

## Purpose of the Lesson

Students will compare and contrast the positive and negative consequences of making choices about medicines. The lesson will reinforce following school and family rules for medicine use and always asking for help from a trusted adult to take medicine.

## Background Knowledge (Talking Points)

- Healthy and Safe Choices: Positive consequences on your health
  - Physical Health: aspects that affect your body
  - Social Health: aspects that affect relationships with others
  - Emotional Health: aspects that affect feelings about yourself
- School and family rules can help us select healthy choices.
- Always ask for help from a trusted adult to take medicine.
- Never share or take someone else's medicine.
- If it is unsafe or you're unsure, "Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult."

## Lesson Objectives

*Students will be able to:*

| Objective  | Activity & Assessments  |
|--|---|
| 1. Identify positive and negative consequences for healthy decisions on physical, social and emotional health. | <ul style="list-style-type: none"><li>• Situation 1</li></ul>                 |
| 2. Make a healthy choice about medicines in a scenario.  | <ul style="list-style-type: none"><li>• Situation 1</li></ul>                 |
| 3. Describe rules at home and school about medicine safety.  | <ul style="list-style-type: none"><li>• Situation 1; Lesson Debrief</li></ul> |

**Time:** 30 minutes

## Materials

The Possible Consequences Sheet ([Attachment 1](#)), Scissors, The Big Review Exit Slip ([Attachment 2](#))

## Introduction:

- Let's review the basics of making healthy, safe and positive choices by watching a short video. Watch closely to see what choices Jammer and Pop make. See if you can think of a reason for healthy choices you have made today.
  - **Making Choices That are Best for ME!**

# HOPE

Health and Opioid  
Prevention Education

3rd GRADE  
LESSON 1

Healthy Choices Are  
Best for Me!

- o You Tube: Skwids: Jammer and Pop sing “Choices” [https://www.youtube.com/watch?v=CdnHfWRAI\\_s](https://www.youtube.com/watch?v=CdnHfWRAI_s)

Possible Debrief Questions:

1. What was the main idea Jammer and Pop sang about in the video? How do you know that was the main idea?
2. How would you rate the importance of that main idea:  
(Demonstrate the thumb positions before polling the students.)
  - o Point your **thumbs down** for not important
  - o Point you **thumbs sideways** for kind of important
  - o Point your **thumbs up** for important
3. Can you remember any of the details Jammer and Pop sang? Which ones? What were examples of positive choices Jammer and Pop sang about?
  - o **Possible answers:** Doing homework instead of playing in the yard, helping mom make dinner, practicing their songs to play better, etc.

### Chorus of the song:

*I make choices every day*

*I choose what I do and what to say*

*But if I want to be the best – the best that I can be*

*I’ve got to make choices that are best for me!*

Possible Questions:

1. What do Jammer and Pop mean by “choices that are best for me?”
  - o Safe, healthy, positive choices.
2. So, just how do you make choices that are best for you?
  - o *Stop and think about what to do by asking yourself: 1. Which choice is safe? 2. Which choice is healthy? 3. Which choice would a trusted adult want me to choose?*
3. What are some other questions we need to think about to be sure we make the best choice?

## Teaching Steps

### Activity 1: Positive and Negative Consequences

- Let’s look what we learned from Jammer and Pop and apply it to choices about medicines. Let’s learn a little more about our key words: healthy, positive, negative.
  - o We always must ask ourselves, “What is a healthy choice?”

