**Lesson Plan Title:**

Beginning the Public Victory

**Grade Level:**

8th

**Subject:**

Leadership Elective

**Concept/Topic:**

Leadership/Working with Others

**Rationale:**

Now that the students learned how to improve themselves, they will work on improving their relationships with others. The Private Victory showed students how to become independent so that they can have responsibility for themselves and control their destiny. In the upcoming weeks, The Public Victory will show them how to be interdependent and work cooperatively with others.

**General Goals:**

Students will learn ways to improve their relationship with others (family, friends, teachers, etc.) Students will see how to implement a “Win-Win” attitude toward their relationships and their life. Lastly, students will learn to see things from another’s point of view before sharing their own.

**Specific Objectives:**

Students will be able to:

* Evaluate their relationship with others.
* Understand how to build a rich relationship or how to repair a broken one.
* Demonstrate how to apply a “Win-Win” attitude to situations.
* Apply better listening skills when talking to others.
* Learn how to improve their listening skills.
* Create an online comic to depict one of the habits that will be discussed this week.

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

**Technology**

**Technology Operations and Concepts**

**8.1.8.A.3:** Create a multimedia presentation including sound and images.

**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.2:** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

**Cross-Cultural Understanding and Interpersonal Communication**

**9.1.8.D.2:** Demonstrate the ability to understand inferences.

**9.1.8.D.3:** Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

**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 The 7 Habits of Highly Effective Teens book
* Classroom set (20) of Amazon Kindles inclusive of the e-book The 7 Habits of Highly Effective Teens
* SmartBoard
* The 7 Habits of Highly Effective Teens workbooks
* Pixton.com/schools (students will create free Pixton accounts or utilize current accounts.)
* PowerPoint Presentation for Habits Four, Five, and the Relationship Bank Account.
* Course website <http://leadershipelective.weebly.com/>
* Notebook
* Timer
* Classroom set (20) of iPads

**Technology Integration:**

Students will utilize Pixton.com/schools to create an online comic about Habit Four or Five. Students will post the URL to their online comic to the course website to share with their classmates. Pixton.com/schools will allow students to create a comic that depicts what they interpret the Habit to be about.

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

“Thumb Wrestling.” Students will be divided into groups of two. The students will engage in thumb wrestling and the object of the activity is to get as many pins as possible. They will receive one point for every pin they get against their partner. The students will be timed for 30 seconds on the activity. After time is up, the game will be stopped and a count of how many pins will be noted. The point of the activity is to get as many pins as possible, not get more than your partner. If the students were to work together rather than compete against each other; then they can get more pins in 30 seconds. The activity will start again and students will see how many pins they can get the second time around. (*Students should have more pins during their second attempt*.)

**Step by Step Procedures:**

**Day One**

1. Students will present their Glogster Mission Statements to the class on the Teacher’s computer. This will be followed by a brief class discussion about how they were able to create their credo.
2. Utilize anticipatory set.
3. Students will quickly review what they learned about the Personal Bank Account from Week 2. Students will give various answers such as “keeping promises to yourself,” “do small acts of kindness,” or “be honest.”
4. Teacher will elucidate that some of the things they learned in the Personal Bank Account can be applied to the Relationship Bank Account.
5. Teacher will clarify that the Relationship Bank Account keeps track of the relationships they have with others. The account will show the students how to maintain positive relationships, how to repair damaged relationships, and how to let go of negative relationships.
6. Teacher will show the Relationship Bank Account PowerPoint.
7. The students will read pages 131-143 of The 7 Habits of Highly Effective Teens for homework and be asked to take a personal challenge. The students’ challenge will be to mend a broken relationship. The teacher will explain that this challenge will not be easy or completed quickly, however, the effort will be worth it.
8. Moving on, the teacher will get back to the anticipatory set and explain that their second attempt at the thumb wrestling activity showed that they were displaying a “Win-Win” attitude.
9. Students will be asked to explain what they perceive a “Win-Win” to be. Students will engage in a THINK-PAIR-SHARE for about 6 minutes and collaboratively define “Win-Win” thinking.
10. Teacher will solicit responses from the students. Responses may be “thinking positively,” “everyone can win,” or “it’s the opposite of “lose-lose.”
11. Teacher will inform students that before the definition can be determined; they need to first know what “Think Win-Win” is not. Teacher will then tell the students that they will learn more about this habit during the next lesson.

