

HOPE

Health and Opioid
Prevention Education

HIGH SCHOOL
LESSON 4

Decision-Making

Overview

Today we are going to discuss a thoughtful decision-making process to lead to healthy choices specific to drug use. The process is called “**STOP, THINK, CHOOSE.**” There are many things to consider when making decisions. For example, how will my decision impact me and others? What are the pros of the decision? What are the cons of the decision? Does this decision align with my values? How will my loved ones feel about my decision? The decisions we make today impact our future, so it is very important for our health to think through challenging decisions.

National Health Education Standards

Standard 5: Decision Making

Performance Indicator 5.12.1: Examine the barriers to making a decision to be drug free.

Performance Indicator 5.12.2: Determine the value of applying thoughtful decision-making related to drug use.

Performance Indicator 5.12.3: Justify when individual or collaborative decision making related to drug use is appropriate.

Performance Indicator 5.12.5: Generate and choose alternatives when making a decisions related to drug use.

Performance Indicator 5.12.6: Predict the potential short- term and long-term consequences of alternatives when making a decision related to drug use.

Performance Indicator 5.12.9: Evaluate the effectiveness of decisions related to drug use.

Healthy Behavior Outcomes (HBOs)

Make healthy decisions to support a drug free lifestyle.

Lesson Objectives

Students will be able to:

| Objective | Assessment |
|--|--|
| 1. Identify barriers to making decisions to be drug free. | • “Making Healthy Decisions About Drug Use” worksheet – Question 2 |
| 2. Describe the benefits associated with thoughtful decision making related to drug use. | • “Making Healthy Decisions About Drug Use” worksheet – Question 3 |
| 3. Identify a valid health resource or trusted adult who can help you with a difficult decision. | • “Making Healthy Decisions About Drug Use” worksheet – Question 4 |
| 4. Generate at least two alternatives when making decisions related to drug use. | • Decision-Making Template – Question 1 |
| 5. Identify short- and long-term consequences of alternatives when making decisions related to drug use. | • Decision-Making Template |
| 6. Evaluate the effectiveness of the decisions related to drug use on self and others. | • Decision-Making Template – Questions 5 and 6 |
| 7. Select the healthiest option when making a decision and justify that decision. | • Decision-Making Template – Choose Question |

Time: 45-55 minutes

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Materials

Assessments and Worksheets

- Making Healthy Decisions About Drug Use ([Attachment 1](#)); Notes Sheet: **STOP, THINK, CHOOSE** ([Attachment 2](#)); Decision-Making Template ([Attachment 3](#)); Decision-Making Rubric ([Attachment 4](#)); Decision-Making Scenarios ([Attachment 5](#)). Lesson Summary Reflection ([Attachment 6](#)).
- Possible answers (Chart Paper or board to list possible answers).

Resources

- Decision-Making Practice PowerPoint ([Resource 1](#)).

Introduction

In our lesson today, we will practice the **STOP, THINK, CHOOSE** model for decision making. We will analyze the barriers to making decisions to be drug free; the benefits of healthy decision-making; the advantages of associating with others who make healthy decisions; generate options for decisions, the advantages and disadvantages for each option, and evaluate the decision.

Teaching Steps

Activity 1: Question of the Day:

- What do you think about when you make a decision?
 - **Possible answers:** Will it solve the problem? Will I have consequences? Will it align with my values? How hard will it be? What resources do I need?
- We make many decisions every day; some take more care than others. For example, deciding to brush your teeth or wear deodorant should be an easy decision. (Show Slides 3 “HBO” and Slide 4 “Objectives”).
- Some decisions involve more analysis. For example, thinking about values when it comes to decision-making is a very mature skill. Values are things important to us; some examples include, our loved ones (family, friends, people who help support you), future, health, career, education, reputation, activities, etc. There are decisions that require help of a trusted adult and/or valid health resources.
- Let’s take a closer look at decision making related to drug use.
 - Distribute “Making Healthy Decisions About Drug Use” worksheet ([Attachment 1](#)).
 1. List the steps in the decision-making process?
 2. List two barriers to making decisions to be drug-free.
 3. List two benefits of making healthy decisions regarding drug use.
 4. Identify a valid health resource or a trusted adult who can help you with a difficult decision.
 5. Identify a decision that would be more appropriate for an individual and one that would be more appropriate for a collaborative decision.
 - Students will complete the worksheet with a partner.
 - Share student answers as a class.

