

Developmental Assets® for Middle Childhood (ages 8-12)

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

SUPPORT

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Parenting adults and children communicate positively. Children feel comfortable seeking advice from family members.
3. **Other adult relationships**—Children receive support from adults beyond their immediate family.
4. **Caring neighborhood**—Children experience caring neighbors.
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
6. **Family-school partnerships**—Families and schools work together to ensure that children are successful in learning.

EMPOWERMENT

7. **Community values children**—Children feel valued and appreciated by adults in the community.
8. **Children as resources**—Children are included in decisions at home and in the community.
9. **Service to others**—Children have opportunities to help others in the community.
10. **Safety**—Children feel safe at home, at school, and in their neighborhoods.

BOUNDARIES AND EXPECTATIONS

11. **Family boundaries**—Families have fair, clear, and consistent rules and consequences, and they monitor their children's whereabouts.
12. **School boundaries**—School has clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring children's safety and behavior.
14. **Adult role models**—Family members and other adults model positive, responsible behavior.
15. **Positive peer influence**—Children's closest friends model positive, responsible behavior.
16. **High expectations**—Parenting adults and teachers expect children to do their best at school and in other activities.

CONSTRUCTIVE USE OF TIME

17. **Creative activities**—Children participate in music, art, drama, or creative writing two or more times per week.
18. **Child programs**—Children participate two or more times per week in co-curricular school activities or structured community programs.
19. **Religious or spiritual community**—Children participate in activities or programs with positive peers and adults in a religious or spiritual organization one or more times per week.
20. **Time at home**—Children spend time most days interacting with adult family members and doing activities at home other than screen time.

INTERNAL ASSETS

COMMITMENT TO LEARNING

21. **Achievement motivation**—Children are motivated and strive to do well in school.
22. **Learning engagement**—Children are responsive and attentive in learning at school and outside of school.

- 23. **Homework**—Children usually turn in assignments on time.
- 24. **Bonding to school**—Children care about teachers and other adults at school.
- 25. **Reading for pleasure**—Children enjoy and spend time reading for fun most days of the week.

POSITIVE VALUES

- 26. **Caring**—Parenting adults tell children it is important to help other people.
- 27. **Equality and social justice**—Parenting adults tell children it is important to speak up for other people's rights.
- 28. **Integrity**—Parenting adults tell children it is important to stand up for your core beliefs.
- 29. **Honesty**—Parenting adults tell children it is important to tell the truth.
- 30. **Responsibility**—Parenting adults tell children it is important to accept personal responsibility for what they do.
- 31. **Healthy lifestyle**—Parenting adults tell children it is important to have good health habits and an understanding of healthy sexuality.

SOCIAL COMPETENCIES

- 32. **Planning and decision making**—Children think about their decisions and are usually happy with results.
- 33. **Interpersonal competence**—Children care about and are affected by other people's feelings and enjoy making friends.
- 34. **Cultural competence**—Children know and are comfortable with people of different racial, ethnic, cultural backgrounds than their own.
- 35. **Resistance skills**—Children can stay away from people who are likely to get them in trouble and can say no to doing wrong or dangerous things.
- 36. **Peaceful conflict resolution**—Children seek to resolve conflict nonviolently.

POSITIVE IDENTITY

- 37. **Personal power**—Children feel they have some influence over what happens in their lives.
- 38. **Self-esteem**—Children like and are proud to be the person they are.
- 39. **Sense of purpose**—Children sometimes think about what life means and whether there is a purpose for their life.
- 40. **Positive view of personal future**—Children are optimistic about their personal future.