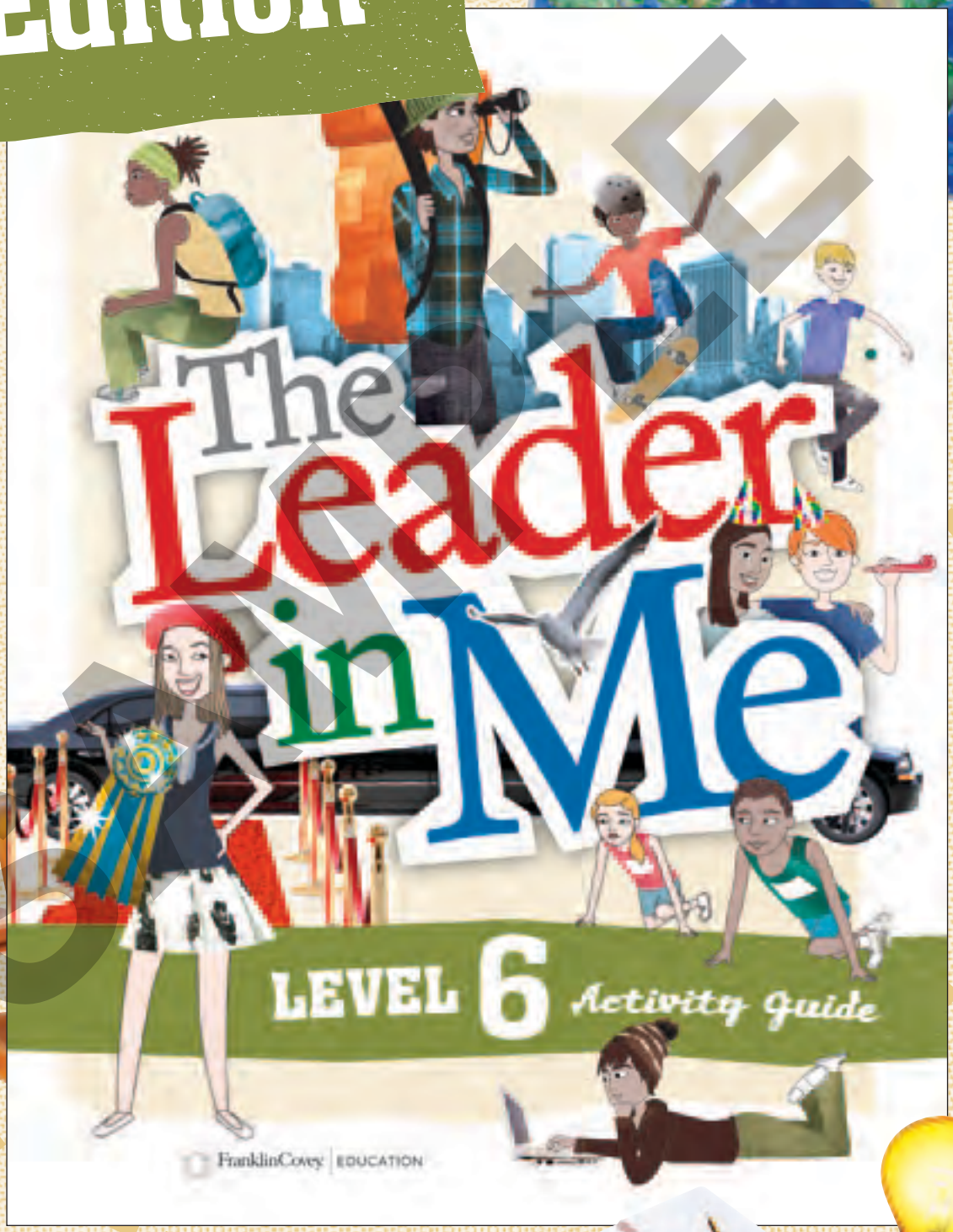
Annotated Teacher's Edition



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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 Teen*s 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 they have control over much of what happens in their lives and that they can be true leaders. Their choices can affect their day, their relationships, and their future. The 7 Habits will empower 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 students. However, students are very capable of learning leadership skills and using them at home and at school. By developing well-rounded students who know their strengths, we help them unleash their potential to lead their own lives and 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

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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.

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Instructional Design

4MAT® Instructional Design was used to develop *The Leader in Me* 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.

Pages iv and v of the Student Edition provide students with information on leadership and how to use the activity guide.

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. "Destination: Leadership" provides a place for students to consider how a leader they know uses the 7 Habits. It can be found on pages 52–53 in the Student Edition.

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

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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 in 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 what any one of us could alone. I look for Third Alternatives.

Habit 7: Sharpen the Saw®

I take care of my body by eating right, exercising, and getting enough 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.

