

Annotated
**Teacher's
Edition**

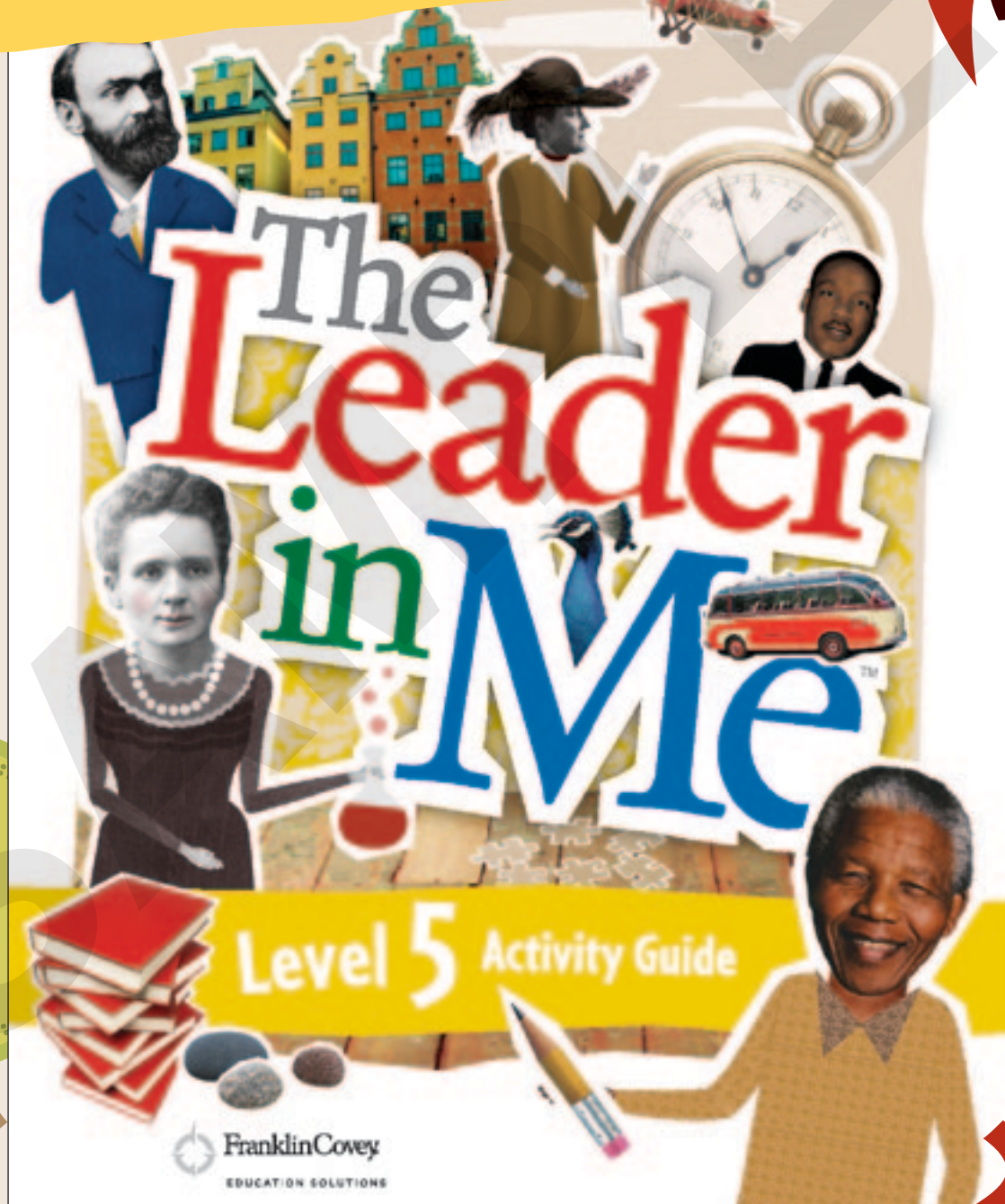




Table of Contents

Introduction	ii–xiv
<ul style="list-style-type: none"> • Welcome • Using the Annotated Teacher’s Edition • Instructional Design • Involving the Home • Parent Letter • Leadership Tools • The 7 Habits Tree • Education Correlations • The 7 Habits Overview • Hand Signs for the 7 Habits • Online Resources 	
Foundation	1–3
<ul style="list-style-type: none"> • Habits • Paradigms • Principles 	
Habit 1.....	4–9
Habit 2.....	10–15
Habit 3.....	16–21
The 7 Habits in Action (1–3).....	22–23
Habit 4.....	24–29
Habit 5.....	30–35
Habit 6.....	36–41
The 7 Habits in Action (4–6).....	42–43
Habit 7.....	44–49
The 7 Habits in Action (1–7).....	50–51
Road Map to Leadership	52–53
You Are a Leader!.....	54

Welcome

Welcome to the Teacher's Edition of *The Leader in Me* 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 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**.

