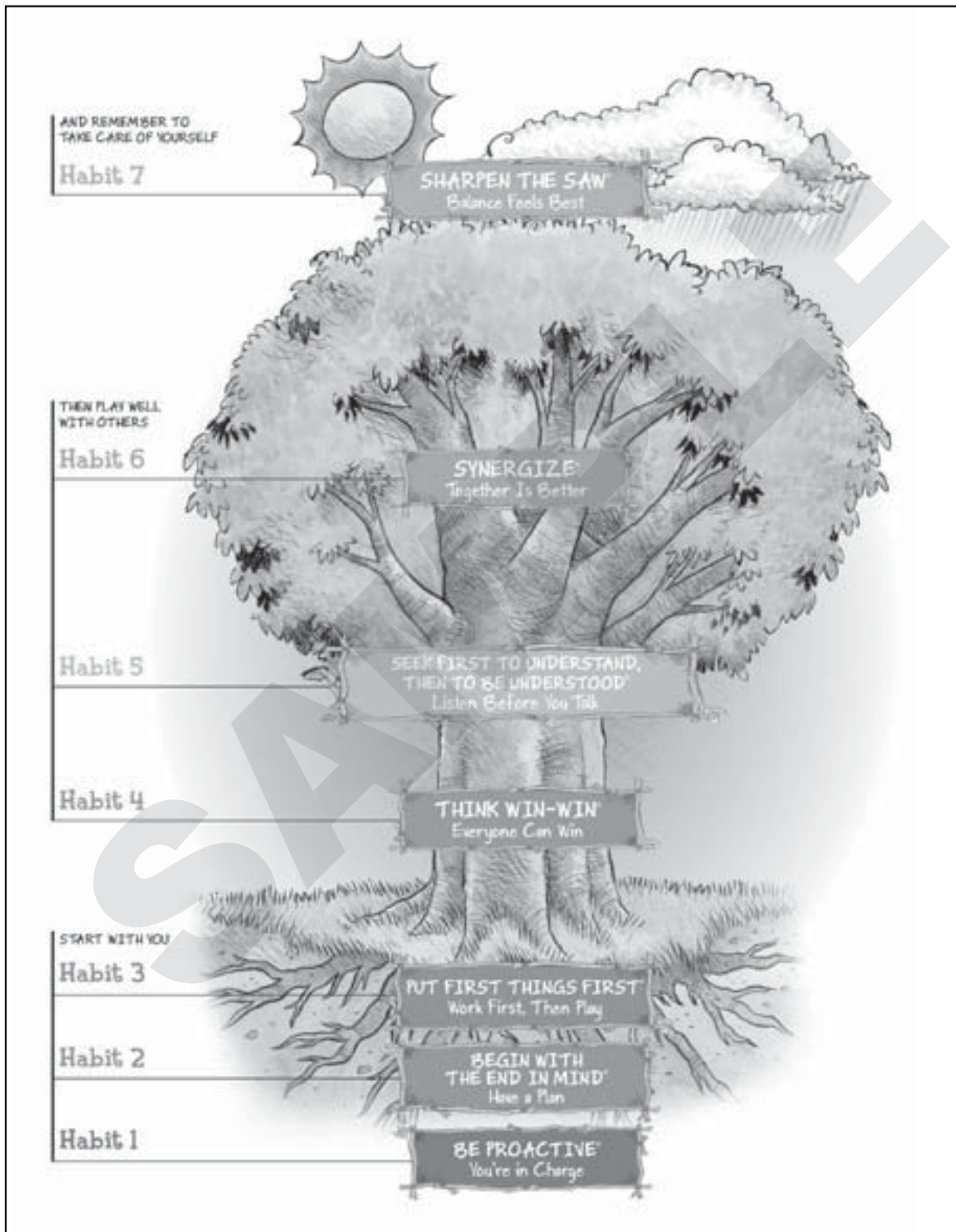
This tool is used when students or groups have different approaches to a situation. It helps students find “Third Alternative” solutions that are better than either of the original solutions and which lead to synergy. Write one approach to the situation in one of the lower boxes (My Way). Write the other approach in the other lower box (Your Way). Then brainstorm together to come up with a better way (High Way) that is not a compromise, but is a new solution that is better than either of the original approaches. Write this better solution in the top box.



