

Habits of Mind

A Curriculum for
Community High School of Vermont Students

Based on *Habits of Mind: A Developmental Series*
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Habits of Mind for Community High School of Vermont

Foreword

This curriculum was authored in 2004 by Bethany Johnson, ReCycle North, Burlington, Vermont, Merryn Rutledge, Revisions, Burlington, Vermont, and Margaret Poppe, Collaborations, Burlington, Vermont. The curriculum was initially offered only at facilities where the Workforce Development Program was operating. After being used successfully in those facilities for a full year, the curriculum was revised in 2005 by Vermont Consultants for Language and Learning, so that the curriculum could be offered at any Community High School of Vermont site as a vocational education class.

Habits of Mind for Community High School of Vermont

Introduction

A classroom environment provides many opportunities to influence behavior, cognitive behavior, learning, and growth. The focused, intentional way students interact in class with high school faculty and other students can be extended to interactions outside class with work supervisors and correctional staff. The residential, school, and work environments together will support and enhance social and life skills development of offenders.

This course aims to:

- Support successful community reintegration
- Improve employability
- Improve job retention
- Enhance by offender choice a reconnection to society
- Build a sense of empowerment through the application of new skills
- Improve collaboration both in the facility and out in the community

Habits of Mind

The 16 Habits of Mind are habits of thought and action that help people manage uncertain or challenging situations. They can help people take action when there is no known solution to a problem. The Habits support thoughtful and intelligent action.

The 16 Habits of Mind are:

- Thinking about Thinking
- Remaining Open to Continuous Learning
- Thinking Flexibly
- Persisting
- Finding Humor
- Striving for Accuracy
- Listening with Understanding and Empathy
- Gathering Data through All the Senses
- Thinking and Communicating with Clarity and Precision
- Thinking Interdependently
- Creating, Imagining, and Innovating
- Responding with Wonderment and Awe
- Applying Past Knowledge to New Situations
- Questioning and Posing Problems
- Managing Impulsivity
- Taking Responsible Risks

Habits of Mind for Community High School of Vermont Curriculum Overview

Purposes and goals of the course

The purposes of this class are to:

- Explore definitions for each of the 16 Habits of Mind.
- Provide practice in using and thinking about the Habits of Mind.
- Support offenders in making behavior changes that reflect the Habits of Mind.

Lesson numbers, length of lessons, and suggested schedule

The curriculum is divided into nineteen modules. Modules are designed either as one-hour sessions or as two one-hour sessions and should be adaptable to the different schedules of individual facilities. The format of the course will vary by facility, as some may meet twice a week, others only once. Experienced instructors will realize that some activities can be shortened or lengthened, depending upon presentation style, learner interest, and the time available. Lessons can be rearranged to suit the needs of the Department of Corrections that is using the curriculum.

This course ends with a final project. While introducing the project early on gives students time to think about the form their project will take, instructors should not be bound to start it at any particular point. Students should count project work as outside of class time. Lesson 13 includes built-in time for working on the final project, and the last lesson describes the project and suggests project ideas (for example, a skit or series of skits, a cartoon book, a board or card game, a collage, or a quilt). There are many options. Instructors should dedicate at least one class at the end of the course to completing and sharing project work.

The course is designed to be not less than 20 hours long but could be as long as 30 hours, based on each facility's schedule and instructor choices.

The lessons are presented in the recommended order:

1. Introduction to the Habits of Mind and Habits Portfolio
2. Thinking about Thinking
3. Remaining Open to Continuous Learning
4. Thinking Flexibly
5. Persisting
6. Finding Humor
7. Striving for Accuracy
8. Listening with Understanding and Empathy
9. Gathering Data through All the Senses
10. Thinking and Communicating with Clarity and Precision
11. Thinking Interdependently
12. Creating, Imagining, and Innovating
13. Responding with Wonderment and Awe

14. Applying Past Knowledge to New Situations
15. Questioning and Posing Problems
16. Managing Impulsivity
17. Taking Responsible Risks
18. Putting It All Together
19. Course Project

Module Components

Each lesson contains all the information, directions, and worksheets that instructors need, unless otherwise indicated.

Lessons are organized with the following headers:

- Lesson Objectives
- Lesson Overview
- Materials
- Methodology
- Activity
- Guided Group Discussion
- Reflection
- Optional Ways to Teach
- Worksheets

Notes to Instructor are inserted throughout the manual to clarify or highlight points.

Habits Portfolio

Students are introduced to the Habits Portfolio in Lesson 1 and build it over the succeeding lessons. The beginning Habits Portfolio is included as Appendix D. All students should keep their Habits Portfolio with additional pages in a plastic binder, folder, or notebook. Journal activities are/may be part of the portfolio.

Habits of Mind for Community High School of Vermont Instructional Approach

This class design emphasizes experiential learning and reflection. Accordingly, presentation of concepts is kept to a minimum and is embedded in Guided Group Discussion. Participants are encouraged to learn through practice first and then followed by discussion.

Similarly, most lessons end with one or more kinds of structured reflection. Students should keep reflection worksheets in their Habits Portfolio. Instructors may also choose to have students share their reflections in a large group. Reflection activity helps offenders personalize and internalize their learning and apply this learning to life outside the classroom.

Not all students learn the same way, and in any classroom there will be students who are comfortable writing and students who are not. For this reason, many lessons include optional teaching activities to accommodate a variety of learning styles, ages, genders, abilities, and reading grade levels. Instructors should adapt their teaching methods and activities to meet their students' needs.

Department of Corrections residents are called "offenders" or "students," because they all are enrolled in the Community High School of Vermont. Instructors should use another name, such as "inmates," according to the custom of their corrections system.

Appendix A

This is a list of handouts that should be included in a student handbook.

Appendix B

Lessons Rubric

Appendix C

Pre- and Post-Self-Assessment

Appendix D

16 Habits of Mind Portfolio (PowerPoint)

Vermont Standard-to-Lesson Reference Chart

(Standards addressed – Standards actually achieved are determined by the teacher.)

VERMONT STANDARD	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10	LESSON 11	LESSON 12	LESSON 13	LESSON 14	LESSON 15	LESSON 16	LESSON 17	LESSON 18	LESSON 19
1.13	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.14	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.15		X	X		X	X	X	X	X	X				X		X	X	X	
1.16												X	X						X
1.17										X									
1.20									X	X									
2.1		X																	
2.2		X							X	X	X	X			X				
2.3				X															
2.6				X	X		X					X		X					
2.7	X			X											X				
2.8								X								X	X		
2.9					X														
2.10												X							
2.11												X							
2.12				X								X							
2.14																		X	X
3.1			X	X	X		X											X	
3.2			X	X														X	
3.3	X					X		X											
3.4					X														
3.5						X										X	X		
3.7					X														
3.10												X							X
3.11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.12				X												X	X		
3.13				X										X		X	X	X	X
3.14				X															X

Teaching Habits of Mind

Lesson 1: Introduction to the Habits of Mind and Habits Portfolio

1 hour

Lesson Objectives:

- Students will describe Habits in their own words.
- Students will understand how to build a Habits Portfolio.

Lesson Overview:

Provide an overview of the course and how to build a portfolio. Students will use a word splash to describe each Habit in their own words. This activity gives students a chance to think about each Habit and define it in personal terms.

Materials:

- Newsprint and markers or individual papers and markers for small group
- Paper and fine-tip markers
- A portfolio journal with additional pages in a binder, folder, or notebook

Methodology:

Word Splash and Walkabout Poster session

Student journal

Instructor Note

This lesson is taught through the use of a word splash during a walkabout poster session.

Word splash: a collection of key terms, synonyms, and phrases that convey meaning similar to a particular term. . . . It enhances fluency with the terms and elaborates their meaning. A word splash also enhances flexibility by providing a group of terms rather than restricting someone to the use of a single term.

Walkabout poster session: an opportunity for people to get up and move. Moving is important for people who may have difficulty sitting still for long periods for a variety of reasons. This activity also enables people to participate actively in a variety of ways. Students who are less verbal or articulate can draw symbols or participate actively by reading what others write. Walking about also helps people mix with people they don't know.

Activity (20 minutes)

Place posters labeled with each Habit on the walls around the room. Give each participant a marker.

Ask students to walk about and stop at each poster. Think of a word or short phrase that describes each Habit for them and add it to the list.

Instructor Note

Students are not required to have a word for each Habit, but are encouraged to add one. They are at least expected to stop by each poster and think about what the Habit means to them and look at what other people have written.

- *Alternative Activity*

This activity can also be done as an individual activity. Give students 16 sheets with one Habit title on each and ask them to write all the words they can think of under each Habit.

Guided Group Discussion (15 minutes)

After everyone has completed a walkabout, regroup and read the lists. Ask for any additional words the group would like to add.

Portfolio Activity (15 minutes)

Refer students to the 16 Habits of Mind Portfolio and introduce them to this ongoing activity.

Instructor Note

The Portfolio is in a PowerPoint presentation. Students will have a page for each Habit. You may want to add additional pages between each Habit. For students who use art to record their experiences, you may want to add additional plain sheets.

Today, we will begin to use a portfolio that will help you keep track of how you use the 16 Habits. After each lesson, you will have a chance to practice Thinking about Thinking by referring to that Habit and intentionally practicing it between classes. Each portfolio page will have multiple entries, because you will often use several Habits together. As you try each new Habit, think about the others you are using. Make entries under every Habit as you use it.

As you try out each Habit and reflect on it, you are being Open to Continuous Learning. Ask yourself questions like:

*What happened when I used the Habit?
So what? What does it mean?*

What now? How will this learning help me on the living unit, in my job assignment, at school, and in the future?

Tell students that you may also give them some other questions to think about after each lesson.

Refer students to the Walkabout Posters. Give them the opportunity to copy into their portfolios the Habit descriptions they made.

Guided Group Discussion (10 minutes)

Address confidentiality issues according to the policies in your facility. Students should be asked to respect each other's privacy. If living-unit staff has access to the journals, they should use the journals to support learning. All these issues should be addressed openly with staff and students.

Optional Ways to Teach

For students who find writing challenging, you can use alternative approaches. They can record journal entries on a tape recorder you have in the classroom. They can use art or story boards to express what they learn. You can schedule periodic interviews with students. Students could write raps or songs.

The objective will be met if students reflect on each Habit, try it out, and reflect on how they use it. The portfolio should be progressive and students should continue to reflect on all Habits as they begin to use them in combination with each other.

Optional Activity: Self-Assessment

Administer the Learner's Pre-Self-Assessment of their Habits of Mind.

Teaching Habits of Mind

Lesson 2: Thinking about Thinking (Habit 1)

1 hour

Lesson Objectives:

- Describe habits and the reason for developing “Habits of Mind.”
- Use Thinking about Thinking as a way of reflecting on the use of the Habits of Mind.

Lesson Overview:

Introduce the concept of Thinking about Thinking.

Materials:

- Newsprint and easel
- Markers
- Paper and pencil

Methodology:

Guided Group Discussion

Activity: brainstorming

Reflection

Activity (30 minutes)

Over the next 18 classes, we will explore new ways of thinking using the 16 Habits of Mind. We will do this in class, and you will also try using these thinking behaviors on the living unit and in your work activities.

The 16 Habits of Mind are thinking behaviors that can be used effectively on many occasions. The Habits of Mind help people manage uncertain or challenging situations and take action when there isn't a known solution to a problem.

Think for a few minutes about habits that you already have.

Have students do individual or group brainstorming about habits they have (good, bad, and neutral). (Use newsprint pad for groups or individual sheets for one-on-one work.)

What makes these habits?

Refer to newsprint or student reports back to the group about the habits they identified.

What do you see in common when you look at this list of habits?

Habit 1: Thinking

Summarize by pointing out that habits are things you do automatically.

Instructor Note

You might also get comments about habits that are annoying to other people. That can be your cue to begin to present the 16 Habits as habits that we need to acquire and use appropriately. You might ask when habits serve us well and when they may even hurt us or hold us back.

Guided Group Discussion (15 minutes)

During this course, we will have a chance to look at all 16 Habits of Mind and practice using them. Today let's start by looking at Thinking about Thinking.

By exploring our thinking and reflecting on our actions, we can decide how different approaches to problems produce different results. Self-reflection or Thinking about Thinking is a Habit that most people need to develop. It isn't automatically something people do like [refer back to their brainstorm list for examples], but it can become a habit and it's a good one to have (unlike chewing your nails or cracking your knuckles).

What is a habit you have or have had that helped you, for example, do a job well or be in a relationship? What would it be like if we had good thinking habits that helped us grow?

Give examples of what you think about when you are planning to do something or make a decision. Write these on a flip chart or white board. What would it be like if we had thinking habits that automatically helped us think about the impact of our choices before we acted?

Add to the list the group developed . . . *Some other Thinking about Thinking skills include:*

Instructor Note

Use language that your students will understand to explain these skills. Add the ones that the group did not come up with. They may have used different words to mean the same thing, and you can elaborate on their words to acknowledge their contributions.

Asking yourself questions
Developing mental maps
Mentally rehearsing
Checking and adjusting actions as needed
Reflecting and evaluating
Reflecting on our actions gives us an opportunity to think about why we do what we do. During this course, you will have a chance to practice Thinking about Thinking skills deliberately.

Reflection (15 minutes)

- Lesson 2 Worksheet 1: Reflective Journal

Have students write about the thinking they used in making a decision or solving a problem. Refer them to their worksheet.

Close by asking for any Thinking about Thinking skills they used in making this decision or solving a problem. Tell them they will be practicing this skill every time they reflect on the use of a Habit.

Optional Ways to Teach

You can also have students tell their story to a partner.

Lesson 2 Worksheet 1

Reflective Journal

1. Describe an interaction, a situation, or problem that needed a solution.

2. Describe your thinking. How did you decide what to do?

3. Did you use any of these Thinking about Thinking strategies?

Asking yourself questions

Mentally rehearsing or practicing

Exploring a variety of options

Using past experience to inform your choices

Monitoring and changing your actions as needed

4. What was the outcome and how did you feel about it?

5. If you had it to do over again, would you think it out differently?

Teaching Habits of Mind

Lesson 3: Remaining Open to Continuous Learning (Habit 2)

1 hour

Lesson Objectives:

- Reflect on past and future learning.
- Identify at least one learning goal.

Lesson Overview:

This lesson encourages students to remain open to continuous learning. The lesson begins by asking students to reflect on ways that they learn. Students go on to identify ideas and activities that they have found rewarding and challenging. Students are then asked to think about new things that they would like to learn about and the steps they'll take to get there. Goal setting is practiced. Goals should be specific (I'd like to learn more about other religions) rather than general (I'd like to be a nicer person). The reflective journaling asks students to reflect on the reasons they volunteered for this class and how they will remain open to continuous learning after this class.

Materials:

- Lesson 3 Worksheet 1: Learning Styles
- Lesson 3 Worksheet 2: Goal Setting
- Lesson 3 Worksheet 3: Reflective Journal
- Chalkboard or newsprint
- Chalk or markers
- Paper, pencils

Methodology:

Guided Group Discussion

Activity

Reflection

Activity (20 minutes)

Ask the group to think about ways they have learned. What people have they learned from? Where have they learned? How have they learned? Have students write their answers on the board. The list might include schools, friends, family, jobs, doing things, books, and movies. Use the responses to introduce discussion of learning styles.

Hand out Lesson 3 Worksheet 1: Learning Styles. When students have finished answering questions, ask for a show of hands to see what percentage of the class falls into each of the three categories.

Guided Group Discussion (15 minutes)

Ask students to think about things they've done that were rewarding and challenging and have students share some of their answers. Then ask them what new things they would like to learn to do. Spend some time on this question so that each student has had a chance to think about his/her answer and share it with the group.

