The Leader in Me:
Research and Reflection

Introduction

The spark that ignited the Leader in Me program initiated at A.B. Combs Elementary in Raleigh, North Carolina. Back in 1999, the district superintendent met with the principal at A.B. Combs, Muriel Thomas Summers. At that time, there was significant concern that A.B. Combs, a magnet school, wasn’t attracting enough students; the superintendent told Ms. Summers she needed to establish something at A.B. Combs that was like nothing else. Ms. Summers and her staff decided to venture out into the community to find out what parents, business leaders and teachers wanted to see from their school. The results were overwhelming and relatively unanimous. The community wanted schools that would teach students not only academic skills but life and character skills, as well. The public wanted to see students who were responsible, respectful, caring, compassionate and had a strong work ethic. In other words, the community wanted to see students learning how to be leaders. Listening to what she was hearing, Ms. Summers connected these values to a Stephen R. Covey workshop she had attended just a few months before. A change had begun.

In essence, the Leader in Me program uses Covey’s 7 Habits of Highly Effective People® as tools to teach character and leadership skills to students. The 7 Habits® are:
1. **Be Proactive** – We can choose how we react to situations. We can make changes, improvements and decisions about things within our influence.

2. **Begin with the End in Mind** – We should set goals for ourselves and have a plan of action for accomplishing those goals.

3. **Put First Things First** – We need to do the important things first. This means being disciplined and focused. In other words, work first then play.

4. **Think Win-Win** – We should seek solutions that are beneficial for everyone, resolutions in which everyone wins.

5. **Seek First to Understand, Then to Be Understood** – We need to work to understand and consider other people's feelings and ideas. We should first listen and put ourselves in one another’s shoes before we explain our own thinking.

6. **Synergize** – Teamwork is important and when we work together, we can achieve more than if we work individually. We value the opportunity to learn from others.

7. **Sharpen the Saw** – We take care of ourselves physically, mentally and emotionally in all aspects of our lives.

Looking at the 7 Habits® through perspective of children, we consider these ideas:

1. **Be Proactive** – You’re in Charge
2. **Begin with the End in Mind** – Have a Plan
3. **Put First Things First** – Work First, Then Play
4. **Think Win-Win** – Everyone Can Win
5. **Seek First to Understand, Then to Be Understood** – Listen Before You Talk
6. **Synergize** – Together is Better
7. **Sharpen the Saw** – Balance Feels Best (www.theleaderinme.org, 2008)

Using the Leader in Me program to teach students about the 7 Habits® and encourage them to follow these practices in and out of school offers a number of benefits:

- Develops students who have the skills and self-confidence to succeed as leaders in the 21st century.
- Decreases discipline referrals.
- Teaches and develops character and leadership through existing core curriculum.
- Improves academic achievement.
- Raises levels of accountability and engagement among both parents and staff.
  (www.theleaderinme.org, 2008)
Not only are students learning essentials skills that will help them in a school environment, they are acquiring important life-long abilities they will need when they enter the work force.

Students are becoming self-directed problem solvers and critical thinkers, who have vital communication and interpersonal skills. In schools where the Leader in Me program is in place, the focus is no longer solely on factual, academic knowledge but instead has more of a while child emphasis. Covey refers to these important people skills as primary greatness (2008, p. 9). “Primary greatness has to do with a person’s integrity, work ethic, treatment of others, motives, and level of initiative. It also has to do with a person’s character, contributions, talents, creativity, and discipline” (Covey, 2008b, p. 9). This concept is exactly what the Leader in Me is about – nurturing the primary greatness in each child.

**Overview**

This paper examines certain elements of the Leader in Me program. First, I provide a summary of the three main texts that are associated with the program. I discuss ways in which three different schools have incorporated Leader in Me into their school culture. Finally, I reflect on implications for schools and education, as well as provide a personal reflection on Leader in Me.

**LITERATURE REVIEW**

**The Leader in Me**

This informational text should be considered the introduction to the Leader in Me program. Written by Stephen R. Covey in 2008, the text provides a background and overview of Leader in Me, focused mostly on the elementary level. As mentioned earlier, the history of the
Leader in Me begins at A.B. Combs Elementary. The story of how and what the people at A.B. Combs have created is very inspirational but also realistic. Reading about how Leader in Me came to be is interesting and also key to understanding the possibilities of this program and their lifelong impact on our students.

