

Thanks for previewing!

Habits Survey & Lessons for Teens

Grades 6-12

_____burping
_____chewing gum
_____chewing or biting
_____chewing with you
_____complaining
_____coughing
_____cracking your kn
_____cutting (self-muti
_____drinking soft drin
_____eating chocolate
_____eating junk foods
_____eating sugar
_____eating sunflower
_____eating too fast
_____eating too much
_____excessive cleanin
_____excessive throat c



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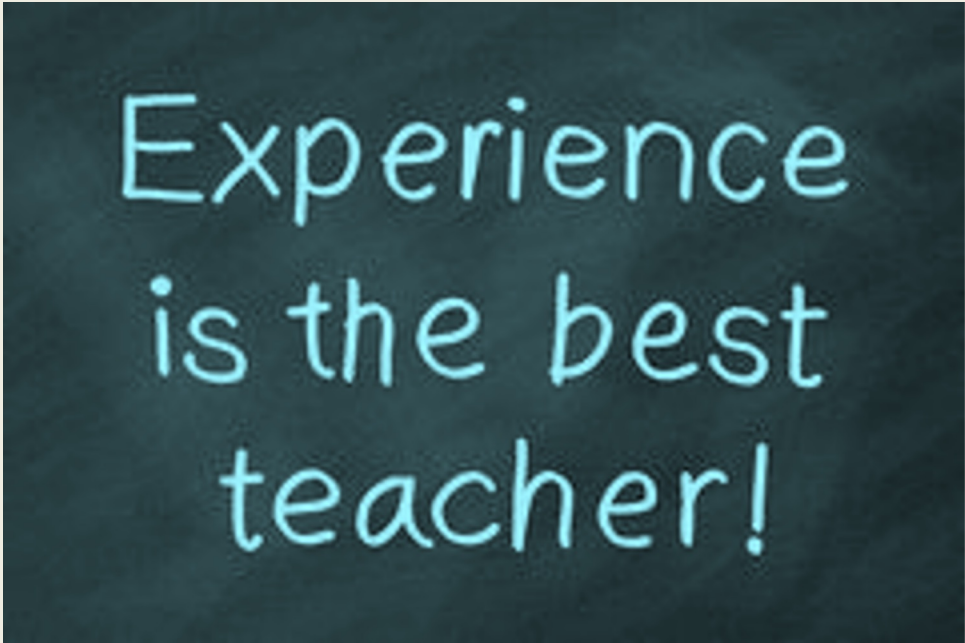
Habits Lesson



From my Best-Selling Tobacco Unit

1. This Program's Creator is a Qualified Teacher

◆ I am a National Board Certified Teacher with a Master's of Education Degree and I have many years of experience teaching Health.



Experience
is the best
teacher!

2. The Program Meets Educational Health Standards:



It meets **National** and COMMON CORE STANDARDS
FOR Health:



Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<http://www.corestandards.org/ELA-Literacy/>

	Writing Grades 9/10	ELA College and Writing
1	Write arguments focused on discipline-specific content.	Write arguments to topics or texts using evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/ complex ideas and effective selection.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to events using effect structured event se
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and organization, and s audience.

The Centers for Disease Control and Prevention (the C.D.C.) National High School Health Education Standards

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.

3. Here is a Look at the Files:



< > Habits Lesson

Name	
	01Habits Lesson Teacher Directions.docx
	01Habits Lesson Teacher Directions.pdf
	02Brain and Habits PowerPoint.pptx
> 	03Documents
	04Standards and Google Info.pdf
	05Previews of Other Lessons.pdf

∨  03Documents

	Drug Addiction Survey.docx
	Drug Addiction Survey.pdf
	Habits Surveys.docx
	Habits Surveys.pdf
	Habits Worksheet.pdf
	Neurotransmitters.docx
	Neurotransmitters.pdf
	Support Your Peers.pdf
	Teen Progression Story.docx
	Teen Progression Story.pdf

4. Step-by-Step Teacher Directions:

Full Step-By-Step Teacher Directions-Follows PwrPt.!

