

Habits of Learning



Responsibility

I MEAN WHAT I SAY AND I SAY WHAT I MEAN

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: INTRODUCTION

Today we are going to start our study of Responsibility. This is a habit that will help other people trust us. When we are responsible, we will accomplish more and feel better about ourselves.

Responsibility starts with you. Let's learn a mantra (or saying) that will help us remember what it means to be responsible. Repeat this mantra after me:

"I mean what I say and I say what I mean."

Great! We will say that every day this week at the beginning of our responsibility lessons. This will help us remember that when we are acting responsibly our actions and words will match. People will be able to trust us. We will do the things we are expected to do. [Get Out "Looks Like/Sounds Like" chart.](#)

MATERIALS BY DAY:

1. One copy of "Looks Like/ Sounds Like" Chart ; For young children print and cut out the pictures and word strips
2. *Horton Hatches the Egg* by Dr. Seuss (or ability to play video link)
3. Responsibility situations word strips
4. Bible/Children's Bible/Video of the Parable of the Talents (video links in lesson)
5. Paper and art materials for creating a picture. (Example: white paper, crayons, markers, paints, pastels, etc.)

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

This chart is a “Looks Like/Sounds Like” chart. Let’s brainstorm together. What does it look like to be responsible? Here’s an example: I can tell someone is responsible when I see them doing their chores that I asked them to do. That’s one way you can be responsible. What are some other ways you can see someone being responsible?

Write down the student’s responses. If your students are young or need support, use the picture cuts-outs for this activity.

Great work! Now let’s think of what responsibility sounds like. What words does a responsible person say? One I can think of is: “I will get that done right away.”

Write down the student’s responses. If your students are young or need support, use the word strips by reading them aloud and placing on the chart. Have the students repeat each word strip after you read it aloud.

Wonderful work today! You are becoming responsibility experts! Before we finish, let’s review our responsibility mantra, say it with me.

Thanks for your help in our learning. Let’s post our chart here to remind us what we learned today.

Tip: If you make something during a lesson, post it in a prominent place. Throughout the week, refer to it as a reminder of your learning.

BIBLIOTHERPAY

Although during the Habits of Learning lessons, you are not doing therapy, you are teaching prosocial skills needed to become an independent lifelong learner.

Bibliotherapy is defined as “sharing books or stories with the intent of helping an individual gain insight into personal problems” (Health, Sheen, Leavy, Young & Money, 2005, p. 564)

During day two, a literature connection is made to support student learning of responsibility. After reading “Horton Hatches the Egg,” it is natural to discuss the book. This makes room for social skills teaching in the natural setting of a shared reading experience.

As a bonus to the social skills reinforcement, you will also enjoy all the benefits of sharing high quality literature together as a family or classroom.

DAY TWO: LITERATURE CONNECTION

Today you will read “Horton Hatches the Egg” by Dr. Seuss. If you don’t have a copy of this book, go the blog and use the link provided in the “video link” blog entry.

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

“I mean what I say and I say what I mean”

This mantra is very similar to a line in a book I want to share with you today. As we read this book, I would like you to do two things:

- 1) When you hear Horton’s mantra, say it with me.
- 2) Look for ways Horton demonstrates (or shows) he is responsible.

Read the book.

Thanks for helping me read that book! When did Horton demonstrate responsibility? (When he sat on the egg, no matter what.) What does it mean to be faithful 100 percent? (Listen to and guide answers. It means to be responsible; to do what you said you were going to do; to do what you were asked to do, even when it is hard or uncomfortable.) What was the result of Horton being responsible? (Look for answers like: The baby in the egg trusted and loved him. People liked him. He was trusted.)

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 responsibility mantra one more time:

“I mean what I say and I say what I mean.”

Nice work. Remember Horton’s good example as we each work on being a little more responsible today.

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



"I am . I can. I ought. I will." - Charlotte Mason

DAY THREE: PRACTICE

We have been learning about responsibility 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 responsibility. I have a number of situations listed on these strips of paper. We are going to spend a few minutes exploring each of these situations and what they have to teach us about responsibility.

We are going to play a game called charades. When you get a piece of paper, you will act out the situation. Make sure when you are acting out the situation, you use our key habit of responsibility. We will try and guess what situation you are acting out.

For example, if my situation is "Mom gives me the chore of doing the dishes." You would show us what it looks like to do this job responsibly. Normally, in charades you can't talk while you are acting, but today I want to hear what it sounds like to be responsible, so please go ahead and use words.

This can be done individually or in groups, depending on how many people are participating.

