



40 Developmental Assets

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Asset list for children 3 - 5 years old



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What are the 40 Developmental Assets?

The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults.

The Power of the Assets

Studies of more than 2.2 million young people consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviours and the more likely they are to thrive. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity, and are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.

Where the Assets Framework comes from

Researchers have learned a great deal in the past several decades about elements in human experience that have long-term, positive consequences for young people. Factors such as family dynamics, support from community adults, school effectiveness, peer influence, values development, and social skills have all been identified as contributing to healthy development. However, these different areas of study are typically disconnected from each other.

The framework of Developmental Assets steps back to look at the whole—to pull many pieces together into a comprehensive vision of what young people need to thrive. In addition to roots in the scientific research on adolescent development, the assets grow out of three types of applied research:

- **“Positive youth development,”** which highlights core processes and dynamics in human development that are foundational for growing up healthy.
- **Prevention,** which focuses on protective factors that inhibit high-risk behaviours such as substance

abuse, violence, sexual intercourse, and dropping out of school.

- **Resiliency**, which identifies factors that increase young people's ability to rebound in the face of adversity, from poverty to drug-abusing parents to dangerous neighbourhoods.

EXTERNAL ASSETS



SUPPORT

- 1) **Family Support** | Parents and/or primary caregivers provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
 - Start some meal traditions – like Wednesday Waffles or Make-Your-Own-Pizza nights.
 - Spend lots of time talking to, touching and holding your children. It will create a foundation for a strong relationship as they grow.
 - Set time aside each day, even a few minutes, to focus completely on your children. Let them take the lead on what you do, whether it is snuggling, talking, playing, singing or something else.
 - Try to give your children plenty of time together and alone with you by enrolling older siblings in special programs or planning play dates with friends. Hire sitters once in a while for younger siblings or trade time with a friend or partner.
 - Set aside time together for fun family activities for no particular reason.
- 2) **Positive Family Communication** | Parents and/or primary caregivers express themselves positively and respectfully, engaging young children in conversations that invite their input.

- ❑ Teach your children words they can use to describe their feelings. For example, a child may feel pleased, excited, content, or thrilled instead of just happy.
- ❑ When your children are sad, try to find out why. If they don't want to tell you, let them know that you are ready to listen whenever they are ready to talk.
- ❑ Look at children when you speak to them. Eye contact is a simple way to let them know you care.
- ❑ Some teasing may be fun and playful but do not embarrass your child by teasing him or her when it causes discomfort.
- ❑ Never scold your child for crying or tell them they are too old (that big boys and/or girls do not cry) or pass judgment in any other way on their expressions of sorrow.

3) Other Adult Relationships | With the family's support, the child experiences consistent, caring relationships with adults outside the family.

- ❑ Plan activities with other families so your children get to know other parents and you get to know children from other families.
- ❑ Get involved in a class, group or informal network with other parents and young children. Even if you do not separate from your children, encourage them to spend time with the other adults.
- ❑ You will always be the most important adult in your young child's life. But your child's caring adult friends can help you reinforce what you are doing as a parent, helping you to become even more effective.
- ❑ Encourage your child to express appreciation for his caring adult friends and relatives. Help him make and send thank you pictures, cards or unique treats after he's been treated to a special activity.
- ❑ Invite a little kid over for a glass of juice.

4) Caring Neighbourhood | The child's network of relationships includes neighbours who provide emotional support and a sense of belonging.

- ❑ When you walk through your neighbourhood with your children, stop to chat with neighbours who are outside. Introduce them to your children.
- ❑ Ask your closest neighbours if your children can come to their house if they are upset or get locked out.
- ❑ To establish relationships with your neighbours, invite them to your home for dinner, a barbeque, or a potluck. Allow time for your children to get to know their adult neighbours.
- ❑ Participate in Cochrane Light Up, Outhouse Races or local parade days.
- ❑ Help your children make and deliver May Day baskets each May 1st.

5) Caring Climate in Child Care and Educational Settings

Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.

