



Topic:

Think, Feel, Do

Overview:

Students are introduced to **Think, Feel, Do** concepts. **Thinking** uses the mind (Inner Safety Voice) to identify a problem. **Feelings** are the body's reactions to those thoughts. **Doing** are the actions taken to resolve the situation.

Learning Objectives:

- Students will recognize how to use Think, Feel, Do in various situations.
- Students will apply Think, Feel, Do to make safe and smart choices.

Essential Question(s):

- How do the concepts of Think, Feel, Do apply to keep oneself safe?
- How do we use Think, Feel, Do to make safe and smart choices?

Content Standards/Benchmarks:

National Health Ed. Benchmarks

- 1.2.1 Identify that healthy behaviors impact personal health.
- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how media can influence health behaviors.

Florida Health Ed. Benchmarks

- HE.K.C.1.4 Identify ways to prevent childhood injuries at home, school, and community settings.
- HE.1.C.2.1 Identify how small children learn health behavior from family and friends.
- HE.1.C.2.4 Recognize health consequences for not following rules.
- HE.1.B.5.2 Identify healthy options to health-related issues or problems.

Vocabulary:

Think, Feel, Do, Safety Voice, Inner Safety Voice, Clues, Choices, Dangerous



Material List:

Think, Feel, Do, Lesson Guide
Think, Feel, Do Posters/Visual Aids (4 Posters)
Activity Sheet (Laminated)
Scenario Cards (18 Cards)

Estimated Time Frame:

30 minutes

Technology Tools:

Printer
Laminator

Lesson Description:

1. Discuss safe choices and Inner Safety Voice. (See Lesson Guide)
2. Teach students how to Think, Feel, Do (See Lesson Guide and Printable Components)
3. Activity: Use the activity sheet and the scenario cards (See Lesson Guide and Printable Components)
4. Discussion: Students pair up for discussions (See Lesson Guide)
5. Closing Statements (See Lesson Guide)

Teacher Notes:

Facilitate discussion and help guide students towards safe choices. Empower students to listen to their thoughts, pay attention to their body cues, and act in a way that keeps them safe.

1. Discuss Safe Choices and Inner Safety Voice

Let your students discuss their answers to the following questions:

Why is it important to make safe choices?

What is our inner safety voice?

How do our body cues help us to make safe choices?

2. Introduce THINK, FEEL, DO.

Use the posters/visuals to help explain each component of THINK, FEEL, DO.

Show students the THINK, FEEL, DO poster. Ask students what they think each step of THINK, FEEL, Do means.

After discussion, introduce each step and explain in depth.

THINK: When we THINK, we use our head to help us make safe choices. When we THINK, we listen to our thoughts and our inner safety voice. We THINK about if our choices are safe.

FEEL: We use our bodies to FEEL different signals. Our bodies give us clues that we FEEL. Listening to how our bodies FEEL can help us to make safe choices. Unsafe choices make us FEEL uncomfortable or upset. Safe choices make us FEEL comfortable or calm.

DO: If you THINK something might be unsafe, and you FEEL your body giving you clues, you have to decide what you are going to DO next.

Teach students they can use THINK, FEEL, DO to help themselves make safe choices!

3. Complete the Activity Sheet and Discuss the Scenarios

Have students pair up. Give each pair of students a laminated activity sheet and a dry erase marker. Pick a scenario card and read it out loud to the group.

Students work in pairs to answer the following questions about each scenario:

What might you think?

What might you feel?

What could you do?

Students use the dry erase marker to write their answers on the page. Students can use the body template to draw how they would feel or add the body cues they would feel. After students complete the activity for the described scenario, students discuss their answers.

4. Pairing up for discussions

After a thorough discussion of their answers, students clean off their activity sheet and switch up partners again.

Once all students find a new person to discuss the next scenario with, read the scenario aloud and have students answer the questions on their activity sheets.

Repeat for as many scenarios as time allows.

6. Closing Statement

Today we talked about making safe choices. We learned that we can use clues from our minds and bodies to keep us safe. We can use the steps:

Think, Feel, Do to help us make safe choices.



THINK, FEEL, DO

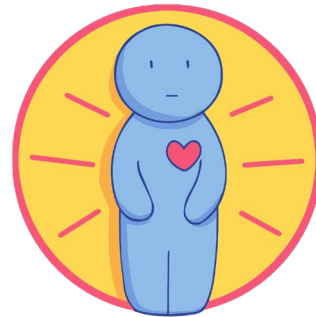


THINK

We use our heads to THINK.

FEEL

We FEEL our body cues.



