

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 drug-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 adolescents on course toward a well-designed future. Adolescents who set and reach personal goals have a stronger sense of self and make better decisions.

Activity: Picture It

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

In turn, working 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.

Student Name: _____

Adult Signature: _____

Steps to Setting a Reachable Goal

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

Home Workout 2

for adults and kids together

Adolescents 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 acting impulsively, keeping actions consistent with short-term and long-term goals.

In class today, we learned that when we stop 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 that your child will be ready when faced with big decisions.

Activity: Action Planning

Pretend that you and your family are watching the news. There is a story about a Hollywood actor that acted impulsively and ended up with negative publicity and a bad reputation. Think of a time when you did something impulsive that you later regretted. With your child, discuss the consequences of this impulsive act. Discuss the choices that you could have considered had you taken a minute to stop and think before taking action. Reflect on what you would do differently if faced with a similar situation.

Decision-Making Model

1. Stop

2. Think

Picture a positive outcome.
What are your options?
List the choices and their consequences.

3. Act

Act out the best plan.

4. Reflect

Now, think of a time when you took a minute to stop and think before making a decision. What options did you consider, and what were the possible consequences? How did you make your decision? Upon reflection, how would you re-evaluate your decision? Would you do something different if faced with a similar situation?

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Adult Signature: _____

Home Workout 3

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Adolescents who recognize how their emotions influence their decisions are better prepared to make thoughtful, rational choices. Emotional self-awareness creates internal capacity to understand and identify how one responds to internal and external influences. Emotional competency 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 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

- I. Review the basic emotions listed in the first column. Brainstorm and write two additional words that show degrees of increasing intensity for each emotion. 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.

Basic Emotion	→	Extreme Emotion
Happiness	Thrilled	Ecstatic
Fear		
Sadness		
Anger		

- 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.

Happiness	Fear	Sadness	Anger
<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Smile</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Laugh</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Drink Alcohol</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Dance</div>			

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Home Workout 4

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Effective communication skills enable adolescents to handle conflict peacefully, share feelings and ideas with others, and enhance cooperation. Adolescents who are effective communicators are better able to make decisions consistent with their goals and develop healthy relationships.

In class today, we learned effective communication and active listening 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. What role is more important in communication, the Speaker or the Listener? Explain.

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

6. Describe a situation where effective communication is necessary.

Student Name: _____

Adult Signature: _____

Home Workout 5

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

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 include: 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 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?

Student Name: _____

Adult Signature: _____

Home Workout 6

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Underage consumption of alcohol has detrimental effects on the development of a healthy body and healthy brain. Student knowledge of the physical consequences of drinking alcohol lessens the propensity to consume alcohol; however, social pressures and influences can override the protective effect of this knowledge. Capacity to resist the internal and external pressures, influences, and expectations to consume alcohol builds protection within the adolescent to remain alcohol free.

In class today, we learned about the negative effects that drinking alcohol can have on the brain and body. We also discussed media influence and how messages promoting alcohol are designed to sell an image, not necessarily to portray reality. In this activity, you and your child will discuss how the media connects drinking with positive, desirable images, and review how to communicate assertively when in a peer-pressure situation.

Activity: It's a No Brainer

Talk with your child about media and peer influences that promote alcohol use. Some teens might think "everyone is doing it," but the reality is that more than 86% of middle school students choose not to drink alcohol. Most middle school students don't drink alcohol because they know that it is harmful to the body and the developing brain.

Discuss how images in the media are not always as they seem. Even if an advertisement, movie, or TV show does show the true consequences of drinking alcohol, the consequences are often portrayed as funny and an acceptable risk for drinking. This one-sided portrayal of the consequences of alcohol use can be a negative influence on a child's decision to drink.

Take time to share your opinions and expectations about drinking. Talk with your child about some good strategies to use if faced with pressure to drink alcohol. Then have your child complete the statement below.

Strategies I might use to refuse peer pressure to drink alcohol include: _____

Student Name: _____

Adult Signature: _____

Home Workout 7

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Tobacco and tobacco-related products are harmful to the body in all forms of use. Tobacco products contain the highly addictive chemical, nicotine. Adolescents who understand the negative short-term effects, long-term effects, and social consequences of using tobacco products are more likely to remain tobacco free.

In class today, we learned the negative short- and long-term effects of using tobacco products. In this activity, you will continue to help your child recognize the negative consequences of tobacco use and discuss the many reasons to remain drug free.

Activity: Green Counts

Research with your child the cost of a pack of cigarettes. Using the table below, have your child compute the total cost to smoke a pack of cigarettes per day, week, month, and year.

Pack of Cigarettes	Unit of Time	Total Cost (per Unit of Time)
One pack	Day	\$ _____
Total cost per day × 7	Week	\$ _____
Total cost per week × 4	Month	\$ _____
Total cost per month × 12	Year	\$ _____

Once your child has determined the monetary cost of this habit, talk about some of the other “costs” associated with tobacco. Encourage your child to share some of the facts, as well as the short- and long-term effects of using tobacco products.

