

Welcome!

Everyone's an Asset Builder

Your Facilitator: Clint Darr
Missouri Afterschool Network



Welcome!

Everyone's an Asset Builder

This workshop is designed to inform individuals about the Developmental Assets framework and motivate them to be effective asset builders in their afterschool programs and in other youth development settings.



Welcome!

Poll:

How familiar are you with the Developmental Assets Framework?

- A. Never heard of it.
- B. I have heard of it and have some knowledge of it.
- C. I am fairly familiar with it.
- D. I could teach this session!

Welcome!

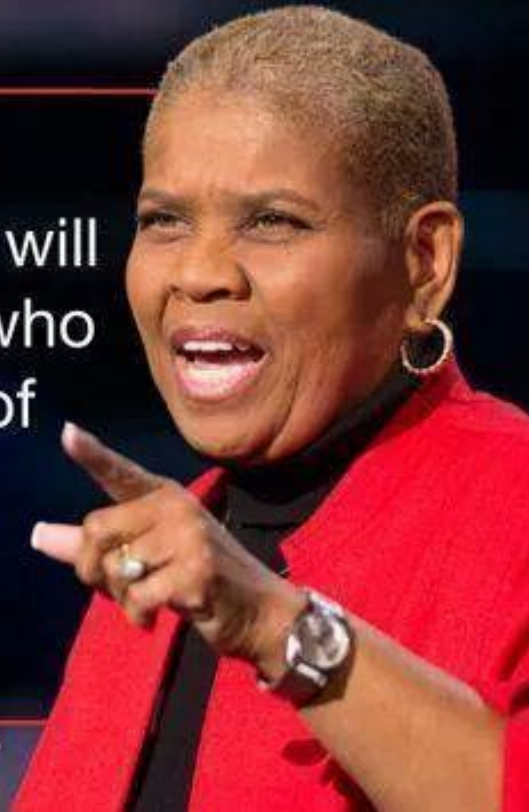
Opening Activity

Think of a person from your youth who had a positive influence on your life. If that person is one of your parents, try to think of at least one other. How did their influence make a difference?

Thank you Coach Stolt

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Getting to Know You - Who I Am

Who I am

In the chat box list some things that you might say if someone asked “Who are you?” Think about it as completing this sentence: “I am a _____.”

Getting to Know You - Who I Am

Father
Grandfather
Husband
Son
Brother
Teacher
Trainer
Mentor
Coach
Friend
Christian
Motivational Speaker
Asset Builder

Camper
Reader
Traveler
Laugher
Laughter Yoga Leader
Joker
Punster
Teller of bad dad jokes
Romantic
Sentimentalist
Dog person
Tiger fan
Chiefs fan

Getting to Know You - What I Do

What I do

In the chat box list some things that you might say if someone asked “What do you do?”

Getting to Know You - What I Do

Coach
Mentor
Train
Teach
Professional Development
Technical Assistance
Facilitate
Listen
Suggest
Empathize

Getting to Know You - What I Value

What I value

In the chat box list some things that you might say if someone asked “What do you value?”

Getting to Know You - What I Value

Family
Friends
Relationships
Our Planet
Kindness
Decency
Respect
Compassion
Gratitude
Forgiveness
Laughter
Animals



Is the Developmental
Asset Framework a new
program or curriculum?

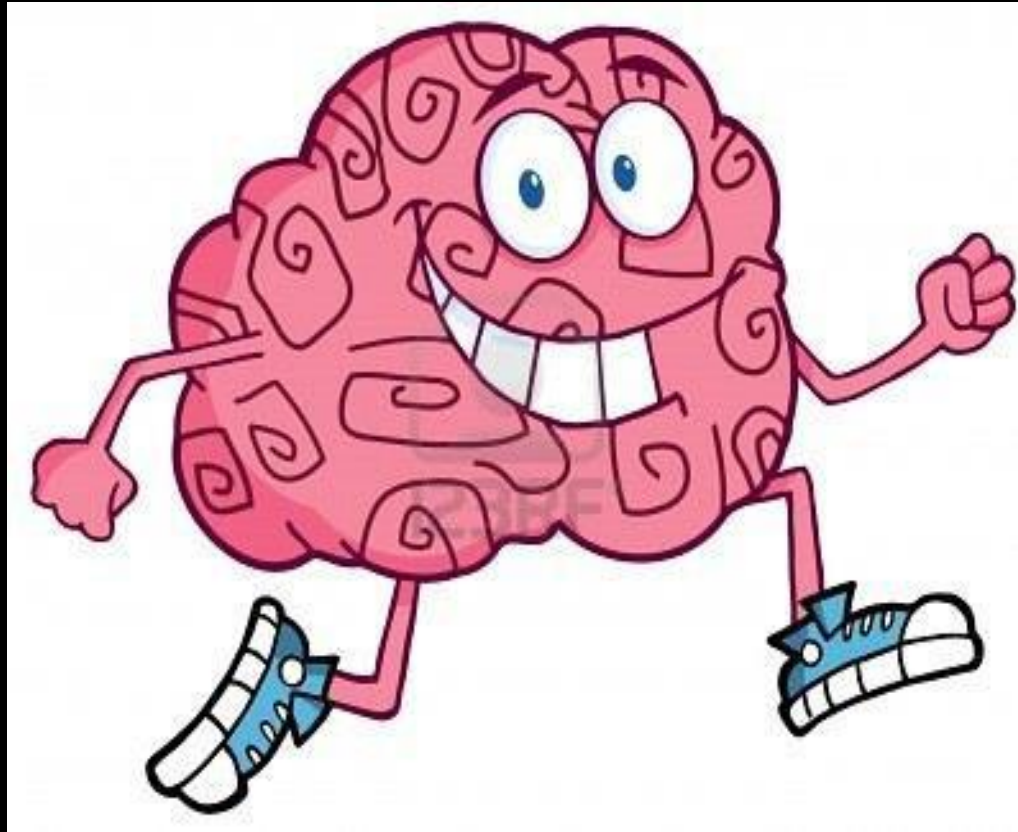
NO!

