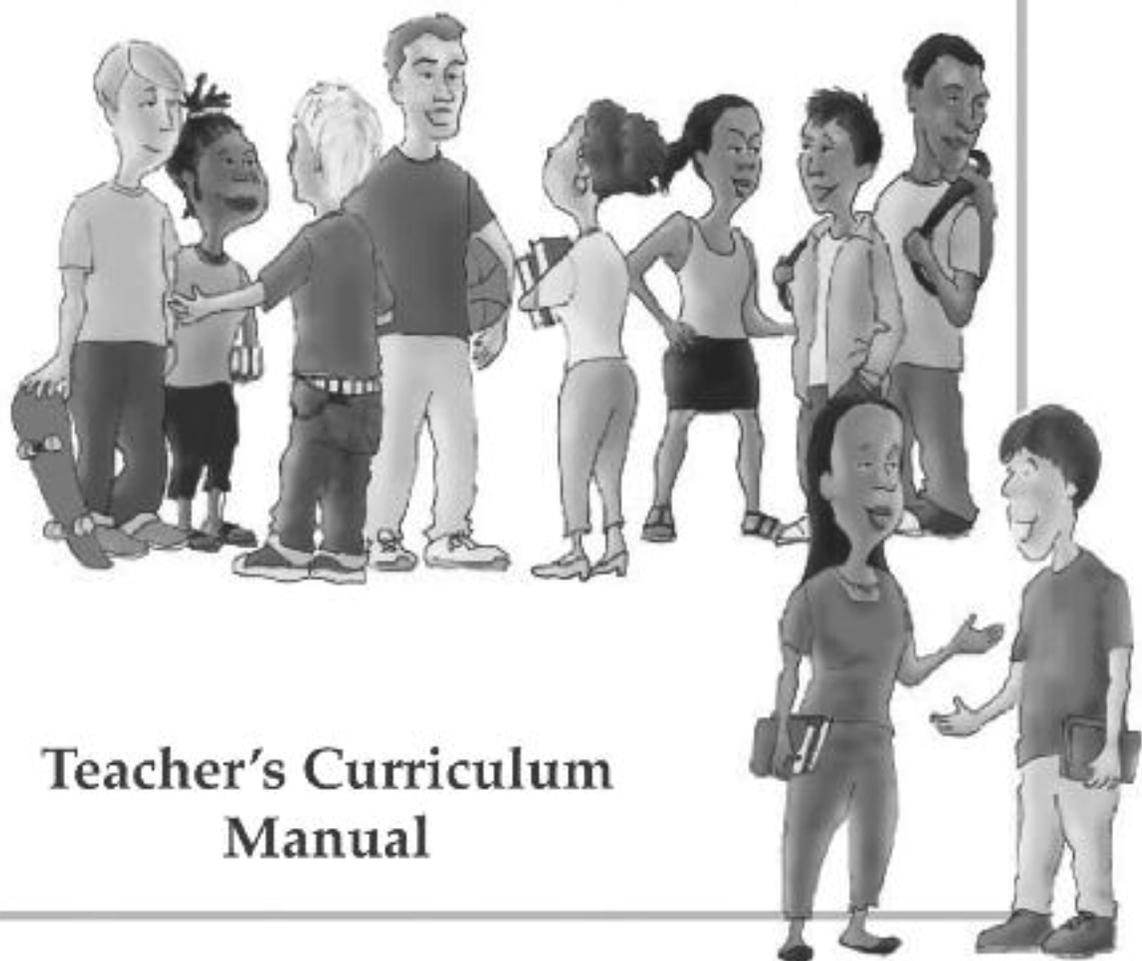


# TOP 20 TLC

Discovering the Best-Kept  
**Thinking, Learning & Communicating**  
Secrets of Successful Kids



**Teacher's Curriculum  
Manual**

# TABLE OF CONTENTS

## INTRODUCTION

Using the **Top 20 TLC Teacher's Manual for Elementary Schools**  
The Daily Process  
Pods: The Key to TLC Class Interaction  
Assignments and Other Important Class Activities  
Using the **Top 20 Teens** Book

