**Lesson 2: Decision-Making – Stop, Think, Choose**

**Overview:** This lesson uses the STOP, THINK, CHOOSE decision-making strategy to think about options, consequences, solutions, and resources to support and influence a healthy decision to prevent substance use.

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 making a thoughtful decision using Stop, Think, Choose.
 | Attachment 2.2 – Decision-Making Matchup |
| 1. Summarize how using Stop, Think, Choose can help make healthy choices to prevent substance use.
 | Attachment 2.2 – Decision-Making Matchup |
| 1. Describe the potential harmful consequences of substance use including medicines, tobacco, alcohol, and vapes.
 | Attachment 2.3 – Stop, Think, Choose Scenario |
| 1. Identify substance use situations that call for the Stop, Think, Choose model.
 | Attachment 2.3 – Stop, Think, Choose Scenario |
| 1. Determine when help is needed to make a healthy choice and identify the trusted adult or resource who can help support the decision.
 | Attachment 2.3 – Stop, Think, Choose Scenario |
| 1. Identify options and their potential outcomes when making a decision related to substance use.
 | Attachment 2.3 – Stop, Think, Choose Scenario |
| 1. Select a healthy, safe, and respectful choice in a situation that involves substance use.
 | Attachment 2.3 – Stop, Think, Choose Scenario |

Introduction:

* THE RIPPLE EFFECT: Show a close-up picture (slide 2) of what happens to water when someone throws a pebble into a pond. Ripples or concentric circles form. Our actions and choices have consequences that impact ourselves and others. Our choices are like the pebble; our actions stretch beyond just the first ripple because of the long-term consequences.
* Processing Questions:
* Consider the statement, “Our actions and choices have consequences.” What do you think of it?
* Think, Pair, Share: Can you give me an example of a choice that had consequences? Next, think about a choice that had a consequence you didn’t expect or think about?
* Today we’re going to learn to use Stop, Think, Choose when we need to make a thoughtful decision.

Teaching Steps:

Activity 1: Decision-Making Process STOP, THINK, CHOOSE

* STOP (Put your hand up to show STOP.)
	+ Recognize what is happening. What is the situation?
	+ Do I need to think about this decision?
		- Decisions that impact health and well-being require thoughtful decision-making.
	+ Do I need help with this situation?
		- When decisions impact our health and well-being, we should ask a trusted adult for help.
			* Review trusted adults from Lesson 1 if needed.
* THINK (Put your finger next to your head.)
	+ What are my options or choices?
	+ Is this option healthy, safe, and respectful?
		- How will I know it is healthy?
		- Use Know to NO! to make a healthy, safe, and respectful choice:
			* Rule 1: Substance use — including alcohol, tobacco, and drugs — is harmful to my health.
			* Rule 2: If you do not know what something is:
				+ Don’t touch it!
				+ Don’t take it!
				+ Don’t taste it!
				+ Reach out to a trusted adult for help to make healthy choices!
			* Rule 3: ONLY take medicine with the help of a trusted adult.
			* Rule 4: NEVER take someone else’s medicine.
	+ Who could I ask for help to make a healthy choice?
	+ CHOOSE (Point to your heart.)
		- Make a healthy, safe, and respectful choice.
		- Reach out to a trusted adult for help.
* FOLLOW these instructions for Match It Up (Attachment 2.2):
	+ Each group of three to four students gets a Match It Up paper with STOP, THINK, and CHOOSE boxes and questions to match to each box. The students will cut out the questions and place them in the correct box for each step of the decision-making process. Once the groups have completed the task, discuss answers as a whole group. Then the students will glue the questions under each correct box.
		- Answers: Matching cards for STOP:
			* What is happening? What is the situation?
			* Do I need to think about this decision?
			* Do I need help?
		- Answers: Matching cards for THINK:
			* What are the possible choices?
			* What are the consequences of each of the choices?
			* *To determine if the consequences are positive or negative, ask these questions:*
				+ Is this choice healthy?
				+ Is this choice safe?
				+ Is this choice respectful to me and to others?
				+ *If the answer is yes to all three, this is a choice you should make.*
				+ Who can I reach out to for help?
		- Answers: Matching cards for CHOOSE:
			* Which is the best choice for me? Make the healthiest, safest choice.

Activity 2: Stop, Think, Choose Practice

* *Note. There are three scenarios. Choose one to model the Stop, Think, Choose process and the other scenarios for students to practice individually or in a small group (see Attachment 2.3a, 2.3b, or 2.3c).*
* Demonstrate Stop, Think, Choose with your class. Complete each step with your class.
* EXPLAIN: You will be given a scenario that needs a healthy, safe choice. Using the Match It Up activity sheet, your group will go through each STOP, THINK, CHOOSE step. Answer all the questions under each step. You must determine three possible choices and the choices’ consequences. The best choice is the one you can answer “yes” to each of the three questions.
	+ Read this scenario: Your parents are hosting a neighborhood block party and are serving wine and beer to adults. A neighbor kid wants you to sneak an alcoholic drink so they can taste it. What do you do?
		- Stop, Think, Choose
* Discuss each section of the decision-making process to ensure students correctly applied the process to the scenario.