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Activity 2: STOP, THINK, CHOOSE Decision-Making Model

- **Step 1:** Why do we need to **STOP, THINK, CHOOSE**?
- **Step 2:** Distribute and Review Notes Sheet: **STOP, THINK, CHOOSE** (Attachment 2).
 - **STOP:** What's happening? Assess the situation.
 - **THINK:** What are the options? What are the advantages (pros) and disadvantages (cons) for each option? Does this option fit with my values? How would my loved ones feel about this option? Will this decision impact me for better or worse? Do I need additional information or help to make this decision?
 - Who can help you make a healthy decision? Discuss valid health resources including trusted adults, organization (identify local or school resources), or information (such as StartTalking or Generation Rx).
 - **CHOOSE:** What is the BEST option? Why?
 - Think about your values, rules, beliefs and future goals.
- **Step 3:** Model **STOP, THINK, CHOOSE** Model using Scenario 1.
 - Distribute Attachment 3 (Decision-Making Template) and Attachment 4 (Rubric).
 - Demonstrate how to use Attachment 3 using one of the scenarios in Attachment 5.
 - Students choose one of the remaining scenarios to complete.
- **Step 4:** Student Practice Decision-Making Practice.
 - Students choose one of the remaining scenarios to complete Attachment 3 (Decision-Making Template).
 - Discuss your scenario and decision with a partner
 - Debrief answers as a class :
 - What are the steps of the decision-making process?
 - How could Stop-Think-Choose help you make a healthy choice?

Closure

- Lesson Summary Reflection (Attachment 6): Now that you have practiced decision making, let's apply these skills to support your future goals.
 - Write a goal you have. What decisions will you have to make to get there? List at least three essential decisions.
 - Example:
 - Goal: Graduate from high school.
 - Decisions to make:
 - Whether to come to school
 - What are the consequences if you don't come to school?
 - Whether to do my homework
 - What are the consequences if I don't do my homework?
 - What kind of study skills to use
 - What resources do I have?
 - How would the decision to use drugs impact this goal? List three negative ways drugs can impact this goal.
 - Example:
 - Negative impact of drugs on graduation goal:
 - Lack of concentration in class
 - Would not care to do homework
 - Would possibly drop out

Name: _____

MAKING HEALTHY DECISIONS ABOUT DRUG USE

1. List the steps in the decision-making process?
 2. List two barriers to making decisions to be drug-free.
 3. List two benefits of making healthy decisions regarding drug use.
 4. Identify a valid health resource or a trusted adult who can help you with a difficult decision.
 5. Identify a decision that would be more appropriate for an individual and one that would be more appropriate for a collaborative decision.

STOP, THINK, CHOOSE

What's happening?

- What's the _____ to be made?
- Assess the situation.
- What are the _____?
- What are the _____ (pros) and _____ (cons) for each option?
- Do I need help or additional information to make the decision?
 - Check with a _____ and _____ health resource.
- Will this decision impact me for _____ or _____?
 - Think about your values, rules, beliefs and future goals.
 - Who can help you make a healthy decision?

CHOOSE – What is the _____ option? Why?



Name: _____

**STOP:** What's the decision to be made:

_____**THINK:** What are the options? What are the pros and cons for each option? Does this option fit with my values? How would my loved ones feel about this option? Will this decision impact me for better or worse?

| Options | #1: | | #2: | |
|--|--------------------------------|-------------------------------|--------------------------------|-------------------------------|
| | Short-Term | Long-Term | Short-Term | Long-Term |
| Advantages (Pros) <i>(List at least one for each)</i> | 1. 2. | 1. 2. | 1. 2. | 1. 2. |
| Disadvantages (Cons) <i>(List at least one for each)</i> | Short-Term 1. 2. | Long-Term 1. 2. | Short-Term 1. 2. | Long-Term 1. 2. |

continued on next page

Name: _____



| | | |
|--|--|--|
| Help from a valid health resource. | Do I need help from a valid health resource? YES NO List a helpful valid health resource: | Do I need help from a valid health resource? YES NO List a helpful valid health resource: |
| Overall, will this decision impact you for better or worse? | <i>Circle One:</i> BETTER WORSE <i>Explain:</i> | <i>Circle One:</i> BETTER WORSE <i>Explain:</i> |
| Do I need help? | <i>Circle One:</i> YES No | List the help or resource: |

CHOOSE: What is the healthiest option? Why?

