



Habits for a Successful Personalized Learner!

An Educator's Handbook



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INTRODUCING OUR HABITS FOR A SUCCESSFUL PERSONALIZED LEARNER !

Westminster Public Schools (WPS) is committed to helping learners develop personal and social *habits* for success at school and community. They help one to become more *organized*, to *manage emotions*, to be *team players* and to *be future minded*, to name a few. Several years ago, we sought the expert opinions of Drs. Dan Buckley and Anna Hazeldine from the Cambridge Learning Institute, who have studied these skills extensively and consider these to be most crucial for learners of all ages. Among WPS staff who were surveyed, 96% of respondents agreed that the development of these Habits was essential for school and life. We're excited for this endeavor!

HOW WE AT WESTMINSTER PUBLIC SCHOOLS ARE IMPLEMENTING THESE HABITS

Learners across the district¹ (K-12) are exposed to these *habits* from their teachers and other professionals within classroom instruction and tiered-level supports. Once learners have *consistently demonstrated* these habits, according to teachers, their progress is noted 2 times annually (winter, spring) in their student *Data Notebooks* (elementary) or in their *Individual Career and Academic Plans* (middle- and high school, whereby learners upload evidence toward meeting these *habits* themselves).

ANOTHER OPPORTUNITY TO SHOW STUDENT GROWTH

Learners will *not* be graded on these habits, nor will they be held as a condition to graduation; instead, these habits will be another indicator for parents, teachers and learners to see personal growth each year as a student at WPS.

¹ The exceptions will be schools that implement *The Leader In Me*

Primary Age (Levels K - 2): Habits of a Successful Personalized Learner!

Student Check

Teacher Check

W	S	Self Managers...	W	S
		are Organized (I come to school on time and ready to learn)		
		Go for it! (I complete my work by myself and do my best)		
		Manage Emotions (I use my words to ask for help when sad or upset)		
		Manage Risks (I make sure my work & play spaces are neat and tidy)		

W	S	Effective Participators...	W	S
		Identify Issues (When a friend needs help, I help them find an adult)		
		Find Solutions (I can solve problems, sometimes with adult help)		
		are Persuasive (I can identify a problem or issue at school)		
		are Involved (I ask my teacher to take on leadership opportunities)		

W	S	Team Workers...	W	S
		Take Responsibility (I listen, share, raise my hand and get along with others)		
		Build Team Strengths (I see strengths in peers and give them compliments)		
		Manage Team (I let my friends know when they make a good choice)		
		Evaluate the Team (I can share what went well & not well after an activity)		

W	S	Reflective Learners...	W	S
		Accept Challenges! (I try something new and different without fretting)		
		Plan-Do-Check-Adjust (With practice, I can do better with my work)		
		Invite Feedback (I listen to my teacher to improve my performance)		
		Share Learning (I work well with a partner or in a small group)		

W	S	Future Minded...	W	S
		Responsible (I'm honest and know how to be kind with others)		
		Strive for Personal Mastery (I know what I'm good at and can set goals)		
		Effective Communicators (I use proper tone & language for my age)		
		Flexible and Adaptable (I accept when changes happen even if I don't like it)		

Student Name:

Teacher(s) Name:

Winter Check Date:

Spring Check Date:

Intermediate (Levels 3 - 5): Habits of a Successful Personalized Learner!

Student Check

Teacher Check

W		S		Self Managers...				W		S	
				are Organized (I review and record in my data notebook often)							
				Go for it! (I can finish challenging tasks & assignments without giving up)							
				Manage Emotions (I am can restore peace with others after a conflict)							
				Manage Risks (I contribute to the safety & well-being of my classes)							

W		S		Effective Participants...				W		S	
				Identify Issues (I can appropriately react to and address personal injustices)							
				Find Solutions (I can solve problems without always relying on teachers)							
				are Persuasive (I show awareness of issues in my school or community)							
				are Involved (I'm involved by participating in clubs, sports or other activities)							

