

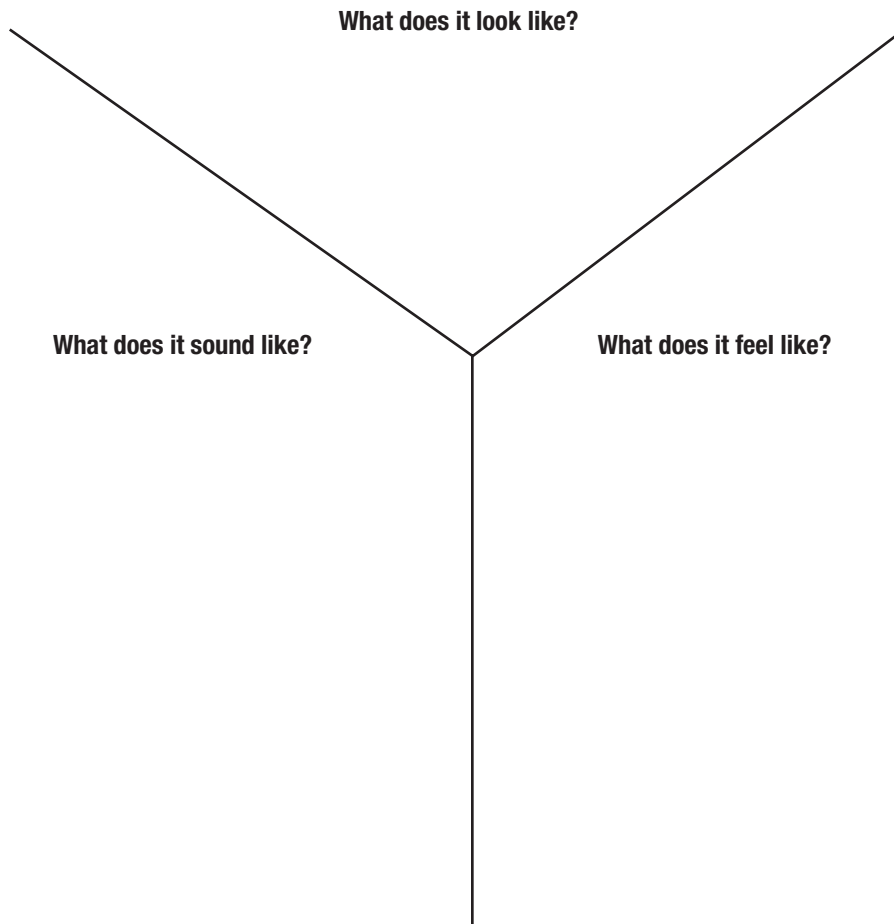
Y-Chart

Name _____ Class _____ Date _____

Y-Chart

You can use this chart to explore your thoughts about the Habits of Mind.

Topic:



Defining Habits of Mind

Name _____ Class _____ Date _____

Defining Habits of Mind

Habit of Mind	My Definition	Good Times to Use	Bad Times to Use
Persisting			
Managing Impulsivity			
Listening with Understanding and Empathy			
Thinking Flexibly			
Thinking About Thinking (Metacognition)			
Striving for Accuracy and Precision			
Questioning and Posing Problems			
Applying Past Knowledge to New Situations			

Defining Habits of Mind

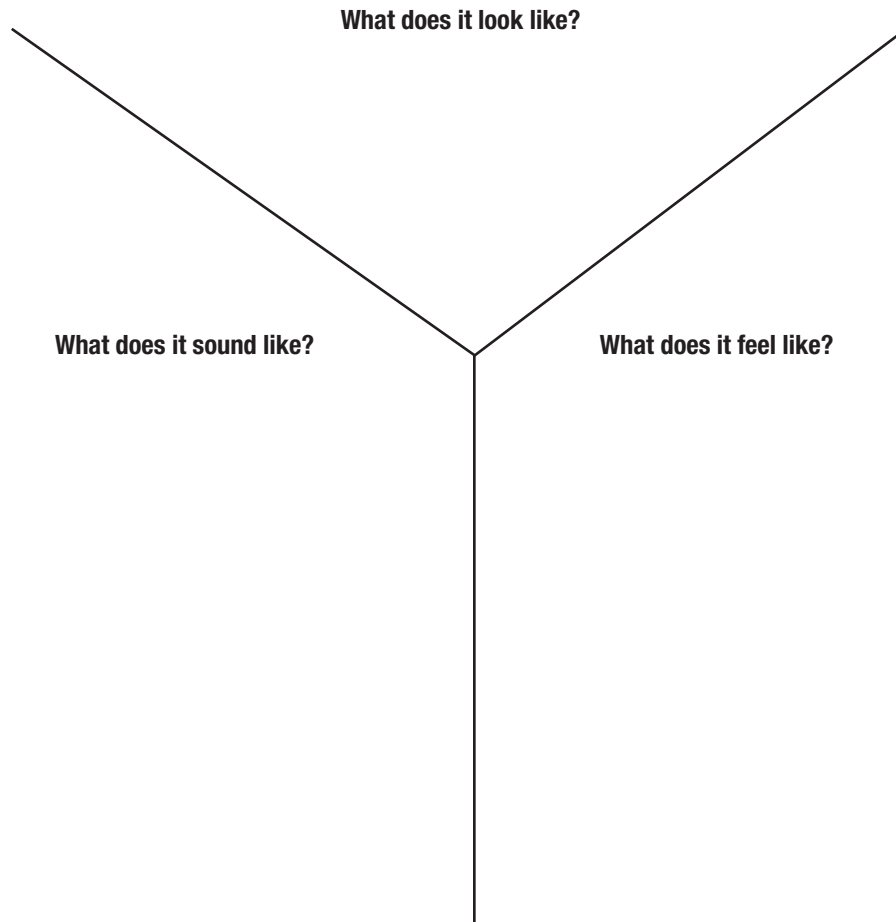
Name _____ Class _____ Date _____

Defining Habits of Mind, *continued*

Habit of Mind	My Definition	Good Times to Use	Bad Times to Use
Thinking and Communicating with Clarity and Precision			
Gathering Data Through All Senses			
Creating, Imagining, and Innovating			
Responding with Wonderment and Awe			
Taking Responsible Risks			
Finding Humor			
Thinking Interdependently			
Learning Continuously			

Y-Chart for Persisting

Y-Chart for Persisting



Classroom Integration for Persisting

1. It is important to use this Habit of Mind when ...

2. This Habit of Mind is not useful when ...

3. I could introduce this Habit of Mind by ...

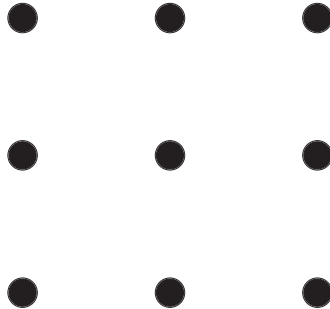
Waking Up the Brain

Name _____ Class _____ Date _____

Waking Up the Brain


Complete the following brain teasers. If you get stuck, don't give up. Persist by finding different approaches to solve the problems.

1. Without lifting your pen off the page, use only four straight lines to connect all of the dots below.



2. Aaron, Leo, and Jude work at the same cycle factory. One works on the assembly line, one in the paint shop, and the third in the packing department. The one in the packing department earns the most and has no brothers or sisters. Aaron, who is dating Leo's sister, earns less than the one in the paint shop. Who works in which department?

3. Unravel the hidden meaning in each of the squares below.

a. JOB I'M JOB	b. house PRAIRIE	c. AGEBEAUTY
d. OFTEN NOT OFTEN NOT OFTEN	e. 	f. FIEPLAYLD
g. PETS A	h. UU IT'S	i. LOVE SIGHT SIGHT SIGHT

Name _____ Class _____ Date _____

Inventing the Lightbulb

Read the quotation about Thomas Edison's experience in inventing the lightbulb. Then, for each step in the chart that follows, consider what Edison might have done to remain persistent while attempting to invent the lightbulb.

Inventing the Electric Lightbulb: A Story of Persistence

The invention of the electric lightbulb caused Thomas Edison a great amount of work, angst, and experimentation. He conducted hundreds of experiments in his attempt to find the perfect solution that would lead to creating the perfect lightbulb. Although he himself never lost faith in the value of his efforts, many of those around him did. As time passed, the nonbelievers became increasingly certain that he would not be successful.

Edison's method was to think of an idea or theory and then, through the process of trial and error, work through every possibility and variation until he exhausted all options. Then he would start from scratch again, with a different approach, and repeat the same deductive process, exploring all avenues. Edison believed that if he was thorough, learned from his mistakes, and held firm in his belief in himself, he would eventually succeed. And succeed he did!

Edison's Achievement

Steps to Persistence	Examples from Edison's Experience
1. Determine what needs to be solved, decided, or achieved.	
2. Know what range of approaches or strategies you can use.	
3. Find out who or what may be of assistance with this task.	
4. Know when to try another approach or strategy.	
5. Keep working toward solving the problem.	

Inventing the Light Bulb, *continued*

Now complete the chart using an example of your own personal persistence.

My Achievement

Steps to Persistence	Examples from My Experience
1. Determine what needs to be solved, decided, or achieved.	
2. Know what range of approaches or strategies you can use.	
3. Find out who or what may be of assistance with this task.	
4. Know when to try another approach or strategy.	
5. Keep working toward solving the problem.	

Would you add any extra steps to those shown above? If so, what and why?

Would you modify any of the steps? If so, explain how and why.

How Well Do You Know Your ABCs?

Name _____ Class _____ Date _____

How Well Do You Know Your ABCs?

Apply what you've learned about persistence so far to see this puzzle to the end.

Challenge

Write down the set of letters A, B, C in each of six possible orders so that when all 18 letters are written around a circle, adjacent letters are always different.

Possible combinations:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

In a circle:

Persistence Self-Evaluation

Name _____ Class _____ Date _____

Persistence Self-Evaluation

Review the activities, discussions, and challenges you've completed about persistence. Answer the following questions honestly to give yourself a sense of how you're doing so far.

1. What was I trying to learn?
2. Why is this topic important?
3. How have I succeeded in learning this topic?
4. Where did I fall short in learning this topic?
5. How can I persist better in the future?

Good/Bad Impulsivity T-Chart

Exploring Meanings

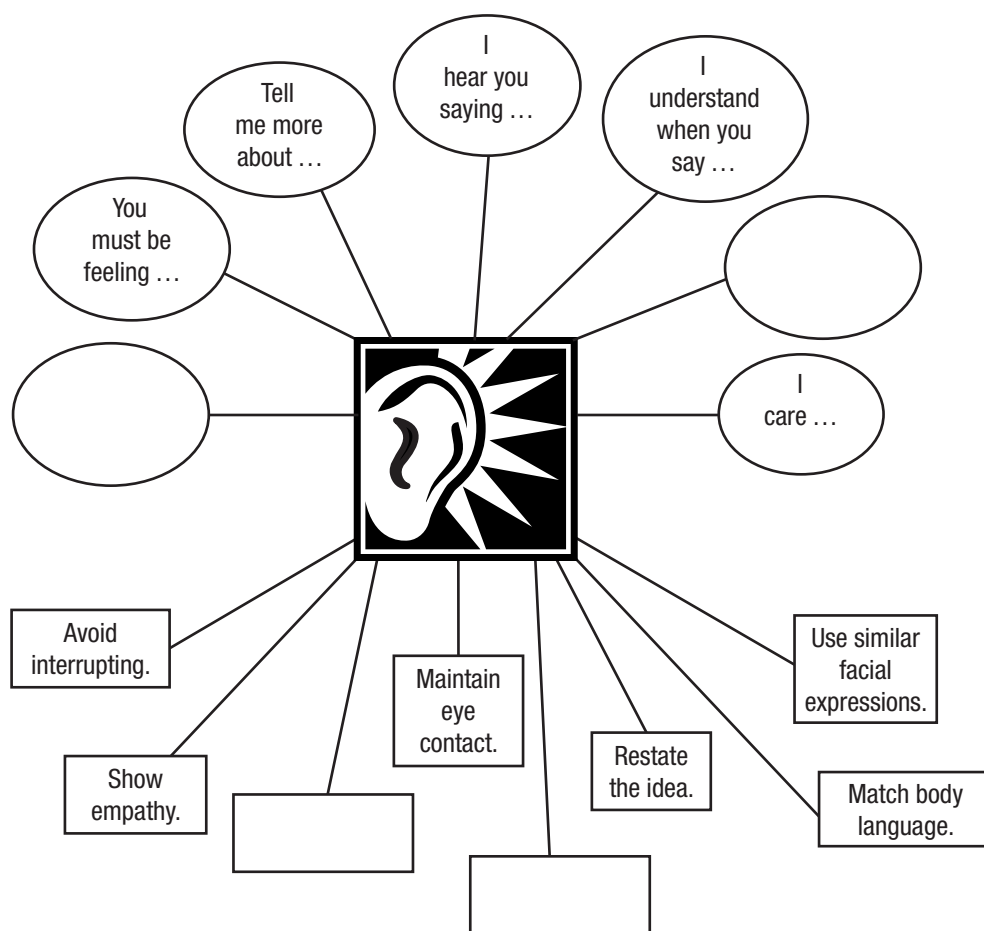
Good Times to Manage Impulsivity	Good Times to Be Impulsive

Hear Me?

Name _____ Class _____ Date _____

Hear Me?

At the top, the diagram lists statements a person might say to show understanding and empathy. At the bottom, it describes actions that display understanding and empathy. Read through both lists. Then fill in the empty speech bubbles and blank boxes with statements that demonstrate listening with compassion and empathy.



