

Make a Difference!

Ideas for Asset Building

Adults

- ★ Build at least one sustained caring relationship with a child or adolescent.
- ★ Pay attention to youth when you see them.
- ★ Model responsible behavior with young people.
- ★ Volunteer to work in a youth program as a coach, group leader, or tutor.

Parents

- ★ Regularly re-negotiate family rules with teenagers so they are developmentally appropriate, and consistently and fairly enforced.
- ★ Talk with you your kids about matching personal interests with extracurricular opportunities.
- ★ Stay in contact with teachers about your child's progress.
- ★ Talk with your teenager about life goals, priorities, and dreams

Young People

- ★ Learn the names of your neighbors (both adults and children). Go out of your way to greet them.
- ★ Write a note (or call) one of the main asset builders in your life, thanking her or him for making a difference in your life.
- ★ Talk about the 40 developmental assets with members of you family. Which assets do family members think are the strongest in your family?
- ★ Even if your family provides a warm, caring, supportive place to grow, also seek support through adults in schools, community organizations, and congregations.

Congregations

- ★ Intentionally foster the intergenerational relationship by providing activities for all ages within the church, synagogue, or other faith community.
- ★ Listen to what youth say they want.
- ★ Regularly offer parent education as part of the congregation's educational programs.
- ★ Make community service a central component of youth programming.
- ★ Network with other congregations and other institutions for mutual learning, support, and programming.

Local Government

- ★ Through policy development, staff training, and resource allocation, make asset development a top priority in the city.
- ★ Initiate community-wide efforts to name shared values and boundaries.
- ★ Partner with other organizations in creating child-friendly public places and safe places for teenagers to gather.
- ★ Help to coordinate and publicize after-school, weekend, and summer opportunities for youth in the city.

Juvenile Justice

- ★ Use the framework of assets as a tool for case management for juvenile offenders.
- ★ Build connections to positive youth organizations and to schools.
- ★ Educate parents and other support networks about the developmental needs of young people at risk.
- ★ Explore how the asset framework may support innovative practices and programs in juvenile detention centers.

Community Organizations

- ★ Involve youth as volunteers and leaders in the agency.
- ★ Provide information on asset building to families and others who participate in programs and services.
- ★ Train agency staff and leaders in their role as asset builders.
- ★ Build into your planning ways of connecting people across generations.

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Communities

- ★ Establish a representative "vision team"(up to 30 people) and exclusive committee (fewer than 10 people) to build commitment, gather information, set priorities, and plan.
- ★ Identify a local coordinator who manages the process and unleashes multiple volunteer-initiated efforts.
- ★ Gather data about youth, adult perceptions, and community resources for asset building. Use surveys (such as Search Institute's Profiles of Student Life: Attitudes and behaviors), focus groups, interviews, town meeting and other techniques.
- ★ Raise community awareness of the asset-building model, using newsletters, fact sheets, newspaper articles, speeches, cable television, computer networks and other mechanisms.

Schools

- ★ Make it a priority to provide caring environments for all students.
- ★ Train support staff, teachers, paraprofessionals, administrators, and other school staff in their role in asset building.
- ★ Provide additional opportunities to nurture values deemed crucial by the community.
- ★ Integrate service-learning, values development, relationship-building, the development of social competencies, and other asset-building strategies into the curriculum.

Youth-Serving Organization

- ★ Involve youth in leadership and program planning.
- ★ Provide a range of structure activities for youth with diverse interests and needs.
- ★ Develop expectations, boundaries, and consequences with youth who participate in programs; enforce appropriate consequences when boundaries are not respected.
- ★ Train volunteers, leaders, and coaches in asset building in young people's developmental needs.

Neighborhoods

- ★ Create neighborhood service projects linking adults and children.
- ★ Coordinate residents to provide safe places where young people can go after school if they would be home alone or if they feel unsafe.
- ★ Organize informal activities (such as pick-up basketball) for young people in the neighborhood.
- ★ Use neighborhood meetings and other settings to educate people about their responsibility and potential for asset building.

Business and Industry

- ★ Develop family-friendly policies that allow parents to be active in their children's lives.
- ★ Provide opportunities for employees to build relationship with youth through mentoring and other volunteer programs, flexible scheduling, and internships for youth.
- ★ Be intentional about nurturing assets (such as support, boundaries, values, and social competencies) in the lives of teenagers employed by the business.
- ★ Become partners in and advocates for initiative designed to create healthy communities for children and youth.

Health Care System

- ★ Serve as visionary leaders in reshaping public consciousness about the health and well-being of children and adolescents.
- ★ Offer information on asset building to parents and teenagers when they seek care.
- ★ Emphasizing integrating asset building into health care services. For example, are the clinics, hospitals and other facilities providing supportive, caring environment for children and youth?
- ★ Provide financial and in-kind support to initiatives within the community that seek to strengthen developmental assets.

40 Developmental Assets

| | Type | Asset Name and Definition |
|------------------------|------------------------------------|---|
| External Assets | Supportive | <ol style="list-style-type: none"> 1. Family support Family life provides high levels of love and support. 2. Positive family communication Young persons and her or his parent(s) communicate positively, and young person is willing to seek advice and counseling 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 | <ol style="list-style-type: none"> 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, at school, and in the neighborhood. |
| | Boundaries and Expectations | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 17. Creative activities Young person spends three or more hours per week in lessons are practice in music, theater or other arts. 18. Youth programs Young person spends one hour or more per week in activities in a religious institution. 19. Religious community Young person spends one hour or more 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. |
| | Commitment to Learning | <ol style="list-style-type: none"> 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. |
| Internal Assets | Positive Values | <ol style="list-style-type: none"> 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. Responsibly Young person accepts and takes personal responsibility. 31. Restraint Young person believes it is important not to be sexually active or use alcohol or other drugs. |
| | Social Competence | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 37. Personal power Young person feels he or she has control over "things that happen to me." 38. Self-esteem Young person reports having a 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. |

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