

# 40

# Developmental Assets

City of Leduc Family & Community Support Services

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## EXTERNAL ASSETS

### SUPPORT

- Family Support:** Family life provides high levels of love and support.
- 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.
- Other Adult Relationships:** Young person receives support from three or more non-parent adults.
- Caring Neighbourhood:** Young person experiences caring neighbours.
- Caring School Climate:** School provides a caring, encouraging environment.
- Parent Involvement in Schooling:** Parent(s) are actively involved in helping young person succeed in school.

### EMPOWERMENT

- Community Values Youth:** Young person perceives that adults in the community value youth.
- Youth as Resources:** Young people are given useful roles in the community.
- Service to Others:** Young person serves in the community one hour or more per week.
- Safety:** Young person feels safe at home, school and in the neighbourhood.

### BOUNDARIES & EXPECTATIONS

- Family Boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts.
- School Boundaries:** School provides clear rules and consequences.
- Neighbourhood Boundaries:** Neighbours take responsibility for monitoring young people's behaviour.
- Adult Role Models:** Parent(s) and other adults model positive, responsible behaviour.
- Positive Peer Influence:** Young person's best friends model responsible behaviour.
- High Expectations:** Both parent(s) and teachers encourage the young person to do well.

### CONSTRUCTIVE USE OF TIME

- Creative Activities:** Young person spends three or more hours per week in lessons or practice in music, theatre or other arts.
- Youth Programs:** Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community.
- Religious Community:** Young person spends one or more hours per week in activities in a religious institution.
- 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

- Achievement Motivation:** Young person is motivated to do well in school.
- School Engagement:** Young person is actively engaged in learning.
- Homework:** Young person reports doing at least one hour of homework every school day.
- Bonding to School:** Young person cares about her or his school.
- Reading for Pleasure:** Young person reads for pleasure three or more hours per week.

### POSITIVE VALUES

- Caring:** Young person places high value on helping other people.
- Equality and Social Justice:** Young person places high value on promoting equality and reducing hunger and poverty.
- Integrity:** Young person acts on convictions and stands up for her or his beliefs.
- Honesty:** Young person "tells the truth even when it is not easy."
- Responsibility:** Young person accepts and takes personal responsibility.
- Restraint:** Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### SOCIAL COMPETENCE

- Planning and Decision Making:** Young person knows how to plan ahead and make choices.
- Interpersonal Competence:** Young person has empathy, sensitivity and friendship skills.
- Cultural Competence:** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- Resistance Skills:** Young person can resist negative peer pressure and dangerous situations.
- Peaceful Conflict Resolution:** Young person seeks to resolve conflict non-violently.

### POSITIVE IDENTITY

- Personal Power:** Young person feels he or she has control over "things that happen to me."
- Self-Esteem:** Young person reports having a high self-esteem.
- Sense of Purpose:** Young person reports that "my life has a purpose."
- Positive View of Personal Future:** Young person is optimistic about her or his personal future.

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