

# Parent's Guide

The **Leader in Me**™

great happens here

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# Welcome

Welcome to *The Leader in Me Parent's Guide*. This guide is based on the timeless principles found in *The 7 Habits of Highly Effective People* and *The Leader in Me*. It shares easy-to-understand ideas and activities, and a reading list to help you teach and model powerful *7 Habits* principles to your children at home.

You are your child's first and best teacher. You lay the foundation for the education of your children's mind, heart, body, and spirit. No matter what's going on in your child's school, you can help your son or daughter discover the leader within and prepare for a great life of contribution and service. If you are fortunate enough to have a school that already supports the principles laid out in *The Leader in Me*, your job is simpler, but no less important—it is to reinforce the principles your child learns at school and lives at home becoming a leader of his or her own life.

**Here are a few tips to ensure your success:**

## Go at the Right Pace

1. You are so busy! So the first tip is to look for ways to work the principles into what you are already doing. Think of it not as one more thing to do, but as a better way of doing what you are already doing.
2. Are there things you are doing now that you could replace with more important activities? TV watching is the first thing that comes to mind, but there may be others. We're not saying TV is all bad, but too much TV can be a waste of time.
3. Go at a pace that works for you. You can plunge in all at once or work at it slowly, little by little. Either way, you will see improvements as you reap the benefits of living by timeless and universal principles as a family.

## Keep It Simple

Applying the principles at home will make your home life easier and happier. The key is to keep the focus simple and simply keep the focus. There are three things you can do to prepare your child for the new reality. **First:** help your child become more responsible and independent through Habits 1, 2, and 3. **Second:** focus on helping your child become more interdependent through Habits 4, 5, and 6. And **third:** focus on teaching and rewarding primary greatness, which is based on character and contribution, not on secondary greatness (awards, wealth, or fame).

## Learn More About the 7 Habits

The best way to learn more about the *7 Habits* is to read or listen to *The 7 Habits of Highly Effective People*, *The 7 Habits of Highly Effective Families*, *The 7 Habits of Happy Kids*, or attend a *7 Habits* training workshop. Go to [FranklinCovey.com](http://FranklinCovey.com) for information about classes in your area. Completing the exercises in this guidebook will help teach you the habits, and you can also go to [www.TheLeaderInMe.org](http://www.TheLeaderInMe.org) for even more ideas for parents and teachers, and for how to sponsor a school.

# Parent-Child Activities



In this section, we list a variety of activities you can participate in with your younger children and teens. The more you involve yourself with your children, the better. The more you model the habits, the more they will learn, so put your heart into the activities and have fun together!

The activities are listed by habit and include a brief explanation of the habit and some activity ideas. Working through these activities with your children will help reinforce desired behaviors and create a common language, which will make them a natural part of your family life.



# 1

**HABIT 1** Be Proactive®

*Be Proactive* means to take responsibility for your choices and behaviors. Habit 1 is the key to all of the other habits; that's why it comes first. Be Proactive says, "I am in charge of my own life. I am responsible for whether I am happy or sad. I can choose how I react to other people or situations. I am in the driver's seat." Young children can easily learn to understand that different choices yield different results. The goal is to teach them to think about those results before they decide what to do. Discussions can focus on taking care of themselves, taking care of their things, reacting or not reacting to others' behavior, planning ahead, and thinking about what the right thing to do is. With your child, think of ways to Be Proactive at home.

## Younger-Child Activities

Most of us react to a situation immediately, without taking time to think about the results of our actions. Part of Be Proactive is being able to stop and think before we act. With your child, do some role-playing to practice the skill of stopping and thinking in different situations. Your goal in these role plays is to encourage your child to stop and think before reacting. Use the following ideas to get started, and then think of some that can be immediately applicable to your child's life.

1. (In this role play, you should play the part of your child's friend.) Say that you have a new best friend who lives close to your house and you don't want to play with him or her anymore. Apologize and then wait for your child's reaction.
2. (In this role play, you should be your child's sibling.) Tell your child that you broke his or her favorite toy by accident. Tell him or her that you don't think it's a very big deal because he or she has many toys.
3. (In this role play, you should play the part of your child and your child should play the part of you). Tell your child that you are "sooooo bored" and there is nothing fun to do. Complain that no one wants to play and that he or she (as the parent) needs to amuse you.
4. Read Chapter 1 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

## Teen Activities

Older children begin to rely more and more on their peer group; they can allow a rude comment by a friend to ruin their whole day and are easily led into misbehavior by their peer group. As a parent, it's important to help your teenager understand the importance of taking responsibility for his or her own life and choices. It's also important for you as a parent to let your child learn from his or her mistakes. If you always save the day, your child won't learn responsibility and independence.

1. The next time your child forgets homework or his or her soccer shoes before the big game, think hard before coming to the rescue. What are you teaching your child when you save the day?
2. If your child has a dispute with a teacher or gets a grade he or she thinks is unfair, encourage your teen to make an appointment with the teacher to discuss it one-on-one instead of doing it for him or her.

