

# 25 Ways

# to Show Kids you <u>Care</u> by Building Assets

1. Notice them.		
2. Ask them about themselves.		
3. Be yourself.		
4. Cheer their accomplishments.		
5. Go places together.		
6. Introduce them to new experiences.		
7. Expect their best; don't expect perfection.		
8. Catch them doing something right.		
9. Laugh at their jokes.		
10. Suggest better behavior when act out.		
11. Hug them.		
12. Be curious with them.		
13. Play outside together.		
14. Delight in their discoveries.		
15. Be available.		
16. Create a safe, open environment.		
17. Daydream with them.		
18. Make decisions together.		
19. Magnify their magnificence.		
20. Build something together.		
21. Let them make mistakes.		
22. Inspire their creativity.		
23. Invite them over for juice.		
24. Listen to their favorite music with them		
. 25 Love them no matter what		

### PLEASE SUBMIT ASSET BUILDER NOMINATIONS TO WELLSPING:

Mail to: PO Box Long Beach, WA 98631 2

Email: admin@wellspringpacific.com

Or Online at:

Questions? Call Katie at 642-9349 or Monica at 360-783-1090

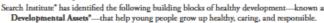
# Community Asset Builder Recognition Award Nomination Form

Please take a moment to nominate Wellspring's next business or individual asset builder of the month. Please review the attached information regarding the Search Institute 40 Developmental Assets and the eight asset categories. Awards will be given for each of these categories. All Asset builder award winners will be featured in future WellSpring newsletters and will also receive recognition at the monthly meeting. Thank you for taking a moment to recognize the good work being done in our community!

Person Completing Nomi	ination:	
Mailing Address:		
Phone:	Email:	
The person/business I am	nominating is:	
Phone:	Email:	
Assets and the eight as	ached information regarding the Search Institute 40 Developmental seet categories. Please tell us why you think your nominee is deserving and. Please include which asset or assets you think they help develop ectly).	



# 40 Developmental Assets® for Adolescents (ages 12-18)





### Support

- 1. Family support—Family life provides high levels of love and support.
- 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships—Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood—Young person experiences caring neighbors.
- 5. Caring school dimate—School provides a caring, encouraging environment.
- 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.

- Empowerment 7. Community values youth—Young person perceives that adults in the community value youth.
  - 8. Youth as resources—Young people are given useful roles in the community.
  - 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.

xternal Assets

- Boundaries & 11. Family boundaries Family has clear rules and consequences and monitors the young person's whereabouts.
- Expectations 12. School Boundaries—School provides clear rules and consequences.
  - 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
  - Adult role models—Parent(s) and other adults model positive, responsible behavior.
  - 15. Positive peer influence—Young person's best friends model responsible behavior.
  - 16. High expectations—Both parent(s) and teachers encourage the young person to do well.

### Constructive lko of Timo

- 17. Creative activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community-Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.

## to Learning

- Commitment 21. Achievement Motivation—Young person is motivated to do well in school.
  - 22. School Engagement—Young person is actively engaged in learning.
  - 23. Homework-Young person reports doing at least one hour of homework every school day.
  - 24. Bonding to school—Young person cares about her or his school.
  - 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.

### **Positive** Values

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

# Social

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- 32. Planning and decision making-Young person knows how to plan ahead and make choices.
- Competencies 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.
  - 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
  - Resistance skills—Young person can resist negative peer pressure and dangerous situations.
  - 36. Peaceful conflict resolution-Young person seeks to resolve conflict nonviolently.

### **Positive** Identity

- 37. Personal power-Young person feels he or she has control over "things that happen to me."
- 38. Self-esteem-Young person reports having a high self-esteem.
- 39. Sense of purpose—Young person reports that "my life has a purpose."
- 40. Positive view of personal future—Young person is optimistic about her or his personal future.

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