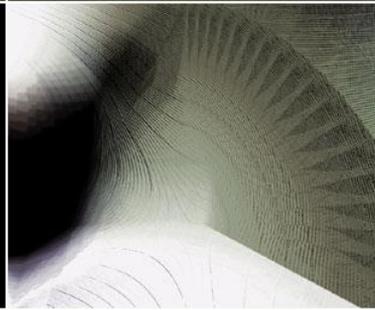


What is a decision?



Essential Standard

- 7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behavior

Clarifying Standard

- o 7.MEH.1.2 Infer the potential outcome from impulsive behaviors

Statement of Objectives:

- *Certain individuals have actions and/or behaviors that others may find distracting or disruptive. Many times, these individuals do not realize how their actions affect others or that they even exhibit these behaviors. Through management and self-discipline, these behaviors can be controlled and the individual can learn how to lead a normal life. By the end of the lesson, you will be able to analyze impulsive behaviors and know how to control them.*

Review:

- *What is impulsive behavior?*
- *What are some examples of impulsive actions?*
- *When you have acted on impulse what were some positive or negative outcomes that came from your action?*

Definition:

Examples:

**Impulsive
Behavior**

Potential
Outcomes:

How can it
affect you
and others?

Impulsive Behavior:

- Impulsive is defined as **acting or doing without forethought.**
- This means an impulsive act is not planned and potential consequences are not considered.
- Sometimes an impulsive action can be fun and spontaneous; other times the impulse can put one at risk for hurtful or dangerous behaviors.
- A teen should remember to ask herself or himself before acting:
 - **Could someone get hurt?**
 - **Is this consistent with my personal and my family's values and expectations?**
 - **What are the possible negative outcomes?**
 - **Will I regret this decision?**

- *Sometimes acting impulsively is the result of negative social pressures, such as taking a dare to jump off a bridge or trying a cigarette.*
- *Peer pressure can often play a large role in making impulsive actions.*
- *Being able to predict potential outcomes is a sign of self-control, intellectual well-being, and maturity.*

○ *In the decision-making models taught as part of health education, one step is to anticipate possible positive and negative consequences before deciding what to do.*

○ *One strategy that may be helpful is to consider situations and potential outcomes of impulsive behaviors:*

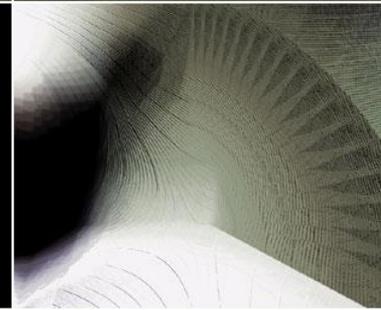
○ *What might happen if I throw the bat after striking out?*

Some possible outcomes of impulsive behavior may include:

- ***injury to self or others,***
- ***bad reputation,***
- ***sorrow to person or person's family,***
- ***recklessness,***
- ***danger,***
- ***damage to property,***
- ***fines or other issues with the law,***
- ***lose a spot on the sports team,***
- ***lower grade in class,***
- ***loss of money.***

- *Your actions are seen by many and affect not only yourself but the many people around you.*
- *You may not always think your actions affect others but they will.*
- *It is important and necessary to stop and think shortly before acting on impulse.*
- *You should consider how your action might not only affect you, but your family, siblings, coaches, teachers, classmates, teammates, community.*

Predicting Potential Outcomes:



1

- Mollie is dog sitting for a family in her neighborhood while the family is on vacation for the week. Mollie's friend Allie can't believe that she is in charge of the house while they are gone. Allie says that they have to have friends over for a dance party in the house. Since there will be no parents and plenty of time to clean up no one will ever know we had a party. Allie and Mollie are so excited to invite all their friends over tonight.

#2

- John has been bored at his grandparent's house all weekend. It's only 8:30 at night and everyone in the house is asleep already. John can't find anything good on television because his grandparents don't have cable. Fed up with his boring weekend John steals his Grandpa's keys to his golf cart and decides to drive to the convenience store to rent a movie.

#3

- Wendy is out shopping with her friend because they just broke up with their boyfriends. They have already bought a lot of new clothes, shoes, and make up. Wendy falls in love with a pair of earrings but doesn't have a dime left to spend. Her friend says, "I dare you to steal them, no one's watching you."

#4

- Tom just made the premiere soccer team and is playing with boys older than him now. They all have a party in one of the player's basements. Someone opens up the fridge and they start drinking the parent's beer. Tom doesn't agree with underage drinking but doesn't want to look lame in front of his new teammates so he grabs a beer too.

#5

- Zoe is out skateboarding for the first time with some of the other boys who skateboard too. They are all really good and are going down some steep hills for fun. Zoe feels that she has to keep up so she takes off down the hill too.

#6

- Corey has been procrastinating this week and now has a lot of homework and an English research paper to write before school in the morning. He sits down to finally get started when his friend calls and says he just bought the new video game and he has to come over to play. Corey runs down the street to meet up with his friend.

