Lesson 1: Goal Boosters & Goal Busters - Goal Setting

Home Workout 1
for adults and kids together

Our class has been participating in Too Good, a social emotional learning program developed by the Mendez Foundation to teach skills for healthy and drug-free living. As an extension of the lesson in the classroom, we encourage families to discuss what we’ve learned and participate in activities that reinforce the lessons taught in Too Good. This week’s lesson teaches goal-setting skills.

Well-set goals serve as a compass, keeping children on course toward a well-designed future. Children who can and do set reachable goals have a stronger sense of self and make better decisions.

Activity: Goal Boosters Say…
In class today, we learned the six steps to reaching a goal and discussed how Goal Boosters are people who support and encourage us as we work to reach a goal. With your child, develop a Goal Booster’s Top Ten list of statements and encouraging words that Goal Boosters would say. Write these statements and phrases in the spaces provided below.

Student Name: ___________________________ Adult Signature: __________________________

Once you have made your Goal Booster’s Top Ten list, detach it and display it prominently in your home. Use these words and phrases to encourage one another to reach your goals.

Goal Booster’s Top Ten

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________
6. ____________________________________________________________________________
7. ____________________________________________________________________________
8. ____________________________________________________________________________
9. ____________________________________________________________________________
10. ____________________________________________________________________________
Children equipped with decision-making and problem-solving skills are more likely to make confident, healthy decisions and avoid negative consequences. The ability to stop and consider the positive and negative consequences of decisions reduces the likelihood of impulsive behavior, keeping actions consistent with short-term goals.

Today, we learned that when we stop to think about a positive outcome and consider the positive and negative consequences of our decisions before taking action, we are more likely to make good, healthy choices, and we will be more confident in ourselves. Use this activity to continue practicing your child’s decision-making skills to prepare your child to face bigger decisions.

Activity: Better Choice Next Time
In each scenario below, a character makes a bad decision. With your child, list the negative consequences that could happen as a result of the character’s bad decision. Then, help the character make a better decision by considering two alternative options for each scenario. Discuss these options and their positive and negative consequences with your child. When you and your child have selected the best option, mark it with a checkmark in the appropriate box.

1. Calvin broke the gate to the backyard. When his dad asked him what happened, Calvin decided to lie. He told his dad he saw the neighbor playing football with his friends, and the neighbor must have broken it.
   
   Negative consequences of Calvin’s decision: __________________________________________
   _______________________________________________________
   _______________________________________________________
   
   □ Alternative Option
   _______________________________________________________
   □ Alternative Option
   _______________________________________________________  

2. Caroline’s friend is selling candy bars at school to raise money for the soccer team’s tournament, and Caroline wants to buy some. Caroline just spent all of her money on a new pair of sunglasses, and she won’t get her allowance for another two weeks. Caroline decided to take money from her mom’s purse so she can buy candy bars from her friend.
   
   Negative consequences of Caroline’s decision: __________________________________________
   _______________________________________________________
   _______________________________________________________
   
   □ Alternative Option
   _______________________________________________________
   □ Alternative Option
   _______________________________________________________  

Student Name: ___________________________ Adult Signature: ___________________________
Home Workout 3
for adults and kids together

Children equipped to identify and manage their emotions are better able to express their feelings with confidence. Emotional self-awareness fosters the recognition and appreciation of the emotions of others, promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships.

In class today, we learned there are different words we can use to describe the different intensities of emotions. We also learned how to identify our emotions, and we discussed healthy ways to manage emotions so they don’t become overwhelming. We also practiced recognizing the emotions of others by observing facial expressions. Today’s activity will help your child continue to build emotional self-awareness and practice managing emotions so he or she can continue making healthy decisions with positive outcomes.

Activity: Emotion Totem Pole
With your child, begin at the bottom of the totem pole to the right and imitate each facial expression. As you and your child imitate each expression, discuss which emotion you feel. Then, choose an emotion together and answer the questions below.

