

# Habits of Learning



## Balance

*I can balance my mind, body, heart, and spirit.*

Dear Parents and Teachers:

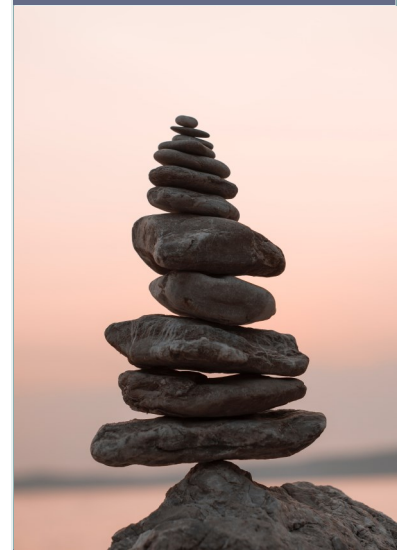
The Habits of Learning lessons are meant to be taught over a 5-day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions.

### DAY ONE: THE BALANCE SANDWICH

We are almost at the end of Habits of Learning. This is week 10! Can you believe it? We have learned so much together in the last nine weeks. This week we will learn all about Balance. I am not talking about balancing on one foot or walking on a balance beam. This week we will be talking about keeping our lives in Balance.

The mantra for this week is “I can balance my mind, body, heart, and spirit.” Let’s say that together. [Repeat the mantra.](#)

**For those that are teaching in a secular environment, skip this connection.** Jesus taught us how to Balance our lives. In Luke 2:52 it says, “And Jesus increased in wisdom and stature, and in favor with God and man.” Jesus shows us in this scripture that as he grew from a baby to a man, he worked on four aspects of his development: learning wisdom (mind), growing strong (his body), deepening his relationship with God (spirit), and fostering social relationships (heart).



## MATERIALS BY DAY:

1. Balance sandwich poster and handouts. Materials for making a peanut butter and jelly sandwich (optional).
2. One or both of the books (“Moon” and “Sun” by Alison Oliver) Or videos of these books.
3. Bible verses as given, video link to song if desired, printed out coloring sheets if desired (link to coloring pages on video blog.)
4. Balance posters, basic art supplies
5. Balance poster from yesterday, basic art supplies, SMART goal poster

## USING SYMBOLISM IN TEACHING

Using symbolism in teaching can make thinking visible and concrete. Symbols can enhance understanding and learning by displaying a visual image that can be more easily understood.

Using symbolic learning can make a lesson a multi-sensory learning experience that will engage all types of learners.

Here are some tips for successful use of symbolism in the classroom:

- ⇒ Ensure it is familiar. Make sure the visual you will liken the lesson to is something familiar to the students. If a student has never been to the beach, then don't relate the lesson to ocean waves.
- ⇒ Keep it simple. Symbolic learning can be hard. It is an excellent tool to make learning stick, but if it is too complex, then students won't make the connection.
- ⇒ Make it tangible. Coloring a picture of the symbol is great, but can you make it? Can you eat it? Can you smell it? The more experience the students have with the symbol you are learning from, the better.
- ⇒ Revisit it often. Frequent reinforcement of the symbolic learning will help students gain layers of knowledge from the lesson and solidly learning into long-term memory.

## DAY ONE: CONTINUED

**Secular teachers, pick up here.** I would like to share with you the Balance sandwich to help us remember these four areas of development. The bottom slice of bread is our mind and the top slice of bread is our body. The peanut butter is our spirit and the jelly is our heart. **Use the example Balance sandwich as you share this explanation. In addition, you could make a sandwich as a demonstration. It could also help reinforce the learning if you let the students have a taste!**

**Pass out the blank Balance sandwich papers.** Here is a Balance sandwich for each of you. Let's work together and write some ideas of specific things that would fit in each of these areas of life. For example: In mind, I might write *reading a good book*, in body, I could write *healthy eating*, in heart, I might include *having a play date with a friend*, and in spirit, I could write *praying or meditating*.

What are some ideas you have for each area? **For older students, have them write a few examples on their own paper. For younger students, you can complete this as the teacher acts as a scribe, or you could have them draw pictures of their ideas.**

Excellent work! We have Balance in our lives when we do each of these things. We get out of Balance when we neglect an area of our "sandwich". For example: if we get too much jelly (heart/social time) our sandwich will get all soggy. We will be spending all our time with friends and our minds, bodies, and spirit will turn to mush! OR What if we ignore our minds, what would happen to our sandwich? **(We wouldn't even have a sandwich; the peanut butter and jelly would run all over the place! We would be failing at school and not be prepared for adult life and work!)**

Having Balance in our lives is so important. Like a great sandwich, having each part in the right amount creates a happy life! (And a great sandwich!)

