

Discovering the Leader in Me[®]

Set Goals

Goals give leaders direction and motivation.

Goals must be **specific** and **achievable**.

Circle the goal on each line that is specific.

Example:

Read a lot.

OR

Read 10 minutes
each night.

Help at home.

OR

Do dishes
three nights.

Go to bed
at 8 p.m.

OR

Get more sleep.

Goals must also be **achievable**. That means you can do it if you really try.

Circle the goal on each line that is most achievable.

Improve my spelling grade.

Always have a perfect spelling test.

Win the singing contest.

Practice daily to be a better singer.

Read 25 sight words correctly.

Read every sight word correctly.

Study every night.

Be a top student.

MY GOAL IS

Write a goal that is **specific** and **achievable**.

CHECK:

☐

Is my goal specific?

☐

Is my goal achievable?

Begin With the
End in Mind

Make a Plan

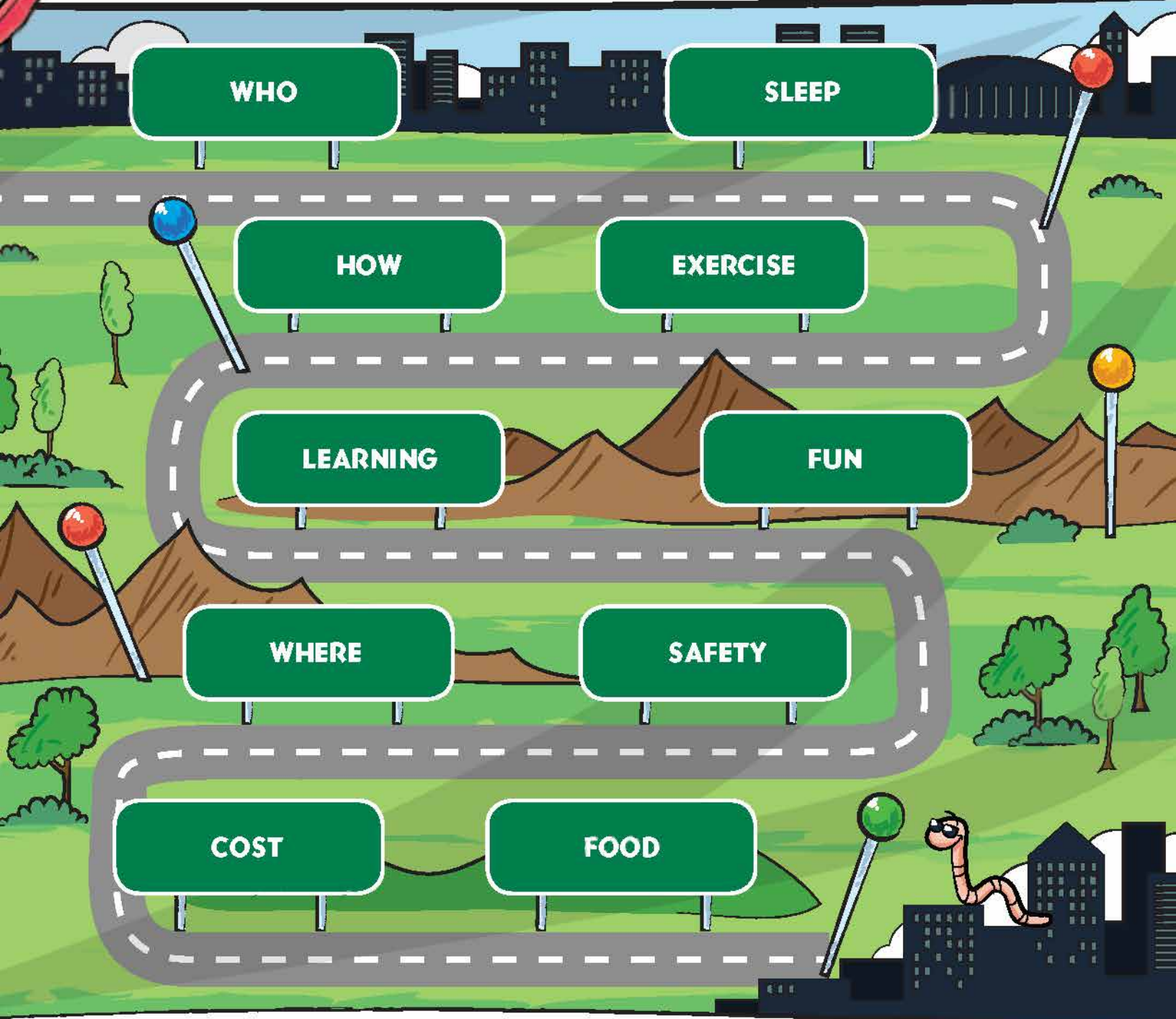
Leaders set goals then make plans to achieve them.

