

# Habits of Learning



## Respect

*I am obedient and considerate to my family, classmates, community, and God.*

Dear Parents and Teachers:

The Habits of Learning lessons are meant to be taught over a 5 day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions. Note: If you homeschool, you may consider changing the word “classmates” to “friends.” The idea is to show Respect to other children. You can make this word substitution as needed in the lessons.

### DAY ONE: INTRODUCTION

Last week we learned all about responsibility. This week we are going to learn all about Respect. We have a new mantra to learn that goes along with Respect. The mantra says: “I am obedient and considerate to my family, classmates, community, and God.” Let’s say it together. [Repeat the mantra together.](#)

Today, we will focus on understanding the mantra. I have a game that will help us learn how to show Respect to our family, classmates, community, and God. First, we need to know what two important words mean: obedient and considerate. [Post and read the two words strips.](#)

#### MATERIALS BY DAY:

1. Word strips for obedient and considerate. Game cards and Respect chart. Dice.
2. *What If Everybody Did That?* by Ellen Javernick (or ability to play video link)
3. Paper and drawing materials
4. Copy of “Golden Rule Teller” for each student. Crayons.
5. Paper or stationery for thank you letters, envelopes, and stamps as needed.

*Note: You do not need to use any videos in this course. If you choose to use the videos listed, up-to-date links are on the blog under the Habits of Learning pull-down tab.*



## DAY ONE: CONTINUED

Now we are ready to play our game. I have lots of examples of Respectful and disrespectful behavior. They have dice on the back of each card. When it is your turn, you will roll the dice and then pick a card with the matching number. You will then read the card ([young children: I will help you read the card](#)) and see if you can put it on the correct place on this Respect chart. You will figure out if the actions are obedient or disobedient/considerate or inconsiderate.

I will go first to show you how this is to be done. ([Roll the dice \(one dice\) and then pick up a corresponding card. Read the situation out loud. Then put the card on the chart in the correct spot. Think out loud as you do this. "This girl is being very considerate of her brother's feelings by sharing her treat. That is Respectful."](#))

Great, it is your turn. We will go in order of birth month. \_\_\_\_\_ will go first. [Give help and praise as the game continues. Be sure to highlight how, in each example, someone is either considerate or obedient.](#)

You guys did a really good job on that game. It looks like we got all these things sorted out! I will keep our game up here on the wall to remind us what we learned today.

Let's say our mantra one more time:

"I am obedient and considerate to my family, classmates, community, and God."

Nice work today!

*Tip: Use statements of praise often to help change the tide of behavior. It takes three positive statements for every one corrective statement to keep a person's positive self-concept.*

### EXAMPLES/NON-EXAMPLES

In both day one and day two of the Respect lessons, you are using a social skills teaching method called "Examples/Non-Examples". This is a very important teaching technique when learning new social skills.

Here are some reasons to use this teaching method:

- 1) Using varied examples helps students generalize the behavior to different environments or "think outside the box."
- 2) It allows students to example both simple and complex situations and compare the behavior.
- 3) Comparing in rapid sequence facilitates further generalization and application.
- 4) Using matching examples and non-examples allow for comparison of the behaviors and realization of the consequences.
- 5) Works best when students have the chance to come up with some of their own examples or non-examples. (Like in the literature activity on day two.)
- 6) It allows for the discovery of the concept instead of being told what to do.

## DAY TWO: LITERATURE CONNECTION

Today you will read "What If Everybody Did That?" by Ellen Javernick. If you don't have a copy of this book, go to the blog and use the link provided in the "video link" blog entry.

Yesterday we started our exploration of the habit of **Respect**. Let's get our brain focused by saying the mantra that goes with Respect.

"I am obedient and considerate to my family, classmates, community, and God."

Yesterday we played a game that had good examples and bad examples of showing Respect. Today we are going to read a book that has lots of BAD examples of Respect. When we are reading the book, let's answer the question "What if everybody did that?"

[Read the book. After each bad example, look at the pictures to help answer the question: What if everybody did that? Then ask, What should he do instead? \(prompt the children: "Yes, that would be the Respectful thing to do!"\)](#)

Thanks for helping me read that book! You did a really good job helping our friend in the book fix his rude behavior and act with Respect. You helped him be obedient and consider other people's feelings.

I hope you enjoyed this story today. Thank you for sitting so nicely and listening to me read it. ([Or say any other applicable praise statement.](#)) As we finish up, let's review our Respect mantra one more time:

"I am obedient and considerate to my family, classmates, community, and God."

Nice work. Remember to think about "What If Everybody Did That?" when you are working on acting with Respect!

*If you are repeating this lesson, select a new book from the resource section to present on day two.*



*"Poetry is the rhythmical creation of beauty  
in words." - Edgar Allan Poe*

## DAY THREE: POETRY

We have been learning about Respect this week. Who remembers the matching mantra? (Wait for the correct response, then say the mantra together. Cue as needed) Excellent remembering.

