

Curriculum Toolkit

Thirty-five weekly learning experiences designed to be delivered in four fifteen-minute segments.





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ABOUT FRANKLINCOVEY EDUCATION

For nearly three decades, FranklinCovey Education, a division of FranklinCovey, has been one of the world's most prominent and trusted providers of educational leadership programs and transformational processes. Our mission is to enable greatness in students, teachers, and schools everywhere. The FranklinCovey Education team is primarily composed of outstanding former teachers and administrators from various educational levels and entities.

FranklinCovey is a global, public company specializing in performance improvement. We help organizations and individuals achieve results that require a change in human behavior. Our expertise is in seven areas: Leadership, Execution, Productivity, Trust, Sales Performance, Customer Loyalty, and Education.

For more information about *Leader in Me* or other FranklinCovey Education offerings, please email educate@franklincovey.com or call 888-868-1776.

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Table of Contents

About the Curriculum	1
Welcome to the <i>Leader in Me</i> ® Curriculum	1
Unit Overview	2
Scope and Sequence Preview	2
Instructional Design.	3
The Empowered-Learning Approach.	4
Weekly Structure.	5
What's Included	6
Digital & Printed Materials	6
Extend the Learning	7
Educator Guidance and Support.	8
Top Tips for Successful Implementation	9
Navigating the Digital Curriculum.	10
Curriculum Design and Review	11
Ongoing Revision Cycles.	11

Notes

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About the Curriculum

Welcome to the *Leader in Me* Curriculum

We are excited that you've chosen to engage your students in learning, teaching, and applying the timeless and universal principles of leadership through the *Leader in Me* Curriculum.

The goal of this curriculum series is to strengthen student leadership competencies in ways that maximize engagement and empowerment from kindergarten through level 8. With 35 weekly learning experiences designed for delivery in four 15-minute segments, each level engages students in meaningful opportunities to discover their voice and unique genius.

Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. With thousands of *Leader in Me* Schools around the world and a mission to unleash the greatness in students, educators, and school communities everywhere, we are honored to be a part of your leadership learning efforts.



Video: Goosebumps!

Take a first look at the curriculum in *Goosebumps*, an introductory video from the *Professional Development for Empowering Teacher* series hosted by John Flokstra and Erica Tyson and available exclusively on *Leader in Me* Online.



Unit Overview

Designed to be flexible, the *Leader in Me* Curriculum empowers educators to structure learning based on students' needs and desired outcomes. Our approach offers five units within each level, each packed with engaging content and totaling 35 weeks of leadership learning.

We invite you to choose the units and modules that align with your goals and order them based on your preferences. If you're looking for a recommended route, engage with the units and modules in this recommended sequence.

- 7 Habits® Introduction:**

Kick off dedicated leadership time with lessons designed to launch the 7 Habits and Core Paradigms of *Leader in Me*.

- Learning and Leadership:**

Nurture self-awareness and build critical thinking skills with lessons designed to explicitly teach student-led learning strategies.

- Learning to Lead Self:**

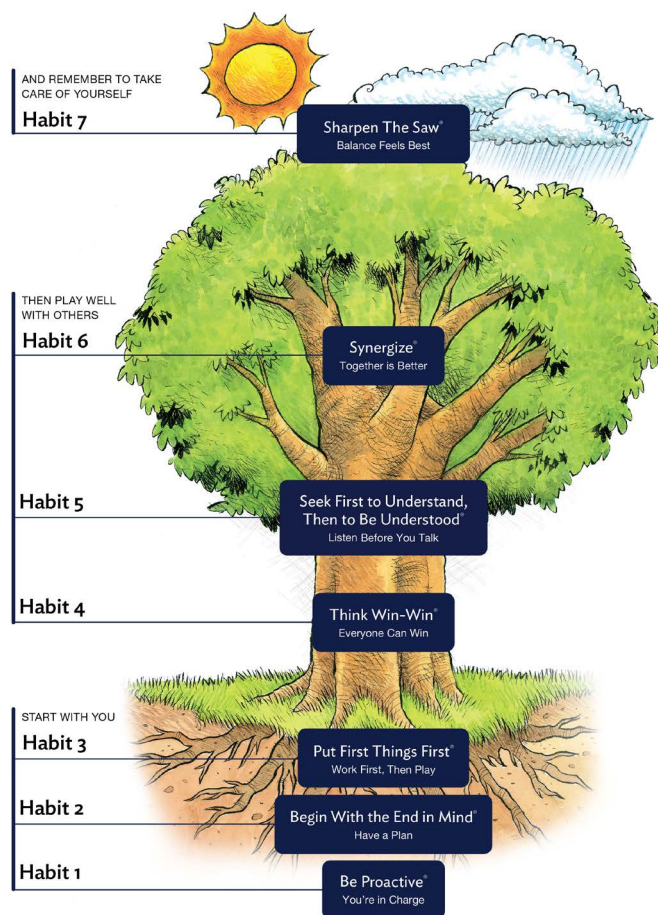
Explore Private Victory® competencies like responsibility and vision, as well as goal achievement, through *The 4 Disciplines of Execution*®.

