

# Choosing Good Friends and Monitoring Activities



Strengthening Families  
Program by Dr. Karol Kumpfer



- **Monitoring is an important part of decreasing A.T.O.D. (Alcohol, Tobacco, and Other Drug) use**
- **Help kids identify, choose, and become a good friends**
- **Plan fun, alcohol-free activities with friends**

## **FAMILY GOALS:**

1. Discuss “What Makes a Good Friend” handout and how to help your kids’ friends stay out of trouble.
2. Discuss and practice friendship skills.
3. Get to know kids’ friends and their parents.
  - a) Share no-A.T.O.D. rules with other parents.
  - b) Plan fun, no-A.T.O.D. activities for kids.
  - c) Discuss ways to monitor kids to ensure they stay in an alcohol-free social environment.

## **FAMILY FUN:**

Invite parents of your kids’ friends to a multi-family get-together and discuss ideas for alcohol-free fun.

## **POWER PHRASE:**

**“The true mark of a good friend is one who helps me become my best self. Parents help that process with effective monitoring using the 5-Ws.”**

# The 5 Cs to Stay Smart and Safe

A smart way to say "no" and still keep your friends



**1- Caution**  
*Ask questions*

**2- Cool it**

*Name the negative behavior and say "no"*

**3- Change the plan**  
*Suggest a better idea*

**4- Catch you later**  
*Leave if necessary*

**5- Call me**  
*Call me if you change your mind*



# Making and Becoming a Good Friend

## Use “mindfulness” in choosing and being a positive friend

The biggest risk factor in whether kids drink, use drugs, or participate in anti-social behavior is whether their friends do. That’s why it is so important for kids to be “mindful” in choosing good friends who will encourage them to be their best self. It’s also important to be a good friend: to be kind, accepting of others, and a good influence. Even with for kids who have good friends, it is important for parents to monitor their activities—even the online games they play. When kids play violent video games, or games promoting anti-social behavior, it programs their brain for negative behavior. In one study, kids with the highest video game usage had higher alcohol and drug use. When kids help their friends stay away from alcohol, drugs, and anti-social behavior (behavior that would harm self or community), they’re not just being a good friend; they’re making a positive difference in the world.

Have your kids rate themselves and their friends [ 0-to-3 ] for each quality below to find out (a) what kind of a friend they are, and (b) what kind of friends they have. Help them identify personal friendship skills that need to be developed and choose a few to work on. If current friends don’t rank high as a positive influence, help them find new ones. If you hear of, or notice, your child being mean to others, put a stop to it immediately. It harms character and puts other kids at risk.

Me	Friend	Quality (rank 0-3)
		Friendly
		Is humble; doesn’t brag
		Includes you in a group
		Accepts you like you are
		Stands up for you if others talk about you
		Is pleased, compliments you when you do well
		Treats you kindly
		Cares about others
		Listens when you have a problem
		Doesn’t gossip
		Generous
		Cares about others’ feelings
		Stays away from gangs
		Encourages you to do your best
		Respects people who are different
		Respects your values
		Stands up for weak/disadvantaged kids
		Patient, easy going, has a sense of humor
		Peacemaker
		Helps you stay out of trouble

Me	Friend	Quality (rank 0-3)
		Snobbish
		Braggs, feels superior
		Leaves you out
		Sometimes makes fun of you
		Talks behind your back
		Is jealous when you do well
		Is sometimes mean to you
		Is mean or cruel to others
		Minimizes your problems
		Gossips
		Stingy
		Self-centered; puts people down
		Gang member
		Asks you to do anti-social things
		Disrespects those who are different
		Calls you a wimp if you say “no”
		Bullies kids, expects you to join in
		Hot-tempered; gets angry easily
		Gets in fights; holds grudges
		Asks you to do illegal things: drinking, drugs, cheating, stealing, promiscuity

**Friendship Skills to Develop**

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**Books on making friends:**

- Nobody Likes Me, Everybody Hates Me—The Top 25 Friendship Problems and How to Solve Them*, Michele Borba
- A Good Friend: How to Make One and How to Be One*, from Boys Town Press
- Say Goodbye to Being Shy*, Richard Brozovich, Ph.D. and Linda Chase
- Emotional Intelligence 2.0*, Travis Bradberry and Jean Greaves

