

Self-Discipline

OVERVIEW

In Chapter 6 students read about the importance of developing self-discipline in achieving their goals. In Section 6.1 they explore the benefits of self-discipline and learn about the key concepts of self-determination and persistence. They also learn how to control impulses by considering the long-term consequences of their actions. They then look at how self-discipline can help them make difficult changes, including changing bad habits into better ones. In Section 6.2 students learn about self-disciplined thinking by exploring the elements of critical thinking and learning how to make logical, step-by-step decisions.

LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Define self-discipline and cite its benefits.
- Explain how to control impulses.
- Describe the process of replacing bad habits with good ones.
- Define critical thinking and list its seven standards.
- List the steps in the decision-making process.

OUTLINE

Chapter Topics

TAKING CONTROL OF YOUR LIFE

What Is Self-Discipline?

Elements of Self-Discipline

The Power of Persistence

Self-Determination

Controlling Impulses

Thinking Long-Term

Embracing Change

Do You Resist Change?

What's Holding You Back?

Conquering Bad Habits

Step 1: Wanting to Change

Step 2: Understanding the Habit

Step 3: Replacing the Habit

DISCIPLINING YOUR THINKING

Learning to Think Critically

Benefits of Critical Thinking

Are You a Critical Thinker?

Standards of Critical Thinking

Becoming a Better Decision Maker

Why Good Decisions Matter

Handling Mistakes

Steps in the Decision-Making Process

Chapter Activities

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ACTIVITY 32 Getting to Know Your Bad Habits (pp. 226–227)

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PROFESSIONAL DEVELOPMENT **Wanted: Problem Solvers** (p. 242)

FOCUS

Introducing the Chapter

Ask a volunteer to define *self-discipline*. Write his or her definition on the board and compare it to the definition in the text (the process of teaching oneself to do what is necessary to reach important goals). Then ask students to brainstorm ways self-discipline can and does help them in their lives. Write these ideas on the board as well. Point out that students probably have developed self-discipline in many areas without even realizing it, because self-discipline is a habit. For example, they may have a regular study routine, exercise regularly, or stick to a budget. Finally, discuss how a person benefits from these examples of self-discipline.

Real-Life Success Story “Should I Make a Change?”

(p. 208)

Have a volunteer read the Real-Life Success Story aloud. Remind the class that they have now read about self-awareness, goals and obstacles, self-esteem, and positive thinking. Ask them what they have learned already that could help Jeanette. For example, ask, “What do you know about overcoming obstacles that could help Jeanette? What about positive thinking or positive self-talk?” Help them recognize that self-discipline is the key to helping Jeanette put these ideas into action.

Opening Quote (p. 209)

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

Write the quote on the board or make a transparency of it from the online reproducible

master and ask students what they think this statement means. What does facing something have to do with changing it? Do students agree that this is true? Ask students to think of a situation that they felt needed to be changed. How did they handle it? Did they face, or recognize, the problem? If not, did the situation ever get better? Was the problem really solved?

You may wish to open subsequent classes by discussing one of the other quotes provided on the reproducible master.

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

What Is Self-Discipline? (pp. 210–213)

Have students recall the definition of self-discipline discussed above in “Introducing the Chapter.” Then explain that self-discipline helps you to achieve your goals by strengthening your ability to do the following:

- control your destiny
- persist in the face of setbacks
- weigh long-term consequences of actions
- make positive changes
- break bad habits
- think critically
- make effective decisions

Ask students to suggest ways self-discipline helps a person do each of the above. (Preview the definition of critical thinking if students are not familiar with the term.) Discuss their ideas.

Controlling Impulses (pp. 213–217)

Ask volunteers to give examples of “acting on impulse” and list them on the board.

Have students think of one thing they did on impulse and then write down the answers to these questions: How did you feel when you acted on the impulse? Were you pleased with the outcome? Why or why not? Would you do the same again? If not, what would you do differently next time? Guide students to the idea that impulses can lead us away from, rather than toward, our goals.

Embracing Change (pp. 218–221)

(Present this material in conjunction with Activity 31.) Have students review the section “Overcoming Obstacles” in Chapter 3, and remind them that there are two main kinds of obstacles—internal and external—and that resistance to change is one type of internal obstacle. Then ask them to think of a change they may need to make in their lives and to answer the two key questions posed in the text: “Do You Resist Change?” and “What’s Holding You Back?” Give them a few minutes to write a brief response. Ask a volunteer to explain *hidden resistance* (an unwillingness to change because we do not want to give up the rewards that we get from staying the way we are), and ask students to contemplate whether or not hidden resistance does or has kept them from making a needed change.

