The Leader in Me®

First Days

KINDERGARTEN

the First 8 Days

KINDERGARTEN
THE HABIT OF PERSONAL RESPONSIBILITY
OUTCOMES FOR DAY 1

LEADERSHIP
In Habit 1: Be Proactive, students learn they are responsible for their actions, emotions, attitudes, and behaviors. Students recognize that making proactive choices shows the leadership skill of responsibility.
Students will able to:
• Define what it means to “Be Proactive.”
• Identify the difference between Proactive vs. Reactive Language.

CULTURE
In Habit 1: Be Proactive, students participate in activities that teach that when they are proactive, they are focusing on things within their control.
Students will be able to:
• Set expectations for morning procedures.
• Properly greet teachers, classmates, guests, etc.
• Develop expectations for the class.

ACADEMICS
In Habit 1: Be Proactive, students will learn to take initiative and be responsible.
Students will be able to:
• Analyze a piece of literature about what it means to “Be Proactive.”
• Demonstrate understanding of Habit 1: Be Proactive through a detailed written response.
• Utilize leadership and quality tools to demonstrate understanding of a topic.

ACTIVITIES | TIME
--- | ---
Morning Routine | 45 minutes
Greetings | 30 minutes
Class Family | 45 minutes
Get to Know You | 45 minutes
Answering Questions | 30 minutes
Overview of the 7 Habits | 30 minutes
Introduce Habit 1: Be Proactive | 30 minutes
School Expectations | 45 minutes
Classroom Expectations | 45 minutes
Plus/Delta | 30 minutes
LEARNING OBJECTIVES
Students will be able to:
• Identify and practice the steps of the morning routine Flowchart.
• Watch and listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Pictures of morning activities.
• Morning Flowchart displayed in classroom.

KEY QUESTIONS:
• What are things you need to remember to do every day?
• Why are these things important to remember?

SAY IN YOUR OWN WORDS:
• Every morning there are certain things you need to do. I am going to share pictures of things that are important for you to do every morning.

DISCUSSION:
• Share pre-selected pictures of tasks students need to complete each day. Examples: greet others, unpack book bag, go to breakfast, turn in daily folder, etc.

SAY IN YOUR OWN WORDS:
• These are pictures of tasks you need to do each day. Let’s look at these pictures and put them in a Flowchart. A Flowchart will help you remember the steps you take to complete your tasks.
• Part of our morning routine is also watching and/or listening to the morning announcements.

EXERCISE:
• Have students practice modeling the morning tasks.

KEY QUESTIONS:
• What should your body do during the morning announcements?

SAY IN YOUR OWN WORDS:
• When the morning announcements are on, your eyes should be looking, your ears should be listening, and your body should be still.
• Let’s practice what that looks like.

EXERCISE:
• Have students practice expected behavior for morning announcements.

SAY IN YOUR OWN WORDS:
• Every day, you come to school to learn. Following the Flowchart will help you be prepared and have a great start to the day.
LEARNING OBJECTIVES
Students will be able to:
• Understand why greeting others is important.
• Model what an appropriate greeting looks and sounds like.
• Learn why greetings show leadership.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Kindergarten Teacher Edition

SAY IN YOUR OWN WORDS:
• When you meet someone for the first time, what do you do? You greet them. Greeting is an important leadership skill you can use to welcome others.

LEADERSHIP GUIDE:
• Complete the “Glad You Are Here” lesson using the Kindergarten Student Leadership Guide (pages 70-71) and Teacher Edition (pages 144-147).
LEARNING OBJECTIVES
Students will be able to:
• Identify what makes them feel happy in the classroom.
• Understand how the emotional environment affects their ability to learn.
• Acknowledge how they personally affect the emotional environment.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition
• Lotus Diagram
• Markers
• Pictures of different school personnel

SAY IN YOUR OWN WORDS:
• This year we will spend a lot of time together. We are like a school family. We are here to support, encourage, and love each other.
• Let's learn about different people that are part of the school family.

DISCUSSION:
• Share pictures of school personnel and explain their role in the school.
• Use a Lotus Diagram to record names of people that are part of your school family. Consider posting this visual to provide support as students learn school personnel names and roles.

SAY IN YOUR OWN WORDS:
• During your time at school, you will have the chance to get to know different people that are part of the school family.
• In our classroom, we are like a family. We all work to take care of each other. Let's learn how you can contribute to making a happy school family.

LEADERSHIP GUIDE:
• Complete the “Our Class Family” lesson using the Kindergarten Student Leadership Guide (pages 14-15) and Teacher Edition (Pages 32-35).

SAY IN YOUR OWN WORDS:
• As a class family, we will make many memories and have a lot of fun together, but you will need to work together. A family sticks together in good times and in bad times.
LEARNING OBJECTIVES
Students will be able to:
• Learn more about their classmates.
• Develop a sense of community within the classroom.

MATERIALS NEEDED:
• First Day Jitters by Julie Danneberg
• Puzzle piece template for each student (Each student gets a puzzle piece. Together, the pieces form a puzzle.)

SAY IN YOUR OWN WORDS:
• Today is an exciting day. It is your first day of Kindergarten. Raise your hand if you felt excited about your first day of school. Raise your hand if you felt nervous. Raise your hand if you felt a little bit scared.
• I imagine you felt a little bit of all these feelings.
• Let’s read First Day Jitters and listen to find out how Sarah Jane felt on her first day of school.

KEY QUESTIONS:
• Why was Sarah Jane nervous?
• How did she calm her nerves?

DISCUSSION:
• Discuss how students may have felt the same way as Sarah Jane. Have students share their feelings about their first day of school.

SAY IN YOUR OWN WORDS:
• Even though you may have all felt a little nervous, it is okay to feel that way.
• Kindergarten is exciting and you are going to do many fun things this year. One of the most exciting things is all the new friends you are going to make. Look around our classroom. You have a room full of new friends who are excited to meet you.
• When you meet a new friend, one thing to do is to try to learn something about the new friend.
• Today, you are each going to get a puzzle piece. On your puzzle piece, I want you draw three different things you want others to know about you.

DISCUSSION:
• Brainstorm with students different things they may want to include on their puzzle piece.
  Examples: number of people in their family, favorite food, favorite color, pets, favorite toy, etc.
• Pass out one puzzle piece to each student.
• Once puzzle pieces are completed, have students share with the class so they can learn more about each other.
• Display puzzle pieces as one giant puzzle.

KEY QUESTIONS:
• What is one thing you are excited to share with other people about yourself?
• What is something you learned about someone else?

SAY IN YOUR OWN WORDS:
• Today, you were all nervous—me too! It can be exciting and scary to come to school and meet new friends. I am glad we learned more about each other with the puzzle activity. I am excited about the wonderful year we are going to have together.
**LEARNING OBJECTIVES**
Students will be able to:
• Answer questions properly.
• Be an active listener.
• Understand the importance of standing up and using complete sentences to answer questions.

**MATERIALS NEEDED:**
• One ball

**SAY IN YOUR OWN WORDS:**
• You are learning many important things in Kindergarten already.
• These are all important things for you to practice every day. One thing you also need to practice is how to answer questions at school.

**DISCUSSION:**
• Leaders do several important things when they answer questions. In our class, you are a leader, so you can practice them too.
• Leaders should:
  1. Raise your hand to share.
  2. Stand when called upon.
  3. Use a loud, clear speaking voice.
  4. Answer in a complete sentence.
• Explain that when someone is standing to answer a question, students should be looking and listening to the speaker, without talking.
• Model what this process looks like and sounds like.

**CLASSROOM APPLICATION:**
• Have students sit in a circle.
• Have one student roll a ball to another student in the circle.
• When Student A rolls the ball to Student B, Student A asks Student B a question. Student B then models the expected behavior for answering a question.
• Repeat until most students have practiced answering a question.

**SAY IN YOUR OWN WORDS:**
• You asked many great questions. When someone asks a question, the way you respond shows manners and leadership. Remember, there are three important things to do when answering a question—stand, speak in a loud and clear voice, and answer in a complete sentence.
LEARNING OBJECTIVES
Students will be able to:
• Understand the meaning of a habit.
• Identify habits they already have.
• Consider which habits they need to achieve their personal best.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition.

SAY IN YOUR OWN WORDS:
• Habits are important things you do every day. At this school, we use *The 7 Habits of Highly Effective People* throughout the day.

LEADERSHIP GUIDE:
• Complete the “What is a Habit?” lesson using the Kindergarten Student Leadership Guide (pages 6-7) and Teacher Edition (pages 16-19).
LEARNING OBJECTIVES
Students will be able to:
• Understand what it means to be proactive vs. reactive.
• Identify times they have been proactive and reactive.
• Apply Habit 1: Be Proactive to various situations.

MATERIALS NEEDED:
• Picture of a stoplight
• Black rectangle shape for each student
• Red, yellow, and green circles for each student
• Glue sticks or glue
• Pencils

SAY IN YOUR OWN WORDS:
• Habit 1: Be Proactive teaches you to stop and think before you make a choice.
• Habit 1 reminds me of a stoplight. Red reminds you to stop. Yellow reminds you to think. Green reminds you to make a good choice.
• If you do not stop and think, you make not make the best choice. That is called being reactive instead of being proactive.
• Looking at this stoplight, proactive choices are green choices and reactive choices are red choices. You can choose whether you are proactive or reactive.

KEY QUESTIONS:
• What does it mean to Be Proactive?
• When have you been proactive?
• What does it mean to be reactive?
• When have you been reactive?

SAY IN YOUR OWN WORDS:
• You are going to make your own stoplight to help you remember to make proactive choices.
• I am going to pass out a rectangle and circles to each of you. You will each get one red, one yellow, and one green circle.
• To make your stoplight, glue your circles in the correct color order. If you can, write the words “Stop” on the red circle, “Think” on the yellow circle, and “Make Good Choices” on the green circle.
• I am going to read some different situations. If you think the choice is proactive, point to the green circle on your stoplight. If the choice is reactive, point to the red circle on your stoplight.

DISCUSSION:
• Read the various situations to students:
• Someone calls you a mean name and you call him or her a mean name back.
• You are standing in line and another student gets in front of you. You say, “Excuse me. Please go to the end of the line.”
• During centers, you finish your work, clean up your area, and raise your hand to ask your teacher a question.
• On the playground, you and a friend are pushing other students while waiting in line.
• Other situations appropriate for your class.

