

Yukon's 40 Developmental Assets

to positive youth development

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. This set of 40 Developmental Assets® was adapted by the Youth Directorate with permission from Search Institute's original framework (© 1997 by Search Institute, www.search-institute.org. All rights reserved.) For more information on Developmental Assets® please visit www.lionsquest.ca/our-approach/asset-building/ * the definitions of these assets were adapted by the Youth Directorate with permission of Search Institute.

External Assets

Internal Assets

Support 	<ol style="list-style-type: none"> Family support family life provides high levels of love and support. Positive family communication young person and their parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). Other adult relationships young person receives support from three or more non-parent adults. Caring neighborhood young person experiences caring neighbors. Caring school climate* school provides a caring, encouraging environment that respects the community's culture. Parent involvement in schooling* parent(s) and community members are actively involved in helping the young person succeed in school. 			
	Empowerment 	<ol style="list-style-type: none"> Community values youth young person perceives that adults in the community value youth. Youth as resources young people are given useful roles in the community. Service to others young person serves in the community one hour or more per week. Safety young person feels safe at home, school, and in the neighborhood. 		
		Boundaries & Expectations 	<ol style="list-style-type: none"> Family boundaries* family has clear rules, roles, and consequences, and monitor's the youth's whereabouts. School boundaries school provides clear rules and consequences. Neighborhood boundaries* community shares the responsibility for the safety and well-being of the youth. Adult role models parent(s) and other adults model positive, responsible behavior. Positive peer influence young person's best friends model responsible behavior. High expectations* parents, community members, and teachers encourage youth to do well. 	
			Constructive Use of Time 	<ol style="list-style-type: none"> Creative activities young person spends three or more hours per week in lessons or practice in music, theater, or other arts. Youth programs* young person spends three or more hours per week in nature, sports, clubs, or other organizations at school, on the land, or in the community. Spiritual/Religious community* young person spends one or more hours per week in activities of a spiritual or religious nature. Time at home* young person chooses to spend quality time at home.
				Commitment to Learning 
	Positive Values 			
Social Competencies 				
			Positive Identity 	