*\*This course meets once a week because it is an elective.\**

*\*The intended length of this lesson is one day.\**

*\*However, it can (and probably will) range from one to two days.\**

**Lesson Plan Title:**

An introduction to The 7 Habits of Highly Effective Teens.

**Grade Level:**

8th

**Subject:**

Leadership Elective

**Concept/Topic:**

Leadership/Leadership Starts Within

**Rationale:**

Students will understand the value of self-awareness in relation to leadership. Students will also be given an introduction to Sean Covey’s The 7 Habits of Highly Effective Teens. Theme for the next couple of weeks will be *The Private Victory*.

**General Goals:**

Students will learn that being an effective leader starts within themselves. Once they learn who they are, they will have a higher probability of making an impact others and the world around them.

**Specific Objectives:**

Students will be able to:

* Identify what a “habit” is and the impact it can have on their life.
* Evaluate themselves by determining the habits they have acquired; both good and bad.
* Identify the meaning of “paradigm” and “principle.”
* Apply knowledge of paradigm and principle to their everyday lives.

**New Jersey Core Curriculum Content Standards Addressed:**

**21st Century Life and Careers**

**Critical Thinking and Problem Solving**

**9.1.8.A.1:** Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

**Collaboration, Teamwork, and Leadership**

**9.1.8.C.1:** Determine an individual’s responsibility for personal actions and contributions to group activities.

**9.1.8.C.3:** Model leadership skills during classroom and extra-curricular activities.

**Accountability, Productivity, and Ethics**

**9.1.8.F.1:** Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

**Required Materials:**

* Teacher computer/laptop with internet access
* Classroom set (20) of Amazon Kindles inclusive of the e-book The 7 Habits of Highly Effective Teens
* SmartBoard
* Paperback versions of The 7 Habits of Highly Effective Teens and The 7 Habits of Highly Effective Teens workbooks
* PowerPoint entitled *Intro to 7 Habits*
* Copies of *Who am I?* riddle and copies of PowerPoint outline for students
* Copy of PowerPoint notes for Teacher
* Video clip of Sean Covey
* Timer
* Notebook
* “Think, Write, Pair, Share,” anchor chart.

**Technology Integration:**

Teacher will utilize PowerPoint to introduce course and the day’s lesson. A video clip of Sean Covey will be played to explain his rationale for writing The 7 Habits of Highly Effective Teens. Students will utilize Amazon Kindle to read The 7 Habits of Highly Effective Teens will in class. Students will be able to highlight and bookmark important passages which they can refer back to.

**Anticipatory Set (Lead-In):**

Students will be given a copy of the *Who am I?* riddle. Teacher will read the riddle aloud twice while students silently read along. After the reading, the Teacher will activate the students’ prior knowledge of the “Think, Write, Pair, Share” strategy that they have used in other classes. Students will then be allotted 7-10 minutes on the timer to engage in the “Think, Write, Pair, Share” activity. (For details about “Think, Write, Pair, Share,” please adhere to the anchor chart attached to this lesson.) On the classroom SmartBoard, Slide Three of the PowerPoint will be shown. This slide displays a hint students can use to solve the riddle. While this activity is going on, the Teacher will circulate around the room to hear students’ responses to one another and ensure they are on task. After time is up, the Teacher will either call on students or ask students to volunteer their answers to the entire class. If the correct answer is revealed (which is “habit”), the Teacher will proceed with the lesson. However, if the students have not come up with the correct answer the Teacher will break down each section of the riddle and solve it with the students in whole group. Once the answer is determined, students will give details about how the word “habit” relates to the riddle. Teacher will explain purpose of lesson.

