

DR. STIRLING MCDOWELL  
*Foundation*  
FOR  
RESEARCH INTO TEACHING



**TEACHING AND LEARNING  
RESEARCH EXCHANGE**

**Project Q.E.**

*Encouraging  
Habits of Mind –  
Phase I*

Queen Elizabeth School Staff  
2000-2001

Project #64  
June 2001

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- 1) contribute to knowledge about teaching and learning;
- 2) encourage educational inquiry through a wide range of methodologies;
- 3) support the involvement of practising teachers in active research projects;
- 4) encourage organizations as well as individuals to determine and act in areas of research and inquiry; and
- 5) encourage experimentation with innovative ideas and methodologies related to teaching and learning.

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# Executive Summary

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## HABITS OF MIND:

*Having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known.*

– Art Costa

The staff of Queen Elizabeth School believed a common trait of most students coming to their school was the inability to solve problems independently in the classroom, on the playground or in their school work. All staff noticed that students had a tendency to give up quickly or fly off the handle when things did not work out the way they expected. We also noticed that students did not have a natural inquisitiveness about life around them. We looked to Habits of Mind to help us in our battle to compete with the quick-paced life most of these students lead and to give them lifelong skills that would help them solve problems that came their way.

Art Costa and Bena Kallick coined the phrase “Habits of Mind” to describe a series of intelligent behaviors that would help people be better problem solvers and thus have more success in their lives. These 16 Habits of Mind definitely provided a framework for Queen Elizabeth staff to begin teaching problem-solving behaviors. We chose eight Habits of Mind to teach in the first year as phase one of our project. On a monthly basis, we focussed on behaviors such as “Managing Impulsivity”, “Checking for Precision and Accuracy”, “Thinking Interdependently”, “Responsible Risk Taking”, “Responding with Wonderment and Awe”, “Listening with Empathy and Understanding”, “Persistence” and “Thinking Flexibly”.

Each month staff members met in grade-alike groups to discuss the habit to be taught and plan a concept attainment lesson. The meetings allowed us to become comfortable with the ideas involved in practising that behavior. They also provided an opportunity for the staff to establish a common vocabulary that was used throughout the school. The students were empowered by the behavioral structure provided through the Habits of Mind and by their own comfort level with the vocabulary. Programs were set up throughout the school to encourage and recognize the use of Habits of Mind. A home component was also encouraged and supported through the school’s parent group.

Our teaching of intelligent behaviors went beyond being a strategy or a new methodology. For Queen Elizabeth School, Habits of Mind became a way of looking at what was going on in our school. They empowered individuals as responsible problem solvers. They moved the emphasis in teaching and learning away from teachers and allowed students the chance to grow and learn through their own initiative. On a surface level, we recognized that the bulletin boards, the at-home projects and the relevant children’s literature all contributed to the development of the students’ understanding. We also acknowledged the power of common vocabulary in enhancing our supervision strategies that gave a structure to our lessons and empowering students with what they considered “adult” words. However, the effect that was least expected and most appreciated was the

sense of community that was established through our research project. The meeting of teachers through the learning circles allowed them to appreciate each other's strengths and learn from each other's ideas. Having a common focus for our professional development often drew people together in conversations that allowed for more sharing of ideas. The extended school community was also drawn into the excitement of the project as parents and other professionals requested more information through presentations and round table discussions.

We will continue the journey together as the staff and students work towards incorporating Habits of Mind.

# Acknowledgements

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A heartfelt thank-you to the 2000-2001 staff of Queen Elizabeth School, Lloydminster, for the commitment displayed and the professionalism that contributed to the success of our project. Staff members included:

Principal/Teacher:	Janet Magdanz
Vice-Principal/Teacher:	Derek Smith
Teachers:	Rachel Warburton Gary Gerber Vaughn Davidson Shannon Coulombe Leah Muir Kari Bryson Jeanette Richards Chris Perry Wendy Johnson Launa Weber Janell McDonald Lenore McTaggart Pattie Souchotte
Teacher Assistants:	Brenda Helmeczi Norma French Debbie Kuffner Saylor VanBergen Kelly Haygarth Jeanne Smith
Support Staff:	Anna Koskimaki Randy Biever



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# Introduction

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At Queen Elizabeth School, staff members recognized that many students were coming to school not ready to learn for a variety of reasons. We were able to deal with many of their physical needs by offering breakfast or warmer clothes, but we noticed a distinct gap in the ability of students to use what we would term “common sense” in social or academic situations. Within a few months, some of the staff became aware of Art Costa’s 16 Habits of Mind as well as the availability of an action research grant through the Dr. Stirling McDowell Foundation. In an effort to equip students with behaviors that would help them socially and academically, we began integrating the Habits of Mind into our curriculum.

