

Lesson Title: Responsible Decision-Making and Drugs

Grade Level: PreK-2

Materials/Equipment:

- 1 Hula Hoop per student
- 1–3 red bean bags
- 1–3 green bean bags
- 4 low-profile cones
- [Lesson Resources](#): Pictures-Identifying Healthy Choices & When Help Is Needed & Scenarios for Healthy Choices Game
- [Rubric](#)

Oklahoma Academic Standards for Health Education: OAS HE-1, OAS HE-5
Objective(s):

- **1.IP.2.2:** Identify responsible decision-making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).
- **1.SU.2.1:** Identify safe and unsafe use of medicines.
- **5.DM.2.1:** Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, hygiene).

Action 1: Skill Introduction

Making decisions is something you do every day! The health skill of Decision-Making helps you learn how to make good choices that can help you live a happy and healthy life. Sometimes, you can make decisions by yourself, and other times, you can make them with your friends or family.

This skill helps you think carefully before making decisions, especially when things could be tricky or dangerous. By practicing good decision-making, you'll be better at choosing healthy options when faced with tough situations. Learning how to make good decisions also helps you stay safe and take care of your body!

[RMC Health Decision-Making - RMC Health](#)

Action 2: Content Included

- | | |
|---|---|
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Physical Activity |
| <input checked="" type="checkbox"/> Injury Prevention | <input type="checkbox"/> Healthy Relationships |
| <input type="checkbox"/> Mental Health & Wellness | <input checked="" type="checkbox"/> Substance Use & Abuse |

Guiding Questions

Ask students the following questions:

- What is a drug? What is medicine?
- What medicines are good for your body and help you when you are sick?
What are some drugs that are bad for your body and can make you very sick?
- Why do people take drugs? What do drugs do to your body?
- How do you use medicines safely?
- What would you do if someone asked you if you wanted to try a drug that you knew was bad for you? Who can you ask for help in this situation?

Content

People use medicines from the store or a doctor when they feel sick. Sometimes, this medicine helps them. It is important that kids like you take medicine only from a trusted adult so you take the right kind for your sickness and the correct amount. If you take too much medicine or the wrong kind, it makes you feel worse. If you feel worse, tell an adult so they can get you the help you need, like going to the doctor, drinking water, or resting. Medicine is legal because it can be helpful and make you feel well when sick.

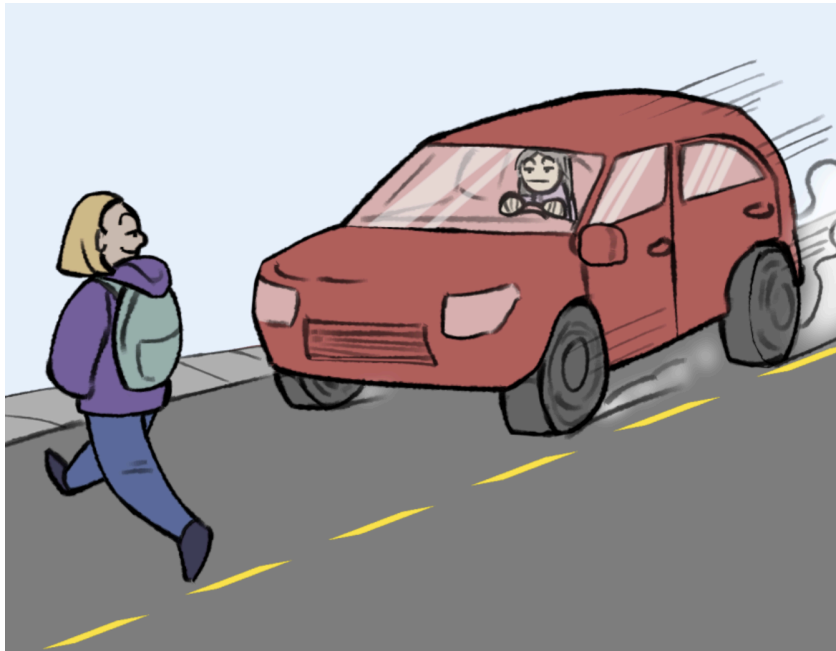
Some people use drugs that are not safe or allowed. They might do it because they want to be like their friends or because they feel sad or upset. These drugs can make people feel different for a little while, but when the feeling goes away, they might feel sick or even worse than before. It is always best to make healthy choices and ask a trusted adult if you have questions.

