

### Purpose of the Lesson

Students will play the game “Who Wants to Make Healthy Choices?” During the game, students analyze the situation to determine if it was a healthy, safe choice OR an unhealthy, unsafe choice. Following the game, a quick debrief will reinforce how to ask for help from trusted adults to make a healthy decision.

### Background Knowledge

- Healthy choices help us be healthy, safe and happy, do well in school, and be successful
- Trusted adults can help us make healthy choices.
- Always seek the help of a trusted adult when using medicines.
- If you don't know what something is, Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult.

### Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Identify trusted adults who can help make healthy decisions about medicines.	<ul style="list-style-type: none"> <li>• Check for Understanding</li> </ul>
2. Identify a healthy or unhealthy decision from a given scenario.	<ul style="list-style-type: none"> <li>• Who Wants to Be a Healthy Decision Maker?</li> </ul>
3. Describe what to do to make healthy choices about using medicines, harmful household products, unknown substances and things given to you by strangers.	<ul style="list-style-type: none"> <li>• Who Wants to Be a Healthy Decision Maker?</li> </ul>

**Time:** 20-30 minutes

### Materials

Picture of Safe ([Attachment 1](#)); Who Can Help Me Make Healthy Choices ([Attachment 2](#)); Healthy Choice Maker Game Categories ([Attachment 3](#)); Healthy Choice Maker Certificate/Stickers ([Attachment 4](#)); Red & green cards (one per student).

### Introduction

- Show students picture of a safe ([See Attachment 1](#)). Tell them a safe is a place where we keep important papers and belongings to protect them from harm.
- **ASK:** If you had a safe, what important things would you place inside?
- One of the things we need to keep safe is our body and we do that by making healthy choices.

## Teaching Steps

### Activity 1: Who Can Help Me Make Healthy and Safe Choices

- Explain how today we are going to continue practicing healthy choices, but we will first discuss how your families feel about choices you (the students) may make; then we will look at specific choices and practice making a healthy choice about medicines.
- **ASK:** Do your families want you to make healthy choices?
  - **ASK:** Why do you think they also want you to make these healthy choices? (to be healthy, to be happy, to do well in school, to be successful, etc.)
  - **ASK:** What do we call the people who help you make healthy choices? (They are called trusted adults).
  - **ASK:** When or why do you need trusted adults? (Trusted adults can help us make healthy choices, help us make the choice by giving information or advice or help if something happens to us).
- **Step 1:** Give students the “Who Can Help Me Make Healthy & Safe Choices” Activity Sheet ([Attachment 2](#)). Ask students to write names of people they know (*first only for friends*), titles like mom, dad, aunt, uncle, grandma, grandpa on the lines of the this activity sheet.
- **Step 2:** Ask students to make a check or smiley face next to all the people who help them make good or healthy choices.
  - “Now look at the picture of the safe on the bottom of your activity sheet. Inside the safe, write the names of the people who can BEST help you make safe, healthy choices.”
    - Why are they important? (Can help student make safe choices.)
- Discuss how people help them make good or healthy choices (i.e., *they make good choices, too; they remind us about what a good choice is; they talk to us and help us understand why a choice we have made was not a good choices; they smile and tell us, “good job” when we make healthy choices.*)

### Activity 2: Who Wants to Be a Healthy Decision Maker

- Let’s talk about a specific kind of choice: making healthy choices about medicines.
  - *Only take medicines with the help of a trusted adult. If you don’t know if something is medicine or if it might be dangerous, Don’t Touch! Don’t Taste! Don’t Take! Tell a Trusted Adult.*
- **ASK:** What could happen if we do not use medicines correctly?
  - We could get hurt. We could hurt our body, mind or someone else.

# HOPE

Health and Opioid  
Prevention Education

## 1st GRADE LESSON 2

## Who Wants to Make Healthy Choices?

- **ASK:** How might someone use medicine incorrectly?
  1. Take more medicine than directed or take it more often.
  2. Take someone else's medicine.
  3. Take something when we don't know what it is.
    - o Make sure medicines are stored away where kids cannot reach them.
    - o Emphasize why the above situations are unhealthy and unsafe.
- **Introduce the game:** Who Wants to be a Healthy Decision Maker?
- Teacher is the show's host.
- The purpose of this game show is to make healthy choices. Contestants (students) will each receive a **red card and a green card** (small 2" by 2" stock paper cards **or** small index cards)
- *Host welcomes all of the game show contestants and explains the rules of the show: You select a category and the host will read the question in that category. After the category is read, every contestant will decide if a choice made by a character is healthy or unhealthy. Then they will hold up a green card for a healthy choice, but a red card for an unhealthy choice. Game host says, "If you make a healthy/good choice, you earn points toward an **I am a Healthy Choice Maker Certificate.**"*
- After each category, be sure to ask questions below (**Attachment 3**):
  - o **Category 1:** Sierra's parent took her to the doctor last week for a sore throat. Someone left the bottle of medicine on the counter. Sierra decided she was big enough to take medicine without a trusted adult's help.
  - o **Category 2:** Tommy's parent gave him a pill for his headache. The pill bottle said a pill could be given every four hours. One hour later, Tommy still has a headache, so he asks his parent for another pill.
  - o **Category 3:** With Darin's mom's help, he has been taking the medicine given to him by a doctor. After two days, he begins to feel better. Even though he still has three more days of medicine to take, he decides he doesn't need to take any more medicine.
  - o **Category 4:** Last month, Chloe had to go to the doctor, who gave her medicine for her eye infection. One morning, Chloe's sister woke up with a sore eye. Chloe's sister is going to see if she can use some of Chloe's eye medicine.
  - o **Category 5:** Deanna finds a cup of what looks like soda pop on the shelf in the garage. She is thirsty and decides to drink it.
  - o **Category 6:** A teenager who Tanner does not know asks him if he would like to try what is in her hand. It looks like candy. Tanner runs to a trusted adult to ask for help.

