

## Lesson 1 Graduation Day - *Setting Reachable Goals*

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### Home Workout

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Initiate a phone conversation with someone from an older generation (your parents' age or older) about his or her goals. Ask them about the goals they set when they were your age. Did they achieve their goals? What steps did they take to achieve their goals? Did their goals change and if so why? What obstacles did they encounter while reaching their goals? How did they overcome these obstacles? Write an essay that compares their goals, the steps they took, and the obstacles they faced with your goals, the steps you plan to take, and the obstacles you may face.

### Into Action

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Think of a college you would like to attend or a career you hope to attain. Research the necessary requirements for admission to the college or the prerequisites to starting your career. Then, make an outline of the steps you will need to take to reach your college entrance or career goal.

### Home Workout

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You will be graduating from high school in the next few years. What will you do next? Spend some time in Step 2 of the decision-making model: Think. Make a list of all your possible choices. Then, list several positive and negative consequences for each choice. State how this decision could affect your future. Think about who or what is influencing your decision. Finally, talk with your family and friends to find out how your decision will affect them. Can they offer you any information to help you make your decision? Can anyone suggest other choices and/or consequences you didn't think about?

### Into Action

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The United States Supreme Court makes landmark decisions that often change the course of history. For example, *Brown v. the Board of Education* launched the civil rights movement. Research a court case that had a significant impact on the law or social constructs of our nation. Write a brief essay summarizing the background on the case, what the court decided, and how the decision has influenced us today. Also consider how our society would be different if the court handed down a different verdict.

### Home Workout

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Music has the power to evoke strong emotions in people. But does it evoke the same emotion for everyone? Create a compilation of different styles or genres of music. Next, ask several of your family members and/or friends to assist you with an activity. Give each participant a piece of paper and a pen or pencil. Play your compilation for your friends/ family. As they listen to the music, ask everyone to think about and write down the emotion they feel when listening to each song. After all of the songs are played, ask participants to reveal their emotions for each style of music. Did everyone feel the same emotion? Why do you think each song triggered the emotions it did? How can you use music to manage your emotions effectively?

### Into Action

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Choose an emotion and paint a picture of that emotion. Use color and form to evoke in the viewer the same emotion you wish to express. Take into consideration the components of your painting. How might jagged lines differ from curved lines in expression? How can color express your emotion and garner the same emotion in the viewer? Subtle choices can help you effectively illustrate the emotion you wish to convey.

## Lesson 4 Say What You Mean, Mean What You Say

### *Effective Communication*

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#### Home Workout

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Use the characteristics of passive, aggressive, and assertive communicators, to evaluate your family and friends. Make a list of your immediate family members and closest friends and identify what type of communicators they are. How do you know? What verbal and nonverbal characteristics do each of them use that support your assessment? How will your understanding of their communication style change the way you communicate with them? Share your evaluation with each of them to find out if they agree.

### Home Workout

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Have a conversation with one or more of the adults in your life. Ask them to list your five best friends on a piece of paper. At the same time, you list your five best friends on a separate sheet of paper. Compare notes. Are the lists the same? If the lists are different, talk about the differences and possible reasons for those differences. Next, ask the adult(s) to list their five best friends and you see if you can list their five best friends. Again, compare notes and discuss the differences.

### Home Workout

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Ask three people to complete the phrase, "When people drink alcohol, they expect it to make them feel \_\_\_\_\_," and record their answers. Discuss with each person where they think the expectation came from and if the expectation is positive or negative. Research and identify three facts about the effects of alcohol that prove or disprove each expectation. Record your findings and share them with the people you interviewed.

### Into Action

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Research the significant dates of anti-tobacco campaigning. Choose a date that interests you and write a brief essay on the events surrounding that date. For example, you may choose the year 1970, because that was the year President Richard Nixon signed legislation banning cigarette advertisements on television and radio. You may wish to look up the timeline of tobacco history dates on [tobacco.org](http://tobacco.org) as a launching point for your research.

### Home Workout

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Your family may think they know a lot of information about marijuana, but is their information based on scientific facts or hearsay? Create a list of ten statements about marijuana, some of them true and some of them false. Then, challenge your family to determine if the statements are true or false. Be sure you can back up your statements with scientific facts. A reliable resource for drug information is the National Institute on Drug Abuse.

### Into Action

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Research facts about marijuana use. Pick one fact to more extensively research and write a brief persuasive essay about why one should choose not to use marijuana. Remember an effective persuasive essay considers the counterpoint—or what the opposition would argue—and then uses facts to support why the counterpoint is easily disputed. For example, you may choose to research the effects of marijuana use on the developing teen brain or the addictive nature of marijuana. The National Institute on Drug Abuse is a good resource for you to begin your research.

## Lesson 9 The Evidence Speaks for Itself

### *Prescription, OTC, and Street Drugs*

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#### Home Workout

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Initiate a conversation with an adult you admire about the reasonable risks he or she took when he or she was a teenager. What did he or she learn from the risks? If he or she could be a teenager all over again, would he or she take the same risks or different risks? What advice can he or she offer you about reasonable risk taking? Write a paragraph summarizing your conversation and listing all the reasonable risks.

## Lesson 10 Consider the Alternative

### *Alternative to substance Use / Course Review*

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#### Home Workout

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You've learned a lot about life since you turned twelve years old. You've also acquired and practiced essential skills in the Too Good program. Write an informative letter to your 12-year-old self. Include information such as the goals you should set and work to achieve, the possible decisions you will face and how to handle them, and the friends who will stick by you. Include any information or advice you have collected that you wish you would have had when you were twelve. If you have younger brothers or sisters, share your informative letter with them to introduce the skills you have learned since becoming a teenager.

#### Into Action

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Finding healthy ways to cope with stress is part of staying true to a substance-free lifestyle. Keeping a journal is a great way to sort through your thoughts and feelings, reduce stress, and gain a sense of clarity. Furthermore, gratitude journaling helps you identify the things in your life that you appreciate. Keep a journal for two weeks. Each day, first write out problems you may be facing or thoughts and feelings you might have. Then, list three things for which you are grateful. They may be as simple or complex as you would like. For example, on this day you might feel grateful for a particular shade of blue you spot in a sunset. Or you might feel grateful for the sound of your grandmother's voice. At the end of two weeks, you will have established a practice of managing your thoughts and feelings in a healthy way, as well as bringing about an awareness of some of the things you are thankful to have in your life.