

## Purpose of the Lesson

Lesson 4 is a lesson enhancement. This lesson could be added as an extension to another lesson or it can be a separate stand-alone lesson if time allows. In the *Advocating for Healthy Choices* Lesson, students will develop a paragraph that describes how to make healthy choices, who can help with healthy choices, and the reasons to make healthy choices.

## Background Knowledge

- Only take medicine with the help of a trusted adult.
- Trusted adults examples: parents/caregivers, school nurse, principal, teacher.
- If a choice is unhealthy, unsafe or you're unsure, you should tell a trusted adult.
- Do not take some else's medicine.
  - **DON'T KNOW** = Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult.
- STOP, THINK, CHOOSE
  - **STOP** – Think about *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	Assessment
1. Students write an informative paragraph that states the importance of healthy decisions about medicines and who can help make healthy decisions about medicines.	• Healthy Choices Paragraph Draft and/or Healthy Choices Paragraph.
2. Provide supporting facts or reasons to make healthy choices about medicines.	

**Time:** 20-30 minutes

## Materials

Healthy Choices Paragraph Draft Page (1 per student), Healthy Choices Paragraph Blank Template (1 per student).

## Introduction

We know the importance of making healthy choices, in this lesson, we're going to practice helping others make healthy choices about medicines.

## Teaching Steps

- **Step 1:** Students will complete a graphic organizer and will identify the healthy decision that will organize their facts or reasons.
  - Students can pair and share their draft with classmates
- Students will write their paragraph.

## Other Teaching Considerations

- Students who struggle with writing could draw a picture to illustrate the same intent of the writing.
- Instead of writing independently, the teacher could make this a shared writing activity and complete this as a whole class. In shared writing, the teacher asks as the scribe while students can contribute the ideas.
- Students could be placed into small groups and use large chart paper to write the paragraph together as a team and then share their response with the class.

## Recommendation and Reminders

- Share paragraphs with parents along with reminders to sign-up for Start Talking! for additional parent resources.
- Student work can also be displayed to show the classroom is committed to making healthy choices about medicines.

## National Health Education Standards

**Standard 8:** *Advocating for personal, family and community health*

## 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

**W.2.1.** Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

## PARAGRAPH DRAFT PAGE

*Topic: I Will Make Healthy, Safe, Positive Choices*

### Topic Sentence

I want to make \_\_\_\_\_ choices about using medicine.

### Body

Making a \_\_\_\_\_ choice means \_\_\_\_\_

\_\_\_\_\_.

First, I will only take medicine from a \_\_\_\_\_

\_\_\_\_\_.

Also, when I am unsure about a medicine, I will NOT \_\_\_\_\_

\_\_\_\_\_.

Finally, if I make an unhealthy or unsafe choice, it could hurt my \_\_\_\_\_.

Healthy choices will protect my \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

### Concluding Sentence

I will make \_\_\_\_\_ choices about using medicine!

NAME \_\_\_\_\_

\_\_\_\_\_

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