Imagine you and your family are
preparing for a trip.
You will be gone one week.

Talk with a partner about what you
need to do to prepare for the trip.



Use the road map to help you plan a fun family vacation.



Put a ✓ next to the things you could plan for the trip.

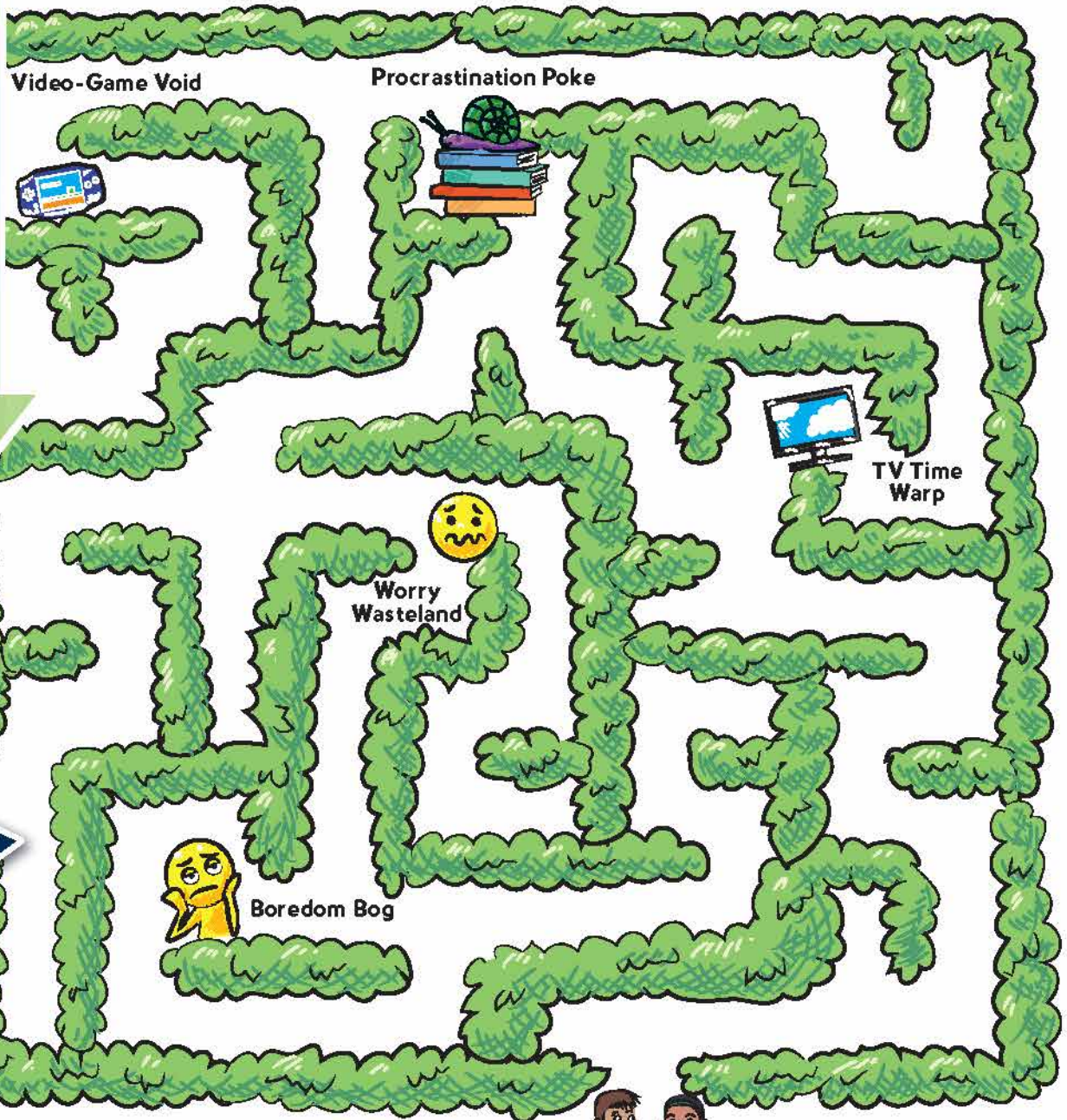
_____ How	_____ Sleep	_____ Who	_____ Safety
_____ Where	_____ Fun	_____ Learning	_____ Exercise
_____ Food	_____ Cost		

Saying No to Less Important Things

Jenny is learning to be a leader by saying no to less important things.

