

Chapter 7: Habits

Objectives

- Recognizing your good and bad habits.
- Seeing effects of habits in your work life.
- Seeing effects of habits in your personal life.
- Changing bad habits and establishing more good habits.

Working Vocabulary

- **Habit:** A habit is a constant, often unconscious behavior pattern acquired by frequent repetition.
- **Excuse:** An excuse is a reason used to justify doing or not doing something.
- **Image:** An image is the way people see you.

For Discussion

Our habits can be difficult to own up to. It is sometimes hard to recognize your own habits because they are so much a part of you.

We all form habits. Some are good, and some are bad. How many habits do you have? These are things you do repeatedly and often without realizing it. Do they make you look good or bad? Are they healthy or unhealthy? Are they safe or unsafe? Do you do them every day? How long have you had your habits? Which habits would you like to keep and which would you like to kick?

Bad habits can make you look bad in and out of the workplace. Bad habits are not good for you, make negative statements about you, and work against you. Good habits do just the opposite.

Old, bad habits are hard to get rid of. You may not realize that they have always caused you problems. You must change them to survive on the job. How can you begin to change your bad habits?

Presentation Suggestions

Use with Pages 110–113

Begin by discussing the three vocabulary words. Ask students to provide real-life examples of each word. Then ask a student to read aloud the Example on page 110. Allow time for students to complete the Stop and Think on pages 110–111 individually.

Briefly discuss the difference between bad habits and good habits. Ask for examples from the class. Write several on the board under the headings “GOOD HABITS” and “BAD HABITS.”

Next, have students complete the Stop and Think on pages 112–113 individually. Remind students that everyone has bad habits. They should not feel embarrassed by them, especially if they are willing to change. However, they should be aware of how their habits are affecting their work.

Use with Pages 113–117

Ask the class, “Why do people encourage good habits? Who do you know who has encouraged you to develop good habits in the past?” Briefly discuss the Stop and Think on pages 113–114. Talk about the teacher example that is used. Then break the class into small groups to complete the Stop and Think on pages 113–114. When completed (approximately 10 minutes), ask for group representatives to give examples of their group’s responses.

Continue by assigning the self-test on pages 115–117. (Allow 20–25 minutes to complete.)

When students are done, return to the GOOD HABITS/BAD HABITS listing on the board. Continue to list several more bad habits. Then, for the middle section of the board or overhead, ask students to think of ways they could change the bad habits into good habits. Your list might look something like this:

BAD HABITS

Never completes
homework
Temperamental
Was a follower

CHANGES MADE

Brings books home
Takes deep breaths
before speaking
Volunteers for lead
position

GOOD HABITS

Always has homework
Thinks before
speaking
Thinks for himself

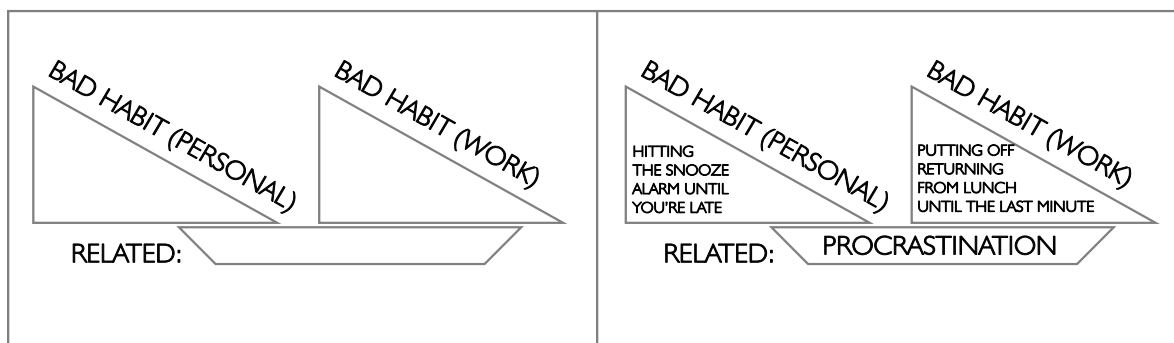
Use with Pages 118–121

Ask students for one or two examples of a time when they tried to make an excuse to cover for a bad habit. What happened to them? How did they feel about covering for the habit?

Remind students that the way they felt means that the bad habit had an effect on their personal life. Have them complete the Stop and Think on page 118 individually.

Discuss with the class the image of bad feelings as baggage—something that weighs your spirit down. Ask, “How many have heard this comparison before? In what context?” After a discussion, ask students to complete the Stop and Think on page 119.

Ask a student to read aloud the text on page 120 under “Good Habits in Your Personal Life.” Talk with the class about the fact that good habits, just like bad habits, follow from personal life to work life. Sometimes it may even be the same habit, but it causes different problems in different places. Consider a board or overhead presentation as shown below:



Direct the students to complete the Stop and Think exercises on pages 120–121.

Use with Pages 122–125

Talk about the meaning of achievement. Have the students identify general achievements such as graduating, buying a car, buying a house, and finding a good job. Then discuss the idea that achievements don't always have to be big things. They could be something as simple as getting to this class every week or getting up on time every morning. Next, direct students to complete the Stop and Think on pages 122–123. Alternatively, you can have students complete the “**Moments of Greatness**” activity.

Complete the Stop and Think starting on page 123 together as a whole class. In addition, consider using the “**It Seems That**” activity as a way to review the lessons of this chapter.

Until Next Time

Besides habits, many things you say and do make outward statements to other people. Manners are one of them. What do you consider to be good manners and what do you consider to be bad manners? Think about this for next time.