SAY IN YOUR OWN WORDS:
• There are many times during the day when you have to choose whether you are going to make proactive (green choice) or reactive (red choice). Habit 1 is Be Proactive. Green choices are proactive choices.
LEARNING OBJECTIVES
Students will be able to:
• Learn about your School Expectations.
• Model expectations for behavior in different parts of the school.

MATERIALS NEEDED:
• Lotus Diagram for each part of school building: hallway, classroom, playground, lunchroom, and others appropriate for your school.
• Pictures of each part of the school
• Paper bag

SAY IN YOUR OWN WORDS:
• At school, we have school expectations. School expectations are like an agreement about how to behave in different places in the school.
• There are four main areas of school—the hallway, classroom, playground, and lunchroom.
• As a leader, you need to work hard to make proactive choices in each of these areas.

KEY QUESTIONS:
• How can you Be Proactive in each of these areas?
• How can you stay safe in these areas?

DISCUSSION:
• Display a Lotus Diagram for each main area of your school.
• Lead students in a discussion about your school’s expectations in each of these areas.
• Write the expectations on the corresponding Lotus Diagrams.

CLASSROOM APPLICATION:
• Place pictures of different parts of school building in a paper bag.
• Have students take turns picking a picture out of the bag.
• Have students share one proactive choice he or she can make in that school area.

SAY IN YOUR OWN WORDS:
• Leaders meet expectations everywhere they go. At school, you can show leadership by following the school expectations.
**KINDERGARTEN - Habit 1: Be Proactive**

**CLASSROOM EXPECTATIONS**

**LEARNING OBJECTIVES**
Students will be able to:
- Understand the importance of having classroom expectations.
- Help create classroom expectations.

**MATERIALS NEEDED:**
- *Officer Buckle and Gloria* by Peggy Rathmann
- Sticky notes or small pieces of paper and tape
- One large piece of paper

**KEY QUESTIONS:**
- Why do you think it is important to have expectations?
- What would happen if there were no expectations?

**SAY IN YOUR OWN WORDS:**
- Every day you have expectations to follow. Expectations keep you safe and help you make better choices.
- Today I am going to read *Officer Buckle and Gloria* by Peggy Rathmann. As I read the story, listen to what happens when students do not follow the expectations.

**KEY QUESTIONS:**
- In the story, which expectations didn’t the children follow?
- What happened when the children did not follow the expectations?
- How would things be different if we acted like that in this classroom?

**SAY IN YOUR OWN WORDS:**
- This story taught us that following expectations is important. The number one job is always to keep everyone safe.
- Today, you are going to help create the expectations for the classroom. Instead of saying what you cannot do, I want you to think about things you should do.
- We are going to use an Affinity Diagram tool to help create the expectations for the classroom.

**DISCUSSION:**
- Give each child 1-3 sticky notes or small pieces of paper. Students should only write or draw one idea for a class expectation per paper.
- Assemble students’ ideas on the Affinity Diagram, sorting similar ideas into categories. Give each category a heading.

**SAY IN YOUR OWN WORDS:**
- Looking at the Affinity Diagram, you have many ideas for classroom expectations. Let’s use the headings to create the classroom expectations.

**DISCUSSION:**
- Discuss the various categories and use category headings to develop expectations. Write the expectations on the large piece of paper.

**SAY IN YOUR OWN WORDS:**
- Having expectations keeps you safe and guides you to make great choices. Think about how these expectations are important and how you can practice these expectations in the classroom.
LEARNING OBJECTIVES
Students will be able to:
• Reflect on the day.
• Share things that went well during the day (Plus).
• Share things that could be improved upon tomorrow (Delta).

MATERIALS NEEDED:
• Plus/Delta Chart

SAY IN YOUR OWN WORDS:
• A Plus/Delta Chart is a tool used to help you reflect—to think about things that went well and things to improve. The “Plus” side includes the things that went well. The “Delta” side includes things to improve. This tool helps gather everyone’s thoughts.
• Think about a birthday party you went to, maybe it was your party or maybe it was a party for someone else. What are the Pluses for the party? Examples: pizza, the sun was shining, or many friends attended.
• What are the Deltas, or things that could have made the party better? Examples: it rained, some friends were not able to attend, drinks were spilled, or something else.
• How could the birthday party be better next time?

KEY QUESTIONS:
• What went well today? (Plus)
• What can we improve upon tomorrow? (Delta)

DISCUSSION:
• Review expectations for speaking in the class:
  • Raise your hand.
  • Stand to speak.
  • Speak in a loud, clear voice.
  • Answer in complete sentences.
• Have students share ideas to add to the Plus/Delta Chart.

SAY IN YOUR OWN WORDS:
• Using a Plus/Delta Chart is an important way to reflect on the day. You can also use a Plus/Delta Chart after an activity or event. Leaders reflect on their day and think about ways to improve.
THE HABIT OF PRIORITIZING
OUTCOMES FOR DAY 2

**LEADERSHIP**

In Habit 2: Begin With the End in Mind, students learn to think ahead, set goals, participate in the development of expectations, and consider consequences. Students will be able to:
- Define what it means to Begin With the End in Mind.
- Understand how goal setting applies at school and in their personal lives.

**CULTURE**

In Habit 2: Begin With the End in Mind, students participate in activities that help them understand the impact of self-awareness, internal motivation, and personal responsibility to achieve personal goals. Students will be able to:
- Develop a class mission statement.
- Model expectations in all areas of the school building.

**ACADEMICS**

In Habit 2: Begin With the End in Mind, students understand how setting goals will help them improve academic performance. Students will be able to:
- Identify an example of Habit 2: Begin With the End in Mind in a piece of literature.
- Demonstrate understanding of Habit 2: Begin With the End in Mind through a detailed written response.
- Utilize leadership and quality tools to demonstrate understanding of a topic.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Routine</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Playtime Expectations</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Review Habit 1</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Introduce Habit 2</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Develop a Class Mission Statement</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Hallway Expectations</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Plus/Delta</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning routine Flowchart.
• Watch and listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart makes sure you are ready when the learning begins.

KEY QUESTIONS:
• What are things you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch and/or listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review greeting procedures.
• Review school and classroom expectations.
• Review the agenda or schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.

SAY IN YOUR OWN WORDS:
• Every morning we Begin With the End in Mind. The morning Flowchart helps you focus on what you need to do to prepare for the day.

DEMONSTRATE:
• Introduce students to various learning areas set up in the classroom. Have students practice appropriate behaviors including using supplies correctly and cleaning up appropriately.

DISCUSSION:
• When finished, complete a Plus/Delta Chart as a class.

SAY IN YOUR OWN WORDS:
• Every day you need to do your best to work together and take care of the classroom. Remember, it is up to each of you to contribute your best to the school family.
LEARNING OBJECTIVES
Students will be able to:
• Review school expectations.
• Apply meaning to the school expectations.
• Understand how to use school expectations in various parts of the school.

MATERIALS NEEDED:
• Mean Jean the Recess Queen by Alexis O’Neill
• One large piece of paper
• Markers

SAY IN YOUR OWN WORDS:
• We discussed the School Expectations.
• Let’s review the Lotus Diagram (from Day 1) about the expectations on the playground.

DISCUSSION:
• Have students review ideas from the Lotus Diagram created on Day 1.

SAY IN YOUR OWN WORDS:
• I am going to read a story about a little girl who does not make the best choices on the playground.
As I read the story, Mean Jean the Recess Queen, listen to hear if Mean Jean is making proactive or reactive choices.

KEY QUESTIONS:
• How was Mean Jean reactive?
• What could Mean Jean have done to be a better friend?

CLASSROOM APPLICATION:
• Use a large piece of paper to make a Force Field Analysis to review Drivers and Preventers.
• Lead a discussion about the “Drivers” and “Preventers” to successful playground time.
Use this time to reinforce expectations on the playground.

SAY IN YOUR OWN WORDS:
• It is important for you to Begin With the End in Mind in each area of the school, including the playground.
• If you begin with the expectations of the playground, you can plan to make your playground time fun and safe for you and everyone else.
LEARNING OBJECTIVES
Students will be able to:
• Identify what is important to them.
• Use words to describe who they want to be.
• Model who they want to be.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition.
• The Little Red Hen by Diane Muldrow

SAY IN YOUR OWN WORDS:
• Habit 2: Begin With the End in Mind is about setting a goal and making a plan. It is about making choices to get you where you want to go.
• Let’s read the story, The Little Red Hen and see how the Little Red Hen uses Habit 2: Begin With the End in Mind.

KEY QUESTIONS:
• What was Little Red Hen’s plan?
• How was she able to meet her goal?

SAY IN YOUR OWN WORDS:
• Every day you make many choices. When you practice Begin With the End in Mind, you make the choices that will help you reach your goals.
• Let’s look at your Student Leadership Guide to see how Sammy makes important choices that help him Begin With the End in Mind.

LEADERSHIP GUIDE:
• Complete the “Important Choices” lesson using the Kindergarten Student Leadership Guide (pages 32-33) and Teacher Edition (pages 68-71).
LEARNING OBJECTIVES
Students will be able to:
• Apply an understanding of Begin With the End in Mind.
• Understand what they will need to learn this school year.

MATERIALS NEEDED:
• One large piece of paper with two columns labeled, “Already Know” and “Need to Know”
• Marker
• The Very Busy Spider by Eric Carle

SAY IN YOUR OWN WORDS:
• Today you learned about Habit 2: Begin With the End in Mind. Habit 2 is about setting a goal and making a plan.
• In kindergarten, you all have a goal to prepare for 1st grade.
• I am going to read The Very Busy Spider by Eric Carle. As I read, think about how the spider has a plan to reach her goal.

KEY QUESTIONS:
• How did the spider Begin With the End in Mind?
• What did she do to meet her goal?

SAY IN YOUR OWN WORDS:
• The spider had a goal and plan. You have a goal too—to prepare for 1st grade. Now that you have a goal, you need a plan. We are going to use a chart to make a plan to prepare for 1st grade.

DISCUSSION:
• Use the chart to discuss what students already know and what they will need to know to be prepared for 1st grade.
• Record students’ responses in the correct column.