Activity (15 minutes)

Lesson 3 Worksheet 2: Goal Setting

Setting learning goals is one way to achieve a more fulfilling life. To set a goal, you need to know what it is you want to accomplish, how you can measure what you've accomplished, and how long it will take to reach your goal. Ask students to fill out the goal setting worksheet for something new that they would like to learn.

Instructor Note

At the end of ten minutes, ask one or more volunteers to share what they've written. At each step, encourage students to be very specific. Ask the class to help their classmates be specific.

Reflection (10 minutes)

Lesson 3 Worksheet 3: Reflective Journal Questions

Ask for volunteers to share their answers.

Instructor Note

Make time in a future class to revisit this worksheet and check in with students on their progress. Encourage students to persist and continue generating new topics to explore.

Optional Ways to Teach

If students are uncomfortable with writing, you can write these questions on the board or paper and ask students to answer the questions out loud.

Lesson 3 Worksheet 1

Learning Styles

Learning Styles

This chart helps you determine your learning style. Read the word in the far-left column and then answer the questions in the next three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<i>When you...</i>	Visual	Auditory	Kinesthetic and Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you talk sparingly, but dislike listening for too long? Do you favor words such as <i>see, picture, and imagine</i> ?	Do you enjoy listening, but are impatient to talk? Do you use words such as <i>hear, tune, and think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel, touch, and hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialogue and conversations or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put together something	Do you look at the directions and the picture?	Do you read the directions out loud or have someone read them to you?	Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?
TOTAL			

Lesson 3 Worksheet 2

Goal Setting

1. What learning goal do I want to accomplish?

2. What steps do I need to take to reach my goal?

3. How will I evaluate/measure my progress?

4. How much time will it take to reach this goal?

Lesson 3 Worksheet 3

Reflective Journal

1. I decided to be part of this class because . . .

2. As a result of this course, I hope to be more open to . . .

3. What will frustrate me most about reaching the goal from the worksheet will be . . .

4. What will make me feel best about reaching my goal will be . . .

5. What other skills and knowledge do I want to learn in my life?

Teaching Habits of Mind

Lesson 4: Thinking Flexibly (Habit 3)

Two 1-hour Sessions

Lesson Objectives:

- Identify examples of Thinking Flexibly.
- Complete one problem-solving analysis using S.O.D.A.S. process.

Lesson Overview:

In the first session, students are introduced to the Habit and watch a segment of *Apollo 13*. Students identify how the NASA team used Thinking Flexibly. The reflection activity offers students the opportunity to observe instances of Thinking Flexibly during the week.

In the second session, students engage in a fun activity that challenges them to Think Flexibly. They then use Thinking Flexibly to assess a problem and arrive at a solution.

Materials:

- TV/VCR or DVD
- *Apollo 13* videotape or DVD cued to segment where the CO₂ begins to climb and ending with the end of the simulator sequence right after the construction of the makeshift CO₂ filter.
- Word splash posters
- A/V equipment, visuals
- Lesson 4 Worksheet 1: Second Session Activity
- Lesson 4 Worksheet 2: S.O.D.A.S. Worksheet

Methodology:

Watch *Apollo 13* segment
Guided Group Discussion
Activity

Guided Group Discussion (10 minutes)

Ask the group to describe Thinking Flexibly and give examples.

Do you know anyone who is a flexible thinker?

What does a flexible thinker act like?

How does this person meet challenges?

Habit 3: Thinking Flexibly

Instructor Note:

You can refer them back to the word splash posters and Habits Portfolio as a reference for their beginning thoughts on this Habit.

Thinking Flexibly requires:

- Altering our perspective and seeing things from another's point of view
- Seeing the big picture
- Seeing the details
- Starting at the end point and working backward

Flexible thinkers:

- Change their minds as they get new information
- Use different ways to solve problems
- Move between looking at the big picture and paying attention to details
- Use new approaches from different angles (lateral thinking)
- Think from alternate points of view at the same time
- Work within rules and guidelines and predict the results of flouting them
- Take a bird's-eye view and find themes and patterns

Activity (30 minutes)

Watch segment of *Apollo 13* from the discovery of the air-filter problem to the production of the filter. Ask students to watch for flexible thinking behavior. Ask them to name examples of Thinking Flexibly.

Post the word splash or give each student a copy of the Thinking Flexibly word splash. Give students dots or highlighters to identify each behavior on the word splash poster they observed in the film clip.

Guided Group Discussion (10 minutes)

Summarize key points by elaborating on the students' observations of Thinking Flexibly. Summarize the dots on the word splash poster and review the slide for the key points. Ask if they want to add any words to the word splash. Add these words or phrases to the big poster and have them add them to their own lists.

Reflection (10 minutes)

Ask students to refer to their 16 Habits of Mind portfolios.

In what situations are you most likely to try out Thinking Flexibly?

Which behaviors on the word splash did you try?

What happened?

How will this learning help you in the living unit, in your job placement, at school, and in the future?

Try using *Thinking Flexibly* this week and write about it in your portfolio. If you notice someone who demonstrates *Thinking Flexibly*, jot down your observation in your portfolio.

2nd Session Activity (10 minutes)

Project visuals such as *Old Lady/Young Woman* (Worksheet 1) to engage students in a fun activity that challenges them to Think Flexibly.

Habit 3: Thinking Flexibly

Ask for volunteers to share instances that they observed people demonstrating Flexible Thinking during the week.

2nd Session Activity and Guided Group Discussion (50 minutes)

Ask students to write down a decision they made during the week that was difficult for them. Discuss how they made it. Did they have enough time to think it out? Did they have enough information to make a good choice? What is a good choice?

Review decisions made daily that we are almost unaware of: how we get to where we are going, what to wear . . .

Present the following questions to the class and be prepared to write out decision-making steps and factors on the board.

Should I live in Burlington, St. Albans, or Newport?
Should I go to school or get a job?

How do you decide?

1. What are the options?
 - Are the options realistic? Do I have the skills, money, and time?
 - Do I need help?
2. Do I have the information I need to make a good decision?
3. What are the benefits to me of each option?

Introduce S.O.D.A.S. (Situation, Options, Disadvantages, Advantages, and Solution)

Instructor Note

The S.O.D.A.S. procedure was developed by the University of Vermont's Dept. of Special Education Program. This problem-solving tool works well in both individual and group settings. If you are solving a problem in a group situation, you will need to assign the roles of *facilitator, time/agenda keeper, and recorder*. The facilitator should be chosen first and then lead the group in determining the agenda and time frame. That done, the process is the same as the individual S.O.D.A.S. model.

Pass out S.O.D.A.S. Worksheet. Review example. Have students apply S.O.D.A.S. model to their previously identified problems or to new ones that they brainstorm.

Allow students time to individually work through solutions. Facilitate class discussion of the process and the results they came up with.

Optional Ways to Teach

For students who find writing or journaling challenging, you can suggest portfolio alternatives like drawing, using collages or cut out pictures, composing a song or a rap.

Lesson 4 Worksheet 1
Second Session Activity



Lesson 4 Worksheet 2

S.O.D.A.S. Worksheet

Bill has been asked to work this Friday with a construction crew that he has worked with in the past. Because he knows the job and likes the people he would be working with, he said yes. On Friday afternoons, Bill usually goes to an Adult Education class, where he is working towards getting his G.E.D. The previous week, Bill skipped class to go on the same job site. Bill's teacher has told him he needs to keep his class appointments. What should Bill do?

1. Start by defining the problem or situation (**S**).

S=Bill has to be in class at the same time he said he would go to work.

2. What are Bill's choices or options (**O**)?

O=a)Bill can go to class and miss work, or
b)Bill can go to work and skip class, or
c)Bill can talk to his teacher about re-scheduling.

3. What are the disadvantages (**D**) and advantages (**A**) of each option?

D=Disadvantages

a)Bill's work site supervisor will be disappointed and upset if he doesn't come to work.
b)Bill's teacher may kick him out of class if he skips again.
c)No obvious disadvantage.

A=Advantages

a)Bill makes progress towards his G.E.D.
b)Bill keeps his work site supervisor happy.
c)Bill, his work site supervisor, and his teacher are all happy(if he is able to reschedule his class).

4. Select the best option or solution (**S**).

S=Option c.

Everyone is happy.

Teaching Habits of Mind
Lesson 5: Persisting (Habit 4)

1 hour

Lesson Objectives:

- To appreciate the value of persisting in life situations and job-hunting.
- To use persistence to solve a problem or deal with a challenge that doesn't have an easy or obvious answer.
- To identify an area where students want to persevere.

Lesson Overview:

In this lesson, students have an opportunity to explore how persisting has benefited them in various situations. They will use and reflect upon their use of persistence to complete a task and work on problems that do not have obvious solutions.

Materials

- Pennies
- Lesson 5 Worksheet 1: Persisting Puzzle: Hidden Squares

Methodology:

Guided Group Discussion
Activities

Guided Group Discussion (30 minutes)

Introduce the concept of Persisting.

Introduce lesson to class by reading quote: "Great works are performed not by strength but by perseverance" by Samuel Johnson.

As a class, develop a definition of persisting. Compare to dictionary definition and the word splash students created on Persisting.

Instructor Note: Webster's II New College Dictionary defines *persisting* as "to hold steadfastly and firmly to a purpose . . . or undertaking . . . despite obstacles . . . or setbacks."

Have students brainstorm from personal experience things they have accomplished where they were successful because they were persistent. For example, times when they accomplished something because they refused to give up or let go; times when they outlasted someone else; times when they endured an individual physical challenge. Ask about job hunting. What difficulties have students encountered trying to find a job?

1. Knowing where to look for a job:
 - Classifieds
 - Word of mouth
 - Dept. of Labor (formerly D.E.T.)
2. Filling out lots of applications.
3. Not hearing back from an employer who said he would call.

How can persisting make job hunting more successful?

What can you do when you get frustrated?

What can help you persist at job hunting?

What can help you persist at other activities?

When is persisting a good thing? When is persisting not such a good thing?

Give an example of something you would like to do that requires persistence.

Activities (20 minutes)

1. Penny Balance – Distribute ten pennies to each student. Instruct them to balance the pennies on edge in a line on their desk/table. Time them and have them count the number of attempts before they are successful.
2. Smile Game – Have each student pair with a partner. Instruct one student to sit silently and not smile. Instruct the other student to attempt to get the other student to smile using only words or facial gestures – no hands and no physical contact. Time how long it takes the silent student to smile. Trade roles.

Optional Activity (20 minutes)

Lesson 5 Worksheet 1: Persisting Puzzle: Hidden Squares

Refer students to their worksheets. Ask them to follow the instructions and solve the puzzle.

Instructor Note

The solution for puzzle A is 30.

1 large square

16 individual squares

9 squares of 4

4 squares of 9

Was everyone able to solve the problem or puzzle?

Give the solution or demonstrate solving the puzzle.

Optional Ways to Teach

You may wish to ask students to work together. If this activity does not suit your student group, substitute other manipulative puzzles or anagrams, read a descriptive passage from a book, or show film excerpts in which people are wrestling with hard problems.

Examples:

Good Will Hunting (Will as custodian stopping to work on the math problem)

Apollo 13 (the same or another excerpt than you have already used)

Rabbit Fence

Ask students to be aware of their Thinking about Thinking and how they are feeling as they try to find the solution.

Help students by posing questions that will help them think of a variety of strategies.

What have you tried?

Is there another way to look at it?

What do you think would happen if?

Is this strategy working?

What would happen if you backed up and started over?

What would happen if you looked at it from another point of view?

Reflection (10 minutes)

Ask students to refer to their 16 Habits of Mind portfolios.

Which Persisting behaviors on the word splash did you try?

What happened?

How did you come up with the idea that finally worked?

How did it feel when you figured it out?

How can you use those strategies in other hard situations?

How will this learning help you in the living unit, in your job assignment, at school, and in the future?

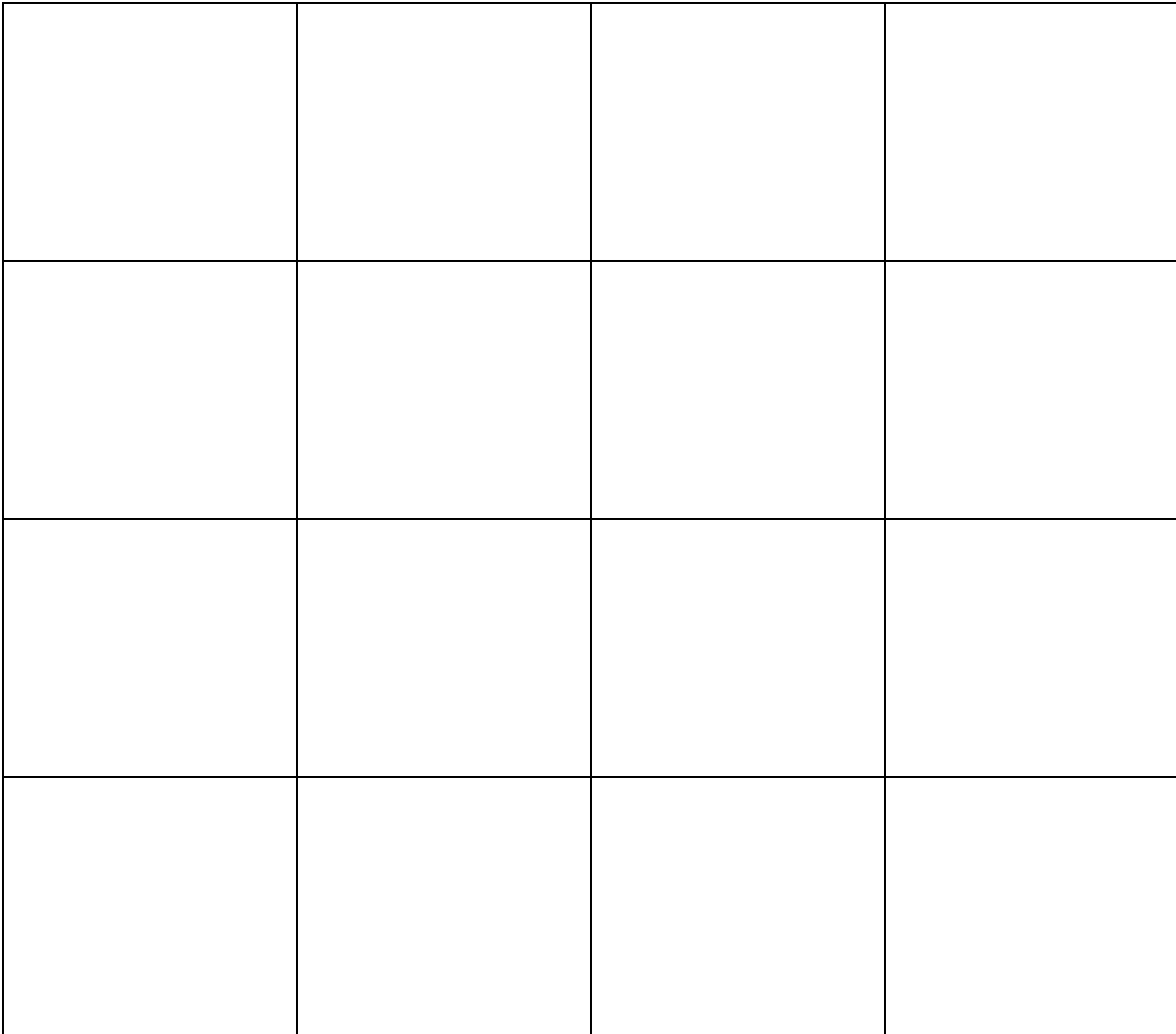
Try using Persisting this week and write in your portfolio about how you used Persisting to get what you wanted. If you notice someone who demonstrates Persisting, jot down your observation in your portfolio.

