Home Workout 1
for adults and teens together

Our class is participating in the Too Good program developed by the Mendez Foundation to teach skills for healthy, violence-free lives. Today we learned about the importance of setting goals, how to name a personal goal, and the steps to follow to reach that goal.

Activity: Family Goal-Setting Collage

To reinforce the goal-setting skills, set a family goal with input from the entire family. Your family goal could be anything you wish to accomplish as a family: saving money, starting a family recycling program, taking a trip, etc. Once you have agreed on a family goal create a family goal-setting collage on a cork board or poster board. This collage will become a visual representation of your family goal. Include photos, drawings, newspaper clippings, inspiring words—anything that represents your family goal.

Before you can name your family goal, ask yourselves these four questions about your goal:

- Is it Personal? Is it something you all really want to do?
- Is it Possible? Do we have, or can we get, the resources we need to achieve it?
- Is it Positive? Instead of phrasing your goal as something you won’t do, phrase it in a positive way.
- Is it Specific? What is your specific timetable for accomplishing this goal?

Keep your collage in a prominent place as a reminder of what you are working toward!

What was your family goal? _____________________________________________

What materials did you use in your collage? _____________________________________________

When do you hope to reach your goal? _____________________________________________

What steps will the family take to reach this goal? _____________________________________________

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 Goal-Setting Collage

Student Name: ___________________________________________ Adult Signature: ___________________________________________
Home Workout 2
for adults and teens together

In class today, we learned the steps to making good decisions. This activity will help your teen continue to practice decision-making skills.

Activity: Decision Switch

Whether you are a teen or an adult, you have important decisions to make in your life. What if, as a teen, you had to make a big decision like buying a car or choosing where to live? On the other hand, what if, as an adult, you had to decide what after-school club to join or who to sit with at lunch? How would you handle these decisions? Gather as many family members together as possible. Provide paper and pens for everyone.

Directions:

Take a minute to think about a dilemma you faced that led to one of the most important decisions in your life. Write down the decision you needed to make at the top of the paper. (Give everyone and yourself time to write.) Then, switch papers with someone who is not in your age range.

Read the dilemma described on the paper in front of you. Refer to the four Decision-Making Steps to make your decision. You have already done the first step just by stopping to read the dilemma to yourself. Picture a positive outcome for this dilemma. Consider your options and the consequences of those options. Then write down what you would do. What is the decision you would make? Reflect as a group on your decision by discussing the possible outcome. Let each member of the group consider what they think the likely outcome and the consequences of the decision would be. The perspective of the group will help you better predict outcomes and consequences for future decisions.

What was the most important thing you learned from each other? ______________________________________

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________

_______________________________________________________________________________________________________

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: Decision Switch

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

In class today, we learned healthy ways to express feelings and manage emotions. We also learned how to identify the emotions of others and use our emotional intelligence to respond appropriately to the emotion. Through this activity, you will help your teen continue to build emotional intelligence.

Activity: Picture how it feels

When you get home, gather as many pictures or photos of people you can find. These can be in magazines, family albums, newspapers, or on the internet. If you find them on the internet and you have a printer, print them out. Put all the pictures on a table face down. Have all members of the family pick one picture and take a moment to look at the picture they chose.

Think about how the person in the photo is feeling and why. Remember, it helps to try on their facial expression yourself. Is the person happy because they just found out they won tickets to a concert? Is the person scared because they are lost? How could you respond to this person if you encountered them in person? Even if someone is happy, you can congratulate them and make their experience even better.

Fill out the following information about the individual in the photo you chose:

This person feels ___________________________________________________________________________________
because ___________________________________________________________________________________________

He or she wants to _________________________________________________________________________________

I can respond by ____________________________________________________________________________________

This made them feel ________________________________________________________________________________

I feel ______________________________________________________________________________________________

Switch photos and see if someone else feels differently about that person. Sometimes people interpret emotions differently, and the only way we can be sure we know how someone feels is to ask. After answering the questions below, discuss your answers with each other.

What made you decide how that person is feeling? ___________________________________________________

How good were you at picturing how it feels to be in someone else’s shoes? ____________________________

Was it easier to figure out the emotion by trying on their facial expression? ____________________________

Did everyone agree with what emotion was being expressed in the photos? ____________________________

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: Picture how it feels

Student Name: ____________________________ Adult Signature: ____________________________
Today we learned effective communication skills. We discussed the characteristics of an assertive speaker and learned how to be an active listener. This activity will help your teen continue to build the skills necessary for effective communication.

### Activity: Mirror, Mirror

How good are you at non-verbal communication? Making eye contact and carefully observing the person speaking is part of being an active listener. Much of the message is communicated through facial expressions and body language. Do we as the ‘Receiver’ really understand what the ‘Sender’ is trying to say without using any words? Let’s find out!

**Before you start:**

Write down the messages below on separate pieces of paper, fold, and put in a bowl.

Gather the family together and break into partners. Decide who will be the sender and who will be the receiver in each partnership. Each sender will choose a message from the bowl, read the message to themselves, fold it, and return it to the bowl. Without saying anything, and only using facial expressions and body language, send the message to your partner, the receiver. The receiver will follow all expressions and movements as if the sender were looking in a mirror. Continue until the receiver thinks they know what the message is and says, “Stop.” When the receiver understands the message, switch roles and pick a new message from the bowl.

**Messages:**

<table>
<thead>
<tr>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurry, we are running late!</td>
</tr>
<tr>
<td>Let me help you</td>
</tr>
<tr>
<td>Clean your room</td>
</tr>
<tr>
<td>I can’t wait to go swimming!</td>
</tr>
<tr>
<td>That was a sad movie.</td>
</tr>
</tbody>
</table>

Were you a better sender or receiver? _____________________________________________

Did it help to mirror, or try on, the sender’s expressions and body language? ______________________________________________________________________

Have you ever found yourself listening to someone and then notice you were making the same faces they were? ____________________________________________________________________________________________

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

---

**Home Workout 4: Mirror, Mirror**

<table>
<thead>
<tr>
<th>Student Name: ____________________________</th>
<th>Adult Signature: ____________________________</th>
</tr>
</thead>
</table>
Today we learned strategies to resist negative peer pressure and discussed the qualities needed to build positive relationships with others. In this activity, you will connect with your teen as you create a new family tradition.

**Activity: Build a Tradition**

The first people we bond with are family members. Family traditions are built around shared interests, values, qualities, and ideas. These values include being kind, loyal, honest, fun, and helpful. It also helps to be able to communicate and listen to each other's ideas and value each other's time. These are the building blocks to feeling connected.

With this in mind, gather the family together to "Build a Tradition!"

Though most family traditions evolve over time, take this opportunity to build a brand new one. Choose a comfortable time for everyone to gather, such as breakfast, dinner, or between favorite TV shows. Share the ‘building blocks’ for creating a new family tradition listed below. Discuss all the possibilities for Who? What? When? Where? and How? Circle the best ‘building blocks’ to help build your new family tradition (circle as many as apply). Is it just that easy? Try it and see!

"Build a Tradition" using the following building blocks:

- **Who?** Immediate Family  Extended Family  Neighborhood  Community
- **What?** Special Meal  Activity  Helping  Donating (things or time)
- **When?** Everyday  Once a week  Once a month  Once a year
- **Where?** Home  Outside  A Destination  Cyberspace
- **How?** As a group  Individually  Keep photos  Keep videos

Name your new tradition and have fun!

How did this activity make everyone feel more connected? ________________________________________________
_______________________________________________________________________________________________________

What qualities or values are important to your family? ____________________________________________________
_______________________________________________________________________________________________________

Which qualities and values are important in friendships? __________________________________________________
_______________________________________________________________________________________________________

---

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

---

Home Workout 5: Build a Tradition

Student Name: ____________________________ Adult Signature: ____________________________
Home Workout 6
for adults and teens together

In class today, we learned that respect means to value or show value toward someone or something, including self. Respecting the people we know and those that we don’t, is just the right thing to do. Having respect for yourself and for others demonstrates an awareness of how we impact the world around us.

This activity will guide you through a conversation with your teen about the differences among your friends and family members. You will also discuss how differences can help us to work together when we understand the value of respect and are willing to show it.

Activity: We Are All Different

Complete the following activity as a family working together to complete each of the sections. Begin by defining what a resource is:

A resource is ______________________________________________________________________________________________

List at least three people (friends or family members) in your lives that have different values, opinions, or experiences than you. Write a brief statement about the person that reveals some of these differences.

1. ________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

2. ________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

3. ________________________________________________________________________________________________________
   ________________________________________________________________________________________________________

Discuss how the differences of these three people can be a resource for you. For example, your grandfather was born and raised in a foreign country and was a soldier in a war. Your grandfather could be a resource for you because he’s had different experiences. He could help you with a social studies project because he was a soldier; he could help you learn another language because he was born in a different country. Your grandfather’s diversity can help you learn to appreciate and respect not only his differences, but also the differences of others.

Describe how your unique characteristics or experiences could serve as a resource for others.

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

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: We Are All Different

Student Name: __________________________________________ Adult Signature: ____________________
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. Sometimes our differences are small, or not very serious, but sometimes our differences are big and can cause a conflict to escalate. We also learned that using healthy approaches to conflict will more likely help you find a peaceful resolution.

Here are some healthy ways to approach conflicts:

- **Steer Clear**: If someone threatens you or if you feel like a situation could be dangerous, stay away.
- **Win-Win**: Work together to find a solution that everyone can agree on.
- **Don’t Sweat the Small Stuff**: If it is a small problem, let it go.
- **Compromise**: Agree to give a little and take a little in order to reach a peaceful resolution.

Reaching a compromise or finding the win-win takes negotiation. In a negotiation, people resolve a conflict by talking it out. You’re more likely to have a successful negotiation when you think positively, show that you’re willing to cooperate, and listen to the other person’s perspective. This activity will give you and your teen the opportunity to identify and resolve a family conflict.

### Activity: Negotiate a Resolution

As a family, discuss a recurring conflict that you have with each other and describe it below. For example, you might disagree about what to eat for dinner or what program to watch on TV. Once you identify the conflict, allow time for each person to state their perspective in a positive way. List each person’s point of view on the lines provided below. Then, use the compromise approach to negotiate a resolution. Write your family’s resolution to the conflict on the lines provided below.

Conflict: __________________________________________________________

Points of View: ______________________________________________________

Resolution: __________________________________________________________

____________________________________________________________________

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

---

Home Workout 7: Negotiate a Resolution

Student Name: __________________________ Adult Signature: __________________________
In class today, we discussed giving and receiving criticism, and we discussed the difference between constructive and destructive criticism. We learned that constructive criticism is given to help someone improve or do better through an honest assessment of a performance or work. We also learned that destructive criticism is typically used to weaken or put someone down. This activity will help you and your teen continue to build the skills necessary for giving and receiving criticism.

When giving criticism, we must take time to think through what we are going to say and why. Being specific about what needs improvement and making specific suggestions can help someone learn and improve their efforts and be more likely to reach their goals. Insults and sarcasm don’t help. Neither does criticism about things that can’t be changed.

Our approach to receiving criticism also affects its usefulness. An open and receptive attitude will help us learn from the feedback from others. A defensive response will obstruct any learning. Responding defensively or with anger can cause hurt feelings or possibly escalate to a larger conflict or a fight. Practice active listening skills. Keep in mind that we are responsible for our own decisions and we make the decision to follow the advice we are given.

**Activity: Giving and Receiving Criticism**

It is your turn to practice receiving criticism. As a family, discuss a time when you did not receive criticism from a family member well. Maybe you were defensive or reacted with anger. Discuss the situation and your response. How would you respond to the situation now that you have the skills to respond appropriately?

Situation: ____________________________________________________________

Your response then: __________________________________________________

Your response now: __________________________________________________

Now, practice giving criticism. How would you handle the following situation?

*Your best friend loves soccer. He is a great defender but not a great goalie. Tryouts are coming up for the school soccer team, and he wants to go for the goalie position.*

How would you give him constructive criticism? Discuss your response with your family: __________________________

____________________________________________________________________

____________________________________________________________________

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: Giving and Receiving Criticism**

Student Name: ___________________________ Adult Signature: ___________________________
In class today, we learned that bullying is repeated, aggressive behavior intended to intimidate or hurt another person physically or emotionally. We also learned there are three participants in most bullying situations: the person engaging in the bullying behavior, the target of the bullying behavior, and the witness or witnesses to the bullying behavior. We also discussed what to say in a bullying situation from the point of view of each of the three participants. This activity will help your teen continue to build the skills necessary for responding to bullying situations in healthy ways.

Confident teens are more likely to communicate assertively and less likely to be the target of bullying situations. Encourage your teen to build strong friendships by participating in afterschool clubs, sports, or community building activities.

Encourage your teen to share his or her problems with you. Assure them that it is safe to talk about whatever is troubling them. If your teen is the target or the witness of bullying behavior, be clear that it is a good idea to report the event to a responsible adult. Remind your teen that reporting is not the same as snitching or tattling. Regardless of the situation, hitting back or retaliating is not the right solution. Hitting back doesn’t communicate strength; it just escalates the conflict.

Activity: Healthy Responses and Alternatives

As a family, read aloud the two bullying situations below and complete the activities that follow.

1. When Jeremy walks into homeroom every morning, he insults your friend Ana, and then walks away laughing, as if what he is doing to her is funny. You notice that Ana has started sitting at her desk with her head down and slumped in her chair. She used to be talkative and outgoing. You are the witness.

   Discuss a few healthy responses to the bullying situation and write one of them on the line provided. Practice delivering the healthy response using assertive communication skills.

   ____________________________________________________________________________________________

2. You and your friends play basketball in the park every Wednesday after school. Damien always shows up and asks if he can play, but you tell him, “Get lost, loser!” You’ve never actually seen Damien play, but you have spread a rumor that he’s a cry baby who can’t play. You are the bully.

   Discuss a few healthy alternatives to bullying behavior. Have your teen write one of the healthy alternatives that you discussed on the line provided.

   ____________________________________________________________________________________________

In the three role plays below, you will play the bully and your teen will play the target. Have your teen practice assertive communication skills by looking the bully in the eye, standing tall, and speaking confidently.

Role Play I  Bully: Everyone would be happier not seeing your ugly face at school.
Role Play II  Bully: Hey Loser! Pick up my books or you’re gonna get it!
Role Play III  Bully: You smell like dirty socks! That’s why no one likes you!

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

Student Name: ____________________________ Adult Signature: ____________________________