SAY IN YOUR OWN WORDS:
• Even at the beginning of the year, it is important for you to understand what you are learning and why. You are already using Begin With the End in Mind, even though you just started the year. You have goal to get to ready for 1st grade. Each day, we will work together to reach the goal.
LEARNING OBJECTIVES
Students will be able to:
• Identify reasons why it is important to attend school.
• Understand the value of a class mission statement.
• Share what they want to include in the class mission statement.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition.

SAY IN YOUR OWN WORDS:
• A class mission statement is an important part of a leadership classroom. A class mission statement will keep us focused on what is most important.

LEADERSHIP GUIDE:
• Complete the “Together We are One” lesson using the Kindergarten Student Leadership Guide (pages 18-19) and Teacher Edition (pages 40-43).
LEARNING OBJECTIVES
Students will be able to:
• Review appropriate behaviors for walking in the hallways.
• Practice and demonstrate appropriate behaviors for walking in the hallways.

MATERIALS NEEDED:
• Lotus Diagram for Hallway school expectations from Day 1.

SAY IN YOUR OWN WORDS:
• It is important to be a leader in many places, not just in the classroom. You can practice your leadership skills and show others how to be a leader everywhere you go within the school building.

KEY QUESTIONS:
• What are the expectations for behavior when you are in line and in the hallway?

DISCUSSION:
• Have students turn and discuss how to be a leader in the hallway with someone next to them ("shoulder buddy").
• Review the Lotus Diagram from Day 1.
• Personally model examples of proper and improper hallway behavior.
• Have students discuss ways improper behavior can be improved.
LEARNING OBJECTIVES
Students will be able to:
• Reflect on the day.

CLASSROOM APPLICATION:
• Allow the opportunity to walk in the hallway to practice and demonstrate an understanding of hallway expectations.
• Share things that went well during the day (Plus).
• Share things that could be improved upon tomorrow (Delta).

MATERIALS NEEDED:
• Plus/Delta Chart

SAY IN YOUR OWN WORDS:
• Leaders reflect on the day and look for ways to improve. Let’s think about what went well today and what we can improve upon tomorrow.

KEY QUESTIONS:
• What went well today? (Plus)
• What can we improve upon tomorrow? (Delta)

DISCUSSION:
• Review expectations for speaking in the class:
  - Raise your hand.
  - Stand to speak.
  - Speak in a loud, clear voice.
  - Answer in complete sentences.
• Have students share ideas to add to the Plus/Delta Chart.
THE HABIT OF PRIORITIZING
OUTCOMES FOR DAY 3

LEADERSHIP

In Habit 3: Put First Things First, students learn that leaders identify and prioritize their most important things.
Students will be able to:
• Define what it means to “Put First Things First.”
• Identify personal Big Rocks.

CULTURE

In Habit 3: Put First Things First, students participate in activities that teach self-control, empowerment, and doing the right thing when no one is watching.
Students will be able to:
• Understand the Time Matrix.
• Demonstrate calming strategies.
• Identify and share the concept of a Private Victory.

ACADEMICS

In Habit 3: Put First Things First, students learn to organize and prioritize their work to achieve a Private Victory.
Students will be able to:
• Identify Habit 3: Put First Things First in a piece of literature.
• Demonstrate understanding of Habit 3: Put First Things First through a detailed written response.
• Utilize leadership and quality tools to demonstrate understanding of a topic.

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<tr>
<td>Classroom Expectations: Learning Areas</td>
<td>45 minutes</td>
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<tr>
<td>The Physical Environment</td>
<td>30 minutes</td>
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<tr>
<td>School Expectations &amp; Habit 1 Review</td>
<td>30 minutes</td>
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<tr>
<td>Quick Write Procedures &amp; Habit 2 Review</td>
<td>20 minutes</td>
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<tr>
<td>Introduce Habit 3</td>
<td>45 minutes</td>
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<tr>
<td>Push the Pause Button</td>
<td>30 minutes</td>
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<tr>
<td>School Expectations: Lunchroom</td>
<td>30 minutes</td>
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<tr>
<td>Identifying Big Rocks</td>
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LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning routine Flowchart.
• Watch and listen to the morning announcements attentively.
• Participate actively in the class morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart makes sure you are ready when learning begins.

KEY QUESTIONS:
• What are things you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch/listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review the classroom mission statement.
• Review the class expectations.
• Review agenda/schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.

SAY IN YOUR OWN WORDS:
• Every morning, we use the morning Flowchart to keep us focused and prepare for the day. When we do this, we are putting first things first.
KINDERGARTEN - Habit 3: Put First Things First

CLASSROOM EXPECTATIONS: LEARNING AREAS

**LEARNING OBJECTIVES**
Students will be able to:
- Develop “I Can” charts for learning areas within the classroom.
- Understand correct procedures for learning areas.

**MATERIALS NEEDED:**
- “I Can” charts for each classroom learning area

**SAY IN YOUR OWN WORDS:**
- There are several learning areas within our classroom. Together, you can share ideas of what to do in each station. For example, in one station you might say, “I can write letters. I can draw pictures. I can practice writing sight words.”

**KEY QUESTIONS:**
- Why are learning areas an important part of the classroom?
- How do you take care of classroom learning areas and clean them up appropriately?

**DEMONSTRATE:**
- Introduce the various learning areas. Model expected behaviors for each area.
- As you model behaviors and expectations in each area, have students share ideas of what can be done in each station. Record each of the students’ statements on “I can” charts.

**SAY IN YOUR OWN WORDS:**
- First, I will describe the learning areas that are available today. Then you can brainstorm activities you can do in each station. I will write the ideas on an “I can” chart.
- When we are done, you are going to have a chance to practice working in the learning areas.

**DEMONSTRATE:**
- Divide students into various learning areas. Have students practice behaviors, like using supplies correctly and cleaning up appropriately.

**DISCUSSION:**
- After spending time in the learning areas, have students complete a Plus/Delta Chart. What did they like about the learning areas? (Plus) What would they like to change about the learning areas? (Delta)

**SAY IN YOUR OWN WORDS:**
- Each day you need to Put First Things First and do your best work in these learning areas. Remember to use these “I can” charts to help you remember what to do when you visit each area.
KINDERGARTEN - Habit 3: Put First Things First

THE PHYSICAL ENVIRONMENT

30 MINUTES

LEARNING OBJECTIVES
Students will be able to:
• Understand why the physical space of a classroom is important.
• Define what they want their classroom to look like.
• Understand how they can contribute to the physical environment.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• Habit 3: Put First Things First teaches the importance of knowing what is important to you and learning how to prioritize those things. How the classrooms looks and how it is organized is one way to practice Habit 3.

LEADERSHIP GUIDE:
• Complete the “If Walls Could Talk” lesson using the Kindergarten Student Leadership Guide (pages 16-17) and Teacher Edition (pages 36-39).
LEARNING OBJECTIVES
Students will able to:
• Review school expectations.
• Apply meaning to the school expectations.
• Understand how to use the school expectations in various parts of the school.

MATERIALS NEEDED:
• No, David by David Shannon
• One large piece of paper
• Markers

SAY IN YOUR OWN WORDS:
• We have reviewed the expectations of behavior for every part of the school.
• I am going to read the story, No, David. As I read, look for clues that show whether David is making proactive choices.

KEY QUESTIONS:
• What types of proactive choices did David make?
• What types of reactive choices did David make?
• How could David make better choices?

DISCUSSION:
• Review the school expectations Lotus Diagrams for various areas in the school.
• Label the large piece of paper “Yes, David” on one side and “No, David” on the other side.
• Have students share proactive examples and reactive examples.

SAY IN YOUR OWN WORDS:
• The school expectations help you stay safe and tell you what to do in different parts of the school.
LEARNING OBJECTIVES
Students will able to:
• Recall Habit 2: Begin With the End in Mind.
• Demonstrate understanding of procedures for completing a quick write.

MATERIALS NEEDED:
• Writing paper
• Pencil

SAY IN YOUR OWN WORDS:
• Yesterday you learned about Habit 2: Begin With the End in Mind. When you Begin With the End in Mind, you understand the importance of beginning each day, task, or project with a clear vision of your desired outcome. You make a plan by picturing what you want in your mind before you do it. Thinking ahead helps you be in charge of your life.
• Today, I would like you to write or draw one way you can Begin With the End in Mind.

DISCUSSION:
• Model how to format a quick write paper, including:
  - How to write your name on the paper.
  - How to draw a picture or write words to convey meaning.
  - How to dictate a description of a picture, if needed.

KEY QUESTIONS:
• How can you Begin With the End in Mind at home or at school?

DISCUSSION:
• Have students draw how they can Begin With the End in Mind.
• Have students share their quick write responses with the class, by explaining what they drew.
LEARNING OBJECTIVES
Students will be able to:
• Define the terms “important” and “prioritize.”
• Understand what happens when they do not do important things first.
• Understand how to prioritize important things.

MATERIALS NEEDED:
• *Froggy Bakes a Cake* by Jonathan London
• One large piece of paper
• Marker
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• Habit 3: Put First Things First is an important habit. It is the habit of prioritizing. What does the word “prioritize” mean?
• I am going to read a story called *Froggy Bakes a Cake*. As I read, listen for ways Froggy practices Habit 3: Put First Things First.

KEY QUESTIONS:
• What helped Froggy bake the cake?
• Why did Froggy’s way of baking a cake have a certain order of tasks?

DISCUSSION:
• Discuss the order of the story. On a large piece of paper, create a Flowchart to show the sequence of how Froggy made the cake.
• Have students share how Froggy Put First Things First in order to bake the cake.

SAY IN YOUR OWN WORDS:
• Froggy Put First Things First and did things in a certain order to make the cake. Let’s look at your Student Leadership Guide to see how Pokey is going to Put First Things First.

LEADERSHIP GUIDE:
• Complete the “What Comes First?” lesson using the Kindergarten Student Leadership Guide (pages 38-39) and Teacher Edition (pages 80-83).
KINDERGARTEN - Habit 3: Put First Things First
PUSH THE PAUSE BUTTON

LEARNING OBJECTIVES
Students will be able to:
• Learn the meaning of taking a “pause.”
• Understand when it is appropriate to take a pause.
• Model entering the classroom, locating the morning assignment, and listening to morning announcements.