## LESSON PLANS AND HANDOUTS

1. The 80/20 Rule
2. A New Formula for Success
3. The Frame: See-Feel-Do-Get
4. An Inside Job
5. Do You See or Are You Blind?
6. Beliefs: Fact or Fiction?
7. Above & Below The Line
8. Eliminating Thought Circles
9. The Influence of Messages
10. Learning from Our Mistakes
11. Growing Through Risk
12. What's in It for Me?
13. Roadblocks to Success
14. Levels of Listening
15. Realizations: In The Moment & After The Fact
16. Organization for Success
17. Missing the Boat
18. Goals: Bettering Your Best
19. School Skills
20. Building Your Trust Fund
21. "But I didn't say anything!"
22. Tornadoes of Negativity
23. Responding to Hits
24. Heart-to-Heart Conflict Resolution
25. Instant Replay
26. Feedback: Stay on Course
27. Leadership: Creating Value for Others
28. Hangouts: Core and Circumference
29. Becoming: Quest for True Self
30. Celebrating TLC!

# INTRODUCTION



# USING THE TOP 20 TLC TEACHER'S MANUAL

The **Top 20 TLC Teacher's Manual** is a series of lesson plans based on the concepts and activities in our class ("Thinking, Learning and Communicating" – TLC) and book (**Top 20 Teens: Discovering the Best-kept Thinking, Learning and Communicating Secrets of Successful Teenagers**). The order of lessons in the manual parallel the order of chapters in the book. However, the classes do not need to be taught in this order. We suggest, however, that the "Cornerstone" lessons #1-3 be taught first. We also suggest that lessons #4-17 be presented early in your program. These lessons build a foundation that will be helpful in presenting the remaining lessons.

The concepts and activities in this manual have been successfully used with elementary students for five years. Lessons 18, 26, 27, 28, and 29 in this manual are taken directly from the Top 20 Teens manual for grades 7-12. They have not been adapted for elementary use. You may choose to adapt these lessons for your students or exclude them entirely.

Each lesson in the manual includes a lesson plan and student handout. Several lessons have multiple parts and would be taught on more than one day.

The lesson plan is divided into four categories:

1. **Objectives:** what students are expected to learn, develop or apply from the lesson.
2. **Preparation:** what the teacher needs to do prior to the lesson.
3. **Time:** and estimated length to time for the lesson if all activities are conducted.
4. **Class Activities:** a detailed outline for teaching the lesson.

## CLASS ACTIVITIES:

The Class Activities for most lessons consist of four parts:

1. **Settle:** A few moments at the beginning of class that allow students to mentally break from their hectic schedule or whatever they were doing prior to TLC class. More about Settle is explained in the Daily Process.
2. **Introduction:** A brief introduction to the concept about to be taught. This always includes sharing the objectives of the class with the students.
3. **The Lesson:** Several activities (direct teaching, questions, discussion, stories, role plays, examples, writing in the handout) to help students understand and apply the concept.

4. **Conclusion:** Each conclusion has two parts:

A. **Takeaways:** Students are asked to share what they learned or got out of the class—what they will leave with that they didn't have when they came to class.

B. **Time for Action:** This is a section at the end of each chapter in **Top 20 Teens**. You may use it to further discuss the concept in class or as an assignment.

#### OTHER FEATURES OF THE LESSON PLAN:

1. ( ): The number in parenthesis after an activity header is the estimated amount of time in minutes that the activity will take.

2. “ ”: Anything in quotation marks is what a teacher could say to the students.

3. Icons: Three icons are used to indicate:



A key idea.



A Pod activity (see Introduction p. v - vi ). We have selected a whale as a symbol for Pod activities because whales travel in pods.



A story.

4. Page numbers: The page numbers for each lesson are according to the lesson number and page. Example: 4.3 means the third page of lesson four (“An Inside Job”). Unless otherwise noted, page numbers in the lesson plan text refer to pages in the book **Top 20 Teens** or pages in the teacher's manual.

#### STUDENT HANDOUTS:

A student handout follows each lesson plan. Copies of the handout should be prepared in advance of the class and given to each student early in the lesson. The handout includes key concepts, definitions, graphics and writing activities to help students understand and apply each concept. It is recommended that you three-hole punch each handout so students can collect them in a binder for later reference. Handout pages are labeled as a handout and numbered according to the lesson number.

