



40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

	CATEGORY	ASSET NAME AND DEFINITION
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 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 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 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.

This page may be reproduced for educational, noncommercial uses only. From *Healthy Communities • Healthy Youth Tool Kit*, copyright © 1998 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; phone 800-868-7828; Web site: www.search-institute.org.

blank cheque and sent me back to Office Depot for the rest of what we needed. Shirley at Kelowna Instant Print agreed to print our bookmarks for free. The owner of the local IGA and an anonymous donor who was related to one of our committee members graciously donated the lemonade. On the day of the Relay, members from the committee manned the booth along with two of the staff from the Youth Shelter. Living in the Okanagan, we were all expecting a hot and sunny day ~ a perfect day for lemonade. Unfortunately, it was more of a coastal day, dreary, windy, and wet. Our hopes and spirits were dimmed. As Asset Builders, we should have known better! Despite the rain and cool temperatures, the Lemonade Stand was a great success. Not only did we talk with people at the stand, Denise, Chris, and I took packages of Asset-Building information to all the different teams in the Relay. The reception was fantastic. At the end of the day, there were still some bookmarks and pamphlets left, so we decided to leave them out with the remaining lemonade. What wonderful news to hear later that night when my Mom called to tell me she had been down to see the stand and there were no pamphlets and no lemonade left! The message of Asset Building got out even after we had gone home.

Every day may not be a lemonade day, but every day is definitely an Asset Building Day! Hopefully, as the weather warms and those Lemonade Stands pop up you will stop, have a glass, and make a difference in a child's day!

By Celena Bertrim, Residential Counsellor, Penny Lane Transition House, Central Okanagan Boys and Girls Club.

I was walking down the street with my son to get a coffee. I walked past a homeless gentleman who did not ask for anything from me so I offered him a coffee. He accepted with some hesitation. Inside the coffee shop I purchased a large coffee and scone for him. When I returned to him he was very surprised with the gift. He immediately offered to share with his friend, so thus the gift was passed onto two people. We exchanged names and went about our day.

By Sandra, Kamloops, BC.

Who Says a Kid Can't Make a Difference?

As the Detachment leader at Strathmore, Alberta, I introduced a youth initiative called the "Onside Program" to our area. Police mentoring kids ... good kids, troubled kids, underprivileged kids.

The idea was to involve cops and kids in something unique and potentially transformational. Take them to a special event, keep it low pressure, just be there as a friend and enjoy the moment. We wanted to let the kids see the human side of the Police Officer, a step beyond the facade of the enforcer. We focused on meeting the kids on their turf and their terms. We would be there just to listen, and if the moment arose, maybe talk about some of the personal issues they faced. We might discuss subjects like peer pressure, legal and societal expectations, etc. The special event wasn't the focus so much as it was a vehicle that we could use, the police and the youth, to connect on a human level.

We started with hockey and football games. The Calgary Flames and Calgary Stampeders each donated eight seasons tickets in support of our cause. Police Officers also rose to the challenge by quickly beginning to identify a list of boys and girls who could benefit from the mentoring. This included youth that deserved positive recognition, youth on the edge of the law, and youth that just never seemed to get picked for anything else.

To jump-start the program, on-duty Police Officers were also allowed to participate. This sometimes had me working operational shifts to ensure minimum resource standards were met. The officers were authorized to transport the youth in police cars when necessary. They were also provided with funds to pay for popcorn, pop, and even souvenirs for the kids. We really wanted to create an environment that was special for everyone involved.

Sounded like a great idea. Well, it didn't take long before I started to have second thoughts about this community policing initiative. The word got out ... on-duty Police Officers, popcorn, treats, hockey games, and using police transport. I started to face both internal and external pressures about optics, legitimacy, and accountability of this unusual policing approach.

I was getting close to giving up and calling it quits when something very magical happened. It was my turn to take a group of kids to a hockey game. "I'll consider cancelling the Onside program after I go to the game," I said. So off I went to Calgary, seven kids and one cop. During the evening, I learned that one

of the boys with me had just lost his dad to a fatal illness. He was hurting really bad and needed to talk. Boy, did we talk ... and cry and laugh and everything in between. And it was at that moment that I knew we were doing the right thing. From that day forward, nothing could stop the Onside program from continuing.

I still think of that young man often. I think of his emptiness, his pain, his hopes, and his dreams. Funny thing is, he has no idea the difference he made in the lives of hundreds of kids and cops. It was because of him the Onside program remained alive. We both benefited from that special evening. I believe that he learned that people in his community really care. I learned about courage. Doing the right thing requires the courage to stand strong at both the individual and leadership level.

Well, not too long after that event, my career offered me another transfer and I was on the move again. But the Onside program continued and soon after became a major hit all over the Calgary region. Strathmore Detachment had the foresight to practice the abundance mentality by sharing the sporting tickets with Police Departments and kids from all over southern Alberta. As a result, a wide variety of both Police Officers and youth had the opportunity to get together in a positive setting. Maybe some even shared a special moment that will last a lifetime.

Who says a kid can't make a difference?

By Inspector Ward Clapham, Operations Officer, Royal Canadian Mounted Police, Nanaimo, BC.

And Your Assignment Is...

At the beginning of February, six Boys and Girls Club participants, ages 10 and 11, began learning how to use 35 mm SLR cameras. Guided by Kevin and Karen McKinnon, of McKinnon Photography, they learned how to properly expose a photograph, apply rules of composition, give direction to subjects, and work in the darkroom. The group of young photographers was given an assignment - to show through their photographs why the Boys and Girls Club is important in the community. The photographs on these pages are the results. Many of the participants hope to take their photography skills further. Vicky is getting her own camera, Jade hopes to use his photography skills when he become a marine biologist, and John Michael thinks he might be a professional photographer one day.

The project was sponsored by Comox Photo, Udo Imaging, McKinnon Photography, the Boys and Girls Club, and the *Comox Valley Record*.



PHOTO BY NIKKI

The Boys and Girls Club gives kids a chance to be outside, be active, and have fun.



The Boys and Girls Club allows our community's children to support and learn from each other. (Chelsea joined the Young Photographers as a leader in training).



PHOTO BY CHELSEA



My picture is of hands comparing each other because everyone is different. It is very easy to meet different people and make friends at the Boys and Girls Club.



PHOTO BY JOHN MICHAEL

*Reprinted with permission from the
Comox Valley Record,
Wednesday, March 21, 2001.*