3. Make a pact with your teen to together stop an unhealthy habit. Identify the habit you want to stop (smoking, overeating, watching too much TV, not exercising, etc.) and choose a start date, an end date, and progress check-in dates along the way. Explain to your teen that research shows it takes a full 21-days to start a new habit or stop an old one, so it's important not to get discouraged or give up too quickly.
4. Have a discussion with your teen about the things he or she would be willing to stand up and fight for in the face of peer pressure. Tell your child you don't want him or her to tell you what he or she thinks you want to hear. You might try role-playing this so your child can be prepared to stand up to a friend or group if needed.
5. The amount of trust you have in a relationship is like a checking account at a bank. If you make lots of deposits, you develop high trust and a big account. If you make lots of withdrawals, you have a low balance. Share this idea with your teen and then think of things you can both do to increase your deposits with each other. Let your teen do most of the talking and really listen to his or her ideas. Have your child list what his or her own personal deposits and withdrawals might be. You can also make your own list of what you consider to be deposits and withdrawals for you.





# Begin With the End in Mind®

*Begin With the End in Mind* means to think about how you would like something to turn out before you get started. Reading a recipe before cooking or looking at a map before leaving on a trip is beginning with the end in mind. For young children, a good example is that of a jigsaw puzzle. Before doing a puzzle, they look at the cover of the box. They start with the end in mind.

## Family Mission Statement

A family mission statement is like a constitution your family lives by that helps you all make decisions for your life. It represents the purpose and values of your family, and will allow you to shape your future according to the principles you as a family hold most dear, rather than letting other people or circumstances determine it.

Mission statements take many forms. Some are long and some are short. They may take form as a saying or phrase, a picture, a poem, or even a song. Make it personal to your family.

### Get started by following these steps:

1. Discuss the following questions with your family:

What does our family want to be known for?

---

---

How do we treat each other?

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---

What unique contributions can we make?

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What big goals do we want to achieve?

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What unique talents and skills do we have?

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2. Brainstorm ideas, words, and phrases to include in the mission statement. Remember, no idea is a bad idea.
3. Begin crafting your statement, but remember, it doesn't have to be finished in one sitting. It can be a work in progress until you are all happy with the outcome.
4. Post the statement prominently in your home and encourage the entire family to consider it when making decisions or having disputes.

**Here are some sample statements:**

*We want to be the kind of family our dog already thinks we are.*

*The mission of our family is to create a nurturing place of order, love, happiness, and relaxation, and to provide opportunities for each person to become responsibly independent and effectively interdependent, in order to achieve worthwhile purposes.*

*No empty chairs.*



**Younger-Child Activities**

1. Habit 2 provides a good base for activities around goal setting. As a family (or with an individual child), choose an area that needs improvement. The area of improvement, or the broad goal, becomes your end in mind. Then think of specific steps that will lead to achieving this goal. For example, if the goal is to improve as a reader, specific steps may include reading a certain amount of time every day or working several times a week to improve oral fluency.
2. Ask your child if there is something special he or she would like to buy, then help your child plan how much money he or she will need to save and how long it will take. Discuss ideas for earning extra money like doing additional chores and helping around the house.
3. Create a “wants” and “needs” collage with your child. Cut out pictures of various items (toys, candy, vegetables, cleaning supplies, appliances, books, etc.) from a magazine and then ask your child to paste them under the correct column of “wants” or “needs.” Discuss why he or she chose to put the items in the respective columns.
4. Read Chapter 2 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent’s Corner.

**Teen Activities**

1. Discuss your child’s career ambitions and help him or her identify the most important skills that will be needed to succeed in that career. Then encourage your child to meet with the school counselor to discuss his or her career ambitions, and the skills it will require, and plan the school path that will make it happen.
2. Identify and encourage extracurricular activities that support your child’s goals.
3. Help your child look for jobs and internships related to his or her goals.
4. Older kids have more expensive “wants,” but they are also capable of earning more money. Ask your teen if there is something special he or she would like to buy, then help your child plan how much money he or she will need to save and how long it will take. Discuss ideas for earning extra money like getting a part time-job or doing extra chores.



# HABIT 3 Put First Things First®

*Put First Things First* means to decide what is most important and to take care of that first. Thinking about what needs to be done tomorrow or by the end of the week can be overwhelming, especially for children. Learning to think of which things are the most important and taking care of them first allows children (and adults) to be less stressed. If your child uses a planner at school, then he or she has a great organizational tool to Put First Things First in writing. By writing down his or her responsibilities and planning ahead, last-minute trips to the store, missed events, or missed homework are avoided. If your child does not use a planner, having a weekly log would also be helpful. This could simply be a piece of paper that is used each week. Modeling this behavior is one of the best ways to teach children.



## Younger-Child Activities

1. Create a list of things your child needs to accomplish throughout a week. With your child, rank the tasks in importance. Then rewrite the list in order of importance. Use a planner or calendar to schedule time so that the important things are done first.
2. Role-play with your child about the consequences of forgetting to study for a math test. How will your child feel? What are the consequences? Then role-play how it will feel to be well prepared and get a great match score!
3. Encourage your child to design or decorate his or her own planner or weekly activity log.
4. Read Chapter 3 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

## Teen Activities

1. If your teen doesn't currently use a planning system, buy one. (It makes a great gift, and is an investment that will pay off in the long run.) If your teen prefers electronics to paper, no problem. There are a variety of online and software resources as well.
2. Ask your child to make a list of what he or she thinks is his or her biggest time-waster and what to do about it.
3. Plan time as a family. This is especially important as your children get older and want to spend more and more time with friends. Set aside a couple of hours once a week as family time. Watch a movie, go out to eat, play games, cook dinner together—whatever fits your family. Protect this time and make it a tradition. Everyone in the family should block it out on their calendars.

