Home Workout 1
for adults and kids together

Our class is participating in Too Good, a social emotional learning based prevention education program developed by the Mendez Foundation to teach skills for healthy 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 named a personal goal and learned that one must take steps to reach 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: Vision Board

Build a vision board with your child. A vision board is a collage of pictures and images that show a person’s goals and dreams. Help your child draw pictures in the space below that represent goals he or she hopes to accomplish. Ask your child to explain to you the steps he or she plans to take to accomplish these things.

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: Vision Board

Student Name: ________________________ Adult Signature: ________________________
In class today, we learned to stop to think when we have a decision to make. We also learned that good decisions have good consequences and bad decisions have bad 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**

This activity will give you the opportunity to practice making decisions with your child. Cut out the decisions below and put them in a hat, bag, or bowl. Take turns choosing a decision from the hat, bag, or bowl. Read the decision aloud to your child. Talk through each decision and discuss the consequences of each option.

- Would you want a pet penguin or giraffe?
- Would you like to go to an amusement park or the zoo?
- Would you want spaghetti or pizza for dinner?
- Would you like to live in the clouds or underwater?
- Would you want to ride on the back of a stingray or a T-Rex?
- Would you want to brush your teeth with mayonnaise or ketchup?

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

**Home Workout 2: Stop and Think**

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned there are different feeling words to describe our emotions. We also learned how to use I-messages to express how we feel. 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 different feelings.

**Activity: Feelings All Around**

With your child, write the correct feeling word next to the pictures of Carmen.

<table>
<thead>
<tr>
<th>Scared</th>
<th>Proud</th>
<th>Bored</th>
<th>Disgusted</th>
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</thead>
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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: Feelings All Around

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we practiced our listening skills. 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.

**Activity: Sound Hunt**

This activity will encourage your child to practice his or her listening skills. Go outside with your child. Ask your child to listen carefully and tell you all the sounds he or she hears. Write down the sounds your child hears on the spaces provided below.

**Sounds Heard:**

- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

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: Sound Hunt**

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned healthy friendship qualities. Children who make friends with peers who have healthy friendship qualities are more likely to bond with pro-social peers and are more likely to make responsible decisions and reach their goals.

Activity: Healthy Friendship Qualities

Talk with your child about what they learned in class about healthy friendship qualities and why these qualities strengthen friendships. Then, with your child, match the healthy friendship quality to the corresponding picture.

- Honest
  - "Let me help you pick up the toys."

- Helpful
  - "It’s fun to use our imaginations."

- Encouraging
  - "I’m sorry."
  - "I ripped your book."

- Fun
  - "You got this!"

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

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Home Workout 5: Healthy Friendship Qualities

Student Name: ___________________________ Adult Signature: _________________________
Home Workout 6
for adults and kids together

In class today, we learned three 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 three peer-pressure refusal strategies. Then read each peer pressure scenario and ask your child to put his or her finger on the strategy that was used in the scenario.

1. Sasha loves her polka dot lunch box. Her friend said to her, “If you want to be friends with me, you have to carry a plain lunch box. Yours is too babyish.” Sasha said, “No, I like my lunch box.” Put your finger on the way Sasha handled the pressure.

2. Thor and Chester were playing catch in Thor’s backyard. Chester said, “I dare you to throw the ball and knock over your neighbor’s bird bath.” Chester said, “Let’s see how many times we can throw and catch the ball without dropping it.” Put your finger on the way Chester handled the pressure.

3. Walking back to class after lunch, Cleo said to Jasper, “I’ll race you to the drinking fountain.” Jasper moved to the end of the line to get away from Cleo. Put your finger on the way Cleo handled the pressure.

Peer-Pressure Refusal Strategies

**SAY, “NO”**
you can say, “No,” “No, thanks,” or even “No way.”

**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: ____________________________

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In class today, we learned that we all experience disappointment and that there are healthy ways to manage it. When children are prepared to manage disappointment and setback in positive ways, they become more resilient and prepared to overcome adversity.

This activity will help you and your child identify how to respond to disappointment in calm and healthy ways.

Activity: Calm as a Clam

Disappointment can be upsetting for both children and adults. To support and reinforce your child’s new healthy management skills, acknowledge what your child is feeling and then help your child respond to the disappointment in a calm and healthy way. Discuss the disappointing situations presented below and ask your child to draw a line to the healthy, calm way he or she would respond to the disappointment.

- You drop your ice cream cone.
- Your favorite cereal is all gone.
- Your bicycle has a flat tire.
- You drop your ice cream cone.

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

Student Name: _______________________________ Adult Signature: _______________________________
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 is helpful, but when used incorrectly it can be dangerous. Children who know how to stay safe around medicine 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**

With your child use the questions below to conduct a safety check of your home. When you have completed your safety check, discuss as a family what you discovered, and make any necessary changes that will help keep children safe in your home.

<table>
<thead>
<tr>
<th>Medicine Safety Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are all medications, vitamins, and dietary supplements stored out of the sight of children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are all medications, vitamins, and dietary supplements stored out of the reach of children?</td>
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<tr>
<td>3. Are the tops secure on all medication bottles and jars?</td>
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<tr>
<td>4. Do you have the poison control number posted in your home? (1-800-222-1222)</td>
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<tr>
<td>5. Are all medications and vitamins put away after each use?</td>
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</tr>
<tr>
<td>6. Does your child know who can safely give him or her medicine?</td>
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<tr>
<td>7. Do you ask visitors to put purses, bags, or coats that might have medications in them, up high and out of the reach of children?</td>
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</tbody>
</table>

After completing the activity, fill out the portion below, cut along the dotted line, and return it to your child’s teacher.
In class today, we learned about harmful substances that are dangerous to smell, taste, or drink. We also learned how to stay safe if we find these substances. Children who know the dangers of harmful substances make more responsible choices that will keep their bodies healthy.

The poison control phone number - 1-800-222-1222 - is a toll-free, emergency number to use in case of accidental poisonings. Keep the number near or program the number into all phones. Having the number accessible and knowing how to react in case of accidental poisonings, can help you avoid serious injuries. In this activity, you and your child will talk about harmful substances and what to do to stay safe around them.

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Activity: Playing It Safe Around the House

With your child compare the two images of the kitchens below. Find and circle the difference in the pictures. Once you find the differences, determine which room is safe for kids and label it, “Safe.” Then conduct your own home safety check. Check each room and area of your home to make sure any harmful substances are put away and are out of the reach of children.

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: Playing It Safe Around the House

Student Name: _________________________ Adult Signature: _________________________

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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 choose foods and activities that will keep their bodies healthy. Engaging in physical activity as a family can be a fun way to get everyone moving.

### Activity: Get Moving

With your child, draw a line from the pictures to the words. Then make a plan for how to include activities like these into your daily routines to get your family moving.

- Hula Hoop
- Fly a kit
- Swing
- Jump Rope
- Dance
- Ride a Bike

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

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**Home Workout 10: Get Moving**

Student Name: ___________________________ Adult Signature: ___________________________