In the text, Covey writes about what personal attributes are needed to help our students find success, with a focus on the 7 Habits of Highly Effective People®, as well as essential academic and 21st century skills. The reader is introduced to the concept of data notebooks, which allow students “to record personal and academic goals and to chart their progress toward those goals” (Covey, 2008b, p. 61). Covey also discusses important educational concepts and student needs, both of which support his argument demonstrating the value of the Leader in Me program.

Readers are afforded looks into how the Leader in Me program, as well as other instructional models about leadership and character skills, are being implemented in schools across the globe. Furthermore, Covey shares stories about how Leader in Me is being expanded for middle and high schools, emphasizing a connection to The 7 Habits of Highly Effective Teens book written by Covey’s son, Sean. Covey also provides a suggested plan of action, as well as possible impediments, to applying the program at a school. Readers are reminded that “there is no one-size-fits-all process for implementing the leadership theme” (Covey, 2008b, p. 166). Each procedural step is examined as Covey reminds readers that the process isn’t always sequential and that progression must be sustained. Also included is a chapter specifically for parents and families to encourage the use of the 7 Habits® at home. Covey then wraps-up the book with some more inspirational stories.
The 7 Habits of Highly Effective Teens

Sean Covey wrote this book in 1998, using his father’s informational text The 7 Habits of Highly Effective People as a guide. Covey takes the knowledge from that book and applies it to the often tumultuous life of teenagers. The book is clearly targeted toward the young adult age group, as it is filled with humorous, entertaining stories and some sarcasm.

Covey takes readers through each of the 7 Habits®, sharing personal stories and describing common teenage situations. Furthermore, the text includes stories about teenagers living all over the world; this helps Covey relate to his audience and get his point across. The text is teenage-reader friendly with quotes, funny sketches, charts and visuals. Covey encourages his readers to think about questions and to imagine oneself in sometimes difficult circumstances, which makes the text interactive and forces the reader to contemplate the value of each habit. Each chapter ends with a short list of “Baby Steps,” providing readers with essential ways to begin living each habit.

The book covers a great deal of information but in an accessible and entertaining way. Even though this text is targeted toward young adults, any adult would find the information valuable. In fact, Sean Covey has provided readers with a text that covers all the essential information about the 7 Habits® in a book that is user-friendly and engaging.

The 7 Habits of Happy Kids

Also written by Sean Covey, this book was published in 2008 and is targeted for children. The book is comprised of seven different “picture books” that introduce and explain each of the 7 Habits®. These stories take place in the land of 7 Oaks and have recurring characters, whom readers get to know and find themselves invested in.
The book begins with a letter to teachers and parents that discusses three goals the book hopes to accomplish:

1. Teach children about important principles (responsibility, respect, teamwork)
2. Introduce a common language that can be used and understood by children, parents, teachers
3. Help children learn how to apply the 7 Habits® in their own lives

Readers are then introduced to the characters that live in 7 Oaks and encounter different stories, each story with a focus on a different habit. For example, in the first story Sammy Squirrel learns how to be proactive and create his own fun. At the end of each story is a follow-up page with important ideas about the corresponding habit, discussion questions and “Baby Step” ideas for kids.

Similar to The 7 Habits of Highly Effective Teens, this book covers valuable information in an age-appropriate and entertaining way. Furthermore, Covey provides explanations and suggestions for parents and teachers to continue discussions about the 7 Habits® and how to help our children practice these habits in their own lives.

**SCHOOL VISITS**

*Beaumont Elementary*

**Background**

Beaumont Elementary in Waterford, Michigan hosted a “Leadership Day” on March 24, 2011. The day was planned to teach educators about the Leader in Me program and how it can be implemented at the elementary level. The event was attended by approximately 50 participants from a variety of school districts, comprised mostly of teachers and administrators from schools in southeastern Michigan. The learning event was facilitated by students,
teachers and the principal at Beaumont Elementary, with minor assistance from two Franklin Covey representatives. The day was broken down into the following segments:

- Introduction and Welcome
- Presentations
- Classroom Visits
- Lunch
- Presentations
- Student Sharing
- Questions & Answers

Back in 2009, one of the teachers at Beaumont Elementary introduced the program to the principal, Janice McCartan, providing her with a copy of *The Leader in Me*. As Ms. McCartan read the book that autumn, she immediately became interested in the program and envisioned implementing the program at Beaumont. She recognized something was needed to inspire both staff and students at the elementary school and thought Leader in Me might be the key. During the 2009-2010 school year, Ms. McCartan noticed the attitude of the staff at Beaumont Elementary was jaded and dissatisfied. Staff members wore black to school on certain days of the week to demonstrate union support and show frustration with the numerous budget cuts. Teachers would arrive and depart exactly at their contractual time. The atmosphere was not good, to say the least.