# 4 HABIT 4 Think Win-Win®

*Think Win-Win* is the belief that everyone can win. It's not me or you—it is both of us. It is a belief that there are enough good things for everyone; it is an abundant way of thinking. Think Win-Win is being happy for others when good things happen to them. As a parent, not everything is negotiable, but if you go into discussions with your child with a win-win mindset, you'll find a lot less resistance.

## Younger-Child Activities

1. Play a game with your child(ren) that has a definite winner. Explain how competition is okay when you play a game, but it is not okay in relationships. Discuss how tense it would be in your home if every situation had to have a winner. A better way to think is win-win. This means we think of solutions that we can all feel good about when there is a problem. The more we Think Win-Win, the fewer problems there will be. You may want to display a chart listing the days of the week. When someone is “caught” thinking win-win, he or she gets to write his or her name on the chart for that day.
2. Encourage win-win solutions to sibling disputes. Don't always be the mediator; let them work out a solution and be sure to be lavish children with praise when they do.
3. Read Chapter 4 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

## Teen Activities

1. Say you are sorry when you yell, overreact, or accidentally blame one of your children for something he or she didn't do. Modeling this behavior will set expectations for how your child should behave.
2. Set clear expectations with your children about chores, curfew, grades, car privileges, etc. It's hard for you both to win if you are playing by different rules.

## Works for All Ages

1. Think of an ongoing conflict you tend to have with your child (homework, cleaning his or her room, feeding the dog, putting gas in the car) and then discuss a win-win solution to the conflict. Write down the solution and then remind each other of it the next time the situation arises.
2. Remember not to compare your children in front of each other. Try not to say to Marcelo that “Juan always remembers to clear the table.” That's win-lose thinking. Instead, just concentrate on praising Juan for a job well done. Marcelo will get the message.
3. Think about your relationship with your child. Is it generally win-win? If not, how is that affecting your family life? What should YOU do differently?

# 5 HABIT 5

## Seek First to Understand, Then to Be Understood®

*Seek First to Understand, Then to Be Understood* means that it is better to listen first and talk second. By taking the time to listen to another person, you reach a higher level of communication. Teaching Habit 5 to young children is done by first considering their age and development. Young children find it difficult to understand another's paradigm (point of view). This habit is best approached by introducing listening as a skill that should be practiced. Learning to listen without interrupting and learning to listen with your ears, your eyes, and your heart will help children build a foundation for Habit 5. Simply put, we have two ears and one mouth so that we can spend more time listening with the intent to understand.

### Younger-Child Activities

1. To better understand how listening can help or hurt a relationship, try “pretend listening” with your child for a few minutes. Your child will be frustrated. Explain what you were doing and discuss how your child felt. Now have your child ignore you when you are talking. Discuss how it makes you feel when you are ignored. Finish the discussion by thinking of ways to let the other person know when you feel you are not being truly listened to. Remind your child that this is also an example of Think Win-Win.
2. Body language can be even more important than words. Play a game with your kids where you each try to guess the other's emotion (happy, sad, angry, frustrated, bored, etc.) without using any words, just body language.
3. Demonstrate how saying the same phrase in a different tone of voice can give the phrase a completely different meaning. Try emphasizing different words in the phrase “I didn't say you did it” and then have your child tell you how the meaning changed.
4. Read Chapter 5 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

### Teen Activities

1. Ask yourself what your biggest listening problem is. Do you “pretend listen”? Do you only listen to give advice or judge? Do you plan what you are going to say instead of really listening? Work to improve your listening skills and model good listening behavior.
2. Is there an issue you and your teen always argue about? If so, go to your teen and say, “Help me understand your point of view.” Then really listen without interruptions. When your child is finished, repeat in your own words what you heard until he or she acknowledges feeling understood. Then it's your turn to speak and your child's turn to listen. You may want to use a “Talking Stick” when you are having this discussion. Only the person holding the Talking Stick is allowed to speak and doesn't pass the stick to the other person until he or she feels understood.
3. Consider asking your teen to let you know when he or she feels you aren't listening. When it happens, thank him or her, listen, and share back and forth until your teen feels understood.

# HABIT 6 Synergize®

*Synergize* is when two or more people work together to create a better solution that either would have thought of alone. It's not your way or my way, but a better way. Talk about the equation:  $1 + 1 = 3$  (or more). How is that possible? 1 person + another person = 2 ideas + many more than either of them would have thought of alone. Synergy is taking good ideas and making them better by working together. Discussions can focus on other examples of synergy in nature, history, literature, and personal experiences. For example, synergy happens in nature when a flock of geese heads south for the winter. They fly in a V formation because due to the updraft, the entire flock can fly farther than if each bird flew alone.