Closure:

* ASK: What are the steps you can use to make healthy decisions?
* Why are these steps important?

Additional Learning Opportunities:

* Once students have practiced with the teacher-written scenarios, have them write their own health-related scenarios to use Stop, Think, Choose. They could exchange scenarios (with teacher approval) to other students or small groups to apply the decision-making steps to make a healthy, safe, respectful decision. These could be shared in a class discussion.
* Develop health-related scenarios from real-life situations appearing in newspapers, or on TV or social media sources. You could also ask English/language arts teachers for health-related scenes from a book students are reading in class.

Attachment 2.1: Poster of Decision-Making Process

* + **STOP** (Put your hand up to show STOP.)
		- What is happening? What is the situation?
		- Do I need to think about this decision?
		- Do I need help?
	+ **THINK** (Put your finger next to your head.)
		- What are the possible choices?
		- What are the consequences of each choice?
			* *To determine if the consequences are positive or negative, ask these questions:*
				+ Is this choice **healthy**?
				+ Is this choice **safe**?
				+ Is this choice **respectful** to me and to others?

*If the answer is yes to all three, this is a choice you should make.*

* + - Who could you ask for help to make a healthy choice?
	+ **CHOOSE** (Point to your heart.)
		- Choose what is best for me.
		- Which is the healthy, safe, and respectful choice?
		- Why is it the best choice?

Attachment 2.2a: Decision-making matchup

**Directions:** *Cut out the questions on the next page. Place them in the correct box for each step of the Stop, Think, Choose decision-making process.*

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| **What is happening? What is the situation?** |
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|  |  |  |
| **What are the possible choices?** |
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| **CHOOSE** |  |  |
|  |

Attachment 2.2a: Decision-making matchup cards

\*\*\*\*\*\*Cut out each question and lay it in the CORRECT box on the previous page\*\*\*\*\*

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| --- |
| **STOP** |
| **Is this choice helpful?** |
| **Do I need help?** |
| **Which is the best choice for me?** |
| **Is this choice safe?** |
| **THINK** |
| **Is this choice healthy?** |
| **Who can I reach out to for help?** |

Attachment 2.3a: Stop, Think, Choose

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

*Scenario:* Your parents are hosting a neighborhood block party and are serving wine and beer to adults. A neighbor kid wants you to sneak her a drink with alcohol so she can taste it.

* **STOP**
	+ What is the situation? What is happening?
	+ Do I need to think about this decision? **YES or NO**
	+ Do you need help of a trusted adult? **YES or NO**
* **THINK**
	+ What are the possible choices?
		- Choice 1: Give your friend the drink.
		- Choice 2: Say NO

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| --- | --- | --- |
|  | **Choice 1: Get the drink** | **Choice 2: Say NO** |
| **Is this choice HEALTHY?** | YES NO | YES NO |
| **Is this choice SAFE?** | YES NO | YES NO |
| **Is this choice HELPFUL?** | YES NO | YES NO |

* + Who can I reach out for help to make a healthy choice?
* **CHOOSE**
	+ What is the **BEST CHOICE** (healthy, safe, respectful)?
		- Get the drink.
		- Say NO.
	+ Why is this the best choice?

Attachment 2.3b: Stop, Think, Choose

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

*Scenario:* Your friend has been taking new medicine. They say it really helps them, and they want you to try one because they think it will help you too.

* **STOP**
	+ What is the situation? What is happening?
	+ Do I need to think about this decision? **YES** or **NO**
	+ Do you need help of a trusted adult? **YES** or **NO**
* **THINK**
	+ Write 2 possible choices you could make and answer each question by circling either YES or NO.
		- Choice 1: Take the medicine
		- Choice 2: Say No

|  |  |  |
| --- | --- | --- |
|  | **Choice 1** | **Choice 2** |
| **Is this choice HEALTHY?** | YES NO | YES NO |
| **Is this choice SAFE?** | YES NO | YES NO |
| **Is this choice HELPFUL?** | YES NO | YES NO |

* + Who can I reach out for help to make a healthy choice?
* **CHOOSE**
	+ What is the **BEST CHOICE** (healthiest, safest, most helpful)?
	+ Why is this the best choice?

Attachment 2.3c: Stop, Think, Choose

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

*Scenario:* Your brother’s (or sister’s) friend is hanging out at your house. You see them take something out and put it near their mouth, and then a cloud of white smoke comes out. You think he’s vaping, so you ask what they’re doing? They ask if you want to try it.

* **STOP**
	+ What is the situation? What is happening?
	+ Do I need to think about this decision? **YES** or **NO**
	+ Do you need help of a trusted adult? **YES** or **NO**
* **THINK**

|  |  |  |
| --- | --- | --- |
|  | **Choice 1: Try the vape** | **Choice 2: Don’t try 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 |

* + Who can I reach out for help to make a healthy choice?
* **CHOOSE**
	+ What is the **BEST CHOICE** (healthiest, safest, most helpful)?
		- Choice 1: Try the vape.
		- Choice 2: Don’t try it.
	+ Why is this the best choice?