BAR CHART

A bar chart (or bar graph) is used for comparing two or more values. It is a chart with rectangular bars of length that represent different values. The bars can be horizontal or vertical (also called a column chart when vertical). It allows students to compare two different groups of data or data over time.

Introduction to Leadership



Education Correlations

Education Correlations/Skills for the 21st Century

Habit 1: Be Proactive®

In this section, students will:

1. Develop motivation; take pride in work.
2. Act responsibly toward self, family, school, community, nation, and the world.
3. Show initiative and entrepreneurialism.
4. Use unique talents and abilities to their full potential.
5. Think about choices; be accountable and responsible for actions and results, and understand that choices affect others.

Literature Suggestions:

Inch by Inch, Leo Lionni

Amazing Grace, Mary Hoffman

Habit 2: Begin With the End in Mind®

In this section, students will:

1. Use critical thinking to organize information.
2. Develop the intrapersonal skills of self-confidence and self-management.
3. Use creative and entrepreneurial thinking to solve problems.
4. Develop the ability to set goals and follow through.
5. Develop strong oral and written communication skills.

Literature Suggestions:

The Carrot Seed, Ruth Krauss

Mirrette on the High Wire, Emily Arnold McCully

Habit 3: Put First Things First®

In this section, students will:

1. Demonstrate time-management skills.
2. Cultivate a strong work ethic, flexibility, and adaptability.
3. Develop intrapersonal skills of self-management.
4. Be accountable and responsible for actions and results.
5. Begin to cultivate analytical skills.

Literature Suggestions:

Pancakes for Breakfast, Eric Carle

Froggy Gets Dressed, Jonathan London

Habit 4: Think Win-Win®

In this section, students will:

1. Use unique talents and abilities to the fullest; value others' talents and abilities.
2. Develop flexibility and adaptability.
3. Be open-minded and nonjudgmental when considering the views of others.
4. Demonstrate attentive listening skills.
5. Cultivate a spirit of cooperation to live in an interdependent community and world.

Literature Suggestions:

Smoky Night, Eve Bunting

Alexander and the Wind-Up Mouse, Leo Lionni

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

In this section, students will:

1. Demonstrate attentive listening skills to build and maintain healthy relationships.
2. Cultivate good social and communication skills.
3. Show compassion toward others, share, and put others first.
4. Appreciate different relationships.
5. Learn to relate to people who are alike as well as different, and work effectively in group settings.

Literature Suggestions:

The True Story of the Three Little Pigs, Jon Scieszka

Alejandro's Gift, R. E. Albert

Habit 6: Synergize®

In this section, students will:

1. Express and present information and ideas clearly in oral, visual, and written forms.
2. Use unique talents and abilities to the fullest; value others' talents and abilities.
3. Cultivate the ability to inspire, motivate, and draw out the best in others.
4. Communicate and work as a team in a multicultural and interdependent world.
5. Show initiative and entrepreneurialism.

Literature Suggestions:

Ox-Cart Man, Donald Hall

Frederick, Leo Lionni

Habit 7: Sharpen the Saw®

In this section, students will:

1. Demonstrate healthy ways to express needs, wants, and feelings.
2. Develop strong intrapersonal skills, self-reliance, self-confidence, and self-discipline.
3. Demonstrate characteristics of a responsible friend and family member.
4. Recognize relationship between personal behavior and individual well-being.
5. Strive to be healthy for life.

Literature Suggestions:

Owl Moon, Jane Yolen

Henry Hikes to Fitchburg, D. B. Johnson

The 7 Habits Overview

The 7 Habits

Habit 1: Be Proactive®

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.