## What are “Habits of Mind”?

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Art Costa and Bena Kallick looked at results from surveys performed by other educational researchers that considered behaviors that made people successful in their job. The results showed that certain behaviors were common to all people who were successful. Costa and Kallick termed these intelligent behaviors “Habits of Mind” (see Appendix 1 for further explanation). Costa defined Habits of Mind as “having a disposition towards solving a problem to which the solution is not readily apparent”. Queen Elizabeth staff looked at the Habits of Mind as a vehicle for structuring their teaching of “common sense”.

## Research Questions

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How much impact will the integration of Habits of Mind have on our students’ ability to think and solve problems with critical and creative minds?

How will the understanding of Habits of Mind change the delivery of instruction throughout our school?

# Research Objectives

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As a school staff, our research purpose has been to gain an understanding and awareness of Art Costa's 16 Habits of Mind and ultimately integrate these thinking processes into our everyday content instruction. We have used the strategies presented by Robert Swartz as a vehicle for teaching these processes. The result that we would like to see in our students is a movement towards independence in their thinking and learning.

- Objective #1 To familiarize the Queen Elizabeth staff with Art Costa's 16 Habits of Mind and with the strategies of Robert Swartz.
- Objective #2 To have the Habits of Mind directly reflected in the teaching of content areas in conjunction with the Creative and Critical Thinking component of the Common Essential Learnings in the Saskatchewan curriculum.
- Objective #3 To have the students become consciously aware of the Habits of Mind and when they are being used (metacognition).
- Objective #4 To have the students independently apply the Habits of Mind outside the context of direct instruction (e.g. on the playground or in the community).

# The Nature of Our Sample Group

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Queen Elizabeth School serves students with a wide variety of social and emotional backgrounds. Some of our students come to school from enriched home environments, while others come from homes where little time is spent on social, emotional or academic preparation for school. We have students from acreages and farms surrounding Lloydminster as well as a number of students from the inner-city neighborhood around the school. Our staff are heterogeneous in age but homogeneous in their desire to grow as professionals and provide the best possible education for the children they serve.

# How the Story Began

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Two staff members spearheaded the project by doing some preliminary research and then approaching the rest of the staff with a proposed plan at a January staff meeting. Their objective was to measure the degree of staff support for the research project so a decision could be made on how to proceed. Indicating a high level of commitment to the project, the staff agreed 100 percent that Queen Elizabeth should apply for the research grant and work as a school towards the research goals.

# How the Story Unfolded

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The key to success for this project was the formation of learning circles within the staff. Each learning circle was comprised of grade-alike teachers who met once a month for half a day. At an inservice at the end of September, all 16 Habits of Mind were presented and the teachers chose the 8 that they thought the students needed most. One Habit of Mind was assigned each month for the months of October to May. The staff became familiar with each Habit of Mind using a jigsaw approach. Each learning circle became an expert on 5 of the 16 Habits of Mind. Learning circles met for half a day each month to determine how best to teach the Habit of Mind, how best to reinforce it and how best to review previous Habits of Mind. The ideas from the learning circles were shared with all the staff (see Appendix 2 for sample ideas).

As well as being at the forefront in each classroom, the Habits of Mind were made a part of the school culture. Each student received a door hanger that promoted Habits of Mind with the slogan: QUEEN ELIZABETH SCHOOL – THINKING HAPPENS HERE! The students were also given a bookmark at the beginning of each month that displayed the current habit. A bulletin board at the entrance to the school displayed the Habit of Mind of the month. Often the students would be challenged by an activity on the bulletin board. The teachers chose an animal that displayed a certain habit and then used the animal as a mascot representing that habit (e.g. the ant was used to demonstrate persistence). Teachers or students could acknowledge when another student practised one of the Habits of Mind by recording their observation of the incident on the appropriate animal. The various observations were read out during announcements and then displayed on a “Wild about Habits of Mind” bulletin board (see Appendix 3 for examples).

The Queen Elizabeth Parent Group also became involved in our project. Each month at the group meeting, parents received a short presentation on the habit chosen for that month. They then tried to gain a better understanding through a “Looks Like, Sounds Like” chart. Every few months the charts were sent home with a “Caught You Thinking Award” that encouraged parents to observe their children practising the Habits of Mind at home (see Appendix 3 for example).

