

LeaderinMe®

Curriculum Toolkit

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





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ABOUT FRANKLINCOVEY EDUCATION

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

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

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

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About the Curriculum

Welcome to the *Leader in Me* Curriculum! An exciting opportunity lies ahead as you join with your students in learning, teaching, and applying the leadership principles found in this curriculum!



Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. There are over 5,000 *Leader in Me* schools in all 50 states and in over 50 countries. Our mission is to unleash the greatness in students, educators, and school communities everywhere.

The goal of this thirty-five-week learning journey is to strengthen student leadership competencies in ways that maximize student engagement and empowerment. Each lesson aims to help build a leadership culture that releases the learning and ownership to students. Students will tap into their unique genius, background, and experiences as they learn to lead themselves and others—and become more college-, career-, community-, and life-ready.



[Video: Goosebumps!](#)

Join *Leader in Me* news anchors John Flokstra and Erica Tyson as they introduce the curriculum. Pause for reflection with the prompt below.

Reflection Question:

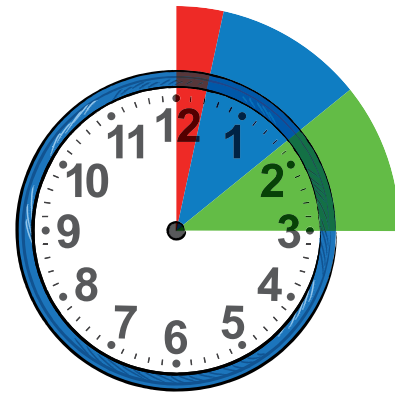
What impact might the *Leader in Me* Curriculum have on your students?



Instructional Design

Module Structure

Each weekly module consists of four 15-minute learning experiences designed with the Empowered-Learning Approach. Each module contains:



A weekly **standard**, which aligns with the grade level and PK-12 Scope & Sequence.

A **Student Leadership Portrait Competency** focus designed to help students lead themselves and others.

A **connection to FranklinCovey and *Leader in Me* award-winning content**, including *The 7 Habits of Highly Effective People*, *The 4 Disciplines of Execution*, and *The 4 Essential Roles of Great Leaders*.

Four 15-minute lessons that are broken down into a daily learning target, or **End in Mind**, to be shared with students.

Lesson plans / Level 4

Module 6: Recognizing Emotions

Overview

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Module Overview



GET STARTED

Get Started With This Module

7 Habits Connection

Align efforts with timeless principles of effectiveness

- Habit 1: Focus on your Circle of Influence

Student Leadership Portrait Competencies

Strengthen personal and interpersonal effectiveness

- Self-Regulation

Vocabulary

Expand and deepen students' word consciousness

- Emotions
- Emotion Identification
- Intensity



The Student Leadership Portrait

Millions of students at *Leader in Me Schools* are learning to embrace their leadership potential. The Student Leadership Portrait™ outlines the specific skills and competencies student leaders are developing at *Leader in Me Schools* in order to thrive in the 21st century. The model has four broad categories, with four competencies per category, all of which help students learn to lead themselves and others. Each competency contains 3 sub-competencies.

Learn more about the [Student Leadership Portrait Competencies and Sub-Competencies](#).



[Video: Models](#)

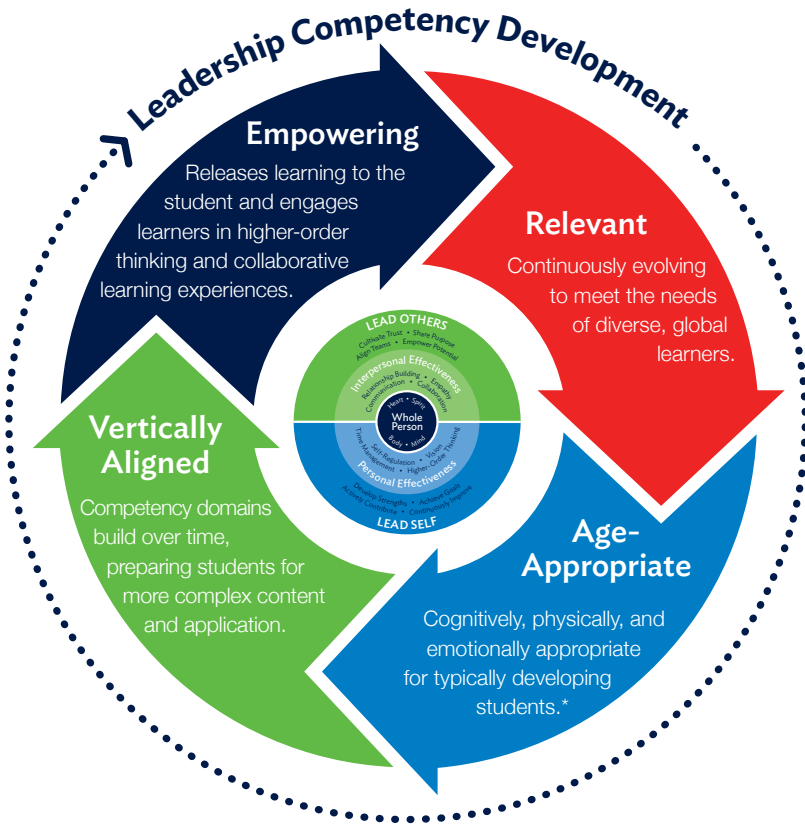
Spend time connecting with the Student Leadership Portrait to gain an understanding of the competencies students will develop through the *Leader in Me* curriculum.