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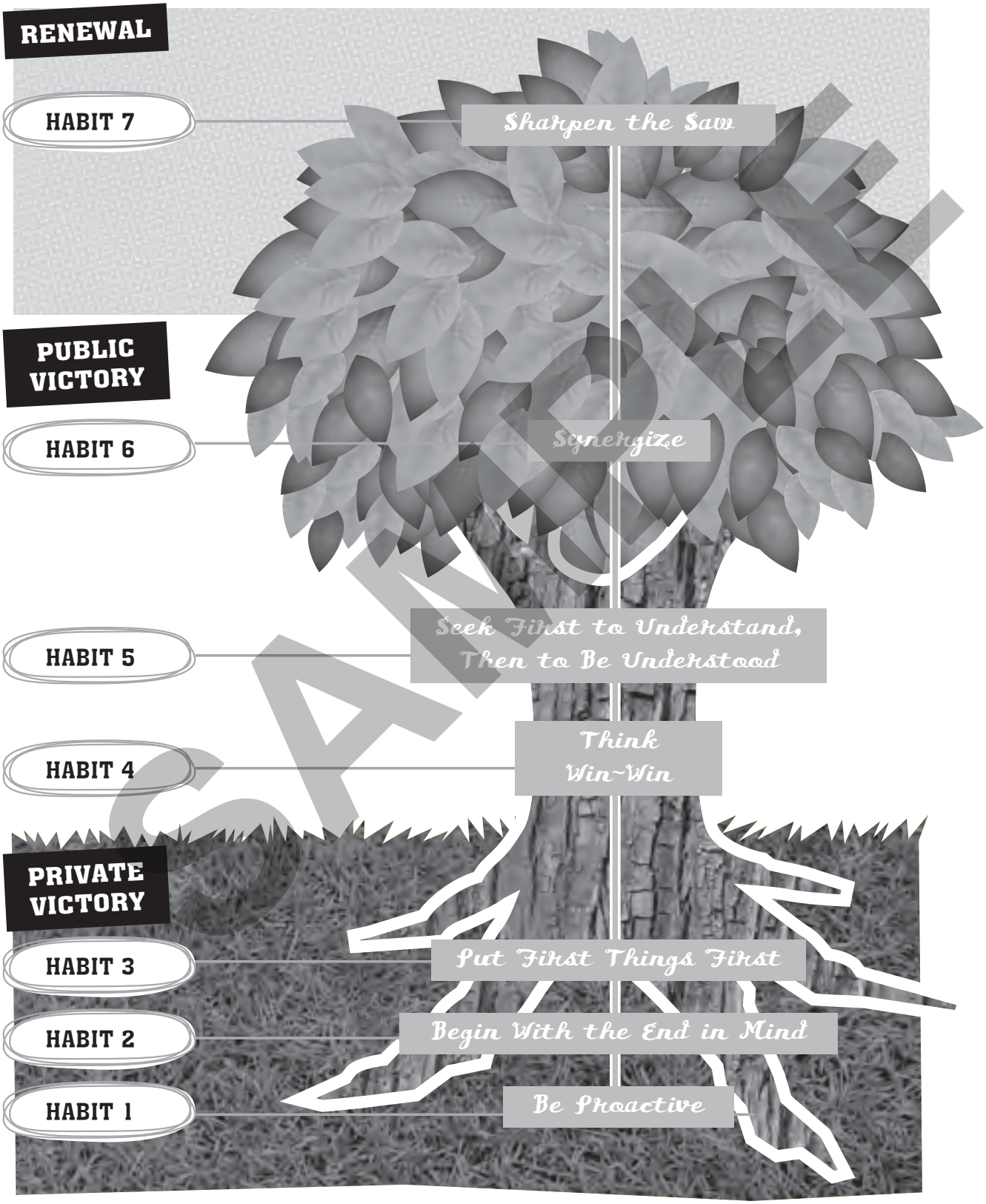
The 7 Habits Tree

The 7 Habits Tree



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Leadership Tools

Leadership Tools

Leadership tools are a way to organize your thoughts; they give you a different way to look at a task or solve a problem. Plus, they're fun to use!

Prioritizer
First, list all of the tasks you need to do, then write an A, a B, or a C next to each task to show its importance.

Lotus Diagram
Write the main idea in the center. Use the surrounding areas to brainstorm around the main idea or to break the main idea into smaller pieces.

Goal Planner
Write a clear and specific goal at the top, and then list the specific actions you need to take to achieve that goal.

Gantt Chart
Use this tool to show what you will do each day to complete a job.

Stop and Think Chart
First, list the event (what happened) in the box on the left. Then stop and think before writing your response in the box on the right.

Plus/Delta Chart
In the "Plus" column, list all the things that went well. In the "Delta" column, list all the things that need improvement.

