

Search Institute<sup>SM</sup> has identified the following building blocks of healthy development that help elementary-age children grow up healthy, caring, and responsible.

Category	Asset Name and Definition			
<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 children communicate positively. Children are willing to seek advice and counsel from their parents.</li> <li>3. <b>Other Adult Relationships</b>-Children have support from at least one adult other than their parents. Their parents have support from people outside the home.</li> <li>4. <b>Caring Neighborhood</b>-Children experience caring neighbors.</li> <li>5. <b>Caring Out-Of-Home Climate</b>-School and other activities provide caring, encouraging environments for children.</li> <li>6. <b>Parent Involvement in Out-of-Home Situations</b>- Parents are actively involved in helping children succeed in school and in other situations outside the home.</li> </ol>			
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community Values Children</b>-Children feel that the family and community value and appreciate children.</li> <li>8. <b>Children are Given Useful Roles</b>-Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community.</li> <li>9. <b>Service to Others</b>-Children serve others in the community with their family or in other settings.</li> <li>10. <b>Safety</b>- Children are safe at home, at school, and in the neighborhood.</li> </ol>		
		<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family Boundaries</b>-The family has clear rules and consequences and monitors children's activities and whereabouts.</li> <li>12. <b>Out-of-Home Boundaries</b>-Schools and other out-of-home environments provide clear rules and consequences.</li> <li>13. <b>Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring children's behavior.</li> <li>14. <b>Adult Role Models</b>-Parents and other adults model positive, responsible behavior.</li> <li>15. <b>Positive Peer Observation</b>-Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings.</li> <li>16. <b>Appropriate Expectations for Growth</b>-Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents.</li> </ol>	
			<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative Activities</b>-Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere.</li> <li>18. <b>Out-of-Home Activities</b>-Children spend one hour or more each week in extracurricular school activities or structured community programs.</li> <li>19. <b>Religious Community</b>-The family attends religious programs or services for at least one hour per week.</li> <li>20. <b>Positive, Supervised Time at Home</b>-Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.</li> </ol>

**External Assets**

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| <b>Commitment to Learning</b> | <p><b>21. Achievement Expectation and Motivation</b>-Children are motivated to do well in school and other activities.</p> <p><b>22. Children are Engaged in Learning</b>-Children are responsive, attentive, and actively engaged in learning.</p> <p><b>23. Stimulating Activity</b>-Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it's assigned.</p> <p><b>24. Enjoyment of Learning and Bonding with School</b>-Children enjoy learning and care about their school.</p> <p><b>25. Reading for Pleasure</b>-Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.</p>           |
| <b>Positive Values</b>        | <p><b>26. Caring</b>-Children are encouraged to help other people.</p> <p><b>27. Equality and Social Justice</b>- Children begin to show interest in making the community a better place.</p> <p><b>28. Integrity</b>-Children begin to act on their convictions and stand up for their beliefs.</p> <p><b>29. Honesty</b>-Children begin to value honesty and act accordingly.</p> <p><b>30. Responsibility</b>-Children begin to accept and take personal responsibility for age-appropriate tasks.</p> <p><b>31. Healthy Lifestyle and Sexual Attitudes</b>-Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.</p>  |
| <b>Social Competencies</b>    | <p><b>32. Planning and Decision Making Practice</b>-Children begin to learn how to plan ahead and make choices at appropriate developmental levels.</p> <p><b>33. Interpersonal Skills</b>-Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.</p> <p><b>34. Cultural Competence</b>-Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.</p> <p><b>35. Resistance Skills</b>-Children start developing the ability to resist negative peer pressure and dangerous situations.</p> <p><b>36. Peaceful Conflict Resolution</b> -Children try to resolve conflicts nonviolently.</p> |
| <b>Positive Identity</b>      | <p><b>37. Personal Power</b>-Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.</p> <p><b>38. Self-Esteem</b>-Children report having high self-esteem.</p> <p><b>39. Sense of Purpose</b>-Children report that their lives have purpose and actively engage their skills.</p> <p><b>40. Positive View of Personal Future</b>-Children are hopeful and positive about their personal future.</p>  |

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