



40 Developmental Assets

www.search-institute.org

Asset list for kids
8-12 years old



All Saints Anglican Church

www.allsaintscochrane.org

403.932.6556

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 – Family life provides high levels of love and support.

- Start family traditions and rituals such as family service, game nights, season outings, or family meetings.
- Give kids space and respect their privacy when they need it.
- Give each of your kids a hug today, even if they’re really big kids.
- Spend time each week with each of your children individually.
- Create a small memory book, memory box, photo album, or private Web site for each of your children.
- If you don’t live in the same city as your child, create a care package that includes a pack of cards; a book of crossword puzzles, word jumbles, or drawing activities; and some colourful pens, pencils, and markers.

2. Positive Family Communication – Child and her or his parent communicate positively, and child is willing to seek advice and counsel from parents.

- Use mealtimes to learn about one another’s musical tastes. Choose one night each week as music night and rotate who gets to choose. Be willing to talk during times that are comfortable for your children,

such as while riding or driving, or on a walk. Sometimes not having to make constant direct eye contact can make the conversation flow better.

- ❑ Sending email, telephone calls, handwritten cards, photos, children's art, and personal letters are all wonderful ways to stay connected with your children's long-distance relatives.
- ❑ Hang a whiteboard on your refrigerator or in a common area such as an entryway. Use it to write loving messages to one another or to let everyone know where you are, how you can be reached, and when you will be home.
- ❑ Regardless of your child's interests and current involvement, regularly sit down with them and talk through their commitments to school, friends, jobs and so on. Make sure they are making intentional decisions about what they do with their time, and make sure that their choices are respectful of your family's schedule.

3. Other Adult Relationships – Child receives support from three or more non-parent adults.

- ❑ Swap a CD or MP3 player with a child. Listen to the music together if you can, and tell each other why you picked that music.
- ❑ Find a 'gourmet goodie buddy'. Bake brownies, cookies or other treats with a child as a fun way to spend time together.
- ❑ Send cards or emails greetings to children you know to mark holidays, birthdays, and other important milestones in their lives.
- ❑ As a way to spend time together, invite a young friend to till, plant, or tend a garden patch or create a container garden with potted plants.

- ❑ It's not too late to identify a caring adult who can help take some of the pressure off you during the teenage years. Do you know someone you can bring into a mentoring relationship with your teen who shares your teen's passion? A colleague? Music instructor? Your child's employer?

4. Caring Neighbourhood – Child experiences caring neighbours.

- ❑ Have neighbourhood celebration on the first or last day of the school year. Invite youth, parents, teachers, and other neighbours.
- ❑ Organize informal activities (such as pick-up basketball) for young people in your neighbourhood. Make plans to do the activity weekly if they are interested.
- ❑ If you live in an apartment or condo, spend time in gathering places, such as front steps, courtyards, meeting rooms, pools, laundry rooms, and lobbies. Greet people and try to start conversations.
- ❑ Let the kids in your neighbourhood know they can play basketball in your driveway, cut through your yard to get to school, sled down the hill in your backyard...whatever you feel comfortable with.
- ❑ Organize a neighbourhood bake sale or garage sale, or try a barter day – you and your neighbours can gather to trade items.

5. Caring School Climate – Relationships with teachers and peers provides a caring, encouraging environment.

- ❑ If you find out your child is bullying or being bullied, don't add stress by showing your anger, fear, or disappointment. First listen carefully and respectfully while your child explains her or his point

of view. Then work together to make a plan to solve the problem.

- ❑ Talk with your kids – ask about their friends, about what it's like to ride the bus or walk through the lunchroom. Keep talking and asking questions, even when they don't seem anxious to respond. If you know or find out that bullying is going on at school, in a congregation, or in another organization, be sure to report it.

6. Parent involvement in Schooling – Parent(s) are actively involved in helping the child succeed in school.



EMPOWERMENT

7. Community Values Youth – Child feels valued and appreciated by adults in the community value youth.

- ❑ When young workers at a grocery store, drug store, or fast food restaurant wait on you, greet them in a friendly manner and compliment them on something (their good work, their unusual hairstyle).
- ❑ Be patient with young workers! Don't show irritation if they make a mistake.
- ❑ Celebrate a young employee's new job with a lunch date and a tour of your workplace. Talk about your job and the job he or she has been hired to do. Encourage lots of questions.

8. Youth as Resources – Child is included in decisions at home and in the community.

- ❑ Solicit young people's input in all decisions that affect them. If you're on a decision-making board,

invite young people to be members – and then really listen to what they have to say.

- ❑ If you're in charge of a fundraising or charity event, involve your children or students. They will learn by watching you in action, but they will learn even more if they're given a meaningful task to complete.
- ❑ Encourage kids to mentor their peers. Teach them how they can help other youth by listening to them and helping them work through their problems.

