



# Home Workout 1

for adults and kids together

Our class is participating in *Too Good*, a social emotional learning prevention education program developed by the Mendez Foundation to teach skills for healthy and drug-free living. We encourage families to discuss what we've learned and participate in activities that reinforce the skills taught in *Too Good*.

In class today, we learned the six steps to reaching a goal. The more children practice setting and reaching goals, the better able they will be to plan for and achieve what they want in the future. Use this activity to help make goal setting a habit for your child.



## Activity: Goal Intentions

Ask your child to tell you about the goal-setting steps listed below. Your child learned these steps with the help of Wagner, the central character in the *Too Good for Drugs* Grade 2 program.

1. Name It
2. Picture It
3. Say, "I can!"
4. Think How to Do It
5. Go for It
6. Celebrate



Help your child set a short-term goal, one your child can reach within a week. Write your child's goal on the line below. Use the chart to keep track of your child's progress. Remember to celebrate together when the goal is achieved.

My goal is to \_\_\_\_\_ every day for one week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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: Goal Intentions

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 2

for adults and kids together

In class today, we learned a poem to help us remember to stop and think before making a decision. When we think about a decision, we must consider the options and the positive and negative consequences. When children learn to stop and think, they are more likely to make confident, healthy decisions and avoid negative consequences.

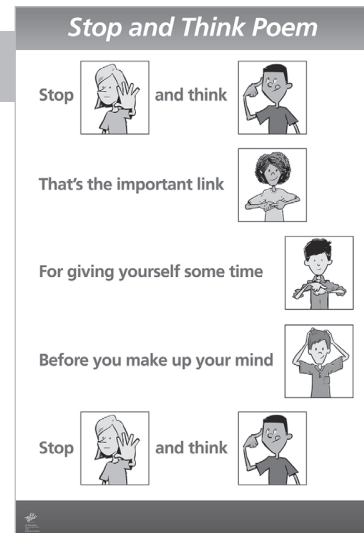


## Activity: Stop and Think

Ask your child to teach you the hand movements that go along with the Stop and Think poem. The words to the poem are listed on the poster to the right.

With your child, read each scenario below and discuss the best decision for each one.

1. You promised your little sister you would play a game with her. As you begin to play, your friend knocks on the door and asks if you want to ride bikes. Stop and think: what should you do?
2. You feel frustrated because you don't understand the math assignment. Stop and think: what should you do?
3. Your teacher told you and your classmate to come straight back to class after returning your books at the library. Your classmate wants to stop by and say, "Hi" to his teacher from last year. Stop and think: what should you do?
4. You are playing ball with your friend in your backyard. The ball goes over the fence and lands in your neighbor's flowerbed. Stop and think: what should you do?
5. You and your friends are playing a game of tag at recess. You notice the new student in your class standing by himself. Stop and think: what should you do?



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



### Home Workout 2: Stop and Think

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 3

for adults and kids together

In class today, we learned there are many feelings we can use to describe our emotions. We also learned how to use I-messages to express how we feel and why.

Children who learn to identify their emotions are better able to express their feelings with confidence.

This activity will give you and your child the opportunity to practice identifying the facial expressions associated with feelings and emotions. You will also practice using I-messages to tell one another how you feel and why you feel that way.



## Activity: Feelings All Around

With your child, draw a line to match each facial express with the correct feeling word.



**Furious**



**Heartbroken**



**Bored**



**Cheerful**



**Terrified**



**Sad**

Together, fill in the blanks in each I-message below.