MATERIALS NEEDED:
• Bucket or other container with various calming toys and manipulatives (below)

SAY IN YOUR OWN WORDS:
• Sometimes you may need to take a break to calm down. It is called pushing the “pause” button. Calming down allows you to stay in control.
• You may also need to push the pause button before you talk to someone about a problem you might be having with someone, like on the playground. A pushing the pause button allows you to calm down before you talk. To show you how long of a pause you should take, I am going to set a timer. (Determine the appropriate time for your class and set the timer.) When the timer goes off, it should be enough time for you to be calm enough to talk about the problem.

KEY QUESTIONS:
• What does it mean to push the pause button?
• Have you ever had to push the pause button?

SAY IN YOUR OWN WORDS:
• Pushing the pause button is one way to calm yourself. In this classroom, we also have a container of things you can use to calm yourself.

DISCUSSION:
• Share the toys and manipulatives you have preselected to put in your class pause container. Examples: playdough, magnets, puzzles, trinket toys, etc.
• Determine the length of time students may use the contents of the bucket.

KEY QUESTIONS:
• Do you have other things you would like to include in the bucket?

SAY IN YOUR OWN WORDS:
• Using the pause bucket does not mean you are in trouble. Rather, these are tools to help refocus your thinking. Remember, when the timer goes off, it is time to talk about the problem and find a solution.
LEARNING OBJECTIVES
Students will be able to:
• Identify and practice expectations for entering, sitting, and exiting the lunchroom.

MATERIALS NEEDED:
• Diagram for lunchroom expectations

SAY IN YOUR OWN WORDS:
• Each day you need to practice school expectations when you are in the lunchroom.
• Let’s review our school expectations for the lunchroom that we discussed on our first day.

KEY QUESTIONS:
• What are important things to remember when you are in the lunchroom?
• Why is it important to follow school expectations in the lunchroom?

DEMONSTRATE:
• Take children to the school lunchroom and model these behaviors:
  - Lining up
  - Voice level
  - Table etiquette
  - Purchasing food
  - Throwing away trash

SAY IN YOUR OWN WORDS:
• When you are in the lunchroom, you can be a leader even while you are enjoying your lunch. By following the expectations for behavior in the lunchroom, you are practicing Habit 3: Put First Things First.
LEARNING OBJECTIVES
Students will able to:
• Define what “Big Rocks” means.
• Understand why Big Rocks are scheduled first.
• Define the Big Rocks for the class.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• Part of understanding Habit 3: Putting First Things First is “Big Rocks.” Next, we are going to learn what Big Rocks means.

LEADERSHIP GUIDE:
• Complete the “Doing Important Things” lesson using the Kindergarten Student Leadership Guide (pages 36-37) and Teacher Edition (pages 76-79).
LEARNING OBJECTIVES
Students will be able to:
• Reflect on the day.
• Share things that went well during the day (Plus).
• Share things that could be improved upon tomorrow (Delta).

MATERIALS NEEDED:
• Plus/Delta Chart

SAY IN YOUR OWN WORDS:
• Leaders reflect on the day and look for ways to improve. Let’s think about what went well today and what we can improve upon tomorrow.

KEY QUESTIONS:
• What went well today? (Plus)
• What can we improve upon tomorrow? (Delta)

DISCUSSION:
• Review expectations for speaking in the class:
  - Wait until you are called upon.
  - Stand to speak.
  - Speak in a loud, clear voice.
  - Answer in complete sentences.
• Have students share ideas to add to the Plus/Delta Chart.
In Habit 4: Think Win-Win, students learn to think abundantly and to understand the difference between win-win and no deal. Students will be able to:
• Define what it means to “Think Win-Win.”
• Identify five different relationship paradigms.

In Habit 4: Think Win-Win, students participate in activities to understand the impact thinking win-win has on Emotional Bank Accounts, including building trust with others. Students will be able to:
• Determine leadership opportunities in the classroom.
• Identify strategies for handling conflict with peers.

In Habit 4: Think Win-Win, students learn to collaborate and think abundantly. Students will be able to:
• Identify Habit 4: Think Win-Win in a piece of literature.
• Demonstrate understanding of Habit 4: Think Win-Win through a detailed written response
• Utilize leadership and quality tools to demonstrate understanding of a topic.
LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning Flowchart.
• Watch and listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart ensures you are ready when learning begins.

KEY QUESTIONS:
• What do you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch and/or listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review the classroom mission statement.
• Review the classroom expectations.
• Review agenda or schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.
LEARNING OBJECTIVES
Students will be able to:
• Identify and practice procedures for walking in the hallways.

MATERIALS NEEDED:
• Lotus Diagram for hallway expectations from Day 1.

SAY IN YOUR OWN WORDS:
• Each day you walk in the hallway when you come to class, go to the bathroom, or go to the lunchroom. It is important to know the expectations for walking in the hallway.
• On the first day of school, we talked about the school expectations. We completed a Lotus Diagram for expectations for walking in the hallway. Let's review the Lotus Diagram.

KEY QUESTIONS:
• What is important for you to remember when you walk in the hallways?
• Why is it important to follow the school expectations in the hallways?

DEMONSTRATE:
• Take children to the hallway and model the expectations for walking in the hallway:
  - Expected voice level
  - Walking feet
  - Hands off walls

SAY IN YOUR OWN WORDS:
• When you are in the hallway and following the school expectations, you are being a leader. You are showing leadership because you are modeling for others.
LEARNING OBJECTIVES
Students will be able to:
• Identify feelings and examples associated with feelings.
• Develop strategies to handle feelings.
• Practice and model calming strategies.

MATERIALS NEEDED:
• Lotus Diagram labeled with “Feelings” in center
• Pictures illustrating feeling words
• Pictures of various calming strategies
• One large piece of paper

SAY IN YOUR OWN WORDS:
• Sometimes you may get mad, frustrated, or upset—I know I do. When you do, it helps to know what you are feeling.
• On the Lotus Diagram, let’s brainstorm feelings you all sometimes feel. I will write the ideas you share.

DISCUSSION:
• Share feeling words. Examples: frustration, embarrassment, anger, happiness, etc.
• Add students’ ideas to the Lotus Diagram.
• Have students share situations in which they may have the different feelings.

SAY IN YOUR OWN WORDS:
• You have the power to choose how you respond to the different feelings you have. It helps to name the feeling so you can do something about it.
• Sometimes taking time to calm yourself helps.

KEY QUESTIONS:
• Have you ever been in a situation when you needed to calm down?
• What were you feeling?
• How do you calm yourself?

SAY IN YOUR OWN WORDS:
• There are many ways to calm down. Let’s make a list so you have ideas for ways to calm down.

DISCUSSION:
• Have students share ideas of ways to calm down when they feel a little out of control. Examples: smell flowers, count backward from five, or draw a picture. Have students share other strategies they use to calm down and add them to the chart.
LEARNING OBJECTIVES
Students will be able to:
• Review Habits 1-3.
• Apply their understanding of Habits 1-3.

MATERIALS NEEDED:
• Pictures of students participating in a variety of classroom tasks. Examples: unpacking book bag, standing in line, doing independent work, eating lunch, playing outside, practicing writing letters, etc.
• One large piece of paper
• Markers

SAY IN YOUR OWN WORDS:
• The last three days you have been learning about the 7 Habits. These habits help you learn to make great choices.

KEY QUESTIONS:
• Which habits have you learned?

DISCUSSION:
• Share pictures with students. Allow students to share which habit is shown in the picture.

SAY IN YOUR OWN WORDS:
• Everything you do can show that you are a leader. When you use the 7 Habits, you are modeling for others and that shows leadership.
LEARNING OBJECTIVES
Students will be able to:
• Understand how they can encourage others.
• Learn how to apply Habit 4: Think Win-Win.
• Identify actions that do not show win-win thinking.

MATERIALS NEEDED:
• The Doorbell Rang by Pat Hutchins
• One large piece of paper labeled “Deposits” and “Withdrawals.”
• Markers

SAY IN YOUR OWN WORDS:
• Today you are going to learn about a new habit. It is Habit 4: Think Win-Win. When you Think Win-Win, you are not only thinking about yourself. You are also thinking about what you can do to make others happy.

KEY QUESTIONS:
• Why is it important to listen before you talk?
• Is it more important to talk or to listen? Why?

SAY IN YOUR OWN WORDS:
• I am going to read the story The Doorbell Rang by Pat Hutchins.
• While I read, look for ways the characters use Habit 4: Think Win-Win.

DISCUSSION:
• After reading the story, discuss how the characters shared the cookies, even though it meant less for themselves.

SAY IN YOUR OWN WORDS:
• When you share with others, you are making a “deposit” with them. It means you are making the other person feel good. Making deposits also makes you feel good. Sharing is an example of Habit 4: Think Win-Win.
• When you Think Win-Win, you are not just thinking about what you want, you are also considering others.
• Let’s use a chart to think about ways we can use Habit 4: Think Win-Win. On one side of the chart will be ways to make a deposit with others. On the other side will be ways to make a withdrawal with others. Withdrawals are when you think only of yourself.
• What are some ways you can make deposits with others? Examples: encourage, listen, or compliment.
• What are some ways you can make withdrawals with others? Examples: lie, do not do what you say, say mean things.

DISCUSSION:
• Record students’ responses on the chart.

SAY IN YOUR OWN WORDS:
• Each day you have many opportunities to make deposits and Think Win-Win.
LEARNING OBJECTIVES
Students will be able to:
• Understand that a promise expresses a commitment to take action or refrain from it.
• Explain how they make promises to themselves and others.
• Recognize that keeping promises builds trust, including self-trust.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition.

KEY QUESTIONS:
• When you talk about making a promise to someone, what does that mean?

SAY IN YOUR OWN WORDS:
• Keeping promises is an important way to build relationships with other people. If you make a promise, you must be able to do what you say. Keeping a promise is making a deposit.

KEY QUESTIONS:
• What happens when you break a promise?

SAY IN YOUR OWN WORDS:
• Breaking a promise is a withdrawal.
• Deposits build your Emotional Bank Account with others. Withdrawals break down your Emotional Bank Account with others.
• The more deposits you make, the more trust you have with that person.
• Let’s look at your Student Leadership Guide to learn more about making deposits by making promises.