Optional Ways to Teach

For students who find writing or journaling challenging, you can suggest portfolio alternatives like drawing, using collages or cut out pictures, composing a song or a rap.

Lesson 5 Worksheet 1

Persisting Puzzle: Hidden Squares



Instructions:

Count the total number of squares you see in this drawing.

Teaching Habits of Mind

Lesson 6: Finding Humor (Habit 5)

1 hour

Lesson Objectives:

- Identify how humor helps in problem solving.
- Share humor with others and list ways to find humor.
- Recognize negative humor and practice refraining from negative humor.
- Confront someone who is using negative humor (optional).

Lesson Overview:

“Humor has been found to liberate creativity and provoke such higher-level thinking skills as anticipating, finding novel relationships, visual imaging, and making analogies. People who engage in the mystery of humor have the ability to perceive situations from an original and often interesting vantage point. . . . Some students find humor in all the wrong places – human differences, ineptitude, injurious behavior, vulgarity, violence, and profanity. They laugh at others yet are unable to laugh at themselves.”

This lesson helps students free their creativity by asking a series of trivia questions to small groups, telling funny stories just to laugh, then asking another set of trivia questions. The hope is that the small group will have an easier time answering the second set of trivia questions because of the experience of laughing together.

This class then ends with one of two optional sections. Instructors can choose to spend 20 minutes on either laughing at yourself or negative humor. Both optional sections end with a reflective activity.

Materials:

- Lesson 6 Worksheet
- Chalk board or newsprint
- Chalk or markers

Methodology:

Activities
Guided Group Discussion
Reflection

Activity (20 minutes)

Have each student in the class share something humorous. It could be an embarrassing moment (which encourages “laughing at yourself”), their favorite joke, or a funny story. Students can share more than one story or more than one joke. The point is to spend 15 minutes on anything humorous.

It may be helpful to introduce this activity by distinguishing between constructive or helpful humor and destructive or hurtful humor. Ask students the difference, and then base group guidelines on their answers.

At the end of 15 minutes, ask students how they feel. How do they feel about their classmates?

Guided Group Discussion (15 minutes)

Ask the large group the following questions and write answers on the board or paper: *What does it mean to laugh at yourself? What does it take to laugh at yourself?*

Make two columns on the board or a separate sheet of paper. Label one column "Benefits" and the other "Drawbacks". Ask the large group to call out benefits and drawbacks to laughing at yourself. Write their responses on the board or paper.

Instructor Note

Do your best to keep the focus on the benefits even while discussing the drawbacks. Too much discussion of drawbacks will derail useful conversation.

Activity 2 (15 minutes)

Positive and Negative Humor

Make two columns on the board or paper. Label one column "Positive Humor" and the other "Negative Humor." Ask students to define each by calling out thoughts and specific examples of each. Write these on the board or paper. Next ask, "How does it feel to be around people who use positive/negative humor?" Write these answers on the board or paper.

Ask the large group, *What can we do in this classroom to encourage positive humor and not use negative humor? What will we do if we hear ourselves or someone else slip up and use negative humor?* Write their answers on a separate sheet of paper. Once these questions are answered, each student should sign her/his name to the answers as proof that they agree to try this behavior.

Reflection (10 minutes)

Lesson 6 Worksheet:

Instructor Note

If students are uncomfortable with writing, you can write these questions on the board or paper and ask students to answer the questions out loud. Reserve a few minutes at the beginning or end of subsequent classes for students to share funny comics, pictures, stories or jokes. Give students the homework assignment of coming to class prepared to say something humorous.

Lesson 6 Worksheet

1. It will be easy to laugh at myself when I'm in a situation like . . .

2. I'm likely to use negative humor in a situation like . . .

3. Refraining from using negative humor will help me to . . .

4. Refraining from using negative humor will help others to . . .

5. Refraining from using negative humor will help others to . . . I can include more positive humor in my life by . . .

Teaching Habits of Mind

Lesson 7: Striving for Accuracy (Habit 6)

1 hour

Lesson Objectives:

- To recognize the importance of accurate work.
- To recognize the negative implications of inaccurate work.

Lesson Overview:

Students are asked to think about when they do things that require accuracy. Students are asked to think about when accuracy is important.

Students participate in an activity that demonstrates the difference between being sloppy and accurate. They reflect on how and when they should use this Habit.

Materials:

- Newsprint and markers (for groups)
- Worksheet 1: Jobs or Activities that Require Accuracy

Methodology:

Guided Group Discussion

Activity

Reflection

Guided Group Discussion (20 minutes)

Introduce the Habit Striving for Accuracy.

“People who value accuracy, precision, and craftsmanship take time to check over their products. They review the rules by which they are to abide, they review the models and visions they are to follow, and they review the criteria they are to use to confirm that their finished product matches the criteria exactly.”

Students should develop definitions of accuracy and precision as a group, then compare to dictionary definitions.

Instructor Note: Webster’s II New College Dictionary defines *accuracy* as conforming closely to a standard or a fact. *Precision* is strict adherence to rules, forms, or standards.

Refer back to the student word splash poster describing Striving for Accuracy.

Ask students to think of types of activities that require accuracy.

Scientists, engineers, mathematicians, health-care providers, and factory workers are all examples of people that we may easily recognize as using accuracy in their work. Craftsmen also value accuracy and precision in their art. A craftsman can be a musician, a dancer, a shoemaker, or carpenter, to name a few.

When a carpenter measures the length of a 2x4 before cutting it, he or she may check the measurement to be sure that it is accurate.

A dancer whose movements are synchronized to music may stop moving at the precise instant that the music ends.

Activity (15 minutes)

Lesson 7 Worksheet: Jobs or Activities that Require Accuracy

Make two columns on newsprint or use worksheets for dyads. (Job or task/consequence.) If you have a lot of students, you or they can record answers on newsprint. For small numbers of students, dyads work together and record their answers on the sheets provided.

Ask students to brainstorm types of jobs or activities that require accuracy and write them in the first column. Ask them then to write the results of inaccuracy in the second column. Give some examples, such as a surgeon, an auto mechanic, and a food worker. Ask them what happens if a surgeon is not accurate?

Then complete the lists of activities they think don't require accuracy, like playing games for fun.

Guided Group Discussion (15 minutes)

Summarize the lists pointing out the consequences for jobs requiring accuracy, and also times when it is important to just work or play and not worry—at least at some stages—about being accurate. Relate to the Law of Diminishing Returns.

Instructor Note: The law of diminishing returns simply states that after an initial successful effort a point is reached where continuing effort doesn't get the same results.

Reflection (10 minutes)

Ask students to refer to their 16 Habits of Mind portfolios.

When have you tried out Striving for Accuracy in a job situation?

What happened?

Is Striving for Accuracy important?

How will this learning help you in the living unit, in your job assignment, at school, and in the future?

Make note in your Portfolio of five instances of inaccuracy you notice during the week. What implications did these have? Try to Strive for Accuracy in something you do and write about it in your Portfolio. If you notice someone who demonstrates Striving for Accuracy, jot down your observation in your portfolio.

Optional Ways to Teach

For students who find writing or journaling challenging, you can suggest portfolio alternatives like drawing, using collages or cut-out pictures, composing a song or a rap.

Lesson 7 Worksheet 1

Jobs or Activities that Require Accuracy

In the first row, brainstorm types of jobs or activities that require accuracy and list them in the first column. List the results of inaccuracy.

In the second row, brainstorm types of jobs or activities that don't necessarily require accuracy and list them in first column. List the results of inaccuracy in the second.

Jobs /Activities that require accuracy	Consequences
Jobs /Activities that don't require accuracy	Consequences

Teaching Habits of Mind

Lesson 8: Listening with Understanding and Empathy (Habit 7)

Two 1-hour Sessions

Lesson Objectives:

- To paraphrase another person's ideas.
- To empathize with another person.
- To understand another point of view.
- To experience being listened to and reflect on what this is like.
- To learn what gets in the way of listening.

Lesson Overview:

In the first session, students identify good listening skills and they feel when they are listened to.

In the second session, students practice good listening skills.

Materials:

- Space enough for pairs to have a conversation without interference or distraction
- Blank paper and pens, pencils, or colored markers
- Tape recorder and cassette (optional way to do the reflection)

Methodology:

Guided Group Discussion

Activity

Session One Activity (60 minutes)

I'm going to ask you to think of something in your past, but I'm not going to ask you to share the story with anybody unless you want to.

Think of one person in your life who has really listened to you, really tried to understand. It could be a family member, a friend or lover, an employer, somebody where you grew up, somebody you knew for a long or a short time. If you can think of no one, then I want you to imagine that you have a friend who really listens.

Think of a time (or imagine) when that person really listened to what you were trying to say. It could be a short or long time ago; it just needs to be a particular time—not a general time period, like "when I was little" or a relationship in general, like "the whole time I was in love with Gerry." Take a moment to remember (or imagine) as much as you can—

Where are you?

Who is there?

*Where are you sitting and where is the other person sitting?
What are you telling this person?
What is he/she doing—how do you KNOW that he/she is really listening
and trying to understand what you were saying?
What is it like to be listened to in this careful way?*

Allow two minutes or more of silence.

Pass out blank paper and pens or markers. Ask students to draw a line down the center of the paper.

On the left side of the paper, jot down or draw things that tell or show (like two eyes, for instance) the ways you know this person was listening. Try to get at least three things that show that this person was listening.

On the right side of the paper, jot down or draw things that tell or show what it was like for you to be listened to. Try to get at least three things that tell or show what it was like.

Ask students to call out answers to ways you know this person was listening. Record the list for all to see.

Instructor Note: Possible answers could include:

1. Pays attention
2. Engages in eye contact
3. Nods
4. Indicates level of understanding
5. Avoids interruptions
6. Gives feedback

Ask students to call out answers to what it was like to be listened to. Record the list for all to see.

Instructor Note: Possible answers could include:

7. Understood
8. Cared about
9. Respected
10. Good
11. Self-conscious
12. Embarrassed

Explore the second list with questions, such as:

What do you see that is the same or similar? (Draw circles around pairs or groups of words or phrases.)

How does listening help us?

Why learn to listen well?

What do you think it would be like for you if most people in your living unit listened this way?

How would your life here be different if most people listened this way?

Name a time at work when listening was important. Why?

One way you can help others is for you to role-model good listening skills. Let's look at what it looks like and sounds like when a person is really listening.

Explore the first list with questions, such as:

What do you see that is the same or similar? (Draw circles around pairs or groups of words or phrases.)

If what students call out does not describe specific behaviors, ask probing questions such as:

How could you tell?

What was he/she doing or saying that showed you that he/she was listening?

Review types of feedback:

Describing behavior

Example: When you told me you felt hurt, you looked away.

Listening comments

Example: Oh, wow. I see.

Clarifying

Example: Tell me more about that.

Silence

Example: pausing, nodding and saying nothing, showing understanding with eye contact

Non-verbal listening

Example: facing the person you are talking to; looking someone in the eye with understanding

Summarize main points.

Second Session Activity (30 minutes)

Break into groups of three: speaker, listener, and observer. The speaker should talk for four minutes about something important to them. Topics might include:

A funny experience you have had. (A time when no one's feelings were hurt.)

A time when you were treated with fairness and caring.
A time when somebody taught you an important lesson.
A time when you were very frightened.

For those four minutes, only the speaker has the floor. The listener should practice active listening skills.

When time is called, the listener tells the speaker what he/she has heard, beginning with, "What I hear you saying is . . . "

The observer then asks the speaker:

How did you feel?
What did the listener do that encouraged you to talk more?
Did the listener do anything that discouraged you from talking?
What did the listener do that you found especially helpful?

The observer then asks the listener

What made it difficult or easy for you to listen?
What techniques were easier or most difficult for you to use?

The observer can give feedback to listeners on how effectively the listener used active listening techniques.

Students rotate roles and repeat until all have had a turn.
The speaker then gives feedback to the listener.

Guided Group Discussion (10 minutes)

Return to the list of listening behaviors that students generated in the first session. If reflecting back (paraphrasing) is not on that list, add it and explain that what they were doing when they summarized what they heard their partner say, they were reflecting back.

Instructor Note

Some instructors may wish to use the word "empathy" in this lesson and might ask students,

What is sympathy?
Empathy?

Help students to define both.

Webster's II New College Dictionary defines *sympathy* as ". . . sharing or understanding the feelings of another person."

Webster's II New College Dictionary defines *empathy* as ". . . identification with and understanding of another's feelings, situation, and motives."

Guided Group Discussion (10 minutes)

Introduce barriers to listening by writing down the following quote: "We see others as we are, not as they are." (Anaïs Nin)

What does this quote say to you?

Think of a time when you were not listening, or when you just couldn't hear or "let in" what somebody was telling you. What was happening? What is going on when you are not listening? What is the difference between listening and hearing?

Some barriers to listening that students may name include:

- Turning the other person off because you are judging; you have your mind made up about this person, this kind of person, people in this job, etc.
- You've already got the right or best way to do this.
- Avoiding the other person's feelings or concerns. "It's your problem." "Get over it." "Don't whine." "I've got my own feelings to deal with without trying to deal with yours."
- Competing with the person instead of listening. "Oh, you think you've got problems; listen to mine." "You think that was bad; listen to this one."
- Contradicting, trying to talk somebody out of her/his feelings. John: "I'm feeling stupid." Ben: "No, you're not stupid." John: "Yeah, I am." Ben: "No, really."
- Your own feelings are getting in the way. You feel angry, so you act angry when somebody says something that, if you weren't in that mood, you wouldn't have a problem with.

Ask students to choose one barrier and, looking at the list they made of ways to listen well, name two or three items they could try out when they notice this barrier.

End by asking students to talk about what they hear in the following quote: "Seek first to understand, then to be understood." (Stephen R. Covey, *7 Habits of Highly Effective People*)

Reflection (10 minutes)

Describe a time when you didn't listen and you think you should have.

What happened?

What were the results or consequences?

Describe (with words, a drawing, or tape-recorded message) three or four things you could have done to listen better.

Name one person in your life right now—somebody you see, talk to on the phone or write to—whom you could listen to better.

Name two or three particular things you could do to listen more carefully to this person.

Optional Ways to Teach

If choosing this option, break the lesson into two sessions. The first session should start with clip, followed by discussion and active-listening practice. The second session should begin by showing the same or a different clip, followed by a discussion of barriers to listening.

Show excerpts from films that show empathetic and poor listening. Lead a discussion about when students noticed good and poor listening and what the effects and results are.

Empathetic listening:

Song of the Lark (teacher to community people) (more suitable for girls/women)

Dead Man Walking (nun to offender)

Spitfire Grill (protagonist to Vietnam vet, protagonist as a friend of grill owner)

Poor listening:

Ordinary People (husband and wife; father to son)

October Sky (father to son)

Both empathetic and poor listening:

Amistad (lawyer to offenders from Amistad ship)

Erin Brockovich (lawyer to Erin; Erin to clients; Erin to family and lover)

Teaching Habits of Mind

Lesson 9: Gathering Data through All the Senses (Habit 8)

1 hour

Lesson Objectives:

- Identify non-verbal forms of communication.
- Display open, appropriate, non-verbal communication.
- Use language to make others aware of their non-verbal communication.

Lesson Overview:

This lesson identifies types of information received through and presented to the five senses. It highlights interpersonal communication, rather than other types of data collection. There are three premises of this lesson:

- We can communicate without using any language or words at all.
- In other words, we cannot *not* communicate.
- Therefore, the more we pay attention to non-verbal signals, the more information and choices we have.