## Younger-Child Activities

- Read Chapter 6 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

## Works for All Ages

1. With your children, choose a problem you may have (like curfew or completing tasks). Use the Synergy Action Plan to summarize your child's solution and your solution:  
(1) Define the problem. (2) Share your views. (3) Think of solutions. (4) Choose the best solution together. See if you can reach a better solution (the High Way) than either of you would have come up with alone.
2. Institute a "15-minute program" where everyone drops what they are doing and pitches in to work as a team to clean the kitchen, pull weeds in the garden, wash the dishes, sweep the front porch, etc. Cutting out a small block of time where everyone helps makes the work go quicker.
3. If your child has siblings, ask each to identify what they think their brother or sister is really good at, then share the lists with each other and discuss how they could Synergize on homework, chores, playing games, sports, etc. If your child does not have siblings, you can do the same exercise using his or her best friends—or you.



# **HABIT 7** Sharpen the Saw<sup>®</sup>

*Sharpen the Saw* means to have balance in your life. There is a story of a man who was sawing down a tree and not making a lot of progress. When a passerby asked him why he didn't stop sawing to sharpen his saw, he remarked that he was too busy sawing. Habit 7 reminds us that we are more productive when we are in balance—body, brain, heart and soul. Just like the four tires on a car, if one area is being ignored or overused, the rest will feel the results. For young children, the car analogy is one they understand; a car could not go on fewer than all four tires. Explain the four parts of each person (body, brain, heart, and soul) and how important it is to take care of each part to make them all work better.

## **Younger-Child Activities**

1. Develop a Sharpen the Saw activity center in your home. Include arts-and-crafts supplies, learning games, puzzles, classical music, books, etc.
2. Discuss various ways to Sharpen the Saw in all areas. Ideas might include: body (playing outside, riding your bike), brain (balancing reading with TV watching or making smarter choices about what you watch), heart (making a list of what makes you happy and doing something on the list every day, spending time with special friends and family), and soul (attending religious services, starting a journal).
3. Read inspiring books. (See the book list in the “Additional Resources” section.)
4. Read Chapter 7 of *The 7 Habits of Happy Kids* book with your child and then complete the Parent's Corner.

## **Teen Activities**

1. Encourage your child to keep a regular journal or blog.
2. Subscribe to magazines that have educational value or read good books.
3. Encourage your teen to get in the habit of reading a newspaper every day. Online works too!
4. Make sure you are modeling the behaviors in steps 1–3 yourself.

## **Works for All Ages**

1. Join a gymnasium or start a regular exercise program with your child.
2. Pick an organization to volunteer with for you and your child(ren).
3. Visit a new museum or try a new type of cuisine—expand your horizons and try new things.

# Additional Resources

## Web Resources

[TheLeaderInMeBook.org](http://TheLeaderInMeBook.org)

[TheLeaderInMe.org](http://TheLeaderInMe.org)

[StephenCovey.com](http://StephenCovey.com)

[SeanCovey.com](http://SeanCovey.com)

[7Habits4Teens.com](http://7Habits4Teens.com)

[FranklinCovey.com](http://FranklinCovey.com)

## Parent Book List

***The 7 Habits of Highly Effective People***, Stephen R. Covey

***The 7 Habits of Highly Effective Families***, Stephen R. Covey

***Living the 7 Habits***, Stephen R. Covey



# Primary-Age Children's Reading List



The following is a suggested reading list. Depending on where you live, you may wish to substitute books that are special to your area, culture, or language, and that illustrate elements of the 7 Habits and the universal principles they represent.

## Habits 1–7

***The 7 Habits of Happy Kids*** by Sean Covey. For the 7 Oaks friends, there is always something to do. Whether they're singing along with Pokey Porcupine's harmonica or playing soccer with Jumper Rabbit, everyone is having fun and learning all sorts of things. These seven stories show how practicing the 7 Habits makes this possible for the whole 7 Oaks community. From learning how to take charge of their own lives to discovering how balance is best, the 7 Oaks friends have tons of adventures and find out how each and every kid can be a happy kid!

### **Habit 1: Be Proactive®**

***King Bidgood's in the Bathtub*** by Audrey Wood. The King will not get out of the bathtub! Various ideas are tried to get the King out of the bathtub so he can be a leader and rule his kingdom. Finally, the King's helper, the Page, takes the initiative and saves the day.

***Amazing Grace*** by Mary Hoffman. One day the teacher announces that the class is going to put on a play. Grace is so excited! Even after some of her classmates told her she could not play the lead role because she was a girl and black, Grace was a leader. She was proactive and made it happen.

***The Little Engine That Could*** by Watty Piper. Although the Little Engine is not the biggest, the fastest, or the newest, it just keeps trying. When all the other trains refuse to help, the Little Engine is proactive and a leader.

***Alexander and the Terrible, Horrible, No Good, Very Bad Day*** by Judith Vorst. Alexander is having a day where it seems like everything bad is happening to him. The children will notice that Alexander is not being the leader of his attitude, something he has control over.

***Mirette on the High Wire*** by Emily Arnold McCully. This book follows a young girl's determination and persistence. She convinces the Great Bellini to teach her the tricks of walking on the high wire. However, the Great Bellini is trying to overcome his newfound fear of the wire. Mirette uses what is in her Circle of Control to help.

