



Attention Counselors:

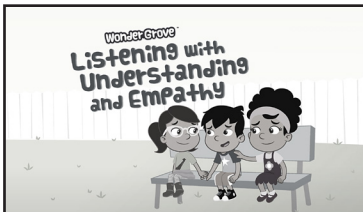
This one's just for you!

The Habits of Mind have always been a great resource for counselors.

Now we have not only aligned our videos to the American School Counselor Association (ASCA) Mindsets and Behaviors Standards, but we have saved you even **more** time by making sure you have our **counselor-approved pre- and post-viewing questions!**

How to Use

1. Choose a video.



2. Ask pre-viewing questions.



3. Watch the video.



4. Use the post-viewing questions to discuss the ASCA Mindsets and Behaviors Standard and associated Habit of Mind.

For use with:

- Habits of Mind Kids K-3
- Habits of Mind Kids 4-6

For deeper learning, use our Habits of Mind Extension Lessons or our NEW Habits of Mind Write-In Reader Activity Books!



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ASCA Mindsets and Behaviors Standard:

B-SMS 10.: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Habits of Mind Video: Apply Past Knowledge to New Situations

Materials Needed:

- “Applying Past Knowledge to New Situations” Video

Preparation:

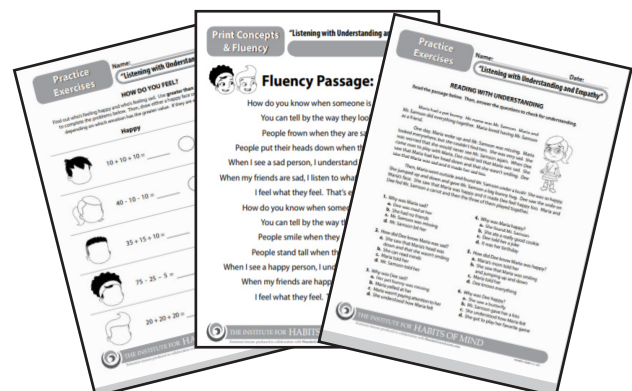
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- How does it feel when you want to do one thing but have to do another? (ex.: wanting to play, but having to come inside)
- What does it mean to **adapt**?
- What are some examples of times when you have to adapt?
- Why is being able to adapt a good thing? Can you think of a time this would come in handy?
- Why might it be hard to adapt to new situations? How could we overcome this?

Questions After Viewing:

1. Maria felt like she couldn't do the math because she had never done this exact problem. How did her **past knowledge** help her solve the problem?
2. How can “**applying past knowledge to new situations**” help you adapt?
3. What would **being able to adapt to a changing situation** look like? What might it sound like?
4. Think of a time that you've had a hard time adapting. If you could do it again, what are some **strategies** you could use to adapt next time?
5. How does past knowledge help you to **manage transitions**?



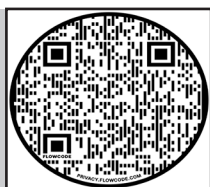
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ASCA Mindsets and Behaviors Standards:

B-LS 2.: Demonstrate creativity.

Habits of Mind Video: Creating, Imagining, and Innovating

Materials Needed:

- “Creating, Imagining, and Innovating” Video

Preparation:

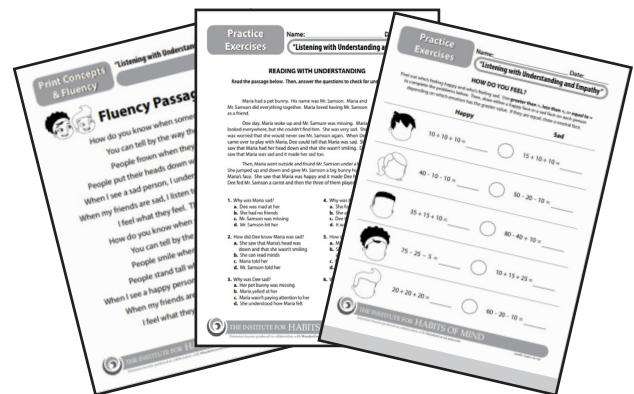
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to be **creative**?
- How does having a good **imagination** help you to be creative? (ex. writing, drawing, etc.)
- What does it mean to think **innovatively**?
- Who is a creative person that you know? What makes them creative?
- Is being creative a natural talent or is it something you can work on and get better at?