**Day Two**

1. The lesson will begin with a “Do Now.” The “Do Now” will include a quote from the author C.S. Lewis. The quote is “Pride gets no pleasure out of having something, only out of having more of it than the next man.” The students will be given 6 minutes to respond to the quote.
2. Students will write in their notebook what they think it means. After time is up, teacher will solicit responses. Responses may be “people are satisfied knowing they have more than others” or “pride only cares about being better than others.” Teacher will either accept the students’ responses or guide them to the correct answer.
3. Teacher will explain that the quote represents what “Think Win-Win” is not.
4. Teacher will read aloud pages 147-152 of 7 Habits of Highly Effect Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
5. Teacher will show the Habit Four PowerPoint Slides 1-5 that summarizes what “Think Win-Win” is not.
   1. “Win-Lose” means using other people for your personal gain.
   2. “Lose-Win” means that you set low expectations and compromise your standards to please others.
   3. “Lose-Lose” means a downward spiral. It’s the attitude of “if I’m going down, then you’re going down with me.”
6. Students will identify which attitude they have displayed in the past few weeks.
7. Teacher will review responses from the previous lesson that the students came up with as their definition of “Think Win-Win.” Teacher will explain that thinking “Win-Win” is an attitude toward life that says “I can win, and so can you.” This is the foundation for getting along well with other people.
8. Teacher will explain that this attitude needs to be applied in relationships so everyone is content.
9. Teacher will give details about how to have a “Think Win-Win” attitude. Teacher will read aloud pages 152-161 of 7 Habits of Highly Effect Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
10. Teacher will show the rest of the Habit Four PowerPoint Slides 6-10.
11. Teacher will briefly introduce the next habit which is Seek First to Understand, Then to be Understood.
12. Teacher will leave students with a question to think about, “what is the key to communication?”
13. For homework, students will complete pages 30-32 in their 7 Habits of Highly Effect Teens workbooks.

**Day Three**

1. Teacher will solicit answers from the previous lesson’s question which was “what it is the key to communication?” Students’ answers might be “respect,” “honesty,” or “listening.”
2. Teacher will elucidate that the key to communication is to be understood. Habit Five: Seek First to Understand, Then to be Understood will show the students how to see things from another’s point of view before sharing their own. This habit leads to understanding.
3. Teacher will read aloud pages 164-170 of 7 Habits of Highly Effect Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions. *(These pages outline poor listening skills such as spacing out, pretend listening, and judging.)*
4. Next, the teacher will clarify how to listen genuinely and how to put it into action.
   1. Listen with your eyes, hear, and ears
   2. Stand in their shoes (Empathy)
   3. Practice Mirroring
5. Teacher will read aloud pages 171-180 of 7 Habits of Highly Effect Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
6. Teacher will explain that now that they know how to listen they can practice how to be understood. The second half of Habit Five, Then Seek to be Understood, is as important as the first half, Seek First to Understand; but, requires something different which is to be courageous and express their feelings.
7. Teacher will introduce the students’ next project which is to choose a Habit that was discussed this week and create an online comic interpretation of it.
8. Teacher will hand out iPads to every student and instruct them to go to Pixton.com/schools.
9. Students will look on the site and find where it says “First-time Students” and click “Activate Account.” Students will enter the activation key which is “JRL-6R7” and click “Submit.” They will enter a screen name and password that will be used each time the students return to the site.
10. Students will read directions for the 7 Habits Comic Project and begin creating their comic.
11. Students will work this until the end of the period.
12. Teacher will explain that this project will be due next week and they will present it to the class.

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

Teacher will explain why success within themselves is important to success with others. Mastering one’s self to a certain degree is essential in mastering relationships. When they “master” themselves it is a huge accomplishment. However, when they “master” their relationships it is an even greater accomplishment. The most important element in any relationship is “what you are.” Their ability to get along with others will basically determine how successful they are in their career and their level of personal happiness.

**Assessment Based on Objectives:**

Students will be assessed on their comic’s depiction of one of the Habits from this week. The teacher will look for creativity and an accurate and clear depiction of the Habit chosen. Teacher will also encourage students to utilize the “Baby Steps” that is listed after each chapter. The “Baby Steps” allow students to immediately implement/apply elements of the Habit that is discussed in the chapter to their everyday lives. These steps can become powerful tools in helping them achieve larger goals.

**Resources:**

Pixton.com/schools

**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. The classroom website was given an accessibility check through WAVE, a web accessibility evaluation tool, and no errors were detected.

**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

7 Habits Activities. Retrieved March 4, 2012, from <http://www.swfleducation.com/7%20Habits%20Activities.pdf>

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

Caselli, J. (2011, October 25). 7 Habits of Highly Effective Teens. TeacherWeb.Com. Retrieved February 12, 2012, from <http://teacherweb.com/NY/NorthRoseWolcottMiddleSchool/HealthEducation/photo2.aspx>