Purpose of the Lesson

The purpose of this lesson is for students to review the STOP, THINK, CHOOSE decision-making model and analyze the possible outcomes of a decision. Students will also identify various influences on the decisions we make and how to combat them to make the healthiest choice.

National Health Education Standards

Standard 5: Decision Making
Performance Indicator 5.8.4: Explain how family, culture, media, peers and personal beliefs affect a decision related to drug use.
Performance Indicator 5.8.6: Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to drug use.
Performance Indicator 5.8.7: Choose a healthy alternative when making a decision related to other drug use.
Performance Indicator 5.8.8: Analyze the effectiveness of a final outcome of a decision related to other drug use.

Healthy Behavior Outcome (HBO)

Evaluate decisions to lead to healthy choices.

Lesson Objectives

Students will be able to:

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<tr>
<th>Objective</th>
<th>Assessment</th>
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<tr>
<td>1. Define the steps of the STOP, THINK, CHOOSE decision-making model.</td>
<td>• STOP, THINK, CHOOSE notes</td>
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<td>2. Identify possible influences and how they affect decisions related to drug use.</td>
<td>• Bell Ringer Question and Decision-Making Reflection</td>
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<td>3. Use their knowledge of consequences and benefits for each outcome and evaluate the healthiest choice.</td>
<td>• Decision-Making Reflection</td>
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Time: 25 - 35 minutes

Materials

STOP, THINK, CHOOSE notes (Attachment 1) and Decision-Making Scenarios and Reflection (Attachment 2a–c)

Introduction

In the last lesson, we practiced refusal skills. Today we are going to continue our drug free message with making good decisions. You will take a closer look at the influences on our decisions and the benefits of good choices and the consequences of poor choices.
Teaching Steps

Activity 1: Bell Ringer

- **Bell Ringer** (question to start the lesson): **Who or what influences our decisions? List at least five influences.**
  - Have students share their answers
    - Possible answers: family, culture, media, peers, personal beliefs, values, goals, education, sports, teachers, coaches, etc.
  - Are these influences positive or negative? Can they be both?
  - What strategies can you use to resist the negative influences?
    - **Possible Answers:** Think of the consequences, such as hurting relationships with loved ones, sacrificing your values, poor reputation, dismal future, throwing away career and educational goals, etc.
    - The influence of others can have a powerful impact on our decisions. We would like to surround ourselves with positive influences, but if we have to learn how to overcome negative influences with thoughtful decision-making.
  - **Ask Yourself:** Will this decision help me for the better or worse? What benefits will I gain from this decision? How would the people who care about me think of my decision? Who can I go to if I need help with my decision?

Activity 2: Decision-Making Practice

- **Step 1:** Why is important to make healthy decisions? How can you be sure to make healthy choices?
- **Step 2:** Explain the steps of **STOP, THINK, CHOOSE**
  - **STOP**
    - What is the decision to make?
  - **THINK**
    1. What are possible options?
      - What are the advantages and/or disadvantages for each option?
      - What do I value?
      - How would the people that love and care about me feel about these options?
      - Would these options solve the problem?
    2. What are the possible outcomes or consequences?
      - Would it affect the person for better or worse?
**Step 3:** Model **STOP, THINK, CHOOSE** using Scenario #1

- Teacher demonstrates or walks through the steps with the students.

- Discuss how you can help others make drug-free choices. *Possible answers include:* healthy alternatives to drug use like playing sports, going to the movies, etc. Talk about the importance of being a good role model for others, such as a younger people in their life and how young people look up to them. Lastly, talking about the consequences to their future, health, and relationships with loved ones.

**Step 4:** Student Practice.

- Students will practice identifying influences, potential consequences for healthy and unhealthy alternatives, choose the healthiest alternative and evaluate why the alternative was the best choice.
  - Remind students they can place a + or - next to the alternatives to show which can have a positive or negative outcome.

- With a partner, read through each scenario and answer the corresponding questions. Be prepared to share your answers with the class.

- Give students 12 minutes to work on the *Decision-Making Reflection*.

**Lesson Summary**

Today you analyzed influences on decisions and practiced identifying healthy and unhealthy alternatives to lead to the healthiest choice. Thinking through the possible short- and long-term consequences of decisions will strengthen your decision-making skills.
STOP, THINK, CHOOSE
DECISION-MAKING NOTES

STOP

• What is the ____________________________ to make?

THINK

• What are possible __________________________? 
• What are the __________________________ and/or __________________________ for each option? 
• What do I __________________________? 
• How would the people that love and care about me ____________ about these options? 
• Would these options __________________________ the problem? 
• Would it affect the person for __________________________ or __________________________? 
• What are the possible __________________________ or __________________________?

CHOOSE

• Make the __________________________ choice. 
• Evaluate if another __________________________ would work better.
STOP, THINK, CHOOSE
DECISION-MAKING REFLECTION

Name: ________________________________

Scenario 1

It is Friday afternoon and your friends are all headed over to Greg’s house because his parents went away for the weekend. Your classmates have been talking about it all day. As you are leaving school, several friends approach you and ask if you are going. They say that everyone in your class is going. One of your friends then pulls out a bag of pills and says, “We are planning on trying these out too. I’ve heard they make you feel awesome.”

STOP

What is the decision to make?

THINK

What are the possible consequences if you go to Greg’s house?

What are the possible consequences if you go to Greg’s house, but don’t intend to take any of the pills?

What are the possible consequences if you do not go to Greg’s house?

CHOOSE

What is your decision? Why did you make that decision?

How can you help others make drug-free choices?
**Scenario 2**

You and four of your classmates are at the library. You have been studying for a big test that is coming up. While you are there, you discuss how worried you are about taking the test because you feel unprepared, even after having studied for hours. An older student overhears your conversation and approaches you and your friends. She shows you some pills and quietly says, “if you take them, they will help you stay up to study more. They can also help you focus while you are taking the test.” You hesitate to answer, but your friends quickly refuse. She walks away and about 10 minutes later your friends leave. When the older girl is getting ready to leave, she notices you are still there and approaches you again. This time, she puts a couple pills in your backpack and says you should take them home in case you change your mind.

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<tr>
<td></td>
<td>What are the possible consequences if you consume the pills while you stay at the library to study a little bit longer?</td>
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<tr>
<td></td>
<td>What are the possible consequences if you take the pills out of your bookbag and give them back to her?</td>
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<td>CHOOSE</td>
<td>What alternative would you choose in this situation? Explain why.</td>
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Scenario 3

One afternoon you are walking down the street to a friend’s house. You see a group of girls standing by Chantel’s house (Chantel is one of your classmates). You notice they are all talking and looking in your direction when they suddenly start to laugh. Chantel’s best friend, Shanaya, yells out to you, “Come here, you need to try something.” Not wanting to be rude, you walk toward her and meet her at the edge of the yard. Shanaya tells you to hold out your hand and puts some pills in your palm.

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<td>What are the possible consequences if you keep walking and ignore the request to come over to the house?</td>
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