

Purpose of the Lesson

Students will apply the steps to making a healthy decision (STOP, THINK, CHOOSE) in the role of “Detective H.S. (Healthy, Safe) Decision.” As “Detective H.S. Decision,” students will identify possible consequences as positive or negative, and determine if the decision is healthy, safe and respectful.

Background Knowledge

- A healthy decision is one that is healthy, safe, follows rules/laws and is respectful of self/others.
- STOP, THINK, CHOOSE are the steps to making healthy decision.

Lesson Objectives

Students will be able to:

Objective	Activity
1. Apply STOP, THINK, CHOOSE to make a healthy decision in a scenario.	• Decision Detective Situation 1 & 2
2. Determine if a possible consequence of a decision is positive or negative.	
3. Analyze a situation or choices to determine if it is healthy, safe, and aligns with family or school rules, laws, and demonstrates respect.	

Time: 20-30 minutes

Materials

Detective H.S. Decision Poster ([Attachment 1](#)), Decision Detective Case Files 1 & 2 ([Attachment 2](#)); Detective Badges ([Attachment 3](#))

Introduction

- I am going to read you two sentences and I want you to tell me what the word “detect” means by using your context clues.
 - I looked closely at the tree to see if I could detect any hidden animals.
 - I wanted to dive into the lake, but I detected it was not deep enough to be safe to dive.
- **ASK:** What do you think “detect” means? (to uncover or sense something).
- A detective is someone that uncovers clues to solve a problem or case.
- Introduce students to the Decision Detective: *Detective H.S. Decision*. (Show them the poster of Detective H. S. Decision – [Attachment 1](#).)

- **ASK:** Now Detective H.S. Decision ([Show Attachment 1](#)) wants us to practice our decision-making skills. He is providing two official Decision Detective Cases for you to solve. ([Attachment 2a and 2b](#)).
- **ASK:** What do you think the two letters in H.S. Decision's name stand for? What is the H? What is the S? (Guide students to the answers (Healthy, Safe)).
- **Explain:** Today you were detectives using your context clues to uncover the meaning of a word. Now, we are going to continue being detectives, but this time to detect the healthy choice.

Teaching Steps

- First, we will need to prepare for our detective adventure by reviewing the Steps of Decision-Making (making healthy choices).
- Review steps:
 - **STOP:**
 - What is the situation?
 - **THINK:**
 - What are the possible choices we could make about this situation?
 - What are the consequences of each of the choices?
 - To determine if the consequences are positive or negative, ask these questions:
 - Is this choice a **healthy** choice?
Physically healthy? Emotionally healthy? Socially healthy?
 - Is this choice **safe**?
 - Is this choice **respectful**? To me? To others?
 - **CHOOSE:** Which is the healthy choice and why? (*the one that we can answer "YES" to all of the above three questions.*)

Activity 1: Detective Decision.

- Now, Detective Decision wants us to practice our skills. He is providing an official **Decision Detective Case** along with the official **Decision Detective Notes**.
 - **Step 1:** First, we will do a Case # 1 together as a class. Project on front board: **Decision Detective Notes Case # 1.** (Use Attachment 2a)
Follow this procedure:
 1. Read the Situation
 2. Begin with Choice 1. Discuss the possible consequences. Determine if there are more positive or negative consequences. Ask students to check either positive or negative.
 3. Then read each question to determine if the choice is: Healthy? Safe? Respectful? Ask student to circle either 'yes or no' for each of the three.
 4. Then follow the same procedure for Choice 2, and finally, for Choice 3.
 - **Step 2:** Discuss their results for Case # 1. Emphasize the value of using this process to make important decisions. Ask them why some of the choices were not the best. Why were some choices unhealthy or unsafe or against the rules or disrespectful? Explore what could have happened if the person in the situation had chosen an unhealthy choice, etc.

HOPE

Health and Opioid
Prevention Education

3rd GRADE
LESSON 2

Healthy Decision Detective

- o **Step 3:** To earn their **Decision Detective Badges**, you need to solve Case #2. (Use Attachment 2b)
- o **Step 4:** Give each student a **Decision Detective’s Notes: Case # 2 Evidence File**. Ask students to complete this either independently or with a partner.
 - After students have written their last name on the line under Decision Detective (*top right*), they need to follow the same procedure used in Case #1 (*activity sheet*).
 - Remind them to think about the possible consequences. They do not need to write the consequences on their sheet.
- o Reinforce
 - Importance of discussing choices with a trusted adult
 - Seeking help of a trusted adult with both OTC and prescription drugs (medicines).
 - Do NOT share medicines with others or take someone else’s medicine
 - If you don’t know, Don’t Touch! Don’t Taste! Don’t Take! Tell a Trusted Adult.