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Health and Opioid  
Prevention Education

1st GRADE  
LESSON 2

Who Wants to Make  
Healthy Choices?

## Following each of the six category rounds, ask students these questions:

1. Did the character follow the rules for taking medicine?
  2. Did the character make a healthy or unhealthy decision? How do you know?
  3. If the character made an unhealthy decision, what could happen?
  4. Who is the trusted adult who could help the character?
- After the scenarios, reinforce that any time we are involved with medicines, household poisons, unknown substances or something given to you from a stranger, we should always ask for help or tell a trusted adult.
  - Closure: “Now that you were successful in making good, safe, healthy choices, I am proud to give you an “I am an HCM” certificate ([Attachment 4](#)) you can take home! Please write your name on the line under the word, ‘I.’”
  - Lead the students in stating, “I am an HCM...A Healthy Choice Maker!” (Perhaps, write on board and point to each word as they say it.)

## Recommendation and Reminders

- Instead of red/green cards, use thumbs up or down.
- Use polling software like Kahoot to record student responses to game questions.

## National Health Education Standards

**Standard 1:** *Comprehending Concepts*

**Standard 3:** *Accessing Valid Resources*

**Standard 5:** *Decision Making Skills*

## Healthy Behavior Outcome (HBO)

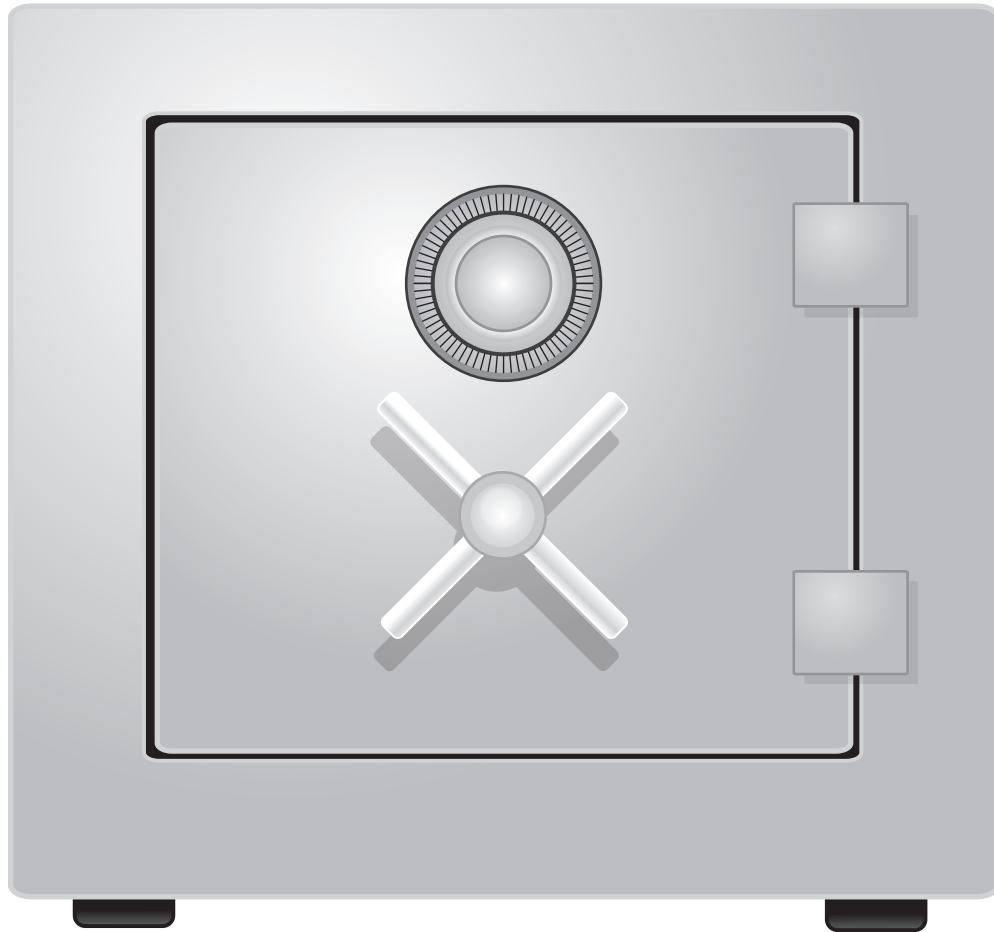
Alcohol and Other Drugs HBOs:

**HBO 1:** *Avoid misuse and abuse of over-the-counter and prescription drugs.*

**HBO 4:** *Avoid the use of illegal drugs.*

## English Language Arts Standards

**SL.1.2** Ask and answer questions about key details in a text read-aloud or information presented in various media and other formats (e.g. orally).



