



GETTING STARTED WITH HABITS OF MIND ANIMATIONS

Arthur Costa, Bena Kallick, and Morton Sherman

What's the best way to introduce Habits of Mind animations? We often are asked that question by teachers, administrators, and parents. After all, using animations in this way is a new idea, especially with the use of distinctive vocabulary and a different way of thinking about what's important as learning outcomes for children.

Following are many suggestions for how to get started, with the understanding that we are all learning together how best to use animation as an instructional approach that will serve as a springboard to the Habits of Mind for your children

Introducing the 16 Habits of Mind animations is always more powerful in collaboration with others in the school environment such as teachers and parents. Children are much more likely to internalize the Habits of Mind if there is a common vocabulary and a shared vision of desired student outcomes among members of the staff and among parents working together outside of school. Focusing on the Habits of Mind may require a mind-shift from expecting students to not only know and value right answers but also knowing how to behave when answers to questions are not readily apparent. The Habits of Mind serve us when we are confronted with dilemmas, decisions, conflicting situations and problems the answers to which are not immediately known.

Awareness of the Habits of Mind

We suggest that a first step is to become familiar with the 16 Habits of Mind. They are listed on the front page of our website (www.habitsofmindinstitute.org) or on page nine of this tutorial. As you review them, approach the Habits and the animations as you would approach any lesson: think of your children. Which Habits of Mind do they need? For example;

Do your students give up easily? They need to learn to *persist*.

Do your students interrupt you and each other? They need to *listen with understanding and empathy*.

Do your students blurt out answers before thinking? They need to learn to *manage their impulsivity*.

Becoming familiar with the 16 Habits of Mind means that you can recognize them in your students and elsewhere in school, at home, in books and newspapers, on TV, and, of course in yourself. When you realize that one or more of your students are using or have used a Habit of Mind, recognize them for their actions: “Wow! You really persisted with that problem until you solved it! Persisting paid off for you!” As you read with and to your students call attention to which Habits of Mind are being employed: *The Little Engine that Could* (by Watty Piper, 1930) is a perfect example of persisting. *The True Story of the 3 Little Pigs* by A Wolfe (by Jon Scieszka, 2012) causes students to view a situation for another point of view—Thinking Flexibly.

Building Lessons Around the 16 Animations

You will find many teaching suggestions in the extensions accompanying each of the 16 Habits of Mind animations. As you answer the question, on which of the Habits would I like my students to focus, you can also decide which of the animations to show.

There is a pattern to the use of the animations as you integrate them into the learning process.

- Choose one of the Habits that you think will be most appropriate for your students and for the situation you are offering.
- You might want to pre-teach related vocabulary or have a short conversation about how the Habits help children succeed at what they are doing and how they get along with their friends.

- Show the animation as a way to either introduce or reinforce the behaviors you will look for.
- Build vocabulary related to the Habit of Mind (E.g. Striving for Accuracy = check it again, specific, correct, craftsman-like, proof, flawless, quality, refined, etc.)
- Have the students talk about what it would look like and sound like if they were using the Habit and in what situations might it be important to use that Habit of Mind.
- Invite them to draw or paint pictures of the Habits of Mind in action. Post the pictures around the classroom and the school.
- Have students practice the skills within each of the Habits as illustrated in the animation. Practice good listening skills. For example, talk with students about what to do when you get stuck and need to persist. Discuss what it would sound like if you were thinking flexibly. Remind students about the ways that the animated characters behave when they are using the Habit.
- Offer activities such as group work, sharing, games, or projects and observe students using the Habits.
- Talk with the students recognizing some of the positive examples

You can be certain that showing the animation once will not be sufficient.

You may wish to show the animation several times; first to become acquainted with the Habit of Mind, then, later, show it again to analyze what is meant by that Habit of Mind why it is important, when have the students used that habit, etc. Still later, show it again to apply that habit to work in the classroom, on the playground and at home. You might also want to think about whether showing the same animation later in the year would be a good way to cycle back, reinforcing the learning from the first showing.

