



Home Workout 1

for adults and teens together

Our class is participating in the *Too Good* program published by the Mendez Foundation to teach skills for healthy, drug-free lives. Today we learned about the importance of setting goals, how to name a personal goal, and the steps to follow to reach that goal.

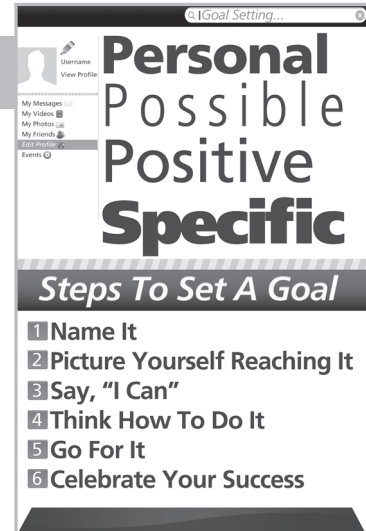


Activity: Family Goal-Setting Collage

To reinforce the goal-setting skills, set a family goal with input from the entire family. Your family goal could be anything you wish to accomplish as a family: saving money, starting a family recycling program, taking a trip, etc. Once you have agreed on a family goal create a family goal-setting collage on a cork board or poster board. This collage will become a visual representation of your family goal. Include photos, drawings, newspaper clippings, inspiring words—anything that represents your family goal.

Before you can name your family goal, ask yourselves these four questions about your goal:

- Is it **Personal**? Is it something you all really want to do?
- Is it **Possible**? Do we have, or can we get, the resources we need to achieve it?
- Is it **Positive**? Instead of phrasing your goal as something you won't do, phrase it in a positive way.
- Is it **Specific**? What is your specific timetable for accomplishing this goal?



Keep your collage in a prominent place as a reminder of what you are working toward!

What was your family goal? _____

What materials did you use in your collage? _____

When do you hope to reach your goal? _____

What steps will the family take to reach this goal? _____

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 1: Family Goal-Setting Collage

Student Name: _____ Adult Signature: _____



Home Workout 2

for adults and teens together

Adolescents equipped with decision-making skills are better able to thoughtfully plan their actions and evaluate the choices they face in life. Today we learned the steps to making good decisions. Here is the Decision-Making Model we followed.



Activity: Decision Switch

Whether you are a teen or an adult, you have important decisions to make in your life. What if, as a teen, you had to make a big decision like buying a car or choosing where to live? On the other hand, what if, as an adult, you had to decide what after-school club to join or who to sit with at lunch? How would you handle these decisions? Gather as many family members together as possible. Provide paper and pens for everyone.

Directions:

Take a minute to think about a dilemma you faced that led to one of the most important decisions in your life. Write down the decision you needed to make at the top of the paper. (Give everyone and yourself time to write.) Then, switch papers with someone who is not in your age range.

Read the dilemma described on the paper in front of you. Refer to the four Decision-Making Steps to make your decision. You have already done the first step just by stopping to read the dilemma to yourself.

Picture a positive outcome for this dilemma. Consider your options and the consequences of those options. Then write down what you would do. What is the decision you would make? Reflect as a group on your decision by discussing the possible outcome. Let each member of the group consider what they think the likely outcome and the consequences of the decision would be. The perspective of the group will help you better predict outcomes and consequences for future decisions.

What was the most important thing you learned from each other? _____



After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 2: Decision Switch

Student Name: _____ Adult Signature: _____



Home Workout 3

for adults and teens together

Adolescents who recognize how their emotions influence their decisions are better prepared to make thoughtful, rational choices. Emotional self-awareness creates internal capacity to understand and identify how one responds to internal and external influences. Emotional competency fosters the recognition and appreciation of the emotions of others promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships. Today we learned healthy ways to express feelings and manage emotions.

Activity: Picture how it feels

When you get home, gather as many pictures or photos of people you can find. These can be in magazines, family albums, newspapers, or on the internet. If you find them on the internet and you have a printer, print them out. Put all the pictures on a table face down. Have all members of the family pick one picture and take a moment to look at the picture they chose.