Guide Jenny past the distractions so she can get to her important soccer game on time.

Leaders do not let less important things stop them from achieving the most important things.



Juan has a goal of making the soccer team. He is being a leader by staying focused on his goal.



Help Juan reach his goal.
Put a ✓ next to the less important things.

- ___ Organize friends to play soccer.
- ___ Play video games all day.
- ___ Practice dribbling the soccer ball.
- ___ Read about great soccer players.
- ___ Watch cartoons on TV for hours.

I say no to less important things because...

Roles and Goals

One leader may have multiple roles.
For each role, they have goals.

ROLE

Example:



GOAL

Ride 10 miles.

Create my own recipe.

Catch an 8-pound fish.

Grow beautiful flowers.

Win a prize at the rodeo.

Circle one role you would like to have in the future. Then write a goal you might have in that role.



parent



doctor



teacher



coach



scientist



artist



baker



professor



gardener



photographer



hair stylist

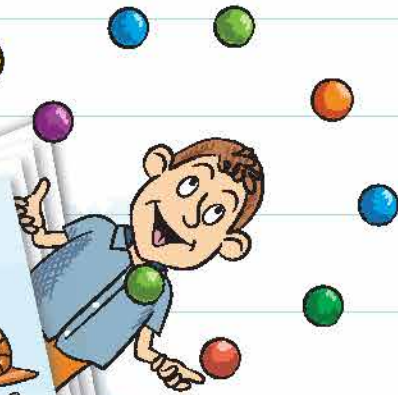


businessperson

My GOAL:

The
LeaderinMe®
great happens here

A cartoon illustration of a green and white target balloon. The target has a white center, a green ring, and a white outer ring. It is attached to a black string that loops upwards. A person's head and shoulders are visible in the bottom left corner, looking up at the balloon.



Discovering the Leader in Me®

Level 2

POWERED BY
The 7 Habits of
Happy Kids

Franklin Covey | EDUCATION



Set Goals

Goal setting is a key concept of Habit 2: Begin With the End in Mind. Habit 2 reminds us that clear understanding of where we want to go is critical to getting there. Goals help students get where they want to go and become who they hope to be. Goals give us direction. In this lesson, students discover:

- Two elements of a good goal.
- What it means for a goal to be specific.
- What it means for a goal to be achievable.

MAIN LESSON (25 MINUTES)

Share a personal or professional goal you are currently striving to achieve. Point out the specificity of the goal. Also, share your reasons for feeling it is achievable.

- ☞ Goals give leaders direction and motivation. They are a wonderful tool to help you get where you want to go and become who you want to be. Good goals have two very important characteristics. They need to be specific and achievable. Let's talk about what specific means first.

Guide students to page 26.

- ☞ Goals must be specific and achievable. "Specific" means that you say exactly what you mean.

Read the example aloud and explain why "Read 10 minutes each night" is more specific than "Read a lot."

- ☞ Let's look at the next one.

- ❓ Which is more specific: "Help at home," or "Do dishes three nights"?

Continue with the last example.

Notes & Reflections

Guide students to page 27.

- It is important that our goals be specific. They also need to be achievable. “Achievable” means you can do it if you really try.

Read the example aloud. Go through each line as a class.
Ask students to justify why they made their choices.

- Think about a goal you would like to achieve. Write it in the balloon. Remember, your goal should be specific—it says exactly what you mean—and achievable (you can do it if you really try).

Have students work independently to write a goal. Then have students discuss their goal with a partner and check off the two questions.

- Goals are a wonderful tool to help you get where you want to go and become who you want to be.

Notes & Reflections

Habit 2

Set Goals

Goals give leaders direction and motivation.

Goals must be specific and achievable.

Circle the goal on each line that is specific.

Example:

Read a lot.	OR	Read 10 minutes each night.
Help at home.	OR	Do dishes three nights.
Go to bed at 8 p.m.	OR	Get more sleep.

