

Infusing Asset Building, Resiliency & Youth Development to Improve School Climate

Training Facilitator Guide



INFUSING ASSET BUILDING, RESILIENCY & YOUTH DEVELOPMENT to IMPROVE SCHOOL CLIMATE

Facilitator Presentation Outline

Facilitator Outline Purpose: *Script and materials to lead a presentation about asset building, resilience and youth development. Multiple options of interactive activities and educational tools have been created to be utilized throughout the lesson. Select which activities will best fit your group size, experience/skill level and audience.*

Target Audience: All staff working with youth including: Administrators, Teachers, School staff and After School Program staff.

Suggested Time: 1 hour 15 minutes

Materials:

- Facilitation Outline
- Butcher paper and markers
- "You Have to Live It" Video (optional)
- Handouts (see below)

Handouts:

- Participant's Agenda
- Search Institute's 40 Developmental Assets™
- Asset Building, Resilience & Youth Development Fact Sheet
- BEST PRACTICES and RESOURCES Asset Building & Youth Development Tips Sheet
- Asset Building, Resilience & Youth Development Discussion/Video Questions
- 40 Assets Find Someone Who Bingo Activity Sheet
- Action Plan Worksheet
- Asset Building/ Youth Development Module Evaluation Tool

Equipment:

- VCR/TV
- Flip Chart
- Overhead Projector (optional)

Presentation Preparation:

- Select workshop activities from options suggested in the Facilitator's Outline Agenda (below)
- Prepare purpose, goal and objectives on overhead or butcher paper to display

FACILITATOR'S OUTLINE AGENDA

Facilitator: Prior to presentation please choose/prepare one activity from options provided:

- (7-8 minutes) **I. WELCOME, OVERVIEW OF GOAL, OBJECTIVES & BACKGROUND**
- (10 minutes) **II. WARM-UP ACTIVITY/ DO-NOW—choose one activity below-**
 - 1. Write-Out/Share-Out Activity
 - 2. Stand Up And Respond
 - 3. Hand Shake Game
- (30 minutes) **III. CONTENT OF PRESENTATION—choose one activity below-**
 - 1. Youth Development/Asset Based Approach vs. Deficit Based Approach Activity
 - 2. Video Clip, Overview Fact Sheet and Small Group Discussion
 - 3. Each One Teach One
- (15 minutes) **IV. WRAP-UP/ ACTION PLANNING- Making it Come Alive at Your Site**
- (5 minutes) **V. EVALUATION/ POST-ASSESSMENT**

Participant's Agenda

INFUSING ASSET BUILDING, RESILIENCY & YOUTH DEVELOPMENT to IMPROVE SCHOOL CLIMATE

Objectives: At the conclusion of this presentation, participants will have:

- ★ Shared strategies related to asset building, resilience and youth development;
- ★ Increased awareness of the Search Institute's 40 Developmental Assets™, and developed strategies to build assets with youth;
- ★ Identified resources and people who will be able to offer support within this domain;
- ★ Created an action plan to incorporate strategies into participant's daily practice.

- (7-8 minutes) **I. WELCOME, OVERVIEW OF GOAL, OBJECTIVES & BACKGROUND DATA**
- (10 minutes) **II. WARM-UP ACTIVITY/ INTRODUCTION TO PRESENTATION**
- (30 minutes) **III. CONTENT OF PRESENTATION**
- (15 minutes) **IV. WRAP-UP/ ACTION PLANNING-
Making it Come Alive at Your Site**
- (5 minutes) **V. EVALUATION/ POST-ASSESSMENT**

I. WELCOME, OVERVIEW OF GOAL, OBJECTIVES & BACKGROUND DATA:

Activity Time: 7-8 minutes

Facilitator:

- I. Begin the presentation with a welcome, explaining to participants the purpose of the presentation, give an overview of the goal and objectives, background data and review agenda.
- II. Create a "Parking Lot", i.e. a place where unanswered questions/other issues can be written and possibly addressed later in the presentation.

Purpose of Workshop: To continue to work collaboratively with researched based strategies to create a positive climate for young people to learn and reach their optimum potential.

Workshop Goal: To increase participant's knowledge about asset building, resiliency and youth development and create an action plan to incorporate these strategies into participant's daily practice through an interactive, team building workshop.