Perhaps you will show the animation on listening before you bring the students together for reading. After you have finished a read aloud, you may make some observations about the students' listening behaviors. Did they listen to each other's perspectives? Did they ask questions that related to the story and its meaning?

The 16 Habits of Mind are not taught in isolation. They are interrelated with each other. Listening with understanding and empathy, for example, requires persisting (staying on topic), managing impulsivity (restraining the temptation to interrupt), and

understanding the speaker's point of view (thinking flexibly). Therefore, when viewing the animation again, call students' attention to what other Habits of Mind were observed. As you progress through each additional animation, recall and make connections with the other animations that the students viewed in the past.

From The Classroom to the Whole School

Although there are often powerful, individual practices in a building, agreement on practices for all teachers is a critical determinant for success. When one teacher embraces the Habits of Mind and the other teachers do not, students are left trying to understand the procedures of each teacher rather than understanding themselves.

Parental Support

Parents are the child's first teachers. We also know that children learn best through imitation of the significant adults around them. Parents, therefore, must be included in the enterprise. These animations are available for home use. Perhaps a workshop with parents where you might share the animations and offer some suggestions for how to use them at home would help to align the school and home values.

When students bring work home, parents must be able to understand the significance of the work and learn ways to support their child's efforts with the Habits of Mind. Parents need to model the Habits of Mind. If we want children to be curious and ask good questions, then parents must ask good questions of their children. If we want students to persist, then they must see their parents persisting on tasks at home. If we want children to listen with understanding and empathy, then parents must listen to them with understanding and empathy.

In Summary

The list of 16 Habits of Mind was derived from studies of successful people in many walks of life (Costa, 2001). Our hypothesis is that if these are the dispositions of successful people, then can we teach students these dispositions so that they will be successful as well. The 16 animations in this series offer a positive construct for learning how to become a successful not only in school but also in careers, college, the community and life.. Of course it does not happen in one day, nor will it happen without continuing practice.

HABITS OF MIND

Habits of Mind are dispositions displayed by intelligent people in response to problems, dilemmas, and enigmas, the resolutions of which are not immediately apparent.

<p>1.Persisting: <i>Stick to it!</i> Persevering in task through to completion; remaining focused</p>	<p>2.Managing impulsivity: <i>Take your Time!</i> Thinking before acting; remaining calm thoughtful and deliberative.</p>
<p>3.Listening with understanding and empathy: <i>Understand Others!</i> Devoting mental energy to another person's thoughts and ideas; holding in abeyance one's own thoughts in order to perceive another's point of view and emotions</p>	<p>4.Thinking flexibly: <i>Look at it Another Way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
<p>5.Thinking about your Thinking (Metacognition): <i>Know your knowing!</i> Being aware of one's own thoughts, strategies, feelings and actions and their effects on others.</p>	<p>6. Striving for accuracy and precision: <i>Check it again!</i> A desire for exactness, fidelity and craftsmanship.</p>
<p>7.Questioning and problem posing: <i>How do you know?</i> Having a questioning attitude; knowing what data are needed and developing questioning strategies to</p>	<p>8.Applying past knowledge to novel situations. <i>Use what you Learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p>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</p>	<p>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.</p>
<p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	<p>12. Responding with Wonderment and awe: <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p>13. Taking Responsible Risks: <i>Venture out!</i> Being adventuresome; living on the edge of one's competence</p>	<p>14. Finding humor: <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
<p>15.Thinking interdependently: <i>Work together!</i> Being able to work in and learn from others in reciprocal situations.</p>	<p>16. Remaining open to continuous learning: <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

"One's intelligence is the sum of one's habits of mind"
Lauren B. Resnick, 2001

MANY WAYS TO BRING HABITS OF MIND TO YOUR SCHOOL

Following are numerous suggestions for ways to further the awareness of the Habits of Mind in your classrooms, school and community. You will find this list purposefully incomplete. The reason, as you might infer, is to invite your staff, community and students to brainstorm your own additions to list to fit your situation.