Questions After Viewing:

1. When they designed Hammy’s house, the kids asked themselves “What do hamsters like?” How did this help them to be creative?
2. What does it mean to **create, imagine, and innovate**?
3. When can you be creative at school? When can you be creative at home?
4. Why is creativity important?
5. What are some **strategies** you can use to make sure that you’re demonstrating creativity?



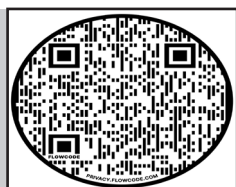
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ASCA Mindsets and Behaviors Standard:

B-SS 2.: Create positive and supportive relationships with other students.

Habits of Mind Video: Finding Humor

Materials Needed:

- “Finding Humor” Video

Preparation:

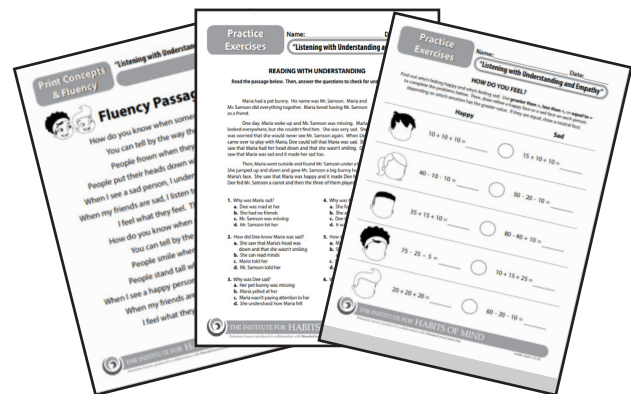
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

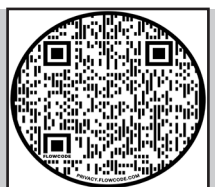
- What is **humor**?
- What does it mean to have a **positive relationship** with your friends? What does it mean to be supportive?
- Have you ever been able to laugh at your mistakes? Did this make the situation easier?
- How do you support your friends and classmates when they’re sad or upset?
- When should we be **supportive** to our friends and classmates?

Questions After Viewing:

1. When Chris’s friends see that he’s upset they offer advice and empathy. How did this help Chris? Did it change the way he felt?
2. In what ways are Chris’s friends being **positive and supportive** to him when he’s upset?
3. How can you be positive and supportive in your friendships? What would that sound like?
4. How does it feel when your friends are supportive versus unsupportive? Which one should you try to be?
5. What role does **empathy** play in friendships?



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ASCA Mindsets and Behaviors Standard:

B-LS 9.: Gather evidence and consider multiple perspectives to make informed decisions.

Habits of Mind Video: Gathering Data Through All Senses

Materials Needed:

- “Gathering Data Through All Senses” Video

Preparation:

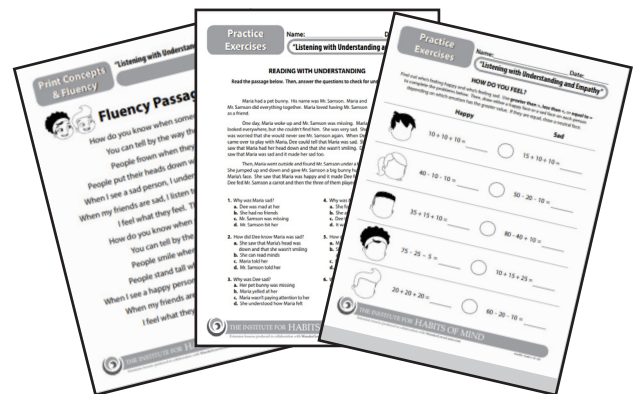
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to think about **multiple perspectives** before making a decision?
- How does **gathering evidence** help you to make informed decisions?
- What does it mean to be **informed**?
- What are some steps you can take to make sure you’re informed when making a decision?
- Why do situations have multiple perspectives? Can you think of a time that you had a different perspective than someone else?

