Lesson 1 Program Designer - Setting Reachable Goals

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: The “I Can!” Can

Step 1
Review the Goal Setting Steps with your child:

1. Name it
2. Picture yourself reaching it
3. Say, “I can!”
4. Think how to do it.
5. Go for it!
6. Celebrate your success

Step 2
Create your own “I can!” Can. At the beginning of each week, have your child write a weekly goal on an index card and then put the card inside the can. Check the can every day to track and record your child’s progress toward reaching their goal. Praise small steps along the way. When your child reaches the goal, do something special to celebrate. Then, set a new goal.

Keep a file of the goal cards your child has completed and review them from time to time. Looking back at past success encourages children to work harder and keep trying as they work to reach more challenging 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: The “I can!” Can

Student Name: ___________________________ Adult Signature: ___________________________
Lesson 2 Consider the Consequences - Decision Making

Home Workout 2
for adults and kids together

In class today, we learned the steps to making responsible decisions. When children learn these steps, they are more likely to make confident, healthy decisions and avoid negative consequences. Ask your child to share the decision-making poem with you.

Use this activity to continue practicing decision-making skills with your child.

Activity: It’s Up to You

Read each decision below with your child and have him/her make the decision as that person. Record your child’s responses on the lines provided. Discuss and write down one consequence of the decision.

1. You are the adult in the house. It is up to you to decide what to have for dinner tonight.
   _______________________________________________________
   _______________________________________________________
   Consequence: ___________________________________________

2. Pretend you are your best friend. The two of you are getting together to play after school. It is up to you to decide what to do.
   _______________________________________________________
   _______________________________________________________
   Consequence: ___________________________________________

3. Pretend you are the teacher. It is up to you to decide what the class will learn today. What subjects is the class going to study? What activities will the class participate in?
   _______________________________________________________
   _______________________________________________________
   Consequence: ___________________________________________

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: It’s Up to you

Student Name: ________________________________  Adult Signature: ____________________________
Lesson 3 Getting to Know Me - Identifying and Managing Emotions

Home Workout 3
for adults and kids together

In class today, we learned there are different words we can use to describe the different intensities of emotions. We also learned how to use an I-message to express our feelings.

An I-message goes like this... “I feel (name the feeling) when (name what caused the feeling). I want (state what you want or need.)”

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

Activity: Scrambled Feelings

With your child, unscramble these feeling words together. Then, discuss moments each of you may have felt this emotion.

GARYN
PYPAH
DAESCR
DAS
DOPUR
LILYS
SEFNUDOC
CETIDEX
DRISEPURS

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: Scrambled Feelings

Student Name: _____________________________ Adult Signature: _____________________________

© Mendez Foundation
Lesson 4 Listening Program Active - Effective Communication

Home Workout 4
for adults and kids together

Today, we learned how to be an active listener by making eye contact with the speaker, leaning in toward the speaker to show we are interested in what the speaker is saying, and asking questions to be sure we understood what the speaker said. The more children practice and develop their communication skills, the better able they will be to resolve conflicts peacefully, build healthy relationships, and share ideas with others.

This activity will help you and your child continue to practice the skills necessary for effective communication.

Activity: The How to Listen Cure

Ask your child to teach you the How to Listen Cure along with the movements we learned in class.

Look the speaker in the eye  *(Make binoculars with your hands.)*
Lean in, pizza pie  *(Lean forward from the waist.)*
Ask a question to be sure  *(Raise your hand.)*
It’s the How to Listen cure!

Now, with your family, practice listening to one another.
Listen to one another speak for 30 seconds. Let each person in the family tell about:

- something that made them very happy
- something scary
- something funny
- a time when they were very proud of themselves

As each person talks, look the speaker in the eye and lean in. After the 30 seconds, ask questions to show that you care and to make sure you understand correctly.

Listening without interrupting lets everyone in your family know that you care.

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child’s teacher.
Lesson 5 Human Interface - Bonding and Relationships

Home Workout 5
for adults and kids together

In class today, we discussed healthy and unhealthy friendship qualities. 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 and discuss the friendship qualities he or she has and what qualities they want in a friend.

🚀 Activity: Build-A-Friend

With your child, review the friendship qualities below. Ask your child to identify five friendship qualities they possess and write them in the “Me” outline. Then ask your child to identify five friendship qualities they look for in a friend and write them in the “My Friend” outline. Ask your child to share examples of what they do that shows these qualities and what their friends do that show they have the qualities.

Friendship Qualities

<table>
<thead>
<tr>
<th>Helpful</th>
<th>Polite</th>
<th>Forgiving</th>
<th>Supportive</th>
<th>Trustworthy</th>
<th>Humorous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talkative</td>
<td>Kind</td>
<td>Honest</td>
<td>Good Listener</td>
<td>Fun</td>
<td>Thoughtful</td>
</tr>
<tr>
<td>Loyal</td>
<td>Sensitive</td>
<td>Respectful</td>
<td>Understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ME

_______________________
_______________________
_______________________
_______________________
_______________________

MY FRIEND

_______________________
_______________________
_______________________
_______________________
_______________________

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: Build-A-Friend

Student Name: ___________________________ Adult Signature: ___________________________
Lesson 6 Step Right Up! - Peer Pressure

Home Workout 6
for adults and kids together

Today in class, 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.