- ❑ When you look for a new child-care provider or assess a current arrangement, watch for signs of a caring environment – caregivers and children who enjoy learning and being together. Compliment caregivers when you see these signs. Ask questions when you don't.
- ❑ Before leaving your child alone at preschool or daycare, spend time together exploring the room, talking with the teacher and playing. Give your child a chance to ease into the new environment and the care providers a chance to see how you and your child interact.
- ❑ Make sure that the childcare settings provide a warm, nurturing environment with age-appropriate toys and equipment. If you have any concerns, talk with the director or supervisor. If you are looking for care, talk to other parents, guardian and grandparents about where their young children go.

- ❑ If your child misbehaves in someone else's care, ask the adult in charge how the situation was handled. If you don't like what you hear, engage her or him (out of earshot of your child) in a conversation about how you prefer a similar situation to be handled in the future.

6) Parent Involvement in Child Care and Education

Parents, caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

- ❑ Know that any amount of involvement makes a big difference to your child.
- ❑ Make an effort to learn things about your children's teachers or caregivers. Ask about their interests, hobbies or families.
- ❑ Get to know caregivers personally. Find out about their hobbies and interests. Caring about your caregiver helps you establish good communication, which translates into positive relationships between the caregiver, your child and you.
- ❑ If your children spend time in a childcare setting, try to set aside time for occasional visits or regular volunteering. Play with your kids as well as with others.
- ❑ When you drop off and pick up your children from childcare, make a point of connecting with other parents and figuring out which kids 'go with' which adults. These simple connections build community.



EMPOWERMENT

7) Community Cherishes and Values Young Children |

Children are welcomed and included throughout community life.

- ❑ Visit child-friendly places in your community, such as youth activity programs, through your religious organization or the city and children's area of your public library.
- ❑ Attend local events such as child-friendly festivals, parades and concerts.
- ❑ If you have children in your care at a preschool or daycare center, provide parents with ongoing information on events in the area where children are valued.

8) Children Seen as Resources |

The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.

- ❑ Use community resources that support families, and your child will learn how she might someday be a productive community member.
- ❑ Visit open houses or community events at police and fire stations.
- ❑ If you're making a meal, ask your child to set a napkin next to each place setting.
- ❑ Engage your child in activities through Boys and Girls clubs, the YMCA or religious organizations.
- ❑ If other children will be attending a social event, plan activities for them to do together, such as kickball or card games. Find simple ways to let young children contribute, such as handing out spoons for ice cream.

9) **Service to Others** | The child has opportunities to perform simple but meaningful and caring actions for others.

- Coordinate a food drive and deliver the goods together.
- Treat an elderly friend, relative or neighbour to lunch. Go to a restaurant, bring a picnic, or order take-out.
- Make and send cards to hospitalized children, nursing home residents, or people in the military.
- Encourage your kids to donate coins – their own or ones you give them – to good causes.
- Thank your child for his help and talk to him about the difference he made when he assisted you.

10) **Safety** | Parents, caregivers, teachers, neighbors, and the community take action to ensure children’s health and safety.

- A natural consequence should always be safe. A child should not, for example, be allowed to climb up a large bookcase because serious injury may be the natural consequence.
- Teach your child never to approach a strange dog or other animal without first getting your permission or permission from the owner.
- Teach children their full name, address, and telephone number.
- Stress to children how important it is that they do not leave their yard or playground without an adult’s permission.
- All children who have outgrown car safety seats should be properly restrained in the back seat of the vehicle in a booster seat until they are at least eight years old or 4’9” tall.



BOUNDARIES & EXPECTATIONS

11) **Family Boundaries** | The family provides consistent supervision for the child and maintains reasonable guidelines for behaviour that the child can understand and achieve.

- Try not to worry about accidental messes at mealtime. Kids this age are learning an important aspect of being civilized: how to feed themselves. Do set limits, however, regarding playing with food.
- If you need to help your child change a behaviour, offer an appealing alternative rather than just a reprimand.
- Be firm with boundaries, even when your kids are being cute.
- Establish clear mealtime rules, such as sharing, passing food when asked (and being sure to ask, not reach), using inside voices, saying “please” and “thank you”, asking for permission before leaving the table, and waiting for a turn to speak.
- Set clear, positive rules for home, such as “use your walking feet indoors”, “gentle petting is nice for the cat but pulling her tail is not okay” and “food is for eating, not throwing”.

