

ALASKA HOMILIES to Help Kids Succeed

Written by and for Alaskans



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YOUTH, ASSETS AND FAITH COMMUNITIES

Youth development includes all parts of a child’s growth – emotional, intellectual and spiritual. Within faith communities, there are many opportunities to develop positive assets that youth will need as adults, including values, leadership skills and service to community. These assets can be emphasized in every class, activity, relationship and worship service.

HOW TO USE THIS BOOK

Alaska Homilies to Help Kids Succeed was born in a faith community in Anchorage, where it was put to use for over 50 weeks as part of regular services. The publication was written for use by faith communities of all kinds. The format was selected to enable each Developmental Asset to be described in a homily, or brief sermon. For each asset, this publication contains a page of ideas that individuals and groups can use to help foster Developmental Assets. The suggestions are just that – ideas on which to build. Feel free to adapt the material in this publication to your individual faith community.

TABLE OF CONTENTS

	Developmental Asset Categories.....	2
ASSET #1	Family Support.....	6
ASSET #2	Positive Family Communication.....	8
ASSET #3	Other adult relationships.....	10
ASSET #4	Caring Neighborhood and Community.....	12
ASSET #5	Caring School Climate	14
ASSET #6	Parent involvement in school.....	16
	Support Assets	18
ASSET #7	Community Values Youth	20
ASSET #8	Youth Have Useful Roles.....	22
ASSET #9	Service to Others	24
ASSET #10	Safety...☒	26
	Be an advocate for kids' safety.	28
	Empowerment Assets.....	29
ASSET #11	Family Boundaries	30
ASSET #12	School Boundaries	32
ASSET #13	Neighborhood and Community Boundaries.....	34
ASSET #14	Adult Role Models.....	36
ASSET #15	Positive Peer Influence	38
ASSET #16	High Expectations.....	40
	Boundaries and Expectations Assets	42
ASSET #17	Creative Activities	44
ASSET #18	Youth Programs	46
ASSET #19	Religious Communities.....	48
ASSET #20	Time at Home.....	50
	Constructive Use of Time Assets	52
ASSET #21	Achievement Motivation.....	54
ASSET #22	School Engagement	56
ASSET #23	Homework.....	58
ASSET #24	Bonding to school.....	60

ASSET #25 Reading for pleasure..... 62
 Constructive Use of Time Assets 64

ASSET #26 Caring ...☒ 66

ASSET #27 Equality and Social Justice 68

ASSET #28 Integrity☒ 70

ASSET #29 Honesty☒ 72

ASSET #30 Responsibility..... 74

ASSET #31 Restraint 76
 Positive Values Assets 78

ASSET #32 Planning and Decision Making 80

ASSET #33 Interpersonal Skills 82

ASSET #34 Cultural competence 84

ASSET #35 Resistance 86

ASSET #36 Peaceful Conflict Resolution..... 88
 Social Competencies Assets 90

ASSET #37 Personal Power 92

ASSET #38 Self-esteem 94

ASSET #39 Sense of Purpose 96

ASSET #40 Positive View of Personal Future 98
 Positive Identity Assets 100
 Assets wrap-up 102
 Principles of Developmental Assets..... 103

DEVELOPMENTAL ASSET CATEGORIES

Our faith community has decided to integrate the Developmental Assets framework into our youth and family ministry. One of the things we'll be doing toward that integration is sharing an insight into the Assets framework each week. Here is an overview:

Several years ago, the Search InstituteSM identified 40 Developmental Assets that are critical to kids' success. Think of those Assets as the supporting threads in a Dreamcatcher. The threads are there to keep harm away and invite in good. Thus, the more assets children have in their lives, the more apt they are to avoid risky behaviors and do well in school, in life, and in relationships. Unfortunately, the average youth in America is likely to have only 18 of these 40 assets. And these are kids just like the ones in our congregation. In fact, if we surveyed our kids, we'd probably find they have about 18 assets. And we want them to have all 40!

There are two types of assets. *External* assets are the people and experiences in a kid's life. *Internal* assets are qualities of, or internal to, the youth. Caring adults provide external assets and nurture the development of internal ones. So what do these assets look like?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

DEVELOPMENTAL ASSET CATEGORIES

EXTERNAL ASSETS

- **Support:** Time spent with caring and supportive people
- **Empowerment:** Feeling valued, useful, helpful, and safe
- **Boundaries and Expectations:** Consistent messages from home, school and the community
- **Constructive Use of Time:** Hobbies, clubs, family time, time in a faith community

INTERNAL ASSETS

- **Commitment to Learning:** School involvement, homework, reading, and motivation to do well
- **Positive Values:** Caring, equality, social justice, integrity, honesty, and responsibility
- **Social Competencies:** Planning, decision-making, interpersonal, cultural, resistance, and conflict resolution skills
- **Positive Identity:** Personal power, self esteem, sense of purpose and positive view of personal future



ASSET #1 FAMILY SUPPORT

Today let's look at Asset #1, Family Support. A kid who has this asset would say, "There is a lot of love in my family," "My family gives me help and support when I need it," and "My family members often tell me they love me." Let's have a show of hands. Anyone NOT want this for their kids?

So what can we do to give our kids this asset?

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Thank you.



ASSET #1. FAMILY SUPPORT

Parents and other family members can:

- Tell and show your children that you love them.
- Make time for your children.
- Ask your children questions about their lives and listen to them when they share with you.
- Praise and encourage your children.
- Show compassion when disciplining your children.

Our faith community can:

- Keep activities to a manageable level so people don't have to sacrifice family time.
- Sponsor activities all family members can join in.
- Be welcoming and affirming to all age groups and all families.
- Emphasize what the sacred writings say about the importance of family love and support.

Individuals can:

- Talk with young people about their families.
- Talk with parents about their children. Point out the positives of both the children and the parents.

ASSET #2 POSITIVE FAMILY COMMUNICATION

We're in an ongoing discussion of what we can do as a faith community to help young people succeed. We're talking about the results of research on kids from all across America. That research effort identified 40 Assets that are critical to kids' success. To help us remember this concept, we're thinking of those assets as the supporting threads in a Dreamcatcher. The threads are there to keep harm away and invite in good. Thus, the more assets a kid has in his or her life, the more apt he or she is to avoid risky behaviors and do well in school, in life, and in relationships.

