

Safe & Responsible Choices

Lesson Objective:

By the end of the lesson, students will understand how to evaluate choices for safety and responsibility using the S.T.A.R. strategy (Stop, Think, Act, Reflect).

Materials Needed:



- Copy of Book 5, Chapter 5, *Buzz and Sammy Learn About Safe & Responsible Choices*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Activity 1: S.T.A.R. Decision Tree Worksheet
- Activity 2: Role-Play Responsible Choices Scenario Cards
 - Home Connection Letter



Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on safety and responsibility



Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening

Discussion:

- “Today, we’re going to learn how to make safe and responsible choices in our daily lives. Sometimes, we get excited about doing something fun, but it’s important to stop and think about whether our choices are safe. We’re going to read a story about Buzz and Sammy, and see how they use the S.T.A.R. strategy to make a responsible decision.”

2. Discussion Starter

- What does it mean to make a responsible choice?
- - Have you ever done something fun that wasn’t very safe? What happened?

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 5 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Students for the Story:

- “Now let’s read about Buzz and Sammy. In this story, they face a decision that could be fun but also might not be safe. Let’s see what they choose.”
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - What does Buzz suggest the group should do?
 - Why does Sammy feel nervous about the idea?
 - What concerns do Bennie and Ollie have?
 - What do you think might happen if they race down the big hill?
 - Why does Grandma step in to talk to the group?
 - What does Grandma say about excitement and risks?
 - How does the S.T.A.R. strategy help the group?
 - What safe idea does Bennie suggest?
 - How do Buzz and Sammy feel about choosing a safer hill?
 - What lesson do you think Buzz and his friends learned?

Chapter 5: Buzz and Sammy Learn About Safe and Responsible Choices

It was another fun day at the park, and Buzz, Sammy, Ollie, Harriet, Betty, and Bennie were all brainstorming ideas for a new adventure. They had already played tag, hide-and-seek, and a few other games, but now Buzz had a new suggestion.

"Let's race down the big hill!" Buzz exclaimed, pointing to the steep hill that led down to the lake. Sammy looked at the hill and immediately felt a little nervous. It was a steep hill, and the ground was uneven with rocks and tree roots sticking out.

"I don't know, Buzz," Sammy said slowly. "That hill looks kind of dangerous."

Buzz, full of energy, waved Sammy's concern off. "Oh, come on, Sammy! We've raced on smaller hills before, and it was fun! This will be even more exciting."

Bennie, always cautious, looked at the hill too. "I'm with Sammy. It looks pretty steep, and if someone trips, they could get hurt."

Harriet and Betty nodded in agreement, while Ollie crossed his arms thoughtfully. "Maybe we should think about whether this is a safe idea before we decide," Ollie said.

Grandma, who had been sitting nearby reading a book, noticed the group huddled together and decided to join in. "It sounds like you're all deciding whether this race is a good idea," she said with a smile.

"Yeah," Buzz replied, "I think it'll be fun, but everyone else seems unsure."

Grandma nodded. "This sounds like a great moment to practice responsible decision-making. When we're faced with choices, especially ones that might have risks, it's important to stop and think about whether the choice is safe and responsible."

"But how do we know if it's safe or not?" Sammy asked.

"Good question," Grandma said. "One way to figure out if a choice is safe and responsible is to ask yourself a few important questions. You can think of it as checking in with your brain's 'prediction system.' Remember, your brain is always predicting how things will turn out based on what it knows. But sometimes, your excitement can make your brain ignore risks. That's why it's important to ask yourself questions like: 'Is there a chance I could get hurt?' or 'Could this hurt someone else?' and even, 'What's the worst thing that could happen?'"

Buzz thought about it. "So, I should ask myself if racing down the hill could be dangerous?"

"Exactly," Grandma said. "Your brain might be predicting fun, but you also need to consider the possible risks."

Harriet nodded. "And if we think about it, racing down that steep hill could definitely lead to someone tripping over a rock or tree root."

"Right," Grandma said. "You need to evaluate both the fun and the possible consequences before making a decision. Responsible decision-making is about thinking through the outcomes before acting."

Ollie chimed in. "It's like when we talked about emotions influencing our decisions. If we're too excited or in a hurry, our brains might not predict all the risks, so we need to stop and think before acting."

Betty added, "I think it's also important to think about whether there's a safer option. We can still have fun without putting ourselves in danger."

Bennie smiled, appreciating how everyone was thinking things through. "Maybe we could race on a smaller hill instead. That way, it's still exciting but safer."

Buzz was starting to see the point. "I guess you're right. It's better to be safe. Racing down that big hill could be fun, but it's not worth the risk of someone getting hurt."

Sammy nodded. "Yeah, I think it's smart to choose a smaller hill. That way, we're still making a responsible choice, but we don't miss out on the fun."

