

## Developmental Asset Categories: Students

Search Institute, a nonprofit research organization focusing on positive youth development, has identified a framework of 40 Developmental Assets for youth; this framework describes the positive qualities, experiences, and opportunities that all young people need. These assets fall into **eight categories**:

### EXTERNAL ASSETS

(the external structures, relationships, and activities that create a positive environment):

#### Support

Young people need to be surrounded by people who love, care for, appreciate, and accept them. They need to know that they belong and that they are not alone.

#### Empowerment

Young people need to feel valued and valuable. They need to feel safe, to believe that they are liked and respected, and to have opportunities to make meaningful contributions within the hierarchies that surround them.

#### Boundaries and Expectations

Young people need the positive influence of peers and adults who encourage them to be and do their best. They need clear rules about appropriate behavior, and consistent, reasonable consequences for inappropriate behaviors.

#### Constructive Use of Time

Young people need opportunities—outside of school—to learn and develop new skills and interests, and to spend enjoyable time interacting with other youth and adults.

### INTERNAL ASSETS

(the values, skills, and beliefs necessary to fully engage with other people and function well in the world):

#### Commitment to Learning

Young people need a variety of learning experiences, including the desire for academic success, a sense of the lasting importance of learning, and a belief in their own abilities.

#### Positive Values

Young people need to develop strong guiding values or principles, including caring for others, having high standards for personal character, and believing in protecting their own well-being.

#### Social Competencies

Young people need to develop the skills to interact effectively with others, to make difficult decisions and choices, and to cope with new situations.

#### Positive Identity

Young people need to believe in their own self-worth, to feel that they have control over the things that happen to them, and to have a sense of purpose in life as well as a positive view of the future.

## Developmental Asset Categories: Educators

The asset framework, when phrased to reflect the experiences of adults, describes the positive qualities, experiences, and opportunities that lead to increased job satisfaction, more supportive work environments, and better personal health.

### EXTERNAL ASSETS

(the external structures, relationships, and activities that create a positive environment):

#### Support

Staff members feel that they are supportive of, and supported by, their colleagues, administration, and the larger school community.

#### Empowerment

Staff members believe they are valued by the school community. They are viewed as competent in their fields and have roles as decision makers and problem solvers.

#### Boundaries and Expectations

Staff members have well-defined expectations and roles within the school environment. Colleagues (both teachers and administrators) share high but reasonable expectations. Staff members set boundaries between work and private life.

#### Constructive Use of Time

Staff members have the time and support necessary to be creative and satisfied in their work. Staff members view personal health as a key element of professional satisfaction.

### INTERNAL ASSETS

(the values, skills, and beliefs necessary to fully engage with other people and function well in the world):

#### Commitment to Learning

Staff members are motivated by long-term personal and professional goals and feel meaningfully engaged in the profession and by professional development.

#### Positive Values

Staff members experience alignment between personal values and professional practice. Staff members exhibit a deep commitment to the ideals of teaching.

#### Social Competencies

Staff members are flexible, resilient, and communicative. Coworkers value teamwork in decision making and conflict resolution.

#### Positive Identity

Staff members exhibit positive self-esteem, purpose in teaching, and a positive view of the future.

# SEARCH INSTITUTE MISSION, VISION, & VALUE LOOKING INSIDE THE BOX



Search Institute® is an independent, nonprofit, nonsectarian organization committed to helping create healthy communities for every young person. Because we believe that “all kids are our kids,” we create books and other materials that welcome and respect people of all races, ethnicity, cultures, genders, religions, economic backgrounds, sexual orientations, and abilities. Our Mission: To provide leadership, knowledge, and resources to promote healthy children, youth, and communities.



**Healthy Communities • Healthy Youth®**  
In 1996 Search Institute launched a national Healthy Communities • Healthy Youth (HC • HY) initiative to support communities in their work. Based on Search Institute’s framework of Developmental Assets, this initiative seeks to motivate and equip individuals, organizations, and their leaders to join together in nurturing competent, caring and responsible children and adolescents.



**Survey Services**  
Providing a growing array of surveys to help communities, organizations, schools, and individuals better understand the needs and strengths of their youth.



**Training and Speaking**  
Providing keynotes, Training of Trainers, and customized presentations and workshops to inspire and motivate schools, communities and individuals to action! Vision Training Associates coordinates all Search Institute training events.