Line Chart
Use this tool to track progress throughout a week, month, or school year.

Flowchart
Organize a step-by-step plan for projects.

Circle of Control
List things you can control in the inner circle and then things that are outside of your control in the outer circle.

Venn Diagram
This tool helps you compare and contrast two (or more) people, events, ideas, and other concepts.

Brainstormer
Write the idea in the middle and write any and all ideas in the surrounding areas. You can use this for creative thinking and planning.

Fishbone Diagram
Write the outcome at the head of the diagram. Write the causes that lead to the outcome in each of the "bones."

Synergizer
Write one solution in one of the boxes. Write another solution in the other box. Then brainstorm with another person or group to create and write a better solution.

Bar Chart
Use this tool to compare two different groups of data or data over time.

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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.

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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 Chart

The Plus/Delta Chart 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

This tool 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.

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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 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.

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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.

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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-tool descriptions.
- Case studies of other schools.
- Professional-development webinars.
- Certificates of Completion are available in the Teachers' Lounge.

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.

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

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Habit 1

ACTIVITY 1 ▸ PAGE 4

Key Concept

Your choices are yours.

Key Principle

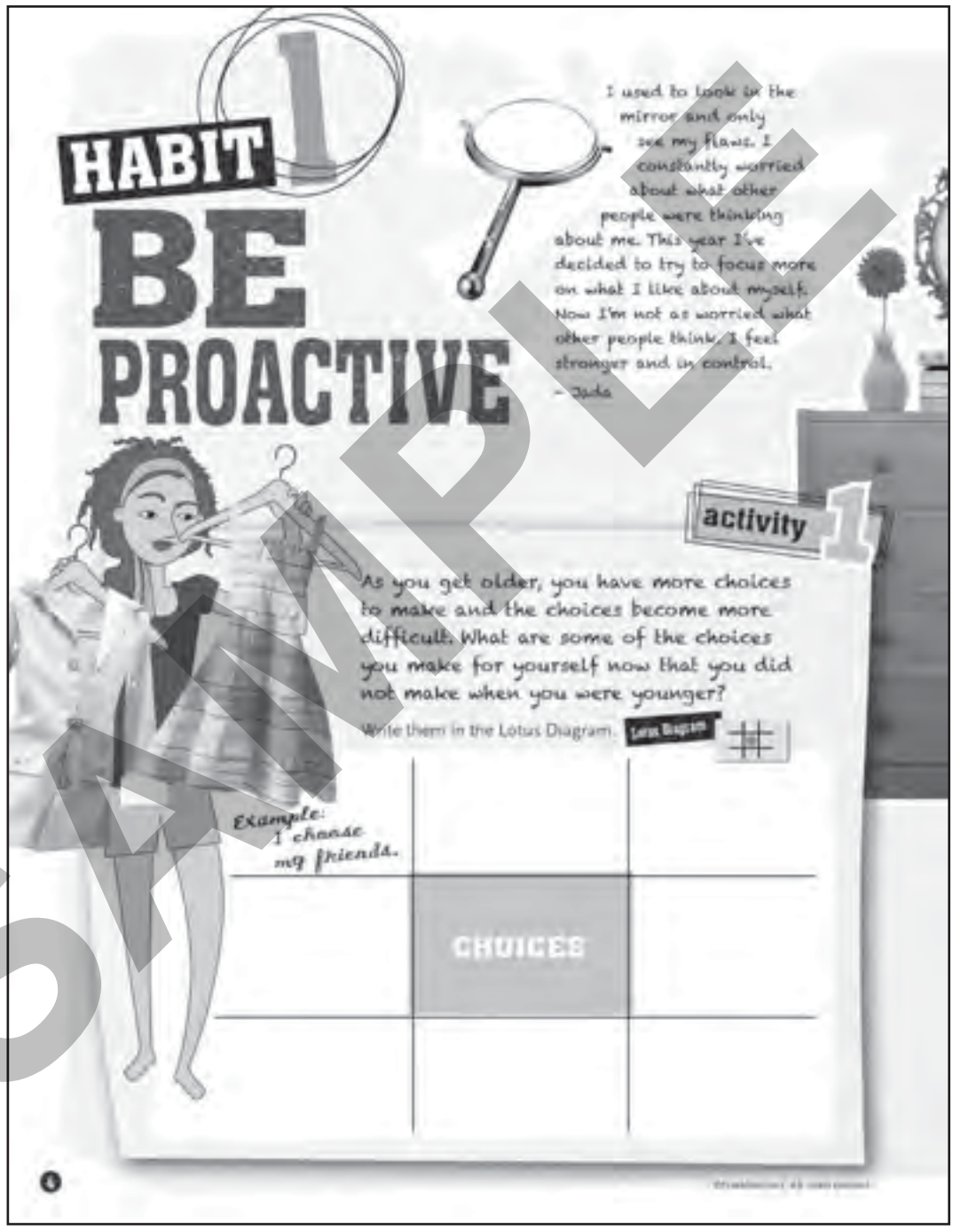
You are free to choose.

