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FOR  
RESEARCH INTO TEACHING



**TEACHING AND LEARNING  
RESEARCH EXCHANGE**

**PROJECT Q.E.:  
Encouraging Habits  
of Mind  
Phase II**

2001-2002 Staff of Queen Elizabeth School,  
Lloydminster

Project #87  
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# Executive Summary

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## ***Habits of Mind:***

*Having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known.*

- Art Costa

The Queen Elizabeth School community experienced cultural change through Phase I of its McDowell project Project Q.E.: Encouraging Habits of Mind. Finding that the staff, parents and students were all affected by the explicit teaching of Habits of Mind, the school decided to take the project into Phase II, which would allow the staff to teach three additional Habits of Mind and to reinforce and review the eight Habits of Mind taught in Phase I.

During the first four months of Phase II, staff members reinforced and reviewed the first eight Habits of Mind. Their main focus for these months was a Habits of Mind Olympics. The timing of the winter Olympics was perfect in that it allowed the school to piggyback on the event by introducing a motivational program. The staff assigned each Habit of Mind to a winter Olympic sport on the basis of the intelligent behaviors the athletes in each sport needed most to succeed in their event. The program required each class to earn athletes in order to participate in the school's winter Olympics. Students earned these athletes by identifying to the teacher activities in which the class was using a particular Habit of Mind. The teacher then recorded these activities on a chart. The key to the program was the need for students to recognize and identify a particular habit being used in actual situations. On four different afternoons at the end of February, the school held its Olympics. Each student had an opportunity to participate in various events.

The Olympics were a phenomenal success, but the school also encouraged the use and identification of various Habits in other ways. For example, a Family Pizza Night was held that included activities focussing on a variety of Habits of Mind. Monthly awards were given out that reflected the use of Habits of Mind in the classroom and on the playground. As a reflection tool, the students wrote on a regular basis in their Thinking Logs. The Thinking Log gave students an opportunity to consider and record when they had used particular Habits of Mind and how they had used them. Toward the end of the year, the school created a giant ice cream sundae. Each class could earn Smarties® to put on the sundae by identifying uses of each Habit of Mind. At the end of the activity, each student had a sundae topped with Smarties®. Finally, the school incorporated Habits of Mind into its annual Wonderment and Awe Fair and Science Fair. Students in grades 2-4 participated in the Wonderment and Awe Fair by choosing a passion project and creating displays to excite other people about their passions. In grades 5-6, students explained how they had used metacognition in their Science Fair projects.

Adding to the reinforcement and review were the introductions of three new Habits of Mind: Clarity of Thought and Precise Language, Questioning and Posing Problems, and Metacognition. These new habits were introduced to students in a manner similar to the introduction of the Habits in Phase I. Teachers met in grade-alike groups to plan a concept attainment lesson and make plans for reinforcing the new concept.

As a school community, Queen Elizabeth felt that Habits of Mind had become a part of its identity. The project will continue to have an impact on the school because many of these intelligent behaviors have truly become habits. The change seen by the staff and students has encouraged them to continue to develop each Habit of Mind so that they have a repertoire of intelligent behaviors to draw on when confronted with a problem, the answer to which is not immediately known.

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# Introduction

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Queen Elizabeth Staff has been on a journey through Habits of Mind for the past two years. We began Phase I of our project by exploring eight Habits of Mind and infusing them into the curriculum and culture of our school. We were so excited by the results, both academic and behavioral, that we applied to continue our project for another year. During Phase II we reviewed and reinforced the previous eight Habits of Mind and introduced three more.

## WHAT ARE “HABITS OF MIND”?

Art Costa and Bena Kallick looked at the results of surveys carried out by other educational researchers that considered behaviors that made people successful in their jobs. The results showed that certain behaviors were common to all people who were successful. Costa and Kallick termed these intelligent behaviors “Habits of Mind”. (See *Project Q.E.: Encouraging Habits of Mind – Phase I* for further information.) Costa defined Habits of Mind as “having a disposition towards behaving intelligently when confronted with a problem, the answer to which is not immediately known”.

## RESEARCH QUESTION OR TOPIC

What is the impact on achievement and behavior when staff and students are engaged in practicing Habits of Mind?

## RESEARCH OBJECTIVES

Our purpose in Phase II of our McDowell project was to reinforce and review previously taught Habits of Mind as well as to introduce three new Habits. Our project goal was to foster independence while increasing the thinking skills and problem-solving abilities of our students.