- Learning to Lead Others:**

Support interpersonal effectiveness with a focus on Public Victory® competencies like communication, empathy, and relationship building.

- Whole-Person Leadership:**

Tap into Habit 7: Sharpen the Saw® and The 8th Habit: Find Your Voice and Inspire Others to Find Theirs® to promote whole-person wellness and a culture of contribution.



Scope and Sequence Preview

The *Leader in Me* Curriculum spans one school year per level, with each level building on skills from the previous year. A Scope and Sequence outlines content depth (scope) and organizational structure (sequence) over time. Watch the [Curriculum Professional Learning Scope and Sequence](#) video for more insights, or access full documentation in the Scope & Sequence Resource Collection on *Leader in Me* Online.

Leader in Me®

Kindergarten Scope and Sequence v1.3

Module	Module Name	Student Leadership Portrait Competency	7 Habits Connection	Learning Standard	Lesson Learning Targets
7 Habits Introduction					
Module 01	7 Habits Introduction	Responsibility: Vision, Prioritization, Relationship Building	Habit Overview: Build a Leadership Culture	Leaders will be able to describe Habits 1-4 and how they support learning, personal development, and a positive classroom culture.	LEAD001.1 I can stop and think. LEAD001.2 I can begin with the end in mind. LEAD001.3 I can prioritize. LEAD001.4 I can think, win-win to sharing.
Module 02	7 Habits Introduction	Communication: Empathy, Collaboration, Problem Solving	Habit Overview: Build a Leadership Culture	Leaders will be able to describe Habits 5-8 and how they support learning, personal development, and a positive classroom culture.	LEAD002.1 I can listen first. LEAD002.2 I can describe how to synergize. LEAD002.3 I can sharpen the saw. LEAD002.4 I can name people who help others.
Learning and Leadership					
Module 03	Leading Myself and Others	Higher Order Thinking	Leader in Me Core Paradigms	Leaders will be able to describe the 7 Habits and will apply learning paradigms of leadership potential and change to themselves.	LEAD003.1 I can recognize the 7 Habits. Yes. LEAD003.2 I can describe how everyone can lead. LEAD003.3 I can describe my genetics. LEAD003.4 I can describe how change starts with me.
Module 04	Growth Mindset	Positive Wellness	Habit 1: Be Proactive	Leaders will be able to describe a growth mindset and choose to help them have a growth mindset.	LEAD004.1 I can explain why trying my best helps my brain grow. LEAD004.2 I can name something I want to learn. LEAD004.3 I can explain why practicing helps my brain grow. LEAD004.4 I can practice using growth mindset words.
Module 05	Leading My Learning	Higher Order Thinking	Habit 2: Sharpen the Saw	Leaders will be able to describe what it means to lead their learning and to engage with their learning through questions, hard efforts, or feedback.	LEAD005.1 I can describe what it means to lead my own learning. LEAD005.2 I can ask questions to help me lead my learning. LEAD005.3 I can use hard efforts to engage in my learning. LEAD005.4 I can give kind and helpful feedback.
Learning to Lead Self					
Module 06	Recognizing My Emotions	Responsibility	Habit 3: Be Proactive	Leaders will be able to describe the 7 Habits and will apply learning paradigms of leadership potential and change to themselves.	LEAD006.1 I can notice facial features that describe sad, mad, and happy. LEAD006.2 I can notice facial features that describe surprised, scared, and disappointed. LEAD006.3 I can name emotions and explain what I've experienced them. LEAD006.4 I can describe how to notice, name, and think using the Power Plan.
Module 07	Using Calming Strategies	Responsibility	Habit 3: Be Proactive	Leaders will be able to practice calming strategies and create a plan for self-regulation.	LEAD007.1 I can describe why the Power Plan can help me calm myself. LEAD007.2 I can breathe, ask for help, and notice to calm myself from big emotions. LEAD007.3 I can use my senses, connect, and take a break to calm myself from big emotions.