Reflection Questions:

What do you want for your students by the time they leave your class or your school?



How does the Student Leadership Portrait connect to this vision?



Student Competency Development

Each level of the Scope and Sequence document is designed for a specific school year and builds upon the competencies taught in the previous year. The goal is to build the skills and competencies that are outlined on the Student Leadership Portrait. [Click here to view Scope and Sequence documentation for Early Learning through Level 8 on LiM Online.](#)

*Guidance is provided to support educator in meeting the needs of students with diverse abilities.

Scope and Sequence by Level

Each yearlong learning plan is designed to develop student leadership competencies. Each Level's scope and sequence document aims to capture the depth of content experienced (scope) and how it is organized over time (sequence). Click each level below to see full documentation on *LiM Online*.

[Early Learning](#) | [Kindergarten](#) | [Level 1](#) | [Level 2](#) | [Level 3](#) | [Level 4](#) | [Level 5](#) | [Level 6](#) | [Level 7](#) | [Level 8](#)

Video: Scope and Sequence

John and Erica investigate the curriculum scope and sequence, and discover how leadership competency development is organized throughout the year and years!

Reflection Question:

Using the links above, investigate one level's scope and sequence. What are the top 3 things you notice about the learning?



The Empowered-Learning Approach

Each 15-minute lesson is designed with an understanding of how we learn, and provides students with the opportunity to learn and practice leadership competencies. There are three “I”s of the Empowered-Learning Approach:



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



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



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

TEACHER NOTES 2 MINUTES

Ignite Curiosity

2/5

- Invite students to take a gallery walk of all the flower drawings.
- Tell students our class makes up a beautiful and diverse garden of individuals.

TEACHER NOTES 7 MINUTES

Investigate

3/5

- Invite students to gather in small groups and compare the drawings.
- Explain that comparing helps us see the similarities between two or more things.
- Invite groups to share the similarities they notice.
- Share as a whole class if time allows.

TEACHER NOTES 3 MINUTES

Invite Connections

4/5

- Ask students what is helpful about noticing our similarities as a class.

Video: Empowered Learning

John and Erica take a peek into part of the instructional design of the *Leader in Me* curriculum to see how this structure can result in increased student ownership in their own learning.

Reflection Question:

How might the empowered-learning approach unlock the results you are seeking in your class or school?



You can learn more about the Empowered-Learning Approach with this short [video](#), and by exploring this dedicated [Empowering Instruction Resource Collection](#) on *LIM* Online.

Unit Overview



The First 8 Days >

The **First 8 Days Unit** is designed to introduce the 7 Habits and core paradigms of *Leader in Me*. Don't miss the extension lessons to help build a classroom structure where students can practice leadership competencies every day.

Learning and Leadership >

The **Learning and Leadership Unit** helps us nurture self-awareness, build critical thinking skills, and intentionally teach student-led learning strategies—perfect for the start of a school year.

Learning to Lead Self >

The **Learning to Lead Self Unit** is all about Private Victory competencies like self-regulation, vision, and time management, as well as goal achievement with *The 4 Disciplines of Execution*.

Learning to Lead Others >

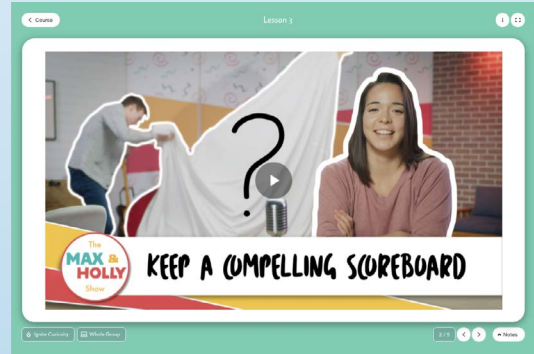
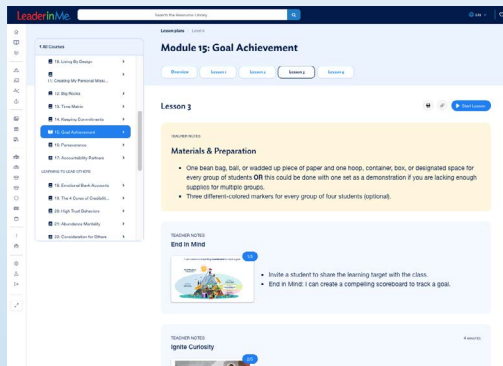
The **Learning to Lead Others Unit** focuses on the Public Victory, building social competencies in relationships, practicing empathy, strengthening communication, and cultivating trust with others.