# Data Gathering and Analysis

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Staff prepared a test that asked students to evaluate themselves on their use of Habits of Mind (see Appendix 4 for example). Statements were created for the test that reflected particular habits. One set of statements was developed for students in grades one and two, who measured their success using a happy face, a sad face and a face with a straight-line mouth. For grades three to six students, a different set of statements was generated, and their measure of success was through the words “Not Yet”, “Sometimes” and “Usually”. The grades three to six students also had to give evidence substantiating their evaluations, answering the question “Why do you feel that way?” The teacher read each of the statements and clarified the students’ understanding of each one as they worked through the test. Students were given the same test again in June.

Parents were informed of the Habits of Mind project through an insert in the school’s September newsletter. Each month the chosen habit was featured in the newsletter as well as in further discussion at the monthly parent meetings. Parents were then given a Reflection Sheet at the end of May (see Appendix 4 for example).

In their learning circles, teachers evaluated their progress on a regular basis. As a final evaluation, all staff met to consider the results of the project for this report and add their input to its observations and conclusions. They also prepared a final reflection paper in which they discussed how their instructional style or their “habits” in the classroom have changed or been modified.

## Problems or Limitations with the Research

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A research problem that is not easily solved is the evaluation of change in the way students think. The term “Habits of Mind” truly describes where the change takes place. As a result, it is difficult to see the amount of change in the students and difficult to determine the degree to which new thought processes are transferred from the classroom to the playground and the home.

Another problem that became apparent as we proceeded through the project was the need for more than one month to truly incorporate a particular habit into the curriculum and then into the minds of our students. The learning circles developed many ideas on how to use the habits in the classroom, but staff were unable to use all their ideas because of the time frame. We also found that during the busy months of December and March, it was virtually impossible to complete the concept attainment of the habit of the month.

# Statement of Results

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## STUDENTS' SELF-EVALUATION FORM

In Appendix 5 a summary is provided of the results of the students' self-evaluations by grade level and for the school as a whole. Initially the results were surprising, but after more time was spent analyzing them, it became clear that they are what we should have expected.

When the students were first given the pre-test, the teachers attempted to give them an understanding of the different habits. Nevertheless, it is clear from the results that over the course of the school year, the students gained a better understanding of most habits and became more aware of their own behaviors. In six out of the eight habits, the "Not Yet" column was a little higher after the students had learned about the habit, indicating that this habit was not one they had in their behavior repertoire. In five out of the eight habits, the "Sometimes" column was a little lower in the post-test than in the pre-test, indicating that students felt less successful using this habit. In five out of eight habits, the "Usually" column was lower after the post-test. At first glance these results could appear disheartening. After further consideration, however, it is obvious that a project of this nature will only change student behavior over a period of time. As a first step, the students have become aware of the habits of mind and how their behavior reflects these habits. They can now make a more accurate assessment of their own thinking and behavior. The good news is that this project is continuing and can continue working towards the integration of these habits into the regular behaviors of students.

Interesting individual observations were made on the results related to the habits "Managing Impulsivity", "Responding with Wonderment and Awe" and "Persistence". The general feeling of the staff was that they did not do a good job of teaching the habit of persistence because of the time of year it was introduced. The results indicated that the students did not reach a level of comfort with what this habit really means. The habits of "Managing Impulsivity" and "Responding with Wonderment and Awe" were definitely the two that won the favor of both the staff and students. "Managing Impulsivity" could be carried so easily into all aspects of the school that the students became very comfortable with the vocabulary related to it and the way the habit could help them be more successful. As for "Responding with Wonderment and Awe", grades two to four had a Wonderment and Awe Fair, in which the students researched and then created a display on a passion project. Once again, they were able to truly understand this habit as they responded with wonderment and awe to the joy of learning.

## PARENT REFLECTION SHEET

Appendix 5 also summarizes the results from the parent reflection sheet, which was made up of six statements. The parents rated the use of Habits of Mind in a variety of ways in their answers. It is obvious from the results, however, that parents were aware of the project and generally felt informed about what was happening. It was exciting for the staff to see that 81 percent of parents have heard their children

using the Habits of Mind vocabulary at home. It was also exciting to see that 93 percent of parents used the Habits of Mind concepts and vocabulary with their children. The parent reflection results support the idea that the students have become aware of the intelligent behaviors involved in the Habits of Mind. The challenge now is to turn this awareness into habitual behaviors. With 97 percent of our parents agreeing with the continuation of this project, Queen Elizabeth has the opportunity to pursue this goal (see Appendix 6 for a sample of parents' comments).

