



# Parent's Guide

The **Leader in Me**™

great happens here

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HABIT 2

## Begin With the End in Mind®

*Begin With the End in Mind* means to think about how you would like something to turn out before you get started. Reading a recipe before cooking or looking at a map before leaving on a trip is beginning with the end in mind. For young children, a good example is that of a jigsaw puzzle. Before doing a puzzle, they look at the cover of the box. They start with the end in mind.

### Family Mission Statement

A family mission statement is like a constitution your family lives by that helps you all make decisions for your life. It represents the purpose and values of your family, and will allow you to shape your future according to the principles you as a family hold most dear, rather than letting other people or circumstances determine it.

Mission statements take many forms. Some are long and some are short. They may take form as a saying or phrase, a picture, a poem, or even a song. Make it personal to your family.

#### Get started by following these steps:

1. Discuss the following questions with your family:

What does our family want to be known for?

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How do we treat each other?

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What unique contributions can we make?

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What big goals do we want to achieve?

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What unique talents and skills do we have?

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2. Brainstorm ideas, words, and phrases to include in the mission statement. Remember, no idea is a bad idea.
3. Begin crafting your statement, but remember, it doesn't have to be finished in one sitting. It can be a work in progress until you are all happy with the outcome.
4. Post the statement prominently in your home and encourage the entire family to consider it when making decisions or having disputes.

**Here are some sample statements:**

*We want to be the kind of family our dog already thinks we are.*

*The mission of our family is to create a nurturing place of order, love, happiness, and relaxation, and to provide opportunities for each person to become responsibly independent and effectively interdependent, in order to achieve worthwhile purposes.*

*No empty chairs.*



**Younger-Child Activities**

1. Habit 2 provides a good base for activities around goal setting. As a family (or with an individual child), choose an area that needs improvement. The area of improvement, or the broad goal, becomes your end in mind. Then think of specific steps that will lead to achieving this goal. For example, if the goal is to improve as a reader, specific steps may include reading a certain amount of time every day or working several times a week to improve oral fluency.
2. Ask your child if there is something special he or she would like to buy, then help your child plan how much money he or she will need to save and how long it will take. Discuss ideas for earning extra money like doing additional chores and helping around the house.
3. Create a “wants” and “needs” collage with your child. Cut out pictures of various items (toys, candy, vegetables, cleaning supplies, appliances, books, etc.) from a magazine and then ask your child to paste them under the correct column of “wants” or “needs.” Discuss why he or she chose to put the items in the respective columns.
4. Read Chapter 2 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent’s Corner.

**Teen Activities**

1. Discuss your child’s career ambitions and help him or her identify the most important skills that will be needed to succeed in that career. Then encourage your child to meet with the school counselor to discuss his or her career ambitions, and the skills it will require, and plan the school path that will make it happen.
2. Identify and encourage extracurricular activities that support your child’s goals.
3. Help your child look for jobs and internships related to his or her goals.
4. Older kids have more expensive “wants,” but they are also capable of earning more money. Ask your teen if there is something special he or she would like to buy, then help your child plan how much money he or she will need to save and how long it will take. Discuss ideas for earning extra money like getting a part time-job or doing extra chores.

# Primary-Age Children's Reading List



The following is a suggested reading list. Depending on where you live, you may wish to substitute books that are special to your area, culture, or language, and that illustrate elements of the 7 Habits and the universal principles they represent.

## Habits 1–7

***The 7 Habits of Happy Kids*** by Sean Covey. For the 7 Oaks friends, there is always something to do. Whether they're singing along with Pokey Porcupine's harmonica or playing soccer with Jumper Rabbit, everyone is having fun and learning all sorts of things. These seven stories show how practicing the 7 Habits makes this possible for the whole 7 Oaks community. From learning how to take charge of their own lives to discovering how balance is best, the 7 Oaks friends have tons of adventures and find out how each and every kid can be a happy kid!

### ***Habit 1: Be Proactive®***

***King Bidgood's in the Bathtub*** by Audrey Wood. The King will not get out of the bathtub! Various ideas are tried to get the King out of the bathtub so he can be a leader and rule his kingdom. Finally, the King's helper, the Page, takes the initiative and saves the day.

***Amazing Grace*** by Mary Hoffman. One day the teacher announces that the class is going to put on a play. Grace is so excited! Even after some of her classmates told her she could not play the lead role because she was a girl and black, Grace was a leader. She was proactive and made it happen.

***The Little Engine That Could*** by Watty Piper. Although the Little Engine is not the biggest, the fastest, or the newest, it just keeps trying. When all the other trains refuse to help, the Little Engine is proactive and a leader.

***Alexander and the Terrible, Horrible, No Good, Very Bad Day*** by Judith Vorst. Alexander is having a day where it seems like everything bad is happening to him. The children will notice that Alexander is not being the leader of his attitude, something he has control over.

***Mirette on the High Wire*** by Emily Arnold McCully. This book follows a young girl's determination and persistence. She convinces the Great Bellini to teach her the tricks of walking on the high wire. However, the Great Bellini is trying to overcome his newfound fear of the wire. Mirette uses what is in her Circle of Control to help.

### ***Habit 2: Begin With the End in Mind®***

***Whistle for Willie*** by Ezra Jack Keats. Peter wants to be able to whistle for his dog but, try as he might, he just can't do it. Throughout the story, Peter is a leader and continues to try to reach his end in mind. Children will relate to the story as they are also acquiring new skills.

***The Very Busy Spider*** by Eric Carle. Throughout the story, the determined spider spins her web. She has an end in mind—to finish her web and catch a fly for dinner.

***Click, Clack, Moo*** by Doreen Cronin. The animals have an end in mind. The cows become leaders and finally get electric blankets for themselves and the chickens. However, Farmer Brown's problems are not over. The ducks now have an end in mind!

***Inch by Inch*** by Leo Lionni. *Inch by Inch* is the story of an inchworm that has an end in mind—to not get eaten! The inchworm becomes a leader by using what is in his Circle of Control to “measure” his way out of danger.

***Galimoto*** by Karen Lynn Williams. A young boy in Africa wants to make a galimoto (a toy vehicle of wires and sticks). However, he doesn't have enough materials. The story provides a good lesson in being a leader: setting a goal and following through to reach an end in mind. The story can prompt discussions about other cultures.