Home Workout 1
for adults and kids together

Our class has been participating in the Too Good program developed by the Mendez Foundation to teach skills for healthy living and violence-free lives. As an extension of what we learned in the classroom, we encourage families to discuss and participate in activities that reinforce the lessons taught in Too Good.

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: Family Goals

In class today, we learned how to name a short-term goal. A short-term goal can be reached in a short period of time like two to three months.

Think about what you want to accomplish as a family and work together to name several short-term family goals. Your goals can be serious or fun. Your goals might include becoming more physically active as a family, eating healthier foods, volunteering together, spending more time together, or saving money for a family vacation.

As you name your family goals, mark the icons to confirm the goal meets each criterion.

Family Goals:

1. ___________________________________________________________________________________________________
2. ___________________________________________________________________________________________________
3. ___________________________________________________________________________________________________
4. ___________________________________________________________________________________________________
5. ___________________________________________________________________________________________________

Discuss how your family will accomplish your goals and think about the action steps each family member will need to take to reach your 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: Family Goals

Student Name: ____________________________  Adult Signature: ____________________________
Home Workout 2 for adults and kids together

Children equipped with decision-making and problem-solving skills are more likely to make confident, healthy decisions. The ability to consider the positive and negative consequences of decisions reduces the likelihood of impulsive behavior, promoting actions consistent with short-term and long-term goals.

In class today, we learned that when we stop, 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 are more confident in ourselves.

Through this activity, you and your child will continue practicing decision-making skills so your child will be ready when faced with big decisions.

Activity: Think it Through

Read the scenario below. Use the Decision-Making Model to discuss the options for the scenario and write your answers on the lines provided. Then, list the positive and negative consequences of each option, and place a checkmark in the box next to the option you choose.

Scenario
As you enter the garage on your bike, you accidently scratch your dad's car. You realize no one saw what happened. What do you do?

☐ Option 1: __________________________________________________________________________________

Positive Consequence: __________________________________________________________________________________

Negative Consequence: __________________________________________________________________________________

☐ Option 2:  _________________________________________________________________________________

Positive Consequence: __________________________________________________________________________________

Negative Consequence: _________________________________________________________________________________

Now, reflect on the decision you think is best. Why do you think this decision gives you a positive outcome?

_______________________________________________________________________________________________________

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: Think it Through

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 to describe the different intensities of emotions. We also learned how to identify our emotions. We discussed how intense emotions can influence our decision making. We learned healthy ways to manage our emotions so they don’t overwhelm us.

Through these activities, you will help your child continue to build emotional self-awareness and practice managing emotions so they can continue making healthy decisions with positive outcomes.

Activity: Emotional Support

Discuss the physical body signals that alert you to each of the emotions listed below. Draw a straight line to connect each emotion with its related body signal(s). There may be more than one physical signal for each emotion. Use a different color marker for each family member or label the lines with each person’s name.

<table>
<thead>
<tr>
<th>Surprised</th>
<th>Embarrassed</th>
<th>Furious</th>
<th>Happy</th>
<th>Sad</th>
<th>Afraid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clenched Fist</td>
<td>Dry Mouth</td>
<td>Racing Heart</td>
<td>Sweaty Palms</td>
<td>Tears</td>
<td></td>
</tr>
</tbody>
</table>

Discuss which healthy management strategies you could use to manage intense emotions like anger or fear. List your strategies on the lines below.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

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: Emotional Support

Student Name: ___________________________ Adult Signature: ___________________________

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Home Workout 4
for adults and kids together

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 class today, we learned effective communication skills. We discussed the characteristics of an assertive speaker and an active listener. This activity will help you and your child continue building the skills necessary for effective communication and better enable your child to develop healthy relationships.

### The Assertive Speaker...
- uses confident body language.
- looks the other person in the eye.
- uses a firm tone of voice.
- has a calm facial expression.

### The Active Listener...
- maintains eye contact with the Speaker.
- leans in toward the Speaker.
- focuses on what the Speaker is saying.
- repeats what the Speaker is saying.
- asks clarifying questions.
- ignores distractions.