**Search Institute Press**  
Our mission at Search Institute Press is to provide practical and hope-filled resources to create a world in which all young people thrive. The content in our products is embedded in the research of Search Institute. The 40 Developmental Assets, which are a framework of qualities, experiences, and relationships youth need to succeed, are a central focus of our resources.



**2008 Healthy Communities • Healthy Youth® Conference**  
**Connect to Hope: Igniting Sparks!**

Designed for people who work with or care about youth, this one-of-a-kind conference brings together people from different community sectors nationally and internationally who share a common goal: to work together to promote positive youth development through asset building. During the conference, you will learn with and from others, make connections that will prove beneficial in your work and life, and renew your commitment to asset building through hard work and fun!

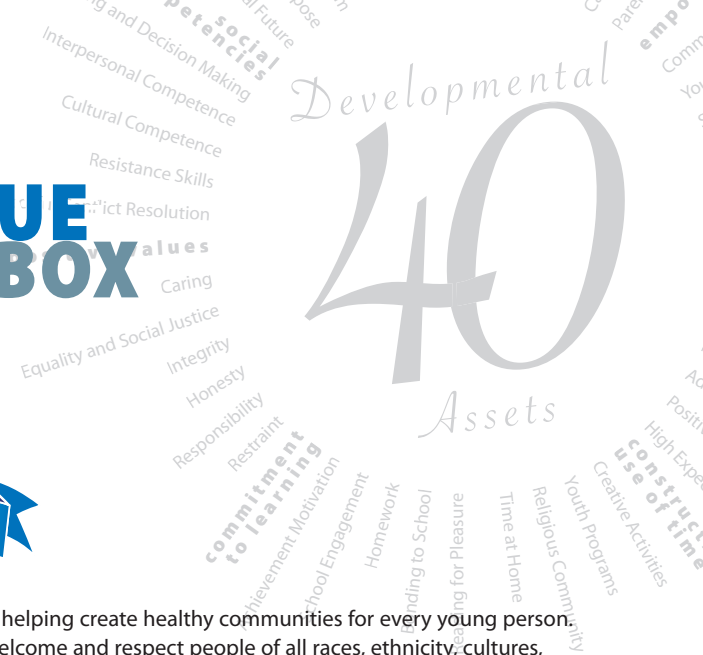
**November 6-8, 2008 • Hyatt Hotel • Minneapolis, MN**  
**Pre-conference training events November 4-5**



**MVParents**  
All parents want to be “Most Valuable Parents” who help their children and teens make smart choices and avoid pitfalls of growing up. Unlike advice sites, MVParents.com is your trusted, research-based resource with tips, ideas, and strategies for raising smart, strong, responsible kids.



**The Center for Spiritual Development In Childhood and Adolescence**  
A global initiative to advance the research and practice of this important and understudied domain of human development.



# About Developmental Assets®

Thinking Inside The Box...

## The Developmental Assets Framework

At the heart of the institute's work is the framework of 40 Developmental Assets, which are positive experiences, relationships, opportunities, and personal qualities that young people need to grow up healthy, caring, and responsible. Created in the 1990s, the framework is grounded in research on child and adolescent development, risk prevention, and resiliency. Assets are easy to build! Asset building is about relationships—anyone can do it. You can make a difference and help a young person succeed!

## The Importance of Assets

Search Institute's research shows that the more assets young people have, the less likely they are to engage in risky behaviors. In addition, these common themes about the importance of assets have emerged from numerous findings:

- **Assets promote academic success.**
- **Assets divert youth from risky behaviors and increase civic engagement.**
- **Assets give young people the strengths they need to make positive choices in life.**
- **Across the United States—in big cities and small towns—most young people now experience fewer than half of the 40 Developmental Assets.**

## Building Assets in your Community

We've included some resources in this packet to help you and your community get started with intentional asset building. Some of the basics are:

- **Learn** more about the 40 Developmental Assets and the communities that have already built successful initiatives. Search Institute's Web site is a great source for information about published resources, trainings, and events: [www.search-institute.org](http://www.search-institute.org)
- **Share** the message of asset building. Talk to PTA groups, civic organizations, neighbors, congregation members, realtors, businesses, student clubs—anyone interested in the youth in your community.
- **Gather** together a group of people, including young people, who are willing to go deeper with assets. Develop a vision of what your community would look like if Developmental Assets were being nurtured throughout the community.

