

CL-06B

Healthy Choices

Grades 2–3

Personal Health and Safety

Stop, Think, Choose

Students learn to spot unsafe requests, practice Stop, Think, Choose with three Think questions, and say no in a strong voice.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Stop, Think, Choose Scenes

BIG IDEA Before you say yes, Stop, Think, Choose.

1 I CAN

- ☐ explain what an unsafe request is: someone asks me to do something that is not safe or not healthy.
- ☐ use Stop, Think, Choose and ask the three Think questions.
- ☐ say no in a strong voice: "No, thanks. That's not safe."

KEY WORDS / PALABRAS CLAVE

request	petición
unsafe	peligroso, peligrosa
healthy	saludable
choose	elegir
trusted grown-up	adulto de confianza
say no	decir que no

2 MATERIALS

- ☐ Optional: a paper stop sign to hold up during Stop
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Stop, Think, Choose scene cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the three hand signals: Stop (hand up), Think (tap your head), Choose (walk two fingers across your palm).
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the scene cards apart if you plan to do the extension.

3 STANDARDS

Texas Model
5th ed., 2018

Personal Health and Safety

ASCA Standards

Mindsets & Behaviors, 2021

B-LS 1 Critical thinking skills to make informed decisions · B-SMS 9 Personal safety skills

Health TEKS

Gr 2 §115.14(b)(16)(A)

identify unsafe requests related to alcohol, tobacco, and other drugs made by friends

Health TEKS

Gr 2 §115.14(b)(17)

identify ways to avoid unsafe situations related to alcohol, tobacco, and other drugs and demonstrate refusal skills

Health TEKS

Gr 3 §115.15(b)(18)

demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication

Health TEKS

Gr 3 §115.15(b)(2)(A)

explain the importance of seeking assistance in making decisions about health

Social Studies TEKS

Gr 2 §113.13(c)(17)(B) · Gr 3 §113.14(c)(16)(B)

use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, ...

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. This is Marisol. Her friends ask her to do lots of things. Most requests are fine. Some are unsafe requests. An unsafe request is when someone asks you to do something that is not safe or not healthy.”

DO Teach two signals. **Safe:** thumbs up. **Unsafe:** hold up your hand like a stop sign. Read each request; students show a signal.

SAFE “Rodrigo asks Marisol to play soccer at recess.”

UNSAFE “On the bus, Chloe finds a little pill. She tells Marisol, ‘Let’s try it. It might be candy!’”

UNSAFE “At the park, Diego finds a bottle of blue spray. He says, ‘Let’s drink it. It looks like a sports drink!’”

ASK “How could Marisol tell which requests were unsafe?” Take two answers, then say: “Three steps can help her: Stop, Think, Choose.”

TEACH 5 min

DO Show the projector page. Teach a signal for each step; the class echoes each line. **Stop:** hand up. **Think:** tap your head once for each question. **Choose:** walk two fingers across your palm, like walking away.

SAY “Stop. Don’t answer yet. Think: Is it safe? Is it healthy? Would a trusted grown-up say yes? If any answer is no, or you’re not sure, Choose: say no and walk away, or ask a grown-up. A trusted grown-up is a family grown-up, a teacher, the school nurse or a doctor. Medicine from a friend is never safe. Only a trusted grown-up gives medicine. At school, the school nurse gives it.”

SAY “Saying no takes a strong voice. Stand tall, look at the person and say, ‘No, thanks. That’s not safe.’ Then walk away.” Model a quiet “um... maybe not,” then the strong voice. Partners practice the strong voice once each.

PRACTICE 9 min

DO · 2 MIN Stop, Think, Choose together. Read each request; students do the three signals and answer the Think questions aloud. Then ask, “What can the character choose?”

UNSAFE 1. At the park, a friend picks up a cigarette from the grass. He tells Héctor, “Let’s try it!”

SAFE 2. A friend asks Karla to jump rope at recess.

UNSAFE 3. A friend has a bag of cough drops. She tells Natalia, “Eat a bunch. They taste like candy!”

Key: 1 No, no, no: “No, thanks. That’s not safe,” walk away, tell a grown-up. 2 Yes, yes, yes: Karla can say yes! 3 Most cough drops are medicine, even if they taste like candy: say no and ask a grown-up.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first. The “Then she will” line is optional for students who need more time.

Answer key. Part 1: Safe 1, 3, 5; Unsafe 2, 4, 6. Part 2: No, No, No. Bubble: “No, thanks. That’s not safe.” Then she will walk away or ask a grown-up.