Materials:

- Flipchart and markers or blackboard

Methodology:

Guided Group Discussion

Activity

Reflection

Instructor Note

Vocabulary:

Data

Information

Subjective

Objective

Nonverbal

Guided Group Discussion (10 minutes)

Begin by asking students what “data” are. What are some kinds of data they have about what is going on right at this moment? Ask them to close their eyes for a moment and call out what data they notice. For the purposes of this lesson, “data” mean signals or messages. Data that can be interpreted become information. (A list of number, names, or a series of sounds means nothing unless we know the code, have a point of reference, etc.)

Explain that, broadly speaking, we communicate in many ways. Our five senses are designed to receive messages and we express ourselves (intentionally or not) in ways that are received by the five senses.

Activity (20 minutes)

Display the shell of the following table. Write in the words of the top row in boldface. (Note that those in italics are subjective). As a group, identify the five senses. Decide which of the following columns you do as a large group, small group, or individually.

Sensory Organ	Receptive	Expressive	<i>Words describing Appealing</i>	<i>Unappealing</i>
Eyes	See	write, draw, act, movies, dress, make-up	beauty	disorder, messes
Ears	Hear, Listen	music, talk	melodic	noise
Nose	Smell	perfume, cook	fragrant	filth, rot
Mouth	Taste	cook, eat	delicious	spoiled, bitter
Skin	Feel, Touch, Sense	clothing, textures, moisture, wind	sensual	rough, sharp

Instructor Note

After the expressive column, introduce the concepts of subjective and objective. *Subjective*: particular to an individual. *Objective*: measurable; not open to interpretation by different individuals (e.g. "loud" = > 80 decibels; "salty" = certain number of sodium mg).

As you work through the table, introduce the following expressions:

- "Beauty is in the eyes of the beholder."
- "A picture is worth a thousand words."
- "You can't judge a book by its cover."

Optional Activities:

1. Read excerpts from literature and discuss the data.

Books with useful scenes include:

- Angela's Ashes* (Frank McCourt)
- Anne Frank: The Diary of a Young Girl* (Anne Frank)
- The Autobiography of Malcolm X* (Malcolm X)
- Farewell to Manzanar* (Jeanne Wakatsuki Houston)
- Forrest Gump* (Winston Groom)
- Hiroshima* (John Hersey)
- Prodigal Summer* (Barbara Kingsolver)
- To Build a Fire* or *The Call of the Wild* (Jack London)

Mysteries by:
Agatha Christie
Ngaio Marsh

2. Read newspaper articles and look for information and which sense is referred to.

Activity (30 minutes) (Non-Verbal Communication, i.e., visual)

Instructor Note

Before this activity begins, write on a flipchart a list of messages for groups to show and describe. These might include:

1. I'm really upset with you.
2. I'm really interested in what you're telling me.
3. I'm just going to ignore you now.
4. I'm very curious.
5. You're trying to lecture me, so I'll try to annoy you with my reaction.
6. Okay, we agree on this.
7. I'm getting very frustrated.
8. See you later.

Ask students to name all the kinds of non-verbal information they are right now getting from each other, from you, and from the space they are in. Ask them what some of this information says or means. For example, you might ask them to compare the messages they get from sitting in rows with the messages they get from sitting in a circle. You might ask them to compare the "feel" of the spaces in their living unit with the décor, lighting, etc., in this classroom.

Use the following list of the Forms of Non-Verbal Communication (or Body Language) to summarize the students' observations:

1. Body position and body motions
2. Paralanguage: um, oh, yeah, uh-huh
3. Silence
4. Personal space: closeness or distance
5. The spaces and décor around us
6. Eye contact

In small groups of two to or three, practice identifying non-verbal messages that your classmates demonstrate.

Table of Sensory Information

Sensory Organ	Receptive	Expressive	<i>Words describing Appealing</i>	<i>Unappealing</i>

Teaching Habits of Mind

Lesson 10: Thinking and Communicating with Clarity and Precision (Habit 9)

1 hour

Lesson Objectives:

- To communicate with clarity and precision in task analysis.
- To use “I statements” and paraphrasing.
- To avoid use of fuzzy language, such as over-generalizations.

Lesson Overview:

This lesson calls attention to the relationship between language and thinking. It emphasizes the benefits of communicating clearly and using precise language.

Materials:

- Pencil, paper
- Worksheets

Methodology:

Activity
Guided Group Discussion
Reflection

Activity (10 minutes)

Lesson 10 Worksheet 1: Three Squares Bisecting Diagonal Line

How we think and communicate is closely related to how we use language. Taking care to use language clearly and avoid fuzzy language, such as over-generalizations, helps us communicate what we want to communicate. Sometimes, such as when we give directions, we need to be precise.

Give the following directions to the class:

Draw a diagonal line from the upper left corner to the lower right corner of your sheet of paper. Draw three squares bisected diagonally by the line. The lower right one is largest; the upper left one is medium-size; and the one in the middle is smallest.

Allow time for the students to follow the directions, and ask for volunteers to share their drawings. Point out that all directions need to be given at one time. Why? What would happen if only partial information was given?

Have students discuss consequences of attempting the task before complete directions have been given. If they fail to grasp the rationale through discussion, have them experiment with giving partial directions and discuss results.

Activity (10 minutes)

Lesson 10 Worksheet 2: Tolkien Map

Have the class pair up, with each pair choosing a speaker and a listener. Using Christopher Tolkien's map of "The Shire," the speaker describes a starting point and a route to the listener. The listener needs to follow the sequence of directions and announce the final destination. At first, directions can be given and followed step-by-step. Later, as with the earlier activity, the entire sequence is given to the listener at once, with no action permitted after each step of the direction.

For added variation, allow times when no questions are permitted. Does this make the task easier or harder? Why?

Allow "left-right" directions for students not ready for "north-south-east-west" directions. Encourage students to describe turns one would actually make if traveling to the destinations, and discourage use of descriptors like "top" and "bottom" of the map.

Rotate roles. Have groups discuss their outcomes.

Activity (30 minutes)

Lesson 10 Worksheet 3: Practice Dialogues for Communicating with Accuracy and Precision

Working in pairs, students practice a dialogue using the brief scenarios on the worksheet. You can ask two other students to be observers, that is, responding to the strategies the "dialoguers" are using, to emotions they think are in play and to body language.

Instructor Note:

Review what an "I statement" is and explain the reasons for using an "I statement."

In an "I statement," you:

Speak for yourself.

Describe what you are seeing or noticing.

Name how you are reacting or how the "noticing" makes you react or feel.

Example: I'm noticing that you just raised your voice. It seems like you are angry, and I'm getting angry, too.

Why "I statements" are used:

- I speak for myself. I take responsibility for how I feel and that what I think is my opinion.
- I make every effort to describe particular times, behavior, circumstances that gave rise to my reactions. (Notice that in the statement, "It seems as though nobody cares," the speaker is not able to be specific, but he does say "it seems" instead of making the generalization global.)
- I share my reactions. I feel, I need, I think.

Extend this lesson by exploring more deeply one particular way we think and speak without precision. This discussion points out how we over-generalize and explores the results or effects of over-generalizing. This way of extending the lesson may get into emotional territory where some students are able to go, but some students will not benefit from moving the discussion in this direction.

Examples of generalizations include:

- Always/Never: "You never listen to me;" "You're in my face all the time."
- Everybody/Nobody: "Americans are..." , "Offenders are..." , "Officers are..."
- Broad statements without giving any evidence: "You're disrespecting me."

Invite students to "unpack" any of these statements. Compare, for example, "You never listen to me" with "When you order me around, I get the idea you aren't even willing to listen to my side of what's going on. I'm angry at you." What's different?

Points and questions about the first statement:

- The speaker is literally saying, "Not one single time, not ever, not now, not in the past have you ever listened."

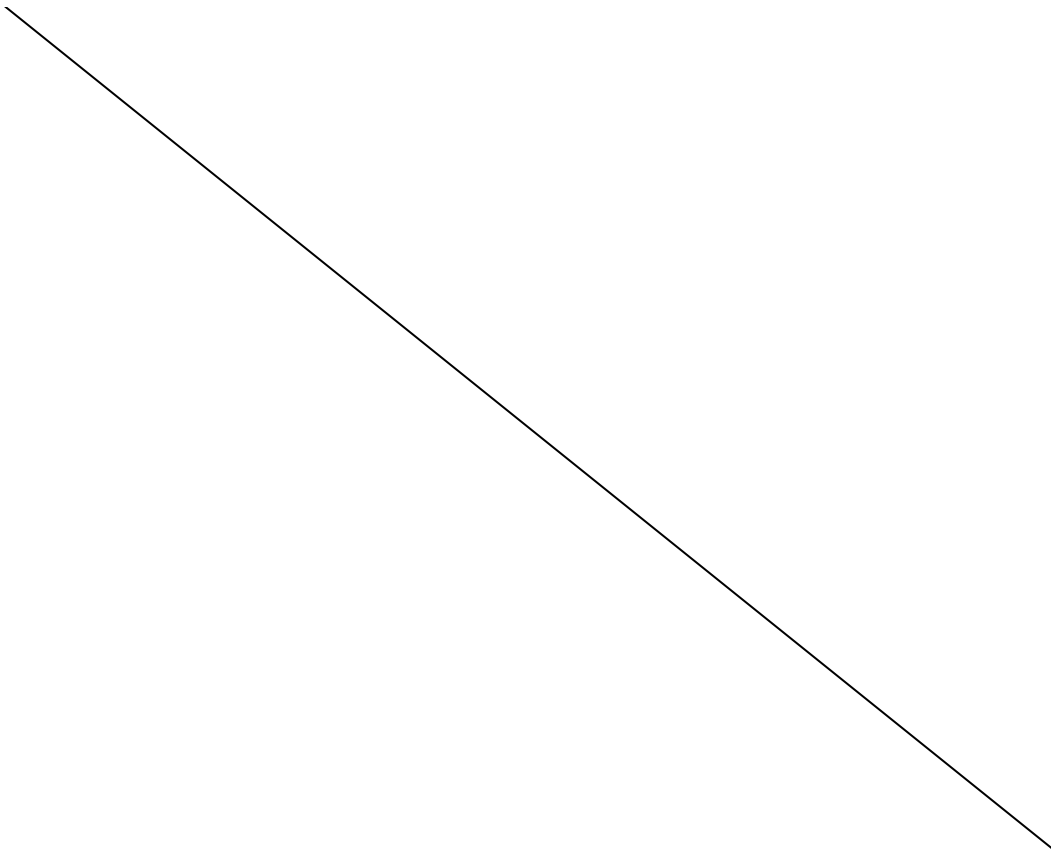
- The speaker is also saying, “I know what is inside you; I even know more about your listening than you do.”
- Notice that the attention is on the person being spoken to, the “you,” not on the speaker.
- What might this speaker be trying to say about his feelings, his way of experiencing the other person’s listening?
- What is the person spoken to going to think and feel?

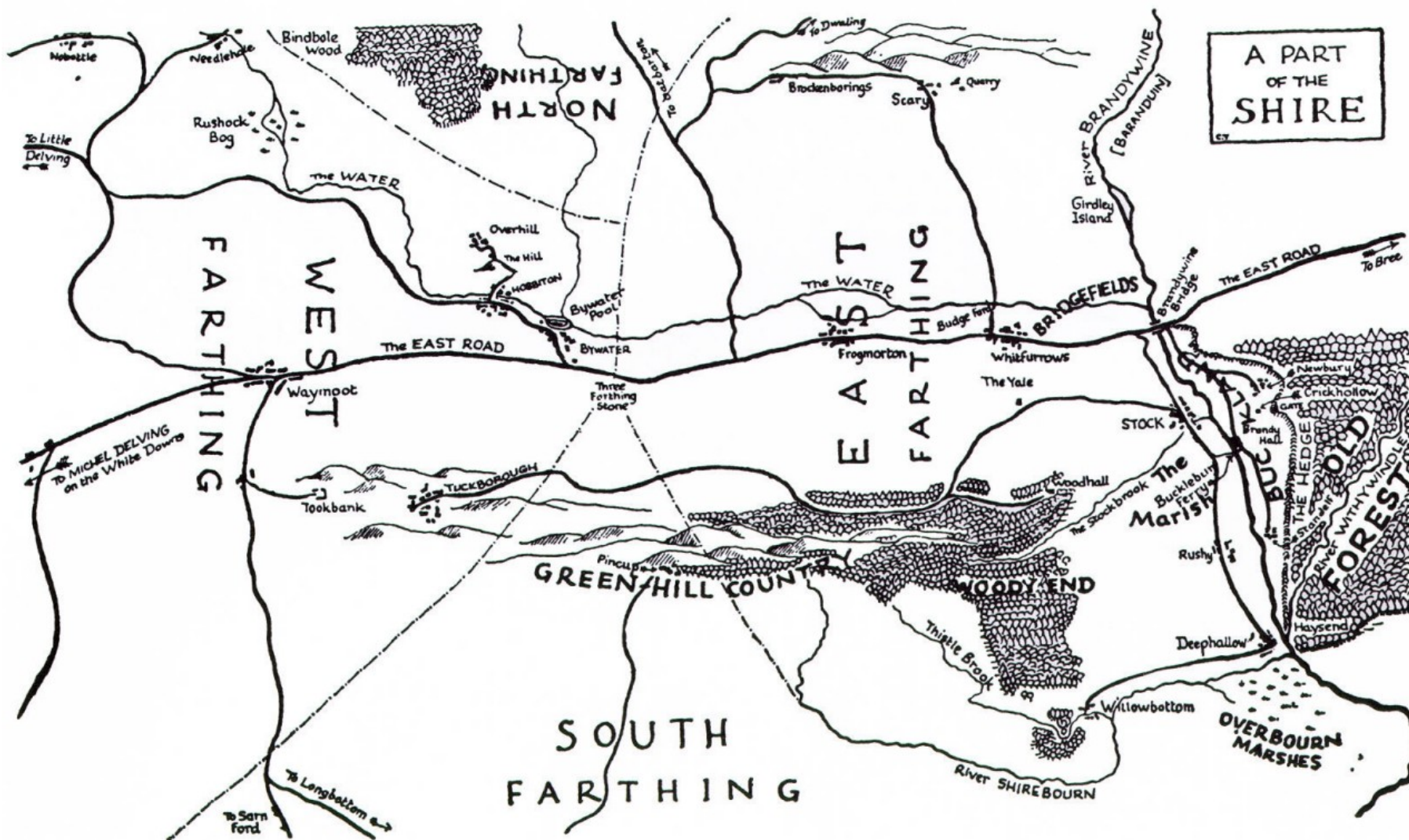
Reflection (10 minutes)

Lesson 10 Worksheet 4: Reflecting on Your Circle of Influence

Explain the difference between one’s circle of concern and one’s circle of influence. The circle of concern includes all the things—issues, problems, people, wishes—you think about and care about. You might like to do something about all of these. The circle of influence is smaller; it includes all the things you can actually have some influence on—like your own thoughts and behavior, for instance. Invite students to practice the skills in this lesson by working within their circle of influence. They can think of a least two people with whom they could practice reflecting back and “I” statements. Or students might think of at least one time in the last week when they could have Communicated with Accuracy and Precision by using one or more specific skills from this lesson.

Lesson 10 Worksheet 1:
Three Squares Bisecting Diagonal Line





Lesson 10 Worksheet 2:

Tolkien Map

Christopher Tolkien's map of "The Shire" as described in both "The Hobbit" and "The Lord of the Rings."

