Home Workout 1

for adults and kids together

Our class has been participating in *Too Good*, a social emotional learning program developed by the Mendez Foundation to teach skills for healthy and drug-free living. As an extension of the lesson in the classroom, we encourage families to discuss what we've learned and participate in activities that reinforce the lessons taught in *Too Good*. This week's lesson teaches goal-setting skills.

Well-set goals serve as a compass, keeping children on course toward a well-designed future. Children who can and do set reachable goals have a stronger sense of self and make better decisions.

Activity: Goal Boosters Say…

In class today, we learned the six steps to reaching a goal and discussed how Goal Boosters are people who support and encourage us as we work to reach a goal. With your child, develop a Goal Booster's Top Ten list of statements and encouraging words that Goal Boosters would say. Write these statements and phrases in the spaces provided below.

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Once you have made your Goal Booster's Top Ten list, detach it and display it prominently in your home. Use these words and phrases to encourage one another to reach your goals.

Goal Booster's Top Ten

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Home Workout 2

for adults and kids together

Children equipped with decision-making and problem-solving skills are more likely to make confident, healthy decisions and avoid negative consequences. The ability to stop and consider the positive and negative consequences of decisions reduces the likelihood of impulsive behavior, keeping actions consistent with short-term goals.

Today, we learned that when we stop to think about a positive outcome and consider the positive and negative consequences of our decisions before taking action, we are more likely to make good, healthy choices, and we will be more confident in ourselves. Use this activity to continue practicing your child's decision-making skills to prepare your child to face bigger decisions.

Activity: Better Choice Next Time

In each scenario below, a character makes a bad decision. With your child, list the negative consequences that could happen as a result of the character's bad decision. Then, help the character make a better decision by considering two alternative options for each scenario. Discuss these options and their positive and negative consequences with your child. When you and your child have selected the best option, mark it with a checkmark in the appropriate box.

1. Calvin broke the gate to the backyard. When his dad asked him what happened, Calvin decided to lie. He told his dad he saw the neighbor playing football with his friends, and the neighbor must have broken it.

Negative consequences of Calvin's decision: _____

_____

_____

❏ Alternative Option 1: _____

❏ Alternative Option 2: _____

2. Caroline's friend is selling candy bars at school to raise money for the soccer team's tournament, and Caroline wants to buy some. Caroline just spent all of her money on a new pair of sunglasses, and she won't get her allowance for another two weeks. Caroline decided to take money from her mom's purse so she can buy candy bars from her friend.

Negative consequences of Caroline's decision: _____

_____

_____

❏ Alternative Option 1: _____

❏ Alternative Option 2: _____

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Home Workout 3

for adults and kids together

Children equipped to identify and manage their emotions are better able to express their feelings with confidence. Emotional self-awareness fosters the recognition and appreciation of the emotions of others, promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships.

In class today, we learned there are different words we can use to describe the different intensities of emotions. We also learned how to identify our emotions, and we discussed healthy ways to manage emotions so they don't become overwhelming. We also practiced recognizing the emotions of others by observing facial expressions. Today's activity will help your child continue to build emotional self-awareness and practice managing emotions so he or she can continue making healthy decisions with positive outcomes.

Activity: Emotion Totem Pole

With your child, begin at the bottom of the totem pole to the right and imitate each facial expression. As you and your child imitate each expression, discuss which emotion you feel. Then, choose an emotion together and answer the questions to the right of the totem pole.

Finally, practice reading each other's emotions by taking turns imitating a different facial expression from the totem pole. Let the person observing the facial expression guess which one you are imitating.

1. What is the emotion? _____

   _____

2. What physical signals alert you to this emotion? (Keep in mind the physical signals could be different for each of you.)

   _____

   _____

3. Tell each other about a time you experienced this emotion.

4. Name four healthy ways you could manage this emotion.

   _____

   _____

   _____

   _____

5. Take turns making different faces on the totem pole and randomly choosing family members to identify the emotion.

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Home Workout 4

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Children with effective communication skills are better able to resolve conflict peacefully, share feelings, and share ideas with others, enhancing cooperation and relationship building. Children who are effective communicators are more likely to bond with their peers and develop healthy relationships.

In our class today, we learned the roles of the Speaker and the Listener in the communication process. We discussed the characteristics of an assertive speaker and practiced applying them. We also practiced being an active listener by showing care and respect for the person speaking. This activity will help you and your child continue to build the skills necessary for effective communication.

Activity: Listen Up

Ask your child to review the roles of the Speaker and the Listener with you. As a family, take turns asking and answering the Listen Up Questions. Remember, this activity reviews the communication skills. There are no right or wrong answers. When you are finished, answer the questions at the bottom of the page.

