

## YOUTH DEVELOPMENTAL ASSETS™

<b>External Assets</b>	<b>SUPPORT</b>	<ol style="list-style-type: none"> <li>1. <b>Family support:</b> Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication:</b> Parents and youth communicate positively; youth is willing to seek advice and counsel from parents and extended family.</li> <li>3. <b>Other adult relationships:</b> Youth receives support from three or more non-parent adults.</li> <li>4. <b>Caring neighborhood and community:</b> Youth experiences caring neighborhood and community.</li> <li>5. <b>Caring school climate:</b> School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in school:</b> Parents are actively involved in helping child succeed in school.</li> </ol>
	<b>EMPOWERMENT</b>	<ol style="list-style-type: none"> <li>7. <b>Community values youth:</b> Youth believes that community adults value young people.</li> <li>8. <b>Youth have useful roles:</b> Youth are taught and given useful roles in community life.</li> <li>9. <b>Volunteers in community:</b> Youth gives one hour or more per week to serving in the community.</li> <li>10. <b>Safety:</b> Youth feels safe in home, school, and neighborhood/ community.</li> </ol>
	<b>BOUNDARIES AND EXPECTATIONS</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries:</b> Family has clear rules and consequences and monitors youth's whereabouts.</li> <li>12. <b>School boundaries:</b> School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries:</b> Neighbors take responsibility for monitoring youth's whereabouts.</li> <li>14. <b>Adult role models:</b> Parents, Elders, and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence:</b> Youth's close friends model responsible behavior.</li> <li>16. <b>High expectations:</b> Parents and teachers encourage youth to do well.</li> </ol>
	<b>CONSTRUCTIVE USE OF TIME</b>	<ol style="list-style-type: none"> <li>17. <b>Creative and cultural activities:</b> Youth is involved three or more hours per week in activities that include music, arts, crafts or cultural activities.</li> <li>18. <b>Youth programs:</b> Youth spends one hour or more per week in sports, clubs, or other organizations at school or in the community.</li> <li>19. <b>Religious community:</b> Youth is involved in one or more hours per week in religious services or spiritual activities.</li> <li>20. <b>Time at home:</b> Youth is out with friends "with nothing special to do" two or fewer nights per week</li> </ol>
<b>Internal Assets</b>	<b>COMMITMENT TO LEARNING</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement motivation:</b> Youth is motivated to do well in school.</li> <li>22. <b>School engagement:</b> Youth is actively engaged in learning.</li> <li>23. <b>Homework:</b> Youth reports doing one or more hours of homework per day.</li> <li>24. <b>Bonding to school:</b> Youth cares about his or her school.</li> <li>25. <b>Reading for pleasure:</b> Youth reads for pleasure three or more hours per week.</li> </ol>
	<b>POSITIVE VALUES</b>	<ol style="list-style-type: none"> <li>26. <b>Caring:</b> Youth places high value on freely helping other people.</li> <li>27. <b>Equality and social justice:</b> Youth places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity:</b> Youth acts on convictions and stands up for beliefs.</li> <li>29. <b>Honesty:</b> Youth tells the truth even when it is not easy.</li> <li>30. <b>Responsibility:</b> Youth accepts and takes personal responsibility.</li> <li>31. <b>Restraint:</b> Youth believes it's important not to be sexually active, use alcohol or drugs.</li> </ol>
	<b>SOCIAL SKILLS</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision-making:</b> Youth has skills to plan ahead and make responsible choices.</li> <li>33. <b>Interpersonal skills:</b> Youth has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural competence:</b> Youth knows and is comfortable with people of different cultural, racial, and ethnic backgrounds.</li> <li>35. <b>Resistance skills:</b> Youth can resist negative peer pressure and dangerous community influences.</li> <li>36. <b>Peaceful conflict resolution:</b> Youth seeks to resolve conflict without violence.</li> </ol>
	<b>POSITIVE IDENTITY</b>	<ol style="list-style-type: none"> <li>37. <b>Personal power:</b> Youth feels in control over "many things that happen to me."</li> <li>38. <b>Self-esteem:</b> Youth reports having high self-esteem.</li> <li>39. <b>Sense of purpose:</b> Youth reports that "my life has a purpose."</li> <li>40. <b>Positive view of personal future:</b> Youth is optimistic about his or her personal future.</li> </ol>

For more information contact Alaska-ICE (statewide Developmental Assets initiative) 907. 463.1660 [www.alaskaice.org](http://www.alaskaice.org)  
*The book, Helping Kids Succeed ~Alaska Style* is based on asset-building ideas from across Alaska.  
 Developmental Assets is based on research from Search Institute [www.search-institute.org](http://www.search-institute.org)