Lesson 10 Worksheet 3

Practice Dialogues for Communicating with Clarity and Precision

1. You are loading a machine in a print shop and your supervisor comes up behind you, gives you several directions all at once, and says, "Do it right this time." You are new at this job, so you have only loaded the machine a few times by yourself. Use at least one "I" statement and at least one reflecting back statement.
2. You are loading the dishwasher at a restaurant, and this is just your second day on the job. One person explains the directions; the other partner doesn't understand. Use "reflecting back" as part of this conversation.
3. Your teacher has given you an assignment for a project. It is the final project for this course, so it is pretty complicated. You don't understand all the directions. One person be the teacher, and the other partner be the student. Use "I" statements and reflecting back.
4. Think of your own scenario, drawing on your experience in class, in your current or previous job, or in relationships.

Teaching Habits of Mind

Lesson 11: Thinking Interdependently (Habit 10)

1 hour

Lesson Objectives:

- Show how working together helps with some tricky problems.
- Identify thinking and communication that either support or get in the way of working together to do something well.

Lesson Overview:

This activity gives an opportunity to explore how groups handle problems that don't have easy answers. The group will have trouble completing the activity without flexible thinking, good communication, persistence, questioning, good observation skills, creative problem-solving, team work, and an ability to laugh and have fun. In fact, solving this problem requires the use of most of the Habits.

Materials:

- Worksheet 1: Thinking Interdependently to Make the Hollow Square
- Worksheets with the hollow square sections cut apart
- Flat work surfaces at least as large as a desk top
- Newsprint and markers

Methodology:

Guided Group Discussion
Activity

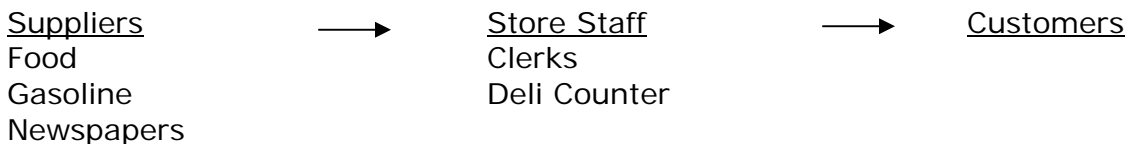
Guided Group Discussion (10 minutes)

Invite students to think of common activities of daily life that require thinking interdependently. After they have worked with others and tried their best, what is that like?

Restaurant/Cafeteria Operations



Convenience Store Operations



What other people/ organizations work with this store?

Maintenance and repairs

Inspector, Licensors

Attorneys, Accountants, Bankers, Media

Activity (30 minutes)

The hollow square activity gives an opportunity to think about working with other people to solve problems together. It gives students a chance to notice the kind of talk and listening and other actions that help or get in the way of a group working well together.

Students form groups of two or four. Pass out materials. If you have only one student, you may work together with him/her on the task, each with the pieces for two sections of the hollow square. If you have an odd number of students, invite a volunteer to observe a group, and give her/him a worksheet to help her/him observe carefully.

Lesson 11 Worksheet 1: Thinking Interdependently to Make the Hollow Square

Lesson 11 Worksheet 2: The Hollow Square Pieces

Guided Group Discussion (10 minutes)

Debrief questions may include:

What happened? What did you notice?

What, if anything, do you recall getting in the way?

When the group was having trouble, what did you notice about your own thoughts and feelings?

When did the group work well together?

Portfolio Activity (10 minutes)

Think of a time when someone else's assistance really helped you solve a problem or get through a hard situation. What did that person do for and/or with you that was helpful? What did he/she say? How did it feel to get this help?

Ask everyone to think of at least one situation in the coming week when they probably will have a chance to work with another person to do something well.

Ask everyone to think of a job they would like to and can expect to hold—in or out of prison. Ask them to list at least three situations on that job when they will probably need to Think Interdependently.

Optional Ways to Teach

Show an excerpt from a film in which people have to work together in order to accomplish a task. Examples might include:

Seven Years in Tibet

October Sky
Milagro Beanfield War
Twelve Angry Men
Norma Rae
The Bridge on the River Kwai
The Englishman Who Went Up a Hill but Came Down a Mountain

Habit 10: Thinking Interdependently

Teach an excerpt from a book. You might use scenes or chapters where characters both work well together and do not work well together. If students will have difficulty reading the text themselves, read aloud or use a book on tape. Examples might include:

Huck Finn (Mark Twain). Episodes on the island when Huck puts the rattlesnake skin in Jim's bedding, and then Jim teaches Huck a lesson.

Into Thin Air (Jon Krakauer). Episodes from the later chapters, when the weather turns bad, daylight fails, and the climbing groups meet disaster.

To Kill a Mockingbird (Harper Lee). Scenes when the father camps out in front of the jail, Scout and Jem come into town and confront the mob.

Lesson 11 Worksheet 1

Thinking Interdependently to Make the Hollow Square

Directions for the hollow square

1. Working together, finish the assigned task as carefully and accurately as you can.
2. Each of you has pieces of an overall design. Your task is to figure out how to place the pieces together so that they form a square with a small, hollow square in the center.
3. You must use all the pieces.
4. Keep all your pieces in front of you all the time.
5. You may not touch other people's pieces or trade pieces.
6. You may not write on the pieces.

Optional worksheet for observers

Use the following chart to help you watch carefully. Do not talk or otherwise distract from the group that is working on the puzzle.

Actions and conversation that: Helped the group to do its task	Actions and conversation that: Got in the way, stalled, were negative

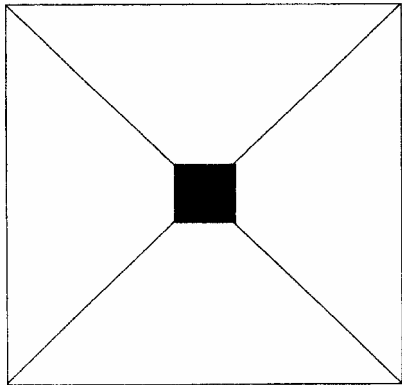
Lesson 11 Worksheet 2

The Hollow Square Pieces

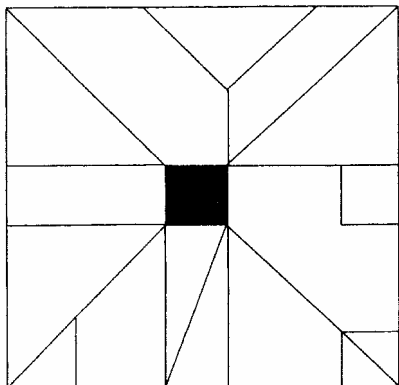
Instructions for Instructor

You will find shapes marked A, B, C and D. Do not mix up these pieces. Cut the pieces apart, leaving them in sets. Give each group of the team one set—either A, B, C, or D. If you have only two students working together, give each student two sets.

The sets, when properly put together, make a hollow square.

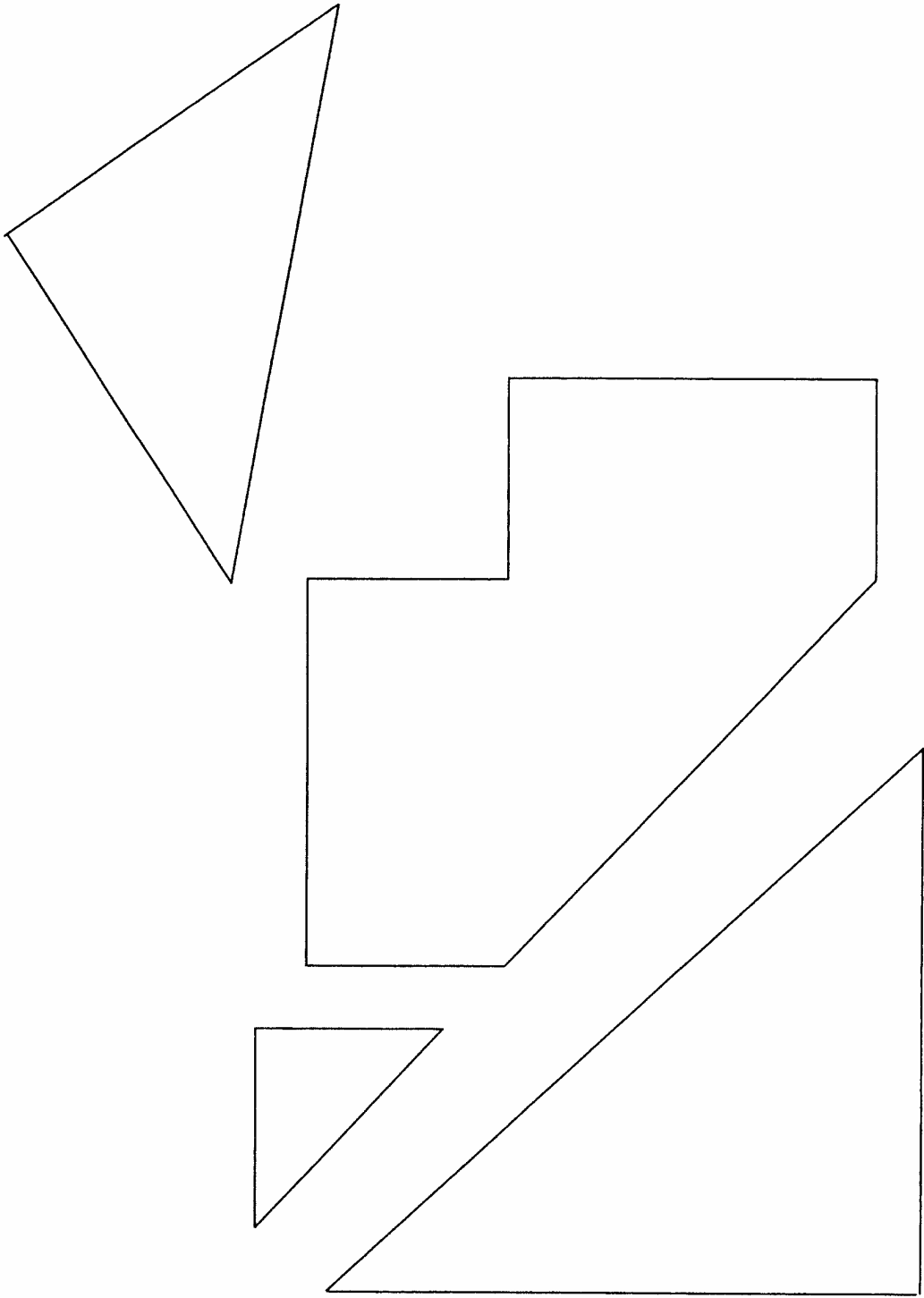


Here is the key—the assembled hollow square. Do not show this key to students before they have a chance to work on the shape.



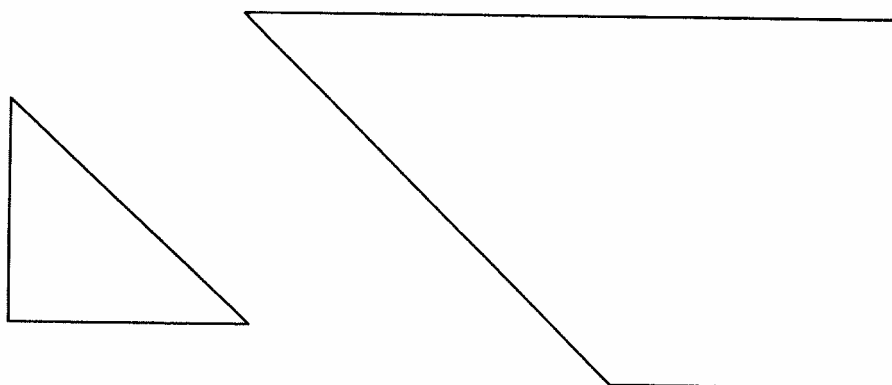
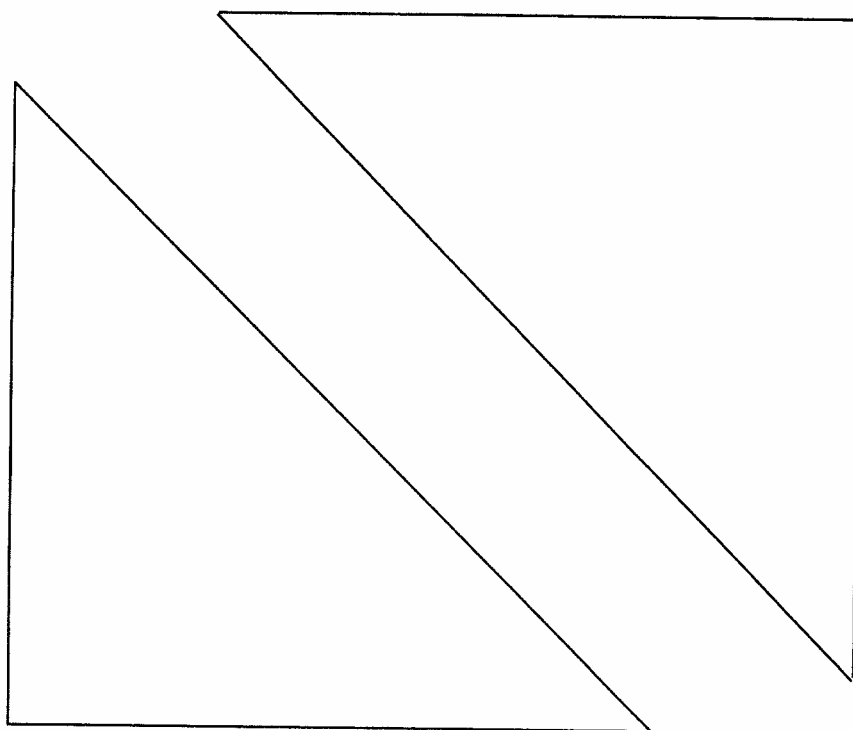
Hollow Square A

