

The first eight weeks of school are important. They are the perfect time to set expectations, create positive relationships, and establish a culture of leadership. By taking this time, students will feel a sense of belonging and acceptance. This Week-by-Week Quick Start Guide can serve as the springboard to yours, and your students, best year ever!

*The Leader in Me* is a journey, not a race.

The purpose of the Quick Start Guide is to provide hands-on ways to begin the year with a leadership focus. Please keep in mind that it may be overwhelming to try to accomplish everything on the list. Consider starting with a few ideas and revisiting the list during the second part of the school year. Suggestion: Take on what you're comfortable with and then do a little bit more. It's okay to venture outside your comfort zone and into your courage zone, just don't go to the point of frustration. Take your time and enjoy the journey!

## **Week 1**

The objective of the first week is to build relationships and begin to establish the routines and systems necessary to run a classroom. While jumping into the curriculum may seem logical, establishing the leadership “tone” will yield better long-term results.

### Expectations

- Celebrate! It’s a new year of school! Let students, parents, and the community know you are excited to embark on *The Leader in Me* journey with them.
- Use leadership language to teach and reinforce routines and systems, i.e. “*Leaders listen to directions concerning tornado and fire drills.*”
- Set your paradigm. “*Every child has potential. Every child can be a leader.*”

### Relationships

- Make students feel welcome! Stand at the classroom door and greet them as they enter their new classroom. Smile and make eye contact with each student.
- Establish a feeling of trust by playing a “getting to know you” activity. Suggestions include: The Name Game, Truth, Truth, Lie, or The J.O.Y. of being Just One of You. (Refer to Appendix 1 for more information.)

### Leadership

- Introduce the 7 Habits.
- Display leadership quotes. Refer to [www.theleaderinmeonline.org](http://www.theleaderinmeonline.org) for 100 examples.
- Display *The 7 Habits of Happy Kids* posters in your classroom.
- Introduce *The 7 Habits of Happy Kids* book.
- Guide students through the Foundation section (habits, paradigms, and principles) of *The Leader in Me Activity Guide*.

## Week 2

During the second week, continue to use leadership language when establishing the routines and systems necessary to run the classroom. This week, and in the following weeks, the importance of modeling leadership for your students cannot be overestimated. Provide daily opportunities for them to learn by listening and watching your interactions with students, parents, support staff, and teacher colleagues. Elementary students have such a strong need for concrete experiences so remember to connect leadership language to your leadership actions, i.e., “I am going to be a leader and move this chair so no one trips.”

### Expectations

- Continue to establish routines. Ask, “*What does it look like to Be Proactive when walking in the hall?*”
- Model and reinforce one specific way to Be Proactive, i.e., “*Leaders smile at others when walking in the hall.*”
- Establish a Code of Conduct using leadership language, i.e., “*We will be proactive by keeping our classroom organized.*” (Be sure to have a discussion on what an organized classroom looks like.) Post the Code of Conduct and have all students sign it.

### Relationships

- Greet students by name and make eye contact as they enter the classroom. Smile!
- Celebrate learning Habit 1!

### Leadership

- Provide an overview of the 7 Habits.
- Guide students through the Habit 1 section of *The Leader in Me Activity Guide*.
- Read the Habit 1 story from *The 7 Habits of Happy Kids*.
- Post simple descriptions of various leadership role opportunities. Explain that all students will hold a classroom leadership role. Allow students to ask questions about leadership roles.
- Use leadership language in content-area lessons, i.e. “*How was this character proactive? What habits did the explorers use?*”
- Begin a 7 Habits bulletin board. Suggestions: “*Our Journey Through the 7 Habits*” or “*The 7 Habits of Our Happy Classroom.*” Add examples or pictures of students being proactive.

### Week 3

By Week 3, the cadence of the school day is taking shape. Continue to point out examples of leadership in content areas and to reinforce appropriate leadership behavior. You may find that students are beginning to notice and comment on inappropriate behavior. This positive peer pressure will further enforce the leadership culture of your classroom.

#### Expectations

- Continue to establish routines. Ask, *“How can we Begin With the End in Mind when starting an assignment?”*
- Model and reinforce one specific way to Begin with the End in Mind, i.e. *“Leaders make a plan for how they will complete an assignment.”*
- Discuss how the students would like their classroom to be known. Use the discussion to begin to create a Class Mission Statement, examples available at [www.theleaderinmeonline.org](http://www.theleaderinmeonline.org).
- Continue to use leadership language by sharing the “end in mind” for each lesson.

