



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*.

Activity: Picture It

In class today we learned how to set a reachable goal. As a family, you will work together to Picture Yourself Reaching Your Goals.

Each family member will think of several reachable short-term goals. Write each goal on a scrap piece of paper and fold each paper and place it in a bowl.

To complete the activity, work in teams or individually.

- Select one goal from the bowl.
- Draw a picture of the goal without saying or writing any words.
- The rest of the family will try to guess the goal and who it belongs to.
- Allow one minute for each turn.
- Give points for guessing correctly.

Discuss how everyone can accomplish their short-term goals. Encourage one another to "Go for It!" Write down two goals that were identified during the game, including who they belong to and the actions necessary to reach each of the two goals.

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



Home Workout 1: Picture It

Student Name: _____ Adult Signature: _____





Home Workout 2

for adults and kids together

In class today, we learned that when we stop to 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. Through this activity, you and your child will continue practicing decision-making skills so that your child will be ready when faced with big decisions.

Activity: Action Planning

Help your child think through the decisions below. List two options for each decision. Then discuss the positive and negative consequences for each option. Finally, ask your child to choose the option he or she thinks is the best choice and place a checkmark in the box next to that option.

1. You found out your friend is communicating electronically with someone much older than your friend. Your friend asked you not to tell anyone about it. You think your friend is making a big mistake. What are your options and their consequences?

<input type="checkbox"/> Option 1 _____	<input type="checkbox"/> Option 2 _____
Consequences	Consequences
_____	_____
_____	_____
_____	_____

2. You're walking to the bus stop when you see a dog running loose on your street. It looks like your neighbor's dog, but you can't really tell. When you call the dog's name, she turns to look at you and then takes off running again. You can't miss the bus because there isn't anyone at home that can take you to school. What are your options and their consequences?

<input type="checkbox"/> Option 1 _____	<input type="checkbox"/> Option 2 _____
Consequences	Consequences
_____	_____
_____	_____
_____	_____



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: Action Planning

Student Name: _____ Adult Signature: _____



Home Workout 3

for adults and kids together

In class today, we learned how to identify our emotions and we discussed healthy ways to manage them so that they don't become overwhelming. We discussed the consequences of decisions based on emotions, and we learned that when we can recognize how our emotions influence our decisions, we are better prepared to make thoughtful, healthy choices. Through these activities, you will help your child continue to build emotional self-awareness and practice managing emotions so that they can continue making healthy decisions with positive outcomes.

Activity: Emotion Promotion

- I. Review the basic emotions listed in the first column. Brainstorm additional words that show degrees of increasing intensity for each emotion. Write down two of the words you identified for each emotion in the chart below. Discuss how different degrees of an emotion can be expressed with different facial expressions and body language. For example, when you're happy, you smile; when you're ecstatic, you smile and jump up and down with excitement. Take turns trying on each emotion from basic to extreme. Make it a fun game. Have one person choose an emotion from the chart, and take turns guessing which emotion the person is wearing.

Basic Emotion		Extreme Emotion
Happiness	Thrilled	Ecstatic
Fear		
Sadness		
Anger		

- II. Using the chart below, write a few possible ways someone could choose to express each emotion. Circle the healthy choices and put an "X" over the unhealthy choices. Discuss the positive and negative consequences of each choice.

Happiness	Fear	Sadness	Anger
<p>Smile</p> <p>Laugh</p> <p>Drink Alcohol</p> <p>Dance</p>			

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: Emotion Promotion

Student Name: _____ Adult Signature: _____



Home Workout 4

for adults and kids together

In class today, we learned effective communication skills. We discussed the characteristics of a confident and assertive speaker, and we learned how to be 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 and better enable your child to make decisions consistent with short-term and long-term goals.



Activity: Map Quest



Give everyone a piece of paper and pencil. Each person is going to create a map (treasure map, mountain bike trail map, zoo map, miniature golf course map, etc) with 9 check points or 9 stopping areas.