After the principal had researched more about Leader in Me, she shared program information with the entire staff at Beaumont. Teachers and staff members read *The Leader in Me* and interest in the process grew. With support and financial assistance from the district, Beaumont Elementary decided to commit to the program. All staff members volunteered to attend a two-day 7 Habits®/Leader in Me training and, after that, the difference in mood at Beaumont was calculable. As Ms. McCartan describes, “that was when the magic started.” As
described to the Leadership Day audience, there was a clear, palpable change in attitude at Beaumont – from disaffected to invested – because a systemic change occurred when the school adopted the Leader in Me program.

It appears as if everyone is dedicated to Leader in Me at Beaumont - students, staff members, teachers, administrators at the school and district level, as well as parents and families. Leader in Me has truly flourished at the elementary school due to the widespread support and interest in the program.

**Integration**

The staff at Beaumont emphasized that incorporating Leader in Me into the school culture and curriculum is a natural process. Teachers don’t feel like it’s something else they have to add to their already full plates. Furthermore, staff explained that many of the elements of the program are already being taught in school, it’s just a matter of changing vernacular. For example, in Physical Education, students worked in teams to practice bowling skills. Instead of discussing individual roles as part of a team, the P.E. teacher talked about *being proactive* and *synergizing*. The terms came naturally out of the teacher’s mouth, just as the first graders seemed to easily comprehend what they meant.

Another way to integrate Leader in Me is through grade-level curriculum. Many teachers commented that reading was an easy way to start pairing Leader in Me concepts with curriculum objectives. Many of the themes common in children’s literature reflect the 7 Habits®, such as *seeking first to understand, then to be understood*. Observing a fourth-grade math lesson, the teacher focused on *beginning with the end in mind*. Students needed to work in groups (*synergizing*) to create shapes with certain perimeters and areas. The teacher
provided the students with perimeter and area information and students needed to use those facts to create shapes that met the correct requirements. Students were given a goal and then needed to create a plan to accomplish the goal.

Leader in Me provides schools an opportunity to focus on student data, a current trend in education. The individuals at Beaumont believe strongly that data is something to be understood by all parties, including students, and should be shared publically. At the entrance to the school is an informational bulletin board for families and visitors. Visual models of data are often found on the board, keeping everyone apprised on important information. Data notebooks are a student tool that has become an integral part of daily life at Beaumont. Students know their own data, what it means, where they are and where they are going because they are using their individual data notebooks on a daily basis. Each grade level has developed their own data notebook format, with some similarities across grade levels. Data notebook components include:

- **DRA (Development Reading Assessment) Graphs**
  - Illustrates benchmark levels and individual student levels
  - Shows reading growth over time

- **Math Fact Data**
  - Demonstrates progress towards mastery of math facts

- **Student Responsibility Calendar**
  - Keeps daily track of student accountability
  - Daily reading, homework and other student duties
  - Behavior chart

- **Various Assessments**
  - Subject tests and common assessments
  - Rubrics including self and teacher evaluations
  - Pre-tests and post-tests
- Achievement Goals
  - Academic and personal goals with a specific plan of action and target date

- Plus and Delta Charts
  - Students reflect and write about their strengths (+)
  - Students reflect and write about areas that need more practice (Δ)

Elements of Leader in Me are apparent throughout the school. Visually, subtle reminders about the 7 Habits® and leadership can be seen everywhere, from student-created posters to quotes painted on the hallway walls (see Appendix A). In some classrooms, students have academic and personal goals posted on their desks as daily reminders. On each child’s locker is a small poster that reads, “I’m a leader of...” followed by a completed sentence and matching illustration. Fitness goals are posted on the wall in the gym, as well as personal mission statements created by students in some classrooms. Leader in Me can be found everywhere, not only visibly but also through the words and actions of the students and staff.