## WHO CAN HELP ME MAKE **SAFE** CHOICES?

Below, write the names of people you know.

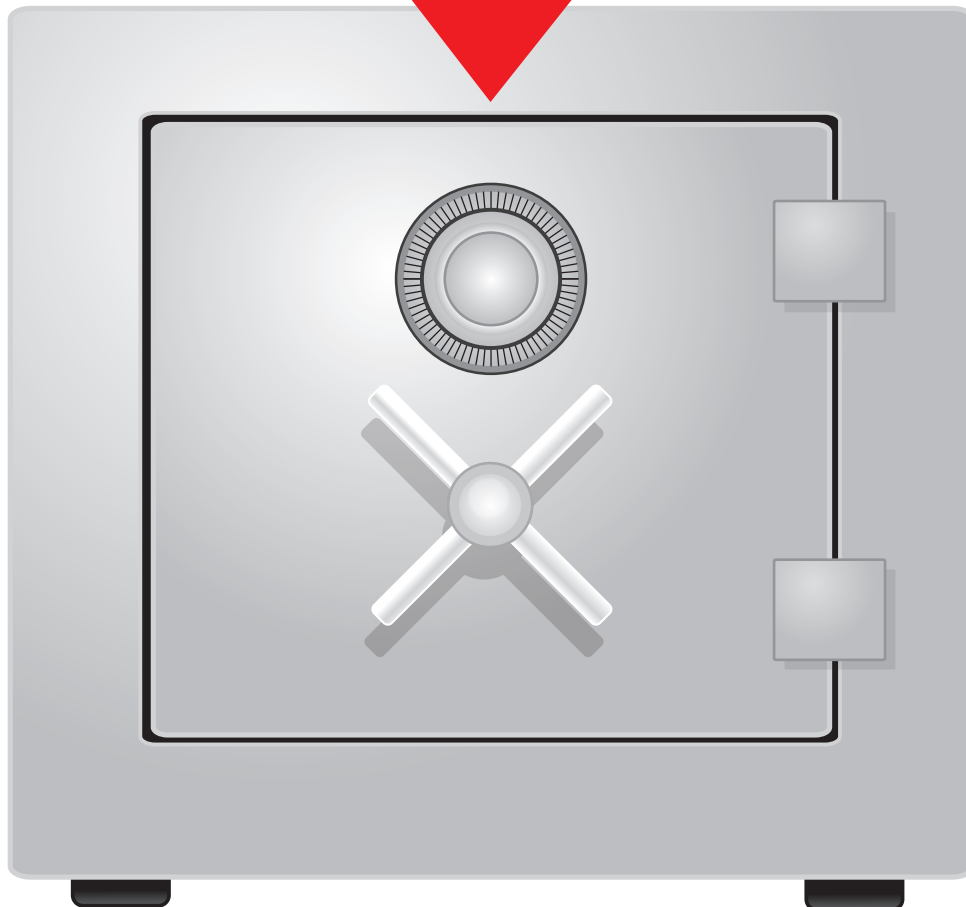
1. \_\_\_\_\_

2. \_\_\_\_\_

WHO CAN  
BEST HELP  
YOU AND  
BELONGS  
IN YOUR  
**SAFE?**

3. \_\_\_\_\_

4. \_\_\_\_\_



**HOPE**

**WHO WANTS TO BE A  
HEALTHY DECISION MAKER?**

### Game Show Categories

CATEGORY

**1**

Sierra's parent took her to the doctor last week for a sore throat. Someone left the bottle of medicine on the counter. Sierra decided she was big enough to take medicine without a trusted adult's help.

CATEGORY

**2**

Tommy's parent gave him a pill for his headache. The pill bottle said a pill could be given every four hours. One hour later, Tommy still has a headache, so he asks his parent for another pill.

CATEGORY

**3**

With Darin's mom's help, he has been taking the medicine given to him by a doctor. After two days, he begins to feel better. Even though he still has three more days of medicine to take, Darin decides he doesn't need to take any more medicine.

CATEGORY

**4**

Last month Chloe had to go to the doctor, who gave her medicine for her eye infection. One morning, Chloe's sister woke up with a sore eye. Chloe's sister is going to see if she can use some of Chloe's eye medicine.

CATEGORY

**5**

Deanna finds a cup of what looks like soda pop on the shelf in the garage. She is thirsty and decides to drink it.

CATEGORY

**6**

A teenager who Tanner does not know asks him if he would like to try what is in her hand. It looks like candy. Tanner runs to a trusted adult to ask for help.

