Purpose of the Lesson

The **STOP, THINK, CHOOSE** model will be used to help student think about the alternatives and possible consequences before making a choice. The lesson will also use a stoplight to determine if a choice is safe (green), needs additional thinking or help (yellow), or is unsafe (red). Students will play a board game where they will review key concepts, identify positive/negative consequences to decisions and apply the **STOP, THINK, CHOOSE** model.

Background Knowledge

- **STOP, THINK, CHOOSE** model described within lesson plan
- Questions to think about when making a healthy decision - Is this choice **healthy** for my body and mind? Is this choice **safe**? Is this choice **following the rules** or helping me to be responsible? Is it a choice **respectful**? One I can be proud of? My parents/guardians would be proud of?
- Positive and negative consequences: Positive consequences have good outcomes on others or myself. Negative consequences have outcomes that are harmful to others or myself.
- Responsible decision-making: You take charge and do what is expected of you. Follow the rules even when there is no one around.

**Lesson Objectives**

*Students will be able to:*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1. Describe the components of the <strong>STOP, THINK, CHOOSE</strong> model.</td>
<td>• Activity 2: <strong>STOP, THINK, CHOOSE</strong>.</td>
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<td>2. Apply the <strong>STOP, THINK, CHOOSE</strong> model to make a healthy decision</td>
<td>• Activity 3: <strong>Choices and Consequences</strong></td>
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<td>about drugs or medicines.</td>
<td>Board Game</td>
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<tr>
<td>3. Describe the components of a healthy, safe, respectful decision.</td>
<td>• Activity 3: <strong>Choices and Consequences</strong></td>
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<td></td>
<td>Board Game</td>
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<td>4. Determine negative consequences of a potential decision.</td>
<td>• Activity 3: <strong>Choices and Consequences</strong></td>
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<tr>
<td></td>
<td>Board Game</td>
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</table>

**Materials**

Decision-making Stoplight (Attachment 1); **STOP, THINK, CHOOSE** with Questions Poster (Attachment 2); Choices and Consequences Game Board (Attachment 3); Challenge Cards (Attachment 4); Number Cards (Attachment 5); Ticket to Leave (Attachment 6) and game pieces (teacher provided).
**Introduction**

- Display the decision-making stoplight (Attachment 1) on front board.

- **ASK:** Why do you think we use a stoplight to represent the steps of decision-making?
  - **STOP (red):** What’s happening? Assess the situation.
  - **THINK (yellow):** Slow down and think about whether it is healthy, safe, follows rules and is respectful.
  - **CHOOSE (green):** Go! It is a healthy decision.

- **ASK:** What could happen if people driving chose NOT to follow the rules at a stoplight? Call on several students for responses.

- **EMPHASIZE:** If drivers choose not to follow the rules, it would be unsafe for them and others. The same is true if you do not follow rules when making choices. It could be unsafe, disrespectful to you and others, and unhealthy.

- Share: Today we are going to use our decision-making stoplight to help us make healthy, safe, rule-following, respectful choices while playing a decision-making game.

**Teaching Steps**

**Activity 1: What is being responsible?**

- **ASK:** What does the word “responsible” mean to you? (You take charge and do what is expected of you. People can rely on you to do the right things. You follow the rules even when there is no one around. People who stop at the stoplight even when there are not police officers around are being responsible.)
  - What are some examples of being responsible?

- Write on the board
  - **RESPONSIBLE DECISION-MAKING**

- **ASK:** What is responsible decision-making?
  - Emphasize responses that are aligned with the **STOP, THINK, CHOOSE** model.
  - These decisions are healthy, safe and respectful decisions, even if no one is watching.
  - We also use the **STOP, THINK, CHOOSE** Model to help make healthy decisions.