Last week we started with Asset # 1, Family Support. Today we'll talk about a closely related asset, Positive Family Communication. Kids with this asset communicate positively with and are willing to seek advice and counsel from other members of their family.

So what can we do to give our kids this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #2 POSITIVE FAMILY COMMUNICATION

Parents and other family members can:

- Spend one-on-one time together every week.
- Accept questions on ANY topic and answer honestly.
- Limit TV time or watch TV together and discuss how the show relates to real life.
- Hold regularly scheduled family meetings and make them positive experiences.

Our faith community can:

- Foster activities for families that include time for conversation and sharing.
- Offer activities for parents and teens that foster their communication about important issues.

Individuals can:

- Encourage young people to have strong communications with their family members.
- Compliment them when you see them communicating effectively with other family members.

ASSET #3 OTHER ADULT RELATIONSHIPS

As a faith community we have committed to learning more about Developmental Assets so that we can create a web of support for our kids. When I use the term “our kids,” I have a very specific definition in mind. Please pay careful attention to that definition. ALL KIDS ARE OUR KIDS. Not just the kids in your home, on your street, or in our faith community. ALL kids. That means the kids on the corner that you don’t know and are maybe even intimidated by. Those are OUR kids too.

We’ve discussed Asset #1, Family Support and Asset #2, Family Communications. Today we’ll talk about Asset #3, Other Adult Relationships. Support for kids is not simply a family matter. By the time they reach adolescence, young people seek and find a considerable amount of support from the larger community. So the mantra “All kids are our kids” comes to roost right here. A kid with this asset receives support from three or more non-parent adults. These adults can be foster and step parents, coaches, youth group leaders, teachers, neighbors, family friends, aunts, uncles, grandparents and just about any other adult you can think of. As long as the relationship is healthy – the make up doesn’t matter.

So what can we do to give our kids this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #3 OTHER ADULT RELATIONSHIPS

Parents and other family members can:

- Include other families and adults in your family activities.
- Encourage your kids to spend time with other adults you know and trust.
- Involve your kids in youth programs that have good adult leadership.

Our faith community can:

- Have lots of opportunities for youth and adults to mix.
- Provide opportunities for adults to serve as mentors to youth.

Individuals can:

- Get to know young people. Learn their names and what interests them.
- Volunteer time helping with youth programs.
- Participate in activities that involve youth.



ASSET #4 CARING NEIGHBORHOOD AND COMMUNITY

We're engaged in an ongoing discussion of what we can do as a faith community to help young people succeed. We're talking about 40 Assets that are critical to kids' success. A research effort by Search Institute on kids from hundreds of communities across America identified these assets. To help us remember the concept of Developmental Assets, we're thinking of those assets as the supporting threads in a Dreamcatcher. The threads are there to keep harm away and invite in good. Thus, the more assets a kid has in his life, the more apt he is to avoid risky behaviors and do well in school, in life, and in relationships.

We've discussed Family Support, Family Communications, and Other Adult Relationships. Today we'll talk about the importance of a Caring Neighborhood and Community.

The more adults in one's life, the better. Research shows that more than half of our youth have two or fewer supportive relationships outside the family and only 22 percent have five or more. This is a case where more is better and we all want more for our kids, right? By the way, who are OUR kids? That's right. ALL kids are our kids.

So how can we give this asset to our kids?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #4 CARING NEIGHBORHOOD AND COMMUNITY

Parents and other family members can:

- Get to know your neighbors.
- Get involved in improving your neighborhood.
- As a family, do neighborhood service projects.

Our faith community can:

- Greet and talk with the young people.
- Acknowledge the nearest young person during worship.
- Involve youth in conversations about issues that affect them.

Individuals can:

- Get to know your neighbors and their children.
- Participate in youth-oriented neighborhood activities.
- Smile at young people you pass on the street.

ASSET #5 CARING SCHOOL CLIMATE

We're discussing 40 Assets that research has shown are critical to kids' success. The more of these assets a youth has in his life, the more apt he/she is to avoid risky behaviors and do well in school, in life, and in relationships. Over the last few weeks we've been discussing caring individuals and groups. We continue that discussion today with Asset #5, Caring School Climate.

If we are lucky or choose well, our children are attending schools that show a caring attitude toward students. But as we know, too many things get in the way, such as large and impersonal class sizes or a few troubled students who demand a disproportionate share of the teachers' attention. But when schools are able to place priority on being caring places, good things happen!

So what can we do as a faith community to give this asset to our kids?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #5 CARING SCHOOL CLIMATE

Parents and other family members can:

- Let teachers know you value and support them.
- Stay informed about what's happening with your child at school.
- Help with school activities.

Our faith community can:

- Speak of schools as caring places.
- Recognize teachers as valuable.

Individuals can:

- Attend school events in support of all kids in the community.
- Talk to kids about school.
- Volunteer in schools.



ASSET #6 PARENT INVOLVEMENT IN SCHOOL

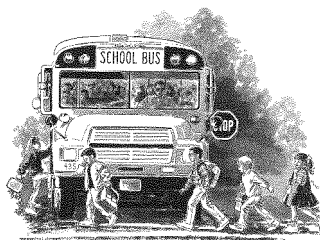
Most adults are happy to be out of school. Sure, we had a favorite teacher or two. A few of us got straight A's or were captain of the team. But most of us put in our time in school, were successful enough to get some learning and a skill or two and went off into the world of work to earn a living and support ourselves and our families.

Now some of us have children in school. And going back to school with them is important. No, not to do their school work for them, but to support them and their teachers in a very important time in their lives – some people call them the “wonder years,” as in “I wonder what they’re learning today.”

We can help our children through those important years in school by being involved ourselves and showing them we think their education is important. Here are a few ways we can help build the asset of parent involvement in school:

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Thank you.



ASSET #6 PARENT INVOLVEMENT IN SCHOOL

Parents and other family members can:

- Attend parent-teacher conferences.
- Help your kids with homework – but don't do it for them.
- Be enthusiastic and supportive about school.

Our faith community can:

- Avoid scheduling events that conflict with school activities.
- Encourage parents and other members to be involved in children's learning.
- Arrange for tutoring to help youth after school.

Individuals can:

- Provide childcare for a friend so they can attend a school activity.
- Encourage parents to be involved in their children's education.
- Attend school activities to show support.

