Unit**: 7 Habits of Highly Effective Teens** (4 Lessons delivered to Grade 7 students included)

Topic of Lesson: **Be Proactive** Lesson # 1  
  
Focus Question: What does it mean to be proactive in a situation? Reactive?

Materials Needed: Time Needed: 45 minutes Grade Level: 7th

* Pencil/Pen
* Pre-Questionnaires
* Post-Questionnaires
* Index Card Scenarios
* Just Push Pause Worksheet
* *The 7 Habits of Highly Effective Teens* book by Sean Covey

Curriculum Links:

**National –**

* ASCA National Student Standards: Career Development C:A1.3, C:A1.5, C:A1.7
* ASCA School Counselor Competencies: Attitudes: I-C-3, I-C-4, I-C-7
* ASCA Mindsets & Standards for Student Success

Category 1: 1, 3, 5, 6;

Category 2: Learning Strategies 1, 9;

Self-Management Skills 1, 2, 4, 7,

Social Skills 1, 2, 4-9

* Common Core Competencies: Speaking and Listening:

Students will gain, evaluate, and present increasingly complex\ information, ideas, and evidence

through listening and speaking

**State**

MA Career Development Education Benchmarks:  
 -Academic-Technical Development: A4-1, A4-2, A4-3  
 -Workplace Readiness Development: W1-1, W1-2, W1-3, W3-4  
 -Personal/Social Development: PS1-2, PS1-3

**District/School**:   
 -Haverhill Public Schools Student Handbook: Mission Statement  
 *“The district’s mission is to provide a safe place for students to create a school climate that is   
 intellectually challenging, friendly, and inviting. It is our goal to establish a student-centered   
 environment where students feel that they belong and where healthy development can take   
 place.”*

Planning Reflection:

* As part of this lesson, students will learn the skills of being proactive versus reactive in certain situations
* Prior to this lesson, I will gather data through a pre-questionnaire about student attitudes toward the importance of thinking before reacting to a situation.
* I will also find out the population of students I am working with (ELL, SPED, 504, Behavioral) to make sure I have the adequate support and are providing the services they need to complete the activity.
* Students will be given both a pre- and a post-questionnaire to measure their knowledge before and after the lesson.
* Student learning will be assessed by analyzing the results of the students’ pre and post-questionnaires.

Teacher Performance Objectives: During the lesson, the counselor will:

* Develop a well-structured lesson to highly engage students through individual and partner activities to attend to every student’s needs with measurable objectives (DESE)
* Use assessment to organize and analyze results to determine progress toward intended outcomes (DESE)
* Create a safe learning environment for all students
* Engage students to work collaboratively to foster a comfortable environment for all students
* Explain the instructions, purpose, and goal of thinking before reacting to a situation
* Oversee the partner and individual work during the lesson
* Facilitate group discussion

Student Performance Objectives:

* *Cognitive:* Students will identify two ways 2 respond to problems.
* *Affective*: Students will become aware that they can influence and control the choices and decisions they make, as evidenced by responses in the pre/post questionnaires.
* *Behavioral/Performance*: In one sentence, students will be able to explain what the “pause” button is and why it is important.

Pre-Assessment: See attached.

Post-Assessment: See attached.

Description of the Activity:

* 5 minutes: Administer pre-questionnaire
* 15 minutes: Group Discussion on the differences between being proactive versus reactive
* 10 minutes: Partners will receive a situation and have to identify if the person was proactive or reactive and be able to identify what the opposite reaction would have been (proactive or reactive)
* 10 minutes: Just Push Pause Worksheet
  + Students will receive the Just Push Pause Worksheet and will identify a time where they reacted to a situation and could have benefitted by pushing the “pause” button first
  + Students will learn the importance of thinking through a situation before reacting based on their moods or emotions at the time
* 5 minutes: Administer post-questionnaire

Modification for Differently Abled Students:

* For older or younger students, this lesson can be changed to gear more toward more age appropriate scenarios.
* To accommodate for ELL students, this lesson could be translated into their native language
* For learning disabled students, this lesson could be modified so that they have fewer tasks to do. Also, it is important to have another teacher or aid in the classroom to give that student extra support during this lesson.

