

**GUIDANCE CURRICULUM OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION
SCHOOL COUNSELING STANDARDS IMPLEMENTING THE FORTY DEVELOPMENTAL
ASSETS UNDER THE NINE STANDARDS**

by

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ABSTRACT

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Guidance Curriculum of the American School Counselor Association School Counseling
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Standards Implementing the Forty Developmental Assets Under the Nine Standards

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The forty developmental assets incorporate many different angles of child development. By implementing these assets into a guidance curriculum, opportunity has been created for youth and community to interact with each other with the hope of establishing more positive relationships and more successful youth. The 40 developmental assets deal with developing a child's sense of purpose and self-worth that goes beyond the American School Counselor Association's (ASCA) school counseling standards. This work has combined the current ASCA school counseling standards with the 40 developmental assets, which has resulted in the creation of a more comprehensive curriculum that focuses on most areas of child development. The academic, career, and social/personal areas of development are focused on with the additional focus on positive experiences from families, schools, and communities that research has shown to build youth into

positive and constructive adults. This curriculum is practical, yet innovative in its goal to improve the all around development of children and adolescents during their school years. The curriculum focuses on students in kindergarten through grade 8 and was developed using pre-existing curricula, which meet the ASCA standards, and was enhanced with activities and strategies which pertain to the 40 developmental assets. The mission of this work was to achieve an original curriculum to better promote and improve the academic, career, and personal/social development of students.

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Dedications

I dedicate this work to my son, Cade, who was created and born during my time in graduate school. You have motivated me to make sure that you always have the love and support from your family and from your schooling that you need to succeed in whatever goals and dreams you set for yourself.

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CHAPTER ONE

Introduction

Most guidance curriculums follow the American School Counselor Association (ASCA) school counseling standards to assist in the learning process of students. The ASCA School Counseling Program focuses on three broad areas. These areas consist of academic, career, and social/personal development (Van Den Heuvel, 2000). Under each area, there are three standards which state what students will need to acquire in order to successfully achieve a full development in each area. Van Den Huevel (2000) stated the following:

The emphasis is on success for *all students*, not only those who are motivated, supported, and ready to learn. The school counseling program based upon national standards enables *all students* to achieve success in school and to develop into contributing members of our society. (p. 18)

The three standards under each area, or nine standards total, focus on each of the areas and lay out guidelines to help students make smooth transitions from the beginning of their kindergarten class until their high school graduation. Also, these standards provide the framework for these students to be successful in their futures once they have finished high school (Van Den Heuvel, 2000).

The mission of the Search Institute is the advancement of the “well being of children and adolescents by generating knowledge and promoting its application” (Search Institute, 2001, p. 3). As a way of reaching their goal, the Search Institute has developed what is called the 40 developmental assets. These assets “represent the positive relationships, opportunities, skills, and values that promote the positive development of

all children and adolescents” (Search Institute, 2001, p. 3). The basis of the 40 developmental assets was mainly derived from research pertaining to factors such as risk, resiliency, prevention and health promotion (Search Institute, 2001).

Twenty of the assets, known as the external assets, center on constructive experiences that children and adolescents receive from their families, schools, and communities (Search Institute, n.d.a). The external assets are made up of four categories which consist of support, empowerment, boundaries and expectations, and constructive use of time. The Search Institute and this author believe children and adolescents need to receive support, love, and care from their families and communities (Search Institute, n.d.a). They also need to have a sense of being valued by others and given opportunities that make them feel appreciated. Children and adolescents must also feel safe and secure (Search Institute, n.d.a).

When looking at the external assets of boundaries and expectations, children and adolescents need to “know what is expected of them and whether their activities and behaviors are ‘in bounds’ or ‘out of bounds’” (Search Institute, n.d.a, p. 1). Youth programs, creative activities, and community involvement are examples of ways children and adolescents make constructive use of their time (Search Institute, n.d.a).

The other 20 assets are known as the internal assets. The internal assets are defined by the Search Institute as a community’s responsibility towards its children and adolescents as a “commitment to nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus” (Search Institute, n.d.a, p. 2). Like the external assets, the internal assets are also composed of four categories. These categories are commitment to learning, positive values, social competencies, and positive identities.

Commitment to learning is looked at as the need of children and adolescents to develop an enduring dedication to their academics (Search Institute, n.d.a). Positive values is the need for youth to “develop strong values that guide their choices” (Search Institute, n.d.a, p. 2). The need that children and adolescents have for developing skills and competencies that prepare them to make positive decisions, relationships, and for future success are known as the social competencies (Search Institute, n.d.a). The last category of the internal assets, positive identity, was developed for the need of children and adolescents to develop a “strong sense of their own power, purpose, worth, and promise” (Search Institute, n.d.a, p. 2).

The 40 developmental assets incorporate many different angles of child development. Implementing these assets into a guidance curriculum would create more opportunity for youth and community to interact with each other in the hopes of establishing more positive relationships. These assets also deal with developing a child’s sense of purpose and self-worth that goes beyond the ASCA school counseling standards. Sadly, the average female student in the sixth through twelfth grade only experiences 19.5 assets. The average male student in these same grades only experiences 16.5 assets (Search Institute, n.d.b)

To combine the current ASCA school counseling standards with the 40 developmental assets would result in the creation of a more comprehensive curriculum that would focus on almost all areas of child development. Not only would the academic, career, and social/personal areas of development be concentrated on, but also so would the positive experiences from families, schools, and communities that build youth into positive and constructive adults. This curriculum is to be practical, yet innovative in its

goal to improve the all around development of children and adolescents during their school years.

Statement of Intent

The purpose of this work was to develop a curriculum following the American School Counseling Association (ASCA) standards and implementing the 40 developmental assets into the curriculum under those standards.

The curriculum focused on students in kindergarten through grade 8 and was completed in the Spring of 2002.

The author relied on pre-existing curricula, which meet the ASCA standards, and enhanced the curriculum with activities and strategies which pertained to the 40 developmental assets in order to achieve an original curriculum to better promote and improve the academic, career, and personal/social development of students.

Research Objectives

There were two objectives this author wished to address. They were:

1. This curriculum was to have a more comprehensive approach to child and adolescent development which would focus on the nine ASCA standards and enhanced with the 40 developmental assets.
2. The curriculum was to be used as a resource for guidance counselors to aid in the improvement of their curriculums.

Definition of Terms

For clarity of understanding, the following terms needed to be defined.

Asset – somebody or something that is useful and contributes to the success of something.

Competency – the ability to do something well or to a required standard.

Curriculum – the elements taught in a particular subject.

Developmental assets – positive relationships, experiences, and inner strengths that all young people need to grow up healthy, caring, and responsible.

Interpersonal – concerning or involving relationships between people.

Assumptions

There were several assumptions which are apparent in this work. These were:

1. Combining the ASCA school counseling standards with the 40 developmental assets would create a more comprehensive guidance curriculum.
2. Students would benefit from this curriculum which implements the 40 developmental assets.
3. Guidance counselors would find this curriculum to be useful and practical for improving their guidance programs.

Limitations

Several limitations were identified by the author. These were:

1. Not all possible activities and strategies were reviewed by this author when developing the curriculum.
2. Some of the assets were not practical to be placed into a guidance curriculum.
3. The availability of this curriculum may be limited.

CHAPTER TWO

Introduction

This chapter will discuss in detail the 40 developmental assets including research which aided in the development of the assets. In addition to the 40 developmental assets, this chapter will also include a description of the ASCA standards and a discussion about the assumptions behind combining the ASCA standards with the 40 developmental assets.

Research behind the 40 developmental assets

“Since 1989, Search Institute has been conducting research – grounded in the vast literature on resilience, prevention, and adolescent development – that has illuminated the positive relationships, opportunities, competencies, values, and self-perceptions that youth need to succeed” (Leffert & Scales, 1999, p. 5). The Search Institute is a non-profit, independent, and nonsectarian organization “whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application” (Search Institute, 1997, p.7). Research that has been done regarding the 40 developmental assets has involved more than 500,000 6th to 12th graders from over 600 communities throughout the United States (Leffert & Scales, 1999).

This research consisted of surveying students using Search Institute’s “Profiles of Student Life: Attitudes and Behaviors.” This self-report survey was made up of 156 items, which measure “each of the 40 developmental assets as well as a number of other constructs, including developmental deficits, thriving indicators, and high-risk behaviors” (Leffert & Scales, 1999, p. 5). Developmental deficits include being a victim to violence or watching too much T.V. Thriving indicators reflect school success and behaviors

which promote physical health. And high-risk behaviors can be defined as being sexually-active, using alcohol and other drugs, and violence (Leffert & Scales, 1999). Once the data was completed, the Search Institute originally configured 30 assets. After extended research collected from data on 254,000 students who took the survey from 1989-1994, ten more assets were included into the framework (Search Institute, n.d.c).

Description of the 40 developmental assets

Search Institute defines the 40 developmental assets as “40 critical factors for young people’s growth and development” (Search Institute, n.d.a, p. 1). Leffert & Scales (1999, p. 5) define the 40 developmental assets as “the building blocks that all youth need to be healthy, caring, principled, and productive.” Leffert & Scales (1999, p. vii) go on to say the 40 developmental assets “are the positive relationships, opportunities, competencies, values, and self-perceptions that youth need to succeed.”

