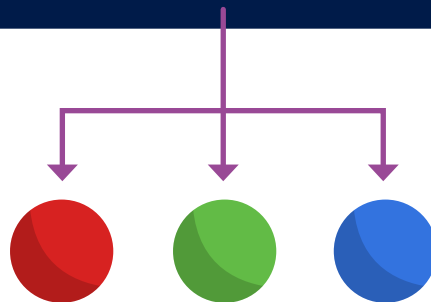


LEADING A LeaderinMe® ELEMENTARY SCHOOL

A Playbook for Principals
and Coordinators





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Introduction

You're leading a school—a leadership school. And we're cheering you on as you empower others to achieve their great purpose and potential!



Click [here](#) for a warm welcome and walkthrough of this Playbook with Leader in Me Global Ambassador, Muriel Summers.



In this playbook, we couple the structure of the Leader in Me Framework with the wisdom of our global community of school leaders to lay out a play-by-play guide for leading a Leader in Me School. Here's what to expect:

Pre-Game Paradigm Checks

Learn more about the **why** behind Leader in Me with a self-assessment. Explore the paradigms you bring to your practice as a school leader and practical strategies to maximize them.

Highly Effective Practices

Effective paradigms lead to effective behaviors—the **what** of Leader in Me. Tap into the Top 3 Plays for each of the six strands of the highly effective practices of Leader in Me.

Measurable Results

Our paradigms power our practices and, ultimately, our impact. Use the Top 3 Tools to reflect on your efforts as a leadership school and nurture a culture of continuous improvement.

The 7 Habits of Highly Effective People®

Whole-school improvement begins with you—from the inside out. Practice the plays of leadership with these one-pagers.

Additional Resources:

- **Frequently Asked Questions.** Find answers to the most common questions, as well as quick access to some of our most helpful related resources.
- **Assembly Scripts.** Building leadership practice into schoolwide events fosters a sense of community and a common vision across campus. Use this resource to do just that, while also engaging students in planning and hosting assemblies.
- **Scripts for Daily Announcements.** Student-owned routines and structures create a safe space for learning. Consider sharing the responsibility for morning and/or afternoon announcements by tapping into this key resource and integrating leadership into your school's daily rhythms.

Onward into the adventure of unleashing greatness!

Pre-Game Paradigm Checks

The Leader in Me 5 Core Paradigms foundationally support and drive our behaviors, practices, and ultimately our results, both personally and in the cultures we are creating.

This section invites us to examine the **why**, or the foundation, for the Leader in Me process. Because we are all growing ourselves as leaders it is best to view each paradigm as a continuum of thinking, from limiting to maximizing.

LIMITING

MAXIMIZING

We can only recognize limiting, distorted, or short-sighted paradigms when we pause to step back and examine them. The Pre-Game Paradigm Check Self-Assessment invites you to celebrate the maximizing paradigms you already demonstrate and reflect on opportunities to grow. As you complete it, keep in mind:



Paradigms shift.

Our approach to education or leadership may be vastly different today than when we started our career. At different times, we can find ourselves at any point along the limiting/maximizing continuum. As you complete the self-assessment, remember, you're taking your temperature **today**.



Paradigms are personal.

Everyone **sees** the world a little—or a lot—differently. Leading well means honoring every person along their journey as they find their own way. If you find the self-assessment helpful yourself, consider using it with individuals or teams across your campus.



Our work can help maximize patterns of thinking.

Our practice as school leaders can strengthen our whole-school culture and equip others to better deal with daily challenges. Tap into our pick lists of strategies for practical ideas about maximizing each paradigm in your implementation efforts with students, staff, and families.



Dr. Stephen R. Covey shared, “When we think the problem is ‘out there,’ could that very thought be the problem?”



Everyone Can Be a Leader

Paradigm of Leadership

This is a powerful lens for leaders who...

- feel the burnout of a core group of leaders and want to see all the people who care about their students and school make meaningful contributions.
- embrace leadership as a universal right (rather than a privilege) and are looking to build a school culture where everyone feels welcome and valued.
- want to build trust with others by creating authentic leadership opportunities.



Spend A Moment With Muriel as she shares why this paradigm is foundational to building a leadership culture.



Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model “everyone can be a leader.”

STUDENTS

- Invest time during the school day for leadership learning with students.
- Create an “application station” and invite all students to apply for, and serve in, schoolwide leadership roles.
- Commit to two or three schoolwide or classroom structures for updating Leadership Portfolios throughout the year.

STAFF

- Lead staff and build capacity by sharing responsibilities, such as agenda building and meeting facilitation.
- Empower and engage staff members to take greater ownership of the implementation process.
- Refine hiring and professional learning practices to reflect a schoolwide focus on leadership.

FAMILY AND COMMUNITY PARTNERS

- Host an overview event aimed at helping families better understand *The 7 Habits®*.
- Create a Family Lighthouse Team around targeted results on your campus.
- Provide families with information about your schoolwide *WIG®*, and a pick list of strategies for supporting the goal(s) from home.

Everyone Has Genius

Paradigm of Potential

This is a powerful lens for leaders who...

- believe that all people have unique gifts and talents, and dream about seeing everyone contribute in meaningful ways.
- look forward to celebrating and building on others' strengths.
- are looking for ways to increase engagement across the school community by unleashing the limitless potential of all those who care about their school.



Spend A Moment With Muriel as she shares why this paradigm is foundational to building a leadership culture.



Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model "everyone has genius."

STUDENTS

- Dedicate common areas to showcasing the work of students from each class.
- Invite students to plan a Leadership Day featuring students' interests, passions, and talents.
- Use celebrations and Leadership Events, such as assemblies or an interests-based club system, to create a school community where everyone feels valued.

STAFF

- Invite a team of veteran staff members to support new hires with learning and practicing *The 7 Habits®*.
- Use reflective prompts to increase contribution and leverage the talent, intelligence, capability, and creativity of your team.
- Create positive, forward momentum. Survey staff to learn more about professional learning needs, interests, and areas of expertise. Create opportunities for staff to lead, plan, and/or engage in professional learning offerings.

FAMILY AND COMMUNITY PARTNERS

- Survey families to learn more about language preferences, work schedules, and family composition to engage all families.
- Invite parents to share ideas for future contributions.
- Plan events that connect local business leaders with students.

Change Starts With Me

Paradigm of Change

This is a powerful lens for leaders who...

- are eager to widen and grow their *Circle of Influence*® within the schools and communities they serve.
- want to model a proactive approach to transforming schools and believe in the power of the Inside-Out Approach.
- face wide and varied challenges, yet have tremendous hope for the future.



Spend **A Moment With Muriel** as she shares the refreshing emotion and action that come from embracing this paradigm.



Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model “change starts with me.”

STUDENTS

- Wrap up each school day with a Plus/Delta.
- Build a schoolwide Emotional Bank Account (EBA) system.
- Invite each grade-level or department team to develop “legacy” service-learning projects.



STAFF

- Lead well, even—and especially—in the whirlwind.
- Create a structure for setting and sharing personal or professional WIGs with staff accountability partners.
- Commit to living *The 7 Habits*® at home and school, and modeling work-life boundaries.



FAMILY AND COMMUNITY PARTNERS

- Engage families in meaningful ways, ensuring that you communicate your mission and vision and connect it to all family communications.
- Host a Family-Partnership Round Table.
- Create a cadence of accountability with families and community members around schoolwide goals.

Empower Students to Lead Their Own Learning

This is a powerful lens for leaders who...

- embrace a pedagogical approach that focuses on learning, rather than on teaching.
- face challenges associated with student disinterest and apathy, and aspire toward more learner-centered classrooms.
- reject curricular engagement relying on compliance and completing worksheets to demonstrate knowledge acquisition.



Spend **A Moment With Muriel** as she shares how empowering students yields surprising results.



Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model “empower students to lead their own learning.”

STUDENTS

- Challenge each class to create a WIG® Wall aligned to your school’s Wildly Important Goal®.
- Connect classes or groups of students for Teach to Learn opportunities.
- Synergize with students to draft or update your school mission statement and/or behavioral expectations.

STAFF

- Synergize with staff to co-create an Empowered Learning Approach Pick List for lesson planning.
- Model the type of release expected in the classroom by flipping faculty meetings.
- Challenge staff to engage in reflection with students, using the Classroom Learning Culture Dashboard and Learning Culture Tally Tool.

FAMILY AND COMMUNITY PARTNERS

- Invite families to share their stories, possibly by hosting a Family Mission Night.
- Embed videos from the Max & Holly Empowered Learning series in family newsletters.
- Invite families to share information about their students with staff members by completing an “All About My Leader” questionnaire.



Educators and Families Partner to Develop the Whole Person

Paradigm of Education

This is a powerful lens for leaders who...

- think successful student graduates require skills beyond academic proficiency.
- value parents, family members, and caregivers as students' first teachers and want to engage families more fully in helping students become leaders.
- want to work with families to guide each student to create their own best life.



Spend A Moment With Muriel as she shares why true partnering with families is key to getting great results.



Paradigms-to-Practices Pick List

How will you maximize leadership with students, staff, and family and community partners based on your self-assessment? Circle one or more strategies you will focus on to model "educators and families partner to develop the whole person."

STUDENTS

- Establish peer-to-peer accountability partners.
- Update the tabs or sections of Leadership Portfolios to reflect the whole child.
- Create opportunities to reflect on personal and class mission statements.

STAFF

- Create a structure for using the Leader in Me Lighthouse Rubric to reflect as a staff.
- Ask powerful questions that communicate priorities and facilitate a connection to the value of building trust.
- Synergize with staff to create your own Leadership Classroom Best-Practice "Look-Fors."

FAMILY AND COMMUNITY PARTNERS

- Include Habit Homework in an upcoming Family Newsletter.
- Help families be present and encouraging during Student-Led Conferences.
- Invite family and community partners to learn about the importance of leadership and goal setting.

Highly Effective Practices

The highly effective practices are what we **Do** in the Leader in Me process. In this section we define each strand of the Leader in Me Framework, look at why it matters, and share a few rookie mistakes to avoid along the way. Whether you're just getting started or looking to sustain momentum, harness the Top 3 Plays for each of the six strands of highly effective practices across the Leader in Me Framework. Let's get started!



The six strands of the Leader in Me Framework are highlighted below.

LeaderinMe® Framework

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
	Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.
DO Highly Effective Practices	Leadership Start With Adults Learning & Modeling <ul style="list-style-type: none">Principal & Coordinator DevelopmentNew & Ongoing Staff LearningFamily & Community Partnerships Teach Students to Lead <ul style="list-style-type: none">Direct LessonsIntegrated ApproachesService Learning	Culture Create a Leadership Environment <ul style="list-style-type: none">Physical EnvironmentSocial-Emotional EnvironmentLeadership Events Share Leadership <ul style="list-style-type: none">Lighthouse & Action TeamsLeadership RolesStudent Voice	Academics Achieve Goals <ul style="list-style-type: none">Individual GoalsTeam GoalsAligned School Goals Empower Learners <ul style="list-style-type: none">Leadership PortfoliosStudent-Led ConferencesEmpowering Instruction		
	GET Measurable Results	Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.	

Start With Adults Learning & Modeling



What It Means

Supporting adults—including school staff, families, caregivers, and community members—in becoming champions of leadership to impact the school community in profound and positive ways.

Why It Matters

When we focus on developing each individual, we strengthen and grow our school. We see our influence and effectiveness increase as we focus on strengthening our personal leadership—of what lies within our *Circle of Influence*®—rather than on trying to change others. We become living, breathing examples of the leaders we want our students to become.

TOP 3 PLAYS for Start With Adults Learning & Modeling

1

Determine structures and resources for new and ongoing staff learning.

BEST PRACTICES:

- [Onboarding Without Overwhelming](#)
- [Using Leader in Me Weekly](#)
- [Staff Boosters](#)

2

Renew understanding of *The 7 Habits of Highly Effective People*®.

BEST PRACTICES:

- [7 Habits Boosters Pacing Guide](#)
- [7 X 7 Contract](#)
- [Staff Accountability Partners](#)

3

Routinely align other initiatives to the Leader in Me Framework.

BEST PRACTICES:

- [Building Walkthroughs](#)
- [Integrating Leader in Me Into Building Initiatives](#)
- [Aligned Systems Assessment](#)

What this means for principals:

GETTING STARTED...

- Set the expectation that leadership learning is a priority for adults by opening staff and family meetings with a [Leader in Me Booster](#).
- Engage in all formal Leader in Me Professional Learning experiences alongside staff members.
- Follow formal learning experiences with [reflection](#).

SUSTAINING MOMENTUM...

- Reconnect with vision and purpose for implementation through [training, mentoring, and coaching](#).
- Celebrate teachers who conduct Leader in Me [building walkthroughs](#) and apply what they learn to other initiatives through observation cycles and Professional Learning Communities.

What this means for coordinators:

GETTING STARTED...

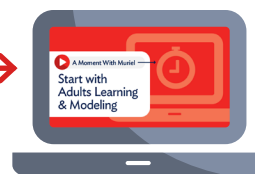
- Partner with the principal, coach, and action team(s) to ensure that every staff member engages in *The 7 Habits*® workshop, possibly taking advantage of [The 7 Habits On Demand](#).
- Utilize Leader in Me Online, including [Leader in Me Weekly](#) and [On Demand courses](#) to support ongoing professional learning efforts.

SUSTAINING MOMENTUM...

- Facilitate connections between Leader in Me and other [building-wide initiatives](#), such as [MTSS](#) and [trauma-informed practices](#), among action-team leaders.
- Continue to coordinate [new](#) and ongoing learning events on the school's annual implementation plan.



Spend A Moment With Muriel as she shares why this practice really is a non-negotiable.

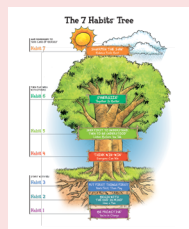


Rookie Mistakes

- Limited engagement in learning and coaching sessions, as well as with Leader in Me Online
- Lack of alignment with other school and district initiatives
- Treating *The 7 Habits* as something you “did” versus something you continually do
- Offering little Leader in Me support for new hires in onboarding and throughout leadership transitions
- Excluding families and community members in the implementation process

More Ways to Play

Maintain a focus on communicating and celebrating progress and results.



Introduce and support new staff in learning and modeling *The 7 Habits* and 5 Core Paradigms.

Connect with families by sharing the vision of Leader in Me and providing *The 7 Habits of Highly Effective Families*[®] learning experiences.

Create a thriving network with other Leader in Me school leaders with these networking opportunities.



Teach Students to Lead

What It Means

Helping students develop personal and interpersonal effectiveness so that they're better able to make meaningful contributions.

Why It Matters

When we incorporate leadership learning throughout the school day, we help students understand and apply learning at deeper levels. We increase their capacity for transferring leadership knowledge to real-world challenges. The deeper students' understanding, the more significant their impact.

TOP 3 PLAYS for Teach Students to Lead

1

Designate time on the school schedule for leadership learning.

BEST PRACTICES:

- Morning Meeting
- Leader in Me Curriculum Guide
- Empower New Teachers

2

Model a yearlong blueprint for focusing on each of the 7 Habits.

BEST PRACTICES:

- Assembly Scripts
- Scripts for Daily Announcements
- Curriculum Scope and Sequence

3

Integrate *The 7 Habits*® into schoolwide operating procedures and daily routines.

BEST PRACTICES:

- Integrating Leader in Me Schoolwide
- Infusing Leadership Into Instruction
- Learning Targets

What this means for principals:

GETTING STARTED...

- Set the expectation that leadership learning is a priority. Offer assurance that a quick morning meeting will support academic achievement, and ultimately aligns with trauma-informed practices.
- Infuse leadership into official schoolwide communication channels and practices, such as newsletters, social media, morning announcements, and the school calendar.

SUSTAINING MOMENTUM...

- Partner with staff and students to celebrate the impact of leadership learning in staff meetings.
- Challenge teachers to transfer ownership of leadership learning to students by participating in cycles of observation and reflection.

What this means for coordinators:

GETTING STARTED...

- Partner with the principal, coach, and action teams to support staff with professional learning around teaching students to lead.
- Increase personal and staff familiarity with curriculum materials on Leader in Me Online.
- Ensure that leadership learning, including the First 8 Days and student curriculum, is a priority on the annual implementation plan.

SUSTAINING MOMENTUM...

- Champion continued best-practice sharing and curriculum professional learning.
- Challenge teachers and action teams to connect with opportunities for student leadership in the community through service learning.



Spend **A Moment With Muriel** as she shares why leadership is core curriculum in a leadership school.

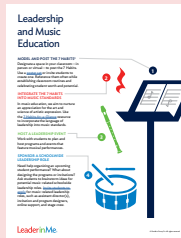
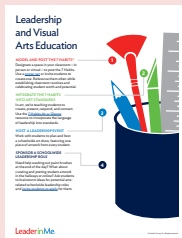


Rookie Mistakes

- Relying solely on the names of *The 7 Habits* and kid-friendly definitions, rather than exploring the highly effective practices
- Neglecting to use and build staff capacity around the Leader in Me Curriculum
- Lack of schoolwide focus or structure for teaching foundational content, including *The 7 Habits of Highly Effective People®* and *The 4 Disciplines of Execution®*
- Hesitation to invite students to share or apply leadership learning
- Limiting leadership learning to a small segment of time in the context of the school day

More Ways to Play

Prompt teachers to integrate leadership into other content areas during planning and collaboration sessions.



Encourage Special Areas teachers to weave leadership learning into their curricular areas

Identify ways to incorporate leadership into daily routines and schoolwide procedures.



Create a Leadership Environment

What It Means

Fueling empowerment and a sense of community by intentionally reflecting each person's worth and potential in what all school stakeholders see, hear, and feel across campus.

Why It Matters

When we create acceptance and trust, we can focus on learning. A leadership environment empowers stakeholders to become our partners in creating a safe and nurturing environment where we proactively tend to the greatest human need—our need to connect with others and feel valued.

TOP 3 PLAYS for Create a Leadership Environment

1

Communicate worth and potential with your physical environment.

BEST PRACTICES:

- [Leadership Classroom](#)
- [Legacy Displays](#)
- [Assemblies](#)

2

Model Trust Behaviors and build authentic relationships with recurring Emotional Bank Account deposits.

BEST PRACTICES:

- [Student EBA Deposits](#)
- [Staff EBA Deposits](#)
- [EBA Systems](#)
- [Nurture Authentic Relationships](#)

3

Support students through behavior challenges with empathic leadership and tangible expressions of belief in the worth and potential of all students.

BEST PRACTICES:

- [Classroom Leadership and Restorative Practices](#)
- [Reaching and Teaching Students in Trauma](#)
- [Ask Muriel: The Heart of Discipline](#)
- [Self-Regulation Strategies](#)

What this means for principals:

GETTING STARTED...