Questions After Viewing:

1. Ms. Flowers says “Gathering information in as many ways as possible gives us a much better understanding of the world around us.” In what ways does it help us understand our world?
2. What does **gathering evidence and considering multiple perspectives** sound like? What does it look like?
3. In what situations can you practice this?
4. Why is considering multiple perspectives important when we make decisions?
5. What **strategies** can you use to practice this?



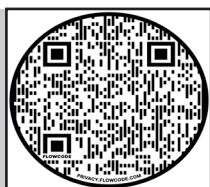
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ASCA Mindsets and Behaviors Standards: B-SS 4.: Demonstrate empathy.

Habits of Mind Video: Listening with Understanding and Empathy

Materials Needed:

- “Listening with Understanding and Empathy” Video

Preparation:

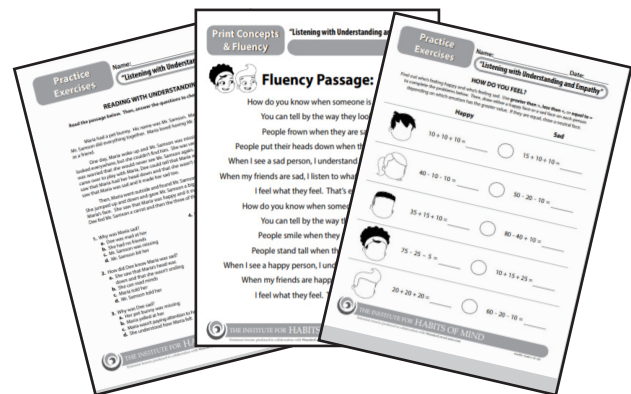
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What makes you feel **happy, sad, angry, etc.**? Do you act differently when you feel different emotions?
- How do you know when your friends, family, or classmates feel happy, sad, angry, etc.? How do they act?
- Does everyone act the same when they feel a certain emotion?
- Can you think of a time that you knew how someone else was feeling? What did you do?
- What does it mean to listen to someone? What does it look and sound like when someone listens to you?

Questions After Viewing:

1. Maria said “A soccer game? Is that all?” when Peter explained why he was sad. Is this a good response? How would that make you feel? What could Maria have said instead?
2. What does **empathy** mean?
3. How could you tell that Maria and Dee were **listening with understanding and empathy**?
4. Why should we be empathetic?
5. What are some **phrases** that show you’re listening with understanding and empathy?



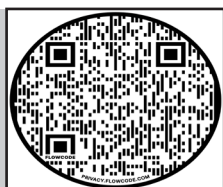
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ASCA Mindsets and Behaviors Standards: B-SMS 2.: Demonstrate self-discipline and self-control. *Habits of Mind Video: Managing Impulsivity*

Materials Needed:

- “Managing Impulsivity” Video

Preparation:

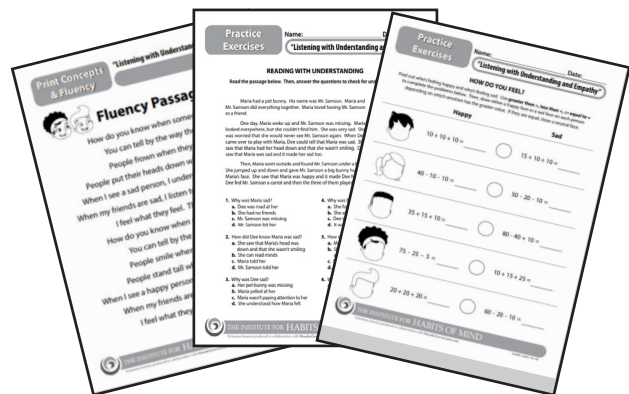
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to practice **self-control**?
- Can you think of an example of a time that you have to control your behavior? (ex.: school, church, shopping, etc.)
- What does it mean to be **impulsive**? Should we always act on our reactions?
- When do you feel like it is hard to control your impulses or reactions?
- How can controlling our actions help us in school?

