**Lesson 2: Stop, Think, Ask to Make Healthy Choices**

**Overview:** This lesson introduces the decision-making model STOP, THINK, ASK. Students will practice applying the model with medication safety principles and using trusted adults to make healthy choices.

National Health Education Standards

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

Healthy Behavior Outcomes (HBOs):

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| **Alcohol and other drugs** | HBO 2. Avoid misuse and abuse of over-the-counter and prescription drugs. |
| HBO 3. Avoid the use of alcohol. |
| HBO 4. Avoid the use of illegal drugs. |
| **Tobacco** | HBO 1. Avoid using or experimenting with any form of tobacco. |

Lesson Objectives – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Apply the rules for medicines and unknown substances/objects to make a healthy choice that prevents substance use. | Attachment 2.2 – Stop, Think, Review |
| 1. Describe the steps in the Stop, Think, Ask model for decision-making. | Attachment 2.2 – Stop, Think, Review  Attachment 2.3 – Choo-Choo Choose Review |
| 1. Apply the Stop, Think, Ask model to make healthy, safe choices involving medicines or unknown substances/objects. | Attachment 2.2 – Stop, Think, Review |
| 1. Identify trusted adults who can support healthy choices. | Attachment 2.2 – Stop, Think, Review |

Lesson Assumptions or Prerequisites

* The lesson focus should be substance use prevention and medication safety. The lesson includes multiple scenarios that target specific substances (e.g., tobacco, medicines, alcohol); teachers can choose the ones that best match their students’ needs.

Introduction

* Show a picture of a child who is trying to make a decision.
* Think of some of the decisions you made today. (What to wear? Eat? Who to talk to?)
* Making decisions require us to Stop, Think and Ask so we can choose the option that is healthy, safe, and respectful.
* When we must make big decisions that impact our health and well-being, we must be sure we stop and think to make the healthy choice. These are called thoughtful decisions. We have to stop, think and ask trusted adults for help to make important decisions.
* Let’s practice stop and think.
  + Stop
    - Recognize what is happening. What rule should I remember?
    - Do I need help from a trusted adult.
  + Think – What are my options?
  + Ask – Ask a trusted adult for help to make a healthy and safe choice.
    - STATE: If I were the child in the picture, I would choose to \_\_\_\_\_\_\_\_\_.
  + Recognize that I’m unsure or the substance in healthy so I will reach out tell a trusted adult.

Teaching Steps:

Activity 1: Review rules of medicines and unknown substances/objects.

