



# **Too Good for Drugs** Grade 4 **Home Workout** *for Parents and Kids*

Dear Parent:

Our class is participating in *Too Good for Drugs*, a prevention program designed by the Mendez Foundation to teach skills for living healthy, drug-free lives. We are excited about this opportunity to teach goal setting, decision making, communication, peer pressure refusal and wellness skills.

Children are twice as likely to learn, remember and use skills when their parents are involved. We invite you to be a part of this prevention program.

We began the program with a lesson about setting positive goals.

Today, we imagined a newspaper headline fifteen years from now announcing the successful achievement of our goals. We listed steps we would need to take in order to see ourselves "In the News."

Please help teach your child the important skill of setting goals by discussing the following with your child:



**Ask your child to describe a headline s/he would like to see in her/his future.**



**Share with your child a goal you had when you were in the fourth grade.**



**Set a family goal to support one another in reaching your goals.**



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*Post this on your refrigerator to remind yourself to be a Goal Booster for your child.  
With your support and encouragement, your child will be a Can-Do Kid!*

## Goal Booster's Top Ten



- 1 That's a terrific goal.**
- 2 You're off to a great start.**
- 3 You can do it!**
- 4 I believe in you.**
- 5 You've got what it takes.**
- 6 I'll help you.**
- 7 Keep it up!**
- 8 You're almost there.**
- 9 Congratulations! You did it!**
- 10 Good Job!**



# Too Good for Drugs Grade 4

## Home Workout

for Parents and Kids

We have been learning to be open and honest with each other by using I-messages to tell friends how we feel. You can help your child to learn this important skill by practicing I-messages with family members. With your child, read the situation below and have your child write an I-message.

Hint: This is what an I-message looks like:

(1) I feel (name the feeling)

(3) because (state the effect on you).

(2) when you (name the action)

(4) I want (what you want to have happen).

You promised to take your child to the movies, but you had to work late and missed the movie time.

Child:

I feel \_\_\_\_\_ when you \_\_\_\_\_

because \_\_\_\_\_. I want \_\_\_\_\_



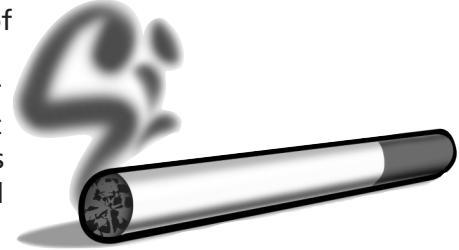


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*for Parents and Kids*

We have been learning about tobacco advertising and the effects of advertising on attitudes. We are gathering information to find out how common tobacco ads are in our community. You can help your child to do a tobacco watch in your neighborhood. During the next week, survey your area for examples of tobacco advertising, such as billboards, store displays, and other promotions. You and your child may want to take photos or make sketches of the ads you see. On the chart below, write the location and wording of each ad. Have your child return the chart to school one week from today. We will compile the information and let you know which neighborhoods have the most tobacco advertising, and which have the least.



## Our Neighborhood Tobacco Watch

	Location	Message
Billboards		
Store Displays		
Other		



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## Home Workout

*for Parents and Kids*

We have been learning about over-the-counter drugs that people can buy without a doctor's prescription. We learned that advertisements sometimes try to convince us to use a drug, when what we really need is exercise or a healthy snack. With your child, find magazine advertisements for over-the-counter drugs, then identify safe and healthy things to do instead of taking a drug –

when you want to lose weight.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

when you want to sleep.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

when your head hurts.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

when you want to relax.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

when you hurt your knee playing basketball.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

