

# THE PERSONAL STOP MODEL

## Fact Sheet

### Using Life Skills-Based Education to Promote Healthy Attitudes and Behaviours in Young People

Develop a response to a difficult situation using the Personal STOP Model

**S**TATE the action or behaviour that is concerning you

**T**ELL the person (or people) how it makes you feel

**O**FFER a suggestion of how you would like the person (or people) to act

**P**POINT OUT the positive results that could follow from your suggestion OR the negative results that could follow if the action or behaviour continues

Steps to assertive action	You might say
1. <b>S</b> tate the action or behaviour that is concerning you	e.g. I don't want you to drink and drive
2. <b>T</b> ell the person (or people) how it makes you feel	e.g. I'm really worried about someone getting hurt
3. <b>O</b> ffer a suggestion of how you would like the person (or people) to act	e.g. I think we should catch the bus or a taxi
4. <b>P</b> oint out the positive results that could follow from your suggestion OR the negative results that could follow if the action or behaviour continues	e.g. If we do that we can have a good time and get home without any dramas OR If you get busted you'll end up with all sorts of dramas

Adapted from Life Skills-Based Education for Drug Use Prevention Training Manual  
[www.unicef.org/lifeskills/DrugUsePreventionTrainingManual.pdf](http://www.unicef.org/lifeskills/DrugUsePreventionTrainingManual.pdf)