Discuss how and why people resist new ideas and ways of doing things. Share with the students some of your own beliefs that may have changed. For example, an instructor might offer examples such as, “I used to believe that I shouldn’t make reference to my personal experiences in the classroom” or “I used to believe that I had to have all the answers and could never admit to a student that I didn’t know something.”

Ask students what ideas or beliefs might be limiting their success. You might share common limiting beliefs that many students have expressed in the past, for example:

- I work best under pressure, so I like to wait until the night before a paper is due.
- I can study with the television on.

- Smoking helps me deal with stress/concentrate/relax/lose weight.
- Working in groups is a waste of time.
- I can’t apply anything I’m learning in class to the real world.
- Classroom discussions are much less important than lectures.
- Getting good grades is a matter of smarts, not effort.

Conquering Bad Habits (pp. 221–230)

Ask the class to brainstorm a list of bad habits. (Examples of some common bad habits are found on page 224 of the student text.) As ideas are generated, write them on the board. Then have students, individually or in pairs, choose a common bad habit and write a short story describing how a person goes through the three steps to change the habit. Step 1 should include a description of the three stages (precontemplation, contemplation, and preparation). Step 2 should describe how the person answers the five questions on page 225 that will help in understanding the habit. Step 3 should describe how the person replaces the habit and give examples of the positive self-talk he or she used along the way. Allow students to share their stories.

Learning to Think Critically (pp. 231–239)

Review the seven standards for critical thinking using the online reproducible master. Discuss each standard by having students use a piece of paper to cover up the before-and-after examples of each standard (pp. 232–239). First have a student read aloud the description of the standard. Then have students uncover only the first example and ask them to explain what is wrong with it. (With clarity, for example, students would uncover the first “Unclear:” and you would ask, “Why is this unclear?”) Then allow students to reveal the explanation (“Why It’s Unclear”) and to compare their responses with the information in the text. Continue in this way for all seven standards. If desired, follow this activity with

a review of the characteristics of critical thinkers, which are listed on the online reproducible master.

Becoming a Better Decision Maker

(pp. 239–250)

Have students work in pairs to write a scenario describing a person making an important life decision. Students should create the decision to be made and include and identify the seven steps necessary to make the decision.

Alternatively, give students a scenario in which a person finds him- or herself in a difficult or unwelcome situation but does not know how to fix the situation—in other words, does not know what he or she needs to decide. For example, have students imagine that they have held the same position at the same company for five years and have realized that it is a dead-end job. They are unhappy, but what exact decision do they need to make? Students should formulate a clear statement of the decision to be made and then describe the seven steps necessary to make the decision. During the activity, display a transparency of the online reproducible master, “The Decision-Making Process.”

In-Chapter Answers and Notes

FIGURE 6.1

Ingredients of Self-Discipline (p. 211)

Answers will vary but should recognize that the ability to accomplish your goals and cope with difficult situations is an important part of self-esteem. By practicing self-discipline, you can accomplish more and be more in control of your life, which will raise your self-esteem.

Personal Journal 6.1

Going Against the Odds (p. 212)

Responses will vary but should demonstrate persistence. Allow students to share their

responses in a class discussion so that they can hear other creative ideas for overcoming the various obstacles.

Sample Answers

Title of Your Novel: *Cecil: A Love Story*

Not enough free time for writing

Set aside 30 minutes at the same time each day to write.

Don't know how to start novel

Begin in the middle of the novel. Work on beginning later when a good idea comes to me.

Life isn't interesting enough

Focus on rich inner experiences rather than on mundane outward events.

Writer's block

Do creativity exercises such as brainstorming, sketching, or simply writing down sentence fragments.

Accidentally delete first five chapters from computer

Dig out printouts from recycling bin and scan them back into computer.

Rejected by publisher

Refine novel using publisher's suggestions and resubmit it.

Rejected by publisher again

Self-publish.

ACTIVITY 29

Do You Control Your Life? (p. 214)

A-B. Students' responses and scores will vary.

C. Answers will vary. Some students may suggest making attitude changes in certain areas, such as deciding to take personal responsibility for the course of their lives. Other students may list specific actions they could take in certain areas of their lives, such as handling their finances more responsibly or eating more healthful meals in order to take charge of their health and feel better physically.