W		S		Team Workers...				W		S	
				Take Responsibility (I know how to be a good team player without being reminded)							
				Build Upon Team Strengths (I am aware of my team member's needs and feelings)							
				Manage the Team (I encourage each team member to contribute and try their best)							
				Evaluate the Team (I recognize or praise others when they contribute)							

W		S		Reflective Learners...				W		S	
				Accept Challenges (I independently finish tasks I find difficult or unpleasant)							
				Plan-Do-Check-Adjust (I make a plan before starting a big task or project)							
				Invite Feedback (I revise my work after getting feedback from others)							
				Share Learning (I can present a topic of interest to others in small or large group)							

W		S		Future Minded...				W		S	
				Responsible (I am dependable, honest and stay true to my word)							
				Strive for Personal Mastery (I am aware of my strengths and interests)							
				Effective Communicators (I communicate well in tone & delivery)							
				Flexible and Adaptable (I respond to changes respectfully and maturely)							

Student Name:

Teacher(s) Name:

Winter Check Date:

Spring Check Date:

Middle School (Levels 6 - 8): Habits of a Successful Personalized Learner!

Student Check

Teacher Check

W	S	Self Managers...	W	S
		Are Organized (I consistently use a plan or tech device to keep me organized)		
		Go for it! (I can complete difficult long-term projects without giving up)		
		Manage Emotions (I show self-control when angry, upset or frustrated)		
		Manage Risks (I take on challenges even if nervous or apprehensive)		

W	S	Effective Participators...	W	S
		Identify Issues (I can describe how an issue impacts a community)		
		Find Solutions (I independently find solutions to difficult problems)		
		are Persuasive (I can argue respectfully both sides of an issue)		
		are Involved (I can serve as a model for others and lead positively)		

W	S	Team Workers...	W	S
		Take Responsibility (I can lead a team fairly and effectively)		
		Build Upon Team Strengths (I listen and show empathy to team member needs)		
		Manage the Team (I can manage team tasks, goals and deadlines)		
		Evaluate the Team (I can help team members improve a product)		

W	S	Reflective Learners...	W	S
		Accept Challenges! (I can describe how I overcame a significant obstacle)		
		Plan-Do-Check-Adjust (I reflect upon my work to make it better next time)		
		Invite Feedback (I invite feedback & constructive criticism from others)		
		Share Learning (I can share ideas to fix problems and address barriers)		

W	S	Future Minded...	W	S
		Responsible (I can make a plan for my future through my ICAP)		
		Strive for Personal Mastery (I can track progress toward reaching my goals)		
		Effective Communicators (I listen well and represent myself well in public)		
		Flexible and Adaptable (If Plan A doesn't work out, Plan B is a viable option)		

Student Name:
Winter Check Date:

Teacher(s) Name:
Spring Check Date:

High School (Levels 9 - 12): Habits of a Successful Personalized Learner!

Student Check

Teacher Check

W		S		Self Managers...				W		S	
				are Organized (I consistently use my device to track projects & deadlines)							
				Go for it! (I strive to complete challenging project despite obstacles)							
				Manage Emotions (I own my actions that create conflict and rectify them)							
				Manage Risks (I can make informed decisions using a cost/benefit analysis)							

W		S		Effective Participators...				W		S	
				Identify Issues (I expand my thinking by listening to unheard viewpoints)							
				Find Solutions (I offer key solutions for addressing complex problems)							
				are Persuasive (I've made a persuasive presentation based on research)							
				are Involved (I contribute by participating/volunteering in my community)							

W		S		Team Workers...				W		S	
				Take Responsibility (I can lead a team to reach its goals by deadline)							
				Build Upon Team Strengths (I know my strengths and those of my team)							
				Manage the Team (I adjust team roles & functions based on strengths)							
				Evaluate the Team (I celebrate team member achievements publicly)							

W		S		Reflective Learners...				W		S	
				Accept Challenges! (I can demonstrate a <i>new</i> skill previously unattainable)							
				Plan-Do-Check-Adjust (I make key adjustments to projects as necessary)							
				Invite Feedback (I regularly ask others for feedback to improve my work)							
				Share Learning (I am a true collaborator with peers when working on a project)							

W		S		Future Minded...				W		S	
				Responsible (I own my mistakes & act responsibly wherever I am)							
				Strive for Personal Mastery (I seek training/experiences to improve my skills)							
				Effective Communicators (I represent myself confidently, kindly and smartly)							
				Flexible and Adaptable (from past errors, I make choices that lead to desired results)							

Student Name:

Teacher(s) Name:

Winter Check Date:

Spring Check Date:

Frequently Asked Questions

Habits for a Successful Personalized Learner

Is it sufficient to only embed these *habits* within our instructional practices?