**Reflection**

One of the most touted benefits of the Leader in Me process is providing opportunities for students to become leaders, and then students excelling at these occasions. This was clearly apparent from the moment I entered Beaumont Elementary. I was greeted by students, who looked me in the eye, shook my hand and led me to the event location (school library). Students also provided me with my nametag and participant materials. In fact, the “Master of Ceremonies” was a fifth grade student, who welcomed us and introduced her principal. Other students guided us throughout the day and played key roles in various events throughout the day. Moreover, students were able to eloquently and clearly speak about Leader in Me and the 7 Habits®, demonstrating that the program is really working; that students really were taking in
the knowledge and living the habits. Student leadership is alive and well at Beaumont Elementary.

_Chestnut Hill Academy_

**Background**

Chestnut Hill Academy is a private, K-8 school located in Bellevue, Washington. During my visit to Chestnut Hill, I met with the Head of School, Ms. Holly Senega, who also provided me with a tour and a short opportunity to observe a classroom and recess.

A few years ago, Chestnut Hill was facing difficulties. There was low morale and frustrations on behalf of the parents and staff. Furthermore, the school had two different locations and there were significant issues and concerns with the administrator at one of the buildings. After this administrator was let go, Ms. Senega was promoted; she recognized there was a lot of weight on her shoulders. A family new to the school, who had previously been enrolled in a Canadian Leader in Me school, brought a copy of _The Leader in Me_ to the principal, who quickly read it and shared it with the staff. After the staff showed interest, an informational meeting was conducted for parents and families. There was an immediate buy-in on everyone’s part; the Chestnut Hill family was looking for something to inspire them. The school immediately committed, splitting the cost of the program between the school and the parent association.

The staff at Chestnut Hill then participated in three consecutive days of training, which included the 7 Habits® training as well as preparation on school implementation. This intensive training was a key element to the success of the program, as well as teacher investment in
Leader in Me. These days provided staff to have honest conversations about their school, including where it has been and what sort of vision they wanted for the future. After the initial staff training, Ms. Senega and a few teachers conducted an informational class for parents so the elements of the 7 Habits® would be consistent at both school and home. As of today, every staff member has been trained and most families are thoroughly knowledgeable, as well. Training continues to happen on a consistent, regular basis providing renewal for staff members and more informational opportunities for parents.

Integration

Leader in Me is infused in everything at Chestnut Hill and has truly become a part of the school’s culture. Their student leader centered mission is found painted in the hallways, as well as included in every e-mail sent from the school and/or staff members: "Providing an environment where children become educated global citizens, problem solvers, and life-long learners." Language is constant and consistent throughout the school and, ideally, at home. The Leader in Me 7 Habits® tree (see Appendix B) is posted in every room and office, as well as 7 Habits® posters targeted to teenagers in the middle school wing. In the weekly memo sent to staff, Ms. Senega includes information about one of the habits, as well as a corresponding quote. During the morning announcements, students talk about a habit that parallels a daily school principle.

In the classroom, teachers incorporate Leader in Me into lessons and homework assignments. For example, students might be expected to incorporate a win-win solution into a persuasive letter or discuss a history lesson from the perspective of seeking first to understand, then to be understood. Teachers also take advantage of the student and teacher activity guides
to explicitly teach the 7 Habits®. Older students are leading the charge and developing activities that involve the entire school. During my visit, middle schoolers were encouraging all students to synergize by coming up with 100 uses of a red, plastic cup as part of a math/science lesson.

Data notebooks are also incorporated into the classroom, with a specific focus on academics, similar to that at Beaumont Elementary but at a more basic level. In contrast to Beaumont, which put a lot of stress on data, at Chestnut Hill there was a stronger emphasis placed on student goal-setting in each class. Perhaps this can be attributed to the fact that Beaumont is a public school and Chestnut Hill is private. Prior to setting goals, lessons and discussions take place about establishing a foundation for goals and learning how to start simple. Furthermore, students learn about SMART goals and how to consider the time frame when choosing a goal. Students set a personal and academic goal every trimester, which are discussed in a student, teacher and parent meeting. Teachers/staff members check in, on a weekly basis, with each student to ensure each child is on track to meet his or her goal. If a student isn’t on track, necessary adjustments are made.