#### Relationships

- Institute the “greeter” leadership role. Model appropriate and kind greetings using students’ names. Compliment students and/or tell them you’re glad they’re here. Say, *“Leaders shake hands and use eye contact when they greet others to make them feel welcome.”*
- Celebrate learning Habit 2!

#### Leadership

- Guide students through the Habit 2 section of *The Leader in Me Activity Guide*.
- Read the Habit 2 story from *The 7 Habits of Happy Kids*.
- Assign classroom leadership roles to one-third of your students. Teach the students to use the role or job descriptions as a guide. Model appropriate leadership role behavior. Allow time for practice.
- Create a class photographer leadership role and enlist this student to help add examples or pictures of beginning with the end in mind to your 7 Habits bulletin board.

## Week 4

The objective of Week 4 is to continue to give leadership an active role in the class. Empower students to make choices and celebrate successes together! Use leadership language throughout the day.

### Expectations

- Continue to establish routines. Ask, “How can we Put First Things First when starting an assignment?”
- Model and reinforce one specific way to Put first Things First, i.e., “Leaders gather materials and organize their work space before starting an assignment.”
- Lead students to choose one word that describes them for each letter of their name. This may be the beginning of their Personal Mission Statement.

### Relationships

- Student greeter takes equal role in greeting students. Teacher models smiling and using students’ names.
- Explain accountability and assign “Accountability Partners.” Have students share goals with Accountability Partners.
- Complete the Class Mission Statement.
- Display the Class Mission Statement outside the classroom.
- Celebrate learning Habit 3!

### Leadership

- Guide students through the Habit 3 section of *The Leader in Me Activity Guide*.
- Read the Habit 3 story from *The 7 Habits of Happy Kids*.
- Assign and guide another third of your students to assume classroom leadership roles. (You now have 2/3 of your class empowered to execute classroom leadership roles.)
- Scaffold goal setting. Students should create one personal goal and one academic goal that will be revisited monthly. Younger students may begin by circling one picture from several choices. Older students may begin by completing the following sentence, I will \_\_\_\_\_ by \_\_\_\_\_. Lead them to be specific, i.e., “I will improve in reading by reading 15 minutes each night.” Following year one, instruct students to write their goals in the “X to Y by When” format.
- Instruct students to write their goals in a Leadership Notebook.
- Enlist the help of students to add examples or pictures of putting first things first to your 7 Habits bulletin board.

## **Week 5**

Week 5 will find the routines and systems of the classroom firmly in place. Ask students for suggestions of additional routines and systems that might be needed. Let students talk through whether their suggestions are realistic and, if so how to make them a reality.

### Expectations

- Continue to establish routines. Ask, “*What does Think Win-Win sound like when resolving a problem?*”
- Model and reinforce one specific way to Think Win-Win, i.e. “*Leaders ask what a ‘win’ would be for the other person.*”
- Students may use the name activity from Week 4 to continue to develop their Personal Mission Statements.

### Relationships

- Student greeter continues equal role in greeting students. Model using students’ names and making eye contact.
- Check on goal progress with Accountability Partners.
- As a class, create 1-3 class goals and post them in the classroom. Example: “Mrs. Jones’ third-grade class will have zero tardies during the month of October.”
- Select goal tracking method (scoreboard) for class goals and post it in the classroom. Choose from options available at [www.theleaderinmeonline.org](http://www.theleaderinmeonline.org) or create your own.
- Celebrate learning Habit 4!

### Leadership

- Guide students through the Habit 4 section of *The Leader in Me Activity Guide*.
- Read the Habit 4 story from *The 7 Habits of Happy Kids*.
- Assign and guide another third of your students to assume classroom leadership roles. (You now have all of your students engaged.)
- Select student goal tracking page (scoreboard) from options available at [www.theleaderinmeonline.org](http://www.theleaderinmeonline.org) or create your own.
- Enlist the help of students to add examples or pictures of thinking Win-Win to your 7 Habits bulletin board

## **Week 6**

Week 6 also introduces students to Habit 5: Seek First to Understand, Then to Be Understood. The deepest need of people is to feel understood. Week 6 is an excellent time to discuss the importance of listening in relationships.

### Expectations

- Continue to establish routines. Ask, *“What does it mean to Seek First to Understand, Then to Be Understood” in a group discussion?”*
- Model and reinforce one specific way to Seek First to Understand, Then to Be Understood, i.e. *“Leaders Seek to Understand, Then to Be Understood by asking good questions and listening to answers attentively.”*

### Relationships

- Student greeter takes lead role. Teacher continues to model appropriate greetings with smile and eye contact.
- Share scoreboards with Accountability Partners.
- Introduce the “Talking Stick” and the importance of listening to others.
- Post progress on class goals on scoreboard.
- Celebrate all students completing their first full week of leadership roles.
- Celebrate learning Habit 5!