No. Although embedding these habits within classroom instruction is crucial, *habit* development works best when the school's culture is conducive toward this end. For example, if students are expected to manage their own emotions when staff are not able to manage theirs, it doesn't leave for a culture that reinforces these *habits*. Culture is reinforced foundationally through the positive relationships that exist between educators and students *and* the safety and harmony created within any school environment.

Why change from *Personal-Social Competencies* to *Habits for a Successful Personalized Learner*?

Unlike a traditional education system, where students are more passive in their learning, students within a competency-based model require "student agency" or the ability to own his/her own learning for success. These *habits* are intended for that precise purpose: to help develop "student agency" necessary to become a successful personalized learner at WPS, while also to hone skills that will last a lifetime, such as intellectual and social strength of character.

Why don't we "grade" these Habits through Empower?

Unlike many academic skills that can easily be measured for growth, such as literacy and math, *habits* that support personal and social development do not happen in a straight line from a human development point of view. Instead, growth in these skills ebb and wane throughout childhood, adolescence, young adulthood and even adulthood, making these *habits* impractical to measure accurately and consistently. Therefore, we feel that using the consistently met standard, as determined fairly by teachers and professionals who know the student well, is not only quite *reliable* but is relatively *easy* to do if done thoughtfully.

Why is it important for students to "self-evaluate" themselves on these Habits?

Self-evaluation lends itself to the important skill of introspection about self, which involves becoming aware of one's strengths and challenges. It also reinforces the importance of self-directed understanding and learning, as opposed to depending on others to evaluate one's own progress which is key component of being personalized learner. Finally, it allows for rich dialogue to occur between the student and teacher through the discussion of *habit* strengths, areas of improvement and discrepancies between student perception and teacher observation. Primary-age students will need assistance on developmentally appropriate ways to self evaluate.

How do we handle students who do not *consistently meet* these Habits?

First, we must never embarrass, shame, threaten or use guilt as motivation to learn these *habits*; doing these may stunt growth, rather than support it. Instead, *habit* development should be done authentically, positively and intrinsically, not mechanically or forcefully. We encourage staff to involve their student(s) with goal setting, especially for those who are not *consistently meeting* these habits. In some circumstances, it may be appropriate for students to receive supplemental help from a Mental Health Interventionist or specialist so that these skills are developed in a manner that is conducive to their individual needs.

What's the purpose for creating a bank of *sample activities* in this Handbook?

A bank of sample activities, created by teachers and mental health interventionists, are a resource for teachers to use intentionally to teach these *habits* within existing lessons. Using these specific activities are *optional*; they're merely a resource for teachers.

In addition to the bank of *sample activities* provided, what other resources can teachers use to create their own *Habits* lessons?

Teachers are highly encouraged to consult with building administration or their Mental Health Interventionist to inquire about supplementary teaching materials or resources that could be used to help embed these *habits* in the classroom (e.g., The Art and Science of Teaching, Kagan Strategies, Second Step, Why Try, Incredible Years, Mind Up, Discovery, In Focus, AVID, and so on).

How are parents involved in this work?

A Parent's Handbook, similar to this one developed for WPS educators, has been created and is shared with parents directly and through our WPS website. We also highly encourage teachers and interventionists to have regular conversations with parents on their student's progress with these *habits* at Parent-Student-Teacher Conferences, IEP meetings or at other opportunities. Schools may also hold *family nights* dedicated to helping parents support their students on this developmental process. The sky's the limit in terms of getting parents meaningfully involved!