A



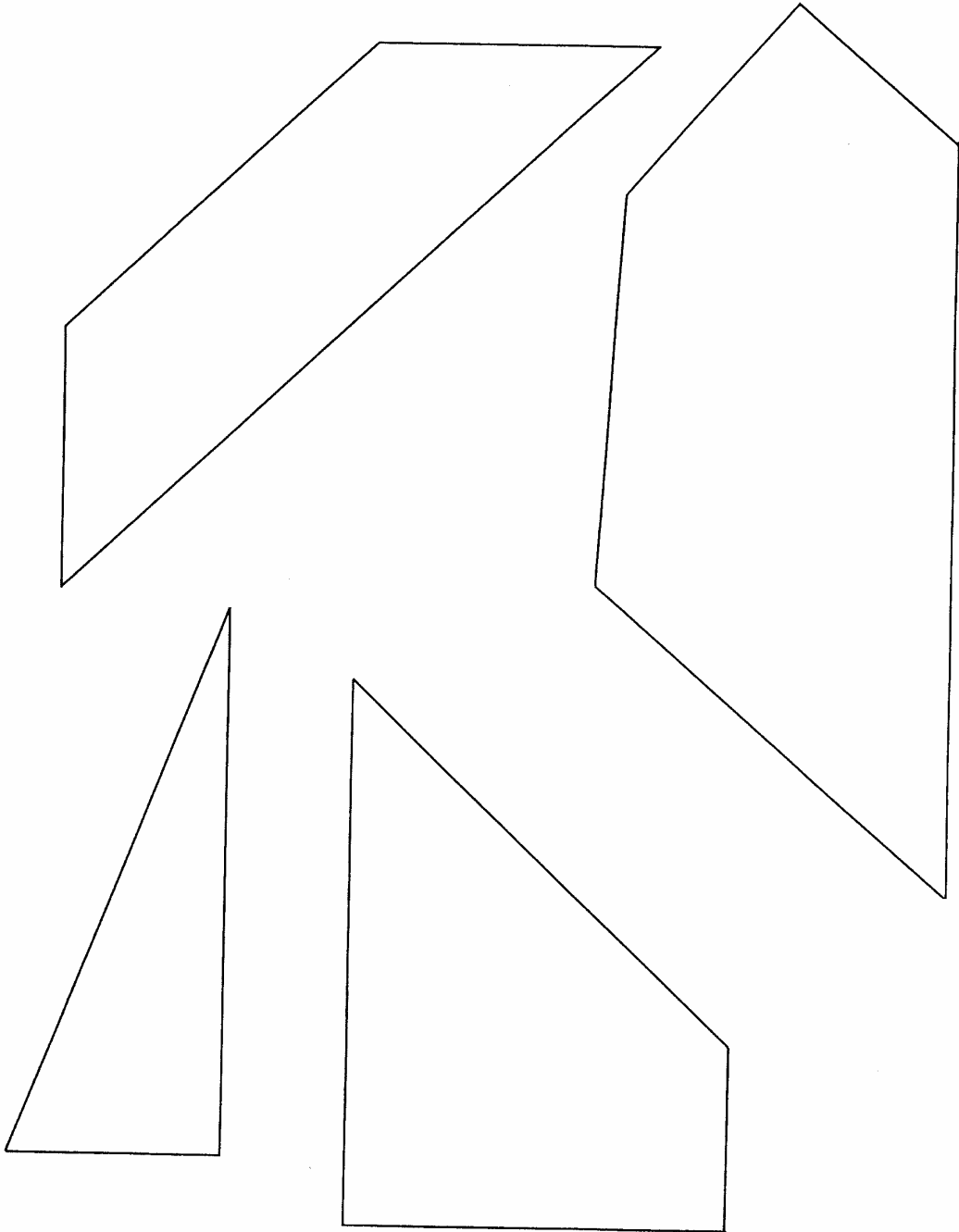
Hollow Square B

B



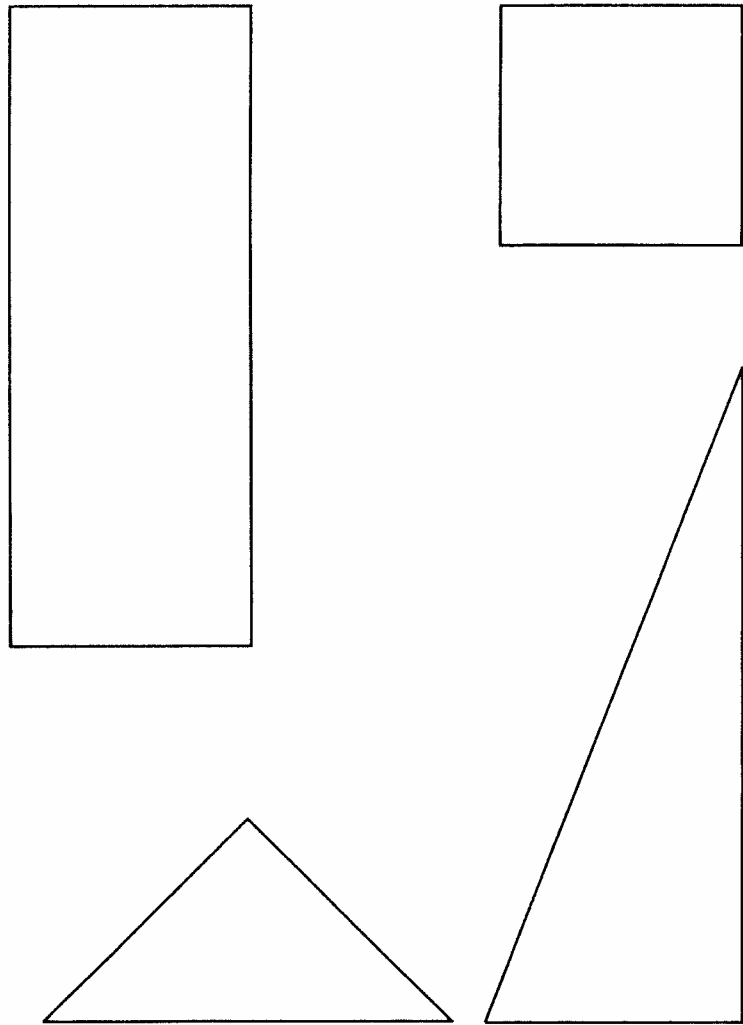
Hollow Square C

C



Hollow Square D

D



Teaching Habits of Mind

Lesson 12: Creating, Imagining, and Innovating (Habit 11)

1 hour

Lesson Objectives:

- To learn and practice attributes of creative thinking.

Lesson Overview:

This lesson explores creativity and the use of creative thinking, using activities based on the "CREATE FIRST" acronyms.

Materials:

- Pencil, paper, colored markers, a box of paper clips
- Activity sheets

Methodology:

Guided Group Discussion

Activity sheets

Guided Group Discussion (10 minutes)

Instructor Note: Explain to students that creative thinking involves breaking away from usual patterns. Introduce the "CREATE" and "FIRST" acronyms to the class and discuss how they relate to creative thinking.

- Acronyms:**
- Combine:** Can I combine some things in a new way?
 - Reverse:** Can I reverse some parts or processes here?
 - Eliminate:** Can I eliminate or remove some part or process?
 - Alternative:** Can I use alternative methods or materials?
 - Twist:** Can I twist things around a bit?
 - Elaborate:** Can I elaborate or add something?
-
- Fantastic:** Try bizarre, extravagant, and unreal ideas.
 - Incubate:** Incubate or think about an idea for a long time.
 - Risks:** Take risks despite what others think.
 - Sensitive:** Be sensitive to the creativity of nature and humans.
 - Trigger:** Try to trigger new ways of thinking about things by being playful and having fun with ideas.

Activity (40 minutes)
Lesson 12 Worksheets

Have students complete creative thinking and worksheets and share answers/responses with the class. Classmates can give feedback. Discuss how “CREATE” and “FIRST” strategies were used.

Guided Group Discussion (10 minutes)

Ask questions about the last worksheet activity:

What creative strategies did you use to make the drawing from the squiggle?

Is art a creative outlet for you?

Can you create art as a form of expression?

What other creative outlets have you explored?

How have you incorporated creative strategies to solve a problem or figure something out?

Summarize that creative ideas are original, unusual, and often exciting. They are not standard, ordinary, and necessarily sensible. There are times when accuracy requires the standard and usual applications. Creative thinking is for use at times when either the usual and ordinary responses to situations don't work, or creativity is the main goal.

Summarize the “CREATE FIRST” activities for the lesson.

How is Creating, Innovating, and Imagining something you can use in a positive way?

Creative thinking or out-of-the-box thinking gives us an opportunity to look at things differently and explore optional ways of doing things that we might otherwise miss. It involves developing our senses and creative abilities both for improved problem solving and artistic expression.

Portfolio Activity

Write in your Habits Portfolio about how you incorporated creative thinking to solve a problem or figure something out.

Lesson 12 Worksheet (page 1)
Creative Consequences

Complete the following sentences in your own words. Compare your answers with your classmates. Notice differences. Be creative; there is no one correct answer.

If there were no more insects in the world, then

And this would mean that

If the earth were flat, then

And this would mean that

If there were no remaining oil deposits, then

And this would mean that

If there were no longer any dogs on earth, then

And this would mean that

Lesson 12 Worksheet (page 2)
Reverse Creative Thinking

Creative thinkers sometimes try reverse thinking. This may help loosen up fixed thinking patterns. Try these ways of thinking:

List three ways to cook a hot dog WITHOUT a stove.

- 1.
- 2.
- 3.

List three ways of opening a book WITHOUT holding it with your hands.

- 1.
- 2.
- 3.

What are three reasons why a person might be seen reading a newspaper turned UPSIDE DOWN?

- 1.
- 2.
- 3.

What are three ways in which a car and a tree are the SAME?

- 1.
- 2.
- 3.

List three things that you WOULD NOT find in America.

- 1.
- 2.
- 3.

Lesson 12 Worksheet (Page 3)
Creative Problem Solving

Think of three ways of getting a ping-pong ball from the bottom of a 3-foot-long vertical pipe whose end is stuck in concrete. The pipe is only slightly wider than the ball. You cannot destroy the pipe, the ball, or the concrete.

1.

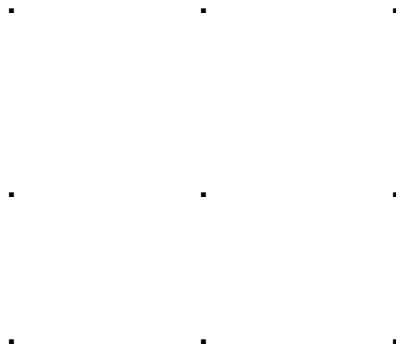
2.

3.

Note: "Out-of-the-box" is an expression that describes nonconformist, creative thinking. The term derives from the following puzzle, which was created by early- 20th-century British mathematician Henry Ernest Dudeney.

Put your pencil on dot A. Without taking your pencil from the paper, join these nine dots using no more than 4 straight lines, continuously connected.

(A)



Lesson 12 Worksheet (Page 4)
Analyzing the Creativity of Designs

Creative people are sensitive to the creativity around them. Most things have a particular design that serves a particular function. See if you can explain the reason for the following designs:

Why do pencils usually have 6 sides rather than 3 or 10?

Why does a tree have thousands of leaves rather than four or five?

Why are newspaper pages so big compared with the pages of a book?

Why are drinking cups made of clay rather than steel?

Why do dogs and cats have four legs rather than two?

Why is the color red used to indicate danger?

Lesson 12 Worksheet (page 5)

Squiggle Art

Make a squiggly line on your paper. Think creatively and represent something by drawing something from the squiggle. Try turning the paper around for different perspectives and limit the white space. Use many colors.

Teaching Habits of Mind

Lesson 13: Responding with Wonderment and Awe (Habit 12)

1 hour

Lesson Objectives:

- To encourage students to feel compelled and enthusiastic about learning.

Lesson Overview:

“What is important about the learning is not so much the content as the enjoyment, enthusiasm, and fascination that students experience about the content.”

This lesson begins by introducing students to the “7 Wonders of the World.” Students compare various lists and then generate their own. After a discussion of the lists, this lesson ends with some time for students to work on their final projects.

Materials:

- Flipchart
- Pencils, paper
- Visuals, projector
- Flipchart, chalkboard

Methodology:

Activity

Guided Group Discussion

Activity (30 minutes)

Introduce this lesson by comparing various lists of the “7 Wonders of the World.”

If possible, show visuals obtained from internet sites.

The following sites give 3 comparable lists.

1. <http://www.factmonster.com/ipka/A0923082.html>

The 7 Wonders of the Modern World

- Empire State Building
- Itaipu Dam
- CN Tower
- Panama Canal
- Channel Tunnel
- North Sea Protection Works
- Golden Gate Bridge

2. http://www.kaibab.org/misc/gc_7wond.htm
The 7 Natural Wonders of the World
 - Mount Everest in Nepal
 - Victoria Falls in Zambia/Zimbabwe
 - Grand Canyon in Arizona, USA
 - Great Barrier Reef in Australia
 - Northern Lights
 - Paricutin volcano in Mexico
 - Harbor of Rio de Janeiro, Brazil

3. <http://ce.eng.usf.edu/pharos/wonders/list.html>
The 7 Wonders of the Ancient World
 - The Great Pyramid of Giza
 - The Hanging Gardens of Babylon
 - The Statue of Zeus at Olympia
 - The Temple of Artemis at Ephesus
 - The Mausoleum at Halicarnassus
 - The Colossus of Rhodes
 - The Lighthouse of Alexandria

Have students make their own lists of 7 Wonders drawn from their own experience. Write lists on chalkboard or flipchart.

Guided Group Discussion (10 minutes)

Follow-up activity with class discussion of the following questions:

What does wonderment and awe mean?

What kind of state are you in when responding with wonderment and awe?

What captures your attention?

What do you find beautiful?

What do you find awesome?

How does wonderment and awe foster motivation?

Reflection (20 minutes)

Students may be given the remainder of this class to work on their final project. If you have not yet introduced the final project, then you might spend the rest of the class period introducing this project and generating project ideas.

The following activity will help students to begin thinking about their favorite creative outlet.

Ask the group: *What is your favorite creative outlet?* It will help to have a list of possible answers started on the board (writing, poetry, drawing, song, drama, dance, painting, and there are more). Encourage students to answer with not what they're good at, but what they enjoy most. Students can choose more than one outlet.

Habit 12: Wonderment

Have each student spend time thinking about how to use this creative outlet in the final project. Supply scrap paper, markers, pens, and plenty of craft materials and other supplies. By the end of this activity, students should have some good ideas for their final project.

Teaching Habits of Mind

Lesson 14: Applying Past Knowledge to New Situations (Habit 13)

50 minutes

Lesson Objectives:

- Pull learning from past events and describe how to use this information in the future.
- Reflect on this curriculum and identify knowledge learned through classes and how to apply it in the future.

Lesson Overview:

Using a guided activity, this lesson gives students practice in immediately applying newly learned information to new situations. This lesson also uses a timeline activity and a sharing activity in order to help students pull knowledge from past experiences and identify how to apply this knowledge.

Materials:

- Scrap paper
- Pens or pencils enough for each participant
- Chalk board or newsprint
- Chalk or markers

Methodology:

Guided Group Discussion
Activities

Guided Group Discussion (10 minutes)

Brainstorm what Applying Past Knowledge to New Situations looks like, sounds like, and feels like. If there is time, ask students for specific examples of a time they have used this Habit.

Discuss how this habit differs from 20/20 hindsight.

Instructor Note

Webster's defines 20/20 hindsight as "perfect understanding of an event after it has happened." When we act like armchair quarterbacks, we apply our knowledge of an outcome to an old situation. When a quarterback passes a ball for an interception, we say, "The quarterback shouldn't have thrown the ball." This isn't what is meant by applying past knowledge to new situations. A quarterback could be said to apply past knowledge to a new situation when, after throwing an interception, he remembers what the defense looked like, so that the next time he sees the same defense, he elects not to pass but instead hands off the ball to his running back.

Activity (40 minutes)

Instructor Note

What is most important in this activity is that students reflect back on a problem they faced and pull knowledge from it. This activity asks students to draw pictures for a timeline rather than write answers to questions. This activity can easily be turned into a writing journal activity by asking the questions below and leaving out the timeline and drawing directions.

1. Think about a difficult time for you that you wish you had the chance to change. Examples might be a fight with a family member, a tough grade in school, or a time that you didn't ask for help but could have.
2. Draw a timeline of events that led up to the problem and what happened after you tried to resolve the problem. Include all details that you can remember.
3. Looking back on this event and all that led up to it and resulted from it, what knowledge have you gained from this experience? Draw a picture or make a sketch that represents that knowledge. For example, a clock face would represent knowledge of time management. How can you apply this knowledge to future situations?
4. What knowledge are you getting from these classes? Again, draw a picture that represents this knowledge. How will you apply this knowledge?

Ask for volunteers to share their timelines and drawings. They can share part or all of their stories.

Teaching Habits of Mind

Lesson 15: Questioning and Posing Problems (Habit 14)

1 hour

Lesson Objectives:

- Use questions to define or solve a problem.

Lesson Overview:

This lesson will explore the importance of posing questions as part of the thought process needed to solve problems.

Materials:

- Newsprint/ markers

Methodology:

Guided Group Discussion

Activity

Activity: coaching exercise

Guided Group Discussion (10 minutes)

Provide a brief overview of the Habit Questioning and Posing Problems.

Refer students to the word splash and ask them to share examples of times they used this Habit.

How does Questioning and Posing Problems help you Apply Past Knowledge to current situations and problems?

How can you apply Creating, Imagining, and Innovating, or out-of-the-box thinking, when Questioning and Posing Problems?

We can use Questioning and Posing Problems to expand our thinking and explore many ways to come at problems.