Let's begin. Everyone (or every group) pick a word strip and think about how you will act it out. Would anyone like to go first? (*You can also go first to model a charade, if needed.*)

Repeat this process as time allows. Give specific praise to reinforce the new habit development. Consider videoing the role-plays for future review.

Wonderful job today. I hope you had fun. I loved how you acted out each situation with such responsibility.

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

THE POWER OF ROLE-PLAY

Why is role-playing used to teach social skills? In role-play, students get to practice precise social skills in a nonthreatening environment. It allows students to consider different perspectives, solve social problems, and consider new ideas.

Here are a few tips to consider when using role-play to teach a social skill:

- Always play out the positive side of the skill.
- After the role-play, provide feedback on how the situation was portrayed.
- Keep reversing the roles of the participants.
- Encourage the use of the Habits of Learning mantra when acting out the skill.
- Stress the process, not the results. This is not Broadway; just practice the skill in a fun and loving way.

When students role-play, they are able to immediately apply the skills they are learning to a real-world context. This gives each student practice before dealing with the situation in the real world. Sometimes it is hard to get students to truly engage in a role-play. If this is the case, consider offering a reward for a job well done.

MATTHEW 25: 14–29

14 For the kingdom of heaven is as a man travelling into a far country, who called his own servants, and delivered unto them his goods.

15 And unto one he gave five talents, to another two, and to another one; to every man according to his several ability; and straightway took his journey.

16 Then he that had received the five talents went and traded with the same, and made them other five talents.

17 And likewise he that had received two, he also gained other two.

18 But he that had received one went and digged in the earth, and hid his lord's money.

19 After a long time the lord of those servants cometh, and reckoneth with them.

20 And so he that had received five talents came and brought other five talents, saying, Lord, thou deliverest unto me five talents: behold, I have gained beside them five talents more.

21 His lord said unto him, Well done, thou good and faithful servant: thou has been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord.

22 He also that had received two talents came and said, Lord, thou deliverest unto me two talents: behold, I have gained two other talents beside them.

23 His lord said unto him, Well done, good and faithful servant; thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord.

24 Then he which had received the one talent came and said, Lord, I knew thee that thou art an hard man, reaping where thou hast not sown, and gathering where thou hast not strawed:

25 And I was afraid, and went and hid thy talent in the earth: lo, there thou hast that is thine.

26 His lord answered and said unto him, Thou wicked and slothful servant, thou knewest that I reap where I sowed not, and gather where I have not strawed:

27 Thou ought therefore to have put my money to the exchangers, and then at my coming I should have received mine own with usury.

28 Take therefore the talent from him, and give it unto him which hath ten talents.

29 For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken away even that which he hath.

DAY FOUR: BIBLE STORY

We are more than half way done with our study of the habit of responsibility. Who can remember our special mantra that goes with responsibility?

(Repeat the mantra together)

Today we are going to study a Bible story that will help us further understand responsibility and why it is important. **(If you do not wish to use the Bible verses—maybe you are teaching in a public school—you can just tell the story in your own words.)**

Let's read together the Parable of the Talents. Look for people that are responsible and what the consequences are when people act with responsibility and without responsibility.

Retell/read the Parable of the Talents. You can read the verses given on the sidebar (KJV) or from your own Bible. You may also want to use a children's Bible, depending on the age of your students. If you want to watch a video of the parable, see the list below.

What people were responsible in this parable? Why? Who was not responsible? Why?

(Wait for answers and listen to re-

sponses.)

That's right. The first two servants were responsible. When they were trusted with a job, they completed the job with diligence. Without the help or supervision of their master, they worked hard, made wise choices, and improved in their duty.

The third servant acted with fear and not responsibility. He did not work hard, he made poor choices, and did not improve.

What happened to the servants who acted responsibility?

(Children may focus on the money, but guide them to see that the money is only a symbol of the trust earned by being responsible.)

Yes, they were rewarded TRUST. When we are responsible, others trust us. We are able to do more things, take on bigger jobs, and act with most independence. When we are responsible we become trustworthy.

Wonderful work today, diving deep into the scriptures and learning about responsibility. Let's review our mantra! **(Repeat mantra)** Prefect! When we do the things we say we will do, people trust us.

