

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:

Objective	Activity
1. Describe the components of the STOP, THINK, CHOOSE model.	• Activity 2: STOP, THINK, CHOOSE.
2. Apply the STOP, THINK, CHOOSE model to make a healthy decision about drugs or medicines.	• Activity 3: Choices and Consequences Board Game
3. Describe the components of a healthy, safe, respectful decision.	• Activity 3: Choices and Consequences Board Game
4. Determine negative consequences of a potential decision.	• Activity 3: Choices and Consequences Board Game.

Time: 20-30 minutes

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](#))

HOPE

Health and Opioid
Prevention Education

5th GRADE LESSON 2

STOP, THINK, CHOOSE to Make Healthy Decisions

- 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

CHALLENGE
CARDS

GAME BOARD

- **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

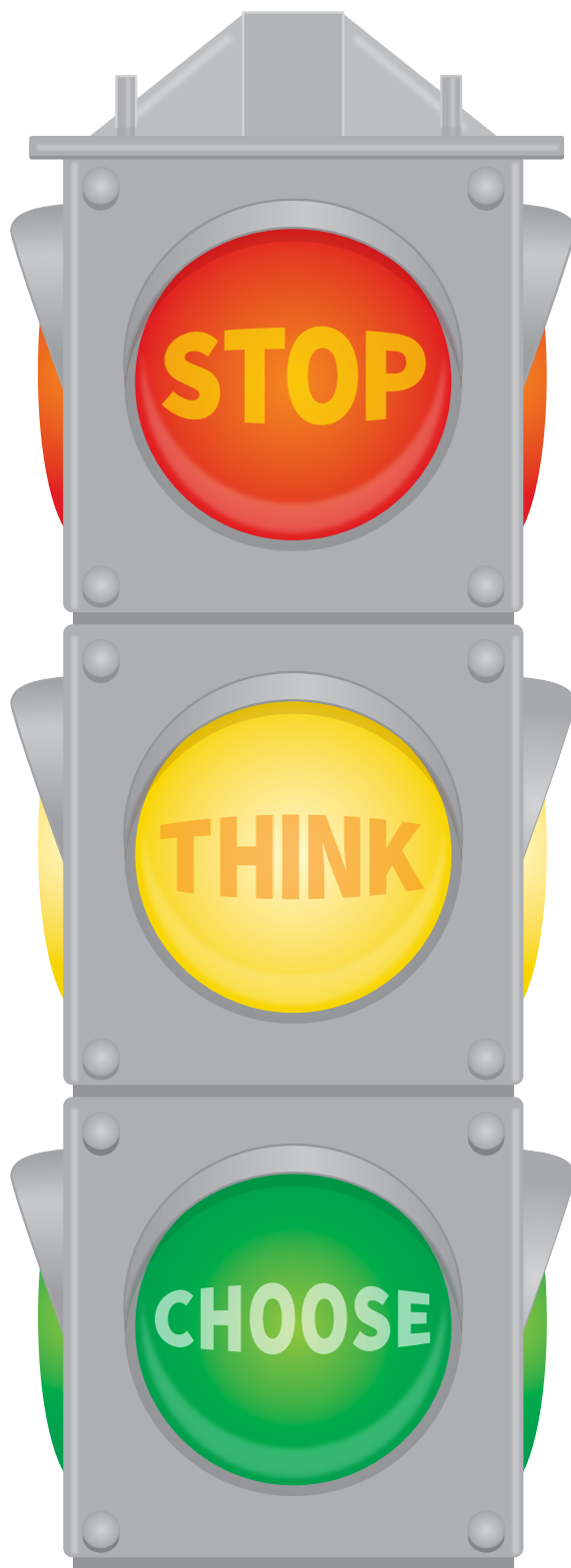
W.5.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.