Is the Developmental
Asset Framework “just
one more thing to do”?

NO!

Then What
is It?

MINDSET



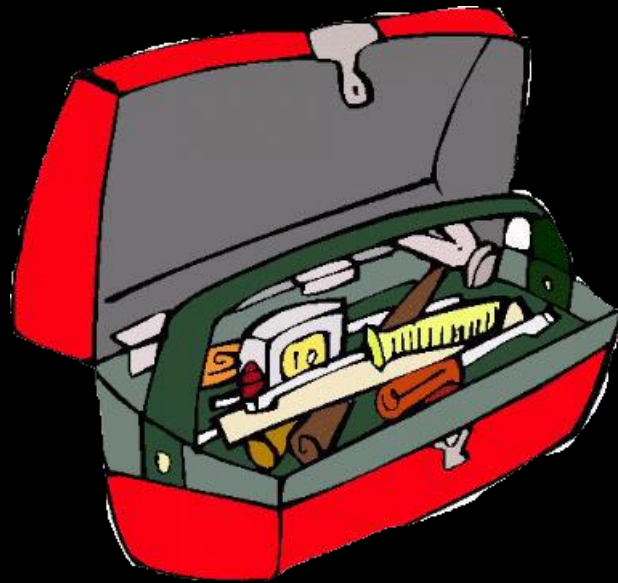
An approach, not a program!

LENS



A perspective focusing on strengths
rather than problems.

TOOL



Developmental Assets are a tool for providing what youth need to be successful.

Reminder

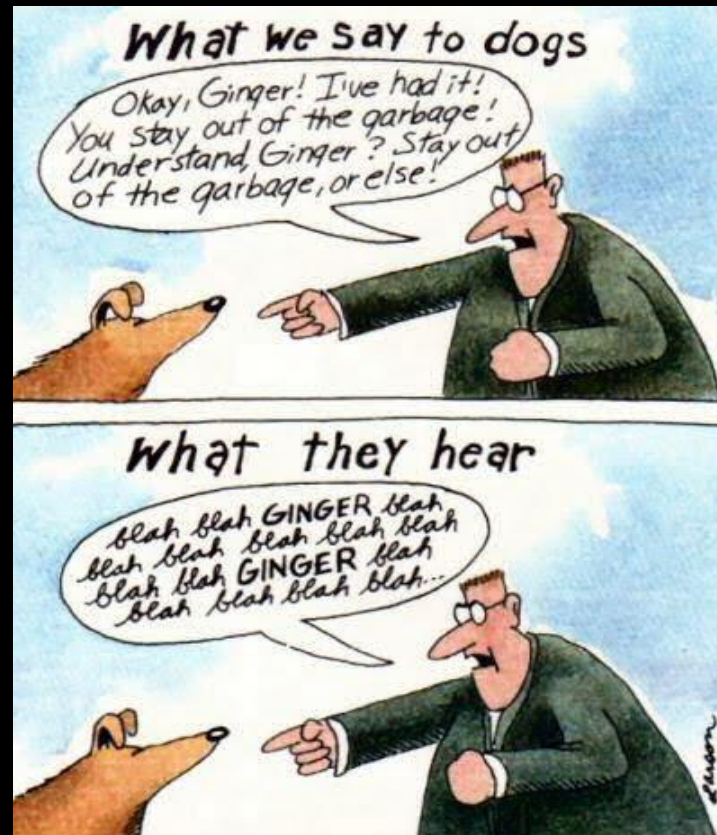


Developmental Assets serve as a reminder for what it is that youth need to be successful.

Affirmation

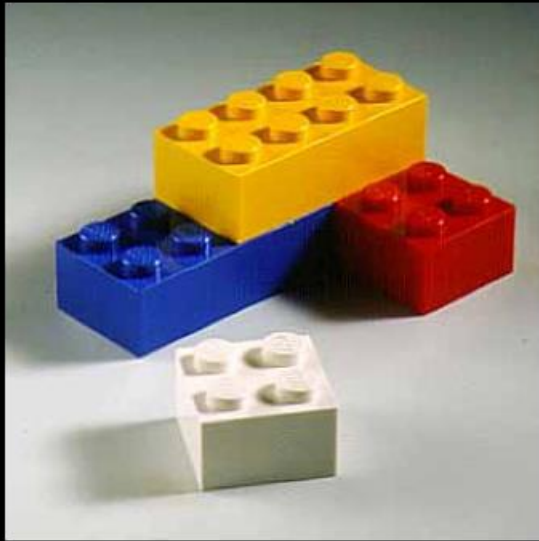


A Common Language



Developmental Assets gives us common vocabulary and terminology when discussing what youth need to be successful.

Developmental Assets®



**Building Blocks
of Healthy
Development
for Young People**

Developmental Assets are relationships, opportunities, skills, values, and commitments children and adolescents need to grow up healthy, caring, and responsible.

The Asset-Building Difference

From a focus on . . .

Young people's problems

Professionals' work

**Young people absorbing
resources**

Troubled young people

Incidental asset building

Blaming others

To . . .

Young people's strengths

Everyone's work

**Young people as
resources**

All young people

Intentional asset building

Claiming responsibility

Two Shifts

First Shift

From fixing young
people's problems



Promoting young
people's strengths

Second Shift

Curriculum
& programs



Relationships

What about the 40 assets?

- **Derived from reviews of child and adolescent development, prevention, risk-reduction, and resilience research (over 5 million youth surveyed)**

Fundamental Assumption of the Developmental Asset Model

The more positive experiences children have in their lives, the greater the likelihood that they will succeed developmentally.

