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.
   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.”

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
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 (0-3) 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.

<table>
<thead>
<tr>
<th>Me</th>
<th>Friend</th>
<th>Quality (rank 0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>Is humble; doesn’t brag</td>
<td>Includes you in a group</td>
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<tr>
<td>Accepts you like you are</td>
<td>Stands up for you if others talk about you</td>
<td>Is pleased, compliments you when you do well</td>
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<tr>
<td>Treats you kindly</td>
<td>Cares about others</td>
<td>Listens when you have a problem</td>
</tr>
<tr>
<td>Listens when you have a problem</td>
<td>Doesn’t gossip</td>
<td>Takes you kindly</td>
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<tr>
<td>Stays away from gangs</td>
<td>Generic</td>
<td>Listens when you have a problem</td>
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<tr>
<td>Encourages you to do your best</td>
<td>Respects people who are different</td>
<td>Respects your values</td>
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<tr>
<td>Stands up for weak/disadvantaged kids</td>
<td>Patient, easy going, has a sense of humor</td>
<td>Peacemaker</td>
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<tr>
<td>Helps you stay out of trouble</td>
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<table>
<thead>
<tr>
<th>Me</th>
<th>Friend</th>
<th>Quality (rank 0-3)</th>
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<tbody>
<tr>
<td>Snobbish</td>
<td>Brags, feels superior</td>
<td>Leaves you out</td>
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<tr>
<td>Sometimes makes fun of you</td>
<td>Talks behind your back</td>
<td>Is jealous when you do well</td>
</tr>
<tr>
<td>Is sometimes mean to you</td>
<td>Is mean or cruel to others</td>
<td>Minimizes your problems</td>
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<tr>
<td>Gossips</td>
<td>Stingy</td>
<td>Self-centered; puts people down</td>
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<tr>
<td>Gossip</td>
<td>Gang member</td>
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<td>Bribe</td>
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Books on making friends:
1. Nobody Likes Me, Everybody Hates Me—The Top 25 Friendship Problems and How to Solve Them, Michele Borba
2. A Good Friend: How to Make One and How to Be One, from Boys Town Press
3. Say Goodbye to Being Shy, Richard Brozovich, Ph.D. and Linda Chase
4. Emotional Intelligence 2.0, Travis Bradberry and Jean Greaves

HOW TO MAKE NEW FRIENDS
1. Respect yourself; value your own unique worth.
2. Care about and respect others.
3. Act friendly and confident, even when you’re scared.
4. Learn and practice conversation skills.
5. Go where you can meet new people.
6. Look for kids who have your same likes and values.
7. Stand near kids you want to meet; notice their actions; look for things to compliment.
8. Introduce yourself to someone in the group; mention the good things you noticed.
9. Ask if you can join the activity. (“Mind if I join...?”)
10. 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.

BULLIES       KIND TO EVERYONE       USES DRUGS       STEALS       HONEST       GETS ANGRY EASILY

DRINKS ALCOHOL       GANG MEMBER       GENEROUS       LEAVES YOU OUT       JEALOUS       MEAN

STANDS UP FOR YOU       MAKES FUN OF YOU       LIES       DOESN’T BRAG       RESPECTS YOUR VALUES

CHEATS       LISTENS TO YOUR PROBLEMS       ASKS YOU TO MAKE BAD CHOICES       JEALOUS

GOSSIPS       GIVES COMPLIMENTS       SELFISH       HAPPY       DISRESPECTS PEOPLE’S DIFFERENCES

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.
2. Act friendly and happy, even when you’re scared.
3. Say nice things and give compliments to other kids.
4. Go where you can meet new kids, like the park.
5. Look for kids who like the same things you do.
6. Stand near kids you want to meet.
7. Introduce yourself to other kids.
8. Ask if you can join other kids if they’re doing something fun.
9. Invite other kids to join your fun.
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 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
An essential skill to prevent youth addiction and delinquent 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 there be alcohol or drugs at the activity. Monitoring is an essential parenting skill to protect kids from using harmful substances or participating in delinquent or anti-social behavior.

