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: ____________________________

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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.

Answers: (angry, happy, scared, proud, silly, confused, excited, surprised)

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: ___________________________
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.
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: ___________________________
In class today, we learned ways to show respect to ourselves, to others, and to our environment. When children learn to respect themselves and others, they can build empathy, resolve conflicts, and develop stronger relationships.

Use this activity to help your child understand what respect looks like and how people show respect to themselves and to each other.

Activity: Respect in Action

Take a walk outside with your child or go somewhere you can observe people going about their daily lives. Take a pencil and this worksheet with you. Write down the activities and behaviors you see that demonstrate respect. Examples include someone picking up litter, holding the door open for someone, or expressing courtesy in conversations by saying “please and thank you” or “excuse me.” When you get home from your walk, talk about what you and your child can do to demonstrate respect in your community.

I can show respect in my community by…

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: Respect in Action

Student Name: ___________________________  Adult Signature: ___________________________
In class today, we learned how to recognize other points of view. We also learned that approaching a conflict with a peaceable attitude can lead people from a problem to a solution. Children who learn to respect different opinions and the needs of others are more likely to seek peaceful solutions to conflict.

Play this game together as a family to help your child develop empathy and an understanding of considering other people’s points of view.

**Activity: Please Take Off Your Shoes**

Take a pair of shoes from each person in the family and put them in a circle on the floor. Have each family member face someone else’s shoes. Name a situation, such as how the school year is going, and have each family member describe that situation from the point of view of the person whose shoes he or she is facing.

After everyone has had a turn, have your family members move to face a different person’s shoes. Name another situation, such as an approaching holiday, and let each person describe it from the perspective of the person whose shoes they are now facing. Repeat several times, until each family member has had a chance to speak from all the other points of view.
Lesson 8 Reset Function - Anger Management and Mindfulness

Home Workout 8
for adults and kids together

In class today, we learned that when someone pushes our buttons, we can manage our frustration and anger. Taking deep breaths, counting to ten, using humor, or walking away can help us calm down and avoid losing our cool. When children learn self-control and anger-management skills they are less likely to resort to violence or other aggressive behavior to resolve conflicts and express frustration.

Use this activity to reinforce healthy anger-management skills and to help your child develop self-control.

Activity: Balloon Bouquet

With your child, color in the balloons that contain healthy ways to manage anger. Cross out the balloons that contain unhealthy ways to manage anger.

Laughter is an excellent way to manage anger because it is calming and encourages a more positive outlook on the situation. Practice these laughter exercises with your child and be sure to implement them the next time your child is angry.

• **30 Second Laughter:** Laugh non-stop for 30 seconds. You could shrug your shoulders, as if to say, “What is so funny?” or “I don’t know why I am laughing.”

• **Gradient Laughter:** Smile for a moment, then start to giggle, slowly turning those giggles into laughter. Gradually increase your laughter in tempo and volume.

• **Singing Laughter:** Sing nursery rhymes (e.g. Mary Had a Little Lamb; Twinkle, Twinkle Little Star, etc.) with “Ha” instead of words.

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 8: Balloon Bouquet

Student Name: ___________________________ Adult Signature: ___________________________
Home Workout 9
for adults and kids together

In class today, we learned three strategies that either the target or the witness of bullying behavior can use to respond to the situation. Children who practice reporting and refusing bullying behaviors 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: Name that Strategy

With your child, review the Bullying Response Strategies. Then read each situation below and circle the strategy that is used in the situation.

1. Beth constantly picks on Mia. Beth thinks it’s funny, but it really hurts Mia’s feelings. Mia says, “Beth, you need to stop picking on me.”

2. At lunch, Marvin notices that Nelson and his friends always make fun of Stan. Marvin says to Stan, “Don’t listen to them. Come sit with me and my friends.”

3. Henry waits until the bus driver isn’t looking and punches Sam in the arm. Henry tells the bus driver what is happening to him.

4. Every day during lunch, Orion forces Amber to give him her snack. Amber tells the Lunch Monitor what is happening so she can help her.

5. Since the beginning of the school year, some of the boys in Mitchell’s class have been calling him names. Mitchell says, “We don’t have to be friends, but you need to stop calling me names.”

6. Faith plays basketball after school with some of the kids in her neighborhood. Lately, Clark has been telling Faith that she’s a terrible player and he doesn’t want her on his team. Michael overhears what Clark says to Faith and tells her, “Don’t believe him. None of the rest of us feels that way.”

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: Name that Strategy

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned how to brainstorm to generate creative problem-solving. Children who know how to brainstorm 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: Making Headlines**

Ask each family member to think of a common problem that occurs in your household. On an index card or piece of scrap paper, ask each family member to write down their problem describing it as if it were a headline in a newspaper. Then, place the headlines in a container. Select one headline each day this week to work out as a family. Brainstorm to find as many solutions as possible. Decide which solution will work best and implement that solution.

Here are some example headlines to get you started…

“Local child attempts to ride in the front seat each chance she can. Driver and brother aggravated.”

“Mother of three wants rooms clean before children go outside to play. Children disobey.”

“Siblings argue about who should clean up toy using theory based on who touched it last.”

After you have addressed each problem, reflect on how it worked and why. What did everyone learn about preventing future problems? Were there multiple solutions to the problem?