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**Activity: The Interview**

Apply the Effective Communication skills to conduct interviews with your family members. Select one person to be Person A and another to be Person B.

**Person A:** Conduct an interview with Person B using the topic and questions from Interview A.

**Interview A – Imagine you could have lunch with a famous person, living or deceased.**

1. Who would you invite to lunch? ______________
   ________________________________________________________________________

2. Why would you choose this person? __________
   ________________________________________________________________________

3. What would you have for lunch? ______________
   ________________________________________________________________________

4. What two questions would you ask your famous lunch guest? ______________
   ________________________________________________________________________

**Person B:** Conduct an interview with Person A using the topic and questions from Interview B.

**Interview B – Imagine you were one of the first astronauts to explore Planet Perfecta.**

1. Name one person you would like to take with you on your voyage. ______________
   ________________________________________________________________________

2. Name two things that make this planet a perfect place to live. ______________
   ________________________________________________________________________

3. Name one way this planet is different from planet Earth. ______________
   ________________________________________________________________________

4. If you could bring one thing back to Earth from Planet Perfecta, what would it be? __________
   ________________________________________________________________________

Once your interviews are complete, discuss how the assertive speaking and active listening skills helped your interview process.

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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 4: The Interview**

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 the healthy qualities of friendship. We learned what it takes to be a good friend and discussed the benefits of choosing friends with healthy friendship qualities. This activity will help you and your child continue to develop the skills necessary for building healthy friendships.

Activity: Friendship Qualities

Invite your child to conduct an interview with you using the questions below. Read each question together and discuss your answers with your child about your own experiences with friendships. Have your child write your answers on the lines provided.

1. What qualities do you think are most important in a friendship?

______________________________________________________________________________
______________________________________________________________________________

2. Tell me about a time you did something nice for a friend.

______________________________________________________________________________
______________________________________________________________________________

3. When you were my age, what did you and your best friend do for fun?

______________________________________________________________________________
______________________________________________________________________________

4. Tell me about a time when you helped cheer up a friend.

______________________________________________________________________________
______________________________________________________________________________

5. When, if ever, should a friend break a promise?

______________________________________________________________________________
______________________________________________________________________________

6. Tell me about a time you had to end a friendship.

______________________________________________________________________________
______________________________________________________________________________

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

Student Name: ___________________________________ Adult Signature: _____________________
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 that self-respect involves thinking positively. We discussed how to handle a difference of opinion in a respectful way so it will strengthen a person’s self-respect and show respect to the other person. We learned we deserve each other’s respect whether we are in the classroom, in our homes, or in our communities.

This activity will help you and your child identify respectful behaviors and strengthen your child’s self-respect and ability to show respect to others.

Activity: Acrostic Poem

With your child, use the letters of respect to create an acrostic poem. An acrostic poem uses the letters of the word to begin each line of the poem. Together with your child, discuss words or phrases that describe or are examples of respect that begin with each of the letters in the word respect. Write your answers on the lines provided.

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: Acrostic Poem

Student Name: ________________________ Adult Signature: ________________________
Home Workout 7
for adults and kids together

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 conflicts happen when people have different goals, opinions, or points of view. We discussed that it is better to cooperate in a conflict than to compete. We learned five approaches to conflict. In this activity, you and your child will continue discussing the five Approaches to Conflict.

**Activity: The Right Approach**

With your child, read each of the situations below. Then discuss which Approach to Conflict is used in the situation. Place a check mark in the box beside your answer.