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

***Whistle for Willie*** by Ezra Jack Keats. Peter wants to be able to whistle for his dog but, try as he might, he just can't do it. Throughout the story, Peter is a leader and continues to try to reach his end in mind. Children will relate to the story as they are also acquiring new skills.

***The Very Busy Spider*** by Eric Carle. Throughout the story, the determined spider spins her web. She has an end in mind—to finish her web and catch a fly for dinner.

***Click, Clack, Moo*** by Doreen Cronin. The animals have an end in mind. The cows become leaders and finally get electric blankets for themselves and the chickens. However, Framer Brown's problems are not over. The ducks now have an end in mind!

***Inch by Inch*** by Leo Lionni. *Inch by Inch* is the story of an inchworm that has an end in mind—to not get eaten! The inchworm becomes a leader by using what is in his Circle of Control to “measure” his way out of danger.

***Galimoto*** by Karen Lynn Williams. A young boy in Africa wants to make a galimoto (a toy vehicle of wires and sticks). However, he doesn't have enough materials. The story provides a good lesson in being a leader: setting a goal and following through to reach an end in mind. The story can prompt discussions about other cultures.

### **Habit 3: Put First Things First®**

**Froggy Gets Dressed** by Jonathan London. In a comical way, Put First Things First is illustrated when Froggy tries to get dressed to play in the snow. Froggy has forgotten to put on the most important things first—his underwear!

**The Little Red Hen** by Paul Galdone (or any version). The Little Red Hen found wheat seeds and wanted help to plant them. No one would help, so the Little Red Hen planted, watered, and weeded the plants by herself. The Little Red Hen Put First Things First and enjoyed the results.

**The Very Hungry Caterpillar** by Eric Carle. The Very Hungry Caterpillar comes out of his egg and has an end in mind—to eat enough to sustain himself while in his cocoon. He puts first things first and gets busy eating.

**Are You My Mother?** By P.D. Eastman. Baby Bird is separated from his mother and doesn't know what she looks like. He chooses to be a leader and Put First Things First when he goes out to look for her. The baby bird asks various animals/objects he comes across if they are his mother. In the end, he gets put back in the nest just in time for his mother's return.

**The Carrot Seed** by Ruth Krauss. A little boy practices Put First Things First when he plants his carrot seed, waiting patiently and tending to it, even while others tell him "It won't come up." He is rewarded with a prize-winning carrot!

### **Habit 4: Think Win-Win®**

**Rainbow Fish** by Marcus Pfister. The Rainbow Fish believes he is the most beautiful fish in the ocean, so he won't play with the other fish. Once he has no friends, he seeks out advice and is told to give away some of his beautiful scales. While he initially refuses, he decides to be a leader and Think Win-Win. He gives away just one scale, but when he realizes how good it makes everyone (including himself) feel, he shares even more scales and has never been happier.

**The Doorbell Rang** by Pat Hutchins. Sam and Victoria can't wait to eat the cookies Ma made. Then the doorbell rings. Friends arrive and Sam and Victoria share their cookies until there are so many friends that they only have one cookie each. Sam and Victoria are great examples of being leaders—thinking win-win.

**Alexander and the Wind-Up Mouse** by Leo Lionni. Two mice become friends, even though they are very different. Alexander, the real mouse, thinks that Willy, the wind-up mouse, has a better life and wants to be like him. Alexander finally has a chance to be like Willy, but chooses to Think Win-Win and help his friend. Along the way, Alexander discovers that he wins too!

**The Very Clumsy Click Beetle** by Eric Carle. The little beetle is working on being able to flip over if he lands on his back. He is a leader and persists and, with the encouragement of his friends and the advice of a wise old beetle, he masters the new skill. Good discussion of how his friends were thinking win-win with their encouragement.

**Let's Be Enemies** by Janice May Udry. James and John are best friends—or at least they used to be. Now James isn't being a good friend or leader; he stopped thinking win-win and wants to be the boss. John doesn't want to be friends anymore, but something unexpected happens when he goes to James' house to tell him.

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

**The Runaway Bunny** by Margaret Wise Brown. *The Runaway Bunny* follows the thoughts of the little bunny who thinks he would like to run away. By seeking first to understand, Mother Rabbit truly listens to her little bunny. She then seeks to be understood by offering assurance that she will always come and find him.

**The True Story of the 3 Little Pigs!** by Jon Scieszka. *The True Story of the 3 Little Pigs* gives children the traditional story from the wolf's point of view (paradigm). Seeking to understand the wolf's paradigm gives us a much different take on the story.

**Stellaluna** by Janell Cannon. Stellaluna is a bat but is being raised with birds. Stellaluna has to seek to understand the birds' habits in order to survive. As the story continues, the birds begin to understand why bats do things differently. They realize they can be friends, even though they are different.

**Jamaica's Find** by Juanita Havill. Jamaica is a little girl who finds a stuffed toy at the park and wants to keep it very much. However, her guilt is growing as she thinks the toy may belong to another child.

**Alejandro's Gift** by Richard E. Albert. Alejandro lives alone in the desert, so he is very appreciative when small animals visit to drink from a small pond near his house. Alejandro, determined to provide water for the larger desert animals, digs a water hole for them, but they do not come. He seeks first to understand and realizes that the water hole is too close to his home, so he digs another hole farther away. The animals come to visit, understanding that he will not cause them harm.