PARABLE VIDEOS (LIVE LINKS ON BLOG)

- "Max 7" Parable of the Talents (Captivating animation, no dialog)
- Jesus Christ and the Parable of the Talents (Still pictures, children's dialog)
- Modern Parable of the Talents (Modern adaptation, Lego people, non-religious)

DAY FIVE: WRAP UP

I have enjoyed learning about responsibility with you. This is the last day we will study responsibility 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 be responsible and how you can improve. Let's say the mantra one more time. **(Repeat mantra.)**

I would like to share a poem with you today. I love poetry and hope it can help us learn a bit more about responsibility. **(Choose a poem from the resource section that you would like to share with your children)** Listen carefully as I read. **(Display and read the poem.)**

What was your favorite part of this poem? What does this poem make you think about? **(Listen and praise responses)**

To help us remember this poem, I am going to post it here. I would love for us to make some pictures to go with the poem. Let's each illustrate our favorite part of the poem. What part will you do? **(Provide each child with whatever art materials you prefer and encourage them to complete their illustrations.)**

DAY FIVE: CONTINUED

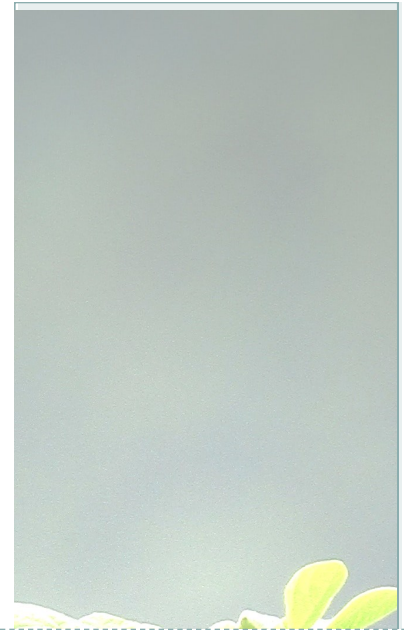
Your pictures are perfect! Can you each tell us a little about your picture? (Listen and praise each child for their work. If time or class size does not allow everyone to share, just ask for a few volunteers.)

Great work! Let's display your pictures next to our poem. I'll leave these up for a while to help us remember our lessons on responsibility. What is our responsibility mantra? (Children should repeat mantra one last time.)

I am so glad we got to study responsibility together. Next week we will start our study of respect. I am looking forward to these lessons.

To help each of us continue to develop the habit of responsibility, I have some activities here for you to complete. I would like you to complete at least one activity (You can require more activities to be completed depending on your situation) by the end of next week. (You may change the timeline as needed.)

Thank you for all your hard work. I know each of you can develop the habit of responsibility.

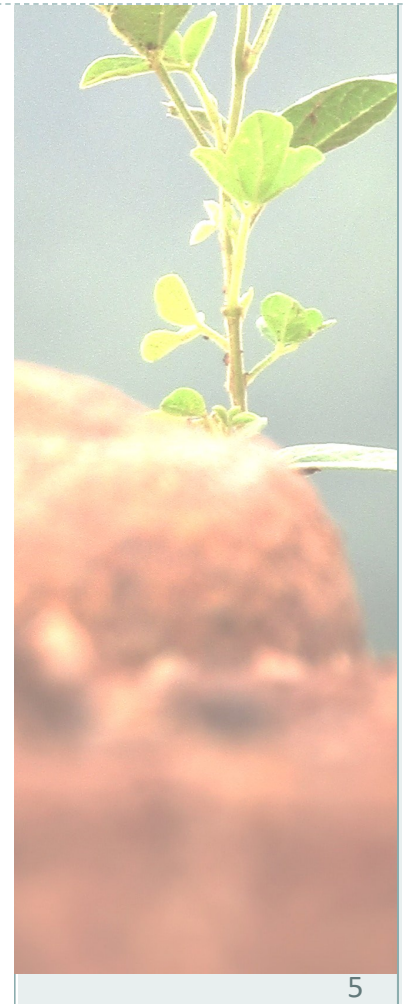


After a habit has been taught, be intentional about praising each child when you see them demonstrating the habit. Frequent, specific, immediate praise is the best way to increase positive behavior.

EXPLORATION ACTIVITIES

- ⇒ Copy work pages
- ⇒ Poetry memorization
- ⇒ Scripture memorization
- ⇒ Create a book using one of the included poems
- ⇒ Re-read *Horton Hatches the Egg* and complete a narration (oral or written)
- ⇒ Complete the hymn study of "I'll Go Where You Want Me to Go" by Mary Brown
- ⇒ Read a book from the book list and complete a narration (oral or written)
- ⇒ Re-watch the videos of the charades game you played on day three

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 bi-weekly at www.aoneroomschoolhouse.com

A One-Room Schoolhouse
A Hybrid Homeschool Academy

Building Faith, Knowledge and Character

www.aoneroomschoolhouse.com

E-mail:
info@aoneroomschoolhouse.com



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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