Applying Psychology

A LITTLE GUILT CAN BE GOOD FOR YOU (p. 215)

Answers will vary. People with low self-esteem may believe that owning material things (especially ones that others will see) will make them feel better about themselves. In reality, however, the purchase only provides a temporary lift (if it does at all) and can create a spiral of spending. The burden of excess—both in material things and debt—only causes people with low self-esteem to sink even further as they believe they have no control over a situation they created.

Exploring Further

Ask students if they can remember specific items that they bought on impulse. Then ask how many regretted buying those items and did it make them more cautious later. Ask how many use a list when shopping—and stick to it. What are some of the kinds of items that are too easy to buy on impulse?

Personal Journal 6.2

Thinking Long-Term (p. 217)

Students' responses will vary but should reflect the *think* and *decide* aspects of the stop-think-decide approach to dealing with impulses.

Sample Answers

Impulse

To eat box of chocolate-chip cookies

1. What are the satisfying or pleasurable short-term consequences of giving in to this impulse?

Satisfy chocolate craving; get mood boost from caffeine in chocolate; experience sugar high

2. What are the possible negative long-term

consequences for you, your goals, or the people you care about?

Eating empty calories instead of nutritious food; gaining a half-pound in one sitting; feeling ashamed of my lack of self-discipline; having negative influence on children

3. Do the positive short-term consequences outweigh the negative long-term consequences? Explain.

No, because the temporary good feelings will be replaced by longer-lasting negative feelings. Also, giving in to temptation will make it harder to resist next time.

ACTIVITY 30

Making Positive Changes (pp. 219–220)

Responses will vary. Students should be aware that the questions grow progressively more specific.

Exploring Further

Ask students to complete questions A through C at home. In class, assign students to small teams. Each student should pick a specific day and time to take action on his or her selected change and write it down with the other students in the team as “witnesses.” The following week (without announcing this beforehand), reunite the students in the same small teams. Team members should review one another’s pledges and discuss whether or not they followed through on making the change. (Encourage students to be supportive and inquisitive, not punitive.) Ask for volunteers to discuss why they did or did not take action. Ask those who did take action to explain how they found the self-discipline to do so.

ACTIVITY 31

Overcoming Resistance to Change

(pp. 222–223)

A–D. Responses will vary but should reflect how students answered the questions presented in the teaching tips presented for “Embracing Change” on page 122.

Sample Answers

A. Think of one life change that you would like to make but that you have been avoiding.

I would like to become more outgoing and meet more people. My social support network is too small, and I have recently dissolved some friendships that were not rewarding.

B. Why do you think you have been avoiding making this change?

I've been avoiding meeting new people because I am a relatively shy, private person and am afraid of rejection. I often feel different from other people, and the types of places people often congregate (parties, clubs, etc.) make me uncomfortable. I think I'm also afraid of investing effort without getting results—I've tried taking self-enrichment courses and volunteering at various organizations, but these strategies have not been very successful.

C. Do you ever pretend to yourself that you don't need to change? Explain.

I sometimes tell myself that it's okay to have just a few close friends, which is true, but I think I do this in order to make myself believe that everything is fine and I don't need to take action. In fact, I am often lonely and I know that I do need to reach out to others; no one is going to come knocking on my door.

D. Drawbacks of Staying the Same

Loneliness

Feeling of having missed opportunities

Lack of exposure to new ideas and points of view

Will be hard to meet people of opposite sex for possible romantic relationship

Boredom with same activities

Too much dependence/reliance on family members, who are often not supportive

Benefits of Changing

More social interaction

Greater self-expectancy from having made real effort

Will meet people with new ideas and points of view

Might meet partner with whom I could build a future

Might find new activity partners for outings

Can develop broader social support network of people who appreciate me for who I am.

The benefit that is the most important to me is the chance to meet potential partners. I would like to have a family, and in order to develop a committed romantic relationship I need to make a greater effort to reach out to others.

E. Describe the specific actions you would need to take to make this change. Which of them would be most difficult for you?

There are several things I could do to meet more people. I could follow up on the invitations I receive from the people I already know. I could participate in activities that are offered by the clubs I belong to. I could go to social places by myself and introduce myself to people. I could also make an effort to get to know people I see often but don't really know, such as my coworkers and the other volunteers at the animal shelter. For me, the hardest of these would be going out by myself and introducing myself to new people. I am not used to making the first move, and I would worry about saying the wrong thing or giving people a false impression of who I am.