You need to know that using or abusing drugs doesn't solve problems or make things better. They make your life worse. A better way to handle your problems is to talk to a grown-up you trust and ask for help.

Today, we will identify adults who can help you with problems or help keep you safe.

Activity 1: Identifying Healthy Choices & When Help Is Needed ([Lesson Resources](#))

1. Show the pictures on the slides and discuss whether the child/children are making healthy decisions. Are they making healthy choices by themselves, or do they need help from an adult?
2. Optional: Have the students hula hoop after each question for 30 seconds
3. Discuss each picture.



Is the kid making a healthy choice by not using the crosswalk? Do they need help from an adult? Who?



Is it healthy to wait for the walking sign and walk in the crosswalk holding hands with a caring adult? Why?



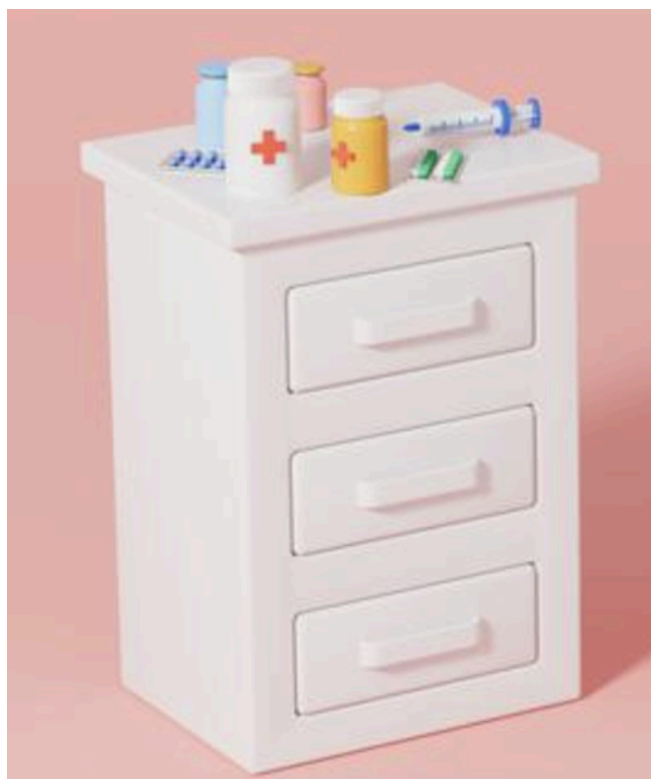
Is it a healthy choice not to use a seat belt? How could an adult help him?



Is looking at a phone when crossing the street a healthy decision? How could someone help them?