1. I feel \_\_\_\_\_ when summer vacation is over, and it is the first day of school.

2. I feel \_\_\_\_\_ when there is a thunderstorm.

3. I feel embarrassed when \_\_\_\_\_ .

4. I feel bored when \_\_\_\_\_ .

5. I feel worried when \_\_\_\_\_ .

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



### Home Workout 3: Feelings All Around

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 4

for adults and kids together

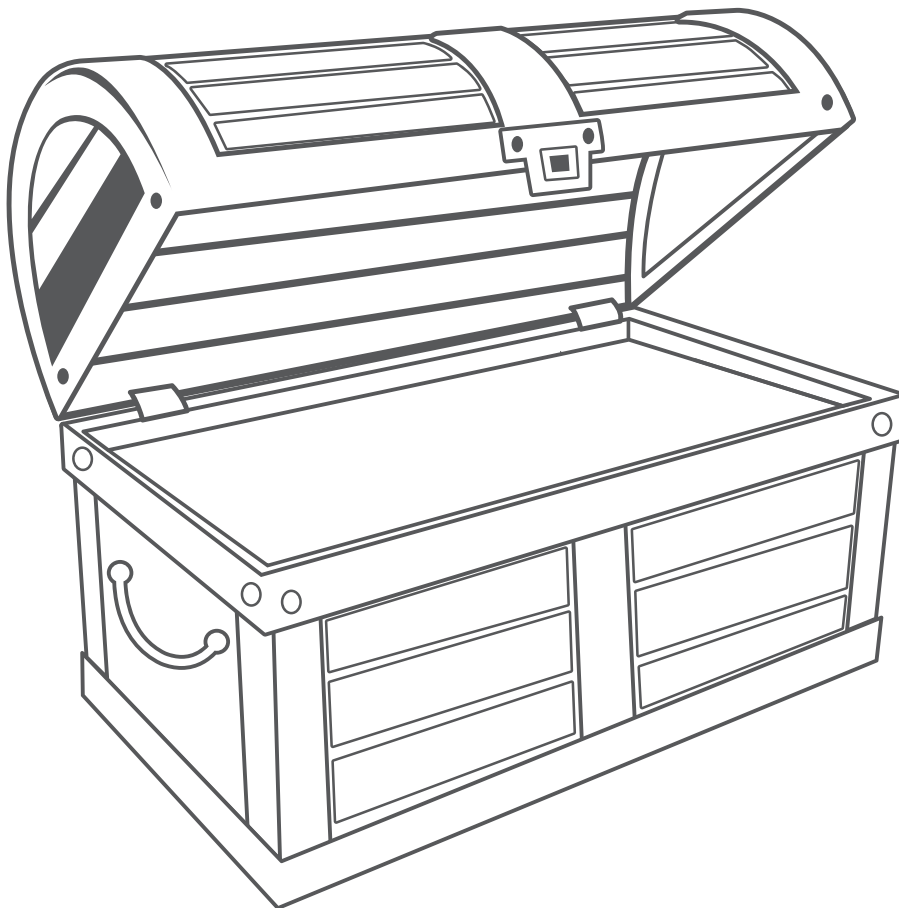
In class today, we learned what to do when we have a “bone to pick” with someone else. Instead of calling someone names and blaming, we learned to use an I-message to tell the other person how we feel. Using an I-message helps you communicate clearly and honestly so you can make a polite request. The more children practice and develop their communication skills, the better able they are to resolve conflicts peacefully, build healthy relationships, and share ideas with others.

In this activity, you and your child will practice identifying I-messages.



## Activity: Treasure or Trash?

Cut out the statements along the dotted lines. Then read each statement. If the statement is an I-message, glue it to the treasure chest. If the statement is a You-message, throw it in the trash.



I feel frustrated when you don't let me try the jump rope tricks.

I feel sad when you tell lies.

I feel angry when you leave me out of the games at recess.

You're mean! You never let me sit in the front seat.

I feel heartbroken when our plans change and we don't get to go to the park.

You are always late when you come over to play.

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



### Home Workout 4: Treasure or Trash?

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 5

for adults and kids together

In class today, we learned healthy friendship qualities that make for a good friend. Children who make friends with peers who have healthy friendship qualities will feel connected to others and are more likely to make responsible decisions and reach their goals.

This activity will help you and your child identify unfriendly words and discuss friendly words to use to be a good friend.



## Activity: To Have a Friend, Be a Friend

With your child, read the statement in each picture. Cross out the unfriendly words and write friendly words you can say in each picture.



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\_\_\_\_\_

\_\_\_\_\_

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



### Home Workout 5: To Have a Friend, Be a Friend

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 6

for adults and kids together

In class today, we learned four peer -pressure refusal strategies. The more children practice these strategies, the better able they will be to express their decisions with confidence and avoid risky behaviors.

This activity will give you and your child the opportunity to practice using the peer-pressure refusal strategies in several different situations.



## Activity: I Know How to Refuse the Pressure

With your child, review the four peer-pressure refusal strategies. Then discuss each scenario below.