Roles of the Speaker

- Speak Up
- Stay on Topic

Roles of the Listener

- Lean In
- Ask Clarifying Questions

Listen Up Questions

1. If you could have any job, what would it be and why?
2. What is the best gift you have ever received? Why was it so special?
3. What do you think is the most important friendship quality to have in a friend?
4. What one word would you use to describe yourself? Why did you choose that word?
5. What really scares you and why?
6. If you were my age, what advice would you give me?
7. How are you and I alike? How are we different?

Follow Up Questions

1. Which Speaking skills did each participant use? _____

   _____

   _____

2. Which Listening skills did each participant use? _____

   _____

   _____

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Home Workout 5

for adults and kids together

Bonding with pro-social others fosters belonging and connectedness mitigating the impact of risk factors on behavior. Peer selection skills, including the ability to make and maintain positive friendships, is a critical protective factor. Children surrounded with positive peer influences make more responsible, less-risky choices, and are more likely to reach their goals.

In class today, we discussed healthy and unhealthy friendship qualities. We learned how to be a good friend to others and discussed the benefits of choosing friends with healthy qualities. This activity will help you and your child continue to build the skills necessary for developing healthy friendships.

Activity: Friendship Qualities

As a family, think of a friendship quality that begins with each of the letters below. Then together, decide if the word is a healthy or unhealthy friendship quality. If it is a healthy friendship quality, circle the letter "H." If it is an unhealthy friendship quality, circle the letter "U."

C	Caring	(H) U
D		H U
F		H U
H		H U
K		H U
L		H U

M		H U
N		H U
P		H U
S		H U
T		H U
W		H U

Why is it important to have good friends? _____

_____

_____

What friendship qualities did you first notice in one of your best friends?

_____

_____

_____

Finally, discuss how to handle friendships that may be unhealthy. What can you say to a friend that demonstrates unhealthy friendship qualities? What do you say or do to end an unhealthy friendship?

_____

_____

_____

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Home Workout 6

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The influence of peers increases as children approach adolescence. Peer-pressure refusal skills enable children to express their decisions with confidence to avoid risky behaviors. Children equipped with these skills are better able to resist negative peer pressure and to be a positive influence on others.

In class today, we learned six peer-pressure refusal strategies. In this activity, you will continue to help your child learn and practice the peer-pressure refusal strategies in a variety of situations.

Activity: Under Pressure

Ask your child to review the six peer-pressure refusal strategies listed in the table below. Then, discuss each peer-pressure situation that follows and determine how they could refuse the pressure using one of the strategies. Write your answers on the lines provided.

Make an Excuse	**Say, "NO!"**	**Broken Record**
Walk Away	**Ignore**	**A Better Idea**

1. You are sitting next to your classmate on the school bus, and he keeps begging you to let him copy your homework.

   What would you say or do in this situation? _____

   _____

2. Your friend is at your house playing video games. Your friend says to you, "This is boring. Let's go jump in your pool. Your dad won't care." You know you aren't allowed in the pool without adult supervision.

   What would you say or do in this situation? _____

   _____

3. You are writing your book report in the library when a kid says to you, "I dare you to turn the lights off, scream really loud, and run out the door."

   What would you say or do in this situation? _____

   _____

4. You and a friend are riding bikes in your neighborhood. Your parents said you cannot leave the neighborhood. Your friend says, "I'm tired of riding around here. Let's cross the busy street and go to the neighborhood on the other side."

   What would you say or do in this situation? _____

   _____

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Home Workout 7

for adults and kids together

Alcohol use negatively affects the healthy development of the brain. Knowledge of the physical consequences of alcohol promotes a perception of harm related to underage alcohol use. Normative education methods effectively correct misconceptions about behavior.

In class today, we learned about the negative effects that drinking alcohol can have on adolescent brain development and behavior. We discussed the effects of alcohol use on the ability to reach one's goals, and we practiced the effective use of the peer-pressure refusal strategies in a variety of situations involving alcohol. In this activity, you and your child will continue learning the effects of alcohol use.

Activity: Think Something of It

An ordered pair of numbers is used to locate a point. The first number shows how many units horizontally. The second number shows how many units vertically. Determine the effects of alcohol use by finding the letter on the grid for each ordered pair. Write the letter on the line provided above each ordered pair. The first letter is done for you. Discuss with your child how each effect of alcohol use can get in the way of someone reaching a personal goal or participating in a favorite activity.