LEADERSHIP GUIDE:
• Complete the “Happy Heart” lesson using the Kindergarten Student Leadership Guide (pages 46-47) and Teacher Edition (pages 96-99).
LEARNING OBJECTIVES
Students will be able to:
• Demonstrate ways to solve problems.
• Understand ways to Think Win-Win.

MATERIALS NEEDED:
• The 7 Habits of Happy Kids by Sean Covey

SAY IN YOUR OWN WORDS:
• There are times you may have trouble getting along with others. Sometimes disagreements happen because you do not carefully listen to what others have to say.
• Even if you have a disagreement, there are ways you can work through the problem.

KEY QUESTIONS:
• What is one way you can solve a problem with a friend?
• Can one person in a disagreement solve the problem or does it take both people? Why?

SAY IN YOUR OWN WORDS:
• Each day you have to work to solve problems. If you do not, little problems can grow to be bigger problems.
• When friends have a disagreement, they have to work together to solve the problem. We call this finding a win-win solution.
• If only one person gets his or her way, the other person can say, “No Deal.” For example, if two people want a toy and one person will not share, the other person can decide not to play and say, “No Deal.”
• A Win-Win Agreement is both friends agreeing to a solution.
• Let’s read, “Lily Plants a Garden” in The 7 Habits of Happy Kids and see how Lily and her mom Think Win-Win.

KEY QUESTIONS:
• How did Lily and her mom Think Win-Win?

SAY IN YOUR OWN WORDS:
• Even in disagreements, you can find ways to Think Win-Win. A Win-Win Agreement is always better than No Deal.
LEARNING OBJECTIVES
Students will be able to:
• Identify the meaning of leadership role.
• Understand roles others have in the school community.

MATERIALS NEEDED:
• The Little Red Hen by Diane Muldrow from Day 2
• Sticky note or small piece of paper and tape for each student
• One large piece of paper
• Marker
• Tape

SAY IN YOUR OWN WORDS:
• Do you remember reading the story, The Little Red Hen on the second day of school? What do you remember about the story?
• Let’s take a few moments to do a picture walk and revisit the many roles the Little Red Hen had in the book.

KEY QUESTIONS:
• What were some roles the Little Red Hen had?

SAY IN YOUR OWN WORDS:
• Just like the Little Red Hen, you all have roles. I am going to give each of you a sticky note. On your sticky note, write or draw one role (person) that helps you be successful at school.

DISCUSSION:
• Allow students to complete the activity. On the large piece of paper, draw three columns labeled, Student, Teachers, and Family.
• When students have completed their writing or drawing, have them place their ideas at the front of the room.

SAY IN YOUR OWN WORDS:
• Now we are going to look at each role and decide together if it is a role for a student, teachers, or family.

DISCUSSION:
• As a class, sort ideas into the three categories.

SAY IN YOUR OWN WORDS:
• Families, teachers, and students all have roles. As part of the class family, we all work together to help everyone be successful at school.
LEADERSHIP ROLES

LEARNING OBJECTIVES
Students will be able to:
• Identify the meaning of leadership roles.
• Understand roles they have at home and at school.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition.

SAY IN YOUR OWN WORDS:
• We discussed the roles different people have at school to help you each be successful. You may have different roles depending on whether you are at home or at school. At school, we call these leadership roles because they are helping you to become a better leader.

LEADERSHIP GUIDE:
• Complete the “What is my Role?” lesson using the Kindergarten Student Leadership Guide (pages 20-21) and Teacher Edition (pages 44-47).
LEARNING OBJECTIVES
Students will be able to:
• Reflect on the day.
• Share things that went well during the day (Plus).
• Share things that could be improved upon tomorrow (Delta).

MATERIALS NEEDED:
• Plus/Delta Chart

SAY IN YOUR OWN WORDS:
• Leaders reflect on the day and look for ways to improve. Let’s think about what went well today and what we can improve upon tomorrow.

KEY QUESTIONS:
• What went well today? (Plus)
• What can we improve upon tomorrow? (Delta)

DISCUSSION:
• Review expectations for speaking in the class:
  - Wait until you are called upon.
  - Stand to speak.
  - Speak in a loud, clear voice.
  - Answer in complete sentences.
• Have students share ideas to add to the Plus/Delta Chart.
THE HABIT OF EMPATHIC COMMUNICATION
OUTCOMES FOR DAY 5

LEADERSHIP

In Habit 5: Seek First to Understand, Then to Be Understood, students learn to build trust, listen intently, and share thoughts confidently. Students will be able to:
• Define what it means to “Seek First to Understand, Then to Be Understood.”
• Identify how to become an empathic listener.

CULTURE

In Habit 5: Seek First to Understand, Then to Be Understood, students participate in activities that help them learn to listen to others’ points of view and feel comfortable sharing their own thoughts and feelings. Students will be able to:
• Review expectations.
• Be an active participant in a discussion.
• Apply the techniques of a confident public speaker.

ACADEMICS

In Habit 5: Seek First to Understand, Then to Be Understood, students learn to actively listen and participate in their learning. Students will be able to:
• Identify Habit 5: Seek First to Understand, Then to Be Understood in a piece of literature.
• Apply the understanding of Habit 5: Seek First to Understand, Then to Be Understood through a detailed written response.
• Utilize leadership and quality tools to demonstrate understanding of a topic.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>Morning Routine</td>
<td>30 minutes</td>
</tr>
<tr>
<td>School Expectations Review</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Review of Habits 1-4</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Introduce Habit 5</td>
<td>30 minutes</td>
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<tr>
<td>Talking Stick</td>
<td>30 minutes</td>
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<tr>
<td>Attentive Listening</td>
<td>45 minutes</td>
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<tr>
<td>Public Speaking</td>
<td>45 minutes</td>
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<tr>
<td>Plus/Delta</td>
<td>15 minutes</td>
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</tbody>
</table>
LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning routine Flowchart.
• Watch and listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart makes sure you are ready when learning begins.

KEY QUESTIONS:
• What do you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch and/or listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review the classroom mission statement.
• Review the classroom expectations.
• Review the agenda or schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.
LEARNING OBJECTIVES
Students will be able to:
• Review school expectations.
• Understand the importance of the school expectations

MATERIALS NEEDED:
• What if Everybody Did That? By Ellen Javernick
• All school expectation Lotus Diagrams from Day 1

SAY IN YOUR OWN WORDS:
• This week we have been spending a lot of time talking about the expectations at school. Let’s look at the Lotus Diagrams about the expectations in the hallway, classroom, lunchroom, and playground.

KEY QUESTIONS:
• What do you notice about the expectations we have at school?
• Why do you think we have these expectations?

SAY IN YOUR OWN WORDS:
• Today, I am going to read a story about what happens when some students do not follow the expectations at school. As you listen to the story, think about what would happen if no one followed school expectations.

DISCUSSION:
• Read What if Everybody Did That? By Ellen Javernick aloud.
• While reading, pause and discuss better choices that could be made in the story. Make connections back to making proactive (green) choices or reactive (red) choices.

SAY IN YOUR OWN WORDS:
• Today, see if you can make proactive choices when you are in the hallway, classroom, lunchroom, or on the playground.
LEARNING OBJECTIVES
Students will be able to:
• Review Habits 1-4.
• Apply their understanding of the Habits 1-4.

MATERIALS NEEDED:
• The Kissing Hand by Audrey Penn
• Heart cutouts for each student

SAY IN YOUR OWN WORDS:
• Since the first day of school, you have been learning more about the 7 Habits.

KEY QUESTIONS:
• Can you name the habits you have learned so far?

SAY IN YOUR OWN WORDS:
• The 7 Habits are designed to help you in everything you do. It does not matter where you are, you can always practice the 7 Habits.
• Each day you will continue to learn more about the 7 Habits and how to use them.
• In the book, The Kissing Hand by Audrey Penn, Chester practices the 7 Habits. As I read this story, listen for ways Chester shows leadership by practicing using the habits.

DISCUSSION:
• Read The Kissing Hand by Audrey Penn. As you read, pause along the way for students to share how the first four habits are used in the story.

KEY QUESTIONS:
• How did Chester model the habits?
• How did Chester show leadership?
• How can you show leadership?

SAY IN YOUR OWN WORDS:
• Just like Chester, you can show leadership. Chester had a special heart to remind him he was special; you can also make a special heart. On your heart, write or draw one way you can show leadership at school.

DISCUSSION:
• Allow students to work independently to complete writing or drawing. Have students share their heart with the class.
KINDERGARTEN - Habit 5: Seek First to Understand, Then to Be Understood

INTRODUCE HABIT 5

30 MINUTES

LEARNING OBJECTIVES
Students will be able to:
• Understand what it means to Seek First to Understand, Then to Be Understood (Listen first, and then share your ideas).
• Recognize the importance of seeing others’ point of view.

MATERIALS NEEDED:
• One large piece of paper
• Markers

SAY IN YOUR OWN WORDS:
• Habit 5 is Seek First to Understand, Then to be Understood. This habit teaches you to listen before you talk. It is not easy to listen before you talk, you will often want to do more talking than listening.
• As you learn about Habit 5: Seek First to Understand, Then to Be Understood, you will learn what it means to listen well.

KEY QUESTIONS:
• Why is it easier to talk than to listen?

SAY IN YOUR OWN WORDS:
• Seek First to Understand, Then to Be Understood is a skill even adults practice. Listening is the part of Habit 5 that is the most challenging.
• Let’s use a Brainstormer tool to write what it looks like to be a good listener.
• On this large piece of paper, let’s think about what it means to be a good listener.

DISCUSSION:
• Have students share responses. Write ideas on the Brainstormer.

SAY IN YOUR OWN WORDS:
• An important part of Habit 5: Seek First to Understand, Then to Be Understood is practicing listening before you talk.
LEARNING OBJECTIVES
Students will be able to:
• Understand the importance of taking turns in a discussion.
• Practice taking turns in a discussion with others.

MATERIALS NEEDED:
• Talking Stick or other object for each pair of students
• Large piece of paper
• Markers

SAY IN YOUR OWN WORDS:
• Think about a time you have had an argument with someone. What happened?
• Sometimes you may disagree with someone. It is important to listen carefully to the other person in a disagreement.
• There is a simple tool to remind you to listen to others in a disagreement. It is a Talking Stick.
• There is one rule for the Talking Stick. The only person who can talk is the person holding the Talking Stick. The person who is not holding the Talking Stick must carefully listen to the person who has the stick.
• Today you will get a chance to work with a partner to practice using a Talking Stick. With your partner, take turns talking about your favorite part of kindergarten. Remember, the only person who can talk is the person holding the Talking Stick.