Questions After Viewing:

1. When Chris saw Maria in his chair he said “You’re in my chair. I need you to move.” Was this the right thing to say to Maria?
2. What does it mean to “**Stop, Think, Act**” when we are in a situation? How would this help you?
3. Was Chris more successful in communicating when he did or did not practice self-control? How can you tell?
4. Why should we demonstrate **self-discipline and self-control**?
5. When can you practice self-control by **managing impulsivity** in your life?



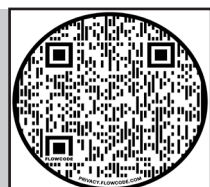
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ASCA Mindsets and Behaviors Standard:

B-SMS 5.: Demonstrate perseverance to achieve long- and short-term goals.

Habits of Mind Video: Persisting

Materials Needed:

- “Persisting” Video

Preparation:

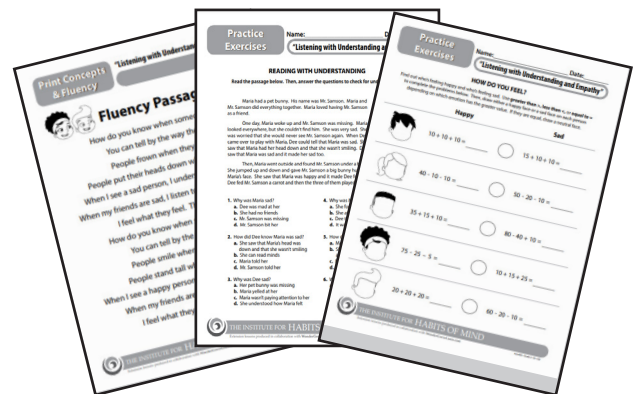
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

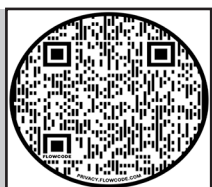
- What does it mean to **persist**?
- What does it feel like to accomplish something that was **challenging**?
- What does it mean to set a **goal**?
- What is the difference in a **long-term goal** and a **short-term goal**?
- What are your goals for this school year? What are your goals for home? for hobbies? for extra-curricular activities?

Questions After Viewing:

1. Dee tells Chris that he shouldn't give up just because something is hard. Why should we keep working on something that is challenging?
2. What does **persisting** sound like? What are some phrases that show that you are persisting?
3. What **strategies** will you use to reach your short-term goals?
4. What **strategies** will you use to reach your long-term goals?
5. How can you encourage your friends to persist?



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ASCA Mindsets and Behaviors Standard:

B-LS 1.: Demonstrate critical-thinking skills to make informed decisions.

Habits of Mind Video: Questioning and Problem Posing

Materials Needed:

- “Questioning and Problem Posing” Video

Preparation:

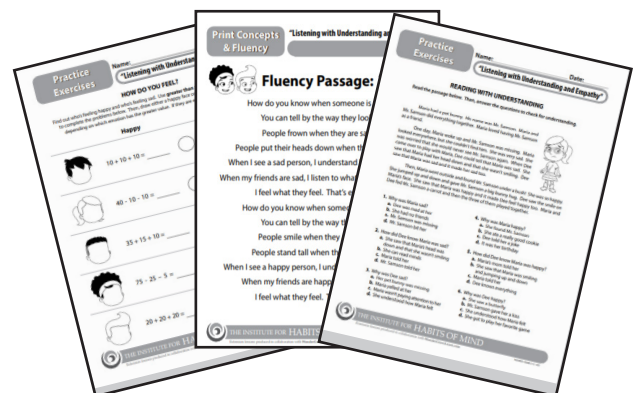
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to **think critically**?
- How do you think critically at school? at home?
- What does it mean to be **informed**?
- How can you get more information about a situation before making a decision? (asking questions, doing research, etc.)
- Can you think of a time that after learning something you changed your mind about a decision? (ex. You wanted to order a burger, but once you learned what was on the burger you decided to get pasta.)