Finally, practice reading each other’s emotions by taking turns imitating a different facial expression from the totem pole. Let the person observing the facial expression guess which one you are imitating.

1. What is the emotion?

2. What physical signals alert you to this emotion? (Keep in mind the physical signals could be different for each of you.)

3. Tell each other about a time you experienced this emotion.

4. Name four healthy ways you could manage this emotion.

5. Take turns making different faces on the totem pole and randomly choosing family members to identify the emotion.

Student Name: ___________________________  Adult Signature: ___________________________
Children with effective communication skills are better able to resolve conflict peacefully, share feelings, and share ideas with others, enhancing cooperation and relationship building. Children who are effective communicators are more likely to bond with their peers and develop healthy relationships.

In our class today, we learned the roles of the Speaker and the Listener in the communication process. We discussed the characteristics of an assertive speaker and practiced applying them. We also practiced being an active listener by showing care and respect for the person speaking. This activity will help you and your child continue to build the skills necessary for effective communication.

Activity: Listen Up
Ask your child to review the roles of the Speaker and the Listener with you. As a family, take turns asking and answering the Listen Up Questions. Remember, this activity reviews the communication skills. There are no right or wrong answers. When you are finished, answer the questions at the bottom of the page.

**Listen Up Questions**
1. If you could have any job, what would it be and why?
2. What is the best gift you have ever received? Why was it so special?
3. What do you think is the most important friendship quality to have in a friend?
4. What one word would you use to describe yourself? Why did you choose that word?
5. What really scares you and why?
6. If you were my age, what advice would you give me?
7. How are you and I alike? How are we different?

**Follow Up Questions**
1. Which Speaking skills did each participant use? __________________________________________
   __________________________________________
   __________________________________________

2. Which Listening skills did each participant use? __________________________________________
   __________________________________________
   __________________________________________

Student Name: ___________________________ Adult Signature: ___________________________
Home Workout 5
for adults and kids together

Bonding with pro-social others fosters belonging and connectedness mitigating the impact of risk factors on behavior. Peer selection skills, including the ability to make and maintain positive friendships, is a critical protective factor. Children surrounded with positive peer influences make more responsible, less-risky choices, and are more likely to reach their goals.

In class today, we discussed healthy and unhealthy friendship qualities. We learned how to be a good friend to others and discussed the benefits of choosing friends with healthy qualities. This activity will help you and your child continue to build the skills necessary for developing healthy friendships.

Activity: Friendship Qualities
As a family, think of a friendship quality that begins with each of the letters below. Then together, decide if the word is a healthy or unhealthy friendship quality. If it is a healthy friendship quality, circle the letter “H.” If it is an unhealthy friendship quality, circle the letter “U.”

<table>
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<tr>
<th>C</th>
<th>Caring</th>
<th>H</th>
<th>U</th>
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<td>H</td>
<td>U</td>
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<td>H</td>
<td>U</td>
<td></td>
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</tbody>
</table>

Why is it important to have good friends?
______________________________________________________________________________________________________
______________________________________________________________________________________________________

What friendship qualities did you first notice in one of your best friends?
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

Finally, discuss how to handle friendships that may be unhealthy. What can you say to a friend that demonstrates unhealthy friendship qualities? What do you say or do to end an unhealthy friendship?
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

Student Name: ___________________________ Adult Signature: __________________________
Lesson 6: The Respect Effect - Respect for Self and Others

Home Workout 6
for adults and kids together

The capacity to assess one’s own strengths and weaknesses and the effect of one’s thoughts on feelings and behavior enhances self-respect, promoting a can-do attitude. Self-respect and self-confidence together with a respect for others promotes a greater capacity to build empathy, diffuse conflict, and develop stronger relationships.

In class today, we learned to listen respectfully when others are speaking, and respond respectfully to others’ opinions. No matter how strong the difference of opinion is, we have a responsibility to listen with respect because we can learn from other people’s ideas, and they can learn from ours. In this activity, you will continue helping your child practice the Formula for Respect:

“[Person’s Name] thinks [opinion] because [reason]. I disagree. I think [opinion] because [reason].”