Today we will practice what we have learned about Respect by illustrating a poem. After we illustrate the poem, we will make it into a book. Choose a poem for the student's to illustrate. Post the poem on the board or hand out copies to each student. For young students, have each stanza of the poem already written on the top of individual pages. It is recommended that young children complete the acrostic poem on Respect.

Let's each choose a stanza of the poem and copy it onto the top of our paper. Divide up the poem so each student has a part to illustrate. You may have to give out more than one stanza or have a stanza done more than once. That is fine. Think deeply about what those words mean. Draw a picture that will help you remember the meaning of those words.

Give your students time to complete their drawings. After the drawings are complete, assemble them into a book or display them in the room in order so the poem can be read and reviewed.

Read the poem back to the students while showing them the pictures they have drawn.

Wow! These pictures look great. Let's read the poem now while admiring our artwork. I will leave these on the wall/here in this book so we can be reminded of our Respect poem all week.

Wonderful job today. I hope you had fun. I would like to encourage you to memorize this poem so it can be a guide throughout your life. (It may be wise to offer an incentive to students for memorizing this poem.)

Now, what's our Respect mantra? (repeat mantra) Nice work. I am looking forward to our lesson tomorrow! We have been learning so much.

## POETRY MEMORIZATION

Memorizing poetry is a fundamental part of a well-rounded education. Not only can it improve literacy and language skills but, it can also affect behavior. Here are some of the benefits of using poetry memorization to help improve student behavior.

- Poetry is an art form that helps bring specific thoughts and emotions to the student's mind.
- Reading, memorizing, and reciting poetry helps students gain confidence.
- Poems resonate with our experiences, feelings, and mindset.
- As students engage with a poem, they can experience a sense of enlightenment and a better understanding of a subject than through a factual reading or definition.
- Students who struggle with engagement or who have lower reading skills can improve those skills and heighten interest by studying poetry.

Above all, poetry study will improve confidence, enhance language, and encourage active learning participation.



## MATTHEW 7:12

Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.

## THE GOLDEN RULE

Do unto others as you would have others do to you!



## DAY FOUR: THE GOLDEN RULE

We have done lots of fun activities this week to learn about Respect. Who can remember our special mantra that goes with Respect?

[\(Repeat the mantra together\)](#)

Today we are going to study a Bible verse that will help us further understand Respect and why it is important. This is a very significant verse that Jesus gave us during a lesson called the Sermon on the Mount.

In this one verse, Jesus taught us how to have Respect in all situations. This verse is often called The Golden Rule.

[If you are teaching in a classroom or other secular environment, just introduce the rule as The Golden Rule. This rule is found in many other teachings and is generally accepted without a significant religious context.](#)

Let's repeat this verse [\(rule\)](#) together. [\(Repeat verse/rule\)](#) If you always use this rule, you will always have Respect.

Today we are going to make a fun littler game called a "Golden Rule Tellers."

[Hand out the papers and follow the](#)

[instructions for making the tellers and playing the game given on the papers.](#)

That was pretty fun! You can keep these and keep playing this game whenever you want. I hope it reminds you of The Golden Rule.

Fantastic work today, applying the scriptures [\(The Golden Rule\)](#) helped us learn a lot about Respect. Let's review our mantra! [\(Repeat mantra\)](#) Prefect! When we treat other people and places how we want to be treated, we are following the Golden Rule and showing Respect.



## OPTIONAL VIDEOS (LIVE LINKS ON THE BLOG)

If one of the daily lessons is not working for you or you have young children, I would recommend substituting in one of these short videos.

- Sesame Street Respect (Excellent for young children)
- Respect Rap (Obviously low budget, but very catchy with excellent messaging)

## DAY FIVE: WRAP UP

I have enjoyed learning about Respect with you. This is the last day we will study Respect together. I challenge you to continue to develop this habit, even after we are done learning about it together. You can always talk to me about what it means to show Respect and how you can improve. Let's say the mantra one more time. [\(Repeat mantra.\)](#)

One of the best ways we can cultivate the habit of Respect is to show gratitude [\(Or say: to say thank you\)](#) to those that give to us. For example: we can thank our teachers for helping us learn; we can thank police officers for keeping us safe; we can thank our pastor for teaching use about Jesus; or we can thank our parents for loving and teaching us.

Expressing gratitude [\(Or say: By saying thank you\)](#) is one very important way to show Respect. Today we are going to spend some time writing thank you letters to those who we want to express gratitude [\(our thanks\)](#).

Who do you want to write to?

## DAY FIVE: CONTINUED

(Young children can narrative a letter and then draw a picture and young school-aged children may benefit from a mixture of copy work and writing on their own.)

Brainstorm for a few minutes to whom each child will write. Try not to stifle bold responses. Once, when doing this activity at an elementary school, I had children write to famous pop stars, military generals, and prominent community members. We received many letters back from these “famous” people. I still have the letter sent to our school from a four star general!

Well done. I am so glad we got all these thank you letters written today. I will get them in the mail so that these people can know how much you Respect them.