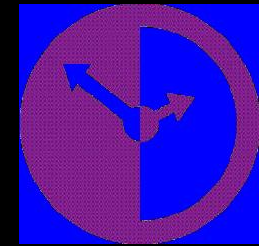
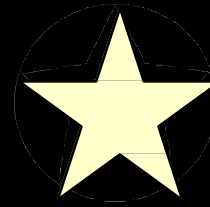
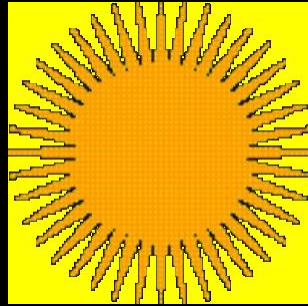
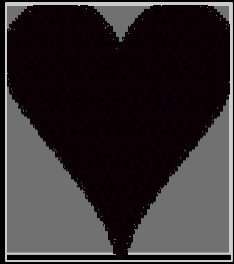
40 Developmental Assets®

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



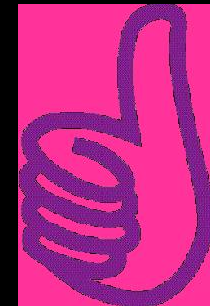
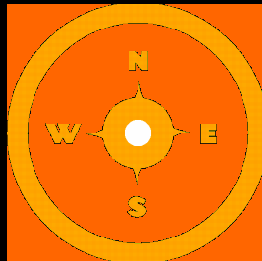
Category	Asset Name and Definition	
External Assets	Support <ol style="list-style-type: none"> Family Support-Family life provides high levels of love and support. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. Other Adult Relationships-Young person receives support from three or more nonparent adults. Caring Neighborhood-Young person experiences caring neighbors. 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 <ol style="list-style-type: none"> 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 neighborhood. 	
	Boundaries & Expectations <ol style="list-style-type: none"> Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. School Boundaries-School provides clear rules and consequences. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. Positive Peer Influence-Young person's best friends model responsible behavior. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time <ol style="list-style-type: none"> Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 Competencies <ol style="list-style-type: none"> 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 nonviolently.
		Positive Identity <ol style="list-style-type: none"> 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.