## TEACHER REFLECTION SHEET

In June the teachers at Queen Elizabeth School reflected on how their teaching was affected by our Habits of Mind project. A lot of feedback was provided, and after reviewing the teacher reflection sheets, we found that similarities emerged in the teachers' experiences with the project. Many teachers reported that they found themselves focused more on developing students with thinking skills than on getting through the curriculum. They recognized that although teachers sometimes get caught up in the desire to get everything done, the project allowed them time to step back and place emphasis on the process of learning as intelligent behaviors were developed within the students. Teachers observed that they were making better use of "teachable moments" by drawing upon the school-wide vocabulary generated by the Habits of Mind. Questioning techniques and student reflection were more widely practised throughout the school. It also became clear that many teachers themselves engaged in more metacognitive thinking as they looked at how well they modeled the specific Habits of Mind in their everyday interactions with the students.

# Recommendations for Future Action

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On the basis of our results with the project to date, the following recommendations have been developed for possible future action in Phase 2 of the project.

1. Prepare an at-home Habits of Mind program similar to a reading program designed to promote family involvement.
2. Incorporate Habits of Mind on a daily basis by having a Habit of Mind Day, a wonderment question with announcements or a problem board.
3. Continue with a Wonderment and Awe Fair, allowing the students to pick a passion project and giving them class time to work on it.
4. Have a classroom display similar to “Wild About Habits of Mind” that recognizes students who use Habits of Mind.
5. Evaluate the connection between Habits of Mind and the Robert Swartz material, since the connection is strong and needs to be incorporated.
6. Promote the development of self-advocacy with the students by having them identify what skills they need to develop a particular habit.
7. Try to develop a connection with another school that is using this program to share ideas and resources.

# Conclusion

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Our teaching of intelligent behaviors went beyond being a strategy or a new methodology. For Queen Elizabeth School, Habits of Mind became a way of looking at what was going on in and out of our school. Habits of Mind empowered individuals to be responsible problem solvers. They moved the emphasis in teaching and learning away from teachers and allowed students the chance to grow and learn through their own initiative. On a surface level, we recognized that the bulletin boards, the at-home projects and the relevant children's literature all contributed to the successful development of the students' understanding. We also acknowledged the power of common vocabulary in enhancing our supervision strategies that gave a structure to our lessons and empowering students with what they considered "adult" words. However, the effect that was least expected and the most appreciated was the sense of community that was established through our research project. The meeting of teachers through the learning circles allowed them to appreciate each other's strengths and learn from each other's ideas. Having a common focus for our professional development often drew people together in conversation that allowed for more sharing of ideas. The extended community was also drawn into the excitement of our project as parents and other professionals requested more information through presentations and round table discussions.

Having the benefit of continuing this project will allow us to continue employing many of the positive strategies that have made this project successful so far. We will continue to generate and use a common vocabulary. The bulletin boards that display the various habits and acknowledge the use of the habits will be an important part of encouraging the continued use of the Habits of Mind. It will be important to create variety in the way we recognize how the habits are used. Our staff will continue to develop a resource list of children's literature that can be used in the teaching or reinforcement of a habit. It will also be important to continue with concept attainment lessons to ensure that all students have a good understanding of the different Habits of Mind.

Most students have now become aware of what intelligent behaviors are. Some students recognize when they are or are not displaying those behaviors. Parents are noticing a change in the way their children are handling situations at home. Teachers are becoming more cognizant of their own use of Habits of Mind and are actively working on instilling these behaviors in students. Continuing along this path next year will almost certainly contribute to positive change in the habits of all members of the Queen Elizabeth community.

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# Appendix 1

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## HABITS OF MIND

### **PERSISTENCE:**

Persevering when the solution to a problem is not readily apparent. Persistence is the twin sister of excellence. One is a matter of quality; the other, a matter of time.

- We used *The Little Engine That Could* as our theme story.
- We practised skills in gym to encourage persistence.
- We had a home project of trying to create something using at least two materials that would float in a sink with five pennies on it.
- We had kids establish a plan of how to attack a problem before they asked for help.
- We had persistence puzzles in the hallway for the school to solve.

### **MANAGING IMPULSIVITY:**

Think before you act. Intentionally form a vision of a product, plan of action, goal or destination before you begin. Consider alternatives and the consequences of several possible directions.

- This was an incredible habit.
- *Curious George* and *Franklin Fibs* were key pieces of literature.
- We used the vocabulary “Stop”, “Think”, “Act”.
- Teachers controlled impulsivity by allowing longer time to process.
- The vocabulary was powerful when dealing with playground issues and making plans for behavioral change.

### **LISTENING TO OTHERS:**

With understanding and empathy.

- We taught the kids how to paraphrase.
- We taught them how to express appreciation for another person’s thoughts.

### **FLEXIBILITY IN THINKING:**

It is easy to teach anybody a new fact. . . but it needs light from heaven above to enable a teacher to break down the old framework in which the student is accustomed to seeing. Lateral thinkers are people who are able to take a problem and solve it using a variety of methods.

