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## Annotated Teacher’s Edition

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Welcome to the Annotated Teacher’s Edition of The Leader in Me Activity Guide. This activity guide was created to introduce young students to the principles in The 7 Habits of Highly Effective Teens 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 that they have control over much of what happens in their lives and can be true leaders. Their choices can affect their day, their relationships, and their future. The 7 Habits will empower even the youngest 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” tool students can rely on while on their journey to becoming leaders—of themselves and of others.

“Leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves.”

– Dr. Stephen R. Covey
Instructional Design

4MAT Instructional Design was used to develop The Leader in Me Student 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 spans 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 their lives.
- **ACTIVITY 5** asks for a commitment in using the information, allowing for better retention.
Getting Started

The Annotated Teacher’s Edition is designed to provide many ways to enhance learning the 7 Habits in your classroom.

1. Choose one of the suggested stories for the habit (there are two for each). Through the use of literature, children will relate to the story while the characters give them a “life experience” frame of reference that they may not yet have.

2. Before, during, and after questions are provided to “set the stage” for the learning and help you draw the “teach” out of each story.

3. The Student Activity Guide is designed to follow the reading of one of the books. The activities allow the children to explore the content by associating it with the characters from the stories as well as their own experiences.

4. The lessons in the Student Activity Guide are flexible; they can be done as you have time in your schedule. To vary the activities to the ability of your students, try the activities as a group or instruct them to draw their answers.

5. Activity 5 gives students the opportunity to use the new information in a journaling context. When the Student Activity Guide is complete, it will make a wonderful keepsake of their progress.

6. To further extend the learning, cross-curricular activities are provided for each story, allowing for continual, real-life learning throughout the day.

7. Following Habits 3, 6, and 7 are review sections titled “The 7 Habits in Action!” Best done in a group setting, these activities are designed to assess learning.

Start with the activities, expand into other curriculum areas, have fun with the content, and watch your students become leaders!
What Is Leadership?

Leadership is the umbrella term to encompass the many character traits and basic life competencies that parents, business leaders, and educators voice as the desired skills necessary to thrive in the 21st century.

Leadership is a concept we don’t normally consider when thinking of young children. However, young children are very capable of learning leadership skills and using them in their lives. By developing well-rounded children who know their strengths, we help them unleash their potential to lead their own lives and influence others.

The 7 Habits are a natural fit to teaching leadership to students.

Habits 1–3: Be Proactive, Begin With the End in Mind, and Put First Things First
Embedded in these habits: time-management skills, planning skills, and goal-setting skills.

Habits 4–6: Think Win-Win; Seek First to Understand, Then to Be Understood; and Synergize
Embedded in these habits: conflict-resolution skills, listening skills, creativity skills, and teamwork skills.

Habit 7: Sharpen the Saw
Embedded in this habit: taking care of ourselves physically, social-emotionally, mentally, and spiritually, and finding a balance in life.
What Are 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**

**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 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 any one of us can alone. I look for Third Alternatives.

**Habit 7 – Sharpen the Saw**
I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I take time to find meaningful ways to help people. I balance all four parts of myself.
Introduction to Leadership

The 7 Habits Tree

Habit 1: Be Proactive
You're in charge

Habit 2: Begin with the End in Mind
Have a plan

Habit 3: Put First Things First
Work first, then plan

Habit 4: Think Win-Win
Everyone can win

Habit 5: Seek First to Understand, Then to Be Understood
Listen before you talk

Habit 6: Synergize
Together is better

Habit 7: Sharpen the Saw
Balance body, mind, spirit

AND REMEMBER TO TAKE CARE OF YOURSELF

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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 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 their own 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.
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 a 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 their own 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 the relationship between personal behavior and individual well-being.
5. Strive to be healthy for life.
Dear Parents and Guardians,

We are learning about Habit 1: Be Proactive.

To Be Proactive means to take responsibility for your choices and behaviors. Habit 1: Be Proactive is the key to all of the other habits; that's why it comes first. Be Proactive says, “I am the leader of my own life. I am the leader for whether I'm happy or sad. I am the leader of how I react to other people or situations.”

Talk to your children about how they are the leaders of taking care of themselves, taking care of their things, reacting/not reacting to other people’s comments, and planning ahead.

Suggested titles for young children that reinforce Habit 1:

- *King Bidgood's in the Bathtub* by Audrey Wood
- *The Little Engine That Could* by Watty Piper

Expect your child to use words and phrases like choices, responsibility, proactive, and “stop and think” in their conversations this week. You can encourage your child by using some of this language at home. You may have an opportunity to share your feelings with your child about Be Proactive.

Check out www.TheLeaderInMe.org for fun ways to bring the habits home.
Habit 1 Be Proactive

Recommended Reading: *KING BIDGOOD'S IN THE BATHTUB* by Audrey Wood

Genre: Comedy & Humor

Reading level: 2.1

**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.

Summary of the Story

The King will not get out of the bathtub! Finally, the King's helper, the Page, is proactive and saves the day.

Before You Read

- Introduce Habit 1: Be Proactive.
- Tell the children that someone in the story is proactive. See if they can spot the character.

