

Discovering the Leader in Me[®]

Be Responsible

Being responsible is part of **Habit 1: Be Proactive**. When you show responsibility, you are a leader.



Help Sam be responsible by getting ready for bed. Follow the maze.



This is a **Stop-and-Think Chart**. It helps you to stop and think before you act.



Before bed,
I can drink:
1. Soda pop.
2. Milk.



I choose:

Before bed, I can:
1. Run around.
2. Take a bath.



I choose:

When I go to
bed, I can wear:
1. Sleeping
clothes.
2. Playclothes.



I choose:

I can go to bed:
1. At bedtime.
2. Late.



I choose:



Riddle

Q: What loses its head in the morning
and gets it back at night?

A: Your pillow.

Proactive Language

Habit 1: Be Proactive means you are in charge of yourself. This includes the words you say.

PROACTIVE language sounds like, "I can learn to ride a bike too."



REACTIVE language sounds like, "You are making me mad!"

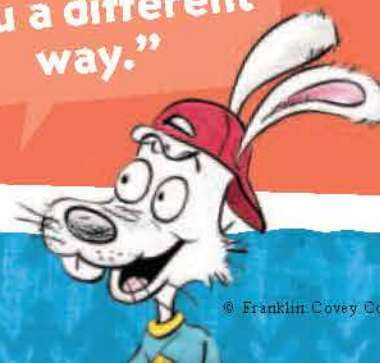


Proactive leaders choose to use proactive language.

"I can show you a different way."

"I choose to tell an adult."

"I can show you a different way."



Proactive Language = In Charge
Reactive Language = Not in Charge

Circle "In Charge" or "Not in Charge" after each story.



Example: Leon makes a face.
The girl says, "You make me mad."

In Charge

Not in Charge



Jason wants all the candy.
The boy says, "I have to give him my candy."

In Charge

Not in Charge



Sarah threw her trash away.
The girl says, "I can throw my trash away too."

In Charge

Not in Charge



My little sister wants the hot pot.
I say, "Let's go play instead."

In Charge

Not in Charge

Transition Person



A **Transition Person** takes negative things that happen to him or her and turns them into something positive.

Pretend a few students say mean things to you.

What will you do?

Be mean too.

Be a Transition Person.

Be a Transition Person.

Be mean too.



Circle the sentences that describe you being a Transition Person.

You were not selected for the school play. You are sad.

What will you do?

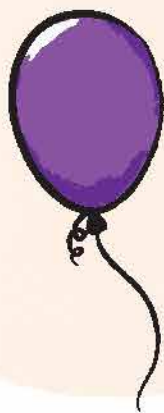


Get mad.

Look for other ways to help.

Your mom gives your big brother the balloon you wanted.

You are mad. **What will you do?**



Thank your mom for working so hard.

Kick the wall.



A player knocks you over at soccer. It was not fair.

What will you do?

When someone else gets knocked over, help that person up.

Start a fight.



Begin With the
End in Mind

Think Ahead

Leaders practice **Habit 2: Begin With the End in Mind**. First, they picture what they want in their mind. Then, they do it.

Sophia wants to exercise her body. She knows it will make her feel great. First, she needs to picture her choices in her mind. Help Sophia by finishing the pictures and the sentences.



Jump _____.



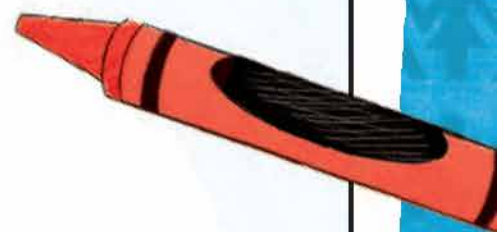
_____ the dog.



Fly a _____.



Begin With the End in Mind. Draw a picture of something you can do to exercise your body.



Riddle

Q: How do athletes stay cool during a game?

A: They stand near the fans!

Begin With the
End in Mind

Clear Expectations



It is important for leaders to know what is **expected of them** in their roles. Clear expectations help them to be successful.

Expectations for Greeter Leader

When a visitor comes to our class:

1. Go to where he or she is.
2. Say, "Hello. Welcome to our class."
3. Shake the person's hand and say, "My name is Allie."
4. Tell the visitor what the class is doing at that moment.
5. Ask, "How may I help you?"