Day 2 + 3: Habits and Addictions

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Analyze why individuals choose to use or not use substances. H1.Su1.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb	My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.4, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	
Common Core Standards Met: Reading 3/ Writing	

Materials Needed:		
PowerPoint	-"Brain and Habits PowerPoint"	-"In PowerPoints" folder
Printed Materials	"Neurotransmitter Sheet"	"Print 1 class set"
Other Materials		
Optional:		
Video	"The Teenage Brain is Primed for Addiction" "What the Mind Hungers For: the Craving Brain" (1 hour and 30 min)	
Learning Target	Content: I will learn why the brain loves habits and addictions! Exit Task	Behavioral: I will quit a bad habit, or addiction now while I'm still young! Assessment
	-Fill out "Success Criteria Sheet." -Offer extra credit for students getting a parent to fill in "Adding a Healthy Habit Homework!" -The "Teen Story" will be turned in and graded.	

1. DAY 2 TITLE SLIDE: This slide is just a place-marker.

2. HABITS AND ADDICTIONS: Have this slide up as students come into class.

3. HERE IS WHY STEP 1: Tell students you want to show them why our brain loves habits and patterns and why many people get addicted to many different things-including drugs and alcohol! Remind them from yesterday how we can multi-task – our brain loves habits because then it can multi-task.

4. HERE IS WHY STEP 1 and 2 and next slide: Remind them of the pathways our brain creates.

5. HERE IS WHY STEP 1 and 2 and 3: One main neuron in the pathway is dopamine. It's the pleasure center of our brain (which reminds us to eat and have sex so we survive and continue as the human race!) If drug use enters a person's life, their brain is happy!

6. THE BRAIN SAYS YES x 2: Hand out the "Neurotransmitters" sheets-at least one on each desk/table. Ask students which neurotransmitter is the only one to be affected by every drug

Day 2



DAY 2: HABITS AND ADDICTIONS:
 Any why our brain can get addicted



Here is why drugs are tempting and then hard to quit if addicted.



Here is what happens in the brain.

Our brain has billions of neurons that receive input from our sensory organs. The brain sets up pathways of these chemical impulses.



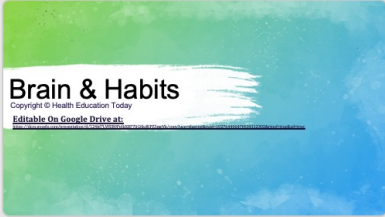
Here is why drugs are tempting and then hard to quit if addicted.



The brain says "yes" pleasure. What neurotransmitter does each drug pathway use?



5. PowerPoint Walks You Through This Lesson with Detailed Photo Examples:



Brain & Habits
Copyright © Health Education Today
Editable On Google Drive at:

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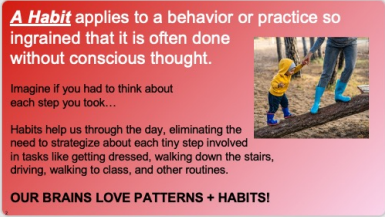
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Day 1

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A Habit applies to a behavior or practice so ingrained that it is often done without conscious thought.

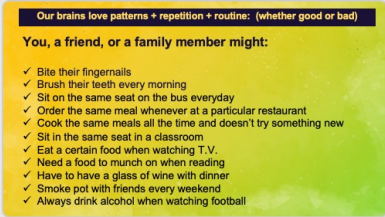
Imagine if you had to think about each step you took...

Habits help us through the day, eliminating the need to strategize about each tiny step involved in tasks like getting dressed, walking down the stairs, driving, walking to class, and other routines.

OUR BRAINS LOVE PATTERNS + HABITS!

3

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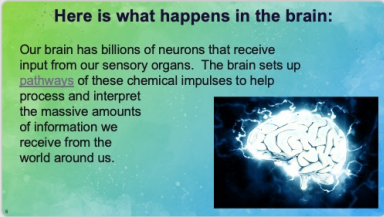
Our brains love patterns + repetition + routine: (whether good or bad)

You, a friend, or a family member might:

- ✓ Bite their fingernails
- ✓ Brush their teeth every morning
- ✓ Sit on the same seat on the bus everyday
- ✓ Order the same meal whenever at a particular restaurant
- ✓ Cook the same meals all the time and doesn't try something new
- ✓ Sit in the same seat in a classroom
- ✓ Eat a certain food when watching T.V.
- ✓ Need a food to munch on when reading
- ✓ Have to have a glass of wine with dinner
- ✓ Smoke pot with friends every weekend
- ✓ Always drink alcohol when watching football

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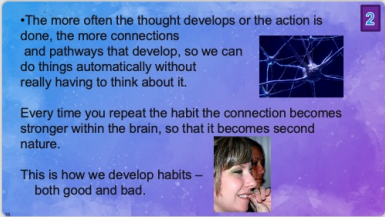


Here is what happens in the brain:

Our brain has billions of neurons that receive input from our sensory organs. The brain sets up **pathways** of these chemical impulses to help process and interpret the massive amounts of information we receive from the world around us.

