



# Home Workout 1

for adults and kids together

Our class has been participating in the *Too Good* program developed by the Mendez Foundation to teach skills for healthy living and drug-free lives. As an extension of what we learned in the classroom, we encourage families to discuss and participate in activities that reinforce the lessons taught in *Too Good*.

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: Family Goals

In class today, we learned how to name a short-term goal. A short-term goal can be reached in a short period of time like two to three months.

Think about what you want to accomplish as a family and work together to name several short-term family goals. Your goals can be serious or fun. Your goals might include becoming more physically active as a family, eating healthier foods, volunteering together, spending more time together, or saving money for a family vacation.

As you name your family goals, mark the icons to confirm the goal meets each criterion.

### Goal-Naming Criteria

-  **Personal** – what you are trying to achieve is important to you.
-  **Possible** – you have the time, ability, and resources you need.
-  **Positive** – stated as a positive action, “I will” rather than “I won’t.”
-  **Specific** – what you are trying to achieve is measurable so you will know when you have reached it.

### Family Goals:

1.					
2.					
3.					
4.					
5.					

Discuss how your family will accomplish your goals and think about the action steps each family member will need to take to reach your goals.

*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 Goals

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



# 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. The ability to consider the positive and negative consequences of decisions reduces the likelihood of impulsive behavior, promoting actions consistent with short-term and long-term goals.

In class today, we learned that when we stop, 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 are more confident in ourselves.

Through this activity, you and your child will continue practicing decision-making skills so your child will be ready when faced with big decisions.

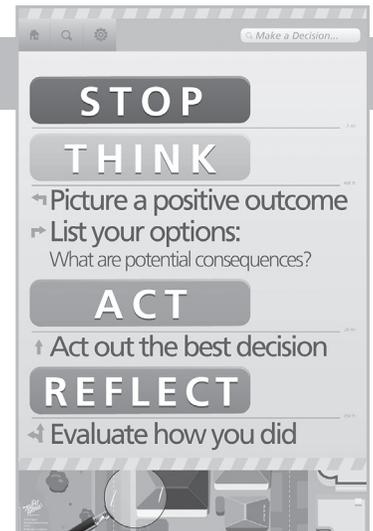


## Activity: Think it Through

Read the scenario below. Use the Decision-Making Model to discuss the options for the scenario and write your answers on the lines provided. Then, list the positive and negative consequences of each option, and place a checkmark in the box next to the option you choose.

### Scenario

As you enter the garage on your bike, you accidentally scratch your dad's car. You realize no one saw what happened. What do you do?



**Option 1:** \_\_\_\_\_

Positive Consequence: \_\_\_\_\_

Negative Consequence: \_\_\_\_\_

**Option 2:** \_\_\_\_\_

Positive Consequence: \_\_\_\_\_

Negative Consequence: \_\_\_\_\_

Now, reflect on the decision you think is best. Why do you think this decision gives you a positive outcome?

\_\_\_\_\_

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: Think it Through

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



# 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 to describe the different intensities of emotions. We also learned how to identify our emotions. We discussed how intense emotions can influence our decision making. We learned healthy ways to manage our emotions so they don't overwhelm us.

Through these activities, you will help your child continue to build emotional self-awareness and practice managing emotions so they can continue making healthy decisions with positive outcomes.

## Activity: Emotional Support

Discuss the physical body signals that alert you to each of the emotions listed below. Draw a straight line to connect each emotion with its related body signal(s). There may be more than one physical signal for each emotion. Use a different color marker for each family member or label the lines with each person's name.



Sweaty Armpits



Butterflies in Your Stomach



Laughter



Clenched Teeth



Red/Hot Face

Surprised

Embarrassed

Furious

Happy

Sad

Afraid



Clenched Fist



Dry Mouth



Racing Heart



Sweaty Palms



Tears

Discuss which healthy management strategies you could use to manage intense emotions like anger or fear. List your strategies on the lines below.

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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 3: Emotional Support

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



# Home Workout 4

for adults and kids together

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 class today, we learned effective communication skills. We discussed the characteristics of an assertive speaker and an active listener. This activity will help you and your child continue building the skills necessary for effective communication and better enable your child to develop healthy relationships.

### The Assertive Speaker...

- uses confident body language.
- looks the other person in the eye.
- uses a firm tone of voice.
- has a calm facial expression.