9. Service to Others – Child has opportunities to help others in the community.

- ❑ Together with your kids, do something for someone else, whether it's making a financial contribution, baking cookies, or helping someone out.
- ❑ Make and send cards to hospitalized children, nursing home residents, or people in the military.
- ❑ Organize a community or neighbourhood 'closet-cleaning day'. Deliver everything you collect to a shelter or thrift store.
- ❑ Provide foster care for a pet through an animal shelter for a friend or neighbour who is out of town or ill.
- ❑ Organize and participate together in a fundraiser such as a walk or run. Donate the proceeds to hurricane relief, camp scholarships, or other causes.

10. Safety – Child feels safe at home, school, and in the neighbourhood.

- ❑ Create a loving, violence-free, safe home environment.

- ❑ If weapons are ever part of a bullying threat, take the threat seriously. The police need to be kept informed.
- ❑ Talk with your child about the connection between driving and emotions. Point out that driving while angry, sad, or preoccupied can be as dangerous as drinking and driving. New drivers need to be in control of their own emotions and alert to the reactions of other drivers.
- ❑ Remove yourself from a situation immediately if you ever feel troubled enough to use physical or emotional violence against your teenager. Leave the room, go for a walk, visit a neighbour, call a trusted friend or counselor – but physically go somewhere else and calm down.
- ❑ Parents must decide when a child’s welfare or the welfare of others is seriously endangered and take action. If your child is engaging in risky behaviours of any sort, it’s time to intervene, monitor behaviour closely and perhaps seek professional support.



BOUNDARIES & EXPECTATIONS

11. Family Boundaries – Family has clear rules and consequences and monitors the child’s whereabouts.

- ❑ Always ask where your kids are going, with whom, and when they’ll be home.
- ❑ The next time your child lashes out at you, try responding with love rather than anger, such as, ‘I’m sorry you’re feeling that way right now. I love you, but it’s not okay to act this way.’

- ❑ Learn to be flexible when setting boundaries and to take the long view. Trends come and go and always will.
- ❑ Invest in high-quality Internet software that can track all activity, including chats, email and Web access. Let your teens know you will regularly check on what they are doing online (and then be sure to do it).
- ❑ If possible, keep computers in the common areas of your home, not in bedrooms, offices or other rooms where kids can spend long periods of time unsupervised.

12. School Boundaries – School provides clear rules and consequences.

- ❑ Make sure you and your children know the school rule about dress and appearance, and know the consequences for violating them.
- ❑ School should feel safe to children. If your child is being teased or bullied – in the classroom, on the playground, or to and from school – be sure to talk to your child’s teacher. Great resources are available for teachers and parents to work through bullying issues, so speak up as soon as you believe this is an issue.
- ❑ Know the dress codes of your kids’ schools, and make sure your kids follow them, even if they tell you ‘no one else does’.

13. Neighbourhood Boundaries – Neighbours take responsibility for monitoring child’s behaviour.

- ❑ Tell other parents when you see their children being responsible or generous in their actions. Try to find opportunities to praise more often than you report misbehaviour.

- ❑ Make your home one that kids want to come to. If kids get rowdy in your home, be calm but firm in re-establishing order.
- ❑ Meet the parents of your children's friends. If your preteen wants to go with friends to a movie or the mall without you, call other parents and agree on pick-up times and movie choices.

14. Adult Role Models – Parent(s) and other adults in the child's family, as well as non-family adults, model positive, responsible behaviour.

- ❑ If you parent with a partner, make sure you work on keeping that relationship happy and healthy. You, your partner, and your kids will all benefit.
- ❑ Know when to tell your children you're sorry. Keep it honest and sincere, avoiding the temptation to soothe your own conscience by offering gifts or other indulgences unrelated to the situation.
- ❑ Show them that you are brave enough to try again, even when you feel embarrassed.
- ❑ Make sure children hear adults solving problems in peaceful ways – not with shouting, angry words, or hitting. If you and your child witness bullying or intimidation by adults or children, point it out, talk about it, and think of alternate ways the situation could have been handled.
- ❑ Model for your children hard work, a good attitude, and respect for others. Avoid bad-mouthing co-workers, sports teams or players and others with whom you compare yourself or compete.

15. Positive Peer Influence – Child's closest friends model responsible behaviour.

16. High Expectations – Parent(s) and teachers expect the child to do her or his best at school and in other activities.



CONSTRUCTIVE USE OF TIME

17. Creative Activities – Child participates in music, art, drama or creative writing two or more times per week.

- ❑ Hand down a hobby. Teach a young person a skill, such as quilting, carpentry, or gardening.
- ❑ Help your children – at every age – find positive outlets for their creative energy. This might include classes, crafts, physical activities, drama or more.
- ❑ If you played an instrument when you were younger, take a refresher course. Then set a good example and practice often. Or join a choir, try out for a play, pick up a paintbrush, or write a poem. Share your excitement with your children.