Educator Activity

Habits for a Successful Personalized Learner

DOMAIN: SELF MANAGERS

SPECIFIC HABIT(S) THIS ACTIVITY ADDRESSES: ORGANIZATION

ACTIVITY APPROPRIATE FOR... PRIMARY

Expected Outcome(s)

Students will...

- Develop a visual morning routine for home to assist in getting to school on time

Key Vocabulary: routine, organization, prepare

Activity Steps

1. Watch a morning routine video.
2. Engage students in a discussion about what their morning routine is like. Focus on the key vocabulary words during the discussion.
3. Use one of the forms linked below and have students create a morning routine for getting to school on time.
4. Ask students if they would like to share their routine with the class?
5. Have students set a goal on completing their routine every morning and plan a class reward or celebration if they meet their goal.

Resources Needed

- Morning Routine Video: <https://www.youtube.com/watch?v=LZZQvsOlcMY>
- <https://www.youtube.com/watch?v=jDFRA2ACH4Q>

Morning Routine Charts:

<http://www.freeprintablebehaviorcharts.com/theme%20chart%20pdf/morningroutine%20blank.pdf> <https://www.pricelessparenting.com/documents/morning%20routine.pdf>
http://www.scholastic.com/parents/sites/default/files/field_file/morning-schedule-chart-for-kids.pdf

Sample Educator Activity **Habits for a Successful Personalized Learner**

DOMAIN: **TEAM WORKERS**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **BUILD TEAM STRENGTHS (GIVING COMPLIMENTS)**

ACTIVITY APPROPRIATE FOR: PRIMARY ELEMENTARY

Expected Outcome(s)

Students will... (Write what the teacher can expect from his/her students in bullet form)

- Learn what a compliment is
- Identify how others feel when we fill someone's bucket
- Identify how we feel when we fill someone's bucket

Key Vocabulary: compliments, feelings, emotions, friendly, bucket-filler, bucket-dipper, happy, sad

Activity Steps

1. Discuss with the students that today we are doing to learn about making ourselves and others feel happy. Facilitate a discussion about what it means to feel happy. Ask for students to share types of things that make them feel happy.
2. Let the students know today we are going to learn about filling buckets
3. Read the book: Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids
4. Discuss the book with students ways in which they can fill each others' buckets
5. Let the students know that one way we can fill each others' buckets is to notice positive things about others. Discuss what a compliment is and explain that we can compliment someone's appearance or something nice we notice about the person that they are
6. Have students get in a circle and give a cotton ball (a "warm fuzzy") and plastic cup to each student. Have each student put their cup and "warm fuzzy" in front of them. Then each student can have a turn to give their "warm fuzzy" to a peer, while giving a compliment to them. Facilitate a process of giving compliments, and ensure each student gets only one turn so that everyone gets a compliment and "warm fuzzy"
7. Process with students how it felt to give others compliments and to receive compliments

Resources Needed

- Book: Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids
- Colored cotton balls to use as "warm fuzzies"
- Plastic Cups

Sample Habits Activity
Habits for a Successful Personalized Learner

DOMAIN: **TEAM WORKERS**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **MANAGE THE TEAM**

ACTIVITY APPROPRIATE FOR... PRIMARY ELEMENTARY/INTERMEDIATE ELEMENTARY

Expected Outcome(s)

- Students will know how to handle name-calling
- Students will know what appropriate assertive responses are

Key Vocabulary: assertiveness, communication, feelings, ignoring

Activity Steps

1. Discuss what name-calling is
2. Discuss options for students when they are being called names.
3. Define assertiveness.
4. Give examples of assertive responses when being called a name.
5. Create scenarios for students to practice making assertive responses.
6. Have students write or copy a couple of sentences giving an assertive response to name-calling.