Grandma smiled proudly at the group. "You're all doing a wonderful job of thinking through the decision. Responsible choices are about weighing the risks and making sure you're taking care of yourselves and each other. By asking yourselves whether a choice is safe, you're helping your brain make better predictions and avoiding unnecessary risks."

Buzz grinned. "Thanks, Grandma. I'm glad we thought about it before just running down the hill."

The group found a smaller, safer hill to race down, and they spent the afternoon having fun without any worries of someone getting hurt. As they played, they realized that making responsible decisions didn't mean missing out on fun—it just meant finding ways to enjoy themselves while staying safe.

Later, as they gathered to head home, Buzz reflected on what they'd learned. "I'm glad we stopped to think about whether the hill was safe. It's important to think about the consequences before we do something."

Sammy nodded in agreement. "Yeah, I learned that even if something sounds fun, it's better to make sure it's safe first."

Ollie smiled. "And now we know how to ask the right questions before making decisions, so we can be sure we're making responsible choices."

Grandma watched them with pride. "Remember, responsible decision-making is a skill you'll use every day. Whether it's about playing a game, solving a problem, or even deciding what to say in a conversation, it's always important to stop, think, and ask yourself if your choice is safe and responsible."

As the sun began to set, Buzz, Sammy, and their friends felt proud of their new understanding. They knew that by asking the right questions and thinking about the consequences, they could make smarter, safer, and more responsible choices—whether they were racing down hills or making decisions in other parts of their lives.

And from that day on, they always remembered to check in with themselves before making a decision, ensuring that they were not only having fun but staying safe and responsible too.

Post-Chapter Teacher Script

- **Teacher:** “Let’s talk about the story and what Buzz, Sammy, and their friends learned. Sometimes it’s hard to make a safe choice when we’re excited. The S.T.A.R. strategy can help us slow down and think carefully.”

Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- How do you think Sammy felt when Buzz suggested racing down the hill?
- Why is it important to think about safety before making a decision?
- How do our brains sometimes get too excited and forget about risks?
- What could have happened if they hadn’t stopped to think about the hill?
- 5. How did Bennie help the group come up with a safer option?
- 6. Why do you think it’s important to ask questions like “Is this safe?”
- 7. How does stopping to think about consequences help us?
- 8. How did the group make a responsible choice in the end?
- 9. What might have happened if Buzz didn’t listen to his friends?
- 10. How can you use the S.T.A.R. strategy in your own life?

Do an Activity (20 minutes)

- Students will practice identifying and making responsible, safe decisions using the S.T.A.R. Strategy

Please choose from the following 2 activities:

Activity 1: S.T.A.R. Decision Tree (15 minutes)

Introduce Activity

“Now that we know how the S.T.A.R. strategy can help us, we’re going to practice it. We’ll create a decision tree that helps us Stop, Think, Act, and Reflect on safe and responsible choices.”

Activity Instructions

- Hand out the S.T.A.R. Decision Tree worksheet.
- Walk students through a practice scenario: "You are invited to jump off the playground swing. What should you do?"
- As a group, fill out each step of the decision tree (Stop, Think, Act, Reflect).
- Let students work individually or in pairs to complete the tree for another scenario: "Running in the hallway at school."

Activity 2: Role-Play Responsible Choices (15 minutes)

Introduce Activity

"Now we're going to practice making safe and responsible choices by acting out different scenarios. I'll give you each a card with a situation, and you'll work with a partner to act out how you can use the S.T.A.R. strategy to make a good decision."

Activity Instructions

- Give each pair a role-play card with a situation (e.g., "You're dared to climb a high tree"; "Someone asks you to ride your bike without a helmet").
- Have students role-play stopping, thinking, making a responsible choice, and reflecting afterward.
- After each role-play, ask the class: "What did they do to make a responsible choice?"

Review and Reflection Teacher Script



1. **Gather in a Circle for Reflection:**
 - "Let's all come back together in a circle."
2. **Closing**
 - "You all did a great job today thinking about responsible choices! Remember, it's important to ask yourself if something is safe and responsible before you act. Let's take a moment to reflect on how we'll use the S.T.A.R. strategy."
 - "How can the S.T.A.R. strategy help me make better choices?"
 - "What's one responsible choice I made recently?"

Home Connection Letter

1. Sending Information Home:

- “I’m sending home a letter today that explains what we learned about responsible decision-making. It includes ideas for how you can talk about making safe choices at home.”
- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today, your child learned about making safe and responsible choices using the S.T.A.R. strategy.



This strategy helps children:

- Stop before acting on impulse.
- Think about the consequences of their actions.
- Act in a way that is safe and responsible.
- Reflect on their decision to learn for the future.

We discussed how sometimes excitement can make it harder to see risks, but by slowing down and thinking things through, we can make better decisions. You can support your child by encouraging them to use the S.T.A.R. strategy when they face decisions at home, such as deciding whether a certain game or activity is safe.