The 40 developmental assets are divided in half into two main categories. The first 20 assets are known as the external assets. The external assets deal with “positive experiences that young people receive from the people and institutions in their lives” (Search Institute, n.d.a, p. 1). Four categories of assets; support, empowerment, boundaries and expectations, and constructive use of time, make up the external assets (Search Institute, n.d.a). The second half of the assets are known as the internal assets which deal with the “internal qualities that guide choices and create a sense of centeredness, purpose, and focus” (Search Institute, n.d.a, p. 2). Commitment to learning, positive values, social competencies, and positive identity are the four categories of assets that make up the internal assets (Search Institute, n.d.a).

External Assets – Support

The Search Institute (n.d.a, p. 1) feels that the support assets deal with “young peoples’ need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.” There are six assets that make up the support category. They are: family support, positive family communication, other adult relationships, caring neighborhood, caring school climate, and parent involvement in schooling (Leffert & Scales, 1999).

The family support asset, as define by the Search Institute (2000, p. 1), is that “family life provides high levels of love and support.” Positive family communication is met when a “young person and her or his parent(s) communicate positively, and [the] young person is willing to seek advice and counsel from [their] parents” (Search Institute, 2000, p. 1). Parent involvement in schooling is looked at as “parents who are actively involved in helping [their] young person succeed in school” (Search Institute, 2000, p. 1).

These three assets can be discussed together since their purposes intertwine with each other and also because their effectiveness builds upon each other. Many positive outcomes have been associated with high levels of parental support, positive family communication, and parent involvement in schooling. Some of these outcomes include higher levels of academic performance, lower levels of drug and alcohol use, and better emotional health (Leffert & Scales, 1999). Students with a healthy sense self-esteem and self-worth, better stress management skills, less delinquency, and a higher sense of personal responsibility for their own success has also been linked to students who have a higher level of these three assets (Leffert & Scales, 1999). 64% of students surveyed experience family support, 26% of students surveyed experience positive family

communication, and 29% of students surveyed experience parent involvement in schooling (Search Institute, 1997).

The caring school climate asset is defined by the Search Institute (2000, p. 1) as when a “school provides a caring, encouraging environment.” Students who are enrolled in schools found to have a high level of a caring climate tend to have a higher sense of belongingness, less detentions and suspensions, and fewer episodes of anxiety and depression (Leffert & Scales, 1999). These students also have better overall academic performance including higher grades, more engagement in schools, and a sense of pride for their academic accomplishments (Leffert & Scales, 1999). 24% of students surveyed experience a caring school climate (Search Institute, 1997).

The other adult relationships asset is defined as when a “young person receives support from three or more nonparent adults” (Search Institute, 2000, p. 1). The caring neighborhood asset is defined as when a “young person experiences caring neighbors” (Search Institute, 2000, p. 1). Since these two assets can overlap each other, they are discussed together. When a youth lives in a caring neighborhood with support from adults other than his or her parents, they are less likely to experience exposure to violence in their community, be more positive with their social relationships, and have fewer behavior problems (Leffert & Scales, 1999). 41% of students surveyed experience other adult relationships and 40% of students surveyed experience a caring neighborhood (Search Institute, 1997).

External Assets – Empowerment

Leffert and Scales (1999, p. 49) state, “young people are empowered to the extent that they are seen by others as resources, make contributions to society, and feel free of

threats to their safety.” As youth mature, they are gradually introduced to more freedoms and more responsibilities. They are empowered by adults allowing them to have a say in decisions that affect them and to have the opportunity to be involved in organizations and events that are of interest to them (Leffert & Scales, 1999). The four assets that make up the empowerment category are community values youth, youth as resources, service to others, and safety (Search Institute, 2000).

Community values youth is defined by the Search Institute (2000, p. 2) as when a “young person perceives that adults in the community value youth.” The youth as resources asset is when “young people are given useful roles in the community” (Search Institute, 2000, p. 2). And the services to others asset is when a “young person serves in the community one hour or more per week” (Search Institute, 2000, p. 2). These three assets are discussed together because of being so closely related.

These assets give youth a sense of being valued and useful. Some of the positive outcomes associated to high levels of community values youth, youth as resources, and service to others are students who have a higher self-concept of themselves, are more optimistic about the future, and they tend to have a lower level of delinquency (Lefferts & Scales, 1999). Students who are found to have higher levels of these assets also tend to be less violent and have greater moral reasoning skills which result in lower levels of school dropouts and lower levels of teenage pregnancies (Leffert & Scales, 1999). 20% of students surveyed experience the communities value youth asset, 24% of students surveyed experience the youth as resources asset, and 50% of students surveyed experience the service to others asset (Search Institute, 1997).

The safety asset is defined by the Search Institute (2000, p. 2) as when a “young person feels safe at home, at school, and in the neighborhood.” There has been more research done on the effects of youth who feel unsafe rather than those who feel safe. Therefore the discussion focuses on the negative effects of youth who receive low levels of the safety asset. Some negative outcomes which are linked with youth who feel unsafe in their home, school, and neighborhood include higher levels of missing school, higher levels of violence and carrying weapons to school, and being unpopular in school (Leffert & Scales, 1999). 55% of students surveyed experience the safety asset (Search Institute, 1997).

External Assets – Boundaries and Expectations

Leffert and Scales (1999) define boundaries and expectations as the following:

Boundaries and expectations are the rules, standards, and norms pertaining to behavior. Specifically, they are the rules and regulations that address what young people can and cannot do and the consequences for breaking those rules in both family and school contexts. (p. 75)

The roles in which adults play towards youth also have an important impact on the boundaries and expectations of youth. There are rules and regulations that both adults and adolescents have to abide by throughout society (Leffert & Scales, 1999). The boundaries and expectations category is made up of six developmental assets consisting of family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influence, and high expectations (Search Institute, 2000).

The Search Institute (2000, p. 2) defines the family boundaries asset as when a “family has clear rules and consequences, and monitors the young person’s

whereabouts.” Having a high level of family boundaries promotes higher self-esteem, greater likeability by peers, and better school performance (Leffert & Scales, 1999). The family boundaries asset has also been associated with a lower level of problem behaviors including youth being less likely to abuse alcohol and other drugs (Leffert & Scales, 1999). 43% of students surveyed experience the family boundaries asset (Search Institute, 1997).

The school boundaries asset is defined by the Search Institute (2000, p. 2) as when a “school provides clear rules and consequences.” Youth who have a high level of the school boundaries asset tend to have higher levels of academic orientation, self-motivation, and achievement (Leffert & Scales, 1999). It is also found that youth with a high level of this asset seem to have less frequencies of drinking alcohol (Leffert & Scales, 1999). 46% of students surveyed experience the school boundaries asset (Search Institute, 1997).

When “neighbors take responsibility for monitoring young people’s behavior” is the definition of the neighborhood boundaries asset (Search Institute, 2000, p. 2). Students who have the presence of neighborhood boundaries are more likely to have higher levels of achievement, more likely to complete high school, and have lower levels of juvenile delinquency (Leffert & Scales, 1999). Leffert and Scales (1999, p. 79) go on to state that youth who have this asset have “improved health behaviors such as the ability to evaluate the potential costs of early involvement in sexual activity as well as the use of contraception.” 46% of students surveyed experience the neighborhood boundaries asset (Search Institute, 1997).

The adult role models asset is defined by the Search Institute (2000, p. 2) as when “parent(s) and other adults model responsible behavior.” Youth who have higher levels of this asset are found to have healthier self-esteem and self-efficacy (Leffert & Scales, 1999). They also tend to have fewer problem behaviors and reduced drug and alcohol use (Leffert & Scales, 1999). Leffert and Scales (1999) found that youth who have adequate levels of this asset have a lower likelihood of having other externalizing behaviors such as conduct disorder and better school adjustment with better career goals and aspirations. 27% of students surveyed experience the adult role models asset (Search Institute, 1997).

The Search Institute (2000, p. 2) defines the positive peer influence asset as when a “young person’s best friends model responsible behavior.” Positive peer influence has many resolute consequences with youth. Those who have higher levels of this asset are found to also have better development of social maturity along with higher levels of altruism (Leffert & Scales, 1999). Females tend to be more involved in sports and males have lower levels of stress (Leffert & Scales, 1999). 60% of students surveyed experience the positive peer influence asset (Search Institute, 1997).

The high expectations asset is defined as when “both parent(s) and teachers encourage the young person to do well” (Search Institute, 2000, p. 2). Some outcomes that students with the high expectations asset tend to obtain include greater academic performance and the belief that they can do well in mathematics as well as many others (Leffert and Scales, 1999). 41% of students surveyed experience the high expectations asset (Search Institute, 1997).

External Assets – Constructive Use of Time

The constructive use of time category is made up of four external assets. These assets are named the creative activities asset, the youth programs asset, the religious community asset, and the time at home asset (Search Institute, 1997). Constructive use of time refers to both structured time and unstructured time. Structured time can be looked as time spent in a club or sporting team, for example. Unstructured time can be looked at as free time (Leffert & Scales, 1999). Research has shown the following:

constructive deployment of “free” time was better for adolescents because it would (1) prevent involvement in risky behaviors during “free” or idle time, (2) encourage the development of other positive attributes, and (3) assist young people in developing positive social supports and skills (Leffert & Scales, 1999, p. 97).

Also, constructive use of time has been shown to help create positive relationships between youth and other peers as well as adult role models who may lead groups youth participate in (Leffert & Scales, 1999).