12) **Boundaries in Child Care and Educational Settings** |

Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviours.

- Make sure your child’s preschool or child care setting has a positive behaviour policy in place. If not, work with staff members and other parents to develop one.

- ❑ Talk with caregivers about how they will monitor and correct your children's behaviour. Spend time observing your child's interactions in childcare settings to develop a sense of their comfort levels with their caregivers.
- ❑ Encourage appropriate behaviour by reminding the children in your care to use their "good manners".
- ❑ Share information with your childcare provider about your child's temperament and the disciplinary strategies that work well at home.

13) Neighbourhood Boundaries | Neighbours encourage the child in positive, acceptable behaviour, as well as intervene in negative behaviour, in a supportive, non-threatening way.

- ❑ If you observe neighbourhood children misbehaving, ask them to stop, and tell their parents what happened.
- ❑ Teach your children that they need to ask their neighbour's permission before they walk through the yard, play with their pets, or play in their driveway.
- ❑ Meet with other neighbours and set neighbourhood boundaries for children.

14) Adult Role Models | Parents and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.

- ❑ Set a good example by limiting your own use of computers and the Internet, especially when your kids are around.
- ❑ Be aware that when you and your child meet new people together, your child will be watching you to see how you handle the situation. Make good choices.
- ❑ Try to control your temper in front of your children. They are learning how to handle tough situations by watching you.

- ❑ Stay active, eat healthy foods, and read whenever you can. The more excited you act about staying healthy and being well rounded, the more likely your children will be to follow suit.
- ❑ If you work in a childcare setting, invited community role models to join your class or program for an afternoon.

15) Positive Peer Relationships | Parents and caregivers seek to provide opportunities for the child to interact positively with other children.

- ❑ Help children make friends with their preschool or kindergarten classmates. Let your child invite a special friend over for a play date or dinner.
- ❑ Avoid simply instructing a child to say he is sorry. Tell children that an apology involves recognizing what they did wrong, understanding that they hurt someone, and taking actions to make amends.
- ❑ Teach negotiation through trading. If your child is playing with a toy that another child wants to play with, encourage them to trade toys for a while.
- ❑ Set up play dates with children who are a good match with your child.

16) Positive Expectations | Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

- ❑ Correct misbehaviour by redirecting your child's attention and then offering praise for the positive action you want.
- ❑ Anticipate and tolerate messes. Give children freedom to create within a certain space. Keep in mind that setup and cleanup may take longer than the activities themselves.

- ❑ Offer positive comments and praise when children behave in desirable ways. Reinforcing positive behaviour can reduce the need for correction.
- ❑ Make sure all tasks are appropriate for the developmental abilities of the child.



CONSTRUCTIVE USE OF TIME

17) Play and Creative Activities | The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.

- ❑ Make a book with a young child. Cut out magazine illustrations for pictures. Write a fictional story with the child and yourself as the main characters.
- ❑ Check out music for young children from the library such as music by Raffi, Baby Genius, Music for Little People, Susie Tallman, and Greg & Steve. Ask the librarian for other recommendations.
- ❑ Sing to your child (even if you cannot sing well). Dance with your child. Fill your home life with music.
- ❑ Make sure your children have plenty of time to play with others and by themselves.
- ❑ Use music, puzzles, books, blocks, dramatic play and games to add variety and interest to your children's day.

18) Out-of-Home and Community Programs | The child experiences well-designed programs led by competent, caring adults in well-maintained settings.

- ❑ Sign your child up for one or two outside the home activities led by caring, nurturing adults, such as swimming lessons, scouting, art projects, a sports team, music lessons, or something else that interests them.