Workshop Objectives: At the conclusion of this presentation, participants will have:

- ★ Shared strategies related to asset building, resilience and youth development;
- ★ Increased awareness of the Search Institute's 40 Developmental Assets™, and developed strategies to build assets with youth;
- ★ Identified resources and people who will be able to offer support within this domain;
- ★ Created an action plan to incorporate strategies into participant's daily practice.

Background Data: 2002/03 California Healthy Kids Survey Resiliency Results. Please highlight key findings and areas for growth. e.g. as the students grow, the results reflect lower scores.

Percent of students Scoring High in Assets (%) – SFUSD and CA Results California Healthy Kids Survey Results 2002/03

	Grade 5		Grade 7		Grade 9		Grade 11		Non Traditional	
	SFUSD	CA	SFUSD	CA	SFUSD	CA	SFUSD	CA	SFUSD	CA
Total External Assets	67	69	44	64	39	54	41	54	42	33
Caring Relationships	74	75	47	64	44	56	45	58	49	44
High Expectations	79	80	58	76	56	67	54	66	52	45
Meaningful Participation	18	17	22	40	18	29	18	26	13	11
School Environment	49	53	25	48	20	32	23	33	23	25
Caring Relationships: Adult in School	60	63	26	47	23	33	27	36	31	32
High Expectations: Adult in School	55	60	39	62	35	46	34	46	40	39
Meaningful Participation	14	16	12	24	8	16	10	15	6	10

II. WARM-UP ACTIVITY/ INTRODUCTION TO PRESENTATION: Option #1: Write-Out/Share-Out Activity

Purpose: To tap into participant's prior knowledge, begin to define terms and start the discussion regarding school climate through an interactive activity.

Materials: Search Institute's 40 Developmental Asset™ handout sheet
Butcher Paper and Markers
Paper and Writing Tool

Audience: Recommended for groups who may or may not be familiar with each other.

Activity Time: 10 minutes

Facilitator:

- 1) Hand out Search Institute's 40 Developmental Asset™ sheet
- 2) Have participants respond to the following question(s) on a piece of paper (questions written on butcher paper or board prior to class presentation)
 - *“After reviewing Search Institute's 40 Developmental Assets™, can you identify assets that you've seen demonstrated by young people or adults?”*
 - *“Have you known anyone who has been intentionally developing young people's assets, if so what did that person do?”*
- 3) After five minutes, have participants share and discuss their responses.
- 4) Record a list of responses on the board categorizing similar responses. Leave the list posted for the duration of the lesson.
- 5) Refer back at end of presentation to see if presentation assisted participants in better understanding why it is important to learn about asset building and if they have learned additional resources/strategies to assist in asset building.

II. WARM-UP ACTIVITY/ INTRODUCTION TO PRESENTATION: Option #2: Stand Up and Respond

Purpose: To tap into participants' prior knowledge, begin to define terms and start the discussion regarding school climate through an interactive activity.

Materials: Search Institute's 40 Developmental Asset™ handout sheet
Butcher Paper and Markers

Audience: Recommended for large groups who may or may not be familiar with each other.

Activity Time: 10 minutes

Facilitator:

- 1) Directions to this activity should be written on butcher paper or board prior to presentation.
- 2) Have Participants review the Search Institute's 40 Developmental Asset™ handout sheet.
- 3) Ask Participants to stand up and find two other people they don't normally work with and do the following:
 - Introduce themselves, share their favorite hobby and answer the question:
 - *"After reviewing the 40 Developmental Assets, can you identify assets you've seen demonstrated by young people or adults."*
- 4) Participants are given three minutes to discuss, than ask participants to find three other people they have not yet worked with and form a new group and do the following:
 - Introduce themselves, and share:
 - *"Best way someone has supported or helped them."*
- 5) After five to seven minutes, have participants sit down and share any "ah-has" from their discussion.
- 6) *Facilitator or scribe* to record a list of participant's responses. Leave the list posted for the duration of the lesson.
- 7) Refer back at end of presentation to see if presentation assisted participants in better understanding why it is important to learn about asset building and if they have learned additional resources/strategies to assist in asset building.

II. WARM-UP ACTIVITY/ INTRODUCTION TO PRESENTATION: Option #3: Hand Shake Game

Purpose: To tap into participants' prior knowledge, begin to define terms and start the discussion regarding school climate through an interactive activity.

Materials: None

Audience: Recommended for large groups who may or may not be familiar with each other. Space to move around is needed.

Activity Time: 10 minutes

Facilitator:

Possible Activity Introduction-

“Often we find that young people do not know how to shake hands- It is very empowering to be treated respectfully and as an equal when peers or adults introduce themselves this way. The following activity will generate a strong first impression and introduce you to some new people or new facts about those you may already know.”