Data Analysis and Summary:

After gathering the pre- and post-questionnaire data, less students reported blaming a teacher when they received a grade that they thought was unfair, that their family’s past would determine their future, if someone said something rude to them that it is ok to react without finding out who started it, and that it was not important to forgive others. The only category that stayed the same was that students reported that other people had the ability to ruin their day. As a follow up lesson, I think that it would be important to work with students to identify situations that are in their control and certain situations (i.e. someone being rude) that they cannot control and how to handle them.

Reflection:

Students were very engaged in the scenario activity. In the future, it might be helpful to give the students more of a structured discussion rather than just one scenario. As a follow up lesson, students could role play how to handle situations that were out of their control (i.e. a student making a rude comment to them or their friends).

Supplemental Material: See attached.

Index Cards Situations:

1. Your sister ruins your favorite shirt and you storm into her room screaming at her.

2. Your best friend says something that hurts your feelings and you decide he must be having a bad day, so you blow it off.

3. Somebody cuts you off in traffic, so you flip out on them.

4.Your dad makes a really ridiculous comment in front of your friends, so you yell at him and tell him to leave you alone.

5. Your parents won’t let you take the car- again. You stomp off and slam the door to your room.

6. Your little sister keeps asking you to read to her and you don’t want to, but you decide to do it anyway.

7. You feel like you’re being scheduled for too many long shifts at work but instead of complaining to your co-workers, you talk to your managers.

8. Your mom says, “We need to talk,” and you say, “Not now,” because you know it’s going to end up in a fight.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle One: pre assessment post assessment

Lesson 1 Be Proactive Questionnaire (to be administered before and after the group)

1. Identify 2 ways to respond to problems.

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1. In one sentence, explain the “pause” button and why it is important.

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Directions: Circle your response using the scale 1 to 5 (1= strongly disagree) (5= strongly agree)

When I receive a grade that I think is unfair, I blame the teacher.

1 2 3 4 5

Other people have the ability to ruin my day.

1 2 3 4 5

My past and my family’s past will determine my future.

1 2 3 4 5

If someone says something rude to me or my friend, it’s ok to react without thinking first since they are the one who started it.

1 2 3 4 5

It is not important to try to forgive others and give people second chances.

1 2 3 4 5

Unit**: 7 Habits of Highly Effective Teens** Topic: Begin with the End in Mind Lesson # 2  
  
Focus Question: How will developing a personal banner help guide your experience through middle school  
 into high school?

Materials Needed: Time Needed: 45 minutes Grade Level: 7th

* Pencil/Pen
* Pre-Questionnaires
* Post-Questionnaires
* Personal banner template
* Personal banner instructions worksheet
* *The 7 Habits of Highly Effective Teens* book by Sean Covey

Curriculum Links:

* National – ASCA National Student Standards: Career Development C:A1.3, C:A1.5, C:A1.7

**-**ASCA School Counselor Competencies: Attitudes: I-C-3, I-C-4, I-C-7  
 -ASCA Mindsets & Behaviors: Category 1: 2, 4, 6; Category 2: Learning Strategies 4, 7, 10, Self-  
 Management Skills 3, 8, 10; Social Skills 1, 6   
 **-**Common Core Competencies: Speaking and Listening: Students will gain, evaluate, and present   
 increasingly complex information, ideas, and evidence through listening and speaking

* State -MA Model for Comprehensive School Counseling Programs:  
   -Academic-Technical Development: A4-1, A4-2, A4-3  
   -Workplace Readiness Development: W1-1, W1-2, W1-3, W3-4  
   -Personal/Social Development: PS1-2, PS1-3
* District/School:   
   -Haverhill Public Schools Student Handbook: Mission Statement  
   *“The district’s mission is to provide a safe place for students to create a school climate that is   
   intellectually challenging, friendly, and inviting. It is our goal to establish a student-centered   
   environment where students feel that they belong and where healthy development can take   
   place.”*

Planning Reflection:

* As part of this lesson, students will learn the skills to develop a personal banner that will help them begin to think about their future career/academic paths.
* Prior to this lesson, I will gather data through a pre-questionnaire about student attitudes toward the importance of thinking about their future to help in their everyday decision making.
* I will also find out the population of students I am working with (ELL, SPED, 504, Behavioral) to make sure I have the adequate support and are providing the services they need to complete the activity.
* Students will be given both a pre- and a post-questionnaire to measure their knowledge before and after the lesson.
* Student learning will be assessed by analyzing the results of the students’ pre and post-questionnaires.