RUBRIC FOR DECISION MAKING

| Objective | 3 | 2 | 1 |
|---|---|--|--|
| STOP: What's happening? | Clearly describes the situation that poses a healthy decision. | Identifies a situation that requires a decision. | Attempts to describe the decision to be made. |
| THINK: Options | Provides a comprehensive set of options with clear details and supporting facts for the option. | Identify two separate options to consider when considering a decision. | Describes only one or no appropriate options for the decision. |
| Advantages (Pros) | Describes in detail a positive health consequence for each option. | List a positive health consequence from at least one of the options. | Does not identify any appropriate health consequences for the option. |
| Disadvantages (Cons) | Describes a negative health consequence with supporting details and information OR multiple consequences for each option. | List a negative health consequence from at least one of the options. | Does not identify any appropriate negative health consequences for the option. |
| Do I need help from a valid health resource? | Identifies additional information or help is needed. Identifies specific valid and reliable health resources. | Identifies the need for additional health resources. Identifies general resources to support healthy decisions. | Does not identify whether help is needed, any resources or the resources are not valid. |
| Will this decision impact me for better or worse? Explain. | Clearly describes the specific impact using values, rules, beliefs and future goals. | Identifies the impact of each options as positive or negative. | Does not accurately identify each option as positive or negative. |
| CHOOSE: What is the healthiest option? Why? | Describes multiple appropriate reasons why the decision made is the healthiest option. | Identifies the healthy option, but the reasons for the decision are limited in scope or do not align with previous reasons identified. | Does not choose the healthy option. Does not provide appropriate justification for the decision. |

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DECISION-MAKING SCENARIOS

Scenario 1:

Kyle's friend Nick picks him up for a party. When they arrive at the party, they see some of the people taking pills out of a container. Soon Kyle and Nick are asked to join in. Nick jumps right in and grabs a couple pills. Kyle chooses to sit this one out and find some other people to talk to. Later on in the night, Nick staggers to Kyle and says, "Let's go! We have to get home." What should Kyle do?

STOP: *What is the problem?*

THINK: *What are the options?*

CHOOSE: *What is the best decision?*

Scenario 2:

Shelly and Heather have been studying for a big test the next day. Shelly starts to yawn and doesn't know how she will stay awake to study for another hour. Heather offers Shelly some of her Adderall and says how it will help her to pull an "all-nighter." Shelly has a decision to make. What will Shelly do?

STOP: *What is the problem?*

THINK: *What are the options?*

CHOOSE: *What is the best decision?*

Scenario 3:

Joe has been dealing with a lot of stressors at home, at school and with his girlfriend. He just needs something to take the edge off. When he looks for the prescription pills he has been getting from his friend Matt, he realizes the bottle is empty. He texts his friend Matt to see if he has anything and he replies, "Yeah, come on over." When Joe shows up, he sees Matt has something different. He tells Joe, "This is heroin, the good stuff. It is a lot cheaper than the pills you get and it gives you even a better high." Joe has a decision to make. What will he do?

STOP: *What is the problem?*

THINK: *What are the options?*

CHOOSE: *What is the best decision?*

Scenario 4:

Trey and Paul have been working out in the weight room for four weeks. Trey is convinced he will never have the build he is working toward. Paul offers Trey steroids and claims it will help him reach his fitness goal. Trey wants to build muscle, but is not sure this is the right thing to do. Trey has a decision to make. What will Trey do?

STOP: *What is the problem?*

THINK: *What are the options?*

CHOOSE: *What is the best decision?*

LESSON SUMMARY REFLECTION

Now that you have practiced decision-making, let's apply these skills to support your future goals.

Write a goal you have:

What decisions will you have to make to get there? List at least three essential decisions.

1. _____

2. _____

3. _____

How would the decision to use drugs impact this goal? List three negative ways drugs could impact the goal listed above.

1. _____

2. _____

3. _____
