

**Dear Parents,**

Our class is beginning a program called *Too Good For Violence*, a violence prevention/character education program developed for kindergarten through 12th grade by the Mendez Foundation. This program teaches peaceable attitudes and life skills through activities and stories.

From time to time you will receive “Home Workouts,” home activity sheets that reinforce and extend at home what your child is learning at school. By sharing these activities together, you will help your child to learn important social skills that will help your child to get along well with others and to resolve conflicts in peaceful ways.

Thank you for your interest and help in teaching the skills to help us all live without violence. Being responsible for a child is the most difficult and, at the same time, most joyous and rewarding of experiences. As parents and/or caregivers, you have the opportunity to guide the growth and development of a young life in a positive direction. What a tremendous responsibility! I wish you well in your journey to become the best parent you can be.

Sincerely,

**Did you know...?**

In fifth grade, your child is at a critical age. Many violence-related activities, such as underage drinking, begin at earlier ages than most parents think. Though most fifth graders don't drink alcohol, some have begun to experiment with alcohol use. One study showed that one-third of fourth graders and more than half of sixth graders have been pressured by friends to drink alcohol. More than half of sixth graders say that it would be easy for someone their age to get alcohol at a party.



**Talk with Your Fifth Grader about Underage Drinking**

Center for Substance Abuse Prevention in cooperation with Scholastic

**Where to Go for Parenting Help**

- ➔ **Other parents**
- ➔ **Social workers and agencies**
- ➔ **Family members and relatives**
- ➔ **Psychologists and psychiatrists**
- ➔ **Friends**
- ➔ **Pastors, priests, rabbis and ministers**
- ➔ **Pediatricians**
- ➔ **Community groups**
- ➔ **School nurses and counselors**
- ➔ **Support and self-help groups**

To decode the answer to the question below, find each number in the illustration and write the corresponding letter in the appropriate box. All spaces marked with the same number get the same letter. You may color the picture, if you wish.

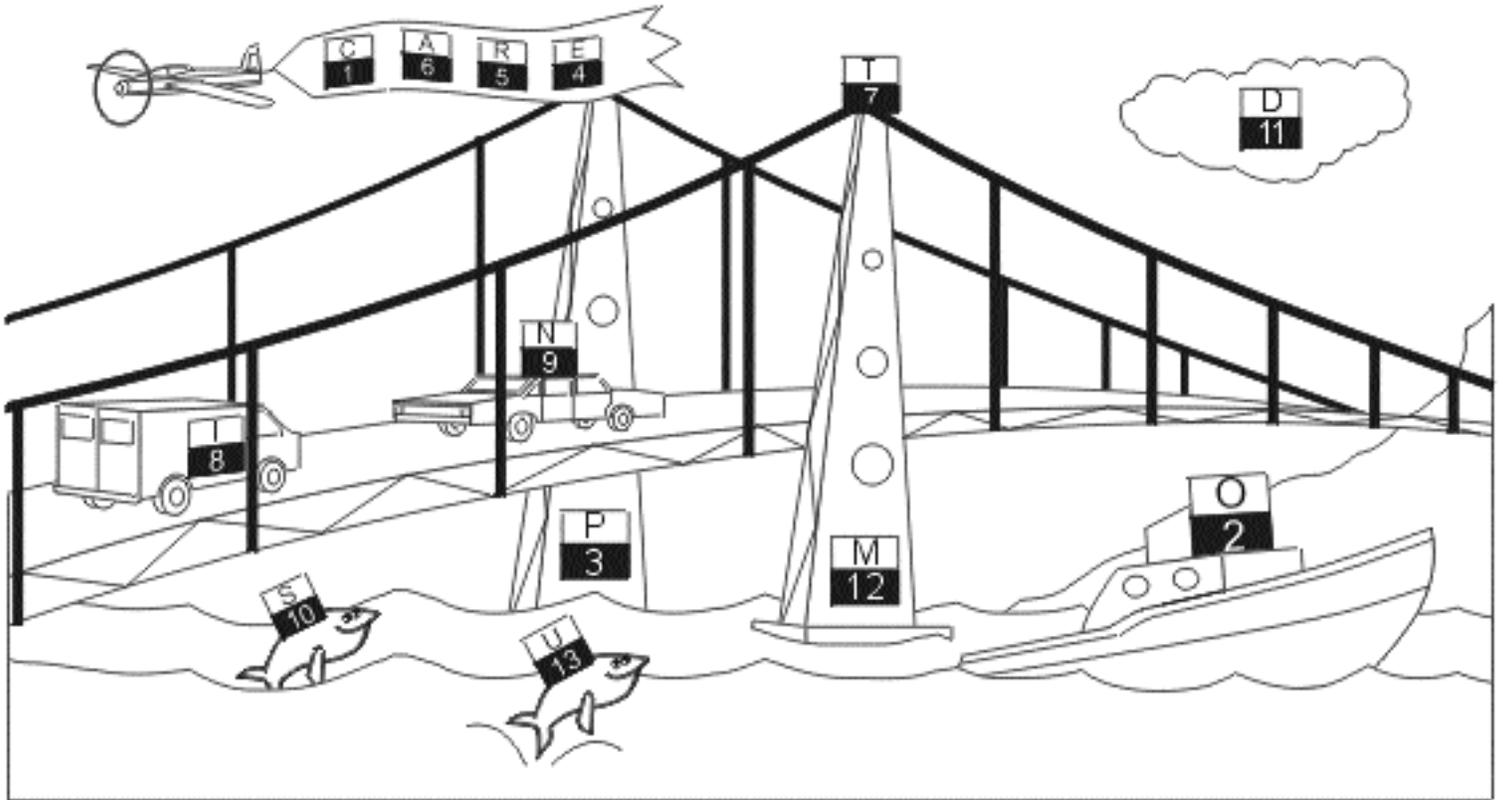
**What three things are important for building strong bridges between people?**

