

Standard 7 - Lesson 2: Developmental Assets

Time: 45-minute class period

Materials:

Scripture Reference Guide

40 Developmental Assets

40 Developmental Assets Worksheet/*Attitude* thoughts by Charles Swindoll

Objectives:

Students will be able to identify assets they possess.

Students will be able to describe a positive, productive attitude.

Introductory Activity

Ask students to share their experience with using the relaxation skills learned from the last lesson on Assessing Levels of Stress. Ask who can recite the Scripture Memory Verses from the last lesson. (Job 23:10; Philippians 4:6, 7)

Activities

Have students give a definition of “assets” and then give some examples. Explain that assets include the skills, talents, interests and dreams that they have already identified in themselves.

Hand out the 40 Developmental Assets and the Assets Worksheet. Have students read the assets over and then complete the worksheet.

Introduce the concept of “attitude” and have students discuss what constitutes a winning attitude. Have them read the Charles Swindoll thoughts about attitude and discuss with a partner what it means to have a Godly attitude.

Read Philippians 2:5-8, Hebrews 12:1-3, 1 Peter 5:6 and 2 Peter 1:2-8 and discuss what they mean in light of the 40 Developmental Assets and the *Attitude* thoughts by Charles Swindoll.

Have students memorize the Scripture Memory Verse for this lesson: **2 Peter 1:2, 3** – *Grace and peace be multiplied to you in the knowledge of God and of Jesus our Lord; seeing that His divine power has granted to us everything pertaining to life and godliness*

40 Developmental Assets™

- ___ **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.
- ___ **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, school, and in the neighborhood.
- ___ **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**-Both parent(s) and teachers encourage the young person to do well.
- ___ **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 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.
- ___ **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.

- ___ **26. Caring**-Young person places high value on helping other people.
- ___ **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.
- ___ **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.
- ___ **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.

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2 Peter 1:2, 3 – Grace and peace be multiplied to you in the knowledge of God and of Jesus our Lord; seeing that His divine power has granted to us everything pertaining to life and godliness

40 Developmental AssetsTM

Check each of the assets you consider to be yours on the line provided on the 40 Developmental Assets sheet.

How many do you have? _____

Which ones could easily be yours?

Which asset would you really like to have that you currently do not?

Which ones will help you reach your goal?

This research was conducted in the United States. What would you consider to be different assets in Kenyan culture?

ATTITUDE

by Charles Swindoll

"The longer I live, the more I realize the impact of attitude on my life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company ... a church ... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past ... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the string we have, and that is our attitude ... I am convinced that life is ten percent what happens to me and ninety percent how I react to it. And so it is with you ... we are in charge of our attitudes."

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