Discussion Questions

Ask, "What does influence mean? Who has influenced you? How do you feel about that person? Have you ever influenced anyone? Do you think you had a positive or negative influence on him/her? Why?"

Baby Steps

Ask students for an example of a choice they are faced with regularly. Create several possible choices they could make. Give students an opportunity to role-play the different choices and discuss the outcomes.



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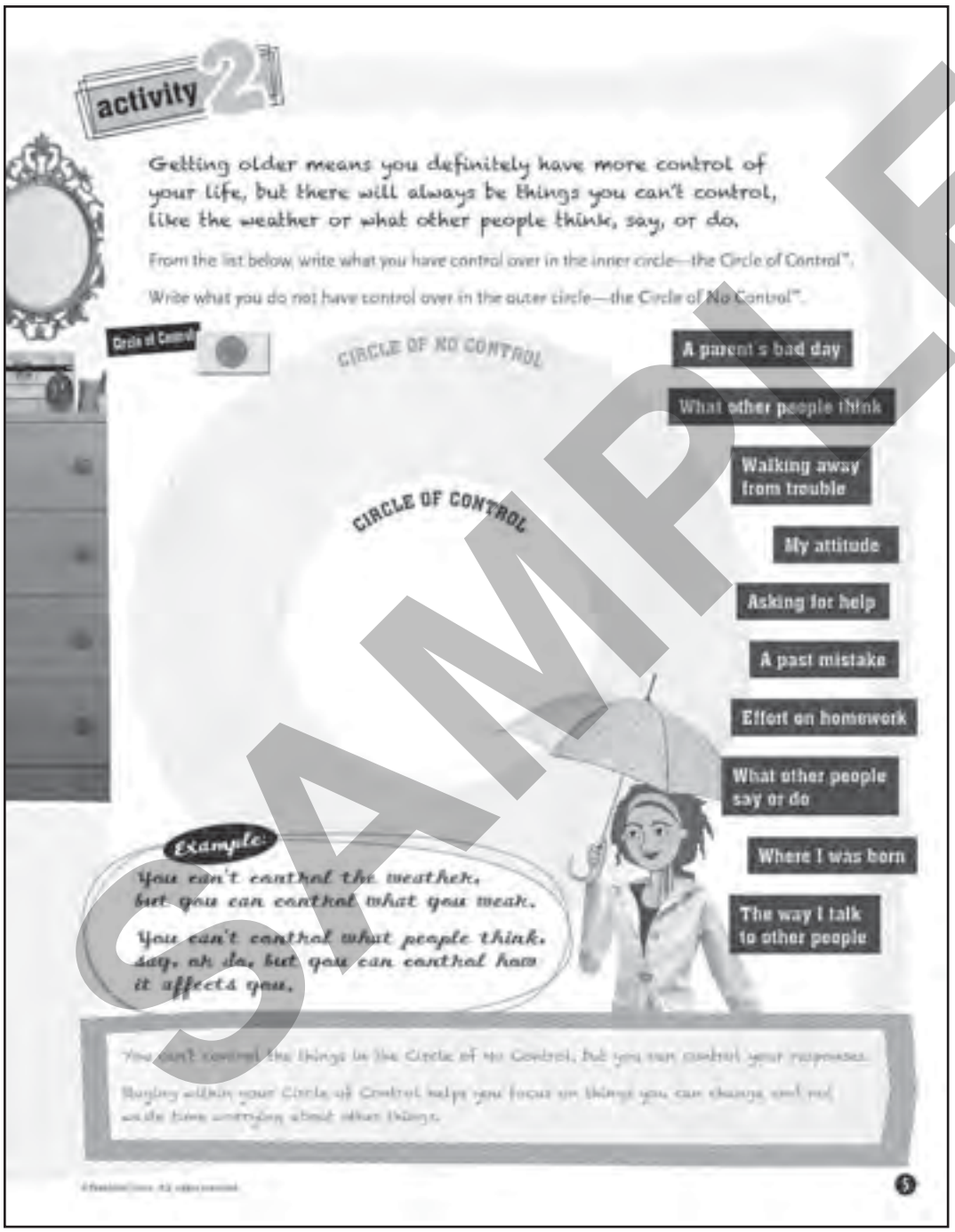
ACTIVITY 2 ▸ PAGE 5


activity 2

Getting older means you definitely have more control of your life, but there will always be things you can't control, like the weather or what other people think, say, or do.