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 to make sure they stay in an alcohol- and drug-free social environment—regardless of how loudly teens push back.

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 part of the brain doesn’t finish developing until the early 20’s.

Monitoring is easier if you make and adhere to three parenting rules:

1. Set up and enforce a reasonable, healthy curfew, with consequences if they violate curfew.

2. Always ask your children the 5 W questions while they are planning any get-togethers or activities and before they leave the home. Then verify that they are where they said they would be, doing what they said they would do. A good motto is: “Trust—but verify.”

3. Talk to the parents of your children’s friends to be sure they agree with your “No A.T.O.D.” rules and will monitor kid’s activities while at their home or under their supervision. Ask them to help plan fun “No-A.T.O.D.” activities on a rotating basis.

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 A.T.O.D. Use
Evaluate your child’s risk of using alcohol, tobacco, or other drugs

Whether kids use A.T.O.D. 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 the risks and increase the protections. Review “Family Protective Strategies” for ideas.

<table>
<thead>
<tr>
<th>PUTS YOUR CHILD AT RISK:</th>
<th>PROTECTS YOUR CHILD:</th>
<th>EVALUATION OF YOUR CHILD:</th>
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<tbody>
<tr>
<td>PERSONAL:</td>
<td>PERSONAL:</td>
<td>NAME:</td>
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<tr>
<td>1) Difficult temperament from age 2–3</td>
<td>1) Social skills to respect authority</td>
<td># OF EACH RISK:</td>
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<td>2) Impulsive; hyperactive, on edge</td>
<td>2) Self-control; can delay gratification</td>
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<td>3) Thrill seeking, risk-taking</td>
<td>3) Opportunity for positive involvement</td>
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<td>4) Low self-esteem or depression</td>
<td>4) Positive sense of self</td>
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<tr>
<td>5) Attitudes favorable to A.T.O.D. use</td>
<td>5) Pro-social beliefs, norms and values</td>
<td></td>
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<tr>
<td>FAMILY:</td>
<td>FAMILY:</td>
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<tr>
<td>6) Lack of love and nurturing; neglect</td>
<td>6) Strong, loving parent-child bonds</td>
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<tr>
<td>7) Chaotic, poorly managed home life</td>
<td>7) Functional, well-managed home</td>
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<td>8) Harsh discipline; or lax discipline</td>
<td>8) Mild, consistent discipline</td>
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<tr>
<td>10) Insufficient parental monitoring</td>
<td>10) Monitoring child’s activities and peers</td>
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<td>11) Teenage mother</td>
<td>11) High expectations; involved parent</td>
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<td>PEERS:</td>
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<td>14) Peer rejection</td>
<td>14) Positive social opportunities</td>
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<td>15) Poor social skills</td>
<td>15) Well-developed social skills</td>
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<td>SCHOOL:</td>
<td>SCHOOL:</td>
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<td>16) Poor school performance</td>
<td>16) School attendance and success</td>
<td></td>
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<td>17) Aggressive classroom behavior</td>
<td>17) Participation in school activities</td>
<td></td>
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<tr>
<td>18) Low commitment to school</td>
<td>18) Caring support of teachers and staff</td>
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<tr>
<td>COMMUNITY:</td>
<td>COMMUNITY:</td>
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<tr>
<td>19) Frequent moves/ changing school</td>
<td>19) Opportunities for participation</td>
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<tr>
<td>20) Bar density-easy access to A.T.O.D.</td>
<td>20) Decrease A.T.O.D. accessibility</td>
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<tr>
<td>21) Poverty</td>
<td>21) Strong bonds with religious organization</td>
<td></td>
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<tr>
<th>ACTION PLAN TO PROTECT MY CHILDREN FROM ADDICTION:</th>
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<tr>
<td>CHILD:</td>
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<tr>
<td>THINGS TO DO TO REDUCE RISKS AND INCREASE PROTECTIONS</td>
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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.