The creative activities asset is defined by the Search Institute (2000, p. 2) as when a “young person spends three or more hours per week in lessons or practice in music, theater, or other arts.” Leffert and Scales (1999) have found that youth who have high levels of the creative activities asset tend to have higher self-esteem, higher levels of creativity, and better memory. 19% of students surveyed experience the creative activities asset (Search Institute, 1997).

When a “young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations” they are obtaining the youth programs asset (Search Institute, 2000, p. 2). A positive outcome for youth who

participate in these structured programs is that they learn about social and work demands they may face when they are adults (Leffert & Scales, 1999). Other positive outcomes that are associated with the youth programs asset include students who are popular, have a higher level of life skills development, more constructive and open family communication, and a higher likelihood of attending college (Leffert & Scales, 1999). Youth who have higher levels of this asset are also shown to have fewer problems with loneliness and with risky behavior (Leffert & Scales, 1999). 59% of students surveyed experience the youth programs asset (Search Institute, 1997).

The religious community asset is defined by the Search Institute (2000, p. 2) as when a “young person spends one hour or more per week in activities in a religious institution.” Churches, temples, and mosques are examples of religious institutions where youth can find similar values within a congregation (Leffert & Scales, 1999). Positive outcomes that are associated with youth who spend an hour or more in religious activities include having a higher sense of well-being, decreased drug use, and fewer incidences of depression (Leffert & Scales, 1999). 64% of students surveyed experience the religious community asset.

The last of the external assets is the time at home asset under the constructive use of time category. When a “young person is out with friends “with nothing special to do” two or fewer nights per week” is the definition of the time at home asset (Search Institute, 2000, p. 3). Time spent at home refers to time at home with family as long as the family is free from abuse and neglect (Leffert & Scales, 1999). Leffert & Scales (1999) have found that youth who have the time spent at home asset tend to have an increased level of

positive social behavior, decreased delinquency, and a healthier emotional state. 50% of students surveyed experience the time at home asset (Search Institute, 1997).

Internal Assets – Commitment to Learning

The commitment to learning category of the internal assets is made up of five assets. These assets include the achievement motivation asset, the school engagement asset, the homework asset, the bonding to school asset, and the reading for pleasure asset (Search Institute, 2000). Commitment to learning can be defined as a “motivational process such as setting performance goals, holding positive beliefs about ability, valuing learning, and being proud of one’s efforts” (Leffert & Scales, 1999, p. 119). The commitment to learning category extends outside of school to things such as learning from experience and learning about one’s morality (Leffert & Scales, 1999).

The achievement motivation asset is defined as when a “young person is motivated to do well in school” (Search Institute, 2000, p. 3). Youth who have a high percentage of this asset tend to complete high school, are more likely to attend college, have more positive relationships with teachers, and higher goals set for themselves (Leffert & Scales, 1999). 63% of students surveyed experience the achievement motivation asset (Search Institute, 1997).

The school engagement asset and the bonding to school asset overlap in many areas and are discussed together. The Search Institute (2000, p. 3) defines the school engagement asset as when a “young person is actively engaged in learning.” The bonding to school asset is defined as when a “young person cares about her or his school” (Search Institute, 2000, p. 3). Youth who encounter these assets tend to be less likely to use drugs, spend more time on schoolwork, feel they are supported, and are more likely to enroll in

college (Leffert & Scales, 1999). 64% of students surveyed experience the school engagement asset and 51% of students surveyed experience the bonding to school asset (Search Institute, 1997).

The Search Institute (2000, p. 3) defines the homework asset as when a “young person reports doing at least one hour of homework every school day.” There appears to be a positive correlation between time spent on homework and school success (Leffert & Scales, 1999). Other positive outcomes that are associated with time spent on homework include higher test scores, a lower frequency of negative behaviors, and a lower frequency of drug use (Leffert & Scales, 1999). 45% of students surveyed experience the homework asset (Search Institute, 1997).

The reading for pleasure asset is defined as when a “young person reads for pleasure three or more hours per week” (Search Institute, 2000, p. 3). Not much research has been done on this asset, however, this asset has been associated with positive outcomes. Some of these outcomes include more time spent doing homework, higher academic achievement, and higher reading abilities (Leffert & Scales, 1999). 24% of students surveyed experience the reading for pleasure asset (Search Institute, 1997).

Internal Assets – Positive Values

Values are defined as “social principles, goals, or standards held or accepted by an individual, class, or society” (Neufeldt, 1988, p. 1474). The positive values category of the internal assets is made up of six assets. These assets are the caring asset, the equality and social justice asset, the integrity asset, the honesty asset, the responsibility asset, and the restraint asset (Search Institute, 2000). The Search Institute focuses on positive values that most Americans appear to identify with (Leffert & Scales, 1999).

Although it is difficult to limit the number of positive values to six assets, the Search Institute chose these values because they are associated with prosocial values and personal values such as integrity and honesty (Leffert & Scales, 1999).

Due to these six assets being so intertwined with each other, they will all be discussed together. The caring asset is defined as when a “young person places high value on helping other people” (Search Institute, 2000, p. 3). The equality and social justice asset is defined as when a “young person places high value on promoting equality and reducing hunger and poverty” (Search Institute, 2000, p. 3). The integrity asset is defined as when a “young person acts on convictions and stands up for her or his beliefs” (Search Institute, 2000, p. 3). The honesty asset is defined as when a “young person tells the truth even when it is not easy” (Search Institute, 2000, p. 3). The responsibility asset is defined as when a “young person accepts and takes personal responsibility” (Search Institute, 2000, p. 3). And the restraint asset is defined as when a “young person believes it is important not to be sexually active or to use alcohol and other drugs” (Search Institute, 2000, p. 3).

Research has shown that youth who have higher levels of the positive values assets tend to have increased positive social behavior, have higher levels of problem-solving skills, better self-esteem, lower levels of sexual intercourse and drug use, and higher use of birth control (Leffert & Scales, 1999). Youth who have the assets also are associated with doing better academically, higher levels of competence, and are not as likely to have friends who are a negative influence (Leffert & Scales, 1999).

43% of students surveyed experience the caring asset, 45% of students surveyed experience the equality and social justice asset, 63% of students surveyed experience the

integrity asset, 63% of students surveyed experience the honesty asset, 60% of students surveyed experience the responsibility asset, and 42% of students experience the restraint asset (Search Institute, 1997).

Internal Assets – Social Competencies

Leffert & Scales (1999) define social competencies as the following:

Social competence involves the personal skills that children and adolescents use to deal with the many choices, challenges, and opportunities they face. A difficult concept to define, it generally refers to adaptive functioning, in which the individual may call on both personal and environmental resources to achieve a certain outcome (p. 173).

There are five internal assets that make up the social competencies category. These five assets are the planning and decision making asset, the interpersonal competence asset, the cultural competence asset, the resistance skills asset, and the peaceful conflict resolution asset (Search Institute, 2000).

The planning and decision making asset is defined as when a “young person knows how to plan ahead and make choices (Search Institute, 2000, p. 3). Youth who experience this asset have been found to have higher levels of competence and self-esteem and are less likely to be sexually active or use drugs (Leffert & Scales, 1999). 29% of students surveyed experience the planning and decision making asset (Search Institute, 1997).

The outcomes of the relationship between the interpersonal competence and the cultural competence are very similar and therefore will be discussed together. The interpersonal asset is defined as when a “young person has empathy, sensitivity, and

friendship skills” (Search Institute, 2000, p. 4). The cultural competence asset is defined as when a “young person has knowledge of and comfort with people of different cultural/ racial/ ethnic backgrounds” (Search Institute, 2000, p. 4). Children and adolescents who have high levels of these assets tend to have better adjustment skills, a more positive self-esteem, an overall higher level of competence, an easier time developing friendships, and are less likely to have problem behaviors (Leffert & Scales, 1999). 43% of students surveyed experience the interpersonal competence asset and 35% of students surveyed experience the cultural competence asset (Search Institute, 1997).

The Search Institute (2000, p. 4) defines the resistance skills asset as when a “young person can resist negative peer pressure and dangerous situations.” Youth who have high levels of the resistance skills asset are shown to have higher levels of self-efficacy and fewer occasions of problem behaviors (Leffert & Scales, 1999). 37% of students surveyed experience the resistance skills asset (Search Institute, 1997).

The peaceful conflict resolution asset is defined as when a “young person seeks to resolve conflict nonviolently” (Search Institute, 2000, p. 4). The Search Institute refers to conflict as “short-lived arguing, quarreling, or fighting” and is not to be confused with aggression (Leffert & Scales, 1999, p. 176-177). Research has shown that young people who experience this asset are associated with higher levels of psychosocial health and self-esteem, higher levels of social support, and fewer problem behaviors (Leffert & Scales, 1999). 44% of students surveyed experience the peaceful conflict resolution asset (Search Institute, 1997).

Internal Assets – Positive Identity

The positive identity category of the internal assets deals with the “integrated view of oneself encompassing self-concept, beliefs, capacities, roles, and personal history” (Leffert & Scales, 1999, p. 195). This category consists of four internal assets which are the personal power asset, the self-esteem asset, the sense of purpose asset, and the positive view of personal future asset (Search Institute, 2000).

The personal power asset is defined as when a “young person feels he or she has control over things that happen to themselves” (Search Institute, 2000, p. 4). Leffert and Scales (1999) state that personal power has to do with the young person being able to understand the relationship between behavior and its consequences. Youth who have high levels of his asset tend to have higher levels of achievement, are more likely to take on leadership roles, and have higher levels of coping skills (Leffert & Scales, 1999). 45% of students surveyed experience the personal power asset (Search Institute, 1997).