- We presented kids with problems that had more than one solution or that had to be solved through creative thinking.
- We did a total backwards day.

## **CHECKING FOR ACCURACY AND PRECISION:**

A man who has committed a mistake and doesn't correct it is committing another mistake.

- This vocabulary was also powerful when it came to having kids do their work in a more precise and accurate way. We had the kids brainstorm criteria for different assignments: What would be necessary to make the assignment as good as possible?
- The little ones created houses like the three little pigs to gain an understanding of the words "accurate" and "precise".

## **WONDERMENT, INQUISITIVENESS, CURIOSITY AND THE ENJOYMENT OF PROBLEM SOLVING:**

Teachers want students to feel compelled, enthusiastic and passionate about learning, inquiring and mastering.

- The grades 2-4 students had a Wonderment and Awe Fair in which they researched and displayed a passion area. The rest of the school toured the fair.
- Our grades 5-6 students had a Science Fair.
- Each morning we started the day with an "I Wonder" question and answered it after lunch. The questions ranged from "Why do we have goose bumps?" to "Why are flamingoes pink?"

## **RESPONSIBLE RISK TAKING:**

We sometimes experience an uncontrollable urge to go beyond established limits. Risk taking becomes educated with thoughtful consideration about consequences. All risks are not worth taking!!!!!!

- The little ones tried eating a variety of new foods as part of taking a responsible risk.
- We spoke about taking a "learning risk" and making a choice to participate or choose a different partner, etc.
- The Division II students set out risk-taking goals for themselves each week.

## **THINKING INTERDEPENDENTLY:**

Cooperative humans realize that all of us together are more powerful, intellectually and/or physically, than any one individual.

- We had the students generate goals for their own behaviour that would make working in a group a better experience.
- We empowered the students with vocabulary that helped them express themselves when some individuals weren't doing their part and they needed to say politely that they didn't want to work with them.
- The little ones worked in groups to prepare a snack for their class. They had to break the task into parts and decide who was going to do what.

# Appendix 2

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## IDEAS FROM LEARNING CIRCLES

### 1. HABITS OF MIND: MANAGING IMPULSIVITY

The following ideas for teaching this Habit of Mind were compiled by a learning circle of grades 2-4 teachers:

#### LESSON

##### Opening:

- Introduce Habits of Mind with *Curious George, Mulberry Street* and have the children guess what the Habit of Mind is.
  - discuss definition of impulsivity.
  - talk about a situation in which impulsivity was not managed and the consequences of that impulsive action.

##### Activity:

- Small groups share when they have not managed impulsivity and what the results were.
- Small groups share with larger group.
- Have students share with a partner a time when they have been impulsive. Their partners then paraphrase what they've said.

##### Tie-Ins/Incidentals:

- Plan out cover page in pencil, then in marker.
- Wait time for hands up (class rule: wait for 10 seconds with no hands).
- Pair and Share: think about it and then share with your partner.
- Write a children's story about a character who didn't manage impulsivity.
- Weekly goal setting – planning ahead, recognition of goal.
- Supervision – playground issues.
- Tie-ins within the news – elections, sports.
- Common vocabulary: Stop, Think, Act, Plan, Impulsive, Control, Decide, Choice, Goal, Ponder, Organize, Patience, Pause, Wait.
- Jot down notes during discussion about points you want to make.
- Announce reminder of Habits of Mind: "Have you discussed Managing Impulsivity today?"
- "Have you submitted anything for the Wild About Habits of Mind bulletin board?"

**Reflection:**

- Tough to follow up with Habits of Mind after formal lessons are taught.
- How to make more of an impact with Habits of Mind.
- Share the sheets from small group meeting with other groups – preview sheets beforehand and have opportunity to share as a group.
- Share Wild About Habits of Mind over intercom in the morning.

## 2. HABITS OF MIND: THINKING INTERDEPENDENTLY

The following ideas were compiled by a learning circle of kindergarten and grade one teachers:

**Stories:**

- *Swimmy* by Leo Lionni
- *Just a Little Bit* by Ann Tompert
- *Who's in Rabbit's House?* by Verna Aardema
- *The Farmer and the Beet* (big book)

**Introductory Lesson:**

1. Introduce topic of working as a group.
2. Read story from Skills for Growing – Turn About is Fair Play.
3. Review the other Habits of Mind and discuss how you will use them in the drawing activity.
4. Divide children into groups and have them do the same task as the children in the story (may want to change materials or topic of drawing).
5. Have each group reflect on how their group did or did not work together.
6. Generate a list together of what makes a group work and how you can encourage someone without solving the problem for them. Post encouraging vocabulary on a chart.

