

# Solution Tree | Press

## **Classroom Habitudes (Revised Edition): Teaching Habits and Attitudes for 21st Century Learning**

*By Angela Maiers*

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### **Study Guide**

This study guide is a companion to the book *Classroom Habitudes (Revised Edition): Teaching Habits and Attitudes for 21st Century Learning* by Angela Maiers. In this revised edition of *Classroom Habitudes*, author Angela Maiers offers teachers additional strategies and ideas to help their students become 21st century learners.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **Nurturing Genius: A Framework for Teaching and Learning the Habitudes**

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1. What principles must educators understand and communicate to enable their students to be successful learners in the 21st century? What role do these principles play in the Name It, Claim It, Sustain It framework?
2. Identify your understanding of the term *genius*. Is it built on the idea that genius is a gift to a blessed few or an idea that can be taught and sustained in the classroom? How can author Seth Godin's definition be adopted into your classroom instruction?
3. List the habitudes. How can educators reinforce each at each stage of the Name It, Claim It, Sustain It framework?
4. Consider the habitudes in your own personal and professional development. Which habitude(s) do you think need more attention in your personal life and in your professional life? In what ways do the habitudes support your teaching?

## **Chapter 2**

### **Imagination**

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1. What is imagination, and how can it be taught?
2. What role does imagination play in students' learning and long-term success?
3. According to Maiers, "Imagination cannot be mastered. It develops over time and with practice" (p. 34). How can you expand on or extend the imagination activities offered by Maiers to fit your students' needs?
4. How can you promote imagination in students whose imaginations are repressed, inactive, or distorted? How can you become an imaginative teacher?

## **Chapter 3**

### **Curiosity**

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1. How can you add curiosity to your teaching toolbox and your conversations regarding teaching and learning?
2. How does developing the habitude of curiosity affect students and their learning? What expressions should educators use to keep student brains active?
3. What is a *quote wall*? What part does it play in the conversation starter?
4. How can you extend and expand the author's lesson plans to develop curiosity? While you are encouraging your students' curiosity, how can you examine your own?
5. Think about the questions you use with your students. How varied are the questions? How do your questions help your students become deep thinkers? How do you enlist your students in creating their own questions?

## **Chapter 4**

### **Self-Awareness**

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1. According to Maiers, “Self-awareness is the ability to simultaneously exist both inside and outside of ourselves” (p. 57). How can educators show students how self-awareness can guide and empower them?
2. How does self-awareness influence learning? Is the quest to know yourself as a learner equally beneficial?
3. What is a champion learner? What are the traits of a champion learner? How is a champion learner different than other learners?
4. How can you use the chapter’s ideas and tools to build self-awareness within your students?
5. In what ways do you think the habitude of self-awareness affects your participation in professional development activities?

## **Chapter 5**

### **Perseverance**

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1. Brainstorm *running stories* you can share in the classroom. How can you use them to develop perseverance in your students?
2. What are characteristics of student success? What role does perseverance play in those characteristics?
3. How can you and your students identify perseverance? How can students identify when someone has persevered?
4. How can you encourage your students to make their accomplishments public?

## **Chapter 6**

### **Courage**

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1. Why is courage a habitude? What is the link between courage and potential?
2. What steps must students be aware of if they are to realize their dreams?
3. What do we know about everyday courage? What does it look like? What is intellectual courage? How do we recognize it?
4. How can you expand and extend the author's activities to develop courage?

## **Chapter 7**

### **Passion**

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1. What is the *age of meaning*? What responsibilities do educators have to students who are learning in this age?
2. Did you become a teacher because you have a passion for learning? If so, how has that element of your character influenced the way you interact with your students and colleagues?
3. Students are pursuing their passions in an ever-changing world. How can you help your students direct their passions to enhance their learning?
4. Compare the author's reflection questions on what works and what doesn't work in school to your instructional practices. What areas need to be strengthened?



## **Chapter 8**

### **Adaptability**

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1. Describe the love-hate relationship people have with change. How can adaptability be introduced as a positive element to learning?
2. Compare and contrast *digital natives* versus *digital immigrants*. What role does adaptability play with each identity?
3. What are the traits of 21st century learners? How does persistent adaptability enable these traits? How can educators focus attention on the importance of adaptability in the lives of their students?
4. How can you use or modify the habitude activities to develop adaptability in your students?
5. In your experience, what professional matters present challenges to the habitude of adaptability? In what ways does your knowledge and practice of the habitudes enable you to address those challenges?

## **Chapter 9**

### **Closing Thoughts**

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1. Think about *who* you teach and, more importantly, *how* your teaching will influence who they are. Describe and define your learners. Do they engage both inside and outside your classroom?
2. Is a pattern evident in your descriptions? Do these descriptions provide evidence of the habitudes?
3. Maiers describes how author Jim Collins encourages companies to progress from being good to great through dialogue and analysis. What can educators do to take schools and students from good to great? How does Maiers recommend you move your life from good to great?