

OLD HABITS DIE HARD

WHEN WILL YOU BECOME THE **BEST** VERSION
OF YOURSELF ?

Lesson Objectives

At the end of this lesson, students will be able to:

- recognize common unhealthy habits, along with understanding their potential consequences.
- gain an understanding of the reasons why people develop unhealthy habits
- create strategies and plans to break the habits.
- familiarize themselves with the uses and applications of "used to" and "be used to."
- develop listening comprehension skills, reflective thinking, the ability to give opinions and feedback, and presentation skills.



TARGET LEARNERS

YOUNG ADULTS
(B1, B2 LEVELS)



DURATION

60 – 90 MINUTES



PREPARATION

Classroom technology
Art supplies (crayons,
pencils, ...)

1**Engage**

10 - 15 minutes

This stage to develop students' understanding of habits, differentiate between good and bad habits, encourage self-reflection on personal habits, and foster awareness of the potential long-term effects of habit changes.

Suggested teacher's activities**What is a habit?****Exercise A:**

- Begin the lesson by posing the question, "What is a habit?".
- Use prompt questions like *"Can you think of any actions you do regularly?"* or *"What are some things you do without even thinking?"* to facilitate their answers.
- Have students read and discuss the questions in their groups.
- Ask the groups to share their definitions of "habit" and any interesting examples they discussed.
- Briefly summarize the key points of the discussion: Habits are routines or behaviors we repeat regularly. They can be positive or negative, and understanding our habits is an important step towards personal growth.

Exercise B:

- Arouse students interest: Use the picture from the cover to spark them to think about habits. Some suggested questions: *What do you see in the photo? What habit do you think the photo is trying to illustrate? Do you often exercise/ running/ jogging? Why do you think it's hard to change a habit?*
- Let students freely share their thoughts and imagination about the photo.
- **B1.** Have students think about their daily routines and habits.
- Ask them to write down one good habit that they have and one bad habit that they'd like to change.
- **B2.** Invite some students to share their answers.
- Encourage them to explain the impact that changing the bad habit could have on their life.

Exercise C:

- Divide the class into small groups of 3-4 students.
- Have them read and discuss the questions in their groups.
- Encourage students to brainstorm potential reasons for forming bad habits and reflect on why they persist in these habits despite their awareness of their negative consequences.
- Set a timer for 3-4 minutes for group discussions.
- Invite each group to share their key points and insights from the discussion.
- Tell students that they are going to watch a video about how habits are formed and compare the information in the video with their answers.

Answer key**A.** (Students' answers vary.)**B.** (Students' answers vary.)**C.** (Students' answers vary.)**2****Explore**

15 - 20 minutes

The purpose of this stage is to improve students' awareness of bad habits, offer strategies for breaking them, expand vocabulary through new words and definitions, and engage in a fun activity reinforcing word comprehension.

Suggested teacher's activities**Exercise A:**

- Ensure classroom technology (computer, projector, speakers) is set up for video playback.

- Play the Edpuzzle video that discusses the two reasons why people form habits, according to the National Institutes of Health, as a way to explore the science behind habit formation. Scan the provided code or use this [link](#).
- Ask students to compare the information from the video with their earlier discussion in 1C.
- Invite a few volunteers to share their reflections and any new insights they gained through the video.

Materials



Scan for the Edpuzzle video link.

Extra information

1. Potential reasons for forming bad habits: boredom, stress, lack of awareness, comfort, social influence.
2. Psychological factors that keep bad habits: difficulty with change, lack of motivation, feeling overwhelmed, short-term gratification.

Exercise B:

- Introduce the separate list of definitions and explain that their task is to match each new word in bold with its correct definition.
- Facilitate a class discussion where students share and explain their answers.
- Do pronunciation drill and comprehension check.

Exercise C:

- Prepare individual pieces of paper, each with a new word and divide the class into teams.
- Divide the class into two teams, instruct one student from each team to select a paper and silently read the word (without showing it to their team).
- Encourage the student to act out the definition of the word using body language and verbal clues for their team to guess.
- Award points to teams that successfully guess the word within a set time limit.

Exercise D:

- Facilitate a classroom discussion where you ask students to share their experiences of attempting to break their habits.
- Encourage volunteers to come forward and share their stories.
- Inquire about the specific methods they employed, whether they were successful or faced challenges along the way.
- Summarize the key and common methods used to break habits.

Answer key

A. Answers from the video:

“Studies by the National Institute of Health point to two main reasons. The first reason is repetition. If you do something often enough, say you twirl your pencil during class, your brain decides it can stop wasting precious neurons thinking about it, so it checks out and goes on vacation. The other way bad habits are formed is through positive reinforcement, which sounds like a really good thing, but it can be dangerous. But the reason why this kind of habit is hard to break is that a nice surge of energy at 11 p.m. is an enjoyable feeling. And enjoyable feelings usually result in your brain releasing dopamine. This is partly why people often crave things that aren't even enjoyable for them anymore. The brain is jonesing for dopamine. But don't worry, my habitual compadres. Human beings are pretty amazing at changing and adapting.”

B.

- **A** - the fact of doing or saying the same thing many times.
- **C** - a strong desire for something.
- **D** - the ability to control your thoughts and actions in order to achieve what you want to do.
- **E** - a cell that carries information within the brain and between the brain and other parts of the body.
- **F** - the act of making something stronger, especially a feeling or an idea.
- **G** - the feeling when an experience brings you pleasure.
- **H** - a feel-good chemical that motivates you to repeat the activity.
- **B** - to cause something to start

C. (Students' answers vary.)

D. (Students' answers vary.)

3

Explain

10 - 20 minutes

The purpose of this stage is to help students understand and practice the different uses of "used to" and "be used to" in order to accurately express past habits, and familiarity.