Teacher Performance Objectives: During the lesson, the counselor will:

* Develop a well-structured lesson to highly engage students through individual and partner activities to attend to every student’s needs with measurable objectives (DESE)
* Use assessment to organize and analyze results to determine progress toward intended outcomes (DESE)
* Create a safe learning environment for all students
* Engage students to work collaboratively to foster a comfortable environment for all students
* Explain the instructions, purpose, and goal of thinking about their future (5 years from now), and developing a personal banner
* Oversee the partner and individual work during the lesson
* Facilitate group discussion

Student Performance Objectives:

* *Cognitive:* By the end of the lesson, students will be able to identify what a personal banner is.
* *Affective*: Students will understand their strengths and weaknesses and how that might help guide them to their future goals both academically and professionally, as evidenced by their responses in the pre/post questionnaires.
* *Behavioral/Performance*: Students will be able to explain why a personal banner is an important tool to help guide them in their decision making through middle school, into high school, and beyond.

Pre-Assessment: See attached.

Post-Assessment: See attached.

Description of the Activity:

* 5 minutes: Administer pre-questionnaire
* 15 minutes: Partner discussion and then class discussion about where they see themselves in 5 years
  + What would you want someone close to you to say about you?
  + What have you accomplished throughout your high school career?
  + What will you stand for?
  + How would others close to you describe you?
* 20 minutes: Developing a personal banner/Share with the class
  + Explain what a personal banner is and how it can help guide your future and current decision making
  + Hand out personal banner instructions worksheet and personal banner template (see attached)
* 5 minutes: Administer post-questionnaire

Modification for Differently Abled Students:

* For older students, this lesson can be changed to gear more toward college/career aspirations. For younger students, you could reduce the number of items on the personal banner instructions.
* To accommodate for ELL students, this lesson could be translated into their native language
* For learning disabled students, this lesson could be modified so that they have fewer tasks to do for their personal banner. Also, it is important to have another teacher or aid in the classroom to give that student extra support during this lesson.

Data Analysis and Summary:

After gathering the pre- and post-questionnaire data, more students reported that they believed that it was important to make a plan for their future, that a personal banner will help them identify what is important and help them make decisions for their future, and that it is important to work hard in classes and not wait until they are in 8th grade to work hard. The only area that they stayed exactly the same was question regarding course selection. For a future lesson, it would be important to explain the course selection process.

Reflection:

Students were very engaged in the development of their personal banner. In the future, students should be given more time to complete this activity. Also, it would be helpful to present an example of a personal banner for the students to refer to. As a follow up lesson, students could be given career inventories to match their interests to a particular field and identify what steps need to be taken to guide the student’s current path.

Supplemental Material: See attached.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle One: pre assessment post assessment

Lesson 2 Begin with the End in Mind Questionnaire (to be administered before and after the group)

What is a personal banner?

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Why is a personal banner a good tool to help guide you in your decision making through middle school, into high school, and beyond?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Circle your response using the scale 1 to 5 (1= strongly disagree) (5= strongly agree)

Pre- and Post-Questionnaire: Begin with the End in Mind (to be administered before and after the group)

Scale 1 to 5 (1= strongly disagree) (5= strongly agree)

I’m too young to have to make a plan for my future yet.

1 2 3 4 5

A personal banner/mission statement will not help me visualize what’s important to me and will not help me make decisions about post high school planning.

1. 2 3 4 5

\*Post-Questionnaire Only:

I know I can work harder in my classes, but I can wait until 8th grade to worry about that.

1 2 3 4 5

The activity and discussion for today’s lesson will assist me with course selection planning for grades 8-12.

1 2 3 4 5

Unit: **7 Habits of Highly Effective Teens** Topic: Put First Things First Lesson # 3  
  
Focus Question: How will knowing your learning style help you to become more academically successful?