BIG EXPECTATION
Help guests feel welcome!

Allie has an important leadership role in her class. She is the **Greeter Leader**, but does not know what is expected of her. The students work together to set clear expectations.

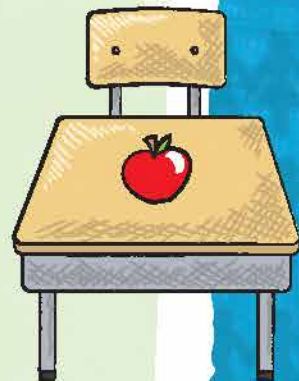


Write or draw what is expected of you.

In the morning, I am expected to:

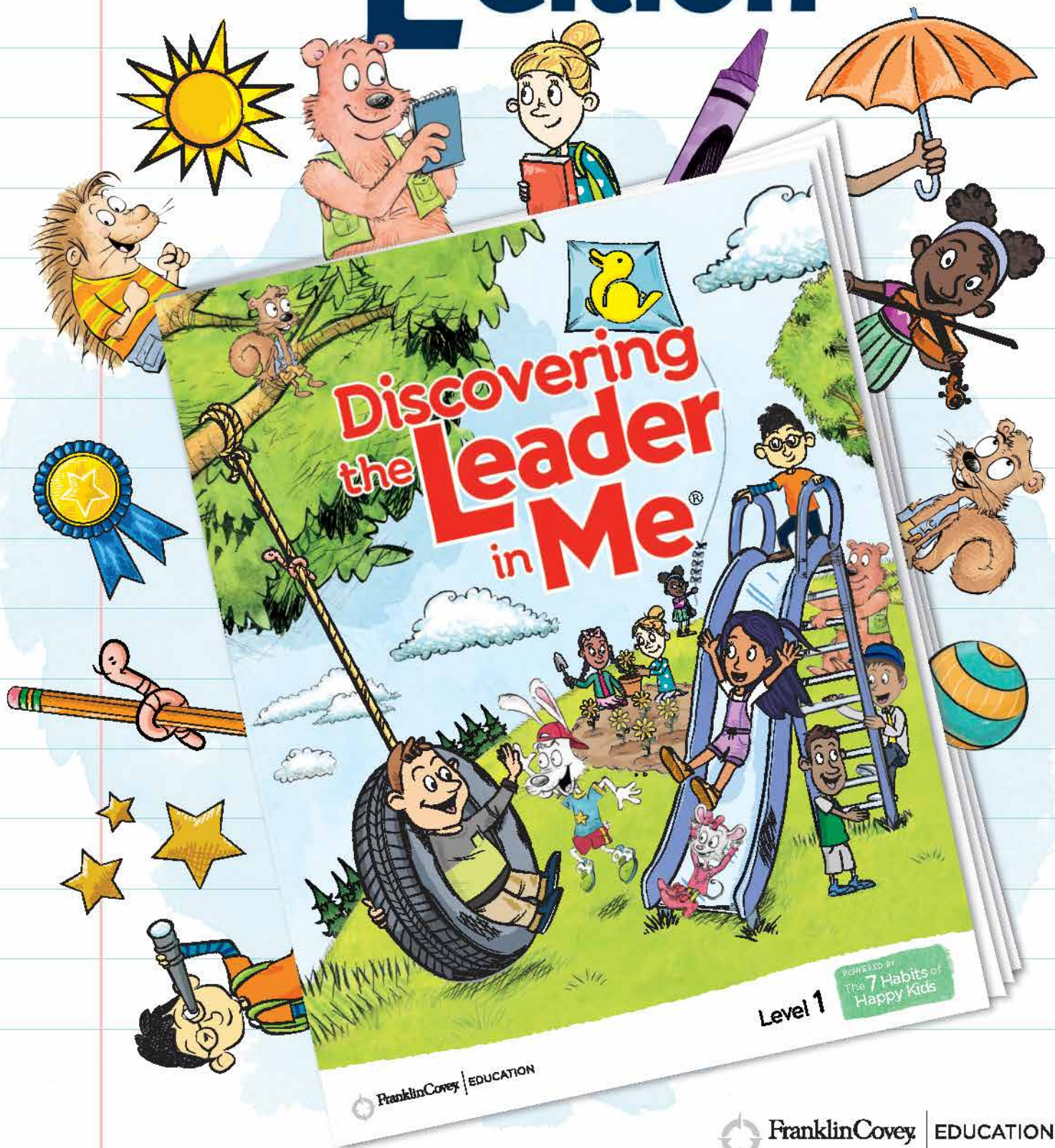


In my leadership role, I am expected to:



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Teachers Edition



Be Responsible

Habit 1: Be Proactive teaches responsibility. One way young leaders can show responsibility is to stop and think before acting. In this lesson, students discover:

- Being responsible is one way to be proactive.
- Being responsible is part of being a leader.
- Ways to show responsibility when getting ready for bed.

MAIN LESSON (20 MINUTES)

Share your routines for getting ready for bed. Explain how each signals your body that it's time to sleep.

? What do you do when you get ready for bed?
Allow time for student responses.

= Habit 1: Be Proactive means you are in charge. You are responsible for you. Being responsible is part of Habit 1: Be Proactive. When you show responsibility, you are a leader. One way you can show responsibility is getting ready for bed.


Guide students to page 16.

= Sam is getting ready for bed. Find the "Start" near the top, next to Sam. You are going to draw a line to the things that show Sam being responsible when getting ready for bed.
Allow time to complete the activity.

Discuss each item in the maze and how it does, and does not, help Sam get ready for bed.


Notes & Reflections

Guide students to page 17.


 This is a Stop-and-Think Chart. It helps you to stop and think before you act.

Read the first box aloud, explaining how to follow the arrow to the STOP sign, think about the choice, then write it in the box on the right.

Continue with the remaining boxes.

 When you are responsible, you are a leader. Showing responsibility when getting yourself ready for bed is one way you can be a leader.

Notes & Reflections



Habit 1

Be Responsible





Being responsible is part of **Habit 1: Be Proactive**. When you show responsibility, you are a leader.


Help Sam be responsible by getting ready for bed. Follow the maze.

START

FINISH

This is a **Stop-and-Think Chart**. It helps you to stop and think before you act.

Before bed, I can drink: 1. Soda pop. 2. Milk.		I choose:
Before bed, I can: 1. Run around. 2. Take a bath.		I choose:
When I go to bed, I can wear: 1. Sleeping clothes. 2. Playclothes.		I choose:
I can go to bed: 1. At bedtime. 2. Late.		I choose:



Riddle

Q: What loses its head in the morning and gets it back at night?

A: Your pillow.

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SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)



What would happen if a class didn't have a teacher?

Allow time for student responses.



How can you be responsible when I need to leave the room for a few minutes?

Write students responses on a large piece of paper and hang it in a visible place. When leaving the room, remind students to show responsibility while you're gone.



INDIVIDUAL APPLICATION (20 MINUTES)

Facilitate a discussion on how students can show responsibility in the classroom. If needed, use the prompts below.

Prompts: Hang up coat, turn in paper and notes, push chairs in, pick up trash on the floor, find out what they missed when absent, etc.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Exit ticket: Students name one way to be responsible when the teacher leaves the room.



DIFFERENTIATION OPTIONS

- Describe each picture during the “Main Lesson.”
- Use glue to highlight the boundaries on the maze.
- Allow students to work in pairs.
- Present multiple choices during the “Class Application.”
- Provide each student with ability-level appropriate ideas of how to be responsible.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about being responsible. Ask your child,
“How can you show responsibility when getting ready for bed?”

LESSON 8

Proactive Language

Habit 1: Be Proactive means we are in charge of ourselves. Proactive leaders choose to use proactive language. Proactive language is “can do” language. When we use proactive language, we are in charge. When we use reactive language, we let others be in charge. In this lesson, students discover:

- Proactive language keeps control, reactive language gives control to others.
- The difference between proactive and reactive language.
- Examples of proactive language.

MAIN LESSON (25 MINUTES)

Today Habit 1: Be Proactive is the focus. Habit 1 means you are in charge of yourself. This includes the words you say.

Guide students to page 18.

Proactive language means you are in charge. It sounds like, “I can do it” or “I will find a way.” In the picture, the girl is riding a bike. The boy says, “I can learn to ride a bike too.” He is using proactive language.