**Snack Activity:**

1. Brainstorm what snacks would be good (discuss tastes, cost, how easy they are to make, etc.)
2. Break class into groups and assign one week in the month in which each group will be responsible for the class snack.
3. Each group will then:
  - plan their snack and record steps,
  - role play the steps in preparation, and
  - prepare and serve the food.

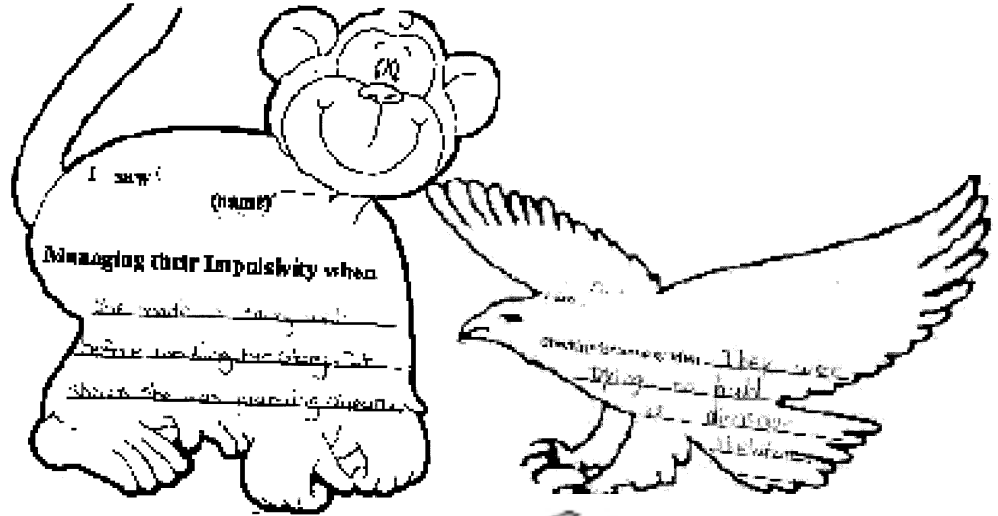
**Other Activities:**

- Tangle game

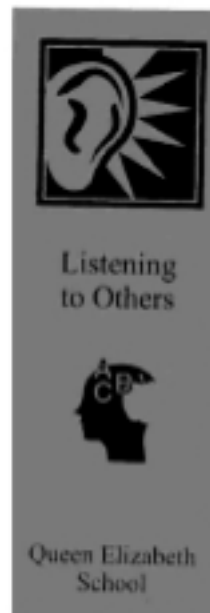
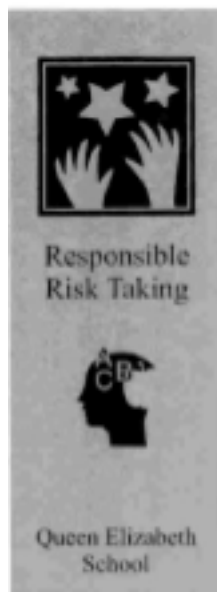
- Puzzles (discuss ways to help group members know an answer without telling them the answer)
- Pet debate
- Telephone game
- Froggies on a Pad game
- Read *Swimmy* book and have kids make a larger creature out of many little ones (e.g. bears or dinos )
- Hangman game
- Tangrams – build the shapes

# Appendix 3

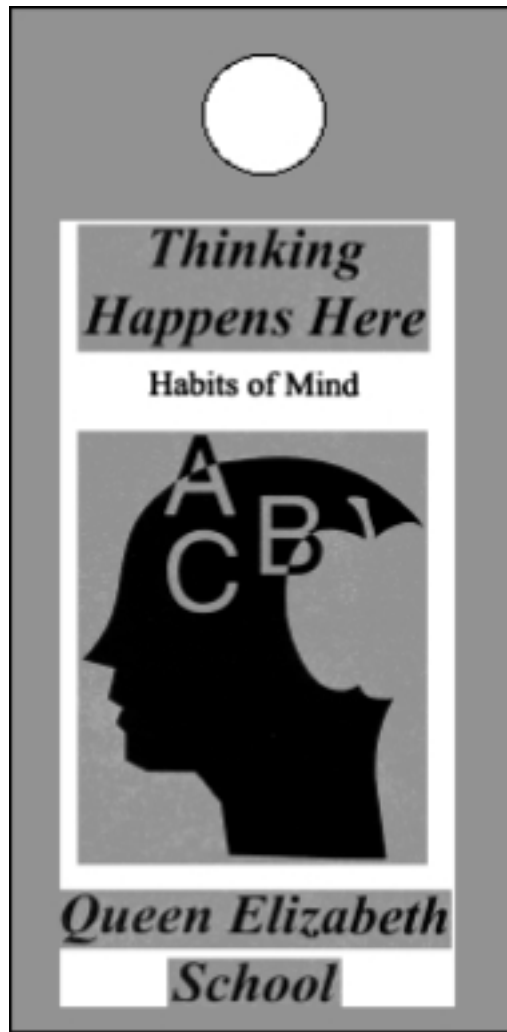
## SOME MOTIVATIONAL IDEAS



Students and teachers recognize and acknowledge when others exhibit a Habit of Mind.