Instructional Design

The *Leader in Me* Curriculum blends a focus on student-competency development with the Empowered-Learning Approach to lay out a predictable guide for supporting students as leaders.

Student Competency Development

The *Leader in Me* [Student Leadership Portrait™](#) represents the 16 leadership competencies students develop as they learn, apply, and internalize the 7 Habits and leadership curriculum within a highly implementing *Leader in Me* School. Our end in mind is for each *Leader in Me* graduate to be equipped with personal and interpersonal competencies that are the foundation for life-readiness.

The goal of the *Leader in Me* Curriculum is to build life-ready leaders through the competencies outlined in the Student Leadership Portrait. Check out the [Scope & Sequence](#) collection of resources to learn more about how each module of the curriculum supports competency development.



Video: Models

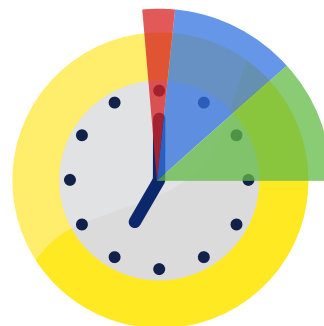
Navigate to *Leader in Me* Online to watch the [Curriculum Professional Learning: Models](#) video and spend time connecting with the Student Leadership Portrait to gain a better understanding of the competencies students will develop through the *Leader in Me* Curriculum.



The Empowered-Learning Approach

Each 15-minute lesson is designed with an understanding of how we learn and provides students with the opportunity to learn and practice leadership competencies.

There are three phases of the Empowered-Learning Approach.



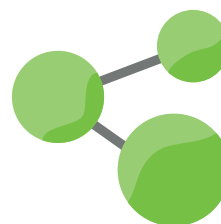
**Ignite
Curiosity**

Ignite Curiosity fills 5–10% of the learning time. Here, we activate learner thinking with a curious question, a content-connected wondering, or a short story or video that invites all learners to access some prior knowledge or experience related to the learning objective. Your role is to fire up wonder and build excitement.



Investigate

Investigate fills 45–50% of the learning time. Here, students are released to clearly laid-out learning tasks, games, or explorations. They are actively engaged, in most cases with others, in empowering activities where their voice and thinking propel new and deeper connections. Your role is to encourage and guide learner thinking and connections through questions and help students enjoy the experience.



**Invite
Connections**

Invite Connections fills 45–50% of the learning time. Here, student discoveries from the Investigate phase are shared, often in a whole-class format. Key prompting questions are designed to open the discussion and provide a structured time where students can share their comprehension of the learning target, or end in mind, and make real-life connections. Your role is to guide students to make their own connections.

Video: Empowered Learning

Join John and Erica as they take a closer look at how the *Leader in Me* Curriculum leverages the structure of the Empowered-Learning Approach in the *Curriculum Professional Learning: Empowered Learning* video on *Leader in Me* Online.



Weekly Structure

The *Leader in Me* Curriculum features a modular weekly design. Module Overviews provide educators with a quick glance at upcoming instructional content for the week.

The weekly structure maximizes student empowerment and creates an environment for greater teacher release of learning and discussion to students.

