**Lesson Plan Title:**

The Public Victory: Part Two

**Grade Level:**

8th

**Subject:**

Leadership Elective

**Concept/Topic:**

Leadership/Synergy (Working Together) & Renewing Yourself

**Rationale:**

The students have reached the conclusion of The 7 Habits of Highly Effective Teens. The last two habits will show the students how to obtain synergy in their relationships and how to keep their personal self sharp in order to deal with life better. The habits taught over these past five weeks have strengthen the students’ roles as leaders because they have learned how to balance personal happiness, strengthen relationships, and work with others.

**General Goals:**

Students will learn ways to form synergy with others. Students will see how to renew and strengthen the four key dimensions in their lives—their body, their brain, their heart, and their soul. Lastly, students will learn how to create an online book review of The 7 Habits of Highly Effective Teens.

**Specific Objectives:**

Students will be able to:

* Analyze ways to obtain synergy.
* Understand that balancing the four key dimensions (body, brain, heart, soul) in life is essential because how they do in one demension of life will affect the other three.
* Assess one of the habits in order to create an online book review of the habit through a wiki.

**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.

**9.1.8.A.2:** Implement problem-solving strategies to solve a problem in school or the community.

**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.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.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
* PBWorks.com (students will be given accounts to create their online book review.)
* PowerPoint Presentation for Habits Six and Seven
* Course website <http://leadershipelective.weebly.com/>
* Notebook
* Timer
* Classroom set (20) of iPads

**Technology Integration:**

Students will utilize PBWorks.com (Wiki) in order to collaboratively create an online book review. In groups, they will summarize a habit of their choice using images, music, or graphics. They will then write a critique of the book and how they have applied the habit to their life. The wiki can be displayed to the public and encourage other teens to read The 7 Habits of Highly Effective Teens. The wiki will also allow the students to share ideas and edit each others in a shared environment.

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

“3 Letter Word Body Parts.” For five minutes, students will work individually and think of any body parts that are spelled using only three letters. They will generate a list of these body parts. The students will be given a hint that there are only ten words. After time is up, they will work with a partner in their group to compare answers. If needed, the students will be allowed to venture to other groups to compare answers. (*Answers: arm, ear, eye, gum, hip, jaw, leg, lip, rib, and toe*.)The point of the activity is to show students that by working together (synergizing) they should be able to come up with all the answers.

**Step by Step Procedures:**

**Day One**

1. Students will present their 7 Habits Online Comic to the class on the Teacher’s computer. This will be followed by a brief class discussion about why they chose either Habit 4 or 5 to work on and their experience creating an online comic.
2. Utilize anticipatory set.
3. Teacher will explain that Habit 6 is the final step to achieving The Public Victory. The topic of the habit is synergy.
4. Teacher will define synergy as the cooperation of two or more people working together to create a better solution than either could alone. *(Example: it’s not your way or my way but a better way, a “higher” way.)*
5. Teacher will ask students to raise their hands if they participated in group assignments/projects, bands, or on teams (athletic or academic). Once hands are raised, the teacher will inform them that they have been a part of synergy because they all had to work with others to achieve a final product such as winning a game/competition or earning a good grade.
6. Teacher will explain that synergy involves celebrating differences, teamwork, open-mindedness, and finding new/better ways.
7. Teacher will show the Habit 6 PowerPoint (Slides 1-4.)
8. Teacher will read aloud pages 182-185 The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
9. Moving on, the teacher will tell students that appreciating differences is easier once they realize that they are all “a minority of one.” This means that not only are they different from one another on the outside; they are different from one another on the inside as well.
10. Teacher will read aloud pages 186-187 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
11. Students will be asked to participate in an exercise that looks at some of their general characteristics and personality traits. They will read across each row and place a “4” in the blank that best describes them. Next, place a “3” in the blank for the second word that best describes them. This will also be done for the final words using a “2” and a “1.” This should be repeated for each row.
12. Once the exercise is completed, the students will add up the total for each column and place the total in the blanks labeled “Grapes, Oranges, Bananas, and Melons.” If the highest score was in column 1, they will be considered a grape. If the highest score was in column 2, they will be considered an orange. If the highest score was in column 3, they will be considered a banana. If the highest score was in column 4, they will be considered a melon. Now, they will review what their fruit reveals about them.
13. Student will discuss with one another whether or not their fruit reveals traits that they believe they possess.
14. Teacher will show the Habit 6 PowerPoint (Slides 5-6.)
15. Teacher will read aloud pages 189-190 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
16. Teacher will explain that obstacles that keep them from celebrating differences are ignorance, cliques, and prejudice. The way to getting to synergy is to define the problem or opportunity, identify the other person’s way. Identify their way, brainstorm (create new ideas), and find the “high” way (the best possible solution.)
17. Teacher will show the Habit 6 PowerPoint (Slides 7-12.)
18. Teacher will read aloud pages 190-201 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
19. For homework, students will complete pages 39-42 in their The 7 Habits of Highly Effective Teens workbooks.