Closure

- Give students that **Official Decision Detective Badge**.
- Ask students to remind you why they have earned the name “detective.” (They uncovered the best choices.)
- Have student write the important Consequence Questions on the back of their badge.
 - o Healthy?
 - o Safe?
 - o Follows rules/ laws?
 - o Respectful?

Recommendation and Reminders

- Students could create a slogan or chant to remember the decision-making steps.
- To explore the word parts of detective more, students could brainstorm word part lists to break down the parts of the word detective (de-tect-ive) and brainstorm other words with the same word parts.

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 Connections:

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

DETECTIVE H.S. DECISION



Case#1 Evidence File



SITUATION: You and your friend Chris go on a camping trip with your families. While at the campground swimming pool, a teenager offers you something that looks like candy. He tells you it is OK to take it, and it will help you have more fun. What do you and your friend do?

CHOICE 1.

Take it. The teenager seems like a nice kid. Plus you and your friend like to have fun.

Positive (+)	Think about:	Negative (-)
	You get sick.	
	You get in trouble with your parents.	
	You and your parents feel sad and disappointed when you get sick.	

- YES** **Choice 1 is a HEALTHY CHOICE.** **NO**
- YES** **Choice 1 is a SAFE CHOICE.** **NO**
- YES** **Choice 1 SHOWS RESPECT.** **NO**

CHOICE 2.

Have your friend try it first. If nothing unhealthy happens, then you will take one.

Positive (+)	Think about:	Negative (-)
	Nothing unhealthy happens to your friend.	
	Nothing unhealthy happens to your friend, but your stomach hurts after you take it.	
	Your parents no longer trust you to go swimming with Chris	

- YES** **Choice 2 is a HEALTHY CHOICE.** **NO**
- YES** **Choice 2 is a SAFE CHOICE.** **NO**
- YES** **Choice 2 SHOWS RESPECT.** **NO**

CHOICE 3.

Tell the teen “no”. Go find your parents and tell them what happened.

Positive (+)	Think about:	Negative (-)
	Nothing bad or negative happens to YOU and YOUR friend.	
	The teen does not bother you and your friend anymore.	
	You tell your parents what happened and they are proud of you.	

- YES** **Choice 3 is a HEALTHY CHOICE.** **NO**
- YES** **Choice 3 is a SAFE CHOICE.** **NO**
- YES** **Choice 3 SHOWS RESPECT.** **NO**

Which choice is the healthy and best choice? Choice 1 Choice 2 Choice 3

Case#2 Evidence File

HOPE **SITUATION:** Your parent has frequent stomach pain. Their doctor gave them medicine that helps stop the pain. You ate too much for dinner and now your stomach hurts. You wonder if your parent’s stomach medicine will help stop your stomach pain. What should you do?

CHOICE 1.
You take the medicine.

Positive (+)	Think about:	Negative (-)
	You get sick.	
	You get in trouble with your parents.	
	You and your parents feel sad and disappointed when you get sick.	

- YES** **Choice 1 is a HEALTHY CHOICE.** **NO**
- YES** **Choice 1 is a SAFE CHOICE.** **NO**
- YES** **Choice 1 SHOWS RESPECT.** **NO**

CHOICE 2.
You know you should always ask a trusted adult before you take any medicine or other substance. You go ask your parents.

Positive (+)	Think about:	Negative (-)
	You are responsible.	
	Your parents tell you they are proud of your choice.	
	You are happy you knew how to make a good, healthy, safe, respectful choice.	

- YES** **Choice 2 is a HEALTHY CHOICE.** **NO**
- YES** **Choice 2 is a SAFE CHOICE.** **NO**
- YES** **Choice 2 SHOWS RESPECT.** **NO**

CHOICE 3.
Your 14-year-old brother or sister is home. You go ask them if you can take the medicine. They say “sure.”

Positive (+)	Think about:	Negative (-)
	You and your brother or sister get in trouble with your parents	
	Your parents no longer trust you or your brother or sister.	
	You, your brother or sister, and your parents feel sad and disappointed. You get sick.	

- YES** **Choice 3 is a HEALTHY CHOICE.** **NO**
- YES** **Choice 3 is a SAFE CHOICE.** **NO**
- YES** **Choice 3 SHOWS RESPECT.** **NO**

Which choice is the healthy and best choice? Choice 1 Choice 2 Choice 3

