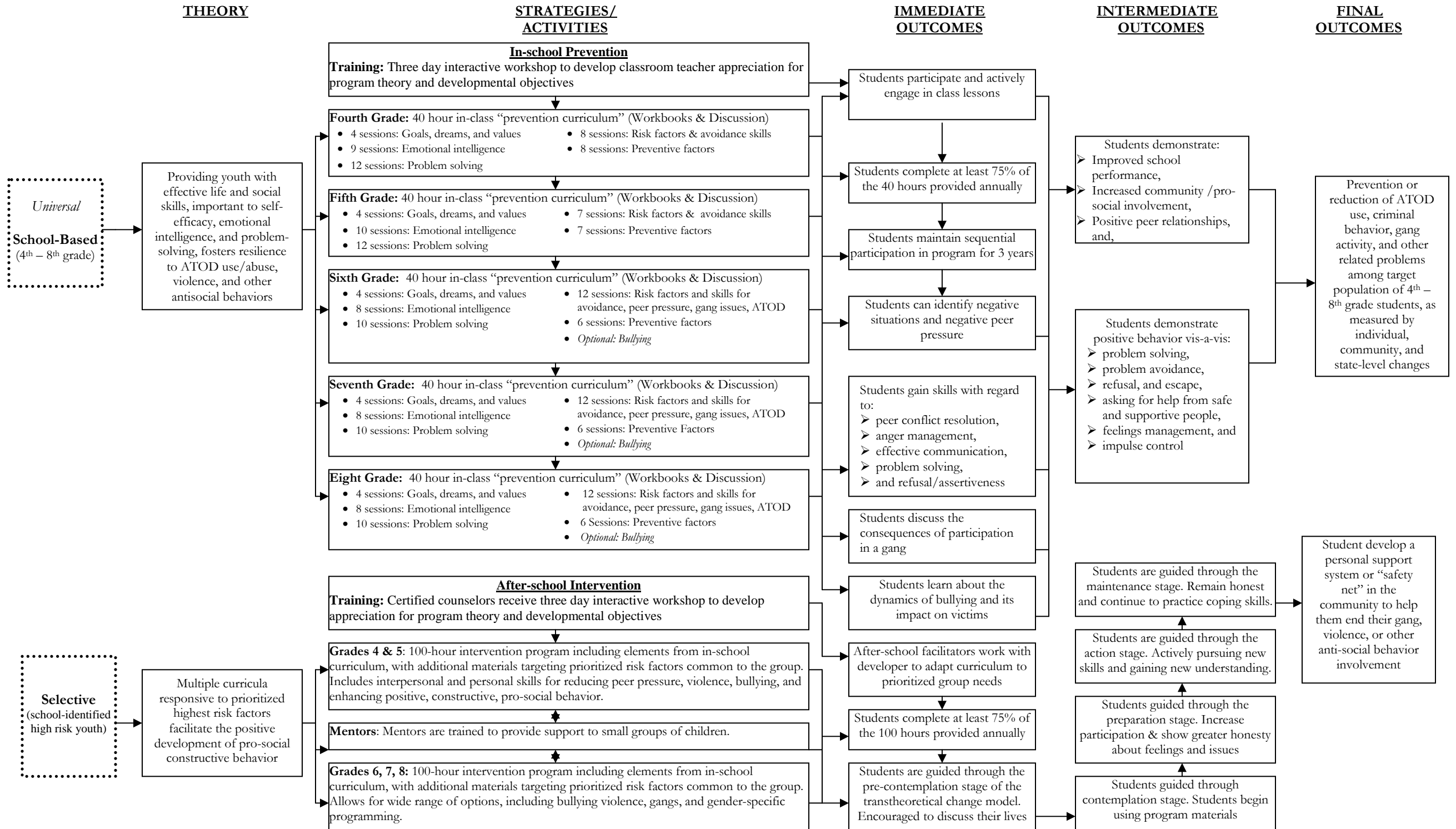


Phoenix Curriculum



THEORY

**STRATEGIES/
ACTIVITIES**

**IMMEDIATE
OUTCOMES**

**INTERMEDIATE
OUTCOMES**

**FINAL
OUTCOMES**

In-school Prevention

Training: Three day interactive workshop to develop classroom teacher appreciation for program theory and developmental objectives

Fourth Grade: 40 hour in-class "prevention curriculum" (Workbooks & Discussion)

- 4 sessions: Goals, dreams, and values
- 8 sessions: Risk factors & avoidance skills
- 9 sessions: Emotional intelligence
- 8 sessions: Preventive factors
- 12 sessions: Problem solving

Fifth Grade: 40 hour in-class "prevention curriculum" (Workbooks & Discussion)

- 4 sessions: Goals, dreams, and values
- 7 sessions: Risk factors & avoidance skills
- 10 sessions: Emotional intelligence
- 7 sessions: Preventive factors
- 12 sessions: Problem solving

Sixth Grade: 40 hour in-class "prevention curriculum" (Workbooks & Discussion)

- 4 sessions: Goals, dreams, and values
- 12 sessions: Risk factors and skills for avoidance, peer pressure, gang issues, ATOD
- 8 sessions: Emotional intelligence
- 6 sessions: Preventive factors
- 10 sessions: Problem solving
- *Optional: Bullying*

Seventh Grade: 40 hour in-class "prevention curriculum" (Workbooks & Discussion)

- 4 sessions: Goals, dreams, and values
- 12 sessions: Risk factors and skills for avoidance, peer pressure, gang issues, ATOD
- 8 sessions: Emotional intelligence
- 6 sessions: Preventive Factors
- 10 sessions: Problem solving
- *Optional: Bullying*

Eighth Grade: 40 hour in-class "prevention curriculum" (Workbooks & Discussion)

- 4 sessions: Goals, dreams, and values
- 12 sessions: Risk factors and skills for avoidance, peer pressure, gang issues, ATOD
- 8 sessions: Emotional intelligence
- 6 Sessions: Preventive factors
- 10 sessions: Problem solving
- *Optional: Bullying*

After-school Intervention

Training: Certified counselors receive three day interactive workshop to develop appreciation for program theory and developmental objectives

Grades 4 & 5: 100-hour intervention program including elements from in-school curriculum, with additional materials targeting prioritized risk factors common to the group. Includes interpersonal and personal skills for reducing peer pressure, violence, bullying, and enhancing positive, constructive, pro-social behavior.

Mentors: Mentors are trained to provide support to small groups of children.

Grades 6, 7, 8: 100-hour intervention program including elements from in-school curriculum, with additional materials targeting prioritized risk factors common to the group. Allows for wide range of options, including bullying violence, gangs, and gender-specific programming.

Students participate and actively engage in class lessons

Students complete at least 75% of the 40 hours provided annually

Students maintain sequential participation in program for 3 years

Students can identify negative situations and negative peer pressure

Students gain skills with regard to:

- peer conflict resolution,
- anger management,
- effective communication,
- problem solving,
- and refusal/assertiveness

Students discuss the consequences of participation in a gang

Students learn about the dynamics of bullying and its impact on victims

After-school facilitators work with developer to adapt curriculum to prioritized group needs

Students complete at least 75% of the 100 hours provided annually

Students are guided through the pre-contemplation stage of the transtheoretical change model. Encouraged to discuss their lives

Students demonstrate:

- Improved school performance,
- Increased community / pro-social involvement,
- Positive peer relationships, and,

Students demonstrate positive behavior vis-a-vis:

- problem solving,
- problem avoidance,
- refusal, and escape,
- asking for help from safe and supportive people,
- feelings management, and
- impulse control

Students are guided through the maintenance stage. Remain honest and continue to practice coping skills.

Students are guided through the action stage. Actively pursuing new skills and gaining new understanding.

Students guided through the preparation stage. Increase participation & show greater honesty about feelings and issues

Students guided through contemplation stage. Students begin using program materials

Prevention or reduction of ATOD use, criminal behavior, gang activity, and other related problems among target population of 4th – 8th grade students, as measured by individual, community, and state-level changes

Student develop a personal support system or "safety net" in the community to help them end their gang, violence, or other anti-social behavior involvement

Universal
School-Based
(4th – 8th grade)

Selective
(school-identified high risk youth)

Providing youth with effective life and social skills, important to self-efficacy, emotional intelligence, and problem-solving, fosters resilience to ATOD use/abuse, violence, and other antisocial behaviors

Multiple curricula responsive to prioritized highest risk factors facilitate the positive development of pro-social constructive behavior