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 span 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 to 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. The “Road Map to Leadership” at the back of the Student Edition provides a place for students to write their ideas of how the 7 Habits will be useful to them.

Dear Parents and Guardians,

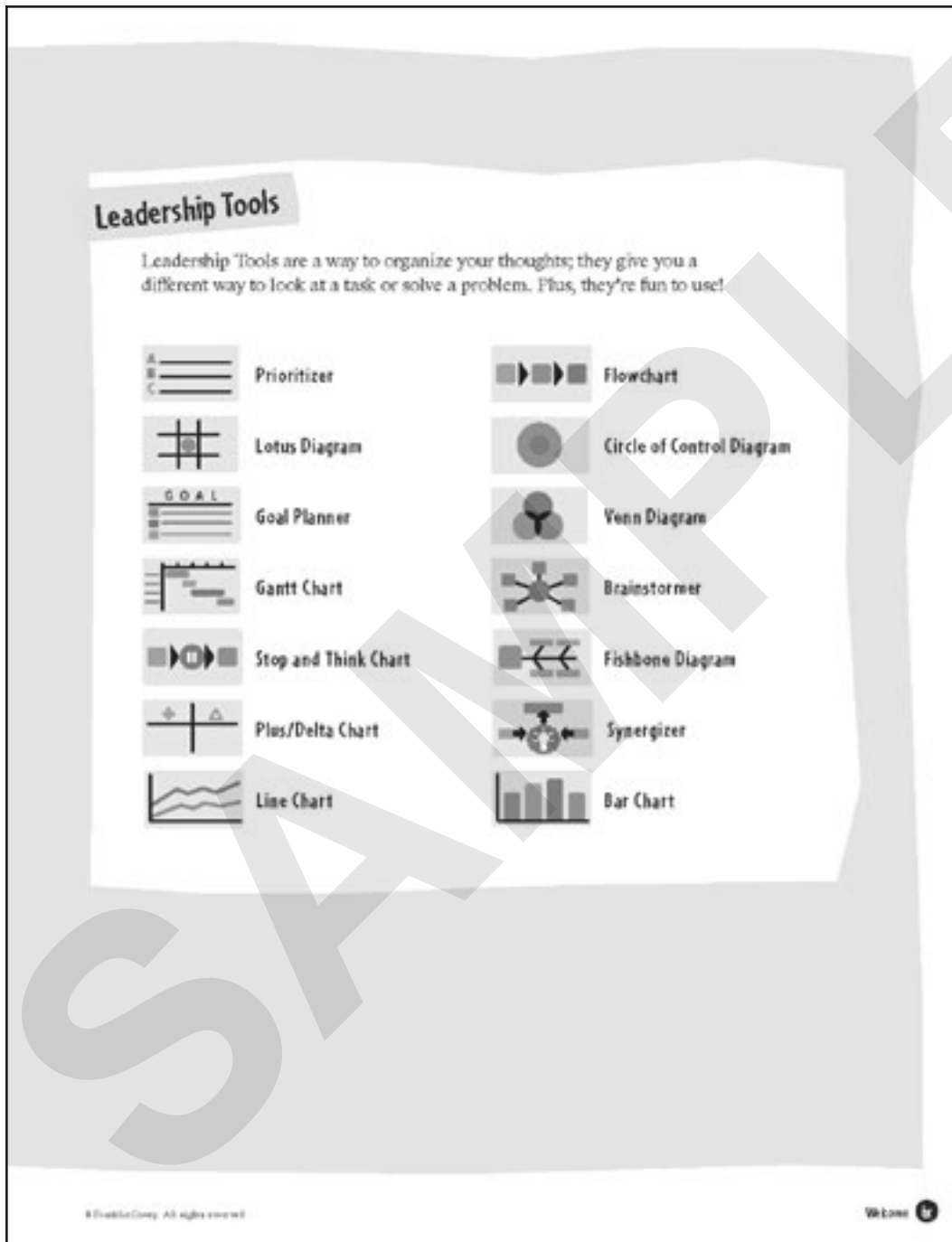
Our class is using *The Leader in Me* program as an introduction to personal leadership. All students have the capacity to lead in their own lives and affect those around them by making positive choices. *The Leader in Me* provides students with activities that will help them learn practical character 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 utilized 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.