- ❑ Look for programs and activities that are fun for children. Programs that push children to excel can be harmful. The best programs for this age group are often ones that emphasize play.
- ❑ Keep an eye on décor: is it safe and appropriate for children? Is the environment stimulating, organized and thoughtfully arranged?
- ❑ Check out the 'play' schedule at your local community center for open gym and recreation times.
- ❑ Make regular visits to your local library and attend 'story time'.

19) Religious Community | The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.

- ❑ Together, read stories and enjoy music and other creative arts that have religious or spiritual themes.
- ❑ Spend time regularly with other parents and families who share your spiritual beliefs, practices, and priorities.
- ❑ Adapt your religious and spiritual practices to match your child's developmental abilities. Children this age may only be able to sit 10-15 minutes (or less) at one time. Offer a quiet activity or book to keep your child engaged.
- ❑ Encourage your child to talk about her interpretations of spiritual or religious concepts, asking questions to clarify comments, rather than judging what she says.
- ❑ Answer his questions about religious beliefs that differ from yours in an honest and nonjudgmental way.

20) Time at Home | The child spends most of her or his time at home participating in family activities and playing constructively, with parents guiding TV and electronic game use.

- ❑ Watch what they watch. When you pop in a movie or turn on a show, sit down with your kids and watch. If you see things that surprise you or make you uncomfortable, turn it off or choose a different option next time.
- ❑ Make something together, such as homemade play dough, blueberry muffins, or place mats for the family dinner table.
- ❑ Allow for daily downtime when nothing is scheduled for or expected of your child.
- ❑ As much as possible, keep young children off the Internet and limit computer use until they go to school. They will pick up the skills they need soon enough, you don't need to worry about giving them a 'head start'.
- ❑ If possible, stagger your workdays with your parenting partner's schedule so that you can decrease the time your child spends in childcare. Even in a great childcare environment, small children wear out by the end of the day and need time at home with mom or dad.

INTERNAL ASSETS



COMMITMENT TO LEARNING

- 21) Motivation to Mastery** | The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
- ❑ When helping your children learn new skills, use corrective directions rather than telling them what they are doing wrong. There is a big difference, for example between, "No, not like that", and "Okay, now let's try it this way" followed by a demonstration.

- ❑ Don't neglect the areas where your child struggles. It's just as important that children develop physical coordination as well as intellectual curiosity.
- ❑ Teach your children to be the "The Little Engine that Could" by using positive self-talk. The Little Engine, for example, wanted to climb over a mountain for the first time with a very large, heavy load. The whole way the Little Engine repeated to himself the phrase "I think I can, I think I can".
- ❑ Participate as a family in rituals and practices that engage the five senses: sight, hearing, touch, taste, and smell.
- ❑ Encourage creative expression with music, dance or art.

22) Engagement in Learning Experiences | The child fully participates in a variety of activities that offer opportunities for learning.

- ❑ Visit a library and check out audio books that you can listen to together, or that your child can listen to on a personal headset. This can be a great alternative to DVD players in the car.
- ❑ Engage your children in different types of activities (art, listening to stories, make believe games, using their hands and fingers) that stimulate different parts of the brain.
- ❑ Give your children creative, fun challenges. Ask things like, "what could we make with this empty cardboard box and this paint and paintbrush?"
- ❑ Stretch young minds by reading good books together, listening to books on tape, and playing creative problem-solving games involving simple puzzles.
- ❑ Turn learning into 'play'. Kids this age love to count, identify colours, and find letters of the alphabet in funny, unexpected places. Help your child find them on cereal boxes, shampoo containers, billboards, and elsewhere.

23) Home-program Connection | The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.

- When your kids start school, start a new tradition as well. One mom created a necklace of beads for her daughter. She and her daughter asked important people in their lives to select a bead for the chain as a reminder of all the people who supported the girl and helped her grow into a child ready for kindergarten.
- If your children are in childcare or preschool, take time to get to know the adults there. Talk with them about your children's personalities, likes and dislikes, and other attributes. Help them get to know your kids.
- Keep in touch with your child's teacher or childcare provider.
- Read all childcare or school newspapers, notes and printed announcements posted or sent home. Respond quickly to requests.
- Get together with the parents of the other children in the childcare program.