ACTIVITY 32

Getting to Know Your Bad Habits

(pp. 226–227)

A-C. Students' negative habits and their effects will vary.

D-E. Answers will vary but should demonstrate that students have made a systematic effort to observe the circumstances surrounding the habit.

F. Answers will vary but should include a description of a positive replacement habit and positive, encouraging self-talk.

Exploring Further

Without calling on students to discuss the specific habit they wrote about, ask for volunteers to describe the unpleasant feelings that drive them to their habit, as well as the rewarding feelings that the habit brings. What experiences do students have in common? Where do they differ?

Personal Journal 6.3

Habit Change Chart (p. 228)

The habit(s) being tracked here should reflect the habit(s) described in Activity 32. For example, a student who identifies procrastination as his worst habit in Activity 32 might choose to modify and track his habit of surfing the Internet at work.



SECTION 6.1

SELF-CHECK (p. 230)

1. Self-discipline is the process of teaching yourself to do what is necessary to reach your goals, without becoming sidetracked by bad habits.
2. Persistence is one of the key elements of self-discipline. It allows you to put in effort, again and again, until you reach your goal. You need persistence to keep going instead of giving up.
3. The three steps to changing bad habits are 1. wanting to change, 2. understanding the habit, and 3. replacing the bad habit with a good habit.



INTERNET ACTION

Artificial Intelligence (p. 232)

Answers will vary but could recognize that computers that can reason would also be able to make decisions and solve problems in a wide range of situations, not just in one pre-programmed way. Therefore, AI computers could be used in challenging environments, such as outer space or urban traffic jams. A computer used in outer space, for example, could navigate unfamiliar territory, record information not originally sought, or even repair itself if it were damaged.

ACTIVITY 33

How Critical Is Your Thinking?

(pp. 233–235)

A-B. Students' responses and scores will vary.

C-D. Habits or attitudes will vary.

Applications should help students understand how they can improve their critical thinking skills.

ACTIVITY 34

Developing Your Critical Thinking

(pp. 240–241)

- A. Answers will vary but should show analytic thinking and an understanding of each critical thinking standard.
- B. Students' responses will vary.
- C. Answers will vary but may recognize that politicians, especially when campaigning, are trying to sell themselves and their ideas to the people who would vote for them. In this case, they may use advertising slogans rather than critical thinking skills to present their ideas.

Sample Answers

- A. Explain what is wrong with each statement, then rewrite each one to correct the flaw.
 1. **Clarity**
Unclear: All are invited to partake in refreshments in the parking lot after the festivities of the football game have reached their conclusion.
Why It's Unclear: This statement is wordy, complicated, and confusing.
Clear: Join us for pizza and cookies in the parking lot after the football game.
 2. **Precision**
Imprecise: Internet companies are out to scam people.
Why It's Imprecise: This statement indiscriminately lumps all Internet companies together.
Precise: Internet companies that sell get-rich-quick schemes are out to scam people.
 3. **Accuracy**
Inaccurate: Drug testing doesn't work.
Why It's Inaccurate: If the goal of drug testing is to detect drugs, then drug testing does work.
Accurate: Although drug testing is not 100 percent accurate, it is generally effective at detecting drug use.

4. Relevance

Irrelevant: Steve is not well liked; that's why he's flunking all his classes.

Why It's Irrelevant: Steve's popularity has nothing to do with his GPA.

Relevant: Steve never studies; that's why he's flunking all his classes.

5. Depth

Shallow: Our government only passes good laws.

Why It's Shallow: This statement is extremely simplistic.

Deep: Recently passed environmental laws have had positive effects, but loopholes in these laws have allowed corporations to commit repeated violations.

6. Breadth

Narrow: The painting looks like chickens ran across it. No one could like such a thing.

Why It's Narrow: This is an opinion being stated as if it were a fact.

Broad: This painting is considered pivotal in John Smith's development as an artist, but to me it is unappealing.

7. Logic

Illogical: Jane, who lives in a rundown neighborhood, steals from her friends. All people who live in rundown areas steal from others.

Why It's Illogical: It's wrong to base generalizations on a single example.

Logical: Jane, unemployed and penniless, was driven by desperation to steal food from the supermarket.