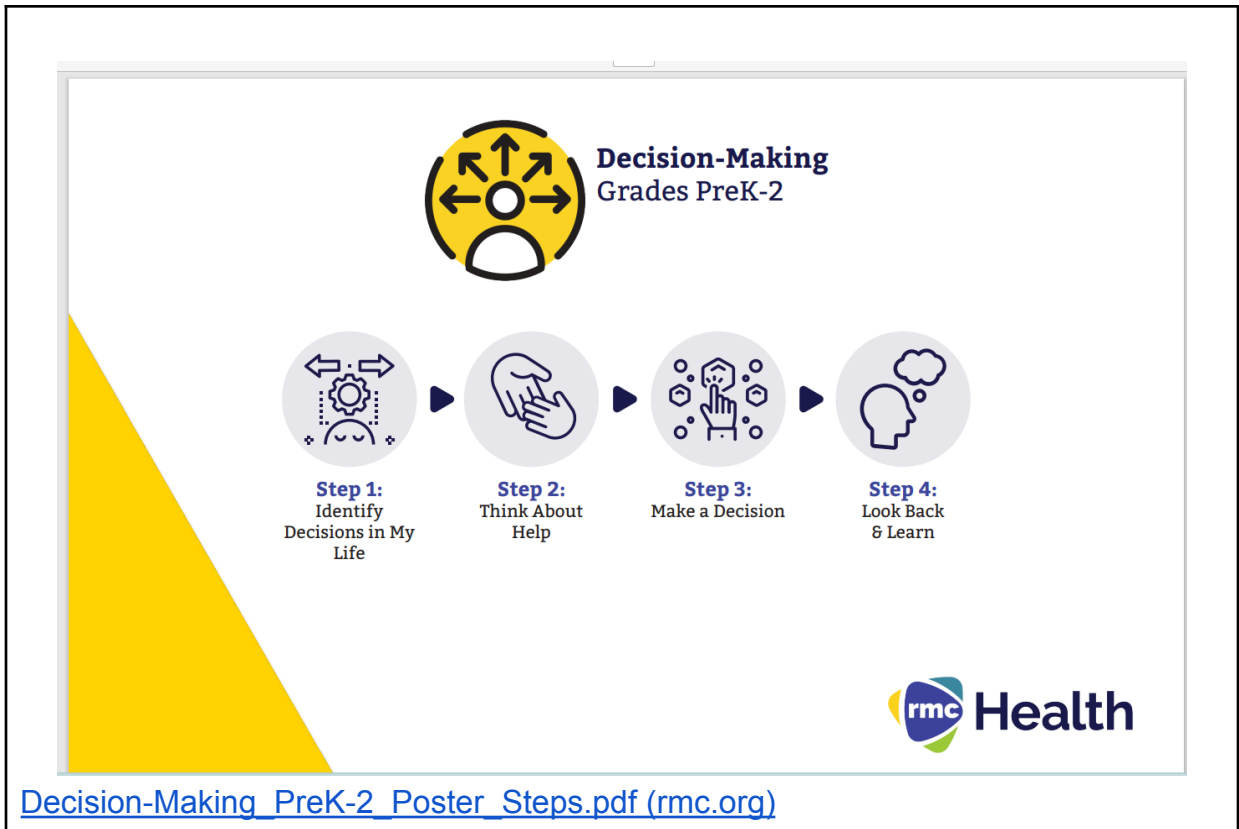


Is it healthy to ride your bike, use earphones, and look at the phone? Why?



Is playing with or taking medicine without an adult a healthy decision? Why?

Action 3: Present the Steps (Resource: [RMC Health's Steps and Sub-Skills Posters](#)) Today, we are learning how to make healthy choices in four steps.



Action 4: Model the Steps

Directions

1. Read the scenario and prompt.
2. Model the decision-making steps by answering the prompt questions.

Scenario: Tommy wasn't feeling well earlier today. His mom gave him some medicine, and after a little while, he started feeling better. His friend, Jake, came over and asked if he wanted to go outside and play. Tommy thought it sounded fun and went out to play. They ran around and played for a while, but soon Tommy started feeling dizzy, and his stomach didn't feel right. Jake asked if Tommy wanted to ride bikes, but Tommy wasn't sure what to do.

Prompt: What should Tommy do? Is it a good idea for him to keep playing and ride bikes even though he doesn't feel 100%? Can Tommy make a healthy choice by himself, or does he need to talk to his mom or another trusted adult for help?

Steps	Response
Step 1- Identify decisions in my life. Sub Skills: • Identify decisions about being healthy	Tommy took medicine, and now his friend wants him to ride bikes. Should he ride his bike or not?

Step 2- Think about help. Sub Skills: <ul style="list-style-type: none"> • Identify when help is needed • Ask trusted adults for help 	Tommy is unsure if he should ride his bike after he took the medicine. Can he make a healthy choice, or does he need help making a healthy choice?
Step 3- Make a decision. Sub Skills: <ul style="list-style-type: none"> • Ask questions about options • Pick between 2-3 things 	Option 1: Tommy rides his bike with his friend. Option 2: Tommy decides not to ride his bike. Option 3: Tommy asks his dad if he should ride his bike after taking medicine.
Step 4- Look back and learn. Reflection Questions: <ul style="list-style-type: none"> • What might happen next for each option? • How did asking for help make Tommy's decision healthier? 	Option 1: What could happen if Tommy rides his bike with his friend after he took medicine? He could feel dizzy and have a wreck and get hurt. Option 2: What could happen if Tommy decides not to ride his bike? He could feel dizzy and sit down to be safe. Option 3: What could happen if Tommy asks his dad if he should ride his bike after taking medicine? He could tell Tommy not to ride his bike after taking medicine or "You are not feeling well enough to ride."