1. Ryan and his sister both want to ride in the front seat on the way to the movie. They decided Ryan’s sister will ride in the front seat on the way to the movie and Ryan will ride in the front seat on the way home from the movie.
   - [ ] Compromise
   - [ ] Win-Win

2. It is Saturday morning, and Calvin and Jose are trying to decide what to do. Jose wants to watch a movie and Calvin wants to skateboard. Calvin decides to watch a movie with Jose. It’s no big deal. Besides, Calvin can go skateboarding tomorrow.
   - [ ] Agree to Disagree
   - [ ] Don’t Sweat the Small Stuff

3. Alex and her friend Cora are in a fight. Alex thinks Cora started a rumor about her, and Cora says it’s all a misunderstanding. Cora doesn’t want this to ruin their friendship, so she asks her mom for help in resolving the fight with Alex.
   - [ ] Agree to Disagree
   - [ ] Get Help

4. Tracy and Olivia’s mom said they could decide what to do on their last day of summer vacation. Tracy wants to volunteer at the animal shelter, and Olivia wants to go see a movie. After talking it over, they agree going to the pool is the best way to spend the last day of summer vacation.
   - [ ] Win-Win
   - [ ] Compromise

5. Joey believes everyone should recycle and conserve resources. Jazmin thinks recycling takes too much work. They know they will never agree, so they decide not to argue about it.
   - [ ] Get Help
   - [ ] Agree to Disagree

*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 7: The Right Approach**

Student Name: ___________________________ Adult Signature: ___________________________
After completing the activity, fill out the section below, cut along the dotted line, and return it to your child’s teacher.

Home Workout 8: Reversing the Escalator

Student Name: ___________________________ Adult Signature: ___________________________
Children able to express their feelings with confidence are less likely to use aggression to satisfy their needs for security, position, safety, and power. Assertive communication skills and bonding with pro-social others foster belonging and connectedness. Children who practice reporting and refusing bullying behaviors are more likely to have the courage to speak up if they are the target or the witness of a bullying situation.

In class today, we learned five strategies to respond to bullying behavior. The Bullying Response Strategies include: Say, “Stop,” Report It, Support the Target, Safety in Numbers, and Make a Suggestion. We discussed how we are all responsible for preventing and stopping bully behavior. When we respond to bullying in healthy ways, it lets everyone know it is not acceptable.

This activity will give you and your child the opportunity to discuss bullying behavior and how to respond to it in a positive way.

Activity: Story Time

With your child, use the story template below to create a story about bullying behavior. Consider how you want the story to unfold and how the bullying situation will be resolved. Make the drawings as detailed or as simple as you like. Use speech balloons for the communication between the characters.
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 the skills we have been learning and practicing over the past nine weeks are frequently the qualities of a positive role model. Students realized they are positive role models to their classmates, younger students, and younger family members. This activity will enable you to learn the qualities your child feels are important for a role model to possess.

Activity: Building a Positive Role Model

You have $20.00 to spend at the Shining Star Café. With your child, discuss the menu and “purchase” the qualities that you believe are the most important for a positive role model. Write the qualities you decide to “purchase” on your order form at the bottom of the page.

<table>
<thead>
<tr>
<th>Appetizers</th>
<th>Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible $2.00</td>
<td>Supportive  $2.00</td>
</tr>
<tr>
<td>Friendly $2.00</td>
<td>Polite $2.00</td>
</tr>
<tr>
<td>Optimistic $2.00</td>
<td>Owns Mistakes $2.00</td>
</tr>
<tr>
<td>Community Minded $2.00</td>
<td>Nice $2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Decision Maker $2.00</td>
</tr>
<tr>
<td>Honest $2.00</td>
</tr>
<tr>
<td>Respectful $2.00</td>
</tr>
<tr>
<td>Unique $2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets and Achieves Goals $2.00</td>
</tr>
<tr>
<td>Hard Worker $2.00</td>
</tr>
<tr>
<td>Talented $2.00</td>
</tr>
<tr>
<td>Outgoing $2.00</td>
</tr>
<tr>
<td>Empathetic $2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desserts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging $2.00</td>
</tr>
<tr>
<td>Successful $2.00</td>
</tr>
<tr>
<td>Helpful $2.00</td>
</tr>
<tr>
<td>Reliable $2.00</td>
</tr>
</tbody>
</table>

Order:
__________________________________________  ___________________________________________  ___________________________________________
__________________________________________  ___________________________________________  ___________________________________________
__________________________________________  ___________________________________________  ___________________________________________
__________________________________________  ________________________________

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

Home Workout 10: Building a Positive Role Model

Student Name: ____________________________ Adult Signature: ____________________________