SUPPORT ASSETS

If you've been coming to worship over the past several weeks and hearing our Assets discussions, I hope you've noticed that Assets is simply a framework of ideas. It is not a program, it is not a request for your money, it is not a reaction to whatever "youth problem du jour" is in the headlines; it is simply a framework of ideas for treating young people like the valuable human beings that they are. As one Alaskan elder from Kake put it, "This is so simple! It's just 40 words that describe love."

The last six weeks we have been discussing assets that focus on people providing support. Today I'd like to go back over each of these support assets briefly because WE are the caring people who provide that support.

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Thank you.

SUPPORT ASSETS

Asset #1: Family Support

Asset #2: Positive Family Communications

Asset #3: Other Adult Relationships

Asset #4: Caring Neighborhood and Community

Asset #5: Caring School Climate

Asset #6: Parent Involvement in School



ASSET #7 COMMUNITY VALUES YOUTH

Today we'll talk about the importance of a community that values youth.

What is a community? The dictionary defines a community as a group of people who live in the same locality or under the same government. A community could also be a group of people with the same beliefs, such as our faith community. Regardless of which community we speak of, we can all show that we value our youngest members. And when we show our young community members we value them, this gives them another asset to grow on. Here are a few ways we can help grow this asset:

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #7 COMMUNITY VALUES YOUTH

Parents and other family members can:

- Encourage your kids to get involved in appropriate community activities.
- Attend community and school activities in which your kids are involved.

Our faith community can:

- Keep our youth program fresh; be sure it addresses the current needs of the youth.
- Participate in community activities that involve youth.
- Recognize young people who have made a contribution to the church or the community.

Individuals can:

- Hire neighborhood kids to help you with chores around the house.
- Thank and support businesses that reward young people for good grades or other accomplishments.
- Write a thank-you note to a kid who has been helpful to you.

ASSET #8 YOUTH HAVE USEFUL ROLES

The Assets framework is based on the belief that the key to success for our youth is to shift from naming and counting deficits and problems to naming and counting life-enhancing experiences and resources. This is not to suggest that we do not need to address deficits and problems in our kids' lives. But it's important to strike a balance -- in which we match those deficit-reduction efforts with asset-building efforts, in equal intensity and power.

Today the asset we're adding to our Dreamcatcher of support for kids is "Useful Roles for Youth," another empowerment asset. As adults, do we feel better about ourselves if we feel that we can contribute in some way to the groups in which we participate? And do we feel even better if others see us as making a useful contribution? Of course we do. Why would young people feel any differently?

So how can we give this asset to our kids?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #8 YOUTH HAVE USEFUL ROLES

Parents and other family members can:

- Assign chores at home.
- Give your kids other family responsibilities – like planting a garden, planning a family vacation, leading family meetings.
- Encourage your kids to do something about a social cause that concerns them.

Our faith community can:

- Encourage youth to assist in ministry -- visit shut-ins, send letters to lonely military people, serve at food kitchens.
- Support youth in finding and carrying out mission opportunities.
- Recognize and thank young people for doing these things.

Individuals can:

- Help young people find meaningful summer jobs.
- Help young people find meaningful volunteer opportunities.
- Ask a young person to do you a favor.

ASSET #9 SERVICE TO OTHERS

Today we're adding another empowerment asset – Service to Others -- to our Dreamcatcher of support for kids.

When asked how much time they had spent helping others in the past week, 63 % of youth surveyed by the Search Institute said they had spent no time. And only 8% said they had spent three or more hours. A carefully designed service opportunity can reinforce many assets at once.

So how can we help our kids build this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #9 SERVICE TO OTHERS

Parents and other family members can:

- Set an example through your own volunteerism.
- Volunteer as a family.
- Encourage and support your kids in their volunteer opportunities.

Our faith community can:

- Provide a variety of service opportunities for youth.
- Speak to the importance of service to others as it ties to our teachings.
- Recognize the service work of youth.

Individuals can:

- Invite young people to join you in your volunteer work.
- Help young people find meaningful volunteer opportunities.

ASSET #10 SAFETY

We all want to feel safe in our own homes and neighborhoods. But far too many people in the world today don't have that feeling of safety.

Growing up in an unsafe or violent environment shapes the choices young people make. For example, research shows that young people who grow up in violent communities or violent families are more likely to become involved in substance abuse. Thus, creating safe environments for our youth is an important asset-building task. So how do we do it?

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Thank you.



ASSET #10 SAFETY

Parents and other family members can:

- Ensure that your home is a safe place.
- Be an approachable parent so your kids can talk with you about their safety concerns in their school or community.
- Do something to address safety concerns when your kids come to you.
- Remind your kids to wear their seat belts and bike helmets.

Our faith community can:

- Help families in crisis.
- Ensure that our place of worship is a safe place for youth.

Individuals can:

- Model safe behaviors.

BE AN ADVOCATE FOR KIDS' SAFETY.

Over the last four weeks we have been discussing assets that focus on empowering youth. Feeling valued and valuable is a key developmental need. Today I'd like to go back over each of these empowerment assets briefly before we move to the next group of assets.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

EMPOWERMENT ASSETS

Asset #7: Community Values Youth

Asset #8: Youth Have Useful Roles

Asset #9: Service to Others

Asset #10: Safety



ASSET #11 FAMILY BOUNDARIES

Today's asset is Family Boundaries. Children with this asset have families that monitor their whereabouts and provide clear rules and consequences.

The rules may vary from family to family. The most universal rules usually revolve around the four W's – Where, as in “where are you going?” Who, as in “who are you going with?” What, as in “what will you be doing?” and When, as in “when are you going to be home?” But regardless of the rules and boundaries you set, each family can give kids this asset. Here are a few rules for setting rules:

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #11 FAMILY BOUNDARIES

Parents and other family members can:

- Involve your kids in setting rules and consequences.
- Be sure everyone understands the rules.
- Follow through with consequences when a rule is broken.
- Work together as spouses to have the same rules and to support one another in enforcing them.

Our faith community can:

- Be a place where parents feel they can go for help with rule-setting.
- Support parents with their rule-setting, but never condone or ignore abuse.

Individuals can:

- Intercede with young people if you see them doing something you know their families would not approve of.