Suggested teacher's activities

Exercise A:

- Tell students that they will watch another video and note down the suggested steps to break habits. Play the Edpuzzle video by scanning the provided code or using this [link](#).
- Check students' notes.
- Invite a few volunteers to compare the steps suggested in the video with their methods of breaking bad habits that they discussed in exercise 2D above.

Materials



Scan for the Edpuzzle video link.

Exercise B:

- **B1.** Introduce the 2 groups of sentences. Have students read the sentences and identify which group talks about something in the past but now it's no longer true, and which group talks about getting familiar with something.
- Support students if they need further explanation for the sentences.
- Have students write "A" or "B" in the blanks and facilitate a class discussion to share and compare answers, allowing students to explain their choices.
- **B2.** Instruct students to reread the sentences and underline the verb phrases.
- Have students select the correct verb form that follows "used to" and "be used to" in the sentences.
- Review the answers as a class, discussing the correct verb forms, and have students list some examples from the sentences to support their answers.
- Provide feedback and clarification as needed.

Exercise C:

- Have students write six sentences: Three about their past habits that are no longer true and three about something they are currently getting familiar with, using "used to" and "be used to".
- Encourage them to reflect on changed activities, preferences, or behaviors for the past habits, and to think about new skills, hobbies, or experiences for the current familiarity sentences.

- Ask students to pair up or form small groups to share their sentences with one another.
- Encourage active listening and provide an opportunity for students to ask questions or provide feedback on each other's sentences.
- As a class, invite volunteers to share their sentences aloud, creating an open and inclusive environment for sharing personal experiences.

Answer key

A. Answers from the video:

"Ladies and gentlemen, we're going to obliterate that bad habit in four easy steps.

Step one. Let's start at the very beginning. It's a very good place to start. Write down the bad habit you're trying to quit. Start simple, choose just one.

Step two, learn to avoid your triggers. Take some time to think about the things that really make you crave doing your bad habit. If biting your nails is your vice, your triggers might be, that last minute quiz, oh no, I gotta pay my electric bill, or how much money do I have in my account for rent? List these triggers in section two of your worksheet. Next to these triggers, write a list of ways you can avoid them. For example, read your syllabus every week or make sure that you plan for automatic deductions for your electric bill.

Step three, substitute your bad habits for not so bad habits. Basically, you want to teach your brain by repetition to learn a new habit. So, if you tend to bite your nails when you're stressed and alone in your living room, stock your refrigerator with carrots and celery, so that you can reach for something else to chew on when you're stressed out.

Step 4. Gather your army. You do not have to do this alone. Enlist your friends to help you defeat this bad habit. Start by telling them that you're planning on eliminating this bad habit, and you need their help. Just the simple act of letting them in on this battle that you're waging is a step in the right direction. Remember, your friends can be bodyguards. They'll stand between you and your brain. Tell them to police you. If they see you reaching for those nails to bite, give them the permission to remind you of your mission. Or even slap your hand?"

B.

1. A - To talk about past situations that are no longer true.

B - To talk about becoming familiar with something.

2. a) base verb

b) -ing verb

C. (Students' answers vary.)

4**Elaborate**

20 - 25 minutes

This stage enhances creativity, critical thinking, presentation skills, collaboration, and self-expression through a simulation social project where groups work together to develop plans for breaking habits, vote on presentations, and provide reasons.

Suggested teacher's activities

Exercise A:

- Explain to the students that they will be working in their groups to engage in a social project focused on promoting the change of bad habits.
- Instruct them to choose a specific bad habit that they would like to address and encourage them to brainstorm at least three steps or strategies that can be taken to effectively break the chosen habit.
- Ask the students to illustrate their ideas visually, using drawings, diagrams, or any other creative means to represent their proposed steps.

- Suggest that they can incorporate research data analysis to support and strengthen their points, which may involve collecting relevant information, conducting surveys, or referencing studies on habit change.
- Provide necessary resources, such as research materials, art supplies, or technology, to facilitate project completion.
- Give guidelines on completing a project for students to follow and encourage collaborative group work, idea sharing, and mutual support throughout the process.

Exercise B:

- Have the groups display and present their work.
- Facilitate opportunities for questions and discussions to further explore the proposed steps and research data analysis (if applicable).

Exercise C:

- Go through the voting criteria to make sure students understanding them thoroughly.
- Guide students to vote for the best presentation based on the criteria listed in their worksheet, excluding their own group. Encourage them to provide feedback and explain their reasons for their choice.
- Recognize the group with the most votes as the winners of the best presentation and summarize key steps for effective habit change.

Answer key

A. (Students' answers vary.)

B. (Students' answers vary.)

C. (Students' answers vary.)

5**Evaluate**
5 - 10 minutes

The purpose of this stage is to consolidate learning through a checklist and promote self-reflection and commitment by having students write a 100-word paragraph outlining their plan to break a personal habit.

Suggested teacher's activities**Exercise A:**

- Instruct students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

Exercise B:

- Have students engage in reflective thinking and write a 100-word paragraph about their plan to break one of their own habits. Remind them to use "used to" and "be used to" in their writing to describe past habits and current familiarity.
- Have some students share their writings, and highlight the use of "used to" and "be used to" as linguistic tools to express past habits and current familiarity in their writings.
- Summarize the main ideas covered in the lesson, emphasizing the importance of reflecting on personal growth and embracing new experiences.

Answer key

A.
(Students' answers vary.)

B.
(Students' answers vary.)