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## Welcome

### Welcome to the Annotated Teacher's Edition of *The Leader in Me* Level 4 Activity Guide.

This activity guide was created to introduce students to the principles in *The 7 Habits of Highly Effective Teens* 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 young 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.



## 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 Activity

The activities are aligned with **Education Standards** and with **Skills for the 21<sup>st</sup> 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*. 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 3 of each section focuses on an example in nature, incorporating science curriculum and giving students another way to connect to the content.

Activity 5 of each 7 Habits section ends by directing students to two additional activities that enhance their understanding of the concept:

1. First, students are directed to a blank 7 Habits tree in the back of the activity guide and asked to fill in the corresponding section of the tree as each habit is completed. Habits 1–3 represent the roots of the tree, which must be strong for the tree to grow and survive. Habits 4–6 represent interpersonal habits, which can develop once the roots are strong. Habit 7 reminds us to take care of ourselves so that we may be better equipped to continue to use Habits 1–6.
2. A “Teach to Learn” prompt is also included at the end of Activity 5. Teaching the concepts to one another further solidifies learning.

*Dear Parents and Guardians,*

*Our class is using this activity guide, **The Leader in Me**, 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.*

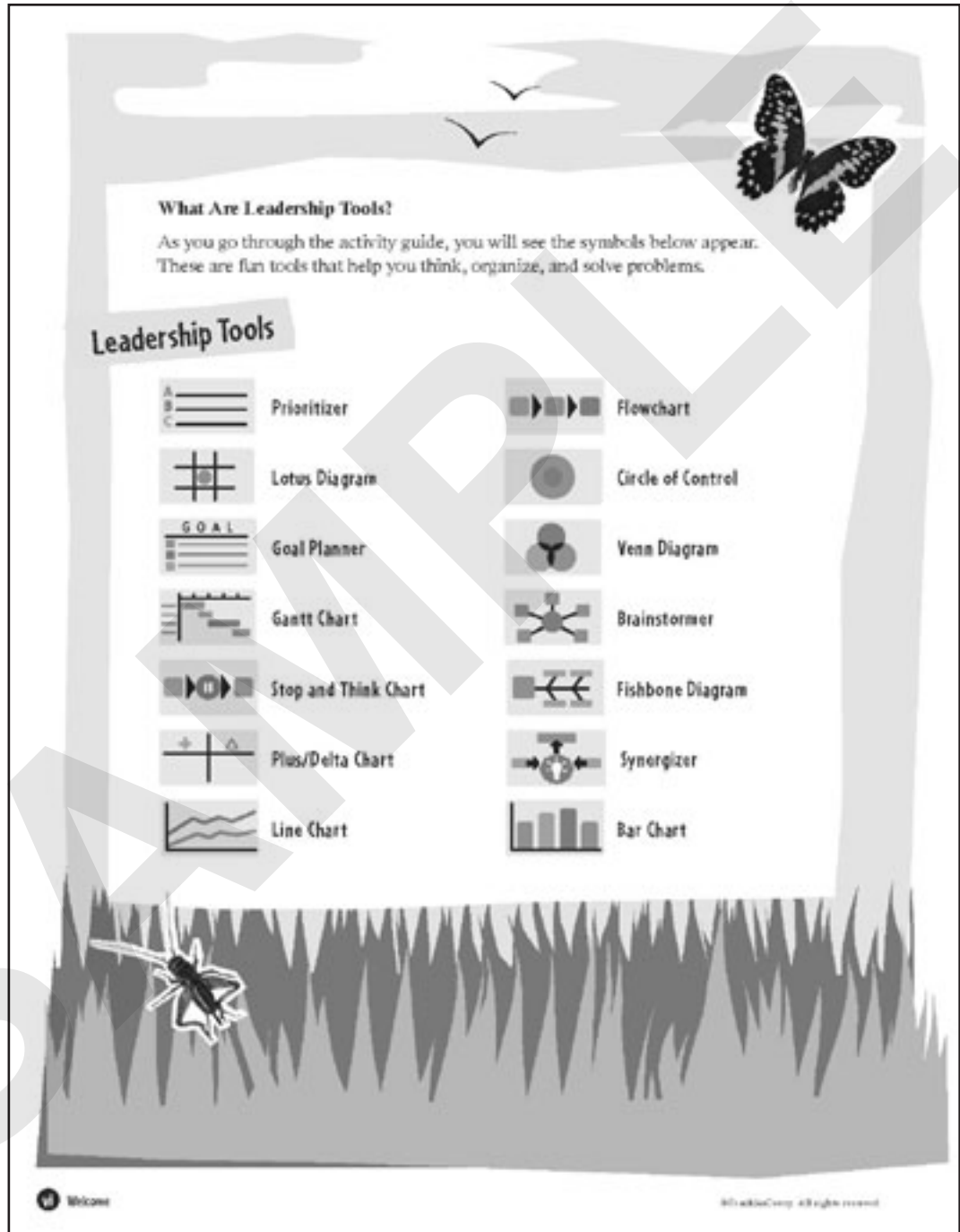
*Your child is about to embark on an exciting journey, and our hope is that you will ask your child how he or she is doing along the way. This activity guide gives you an opportunity to engage, hands-on, in what your child is learning and will lead to many “teachable moments.” Having your child reteach the content to you will give him or 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](http://www.TheLeaderInMe.org). You will find ideas to use at home involving the family and reinforcing your child’s learning in a fun, interactive way.*

# What Are 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 utilized (plus a few more!) is on the following page. Symbols throughout the activity guide indicate when a leadership tool is being used.



