

## Lesson 1: Goal Boosters & Goal Busters - Goal Setting

# Home Workout 1

for adults and kids together

Our class has been participating in *Too Good*, a social emotional learning program developed by the Mendez Foundation to teach skills for healthy and drug-free living. As an extension of the lesson in the classroom, we encourage families to discuss what we've learned and participate in activities that reinforce the lessons taught in *Too Good*. This week's lesson teaches goal-setting skills.

Well-set goals serve as a compass, keeping children on course toward a well-designed future. Children who can and do set reachable goals have a stronger sense of self and make better decisions.

### Activity: Goal Boosters Say...

In class today, we learned the six steps to reaching a goal and discussed how Goal Boosters are people who support and encourage us as we work to reach a goal. With your child, develop a Goal Booster's Top Ten list of statements and encouraging words that Goal Boosters would say. Write these statements and phrases in the spaces provided below.

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_

Once you have made your Goal Booster's Top Ten list, detach it and display it prominently in your home. Use these words and phrases to encourage one another to reach your goals.



### Goal Booster's Top Ten

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Lesson 2: Major Intersection - Decision Making

# Home Workout 2

for adults and kids together

Children 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 impulsive behavior, keeping actions consistent with short-term goals.

Today, we learned that when we stop to think about a positive outcome and consider the positive and negative consequences of our decisions before taking action, we are more likely to make good, healthy choices, and we will be more confident in ourselves. Use this activity to continue practicing your child's decision-making skills to prepare your child to face bigger decisions.

### Activity: Better Choice Next Time

In each scenario below, a character makes a bad decision. With your child, list the negative consequences that could happen as a result of the character's bad decision. Then, help the character make a better decision by considering two alternative options for each scenario. Discuss these options and their positive and negative consequences with your child. When you and your child have selected the best option, mark it with a checkmark in the appropriate box.

1. Calvin broke the gate to the backyard. When his dad asked him what happened, Calvin decided to lie. He told his dad he saw the neighbor playing football with his friends, and the neighbor must have broken it.

Negative consequences of Calvin's decision: \_\_\_\_\_

\_\_\_\_\_

Alternative Option 1: \_\_\_\_\_

Alternative Option 2: \_\_\_\_\_

2. Caroline's friend is selling candy bars at school to raise money for the soccer team's tournament, and Caroline wants to buy some. Caroline just spent all of her money on a new pair of sunglasses, and she won't get her allowance for another two weeks. Caroline decided to take money from her mom's purse so she can buy candy bars from her friend.

Negative consequences of Caroline's decision: \_\_\_\_\_

\_\_\_\_\_

Alternative Option 1: \_\_\_\_\_

Alternative Option 2: \_\_\_\_\_

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_

## Lesson 3: I See Me - Identifying and Managing Emotions

# Home Workout 3

for adults and kids together

Children equipped to identify and manage their emotions are better able to express their feelings with confidence. Emotional self-awareness fosters the recognition and appreciation of the emotions of others, promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships.

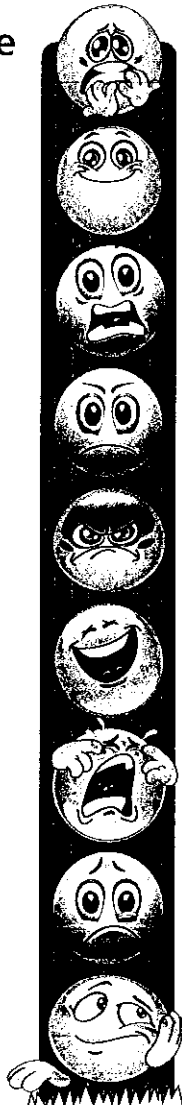
In class today, we learned there are different words we can use to describe the different intensities of emotions. We also learned how to identify our emotions, and we discussed healthy ways to manage emotions so they don't become overwhelming. We also practiced recognizing the emotions of others by observing facial expressions. Today's activity will help your child continue to build emotional self-awareness and practice managing emotions so he or she can continue making healthy decisions with positive outcomes.

