**Lesson 3: Stop and Think to Make Healthy Choices**

**Overview:** Students target the Think component of the Stop, Think, Choose model to consider possible options, alternatives, and potential consequences. Scenarios will prompt students to identify options and explore the positive and negative consequences of substance use. Additionally, students will identify resources and reliable information to support thinking about healthy choices.

National Health Education Standards

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

Standard 2. Students will demonstrate the ability to access valid information, products, and services to enhance health.

Healthy Behavior Outcomes (HBOs):

|  |  |
| --- | --- |
| **Alcohol and other drugs** | HBO 1: Avoid misuse and abuse of over-the-counter and prescription drugs. |
| HBO 2: Avoid experimentation with alcohol and other drugs. |
| HBO 3. Avoid the use of alcohol. |
| HBO 4: Avoid the use of illegal drugs. |
| HBO 5. Avoid driving while under the influence of alcohol or other drugs. |
| HBO 6. Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. |
| **Tobacco** | HBO 1: Avoid using or experimenting with any form of tobacco. |
| HBO 2: Avoid secondhand smoke. |

Lesson Objectives – Students will be able to:

|  |  |
| --- | --- |
| **Objective** | **Assessments** |
| 1. Apply Stop, Think, Choose to make healthy choices that prevent substance use.
 | Attachment 3.1 – Stop and Think |
| 1. Summarize the options and consequences of a decision involving substance use.
 | Attachment 3.1 – Stop and Think |
| 1. Compare and contrast the consequences of a choice to determine the safe and healthy choice that prevents substance use.
 | Attachment 3.1 – Stop and Think |
| 1. Identify valid and reliable resources for prevention/cessation of the use of alcohol, tobacco, and/or other substances.
 | Attachment 3.1 – Stop and Think |

Lesson Prerequisites or Assumptions:

Attachments 2a-f are role-plays that focus on specific substances. Select scenarios that best meet the needs of your students, school, and community

Introduction:

* What are the three steps to making a thoughtful decision?
* Stop, Think, Choose
* We have already practiced the first step of the model, Stop. Stop is taking a moment to figure out the decision that needed to be made and whether it required thoughtfulness. Now we are going to practice the Think components.
* What do we have to think about?
	+ Our options and the consequences of the options so we can choose the healthy and safe option.

Teaching Steps:

Activity 1: Review Stop, Think, Choose

* What decisions have you made today? Which decisions required thinking about the options and consequences?
	+ Many of you provided some excellent examples of health-related decisions that require thoughtfulness using Stop, Think, Choose. Substance use is going to be our focus as we learn more about the Stop, Think, Choose model of decision-making to prevent the use of alcohol, tobacco, and other drugs. Remember our Know to NO! principles:
		1. Substances such as tobacco, alcohol, and other drugs have harmful consequences on our health and well-being.
		2. Don’t touch, take, or taste. Ask a trusted adult for help.
		3. Only take medicine as directed from a trusted adult.
		4. Never take someone else’s medicine.
		5. Properly store and dispose of medications.
* Review: Display the Stop, Think, Choose Model. Review STOP.
* Now we are going to practice the Think part of the model by exploring the consequences of a decision. (Use Attachment 3.1 and one of the situations in Attachment 3.1b to model Stop and Think.)
	+ Refer to the definitions of consequences used in previous lessons.
	+ To “Think” about a decision, we must consider our options and potential consequences.
	+ An option is a possible choice. Sometimes there can be two options; other times, there are many options or alternatives.
	+ Consequences are the results of a decision or action. Consequences can be physical, mental, social, legal, and economic.
		- Positive consequences are healthy and safe. Negative consequences are unhealthy or unsafe.
		- Consequences could happen short-term or long-term. Short-term consequences happen immediately or within a week or so. Long-term consequences take time; they might not be seen for days, weeks, or even years.
		- Sometimes actions can have both short- and long-term consequences An example would be using tobacco. What are the short-term consequences? What are the long-term consequences?
	+ Decisions are difficult, especially ones that need to be thoughtful because of the possible consequences. Sometimes decisions can have positive and negative consequences, so it is important to Stop, Think, and Choose the healthy and safe choice.
	+ After considering the situation, options, and consequences, you must determine if the decision is healthy and safe. If it is unhealthy or unsafe, you should consider alternatives. We’ll use our Know to NO! principles to help you determine if it is healthy and safe.
	+ Know to NO! substance use prevention principles:
		1. Substances such as tobacco, alcohol, and other drugs have harmful consequences on our health and well-being.
		2. Don’t touch, take, or taste. Ask a trusted adult for help.
		3. Only take medicine from a trusted adult.
		4. Never take someone else’s medicine.
		5. Properly store and dispose of medications.
	+ An alternative is a different option. A healthy alternative is a choice you can make instead of an unhealthy or unsafe option.
* Model the skill of considering options, choices, and consequences. Use one of the scenarios from Attachments 3.1a and 3.1b.
	+ What can you do if you need more information to identify your options or figure out the possible consequences? Use your resources. (Share the HELPs Key Concepts and Resources page.)
* Skill practice: Have the students work individually or in pairs. Each person or pair will be given a consequences worksheet and provided with resources to explore to complete the worksheet. This activity can be in digital or print format.
* The students will use the [resources](https://docs.google.com/document/d/1QFatfcq84T8WesLSsqgM5Uhn5KNuXNvIsCS0WkLzCnE/edit?usp=sharing) to complete the [consequences worksheet](https://drive.google.com/drive/folders/1Id0UHizXzFi4eBngaMqDnzn4RmPRuuvK?usp=sharing) (Attachment 3.2).