18. Child Programs – Child participates two or more times per week in co-curricular school activities or structured community programs for children.

- ❑ Scouts and other youth groups are great places for young people to build strong, supportive relationships. Explore youth group opportunities.
- ❑ Suggest that your kids join a local organization for the summer as a counselor or mentor for children.
- ❑ Encourage your teens to be involved in some out-of-school programs or activities. If they aren't interested in options at school, help them identify and research opportunities in your community. Carefully chosen part-time jobs or volunteer situations can also be worthwhile endeavors for teens.

- ❑ If you think it would help your child, look into a formal mentoring program through your school or a community organization. Many programs can match kids this age with an adult who will be a supporter and friend for years to come.
- ❑ Many young people have an interest in clubs and organizations at school that do fundraising for causes worldwide. Encourage their leadership and participation.

19. Religious Community – Child attends religious programs or services or more times per week.

- ❑ 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.
- ❑ It’s okay for your teen to seek out adult mentors with deep spiritual commitments or practices, even if those practices differ from your own. Exposure to different cultures and belief systems can help him evaluate and define his own.
- ❑ Keep talking with and listening to your child, even if she says things about religion or spirituality that worry or disappoint you.
- ❑ Together, read stories and enjoy music and other creative arts that have religious or spiritual themes.

20. Time at Home – Child spends some time most days both in high-quality interaction with parent(s) and doing things at home other than watching TV or playing video games.

- ❑ Make sure your kids’ time at home is constructive by setting aside at least one evening a week as family time. Play games, have a family book club, make dinner together, or go on walks, taking a different route each week.
- ❑ Limit their time on TV, computer and video games. Many young people choose to be active when not glued to a screen.
- ❑ Set aside media-free family time on evenings or weekends. Play games, read aloud together, toast marshmallows, listen to music, play outside, go on an outing or plan some other enjoyable activity together.
- ❑ As much as possible, honour mealtimes as ‘connecting times’. Don’t watch TV or stand over the sink as you eat!
- ❑ Many preteens and teens start dropping activities and wanted to spend more time ‘hanging out’. Be patient but also encourage your child to find another activity to try and get involved in.

INTERNAL ASSETS



COMMITMENT TO LEARNING

21. Achievement Motivation – Child is motivated and strives to do well in school.

- ❑ You can never ‘over-praise’ a child’s abilities. The more able a child feels, the more likely she or he is to continue pursuing ambitious goals.
- ❑ Use spontaneous rewards with no strings attached. If you expect children to work hard and learn new skills, they probably will. Instead of saying, ‘I’ll take you to the park if you finish your assignment’, say ‘You finished your assignment? Great! Let’s go to the park to celebrate!’
- ❑ Set goals together that will motivate your child. Choose goals that are easy, simple and doable. For example, goals could include ‘I will raise my hand to participate at least one more time a day, or ‘I will ask my teacher or dad for help when I don’t understand something’.
- ❑ Monitor your child’s stress level. Some find high school academically competitive and can psych themselves out. Others think high school is a waste of time and try to do the minimum. Talk about how high school is a key part of your child’s life and how he can make the most of it.

22. Learning Engagement – Child is responsive, attentive and actively engaged in learning at school and enjoys participating in learning activities outside of school.

- ❑ Talk with your children about school and learning. Ask them every day what they did in school, what

they learned, what they like about school, what they didn’t like about it. Stay in touch with their school experience.

- ❑ Some kids complain of boredom in the classroom. If this is the case, talk with your child and his teacher about enriching assignments to add more challenge. Ask for opportunities that add rigor and depth to your child’s education and look for mentors and tutors who can help him delve more deeply into subjects that he loves.
- ❑ When you talk about school, stay positive. Let your children know that you think learning and school are fun and important.

23. Homework – Child usually hands in homework on time.

- ❑ Ask neighbours to include their areas of expertise (computers, math, English) in a ‘homework helpers’ list to distribute to students. Then encourage students to call neighbours when they need specific help.
- ❑ Sit near your children when they’re doing homework and do work of your own: write a letter, pay bills, balance your cheque book or read work related material. Continue this routine as children grow older.
- ❑ Encourage children who participate in after-school childcare programs to do at least some of their homework there so that you have more family time in the evenings.
- ❑ Encourage your children to form study groups with other students when appropriate. Help them outline complex material and teach them how to read and evaluate arguments with a critical eye.
- ❑ When your children ask for help, provide guidance (but don’t give them all the answers right away).

