



*The 7 Habits of Highly Effective Teens:
Creating More Positive, Proactive, and
Better Citizens*

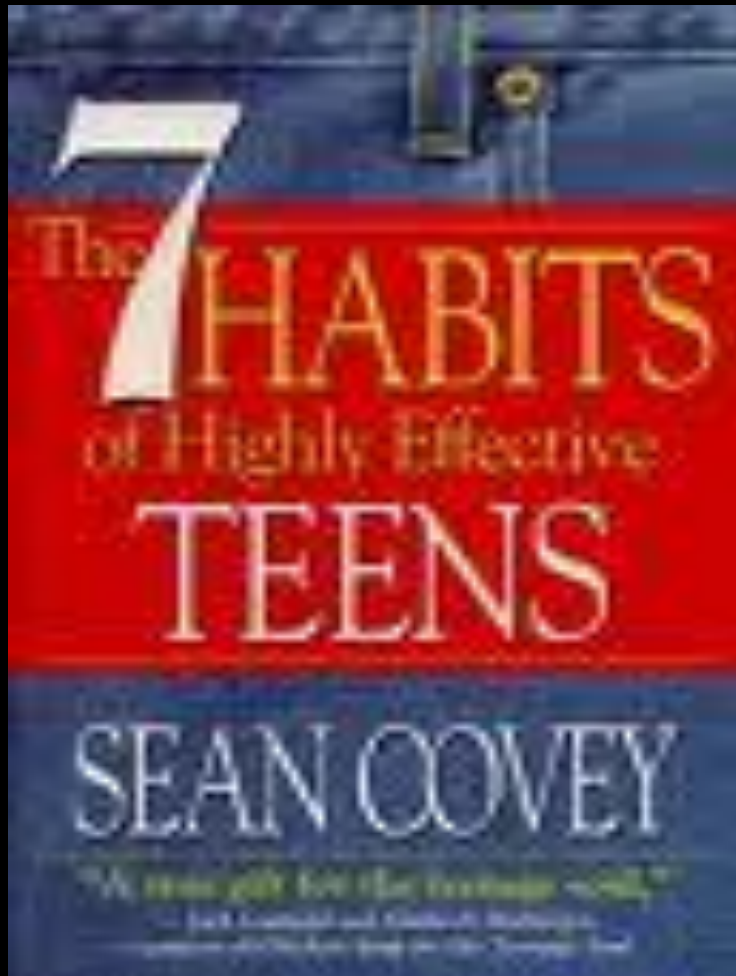
NCLB Summer Reading Institute

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Mississippi Valley State University

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Theodore Davis

Background of the Book



- *The 7 Habits of Highly Effective Teens* is a book by **Sean Covey** that helps teenagers gain self-esteem, become more thoughtful of others, and just become better citizens overall.