- 1) Find someone who you do not normally work with and shake their hand. Make eye contact, smile, grab their hand firmly and introduce yourself (*demonstrate*). As you shake hands, share with your handshake partner in four words or less your favorite way to make a young person feel welcome.
- 2) Now find a new partner. This will be your High Five Partner. As you give your partner a high five, tell them the name of an adult/teacher or friend that made a difference in your life (*demonstrate*).
- 3) Now find a new partner. This will be your Doe-See-Doe Partner. As you Doe-See-Doe your partner, tell them in four words or less how you will intentionally support youth this year (*demonstrate*). e.g. “I will smile in the hallways.”
- 4) Now on my call, you are going to go back and find your original partners and as you shake, high five, and doe-see-doe, share your partner's original answers to the questions.
- 5) Go High Five your Partner! *Participants should go high five their partner and share what their partner said for high fives.*
- 6) Repeat for Shakes, High Fives, and Doe-See-Does until everyone has gone back to greet their partner at least once.

III. CONTENT OF PRESENTATION :

Option #1) Video Clip - Youth Development/Asset Based Approach vs. Deficit Based Approach Activity

Purpose: To participate in strategy sharing discussions to understand the shift to utilizing a Youth Development/Asset Based approach when working with young people.

Materials: “You Have to Live It” video (optional)
Asset Building, Resilience & Youth Development Fact Sheet
Working with Youth Utilizing a Youth Development/Asset Based Approach Overview
Youth Development/Asset Based Approach vs. Deficit Based Approach Worksheet
Search Institute’s 40 Developmental Asset™ handout sheet
BEST PRACTICES and RESOURCES Asset Building & Youth Development Tips Sheet

Audience: Recommended for large groups who may or may not be familiar with each other.

Activity Time: Total 30 minutes- 7 minutes for video, 10 minutes for small group work and 10 minutes share out. Ensure each activity is completed in time allotted

Facilitator:

This activity can be completed with the “You Have to Live It” video or Facilitators can choose not to use the video for this activity.

- 1) Before presentation prepare “You Have to Live It” video
- 2) Introduce Purpose of Content Presentation and if possible, share personal experience as it relates to topic, e.g. “Creating a safe school climate environment can start with something as simple as adults greeting youth positively in the hallway.” Explain that participants will view a video which is called “You Have to Live It” to share some important information about making the shift to utilizing a Youth Development/Asset Based approach when working with young people.
- 3) Watch “You Have to Live It” video (optional).
- 4) Divide into groups of 4-6 participants and have each group identify a reporter and recorder. Distribute and review the *Working with Youth Utilizing a Youth Development/Asset Based Approach Overview*, *Youth Development/Asset Based Approach vs. Deficit Based Approach Worksheet* and the *Asset Building, Resilience & Youth Development Fact Sheet* with participants.
- 5) Review the *Working with Youth Utilizing a Youth Development/Asset Based Approach Overview* sheet. Have participants make some suggestions of examples of situations or reactions that use a Youth Development/Asset Based Approach and Deficit Based Approach.
- 6) Allow groups 10 minutes to brainstorm and complete the *Youth Development/Asset Based Approach vs. Deficit Based Approach Worksheet*.
- 7) Ask each group to share out responses to the larger group. Scribe answers and key highlights on butcher paper. Allow 10 minutes to share out answers.
- 8) Hand out *BEST PRACTICES and RESOURCES Asset Building & Youth Development Tips Sheet*.

III. CONTENT OF PRESENTATION :

Option #2) Video Clip - Overview Fact Sheet and Small Group Discussion Activity

Purpose: To participate in strategy sharing discussions and activities related to asset building, resilience and youth development.

Materials: “*You Have to Live It*” video
Asset Building, Resilience & Youth Development Fact Sheet
Asset Building, Resilience & Youth Development Discussion/Video Questions
Search Institute’s 40 Developmental Asset™ handout sheet
BEST PRACTICES and RESOURCES Asset Building & Youth Development Tips Sheet
Butcher Paper and Markers

Audience: Recommended for large groups who may or may not be familiar with each other.