Think about how the person in the photo is feeling and why. Remember, it helps to try on their facial expression yourself. Is the person happy because they just found out they won tickets to a concert? Is the person scared because they are lost? How could you respond to this person if you encountered them in person? Even if someone is happy, you can congratulate them and make their experience even better.

Fill out the following information about the individual in the photo you chose:

This person feels _____
because _____
He or she wants to _____
I can respond by _____
This made them feel _____
I feel _____

Switch photos and see if someone else feels differently about that person. Sometimes people interpret emotions differently, and the only way we can be sure we know how someone feels is to ask. After answering the questions below, discuss your answers with each other.

What made you decide how that person is feeling? _____
How good were you at picturing how it feels to be in someone else's shoes? _____
Was it easier to figure out the emotion by trying on their facial expression? _____
Did everyone agree with what emotion was being expressed in the photos? _____

After completing the activity, fill out the portion below, cut along the dotted line, and return it to your child's teacher.



Home Workout 3: Picture how it feels

Student Name: _____ Adult Signature: _____



Home Workout 4

for adults and teens together

Effective communication skills enable adolescents to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation. Adolescents who are effective communicators are better able to make decisions consistent with their goals and develop healthy relationships.



Activity: Mirror, Mirror

How good are you at non-verbal communication? Making eye contact and carefully observing the person speaking is part of being an active listener. Much of the message is communicated through facial expressions and body language. Do we as the 'Receiver' really understand what the 'Sender' is trying to say without using any words? Let's find out!

Before you start:

Write down the messages below on separate pieces of paper, fold, and put in a bowl.

Gather the family together and break into partners. Decide who will be the sender and who will be the receiver in each partnership. Each sender will choose a message from the bowl, read the message to themselves, fold it, and return it to the bowl. Without saying anything, and only using facial expressions and body language, send the message to your partner, the receiver. The receiver will follow all expressions and movements as if the sender were looking in a mirror. Continue until the receiver thinks they know what the message is and says, "Stop." When the receiver understands the message, switch roles and pick a new message from the bowl.

Messages:



Were you a better sender or receiver? _____

Did it help to mirror, or try on, the sender's expressions and body language? _____

Have you ever found yourself listening to someone and then notice you were making the same faces they were? _____

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 4: Mirror, Mirror

Student Name: _____ Adult Signature: _____



Home Workout 5

for adults and teens together

Adolescents surrounded by positive influences make better, less-risky choices and are more likely to reach their goals. Building positive relationships with friends and family helps to develop feelings of belonging and connectedness. This feeling of support from family, friends, and community diminishes the impact of risk factors on behavior.



Activity: Build a Tradition

The first people we bond with are family members. Family traditions are built around shared interests, values, qualities, and ideas. These values include being kind, loyal, honest, fun, and helpful. It also helps to be able to communicate and listen to each other's ideas and value each other's time. These are the building blocks to feeling connected.

With this in mind, gather the family together to **"Build a Tradition!"**

Though most family traditions evolve over time, take this opportunity to build a brand new one. Choose a comfortable time for everyone to gather, such as breakfast, dinner or between favorite TV shows. Share the 'building blocks' for creating a new family tradition listed below. Discuss all the possibilities for Who? What? When? Where? and How? Circle the best 'building blocks' to help build your new family tradition (circle as many as apply). Is it just that easy? Try it and see!

"Build a Tradition" using the following building blocks:

Who?	Immediate Family	Extended Family	Neighborhood	Community
What?	Special Meal	Activity	Helping	Donating (things or time)
When?	Everyday	Once a week	Once a month	Once a year
Where?	Home	Outside	A Destination	Cyberspace
How?	As a group	Individually	Keep photos	Keep videos

Name your new tradition and have fun!

How did this activity make everyone feel more connected? _____

What qualities or values are important to your family? _____

Which qualities and values are important in friendships? _____

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 5: Build a Tradition

Student Name: _____ Adult Signature: _____



Home Workout 6

for adults and teens together

Underage drinking has detrimental effects on the development of a healthy body and brain. Student knowledge of the physical consequences of drinking alcohol reduces the likelihood of consuming alcohol; however, social pressures and influences can override the protective effect of this knowledge. Today we learned about the short- and long-term effects of underage drinking on the teenage brain and body. We also recognized the role expectations play in decision making and the origin of these expectations.



