



## Review

What remains from last week?

What did you try to implement this week? How did it go?

## Guiding Scriptures

Matthew 7:24-27

*Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock. The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock. But everyone who hears these words of mine and does not put them into practice is like a foolish man who built his house on sand. The rain came down, the streams rose, and the winds blew and beat against that house, and it fell with a great crash.*

John 14:15-16

## Habit Formation

*“Every day, every hour, the parents are either passively or actively forming those habits in their children upon which, more than upon anything else, future **character** and conduct depend.”* Charlotte Mason (Vol 1, p. 118)

*“The mother who takes pains to endow her children with good habits secures for herself smooth and easy days; while she who lets their habits take care of themselves has a weary life of endless friction with the children.”* CM (Vol. 1, pg. 136)

*“Caring about how habits are shaping your family is not legalistic. What would be legalistic is saying that God loves you more because of your habits. Or that you can earn your salvation by picking the right habits. You can’t. And thank God, you don’t need to! **Our habits won’t change God’s love for us, but God’s love for us can and should change our habits.**”* Justin Whitmel Earley from Habits of the Household

*“Think about it: character is a result of habit. If a person is known for being truthful—having a truthful character—it’s because he is habitually truthful, not truthful only once in a while or only when he feels like it. **Your heart follows your habit.**”* Justin Whitmel Earley from Habits of the Household

*“Habit is inevitable. If we fail to ease life by laying down habits of right thinking and right acting, habits of wrong thinking and wrong acting fix themselves of their own accord”* CM (Vol. 6, p. 101)



*“As has been well said, ‘Sow an act, reap a habit; sow a habit, reap a character; sow a character, reap a destiny’ ” CM (Vol. 2, p. 124)*

*“Strong as nature is, habit is not only as strong, but tenfold as strong” CM (Vol. 1, p. 105)*

*“The child is born, doubtless, with the tendencies which should shape his future; but every tendency has its branch roads, its good or evil outcome; and to put the child on the **right track for the fulfillment of the possibilities inherent in him**, is the vocation of the parent.” CM (Vol 1, pp.108, 109)*

*“If you practice to build mastery of a series of skills intentionally, you can master surprisingly complex tasks and in so doing **free your active cognition to engage with other important tasks.**” Doug Lemov, Erica Woolway, and Katie Yezzi, Practice Perfect*

*“Authority intervenes with loving strength. It is the opposite of sitting on the sideline and making a request. We are not politely petitioning our children to consider our point of view, we are parenting them. This means we have a relational role to stand in, not just thoughts to offer. For their sake, we need to embrace the reality that we are in charge and that is exactly what they need.*

*This is so important for protecting them from the consequences of their own destruction. Good parental authority protects them and the world from themselves. But even more, being authoritative in discipline is also about reinforcing a theological reality: a child is not autonomous. No one is. No one should be. The greatest harm any of us can do to ourselves and others is to seek a world without limits or authority.”*  
Justin Whitmel Earley from Habits of the Household

## The Field School Habit List

Listed in the order that they are added at the grade levels, all of these habits are promoted



throughout the school at all grade levels, but certain habits are a focus at each grade level. The habits are cumulative, so that when students reach middle school, they are responsible for all of the habits on the list.

### ***Pre-Kindergarten-1st***

- **Habit of Attention**  
The habit of attention requires that one fix mind and body steadily on the matter at hand.
- **Habit of Obedience**  
Obedience is demonstrated by responding immediately and completely to authority, as well as accepting consequences willingly.
- **Habit of Respect**  
Showing respect involves using good manners and self-control in words and actions.
- **Habit of Responsibility**  
Responsibility is shown when care is given to personal belongings and school property, and tasks are completed.

### ***2<sup>nd</sup>- 5<sup>th</sup> Grade***

- **Habit of Reverence**  
Reverence is demonstrated by one's awe and respect for things of God.
- **Habit of Reflection**  
The habit of reflection requires purposeful thinking and contemplation about the matter at hand.
- **Habit of Thoroughness**  
Thoroughness involves completing whatever task is at hand to the very best of one's ability, leaving nothing undone.
- **Habit of Punctuality**  
To be punctual, one's obligations must be met in a timely manner.

### ***Middle School***

- **Habit of Service**  
In serving, one must think of helping others and meeting their needs in a cheerful manner.
- **Habit of Self-control**  
To be self-controlled is to have mastery over one's actions and have the ability to delay gratification.
- **Habit of Integrity**  
Integrity involves always being honest and allowing one's words and actions to be trustworthy and above reproach.
- **Habit of Fortitude**



Fortitude is facing your duty as a child of God with patient grace and courage even when the responsibility is difficult.

## Remember one Habit at a time

*“The mother devotes herself to the formation of one habit at a time, doing no more than keep watch over those already formed. If she be appalled by the thought of overmuch labour, let her limit the number of good habits she will lay herself out to form. The child who starts life with, say, twenty good habits, begins with a certain capital which he will lay out to endless profit as the years go on. The mother who is **distrustful of her own power of steady effort may well take comfort in two facts.** In the first place, she herself acquires the habit of training her children in a given habit, so that by-and-by it becomes, not only no trouble, but a pleasure to her. In the second place, the child’s most fixed and dominant habits are those which the mother takes no pains about, but which the child picks up for himself through this close observation of all that is said and done, felt and thought, in his home.” (Charlotte Mason Vol. 1, pgs. 136-137)*

## How to form a habit

### 1. Offer The Inspiring Idea

- What good will this produce in the world?
- How does this help strengthen relationships?
- Why is this important?

### 2. Describe with details

- Name the habit in a short phrase
- Describe it step by step
- Model it
- Answer the “what if” questions with a simple answer

### 3. Constant Vigilance

- Tact
- Watchfulness
- Persistence

### 4. No Half Measures

### 5. Transfer Ownership

- The Habit is the reward
- Parent is friendly ally
- Identify the issue when things go wrong: ignorance, weakness, or rebellion
- Support weakness with gentle touch, non-verbal signal, presence, hopeful and expectant tone, “try again.”

### Day to Day helpful tips:



- Think about the day ahead and when the habit will be used.
- Arrange the space to support the habit.
- Practice the habit.
- Reflect on the habit with the child at the end of the day.

## Reflections and Commitments

What commitment am I willing to make?

AND one more from this list...

- What price am I willing to pay?
- What is the promise I'm willing to make that constitutes a risk or major shift for me?
- What is the promise I am unwilling to make?
- What is the crossroads you face at this stage of the game?
- What is the story you keep telling about the problems of parenting?
- What is your contribution to the very thing you complain about?

## Appendix

### Bonus Example

*"This inveterate dawdling is a habit to be supplanted only by the contrary habit, and the mother must devote herself for a few weeks to this cure as steadily and untiringly as she would to the nursing of her child through measles. Having in a few—the fewer the better—earnest words pointed out the miseries that must arise from this fault, and the duty of overcoming it, and having so got the (sadly feeble) will of the child on the side of right doing, she simply sees that for weeks together the fault does not recur. The child goes to dress for a walk; she dreams over the lacing of her boots—the tag in her fingers poised in mid air—but her conscience is awake; she is constrained to look up, and her mother's eye is upon her, hopeful and expectant. She answers to the rein and goes on; midway, in the lacing of the second boot, there is another pause, shorter this time; again she looks up, and again she goes on. The pauses become fewer day by day, the efforts steadier, the immature young will is being strengthened, the habit of prompt action acquired. After that first talk, the mother would do well to refrain from one more word on the subject; the eye (expectant, not reproachful), and, where the child is far gone in a dream, the lightest possible touch, are the only effectual instruments. By-and-by, 'Do you think you can get ready in five minutes to-day without me?' 'Oh yes, mother.' 'Do not say "yes" unless you are quite sure.' 'I will try.' And she tries, and succeeds. Now, the mother will be tempted to relax her efforts—to overlook a little dawdling because the dear child has been trying so hard. This is absolutely fatal. The fact is, that the dawdling habit has made an appreciable record in the very substance of the child's brain. During the weeks of cure new growth has been obliterating the old track, and the track of a new habit is being formed. To permit any reversion to the old bad habit is to let go all this gain. To form a good habit is the*



*work of a few weeks; to guard it is a work of incessant, but by no means anxious care. One word more,— prompt action on the child's part should have the reward of absolute leisure, time in which to do exactly as she pleases, not granted as a favour, but accruing (without any words) as a right. CM (Vol.1)*

## 2.0 Habit List

Sense of honor (1.128)	Self-restraint (3.105)
Orderliness - putting away playthings (1.129)	Self-control (3.106)
Regularity - times of feeding and rest (1.131)	Self-discipline (3.107)
Good manners (1.132)	Fortitude (3.110, 136)
Attention (1.137, 326; 3.120)	Service (3.111)
Habit of thinking (1.150)	Courage (3.111, 136)
Habit of imagination (1.151)	Reflection (3.120)
Habit of remembering (1.154)	Meditation (3.120)
Habit of perfect execution (1.159)	Habit of sweet thoughts (3.135)
Obedience (1.160, 328)	Patience (3.136)
Truthfulness (1.164)	Meekness (3.136)
Reverence and respect (1.166)	Generosity (3.136)
Sweet temper (1.166)	Habit of the thought of God (3.140)
Personal initiative (1.192)	Habit of reading the bible (3.142)
Habit of reading (1.227)	Habit of praise (3.143)
Habit of observation (1.265)	Habit of Sunday-keeping (3.144)
	Regularity in devotions (3.142)

## Additional Resources:

Divine Conspiracy by Dallas Willard

- Chapter 8 “On being a disciple, or student, of Jesus”
- Chapter 9 “A Curriculum for Christlikeness”



[20 Principles](#) by Charlotte Mason

[Charlotte Mason Resource Guide](#) Huge amount of resources, links, activities, and book lists

[Charlotte Mason on Reading Scripture with Children](#)

[Smooth and Easy Days](#)