## **Habit 6: Synergize®**

**Swimmy** by Leo Lionni. Swimmy is a little fish swimming alone in the ocean. He finds a school of fish like him and encourages them to come with him to see the other amazing ocean animals—but they are too scared. Swimmy uses synergy and leadership to come up with a plan.

**Ox-Cart Man** by Donald Hall. *Ox-Cart Man* is the story of how one family used synergy to survive in the early 1800s.

**A Chair for My Mother** by Vera B. Williams. Although a fire destroys all of their furniture, the family slowly fills a large jar with coins—enough to buy a comfortable, wonderful chair. Synergy and persistence are at the heart of the story, teaching children that working together and sometimes having to wait for things makes them even more special.

**Clifford's Spring Clean-Up** by Norman Bridwell. Clifford and Emily Elizabeth use synergy to clean the house and yard in preparation for Earth Day. Clifford takes a leadership role by shaking out rugs and digging up weeds.

**How the 2nd Grade Got \$8205.50 to Visit the Statue of Liberty** by Nathan Zimelman. The children in the second-grade class have lots of ideas and energy for how to make enough money to visit the Statue of Liberty. They take on leadership roles by synergizing on collaborative projects, earning plenty of money to cover their trip.

## **Habit 7: Sharpen the Saw®**

**Don't Let the Pigeon Stay Up Late!** By Mo Willems. *Don't Let the Pigeon Stay Up Late!* is about a very persistent pigeon that tries everything to be allowed to stay up late. The story will make it easy to talk about how getting enough sleep is a very important part of being a leader of you.

**Owl Moon** by Jane Yolen. The story of *Owl Moon* follows a young child and his father as they go into the woods to find an owl. The words and pictures are quiet and peaceful and lend themselves to discussing Sharpen the Saw by spending time in nature and with people we care about.

**The Snowy Day** by Ezra Jack Keats. Peter finds all kinds of imaginative things to do in the snow and even puts some snow in his pocket for later. Peter shows us how playing in the snow, being imaginative, and taking a warm bath afterward are all part of being a leader and sharpening our saw.

**Henry Hikes to Fitchburg** by D. B. Johnson. Two bears want to get to Fitchburg, but decide to take very different routes to get there. One takes on various jobs to buy a train ticket, while Henry decides to walk, enjoying nature along the way. The contrast of their journeys is evident and illustrates what money can and cannot buy. Although both bears eventually arrive in Fitchburg, Henry has sharpened his saw all along the way and is much happier because of it.

**Me, I Am!** by Jack Prelutsky. This book encourages children to find the “special” within themselves. The various poems help children realize that everyone is different. Poetry is one way to Sharpen the Saw, and this book has the added advantage of helping children discover themselves and celebrate differences.



# Upper-Age Children's Reading List



## **Habit 1: Be Proactive®**

**Jeremy Thatcher, Dragon Hatcher** by Bruce Coville. One day, Jeremy Thatcher runs as fast as he can to get away from Mary Lou Hutton, who is always trying to kiss him. He stumbles into Mr. Elives' Magic Shop and purchases a dragon's egg. He is astonished to realize that he is responsible for hatching the egg. When it hatches, he finds a dragon that only he—and Mary Lou Hutton—can see.

**On My Honor** by Marion Bauer. Before Joel leaves to ride his bike with his friend Tony, he promises his dad, "on his honor," that he will be careful. However, when his friend takes a risk and tragedy strikes, Joel must choose to Be Proactive in spite of his guilty conscience.

**Someone Was Watching** by David Patneau. Chris' family is haunted by the loss of three-year-old Molly, who went missing and was presumed drowned in the river. To Chris, there is something that doesn't make sense, so he sets out to find his sister. Following a series of clues, Chris and his best friend take responsibility for solving a mystery.

**Salt in His Shoes: Michael Jordan in Pursuit of a Dream** by Deloris Jordan. Young Michael is one of the smallest boys in the neighborhood, wanting desperately to play ball with the big boys in the neighborhood. His mama tells him to put salt in his shoes to help him grow taller. His daddy teaches him that the most important things are practice, determination, and giving your best.

**The Real McCoy: The Life of an African-American Inventor** by Wendy Towle. Elijah McCoy is the child of escaped slaves who, as an adult, could only find work as a fireman, despite his training as an engineer. Refusing to be limited by his situation, McCoy went on to invent many devices that are still used in the present day.

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

**Where Do You Think You're Going, Christopher Columbus?** by Jean Fritz. When Christopher Columbus set sail to discover a new route to the Indies, all he got were unfamiliar people, a harsh land, and mosquito bites. However, he kept his sights on his goals and continued to make trips across the ocean.

**Lucy Mastermind** by Alan Feldman. Lucy has many adventures with her friends and family as she tries to restore her family's decrepit boathouse that has a dance floor on the second level. She retains her perspective as she works toward her desired outcome of a double birthday party for her mother and her cat.

**Eddie, Incorporated** by Phyllis Naylor. Twelve-year-old Eddie decides to go into business for himself with two friends and realizes that business is not a simple thing. He quickly has to learn the value of planning and foresight.

