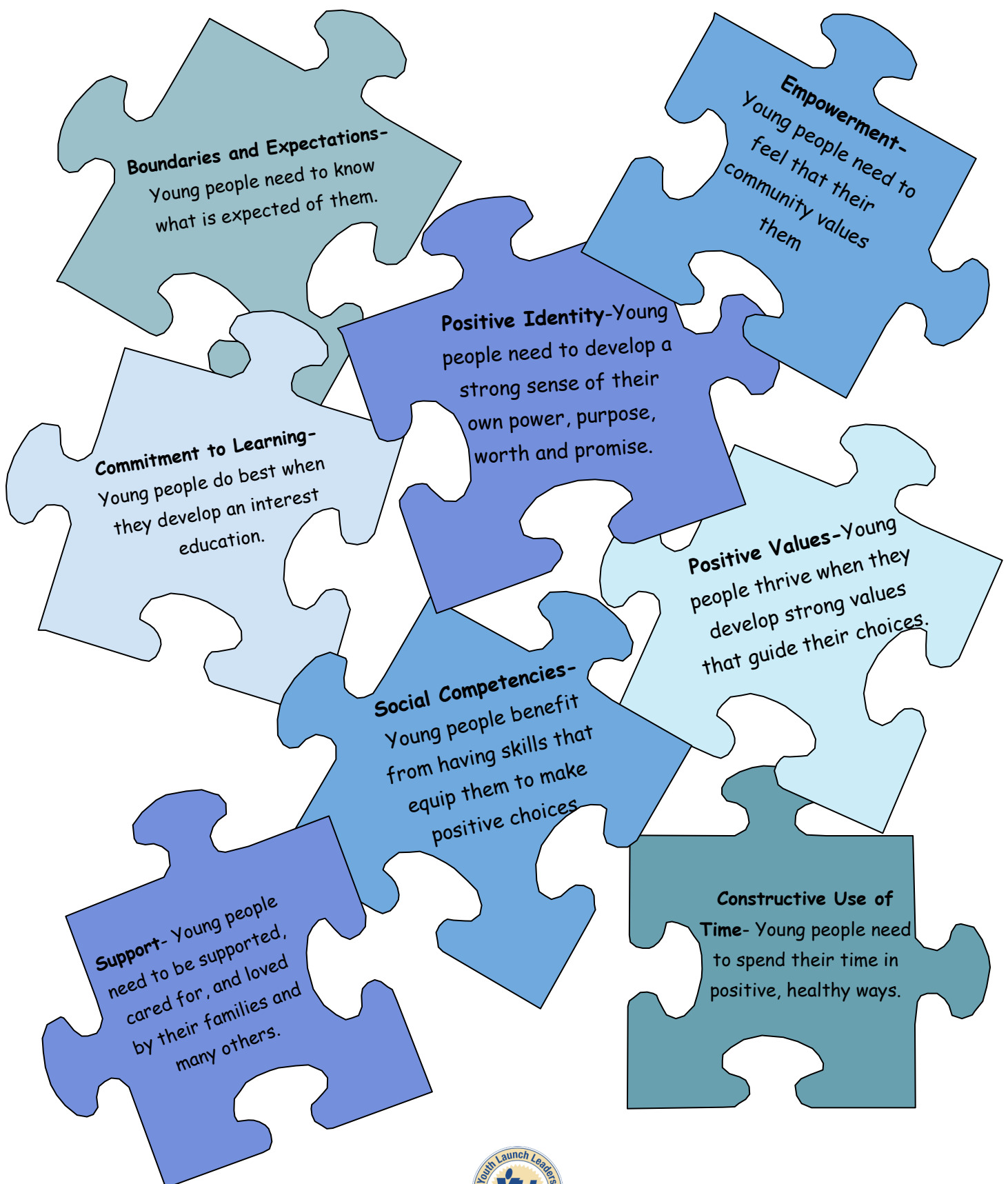


Intro to Assets

Do you ever wonder why some kids seem to grow up with ease while others struggle? Are you surprised that some kids thrive in spite of difficult circumstances? The Search Institute asked these questions to thousands of young people across the country and came up with 40 factors that are essential to young people's success. These factors became Search Institute's 40 Developmental Assets which Youth Launch Leaders uses to help empower leaders with the tools needed to inspire positive youth development.