# THE NATURE OF OUR SAMPLE GROUP

Queen Elizabeth School served students with a wide variety of social and emotional backgrounds. Some of our students came to school from enriched home environments while some came from homes where little time was spent in the social, emotional or academic preparation for school. Some of our students were from surrounding acreages and farms as well as the surrounding “inner-city” neighborhood. Our staff was heterogeneous in age but homogeneous in their desire to grow as professionals and provide the best possible education for the children they served.

## How the Story Began and Unfolded

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In September 2000, Queen Elizabeth School began a journey that was full of exciting learning curves and unexpected celebrations. Our staff chose to begin our first phase of our research project by explicitly teaching eight Habits of Mind. During the first year, we were amazed at the ability of our students to grasp the concepts we were teaching and use them in their day-to-day lives. We were also amazed at the ease with which the Habits of Mind could be infused into what we already do. Some unexpected perks involved the positive effects of Habits of Mind on what happened at home and the beneficial way our school culture was changed. Halfway through the first year, we realized that we had to continue the project into a second phase so that our students would have the opportunity to learn more Habits of Mind and we would have the opportunity to reinforce the Habits of Mind already addressed.

Learning Circles were key to the success of Phase I. Each learning circle was composed of five grade-alike teachers who met for a half-day once a month. Each meeting had a set agenda based on the introduction of a new Habit of Mind and reinforcement of previous lessons. To introduce a new Habit, the teachers first gained an understanding of it themselves, then they collaborated on developing ways to help their students comprehend that Habit. For Phase II, we again set up grade-alike learning circles, but this time the first two meetings focussed on reinforcing and reviewing the original eight Habits. For the remainder of the meetings, our learning circles were similar to those in Phase I, as we were introducing new Habits of Mind.

# Reinforcement and Review

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The Habits of Mind were reinforced and reviewed through several events and activities:

- Family Pizza Night
- Assembly Awards
- Olympics
- Thinking Logs
- Ice Cream Sundae Celebration
- Wonderment and Awe Fair/ Science Fair

## FAMILY PIZZA NIGHT

Families were invited to participate in a pizza supper followed by an evening of activities based on the Habits of Mind. A Habit of Mind was showcased in each activity. For example, families built towers using persistence, participated in a dictionary treasure hunt that required them to think interdependently, engaged in hands-on science experiments that involved wonderment and awe, and used flexible thinking to solve brain teasers. Following the activities, families were invited to view a PowerPoint presentation on the Habits of Mind.

## ASSEMBLY AWARDS

At our monthly assemblies, teachers had the opportunity to recognize students who demonstrated the independent use of a Habit of Mind. Students received a certificate that identified the Habit of Mind they demonstrated.

# HABITS OF MIND OLYMPICS

One of our major review and reinforcement programs was the Habits of Mind Olympics. The timing of the winter Olympics was perfect in that it allowed us to piggyback a motivational program on the event. Our staff assigned each Habit of Mind to a sport in the winter Olympics according to which particular intelligent behavior the athletes of that sport would need most. (See Appendix 1.) Our primary grades chose to focus on four Habits of Mind while grades 3-6 practiced all eight Habits. Each class needed to earn athletes in order to participate in the school winter Olympics. They earned these athletes by identifying to the teacher instances when the class was using a particular Habit of Mind. The teacher then recorded the activity on a chart. Grades 3-6 needed to identify four instances when they used each of the eight habits in order to earn their athlete. The primary grades needed to identify eight instances when they used their four chosen Habits. (See Appendix 2.) The response to this program was phenomenal. Students could easily notice when a particular habit was being used. It became quite obvious which Habits were used more often and which ones we had to work on.

A parent volunteer turned one of our hallway walls into an Olympic village. The eight events each had their own venue and students could add their athletes as they completed their charts. From November until February, classrooms worked together to earn their places in the Olympics. On four different afternoons at the end of February, we held the events. Curling, speed skating and figure skating occurred on our outdoor rink; snowboarding, skiing and cross-country skiing took place in the park across the road; and hockey was played on our shinny rinks in the playground. A biathlon was developed that involved throwing a tennis ball at a hula hoop attached to a backstop. The primary teachers adapted some of these events for the younger students. Students had an opportunity to participate in a variety of events and received medals for their efforts. (See Appendix 3.)

