

40 DEVELOPMENTAL ASSETS

EXTERNAL ASSETS



Support

- 1. Family support** - Family life provides high levels of love and support
- 2. Positive family communication** - Young person and their parent(s)/guardian(s) communicate positively, and young person is willing to seek advice and counsel from parent(s)/guardian(s)
- 3. Other adult relationships** - Young person receives support from three or more non-parent adults
- 4. Caring neighbourhood** - Young person experiences caring neighbours
- 5. Caring school climate** - School provides a caring, encouraging environment
- 6. Parent involvement in schooling** - Parent(s)/guardian(s) are actively involved in helping young person success 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, school, and in the neighbourhood



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. Neighbourhood boundaries** - Neighbours take responsibility for monitoring young people's behaviour
- 14. Adult role models** - Parent(s)/guardian(s) and other adults model positive, responsible behaviour
- 15. Positive peer influence** - Young person's best friends model responsible behaviour
- 16. High expectations** - Parent(s)/guardian(s) 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, organizations at school and/or in the community
- 19. Religious community** - Young person spends one or more hours 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

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 their 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 their 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 non-violently



Positive Identity

- 37. Personal power** - Young person feels they have control over “things that happen to me”
- 38. Self-esteem** - Young person reports having 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 their personal future

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