Activity Time: Total 30 minutes- 7 minutes for video, 10 minutes for small group work and 10 minutes share out. Ensure each activity is completed in time allotted

Facilitator:

- 9) Before presentation prepare “*You Have to Live It*” video
- 10) Introduce Purpose of Content Presentation and if possible, share personal experience as it relates to topic, e.g. “Creating a safe school climate environment can start with something as simple as adults greeting youth positively in the hallway.” Explain that participants will view a video which is called “*You Have to Live It*” to share some important information about Asset Building and Resilience & Youth Development.
- 11) Watch “*You Have to Live It*” video.
- 12) Divide into groups of 4-6 participants and have each group identify a reporter and recorder. Distribute and review the *Asset Building, Resilience & Youth Development Discussion/Video Questions* and the *Asset Building, Resilience & Youth Development Fact Sheet* with participants.
- 13) Allow groups 10 minutes to answer questions.
- 14) Ask each group to share out responses for one of the questions to the larger group. Scribe answers and key highlights on butcher paper. Allow 10 minutes to share out answers.
- 15) Hand out *BEST PRACTICES and RESOURCES Asset Building & Youth Development Tips Sheet*.

III. CONTENT OF PRESENTATION :

Option #3) Each One Teach One - Small Group Discussion Activity

Purpose: To participate in strategy sharing discussions and activities related to asset building, resilience and youth development.

Materials: *Asset Building, Resilience & Youth Development Fact Sheet*
Search Institute's 40 Developmental Asset™ handout sheet
BEST PRACTICES and RESOURCES Asset Building & Youth Development Tips Sheet
Butcher Paper and Markers for each group
15 second warning card
Individual Activity Topics

Audience: Recommended for large groups who may or may not be familiar with each other.

Activity Time: Total 30 minutes- 10 minutes for small group work and 20 minutes share out. Ensure each activity is completed in time allotted.

Facilitator:

- 1) Hand out and review the *Asset Building, Resilience & Youth Development Fact Sheet* that outlines the 3 models-Asset Building, Resiliency and Youth Development. Explain that we will be examining components of each model through a group brainstorm and short one minute presentation of each area.
- 2) Break participants into small groups. Have each group select out of a hat the area that they are going to teach to the group (see topics below).
- 3) Give each group 10 minutes to brainstorm the topic and answer the following questions: *What is it? Why use it? When to use it? How can it be used? and/or Share Example of when you've seen this "Come to Life"?* Use *Asset Building, Resilience & Youth Development Fact Sheet* and Search Institute's 40 Developmental Asset™ handout sheet as general reference for material.
- 4) Each group should document findings on butcher paper. Have each group identify a recorder and reporter to share out.
- 5) After 10 minutes, bring group back together. Explain that they may not be the experts in these areas, but we all will be able to understand all the components after the short overview. Remind each group that they will have one minute to present.
- 6) Create a card that says 15 second warning that you will flash to keep them at their time limit.
- 7) Have each group present topic in a one minute presentation.
- 8) Provide 3-5 minutes of reflection for the participants to identify key strategies and ah-ha's to the group. Scribe reflection on butcher paper.

III. CONTENT OF PRESENTATION:
Option #3) Each One Teach One - Small Group Discussion Activity Topics:

Small Group Discussion Activity Topics:

Support (External Asset)	Empowerment (External Asset)
Boundaries & Expectations (External Asset)	Constructive Use of Time (External Asset)
Commitment to Learning (Internal Asset)	Positive Values (Internal Asset)
Social Competencies (Internal Asset)	Positive Identity (Internal Asset)
Safety (Youth Development Principle)	Relationship Building (Youth Development Principle)
Skill Building (Youth Development Principle)	Youth Participation (Youth Development Principle)
Community Involvement (Youth Development Principle)	

IV. WRAP-UP/ACTION PLANNING:

Purpose: To allow participants time for processing information and identifying Asset Building, Resilience & Youth Development strategies they can incorporate in the future.

Materials: Action Plan Worksheet
Butcher Paper and Markers

Activity Time: 10 minutes

Facilitators:

MAKING IT COME ALIVE AT YOUR SITE:

- 1) Explain to participants the purpose of the wrap up action planning activity.
- 2) Pass out Action Plan Worksheet.
- 3) Participants will individually complete the Action Plan Worksheet (see resources). (5-7 minutes)
- 4) Find one or two other people to share out one or two components of their action plan. (3 minutes)
- 5) Ask group to share out if they identified or heard a strategy that would be interesting/useful to improve school climate.
- 6) Scribe highlights on butcher paper.

V. EVALUATION/POST-ASSESSMENT:

Purpose: To identify ways to improve presentation as well as measure if information was learned from the presentation.

