

Search Institute® has identified the following building blocks of healthy development – known as **Developmental Assets**® - that help young people grow up healthy, caring, and responsible. This set of 40 Developmental Assets® was adapted by the Youth Directorate with permission from Search Institute's original framework (© 1997 by Search Institute, 615 First Avenue NE, Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All rights reserved.) For more information on Developmental Assets® please visit <https://www.lionsquest.ca/our-approach/asset-building/>

External Assets	Support	<ol style="list-style-type: none"> 1. Family support – Family Life provides high levels of love and support 2. Positive family communication – Young person and their 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 climate* – School provides a caring, encouraging environment that respects the community’s culture. 6. Parent involvement in schooling* - Parent(s) and community members are actively involved in helping the young person succeed in school
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth – Young person perceives that adults in the community value youth. 8. Youth as resources – Young people are given useful roles in the community. 9. Service to others – Young person serves in the community one hour or more per week. 10. Safety – Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries* - Family has clear rules, roles, and consequences, and monitor’s the youth’s whereabouts. 12. School boundaries – School provides clear rules and consequences. 13. Neighborhood boundaries* – Community shares the responsibility for the safety and well-being of the youth. 14. Adult role models – Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence – Young person’s best friends model responsible behavior. 16. High expectations* – Parents, community members, and teachers encourage youth to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 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 nature, sports, clubs, or other organizations at school, on the land, or in the community. 19. Spiritual/Religious community* – Young person spends one or more hours per week in activities of a spiritual or religious nature. 20. Time at home* – Young person chooses to spend quality time at home.
Internal Assets	Commitment To Learning	<ol style="list-style-type: none"> 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 his or her school. 25. Reading for pleasure – Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring – Young person places high value on helping people. 27. Equality and social justice* – Young person respects self and others; places high value on sharing and cooperation. 28. Integrity* – Young person stands firm and acts on his or her beliefs, as well as respects other’s 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 in making healthy, informed life choices.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making – Young person knows how to plan ahead and make choices. 33. Interpersonal competence – Young person has empathy, sensitivity, and friendship skills. 34. Cultural competence* – Young person has knowledge of own and other cultures, and feels comfortable with people from different backgrounds. 35. Resistance skills – Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power – Young person feels he or she has control over “things that happen to me”. 38. Self-esteem – Young person feels a connection to family and culture and has knowledge and pride of customs and traditional ways. 39. Sense of purpose – Young person reports that “my life has purpose.” 40. Positive view of personal future – Young person is optimistic about his or her future

- The definitions of these assets were adapted by the Youth Directorate with permission of Search Institute.