

Habits of Learning



Motivation

I can move from external to internal motivation.

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.

One item you should collect for this week are pictures, magazines, and printed words that connect to your students' interests and passions.

DAY ONE: INTRODUCTION

We have learned so much together over the past few weeks. We are half way done with our Habits of Learning lessons. This week we are going to learn all about motivation. Motivation is the reason we do something. There are two types of motivation internal and external. Our mantra is "I can move from external to internal motivation." Well done! [Put up the corresponding posters for internal and external motivation.](#)

External motivation is when we do something to earn a reward or to avoid a punishment. For example, you might clean your room so you don't get time-out or you might eat your dinner so you can have dessert. [Put up these example cards.](#)

Internal motivation is when we do something because we like doing it; it is personally rewarding. For example, you might read a book on fossils because you like dinosaurs or you might put away your clothes because you like your bedroom to look neat and clean. [Put up these example cards.](#)

MATERIALS BY DAY:

1. Internal and external posters. Sorting cards.
2. Florence Chadwick story and vision board brainstorming sheet (one for each student).
3. Boards (poster, cardboard, pin board, whichever you have), glue, scissors, magazines, pictures and word phrases your students connect with. Any other decorative material you chose to supply like markers, colored paper, stickers, glitter, etc.
4. Same as above. Also, the book "What Do You Do With An Idea?" or video link.
5. Display of completed vision boards.

“Every habit has its beginning. The beginning is the idea which comes with a stir and takes possession of us.”

- Charlotte Mason

DAY ONE: CONTINUED

In life, you will find that some things have to be done even though you don't want to do them. That is a time that external motivation is helpful to get things done. (Just like in the STING method we learned last week! G stands for give yourself a reward!) So external motivation is not bad. But, if we do everything with external motivation, we can get sad.

We will be happier if we can find ways to become more internally motivated. We will learn all about that this week.

Let's practice understanding the difference between internal and external motivation. Will you join me in playing a little game about internal and external motivation? **Yes!**

Here are some examples of people doing things for many reasons. Can you help me sort them into internal and external motivation? [Take turns with your students sorting the picture cards onto the internal and external motivation posters.](#) Well done!

You should know, that many times when we are learning to do something, we do it with external motivation and then as we learn more about something, we find that we are internally motivated. For example, when you are learning to play the piano it may be hard and you only practice because your mom tells you to or your teacher gives you a prize. But, over time, you may find you really like playing the piano because it is relaxing and beautiful.

Thanks for listening. Let's say the mantra one more time: "I can move from external to internal motivation." Wonderful work today!

“WE BECOME WHAT WE THINK ABOUT.”

-EARL NIGHTINGALE

VISION BOARD

A vision board or dream board is a "collage of images, pictures, and affirmations of one's dreams and desires, designed to serve as a source of inspiration and motivation." (Wikipedia)

Dream boards are a place for you and your students to let their hearts and minds go wild. Think big! It's time to imagine the future you want and bring it to life before your eyes.

Visualization is one of the most powerful life-changing exercises you can do. Psychology Today reports that "mental practice can get you closer to where you want to be in life, and it can prepare you for success!"

Brain studies reveal over and over again that visualization is as powerful as practice and practice combined with visualization can increase performance and skills by as much as 30%!

So, go ahead, dream big and make that vision a reality.

DAY TWO: VISION BOARDS (DAY 1)

Welcome back to our study of Motivation. Let's repeat the mantra we learned about yesterday. [Repeat mantra.](#) Good remembering.

Yesterday we learned all about internal and external motivation. Sometime we need to be externally motivated, especially when we are young, because we need to do something we don't want to do.

Other times, however, we just need a clear vision of our future to help move our motivation to an internal place. When we are internally motivated it is easier to get things done and we will find more joy and satisfaction in our lives.

I would like to share with you a story about having a clear vision for our future and how that helps us accomplish amazing things. [Read story from the resource section about Florence Chadwick.](#)

Like Florence Chadwick, when we have a clear vision of our future it is easier to find the internal motivation to achieve that dream. Starting today, we are going to work on something called a vision board.