While You Are Reading

<table>
<thead>
<tr>
<th>Read to the following page:</th>
<th>Ask a question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a battle in the bathtub.</td>
<td>How did the Knight think he was being proactive?</td>
</tr>
<tr>
<td>The Queen is in the bathtub.</td>
<td>How did the Queen think she was being proactive?</td>
</tr>
<tr>
<td>The Page pulls the plug.</td>
<td>Was the Page being proactive?</td>
</tr>
</tbody>
</table>

After Reading

- Ask, “Why did pulling the plug and draining the water get King Bidgood out of the tub?”
- Ask, “What are some other things they may have tried?”
Home-School Link

The Student Edition includes a letter introducing Habit 1: Be Proactive to parents and guardians.

Across the Curriculum

Language Arts
1. Use some of the more unusual words (jig, trout, tub, yum) to develop a rhyming chart. Put the words on an expanded T-chart and let students add to the chart throughout the day or week.

2. Use a Brainstormer to gather the children’s ideas of what other things could have been done to get the King out of the bathtub.

Social Studies
1. Discuss the children’s paradigms about the role of a King. Explain that it is like a principal of a school or a mayor of a city. Why is it important for the King to get out of the bathtub? Was the King being a leader? Why or why not?

2. What would happen if a class didn’t have a teacher? What are some proactive things children can do if the teacher needs to leave the classroom? How can each child be a leader? Develop a list of habits to refer to. Are these things within their Circle of Control?

3. Ask, “What are some proactive things you can do if you have been absent?” Set up a system so that students know the two or three things they should do when they return from an absence. Explain how they can be a leader by doing these things after an absence.

Science
1. Ask, “Have you ever stayed in the bathtub so long that your fingers and toes get wrinkled? Do you think the King had wrinkled hands and feet?” Gather estimates on how long it takes for hands and feet to wrinkle in the water. You may want to supply a tub of water to find out how long it takes. Use a Bar Chart to record the results.

Art
1. Have students create a picture of how they would Be Proactive in getting King Bidgood out of the bathtub. Display the pictures on a “We Are Proactive Leaders” bulletin board.

Check out www.TheLeaderInMe.org for more ideas on teaching Habit 1.
**Habit 1: Be Proactive**

**Recommended Reading:** *The Little Engine That Could* by Watty Piper  
**Genre:** Classic  
**Reading level:** 3–9

**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.

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**Summary of the Story**

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.

**Before You Read**

- Introduce Habit 1: Be Proactive.

**While You Are Reading**

<table>
<thead>
<tr>
<th>Read to the following page:</th>
<th>Ask a question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Passenger Engine refuses to help.</td>
<td>Was he being proactive?</td>
</tr>
<tr>
<td>The Rusty Old Engine refuses to help.</td>
<td>Why did he refuse? Was he being proactive?</td>
</tr>
<tr>
<td>The Little Blue Engine is asked to help.</td>
<td>What does he say to show he is being proactive?</td>
</tr>
</tbody>
</table>

**After Reading**

- Ask, “Do you think it’s important to remind yourself that you can do something if you keep trying?”
- Ask students for ideas on how they could Be Proactive in the classroom (hang coat up, turn in papers/notes, push chair in); at home (get school things ready for next day, make bed, clear table).
The Student Edition includes a letter introducing Habit 1: Be Proactive to parents and guardians.

Across the Curriculum

Language Arts

1. Use a Flowchart to map out the sequence of the story. Add more boxes, as needed to complete the story. The Flowchart could be displayed as a train.

2. List new vocabulary words: engine, giraffes, elephant, spinach, peppermint, mountain, roundhouse, passenger, puff, chug. Have the children draw a picture of one of the new words and write the word on the picture.

3. If able, have the children write a story about a train engine; what color it is, what it is carrying, and where it is going. Point out that their choices are within their Circle of Control.

Science

1. Use a Plus/Delta Chart and write the different kinds of trains from the story down one side. Label the columns “Proactive” and “Not Proactive.” Ask for volunteers to decide which column each train belongs in and why.

Social Studies

1. Say, “The Little Engine told itself, ‘I think I can,’ and it could! How would saying ‘I think I can’ help at school? at gym? at home? Is it part of being a leader of you? Why?” Explain how trying hard and telling ourselves we can do it are good habits to have.

Art

1. Draw a picture of the Little Engine and display it on the wall in the classroom or in the hallway. Label it “We know we can...” Give each child a piece of paper with train car on it. Ask the children for examples of how they are proactive. These could be examples from school, home, the playground, a sport or practice, etc. Ask them how it makes them feel when they choose to be a leader. The children can share their pictures with the class.

Check out www.TheLeaderInMe.org for more ideas on teaching Habit 1.
The 7 Habits of Happy Kids
by Sean Covey
www.SeanCovey.com

The Leader in Me Poster Sets

Use The 7 Habits of Happy Kids Characters Poster Sets 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, character posters were created with your elementary school students in mind. The set includes seven 12” x 18” full-color posters. The 7 Habits of Happy Kids Tree Poster is a 25” x 35” full-color laminated poster.

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