Begin With the End in Mind

Goals must also be achievable. That means you can do it if you really try.

Circle the goal on each line that is most achievable.

Improve my spelling grade.	Always have a perfect spelling test.
Win the singing contest.	Practice daily to be a better singer.
Read 25 sight words correctly.	Read every sight word correctly.
Study every night.	Be a top student.

MY GOAL IS

Write a goal that is specific and achievable.

CHECK:

☐ Is my goal specific?

☐ Is my goal achievable?

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

A soft ball or beanbag.

Play ***“General to Specific.”***

Invite students to stand in a circle.



I am going to say a general word. When the ball is tossed to you, say a specific example for the word. Then toss the ball to someone else and sit down. Everyone will get a turn.



For example, if I say, “Food,” you could say, “Apple.”

Continue with the examples below or other examples appropriate for your class.

(Examples: cracker, game, sport, team, school subject, recess game, vehicle with wheels, something you can ride.)



INDIVIDUAL APPLICATION (20 MINUTES)

A dry-erase board or piece of paper for each student.

Have students write their goal on a dry-erase board or piece of paper. If using paper, post the goals around the room. Have students look for similarities, differences, and surprises. Have students get into small groups to share what they noticed.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

In groups of three, have students reteach what they learned about setting goals.



DIFFERENTIATION OPTIONS

- Play games with students needing additional instruction with general versus specific concepts. Students can select specific words from a hat and place them under provided general categories.
- Play a memory game in which they turn over cards containing general and specific words and try to match them correctly.
- Create a reference chart of various general categories and list specific words that belong in those categories as a whole group before playing the “General to Specific” game. Allow student to reference this chart when playing the game, as needed.
- Read various goals aloud and have students indicate if the goal is achievable for them personally using “yes” or “no” cards.



LITERATURE SUGGESTION

Stellaluna, by Janell Cannon

While out searching for food, fruit bat Stellaluna and her mother are attacked by an owl. Stellaluna is separated from her mother and taken in by a family of birds. Stellaluna focuses on what is within her Circle of Control and does her best to fit in with her new family. In the end, Stellaluna is reunited with her mother.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about goals. Ask your child, “What is a specific goal you hope to achieve?”

Make a Plan

“Make a plan” is a key concept of Habit 2: Begin With the End in Mind. A plan is like a map. When following a plan, we can see how much we have progressed toward our goal and how far we are from our destination. Knowing where we are is essential for making decisions on where to go or what to do next. In this lesson, students discover:

- How to Begin With the End in Mind.
- Steps to reach a goal.
- The importance of planning to achieve goals.



MAIN LESSON (15 MINUTES)

Each of you has things you want to achieve. Knowing what you want to achieve is the first step. Leaders set goals then make plans to achieve them. A plan helps them reach their end in mind.

On a trip, a map helps you reach your end in mind. Travelers often use maps to guide them toward a destination.

Share a personal experience of when using a map (or not using a map) influenced your success in reaching your destination.

Guide students to page 28.

Imagine you and your family are preparing for a trip. You will be gone one week. Talk with a partner about what you need to do to prepare for the trip.

Success is like a family trip. You improve your chances for a great trip when you prepare, have a plan, stick with the plan, are patient, and enjoy the journey.

Notes & Reflections

Guide students to page 29. Discuss the information on the "billboards."

Use the road map to help you plan a fun family vacation.

Allow time to complete the activity.

At the bottom of the page are all of the things that were on the road map. If you were going on a family trip, some of these things would need to be planned by an adult. But some of them could be planned by you. Put a check mark next to the things you could plan for the trip.

When leaders have goals they Begin With the End in Mind. They make a plan, check their progress, and work hard until they reach their goal, similar to what you do when you plan a trip. As leaders of your own life, you can make a plan and use it to work toward your goals.