While some ideas may not work for your particular setting, others may be of great relevance. Your team, group or staff may wish to rank each item according to the following A,P,M,U Scale:

- A** = Already Doing It.
- P** = A good Possibility
- M** = A Must—Implement immediately
- U** = Unlikely—It won't fly at!

After ranking, develop an action plan to implement the M's; appoint a sub-committee to study the P's, and congratulate yourselves for already doing the A's!

1. Develop the Habits of Mind as a school "Code of Ethics". Distribute it to every member of the school community. Refer to it often. Display it prominently. All school policies should reflect the implicit "Code of Ethics".
2. Institute a student-to-student tutoring program around the Habits of Mind.
3. Ensure that the school's recognition and reward systems are based on the Habits of Mind.
4. Use morning announcements, school/classroom bulletin boards, and /or the school newsletter to highlight the various accomplishments in the Habits of Mind by students and faculty members.
5. When conflicts arise around the school or class, draw upon the Habits of Mind as ways to resolve and learn from the conflict.

6. Have students take turns caring for class pets. Discuss and demonstrate the Habits of Mind required in caring for living creatures.
7. Have students plant a school garden. Which of the Habits of Mind do they draw upon? Have students engage all the senses: Feel the soil, listen to the water splash etc. Select plants than engage the senses: mint, thyme, sage, rosemary, savory, onions, garlic, etc. Have students crush the leaves and describe what they smell.
8. Hold a ceremony at the beginning and at the end of the school year to acquaint, recognize and emphasize the Habits of Mind.
9. Play games in the classroom and on the playground How does participation in games and sports contribute to good habits in life beyond school?
10. Hang pictures of heroes and heroines in classrooms and halls. Include explanatory stories and texts about their demonstration of the Habits of Mind.
11. Take a walk through your school with your students, staff, parents, or school officials. Ask them to interpret the schools values from their observations of the school environment and interactions.
12. Interview students from a variety of upper grade levels. Ask, “What does it take to be successful in this school?” Compare what they report with the list of Habits of Mind.
13. Start a school scrapbook with photos, news stories and memorabilia reflecting the schools history and accomplishments of the Habits of Mind. Involve school members in contributing to and maintaining the collection. Show it off to visitors and new families.
14. Publicly recognize the Habits of Mind in the work of the school’s “unsung heroes” who keep the school running: The custodians, repairmen secretaries, cafeteria workers and volunteers

15. Develop a system of welcoming and orienting new students to the Habits of Mind as goal and values of your school.
16. Invite students to take responsibility for maintenance and beautification of the school. A class might “adopt a Hallway”, shelve misplaced books, plant flowers, post signs identifying the caretakers. Discuss what Habits of Mind are required.
17. Have student’s make a major report on a living public figure (“My Personal Hero”) focusing on the Habits of Mind of the individual.
18. Insist that accuracy and precision matter. Homework should be handed in on time, neat, complete and accurate.
19. Include the study of “local heroes” in social studies. What makes them heroes?
20. When forming cooperative learning groups, review the Habits of Mind and select one to become the focus of the group work. Towards the end of the work time, stop and reflect on indicators of the Habit of Mind in individuals and in the group and what effect the performance of the Habit of Mind had on the group’s interaction and productivity.
21. Celebrate the birthdays of heroes and heroines with a discussion of how the Habits of Mind contributed to their accomplishments.
22. Build empathy in books and stories by inviting students to “put themselves in the shoes” of the people they are reading about or studying.
23. Read and discuss biographies from all subject areas. Help students identify the person’s core or defining characteristics. How do they compare with the Habits of Mind?
24. Invite students to write thoughtful letters: thank you notes, letters to public officials, letters to the editor, etc., explaining how they use the Habits of Mind.