Instructor Note

Use this quotation to inform your teaching and to help students think of questions to help solve their problems.

“One of the distinguishing characteristics of humans is our inclination and ability to find problems to solve. Effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don’t know.”

Questioning exists at three levels:

Data gathering

These questions use the senses to take in and sort out information.

What do I know?

What information do I already have?

How reliable is this information?

Processing questions

Processing questions look at cause and effect, exploring, summarizing, comparing, contrasting, and putting related things together.

How are this and that related?

What caused this connection?

Wondering about “what if . . . ”

Speculating and elaborating questions enable people to use complex thinking strategies to find unique and creative solutions.

What would happen if . . . ?

If this is true, then what might happen if?

Developing higher levels of questioning improves our ability to problem solve. In this lesson, you are going to have a chance to practice Questioning and Posing Problems as a way to solve problems.

Activity (30 minutes)

Review the S.O.D.A.S. method, and how to use it in a group situation.

1. Establish the nature of the problem (**S**)
2. Determine possible solutions (**O**)
3. Weigh the disadvantages (**D**) of each option
4. Weigh the advantages (**A**) of each option, and

5. Select the best course of action (**S**).

Ask groups of three to apply the **S.O.D.A.S.** method to the following problems.

1. You have a new job but no transportation.
2. You have a new job but you don't get paid for two weeks and you need new clothes for work.
3. You have no job, but your rent and phone bills are due.
4. You've been holding down a job and you get paid every Thursday, but by Monday your money is all gone.
5. Create your own scenario.

Guided Group Discussion (10 minutes)

Pull the groups back together and ask for report outs.

*How did the **S.O.D.A.S.** method work?*

Is the Habit Questioning and Posing Problems one that will be useful to work on?

Can you help someone else by Questioning and Posing Problems instead of giving advice? (This is coaching.)

Reflection (10 minutes)

Ask students to refer to their 16 Habits of Mind portfolios.

What happened when you tried used Questioning and Posing Problems skills?

Optional Ways to Teach

For students who find writing or journaling challenging you can suggest portfolio alternatives like drawing, using collages or cut-out pictures, composing a song or a rap.

Teaching Habits of Mind

Lesson 16: Managing Impulsivity (Habit 15)

2 1-hour sessions

Lesson Objectives:

- Identify and recognize actions that students display when they're acting impulsively.
- Identify and list reasons that cause them to act impulsively.

Lesson Overview:

The first session of this lesson helps students identify behaviors they exhibit when they are managing and not managing their impulsivity. Through this activity, students discuss triggers or specific situations that make it difficult to manage impulsivity.

The second session of this lesson combines learning from the first lesson on Managing Impulsivity with Taking Responsible Risks. This lesson begins with a review of the previous Managing Impulsivity class.

Materials:

Session 1:

- Equipment to play short clip of a movie
- Movie: *Happy Gilmore* (first clip: cue to first golf game when Happy Gilmore beats up Bob Barker and throws his club; second clip: cue to golf tournament when Happy Gilmore controls his anger and doesn't swear or throw his club)
- Chalkboard or newsprint
- Chalk or markers

Session 2:

- Chalkboard or newsprint
- Chalk or markers
- Lists from first part and Taking Responsible Risks lesson
- Lesson 16 Worksheet: Habits of Mind and Acting Impulsively

Methodology:

Presentation

Guided Group Discussion

Activity

Reflection

Session 1 Activity (20 minutes)

Movie

Play both movie clips. The first is an example of a character (Adam Sandler playing Happy Gilmore) not managing impulsivity; the second is an example of the same character managing impulsivity. Ask students to describe what they notice in each short clip.

Activity/Guided Group Discussion (20 minutes)

“Looks Like, Sounds Like, Feels Like” lists

On a board or newsprint, students brainstorm what Managing Impulsivity looks like, sounds like, and feels like. It may help for students first to brainstorm (and possibly share) an example of a time when they managed impulsivity.

The class then performs the same brainstorming activity for *not* managing impulsivity by describing what it looks like, sounds like, and feels like *not* to manage impulsivity. Once again, it may be easier if students first brainstorm an example of a time when they didn’t manage their impulsivity.

If you are using newsprint, keep these lists posted throughout the rest of this class, and save these sheets for the next class.

Activity/Guided Group Discussion (20 minutes)

“Reasons I Act Impulsively” lists

Split the class into small groups of two or three. Give each group three sheets of paper and markers. The three sheets should be labeled: “Situations when it is appropriate to act impulsively,” “Situations when it isn’t appropriate to act impulsively,” and “Reasons I act impulsively.” Ask the groups to work together to brainstorm responses to these questions.

Instructor Note

Remind the class of the rules of brainstorming: During a brainstorming session, there are no judgments made on anything listed. Every thought should be said out loud and everything said out loud should be written down. No one discusses any of the ideas listed.

After 15 minutes, each group chooses a volunteer to share their lists with the large group. Save these sheets for use in part two of this class.

Session 2 Activity: (20 minutes)

Review “Why is it important to manage impulsivity” lists.

Review the lists made from during the first session (both “looks like, sounds like, feels like” lists and the “Reasons I Act Impulsively” lists).

Ask the class "Why is it important to manage impulsivity?" Write the answers on the board or newsprint. Then discuss this as a group. Keep this list posted throughout the rest of this class.

Activity (30 minutes)

Review the Lesson 16 worksheet. Explain that this is a list of our "buttons." We all have them! When our buttons are pushed, we act in ways we may later regret. Ask if there is anything else to add to this list.

Lesson 16 Worksheet: Habits of Mind and Acting Impulsively

Ask students first to list, in the first column, all the actions they do impulsively. Examples might be yelling, punching someone, etc. Then for each action listed in the first column, ask them to fill out the second and third columns.

After about 15 minutes, ask for volunteers to share one or two of examples.

Optional Ways to Teach

In pairs, have students work through this worksheet orally rather than asking each student to write answers.

Reflection (10 minutes)

Draw or write about a situation you often find yourself acting impulsively in. Draw or write your impulsive reaction. Now draw or write a different way of acting that follows the steps you outlined in the worksheet.

Lesson 16 Worksheet

Habits of Mind and Acting Impulsively
3-Step Outline

Step 1: Identify Impulsive Acts	2: Habits that might help	3: Different Outcome

Teaching Habits of Mind

Lesson 17: Taking Responsible Risks (Habit 16)

Approximately 1 hour

Lesson Objectives:

- Distinguish between risks that are responsible and risks that are not.
- Apply knowledge of risks to decisions about actions.

Lesson Overview:

The discussion and worksheet add to the Managing Impulsivity unit (Lesson 16) by getting students to see differences between acting responsibly and irresponsibly. Students learn ways in which responsible action is contextual and how responsible action can be tested and determined in any given situation.

Materials:

- Lesson 17 Worksheet: Deciding on Risks
- Board or paper
- Markers or chalk

Methodology:

Guided Group Discussion
Activity

Guided Group Discussion (20 minutes)

Ask the group: *If someone says to you, “be responsible” or “act responsibly,” what does that mean to you?* Answers might include: be good, do what I say, do what I would do, act grown-up, don’t just think of yourself, be careful, stay legal.

After answering the questions, write on the board: *Response + able = able to respond.*

In the large group, discuss what this way of looking at the word “responsible” means.

Activity (40 minutes)

Lesson 17 Worksheet: Deciding on Risks.

Ask students to work in pairs to fill out the first chart on the worksheet.

Working in pairs, students fill out the first chart on the worksheet. Ask students to pay attention to the reasoning behind their answers. Review out loud parts of the worksheets from each pair.

Put up three sheets of paper on the wall, each titled with one sentence:

1. What is a risk?
2. What does a risk look like, feel like, and sound like?
3. What thoughts or questions might help you decide whether doing something is responsible or irresponsible?

Give each student a marker. Ask them to write their answers to the questions on the sheets. They can write words, phrases or draw pictures. Students should visit sheets more than once to see what others have written and continue to add to each sheet. Once this task is done, give the class a few minutes to review each of the sheets. Save these sheets for the second part of the Managing Impulsivity lesson (Lesson 16.)

Ask students to think about some of their own experiences and complete the second chart on the worksheet. Save some time at the end of class for group discussion of when risks are responsible or not. Have students prepared to justify their responses.

Optional Ways to Teach

In pairs, students work through this worksheet orally rather than by writing.

Lesson 17 Worksheet 1

Deciding on Risks

In order to know what responsible risks are, it is helpful to think about the difference between responsible and irresponsible risks. For each of these risks, talk with a partner and then put a check mark in the column that you think is nearer what you agree on.

Risk	Mostly Responsible	Mostly Irresponsible	It Depends
Just for fun, just to see if I can do it, jump from the Lake Champlain Bridge at Fort Ticonderoga			
Leap from a curb to grab my toddler's hand; the child has run out into oncoming traffic and a car is close			
Try heroin just to see what it is like			
Have intercourse with a person I just met today, and not using any protection			
Skip work without notice because I'm too tired			
Trying out "I" statements with someone I'm not completely sure I can trust			
Trusting my friend with my car when he has an injured child who needs to go to the hospital			

On each side of this chart, jot down a word or phrase that will remind you of experiences you've actually had.

Some responsible risks I've taken	Some irresponsible risks I've taken

Teaching Habits of Mind

Lesson 18: Putting it All Together

2 hours

Lesson Objectives:

- Test knowledge of and ability to practice the Habits.
- Do a final self-assessment and create an intention for further practice.

Lesson Overview:

In this reflective lesson students (1) practice telling stories that describe successful use of the Habits or do role plays that demonstrate using the Habits; and (2) assess the frequency with which they are using the Habits and write, draw or speak an intention for further practice.

Materials:

- Space for role plays, if students choose to do them
- Worksheet 1: Use of the Habits Right Now in Your Life
- Worksheet 2: A Time Recently When I Used These Habits
- Worksheet 3: Setting a Goal for Working on a Habit
- Worksheet 4: Groups of Habits
- Pencils or pens
- Colored markers (optional)

Methodology:

Activities: story telling, role play
Guided Group Discussion
Worksheets

Activity (15 minutes)

Tell students that this lesson is a review of their understanding and use of the 16 Habits of Mind. First they will decide for themselves what Habits they want to practice. Then they will show how to use several Habits they have chosen.

Lesson 18 Worksheet 1: Use of the Habits Right Now in Your Life

If you have struggling writers, you may wish to ask them to put the numbers of the Habits on their chart.

When students have completed the chart, ask them to choose three Habits they are really skilled at and three they used often and well. It may be helpful to students to begin thinking about their choices by discussing questions such as:

When exactly have you used these Habits recently?

How did you know you were using them?

How did you know you were using them appropriately and well?

Activity (30 minutes)

Tell the students that they will tell a story that shows their skillful use of one of the Habits they chose from the chart.

Give students a little time to prepare, using Lesson 18 Worksheet 2: A Time Recently When I Used These Habits.

Instructor Note: If you have students who cannot think of any time when they have used the Habits, you might suggest times in class when they have used certain Habits and suggest that they tell about this incident.

Each student tells her/his story. If they need help describing the behavior that showed their use of the Habits, ask any follow up questions you need to ask, such as, *“and what did you say then? And how did he react?”*

You may wish to ask students not to reveal their Habits before telling their stories. Then ask other students to guess which Habits are being described. Point out the overlap and relationships among the Habits.

Activity (30 minutes)

Explain that they should now turn their attention to Habits they think they could use better. Tell students that these Habits are like learning to play a sport; the Habits take lifelong practice.

Invite students to team up in pairs or threes and prepare a scenario or role play that shows skillful use of three of the Habits that members of the team have on their lists. You may wish to require that each person illustrate at least one Habit they are not so good at or seldom use. The four steps on “Worksheet 2: A Time Recently When I Used These Habits” may be used to help students shape their scenario.

Each pair or team enacts the scenario for the whole group. You may wish to ask students not to reveal their Habits before presenting their scenarios. In that case, ask the observers to guess which Habits are being shown.

Guided Group Discussion (15 minutes—depends upon number of students)

You can reinforce the Habits with debrief questions after each scenario, and by asking more questions after all teams have presented. Guide questions may include:

What did you notice about . . . ? (Highlight one or both character’s approaches and reactions, asking students to see how Habits are shown in particular ways of speaking and acting.)

What was going on inside you when you were really trying to use this Habit?

How did you know it was working or not working?

Then what did you do?

Why?

And what happened?

What is hard about these Habits?

Why are we all likely to forget some or let some slip?

What Habits are we using right now in this discussion?

Instructor Note: Show students that they use their Habits more often than they know and without realizing that this is what they are doing.

Reflection (15 minutes)

Encourage students to choose one of the Habits they are not skilled at or seldom use and may not use in a positive way.

Help students make an intention for practicing this Habit. Explain that this is a way of setting goals and giving these goals a chance to really happen. Call their attention to the worksheet.

Lesson 18 Worksheet 3: Setting a Goal for Working on a Habit

Walk them through the process and use an example, perhaps one from your life. *First, you have to want to make this a goal. If someone says to me, "get in shape," I'm only going to do that if it comes from inside me. So choose a Habit you really want to work on. Next, it may not do any good to say to myself, "OK, I'm going to be in better shape before long," because that's too vague—and I haven't said how I'll get there. I haven't really made a deal with myself yet. I need to be more specific, more definite. So I say, "I'm going to go outside and exercise by lifting weights and running for 20 minutes Monday, Wednesday and Friday next week, rain or shine." That's small and it's definite—I'll be able to keep track each day and I'll be able to know next Saturday if I've done it. After I've done it, I will be in a little bit better shape next Saturday. Then I can repeat my goal for the following week or make a new deal with myself to work out four days the following week.*

Walk students through the worksheet. It is preferable to tell students that you want them to read their goals and their plan out loud. If you will see the students again soon, find a way to check in with students in a week or two, and find a way to reward them for their practice. (For example, they might write you a postcard.)

Optional Activity (15 minutes)

Lesson 18 Worksheet 4: Groups of Habits

Cut up the worksheet, put the strips of Habit groupings into a hat, and ask students to choose a grouping. Prepare and present a scenario that shows all Habits in this grouping.

Self-Assessment

Administer the Learner's Post–Self-Assessment of their Habits of Mind.

Lesson 18 Worksheet 1

Use of the Habits Right Now in Your Life

Here is a list of the 16 Habits of Mind. Fill out the charts on this and the next page by putting in each chart all the 16 Habits where you think they belong right now. This is not a test—just use your best judgment based on your work in this course.

1. Thinking about Thinking
2. Remaining Open to Continuous Learning
3. Thinking Flexibly
4. Persisting
5. Finding Humor
6. Striving for Accuracy
7. Listening with Understanding and Empathy
8. Gathering Data through All the Senses
9. Thinking and Communicating with Clarity and Precision
10. Thinking Interdependently
11. Creating, Imagining, and Innovating
12. Responding with Wonderment and Awe
13. Applying Past Knowledge to New Situations
14. Questioning and Posing Problems
15. Managing Impulsivity
16. Taking Responsible Risks

Really skilled at	Somewhat skilled at	Not skilled at

Use often and well	Use occasionally and sometimes well	Seldom use and may not use in a positive way

Lesson 18 Worksheet 2

A Time Recently When I Used These Habits

Make a storyboard that will help you to tell the story of skillfully using the two or three Habits you chose. Your storyboard should have at least six boxes.

1. I was . . . when . . . (what you were doing when the choice to use the Habits happened, who was there) . . .

2. What was going through your mind?

3. How did you use the Habits? What did it look like, sound like?

4. What were the results? What happened that showed you had really used the Habits well?

Lesson 18 Worksheet 3

Setting a Goal for Working on a Habit

1. Which Habit are you going to work on?

2. What's one thing you can do to practice this Habit?

3. During what time period will you practice, and how many times?

4. You may wish to think of one person to practice this Habit with.
(Choose someone you trust.)

Lesson 18 Worksheet 4

Groups of Habits

This worksheet can be cut up so that teams can choose groups of Habits from a hat.