#7

- Nicole is at her lifeguarding job and has been goofing off today instead of being serious in the guard chair. There have been a couple people diving in the shallow end but Nicole hasn't seen them. Her boss calls her down and into her office. Her boss does not fire her but has a serious conversation and provides constructive criticism. Nicole is mad for being called out so on her way out of the office she slams the door in her boss's face.

#8

- Steve's friend told him that he saw Steve's girlfriend sitting with other boys during school lunch today. Steve gets very jealous and his friend makes fun of him because his girlfriend is cheating on him. Steve immediately sends her a mean text message and says he doesn't want to date her anymore.

#9

- Todd is restless in class and is seeking attention from everyone. He sees a girl walking back to her seat and right when she goes to sit down Todd kicks away her seat. She falls down to the floor and bangs her head. Todd begins laughing.

#10

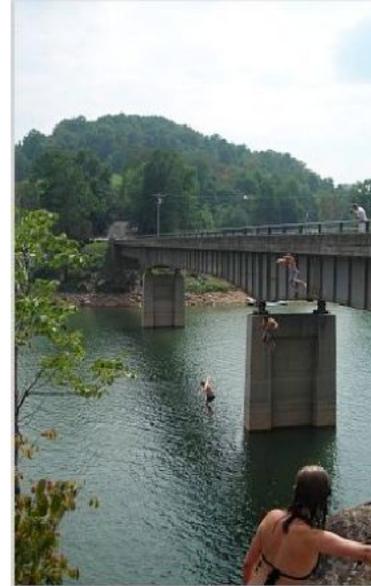
- Kristen is playing in a softball game and has a chance to bring in some runs if she gets a hit. She is at the plate and she strikes out and leaves 3 runners on base. Furious she yells at the umpire
- about the call and then throws her helmet off and into the dirt. The helmet breaks and she heads to the dugout and flings her bat to the fence.

Examples of Impulsive Behaviors

- Talking out of turn in class, answering someone else's question or simply being disruptive
- Interrupting friends or teachers when it is inappropriate
- Not paying attention in class, because you're thinking about going to a movie with friends
- Getting upset at a bad grade, yelling or throwing things because of this incident
- Buying something you did not really want while shopping with friends
- Spending hours "texting" friends and forgetting a math assignment
- Shoplifting
- Making a sarcastic comment to a peer, then regretting it
- Losing focus during a conversation with someone
- Being disorganized, forgetting to complete assignments in an orderly fashion
- Joining in with a group who are harassing or teasing someone

CECILY'S STORY

Cecily Lehman was a senior at Appalachian and 22 years old, majoring in Exercise Science. In August she was beginning what would have been her last semester on campus before graduation. The day before school was supposed to start, a friend called to say a bunch of friends were going out to the bridge at Watauga Lake (in Tennessee) and invited her to come. Cecily had never been there and decided to go. The bridge is an overpass with cars driving across and is 50' to 75' above the lake.



Cecily was very afraid of heights and thought, “There was NO WAY I would jump off the bridge.” But everyone was jumping off the bridge, so after 2 hours, she thought, “This is something I’ve gotta do.” The following describes what happened next in her own words. “I went over to the bridge, stepped over the guardrail and stood there for what seemed like 30 minutes debating whether to jump and listening to my friends telling me to jump. “Just do it.” “I’m gonna push you.”

“I felt like I wanted to do it, was trying to get up the courage. Eventually one of my friends stepped over the guardrail and said “I’m gonna count to three and we’re gonna jump together.” I jumped on 2 ‘cause I was afraid I would chicken out.”

“On the way down, I had my eyes closed. I was supposed to hit the water like a pencil and was in the right position till 10’ or 15’ above the water. Then (though I don’t know why, I changed position and sat backwards. I landed on the water on my butt. As soon as I hit the water I knew something was wrong. I experienced pain – it felt like all my muscles were in spasm, I almost vomited in the water, the pain was so intense. My torso was in a bent position, but I was not yet aware my back was broken. I yelled that I think I’m gonna need help and then dog-paddled over to the rock. A friend came into the water, swam over to the rock and held me up. Another friend went to get a life jacket, then he floated and towed me over to a boat ramp on the other side of the lake and got me into the car. I was lying down with half my legs out window for the hour’s drive back to Boone. I felt my muscles tightening and we decided to go to the medical center.”

After x-rays, it was decided they needed to send her by ambulance to Winston-Salem. It was determined she had a compressed fracture of the L-1 vertebrae, a piece broken off had moved in toward the spinal column. This dangerous condition needed the attention of a neurosurgeon or spine doctor. She was given CAT scans and strapped onto a backboard, wearing a neck brace.

After a day and a half, Cecily was allowed to take off the neck brace, as long as the back brace was holding, she wouldn't need surgery. She and her family thought it would be for three months.

During her recovery, Cecily couldn't shower standing up and could not comb or wash her own hair. It was difficult to brush her teeth on her own because bending to spit in the sink was difficult. Someone had to sleep with her at night. She couldn't pick things up. Someone else had to cook for her. She had to sleep on her back with the brace on. Cecily could not get into a car by herself.

