# The PRISM and Habits Integration Project

The PRISM Exam[1] is not a test that measures how much knowledge a student can memorize and recall. Rather, it evaluates one's ability to understand the surrounding environment, explore the underlying principles behind phenomena, and apply those principles to create new ideas. In short, it is an assessment of creativity and applied thinking.

## Introduction

The PRISM and Habits Integration Project is designed to help students enhance their ability to achieve results through creativity-centered thinking skills and habit-based executive skills.

Good habits create order in thinking, and structured thinking gives rise to creativity. This project guides students to research and improve their daily habits through exploration, enabling them to develop both creative problem-solving skills and self-directed execution.

Through this process, students establish the creative thinking framework required to perform at the level expected for the PRISM Exam.

## Contents


Phase 1: Foundational design and participant selection (1 week)

Phase 2. The PRISM and Habits Integration Project launch (3 weeks)

Phase 3. Pedagogical improvement and staff diagnostics (conducted concurrently with phase 2)

Phase 4. Distribution and workbook production (1 week)

Phase 5. Application and publication of research (2 weeks)


[1] Refer to the file entitled "The PRISM Exam" at lighthousecreativity.com/products.

## Phase 1: Foundational design and participant selection (1 week)

### 1.1. Understanding the PRISM and Habits[2] frameworks

#### 1.1.1. Understanding the two models

Understand the core principles of the PRISM model — the structure of creative thinking, principle transfer, and the habit of discovering principles in everyday life — and the Habits model — the importance of habits, the relationship between learning and habits, self-regulation, and achievement motivation.

Tasks :

- Create the following comparison table:
    - Left column: Key features of the PRISM model
    - Right column: Key features of the Habits model

Checkpoints :

- Go beyond listing facts — highlight how each model approaches the same challenge in distinct ways.
- Examine whether and how each model presents the possibility of integrating creative thinking and habit formation.

#### 1.1.2. Analyzing common principles

Identify the shared learning and thinking principles emphasized by both the PRISM and Habits models.

[2] Refer to the file entitled “Words on Habits” at lighthousecreativity.com/products.

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Tasks:

- [illegible] the two concepts of both models side by side, asking: "In which areas do the two models overlap, and where do they differ?" Record your observations.
- [illegible] down the structure of habits embedded in both models — formation, maintenance, and application.
- Explain how each model connects the idea of "habit" to creative thinking.
- Draft a creative idea-driven recording of the process of habit execution at the top level, and the related phenomena and principles at the lower level.

Checkpoints:

- Focus on the broader framework of how both models view habits — their principles, purposes, and methods of application.

### 3.2.3 [illegible] applicable habits

[illegible] each student's personal habits with their academic interests and develop them into a single research project.

Tasks:

- Select one element from your daily routine (e.g., exercise, errands, or household habits).
- Analyze the identified steps of the chosen habit and record each stage carefully using the drafted template.
- For every step, describe which principle operates and how it influences the process.

Checkpoints:

- When documenting each step of the habit, look for hidden or implicit transitions — the [illegible] and after moments or unnoticed processes — and include them in your analysis.

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## 1.2.2. Pilot group formation and experimental framework design

### 1.2.2.1. Planning the research group composition

Using the method template, students should invite peers, teachers, or staff to collaborate on the research and organize a group to conduct the experiment together.

Tasks:

- Form a group consisting of peers, teachers, staff, and professors, and clearly define each member's role:
  - Student (self): Planner, experimenter
  - Students (at least four): Experimenters
  - Supervising professors (one): Mentor, advisor, reviewer
  - School teacher or staff member (at least one): Witness, supporter
- Decide on a group name and draw the project's final goal and expected outcomes with all members.
- The student consults with a teacher or staff member to obtain official support and approval for conducting the research activity.
- The teacher (or staff member) coordinates so that the research activity may substitute for a regular class assignment, where appropriate.

Checkpoints:

- The student must understand the necessity of the research (by effect of habits on learning) and its purpose (strengthening competitiveness in the college admissions process through research experience) and gain cooperation from group members.
- Every member must clearly understand their own role and responsibility.

- All members must make either a written or verbal commitment to fulfilling their roles and supporting one another.
- The mentee (or staff member) should be strategically selected to align with the student's area of interest or the core principles related to the research outcome.

### 1.2.2.2. Designing the experimental framework

Work with team members to refine the experiment from a vague concept into a measurable and reproducible structure.

Tasks:

- Assign clear roles and create a shared schedule detailing each member's responsibilities and deadlines.
- Specify the milestones to be observed, such as behavioral changes, applied principles, sensitive to habits, level of participation, and the quality of outcomes.
- Based on the structure developed during the research process, create a standardized template that can later be used by other students.