**Bobby Baseball** by Robert Kimmel Smith. Bobby Ellis, age 10, loves everything about baseball—he loves it so much that he calls himself Bobby Baseball! He dreams of becoming a major-league pitcher, but his coach plays him at second base. Bobby struggles with pleasing the coach—who happens to be his dad—and following his lifelong desire.

**The School Story** by Andrew Clements. When 12-year-old Natalie writes a story, her friend decides to act as her agent. What follows is an elaborate plot to get the manuscript in the hands of an editor-in-chief.

### **Habit 3: Put First Things First®**

**The Week Mom Unplugged the TVs** by Terry Wolfe Phelan. When a parental ban is placed on all television watching for an entire week, three youngsters must find other things to do with their time.

**Esperanza Rising** by Pam Munoz Ryan. A young immigrant girl from Mexico, Esperanza must learn how to be a worker in her new life in California. Her priorities change as she embarks on a new way of life.

**The TV Kid** by Betsy Byars. Leroy is addicted to television. It seems that the commercials and adventures are more exciting than real life. However, Leroy's daydreams about TV get him into trouble more dangerous than anything he's seen on television.

**Justin and the Best Biscuits in the World** by Mildred Pitts Walter. At 10 years of age, Justin thinks housework is for women, until he goes to his grandfather's ranch. Along with fishing, riding, and going to the rodeo, Justin learns about his African-American cowboy ancestors and that doing "women's work" is one of his responsibilities to himself.

**Chasing Vermeer** by Blue Balliett. A pair of 11-year-olds must solve a mystery in a logical sequence in order to find a thief.

### **Habit 4: Think Win-Win®**

**The Butter Battle Book** by Dr. Seuss. *The New York Times* Notable Book of the Year, this Dr. Seuss classic describes the war between the Zooks and the Yooks. The children are taught about the horrible things their enemies do—for instance, Yook children are taught that Zooks eat their bread butter-side down! With no defined resolution at its close, this book cultivates a discussion about practicing Think Win-Win.

**Crash** by Jerry Spinelli. "Crash" Coogan has been tormenting poor Penn Webb since the first grade. Penn puts up with it graciously, as Crash rises to become the star jock at his middle school. When his grandfather has a stroke, Crash starts to change the way he treats his friends, including Penn.

**Wait Till Helen Comes** by Mary Downing Hahn. Molly's stepsister, Heather, has no desire to be friendly with her new brother and sister. When a ghost haunts Heather and Molly, they have no choice but to fight the ghost together. After working against each other, then together, both Heather and Molly are happy with the outcome.

**The View from Saturday** by E.L. Konigsburg. A powerhouse Academic Decathlon team from Epiphany has to work together to win the ultimate prize. Each of the brilliant 12-year-olds cannot succeed without help from their team.

**Hiawatha, Messenger of Peace** by Dennis Brindell Fradin. Hiawatha was a celebrated Iroquois Indian who found strength in himself to forgive those who committed a terrible crime against him. He became a peacemaker between his people's fighting tribes and ensured the survival of his people for 300 years after his own death.

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

**Marrying Malcolm Murgatroyd** by Mame Farrell. Hannah wants to be popular more than anything else, but the son of her parents' closest friends is geeky Malcolm Murgatroyd. She tries to keep their friendship a secret, but when it is revealed to her peers, she is forced to make a decision about her loyalties.

**Witch of Blackbird Pond** by Elizabeth George Speare. Kit is marked by suspicion and disapproval upon arrival in colonial Connecticut in 1687. Kit finds a kindred spirit in Hannah Tupper, who the townspeople believe is a witch. Torn between her heart and her duty, Kit tries to get people to listen and understand.

**Rules** by Cynthia Lord. Catherine has conflicted feelings about her younger brother, David, who is autistic. Despite a slight feeling of neglect from her parents, she loves him and tries to teach him "rules"—rules for behavior, for social situations, etc. When she meets Jason, a nonverbal paraplegic, she realizes that "normal" is difficult to define.

**Veronica Knows Best** by Nancy Robinson. Veronica learns that the best way to make friends is to "take an interest" in people. She determines to test this theory on Kimberly Watson.

**The Bully of Barkham Street** by Mary Stolz. Martin is a bully. This book answers the question of what makes him act the way he does, as he seeks understanding to resolve problems.

### **Habit 6: Synergize®**

**City of Ember** by Jeanne DuPrau. The city of Ember is falling apart! The electric lights—which are the only way to light the city—keep going out, and supplies are running out. Lina and Doon, who are very different from each other, find clues to help them save their city.

**A Wrinkle in Time** by Madeline L'Engle. An unlikely group assembles to travel through time and space to save Meg's father. In order to succeed, they must use each person's strengths.

**Ruby Holler** by Sharon Creech. Dallas and Florida are troubled orphan twins. Foster parents Tiller and Sairy take them in and they learn to create a new family from two very different worlds.

**Gregor the Overlander** by Suzanne Collins. In this action-packed novel, Gregor and his sister fall into an underground world. Both Gregor and his sister use their special abilities to interact with the creatures that reside there and save the human race.

**Alcatraz Versus the Evil Librarians** by Brandon Sanderson. This humorous story deals with a team of very different individuals who must work together to defeat the evil librarians.