Persisting
Thinking Flexibly
Remaining Open to Continuous Learning

Listening with Understanding and Empathy
Applying Past Knowledge to New Situations

Managing Impulsivity
Gathering Data through All the Senses
Finding Humor

Responding with Wonderment and Awe
Remaining Open to Continuous Learning

Thinking about Thinking
Taking Responsible Risks

Striving for Accuracy
Remaining Open to Continuous Learning

Questioning and Posing Problems
Creating, Imagining, Innovating
Remaining Open to Continuous Learning

Thinking and Communicating with Clarity and Precision
Thinking about Thinking

Teaching Habits of Mind

Lesson 19: Course Project

Lesson Objectives:

- Apply all the Habits of Mind to their work on a project.

Lesson Overview:

This extended project engages students in the active use of all of the Habits. The end product is not the only goal. The process uses many or all of the Habits. Instructors have flexibility in defining the project. The project can be introduced at any time during the course, including at the end. In any case, the class time that students need will extend the course by several hours.

Materials:

- Materials must be available and allowable in your facility.

Methodology:

The project can be created by pairs of students, small groups of students or the entire group working together.

Instructor Note

It is ideal if students are involved in deciding what the project is. Choose a project that uses all or most of the Habits and involves communication and interdependence as it is being worked on.

Suggestions:

Produce a play or series of skits. The play or skits can be written by the students or chosen by the students from options provided by the instructor. Students will be responsible for acting, producing, making any props, masks, costumes, or scenery they need. They also will be responsible for negotiating when and where it will be given and whom to invite. Programs and invitations will also be their responsibility.

Other possibilities:

1. Cartoon book
2. Board or card game
3. Mobile
4. Letters to a child
5. Collages
6. Quilt
7. Clock
8. Workbook (for example, Policy Development)
9. Self-analysis of a project
10. Children's book

Instructor Note

Throughout the project, help students reflect on the Habits they are using while they work. Encourage them to describe their experiences and learning in their portfolios or in alternative reflection activities.

Appendix A

Worksheets and handouts to be included as part of a student manual:

Lesson 1 PowerPoint Portfolio – printed for inclusion in binder

Lesson 2 Worksheet 1: Reflective Journal

Lesson 3 Worksheet 1: Learning Styles Chart

Lesson 3 Worksheet 2: Goal Setting

Lesson 3 Worksheet 3: Reflective Journal

Lesson 4 Worksheet 1: Second Session Activity

Lesson 4 Worksheet 2: S.O.D.A.S Worksheet

Lesson 5 Worksheet 1: Persisting Puzzle

Lesson 6 Worksheet

Lesson 7 Worksheet 1: Jobs or Activities that Require Accuracy

Lesson 10 Worksheet 1: Three Squares Bisecting Diagonal Line

Lesson 10 Worksheet 2: Tolkien Map

Lesson 10 Worksheet 3: Practice Dialogues for Communicating with Clarity and Precision

Lesson 10 Worksheet 4: Reflecting on Your Circle of Influence

Lesson 11 Worksheet 1: Thinking Interdependently to Make the Hollow Square

Lesson 16 Worksheet 1: Habits of Mind and Acting Impulsively

Lesson 16 Worksheet 2: Portfolio Journal

Lesson 17 Worksheet 1: Deciding on Risks

Lesson 18 Worksheet 1: Use of the Habits Right Now in Your Life

Lesson 18 Worksheet 2: A Time Recently When I Used These Habits

Lesson 18 Worksheet 3: Setting a Goal for Working on a Habit

Lesson 18 Worksheet 4: Groups of Habits

Appendix B: Lessons Rubric

HABIT	1	2	3	Student Level
Thinks about Thinking	Gives examples of how he or she thinks through problems	Consistently and accurately describes his/her thinking process (over 3 or more classes)	Consistently reflects on own thinking and is aware of how this analysis is beneficial OR Reflects on others' different ways of thinking	
Remains Open to Continuous Learning	Identifies new topics of interest or new skills to pursue	Plans how to learn new skill or about new subject	Identifies and makes plans for new learning of at least three areas	
Thinks Flexibly	Identifies different perspectives in five or more situations	Identifies and considers differing opinions	Seeks out different and opposing points of view and considers them rationally and impartially	
Persists	Shows determination in the pursuit of a solution or uses strategies to keep on track	Consistently shows determination in the pursuit of a solution or uses strategies to keep on track	Consistently demonstrates strong determination in the pursuit of solutions, monitors his or her level of involvement, and develops and uses a number of strategies to keep self on task	
Finds Humor	Identifies situations where humor helps a situation and where it is not helpful	Uses humor appropriately and occasionally inappropriately	Uses humor consistently and usually in an appropriate manner	
Strives for Accuracy	Identifies five instances of inaccuracy and discusses importance	Identifies personal areas where accuracy is important and how universal that concern may be	Adjusts effort for accuracy with the level of relative importance	

HABIT	1	2	3	Student Level
Gathers Data through All the Senses	Identifies examples of data from each of five senses	Identifies typical meanings or preferences of data from all five senses	Manages sensory information by understanding and expressing appropriately using all five senses	
Listens with Understanding and Empathy	Identifies and practices effective listening	Often listens effectively and identifies barriers and own ineffective listening strategies	Manages barriers to good listening and exhibits consistent listening	
Thinks and Communicates with Clarity and Precision	Recognizes need for clarity and precision when presented confusing or vague information	Provides greater clarity of precision on request or recognizes need to	Consistently provides sufficient clarity and precision in a majority of class situations	
Thinks Interdependently	Participates in small/large-group activities when requested	Seeks outside assistance or voluntarily participates in small-group activities	Consistently participates in and completes tasks in a small-group setting	
Creates, Imagines, and Innovates	Identifies characteristics of creativity/innovations by explaining CREATE FIRST acronyms	Applies characteristics on one or two occasions in class	Consistently offers/expresses ideas that reflect creative characteristics of CREATE FIRST	
Responds with Wonderment and Awe	Identifies 7 phenomena, experiences, vistas, talents, creations, etc. that inspire wonder or awe.	Reflects on experiences with wonder and awe.	Anticipates, projects or exhibits an attitude of wonder and awe in response to ideas, plans, experiences.	
Applies Past Knowledge to New Situations	Identifies experiences that resulted in significant learning opportunities. Can articulate what was learned.	Identifies factors to consider when participating in a new endeavor.	Consistently generates factors/criteria necessary for success in new undertakings.	

HABIT	1	2	3	Student Level
Questions and Poses Problems	Applies the SODAS problem solving process to a specific scenario.	Applies the SODAS problem solving process to a specific scenario,	Systematically applies problem solving strategies to scenarios encountered on a regular basis.	
Manages Impulsivity	Identifies a goal and sets some steps to achieve the goal.	In one challenging domain of living, follows a carefully crafted plan, monitoring progress, identifying obstacles and revising plan as necessary	Across several domains of daily living, follows a carefully crafted plan, monitoring progress, identifying obstacles and revising plan as necessary.	
Takes Responsible Risks	Can perform a cost-benefit analysis on a given example.	Describes the degree of risk, the value of the benefit to many scenarios and makes thoughtful decisions about the risk.	Independently makes judgments about future actions and decisions, using a cost-benefit analysis methodology	

Appendix C: Pre- and Post-Self-Assessment of Habits of Mind

Name: _____

Date: _____

1. Thinking about Thinking Work with a plan, talk to yourself	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I can describe my previous learning and plan my learning to build upon it.				
I can identify the areas of my learning that I need to develop.				
I can describe the new learning that I will be doing.				

2. Remaining Open to Continuous Learning life-long learning, self-evaluating	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
Learning is very important to me.				
I am always looking to improve myself, and the learning that I am doing.				
I see learning as an ongoing challenge throughout my life.				

3. Thinking Flexibly Open mind, many answers	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I understand that there are different points of view on any one issue.				
I can put myself in the position of others to understand their point of view.				
When I encounter a problem in my learning and work, I can think of different ways of progressing.				

4. Persisting Never give up, persevere, focus	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I work at a task until it is finished.				
Those around me do not easily distract me.				
If something isn't working, I don't just give up, I think about different ways of solving the problem.				

5. Finding Humor laugh at yourself, funny side, playful	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I can see the funny side of things that don't go as planned. I can laugh at myself.				
I enjoy a good laugh in relationships and at work.				
I don't laugh at other people (at someone else's expense); I laugh with them.				

6. Striving for Accuracy: check it, quality control	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I check that my information is accurate.				
I regularly review my plan to ensure the work I am completing matches what has been planned.				
I check and revise to ensure my writing and math are clear and accurate.				

7. Listening with Understanding and Empathy: caring, attentive respect	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I can listen to others without interrupting them.				
I listen to others and value their ideas.				
I listen to others and then contribute my thoughts and ideas.				

8. Gathering Data through all the Senses: sensing, sensitive, feeling	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I like to get actively involved in what is going on around me, regardless of the activity.				
I learn in many different ways.				

9. Thinking and Communicating with Clarity and Precision: be correct	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I can give reasons for liking/disliking such things as works of art.				
I can give reasons for agreeing/disagreeing with a variety of opinions.				
When I communicate my thinking and learning to others, I do it clearly and without hesitation.				

10. Thinking Interdependently co-operate, collaborate, teamwork	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I help with tasks that the group needs to perform.				
I listen to others when working in groups.				
I am happy to share my ideas with a group.				
I accept that when working in groups others may not always agree with what I have to say.				

11. Creating, Imagining, and Innovating imagining, innovative, productive	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I am willing to try different approaches when I am learning something new.				
I can imagine the possibilities with my learning.				
I can see how learning changes the way I think about things happening around me.				

12. Responding with Wonderment and Awe: passionate, wondrous, surprise	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I often see the beauty in the things around me, and I am comfortable describing it as such.				
I like to stop and wonder about nature, and about things that are happening around me.				
I enjoy finding things out and learning.				

13. Applying Past Knowledge to New Situations: prior knowledge	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I can see how my new learning builds upon my previous learning experiences.				
I think about my previous learning experiences when planning new learning plans.				
I think about my previous learning and how this affects my new learning.				

14. Questioning and Posing Problems: interested, curious	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I can ask questions to seek understanding of what I don't know.				
I enjoy discovering what I need to find out more about and planning new learning around this.				
I look for different points of view or alternative answers to the questions I have posed.				

15. Managing Impulsivity Plan, think before you act	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I develop a plan before I start work and I see the importance of this.				
I spend time thinking about ways of improving my learning plans.				
I refer to my plan often, and follow what I have planned to do.				
I accept suggestions/negotiations to improve my learning plans and my work.				

16. Taking Responsible Risks challenge, exploration, adventuresome	Most of the time	<i>Frequently</i>	<i>Sometimes</i>	Not Yet
I try out new things/learning, even when those around me are not willing to do the same.				
New challenges are what I look for in my learning.				
I like to share my learning with those around me.				

Appendix D

16 Habits of Mind Portfolio



Portfolio Instructions

This portfolio will help you keep track of how you are using the 16 Habits.

After each lesson is introduced, you will have a chance to practice Thinking about Thinking by referring to that Habit and intentionally practicing it between classes.

Make entries under every Habit as you use it.

As you try out each Habit and reflect on it, you are showing the Habit of being Open to Continuous Learning. Ask yourself questions like:

- What happened when I used the Habit?
- So what: what does it mean?
- What now: how will this learning help me on the living unit, in my job assignment, at school, and in the future?

Your instructor may give you additional questions to think about with each lesson.

Each portfolio page will have multiple entries because you will find that the Habits are frequently used together. As you try each new Habit, think about the other ones you are using as well.



Thinking about Thinking (Habit 1)

- Know your knowing
- Be aware of your own thoughts, strategies, feelings, and actions
- Know how they affect others



Remaining Open to Continuous Learning (Habit 2)

- Learn from experiences
- Be proud and humble enough to admit you don't know
- Resist not caring



Thinking Flexibly (Habit 3)

- Seeing things from other points of view
- Seeing the big picture
- Seeing the details
- Starting at the end point and working backwards



Thinking Flexibly

- Look at a situation in another way
- Change perspectives
- Generate alternatives
- Consider options



Flexible Thinkers

- Change their minds as they receive new information
- Use many ways to solve problems
- Look at the big picture and pay attention to details
- Use new approaches
- Consider many points of view at the same time
- Follow rules and predict the results of flouting them
- Take a bird's-eye view to find themes
- Ask questions to figure out why things are happening the way they are
- Use their intuition
- Tolerate confusion and things that aren't quite clear



Persisting (Habit 4)

- Sticking to it
- Seeing a task through to completion
- Remaining focused



Finding Humor (Habit 5)

- Laugh a little
- Look for the whimsical, incongruous, and the unexpected in life
- Laugh at yourself when you can



Striving for Accuracy (Habit 6)

- Check it again
- Nurture a desire for exactness, fidelity, and craftsmanship



Listening with Understanding and Empathy (Habit 7)

- Seek to understand others
- Devote mental energy to another person's thoughts and ideas
- Hold your own thoughts at a distance in order to see another's point of view and emotions



Gathering Data through All the Senses (Habit 8)

- Taste
- Smell
- Touch
- Movement
- Sound, hearing
- Visual



Thinking and Communicating with Clarity and Precision (Habit 9)

- Be clear
- Strive for accurate communication,
both verbal and non-verbal
- Avoid generalizations and distortions



Thinking Interdependently (Habit 10)

- Work together
- Truly work with and learn from others



Creating, Imagining, and Innovating (Habit 11)

- Try a different way
- Generate novel ideas
- Seek fluency and originality



Creating, Imagining, and Innovating

- Look at the big picture
- Look at the details
- Explore possibilities
- Be innovative
- Stretch beyond what is comfortable
- Express yourself
- Respond to objects that appeal to you
- Use all your senses
- Link new unique ideas with old ones
- Use different colors
- Use different shapes
- Create and visualize big
- Take a different point of view
- Arrange things in a new way
- Reverse ideas



Responding with Wonderment and Awe (Habit 12)

- Be intrigued by the world's phenomena and beauty
- Find what is awesome and mysterious



Applying Past Knowledge to New Situations (Habit 13)

- Use what you learn
- Access prior knowledge
- Transfer knowledge beyond the situation in which it was learned



Questioning and Posing Problems (Habit 14)

- How do you know?
- Develop a questioning attitude
- Consider what information is needed
- Choose strategies to get that information
- Find problems to solve



Managing Impulsivity (Habit 15)

- Take your time
- Think before you act
- Remain calm
- Be thoughtful
- Be deliberate



Taking Responsible Risks (Habit 16)

- Venture out
- Live on the edge of your competence



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Below are all 16 Habits of Mind, each with a tip, strategy or resource to understand and begin implementation in your classroom. The habits themselves aren't new at all, and significant work has already been done in the areas of these "thinking habits." However, in a 21st century learning environment -- one often inundated with information, stimulation and connectivity -- there may be a newfound context for their application. And a renewed urgency for their integration. Habits of Mind Costa and Kallick have identified sixteen Habits of Mind that are important for effective thinking. Individuals who have these habits not only can think deeply, but they choose to do so. These Habits of Mind are shaped by our intelligence, our personality, and our experiences; and they help us access the mental abilities to solve problems when we need to. Copyright © 2012 Intel Corporation. All rights reserved. We use the term "Habits of Mind" to mean having a disposition toward behaving intelligently when confronted with problems to which we do not immediately know the answers. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties, our most effective actions require drawing forth certain patterns of intellectual behavior.