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.

**Activity: Picture It**

In class today we learned how to set a reachable goal. As a family, you will work together to Picture Yourselves Reaching Your Goals.

Each family member will think of several reachable short-term goals. Write each goal on a scrap piece of paper and fold each paper and place it in a bowl.

To complete the activity, work in teams or individually.

- Select one goal from the bowl.
- Draw a picture of the goal without saying or writing any words.
- The rest of the family will try to guess the goal and who it belongs to.
- Allow one minute for each turn.
- Give points for guessing correctly.

Discuss how everyone can accomplish their short-term goals. Encourage one another to “Go for It!” Write down two goals that were identified during the game, including who they belong to and the actions necessary to reach each of the two goals.

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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 1: Picture It**

Student Name: ___________________________ Adult Signature: ___________________________
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: Action Planning

Student Name: ___________________________ Adult Signature: ________________________

In class today, we learned that when we stop to 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. Through this activity, you and your child will continue practicing decision-making skills so that your child will be ready when faced with big decisions.

Help your child think through the decisions below. List two options for each decision. Then discuss the positive and negative consequences for each option. Finally, ask your child to choose the option he or she thinks is the best choice and place a checkmark in the box next to that option.

1. You found out your friend is communicating electronically with someone much older than your friend. Your friend asked you not to tell anyone about it. You think your friend is making a big mistake. What are your options and their consequences?

   Option 1 ___________________________ Option 2 ___________________________

   Consequences
   ___________________________________
   ___________________________________
   ___________________________________

   Consequences
   ___________________________________
   ___________________________________
   ___________________________________

2. You’re walking to the bus stop when you see a dog running loose on your street. It looks like your neighbor’s dog, but you can’t really tell. When you call the dog’s name, she turns to look at you and then takes off running again. You can’t miss the bus because there isn’t anyone at home that can take you to school. What are your options and their consequences?

   Option 1 ___________________________ Option 2 ___________________________

   Consequences
   ___________________________________
   ___________________________________
   ___________________________________

   Consequences
   ___________________________________
   ___________________________________
   ___________________________________
In class today, we learned how to identify our emotions and we discussed healthy ways to manage them so that they don’t become overwhelming. We discussed the consequences of decisions based on emotions, and we learned that when we can recognize how our emotions influence our decisions, we are better prepared to make thoughtful, healthy choices. Through these activities, you will help your child continue to build emotional self-awareness and practice managing emotions so that they can continue making healthy decisions with positive outcomes.

**Activity: Emotion Promotion**

I. Review the basic emotions listed in the first column. Brainstorm additional words that show degrees of increasing intensity for each emotion. Write down two of the words you identified for each emotion in the chart below. Discuss how different degrees of an emotion can be expressed with different facial expressions and body language. For example, when you’re happy, you smile; when you’re ecstatic, you smile and jump up and down with excitement. Take turns trying on each emotion from basic to extreme. Make it a fun game. Have one person choose an emotion from the chart, and take turns guessing which emotion the person is wearing.

<table>
<thead>
<tr>
<th>Basic Emotion</th>
<th>Extreme Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness</td>
<td>Thrilled</td>
</tr>
<tr>
<td>Fear</td>
<td>Ecstatic</td>
</tr>
<tr>
<td>Sadness</td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td></td>
</tr>
</tbody>
</table>

II. Using the chart below, write a few possible ways someone could choose to express each emotion. Circle the healthy choices and put an “X” over the unhealthy choices. Discuss the positive and negative consequences of each choice.

<table>
<thead>
<tr>
<th>Happiness</th>
<th>Fear</th>
<th>Sadness</th>
<th>Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laugh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink Alcohol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
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<td></td>
<td></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.

Student Name: ___________________________ Adult Signature: ___________________________
Home Workout 4
for adults and kids together

In class today, we learned effective communication skills. We discussed the characteristics of a confident and assertive speaker, and we learned how to be 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 and better enable your child to make decisions consistent with short-term and long-term goals.

Activity: Map Quest

Give everyone a piece of paper and pencil. Each person is going to create a map (treasure map, mountain bike trail map, zoo map, miniature golf course map, etc) with 9 check points or 9 stopping areas. Label the areas and number them 1-9. Then go back and add “Do-Not-Enter” zones such as roadblocks, bodies of water, sand traps, etc. Place an “X” somewhere on the map to show where the course will begin. Do not show your map to anyone. Now select a partner. Decide who will be partner A and who will be Partner B. Blindfold partner A. Partner B will place their map in front of Partner A while placing partner A’s pencil on the starting point, “X”. Partner B will verbally give directions to Partner A as to where they should move their pencil to reach each of the 9 designated areas. They must go through the map/course in numerical order. They must avoid the “Do-Not-Enter” zones. Partner A may not talk or ask any questions. Now switch roles. Once you’ve completed the activity, discuss and answer the questions below.