ASSET #12 SCHOOL BOUNDARIES

We're talking about assets dealing with boundaries and expectations. Boundaries and expectations for our young people begin at home and then typically move to school. We all expect that our childrens' schools will provide clear rules and consequences. How can we help our kids have the asset of school boundaries?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #12 SCHOOL BOUNDARIES

Parents and other family members can:

- Look through and discuss the student handbook with your kids.
- Get involved in setting or changing the school rules and policies.
- Help your kids understand how good behavior and following rules are essential life skills, not just something for kids.

Our faith community can:

- Show our youth how following rules is consistent with our teachings and beliefs by modeling appropriate behaviors.

Individuals can:

- Let parents and teachers know when you see kids breaking rules AND when you see them doing good things.
- Build relationships with youth so YOU have the opportunity to discuss their behavior with them.

ASSET #13 NEIGHBORHOOD AND COMMUNITY BOUNDARIES

We're talking about assets dealing with boundaries and expectations. Teachers and parents aren't the only ones responsible for helping kids to understand boundaries. We're all responsible for our kids. And who are our kids? That's right, ALL kids are our kids. So we ALL play a part in setting the boundaries for ALL the kids in our community.

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Thank you.



ASSET #13 NEIGHBORHOOD AND COMMUNITY BOUNDARIES

Parents and other family members can:

- Remember that you are a role model for others.
- Let your neighbors know you want to be contacted if your kids misbehave.
- Get to know other parents and have good communication with them.

Our faith community can:

- Have clear standards for behavior and expect kids to follow rules.

Individuals can:

- Get to know your neighbors.
- Get to know the young people in your neighborhood.
- Let people know when you see their kids misbehaving or making bad choices, and when you see them doing good things.

ASSET #14 ADULT ROLE MODELS

Today's asset is Adult Role Models. Not all of us can be astronauts and ride rockets into space...or star athletes...or glamorous movie stars. And very few of us will become super-models and be paid millions for wearing somebody else's clothes. But if we can't become super-models, we can become good role models in the things we do every day. We can also help find other good role models to be part of our children's lives.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #14 ADULT ROLE MODELS

Parents and other family members can:

- Look for ways your kids can be around people you know are good role models.
- Be a good role model yourself.
- Talk with your kids about the role models – good and bad – on TV and in movies.

Our faith community can:

- Have high standards for behavior and character among the people we have working with youth.
- Encourage intergenerational activities that everyone can enjoy.

Individuals can:

- Be a mentor for someone.
- Let young people get to know you.
- Participate in activities involving youth.
- Remember to be a good role model.

ASSET #15 POSITIVE PEER INFLUENCE

In Assets lingo, we speak of deficits as those things that make it hard for kids to succeed. One deficit is the lack of close friends. Another deficit is the wrong kind of friends. It is important for our youth not only to have friends, but also to have the right kind of friends -- ones that provide a positive influence. Those friends are essential to youth success.

Last week we talked about the importance of good adult influence, and now we talk about the importance of good peer influence.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #15 POSITIVE PEER INFLUENCE

Parents and other family members can:

- Discuss peer pressure with your kids, but don't lecture them about it.
- Befriend your kids' friends.
- Expect your kids' friends to follow your rules when in your home.

Our faith community can:

- Provide opportunities for youth to strengthen their friendships.
- Encourage kids to invite their friends to our activities.

Individuals can:

- Make friends with a troubled kid and then be a good influence on him or her.
- Talk with young people about peer pressure; share your own experiences.
- Help keep the positive things kids do in the spotlight to balance the bad press kids often get.

ASSET #16 HIGH EXPECTATIONS

Today we're going to talk about the asset of high expectations. We give our kids this asset when we have high expectations not just for their academics but also for how they live out their social relationships, how they spend their time, and how they exercise their values and priorities.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #16 HIGH EXPECTATIONS

Parents and other family members can:

- Communicate your expectations in concrete terms and reward achievement with concrete rewards.
- Expect hard work but not perfection.
- Let your kids know you're proud of them.

Our faith community can:

- Set high expectations for our youth.
- Honor the achievements of our youth.

Individuals can:

- Compliment kids on their achievements.
- Set a good example by working hard and showing how your hard work pays off.
- Encourage businesses and community groups to recognize kids' accomplishments.

BOUNDARIES AND EXPECTATIONS ASSETS

Over the last several weeks, we've been discussing the boundaries and expectations assets. Clear and consistent boundaries and expectations are essential to our kids' success. Unfortunately, all too often it seems that the signals are unclear, inconsistent or unseen. In a perfect world, what we teach our kids at home would be reiterated at school, in church, throughout the community, and even on TV and in the movies. Since we don't live in a perfect world, our work is just a little more difficult in protecting our kids.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



BOUNDARIES AND EXPECTATIONS ASSETS

Asset #11: Family Boundaries

Asset #12: School Boundaries

Asset #13: Neighborhood and Community Boundaries

Asset #14: Adult Role Models

Asset #15: Positive Peer Influence

Asset #16: High Expectations

ASSET #17 CREATIVE ACTIVITIES

We're moving on to discuss the assets that deal with constructive use of time. Today we talk about creative activities – things like music, drama, and the other arts. We single out creative activities as its own asset for several reasons. Music is a good example. Music provides a daily routine. It shapes what can become a lifelong skill and interest. And now the field of developmental neurobiology has performed a series of studies suggesting that music neurologically triggers improved spatial reasoning and other complex cognitive tasks important in mathematics and related higher-order thinking processes. That big mouthful simply means that, if we encourage kids to learn music, we're actually helping them with their math.

One more “fun fact”- of all the 40 assets, this is the one that the fewest of our kids report having.

So let's look at what we can do to encourage our kids to pursue creative activities.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #17 CREATIVE ACTIVITIES

Parents and other family members can:

- Do creative activities with your kids.
- Support your kids' choices for their creative activities. Let them discover their gifts.
- Let your kids know you're proud of what they do.

Our faith community can:

- Have a talent show.
- Host classes that nurture creative talents.
- Encourage young people to play an instrument or sing in the choir.

Individuals can:

- Invite a young person to join you in a class or creative activity.
- Attend performances involving youth.
- Support programs in the schools and the community that develop the arts.

ASSET #18 YOUTH PROGRAMS

Forty percent of young adolescents' waking hours are discretionary (not committed to other activities), and many young people spend most of this discretionary time without companionship or supervision from responsible adults.