In this activity, you will continue to help your child learn and practice the peer-pressure refusal strategies in a variety of situations.

Activity: Standing Up for Me

Ask your child to explain the four peer-pressure refusal strategies. Then read each peer-pressure situation below and discuss how they could refuse the pressure using one of the strategies. Write your answers on the line provided. If your child chooses a Better Idea, ask them to state their better idea.

1. You’re walking back from lunch with your class. You and your friends are at the end of the line. One of your friends says to you, “I dare you to pull the fire alarm. The teacher isn’t even paying attention to us.”
   What would you say or do? ________________________________
   ______________________________________________________

2. Your friend says to you, “If you want to be friends with me, you can’t be friends with Taylor. He’s not cool.”
   What would you say or do? ________________________________
   ______________________________________________________

3. Your friend hands you a cell phone and asks you to put it in your lunch box so you can play games on it at lunch. You know you aren’t allowed to use cell phones during school.
   What would you say or do? ________________________________
   ______________________________________________________

4. You and your class are on stage preparing to sing in your school’s Chorus Concert. Your friend says to you, “I dare you to sing really loud during the entire concert.”
   What would you say or do? ________________________________
   ______________________________________________________

Peer Pressure Refusal Strategies

- Say, “No”
- Walk Away
- Ignore
- Better Idea

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: Standing Up for Me

Student Name: ___________________________ Adult Signature: ___________________________
Lesson 7 Meology - Understanding the Safe Use of Prescription & OTC Medicines

Home Workout 7
for adults and kids together

In class today, we learned about safe and unsafe use of prescription and over-the-counter medicines. Children who know how to use medicine safely will make better more responsible choices that will keep their bodies healthy.

We also learned that medicine is useful when used correctly and harmful when used incorrectly. 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: Safety First

With your child, discuss and write down three things your family can do at home to prevent the misuse of prescription and over-the-counter medications. Write your answers on the prescription pad.

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: Safety First

Student Name: ________________________  Adult Signature: ________________________
In our class today, we discussed the risks associated with underage alcohol use. When children learn these risks, they are more likely to view alcohol as harmful to their healthy development.

We also learned that to keep our bodies healthy we need to make healthy choices related to food and physical activity.

**Activity: Healthy Body**

Help your child to keep making healthy choices. Together, write down or draw 5 things you can do each day to keep your body healthy. Then set a goal to do them each day.

1.

2.

3.

4.

5.

Home Workout 8: Healthy Body

Student Name: ___________________________ Adult Signature: ________________________________
Lesson 9 Making My Day - Stress Management

Home Workout 9
for adults and kids together

In class today, we learned what stress feels like on our bodies and we talked about some of the sources of stress. We also learned healthy ways to relax and calm ourselves down. When children know how to identify stress and reduce it, they are better able to find balance, solve problems, and make responsible decisions.

In this activity, you will continue to help your child to recognize stressful situations and practice healthy ways to relax.

Activity: Relax and Unwind

Read the stressful events with your child and review the healthy ways to relax and unwind. How would you relax after a stressful event? Draw a line connecting each stressful event to a healthy way to relax. You may use the same way to relax more than once.

Stressful Events

1. You had a fight with one of your friends.

2. Tomorrow is a state testing day at your school. You must do well on the test.

3. You are late for school.

4. You got in trouble at school.

5. Tomorrow is the first day at your new school.

Now, ask your child to show you what it’s like to be relaxed like a rag doll. Practice being relaxed like a rag doll each night to help your child relax from the stressors of the day.

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: Relax and Unwind

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned the harmful effects of using nicotine and tobacco products. We also discussed the benefits of being tobacco free.

In this activity, you will work with your child to continue to learn and identify the harmful effects of using tobacco and the benefits of being tobacco free.

### Activity: Opposites Attract

Review the cards below with your child. Then cut them apart, shuffle them, and place them face down on a flat surface. Together, match each of the benefits of being tobacco-free with their opposite, harmful effects of tobacco use. For example, if the card you turn over says, “Less Money,” the benefit of being tobacco-free would be “More Money.” You and your child are looking for the match. If the card you turn over doesn’t match, turn both cards over and try again. You will need to work together to remember where the cards are located.

<table>
<thead>
<tr>
<th>Smoky Smelling Clothes</th>
<th>Clean Smelling Clothes</th>
<th>More Money</th>
<th>Less Money</th>
<th>Clean Smelling Hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoky Smelling Hair</td>
<td>Whiter Teeth</td>
<td>Yellow Teeth</td>
<td>Damaged Heart</td>
<td>Healthier Heart</td>
</tr>
<tr>
<td>Bad Breath</td>
<td>Fresh Breath</td>
<td>Poor Sense of Smell</td>
<td>Better Sense of Smell</td>
<td>Poor Sense of Taste</td>
</tr>
<tr>
<td>Better Sense of Taste</td>
<td>Gum Disease</td>
<td>Healthier Gums</td>
<td>Lung Cancer</td>
<td>Healthier Lungs</td>
</tr>
</tbody>
</table>

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: Opposites Attract**

Student Name: ___________________________  Adult Signature: ___________________________