Questions After Viewing:

1. How did **asking questions** help Chris solve the mystery of the missing globe?
2. Why did Ms. Flowers recommend **problem-posing** to Chris? How did it help him solve the mystery?
3. How can asking questions make you more informed?
4. Think of a time that you did not think critically before you made a decision. If you could do it again, what are some **strategies** you could use to be informed next time?
5. What are some **phrases and strategies** that show critical thinking?



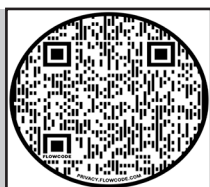
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American School Counselor Association Mindsets and Behaviors: B-LS 8.: Actively engage in challenging coursework.

Habits of Mind Video: Remaining Open to Continuous Learning

Materials Needed:

- “Remaining Open to Continuous Learning” Video

Preparation:

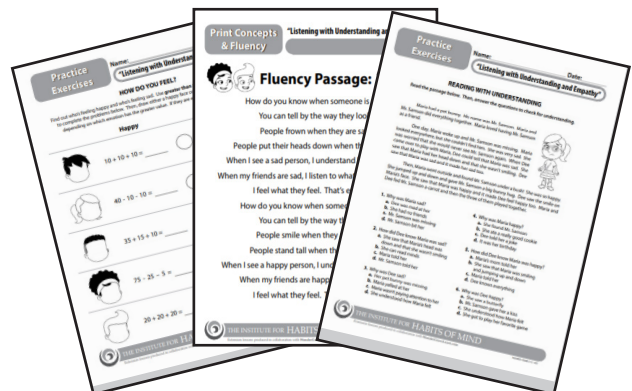
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to be **challenged**? How does it feel?
- Do you enjoy being challenged? Why or why not?
- Why might it be beneficial to challenge ourselves even if we know we are “ahead” or “already getting a good grade?”
- When are you done learning?
- Who decides what we learn? Does this change as we get older?

Questions After Viewing:

1. Chris’s grandma is going back to college because we’re never done learning. Can you think of ways that you can continue to learn over summer breaks and when you’re out of school?
2. How does **remaining open to continuous learning** allow you to engage in challenging coursework?
3. Why should we seek to challenge ourselves?
4. Think of a time that you did not challenge yourself. How could you have challenged yourself?
5. What are some **phrases and strategies** that will help you to engage in challenging coursework?



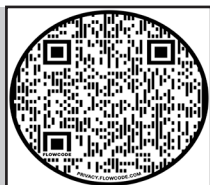
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ASCA Mindsets and Behaviors Standard: B-LS 4.: Apply self-motivation and self-direction to learning. *Habits of Mind Video: Responding with Wonderment and Awe*

Materials Needed:

- “Responding with Wonderment and Awe” Video

Preparation:

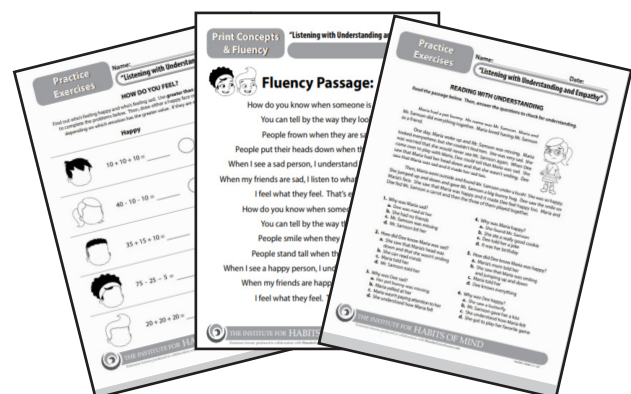
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

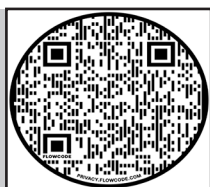
- What does it mean to be **motivated**?
- What does it mean to be **awed** by something?
- What does it mean to be **self-directed**?
- When you’re given time in class, how do you decide what to do? How do you decide what is most important?
- Do you think you have to be motivated to finish a task? (I.e. Do you have to be motivated to do your math homework to do a good job?)