Materials: Asset Building/ Youth Development Module Evaluation Tool

Activity Time: 5 minutes

Facilitator:

- 1) Explain to participants the purpose of the Asset Building/ Youth Development Module Evaluation/Post Assessment.
- 2) Pass out Evaluation Tool and provide 5 minutes for participants to complete it. Encourage all participants to complete evaluations and designate a location for submission.
- 3) While participants are completing Evaluation Tool, address “Parking Lot” and any other questions people may have prior to the end of the presentation. Acknowledge if “Parking Lot” issues were addressed and if not, identify next steps to address participant’s questions.
- 4) Review presentation objectives and provide final opportunity for participants to ask questions.
- 5) Ask participants to complete a simple evaluation/post-test, provide five minutes and collect. This should include a component where participants can ask for more information.

Facilitator:

If more activities or resources are needed, refer to the Extension Activities below for additional short activities that can be utilized at staff meetings/professional development.

VI. RESOURCES:

VOCABULARY (as defined by Search Institute and CNYD):

- ★ **Asset Based Approach-** Comprehensive approach that addresses supporting the whole child in building the strengths (externally and internally) that young people need to grow up to be healthy and responsible.
- ★ **Deficit Based Approach-** Deficit based programming focuses on preventing or reducing specific problem behaviors among groups of young people who are at risk for these particular behaviors. Deficit programs tend to be narrowly focused interventions; program success is defined as the reduction or elimination of the particular negative behavior.
- ★ **External Assets-** The positive experiences young people receive from the world around them. (*Support, Empowerment, Boundaries and Expectations, Constructive Use of Time*)
- ★ **Internal Asset-** The important roles that families, schools, congregations, neighborhoods, and youth organizations play in promoting healthy development. (*Commitment to Learning, Positive Values, Social Competencies, Positive Identity*)
- ★ **Resiliency-** The quality that allows young people to “bounce back”, recover from negative experiences or overcome obstacles and risk factors in their lives.
- ★ **Youth Development-** The process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood.

RESEARCHED BASED RESOURCES & PROGRAMS:

- Science Based Programs with Youth Development Strategies Overview and Descriptions (provided in packet)
- Community Network for Youth Development (CNYD) youth development framework, activities and resources- www.cnyd.org
- Community Network for Youth Development (CNYD) Youth Development On-Line, a free on-line resource for youth development professionals- www.cnyd.org/ydol_beta/
- Search Institute Asset Building Information and Tools, including the 40 Developmental Assets™- www.search-institute.org/
- National Institute of Out of School Time- www.niost.org
- National Youth Development Information Center- www.nydic.org/nydic/
- Youth Leadership Institute- www.yli.org
- After School Alliance- www.afterschoolallaince.org

ACADEMIC CONTENT STANDARDS:

(Source California Challenge Health Education Standards)

- Health Standard 1- The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.
- Health Standard 8- The student will identify products, services and information that may be helpful or harmful to his or her health.

VII. EXTENSION ACTIVITIES:

The following activities are short extension activities that can be utilized at staff meetings/professional developments to continue discussions of how team (Administrators, teachers, school staff, or after school program staff) will deliberately infuse asset building, resiliency & youth development into practice.

Option #1) Let's Make it Deliberate

Purpose: Group discussion topics to review how to infuse Asset Building, Resiliency & Youth Development principles and to continue the discussion of how to take it deeper through asking questions at the beginning of a staff meeting.

Materials: none

Activity Time: 10-15 minutes

Facilitator:

Sample Questions:

- 1) "What types of successful Asset Building, Resiliency & Youth Development activities have you infused into your classroom this year?"
- 2) "How have your students responded to you/your class since infusing Asset Building, Resiliency & Youth Development?"
- 3) "What are some suggestions for activities that could help infuse Asset Building, Resiliency & Youth Development school wide?"
- 4) "This year we were going to intentionally focus on infusing asset building, resiliency & youth development school-wide. Utilizing the SHPD Health Awareness Month Asset Building Focus for this month (see assets and activities in WAD) how can we collaboratively work to incorporate these assets into our school and classrooms?"
You can use the Asset Building Action Planning Tool (attached) to create action steps for incorporating assets school-wide.

Option #2) Find Someone Who

Purpose: A group activity to find people who are building assets and to review Asset Building, Resiliency & Youth Development principles. This activity will continue the discussion of how to take these concepts deeper through an interactive activity that can be used at the beginning of a staff meeting and/or in classrooms.