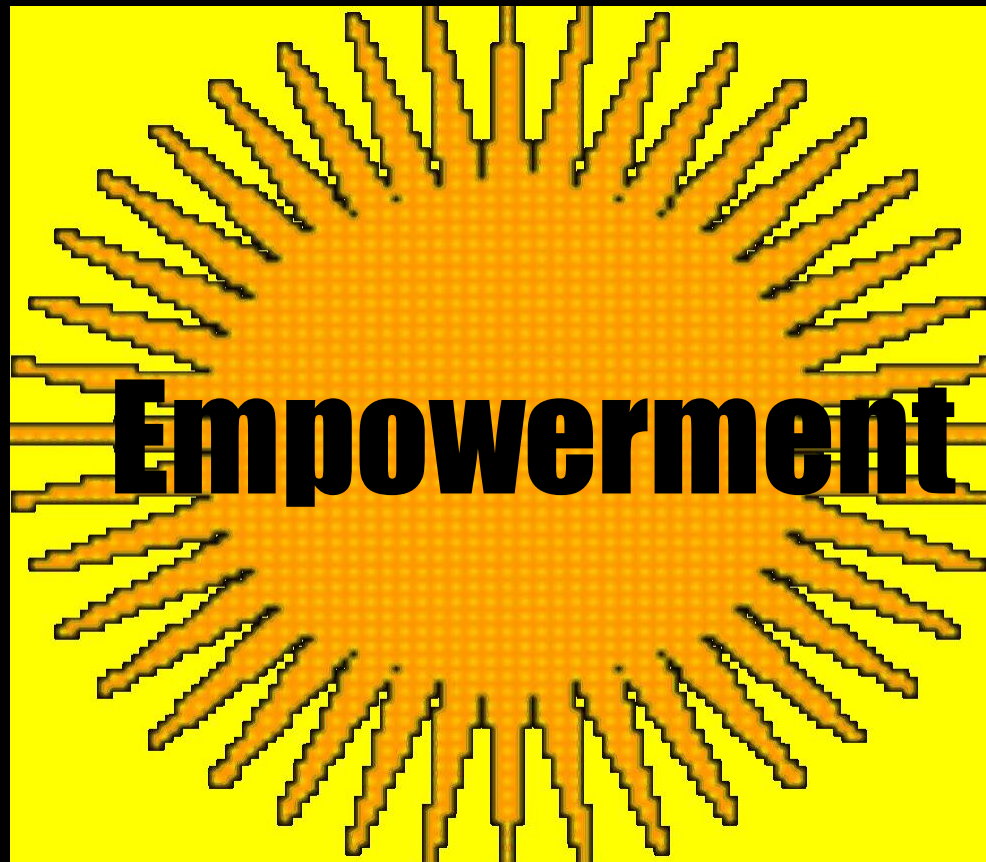
External Assets

Internal Assets





Creating Caring Relationships

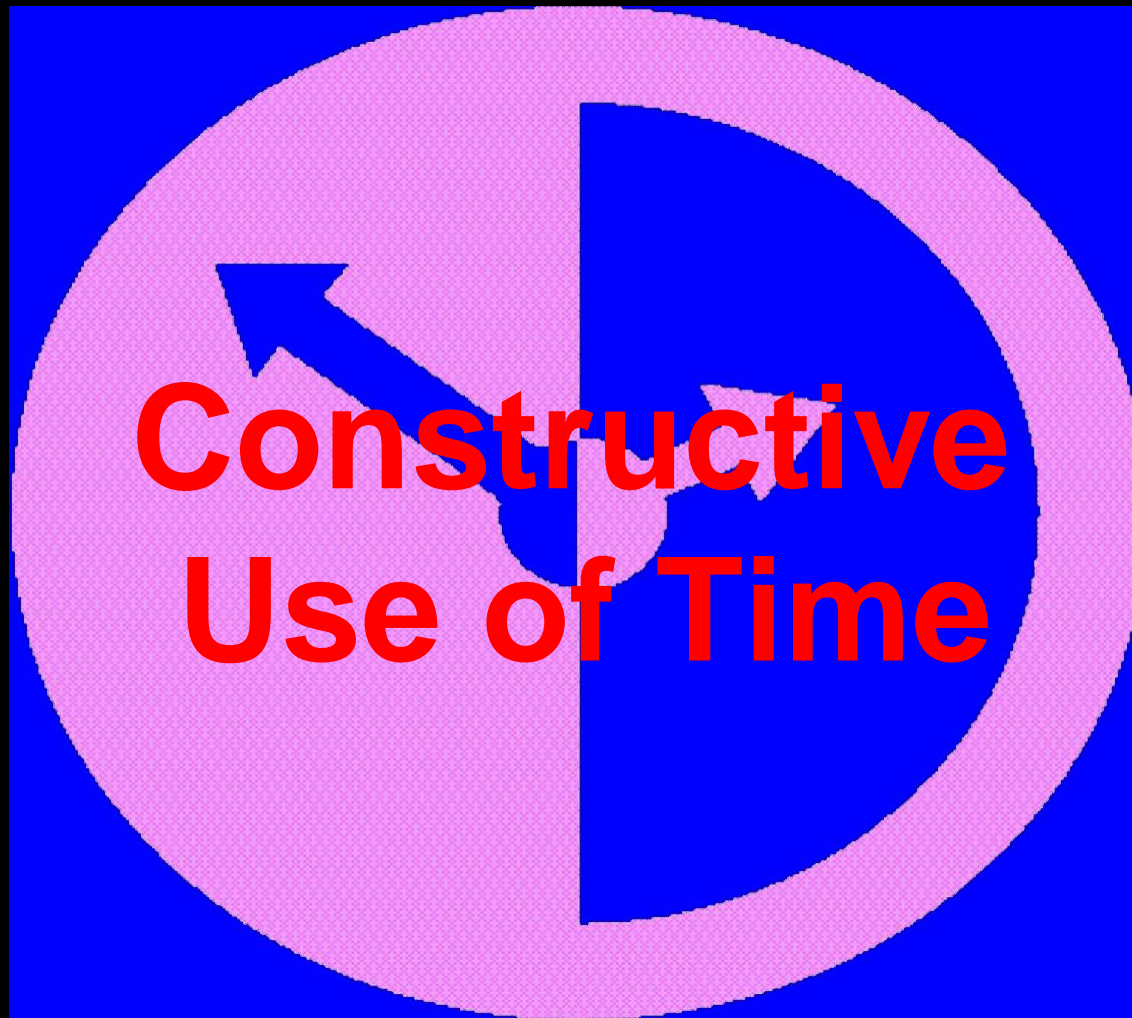


A Chance to Contribute



**Boundaries
and
Expectations**

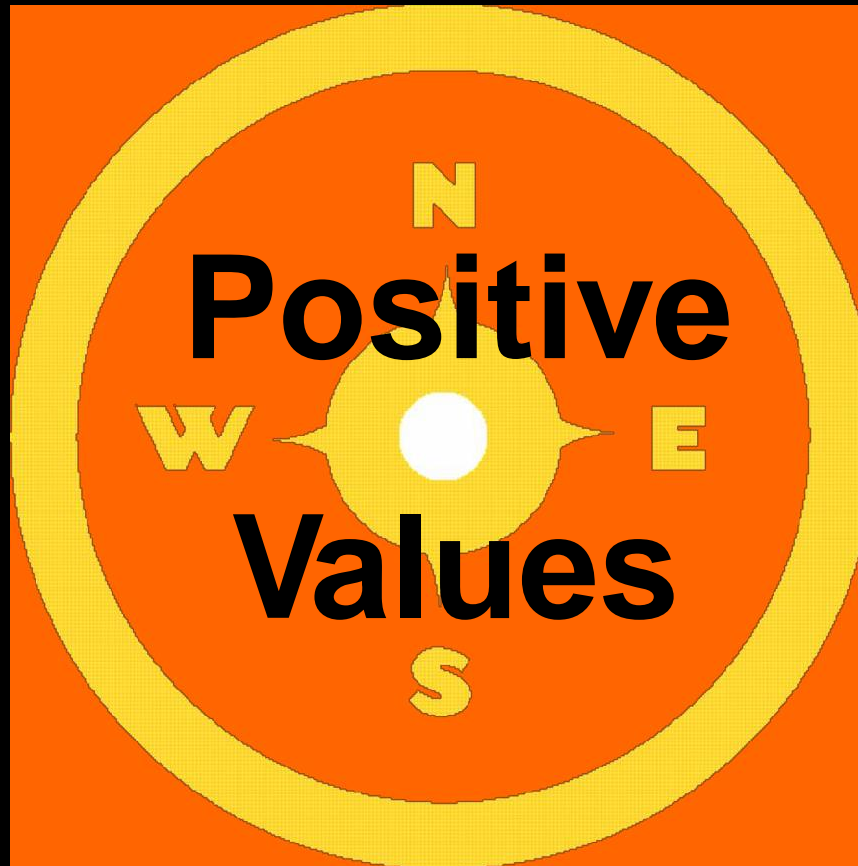
**Rules and Consistent
Consequences**



Time Well Spent



Learning for a Lifetime

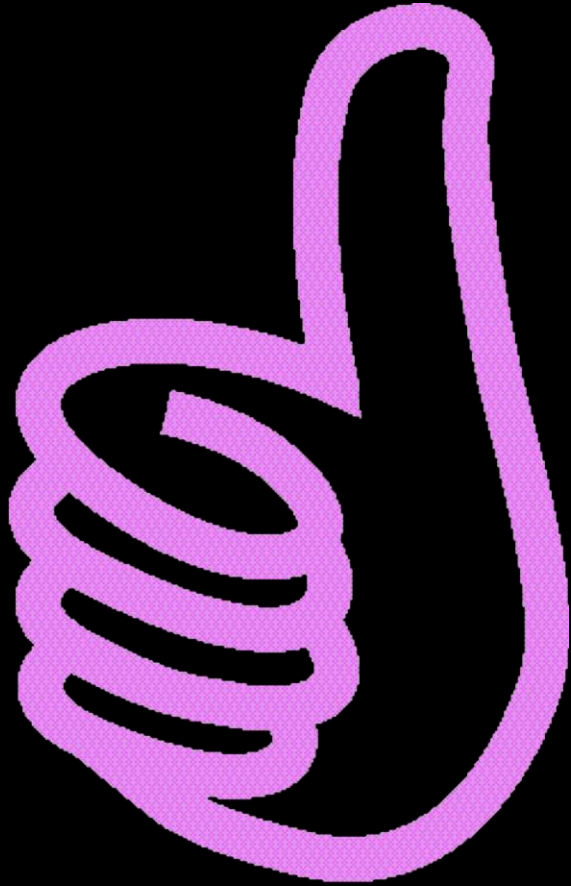


Internal Compass

Social Competencies



Life Skills



Positive Identity

**Power, Purpose
and
Promise**

The Power of Assets to Promote & Protect

**Notice the individual items
and the percentage of youth
who report having this in
their life. Any surprises?**

40 DEVELOPMENTAL ASSETS

This chart shows eight areas of human development and groups the 40 Developmental Assets® by these categories. The percentages of young people who report experiencing each asset were gathered in 2010 from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey of almost 90,000 youth.

asset type	asset name and definition		
EXTERNAL ASSETS	SUPPORT	1. FAMILY SUPPORT — Family life provides high levels of love and support.	72%
		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).	32%
		3. OTHER ADULT RELATIONSHIPS — Young person receives support from three or more nonparent adults.	50%
		4. CARING NEIGHBORHOOD — Young person experiences caring neighbors.	40%
		5. CARING SCHOOL CLIMATE — School provides a caring, encouraging environment.	35%
		6. PARENT INVOLVEMENT IN SCHOOLING — Parent(s) are actively involved in helping young person succeed in school.	33%
		7. COMMUNITY VALUES YOUTH — Young person perceives that adults in the community value youth.	25%
		8. YOUTH AS RESOURCES — Young people are given useful roles in the community.	32%
		9. SERVICE TO OTHERS — Young person serves in the community one hour or more per week.	50%
		10. SAFETY — Young person feels safe at home, at school, and in the neighborhood.	54%
		11. FAMILY BOUNDARIES — Family has clear rules and consequences and monitors the young person's whereabouts.	47%
		12. SCHOOL BOUNDARIES — School provides clear rules and consequences.	56%
		13. NEIGHBORHOOD BOUNDARIES — Neighbors take responsibility for monitoring young people's behavior.	48%
		14. ADULT ROLE MODELS — Parent(s) and other adults model positive, responsible behavior.	28%
		15. POSITIVE PEER INFLUENCE — Young person's best friends model responsible behavior.	68%