- **ASK:** What are some examples of responsible decision-making? Write examples of responsible decision-making and discuss why these are examples of responsible decision-making.
  - Guide students to see that responsible decisions are ones that are healthy, safe, respectful to self and others.
Activity 2: STOP, THINK, CHOOSE

- Post the Decision-Making Stoplight (Attachment 2).
  - **ASK:** What has been added to the stoplight? *(Healthy, Safe, Follows Rules, Respectful)*
  - Point out the questions under THINK, and reinforce the new question: Follows rules?
  - Discuss why all of these questions help us to make healthy and safe decisions.
  - Point out “ALL YES!” written above **CHOOSE** and ask them what that means.
  - Guide students to conclude that “ALL YES” means that the HEALTHY and SAFE choice will be one where we have answered yes to each of these questions:
    1. Is this choice **healthy** for my body and mind?
    2. Is this choice **safe**?
    3. Is this choice following the **rules** or helping me to be responsible?
    4. Is this choice **respectful** to others and myself?

Activity 3: Choices and Consequences Board Game

- Now, we are going to play a game about choices.
- **Step 1:** Divide into pairs. Give each pair a Choice & Consequences Game Board (Attachment 3).
  - **ASK:** What are consequences? (what can happen as a result of a choice)
  - **ASK:** What is the difference between positive and negative consequences?
    - Positive consequences have good outcomes on others or myself.
    - Negative consequences have outcomes that are harmful to others or myself.
    - Give examples of both.
  - **ASK:** Which type of consequence do we want to avoid? (negative) Why? (because they could be unsafe, unhealthy, disrespectful)
- **Step 2:** Explain that the arrows on the game board show the direction the players must follow. (Draw an example on the board to illustrate how the players will move.)
- **Step 3:** Give each group a set of: Game Board (Attachment 3), Challenge Cards (Attachment 4), “Make A Choice” (Attachment 5), and Number Cards (Attachment 6)
o Explain that they should stack each of the sets of cards face down at the top of their game boards. Draw illustration on board:

```
NUMBER CARDS

GAME BOARD

CHALLENGE CARDS
```

• **Step 4:** Player 1 draws a number card and moves that number of spaces. Players alternate drawing the number cards. Drawn cards are placed on bottom of deck.

  o Landing on a space:

    • If you land on a space with a *Healthy Choice*, player gets to move forward one more space.

    • If you land on a space with a *Negative Consequence*, player moves back 2 spaces.

    • If you land on *Challenge Card* (Attachment 4) space, the player draws a Challenge Card and reads question. If the Challenge Card question is answered correctly, player may move one more space forward.

    • Landing on a *Make a Choice* space means the player will draw a card (Attachment 5), read the scenario and then make a decision. If the player makes a healthy choice, they can move forward one bonus space.

  o Game pieces: Any number of items could be used as game pieces. Players may write names on quarter-sized pieces of paper and use as games pieces.

  o The winner of the game is selected when that player reaches the *Finish* square.
Closure

- On your Ticket to Leave (Attachment 7), write the top five things you want to remember about making healthy, safe, respectful choices that follow the rules.
- Once students are finished, ask them to turn to a partner and take turns summarizing what they have learned today. They may use their Ticket to Leave for help.

Recommendation and Reminders

- Students could be challenged to make their own game pieces, challenge cards, choices, etc. to show what they have learned after playing the game.

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

- **W.5.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
- **SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Follow-up Activities (Stories/Picture Books too)

Parent/Guardian Interaction Activity:

- **Students could check out the game and its components and take it home to play with their families.**
STOP, THINK, CHOOSE to Make Healthy Decisions

Attachment 1: Decision-Making Stoplight Poster.
Attachment 2: Decision-Making Stoplight.
**Health and Opioid Prevention Education**

**5th GRADE LESSON 2**

**STOP, THINK, CHOOSE to Make Healthy Decisions**

### Attachment 3: Choices and Consequences Game Board.

- **Start**
  - You remind your mom to keep all medicine locked up and out of reach.
  - You take needed medicine with the help of a trusted adult.
  - It is time to take your allergy medicine, so you ask your mom to help you.
  - You see a bag of what could be candy or pills on the counter, so you ask your mom to help you.
  - You find a bottle of what looks like a sports drink on the kitchen counter and drink it.