Materials: *Find Someone Who Bingo Activity Sheet*

Activity Time: 10-15 minutes

Facilitator:

- 1) Hand Out the *Find Someone Who Bingo Activity Sheet*.
- 2) Review purpose of the “*Find Someone Who*” activity. Explain directions of activity.
- 3) Directions: When you find someone who knows an answer, write down his or her name on the line on the right side of the paper or in the box of the game board. If the person you’re questioning doesn’t know the answer to one question, search for a question they can answer (e.g. Is good at finding solution when problems arise....). You can only write down someone’s name once and you **can’t** write your own name. Object is to try to identify a person for all of the squares. The group will get 7 minutes.
- 4) Call time and ask everyone to be seated. You can give a prize to the first three students that complete the activity and debrief with a question such as: “Which questions were hardest to find a response to?”

HANDOUTS

School Health Program Department **ASSET BUILDING, RESILIENCY & YOUTH DEVELOPMENT** **FACT SHEET**

WHAT IS IT?

Asset Building, Resiliency and Youth Development and are philosophies and strategies for creating youth centered environments that prioritize the positive development of young people.

WHY USE IT?

Research and practitioner experience has proven that a positive school day and after school environment that intentionally develops youth's assets and adopts a youth development approach can provide the experiences and skills that youth need to develop into healthy adults.

WHEN TO USE IT?

Utilizing an asset building, resiliency and youth development based approach is effective in planning and facilitating all aspects of school day and after school programs. The approach can be used:

- As the foundation of your school's philosophy to establish emotionally, physically safe and engaging learning environments;**
- As a framework for creating engaging classroom, program structures and activities that offer meaningful participation, build skills and expose youth to new opportunities and resources;**
- As an approach for increasing youth involvement and youth buy in to lesson and activity components;**
- As a professional development component or part of a job orientation for all staff.**

HOW IT IS USED:

Below are three philosophies of asset building, resiliency and youth development that are often referred to by school sites, local city agencies and community based organizations.

SFUSD- School Health Programs Department encourages the following **Asset Building, Resiliency** and **Youth Development** core principles for working with young people as measured by the California Healthy Kids Survey (CHKS):

- Young people have the capacity to develop and transform as they move toward adulthood.**
- Young people are genetically intended to develop and are actively seeking to meet their own needs.**
- All young people need the same types of positive resources:**
 - Caring, Respectful Relationships*
 - High, Clear and Fair Expectations*
 - Meaningful Opportunities to Participate and Contribute*
- All young people need adults in their lives.**

The **Community Network for Youth Development (CNYD)** defines **Youth Development** as the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood. The following are the five supports and opportunities of youth development as defined by CNYD: (Community Network for Youth Development, 2001, CNYD)

- ★ **Safety**-The experience of physical and emotional safety that young people need in order to learn important life skills they will need in adulthood.
- ★ **Relationship Building**- The development of caring, supportive relationships between adults and young people, and among young people and their peers.
- ★ **Meaningful Youth Participation**– Activities through which young people participate in decision making, develop and practice leadership skills, and experience a sense of belonging.
- ★ **Community Involvement**- Activities that increase young people’s knowledge of the community beyond the program and allow them to give back to the community, and experience a sense of connection to it.
- ★ **Skill Building/Learning Experiences**- Experiences that allow young people to expand their understanding and knowledge of themselves, their environment and to master new concepts and skills.

The **Search Institute’s 40 Developmental Assets™** are personal skill building blocks that focus on positive experiences that young people receive from the people and institutions in their lives. The development of both **external and internal assets** is vital to the **resiliency** that an individual demonstrates both as an adolescent and as an adult and after school programs offer an ideal environment to build upon these assets. The following page lists the Search Institute’s 40 Developmental Assets™.

OTHER TERMS (as defined by Search Institute and CNYD):

- ★ **Asset Based Approach**- Comprehensive approach that addresses supporting the whole child in building the strengths (externally and internally) that young people need to grow up to be healthy and responsible.
- ★ **Deficit Based Approach**- Deficit based programming focuses on preventing or reducing specific problem behaviors among groups of young people who are at risk for these particular behaviors. Deficit programs tend to be narrowly focused interventions; program success is defined as the reduction or elimination of the particular negative behavior.
- ★ **External Assets**- The positive experiences young people receive from the world around them. (*Support, Empowerment, Boundaries and Expectations, Constructive Use of Time*)
- ★ **Internal Asset**- The important roles that families, schools, congregations, neighborhoods, and youth organizations play in promoting healthy development. (*Commitment to Learning, Positive Values, Social Competencies, Positive Identity*)
- ★ **Resiliency**- The quality that allows young people to “bounce back”, recover from negative experiences or overcome obstacles and risk factors in their lives.
- ★ **Youth Development**- The process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood.



