



The 7 Habits of Highly Effective Teens

by Sean Covey

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Teacher's Guide

Written By Mary Ellen Snodgrass

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Synopsis

Who Am I?

The introductory poem, written in first person, speaks the importance of habit to human behavior. The theme warns the reader that habit management requires discipline.

PART I: THE SET-UP

Get in the Habit

Through cartoons, citations, and global stories about teens, Sean Covey reprises his father's book *The 7 Habits of Highly Effective People*, by Stephen M. R. Covey. For teens, Sean Covey summarizes the seven habits in altered form: life responsibility, a set mission with goals, prioritized action, a positive attitude toward self and others, focused listening, cooperation, and self-renewal. In contrast, he summarizes the opposites of seven worthy habits: blame others, set no goals, procrastinate, suspect others, pretend to listen, work for self, and disregard physical needs. The aims of good habits are efficiency, happiness, control of addiction, self-definition, self-control, and life balance.

Paradigms and Principles

Sean Covey introduces ten short-sighted statements before explaining paradigm as perspective. He warns of the pitfalls of materialism, dating obsessions, and other fixations, then explains the importance of centering on principles. The chapter concludes with ten steps toward improving self-limiting patterns. He advocates optimism, kindness, change, hard work, loyalty, and patience.

PART II: THE PRIVATE VICTORY

The Personal Bank Account

Sean Covey warns that some young people destroy themselves by giving in to peers, feeling inferior and self-absorbed, and being arrogant, jealous, and self-destructive. He alerts the reader to healthy attitudes toward asserting individuality, optimism, kindness, honesty, and happiness. He suggests that kindness to self, regular renewal, and honesty nourish the ego.

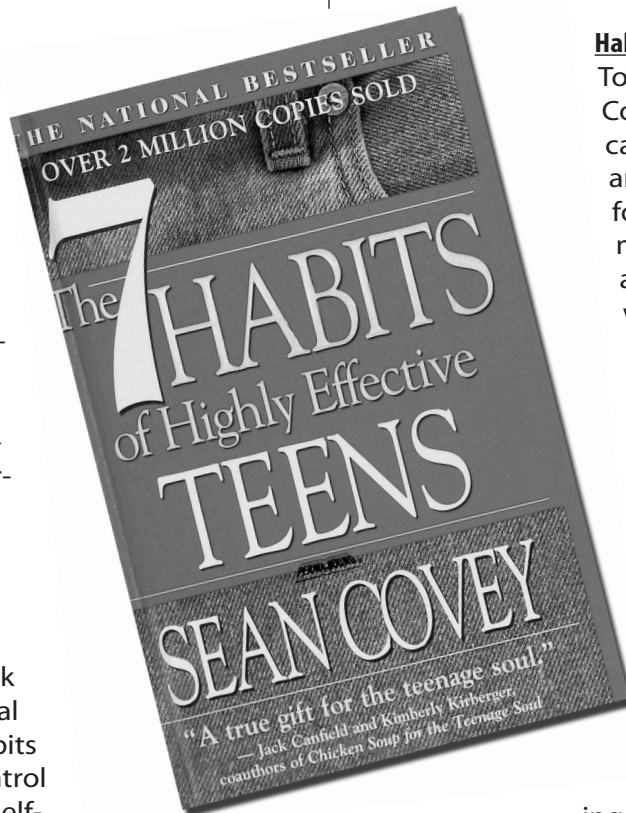
Habit 1—Be Proactive

To maintain personal stasis, Sean Covey advocates forgiveness, calm discussion of differences, and acceptance of human foibles. Among the life elements that no one can control are parents, race, upbringing, weather, the past, tuition costs, and the rudeness of others. A poem by Portia Nelson summarizes advancement as methods of avoiding pitfalls. Sean Covey advocates taking initiative by working out doable solutions through self-awareness, conscience, imagination, and will power. Positive steps toward improving life involve responding to insults, changing self-defeating patterns of language, dar-

ing and assertiveness, mediating disagreements, halting worry about unavoidable obstacles, and correcting bad habits.

Habit 2—Begin with the End in Mind

Sean Covey recommends setting a plan in advance of difficulties that may crop up with friends, sex, work, drugs, and college. He cites mission statements from real teens, who respond with individual views on life goals for youth. A ten-stage self-evaluation asks about positive life influences, inspiration, fun activities, reading habits, heroes, and tal-



ents. Covey suggests collecting inspiring quotations, stating a life mission, retreating to solitude for meditation, avoiding negative labels and defeatism, accepting the consequences of goals, and overcoming weaknesses and personal terrors.

Habit 3—Put First Things First

To put more into life, Sean Covey advocates planning, exercise, satisfying human relations, and rest. Prioritizing responsibilities and assignments promotes balance, performance, and self-control. Planning involves keeping a calendar of more important duties and tasks. Around them go lesser needs and daily demands that can be juggled and rescheduled. He warns that some challenges require courage, particularly new ventures and opportunities, risks, and phobias, such as speaking or performing before an audience. He advocates cultivating inner peace, giving up time wasters like television and aimless telephone conversations, and identifying fears and pressures.

PART III—THE PUBLIC VICTORY

The Relationship Bank Account

To develop the affective domain, Sean Covey stresses the value of keeping promises, loyalty, listening, apologies, small kindnesses, and setting realistic expectations.

Habit 4—Think Win-Win

By believing in letting everyone win, Sean Covey promotes good feelings and success for everyone. By avoiding superiority, competitiveness, and destructive comparisons, the real winner sheds negativity and cultivates happiness and inner peace. The author suggests playing games for fun rather than winning and evaluating relationships to determine how both parties can profit.

Habit 5—Seek First to Understand, Then to Be Understood

According to the author, communication satisfies the individual's deep need to be understood. Reducing the quality of conversation are self-centered attitudes, pre-judgement, prying, and advising. Covey describes the role of ears, eyes, and heart in listening to others. He lists as essentials eye contact, observation, releasing feelings, and providing constructive feedback.

Habit 6—Synergize

To make the most of human interaction, Sean Covey advocates acceptance of differences, open-

mindedness, teamwork, and exploring better methods of action. Rather than avoiding or merely tolerating diversity, he urges the reader to celebrate human variables. He summarizes seven learning methods—through words, logic, body sensations, imagery, rhythmic sound, interaction, and introspection. He warns of ignorance, clanishness, and bias and poses brainstorming as a means of solving problems or developing opportunities with a group.

PART IV—RENEWAL

Habit 7—Sharpen the Saw

Sean Covey lists ways of elevating physical wellness by exercising, eating, sleeping, and relaxing as well as by learning new skills and information, enjoying relationships, and praying. For mental acuity, he suggests newspapers, creative writing, quality periodicals and television programs, travel, the arts, conversation, gardening, and interaction with animals. He gives 50 reasons for avoiding sexual involvement, all of which alert the reader to self-destructive habits. For good behaviors, he proposes physical exertion and giving up junk food, expanding horizons, laughing and promoting humor, keeping a journal, and meditating.