1	2	2	3	4	5	6	7	8	2	9

5	4	10	3	4	1	7

6	9	11

1	2	12	12	13	9	8	1	6	7	8	2	9								



# Resources

## Wonderful Websites

The National Institute of Child Health and Human Development: [www.nichd.nih.gov](http://www.nichd.nih.gov)

In partnership with the Robert Wood Johnson Foundation, NI has created a free booklet that incorporates three decades of research on effective parenting techniques and healthy child development: *Adventures in Parenting: How Responding, Preventing, Monitoring, Mentoring, and Modeling Can Help You Be a Successful Parent*. To view the booklet, visit the website at [www.nichd.nih.gov/publications/pubs/parenting/index.cfm](http://www.nichd.nih.gov/publications/pubs/parenting/index.cfm). For a free copy of the booklet, visit [pubs/parenting/adv\\_in\\_parenting\\_final.pdf](http://pubs/parenting/adv_in_parenting_final.pdf) and download or call (800) 370-2943.

Mendez Foundation: [www.mendezfoundation.org](http://www.mendezfoundation.org)

This site is produced by the Mendez Foundation, the developers of *Too Good For Violence*. It has information on drug/violence prevention and wellness. You may order Mendez products such as T-shirts and pencils by visiting the on-line store.

# Too Good for Violence Home Workout

For Parents and Kids

Grade 5

In our *Too Good For Violence* lesson today, we talked about prejudice and stereotypes. We learned that a stereotype is a fixed idea or mental picture of a whole group of people. We may prejudice, or have a prejudiced attitude toward someone we don't know very well because of a stereotype. By doing this activity together, you can help your child learn to avoid prejudice and to treat others with respect. Read the story and answer the discussion questions below.



Rhonda said, "Yesterday our teacher said that our class is going to have a talent show. Wendy, Toni, Amanda and I decided to do a song-and-dance routine, like on MTV. Today, this girl named Pavel, who was absent yesterday, said she wants to join our act. I think we should tell her no because she has an accent no one can understand. We want to look like American rock stars."

Wendy said, "People with accents are funny, but our act isn't supposed to be a comedy. I think Pavel should do a comedy routine."

Toni said, "I've heard Pavel sing. She has a great voice. I'm glad she wants to be part of our act."

Amanda said, "Pavel seems really nice, but a lot of kids are mean to her because she sounds different. I don't want to hurt her feelings, and I'd like to get to know her. I think we should include her."

### Discussion Questions:

Name the person who was prejudged. \_\_\_\_\_

Whose statements showed prejudice against Pavel? \_\_\_\_\_

Whose statements did not show prejudice against Pavel? \_\_\_\_\_

Name some possible advantages of including Pavel in the talent show act.  
\_\_\_\_\_  
\_\_\_\_\_

What would you say to Pavel if you were in this group?  
\_\_\_\_\_  
\_\_\_\_\_

# Too Good for Violence Home Workout

For Parents and Kids

Grade 5

In our lesson today, we discussed nine strategies for solving conflicts peacefully. Help your child learn to use these strategies by doing this activity together. Use the Select-a-Strategy Cards that your child made in class and deal them among two to three players. Read a conflict situation listed below. Any player who has a card that names a good way to handle that conflict should place that card on the table. After each player has had a chance to play, talk about the strategies that have been named and the consequences of choosing each one. Have each player write the name of the strategy he or she would choose in the space provided. Before going on to the next conflict situation, pick up any cards you have played. Continue until you have discussed all the situations.

## Select-a-Strategy

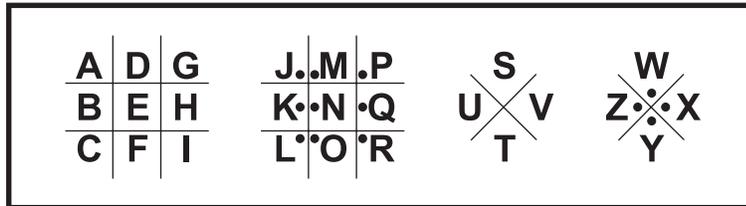
1. JoAnn and Pat want to split a pizza. JoAnn wants pepperoni, but Pat wants cheese. They only have enough money for one pizza.  
\_\_\_\_\_
2. Roy and Will are football fans. Roy says the Buccaneers are the best team, but Will says Roy is wrong. He insists that the Rams are the best.  
\_\_\_\_\_
3. Shaka and Tony are working on a school project. Shaka wants to act out a skit. Tony doesn't like to act. He wants to write a report.  
\_\_\_\_\_
4. Ricardo and his brother Sam are arguing over a baseball card. Each boy says that the card belongs to him.  
\_\_\_\_\_
5. Jerome spilled mustard on TJ's new shirt. Jerome said, "Give me \$10 for a new shirt." TJ said, "I only have \$5."  
\_\_\_\_\_
6. Wanda walks to school with Ron and Paco. Ron has been teasing Paco, saying that Wanda is his girlfriend. Paco has threatened to cut Ron if he doesn't stop. Today, Wanda saw Paco put a knife in his pocket.  
\_\_\_\_\_

# Too Good for Violence Home Workout

For Parents and Kids

Grade 5

In our *Too Good For Violence* lesson today, we talked about ways to calm down or de-escalate conflicts. You can help your child to learn this important skill by doing this activity together.



The diagrams above are keys to a secret code. Each letter is in a compartment with its own special shape. To send a message, draw the shape of the compartment each letter is in, including a dot if there is one.

For example, this is the way to send the message, "WE ARE TOO GOOD FOR VIOLENCE":



**Decode the secret words below to reveal ways to de-escalate conflicts:**

<p><b>1.</b> Use words like "let's," "we," "our" and "  " :"</p> <p style="text-align: center;">_____</p>
<p><b>2.</b> Ask to hear the  point of view.</p> <p style="text-align: center;">_____</p>
<p><b>3.</b> Identify the problem without  the other person.</p> <p style="text-align: center;">_____</p>
<p><b>4.</b> Call the other  by name.</p> <p style="text-align: center;">_____</p>
<p><b>5.</b> Use a  voice.</p> <p style="text-align: center;">_____</p>
<p><b>6.</b>  your body.</p> <p style="text-align: center;">_____</p>
<p><b>7.</b> Show  for the other person.</p> <p style="text-align: center;">_____</p>

1. together 2. other 3. blaming 4. person 5. calm 6. relax 7. respect

Our *Too Good For Violence* lesson today introduced five Bully Buster Tips: By doing this activity together, you can help your child to avoid becoming the target of bullying.

**1. Say, “Stop!”**

Role-play a bullying situation with your child. Play the role of a bully who demands your child’s lunch money. Encourage your child to stand tall, speak up, look the bully in the eye, and say, “Stop!”

**2. Ignore**

Role-play a bullying situation in which you play the role of a bully who taunts your child with put-downs and name-calling. Encourage your child to ignore the bullying.

**3. Steer Clear**

Discuss places and situations where bullying may be a problem for your child. Talk about ways to avoid those places and situations. For example, if a group of bullies hangs out on a certain block on your child’s way home from school, help your child to plan an alternative route.

**4. Report It**

Studies show that the most effective way to stop bullying is to report it to a trusted adult. Ask your child to list two adults to whom he or she could report bullying.

\_\_\_\_\_

**5. Safety in Numbers**

Sticking with a group of friends who stand up for each other is a good way to prevent bullying. Together, list friends with whom your child can find safety in numbers.