# LESSON PLANS AND HANDOUTS



# THE 80/20 RULE

## PART 1



### **OBJECTIVES: FOR STUDENTS TO:**

1. Understand the 80/20 Rule and its connection to TLC.
2. See the potential in themselves of developing Top 20 behaviors and attitudes.
3. Define and understand Star Qualities.

### **PREPARATION:**

1. Prepare an appropriate Settle piece.
2. Read "The 80/20 Rule" (p. 3-10).
3. Prepare Handout #1 for each student.
4. Get four or five orange cones from the gym or make cones out of construction paper.
5. Have a tool box that will be kept in the classroom. Tape a different TLC concept to the side of several tools. Have two hammers available, but not in the box.
6. Have 10 wooden blocks or other objects for the 80/20 Rule demonstration.
7. Have two blocks of wood with a nail hammered in each about one-third of the way. Place these out of sight of the students until needed.

**TIME:** 45 minutes

## CLASS ACTIVITIES:

### 1. SETTLE (5)

### 2. INTRODUCTION (5)

- A. Pass out one tool to each Pod. Have two Pods get tools that the students probably know the name of and how to use them (hammer and a screw driver). Have the other Pods get tools they probably don't know the name of or how to use them. Have each Pod discuss for a minute about the tool they have and how to use it. Have Voices report.



Some groups will be able to accomplish the task easily because they have learned previously what the tool was and what it is used for. Other groups will be stumped and unable to do the task.

- B. Ask the group if it is easy to use a tool that you are unfamiliar with?

“What if you have had experience using a tool? Is it easy then? In TLC you will be introduced to different tools or skills that you already have inside you. Once you know these tools or skills and practice using them, they will feel easy to use.”

- C. Share the objectives for today's class.

### 3. THE 80/20 RULE (8)

- A. “Imagine a group of ten people, maybe it's a team or members of your class, who are trying to accomplish a goal. If each person did the same amount of work, each would do 10% of the work.”

Have ten students come to the front of the class. Place the ten blocks or other objects on a table or floor in front of the students.

“Each of these blocks represents a certain amount of work. If each student did the same amount of work, each would have one block.” (Have each student pick up one block.)

“In reality, does it seem that people accomplish the same amount or do some people make a bigger difference than others?” (Elicit responses from students.)

“Researchers have found that often in a group 20% of the people do 80 % of the work and 80% of the people do only 20 % of the work. So in these ten students, how many of them is 20%?” (2) How many of them is 80%?” (8)

Separate two students from the other eight.

“So if these two students do 80% of the work, how many blocks would they have?” (8) Have them pick up eight blocks.

“If these eight students do 20% of the work, how many blocks would they have?” (2) Move the two remaining blocks near the group of eight.

## 1.2

"If you were a boss and needed to hire two people for a job, which two would you hire and why would you hire them?" (The two who picked up the most blocks because they did the most work.)

- B. "There's a simple rule that explains what we've been talking about. It's the 80/20 Rule. If you observe people you will notice that in any group 20% of the people make 80% of the difference. The other 80% make 20% of the difference." (Share other examples of the 80/20 Rule: 20% of the Girl Scouts sell 80% of the cookies; 20% of students in class answer 80% of the questions.)
- C. "Obviously, some people accomplish more than others. What TLC class is all about is awakening a tremendous power in you to make big positive differences in your life, in your experiences and in your relationships. We're going to call this power your potential."

#### 4. THE 80/20 RULE AND TLC (7)



- A. "Discuss in your Pods what it is about a Top 20 person or group that results in their developing more of their potential? What makes the Top 20 different from the Bottom 80?" (After 1-2 minutes have Voices report.)



- B. "It's really quite simple. **The Top 20 T, L and C differently than the Bottom 80. They Think, Learn and Communicate differently.** It's because they TLC differently that they make a bigger difference."

- C. Hold up the tool box: "Each person has a personal tool box. The purpose of this class is to help you become more aware of the TLC tools in your box and how to use them to create something wonderful."

Pull out some tools with TLC concept labels on them and read some of the labels. Then ask two students to come up, take out a tool they know and tell the class what it is and how to use it. (Do not have a hammer in the tool box when the students choose.) Bring out the two blocks with a nail in them. Ask the students to pound the nail with the tool they have chosen.