Notes & Reflections

Habit 2

Make a Plan

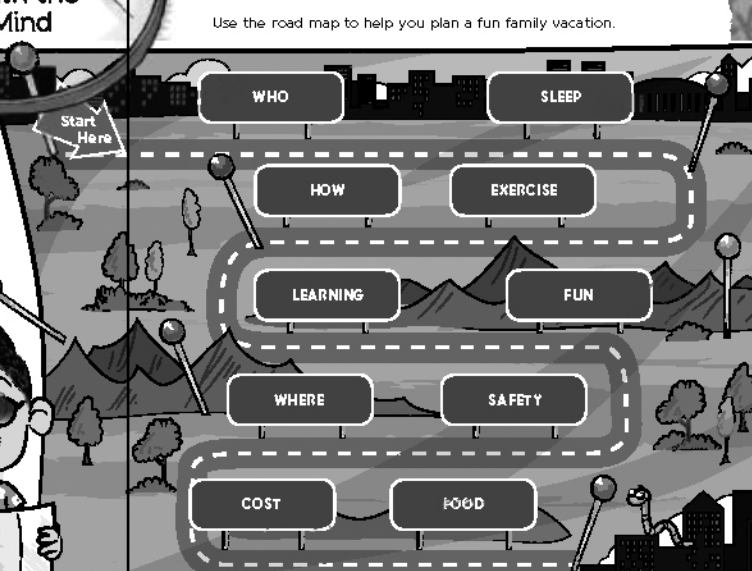
Leaders set goals then make plans to achieve them.

Imagine you and your family are preparing for a trip. You will be gone one week. Talk with a partner about what you need to do to prepare for the trip.



Begin With the End in Mind

Use the road map to help you plan a fun family vacation.



WHO SLEEP

HOW EXERCISE

LEARNING FUN

WHERE SAFETY

COST FOOD

Put a ✓ next to the things you could plan for the trip.

___ How	___ Sleep	___ Who	___ Safety
___ Where	___ Fun	___ Learning	___ Exercise
___ Food	___ Cost		

28 Leading Self

Leading Self 29

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (15 MINUTES)

Divide the class into small discussion groups.

Write the question: “What is an example of a time you would need a plan?” on the board.

Have groups discuss and record their ideas. Then have each group select a representative to share their ideas.



INDIVIDUAL APPLICATION (20 MINUTES)

Access to www.theleaderinmeonline.org; download and make one copy of the “My Personal Goal” template for each student.

Model how to fill out the template. Think aloud as you make a plan to take you from where you are now to where you want to go, why the goal is important to you, who can help you, and the actions you need to take. Have students identify a personal goal and complete the template independently.

Post students' goals around the room and lead them to identify examples of effective plans. If needed, allow students to adjust their plans.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Assess student work on the “Individual Application” activity.



DIFFERENTIATION OPTIONS

- Show real-life examples of road maps, school maps, and schedules. Explain how each helps us know where we are now and our destination.
- Gather actual items that both do and do not pertain to a family preparing for a trip to the lake or pool (sunglasses, towels, sunscreen, canned food, a fork, skates, etc.) to aid in understanding how to develop a plan. Students sort through objects, determining what is needed for the trip and what is not.
- Limit the number of items to sequence based on students’ ability. Alternately, provide students numbered statements to cut out, sequence, and glue on a separate sheet of paper.
- Break the idea of making a plan into simple everyday planning. For example, socks then shoes; sunscreen then swimming pool; toothbrush and toothpaste, then brush your teeth.

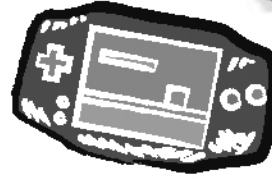


TAKING IT HOME

In your weekly communication home, include the following note:

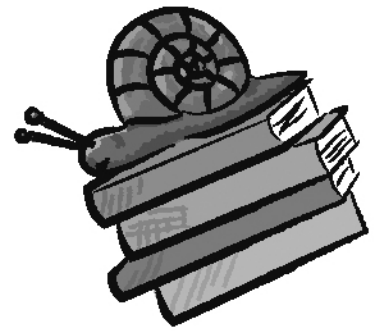
Our class talked about the leadership skill of planning. Ask your child, “How can planning help you achieve your goals?”

Saying No to Less Important Things




It takes determination and focus to say no, especially when distractions invite us to say yes at every turn. Habit 3: Put First Things First teaches us that leaders organize and execute around balanced priorities. In this lesson, students discover:


- How to identify the less important things.
- Why less important things keep us from accomplishing goals.
- How to say no to less important things.




MAIN LESSON (20 MINUTES)


Share a personal example of how you learned to say no to less important things.


 Habit 1: Be Proactive tells you that you are in charge of yourself. Habit 2: Begin With the End of Mind teaches you to think about your goals. Habit 3: Put First Things First is about doing what it takes to accomplish those goals.