Activity: Intoxicating Tunes



Music influences our lives. We all have favorite songs from the past or present. In this activity, think of as many song titles and lyrics as you can that have to do with drinking alcohol. Write down the titles and lyrics, if you know them, on a sheet of paper and share them with each other.

Let's take a look at the lists and compare!

Student

Adult

1. How many songs?
2. Purpose of the songs?
3. How many have a positive influence?
4. How many have a negative influence?

1. Discuss how the two lists compare.
2. What were some of the expectations about alcohol in these songs? _____

3. Why do you think so many songs make reference to alcohol? _____

4. Will this activity cause you to listen to songs differently? _____

Why? _____

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 6: Intoxicating Tunes

Student Name: _____ Adult Signature: _____



Home Workout 7

for adults and teens together

Tobacco-related products are harmful to the body in all forms of use. Tobacco products contain the highly addictive chemical, nicotine. Today we learned about the short-term and long-term effects and social consequences of nicotine use. We also compared the glamorous image of nicotine use often portrayed in the media with the harmful reality.



Activity: Staging the Scene

In 1970, Congress banned the advertisement of tobacco products on television and radio. Since 2010, tobacco companies have faced more restrictions in their efforts to promote their products and brands. Tobacco companies can still advertise in print and on billboards, but they are restricted to using black text on a white background. No imagery or color can be included in the advertisement. They can't sponsor or promote sporting events either. However, there are no government restrictions yet for tobacco product placement—the embedding of tobacco products in films, television, music videos, or videogames as part of the story plot.

Product placement portrays people using and enjoying products to normalize and glamorize their use. Companies pay a fee or provide services in exchange for a conspicuous display of their product in movies, TV programs, music videos, and video games.

Discuss together as a family the movies, TV shows, music videos, or videogames you have seen that place tobacco-related products in the story, scenes, or plotline of films, television, music videos, or videogames. Use the questions below to facilitate your discussion.

- Which tobacco-related products were used? (cigarettes, vape pens, cigars, etc.)
- What type of production did you observe the product placement? (movie, videogame, etc.)
- Who was the intended audience? (kids, teens, adults)
- What type of techniques did the producer use to make the product attractive? (popular actor, colors, camera angles, etc.)
- Was the tobacco product associated with excitement or thrills?
- Was the tobacco product associated with glamour or prestige?
- Do you think product placement is more effective or less effective than a 30 second commercial advertising the same product? Why or why not?

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 7: Staging the Scene

Student Name: _____ Adult Signature: _____



Home Workout 8

for adults and teens together

Adolescents overestimate the percentage of their peers who use marijuana, and they also tend to underestimate the effects of the drug’s use. That’s why it is important to examine the misperceptions of marijuana and its use. Today we learned about the effects of marijuana on the body, especially on the teenage brain. We also discussed the impact of marijuana use on reaching goals.

Activity: Gathering Goals

Marijuana use has many effects, both mental and physical, that can interfere with a person reaching their goals. For example, short-term memory loss could keep a person from remembering a computer password or an assignment given to them the day before. One effect that has an impact on **All Goals!** is lack of motivation. This lack of motivation can keep a person from wanting to set goals in the first place.

There are six effects of marijuana use, nine goals, and one All Goals! distributed in the matrix below. Copy and cut out each tile in the matrix. Fold them in half and put the six effects tiles in one bowl and the ten goals tiles in another bowl.

Short-Term Memory Loss	Accelerated Heart Rate	Lack of Motivation	Play Baseball
Slow Reaction Time	Lowered Immune System	Against the Law	Apply for a Job
All Goals!	Learn to Play	Be Healthy	Drive a Car
Ride a Bike	Get Good Grades	Grocery Shopping	Play Video Games

The object of the activity is to collect as many goals as you can. On your turn, blindly select an effect from the effects bowl and a goal from the goals bowl. Explain how the effect you picked will interfere with your reaching the goal you picked. Keep that goal and put the effect back in its bowl. It is now the next player’s turn. Keep playing until all of the goals have been collected. The player with the most goals wins! If you choose All Goals!, you can automatically win by picking Lack of Motivation as the effect and explaining its impact on goals!

