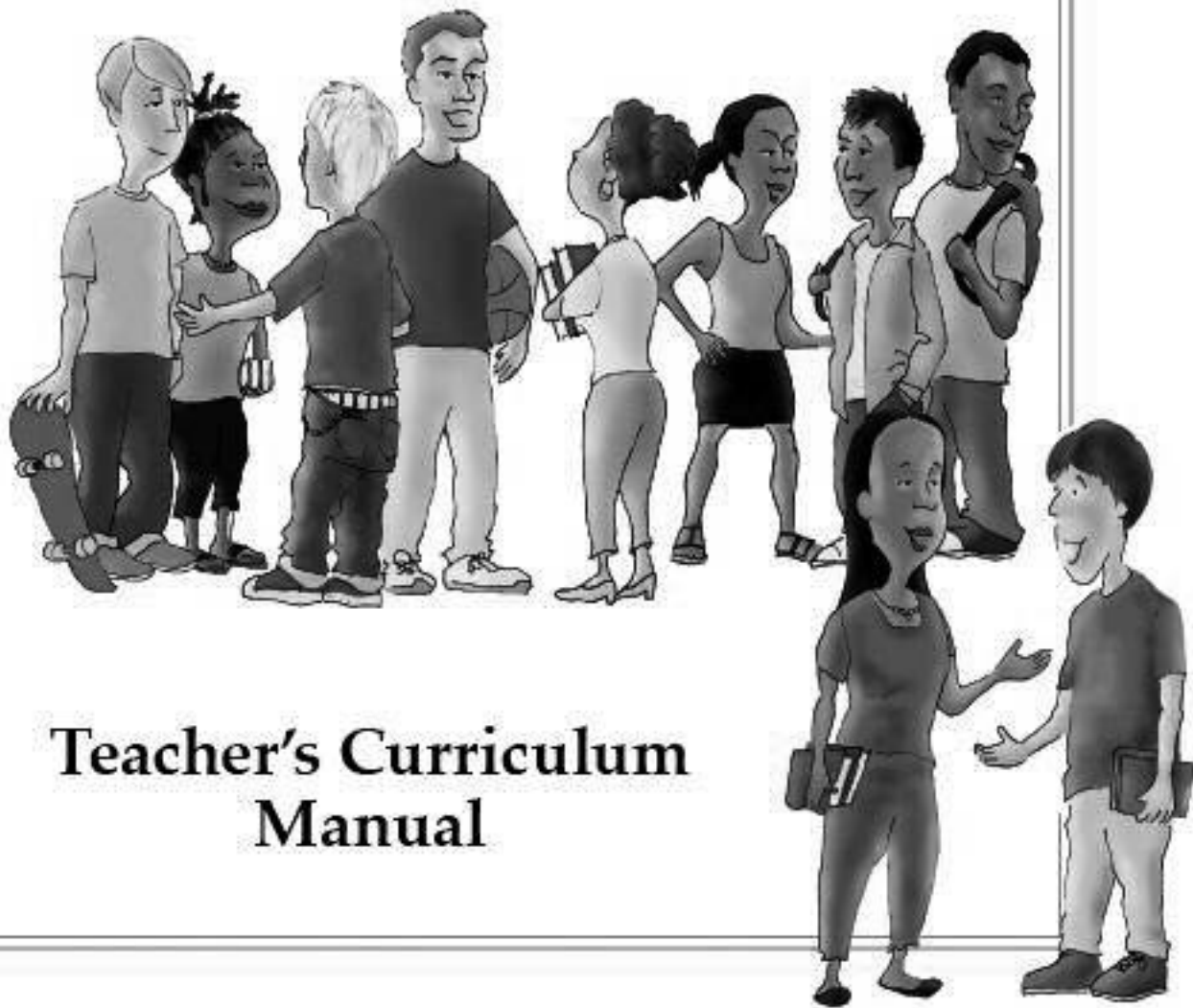


TOP 20 Teens

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



Teacher's Curriculum
Manual

TABLE OF CONTENTS

INTRODUCTION

Using the **Top 20 Teens Teacher's Manual**
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-A. Growing through Risk
- 11-B. Reckless 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: Staying on Course
27. Leadership: Creating Value for Others
28. Hangouts: Core and Circumference
29. Becoming: Quest for True Self

INDEX

USING THE TOP 20 TEENS TEACHER'S MANUAL

The **Top 20 Teen's 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 #4-7 be presented early in your program. These lessons build a foundation that will be helpful in presenting the remaining lessons.