ACTIVITY 35

Using the Decision-Making Process

(pp. 244–246)

- A. Students' responses will vary but could include: Should I buy a new car? Should I repair the old car? Should I move closer to my new job so the commute is not so far? Can I use mass transit to get work? Should I look for a different job?
- B. Students' responses will vary but could include moving closer to work, taking mass transit, riding a bicycle, carpooling or vanpooling, or buying a moped.
- C. Answers will vary but could include talking to the mechanic about the advisability of repairing the old car, consulting a second mechanic for another estimate, talking to people at the new job about their commutes, looking at real estate ads or talking to a realtor about moving closer to the job, and looking at ads for new or used cars and/or visiting car lots.
- D-E. Students' responses will vary depending on their goals and values.
- F. Answers will vary but should include actions that lead toward the decision described in question E.
- G. Responses will vary, but students should reflect on the positive and negative effects their chosen option would create.

PROFESSIONAL DEVELOPMENT

Wanted: Problem Solvers (p. 242)

Answers will vary. Decisions may involve deciding on which school to attend, what major to pursue, and what courses to take. Students can mention specific school projects and how they decided to tackle them, preparing for exams, and obstacles they've encountered along the way (such as financial dilemmas). Students should consider how they've worked with others in study groups and on projects, as efficiently working in teams is essential to job success.

Exploring Further

Since all students are presented with the same scenario in this Activity, it is a good opportunity for a class discussion comparing students' decisions and decision-making styles. First ask students to describe their final decision as described in question E. Then, going back to question A, have students with a variety of different final decisions trace the steps to their decision. Encourage students to offer differing opinions and to explain why they answered the way they did.

Pros and Cons (p. 248)

Students' responses will vary. Suggest that students review some of the goals they established in Chapter 3.

Exploring Further

Formulate a two-option (yes/no) decision that the class can consider together. For example, you might select a decision relevant to contemporary politics (such as whether a certain law should be passed or a certain military action should be taken) or to student life (such as whether tuition fees should be raised or certain required classes made optional). As a class, fill out the pros and cons sheet provided in reproducible master form on page 287. Encourage students to think of as many pros and cons as possible before making their choice.



SECTION 6.2

SELF-CHECK (p. 250)

1. Critical thinking is active, self-reflective thinking.
2. Critical thinking is necessary for making important decisions that will affect your life, for solving problems and overcoming obstacles, and for developing skills and personal qualities that are central to success, including self-awareness, self-honesty, self-motivation, open-mindedness, and empathy.
3. Regret is the feeling of wishing you had decided something differently.

Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Critical Thinking

MISTAKES AND EXPERIENCE Oscar Wilde once wrote, "Experience is simply the name we give our mistakes." Write this quote on the board. Have students consider what they think this quote might mean and discuss their answers in a class forum. To give further direction to the discussion, you might ask students whether they find this quote helpful, discouraging, or amusing. Encourage students to come up with specific examples to demonstrate whether there is always something to be learned from making a mistake.

COPING SKILLS *Coping* can be defined as the capacity to deal with stressful or otherwise difficult situations, events, people, things, etc. How people cope with difficult situations begins with their attitude. People with effective coping skills tend to believe that they have some control over how they react to a problematic situation. Those with lesser coping skills, by contrast, are more likely to blame the situation on bad luck or the incompetence of others. Ask students to come up with situations that might require coping skills. Examples might include getting lost, being laid off from a job, a romantic rejection, the loss of a loved one, or even a terrorist attack. Write a few of these examples on the board and ask students to suggest what kind of coping skills might be helpful for each scenario. If desired, ask students to write a short story or create a role-play of the scenario.

Application

PHYSICAL AND MENTAL SELF-

DISCIPLINE There is a growing number of organizations in North America that teach martial arts to young people in low-income, high-crime communities. Many martial arts practitioners believe that the regular practice of activities requiring a high degree of physical and mental self-control can help people develop greater self-discipline. (Note that the words *kung fu* literally mean "progress

achieved through discipline.”) Ask students to think about and discuss ways in which martial arts training might help young people cope with their environment and channel their frustrations in a positive direction. How might physical self-discipline help develop mental self-discipline? Besides martial arts, what other kinds of physical activities would help develop self-discipline? Why? Would students be interested in practicing kung fu or another martial art? Ask students who have had practice with martial arts to share insights from their experiences.