Each module represents a 4-day curriculum week and includes the following:

- Weekly standard, which aligns with the [Scope & Sequence](#).
- Connection to FranklinCovey’s award-winning content, including *The 7 Habits of Highly Effective People®*, *The 4 Disciplines of Execution*, and *The 4 Essential Roles of Leadership®*.
- Student Leadership Portrait competency focus designed to help students learn to lead themselves and others.
- Vocabulary list to support pre-teaching efforts and an increased depth of understanding through language-building strategies, such as the use of a word wall.
- Four 15-minute lessons with a daily learning target, or end in mind, to share with students.
- Digital slides to provide visuals for each lesson.



DIGITAL CURRICULAR TEACHER NOTES: LEVEL 5

Module 6: Recognizing Emotions
Get Started With This Module

Standard	• Learners will be able to notice and name emotional intensity and describe how to respond proactively to big emotions.
7 Habits Connection	• Habit 1: Be Proactive
Student Leadership Portrait Competencies	• Responsibility
Vocabulary	• Notice • Name • Considerate Intensity • Proactive • Reactive

Keep Going
School-to-Home Connection

- **President/Co-Leader in Me Online resources** such as videos, articles, and handouts on activities, OK, simply copy and paste discussion questions to prompt students to lead leadership learning at home through communication exercises like social media, writing capabilities, or newsletters.
- **In your weekly communication** to family members and caregivers, include the following note: We learned about six emotions and how to manage the intensity that occurs when feeling them. View the [Emotion Cards](#) on Leader in Me Online and kindly ask your learner to show how they can make other feeling games of the big emotions.

Inside-Out (Modeling)

- **Heads (Self):** Watch the [7 Habits](#) video on Leader in Me Online to learn more about self-regulation strategies.
- **Outside (Class Environment):** Model for students by explicitly telling them when you are using self-regulation strategies.

Integrated Approaches

- **Music Connection:** Explore how emotions connect with music. Invite students to research songs that show various types of emotions.
- **Library Connection:** Build a word wall with synonyms (a word wall is a library tool comprised of an organized collection of words displayed in large visible letters on a wall, bulletin board, or other display area in the classroom).

Additional Resources

- [Managing Anger](#) on Leader in Me Online
- [Managing Emotions](#) on Leader in Me Online

44

LEVEL 5 | MODULE 6

Emotions Sentence Starters

Complete the Emotion Sentence Starters to notice and name each of the emotions.

	Intensity of Emotion Felt L = Low, M = Medium, or H = High
I felt sad when _____	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H
I felt surprised when _____	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H
I felt scared when _____	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H
I felt disappointed when _____	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H
I felt happy when _____	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H
I felt mad when _____	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H

Emotions Intensity

Rank the words associated with anger from least to most intense.

1 = Most Intense 6 = Least Intense

Angry	Frustrated
Annoyed	Furious
Calm	Seething

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What's Included

Ready to bring this content-rich, developmentally appropriate curriculum to life in your leadership classroom?

Digital & Printed Materials

Digital Resources on *Leader in Me* Online

Enjoy easy, online access to content, including facilitation notes, progress tracking, and student-facing slides featuring a range of activities, videos, and formative assessments. Materials for all levels are available in multiple languages on *Leader in Me* Online.



Digital Curriculum Teacher Notes Print Edition

Support instruction with printed, simple-to-use teacher notes, lesson time stamps, and built-in previews of corresponding slides from the digital curriculum. Print editions of Teacher Notes are available in multiple languages.



Student Curriculum Companions

Provide full-color lesson resources to students for the most engaging leadership learning experience. Alternatively, students can engage with the digital curriculum using blank paper or downloads that accompany each lesson. Curriculum Companions are available in multiple languages.



The *Leader in Me* Curriculum series is available for purchase as print-based materials for educators and students with access to digital resources on *Leader in Me* Online. Please contact your FranklinCovey *Leader in Me* partner or email support@leaderinme.com to learn more.

Extend the Learning

Whether you're hoping to extend the learning to families, the physical and emotional environment, or other content areas, we've got you covered. Each module includes these components to support your efforts to keep the learning going.

School-to-Home Connection

Print or use the [Leader in Me Embed](#) function with hands-on activities, or simply copy and paste discussion questions, to prompt students to lead leadership learning at home through communication channels like social media or newsletters.