Today's asset, Youth Programs, is a great solution to this problem. Youth programs cover the gamut of clubs, teams, and organizations. They include national organizations such as Boy and Girl Scouts, Camp Fire, Boys and Girls Clubs, and Junior Achievement. They also include community-based programs and after-school co-curricular activities.

In a youth-centered America, every community would have a network of such affordable, accessible, safe and challenging opportunities that appeal to the diverse interests of young adolescents. For many of our kids, these opportunities abound. But who are our kids? ALL kids are our kids. And too often, these places are least available in the communities where our kids need them the most.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #18 YOUTH PROGRAMS

Parents and other family members can:

- Help your kids find groups and clubs that match their interests and talents.
- Encourage your kids to be involved.
- Drive your kids where they need to go.
- Attend your kids' activities.

Our faith community can:

- Make our facilities available for community youth programs.
- Organize youth activities that are open to the community.
- Organize intergenerational activities that are open to the community.

Individuals can:

- Be a Big Brother or Big Sister and get your “little” into activities.
- Volunteer in youth programs.
- Look for ways to involve young people in your adult activities.
- Buy fundraising items from young people.

ASSET #19 RELIGIOUS COMMUNITIES

We are lucky to be here today. We are experiencing an asset just by getting together in our faith community. Involvement in a faith community is an asset for several reasons.

Faith communities are one of the few remaining intergenerational communities available to our youth. They are places of multiple generations bound together through a shared perspective and shared values.

Congregations are also places that are less afraid than others to articulate their values. Participation in such a community enhances people's caring for others and helps them avoid risk-taking behavior.

Congregations are places that have the opportunity to provide a range of structured activities for young people, from religious instruction to youth group, from service projects to camping trips. Each of these experiences can build positive relationships and strengthen social competencies.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #19 RELIGIOUS COMMUNITIES

Parents and other family members can:

- Help your kids develop a personal relationship with their higher being.
- Volunteer to work with kids of a different age than your own.
- Worship together as a family.

Our faith community can:

- Provide youth with activities that speak to their concerns and interests.
- Involve young people in all our decisions.
- Make worship and faith study youth-friendly.

Individuals can:

- Share your faith with young people.
- Ask young people about their faith.
- Pray for young people, individually and collectively.

ASSET #20 TIME AT HOME

Forty-seven percent of sixth-graders report spending two or more hours per day at home without an adult present. By ninth grade, the percentage has risen to 60 percent, which remains fairly constant throughout high school. Such is the consequence of families in which both parents (or the only parent) work.

So, is it true that more high schoolers report two hours per day with parents than sixth graders do? Actually, more high schoolers than 6th graders report two or more hours withOUT an adult.

It is critically important that young people spend time at home with their parents and siblings. This can be time resting, relaxing, doing homework, doing chores – just being a family. An asset-building community works to protect time for families to be together.

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Thank you.

ASSET #20 TIME AT HOME

Parents and other family members can:

- Leave time on your schedule to be home with your family.
- Expect your kids to spend time at home with you every day.
- Make your home a happy, comfortable place for your kids.

Our faith community can:

- Honor families' need for time at home.

Individuals can:

- Respect other families' needs to have time by themselves.
- Pray for families.



CONSTRUCTIVE USE OF TIME ASSETS

Over the past few weeks we have been discussing assets that deal with constructive use of time. As the mechanisms of consistent support and boundaries have deteriorated for American youth, constructive use of time through organizations, programs, and relationships has escalated in importance. Over half of our 6th through 12th graders spend two or more hours each day home alone. Availability of structured activities can improve these numbers. But there is a more positive rationale for involving youth in structured activities: structure provides the kinds of opportunities for personal development and adult connection that augment and extend the effect of family.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

CONSTRUCTIVE USE OF TIME ASSETS

Asset #17: Creative Activities

Asset #18: Youth Programs

Asset #19: Religious Community

Asset #20: Time at Home



ASSET #21 ACHIEVEMENT MOTIVATION

Up until now all the assets we have been discussing fall into the large category known as external assets. These assets come mainly from outside the kid – from the family, the community, the school, and the church. From here on, we will be talking about internal assets. Internal assets come mainly from inside, but can be nurtured and developed by caring individuals and groups. The first group of internal assets is the commitment to learning group. Parental attitudes, encouragement, involvement, and modeling are key to these assets. First in this group is achievement motivation. Let's see what we can do to help our kids develop this asset.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #21 ACHIEVEMENT MOTIVATION

Parents and other family members can:

- Set good examples by being lifelong learners.
- Learn things with your kids, and let them teach you things they've learned.
- Talk with them about how their efforts in school now will give them more choices later in life.

Our faith community can:

- Be supportive of education.
- Give young people opportunities to tie school learning with our activities.

Individuals can:

- Ask kids how they're doing in school.
- Find ways to help struggling students.
- Support local businesses that give discounts or awards for good grades.

ASSET #22 SCHOOL ENGAGEMENT

We started last week into a discussion of commitment to learning assets. We talked about achievement motivation. This can be school achievement, but it can also be achievement in other aspects of learning. Today we're going to focus on an asset called school engagement. We all want our kids to be actively engaged in learning at their schools. So what can we do to help?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #22 SCHOOL ENGAGEMENT

Parents and other family members can:

- Help your kids get to school on time, eat well at home and at school, get enough sleep, and have a good place to study.
- Ask them about their school day – every day.
- Don't expect perfection, but expect hard work.

Our faith community can:

- Recognize kids' accomplishments in school.
- Recognize the efforts of our congregation's teachers.

Individuals can:

- Volunteer at a neighborhood school.
- Be a tutor.



ASSET #23 HOMEWORK

We're talking about commitment to learning assets. Today we're going to talk about homework. Yes, homework IS an asset. This asset has a dual function. First, the discipline of homework promotes learning and school success. Second, homework provides experience in structuring and managing time as well as creating a daily routine.

So let's see how we can help give our kids the asset of homework.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #23 HOMEWORK

Parents and other family members can:

- Set aside a special place and time for homework.
- Help your kids when they need it, but don't do their work for them.
- Don't expect perfection, but do expect hard work.

Our faith community can:

- Help kids manage the balance between schoolwork and our activities.

Individuals can:

- Talk with kids about their schoolwork. Help them understand the value of homework.
- Offer to help youth who need assistance.

ASSET #24 BONDING TO SCHOOL

We're talking about commitment to learning assets. Today we're going to talk about Bonding to School. It is not enough that young people gain knowledge and skills in school. They need to bond to – become invested in – their place of learning. Research has found that bonding to school is a particularly important factor for promoting school success and academic achievement.

