



2023-2024



<i>MONTH</i>	<i>HCF EVENT</i>	<i>ASSET</i>	<i>ASSET TYPE</i>
Sept	Back to school	School Boundaries	Boundaries & Expectations
Oct	TSMD month and dinner & Smile Day	Caring Neighborhood	Support
Nov	Ready Set Relax & Career Panel	Community Values Youth	Empowerment
Dec	Holiday Gift Shoppe and Craft Fair	Youth Programs	Constructive Use of Time
Jan	New Year	Positive View of Personal Future	Positive Identity
Feb	Toast to Hudson	Other Adult Relationships	Support
Mar	Career Panel & Scholarship applications	Achievement Motivation	Commitment to Learning
Apr	Uncharted Waters	Resistance Skills	Social Competencies
May	Graduation & Prom	Restraint	Positive Values
June	End of School	Equality and Social Justice	Positive Values

Hudson Community First promotes positive youth development by introducing young people to 40 internal and external developmental assets that help youth grow up to be healthy, caring and responsible adults. The more assets young people have, the more likely they will do well in school and the community, and the less likely they are to be involved in negative and unhealthy choices. Each month during the 2023-24 school year, Hudson Community First introduces an asset and highlights ways parents can help their child integrate the asset into his or her life.

For September, as students head back to the classroom, we focus on **school boundaries**, an external asset that establishes *boundaries and expectations*. With this asset schools provide clear boundaries and expectations for how students should act and learn. Parents can support this asset by going over the student handbook with their child, talking about the ways school boundaries match those at home, and addressing conflicts that occur calmly and respectfully.

In October, Hudson Community First sponsors Take a Second. Make a Difference month highlighting a **caring neighborhood**, an external asset that speaks to *support*. With this asset, young people benefit from the care, concern and connection with neighbors. Parents can support this asset by welcoming new families to the neighborhood, telling a neighbor how impactful it is when he or she smiles at or greets their child, and taking their child on walks through the neighborhood and introducing their child to neighbors they know.

November is the district wide Ready Set Relax in support of **community values youth**, an external asset addressing *empowerment*. This asset speaks to how youth perceive adults in their community, how seriously adults take the opinions and ideas of children. Parents can support this asset by taking time to be with their child and listening to what their child has to say, seeking out other young people and soliciting their feedback, and letting youth know their presence and participation in community events is appreciated.

In December, Hudson Community First hosts the Holiday Gift Shoppe showcasing **youth programs**, an external asset that supports a *constructive use of time*. This asset highlights extracurricular activities that

provide young people opportunities to connect over shared interests and introduces them to new friends. Parents can support this asset by being aware of the activities in which their child participates, ensuring there is a good balance between activities, family time and school, and engaging in their own extracurricular activity.

January brings in the new year and supports a **positive view of personal future**, an internal asset enhancing *social competencies*. This asset highlights how an optimistic and hopeful attitude can give children the courage to make plans and venture forward with the belief that they can accomplish their dreams. Parents can support this asset by reacting positively when their child shares their dreams, asking their child what excites them about their future, and telling their child their own hopes for the future.

In February, Hudson Community First hosts Toast to Hudson highlighting **other adult relationships**, an external asset of *support*. With this asset, youth benefit when they receive support from three or more nonparent adults. Parents can support this asset by helping their child find a trustworthy adult who shares similar hobbies or interests as their child, telling adults who interact with their child how much they appreciate the care and concern they give their child, and telling their child about a significant adult from their childhood and what they gained from that relationship.

In March the HHS Career Panel highlights **achievement motivation** under the internal asset, *commitment to learning*. This asset focuses on helping a young person be motivated to do well in school. Parents can support this asset by encouraging their child to enjoy and be persistent in doing homework, trying to connect their child's passions and interests with what their child is learning in school, and making contact with their child's teachers about his or her progress throughout the school year.

In April through Uncharted Waters at HHS Hudson Community First introduces **resistance skills**, an internal asset focusing on *social competencies*. This asset is centered on helping young people resist negative peer pressure and dangerous situations. Parents can support this asset by asking their child about the kinds of negative peer pressure he or she feels, helping their child practice different ways of saying no, and encouraging their child to express her or his beliefs and opinions at home.

May showcases prom and graduation and speaks to **restraint**, an internal asset supporting *positive values*. This asset stresses to youth the value in not being sexually active or using alcohol or other drugs. Parents can support this asset by telling their child they will come get him or her with no questions asked if their child is ever in a situation that makes them uncomfortable, asking their child what they think healthy relationships have to do with restraint, and always being available to their child when he or she asks for their parents' support and advice on these topics.

June brings an end to the year and the opportunity to explore issues of **equality and social justice**, an internal asset that highlights *positive values*. This asset encourages youth to place a high value on promoting equality and reducing hunger and poverty. Parents can support this asset by asking their child how he or she feels when treated unfairly and why, using their own actions and words to show their child they care about those who suffer, and talking together as a family about what actions they can take regarding injustice, hunger and poverty.

Learn more about Hudson Community First and the 40 key developmental assets by visiting www.hudsoncommunityfirst.com