

GRADE 2

LESSON 6

Stop and Think It Through



Lesson Plan

Prevention Objectives and Major Messages

Students will learn that:

- Guessing is not smart when we have to make important choices and decisions.
- Guessing is taking a chance.
- Taking a chance is like trusting our life to luck.
- Luck cannot protect us. Guessing cannot protect us.
- When you make an important choice or decision, you can protect others and yourself by “stopping and thinking it through.”

Lesson Snapshot

• Review

First, briefly review with students the major messages in Lesson 5.

• Information Activity—Discussion and Story

The teacher leads students in a discussion about the dangers of guessing and how to “stop and think it through” before making a choice or decision. Students learn a hand gesture to help them remember to “stop and think it through.” Students listen to a story and when prompted by hearing the word *guess*, respond with the gesture and then brainstorm smart choices and decisions.

• Ownership Activity—Rhyme/Rap/Cheer

Students learn and practice a Rhyme/Rap/Cheer called “Stop and Think It Through.” This is a required activity that is most effective when conducted immediately following the Information Activity. Provide additional time for practice later in the day or the next day, and encourage students to create their own gestures and/or choreography.

Lesson/Activity Duration (27–45 minutes total)

- Review = 2–5 minutes
- Discussion and Story = 20–30 minutes
- Rhyme/Rap/Cheer = 5–10 minutes (not including practice time)

Materials

- Information Activity Guide—“Stop and Think It Through” (page 124)
- Teacher Resource Page—“Definitions—Choice, Decision, Indecision” (page 132)
- Ownership Activity Guide—“Stop and Think It Through” Rhyme/Rap/Cheer (page 134)
- Teacher Resource Page—“Stop and Think It Through” Rhyme/Rap/Cheer (page 135)
- Parent/Family Caregiver Resource Page—“Stop and Think It Through” Rhyme/Rap/Cheer (page 136; Spanish page 186)
- A penny
- Overhead projector/transparencies or chalkboard/chalk

Preparation

- Make a transparency of the Teacher Resource Page “Definitions—Choice, Decision, Indecision.”
- Photocopy the Parent/Family Caregiver Resource Page “Stop and Think It Through” Rhyme/Rap/Cheer (one per student).
- Make a transparency of the Teacher Resource Page “Stop and Think It Through” for use in teaching the Rhyme/Rap/Cheer, and photocopy an enlarged version to display in the classroom.

Vocabulary Guide

Choice, decision, and indecision.

Definitions are provided as part of the Information Activity. Be sure to include these words in your vocabulary study and/or on your Word Wall.

Reinforcement Ideas

- Encourage students to be aware of the choices and decisions that they make each day by asking, “What is your choice?” or “What have you decided?”
- Routinely provide a choice between two actions, behaviors, events, opportunities, and so on.
- Engage students in analyzing how they make their choices and decisions.
- Involve students in routine decisions about classroom operations.
- Display a copy of the “Stop and Think It Through” Rhyme/Rap/Cheer in the classroom.

Parent/Family Caregiver Involvement

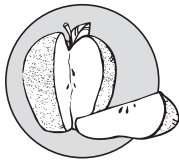
Remind students to share what they learned with a parent or family caregiver. Photocopy the Parent/Family Caregiver Resource Page “Stop and Think It Through” Rhyme/Rap/Cheer and instruct students to take it home to facilitate a family discussion.

Information Activity Guide



Stop and Think It Through

Related Subject Areas



Health



Science



Language Arts

PRAISE enthusiastically all responses to encourage further family involvement

Process

1. Review the previous lesson.
2. Introduce today's topic.
3. Conduct a discussion.
4. Read the story.
5. Use the Ownership Activity (required).

Review

Ask:

What are some examples of friendly behaviors?

Wait for answers.

Ask:

Do friendly behaviors show others respect?

Wait for answers.

Ask:

Who else gains respect from friendly behaviors?

Wait for answers. Confirm:

Ourselves.

Ask:

How does it feel when someone says, "Please," "Thank you," and "You are welcome" to us?

Wait for answers.

Say/ask:

Raise your hand if you shared what you learned at home. What did your parents or family caregivers say?

Praise all responses and emphasize the importance of sharing this information with others.

Information Activity

Discussion and Story

INTRODUCE **lesson**

WRITE on board
or REVEAL left
side only of
transparency

Introduce the lesson by writing these words on the chalkboard or revealing the left side only of the transparency:

- Choice
- Decision
- Indecision

Say:

Raise your hand if you know what choice means.

Ask a student to tell the class. Ask the students to raise their hands if they agree.

Say:

Raise your hand if you know what decision means.

Ask a student to tell the class. Ask the students to raise their hands if they agree.