Action 5: Practice the Steps

Instructional strategies used:

- | | |
|---|---|
| <input type="checkbox"/> Scenarios & Prompts | <input type="checkbox"/> Journaling & Drawing |
| <input type="checkbox"/> Role Play & Language Rehearsal | <input checked="" type="checkbox"/> Movement |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Other: _____ |

Activity: Healthy Choice Tag

Equipment:

1–3 red bean bags

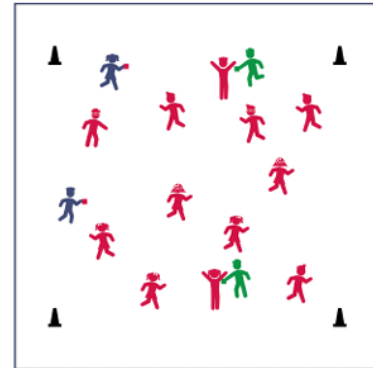
1–3 green bean bags

4 low-profile cones

Scenarios ([Lesson Resources](#))

Set-Up:

- Use cones to create a large activity area.
- Give red bean bags to 1–3 Unhealthy Choice Taggers and green bean bags to 1–3 Healthy Choice Taggers.
- Students scattered in the activity area.



Activity Procedures:

- It's time for "Healthy Choice Tag". When I say, "GO!" the game begins at a speed-walking pace.
- To start, all taggers will do 5 jumping jacks to give the other players time to get away from them. Then, the Unhealthy Choice Taggers will attempt to safely tag others with their red bean bags.
- If you're tagged, freeze, do 5 jumping jacks, and then put your hands above your head and repeat, "I need help!" The red bean bags symbolize unhealthy choices. In real life—and in this game—if you make an unhealthy choice, it's important to stop the behavior, make a healthy choice (like exercise), and ask for help.
- To be freed, a Healthy Choice Tagger must come and tag you with a green bean bag. The green bean bags symbolize healthy choices and allow you to return to the game. Unhealthy Choice Taggers may not tag Healthy Choice Taggers (and vice versa).
- Everyone freezes on the stop signal.
- The teacher will read a short scenario that needs a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, hygiene).
- The teacher will help students work through the steps of decision-making:
 - **Step 1-** Identify decisions in my life
 - **Step 2-** Think about help
 - **Step 3- Make** a decision
 - **Step 4-** Look back and learn
 - Reflection Questions:
 - Did the decision make me feel good or bad?
 - What might happen next after that decision?
 - How did asking for help make my decision healthier?
 - Would I make that decision again? Why or why not?
 - What do I want to remember the next time I have to make the same decision?
- Continue with the game until the next scenario or time expires.

Action 6: Feedback/Assessment/Reflection

Feedback

1. Gather feedback from conversations with students before, during, and after class.
2. Target feedback to student performance based on the standards.
3. Walk around the gym and formatively assess students as they practice.
4. Analyze the responses to the exit ticket to gather feedback regarding content and skill acquisition.

Formative assessments used during class

1. Guiding questions were asked at the beginning of class.
2. End of class review: Turn and talk with a partner. Prompt: Who should give you medicine? Why?
3. Exit ticket: How would you help a friend make a healthy decision?

Teacher Reflection

1. Were the students able to identify responsible decision-making in situations involving medicine? What is the evidence? (1.IP.2.2)
2. Were the students able to identify situations that need a health-related decision? What is the evidence? (5.DM.2.1)

Resources

- [Decision-Making_PreK-2_Poster_Steps.pdf \(rmc.org\)](https://www.rmc.org/Decision-Making-PreK-2-Poster-Steps.pdf)

Next Steps

- Students practice making decisions through a variety of content areas.

Modifications/Adaptations

- Assist students with special needs.

Integration/Movement Ideas

- Classroom: Teach the content and skill with movements appropriate for the classroom.