		16. HIGH EXPECTATIONS — Both parent(s) and teachers encourage the young person to do well.	55%
INTERNAL ASSETS	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.	20%
		18. YOUTH PROGRAMS — Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	61%
		19. RELIGIOUS COMMUNITY — Young person spends one or more hours per week in activities in a religious institution.	51%
		20. TIME AT HOME — Young person is out with friends "with nothing special to do" two or fewer nights per week.	56%
		21. ACHIEVEMENT MOTIVATION — Young person is motivated to do well in school.	71%
		22. SCHOOL ENGAGEMENT — Young person is actively engaged in learning.	62%
		23. HOMEWORK — Young person reports doing at least one hour of homework every school day.	53%
		24. BONDING TO SCHOOL — Young person cares about her or his school.	61%
		25. READING FOR PLEASURE — Young person reads for pleasure three or more hours per week.	23%
		26. CARING — Young person places high value on helping other people.	52%
		27. EQUALITY AND SOCIAL JUSTICE — Young person places high value on promoting equality and reducing hunger and poverty.	54%
		28. INTEGRITY — Young person acts on convictions and stands up for her or his beliefs.	71%
		29. HONESTY — Young person "tells the truth even when it is not easy."	69%
		30. RESPONSIBILITY — Young person accepts and takes personal responsibility.	67%
	31. RESTRAINT — Young person believes it is important not to be sexually active or to use alcohol or other drugs.	47%	
	32. PLANNING AND DECISION MAKING — Young person knows how to plan ahead and make choices.	33%	
	33. INTERPERSONAL COMPETENCE — Young person has empathy, sensitivity, and friendship skills.	48%	
	34. CULTURAL COMPETENCE — Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	42%	
	35. RESISTANCE SKILLS — Young person can resist negative peer pressure and dangerous situations.	45%	
	36. PEACEFUL CONFLICT RESOLUTION — Young person seeks to resolve conflict nonviolently.	44%	
	37. PERSONAL POWER — Young person feels he or she has control over "things that happen to me."	45%	
	38. SELF-ESTEEM — Young person reports having a high self-esteem.	52%	
	39. SENSE OF PURPOSE — Young person reports that "my life has a purpose."	63%	
	40. POSITIVE VIEW OF PERSONAL FUTURE — Young person is optimistic about her or his personal future.	75%	

