

Home Workout 1

for Adults and Teens 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 was 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.

Key Concepts—Six Steps to Reaching Your 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

Activity: Family Goal-Setting Collage

In the Goal Setting lesson, students learned the steps for reaching a goal and the four criteria for naming a goal. Have your teen interview you and ask the following questions regarding goal setting.

1. What is a goal you have set and accomplished in the past?
2. Did you experience any obstacles when trying to reach your goal and how did you manage those obstacles?
3. Do you have a goal you are currently working on?
4. Are there any obstacles that might prevent you from reaching that goal and how might you deal with some of those obstacles?

As a family, discuss a Family Goal—one that everyone can participate in. Examples include saving money for a family vacation, reducing water waste in the home, or collecting items throughout the house to sell at a garage sale in order to raise money for a charity.

Name Goal: _____

List Action Steps: 1. _____
2. _____
3. _____
4. _____

Student Name _____

Adult Signature _____

Home Workout 2

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A teen’s ability to think of different things that might happen in certain situations contributes to their resiliency. The practice of stopping to think about possible consequences will reduce the likelihood of making poor impulsive decisions. Through this activity, you and your teen will continue practicing healthy decision-making skills, so your teen will be ready when faced with big decisions.

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 decision.

4. Reflect

Activity: Problem Solving

Max went to a party with his best friend Jack. Max’s mom drove them to the party, and Jack’s dad agreed to pick them up. When the party was over, Jack’s dad was waiting outside in his car. Max could smell that he had been drinking alcohol. Max’s parents told him to never get into a car if someone had been drinking alcohol. What should Max do?

1. Discuss Max’s possible choices. Write them in the chart below.
2. Discuss the positive and negative consequences for each choice. Write them in the chart below.
3. After your family has considered the positive and negative consequences, take a vote on the best choice. Write your decision in the space provided below the chart.
4. Now that you’ve made a decision, reflect on how a similar situation could be avoided in the future.

Possible Solution	Positive Consequences	Negative Consequences
Ex: Max could just get in the car even though Jack’s father smells like he has been drinking.	<ul style="list-style-type: none"> • Max doesn’t have to endure an awkward confrontation. • Max doesn’t make Jack or his dad uncomfortable. 	<ul style="list-style-type: none"> • Max could be seriously injured or die. • Max will be nervous or scared.

My Family’s Decision _____

Student Name _____

Adult Signature _____

Home Workout 3

for Adults and Teens Together

In class today, we learned how to identify and manage our emotions. 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, rational choices. Through these activities, you will help your teen continue to build emotional self-awareness and begin to recognize and appreciate the emotions of others.

Activity: Facing our Feelings

As a family, flip through a magazine and find pictures of people with different expressions and poses. For each picture, try on or imitate the person's facial expression and body language. How does it make you feel? Discuss what might have caused the person to feel that way. Don't let the text influence your story. Look only at the picture. For example, if the picture shows a person with a scowl on his face and his arms crossed, imitate his body language. Identify his emotion and think about what could have made him feel that way. Consider how you would respond if your best friend approached you in this manner.

Choose the best picture from the activity and answer the following questions:

1. What is the emotion? _____

2. How were you able to identify the emotion? _____

3. What might have caused the person to feel that way? _____

4. Try on the emotion. How do you feel? _____

5. Would you have a positive or negative response if your best friend approached you wearing this emotion? Explain.

Student Name _____

Adult Signature _____

Home Workout 4

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In class today, we learned effective communication and active listening skills. Teens who are effective communicators are better able to make decisions consistent with their goals and develop healthy relationships. This activity will help you and your teen continue to build the skills necessary for effective communication.

Key Concepts

Show you are an effective communicator by:

- Making eye contact
- Asking clarifying questions
- Showing attentive posture
- Paying attention to body language
- Using a firm tone of voice
- Paraphrasing the Speaker's message

Activity: Talk TV

Have your teen interview you and ask the following questions regarding your experience with communication.

1. Can you think of a time when you had a miscommunication?
2. Explain what happened.
3. What could you have done to fix the situation?
4. How might you avoid miscommunications in the future?

You and your family have been invited to appear on a talk show to discuss a problem you need help resolving. In preparation for the show, each family member will create a fictitious "problem" and write it down on a piece of paper. The problem could be something like, "I have an upcoming science report due in a couple of weeks. The report requires a presentation in front of the whole class. I am really shy and afraid of public speaking. If I don't do well, my grade will suffer." Once everyone has written down a problem, exchange papers, and take turns reading the problems aloud. As each family member discusses a problem, practice your active listening skills and show them support.