Thank you for supporting your child's growth in learning to make responsible choices!

Best Regards,

S.T.A.R. Strategy



**Stop
Think
Act
Reflect**



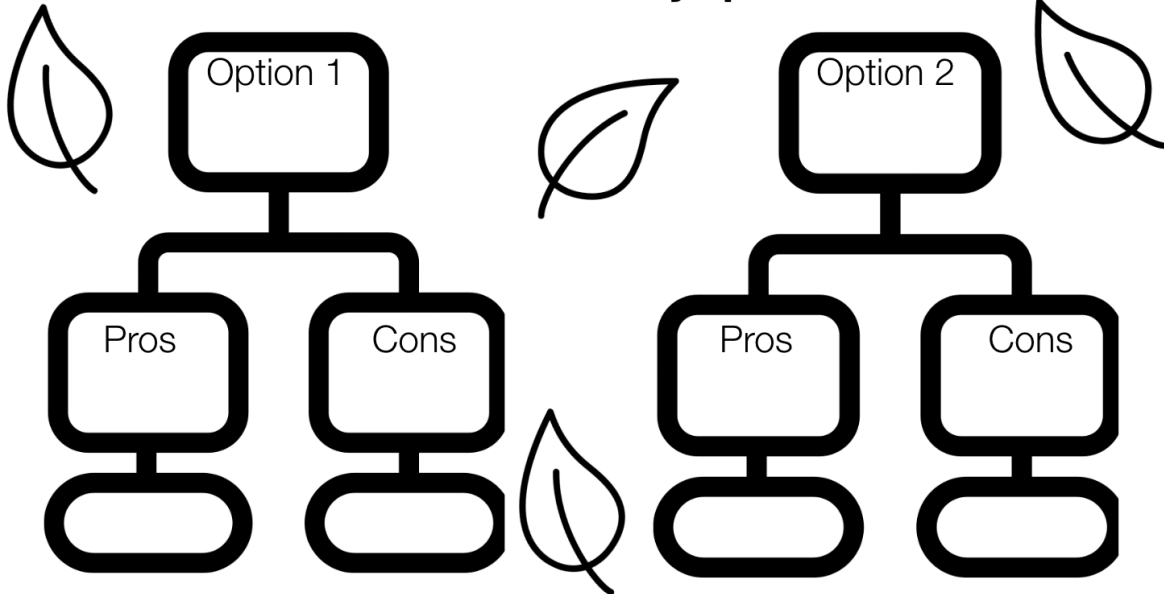
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S.T.A.R. Decision Tree

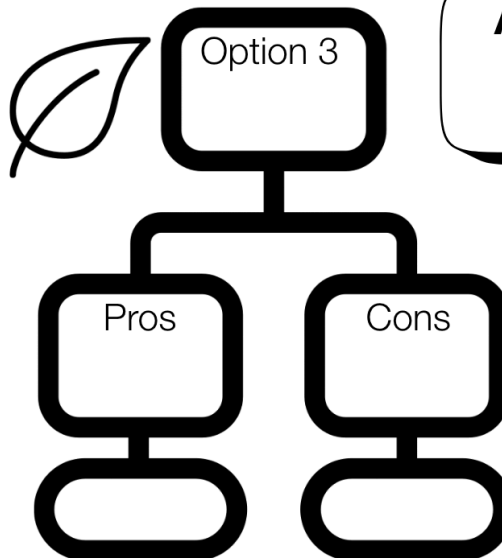
STOP: What is the decision I must make?



Think: What are my options?



Act: Which option will I choose?



**Reflect: How did it go?
Should I repeat this choice
again?**

You are at a friend's house, and they ask if you want to stay up late and watch a scary movie. You're not sure if you'll be too scared to sleep later.

You're in art class, and your friend asks to borrow your special markers. You really like them and are worried they might not be returned in good condition.

At recess, your friends want to climb the tallest tree on the playground, but you're not sure if it's safe. They are encouraging you to join them.

During lunch, a classmate teases another student. Your friends are laughing, but it makes you uncomfortable. You're not sure whether to say something or stay quiet.

You're in a group project, and your classmate is not helping. You are feeling frustrated because you're doing most of the work. Should you tell the teacher or try to work it out with your classmate?

At a birthday party, your friend offers you a soda. You know your parents don't let you drink sugary drinks but don't want to seem rude or feel left out.

You're playing a board game with your siblings, and one of them starts bending the rules to win. You don't want to cause an argument, but it doesn't seem fair.

A group of friends starts whispering about someone in your class, saying mean things. They ask you to join in, but you're not sure you want to be part of it.

Your teacher asks for a volunteer to answer a question in class. You know the answer but feel nervous about speaking in front of everyone.

You're at the park, and your friend wants to race bikes down a steep hill. It looks fun, but you're worried someone could get hurt. Everyone else seems excited to try.