### **Habit 7: Sharpen the Saw®**

**The Mysteries of Harris Burdick** by Chris Van Allsburg. These black-and-white drawings can be admired for artistic quality or used for creative-writing prompts in the classroom.

**Uncle Willie and the Soup Kitchen** by DyAnne DiSalvo Ryan. A young boy uses his spare time to help Uncle Willie in the city soup kitchen.

**The New Kid on the Block** by Jack Prelutsky. Containing over 100 poems, this ALSC Notable Book is amusing and refreshing.

**A Light in the Attic** by Shel Silverstein. This collection of poems offers a nice break from narrative reading so children can Sharpen the Saw.

**The Chalk Box Kid** by Clyde Robert Bulla. To deal with several upsets in his life, nine-year-old Gregory creates a fantastic chalk garden on the charred walls of a burned-out building behind his house. Through his art, Gregory is able to find his place in the world.



# Teen Reading List



## **Old Classics**

- Across Five Aprils*** by Irene Hunt  
***Little Women*** by Louisa May Alcott  
***The Wonderful Wizard of Oz*** by Frank Baum  
***The Adventures of Huckleberry Finn*** by Mark Twain  
***The Lord of the Rings Trilogy*** by J. R. R. Tolkien  
***Anne of Green Gables*** by Lucy Maud Montgomery  
***The Foundling and Other Tales of Prydain***  
by Lloyd Alexander  
***The Chronicles of Narnia*** by C. S. Lewis  
***Animal Farm*** by George Orwell  
***Anne Frank: The Diary of a Young Girl*** by Anne Frank  
***To Kill a Mockingbird*** by Harper Lee  
***Cry the Beloved Country*** by Alan Paton  
***The Yearling*** by Marjorie Kinnan Rawlings  
***The Farthest Shore*** by Ursula K. Le Guin  
***Of Mice and Men*** by John Steinbeck  
***The Red Badge of Courage*** by Stephen Crane  
***The Greatest Salesman in the World*** by Og Mandino

## **New Classics**

- Souder*** by William H. Armstrong  
***Island of the Blue Dolphins*** by Scott O'Dell  
***Along the Tracks*** by Tamar Bergman  
***Night*** by Elie Wiesel  
***Red Scarf Girl: A Memoir of the Cultural Revolution***  
by Ji-Li Jiang  
***Hiroshima*** by John Hersey  
***Bless Me, Ultima*** by Rudolfo Anaya  
***The Defeat and Triumph of a Fugitive Slave***  
by Virginia Hamilton  
***Behind the Secret Window*** by Nellie S. Toll  
***Parrot in the Oven: Mi Vida*** by Victor Martinez  
***Walk Two Moons*** by Sharon Creech  
***I Heard the Owl Call My Name*** by Margaret Craven  
***The Color of Water: A Black Man's Tribute to His White Mother*** by James McBride  
***Point of Departure: 19 Stories of Youth and Discovery***  
by Robert S. Gold  
***Rising Voices: Writings of Young Native Americans***  
by Arlene B. Hirschfelder and Beverly R. Singer  
***The Watsons Go to Birmingham—1963***  
by Christopher Paul Curtis  
***The Book of Virtues*** by William J. Bennett

# Will Your School or Child Be the Next *The Leader in Me* Success Story?

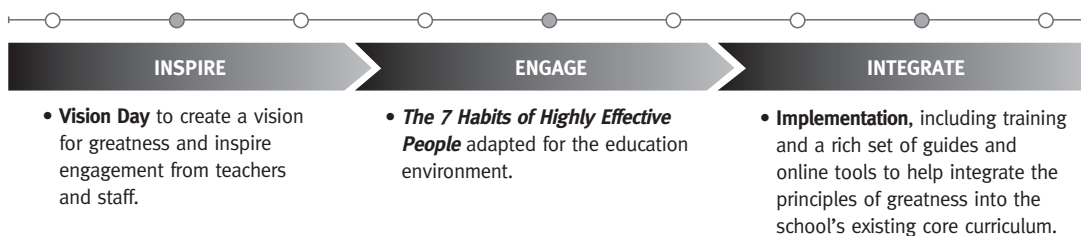
Drawing from the best practices and thought leadership of successful educators around the world, FranklinCovey's *The Leader in Me* process will help schools develop students who are ready to succeed in the 21<sup>st</sup> century, with critical skills and characteristics such as:



- Trust and trustworthiness
- Strong work ethic
- Motivation and initiative
- Problem-solving skills
- Goal setting
- Effective interpersonal skills
- Sense of teamwork
- Valuing diversity in a global market

What's more, schools will enjoy a culture in which discipline referrals decrease, test scores improve, and engaged staff members contribute the highest and best of their talents and efforts.

## What is the process for getting started with *The Leader in Me*?



## Help put the schools in your community on the path to greatness.

For more information about how investing in *The Leader in Me* can help put the schools in your community on the path to greatness, please contact FranklinCovey's Education Solutions by calling 1-800-272-6839 or by email at [franklincovey.com](mailto:franklincovey.com). Or visit [www.TheLeaderInMe.org](http://www.TheLeaderInMe.org). You can also visit [www.franklincovey.com/education](http://www.franklincovey.com/education).

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