Let's say our mantra one more time. **Point to the Balance sandwich as you say the mantra.** "I can balance my mind, body, heart, and spirit."

## DAY TWO: MOON AND SUN BY ALISON OLIVER

Welcome to our second day of Habits of Learning: Balance. I had so much fun yesterday learning about our Balances sandwich. It is so important to keep each part of our life in Balance.

Let's say our Balance mantra together to get our minds focused. "I can balance my mind, body, heart, and spirit." Well done!

Today I would like to share a story **or two** with you. **It is your choice if you share both stories. They go nicely as a pair, but they can definitely stand alone. Think about the time you have and the attention span of your students. Also, if gender is a consideration, Moon is about a girl and Sun is about a boy. Finally, in the book Moon, the character works more on balance of her spirit and in Sun, the character works more on balance of the heart.**

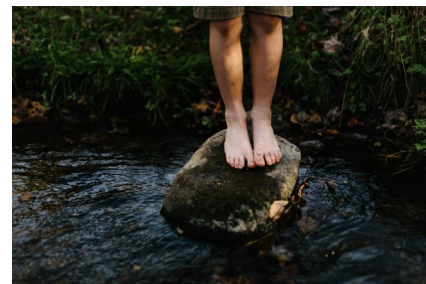
In this story **or stories** we will learn about the importance of having a balanced life. When we have Balance in our lives we are happier. Watch for ways the main character, Moon, was out of Balance and how she gets back into Balance.

Read the book **or books**. **On the video link post for Habits of Learning you will find a link to both of these books read aloud.**

How was Moon out of Balance? **She lead a very busy life. She had school homework, music lessons, and sports.** Does it sound like Moon was balanced? **No.** What areas of the Balanced sandwich was she missing? **She has a lot of mind and body, but she does not have any heart or spirit.** How does Moon get back into balance? **Moon works on balancing out her spirit by connecting with nature/God's creations.**

If you are also reading *Sun*, ask the same questions, just substitute in the name Sun. Also, in the last answer you can talk about how Sun balanced his life by creating art with his brother. **This brought balance to his body by making social and creative connections with another person.**

Thank you for sharing this story with me. We are learning a lot about keeping our lives in Balance! Let's close by saying our mantra one more time. **Repeat mantra.**





## DAY THREE: BIBLE

If you are teaching in a secular setting, you could use the song, “Turn, Turn, Turn”. The words to this classic song written by Peter Seeger and made famous by the Byrds is taken from Ecclesiastes 3. Although the song is often thought of as a plea for world peace, the Biblical message can also be highlighted for this lesson as a message of Balance. To every thing in our lives there is a season. We don’t need to do everything at once.

I am so glad you are here to study Balance we me today! Let’s get started by saying the mantra: “I can balance my mind, body, heart, and spirit.” Great work! I think you have it memorized already!

We have so many wonderful choices of things to do on our lives. But we can’t possibly do everything. We learned all about this when we learned about Prioritization a few weeks ago.

The Bible helps us with this problem. In Ecclesiastes 3:1-8 it talks about how everything has a season. That means we don’t have to do everything at the same time. Let’s read these verses. [If desired, you may print out a coloring sheet from the video blog post for the students to color as you read.](#)

There is a season for everything. When we are young we go to school, on Sundays we go to church, in the afternoon we go outside to play and move our body, at dinner we eat healthy food, on Fridays we watch a movie, when we are older we get married and have a family. [Please customize these examples to fit your family/class.](#) We don’t need to do all these things at the same time. We can do some of each area of our Balanced sandwich be we don’t need to do ALL the things in that area.

We don’t need to play all the sports, take all the classes, play with all of your friends, or read every book. That would be TOO MUCH. As a matter of fact the Bible helps us know what are the best choices in each area to put in our Balance sandwich. In Philipppines 4:8 it says: [read the verse on the side bar.](#)

We can choose what to put in our Balanced sandwich and we should always choose the best. We can choose the pure, lovely, just, good and virtuous learning, books, movies, game, activities, and friends.

The choice is yours, choose the best!

Let’s close by saying our mantra! “I can balance my mind, body, heart, and spirit.