- Build staff consensus about [leadership classroom "look-fors"](#) that will be consistent across campus.
- Consider environmental updates and routine [EBA deposits](#) when budgeting.
- Inspire and accelerate trust by [demonstrating Integrity and Intent](#) and [building Capabilities and Results](#).

SUSTAINING MOMENTUM...

- Continue to [engage staff in meaningful ways](#).
- Empower staff, students, and families to create a leadership environment through action teams and Leadership Events.
- Use the MRA (Measurable Results Assessment) to understand staff, student, and family experiences and strengthen a [school culture](#) where everyone feels seen, heard, and valued.

What this means for coordinators:

GETTING STARTED...

- Partner with the principal and action teams to solicit student voice in creating or revising your school's [mission statement](#).
- Prioritize [trust building](#) and [collective ownership](#), possibly partnering with the principal to build an EBA deposit timeline.
- Consider partnering with the principal and Lighthouse Team in facilitating [Leader in Me orientation events for staff and families](#).

SUSTAINING MOMENTUM...

- Host or participate in [Leadership Day](#) or Symposia events as a way to celebrate and inspire.
- [Lead with your ears](#), by brushing up on your listening skills as a way to unleash your team's potential.
- Coordinate the development of the leadership environment on the [annual implementation plan](#).



Spend **A Moment With Muriel** as she shares the power of creating “living walls.”



Rookie Mistakes

- Treating students as merely part of the audience at school events
- Relying exclusively on teachers to design, create, and maintain the physical environment in classrooms and common areas, and failing to include students and families in updates to the physical environment
- Using the language of *The 7 Habits*® negatively
- Neglecting to make intentional Emotional Bank Account deposits
- Building authentic relationships with a subset of students, while others lack a real connection to the school community

More Ways to Play

Greet students as they come to school each day.

Model and promote staff wellness strategies.



Try recognition systems, such as Leader of the Week and Leader in Me Tickets to encourage positive behavior.

Share Leadership

What It Means

Inviting the genius of staff, students, families, and community partners into the challenges of Leadership, Culture, and Academics with systems for authentic voice, collaboration, and active participation.

Why It Matters

When we are involved and entrusted with leadership roles, we experience connection, collaboration, the intrinsic rewards of responsibility, and the opportunity to share our unique genius.

TOP 3 PLAYS for Share Leadership

1

**Establish and support
Lighthouse and
action teams.**

BEST PRACTICES:

- [Using the Lighthouse Rubric](#)
- [Great Systems](#)
- [Support Action-Team Leaders](#)

2

**Foster communication across
Lighthouse and
action teams.**

BEST PRACTICES:

- [Implementation Plan](#)
- [Implementation Display](#)
- [Meeting Agendas](#)

3

**Develop and model
structures for voice
and contribution.**

BEST PRACTICES:

- [School Leadership Roles](#)
- [Student Summits](#)
- [Leadership & Quality Tools](#)
- [Lighthouse Team 101: Creating a Meeting Plan](#)

What this means for principals:

GETTING STARTED...

- Apply Leader in Me to existing committee structures by establishing and supporting [Lighthouse](#) and [action teams](#) based on targeted results.
- Establish a cadence of meetings with the coordinators to ensure synergy.
- Designate time on the school calendar for [Lighthouse- and action-team meetings](#) and work sessions.

SUSTAINING MOMENTUM...

- Rethink traditional staff handbooks with a [staff playbook](#) to empower shared leadership and maintain implementation momentum from year to year.
- Continue to [empower coordinators and action-team leaders](#).
- Provide [action-team leaders](#) with the necessary structures and positive accountability to guide the work to be done by their teams.

What this means for coordinators:

GETTING STARTED...

- [Empower the Lighthouse Team](#) by coordinating the development of action teams and the [school's annual implementation plan](#).
- Facilitate regular [Lighthouse Team meetings](#).
- Coordinate completion of the [Lighthouse Rubric Self-Assessment](#) and your school's [evidence binder](#).
- Commit to [increasing your effectiveness](#) as a coordinator.

SUSTAINING MOMENTUM...

- Serve as a liaison between the Lighthouse Team and the school's Leader in Me Coach.
- Keep a cadence of meetings with the principal to ensure synergy and alignment.
- Regularly check on action-team progress within the [Lighthouse Rubric](#).
- Prepare for [leadership transitions](#).



Spend **A Moment With Muriel** as she shares how authentic leadership roles can transform a classroom and a school.



Rookie Mistakes

- Lack of support and scaffolding for action-team leaders and leadership transitions
- Focusing on action items instead of the **why** and targeted results
- Building an implementation plan without input from staff, students, and families
- Postponing establishing Student and Family Lighthouse Teams
- Failing to set up a cadence of accountability, including time for celebration
- Mistaking traditional school and classroom jobs for true leadership roles

More Ways to Play

Invite families
to serve on a
Lighthouse Team.

Leverage the Lighthouse Rubric.

Ask Muriel's Questions.



Organize your
team using these
best practices.

Ensure the Lighthouse Team reflects the perspectives and expertise of all staff, fostering collaboration and driving meaningful progress.



Achieve Goals

What It Means

Using *The 4 Disciplines of Execution*® across the entire school, in pursuit of the most important goals.

Why It Matters

When we have a clear vision of what to do and how to do it, we become better equipped with the executive functioning skills needed to lead our own learning, view challenges as opportunities for growth, and increase personal and academic effectiveness toward college- or career-readiness.

TOP 3 PLAYS for Achieve Goals

1

Align schoolwide
WIGs to your School
Improvement Plan (SIP).

BEST PRACTICES:

- Data Rooms
- Systems for Collecting Data
- The 4 Cs of Data Chats

2

Connect individual staff
WIGs to professional
development plans.

BEST PRACTICES:

- WIG® Plans
- Lead-Measure Pick Lists
- Model The 4 Disciplines
- Align Leader in Me Implementation With Professional Standards

3

Create a cadence of
accountability to ensure
reflection and celebration.

BEST PRACTICES:

- Creating the Huddle-Up Habit: Discipline 4
- 4DX® Mini-Lessons
- WIG Walls
- 8 Protocols for Team WIGs

What this means for principals:

GETTING STARTED...

- Utilize the Measurable-Results Assessment (MRA) to set goals and measure results.
- Set the expectation that *The 4 Disciplines of Execution* will drive schoolwide goal achievement by modeling personal and professional WIGs.
- Invite staff to apply *The 4 Disciplines of Execution* to goals they set in their professional-development plans.

SUSTAINING MOMENTUM...

- Use data chats to connect action-team work to School Improvement Plan indicators in moving toward targeted results.
- Use the school's mission to provide purpose and the vision to target measurable results. Leverage a focus on results to inspire others.
- Sustain and build on implementation momentum by recognizing and celebrating the efforts of action-team leaders.

What this means for coordinators:

GETTING STARTED...

- Share implementation of personal and professional WIGs through *The 4 Disciplines of Execution*.
- Coordinate annual completion of the Measurable Results Assessment (MRA).
- Use the MRA to facilitate connections between the School Improvement Plan and Leader in Me.

SUSTAINING MOMENTUM...

- Support action teams in establishing systems for involving students in WIG work.
- Monitor and regularly communicate schoolwide results using the MRA.
- Maintain team focus on achieving outcomes of the school's annual implementation plan.



Spend A Moment With Muriel as she shares why goal setting the **4DX** way is the only way.



Rookie Mistakes

- Lack of support and learning around *The 4 Disciplines of Execution*
- Setting more than three *Wildly Important Goals*
- Selecting strategies or lead measures that rely on others to change their behaviors
- Building scoreboards that are challenging to understand or complicated to update
- Stretching a cadence of accountability beyond a week

More Ways to Play

Share WIG Templates to use for goals at each level.

Model a simple, easy-to-use scoreboard with your schoolwide *WIG*.

Celebrate wins early and often.



Empower Learners

What It Means

Inviting students to take greater ownership of their own learning through Leadership Portfolios, Student-Led Conferences, and the Empowered Learning Approach.

Why It Matters

When students create their own meaning and answers by talking with others, real change—and learning—occurs. These practices cultivate student agency and help us develop more independent learners.

TOP 3 PLAYS for Empower Learners

1

Clear the path for empowerment tools, such as Leadership Portfolios.

BEST PRACTICES:

- [Leadership Portfolio Formats: Tips and Tricks for Paper and Digital](#)
- [How All Staff Can Contribute to Leadership Portfolios](#)
- [Student-Led Conferences](#)

2

Model empowerment tools and practices.

BEST PRACTICES:

- [Staff Leadership Portfolios](#)
- [10 Instructional Strategies That Empower Students](#)

3

Align Leader in Me practices to teacher-evaluation instruments.

BEST PRACTICES:

- [Empowerment Profile](#)
- [Self-Reflection](#)
- [Empowered Learning Approach](#)

What this means for principals:

GETTING STARTED...

- Model tools and strategies, like developing staff [Leadership Portfolios](#) or [flipped meetings](#).
- Account for Leadership Portfolio materials in budgeting.
- Set Student-Led Conferencing windows on the school calendar.

SUSTAINING MOMENTUM...

- Advocate the need to support Leader in Me practices and principles with [great systems](#) to all collaborators in student success.
- Use [Leader in Me Online](#) and your network of principals as resources for implementation.

What this means for coordinators:

GETTING STARTED...

- Facilitate connections between Leader in Me and [other building-wide initiatives](#) among action-team leaders.
- Invite the involvement of all the people who care about your students whenever possible.
- Create a system for ongoing learning and [reflection](#) through success sharing.

SUSTAINING MOMENTUM...

- Support action-team leaders in [refining systems](#).
- Use [Leader in Me Online](#) and your network of coordinators as resources for implementation.



Spend A Moment With Muriel as she shares some top benefits for teachers and learners as they embrace true empowerment.



Rookie Mistakes

- Encouraging teachers to set up the student Leadership Portfolios themselves, before students arrive
- Failing to include Leadership Portfolio updates into schoolwide rhythms or routines
- Failing to include preparation for and execution of Student-Led Conferences on the school schedule
- Lack of support and learning around the Empowered Learning Approach
- Limited alignment of the Empowered Learning Approach to teacher-evaluation instruments

More Ways to Play

Model Trust Behaviors.



Incorporate the Empowered Learning Approach into systems and structures for collaboration and planning.

Communicate the **why** behind empowerment tools and strategies.



Measurable Results

What It Means

The Measurable Results Assessment (MRA) is a rigorously developed tool used annually to collect, analyze, and report student, staff, and school-level outcomes related to the Leader in Me focus on Leadership, Culture, and Academics. The MRA was developed to be an easy-to-implement tool school teams can use as they develop and track progress toward goal-centered school improvement.

Why It Matters

The MRA outcomes provide insight on typical measures of school quality as well as leadership development, school culture, and academic skills. These insights guide schools in utilizing the Leader in Me process to further their goals and build their overall capacity.

[Learn more](#) about targeted results and the tools available to plan for, administer, and use the MRA effectively.

LEADERSHIP

STUDENT LEADERSHIP

Students develop the mindsets, behaviors and skills to be effective, lifelong leaders.

STAFF LEADERSHIP

Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach life-ready leadership skills.

FAMILY & COMMUNITY ENGAGEMENT

Families and community organizations are valued school partners who support student development.

CULTURE

SUPPORTIVE ENVIRONMENT FOR STUDENTS

School is a welcoming and supportive environment where students feel valued and actively engaged in leadership and decision making.

SUPPORTIVE ENVIRONMENT FOR STAFF

School is a supportive work environment, where staff members feel fulfilled, empowered, and confident in their ability to make a difference by working together.

ACADEMICS

GOAL ACHIEVEMENT


Students have the knowledge, opportunity, and support to set and achieve meaningful individual goals that are connected to larger schoolwide goals.

EMPOWERED LEARNERS

Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.

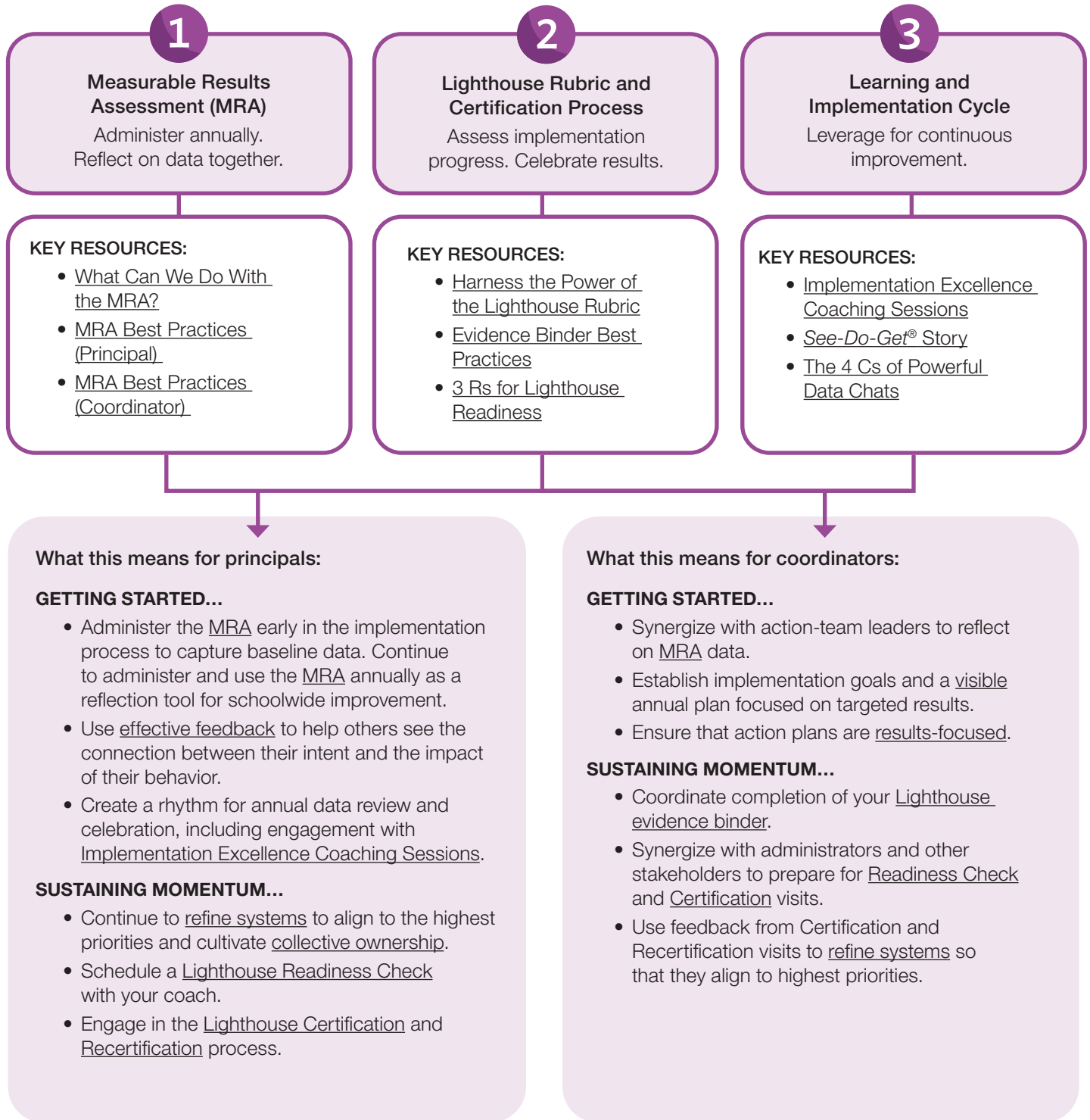
EMPOWERING TEACHERS

Teachers positively impact students' academic growth by using evidence-based instructional practices that empower students to lead their own learning.

 **Spend A Moment With Muriel**
as she talks about getting results that compel.



TOP 3 TOOLS for Measuring Results

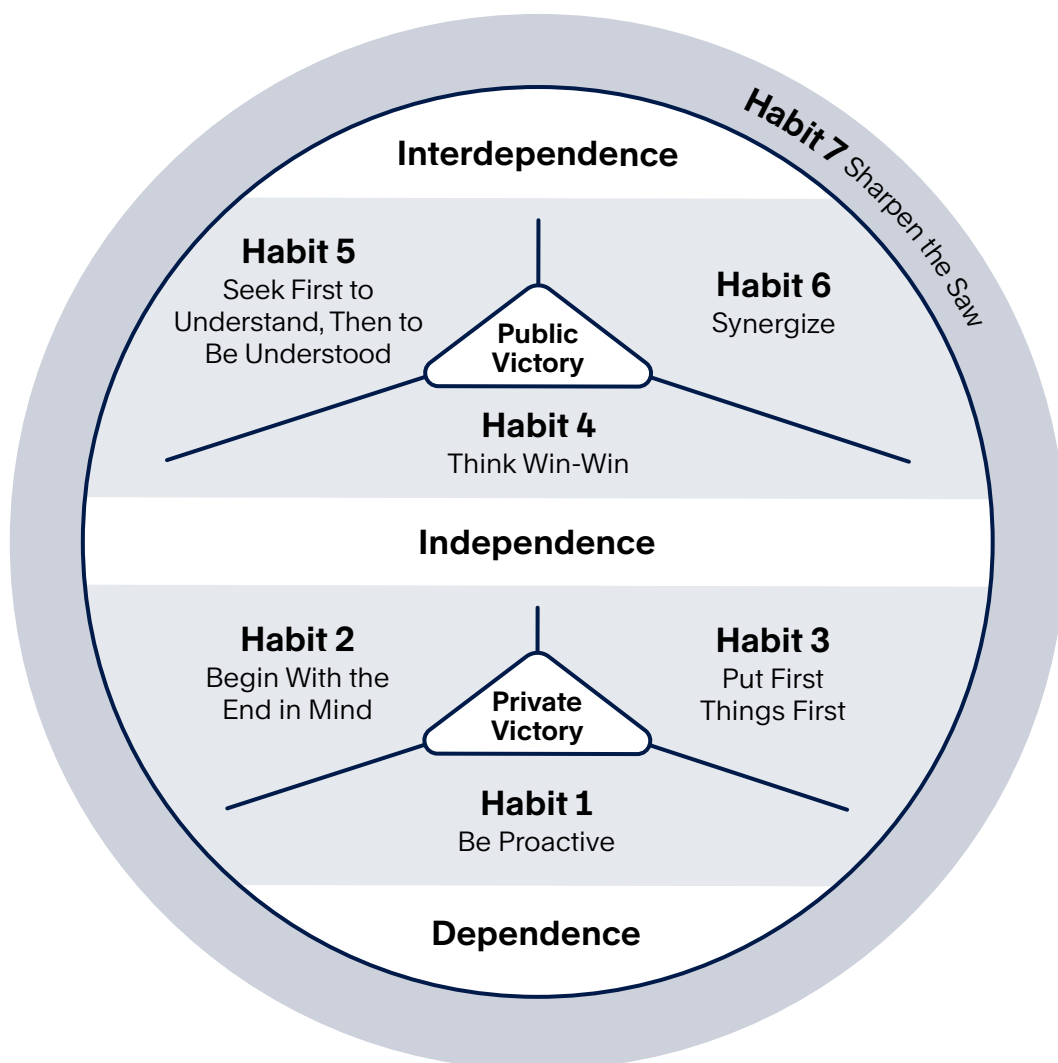


Rookie Mistakes

- Waiting to administer the MRA until the end of your first year.
- Not aligning the MRA and your annual implementation plan with your School Improvement Plan.
- Failing to include all those who care about your school—students, staff, families, businesses, and community partners—in school improvement planning and results gathering.
- Not establishing a cadence for reflection and accountability.
- Failing to incorporate milestone celebrations throughout the year.

