

HUDSON COMMUNITY FIRST

Mission Statement - We believe that the health and wellness of our community is directly dependent on developing opportunities, skills, relationships and values that young people need to be healthy, caring and responsible.



Hudson Community First is a local non-profit organization that promotes positive youth development and seeks to unite individuals, organizations and our schools in an effort to nurture competent, caring and responsible children and adolescents.

Community First provides asset education, training and programming which supports the healthy development of youth. Additionally, **Community First** partners with individuals, organizations and the schools to provide opportunities to make our community a place where young people thrive. Listed below are some of Community First's programs:

Career Panel/Intern for a Day • Keep Hudson Safe Initiative • Resiliency and Mental Wellness Programs • Smile Day
Take a Second. Make a Difference. Month and Recognition Luncheon • Community of Concern • Holiday Gift Shoppe
Ready-Set-Relax • See Something-Say Something • Uncharted Waters: What Seniors Need to Know Before Going to College

For more Youth Services and Resources check out www.hudsoncommunityfirst.com

WHY DOES HUDSON NEED COMMUNITY FIRST?

Youth in Hudson, like most communities, face challenging and difficult decisions as they grow and mature. However, external assets such as support, empowerment, clear boundaries and expectations, and a constructive use of their time, as well as internal assets such as a commitment to learning, positive values, and social competencies, help them grow up happy, healthy, and responsible and less likely to get involved in risky behaviors. Community First provides a framework in which all members of the community can help young people understand these assets and incorporate them into their lives.



WHAT CAN YOU DO TO MAKE A DIFFERENCE FOR HUDSON YOUTH?

Everyone is molded by the many people, places and events that were part of their growing up years. As individuals we can all have a positive and formative impact on Hudson's youth. Community members can...

- **Take a Second. Make a Difference.** - with just a momentary act of kindness performed by a business owner, senior citizens, anyone - you can make an impact on how a child/adolescent perceives adults and themselves.
- Take advantage of every opportunity to build character, leadership and self esteem in youth.

**For information contact co-directors
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40 ASSETS KIDS NEED TO SUCCEED



Developmental Assets are the strengths and building blocks that kids need to grow up safely and successfully into adulthood. The Search Institute in Minnesota researched and developed 40 assets that promote the positive development of all children K-12. Research consistently shows that young people who possess more of these assets are more likely to make healthy choices and avoid high risk behaviors.

EXTERNAL ASSETS:

SUPPORT

1. **Family support** - Family life provides high levels of love and support.
2. **Positive family communication** - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. **Other adult relationships** - Young person receives support from three or more nonparent adults.
4. **Caring neighborhood** - Young person experiences caring neighbors.
5. **Caring school climate** - School provides a caring, encouraging environment.
6. **Parent involvement in schooling** - Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. **Community values youth** - Young person perceives that adults in the community value youth.
8. **Youth as resources** - Young people are given useful roles in the community.
9. **Service to others** - Young person serves in the community one hour or more per week.
10. **Safety** - Young person feels safe at home, school, and in the neighborhood.

BOUNDARIES & EXPECTATIONS

11. **Family boundaries** - Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries** - School provides clear rules and consequences.
13. **Neighborhood boundaries** - Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models** - Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence** - Young person's best friends model responsible behavior.
16. **High expectations** - Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

17. **Creative activities** - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs** - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious community** - Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home** - Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS:

COMMITMENT TO LEARNING

21. **Achievement motivation** - Young person is motivated to do well in school.
22. **School engagement** - Young person is actively engaged in learning.
23. **Homework** - Young person reports doing at least one hour of homework every school day.
24. **Bonding to school** - Young person cares about her or his school.
25. **Reading for pleasure** - Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

26. **Caring** - Young person places high value on helping other people.
27. **Equality and social justice** - Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** - Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty** - Young person "tells the truth even when it is not easy."
30. **Responsibility** - Young person accepts and takes personal responsibility.
31. **Restraint** - Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

32. **Planning and decision making** - Young person knows how to plan ahead and make choices.
33. **Interpersonal competence** - Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence** - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills** - Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution** - Young person seeks to resolve conflict nonviolently. Positive Identity
37. **Personal power** - Young person feels he or she has control over "things that happen to me."
38. **Self-esteem** - Young person reports having high self-esteem.
39. **Sense of purpose** - Young person reports that "my life has a purpose."
40. **Positive view of personal future** - Young person is optimistic about her or his personal future.