From the list below, write what you have control over in the inner circle—the Circle of Control".

Write what you do not have control over in the outer circle—the Circle of No Control".

Circle of Control

CIRCLE OF NO CONTROL

CIRCLE OF CONTROL

A parent's bad day

What other people think

Walking away from trouble

My attitude

Asking for help

A past mistake

Effort on homework

What other people say or do

Where I was born

The way I talk to other people

Example:

You can't control the weather, but you can control what you wear.

You can't control what people think, say, or do, but you can control how it affects you.

You can't control the things in the Circle of no Control, but you can control your responses.

Staying within your Circle of Control helps you focus on things you can change and not on the time worrying about other things.

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Across the Curriculum

Ask students for ideas for a new business. In small groups, have each group develop a business plan for a fictional company that would satisfy an unmet need of this age group. Compare plans and discuss which businesses are most likely to be successful and why.

Discussion Question

Discuss as a class, "School would be better if…" Ask, "What changes are within your Circle of Control?"

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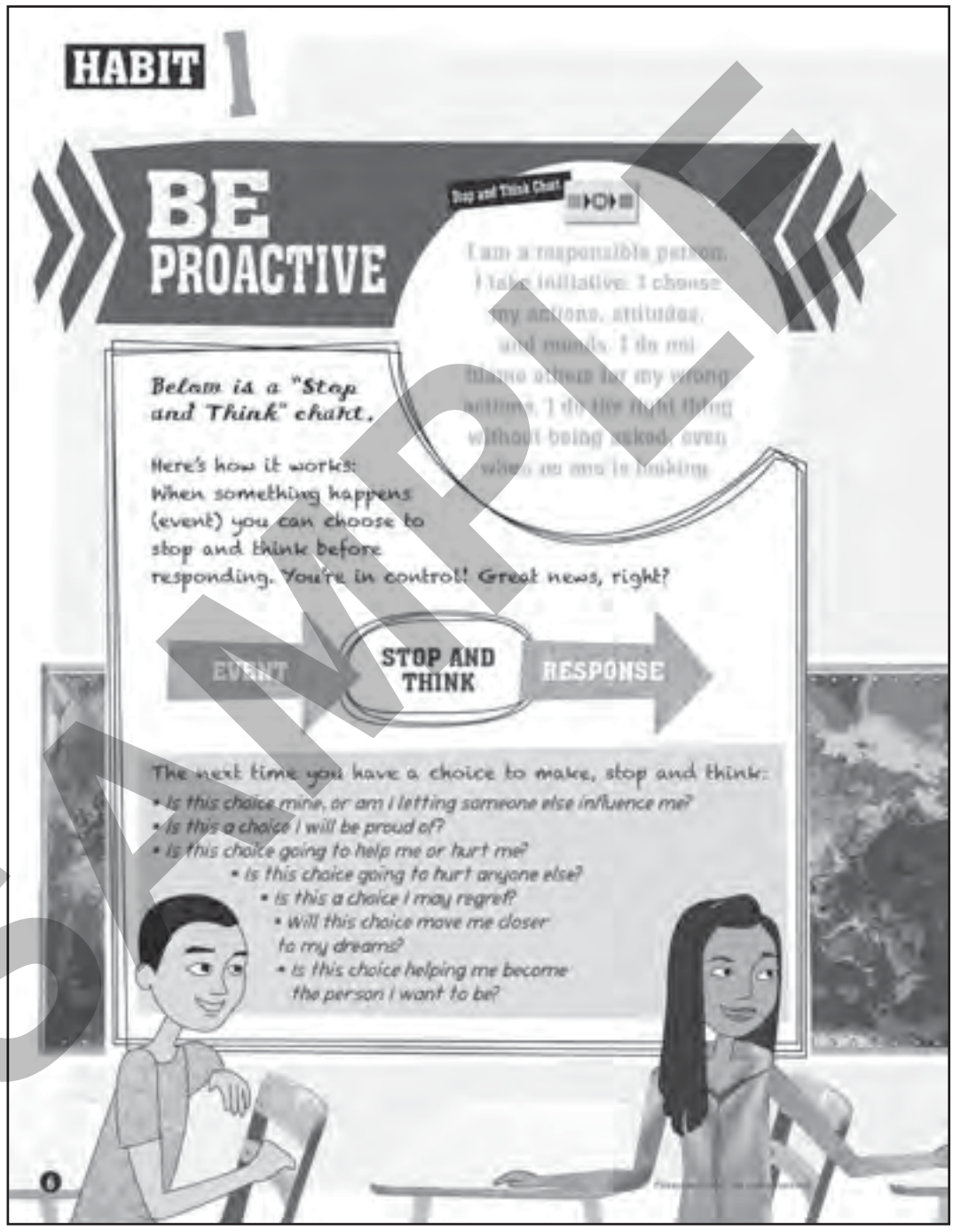
ACTIVITY 3 ▸ PAGE 6