WRAP-UP 3 min

SAY “Marisol used Stop, Think, Choose with Andrés. What could she choose?” Take two answers. “Stop, Think, Choose helps us say yes to safe, healthy things and no to unsafe requests.”

CHECK “Show me the three signals and say the line: A teammate tells Fernanda, ‘Take some of my medicine. It will help your headache.’” (“No, thanks. That’s not safe.”) Give the family letters to the teacher for take-home folders.

Short on time? Do only Practice item 1 aloud, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Stop, Think, Choose Scenes. Groups of 3 or 4 each draw one scene card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together and answer the three Think questions (2 minutes).
- 2 Practice a 30-second scene. One student reads the request; one plays the character and uses Stop, Think, Choose out loud. Everyone else is a Think Checker who holds up a finger for each Think question they hear (3 minutes).
- 3 Two or three groups show their scene. The class names the choice: say no and walk away, or ask a grown-up (5 minutes).

Card 4 is a trick card: every answer is yes, so Ruby can say yes! No time to act it out? Groups write their choice on a sticky note, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the hand signals and the projector pictures. Teach the steps in Spanish too: *Detente, Piensa, Elige*. Cognates: *medicina, decisión, doctor*. Let partners talk in Spanish first. Frame: “___ is unsafe because ___.”

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Use the word bank under the speech bubble. In Part 2, students may say the answer to you before writing. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: “Why does Stop come first?” Early finishers write a fun, healthy thing Marisol and Andrés could do instead on a sticky note.

7 QUICK CHECK

During Practice: listen for all three Think questions. If students skip one, run item 1 again slowly with the signals before the worksheet.

After class: I collect the worksheets and sort them into “all three steps” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 6

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! This year’s Red Ribbon theme is ‘Make A Difference. Be A Hero. Stay Drug Free.’ Heroes Stop, Think, Choose. Before you say yes, ask: Is it safe? Is it healthy?”

ES “¡Buenos días, Yellow Jackets! El lema del Listón Rojo de este año es: Marquen la diferencia. Sean héroes. Manténganse libres de drogas. Los héroes se detienen, piensan y eligen. Antes de decir que sí, pregúntense: ¿Es seguro? ¿Es saludable?”

8 PICTURE BOOKS (OPTIONAL)

What Should Danny Do? by Ganit & Adir Levy (Elon Books, 2017). Spanish edition: *¿Qué debería hacer Dani?* (2019). Readers pick Danny’s choices and see how each one changes his day. Pause and Stop, Think, Choose for Danny.

Peer Pressure Gauge by Julia Cook (Boys Town Press, 2013). A story about handling peer pressure.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Post a big paper stop sign near the cafeteria titled “Yellow Jackets Stop, Think, Choose.” Each 2–3 class adds a card with one healthy choice, such as “Play soccer at recess,” and its class name, such as “Room 15.”

TEACHER TIP

Name it when you see it: “You stopped and thought before you said yes. That’s Stop, Think, Choose!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Marisol could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Stop, Think, Choose.

An unsafe request is when someone asks you to do something that is not safe or not healthy.



1. Stop.

Hand up. Don't answer yet.



2. Think.

Ask the three Think questions.



3. Choose.

Say no and walk away, or ask a grown-up.

Think

1

Is it safe?

2

Is it healthy?

3

Would a trusted grown-up say yes?

¿Es seguro? · ¿Es saludable? · ¿Un adulto de confianza diría que sí?

Say it strong: “No, thanks. That’s not safe.”



Medicine from a friend

Never safe. Only a trusted grown-up gives medicine.



Trusted grown-ups

a family grown-up, a teacher, the school nurse or a doctor

Stop, Think, Choose

An unsafe request is when someone asks you to do something that is not safe or not healthy.

Part 1 Sort it! Read each one. Circle **SAFE** or **UNSAFE**.

- | | | | |
|---|---|---|---|
| 1 | A friend asks Sergio to play tag at recess. |  SAFE |  UNSAFE |
| 2 | A classmate offers Harper a pill from a backpack. |  SAFE |  UNSAFE |
| 3 | Tomás's friend asks him to read a book together. |  SAFE |  UNSAFE |
| 4 | A friend finds an open can at the park. "Take a sip, Camila!" |  SAFE |  UNSAFE |
| 5 | A friend asks Kayla to ride bikes with helmets on. |  SAFE |  UNSAFE |
| 6 | A friend dares Mateo to taste the hand sanitizer. |  SAFE |  UNSAFE |

Part 2 Stop, Think, Choose! Help Marisol.