Before the accident, Cecily had begun to train for the half-marathon (thirteen miles) and had gotten up to five miles. After the hospital stay, she could barely walk around the house.

Because of her injury, Cecily had to live at home for four months. She lost a semester of schooling, and even when she was able to return, she tired easily and had to drop several classes and her graduation was delayed by another semester and summer school.

Her recovery included physical therapy once a week and exercises every day. It is predicted she will probably always have pain, especially when sleeping or experiencing stress. The medical professionals have cautioned her not to over-do. This once active person – now will always have limitations.

The injury has affected Cecily socially. Her close friends have shown support and the relationships are stronger. She says it has been hard to meet new people when wearing a brace. In public places, people stare, won't ask what's wrong, but will comment to others.

Cecily stated, "No one can predict the outcome. Six months later, I'm at only 50% of the strength I had before. In another year, I might get up to 90%. I'll be doing PT for another six months. If I fall or get hit, I could be back at square one. Doctors cannot predict whether I will have back pain and disc problems the rest of my life. I could have problems 20 years from now. I also worry about the emotional and financial burden this one impulsive act has had on my parents."

Cecily's recommendation to young people who might participate in an impulsive act: "Trust your instincts. I knew I shouldn't have done it. I was very lucky – had the piece of broken bone moved less than ½ inch further into the spine, I could have been paralyzed from the waist down. If you feel nervous or anxious and are hesitating, there is probably a good reason."

Video Discovery Ed (7:30)

- Youth Matters: Resisting Impulsive Behavior

Teacher Input:

- *Some people are impulsive, blurting out answers before questions have been completed.*
- *Some people may even have difficulty waiting for their turn and often interrupt or intrude upon others.*
- *They may also dominate activities, interfere in what others are doing, or quit a game or activity before it's completed.*
- *People who learn to manage or control their impulses and to harness that energy and creativity can excel in school, their social life and their careers.*
- *These people have the energy and drive to accomplish many things at once, while other's struggle to do one thing at a time.*
- *Impulsive people are often more curious, which causes them to be easily distracted and sometimes to distract other's.*
- *Through great self-discipline, some are able to control their excessive behaviors and transform them into the energy and creativity needed for greatness.*
- *Don't get discouraged, if you have had these impulsive behaviors or know someone like this.*
- *There are ways to harness that energy effectively.*

- **How to Control Impulsive Behaviors.**
 - Share an idea about how the recommendation helps control impulsive behavior then pair up again to share another idea.
 - Have them come back to usual seats and share how or why each recommendation might work.



THINK - PAIR - SHARE

HOW TO CONTROL IMPULSIVE BEHAVIOR

<i>Recommendation</i>	<i>How will this help control impulsive behavior?</i>
Get motivated to improve yourself.	
Make a commitment to manage inappropriate or damaging behaviors.	
Break large projects into smaller, more manageable tasks.	
Take notes in class, along with larger ideas to remind yourself of the task at hand.	
Let others know of your commitment to change.	
Set a schedule. Follow a daily routine.	
Make time to exercise.	
Have fun and laugh!	
Go to your "happy place." Close your eyes and visualize somewhere that calms and relaxes you.	
Listen to your favorite tunes.	

- *First of all, get motivated to improve yourself.*
- *Be aware that these actions may cause problems at home, during school or in your relationships.*
- *Make a commitment to adopt these behaviors and manage inappropriate or damaging behaviors.*
- *Use tricks like breaking large projects into smaller, more manageable tasks that you can complete one-by-one. This way you don't get bored or side-tracked from the larger project, and soon the little, completed pieces will add up to the entire project.*
- *Take notes in class, along with larger ideas to remind yourself of the task at hand.*

How to Improve

- **Let others know of your commitment to change these behaviors.**
- **Set a schedule. Following a daily routine will help cut down on the situations in which someone may feel impulsive or out of control.**
- **Make time to exercise. This will not only reduce the amount of stress which can lead to impulsive behaviors but will benefit you physically and socially.**
- **Have fun and laugh! The chemicals released in the body through laughter reduce pain and tension, allowing you to focus better and feel good.**
- **Go to your “happy place.” If you’re feeling impulsive or like you cannot control your mood, close your eyes and visualize somewhere that calms and relaxes you.**
- **Listen to your favorite tunes. Music can be very helpful for relaxation, to soothe away worries and distractions, and bring a sense of inner peace.**

Independent Practice:

- Have students use the information from today's lesson to write a fictional letter to a friend who has had previous trouble controlling their impulsive behavior. Have students include resources their friend may seek for help and encourage them to use the skills taught in today's class.

Independent Practice:

- Create a comic strip to display an impulse action and a possible affect of that action to self and/or others.
- The comic strip should be at least 3 slides to display the situation.
- Encourage students to think of a scenario that was not directly mentioned in class or to use a situation that they have experienced personally.

Closure:

- *We have identified many forms of impulsive behaviors. The situations we discussed today are not the only forms of impulsive actions but it is important to always stop and consider the potential consequences and how your actions may affect yourself, others, family, community, classmates, team, etc.*