Bus Stop Dilemma

Name _____ Class _____ Date _____

Bus Stop Dilemma

Read through the scenario and determine what you would do in such a situation.

Imagine that you are driving down the road in your car on a wild, stormy night. You pass by a bus stop and see three people waiting for the bus. You just heard on the radio that all bus service has been canceled because of the storm.

The following people are at the bus stop:

1. An elderly lady who looks so ill she could possibly die.
2. An old friend who once saved your life.
3. The perfect partner you have been dreaming about.

You can transport only one person in your car. Which person would you choose? You could pick the elderly lady because she might die—you could save her life! But then again, you owe your old friend your life. This would be a perfect opportunity to pay your friend back. Then there is the perfect partner—you may never be able to find that person again! What would you do?

Your solution:

Thumbs Up, Thumbs Down, What If ...

Name _____ Class _____ Date _____

Thumbs Up, Thumbs Down, What If ...

Consider the idea below. Record your thoughts from a thumbs-up, or positive, perspective on the issue. Then record your thoughts from a thumbs-down, or negative, perspective. Finally, consider the idea as a starting point in a brainstorming session. Come up with new ideas that stem from the original.

Idea:

Every city should install a vast network of bicycle lanes so people can easily and safely bike to school, work, and other places they want to go.



Thumbs Up!



Thumbs Down!



What If ...

Name _____ Class _____ Date _____

Should I Stay or Should I Go?

In the space below, create a flowchart that shows your thought process as you discuss the following idea.

Students should be able to decide the age at which they may leave school.

Trophy Case

Name _____ Class _____ Date _____

Trophy Case

Suppose you are part of a group of three people who are in charge of creating a display to showcase the school's trophies and awards. Unfortunately, your partners completely disagree on how to go about the task. Review your partners' opinions, and then complete a flowchart showing how you might think through the situation and offer a compromise.

Partner A thinks: Let's do this as quickly and efficiently as possible. We don't have to create a fancy masterpiece. Let's just put a basic background in the case, then neatly put all the trophies and awards wherever they fit best.

Partner B thinks: Let's make a real statement! We can find newspaper clippings and photographs, and get special fabric and stands to display things. Maybe we could even create clay versions of our mascot to prop up the awards in different ways. I bet we can find an artist to help us add some graphic interest. Let me get a sketch pad ...

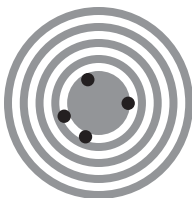

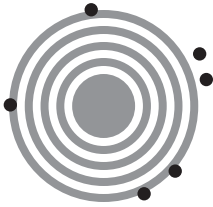
Clearly these two people have different ideas. Here's what I think:

Hitting the Target

Name _____ Class _____ Date _____

Hitting the Target

For each dartboard shown below, indicate whether the person tossing the darts was *accurate* or *precise*. Then explain your answer. In the last row, draw a dartboard that shows high accuracy and high precision.

Example	Accurate?	Precise?	Explain
			
			
			

My Terms

Name _____ Class _____ Date _____

My Terms

Use the following charts to record your own definitions and visual clues for the terms *accuracy* and *precision*. Use terms and images that will be memorable to you.

Accuracy

<p>To me, accuracy is ...</p>	<p>A diagram or sketch to help me remember accuracy:</p>
<p>An example to help me remember what accuracy means:</p>	<p>I have been accurate when:</p>

My Terms

Precision

To me, precision is ...	A diagram or sketch to help me remember precision:
An example to help me remember what precision means:	I have been precise when:

One example of a time when I was both accurate and precise:	One example of a time when I was neither accurate nor precise:
--	---

Exploring Meanings

Accurately Quoted

Name _____ Class _____ Date _____

Accurately Quoted

Below are some quotes related to the Habit of Mind called Striving for Accuracy and Precision. Discuss the quotes with a partner. Then write an example of how each quote is true for you.

On course doesn't mean perfect. On course means that even when things don't go perfectly you are still going in the right direction.

—George B. Leonard, writer

Only the mediocre are always at their best.

—Jean Giraudoux, French novelist, playwright, and diplomat

Name _____ Class _____ Date _____

Useful Tools

Read the following paragraphs and then answer the question that follows.

The ancient Egyptians strove for accuracy and precision when they built the pyramids. They developed the area of mathematics called geometry to ensure that their plan for the pyramids was accurate. Then they precisely followed their plan so the outcome was what they intended.

Similarly, Michelangelo designed the ceiling of the Sistine Chapel with precise sketches detailing the final outcome. As he worked on the ceiling, he was too close to it to see what he had already painted. As a result, he relied heavily on detailed plans to ensure that all parts fit together.

The Egyptians designed the tools of geometry to ensure their architecture was precise. Michelangelo used fine brushes with just a few hairs to add minuscule details that render his painting accurate to his plans.

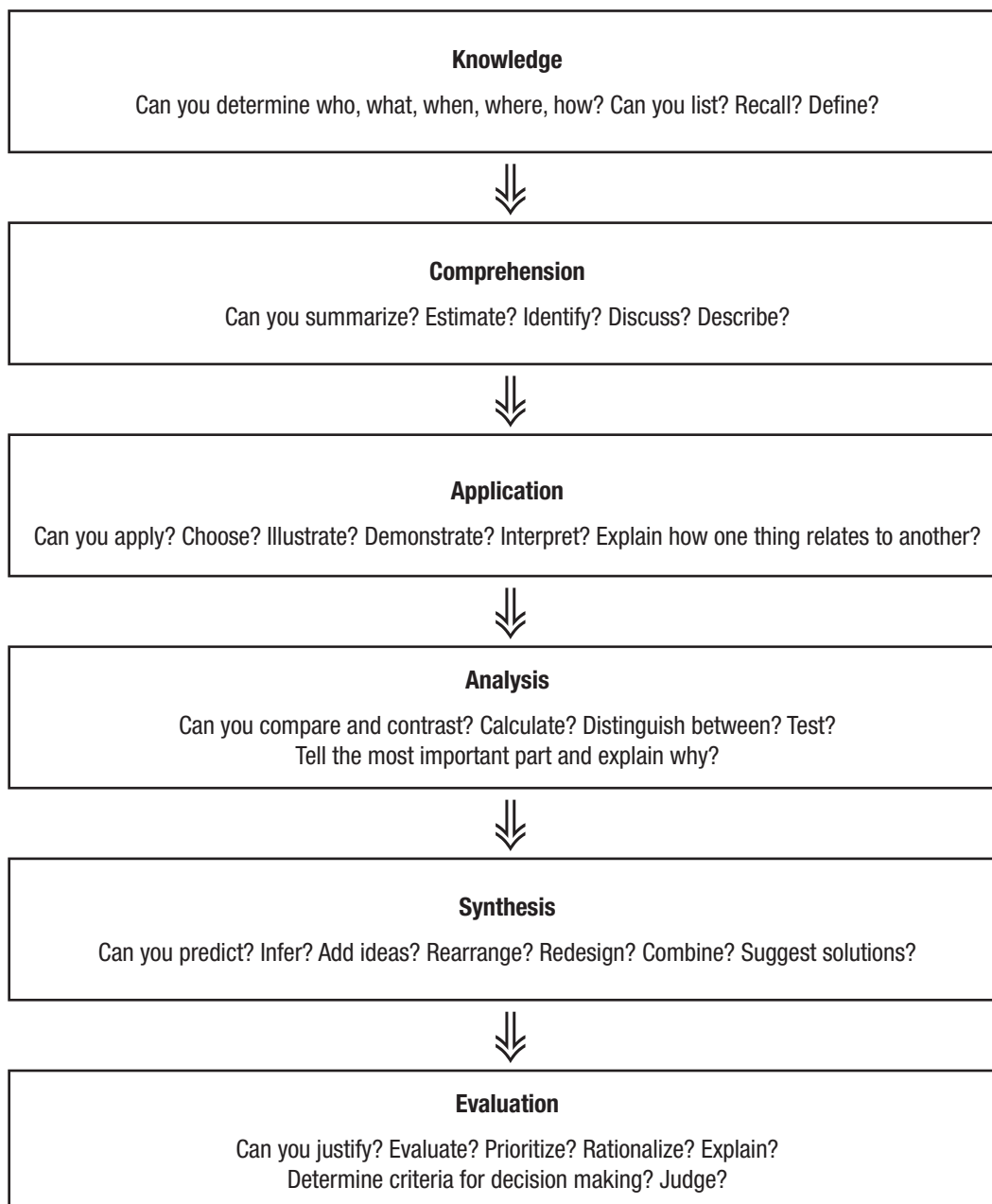
What tools and equipment do you use to help you work precisely? Describe the items and explain how you use them.

- 1.
- 2.
- 3.
- 4.

Bloom's Taxonomy

Name _____ Class _____ Date _____

Bloom's Taxonomy



Name _____ Class _____ Date _____

The Man on the Moon

Suppose the year is 1969. You are a well-regarded journalist who is about to be the first person to interview astronaut Neil Armstrong after his lunar landing. Read the following news report. Then use Bloom's taxonomy to write six progressively higher-order questions for the interview.

Man Arrives on the Moon!

As American astronaut Neil Armstrong set foot on the surface of the moon at 0256 GMT today, he said: "That's one small step for man, one giant leap for mankind." Twenty minutes earlier, Armstrong reported the lunar module's safe landing with these words: "Houston, Tranquility Base here. The Eagle has landed."

As television cameras installed on the Eagle recorded, Armstrong spent his first few minutes on the moon taking photographs and collecting soil samples. Fellow astronaut Edwin "Buzz" Aldrin joined Armstrong at 0315 GMT. The two astronauts jumped across the landscape and collected data before planting the American flag at 0341 GMT. They also delivered a plaque with President Nixon's signature and the following inscription: "Here men from the planet Earth first set foot upon the Moon in July 1969 AD. We came in peace for all mankind."

Interview Questions

1. Knowledge:
2. Comprehension:
3. Application:
4. Analysis:
5. Synthesis:
6. Evaluation:

Qualifications for Problem Solving

Name _____ Class _____ Date _____

Qualifications for Problem Solving

Answer the following questions to describe some of the characteristics of a good problem solver.

1. Name someone you know who is a good problem solver.
2. What makes this person good at solving problems?
3. What qualities are necessary for a person to be a good problem solver?
4. What skills are needed for a person to be a good problem solver?
5. What five Habits of Mind are most useful when solving problems? List the habits in order of usefulness and explain each choice.

No Mistakes

Name _____ Class _____ Date _____

No Mistakes

Read the following quote and answer the questions that follow.

I've never made a mistake. I've only learned from experience.

—Thomas A. Edison, inventor

1. What did Edison mean?

2. Do you agree or disagree with the quote? Justify your response.

Transferring Knowledge

Name _____ Class _____ Date _____

Transferring Knowledge

Things you learn at school are useful to you outside of school. Complete the following statements to describe knowledge you have gained or a skill you were taught at school that you have used, unprompted, outside of school.

1. Some knowledge I transferred was ...

2. I could use this knowledge again when ...

3. A skill I transferred was ...

4. I could use this skill again when ...

A Suit Challenge

Name _____ Class _____ Date _____

A Suit Challenge

List what you learned in the game about effective and not-so-effective ways of thinking and communicating with clarity and precision.

Effective Thinking and Communication Techniques	Not-So-Effective Thinking and Communication Techniques

Sensory Pathways

Name _____ Class _____ Date _____

Sensory Pathways

Complete the chart below by naming the type of sense for each pathway and then giving an example of how we use each sense to learn.

Sensory Pathway	Type of Sense	Example of How We Learn Through This Sense
Olfactory		
Gustatory		
Auditory		
Visual		
Tactile		
Kinesthetic		

Safari Field Trip

Name _____ Class _____ Date _____

Safari Field Trip

Record sensory details of the imaginary trip you took to Africa.

Sight	Hearing	Touch
Taste	Smell	Kinesthesia

The Blind Men and the Elephant

by John Godfrey Saxe (as cited in Linton, 1878)

It was six men of Indostan,
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approach'd the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
“God bless me! But the Elephant
Is very like a wall!”

The Second, feeling of the tusk,
Cried, “Ho! What have we here
So very round and smooth and sharp?
To me ’tis mighty clear,
This wonder of an Elephant
Is very like a spear!”

The Third approach'd the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
“I see,” quoth he, “the Elephant
Is very like a snake!”

The Fourth reached out an eager hand,
And felt about the knee:
“What most this wondrous beast is like
Is mighty plain,” quoth he,
“’Tis clear enough the Elephant
Is very like a tree!”

The Blind Men and the Elephant

The Fifth, who chanced to touch the ear,
Said, "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

MORAL:

So, oft in theologic wars
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean;
And prate about an Elephant
Not one of them has seen!

All in a Word

Name _____ Class _____ Date _____

All in a Word

Read the saying below and think about everything else you've learned in this lesson.

To know a taste it must be tasted, to know a dance it must be moved, to know a game it must be played, to know a role it must be acted, to know a goal it must be envisioned.

Now summarize your thoughts about the Gathering Data Through All Senses Habit of Mind in an essay. Limit your essay to 500 words.

Name _____ Class _____ Date _____

Whirling Sycamore Seeds

Read the following passage about Leonardo da Vinci. Then read on to think about your own “whirling sycamore seed.”