### The Active Listener...

- maintains eye contact with the Speaker.
- leans in toward the Speaker.
- focuses on what the Speaker is saying.
- repeats what the Speaker is saying.
- asks clarifying questions.
- ignores distractions.



## Activity: The Interview

Apply the Effective Communication skills to conduct interviews with your family members. Select one person to be Person A and another to be Person B.

**Person A:** Conduct an interview with Person B using the topic and questions from Interview A.

**Person B:** Conduct an interview with Person A using the topic and questions from Interview B.

### Interview A – Imagine you could have lunch with a famous person, living or deceased.

1. Who would you invite to lunch? \_\_\_\_\_  
\_\_\_\_\_
2. Why would you choose this person? \_\_\_\_\_  
\_\_\_\_\_
3. What would you have for lunch? \_\_\_\_\_  
\_\_\_\_\_
4. What two questions would you ask your famous lunch guest? \_\_\_\_\_  
\_\_\_\_\_

### Interview B – Imagine you were one of the first astronauts to explore Planet Perfecta.

1. Name one person you would like to take with you on your voyage. \_\_\_\_\_  
\_\_\_\_\_
2. Name two things that make this planet a perfect place to live. \_\_\_\_\_  
\_\_\_\_\_
3. Name one way this planet is different from planet Earth. \_\_\_\_\_  
\_\_\_\_\_
4. If you could bring one thing back to Earth from Planet Perfecta, what would it be? \_\_\_\_\_  
\_\_\_\_\_

Once your interviews are complete, discuss how the assertive speaking and active listening skills helped your interview process.

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: The Interview

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



# 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 the healthy qualities of friendship. We learned what it takes to be a good friend and discussed the benefits of choosing friends with healthy friendship qualities. This activity will help you and your child continue to develop the skills necessary for building healthy friendships.



## Activity: Friendship Qualities

Invite your child to conduct an interview with you using the questions below. Read each question together and discuss your answers with your child about your own experiences with friendships. Have your child write your answers on the lines provided.

1. What qualities do you think are most important in a friendship? \_\_\_\_\_

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2. Tell me about a time you did something nice for a friend. \_\_\_\_\_

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3. When you were my age, what did you and your best friend do for fun? \_\_\_\_\_

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4. Tell me about a time when you helped cheer up a friend. \_\_\_\_\_

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5. When, if ever, should a friend break a promise? \_\_\_\_\_

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6. Tell me about a time you had to end a friendship. \_\_\_\_\_

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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 5: Friendship Qualities

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

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# Home Workout 7

for adults and kids together

As children approach adolescence, the influence of peers increases significantly, making the ability to manage peer pressure a critical protective factor. Peer-pressure refusal skills enable children to express with confidence their decisions to avoid risky behaviors. Children equipped with these skills are better able to keep themselves safe and have a positive influence on others.

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



## Activity: Peer Pressure Practice

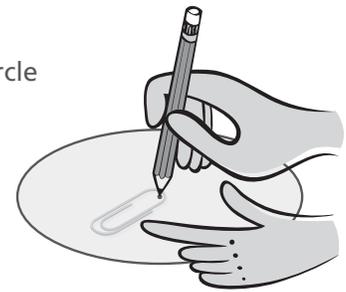
### Materials

For this activity, you will need:

- Pencil
- Paperclip

### Set Up

To create the spinner, place a paperclip in the circle in the middle of the diagram below. Place the point of a pencil on the dot inside the circle and through the paperclip. Hold the pencil perpendicular to the page and flick the outside edge of the paperclip to spin.



### To Play:

1. Ask your child to teach you how to use each of the nine peer-pressure refusal strategies listed in the diagram below.
2. The object of the game is to manage the peer-pressure situation by using the strategy the spinner lands on during your turn. As a family, take turns reading each peer-pressure situation below. To play, flick the paperclip on the spinner. State how you would use the strategy the paperclip lands on to refuse the pressure in the situation.

- A friend wants to copy the answers on your math test.
- A classmate dares you to start a rumor about a girl in your class.
- Your friend tells you to lie to your parents about the grade you got in social studies.
- Your neighbor wants you to hang out at the park with him instead of going to school.
- Your friend dares you to switch movies and watch a movie you aren't allowed to watch.



