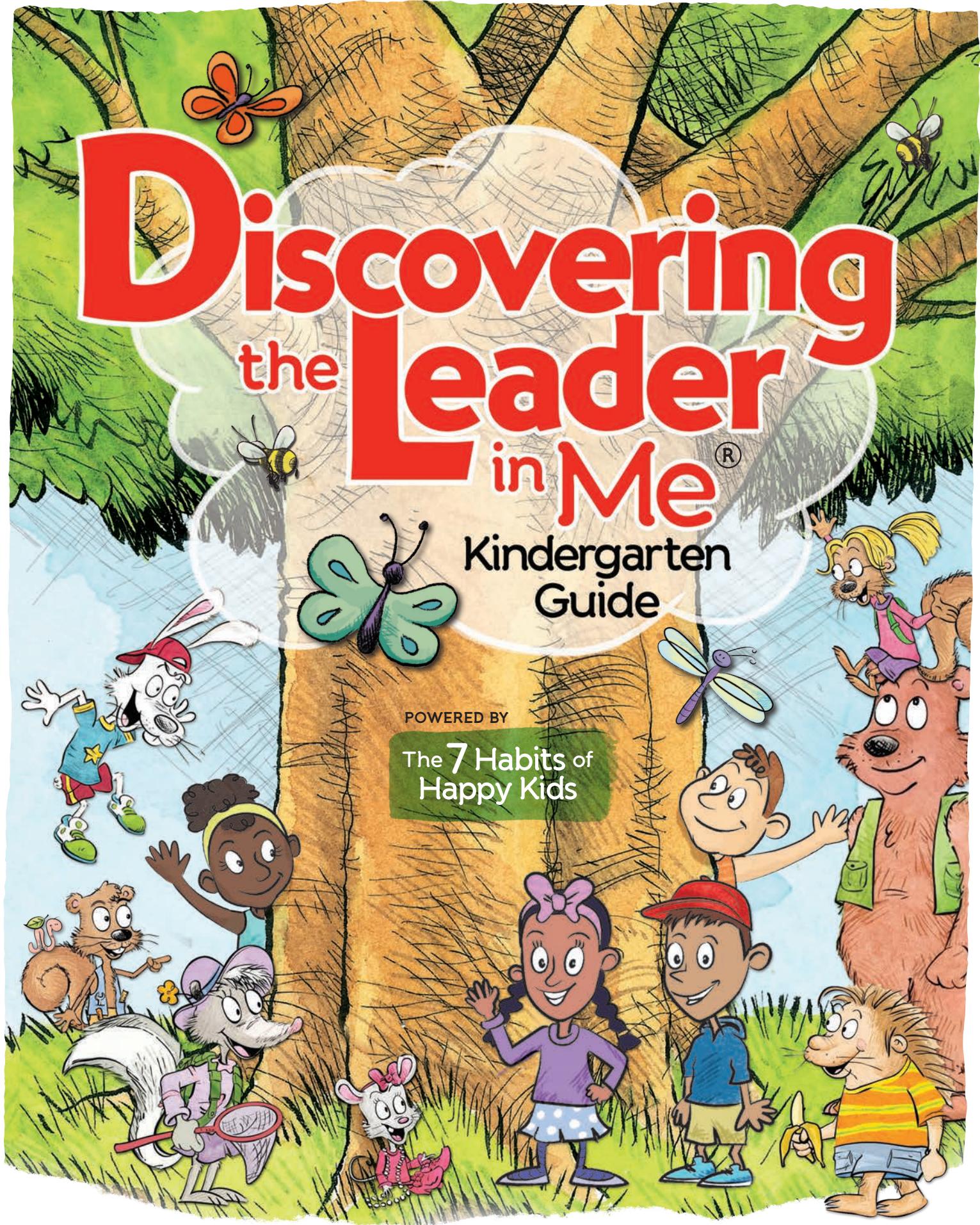


# Discovering the Leader<sup>®</sup> in Me

Kindergarten  
Guide

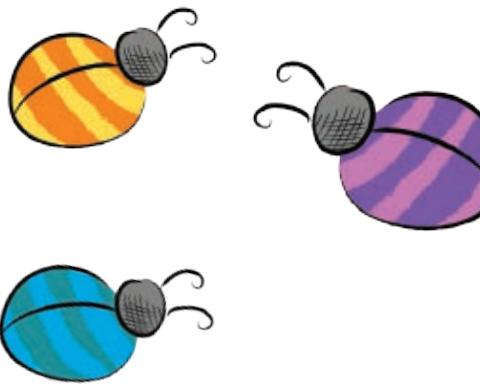
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The 7 Habits of  
Happy Kids



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# Who Can Be a Leader?