## What Are 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 CHART

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.

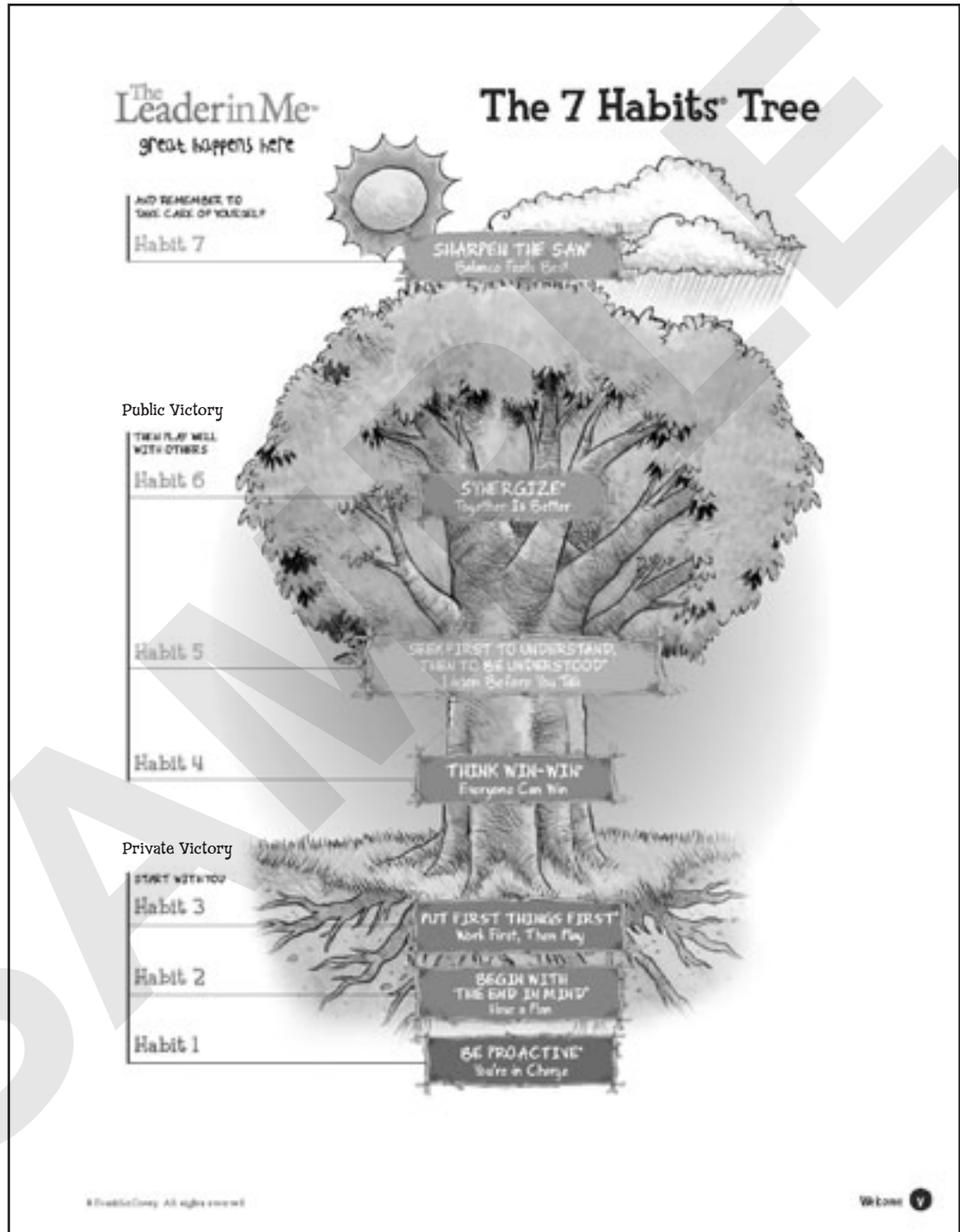


### BAR CHART

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.

# What Are the 7 Habits?

A blank version of this tree is located in the back of your students' activity guide. The corresponding section on the tree is filled in as each habit is completed. Habits 1–3 represent the roots of the tree, which must be strong for the tree to grow and survive. Habits 4–6 represent interpersonal habits, which can develop once the roots are strong. Habit 7 reminds us to take care of ourselves.



**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 Connections**

*Jeremy Thatcher, Dragon Hatcher* by Bruce Coville  
*On My Honor* by Marion Bauer  
*Someday a Tree* by Eve Bunting

**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 Connections**

*Where Do You Think You're Going, Christopher Columbus?* by Jean Fritz  
*Lucy Mastermind* by Alan Feldman  
*Eddie, the Incorporated* by Phyllis Naylor

**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 their actions and results.
5. Begin to cultivate analytical skills.