25. Set up a buddy reading system between an older and younger class. Teach the older students techniques and dispositions (Using clear and precise language, empathy, managing impulsivity) which will help make their teaching experience successful. Teach them how to draw upon the Habits of Mind in interpreting the story and the characters.
26. When solving math problems and conducting science activities, specifically address such habits as courage, persistence, striving for accuracy and precision. Why are these essential in being successful in math and science? How are they applicable beyond math in other subject areas, in school and in life?
27. Have students and staff discuss how class rules, school rules, and homework policies reflect and support the Habits of Mind.
28. In social studies, examine and re-examine yearly, the responsibilities of the citizen. What can students and staff do now to build the habits of mind of responsible citizenship?
29. Tell students who your heroes are and why you chose them.
30. Employ the language of the Habits of Mind in conversations with colleagues.
31. Make your classroom expectations of the Habits of Mind clear and hold students accountable meeting them.
32. Admit your mistakes to your students and how you seek to learn from them. Expect and encourage students to do the same.
33. Describe to students how you engage in the Habits of Mind in community service, church work, hobbies, avocations, sports, etc.
34. Give students sufficient and timely feedback about their work using the Habits of Mind terminology.

35. Illustrate integrity; let your students see that you live the same expectations of the Habits of mind that you place upon them.
36. Include in faculty/staff meetings and workshops discussions of the school's "ethos" How might the Habits of Mind become more apparent?
37. Develop a bulletin board where teachers, administrators and students can share the awareness, use of and growth in the Habits of Mind
38. Notify parents of student performance of the Habits of Mind via notes, phone calls, personal visits, etc.
39. Catch students being "intelligent" by using one or more Habits of Mind and write or call parents to report it.
40. Send a letter home to parents before the school year starts, introducing yourself, your classroom, your enthusiasm, and your expectations of the Habits of Mind.
41. In the school newsletter, inform parents of the performance of the Habits of Mind.
42. Develop a list of suggested readings and resources in Habits of Mind and share it with parents.
43. Include a "parents' corner" in the school newsletter where parents can share parenting tips, book titles, homework helps, etc. all of which further the Habits of Mind.
44. Include anecdotes of commendable student performance in the school newsletter.
45. When a new student enrolls in the school, welcome the family as well.

46. During parent-teacher conferences, inquire into the parent's concerns. Model listening with understanding and empathy and use precise language.
47. Invite students to "adopt an elder" from the community. Arrange for students to visit, write letters, read to and explain the Habits of Mind to "their adoptee".
48. Invite graduates of your school to return and talk about their experiences using the Habits of Mind in the next stage of life.
49. Invite managers and workers from industry and the corporate world to visit your school. Share with them the Habits of Mind and inquire about how they are being encouraged and used in their business.
50. Interview parents about how they employ the Habits of Mind in their profession, job or career and what dispositions make them successful.
51. Prepare a video or Powerpoint program to be shown to parents, new teacher, district personnel illuminating what are the Habits of Mind and illustrating how you are cultivating them in your school and classrooms.
52. When students use computers or cell phones, have a discussion about the use of Habits of Mind as they are working with technology.
53. Create bulletin boards that focus on student work with an analysis of how the Habits of Mind informed the work.
54. When assessing staff development institutes, assess the degree to which the Habits of Mind were required for the work that was accomplished.
55. Provide bookmarks that have the Habits of Mind printed on them
56. Make bumper stickers that celebrate the school's dedication to Habits of Mind