Materials Needed: Time Needed: 45 minutes Grade Level: 7th

* Pencil/Pen
* Pre-Questionnaires
* Post-Questionnaires
* VARK Questionnaire Worksheet
* Learning Style Reference Packet
* *The 7 Habits of Highly Effective Teens* book by Sean Covey

Curriculum Links:

* National – ASCA National Student Standards: Career Development C:A1.3, C:A1.5, C:A1.7

**-**ASCA School Counselor Competencies: Attitudes: I-C-3, I-C-4, I-C-7  
 - ASCA Mindsets & Behaviors: Category 1: 1, 4, 5, 6, Category 2: Learning Strategies 3, 4, 7;   
 Self-Management Skills, 3, 6, 7, 8; Social Skills 1, 3, 6  
 **-**Common Core Competencies: Speaking and Listening: Students will gain, evaluate, and present   
 increasingly complex information, ideas, and evidence through listening and speaking

* State -MA Model for Comprehensive School Counseling Programs:  
   -Academic-Technical Development: A4-1, A4-2, A4-3  
   -Workplace Readiness Development: W1-1, W1-2, W1-3, W3-4  
   -Personal/Social Development: PS1-2, PS1-3
* District/School:   
   -Haverhill Public Schools Student Handbook: Mission Statement  
   *“The district’s mission is to provide a safe place for students to create a school climate that is   
   intellectually challenging, friendly, and inviting. It is our goal to establish a student-centered   
   environment where students feel that they belong and where healthy development can take   
   place.”*

Planning Reflection:

* As part of this lesson, students will learn effective study skills, testing strategies, stress and time management skills based on their own learning styles.
* Prior to this lesson, I will gather data through a pre-questionnaire about student attitudes toward the importance of identifying their strengths and weaknesses.
* I will also find out the population of students I am working with (ELL, SPED, 504, Behavioral) to make sure I have the adequate support and are providing the services they need to complete the activity.
* Students will be given both a pre- and a post-questionnaire to measure their knowledge before and after the lesson.
* Student learning will be assessed by analyzing the results of the students’ pre and post-questionnaires.

Teacher Performance Objectives: During the lesson, the counselor will:

* Develop a well-structured lesson to highly engage students through individual and partner activities to attend to every student’s needs with measurable objectives (DESE)
* Use assessment to organize and analyze results to determine progress toward intended outcomes (DESE)
* Create a safe learning environment for all students
* Engage students to work collaboratively to foster a comfortable environment for all students
* Explain the instructions, purpose, and goal of identifying their own learning style to help them with the use of effective study skills, testing strategies, and stress and time management skills
* Oversee individual work during the lesson

Student Performance Objectives:

* *Cognitive:* By the end of the lesson, students will be able to identify what their learning style is.
* *Affective*: Students will understand the need to use effective study skills, testing strategies, and stress and time management skills based off of their own learning style, as evidenced in their responses to the pre/post questionnaires.
* *Behavioral/Performance*: By the end of the lesson, students will be able to identify at least one study skill, testing strategy, and/or one stress and time management skill that they could use to help them become more successful in the future.

Pre-Assessment: See attached.

Post-Assessment: See attached.

Description of the Activity:

* 5 minutes: Administer pre-questionnaire
* 10 minutes: Group Discussion on the importance on completing a VARK Questionnaire to help determine a student’s learning style
* 20 minutes: Students will complete the VARK questionnaire and scoring chart worksheet
* 5 minutes: Learning Style Reference Sheet
  + Students will use the Learning Style Reference Sheet to identify different study skills, testing strategies, and stress and time management skills that would be helpful to them based on their learning style
* 5 minutes: Administer post-questionnaire

Modification for Differently Abled Students:

* For older or younger students, this lesson can be changed to gear the questionnaire more towards their developmental level
* To accommodate for ELL students, this lesson could be translated into their native language
* For learning disabled students, this lesson could be modified so that they have fewer items to complete on the questionnaire. Also, it is important to have another teacher or aid in the classroom to give that student extra support during this lesson.

Data Analysis and Summary:

After gathering the pre- and post-questionnaire data, less students reported that there are some people that do not have any strengths or talents, there is nothing wrong with putting things off until the last moment, I forget to put people and things that mean the most to me first in my life, and it’s way too early for me to think about what I want to do with my life. The one question that students reported the same rating for both the pre- and post- questionnaire was that sometimes I have trouble saying no to others because I’m afraid to offend someone. For future lessons, it would be important to do an activity on peer pressure for them to practice saying no in a situation.