## THINKING LOGS

Students regularly reflected on their use of Habits of Mind, both at school and in their daily lives, by recording their thoughts in their Thinking Logs.

*A leprechaun owned this treasure. He hid it. We had to manage our impulsivity and go slowly and not talk because it would scare him away.* Kindergarten student.

*When I was making my shirt I used accuracy and precision. I persisted when I used the fuzzy material.* Grade 1 student.

*I took a responsible risk when I tried to give a piggyback ride to my sister. I tried to do it and I did it and I'm happy I did it!* Grade 1 student.

*I managed my impulsivity when I was at home I was trying to get a pop but I walked away and asked my mom. Grade 2 student.*

*I took a responsible risk when I had to go first at speaking French in front of the class when I didn't want to because I was shy. Grade 3 student.*

*My mom and I were thinking interdependently when we were thinking of what to make for dessert. Then I said I wanted some apple crisp. My mom didn't check for accuracy and precision when my mom forgot the apple crisp in the oven. It was black. Grade 3 student.*

*I managed my impulsivity when I was walking down the hall and my brother called me a dodo head but I didn't call him one back. Grade 3 student.*

*I thought with clarity and precision when I wrote my story test because so, it, then and they is not clear. Instead of using them I used my characters' names. Grade 3 student.*

*I used persistence and flexibility in thinking when me and my sister got my quad stuck and we tried different ways to get it out. Grade 3 student.*

*I thought interdependently when me and my sister were making a club and we were thinking of rules for it. We wrote everybody helps, meetings once a week, after a meeting you get to decorate walls with chalk, don't call anyone names and follow the rules. Grade 3 student.*

*In the Wonderment and Awe Fair I was doing steak and I learned a lot about different kinds of cows and the cooking. Now I cook steak at home on the barbecue for my family. Grade 4 student.*

*I checked for accuracy and precision when I did my test and I checked it over and over and over. Grade 4 student.*

*I used metacognition in math. After I did a question I asked myself if my thinking was right. Grade 6 student.*

*I thought flexibly on my science fair when I wrote my information. I tried to word it in many ways and then I picked the best one. Grade 6 student.*

*I persisted when I was at home last night when my mom was asking me my spelling words. There were some words I didn't get right but I kept trying and I got some of them right. I took a responsible risk at school yesterday when I read aloud at our opening assembly. I responded with wonderment and awe when I saw Tyson's finished reading project. I checked with accuracy and precision when I checked over my math challenger at home last night. Niki and I thought interdependently when we worked on our poem together. We also persisted to try and find rhyming words for our poem. When we couldn't find any, we went and asked the class for help. Guess what? They helped us! Grade 6 student.*

*Today in gym we played floor hockey. We need responsible risk taking for cherry picking by not going back to help your defense or goalie. Persistence for giving chase to the ball all over the place. Thinking flexibly by trying to find new plays or ways to score. Thinking interdependently for working as a team to discover a way to work efficiently. Listening with understanding and empathy – when somebody asks for a pass. Managing impulsivity – when you must think about whether you should run right in or pass it to another player. Accuracy and precision for when you try to get the ball to the stick of the other players. Wonderment and awe – when you score you celebrate! Metacognition is when you think over if you should pass it. Grade 6 student.*

## ICE CREAM SUNDAE CELEBRATION

As a final review, we began to build an ice cream sundae mural. Students could earn a paper “smartie” to place on the mural. (See Appendix 4.) To earn a paper smartie, they had to identify two times when they used a particular Habit of Mind. At the end of the time period for the activity, they enjoyed a tasty sundae topped with real Smarties®.

## WONDERMENT AND AWE FAIR / SCIENCE FAIR

At our Wonderment and Awe Fair, grade 2-4 students were given the opportunity to share a project representing a personal passion. At our Science Fair, grade 5 and 6 students explained how they had used metacognition while working on their projects.

# Introduction of New Habits

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During the months of January and February, we introduced two new Habits of Mind: Clarity of Thought and Precise Language as well as Questioning and Posing Problems. (See Appendix 5.) Teachers once again met in their grade-alike learning circles to determine how best to help the students learn the new Habits. The teachers developed concept attainment lessons appropriate to their grade level. Some of the ideas for developing Clarity of Thought and Precise Language included banning certain words such as “stuff”, “nice” and “I don’t get it” and encouraging words or phrases that describe ideas more completely. To encourage students to pose questions, we introduced the concept of three-story intellect, in which questions are classified in three levels similar to those in Bloom’s taxonomy. Students were supported and encouraged in their attempts to ask other students questions from a variety of levels.