Reactive language means you are not in charge; you let someone else be in charge. It sounds like, “You made me” or “I have to...” In the picture, the boy is making a face. The other boy says, “You are making me mad.” He is using reactive language.

Proactive leaders choose to use proactive language.

Read each example aloud. Discuss why it is an example of proactive language.

Guide students to page 19.

Notes & Reflections

Remember, when you use proactive words, you are in charge. When you use reactive words, you are not in charge.

For this activity, circle "In Charge" or "Not in Charge" after each story. In the first story, Leon is making a face at another student. The girl says, "You make me mad."

Is the girl in charge or not in charge?
Allow time for student responses.

The girl chose to let someone make her mad. She used reactive language, so "Not in Charge" is circled.

Continue with the remaining stories. (The next story is "Not in Charge" because the boy let someone Jason be in charge. The last two stories are examples of using proactive language, so "In Charge" should be circled).

Proactive language is "can do" language. Proactive language keeps you in charge of yourself. Leaders use proactive language.

Notes & Reflections


Habit 1

Proactive Language


Be Proactive

Habit 1: Be Proactive means you are in charge of yourself. This includes the words you say.

PROACTIVE language sounds like, "I can learn to ride a bike too."



REACTIVE language sounds like, "You are making me mad!"




Proactive leaders choose to use proactive language.

"I can show you a different way."

"I choose to tell an adult."


"I can show you a different way."

Proactive Language = In Charge
Reactive Language = Not in Charge
Circle "In Charge" or "Not in Charge" after each story.




Example: Leon makes a face. The girl says, "You make me mad."

In Charge Not in Charge




Jason wants all the candy. The boy says, "I have to give him my candy."

In Charge Not in Charge



Sarah threw her trash away. The girl says, "I can throw my trash away too."

In Charge Not in Charge



My little sister wants the hot pot. I say, "Let's go play instead."

In Charge Not in Charge

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Two labels (“Proactive” and “Reactive”) posted on opposite sides of the room.

Label one side of the classroom “Proactive” and the other side of the classroom “Reactive.”



I am going to read different situations and you can decide if it is an example of proactive or reactive language. If you think it is proactive language, walk to this side of the room (point to the “Proactive” label). If you think it is reactive language, walk to this side (point to the “Reactive” label).

After each situation, allow time for students to move. Invite students to share their reasoning.

Situations:

- “I can’t do it, it is too hard.” (*Reactive*)
- “Laila, let’s find a different way.” (*Proactive*)
- “I have to play with my brother.” (*Reactive*)
- “I choose to do my best.” (*Proactive*)
- “Ruhan made a face at me but I will not let it ruin my day.” (*Proactive*)



INDIVIDUAL APPLICATION (15 MINUTES)

Have each student draw a picture of something new he or she has learned to do. Pair students. Have pairs share their pictures using proactive language.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Monitor conversations during the “Individual Application.”



DIFFERENTIATION OPTIONS

- Teach by contrast by providing a response that represents the opposite (proactive or reactive) during the “Main Lesson.”
- Ask students for additional situations and create proactive responses as a class.
- Label students’ desks and provide a token to move on their desktop to replace walking during the “Class Application.”
- Allow students to use a voice-recording device in place of drawing during the “Individual Application.”



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about using proactive (“can do”) language. Ask your child, “What is an example of proactive language?”

LESSON 9

Transition Person


A key concept of Habit 1: Be Proactive is “Transition Person.” A Transition Person models positive behaviors and passes along effective habits that strengthen and build others in positive ways. In this lesson, students discover:

- The meaning of Transition Person.
- Examples of Transition Person “behaviors.”
- Anyone can be a Transition Person.





MAIN LESSON (25 MINUTES)


Share a personal experience of not passing along negative behaviors. For example, being a courteous driver even after another driver cut you off.

-  It is easy to get mad when people around you are being mean or negative. But you can choose to let the negative behaviors end with you. You can be a Transition Person. A Transition Person takes negative things that happen to him or her and turns them into something positive.

Guide students to page 20.

-  Pretend a few students say mean things to you. You can be mean to others or you can be a Transition Person.

-  What will you do?
First, ask students to think quietly about the question. Next, ask students to share with a partner. Finally, share ideas with the class.