Leonardo da Vinci (1452–1519) may well be one of the most creative people who ever lived. As a child, he loved to observe birds in flight and falling objects. One such object that fascinated da Vinci was the sycamore seed. He watched in fascination as the seed gently whirled its way to the ground. Da Vinci took his observations and imagined how humans might apply similar concepts. Human flight was to da Vinci a great engineering dream. He sketched ideas for objects we recognize today as parachutes, gliders, airplanes, and helicopters. In fact, his helicopter sketches may have been based on his observations of sycamore seeds. Unfortunately, the technology of the time prevented da Vinci from obtaining materials that were both strong enough and lightweight enough to make his dream a reality. In fact, the lightweight engine didn’t become available until five centuries later. Nonetheless, da Vinci’s imagination has inspired some of the greatest inventions of all time.

Brainstorm ideas for something you would love to see invented. Then pick one idea and create sketches and a written description of your innovation.

Comparing

Name _____ Class _____ Date _____

Comparing

At the top of columns 2–4 of the following chart, list three features of a product you really like, one per column. In column 1, list several existing products that are similar to your invention. Then compare the products based on the three features you listed.

Product Name:	Feature 1:	Feature 2:	Feature 3:

Planning

Name _____ Class _____ Date _____

Planning

Use this worksheet to help you plan a terrific product.

Our product is designed for the following type of person:

The basic idea of this product is this:

It's going to look like this:

We need to keep these things in mind:

Additional thoughts:

Sketching

Name _____ Class _____ Date _____

Sketching

Use this space to sketch an overall plan for your product. Be sure to use pencil and have an eraser handy so you can revise your designs as you think about them.

Checking

Name _____ Class _____ Date _____

Checking

Use the following questions to evaluate your idea so far.

1. Is my idea practical?
2. Can this product be easily made?
3. Is my idea as simple as possible?
4. Is the product appropriate for my intended audience?
5. Is my idea original?
6. Will the product be easy to create or will it be complicated and expensive?
7. Will people want to use this product?
8. Can I do anything to make my product better?

Looking Afresh

Name _____ Class _____ Date _____

Looking Afresh

Read the following quotation. Then allow the words to inspire you to create something. You may wish to write a poem or an essay. Or perhaps you could create a sculpture or a painting.

Creativity, it has been said, consists largely of rearranging what we know in order to find out what we do not know. Hence, to think creatively, we must be able to look afresh at what we normally take for granted.

—George Kneller, philosopher

Use this space to plan your idea. For example, you could create an outline for your story or sketch your artwork.

Name _____ Class _____ Date _____

- An astrophysicist discovers a new planet.
- Sir Isaac Newton understands the concept of gravity via a falling apple.
- A Swiss mountaineer takes his dog for a walk and invents Velcro.
- Chocolate fudge inspires the design of a liquid-metal character in the science fiction movie *The Terminator*.
- Thomas Edison invents the lightbulb.

3. How might a person keep open to amazement?

Wonderful Quotes

Name _____ Class _____ Date _____

Wonderful Quotes

Choose one or more of the quotes below. Explain what each quote means to you. Then decide whether you agree 100 percent, 1 percent, or somewhere in between. Justify your thoughts.

You can do anything if you have enthusiasm. Enthusiasm is the yeast that makes your hopes rise to the stars. With it, there is accomplishment. Without it there are only alibis.

—Henry Ford, car manufacturer

Wonder, rather than doubt, is the root of knowledge.

—Abraham Joshua Heschell, rabbi and civil rights activist

One thing life has taught me: If you are interested, you never have to look for new interests. They come to you. When you are genuinely interested in one thing, it will always lead to something else.

—Eleanor Roosevelt, former first lady and politician

Types of Risk

Name _____ Class _____ Date _____

Types of Risk

Add two or three examples to each category or risk below.

Academic <i>This type of risk involves your studies and learning.</i>	Physical <i>This type of risk involves your physical well-being.</i>
<p>Should I study for every exam or just for the ones I am not confident about?</p> <p>Should I study only the subjects I think will get me into the best college program, or should I take the ones I enjoy the most?</p>	<p>Should I try bungee jumping even though it looks so dangerous?</p> <p>I'm not very athletic, but I'd like to try out for the basketball team.</p>
Social <i>This type of risk affects how you relate to others.</i>	Emotional <i>This type of risk involves your emotional well-being.</i>
<p>All my friends think smoking is cool, but all I can think about is bad breath, smelly clothes, and disease. Should I say what I think or keep my opinions to myself?</p> <p>Should I try harder to fit in and make more friends at school?</p>	<p>Should I talk to the person I like even though I don't know if she likes me?</p> <p>A person I have admired has asked me out. I would like to go but have a feeling he will not find me interesting. Should I cancel?</p>

To Risk or Not to Risk?

Name _____ Class _____ Date _____

To Risk or Not to Risk?

Ask yourself the following questions when you are calculating whether it is responsible or unwise to take a risk.

What good things could result from this decision?	What bad things could result from this decision?	What unlikely or unexpected things could result from this decision?

Explain the most likely outcome.

In light of these questions, is it responsible to take this risk? Yes / No / Maybe

Why Should We Laugh?

Name _____ Class _____ Date _____

Why Should We Laugh?

Match each quote below with the statement about finding humor that best fits.

QUOTE	QUOTE
<p><i>Laughter is the shortest distance between two people.</i> —Victor Borge, Danish entertainer and pianist</p>	Finding humor in a situation can lift our spirits and help us develop resilience.
<p><i>You can increase your brain power three- to fivefold simply by laughing and having fun before working on a problem.</i> —Doug Hall, author and inventor</p>	Finding humor in a situation can reduce stress, tension, and conflict.
<p><i>People are at their most mindful when they are at play. If we find ways of enjoying our work—blurring the lines between work and play—the gains will be greater.</i> —Ellen Langer, professor, Harvard University</p>	Finding humor in a situation can help us cope with unfamiliar circumstances.
<p><i>At the height of laughter, the universe is flung into a kaleidoscope of new possibilities.</i> —Jean Houston, writer and spiritualist</p>	Finding humor can allow us to see things in a new way.
<p><i>If you can laugh at it, you can live with it.</i> —Erma Bombeck, writer</p>	Finding humor can help people bond and enjoy experiences together.
<p><i>A person without a sense of humor is like a wagon without springs. It's jolted by every pebble on the road.</i> —Henry Ward Beecher, clergyman and abolitionist</p>	

An Opportunity to Play

Name _____ Class _____ Date _____

An Opportunity to Play

Use one of the quotes below as inspiration to write a short skit. Use the quote in the skit somewhere and be sure the skit demonstrates the Finding Humor Habit of Mind. The skit should be no longer than four minutes.

Fun is about as good a habit as there is.

—Jimmy Buffett, singer and songwriter

Laughter is an instant vacation.

—Milton Berle, comedian

You grow up the day you have your first real laugh at yourself.

—Ethel Barrymore, actress

Humor is a rubber sword—it allows you to make a point without drawing blood.

—Mary Hirsch, writer and humorist

The Touchstone of Reality

Name _____ Class _____ Date _____

The Touchstone of Reality

Read the quote below. What did Gandhi mean by these words? Rewrite the quote in your own words and then list several examples that illustrate Gandhi's message.

Interdependence is and ought to be as much the ideal of man as self-sufficiency. Man is a social being. Without interrelation with society he cannot realize his oneness with the universe or suppress his egotism. His social interdependence enables him to test his faith and to prove himself on the touchstone of reality.

—Mahatma Gandhi, campaigner for independence
for India through peaceful protest

I think Gandhi meant the following:

Here are three examples of Gandhi's message:

An Ideal School

Name _____ Class _____ Date _____

An Ideal School

Describe what your ideal school would look like outside and inside. How would it be structured? What would the school philosophy or basic approach to learning be?

Draw rough sketches of the school, highlighting important new features.

Feedback

Name _____ Class _____ Date _____

Feedback

Answer the following questions to evaluate your experience of sharing your ideas with a group.

Changing Ideas: Did you change your ideas in light of the feedback given? Explain.

Sharing Your Ideas: What was useful about sharing your thoughts with others?

How could you improve your style of giving feedback?

Receiving Feedback: Without using names, did you notice any strategies of offering feedback that were not comfortable for you? Describe those techniques.

Describe more productive alternatives to those techniques.

Thinking Interdependently: What advice would you give a team of people who are about to embark on a project together?

What qualities will they need to develop?

What skills will they need to develop?

Sharing Habits

Name _____ Class _____ Date _____

Sharing Habits

Select at least three Habits of Mind you think would be useful to have when working with groups. Explain why you think each is important. Then rank the habits in order of importance.

Helpful Habits of Mind for Group Activities	How This Habit of Mind Will Help	Rank
Persisting		
Managing Impulsivity		
Listening with Understanding and Empathy		
Thinking Flexibly		
Thinking About Thinking (Metacognition)		
Striving for Accuracy and Precision		
Questioning and Posing Problems		
Applying Past Knowledge to New Situations		
Thinking and Communicating with Clarity and Precision		
Gathering Data Through All Senses		
Creating, Imagining, and Innovating		
Responding with Wonderment and Awe		

Sharing Habits

Helpful Habits of Mind for Group Activities	How This Habit of Mind Will Help	Rank
Taking Responsible Risks		
Finding Humor		
Thinking Interdependently		
Learning Continuously		

Exploring Meanings

New Skills

Name _____ Class _____ Date _____

New Skills

Brainstorm a list of new skills you have learned in the past year or so. Consider things you’ve learned at school and beyond.

New skill	How did you feel about learning this skill?
1.	
2.	
3.	

Name _____ Class _____ Date _____

Learning Self-Evaluation

Check the statements below that are true about you.

- _____ I like learning new skills.
- _____ I like learning new skills only if they are related to something I'm interested in, such as sports or music.
- _____ I like learning new skills only if I can immediately see how they will help me.
- _____ I like learning new skills if I can use them to help other people.
- _____ I like learning about new technologies, such as the latest video games and cell phones.
- _____ I like learning new skills if the person showing me demonstrates them first.
- _____ I like learning new skills only if I get a chance to practice before I have to use them.
- _____ I like learning new skills only if I absolutely need to have those skills.

Name _____ Class _____ Date _____

Considering Quotations

Below are some quotes that relate to the Learning Continuously Habit of Mind. Provide an example of how each quote is relevant in your life.

Education is a progressive discovery of our own ignorance.

—Will Durant, historian and philosopher

Learn as if you were going to live forever. Live as if you were going to die tomorrow.

—Mahatma Gandhi, campaigner for independence
for India through peaceful protest

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

—Alvin Toffler, writer and futurist

Investigating Persistence

Name _____ Class _____ Date _____

Investigating Persistence

Sounds Like: When you are persisting, you might say to a friend ...

- 1.
- 2.
- 3.

Looks Like: When you see a friend persisting, he or she may be ...

- 1.
- 2.
- 3.

Feels Like: When you are persisting, you may think to yourself ...

- 1.
- 2.
- 3.

Meaning to Me: Define *persisting* with words or a picture.

Name _____ Class _____ Date _____

Marketing Persistence

Complete the following tasks to summarize your plans for a national advertising campaign promoting the Habit of Mind of Persisting.

<p>The logo I propose for this Habit of Mind is:</p>	<p>The rap song or jingle I propose for this Habit of Mind is:</p>
<p>The person I recommend to be spokesperson for this Habit of Mind is:</p> <p>Draw or add a picture of him or her if possible.</p>	<p>My other ideas for marketing the Habit of Mind of Persisting are:</p>

Persistence Rubric

Name _____ Class _____ Date _____

Persistence Rubric

Use the following rubric to reflect on your persisting abilities at any point in time. Add your own statements to the chart to further assess your abilities.

How regularly do you ...	Always	Usually	Sometimes	Seldom or Never
... stick to a challenge even when the answer isn't immediately obvious?				
... follow methods and processes to solve a problem?				
... find alternative ways to approach a problem when stuck?				
... find ways to bring your attention back when drifting off task?				
... keep focused on the end result even if you're not enjoying the task?				
... avoid distractions?				
... value the quality of your work or the end product?				
... independently work through problems or challenges?				

Name _____ Class _____ Date _____

Managing My Impulsivity

In your group, discuss the meaning of each of the quotes below and write your answers in the spaces provided. Next, decide which quotes your group prefers—that is, which make the most sense for the group—and indicate your ranking beside each quote, using 1 for your favorite, 2 for your second-favorite, and so on. Finally, create your group's own saying that explains what Managing Impulsivity means to you; write your quote at the bottom of the page and have a group representative write it on the board for comparison with sayings of other groups.

I count him braver who overcomes his desires than him who conquers his enemies; the hardest victory is the victory over self.

—Aristotle, ancient Greek philosopher

Before you start up a ladder, count the rungs.

—Yiddish proverb

Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment.

—Benjamin Franklin, U.S. founding father and statesman

Look twice before you leap.

—Charlotte Bronte, British writer

Caution is the eldest child of wisdom.

—Victor Hugo, French author

Your group's own saying about Managing Impulsivity:

I've Gotta Tell Ya ...

Name _____ Class _____ Date _____

I've Gotta Tell Ya ...

Finish the letter below. Keep in mind the need to balance urges to be impulsive and the need for some impulsivity in one's life.

Dear Drake,

You have been a good friend of mine for many years. I value your friendship. Because you mean a lot to me, I feel the need to write to you about an important issue. Yesterday you made an executive decision to spend the orchestra's money on an impromptu ice cream social for the entire school. The ice cream was fantastic and I had a wonderful time, but ...

Master of the Impulses

Name _____ Class _____ Date _____

Master of the Impulses

Think of someone you know who does a good job managing his or her impulsivity. Then answer the questions below.