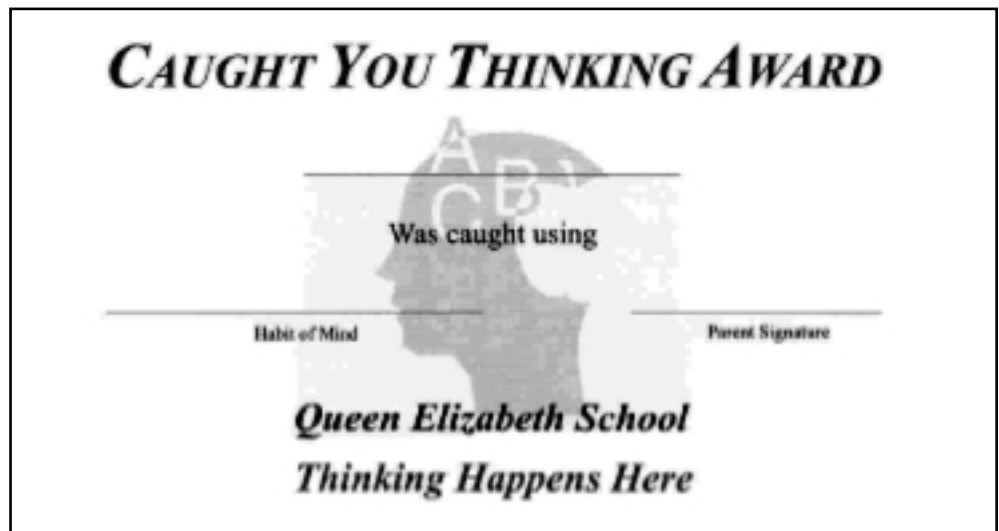


Examples of bookmarks given to each student when a new habit was introduced.



In September, each student was given a doorknob hanger to take home so that Habits of Mind would hopefully be a focus in their home.

Every few months, parents were given a list of behaviors that reflect the Habits of Mind that had been taught and given "Caught You Thinking Awards" to give out at home when these behaviors were exhibited.



# Appendix 4

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## EVALUATION METHODS

This test for grades 3-6 students includes a section for students to provide “evidence” or justification for their answer.

NAME: \_\_\_\_\_

### BEHAVING INTELLIGENTLY

**If I don't succeed on the first try, I keep trying until I do succeed.**

<input type="radio"/> NOT YET	<input type="radio"/> SOMETIMES	<input type="radio"/> ALWAYS
-------------------------------	---------------------------------	------------------------------

**Evidence**

\_\_\_\_\_

**I think about things before I do them.**

<input type="radio"/> NOT YET	<input type="radio"/> SOMETIMES	<input type="radio"/> ALWAYS
-------------------------------	---------------------------------	------------------------------

**Evidence**

\_\_\_\_\_

**I listen to others and try to understand what they are saying and how they feel.**

<input type="radio"/> NOT YET	<input type="radio"/> SOMETIMES	<input type="radio"/> ALWAYS
-------------------------------	---------------------------------	------------------------------

**Evidence**

\_\_\_\_\_

**I look for new ways of thinking about things.**

NOT YET

SOMETIMES

ALWAYS

**Evidence**

---

**I check my work to make sure that it is the best it can be.**

NOT YET

SOMETIMES

ALWAYS

**Evidence**

---

**I am curious and like to explore new things.**

NOT YET

SOMETIMES

ALWAYS

**Evidence**

---

**I can work with other people. I let them have a turn to speak and I share my thoughts.**

NOT YET

SOMETIMES

ALWAYS

**Evidence**

---

**I will think about decisions before I make them and accept mistakes as a learning experience.**

NOT YET

SOMETIMES

ALWAYS

**Evidence**

---

This test is for grades 1-2 students.