WEEK	MENU OPTION #1	OR	MENU OPTION #2
1	Habit 1: Be Proactive! List three things you can do when you are upset. Have a friend or family member check in with you when you are upset.	<input type="checkbox"/>	Habit 1: Be Proactive! Complete a family project or chore together.
2	Habit 2: Begin With the End in Mind! Draw a picture of your ideal future. Write a letter to your future self.	<input type="checkbox"/>	Habit 2: Begin With the End in Mind! Draw a picture of your ideal future. Write a letter to your future self.
3	Habit 3: Put First Things First! List three things you can do to be a better person. Have a friend or family member check in with you when you are upset.	<input type="checkbox"/>	Habit 3: Put First Things First! List three things you can do to be a better person. Have a friend or family member check in with you when you are upset.
4	Habit 4: Seek First to Understand, Then to Be Understood! Think of someone in your family who is a good listener. Write a letter to that person.	<input type="checkbox"/>	Habit 4: Seek First to Understand, Then to Be Understood! Think of someone in your family who is a good listener. Write a letter to that person.

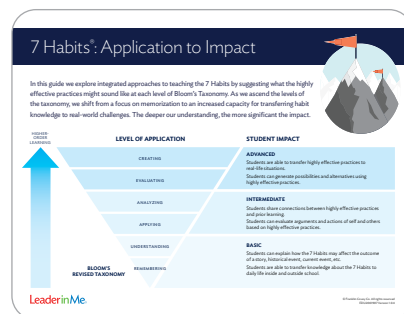
Inside-Out Modeling

Make a personal and professional commitment to your own leadership learning and growth with tips geared towards living and modeling the 7 Habits and personal leadership skills.



Integrated Approaches

Support the transfer of habit knowledge to real-world challenges by integrating leadership into other content areas and classroom routines with these ideas.



Video: Extending Learning

Visit [Leader in Me Online](#) to watch the video [Curriculum Professional Learning: Extending Learning](#), and join Erica and John as they describe how to leverage the full power of the 15-minute lessons as the beginning of ongoing learning and application.



Educator Guidance and Support

Supporting Leaders With Special Educational Needs

Students with special educational needs deserve exceptional educational experiences. Addressing the tremendous diversity of these students may require accommodations for them to be included and fully participate with their peers in the *Leader in Me* Curriculum learning experiences. We encourage you to further explore the [Guidance for Supporting Leaders With Special Educational Needs](#) resource on *Leader in Me* Online. While you know your students and their learning needs best, this resource provides you with 10 effective practices in special education that can be used to adapt the *Leader in Me* Curriculum. We wholeheartedly believe that all children have genius and deserve opportunities to experience leadership and empowerment.

Supporting Linguistically Diverse Students

Strength-based paradigms allow us to see the vast amount of diverse and cultural experiences our multilingual speakers bring to our classroom and school community. Linguistically diverse students are not operating from a deficit, but rather an abundance of linguistic and cultural schema that will add tremendous value to their learning experiences and the learning experiences of those around them. You are empowered to lean on your professional expertise and school and district resources to best meet the diverse needs of your students. *Leader in Me* is committed to supporting your multilingual students by translating the curriculum into multiple languages and through resources such as [Guidance for Supporting Linguistically Diverse Speakers](#) on *Leader in Me* Online.

Formative Assessment Opportunities

Formative assessments are designed to uncover what students know and whether they've made the needed connections to key concepts. Most importantly, these assessments help inform instruction: Are students ready to move on? Which students need additional support or a different path? Because this learning is less about knowledge acquisition than it is about developing and practicing leadership capacities, we encourage educators to focus on assessing learning during the Invite Connections phase of each lesson. Check out the resource [25 Formative Assessment Strategies](#) on *Leader in Me* Online.



Video: Curriculum for All

Join John and Erica as they celebrate differences, explore the uniqueness of our student leaders, and share guidance for educators in meeting the varying needs of students in the video *Curriculum Professional Learning: Curriculum for All* on *Leader in Me* Online.



Top Tips for Successful Implementation



Learn with, rather than teach to. Our brains love learning with and from others (not just the teacher). Embracing the paradigm “We learn,” rather than “I teach,” will help you shift more toward teaching behaviors that empower students to own their learning. This paradigm helps students understand that everyone in the class is both an active learner and a teacher.