Questions After Viewing:

1. Chris, Dee, and Maria were “awed” by the flower blooming. Can you think of the last time you saw something “awesome”?
2. How can **responding with wonderment and awe** give you motivation?
3. Why is it important to be able to motivate ourselves?
4. Why is it important to be able to direct ourselves?
5. What are some **phrases and strategies** that show self-motivation?



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ASCA Mindsets and Behaviors Standard:

B-LS 6.: Set high standards of quality.

Habits of Mind Video: Striving for Accuracy

Materials Needed:

- “Striving for Accuracy” Video

Preparation:

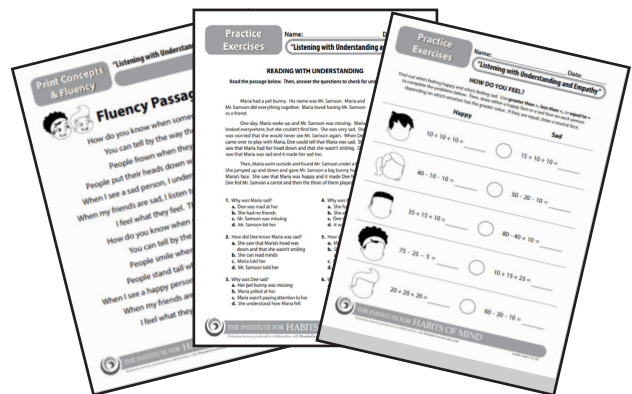
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- How do you know that you’re doing your **best**?
- What are some **strategies** you use to make sure that you are doing a task to the best of your abilities?
- Why is it important to do **quality** work?
- Can you think of a time that you set a **high standard** for yourself? How did you feel?
- What does it mean to have high standards for ourselves for our behavior and our work?

Questions After Viewing:

1. When Marcus asked Peter if he checked his answers he said “No, why should I? Ms. Flowers will go over them tomorrow.” Was Peter setting a high standard of quality for himself? How do you know?
2. What does **striving for accuracy** mean?
3. How could you tell that Peter was going to set high standards of quality for himself in the future?
4. Why should we strive for accuracy and set high standards for ourselves?
5. What are strategies you can use to set high standards of quality for yourself?



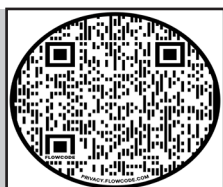
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ASCA Mindsets and Behaviors Standard: B-SMS 9.: Demonstrate personal safety skills. *Habits of Mind Video: Taking Responsible Risks*

Materials Needed:

- “Taking Responsible Risks” Video

Preparation:

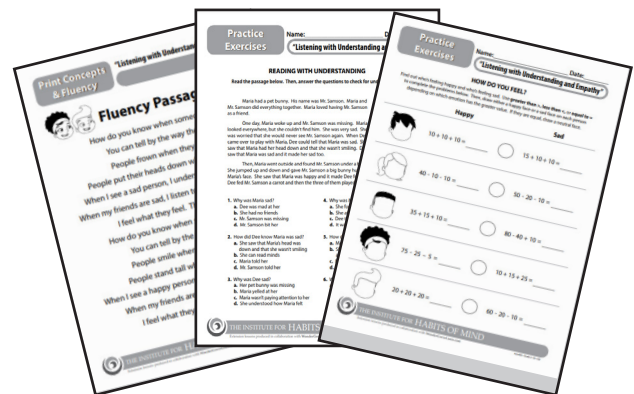
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

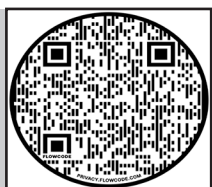
- What does it mean to take a **risk**?
- What does it mean to be **safe**?
- Are risks always dangerous? Is there such a thing as a **responsible risk**?
- What steps do you currently take to keep yourself safe?
- What does it mean to be safe at school? at home? in public? online?