# The Power of Assets

## Research Findings

On one level, the 40 Developmental Assets represent common wisdom about the kinds of positive experiences and characteristics that young people need and deserve. But their value extends further. Surveys of almost 150,000 students in grades 6–12 reveal that assets are powerful influences on adolescent behavior. Regardless of gender, ethnic heritage, economic situation, or geographic location, assets both promote positive behaviors and attitudes and help protect young people from many different problem behaviors.

To illustrate, these graphs show that young people with more assets are less likely to engage in patterns of high-risk behavior and more likely to report having positive attitudes and behaviors.



# The 40 Developmental Assets® for Grades 6–12

Assets Change Lives—How Many Do Your Kids Have?

Search  
INSTITUTE

## support



- 1 Family support** • Family life provides high levels of love and support.
- 2 Positive family communication** • Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel 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



- 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 & expectations



- 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



- 17 Creative activities** • Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18 Youth programs** • Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
- 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.

## The INTERNAL Assets

### commitment to learning



- 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.

### positive values



- 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 Responsibility** • Young person accepts and takes personal responsibility.
- 31 Restraint** • Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### social competencies



- 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



- 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.



# The Five Action Strategies

*Engage, Mobilize, Activate, Invigorate & Influence*

## Five Action Strategies for Transforming Communities and Society Creating a World Where All Young People Are Valued and Thrive

The Five Action Strategies provide a practical approach to identifying, encouraging, and linking all the important people, places, activities, and programs necessary for a powerful collective effort. As initiatives work to strengthen relationships within and between these spheres of influence across the community, they build a web of interconnected efforts that support one another. Long-lasting success happens by merging the asset-building capacities of all community members where the lives of adults and youth intersect. It takes the combination of all five Action Strategies to make lasting positive change.



### Engage Adults

Engage adults from all walks of life to develop sustained, strength-building relationships with children and adolescents, both within families and in neighborhoods.

### Mobilize Young People

Mobilize young people to use their power as asset builders and change agents.

### Activate Sectors

Activate all sectors of the community—such as schools, faith-based organizations, youth, businesses, human services, and health-care organizations—to create an asset-building culture and to contribute fully to young people’s healthy development.

### Invigorate Programs

Invigorate, expand, and enhance programs to become more asset rich and to be available to and accessed by all children and youth.

### Influence Civic Decisions

Influence decision makers and opinion leaders to leverage financial, media, and policy resources in support of this positive transformation of communities and society.

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## Contact Us!

If you would like more information on a specific topic, please write, call, fax, or visit our Web site.

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Name \_\_\_\_\_

Date \_\_\_\_\_



**External Assets + Internal Assets = STAR Success**



teacher parents family principal friends school Anaheim Achieves church soccer practice Read 180 JiJi	try my best homework study use test strategies turn in all class work read everyday honest responsible organized pay attention participate	<b>Language Arts Goal:</b>  To move from basic to proficient.  <b>Math Goal:</b>  To move from proficient to advanced.
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# Asset-Based STAR Goal Setting

**Developmental Assets** are like "building blocks" - relationships, experiences, values, attitudes, and characteristics that all children need to succeed. Research shows that the more assets children have, the **MORE** likely they are to be successful and the **LESS** likely they are to get in trouble.

Research also shows that when students set goals they make greater gains. It is important for students to understand *where they are* so they know *where they need to go*.

STAR testing is just around the corner. It is the time for students to SHINE! It is their chance to "show what they know." It should be treated as a CELEBRATION! Attached you will find an asset-based goal setting form to use with students. When students see that **External Assets + Internal Assets = STAR Success** they will feel confident that they can reach their goals!