Just like at Beaumont Elementary, there were visual reminders about Leader in Me throughout the school (see Appendix C). Elements of the program could be seen in children’s work posted in the hallways. A conversation about sharpening the saw was overhead at recess. Additionally, each hallway was designated with a different habit name, such as Synergize Street, as a constant reminder for students about the 7 Habits®.
Reflection

While gains in standardized test scores are often a benefit from the implementation of Leader in Me, that wasn’t much of a concern for Chestnut Hill. Instead, the staff consistently referred to the noticeable student changes. Not only was there a reduction in both major and minor discipline issues, there was a decrease in conflicts between students. Students seem to use the 7 Habits® to reflect on their choices, as well as the choices of others, recognizing what situations were within their circle of control and, therefore, acting proactively instead of reactively. Students were better able to work through their problems together because they had a system which allowed them to do so – thinking win-win and seeking first to understand then to be understood.

Novi Woods Elementary

Background

The staff at Novi Woods Elementary in Novi, Michigan has taken a different approach to implementing the Leader in Me program at their school. Even though interest in Leader in Me at this elementary school spread via word of mouth, just as in the other two cases, Novi Woods has not officially purchased the Leader in Me program. Instead, a small group of teachers have conducted their own research about Leader in Me and developed a unique way of using some of the program components at their school.

Similar to what happened at Beaumont Elementary and Chestnut Hill Academy, one or two teachers originally learned about Leader in Me and read the start-up book. They then shared The Leader in Me with their principal, teachers and other staff members. Unlike
Beaumont and Chestnut Hill, however, Novi Woods wasn’t experiencing a crisis and the principal wasn’t necessarily looking for something to motivate the staff, even though that inspiration was found through Leader in Me. Instead, the teachers found that the program was a naturally match to some of the activities already being conducted at the school.

There is a small group of teachers at Novi Woods who are heading up the Leader in Me process through the School Improvement Team. These teachers have dedicated a lot of time to sharing knowledge, creating lesson plans and developing schedules to involve every staff member in the Leader in Me process. They are the Leader in Me experts at the school and although only one of teachers is officially 7 Habits® certified, the program, as they’ve implemented it, seems to be thriving at the elementary school.

**Integration**

Since the staff at Novi Woods is implementing the program on its own, they have taken elements of the program and incorporated them into some of the activities that already existed at the school. One way in which this was managed was to take time that had been set aside for other activities and use it to teach the 7 Habits®. For example, every other week, students get together with a staff member in their “dens.” Dens are groups of approximately 15 students from different grade levels. Almost every staff member meets with a den during this time, including teachers and paraprofessionals; this was determined to order to keep group sizes small. Furthermore, the dens stay together during their entire time at the school. When the fourth graders graduate and move on to the 5th/6th grade campus, the new kindergarteners will join the dens that have openings. That way, the membership of each den stays stable and long-term.
During this den gathering, the teacher presents a short lesson on one of the habits. Typically, two lessons combine to cover one habit. During the first lesson, the teacher often reads a story from *The 7 Habits of Happy Kids* and follows it up with a group discussion. The second lesson involves a review of the habit and a short activity. For example, during Part 1 of the lesson focusing on Habit 4: *Think Win-Win*, the teachers introduced and defined the habit, read the story “Lily Plants a Garden” and conducted a short activity demonstrating the habit. During Part 2 of the lesson, two weeks later, teachers reviewed the concept of what it meant to *think win-win* using a short PowerPoint presentation and then students worked on an activity (making cards for soldiers) that illustrated a *think win-win* situation. These lessons last no more than 25 minutes.

After the den gatherings, all students meet in the gym for a Pride Circle, an approximately five minute pep rally, which boosts school pride and unites students. As the year progressed, different classes were responsible for presenting a short demonstration about one of the habits at the Pride Circle. For example, one class changed the words of “We Will Rock You” to “We Will Teach You,” about the 7 Habits®.

Similar to Beaumont and Chestnut Hill, staff and students show their pride in Leader in Me by decorating the halls with 7 Habits® reminders (see Appendix D). Students have created posters with a certain subject-area focus as in, “*Beginning with the End in Mind* in Science,” illustrating and describing what that might look like. In one hallway, students had *synergized* to create life-sized people - matching body parts with the qualities of a leader. “A leader uses their eyes to pay attention to the speaker.” Again, these visual cues remind students about the
7 Habits®, letting these valuable leadership skills sink in so that they truly become a way to live one’s life.

**Reflection**

I was impressed with the creativity and flexibility of the staff at Novi Woods. The principal, teachers and *all* staff members seemed truly invested in Leader in Me, even without the official buy-in. So much so, the specials teachers gave up some of their planning time to accommodate the den gatherings. Furthermore, all of the 7 Habits® lesson plans were developed by the Leader in Me team of teachers and were provided each week ready to go, with plans and materials, thus limiting the opportunity for naysayers. It is clear that the principal at Novi Woods has established a shared leadership culture at her school where teachers feel valued and, in turn, are dedicated to going above and beyond thus creating leadership opportunities for themselves and their students.