The 7 Habits of Highly Effective People®

Lasting whole-school improvement begins with a commitment to our own personal development. Your efforts to keep leadership at the forefront of everything you do will make all the difference in how well and how often others embrace and model *The 7 Habits*® and leadership learning. Consider using the contents of this section across each month of the school year.



Foundations



What It Means

Effectiveness means getting the results we want in such a way that we can get even better results in the future. Each of the 7 Habits aligns to principles of effectiveness, paradigms connected to those principles, and practices that produce effective results.

Practice the Plays

Reflect on how you can model the paradigms and principles of effectiveness that are the foundation of *The 7 Habits*® in your role as principal or coordinator with these reflection prompts:

- By living *The 7 Habits*, you will become profoundly more effective in what matters most to you in your work and personal life. List some things you would like to change to become more effective in your role as a school leader.
- The real source of lasting effectiveness lies in a strong character—our roots. What principles would you use to describe your character—your personal roots of effectiveness?
- Think about your role. What are the first words that come to mind when you think about how you are effective or ineffective? What do these words reveal about your paradigms—the way you see, understand, and interpret the world around you?
- Think about when you experienced Paradigm Shift. What did you learn that changed your paradigm? How did that Paradigm Shift affect your behavior? What results did you get?



Review the Tapes

Reconnect with foundational content essential for personal and professional growth. Learn from these videos, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Paradigms](#)
- [The Stories That Shape Us](#)
- [Rethinking Leadership](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of foundational paradigms and principles. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Self-awareness and curiosity are important elements of foundational principles and paradigms. These competencies help us examine how our experiences and identity shape how we see and interact with the world. Invite a teacher to model a curriculum lesson related to paradigms. Consider [Level 5: Module 3](#).

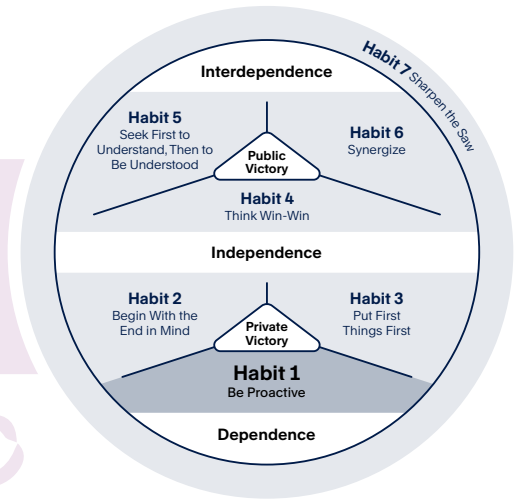


Designate time for staff boosters. Paradigms are our mental map of the world and are a foundational concept in 7 Habits learning. Connect *The 7 Habits* with the 5 Core Paradigms from the [Leader in Me Framework](#) by using the [Habit Chat Cards](#) in this month's staff booster.

Habit 1: *Be Proactive*®

What It Means

Habit 1 is about responding intentionally and focusing on what we can influence so we can shape the future we want. Habit 1 aligns with the principle of choice.



Practice the Plays

Reflect on how you can model **Habit 1** in your role as principal or coordinator with these reflection prompts:



Consider an upcoming situation where reactive behavior is automatic. How will you **pause and respond** using the 4 Unique Human Gifts—self-awareness, imagination, conscience, and willpower?



Think of a problem or opportunity happening this week. Make a list of everything within your **Circle of Influence**® and craft a plan to act on it. Make a list of everything in your Circle of Concern and let it go.



Proactive language causes us to feel more capable and empowers us and those around us to take positive initiative. Consciously replace reactive language with phrases such as: *We choose to...*, *We get to...*, and *We can...*

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Choose Your Response](#)
- [Language That Empowers](#)
- [Putting Energy Where It Counts](#)
- [We Are the Pause](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 1. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Emotion identification and self-regulation are important elements of Habit 1: *Be Proactive*. These competencies help us to pause and respond, rather than react. Invite a teacher to model a lesson about emotions. Consider [Kindergarten: Module 6](#).

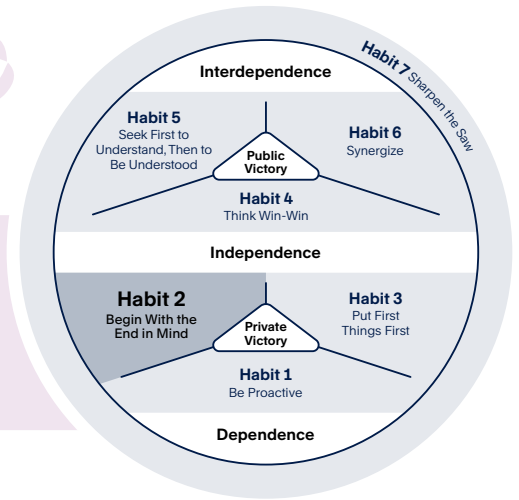


Designate time for staff boosters. Focusing on our *Circle of Influence* helps us develop the agency and propensity to take purposeful initiative around the things we want to change. Invite staff members to reflect on personal strengths and commit to giving energy to one or two areas for growth using the [7 Habits Profile](#).

Habit 2: *Begin With the End in Mind*®

What It Means

Habit 2 is about deciding where we want to go, what we want to do, and who we want to be—in the next few hours, the next few months, or across a lifetime. Habit 2 aligns with the principle of purpose.



Practice the Plays

Reflect on how you can model **Habit 2** in your role as principal or coordinator with these reflection prompts:



Think ahead to an upcoming meeting. How will you use an agenda to **define outcomes**?



Create a one- or two-sentence **mission statement**, commit it to memory, and share it with others.

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Create the Big Picture](#)
- [10 Year Tribute Statement](#)
- [Living on Purpose](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 2. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Vision and long-term planning are important elements of Habit 2: *Begin With the End in Mind*. These competencies help us define the results we want to achieve. Invite a teacher to model a lesson about living by design. Consider [Level 6: Module 10](#).

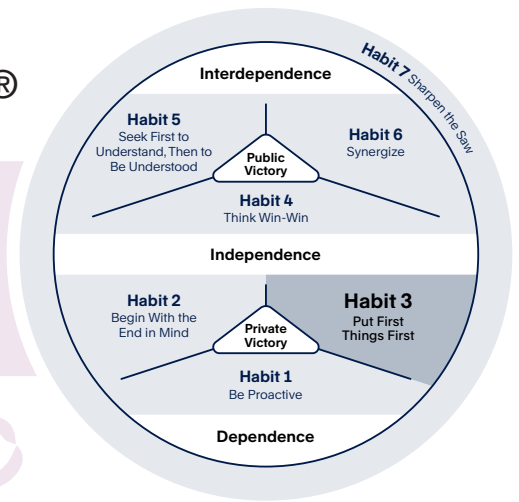


Designate time for staff boosters. A personal mission statement is the end in mind for our life. It empowers us to shape our own future. Take a few minutes to watch [80th Birthday](#) or [10 Year Tribute Statement](#) before inviting staff to draft or refine personal mission statements at this month's staff meeting.

Habit 3: *Put First Things First*®

What It Means

Habit 3 is about spending our time in a way that aligns with our values and reflects our vision for our lives. To achieve the future we want, we need to protect time for pursuing it. Habit 3 aligns with the principle of focus.



Practice the Plays

Reflect on how you can model **Habit 3** in your role as principal or coordinator with these reflection prompts:



Review the *Time Matrix*® and **focus on your highest priorities** by using the quadrant self-check to ask: *Which quadrant am I in? Why am I here? How long have I been here? What return will I get on this time?*



Identify activities in your typical day or week. Assign each activity to a quadrant. Think about ways to **eliminate the unimportant** Q3 and Q4 activities.



Pull out your **weekly planning** tool and ask the Big Rocks Question: *What are the one or two most important things I can do in this role this week?*

When faced with inevitable distractions, determine to **stay true in the moment of choice**. Your integrity will thank you!

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Living Above the Line](#)
- [Planning the Truly Important](#)
- [Weekly Planning or Planning Weakly?](#)
- [What About the Last Minute?](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 3. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Prioritization and practicing integrity in the face of peer pressure are important elements of Habit 3: *Put First Things First*. These competencies help us dedicate time and intention to the things that matter most in life. Invite a teacher to model a lesson about staying true in the moment of choice. Consider [Level 5: Module 14](#).



Designate time for staff boosters. Habit 3 teaches us the power of prioritizing our time. We know that leadership and effectiveness lies in our spending time in Quadrant 2 of the *Time Matrix*. Use the Habit 3 questions from the [Booster Power slide deck](#) at an upcoming staff meeting, to invite reflection on living above the line.

Emotional Bank Account

What It Means

The Emotional Bank Account (EBA) is a metaphor for the amount of trust that exists in a relationship. When we make deposits, we build and repair trust in relationships; when we make withdrawals, we break down and diminish trust in relationships.

Practice the Plays

Reflect on how you can model creating a strong **Emotional Bank Account** in your role as principal or coordinator with these reflection prompts:



Identify an important work relationship that isn't as good as you want it to be. Think of three things you think the person you identified would consider as deposits. How could you use that thinking to **build your Emotional Bank Account** with them?

Think about your interactions with students, staff, and families. What are some examples of deposits and withdrawals for each of these key groups?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits®* for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Building Trust With EBA Deposits](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of the Emotional Bank Account. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Apologizing and righting wrongs are important elements of the Emotional Bank Account. These competencies help us build high-trust relationships with others. Invite a teacher to model a lesson about repairing trust. Consider [Level 3: Module 20](#).

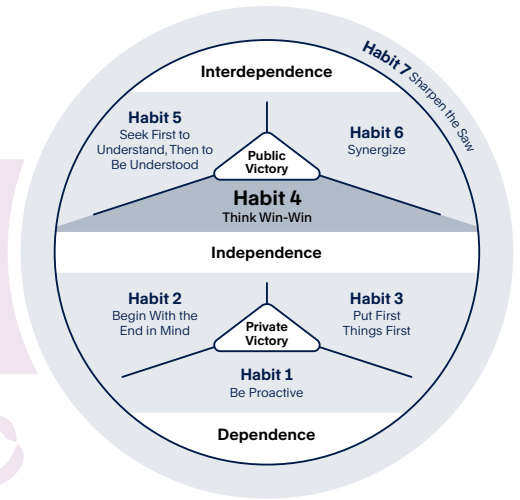


Designate time for staff boosters. The Emotional Bank Account teaches us the power of making small deposits over time to build large account balances. We know that sincere and consistent deposits make for a strong EBA. Use Activity #13 from the [7 HaBITS Round-Up](#) to promote EBA deposits at this month's staff meeting.

Habit 4: *Think Win-Win*®

What It Means

Habit 4 is about going into each situation looking for ways that everyone can win. Habit 4 aligns with the principle of abundance.



Practice the Plays

Reflect on how you can model **Habit 4** in your role as principal or coordinator with these reflection prompts:



Think about how you feel when others close to you succeed at something you want to succeed at. What can you do to model an **abundance mindset**?



Identify two or three strategies for boosting and **balancing courage and consideration**.



Consider a situation that could benefit from Win-Win thinking on your campus. Use a T-Chart to **identify other people's wins as well as your own**.

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- Win-Win Thinking in My Life
- Balancing Courage and Consideration
- Finding a Better Way

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 4. Explore these assembly and announcement resources to get started.



Provide concrete support for direct lessons. Relationship building and having the courage to be an upstander in the face of bullying are important parts of Habit 4: *Think Win-Win*. These competencies help us live out the “golden rule”: do unto others as you would have them do unto you. Invite a teacher to model a lesson about standing up for others. Consider Level 3: Module 23.

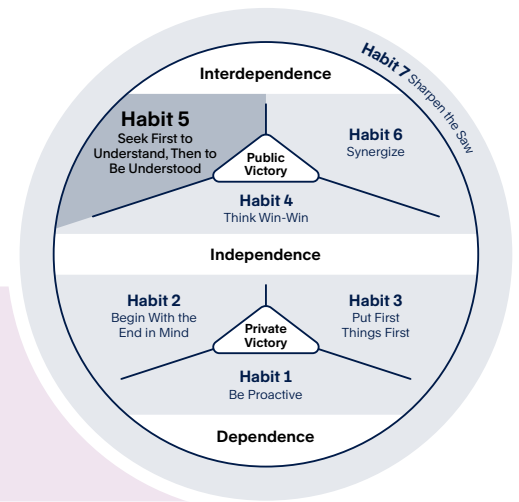


Designate time for staff boosters. Habit 4 teaches us the power of constantly seeking mutual benefit in our interactions with others. Take a look at Guidance for Supporting Learners With Special Educational Needs through the lens of Habit 4 at this month's staff meeting. Ask staff to consider, *How can tailoring our lessons in leadership help us better serve students with special needs?*

Habit 5: Seek First to Understand, Then to Be Understood®

What It Means

Habit 5 is about truly listening to others and honoring their perspectives. It's also about having the courage to respectfully say what we think and feel. Habit 5 aligns with the principle of respect.



Practice the Plays

Reflect on how you can model **Habit 5** in your role as principal or coordinator with these reflection prompts:



Think of a time when someone listened to you with the intent to understand. Remember how you felt. How can you ensure that you **listen empathically**?



How can you use "I" messages and the three tools to be understood—heart, head, and credibility—to **respectfully seek to be understood**?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits®* for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Empowering With Empathy](#)
- [Speaking Up and Communicating Well](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 5. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Communication and listening to multiple viewpoints are important elements of Habit 5: *Seek First to Understand, Then to Be Understood*. These competencies help us create emotional "oxygen." Invite a teacher to model a lesson about seeking voices from others. Consider [Level 2: Module 26](#).

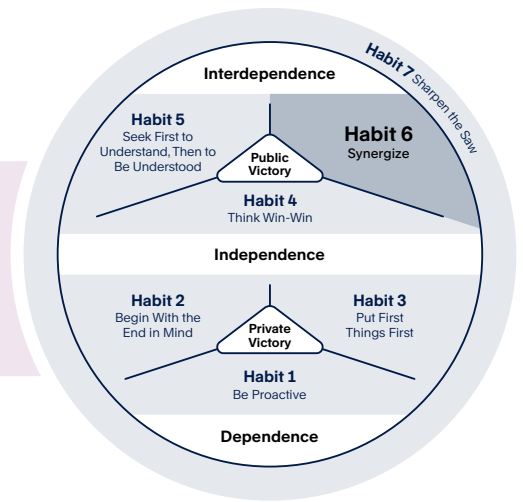


Designate time for staff boosters. Habit 5 teaches us the power of listening empathically and seeking others' perspectives. Use the [Question of the Day slide deck](#) to promote connection and understanding at this month's staff meeting.

Habit 6: Synergize®

What It Means

Habit 6 is about seeking perspectives that are different from ours—that challenge us and help us better solve problems, navigate conflicts, or develop something new. Habit 6 aligns with the principle of creative collaboration.



Practice the Plays

Reflect on how you can model **Habit 6** in your role as principal or coordinator with these reflection prompts:



Think of a coworker who really challenges you. Practice **valuing differences** by thinking of all their strengths.



Think of a challenging problem you're currently facing at school. Huddle up with a friend to brainstorm possible solutions. Withhold criticism and encourage wild ideas. Write everything down and collaborate to identify a **3rd Alternative**.

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits®* for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Experiencing Synergy](#)
- [Overcome Conflict](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 6. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Collaboration and multiple perspectives are important elements of Habit 6: *Synergize*. These competencies help us create a culture where everyone feels welcome and valued. Invite a teacher to model a lesson about celebrating differences. Consider [Level 1: Module 27](#).

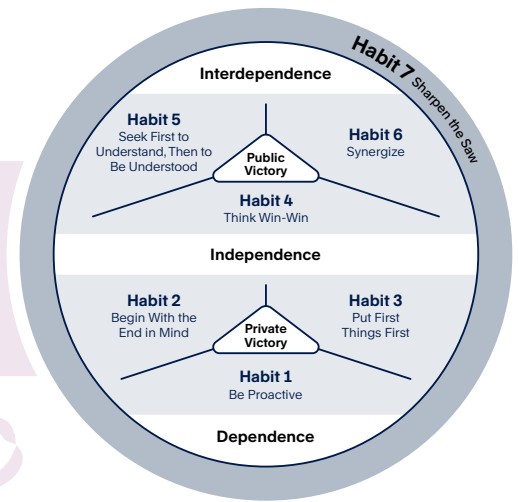


Designate time for staff boosters. Habit 6 reminds us of the power of creative collaboration. This month, create a moment of synergy by inviting staff to complete a module from [Leader in Me Professional Learning](#) asynchronously. Then, come together during the staff meeting to complete the Application Challenge as a team.

Habit 7: *Sharpen the Saw*®

What It Means

Habit 7 is about keeping ourselves sharp so we have the energy and vitality to live the lives we want. It's the habit of renewal that makes all the other habits possible. Habit 7 aligns with the principle of renewal.



Practice the Plays

Reflect on how you can model **Habit 7** in your role as principal or coordinator with these reflection prompts:



How will you **invest in yourself as a whole person**? Think about one thing you would like to start, stop, or continue in each of the dimensions of renewal—body, mind, heart, and spirit.

As you practice investing in yourself, you'll encounter obstacles. What might stop you from achieving renewal? What strategies can you use to overcome these obstacles?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices of *The 7 Habits*® for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Finding Renewal](#)
- [Getting After the Recharge](#)
- [Meeting the Resistance to Renewal](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of Habit 7. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Continuous improvement and a growth mindset are important elements of Habit 7: *Sharpen the Saw*. These competencies help us combat feelings of stress and anxiety and build resilience within ourselves. Invite a teacher to model a lesson about the growth mindset. Consider [Level 4: Module 4](#).



Designate time for staff boosters. Habit 7 teaches us the power of renewal. We know that taking time for ourselves every day ultimately gives us the ability to do everything else. Prioritize staff wellness by sharing this [self-renewal menu](#) alongside this [renewal tracker](#) at this month's staff meeting.