A vision board is a collection of pictures and words that represent the things we want to do in life, the things we want to focus our minds on, and the goals we want to achieve. [This board can be done by individual students, as a family, or as a class. As the teacher, think about what would be most effective given your situation.](#)

Let's begin the process today by writing down some different words and ideas of things you might want to put on your vision boards. [On the vision board brainstorming sheet, write together or individually any idea the students have. Use this activity just to get the ideas flowing. You can give examples from your own life to increase the discussion.](#)

Nice work! This is a great start. To wrap up, let's say our motivation mantra one more time! [Say mantra.](#) Good work. I look forward to working on our vision boards again tomorrow.



“Create the highest, grandest vision possible for your life because you become what you believe.”

- Oprah Winfrey

DAY THREE: VISION BOARD (DAY 2)

I am so excited to get to work today on our Habits of Learning lesson. To get our minds focused, let's say our mantra for Motivation: I can move from external to internal motivation. Great!

Yesterday we started working on our vision boards. We are going to work on them a little bit more today. In addition to the boards, I have brought lots of pictures from the internet and magazines, different word phrases, and other decorations. If you need something I don't have here, you can draw it or ask me if I can help you find something that will work.

This board is yours and should reflect your personality. But, we also want to make sure it is balanced. [\(During the last week of Habits of Learning, Balance is discussed at length. The concept is just touched on here.\)](#)

Jesus showed us how to have a balanced life in the way He lived his life. In Luke 2:52 it says, “And Jesus increased in wisdom and stature, and in favor with God and man.” This scripture gives us a pattern for how Jesus developed and can be a pattern for the same balance in our own life. [Display and read poster about this scripture.](#)

As you work on your vision boards, remember to include vision pieces for each area of your life development.

[Give your student some time to work on their boards. They will finish up the board in tomorrow's lesson, so they don't need to be finished today.](#)

You have been very focused as you have worked. I am proud of your efforts. We will stop here today and finish up our boards tomorrow. You are welcome to keep working on them throughout the day as you have time.

Let's wrap up by saying the mantra one more time! [Say mantra.](#)

Nice. I am excited to finish up and display our vision boards!

GOAL SETTING:

I have always been a goal setter. It's just how my brain works. I would like to share with you the goal-setting process that brought about *A One-Room Schoolhouse*. It is nothing too fancy, but this pattern of goal setting has been working successfully in my life for more than 25 years.

When I say “working successfully”, I don't want to give the wrong impression. I have never completed 100% of my goals. I have never been perfect in my planning.

As a matter of fact, if you perfectly reach all of your goals, you weren't aiming high enough. Goals should stretch you to be better. Sometimes that stretch is really hard and you don't make it. The point is, however, that you stretched. You reached and when you reached you went farther than you would have if you never tried at all.

Reach for the stars and you never know, you might just touch the moon.

In Luke 2:52 it says: “And Jesus increased in wisdom and stature, and in favour with God and man.”

When I was a young teenager my older sister (then in her early 20's) recommend I review Luke 2:52 as a blueprint for setting balanced goals. At the time I was a bit out of balance, putting way too much focus on academic success. In her wisdom, she could see my spirit and emotions were suffering.

My sister explained to me that this scripture gave a pattern of how Jesus developed. Well, if it worked for Jesus, it should work for me!

Wisdom: Learning and education

Stature: Physical health/wellness

Favour with God: Spiritual development

Favour with man: Social/emotional development

With these four areas in mind, I was able to create a balanced framework for my goal setting and life vision.

“WHAT DO YOU DO WITH AN IDEA?”

In the beginning, I was terrified to tell anyone about my idea to start A One-Room Schoolhouse. Terrified! But I had an idea. I wanted to try something different. I just had to have the courage to say something.

I stumbled upon this book, “What Do You Do With An Idea?” and it spoke to me.

Each word spoke to my journey of when I had my idea for A One-Room Schoolhouse, “I didn’t know what to do with it. So I just walked away from it. I acted like it didn’t belong to me.” But as time went on, “it followed me!” and “I had to admit, I felt better and happier when it was around.”

Over time my ideas surrounding A One-Room Schoolhouse, “grew bigger.” and included Habits of Learning. But, I persisted with my idea. “I showed it to other people even though I was afraid.”

I have often thought about “giving up on my idea.” But I followed the advice of this book and my heart that it is “okay if it is different, and weird, and maybe a little crazy.”