1. How easy or difficult was it to follow the instructions you were given? Explain.

_____________________________________________________________________________________________________

2. How easy or difficult was it to give the instructions to your partner? Explain.

_____________________________________________________________________________________________________

3. Would it have been easier if the person following the instructions could ask questions? Explain.

_____________________________________________________________________________________________________

4. How can you be sure that you understood someone correctly?

_____________________________________________________________________________________________________

5. Describe a situation where effective communication is necessary.

_____________________________________________________________________________________________________

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child’s teacher.
In class today, we learned nine peer-pressure refusal strategies. We discussed how peer behavior, both positive and negative, is a strong influence on decision making. In this activity, you will help your child identify the benefits of associating with peers who make positive decisions, as well as demonstrate effective peer-pressure refusal techniques in a variety of situations.

Activity: What Would You Do?

Review the nine peer-pressure refusal strategies. Encourage your son or daughter to share them with you and think about situations they may encounter where it would be helpful to have these strategies in place. The nine peer-pressure refusal strategies are: Steer Clear, Broken Record, Walk Away, Ignore, State the Facts, Say “No”, Make an Excuse, Better Idea, Reverse the Pressure.

Ask your teen some of the questions listed below or come up with your own scenarios. In addition to practicing the refusal strategies, discuss the benefits of having supportive friends who make healthy, positive decisions.

- You are invited to a party at someone’s home and you know the parents are out of town. What would you say? What would you do?
- After school, a group of peers is using drugs. They ask if you want to join. What would you say? What would you do?
- While shopping at the mall, your friend pressures you to slip a watch in your bag instead of paying for it. What would you say? What would you do?
- You are babysitting and you know not to let anyone in the house. A few of your good friends live down the street. They come by and want to come in while you are working. What would you say? What would you do?
- Your crush asks to look at your answers during a test. What would you say? What would you do?
- You are instructed by your parents to go directly home after school. Your friends invite you hang out at the park for awhile. What would you say? What would you do?
- You received a lower grade on your progress report than you were expecting. You friend tells you to just change the grade. What would you say? What would you do?

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
for adults and kids together

In class today we learned that self-confidence begins with positive thinking. Positive thoughts enhance our self-esteem and build confidence in ourselves and our abilities. Negative thoughts are normal in difficult situations, but we need to monitor these thoughts because they can negatively affect our emotions and our behaviors. We have a choice in how we think about our flaws, ourselves, and others even in difficult situations. Through this activity, you will help your child to continue to build self-confidence and self-respect.

Activity: Think Positively

Your family knows you best. They compliment you on your strengths and encourage you with your challenges. With your family, record a strength or trait that you like about yourself.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Next, write a positive statement (positive self-talk) about why this is a strength for you. For example, “I am really good at math and I am proud of this because math can be difficult. I always enjoy my math class and enjoy learning new math skills.”

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

How could your positive feelings about your strength encourage you with your goals or to try new things?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Next, with your family, identify a weakness of yours. Record how this shortcoming makes you feel and how it affects your behavior. For example, “I hate my curly hair! It puts me in a bad mood and it causes me to be cranky with those around me.”

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

Now, write how you can change your thinking to look at your flaw in a positive way.

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________

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: Think Positively

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

In class today, we learned that a conflict is a disagreement between two or more people involving a perceived threat to their needs, interests, or concerns. Conflict happens when people have different goals, opinions, or points of view. Even though conflicts can make you feel frustrated, they are a normal part of everyday life and can be resolved peacefully. This activity will give you and your child the opportunity to practice resolving family conflicts in healthy ways.

Activity: Work It Out

As a family, identify a current “family” conflict that has yet to be resolved. For example, you and your brother or sister might argue about who gets to use the computer first, or a disagreement you have with your mom or dad about chores or homework. Remember that a conflict is a problem with at least two sides.

- Identify the conflict: ______________________________________________________________________

- Describe the needs and points of view of each side:
  - Side 1 ________________________________________________________________________________
  - Side 2 ________________________________________________________________________________

Next, with your family, decide on a healthy way to resolve the conflict. Will you choose a win-win solution or a compromise? Write your healthy strategy and explain why you chose it here:

________________________________________________________________________________________
________________________________________________________________________________________

Finish with a family hug or hand-shake to seal the resolution and remember that when you work together and communicate effectively, problems can be resolved in a healthy way.

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: Work It Out

Student Name: ____________________________________ Adult Signature: ________________________
In class today, we learned that the first step to managing anger is to identify the emotion and its trigger. When something triggers your anger, your brain sends physical signals to your body. We learned that some of these physical signals include a red face, sweaty palms, and tense muscles. When we feel these physical indicators of anger, we need to stop, acknowledge them, and begin to manage our emotions so that they do not continue to escalate. In class, we discussed healthy ways to manage anger and de-escalate a conflict as opposed to unhealthy responses to anger and how they can escalate a conflict. Lastly, we learned to apply effective communication skills to help us de-escalate a conflict. This activity will help you and your child identify triggers that make you feel angry, scared, and frustrated.