24) Bonding to Programs | The child forms meaningful connections with out-of-home care and educational programs.

- Learn what your child likes and dislikes about school. Ask specific questions about music, gym, art, outside play and lunch. Do not be alarmed if your child likes lunch or recess the most. Also try to figure out if you can make suggestions to the staff that will help improve your child's experience.
- Visit your child's class to read books.
- Display class photos of your child's artwork at home.
- Ask your child questions about her day, such as 'Who sat by you at snack time today?'

25) Early Literacy | The child enjoys a variety of pre-reading activities, including adults reading to him or her daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

- Surround your children with picture books. Give them to your kids as gifts. If you can't afford to buy them, check them out of the library.
- Read aloud to your children every day. If possible, read aloud more than once a day.
- Buy board books for your children (check out used bookstores for bargains). Keep the books with your children's toys so that your kids are used to seeing books as a part of their everyday lives.
- At this age, the best things you can do to support your children's learning and readiness for school are to read to them as much as possible and help them safely discover and explore the world.
- Read books about many different types of animals from all over the world. Include funny books, factual ones, and those with good story lines.



POSITIVE VALUES

26) Caring | The child begins to show empathy, understanding, and awareness of others' feelings.

- Children who feel that others respect their feelings and care about their well-being are more likely to care for others. Be sensitive to your children's emotional needs and help them learn healthy ways to express their feelings.
- Compliment your children when they act on the positive values you want to reinforce, such as saying 'Thank you,'

Marcel, for being so kind and gentle with the kitten', or 'I'm so glad you told me the truth, even though you thought I might be angry'.

- ❑ Love your child unconditionally.
- ❑ Recognize caring behaviours in children and comment on uncaring behaviour when it happens.
- ❑ Do not allow your child to witness violence and cruelty on television, computers, video and arcade games or in movies or music.

27) Equality and Social Justice | The child begins to show concern for people who are excluded from play and other activities or are not treated fairly because they are different.

- ❑ Help your children develop empathy by responding positively when they reach out to others. For example, 'It was nice of you to play with Sadie when the other kids told her she couldn't use the blocks'.
- ❑ When you see groups of children leaving others out or being mean to them, talk to the other parents or caregivers about putting a stop to that behaviour.
- ❑ Have a 'You can't say you can't play' rule in your home. It means that a child can decide to remove her or himself from a group situation, but a group playing together cannot turn away anyone who wants to respectfully join in.
- ❑ Call attention to fair behaviour and praise children when they practice it.
- ❑ Talk to children about how it feels to be excluded.

28) Integrity | The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.

- ❑ Teach children about integrity in simple ways. For example, explain 'When someone thanks you for doing

something you didn't do, it's important to say so. You can say, 'Thanks for thanking me, but my brother did it.'

- ❑ Quickly, lightheartedly acknowledge small mistakes with responses like 'Oh no, that wasn't what I meant to do.' Then move on.
- ❑ At daycare, set up a 'lost and found' box to encourage honesty and integrity.
- ❑ While reading books to your child, point out circumstances that are unjust to foster her sense of what is fair and right.
- ❑ When your kids complain 'That's not fair!' ask 'What can we do to make things more fair?' Talk about how the terms 'fair' and 'equal' don't usually mean 'exactly the same'.
- ❑ To build integrity, stand up for your child and stand up for yourself when your child says things like 'I hate you'. You want your child to express herself in tactful, caring ways.

29) Honesty | The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.

- ❑ Give kids the chance to tell the truth. Instead of accusing, ask "Do you think it might be hard for me to believe what you just told me?"
- ❑ Avoid small untruths like 'The juice is gone' when really you just do not want them to have any more.
- ❑ Remember that children ages 3 – 5 do not always know when they are being untruthful. Don't punish young children for 'lying' when they are unable to distinguish between fantasy and reality.
- ❑ Encourage your child to be honest about his fears. Try to help him name his fears so he can begin to talk about them honestly.
- ❑ Instead of punishing your child for telling a lie, emphasize the importance of telling the truth.