The Power of Assets to Promote & Protect

Percentage of Youth Reporting They Have These Assets

Other adult relationships: 50%

Caring School Climate: 50%

Service to others: 50%

Safety: 54%

Adult Role Models: 28%

High Expectations: 55%

Creative Activities: 20%

Youth Programs: 61%

Homework: 53%

Bonding to School: 61%

Reading for Pleasure: 23%

Responsibility: 67%

Restraint: 47%

Planning and Decision Making: 33%

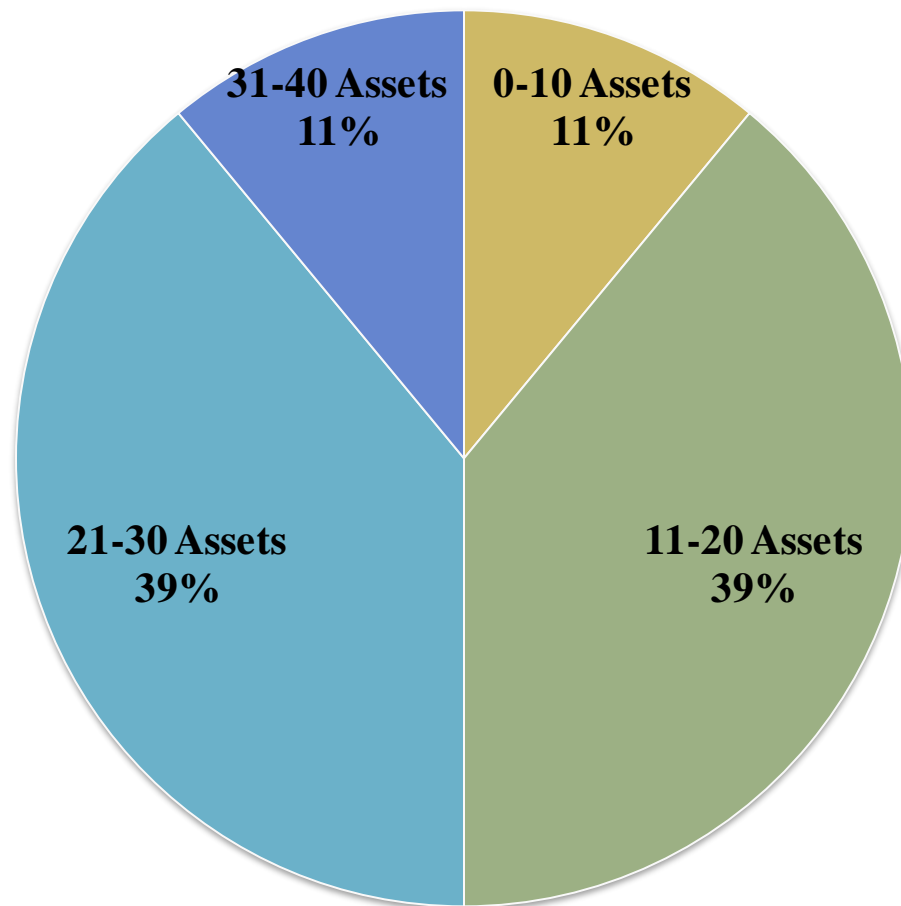
Resistance Skills: 45%

Peaceful Conflict Resolution: 44%

Self-Esteem: 52%

Positive view of future: 75%

Youth with Different Levels of Assets



So What?

The Power of Assets

"As a result of being intentional in building developmental relationships with our youth, we have seen increases in school attendance, grade improvements, students moving off the academic priorities list, families feeling more connected with the school, and our youth building a stronger peer community.

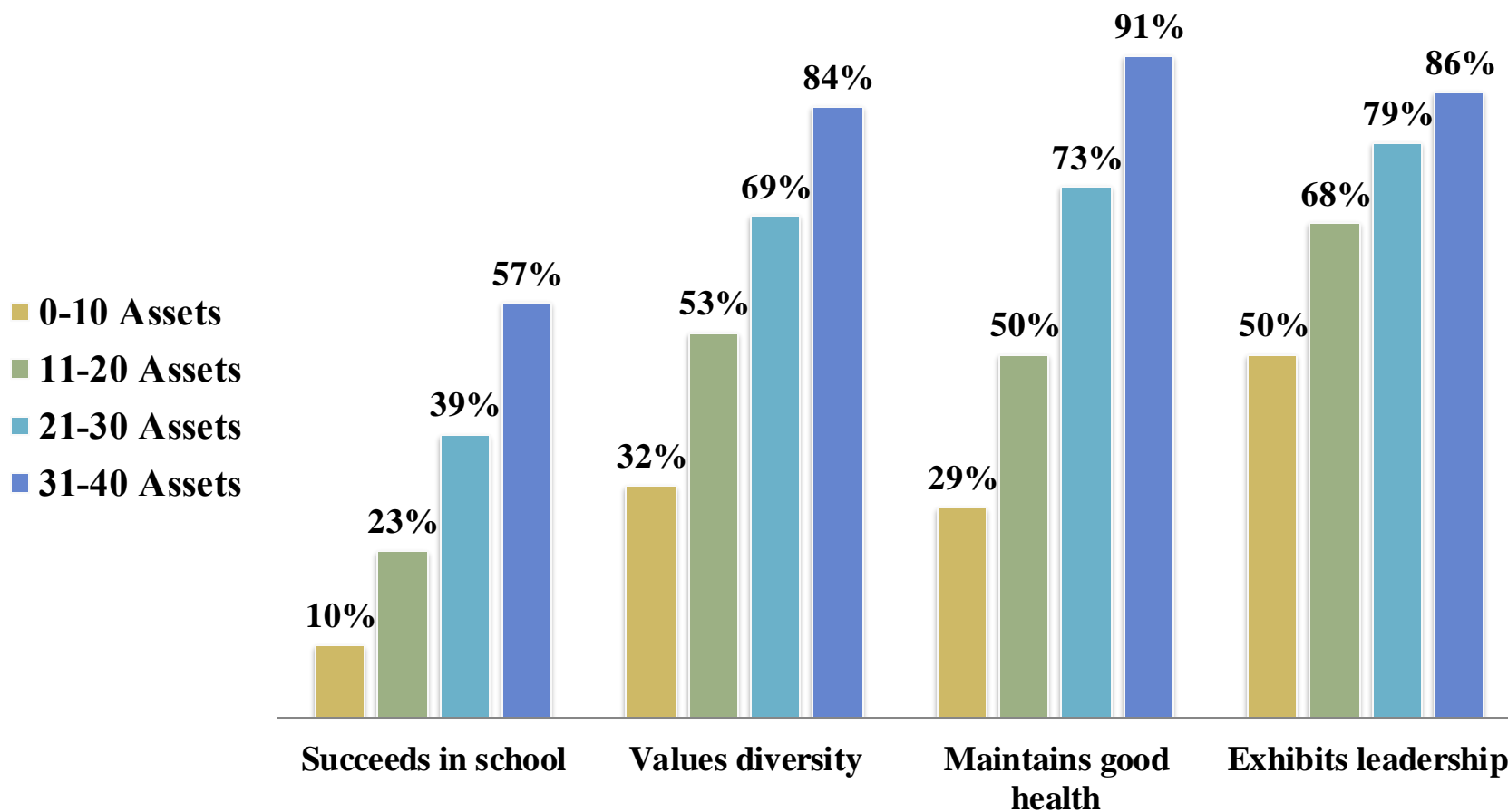
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The Power of Assets

