

40 DEVELOPMENTAL ASSETS®

Building Blocks of Healthy Youth Development

EXTERNAL ASSETS

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 parents.
- 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, 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 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**—Child usually hands in homework on time.
- 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.

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