The 8th Habit®: Find Your Voice and Inspire Others to Find Theirs

What It Means

We find our voice when we combine our talents, passions, and conscience in a way that meets a need in the world. And once we find our voice, we can help others find theirs.

Practice the Plays

Reflect on how you can model *The 8th Habit* in your role as principal or coordinator with these reflection prompts:

- Reflect on the following questions: *What are your strengths and talents? What do you love to do? What's a need in the world? What would make a difference?*
- Write a description representing your voice.

Review the Tapes

Reconnect with foundational content essential for personal and professional growth. Learn from these videos, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Find Your Voice](#)
- [Dante's Story](#)
- [Lucy's Story](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of leadership learning. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Actively contributing is an important part of *The 8th Habit*. This competency helps us assess needs in our school, community, and the world. Invite a teacher to model a lesson about leading through service. Consider [Level 5: Module 34](#).



Designate time for staff boosters. *The 8th Habit* teaches us the power of engaging in work that taps our talent and fuels our passion. It helps us to meet needs in the world, and once we find our voice we're better able to help others find theirs. Invite staff to connect with *The 8th Habit* by drafting [contribution statements](#) at your next staff meeting.

Review

What It Means

We know that learning and living *The 7 Habits of Highly Effective People*® is not a “one-and-done” checklist activity. Effective living is an ongoing commitment that enables us to meet challenges in the different seasons in our lives. In whatever circumstance or relationship we find ourselves, we can trust in the principles of *The 7 Habits*® to help us realign our thoughts and actions to achieve what matters most to us.

Practice the Plays

Reflect on how you can renew your understanding of *The 7 Habits* in your role as principal or coordinator with these prompts:

- Make a list of five to eight issues or challenges you’re currently facing. Consider which habits would help you meet those issues and challenges.
- Consider two areas where you’d like to become more effective. Which habits will you apply? How will you apply them?

Review the Tapes

The 7 Habits Reflection video series is an incredible way to connect with each of the highly effective practices for personal and professional growth. Learn from this video series, on your own or through regular staff boosters, to support the kind of personal growth that helps your school’s leadership culture thrive.

- [The Power \(and Fun\) of Reflection](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of leadership learning. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. Review and reflection help us identify areas of opportunity. These competencies help us to look inward for ways that we can continually grow. Invite a teacher to model a lesson about reflection and celebration. Consider [Level 6: Module 35](#).



Designate time for staff boosters. Learning and living *The 7 Habits* is a lifetime adventure. Review *The 7 Habits of Highly Effective People* by inviting staff members to synergize in small groups—scramble these [Word Wall Words](#) and match them to the appropriate habit from this [Poster Set](#). Spend a few minutes reflecting on the [7 Habits Profile](#), completed earlier in the year, to assess growth over time.

Celebrations

What It Means

A leadership school is a celebrating school! Energize the focus as you nurture a culture where everyone is recognizing their own and each other's genius and leadership potential by celebrating, rather than only looking to what needs yet to be done.

Practice the Plays

Reflect on how you can model a commitment to celebration and continuous improvement in your role as principal or coordinator with these reflection prompts:

- Consider one or two areas where you feel you've become more effective. Which habits did you apply? How will you continue to apply *The 7 Habits*® in the future?
- Make a list of ways you served your school this year. Then consider which habits helped you make each contribution.

Review the Tapes

Reconnect with foundational content essential for personal and professional growth. Learn from these videos, on your own or through regular staff boosters, to support the kind of learning and development that helps your school's leadership culture thrive.

- [Celebration](#)
- [We Believe in You](#)

More Ways to Play



Communicate the importance of leadership learning. Utilize schoolwide gatherings, such as school assemblies or daily morning announcements, to share the importance of leadership learning. Explore these [assembly](#) and [announcement](#) resources to get started.



Provide concrete support for direct lessons. A leadership school is a celebrating school! Invite a teacher to model a lesson about celebrating growth. Consider [Kindergarten: Module 35](#).

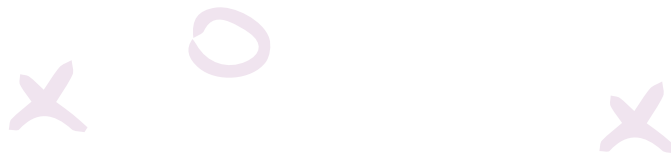


Designate time for staff boosters. Our systems for celebrations reflect what we value. Let's work to ensure that empowerment is at the center of those systems. Leverage the power of celebrations, rather than rewards, to motivate staff members to keep learning and growing with a "Capturing Greatness Scavenger Hunt." Equip small teams with [7 Habits at-a-Glance](#) and challenge them to snap photos of evidence of as many highly effective practices as possible in ten minutes. Photos may involve student work, classroom set-ups, etc.

Additional Resources

Frequently Asked Questions

- [Is Leader in Me evidence-based?](#)
- [What does it mean to become a Leader in Me Lighthouse School?](#)
- [What does it mean to become a Leader in Me Legacy School?](#)
- [What is Leader in Me Professional Learning?](#)
- [What kind of support should I be expecting from FranklinCovey?](#)
- [Who is my Leader in Me Coach? What can I expect from my Leader in Me Coach?](#)
- [What “plug and play” resources are available for ongoing professional learning?](#)
- [What resources are available to help me grow as a school leader?](#)
- [What resources are available to support leadership transitions?](#)
- [What role do I play in implementation?](#)
- [What quick reference resources should I print and copy for staff?](#)
- [What resources are available for new staff members?](#)
- [What is the process for certifying facilitators to share *The 7 Habits of Highly Effective Families*®?](#)
- [What ready resources are available for helping families and community partners understand Leader in Me?](#)
- [Where can I easily find videos?](#)
- [What curriculum resources are available for teaching *The 7 Habits*® to students?](#)
- [Where can I purchase Leader in Me resources?](#)
- [How are leadership classrooms different from traditional classrooms?](#)
- [What is Leadership Day?](#)
- [How do I get started with a Staff Lighthouse Team?](#)
- [How do I get started with a Student Lighthouse Team?](#)
- [How do I get started with a Family & Community Lighthouse Team?](#)
- [How do I build an annual implementation plan?](#)
- [What are leadership roles?](#)
- [What are *The 4 Disciplines of Execution*®?](#)
- [What goes into a Leadership Portfolio?](#)
- [What is the Measurable Results Assessment?](#)
- [I'm new to Leader in Me Online. Where do I begin?](#)
- [Where do I find my school's registration code for Leader in Me Online?](#)
- [How do I manage school users on Leader in Me Online?](#)
- [How do I renew our school membership?](#)
- [How do I make sure I receive Leader in Me Weekly emails?](#)
- [How do I share resources from Leader in Me Online with other people, such as staff, students, and families?](#)
- [How can I quickly get back to my favorite resources on Leader in Me Online?](#)



Is Leader in Me evidence-based?

- Yes! To date, over 30 independent academic research studies have evaluated Leader in Me effectiveness, employing a full range of experimental methods—from quantitative analysis of statewide data to qualitative studies that analyze interview data from dozens of students, educators, and families. Learn more [here](#).

What does it mean to become a Leader in Me Lighthouse School?

- Every Leader in Me School can become a [Lighthouse School](#). Using the [Lighthouse Rubric](#), schools assess process fidelity and maintain a [virtual evidence binder](#) to document their outcomes in Leadership, Culture, and Academics. Upon completion of Leader in Me Professional Learning, schools can request a [Readiness Check](#) coaching session before scheduling a formal [Lighthouse Review](#).
- Certification spans a two-year period, after which schools [recertify](#) through an online self-assessment. After four years, the [recertification process](#) involves an onsite recertification visit. This pattern of alternating between online and onsite recertification continues every two years as long as the school is part of the Leader in Me Community.
- Learn more about [leveraging the Lighthouse Rubric](#) or explore [Lighthouse Certification FAQs](#).

What does it mean to become a Leader in Me Legacy School?

- Schools that maintain Lighthouse Certification for a minimum of eight years and demonstrate innovation and growth at sustaining levels across the [Lighthouse Rubric](#) may be awarded [Legacy Certification](#). If you are interested in this certification, work with your Leader in Me Coach to apply. Legacy Schools make significant and distinctive contributions to the Leader in Me Community, as well as the education community at large.

What is Leader in Me Professional Learning?

- Leader in Me Professional Learning consists of a series of live and online learning and coaching experiences designed to help schools achieve quality implementation in all six strands of the Leader in Me Framework and, eventually, Lighthouse Certification. Professional learning is designed for full staff participation, with some sessions targeted to the Lighthouse Team.
- The Measurable Results Assessment (MRA) and/or other resources are used to identify areas for growth, guide improvement plans, and monitor progress. An Implementation Coach works with schools to help determine the amount and type of support that would promote the achievement of targeted results through Leader in Me.

What kind of support should I be expecting from FranklinCovey?

- FranklinCovey provides multiple ways to support quality implementation. Professional Learning workshops provide participants with clarity around how to implement Leader in Me to achieve desired results. They can be accessed through in-person or Live Online sessions, or self-paced On Demand courses found on Leader in Me Online. Coaching provides a service intended to promote the implementation of Leader in Me in a way that gets results and helps teams and individuals overcome the barriers that often get in the way of quality. Coaching can also be accessed in-person or live online. In addition, Leader in Me Online offers a wide array of resources and tools designed to support implementation efforts in all areas of the Leader in Me Framework.

Who is my Leader in Me Coach? What can I expect from my Leader in Me Coach?

- Schools can find their [Leader in Me team here](#). Coaches support individuals and teams in implementing what they learn in professional learning workshops in a way that assists schools in achieving targeted measurable results. Coaching sessions are designed together with administrators and/or coordinators to set a clear focus on the specific needs of a school, identify those in need of support, and determine the logistics necessary to ensure quality. Sessions may include administrators, coordinators, Lighthouse Teams, action teams, action-team leaders and/or certified and noncertified staff.



What “plug and play” resources are available for ongoing professional learning?

- Use the [7 Habits Boosters Pacing Guide](#) to schedule quick ongoing learning with staff. Explore the [New & Ongoing Staff Learning resource collection](#) for boosters, podcasts, video series, and more. Learn more about each of the [Leader in Me highly effective practices](#), or engage in [Professional Learning On Demand](#).

What resources are available to help me grow as a school leader?

- Annual membership includes a development track for principals and coordinators. This includes: in-person and virtual community learning offerings, Leader in Me Weekly Special Editions just for principals and coordinators delivered on the first Thursday of each month with tips and strategies on how to nurture leadership growth in yourself and your building, access to our [Principal's Academy](#) self-paced online workshop, and [curated resources for principals and coordinators](#).

What resources are available to support leadership transitions?

- We invite you to check out curated resources [for coordinators working with a new principal](#) and [principals new to the Leader in Me process](#). Alternatively, you may want to hear directly from Leader in Me [principals](#) and [coordinators](#) about their experiences with leadership transitions.
- We also recommend connecting with your [Leader in Me team](#) to learn more about Leadership Transition Coaching.

What role do I play in implementation?

- Though there's no one right way when it comes to leading a leadership school, thoughtful consideration of [The 4 Essential Roles of Leadership®](#) is a critical part of putting your school on the right path to long-term success! Learn more about what it means to serve as a highly effective principal or coordinator at a Leader in Me School with these resources: [Role of Principal](#), [Role of Lighthouse Coordinator](#), [Role of Action Team Leader](#).

What quick reference resources should I print and copy for staff?

- We recommend starting with the [Leader in Me Framework](#) and the [7 Habits at-a-Glance](#) as foundational documents. If you're looking for more, you might consider empowering new and returning staff members to dive into Leader in Me by printing and sharing the [New Staff Packet](#).

What resources are available for new staff members?

- Teaching at a leadership school is about more than learning the names of *The 7 Habits®*. We recommend ensuring that each new staff member engage in *The 7 Habits of Highly Effective People®* workshop. Use these [Onboarding New Staff](#) strategies and resources to reflect their worth and potential.

What is the process for certifying facilitators to share *The 7 Habits of Highly Effective Families®*?

- Check out the [Facilitator Certification](#) resource collection, as well as the [Facilitator Kit](#) resource collection to learn more about [teaching The 7 Habits of Highly Effective Families Course](#).

What ready resources are available for helping families and community partners understand Leader in Me?

- We have a wide variety of resources for partnering with families and community partners, including [Family Overview Resources](#), [Official Family Newsletters](#), and [Family Worksheets](#). We also recommend using the [Website Resource Bundle](#) when updating your school website, as well as print materials you may have, to help others learn more about your school. Lastly, check out the [At-Home Leadership Learning Resource Collection](#) for practical resources designed to extend leadership learning beyond the school day.

Where can I easily find videos?

- Take a look at [Leader in Me Studios](#) to quickly access a host of videos series for both students and staff. You'll also find The Empowering Teacher podcast there.

ADDITIONAL RESOURCES

What curriculum resources are available for teaching *The 7 Habits* to students?

- The [Leader in Me Curriculum](#) provides comprehensive learning experiences for students from pre-K through 12th grade, empowering them to develop the life-ready leadership skills outlined in the [Student Leadership Portrait](#). It includes engaging lessons, digital slides, videos, student materials, and facilitator guides, all aligned with essential content, such as *The 7 Habits of Highly Effective People*, *The 4 Disciplines of Execution*®, *The Speed of Trust*®, and *The 4 Essential Roles of Leadership*.
- Explore our student-facing video series in the “For Students” section of [Leader in Me Studios](#) and harness [Habit Mini-Lessons](#).

Where can I purchase Leader in Me resources?

- Visit the [Leader in Me Store](#), where you'll find Leadership Kits, curriculum resources, posters, hallway signs, gifts, classroom supplies, and more! You can also navigate to the store via the top navigation bar on [LeaderInMe.com](#)

How are leadership classrooms different from traditional classrooms?

- There are many ways to collaborate with students to create a leadership classroom. [Building Our Leadership Classroom—Best Practices](#) is a guide for co-creating a classroom environment that fosters and shapes student leadership, leading to a strong positive environment.

What is Leadership Day?

- Leader in Me Schools around the world often host an annual Leadership Day, inviting family and community members to experience firsthand the great work happening on their campus. Though no two Leadership Days are alike, we're often asked about best practices when it comes to preparing for Leadership Day. Refer to this [Step-By-Step Backward Planning Guide](#) when you're ready to host your own Leadership Day.

How do I get started with a Staff Lighthouse Team?

- Building effective teams takes time and intention. Your Leader in Me Coach will support you in ramping your Staff Lighthouse Team through the [Core 1 Lighthouse](#) course and subsequent coaching sessions. We also recommend reviewing these [Staff Lighthouse & Action Teams](#) resources to support you in engaging and empowering your staff.

How do I get started with a Student Lighthouse Team?

- Ready to boost student leadership? From announcing the opportunity to officially launching the team, use [this bundle of downloads](#) to engage your Student Lighthouse Team. You may also be interested in the [Student Lighthouse & Action Teams](#) resource collection.

How do I get started with a Family & Community Lighthouse Team?

- Family and community members share the responsibility of Leader in Me implementation and broaden our impact beyond our building's walls. Use [these resources](#) to learn more about the possibilities when it comes to activating a Family & Community Lighthouse Team!

How do I build an annual implementation plan?

- Lighthouse Teams coordinate the key events and action steps for each action team, often in partnership with their coach. A [Schoolwide Implementation Plan](#) in the format of a Gantt Chart or timeline that spans the year helps. Many schools opt to display their annual implementation plan publicly and look to this [Top 6 Checklist](#) as a guide for creating and maintaining an effective display system.





What are leadership roles?

- Student leadership roles transform simple classroom and school “jobs” into opportunities for students to practice leadership and experience the intrinsic rewards of responsibility and accomplishment. Providing opportunities for students to be leaders is one of the most vital components of Leader in Me, serving at least four purposes:
 - Offers students opportunities to put into practice the leadership skills they are learning. Talking about being responsible has far less impact than actually being given a responsibility and trusted to follow through.
 - Helps students gain self-confidence and a feeling of self-worth.
 - Spreads the effort. “Many hands make light work.”
 - Opens the door for good ideas. Students have great ideas to make the school a better place to learn and work. Why not tap into their perspectives?

What are *The 4 Disciplines of Execution*?

- *The 4 Disciplines of Execution* form a tested, sequential process that helps individuals and teams achieve their *Wildly Important Goals*®. They’re as important as *The 7 Habits* in building highly effective schools. Explore the *The 4 Disciplines of Execution* resource collection to learn more about how this powerful process helps us get our most important work done in the midst of the whirlwind that is school.

What goes into a Leadership Portfolio?

- Take a look at the Leadership Portfolio resource collection, which includes resources about the five sections commonly included in a portfolio, examples of portfolios, templates for different ages, and more.

What is the Measurable Results Assessment?

- The Measurable Results Assessment (MRA) is a systematic survey tool used by Leader in Me Schools to gain data-informed insight on the factors that support the development and growth in the areas of Leadership, Culture, and Academics. Access your school's MRA Dashboard to get started or learn more by exploring the resources featured below. Take a peek at the MRA Resource Collection to learn more.

I'm new to Leader in Me Online. Where do I begin?

- Leader in Me Online is your digital partner in developing life-ready leaders. Watch Where's What on Leader in Me Online? to learn more about navigating the site. We also recommend reviewing the How Are You Using Leader in Me Online? resource as a quick reference for tapping into the site's most powerful features and resources.
- If you're looking for a way to browse the site thematically, we recommend navigating to the Resource Library and reviewing the collection for each Framework practice.

Where do I find my school's registration code for Leader in Me Online?

- You can access your school's registration code at any time on your school profile. Please be sure to share your school's registration code with all staff members so that they can register for Leader in Me Online accounts. You have the option to send a preformatted email to your staff using the “Users” tab and selecting the “Invite Users” button on the Users page. Learn more about managing users in our help center.

How do I manage school users on Leader in Me Online?

- To manage users you will first need school or district administrator permissions. If you do not yet have those permissions, please contact your current school administrator, principal, or district administrator for access. Please note that every user at your school will be required to sign up with a new account and accept the terms of use. Review additional directions to set up new users on Leader in Me Online.

How do I renew our school membership?

- For renewals and other membership questions, please contact your Education Success Partner (ESP). You can find your FranklinCovey team's information by going to your school profile.

ADDITIONAL RESOURCES

How do I make sure I receive Leader in Me Weekly emails?