Resources Needed

- none

Sample Educator Activity Habits for a Successful Personalized Learner

DOMAIN: SELF MANAGERS

SPECIFIC HABIT(S) THIS ACTIVITY ADDRESSES: MANAGE EMOTIONS

ACTIVITY APPROPRIATE FOR... PRIMARY ELEMENTARY

Expected Outcome(s)

- Students will learn about feelings
- Students will learn about the anger cycle
- Students will learn about different strategies to use when feeling angry
- Students will learn about “mindfulness” and its importance to managing emotions

Key Vocabulary: Feelings/emotions, manage emotions, mindfulness, calm, strategies

Activity Steps

1. Teach students the basic emotions we have as humans: Happiness, gladness, sadness, frustration, anger, fear, and confusion.
2. Model what each looks like and what might cause these various emotions.
3. Students demonstrate what each emotion “looks like.”
4. Focusing on *anger*, students recognize that feelings (including anger) are not wrong by themselves. “It’s OK to be angry, but there are healthy and unhealthy ways of handling feelings.”
5. Ask students for examples of healthy/unhealthy ways to express angry feelings.
6. Show and teach the anger cycle with students and the importance of addressing it before it reaches its “peak.”
7. Have students talk about strategies they use to handle angry feelings.
8. Teach the importance of “mindfulness” by showing video and using mason jar as prop.
9. “Practice makes perfect... so do this every day, even if you’re not feeling angry.”

Resources Needed

- Use an age- and developmentally appropriate visual graphic of the anger cycle
- YouTube video on mindfulness: [Just Breathe!](#)
- Mason jar(s) with lids containing water and glitter

Sample Educator Activity **Habits for a Successful Personalized Learner**

DOMAIN: SELF MANAGERS

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: MANAGE RISKS, ARE ORGANIZED

ACTIVITY APPROPRIATE FOR... PRIMARY ELEMENTARY

Expected Outcome(s)

- Students will understand how their classroom should look
- Students will understand the safe way to use equipment
- Students will understand the expectations for safe behavior in the class

Key Vocabulary: expectations, safety, neat, organized

Activity Steps

1. Decide what you want to demonstrate or show to your students, for example..
 - a. How their desk should be organized
 - b. Where they put their papers when they are done
 - c. How they should utilize the sink/getting a drink
 - d. How their backpacks should be hung up
2. Setup the example as you want the students to model
3. Take pictures of the model
4. Print the pictures and laminate
5. Post in the pictures in the classroom in relevant places where the students will see them

Resources Needed

- Camera you can email pictures to yourself to print out
- You may download photos from the internet or you may have students model what you want and take pictures of them to use for demonstration.

Sample Educator Activity **Habits for a Successful Personalized Learner**

DOMAIN: SELF MANAGERS

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: MANAGE EMOTIONS

ACTIVITY APPROPRIATE FOR... PRIMARY ELEMENTARY

Expected Outcome(s)

Students will... (Write what the teacher can expect from his/her students in bullet form)

- Students will be able to identify theirs and others emotions
- Students will be able to identify causes of emotions

Key Vocabulary: Feelings, emotions, facial expressions

Activity Steps

1. Create a group of facial photos that depict the emotions of happy, sad, angry, scared, surprised
2. Put the photos in a powerpoint document
3. Go through the pictures having students identify the different emotions
4. Ask the students to identify an event that might elicit each of those emotions.

Resources Needed

- Google facial expression photos on the internet to use for powerpoint

Sample Educator Activity **Habits for a Successful Personalized Learner**

DOMAIN: **FUTURE MINDED**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **EFFECTIVE COMMUNICATORS**

ACTIVITY APPROPRIATE FOR... PRIMARY ELEMENTARY

Expected Outcome(s)

- Students will be able to identify the appropriate voice level for different locations at school
- Students will understand why they need to adjust their voice level throughout the day

Key Vocabulary: voice level, loudness

Activity Steps

1. Create or download a copy of the Incredible 5 Point Scale
2. Determine the examples you want to use for each of the 5 points to demonstrate how loud each of them is.
3. Download pictures from internet to put on the 5 Point Scale for illustration

Resources Needed

- A copy of the Incredible 5 Point Scale (can be downloaded from the internet or obtained from the book *The Incredible 5 Point Scale*)
Pictures for illustration purposes