Let’s say our Respect mantra one more time! [Repeat the mantra](#). Nicely said! Next week we will be studying organization. I challenge you to continue to develop Respect by doing one of these exploration activities. I will be watching for ways you are each improving in your ability to Respect our family, classmates, community, and God.

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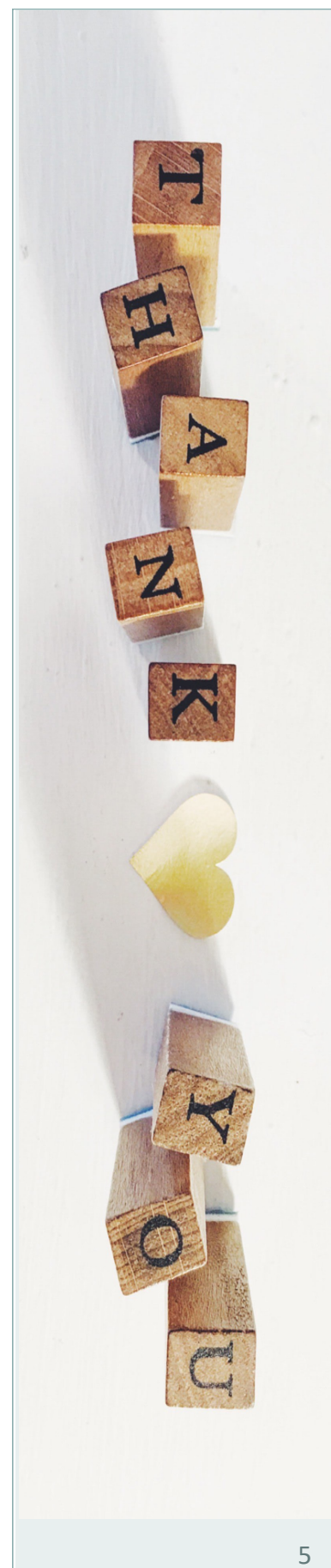
*“Get rid of the weeds and  
foster the flowers”  
- Charlotte Mason*

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## EXPLORATION ACTIVITIES

- ⇒ Copy work pages
- ⇒ Poetry memorization
- ⇒ Scripture memorization
- ⇒ Create a book using one of the included poems
- ⇒ Re-read *What If Everybody Did That?* and complete a narration (oral or written)
- ⇒ Complete the hymn study of “For the Beauty of the Earth” by Mary Brown
- ⇒ Read a book from the book list and complete a narration (oral or written)
- ⇒ Watch one of the optional videos

Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.



## A ONE-ROOM SCHOOLHOUSE

The Habits of Learning © program was inspired by the formation of *A One-Room Schoolhouse: A Hybrid Homeschool Academy*. As the Schoolhouse program took shape, the founder, Genevieve Peterson, knew the program needed a proactive habit training curriculum to help shape her children and those that would join them. Her desire to instill fundamental, lifelong learning habits with simple, daily instruction and practice inspired The Habits of Learning © program.

Follow our journey on Facebook & Instagram @aoneroomschool.com

Genevieve blogs weekly at [www.aoneroomschoolhouse.com](http://www.aoneroomschoolhouse.com)

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[www.aoneroomschoolhouse.com](http://www.aoneroomschoolhouse.com)

E-mail:  
[info@aoneroomschoolhouse.com](mailto:info@aoneroomschoolhouse.com)



A One-Room  
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*Building faith, knowledge, and character*

# HABITS OF LEARNING ©

Education is more than reading, writing, and arithmetic. Although a basic understanding of curricular objectives is important, it is also imperative to develop the lifelong habits needed to learn. In order to continue education beyond the classroom habits of learning must be developed and maintained.

This curriculum has two parts: direct, scripted lessons of ten Habits of Learning to be used in the home or classroom and a progress monitoring grid of these ten habits. The lessons are “open-and-go” with little preparation and few materials. They are designed for ease of use with high efficacy in implementation. The lessons can be taught over a ten-week period, but are designed to be repeated as often as needed. A nondenominational, Christian view is intertwined throughout the lessons. All scripture references are taken from the King James Version of the Bible. Lessons and activities are designed to be used in a multi-age classroom setting but can also be done one-on-one.

The progress monitoring grid is used to help students and teachers/parents reflect on the child’s habits of learning. Stages of habit development are given with specific criteria to monitor growth. Students first learn, then explore the habit. Then after practicing the habit, move on to become motivated in that area of growth. Finally, the student moves to mastery of the habit. Once mastery has been accomplished, the student is encouraged to become a mentor to others to promote mastery in all students.

This program of personal development is based on the most current research in behavior intervention, historical wisdom of great educators, and years of practical experience in both the educational and therapeutic settings of the author. Specifically, Positive Behavior Intervention and Support (PBIS) heavily influenced this work as it provides a process to understand and develop positive behavior in students that is based on both values and empirical research. Both the model of classical education and the work of Charlotte Mason are melded together when considering teaching methods and behavioral development. Finally, the author’s years of professional experience as a school physiologist, education director, and special education teacher honed this curriculum.

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