1. A person who does a good job managing his or her impulsivity is:
2. Why is this person good at managing impulsivity? Explain.
3. What could you learn from this person to become a better manager of your impulses?
4. What strategy could you use to monitor your improvement in managing your impulses?

Observation Chart

Name _____ Class _____ Date _____

Observation Chart

Use this chart to observe and reflect on the behavior of one person listening to another. Add additional behaviors in the blank spaces provided if you wish.

Listening Behavior	Observation	Suggestion for Improvement
Eye contact		
Body language/posture		
Facial expression		
Paraphrasing		
Clarifying with questions		
Confirming nods or other gestures		
Timing		

Listening Skills to Apply

Name _____ Class _____ Date _____

Listening Skills to Apply

Areas to Develop

List three areas you will develop over the next month to improve your ability to listen with understanding and empathy. Then complete the action plan to help you stay on task.

1.

2.

3.

Action Plan to Improve Listening Skills in One Month

In order to improve my skills, I will do the following things:

I can seek assistance from these sources:

I can monitor my improvement in these ways:

"Great Thinking!" Research Project

Name _____ Class _____ Date _____

"Great Thinking!" Research Project

Answer the following questions to direct your research.

Research Project Details	
Whom am I going to research?	
Why did I choose this person or group?	
What is an example of this person's or group's flexible thinking?	
When did this happen?	
Where did this happen?	
What thinking strategies, techniques, or tools were used?	
What might have happened if flexible thinking had not been used in this situation?	

Name _____ Class _____ Date _____

Flexible Quotations

Think about the following quotations and how they might apply to the Thinking Flexibly Habit of Mind.

- *Only fools and dead men don't change their minds. Fools won't and dead men can't.*
—John H. Patterson, soldier and author

- *If you never change your mind, why have one?*
—Edward de Bono, writer and inventor

- *A person can grow only as much as his horizon allows.*
—John Powell, musician and composer

- *It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.*
—Isaac Asimov, science fiction author

- *There is nothing so confining as the prisons of our own perceptions.*
—William Shakespeare, playwright, in *King Lear*

The P-D-R Method

Name _____ Class _____ Date _____

The P-D-R Method

Use the Plan-Do-Review (P-D-R) model to think through a situation before attempting it.

Mission: Camp in the extreme wilderness for one month and live to tell about it.

Plan:

Do:

Review:

Thinking About Quoting

Name _____ Class _____ Date _____

Thinking About Quoting

Think about the following quotations. How might they apply to Thinking About Thinking?

- *When the mind is thinking it is talking to itself.*
—Plato, ancient Greek philosopher

- *If I look confused it's because I'm thinking.*
—Samuel Goldwyn, film producer

- *To read without reflecting is like eating without digesting.*
—Edmund Burke, 18th century Irish politician and writer

- *Once we know our weaknesses they cease to do us any harm.*
—Georg C. Lichtenberg, 18th century German scientist

This moment deserves your full attention, for it will not pass your way again.
—Dan Millman, gymnast

Name _____ Class _____ Date _____

Precision Professions Research Project

Answer the following questions to direct your research.

Research Project Details	
Which job am I going to research?	
In what way do people in this occupation need to be accurate and precise?	
How do people in this occupation train to be accurate and precise?	
Are there rules or laws that govern the level of accuracy and precision?	
What are the consequences for people in this occupation who are not accurate and precise?	
Describe a specific example of those consequences.	

Accuracy and Precision Y-Chart

Name _____ Class _____ Date _____

Accuracy and Precision Y-Chart

Use this chart to explore your thoughts about being in a profession where you must possess the Habit of Mind of Striving for Accuracy and Precision.

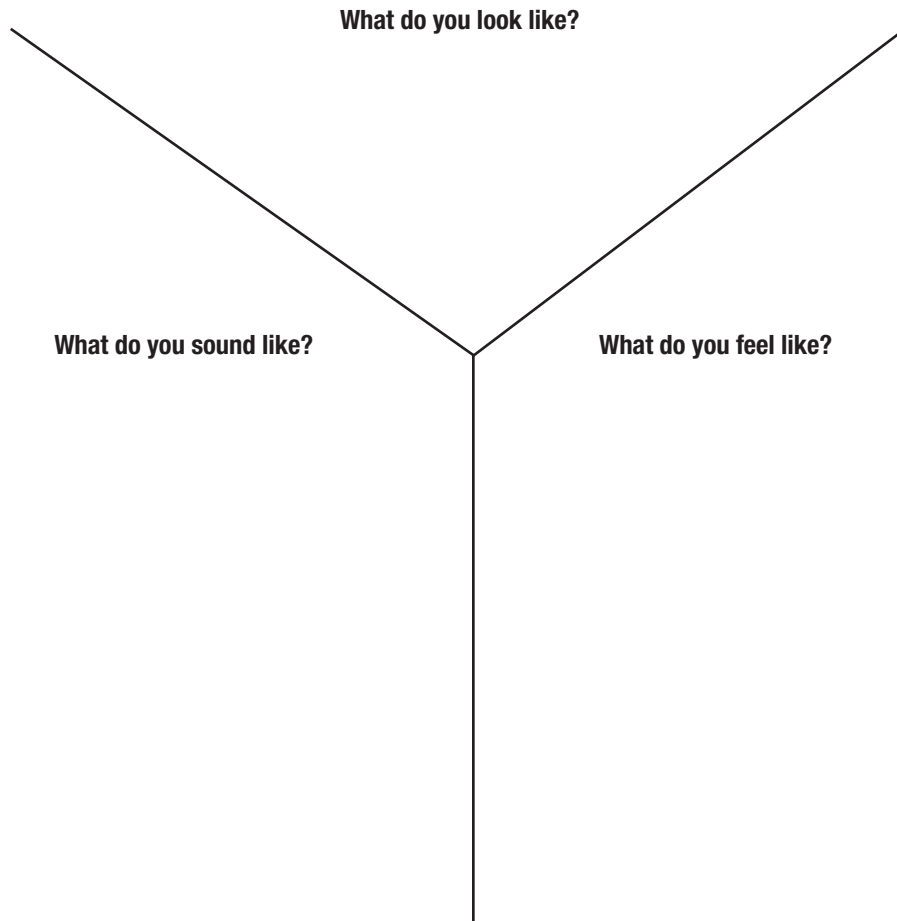
A Y-shaped diagram with three branches. The top branch is labeled "What do you look like?". The bottom-left branch is labeled "What do you sound like?". The bottom-right branch is labeled "What do you feel like?".

Questioning Y-Chart

Name _____ Class _____ Date _____

Questioning Y-Chart

Use this chart to explore your thoughts about the Habit of Mind of Questioning and Posing Problems.



What Is Beauty?

Name _____ Class _____ Date _____

What Is Beauty?

Pick at least one of the following questions to discuss and define as a group. Be aware of any new questions that arise in the process. Map your thought process as you discuss the question.

What is knowledge?

What is beauty?

Do I have free will?

What is truth?

What is consciousness?

What is justice?

Map your thought processes here:

Questions or Answers?

Name _____ Class _____ Date _____

Questions or Answers?

Read the following quotation, think about it for a moment, and then answer the questions that follow.

Judge a man by his questions rather than by his answers.

—Voltaire, 18th century French philosopher and writer

Questions

1. Rewrite the quotation in your own words:
2. To what extent do you agree with the quotation?
3. Name one or two people who ask good questions. Explain why you think so.
4. Do you judge a person by his or her questions? Explain.

Why, You Little ...!

Name _____ Class _____ Date _____

Why, You Little ...!

The following is a synopsis of the “Three Little Pigs” story. Discuss how the tale relates to the Habit of Mind of Applying Past Knowledge to New Situations.

Three Little Pigs

Three little pigs each decide to build a home. The first little pig makes a house of straw. A wolf comes along and blows his house down. The second little pig makes a house of sticks. The wolf blows that house down, too. The third little pig builds a house of bricks, and his two brothers come to his house to stay. The wolf tries to blow the house down but is not successful. He tries to trick the pig into coming out, but doesn't succeed. Finally, he climbs onto the roof and attempts to slide down the chimney to surprise the pig. The pig is waiting, though. He has boiled water in a pot in the fireplace. So when the wolf slides down the chimney, he lands in the boiling water. Then the pigs have the wolf for dinner!

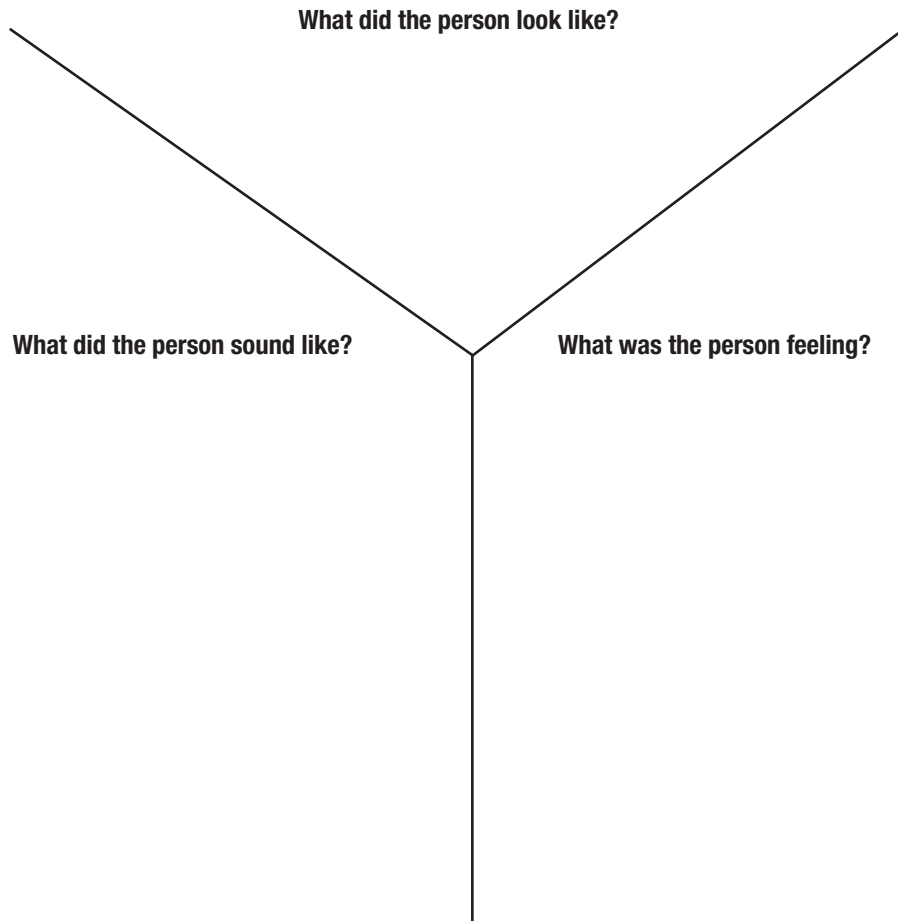
How does this story relate to the Habit of Mind of Applying Past Knowledge to New Situations?

Past Knowledge Y-Chart

Name _____ Class _____ Date _____

Past Knowledge Y-Chart

Use this chart to explore your thoughts about Applying Past Knowledge to New Situations.



K-W-L Chart

Name _____ Class _____ Date _____

K-W-L Chart

When you are about to start studying something new or are preparing for a test, complete this chart. Fill out the first two columns before you begin studying and fill out the last column after your studies.

What Do I <u>K</u> now Already?	What Do I <u>W</u> ant to Learn?	What Have I <u>L</u> earned?

On a Roll

Name _____ Class _____ Date _____

On a Roll

Sounds Like: When you are thinking and communicating with clarity and precision, your speech is ...

- 1.
- 2.
- 3.

Looks Like: When you see a friend thinking and communicating with clarity and precision, he or she seems ...

- 1.
- 2.
- 3.

Feels Like: When you are thinking and communicating with clarity and precision, you feel ...

- 1.
- 2.
- 3.

Meaning to Me: Define the Thinking and Communicating with Clarity and Precision Habit of Mind using words or a picture.

Fuzzy Language

Cut out the following statements and give them to half of your students for the Fuzzy Language game. Students should enact the following scenarios using nonspecific, imprecise language.

You are a coach talking to your team in the locker room. It is halftime, and your team is currently losing.	You are a teacher who is talking to a parent about the fact that every time her child attempts a science experiment, something blows up.
You are a professional boxer describing your technique for winning the national championship.	You are a coach talking to your team in the locker room. It is halftime, and your team is currently winning.
You are a dance instructor explaining a new move to a dancer over the phone.	You are telling your grandparent about what sort of puppy you would like her to get you for your birthday.
You want your parent to pick up you and your two friends at different locations and then drop you off at the skateboarding park at 3 p.m. and pick you up at 6 p.m.	You have commissioned a painting from an artist. You want the painting to be modern and colorful, but it should not include the colors red, orange, or yellow.
You are lost. You stop at a convenience store and ask the attendant for directions to a used car dealer at 5th & Arapahoe.	You are telling a friend to invite all of his friends to a party at the natural springs park on Blevins Road at 6 p.m. on Saturday.
You are a maintenance worker at a zoo. You are on the phone with the zoo manager explaining that someone opened all the cages and released the animals.	You are a deep-sea diver who just discovered the remains of a ship thought to be a 17th century pirate's schooner. You found gold, jewels, and weapons.
You are a professional musician who is describing your unique blend of rock and classic music to a record producer.	There is a large black bear trying to break in a window of your house and you are talking to a 9-1-1 operator.
You are a doctor who is telling a patient he contracted a fatal infectious disease during his last vacation to the rainforest. The patient has six months to live at best.	You are talking to the parent of a person you want to take out for dinner and a movie. Your date has requested that you make this call to get formal permission.

Thinking and Communicating Rubric

Name _____ Class _____ Date _____

Thinking and Communicating Rubric

Use the following rubric to determine how well you are thinking and communicating.
Add your own statements to the chart to further assess your abilities.

Do you ...	Always	Usually	Sometimes	Seldom	Never
communicate accurately in written form?					
communicate accurately when talking to other people?					
use precise terms in your speech?					
define unclear terms?					
use correct names?					
use universal labels and analogies?					
support statements with explanations, comparisons, quantification, and evidence?					
overgeneralize and exaggerate?					
leave out important information?					
distort information?					
use vague language such as “weird,” “nice,” “you know,” “OK,” “stuff,” “junk,” “things”?					
punctuate sentences with meaningless interjections such as “yeah,” “like,” “um,” and “uh”?					
use vague or general nouns and pronouns such as “ <i>They</i> told me to do it.” “ <i>Everybody</i> has one”?					
use unqualified comparisons such as “This book is <i>better</i> , I like it <i>more</i> ”?					

Seeing, Hearing, Doing

Name _____ Class _____ Date _____

Seeing, Hearing, Doing

Review each of the scenarios below. Describe how you could use the three listed senses.

Scenario	Visual Sense	Auditory Sense	Kinesthetic and Tactile Senses
Following directions to a new destination			
Using a new piece of software for the first time			
Convincing the student council the school should be recycling			
Returning a defective item to the store			
Purchasing a new outfit			
Improving your skills in a sport			

Expanding Capacities

Class Trip

Name _____ Class _____ Date _____

Class Trip

Imagine that you are going on a class trip and that you get to help choose what sort of trip it will be and where you will go. Perhaps you imagine a skiing vacation or a historical journey through the Roman remains of Italy. In the spaces below, outline where your class will go and how each of your senses can be best used to help you gather data about this place.

1. For our class trip we will go to

2. Our sense of smell will be useful here because

3. Our sense of sight will be useful here because

4. Our sense of hearing will be useful here because

5. Our sense of taste will be useful here because

6. Our sense of touch will be useful here because

7. Our sense of movement will be useful here because

Sensing on the Job

Name _____ Class _____ Date _____

Sensing on the Job

Describe how the following professionals use each sense to regularly help them on the job.

Sense	Firefighters	Writers	Astronauts
Touch			
Sight			
Sound			
Taste			
Smell			
Kinesthesia			

SCAMPER

Name _____ Class _____ Date _____

SCAMPER

Let the guidelines in this creative-thinking strategy inspire you to create something new.

	Term	Key Ideas to Keep in Mind	New Ideas
S	Substitute	Who else? What else? When else? Where else? Change components, venue, setting, context.	
C	Combine	Join together, blend, synthesize; merge audiences, markets, purposes.	
A	Adapt	Alter, modernize, put into a new situation, employ a new purpose, add a constraint.	
M	Modify	Change size, color, fabric, material, direction, length, meaning; make smaller or larger.	
P	Put to other uses	Find unusual ways of using, other places to use, new ways to use, emergency uses.	
E	Eliminate	Take pieces away, remove, eradicate.	
R	Rearrange or reverse	Put together in a different order or sequence; change layout, design, or pattern; change direction or values; invert.	

Name _____ Class _____ Date _____

Creativity + Innovation

Read the following statement. Then answer the questions that follow.

Creativity is a necessary, but not sufficient, resource for innovation.

Questions

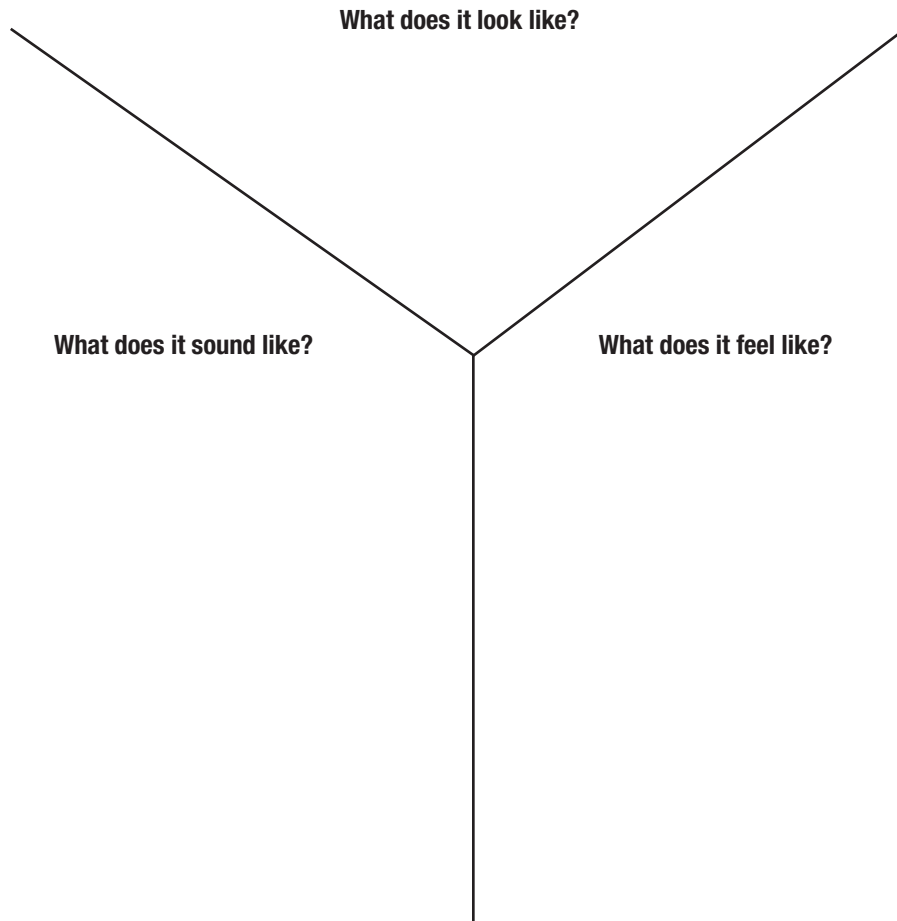
1. To what extent do you agree with the statement? Explain.
2. Rewrite the statement to explain in your own words what you believe to be the relationship between creativity and innovation.
3. Sketch, diagram, or create a flowchart to show the relationship between creativity and innovation.

Awesome Y-Chart

Name _____ Class _____ Date _____

Awesome Y-Chart

Use this chart to explore your thoughts about the Habit of Mind of Responding with Wonderment and Awe.



The diagram is a Y-shaped chart with three branches. The top branch is labeled "What does it look like?". The bottom-left branch is labeled "What does it sound like?". The bottom-right branch is labeled "What does it feel like?". The chart is designed for a student to write their thoughts about the Habit of Mind of Responding with Wonderment and Awe.

Fireworks

Name _____ Class _____ Date _____

Fireworks

Think about a time when you were so inspired, impressed, awed, or amazed by something that fireworks went off in your head. Then answer the questions below.



1. Describe a moment when you were inspired, impressed, amazed, awed, or full of wonder about something. What happened?
2. How did you feel? Explain.
3. Had you ever felt that way before or have you since? Explain.
4. How might a person keep himself or herself open to being amazed?

Jaspreet's Dilemma

Name _____ Class _____ Date _____

Jaspreet's Dilemma

Jaspreet said she would go on a date with Thomas. Analyze her situation below.

What good things could result from this decision?	What bad things could result from this decision?	What unlikely or unexpected things could result from this decision?
<p>Explain the most likely outcome.</p>		
<p>In light of these questions, is it responsible to take this risk?</p> <p>Yes _____ No _____ Maybe _____</p>		

Name _____ Class _____ Date _____

Investigating Finding Humor

Sounds Like: When you find humor, you might say to a friend ...

- 1.
- 2.
- 3.

Looks Like: When a friend is finding humor, he or she may be ...

- 1.
- 2.
- 3.

Feels Like: When you find humor, you may think to yourself ...

- 1.
- 2.
- 3.

Meaning to Me: Define the Habit of Mind of Finding Humor with words or a picture.

Finding Humor Rubric

Name _____ Class _____ Date _____

Finding Humor Rubric

Use the following rubric to reflect on your ability to find humor. Add your own statements to the chart to further assess your abilities.

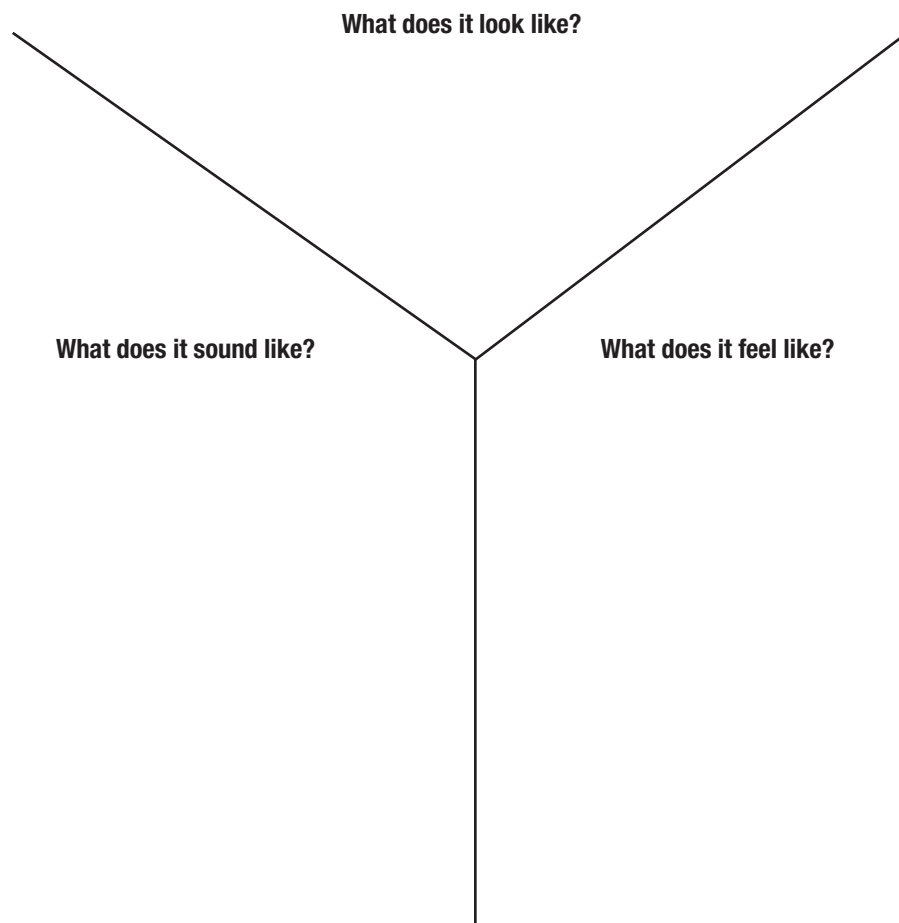
Do you ...	Always	Usually	Sometimes	Seldom	Never
look for a humorous way of engaging in a situation?					
perceive a situation from an original and interesting vantage point?					
initiate humor?					
place value on having a sense of humor?					
appreciate and seek to understand the humor of others?					
get verbally playful when interacting with others?					
have a whimsical frame of mind?					
find incongruity funny?					
perceive absurdities, ironies, and satire as funny?					
laugh at yourself?					
avoid laughing at ineptitude, injurious behavior, vulgarity, violence, profanity, or human differences?					
distinguish between situations that require compassion and those that are truly funny?					

Interdependence Y-Chart

Name _____ Class _____ Date _____

Interdependence Y-Chart

Use this chart to explore your thoughts about the Thinking Interdependently Habit of Mind.



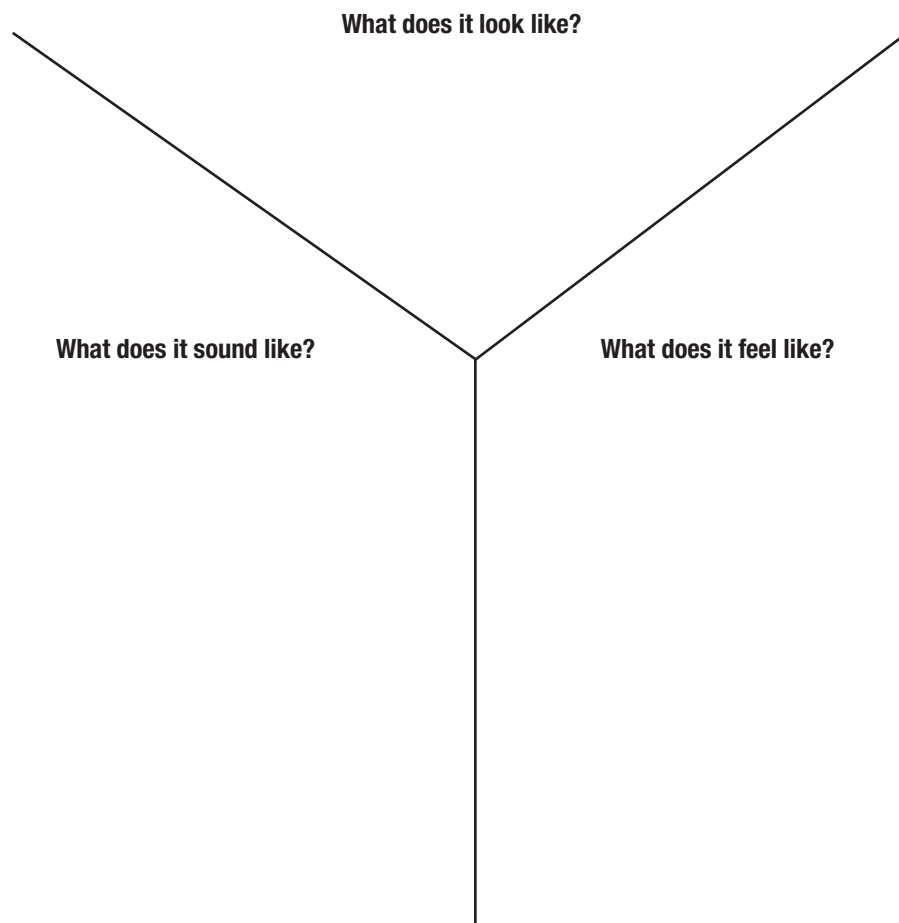
The diagram is a Y-shaped chart with three branches. The top branch is labeled "What does it look like?". The bottom-left branch is labeled "What does it sound like?". The bottom-right branch is labeled "What does it feel like?".