6	R	O	A	J	E	V
5	Y	Q	B	C	L	H
4	K	F	N	D	T	Y
3	S	C	Z	E	X	P
2	H	O	G	M	A	F
1	U	Q	J	I	U	W
	1	2	3	4	5	6

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Home Workout 8

for adults and kids together

The use of tobacco products in all forms is harmful to the body. Tobacco products contain the highly addictive chemical, nicotine. Children who learn the negative short-term effects, long-term effects, and social consequences of using tobacco products are more likely to remain tobacco free.

In class today, we learned the harmful effects of using tobacco. We discussed the short-term and long-term effects of secondhand smoke, and we practiced refusing peer pressure in situations involving tobacco. In this activity, you will continue identifying the short-term and long-term effects of using tobacco products and discuss how tobacco use could affect someone's ability to reach a personal goal.

Activity: Butt Out

Have each family member think of three negative short-term or long-term effects of tobacco use. Write each negative effect on a scrap piece of paper, fold each paper, and place it in a bowl.

Then, working in teams or alone:

1. Select one negative effect from the bowl.
2. Draw a picture of the effect without saying or writing any words.
3. The rest of the family will try to guess the negative effect.
4. Allow one minute for each turn.
5. Give one point for guessing correctly.

Discuss several of the negative short-term and long-term consequences. Write down how these effects could keep you or someone in your family from reaching a personal goal.

_____

_____

_____

_____

_____

_____

_____

_____

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Home Workout 9

for adults and kids together

Children's awareness of the dangerous effects of the misuse and abuse of prescription and over-the-counter drugs serves as a critical protective factor. Establishing a clear perception of harm about the effects of these drugs builds protection within the child to mitigate the risk of abuse or accidental misuse.

In class today, we learned about safe and unsafe use of prescription and over-the-counter medicines. We also discussed the benefits of medicine when used correctly. In this activity, you and your child will continue to discuss the safe and unsafe use of prescription and over-the-counter medicines.

Activity: Safety First

With your child, conduct a safety check of the prescription and over-the-counter medications in your house by using the list below. Read each statement, and then place a plus (+) in the box to indicate you have followed the recommendation. Place a minus (-) in the box if you need to work on the suggestion.

❑ Prescription and over-the-counter (OTC) medicines are stored in a location separate from food and chemicals.

❑ All medication is kept out of the reach of children.

❑ Expiration dates have been checked on medications and no expired medicine is stored in the home.

❑ All medicine is stored in their original, labeled containers with childproof caps.

❑ Purses and bags that could contain medications are kept out of reach of children.

❑ When visitors come, arrangements have been made to keep their purses and bags out of the reach of children.

❑ All medication is stored in a cabinet or location that is locked.

❑ We have a plan for proper disposal of expired or unnecessary medication.

❑ The Poison Control number is posted somewhere so everyone can see it or is stored where everyone knows where it is.

If you have any minuses (-) on the suggestions above, discuss and write a plan to changes the minuses (-) to pluses (+).

_____

_____

_____

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Home Workout 10

for adults and kids together

Children equipped with basic decision-making skills understand how personal choices affect their health and well-being and are more likely to make decisions that lead to positive, productive, drug-free lives. The ability to identify healthy and unhealthy choices mitigates impulsivity and builds confidence in decision making.

Today, we discussed healthy choices and how these choices affect our lifelong wellness. In this activity, you and your child will discuss how to include healthy choices in your daily routine.

Activity: Healthy Choices

Work together as a family, to determine practical ways to include healthy choices in your daily routines. Read each clue, and then spell out each answer on the lines provided below the clue. Finally, use the numbered letters in each answer to solve the question at the bottom of the page.

CLUE 1
A refreshing beverage after playing outside on a hot summer day.

____ ____ ____ ____ ____
2 5

CLUE 2
Sticking to one of these will help you get the sleep you need.

____ ____ ____ ____ ____ ____ ____
11 13 4

CLUE 3
Wear this to help protect you from getting sunburns.

____ ____ ____ ____ ____ ____ ____ ____ ____
6 14 9

CLUE 4
Eat this red fruit as a healthy snack after school.

____ ____ ____ ____ ____
7 12

CLUE 5
Grab your helmet and go for one of these. It is a great way to get physical activity and see your neighborhood.

____ ____ ____ ____ ____ ____ ____ ____
3 10

CLUE 6
Learning to manage these will help you relax, stay in control of your reactions, and make better decisions.

____ ____ ____ ____ ____ ____ ____ ____
1 8

What you can do to help you reach your goals?

____ ____ ____ ____
1 2 3 4

____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____
5 4 6 7 8 9 6 10 11 12 4

____ ____ ____ ____ ____ ____ ____ ____ ____
13 4 14 10 6 10 8 9 6

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