

## Purpose of the Lesson

Lesson 3 applies decision-making and communication skills in scenarios. The emphasis initially will be to identify healthy choices and when to ask for help from a trusted adult.

## Background Knowledge

- Choices need to be healthy and safe.
- Steps to asking a trusted adult for help:
  1. Stand up straight.
  2. Look at the trusted adult's eyes while speaking.
  3. Speak loudly enough to be heard by the trusted adult.
  4. Say, "Could you help me?," then tell them what happened/ what you need.

## Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Describe a healthy choice and unhealthy choice and how it feels to make a healthy choice.	<ul style="list-style-type: none"><li>• Can make healthy choices</li></ul>
2. Identify situations that need help from a trusted adult.	<ul style="list-style-type: none"><li>• Check for understanding</li></ul>
3. Demonstrate how to ask for help from a trusted adult to make a healthy decision using medicines.	<ul style="list-style-type: none"><li>• Can Communicate a healthy decision to a friend</li></ul>

**Time:** 20-30 minutes

## Materials

Healthy Choices Cheer Poster ([Attachment 1](#)), Asking a Trusted Adult for Help Checklist ([Attachment 2](#)).

## Introduction

Today we are going to create a cheer ... a cheer about choices. This cheer will help us remember how to make safe, healthy choices **and** how to ask a trusted adult for help. It will become our choices cheer! But first, we need to be certain we are ready to say our choices cheer.

## Teaching Steps

### Activity 1: I Can Make Healthy Choices! Cheer

- **CHOICES:** Who can tell me another word that means the same as the word “choices?” (*decisions*)
  - Whenever we use the word “choices,” we could also use the word “decisions.”
  - Sometimes you will hear people talk about making a decision or decision-making.
  - Since these two words mean the same, we can say, “I have a choice to make” OR “I have a decision to make.”
  - Whether we call it a choice or a decision, there are positive (healthy) choices and then there are negative (unhealthy) choices. It is very important for us to learn how to make healthy choices. Why?
- **ASK:** What is a healthy choice or decision you or someone else has made?
  - (Brushing your teeth in the morning, getting a good night’s sleep, eating fruits and vegetables, etc.)
- **ASK:** What is an unhealthy or poor choice you or someone else has made?
  - (Examples might be food choices and safety, such as crossing the street without looking, sunscreen, tobacco use, etc.)
- To make healthy choices, we always need to ask: **Is this choice SAFE? Is this choice HEALTHY?**
- **ASK:** What do we need to do if we are unsure whether the choice is safe or healthy?
  - Ask a trusted adult for help.
- Discuss which feels better: making a healthy choice **OR** making an unhealthy choice? Why?
  - Draw a happy face on the board/ chart paper, then draw a sad face.
  - Point to the happy face and ask students, “What feeling is this?” (happy)
  - Point to the sad face and ask, “What feeling is this?” (sad)
  - **ASK:** “Which of these feelings do you like better?”
- Help them draw a conclusion about which feeling they like better and why.
  - “Looks as though we all feel happier when we make good choices and we like being happy!”
- Let’s cheer about it! Teach students a simple cheer ([Attachment 1](#)):
  - **Yes! Healthy choices are for me!**
  - **Safe and healthy I will be!**
  - **If I do NOT know what to do,**
  - **Trusted adults, I’ll come to you!**

# HOPE

Health and Opioid  
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- o Practice the cheer a few times; then, every 1-2 weeks, practice the cheer to remind them about making healthy choices.
- So, according to our cheer, what are two questions we need to ask to make a healthy choice?

**Write on front board and ask students to complete the two “blank” words:**

- o Is this choice **S**\_\_\_\_\_?
- o Is this choice **H**\_\_\_\_\_?
- But sometimes, we need help with our choices. In our cheer, who did we say could help us? (trusted adults)

## Activity 2: Asking for Help from a Trusted Adult

- Let’s think about choices and medicines or unknown substances. When might we need a trusted adult’s help with a choice about medicines?
  - o Only take medicine from a trusted adult.
  - o If you don’t know what a substance is – Don’t Touch! Don’t Taste! Don’t Take! Tell a Trusted Adult.
- **Step 1:** So, why is it important to ask a trusted adult for help? (keeps us safe; keeps us healthy, etc.)
- **Step 2:** Teacher explains the Steps to Asking a Trusted Adult for Help. (See Attachment 2)
  - o Stand up straight.
  - o Look at the trusted adult’s eyes.
  - o Speak loudly enough to be heard.
  - o Say “Could you help me?,” then tell what you need OR what has happened.
- **Step 3:** Teacher models these steps for the students using this situation:
  - o **The situation:** You see an open medicine container on the kitchen table.
  - o **Steps to Asking:** (Have a student wear Trusted Adult sign and teacher models steps below.)
    - Stand up straight
    - Look at the trusted adult’s eyes.
    - Say, “Could you help me? I know it is unsafe for this medicine to be uncapped and sitting on the table. I know it needs to be locked in a safe place.”
  - o Ask students the following questions to see how well you followed the Steps to Asking a Trusted Adult for Help :
    1. Did I stand up straight? (Show attached picture of person standing up straight.)
    2. Did I look at the trusted adult’s eyes while speaking? (Show attached picture of eyes.)
    3. Could you hear what I said? (Show attached picture of ear.)
    4. Did I say, “Could you help me?” and then tell what happened? (Show picture of loudspeaker.)
  - o Let’s see how well you do in using these steps.

