**Lesson 10: Show what you Know to Make Healthy Choices**

**Overview**: This lesson combines the Know to NO! principles; Stop, Think, Choose strategy; and assertive communication skills to make healthy choices about substances. Students will engage in scenarios that require a thoughtful decision combined with communication to execute that decision.

National Health Education Standards

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

**Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Healthy Behavior Outcomes (HBOs):

|  |  |
| --- | --- |
| **Alcohol and other drugs** | HBO 1: 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:

|  |  |
| --- | --- |
| **Objective** | **Assessments** |
| Implement the Stop, Think, Choose model to prevent substance use or enhance the health of self or others.  | Attachment 10.1a – Stop, Think, Choose Scenario |
| Apply medication safety and substance use prevention principles to prevent substance use or enhance health.  | Attachment 10.1a – Stop, Think, Choose Scenario |
| Demonstrate the use of effective verbal and nonverbal communication to avoid: (1) taking another’s prescription medication; (2) alcohol and other drug use; (3) riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs; and (4) exposure to secondhand smoke and tobacco use. | Attachment 10.1b – Communicate Your Decision |
| Demonstrate effective peer resistance skills to avoid or reduce alcohol and other drug use and to avoid or reduce exposure to secondhand smoke and tobacco use. | Attachment 10.1b – Communicate Your Decision |

**Teacher Note:** Lesson 10 is the final lesson in the HELPs Substance Use Prevention Unit. The lesson provides multiple scenarios in Attachment 10.1c. We suggest using at least one scenario that fits your students’ needs.

Introduction:

* Today we are going to take the skills that we have been working on and put them into practice! We will use our decision-making and communication skills to prevent substance use and promote healthy choices. Let’s do a quick review of our principles and skills.
* What are the three steps in the decision-making model?
* What type of communication is usually most effective?
* What does the STOP strategy stand for?
* What resources can we use to support our healthy and safe choices?

Teaching Steps:

* Select the scenarios that best fit your students’ needs. Attachment 10.2 has four possibilities.
* Have students complete Attachment 10.1a to “Show What They Know” by applying the Stop, Think, Choose decision-making process.
	+ Students will select one scenario to complete Attachment 10.1b (Communicating Your Choice).
	+ Students can complete the scenarios individually or with a group. The scenarios can also be used as part of a role-play.
	+ \*Use the rubric on Attachment 10.1b as a peer or teacher assessment of the communication skill.

Closure:

* Today we applied our knowledge and skills to make healthy choices. Please complete the exit ticket to assess how confident you feel about your skills to prevent substance use and enhance health.

Attachment 10.1a: Decision-Making Worksheet

|  |
| --- |
| **Stop** |
| What’s the decision? |  |
| Does it require thoughtful decision-making? | Yes | No |
| Do I need help? | Yes | No |
| Who or what resource can help? |  |

**THINK**

|  |  |  |  |
| --- | --- | --- | --- |
| **Think** | **List and describe options** | **Possible consequences** | **Positive or negative?** |
| Option 1  |  |  |  |
|  |  |
|  |  |
| Option 2 |  |  |  |
|  |  |
|  |  |
| Option 3 |  |  |  |
|  |  |
|  |  |
| CHOOSE | What is the healthy and safe choice? |

Why is this the healthy and safe choice?

Attachment 10.1b: Communicating Your Choice

1. My decision:
2. Write what you would say in this situation:
3. What nonverbal communication will you use to share your message?

**Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **3** |
| **Refusal statement** | Provides an effective refusal statement with verbal and nonverbal communication using an effective strategy. | Provides an effective refusal statement with an effective strategy, but nonverbal communication does not match the message. | Provides an ineffective refusal statement. Communication skills are ineffective for the given situation. |
| **Other important steps to ensure message is delivered effectively** | Demonstrates or describes other nonverbal and verbal behaviors that are appropriate for the situation and aligned with the refusal skill. | Describes other behaviors including posture, facial expressions, and removing self from activity. | Does not identify or describe other behaviors to support he refusal skill message. |

Attachment 10.1c: Scenarios:

**Directions.** Select the scenario(s) that are meaningful and relevant for your students. You can also refer to the scenarios in Lesson 9 for additional practice. The parentheses are what your friend says after initially refusing the unhealthy behavior.

**Scenario 1**

* Your friend offers for you to try this “good drink.” They say they got the drink from home, so it’s not a big deal. You are pretty sure the drink has alcohol in it. They say it tastes like pop and will help you relax before going to math class.
	+ (They keep asking you over and over to try it.)

**Scenario 2**

* While you are getting your instrument out for band practice, your friend hits their vape and encourages you to take a couple hits before your band teacher arrives.
	+ (Your friend says, “Just try it. Everyone else does it, so it’s not a big deal.”)

**Scenario 3**

* You are walking by your friend’s house. Your friend is smoking marijuana and wants you to take a couple hits before walking your dog around the neighborhood.
	+ (They make fun of you or tease you that you have never done it.)

**Scenario 4**

* Two of your friends are spending the night at your house, and one of your friends has colorful pills that they want you to try. They say it will help you stay up late and will make playing video games much more fun. Your other friend said they are completely safe because they tried them before, and nothing too bad happened. They said their heart raced for a little bit, and they stayed up for a long time, but that it was fun!
	+ (Peer pressure to fit in and perform at a high level)

Attachment 10.2: Self-Assessment of Substance Use Prevention Skills

|  |  |  |  |
| --- | --- | --- | --- |
| **I can …** | **Always****(3)** | **Sometimes****(2)** | **Never****(1)** |
| 1. Use Stop, Think, Choose to make a healthy choice.
 | 3 | 2 | 1 |
| 1. Use refusal skills to refuse to use substances.
 | 3 | 2 | 1 |
| 1. Apply the Know to NO! medication safety principles.
 | 3 | 2 | 1 |
| 1. **Reach out** for help to make a healthy decision.
 | 3 | 2 | 1 |
| 1. Use **resources** to support substance use prevention.
 | 3 | 2 | 1 |
| 1. Name at least one trusted adult who can help me.
 | 3 | 2 | 1 |
| 1. Recognize signs and reach out to support another person to be healthy and safe.
 | 3 | 2 | 1 |