But now, even if this is just for my students, “I couldn’t imagine my life without” A One-Room Schoolhouse and Habits of Learning.

DAY FOUR: VISION BOARD (DAY 3)

I am so proud of the progress you have made on your vision boards. Before we dive in and finish them up, let’s say our mantra. “I can move from external to internal motivation.”

Remember that when we have a clear vision for our life, it is easier to have more internal motivation and need less external motivation. We can see our goals clearly and work toward them with focus and determination.

As you work on finishing up your vision boards I want to share a book with you. This book is called, “What Do You Do With An Idea?”

[Read the book aloud or watch the video of the read aloud. Let the students work as you read/listen.](#)

My favorite line in that book is the last line: “I realized what you do with an idea... you change the world.”

Pause for a second. We will get right back to finishing up your boards. But, do any of you have something you

have not put on your board because you were nervous to share the idea? [Wait for answers. You might share something from your own life that seems like a far fetched idea.](#)

Even if it makes you a little nervous or scared, you can share your ideas here. Because you never know if your idea will change the world, so you might just want to give it a chance!

[Give your students time to finish up their vision boards. Once they are done, display them in a place that will help motivate and inspire each student. If you have extra time today, you might also want to read the book “What Do You Do With a Chance?”. This book is by the same author and is an excellent extension of “What Do You Do With An Idea?”](#)

What creative, hard workers! I love your boards. Let’s hang them up here to help keep us focused on our ideas for our futures.

*“And then, I realized what you do with an idea...
You change the world.”*

DAY FIVE:

Today is the last day of our study of Motivation. Let’s remember our mantra. Say it with me. [Say manta.](#)

Excellent. We have accomplished so much this week. I think you each have a clear vision of your future. This will give you strong internal motivation, even when things get hard.

But, sometimes things will get hard. Sometimes you may even fail. It is really hard when you fail because you might feel worthless and sad. You might not want to try again. None of those things are true, however.

I would like to tell you a parable of the twenty dollar bill to show you why. [Read the story of the twenty dollar bill on the side bar of the next page.](#)

You have value because of who you are. Even when you fail, you can try again until you reach your dreams.

DAY FIVE: CONTINUED

When things get tough and you want to give up on your vision board, remember the stories we have read and the people we have learned about this week. Sometimes you will need to give yourself a little external motivation to get your self going.

You remember how to S.T.I.N.G. something, right? Keep focused on your vision and you can move forward with confidence!

As we wrap up, let's say our mantra one last time! "I can move from external to internal motivation."



**“Don’t stop when you’re tired.
Stop when you’re done.”**
-Marilyn Monroe

EXPLORATION ACTIVITIES

- ⇒ Copywork pages
- ⇒ Quote memorization (or complete as copywork)
- ⇒ Scripture memorization (or complete as copywork)
- ⇒ Create a book using the included poems (or memorize the poem)
- ⇒ Read and then narrate from one of the books on the reading list
- ⇒ Inspirational people list activity

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

The 20 Dollar Bill

A well-known speaker started his seminar by holding up a \$20 bill in a room of 200 people.

He asked, “Who would like this \$20 bill?”

Hands started going up.

He said, “I am going to give this \$20 to one of you, but first, let me do this”, and he proceeded to crumple up the \$20 dollar bill.

He then asked, “Who still wants it?”

Still the hands went up in the air. “Well”, he replied, “What if I do this?” and he dropped it on the ground and started to grind it into the floor with his shoe. He picked it up, now crumpled and dirty.

“Now, who still wants it?”

Still the hands went into the air. “How come you still want it?” he asked.

“It is still worth \$20”, came the answer.

“Then, my friends, we have all learned a very valuable lesson,” said the speaker, “No matter what I did to the money, you still wanted it because it did not decrease in value. It is still worth \$20.”

“Many times in our lives” he continued, “We are dropped, crumpled, and ground into the dirt by the decisions we make and the circumstances that come our way. We feel as though we are worthless. But no matter what has happened or what will happen, you will never lose your value. Dirty or clean, crumpled or finely creased, you are still priceless to those who love you. The worth of our lives comes not in what we do or who we know, but by who we are.”

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

Genevieve blogs weekly at www.aoneroomschoolhouse.com

A One-Room Schoolhouse
A Hybrid Homeschool Academy

Building Faith, Knowledge and Character

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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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