* Rule 1: If you Don’t Know! — *(Use motions with arms to show “X”)* 
  + Don’t touch it! — *(Then touch pointer finger to palm for “touch”)*
  + Don’t take it! — *(grabbing motion for “take.”)*
  + Don’t taste it! — *(Point to lips for “taste.”)*
  + Reach out to a trusted adult for help.
* Rule 2: Only take medicine with the help of a trusted adult.
* Rule 3: NEVER share or take someone else’s medicine.
* Why do we use these rules?
  + They help us make healthy choices. We’re going to use a new tool called STOP, THINK, ASK to help us apply the rules and make healthy choices.
* Introduce the STOP, THINK, ASK decision-making model
* INTRODUCE SKILL: Discuss why this decision-making skill is important. Connect to all the choices they make and will continue to make throughout their lives.
* REVIEW THE STEPS:
  + STOP (*Motion: Put hand up in STOP gesture*)
    - Recognize what is happening.
    - Do I need help from a trusted adult?
  + THINK (*Motion: Point to your head*)
    - Who can help me make a healthy choice?
  + ASK
    - Reach out to a trusted adult to ask for help to make a healthy and safe choice.
  + MODEL the steps for the students while completing Attachment 2.1 (Stop, Think, Ask)
* Check for understanding
  + When we have to make a decision, we first STOP, then THINK about our options, then ASK a trusted adult for help to CHOOSE a healthy and safe option.
  + PRACTICE the decision-making process using a scenario with the whole class.
  + Read scenario (Attachment 2.2a): Maddie’s doctor gave her medicine to help stop her coughing. You are at Maddie’s house playing when Maddie begins coughing. She turns to you and says, “I am going to go take my cough medicine.” When she cannot find her mom, Maddie tells you she is going to just take the medicine all by herself.
* Ask them:
  + STOP:
    - Recognize what is happening. (*Maddie is coughing. She is going to take medicine all by herself.*)
    - Do I need the help of a trusted adult? (*Yes*)
  + THINK:
    - What are the options?
      * 1. Do nothing and wait for Maddie to take the medicine.
      * 2. Ask a trusted adult for help.
    - *\*Discuss what could happen if Maddie made the unhealthy, unsafe choice. (Maddie could take too much and get sick.)*
    - Examine each choice (thumbs up for healthy, sideways for unsure; down for unhealthy):
      * Taking the medicine: Medicines need to be taken as directed with the help of the trusted adult to be a safe, healthy choice.
        + Substances like alcohol, tobacco, and other drugs are unhealthy and unsafe.
      * Why is getting the help of a trusted adult a healthy, safe choice? *(Maddie’s mom will know whether it is time to take the medicine and will know how much medicine to give Maddie.)*
    - Who can help Maddie with this choice? *(A trusted adult)*
      * ASK
      * Ask a trusted adult for help to make a healthy decision and put it into action.
      * You would ask, “Can you help? My friend wants to take medicine without an adult’s help.”
      * Additional PRACTICE
* Give students another scenario from Attachment 2.2a, 2.2b, or 2.2c:
  + Ask students to go through each step of the decision-making process, asking the teacher for help when needed.
  + Remind students to look at the decision-making poster to help them remember the steps to follow.
  + PROVIDE FEEDBACK: *Teacher circulates, providing feedback to students about the decision-making process.*
  + WHOLE CLASS SHARING: *Teacher goes through each step and asks students to share their answers. Teacher provides feedback about student progress on learning and applying the steps.*
    - STOP:
      * What is happening? (You found a vape.)
      * What are my choices? (Pick it up and throw it away; try to find out what it is; leave it alone and tell a trusted adult.)
      * Is a trusted adult needed? (*Yes*)
    - THINK:
      * What is the healthy, safe choice? *(Tell a trusted adult about the vape and ask them to take care of it to be healthy and safe.)*
        + Who can help Tad with this choice? *(A trusted adult)*
    - ASK:
    - Ask a trusted adult for help to make a healthy and safe choice.
* Processing Questions:
  + What was the first step of decision making? *(STOP – recognize what is happening.)*
  + What was the second step of decision making? *(THINK about your options.)*
  + What is the last step of decision making? *(ASK a trusted adult for help.)*
  + *Note: Think of the traffic signal.*

Closure:

* EXPLAIN the CHOO-CHOO CHOOSE REVIEW (Attachment 2.3).
  + Give students an activity sheet with a picture of a train engine and three train cars. At the bottom of this activity sheet will be five questions/statements that students will cut out (Attachment).
  + Explain: The train engine is labeled, “ Choo-Choo Choose.” The first train car is labeled STOP. The second train car is labeled THINK. The third car is labeled ASK. Students load each car with aligned decision-making questions/statements by gluing the correct slips to each train car:
    - STOP car will have: ”What is happening?” slip and an “Is a trusted adult needed” slip.
    - THINK car will have: “What are my options?”
    - ASK car will have: “Ask a trusted adult for help.”

Attachment 2.1: Stop, Think, Choose

A close up of a label

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**STOP: Do I need help?**

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**ASK: Who can help me?**

**A cartoon of a person

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**Parent Teacher SRO**

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| **A cartoon of a person wearing glasses  Description automatically generated A cartoon of a person with a hat  Description automatically generated** | **Ask a trusted adult for help**   * Reach out to a trusted adult for help.   + Ask   + Tell   + Listen |

Attachment 2.2a: Stop, Think, Choose Example (Maddie & Medicine)

Maddie’s’ doctor gave her medicine to help stop her coughing. You are at Maddie’s playing when Maddie begins coughing. She turns to you and says, “I am going to go take my cough medicine.” When she cannot find her mom, Maddie tells you she is going to just take the medicine all by herself.

A purple liquid in a measuring cup

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Attachment 2.2b: Stop, Think, Choose Example (Vape)

You are out with friends playing in the park. You find a disposable vape on the picnic table. You don’t really know what it is. Your friend thinks you should pick it up and see what it does. They said they’ve seen high school kids with one.

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Attachment 2.2c: Stop, Think, Choose Practice (Additional Scenario – Unknown Substance)

Your friend wants to give you a gummy bear from a package they found at home. You ask where they got it, and they say they don’t know.

A group of green teddy bears

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**Attachment 2.3: Choo-Choo Choose Review**

A cartoon of a train

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* **\_\_\_\_\_\_\_\_\_\_\_**“What is happening?” and “Do I need help from a trusted adult” slips.
* **\_\_\_\_\_\_\_\_\_\_\_\_**car will have: “What are the options?”
* **\_\_\_\_\_\_\_\_\_\_\_\_** will have “Reach out to a trusted adult for help.”