

# Home Workout 1

for adults and kids together

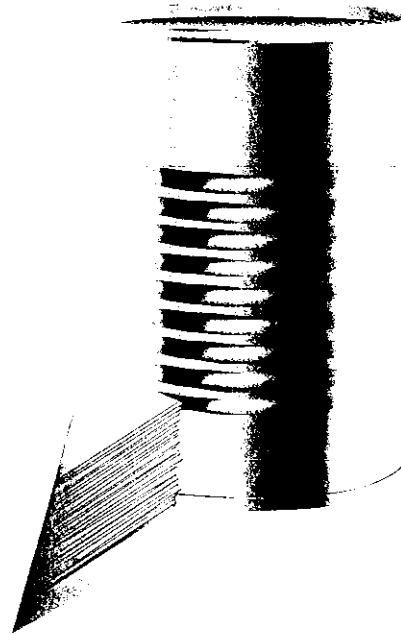
Our class is participating in *Too Good*, a social emotional learning prevention education program developed by the Mendez Foundation to teach skills for healthy and drug-free living. We encourage families to discuss what we've learned and participate in activities that reinforce the skills taught in *Too Good*.

In class today, we learned the six steps to reaching a goal. The more children practice setting and reaching goals, the better able they will be to plan for and achieve what they want in the future. Use this activity to help make goal setting a habit for your child.

## Step 1

*Review the Goal Setting Steps with your child:*

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



## Step 2

Create your own "I can!" Can. At the beginning of each week, have your child write a weekly goal on an index card and then put the card inside the can. Check the can every day to track and record your child's progress toward reaching their goal. Praise small steps along the way. When your child reaches the goal, do something special to celebrate. Then, set a new goal.

Keep a file of the goal cards your child has completed and review them from time to time. Looking back at past success encourages children to work harder and keep trying as they work to reach more challenging goals.

*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: The "I can!" Can

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_

# Home Workout 2

for adults and kids together

In class today, we learned the steps to making responsible decisions. When children learn these steps, they are more likely to make confident, healthy decisions and avoid negative consequences. Ask your child to share the decision-making poem with you.

Use this activity to continue practicing decision-making skills with your child.

Read each decision below with your child and have him/her make the decision as that person. Record your child's responses on the lines provided. Discuss and write down one consequence of the decision.

1. You are the adult in the house. It is up to you to decide what to have for dinner tonight.

\_\_\_\_\_

\_\_\_\_\_

Consequence: \_\_\_\_\_

2. Pretend you are your best friend. The two of you are getting together to play after school. It is up to you to decide what to do.

\_\_\_\_\_

\_\_\_\_\_

Consequence: \_\_\_\_\_

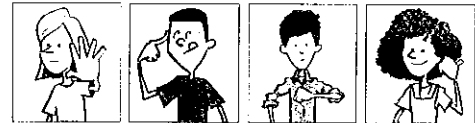
3. Pretend you are the teacher. It is up to you to decide what the class will learn today. What subjects is the class going to study? What activities will the class participate in?

\_\_\_\_\_

\_\_\_\_\_

Consequence: \_\_\_\_\_

## Decision Making Poem

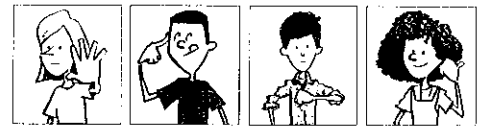


**Stop! Think! Act! Reflect!**

A good decision is what you'll get.

Use your brain before you choose,  
and you will know just what to do.

So don't bring home that pet just yet  
or do something you might regret.



**Stop! Think! Act! Reflect!**

A good decision is what you'll get.