So let's see how we can help our kids bond to their schools.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #24 BONDING TO SCHOOL

Parents and other family members can:

- Encourage your kids to participate in school activities.
- Enable your kids to participate in school activities by providing transportation, financial & volunteer support.
- Take an interest in your kids' school activities.

Our faith community can:

- Publicize and attend school activities.
- Recognize youth accomplishments in extra-curricular activities.

Individuals can:

- Volunteer to support activities.
- Buy fundraiser items, or get your car washed at a youth car wash.
- Attend games, performances and other activities.

ASSET #25 READING FOR PLEASURE

We're talking about Commitment to Learning assets. Today we're going to talk about Reading for Pleasure.

Reading is an important learning and recreational endeavor, not just for kids, but for people of all ages. You can read practically any time and anywhere. And without leaving your spot, you can travel to distant times and places. You can learn the life stories of heroes and role models. You can learn the skills that will give you your vocation and your avocations.

A kid who has this asset reads simply for pleasure three or more hours per week. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #25 READING FOR PLEASURE

Parents and other family members can:

- Have interesting reading materials everywhere in your home.
- Take your kids to libraries and bookstores.
- Give your kids reading materials as gifts.

Our faith community can:

- Provide reading materials about our faith, with special emphasis on appealing to all ages.

Individuals can:

- Give a good book you've read to a teen.
- Invite a young person to join your book club.
- Donate books or money for books to youth-serving organizations.



COMMITMENT TO LEARNING

Commitment to learning is an important quality to have throughout life. But several factors in today's society may erode our kids' commitment to learning:

- If kids don't see a clear connection between learning and a career, they may not work hard in school.
- Some education systems may fail to teach effectively. They may not recognize and address different styles of learning, or they may not offer information in ways that are engaging, relevant and motivating.
- Our society can send signals that education and learning have little value and are low priority. And learning too often gets the bad rap of being neither fun nor cool.

All of these factors undermine the commitment to an internal, lifelong commitment to and interest in learning.

So let's take another look at those Commitment-to-Learning assets.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

COMMITMENT TO LEARNING

Asset #21: Achievement Motivation

Asset #22: School Engagement

Asset #23: Homework

Asset #24: Bonding to School

Asset #25: Reading for Pleasure



ASSET #26 CARING

Today we turn to a group of assets based on positive values, beginning with the asset of caring.

How often do you hear the expression, “I don’t care.” Too often, I suspect. Usually the expression means, “I don’t care what you think.” Or “I don’t care, it doesn’t affect me.”

We can help our young people learn how to care – not just about themselves or the latest trends, but also how to care about and for others. This asset is also known as “having a good heart.” It’s the basis for charities, for citizenship and for a good marriage.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #26 CARING

Parents and other family members can:

- Set an example by being caring of others.
- Praise your kids when you see them acting in a caring manner.
- Give your kids opportunities to care for others.

Our faith community can:

- Provide service opportunities for youth.
- Show examples from scriptures that emphasize the importance of caring for others.

Individuals can:

- Set an example by performing random acts of kindness.
- Give kids opportunities to help you.
- Get involved in intergenerational volunteer work.

ASSET #27 EQUALITY AND SOCIAL JUSTICE:

We're discussing the assets concerning positive values. Today we're going to talk about Equality and Social Justice. Kids with this asset place high value on promoting equal rights and on reducing hunger and poverty. Let's see a show of hands. Anyone NOT want our kids to have this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #27 EQUALITY AND SOCIAL JUSTICE:

Parents and other family members can:

- Be kind and fair to everyone.
- Discuss issues of social justice as they come up in current events.
- Have a family project involving charitable giving.

Our faith community can:

- Study and discuss our beliefs and faith teachings about equality and social justice.
- Support mission trips for youth.
- Provide meaningful involvement for youth in service projects.

Individuals can:

- Treat young people fairly.
- Get involved in intergenerational volunteer work.

ASSET #28 INTEGRITY

We're discussing the internal assets concerning positive values. You'll remember that internal assets come from within and can be nurtured and developed by others. Today we're going to talk about Integrity. Kids with this asset act on their convictions and stand up for their beliefs. This asset is essential for making right choices, resisting peer pressure, and demonstrating positive leadership. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #28 INTEGRITY

Parents and other family members can:

- Act on your convictions and stand up for your beliefs.
- Discuss your principles with your kids.
- Help your kids discover and develop their own sets of principles.

Our faith community can:

- Provide opportunities for intergenerational and peer discussions about values.
- Talk about the values of our faith.

Individuals can:

- Take notice and comment when you see someone acting with integrity.
- Act on your convictions and stand up for your beliefs.

ASSET #29 HONESTY

We're discussing the assets concerning positive values. Today we're going to talk about Honesty. Kids with this asset tell the truth, even when it's not easy. This is a tough one. Okay, by show of hands, who in here has NEVER told a fib?

We all recognize the importance of honesty. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #29 HONESTY

Parents and other family members can:

- Always be honest with your kids.
- Act in ways that show your kids that they can tell you the truth.
- Recognize that no one is perfect and your kids might occasionally avoid the truth.

Our faith community can:

- Review the teachings of our faith in regard to honesty.
- Answer our kids' faith questions thoughtfully and honestly.

Individuals can:

- Treat honesty as a highly valued trait.
- Be honest and genuine with young people.

ASSET #30 RESPONSIBILITY

We're discussing the assets concerning positive values. Today we're going to talk about Responsibility. Kids with this asset accept and take responsibility for their own actions. Sounds like another asset that we adults could use help with sometimes, too. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #30 RESPONSIBILITY

Parents and other family members can:

- Allow youth to face the consequences of their actions and learn from them.
- Give your kids responsibilities around the house and hold them to them.
- Be responsible yourselves.

Our faith community can:

- Give young people responsibilities during services, classes and other events.
- Discuss responsibility as a religious concept.

Individuals can:

- Promote a positive attitude of youth as capable and responsible when given the chance.
- Support youth court and other programs that help hold kids responsible for their actions in meaningful ways.