Sample Educator Activity **Habits for a Successful Personalized Learner**

DOMAIN: **EFFECTIVE PARTICIPATORS**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **IDENTIFY ISSUES, FIND SOLUTIONS**
(Tattling versus Telling)

ACTIVITY APPROPRIATE FOR: PRIMARY OR INTERMEDIATE ELEMENTARY

Expected Outcome(s)

Students will... (Write what the teacher can expect from his/her students in bullet form)

- Understand the difference between tattling and telling
- Identify situations in which students can solve their own problems
- Identify situations in which students should find help
- Identify steps to take in order to involve adults

Key Vocabulary: tattling, telling, solving problems, asking for help, safety, responsibility, ignore

Activity Steps

1. Discuss as a whole group the difference between tattling and telling (use tattling versus telling visual - p. 2 as a reference to help students learn the difference). Use link to youtube video or google slides presentation below to supplement
2. Have students take turns pulling scenario cards from a bag and as a group, determine if scenario is tattling, versus telling
3. Have students volunteer with their own scenarios and as a group, determine tattling versus telling
4. Post visual around the room for students to use as a reference

Resources Needed

- [Tattling Versus Telling visual](#)
- Teacher made scenarios of situations that are tattling versus telling (teacher can focus on current issues that are present in the classroom)
- [You Tube Video - Tattling Versus Telling](#)
- [Tattling Versus Telling Google Slides Presentation](#)

Sample Educator Activity Habits for a Successful Personalized Learner

DOMAIN: **EFFECTIVE PARTICIPATORS**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **FIND SOLUTIONS**

ACTIVITY APPROPRIATE FOR: ELEMENTARY - INTERMEDIATE

Expected Outcome(s)

Students will... (Write what the teacher can expect from his/her students in bullet form)

- Identify steps to take to resolve a conflict with a peer
- Understand that listening to others and expressing our own feelings are both important steps to solve problems
- Identify location, visual, and area for problem solving peer related conflicts within the classroom

Key Vocabulary: feelings, empathy, peer, conflict, problem-solving, feelings

Activity Steps

1. Review with students as a group what peer problem solving is, including key vocabulary listed above
2. Discuss types of problems that students can solve on their own, and when students should involve an adult
3. Review visual as a group
4. Use “I do, We do, You do” to teach the problem solving process.
 “I do” - First, model for students what the process looks like, using a student volunteer.
 “We do” - Second, ask for student volunteers to role play the process
 “You do” - Third, have students pair up to practice the process on their own.
5. As a class, decide on a location/corner where students can go to solve peer conflict
6. Have a timer available for students to use when going to the problem solving corner

Note: If students are spending too much time in the problem solving corner, revisit expectations as a class or work with MH Interventionist to problem solve

Resources Needed

- [Steps For Peer Problem Solving Visual](#) (with pictures)
- [Steps for Peer Problem Solving Visual](#) (no pictures)
- Talking Stick (to pass back and forth to teach the skill of listening, then talking)
- Optional Resource: [Peer Problem Solving Flow Map](#)

Sample Educator Activity Habits for a Successful Personalized Learner

DOMAIN: FUTURE MINDED

SPECIFIC HABIT(S) THIS ACTIVITY ADDRESSES: RESPONSIBLE

ACTIVITY APPROPRIATE FOR: INTERMEDIATE ELEMENTARY

Expected Outcome(s)

Students will... (Write what the teacher can expect from his/her students in bullet form)

- Students will learn what responsibility means
- Students will learn about the different ways to demonstrate responsibility
- Students will learn how to demonstrate responsibility in different situations

Key Vocabulary: Responsibility

Activity Steps

1. Teach students the definition of responsibility: being accountable for what you do, for your actions and your behavior; doing the right thing at the right time, so others can trust and depend on you.
2. Provide examples of showing responsibility at home, school, community, and self.
3. Have students discuss and/or list responsibilities they have at home, school, community, and to self.
4. Discuss implications of being responsible versus being irresponsible.
5. Ask students for examples of showing responsibility and compile a list.
6. Read and discuss a book that discusses showing responsibility.
7. Have a discussion about how students could demonstrate responsibility in various situations (e.g., broke a friend's new toy, friends ask you to play but you haven't finished your homework, you're playing a fun game but it's time to clean up, you promised your parents you would clean your room but you don't feel like it, it's time to go to bed but you just remembered about a project due tomorrow, you left your homework at school, etc.).