Habit 2: Begin With the End in Mind®

I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

Habit 3: Put First Things First®

I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.

Habit 4: Think Win-Win®

I balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for a win-win solution.

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

I listen to other people's ideas and feelings. I try to see things from their viewpoint (paradigm). I listen to others without interrupting. I listen with my ears, my eyes, and my heart. I am confident voicing my ideas.

Habit 6: Synergize®

I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas because I know that by teaming with others, we can create better solutions than any one of us alone. I look for Third Alternatives.

Habit 7: Sharpen the Saw®

I take care of my body by eating right, exercising, and getting sleep. I learn in lots of ways and lots of places, not just at school. I spend time with family and friends. I take time to find meaningful ways to help people. I balance all four parts of myself.

Online Resources

Online Resources

The Leader in Me Activity Guide provides a way to incorporate the 7 Habits into the classroom. But, it's just the beginning!

The website www.TheLeaderInMe.org provides many resources to teachers and schools implementing *The Leader in Me* process.

In the “Teachers’ Lounge,” you will find:

- Downloadable lesson plans, including video of actual classrooms.
- Literature suggestions for continued reinforcement.
- Parent letters introducing each habit.
- Ideas for bringing the 7 Habits into meetings and throughout your school.
- Videos illustrating the habits.
- A discussion area with varying topics.
- Leadership and quality-tool descriptions.
- Case studies of other schools.
- Professional-development webinars.

Have a lesson plan you would like to share? You can also upload lessons.

The “Parent’s Place” offers literature suggestions as well as home lesson plans.

The “Student Schoolyard” offers students fun activities to further reinforce their learning of the habits.

Take some time to explore this wonderful resource; you’ll be glad you did!

Habit 1

ACTIVITY 3 • PAGE 6



Key Concept

Focus on the things you have control over.

Key Principle

Circle of Control.



Across the Curriculum

In small groups, have students prepare and perform skits about someone who had enough sleep and someone who did not, incorporating “proactive” and “not proactive” into their skits. Their main objective is to show how important sleep is.



Web Connection

Watch the Stone video (8:03). You can find it in the “Teachers’ Lounge” at www.TheLeaderInMe.org. Discuss how Stone was proactive. Discuss how the boys were proactive. Ask, “Do you think it was easy?”

Leaders practice HABIT 1: Be Proactive

I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.
Going to bed on time is being proactive.

Each night you need 10–11 hours of sleep.

Why?

Your **brain** needs sleep:

- To learn.
- To solve problems.
- To think of new ideas.

Your **body** needs sleep:

- To fight sickness.
- To grow.
- To heal.

Can you Be Proactive and help your body sleep?

Yes!

- Play during the day so you are tired.
- Read a book.
- Take a bath.
- Drink milk or eat a small snack.
- Wear loose sleeping clothes.
- Go to bed on time.

Question: Why did the girl take a ruler to bed?
Answer: She wanted to find out how long she slept.

HABIT 1: BE PROACTIVE

Habit 1

ACTIVITY 3 • PAGE 7

ACTIVITY 3

In the small circle are ways to help your body sleep. They are in your Circle of Control. You are responsible. You are the leader of you. Underline the things you do. Color the inside circle yellow.

Some things are in your Circle of **No** Control. You can't control them. A loud storm is in your Circle of No Control. A barking dog is in your Circle of No Control. Color the outside circle green.

©FranklinCovey, All rights reserved. Habit 1 BE PROACTIVE



Key Concept

Focus on the things you have control over.

Key Principle

Circle of Control.



Kinesthetic Activity

Partner-finding game: Pair students and assign one of the 7 Habits. The object for partners is to find each other by calling out their half of the habit.

Example: Students say part of the habit: Be / Proactive; Begin With the / End in Mind; Put First / Things First; Think / Win-Win; Seek First to Understand / Then to Be Understood; Syner- / gize; and Sharpen / the Saw.

