

# Using the 16 Instructional Animations for Habits of Mind

Wake County

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# Agenda

- Why: Why would you want to use HOM? What do you perceive as the need?
- What: What are the resources we are bringing to you to help you get started with HOM?
- How: How will you implement using the resources? How will you know if the students are developing the habits?

# WHY? 21st Century Skills

- Critical Thinking
- Creative Thinking
- Collaboration
- Communication



# WHY? CONNECT YOUR STUDENTS WITH A HABIT OF MIND

## Do any of your students:

✓ Blurt out answers to questions without thinking?

✓ Get stuck with one idea?

✓ Give up on challenging tasks?

✓ Keep reading on without asking any questions?

✓ When asked, “how did you get that answer?” reply, “I don’t know”

## Habits of Mind they Need:

-> Managing Impulsivity

-> Thinking Flexibly

-> Persisting

-> Questioning and Problem Posing

-> Thinking About Your Thinking

# WHAT?

- 16 instructional animations and lessons designed to:
  - Show negative and positive examples for the purpose of concept formation
  - Offer specific strategies for building the habit
  - Provide lessons to show how to embed practice of the habits

# How?

1. Introduce the characters in the animation
2. Use an introductory lesson
3. Show the animation
4. Return to the introductory lesson for the discussion
5. Show the animation more than once to extend and deepen the learning/make the animation accessible to students on their personal devices

# 1. PERSISTING

Persevering on a task  
even though the resolution  
is not immediately apparent.



*Stick to it!*

- ✓ Failed in business, 1831
- ✓ Defeated for legislature, 1832
- ✓ Again failed in business, 1833
- ✓ Elected to legislature, 1834
- ✓ Defeated for Speaker, 1838
- ✓ Defeated for elector, 1840
- ✓ Defeated for Congress, 1843
- ✓ Elected to Congress, 1846
- ✓ Defeated for Congress, 1848
- ✓ Defeated for Senate, 1855
- ✓ Defeated for vice-president, 1858
- ✓ Defeated for Senate, 1858
- ✓ Elected President of the United States, 1860



**Elected President of the United States,  
1860**

**Abraham Lincoln**

# PERSISTING:

Share an experience  
in your life in which  
persistence paid off.

What skills and strategies did  
you employ?

- Go to website and show the animation
- Return to website to show lessons

# Steps for Introducing the Habit

## Breaking it Down

- **Materials Needed:**

“Persisting” video episode, computer, Wi-Fi connection, drawing paper, crayons or colored pencils

- **Preparation:**

Familiarize yourself with the lesson, video, and the related fluency passage.

Gather the needed materials in an appropriate area.

# Introduce the Habit

- Use an experience from your own life in which you found using the habit beneficial or read a story that shows the habit (for example, “Little Engine That Could” for persisting).
- There are many books that have been correlated with the Habits. Go to [www.habitsofmindinstitute.org](http://www.habitsofmindinstitute.org) and look under resources for a bibliography of such books.

# After showing the animation

## Lesson:

- After watching the video lesson, open a discussion about persisting. You can refer to the “Open Dialogue” section below for discussion topics.
- After the discussion, hand out drawing paper and coloring utensils to each student.
- Instruct the students to think about a time they used persistence to complete a goal or task.
- Have them close their eyes and picture how they felt and what accomplishment looks like.
- Now have them draw it on the paper.
- Display the drawings in the classroom and remind students to look at them whenever they feel stuck and know they need to keep on trying.

# Engage in a Discussion

## Open Dialogue:

- Discuss why persisting is important when completing goals.
- Have students share about at a time when they used persistence to complete a task. Encourage them to share how they felt afterwards (e.g. proud, accomplished, etc.). Ask them what they did to help them keep on trying.
- Have students share other examples of good times to be persistent.
- Discuss situations in which being persistent may not be a good thing (e.g. when your parents already said “no,” when your friend asks you to stop, etc.).

# WHERE ARE THERE OPPORTUNITIES TO INTRODUCE, OBSERVE, OR REINFORCE PERSISTING?

For example:

- Learning Centers
- Morning Meeting
- Literacy circles
- Cooperative group learning
- Science
- Social Studies
- Math



# Infusing The Habits Into The Curriculum

Example: Unit in Science on Food

Show animation on questioning

# Example of powerful questions for the lessons on food

- What are **some of the ways** that the foods are alike?  
What are **some differences**?
- My little brother doesn't like peas. What **might** we do to help him eat them?
- Which of these foods do you like best and **why**?
- When you see that some foods are eaten raw and others are not, what **questions come up in your mind**?

What are some of the questions  
you have for us?

# Showing Growth

- Recognize when students are using the habits and call attention to this
- Reinforce the vocabulary and notice when the students are using the vocabulary
- See opportunities when students are transferring their learning about the habits to the playground, cafeteria, home—collect anecdotes
- Observe how students are becoming better learners and citizens in the school community