The 7 Habits Tree

The 7 Habits Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW
Balance Feels Best

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE
Together Is Better

Habit 5

SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD
Listen Before You Talk

Habit 4

THINK WIN-WIN
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST
Work First, Then Play

Habit 2

BEGIN WITH
THE END IN MIND
Have a Plan

Habit 1

BE PROACTIVE
You're in Charge

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 towards self, family, school, community, nation, and the world.
3. Show initiative and entrepreneurialism.
4. Use unique talents and abilities to full potential.
5. Think about choices; be accountable and responsible for actions and results, and understand that choices affect others.

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 to follow through.
5. Develop strong oral and written communication skills.

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.

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.

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.

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.

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.

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 can alone. I look for Third Alternatives.

Habit 7: Sharpen the Saw®

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

Hand Signs for the 7 Habits

Hand Signs

Each habit has a signing activity that accomplishes two things:

1. The children have an opportunity to move—great for kinesthetic learners.
2. It helps all children to remember the names of the 7 Habits.

Habit 1: Be Proactive®

Place your thumb to your chest.

Habit 2: Begin With the End in Mind®

Begin (point to your feet) With the End (both hands point to the sky) in Mind (point to your head).

Habit 3: Put First Things First®

Hold up your index finger each time you say the word “first.”

Habit 4: Think Win-Win®

Think (point to your head) Win (hand out, palm open) Win (other hand out, palm open).

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

Place your hand over your brow like you're looking over the horizon, then cup both hands behind your ears.

Habit 6: Synergize®

Put your hand out toward the opposite forearm and grab your forearm, then shake your arms up and down like a “mixer.”

Habit 7: Sharpen the Saw®

Pretend you are sawing a tree.

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 various 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 1 • PAGE 4



Key Concept

Your choices are yours.

Key Principle

You are free to choose.



Baby Steps

Do students choose to be irresponsible or do they need help to get organized? Label a section of the board "Remember." Only write things if a student asks you to. Review the list at the end of the day. Move to students keeping their own lists.



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.

HABIT 1

Be Proactive

ACTIVITY 1

Have you ever felt like other people are always telling you what to do—that you don't have many choices in your life? Well, here's some exciting news!

Every day you have lots of choices, beginning with your attitude in the morning, whether or not you eat breakfast, how you treat the people around you, and what activities you participate in. All of these choices form who you are. You are the leader of you.

What is a choice you have made?

Example: I was nice to someone when he needed a friend.

What happened because of your choice?

Example: I got to know him better and we're still friends.

If you could make a different choice now, would you?

I used to be indecisive, now I'm not sure!

© Franklin Covey. All rights reserved.

Habit 1

ACTIVITY 2 • PAGE 5

ACTIVITY 2

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.