Keep Hope Alive!

Sean Covey concludes with practical ways to develop good habits and to remain courageous in the face of defeat.

Covey's Life

Michael Sean Covey writes successful books, workbooks, and ancillary materials for the self-help and corporate leadership markets. A native of Belfast, Ireland, he was born in 1964 during the Mormon mission of his parents, Sandra Merrill and Stephen M. R. Covey, the parents of nine children and grandparents of 44. Sean Covey grew up in Provo, Utah, and lived in Boston and Dallas. In childhood, he profited from a close family that discussed values, competition, and goals. During a Mormon mission in Capetown, South Africa, from 1984 to 1986, he practiced playing football and learned to speak Afrikaans, a Dutch-African dialect. Of his religious mission he remarked, "I believe in devoting myself fully to my work. . . . I think one of the best philoso-



phies a man can have is to concentrate on one thing at a time." He declared the mission a success for sharpening his leadership abilities and for teaching him to control stress.

A graduate of Brigham Young University in English, Sean Covey chose the school based on the number of all-American quarterbacks it had produced. In 1989, he earned an Entertainment and Sports Programming Network (ESPN) Most Valuable Player award for remarkable passing and scoring for the Cougars, the BYU football team. While quarterbacking during a heated game in 1988, he suffered a concussion.

Sean Covey completed a Masters in Business Administration from Harvard Business School and joined the staff of Deloitte & Touche Management Consulting. From stints at Trammell Cross Ventures and Walt Disney Productions, he advanced to vice president of product innovation at Franklin Covey, a global time-management and productivity enhancement corporation formed in 1997 at Parkway Boulevard in Salt Lake City, Utah. His brother, David Covey, administers the company's activities and outreach in Asia and Australia; their uncle, Dr. John M. R. Covey, a former professor at BYU and director of the home and family division of Franklin Covey, conducted research for *The 7 Habits of Highly Effective Families*. At home in Salt Lake City, Sean Covey and his wife, Rebecca Thatcher, of Madison, Idaho, have six children.

Covey and the Critics

Sean Covey based his guidebooks on the philosophy of his father, Stephen M. R. Covey, author of *The 7 Habits of Highly Effective People*, which advocates life proficiency. In 1998, Sean Covey, with the aid of agent Jan Miller, issued his own version, *The 7 Habits of Highly Effective Teens* (1998), which simplifies models from the original text. Dedicated to his mother, the work is available in Spanish and on CD. During his research, he conferred with high school students in Joliet, Illinois, on character development and shared rough drafts. Readers coached him on clichés and stereotyping and on citing too many football examples from his own life. In locating a voice suited to his own stage of life, he commented, "What Joliet did was help me establish the overall intent of the book, and that was to provide hope. There were so many that had made it out of

nothing in Joliet, that didn't come from homes that were fabulous. I came away from this book experience encouraged by today's teens." He admired youth for being basically decent, achieving, and street smart.

When Sean Covey published his bestseller, he shared the glory with the student body of Joliet Central High School, who autographed copies at Barnes & Noble. The work quickly found a place on school reading lists and as a basis for student, counselee, teacher, church, and parent workshops. In addition to his writings, at fees ranging from \$10,000 to \$12,000 per session, he addresses youth and adult groups on how to attain a proactive lifestyle. His topics range from relating to friends and family members, avoiding peer pressure, and building self-confidence to setting and achieving goals. His choice of moral principles for life centering include honesty, love, and hard work, all achieved through formation of character-building habits. In November 2000, he noted that technology can make management more difficult and require greater control of life issues, the focus of his seminars.

Covey's Published Works

- Fourth Down and Life to Go* (1990)
- The 7 Habits of Highly Effective Teens* (1998)
- 7 Habits Journal for Teens* (1999)
- Daily Reflections for Highly Effective Teens* (1999)
- The 7 Habits of Highly Effective Teens Personal Workbook* (2003)
- The 6 Most Important Decisions You'll Ever Make: A Guide for Teens* (2006)

Bibliography

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- Kauffman, Bruce. "San Marcos, Calif., Foundation Grants Go to Teachers," *Escondido, Calif., North County Times* (30 September 2004).
- Northey, Sheryn Spencer. *Handbook on Differentiated Instruction for Middle & High Schools*. Larchmont, N. Y.: Eye on Education, 2005.
- Parish, Thomas S. "Tips on How to Turn Life's Setbacks into Triumphs," *Education* 115, no. 4 (summer 1995): 537.
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- Schall, Lucy. *Booktalks and More: Motivating Teens to Read*. Westport, Conn.: Libraries Unlimited, 2003.
- Shellenbarger, Sue. "Wed., 1:30 P. M., Lunch: Emotional Discussion with Family Member," *Wall Street Journal* (27 March 2002): B1.
- Stapp, Laura Sessions. "Books Help Teens Strategize for Life," *Los Angeles Times* (12 September 2000): 3.
- Templeton, John Marks. *Wisdom from World Religions*. Radnor, Penn.: Templeton Foundation Press, 2002.
- Wallis, R. J. "What Does Success Mean to You?," *Career World* 31, no. 5 (February/March 2003): 6-9.

General Objectives

1. To understand the impact of low self-esteem and depression on teens
2. To account for difficult relationships with parents and siblings
3. To interpret society's attitudes toward youth
4. To establish causes of bias, discontent, promiscuity, aimlessness, and substance abuse
5. To discuss the advantages of collective planning and synergy
6. To explain the protocols of adjusting expectations and setting goals
7. To analyze the influence of exercise, diet, and rest on health and attitudes
8. To describe advances toward happiness and contentment
9. To describe elements that shape self-image
10. To analyze the role of selfishness in creating social misery

Specific Objectives

1. To explain how Sean Covey organizes his seven habits
2. To analyze the title and chapter headings
3. To summarize the importance of commitment and hard work to success
4. To account for competition in school and community life and in sports and exercise
5. To justify reserving times to nourish and reward the self
6. To predict how teens will follow the advice of the Reverend Jesse Jackson to "Keep hope alive!"
7. To summarize the importance of a can-do spirit
8. To discuss the implications of win-win outcomes
9. To describe the role of reading, conversation, and the arts in good habits
10. To list reasons for teens to avoid promiscuous sex

Media Versions of Covey's Work

Audio Cassette

The 7 Habits of Highly Effective Teens, Simon & Schuster, 1998

Audio CD

The 7 Habits of Highly Effective Teens, self-published, 2001

Miniature Edition

The 7 Habits of Highly Effective Teens, Running Press, 2003

Spanish Edition

7 Hábitos de Los Adolescentes Altamente Efectivos, Grijalbo Mondadori Sa, 2005

Workbook

The 7 Habits of Highly Effective Teens Personal Workbook, Fireside, 2003

Related Reading

Louisa May Alcott, *Little Women*
Avi, *The True Confessions of Charlotte Doyle*
William E. Barrett, *Lilies of the Field*
Tracy Chevalier, *The Girl with a Pearl Earring*
Kaye Gibbons, *Ellen Foster*
Lorraine Hansberry, *A Raisin in the Sun*
Lois Lowry, *The Giver*
Mark Mathabane, *Kaffir Boy*
Sue Kidd Monk, *The Secret Life of Bees*