Label the areas and number them 1-9. Then go back and add "Do-Not-Enter" zones such as roadblocks, bodies of water, sand traps, etc. Place an "X" somewhere on the map to show where the course will begin. Do not show your map to anyone. Now select a partner. Decide who will be partner A and who will be Partner B. Blindfold partner A. Partner B will place their map in front of Partner A while placing partner A's pencil on the starting point, "X". Partner B will verbally give directions to Partner A as to where they should move their pencil to reach each of the 9 designated areas. They must go through the map/course in numerical order. They must avoid the "Do-Not-Enter" zones. Partner A may not talk or ask any questions. Now switch roles. Once you've completed the activity, discuss and answer the questions below.

1. How easy or difficult was it to follow the instructions you were given? Explain.

2. How easy or difficult was it to give the instructions to your partner? Explain.

3. Would it have been easier if the person following the instructions could ask questions? Explain.

4. How can you be sure that you understood someone correctly?

5. Describe a situation where effective communication is necessary.

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: Map Quest

Student Name: _____ Adult Signature: _____



Home Workout 5

for adults and kids together

In class today, we learned nine peer-pressure refusal strategies. We discussed how peer behavior, both positive and negative, is a strong influence on decision making. In this activity, you will help your child identify the benefits of associating with peers who make positive decisions, as well as demonstrate effective peer-pressure refusal techniques in a variety of situations.

Activity: What Would You Do?

Review the nine peer-pressure refusal strategies. Encourage your son or daughter to share them with you and think about situations they may encounter where it would be helpful to have these strategies in place. *The nine peer-pressure refusal strategies are: Steer Clear, Broken Record, Walk Away, Ignore, State the Facts, Say "No", Make an Excuse, Better Idea, Reverse the Pressure.*

Ask your teen some of the questions listed below or come up with your own scenarios. In addition to practicing the refusal strategies, discuss the benefits of having supportive friends who make healthy, positive decisions.

- You are invited to a party at someone’s home and you know the parents are out of town. What would you say? What would you do?
- After school, a group of peers is using drugs. They ask if you want to join. What would you say? What would you do?
- While shopping at the mall, your friend pressures you to slip a watch in your bag instead of paying for it. What would you say? What would you do?
- You are babysitting and you know not to let anyone in the house. A few of your good friends live down the street. They come by and want to come in while you are working. What would you say? What would you do?
- Your crush asks to look at your answers during a test. What would you say? What would you do?
- You are instructed by your parents to go directly home after school. Your friends invite you hang out at the park for awhile. What would you say? What would you do?
- You received a lower grade on your progress report than you were expecting. Your friend tells you to just change the grade. What would you say? What would you 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 5: What Would You Do?

Student Name: _____ Adult Signature: _____



Home Workout 6

for adults and kids together

In class today, we learned about the negative effects that drinking alcohol can have on the brain and body. We also discussed media influence and how messages promoting alcohol are designed to sell an image, not necessarily to portray reality. In this activity, you and your child will discuss how the media connects drinking with positive, desirable images, and review how to communicate assertively when in a peer-pressure situation.



Activity: It's a No Brainer

Talk with your child about media and peer influences that promote alcohol use. Some teens might think "everyone is doing it," but the reality is that more than 86% of middle school students choose not to drink alcohol. Most middle school students don't drink alcohol because they know that it is harmful to the body and the developing brain.



Discuss how images in the media are not always as they seem. Even if an advertisement, movie, or TV show does show the true consequences of drinking alcohol, the consequences are often portrayed as funny and an acceptable risk for drinking. This one-sided portrayal of the consequences of alcohol use can be a negative influence on a child's decision to drink.

Talk with your child about some good strategies to use if faced with pressure to drink alcohol. Then have your child complete the statement below.

Strategies I might use to refuse peer pressure to drink alcohol include: _____

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: It's a No Brainer

Student Name: _____ Adult Signature: _____



Home Workout 7

for adults and kids together

In class today, we learned the negative short-term and long-term effects of using tobacco products as well as the stages of addiction. In this activity, you will continue to help your child refuse peer pressure in situations involving tobacco.



Activity: Be Smart, Don't Start

For each scenario, read the statement aloud to your child. Then, have your child describe what he or she would say and what he or she would do in response to the pressure. Ask your child to use the peer-pressure refusal skills to help refuse the pressure.