EXERCISE:
• Have students practice using the Talking Stick with a partner.

SAY IN YOUR OWN WORDS:
• You did a great job practicing listening before you talk. Let’s think about some examples of when it is extra helpful to listen before you talk.
• Record students’ ideas on the large piece of paper.

DISCUSSION:
• Have students share ideas of when it would be important to listen before you talk.
  Examples: problems on the playground, cutting in line, friend troubles, etc.

SAY IN YOUR OWN WORDS:
• You are each part of the class family. Together, you have to work to solve problems. Taking turns when you disagree is one way you can help solve problems.
KINDERGARTEN - Habit 5: Seek First to Understand, Then to Be Understood

ATTENTIVE LISTENING

LEARNING OBJECTIVES
Students will be able to:
• Realize how it feels when others listen to them.
• Understand why it is important to take turns listening.
• Model what attentive listening looks like.

MATERIALS NEEDED:
• Lily’s Missing Wed Paint video found at www.theleaderinmeonline.org
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• As a class family, you need to take time to listen to each other. You all have important things to say and share.

LEADERSHIP GUIDE:
• Complete the “Are You Listening?” lesson using the Kindergarten Student Leadership Guide (pages 50-51) and Teacher Edition (pages 104-107).

SAY IN YOUR OWN WORDS:
• Next, we will watch the video Lily’s Missing Wed Paint. As you watch, think about how Lily and Allie solve their problem by listening.

KEY QUESTIONS:
• How did Lily and Allie practice Habit 5: Seek to Understand, Then to Be Understood?
• How can you be a better listener?
**LEARNING OBJECTIVES**
Students will be able to:
- Understand why it is important to share ideas confidently.
- Model the skills of public speaking.

**MATERIALS NEEDED:**
- Picture of eyes, child standing straight, mouth, and ears
- Kindergarten Student Leadership Guide and Teacher Edition

**SAY IN YOUR OWN WORDS:**
- One leadership skill you have learned is how to greet others. What do you need to remember when you greet other people?
- Greeting is the first step to speaking in front of others.
- I have four pictures that show the key things you need to remember when you speak in public.

**DISCUSSION:**
- Share the pictures of eyes, child standing straight, mouth, and ears. Emphasize how making eye contact, standing straight, speaking loudly and clearly, and knowing what you want to say are ways to be a confident public speaker.
- Complete the “Talk to Me” lesson in the Kindergarten Student Leadership Guide (pages 54-55) and Teacher Edition (pages 112-115).

**SAY IN YOUR OWN WORDS:**
- Now you know the four key things to remember when speaking in front of others. Next, you will have an opportunity to practice.
- With a partner, you are going to take turns talking about how you get home after school.
- First, think quietly about what you are going to say. Then, standing straight and with a loud and clear speaking voice and good eye contact, tell your partner if you ride the bus, carpool, or have another way you get home.
- Remember to use your listening skills when your partner is talking.
**LEARNING OBJECTIVES**

Students will:
- Reflect on the day.
- Share things that went well during the day (Plus).
- Share things that can be improved the next day (Delta).

**MATERIALS NEEDED:**
- Plus/Delta Chart

**SAY IN YOUR OWN WORDS:**
- Today we want to think about things that have gone well during our day and things that we can improve.

**KEY QUESTIONS:**
- What were things that went well today? (Plus)
- What were things that we can improve upon tomorrow? (Delta)

**DISCUSSION:**
- Review expectations for speaking in the class
- Wait until you are called upon.
- Stand to speak.
- Use a loud, clear voice.
- Answer in complete sentences
- Have students share their feedback on the Plus/Delta Chart activity.
# THE HABIT OF CREATIVE COOPERATION
## OUTCOMES FOR DAY 6

### LEADERSHIP
In Habit 6: Synergize, students learn to demonstrate humble leadership, teamwork, and celebrate others’ differences. Students will be able to:
- Define what it means to “Synergize.”
- Recognize what it means to be a humble leader.

### CULTURE
In Habit 6: Synergize, students celebrate and recognize others’ unique strengths, talents, and contributions. Students will be able to:
- Use teamwork to reach a common goal.
- Identify why it is important to celebrate differences.

### ACADEMICS
In Habit 6: Synergize, students learn to incorporate others’ ideas to reach a common goal. Students will be able to:
- Identify Habit 6: Synergize in a piece of literature.
- Demonstrate an understanding of Habit 6: Synergize through a detailed written response.
- Utilize leadership and quality tools to demonstrate understanding of a topic.

### ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
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<td>Team Building</td>
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</tr>
<tr>
<td>Plus/Delta</td>
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LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning routine Flowchart.
• Watch and listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart makes sure you are ready when learning begins.

KEY QUESTIONS:
• What do you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch and/or listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review the classroom mission statement.
• Review the classroom expectations.
• Review the agenda and/or schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.
LEARNING OBJECTIVES
Students will be able to:
• Review school expectations.
• Understand the importance of the school expectations.

MATERIALS NEEDED:
• All school expectations Lotus Diagrams from Day 1.

SAY IN YOUR OWN WORDS:
• Today, you are going to help review the school expectations for the hallway, classroom, lunchroom, and playground.

DISCUSSION:
• In partners, have students participate in a Teach to Learn activity. Each student will take turns sharing one important rule for each area: hallway, classroom, lunchroom, and playground.

SAY IN YOUR OWN WORDS:
• Now that you have shared with a partner, let's share some important expectations to remember as a group.
• When you follow the school expectations, you are being a leader and a role model for others!
LEARNING OBJECTIVES
Students will be able to:
• Review Habits 1-5.
• Apply their understanding of Habits 1-5.

MATERIALS NEEDED:
• Large heart cutout of red construction paper labeled “Happy Heart.”

SAY IN YOUR OWN WORDS:
• You have learned a lot about Habits 1-5.

KEY QUESTIONS:
• Can you name the habits you have learned so far?
• How are the habits different from each other?

SAY IN YOUR OWN WORDS:
• Some of the habits are about you and some of the habits are about working and getting along with others.
• What habits are about you? (Habits 1-3). Habits 4-5 are about working and getting along with others.
• How you treat other people is important. How you treat others affects your relationships.
• Look at this heart. What do you notice about this heart?
• What do you think happens to the heart when we do not treat others well?

DISCUSSION:
• Using the heart, give different situations that can make your heart feel sad. Examples: name-calling, not having a friend at recess, not sharing, etc. Each time, crumble up the heart a little.

KEY QUESTIONS:
• What is different about the heart now?

SAY IN YOUR OWN WORDS:
• The 7 Habits help you learn how to make positive choices and develop positive habits. When you do your best to treat others well, you have a happy heart, and so do others.
LEARNING OBJECTIVES
Students will be able to:
• Understand why together is better.
• Model ways to work with others.

MATERIALS NEEDED:
• Swimmy by Leo Lionni
• Small fish cutouts for each student
• One large piece of paper

KEY QUESTIONS:
• Do you think it is better to work alone or with others? Why?

SAY IN YOUR OWN WORDS:
• Working with others makes bigger and better things happen. When you work with others, you hear new ideas from others, share your own ideas, and combine the ideas into an even better idea. That is Habit 6: Synergize.
• I am going to read a book called Swimmy by Leo Lionni. As I read, listen carefully to find out how Swimmy synergizes with other fish.

KEY QUESTIONS:
• How did Swimmy Synergize with other fish?
• What do you think Swimmy learned?

SAY IN YOUR OWN WORDS:
• Just like Swimmy, you can accomplish great things with others when you work together. That is what synergy is all about.
• I am going to give each of you a fish cutout. On your fish, write or draw one way you can work with others. It could be on the playground, in the classroom or lunchroom, or at home. Just like in the story, we are going to make a larger fish with all of your small fish. We are going to have this display as a reminder that we can do more together than we can alone.

DISCUSSION:
• Allow students to complete the activity. Glue all the fish on the large piece of paper to create a large fish shape. Label the paper, “Synergy is Better.”
LEARNING AREA SYNERGY

LEARNING OBJECTIVES
Students will be able to:
• Practice the correct procedures during classroom stations.
• Understand how to use Synergize in classroom stations.

MATERIALS NEEDED:
• One large piece of paper
• Markers
• Force Field Analysis Tool

SAY IN YOUR OWN WORDS:
• A few days ago, we spent time talking about the expectations when you are in learning areas. Let’s review the “I can” charts we made for each learning area.

DISCUSSION:
• Review the expectations and “I can” charts for each area. Have students model the expectations for each learning area.

SAY IN YOUR OWN WORDS:
• Now that you know the expectations for each area, let’s talk about how you can Synergize when working in the learning areas.
• Together, we are going to use a Force Field Analysis tool. It will help us decide what drives and what prevents synergy when you are in the learning areas.

DISCUSSION:
• Facilitate a discussion about various classroom learning areas. Allow students to share feedback of what happens when they use great synergy (learn more, complete their work, able to ask for help, etc.) and what prevents synergy (arguing, not sharing supplies, not helping others if they have questions, etc.).

SAY IN YOUR OWN WORDS:
• As a part of the class family, you work with others to find ways to help each other. Habit 6: Synergize is another habit that can help you reach your leadership potential.
KINDERGARTEN - Habit 6: Synergy

STRONGER TOGETHER

LEARNING OBJECTIVES
Students will be able to:
• Understand why together is better.
• Understand how you can accomplish more together than you can alone.
• Learn about others’ strengths.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• What does it mean to Synergize?
• When you Synergize, you work cooperatively with others. When you work together, you will be most successful when you use everyone’s strengths and ideas.
• Let’s look at your Student Leadership Guide to learn more about recognizing others’ strengths.

LEADERSHIP GUIDE:
• Complete the “Stronger Together” lesson using the Kindergarten Student Leadership Guide (pages 58-59) and Teacher Edition (pages 120-123).

SAY IN YOUR OWN WORDS:
• I hope you will continue to learn about your classmates’ strengths and they learn about your strengths.
LEARNING OBJECTIVES
Students will be able to:
• Practice synergizing with others.
• Identify others’ strengths.