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: It's Up to you

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_

# Home Workout 3

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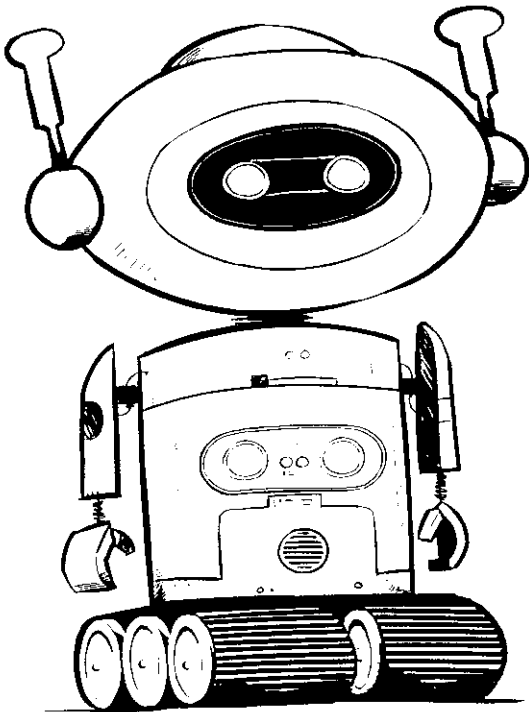
In class today, we learned there are different words we can use to describe the different intensities of emotions. We also learned how to use an I-message to express our feelings.

An I-message goes like this... "I feel (name the feeling) when (name what caused the feeling).  
I want (state what you want or need.)"

Children who learn to identify their emotions are better able to express their feelings with confidence.

## Scrambled Emotions

With your child, unscramble these feeling words together. Then, discuss moments each of you may have felt this emotion.



GARYN	<input type="text"/>
PYPAN	<input type="text"/>
DAESCR	<input type="text"/>
DAS	<input type="text"/>
DOPUR	<input type="text"/>
LILYS	<input type="text"/>
SEFNUDOC	<input type="text"/>
CETIDEX	<input type="text"/>
DRISEPURS	<input type="text"/>

Answers: (angry, happy, scared, sad, proud, silly, confused, excited, surprised)

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: Scrambled Feelings

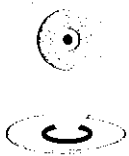
Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_


## Lesson 4 Listening Program Active - *Effective Communication*

our speaking and listening skills to get our classmates to identify the object you spy by describing the geometric shapes of the object. For example, say "I spy a cylinder that is green and yellow."

 Use an example from your classroom. You may include other descriptors like color and size.

### **Around Town**



 Invite a local professional to speak to your class about their work. Possible professionals include firefighter, nurse or doctor, businessperson, utility worker, a race car driver, or military personnel. Prepare students to be active listeners. An active listener makes eye contact, nods their head to show they are following along, leans in to show interest, asks questions, and makes comments on the speaker's topic. After the presentation, have the students write 2-3 sentences describing what they learned from the speaker.

# Home Workout 5

for adults and kids together

In class today, we discussed healthy and unhealthy friendship qualities. Children who make friends with peers who have healthy friendship qualities, will feel connected to others and are more likely to make responsible decisions and reach their goals.

This activity will help you and your child identify and discuss the friendship qualities he or she has and what qualities they want in a friend.

## Build-A-Friend Activity

With your child, review the friendship qualities below. Ask your child to identify five friendship qualities they possess and write them in the "Me" outline. Then ask your child to identify five friendship qualities they look for in a friend and write them in the "My Friend" outline. Ask your child to share examples of what they do that shows these qualities and what their friends do that show they have the qualities.

### Friendship Qualities

- |           |           |            |               |             |            |
|-----------|-----------|------------|---------------|-------------|------------|
| Helpful   | Polite    | Forgiving  | Supportive    | Trustworthy | Humorous   |
| Talkative | Kind      | Honest     | Good Listener | Fun         | Thoughtful |
| Loyal     | Sensitive | Respectful | Understanding |             |            |

#### ME

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#### MY FRIEND

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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 5: Build-A-Friend

Student Name: \_\_\_\_\_ Adult Signature: \_\_\_\_\_