**Literature Connections**

*The Week Mom Unplugged the TVs* by Terry Wolfe Phelan  
*Irving Black's Strange Snack* by Roz Rosenbluth  
*Esperanza Rising* by Pam Munoz Ryan

## Correlations

### Habit 4: Think Win-Win®

In this section, students will:

1. Use their own 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 others' views.
4. Demonstrate attentive listening skills.
5. Cultivate a spirit of cooperation to live in an interdependent community and world.

#### Literature Connections

*The Butter Battle Book* by Dr. Seuss

*Dragon Stew* by Tom McGowen

*Law of the Great Peace* by John Bierhart

### 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 a group settings.

#### Literature Connections

*Marrying Malcolm Murgatroyd* by Mame Farrell

*Witch of Blackbird Pond* by Elizabeth George Speare

*Rules* by Cynthia Lord

**Habit 6: Synergize®**

In this section, students will:

1. Express and present information and ideas clearly in oral, visual, and written forms.
2. Use their own 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 Connections**

*The View from Saturday* by E. L. Konigsburg

*A Wrinkle In Time* by Madeline L'Engle

*Ruby Holler* by Sharon Creech

**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 the relationship between personal behavior and individual well-being.
5. Strive to be healthy for life.

**Literature Connections**

*The Mysteries of Harris Burdick* by Chris Van Allsburg

*Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo Ryan

*The New Kid on the Block* by Jack Prelutsky

## 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](http://www.TheLeaderInMe.org) is a complete teacher resource.

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



## Key Concept

Everyone gets upset sometimes.

ACTIVITY 1 • PAGE 8



## Discussion Questions

What are some of the choices you have made in the past when you were angry? How did that work? What happens if we respond quickly when we are angry? Can you think of a time when you responded too quickly and you wished you could take it back?




## Home-School Link

With students in small groups, give them the following scenario: Last night, you were in trouble for not cleaning your room. This morning, everyone was still angry with you. When you came to school, you were mean to a friend because you were in a bad mood. Now you feel bad. What can you do if your friend still doesn't want to talk to you?

With students back in the large group, ask for ideas they came up with.

# HABIT 1

# Be Proactive



## ACTIVITY 1

**Have you ever been really upset with something or someone?**  
 Have you ever been so upset that it was hard to control your emotions?

Being in control of your emotions can be very hard. Even adults have to practice. The good news is that it is up to you. No one can make you feel a certain way; you have to allow them to upset you. By practicing Habit 1, Be Proactive, you will get better at being in control of your emotions.

**What is a good choice to make if you are very angry?**  
 Example: Take a deep breath.

\_\_\_\_\_

**Where do you like to go when you are angry or upset?**

\_\_\_\_\_

**Who can you talk to if you are very sad?**


\_\_\_\_\_

If you would like, you may share your answers with a partner.

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Habit 1

ACTIVITY 2 • PAGE 9



**ACTIVITY 2** Read the poem below about taking responsibility and being in control of your emotions.

**At school, at home, or at play,  
I have emotions every day.  
I'm in control and I stand tall,  
In class, at play, and even in the hall!**

Now it's your turn!  
Write a poem on the lines below about taking responsibility for your emotions. Remember, poems don't always have to rhyme.

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Key Concept

Controlling your emotions takes practice.



Discussion Questions

What does this mean to you?

"Happiness cannot come from without. It must come from within."

-Helen Keller, deprived of sight, hearing, and the ability to speak, went on to graduate with honors from Radcliffe College and authored several books.



Baby Steps

As a class, brainstorm a list of emotions. Students choose a time when they experienced one of the emotions and write about it. Students include two different choices they could have made and what might have happened differently if they had made that choice.



Home-School Link

Direct parents to the "Parent's Place" at [www.TheLeaderInMe.org](http://www.TheLeaderInMe.org) for fun ways to get the family involved in Habit 1.

**Habit 1**



**Key Concept**

*Being able to control your emotions feels better.*

ACTIVITY 3 • PAGE 10



**Across the Curriculum**

*Students may want to draw a picture of an opossum. If needed, research materials could be used.*

*Displaying the picture will remind students to work on controlling their emotions.*

*Using research materials, students can locate where opossums live and the habitat they prefer. Find more cross-curricular ideas in the "Teachers' Lounge" at [www.TheLeaderInMe.org](http://www.TheLeaderInMe.org).*

**Be Proactive**  
ACTIVITY 3

An opossum, sometimes called a possum, is a great example of how to control emotions.

Have you ever heard of "playing possum"?

If you have, you would know that opossums use this trick when they are attacked. When an opossum is attacked, it curls its body up, leaves its eyes and mouth partly open, makes its legs stiff, slows its heartbeat, and plays dead. When the danger is gone, the opossum is fine. Even though it is really scared and wants to run away, it knows that it is best to stay calm and wait for the danger to pass.

Grrrrrrrrrrrr!

Z

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