**CONCLUSION**

**Implications**

Most educators would agree we need to be teaching our students much more than basic skills and knowledge; we need to include higher-order thinking skills, character education and leadership skills into curriculum. These vital skills will not only “impact students’ futures, but [are also] skills and principles that are making an immediate impact, today” (Covey, 2008b, p. 43) both in and out of the classroom. Parents, teachers, administrators and community members are noticing the many positive changes in students who have learned leadership skills through the Leader in Me program. Researcher Creasy contends,
Character education is...a deliberate effort to help people understand, care about, and act upon core ethical values...In fact, character education encourages children to become independent thinkers who are committed to moral principles in their lives and who are likely to do the “right” thing, even under challenging circumstances. (2008, p. 2)

These are the qualities we should be developing in our students. Unfortunately, with the recent emphasis placed on standardized test scores, many teachers feel obligated to teach to the test and are neglecting the valuable education of the whole child. However, this inattention doesn’t have to occur; we can combine subject-area curriculum with essential life skills. As evidenced by the results at A.B. Combs, “although [the school’s] new theme focused on teaching leadership, not on academic achievement, test scores began to rise. The percentage of students passing end-of-grade tests rose from 67 percent to a peak of 97 percent” (Covey, 2009, p. 63). In other words, we don’t have to sacrifice one set of learning goals for another; we can accomplish both.

Often, when teachers are approached with a new program, there is an immediate negative reaction. Great...Here’s something else I have to do. There is simply not enough time for me to do everything that is expected of me. However, because Leader in Me can be integrated into what teachers already do, it’s not a matter of finding more time. Many teachers involved in Leader in Me describe the program as a better way of doing what we are already doing. It seems this concept is ideal for educators - doing the best thing for students in the best way possible.

In the words of Karnes and Beanem (2009), “because of current circumstances facing our nation and world, it is clear that more serious attention should be given to developing young leaders – influential people who are critical thinkers, creative problems solvers, and
strong communicators” (p. vii). It is difficult to imagine what the future holds for our children and, therefore, we must equip them with the necessary abilities to be effective in the 21st century. As Pink (2005) has noted, the world is moving into a new “Conceptual Age” in which the “main characters...are the creator and the empathizer” (p. 49). We are moving away from the Information Age into an era in which individuals with “above average creativity, strong analytical skills, a knack for foresight, and...good people skills” (Covey, 2008b, p. 8) will likely find the most success. This is why we need to teach these indispensable leadership skills to our students today and where the Leader in Me program comes into play.

Reflection

When examining Leader in Me, it is important to consider that this program has developed into a product. The idea may have started at A.B. Combs as an innovative approach to education, but now that the Franklin Covey company has claimed this process, Leader in Me is a product. Nowadays, if a school wants to become an official Leader in Me school, the cost can be up to $15,000, spread over the span of approximately three years. With this money, a school receives a three-day 7 Habits®/Leader in Me training for all staff members facilitated by a Franklin Covey representative. Student activity booklets and teacher resource guides are also included, as well as access to a Leader in Me website with many ideas for curriculum connections.

I think, however, it is important to look beyond the consumerism aspect of Leader in Me. Especially because some schools, like Novi Woods, are adapting elements of the program on their own, recognizing that many Leader in Me components fit into the existing school culture. If, however, a school district has the funds to purchase the program, doing so seems
ideal, as many Leader in Me participants comment on the impactful and insightful three-day intensive training.

Whether a school decides to commit fully to the program or chooses to incorporate certain elements of the program, I think Leader in Me can have a profound impact on our education system and the lives of our students. Pairing the character and leadership skills taught through the 7 Habits® with subject-area curriculum provides students a comprehensive education, giving them the foundation to succeed not only in school but in life.
References


Appendix A

Beaumont Elementary

Think Win Win

Odowar traded and everyone got what they needed.

Sineregize

Odowar sinerized home. They sinerized their

Habit 2

Begin With the End in Mind

When we grow up we want to be...

Sharpen the saw
Appendix C

Chestnut Hill Academy
Appendix D

Novi Woods Elementary

A good leader helps and defends others with their strong muscles.

Example: if someone falls and gets hurt, they will help them up.