DO



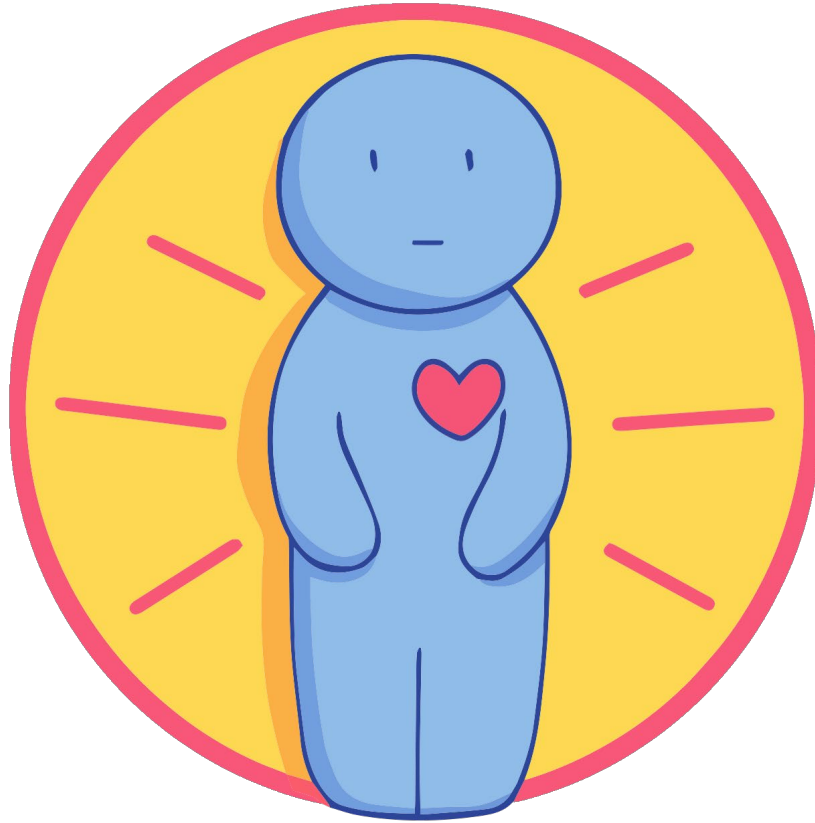
If we **THINK** and **FEEL** that we are unsafe, we have to choose what to **DO** next.

THINK



When we THINK, we use our head to help us make safe choices. When we THINK, we listen to our thoughts and our Inner Safety Voice. We THINK about if our choices are safe.

FEEL



We use our bodies to FEEL different signals. Our bodies give us clues that we FEEL. Listening to how our bodies FEEL can help us to make safe choices. Unsafe choices make us FEEL uncomfortable or upset. Safe choices make us FEEL comfortable or calm.