Toni Morrison, *The Bluest Eye*
 Walter Dean Myers, *Fallen Angels, Monster, and Shooter*
 Katherine Paterson, *Lyddie*
 Gary Paulsen, *Nightjohn and Hatchet*
 Richard Peck, *A Long Way from Chicago*
 Chaim Potok, *The Chosen*
 John Steinbeck, *The Red Pony*
 Theodore Taylor, *The Cay*
 Paul Zindel, *The Effect of Gamma Rays on Man-in-the-Moon Marigolds* and *The Pigman*

Literary Terms and Applications

For a better understanding of Sean Covey's book, present the following literary terms and applications:

Anecdote: a brief, uncomplicated, but often penetrating narrative that reflects an incident, attitude, or detail relative to a theme, such as self-esteem, phobias, and optimism. By fleshing out lists of actions and character traits with real-life situations, Sean Covey captures the urgency and poignance of difficult situations, for example, a boy who gives up friendship with a hashish user and a girl who discovers in an encounter group that she is not the only victim of a serial rapist.

Anti-hero: a protagonist or central figure who lacks the usual heroic qualities of an admirable person or leader, particularly skill, grace, honesty, courage, and truth. Sean Covey chooses a series of anti-heroes who learn from mistakes. By selecting himself and his brother David as models as well as composer Ludwig von Beethoven, author Helen Keller, president Abraham Lincoln, singer Judy Garland, athlete Michael Jordan, and physicists Werner von Braun and Albert Einstein, Covey pictures a variety of people who have had obstacles to overcome in youth before remaking themselves into role models.

The Importance of Setting

The milieu of Sean Covey's *The 7 Habits of Highly Effective Teens* covers much of the teen spectrum. Illustrations, anecdotes, and models derive from classroom assignments, sports competition, community situations, dating, after-school jobs, and family confrontations. To welcome a broad range of readers to the text, Covey introduces common

situations involving fads, bicycling, arguing with parents, studying, eating, joining a group, buying shoes and CDs, getting a driver's license, avoiding danger, saving money, taking tests, and playing basketball. To appeal to young readers, he chooses a cartoon image of a radio announcer playing the top ten songs, a counseling session with a girl who feels hated by her peers, a student learning about the physical principle of momentum, a boy whose friend drowned while intoxicated, and a conversation between Amy and Doug, a boyfriend-girl-friend situation. More to the point of setting is the issue of making new friends and fitting in after a move to a new school or town. Each example suits a global teen milieu in which interests and concerns derive from age and inexperience rather than from distinct cultural or racial expectations.

Cross-Curricular Sources

For more information about teen values, relationship hazards, school tensions, drugs and alcohol, dating and sex, and other subjects and issues deriving from Sean Covey's self-help guide, consult these sources:

Articles

Hellmich, Nanci. "Obesity at age 18, Death in Middle Age," *USA Today* (18 July 2006).
 Scherer, Marge. "Which Way, the Middle?," *Educational Leadership* 63, no. 7 (April 2006): 7.

Audiocassette/CD

"Don't Sweat the Small Stuff for Teens," Warner Adult
 "Parenting Teen Agers," SMI

Books

The Bluest Eye
The Contender
The Girl with the Pearl Earring
The Joy Luck Club
Kaffir Boy
Lyddie
Pigman
The Red Badge of Courage
Touching Spirit Bear
Walkabout
When I Was Puerto Rican
When the Legends Die

Film/Video

Dead Poets Society
The Grass Harp
The Homecoming
Hoosiers
I Know Why the Caged Bird Sings
J. T.
Like Water for Chocolate
An Officer and a Gentleman
The Red Pony
Sarafina!
Souder

Internet

Teen Habits
<http://www.teenhabits.com/>
Teen Values
<http://www.personal.psu.edu/users/d/w/dwh159/teen%20values.html>

Plays

The Effect of Gamma Rays on Man-in-the-Moon Marigolds, Paul Zindel
The Member of the Wedding, Carson McCullers
Miss Firecracker Contest, Beth Henley

Poems

"The Death of the Hired Man," Robert Frost
The Goblin Market, Christina Rossetti
"Invictus," Ernest Henley
"We Real Cool," Gwendolyn Brooks

Reference Books

Beede, John R., *Climb On! Dynamic Strategies for Teen Success*
Bolles, Richard Nelson. *What Color Is Your Parachute for Teens?*
Giles, W. Marie. *Open Your Mind, Open Your Heart: A Collection of Words of Wisdom*
James, Muriel, and Dorothy Jongeward. *Born to Win*

Short Stories

"Blues Ain't No Mockin Bird," Toni Cade Bambara
"Dawn," Raymond Barrio
"A Mother in Manville," Marjorie Kinnan Rawlings
"The Rocking Horse Winner," D. H. Lawrence
"The Scarlet Ibis," James Hurst
"The Split Cherry Tree," Jesse Stuart

Themes and Motifs

A study of the central issues and situations in *The 7 Habits of Highly Effective Teens* should include these aspects:

Themes

- self-study
- change
- family
- aims
- relationships
- habits
- nutrition
- escapism
- renewal
- hope

Motifs

- coping with setbacks
- committing to behavioral change
- understanding physical and emotional needs
- assuming school, family, and community responsibility
- comprehending interpersonal hazards

Meaning Study

Below are significant words, phrases, or sentences from the book. Explain each in context. Part number, chapter name, and page numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. It is a story of a dysfunctional, phobia-laden, immature, pea-brained leech named Bob who never ever goes away. (Part I, Paradigms and Principles, p. 27)
(Among Sean Covey's examples of serious personal faults are phobias, which are fearful responses out of proportion to dangers, such as the fear of heights, spiders, gaining weight, performing in public, taking tests, elevators, or darkness.)
2. Are you in the habit of reacting to these kinds of everyday things, or are you proactive? (Part II, Habit 1—Be Proactive, p. 49)
(Sean Covey summarizes proactive behaviors as avoidance of impulsiveness through planning and shrewd anticipation of challenge. Armed for difficulties, proactive people maintain self-control in situations over which they have no control.)