THE 7 HABITS



1. Be Proactive

2. Begin with the End in Mind

3. Put First Things First

4. Think Win-Win

5. Seek First to Understand, Then to Be Understood

6. Synergize

7. Sharpen the Saw

SUBJECT AREAS COVERED

- Social Studies
(Geography)
- S.T.E.M./Mathematics
- Language Arts

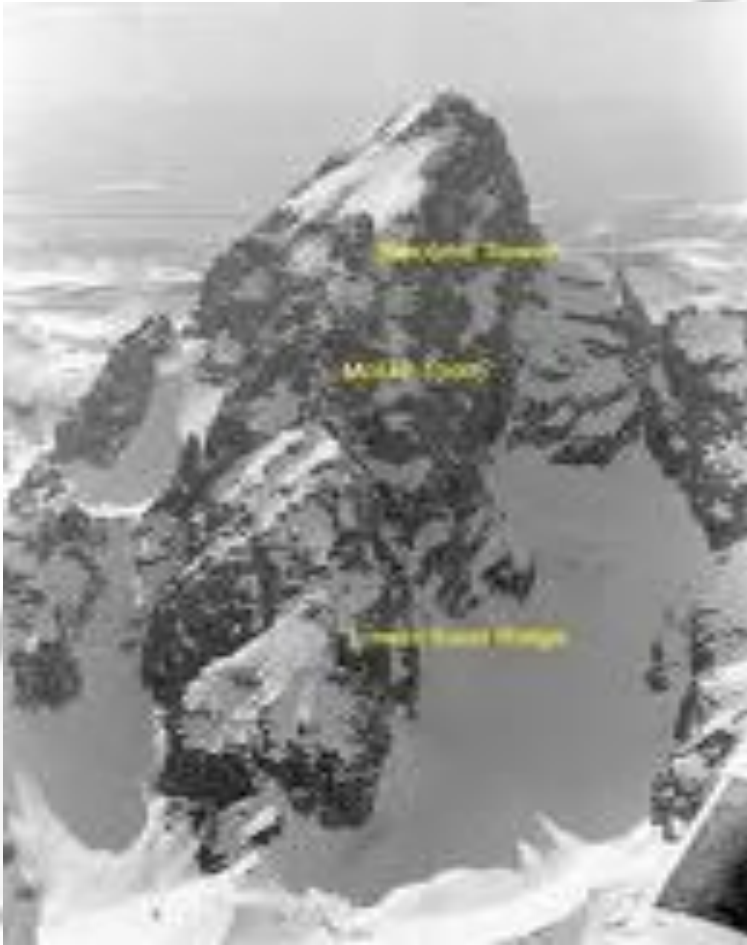


Geography: Grand Teton Mountain



- 13,775 feet tall and is the highest point of the Teton Range in Wyoming.
- In 1870 it was originally named Mount Hayden, but was changed to Grand Teton in 1970.

GRAND TETON



Grand Teton



First Ascents

- Nathaniel P. Langford and James Stevenson
 - July 29, 1872
- William O. Owen
 - 1898
 - Found no trace of prior human passage
- Native Americans climbed the first enclosure.

First Descents

- Alpine
 - Male: Bill Briggs, 1971
 - Female: Kristen Ulmer, 1997
- Telemark
 - Male: Rick Wyatt, 1982
 - Female: AJ Caghill, 2004
- Snowboard
 - Male: Stephen Kock, 1989
 - Female: Dani Deruyter, 2010

Tap Into Your Talents



Grand Teton Activity

- Students will use the internet to look up information and create a biography on a person who has climbed the mountain.
- Also, students will come to the conclusion on why it would be difficult to scale a mountain and explain.

Tap Into Your Talents Vocabulary

- **Confidence**: full trust, belief in abilities
- **Handicap**: disadvantage
- **Affirm**: to assert positively
- **Self-Esteem**: a realistic respect or favorable impression of ourselves

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 Lesson Plan

Name : Social Studies (Geography)	Name of Unit: 7 Habits	Date 6/25-29/07	Grade Level 9 th
Objective	Procedures	Materials	Evaluation
<p>Describe the relationship of people, places and environment through time</p> <p>b. Identify how patterns of settlement are associated with locations of resource.</p> <p>f. Identify how changes in one environment can produce changes in another.</p>	<p>1. Students will be introduced to the Grand Teton Mountain.</p> <p>2. Students will research the mountain rang and the people who have climbed the mountain</p> <p>a. Using the internet Re-teach The student will read story about the climbing of the Grand Teton mountain on page 42. Enrichment: Student research more information of the mountain.</p>	<p>1. paper 2. Pencil 3. computer/ Internet 4. power point 5. promethean board</p>	<p>1) Students will create an essay on the Grand Teton.</p> <p>a. Essay should contain information region, altitude and other facts about the mountain, and information on the people who have climbed the mountain.</p>

STEM/Mathematics

- **Credit**: an accounting entry that either decreases assets or increases liabilities
- **Debit**: an accounting entry that either increases assets or decreases liabilities
- **Check Ledger/Register**: way to keep up with debits and credits