## Student friendly definitions:

**Assets** = something of value to you that help you to be successful

**External Assets** = the *people* in your life, the *places* you go, and the *activities* you participate in that help you to be successful

**Internal Assets** = the *things you do* that help you to be successful

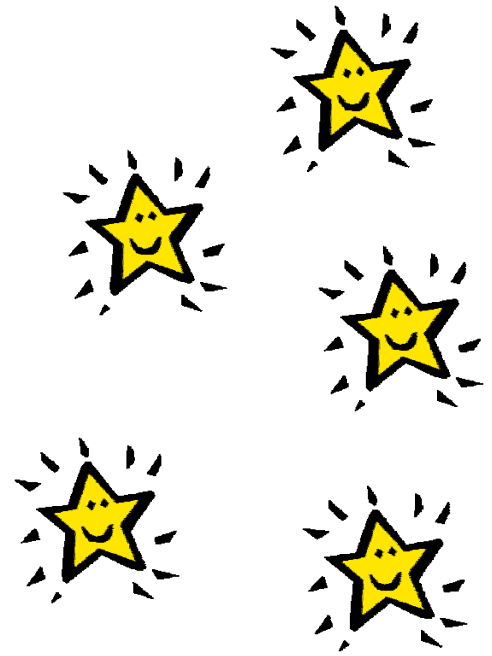
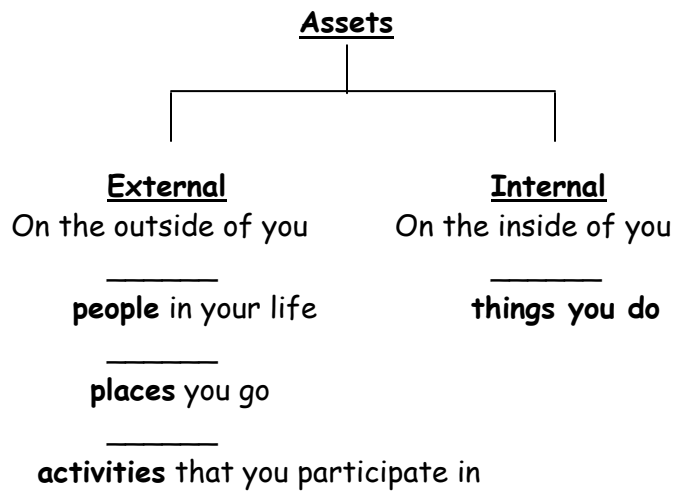
## LESSON PLAN

Materials needed: One asset-based STAR goal setting form per student, STAR results from previous year (if available), sample external and internal asset ideas (to help with brainstorming), chart paper/markers or whiteboard markers, pencils

Purpose of the lesson: To introduce/review assets and brainstorm external and internal assets that equal STAR success. Students will complete their own asset-based goal setting form.

**TEACHER:** "Today we are going to learn about/review assets. Assets are "**something of value to you that help you to be successful.**" There are two types of assets: external and internal. The more assets students have, the more successful they will be.

Draw a tree map and explain external and internal assets:



**TEACHER:** "Now I need your help. We are going to create two circle maps. In one circle map we are going to brainstorm as many EXTERNAL assets as we have time for. Then we are going to make another circle map to brainstorm as many INTERNAL assets as we have time for."

Draw a circle map and write "External Assets" in the middle.

**TEACHER:** "First, let's think about the **people** in your life that help you to be successful. Turn to your partner and share at least three examples."

Allow enough time for everyone to share. Have students share their answers and record them in the circle map. **EXAMPLES:** family, teachers, friends, parents, mom, dad, brother, sister, principal, supervisors, librarian, coach, minister, Girl/Boy Scout leader

**TEACHER:** "Now, let's think about the **places you go** that help you to be successful. Turn to your partner and share at least three examples."

Allow enough time for everyone to share. Have students share their answers and record them in the circle map. **EXAMPLES:** school, library, computer lab, Anaheim Achieves, Kids in Action, church, tutoring center, museum, Tiger Woods Learning Center (TWLC)

**TEACHER:** "Next, let's think about the **activities that you participate in** that help you to be successful. Turn to your partner and share at least three examples."

Allow enough time for everyone to share. Have students share their answers and record them in the circle map. **EXAMPLES:** sports, music lessons, dance lessons, clubs, Clue Me In, JiJi/ST Math, Boy/Girl Scouts

**TEACHER:** "We have a lot of great examples of external assets. Now let's think about some internal assets that you have that help you to be successful."

Draw a circle map and write "Internal Assets" in the middle.

**TEACHER:** "Think about the **things that you do** at school and home that help you to be the best student you can be. Turn to your partner and share at least three examples"

Allow enough time for everyone to share. Have students share their answers and record them in the circle map. **EXAMPLES:** paying attention, homework, school work, being nice, helpful, friendly, honest, studying, using test prep strategies, trying your best, responsible, organized, participating, following directions/rules, chores, classroom jobs

**TEACHER:** "Now that we have brainstormed so many excellent examples of external and internal assets we are going to use those ideas to complete a STAR test goal form. As you know the STAR test is just around the corner. When you add your "External Assets" plus your "Internal Assets" it equals STAR success!"