 Successful leaders are in the habit of doing the things that need to be done to achieve their goals, even if they don't like doing them. Leaders know how to Put First Things First.

Guide students to page 32.

 Jenny is learning to be a leader. She is learning to say no to less important things. Jenny wants to get to her soccer game on time because she is the goalie and her teammates are counting on her.

 See if you can help her get through all of the distractions in the maze.

 Which of Jenny's distractions also cause you problems?
First, ask students to think quietly about the question. Next, ask students to share with a partner. Finally, share ideas with the class.

Notes & Reflections

Guide students to page 33.

- ☞ Juan has a goal of making the soccer team. He is being a leader by staying focused on his goal.
- ☞ Put an X next to the less important things that will keep Juan from reaching his goal.
- ❓ Why should you say no to less important things?

Use "discussion prompts."

Invite students to write one reason why they should say no to less important things. When finished, have them share with a partner.

- ☞ When you say no to less important things, you have time to do things that matter to you and help you reach your goals. Saying no to less important things shows leadership. Leaders say no to less important things.

Notes & Reflections

Habit 3

Saying No to Less Important Things

Leaders do not let less important things stop them from achieving the most important things.

Jenny is learning to be a leader by saying no to less important things. Guide Jenny past the distractions so she can get to her important soccer game on time.

START HERE

Put First Things First

Juan has a goal of making the soccer team. He is being a leader by staying focused on his goal.

Help Juan reach his goal. Put a ✓ next to the less important things.

- ___ Organize friends to play soccer.
- ___ Play video games all day.
- ___ Practice dribbling the soccer ball.
- ___ Read about great soccer players.
- ___ Watch cartoons on TV for hours.

I say no to less important things because...

32 Leading Self
33 Leading Self

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

Blindfold.

Blindfold and challenge a student to make it across the room to the *“Important Things Oasis”* (a fictional place in the classroom) within 2 minutes. Instruct the student to use his or her ears to focus on your voice as you give directions and help the student take the important steps to reach the destination. Allow two or three classmates to try. Distract the student by giving wrong directions, convincing him or her to take shortcuts, or shouting out common distractions and time wasters. Once time is up, allow the student to share the challenges faced.

Discuss how it can be hard to stay focused, but leaders identify and avoid distractions and make a plan for staying focused.

If time permits, repeat this activity with a new group of students.



INDIVIDUAL APPLICATION (20 MINUTES)

Two or three index cards or 2" X 3" pieces of paper; a large yellow envelope for each student.

Have students label their envelope *“Time-Wasters”* and decorate it with danger signals and signs. Then have students write or draw pictures of their personal distractions and time-wasters on the index cards. Have students place completed cards in the envelope, then seal it up.

Discuss the students' personal responsibility for keeping the distractions in or letting the distractions out of the envelope.

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Observe as students reteach each other the concept of saying no to less important things.



DIFFERENTIATION OPTIONS

- Enlarge the maze and use toy sticks or hot glue to make raised borders to help Jenny make it to her soccer game.
- Give students index cards with “Important” and “Less Important” written on them, and have the students respond using the appropriate card for each scenario.
- Allow students to use magazine pictures in place of drawing themselves doing something important.
- Have students create either a 2D or 3D maze containing less important obstacles that must be avoided to reach success.
- Consider a playground obstacle or sensory maze.



TAKING IT HOME

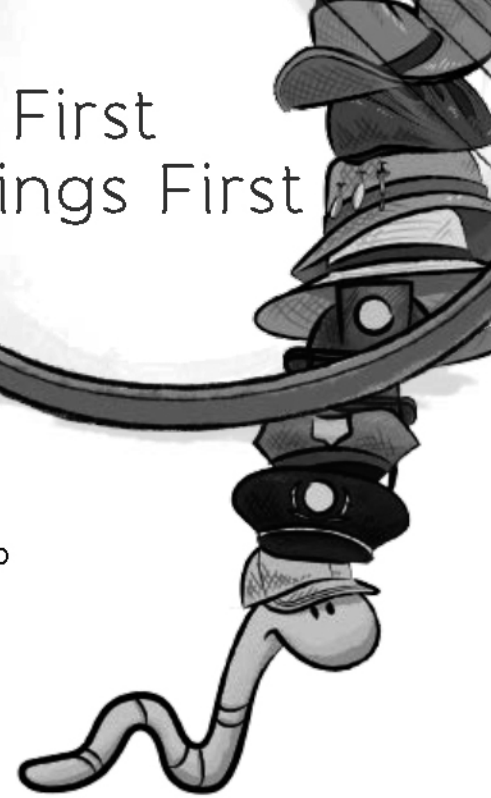
In your weekly communication home, include the following note:

Our class talked about staying focused on our most important things and saying no to less important things. Ask your child, “Why is it important to say no to less important things?”

