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 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: Goal Intentions

Ask your child to tell you about the goal-setting steps listed below. Your child learned these steps with the help of Wagner, the central character in the A Peaceable Place Grade 2 program.

1. Name It
2. Picture It
3. Say, “I can!”
4. Think How to Do It
5. Go for It
6. Celebrate

Help your child set a short-term goal, one your child can reach within a week. Write your child’s goal on the line below. Use the chart to keep track of your child’s progress. Remember to celebrate together when the goal is achieved.

My goal is to ___________________________________________ every day for one week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</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 1: Goal Intentions

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned a poem to help us remember to stop and think before making a decision. When we think about a decision, we must consider the options and the positive and negative 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

Ask your child to teach you the hand movements that go along with the Stop and Think poem. The words to the poem are listed on the poster to the right.

With your child, read each scenario below and discuss the best decision for each one.

1. You promised your little sister you would play a game with her. As you begin to play, your friend knocks on the door and asks if you want to ride bikes. Stop and think: what should you do?  
2. You feel frustrated because you don’t understand the math assignment. Stop and think: what should you do?  
3. Your teacher told you and your classmate to come straight back to class after returning your books at the library. Your classmate wants to stop by and say, “Hi” to his teacher from last year. Stop and think: what should you do?  
4. You are playing ball with your friend in your backyard. The ball goes over the fence and lands in your neighbor’s flowerbed. Stop and think: what should you do?  
5. You and your friends are playing a game of tag at recess. You notice the new student in your class standing by himself. Stop and think: what should you do?

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: Stop and Think

**Student Name:** _________________________________ **Adult Signature:** _________________________________

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In class today, we learned there are many feelings we can use to describe our emotions. We also learned how to use I-messages to express how we feel and why.

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 the facial expressions associated with feelings and emotions. You will also practice using I-messages to tell one another how you feel and why you feel that way.

**Activity: Feelings All Around**

With your child, draw a line to match each facial express with the correct feeling word.

- Furious
- Heartbroken
- Bored
- Cheerful
- Terrified
- Sad

Together, fill in the blanks in each I-message below.

1. I feel ___________________________ when summer vacation is over, and it is the first day of school.

2. I feel ___________________________ when there is a thunderstorm.

3. I feel embarrassed when _________________________________.

4. I feel bored when _________________________________.

5. I feel worried when _________________________________.

_After completing the activity, fill out the section 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 learned what to do when we have a “bone to pick” with someone else. Instead of calling someone names and blaming, we learned to use an I-message to tell the other person how we feel. Using an I-message helps you communicate clearly and honestly so you can make a polite request. 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.

In this activity, you and your child will practice identifying I-messages.

### Activity: Treasure or Trash?

Cut out the statements along the dotted lines. Then read each statement. If the statement is an I-message, glue it to the treasure chest. If the statement is a You-message, throw it in the trash.

- I feel frustrated when you don’t let me try the jump rope tricks.
- I feel sad when you tell lies.
- I feel angry when you leave me out of the games at recess.
- You’re mean! You never let me sit in the front seat.
- I feel heartbroken when our plans change and we don’t get to go to the park.
- You are always late when you come over to play.

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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 4: Treasure or Trash?**

Student Name: ____________________________  Adult Signature: ____________________________
In class today, we learned healthy friendship qualities that make for a good friend. 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 unfriendly words and discuss friendly words to use to be a good friend.

Activity: To Have a Friend, Be a Friend

With your child, read the statement in each picture. Cross out the unfriendly words and write friendly words you can say in each picture.

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: To Have a Friend, Be a Friend

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned ways to show respect to ourselves, our belongings, other people, and the environment. When children learn to respect themselves and others, they can build empathy, resolve conflicts peacefully, and develop stronger relationships.

In this activity, you will practice with your child how we demonstrate respect to our belongings, other people, the environment, and ourselves.

**Activity: Respect in Action**

Cut out the eight actions. Glue or tape each action in the box with the appropriate heading to show if it demonstrates respect for self, belongings, others, or the environment.

- Send a note to your aunt and uncle to thank them for sending you a gift.
- Don’t chase or try to pick up the baby bunny when you see it on the playground.
- Choose an apple with peanut butter for a snack instead of a piece of cake.
- Park your bike in the garage when you are finished riding it.
- Say, “Please,” when asking your mom for more milk.
- Instead of playing video games, go for a walk with your family.
- Pick up a plastic bag blowing across the park, and put it in the recycling bin.
- Pick up your toys and put them where they belong before you go to bed.