-  Circle the cloud to show your choice.

Notes & Reflections


Guide students to page 21.

Discuss the scenarios and responses on the page. Have students complete the activity with a partner.

Allow time to complete the activity. Discuss as a class.

 You can be a Transition Person. You can choose positive behaviors over negative behaviors. When you do, you show others you are a leader.

Notes & Reflections



Transition Person

Habit 1

A **Transition Person** takes negative things that happen to him or her and turns them into something positive.


Pretend a few students say mean things to you.

What will you do?
Be mean too.

Be a Transition Person.

Be a Transition Person.

Be mean too.




Circle the sentences that describe you being a Transition Person.


You were not selected for the school play. You are sad.
What will you do?

Get mad.

Look for other ways to help.

Your mom gives your big brother the balloon you wanted. You are mad. **What will you do?**



 Thank your mom for working so hard.


 Kick the wall.

A player knocks you over at soccer. It was not fair. **What will you do?**

When someone else gets knocked over, help that person up.

Start a fight.



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Leading Self 21

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (15 MINUTES)

Post a large Prioritizer leadership tool at the front of the room; prepare sentence strips with one task written on each (feed a pet, do my homework, watch television, get ready for tomorrow, play video games).



I like to use a leadership tool called a Prioritizer to organize my priorities.

Using the Prioritizer tool, think aloud as you model how you would decide which of the five tasks are most important. Continue prioritizing each task and post it in the order of importance. Label the sentence strips 1 through 5—1 being the most important task and 5 being the least important task or activity. Mention that the less important tasks are sometimes more enjoyable but can take us off course. When we take care of our more important tasks first, we often have time to fit more into our day.



What makes an activity important or unimportant?

Ask students to think quietly about the question. When all students have given you the signal they are ready, have them share with a partner. Finally, share with the group.



Is there anything we need to add or change to clarify the meaning of priority?



INDIVIDUAL APPLICATION (20 MINUTES)

Access www.theleaderinmeonline.org; download and copy one Prioritizer leadership tool for each student.

Have each student complete a Prioritizer for their morning routine. Once students have completed their Prioritizer, have them share their work with their Accountability Partner. Ask students to use the prioritized list for one week.

In one week, allow time for Accountability Partners to share progress.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Play “*Everyone Up*.” All students start standing. Students sit once they share a priority they have at home or at school.



DIFFERENTIATION OPTIONS

- Provide students with prompt cards containing sequencing words such as “first,” “then,” and “next” to help them engage in class discussion with their peers. Consider giving them the first event, “First, I wake up,” to assist in starting the conversation.
- Use a graphic organizer to help students determine important and less important tasks.
- Give students their “Reader’s Theater” part to practice at home before reading it aloud in class, highlight each student’s part to aid with tracking, or allow students to act out the lines as you read it aloud.
- Use choral reading for the parts of the “Reader’s Theater” script (e.g., all boys read the Ant’s part and all girls read the Grasshopper’s part).
- Sequence events in the story using sentence strips or pictures.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about priorities. “Ask your child to tell you about the fable ‘The Ant and the Grasshopper.’”

Think Ahead

Habit 2: Begin with the End in Mind is a powerful way to turn dreams into reality. All things are created twice. First, they are created through a mental creation. Then, they are created through a physical creation. Mental creation provides an opportunity to think ahead and decide the best course of action. Thinking ahead helps us take charge of life and own our future. In this lesson, students discover:

- Mental creation gives us an opportunity to think ahead.
- Thinking ahead allows us to think about what might happen in the future.
- We can think ahead before taking action.



MAIN LESSON (30 MINUTES)

Cloud-shaped paper with an image (water, sun, bird) that depicts a beach scene.

- ☞ This is my thinking bubble.
Hold the cloud-shaped paper overhead.
- ☞ Everything we do happens twice. First, it happens in our mind through mental creation. The mental creation is our thoughts and imagination. We can't do or create something until we imagine it first. Then, our actions do the physical creation. Our actions make our mental picture become real.
- ☞ In my thinking bubble is a picture of I want to do.
- ❓ Looking at my picture, what do you think I want to do?
Allow time for student responses.

Guide students to page 22.