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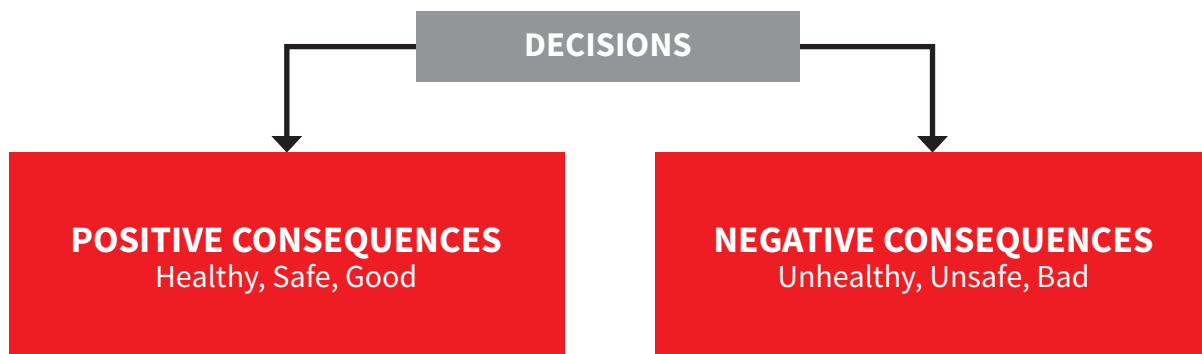
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Healthy choices have positive consequences because they are helping my body and mind stay safe.

- o “Whenever we make a choice, we need to look at the good things that could happen **as well as** the unhealthy things. We call this the positive consequences (good, safe, healthy) and the negative consequences (bad, unsafe, unhealthy).”
- o Draw two large boxes on the front board. Label one POSITIVE CONSEQUENCES (Healthy, Safe, Good) and the other NEGATIVE CONSEQUENCES (Unhealthy, Unsafe, Bad):

Students provide examples of positive and negative consequences



- o Whenever we look at healthy and safe choices, we can also look at three specific types of health. First, let’s review those three types of health: **Physical** (your body), **social** (your relationships with others) and **emotional** (your feelings about yourself).
  - Add the categories of Physical, Social and Emotional to your boxes.
  - With your students’ help, give examples of each of these words OR sort your previous answers into physical, social and emotional.

## Activity 2: The Possible Consequences

- Explain: We are going to look at a situation and talk about the possible positive consequences as well as the possible negative consequences.
- Give students the **consequences slips** (Attachment 1). Please cut the consequences out and ask students to sort into 2 different sets: positive consequences or negative consequences.
- **Situation 1A:** A stranger approaches you and offers you candy. You love sweets and decide to take the candy from the stranger. Is this a healthy choice or unhealthy choice? Let’s talk about it.
  - o Ask students to look at their consequence slips and sort the slips into positive and negative consequences pile.
  - o Briefly discuss their answers and reinforce:
    - You could **become ill**. (Negative: unhealthy, bad)
    - When I move closer to the see “the candy” the stranger is holding, the **stranger grabs me and pushes me into his car**. (Negative: unsafe, unhealthy, possibly even dangerous)

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- o **My friends' parents do not want my friends to play with me** any longer because they do not trust me. (Negative: unhealthy, unsafe)

*(Teacher: Sort or write the underlined phrases above in the correct positive or negative consequences Box.)*

- Situation 1a Debrief:
  - o Was this a healthy choice to take the candy from the stranger?
  - o What do we need to remember to make healthy choices? Remember our rules for medicines.
    1. Only take medicines from a trusted adult.
    2. Don't know or unsure: Don't Touch! Don't Taste! Don't Take! Tell a Trusted Adult.
    3. Do NOT take someone else's medicine
    4. Store medicines in a locked area away from children.
- **Situation 1B:** Now let's look at the same situation, but a **different choice**. When the stranger offers you the candy, you run and tell a trusted adult. Let's look at the possible consequences and then decide if it is a healthy or unhealthy choice? We need to think about what could happen if you do so?"
  - o Ask students to look at their consequence slips and sort the slips into three piles: healthy unhealthy and does not apply.
  - o Briefly discuss their answers and reinforce:
  - o **My parents** tell me they are **proud of me** because I did not take the "candy" and ran for help. **(Positive: Safe, Good, Healthy)**
  - o **My friends' parents** believe I am a responsible person and **want their children to hang out with me.** **(Positive: Safe, Healthy)**
  - o **I am happy** I knew how to make the right choice. (Positive: Healthy, Good, Safe)

**Reinforce – When we make a healthy choice, many of our possible unhealthy options are “do not apply.”**

- Bonus Situation (if time is available)
  - o **Situation 2:** Let's try one more situation: Mary is over at her friend's house. Her friend is in the family room talking on her cell phone. Mary is really thirsty so she walks into the kitchen and finds a glass with a blue colored liquid inside. She decides to drink it. Healthy choice or unhealthy choice? Is this safe or not safe to do? What could happen to Mary? (Use new set of consequence boxes.)