Example: Darius thinks puppies are cuter than kittens because he’s allergic to cats. I disagree. I think kittens are cuter than puppies because I like meowing more than barking.

Activity: Opinion Toss Up
Cut out the statements, fold them in half, and place them in a bowl. Find a small ball to toss back and forth. The oldest family member will go first. The first person will choose a statement from the bowl, read it aloud, and state whether they agree or disagree, and one reason for their opinion. Then toss the ball to another family member who will state whether they agree or disagree, and one reason for their opinion. If the person disagrees, use the Formula for Respect, and then toss the ball to someone who hasn’t had a turn yet. Remember, you are not trying to reach an agreement. You are practicing listening respectfully to different opinions. Once everyone has stated their opinion, draw another statement from the bowl.

Student Name: ___________________________ Adult Signature: ___________________________

- Everyone should take at least three bites of any vegetable served for dinner.
- Clean laundry doesn’t need to be folded.
- Kids should always save their money.
- Electronic devices should never be allowed at the dinner table.
- Kids should be allowed to stay up as late as they want, even on a school night.
- We should get a (another) pet.
Lesson 7: Work It Out - Conflict Resolution

Home Workout 7
for adults and kids together

Conflict is an everyday part of pro-social development and peer bonding. Children who can recognize the precursors to conflict and who are skilled in employing strategies to resolve conflict can build stronger, healthier relationships. Children who respect differing opinions and the needs of others seek peaceful solutions to conflict.

In class today, we learned that a conflict is a problem with at least two sides. Even though conflicts can be frustrating, they are a normal part of everyday life. Approaching conflict with a cooperative attitude can lead you from a problem to a peaceful resolution. In this activity, you will continue to help your child learn and practice the cooperative approaches to everyday conflicts.

Activity: Resolving Everyday Conflicts
With your child, review the five cooperative approaches to conflict.

Win-Win – We find a solution that we both like.

Compromise – We both give a little to get a little. We share.

Agree to Disagree – Instead of arguing, we respect that we have different opinions.

Don’t Sweat the Small Stuff – If it is a small problem, let it go.

Get Help – Ask a responsible adult to help resolve the problem.

Now, read the WHO, WHAT, WHERE, and WHEN for each conflict situation. Discuss which conflict approach the characters could use to resolve the problem. In the HOW column, write how the characters could use the conflict approach you chose.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>WHERE</th>
<th>WHEN</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A Mom and her daughter</td>
<td>Disagree about bedtime</td>
<td>At the dinner table</td>
<td>On Sunday night</td>
</tr>
<tr>
<td>2</td>
<td>Two best friends</td>
<td>Disagree about what to wear on twin day</td>
<td>In the Cafeteria</td>
<td>On Tuesday afternoon</td>
</tr>
<tr>
<td>3</td>
<td>Two neighborhood kids</td>
<td>Disagree about which professional basketball team will make it to the finals</td>
<td>On the basketball court</td>
<td>After school</td>
</tr>
<tr>
<td>4</td>
<td>A big sister and a little brother</td>
<td>Disagree about what TV show to watch</td>
<td>In the living room</td>
<td>On Thursday night</td>
</tr>
<tr>
<td>5</td>
<td>Two classmates</td>
<td>Disagree about whose textbook is whose</td>
<td>In the classroom</td>
<td>On Friday morning</td>
</tr>
</tbody>
</table>

Student Name: ___________________________ Adult Signature: ___________________________
Children who recognize the relationship between their emotions and their response to stressors and interpersonal conflicts are better able to foresee the negative outcomes of unmanaged emotional response and to diffuse intense emotional response. Emotional self-awareness coupled with anger management skills promotes resiliency, reducing the likelihood of violence and other problem behaviors.