- ☞ Sophia wants to exercise her body. She knows it will make her feel great. First, she needs to picture her choices in her mind. Help Sophia by finishing the pictures and the sentences.
Allow time to complete the activity. Have students share with a partner.

Notes & Reflections

Guide students to page 23.

? Now it's your turn to Begin With the End in Mind. Think about all the different ways you can exercise your body. Create your mental creation first. Then draw a picture of one way you can exercise your body.

Allow time to complete the activity. Then have students walk around the room to observe others' ideas.

= Mental creation helps you Begin With the End in Mind. Once you have a picture in your mind, you are ready for the physical creation.


Notes & Reflections

Habit 2


Think Ahead

Leaders practice **Habit 2: Begin With the End in Mind**. First, they picture what they want in their mind. Then, they do it.


Sophia wants to exercise her body. She knows it will make her feel great. First, she needs to picture her choices in her mind. Help Sophia by finishing the pictures and the sentences.



Jump _____



Fly a _____



_____ the dog.

Begin With the End in Mind. Draw a picture of something you can do to exercise your body.

Riddle

Q: How do athletes stay cool during a game?

A: They stand near the fans!

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SUPPLEMENTAL RESOURCES



CLASS APPLICATION (10 MINUTES)



Let's explore the difference between a mental and physical creation. In a minute, you are going to do a jumping jack. You do a jumping jack by making an "X" with your body—kicking your legs out wide and lifting your arms high overhead. Then you make an "I" with your body by putting your legs back together while moving your arms down by your sides.



Can you picture yourself doing a jumping jack?



Now let's think ahead. Jumping jacks are fun, but you don't want to hurt yourself or anyone else.



What will you need to do to safely perform a jumping jack? (*Stand up, move things out of the way.*)

Have children perform a jumping jack.



A jumping jack is the physical creation. Great job!



INDIVIDUAL APPLICATION (20 MINUTES)

Review the concepts of "mental creation" and "physical creation."

Have students draw a picture of an activity they would like to try but have not tried yet.

Then have students talk with a partner about how seeing what they want helps them prepare to actually do it.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Students will indicate their level of understanding using their thumb.

Thumb up: I can explain how a mental picture helps me Begin With the End in Mind.

Thumb sideways: I think I can explain how a mental picture helps me Begin With the End in Mind.

Thumb down: I cannot explain how a mental picture helps me Begin With the End in Mind.



DIFFERENTIATION OPTIONS

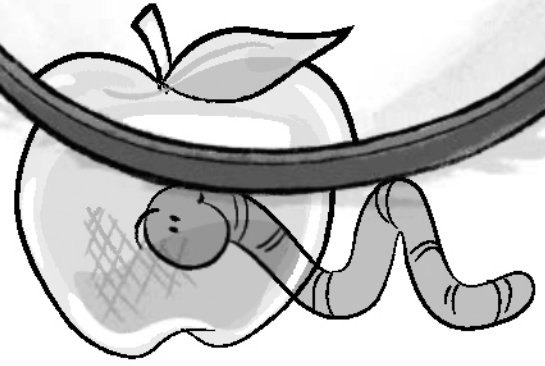
- Connect this lesson with conversations. For example, think ahead about words or statements you want to use.
- Minimize movement by having students build a block tower instead of doing jumping jacks. Have them listen to your vision or plan on paper before building.
- As a class, list various activities in which thinking ahead could be beneficial.
- Invite a community leader to visit (such as a cake decorator). Have the person share how he or she thinks ahead and makes a plan before actually decorating a cake.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about the value of thinking ahead. Ask your child, “Why is it important to have a picture in your mind before beginning something?”



Clear Expectations

Establishing clear expectations is a key concept of Habit 2: Begin With the End in Mind. Having an end in mind is central to our ability to establish clear expectations for ourselves and for others. In this lesson, students discover:

- Knowing the end in mind helps establish clear expectations.
- Communicating expectations allows people to contribute.
- Clear expectations help leaders to be successful.

MAIN LESSON (25 MINUTES)

Imagine I walk into the room tomorrow morning and say, “Today we are going to complete a project,” but I don’t give any further instructions.

Would you know what to do?
Allow time for student responses.