Kinesthetic Activity

Discuss the difference between proactive language (I will, I can, I choose to) and reactive language (I have to, I can't, You make me). Using a pop bottle and a water bottle, have student role-play a hectic morning scenario (woke up late, favorite jeans dirty, missed your ride, forgot your homework, etc.). During the scenario, shake both bottles and then ask participants which bottle they would like you to open. Explain that the pop bottle represents reactive people—they blow up when things go wrong. The water bottle represents proactive people—they choose to stay calm. To extend the lesson, ask students to keep a count of the number of times they use proactive language during one day and the number of times they use reactive language. Graph the results. Duplicate the activity in one to two weeks and discuss the results.



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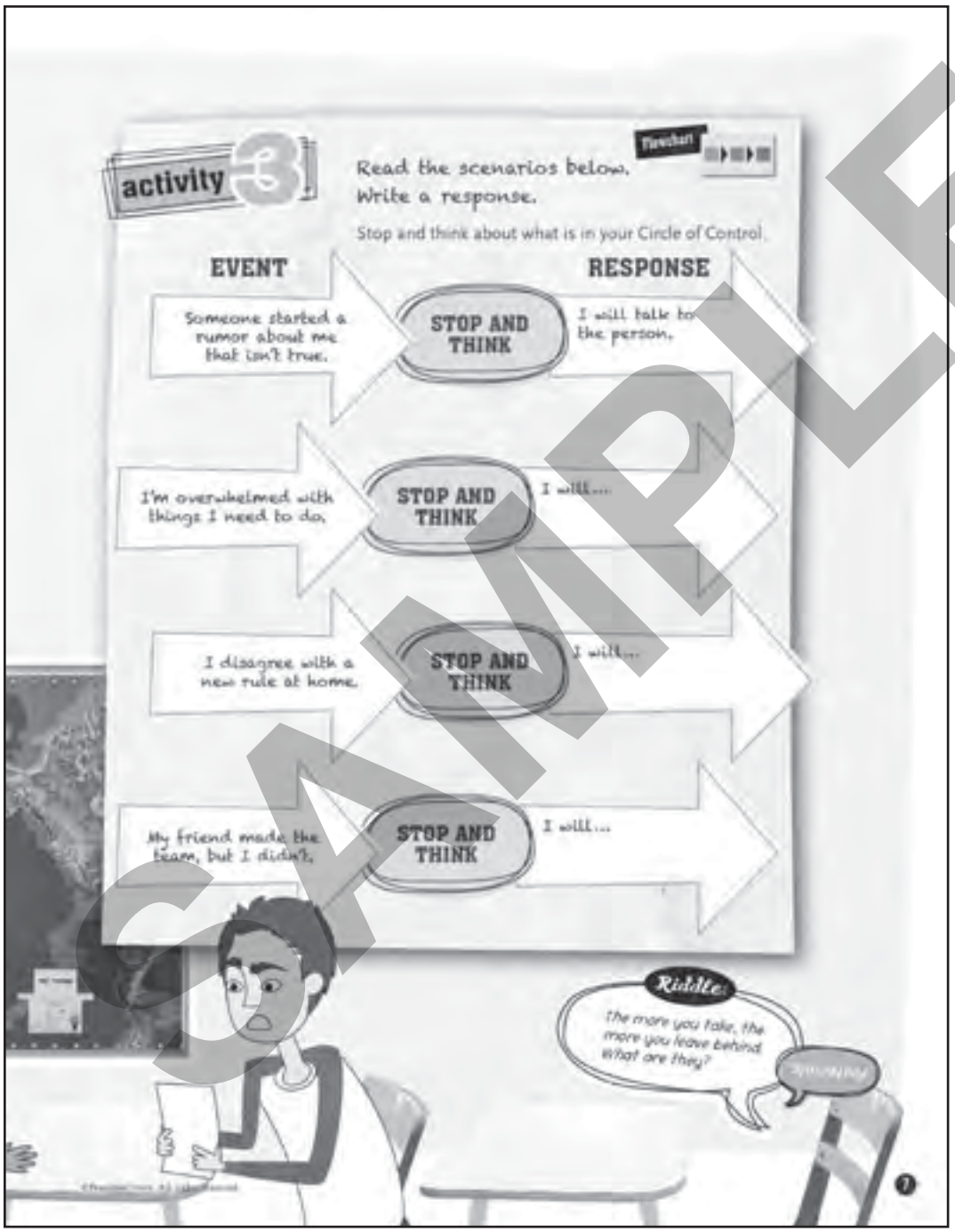
ACTIVITY 3 ▸ PAGE 7



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Kinesthetic Activity

Equipment: Each group of three needs five index cards with one letter each. Object: to spell the word R-I-G-H-T. Person A is blindfolded and will be trying to spell R-I-G-H-T with the help of Person B. Person C will be misleading Person A. Person A doesn't know who is telling the truth until the one-minute period is over. Discuss peer pressure, influences, and choices.