- **Healthy Choice!**
  - You KNOW medicine is NOT candy.
  - Your friends are pressuring you to smoke just one cigarette. You tell them no.
  - An older kid tells you that all the popular kids are sniffing this powder. So, you do it.

- **Unhealthy Choice!**
  - It is time to take your medicine, but no trusted adult is home. So, you take it anyway.
  - Your friends are pressuring you to smoke just one cigarette. You say no.
  - An older kid tells you that all the popular kids are sniffing this powder. So, you do it.

- **Move Back 1 Space**
  - You remind your mom to keep all medicine locked up and out of reach.
  - You took needed medicine with the help of a trusted adult.
  - It is time to take your allergy medicine, so you ask your mom to help you.

- **Move Back 2 Spaces**
  - You find a bottle of what looks like a sports drink on the kitchen counter and drink it.
  - Your friends are pressuring you to smoke just one cigarette. You say no.
  - An older kid tells you that all the popular kids are sniffing this powder. So, you do it.

- **Move Back to Start**
  - It is time to take your medicine, but no trusted adult is home. So, you take it anyway.
  - Your friends are pressuring you to smoke just one cigarette. You say no.
  - An older kid tells you that all the popular kids are sniffing this powder. So, you do it.

- **Finish**
  - You find a bottle of what looks like a sports drink on the kitchen counter and drink it.
  - Your friends are pressuring you to smoke just one cigarette. You say no.
  - An older kid tells you that all the popular kids are sniffing this powder. So, you do it.
### Challenge Cards

(Duplicate so each group of 2 has a set of cards. Cut cards apart.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The three steps to decision-making are:</strong></td>
<td><strong>MAKE A HEALTHY CHOICE CARD</strong></td>
<td><strong>When we THINK about which choice is the BEST choice, we ask ourselves these questions:</strong></td>
<td><strong>MAKE A HEALTHY CHOICE CARD</strong></td>
</tr>
<tr>
<td><strong>STOP</strong></td>
<td><strong>You are playing basketball at the local park. You begin having trouble breathing. Your friend says you can use their inhaler.</strong></td>
<td><strong>Is choice H______?</strong></td>
<td><strong>You are walking on a trail near your house. Another walker offers you a substance to drink.</strong></td>
</tr>
<tr>
<td><strong>THINK</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>Is choice S______?</strong></td>
<td><strong>What do you do?</strong></td>
</tr>
<tr>
<td><strong>CHOOSE</strong></td>
<td><strong>Does choice follow R____?</strong></td>
<td><strong>Is choice R______?</strong></td>
<td><strong>What do you do?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td><strong>There are two types of consequences:</strong></td>
<td><strong>The type of medicine an adult can buy from the shelf at a grocery store or drug store (pharmacy).</strong></td>
<td><strong>MAKE A HEALTHY CHOICE CARD</strong></td>
<td><strong>The type of medicine ordered by a doctor and picked up at a pharmacy.</strong></td>
</tr>
<tr>
<td><strong>P____ Consequences</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>Your friend, who is at your house, asks you to give them a pill for their headache.</strong></td>
<td><strong>What do you do?</strong></td>
</tr>
<tr>
<td><strong>and</strong></td>
<td><strong>MAKE A HEALTHY CHOICE CARD</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>What do you do?</strong></td>
</tr>
<tr>
<td><strong>N____ Consequences</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>What do you do?</strong></td>
<td><strong>What do you do?</strong></td>
</tr>
</tbody>
</table>

### Answers

1. **STOP, THINK, CHOOSE**
2. Say no. Tell a trusted adult.
3. Healthy, Safe, Follows Rules, Respectful
4. Say no. Run to tell a trusted adult what happened.
5. Positive and Negative
6. Over-the-counter
7. Say no. Tell a trusted adult.
8. Prescription
NUMBER CARDS

(Duplicate all of these cards for each group. Cut cards apart.)

Attachment 5: Number Cards.
Attachment 6: Ticket to Leave.

The top five things I want to remember about making good decisions are:

1. 
2. 
3. 
4. 
5. 

STOP, THINK, CHOOSE to Make Healthy Decisions

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5th GRADE LESSON 2