

# Stop, Think, and Choose

Grade: 1<sup>st</sup>

Time: 30 minutes

## COUNSELING STANDARDS

### ACADEMIC

Acquire knowledge and skills that contribute to effective learning in school and throughout life.

### PERSONAL/SOCIAL

Understand safety and survival skills.

## COUNSELING COMPETENCY(IES)

Academic: Develop an awareness of the decision-making process. Personal/social: Recognize decisions have alternatives.

## MATERIALS/RESOURCES:

Story of Goldilocks and the Three Bears

One demo stoplight to use as a model. Students will need scissors, crayons, glue, 3" squares of red, yellow and green construction paper, "Stop, Think, Choose" card (printed on white construction paper).

**ACTIVITY:** Discuss with the class what happens when we take more time to think before making decisions and vice versa. We need to stop and think before deciding what to do. Part of thinking is asking the question, "Will this help or hurt me or someone else if I choose this?" Discuss the following scenarios when asking ourselves these questions: you don't want to do your homework; you're mad at the friend who won't play with you; you decide to call a friend a name rather than talk it out.

**PART 1:** Hold up a demo stoplight. Discuss with the class what stoplights are and why we need them. Ask the following questions: what happens if you don't stop at a red light; could someone get hurt? What does the yellow light mean?

**PART 2:** Read the story of Goldilocks and the Three Bears.; prep by asking the children to listen for when Goldilocks didn't stop and think first. When there's a time in the story when Goldilocks should stop and think, the students should put up their hand giving a 'stop' signal. When the students have given a stop signal at an appropriate time, stop the story and discuss what she did wrong. At the conclusion, summarize how things could have been different if she had stopped, thought and then made a decision.

**PART 3:** Students will make their own stoplight similar to the demo, using materials specified above. Summarize the lesson by asking them to keep stoplights where they can see them all week to practice STOP AND THINK BEFORE CHOOSING.

## EVALUATION:

Refer to stop light when students make decisions; ask if they stopped to think about the "what ifs" before doing something.

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