Checkpoints:

- Plan and share in advance the schedule for regular meetings, professor or staff feedback sessions, and interim milestones.
- Ensure that all measurement criteria are simple, clear, and repeatable when designing the framework. For instance, define measurable indicators such as frequency of habit performance or level of engagement per session.
- Confirm that every team member clearly understands the purpose, structure, and their role within the framework.

# Phase 2 – The PRISM and Habits Integration Project (week 2 + weeks)

## 2.1. Habit selection and recording

### 2.1.1. Selecting a habit

Work with team members to identify a specific daily behavior to improve. The selected behavior must be a habitual action that can be performed consistently every day.

Tasks :

- Choose one behavior from your daily routine that can be repeated easily and accurately each day (e.g., exercising, reading letters, reading your book).
- Describe the reason for selecting this behavior, including its necessity, impact, and potential for improvement, as well as the expected outcomes.
- Choose and prepare the required tools for the research (e.g., templates, recording instruments) for measuring perception. If necessary, create custom tools with your team.

### 2.1.2. Recording the process

Systematically monitor the execution steps of the selected habit and clearly document the factors that operate in each stage.

Tasks :

- Use the prepared template to record your behavioral process in detail, step by step.
- For each stage, describe the tools used, relevant factors (such as time, environment, emotions, etc.), and any situations or issues that arose.
- Identify and mark key learning points — moments of difficulty, loss of focus, or decreased motivation — to capture clues for improvement.

### 2.2.3 Exploring principles

Explore and clearly articulate the underlying principles governing within-and-between-session phenomena.

Tasks:

- Start to work recorded behaviors or phenomena from the previous stage, identify and document the principle discovered through analysis, and examine the relationship between the two elements.
- Share the analysis results with the supervising professor to receive feedback on accuracy, specificity, and applicability. Then refine the findings accordingly.
- Discover new insights from the relationship between daily habits and underlying principles, and explore how these insights can lead to new ideas or improvements that enhance performance or solve problems.

Checkpoints:

- Go beyond listing steps — explain which and worth principles drive each behavior.
- Compare cases where the behavior works effectively and when it does not, analyzing the principles and structures behind each. Recognized or irregular patterns as specific causality.
- Connect each behavior to the PBWM learning types (such as transfer, connection, or combination) to deepen the inquiry into a more creative and integrative exploration.

### 2.2.4 Collaborative feedback and iteration

Facilitate feedback exchange between team members to refine ongoing work.

Tasks:

- Schedule peer reviews and reflect on shared insights to improve accuracy and depth.

Checkpoints:

- Ensure every member provides constructive input and documents feedback cycles for transparency.

### III. Analysis and proposal for inefficient inventions in schools or local communities

#### 3.1 Diagnosing structural problems

Observe and document inefficient inventions or recurring issues within the school or local community. Connect these observations to the prior health research activities to identify actionable improvement strategies and implement them.

Tasks:

- Observe and list situations in daily life that appear inefficient or structurally problematic.
- Analyze whether the root cause of each problem can be addressed through tools/ innovation or improvements.
- Apply, modify, or transfer the principles explained in earlier stages to develop specific, practical improvement plans.

#### 3.2 Proposing improvement ideas

Collaborate with team members to develop detailed solutions for structural problems within the school and submit them in the form of an official proposal.

Tasks:

- Receive continued support through follow-up consultation regarding continued improvement within the school.
- Based on that support, draft a specific and actionable improvement proposal to be submitted to the principal (or, in the case of a university, the dean).
- The proposal must include the following sections:
  - Definition of the problem and current situation
  - Analysis of causes (both found and assumed factors)
  - Proposed improvement measures and expected outcomes
  - Implementation plan and required resources

Phase 2: Pedagogical improvement and staff diagnostics conducted concurrently with phase 3.

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### 3.1. Measuring the impact of habit-based research on learning efficiency

#### 3.1.1. Data collection

Record students' habit changes and research efficiency in reasonable terms to accumulate quantitative observation data.

Tasks:

- Create a daily routine log to track progress on a day-to-day basis.
- Summarize participation, performance, consistency, and patterns of change for each day.
- Maintain consistency in data recording by applying the same criteria (e.g., time, workload, level of focus) throughout the process.

#### 3.1.2. Data visualization and effect analysis

Visualize the collected data in a comparable format and analyze the specific effects and factors of change that habit improvement has had on learning outcomes.

Tasks:

- Organize the collected data into text, tables, graphs, or charts for clarity and comparisons.
- Base the data with the opportunity professor and analyze observed patterns together.
- Compare data from before and after the experiment, summarizing the changes and their causes.
- Clearly and concisely describe "What has changed?"

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In collaboration with teachers and staff, systematize a practical manual for student problem-centered or inquiry-based instruction.