57. Have students develop their own buttons to reward use of the Habits of Mind
58. Place a sign in the playground that suggests that students use the Habits of Mind when they are playing with one another.
59. Study television programs searching for examples of use of the Habits of Mind. In which programs do you find evidence of the Habits of Mind?
60. Place signs in the library, lunch room, and/or playground indicating the use of the Habits of Mind
61. Study great painters and consider how the Habits of Mind might influence their work.
62. Set up a metacognitive journal for the whole class in which students can record observations of the Habits of Mind.
63. Examine the pictures, icons, and heroes on the coins and currency from foreign countries. Discover why they qualify to be held as national icons and which of the Habits of Mind are being exemplified.
64. Develop a calendar for the school year designating one Habit of Mind to be emphasized per month or week. Suggest activities for parents and teachers to illuminate that Habit of Mind each week.
65. Take advantage of school holidays: Presidents' Birthday, Martin Luther King Day, Labor Day etc, Use the Habits of Mind to explain why these are important days in to be commemorated.
66. Locate cartoons in the newspaper and magazines that illustrate one or more of the Habits of Mind. Make a display in the school or classroom. Discuss with students which Habit of Mind the cartoon illustrates and why.
67. Have a party for each Habit. Make up the place mats so that they reflect a logo for the Habit you are celebrating.

68. Write a letter to businesses and corporations asking how they use the Habits of Mind.
69. Write a letter to the senior citizen group in your community and ask them to describe how these Habits were used when they were younger.
70. Make a chart for the Habits of Mind and chart the growth of the class in the use of the Habits.
71. Interview community members and discover their perceptions regarding the Habits of Mind.
72. Create plays, poems, dialogues in which the Habits of Mind are pertinent.
73. Have your students create a way to communicate the Habits of Mind for back to school night.
74. Place on the wall of your classroom large sheets of paper with magic markers attached to each and put the name of each Habit on the sheet. Have parents put associations to the Habits on the sheet as they walk about the room.
75. Choose a few of the Habits of Mind to set as ground rules for discussions.
76. Create a quilting project and make one square for each of the Habits, as in colonial times they made such pieces for mottoes or aphorisms.
77. Design plaques for the classroom with the Habits of Mind.
78. Create rap songs for the Habits of Mind.
79. Post symbols (icons) depicting the Habits of Mind around the room (E.g. a target with the arrow in the bull's eye to show accuracy and precision, etc.)
- 80.....

We leave you to complete this list and add to ways to get started. Send us a note and we'll add them to the list! Bring a committee together. Invite students to add to the list. Ask parents how they might get started at home.

Getting started just requires the initiative and the energy to follow through. What is more difficult is sustaining what you start. Students are eager to participate in a reliable, consistent culture that assumes that they are capable of learning and provides the opportunities for self direction in their learning. Are we ready to let them go?

AFTERWARD

School systems must learn how to be systems and not just a collection of buildings in a common geographic area. As much as we claim that we are a community of learners, too often our need for individuality eclipses our possibility for community. When we talk about self-directed learning, we are not talking about learners who are self-centered. We are talking about learners who value the synergy of collaboration as much as they value the right to be unique. And we especially value the leaders who press us to think from the individual to the building to the district and out into the larger system in which schools reside.

Technology provides the opportunity for increased communication among schools and within the school communities. We can build communities of learning that start local and become international. For the first time in our history, we can be resourceful to one another without needing to have physical meetings. Our ideas intersect and gain momentum from our virtual meetings as much as our physical meetings. We can use the internet, share video conferences, exchange publications as well as meet to enhance our relationships. It takes initiative to use technology to the greatest advantage. The more we are energized by our opportunities to learn, the more likely we will become life long learners.

The society in which we live requires independent, self-directed thinkers who appreciate diversity. The workplace needs such people, the politic needs such people, and the world needs such people. We are educating the caretakers of democracy. We must educate them to learn how to take action; take a stand; volunteer for worthwhile causes. They must learn how to live in a highly diverse world of people and ideas.

It all begins with you, the reader. You must embody your beliefs and principles in all that you do. You must be self-directed even when the system in which you reside presents barriers. You are the leader. You must be able to take charge of the change. Try new ideas. Meet and share your successes and your concerns with others. Inspire study groups. Build networks. Live your dreams and never forget why you entered the teaching profession. We shape the next generation of thinkers. Keep them thinking!