



Name _____ Date _____ How many lessons did you watch? _____

INTRO LESSON: “Healthy Family - Healthy Brain Connection”

FILL IN THE BLANKS:

1. In a study of what made people happy, volunteers recorded what they were doing and how they felt during the day. Research showed people felt happiest when they were _____ with family or friends.
2. Children who eat dinner with their families five to seven times a week are _____% less likely to use alcohol or drugs.
3. Write three rules of “My Time” – the 10 to 15 minutes of daily bonding one-on-one play time with each child:
 - a. The _____ picks the activity.
 - b. The parent gives no _____ or suggestions to the child.
 - c. During My-Time parent says only _____ things to the child.
4. Brain neurons look a little like a _____, with a trunk, roots, and branches.
5. When you learn new things or repeat an action over and over, your brain neurons grow new _____ called “dendrites.”
6. The time between the ages of 10 – 21 is a period of rapid brain development. During this time, young people can direct the _____ of their own brains by what they choose to think, say, or do.
7. Alcohol and drugs _____ brain development.
8. What concepts in this lesson were most helpful? _____

9. After viewing this lesson, which of these are you doing as a family? *(Circle all that apply):*
 - a) Eating Together as a Family 3X week
 - b) Playing with children one-on-one in “My Time”
 - c) Noticing and Squashing the Automatic Negative Thoughts



LESSON 1: “Notice and Compliment the Good Daily”

FILL IN THE BLANKS:

1. When we look for the good in others it helps our _____ develop its ability to notice the good.
2. When we receive a sincere compliment, it triggers “feel-good” _____ in our brains.
3. When we give sincere compliments it’s like putting _____ in our children’s emotional bank accounts. Criticism makes _____.
4. To help change behavior, “Reinforcing Compliments” use 5 simple steps:
 1) Give it immediately 2) Be enthusiastic, 3) Describe the _____ you liked. 4) Tell how it will _____ the kid. 5) Add a _____.
5. Ignoring annoying behavior helps _____ that behavior.
6. The steps to “Effective Ignoring” include:
 - a) Show no _____.
 - b) Turn your attention immediately _____.
 - c) Don’t _____ at the person.
 - d) Have no physical contact until misbehavior _____.
 - e) Give positive _____ the moment the misbehavior stops.
7. Choosing to focus on and compliment the “Positive Opposite” of an annoying behavior helps a child to _____ behavior.
8. What concepts in this lesson were most helpful? _____
 Which skills did you practice _____
9. After viewing this lesson, which of these you trying to do as a family? *(Circle all that apply):* **a) Giving Compliments b) Avoid Criticizing c) Ignoring minor annoying behavior**

LESSON 2: “Great Communication & Family Meetings”

FILL IN THE BLANKS:

1. Three fundamental skills in good communication are: “LUV _____”, Using Assertive “I- _____”, and being respectful.
2. LUV stands for: a) _____, b) _____ c) _____.
3. To validate means to express that you understand the other person’s _____, even if you disagree.
4. “I-Messages” begin with the letter _____, state your feelings or needs respectfully; explain why you feel that way, and what you _____ without blaming.
5. We can choose whether we are Assertive, Aggressive, or Passive. True ___ False ___
6. People who are _____ are concerned with their own self, and they bully, blame, threaten, display anger, or use sarcasm, to get what they want.
7. People who are _____ fail to express their true feelings or needs, allow others to dominate them, appear weak, and hide inner resentment.
8. People who are _____ act confident, show respect for self, concern for others, and express their needs and feelings in respectful ways.
9. Communication Boulders are words or voice tones that harm relationships. Name two from the Dirty Dozen list: a) _____ b) _____
10. The 5 most important words are: “I _____ you” and “I’m _____.”
11. What day and time will you hold a Weekly Family Meeting? _____.
12. After viewing Lesson 2, which of these are you doing as a family? (*Circle all that apply*):
a) Use I-Messages b) LUV Listen c) Banish C- Boulders d) Be assertive



LESSON 4: “Limits and Consequences”

FILL IN THE BLANKS

1. The intent of Punishment is to _____ and has serious drawbacks.
The intent of Positive Discipline is to _____, and gives far better results.