Each lesson in the manual includes a lesson plan and student handout. 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:** an estimated length of 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 allows 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. **Take-aways:** 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**.

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



OBJECTIVES: FOR STUDENTS TO:

1. Understand the 80/20 Rule and its connection to TLC.
2. See the potential in themselves of developing a Top 20 behaviors and attitudes.
3. Define, assess and commit to improving Star Qualities.
4. Consider their willingness to learn and apply the tools of the Top 20.

PREPARATION:

1. Prepare an appropriate Settle piece.
2. Read “The 80/20 Rule” (p. 3-10).
3. Prepare Handout #1 for each student.
4. Have a tool box that will be kept in the classroom.
5. Have two jars, one with a lid, and a pitcher of water.

TIME: 50 minutes

CLASS ACTIVITIES:

1. SETTLE (5)

2. INTRODUCTION (5)

- 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%. 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.)

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

3. THE 80/20 RULE (5)

A. "Look at the Potential Graph on your handout. For any group or individual, one of three things happens regarding their potential. Over time many people or groups develop far less of their potential than they actually have. Whether in their school life or work life, their experiences or relationships, they don't get much of what they would like to be getting. We'll call this the low potential group. Many people or groups also develop an average amount of their potential. For the most part they are getting along okay. They seem to be satisfied with work or school or their relationships. We'll call this the average potential group. But then there are those individuals or groups that achieve far more than you would normally expect. They seem to get a great deal out of work, school or their relationships. They are the big difference makers. We'll call them the high potential group."



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.

Examples: 20% of the Girl Scouts sell 80% of the cookies.

20% of students in class answer 80% of the questions.

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



A. "Let's go back to the Potential Graph. This graph represents the 80/20 Rule. About 80% of individuals or groups are in the average or low potential groups and 20% are in the high potential group. In your pods I'd like you to discuss this question: What is it about the Top 20 that results in their developing more of their potential? How are 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 T-L-C differently that they make a bigger difference."

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."

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



- A. "The most important thing to know about the Top 20 is that **you have the potential to become a Top 20. You have been wired to be a Top 20.** 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. 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."
- B. "Although we are all wired to be a Top 20 in something, we're not wired to be a Top 20 in everything. 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 can be 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-Communicating. It's not about becoming better at a skill or profession, 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."
- C. "The other thing you need to know is that the Top 20 is not an exclusive club or limited to a certain number of members. It doesn't mean that if someone becomes a Top 20 that someone whose already a Top 20 has to become a Bottom 80. There's room for everybody in the Top 20."
- D. "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 ways and in each is a Bottom 80 who can think, learn and communicate in very ineffective 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 meaningful in our lives. But because you are already wired to be a Top 20, your tool box is filled with all the tools you 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. "There are many Star Qualities. Let's look at a few of them listed on your handout." (Read the definition for each Star Quality.)

- C. "Some of these you may already possess to a large degree. Others you may not have developed in you yet. On the Star Quality Chart, indicate the level to which you have developed each of these Star Qualities. Do likewise for the Negative Mental Habits."
- D. "Go back to the list of Star Qualities and underline the three that you would most like to develop during this class. Write those on your handout." (Consider reading each Star Quality and asking students to raise their hands if it's one that they have chosen.) "Also list the three Negative Mental Habits you would most like to lower."

7. WILLINGNESS (5)

- A. "Thousands of students have learned TLC and made a huge difference in their lives, experiences and relationships. They didn't just take a TLC class, they engaged in TLC. Engaged means that they were really willing to use the TLC tools in their tool box."
- B. "Look at Nick's quote on your handout." (Read the quote.)
- C. Do demonstration with jars: "Willingness is like these jars. The lid on this jar is screwed on tight. As I try to pour water into it, none of the water ends up in the jar. The lid is completely off the second jar and (pour water into the second jar) is able to get filled up."
- D. "So how willing are you to let TLC in? Assess your willingness on your handout by circling whether your lid is tight, totally off or somewhere in between."

8. TRUTH RULES (3)



"What this class is offering you is an opportunity to experiment with truth. TLC is making two promises: (1) TLC tools will help you acquire Star Qualities and (2) if you use these tools consistently, you will become a Top 20. If you are willing to participate in this experiment for the next several weeks, you will discover something very important. Either these TLC promises are true and you will have something powerful for the rest of your life or they're not true and you can go back to your old way of living. You have nothing to lose in trying TLC."

9. CONCLUSION (5)

- A. "What are your **take-aways** from today's class?"
- B. Consider using **Time for Action** (p. 10).