**Lesson 2: Stop, Think, Choose**

**Overview:** Students practice using the STOP, THINK, CHOOSE strategy to make healthy decisions to prevent substance use. Students will navigate scenarios using the strategy to make a healthy and safe choice.

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. Describe the steps of the Stop, Think, Choose decision-making model to make a healthy choice.
 | Attachment 2.1 – Stoplight  |
| 1. Apply the medication safety and substance use prevention principles with Stop, Think, Choose to make a healthy choice.
 | Attachment 2.2a, b, c – Stop, Think, Choose |
| 1. Describe the harmful consequences of substance use including medicines, tobacco, alcohol, and vapes.
 | Attachment 2.2a, b, c – Stop, Think, Choose |
| 1. Identify situations that need a decision-making process related to medicines and/or substances
 | Attachment 2.2a, b, c – Stop, Think, Choose |
| 1. Identify options and their potential outcomes when making a decision related to medicines.
 | Attachment 2.2a, b, c – Stop, Think, Choose |
| 1. Choose a healthy option when making a decision about medicines.
 | Attachment 2.2a, b, c – Stop, Think, Choose |

Introduction:

* The teacher enthusiastically says or sings (see slide 2):
	+ I make CHOICES every day!
	+ I choose what I do and what I say!
	+ BUT … if I want to be the best – the best that I can be,
	+ I’ve got to make the choices that are best for me!
* Processing questions:
	+ What are some choices you have made today?
	+ Which of those are healthy, safe choices?
	+ What does “I’ve got to make choices that are best for me” mean?
		- *Healthy and safe*
	+ Why is learning how to make healthy, safe decisions an important skill?
		- STATE: Today we will learn how to use Stop, Think, Choose to make choices that are the best for your health and safety. We will learn the skill of decision-making.

Teaching Steps:

Activity 1: Stop, Think, Choose

* EXPLAIN: We make lots of decisions each day. Some of the decisions are important and require being thoughtful. To help you make thoughtful decisions, we’re going to use Stop, Think, Choose to make a healthy choice.
* Let’s review our substance use prevention principles to help make a healthy choice.
	+ Rule 1: If you do not know *(use motions with arms to show “X”):*
		- Don’t touch it! *(Touch pointer finger to palm for “touch.”)*
		- Don’t take it! *(Use grabbing motion for “take.”)*
		- Don’t taste it! *(Point to lips for “taste.”)*
		- Reach out to a trusted adult for help to make healthy choices!If you don't know what something is, get the help of a trusted adult.
		- Substance use — including alcohol, tobacco, and other drugs — is harmful to my health.
	+ Rule 2: ONLY take medicine with the help of a trusted adult.
	+ Rule 3: NEVER take someone else’s medicine.
* Who can you ask for help?
	+ Trusted adults: Do you remember who are trusted adults at home, at school, and in the community?
* Why is it important to make healthy choices about substances?
* Could you think of how tobacco, alcohol, and other drugs could be harmful?
	+ If needed, prompt how it could impact multiple dimensions of health and well-being.
	+ You could use a chart to make a list of positive consequences of healthy choices and negative consequences of substance use.
* TEACH the steps of decision-making: The STOP, THINK, CHOOSE model (*See Attachment 2.1*)
	+ STOP: *Put your hand up to show STOP.*
		- Recognize the situation.
		- Do I need help? If yes, reach out to a trusted adult.
			* Remember trusted adults are. Adults are ready to help and will answer your questions and help you make safe and healthy choices.
	+ THINK: *(Put your finger next to your head)*
		- What are the possible choices I could make?
		- For each choice, ask this question:
			* Is this choice a healthy choice? (To you and others)
			* Is this choice safe?
			* Unsure? Ask a trusted adult for help.
	+ CHOOSE: *(Point to your heart)*
		- Choose what is best for you. It must be healthy, safe, and respectful.
		- Which is the healthy choice and why?
* PRACTICE the STOP, THINK, CHOOSE model using this scenario:
* You are spending the night with your friend Jerika. You cannot sleep. Jerika says her mom takes sleeping pills that help her get to sleep quickly. She offers to get you one of her mom’s sleeping pills. (Use Attachment 2.2 to model Stop, Think, Choose.)
	+ ASK: Processing questions: Which medicine-taking rule could have been violated if you had taken Jerika’s mom’s sleeping pill?
		- *Rule 3: Only take medicine from a trusted adult*
		- *Rule 4: NEVER take someone else’s medicine.*
	+ What could you have said when she offered you the medicine?
		- *No thank you. I don’t think it is safe or healthy to take someone else’s medicine.*

Activity 2: Stop, Think Choose Practice

* Share Attachments 2.2a, 2.2b, and 2.2c if needed or if time permits.
* When students finish, lead a class discussion to share the answers and provide feedback.
* DISCUSS
	+ What is the best choice for you?
		- Healthy, safe, and respectful
	+ Who can you turn to if you need help with making a choice?
	+ What tool do you have to make healthy choices?