3. "There's a Hole in My Sidewalk," by Portia Nelson. (Part II, Habit 1—Be Proactive, p. 62) *(For a model of changing direction, Sean Covey cites singer-writer-actor Portia Nelson, author of "There's a Hole in My Sidewalk: The Romance of Self-Discovery" (1993). For the inauguration of President Bill Clinton, she composed the lyrics for Make a Rainbow. She also wrote songs for actor Debbie Reynolds and comedian Carol Burnett and arranged music for Elaine Stritch.)*
4. As Jack Welch, former teen and current business executive, put it, "Control your own destiny or someone else will." (Part II, Habit 2—Begin with the End in Mind, p. 80) *(As an example of success at habit formation, Sean Covey quotes corporate mogul John Francis "Jack" Welch, Jr., the former chief executive officer of General Electric. Welch gained a reputation for savvy business management from 1981 to 2001, when he increased the company's value over \$400 billion.)*
5. Victor Frankl, a famous Jewish-Austrian psychiatrist who survived the death camps of Nazi Germany, taught that we don't invent our talents in life but rather we detect them. (Part II, Habit 2—Begin with the End in Mind, p. 84). *(Viktor E. Frankl, a Viennese neurologist, author, and social philosopher, specialized in counseling teens and suicidal women. His most famous work is Man's Search for Meaning: Experiences in the Concentration Camp (1966), an international bestseller and a reason for his nomination for a Nobel Prize. Logotherapy, his view on survival, derives from a belief that people who have a reason for living can survive extremes of horror and loss such as those suffered at the hands of the Nazis during World War II. He stressed the purpose of conscience as a source of heart wisdom that develops values and gives life meaning.)*
6. Certain moments in life contain momentum and power. (Part II, Habit 2—Begin with the End in Mind, p. 97) *(Sean Covey stresses that a major event creates force and direction to move an individual toward new phases of social, educational, career, and personal attainment. Both negative and positive events can restructure aims and values toward satisfying outcomes, for example, losing a girlfriend, winning an award, or graduating from high school.)*
7. A man by the name of Albert E. Gray spent years studying successful people in an attempt to figure out that special ingredient that made them all successful.

(Part II, Habit 3—Put First Things First, p. 125) *(Corporate magnate Albert E. N. Gray of the Prudential Insurance Company of America developed instruction and print guides to sales techniques. He promoted both logic and integrity as inter-linking adjuncts of the seller's success.)*

8. I love how noted author Paul H. Dunn put it in a speech entitled "On Feeling Inferior." (Part III, Habit 4—Think Win-Win, p. 157) *(As a model adviser on self-esteem, Covey selects Paul Harold Dunn, an educator and elder of the Mormon church. Dunn delivered addresses on real-life experience.)*
9. The great sequoia trees (which grow to heights of 300 feet or more) grow in clumps and share a vast array of intermingled roots. (Part III, Habit 6—Synergize, p. 183) *(As an example of cooperation in nature, Covey chooses the giant sequoia, a redwood that is the world's largest tree. Reaching as high as 307 feet and 29 feet in diameter, they live over 3,000 years and produce some 400,000 seeds annually. In honor of the great trees, naturalist John Muir wrote, "Some time ago I left all for Sequoia and have been and am at his feet, fasting and praying for light, for is he not the greatest light in the woods, in the world? Where are such columns of sunshine, tangible, accessible, terrestrialized?")*
10. BODILY-KINESTHETIC: Learn through bodily sensations, touching (Part III, Habit 6—Synergize, p. 186) *(Kinesthesia involves a number of senses in knowing where the body is in space. Because the tactile, visual, and otic senses orient the brain on the movements of the feet, a walker can safely descend stairs without looking down or getting dizzy.)*

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the novel.

Motivation

1. How do good habits inspire teens? *(Author Sean Covey explains that teens who develop habits like life responsibility, a set mission with goals, prioritized action, a positive attitude toward self and others, focused listening, cooperation, and self-renewal predispose themselves to success, happiness, and serenity. He illustrates how good habits limit or exclude blaming others, setting no goals, procrastination, sus-*

pecting others, pretending to listen, working for self, and disregarding physical needs. From good habits come contentment, efficiency, control of addiction, self-definition, self-control, and life balance.)

Theme

2. Why are habits worthy of study?
(According to Sean Covey's introductory question, "Who Am I?," habits are constant companions that can assist or burden the individual. Because individuals are in charge of their own choices, there is reason to make habits servants rather than masters. The introduction urges the reader to embrace, train, and discipline habits to make them sources of profit and success.)

Character Development

3. How does Sean Covey advocate strong principles?
(The author pictures principles as life moorings, the beliefs that keep people from getting ahead by "lying, cheating, indulging, manipulating, and serving only themselves." He claims that living by strong tenets promotes success through service, respect, and love. The result is strong character that solves problems by following the correct principles. He describes the principled life as "the most stable, immovable, unshakeable foundation you can build upon.")

Historical Milieu

4. How does Covey use history as a source of witless thinking?
(The author lists ten faulty projections of human achievement. He includes Kenneth Olsen's denunciation of the home computer in 1977, Marshal Ferdinand Foch's dismissal of the military airplane in 1911, and Dr. Lee de Forest's doubts about reaching the moon, stated in 1967. Covey pursues a similar line of ridicule against Darryl F. Zanuck for denigrating television in 1946, the rejection of the Beatles as "groups of guitars" in 1962, the support of tobacco by Ian G. MacDonald in 1969, and Western Union's devaluation of the telephone in 1876. Covey concludes with a variety of false projections: Ptolemy's declaration that the earth is the center of the universe, King George III's failure to take seriously the American Revolution on July 4, 1776, and Charles H. Duell's assertion in 1899 that there will be no more great inventions.)

Style

5. What forms of modeling sell Sean Covey's ideas?
(Covey uses adages by George Bernard Shaw, citations from literature by William Shakespeare and Lewis Carroll, Garfield cartoons by Jim Davis, and personal and family anecdotes that include Covey's brother David. Inserted among examples are biographical commentary on sports heroes and on President

Abraham Lincoln, improvised parent-child dialogue, and examples of heroism, such as the brother who risks his life to return his dying sibling from a danger zone during World War II. In the listing of mission statements, Covey illustrates individual differences by citing models created by teens whom he identifies by name and state.)

Interpretation

6. How does Sean Covey build confidence?
(Covey begins with a bestseller, Stephen R. Covey's *The 7 Habits of Highly Effective People*, and resets goals and examples from a teen perspective. To build confidence, he pictures achievable life improvements that begin with self-evaluation and enlarge on increments of change in behavior and attitude. He establishes a balance between difficult situations—rape, anorexia, hashish addiction, alcoholism, domestic violence—and light-hearted teen attitudes, stressed by cheerful cartoon figures posed in happy, pleasant surroundings, such as the man sitting by the water on p. 207, the couple map reading on p. 73, and the pigtailed girl laughing on p. 233.)

Conflict

7. How does the text introduce the possibility of failure?
(In the final segment, Sean Covey acknowledges that defeat and failure are an irrevocable part of most lives. He stresses the value of optimism in a citation from the Reverend Jesse Jackson, who urges, "Keep hope alive!" Lightening the last chapter is a jingle from Dr. Seuss' *Oh, the Places You'll Go*, a child's reading that this generation of teens will recognize. Covey signs off with belief in youth, which, he declares, are born with the inborn power and light to succeed. A brief humorous fillip at the conclusion reminds people to leave footprints rather than buttprints in the "sands of time.")