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: Peer Pressure Practice

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



# Home Workout 8

for adults and kids together

Alcohol use negatively affects the healthy development of the adolescent 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 discussed the negative effects drinking alcohol can have on the developing brain. We learned that an impaired brain can limit a person’s ability to reach his or her goals. In this activity, you and your child will continue discussing the effects of an impaired brain on participation in everyday activities.

## Activity: Think It Over

With your child, discuss activities he or she enjoys doing at home. List the activities in the spaces provided below. Then, together, read the effects of alcohol use and discuss the effects of an impaired brain on participation in the activities you listed. Finally, have your child answer the question that follows.

### My Favorite Activities at Home:

_____	_____
_____	_____
_____	_____
_____	_____

### Effects of Alcohol Use

- 1:Alcohol use can impair a person’s ability to think clearly and make good decisions.
- 2:Alcohol use can slow down a person’s reflexes causing a loss of balance and coordination.
- 3:Alcohol use can slow down a person’s breathing causing him or her to pass out.
- 4:Alcohol use can cause memory loss and affect a person’s ability to learn.
- 5:Alcohol use can weaken a person’s eye muscles causing blurred vision.
- 6:Alcohol use can slow down a person’s heart rate causing exhaustion.
- 7:Alcohol use can weaken a person’s tongue and mouth muscles causing slurred speech.

What would a day be like without being able to participate in your fun activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*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: Think It Over

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



# Home Workout 9

for adults and kids together

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

In class today, we learned the negative short-term and long-term effects of using tobacco products and practiced using the nine peer-pressure refusal strategies in situations involving nicotine. In this activity, you will continue to help your child identify the negative consequences of nicotine use.



## Activity: It's in What?

There are approximately 600 ingredients in cigarettes. When cigarettes are burned, they create more than 7,000 chemicals. Many of these chemicals can be found in other products. With your child, research the ten chemicals listed below to find out in which other products these chemicals can be found. Complete the chart below with examples of these other products.

Chemical	Found In
1. Acetone	_____
2. Ammonia	_____
3. Arsenic	_____
4. Benzene	_____
5. Butane	_____
6. Cadmium	_____
7. Methanol	_____
8. Naphthalene	_____
9. Nicotine	_____
10. Tar	_____

Once you have completed the chart, have a family discussion about the dangers of using tobacco products. Encourage your child to share the short-term and long-term effects of nicotine use we discussed in class.

*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: It's in What?

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



# Home Workout 10

for adults and kids together

Effective drug prevention programs teach information and skills, provide opportunities to practice the skills, reinforce the skills, and recognize student participation. Perception of harm regarding drug use is an important factor for mitigating risk. Normative education methods effectively correct misconceptions about risk and acceptable behavior.

In class today, we learned marijuana negatively affects the brain and its performance. We applied our decision-making skills and discussed the negative effects of marijuana use on our ability to reach our goals and become a healthy, confident person. In this activity, you and your child will identify the harmful effects of marijuana and continue the conversation on the benefits of remaining drug free.



## Activity: Use the Facts

As a family, review the facts about marijuana listed below. Then, use these facts to help the students in the following activity refuse the peer-pressure to use marijuana. Write what they could say on the lines provided in each peer-pressure situation. The first one has been done for you. Then, practice each role-play with your child. Be sure your child speaks up, stands tall, and looks you in the eye when refusing the pressure.

### Facts about Marijuana

1. Most teenagers do not smoke marijuana. According to annual national surveys of middle and high school students, the majority of teens disapprove of marijuana use.
2. Although the marijuana plant is natural, the drug is not safe. Marijuana contains a harmful mind-altering substance called THC.
3. Marijuana use affects the part of the brain that controls memory, causing users to forget information they recently processed.
4. Marijuana use causes a lack of motivation. This means users care less and less about activities they once enjoyed.
5. Marijuana use affects the healthy development of the adolescent brain.

Tom: Come on, try this marijuana with me. Everyone does it.

Arthur: *Actually, most people don't smoke marijuana. Besides, I am not everyone.*

Raquel: Smoke this marijuana. Don't worry; it's all natural.

Jasmine: \_\_\_\_\_

Robert: Let's try some marijuana. It will help us concentrate while we study for our test.

Miguel: \_\_\_\_\_

Anne: Don't be a chicken. Let's get high before gymnastics class.

Faith: \_\_\_\_\_

Lance: We have a lot of things to do this week. Let's get high to help us get through it all.

Kristina: \_\_\_\_\_

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



### Home Workout 10: Use the Facts

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