

Religious Awards and the 40 Developmental Assets for Youth*

| | External Assets - Name and Definition | How Religious Awards Help Build Assets |
|------------------------------------|--|---|
| Support | <ol style="list-style-type: none"> 1. Family Support - Family life provides high levels of love and support. 2. Positive family communication - Young person and her or his 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 nonparent 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) are actively involved in helping young person succeed in school. | <ol style="list-style-type: none"> 1. Awards encourage family involvement in service projects. 2. Awards encourage parents to share their faith with their children. 3. Participants work with counselors and clergy. 4. Participants can be caring neighbors by doing service projects for people in their neighborhood |
| Empowerment | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 7. Participants are nurtured by troop leaders and church leaders and are presented with their awards in front of their congregation 8. Awards require children to design meaningful service projects 9. Awards encourage children to design service projects for their community 10. Classes are often held in neighborhood congregations which are safe and nurturing environments |
| Boundaries and Expectations | <ol style="list-style-type: none"> 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 influence – Young person’s best friends model responsible behavior. 16. High expectations - Parent(s) and teachers encourage the young person to do well. | <ol style="list-style-type: none"> 11-12 Award programs provide opportunities to discuss respect and obedience (not only HOW we should behave but WHY). 14. Counselors and mentors are members of the faith community and serve as role models for the youth participants 15. Awards provide the opportunity to discuss friendship and how to exert positive peer pressure 16. Counselors, mentors, and clergy have high expectations for young people. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs - Young person spends three or more hours per week in sports, clubs, or organizations at school 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. | <ol style="list-style-type: none"> 17. Awards encourage the creative expression of faith through music, drama and art 18. Awards encourage involvement in scouting programs. Emblems are worn on official uniforms 19. Awards encourage participation in worship services and other areas of congregational life 20. Awards require independent work at home |

| | Internal Assets – Name and Definition | |
|-------------------------------|---|--|
| Commitment to Learning | <p>21. Achievement motivation - Young person is motivated to do well in school.</p> <p>22. School engagement - Young person is actively engaged in learning.</p> <p>23. Homework - Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school - Young person cares about her or his school.</p> <p>25. Reading for pleasure - Young person reads for pleasure three or more hours per week.</p> | <p>21-25 Awards require a great deal of motivation. The motivation and satisfaction can spill over in other areas of recipient's life.</p> |
| Positive Values | <p>26. Caring - Young person places high value on helping other people.</p> <p>27. Equality and social justice - Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity - Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty - Young person "tells the truth even when it is not easy."</p> <p>30. Responsibility - Young person accepts and takes personal responsibility.</p> <p>31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p> | <p>26. Awards require participants to seek ways to help others.</p> <p>27. Awards challenge the participants' way of thinking. Participants are encouraged to meet the real needs of people.</p> <p>28. Awards require that participants write a "statement of belief" and an action plan for their future.</p> <p>29-31. Honesty, responsibility, and restraint are the outgrowth of a religious life style.</p> |
| Social Competencies | <p>32. Planning and decision making - Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal competence - Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills - Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution - Young person seeks to resolve conflict nonviolently.</p> | <p>32. Award programs encourage young people to make choices and plan ahead in order to complete the requirements</p> <p>33. Participants who enroll in religious award classes will meet new friends.</p> <p>34. Participants are challenged to expand their concept of friends to include others.</p> <p>35. Award programs help build resistance skills by providing opportunities to talk about how faith impacts our choices</p> <p>36. Awards give participants opportunities to talk about how and why they should get along with others.</p> |
| Positive Identity | <p>37. Personal power - Young person feels he or she has control over "things that happen to me."</p> <p>38. Self-esteem - Young person reports having a high self-esteem.</p> <p>39. Sense of purpose - Young person reports that "my life has a purpose."</p> <p>40. Positive view of personal future - Young person is optimistic about her or his personal future.</p> | <p>37. Participants learn of an "inner strength" that comes from God.</p> <p>38. Participants learn that God loves them. Participants are honored by their congregation in a special ceremony.</p> <p>39. Participants learn that God has a purpose for their lives.</p> <p>40. God's love and the support of a faith community give young people optimism for their future.</p> |

*40 Developmental Assets. Copyright © 1997 by Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415; 800-888-7828; www.search-institute.org.