ASSET #31 RESTRAINT

We're discussing the internal assets concerning positive values. You'll remember that internal assets come from within and can be nurtured and developed by others. Today we're going to talk about Restraint. Kids with this asset believe it is important to refrain from sexual activity and from using alcohol and other drugs. Kids with this asset are also more likely to avoid tobacco, violent conflict resolution, and other unsafe and unhealthy choices. This asset seems to go hand in hand with strong moral convictions, which we definitely want for our kids. So how can we help them develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #31 RESTRAINT

Parents and other family members can:

- Be clear and consistent about your own values.
- Be approachable by your kids so they can ask you about drugs, sex or whatever.
- Be knowledgeable so your kids see you as a credible source of information.

Our faith community can:

- Help young people understand our faith teachings on restraint.
- Remember that we are all sinners and that our creator forgives us when we make mistakes.

Individuals can:

- Set a good example when you are around young people.
- Become friends with young people. Listen and talk with them.

POSITIVE VALUES ASSETS

The past six assets discussions have been about the positive value assets. These assets help to make up our kids' personal character. Unfortunately society sends so many mixed and often inappropriate messages concerning values that we as a community MUST unite to provide consistent, repeated, and redundant expressions of our values. In many circles repetition and redundancy are bad words, but in asset building they are VERY good words. Let's look one more time at the positive values assets. And, remember that, even though these are internal assets, we as caring individuals can help to nurture and develop them.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

POSITIVE VALUES ASSETS

Asset #26: Caring

Asset #27: Equality and Social Justice

Asset #28: Integrity

Asset #29: Honesty

Asset #30: Responsibility

Asset #31: Restraint

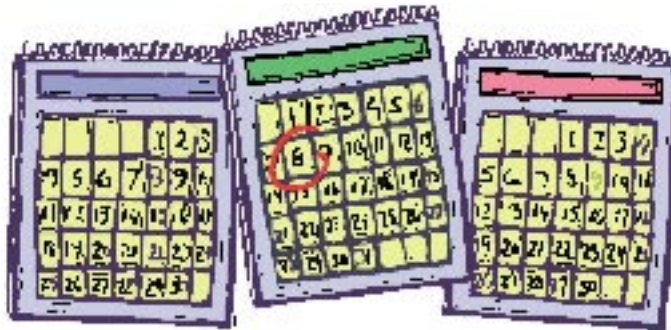


ASSET #32 PLANNING AND DECISION-MAKING

This week we start to look at the Social Skills assets. This is another set of internal assets. Remember that they come from within and can be nurtured and developed by others. Today we're going to talk about Planning and Decision Making. Kids with this asset have the skills to plan ahead and to make choices. As kids become adults, this asset is essential for effectiveness in the workplace. Yes, it can be developed as an adult, but the likelihood of having this asset as an adult is much higher if it is developed as a youth. Besides, it is also an important asset to have as a kid to help avoid risky situations and choices. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #32 PLANNING AND DECISION-MAKING

Parents and other family members can:

- Use a family calendar and hold family planning meetings to model this asset.
- Give your kids choices rather than always telling them what to do.
- Think out loud sometimes when making decisions so your kids can learn how it's done.

Our faith community can:

- Involve youth on decision-making committees.
- Let youth plan their activities.

Individuals can:

- Ask a young person for advice when making a tough decision.
- Be a role model for good planning and decision-making.

ASSET #33 INTERPERSONAL SKILLS

This week we take a look at the social competency asset of Interpersonal Skills. Kids with this asset have empathy, sensitivity and friendship skills. Again, this is a set of traits that we want in our neighbors, our co-workers, the members of our congregation, and certainly our kids. Has it been a while since I asked? Who are our kids? Everyone say it with me: ALL kids are our kids.

So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #33 INTERPERSONAL SKILLS

Parents and other family members can:

- Treat your kids the way you want them to treat others.
- Encourage your kids to get to know lots of different people and to be sensitive to their differences.
- Share your own experiences of friendship, empathy and sensitivity.

Our faith community can:

- Point out examples of sacred teachings concerning empathy, sensitivity and friendship.
- Provide many opportunities for kids to mix with diverse groups.

Individuals can:

- Make friends with young people.
- Mentor a young person who needs help with interpersonal skills.

ASSET #34 CULTURAL COMPETENCE

This week's asset is Cultural Competence. Kids with this asset know and are comfortable with people of different cultural, racial and ethnic backgrounds. This asset is especially important in our society today. As we become increasingly multicultural, the asset of cultural competence will help us fight issues such as intolerance, racism and prejudice. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #34 CULTURAL COMPETENCE

Parents and other family members can:

- Discuss situations involving prejudice, racism and intolerance when they appear in the news.
- Travel as a family to share multicultural experiences and celebrate the uniqueness of different traditions.
- Participate as a family in local cultural celebrations.

Our faith community can:

- Invite people from other cultures or ethnic groups to speak to and join our congregation.
- Provide opportunities for our young people to interact with individuals and groups from other races, ethnic groups and religions.

Individuals can:

- Show tolerance and respect for diversity.
- Share information about your own background with young people and ask them about theirs.
- Form relationships with people from different races, cultures, and ethnic backgrounds.

ASSET #35 RESISTANCE SKILLS

This week’s asset is Resistance Skills. Kids with this asset can resist negative peer pressure and dangerous community influences. This asset is important in avoiding substance abuse, teen sex, pregnancy and all the other negative trappings that we think of when we hear the words “peer pressure.”

So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #35 RESISTANCE SKILLS

Parents and other family members can:

- Practice saying “no” to things – and do it while your kids are watching.
- Talk with your kids about peer pressure.
- Help your kids figure out some useful strategies for handling peer pressure.

Our faith community can:

- Hold youth group discussions on peer pressure.
- Teach young people how faith can help them resist temptation.

Individuals can:

- Talk about peer pressure with kids you know.
- Share your own peer pressure experiences with your young friends.
- Let kids see you saying “no.”

ASSET #36 PEACEFUL CONFLICT RESOLUTION

This week's asset is Peaceful Conflict Resolution. Kids with this asset are able to resolve disputes without resorting to violence. And kids who have this asset are more likely to avoid other risky situations and behaviors, too. We want our kids to avoid risky situations, don't we? So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #36 PEACEFUL CONFLICT RESOLUTION

Parents and other family members can:

- ALWAYS role model non-violence.
- Use time-outs and other alternatives to spanking.
- Teach your children how to resolve conflicts.

Our faith community can:

- Make peace, unity and conflict resolution topics of teaching and discussion.
- Relate peaceful conflict resolution to sacred teachings.

Individuals can:

- Talk about violence with kids you know.
- Get involved in community efforts to address conflict and violence.
- Let kids see you resolving conflicts peacefully.

SOCIAL SKILLS ASSETS

The past five assets we have discussed were about social skills. Social skills are important because they help young people make healthy choices and avoid risky situations and behaviors. Also, kids with these assets are much more likely to become involved adults in their communities. And these assets form a foundation of skills for effectiveness in the workplace.

We have said that these skills can be developed as adults, but they are much more likely to be carried into the adult years when the community has paid attention to their development in young people. Let's look one more time at these assets that will help young people grow into socially competent adults. And, remember that, even though these are internal assets, we as caring individuals can help to nurture and develop them.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

SOCIAL SKILLS ASSETS

Asset #32: Planning and Decision-Making

Asset #33: Interpersonal Skills

Asset #34: Cultural Competence

Asset #35: Resistance Skills

Asset #36: Peaceful Conflict Resolution



ASSET #37 PERSONAL POWER

For the last several weeks, we've talked about the Social Skills assets. This week we move into the final category of internal assets: the Positive Identity assets. These assets focus on young people's views of themselves – their sense of power, purpose and promise.

This week's asset is Personal Power. Kids with this asset feel in control of many of the things that happen to them, while kids without this asset may view themselves as powerless victims of circumstance. And if they feel themselves to be victims of their surroundings, they may be less likely to take responsibility for their actions. So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #37 PERSONAL POWER

Parents and other family members can:

- Give your kids age-appropriate rights and responsibilities.
- Let your kids make choices, but don't compromise safety.
- Teach your kids about personal and family safety.

Our faith community can:

- Involve young people meaningfully in many activities.
- Let young people choose how and when to get involved.
- Tie sacred teachings to personal choices and control.

Individuals can:

- Show how you have taken control of your own life.
- Get good advice from kids and take it.

ASSET #38 SELF-ESTEEM

This week's asset is Self-esteem. Self-esteem has gotten more attention recently than many of the other assets. Youth professionals have acted as if this single asset is a panacea – that building self-esteem is THE answer. On the contrary, this asset is no more powerful than any one other asset. Remember that it's much more important that kids have as many assets as possible than it is that they have any one asset.

Self-esteem isn't the cure-all, but it IS important. And research shows that positive self-esteem is less common in girls than in boys. So how can we help our girls AND our boys develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #38 SELF-ESTEEM

Parents and other family members can:

- Treat your kids with kindness and respect.
- Speak positively about your child to others.
- Spend time with your kids.

Our faith community can:

- Discover and use the talents of our youth.
- Let young people know that we value them – collectively and individually.
- Publicly recognize the accomplishments of youth.

Individuals can:

- Show kids that you respect them and enjoy being with them.
- Get involved in youth activities.
- Listen to kids with your full attention.

ASSET #39 SENSE OF PURPOSE

This week's asset is sense of purpose. This is another internal asset. That is, it comes from within, but others can help to nurture and develop it. Kids with this asset feel that their lives have meaning. We all want to feel that, don't we? So how can we help our kids develop this asset?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



ASSET #39 SENSE OF PURPOSE

Parents and other family members can:

- Discuss the future and how your kids can brighten it.
- Talk with your kids about their goals and plans in life.
- Discuss current events and ways we each can help solve the problems of the day.

Our faith community can:

- Help youth make the connection between their faith and their life purpose.
- Recognize kids' gifts and speak to their potential.

Individuals can:

- Recognize and praise the achievements and promises of young people.
- Be a mentor to a young person.
- Ask young people to share their dreams with you.

ASSET #40 POSITIVE VIEW OF PERSONAL FUTURE

This week's asset is Positive View of Personal Future. This asset draws on the power of hope and optimism to shape life choices.

Many researchers feel that optimism is a key to healthy development. The good news about this asset is that it's the one that more kids report having than any other. The bad news is that, in many ways, our culture is one of pessimism and our children are given consistently pessimistic views of their world. What do the headlines say? "World peace imminent?" "Hunger crisis solved?" No. The headlines are filled with war, death, hunger, violence, and all the other things that give our kids a bleak view of our world.

So how can we help our kids develop and maintain a positive view of their futures?

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

ASSET #40 POSITIVE VIEW OF PERSONAL FUTURE

Parents and other family members can:

- Find positive things your kids can look forward to.
- Be positive yourself.
- Celebrate the little things in life.
- Discuss your own future with your kids.

Our faith community can:

- Remind young people of the wonderful future promised to us.
- Remind young people of all the wonderful gifts our Creator has given them.

Individuals can:

- Encourage young people to have and work for goals and dreams.
- Share your own goals and dreams with young friends.
- Be optimistic about kids' futures. Refuse to put a lid on kids' dreams.

POSITIVE IDENTITY ASSETS

We have just completed the “final four” of our 40 Developmental Assets. They are internal assets, ones that come from within, but that can be nurtured and developed by others. These assets deal with positive identity. Identity formation is one of the critical tasks of adolescence, as young people ask: “Who am I?” “What can I do?” “Who do I want to become?” These assets focus on young people’s view of themselves – their sense of power, purpose, and promise. Without these assets, young people can become powerless victims without a sense of initiative, direction and purpose. Let’s take one more look at these four assets.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.

POSITIVE IDENTITY ASSETS

Asset #37: Personal Power

Asset #38: Self-esteem

Asset #39: Sense of Purpose

Asset #40: Positive View of Personal Future



ASSETS WRAP-UP

We have now looked at all eight of the Developmental Asset categories and at all 40 of the assets that are critical to our kids' success. I don't expect you to memorize and recite them all. I do, however, hope you remember some very important assets principles.

<Use the next page to make an overhead. Read or talk from it.>

Thank you.



PRINCIPLES OF DEVELOPMENTAL ASSETS

- All young people need assets.
- The more assets someone has, the better. As kids' assets increase, they are more likely to make positive choices and less likely to engage in risk-taking behaviors.
- Relationships are the key to asset building.
- Everyone can build assets.
- Asset building is an ongoing process that requires consistent messages.
- Duplication and repetition are good and important.
- A single act or behavior can help to build more than one asset.
- No single asset is the answer.
- Everyone has a role to play.
- Small things count.