

# Creating a community where kids can grow up great.

## EXTERNAL ASSETS

## SUPPORT



- 1. Family Support: Family life provides high levels of love and support.
- 2. **Positive Family Communication:** Young person and her or his parents 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 non-parent adults.
- 4. Caring Neighbourhood: Young person experiences caring neighbours.
- 5. Caring School Climate: 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.
- 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 neighbourhood.

## BOUNDARIES & EXPECTATIONS 🛱



- 11. Family Boundaries: Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. **School Boundaries:** School provides clear rules and consequences.
- 13. Neighbourhood Boundaries: Neighbours take responsibility for monitoring young people's behaviour.
- 14. Adult Role Models: Parent(s) and other adults model positive, responsible behaviour.
- 15. Positive Peer Influence: Young person's best friends model responsible behaviour.
- 16. *High Expectations:* Both parent(s) and teachers encourage the young person to do well.

## CONSTRUCTIVE USE OF TIME (5)



18. **Youth Programs:** Young person spends three or more hours per week

- week in lessons or practice in music, theatre or other arts.
- in sports, clubs or organizations at school and/or in the community. 19. Religious Community: Young person spends one or more hours
- 20. Time at Home: Young person is out with friends "with nothing special to do" two or fewer nights per week.

## **INTERNAL ASSETS**

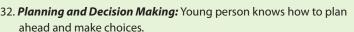
## COMMITMENT TO LEARNING - O

- 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 COMPETENCE



- 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.
- 35. Resistance Skills: Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution:** Young person seeks to resolve conflict non-violently.

#### POSITIVE IDENTITY (3)

- 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.







per week in activities in a religious institution.