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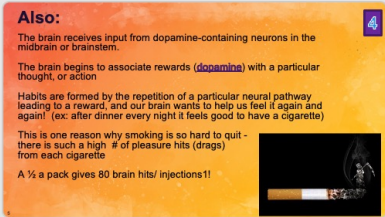
•The more often the thought develops or the action is done, the more connections and pathways that develop, so we can do things automatically without really having to think about it.

Every time you repeat the habit the connection becomes stronger within the brain, so that it becomes second nature.

This is how we develop habits – both good and bad.

7

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Also:

The brain receives input from dopamine-containing neurons in the midbrain or brainstem.

The brain begins to associate rewards (**dopamine**) with a particular thought, or action

Habits are formed by the repetition of a particular neural pathway leading to a reward, and our brain wants to help us feel it again and again! (ex: after dinner every night it feels good to have a cigarette)

This is one reason why smoking is so hard to quit - there is such a high # of pleasure hits (drugs) from each cigarette

A 1/2 pack gives 80 brain hits/ injections!!

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Two of the main reasons people use alcohol and drugs are:

☹To feel good...

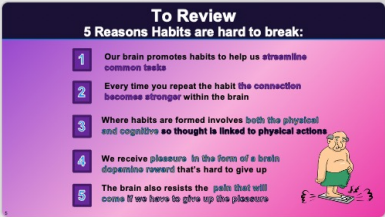
☹To not feel bad

So, giving up the pleasure, the dopamine the drug used and taking on the pain, lowered by feeling clean and sober

Wanting your friend's reaction, possibly because you're craving more from them

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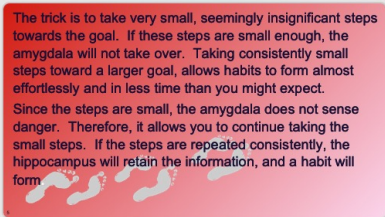
To Review

5 Reasons Habits are hard to break:

- 1 Our brain promotes habits to help us streamline common tasks
- 2 Every time you repeat the habit the connection becomes stronger within the brain
- 3 Where habits are formed involves both the physical and cognitive so thought is linked to physical actions
- 4 We receive pleasure in the form of a brain dopamine reward that's hard to give up
- 5 The brain also resists the pain that will come if we have to give up the pleasure

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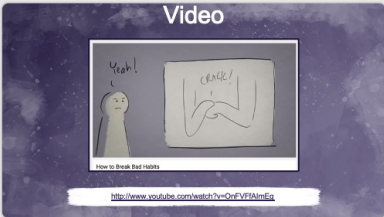


The trick is to take very small, seemingly insignificant steps towards the goal. If these steps are small enough, the amygdala will not take over. Taking consistently small steps toward a larger goal, allows habits to form almost effortlessly and in less time than you might expect.

Since the steps are small, the amygdala does not sense danger. Therefore, it allows you to continue taking the small steps. If the steps are repeated consistently, the hippocampus will retain the information, and a habit will form

12

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Video

Yeah!

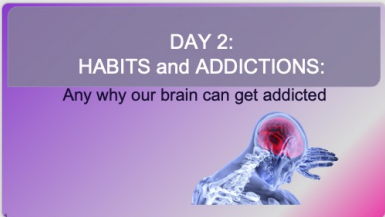
Yeah!

How to Break Bad Habits

<http://www.youtube.com/watch?v=Or1YV14mEaE>

13

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DAY 2:

HABITS and ADDICTIONS:

Any why our brain can get addicted

14

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6. 11 Worksheets! Here are a few examples:

"SUPPORT YOUR PEERS" CLASSROOM CALENDAR:

(Remember experts say it usually takes at least 21 days to break a bad habit!)

Directions: Give yourself a smiley face/gold star if you had success the previous day with your habit:

WEEK 1:					
Period/Name/Habit:	Mon. ____	Tues. ____	Wed. ____	Thur. ____	Fri. ____
____ Name and habit to cleanse or add:					
____ Name and habit to cleanse or add:					
____ Name and habit to cleanse or add:					
____ Name and habit to cleanse or add:					
WEEK 2					

Do I or Does My Friend Have a Drug Problem?

Does your friend seem like a different person when she drinks or gets high? Has she been letting you down lately and you think it's connected to drug use? This can be a difficult situation to deal with, and sometimes it gets worse before it gets better. Don't make excuses. Talk to them.