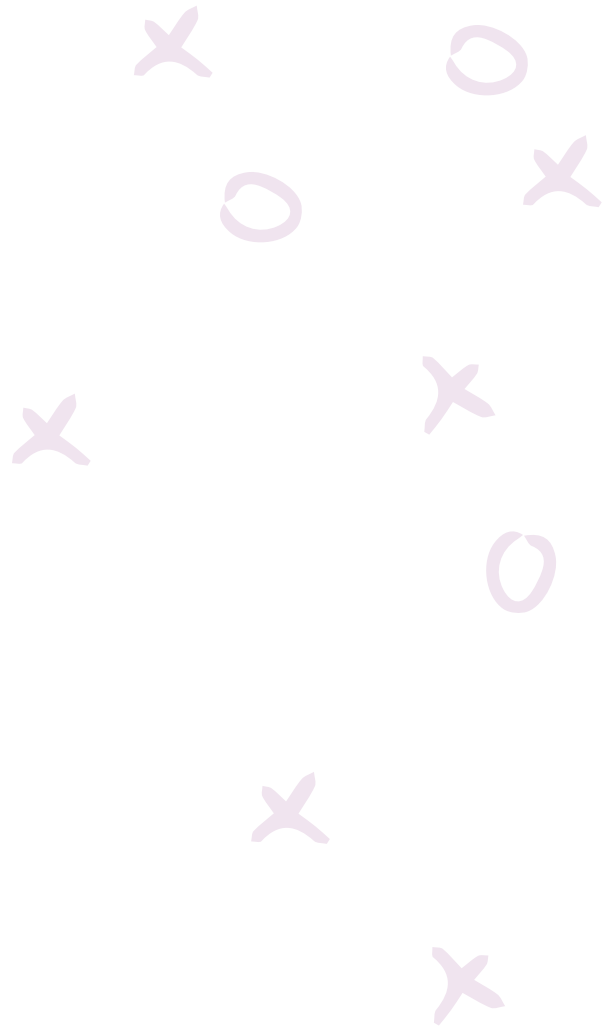
- If you're a member of the Leader in Me Community, you should be receiving Leader in Me Weekly, a weekly email with practical try-it-today resources, every Tuesday at 8:00 AM (MDT, MST)! If you're a principal or coordinator, we also deliver a Special Edition email the first Thursday of each month at 8:00 AM (MDT, MST)! Don't miss out on these direct-to-your-inbox tips and strategies about how to nurture leadership growth in yourself and everyone in your building. If you're not receiving these emails, first check your junk or spam folder. They can sometimes get shuffled there. If they aren't in there, please email support@LeaderInMe.com, including your name and your school name, and we'll work to get you set up! We also invite you to review this [Leader in Me Weekly](#) note from our help center.

How do I share resources from Leader in Me Online with other people, such as staff, students, and families?

- Use the link or email button to [share resources with others](#) or [embed resources](#) on your site.

How can I quickly get back to my favorite resources on Leader in Me Online?

- Click the heart button on resources to add them to your Favorites. Learn more about the Favorites feature and other [tips for navigating the resource library](#) in our help center.



ADDITIONAL RESOURCES

Assembly Scripts

Every Leader in Me School, every educator, and every learning environment is unique. Think of these scripts as a starting point. Then, work with students and other stakeholders to adapt them so that they best serve you and your community of leaders. Consider scheduling monthly assemblies or align the schedule directly to the Leader in Me scope and sequence.

ADDITIONAL RESOURCES

MONTH 1

Kick-Off

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Invite guests and staff to present at the assembly as desired.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 1: Be Proactive!

ACTIVITY 1: SCHOOL EXPECTATIONS (5 MINUTES)

Let's welcome every student to school by reviewing our school expectations. Invite students to read the expectations and explain them to the class. We can also have students create a poster for each expectation and display it in the hallway.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 1 - Kick Off

ADDITIONAL RESOURCES

MONTH 2

Habit 1: Be Proactive®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 1: Be Proactive!

ACTIVITY 1: HABIT 1: BE PROACTIVE (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 1: Be Proactive. Invite a student to read the [Leader in Me](#) book, explaining that Habit 1 teaches us to take control of our lives.

ACTIVITY 2: PAUSE PLAN (5 MINUTES)

Let's take a break and practice our Pause Plan. We will use the Pause Plan to take a break and practice our Pause Plan. We will use the Pause Plan to take a break and practice our Pause Plan.

ACTIVITY 3: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 4: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 2 - Habit 1

ADDITIONAL RESOURCES

MONTH 3

Habit 2: Begin With the End in Mind®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 2: Begin With the End in Mind!

ACTIVITY 1: HABIT 2: BEGIN WITH THE END IN MIND (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 2: Begin With the End in Mind. Invite a student to read the [Leader in Me](#) book, explaining that Habit 2 teaches us to think about the future and plan accordingly.

ACTIVITY 2: MISSION STATEMENTS (5 MINUTES)

Let's take a break and practice our Mission Statements. We will use the Mission Statements to take a break and practice our Mission Statements.

ACTIVITY 3: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 4: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 3 - Habit 2

ADDITIONAL RESOURCES

MONTH 4

Habit 3: Put First Things First®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 3: Put First Things First!

ACTIVITY 1: HABIT 3: PUT FIRST THINGS FIRST (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 3: Put First Things First. Invite a student to read the [Leader in Me](#) book, explaining that Habit 3 teaches us to prioritize our tasks and focus on the most important ones.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 4 - Habit 3

ADDITIONAL RESOURCES

MONTH 5

Emotional Bank Account

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 5: Seek First to Understand, Then to Be Understood!

ACTIVITY 1: THE EMOTIONAL BANK ACCOUNT (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 5: Seek First to Understand, Then to Be Understood. Invite a student to read the [Leader in Me](#) book, explaining that Habit 5 teaches us to listen to others and understand their needs.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 5 - EBA

ADDITIONAL RESOURCES

MONTH 5 ALTERNATE

The 4 Disciplines of Execution®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 4: Think Win-Win!

ACTIVITY 1: DISCIPLINE 1 (5 MINUTES)

Now, please welcome student teams to introduce us to Discipline 1: Wield Influence. Invite a student to read the [Leader in Me](#) book, explaining that Discipline 1 teaches us to use our influence to help others.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 5 Alternate - 4DX

ADDITIONAL RESOURCES

MONTH 6

Habit 4: Think Win-Win®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 4: Think Win-Win!

ACTIVITY 1: THINK WIN-WIN (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 4: Think Win-Win. Invite a student to read the [Leader in Me](#) book, explaining that Habit 4 teaches us to find a win-win solution to every problem.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 6 - Habit 4

ADDITIONAL RESOURCES

MONTH 7

Habit 5: Seek First to Understand, Then to Be Understood®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 5: Seek First to Understand, Then to Be Understood!

ACTIVITY 1: HUSBAND-DOOR LISTENING (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 5: Seek First to Understand, Then to Be Understood. Invite a student to read the [Leader in Me](#) book, explaining that Habit 5 teaches us to listen to others and understand their needs.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 7 - Habit 5

ADDITIONAL RESOURCES

MONTH 8

Habit 6: Synergize®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 6: Synergize!

ACTIVITY 1: SYNERGIZE (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 6: Synergize. Invite a student to read the [Leader in Me](#) book, explaining that Habit 6 teaches us to work together and use our strengths to achieve our goals.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 8 - Habit 6

ADDITIONAL RESOURCES

MONTH 9

Habit 7: Sharpen the Saw®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice Habit 7: Sharpen the Saw!

ACTIVITY 1: HARBET REVIEW (5 MINUTES)

Now, please welcome student teams to introduce us to Habit 7: Sharpen the Saw. Invite a student to read the [Leader in Me](#) book, explaining that Habit 7 teaches us to take care of ourselves so that we can take care of others.

ACTIVITY 2: SHARPEN THE SAW (5 MINUTES)

Let's take a break and practice our Sharpen the Saw. We will use the Sharpen the Saw to take a break and practice our Sharpen the Saw.

ACTIVITY 3: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 4: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 9 - Habit 7

ADDITIONAL RESOURCES

MONTH 10

The 8th Habit®: Find Your Voice and Inspire Others to Find Theirs

Preparation:

- Review script and gather materials, including a computer and projector if planning to present videos throughout the assembly.
- Invite students to lead the "School Expectations" segment and assist them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (5 MINUTES)

Welcome, leaders! We are excited that you are part of our school family. Remember, our school mission is to provide every student with an excellent education. Today, we have the chance to practice The 8th Habit!

ACTIVITY 1: THE 8TH HABIT (5 MINUTES)

Now, please welcome student teams to introduce us to The 8th Habit: Find Your Voice and Inspire Others to Find Theirs. Invite a student to read the [Leader in Me](#) book, explaining that The 8th Habit teaches us to find our voice and inspire others to find theirs.

ACTIVITY 2: LEADERSHIP SKILLS (5 MINUTES)

Did you know that we have leaders in our school? Leaders are people who are willing to help others and give us a better school. Let's learn about some of the ways leaders help others in our school.

ACTIVITY 3: INTRODUCING THE 7 HABITS (5 MINUTES)

Today we are going to learn about the 7 Habits of Highly Effective. These habits are the keys to becoming a leader. We will learn about each habit and how it can help us become better leaders.

CLOSING (5 MINUTES)

Thank you for your participation today. We hope you enjoyed learning about the 7 Habits. We will be practicing these habits every day in our school.

SAMPLE CALL & RESPONSE CHAIN:

Teacher: Hello, class!

Students: Hello!

Out more call and response phrases on pages 10-12 of the [Leader in Me](#) book.

Month 10 - The 8th Habit

MONTH 1

Kick-Off

Preparation:

- Review script and gather materials, including a computer and projector if planning to present visuals throughout the assembly.
- Invite returning students to lead the “School Expectations” segment and scaffold them in preparing to present.
- Invite support staff to prepare for and lead the “Leaders at School” segment.
- Add assembly to the school schedule and invite students and staff.

OPENING (3 MINUTES)

Welcome, leaders! We are so excited that you are part of our school family. Remember, our school mission is _____.

Fill in your school mission statement here and explain it to students if necessary.

We have a few very important expectations that help us to live our school mission. Expectations are like an agreement about how we lead and behave in different places across our campus.

ACTIVITY 1 - SCHOOL EXPECTATIONS (8 MINUTES)

Let's welcome [returning students] to lead us in reviewing our school expectations.

Invite more mature students to review schoolwide behavior expectations by modeling examples and non-examples of proactive choices, reviewing a behavior matrix, or watching short video clips of students modeling expected behaviors in various areas of the school. Remember to review expectations for hallway, playground, cafeteria/dining room, greeting others, and responding to questions or sharing ideas.

Thank you, _____. And a big thanks to everyone for showing such great leadership during the presentation.

ACTIVITY 2: LEADERS AT SCHOOL (8 MINUTES)

Did you know there are people all across campus who are excited to help us live our school mission and grow as learners and leaders? Let's learn about some of the people who are a part of our school family.

Introduce various school personnel by pulling preselected objects out of a bag that connect to their respective roles. For example, the guidance counselor may preselect a toy car and point out that just like the four wheels on a car, the counselor's role is to help students find balance in four important areas: body, mind, heart, and spirit.

ACTIVITY 3: INTRODUCING THE 7 HABITS® (2 MINUTES)

Just like these friends, we can all contribute to making our school an awesome leadership school.

The 7 Habits will help us all—students and adults—learn skills to lead ourselves and others. Which habits have we been practicing today, during this assembly? We'll continue to learn about *The 7 Habits* throughout the school year.

Whenever we see you modeling one of the 7 Habits, we will celebrate with a Leader in Me ticket and possibly even feature you as a Leader of the Week.

CLOSING (4 MINUTES)

We know we're going to have a wonderful year at _____ school. Thank you for modeling leadership at our assembly today! Now, we'll end with our school song, and then we'll quietly return to our classrooms.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

SAMPLE CALL & RESPONSE CHEER:

Teacher: Leadership is what?

Students: Red hot!

Find more call and response phrases on pages 12–13 of the Transitions Toolkit.

Dismiss students.

MONTH 2

Habit 1: *Be Proactive*[®]**Preparation:**

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Create a sample Pause Bucket.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice Habit 1: *Be Proactive* together.

ACTIVITY 1 - HABIT 1: BE PROACTIVE (4 MINUTES)

Now, please welcome [student name] to reintroduce us to Habit 1: *Be Proactive*.

Invite a student to use the 7 Habits Poster set to review Habit 1: Be Proactive, emphasizing that Habit 1 teaches us to pause before responding.

ACTIVITY 2: PAUSE PLAN (8 MINUTES)

Sometimes when we get mad, frustrated, or upset, it helps when we pause to notice and name what we're feeling. Let's watch what happens when Goob feels big emotions.

Show Goob's Lost Ants (2:27). Alternatively, show Max & Holly: Be the Water (2:32).

How can we *Be Proactive*, even when we're feeling big emotions?

Review emotions and Pause Plan.

Remember, we have the power to choose how to respond to different feelings. We can choose to calm down. Let's take a look at some ways we can calm down.

When we're calm, we can achieve our personal best and contribute to a fun and safe learning environment. Let's welcome [student name] to help us practice a few of the different ways to calm down.

Invite a student to demonstrate two or three calming strategies.

ACTIVITY 3: PAUSE BUCKET (5 MINUTES)

Sometimes we need to take a break to calm down. It is called "pushing pause" and it helps us to stay in control. In our classrooms and throughout the school, we have tools designed to help us press pause. Let's take a look at a Pause Bucket and how we can use it to help us practice Habit 1: *Be Proactive*.

Review contents of a Pause Bucket.

CLOSING (3 MINUTES)

Everyone give yourself a big pat on the back for pressing pause today! Now, turn to both your neighbors and give them a high five. Thank them for practicing Habit 1: *Be Proactive*.

That's the end of our assembly. We can't wait to see you using these Habit 1 tools in your classrooms and throughout campus. We'll be ready to celebrate you with a Leader in Me ticket.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

SAMPLE HABIT 1 CALL & RESPONSE CHEER:

Teacher: Hey, hey, did you hear the news?

Student: It's up to me. I get to choose.

Find more call and response phrases on pages 12–13 of the Transitions Toolkit.

Dismiss students.

MONTH 3

Habit 2: *Begin With the End in Mind*[®]**Preparation:**

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice Habit 2: *Begin With the End in Mind* together.

ACTIVITY 1 - HABIT 2: BEGIN WITH THE END IN MIND (6 MINUTES)

Now, please welcome [student name] to reintroduce us to Habit 2: *Begin With the End in Mind*.

Invite a student to use the 7 Habits Poster set to review Habit 2: Begin With the End in Mind, emphasizing that Habit 2 teaches us to make choices that help us get to where we want to go.

Let's watch and listen for Habit 2 in action in this next video.

Show Max & Holly: I Don't Feel Like It (3:11). Alternatively, show Plans for Allie's Plane (2:15).

What are some things we're doing now to help us prepare for the future?

ACTIVITY 2 - MISSION STATEMENTS (3 MINUTES)

We use mission statements to paint a clear picture of how we want things to turn out. Mission statements give us purpose and direction. They help us to focus on what's most important. Think for a moment:

- What is our school mission?
- What is our class mission?
- What is your personal mission?
- How well do our behaviors match our mission?

ACTIVITY 3 - ACCOUNTABILITY PARTNERS (3 MINUTES)

Sometimes we may need encouragement or we may need to encourage others to achieve our goals and our mission. At _____ school, we look to certain people to help us to stay on track. We call them our accountability partners. Let's use our thumbs to show how familiar we are with our accountability partner.

- Thumbs up: I have an accountability partner and I meet with my partner regularly.
- Thumbs in the middle: I have an accountability partner, but we don't meet that often.
- Thumbs down: I don't have an accountability partner.

This month let's focus on sharing our mission and a goal we're working on with an accountability partner. Try to check in at least once each week.

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you setting goals and reflecting on your mission statements in your classrooms and throughout campus. We'll be ready to celebrate you and your accountability partner with a Leader in Me ticket.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

SAMPLE HABIT 2 CALL & RESPONSE CHEER:

Teacher: Make a plan?

Student: Yes we can!

Find more call and response phrases on pages 12–13 of the Transitions Toolkit.

Dismiss students.

MONTH 4

Habit 3: *Put First Things First*®

Preparation:

- Review script and gather materials, including supplies for the Big Rocks demonstration and a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Let's remind ourselves of Habit 3: *Put First Things First*.

ACTIVITY 1 - HABIT 3: PUT FIRST THINGS FIRST (2 MINUTES)

Now, please welcome [student name] to reintroduce us to Habit 3: *Put First Things First*.

Invite a student to use the [7 Habits Poster set](#) to review Habit 3: Put First Things First, emphasizing that Habit 3 teaches us to prioritize.

ACTIVITY 2 - MAKING GOOD CHOICES (4 MINUTES)

Let's take a look at the impact of knowing our priorities in this next video clip.

Show [Making Good Choices](#) (2:10). Alternatively, show [Jenni and Chris: Big Rocks](#) (3:27)

What happens when we're really clear about what matters most?

Do you know what your priorities are for this week? For this year?

ACTIVITY 3 - BIG ROCKS DEMONSTRATION (8 MINUTES)

Part of understanding Habit 3: *Put First Things First* is identifying our priorities or our "Big Rocks."

Take out an empty jar. Share that it represents the amount of time in our week and that we get to choose how we fill the jar.

We can fill the jar with...

- Sand—all the non-essential things that tend to fill up our days.
- Pebbles—the little things that may add up to be something significant, but if we miss one or two, no big deal.
- Big Rocks—the activities that matter most in our lives.

What happens if we start with sand and pebbles? (There's no space for the things that matter most.)

What happens if we put the Big Rocks in first?

What are some of our Big Rocks throughout the school day? Our morning meeting time is a Big Rock.

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these Habit 3 tools in your classrooms and throughout campus. We'll be ready to celebrate you with a [Leader in Me ticket](#).

Lead everyone in a school cheer or song or play the [Leader in Me song](#) to exit.

SAMPLE HABIT 3 CALL & RESPONSE CHEER:

Teacher: Tick, tock.

Students: Pause for Big Rock.

Find more call and response phrases on pages 12–13 of the [Transitions Toolkit](#).

Dismiss students.

MONTH 5

Emotional Bank Account

Preparation:

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice making deposits into Emotional Bank Accounts together.

ACTIVITY 1 - THE EMOTIONAL BANK ACCOUNT (3 MINUTES)

Now, please welcome [student name] to help us review the Emotional Bank Account.

Show a coin bank or coin bank visual.

With a real coin bank, we can choose to put coins into the bank or take coins out of the bank. Emotional Bank Accounts are the same. Deposits are similar to putting coins into the coin bank. Deposits help build trust and strengthen relationships. Withdrawals are similar to taking coins out of the coin bank. Withdrawals can break trust and hurt relationships. Leaders strive to make many deposits into each other's Emotional Bank Accounts and work hard not to make withdrawals.

ACTIVITY 2 - DEPOSITS AND WITHDRAWALS (5 MINUTES)

What are some examples of deposits? What are some examples of withdrawals?

How we treat others affects how we all feel at school.

We want everyone to walk into our school and feel welcome and happy. Building relationships is an important part of establishing a happy school.