Separate the pairs to opposite parts of the playing field. Students are either blindfolded or they close their eyes. Players begin yelling their half of the habit. The other partner will yell their half. Point out that each student needs to Be Proactive to be successful. Once they find each other, they may take off the blindfold and watch the rest of the game.

Safety note: Remind students to move slowly and keep their hands at shoulder level to act as a bumper if they get close to another student.

Habit 1

ACTIVITY 4 • PAGE 8



Key Concept

Your choices are yours.

Key Principle

Stop and think.



Discussion Question

Ask what this means:

"If at first you don't succeed, try, try again."

- T. H. Palmer



Across the Curriculum

Students list five to seven words to describe the characteristics of a motivated student. In small groups, discuss and present the top three to the class. See more cross-curricular ideas in the "Teachers' Lounge" at www.TheLeaderInMe.org.

ACTIVITY 4

I am the leader of me. I am proactive.

This is a **Stop and Think Chart**. It helps you stop and think before you make choices.

Stop and Think Chart

Before bed, I can drink: 1. Soda pop. 2. Milk.	STOP	I choose: _____
Before bed, I can: 1. Run around. 2. Take a bath.	STOP	I choose: _____
When I go to bed, I can wear: 1. Sleeping clothes. 2. Play clothes.	STOP	I choose: _____
I can go to bed: 1. At bedtime. 2. Late.	STOP	I choose: _____

Question: What loses its head in the morning and gets it back at night?
Answer: Your pillow

BE PROACTIVE

Habit 1

ACTIVITY 5 • PAGE 9

ACTIVITY 5

I am proactive! I get my body ready to sleep.

Draw a picture of getting your body ready to sleep tonight.

Write a sentence about your picture.

Turn to a neighbor and share one way you can Be Proactive.

Go to Leadership Village and follow the path to Habit 1.

Habit 1 BE PROACTIVE



Key Concept

You are the product of your choices.

Key Principle

Be Proactive.



Discussion Questions

Ask, "What are other things that are within your Circle of Control? Circle of No Control?" Lead students to realize the difference. Use classroom situations to further the point.



Baby Steps

Ask students what time they wake up for a school day. Help them to count backward to know what time they need to go to bed to get 10 hours of sleep. Check tomorrow to see who was proactive in following through.



Home-School Link

Have students teach Habit 1 to someone at home.

Want to see more lesson plans? Go to the "Teachers' Lounge" at www.TheLeaderInMe.org.

Also Available From FranklinCovey Education Solutions

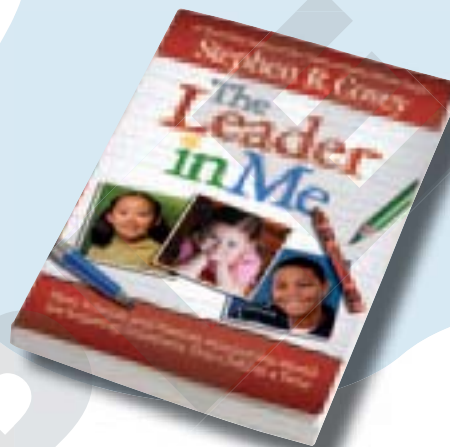


The 7 Habits of Happy Kids

by Sean Covey
www.seancovey.com

The Leader in Me

by Stephen R. Covey
www.TheLeaderInMe.org



The Leader in Me Poster Set

Use *The Leader in Me* poster set to create a positive learning environment that encourages personal leadership in your students! Based on the content of *The 7 Habits of Happy Kids* by Sean Covey, these posters were created with your elementary school students in mind. The set includes seven 12" x 18" full-color posters.



To learn more about the new and exciting ideas always transpiring at FranklinCovey's Education Solutions, call toll-free 1-800-272-6839.

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EDUCATION SOLUTIONS

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The Leader in Me
Level 2 Activity Guide



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