Keep Learning Y-Chart

Name _____ Class _____ Date _____

Keep Learning Y-Chart

Use this chart to explore your thoughts about the Habit of Mind of Learning Continuously.



Case Study of a World Leader

Name _____ Class _____ Date _____

Case Study of a World Leader

Ask a variety of questions, and then record your answers.

Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Increasing Alertness

Key Research Questions

Name _____ Class _____ Date _____

Key Research Questions

As you do your research, brainstorm questions that will help you learn more. The following are a few examples:

- Why was _____ famous?
- Why did many people respect him or her?
- What did _____ achieve in his or her lifetime?
- What lessons does _____ teach us?

Your Research Topic:

Questions:

Habits of Mind Research

Name _____ Class _____ Date _____

Habits of Mind Research

As you do your research, record notes on the Habits of Mind as you see them exemplified and put into practice.

Research Topic: _____

Habits of Mind: Part 1

Habit of Mind	Example	What did using this Habit of Mind achieve?
Persisting		
Managing Impulsivity		
Listening with Understanding and Empathy		
Thinking Flexibly		
Thinking About Thinking (Metacognition)		
Striving for Accuracy and Precision		
Questioning and Posing Problems		
Applying Past Knowledge to New Situations		

Habits of Mind Research, continued

Name _____ Class _____ Date _____

Habits of Mind Research, *continued*

Research Topic: _____

Habits of Mind: Part 2

Habit of Mind	Example	What did using this Habit of Mind achieve?
Thinking and Communicating with Clarity and Precision		
Gathering Data Through All Senses		
Creating, Imagining, and Innovating		
Responding with Wonderment and Awe		
Taking Responsible Risks		
Finding Humor		
Thinking Interdependently		
Learning Continuously		

Case Study of a Famous Person

Name _____ Class _____ Date _____

Case Study of a Famous Person

Ask a variety of questions, and then record your answers.

Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Increasing Alertness

Case Study of a Local Leader

Name _____ Class _____ Date _____

Case Study of a Local Leader

Ask a variety of questions, and then record your answers.

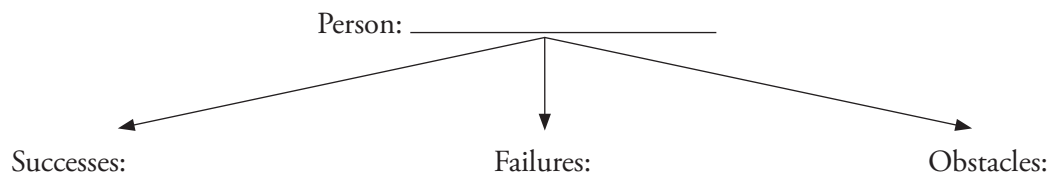
Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Obstacles on the Path

Name _____ Class _____ Date _____

Obstacles on the Path

Complete the following tree map to show successes, failures, and obstacles the subject of your research experienced on his or her path to success.



Which Habits of Mind helped this person overcome obstacles?	How did the Habits of Mind help this person?	What evidence supports your claim?

Profession Analysis

Name _____ Class _____ Date _____

Profession Analysis

The profession I am analyzing is: _____

Habits of Mind a person in this profession regularly uses	How this Habit of Mind relates to this job	Consequences if the Habit of Mind is not used

Increasing Alertness

Two Professions

Name _____ Class _____ Date _____

Two Professions

Use this worksheet to compare two professions that interest you.

The two professions I am comparing are

The similarities between Habits of Mind used in these professions are

The differences between Habits of Mind used in these professions are

Other similarities between these professions are

Other differences between these professions are

To better compare these professions, I would like to know more about

Career Action Plan

Name _____ Class _____ Date _____

Career Action Plan

List Habits of Mind most relevant to careers of interest to you. Then complete this action plan to help you develop those habits.

Habits of Mind I Can Develop to Prepare for These Careers

1.

2.

3.

My Action Plan to Improve These Habits of Mind in One Month

I will do these specific things:

I can seek assistance from these sources:

I can monitor my improvement in these ways:

Issue Analysis

Name _____ Class _____ Date _____

Issue Analysis

The issue I am analyzing is _____

Related Habits of Mind	Relevance of Habits of Mind	Consequences of Not Using Habits of Mind

Increasing Alertness

Case Study of a Local Issue

Name _____ Class _____ Date _____

Case Study of a Local Issue

Ask a variety of questions and then record your answers.

Questions	Answers
What?	
Where?	
When?	
Why?	
Who?	
How?	

Increasing Alertness

Key Research Questions

Name _____ Class _____ Date _____

Key Research Questions

As you do your research, brainstorm questions you would like to get answered in order to learn more. The following are a few examples:

- Why is this a problem?
- What are the short- and long-term consequences of this problem?
- What can be done to resolve this problem?
- Who is working on this issue?
- How widespread is the problem?

Your research topic:

Questions:

Teacher Evaluation of Student Checklist

Name _____ Class _____ Date _____

Teacher Evaluation of Student Checklist

This student is able to	Seldom	Sometimes	Usually	Consistently
Recognize increasingly diverse, complex, and novel situations in which to apply the Habits of Mind.				
Spontaneously draw forth appropriate Habits of Mind when confronted with ambiguous and perplexing situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, novel and complex situations in which to apply the Habits of Mind.				
Articulate the criteria upon which the decisions reflected in this review were made.				

Student Self-Evaluation Checklist

Name _____ Class _____ Date _____

Student Self-Evaluation Checklist

Complete this checklist to evaluate your progress in applying the Habits of Mind. In the blank rows, you can add areas you would like to be aware of and improve. Be honest with yourself!

I am able to	Seldom	Sometimes	Usually	Consistently
Recognize different and complex situations in which to use the Habits of Mind.				
Suggest which Habits of Mind are useful or relevant when looking at new situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, new and complex situations in which to apply the Habits of Mind.				
Explain why I would use certain Habits of Mind in a situation.				

Action Plan for Habits of Mind Development

Name _____ Class _____ Date _____

Action Plan for Habits of Mind Development

Pick one Habit of Mind competency that you would like to improve. Then create an action plan for improvement using the following form.

The competency I would like to improve is: _____

Action Plan to Improve This Competency in One Month

In order to improve, I will do these specific things:

I can seek assistance from these sources:

I can monitor my improvement in these ways:

Group Work Evaluation

Name _____ Class _____ Date _____

Group Work Evaluation

1. When I knew an idea I shared it with my group. 😊 😞
2. I encouraged others in my group. 😊 😞
3. I used people's names. 😊 😞
4. When I did not understand, I asked my partner. 😊 😞
5. When my partner did not understand, I helped. 😊 😞

Goal Setting:

What could you do to improve your group work?

Teacher Self-Reflection Tool

Habit of Mind	I am a teacher who ...
Persisting	Perseveres with challenging students and ensures all students have a depth of understanding and skills as a learner. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Managing Impulsivity	Uses wait time and the techniques of pausing, paraphrasing, and probing; I demonstrate thoughtfulness. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Listening with Understanding and Empathy	Actively listens to others; I make genuine attempts to understand where others are coming from and to perceive their points of view. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Flexibly	Is open to the points of view of others; changes plans and strategies when needed to better meet groups' needs; grasps the teachable moment to foster interest and achievement. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking About Thinking (Metacognition)	Is aware of my own thinking processes; I invest time in reflection; I model my thinking processes to those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Striving for Accuracy and Precision	Sets high standards in the things I do and in relations with others. I check for accuracy in written documents and communications. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Questioning and Posing Problems	Is skilled in composing and asking complex questions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Applying Past Knowledge to New Situations	Uses past experiences, resources, and knowledge to ensure good practice. I offer wide knowledge to support student learning. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking and Communicating with Clarity and Precision	Strives to be accurate in all communications. I use thinking verbs when giving instructions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Gathering Data Through All Senses	Stays alert to people and situations by gathering data through my senses. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Teacher Self-Reflection Tool

Habit of Mind	I am a teacher who ...
Creating, Imagining, and Innovating	Is creative and innovative in finding new ways and alternatives. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Responding with Wonderment and Awe	Is enthusiastic about my teaching, my students' learning, and new discoveries. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Taking Responsible Risks	Moves outside my comfort zone and becomes adventurous after thoughtful consideration. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Finding Humor	Can laugh with others and at myself; I do not take myself too seriously. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Interdependently	Works collaboratively with others; I can learn from those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Learning Continuously	Has the humility and pride to admit when I don't know something; I resist complacency. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Student Self-Assessment: Assess Your Persisting Skills

Rate your skills by circling a number from 1 to 10, with 1 representing the lowest level and 10 the highest level of development.

I can ...	Rating
stay on task.	1 2 3 4 5 6 7 8 9 10
use a broad range of strategies to solve a problem.	1 2 3 4 5 6 7 8 9 10
keep going until the solution is found.	1 2 3 4 5 6 7 8 9 10
keep going until the assignment is finished.	1 2 3 4 5 6 7 8 9 10
keep attempting new ways to solve a problem.	1 2 3 4 5 6 7 8 9 10
put up with frustration and confusion to achieve my goals.	1 2 3 4 5 6 7 8 9 10
refuse to quit even when it gets tough.	1 2 3 4 5 6 7 8 9 10
persevere even when answers or solutions are not immediately apparent.	1 2 3 4 5 6 7 8 9 10
enjoy the satisfaction of succeeding in a challenging new task.	1 2 3 4 5 6 7 8 9 10
keep trying even if something gets difficult.	1 2 3 4 5 6 7 8 9 10

Summary of 16 Habits of Mind

1. Persisting: <i>Stick to it.</i> Persevering in a task through to completion; remaining focused.	2. Managing Impulsivity: <i>Take your time.</i> Thinking before acting; remaining calm, thoughtful, and deliberative.
3. Listening with Understanding and Empathy: <i>Understand others.</i> Devoting mental energy to another person's thoughts and ideas; holding in one's own thoughts in order to perceive another's point of view and emotions.	4. Thinking Flexibly: <i>Look at it another way.</i> Being able to change perspectives, generate alternatives, and consider options.
5. Thinking About Thinking (Metacognition): <i>Know your knowing.</i> Being aware of one's own thoughts, strategies, feelings, and actions and their effects on others.	6. Striving for Accuracy and Precision: <i>Check it again.</i> A desire for exactness, fidelity, and craftsmanship.
7. Questioning and Posing Problems: <i>How do you know?</i> Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce data; finding problems to solve.	8. Applying Past Knowledge to New Situations: <i>Use what you learn.</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
9. Thinking and Communicating with Clarity and Precision: <i>Be clear.</i> Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, and deletions.	10. Gathering Data Through All Senses: <i>Use your natural pathways.</i> Gathering data through all the sensory pathways: gustatory, olfactory, tactile, kinesthetic, auditory, and visual.
11. Creating, Imagining, and Innovating: <i>Try a different way.</i> Generating new and novel ideas, fluency, and originality.	12. Responding with Wonderment and Awe: <i>Have fun figuring it out.</i> Finding the world awesome and mysterious and being intrigued with phenomena and beauty.
13. Taking Responsible Risks: <i>Venture out.</i> Being adventuresome; living on the edge of one's competence.	14. Finding Humor: <i>Laugh a little.</i> Finding the whimsical, incongruous, and unexpected; being able to laugh at oneself.
15. Thinking Interdependently: <i>Work together.</i> Being able to work with and learn from others in reciprocal situations.	16. Learning Continuously: <i>Learn from experiences.</i> Having humility and pride when admitting one doesn't know; resisting complacency.