Whole Person Leadership >

The **Whole Person Leadership Unit** centers on whole-person wellness through Habit 7, as well as 8th Habit connections to finding and using your voice, and contributing to the community and others.

Materials and Preparation

The *Leader in Me* Curriculum is designed with the busy educator in mind and requires minimal teacher preparation time. We suggest spending approximately 10-15 minutes engaging with the Teacher Notes view in order to prepare for every module before the week begins. Facilitator directions are also viewable in Student Slide mode by clicking on the Notes button in the lower right-hand corner of the slide.



Lessons are designed to be taught using common classroom supplies like paper, drawing utensils, tape, etc. Schools can optionally purchase Curriculum Companions for each student to provide all needed resources for learning in one convenient location.



In Every Module



School-to-Home Connections

Learners excel when there is synergy between home and school. Each week you will have a family/caregiver connection to send home that invites families/caregivers to participate in the learning and continue to reinforcing leadership principles at home. Consider using existing student-led communication strategies by inviting students to add writing, videos, or images to share via email newsletters, classroom webpages, or social media channels.



Inside-Out Modeling

Every weekly module contains professional learning resources for educators—to deepen the application of the learning in their lives and provide tips on how to be even more intentional about modeling the learning with students.



Integrated Approaches

The 15-minute lessons are designed to jump-start the learning and introduce the topic. The real power of this learning happens when we organically apply it to other learning opportunities throughout the school day. Every module contains examples for how the learning can be integrated into other content areas and classroom routines.



Vocabulary

A strong understanding of content vocabulary gives learners the chance to express themselves more effectively. It also helps us build a common language in our leadership classrooms that leads to internalization of leadership competencies. Consider pre-teaching vocabulary or creating a classroom word wall to increase students' comprehension and ability to fully engage in the learning experience.

Video: Extending Learning

Erica and John describe how to leverage the full power of the 15-minute lessons as the beginning of ongoing learning and application.

Reflection Question:

Investigate one module within the curriculum. How might you extend the learning throughout the day, week, or year?



Video: Leadership Learning

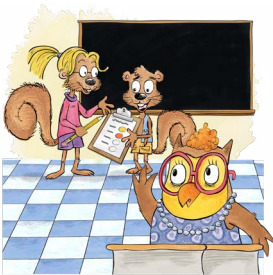
John and Erica explore the top 4 tips for facilitating empowered learning experiences within the *Leader in Me* curriculum.

Reflection Question:

What teacher competencies will support implementation of the *Leader in Me* curriculum?



Top Tips for Successful Implementation



Learn with, rather than teach to.

This paradigm helps students understand that everyone in the class is both an active learner and teacher. And it helps a teacher shift to embracing student-led learning and move away from a lot of teacher talk. Our brains love learning with and from others, not just the teacher.



Extend trust to yourself and students.

You've got this! Trust students by giving them countless opportunities to learn and practice these life skills and to lead the learning. Release the ownership of the conversations and learning experience to them. Trust they can get there!



Teach through modeling.

Leader in Me is inside-out, me-first work. We know our brains learn powerfully by watching. If we model reflection and thinking about how we think, we nurture a culture of empathy, inquiry, and self-awareness. This is in contrast to teaching conformity and memorization.



Encourage prosocial behavior.

In a leadership classroom, we focus and guide toward what we do want, and how we will act and choose. Knowing that our brains only think in terms of action, we are conscious and intentional about how we do act much more than highlighting behaviors that we don't want to see.

Professional Learning

Check out the *Leader in Me* [Curriculum Featured Resource Collection](#) on *LiM* Online.

Additional Educator Guidance and Support



Formative Assessment Opportunities

Formative assessments are designed to uncover what students know and if they've made the needed connections to key concepts. Most importantly, they help inform instruction: Are we ready to move on? Which students need additional support or a different path? There is never a single data point to measure student learning; therefore, we suggest utilizing a variety of [formative assessment strategies](#) along the learning journey. Because this learning is less about knowledge acquisition than it is about developing and practicing leadership capacities, we encourage educators to focus on assessing learning by connecting with students in the Invite Connections component of each lesson. A specific formative assessment is included in every Lesson 4 of each module.