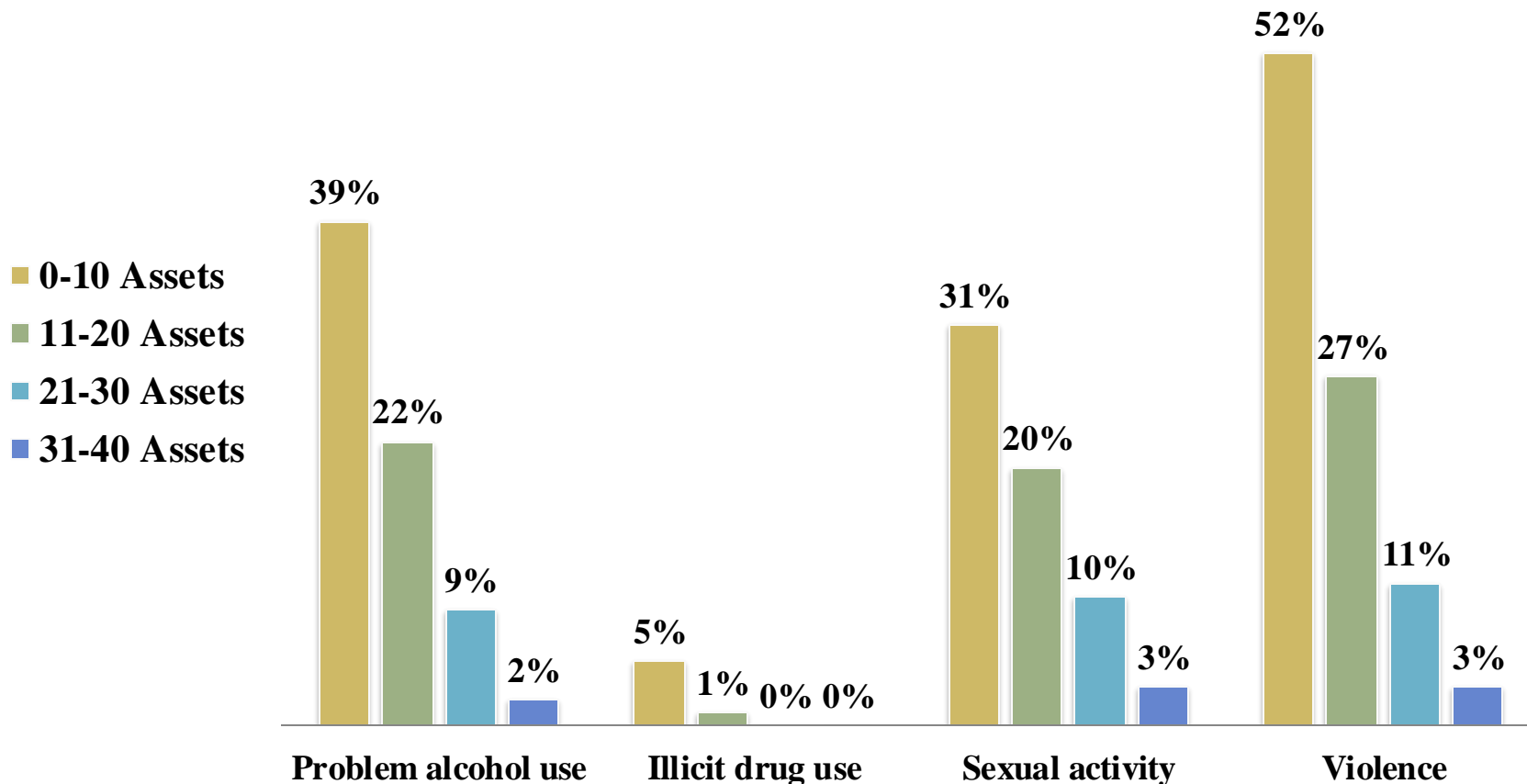
Ultimately, much like equity, developmental relationships focus beyond intentionality on impact as the indicator of its effectiveness. We are beginning to see in our own youth what Search Institute research has shown: that the more developmental relationships young people experience, the more likely they are to do better now and in the future."

-Elizabeth Guzman Arroyo, Director of Teen Programs, Camp Fire Columbia, Portland, Oregon

The Power of Assets to Promote



The Power of Assets to Protect



Principles of Asset Building

- ▶ All young people need assets
- ▶ Everyone can build assets
- ▶ Relationships are key
- ▶ Asset building is an ongoing process
- ▶ Consistent messages are crucial
- ▶ Repetition is important



Are You an Asset Builder?



Are You an Asset Builder?