**Write: External Assets + Internal Assets = STAR Success**

Use your document camera to show the asset-based goal setting form or write the information on the board/chart paper. Show students how to complete the form, using examples of external and internal assets from the circle maps.

Remind students of their STAR scores from last year (if available). You can do this in a variety of ways including: conferencing with students individually, giving each student a copy of their STAR report, writing the scores on the goal forms ahead of time, etc.

Have students set a goal in Language Arts and Math for this year. For example:

- Far Below Basic to Below Basic
- Below Basic to Basic
- Basic to Proficient
- Proficient to Advanced
- Stay Advanced! 😊

After the students have completed their asset-based STAR goal setting form, display them in a special place and continue to reference them until the test! Remind students that the more assets they build in themselves and others, the better they will perform not only on the STAR test, but in life!



**"Boy/Girl Assets" Lesson:  
External & Internal Asset Lesson for Students**

Review assets - **TEACHER:** "Assets are something of value to you that help you to be successful. There are two asset categories: external and internal."

Write on the board/chart paper: "**External** - *happens around you/outside of you*"

**TEACHER:** "External assets are the people in your life, the places you go, and the activities that you participate in that help you to be successful."

Write on the board/chart paper: "**Internal** - *happens inside of you*"

**TEACHER:** "Internal assets are the values, skills, beliefs, and things that you do that help you to be successful. "

Draw a large boy or girl template on chart paper.

**TEACHER:** "Now we are going to play a game to practice the difference between internal and external assets. If I show you an asset word card that you think is **internal**, something that you can choose to do all by yourself, then you will point to yourself. If I show you an asset word card that you think is **external**, a person that helps you, a place you go, or an activity that you participate in, then point to me."

Show students one asset word card at a time. Remind them to point to themselves if the asset is internal or to point to you if the asset is external. After the class has voted, place the asset word card on the boy/girl template. Place the internal asset cards on the outfit and the external asset cards around (outside) the boy/girl template.

After all of the asset word cards have been correctly placed, ask the students for additional ideas and add them to the template. Then give students their own boy/girl template and have them record their own internal and external assets and decorate it to look like themselves.

## 40 Developmental Assets Introduction for Students: "Backpack Activity"

**TEACHER:** "Today we are going to discuss some things that help students to be successful in school. But before we do that, let's play a game." - Show backpack - "This backpack has some school supplies in it. Turn to your partner and tell your partner what kind of school supplies you predict might be in my backpack." (Walk around and listen to ideas.)

**TEACHER:** "I heard several great predictions. Let me show you what's really in my backpack. You can find out if you predicted any of my items."

- Show supplies in backpack - **TEACHER:** "Students need a lot of different things to do well in school."

**TEACHER:** "We can call these things school supplies or we can call them a new special word. The new word is **ASSETS**." Write the definition on the board:  
**ASSETS** - something of value to you that help you to be successful

**TEACHER:** "There are some assets that cost money, like school supplies."  
Write on the board: \$ = school supplies

**TEACHER:** "There are some assets that do NOT cost money. Like the people in your life, the things you do, and the places you go and the activities that you participate in." Write on the board: NO \$ = teachers, paying attention, school

**TEACHER:** "Now we are going to create a circle map with 'successful students' in the middle. We are going to brainstorm as many assets as we have time for that help students to be successful." (Write the ideas on the board as students share them.)

**TEACHER:** "First, let's start with the people in your life that help you to be successful" (e.g. teachers, families, friends, school staff). "Now let's think about the things you do that help you to be successful" (e.g. paying attention, homework, being nice, studying, following rules). "Finally, let's think about the places you go and the activities that you participate in that help you to be successful" (e.g. school, library, computer lab, sports, clubs, church).

**TEACHER:** "Let's review what we learned today. We learned that assets are something of value to you that help you to be successful. They can be the people in your life, the things you do, and the places you go and the activities that you participate in. The more assets students have, the more successful they will be. Now I'm going to give you a backpack that you get to fill up with as many assets as you can think of that you have that help you to be successful!"