- 30) **Responsibility** | The child begins to follow through on simple tasks to take care of her- or himself and to help others.
- Kids can learn to help pick up and store their belongings at a very young age. Use simple storage methods, including baskets or tubs with large openings, for putting away children's toys, books, and other supplies.
 - Invite your child to help you prepare for meals. Even young children can put out placemats, distribute utensils or add ingredients.
 - Make tasks fun by singing while you work together. Sing about picking up socks or toys, clearing the table or wiping up a spill.
 - Watch an age-appropriate educational TV show with your child and point out responsible behaviours.

- 31) **Self-regulation** | The child can increasingly identify, regulate, and control her or his behaviours in healthy ways and use adult support constructively in particularly stressful situations.
- If your child will not be distracted, give short explanations as to why something is harmful and what a better choice may be. For example, 'We don't use swear words. When we're angry, we say that we're mad'. Then find out where your child is learning these words.
 - Read picture books that describe emotions and show how people express them through laughing, smiling, crying or talking.
 - Help your preschooler handle his emotions when playing with other children and adults.
 - Remember that very young children are learning to control their impulses, test limits of acceptable behaviour and negotiate relationships. These skills take many years to fully develop.



SOCIAL COMPETENCIES

- 32) **Planning and Decision Making** | The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
- Involve your children in planning ahead for outings. Help them choose appropriate clothes to wear and activities to bring. Talk about what they will be doing.
 - Draw simple pictures showing the events of an upcoming day.
 - As soon as your children are ready, give them choices of what they can wear. Limit their options to two or three outfits or parts so they are not overwhelmed.
 - If you ask a young child to make a choice, be sure you are prepared to honour all the options. For example, instead of asking if he or she is ready for bed, you might say 'It's time for bed. Would you like one story or two?'
 - Let children help you as you make lists for groceries, errands or family chores.
- 33) **Interpersonal Skills** | The child cooperates, shares, plays harmoniously, and comforts others in distress.
- Calmly and firmly separate yourself from a child who bites or hits. It's never a good idea to bite or hit back to 'teach a lesson'.
 - If your child is aggressive with other children, closely supervise playtime. If you see your child becoming agitated, gently step in and either calm the situation with simple language or move your child somewhere else.
 - Be patient with young children as they learn new skills. Teach them how to be a friend in ways such as asking

someone what he or she wants to do and taking turns picking which games to play.

- ❑ At mealtimes, have family members say one thing they like about each other.
- ❑ Encourage sharing. Tell your child that it is the kind and fair way to behave.

34) **Cultural Awareness and Sensitivity** | The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from him or her.

- ❑ Read and tell your children stories about many different types of people and families.
- ❑ Spend time with your child in places where you encounter many different people, even if it means you have to leave your own neighbourhood to go to a different park or grocery store.
- ❑ Watch TV shows or play games together that have messages about different cultures and countries. Talk about them afterward.
- ❑ Talk with children about how people live in different types of homes, have different skin colours, types of jobs, family configurations and so on. Keep books and toys on hand that reflects this diversity, making 'differences' familiar.
- ❑ Do not allow children to use discriminatory remarks or language.

35) **Resistance Skills** | The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behaviour.

- ❑ When your child starts making a bad choice or is influenced negatively by another child, distract your child with another activity that is more positive.

- ❑ Help young children learn to speak up for themselves by saying things like "No, that's not okay". Coach them on walking away from bad behaviours and getting help from an adult if the behaviour they experience does not stop.
- ❑ When you see one child being pressured by another, talk to both of them. Tell the child who is pressuring the other that his words and actions are not kind. Tell the child being pressured that he can always say 'no' and that he has choices about what to do.