STEM/Mathematics

- **The 7 Habits Personal Bank Account**

- *How you feel about yourself*

- *Like a normal checking or savings account at a bank, you can make deposits into and take withdrawals from it with things you think, say, and do*

STEM/Mathematics Activity

- For one month students will maintain a ledger using good/selfless deeds as credits and misbehaviors/selfish acts as debits using Microsoft Excel.
- At the end of the month student's will create a blog entry describing what they actually learned about their selves and what they would do differently or change.

Date	Act/Deed	Debit	Credit
8/16/2010	Helped an old lady cross the street		1.00
8/17/2010	Cheated on a test	1.00	
8/18/2010	Helped a classmate study		1.00



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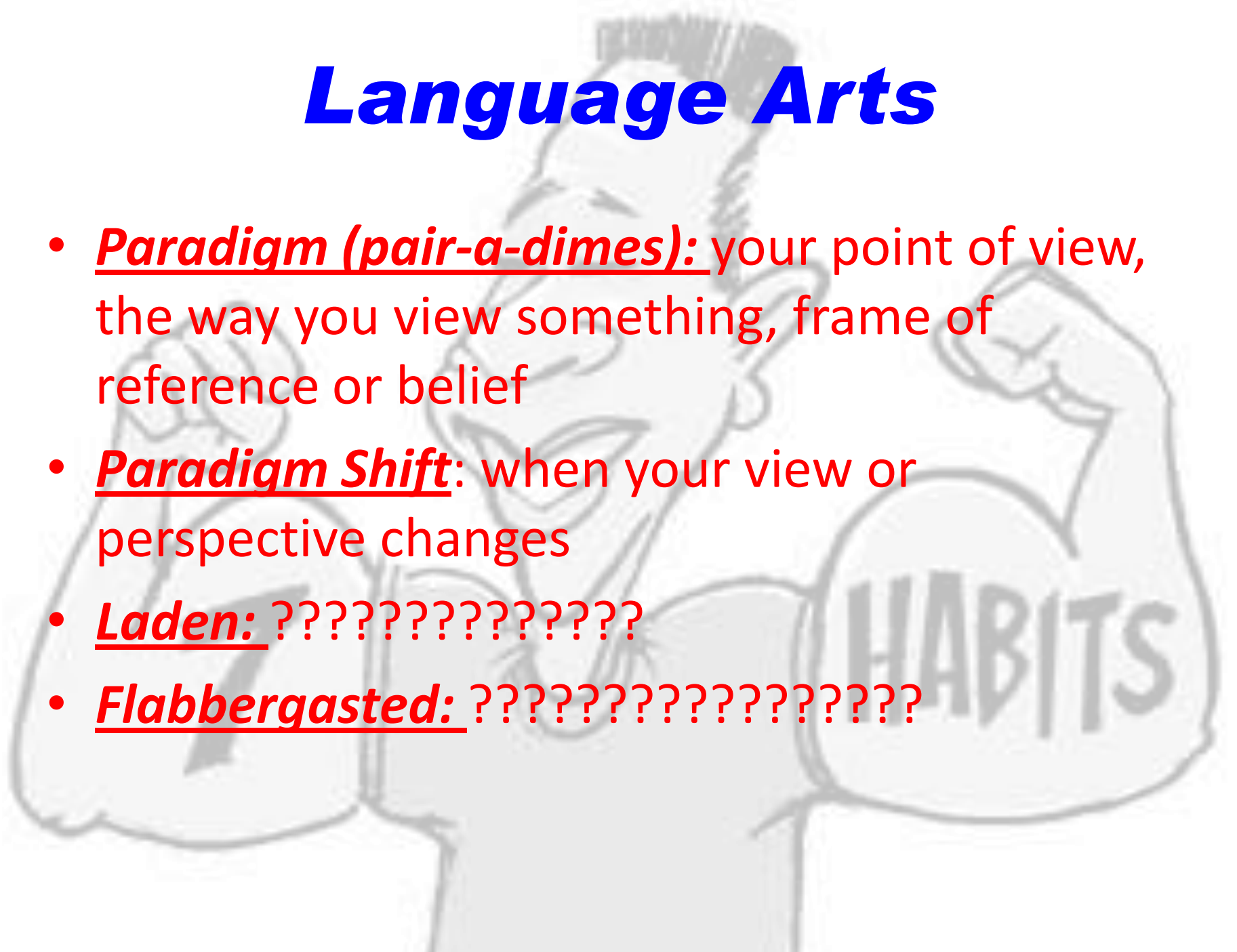
Name: Math	Name of Unit: 7 Habits	Date 6/25-29/10	Grade Level 9 th
Objective	Procedures	Materials	Evaluation
<p>1) 2.4 Select strategies to use in handling credit and managing debt.</p> <p>2) Comp 2: Explore personality development and the classroom environment in relation to interpersonal skills, others and the world of work.</p> <p>a. Identify forces that shape personality development including personality traits, heredity and environment.</p>	<p>1) Students will define meaning of “Debit” and “Credit.”</p> <p>2) Students will use knowledge of debit /credit and create a Relationship Bank Account.</p> <p>Reteach If needed</p> <p>Enrichment Excel Bank Account</p>	<p>1) 7 Habits Book</p> <p>2) Power Points</p> <p>3) Excel</p>	<p>1) Students will present Excel presentation of Relationship Bank Account.</p>