Reflection:

Students were very engaged in the questionnaire activity. In the future, it might be helpful to give the students more information on their learning style and what that means. As a follow up lesson, students should practice more peer pressure situations so that they practice putting their priorities first and feel comfortable saying no to their peers.

Supplemental Material: See attached.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
 Circle One: pre assessment post assessment

Lesson 3 Put First Things First Questionnaire (to be administered before and after the group)

What kind of learning style do you have?

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Identify at least one study skill, testing strategy, and/or stress and time management skill that you could use to help you become more successful in the future.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Circle your response using the scale 1 to 5 (1= strongly disagree) (5= strongly agree)

Pre- and Post-Questionnaire: Put First Things First (to be administered before and after the group)

Scale 1 to 5 (1= strongly disagree) (5= strongly agree)

There are some people who do not have any strengths and talents.

1 2 3 4 5

There is nothing wrong with always putting things off until the last moment.

1 2 3 4 5

Sometimes I would like to say no to others, but then I can’t because I’m afraid I’m going to offend someone.

1 2 3 4 5

I forget to put the people and things that matter most to me first in my life.

1 2 3 4 5

It’s way too early for me to think about what career I want to have in the future.

1 2 3 4 5

Unit: **7 Habits of Highly Effective Teens** Topic:Think Win-Win; Goal Setting Lesson # 4  
  
Focus Question: What goals do you hope to achieve by the end of the school year?

Materials Needed: Time Needed: 45 minutes Grade Level: 7th

* Pencil/Pen
* Pre-Questionnaires
* Post-Questionnaires
* Goal Setting Worksheet
* Index Card
* *The 7 Habits of Highly Effective Teens* book by Sean Covey

Curriculum Links:

* National – ASCA National Student Standards: Career Development C:A1.3, C:A1.5, C:A1.7

**-**ASCA School Counselor Competencies: Attitudes: I-C-3, I-C-4, I-C-7  
 - ASCA Mindsets & Behaviors: Category 1: 2, 3, 6, Category 2: Learning Strategies 1, 4;   
 Self-Management Skills, 5, 6; Social Skills 1, 3, 6  
 **-**Common Core Competencies: Speaking and Listening: Students will gain, evaluate, and present   
 increasingly complex information, ideas, and evidence through listening and speaking

* State -MA Model for Comprehensive School Counseling Programs:  
   -Academic-Technical Development: A4-1, A4-2, A4-3  
   -Workplace Readiness Development: W1-1, W1-2, W1-3, W3-4  
   -Personal/Social Development: PS1-2, PS1-3
* District/School:   
   -Haverhill Public Schools Student Handbook: Mission Statement  
   *“The district’s mission is to provide a safe place for students to create a school climate that is   
   intellectually challenging, friendly, and inviting. It is our goal to establish a student-centered   
   environment where students feel that they belong and where healthy development can take   
   place.”*

Planning Reflection:

* As part of this lesson, students will learn effective goal setting strategies
* Prior to this lesson, I will gather data through a pre-questionnaire about student attitudes toward the importance of setting goals.
* I will also find out the population of students I am working with (ELL, SPED, 504, Behavioral) to make sure I have the adequate support and are providing the services they need to complete the activity.
* Students will be given both a pre- and a post-questionnaire to measure their knowledge before and after the lesson.
* Student learning will be assessed by analyzing the results of the students’ pre and post-questionnaires.

Teacher Performance Objectives: During the lesson, the counselor will:

* Develop a well-structured lesson to highly engage students through individual and partner activities to attend to every student’s needs with measurable objectives (DESE)
* Use assessment to organize and analyze results to determine progress toward intended outcomes (DESE)
* Create a safe learning environment for all students
* Engage students to work collaboratively to foster a comfortable environment for all students
* Explain the instructions and the purpose of the goal setting activity to help their with their academic growth and achievement in school
* Oversee individual work during the lesson

Student Performance Objectives:

* *Cognitive:* Identify what it means to set a SMART goal.
* *Affective*: Students will understand the need to set goals to help their academic progress, as evidenced in their responses to the pre/post questionnaires.
* *Behavioral/Performance*: By the end of the lesson, students will identify one academic report card goal to be achieved by June and identify at least one step they will take to achieve that goal.