Do I or does my friend have any of these signs?

- Gets drunk or high on a regular basis.
- Drinks or uses drugs when he/she is alone.
- Plans for drug use in advance.
- Lies about drug use.
- Pressures others to use drugs.
- Has driven a car while drunk or high.
- Borrow or steals money for drugs or alcohol.



Name: _____ Per: _____
A Habit applies to a behavior or practice so ingrained that it is often unconscious thought. adapted from: <http://answers.google.com/answers/thread>

Mark any BAD HABITS you feel you have

- ____ arguing
- ____ begging
- ____ being aggressive
- ____ being a hypochondriac (always think you're sick)
- ____ being annoying
- ____ being anxious (nervous)
- ____ being arrogant (proud, snobby)
- ____ being critical of others, making fun of people
- ____ being jealous
- ____ being late
- ____ being lazy
- ____ being loud
- ____ being selfish
- ____ being shy
- ____ blowing your nose
- ____ borrowing and not returning items
- ____ bragging
- ____ bulimia (picking out eating, then throwing up)
- ____ bullying
- ____ burping
- ____ chewing gum
- ____ chewing or biting your fingernails



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counselor phone #: _____

800-448-3000 (24 Hours/7 Days A Week)

ping a friend in trouble, as well as free resources.

nida.nih.gov/ Get more facts about the science

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ADDING A HEALTHY HABIT CALENDAR CHECK OFF:

Name: _____ Per: _____

bit you want to add here: _____

day or week do you want to add your healthy habit? _____

a smiley face or gold star for each day you add your healthy habit successfully.

usually takes at least 21 days to make a healthy behavior a habit!)

Tues. ____	Wed. ____	Thurs. ____	Fri. ____	Sat. ____
Tues. ____	Wed. ____	Thurs. ____	Fri. ____	Sat. ____
Tues. ____	Wed. ____	Thurs. ____	Fri. ____	Sat. ____
Tues. ____	Wed. ____	Thurs. ____	Fri. ____	Sat. ____

EXAMPLE:

REAKING A BAD HABIT - Name: EXAMPLE

you want to break here: biting my fingernails

peating the or why did you start it in the first place? (List your triggers

can't know I'm on it. - #4: put on bad testing nail polish
its long - fingernail clinose with me and clip them instead

2. What are some negative consequences of your habit

- ugly nails
- so short sometimes they bleed or hurt
- looks bad
- makes me look nervous

3. What are some benefits of dropping your habit?

- better looking nails
- I wouldn't look nervous, I would look confident

4. What actions can you replace your bad actions with?

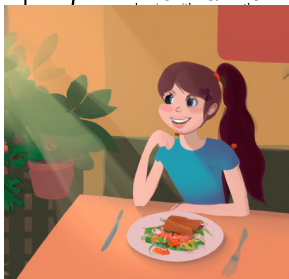
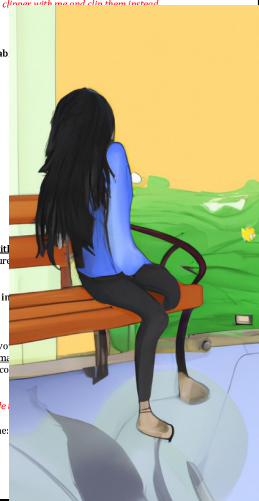
(Write one positive action for each of your triggers in

See answers above

5. Take baby steps - Remember you can trick yo the norm," "you're in danger" response by taking sm steps you can take instead of just stopping your habit "co think of small steps

keep a nail file in my pocket at all times to be able

6. Get support - Who can you ask to support you? Name:



HABITS!

7.

Worksheets and PowerPoints are on GOOGLE SLIDES

Mark any BAD HABITS you feel you have:

- ___ arguing
- ___ begging
- ___ being aggressive
- ___ being a hypochondriac
- ___ being annoying
- ___ being anxious (nervous)
- ___ being arrogant (proud,
- ___ being critical of others,
- ___ being jealous
- ___ being late
- ___ being lazy
- ___ being loud
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- ___ bullying



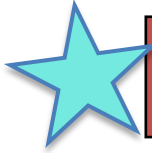
8.

This Program is all About the Students...

- ◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.
- ◆ It promotes high student engagement and interaction!
- ◆ This lesson challenges and touches the lives of teens!



9. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of nutritional info



10.



About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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Works Cited:

Owl and Yosemite Photos by me.

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards

From: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

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