BEST PRACTICES and RESOURCES Asset Building & Youth Development

What does a school with exemplary **Asset Building & Youth Development** look like?

Staff who.....

- Make and take the time to foster caring relationships with students
- Smile and address students by name
- Clarify and post expectations and consequences initially and review throughout the year
- Are versed in youth development and asset building principles and utilize these skills to plan and structure classroom activities and projects
- Communicate with youth using asset-based language by building on strengths and teachable moments
- Are comfortable shifting at times from an adult-led to a youth-led classroom activity or structure by incorporating youth ideas, providing opportunities for youth leadership, and training youth as activity/project facilitators

Students who.....

- Feel comfortable sharing their ideas and opinions to adults through classroom discussions, focus groups, surveys and through participating in activities
- Have opportunities to lead their peers by making daily announcements, leading activities, or being involved with youth leadership groups
- Are trained as youth tour guides for visitors
- Are trained as peer-helpers, peer-tutors and peer-mediators
- Have a sense of pride and ownership of their classroom and school

School/classroom structure that....

- Ensures adults are in hallways, cafeteria and yard during transition times, lunch and after school to greet students and encourage safety and respect at school.
- Posts expectations and consequences in hallways for all members of school community. Ensures that staff/youth consistently share and implement expectations.
- Provides opportunities for all youth to build caring relationships with adults and peers, participate in meaningful ways and successfully meet high expectations
- Regularly recognizes student and school successes (daily shout-outs, youth awards, peer appreciation board, student incentive systems)

- Incorporates opportunities for youth to choose activities on a regular basis (e.g. lunchtime activities, after school program, school site council votes)
- Offers exposure to many different types of clubs and enrichment activities for students
- Provides opportunities for youth to lead activities, games and projects
- Provides opportunities for youth to assist in school activity planning (giving activity ideas, participating in focus groups, youth surveys, etc.)
- Incorporates community building activities, community circles and youth forums to give youth a fun and safe place to share information about themselves and learn about their peers
- Showcases accomplishments, completed projects, and successes through school events/showcases, newsletters or bulletin boards

Physical Environment that....

- Is welcoming and youth friendly
- Is emotionally and physically safe
- Promotes and fosters open communication between youth, adults, and peers

Research Based Curriculum and Resources:

- Community Network for Youth Development (CNYD) youth development framework, activities and resources- www.cnyd.org
- Community Network for Youth Development (CNYD) Youth Development On-Line, a free on-line resource for youth development professionals- www.cnyd.org/ydol_beta/
- Search Institute Asset Building Information and Tools, including the 40 Developmental Assets™- www.search-institute.org/
- National Institute of Out of School Time- www.niost.org
- National Youth Development Information Center- www.nydic.org/nydic/
- Youth Leadership Institute- www.yli.org

“You Have to Live It” Video Discussion Questions

- **Building relationships** with students is the foundation of fostering Developmental Assets in their lives as young people as well as learners.

- **Creating supportive environments** is a key to providing a learning and growth experience that is both productive and positive.

- **Connecting to programs and practices** that already are known by staff and are sound instructionally enables the asset model to be infused within the existing goals and priorities of schooling on an everyday basis.

Please discuss the following questions:

- 1) What in the video stood out for you? Was it the young people’s remembrances of school adults who really made a difference to them? Was it the idea of shifting from a focus on what’s wrong with kids to what’s right with kids?

- 2) Why do you think the video was called “You Have to Live It?”

- 3) How could the video we just saw relate to your school community? How can we do things better?

- 4) Complete the “Asset Action Plan Tool” as a way to assist yourself in organizing next steps regarding Asset Building and positive ways to make a difference.

40 Assets Find Someone Who Bingo

Find someone who has accomplished one of the 40 Developmental Assets as indicated in the boxes below. Have them write their name in the box. The goal is to complete at least two rows for Bingo. (Each square represents one of the 40 developmental assets identified by Search Institute.)