You have many choices in a day, many of which you have complete control over. These are within your Circle of Control. But some things are within your Circle of No Control because you can't change them. The weather is an example of something within your Circle of No Control. You may not like it but, you can't change it.

The more time you spend in your Circle of Control, the happier you'll be because you'll feel more in control of your own life.

Write the numbers of things you have control over in the Circle of Control (the inner circle).
Write the numbers of things you have no control over in the Circle of No Control (the outer circle).

Circle of Control Diagram

1. A parent having a bad day
2. Other people's attitudes
3. Your attitude
4. Past mistakes
5. Your grades
6. Where you were born
7. Who your friends are
8. Professional-sports scores

*"I was born in Paris."
"Which part?"
"All of me."*

© Franklin Covey. All rights reserved. **Habit 1: Be Proactive** 5



Key Concept

Focus on the things you have control over.

Key Principle

Circle of Control.



Baby Steps

Ask, "Think of a job you might like to have. Pretend you are applying for the job. Write a letter stating why you would make a good employee for this job. What is within your Circle of Control right now to help you get that dream job?"



Across the Curriculum

Design a bumper sticker about proactivity.

Habit 1

ACTIVITY 3 • PAGE 6



Key Concept

You can make a difference.

Key Principle

Take charge.



Discussion Question

Ask what this means:

"A man is but the product of his thoughts. What he thinks, he becomes."

- Mahatma Gandhi



Home-School Link

Have students place a large calendar in a highly visible place for family commitments and upcoming events. Ask them to review the upcoming week together and make a list of anything they might need.

Direct parents to the "Parent's Place" at www.TheLeaderInMe.org for more fun ways to get the family involved in Habit 1!

Be Proactive 3 Readers' Theatre

Cast: Narrator, Jane Addams, Friend, Woman in Neighborhood
Setting: 1885–1932

Narrator: *The Industrial Revolution changed everything. Products that had been made in homes were now made by machines—faster and for less money. People had to move to cities to work in the factories. The cities quickly became crowded and dirty, and children were being left alone while their parents worked.*

Jane Addams: I want to lead a change. Would you help me fix up a large house in Chicago, Illinois? I just bought it and I want to use it to care for children while their parents work.

Friend: I will help you, Jane. I know that once you make your mind up, there is no stopping you!

Narrator: *Hull House was finally finished and opened in 1889.*

Jane: Why isn't anyone coming to Hull House? I will stay within my Circle of Control and go out into the neighborhoods to talk to people.

Woman in Neighborhood: I'm not sure what to think of Hull House. I am nervous about someone wanting to help us and asking for nothing in return.

Jane: I simply want to help. The mission of Hull House is:
 "To feed the hungry and tend the sick, to give pleasure to the young and comfort to the aged, and to provide human warmth and kindness to all people." I want to provide a place for young children to stay while their parents work, hold classes for the older children, and start clubs for young working men and women.

Woman in Neighborhood: Now that I understand, I will come to Hull House and I will tell my neighbors to trust you.

Narrator: *Jane Addams gained the trust of the community and became a leader of change. In 1931, Jane Addams was awarded the Nobel Peace Prize for leading Hull House, as well as other accomplishments.*

What is everyone in the world doing at the same time?

(Answer: Growing older!)

6 **Be Proactive** ©2011 FranklinCovey. All rights reserved.

Habit 1

ACTIVITY 3 • PAGE 7

A Lotus Diagram helps organize information. The center box is the main idea. The other boxes are used to support the main idea. Use the Lotus Diagram to show how Jane Addams was proactive by helping the people in the neighborhood.

Lotus Diagram

Example: Jane Addams wanted to care for children	Jane Addams was proactive and helped the neighborhood.	

We are all neighbors.
The world is our community.

©FranklinCovey. All rights reserved. MAPLE 1 Be Proactive 7



Discussion Question

Ask what this means:

"Well done is better than well said."

- Benjamin Franklin



Web Connection

Watch the video Stone (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? Why did Stone care about the boys?"