2. The Seven Steps of Positive Discipline are:
 - 1) Teach the _____ you want using Positive _____.
 - 2) Discuss and decide on _____ ahead of time.
 - 3) Give clear _____
 - 4) Remain _____
 - 5) Give a Warning _____
 - 6) Be _____ in immediately giving the negative Consequence.
 - 7) After giving a consequence, make sure children know they are _____.

3. During Positive Practice you _____ the behaviors you want.

4. Effective negative Consequences are mild, consistent, known before-hand, and _____ to give and to track.

5. Name 2 effective Consequences: a) _____
b) _____

6. Name two benefits of using a Chore Jar: a) _____
b) _____

7. What concepts in this lesson were most helpful? _____,
Which skills did you practice _____

8. After viewing Lesson 4, which of these are you doing as a parent? *(Circle all that apply):*
 - a) Using Positive Practice to teach behaviors I want
 - b) Remaining calm
 - d) Being consistent
 - c) Choosing consequences ahead of time
 - f) Expressing love after disciplining



LESSON 5: “Problem Solving and Win-Win Negotiation”

FILL IN THE BLANKS

1. What are the Seven Steps of Effective Problem-Solving? *(see Handout 5-2)*
 - 1) Define the _____ and share different _____
 - 2) State how you would like _____
 - 3) _____ possible solutions
 - 4) Evaluate the 3 best _____
 - 5) _____ on the best solution
 - 6) Make and implement a plan to carry out the _____
 - 7) _____ outcomes; adjust if necessary

2. _____ Negotiation means you want the other person to receive as much benefit in the negotiation as you receive.

3. List the main words of the 5-Cs refusal skill that helps children say “no” to harmful things to stay out of trouble: *(Handout p. 5-6)*
 - a. _____ (Ask questions)
 - b. _____ (Name the negative behavior and say “No”)
 - c. _____ (Suggest a better plan)
 - d. _____ (Leave if necessary)
 - e. _____ (Call me if you change your mind)

4. What is “Pre-Problem Solving?” _____
 How will it benefit your child? _____

5. What concepts in this lesson were most helpful? _____
 Which skills did you practice _____

6. After viewing Lesson 5, which of these will you now do as a family? *(Circle all that apply):*
 - a) Use Problem-Solve Handout
 - b) Pre-Problem Solve to avoid trouble
 - c) Practice the 5-Cs



LESSON 6 - "Stress-Busters and Anger Management"

FILL IN THE BLANKS

1. Write three things that can help you trigger a Relaxation Response:

a) _____ b) _____ c) _____

2. Name 3 things that can help you reduce stress in your life:

a) _____ b) _____ c) _____

3. Write the 5 steps to "Taming Your Anger Monster" (*handout page 6-5*)

- 1) Write down your _____, the thing that makes you angry
- 2) Notice your _____, the first sensation you feel when you get angry.
- 3) Use an _____, a physical action that calms your brain.
- 4) Give yourself a _____ to calm your "hot thoughts."
- 5) Write down your _____ and evaluate it. If it was not pro-social, decide on a new response that you will use next time.

4. In the "Step Out of Anger" game you write the 5 Steps to Taming Your Anger Monster on individual _____. Then you put them on the _____ and _____ through them several times.

5. Getting adequate sleep (7-8 hours per night) helps to: (*Circle all that apply*)

- a) reduce stress b) calm anger c) improve mental health

6. What concepts in this lesson were most helpful? _____

Which skills did you practice _____

1. After viewing Lesson 6, which of these have you decided to do as a family?

(*Circle all that apply*):

- a) **Use Stress-Busters** b) **Track Anger Triggers** c) **Use "Step Out of Anger" Game**



LESSON 7: “Goals and Contracts to Change Behavior”

FILL IN THE BLANKS

1. Name the 10 steps in Positive Criticism (see Lesson 6 handouts on the DVD disk)
 1. Feel genuine _____ and concern for the person.
 2. Pick a good _____.
 3. Pick a good _____.
 4. Have a pleasant face and _____ voice.
 5. Say what _____ about the person first.
 6. Ask if the person has _____ the problem.
 7. Describe how the problem negatively affects _____ or the person’s life.
 8. Ask what he/ she thinks the _____ might be.
Offer your own solution if necessary.
 9. Ask if he/she will do it; help write up a “_____ for Change.”
 10. _____ the person for listening; express love.

2. Why is a weekly Pleasant Personal Conference with your child useful? (Your response)

You make it pleasant by saying _____ first, and then asking thoughtful questions in a kind, non-blaming way.