1. *You are standing at the bus stop. Your friend pulls something out of his backpack and says, "I stole a pack of cigarettes from my dad. Want one?"*

What would you say? What would you do?

2. *You are spending the night with a friend whose parents have gone out for the evening. While you are watching a movie, your friend's older sister offers you a cigarette.*

What would you say? What would you do?

3. *You are new in school. You're anxious to make new friends and fit in. Someone offers you a cigar and says, "Everybody smokes cigars."*

What would you say? What would you do?

4. *Your best friend says, "My cousin uses chewing tobacco, and I have always wondered what it tastes like. Because we do everything together, will you try it with me?"*

What would you say? What would you do?

Encourage your child to think about the goals he or she has set and how choosing to use tobacco products could affect their ability to reach those goals. Remind them to be smart and don't start!

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



Home Workout 7: Be Smart, Don't Start

Student Name: _____ Adult Signature: _____



Home Workout 8

for adults and kids together

In class today, we learned that marijuana negatively affects the brain and its performance. We applied our decision-making skills and discussed how marijuana could be a roadblock to reach goals and becoming a healthy, confident person. In this activity, you and your child will discuss the harmful effects of marijuana and continue the conversation on the benefits of remaining drug free.



Activity: The Truth of the Matter

Some children may perceive marijuana as a non-threatening drug. The decision to use marijuana can have physical effects on the body and have many negative consequences. For each goal listed below, choose an effect of marijuana use from the word bank and describe how that effect would negatively impact goal achievement.

Short-term Memory Loss
Lack of Coordination
Lack of Motivation

Slow Reaction Time
Reduced Depth Perception

Increased Heart Rate
Weakened Immune System

Goal

1. James' goal is to break 19 minutes in his next 5K race for his school's cross-country team.
2. Kaycee's goal is to raise her science grade from a C to a B by the end of the next quarter.
3. Taylor's goal is to save up enough money from her babysitting jobs to buy a new snow board.
4. Julian's goal is to score a goal in his soccer game next week.

Effects and Impact on Goal Achievement

1. _____

2. _____

3. _____

4. _____

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: The Truth of the Matter

Student Name: _____ Adult Signature: _____



Home Workout 9

for adults and kids together

In class today, we learned that a risk is a chance you take. Taking risks is part of being human and a normal part of being a teenager. Risk-taking, like making decisions, can result in a positive or negative outcome depending on the kind of risk you take. We learned the difference between healthy risks and unhealthy risks, and we learned how to calculate them.



Activity: Risk-Taking 101

We identified five necessary factors for calculating a healthy risk. We also identified the four factors of an unhealthy risk. Complete the Risk Formulas below using the word bank to help you.

Confident	Unsafe	Trouble	Happy	Healthy
Unhappy	Safe	Unhealthy	Challenging	

Healthy Risk = _____ + _____ + _____ + _____ + _____

Unhealthy Risk = _____ + _____ + _____ + _____

Use the formula you created above to identify healthy and unhealthy risks. Discuss each risk with your child and decide if the risk is healthy or unhealthy based on the formula. Circle the healthy risks and cross out the unhealthy risks.

- | | | |
|---------------------------------|--------------------------|---|
| Spreading a rumor | Learning to ice skate | Texting while crossing the street |
| Riding a bike without a helmet | Going ziplining | Asking someone to the school dance |
| Entering the school talent show | Try indoor rock climbing | Taking someone else's prescription medication |
| Running for class president | Trying sushi | Drinking alcohol under age 21 |
| Ride a roller coaster | Skip school | Taking more medicine than prescribed |

Discuss with your child healthy risks he or she is willing to take. Write down two healthy risks your child will take that will increase their confidence, make them happy, and keep them safe and healthy.

