### Lesson 1: The Architect - Goal Setting

# Home Workout 1

for adults and teens together

Our class is participating in the *Too Good* program published by the Mendez Foundation to teach skills for healthy, drug-free lives. Today we learned about the importance of setting goals, how to name a personal goal, and the steps to follow to reach that goal.

### Key Concepts—Six Steps to Reaching Your Goal

- 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

### **Activity: Family Goal-Setting Collage**

To reinforce the goal-setting skills, set a family goal with input from the entire family. Your family goal could be anything you wish to accomplish as a family: saving money, starting a family recycling program, taking a trip, etc. Then, create a family goal-setting collage on a cork or poster board. This collage will become a visual representation of your family goal. Some ideas of what to include are photos, drawings, newspaper clippings, inspiring words—anything that represents your family goal.

Before you can name your family goal, ask yourselves these four questions about your goal:

- Is it **Personal?** Is it something you all really want to do?
- Is it Possible? Do we have, or can we get, the resources we need to achieve it?
- Is it **Positive?** Instead of phrasing your goal as something you won't do, phrase it in a positive way.
- Is it **Specific?** What is your specific timetable for accomplishing this goal?

#### Keep your collage in a prominent place as a reminder of what you are working toward!

What was your family goal?	
What materials did you use in your collage?	
When do you hope to attain your goal?	
What steps will the family take to reach this goal?	
Student Name:	Adult Signature:

### Lesson 2: iDecide - Decision Making

## Home Workout 2

for adults and teens together

Adolescents equipped with decision-making skills are better able to thoughtfully plan their actions and evaluate the choices they face in life. Today we learned the steps to making good decisions. Here is the Decision-Making Model we followed.

### **Decision-Making Steps**

- 1. Stop: An important decision takes a clear head so you can think.
- **2. Think:** Picture a positive outcome. Consider your choices and their consequences.
- 3. Act: Act out the best plan.
- **4. Reflect:** How did it go and what did you learn?

### **Activity: Family Goal-Setting Collage**

Whether you are a teen or an adult, you have important decisions to make in your life. What if as a teen you had to make a big decision like buying a car or choosing where to live? On the other hand, what if, as an adult, you had to decide what after-school club to join or who to sit with at lunch? How would you handle these decisions? Gather as many family members together as possible. Provide paper and pens for everyone.

#### **Directions:**

Take a minute to think about a dilemma you faced that led to one of the most important decisions in your life. Write down the decision you needed to make at the top of the paper. (Give everyone and yourself time to write.) Then, switch papers with someone who is not in your age range.

Read the dilemma described on the paper in front of you. Refer to the four Decision-Making Steps to make your decision. You have already done the first step just by stopping to read the dilemma to yourself. Picture a positive outcome for this dilemma. Consider your options and the consequences of those options. Then write down what you would do. What is the decision you would make? Reflect as a group on your decision by discussing the possible outcome. Let each member of the group consider what they think the likely outcome and the consequences of the decision would be. The perspective of the group will help you better predict outcomes and consequences for future decisions.

What was the most important thing you learned fror	n each other?
Student Name:	Adult Signature:

for adults and teens together

Adolescents who recognize how their emotions influence their decisions are better prepared to make thoughtful, rational choices. Emotional self-awareness creates internal capacity to understand and identify how one responds to internal and external influences. Emotional competency fosters the recognition and appreciation of the emotions of others promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships. Today we learned healthy ways to express feelings and manage emotions.

### Activity: Picture how it feels.

This person feels

When you get home, gather as many pictures or photos of individuals you can find. These can be in magazines, family albums, newspapers, or on the internet. If you find them on the internet and you have a printer, print them out. Put all the pictures on a table face down. Have all members of the family pick one picture and take a moment to look at the picture they chose.

Think about the person in the photo and consider how he or she is feeling and why. Remember, it helps to try on their facial expression yourself. Is the person happy because they just found out they won tickets to a concert? Is the person scared because they are lost? How could you respond to this person if you encountered them in person? Even if someone is happy, you can congratulate them and make their experience even better.

Fill out the following information about the individual in the photo you chose:

because		
He or she wants to		
I can respond by		
This made them feel		
I feel		
Now switch photos and see if someone else feels differently about that person. Sometimes people interpret emotions differently, and the only way we can be sure we know how someone feels is to ask. After answering the questions below, discuss your answers with each other.		
What made you decide how that person is feeling?		
How good were you at picturing how it feels to be in someone else's shoes?		
Was it easier to figure out the emotion by trying on their facial expression?		
Did everyone agree with what emotion was being expressed in the photos?		
Student Name: Adult Signature:		

for adults and teens together

Effective communication skills enable adolescents to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation. Adolescents who are effective communicators are better able to make decisions consistent with their goals and develop healthy relationships.