1. You are waiting in line at the drinking fountain outside the gym, when a classmate says, "I dare you to skip to the front of the line." You choose Move Away to refuse the pressure. Where could you go?
2. Everyone says the house behind your school is haunted. One day your friend says to you, "Let's sneak up on the porch of the haunted house after school today." You choose to use Better Idea to refuse the pressure. What better idea would you say?
3. Your friend has a cool pencil that you like. Your classmate dares you to steal the pencil. You choose to use Ignore. Show me what it looks like to ignore someone?
4. On the bus ride to school, the kid sitting next to you dares you to kick the back of the seat. You choose to use Say, "No" to refuse the pressure. What are some phrases you can use to say, "No"?
5. You're playing inside at your friend's apartment. Your mom told you not to leave the apartment without an adult. Your friend wants to race up and down the stairway outside of the building. Which peer-pressure refusal strategy would you use in this situation?

### Peer-Pressure Refusal Strategies

#### Say, "No!"

you can say, "No," "No, thanks," or even "No way."

#### Ignore

don't pay any attention to the person pressuring you.

#### Move Away

move away from the kids who are pressuring you.

#### Better Idea

instead of doing the wrong activity, suggest something safe and fun to do.

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: I Know How to Refuse the Pressure

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 7

for adults and kids together

In class today, we learned that we all make mistakes and that there are healthy ways to manage our mistakes so we can accept them and learn from them. The readiness to learn from our mistakes and apply that learning to future efforts builds confidence. Children with self-confidence have a greater ability to overcome challenges and reach goals.

This activity will help you and your child identify how to respond in a supportive and encouraging way when someone makes a mistake.



## Activity: Oops!

It can be difficult to know what to say when you or someone else makes a mistake. Knowing that we all make mistakes and how to respond positively can help everyone be more empathetic. With your child, complete the chart below with positive statements to say when someone makes a mistake. Display the chart on the refrigerator or someplace where everyone can see it.



It's okay, we all make mistakes.



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: Oops!

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 8

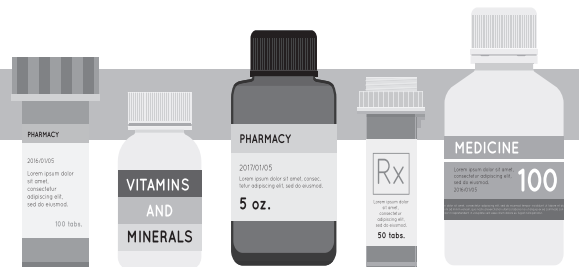
for adults and kids together

In class today, we learned about the safe and unsafe use of prescription and over-the-counter medicines. We also learned that when used correctly, medicine can be helpful, but when used incorrectly it can be dangerous. Children who know how to use medicine safely will make more responsible choices that will keep their bodies healthy.

In this activity, you and your child will continue to talk about the safe and unsafe use of prescription and over-the-counter medicines.



## Activity: Medicine Safety



1. What should you do if you wake up during the night

and don't feel well? \_\_\_\_\_

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2 If you need to take medicine, who should give it to you when you are at home? \_\_\_\_\_

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3. Why isn't it safe to share prescription medicine with someone else? \_\_\_\_\_

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4. What are two things we can do in our home to prevent the misuse of prescription or over-the-counter medicine? \_\_\_\_\_

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



### Home Workout 8: Medicine Safety

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_





# Home Workout 9

for adults and kids together

In class today, we learned about harmful substances that are dangerous to smell, inhale, taste, or drink. We also learned how to stay safe if we find these substances anywhere. Children who know the dangers of harmful substances make more responsible choices that will keep their bodies healthy.

In this activity, you and your child will continue to talk about harmful substances and what to do to stay safe around them.



## Activity: Safety Check

With your child, draw a map of your home in the space below. Be as accurate as possible. Include all of the rooms in your home. After you draw the map, use it to conduct a safety check. Visit each area of your home. Check to make sure all the harmful substances are put away and, if possible, out of the reach of children. If the room is safe or when the room is safe, put a star on the map.

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



### Home Workout 9: Safety Check

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_



# Home Workout 10

for adults and kids together

In class today, we learned we need to make healthy choices about food, rest, and exercise to keep our bodies healthy. Children who know how to make healthy choices are more likely to make responsible choices that will keep their bodies healthy.



## Activity: Menus for the Week

With your child, design a healthy dinner menu for each night of the week. Be sure to include proteins, fruits, vegetables, and whole grains. Include foods that your child can help prepare. Don't forget about healthy desserts that might include fruits or dairy products.

 **Monday's Menu**

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 **Tuesday's Menu**

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 **Wednesday's Menu**

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 **Thursday's Menu**

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 **Friday's Menu**

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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: Menus for the Week

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_