**Step by Step Procedures:**

1. Utilize the anticipatory set.
2. Teacher will elucidate that answer to the riddle brings them into today’s lesson. Teacher will present the *Intro to 7 Habits* PowerPoint. A handout of PowerPoint will be given to student for note-taking or whatever deems applicable. (Teacher can follow notes of PowerPoint when necessary.)
3. Slide One is the title slide and it introduces the Teacher and the course.
4. Teacher will ask students their reason for selecting this elective. The Teacher will ask students what they expect to learn from this course. Possible answers may be “learn how to be a leader” or “learn how to give back to school or community.” Teacher will proceed to Slide Two and show the course outline and explain the expectations of the students.
5. Afterward, on Slide Five, Teacher will introduce the book The 7 Habits of Highly Effective Teens by Sean Covey. A rationale of how the book will help us in becoming leaders will be given by the Teacher.
6. Teacher will play video clip of Sean Covey’s purpose for creating the book (Slide Six.)
7. After the video, Teacher will then pass out Amazon Kindles that are assigned to each student. (Students will sign in and out each time they use the Kindle.) Teacher will also pass out the paperback version of the book that students will keep at home and The 7 Habits of Highly Effective Teens workbook to be used for homework assignments.
8. Teacher will briefly outline the importance of each Habit (Slide Seven)
	1. Habit 1:Be Proactive Take responsibility for your life
	2. Habit 2: Begin with the End in Mind Define your mission and goals in life
	3. Habit 3: Put First Things First Prioritize, and do the most important things first
	4. Habit 4: Think Win-Win Have an everyone-can-win attitude
	5. Habit 5: Seek First to Understand, Then to Be Understood Listen to people sincerely
	6. Habit 6: Synergize Work together to achieve more
	7. Habit 7: Sharpen the Saw Renew yourself regularly
9. Teacher will read aloud pages 3-10 of the book. Teacher will occasionally solicit responses about the text by asking higher order thinking questions such as “How do you feel about the 7 habits?” or “Do you agree with the author’s statement? Why or Why not?” Teacher will also answer any questions the students may have about the reading.
10. Attention will be brought back to the PowerPoint (Slide Eight). Teacher will explain break down of the 7 Habits Tree. Students will apply knowledge of 7 habits and generate a list of good and bad habits they have acquired. Students will engage in another “Think, Write, Pair, Share.” Teacher will share his/her own good and bad habits first then ask students to share theirs.
11. Teacher will read aloud pages 11-28 and utilize Slide Nine to engage in a whole group discussion about paradigms and principles.
12. Teacher will give overview of the lesson (Slide Ten.) Homework: Complete pages 3-7 in the workbook. Directions of all pages will be read to the student and teacher will model how to answer the questions.

**Closure (Reflect on Anticipatory Set):**

After the reading and discussion of paradigms and principles, students will participate in student talk concerning their opinions about the book thus far and their self-reflection when participating and answering questions about the lesson. (Discussion may include not realizing habits can shape the person you are and who you may become or the importance of having positive principles to help center your life.) Students will know that the 7 habits will help them develop a better sense of self which is an essential step in being a leader.

**Assessment Based on Objectives:**

Students will be assessed formally on their understanding of the habits, paradigms, and principles. The assessment will come from their assigned homework in the workbook. The workbook requires students to put what they learn about the topics into practice. If the students successfully complete the homework then the objectives of the lesson were met. However, if students did not successfully complete workbook, then the teacher will adjust lesson based on the students needs. This might require the teacher to “re-teach” the lesson in small group.

**Modifications for Students with Disabilities:**

Students with IEPs (Individualized Education Plans) or a 504 plan will have modifications based on their needs. Assistive technology will also be provided for those who need it.

**ED (Emotional Disturbance)**

Student will be receiving positive reinforcement for when they behave appropriately and all objectives and rules will be given to the students prior to the lesson in order to provide them a predictable learning environment to foster their learning.

**LD (Learning Disability)**

Students who are receiving services based on their needs will have the aid of being taught the lesson by the Teacher, a Resource Teacher, or a Teacher’s Assistance. For example, a student who has a learning disability in reading will receive an audio version of the lesson previously recorded by the Teacher inclusive of all objectives and procedures of today’s lesson.

**MR (Mental Retardation)**

Students diagnosed with this condition will be given this lesson and provided services to access the information and be taught it at their pace.

**OI (Orthopedic Impairment):**

Students will be pulled out for instructional services on an “as needed basis” or receive in-class support depending on the severity of the impairment.

**OHI (Other Health Impairment):**

Students with a health impairment such as attention deficient hyperactivity disorder will be given breaks during the lesson when needed. To engage all students, especially a student with ADHD, the teacher will shift gears and offer variety with the lesson to keep everyone engaged.

Bibliography

*Council for Exceptional Children*. (2011). Retrieved from http://www.cec.sped.org/Content/NavigationMenu/NewsIssues/TeachingLearningCenter/ExceptionalityArea/default.htm

Covey, Sean (2011). *The 7 Habits Of Highly Effective Teens.* Kindle Edition. Simon & Schuster, Inc.