

Purpose of the Lesson

The purpose of this lesson is for students to review the **STOP, THINK, CHOOSE** decision-making model and analyze the possible outcomes of a decision. Students will also identify various influences on the decisions we make and how to combat them to make the healthiest choice.

National Health Education Standards

Standard 5: Decision Making

Performance Indicator 5.8.4: Explain how family, culture, media, peers and personal beliefs affect a decision related to drug use.

Performance Indicator 5.8.6: Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to drug use.

Performance Indicator 5.8.7: Choose a healthy alternative when making a decision related to other drug use.

Performance Indicator 5.8.8: Analyze the effectiveness of a final outcome of a decision related to other drug use.

Healthy Behavior Outcome (HBO)

Evaluate decisions to lead to healthy choices.

Lesson Objectives

Students will be able to:

Objective	Assessment
1. Define the steps of the STOP, THINK, CHOOSE decision-making model.	<ul style="list-style-type: none">• STOP, THINK, CHOOSE notes
2. Identify possible influences and how they affect decisions related to drug use.	<ul style="list-style-type: none">• Bell Ringer Question and Decision-Making Reflection
3. Use their knowledge of consequences and benefits for each outcome and evaluate the healthiest choice.	<ul style="list-style-type: none">• Decision-Making Reflection

Time: 25 - 35 minutes

Materials

STOP, THINK, CHOOSE notes ([Attachment 1](#)) and Decision-Making Scenarios and Reflection ([Attachment 2a-c](#))

Introduction

In the last lesson, we practiced refusal skills. Today we are going to continue our drug free message with making good decisions. You will take a closer look at the influences on our decisions and the benefits of good choices and the consequences of poor choices.

Teaching Steps

Activity 1: Bell Ringer

- **Bell Ringer** (question to start the lesson): **Who or what influences our decisions?** *List at least five influences.*
 - o Have students share their answers
 - Possible answers: **family, culture, media, peers, personal beliefs, values, goals, education, sports, teachers, coaches, etc.**
 - o Are these influences positive or negative? Can they be both?
 - o What strategies can you use to resist the negative influences?
 - **Possible Answers:** Think of the consequences, such as hurting relationships with loved ones, sacrificing your values, poor reputation, dismal future, throwing away career and educational goals, etc.
 - o **Ask Yourself:** Will this decision help me for the better or worse? What benefits will I gain from this decision? How would the people who care about me think of my decision? Who can I go to if I need help with my decision?

Activity 2: Decision-Making Practice

- **Step 1:** Why is important to make healthy decisions? How can you be sure to make healthy choices?
- **Step 2:** Explain the steps of **STOP, THINK, CHOOSE**
 - o **STOP**
 - What is the **problem**?
 - o **THINK**
 - What are possible **options**?
 - What are the **advantages** and/or **disadvantages** for each option?
 - What do I **value**?
 - How would the people that love and care about me **feel** about these options?
 - Would these options **solve** the problem?
 - Would it affect the person for **better** or **worse**?
 - What are the possible **outcomes** or **consequences**?
 - o **CHOOSE**
 - Make the **healthiest** choice.
 - Evaluate if another **option** would work better.
- **Step 3:** Model **STOP, THINK, CHOOSE** using Scenario #1
 - o Teacher demonstrates or walks through the steps with the students.

HOPE

Health and Opioid
Prevention Education

7th GRADE
LESSON 3

Decision Making

- **Step 4:** Student Practice.
 - o Students will practice identifying influences, potential consequences for healthy and unhealthy alternatives, choose the healthiest alternative and evaluate why the alternative was the best choice.
 - o With a partner, read through each scenario and answer the corresponding questions. Be prepared to share your answers with the class.
 - o Give students 12 minutes to work on the *Decision-Making Reflection*.

Lesson Summary

Today you analyzed influences on decisions and practiced identifying healthy and unhealthy alternatives to lead to the healthiest choice. Thinking through the possible short- and long-term consequences of decisions will strengthen your decision-making skills.

Name: _____

STOP, THINK, CHOOSE
DECISION-MAKING NOTES

STOP

- What is the _____?

THINK

- What are possible _____?
- What are the _____ and/or _____ for each option?
- What do I _____?
- How would the people that love and care about me _____ about these options?
- Would these options _____ the problem?
- Would it affect the person for _____ or _____?
- What are the possible _____ or _____?

CHOOSE

- Make the _____ choice.
- Evaluate if another _____ would work better.





STOP, THINK, CHOOSE DECISION-MAKING REFLECTION

Name: _____

Scenario 1

It is Friday afternoon and your friends are all headed over to Greg’s house because his parents went away for the weekend. Your classmates have been talking about it all day. As you are leaving school, several friends approach you and ask if you are going. They say that everyone in your class is going. One of your friends then pulls out a bag of pills and says, “We are planning on trying these out too. I’ve heard they make you feel awesome.”

STOP	<i>What are possible influences on your decision?</i>	
THINK	<i>What are the possible consequences if you go to Greg’s house?</i>	
	<i>What are the possible consequences if you go to Greg’s house, but don’t intend to take any of the pills?</i>	
	<i>What are the possible consequences if you do not go to Greg’s house?</i>	
CHOOSE	<i>What is your decision? Why did you make that decision?</i>	
	<i>How can you help others make drug-free choices?</i>	

STOP, THINK, CHOOSE
DECISION-MAKING REFLECTION



Name: _____

Scenario 2

You and four of your classmates are at the library. You have been studying for a big test that is coming up. While you are there, you discuss how worried you are about taking the test because you feel unprepared, even after having studied for hours. An older student overhears your conversation and approaches you and your friends. She shows you some pills and quietly says, “if you take them, they will help you stay up to study more. They can also help you focus while you are taking the test.” You hesitate to answer, but your friends quickly refuse. She walks away and about 10 minutes later your friends leave. When the older girl is getting ready to leave, she notices you are still there and approaches you again. This time, she puts a couple pills in your backpack and says you should take them home in case you change your mind.

STOP	<i>What are possible influences on your decision?</i>	
THINK	<i>What are the possible consequences if you take the pills home?</i>	
	<i>What are the possible consequences if you consume the pills while you stay at the library to study a little bit longer?</i>	
	<i>What are the possible consequences if you take the pills out of your bookbag and give them back to her?</i>	
CHOOSE	<i>What alternative would you choose in this situation? Explain why.</i>	

STOP, THINK, CHOOSE
DECISION-MAKING REFLECTION



Name: _____

Scenario 3

One afternoon you are walking down the street to a friend’s house. You see a group of girls standing by Chantel’s house (Chantel is one of your classmates). You notice they are all talking and looking in your direction when they suddenly start to laugh. Chantel’s best friend, Shanaya, yells out to you, “Come here, you need to try something.” Not wanting to be rude, you walk toward her and meet her at the edge of the yard. Shanaya tells you to hold out your hand and puts some pills in your palm.

STOP	<i>What are possible influences on your decision?</i>	
THINK	<i>What are the possible consequences if you take the pills?</i>	
	<i>What are the possible consequences if you give the pills back to her?</i>	
	<i>What are the possible consequences if you keep walking and ignore the request to come over to the house?</i>	
CHOOSE	<i>What alternative would you choose in this situation? Explain why.</i>	