### Activity: Emotion Totem Pole

With your child, begin at the bottom of the totem pole to the right and imitate each facial expression.

As you and your child imitate each expression, discuss which emotion you feel. Then, choose an emotion together and answer the questions to the right of the totem pole.

Finally, practice reading each other's emotions by taking turns imitating a different facial expression from the totem pole. Let the person observing the facial expression guess which one you are imitating.



1. What is the emotion? \_\_\_\_\_

\_\_\_\_\_

2. What physical signals alert you to this emotion? (Keep in mind the physical signals could be different for each of you.)

\_\_\_\_\_

\_\_\_\_\_

3. Tell each other about a time you experienced this emotion.

4. Name four healthy ways you could manage this emotion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Take turns making different faces on the totem pole and randomly choosing family members to identify the emotion.

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_

## Lesson 4: More Than Words - Effective Communication

# Home Workout 4

for adults and kids together

Children with effective communication skills are better able to resolve conflict peacefully, share feelings, and share ideas with others, enhancing cooperation and relationship building. Children who are effective communicators are more likely to bond with their peers and develop healthy relationships.

In our class today, we learned the roles of the Speaker and the Listener in the communication process. We discussed the characteristics of an assertive speaker and practiced applying them. We also practiced being 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.

### Activity: Listen Up

Ask your child to review the roles of the Speaker and the Listener with you. As a family, take turns asking and answering the Listen Up Questions. Remember, this activity reviews the communication skills. There are no right or wrong answers. When you are finished, answer the questions at the bottom of the page.

#### Roles of the Speaker

- Speak Up
- Stay on Topic

#### Roles of the Listener

- Lean In
- Ask Clarifying Questions

### Listen Up Questions

1. If you could have any job, what would it be and why?
2. What is the best gift you have ever received? Why was it so special?
3. What do you think is the most important friendship quality to have in a friend?
4. What one word would you use to describe yourself? Why did you choose that word?
5. What really scares you and why?
6. If you were my age, what advice would you give me?
7. How are you and I alike? How are we different?

### Follow Up Questions

1. Which Speaking skills did each participant use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Which Listening skills did each participant use? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_

## Lesson 5: Community Garden - Bonding and Relationships

# Home Workout 5

for adults and kids together

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

In class today, we discussed healthy and unhealthy friendship qualities. We learned how to be a good friend to others and discussed the benefits of choosing friends with healthy qualities. This activity will help you and your child continue to build the skills necessary for developing healthy friendships.

### Activity: Friendship Qualities

As a family, think of a friendship quality that begins with each of the letters below. Then together, decide if the word is a healthy or unhealthy friendship quality. If it is a healthy friendship quality, circle the letter "H." If it is an unhealthy friendship quality, circle the letter "U."

C	Caring	<input checked="" type="radio"/> H	<input type="radio"/> U	M		<input type="radio"/> H	<input type="radio"/> U
D		<input type="radio"/> H	<input type="radio"/> U	N		<input type="radio"/> H	<input type="radio"/> U
F		<input type="radio"/> H	<input type="radio"/> U	P		<input type="radio"/> H	<input type="radio"/> U
H		<input type="radio"/> H	<input type="radio"/> U	S		<input type="radio"/> H	<input type="radio"/> U
K		<input type="radio"/> H	<input type="radio"/> U	T		<input type="radio"/> H	<input type="radio"/> U
L		<input type="radio"/> H	<input type="radio"/> U	W		<input type="radio"/> H	<input type="radio"/> U

Why is it important to have good friends? \_\_\_\_\_

\_\_\_\_\_

What friendship qualities did you first notice in one of your best friends?

\_\_\_\_\_

\_\_\_\_\_

Finally, discuss how to handle friendships that may be unhealthy. What can you say to a friend that demonstrates unhealthy friendship qualities? What do you say or do to end an unhealthy friendship?

\_\_\_\_\_

\_\_\_\_\_

Student Name: \_\_\_\_\_

Adult Signature: \_\_\_\_\_