Atmosphere

8. How does atmosphere alter the seriousness of the text?
(Sean Covey is careful to shuffle serious matters with everyday decisions and choices, such as preparing for tests or competing at sports. By altering the atmosphere from weighty to common analogies, he inserts a useful reminder that not every situation is life-altering. His emphasis on sports and school extracurricular activities and on interpersonal events, such as deflecting gossip, putting down friends and singing or speaking before a group, rewards the reader with pragmatic solutions to fears and to challenges indigenous to the teen years. By working in rape, alcoholism, familial abuse, sibling loss, and anorexia, he aims to solace the traumatized reader, who needs direction toward professional or clinical advice and therapy.)

Critical Response

9. Why do critics charge Sean Covey with discounting real human pain?

(Some reviewers, parents, and educators recognize weaknesses in Covey’s survey of the human situation, such as his faulty definition of “paradigm” (model, framework) as “perception.” He gravitates toward male imagery—sports analogies and business cliches, e. g., win-win, win-lose, and androcentric concerns about body shape and strength. He also tends to cite white male icons as heroes or role models, for example, battlefield standouts and media giants. Although he claims to embrace diversity, his record speaks for itself.)

Covey often receives criticism for over-simplification of human complexities. His light-hearted approach to serious issues involving crime, addiction, eating disorders, and adult problems deserve more intense study and fewer one-shot answers. At the book’s conclusion, Info Central, a three-page listing of toll-free numbers and web sites, implies that teens can reach out to substantive assistants for fearful, self-destructive problems involving drugs, eating disorders, mental and physical health, domestic and child abuse, and gang violence. The listing seems too little, too late.)

Adjuncts

10. How does Sean Covey extend the applicability of his book through ancillaries?

(A follow-up book, Daily Reflections for Highly Effective Teens (1999), reprises the citations and paradigms of the original text in concentrated form, for example, by reducing the wisdom for January 1—“Who Am I?”—from 24 to four lines. Continuing in calendar form, the adages focus on personal decisions and choices concerning improved behavior and outlook. The 7 Habits Journal for Teens (2002) stresses the value of a daybook as a source of insight. Sean Covey declares in the introduction that personal writing is a comfort, “the only place where you can fully express yourself no matter how angry, happy, scared, love crazy, insecure, or confused you feel.” In a personal workbook published in 2003, Covey proposes methods of listing and taking stock of habits and attitudes that stress optimism and hope over criticism. The exercises, although simplistic and lacking in innovation and dimension, allow readers to deepen their perceptions of the text and its philosophy by working at an individual pace and by revealing inner misgivings and faults along with strengths and sources of pride. In 2006, Covey added to his works The 6 Most Important Decisions You’ll Ever Make: A Guide for Teens, a reprise of his themes and philosophy from earlier works.)

How Language Works

To create realistic scenarios, Sean Covey endows his characters with a tendency toward slang:

1. Of the author’s choice of English as a major, he remarks that his freshman English teacher, “Mr. Williams would have died.”
2. In a petulant teen whine, the text declares, “My new biology teacher stinks.”
3. As a jaunty encouragement, Covey asks, “Does this time-management stuff really work? You bet it does.”
4. In a model of casual conversation, he cites, “Man, where’s the bathroom? I gotta go real bad.”
5. Concerning his list of 50 appealing books for teens, he declares, “It’s all about brain waves. Get some.”

Across the Curriculum

Gender and Cultural Studies

1. Write a theme in which you explain the role of citations, such as the adages of George Bernard Shaw, Cecil B. DeMille, Lewis Carroll, Victor Borge, Alexander Milne, Ralph Waldo Emerson, Helen Keller, Sir Edmund Hillary, Albert E. Gray, William Shakespeare, Judy Garland, C. S. Lewis, Arnold Bennett, Goethe, Robert Frost, Julia Child, Ezra Taft Benson, Bill Bradley, John F. Kennedy, Mother Teresa, Jim Davis, Lily Tomlin, Abraham Lincoln, Theodore “Dr. Seuss” Geissel, Mark Twain, Robert Fulghum, and Dr. Martin Luther King, Jr. Propose a more equitable series of quotations from women and people of color by suggesting the wisdom of Catherine d’Medici, Pablo Neruda, Susan Butcher, Confucius, Barbara Jordan, Abigail Adams, Cesar Chavez, Mary Hunter Austin, Fanny Kemble, Annie Wauneka, Nelson Mandela, Maya Angelou, Aung San Suu Kyi, Khalil Gibran, Rigoberto Menchu, Mohammed, Madeleine Albright, Elizabeth I, Oprah Winfrey, Mohandas Gandhi, Ann Landers, Wilma Mankiller, Baronne d’Aulnoy, Mary Baker Eddy, Anna Howard Shaw, Lucretia Mott, Aimee Semple McPherson, Elizabeth

Cady Stanton, Emma Goldman, Nawal El Saadawi, Mariama Ba, and Susan B. Anthony.

2. Compose a brief rebuttal of Sean Covey's generalization that girls are more prone to gossip than boys. Explain why gender stereotypes are as harmful as generalizations about size and body types, cultural distinctions, religious preference, physical and mental handicaps, and race.

Library Research

1. List the poems, books, novels, plays, and movies that Sean Covey uses as models. Compile the list into an annotated bibliography. Separate each according to genre: screenplay, autobiography, confessional poem, children's fiction, or stage drama. Include adages that are identified as anonymous or spoken by native Americans or Japanese philosophers or proposed by the author of Ecclesiastes.
2. Select a novel, biography, play, or poem to add to Sean Covey's list of "50 Great Books for Teens," for example, Mark Mathabane's *Kaffir Boy*, Mariama Ba's *Scarlet Song*, James Vance Marshall's *Walkabout*, Rita Dove's *Mother Love*, Isabel Allende's *Of Love and Shadows*, or Nawal el Sadaawi's *Daughter of Isis*. Summarize themes and motifs in terms of the authors' observations on positive beliefs, habits, attitudes, and behaviors of young people.

Religion

1. Compose an extended definition of meditation in which you differentiate between meditating and praying. Comment on Sean Covey's proposal that successful people meditate and enjoy solitude, animals, and nature as well as human relationships.

Drama

1. Draw stage settings for a dramatization of avoiding parent-teen confrontations, arranging win-win situations within a peer group, listening to the hardships of others, and retraining the self to avoid depression, superiority, or inferiority. Comment on the low-key confrontations and person-to-person exchanges that Sean Covey describes to replace fights and angry words and gestures.

2. Create a storyboard account of a lengthy anecdote from the text, such as the recovery of an anorexic and a drug addict, a teen's membership in Alcoholics Anonymous, and David Covey's development from a 98-pound weakling into a successful mountain climber. Stress positive moves toward self-improvement, stamina, forgiveness, hope, and mental and physical health.