At the park, Andrés finds a bag of gummies under a bench. He tells Marisol, "Let's eat them! Nobody will know."



Think. Circle YES or NO for Marisol.

- | | | | |
|---|-----------------------------------|--|------------------------------------|
| 1 | Is it safe? | ☒ YES | ☐ NO |
| 2 | Is it healthy? | ☒ YES | ☐ NO |
| 3 | Would a trusted grown-up say yes? | ☒ YES | ☐ NO |

Choose. What can Marisol say and do? Write it in the bubble.

No, thanks. That's _____

Then she will _____

Word bank: not safe · not healthy · walk away · ask a grown-up · tell

Stop, Think, Choose Scenes

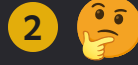
✂ Cut on the dashed lines.

1. Read your card. 2. Stop, Think, Choose. 3. Practice a 30-second scene. 4. Show the class.

Stop, Think, Choose · Say it strong: “No, thanks. That’s not safe.”



Stop. Don’t answer yet.



Think. Is it safe? Is it healthy? Would a trusted grown-up say yes?



Choose. Say no and walk away, or ask a grown-up.

Detente. Piensa. Elige. · “No, gracias. Eso no es seguro.”

SCENE #1



At the park, a friend finds pills on a bench. She tells Lucía, “Let’s try one!”

SCENE #2



A teammate hands Ramón an energy drink. “Drink it all before the game!”

SCENE #3



A friend sees the custodian’s cart. “Daniela, let’s mix the sprays and make a potion!”

SCENE #4



A classmate asks Ruby to help carry the ball bin to the gym.

SCENE #5



A friend tells Liam, “Let’s ride our bikes to the store. Don’t ask anyone.”

SCENE #6



At recess, a friend finds a lighter by the fence. “Let’s try it, Nayeli!”

SCENE #7



A friend tells Wyatt, “Take some of my allergy medicine so you don’t sneeze.”

SCENE #8



An older kid at the bus stop holds out a cigarette. “Try it, Ethan. It’s cool.”

Healthy Choices

Decisiones saludables

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **safe, healthy choices** with the school counselor. We practiced three steps to use when someone asks a child to do something: Stop, Think, Choose. We also practiced saying no in a clear, strong voice.

STOP, THINK, CHOOSE

Stop. Don't answer yet. · **Think.** Is it safe? Is it healthy? Would a trusted grown-up say yes? · **Choose.** Say no and walk away, or ask a grown-up. · Say it strong: "No, thanks. That's not safe."

TRY THIS AT HOME

1. Use the three Think questions out loud when a choice comes up, like "Can I eat candy I found on the bus?" Let your child walk you through the questions.
2. Keep medicine and cleaning products up high and closed. Save the Poison Help line in your phone: **1-800-222-1222** (free, 24 hours, help in Spanish).

TALK ABOUT IT AT HOME

"What could a kid say if a friend asks them to try something that isn't safe?"

Your child may bring home a worksheet about Marisol and Andrés. Ask your child to show you the three steps.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **las decisiones seguras y saludables** con la consejera escolar. Practicamos tres pasos para cuando alguien le pide a un niño que haga algo: Detente, Piensa, Elige (en inglés: Stop, Think, Choose). También practicamos cómo decir que no con voz clara y firme.

DETENTE, PIENSA, ELIGE

Detente. No contestes todavía. · **Piensa.** ¿Es seguro? ¿Es saludable? ¿Un adulto de confianza diría que sí? · **Elige.** Di que no y aléjate, o pregúntale a un adulto. · Dilo con firmeza: "No, gracias. Eso no es seguro."

PARA PRACTICAR EN CASA

1. Hagan en voz alta las tres preguntas cuando haya que tomar una decisión, como "¿Me puedo comer un dulce que encontré en el camión?". Deje que su hijo(a) le explique las preguntas.
2. Guarde las medicinas y los productos de limpieza en un lugar alto y bien cerrados. Guarde en su teléfono el número del Centro de Control de Envenenamientos (Poison Help): **1-800-222-1222** (gratis, las 24 horas, con atención en español).

PARA PLATICAR EN FAMILIA

"¿Qué podría decir un niño si un amigo le pide que pruebe algo que no es seguro?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Marisol y Andrés. Pídale que le enseñe los tres pasos.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar