Community collaboration striving to build a healthy, substance free environment for youth
Friends of Navajo County Anti-Drug Coalition, Inc. (EIN 26-0468100)
PO Box 948 Taylor, AZ 85939-0948 (928) 243-2014
180 South Main Street-Taylor, AZ 85939
1593 Johnson Drive-Lakeside, AZ 85929
vsnncdp@gmail.com http://www.facebook.com/ncdpcncdp/

Vicky Solomon Executive Director
Navajo County Juvenile
Northern AZ Academy (NAA)
George Washington Charter School

Superintendents
Principals
Teachers
School Boards
Parents
Youth
Town Managers
Chambers
Faith Based Organizations
Mesa Timber Community Risk Manager
Local Leaders in Community
Unleashing the Power of Hope Workshop

Three Universal Truths that create a Kids at Hope culture: We Believe, We Connect, We Time Travel.

ALL CHILDREN ARE CAPABLE OF SUCCESS
NO EXCEPTIONS!

MISSION
Kids at Hope inspires, empowers and transforms schools, organizations serving youth and entire communities to create an environment and culture where all children experience success, NO Exceptions!

VISION
Kids at Hope’s vision is that every child is afforded the belief, guidance and encouragement that creates a sense of hope and optimism, supported by a course of action needed to experience success at life’s four major destinations: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation.

Advocating Hope

Five Kids at Hope practices as well as more information on how Kids at Hope connects to Social/Emotional Learning.
When **Effectiveness** and **Quality Count**... *Botvin LifeSkills Training* is the only choice.

- **Drug Use**: Proven to cut Drug Use by up to **75%**
- **Alcohol Use**: Proven to cut Alcohol Use by up to **60%**
- **Violence**: Proven to cut Verbal/Physical Aggression, Fighting, and Delinquency by up to **50%**
- **Tobacco**: Proven to cut tobacco use by up to **87%**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Goals</th>
<th>Key Skills</th>
<th>Class Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Esteem</td>
<td>To make students aware that they are unique and should feel good about their uniqueness.</td>
<td>Sharing thoughts and feelings; reframing thoughts on unique attributes; identifying similarities and differences in a team setting.</td>
<td>1</td>
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<tr>
<td>Decision-Making</td>
<td>To teach students how their daily decisions are influenced in direct and indirect ways.</td>
<td>Defining and applying terms; assessing likely behavioral responses to direct and indirect influences.</td>
<td>1</td>
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<tr>
<td>Smoking Information</td>
<td>To teach students about the consequences of nicotine and tobacco products on their body.</td>
<td>Small group discussion; writing; reporting.</td>
<td>1</td>
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<tr>
<td>Advertising</td>
<td>To develop an awareness of how tobacco advertisers manipulate advertisements to entice people to smoke.</td>
<td>Analyzing ad techniques; contrasting ads with reality; interpreting ad jargon.</td>
<td>1</td>
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<tr>
<td>Dealing with Stress</td>
<td>To identify positive and negative ways to cope with stress.</td>
<td>Practicing relaxation techniques; group brainstorming; practicing and finding what works; listening to music while relaxing.</td>
<td>1</td>
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<tr>
<td>Communication Skills</td>
<td>To teach students about the importance of communication.</td>
<td>Defining terms and examples of verbal communication; practicing non-verbal communication; communicating nonverbally through movement.</td>
<td>1</td>
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<tr>
<td>Social Skills</td>
<td>To help students learn ways to get along with their peers.</td>
<td>Sharing examples of positive and negative peer pressure; hearing messages from peers.</td>
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<tr>
<td>Assertiveness</td>
<td>To teach students how to develop assertiveness skills.</td>
<td>Practicing and writing I-messages; recognizing feelings and formulating I-message responses.</td>
<td>1</td>
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</tbody>
</table>

**Total Class Periods: 8**

- Northern AZ Academy
- George Washington
- Holbrook H.U.B. (hope unity belief) Center for Success
- Snowflake Intermediate

Nexus Diversion Program
DIVERSION VS SUSPENSION
RESTORATIVE PRACTICE IN ACTION
Meaningful responses to student infractions include:
• Opportunities to attend **MPOWRD** meetings for peer support
• Redefine projected behavior within positive discussion
• Develop positive peer relationships
• Continues transitional support through ongoing meetings

SEL-Social Emotional Learning
Self-Awareness-*honesty with self and others*
Self-Management-*developing personal vision within a positive future*
Social-Awareness-*learning to lead and to follow*
Relationship Skills-*unconditional peer support*
Responsible Decision-Making-*working through life challenges*