Counselor Name: Marybeth Rodriguez  
Title of Lesson: Stop, Think, and Choose  
School: Van Buskirk/Tucson Unified School District  
Quarter: 1st  
Audience: Classroom  
Level: Primary (K-2)  
Target Grade: 2nd  

COUNSELING STANDARDS

ACADEMIC
1. Acquire knowledge and skills that contribute to effective learning in school and throughout life.  
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.  
3. Understand the relationship of academics to life at home, in the community and the world of work.  

CAREER
4. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  
5. Employ strategies to achieve future career success and satisfaction.  
6. Understand the relationships between personal qualities, education, training and the world of work.  

PERSONAL/SOCIAL
7. Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.  
8. Make decisions, set goals, and take necessary action to achieve established goals.  
9. Understand safety and survival skills.  

COUNSELING COMPETENCY(IES)
Academic: Develop an awareness of the decision-making process. Personal/social: Recognize decisions have alternatives.

ARIZONA STANDARDS FOR:
Reading:
Writing:
Math:

MATERIALS/RESOURCES:
One demo stoplight to use as a model. Students will need scissors, crayons, glue, halfsheet of black construction paper and quartersheets of red, yellow and green 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. STOPLIGHT 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?

STOPLIGHT PART 2: Students will make their own stoplight similar to the demo, using materials specified above. They can work in small groups or at tables. Summarize the lesson by asking them to keep stoplights where they can see them all week to practice STOP AND THINK BEFORE CHOOSING. Next week discuss what happened when they used this technique. Bring to their awareness again whether the behavior hurt or helped them or someone else.

EVALUATION:

Pretest/Post test: Students will complete the assigned project

How did the student change as a result of this lesson? Students will learn the “Stop and Think” process to make better decisions.

Information/Comments/Follow-up: Continue to ask students if they are using their stop lights, and is their behavior hurting or helping.

REVISED 11/05/03