Across the Curriculum

With a partner, students share their preferred career and the skills they have that would help them to be successful. Students then write a letter to a potential employer explaining how these skills would be beneficial to the employer. Students may need to do research to identify careers and/or appropriate organizations.

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Habit 1

ACTIVITY 4 ▸ PAGE 8

Key Concept

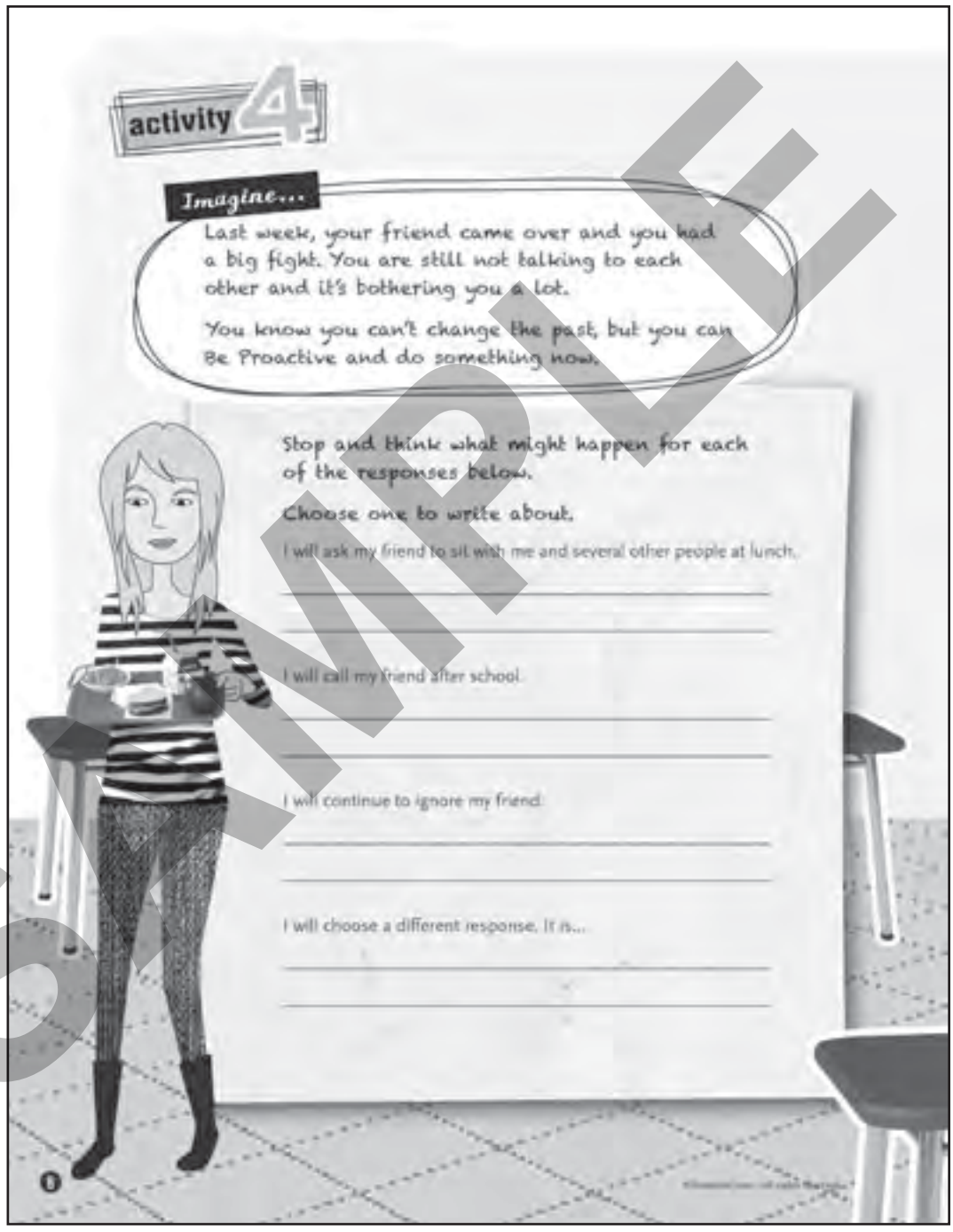
Controlling emotions.

Key Principle

Stop and think.