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- **Step 4:** Student Practice
  - o Pair up the students and ask them to practice the “Steps to Asking” this situation:
    - **Student Situation:** You find a red liquid in a bottle in your kitchen. You think it may be a cherry flavored drink, but you are not sure. Should you ask a trusted adult for help?
  - o Explain the process the students will follow: Partner A follows the Asking Steps, while Partner B completes the Asking Check Sheet to provide feedback to Partner A. Be certain both students have a chance to practice the Steps and complete the Asking a Trusted Adult for Help Checklist ([Attachment 2](#)).
  - o Ask students to share the feedback from the Asking a Trusted Adult for Help Checklist with their partners.
  - o Call on a few students to share their responses and reflect on how well they used the four steps of ASKING.

## Closure

- Making healthy, safe choices and knowing how to ask a trusted adult for help are very important. To help us remember the importance of what we learned today, let’s say our Choices Cheer. (Refer to Let’s Cheer About it Poster.)

*Yes! Healthy choices are for me!  
Safe and healthy I will be!  
If I do NOT know what to do,  
Trusted adults, I’ll come to you!*
- One last question: What do we do if we are unsure about a choice? (*Ask a trusted adult for help.*)
  - o Tell the adult
    1. What happened.
    2. What you need help with.

## National Health Education Standards

**Standard 1:** *Comprehending Concepts*

**Standard 4:** *Interpersonal Communication 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.*

## ELA Standards

**SL.1.1** Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

**L.1.5c** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- c. Identify real-life connections between words and their use.

LET'S **CHEER** ABOUT IT!

**YES!**

Healthy choices are for **ME!**

Safe and Healthy I will be!

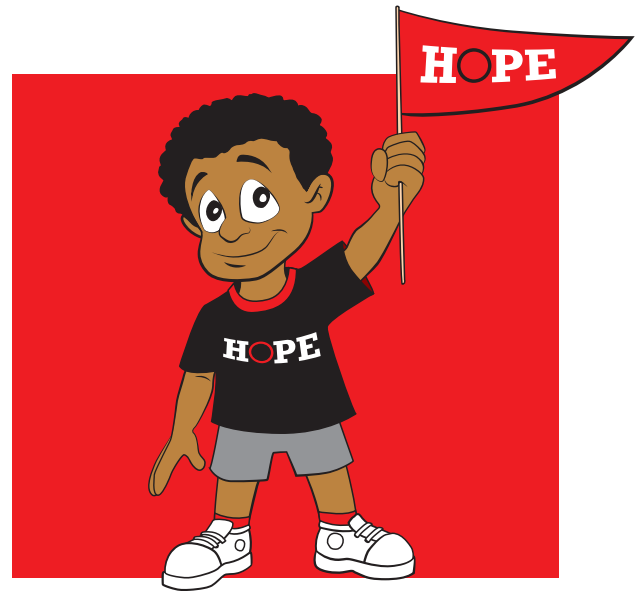
If I do **NOT** know what to do,

Trusted adults, I'll come to you!

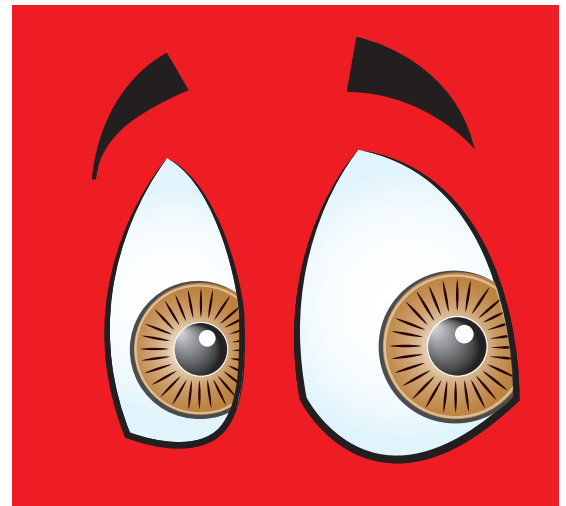


## ASKING A TRUSTED ADULT FOR **HELP**

\_\_\_\_\_ 1. **STAND UP** straight.



\_\_\_\_\_ 2. **LOOK** at the trusted adult's **EYES**.



\_\_\_\_\_ 3. **SPEAK** loudly enough to be **HEARD**.



\_\_\_\_\_ 4. **SAY** "Could you help me?" and tell what happened.