Everyone can be a leader. Draw a picture of yourself.

**Don't forget to add:**



**Start**

How can **you** be a leader?

**Follow the path.**



Show respect.



Listen.



Value others.



Use kind words.



Try your best.



Share.



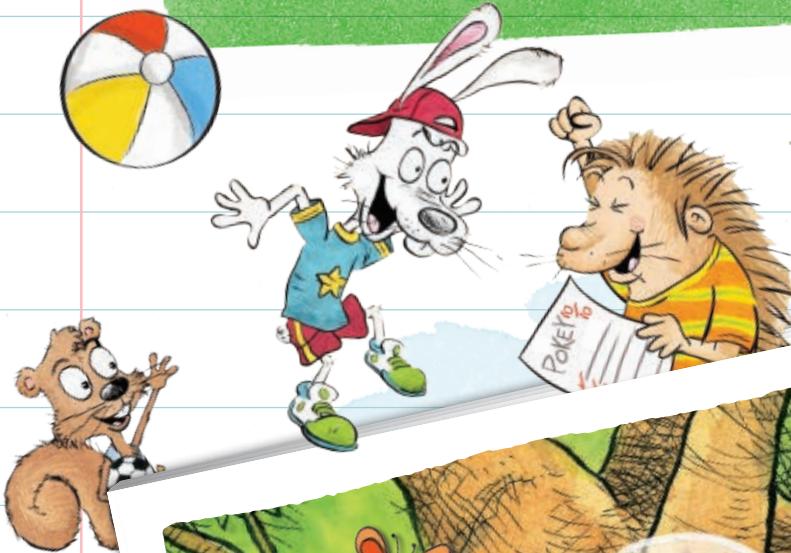
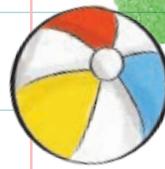
**Finish**



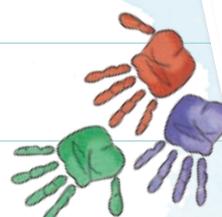
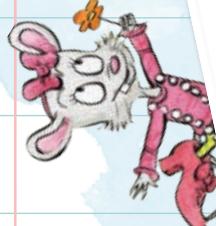
# The LeaderinMe®

great happens here

# Teacher Edition



13 x  
124 x  
56 ÷



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## LESSON 5

# Who Can Be a Leader?

Fundamental to *The Leader in Me* is the core paradigm that everyone can be a leader, including you, the teacher-leader. It is important for students to also believe that they can be leaders. During this lesson, students discover:

- Ways they are already leaders.
- Additional ways they can lead.
- Characteristics of good leaders that they can apply to their own lives.

### MAIN LESSON (20 Minutes)

 We can all be leaders. In fact, I believe every one of you can be a leader. I also believe that I am a leader.

**Share some ways you are a leader. Include examples of how you are a leader of self and a leader of others, at school or at home.**

 I have also seen examples of you being leaders.

**Share examples of ways you have seen students being leaders during the week.**

**Guide students to page 12.**

 I want you to have fun drawing a picture of yourself. While you are drawing, think of ways you have been a leader this week.