## ECCLESIASTES

### 3: 1-8

1 To every thing there is a season, and a time to every purpose under the heaven:

2 A time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted;

3 A time to kill, and a time to heal; a time to break down, and a time to build up;

4 A time to weep, and a time to laugh; a time to mourn, and a time to dance;

5 A time to cast away stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing;

6 A time to get, and a time to lose; a time to keep, and a time to cast away;

7 A time to rend, and a time to sew; a time to keep silence, and a time to speak;

8 A time to love, and a time to hate; a time of war, and a time of peace.

## PHILIPPIANS 4:8

8 Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

## FIVE WAY TO RAISE BALANCED CHILDREN

- Model a balanced life of your children. Make sure you are not over-committed and are modeling engagement in all four areas of life balance.
- Promote a sense of individuality. Not every kid needs to play the piano, take dance lessons, and read above grade-level. Help your child understand that they can do the things they are interested in. It's okay to be different! Take archery, go to paleontology camp, or raise a sheep for 4-H.
- Encourage children to do hard things. It's wonderful to help children stretch and accomplish difficult tasks. Don't let fear control what you think is possible.
- Learn that it is okay to fail. From failure comes our best lessons and builds the strongest foundation of worth. Daniel Tiger said it best, "Keep trying, you'll get better!"
- Allow time to play. Play is the work of childhood and is a must for child development. In the best case, aim for at least 3 hours of unstructured playtime during the elementary years.

## DAY FOUR: BALANCE YOUR LIFE

Happy Thursday! I can't believe we are on day four of Habits of Learning: Balance! You have been doing great work this week!

Let's see if we can say our Balance mantra without looking at the poster. "I can balance my mind, body, heart, and spirit."

Nice work! You got it!

Today we are going to be working on balancing out our own lives. Here is a Balance poster. It is divided into the four areas of Balance we have been learning about.

You can see that Jesus is at the center of the chart. This is to make sure that we always keep Jesus at the center of our lives.

If you are teaching in a secular setting, print out the page with a blank center. Have the student choose a word or picture to place in the middle. Ideas might include a role-model, a picture of their family, a personal

religious symbol, or special words or quote.

Today we are going to write different things we do in each area of a balanced life in each box. We will do this to make sure our lives are in Balance. If one area has too many things, you might think of getting rid of some of them. If an area has nothing or just a few, you might consider adding one of two things to this area.

Have the students complete the chart, Younger students can draw pictures and work in generalities, older students can write words and sentences. They might also want to get more specific.

**Save these posters for tomorrow!**

Excellent work. I am going to hang on to these so that we can do a little more on them tomorrow.

Let close with our mantra! "I can balance my mind, body, heart, and spirit."

"Balance is a feeling derived from being whole and complete; it's a sense of harmony."

*Joshua Osenga*

## DAY FIVE: GOALS

Welcome back to our last day of Balance. You each made some excellent progress on your Balance posters yesterday. We are going to finish them up today. Let's get our minds in gear by saying our mantra; "I can balance my mind, body, heart, and spirit."

Here are your posters from yesterday. You have each written out some nice examples of a Balanced life. Now, by looking at these, we will write some goals for improvement. For example, if you have "play baseball" written in your body area you might write a goal about how many hits you want to get in a season or how often you want to practice.

When we write goals for ourselves, it is best that they are "SMART" goals. This is an acronym that helps us write great goals.

S stands for specific... the goal is direct and detailed.

M stands for measurable... the goal has a number or metric. You can answer the questions: how much or how often?

A stands for achievable... that means it is not too hard or too easy. It is just right!

## DAY FIVE: CONTINUED

R stands for relevant... that means it is important to you

T stands for time-bound... that means you know when your goal needs to be done.

Let's write at least one goal for each area of our life. [Helps students write their goals.](#) [If time allows, have the students share their goals.](#)

You have written some great goals. I will give you your Balance posters to display in an important place. Thanks for all of your hard work.

Let's say our mantra one last time to end our study of Balance.

"I can balance my mind, body, heart, and spirit.



## EXPLORATION ACTIVITIES

- ⇒ Copywork pages
  - ⇒ Quote memorization (or complete as copywork)
  - ⇒ Scripture memorization (or complete as copywork)
  - ⇒ Memorize the included poem
  - ⇒ Read and then narrate from one of the books on the reading list
  - ⇒ Complete the Hymn Study for "All Thing Bright and Beautiful"
- Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.

## SMART GOALS

- ◆ S: Specific (Direct and detailed.)
- ◆ M: Measurable (How often or how much?)
- ◆ A: Achievable (Not too hard or too easy; it's just right.)
- ◆ R: Relevant (Important to you.)
- ◆ T: Time-Bound (When does your goal need to be done?)



## 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](http://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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