MATERIALS NEEDED:
• Dry, straight pasta noodles (spaghetti)
• Molding clay
• Large waterproof bag that can be sealed
• One piece of paper for each group with “Supply Manager,” “Timekeeper,” and “Builder” written on it.

SAY IN YOUR OWN WORDS:
• When you Synergize, you work together and listen to others’ thoughts and ideas. Today, you are going to have an opportunity to practice synergizing by building a tower in groups.
• I am going to put you in groups of three. Each group will need to choose one person for each role: supply manager, timekeeper, and builder.
• What can you do if more than one person wants the same job? Create a solution by first seeking first to understand (listening first) and then Synergize to create a solution.
• You have three minutes to decide who will be responsible for each leadership role. Sign your name by the role you will be doing.
• After three minutes, have each group’s supply manager get the bag of pasta noodles and molding clay. Your job is to Synergize as a group to build a tallest tower your supplies.
• You will have five minutes to complete your build. Remember to practice synergy.

DISCUSSION:
• Have students complete the activity in the allotted time.

KEY QUESTIONS:
• What worked well in your group?
• How did your group Synergize?

SAY IN YOUR OWN WORDS:
• Remember, when you work together, you accomplish more than you can accomplish by yourself.
**LEARNING OBJECTIVES**

Students will be able to:
- Reflect on the day.
- Share things that went well during the day (Plus).
- Share things that could be improved upon tomorrow (Delta).

**MATERIALS NEEDED:**
- Plus/Delta Chart

**SAY IN YOUR OWN WORDS:**

- Leaders reflect on the day and look for ways to improve. Let’s think about what went well today and what we can improve upon tomorrow.

**KEY QUESTIONS:**
- What went well today? (Plus)
- What can we improve upon tomorrow? (Delta)

**DISCUSSION:**
- Review expectations for speaking in the class
  - Wait until you are called upon.
  - Stand to speak.
  - Use a loud, clear voice.
  - Speak in complete sentences.
- Have students share ideas to add to the Plus/Delta Chart.
### LEADERSHIP

In Habit 7: Sharpen the Saw students learn the importance of the four dimensions: body, brain, heart, and soul to gain balance. Students will be able to:
- Define what it means to “Sharpen the Saw.”
- Identify the four dimensions of “Sharpen the Saw.”

### CULTURE

In Habit 7: Sharpen the Saw students participate in activities that help them understand that being a good friend is a great way to sharpen the heart and build relationships. Students will be able to:
- Identify elements in each dimension.

### ACADEMICS

In Habit 7: Sharpen the Saw students learn that keeping all of the dimensions “sharp” allows the achievement of the Private Victory and the Public Victory. Students will be able to:
- Identify Habit 7: Sharpen the Saw in a piece of literature.
- Demonstrate understanding of Habit 7: Sharpen the Saw through a detailed written response.
- Utilize leadership and quality tools to demonstrate understanding of a topic.

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<tr>
<td>Sharpen the Body</td>
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<tr>
<td>Sharpen the Heart</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Sharpen the Brain &amp; Sharpen the Soul</td>
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MORNING ROUTINE

LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning routine Flowchart.
• Watch and/or listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart makes sure you are ready when learning begins.

KEY QUESTIONS:
• What do you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch and/or listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review the classroom mission statement.
• Review the classroom expectations.
• Review the agenda or schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.
LEARNING OBJECTIVES
Students will be able to:
• Review the school expectations.
• Understand the importance of the school expectations.

MATERIALS NEEDED:
• All school expectations Lotus Diagrams from Day 1.

SAY IN YOUR OWN WORDS:
• Today, you are going to review the school expectations for the hallway, classroom, lunchroom, and playground.

DISCUSSION:
• In partners, have students participate in a Teach to Learn activity. Each student will take turns sharing one important rule for each area: hallway, classroom, lunchroom, and playground.

SAY IN YOUR OWN WORDS:
• Now that you have shared with a partner, let’s share some important expectations to remember as a group.
• When you follow the school expectations, you are being a leader and a role model for others!
LEARNING OBJECTIVES
Students will be able to:
• Review Habits 1-6.
• Apply their understanding of Habits 1-6.

MATERIALS NEEDED:
• Giraffes Can’t Dance by Giles Andreae
• One large piece of paper
• Marker

SAY IN YOUR OWN WORDS:
• You have learned a lot about Habits 1-6. Let’s review the habits you have learned so far.

KEY QUESTIONS:
• Can you name the habits you have learned so far?
• Why do you think the habits are important?

SAY IN YOUR OWN WORDS:
• These habits will help you become a stronger leader.
• I am going to read an exciting book called Giraffes Can’t Dance by Giles Andreae. While I read, listen for the 7 Habits in action.

DISCUSSION:
• After reading the story, use the large piece of paper to write Habits 1-6 along one side. Have students share examples of Habits 1-6 from the story.

KEY QUESTIONS:
• Why do you think Gerald think he could not dance?
• What would happen if Gerald never tried to dance to his own music?

SAY IN YOUR OWN WORDS:
• Giraffes Can’t Dance by Giles Andreae is a great story to help you remember that it is okay to have a little fun.
• Think about the story. Think about examples from the story that demonstrate Habits 1-6. As you share, I will write the examples beside the correct habit.

SAY IN YOUR OWN WORDS:
• Just like in the book Giraffes Can’t Dance, the habits are all around you. There more you learn about the 7 Habits, the more you begin to see them in action everywhere.
MORNING ROUTINE

INTRODUCE HABIT 7

LEARNING OBJECTIVES
Students will be able to:
• Define what it means to Sharpen the Saw.
• Understand how to sharpen the body, brain, heart, and soul.

MATERIALS NEEDED:
• The 7 Habits of Happy Kids by Sean Covey
• One large piece of paper
• Markers
• Toy car

SAY IN YOUR OWN WORDS:
• Today we are going to learn about Habit 7: Sharpen the Saw. This habit helps you remember to do things to renew your body, brain, heart, and soul so you feel balanced.

KEY QUESTIONS:
• What does it mean to feel balanced?

SAY IN YOUR OWN WORDS:
• We are going to read a story about a character that is not balanced. In the story, Sophie learns an important lesson.
• Let’s read “Sleepy Sophie” in The 7 Habits of Happy Kids by Sean Covey.

KEY QUESTIONS:
• What clues let you know Sophie was not leading a balanced life?
• What did Sophie do to change?
• What are ways Sophie learned to Sharpen the Saw?

SAY IN YOUR OWN WORDS:
• Just like Sophie, sometimes you may get so busy that you forget to take care of yourself.
• (Share toy car with students.) What do you notice about the car?
• What happens if one of the wheels were to come off?
• Just as a car has four wheels, you have four ways to take care of yourself and find balance. You will not be as productive if you do not spend time in all four areas. Today, we are going to use a Fishbone Diagram to share ideas for ways to Sharpen the Saw with our body, brain, heart, and soul.

DISCUSSION:
• Draw a Fishbone Diagram on the large piece of paper.
• Label the “bones” of the Fishbone Diagram, “Body,” “Brain,” “Heart,” and “Soul.” Examples: Body (soccer, play outside, dance); Brain (read, play board games, watch educational TV); Heart (volunteering, making cookies for others, showing kindness); Soul (journaling, meditation, walking in nature).
• Lead a discussion of ways students can sharpen each area.
• Write students’ ideas next to the appropriate bone.

SAY IN YOUR OWN WORDS:
• Habit 7: Sharpen the Saw is an important habit. If you take care of all four areas, you will be able to do everything better.
LEARNING OBJECTIVES
Students will be able to:
• Identify ways to sharpen the body.

MATERIALS NEEDED:
• Brainstormer for each student; label the middle “Sharpen the Body”
• Pencil

SAY IN YOUR OWN WORDS:
• You have learned about the importance of finding balance. Just like the four wheels on a car, you must find balance in four important areas: body, brain, heart, and soul.
• Now you are going to brainstorm ways you can sharpen your body.

KEY QUESTIONS:
• What are ways you can sharpen your body?
• Is it okay if people sharpen their body in different ways? Why?

SAY IN YOUR OWN WORDS:
• You each are going to get your own Brainstormer. In the middle of your Brainstormer, it says, “Sharpen the Body.” In the circles, write or draw ways you like to sharpen your body.

EXERCISE:
• Have students complete the Brainstormer independently.
• Then have students share ideas with a partner or small group of students.

SAY IN YOUR OWN WORDS:
• Each day, you take time to sharpen your body when you have recess. Now you have many ideas for ways you can sharpen your body at home and at school.
LEARNING OBJECTIVES
Students will be able to:
• Understand why relaxing is important.
• Identify ways to sharpen your heart

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• Habit 7: Sharpen the Saw is the habit of renewal. It is the habit that helps you find ways to take care of yourself. You learned ways to sharpen your body, now you will learn ways to sharpen your heart.
• Let's look at your Student Leadership Guide to learn more.

LEADERSHIP GUIDE:
• Complete the “Fun Times” lesson using the Kindergarten Student Leadership Guide (pages 68-69) and Teacher Edition (pages 140-143).

SAY IN YOUR OWN WORDS:
• One way to sharpen your heart is to have fun doing what you love to do.
LEARNING OBJECTIVES
Students will be able to:
• Explain why it is important to do calming things.
• Identify ways to sharpen the brain and soul.

MATERIALS NEEDED:
• Pictures of students participating in the following activities: reading books, visiting a museum, writing in a journal, enjoying nature, listening to music, and drawing a picture.
• Paper for each student
• Crayons
• Marker
• One large piece of paper with two columns labeled, “Sharpen the Brain” and “Sharpen the Soul.”
• Pencil

SAY IN YOUR OWN WORDS:
• There are many different ways you can Sharpen the Saw by taking care of your body, brain, heart, and soul. Now you are going to learn ways to sharpen your brain and your soul.
• Let’s look at the pictures. I am going to call on students to select a picture and then decide whether it goes in the “Sharpen the Brain” column or the “Sharpen the Soul” column.

DISCUSSION:
• Have students select pictures, identify which column the picture belongs in, and why they think it belongs in the selected column.

