

# 40 Assets Elementary-Age Kids Need to Succeed

## Ages 6 to 11 Years

Search Institute has identified the following key building blocks of healthy development that help young people grow up caring and competent.

	CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	<b>Support</b>	<ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Parents and children communicate positively. Children are willing to seek advice and counsel from their parents.</li> <li>3. <b>Other adult relationships</b>—Children have support from adults other than their parents.</li> <li>4. <b>Caring neighborhood</b>—Children experience caring neighbors.</li> <li>5. <b>Caring out-of-home climate</b>—School and other activities provide caring, encouraging environments for children.</li> <li>6. <b>Parent involvement in out-of-home situations</b>—Parents are actively involved in helping children succeed in school and in other situations outside the home.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community values children</b>—Children feel that the family and community value and appreciate children.</li> <li>8. <b>Children are given useful roles</b>—Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community.</li> <li>9. <b>Service to others</b>—Children serve others in the community with their family or in other settings.</li> <li>10. <b>Safety</b>—Children are safe at home, at school, and in the neighborhood.</li> </ol>
	<b>Boundaries and Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—The family has clear rules and consequences and monitors children’s activities and whereabouts.</li> <li>12. <b>Out-of-home boundaries</b>—Schools and other out-of-home environments provide clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring children’s behavior.</li> <li>14. <b>Adult role models</b>—Parents and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer interaction and influence</b>—Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings.</li> <li>16. <b>Appropriate expectations for growth</b>—Adults have realistic expectations for children’s development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere.</li> <li>18. <b>Out-of-home activities</b>—Children spend one hour or more each week in extracurricular school activities or structured community programs.</li> <li>19. <b>Religious community</b>—The family attends religious programs or services for at least one hour per week.</li> <li>20. <b>Positive, supervised time at home</b>—Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.</li> </ol>
INTERNAL ASSETS	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement expectation and motivation</b>—Children are motivated to do well in school and other activities.</li> <li>22. <b>Children are engaged in learning</b>—Children are responsive, attentive, and actively engaged in learning.</li> <li>23. <b>Stimulating activity and homework</b>—Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it’s assigned.</li> <li>24. <b>Enjoyment of learning and bonding to school</b>—Children enjoy learning and care about their school.</li> <li>25. <b>Reading for pleasure</b>—Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b>—Children are encouraged to help other people.</li> <li>27. <b>Equality and social justice</b>—Children begin to show interest in making the community a better place.</li> <li>28. <b>Integrity</b>—Children begin to act on their convictions and stand up for their beliefs.</li> <li>29. <b>Honesty</b>—Children begin to value honesty and act accordingly.</li> <li>30. <b>Responsibility</b>—Children begin to accept and take personal responsibility for age-appropriate tasks.</li> <li>31. <b>Healthy lifestyle and sexual attitudes</b>—Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Children begin to learn how to plan ahead and make choices at appropriate developmental levels.</li> <li>33. <b>Interpersonal skills</b>—Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.</li> <li>34. <b>Cultural competence</b>—Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.</li> <li>35. <b>Resistance skills</b>—Children start developing the ability to resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b>—Children try to resolve conflicts nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.</li> <li>38. <b>Self-esteem</b>—Children report having high self-esteem.</li> <li>39. <b>Sense of purpose</b>—Children report that their lives have purpose and actively engage their skills.</li> <li>40. <b>Positive view of personal future</b>—Children are hopeful and positive about their personal future.</li> </ol>