**Again, let's use the same situation, but a different choice: You choose not to drink what is in the glass and go find your friend's parent to ask for something to drink.**

**Discuss how consequences can be positive or negative. ASK: Which consequence would you rather experience? When making a healthy decision, what can you do to help get positive consequences?**

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## Closure

- Today Jammer and Pop helped us learn more about decision-making. Let's review what we learned:
  - o Fill in the blanks on the exit slip:
    - I make c\_\_\_\_\_ every day
    - I choose what I do and what to say
    - But if I want to be the b\_\_\_\_\_ – the b\_\_\_\_\_ that I can be
    - I've got to make c\_\_\_\_\_ that are best for \_\_\_\_\_!
  - o There are two types of consequences to our choices:  
P\_\_\_\_\_ and N\_\_\_\_\_
  - o The good, safe, healthy choices have P\_\_\_\_\_ C\_\_\_\_\_, but
  - o Bad, unsafe, unhealthy choices have N\_\_\_\_\_ C\_\_\_\_\_.

## Recommendation and Reminders

- Incorporate plickers (<https://www.plickers.com/>) for students to rate consequences or recognize choices as healthy or unhealthy.
- Debriefing and discussion questions could be shared using a Think, Pair, Share approach to allow for student to student discussion.

## National Health Education Standards

**Standard 1:** *Comprehending Concepts*

**Standard 3:** *Accessing 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.3.2** Determine the main ideas and supporting details of a text read aloud and information presented in diverse media and formats, including visually, quantitatively and orally.

**L3.5b** Identify real-life connections between words and their use.

**HOPE** THE POSSIBLE  
CONSEQUENCES

**Situation 1**

*Cut consequences into separate slips.*

**HOPE** I become very ill from the “candy.”

**HOPE** When I move closer to see the “candy,” the stranger is holding, the stranger grabs me and pushes me into his car.

**HOPE** My friends’ parents do not want my friends to play with me any longer.

**HOPE** My parents tell me they are proud of me because I did not take the “candy” and ran for help.

**HOPE** I am happy I knew how to make the healthy and safe choice.

**HOPE** My friends’ parents believe I am a responsible person and want their children to hang out with me.



1. I make c\_\_\_\_\_ every day.
2. I choose what I do and what to say  
But if I want to be the b\_\_\_\_\_ – the b\_\_\_\_\_ that I can be  
I've got to make c\_\_\_\_\_ that are best for \_\_\_\_\_!
3. There are two types of consequences to our choices:  
P\_\_\_\_\_ and N\_\_\_\_\_
4. The healthy, safe, good choices have P\_\_\_\_\_  
C\_\_\_\_\_, but
5. Unhealthy, unsafe, bad choices have N\_\_\_\_\_  
C\_\_\_\_\_.
6. What questions do we need to ask to help us make healthy and  
safe decisions?
  - a. Which choice is H\_\_\_\_\_?
  - b. Which choice is S\_\_\_\_\_?
  - c. Which choice would T\_\_\_\_\_ A\_\_\_\_\_  
want me to make?



1. I make choices every day.
2. I choose what I do and what to say  
But if I want to be the best – the best that I can be I've got to make choices that are best for me!
3. There are two types of consequences to our choices:  
Positive and Negative
4. The healthy, safe, good choices have Positive Consequences, but
5. Unhealthy, unsafe, bad choices have Negative Consequences.
6. What questions do we need to ask to help us make healthy and safe decisions?
  - a. Which choice is healthy?
  - b. Which choice is safe?
  - c. Which choice would trusted adults want me to make?