### **Activity: Mirror, Mirror**

How good are you at non-verbal communication? Making eye contact and carefully observing the person who is talking or sending the message is part of being an active listener. Much of the message is communicated by facial expressions and body language. Do we as the 'receiver' really understand what the 'Sender' is trying to say without using any words? Let's find out!

### Before you start:

Copy the messages below on separate pieces of paper, fold and put in a bowl.

Gather the family together and break into partners. Decide who will be the sender and who will be the receiver in each partnership. Each sender will choose a message from the bowl, read the message to themselves, fold it, and return it to the bowl. Without saying anything and only using facial expressions and body language, send the message to your partner, the receiver. The receiver will follow all expressions and movements as if the sender were looking in a mirror. Continue until the receiver thinks they know what the message is and says "Stop". If the receiver guesses the message, it is their turn to be the sender and pick a new message from the bowl.

### **Messages:**

Hurry, we are running late!
Let me help you.
I get so frustrated!
Clean your room.
That was a sad movie.
I can't wait to go swimming!

Were you a better sender or receiver?				
Did it help to mirror, or try on, the sender's expressions and body language?				
Have you ever found yourself listening to someone and then notice you were making the same faces they were?				
Student Name:	Adult Signature:			

### Lesson 5: Friend Request - Bonding and Relationships

## Home Workout 5

for adults and teens together

Adolescents surrounded by positive influences make better, less-risky choices and are more likely to reach their goals. Building positive relationships with friends and family helps to develop feelings of belonging and connectedness. This feeling of support from family, friends, and community diminishes the impact of risk factors on behavior.

### **Activity: Build a Tradition**

The first people in our lives that we bond with are family members. Family traditions are built around shared interests, values, qualities, and ideas. These qualities or values might include being kind, loyal, honest, fun, and helpful. It also helps to be able to communicate and listen to each other's ideas and value each other's time. These are important building blocks to feeling connected.

With this in mind, gather the family to "Build A Tradition"!

Though most family traditions evolve over time, take this opportunity to build a brand new one. Choose a comfortable time for everyone to gather, such as breakfast, dinner or between favorite TV shows. Share the 'building blocks' for creating a new family tradition listed below. Discuss all the possibilities for Who? What? When? Where? and How? Circle the best 'building blocks' to help build your new family tradition (circle as many as apply). Is it just that easy? Try it and see!

### "Build A Tradition" using the following building blocks:

ne feel more connecto	ed?	
,		
•		
		es and values are important in friendships?  : Adult Signature:

## Lesson 6: Server Not Responding - Alcohol

# Home Workout 6

for adults and teens together

Underage drinking has detrimental effects on the development of a healthy body and brain. Student knowledge of the physical consequences of drinking alcohol lessens the likelihood of consuming alcohol; however, social pressures and influences can override the protective effect of this knowledge. Today we learned about the short- and long-term effects of underage drinking on the teenage brain and body. We also recognized the role expectations play in decision making and the origin of these expectations.

### **Activity: Intoxicating Tunes**

Music influences our lives. We all have favorite songs from the past or present. In this activity, think of as many song titles and lyrics that you can remember that have to do with drinking alcohol. Write the titles and lyrics, if you know them, on a sheet of paper and share them with each other.

Let's take a look at the lists and compare!

		Student	Adult
1.	How many songs?		
2.	Purpose of the songs?		
3.	How many have a positive influence?		
4.	How many have a negative influence?		
1.	Discuss how the two lists compare.		
2.	What were some of the expectations about alco	ohol in these songs? _	
3.	Why do you think so many songs make reference	ce to alcohol?	
4.	Will this activity cause you to listen to songs dif	ferently?	
	Why?		
Stı	udent Name:	Adult Signature: _	

for adults and teens together

Tobacco and tobacco-related products are harmful to the body in all forms of use. Tobacco products contain the highly addictive chemical, nicotine. Today we learned about the short- and long-term effects of tobacco use. We also compared the glamorous image of smoking with the nasty reality.

### **Key Concepts**

- Tobacco products can cause cancer.
- Tobacco products are highly addictive.

### **Activity: Turn it into the Truth!**

Here are 10 actual slogans used in cigarette advertisements. Some are older than others. Slogans are created to be short statements about the product that will stick in the reader's heads. But does the reader have to buy the product that is so cleverly advertised? After learning the truth in today's lesson about what tobacco can do to the body, you are now able to make an educated decision about tobacco and clever advertisements. Take each of these slogans and write down the real message they are sending, and then change the slogan to Turn it into the Truth. You have to keep at least two of the words used in the slogan.