**HOW TO MAKE NEW FRIENDS**

- Respect yourself; value your own unique worth.
- Care about and respect others.
- Act friendly and confident, even when you’re scared.
- Learn and practice conversation skills.
- Go where you can meet new people.
- Look for kids who have your same likes and values.
- Stand near kids you want to meet; notice their actions; look for things to compliment.
- Introduce yourself to someone in the group; mention the good things you noticed.
- Ask if you can join the activity. (“Mind if I join...”)
- After a while, invite them to an activity you host.

# I Can Be a Good Friend

A good friend is someone who helps you become your best self



**Directions: Circle the things a good friend would do. Cross out the things a bad friend would do.**

<b>BULLIES</b>	<b>KIND TO EVERYONE</b>	<b>USES DRUGS</b>	<b>STEALS</b>	<b>HONEST</b>	<b>GETS ANGRY EASILY</b>
<b>DRINKS ALCOHOL</b>	<b>GANG MEMBER</b>	<b>GENEROUS</b>	<b>LEAVES YOU OUT</b>	<b>JEALOUS</b>	<b>MEAN</b>
<b>STANDS UP FOR YOU</b>	<b>MAKES FUN OF YOU</b>	<b>LIES</b>	<b>DOESN'T BRAG</b>	<b>RESPECTS YOUR VALUES</b>	
<b>CHEATS</b>	<b>LISTENS TO YOUR PROBLEMS</b>	<b>ASKS YOU TO MAKE BAD CHOICES</b>	<b>JEALOUS</b>		
<b>GOSSIPS</b>	<b>GIVES COMPLIMENTS</b>	<b>SELFISH</b>	<b>HAPPY</b>	<b>DISRESPECTS PEOPLE'S DIFFERENCES</b>	

**Directions: Think about how important it is to set an example of how to be a good friend to others. List some things you will do to be a good friend.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### HOW TO MAKE NEW FRIENDS

- |  |   |
|--|---|
| 1. Be kind and respectful to yourself and others.      | 6. Stand near kids you want to meet.                              |
| 2. Act friendly and happy, even when you're scared.    | 7. Introduce yourself to other kids.                              |
| 3. Say nice things and give compliments to other kids. | 8. Ask if you can join other kids if they're doing something fun. |
| 4. Go where you can meet new kids, like the park.      | 9. Invite other kids to join your fun.                            |
| 5. Look for kids who like the same things you do.      |   |

# Stop Bullying!

## Social skills and scripts for the bully, the victim, and the bystander



**BULLYING:** Attitudes and acts that intend to intimidate, manipulate, mock, belittle, persecute, or take advantage of; usually directed at vulnerable people.

Bullying is anti-social behavior that harms both the bully and the victim. Bullying can leave emotional wounds and psychological scars that harm self-esteem and can last a lifetime. Bullies lack empathy, are deficient in social consciousness, and have immature moral reasoning skills. The psychological “rewards” they perceive from bullying are harmful, and they are more likely to develop anti-social personality disorder as adults. Unless action is taken to correct and train them when they are young, bullies can cause crippling misery to themselves and others—including parents, spouses, and children. Parents need to teach children what bullying is, explain the lasting harms, insist they never engage in it, and teach them how to confront it. We also need to insist that schools adopt an anti-bullying policy that requires parent notification, restitution, and retraining in empathy and moral reasoning skills. The following can help in a bullying situation.

### HOW TO STOP BULLYING

1. If you have bullied or mocked others, stop yourself, admit fault, apologize, ask forgiveness, and seek to make amends.
2. Recognize that every human being has a right to and deserves kindness and respect.
3. Bullying or mocking others harms your psyche, creating anti-social brain wiring, which damages your character.
4. People who are different or have disabilities provide you with an opportunity to practice compassion. Appreciate and be kind to them.
5. Remember whatever good or bad you give out in life will come back to you. Choose a good life by being kind.