Activity: De-escalating a Conflict

With your family, discuss the triggers that cause you to feel certain emotions. In the space below, write the triggers that make you feel:

Angry: ________________________________________________________________________________________________

Scared: ________________________________________________________________________________________________

Frustrated: ____________________________________________________________________________________________

Now, describe a situation in the past that made you angry. What triggered your anger? Was it something someone said or did? What were the physical signs that you felt angry? Did your response to your anger escalate or de-escalate the conflict? Was the outcome positive or negative?

Remember, anger is a normal emotion, but it doesn’t have to be an automatic response to conflict. Discuss with your family a “plan of action” to practice healthy ways to manage anger and frustration. Discuss the most likely triggers for your anger (i.e. someone spreading a rumor, or someone making fun of you, etc.) so that you and your family are aware of them. What are your physical signals (tense muscles, racing heart, etc.)? Next, write down how you plan to manage your anger so that it does not build and escalate a conflict. Recall some of the ideas discussed in class, such as using positive self-talk, taking a break from the situation, focusing on something positive, or coming up with a healthy strategy of your own. You can put this piece of paper in your notebook, tape it to your bathroom mirror or the refrigerator so that you are always aware of your plan. Lastly, discuss your favorite strategy of communication to diffuse a conflict. These include calling a person by their name, using a calm voice, relaxing your body, etc.

After completing the activity, fill out the section below, cut along the dotted line, and return it to your child’s teacher.
In class today, we learned that bullying is repeated, aggressive behavior intended to threaten or hurt another person. Unlike a simple disagreement between friends, bullying isn’t a one-time event. A bully repeatedly threatens, spreads rumors, excludes a person from a group, or even uses physical violence.

We learned that a bullying situation typically involves at least three people:
- the person who uses bullying behavior
- a target of the bullying behavior
- a witness or witnesses who observe the bullying behavior

We learned that there are healthy alternatives to using bullying behavior. Write one healthy alternative to bullying behavior that can help you feel strong and confident without using aggression (i.e. Join a sports team, the debate team, etc).

__________________________________________________________________________

We also learned that there are healthy responses for targets and witnesses. This activity will help you continue the discussion on bullying behavior with your child.

Activity: Plan of Action

Discuss with your family the plan of action you would follow if you were a target (i.e. Tell the bully, “People would respect you more if you stopped pushing me around”)

__________________________________________________________________________

Write one healthy response that you would use as a target to handle a bullying situation.

__________________________________________________________________________

Discuss with your family the plan of action you would take if you were a witness to a bullying situation. Remember, there is a difference between snitching and reporting. Snitching is telling or complaining just to get someone else in trouble. Reporting is bringing facts to the attention of a parent, a teacher, or someone who can help when you know something is wrong. The purpose of reporting is to look out for your safety and the safety of others.

Write one healthy response that you would use as a witness in a bullying situation.

__________________________________________________________________________

Healthy responses are helpful even if the negative behavior happens just once and you’re not certain if it will progress to a bullying situation. If we respond quickly and consistently in confident, healthy ways, we send a message that it is not acceptable.

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

Student Name: _______________________________ Adult Signature: _______________________________
In class today, we discussed the depictions of violence in the media. Often the programs we watch as a family portray behaviors that contribute to a perception that violence is a normal and effective way to resolve conflicts. This activity will help you continue the discussion of media violence with your child.

**Activity: Media Literacy**

Review the two lists of behaviors in the charts below. Select a TV show to analyze. As you watch the TV show, place a tally mark beside a behavior each time you see or hear it. For example, if you see someone in the show hit someone else, place a mark in the column for Hitting. If you see hitting again, add another tally mark.

What is the name of the show you are analyzing?

<table>
<thead>
<tr>
<th>Violent Behavior</th>
<th>TALLY</th>
<th>Peaceful Behavior</th>
<th>TALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name-Calling</td>
<td></td>
<td>Using People’s Names</td>
<td></td>
</tr>
<tr>
<td>Putting Others Down</td>
<td></td>
<td>Working Together</td>
<td></td>
</tr>
<tr>
<td>Yelling</td>
<td></td>
<td>Cooperating</td>
<td></td>
</tr>
<tr>
<td>Pushing or Shoving</td>
<td></td>
<td>Solving Problems</td>
<td></td>
</tr>
<tr>
<td>Hitting</td>
<td></td>
<td>Sharing</td>
<td></td>
</tr>
<tr>
<td>Explosions</td>
<td></td>
<td>Giving Compliments</td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td></td>
<td>Hugging</td>
<td></td>
</tr>
</tbody>
</table>

Apply your critical thinking skills. Based on your tally of behaviors in the show, what is the overall message conveyed in this program?

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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.

Home Workout 10: Media Literacy

Student Name: __________________________ Adult Signature: __________________________