- _____
- _____

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: Risk-Taking 101

Student Name: _____ Adult Signature: _____



Home Workout 10

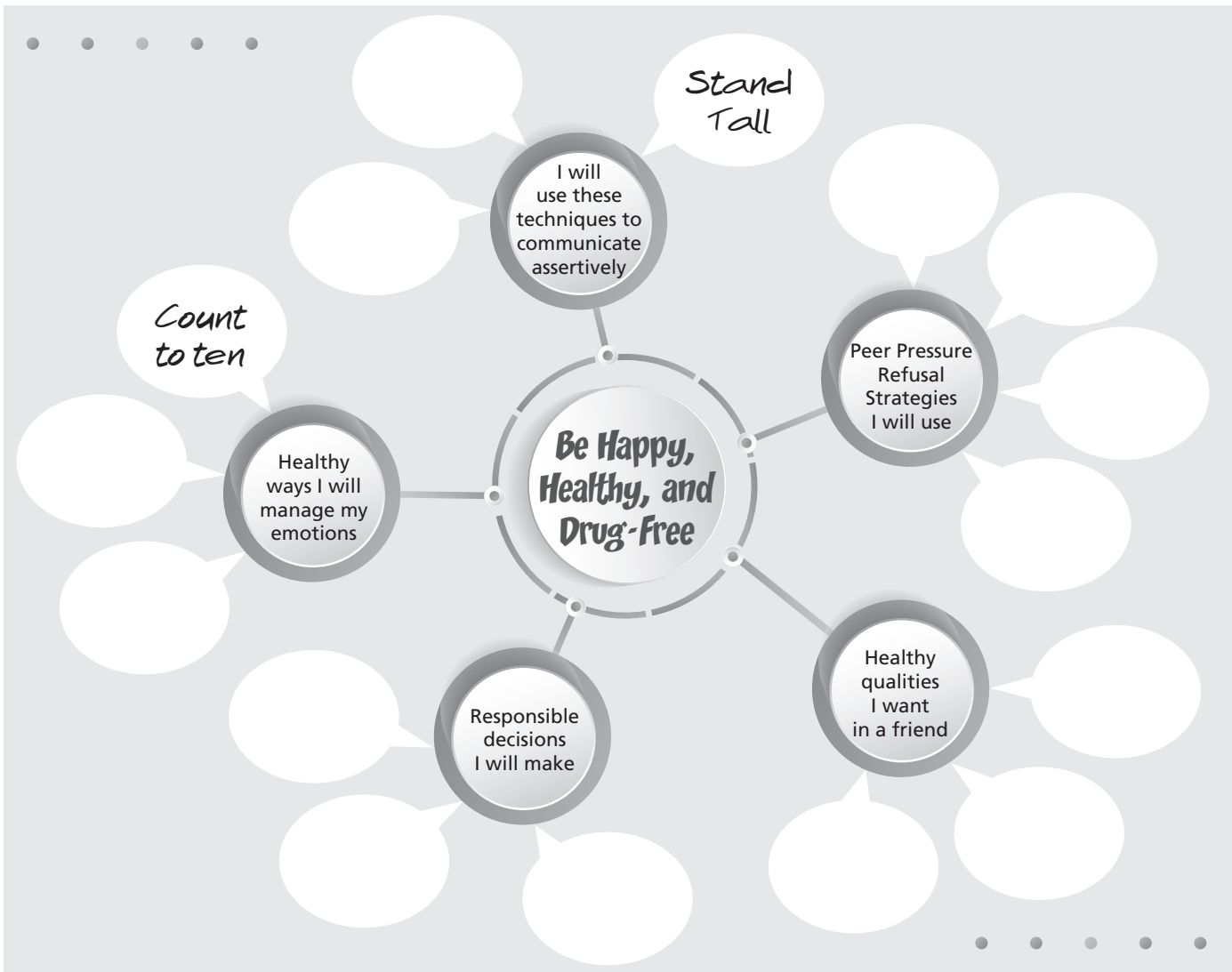
for adults and kids together

In class today, we discussed the dangerous effects of using inhalants and street drugs. We also reviewed the information we learned during the program. This activity will continue to reinforce the skills and ability your child learned in the *Too Good* program.



Activity: A Happy, Healthy, Drug-Free Future

Work with your child to complete the diagram below. Fill in the empty shapes by writing an example, identifying a step in the process, or identifying concepts that will help your child be happy, healthy, and drug-free. Some of the spaces have been completed for you. There are no right or wrong answers.



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: A Happy, Healthy, Drug-Free Future

Student Name: _____ Adult Signature: _____