In class today, we learned that unmanaged anger and a competitive attitude can cause a conflict to escalate. To be able to think clearly and solve a problem, you first have to cool down. Once you are calm, you can use your effective communication skills to de-escalate a conflict. In this activity, you and your child will work together to cool down and turn a conflict around.

Activity: Consider Every Angle
With your child, solve for the unknown angle of each triangle or quadrilateral. (Hint: The angles of a triangle add up to 180°. The angles of a quadrilateral add up to 360°.) Then fill in the story with the letters that correspond to the numbers. Read the story aloud and discuss how Roland and Marie de-escalated the conflict and resolved it.

Roland and Marie split the cost of the newest book in the Sam the Spy series. Now, they’re arguing about who gets to read it first. Roland takes a deep breath to cool down. With a voice he says, “Marie, work this out.” Marie her fists and brings an attitude to the conflict. She the problem without blaming Roland. “The problem is we only have one copy of the book.” Roland asks to hear Marie’s. “Why do you want to read the book first?” Maries says, “Because it’s my favorite series of all time.” Roland says, “It’s my second favorite, so let’s.

You can read it first, if you promise not to give away the plot.” Marie smiles and says, “I promise.”

Student Name: ___________________________ Adult Signature: __________________________
In class today, we learned how to identify and respond to bullying behavior. Bullying is repeated, aggressive behavior that is one sided and meant to cause harm. Unlike everyday conflicts, bullying isn’t a one time disagreement that can be resolved. In this activity, you will help your child distinguish between bullying behaviors and everyday conflicts and discuss how to handle them.

**Activity: Show Your Courage**

With your child, review the five bullying response strategies. Then read each situation below and decide whether it’s a conflict or a bullying situation. If it’s a conflict, circle CONFLICT and choose a cooperative approach to resolve the problem. Write what you would say or do on the blank lines. If it’s a bullying situation, circle BULLYING and discuss what the target or the witness could say or do. Write an assertive response on the blank lines.

1. Every day when Audrey sits at her desk, Caitlin yanks her ponytail. Audrey told her to stop, but she won’t.
   - Conflict
   - Bullying

2. Nora sneezed and didn’t cover her nose. Skyler sits next to her, and he got sprayed with snot.
   - Conflict
   - Bullying

3. Whenever the teacher’s not looking, Erin throws wadded up pieces of paper at Taylor.
   - Conflict
   - Bullying

4. Emilio is upset because David asked someone else to be his partner for the science project.
   - Conflict
   - Bullying

5. Every morning when Jasmine sees Alexis in the hallway, she unzips her backpack, and Alexis’ books spill everywhere.
   - Conflict
   - Bullying

6. Thomas never lets Jared play soccer during recess. Every time Jared asks to play, Thomas says, “No way! You’ll ruin the game.”
   - Conflict
   - Bullying

**Bullying Response Strategies**

- Say, “Stop”
- Support the Target
- Make a Suggestion
- Report It
- Safety in Numbers

**Student Name:** ___________________________  **Adult Signature:** ___________________________
Home Workout 10
for adults and kids together

Children equipped with social and emotional skills are better prepared to handle challenging situations constructively and be positive role models for their peers. Children empowered with these skills feel more connected to their learning environment, and they are more likely to take an active leadership role in creating a positive school climate conducive to learning.

In class today, we learned that the good decisions you make and the good things you do can positively influence others. When you make good decisions, others are likely to notice and follow your lead. In this activity, you and your child will review the qualities of a positive role model and discuss the benefits of having a role model that inspires you to be your best self.

Activity: Positively Puzzling
With your child, see how many positive role model qualities you can find using the letters below. Each quality must use the center letter, A, at least once. All letters may be used more than once.

Next, interview your child, and then have your child interview you. Ask the following questions:
• Who is your role model?
• Why do you look up to that person? What are their positive qualities?
• What obstacles has your role model inspired you to overcome?
• What goals have you reached because of your role model’s positive influence?

Student Name: ___________________________  Adult Signature: ___________________________