Pre-Assessment: See attached.

Post-Assessment: See attached.

Description of the Activity:

* 5 minutes: Administer pre-questionnaire
* 10 minutes: Group Discussion on the importance of setting goals/how to set them (SMART)
* 20 minutes: Students will complete the goal sheet
* 5 minutes: Goal Index Card
  + Students will complete an index card with their academic report card goal on one side and two strategies to help them achieve that goal
* 5 minutes: Administer post-questionnaire

Modification for Differently Abled Students:

* For older or younger students, this lesson can be changed to gear the goal setting more toward their developmental level
* To accommodate for ELL students, this lesson could be translated into their native language
* For learning disabled students, this lesson could be modified so that they have fewer items to complete on the goal setting worksheet. Also, it is important to have another teacher or aid in the classroom to give that student extra support during this lesson.

Data Analysis and Summary:

After gathering the pre- and post-questionnaire data, less students reported that goals would not help with schoolwork and academics, putting goals into place was easy, our weaknesses define us and we can’t turn these into strengths, and some people do not have strengths and talents. For a future lesson, I think it would be helpful to check in with students a month after they set their goal to monitor their progress and remind them what they were working toward.

Reflection:

Students were engaged in the goal setting activity. In the future, it might be helpful to have students set SMART goals for each semester instead of once a year.

Supplemental Material: See attached.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle One: pre assessment post assessment

Lesson 4 Think Win-Win; Goal Setting Questionnaire (to be administered before and after the group)

What does it mean to set a SMART goal? What does SMART stand for?

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Identify one SMART academic report card goal that you hope to achieve by June. List one step you will take to achieve this goal.

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Directions: Circle your response using the scale 1 to 5 (1= strongly disagree) (5= strongly agree)

Pre- and Post-Questionnaire: Goal Setting (to be administered before and after the group)

Scale 1 to 5 (1= strongly disagree) (5= strongly agree)

Identifying goals will not help me when it comes to my schoolwork and academics.

1 2 3 4 5

Putting our goals into action is easy.

1 2 3 4 5

Our weaknesses define us and it is impossible to turn our weaknesses into strengths.

1 2 3 4 5

Some people do not have any talents and strengths.

1 2 3 4 5

**Pre and Post Questionnaire Results from Lessons 1-4**

Lesson 1: When I receive a grade that I think is unfair, I blame the teacher.  
Lesson 2: I’m too young to make a plan for my future yet.

Lesson 3: There are some people that have no strengths or talents.

Lesson 4: Identifying goals will not help my schoolwork and academics.

\*Table #1: Responses were recorded on a 5-point Likert scale. The mean scores were included on the graph.

Table #1: 1=strongly disagree, 5=strongly agree

**==========================  
  
Pre and Post Questionnaire from before and after the 7 Habits Program**

Lesson 1: I take responsibility for my moods and actions rather than blame others and circumstances.  
Lesson 2: I know what I want to accomplish in my life.

Lesson 3: I am disciplined at carrying out goals.

Lesson 4: I cooperate with others.

\*Table #2: Responses were recorded on a 6-point Likert scale. The mean scores were included on the graph.

Table #2: 1=very poor, 2= poor, 3= fair, 4= good, 5= very good, 6= outstanding.

**Data Analysis**

*The 7 Habits of Highly Effective Teens* program was delivered to all 130 7th grade students at Dr. Paul Nettle MS. Data was collected from the pre and post questionnaires provided by the 7 Habits Company to assess the effectiveness of the program. There was a pre-questionnaire that students completed at the beginning of the program and one that they completed following the fourth lesson. This questionnaire consisted of four questions that were scored based off of a 6-point Likert scale.

Additionally, students completed a pre- and post-questionnaire for each lesson. These questionnaires consisted of four to five questions using a 5-point Likert scale. Overall, the students’ questionnaire responses indicated significant learning for each lesson. 94% of students were able to identify a realistic academic report card goal to be completed by June; 6% of the students were absent when we completed this activity**.**