

Purpose of the Lesson

Students will apply the steps of making a healthy decision (“STOP, THINK, CHOOSE”) in three situations. Students will apply school and home rules for medicines and drugs to make healthy choices to unlock the “Code of Choices.”

Background Information

- STOP, THINK, CHOOSE
 - **STOP** – Ask yourself: *What* is happening and do I need to make a decision? (Put hand out in a gesture for stop)
 - **THINK** – *What* is the safe and healthy choice? *Why* is this the safe choice? (Point to head) *Who* can help me?
 - **CHOOSE** – Make a healthy decision and get the help of a trusted adult. (Thumbs up)

Lesson Objectives

Students will be able to:

Objective	Activities/Assessments
1. Describe the basic steps (STOP, THINK, CHOOSE) to make a healthy decision	<ul style="list-style-type: none">• Situations
2. Apply the basic steps of decision-making to make a healthy choice about using medicine.	<ul style="list-style-type: none">• Situations
3. Apply the rules and key points to remember to make a healthy decision about medicines.	<ul style="list-style-type: none">• Check for Understanding and Discussion

Time: 20-30 minutes

Materials

Small red and green cards OR use thumbs up or down; True or False Poster ([Attachment 1](#)); Unlocking the Code of Healthy Choices ([Attachment 2](#)); STOP, THINK, CHOOSE Situations Activity Sheet ([Attachment 3](#)) (note, one for every two or three students); Ticket to Leave ([Attachment 4](#)).

NOTE – Assume the Activity Sheets are one for every student unless noted.

Introduction

Today we are going to unlock a secret code! This will take special skills, but I believe you all can do this. Before we learn how to unlock the code, we will need to review what we know about choices.

Teaching Steps

Activity 1: True/False

- “This is a true/false activity. (*Attachment 1: True/False Poster*) I will make a statement. You will decide whether it is a true statement or a false statement. If true, hold up a green card (or thumbs up). If false, hold up a red card (or thumbs down). Answering all these questions will be the first step to unlocking the code.”
 1. A positive choice is one that keeps you safe and healthy. (T)
 2. If I am unsure about a choice, I need to just make my best guess about what to do. (F)
 - (**Emphasize** importance of asking a trusted adult.)
 3. It is a healthy choice to take someone else’s medicine. (F)
 - (**Emphasize:** Do not share medicine or take someone else’s medicine.)
 4. Unhealthy or unsafe choices can be harmful to my body and brain. (T)
- “You seem to know about choices, so now let’s see if you can crack the code to reveal the secret message.”

Activity 2: Unlocking the Code of Healthy Choices.

- Give each student a copy of the **Unlocking the Code of Healthy Choices**
 - o Explain: Student detectives will use the code at the top of the paper to discover or unlock an important message. Each symbol at the top stands for a letter of the alphabet. By looking at the symbols, students will be able to see the correct letter that belongs on the space above each symbol. Students need to write the correct letter on the line above each symbol. When all lines are correctly completed, an important message will be revealed! (I can make healthy choices.)
 - o (Option: Write code on board and complete as a class.)
- Read the message aloud with the students. “I can make healthy choices!”
- Since the message has been unlocked, the next step is learning more about HOW to make a healthy choice.

Activity 3: STOP, THINK, CHOOSE

- Teach a basic decision-making model: **STOP, THINK, CHOOSE** (*Attachment 3: STOP, THINK, CHOOSE Stoplight*).
 - o **Teacher Note:** The skill development process follows these steps: (1) Teacher explains purpose of skill; (2) Teacher states/ writes the steps of skill on board; (3) Teacher demonstrates skill to students; (4) Students practice skill with the teacher, then independently.
- **Step 1:** Why do we need to “STOP, THINK, CHOOSE?”
 - o We can make healthy choices by using the easy to remember steps of “STOP, THINK, CHOOSE.”
- **Step 2:** State and share the steps of “STOP, THINK, CHOOSE” (*Attachment 3*).