1. When talking about your problem, how did your family make you feel listened to? _____

2. When you offered support to a family member who had a problem, how did you show you were *really* listening? _____

Student Name _____

Adult Signature _____

Home Workout 5

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In class today, we learned that peer behavior, both positive and negative, is a strong influence on teen decision making. When teens associate with pro-social peers, they are more likely to conform to healthy norms and make responsible decisions. This activity will guide you through a conversation with your teen about positive and negative peer influence and how to make positive, healthy decisions when under pressure.

Key Concepts

Often the words “peer pressure” make us think of the negative. We assume that peer pressure takes the form of someone pushing or encouraging another person to drink alcohol, smoke a cigarette, or engage in some other form of risky behavior. The truth is peer pressure can be both good and bad. Teen friendships, interactions, and influences are a part of positive, healthy development.

When teens are part of a positive peer group, they get feedback on their personal characteristics; practice and gain social skills and confidence; learn the importance of cooperation; and how to work together to achieve group goals.

Show your teen that you are involved and interested in what they are doing and with whom they are spending time. Teens who have positive parental influence, have positive peer influences, as well.

Activity: Positive Peers

Effective communication is key to a healthy relationship. Have frequent conversations with your teen about the people they spend time with. Here are some guiding points you might find useful when talking with your teen about peer influence:

- Be yourself. You don't need to pretend you don't care when you do or act a certain way because you think that's what the other person wants.
- Be aware of the type of friendships you want. Surround yourself with people that make good choices and will help and encourage you to do the same.
- Even though a friend or friends may be comfortable with certain actions and certain choices, it doesn't mean you need to be.
- Trust yourself to make sure you feel respected, safe and comfortable.

Student Name _____

Adult Signature _____

Home Workout 6

for Adults and Teens Together

In class today, we learned that addiction is a serious and likely consequence of trying a drug. It is a common misconception among teens that first-time use will not lead to addiction. Teens aware of the addictive nature of drugs are less likely to experiment with drugs. This activity will help you continue the discussion on addiction with your teen.

Activity: Can You Remember

Show your teen the series of images in the boxes below. Explain that they have 30 seconds to memorize both the images and the order in which they appear. Once the thirty seconds are up, take the page away and encourage your son or daughter to write down or tell you as many images as they can remember in the correct order.



Ask how your son or daughter remembered any of the images. When you learn something new or remember something, your brain retains that information to access it later. When you want to learn to do something faster or better, you spend more time doing it or repeat it over and over. Most likely you feel good when you get something right or remember something you repeated over time.

Ask your teen how drug use might lead to a similar response in the brain. Just like the memorization game we played, when people choose to use drugs, they condition their brains to respond to how the drug makes them feel. When people continue to use drugs, their brain starts to associate the drug with pleasure or feeling good. Repeated use of drugs can change the brain so much that normal life cannot give the person pleasure. This is when addiction sets in.

Explain to your teen that experimenting with drugs is not an option. Remind your son or daughter that the stages of addiction may begin with experimentation but can lead to misuse, abuse, and ultimately dependency.

Student Name _____

Adult Signature _____

Home Workout 7

for Adults and Teens Together

In class today, we learned that when teens understand the negative short-term effects, long-term effects, and social consequences of using tobacco products, they are more likely to remain tobacco-free. In this activity, you will continue to help your teen recognize the harmful short-term and long-term effects of tobacco use and discuss the many reasons to remain drug-free.

Activity: Tobacco Facts

Review the facts below about tobacco use with your teen:

- In the United States, tobacco use is responsible for 443,000 deaths per year.
- On average, people who smoke tobacco products die about 14 years earlier than nonsmokers.
- Over half of adult smokers want to quit completely.
- Smoking causes cancer, heart disease, stroke, and lung diseases.
- Tobacco use can lead to negative social consequences, such as offensive breath, smelly clothes and even social exclusion.

Encourage your son or daughter to think about some of the side effects and consequences from the game they played in class, "Toxic Concentration." In this game, they learned several of the negative effects and consequences tobacco use can have on a person.

Have your teen share with you the reasons why they will choose to remain drug-free.