Today we are going to talk about clear expectations. When I told you we’re going to complete a project, but didn’t give you any expectations of what the project was going to be or how to do it, I wasn’t being clear. It is important for leaders to know what is expected of them in their roles. Clear expectations help them to be successful.

Guide students to page 24.

Allie has an important leadership role in her class. She is the Greeter Leader, but does not know what is expected of her. The students in her class work together to set clear expectations for the Greeter Leader role.

Read the “Expectations for Greeter Leader” aloud.

Notes & Reflections

Guide students to page 25.



At the top of this page, write or draw what is expected of you in the morning, before going to school.

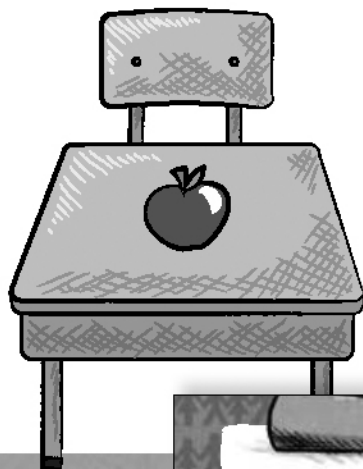
Allow time to complete the activity. Have volunteers share.

Now write or draw what is expected of you in your class leadership role.

Allow time to complete the activity. Have volunteers share.

Clear expectations help you know what to do—whether at home or at school. Having clear expectations is the opposite of guessing. Clear expectations help you Begin With the End in Mind.

Notes & Reflections



Habit 2

Clear Expectations

It is important for leaders to know what is **expected of them** in their roles. Clear expectations help them to be successful.

Expectations for Greeter Leader

When a visitor comes to our class:

1. Go to where he or she is.
2. Say, "Hello. Welcome to our class."
3. Shake the person's hand and say, "My name is Allie."
4. Tell the visitor what the class is doing at that moment.
5. Ask, "How may I help you?"

BIG EXPECTATION
Help guests feel welcome!

Allie has an important leadership role in her class. She is the **Greeter Leader**, but does not know what is expected of her. The students work together to set clear expectations.

Write or draw what is expected of you.

In the morning, I am expected to:

In my leadership role, I am expected to:

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (15 MINUTES)

Play, *Do You Know What I Want?*



I would like a treat. I am going to tell you about the treat. Stand up when you think you know what I want. (*Ice cream.*)

Stop providing clues as soon as a child stands and is able to identify the treat.



I want my treat to be cold. I want my treat to be sweet. My treat is kept frozen. I usually eat my treat from a cone. My treat is made with cream.



Who can tell me what I want?



It took you [insert number] of clues to identify my treat. Please sit back down. Let's play one more time. Now I want a different treat. Stand up when you think you know.

Share the following clues, or others equally vague. If a student tries to guess, say: "Good guess. I don't think that is what I want."



I guess my treat could taste nice. I don't know what color my treat is. I think you could get it at the grocery store. It might be chewy or not chewy. I may have eaten it before.



Why do you think it was more difficult this time?



I was not very clear when I described my second treat and it made it much more difficult. The same goes for working in a team or doing a job. The clearer the expectations, the more success you will have.



INDIVIDUAL APPLICATION (20 MINUTES)

One piece of paper for each student; drawing utensils.

Have students draw an ice-cream cone with two scoops. Have them write a leadership role they have held on the cone, then top it with two expectations for that role. Remind them to be clear with their expectations. Use the ice-cream cones for a classroom display.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Fingers up: Discuss an upcoming project, assignment, or test.

Students hold up three fingers if they are clear about what to do.

Students hold up two fingers if they are a little confused on what to do.

Students hold up one finger if they need more explanation of what to do.



DIFFERENTIATION OPTIONS

- Write expectations using five-letter words or less for low-functioning students. (Exception: the word “please.”)
- Connect students’ school wide, classroom, and home expectations during the “Main Lesson.”
- Discuss social expectations in a public setting (theater, restaurant, church, etc.).
- Use video clips to help student visualize behaviors.
- Review class expectations and various cause-and-effect consequences related to following, or not following, the classroom expectations.
- Discuss expectations students have of their parents and teachers. (*Food, electricity, housing, helping, teaching, etc.*)



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about clear expectations. Ask your child, “How do clear expectations help you know what to do?”

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great happens here