### HOW TO STAND UP TO A BULLY

1. Recognize you have worth as a human being. You have a right to a life free from fear, mocking, persecution, or intimidation.
2. Your first priority is to stay safe. If you feel threatened, avoid contact with your bully, and find an adult.
3. When you are ready to confront your bully, have confident body language and the courage to look him or her in the eye and stand up to bullying. Remain cool and calm.
4. Practice assertive comebacks: “If you want to lower yourself by bullying me, go ahead. But I will report you because it’s wrong to treat people like this.”
5. Don’t fight back with bad behavior or insults. Take a deep breath, use a friendly and assertive voice, and walk away.

### HOW TO CONFRONT A BULLY

1. Recognize what bullying is and never participate in it.
2. If you see bullying, stand up for the victim. You can try to help the victim get away from the bully (e.g., invite them to join you or make up an excuse for them to leave). Or, you can confront the bully if you feel comfortable with that:
  - a. “(Insert bully’s name), what you did is bullying. It’s anti-social behavior and we don’t like it. You need to stop.”
  - b. “Come on, stop bullying. You’re better than that.”
3. Remember: there are no innocent bystanders. If you laugh or encourage the bully, you’re a bully too.

#### OTHER BULLY COMEBACK LINES

1. “Sorry, your words are meaningless.” Or, “So what?”
2. “How does it feel to be a bully?”
3. “Did you know people dislike bullies and talk about them behind their back?”
4. “Are you trying to bully me? If you are, it won’t work.”
5. “Excuse me; you’ve mistaken me for someone who cares what you think.”
6. “You’re wasting my time.” Or, “You’re boring me.”
7. “How would you feel if someone was treating you this way?”
8. “I could feel bad about what you’re saying, but you’re not worth it.”
9. “Why do you have to bully people to feel good about yourself?”
10. “Did you know that people who bully have poor self-esteem?”
11. “I must be pretty important to get this much attention.”

**Children who are bullied by siblings at home are three times more likely to develop psychotic disorders as young adults. Stop sibling bullying!**

# Monitoring Kids' Activities and Well-Being

## Skills to keep kids safe and prevent addiction and antisocial behavior



Monitoring means knowing where your children are, who they are with, what they are doing, when will they be home, and whether there will be alcohol or drugs at the activity. Monitoring is also being aware of their emotional state. It is an essential parenting skill to protect kids from using harmful substances or participating in harmful behavior.

Monitoring children and teens is essential because the risk-taking part of a teen's brain develops very early in life, and the good judgment, impulse-control part of the brain doesn't finish developing until the early 20s. Because parents have the legal and moral responsibility to protect their children from harm, they have the inherent right to monitor their children's activities, rooms, possessions, and online and phone activity—regardless of how loudly teens push back.

### Monitor these things

- Friends
- Activities
- Emotional well-being
- Substance use
- Online use
- Risk for sexual abuse

### Use these skills

- Trust but verify
- Use the 5 Ws
- Make sure activities are alcohol- and drug-free
- Set a curfew
- Practice the 5 Cs often with your child
- Involve friends' parents
- Have pleasant personal chats; ask if they are happy
- Teach about boundaries and consent

## THE 5 Ws OF MONITORING:

1. **Where** are you going?
2. **Who** are you going with?
3. **What** will you be doing?
4. **When** will you return?
5. **Will** there be alcohol or drugs there?



# Assess Your Child's Risk for Substance Abuse

## Evaluate your child's risk of using alcohol, tobacco, or other drugs



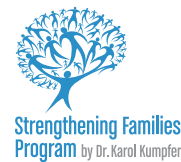
Whether kids use alcohol, tobacco or other drugs depends on life factors that protect or put them at risk. Evaluate "Risk and Protective Factors" for each child, and write the number of the risks you find. Create an "Action Plan" to reduce risks and increase protections. See "Family Protective Strategies" for ideas.