Questions After Viewing:

1. Marcus encourages Maria to take a risk by trying our for the play because it was a responsible risk. What are some other safe and responsible risks?
2. Not all risks are safe or responsible. Why is it important to **think critically** before you take a risk?
3. Why is it important to keep ourselves safe?
4. What are some **strategies** to help you to know if a risk is a responsible risk or a dangerous risk?
5. How can you demonstrate **personal safety skills** at school? at home? in public? online?



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ASCA Mindsets and Behaviors Standard:

B-LS 1.: Demonstrate critical-thinking skills to make informed decisions.

Habits of Mind Video: Thinking About Your Thinking

Materials Needed:

- “Thinking About Your Thinking” Video

Preparation:

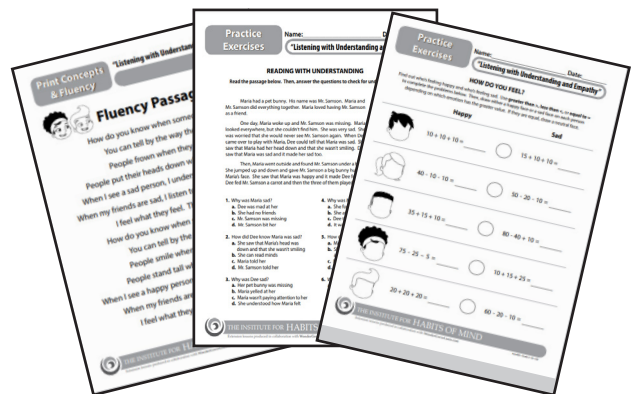
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to **think about your thinking**?
- Do you ever make plans *before* you do something? (ex. a project, a game, drawing, etc.)
- What does it mean to **think critically**?
- What does it mean to make **informed decisions**? Can you think of a time you heard information that changed the decision you were going to make?
- How can thinking critically and making informed decisions help us in school?

Questions After Viewing:

1. Chris says “You have to think about your thinking and plan out a strategy!” Did this advice help Marcus to be successful?
2. What does it mean to think about your thinking? How could this help you make decisions?
3. Marcus used critical thinking in a baseball game; when can you think critically before making a decision?
4. Why should we think before we make a decision?
5. What are some **questions** you can ask yourself to make sure that you’re thinking critically?



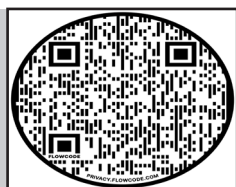
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ASCA Mindsets and Behaviors Standard:

B-SS 1.: Use effective oral and written communication skills and listening skills.

Habits of Mind Video: Thinking and Communicating with Clarity and Precision

Materials Needed:

- “Thinking and Communicating with Clarity and Precision” Video

Preparation:

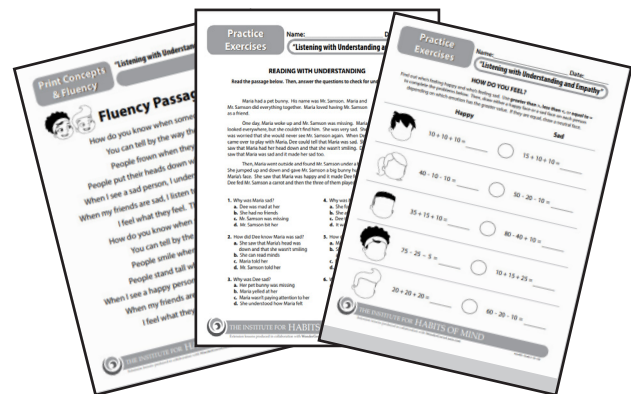
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

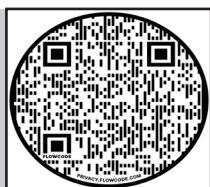
- What does it mean to **communicate** effectively?
- What makes someone an effective communicator?
- When you’re talking to someone, what signs can show you they understand? (i.e. head nods, eye contact, commenting, etc.)
- What could happen if you don’t communicate effectively?
- Do you think **listening** is a part of communicating? Why or why not?