Education

1. Role-play the part of a guidance counselor helping a teen establish sensible goals toward college, job, and career. Outline pertinent lessons in everyday life, for example, writing an autobiography, discussing reasons for selecting a trade or college major, visiting a campus or workshop to experience lecture halls and labs, outlining financial options and sources of outside aid, and choosing a school that is the right size and degree of challenge. Compose a suitable response to a teenager like young Sean Covey, who selects a university based solely on its academic record and potential.
2. Propose curriculum for a night class to teach poorly performing teens the basics of self-esteem, goals, study habits, and achievement. Include ways to build success one step at a time, such as managing time, taking notes, and studying for end-of-grade or standardized tests with friends or with a tutor.

Speech

1. Organize a discussion of the importance of mental and physical health. List obstacles—poor nutrition, lack of sleep and exercise, laziness, destructive self-image, addictions to television or smoking, trashy music and video games, day-dreaming, absorption in drugs or sex—and propose sensible methods of defeating each. Outline a typical school day and vary work, class attendance, and homework with short breaks, snacks of fresh produce and juice, selective television or DVD watching, attendance at a play or public gathering, volunteering on community projects, and visits or telephone conversations with friends.

2. Outline an address to parents on methods of aiding teens to excel at school, work, play, and competition. Suggest parental listening skills, which require nonjudgmental attitudes, serious consideration of teen input in family matters, serious questions about sensitive issues, and follow-up on alarming involvement in smoking, alcohol, drugs, gang violence, materialism, and promiscuous sex.

Cinema

1. View films and videos with settings and characters and situations growing out of teen issues, such as *An Officer and a Gentleman*, *Fame*, *J. T.*, *The Heart Is a Lonely Hunter*, *I Know Why the Caged Bird Sings*, *Tell Them Willie Boy Is Here*, *All Quiet on the Western Front*, *Daughters of the Dust*, *Dead Poets Society*, *Hoosiers*, *Like Water for Chocolate*, *Scent of a Woman*, *The Outsiders*, *The Rabbit-Proof Fence*, *Rudy*, *The Water Is Wide*, *Sounder*, *The Grass Harp*, *To Sir with Love*, *Great Expectations*, and *Far and Away*. Compare the movies' settings, themes, wisdom, and dialogue to those of *The 7 Habits of Highly Effective Teens*. Comment on the interplay of people of various ages and of different ethnic, social, political, educational, and professional backgrounds, particularly deceitful adults, manipulators, racists, sexists, and crime-ridden neighborhoods.

Science and Health

1. Compose a lecture on the value of varied types of exercise to the promotion of clean living and clear thinking. List the dangers of poor posture, limited stamina, and long-term lethargy and depression. Account for the importance of health and vigor to teen survival, hopes, and productivity.
2. Summarize in a wall chart the dangers of teen sex, which Sean Covey lists in a 50-point argument against promiscuity. Balance physical and economic hazards—venereal disease, pregnancy, abusive relationships, expense of a teen marriage, loss of a chance for education and maturity—with emotional and spiritual depletion from drunken behavior, bravado, boasting, shame, guilt, depression, fear, and lack of love. Explain why Covey promotes long-term relationships, family values, and self-respect over short-term sexual release.

Arts and Crafts

1. Make an illustrated map and notebook of low-price, available forms of arts and crafts in your community. Consider summer science labs, photography contests, library seminars, community college lectures and art contests, street fairs and dances, museum programs, improvisational drama and poetry slams, ethnic holidays and parades, art auctions, guided tours of galleries and historic residences, newspaper op-ed pieces, county fair exhibits, speech and sewing contests, and traveling sculpture and technology shows.

Social Studies and Economics

1. Discuss with a small group some family patterns of behavior and expectations after serious financial setbacks, including pay loss, transfer, firing, increased hours, split shifts, and unappealing work assignments. Outline how economic changes impact teens, particularly those who need financial backing to go to college. Explain why families in distress need time to share thoughts, weigh options, evaluate assets, and brainstorm solutions, such as down-sizing a home and lowering debt.
2. Report orally on the physical, economic, and psychological effects of lengthy library or laboratory research projects, mind-numbing labor, sports workouts, military training, performance in a musical group, and daily homework. Account for the need to break down tasks into small increments, such as practice a musical instrument in 20-minute sessions or working out on a treadmill while enjoying music or recorded books on earphones. Name ways for teens to reward themselves at various times on their work schedules, especially with snacks, family conversations, watching a favorite DVD, or rest on a porch or in a hammock.
3. Divide the class into small groups to brainstorm ways to improve community relations with teens. Include activities that enable teens to coexist with unsympathetic teachers, principals, police, neighborhood authorities, and personal enemies. List ways of suppressing teen discontent and of promoting fair

practices, such as launching a community clean-up, joining a student government training session, participating in scouting or junior police or firefighters, assisting in the tutoring of younger students, mentoring troubled children, or establishing weekends of intramural skating, dance, swimming, birdwatching and photography, or chess and Monopoly.

4. Compose an extended definition of social and emotional integration. Explain why the term describes well-balanced people who value their place in relationships, families, religious groups, jobs, and communities. Discuss how spiritual wholeness contributes to personal balance.

Psychology

1. Describe aloud the drive for a better life. Account for escapism through gossip, sports, mental drifting, wasteful telephone conversations, pointless television watching, smoking, junk food, detrimental music, materialism, dangerous driving habits, pornography, promiscuous sex, alcohol, and drugs.
2. Using incidents from the book, comment on gradual changes in teen habits. Discuss how to cope with repeated disillusion and such assaults on self-esteem as differences of opinions with a good friend, failing a class, performing poorly at sports, breaking up with someone close, losing a job, and arguing with siblings and parents.

Mathematics and Computers

1. Using desktop publishing, make a web site or bulletin board that identifies these terms: addiction, GPA, agnostic, insensitivity, peer pressure, diverging, consequences, destination, abusive relationship, grandeur, trite, syndrome, receptive, committed, mirth, disarm, intimidated, synergy, aerobics, compulsion, proactive, optional, invincible, quadrant, paradigm, denominator, venomous, totem, *carpe diem*, initiative, reactive, synonym, refuge, inherently, digital, kinesthetic, dysfunctional, leech, death camps, momentum, sequoia, Grand Tetons, strategist, unconditional, documented, reconciliation, juncture, neurons, glowering, customized, and visualize.

2. Based on your understanding of the book, lead a panel discussion of the effects of success on the neediest teens, especially those lacking firm home backing and moral upbringing. Support your opinions with examples from real life.

Language and Speech

1. With a flow chart, parallel the four parts of the text in terms of hard work and self-discipline.
2. With a partner, role-play a dialogue dramatizing Sean Covey's comments on the value of good deeds, volunteerism, defusing a tense situation, repairing a broken-down relationship, or building friendships with strangers.
3. Summarize aloud a chapter of an inspiring work in which teen characters assert new-found strengths. Choose from these: *The Bluest Eye*, *The True Confessions of Charlotte Doyle*, *Touching Spirit Bear*, *The Girl with a Pearl Earring*, *The Outsiders*, *The Giver*, *Go Ask Alice*, *Little Women*, *The Red Badge of Courage*, *Fallen Angels*, *The Cay*, *Nightjohn*, *The Prince and the Pauper*, *The Great Gilly Hopkins*, *The Thread That Runs So True*, *A Long Way from Chicago*, *Monster*, *Zlata's Diary*, *Slave Dancer*, *A Day No Pigs Would Die*, *Shane*, *Shooter*, *The Homecoming*, *The Contender*, *The Pigman*, *The Diary of Anne Frank*, and *To Kill a Mockingbird*.