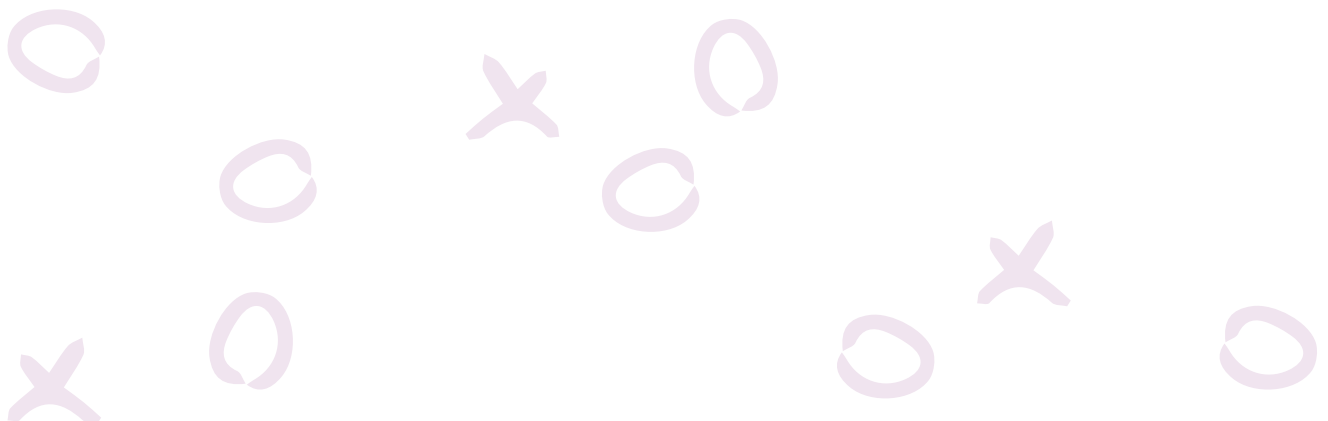
CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these Emotional Bank Account tools in your classrooms and throughout campus. We'll be ready to celebrate you with a Leader in Me ticket.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

Find call and response phrases on pages 12–13 of the Transitions Toolkit.

Dismiss students.



MONTH 5 ALTERNATE

The 4 Disciplines of Execution®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! Have you heard about *The 4 Disciplines of Execution* (4DX®)? They're as important as *The 7 Habits* in building highly effective schools. The 4 Disciplines help us get our most important work done in the midst of the whirlwind that is school.

ACTIVITY 1 - DISCIPLINE 1 (8 MINUTES)

Now, please welcome [student name] to help us review Discipline 1.

Show *The 4 Disciplines Mountain visual*.

Discipline 1 helps us identify a *Wildly Important Goal*® (WIG®) that will close a wildly important gap. And when we can focus our energy around a challenge, we can accomplish almost anything! Think about your current class or individual WIG (or if you haven't started using 4DX yet, think about an important goal) as we watch this next video:

Show *Max and Holly: Focus on the Wildly Important*.

ACTIVITY 2 - EXAMPLES AND NON-EXAMPLES (5 MINUTES)

WIGs sound a very specific way: "From X to Y by When." Let's look at some samples and sort them into two categories: examples and non-examples.

Use *WIG Activity Cards* to distinguish examples from non-examples, inviting participation from the audience.

ACTIVITY 3 - 4DX CHALLENGE (5 MINUTES)

We feel confident that everyone will achieve *Wildly Important Goals* this year. Our schoolwide WIG is _____.

Stop by the [location] to check out our schoolwide WIG wall. Take a class field trip and try the *4DX Challenge* to see how we're doing with the 4 Disciplines.

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using the 4 Disciplines in your classrooms and throughout campus. We'll be ready to celebrate you with a *Leader in Me ticket*.

Lead everyone in a school cheer or song or play the *Leader in Me song* to exit.

Find call and response phrases on pages 12–13 of the *Transitions Toolkit*.

Dismiss students.

MONTH 6

Habit 4: *Think Win-Win*®**Preparation:**

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice Habit 4: *Think Win-Win* together.

ACTIVITY 1 - THINK WIN-WIN (4 MINUTES)

Now, please welcome [student name] to reintroduce us to Habit 4: *Think Win-Win*.

Invite a student to use the 7 Habits Poster set to review Habit 4: Think Win-Win, emphasizing that Habit 4 teaches us to consider the needs and feelings of others.

There are times we have trouble getting along with others. Sometimes disagreements happen. Let's think for a moment: How can we solve a problem with a friend?

Can one person in a disagreement solve the problem or does it take both people?

ACTIVITY 2 - WIN-WIN THINKING (5 MINUTES)

Leaders think about others, not just themselves, when finding solutions to problems. Everyone wants to be valued and recognized for who they are—a unique, one-of-a-kind individual!

Let's take a look at the impact of being a good friend in this next video clip.

Show Jenni and Chris: What's Our Win-Win? (2:22). Alternatively, show A Good Friend (2:30).

Let's share some examples of times when we practiced Win-Win thinking.

What's the difference between being a friend and a good friend?

ACTIVITY 3 - SHOUT-OUT CARDS (6 MINUTES)

Good friends celebrate others! Check out these Shout-Out Cards. We want to use them every chance we get to encourage and tell others about how awesome they are. Can anyone think of a shout-out they'd like to share now?

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these Habit 4 tools in your classrooms and throughout campus. We'll be ready to celebrate you with a Leader in Me ticket.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

SAMPLE HABIT 4 CALL & RESPONSE CHEER:

Teacher: Class, class, let's agree.

Student: There's enough for you, and for me.

Find more call and response phrases on pages 12–13 of the Transitions Toolkit.

Dismiss students.

MONTH 7

Habit 5: Seek First to Understand, Then to Be Understood®**Preparation:**

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice Habit 5: *Seek First to Understand, Then to Be Understood* together.

ACTIVITY 1 - SEEK FIRST TO UNDERSTAND (4 MINUTES)

Now, please welcome [student name] to reintroduce us to Habit 5: *Seek First to Understand, Then to Be Understood*.

Invite a student to use the [7 Habits Poster set](#) to review Habit 5: Seek First to Understand, Then to Be Understood, emphasizing that Habit 5 teaches us to listen before we talk.

What does it look like to be a great listener?

ACTIVITY 2 - WHOLE-BODY LISTENING (5 MINUTES)

Let's take a look at what it means to listen with your whole body in this next video clip.

Show [Max & Holly: To the Rescue](#) (3:48). Alternatively, show [When I Listen](#) (2:47).

Attentive listening means more than just hearing what someone has to say. It means listening with your whole body—ears, eyes, and heart. When you listen attentively, it allows you to truly understand others.

ACTIVITY 3 - SEEK TO BE UNDERSTOOD (4 MINUTES)

We all have important things to share and that's the second part of Habit 5. Let's have some friends volunteer to stand up and share tips for what to do when you're seeking to be understood.

Invite volunteers to stand up and share, celebrating eye contact, standing/sitting up straight, speaking loudly and clearly.

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these Habit 5 tools in your classrooms and throughout campus. We'll be ready to celebrate you with a [Leader in Me ticket](#).

Lead everyone in a school cheer or song or play the [Leader in Me song](#) to exit.

SAMPLE HABIT 5 CALL & RESPONSE CHEER:

Teacher: Hey, don't assume.

Student: Leave some room.

*Find more call and response phrases on pages 12–13 of the [Transitions Toolkit](#).
Dismiss students.*



MONTH 8

Habit 6: Synergize®**Preparation:**

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice Habit 6: *Synergize* together.

ACTIVITY 1 - SYNERGIZE (4 MINUTES)

Now, please welcome [student name] to reintroduce us to Habit 6: *Synergize*.

Invite a student to use the *7 Habits Poster set* to review Habit 6: *Synergize*, emphasizing that Habit 6 teaches us to value differences.

What does it look like to value differences?

ACTIVITY 2: BETTER TOGETHER (8 MINUTES)

Let's take a look at what it means to be better together in this next video clip.

Show *Max & Holly: Friend-O-Meter* (5:14). Alternatively, show *We're Better Together* (2:27).

Being better together means that we value other people's talents.

ACTIVITY 3 - SYNERGY: SEE IT. HEAR IT. FEEL IT. (5 MINUTES)

Synergize means working together to accomplish a goal. Everyone has a special part or job to help meet the goal. What does synergy look like? What does it sound like? What does it feel like?

Invite a few volunteers to share.

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these Habit 6 tools in your classrooms and throughout campus. We'll be ready to celebrate you with a *Leader in Me* ticket.

Lead everyone in a school cheer or song or play the *Leader in Me* song to exit.

SAMPLE HABIT 6 CALL & RESPONSE CHEER:

Teacher: Zip, zap, zoo.

Student: Check out my crew.

Find more call and response phrases on pages 12–13 of the *Transitions Toolkit*.

Dismiss students.



MONTH 9

Habit 7: *Sharpen the Saw*®

Preparation:

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Today, we have the chance to practice Habit 7: *Sharpen the Saw* together.

ACTIVITY 1 - HABITS REVIEW (6 MINUTES)

Can you name the habits we've learned so far?

Invite a student to use the 7 Habits Poster set to review Habits 1–6.

Why do you think *The 7 Habits* are important?

ACTIVITY 2 - SHARPEN THE SAW (4 MINUTES)

Now, please welcome [*student name*] to reintroduce us to Habit 7.

Invite a student to use the 7 Habits Poster set to review Habit 7: Sharpen the Saw, emphasizing that Habit 7 teaches us about daily renewal.

ACTIVITY 3 - 4 DIMENSIONS (5 MINUTES)

Just like the four wheels on a car, we want to find balance in four important areas—our body, mind, heart, and spirit.

What are ways we can sharpen our body? our mind? our heart? our spirit?

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these Habit 7 tools in your classrooms and throughout campus. We'll be ready to celebrate you with a Leader in Me ticket.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

SAMPLE HABIT 7 CALL & RESPONSE CHEER:

Teacher: Mind, body, spirit, and heart.

Students: Each one plays a special part.

*Find more call and response phrases on pages 12–13 of the Transitions Toolkit.
Dismiss students.*



MONTH 10

The 8th Habit®: Find Your Voice and Inspire Others to Find Theirs**Preparation:**

- Review script and gather materials, including a computer and projector if planning to present visuals and video throughout the assembly.
- Invite returning students to lead each assembly segment and scaffold them in preparing to present.
- Add assembly to the school schedule and invite students and staff.

OPENING (2 MINUTES)

Welcome, leaders! We're all learning about using *The 7 Habits* to become better leaders. Let's remind ourselves of *The 8th Habit*. Today, we have the chance to practice *The 8th Habit* together.

ACTIVITY 1 - THE 8th HABIT (6 MINUTES)

Now, please welcome [student name] to reintroduce us to *The 8th Habit: Find Your Voice and Inspire Others to Find Theirs*.

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.

Let's listen in as Jenni and Chris talk about what it means to find your voice.

Show *Jenni and Chris: What Is My Voice?* (3:12).

ACTIVITY 2 - YOUR STRENGTHS AND TALENTS (5 MINUTES)

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.

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

CLOSING (3 MINUTES)

That's the end of our assembly. We can't wait to see you using these 8th Habit tools in your classrooms and throughout campus. We'll be ready to celebrate you with a Leader in Me ticket.

Lead everyone in a school cheer or song or play the Leader in Me song to exit.

SAMPLE THE 8th HABIT® CALL & RESPONSE CHEER:

Teacher: Be a light.

Student: Shine oh-so bright.

Find more call and response phrases on pages 12–13 of the Transitions Toolkit.
Dismiss students.

Scripts for Daily Announcements

A big part of what makes Leader in Me so effective is that each school and each educator applies the Leader in Me Framework in creative ways to best serve their unique learning environment. Think of these daily-announcements scripts as a sample or a guide. Then, work with students and staff to modify them to fit your school's needs, structures, and time constraints.

SIMPLE BROADCAST SCRIPT

Good *[morning/afternoon]* *[school name]* *[mascot]*.

I'm *[student/teacher name]*,
... and I'm *[student/teacher name]*
and we are excited to welcome you to the *[name of broadcast]*.
Today is *[day]*, *[month]* *[date]*.

We have a few announcements to help us prepare for our day.

Optional:

- Today's weather will be...
- The dining room will be serving...
- We are celebrating...
 - *[Birthdays]*
 - *[Personal/team leadership]*
 - *[Goal achievement]*
- Remember...
 - *[Upcoming events]*
 - *[Service-learning projects]*

Our mission is to *[school mission]*.

Let's wrap up with our mission moment. A time to reflect on our commitment to making sure our behaviors match our mission.

- *Use the daily prompts included in the month-by-month scripts below.*

Tune in tomorrow and every day at *[time]* for our *[name of broadcast]*.

Have a(n) _____ day!

Mission Moment Prompts

MONTH 1 - FOUNDATIONS

Establishing Our Leadership School

- **Monday:** At our school, we believe that everyone can be a leader and make a unique contribution.
 - For today's mission moment, let's ask ourselves, "How will we contribute today?"
- **Tuesday:** We're going to learn a lot about leadership. We can't wait to discover your greatness.
 - For today's mission moment, let's ask ourselves, "What words do we think of when we hear the word *leadership*?"
- **Wednesday:** Greatness starts with who we are on the inside—our character.
 - For today's mission moment, let's ask ourselves, "What words would we like someone to use to describe us to another person?"
- **Thursday:** We are hearing that classrooms across campus are learning about habits. Everyone has habits. Habits are our usual way of doing things.
 - At our school, we encourage habits of leadership. For today's mission moment, let's ask ourselves, "Which of the 7 Habits are we working on at home? at school?"
- **Friday:** Coming to school and being with all of you great leaders every day makes me happy. We will be using [Leader in Me tickets](#) and [Leader of the Week posters](#) to celebrate you!
 - For today's mission moment, let's ask ourselves, "How can we use *The 7 Habits*® to make our school a happy and inspiring place? Who should we celebrate?"

Our Values

- **Monday:** Our school mission statement gives us an excellent idea of what we value as a school.
 - For today's mission moment, let's ask ourselves, "What matters most to the students and teachers at our school?"
- **Tuesday:** Many of us have been drafting our class mission statements. They help us make decisions so we can all be strong leaders. They also tell others what's most important to our class.
 - For today's mission moment, let's think about our class mission statements. What is most important to your class? And remember, we can use this [Mission Statement Activity Bank](#) if we're struggling to get started with our class or personal mission statements.
- **Wednesday:** Deciding what matters most is an important part of Habit 2: *Begin With the End in Mind*®.
 - Being clear about what matters most helps us make daily decisions and focus on our most important priorities. For today's mission moment, let's ask ourselves, "What's the most important thing we will accomplish today?"
- **Thursday:** We want our values—the things that matter most—to show up in the way our school looks and feels.
 - For today's mission moment, let's ask ourselves, "How do we want our school to look and feel?"
- **Friday:** We can use our words to show people that we value [*leadership, kindness, etc.*]. Have you ever joined a club or a team and not known anyone? How did you feel?
 - Walking into new situations can be a little scary. As leaders, we can make new situations less scary for others. Leaders know how to greet people and make them feel welcome. For today's mission moment, let's practice greeting a new friend. And remember, if you're not sure how to greet a friend, check out this [greeting menu](#).
 - And remember, when we greet our friends and teachers, we call them by name, like this, "Good Morning, Ms. Taylor."

Recognizing Our Emotions

- **Monday:** Did you know that *The 7 Habits* support us as we learn to recognize and regulate our emotions?
 - Habit 1: *Be Proactive*® teaches us that there is a space between a stimulus and our response. For today's mission moment, let's ask ourselves, "What do we do to create space when we feel frustrated, angry, or overwhelmed?"
- **Tuesday:** We know that great leaders are proactive, especially when they feel frustrated or upset.
 - We can use calming strategies to ground ourselves when we're feeling big feelings. For today's mission moment, let's ask ourselves, "Which of these strategies will we use to show leadership when we feel frustrated?"
- **Wednesday:** We know that great leaders use The Pause Plan. The Pause Plan has three parts, Notice, Name, and Think.
 - For today's mission moment, let's huddle up with a partner and ask, "Can we name and describe all three parts?"
- **Thursday:** People sometimes describe their emotions using a weather analogy. Think about it.
 - Are you feeling angry like a storm or happy like a sunny day? It is important to honor our feelings by using The Pause Plan. Once we feel calm, we can choose sunshine by modeling leadership with positive actions and attitudes. For today's mission moment, let's ask ourselves, "What is our weather today?"
- **Friday:** We can feel sunny, even if it rains. After noticing, naming, and thinking about feelings, leaders choose their weather.
 - For today's mission moment, let's ask ourselves, "Who has control over our weather?"

Accountability Partners

- **Monday:** We're all learning about becoming better leaders, and we have great news! Accountability partners can help us live out our mission and achieve our most important goals.
 - For today's mission moment, let's ask ourselves, "Do we have accountability partners in our class? How often do we meet?"
- **Tuesday:** Accountability partners are great listeners!
 - For today's mission moment, let's ask ourselves, "What does it mean to listen with our ears, eyes, and heart?"
- **Wednesday:** Accountability partners encourage us.
 - For today's mission moment, let's ask ourselves, "What are some examples of helpful words we can use to encourage our accountability partners?"
- **Thursday:** Accountability partners help us make connections.
 - For today's mission moment, let's ask ourselves, "What are some questions we might want to ask our partners?"
- **Friday:** Great accountability partners meet regularly to check in with one another.
 - For today's mission moment, let's huddle up as a class and think about ways our accountability partners can help us grow as leaders.

MONTH 2 - HABIT 1: *BE PROACTIVE*®

Stop and Think

- **Monday:** This week, we're kicking off a new Habit of the Month—Habit 1: *Be Proactive*.
 - That's right, and we'll continue to think about how great leaders stop and think. For today's mission moment, let's think about times when we were able to stop and think before reacting to a situation.
- **Tuesday:** Sometimes, leaders use different tools for stopping and thinking. We encourage each classroom to learn about calm-down strategies and set up a Pause Bucket and a glitter calming jar.
 - For today's mission moment, let's ask ourselves how we use these tools to stop and think? Who can we celebrate for using these tools?
- **Wednesday:** Remember The Pause Plan? Great leaders use the pause plan to Notice, Name, Think. It's another tool we use to create space between what happens to us and our response.
 - For today's mission moment, let's think of some times that we made kind choices, even when we were feeling big emotions.
- **Thursday:** Proactive leaders take initiative by doing the right things without being asked, even when no one is looking.
 - For today's mission moment, let's ask ourselves, "What opportunities do we have to take initiative at school and home?"
- **Friday:** Taking initiative with a positive attitude will help us to become more confident leaders.
 - When we take initiative, others learn they can count on us to do the right thing. For today's mission moment, let's ask ourselves, "Who's counting on us to do the right thing?"