Resources Needed

- Use an age and developmentally appropriate visual of responsibility (e.g., visual of what responsibility is, does, sounds/looks like, is not)
- Responsibility book list: <https://www.goodreads.com/shelf/show/responsibility>
- YouTube videos on responsibility:

Sample Educator Activity **Habits for a Successful Personalized Learner**

DOMAIN: **TEAM WORKERS**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **TAKE RESPONSIBILITY, BUILD TEAM STRENGTHS, MANAGE THE TEAM AND EVALUATE THE TEAM**

ACTIVITY APPROPRIATE FOR... INTERMEDIATE ELEMENTARY

Expected Outcome(s)

- Students understand the importance of leadership on any group task
- Students understand the importance of recognizing personal strengths
- Students recognize how each plays an important role to complete a project
- Students know how to give positive comments and constructive criticism
- Students understand the importance of encouraging and praising a job well done
- Students recognize the importance of reflecting upon one's work in order to improve next time

Key Vocabulary: Contribute, feedback, constructive criticism, praise, deadline, strengths vs. weaknesses, reflection.

Activity Steps

1. Prior to a small-group team activity, a team leader is determined by the group.
2. The team leader assigns roles of each member based on member strengths.
3. During the project, team members provide encouragement and feedback (3:1 positive to constructive criticism).
4. Project deadline(s) are met and members are praised for their work.
5. Each member has opportunity to discuss what went well and did not go well.

Resources Needed

- A pre-determined list of team member roles (optional)
- An activity in the content area of the teacher's choice

Sample Educator Activity Habits for a Successful Personalized Learner

DOMAIN: SELF-MANAGERS

SPECIFIC HABIT(S) THIS ACTIVITY ADDRESSES: ORGANIZATION

ACTIVITY APPROPRIATE FOR... MIDDLE SCHOOL

Expected Outcome(s)

- Students will learn and practice how to keep track of their daily assignments, projects, tests, and activities using a planner

Key Vocabulary: Habit, Organization, Study Time, Schedule

Activity Steps

1. Discussion Questions: What have been the biggest changes between elementary and middle school? How do you keep track of all of your assignments and activities?
2. Define as a class: habit, organization, study time, schedule
3. Using symbols in planners to help remember tasks and materials: “EX” (exam), “HW” homework, “TB” (textbook), “NB” Notebook, etc.
4. If they don’t have homework, have them write “NH” and a couple of words describing what they learned in class that day. *This will help them build the habit of writing in their planner in every class.*
5. Have students consider having a minimum dedicated block of time to do homework. Have them schedule that into their day and write it down in their planner.
6. Also, encourage students to write down any scheduled activities for the week (clubs, activities, practices, games, etc). *This may impact their scheduled study time.*
7. On the board, model how to record an assignment (including symbols) and materials needed. Also, model writing down a scheduled study time and on scheduled activity.
8. Have students practice writing down real class assignments in their planners (include required materials), a scheduled study time, and possibly one scheduled activity.
9. Make time to check in with students to see how their habit is forming

Resources Needed

- Each student will need a planner or a photocopy of a blank weekly calendar

Marshmallow Study Activity **Habits for a Successful Personalized Learner**

DOMAIN: **SELF MANAGERS**

SPECIFIC *HABIT(S)* THIS ACTIVITY ADDRESSES: **GO FOR IT!/MANAGE EMOTIONS**

ACTIVITY APPROPRIATE FOR... MIDDLE SCHOOL

Expected Outcome(s)

- Students will be able to identify effective emotional management/self-control strategies in others.