What a curious question! Class, what do we all think about Mira's question? Let's share our thinking."



Be a scientist rather than a judge. Our brains learn powerfully by watching. If we model Seek First to Understand, Then to Be Understood® as our go-to habit, we will nurture a culture of empathy, inquiry, and natural curiosity as opposed to evaluation and conformity.

"When we make a frowny face, it tells everyone around us what we're feeling on the inside. What do you think I might feel on the inside if I see all of you making frowny faces?"



Be an encourager of prosocial behavior (rather than a monitor of unhealthy or unwanted behavior). Our brains love to find and see patterns in our world. Focus attention, in word and action, on what we all want to see and the cultural norms of a leadership classroom.

"Sam, thank you for keeping your hands to yourself and your inside voice on. That's exactly what we do when we're all leaders on the carpet together."

Rather than:
"Sam, stop touching others and lower your voice. You know the carpet-time rules."



Extend trust to every student. Show, through your invitations, interactions, and instructions, your belief that the students are expert leaders and learners. Trust the students to carry the conversation and explore the learning. Resist the temptation, if it exists, to tell them what they should be learning. This curriculum is propelled by questions and curiosity. Continue to make both of these your constant companions!

"I'm thinking that we probably already know how to do that, or we have some ideas or really good guesses about how to start!"

We learn from our models. And we know that we are never *not* modeling!

Video: Leadership Learning

In the video [*Curriculum Professional Learning: Leadership Learning*](#) on Leader in Me Online, John and Erica explore the top 4 tips for facilitating empowered-learning experiences in the *Leader in Me* Curriculum.



Navigating the Digital Curriculum

Check out tutorials available on *Leader in Me* Online for tips on navigating the curriculum and making use of time- and energy-saving tools.

[Access the Curriculum on Leader in Me Online](#)

[Module Navigation](#)

[Lesson Navigation Teacher Preparation](#)

[Lesson Navigation Student Slides](#)

[Link to Modules and Lessons](#)

[Start Classes](#)

[Submit Feedback](#)



Video: The Navigation

Join John and Erica as they share tips for navigating the curriculum on *Leader in Me* Online in the video: [Curriculum Professional Learning: The Navigation](#).



Curriculum Design and Review

In developing and assessing our curriculum, we follow these key guidelines:

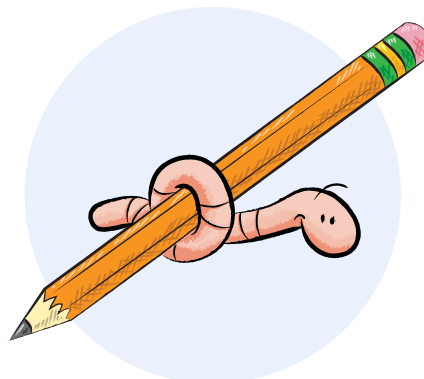
Content and Instructional Design

Our focus on high-quality standards helps to ensure engaging learning experiences with sufficient assessment opportunities. We prioritize Universal Design for Learning (UDL) to ensure the content works for all students, including those with vision, cognitive, and hearing impairments.

Our content embraces representation of all students in visuals, stories, and examples, creating an inclusive environment for students across the globe. We focus on representing people from a variety of cultures and backgrounds to celebrate individual uniqueness and foster a culture of belonging.

Educator/Facilitator Supports:

Our team gives strong consideration to tools and resources that directly aid instruction. We provide guidance and support for both students and educators, ensuring everyone has what they need to learn and succeed.



Ongoing Revision Cycles

Our digital curriculum allows for continuous improvement, influenced by a commitment to gathering, questioning, and understanding data captured through advisory groups of students and educators, embedded feedback opportunities, and platform analytics. Long-term development involves thorough evaluation and revision cycles to provide positive outcomes for students, favorable experiences for educators, and more effective implementation of the *Leader in Me* process.



Submitting Feedback

We encourage curriculum users and stakeholders to visit the [Feedback](#) page to leave feedback on *Leader in Me* Online.