Questions After Viewing:

1. At first, Maria could not understand what Peter was trying to say. How did he change his communication skills to be effective?
2. What does **effective listening** look like?
3. What does **effective speaking** sound like?
4. What does **effective writing** look like?
5. How can you make sure that you are **organized** in your thoughts, words, and writing? What steps can you take to ensure that you’re a good listener?



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ASCA Mindsets and Behaviors Standard:

B-SMS 7.: Demonstrate effective coping skills when faced with a problem.

Habits of Mind Video: Thinking Flexibly

Materials Needed:

- “Thinking Flexibly” Video

Preparation:

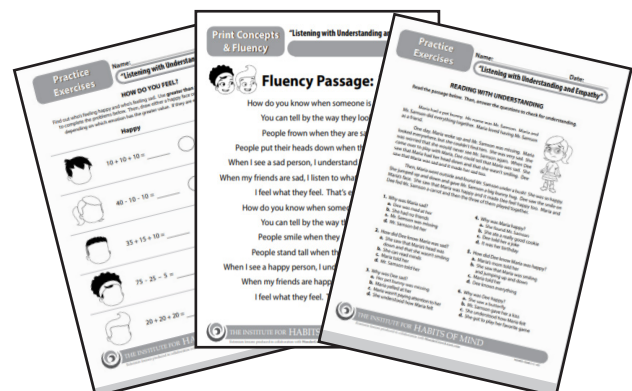
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What steps do you take when you’re faced with a problem?
- What does it mean to **cope**?
- What does it mean to **think flexibly**?
- In what situations do you have to think flexibly?
- How can being able to cope help dealing with a problem easier for you?

Questions After Viewing:

1. How did Dee cope when she learned that the cafeteria wasn’t serving spaghetti for lunch?
2. How did **thinking flexibly** allow Dee to learn something new about herself?
3. Why must we learn to cope when we are faced with a problem?
4. Think of a time that you had a hard time coping. If you could do it again, what are some **strategies** you could use to cope next time?
5. What are some **phrases and strategies** that will help you cope with a challenging situation?



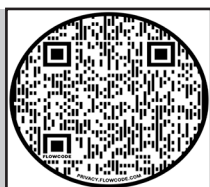
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ASCA Mindsets and Behaviors Standard: B-SS 6.: Use effective collaboration and cooperation skills.

Habits of Mind Video: Thinking Interdependently

Materials Needed:

- “Thinking Interdependently” Video

Preparation:

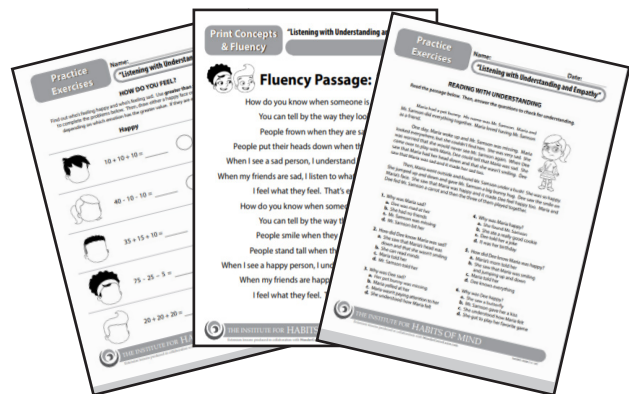
- Familiarize yourself with the questions and the video.

Questions Before Viewing:

- What does it mean to **collaborate**? What does collaboration look and sound like?
- What does it mean to **cooperate** with others? What does cooperation look and sound like?
- What does **teamwork** mean? What does teamwork look and sound like?
- In what areas of your life do you have to **collaborate**? (ex. school projects, cooking, playing with friends, etc.)
- In what areas of your life do you have to **cooperate**? (ex. in the classroom, in public, at home, etc.)

Questions After Viewing:

1. Even though they won, Chris was still upset. What steps could Marcus have taken during the game to ensure the whole team got to play?
2. How does **thinking interdependently** help a team be successful?
3. What are some **phrases** you could use to make sure that you’re collaborating with your peers?
4. Being collaborative means valuing everyone’s skills. What are some skills that *you* bring to a team?
5. How can you make sure that you’re **including everyone** when you are on a team?



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