Key Vocabulary: stimulus, self-discipline

Activity Steps:

1. Hook/Introduction- e.g. “Today I’ll be teaching you about one of the most valuable skills in the world. This is a skill common to the most successful athletes, artists and business people in the world; self-control.”
2. Introduce video- e.g. “I’m going to show you a famous video in psychology. In it, some children are given a very tempting offer, but only if they can use self-control. While you watch it, I want you to think about some things these children did to keep themselves from being too tempted while they waited. Just a heads up, this is one of the cutest videos on the internet.”
3. Play video
4. Have students pair up randomly (e.g. by wandering around the room until the music stops and high-fiving their nearest peer. Watch for students following friends.)
5. Have each partner share for 30 seconds one thing they saw that helped one of the children keep themselves from eating the marshmallow. Pick groups to share out.
6. Call on pairs randomly to create a synthesized list of strategies that can help with self-discipline. See if any themes emerge (e.g. distracting from temptation).
7. Pair students again and have them discuss ways they could use these strategies to help with homework, projects, etc.

Resources Needed

- https://www.youtube.com/watch?v=QX_oy9614HQ (if that doesn’t work, search for “Marshmallow Study” in Google)

Sample Educator Activity Habits for a Successful Personalized Learner

DOMAIN: FUTURE MINDED

SPECIFIC HABIT(S) THIS ACTIVITY ADDRESSES: RESPONSIBLE AND STRIVE FOR PERSONAL MASTERY AND FLEXIBLE AND ADAPTABLE

ACTIVITY APPROPRIATE FOR... MIDDLE SCHOOL

Expected Outcome(s)

- Students will demonstrate knowledge, understanding and personal awareness of their individual talents, interests, hopes, dreams and passions.
- They will learn the importance of making goals measurable and how to monitor progress along the way.
- If it appears that the goal is not being reached, students will learn to show adaptability and flexibility.

Key Vocabulary: Personal mastery, aspirations, characteristics and attributes, goal development, progress monitoring, adaptable and flexible.

Activity Steps

1. Help students become familiar with their ICAPs and purpose.
2. Participate in self-discovery exercises and assessments to help them begin to understand their interests, talents and *aspirations*.
3. Help students identify *characteristics and attributes* that set him/her apart from peers
4. Allow students to express themselves as individuals.
5. Through a written essay or other creative work, describe how his/her unique attributes contribute (or perhaps hinder) academic and/or career success.
6. Have students create *goals* that correspond directly with their interests, talents and aspirations.
7. Help students ensure their goals are measurable so that they can progress monitor over time.

Resources Needed

- Students must access their personal ICAPs
- Interest and aptitude surveys or assessments

Sample Educator Activity

Habits for a Successful Personalized Learner

DOMAIN: REFLECTIVE LEARNERS

SPECIFIC HABIT(S) THIS ACTIVITY ADDRESSES: ACCEPT CHALLENGES

ACTIVITY APPROPRIATE FOR... HIGH SCHOOL

Expected Outcome(s)

- Students will ultimately learn a new complex skill
- Students will learn firsthand about efforts required to learn a complex skill
- Students will learn the importance of reflecting and celebrating their own achievements
- Students will learn the importance of succeeding, despite barriers and challenges

Key Vocabulary: Complex vs. simple skills; persistence and “grit,” baseline.

Activity Steps

1. Share a video or personal experience on the importance “working outside one’s comfort zone” and learning something new and complex.
2. Students and teachers collaboratively create a list of *complex* skills (e.g., learning to play an instrument, learning to conduct a persuasive speech, learning to ride a unicycle, etc.) that could be chosen among students to learn during the course of a semester.
3. Students choose a skill (or skills) they wish to learn and have them demonstrate at the beginning of the term to establish a *baseline* (videotaped by the teacher for comparison at end of term).
4. At the end of the term have student demonstrate it after training and practice. Have them reflect upon the task and what they gained from it, what went well, what strategies were used to maintain *persistence*, what were the barriers to learning the skill, what didn’t go so well, and so on.

Resources Needed

- A list of skills that are neither too challenging, nor too easy that students could accomplished over a course of the semester.