Say:

Raise your hand if you know what indecision means.

Ask a student to tell the class. Ask the students to raise their hands if they agree.

DEFINE words

REVEAL both sides
of transparency

Reveal the definitions on the right side of the transparency, or write these definitions on the board next to their corresponding words. Confirm:

- **Choice = something we can do, say, believe, want, or have**
- **Decision = making a choice or choosing**
- **Indecision = unable to make a choice**

FOCUS students

We are going to listen to a story about Mr. Indecision, an imaginary person who can't make a choice or a decision. When Mr. Indecision has to make a choice, he guesses.

Ask:

Can guessing be fun when it is in a game?

Wait for answers. Confirm:

Yes, guessing can be fun when we are playing a game.

PLAY Hidden Penny
guessing game

Note: Hide a penny in one hand, and place both hands behind your back. Be sure students can't see you hide the penny. Children may have done this activity and discussion in grade 1. It will be a helpful review for them.

Information Activity (continued)

EXPLAIN

Say:

If you think I have something in my right hand, raise your hand.
(Don't show the penny.)

Say:

If you think I have something in my left hand, raise your hand.
(Show everyone the penny.)

Explain, using the following statements:

Notice that you had to guess. There was no way for you to know the correct answer.

Notice that not everyone guessed correctly.

Guessing can be fun in a game when no one can get hurt. But what if we had to decide about really important things? What if we had to guess what a red traffic light means?

Ask:

What could happen if we guessed what a red traffic light means and we guessed wrong?

Wait for answers.

Ask:

Is it smart to guess about important choices?

Wait for answers.

Ask:

Why is it not smart to guess about important choices?

Wait for answers. Confirm:

- **Guessing is taking a chance.**
- **Guessing can't protect us.**

ASK and DISCUSS

Ask:

Is it smart to trust your life to luck?

Wait for answers.

Ask:

Why is it not smart to trust your life to luck?

Wait for answers. Confirm:

Luck can't protect us.

Information Activity (continued)

INTRODUCE story

Introduce the story:

Everyone get ready for our story about Mr. Indecision. We are going to help him learn that it is not smart to guess about important choices and decisions.

Explain:

When you hear Mr. Indecision say he doesn't know what to do, or you hear him guess what to do, you do the following:

Demonstrate the hand gesture for "stop" (arm extended, palm facing out).

Explain:

Whenever you hear Mr. Indecision say, "I guess ..." you will ... (interrupt your sentence for dramatic effect)

Use the hand gesture and say aloud:
"Stop and think it through."

DEMONSTRATE the hand gesture for "stop" (arm extended, palm facing out)



Note: Be sure to emphasize the underlined word guess as you read. Pause and glance at students to prompt their use of the hand gesture.

Read with a sense of drama. Exaggerate!

The story is interrupted periodically with questions for the class. Follow the "Asides" throughout the story. Always wait for answers, and encourage student ideas.

READ story

"Stop and Think It Through!"

This is a story about Mr. Indecision. He can't seem to make a choice.

Mr. Indecision's guessing and indecision get him into a lot of trouble, and his guesses can hurt others, too.

Mr. Indecision needs help!

Information Activity (continued)

READ bold words with emphasis

MODEL
hand gesture.
REMINDE students
not to say words,
but to only use
the “stop” gesture

USE gesture



USE gesture



*The first steps in making smart choices are **stopping and thinking**.*

*When you hear Mr. Indecision say, “**I guess**,” please use our “STOP” gesture, and let him know to “**stop and think it through**.”*

Let’s begin:

Mr. Indecision has a brand new bicycle. He is getting ready to ride his brand new bicycle.

*He says to himself, “I don’t see my helmet, so I won’t wear it this time. **I guess it will be okay**.”*

*Aside to class: **Is guessing a smart choice? What would be a smart decision?***

Accept all answers.

Encourage students:

You can make smart choices and decisions.

Mr. Indecision is getting into a friend’s car to go to the movies. Half the seat belt is stuck between the seats.

*He says to himself, “Oh well, I don’t need to wear my seat belt this time. **I guess it will be okay**.”*

Information Activity (continued)

Aside to class: **Is guessing a smart choice? What would be a smart decision?**

Accept all answers.

Encourage students:

You know how to keep yourselves safe in cars.

Let's find out what Mr. Indecision is going to do next!

The bus driver told Mr. Indecision to learn all the rules for riding on the bus.

Mr. Indecision hears someone else say, "There aren't any good reasons for rules. They just stop me from doing things I want to do."