The Search Institute (2000, p. 4) defines the self-esteem asset as when a “young person reports having a high self-esteem.” Young people who have low self-esteem have been associated with poor school adjustment, higher frequencies of depression and loneliness, and increased hopelessness (Leffert & Scales, 1999). Young people who have high self-esteem, however, have been found to have more positive relationships and school adjustment, higher academic performance, and lower levels of risky behavior (Leffert & Scales, 1999). 47% of students surveyed experience the self-esteem asset (Search Institute, 1997).

The sense of purpose asset and the positive personal future asset are closely related and will be discussed together. The sense of purpose asset is defined as when a

“young person reports that her or his life has a purpose” (Search Institute, 2000, p. 4).

The positive view of personal future asset is defined by the Search Institute (2000, p. 4) as when a “young person is optimistic about her or his personal future.” Leffert and Scales (1999, p. 198) define a sense of purpose as “finding meaning in life or as the reasons an individual has for doing something.” Children and adolescents who have high levels of these two assets are associated with being less likely to be violent, less emotional stress, higher levels of self-esteem, and have more positive relationships with their parents (Leffert & Scales, 1999).

These forty developmental assets and the research behind them point to what young people need to succeed in school and in their future. The assets lay out the ground work for a curriculum that when combined with the ASCA school counseling standards, will aid in the ability for students to experience the assets and therefore be more successful in their future.

ASCA School Counseling Standards

There are three content areas of development that a school counseling program focuses on. These three areas are academic development, career development, and personal/social development (Van Den Heuvel, 2000). Under each area of development, there are three standards that are to be acquired by the students. The purpose of the standards is for all students to be successful in school and in their futures. For a student to be determined to have success in school, the student must be able to “make successful transitions from elementary school to middle/junior high school to high school. Graduates from high school have acquired the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century (Van Den Heuvel, 2000, p. 18)

The standards are defined by a list of competencies that students should obtain through their guidance program. The following is a discussion of the three content areas, the nine standards, and their competencies.

Academic Development

The reason the guidance program focuses on academic development is to develop and employ methods to allow students to be successful academically, have a commitment to learning, and to be ready to face their future outside of school (Van Den Heuvel, 2000). “The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement” (Van Den Heuvel, 2000).

The academic development standard A states “students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span” (Van Den Heuvel, 2000, p. 21). The student competencies include improving academic self-concept, acquiring skills for improving learning, and achieving school success. Under improvement of academic self-concept, students will be able to express being competent as a learner; have an increased interest in learning; be proud of their achievements in school; be able to accept their mistakes and learn from them; and know what attitudes and behaviors will lead to future success (Van Den Heuvel, 2000).

Students who acquire skills for improving learning will be able to use their time management skills wisely; be able to communicate when and how they may need assistance; use their different learning styles to work positively on their academic work; and show how hard work and perseverance has a good affect on their education (Van Den

Heuvel, 2000). Students who achieve school success will be able to claim self-responsibility; be able to effectively work by themselves as well as in a group; be interested in many different areas; and be able to effectively express what they have learned (Van Den Heuvel, 2000).

The academic development standard B states “students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college” (Van Den Heuvel, 2000, p. 22). There are two student competencies under this standard which are improvement of learning and the plan to achieve goals. Students who improve their learning will be able to show that they want to reach their personal potential; think critically; acquire information from family, friends, and faculty; draw information from different sources; and become an independent learner (Van Den Heuvel, 2000). Students who plan to achieve their goals will be able to set proper goals in their school career; use assessment findings to assist in their planning; use their academic year plan of courses to best obtain achievement; and comprehend the correlation between their school performance and success in their future as well as other similar activities (Van Den Heuvel, 2000).

The academic development standard C states “students will understand the relationship of academics to the world of work, and to life at home and in the community” (Van Den Heuvel, 2000, p. 23). There is one student competency under this standard which is students will relate school to life experiences. Students who meet this standard will be able to express the ability to manage school, extracurricular activities, free time, and family time successfully; comprehend the link between school and work;

and comprehend how success in school will aid in success in the students' lives outside of school (Van Den Heuvel, 2000).

Career Development

Counseling programs concentrate on career development of students in order to assist students to obtain a healthy attitude towards work and to help them “develop the necessary skills to make successful transitions from school to the world of work, and from job to job across the life career span” (Van Den Heuvel, 2000, p. 24).

The career development standard A states “students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions” (Van Den Heuvel, 2000, p. 25). The two student competencies under this standard are the development of career awareness and the development of employment readiness (Van Den Heuvel, 2000).

Some of the abilities students will acquire who develop career awareness include the ability to find and use career information; learn about the many varieties of careers; know personal abilities and interests and incorporate them into possible future careers; work in a team setting; manage time wisely; and become competent in areas of interest (Van Den Heuvel, 2000). Students who develop employment readiness will be able to obtain employability skills; find employment opportunities; know employee and employer rights and responsibilities; write a resume; and comprehend the momentousness of responsibility, dependability, punctuality, integrity, and effort for career success (Van Den Heuvel, 2000).

The career development standard B states “students will employ strategies to achieve future career goals with success and satisfaction” (Van Den Heuvel, 2000, p. 26).

The two competencies under this standard are acquiring career information and identifying career goals (Van Den Heuvel, 2000).

Students who acquire career information will be able to use “decision-making skills to career planning, course selection, and career transitions; identify personal skills, interests, and abilities and relate them to current career choices; and demonstrate knowledge of the career planning process” (Van Den Heuvel, 2000, p. 26). Students will also be able to know the different classifications of occupations; use the Internet to find career information; and comprehend changing employment trends (Van Den Heuvel, 2000).

Students who are able to identify career goals will be able to “demonstrate awareness of the education and training needed to achieve career goals; assess and modify their educational plan to support career goals; and use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences” (Van Den Heuvel, 2000, p. 26). Other abilities students may have are selecting academic work that is linked to career interests and develop a career portfolio (Van Den Heuvel, 2000).

The career development standard C states “students will understand the relationship between personal qualities, education, training, and the world of work” (Van Den Heuvel, 2000, p. 27). The two student competencies under this standard include acquiring knowledge to achieve career goals and applying skills to achieve career goals (Van Den Heuvel, 2000).

Students who acquire the knowledge to achieve career goals will be able to “understand the relationship between educational achievement and career success;

explain how work can help to achieve personal success and satisfaction; and identify personal preferences and interests which influence career choices and success” (Van Den Heuvel, 2000, p. 27). Students will also be able to comprehend the need for lifelong learning and that work is a means for personal expression (Van Den Heuvel, 2000).

Students who apply their skills to achieve career goals will be able to “demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals; learn how to use conflict management skills with peers and adults; and learn to work cooperatively with others as a team member” (Van Den Heuvel, 2000, p. 27). Students will also be able to use their skills from career development in settings such as job shadowing and internships (Van Den Heuvel, 2000).

Personal / Social Development

The personal/social development area of the counseling program focuses on students’ self-growth and the improvement of the academic and vocational development of the students (Van Den Heuvel, 2000).

The personal/social development standard A states “students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others” (Van Den Heuvel, 2000, p. 29). The two competencies under this standard are acquiring self-knowledge and acquiring interpersonal skills (Van Den Heuvel, 2000).

Students who are able to acquire self-knowledge will be able to “develop a positive attitude toward self as a unique and worthy person; identify values, attitudes, and beliefs; understand change as part of growth; identify and express feelings; and distinguish between appropriate and inappropriate behaviors” (Van Den Heuvel, 2000, p.

29). Students will also be able to define their own boundaries; practice self-control; and recognize their own strengths (Van Den Heuvel, 2000).

Students who acquire interpersonal skills will be able to “recognize that everyone has rights and responsibilities; respect alternative points of view; recognize, accept, respect, and appreciate individual differences; recognize, accept, and appreciate ethnic and cultural diversity; recognize, respect differences in various family configurations; and use effective communication skills” (Van Den Heuvel, 2000, p. 29).

The personal/social development standard B states “students will make decisions, set goals, and take necessary action to achieve goals” (Van Den Heuvel, 2000, p. 30). The competency under this standard is self-knowledge applications. Students who meet this standard will be able to “use a decision-making model and problem-solving model; understand consequences of decisions and choices; identify alternative solutions to a problem; and develop effective coping skills for dealing with problems” (Van Den Heuvel, 2000, p. 30). Other skills students will acquire include knowing how to find help when needed; appropriately using conflict resolution skills; and the ability to identify peer pressure (Van Den Heuvel, 2000).

The personal/social standard C states “students will understand safety and survival skills” (Van Den Heuvel, 2000, p. 31). The student competency under this standard is acquiring personal safety skills. Students who meet this standard will be able to “demonstrate knowledge of personal information; learn about the relationship between rules, laws, safety, and the protection of an individual’s rights; learn the difference between appropriate and inappropriate physical contact; and demonstrate the ability to assert boundaries, rights, and personal privacy” (Van Den Heuvel, 2000, p. 31). Students

will also be able to locate appropriate sources of help; identify the dangers of drug and alcohol abuse; and learn methods to deal with peer pressure, stress, and other life events (Van Den Heuvel, 2000).