3. When “Delivering Difficult Feedback,” how should you sit? _____

What is the first thing to do in Delivering Difficult Feedback? _____

4. What concepts in this lesson were most helpful? _____

5. After viewing Lesson 7, which of these have you decided to do as a family? (Circle all that apply): **a) Set Goals b) Have Personal Interviews with Children c) Use Contracts for Change**



LESSON 8: “Alcohol and Drugs Damage the Developing Brain”

FILL IN THE BLANKS

1. At what age is the brain fully developed? _____
2. Name three areas of the teen brain that are harmed by alcohol and drugs:
a) _____ b) _____ c) _____
3. What is the #1 reason kids say they don't drink / use drugs? _____
4. What are 3 skills parents need to prevent their kids from using alcohol, tobacco, or drugs? a) _____ b) _____ c) _____
5. Did you have your children sign the “Freedom Pledge” handout to protect their developing brain by not using alcohol or drugs? ___yes ___no ___not yet; but I will
6. Did you watch the “Lives Affected” video on YouTube with your children? _____
Did you all sign the handout pledge to Never Drink and Drive? _____
7. Have you set a clear “No Alcohol, Tobacco, or Drugs” Rule with your children and discussed consequences if they use? ___yes ___no ___not yet; but I will.
8. Do you monitor your child’s activities to see that they remain in an alcohol free social environment? _____ Write what you do to monitor your children’s social environment:

9. What concepts in this lesson were most helpful? _____
Which skills did you practice _____
10. After viewing Lesson 8, which of these have you decided to do as a family? *(Circle all that apply):*

| | |
|---|--|
| <p>a) Make a “No-Alcohol or Drug” Rule</p> <p>c) Monitor Activities</p> | <p>b) Practice 5-C’s Refusal</p> <p>d) Have more fun, loving, bonding times together</p> |
|---|--|



LESSON 9: “Choosing Good Friends; Monitoring Kids’ Activities”

FILL IN THE BLANKS

1. What are the **5-W** Monitoring questions to ask whenever your kids leave home?

- 1. _____ are you going?
- 2. _____ are you going with?
- 3. _____ will you be doing?
- 4. _____ will you return?
- 5. _____ there be alcohol there?

2. Why is it important for parents to call and get together with the parents of their kids’ friends? _____

3. Have you met with the parents of your kids’ friends your to talk about Monitoring and your “No Alcohol or Drug rule? ___yes ___no ___not yet; but I will

4. Look at the “Assess Your Child’s Risk for Using Alcohol or Drugs” handout on p. 9-2 and list 2 Risk Factors and 2 Protective Factors that might apply to your child:

RISK: a) _____ b) _____

PROTECTIVE: a) _____ b) _____

5. What is one of the most important things your child can do to be a “good” friend?

6. What can your child do to help prevent bullying? (*Handout 9-3*) _____

7. What concepts in this lesson were most helpful? _____.

Which skills did you practice _____

8. After viewing Lesson 9, which of these will you do as a family? (*Circle all that apply*):

- a) **Make a Clear “No-Alcohol or Drugs” Rule**
- b) **Meet with parents of my kid’s friends**
- c) **Set up a “Trust But Verify” Monitoring Policy**
- d) **Practice the 5-Cs Refusal Skill with my kids**



LESSON 10: “Values, Traditions, Service, Agent of Change”

FILL IN THE BLANKS

1. Family Traditions help children feel _____
2. What does it mean to be an “agent of change”? _____
3. Like alcohol, _____ also hijacks the brain’s Pleasure system.
4. Write one of your favorite Family Traditions: _____
5. From your “I Can Contribute” handout, list three benefits you receive from society:
 - a) _____
 - b) _____
 - c) _____
6. What are two ways your children can give back to Society, to say “Thanks.”?
 - a) _____
 - b) _____
7. List your 4 top Family Values from the Values Shield handout _____
 - a) _____
 - b) _____
 - c) _____
 - d) _____
8. Which of your Family Values will help your kids want to remain alcohol and drug free?

9. What is one way you could be a positive “agent for change” in your school?

10. After viewing Lesson 10, which of these will you do as a family? *(Circle all that apply):*
 - a) **Plan a fun Family Tradition**
 - b) **Share our Family Values with our children**
 - c) **Give community service**
 - d) **Have a discussion about sex with my children**