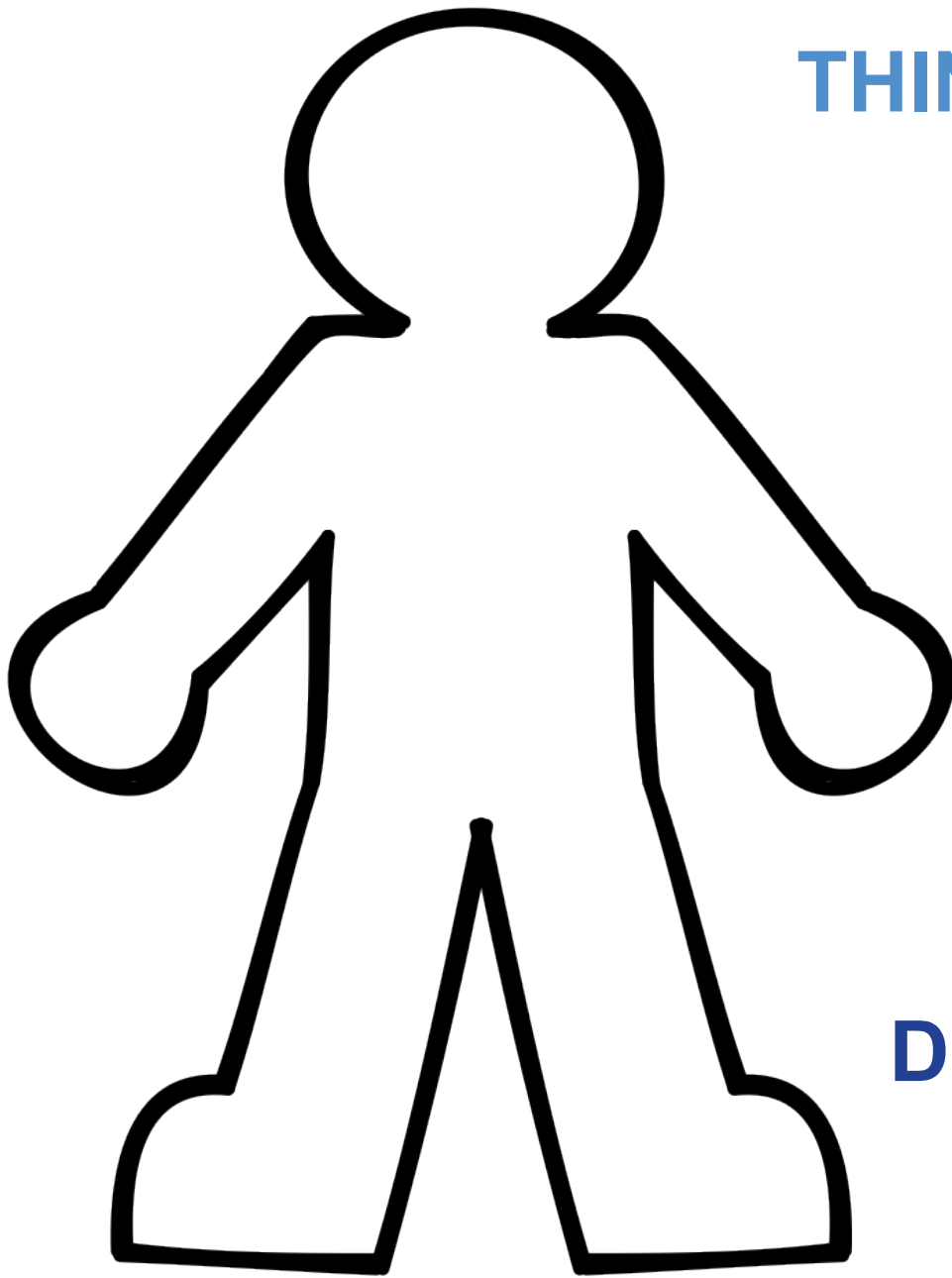
DO



If you **THINK** something might be unsafe, and you **FEEL** your body giving you clues, you have to decide what you are going to **DO** next.

We can use **THINK, FEEL, DO**
to help keep ourselves safe!

What would you
THINK, **FEEL**, **DO** in each situation?



THINK:

FEEL:

DO:

She finds a candle and a lighter. She is thinking about lighting the candle to see if the glass container gets hot.

What might you THINK?
What might you FEEL?
What could you DO?

They want you to join them in riding skateboards. You've never done it before, and you don't have a helmet.

What might you THINK?
What might you FEEL?
What could you DO?

While walking home from school, a stranger asks if he needs a ride. It's cold outside, he's thinking about getting in.

What might you THINK?
What might you FEEL?
What could you DO?

The buzzer for the oven is going off and there is smoke. He is thinking about pulling out the food, so it doesn't burn.

What might you THINK?
What might you FEEL?
What could you DO?

His friend who lives down the street asked him to come over and play. He goes without asking permission.

What might you THINK?
What might you FEEL?
What could you DO?

She sees a drink on the counter at her friend's house. She doesn't know who it belongs to. She is thinking of drinking it.

What might you THINK?
What might you FEEL?
What could you DO?

Her mom usually gives her medicine in the morning. Her mom is late today. She is thinking of taking it by herself.

What might you THINK?
What might you FEEL?
What could you DO?

He finds medicine in the cabinet at his friend's house. He is thinking about putting it in his pocket.

What might you THINK?
What might you FEEL?
What could you DO?

They find bottles that are usually kept under the sink with the cleaning supplies. They want to play with them.

What might you THINK?
What might you FEEL?
What could you DO?

When dinner was finished, he noticed that a sharp knife was left on the counter.

What might you THINK?
What might you FEEL?
What could you DO?

There is a big lake out back. She gets the idea that she might go swimming.

What might you THINK?
What might you FEEL?
What could you DO?

He really isn't ready to take the test today. He is thinking about pretending to be sick so he can go home.

What might you THINK?
What might you FEEL?
What could you DO?

He is climbing up much higher than you're supposed to. The play place is starting to move and make noises.

What might you THINK?
What might you FEEL?
What could you DO?

There is a wild dog walking down the road. He doesn't have a collar. She wants to stop and pick it up.

What might you THINK?
What might you FEEL?
What could you DO?

They found fireworks in the garage. They want to play with the fireworks to find out what they do.

What might you THINK?
What might you FEEL?
What could you DO?

He thought his mom was an aisle over, but he can't find her. He's getting annoyed and doesn't know what to do.

What might you THINK?
What might you FEEL?
What could you DO?

When she got home from school, there was an R rated movie playing on the TV. She thought it was pretty scary.

What might you THINK?
What might you FEEL?
What could you DO?

As the stranger started talking to her, she started feeling sick to her stomach and a bit uncomfortable.

What might you THINK?
What might you FEEL?
What could you DO?