36) **Peaceful Conflict Resolution** | The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

- ❑ Allow your kids to cry when they are upset; it is a normal reaction. However, do not let them hit, bite, or otherwise hurt you or anyone else. If children become physically aggressive, remove them from the situation.
- ❑ Help preschoolers work through their feelings about interpersonal conflict. Ask each child to name his feeling and try to understand how the other child might feel. Ask "Can you think of some peaceful ways to solve the problem?" Suggest (but do not demand) solutions if children cannot come up with any of their own.
- ❑ When your child's behaviour is out of bounds, speak to her or him as you would want to be spoken to if someone were reprimanding you.



POSITIVE IDENTITY

37) **Personal Power** | The child can make choices that give a sense of having some influence over things that happen in her or his life.

- Let children do things their own way sometimes, even if it does not make sense to you. If they enjoy looking at books upside down and backward, or want to wash and dry each dish one at a time, do not interfere.
- Avoid fights about clothing. Kids this age may have strong opinions, may not care at all, or may be inconsistent. Depending on a child's temperament, it may work to have a 'uniform': a rotating set of similar clothes or one drawer full of clothes that are always okay to choose from.
- Let children play with toys they like. This helps them find their internal motivation; they are having fun to please themselves, not to please others.
- Encourage children to colour outside the lines or draw their own pictures.

38) **Self-Esteem** | The child likes her- or himself and has a growing sense of being valued by others.

- From the very beginning of their lives, avoid comparing your kids to one another. Acknowledge and celebrate what is special about each person in your family.
- Girls in our culture generally have more freedom to try on traditionally masculine styles, attitudes, and activities. Be especially sensitive to allowing boys the same room to explore who they are.
- Focus on children's emerging personalities, not on their looks.

- Display children's art at work, at home, or anywhere else. Keep the focus on how much your children enjoy the arts or new skills they are developing, rather than on assessing the quality of their work.

39) **Sense of Purpose** | The child anticipates new opportunities, experiences, and milestones in growing up.

- Invite your child to help you prepare for meals. Even young children can put out placemats, distribute utensils or add ingredients.
- Encourage your kids to donate coins – their own or ones you give them – to good causes.

40) **Positive View of Personal Future** | The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

- Talk with your child about the new and exciting things that will happen that afternoon, the next day, the next week and so on.
- Create a time capsule with your child on her birthday. Write down some of her favourite things, such as a certain toy, book, food, or game. Also ask her what she is looking forward to in the coming year now that she is 4 or 5 years old. Open the time capsule on her next birthday.

Resources

All Saints Anglican Church – 403.932.6556

404 – 4th Avenue N, Cochrane, AB

www.allsaintscochrane.org

40 Developmental Assets (complete information)

www.search-institute.org

Primate's World Relief and Development Fund (PWRDF)

www.pwrdf.org

Family and Community Support Services (FCSS)

403.851.2250

209 2nd Avenue W, Cochrane, AB

<http://www.cochrane.ca>

Cochrane Activettes (volunteering at the Foodbank)

403.932.9290

Email: cochranefoodbank@cochraneactivettes.com

Humane Society (volunteering opportunities)

403.932.2072

62 Griffin Industrial Point, Cochrane, AB

http://www.cochranehumane.ca/about_Volunteers.html

Big Hill Lodge (visiting/volunteering opportunities)

403.932.3355

98 Carolina Drive, Cochrane, AB

Nan Boothby Library

405 Railway Street W, Cochrane, AB

<http://cochranepubliclibrary.ca/>

Cochrane Boys and Girls Club

111-5th Avenue West, Cochrane, AB

403-932-4747

<http://www.cochraneyouth.org/>

Spray Lakes Family Recreation Centre

403.932.1635

800 Griffin Road E, Cochrane, AB

<http://www.slssportscentre.com/>

Town of Cochrane (Activity Center - Programs for children)

403.851.2500

<http://www.cochrane.ca/municipal/toc/webcms.nsf/AllDoc/6E3F9CF57B75B0F187256E930058A279?OpenDocument>

The Crafty Crow (fun craft ideas for 3-5 year olds)

<http://www.thecraftycrow.net/preschoolers/>

Multicultural Festivals – Calgary

<http://www.calgarymulti.com/index.php?id=43>