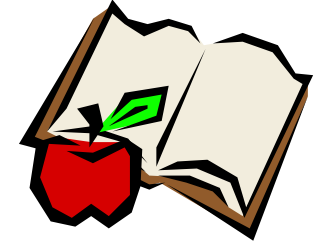




# Junior Achievement and the 40 Developmental Assets



How do they connect?

We, at Junior Achievement, take a personal responsibility for helping to cultivate assets in the children of our area. Each of our programs, from Elementary to High School, aids in helping teachers, parents and volunteers to build upon any assets the children already have and help to develop new assets. The table below shows how our *Elementary School Program* (ESP), our Middle School Programs *Enterprise in Action* (EIA) and *Economics of Staying in School* (ESIS), and our High School Program *Success Skills* (SS) help nurture the 40 Developmental Assets.

External Assets	ESP	EIA	ESIS	SS	Internal Assets	ESP	EIA	ESIS	SS
Family Support					Achievement Motivation	X	X	X	X
Positive Family Communication					School Engagement	X	X	X	X
Other Adult Relationships	X	X	X	X	Homework				
Caring Neighborhood	X				Bonding to School	X		X	
Caring School Climate					Reading for Pleasure				
Parent Involvement in Schooling	X	X	X	X	Caring				
Community Values Youth	X	X	X	X	Equality and Justice		X		
Youth as Resources					Integrity		X		
Service to Others					Honesty		X		
Safety					Responsibility	X	X	X	X
Family Boundaries					Restraint		X	X	X
School Boundaries					Planning and Decision Making	X	X	X	X
Neighborhood Boundaries					Interpersonal Competence	X		X	X
Adult Role Models	X	X	X	X	Cultural Competence				X
Positive Peer Influence					Resistance Skills			X	X
High Expectations	X	X	X	X	Peaceful Conflict Resolution				X
Creative Activities					Personal Power	X	X	X	X
Youth Programs					Self-Esteem				
Religious Community					Sense of Purpose	X		X	
Time at Home					Positive View of Personal Future	X	X	X	

*Junior Achievement uses hands-on experiences to help young people understand the economics of life. In partnership with business and educators, JA brings the real world to students, opening their minds to their potential.*

# Search Institute's 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

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## EXTERNAL ASSETS:

### Support

1. Family Support—Family life provides high levels of love and support.
2. Positive family communication—Young person and his/her 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 non-parent adults.
4. Caring Neighborhood—Young person experiences caring neighbors.
5. Caring School Climate—School Provides a caring, encouraging environment
6. Parent involvement in schooling—Parent(s) 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, at school, and in the neighborhood.

### Boundaries and 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. Neighborhood Boundaries—Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models—Parent(s) and other adults model positive, responsible behavior.
15. Positive Peer Pressure—Young person's best friends model responsible behavior.
16. High Expectations—Both parent(s) and teachers encourage the young person to do well.

### Constructive Use of Time

17. Creative Activities—Young person spends three or more hours per week in lessons or practice of 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.

## INTERNAL ASSETS:

### Commitment to learning

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 person.
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 Competencies

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 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 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.