Assets are spread across eight areas of human development. These categories show the positive things that young people need to grow up healthy and responsible. The categories include:





Support

- 1. Family Support– Family life provides high levels of love and support
- 2. Positive Family Communication– Parents and child communicate positively
- 3. Other Adult Relationships– Youth receive support from adults outside of the family
- 4. Caring Neighborhood– Youth experiences caring neighbors
- 5. Caring School Climate– Relationships with teachers and peers provide a caring and encouraging school environment
- 6. Parent Involvement in Schooling– Parents are actively involved in helping the child succeed in school

Empowerment

- 7. Community Values Youth– Youth feels valued and appreciated by adults in the community
- 8. Youth as Resources– Youth is included in decisions at home and in the community
- 9. Service to Others– Youth have opportunities to help others in the community
- 10. Safety– Youth feel safe in at home, at school, and in his/her neighborhood

Boundaries and Expectations

- 11. Family Boundaries– Family has clear and consistent rules and consequences
- 12. School Boundaries– School provides clear rules and consequences.
- 13. Neighborhood boundaries– Neighbors take responsibility for monitoring the child’s behavior
- 14. Adults Role Models– Parents and other adults model positive, responsible behaviors
- 15. Positive Peer Influence– Child’s closest friends model positive, responsible behavior
- 16. High Expectations– Parents and teachers expect the child to do his/her best at school and in other activities

Constructive Use of Time

- 17. Creative Activities– Youth participates in music, art, drama, or creative writing two or more times per week
- 18. Youth Programs– Youth participates two or more times per week in cocurricular school activities or structured community programs for youth
- 19. Religious Community– Youth attend religious programs or services one or more times per week
- 20. Time at Home– Child spends time both interacting with parents and doing things at home other than watching TV or playing video games

Commitment to Learning

- 21. Achievement Motivation– Youth is motivated and strives to do well in school
- 22. Learning Engagement– Youth is responsive, attentive, and actively engaged in learning at school
- 23. Homework– Youth hands in homework on time
- 24. Bonding to Adults at School– Youth cares about teachers and other adults at school
- 25. Reading for Pleasure– Child enjoys and engages in reading for fun most days of the week

Positive Values

- 26. Caring– Parent tells child he/she it is important to help other people
- 27. Equality and Social Justice– Parent tells child it is important to speak up for equal rights for all people
- 28. Integrity– Parent tells the child it is important to stand up for one’s beliefs
- 29. Honesty– Parent tells child it is important to tell the truth
- 30. Responsibility– Parent tells child it is important to accept person responsibility for behavior
- 31. Healthy Lifestyle– Parent tells child it is important to have good health and an understanding of healthy sexuality

Social Competencies

- 32. Planning and Decision Making- Youth thinks about decisions and is usually happy with the results
- 33. Interpersonal Competence– Child cares about and is affected by other people’s feelings
- 34. Cultural Competence– Youth knows and is comfortable with people of different racial, ethnic, and cultural backgrounds
- 35. Resistance Skills– Youth can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things
- 36. Peaceful Conflict Resolution– Child attempts to resolve conflict

Positive Identity

- 37. Personal Power– Child feels he or she has some influence over things that happen in his/her own life
- 38. Self-Esteem– Youth likes and is proud to be the person he/she is
- 39. Sense of Power– Youth sometimes thinks about what life means and whether there is a purpose for his/her life
- 40. Positive view of Personal Future– Youth is optimistic about his/her personal future