Literature and Composition

1. Read aloud from nonfiction, novels, plays, speeches, and stories that describe the effects of bad habits. Include Theodore Taylor's *The Cay*, Avi's *The True Confessions of Charlotte Doyle*, D. H. Lawrence's "The Rocking Horse Winner," Amy Tan's *The Joy Luck Club*, Sue Kidd Monk's *The Secret Life of Bees*, William Wordsworth's "I Wandered Lonely As a Cloud," Christina Rossetti's *The Goblin Market*, Marjorie Kinnan Rawlings's "A Mother in Manville," Chaim Potok's *The Chosen*, James Hurst's "The Scarlet Ibis," John Steinbeck's *The Red Pony*, Raymond Barrio's "Dawn," William E. Barrett's *Lilies of the Field*, Toni Cade Bambara's "Blues Ain't No Mockin Bird," Carson McCullers's *The Member of the Wedding*, Lorraine Hansberry's, *A Raisin in the Sun*, and Robert Frost's "The Death of a Hired Man."
2. Explain in a theme the significance of the title *The 7 Habits of Highly Effective Teens*, particularly as it applies to everyday situations involving home behaviors, friendship, dating, competing in

sports, homework, fun, and envisioning the future. Propose other titles that express Sean Covey's proactive principles and his concern for the creation of everyday work habits and attitudes.

Alternate Assessment

1. List and describe examples of hazards to winners, for example, boredom, mind-numbing work, repeated failure, low self-esteem, fear of ridicule, phobias, physical weakness, self-defeating language, jealousy, depression, and tempting addictions.
2. Compile a list of actions and statements that demonstrate positive expectations, such as laughter, brainstorming, expanding horizons, repairing broken-down relationships, meditating, and maintaining hope.
3. Compose a scene in which Sean Covey encourages teens who have suffered severe loss, for example, orphans, homeless, physically handicapped, victims of crime like assault or rape, anorexics, addicts, or students at a school disrupted by a shooting.
4. Account for the author's dramatization of a string of disappointments and unforeseen catastrophes as opportunities for advancement.

Teacher's Notes

Vocabulary Test

Complete each of the following sentences with an appropriate word from the list below. You will have answers left over when you finish.

abusive, aerobics, compromising, customized, disarm, diverging, embellish, intimidated, invincible, ironic, juncture, mirth, mission, optional, perceptions, principles, prioritize, probing, quadrant, rebounding, reconciliation, refuge, strategist, syndrome, synergize, totem, trite, venomous, visualize, workaholism

1. _____, and do the most important things first.
2. _____. Work together to achieve more.
3. Another word for _____ is paradigms.
4. The _____ thing is that the more you center your life on someone, the more unattractive you become to that person.
5. _____ is usually driven by a compulsive need to have more stuff, like money, cars, status, or recognition.
6. It takes faith to live by _____, especially when you see people close to you get ahead in life by lying, cheating, indulging, manipulating, and serving only themselves.
7. For one day, try not to exaggerate or _____.
8. A personal _____ statement is like a tree with deep roots.
9. In contrast to small hard moments, larger ones occur every so often in life and include things like choosing good friends, resisting negative peer pressure, and _____ after a major setback.
10. Apologies _____ people.
11. With a Lose-Win attitude you'll find yourself setting low expectations and _____ your standards again and again.
12. Abuse is a never-ending cycle of hurt and _____.
13. Your course comes complete with _____ obstacles designed specifically for your personal growth.
14. We go up and down, feeling inferior one moment and superior the next, confident one moment and _____ the next.
15. If you're asking a lot of questions and not getting very far, you're probably _____.

Comprehension Test A

Part I: True/False (30 points)

In the space at left, write T if the statement is complete true or F if any of the statement is false.

- _____ 1. An aid to the relationship bank account is the setting of realistic expectations.
- _____ 2. Comparisons are a sensible method of determining happiness and inner peace.
- _____ 3. By prioritizing actions, the individual can complete all necessary tasks.
- _____ 4. The Reverend Jesse Jackson energized a large audience by repeating, "Keep hope alive!"
- _____ 5. Sean Covey recommends *National Geographic* as a stimulus to "sharpen the saw."
- _____ 6. One self-centering habit that the guidebook advocates is keeping a journal.
- _____ 7. According to Sean Covey, communication satisfies a deep need to understand.
- _____ 8. Playing games for fun illustrates how both parties can profit from competition.
- _____ 9. Winners maintain a healthy suspicion of the aims and hidden objectives of others.
- _____ 10. Self-renewal begins with focused listening.
- _____ 11. Among methods of changing bad habits, Sean Covey lists optimism, hard work, loyalty, and patience.
- _____ 12. No one can control costs, the past, racial identity, or the rudeness of others.
- _____ 13. Covey urges winners to stop worrying about unavoidable obstacles.
- _____ 14. Telephone conversations and watching television are always time wasters.
- _____ 15. Eye contact can limit quality of conversations by disclosing personal feelings.

Part II: Completion (20 points)

Fill in the blanks below with a word or phrase from the list below. Place your answer in the space provided at left.

addiction, assertiveness, celebrate, defeat, enemies, fair play, feedback, initiative, journals, meditating, optimism, parental, phobias, physical, positive, principles, quotations, rescheduling, roles, serenity, siblings, suicide, synergy, truth, will, writing

- 1. Communication essentials involve eye contact, observation, releasing feelings, and providing constructive _____.
- 2. Rather than avoiding or merely tolerating diversity, Sean Covey urges the reader to _____ human variables.
- 3. Mental acuity derives from reading newspapers, creative _____, quality periodicals and television programs, travel, the arts, conversation, gardening, and activities involving animals.
- 4. A winner remains courageous in the face of _____.
- 5. The opposites of seven worthy habits include blaming others, setting no goals, procrastinating, suspecting others, pretending to listen, working for self, and disregarding _____ needs.
- 6. The aims of good habits are efficiency, happiness, control of _____, self-definition, self-control, and life balance.
- 7. The author warns of the pitfalls of materialism, dating obsessions, and other fixations, then explains the importance of centering on _____.
- 8. The text advocates taking initiative by working out doable solutions through self-awareness, conscience, imagination, and _____ power.
- 9. Sean Covey suggests collecting inspiring _____, stating a life mission, retreating for meditation, avoiding negative labels and defeatism, accepting the consequences of goals, and overcoming weaknesses.
- 10. The book warns that some challenges require courage, particularly new ventures and opportunities, risks, and _____.

Comprehension Test A (Page 2)

Part III: Multiple Choice (20 points)

Select a response to complete the following statements. Place your choice in the space at left.