Closure:

* Using the “I do, we do, you do” release model, have the students sing/chant the below saying:
	+ I make CHOICES every day!
	+ I choose what I do and what I say!
	+ BUT … if I want to be the best — the best that I can be,
	+ I’ve got to make the choices that are best for me!
* Students verbalize the possible choices and the consequences of each possible choice, then select the healthy, safe choice for the scenario in Attachment 2.2a.

Lesson Extension

* Find situations where a character must make a big decision (in books or TV programs). While reading or viewing the situation, help students apply the steps to STOP, THINK, CHOOSE.

Attachment 2.1: Stop, Think, Choose Diagram

**Directions:** Write in the box STOP, THINK, CHOOSE.

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* Make the healthy choice.
* Why is it healthy and safe?
* Recognize the situation.
* What is happening?
* Do I need help from a trusted adult?
* Is it healthy?
* Is it safe?
* Is it respectful?
* Who should I ask for help?

Attachment 2.2a:

**Directions:** Read the scenario below and complete the questions to determine the best choice.

**Scenario:** You are spending the night with your friend Jerika. You cannot sleep. Jerika says her mom takes sleeping pills that help her get to sleep quickly. She offers to get you one of her mom’s sleeping pills.

* **STOP**
	+ Recognize the situation. What is happening?
	+ Do I need help from a trusted adult? **YES NO**
* **THINK**
	+ **Here are two possible choices you could make.** Answer each question by circling either
	YES or NO.

|  |  |  |
| --- | --- | --- |
|  | **Choice 1: Take the pill** | **Choice 2: Use a sleep strategy** |
| **Is this choice HEALTHY?** | YES NO | YES NO |
| **Is this choice SAFE?** | YES NO | YES NO |
| **Is this choice HELPFUL?** | YES NO | YES NO |
| **Do I need the help of a trusted adult?** | YES NO | YES NO |

* + If you need the help of a trusted adult, who would you reach out to?
* **CHOOSE**
	+ What is the **BEST CHOICE** (healthiest, safest, most helpful)?

**Choice 1 Choice 2**

* + Why is this the healthiest safest, most helpful choice?

Attachment 2.2b:

**Directions:** Read the scenario below and complete the questions to determine the best choice.

**Scenario:** It’s a hot day, and Camara and her friend Maria have been playing outside. They are both thirsty. When Maria opens the refrigerator, they both see a beer on the middle shelf. Maria dares Camara to take a sip.

* **DISCUSS** what “best for me” means.
* **STOP**
	+ What is the situation?
	+ Do I need help from a trusted adult? **YES or NO**
* **THINK**
	+ **Here are two possible choices Camara could make.** Answer each question by circling either YES or NO.

|  |  |  |
| --- | --- | --- |
|  | **Choice 1: Beer** | **Choice 2: Water or different drink** |
| **Is this choice HEALTHY?** | YES NO | YES NO |
| **Is this choice SAFE?** | YES NO | YES NO |
| **Is this choice HELPFUL?** | YES NO | YES NO |
| **Do I need the help of a trusted adult?** | YES NO | YES NO |

* + If you need the help of a trusted adult, who would you reach out to?
* **CHOOSE**
	+ What is the **BEST CHOICE** (healthiest, safest, most helpful)?

**Choice 1 Choice 2**

* + Why is this the healthiest safest, most helpful choice?

Attachment 2c:

**Directions:** Read the scenario below and complete the questions to determine the best choice.

**Scenario:** You were walking home from school and found what looks like a flash drive. You can’t tell if it is a vape cartridge or pod.

* **STOP**
	+ What is the situation?
	+ Do I need help from a trusted adult? **YES or NO**
* **THINK**
	+ **Here are two possible choices you could make.** Answer each question by circling either YES or NO.

|  |  |  |
| --- | --- | --- |
|  | **Choice 1: Pick it up** | **Choice 2: Don’t touch it** |
| **Is this choice HEALTHY?** | YES NO | YES NO |
| **Is this choice SAFE?** | YES NO | YES NO |
| **Is this choice HELPFUL?** | YES NO | YES NO |
| **Do I need the help of a trusted adult?** | YES NO | YES NO |

* + If you need the help of a trusted adult, who would you reach out to?
* **CHOOSE**
	+ What is the **BEST CHOICE** (healthiest, safest, most helpful)?

**Choice 1 Choice 2**

* + Why is this the healthiest safest, most helpful choice?