While they are trying to pound with the first tool they chose, add two hammers to the tool box. When the pounding hasn't worked well with the tools they have chosen, invite the students to look into the tool box again to see if they have a tool that would work better. Hopefully they will pull out the hammer and use it more effectively.

Remind the class that although the tools that were chosen first may not have been good for pounding in a nail, they are useful for other things.

"All of us have a tool box inside us full of tools. Some we already know and we know how to use them, like the hammer. The hammer is good for some jobs, but for other jobs another tool might work best.



"In our lives we need many tools to be successful. These tools help us develop something called Star Qualities. Again **we all have a full tool box inside us with**

**the tools we need to be successful.** Some of us have already used Star Qualities in our life. For example, one Star Quality that helps us be successful in school is the Star Quality of being organized. Some of us are very good at this skill and some of us have not put this Star Quality to use yet.

“We may not even be aware of all the tools in our box or not know how to use some of them. The more tools we discover we know how to use, the more successful and happy we can be. The purpose of our TLC class is to explore our tool boxes and practice using the tools we have.”

## 5. WHAT TO KNOW ABOUT THE TOP 20 (7)



- A. “The most important thing to know about the Top 20 is that **you have the potential (chance) to become a Top 20. You have been wired to be a Top 20, to Think, Learn and Communicate in highly effective ways.** But each person can also be a Bottom 80 and TLC in ways that don’t work very well. We have a choice.

“In this class nothing will be put into you to make you a Top 20. It’s already in you. The purpose of this class is to help you realize your potential and eliminate roadblocks, such as self-doubt, false beliefs and lack of awareness, that hold you back from becoming a Top 20.”

- B. “When the city closes a road, how do they stop the drivers from using the road? Yes, those orange cones.”

Ask students what could stop them from being successful in school. Write each idea on a sheet of paper and tape it to a cone. Line up the cones on the floor to form a road block. Act out driving up to the cones and slamming on the breaks and stopping.

“TLC will help you discover the power that you’ve been given and how to use it to make a positive difference in your life and the lives of others. What you become aware of in this class will help you move those roadblocks out of the way so you can continue on the road to success.”

Demonstrate this by asking the students what would help them deal with what is written on each cone. As they do so, remove each cone.

- C. “Although we are all wired to be a Top 20, there are certain areas in life in which we will shine. The world is filled with these opportunities. Some people are Top 20 bus drivers, others are Top 20 athletes or lawyers or electricians or farmers. Some are Top 20 mothers or friends or neighbors. In discovering the strengths and talents in your own personality, you will discover the areas in which you will shine as a Top 20.

“However, don’t be concerned about where you are going to be a Top 20 in your life. Rather, concern yourself in this class with developing better T-Thinking, better L-Learning and better C-Communication. It’s not about becoming better at a skill or profession (basketball or math), although that might happen as well. **It’s about becoming better at being you.** It’s about the satisfaction you will

experience in developing you own personal potential as a student, a son or daughter, a friend, a person.”

- D. “The other thing you need to know is that the Top 20 is not an exclusive or special club that only lets certain people join or limited to a certain goal. The best way to think about this is to realize that there is a Top 20 and Bottom 80 in each of us. **In each of us is a Top 20 who can think, learn and communicate in very effective or good ways and in each is a Bottom 80 who can think, learn and communicate in very ineffective or bad ways. The purpose of this class is to awaken and strengthen the part of you that is a Top 20.**”



## 6. STAR QUALITIES (8)

- A. Refer to the tool box: “Sometimes we feel that our tool box is empty and we’re not able to make anything successful in our lives. But because we are already wired to be a Top 20, our tool box is filled with all the tools we need. **Top 20s understand that the purpose of these tools is to empower you to develop Star Qualities. Star Qualities are personal strengths that transform your character for the better and express themselves in your experiences and relationships.** They are what powers you to become and create all you are capable of. They help your potential explode in the present to create a wonderful future.”
- B. At the end of class have each student study Star Quality words and definitions on the handout for a week with a goal of knowing them all by then. Pair them up and have them study with each other throughout the week.



## 7. CONCLUSION (5)

- A. “What are your **takeaways** from today’s class?”
- B. Consider using **Time for Action** (p. 10).