I choose not to use tobacco products because _____

Student Name _____

Adult Signature _____

Home Workout 8

for Adults and Teens Together

In class today, we learned about the negative short-term effects and social consequences of drinking alcohol. We also discussed media influence and how messages promoting alcohol are designed to sell an image, not to portray reality. In this activity, you and your teen will take a closer look at how advertisements connect drinking with positive, desirable images, and you will decode the message together revealing the truth about alcohol.

Activity: Advertising and Alcohol

Most of what teens see in the media portrays alcohol as fun and exciting or what celebrities and popular people do. Even if an advertisement, movie, or TV show does show the true consequences of drinking alcohol, the consequences are often portrayed as as funny and an acceptable risk for drinking.

Browse through a few magazines with your son or daughter. Pay close attention to see if you find images promoting alcohol. Talk with your teen about how messages selling alcohol are communicated. Work together to decode the messages: What kind of lifestyle are they selling? Do these ads tell the whole story or do they leave something out (such as getting sick, making unhealthy decisions, addiction, damage to the brain or liver disease, etc.)?

If you don't have access to magazine advertisements with alcohol related images, the next time you're watching a TV show and there's a scene featuring drinking, or you read about a celebrity arrested for doing drugs, check in with your teen. Talk about media and peer influence to drink alcohol. Take time to share your opinions and expectations about drinking. Also take time to listen to your son or daughter's thoughts about alcohol and encourage them to identify reasons they will choose not to drink alcohol before they are 21 years old.

In the chart below, have your teen identify how images in the media portray alcohol versus the facts that they actually know about the drug.

How the media portrays the effects of alcohol	What I know about the effects of alcohol
<i>Example: Alcohol will make you the life of the party.</i>	<i>Alcohol will affect my judgment and I might do something I regret at the party.</i>

Student Name _____

Adult Signature _____

Home Workout 9

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In class today, we learned that teens often overestimate how many of their peers use marijuana, and they tend to underestimate the negative effects of using the drug. In this activity, you and your teen will identify how marijuana can negatively impact someone’s life and the consequences of making unhealthy choices.

Activity: High Performance

We know from our lesson that marijuana affects the brain and its performance. When someone uses marijuana, the part of the brain that controls judgment, reason, memory, emotions, and the senses is impaired. With your teen, use the chart below to identify different occupations and how marijuana use would affect someone’s work performance. Then list a possible consequence of poor performance.

Occupation	Affected Performance	Consequence
<i>Example: Surgeon</i>	<i>With poor visual perception, a surgeon could make a mistake.</i>	<i>A patient could die.</i>

Student Name _____

Adult Signature _____

Home Workout 10

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In class today, we learned how to differentiate the facts from the myths regarding the safety and use of any drug. We learned that when we make healthy decisions, we are more likely to remain on track with reaching our goals. In this activity, you and your teen will discuss the risks of abusing prescription drugs and the benefit of making healthy choices. You will also compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs.

Activity: Serious Side Effects

A growing trend in teen drug use is the abuse of over the counter (OTC) and prescription (RX) drugs. These drugs are more readily available than illegal street drugs and are often viewed as “safer” than illegal drugs. Some teens do not realize that even though these drugs are legal and accessible, they still can cause negative side effects and carry risks if not used as prescribed. A drug’s benefits outweigh its risks when prescribed and managed by a healthcare professional and taken as directed. The problem occurs when teens choose to use medication in a way that it was not intended to be used.

Gather a few OTC or prescription (RX) bottles or packages that you may have in your home medicine cabinet. If these are not available, you can search for label images on the internet. Review the label with your teen and have them identify what the drug is intended for and the possible side effects. Discuss the negative consequences of experimenting with these types of drugs. Next, research other drugs that have similar negative consequences from their use including cocaine, heroin, methamphetamine or other illegal street drugs.

Have a conversation with your teen about prescription and over-the-counter drugs and set clear guidelines about their appropriate use. Only take prescribed doses and do not take someone else’s medication. Effective communication with your teen about prescription drugs can prevent unhealthy decisions. Teens who are familiar with the risks of abusing the OTC and prescription drugs found in the home are up to 50% less likely to use drugs than those who are not taught about these dangers.

This activity provides a good opportunity for you to remove prescription and OTC medications that you no longer need. Research local drug take-back events or safe disposal sites in your community. Access to prescription drugs and OTC medications is a powerful risk factor for abuse. Eliminating or properly securing these drugs in the home is a powerful protective factor.

Student Name _____

Adult Signature _____