Focusing on Our *Circle of Influence*®

- **Monday:** Many things happen every day. Some of them we have control over—like how hard we work, our moods, and how we treat others. These choices are in our Circle of Control.
 - For today's mission moment, let's ask ourselves, "What are some things that we can control? What are some things we can't control?" Try adding them to your class Circle of Control Diagram.
- **Tuesday:** Proactive leaders focus their time and energy on their Circle of Control—things we can directly affect.
 - For today's mission moment, let's ask ourselves, "What are some things we want to focus our time and energy on today?"
- **Wednesday:** The more we choose to stay focused on things in our Circle of Control, the happier we are and the more positively we can influence others.
 - For today's mission moment, let's think about a time when we chose to focus on our Circle of Control.
- **Thursday:** Great leaders use their Circle of Control to pursue their goals and dreams.
 - For today's mission moment, let's ask ourselves, "How are we pursuing our goals and dreams right now?"
- **Friday:** For today's mission moment, let's think of some situations and use a thumbs up to show which ones live in our Circle of Control.
 - Are you ready? Other friends are fighting. Is this Circle of Control (thumbs up) or No Control (thumbs down)? Giving up when something feels hard? A friend moving away? Asking for help?

Using Proactive Language

- **Monday:** Remember, our Habit of the Month is Habit 1: *Be Proactive*! Habit 1 teaches us that we are in charge of our thoughts, actions, and words.
 - For today's mission moment, let's ask ourselves, "How are we taking charge of our actions right now?"
- **Tuesday:** Proactive language helps us remember that we are in charge of our life.
 - For today's mission moment, let's ask ourselves, "What are some examples of proactive language?"
- **Wednesday:** The words and language we use give people a "window" into who we are.
 - That's right! Our words say a lot about the type of leader we are. For today's mission moment, let's ask ourselves, "What words did we use when it was time to wake up this morning?"
- **Thursday:** Great leaders choose to be proactive, even when we make a mistake.
 - For today's mission moment, let's ask ourselves, "What are some things we can say to ourselves when we make a mistake?" Oh, and if you're looking for more proactive language practice opportunities, check out the [Make Room for Mistakes Activity Bundle](#) as a class.
- **Friday:** We can use our words to embrace mistakes. Let's give it a try.
 - For today's mission moment, let's ask ourselves, "What can we say instead of 'This is too hard. I give up...?'"

Modeling Positive Behaviors

- **Monday:** This week, we are going to explore what it means to be someone who models positive behaviors.
 - For today's mission moment, let's kick things off by asking ourselves how we model positive behaviors.
- **Tuesday:** When we model positive behavior we can stop the flow of negative behaviors that get passed from person to person, situation to situation, or even generation to generation.
 - For today's mission moment, let's ask ourselves, "What are some examples of negative behaviors we sometimes see around us that we would like to change?"
- **Wednesday:** Great leaders turn negativity into something positive.
 - For today's mission moment, let's ask ourselves, "Can we think of anyone who turned negativity into something positive?"
- **Thursday:** Remember, it's easy to get mad when people around us are being unkind. But, we can choose to let the negative behaviors end with us.
 - For today's mission moment, let's ask ourselves, "What will we do if someone says unkind things to us?"
- **Friday:** Today, let's look out for people who model positive behavior all across campus. We can even nominate them as [Leaders of the Week](#).
 - For today's mission moment, let's celebrate people who model positive behavior. Who have we noticed inviting others to play? Talking through problems? Or walking away from a negative situation?

MONTH 3 - HABIT 2: *BEGIN WITH THE END IN MIND*®

Setting Goals

- **Monday:** This month we're connecting with Habit 2: *Begin With the End in Mind*. This habit really connects to *The 4 Disciplines of Execution*®. Like *The 7 Habits*, the 4 Disciplines are tools that help us grow as leaders. *The 4 Disciplines of Execution* help us set and achieve goals.
 - This week, we'll be thinking about each discipline as we work to set *Wildly Important Goals*® (or *WIGs*). For today's mission moment, let's ask ourselves, "Why is setting and achieving goals important?"
- **Tuesday:** Discipline 1 is Focus on the Wildly Important. Think of a *WIG*® as a *Wildly Important Goal* to close a wildly important gap.
 - We want our *WIGs* to sound like "From X to Y by When." Think start line, finish line, and deadline. For today's mission moment, let's ask ourselves, "What wildly important gap are we working to close?"
- **Wednesday:** Discipline 2 is Act on the Lead Measures. Think of lead measures as activities or strategies that help us achieve our *WIG*.
 - For today's mission moment, let's ask ourselves, "What are some activities or strategies that will help us achieve our *WIGs*?"
- **Thursday:** Discipline 3 is Keep a Compelling Scoreboard. Scoreboards help us to know whether we are winning or losing.
 - For today's mission moment, let's ask ourselves, "What tools can we use to show how we're doing with our strategies and our *WIGs*?"
- **Friday:** Discipline 4 is Create a Cadence of Accountability. We know this discipline well because we already have our accountability partners.
 - For today's mission moment, let's ask ourselves, "How are things going with our accountability partners?"

Revisiting Mission Statements

- **Monday:** This week we will be revisiting our mission statements. Imagine we were all asked to create a picture showing how we want our class to be known.
 - For today's mission moment, let's ask ourselves, "What would we see in the picture?"
- **Tuesday:** Mission statements are a big part of Habit 2. Remember, our mission statements help to clarify what's most important.
 - For today's mission moment, let's ask ourselves, "What is our class mission statement?"
- **Wednesday:** Our mission statements give us purpose and direction.
 - For today's mission moment, let's ask ourselves, "How do our mission statements connect to our *Wildly Important Goals*?"
- **Thursday:** Let's look back at our class mission statement.
 - For today's mission moment, let's ask ourselves, "How do our behaviors this morning reflect our mission?"
- **Friday:** Hey, creating a family mission statement can help us to define what's most important with our families!
 - For today's mission moment, let's ask ourselves, "How could we help our family create a family mission statement? Check out this [resource](#) as a starting point.
 - ~ Optional: Remember, we're hosting a [Family Mission Statement Night](#) to co-create mission statements with the people we love the most!
 - ~ Optional: Let's check out some [sample family mission statements](#).

Thinking Ahead

- **Monday:** Everything we do happens twice. First, we use our thoughts and imagination to mentally create it. Then, we use our actions to physically create what we want to do.
 - Our actions make our mental picture become real. For today's mission moment, let's take a few minutes to think about what we want to accomplish today.
- **Tuesday:** We're learning about the difference between mental creation and physical creation.
 - For today's mission moment, let's use the mental creation to think ahead. "What's something we would like to try, but that we haven't tried yet?"
- **Wednesday:** When we create a picture in our mind of what we want to accomplish first, it increases our chance of achieving it. Our learning targets help us focus on what's most important.
 - For today's mission moment, let's ask ourselves, "Where are the learning targets in our classroom? What are we focused on this week?"
- **Thursday:** Habit 2: *Begin With the End in Mind* inspires us to imagine our future—tomorrow and five years from now.
 - For today's mission moment, let's ask ourselves, "What type of people do we want to become? What do we want to be doing?"
- **Friday:** A plan is like a map. When we follow a plan, we can see how much we have progressed toward our goal and how far we are from our destination.
 - Leaders set goals, then make a plan to achieve them. For today's mission moment, let's ask ourselves, "How close are we to accomplishing our WIGs?"

Personal Mission Statements

- **Monday:** Habit 2: *Begin With the End in Mind* encourages us to write a personal mission statement. Like the picture of a jigsaw puzzle, a personal mission statement provides an end in mind. It is like a motto for your life.
 - It acts as a guide to follow when we need to make hard choices. For today's mission moment, let's ask ourselves, "Do we all have a personal mission statement?"
- **Tuesday:** Creating a personal mission statement helps us *Begin With the End in Mind*.
 - This week, we're inviting students to share their personal mission statements. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class. *Invite a student to share their personal mission statement.*
- **Wednesday:** Today, we have [student name] from [teacher name]'s [grade-level] grade class to share their personal mission statement. *Invite a student to share their personal mission statement.*
 - How are you living your mission statement?
- **Thursday:** Today, we have [student name] from [teacher name]'s [grade-level] grade class to share their personal mission statement. *Invite a student to share their personal mission statement.*
 - How are you living your mission statement?
- **Friday:** Today, we have [student name] from [teacher name]'s [grade-level] grade class to share their personal mission statement. *Invite a student to share their personal mission statement.*
 - How are you living your mission statement?

MONTH 4 - HABIT 3: *PUT FIRST THINGS FIRST*®

Focusing on Big Rocks

- **Monday:** Welcome back friends! We're kicking off a new Habit of the Month—Habit 3: *Put First Things First*—with a focus on Big Rocks.
 - Think of Big Rocks as the most important things. For today's mission moment, let's ask ourselves, "What are our biggest rocks?"
- **Tuesday:** Remember Big Rocks? They're our top priorities. Let's not confuse them with our little rocks.
 - For today's mission moment, let's ask ourselves, "What are some examples of little rocks?"
- **Wednesday:** Our school day is scheduled around our Big Rocks for learning.
 - For today's mission moment, let's ask ourselves, "What are some of the Big Rocks on our daily schedule?"
- **Thursday:** We can also think of our WIGs as Big Rocks.
 - For today's mission moment, let's ask ourselves, "How are we doing with staying focused on our WIGs?"
- **Friday:** Staying focused on the things that are most important to us takes planning.
 - For today's mission moment, let's think about some of our Big Rocks for next week.

Planning Every Week

- **Monday:** Habit 3: *Put First Things First* reminds us that planning our week helps us stay organized and focused.
 - For today's mission moment, let's think about how our calendars can help us stay organized and focused.
- **Tuesday:** Planning weekly will significantly increase the chance of reaching our goals in a balanced way.
 - For today's mission moment, let's ask ourselves, "How does a weekly plan help to reduce stress?"
- **Wednesday:** Today, we have the special treat of hearing from a master weekly planner.
 - I'd like to introduce you to [student name] from [teacher name]'s [grade-level] grade class. Will you tell us how you approach weekly planning? *Invite the student to share a thoughtful example of weekly planning.*
- **Thursday:** Great leaders plan each week before the week begins.
 - For today's mission moment, let's ask ourselves, "When does our class huddle up to build our weekly plan?" Remember, you can use [this template](#) if you're just getting started.
- **Friday:** Planning weekly is a leadership skill we will use throughout our life.
 - For today's mission moment, let's ask ourselves, "How can we use weekly planning outside of school?"

Organization

- **Monday:** Leaders practice Habit 3 by staying organized. Great leaders are orderly and efficient.
 - For today's mission moment, let's ask ourselves, "What does it mean to be organized?"
- **Tuesday:** This week we're featuring students with tips for staying organized.
 - For today's mission moment, we have [student name] from [teacher name]'s [grade-level] grade class to share. *Invite a student to share an organization tip.*
- **Wednesday:** This week we're featuring students with tips for staying organized.
 - For today's mission moment, we have [student name] from [teacher name]'s [grade-level] grade class to share. *Invite a student to share an organization tip.*
- **Thursday:** This week we're featuring students with tips for staying organized.
 - For today's mission moment, we have [student name] from [teacher name]'s [grade-level] grade class to share. *Invite a student to share an organization tip.*
- **Friday:** Let's continue to think about ways we can keep our work areas and personal spaces neat and organized.
 - For today's mission moment, we challenge you to take a few minutes today to organize your work area!

Roles and Goals

- **Monday:** We have many roles—sibling, daughter, son, student, nephew, grandchild, friend, and more.
 - While each role is important, some are more important to us. Setting goals around our most important roles helps strengthen relationships and maintain balance in our life. For today's mission moment, let's think about some of the roles we have!
- **Tuesday:** We can't focus on all our roles all of the time. Some roles get less time while we focus on other roles that need more time.
 - For today's mission moment, let's ask ourselves, "What are our top three roles right now?"
- **Wednesday:** Thinking about our most important roles helps us to set goals and strengthen our relationships. It also helps us have balance in our life.
 - For today's mission moment, let's ask ourselves, "How do our WIGs connect to our most important roles?"
- **Thursday:** Our roles change over time.
 - For today's mission moment, let's ask ourselves, "What is one role we might like to have in the future?"
- **Friday:** Today we're featuring a student with a clear vision around important roles.
 - For today's mission moment, we have [student name] from [teacher name]'s [grade-level] grade class to share. *Invite a student to share important roles and goals.*



MONTH 5 - EMOTIONAL BANK ACCOUNTS



Showing Kindness and Demonstrating Respect

- **Monday:** The Emotional Bank Account is a metaphor for the amount of trust that exists in a relationship.
 - That's right. "Deposits" build and repair trust. "Withdrawals" break trust. Deposits include things like showing kindness, keeping promises, being loyal to the absent, setting clear expectations, and apologizing. For today's mission moment, let's think about how we can make deposits.
- **Tuesday:** We have an Emotional Bank Account with every person we meet. When we do something nice, like giving a compliment, we call that a deposit.
 - When we make deposits, we strengthen the relationship. Doing something hurtful is a withdrawal. When we make withdrawals, we weaken the relationship. For today's mission moment, let's think about our strongest, most trusting relationships.
- **Wednesday:** Think about a time when someone treated you with kindness.
 - For today's mission moment, let's ask ourselves, "How does it feel when others treat us with kindness?"
- **Thursday:** A compliment is saying something kind to someone.
 - For today's mission moment, let's practice sharing compliments with our class family.
- **Friday:** Giving and receiving compliments is a leadership skill that makes both people feel good.
 - When giving a compliment, remember to look the person in the eye and say something kind. When receiving a compliment, remember to say "Thank you."

For today's mission moment, let's practice giving and receiving compliments. Remember, we can learn more about ways to build trust with these Trust Behavior and scenario cards.



Apologizing and Righting Wrongs

- **Monday:** Have you ever had your feelings hurt? How did it make you feel? When we hurt someone or do something wrong, we should apologize.
 - For today's mission moment, let's ask ourselves, "What does a sincere apology sound like?"
- **Tuesday:** This week, we'll look at the four parts of a sincere apology.
 - For today's mission moment, let's practice the first part of a sincere apology: "I am sorry that..."
- **Wednesday:** This week, we're learning about the four parts of a sincere apology.
 - For today's mission moment, let's practice adding the second part of a sincere apology. First, we say "I'm sorry that..." Then, we add on, "I know it was wrong because..."
- **Thursday:** This week, we're learning about the four parts of a sincere apology.
 - For today's mission moment, let's practice adding the third part of a sincere apology: "Next time, I will..."
- **Friday:** This week, we're learning about the four parts of a sincere apology.
 - For today's mission moment, let's practice adding the fourth part of a sincere apology: "Will you forgive me?" Can we say all four parts?



Keeping Commitments

- **Monday:** When we keep commitments, we do what we say we're going to do. We keep our promises. Keeping commitments is a way we make deposits.
 - For today's mission moment, let's think of some times when we kept our commitments.
- **Tuesday:** When we keep commitments, others learn that they can count on us.
 - For today's mission moment, let's ask ourselves, "How are our classmates counting on us?"
- **Wednesday:** When we keep commitments, others learn that they can count on us.
 - For today's mission moment, let's ask ourselves, "How is our family counting on us?"
- **Thursday:** Finishing projects is a great way to keep our commitments.
 - Today, we're celebrating [student name] from [teacher name]'s [grade-level] grade class for keeping their commitments by _____.
- **Friday:** We want to keep commitments to others and to ourselves.
 - For today's mission moment, let's think about commitments we keep for ourselves.

Showing Loyalty and Being Loyal to the Absent

- **Monday:** Showing loyalty is a great way to make deposits. We show loyalty when we speak as if the person we are talking about can hear us, or stick up for others when they're not around.
 - For today's mission moment, let's ask ourselves, "What are some non-examples of showing loyalty?"
- **Tuesday:** This week, we're thinking about showing loyalty. Let's say you have a friend who is very nice to you, however, this friend has the habit of talking negatively about other people when they are not around.
 - For today's mission moment, let's ask ourselves, "Do we trust this person, or do we worry they are talking negatively about us when we're not around?"
- **Wednesday:** A great measuring stick for loyalty is whether we would be embarrassed if someone shared what we said about another friend when they weren't around.
 - For today's mission moment, let's think about what loyalty sounds like.
- **Thursday:** Being loyal to others is a big deposit.
 - For today's mission moment, let's think about what showing loyalty looks like.
- **Friday:** When we speak kindly about others and resist the urge to gossip, we are showing loyalty.
 - For today's mission moment, let's think of students across campus who routinely show loyalty.



MONTH 6 - HABIT 4: **THINK WIN-WIN®**

Having an Abundance Mindset

- **Monday:** This month we're focusing on Habit 4: *Think Win-Win*. When we *Think Win-Win*, we have an abundance mindset. This means we believe there is such an abundance of success, resources, and opportunity that we do not need to be concerned with competition.
 - For today's mission moment, let's think of a time when something great happened to a friend and how we felt.
- **Tuesday:** Being happy when good things happen to others is part of Habit 4: *Think Win-Win*. We congratulate our friends when they do something well.
 - For today's mission moment, let's think of a time when we celebrated a friend when something great happened in their life.
- **Wednesday:** Leaders realize there's plenty of success to go around. It doesn't have to be you or me; it can be both of us.
 - For today's mission moment, let's think of ways we can celebrate and encourage others. Try using a [Shout-Out Card](#) to recognize someone else's efforts.
- **Thursday:** *Think Win-Win* is about cooperation rather than competition. It is about finding a way for everyone to win.
 - For today's mission moment, let's think about some of our closest friendships: are they competitive or cooperative?
- **Friday:** Leaders want everyone to win. People who believe everyone can win will think abundantly. People who think they can only win if someone else loses think there is scarcity.
 - For today's mission moment, let's ask ourselves, "Is it possible for everyone to win?"

Balancing Courage and Consideration

- **Monday:** Great leaders practice Habit 4: *Think Win-Win* by balancing courage and consideration.
 - For today's mission moment, let's think about defining the words "courage" and "consideration." What does it mean to show courage? What does it mean to show consideration?
- **Tuesday:** Think of courage as the willingness and ability to speak our thoughts and feelings respectfully.
 - For today's mission moment, let's ask ourselves, "When are we high in courage?" Let's think of a time when we demonstrated courage and spoke up about something that really mattered to us.
- **Wednesday:** Remember, when we practice Habit 4, we balance courage with consideration. We're often high in courage when we feel safe to share our thinking.
 - For today's mission moment, let's ask ourselves, "When are we low in courage?"
- **Thursday:** Think of consideration as a willingness and ability to seek and listen to others' thoughts and feelings with respect.
 - For today's mission moment, let's think about times when we are high in consideration.
- **Friday:** We are high in consideration when we think about and acknowledge other people's ideas and opinions.
 - For today's mission moment, let's think about times when we struggle to consider others.