Closure:

* What should you Think about when using Stop, Think, Choose? (Consequences and alternatives)
* Who or what can help you identify consequences and alternatives? (Trusted adults, resources, and valid/reliable information)
* Can you share a resource or source of information that helps you make healthy choices?

Attachment 3.1a: Stop, Think, Choose Template

Scenario \_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **STOP****What is the situation?** | **Does it require thoughtfulness?** | **Does it require outside help? Why or why not?** | **Who could help support the decision-making?** |
|  | YES NO | YES NO |  |
| Why? | Why? |

|  |  |  |
| --- | --- | --- |
| **List two options:** | **Option 1** | **Option 2** |
| List two positive consequences or advantages:  |  |  |
|  |  |
| List two negative consequences or disadvantages:  |  |  |
|  |  |
| Does this option keep you safe? Explain.  | Yes No | Yes No |
| Explain: | Explain: |
| List a resource that can help you make a healthy decision. |

CHOOSE:

Circle the healthiest option. Option 1 Option 2

Provide at least one reason this is a healthy choice.

\_\_\_\_\_\_\_How confident are you about using the Stop, Think, Choose strategy to make healthy choices?

1. Very confident
2. Confident
3. Somewhat confident
4. Not confident

Attachment 3.1b: Stop, Think, Choose Scenarios

1. After hurting her knee during a middle school basketball game, Maya was prescribed pain pills to help relieve her pain. Maya decides to take the pills exactly as they were prescribed by her doctor.
2. Alex really likes hanging out with his older sister and her friends, who all vape. To fit in, Alex decides to start vaping with them.
3. Aisha has a prescription for Adderall to help her concentrate better on her schoolwork. Feeling the pressure to get perfect grades from her family, she decides to start taking more of her Adderall than she is supposed to so she can focus even better.
4. Liam has been going through a lot lately with his family life. He has been feeling extremely sad and overwhelmed. Liam decides to start drinking alcohol at night before bed to help him not focus on all the negative feelings he is having.
5. Sofia had a really bad experience at a party in middle school. It still causes her to feel very lonely and even have nightmares. Sofia has heard that marijuana can help her manage these intense feelings, so she decides to give it a try.
6. Ethan has been training really hard to make the varsity soccer team. His friend offers him some drugs to help him train even harder. Ethan decides not to take them because he is scared that he will get in trouble if he gets caught.
7. Jasmine is stung by a bee while playing outside. The bee sting begins to swell. A parent told them to take some Benadryl to help with the reaction. The parent helps Jasmine take the Benadryl as directed on the package just to be safe.
8. School is tough for Dylan, and he needs to try hard to do well, unlike his older sister, who makes getting straight A’s look easy. To keep up with his older sister, Dylan decides to start taking caffeine pills and drinking energy drinks so he can study longer at night.

Attachment 3.2: Substances information & Resource Guide

The following are useful resources for students to learn more about specific substances.

**Substances**

[NIH: National Institute on Drug Abuse](https://nida.nih.gov/research-topics/publications/drug-facts) – Provides fact sheets about drugs and substances.

[Mind Matters](https://nida.nih.gov/research-topics/parents-educators/mind-matter-series) - Mind Matters invites young teens to take a scientific journey to learn about the brain’s complex responses to specific drugs, including cocaine, inhalants, K2/Spice and Bath Salts, marijuana, methamphetamine, nicotine, opioids, and prescription stimulants.

**Tobacco**

[Stanford Medicine Tobacco Prevention Toolkit](https://med.stanford.edu/tobaccopreventiontoolkit/take-and-teach/curriculum-glance.html) – Provides activities, factsheets and resources for tobacco prevention.

[Tobacco Free Kids](https://www.tobaccofreekids.org/fact-sheets)

[CDC](%E2%97%8F%09https%3A/www.cdc.gov/tobacco/data_statistics/fact_sheets/fast_facts/index.htm) – Provides data about tobacco use among kids, teens, and adults.

**Alcohol**

[CDC](https://www.cdc.gov/alcohol/about-alcohol-use/index.html) – Summary page of information and resources about alcohol use.

[CDC Underage Drinking](https://www.cdc.gov/alcohol/underage-drinking/index.html) – Provides information and resources about underage drinking.

**Medication Safety**

[CDC](https://www.cdc.gov/medication-safety/about/index.html) – Summary page for medication safety. Provides additional links and resources.