



**ASSET SUPPORTER**  
**Participant**  
**Handbook**

**“You help our young  
people  
SUCCEED.”**

# The assets youth need to succeed!



## 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



|                 |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| External Assets | <b>Support</b>                       | <p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</p> <p>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</p> |
|                 | <b>Empowerment</b>                   | <p>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</p> <p>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</p> <p>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</p> <p>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</p>                                                                                                                                                                                                                                                                                            |
|                 | <b>Boundaries &amp; Expectations</b> | <p>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. <b>School Boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</p> <p>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</p>                                                    |
|                 | <b>Constructive Use of Time</b>      | <p>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>                                                                                                                           |
| Internal Assets | <b>Commitment to Learning</b>        | <p>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</p> <p>22. <b>School Engagement</b>—Young person is actively engaged in learning.</p> <p>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</p> <p>24. <b>Bonding to school</b>—Young person cares about her or his school.</p> <p>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</p>                                                                                                                                                                                                                       |
|                 | <b>Positive Values</b>               | <p>26. <b>Caring</b>—Young person places high value on helping other people.</p> <p>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</p> <p>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</p> <p>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>                                                           |
|                 | <b>Social Competencies</b>           | <p>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</p> <p>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</p>                                                                                                                |
|                 | <b>Positive Identity</b>             | <p>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</p> <p>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</p> <p>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</p> <p>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</p>                                                                                                                                                                                                                                                                                              |

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The **Cayman Islands Youth Development Consortium** is a **non-government, non-profit organization**, founded specifically to implement asset-building programmes for **Cayman's youth**.

**OUR PURPOSE:** It is our belief that the proactive youth development approach of helping all young people develop their assets (strengths), is the most effective way of preventing their involvement in risky behaviour.

**OUR MISSION:** The mission of the Cayman Islands Youth Development Consortium is to motivate all children and young people about their assets, which encompass the support of their peers, family, school and community.

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## AN INVITATION TO SUPPORT, BUILD OR LEAD

During Support Our Youth month we invite you to become an asset supporter, builder or leader. Your support helps us to accomplish our mission of motivating all children and young people about their assets.

### **SUPPORT** **Become an Asset Supporter**

A parent/ family or community member that integrate asset-building into their daily life, promote the assets and supports CIYDC asset-building initiatives.

**Attend Asset Building Workshops**  
**Attend Community Presentations**  
**Participate in Support Our Youth Month Events**

- Asset Day
- Planning for Youth Success Conference
- Celebrate Our Youth Day

### **BUILD** **Become an Asset Builder**

A parent/ family or community member that encourages another to become an asset supporter.

### **LEAD** **Become an Asset Leader**

A parent/ family or community member that rallies two or more others to become an asset supporter and create asset-building opportunities for young people.

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## WHY JOIN CIYDC?

Building the assets/ strengths of our young people helps them **SUCCEED!** It also minimizes their risk to substance abuse, youth violence, teen pregnancy, delinquency and school drop out.

CIYDC is the only organization in the Cayman Islands that is promoting all the assets that help our young people to succeed and the only entity that has created it's programme components utilizing the asset -building framework to enhance thriving behaviors in students and reduce their risky behaviors eg. Youth violence, drug use, delinquency etc.



# My asset building plan | Name: \_\_\_\_\_

## My ASSET SUPPORTER plan

| WHAT<br><i>Asset Building Needs</i> | HOW<br><i>Actions to build assets</i> | WHEN<br><i>Frequency e.g. hours per week</i> | RESULTS<br><i>Progress to be achieved</i> |
|-------------------------------------|---------------------------------------|----------------------------------------------|-------------------------------------------|
|                                     |                                       |                                              |                                           |

## My ASSET BUILDING plan

| WHAT<br><i>Asset Building Needs</i> | HOW<br><i>Actions to build assets</i> | WHEN<br><i>Frequency e.g. hours per week</i> | RESULTS<br><i>Progress to be achieved</i> |
|-------------------------------------|---------------------------------------|----------------------------------------------|-------------------------------------------|
|                                     |                                       |                                              |                                           |

## My ASSET LEADER plan

| WHAT<br><i>Asset Building Needs</i> | HOW<br><i>Actions to build assets</i> | WHEN<br><i>Frequency e.g. hours per week</i> | RESULTS<br><i>Progress to be achieved</i> |
|-------------------------------------|---------------------------------------|----------------------------------------------|-------------------------------------------|
|                                     |                                       |                                              |                                           |