Discuss why goals are important and what life would be like without them.

Discuss goals you might like to set as individuals and as a family.

After completing the activity, fill out the portion below, cut along the dotted line, and return it to your child’s teacher.



Home Workout 8: Gathering Goals

Student Name: _____ Adult Signature: _____



Home Workout 9

for adults and teens together

Today we learned about the negative effects of the misuse of over-the-counter (OTC) and prescription drugs and the use of street drugs. Establishing a clear perception of harm about these drugs reduces the risk of experimentation and abuse.



Activity: Healthy Alternatives

Most teens choose to be drug-free and will never experiment with drugs. Teens focused on their goals won't let drug use keep them from getting to where they want to go in life. The few teens that do choose to experiment with drugs may do so as a response to life challenges. These challenges could be a need to fit in or belong, to overcome boredom, to satisfy curiosity, to take risks and rebel, to relax or escape, to feel older, or to self-medicate. There are healthy ways to meet these challenges.

For each life challenge below, identify a healthy way to manage it. For example, if a teen is looking to take risks and rebel, a healthy alternative to getting high would be to learn how to scuba dive or go snowboarding. If a teen has physical pain, a healthy alternative to experimenting with pain killers would be to try ice, a massage, yoga, etc.

Life Challenge	Healthy Alternative
1. To fit in or belong	
2. To overcome boredom	
3. To satisfy curiosity	
4. To take risks and rebel	
5. To relax or escape	
6. To feel older	
7. To self-medicate	

Which of the life challenges were the most difficult to meet with a healthy alternative?

Why was it difficult to identify a healthy way to meet this life challenge?

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child's teacher.



Home Workout 9: Healthy Alternatives

Student Name: _____ Adult Signature: _____



Home Workout 10

for adults and teens together

Today we learned how to differentiate healthy and unhealthy risks and predict their outcomes. Adolescents who understand and can manage risk-taking are better able to predict the outcomes of their actions, equipping them to make more responsible decisions.

Activity: Just What the Doctor Ordered

This saying, "Just what the doctor ordered," means that a person has or is doing something that is just right for them. It might be a long awaited vacation, taking a healthy risk like getting a new haircut, or eating their favorite meal. The saying was derived from the idea that a doctor's advice will make someone feel better. To prescribe means to lay down in writing a rule or course of action to be taken. If this prescribed course of action is not followed it can quickly become "NOT what the doctor ordered!" or an unhealthy risk.

Decide which of the following statements are healthy risks and which are unhealthy risks. Circle one.

- | | | |
|--|----------------|------------------|
| - The tower grounded all flights until the storm passed the field. The pilot took the plane up anyway. | Healthy | Unhealthy |
| - Jake ignored the sign that said, "Danger Keep Out," and went in the building with his dog. | Healthy | Unhealthy |
| - Tanya had never eaten artichokes before, so she tried one. | Healthy | Unhealthy |
| - Matt got up and played guitar in his friend's band without any rehearsal. | Healthy | Unhealthy |
| - The broken glass did not stop Sharise from walking in the street barefoot. | Healthy | Unhealthy |
| - Dan went hiking with his kids even though he might be sore the next day. | Healthy | Unhealthy |

Just as in everyday life, we need to know the risks of taking prescription or OTC drugs. If it's not "Just what the doctor ordered," the side effects can be harmful, addictive, or deadly. Study the label of a bottle of aspirin, ibuprofen, or cough medicine you have in the house. Discuss what it will do to help a person's condition, and then discuss the warnings. Make sure whatever you take is "Just what the doctor ordered."

After completing the activity, fill out the portion below, cut along the dotted line, and return it to your child's teacher.



Home Workout 10: Just What the Doctor Ordered

Student Name: _____ Adult Signature: _____