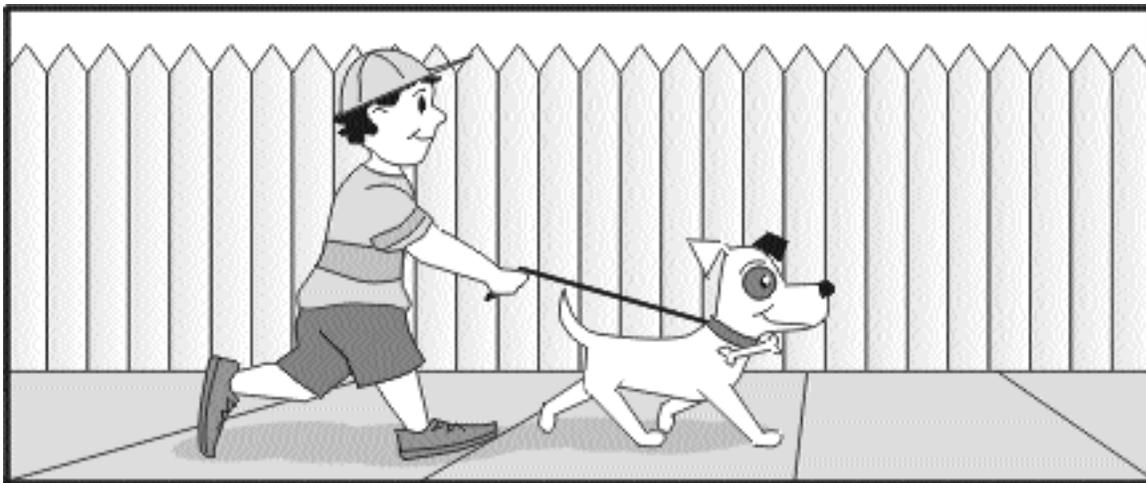
\_\_\_\_\_

\_\_\_\_\_

Every bullying situation is different, and there is no one sure-fire solution to a bullying problem. The first strategy your child tries may not work, so it is important to discuss and practice many bully-busting skills!

**Too Good for Violence**  
**Home Workout**  
*For Parents and Kids* *Grade 5*

In our *Too Good For Violence* lesson today, we talked about many ways that each of us can help to prevent or stop bullying. You can help your child learn bully-buster skills by doing this activity together. Read aloud the story below. Write the names of the bully, target and witness in the blanks. In the boxes, list things that each character could do to stop or prevent the bullying.



Every afternoon, Jackson walks home from school. On his way home, he stops to walk his neighbor's dog. His neighbor pays him for dog walking. Twice this week, Damon has stopped him in the next block and demanded Jackson's money. Allie, a girl who lives in the neighborhood, saw Damon take Jackson's money. Allie would like to help Jackson, but she is afraid that if she tells anyone, Damon will find a way to get back at her.

**Bully** \_\_\_\_\_

**Target** \_\_\_\_\_

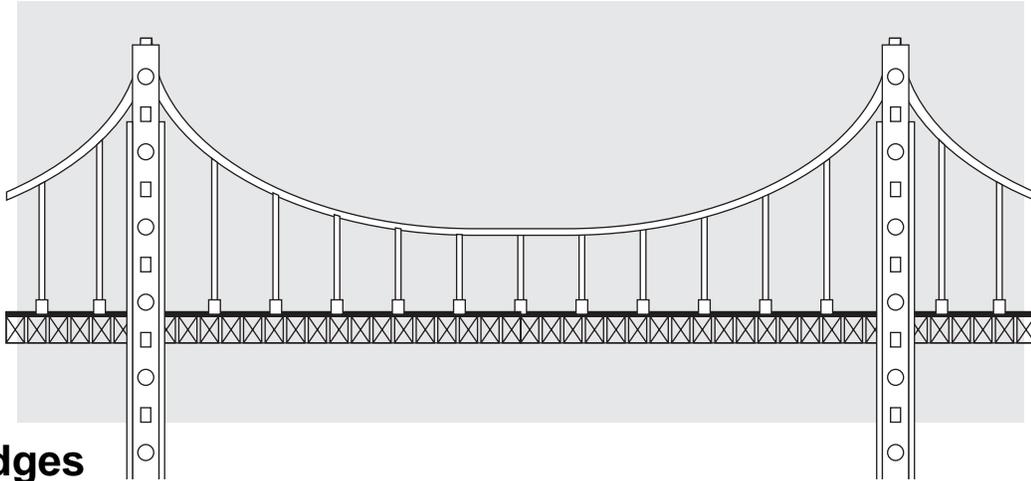
*Say, "Stop!"*  
*Ignore*  
*Steer Clear*  
*Safety in Numbers*  
*Report It*

**Witness** \_\_\_\_\_

# Too Good for Violence Home Workout

For Parents and Kids

Grade 5



## Building Bridges

In *Too Good For Violence* for fifth grade, we have been learning to build bridges between people. When children are on the brink of adolescence, it is especially important to maintain a strong bridge or connection with your child.