*Mr. Indecision thinks maybe the other person is right. Maybe there aren't any good reasons for rules. "I **guess** I don't need to learn the rules."*

USE gesture



Aside to class: **Is guessing a smart choice? What would be a smart decision? What are some reasons for rules?**

Accept all answers.

Encourage students:

You know things that even some grown-ups don't know!

Mr. Indecision orders an extra-large pizza and eats the whole thing.

Information Activity (continued)

USE gesture



He begins to feel very sick to his stomach. He finds some medicine in the closet. He doesn't know what the medicine is, but it looks like something he has seen on TV.

*He says to himself, "I will take the medicine even though I am not sure what it is. I **guess** it will be okay."*

*Aside to class: **Is guessing a smart choice? What would be a smart decision? What could happen if he took the wrong medicine?***

Accept all answers.

Encourage students:

You know that the wrong medicine can be very dangerous. You are very smart.

RESUME discussion

USE gesture



Ask:

When we need to make a choice or decision instead of making a guess, what can we do?

Wait for answers. Confirm:

We can "stop and think it through."

Ask:

Does stopping and thinking things through help protect yourself and others?

Wait for answers. Confirm:

Yes, stopping and thinking things through helps protect both me and you!

Information Activity (continued)

CLOSE

Ask:

What are some smart choices we can make at school?

Ask several students to tell the class how they have made smart choices.

Close by saying the following statements:

I want you to make smart choices and decisions so you can do all the wonderful things I know you will do in life.

I am very proud of you.

Congratulate students on making smart choices and decisions.

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Definitions—Choice, Decision, Indecision

Choice	Something we can do, say, believe, want, or have
Decision	Making a choice or choosing
Indecision	Unable to make a choice

Ownership Activity

Language Arts and Fine Arts (Music/Drama)

Students learn and practice a Rhyme/Rap/Cheer called “Stop and Think It Through.” This is a required activity that is conducted immediately following the story. Provide additional time for students to practice the Rhyme/Rap/Cheer later in the day or the next day, encouraging students to create their own gestures and/or choreography. Repeat the Rhyme/Rap/Cheer frequently.

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Parent/Family Caregiver Involvement

Remind students to share what they learned with a parent or family caregiver. Photocopy the Parent/Family Caregiver Resource Page “Stop and Think It Through” and instruct students to take it home to facilitate a family discussion and to reinforce messages from the lesson. (A Spanish translation is in the appendix.)

Conducting the Ownership Activity helps students to internalize the information from the lesson.

Ownership Activity Guide

“Stop and Think It Through” Rhyme/Rap/Cheer

Process

1. Introduce the Rhyme/Rap/Cheer by doing it once for the students.
2. Quickly practice it line by line with students.

Provide additional time for practice later in the day or the next day.
Now, or at a later time:

3. Encourage children to help you create movements and gestures to go along with the Rhyme/Rap/Cheer.
4. Divide the class by gender. Ask each group to make up movements and gestures and then perform their version for the other group.
5. Perform several versions of the Rhyme/Rap/Cheer with different movements and gestures to promote student ownership and internalization.
6. Remind students to show you the hand gesture for “stop and think it through” at the end of the Rhyme/Rap/Cheer.



“Stop and Think It Through”

***I make choices every day!
What to do and what to say.***

***Guessing is for games of luck;
I don't trust my life to luck.***

***I don't guess about what to do.
I always stop and think it through.***

Make a transparency of this page for teaching, and post an enlarged version of this page in the classroom for reinforcement.

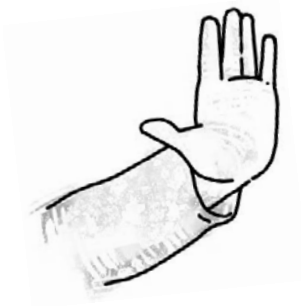
“Stop and Think It Through”

Rhyme/Rap/Cheer

***I make choices every day!
What to do and what to say.***

***Guessing is for games of luck;
I don't trust my life to luck.***

***I don't guess about what to do.
I always stop and think it through.***



Dear Parents and Family Caregivers,

Students learned that guessing can be fun in games, but guessing is not smart when we have to make important choices and decisions. Guessing is taking a chance, and taking a chance about important choices is like trusting our life to luck. Luck cannot protect us. Guessing cannot protect us. When we have to make a choice or decision, we can “stop and think it through.” Please ask your child about the lesson, and practice this Rhyme/Rap/Cheer together.

“Stop and Think It Through”**Rhyme/Rap/Cheer**

***I make choices every day!
What to do and what to say.***

***Guessing is for games of luck;
I don't trust my life to luck.***

***I don't guess about what to do.
I always stop and think it through.***



P.S. Ask your child to show you the special gesture we learned to help us remember to “stop and think it through.”