### Leadership

- Guide students through the Habit 5 section of *The Leader in Me Activity Guide*.
- Read the Habit 5 story from *The 7 Habits of Happy Kids*.
- With input from students, decide how classroom leadership roles will rotate. Suggestion: Rotate each week using a system such as alphabetical order or a number system to ensure every student experiences every role for at least one week. Rotate current classroom leadership role assignments.
- If needed, allow students to mentor other students in their leadership roles.
- Enlist the help of students to add examples or pictures of seeking first to understand to your 7 Habits bulletin board.

## Week 7

By Week 7 students will have learned the first six habits. Students should be able to identify habits in almost any form of literature—from fiction to content-area text. Continue to reinforce leadership language throughout the day. Discuss how accomplishing goals makes them feel. Celebrate together!

### Expectations

- Continue to establish routines. Ask, *“What does it mean to Synergize in a group project or discussion?”*
- Model and reinforce one specific way to Synergize, i.e. *“Leaders know that synergizing means listening to, and respecting others’ ideas, comments, and opinions.”*

### Relationships

- Student greeter takes lead role in greeting students. Teacher continues to model appropriate greetings with smile and eye contact. Student greeter takes on the additional responsibility of greeting all visitors to the classroom
- Post progress on class goals on scoreboard.
- Celebrate learning Habit 6!

### Leadership

- Guide students through the Habit 6 section of *The Leader in Me Activity Guide*.
- Read the Habit 6 story from *The 7 Habits of Happy Kids*.
- Ask students for suggestions for additional classroom leadership roles. Rotate classroom leadership role assignments.
- Enlist the help of students to add examples or pictures of synergizing to your 7 Habits bulletin board.



## **Week 8**

During Week 8 students will need to set new monthly personal and academic goals. Although you may choose a different time frame, any less than one month is too short to change behavior and any more than one month may be too long for younger students. You now have a classroom of students who have learned the life skills they will refer to throughout their lives. Rather than specific “school behavior,” the 7 Habits transfer to real-world situations. Ask students for real-world connections they experience or witness.

### Expectations

- Continue to establish routines. Ask, “*How can we Sharpen the Saw at school?*”
- Model and reinforce one specific way to Sharpen the Saw, i.e. “*Leaders sharpen their heart at school by doing random acts of kindness.*”

### Relationships

- Student greeter continues lead role in greeting students and visitors. Continue to model appropriate greetings.
- Revise or create new monthly personal and academic goals and share with Accountability Partners.
- Post progress on class goals on scoreboard.
- Celebrate learning Habit 7!

### Leadership

- Guide students through the Habit 7 section of *The Leader in Me Activity Guide*.
- Read the Habit 7 story from *The 7 Habits of Happy Kids*.
- Rotate classroom leadership role assignments.
- Enlist the help of students to add examples or pictures of sharpening the saw to your 7 Habits bulletin board.

## **Appendix 1**

### **The Name Game**

Students sit in a large circle. One student begins by stating his or her name and a word to describe himself or herself or a favorite activity (“Terrific Tiffany,” “Dancing Dana”). The second student repeats what the first student said and then states his or her own. Continue around the circle, ending with the teacher. (“You’re Hunting Mike. You’re Terrific Tiffany, and I’m Piano loving Erin”). Materials: None.

### **Truth, Truth, Lie**

Students write down three statements; two true and one false statement. Students share their statements (mixing up the order) and classmates predict which one is the false statement. Option: Students sit in a circle. Ask students to move to a specified location in the classroom that coordinates with the statement they think is false (location #1, #2, or #3). This allows for movement and engagement. Materials: None.

### **The “J.O.Y.” of being *Just One You!***

On a piece of paper, sticky note, or index card, have students answer: J—Something in your life that *just* happened, O—*One* thing you really want to try, and Y—One thing you enjoy doing. Put students in groups of 4 or 5 and have the share their “JOY” list with the small group. For closure, survey the groups for any commonalities. Materials: Index cards or sticky notes.

### **Musical Memories**

Students are asked to get up and walk around the room as music is playing. When the music stops, their partner will be the student who is closest in proximity. Prompt their 3 minute discussion (remind them that each person is allowed 1 ½ minute) with: “Describe any and all cities or towns you have lived.” When the music starts playing again, students walk, finding a new partner when the music stops. Prompt discussion the second time with: “Share your favorite way to relax.” Music starts and students walk until it stops again. Third prompt: “Share what makes your family special.” Fourth prompt: “If you could meet any person, who would it be and why?” Materials: Music.