Slogan:		Real Message:	Turn it into the Truth:
1.	You get a lot to like with a Marlboro.	This is a strong cigarette!	You get a lot to end your life with A Marlboro.
2.	You've come a long way, Baby!		
3.	Come to where the flavor is.		
4.	Where a man belongs.		
5.	I'd walk a mile for a Camel.		
6.	Enjoy a cooler kind of mild.		
7.	Lady be cool.		
8.	Winston tastes good like a cigarette should.		
9.	Cool as a mountain stream.		
10	. Farewell to the Ugly Cigarette.		
Со	ngratulations on telling the truth!		
Wl	nich two slogans suggest the power of add	liction?	
Die	d you find it easy to turn the slogans into t	he truth?	
Sti	udent Name:	Adult Signatu	ıre:

for adults and teens together

Adolescents overestimate the percentage of their peers who use marijuana, and they also tend to underestimate the effects of the drug's use. That's why it is important to examine the misperceptions of marijuana and its use. Today we learned about the effects of marijuana on the body, especially on the teenage brain. We also discussed the impact of marijuana use on reaching goals.

#### **Key Concepts**

- Marijuana use can be particularly harmful to the teenage brain because it is still in the process of developing.
- There are many misperceptions about marijuana.

### **Activity: Gathering Goals**

Marijuana use has many effects both mentally and physically on the body that can stand in the way of a person reaching their goals. For example, short-term memory loss could keep a person from remembering a computer password or an assignment given to them the day before. One effect that has an impact on **All Goals!** is lack of motivation. This lack of motivation can keep a person from wanting to set goals in the first place.

In the boxes below are 6 effects of marijuana, 9 goals and 1 'All Goals!' Before you start this activity, cut all the squares, fold them in half and put the 6 effects in a bowl and the 10 goals in a bowl.

Short-Term Memory Loss	Accelerated Heart Rate	Lack of Motivation	Play Baseball	
Slow Reaction Time	Lowered Immune System	Against the Law	Apply for a Job	
All Goals!	Learn to Play	Be Healthy	Drive a Car	
Ride a Bike	Get Good Grades	Grocery Shopping	Play Video Games	

The object of this activity is to gather as many goals as you can. Taking turns, pick one from the bowl with the effects and one from the goals. The person picking should look away from the bowl before they pick. If you can explain how the effect you picked will stand in the way of reaching the goal you picked, keep that goal and put the effect back in its bowl. If you choose All Goals!, you can automatically win by picking Lack of Motivation as the effect and explaining its impact on goals!

С	Discuss w	hv goal	ls are importa	nt and w	hat life wo	uld be li	ike without them.

Discuss goals you might like to set as individuals and as a family.

Student Name: Adult	Signature:
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for adults and teens together

Today we learned about the negative physical, psychological, social, and emotional consequences of abusing prescription and OTC (over the counter) drugs. Adolescents who understand and can manage risk-taking behavior are better able to predict the outcomes of actions, equipping them to make more responsible decisions.

#### **Key Concepts**

- OTC and prescription drug abuse is harmful and can be addictive.
- Healthy risk-taking is a better alternative to looking for a "high" from prescription and OTC drug abuse.

### **Activity: Just What the Doctor Ordered**

This saying, "Just what the doctor ordered," means that a person has or is doing something that is just right for them. It might be a long awaited vacation, taking a healthy risk like a new haircut or eating their favorite meal. The saying was derived from the fact that when a doctor prescribes or orders medication, they are doing so to make that one person feel better. By definition, Prescribe: to lay down in writing a rule or course of action to be taken. If this prescribed course of action is not followed it can quickly become "NOT what the doctor ordered!" or an unhealthy risk.

Decide which of the following statements are healthy risks, and which are unhealthy risks. Circle one.

<ul> <li>The pilot was told all planes were grounded due to a very bad storm. He took the plane up anyway.</li> </ul>	Healthy	Unhealthy
- The sign said, "Danger Keep Out," but Jake and his dog went in the building.	Healthy	Unhealthy
- Tanya had never eaten artichokes before, so she tried one.	Healthy	Unhealthy
<ul> <li>Matt got up and played the guitar in his friend's band, without any rehearsal.</li> </ul>	Healthy	Unhealthy
- The broken glass did not stop Sharise from walking in the street barefoot.	Healthy	Unhealthy
- He knew he would be sore the next day, but Dan went hiking with his kids.	Healthy	Unhealthy

Just as in everyday life, we also need to know the risks of taking prescription or OTC drugs. If it's not "Just what the doctor ordered," the side effects can be very harmful, addictive and even deadly. Look at a bottle of aspirin, ibuprofen, or cough medicine you have in the house. Read and discuss all the things that it will do to help a person's condition, and then read and discuss the warnings. Be sure before you take anything that it's "Just what the doctor ordered."

Student Name:	 Adult Signature:	
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