NAME: \_\_\_\_\_

### BEHAVING INTELLIGENTLY

1. If I can't do something I keep trying until I can do it.



2. I think about things before I do them.



3. When I listen to other people I think about how they feel.



4. I try to figure out more than one way of doing something.



5. I check to see if I have done my best work.



6. I am curious and like to explore new things.



7. When I work with other people, I let them have a turn to speak and then I have a turn to speak.






8. I try to make good choices. If I make a mistake, it's okay because I'm just learning.





# Appendix 5

## SCHOOL WIDE EVALUATION OF ASSIMILATION OF EIGHT HABITS

	EQUIVALENT TO NOT YET 		EQUIVALENT TO SOMETIMES 		EQUIVALENT TO USUALLY 	
Listening with Understanding and Empathy (October)	1	5	40	38	58	55
Managing Impulsivity (November)	5	9	50	48	39	42
Being Persistent (December)	2	5	44	50	54	44
Checking for Accuracy and Precision (January)	8	8	54	53	39	38
Thinking Interdependently (February)	8	5	29	34	64	60
Responsible Risk Taking (March)	9	10	44	42	47	47
Thinking Flexibly (April)	10	12	46	45	44	40
Responding with Wonderment and Awe (May)	7	4	27	32	66	64

Column one represents the results of the test given to the students in September. Each number represents the percentage of students and their self-evaluation rating.

Column two represents the results of the test given in June.

# Appendix 6

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## PARENT REFLECTION SHEET EVALUATION RESULTS

1. I am aware that the school has been working on a project called “Habits of Mind”.

Yes **(70)**       No **(1)**

2. My child has spoken to me about the “Habits of Mind” project.

Yes **(66)**       No **(4)**

3. I have heard my child using Habit of Mind vocabulary in their daily life.

Example: “I managed my impulsivity!”

“I was persistent when I ...”

“That was a responsible risk!”

Yes **(57)**       No **(13)**

4. I have an understanding of some of the concepts from Habits of Mind.

1	2	3	4	5
Low				High
<b>1</b>	<b>1</b>	<b>13</b>	<b>32</b>	<b>24</b>

5. I have used the concepts from Habits of Mind with my child(ren).

Never	Sometimes	Often
<b>5</b>	<b>46</b>	<b>20</b>

6. I support the continuation of this project for the 2001/2002 school year.

Yes **(69)**       No **(1)**      Not Sure **(1)**

# PARENT COMMENTS FROM REFLECTION SHEET

"I really enjoyed this program very much. We used a lot of them in our home. The most of them we used were persistence and managing impulsivity. It was fun and also a learning experience for the children and me."

"Discussing the Habits of Mind gave us different techniques for approaching difficult, irritating or interesting situations. Thanks for the new perspectives. Continue the good work."

"I think the "Habits of Mind" project is excellent. The reinforcement from repetition has worked and it is a very positive program. I should and will follow through at home more."

"This program has helped my child in school and at home. ex: school: making friends, school work, self-esteem; ex: home: expressing her feelings, being able to work out problems with her little sister. She talks about habits of mind to us and to her siblings."

"Favorite Habits, managing impulsivity to reinforce patience. Loved persistence, use it for many situations. Great habits that we have tried to practice as a family."

"We have been working on instilling these habits in our children since they were very small. This project just put a name to them. It was nice to see that what we were teaching at home was being backed up at school."

"Habits of Mind has increased my kids vocabulary. They are using bigger words (ie: responsibility, enthusiasm, empathy, etc.) and understanding what these words mean. Habits of Mind helps them to understand some of the things that are expected of them in the classroom, on the playground, and at home. I also appreciate how the staff at Queen E can use the concepts of 'Habits of Mind' to help students who are having difficulty learning by realizing that there is more than one way to approach any subject."

"I think the 'Habits of Mind' put a foundation in place for future behavior. The comprehension of the difficult vocabulary even carried through to the early grades."

"I like the idea of teaching skills that will be useful in so many different situations that my kids will run into."

"Habits of Mind is a great program. My son is more willing to try new things now since learning about responsible risk taking."

"During the month of March, Responsible Risk Taking, I noticed a big jump in self-esteem. My daughter was willing to try all sorts of things and even discovered she liked some of them."

"Although my daughter has mentioned the 'Habits of Mind' a few times, I'm not sure whether she fully understands some of them herself. I do, however, think that this program is worth continuing with."

"I don't find that my child uses any of these in his day to day life."

# Appendix 7

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## EXAMPLES OF STUDENT WORK

### STUDENTS DISPLAYING THEIR WONDERMENT AND AWE PROJECTS FROM THE LEARNING FAIR



A grade three student whose passion is farming.



Kindergarten students creating a “Rainbow Fish” from the story used with Listening with Understanding and Empathy.



Students in grades three and four set goals for improving their Accuracy and Precision.



Students in grades one and two created houses like the Three Little Pigs in practising Accuracy and Precision.



A grade three student who chose his pet basset as his passion project.



In grades five and six students set weekly goals for Taking Responsible Risks.



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