

# HOPE

Health and Opioid  
Prevention Education

6th GRADE  
LESSON 3

Making Decisions  
about Drug Use

## Purpose of the Lesson

The purpose of this lesson to reinforce the decision-making process of **STOP, THINK, CHOOSE** and to identify all the important things they need to consider when making decisions. Decision-making is vital to positive health behaviors. Students will gain confidence in decision-making by practicing the proper decision-making steps through scenarios.

## National Health Education Standards

**Standard 5:** Decision Making

*Performance Indicator 5.8.2:* Determine when situations related to other drug use require a decision.

*Performance Indicator 5.8.5:* Distinguish between healthy and unhealthy alternatives of a decision related to other drug use.

## Healthy Behavior Outcome (HBO)

*Refuse the pressures associated with drug abuse.*

### Lesson Objectives

*Students will be able to:*

Objective	Assessment
1. Identify healthy options when making decision.	• STOP, THINK CHOOSE: Decision-Making Practice
2. Identify possible positive and negative consequences of a decision.	• STOP, THINK CHOOSE: Decision-Making Practice
3. Apply the STOP, THINK, CHOOSE model to analyze a scenario and think about possible options to make a healthy choice.	• STOP, THINK CHOOSE: Decision-Making Practice
4. Identify valid healthy resources who help support healthy choices about drugs.	• Decision Making Model Notes Sheet

**Time:** 25 - 35 minutes

## Materials

*Assessments and Worksheets*

- **STOP, THINK, CHOOSE** Decision-Making Model Notes Sheet ([Attachment 1](#)); Scenario practice sheet ([Attachment 2](#)).

*Resources*

- **STOP, THINK, CHOOSE** PowerPoint

## Introduction

Last class we talked about using different types of communication and how to deliver an assertive message. Today we will review the **STOP, THINK, CHOOSE** decision-making model to help you maintain your drug-free choice. We will analyze various scenarios and identify the decision that needs to be made, possible choices, and discuss important things to think about to lead to a healthy outcome.

## Teaching Steps

### Activity 1: Introduce the STOP, THINK CHOOSE decision-making model

- **Step 1**
  - Why are healthy decisions important?
  - What do we need to do to make healthy choices?
  - Why is the **STOP, THINK, CHOOSE** decision-making model important?
- **Step 2:** Distribute notes sheet; refer to PowerPoint
  - **STOP:**
    - What is happening? Assess the situation.
  - **THINK:**
    - What are the possible options? (good or bad)
    - How can this decision help me? (positive consequences or advantages)
    - How can this decision hurt me? (negative consequences or disadvantages)
    - Does this decision fit with values? (things that are important to me; things I care about)
    - How would people who care about me feel about my choice? (parents, friends, teachers, coaches, clergy, etc.)
    - Who can help or support me in making healthy choices? (trusted adults, teachers, counselors, valid information)
    - Who can I go to for additional information or help to make a healthy choice?
  - **CHOOSE:**
    - What is the healthiest choice?
- **Step 3:** Model **STOP, THINK, CHOOSE**
  - Review scenario 1 with the students and guide students through the worksheet for this scenario.
    - **Scenario #1**

You and your friend Tanya decided you were going to help each other study for an upcoming math test. Tanya invited you over after school so you could study. When you arrived, Tanya

got some snacks and you both sat down to start reviewing your math notes. After an hour of studying, you admitted to Tanya that you just don't understand the material and thought you would never be ready for this test. Tanya said, "Hold on, I think I have just the thing for you!" Tanya got up from the table and went to medicine chest to get her sister's Adderall pills. When she got back to the table, she offered you the pills and took a couple herself. You immediately felt uncomfortable. You have never taken pills to study before, but you were worried you wouldn't pass the test without them.

- Give students one minute to think about their answer to question 1. Have student volunteer(s) report out to the class and discuss the answer(s) provided. Continue through this process with the remaining questions and elaborate on possible answers.
- Students can complete Scenario 1 on their worksheet as they follow with class discussions.

<b>STOP</b>	What is the decision to make?
<b>THINK</b>	What choices do you have? List at least three choices.
<b>THINK</b>	What do you need to think about? List at least three things to think about that would lead to a healthy choice.
<b>CHOOSE</b>	What is the healthiest choice?

- **Step 4:** Student Practice: *What is the Decision to Make? What Choices Do I Have? What Do I Need to Think About? What is the Healthiest Choice?*
  - o Allow students to work with a partner or individually.
  - o Students will analyze the remaining scenarios to determine the decision that needs to be made.
  - o Students will list at least three possible choices that are available; these may be positive or negative.
  - o Students will identify three possible things they need to think about to help lead to a healthy choice.
  - o Students will circle the healthiest choice from the list they created.
- **Step 5:** Review answers from Scenarios 2 and 3; debrief situations.

### Summary of the lesson

Today we reviewed the **STOP, THINK, CHOOSE** decision-making model to help make healthy decisions. Recognizing the decision that needs to be made, possible choices, and important things to think about when making a decision will help lead you to healthy choices.

Name: \_\_\_\_\_

## **STOP, THINK, CHOOSE** **DECISION-MAKING MODEL NOTES SHEET**

### **STOP**

- What is happening? Assess the situation.