Lesson Plan Template

Lesson Plan Template

Lesson Title:

Lesson Overview:

Objectives <ul style="list-style-type: none"> • • • • 	Materials Needed <ul style="list-style-type: none"> • • • •
Estimated Time Required	Notes

Suggested Sequence of Activities

- Motivational Activity:
- Core Activity:
- Reflection Activity:
- Synthesis Activity:
- Extension Activity:

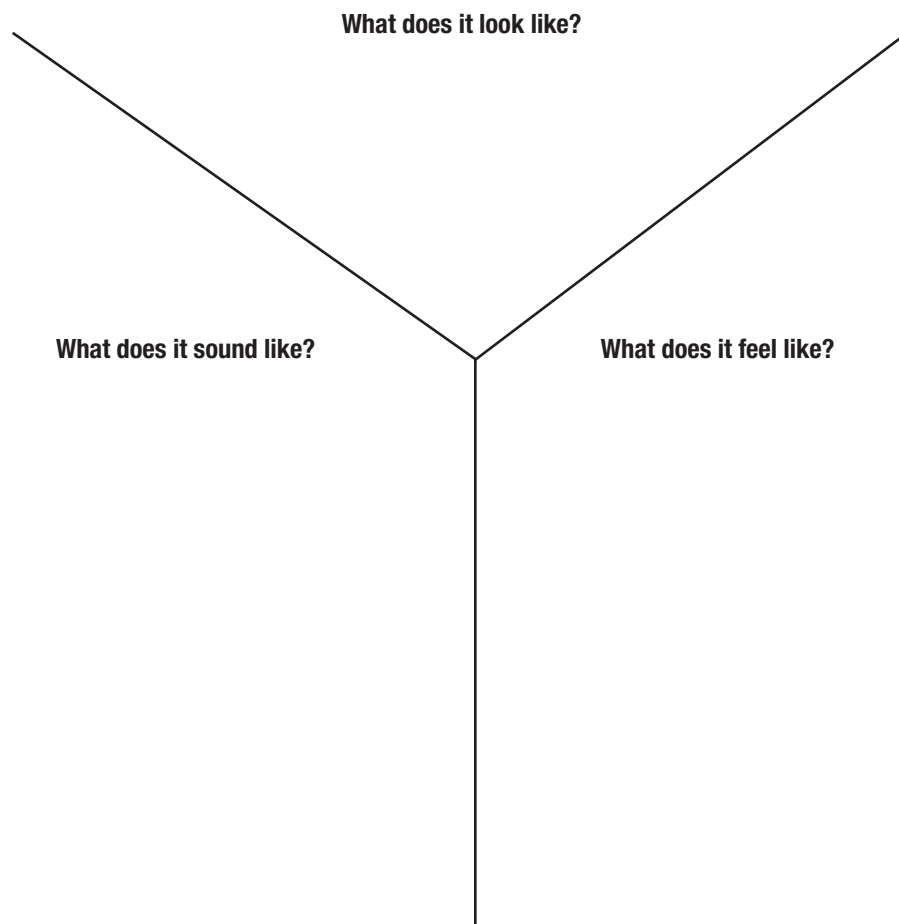
Y-Chart

Name _____ Class _____ Date _____

Y-Chart

You can use this chart to explore your thoughts about many different topics.

Topic:



The C-A-F Model: Consider All Factors

Name _____ Class _____ Date _____

The C-A-F Model: Consider All Factors

Use the C-A-F model when you need to make a decision. To consider all the relevant factors, brainstorm a list of questions to ask yourself. The following will get you started. You can add more. When you are finished brainstorming, answer the questions to help you make a decision.

Key Questions:

What factors are involved?

Who is affected by my decision?

Have I thought of everything?

Do I have everything I need?

The P-D-R Method: Plan-Do-Review

Name _____ Class _____ Date _____

The P-D-R Method: Plan-Do-Review

Use the Plan-Do-Review method to think through a situation before attempting it.

Example:

Mission: Camp in the extreme wilderness for one month and live to tell about it.

Plan:

Do:

Review:

K-W-L Chart

Name _____ Class _____ Date _____

K-W-L Chart

When you are about to start studying something new or are preparing for a test, complete this chart. Fill out the first two columns before you begin studying and fill out the last column after your studies.

What Do I Know Already?	What Do I Want to Learn?	What Have I Learned?

Case Study

Name _____ Class _____ Date _____

Case Study _____

Ask a variety of questions, and then record your answers.

Questions	Answers
Who?	
Where?	
When?	
Why?	
What?	
How? (Which Habits of Mind?)	

Key Research Questions

Name _____ Class _____ Date _____

Key Research Questions

As you do your research, brainstorm questions you would like to get answered in order to learn more. The following are a few examples:

- Why was this person famous?
- Why did many people respect this person?
- What did this person achieve in his or her lifetime?
- What lessons does this person teach us?

Your Research Topic:

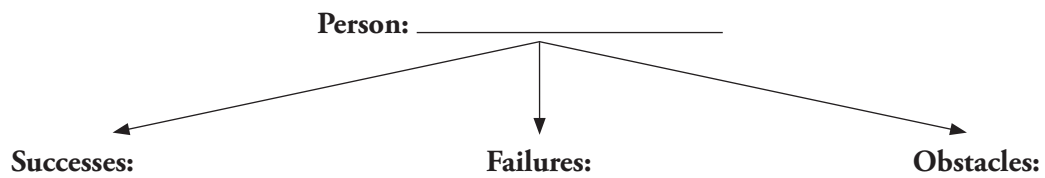
Questions:

Obstacles on the Path

Name _____ Class _____ Date _____

Obstacles on the Path

Complete the following tree map to show successes, failures, and obstacles that the subject of your research experienced on his or her path to success.



Which Habits of Mind helped this person overcome obstacles?	How did the Habits of Mind help this person?	What evidence supports your claim?

Issue Analysis

Name _____ Class _____ Date _____

Issue Analysis

The issue I am analyzing is: _____

Related Habits of Mind	Relevance of Habits of Mind	Consequences of Not Using Habits of Mind

Teacher Evaluation of Student

Student Name _____ Class _____ Date _____

Teacher Evaluation of Student

This student is able to	Seldom	Sometimes	Usually	Consistently
Recognize increasingly diverse, complex, and novel situations in which to apply the Habits of Mind.				
Spontaneously use appropriate Habits of Mind when confronted with ambiguous and perplexing situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, novel and complex situations in which to apply the Habits of Mind.				
Articulate the criteria upon which the decisions reflected in this review were made.				

Student Self-Evaluation

Name _____ Class _____ Date _____

Student Self-Evaluation

Use this checklist to evaluate your progress in applying the Habits of Mind. Be honest with yourself! In the blank rows, include additional areas you would like to be aware of and improve.

I am able to	Seldom	Sometimes	Usually	Consistently
Recognize different and complex situations in which to use the Habits of Mind.				
Suggest which Habits of Mind are useful or relevant when looking at new situations.				
Recognize a wide range of situations in which to apply the Habits of Mind.				
Recognize, without assistance, new and complex situations in which to apply the Habits of Mind.				
Explain why I would use certain Habits of Mind in a situation.				

Teacher Self-Reflection Tool

Habit of Mind	I am a teacher who ...
Persisting	Perseveres with challenging students and ensures all students have a depth of understanding and skills as learners. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Managing Impulsivity	Uses wait time and pausing, paraphrasing, and probing techniques; I demonstrate thoughtfulness. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Listening with Understanding and Empathy	Actively listens to others. I make genuine attempts to understand where others are coming from and perceive their points of view. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Flexibly	Is open to the points of view of others; changes plans and strategies when needed to better meet group needs; grasps the teachable moment to foster interest and achievement. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking About Thinking (Metacognition)	Is aware of my own thinking processes. I invest time in reflection; I model my thinking processes to those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Striving for Accuracy and Precision	Sets high standards in the things I do and in relations with others. I check for accuracy in written documents and communications. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Questioning and Posing Problems	Is skilled in composing and asking complex questions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Applying Past Knowledge to New Situations	Uses past experiences, resources, and knowledge to ensure good practice. I offer wide knowledge to support student learning. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking and Communicating with Clarity and Precision	Strives to be accurate in all communications. I use thinking verbs when giving instructions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Gathering Data Through All Senses	Stays alert to people and situations by gathering data through my senses. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Teacher Self-Reflection Tool

Habit of Mind	I am a teacher who ...
Creating, Imagining, and Innovating	Is creative and innovative in finding new ways and alternatives. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Responding with Wonderment and Awe	Is enthusiastic about my teaching, my students' learning, and new discoveries. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
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Finding Humor	Can laugh with others and at myself. I do not take myself too seriously. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Interdependently	Works collaboratively with others. I can learn from those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Learning Continuously	Has the humility and pride to admit when I don't know something. I resist complacency. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Student Self-Reflection Tool

Name _____ Class _____ Date _____

Student Self-Reflection Tool

Habit of Mind	I am a student who ...
Persisting	Perseveres with my studies to gain a depth of understanding and skills as a learner. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Managing Impulsivity	Controls impulses; stops and thinks before acting; demonstrates thoughtfulness. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Listening with Understanding and Empathy	Actively listens to others; makes genuine attempts to understand where others are coming from and perceive their points of view. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Flexibly	Is open to the points of view of others. I can change plans and strategies when needed to better meet group needs. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking About Thinking (Metacognition)	Is aware of my thinking processes and invests time in reflection. I can explain my thinking to others. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Striving for Accuracy and Precision	Sets high standards in the things I do and in relations with others. I check for accuracy in written documents and communications. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Questioning and Posing Problems	Is skilled in composing and asking complex questions. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Applying Past Knowledge to New Situations	Uses past experiences, resources, and knowledge to ensure good practice. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking and Communicating with Clarity and Precision	Strives to be accurate in written and oral communication. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Student Self-Reflection Tool

Habit of Mind	I am a student who ...
Gathering Data Through All Senses	Stays alert to people and situations by gathering data through my senses. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Creating, Imagining, and Innovating	Is creative and innovative in coming up with ideas and alternatives. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Responding with Wonderment and Awe	Is enthusiastic about learning and new discoveries. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Taking Responsible Risks	Can move outside my comfort zone and become adventurous after thoughtful consideration. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Finding Humor	Can laugh with others and at myself. I do not take myself too seriously. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Thinking Interdependently	Works collaboratively with others and can learn from those around me. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>
Learning Continuously	Looks for opportunities to learn and improve; is open to growth and change. <i>Rate yourself: 1 2 3 4 5 6 7 8 9 10</i>

Improving Habits

Name _____ Class _____ Date _____

Improving Habits

Select at least three Habits of Mind you need to improve. Explain why you think each is important. Then rank the habits in their order of importance.

Habits of Mind	How will this Habit of Mind help me?	Rank
Persisting		
Managing Impulsivity		
Listening with Understanding and Empathy		
Thinking Flexibly		
Thinking About Thinking (Metacognition)		
Striving for Accuracy and Precision		
Questioning and Posing Problems		
Applying Past Knowledge to New Situations		
Thinking and Communicating with Clarity and Precision		
Gathering Data Through All Senses		
Creating, Imagining, and Innovating		
Responding with Wonderment and Awe		
Taking Responsible Risks		
Finding Humor		
Thinking Interdependently		
Learning Continuously		

Action Plan for Habits of Mind Development

Name _____ Class _____ Date _____

Action Plan for Habits of Mind Development

Pick one Habit of Mind competency that you would like to improve. Then use this form to create an action plan for improvement.

The competency I would like to improve is _____

Action Plan to Improve This Competency in One Month

I will do these specific things:

I seek assistance from these sources:

I can monitor my improvement in these ways:

Rubric for Persisting

Name _____ Class _____ Date _____

Rubric for Persisting

Rating	Description
4 EXPERT: Unconsciously Competent	Does not give up no matter how difficult the solution is to find; has a repertoire of alternative strategies and will use them to find answers; evaluates the use of strategies, developing systematic methods for further use, including how to begin, steps to take, and relevant data to collect.
3 PRACTITIONER: Consciously Competent	Stays on task; develops a broad range of strategies and will use them when searching for an answer; does not give up until a solution is found or the assignment is finished.
2 APPRENTICE: Consciously Incompetent	Tries to complete tasks when answers are not readily available, but gives up easily if a task becomes difficult; fluctuates in staying focused for any length of time; uses few strategies to solve problems.
1 NOVICE: Unconsciously Incompetent	Does not complete any tasks; gives up easily; cannot think of or use strategies to solve problems.

Rubric for Managing Impulsivity

Name _____ Class _____ Date _____

Rubric for Managing Impulsivity

Rating	Description
4 EXPERT: Unconsciously Competent	Carefully evaluates situations and seeks advice from other sources before taking appropriate action; is a thorough and careful researcher; effectively gathers important information; sets clear goals and describes each step taken to achieve goals; schedules and monitors progress.
3 PRACTITIONER: Consciously Competent	Thinks and searches for more information before taking action; evaluates a situation before taking appropriate action; has clear goals and can describe steps needed to achieve goals.
2 APPRENTICE: Consciously Incompetent	Searches for obvious information and then acts on impulse; will seek more information only if needed and easily available; is developing some steps to gather information to form decisions; is beginning to make goals and taking a few steps to achieve goals.
1 NOVICE: Unconsciously Incompetent	Acts before thinking; says the first answer that comes to his or her mind; rushes ahead with incomplete or inadequate information; shows little inclination to gather further data to form decisions; has random goals and is unclear about the steps needed to achieve goals.

Rubric for Listening with Understanding and Empathy

Name _____ Class _____ Date _____

Rubric for Listening with Understanding and Empathy

Rating	Description
4 EXPERT: Unconsciously Competent	Is an attentive listener; demonstrates an understanding of other people's ideas via accurate paraphrasing, building upon statements, clarifying statements, or providing examples.
3 PRACTITIONER: Consciously Competent	Is an attentive listener; shows understanding and empathy for other people's ideas; is able to paraphrase and question to develop further understanding.
2 APPRENTICE: Consciously Incompetent	Is easily distracted and not a consistent listener; is able to repeat some parts of what has been said; has difficulty with other people, either because of a lack of comprehension or because of ridiculing, putting down, or mocking other people's ideas.
1 NOVICE: Unconsciously Incompetent	Is easily distracted from listening by outside and classroom noises; interrupts, daydreams; loses focus; can't paraphrase any part of spoken words.