Roles and Goals

Habit 3: Put First Things First reminds us that things that matter most come first. Roles and goals, a key concept of Habit 3, encourages us to focus our time on who we are and on relationships rather than things. Understanding who we are and who we want to be allows us to set goals to lead our own lives and prepare to lead others. In this lesson, students discover:

- How to determine our most important roles.
- How setting goals now will help prepare us for future roles.
- Goals can be set based on current roles.



MAIN LESSON (20 MINUTES)

Hats or head coverings to represent various roles you have.

These hats represent the many roles I play in my life. This hat represents my role as your teacher.

Explain some of the important responsibilities associated with the role. Then replace your teacher hat with another hat. Repeat with each hat. Finally, hold the three hats that represent your three most important roles.

These are my most important roles because they are most connected to what I want to accomplish in life. Because they are so important to me, I think about these roles when I set goals.

Guide students to page 34. Have students connect the specialty-hat wearers with their goal.

Roles describe the relationships you have with other people. Some of your roles might include student, friend, son, granddaughter, or athlete.

What other roles do you have in addition to “student”?

Notes & Reflections

Guide students to page 35.

- Look at the people on this page. Circle a few who have roles you might want to have someday.
 - You can set goals now that will help you achieve the roles you want in the future. Write a goal to help you get to the role you would like to have in the future.
- Allow time to complete the activity. Have volunteers share.**
- Every role you have is an opportunity to lead. You can be leaders at home, at school, with your friends, and in your after-school activities. Leaders have responsibilities and set goals, especially when it comes to their most important roles.

Notes & Reflections

Habit 3

Roles and Goals

One leader may have multiple roles. For each role, they have goals.

ROLE

Example:

GOAL

Ride 10 miles.

Create my own recipe.

Catch an 8-pound fish.

Grow beautiful flowers.

Win a prize at the rodeo.

Circle one role you would like to have in the future. Then write a goal you might have in that role.

parent	doctor	teacher	coach
scientist	artist	baker	professor
gardener	photographer	hair stylist	businessperson

My GOAL:

SUPPLEMENTAL RESOURCES



CLASS APPLICATION (20 MINUTES)

A large, soft ball.

Play **“Kick It In.”**

Direct students to stand in a large circle. Explain that the phrase “kick it in” is an analogy. It means to increase your effort around something.

When the ball is kicked to you, think of ways you can “kick it in” to reach the goal you wrote for your most important role.

Say, “To reach my goal, I will kick it in by _____.”

Examples:

- “I will kick it in by practicing dance three times a week.”
- “I will kick it in by reading 20 minutes a day with my mom.”
- “I will kick it in by helping my neighbor walk her dog.”



INDIVIDUAL APPLICATION (20 MINUTES)

A 15" X 20" sheet of piece of paper for each child; drawing utensils; tape.

Demonstrate how to fold the paper into a hat.

1. Fold the paper in half.
2. Fold down each side to make triangles.
3. Fold one bottom flap up.
4. Flip the hat over and fold the other bottom flap up.
5. Add tape, if needed.

Have students decorate their new hats by using words to describe the various roles they have in their lives.

Hold a “leaders’ role parade.”

SUPPLEMENTAL TOOLS



FORMATIVE ASSESSMENT

Have students write a one-word summary of the lesson.



DIFFERENTIATION OPTIONS

- Use prompting questions to guide students to identify roles in their lives. For example, “Which roles do you have outside of school? Do you volunteer? Are you on a team? Are you in a club?”
- Label blocks or LEGO® bricks with various roles students may have. For example, student, teammate, son, daughter, brother, sister, line leader, etc. Have students select and stack the roles that pertain to them.
- Play “Roll it in by...” instead of “Kick it in...”
- Provide a step-by-step process students can follow when creating their paper hat.



TAKING IT HOME

In your weekly communication home, include the following note:

Our class talked about our roles. Ask your child, “Which of your roles is most important to you and why?”

The
LeaderinMe®
great happens here