- _____ 1. The Cheshire Cat states that you don't need to know where you are if you
- A. follow an adviser's directions.
 - B. leave early enough.
 - C. travel with good friends.
 - D. don't know where you're going.
- _____ 2. A native American proverb declares that sound from your own voice
- A. can make you deaf to others.
 - B. creates unnatural fears.
 - C. reassures you during frightening tasks.
 - D. prepares you for wisdom.
- _____ 3. Abraham Lincoln believed that people
- A. make their own luck.
 - B. are about as happy as they try to be.
 - C. become winners by overcoming the impossible.
 - D. need time to meditate.
- _____ 4. A Japanese adage advocates
- A. that winners celebrate diversity.
 - B. the kind of synergy that made the Wright brothers successful inventors.
 - C. kind words as a form of warmth.
 - D. laughter as a cure for depression.
- _____ 5. Among ten ways Sean Covey lists to keep physically fit are
- A. walking and stretching.
 - B. sleeping late.
 - C. listening to restful music.
 - D. getting involved in student government and church.
- _____ 6. C.S.Lewis warned that pride
- A. destroys competition.
 - B. merely tolerates diversity.
 - C. is the source of cliques.
 - D. demands to have more than others have.

- _____ 7. Damaged relationships can be
- A. opportunities for personal advancement.
 - B. rebuilt step at a time.
 - C. the result of selfish listening.
 - D. an introduction to a better class of friends.

- _____ 8. A good way to avoid drugs, alcohol, promiscuous sex, and cigarettes is
- A. to select an alternative that will exclude tempters.
 - B. by making fun of law breakers.
 - C. through refusal skills.
 - D. to join an Alcoholics Anonymous group.

- _____ 9. A procrastinator tends to
- A. prioritize the easiest tasks first.
 - B. say yes to every request.
 - C. need urgency.
 - D. seek a comfort zone in unexplored territory.

- _____ 10. Setting high goals
- A. can ensure failure.
 - B. demands an acceptance of the cost.
 - C. is the only way to get into college.
 - D. always involves sacrifice.

Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Describe how winners respond to loss, fear, and failure.
2. Explain how principles guide and direct teen lives.
3. Discuss the results of procrastination.
4. Account for the need for dividing daily tasks into large rocks and small rocks.
5. Summarize events and relationships that generate despair.

Comprehension Test B

Part I: Identification (20 points)

Identify the terms described below. Choose answers from the list that follows. Place your response in the blank provided at left.

addiction, communication, defeat, forgiveness, habit, hope, losing, paradigm, phobias, prejudice, prioritizing, probing, renewal, self-centering, synergy, venturing, win-win

- _____ 1. satisfies a deep need to be understood.
- _____ 2. reduces the quality of conversation
- _____ 3. means the same as teamwork
- _____ 4. is a rejection of diversity
- _____ 5. implies a way for both parties to profit
- _____ 6. is Jesse Jackson's advice
- _____ 7. is a recurring behavior that requires discipline
- _____ 8. is a synonym for perspective
- _____ 9. involves progressive self-destruction
- _____ 10. requires a calendar of important duties

Part II: Multiple Choice (20 points)

Underline a word or phrase that completes each of the following sentences. On the lines that follow, explain Covey's reasoning.

1. Peer pressure succeeds because (**people need to belong, addictions seem glamorous, teens love to communicate with equals, few people like to be loners, youth is a time of weakness and dependency**).

2. Some challenges require (**ridicule, trial and error, courage, ignoring good advice, dishonesty**).

3. Destructive comparisons can produce (**better self-evaluation, negativity, constructive feedback, human interaction, opportunitis for advancement**).

4. One method of learning is through (**study of the food pyramid, giving up junk food, laughing, avoiding television, introspection**).

5. A source of happiness is (**examination of body language, life balance, work for self, material gain, choosing to be alone rather than with peers**).

Comprehension Test B (Page 2)

Part III: Short Answer (20 points)

Supply a word or phrase in answer to the following questions. Place your response in the blank provided.

- _____ 1. What is Sean Covey’s synonym for “sharpening the saw”?
- _____ 2. For what activity does the text offer 50 warnings?
- _____ 3. Which fruit type is more flexible, reflective, sensible, and creative?
- _____ 4. Which fruit type requires orderly environments, specific outcomes, and predictability?
- _____ 5. What form of synergy involves gathering new options and ideas?
- _____ 6. Which model turns a skinny body into a strength for mountain climbing?
- _____ 7. What is Sean Covey’s opposite term for reactive?
- _____ 8. How does Sean Covey label a person who tries to please others?
- _____ 9. What kind of learning involves rhythm and sound?
- _____ 10. Whom does the author charge with being more likely to spread gossip?

Part IV: Essay Questions (40 points)

Choose two and answer in complete sentences.

- 1. Explain why a lack of priorities produces erratic, wasteful behaviors.
- 2. Contrast the hazards of peer pressure with the dangers of self-destructive attitudes.
- 3. Describe the kinds of behaviors that refresh the body, spirit, and mind.
- 4. Summarize the ways in which winners use their free time.
- 5. Establish the importance of personal principles to happiness and serenity.

Answer Key

VOCABULARY

- | | | |
|----------------|---------------|--------------------|
| 1. prioritize | 6. principles | 11. compromising |
| 2. synergize | 7. embellish | 12. reconciliation |
| 3. perceptions | 8. mission | 13. customized |
| 4. ironic | 9. rebounding | 14. intimidated |
| 5. workaholism | 10. disarm | 15. probing |

COMPREHENSION TEST A

Part I: True/False (30 points)

- | | | |
|------|-------|-------|
| 1. T | 6. T | 11. T |
| 2. F | 7. F | 12. T |
| 3. F | 8. T | 13. T |
| 4. T | 9. F | 14. F |
| 5. T | 10. F | 15. F |

Part II: Completion (20 points)

- | | |
|--------------|---------------|
| 1. feedback | 6. addiction |
| 2. celebrate | 7. principles |
| 3. writing | 8. will |
| 4. defeat | 9. quotations |
| 5. physical | 10. phobias |

Part III: Multiple Choice (20 points)

- | | |
|------|-------|
| 1. D | 6. D |
| 2. A | 7. B |
| 3. B | 8. C |
| 4. C | 9. C |
| 5. A | 10. B |

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Identification (20 points)

- | | |
|------------------|------------------|
| 1. communication | 6. hope |
| 2. probing | 7. habit |
| 3. synergy | 8. paradigm |
| 4. prejudice | 9. addiction |
| 5. win-win | 10. prioritizing |

Part II: Multiple Choice (20 points)

1. people need to belong
2. courage
3. negativity
4. introspection
5. life balance

Part III: Short Answer (20 points)

- | | |
|------------------|----------------|
| 1. renewal | 6. David Covey |
| 2. sex | 7. proactive |
| 3. grapes | 8. yes-man |
| 4. bananas | 9. musical |
| 5. brainstorming | 10. girls |

Part IV: Essay (30 points)

Answers will vary.

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