Language Arts

- As introduction to the story, ask the students if they ever had an instance when they realized they were wrong about something after the situation happened and you couldn't do anything about it now.
- Class will orally read the story about the cookies and the airport lobby on page 17.

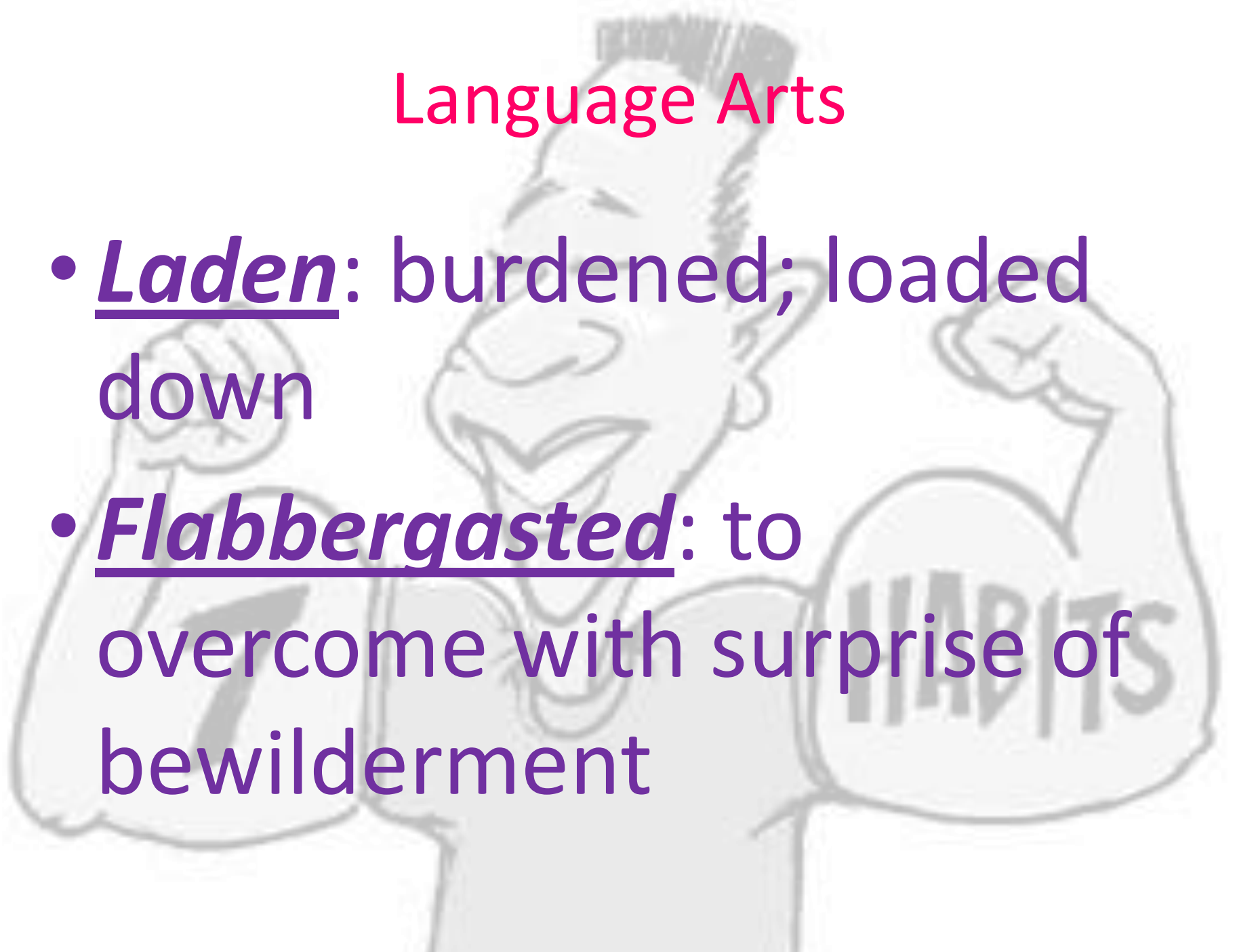
Language Arts

- Paradigm (pair-a-dimes): your point of view, the way you view something, frame of reference or belief
- Paradigm Shift: when your view or perspective changes
- Laden: ??????????????????
- Flabbergasted: ??????????????????



Language Arts

- **Laden**: burdened; loaded down
- **Flabbergasted**: to overcome with surprise of bewilderment