### **THINK**

- What are the possible \_\_\_\_\_? (good or bad)
- How can this decision \_\_\_\_\_ me? (advantages)
- How can this decision \_\_\_\_\_ me? (disadvantages)
- Does this decision fit with \_\_\_\_\_? (things that are important to me; things I care about)
- How would people who care about me \_\_\_\_\_ about my choice? (parents, friends, teachers, coaches, clergy, etc.)
- Who can help or support me in making healthy choices?
- Who or where could I go for more information or support?

### **CHOOSE**

- What is the \_\_\_\_\_ choice?



## STOP, THINK, CHOOSE DECISION-MAKING PRACTICE

*What is the Decision to Make? What Choices Do I Have?  
What Do I Need to Think About? What is the Healthiest Choice?*



Name: \_\_\_\_\_

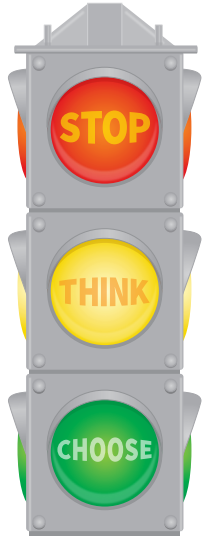
### Scenario 1

You and your friend Tanya decided you were going to help each other study for an upcoming math test. Tanya invited you over after school so you could study. When you arrived, Tanya got some snacks and you both sat down to start reviewing your math notes. After an hour of studying, you admitted to Tanya that you just don't understand the material and thought you would never be ready for this test. Tanya said, "Hold on, I think I have just the thing for you!" Tanya got up from the table and went to medicine chest to get her sister's Adderall pills. When she got back to the table, she offered you the pills and took a couple herself. You immediately felt uncomfortable. You have never taken pills to study before, but you were worried you wouldn't pass the test without them.

<b>STOP</b>	<i>What is the decision to make?</i>	
<b>THINK</b>	<i>What choices do you have? List at least three choices.</i>	1.  2.  3.
	<i>What do you need to think about? List at least three things to think about that would lead to a healthy choice.</i>	1.  2.  3.
<b>CHOOSE</b>	<i>What is the healthiest choice?</i>	<b>Circle</b> the healthiest choice from your list of choices above.

## STOP, THINK, CHOOSE DECISION-MAKING PRACTICE

*What is the Decision to Make? What Choices Do I Have?  
What Do I Need to Think About? What is the Healthiest Choice?*



Name: \_\_\_\_\_

### Scenario 2

You and your friends were headed to the movie theater Saturday night. You have all been anxiously awaiting the release of the new film that was said to be epic! While waiting in line to get tickets, you kept yawning and commented on how you didn't think you would be able to stay awake; football practices had been tough this week and you were really tired. One of your friends pulled out some pills and offered them to the group. He said they were a great "pick-me-up" and would be sure to keep you awake to watch the movie. A few of your other friends took them without hesitating; you weren't sure what to do. You had no idea what the pills were and have never taken anything that was not prescribed to you. A couple of the boys who had taken the pills said, "Go ahead, they won't hurt. They just keep you awake and make you feel better." You are feeling the pressure and need to make a decision.

<b>STOP</b>	<i>What is the decision to make?</i>	
<b>THINK</b>	<i>What choices do you have? List at least three choices.</i>	1.  2.  3.
	<i>What do you need to think about? List at least three things to think about that would lead to a healthy choice.</i>	1.  2.  3.
<b>CHOOSE</b>	<i>What is the healthiest choice?</i>	<b>Circle</b> the healthiest choice from your list of choices above.

**STOP, THINK, CHOOSE**  
**DECISION-MAKING PRACTICE**



*What is the Decision to Make? What Choices Do I Have?  
What Do I Need to Think About? What is the Healthiest Choice?*

Name: \_\_\_\_\_

**Scenario 3**

You and your friends are walking home from school and come across a needle and spoon on the sidewalk. Your friend says, “Whoa! Look at that! This is crazy to see this stuff right here! Let’s take a closer look!” You are feeling uneasy, but you need to make a decision.

<b>STOP</b>	<i>What is the decision to make?</i>	
<b>THINK</b>	<i>What choices do you have? List at least three choices.</i>	1.  2.  3.
	<i>What do you need to think about? List at least three things to think about that would lead to a healthy choice.</i>	1.  2.  3.
<b>CHOOSE</b>	<i>What is the healthiest choice?</i>	<b>Circle</b> the healthiest choice from your list of choices above.

**STOP, THINK, CHOOSE**  
**DECISION-MAKING PRACTICE***RUBRIC***Scenario 2**

<b>Decision Making Steps</b>	<b>Possible Points</b>	<b>Points Earned</b>
The student identified the decision they need to make.	1	
The student listed three possible choices that could be made.	3	
The student listed three possible things to think about to lead to a healthy choice.	3	
The student circled the healthy choice.	1	

**Scenario 3**

<b>Decision Making Steps</b>	<b>Possible Points</b>	<b>Points Earned</b>
The student identified the decision they need to make.	1	
The student listed three possible choices that could be made.	3	
The student listed three possible things to think about to lead to a healthy choice.	3	
The student circled the healthy choice.	1	