**Day Two**

1. Teacher will introduce the last habit which is Sharpen the Saw.
2. Teacher will explain that this habit teaches how to take care of the body, brain, heart, and soul and why it’s important to balance all four.
3. Teacher will show the Habit 7 PowerPoint (Slides 1-3.)
4. Starting with the body (physical dimension), teacher will explain that the body is a tool and the key to a healthy body is good sleeping habits, physical relaxation, good nutrition, and proper exercise.
5. Teacher will show the Habit 7 PowerPoint (Slides 4-7.)
6. Teacher will read aloud pages 208-215 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
7. Next, the teacher will elucidate that students can develop brain power (mental dimension) through schooling, extracurricular activities, hobbies, jobs, and other experiences.
8. Teacher will show the Habit 7 PowerPoint (Slides 8-9.)
9. Teacher will read aloud pages 216-227 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
10. Teacher will ask students the following questions: *Do you feel like you are riding an emotional roller coaster? Do you ever feel that you are the moodiest person in the world and that you cannot control your emotions?*
11. After the students respond to the questions, the teacher will explain that having those feelings and others like it, is why they need to nourish their heart (emotional dimension.) That can be achieved by focusing on building relationships by making regular deposits into their relationship and personal bank accounts.
12. Teacher will show the Habit 7 PowerPoint (Slides 10-11.)
13. Teacher will read aloud pages 228-233 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
14. Lastly, teacher will introduce the last dimension which is the spiritual one. Teacher will explain that their soul is their center and it houses their values and convictions. The soul is the source of purpose, meaning, and inner peace. Some ways to renew their soul includes meditating, writing in a journal, going for walks, or serving others.
15. Teacher will show the Habit 7 PowerPoint (Slides 12-14.)
16. Teacher will read aloud pages 234-241 of The 7 Habits of Highly Effective Teens from the Kindle. Teacher will occasionally solicit responses about the text by asking higher order thinking questions.
17. Teacher will explain that now that the book is completed they will engage in a collaborative online book review of The 7 Habits of Highly Effective Teens. Teacher will give students a few minutes to form groups and select a habit to work with. (*No more than three in a group*.)
18. Teacher will inform students that the book review will begin tomorrow.
19. For homework, students will take home a version of The 7 Habits of Highly Effective Teens and begin to take notes about the habit they will be working on.

**Day Three**

1. Teacher will introduce the students’ last project which is an online book review of The 7 Habits of Highly Effective Teens. The project is broken up into four components.
	1. Develop a detailed 1-2 paragraph summary of the habit.
	2. Provide examples that represent your habit.
	3. Pictures/music/graphics should be used.
	4. Reflection from each group member: What have you learned from the book? How have you applied the habit to your life?
2. Teacher will hand out iPads to every student and instruct them to go to PBWorks.com.
3. Students will look on the site and find where it says “Login” and click it.
4. Teacher will provide students with their username and password that were generated prior to the lesson. The username is their last name and first name. For example, it will appear like this “cornickalisha.” Their password will be two words and a number. For example, it will appear like this “apple6jump.”
5. Students will enter their username and password. They will arrive on the homepage. Next, they will click on the link that says “**A Review of The 7 Habits of Highly Effective Teens.” Students will then click on the page of the habit they are working on.**
6. **Lastly, they will click on “Edit” and begin working on the book review.**
7. Teacher will offer assistant when needed. Students will work on this until the end of the period.
8. Presentations of the online book review will be next week.

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

Teacher will explain that this book was written to show teens how to take control of their lives in a positive way. The author, Sean Covey, wanted teens to know that regardless of their circumstances, they can still have hope that their life will be successful if they utilize the habits mentioned. If students find themselves overwhelmed with the book then they can just skim through each chapter and baby steps and choose two or three things to work on. They will see that small change can bring amazing results.

**Assessment Based on Objectives:**

Students will be assessed on their online book review of The 7 Habits of Highly Effective Teens. The teacher will look for understanding of each habit and the creativity in the online book review. The students will be assessed on how well they work together because the teacher will be looking for application of Habit 6 Synergy. Also, the teacher will look for how the student applies the habit they are working on to their personal lives. Teacher will encourage students to share their online book review with friends and family and “teach” the habits to others. When they become the “teacher,” the lessons have a strong probability of being instilled in them and will hopefully become meaningful.

**Resources:**

PBWorks.com

**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

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