Supporting Linguistically Diverse Students

Asset-based paradigms allow us to see the vast amount of diverse and cultural experiences our multilingual speakers bring to our classroom and school community. Let's anchor ourselves in the belief that linguistically diverse students are not operating from a deficit, but rather an abundance of linguistic and cultural schema that will add tremendous value to their learning and the classroom's learning experiences. You are empowered to lean on your professional expertise and school and district resources to best meet the diverse needs of your students. *Leader in Me* is committed to supporting your multilingual students by translating the curriculum into multiple languages and by sharing [additional guidance for educators](#).



Supporting Leaders with Exceptional Needs

Learners with exceptional needs deserve exceptional educational experiences. Students who learn and develop differently may require modifications in order to fully participate and be included with their differently-abled peers. While you know your students best, [this resource](#) provides you with several practices in special education that can be used to adapt our curriculum to the needs of exceptional learners. Supports, modifications, and accommodations are the key to success for students with—and even for those without—special needs. We believe the combination of your professional teaching abilities and the flexibility of this curriculum will allow you to modify to the needs of your differently-abled learners.

[Video: Curriculum for All](#)

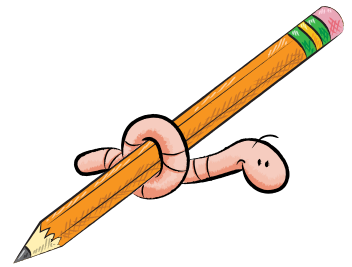
John and Erica celebrate differences, explore the unique identities of our student leaders, and share guidance for educators in meeting the diverse needs of learners.

Reflection Question:

What resources are available to support learners with diverse needs?



Curriculum Design and Review



Design Criteria

Content is designed and evaluated according to the following criteria:

Content and Instructional Design

This category focuses on standards addressed by instructional materials, promoting high levels of learner engagement, effective curriculum design, and assessment opportunities. Universal Design is prioritized to ensure the instructional design, activities, and facilitation are appropriate for all learners—even those with vision, cognitive, and hearing impairments.

Diversity and Belonging

This category ensures diversity is present in visuals, stories, and examples so that learners of all kinds in all geographies can relate and participate fully. There is a focus on the portrayal of people from a variety of cultures and backgrounds. All curriculum designers should utilize FranklinCovey guidelines to ensure the content reflects our value of embracing the uniqueness and diversity of every individual and cultivating a culture of belonging.

Educator/Facilitator Supports

This category focuses on aspects of instructional materials that directly relate to tools and resources for supporting instruction. Sections within this category focus on the guidance and support students and educators need to ensure all students learn and succeed.

Ongoing Revision Cycles

One of the benefits of a digital curriculum is the ability to continuously improve the product. Minor updates will be released on a yearly basis in January, while major updates will be released on a yearly basis in July/August. Changes will be documented and shared with users through Release Notes.

Long-term development and evaluation processes will include a 3-year evaluation and revision cycle:



Submitting Feedback

Curriculum users and stakeholders are encouraged to submit feedback on the *Leader in Me* curriculum [here](#).

Curriculum Investigation

It's time to deepen your application of learning and plan for implementation! Investigate curriculum resources and explore one level. Capture learning and questions in the Lotus Diagram below.



<p>Where in the school day might we schedule 15-minute lessons, 4 times per week?</p>	<p>What systems will we put in place for the Student Curriculum Companions?</p>	<p>How will I collaborate with others?</p>
<p>How will I invite student voice?</p>	<p>Implementing the <i>Leader in Me</i> Curriculum</p>	<p>How will we integrate ongoing learning throughout the week?</p>
<p>What barriers do we anticipate and how will we overcome them?</p>	<p>How will I support diverse learners in engaging with this curriculum?</p>	<p>How will I assess learning through formative assessment?</p>



Navigating the Digital Curriculum

[Video: The Navigation](#)

John and Erica show and share the new curriculum online!

Reflection Question:

Which technical features are you most excited about implementing?



Click below to view tutorials for how to navigate the Curriculum feature and make use of time- and energy-saving tools.

- [Accessing the Curriculum on LiM Online](#)
- [Module Navigation](#)
- [Lesson Navigation – Teacher Preparation](#)
- [Lesson Navigation – Student Slides](#)
- [Print Teacher Notes](#)
- [Print Student Slides](#)
- [Link to Modules and Lessons](#)
- [Starting Classes](#)
- [Submitting feedback](#)



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A **Curriculum Superuser Team**, comprising of 30 diverse, global representatives, is selected on an annual basis to provide ongoing feedback for continuous improvement cycles. [Click here](#) to learn more about this team.