### Create a Family Calendar

Keep track of family schedules on one calendar. Post it on the refrigerator or another prominent place and ask each family member to write his or her upcoming activities on the calendar and keep them current. A calendar can help you monitor your child's activities and stay involved. For every activity, talk about the details: who, what, when and where. By establishing rules and routines when your child is in fifth grade, you will make it easier to keep track of that child's activities when he or she becomes a teenager.

### Survey Shows Surprise Secret of Kids' Success

According to the State of Our Nation's Youth survey, 84% of teens define success by whether they have close family relationships. Having a close group of friends, making a contribution to society and having an active spiritual life were also high on their list, with making money and being famous favored by far fewer students. More than one-fourth of the students surveyed said that school violence is caused by parents spending too little time with their children, second only to bullying of students by others. When asked to pick one person as a role model, almost half chose a family member, not a sports star or pop celebrity.

*Source: Horatio Alger Association*

### What to Do When Your Child is the Target of Bullying

- Be a good listener.
- Stay calm, and give your child plenty of time to tell you how he or she feels.
- Tell your child that it's not his or her fault.
- Don't suggest that your child fight back. That only makes things worse.
- Help your child avoid bullying situations. If it occurs on the way to or from school, find a safe route and arrange for an older child companion.
- Point out places your child can go for help.
- Keep a written record of incidents and who was involved.
- Report bullying to the school authorities.

**C. E. Mendez Foundation**

601 S. Magnolia Ave. Tampa, Florida 33606

**Phone** (800) 750-0986 **Fax**(813) 251-3237

[www.mendezfoundation.org](http://www.mendezfoundation.org)

## Strategy Scramble

Directions: Work with your child to unscramble the letters beneath each blank. Fill in the blank with the unscrambled word, which names a strategy for solving conflicts.

1. To \_\_\_\_\_, give a little and get a little.  
(P E S I M C O R O M)
2. When you have been wrong, \_\_\_\_\_ by saying, "I'm sorry."  
(Z I L O P E G A O)
3. If a conflict isn't important, don't \_\_\_\_\_ the small stuff.  
(T W A S E)
4. To solve a conflict in a way that meets everyone's needs, choose \_\_\_\_\_.  
(I W N - N W I)
5. If a conflict is dangerous, \_\_\_\_\_.  
(T E G P L E H)
6. If neither side will change their ideas, \_\_\_\_\_.  
(G E R A E O T G E R A E S I D)

1. compromise 2. apologize 3. sweat 4. win-win 5. get help 6. agree to disagree

# Resources

## Books For Parents

*Ten Talks Parents Must Have With Their Children About Violence*, by Dominic Cappello. Hyperion, 2000. This book outlines 10 engaging and easy-to-manage talks, including real-life scenarios, practical steps and real words to help parents prepare for honest, direct and possibly life-saving conversations with their children.

*Raising a Thinking Preteen*, by Myrna B. Shure. Owl Books, 2001. A practical family tool chest of resources for helping 8- to 12-year-olds make good decisions and solve conflicts peacefully.

## A Book For Your Child

*Chicken Soup for the Preteen Soul: 101 Stories of Changes, Choices*. Jack Canfield, Mark Victor Hansen. Health Communications, Inc., 2000. Written by and for preteens, this uplifting collection of stories guides youngsters through the awkward age from 9-13, discussing situations and pressures they face every day.

## Wonderful Websites

Parenting Press: [www.parentingpress.com](http://www.parentingpress.com)

This website offers Tips and Tools of the Week for parents, including topics such as maintaining a loving relationship with your child, teaching about feelings, coping with frustration, controlling intense feelings, expressing anger appropriately, and much more.

Mendez Foundation: [www.mendezfoundation.org](http://www.mendezfoundation.org)

This site is produced by the Mendez Foundation, the developers of *Too Good For Violence*. It has information on drug/violence prevention and wellness. You may order Mendez products such as T-shirts and pencils by visiting the on-line store.