Has returned money when got incorrect change at a store #29 Honesty	Has stood up to pressure to do something unhealthy #35 Resistance skills	FREE!	Has intervened when someone does something wrong in the neighborhood #13 Neighborhood boundaries	Is good at finding solutions when problems arise #37 Personal power	Has rarely felt bored in school #22 School engagement	Often volunteers to serve others #9 Service to others
Spent yesterday evening at home with family #29 Time at home	FREE!	Doesn't believe, "If it feels good, do it" #31 Restraint	Has/had teachers who encouraged to always do her or his best #16 High expectations	FREE!	Remembers people's birthdays #33 Interpersonal competence	Has rules about telling other family members where you are #11 Family boundaries
Is in the middle of a good book (What is it?) #25 Reading for pleasure	Has role models who spend time helping others #14 Adult role models	Considers him or herself an optimist (Why?) #40 Positive view of personal future	Eats dinner with the family most evenings #1 Family support	Has been laughed at for taking an unpopular stand on an issue #28 Integrity	Has a regular family meeting at home #2 Positive family communication	FREE!
Can't think of anyone else he/she would rather be #38 Self-esteem	Works hard to do best at school or work #21 Achievement motivation	FREE!	Has risen to a challenge because of encouragement from friends #15 Positive peer influence	Participated in religious activities during the past week #19 Religious community	Has made a major life choice because of a sense of purpose #39 Sense of purpose	Thanks young people when they take leadership #7 Community values youth
FREE!	Knows the school policy on violence/bullying #12 School boundaries	Remembers an adult who really influenced his or her life (How?) #3 Other adult relationships	FREE!	Volunteers (or her/his parent volunteers) in a school #6 Parent involvement in school	Knows the school's cheer or fight song #24 Bonding to school	Knows names of at least 10 neighbors #4 Caring neighborhood
Participates or volunteers in a community youth program #18 Youth programs	Has worked hard to meet a commitment that wasn't enjoyable #30 Responsibility	Does or has done homework every school night #23 Homework	Does something unique to keep safe #10 Safety	Is fluent in two or more languages #34 Cultural competence	FREE!	Enjoys planning big projects #32 Planning and decision making
Did or does something to make a school more friendly #5 Caring school climate	Has training in conflict resolution #36 Peaceful conflict resolution	FREE!	Has been in a protest march to address a social issue or concern #27 Equality and social justice	Has helped find leadership opportunities #8 Youth as resources	Plays a musical instrument (Which one?) #17 Creative activities	Raises or gives money to help with famine or disaster relief #26 Caring

SFUSD-School Health Programs Department, 2005

Name _____ School _____

ACTION PLANNING TOOL: _____

Identify implementation strategies and write an action / next step for each of the domains that apply.

←SCHOOL/COMMUNITY ←OTHER CLASSROOMS ←MY CLASSROOM←INDIVIDUAL

On a personal level I will

In my own classroom I will

To influence other classrooms I will

To influence the school community I will

ASSET BUILDING, RESILIENCE & YOUTH DEVELOPMENT MODULE EVALUATION

1. Prior to this workshop, my knowledge of Asset Building, Resilience & Youth Development was:

<u>1</u> Non-existent	<u>2</u> Low	<u>3</u> Fair	<u>4</u> Adequate	<u>5</u> High
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2. Please provide your written comments on today's session:

I appreciated...	I learned...
I plan to use...	I suggest...

<<<<<<<<<< SURVEY CONTINUES ON BACK PAGE >>>>>>>>>>

3. Please mark the box that corresponds with your answer:

Part I: CONTENT	Strongly Agree	Agree	Disagree	Strongly Disagree
The presentation increased my knowledge and understanding of asset building, resilience & youth development.				
The presentation provided me with strategies to use in my work to build youth's assets.				
The presentation made me more aware of the link between asset building and student success				
I plan on sharing the information I learned with colleagues, family and friends				

Part II: PRESENTATION QUALITY	Strongly Agree	Agree	Disagree	Strongly Disagree
Facilitator(s) was knowledgeable and clear.				
The Facilitator(s) encouraged participation.				
The Facilitator(s) stayed on agenda and was respectful of presentation time.				
The presentation was effective.				

4. After this workshop, my knowledge of Asset Building, Resilience & Youth Development is:

<u>1</u> Non-existent	<u>2</u> Low	<u>3</u> Fair	<u>4</u> Adequate	<u>5</u> High
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5. Would you be interested in having additional information around asset building, resilience & youth development?

Yes No

6. Please feel free to provide any additional comments about today's session: