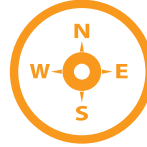
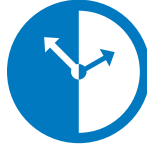
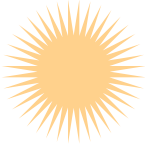


For Middle Childhood (ages 8-12)

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



EXTERNAL ASSETS

- 1. Family support** – Family life provides high levels of love and support.
- 2. Positive family communication** – Child and her or his parent(s) communicate positively, and child is willing to seek advice and counsel from parents.
- 3. Other adult relationships** – Child receives support from three or more non-parent adults.
- 4. Caring neighborhood** – Child experiences caring neighbors.
- 5. Caring school climate** – Relationships with teachers and peers provide a caring, encouraging school environment.
- 6. Parent involvement in schooling** – Parent(s) are actively involved in helping the child succeed in school.
- 7. Community values children** – Child feels valued and appreciated by adults in the community.
- 8. Children as resources** – Child is included in decisions at home and in the community.
- 9. Service to others** – Child has opportunities to help others in the community.
- 10. Safety** – Child feels safe at home, school, and in his or her neighborhood.
- 11. Family boundaries** – Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- 12. School boundaries** – School provides clear rules and consequences
- 13. Neighborhood boundaries** – Neighbors take responsibility for monitoring the child's behavior.
- 14. Adult role models** – Parent(s) and other adults in the child's family, as well as non-family adults, model positive, responsible behavior.
- 15. Positive peer influence** – Child's closest friends model positive, responsible behavior.
- 16. High expectations** – Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- 17. Creative activities** – Child participates in music, art, drama, or creative writing two or more times per week.
- 18. Child programs** – Child participates two or more times per week in school activities or structures community programs for children.
- 19. Religious community** – Child attends religious programs or services one or more times per week.
- 20. Time at home** – Child spends some time most days in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

INTERNAL ASSETS

- 21. Achievement motivation** – Child is motivated and strives to do well in school.
- 22. Learning engagement** – Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. Homework** – Child usually hands in homework on time.
- 24. Bonding to adults at school** – Child cares about teachers and other adults at school.
- 25. Reading for pleasure** – Child enjoys and engages in reading for fun most days of the week.
- 26. Caring** – Parent(s) tell the child it is important to help other people.
- 27. Equality and social justice** – Parent(s) tell the child it is important to speak up for equal rights for all people.
- 28. Integrity** – Parent(s) tell the child it is important to stand up for one's beliefs.
- 29. Honesty** – Parent(s) tell the child it is important to tell the truth.
- 30. Responsibility** – Parent(s) tell the child it is important to accept personal responsibility for behavior.
- 31. Healthy lifestyle** – Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
- 32. Planning and decision making** – Child thinks about decisions and is usually happy with results of her or his decisions.
- 33. Interpersonal competence** – Child cares about and is affected by other people's feelings, enjoys making friends, and when frustrated or angry, tries to calm her- or himself.
- 34. Cultural competence** – Child know and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
- 35. Resistance skills** – Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- 36. Peaceful conflict resolution** – Child attempts to resolve conflict nonviolently.
- 37. Personal power** – Child feels he or she has some influence over things that happen in her or his life.
- 38. Self-esteem** – Child likes and is proud to be the person he or she is.
- 39. Sense of purpose** – Child sometimes thinks about what life means and whether there is a purpose for her or his life.
- 40. Positive view of personal future** – Child is optimistic about her or his personal future.