Encourage your child to think about goals, and how choosing to use tobacco products could affect their ability to reach their goals. Consider both the cost of purchasing tobacco products and how that money might be spent elsewhere. Also, consider the physical and social impact that tobacco use could have on their lives.

Student Name: _____

Adult Signature: _____

Home Workout 8

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Adolescents often overestimate the percentage of their peers who use marijuana and underestimate the negative effects of the drug's use. Perception of harm is an important factor for mitigating risk. Normative education methods effectively correct misconceptions about behavior.

In class today, we learned that marijuana negatively affects the brain and its performance. We applied our decision-making skills and discussed how marijuana could be a roadblock to reaching goals and becoming a healthy, confident person. In this activity, you and your child will identify the harmful effects of marijuana, and continue the conversation on the benefits of remaining drug free.

Activity

Discuss the following questions:

1. Do you think marijuana is a harmful drug? Why or why not?
2. What effects does marijuana have on the body and brain?
3. What long-term consequences do you think someone who uses drugs might experience?

Some children may perceive marijuana as a non-threatening drug. The decision to use marijuana can have physical effects on the body and have many negative consequences. It is important to stop and think about how marijuana use could keep someone from reaching their goals.

Encourage your child to share a long-term goal they have set for themselves. Then, discuss how the negative consequences of marijuana use could impact that goal.

Negative Consequences of Marijuana Use:

- Short-term memory loss
- Slow reaction time
- Lack of motivation
- Weakened immune system

I have decided to remain drug free and not use marijuana because: _____

Student Name: _____

Adult Signature: _____

Home Workout 9

for adults and kids together

The teenage brain is predisposed to impulsive behavior and risk-taking as the executive functions managed by the frontal lobe develop. Adolescents who understand and can manage risk are better able to predict the outcomes of their actions enabling them to make better, more responsible decisions. Adolescents often underestimate the dangerous effects of experimenting, even just one time, with inhalants or other drugs. Establishing a clear perception of harm about these drugs builds protection within the adolescent to mitigate the risk of abuse or experimentation.

Recently, we discussed how drugs such as inhalants and street drugs can interfere with reaching your full potential. Potential means the skills and abilities that you are capable of accomplishing. Discuss with your family your potential. You are in the 6th grade and have already accomplished many things. Use the left column of the t-chart below to list your accomplishments and skills. These can include school, sports, hobbies, and activities. Next, in the right column, brainstorm with your family and list some future goals that you look forward to accomplishing. Do you think that inhalants or other street drugs could be hazardous obstacles in reaching your potential?

Accomplished Goals	Goals to Accomplish in the Future

Congratulations! You are on the way to achieving your full potential.

Your future looks bright! Many great opportunities are on the road ahead.

Also, we learned that a risk is a chance you take. Taking risks is part of being human and a normal part of being a teenager. It's normal to be curious and want to try new things, but we always need to stop and think before we take a risk. Risk-taking, like making decisions, can result in a positive or negative outcome depending on the kind of risk you take. We learned the difference between healthy risks and unhealthy risks, and we learned how to calculate them.

We identified five factors needed to calculate a healthy risk. In addition, we determined the four factors that lead to an unhealthy risk. Use the word bank to the right to help you complete the formulas.

Healthy Risk = _____ + _____ + _____ + _____ + _____

Unhealthy Risk = _____ + _____ + _____ + _____

Student Name: _____

Adult Signature: _____

- Confident
- Unsafe
- Trouble
- Happy
- Healthy
- Unhappy
- Safe
- Unhealthy
- Challenging

Home Workout 10

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Effective drug prevention programs teach information and skills, provide opportunities to practice the skills, reinforce the skills, and recognize students' participation.

Activity: Drug Free 4 Ever

Encourage your child to share some of the facts, including the short-term and long-term effects of using drugs, which they learned throughout the course of the program. Emphasize the fact that most teens choose healthy alternatives to using drugs because of these negative effects and the consequences associated with them. This activity will guide you through a discussion with your child about how to recognize common pressure situations and use healthy alternatives to overcome them.

The chart below lists four common pressures. Two examples of healthy alternatives are listed for each pressure. For example, the first pressure says, "Feel older." A healthy alternative to feel older could include starting to earn and save money or volunteering. Instead of turning to drug use to feel older, most teens choose one of these healthy alternatives. As a family, brainstorm and write three additional healthy alternatives for each common pressure listed in the chart. Discuss with your child how overcoming challenges make you more confident, resilient, and better equipped to stay on the road to reaching your goals and remaining drug free.

Common Pressures	Feel older	Fit in & belong	Relax	Take risks
Healthy Alternatives	1. <i>Start to earn and save money.</i>	1. <i>Join a club.</i>	1. <i>Go for a walk.</i>	1. <i>Get a new hairstyle.</i>
	2. <i>Volunteer.</i>	2. <i>Start a new hobby.</i>	2. <i>Listen to music.</i>	2. <i>Ride a rollercoaster.</i>
	3. _____	3. _____	3. _____	3. _____
	4. _____	4. _____	4. _____	4. _____
	5. _____	5. _____	5. _____	5. _____

Student Name: _____

Adult Signature: _____