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.*





HOPE CHOICES & CONSEQUENCES



CHALLENGE CARDS

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

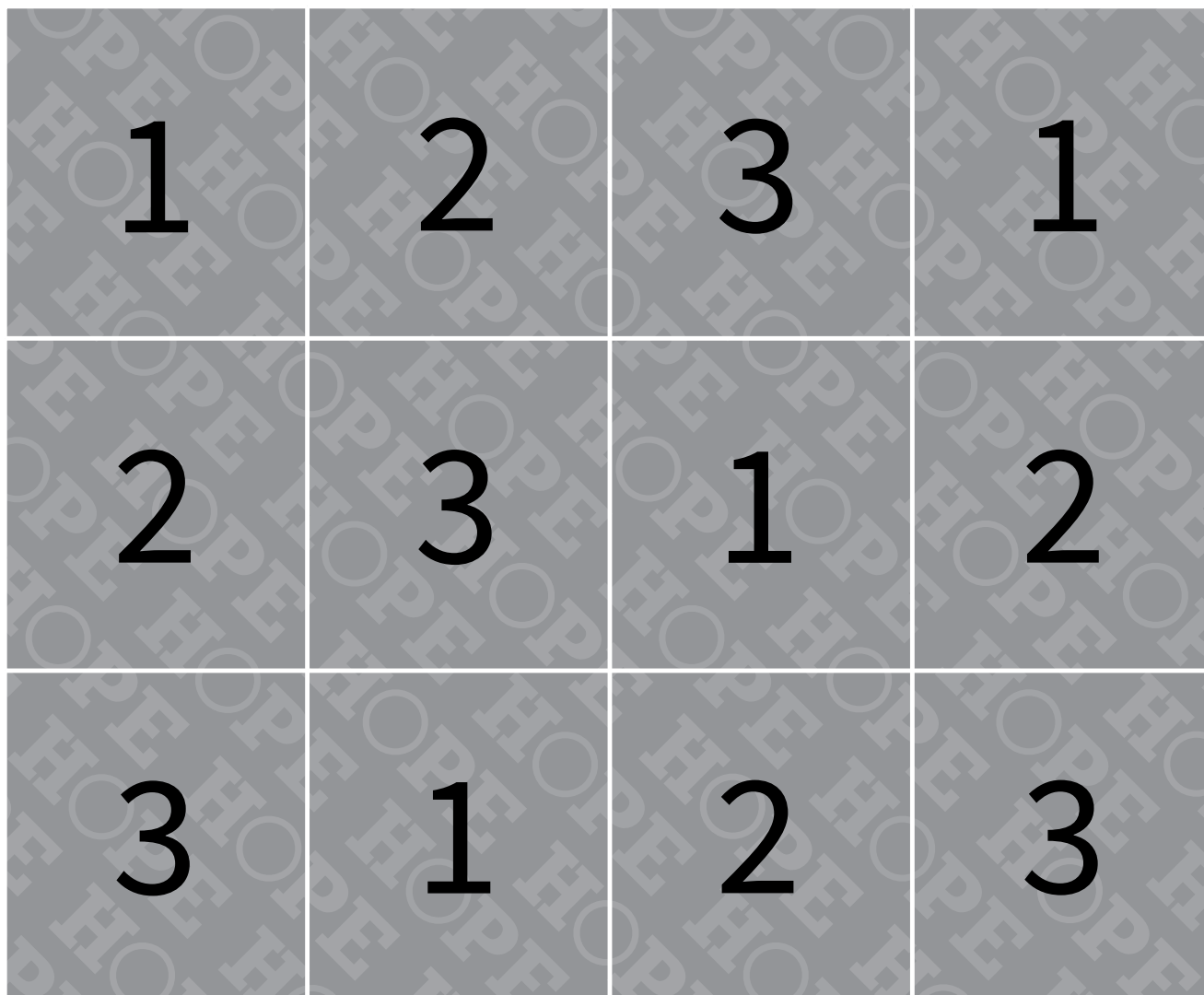
<p>1</p> <p>The three steps to decision-making are:</p> <p>S _____</p> <p>T _____</p> <p>C _____</p> <p>HOPE</p>	<p>2</p> <p>MAKE A HEALTHY CHOICE CARD</p> <p>You are playing basketball at the local park. You begin having trouble breathing. Your friend says you can use their inhaler.</p> <p>What do you do?</p> <p>HOPE</p>	<p>3</p> <p>When we THINK about which choice is the BEST choice, we ask ourselves these questions:</p> <p>Is choice H_____?</p> <p>Is choice S_____?</p> <p>Does choice follow R_____?</p> <p>Is choice R_____?</p> <p>HOPE</p>	<p>4</p> <p>MAKE A HEALTHY CHOICE CARD</p> <p>You are walking on a trail near your house. Another walker offers you a substance to drink.</p> <p>What do you do?</p> <p>HOPE</p>
<p>5</p> <p>There are two types of consequences:</p> <p>P_____Consequences and</p> <p>N_____Consequences</p> <p>HOPE</p>	<p>6</p> <p>The type of medicine an adult can buy from the shelf at a grocery store or drug store (pharmacy).</p> <p>HOPE</p>	<p>7</p> <p>MAKE A HEALTHY CHOICE CARD</p> <p>Your friend, who is at your house, asks you to give them a pill for their headache.</p> <p>What do you do?</p> <p>HOPE</p>	<p>8</p> <p>The type of medicine ordered by a doctor and picked up at a pharmacy.</p> <p>HOPE</p>

ANSWERS

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

NUMBER CARDS

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



HOPE	
TICKET to LEAVE	
The top five things I want to remember about making good decisions are:	
1.	
2.	
3.	
4.	
5.	
MY TOP FIVE	

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