Tasks:

- Collaborate with teachers and staff to create a sample report that includes real classroom examples and quantitative data.
- Document how students' habit changes and improvements in learning performance are connected to instructional elements such as feedback methods, task structure, and reinforcement designs.
- Based on collected cases, draft a practically applicable manual that teachers can use immediately in the classroom.
- Present the draft manual during internal faculty meetings or workshops for review, revisions, and refinement.

Checkpoints:

- The manual must focus on practical applications rather than theory.
- Each case should include before-and-after data and an analysis of success and failure factors.
- Incorporate staff feedback to ensure the manual evolves into a field-oriented, actionable document.

## Phase 4: Distribution and workbook production (1 week)

### 4.1: Securing support and endorsements

#### 4.1.1: Preparing the proposal

Persuasively communicate the necessity and educational value of the project to private school principals or university presidents.

Tasks:

- Organize the material following the structure of "Problem, Process, Solutions, and Outcomes," and prepare an official proposal based on it.
- Develop a presentation or report for introducing the PBWBS and Matrix Imagination Project Framework to private schools or universities.
- Include the following sections in the proposal:
  - Problem identification and background
  - Summary of research and implementation process
  - Improvement measures and application methods
  - Expected outcomes and broader impact
  - Proposal for continued collaboration

Checkpoints:

- Define the target audience around decision-makers, such as school principals, heads of other schools, superintendents, and policymakers.
- Structure the proposal to emphasize the need for institutional support and the expansion of results by centered education models.

### 4.1.3. Steering committee

Obtain official support and cooperation from key decision-makers and educational stakeholders — such as school principals, superintendents, and policymakers — for the implementation of the PBWBS and Holistic Integration Project methodology.

Tasks:

- Contact key individuals by email or phone to request a meeting (either in person or via video conference).
- Present the purpose, implementation plan, and expected outcomes of the project, and request formal cooperation in the form of a written endorsement or official approval letter.
- After each meeting, summarize the feedback and comments received, revise the proposal accordingly, and coordinate follow-up meeting schedules.

### 4.2. Workbook development

Develop a teacher's workbook and training materials that can be used directly in the field, enabling school staff to systematically guide students in developing the PBWBS upon finishing tasks.

Tasks:

- Summarize the key guidelines and examples from each phase to create a draft version of the teacher's workbook.
- Develop presentation and training materials for staff workshops and seminars.
- Collect feedback from professors, teachers, and staff members, and incorporate it to complete the final version of the workbook and seminar materials.

Checkpoints:

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Tasks:

- Send official proposals to twelve schools, local education offices, and academic bureaus to explore potential partnerships.
- Select partner schools and institutions, and prepare recruiting experiments, joint research projects, and cooperative data analyses.
- Distribute the finalized guidebook, workbook, and research report to partner schools and institutions to promote follow-up studies and collaborative educational initiatives.
- Compile feedback gathered throughout the collaboration process and develop plans for project improvement and next-version development.

## Phase 3 – Application and publication of research (2 months)

### 3.1. Transforming research data in compelling story

Organize each student's research process into a narrative format that can be shared through various media — such as reports, articles, blogs, or social platforms.

Tasks:

- Collect and organize key materials including templates, reports, meeting notes, feedback records, and performance data.
- Describe specific errors, challenges, and "lessons learned" encountered during the process.
- Balance both outcomes and processes by structuring the story around "Challenge – Process – Discovery – Growth."

Additional tips:

- Explore your personal motivations and sources of focus that emerged through repeated tasks.
- Record moments when your routine felt boring or ineffective, along with related contextual factors (location, music, time of day, emotions, etc.).
- Develop personalized strategies to make these moments more engaging and sustainable.
- Share these experiments' insights and reflections through social media, blogs, or articles — they serve as tangible proof of consistency and reflection.
- Ultimately, such documentation becomes compelling evidence of usability for teachers, staff, principals, policymakers, and college admissions officers.

### 3.2. External presentation

## Phase 3 – Application and dissemination of research (3 months)

Compile the research outcomes into various formats — such as academic papers, articles, or guidebooks — and share them with the educational community and broader stakeholders to enhance visibility and promote long-term dissemination.

Tasks:

- Collaborate with mentors and staff to systematically organize the research activities and related materials.
- Prepare written content tailored to each publication format — academic paper, journal article, or educational resource.
- Work with media editors, publishers, and educational institutions to conduct formal communication and publication procedures.
- Incorporate received feedback to refine and revise all documents, then finalize the publication format (paper, article, guidebook, or workbook).
- Ensure that all materials clearly include the core structure and application examples of the PBMMR and Matrix Imaginative Project Framework.

Checkpoints:

- Publish at least one paper or news edition in the form of articles or interviews.
- Submit research findings to academic journals or online research platforms.
- Collaborate with publishers to formally release the guidebook or workbook.
- Provide promotional presentation materials for official release through school or district websites, conferences, and seminars.