CREATIVE THINKING This activity functions well as a warm-up to a discussion of decision making. Explain that creative thinking involves looking at a problem in new, unusual ways. It is an enormous asset in decision making and problem solving, and it is also part of critical thinking, since it helps one to evaluate a situation from many different perspectives. Ask small groups of students to perform one of the following creative thinking activities:

- Ask students to draw a simple shape, such as a circle, curving line, or triangle, on the board or a piece of paper. Give them five to ten minutes to list all the things the shape or picture could represent.
- Bring in a group of common objects, such as a paper clip, a basketball, a pencil, a newspaper, a soft drink container, or a paper bag. Ask each student group to choose one of these objects. Give the students five to ten minutes to list all of the potential uses for that object.

After the five to ten minutes are up, ask students to share the results of their brainstorming.

To expand this activity, ask students to imagine that they were stranded on an island with this same object, either by itself or in quantity. How could they use this object to

help them survive? Use the opportunity to emphasize that everyone has a great deal of creativity waiting to be tapped. Then ask how creative thinking could be helpful in decision making. Guide students to the idea that creativity helps decision makers generate options that are not obvious at first glance.

Internet Activity

LOGIC IN CRITICAL THINKING In Chapter 6 students learn about the seven critical thinking standards. This exercise is designed to teach students more about the importance of logic, one of the seven standards. Ask students to locate the Web site of San Jose State University and find the faculty Web page discussing “Fallacious Appeals.” Fallacious appeals are irrelevant or emotionally loaded arguments. (Examples: “I’m buying a Bumpster mountain bike. My critical thinking instructor says they’re the best, and she is so logical!” “Gosh, officer, I know I made an illegal left turn, but there ought to be special laws for those of us proud to be American and driving American cars on American streets.”) Ask students to read the descriptions of the different kinds of fallacious appeals and to complete the related online exercises. An answer key for the exercises is also found on the Web site.

ASSESS

Review and Activities Answers

Review Questions (p. 252)

1. Persistence and self-determination are both elements of self-discipline, but persistence is the ability to go on despite opposition, setbacks, and occasional doubts, while self-determination is the ability to determine the path your life travels.

2. Many people resist change because it can be scary. Some people fear that change will bring bad things or that they will make the wrong choices or expose themselves to failure and ridicule. Some people resist change because they do not want to give up the rewards from staying the way they are, such as not having to face problems.
3. The three stages people go through before beginning to take action to break a habit are: 1. the precontemplation stage, in which they still have no intention of changing; 2. the contemplation stage, in which they begin thinking about changing; and 3. the preparation stage, in which they edge closer to making serious efforts to change.
4. Positive self-talk helps you change a bad habit because it provides psychological support, helping you paint a new picture of yourself acting and behaving in a positive way. You can use positive self-talk to persuade your subconscious mind that the change has already taken place.
5. The framing effect is the decision-making bias that results from the way a decision, question, or problem is worded. It can affect the decision-making process because the way a decision is defined will affect the options you generate and the choice you make.
6. People sometimes feel regret over decisions they have made because they wish they had made a different decision. No matter how carefully you weigh and choose an option, there are usually other options that were also attractive.
8. Answers will vary. In the first case, answers may recognize that a child who is given no limits would have difficulty developing self-discipline because he or she would have very little experience with holding him- or herself to any kind of standards. In the second case, answers may acknowledge that a child who is given too many limits would have difficulty developing self-discipline because he or she wouldn't know how to impose discipline on him- or herself—he or she would only know how to obey discipline from an outside source.

Application (p. 252)

9. Surveys will vary. Students may want to apply the three-step format to the interviewees' answers.
10. Students' decisions will vary but will probably reflect the types of activities associated with that stage of life. For example, ages 11–15 might include choosing to live with one parent or another or to try out for a school sport or other school activity; ages 15–21 might include whether or not to go to college or how to pay for college; ages 21–30 might include taking a particular job, moving, or getting married; and age 30 onward might include deciding to marry, remarry, divorce, move, make a job or career change, or go back to school.