Kinesthetic Activity

Equipment: rope that can be used for swinging, a platform 10' from rope and a trip line 10' on the other side of the rope (pole resting across blocks, elevated 6"–8" from floor). Object: move the group from the trip line to the platform. To start, one person swings from the trip-line side to the platform (without touching the ground) by using the rope. If the trip line is knocked over the entire team starts over. If only one rope is available, time each group and the best time wins.



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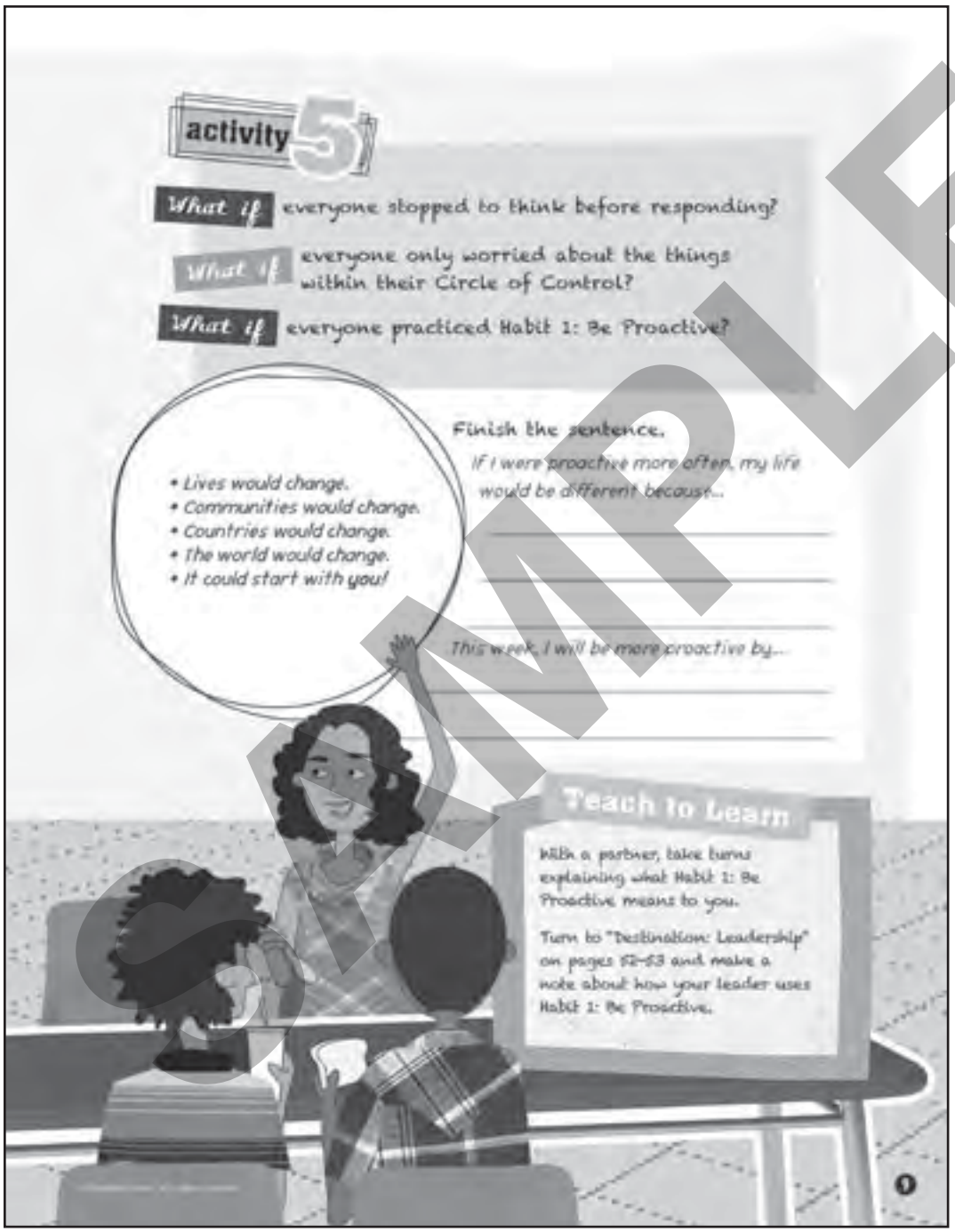
ACTIVITY 5 ▸ PAGE 9



Key Concept

You can make a difference.

Key Principle

Initiative.

Home-School Link

Students ask parents/guardians for an example of someone who has overcome challenges. It could be a family member, a person in the news, or someone on television.

Web Connection

Watch the video Stone *(8:03). You can find it in the "Teachers' Lounge" at www.TheLeaderInMe.org. Ask, "What is integrity and why is it important? How did Stone show integrity? What are some of the ways Stone helped the boys gain a sense of direction?"*

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

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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.

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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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The Leader in Me
Level 6 Activity Guide

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