Rubric for Thinking Flexibly

Name _____ Class _____ Date _____

Rubric for Thinking Flexibly

Rating	Description
4 EXPERT: Unconsciously Competent	Looks at situations creatively and makes useful evaluations; values the opinions of other people and can incorporate or adjust thinking to accommodate new perspectives; consistently explores many alternatives when approaching tasks; illustrates diversity, originality, and effectiveness in ideas and solutions.
3 PRACTITIONER: Consciously Competent	Sees a variety of ways to view a situation and can make a supportive evaluation of each viewpoint; sees the points of view of other people; consistently generates alternative ways of approaching tasks and analyzes how those alternatives will affect tasks; shows some originality in approaching tasks.
2 APPRENTICE: Consciously Incompetent	Will occasionally view and describe different ways to see a situation; sees only his or her own perspective; sporadically generates alternative ways of approaching tasks with originality.
1 NOVICE: Unconsciously Incompetent	Looks at situations in only one way; doesn't generate alternative ideas and cannot see alternative ways of approaching tasks.

Rubric for Thinking About Thinking (Metacognition)

Name _____ Class _____ Date _____

Rubric for Thinking About Thinking (Metacognition)

Rating	Description
4 EXPERT: Unconsciously Competent	Describes steps of thinking in detail when solving problems or doing other mental tasks; explains in detail how and why metacognition helped improve work and learning; describes a plan before solving a problem; monitors steps and develops strategies while working; reflects on the efficiency of strategies and will improvise and develop further as needed.
3 PRACTITIONER: Consciously Competent	Describes thinking while problem solving, posing questions, making inferences, or reaching a conclusion; can explain how and why metacognition helped improve work or learning.
2 APPRENTICE: Consciously Incompetent	Includes sparse or incomplete information when describing thoughts on a topic; has difficulty coming to conclusions, formulating opinions, and recalling information in depth; is inconsistent when linking concepts, thinking sequentially, and solving problems.
1 NOVICE: Unconsciously Incompetent	Is confused about the relationship between thinking and problem solving; sees no link between thinking and learning; is unable to describe thinking when asked to reflect, recall, infer, provide an opinion, or suggest a solution; frequently answers, "I don't know."

Rubric for Striving for Accuracy and Precision

Name _____ Class _____ Date _____

Rubric for Striving for Accuracy and Precision

Rating	Description
4 EXPERT: Unconsciously Competent	Always checks for accuracy and precision without being asked; always takes great care with a project, assignment, or assessment work; ensures all completed work is free of errors; sets a standard of excellence in all areas of his or her school life (academic, athletic, creative); strives to meet or exceed expectations in all areas.
3 PRACTITIONER: Consciously Competent	Checks work for accuracy; takes the time and care to check over work so that it is completely free of errors; sets high standards for accurate work and maintains those standards.
2 APPRENTICE: Consciously Incompetent	Is beginning to check work for errors and correct these errors when prompted; is showing some improvement in handing in work that shows some care has been taken to be more accurate and precise.
1 NOVICE: Unconsciously Incompetent	Does not and will not see errors in work; is doing incomplete, incorrect, and careless work; is settling for minimum effort rather than investing time and attention; will not take the time to revisit work to correct errors.

Rubric for Questioning and Posing Problems

Name _____ Class _____ Date _____

Rubric for Questioning and Posing Problems

Rating	Description
4 EXPERT: Unconsciously Competent	Asks questions out of curiosity, intrigue, and interest; knows how to ask appropriate questions and has strategies in place to solve problems; uses questions to make causal connections and relationships; has a wide range and repertoire of question types.
3 PRACTITIONER: Consciously Competent	Asks appropriate questions and has strategies to solve problems; has a wide range of question types.
2 APPRENTICE: Consciously Incompetent	Is beginning to question and problem-solve; is developing strategies; is able to use a small range of question types.
1 NOVICE: Unconsciously Incompetent	Is oblivious to questions that arise in situations; cannot pose a simple problem or formulate a question; lacks strategies to search for or find a solution; is unaware of functions, types, or intentions in questions and questioning.

Rubric for Applying Past Knowledge to New Situations

Name _____ Class _____ Date _____

Rubric for Applying Past Knowledge to New Situations

Rating	Description
4 EXPERT: Unconsciously Competent	Always builds a knowledge structure by revisiting previous information and drawing it forth; is able to use past knowledge and experiences as data to support, theories to explain, or processes to solve new challenges; transfers and applies information from past knowledge to new situations; modifies and develops new information from past knowledge, both inside and outside of school.
3 PRACTITIONER: Consciously Competent	Uses past knowledge as a framework to incorporate new information; uses prior knowledge to solve new challenges both in and out of school curriculum-based work.
2 APPRENTICE: Consciously Incompetent	Is recalling past information; will sometimes use prior knowledge to help solve simple challenges but becomes confused with more difficult situations; has difficulty transferring past knowledge across all areas of school life.
1 NOVICE: Unconsciously Incompetent	Is unsure of using past knowledge as a basis for learning new things; begins a new task as if it were being approached for the first time; cannot remember recent experiences; treats each event in life as separate, making no connections with what has come before and no relationship to what follows.

Rubric for Thinking and Communicating with Clarity and Precision

Name _____ Class _____ Date _____

Rubric for Thinking and Communicating with Clarity and Precision

Rating	Description
4 EXPERT: Unconsciously Competent	Always uses precise language; speaks and writes with precision in all subjects, elaborating on ideas and thoughts and using concise and descriptive language; is able to coherently state reasons for generalizations and provide data to support conclusions.
3 PRACTITIONER: Consciously Competent	Uses precise language in everyday speech; is able to clearly and effectively communicate thoughts using accurate language; is able to support statements with explanations, comparisons, and evidence.
2 APPRENTICE: Consciously Incompetent	Is beginning to use correct terms, labels, and names for ideas and objects; is broadening descriptive vocabulary such that similes and comparisons are used when prompted; is developing oral and written sentence structures.
1 NOVICE: Unconsciously Incompetent	Uses vague language to describe thoughts; speaks and writes in phrases rather than in complete sentences; punctuates communication with meaningless interjections such as “um,” “er,” and “uh” and names specific objects with nondescriptive words such as “stuff,” “junk,” and “things”; uses unqualified comparatives such as “I like lunch better.”

Rubric for Gathering Data Through All Senses

Name _____ Class _____ Date _____

Rubric for Gathering Data Through All Senses

Rating	Description
4 EXPERT: Unconsciously Competent	Has strong powers of perception; efficiently and collectively engages and explores all the senses for observation and information gathering; has sensory pathways that are open, alert, and ready to absorb more information from the environment.
3 PRACTITIONER: Consciously Competent	Efficiently and collectively uses several senses to make observations and gather information.
2 APPRENTICE: Consciously Incompetent	Is beginning to use more than one sense to gather and present information; is beginning to notice and describe some textures, rhythms, and other sensory materials.
1 NOVICE: Unconsciously Incompetent	Has dull and sluggish senses; is oblivious to the textures, rhythms, patterns, sounds, and colors around him or her.

Rubric for Creating, Imagining, and Innovating

Name _____ Class _____ Date _____

Rubric for Creating, Imagining, and Innovating

Rating	Description
4 EXPERT: Unconsciously Competent	Thinks outside the box; has a variety of creative strategies to call upon; enjoys generating creative solutions; examines alternative possibilities from many angles; has an active imagination; strives to find new, inventive ways to work on a task; expands the possibility of creative insight by researching a topic in great detail; is eager to seek advice and use the ideas of others to find solutions; frequently reflects and uses metacognition; offers detailed feedback about whether ideas are acceptable; uses a variety of media to present ideas and projects.
3 PRACTITIONER: Consciously Competent	Generates new ideas to solve problems; develops and uses several strategies to complete tasks; is inventive; does detailed research; generates options and possibilities from attained knowledge; finishes the task no matter the length of time; shows well-developed reflection and metacognition skills.
2 APPRENTICE: Consciously Incompetent	Is beginning to volunteer one or two imaginative ideas; is increasingly developing strategies; needs encouragement to develop creative thinking; will stop persisting if answer is not gained after a short time; is developing metacognition with guidance.
1 NOVICE: Unconsciously Incompetent	Says things such as, "I was never good at art," "I can't draw," "I'm not creative," and "I can't." Has no strategies to call upon for new ideas; is afraid to be creative; will not seek alternative methods for solving new problems.

Rubric for Responding with Wonderment and Awe

Name _____ Class _____ Date _____

Rubric for Responding with Wonderment and Awe

Rating	Description
4 EXPERT: Unconsciously Competent	Is actively aware of his or her surroundings and takes great care in protecting and conserving them; is very observant and derives pleasure from thinking and seeking answers to questions that stem from observations; has compassion and empathy for other life forms; is enraptured with awesome phenomena, intriguing situations, and jaw-dropping experiments.
3 PRACTITIONER: Consciously Competent	Is aware of his or her surroundings and understands the need to protect the environment; is developing an enthusiasm and passion about the physical world and will seek answers to inquiries with increasing independence; has respect and awe for other life forms.
2 APPRENTICE: Consciously Incompetent	Is making more detailed observations; has a developing curiosity and is asking questions about the immediate environment; is developing respect and empathy for other life forms.
1 NOVICE: Unconsciously Incompetent	Has no desire to learn about the world; does not search for knowledge; has limited observation skills and no eye for detail.

Rubric for Taking Responsible Risks

Name _____ Class _____ Date _____

Rubric for Taking Responsible Risks

Rating	Description
4 EXPERT: Unconsciously Competent	Always draws on past knowledge; applies considerable thought to consequences; has a well-trained sense of what is appropriate; knows the difference between taking a risk and taking a responsible risk; does not fear failure and will go beyond established limits to tackle challenging tasks, even when success is uncertain.
3 PRACTITIONER: Consciously Competent	Draws on past knowledge and thinks flexibly when considering risk factors; educates himself or herself about risks and curbs impulsiveness; accepts setbacks, confusion, and uncertainty as a natural part of a process that leads to a final outcome.
2 APPRENTICE: Consciously Incompetent	Begins to attempt some responsible risks but only if the correct outcome is within easy reach; is trapped by fear and mistrust; is reluctant to accept the challenge of a process in order to find an answer.
1 NOVICE: Unconsciously Incompetent	Will not take risks because the fear of failure is far greater than the desire for venture or adventure; will not play games, attempt new learning, or make new friendships because of a fear of losing, being wrong, or looking stupid.

Rubric for Finding Humor

Name _____ Class _____ Date _____

Rubric for Finding Humor

Rating	Description
4 EXPERT: Unconsciously Competent	Can see the humorous side of things and create a positive or productive outlook no matter how devastating a situation; is very quick-witted and uses humor to raise the spirits of self and others; is competent at generating funny stories, metaphors, and puns; is quick to laugh at herself or himself and with others.
3 PRACTITIONER: Consciously Competent	Knows the difference between clowning around and using humor to increase productivity; is able to diffuse situations by adding appropriate humor; tends to use humor; appreciates and understands the humor of others; laughs often at himself or herself and with others; doesn't use humor at inappropriate times.
2 APPRENTICE: Consciously Incompetent	Is beginning to find humor in some situations; is beginning to move away from offensive humor; is starting to not take himself or herself too seriously; is beginning to appreciate the humor of others without becoming defensive or offended; is learning to distinguish between appropriate and inappropriate humor.
1 NOVICE: Unconsciously Incompetent	Cannot laugh at self; distorts humor in cases of human differences, ineptitude, injurious behavior, vulgarity, violence, and profanity; uses humor at inappropriate times.

Rubric for Thinking Interdependently

Name _____ Class _____ Date _____

Rubric for Thinking Interdependently

Rating	Description
4 EXPERT: Unconsciously Competent	Is always empathetic to others in the group; always devotes energy to enhancing group resourcefulness; is always working for the common cause, putting aside independence and ego for the betterment of the group; is all about “we” and “us,” not “I” or “me”; is always a team player; focuses on analysis, synthesis, and the evaluation of tasks at hand.
3 PRACTITIONER: Consciously Competent	Is empathetic to others in the group; is an active participant and works for the common cause of the group; is increasingly more interdependent and sensitive to the needs of others.
2 APPRENTICE: Consciously Incompetent	Is beginning to contribute to the group; prefers to let others do most of the work; rarely contributes to discussions or participates in active tasks; will opt for working alone if group dynamics become difficult.
1 NOVICE: Unconsciously Incompetent	Lacks social skills; feels isolated and prefers solitude; says things like “Leave me alone; I’ll do it myself,” “They don’t like me,” or “I want to be alone.”

Rubric for Learning Continuously

Name _____ Class _____ Date _____

Rubric for Learning Continuously

Rating	Description
4 EXPERT: Unconsciously Competent	Is always open to continuous learning; is always inquisitive about the world and constantly searching for new and better methods and ideas; is always striving for improvement and is prepared to modify and change thinking when new evidence is substantiated; shows humility, commitment, and awe in learning.
3 PRACTITIONER: Consciously Competent	Is open to continuous learning; has a questioning mind and is eager and inquisitive to learn about the world; strives for improvement and is prepared to modify learning most of the time; is committed; finds opportunities to be amazed; is developing humility in learning.
2 APPRENTICE: Consciously Incompetent	Is developing an interest in the world; shows some continuous learning in areas of interest but is inclined to give up on expanding ideas if new information isn't readily available.
1 NOVICE: Unconsciously Incompetent	Does not like learning; shows no interest in independent learning; cannot correctly recall information; lacks questioning, researching, and curiosity skills.