Internet Activities (p. 253)

11. Analysis of the articles will vary but should examine all seven standards: clarity, precision, accuracy, relevance, depth, breadth, and logic.
12. Answers will vary. For Persisting, summaries of behavior of students who lack this habit will probably include giving up easily when the answer to a problem isn't immediately known, and writing any answer to get the task over with as quickly as possible. Students may also cite difficulty staying focused and tuning out distractions, and having a limited repertoire of problem-

Critical Thinking (p. 252)

7. Answers will vary. Many students will recognize that the threat of being fired may reinforce the importance of changing and therefore make it easier to change. However, being robbed of autonomy by being forced to do something is likely to undermine one's motivation to change.

solving strategies. Answers may suggest that students could become better learners by not giving up easily and by developing a system, structure, or strategy to solve a problem. For example, a student having trouble learning a concept in chemistry could attempt several different ways of understanding it, such as looking for more than one description of the concept in different textbooks or reference books, talking to other students in the class, talking to the instructor, and getting help from a tutor.

For Managing Impulsivity, summaries of behavior of students who lack this habit will probably include blurting the first answer that comes to mind, starting to work without fully understanding the directions, lacking an organized plan or strategy for approaching a problem, and making immediate value judgments about an idea. Answers may suggest that students could become better learners by being more deliberate, clarifying and understanding directions, and developing a strategy for approaching a problem before beginning an assignment.

Real-Life Success Story "Should I Make a Change?" (p. 253)

Letters will vary but should display an understanding of factors discussed in the chapter: the importance of self-direction and persistence, the fear associated with change, hidden resistance to change, and the benefits of making proactive changes and decisions.

CLOSE

Culminating Activity

Ask students to research (in books, libraries, and on the Internet) different ways in which

people demonstrate great self-discipline, both in their culture and in other cultures around the world. Examples could include anything from training for a marathon to studying for a certain exam to fasting for health or for a religious occasion. Encourage students to share what they have discovered with other members of the class in a short presentation. They might construct a mural, write a report, make a short videotape, or create a Web page that explains and demonstrates what they found.

Personal Success Portfolio

Lead this activity using one of suggestions given on pages 9 and 10.

Additional materials that you may wish students to include in their Personal Success Portfolio for Chapter 6 include:

- an action plan to increase the student's self-discipline in a specific area (such as studying, diet, exercise, etc.)
- a list of impulses that the student will be alert for in the future
- an index card containing three large words in three different colors: Stop (red), Think (yellow), Decide (green)
- a list of individually tailored affirmations the student can use to help him- or herself make positive changes
- a list of insights the student has gained into the decision-making process and his or her decision-making style
- a list of questions the student can use to determine whether a statement follows the standards of critical thinking (questions are presented under each standard on pages 232–239)

ADDITIONAL RESOURCES

The following books offer information on self-discipline, habit change, critical thinking, and decision making.

Books

Bassham, Gregory, William Irwin, Henry Nardone, and James M. Wallace. *Critical Thinking: A Student's Introduction*. New York: McGraw-Hill Higher Education, 2002.

Baumeister, Roy F., Todd F. Heatherton, and Dianne M. Tice. *Losing Control: How and Why People Fail at Self-Regulation*. San Diego: Academic Press, 1994.

Bransford, John D. and Barry S. Stein. *The Ideal Problem Solver: A Guide for Improving Thinking, Learning, and Creativity*. 2nd ed. New York: W. H. Freeman and Company, 1993.

Claiborn, James and Cherry Pedrick. *The Habit Change Workbook*. Oakland: New Harbinger Publications, 2001.

Hammond, John S., Ralph L. Keeney, and Howard Raiffa. *Smart Choices: A Practical Guide to Making Better Life Decisions*. New York: Broadway Books, 1999.

Kern, Harris and Karen Willi. *Discipline: Training the Mind to Manage Your Life*. Bloomington: 1st Books Library, 2003.

Lewis, H.W. *Why Flip a Coin? The Art and Science of Good Decisions*. Hoboken, NJ: John Wiley and Sons, 1997.

Pirozzi, Richard. *Critical Reading, Critical Thinking: A Contemporary Issues Approach*. 2nd ed. New York: Longman, 2003.

Plous, Scott. *The Psychology of Judgment and Decision Making*. New York: McGraw-Hill, 1993.

Timm, Paul R. and Michael G. Crisp, eds. *Successful Self-Management: A Psychologically Sound Approach to Personal Effectiveness*. Los Altos, CA: Crisp Publications, 1988.

Weinstein, Bruce D. *What Should I Do? 4 Simple Steps to Making Better Decisions in Everyday Life*. New York: Perigee Books, 2000.

Young, Jeffrey E. and Janet S. Klosko. *Reinventing Your Life: The Breakthrough Program to End Negative Behavior and Feel Great Again*. New York: Plume, 1994.