Combining the Forty Developmental Assets and the ASCA Standards into a Guidance Counseling Curriculum

This guidance curriculum is divided into nine sections using the ASCA nine standards under the three areas of development, academic, career, and personal/social. In each section, the competencies will be addressed and also enhanced by implementing specific developmental assets.

Curriculum ideas and activities were developed using pre-existing guidance curricula and activities developed from research stemming from the forty developmental assets. Combining the two sources has created an enhanced and more family and community focused guidance curriculum aimed for students in grades kindergarten through 8th grade. The mission of this curriculum is to better promote and improve the academic, career, and personal/social development of students.

CHAPTER THREE

School Guidance Curriculum for grades K-8 of the American School Counselor Association Nine Standards with the Implementation of the Forty Developmental Assets

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- I. Academic Development: Standard A, Standard B, and Standard C**
- Developmental Assets: 5. Caring school climate, 6. Parent involvement in schooling, 12. School boundaries, 16. High expectations, 21. Achievement motivation, 22. School engagement, 23. Homework, 24. Bonding to school, and 25. Reading for pleasure** (activity sheets can be found in Appendix A)
- 1. “School Pride” (Roehlkepartain, 1997) Asset # 5**
- Grades: K-4
- Objective: Students will be able to identify places in their school where they feel cared for.
- Procedure: Ask students where are some places that they feel cared for in their lives? Accept any reasonable answers.
- Ask: What areas in the school seems to be the most caring? The least caring (Roehlkepartain, 1997)? These answers can vary from student to student.
- Ask: What things are important for creating a caring feeling in school (Roehlkepartain, 1997)? Look for answers that include being nice to each other, teachers treat us fairly, etc.

Ask: What things get in the way of creating a caring feeling in school (Roehlkepartain, 1997)? Look for answers which include students who don't follow the rules, teachers who don't listen to us, etc.

Ask: "What can you do to help create a more caring school climate" (Roehlkepartain, 1997, p. 38)?

Give students a copy of a map of the school. Have them color in the areas that they feel cared for with their favorite color. Below their picture, have them write why they feel cared for.

2. Parent/Student Dinner (Support Assets)

Grades: K-8

Objective: To have parents and their children interacting together and being focused on the child's academics.

Procedure: Host a Parent/Student Dinner which should result in parents and children interacting together at school. During the meal, have students present their parents with schoolwork and other school activities with which they are proud of. Also, use this time to display class activity photos and to talk about opportunities parents have to volunteer in the schools.

3. "School Wish List" (Roehlkepartain, 1997) Asset # 5

Grades: 5-8

Objective: Students will identify ideas that will help to make their school have a more caring climate.

Procedure: Discuss with students areas in school where they feel cared for and areas where they do not feel cared for. In partners, have students complete the activity sheet titled “School Wish List”(Roehlkepartain, 1997, p. 39).

4. “Getting Your Parents Involved” (Roehlkepartain, 1997) Asset # 6

Grades: K-8

Objective: Parents will receive useful information in becoming more involved with their child’s schooling.

Procedure: Discuss with students things they can do to get their parents more involved with their schooling. Come up with ideas such as showing parents their homework folders, assignment notebooks, etc. Make sure students take home any letters from teachers that their parents need to see, etc. Give students the activity sheet titled “Getting Your Parents Involved” (Roehlkepartain, 1997, p. 41). Have students fill out their column of the activity sheet and then have the students give the sheet to their parents to fill out. Give out a parent signature slip which states that the parent has received the activity sheet and have the students return the slip to school. If the students return the slip they are given an award.

5. “Unclear Boundaries” (Roehlkepartian, 1997) Asset # 12

Grades: K-5

Objective: To give students the awareness of what it is like to not have clear boundaries.

Procedure: Have students get into three to four same size groups and give each group about 50 toothpicks and 50 gumdrops. Have the groups separated far enough away from each other so that they can’t see what the other groups are doing. Whisper to one

group that they may eat as many of the gumdrops as they want, but they need to be quiet about doing so to keep the other groups from noticing.

On a chalkboard write: “Build a structure using the toothpicks and the gumdrops. The goal is to be the first group to finish, but all of the toothpicks and gumdrops must be used” (Roehlkepartian, 1997, p. 56). As soon as a group completes the task, have the other groups stop the activity. Do a discussion of the following questions:

“How do you feel about the structure that the winning team made? Why?”

“Did the winning team follow the boundaries given? Why or why not?”

“Was the game set up fairly?”

“What would have happened if every group had been told the same boundaries?”

“What experiences have you had when boundaries weren’t well articulated or were confusing?”

“Why do you think boundaries aren’t always clear?” (Roehlkepartian, 1997, p. 56)

6. “Living With Expectations” (Roehlkepartian, 1997, p. 64) Asset # 16

Grades: K-8

Objectives: Students discuss how it feels to have people put expectations on them.

Procedures: Have youth each find a partner who is wearing the same color socks that they are wearing. (If you have an extra person, have a threesome form.) Have pairs take turns telling about times when they didn’t meet someone’s expectations. How did the other people react? How did the youth feel? (Roehlkepartian, 1997, p. 64)

After pairs finish, have youth each find a partner who is wearing the same number of rings that they are wearing on both hands. Have pairs take turns discussing this

situation: Tell about a time when you exceeded someone's expectations. Then ask them to discuss how they felt and how the other people reacted. (Roehlkepartain, 1997, p. 64)

After pairs finish, have youth each find a partner who has the same color hair. Have pairs take turns discussing what they wish others would expect of them and why. Then bring the group together and discuss questions such as these:

Overall, do the adults in your lives (teachers, parents, and other adults) expect too much, to little, or just the right amount of you? Why do you feel that way?

What's difficult about living with people's expectations?

How can you help the adults in your lives have realistic, challenging, high expectations that are right for you? (Roehlkepartain, 1997, p. 64)

7. **“Motivating Walk”** (Roehlkepartain, 1997, p. 80) **Asset # 21**

Grades: 5-8

Objective: Students will experience how it feels to be encouraged and to be discouraged.

Procedure: Have each student find a partner. Have one partner put on a blind fold. Once the one partner can't see, write on the chalkboard for the seeing partner to read “Keep telling your partner that he or she can't do it as you lead her or him around the room. Don't give any encouragement” (Roehlkepartain, 1997, p. 80). Then say to the whole class out loud “We're now going to have the seeing partners lead the blindfolded partners from one end of the room to the other. Begin now” (Roehlkepartain, 1997, p. 80). Watch the students and once they reach the other end of the room, have the students stop and write on the board “This time give your partner lots of support and encouragement” (Roehlkepartain, 1997, p. 80). Tell the whole class “Okay, let's do this

activity again. Begin” (Roehlkepartain, 1997, p. 80). Once the students are at the opposite side of the room have them stop the activity and discuss the following questions:

- What were you thinking as you were being led around the room?
- Which time was easier for the blind folded student? Why?
- How did you feel to get only negative feedback? Only positive?
- Which is more motivating: negative or positive feedback? Why?
- What type of feedback do most youth get about school? What impact does it have?
- What are some things that are most motivating to you in school and learning?

(Roehlkepartain, 1997, p. 80)

8. “What’s Great?” (Roehlkepartain, 1997, p. 82) **Asset # 22**

Grades: 5-8

Objective: To get students to identify things that get them interested in their school.

Procedure: Have students get into groups of three to four and give each group a stop watch. Tell the students: “I’m going to name something specific about school. After I name the specific thing, the person holding the stop watch should start the watch and name aloud as many positive things about that aspect of school that he or she can think of in fifteen seconds” (Roehlkepartain, 1997, p. 82) Have the student to the right of the one with the stop watch keep count of how many items the student says. Name items such as: English, lunch, recess, study hall, assemblies, after-school activities, etc. (Roehlkepartain, 1997).

After the activity, do the following discussion questions: (Roehlkepartain, 1997, p. 82)

- How did you feel as you were doing this activity? Why? At what other times do you feel like this at school?
- How difficult was it to name a lot of different positive or engaging specifics? Why?
- Were you surprised by any of the responses you heard from other people?
- How did you feel holding the stopwatch, knowing that someone was counting your responses?
- What would make your school more engaging? Why?

9. **“Brainstorm Clouds”** (Roehlkepartain, 1997, p. 84) **Asset # 23**

Grades: K-5

Objective: “Youth brainstorm ways to encourage themselves to do homework”

(Roehlkepartain, 1997, p. 84).

Procedure: Explain to youth what brainstorming is. Draw a large circle on the chalkboard and have youth brainstorm ideas that would make them want to do homework or make it easier to do homework (Roehlkepartain, 1997). Remind them that there are no bad ideas when brainstorming.

After students finish brainstorming, ask the following discussion questions

(Roehlkepartain, 1997, p. 84):

- Which of the ideas do you like the most? Why?
- If a friend asked for your help in figuring out how to do homework better, what advice would you give?
- How do you feel about the time you spend doing homework? Is it too much? Not enough? How's your concentration?
- What keeps you from doing homework?

- What motivates you to do homework?

10. “Your School” (Roehlkepartain, 1997, p. 87) Asset # 24

Grades: K-4

Objective: Students identify things that they enjoy about school.

Procedure: Have students fill out activity sheet titled “Your School”

(Roehlkepartain, 1997, p. 87) and discuss.

11. Reading Rewards Asset #25

Grades: K-8

Objective: Students are rewarded for when they read for pleasure.

Procedure: Have students fill out a simple book report form when they finish reading a book. Keep a chart on how many books each child reads and once they reach their goal, they get a reward.