Considering Others' Wins as Well as Your Own

- **Monday:** Leaders who *Think Win-Win* consider others' wins, as well as their own.
 - This week, we're excited to celebrate students who do just that. Send your recommendations for students to recognize to [name].
- **Tuesday:** Remember, we're celebrating students who consider others wins, as well as their own. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] considers others' wins as well as their own by _____.
Recognize a student who considers others' wins, as well as their own.
- **Wednesday:** Today, we continue to celebrate students who consider others' wins, as well as their own. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] considers other wins as well as their own by _____.
Recognize a student who considers others' wins, as well as their own.
- **Thursday:** Today, we continue to celebrate students who consider others' wins, as well as their own. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] considers other wins as well as their own by _____.
Recognize a student who considers others' wins, as well as their own.
- **Friday:** We are wrapping up this week with another celebration of a student who considers others' wins, as well as their own. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] considers others' wins as well as their own by _____.
Recognize a student who considers others' wins, as well as their own.

Thinking Win-Win to Solve Problems

- **Monday:** Habit 4: *Think Win-Win* is an attitude toward life. When conflict arises, leaders use Win-Win thinking to reach solutions.
 - For today's mission moment, let's think about what we typically do when we disagree with others.
- **Tuesday:** Conflict is not easy on anyone. Even the person who starts an argument is unhappy. It is important to realize that conflict hurts everyone involved.
 - For today's mission moment, let's think about how we can proactively address conflicts.
- **Wednesday:** Thinking Win-Win takes courage and consideration. We need courage to stand up for your beliefs. At the same time, we need to be considerate of others' beliefs.
 - For today's mission moment, let's look for the ways courage and consideration show up in the Win-Win Agreements Conflict Resolution Tool. How might we use this tool?
- **Thursday:** Working our way through conflict is an important leadership skill.
 - For today's mission moment, let's ask ourselves, "How have we used leadership to work through problems in the past?"
- **Friday:** It is important to practice the skill of Win-Win thinking so we are able to solve conflicts today, tomorrow, and throughout the rest of our life.
 - For today's mission moment, let's think through some scenarios. What would Win-Win thinking sound like for each situation?

MONTH 7 - HABIT 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD®

Practicing Empathic Listening (Listening With Ears, Eyes, and Heart)

- **Monday:** The first part of Habit 5: *Seek First to Understand* means we sincerely try to understand another person's point of view.
 - For today's mission moment, let's ask ourselves, "How does it make us feel when we know others are really listening to us?"
- **Tuesday:** Listening to understand is a powerful leadership skill. It will help us every day because there is more to listening than just hearing. We also need to understand what is being said.
 - For today's mission moment, let's ask ourselves, "What is our job when we are the listener?"
- **Wednesday:** There are three ways leaders listen: with their ears, eyes, and heart.
 - For today's mission moment, let's think about what it means to listen with our eyes and our heart.
- **Thursday:** Relationships improve when people listen to understand. Great listeners don't just hear words, they use their ears, eyes, and heart to try to understand the message. The best listening effort shows that you value the relationship.
 - For today's mission moment, let's ask ourselves, "What is the difference between hearing and listening?"
- **Friday:** Remember, great listeners don't just hear words. They use their ears, eyes, and heart to try to understand the message.
 - For today's mission moment, let's think about how we can use body language to understand others.

Asking Clarifying Questions

- **Monday:** A clarifying question is one that comes from the speaker's story, not our own experiences.
 - For today's mission moment, let's think about examples of clarifying questions.
- **Tuesday:** We can use clarifying questions when we're trying to truly understand the speaker.
 - For today's mission moment, let's listen for examples of clarifying questions.
- **Wednesday:** When we ask clarifying questions, we make deposits into the Emotional Bank Account of the person we are listening to.
 - For today's mission moment, let's think of a time when we felt truly understood. How did it feel?
- **Thursday:** We are wrapping up this week with celebrations of students who model Habit 5. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] seeks first to understand by _____.
- **Friday:** We are wrapping up this week with celebrations of students who model Habit 5. We'll kick things off with [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] seeks to be understood by _____.



Using “I” Messages

- **Monday:** The second part of Habit 5: *Seek First to Understand, Then to Be Understood* encourages us to respectfully seek to be understood.
 - For today’s mission moment, let’s think about how we can respectfully share our point of view, especially when we disagree with others.
- **Tuesday:** We can use “I” messages to respectfully communicate our thoughts and feelings. “I” messages focus on sharing our own feelings, not on blaming others. They might sound like this, “I feel _____ about _____” or “I can see what you mean. Can I share how I see it?”
 - “You” messages describe another person’s behavior. They’re often used to blame or judge the other person. What might “You” messages sound like?
- **Wednesday:** “I” messages have three parts. First, we say how we feel, starting with the word “I.” Second, we say what happened. Third, we suggest a solution.
 - For today’s mission moment, let’s try putting all three parts together. It might sound like this: “I felt frustrated when I didn’t get a turn. I’m wondering if I can go first next time.”
- **Thursday:** “I” messages communicate how we feel. We own our feelings.
 - When used correctly, “I” messages strengthen relationships. “I” messages are a respectful way to discuss difficult issues without blaming others. For today’s mission moment, let’s try using “I” messages with a friend.
- **Friday:** Think about a disagreement you were recently involved in.
 - For today’s mission moment, try thinking of an “I” message to share with the other person.

Public Speaking

- **Monday:** The second half of Habit 5, “then to be understood,” is as important as the first half. Sharing our thoughts, feelings, and opinions takes courage. Sharing our thoughts, feelings, and opinions publicly takes even more courage.
 - For today’s mission moment, let’s think about why public speaking is important.
- **Tuesday:** Speaking in public is an important leadership skill. The more we practice, the more comfortable we become.
 - For today’s mission moment, let’s think of opportunities to practice public speaking at home and at school.
- **Wednesday:** Each time we speak in public, we have an opportunity to grow our leadership strength and influence.
 - For today’s mission moment, let’s think about some ways that we can stay calm and present our thoughts clearly when we speak publicly.
- **Thursday:** Great leaders want to be understood. They stand up straight and look at the audience.
 - For today’s mission moment, let’s think about why public speakers stand up straight and make eye contact with their audience.
- **Friday:** Great leaders present their ideas clearly. They think about what they are going to say, before they say it.
 - For today’s mission moment, let’s ask ourselves, “What strategies can we use to clearly present our thinking?”



MONTH 8 - HABIT 6: **SYNERGIZE®**

Valuing Differences

- **Monday:** This month, we're focusing on Habit 6. Valuing differences is a key concept of Habit 6: *Synergize*.
 - For today's mission moment, let's think about what it means to value and celebrate differences.
- **Tuesday:** When we say, "celebrate differences," what do we think of? Many times when we are working with others, it can be easy to let differences get in the way.
 - Focusing on each person's unique strengths helps us achieve more together than we or our friend can achieve alone. For today's mission moment, let's recognize the strengths of a nearby classmate. What do they do well?
- **Wednesday:** Leaders know that differences are a reason to celebrate.
 - For today's mission moment, let's ask ourselves, "How does our school celebrate people's differences?"
- **Thursday:** We are stronger as a school when we value each other's strengths and differences.
 - For today's mission moment, let's use our thumbs to show ways that we routinely celebrate differences: We love hearing each other's ideas; We know each other's strengths and use those strengths; We ask questions when trying to understand other's ideas; When new people join our class, we quickly learn their strengths; We look for ways to synergize with people outside our class, with close friends.
- **Friday:** Leaders celebrate others' strengths because different strengths make teams stronger.
 - For today's mission moment, think of a person close to you who has skills or who thinks in ways different from you. Describe those differences and how you have benefited from associating with the person.

Seeking 3rd Alternatives

- **Monday:** More than just my way or your way, 3rd Alternatives are a better way. Discovering 3rd Alternatives is an important part of Habit 6: *Synergize*.
 - For today's mission moment, let's think about ways we can find 3rd Alternatives and celebrate with Synergy Awards.
- **Tuesday:** We find 3rd Alternatives by listening, valuing others' perspectives, and being open to new ideas.
 - For today's mission moment, let's ask ourselves, "What do we do when we disagree with our friends?"
- **Wednesday:** We all have disagreements, but leaders know there is usually a solution if everyone works together.
 - For today's mission moment, let's ask ourselves, "When we disagree with someone and we have both shared why we disagree, what's next?"
- **Thursday:** Great leaders are open to brainstorming. They listen to other people's ideas and work together to make an even better idea.
 - For today's mission moment, let's try to think of times when we came up with a 3rd Alternative at home or at school.
- **Friday:** Leaders think of new ways of doing things. They also value the creative thinking of others.
 - For today's mission moment, let's think about times when we learned from someone else's ideas.

Teamwork

- **Monday:** When people work collaboratively toward a shared purpose, it is called teamwork
 - For today's mission moment, let's share what we think of when we hear the word "teamwork."
- **Tuesday:** Synergy is important because it allows us to work together, and accomplish more than we could alone.
 - For today's mission moment, let's think of a time when we were able to accomplish a significant achievement by working with a partner or a team.
- **Wednesday:** For a team to work together effectively, all members of the team must respect each other's strengths, talents, and opinions.
 - For today's mission moment, let's think of ways that we show respect when we work with others.
- **Thursday:** Working together as a team creates synergy. Together is better.
 - For today's mission moment, let's think of great teams we've been a part of in the past.
- **Friday:** When we work together, we can come up with even better ideas.
 - For today's mission moment, let's ask ourselves, "How can we make our class synergy better?"

Involving Others

- **Monday:** Our best and most impactful leadership work will be when we involve others.
 - For today's mission moment, let's think how and how often we involve others.
- **Tuesday:** We are more creative when we involve others.
 - For today's mission moment, let's ask ourselves, "Why do we think that is true?"
- **Wednesday:** As leaders, we start with one idea. Then we involve others, and we hear even more ideas. Finally, we create a new idea altogether.
 - For today's mission moment, let's think about ways we can involve others.
- **Thursday:** What do we do when we come across a problem we can't solve on our own?
 - For today's mission moment, let's share with a friend a problem or issue we see that could be better solved if we involved other people.
- **Friday:** Synergy requires involving others. Where there is no involvement, there is no commitment. Highly effective teams involve everyone.
 - For today's mission moment, let's ask ourselves, "How does synergy work on a sports team?"

MONTH 9 - HABIT 7: *SHARPEN THE SAW*®

Body

- **Monday:** Habit 7: *Sharpen the Saw* reminds us to renew our body, mind, heart, and spirit.
 - For this week's mission moments, we'll be focused on sharpening our bodies. Let's think about how we renew our bodies each day. Try one of these whole-body breaks today.
- **Tuesday:** Sharpening the body involves caring for our body through rest, exercise, and good nutrition.
 - For today's mission moment, let's think about healthy foods as the building blocks of a healthy body. What are some of our favorite healthy foods?
- **Wednesday:** One way we can take care of our body is to move it.
 - For today's mission moment, let's ask ourselves, "How do we like to move our body?"
- **Thursday:** Leaders *Sharpen the Saw* by giving their body the rest it needs.
 - For today's mission moment, let's ask ourselves, "How many hours of sleep do we think is recommended for students our age?" (*Answer: 10–12 hours*)
- **Friday:** We are wrapping up this week with celebrations of students who routinely renew their body. Let me introduce you to [student name] from [teacher name]'s [grade-level] grade class:
 - [Student name] sharpens their body by _____. *Recognize the student and invite them to share.*

Mind

- **Monday:** Sharpening our mind prepares us for future learning, challenges, and opportunities. It also means taking time to recharge mentally.
 - For today's mission moment, let's think about ways we can keep our brains sharp. Try one of these whole-body breaks today.
- **Tuesday:** There are many ways to sharpen our brains in addition to reading and studying.
 - For today's mission moment, let's ask ourselves, "Is too much reading or studying a good or a bad thing? Why or why not?"
- **Wednesday:** Connecting with role models, mentors, and people we admire can be a great way to sharpen our brains.
 - For today's mission moment, let's ask ourselves, "If we could spend one hour with any person who ever lived, who would it be? What would we hope to learn?"
- **Thursday:** Art, poetry, and music sharpen different parts of our brain.
 - For today's mission moment, let's think about some unique ways to exercise our brains.
- **Friday:** We can train our brains, just like we train our muscles. The sharper our brain, the better it works.
 - For today's mission moment, let's commit to spending a few minutes sharpening our brain.

Heart

- **Monday:** Habit 7: *Sharpen the Saw* reminds us to renew our body, mind, heart, and spirit.
 - For this week's mission moments, we'll be focused on sharpening our hearts. Let's think about how we renew our hearts each day. Try one of these whole-body breaks today.
- **Tuesday:** One way to sharpen our heart is to be kind. Small acts of kindness make others feel great. Being kind also makes us feel great.
 - For today's mission moment, let's ask ourselves "What are some kind things we can do for others?"
- **Wednesday:** Laughing and having fun is another way to sharpen our heart.
 - For today's mission moment, let's share a joke with a friend. Need help getting started? What musical instrument might be found in the bathroom? (*Answer: A tuba toothpaste!*)
- **Thursday:** People sharpen their heart by making time to build important relationships.
 - For today's mission moment, let's think about a relationship that's really important to us. How can we strengthen that relationship?
- **Friday:** When we are kind to ourselves and keep our thoughts positive, we are more confident. The words we use when we talk to ourselves can either build us up or tear us down.
 - For today's mission moment, let's ask ourselves "Do we show ourselves the same kindness and patience we show to our closest friends?"

Spirit

- **Monday:** This week we're going to talk about ways to sharpen our spirit.
 - For today's mission moment, let's think about ways that we renew our spirit. Try one of these whole-body breaks today.
- **Tuesday:** We feel most worthy when we do things of worth. That means we feel good when we help others.
 - For today's mission moment, let's think about a time when we helped someone else.
- **Wednesday:** Sharpening our spirit means doing things each day that are meaningful to us and make a difference in the lives of others.
 - For today's mission moment, let's think about how we can make a difference here at school.
- **Thursday:** Remember, sharpening our spirit means doing things each day that are meaningful to us and make a difference in the lives of others.
 - For today's mission moment, let's think about how we can make a difference in our community.
- **Friday:** Inspire means to make someone want to do something, to cause something to happen or to be created, or to cause a positive feeling or emotion. Leaders improve themselves each day by doing things that inspire them.
 - For today's mission moment, let's share what inspires us!

MONTH 10 - *THE 8th HABIT*®: FIND YOUR VOICE, AND INSPIRE OTHERS TO FIND THEIRS

Hard Work

- **Monday:** We all know about *The 7 Habits*—did you know there is an 8th Habit? *The 8th Habit* is Find Your Voice and Inspire Others to Find Theirs. This habit shows how we can use what we do well (talent), and what we love to do (passion), to find our “voice.”
 - For today’s mission moment, let’s think about how we can use our talents and passions to make the world a better place.
- **Tuesday:** We become stronger mentally and emotionally when we are challenged to reach beyond our limits. We grow to feel more capable when we do difficult things. Hard work is a big part of *The 8th Habit*.
 - For today’s mission moment, let’s ask ourselves, “What do we think when we hear the phrase “hard work”?”
- **Wednesday:** Effective leaders work hard and smart. Hard work brings feelings of accomplishment!
 - For today’s mission moment, think about a difficult task or project you completed. Let’s ask ourselves, “How did we feel when it was done and we knew we had worked hard?”
- **Thursday:** Leaders keep working on a task until it is finished. They persevere. To persevere means they keep trying, stay with it, and don’t give up. When we work hard, we gain an appreciation for the effort, time, and patience that go into it.
 - For today’s mission moment, let’s think about other ways that working hard helps us grow as leaders.
- **Friday:** Once we find our voice, we can help others discover how they’re great too.
 - For today’s mission moment, let’s think of someone who is helping us find our voice.

Being a Role Model

- **Monday:** Last week, we thought about people who are helping us to find our voice. We can think of them as role models. Role models come into our lives in a variety of ways.
 - Remember, role models can be educators, civic leaders, parents or other adults, peers, and people we encounter every day. A role model may not be the person with the best job title, the most responsibility, or the greatest fame. For today’s mission moment, let’s think about how our role models inspire us.
- **Tuesday:** A role model is anyone that inspires us to achieve our potential in life.
 - For today’s mission moment, let’s share how our role models have inspired us.
- **Wednesday:** Have you ever watched someone in order to learn how to do something yourself? Why does it help?
 - For today’s mission moment, let’s share our experiences with watching others to learn something new.
- **Thursday:** Role models can have a positive influence or a negative influence. Role models can have a negative influence if they push us towards unhealthy behaviors, like bullying, cheating in school, or drug use.
 - For today’s mission moment, let’s think about the differences between positive and negative role models.
- **Friday:** Positive role models are people with qualities like hard work, patience, and determination. They have a positive influence because they show the benefits of these qualities. We can choose to be role models for others.
 - For today’s mission moment, let’s think about how we can be positive role models for others.



Helping Others

- **Monday:** Once we find our voice, we naturally want to help others find their voice.
 - For today's mission moment, let's think about ways to help others.
- **Tuesday:** Encouragement is one way we help others see their worth and potential.
 - For today's mission moment, let's think about words we can use to encourage others in class, at lunch, and at free time.
- **Wednesday:** When differences cause problems, putting ourselves in others' shoes is the first step to understanding and respecting them. This is called empathy.
 - Empathy is a great way to help others. For today's mission moment, let's think about why empathy is important.
- **Thursday:** We are wrapping up this week with celebrations of students who helped others through service learning. Let me introduce you to [student name] from [teacher name]'s [grade-level] grade class:
 - For today's mission moment, let's hear directly from [student name] about their impact.
Recognize the student and invite them to share.
- **Friday:** We are wrapping up this week with celebrations of students who helped others through service learning. Let me introduce you to [student name] from [teacher name]'s [grade-level] grade class.
 - For today's mission moment, let's hear directly from [student name] about their impact.
Recognize the student and invite them to share.

Continuous Improvement

- **Monday:** Learning does not just happen at school. Learning happens in many places and continues throughout our lives.
 - For today's mission moment, let's think of other places we learn outside of school.
- **Tuesday:** Growth and continuous improvement is a goal of great leaders.
 - For today's mission moment, let's reflect on what all we have learned as leaders this year.
- **Wednesday:** Imagine all the things you know now.
 - For today's mission moment, let's ask ourselves "What else are we still hoping to learn?"
- **Thursday:** Quality work is making or doing something with excellence. Quality work takes effort and time.
 - For today's mission moment, let's ask ourselves, "What's our best example of quality work from this school year?"
- **Friday:** Leaders never stop wanting to learn.
 - For today's mission moment, let's think of ways we can continue to learn new things this summer.