The final Habit of Mind we introduced was Metacognition. This certainly was the most difficult Habit for the primary students but became part of the common vocabulary of our older students. We used Metacognition to help review the other habits as we reflected on how we were using them throughout the day.

# Data Gathering and Analysis

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Throughout the year we gathered data about students’ understanding of the Habits of Mind through the charts for the Olympics and the sundae. (See Appendix 6.) The charts clearly showed that the students could identify when they were using particular Habits. Also, as part of the metacognition review process, each student wrote in his or her Thinking Log. Finally, as part of the project, all students completed an evaluation of how Habits of Mind have affected their lives, both at home and at school. (See Appendix 7.)

# Problems or Limitations

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One of the major limitations of an action research project of this kind was that our research results were not measurable. We were able to gather data that identified positive changes within our school community that we can link to the active use of Habits of Mind. However, we could not isolate the exact impact of our project on the achievement and behavior of students and teachers.

Another limitation is the time it takes to effect lasting change in achievement and behavior. We recognized that true habitualization of these intelligent behaviors would require many years of consistent reinforcement and practice. Our two-year project was only the beginning of the process by which our students will become more able to behave intelligently when confronted with problems.

# Results

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As part of the project, students were asked to evaluate their own use of the Habits of Mind, and teachers were asked to reflect on their experiences and the experiences of their students with respect to the Habits of Mind.

## STUDENT EVALUATION SHEET

The students of Queen Elizabeth were presented with the following six statements to complete. The results are indicated after each statement.

### **THE HABIT OF MIND I USE THE MOST IS...**

- Persistence scored the highest with 45% of students indicating that they use this Habit the most.
- Metacognition, Thinking Interdependently, and Clarity of Thought all scored equally low at approximately 2%.

### **THE HABIT OF MIND THAT IS EASIEST FOR ME IS...**

- Persistence scored the highest at 27%.
- Managing Impulsivity, Responsible Risk Taking, and Wonderment and Awe were second with approximately 16% of the students indicating that these Habits were easiest for them.
- Metacognition, Thinking Interdependently, and Clarity of Thought all scored equally low at approximately 2%.

### **THE HABIT OF MIND THAT IS HARDEST FOR ME IS...**

- Posing Questions, Metacognition, and Clarity of Thought scored highest with approximately 24% of students finding these Habits the hardest.
- Persistence, Accuracy and Precision, and Thinking Interdependently scored the lowest at approximately 2%.

### **THE HABIT OF MIND I USE MOST ON THE PLAYGROUND IS...**

- Managing Impulsivity scored the highest at 35%.
- Many of the other Habits scored quite a bit lower, with the exception of Flexible Thinking, Persistence, and Responsible Risk Taking, which scored in the middle.

## **THE HABIT OF MIND I USE MOST IN CLASS IS...**

- Many of the Habits were rated equally although Listening with Empathy and Understanding, and Persistence scored a bit higher.

## **THE HABIT OF MIND I USE MOST AT HOME IS...**

- Persistence was rated the highest at 20%, but not far behind were Managing Impulsivity, and Responsible Risk Taking.
- All the Habits were close with the exception of Metacognition.

From these results, it was quite easy to identify the Habits of Mind that were taught this year. It was also very easy to see the emphasis that the staff had placed on reviewing and reinforcing Persistence. Since we felt we did not do a good job on this particular Habit of Mind last year, we had tried to compensate this year by strongly emphasizing Persistence.

The results of the student evaluations also indicated to us that although we have certainly started down the path toward developing intelligent behaviors in students, our journey has just begun. Students are able to identify the Habits with which they are most comfortable and likely to use in certain situations. They still need to become more familiar with the newest Habits so that they become part of their thinking.

## **HOW HAVE THE HABITS OF MIND HELPED YOU TO SUCCEED IN SCHOOL?**

When students were asked this question, their answers included:

*To ask questions made my brain work.* Grade 1 student.

*They helped me work with each other.* Grade 1 student.

*When you teach us about Habits of Mind it makes our brains work better.* Grade 1 student.

*They helped me learn in school. They help me do the right behavior.* Grade 2 student.

*I managed my impulsivity. It helped me by showing me to be good.* Grade 2 student.

*I kept on trying and trying and trying on my work every day. It helps me in school because it helps me learn different things.* Grade 2 student.

*It helped me to work more better, think more better and listen more better.* Grade 3 student.

*The habits of mind helped me to act different in class, the playground, at home and pretty much everywhere. I have a story for every single habit of mind. And it happened in school. Every single day of my life I used a habit of mind. I cannot think of a day I didn't use one. Grade 3 student.*

*The habits of mind have helped me notice something that I'm doing, for example I might think hey I was just managing my impulsivity or hey I just posed a question. Grade 3 student.*

*The Habits of Mind helped me a lot at my tests and my work and my homework because I think about Habits of Mind when I do work at home and in school. Grade 3 student.*

*Habits of Mind helped me a lot. Every time I'm stuck I look at the habits I can do to help me and then I am on my way. Grade 3 student.*

*They have helped me. They encouraged me to do my best. Grade 4 student.*

*It helped me to think before I spoke. It also helped me to not be afraid to answer a question even if I wasn't sure it was right. Grade 4 student.*

*The habits of mind have helped me in school. Persistence helped me with Track and Field. Managing Impulsivity I am still struggling with. Listening with Empathy helps me understand my work easier. Grade 4 student.*

*It helped me take more risks and to keep on trying before asking for help because if I always ask for help I'm not improving because I'm not really thinking. Grade 4 student.*

*Habits of Mind helped me through the year because if I need to think about something or try harder or anything I can just look up on our board and see which Habits of Mind will help me. Grade 5 student.*

*It helps me think more at classes and get better marks. It also helps me figure out things better and I get things done faster. It helps me become a better person. Grade 6 student.*

*I don't really realize when I use habits of mind but when I look back I use them quite often. I just don't notice I'm using them. Grade 6 student.*

# TEACHERS' REFLECTION SHEET

The teachers' comments on their reflection sheets included statements recognizing how the teaching of Habits of Mind influenced their own lives as well as the way they taught. Teachers commented on how their expectations of students were raised as they saw the results of teaching Habits of Mind.

An interesting observation was made about the way in which students were given two opportunities for success when using these Habits. One success came from the completion of the task, while the other success came from using a Habit of Mind even though the task was not carried out successfully. It was observed that students who do not regularly experience success during a given task did experience success by using a Habit of Mind while attempting the task.

Finally, the comment was made that studying Habits of Mind helped us as teachers to understand the why's of learning and also encouraged the switch of power from teachers to students. It brought the teaching of intelligent behaviors to a conscious level.

## Recommendations

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Recommended actions and strategies for Queen Elizabeth School in subsequent years include:

- Prepare a booklet on Habits of Mind for families to use as a reference at home.
- Use the concept attainment lessons that teachers developed in Phase I with their classes next year.
- Continue the collaboration between teachers in grade-alike learning circles.
- Continue to reinforce the Habits of Mind through school-wide events, thinking logs, assembly award, and family nights.
- Have students continue to use Habits of Mind in the Wonderment and Awe Fair and Science Fair.
- Create a bulletin board with photos of students engaged in the use of Habits of Mind.

# Conclusion

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The opportunity to continue this project for a second year has developed a strong foundation that will allow the practice of Habits of Mind by the staff and students of Queen Elizabeth School to continue to grow. The common bond that this two-year project developed within the staff changed the culture of our school. The school became a learning organization in which all members worked together to enhance the education of our students. This bond was an unexpected perk that strengthened our project by creating a more cohesive environment.

There is no doubt in the minds of project participants that the practice of Habits of Mind will enhance learning for all people. The reflections of our students, some as young as grade 1, indicate that these behaviors helped them to learn better. Our older students were wise enough to recognize that these habits were not “new” but something that they had been exposed to before. The teachers have recognized that practicing Habits of Mind in their classrooms makes them better teachers. However, it is important to remember that these behaviours are habits and need to be developed. As a school, we must continue to reinforce these Habits of Mind so that they become natural responses to a problem.

We are excited by the interest other schools and divisions have shown in our project. Other teachers have come to recognize that their students are coming to school without some of these essential behaviors, and as educators, we must explicitly teach fundamental Habits of Mind so that all students are able to compete on an equal playing field. All students must be given the same set of behaviors that are needed to succeed.

At Queen Elizabeth, we are excited by the impact of “Encouraging Habits of Mind”, and we look forward to continuing to reinforce these Habits. As we work together as a school for this reinforcement, we benefit through the development of a community spirit. Combining intelligent behaviors with strong community spirit can only provide better opportunities for learning for our children.

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# Appendix 1

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## HABITS OF MIND RELATED TO ATHLETES

Habits of Mind were assigned to sports based on the intelligent behavior most used by that athlete.

<b>SPORT</b>	<b>HABIT OF MIND Gr. K-1</b>	<b>HABIT OF MIND Gr. 2-6</b>
Hockey	Managing Impulsivity	Thinking Interdependently
Figure Skating	Accuracy and Precision	
Biathlon		Accuracy and Precision
Downhill Skiing	Responsible Risk Taking	Responsible Risk Taking
Bobsledding	Managing Impulsivity	Listening to Others with Empathy
Snowboarding	Responsible Risk Taking	Wonderment and Awe
Cross Country Skiing	Persistence	Persistence
Curling	Accuracy and Precision	Thinking Flexibly
Speed Skating	Persistence	Managing Impulsivity

# Appendix 2

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## RECORD CHART

Students identified activities in which a Habit of Mind was used and the activities were then recorded on the chart. When they had identified four activities, students could place their athlete into the Olympic venue.



Responsible Risk Taking	Persistence	Accuracy and Precision	Managing Impulsivity
			We wait our turn to use the off instruments.
I took a responsible risk by putting my hand up when no one else did.			
		We checked each division question using multiplication.	
	I persisted when I worked at getting better at high jump.		

# Appendix 3

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## HABITS OF MIND OLYMPICS

After working hard to earn their athletes, students enjoyed the Olympic activities at the end of February.



Curling on the outdoor rink. Curling represented Accuracy and Precision for our primary students and Thinking Flexibly for our older students.

Cross-country skiing represented Persistence. Student skied a course through the school yard and the park.



Hockey was used to review and reinforce Managing Impulsivity in the primary grades and to review and reinforce Thinking Interdependently in the older grades.

# Appendix 4

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## EARNING A SMARTIE®

Students earned paper “smarties” to put on the school sundae mural. These smarties were earned by identifying when the class was using particular Habits of Mind.

<b>EK 1</b> Responsible Risk Taking

<b>EK 1</b> Metacognition

# Appendix 5

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## NEW HABITS OF MIND

### 1. CLARITY OF THOUGHT AND PRECISE LANGUAGE

Often we use “fuzzy” language to describe our thoughts. Intelligent people strive to communicate accurately, avoiding generalizations, deletions and distortions.

### 2. QUESTIONING AND POSING PROBLEMS

Intelligent people need to be able to ask questions to determine what they already know and what they need to know to solve a problem.

### 3. METACOGNITION

To develop better problem solving ability, we need to determine the steps we went through so that we can use the process another time.

# APPENDIX 6

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## DATA FROM CHARTS

<b>Responsible Risk Taking</b>	<b>Persistence</b>	<b>Accuracy and Precision</b>	<b>Managing Impulsivity</b>
Took risks to try cartooning and then to display our work	We persisted in reading by working past an answer we didn't know and coming back to it later.	We used accuracy and precision when we worked on our wooden shoes.	By keeping a secret about a gift for Mrs. Ebach (intern).
We all sang in front of a large audience.	We measured out the ingredient to make bread using ml, cups, tablespoons, cups.	We checked for accuracy and precision when we defined words from our novel study using dictionaries.	We managed our impulsivity in basketball by passing after 3 dribbles.

<b>Thinking Interdependently</b>	<b>Wonderment and Awe</b>	<b>Thinking Flexibly</b>	<b>Listening to Others with Empathy</b>
We worked in pairs on a collage, cutting and pasting and giving ideas to each other.	Today we wrote interesting facts about planets and space.	We used a variety of colors and fonts when making our Olympic banner.	We listened when doing origami in art.
When we made our Olympic cheer	Our response to the snake for show and tell.	During reading by accepting different answers when students could verify their answers with facts.	In health when we listened as people discussed things that bug us in school and how we feel when these things happen.