II. Career Development: Standard A, Standard B, and Standard C

Developmental Assets: 7. Community values youth, 8. Youth as resources, 9.

Service to others, 30. Responsibility, 32. Planning and decision making, 39. Sense of purpose, and 40. Positive view of personal future

1. Community Service

Grades: 5-8

Objective: Students do community services work for the local community.

Procedure: Plan a community service day where students go out into the community to do service for others. Examples of community service could be raking leaves, shoveling snow, helping in a soup kitchen, doing a food drive, visiting a nursing home, etc.

2. Big Brothers/Big Sisters Presentation (Roehlkepartain, 1997) Asset #8

Grades: K-8

Objective: To inform students and parents of the Big Brothers/Big Sisters Organization and to get students involved in the program.

Procedure: Organize a meeting time with a representative from BB/BS to come in and speak to the different classes. A few days before the speaker comes in, have students come up with two questions each about what they would like to know about the program. Try to have some questions ask who can participate in the program, what do BB/BS do with their little brother/sister, why should children have positive role models, etc.

On the day the representative comes to speak to the classes, have the students have their questions ready. After the speaker gives his/her presentation (try to have the speaker point out the importance of positive adult role models and having youth be role models to younger children, also discuss the results of these pairings) let the students ask their questions (Roehlkepartain, 1997). Have handouts, brochures, etc. on the BB/BS organization to give to the students to take home to their parents/guardians and advocate children to seek a mentor or for older youth to become a mentor (Roehlkepartain, 1997).

3. “Penny Power” (Roehlkepartain, 1997, p. 48) Asset # 9

Grades: K-5

Objective: Students will experience the feeling of hoarding and the feeling of giving to others.

Procedure: Tell students to get into groups of four to five. Give each student five pennies. First, tell the students to try to get as many pennies from the other students in their group while trying to hoard their own. Let this go on for a few minutes, then tell the

students to try to give their pennies to the other students in their group without taking any from other students (Roehlkepartain, 1997). Stop the activity after a few minutes and ask the following questions:

- What was it like to try to take pennies from others? Give them away?
- Which part of the activity raised more negative/positive feelings in you? Why?
- Is it important to give and to serve others?
- Name some experiences you have had in giving to others or experiences you would like to do. (Roehlkepartain, 1997, p.48)

4. “Character Comparison” (Roehlkepartain, 1997, p. 100) **Asset # 30**

Grades: 5-8

Objective: Students find examples and discuss a responsible person and an irresponsible person.

Procedure: Tell students to get into groups of five or six and give each group a newspaper, newsmagazine, and another magazine such as “People” (Roehlkepartain, 1997). Tell the students that each group needs to find one article telling about a person who took responsibility and an article on a person who was irresponsible (Roehlkepartain, 1997). Next, have the students identify what these two people have in common and what characteristics are unique to each person (Roehlkepartain, 1997). Have the students report on their findings to the entire class and then discuss the following questions:

- Is it easier to find newstories about people being responsible or irresponsible? Why?
- What did you admire most about the responsible person you studied? Why?

- Do you think it would be easy or hard to act on that trait that you most admired?
Why?

- Who are some other responsible people you admire? What about them do you admire?

5. “Decision Road Map” (Roehlkepartain, 1997, p. 106) Asset # 32

Grades: 5-8

Objective: Students will experience the advantages and disadvantages of getting help from others in decision making (Roehlkepartain, 1997).

Procedure: Put three roadmaps in different areas around the room. Then split the class into three groups and assign each group to a map. Have the students pick a starting point on the map and a destination point. Next, tell the students to plot as many different routes they can find from their starting point to their destination and have them keep count of the number of routes. Tell youth to talk about what they like or dislike about each route (Roehlkepartain, 1997). Afterwards, ask the following questions:

- What were things that happened on your team that helped you to find many routes?
- Was it harder or easier to pick a lot of routes as a team?
- Is the route better because more people were involved in the decision?
- When you have to make decisions in your life, in what ways can it help to have input from others?
- In addition to getting feedback from others, what are things you do to help you make decisions? (Roehlkepartain, 1997, p. 106)

6. “A Meaningful Gift” (Roehlkepartain, 1997, p. 123) Asset # 39

Grades: K-5

Objective: Students identify their talents and acknowledge their own sense of purpose.

Procedure: Have students fill out and color “A Meaningful Gift” (Roehlkepartain, 1997, p. 123) activity sheet.

7. “A Look to the Future” (Roehlkepartain, 1997, p. 124) Asset # 40

Grades: K-8

Objective: Students create a collage representing their ideas for the future.

Procedure: Give each student a large piece of paper and have them create a collage of what they believe the future will be like (Roehlkepartain, 1997). Let students cut out pictures from magazines, catalogs, etc. After the students have finished their collages, ask the following questions:

- How different do you think your life in the future will be from your present life?
Why?
- What kinds of things do you worry about in the future? What are some things that give you hope?
- How can you prepare for the future so it will be exciting and positive?

(Roehlkepartain, 1997, p. 124)

III. Personal / Social Development: Standard A, Standard B, and Standard C

Developmental Assets: 1. Family support, 2. Positive Family Communication, 3. Other adult relationships, 4. Caring neighborhood, 10. Safety, 11 Family boundaries, 13. Neighborhood boundaries, 14. Adult role models, 15. Positive peer

influence, 17. Creative activities, 18. Youth programs, 20. Time at home, 26. Caring, 27. Equality and social justice, 28. Integrity, 29. Honesty, 31. Restraint, 33. Interpersonal competence, 34. Cultural competence, 35. Resistance skills, 36. Peaceful conflict resolution, 37. Personal power, and 38. Self-esteem

1. “Classroom Census” (Roehlkepartain, 1997, p. 30) Asset # 1

Grades: K-8

Objective: Students will create a visual to measure their amount of family support.

Procedure: Prior to class, label 10 glass jars: 1. Mother love; 2. Father love; 3. Sibling love; 4. Overall family support; 5. Friendly place; 6. Time together; 7. Tough times; 8. Important issues; 9. Future goals support; and 10. Important in family (Roehlkepartain, 1997, p. 30). Give each student 10 green squares of paper and 10 red squares of paper (about 1” x1” each) (Roehlkepartain, 1997). Once all the students have their squares, write the following questions on the chalkboard:

1. Overall, do you feel loved by your mom?
2. Overall, do you feel loved by your dad?
3. Overall, do you feel loved by your siblings?
4. Overall, do you feel supported by your family?
5. Is your home a warm, friendly place to be?
6. Do you like spending time with your family?
7. Do you feel your family usually supports you when you are having a tough time?
8. Do you feel comfortable talking to your parents about issues that are important to you?
9. Do your parents support your future goals?

10. Do you feel like an important part of your family?

(Roehlkepartain, 1997, p. 30)

Tell youth to put a green square in the appropriate jar if their answer is yes and a red square in the appropriate jar if their answer is no (Roehlkepartain, 1997). Once everyone has finished, have students get into 10 groups and count the total green squares and red squares in each jar. Once all the jars are tallied, discuss the following questions:

- What are areas where we are most likely to experience support? Why?
- Where do we experience less support? Why?
- Did any findings surprise you? Why?
- What advice would you give to youth who don't experience a lot of support in their families?

(Roehlkepartain, 1997, p. 30)

2. Parent Letter Asset # 2

Grades: 5-8

Objective: Students write a letter to their parents stating issues that they would like to discuss but are uncomfortable bringing up.

Procedure: Give each student a piece of writing paper and an envelope. Discuss with students some issues in their life that are difficult to talk to their parents about. Tell them this is an opportunity to write to their parents and tell them about these issues. Tell the students that it is up to them whether or not they give the letter to their parents, but what is most important is that they are honest with themselves. Once the students finish their letter, discuss the following questions by Roehlkepartain (1997):

- How did it feel to write about this topic in a letter?

- What do you think would happen if you gave your letter to your parents?
- What's the worst reaction you might get?
- What's the best reaction you might get?
- What are the other ways you can bring up difficult topics with your parent(s) besides writing a letter?

3. “Who Supports You?” (Roehlkepartain, 1997, p. 34) Asset # 3

Grades: K-5

Objective: Students become aware of adults other than their parents who support them.

Procedure: Ask students to make a list of adults other than their parents they feel they are supported by. Tell youth to include on their list adults who they may have never have gone to but think would be good to get advice from (Roehlkepartain, 1997). Once the students are finished with their list, have them write another list of qualities that the people on the first list possess that make them good sources of support (Roehlkepartain, 1997). After students complete the second list, discuss the following questions:

- What difference does it make for you to have an adult like this in your life?
- How would you tell a friend to go about finding a caring adult friend if he or she didn't have one to turn to?
- Name one adult, other than your parent(s), whom you would like to get to know better. Why?
- How can you go out of your way to see that person this week?

(Roehlkepartain, 1997, p. 34)

4. Neighborhood Map (Benson, Espeland, & Galbriath, 1998) Asset # 4

Grades: 5-8

Objective: Students will identify neighbors that they know and do not know and will attempt to get to know one unknown neighbor.

Procedure: Give each student a piece of paper and a pencil. Instruct them to draw a map of their neighborhood or apartment building. Have students color code the map by houses or apartments of neighbors that the students know being one color and neighbors that they don't know another color. After students finish their map, have them brainstorm ways to get to know at least one unknown neighbor in the next couple weeks. Tell them to do this with their parents or guardians. After they meet a new neighbor, have them report to the class.

5. Safety Questionnaire (Benson, Espeland, & Galbriath, 1998) **Asset # 10**

Grade: K-8

Objective: Students and parents will address safety issues in the home.

Procedure: Give each student a worksheet with the following questions on it:

- What are your family's rules about answering the telephone?
- Opening the door to strangers?
- Spending time at home alone?
- Using appliances?
- Watching TV and surfing the Internet?
- What would you do in a fire?
- What would you do in other emergencies?
- What would you do in a tornado, flood, hurricane, earthquake, etc?

Discuss the questions with the students. Give them emergency phone number cards

to put by their telephone. Get copies of “Your Family Disaster Plan” and “Your Family Disaster Supplies Kit” from your local Red Cross and hand them out to students (Benson, Espeland, & Galbriath, 1998). Instruct students to discuss these questions with their parents and to bring back the worksheet signed by their parents for a reward.

6. Family Boundaries Talk Show (Benson, Espeland, & Galbriath, 1998) **Asset #11.**

Grades: 5-8

Objective: Students will discuss and understand their family boundaries.

Procedure: Have five students sit in chairs in front of the classroom as the talk show guests. The rest of the class is the audience, but may enter into the discussion when they raise their hand. As the host of the talk show, ask the following questions and have the students discuss:

- What are some of the boundaries or rules in your family?
- Are the boundaries too strict/ too lenient?
- How would your life be better/worse if your parents did not set boundaries?
- What would you tell a friend who had major disagreements with their parents about boundaries?

After students answer the questions, tell them to share this discussion with their parents.

7. “The Ideal Neighborhood” (Roehlkepartain, 1997, p. 58) **Asset # 13**

Grades: K-5

Objective: Students will identify positive aspects of a good neighborhood.

Procedure: Tell students to get into teams of four. Give each team a piece of paper

and instruct them to draw a neighborhood that would be perfect for people of all ages (Roehlkepartain, 1997). Tell students to discuss problems that they have in their own neighborhoods and how to overcome those problems. Once the students are finished with their drawings, have them present them to the entire class and tell about one way they figured out they could make their own neighborhood a better place to live (Roehlkepartain, 1997). After all the groups have presented their pictures, discuss the following questions:

- What are the most important things to have in an ideal neighborhood?
- Are these things available in your neighborhood?
- Where are the biggest problems in your neighborhood?
- What things can you do to make your neighborhood a better place to live?

(Roehlkepartain, 1997, p. 58)

8. “Celebrities and Newsmakers” (Roehlkepartain, 1997, p. 60) Asset # 14

Grade: 5-8

Objective: Students will identify and discuss positive and negative role models.

Procedure: Give students many different types of magazines to cut out pictures of people. Have two poster boards in front of the room labeled “Positive Role Models” and “Negative role Models.” Tell students to paste the pictures of the people on the appropriate poster board. Once the boards are full, discuss the following questions:

- Who are the people you chose for each category?
- Describe some of the reasons these people are positive or negative role models.
- How easy/difficult was this activity? Why?

- Do you think that some of the same people could appear on both of the poster boards?
Why?
- Why are celebrities and newsmakers important?
- What are some of the dangers in looking up to these people?
- How should we judge whether a celebrity or newsmaker is a worthwhile role model or not?

(Roehlkepartain, 1997, p. 60)

9. “Positive Pals” (Ferbert, Forrest, & Griffith, 2000, p. 2-3) Asset # 15

Grades: 4-8

Objective: Students will identify effective and ineffective behavior, gain a greater sense of self-esteem, and identify positive ways to deal with social situations (Ferbert, Forrest, & Griffith, 2000).

Procedure: Have students get into groups of two. Tell students to find a partner that they do not know very well. Give each student a 3x5 index card and explain to them to write down a conflict situation which they have had to deal with at school or at home. Next, have each pair role-play the conflict two times, once doing an ineffective way to deal with it, and once doing an effective way (Ferbert, Forrest, & Griffith, 2000). After each pair has done their role-plays, discuss the following questions:

- Why do you think you were paired with someone other than your friends?
- What did you learn from listening and watching your peers’ conflicts?
- How do you determine if your behavior is effective or not?
- Can you name one positive thing you gained from doing this activity?

(Ferbert, Forrest, & Griffith, 2000, p. 2-3)

10. Youth Programs Awareness Assets # 17 & 18

Grades: K-8

Objective: Students will become aware of creative activities and youth programs available to them in the school and community.

Procedure: At the beginning of the school year, discuss with students the importance of being involved in creative activities and joining youth programs. Have handouts for students and parents explaining the type of activities and programs available. Examples are: music lessons, drama, art, sports clubs, 4-H, Boy Scouts, etc.

11. “Balancing Act” (Roehlkepartain, 1997, p. 74) Asset # 20

Grades: K-8

Objective: Students will be able to visualize how much time they spend away from home by balancing balloons.

Procedure: Have students get into pairs and give each pair seven long skinny balloons to inflate. Tell students that each balloon represents each night of the week (Roehlkepartain, 1997). Have the partners decide who will go first. The partner not going first will need to hand the balloons to their partner. Instruct the students to place a balloon in their left hand for each night they are doing an unstructured activity. In their right hand, place a balloon for each night they spend at home or in a structured activity (Roehlkepartain, 1997). Have the partners take count of how many balloons are in each hand and then have the partners switch roles. Once both partners have finished, discuss the following questions:

- How would you rate the balance of your life in the past week?
- Is it easier for to err on the side of being too busy or not having enough to do? Why?

- Would you like your life to be more balanced? Why?
- What can you do to get your life more balanced?

(Roehlkepartain, 1997, p. 74)

12. Positive Values Week Assets # 26-31, 33

Grades: K-8

Objective: Students will become more aware of having and demonstrating positive values.

Procedure: Discuss with students the definitions of the positive values: caring, equality and social justice, integrity, honesty, responsibility, and restraint. Provide examples of people demonstrating these values. Explain to students that this week is designated positive values week. Have tickets available to students who are caught demonstrating positive values or if they bring in a news article of someone demonstrating positive values. At the end of the week, the students may turn in their tickets for prizes according to the number of tickets they have collected.

13. Multicultural Fair Asset # 34

Have minority students prepare a presentation for the school about their culture. Have the students present on topics such as customs, dress, music, and food. Invite the community to attend and set up a Multicultural Fair in the school's auditorium.

14. "The Pressure's On" (Ferber, Forrest, & Griffith, 2000, p. 55-57) Asset # 35

Grades: 4-8

Objectives: Students will develop resistance skills.

Procedure: Discuss with the students different ways of saying no such as saying no

repeatedly, stating the consequences, suggest alternative things to do, and walk away (Ferber, Forrest, & Griffith, 2000). Next, discuss with the class situations where drugs may be offered. Have the students get into groups and assign each group a vignette to role-play for the class (Ferber, Forrest, & Griffith, 2000). After the students have completed their role-plays, discuss which ways of saying no seemed to work well and what could have been done differently.

15. “Work It Out” (Ferber, Forrest, & Griffith, 2000, p. 154-155) **Asset # 36**

Grade: 4-8

Objective: Students will learn to work out their conflicts with their peers peacefully.

Procedure: Have each student write down a problem they have had with their peers and have students explain the problem (Ferber, Forrest, & Griffith, 2000). On the chalkboard, list the following steps to problem-solving:

- State the problem
- List Choices
- Generate Possible consequences for each choice
- Choose an option
- Reflect on choice

(Ferber, Forrest, & Griffith, 2000, p. 154)

Instruct each student to write a solution to the following problem “you’re at a party and one of the guests passes out” (Ferber, Forrest, & Griffith, 2000, p. 154).

Next, have the students each find a partner and discuss their solutions to each other.

Then have the student pairs decide on one solution and share this solution with the

class. After all the students have discussed their solutions to the class, discuss the following questions:

- Why is it important to use the problem-solving steps?
- Which took longer- solving the problem by yourself or with a partner?
- Why is it important to solve problems with others?
- Why is it important to find more than one solution to the problem?
- Why is it important to reflect on the choice that is made?

(Ferbert, Forrest, & Griffith, 2000, p. 154-155)

16. “Respect for Self” (Ferbert, Forrest, & Griffith, 2000, p. 221-222) **Assets # 37-38**

Grades: 4-8

Objectives: Students will realize the relationship between self-respect, self-esteem, and personal power to current and future success.

Procedure: Have each student write down three positive characteristics about themselves. Next, tell the students to write down how these positive personality traits can benefit the student in the present and in the future (Ferbert, Forrest, & Griffith, 2000).

Have students write resumes based on the positive qualities and give them a certificate of “Good Character.” At the end of the period, discuss the following questions:

- How do these qualities help you the most now and how will they help in the future?
- Where will these qualities help you the most? Why?
- Is there a certain time in your life that these qualities will be the most helpful?
- Who and where have you been taught and modeled respect?

(Ferbert, Forrest, & Griffith, 2000, p. 221-222)

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APPENDIX A

#30

School Wish List

In each of the areas below, write two ideas of what would help make your school a national model of a caring, encouraging school environment.



Relationships among students

- 1.
- 2.



Extracurricular activities

- 1.
- 2.



Student-teacher relationships

- 1.
- 2.



Administration

- 1.
- 2.



School environment/building

- 1.
- 2.



Student government/student council

- 1.
- 2.



School social functions

- 1.
- 2.



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#33

Getting Your Parents Involved

Youth are often busy. Parents are often busy. Teachers are often busy. But it is important for schools and families to connect in order to build assets—despite their sometimes hectic schedules.

Think about your parent's schedule. Then check the ways that you think your mom or dad could be involved in your school.

After you finish filling out the worksheet, show it to your mom or dad. Ask her or him to complete it as well. Then compare your answers. Talk with your parent about ways to increase her or his involvement in your schooling.

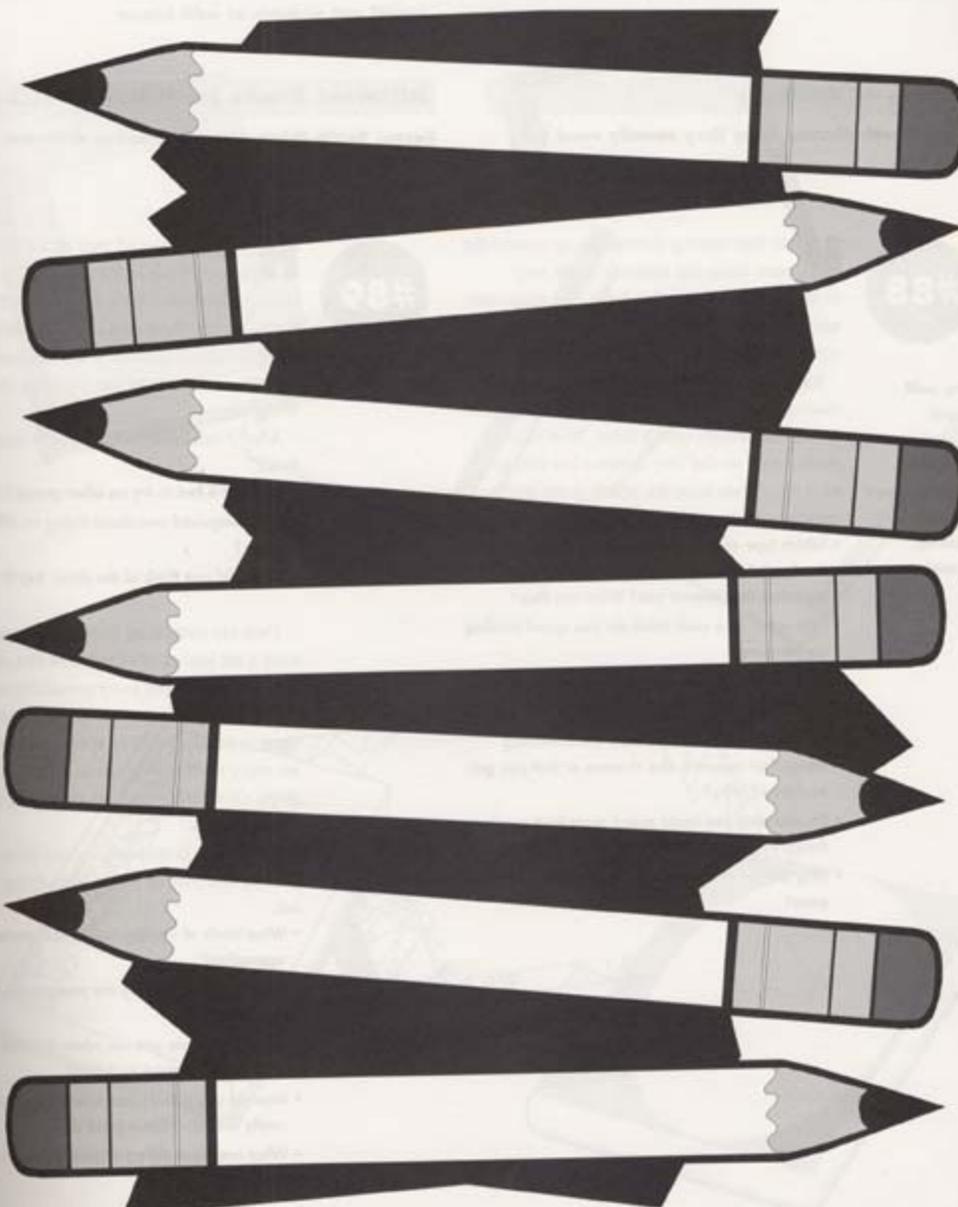
Good Ways for Parents to Get Involved in School:	According to Youth	According to Parent
1. Ask youth what happened in school each day.	<input type="checkbox"/>	<input type="checkbox"/>
2. Set aside time for youth to do homework each day.	<input type="checkbox"/>	<input type="checkbox"/>
3. Create a space for youth to do homework at home.	<input type="checkbox"/>	<input type="checkbox"/>
4. Help youth with homework.	<input type="checkbox"/>	<input type="checkbox"/>
5. Periodically call a teacher to check on how youth is doing.	<input type="checkbox"/>	<input type="checkbox"/>
6. Participate in a parent-teacher organization.	<input type="checkbox"/>	<input type="checkbox"/>
7. Attend a school board meeting to see what some of the key issues are.	<input type="checkbox"/>	<input type="checkbox"/>
8. Go to parent-teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>
9. Send a teacher a note of encouragement.	<input type="checkbox"/>	<input type="checkbox"/>
10. Volunteer to help out at the school.	<input type="checkbox"/>	<input type="checkbox"/>
11. Other _____.	<input type="checkbox"/>	<input type="checkbox"/>

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#87

Your School

**What do you enjoy most about your school? What makes you care about your school?
On each pencil below, write one thing that you like about your school.**

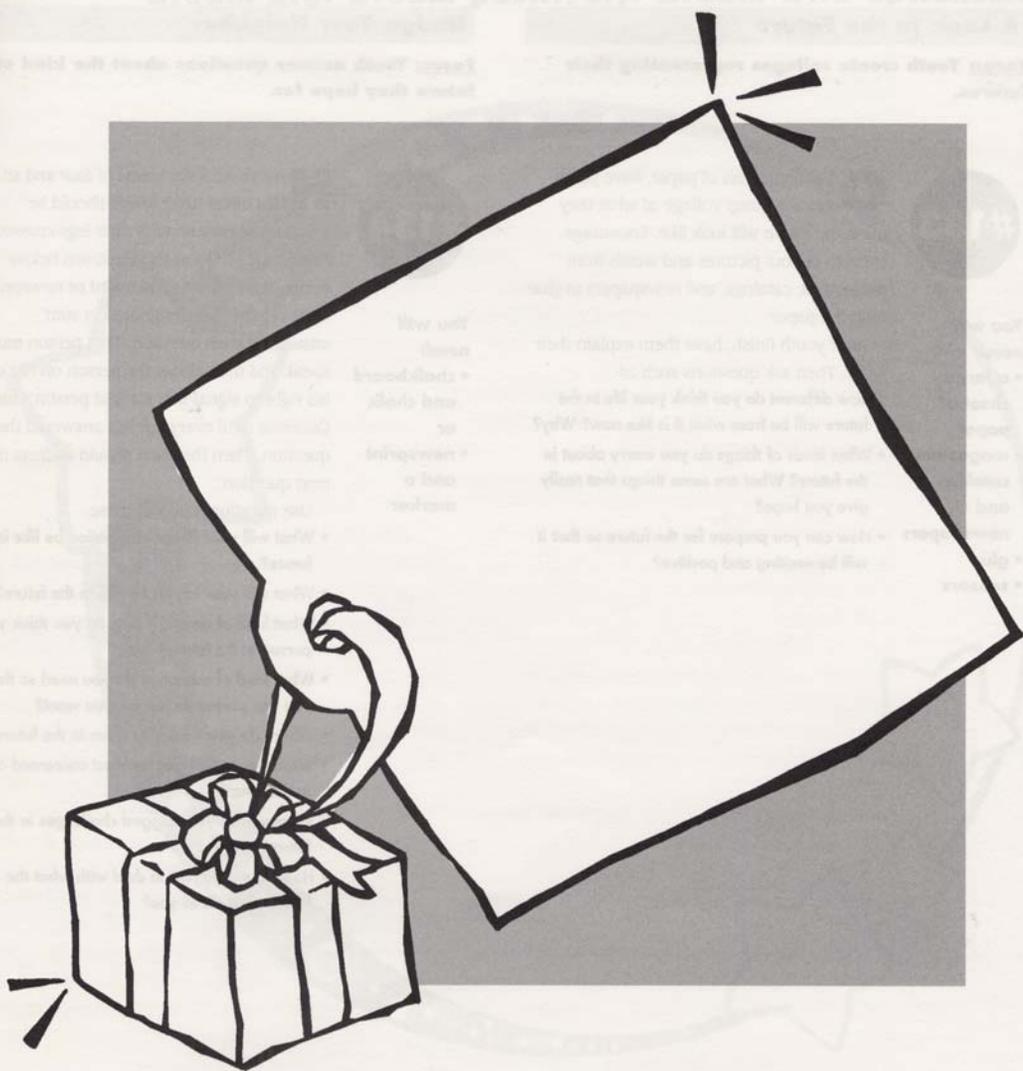


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#132

A Meaningful Gift

The things we enjoy doing and the things we have talent for are what give us meaning in life. And what gives us a personal sense of purpose is also our gift to others and our society. In other words, you are a personal gift to the world. On the gift tag below, write as many things you can think of that give you meaning in life, that you have a talent for, and that you have to give others.



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