PUTS YOUR CHILD AT RISK:	PROTECTS YOUR CHILD:	EVALUATION OF YOUR CHILD:			
<p><b>PERSONAL:</b></p> <ul style="list-style-type: none"> <li>1) Difficult temperament from age 2-3</li> <li>2) Impulsive; hyperactive, on edge</li> <li>3) Thrill seeking, risk-taking</li> <li>4) Low self-esteem or depression</li> <li>5) Attitudes favorable to A.T.O.D. use</li> </ul> <p><b>FAMILY:</b></p> <ul style="list-style-type: none"> <li>6) Lack of love and nurturing; neglect</li> <li>7) Chaotic, poorly managed home life</li> <li>8) Harsh discipline; or lax discipline</li> <li>9) Hostile parent-child conflicts</li> <li>10) Insufficient parental monitoring</li> <li>11) Teenage mother</li> <li>12) Parent who abuses A.T.O.D.</li> </ul> <p><b>PEERS:</b></p> <ul style="list-style-type: none"> <li>13) Friends who use/ approve A.T.O.D.</li> <li>14) Peer rejection</li> <li>15) Poor social skills</li> </ul> <p><b>SCHOOL:</b></p> <ul style="list-style-type: none"> <li>16) Poor school performance</li> <li>17) Aggressive classroom behavior</li> <li>18) Low commitment to school</li> </ul> <p><b>COMMUNITY:</b></p> <ul style="list-style-type: none"> <li>19) Frequent moves/ changing school</li> <li>20) Bar density-easy access to A.T.O.D.</li> <li>21) Poverty</li> </ul>	<p><b>PERSONAL:</b></p> <ul style="list-style-type: none"> <li>1) Pro-social beliefs, norms and values</li> <li>2) Self-control; can delay gratification</li> <li>3) Opportunity for positive involvement</li> <li>4) Positive sense of self</li> <li>5) Attitudes unfavorable to A.T.O.D. use</li> </ul> <p><b>FAMILY:</b></p> <ul style="list-style-type: none"> <li>6) Strong, loving parent-child bonds</li> <li>7) Functional, well-managed home</li> <li>8) Mild, consistent discipline</li> <li>9) Clear rules against A.T.O.D. use</li> <li>10) Monitoring child's activities and peers</li> <li>11) High expectations; involved parent</li> <li>12) Parents set a good A.T.O.D. example</li> </ul> <p><b>PEERS:</b></p> <ul style="list-style-type: none"> <li>13) Peers disapprove of A.T.O.D. use</li> <li>14) Positive social opportunities</li> <li>15) Well-developed social skills</li> </ul> <p><b>SCHOOL:</b></p> <ul style="list-style-type: none"> <li>16) School attendance and success</li> <li>17) Participation in school activities</li> <li>18) Caring support of teachers and staff</li> </ul> <p><b>COMMUNITY:</b></p> <ul style="list-style-type: none"> <li>19) Opportunities for participation</li> <li>20) Decrease A.T.O.D. accessibility</li> <li>21) Strong bonds with religious organization</li> </ul>	NAME:	# OF EACH RISK:		

ACTION PLAN TO PROTECT MY CHILDREN FROM ADDICTION:	
CHILD:	THINGS TO DO TO REDUCE RISKS AND INCREASE PROTECTIONS

# Pro-Social Skills for a Successful Life

## How to build friendship skills



Practice these simple friendship skills over and over with your children until they feel comfortable using them in real life.

### HOW TO

## INTRODUCE YOURSELF

1. Smile, look friendly, and act confident.
2. Use a casual voice.
3. Say, "Hi, my name is \_\_\_\_\_. What's yours?"
4. Ask an open-ended question.
5. When leaving say, "It was nice to meet you. See you around."

### HOW TO

## DEVELOP EMPATHY

1. Recognize the equal worth of every person.
2. Notice the needs of those who are different.
3. Think how that situation would make you feel.
4. Care what happens to others; be kind.
5. If possible, do something about a need or injustice you notice.

### HOW TO

## GET ALONG WITH OTHERS

1. Recognize that others have equal claim to a good life; respect them as equals.
2. Be unselfish; willingly take turns and share.
3. Feel pleased when others achieve good things.
4. Don't brag or put others down.
5. Find fun activities you can do together.

### HOW TO

## MAKE CONVERSATION

1. Stand near the person, make eye contact, and smile.
2. Using a pleasant voice, ask an open-ended question.
3. Use "LUV-Listening" to respond.
4. Thank the person for chatting with you.