SAY IN YOUR OWN WORDS:
• Now that you have examples of ways to sharpen your brain and soul, you are going to have a chance to share which ideas you like best.
• When you get your piece of paper, fold your paper in half. On one side, write “Brain” and the other side write “Soul.” Write or draw one idea for each area.

DISCUSSION:
• When students have completed the activity, have them share ideas with a partner or small group of students.
LEARNING OBJECTIVES
Students will be able to:
• Reflect on the day.
• Share things that went well during the day (Plus).
• Share things that could be improved upon tomorrow (Delta).

MATERIALS NEEDED:
• Plus/Delta Chart

SAY IN YOUR OWN WORDS:
• Leaders reflect on the day and look for ways to improve. Let’s think about what went well today and what we can improve upon tomorrow.

KEY QUESTIONS:
• What went well today? (Plus)
• What can we improve upon tomorrow? (Delta)

DISCUSSION:
• Review expectations for speaking in the class:
  - Wait until you are called upon.
  - Stand to speak.
  - Speak in a loud, clear voice.
  - Answer in complete sentences.
• Have students share ideas to add to the Plus/Delta Chart.
OUTCOMES FOR DAY 6

LEADERSHIP

In the 8th Habit: Find Your Voice and Inspire Others to Find Theirs, students learn to discover their potential by identifying their unique talents, strengths, passion, skills, and conscience. Students will be able to:
- Define what it means to “Find Your Voice.”
- Identify their strengths and talents.

CULTURE

In the 8th Habit: Find Your Voice and Inspire Others to Find Theirs, students participate in activities that develop empathy, respect, and appreciation for different life experiences and viewpoints. Students will be able to:
- Realize how all of the habits work together to create a positive culture.
- Understand the purpose and importance of an Accountability Partner.

ACADEMICS

In the 8th Habit: Find Your Voice and Inspire Others to Find Theirs, students learn to be globally aware, recognize their strengths, and inspire others by respecting other cultures and traditions. Students will be able to:
- Demonstrate understanding of the 8th Habit: Find Your Voice and Inspire Others to Find Theirs through a written response.
- Utilize leadership and quality tools to demonstrate understanding of a topic.

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LEARNING OBJECTIVES
Students will be able to:
• Review and practice the steps of the morning routine Flowchart.
• Watch and/or listen to the morning announcements attentively.
• Participate actively in the morning meeting.

MATERIALS NEEDED:
• Morning Flowchart

SAY IN YOUR OWN WORDS:
• Let’s review the morning routine Flowchart. This Flowchart makes sure you are ready when learning begins.

KEY QUESTIONS:
• What do you need to remember to do in the morning?
• Why are these things important?

INDEPENDENT STUDY:
• Watch and/or listen to the morning announcements.

DISCUSSION:
• Participate in the morning meeting.
• Review the classroom mission statement.
• Review the classroom expectations.
• Review the agenda or schedule for the day.
• Update calendar, weather, etc. as a part of the morning routine.
KINDERGARTEN - The 8th Habit: Find Your Voice and Inspire Others to Find Theirs

SCHOOL EXPECTATIONS

15 MINUTES

LEARNING OBJECTIVES
Students will be able to:
• Review the school expectations.
• Understand the importance of the school expectations.

MATERIALS NEEDED:
• All school expectations Lotus Diagrams from Day 1.

SAY IN YOUR OWN WORDS:
• Today, you are going to review the school expectations for the hallway, classroom, lunchroom, and playground.

DISCUSSION:
• With a partner, have students participate in a Teach to Learn activity. Each student will take turns sharing one important rule for each area: hallway, classroom, lunchroom, restroom, and playground.

SAY IN YOUR OWN WORDS:
• Now that you have shared with a partner, let’s share some important expectations to remember as a group.
• When you follow the school expectations, you are being a leader and a role model for others!
LEARNING OBJECTIVES
Students will be able to:
• Review Habits 1-7.
• Apply their understanding of Habits 1-7.

MATERIALS NEEDED:
• Playing card-sized pieces of paper with one of the 7 Habits written on it for each student.

SAY IN YOUR OWN WORDS:
• You have learned about the 7 Habits and how to use them. Today, you are going to play a game called “Match the Habit.” I will pass out one card to each person. Each card has one of the 7 Habits written on it. Your challenge is to find a partner who has the same habit.
• Once you find your partner, take turns sharing how you can use the habit written on your card. For example, if my partner and I both have Habit 6: Synergize, I could say I use synergy with my friends when we make up a new game.

DISCUSSION:
• Have students play “Match the Habit,” then facilitate a discussion about the 7 Habits.

KEY QUESTIONS:
• What habits do you think are the most challenging?
• What habit do you think you practice the most?

SAY IN YOUR OWN WORDS:
• You will continue to find ways to practice and model the 7 Habits throughout the year.
LEARNING OBJECTIVES
Students will be able to:
• Understand the 8th Habit: Find Your Voice and Inspire Others to Find Theirs.
• Apply the 8th Habit: Find Your Voice and Inspire Others to Find Theirs.

MATERIALS NEEDED:
• Frederick by Leo Lionni
• Brainstormer for each student with “People who have found their voice” written in the middle circle.
• One large piece of paper
• Marker

SAY IN YOUR OWN WORDS:
• Today we are going to learn about the 8th Habit: Find Your Voice and Inspire Others to Find Theirs. When you live the 7 habits, it leads to the 8th Habit.
• When you “find your voice,” it means you find something you like to do and you do it well. You then inspire, or encourage, others to do the same.
• Today, I am going to read a story about a mouse who models the 8th Habit: Find Your Voice and Inspire Others to Find Theirs.

DISCUSSION:
• Read Frederick by Leo Lionni. Discuss how Frederick’s family thought he was not doing his part to prepare for the winter. Make sure students understand that, in the end, the family realized he was preparing for the winter in a different way. Frederick was finding his voice by writing a poem—a poem that would help his family make it through the long, cold winter days.

SAY IN YOUR OWN WORDS:
• Just like Frederick, you know people who have helped you, the community, or the world be a better place.
• You are going to use a Brainstormer to write or draw people who have found their voice by helping others.

DISCUSSION:
• Have students complete the activity and share their Brainstormers. Facilitate a discussion about how different people use their individual strengths and talents to make things better.
LEARNING OBJECTIVES
Students will be able to:
• Identify their strengths and talents.
• Identify others’ strengths and talents.

MATERIALS NEEDED:
• Kindergarten Student Leadership Guide and Teacher Edition
• One piece of paper for each student
• Pencil

SAY IN YOUR OWN WORDS:
• Part of practicing the 8th Habit: Find Your Voice and Inspire Others to Find Theirs, is being able to recognize your own strengths and talents. You may be passionate about animals, sports, reading, or other topics. What you are most interested in will most likely be different from other people and maybe even your friends.
• Have students participate in a Teach to Learn activity by sharing an area of interest.
• Your Student Leadership Guide will help you think about your strengths and talents.

LEADERSHIP GUIDE:
• Complete the “My Voice” lesson using the Kindergarten Student Leadership Guide (pages 74-75) and Teacher Edition (pages 152-155).

KEY QUESTIONS:
• What are things you do well?
• How can you help others?
• Why is it important to recognize your strengths and talents?

SAY IN YOUR OWN WORDS:
• Now that you know your own strengths and talents, it is time to recognize others’ strengths and talents.
• Each of you is going to receive a sheet of paper. At the top of your paper, write your first name.

EXERCISE:
• Divide students into small groups of 3-4 students. Have students share the strengths and talents they see in each member of the group.
• Then have students take turns writing a strength or talent on each member’s paper.

KEY QUESTIONS:
• How are your strengths and talents similar to the friends in your group?
• How are your strengths and talents different from the friends in your group?
• Why is it a good thing that people have different strengths and talents?

SAY IN YOUR OWN WORDS:
• Find Your Voice and Inspire Others to Find theirs is the 8th Habit. It allows you to use your strengths and talents to help others and make a difference.
LEARNING OBJECTIVES
Students will be able to:
• Determine how they help others find their voice.
• Understand how to encourage others.

MATERIALS NEEDED:
• Sticky notes or small pieces of paper and tape
• One large piece of paper with an Affinity Diagram drawn on it.
• Markers
• Kindergarten Student Leadership Guide and Teacher Edition

SAY IN YOUR OWN WORDS:
• You have learned to identify your strengths and talents. To find your voice, you combine what you are most interested in with what you do well and like to do.
• Sometimes you may need encouragement or you may need to encourage others to recognize their strengths and talents. When you need encouragement, the people who help you can be your biggest cheerleader. These people encourage you, motivate you, and help to keep you on track. An “Accountability Partner” is someone who can inspire or encourage you.
• On your sticky note, write or draw someone you think could be your Accountability Partner. It could be a friend, family member, teacher, or anyone that is special to you.
• When you are finished, bring your paper to the front of the room.

CLASSROOM APPLICATION:
• Have students complete the activity. Then collect all the sticky notes and sort them into similar categories on the Affinity Diagram. Label each category with a heading.

SAY IN YOUR OWN WORDS:
• As you can see from the Affinity Diagram, there are many ideas for people who can help you Find Your Voice.
• You can each be an Accountability Partner who encourages others.
• Think about the people whom you would like to help.

LEADERSHIP GUIDE:
• Complete the “Growing Others” lesson using the Kindergarten Student Leadership Guide (pages 76-77) and Teacher Edition (pages 156-159).

SAY IN YOUR OWN WORDS:
• As part of a class family, you can all support and encourage each other. In a few weeks, you will have the opportunity to begin to work with your own Accountability Partner. Together, you can help each other Find Your Voice and Inspire Others to Find Theirs.
LEARNING OBJECTIVES
Students will be able to:
• Reflect on the day.
• Share things that went well during the day (Plus).
• Share things that could be improved upon tomorrow (Delta).

MATERIALS NEEDED:
• Plus/Delta Chart

SAY IN YOUR OWN WORDS:
• Leaders reflect on the day and look for ways to improve. Let’s think about what went well today and what we can improve upon tomorrow.

KEY QUESTIONS:
• What went well today? (Plus)
• What can we improve upon tomorrow? (Delta)

DISCUSSION:
• Review expectations for speaking in the class:
  - Wait until you are called upon.
  - Stand to speak.
  - Speak in a loud, clear voice.
  - Answer in complete sentences.
• Have students share ideas to add to the Plus/Delta Chart.