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

**Home Workout 6: Respect in Action**

Student Name: __________________________ Adult Signature: __________________________
In class today, we learned about conflict and resolving conflict peacefully. We learned that approaching a conflict with a peaceable attitude can lead people from a problem to a solution. Children who can recognize what leads to conflict are better able to use strategies to resolve conflict and build stronger, healthier relationships.

Complete this activity together with your child to practice peaceable things to say and do.

Activity: Road Trip!

Pretend that your family is planning to go to a peaceable place. You pack your suitcase with t-shirts that will help you get along peacefully. Cut out each t-shirt image and place the t-shirts face down. With your child, take turns choosing a t-shirt. If it describes peaceable words, glue or tape it into the suitcase on this page. If the t-shirt does not describe peaceable words, don’t pack it in your suitcase.

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: Road Trip!

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned how we can manage our frustration and anger in healthy ways. When children learn self-control and anger-management skills, they are less likely to use violence and other aggressive behavior to resolve conflicts and express frustration.

In this activity, you and your child will discuss healthy ways to manage frustration.

Activity: How to Handle Frustration without Howling

Wagner is learning what to say and do to handle his frustration and anger without howling. Have your child present each of the strategies below to you. Ask your child to explain what each strategy means and how to use it. Then, work with your child to illustrate and name two healthy ways you and your family handle frustration without howling.

Count to Ten
1 2 3 4 5
6 7 8 9 10

One Step at a Time

Say How You Feel

Take a Break

Try Another Way

Ask for Help

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
for adults and kids together

In class today, we learned three strategies we can use to respond to bullying situations. Children who practice reporting and refusing bullying behavior are more likely to speak up if they are the target of bullying behavior or the witness of a bullying situation.

In this activity, you and your child will continue to practice how to respond to bullying situations.

Activity: Bullying Squares

Ask your child to tell you about the three ways to respond to bullying situations. Then read each of the responses to a bullying situation below. Color the square green if it is a good way to respond to a bullying situation. Color the square red if it is not a healthy way to respond.

<table>
<thead>
<tr>
<th>Laugh along with the Bully.</th>
<th>Tell the teacher about the situation.</th>
<th>Tell the Bully to leave the person alone.</th>
<th>Don't do or say anything to help the Target.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretend you don’t see or hear what is going on.</td>
<td>Join in with the bullying behavior.</td>
<td>Tell the Target not to listen to the Bully.</td>
<td>Tell the Bully to stop picking on the Target.</td>
</tr>
<tr>
<td>Start a fight with the Bully.</td>
<td>Tell your parents about the bullying behavior.</td>
<td>Run away</td>
<td>Tell the Bully to stop being mean.</td>
</tr>
<tr>
<td>Tell the Bully to stop calling people names.</td>
<td>Ask the Target how you can help.</td>
<td>Tell the bus driver about the bullying behavior.</td>
<td>Ignore the Bully and invite the Target to come with you.</td>
</tr>
<tr>
<td>Invite the Target to play with you.</td>
<td>Pout</td>
<td>Go get your friends to watch too.</td>
<td>Sit next to the Target at lunch.</td>
</tr>
</tbody>
</table>

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 9: Bullying Squares

Student Name: ________________________________________ Adult Signature: ________________________________
In class today, we learned how to solve problems. Children who know how to generate a variety of ideas are better able to problem-solve and resolve conflicts peacefully.

Continue to build your child’s problem-solving skills by completing this activity together.

**Activity: Kites, Balloons, and Bowling Balls**

Answer each of the questions below with your child. There is no right or wrong answer. Let them practice using their imagination.

What is the best thing about kites? ____________________________________________.

What are three things that make a kite fly? ____________________________________.

What makes balloons fun? _____________________________________________________.

Why do we use balloons? _____________________________________________________.

How are bowling balls different from other balls? _______________________________.

What do bowling balls do? ____________________________________________________.

You do not have a kite to fly in the sky on a windy day. What else could you use?  
______________________________________________________________________________.

You do not have balloons to decorate the party. What else could you use?  
______________________________________________________________________________.

You do not have a bowling ball to knock down the pins. What else could you use?  
______________________________________________________________________________.

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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.*

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**Home Workout 10: Kites, Balloons, and Bowling Balls**

Student Name: ______________________________ Adult Signature: __________________