**Have students draw a picture of their face, including their eyes, ears, mouth, nose, and hair. When complete, have each student share his or her picture and one way he or she has been a leader that week.**

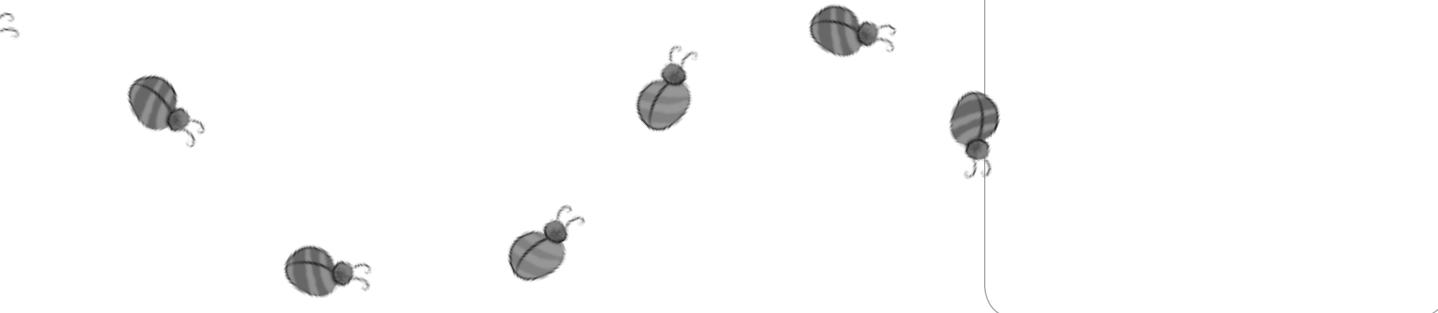
### Notes & Reflections

**Guide students to page 13.**

- ❓ Sammy the Squirrel wants to be a proactive leader and help his sister. Do you think we can help Sammy travel the path to his twin sister?

**Have students draw a line from Sammy to his sister while staying within the maze lines. To move from arrow to arrow, he needs to exhibit the behaviors. Discuss ways Sammy can be a leader by thinking of what he (and the students) can do to exhibit the phrases he finds on the path.**

- ≡ These are characteristics of good leaders. We will be learning lots of ways to be leaders this year.



# Who Can Be a Leader?

Everyone can be a leader. Draw a picture of yourself.

**Don't forget to add:**

- Eyes
- Ears
- Mouth
- Nose
- Hair

**Start** How can **you** be a leader?  
Follow the path.

Show respect.

Value others.

Use kind words.

Try your best.

Share.

**Finish**

## CLASS APPLICATION (30 Minutes)

Prepare five or six pieces of fish-shaped paper with problems written on them. Use a short pole and string to create a “fishing pole.” Attach a magnet to the end of the string and a paper clip to the fish shapes. (Common problems might include: “People are not keeping their hands to themselves,” “People are not listening to directions,” etc. Add additional problems based on current challenges in the class.)

**Invite students to go “fishing.” Move to another part of the room or outdoors. When a fish is “caught,” read the common problem aloud. Use student input to discuss how a leader might handle the problem.**

-  Leaders help solve problems. Let’s always do our best to be leaders and solve problems together.

## INDIVIDUAL APPLICATION (15 Minutes)

**As you read, one by one, the examples below, have students decide whether it is something that is helpful to others or not helpful to others. Choose examples randomly, and give each student a turn.**

Helpful: Pick up litter, help the family put groceries away, clean your room, help a friend who was hurt, make your bed, raise your hand, let someone go in front of you, help fix something, give a friend a compliment. (Add additional examples appropriate for your class.)

Not Helpful: Hit someone, use unkind words, cut in front of someone in line, tease, throw something when frustrated, push, rip up paper, break something, take something that isn’t yours. (Add additional examples appropriate for your class.)

**Conclude by challenging students to look around the room to find a helpful way to be a leader. Have them do it, then share.**

## SUPPLEMENTAL TOOLS



### FORMATIVE ASSESSMENT

Start with all students standing. Ask, “What is one way you were a leader this week?” As students answer, they sit down.



### DIFFERENTIATION OPTIONS

- Use clay for students to build a face instead of doing the drawing activity on page 12.
- Create a “live” maze for students to walk through for a kinesthetic alternative to the activity on page 13.



### LITERATURE CONNECTION

*Swimmy*  
by Leo Lionni

Swimmy wants to explore the ocean, but the other fish are too afraid. Swimmy takes the lead and organizes the other fish to all swim together in the shape of a fish. Together, they look like a much larger fish and are able to explore the ocean together.



### TAKING IT HOME

In your weekly communication home, include the following note:

Our class is talking about leadership skills. Ask your child, “How are you a leader?”

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