**Being
vs
Doing**

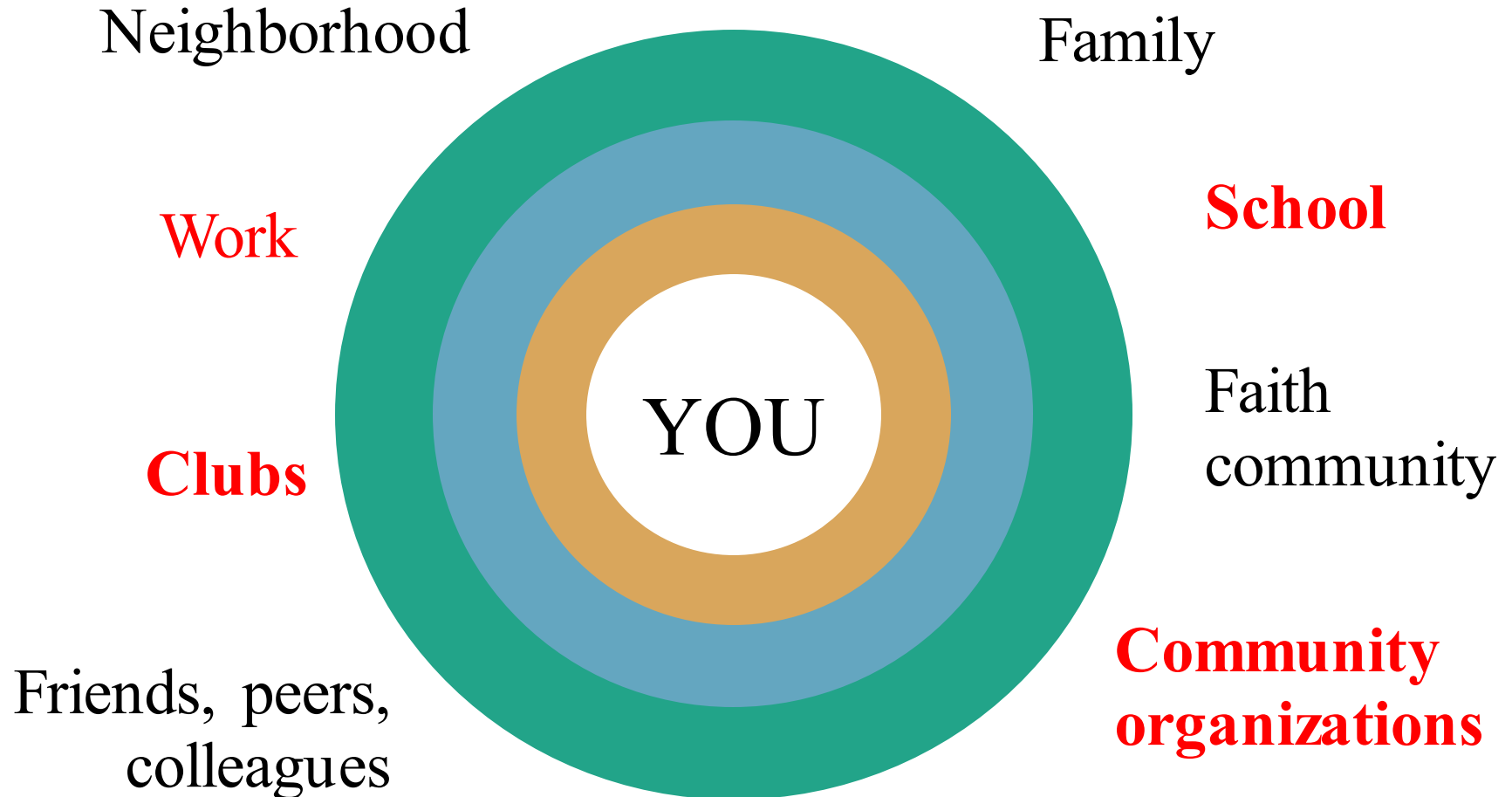


Are You an Asset Builder?

**Being
AND
Doing**



Circles of Influence



Strategies for Action



50 Ways to Show Kids You Care

By Jolene L. Roehlkepartain

Everyone in a community can make a difference in the lives of children and youth. Even if you don't think you can tackle tough problems such as violence, alcohol and other drug use, or school problems, you can make a difference by being a caring, responsible friend for young people. Need some ideas for what you can do? Here are 50 of them:

1. Notice them.
2. Smile a lot.
3. Acknowledge them.
4. Learn their names.
5. Seek them out.
6. Remember their birthdays.
7. Ask them about themselves.
8. Make eye contact when you talk.
9. Listen to them.
10. Play with them.
11. Read aloud together.
12. Giggle together.
13. Be nice.
14. Say yes a lot.
15. Tell them their feelings are okay.
16. Set boundaries that keep them safe.
17. Be honest.
18. Be yourself.
19. Listen to their stories.
20. Hug them.
21. Forget your worries and concentrate on them.
22. Notice when they're acting differently.
23. Present options when they seek your counsel.
24. Play outside together.
25. Surprise them.
26. Stay with them when they're afraid.
27. Apologize when you've done something wrong.
28. Suggest better behaviors when they act out.
29. Feed them when they're hungry.
30. Delight in their discoveries.
31. Share their excitement.
32. Send them a letter or postcard.
33. Follow them when they lead.
34. Notice when they're absent.
35. Be consistent.
36. Notice when they grow.
37. Give them space when they need it.
38. Contribute to their collections.
39. Discuss their dreams and nightmares.
40. Laugh at their jokes.
41. Be relaxed.
42. Kneel, squat, or sit so you're at their eye level.
43. Answer their questions.
44. Learn what they have to teach.
45. Use your ears more than your mouth.
46. Make yourself available.
47. Attend concerts, games, and events.
48. Find a common interest.
49. Include them in conversations.
50. Trust them.

Adapted from *150 Ways to Show Kids You Care*, Search Institute, Minneapolis, MN 800-888-7828. www.search-institute.org.



Strategies for Action

From “50 Ways to Show Kids You Care”

1. Notice them.
2. Smile a lot
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8. Make eye contact when you talk
9. Listen to them
10. Play with them
11. Delight in their discoveries
12. Notice when they grow
13. Give them space when they need it



Call to Action

Individually, or as a team, choose which of the assets you want to focus on, and write out action steps to describe how and when you will do it.

Be intentional!



Call to Action

Example: For every child in my program I will know one fact and one interest or hobby, and will regularly ask them about it.

With your staff, test and challenge each other!



Summary: Key Asset-Building Messages

- ⑩ **All young people** need assets
- ⑩ **Everyone** can build assets
- ⑩ **Relationships** are key
 - | People more than programs
- ⑩ **Little things** add up
 - | Start where you can
 - | Small steps make a big difference
- ⑩ Asset building is an **ongoing process**
 - | Early childhood into young adulthood



“Hi! I’m an asset builder!”
Thank you for being an Asset Builder
and making a difference in the lives of
children and youth!