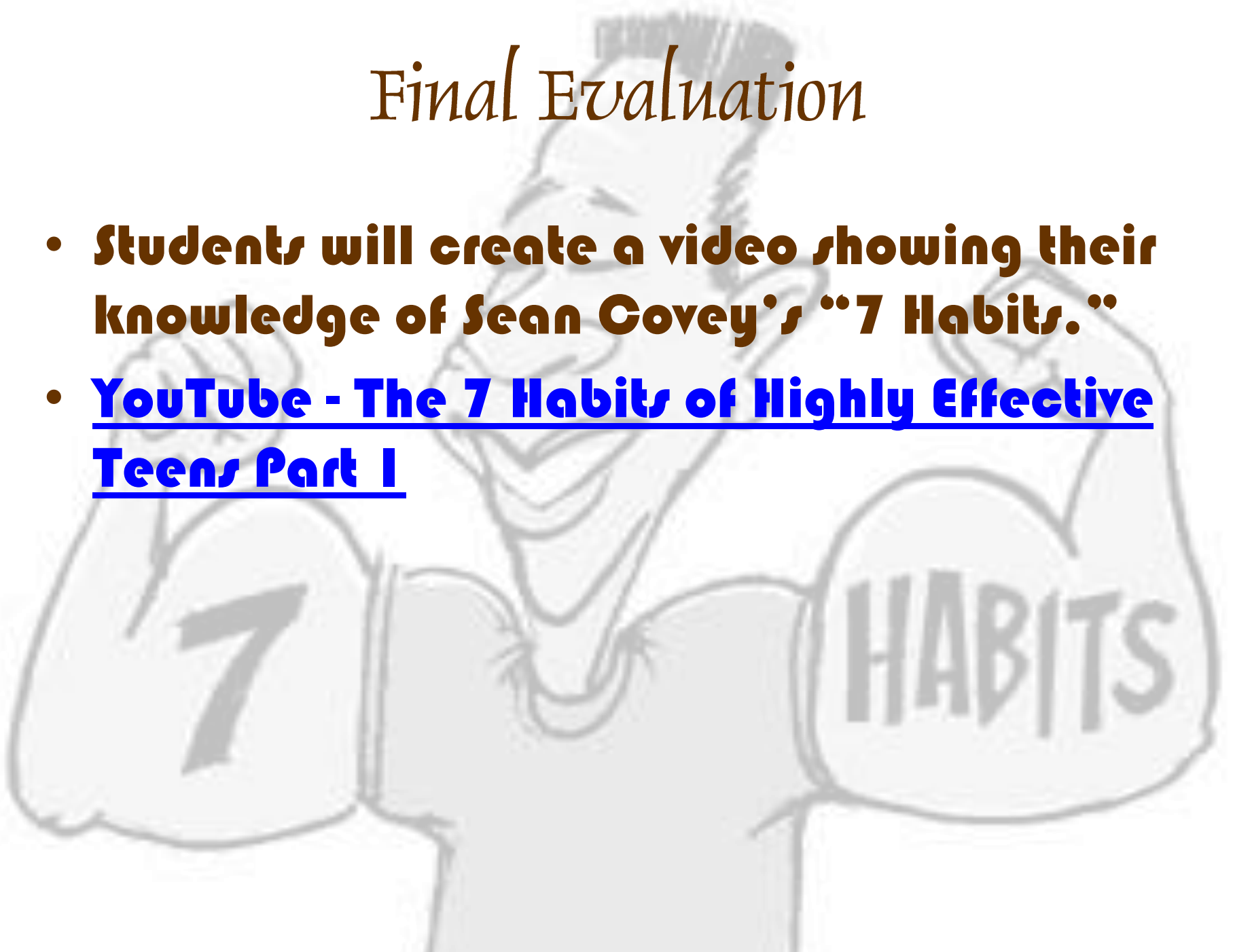
Language Arts Activity

- While teacher is reading the story, 2 students will act out the situation to give the students a visual of what is going on.
- Students will then create a journal answering the following question:

“If you were in the same situation as the lady in the story, what would you have done and why?”

Final Evaluation

- **Students will create a video showing their knowledge of Sean Covey's "7 Habits."**
- **[YouTube - The 7 Habits of Highly Effective Teens Part I](#)**



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 Lesson Plan

Name: Language Arts	Name of Unit: 7 Habits	Date 6/25-29/10	Grade Level 9 th
Objective	Procedures	Materials	Evaluation
<p>1) Students will comprehend, respond, interpret or evaluate a variety of texts of increasing length, difficulty or complexity. (DOK2)</p> <p>2) Students will make inferences based on textual evidence of details, organization and language to predict, draw conclusions or determine author's purpose. (DOK3)</p>	<p>1) Students will be introduced to a new vocabulary word: paradigm.</p> <p>2) Students will orally read story on page 17.</p> <p>3) Students will create journal entry based on story.</p> <p>4) Students will recreate situation in the story through a skit.</p> <p>Reteach If needed</p> <p>Enrichment Journal Entry Student Skit</p>	<p>1) Cookies</p> <p>2) Paper, Pencil/Pen</p> <p>3) 7 Habits Book</p>	<p>1) Have 2 students act out situation from the story as a visual aid for students.</p> <p>2) Have students create journal entry. "If they were in the same situation on the woman in the airport, what would they have done? Why?"</p>

References

- *The 7 Habits of Highly Effective Teens* by Sean Covey
- *Dictionary.com*
- *Wikipedia.com*
- *Brothersoft.com*
- *Avery.com*
- *Youtube.com*



B.D.T.