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Prevention Education

2nd GRADE
LESSON 2

Decisions Making Basics:
STOP, THINK, CHOOSE

- o **STOP** – Think about *What* is happening? and do I need to make a decision? (Put hand out in a gesture for stop)
- o **THINK** – *What* is the safe and healthy choice? *Why* is this the safe choice? (Point to head) *Who* can help me?
- o **CHOOSE** – Make a healthy decision and get the help of a trusted adult (Thumbs up).
- **Step 3:** Teacher demonstrates the STOP, THINK, CHOOSE steps by using this situation:
 - o *Situation:* An older sibling is telling you it is OK to take more of a medicine
 - 1. **STOP** – What is happening?
 - a. Someone who is not a trusted adult wants me to take medicine.
 - 2. **THINK** – What are my choices? What is the healthy and safe choice? Why is it healthy and safe?
 - a. Choices are to take the medicine or not take the medicine.
 - b. If I take the medicine it could hurt my body or brain, break the rule that I should only take medicine from a trusted adult, and I shouldn't take someone else's medicine.
 - 3. **CHOOSE** – Make the healthy decision and get help from a trusted adult.
 - a. I should tell my sibling “no” and then get help from a trusted adult because I need some help.
- **Step 4:** Student Practice ([Attachment 4: STOP, THINK, CHOOSE Situations Activity Sheet](#))
 - o Divide into groups of two or three students per group. Assign each group a situation from the *STOP, THINK, CHOOSE Worksheet*. Students read the situation and then use the basic decision making model (STOP, THINK, CHOOSE).
 - o Give the STOP, THINK, CHOOSE stoplight to assist students in applying the steps.
 - o If students have time, they can complete another situation as time allows.
 - o Review each situation as a whole class. Reinforce the steps of decision-making with each scenario.

Optional: Ask a group or two to model their use of STOP, THINK, CHOOSE for the class.

Closure

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Decisions Making Basics:
STOP, THINK, CHOOSE

- Today we learned three steps for making a healthy decision.
- Give each student a “Ticket to Leave” asking them to describe the decision-making steps ([Attachment 5: Ticket to Leave](#)).
 - Once completed, ask students to share their responses.
 - Then collect the tickets to leave and check to determine how well the students learned the steps of decision-making.

Recommendation and Reminders

- Instead of red/green cards for the True/False Activity teachers could use Kahoot or another polling software.

National Health Education Standards

Standard 1: *Comprehending Concepts*

Standard 5: *Decision-Making*

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 2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).



1

A positive choice is one that keeps you safe and healthy.

2

If I am unsure about a choice, I need to just make my best guess about what to do.

3

It is a healthy choice to take someone else's medicine.

4

*A stranger walks up to you and says, "Here, take this. It is candy."
You do not take it and run to a trusted adult for help.*



UNLOCKING THE CODE OF HEALTHY CHOICES

A = ▲

K = ✕

S = ■

C = +

L = ⚡

T = ◐

E = ●

M = □

Y = ⬠

H = ★

N = ☄

I = ↑

O = ⬡

DIRECTIONS: Use the shapes above to break the code below and reveal the message.

Code grid:

↑	+	▲	☄	□	▲	✕	●
★	●	▲	⚡	◐	★	⬠	
+	★	⬡	↑	+	●	■	!



SITUATION 1

You and your friend Sam are walking home from school. A car pulls up, and they offer you a candy or substance you have never seen before.



WHAT IS HAPPENING?

A stranger is asking me to take an unknown substance.

SITUATION 2

Your brother does not feel well. He says he has the same illness you had last week. He asks you for one of the pills the doctor gave to you.



WHAT IS HAPPENING?

SITUATION 3

You are out walking on a trail with a friend, and you find a needle and small blue baggies.



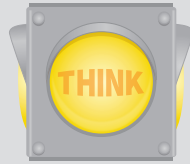
WHAT IS HAPPENING?

DO YOU NEED TO MAKE A CHOICE / DECISION?



- Is taking the substance safe? **YES** **NO**
- Is taking the substance healthy? **YES** **NO**
- Is talking to the stranger safe? **YES** **NO**
- Is talking to the stranger healthy? **YES** **NO**

DO YOU NEED TO MAKE A CHOICE / DECISION?



- Is taking the substance safe? **YES** **NO**
- Is taking the substance healthy? **YES** **NO**
- Is talking to the stranger safe? **YES** **NO**
- Is talking to the stranger healthy? **YES** **NO**

DO YOU NEED TO MAKE A CHOICE / DECISION?



- Is taking the substance safe? **YES** **NO**
- Is taking the substance healthy? **YES** **NO**
- Is talking to the stranger safe? **YES** **NO**
- Is talking to the stranger healthy? **YES** **NO**



WRITE YOUR CHOICE BELOW:

My friend and I will not take the unknown substance. We will run and tell a trusted adult.



WRITE YOUR CHOICE BELOW:

- Take the pill.
- Do not take the pill.



WRITE YOUR CHOICE BELOW:

- See what it is.
- Leave it alone.

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TICKET TO LEAVE

Fill-in the correct word for each step of decision-making:

1. What is happening? Do you need to make a choice?
2. What is the safe and healthy choice? Why?
3. Make a healthy decision and get the help of a trusted adult.

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TICKET TO LEAVE

Fill-in the correct word for each step of decision-making:

1. What is happening? Do you need to make a choice?
2. What is the safe and healthy choice? Why?
3. Make a healthy decision and get the help of a trusted adult.

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