Remember, children only need to do their best, not your best.

24. Bonding to School – Child cares about teachers and other adults at school.

- If you are able, purchase school t-shirts, caps, sweatshirts, or other school clothing that's for sale. Wearing these items helps children show pride in their school.
- Participate with your child in service projects, such as food drives, conducted by the school. Invite one of your child's friends to join you.
- Show that you care about your child's school. Join a parent-teacher organization, attend conferences and special events and volunteer in any way you can.
- Listen to your child when he complains about school or talks about not feeling connected there. Is there a specific problem?
- Don't forget to identify one caring adult at school as your family's 'ally'. Aim for at least five caring adults in your child's life.

25. Reading for Pleasure – Child enjoys and engages in reading for fun most days of the week.

- Bring a young person to look for books at garage sales, rummage sales and second hand stores.
- Ask children to read to you as they learn to read. Show them that you are excited and proud about their reading.
- Ask a child to recommend a favourite book. Read the book and start a discussion later about the character's values.

- Give your child books and magazine subscriptions as birthday and holiday presents.
- Make it a family ritual to read together in the evening – with the television, cell phones and computers turned off!



POSITIVE VALUES

26. Caring – Parent(s) tell the child it is important to help other people.

- Encourage your kids to donate their coins – their own or ones you give them – to good causes.
- Investigate volunteer opportunities in your community that you and your child can do together, such as stocking food supplies at your local food bank.
- Affirm you child when he or she acts in ways that are caring or responsible. Children need to hear that you're proud of them and that they are making good choices (even when you're not happy with all their choices).

27. Equality and Social Justice – Parent(s) tell the child it is important to speak up for equal rights for all people.

- Together, choose an organization or group you want to support financially. Spend six months saving and then deliver your donation in person, if possible.
- Begin teaching your child the importance of thinking of others who might not have as much as they do. Encourage your kids to 'hand down' items they no longer use to charitable organizations.

- ❑ Identify people (past or present) who have worked for social justice. Discuss their impact on their community or the world.

28. Integrity – Parent(s) tell the child it is important to stand up for one's beliefs.

- ❑ Defending personal values may sometimes mean your child gets intolerant or belittling responses from their friends or acquaintances. Your support for your child is crucial.

29. Honesty – Parent(s) tell the child it is important to tell the truth.

- ❑ Realize that asking demanding questions ('Did you throw that at your sister?') when you already know the answers, may corner them into lies if they think you might be fooled ('No...I dropped it and it hit her.')
- ❑ Live honestly, even when it's 'no big deal'; return the extra if given too much change, play fair, own up to fibs or made-up excuses.
- ❑ Make it a game to find dishonesty in advertising. Discuss why companies might want to mislead people or hide some information.
- ❑ When your children are honest with you about problems, concerns, or sensitive topics, praise them, even if you don't like what you have been told. Separate honesty from other issues.
- ❑ Keep in mind that kids usually lie because it seems safer than telling the truth. If you suspect your child is lying, try to get at the reason. Say, for example, 'I'm having a hard time believing this story, did something happen that you're afraid to tell me?' Or 'There seems to be more to this than what you're saying, what else is bothering you?'

30. Responsibility – Parent(s) tell the child it is important to accept personal responsibility for behaviour.

- ❑ Don't always bail your kids out of trouble. Help them learn from mistakes.
- ❑ Don't nag or rescue your kids when they forget to follow through on a responsibility. Let natural consequences occur (i.e. kids who don't put their dirty clothes in the laundry basket run out of clean clothes to wear).
- ❑ Talk about the cost of things you buy and how you make decisions about what to spend.
- ❑ If you have a pet, encourage your child to take on more responsibility for pet care as he or she matures. If your child is interested in getting a pet, work with her or him to do plenty of research on the care needed for the type of animal you are considering.

31. Restraint – Parent(s) tell the child it is important not to be sexually active or to use alcohol or other drugs.

- ❑ Talk with your kids about real-life stuff like drugs, alcohol and sexuality. Let them know your values and expectations.
- ❑ Talk to your kids – boys and girls – about how to prevent pregnancy and sexually transmitted diseases. If you don't, you can be sure someone will and they may not share your wisdom.
- ❑ Some teens think that all parties have to be unsupervised and involve drinking and other illegal activities. Help your children plan fun, 'dry' parties at your home or another safe location.

- ❑ Don't laugh at or glorify the behaviour of people who have had too much to drink, even on television or in movies.
- ❑ Let your child know it's so important to you that they don't drink, that you will always provide a no-questions-asked-at-the-time ride home if they end up at a party where there is alcohol.
- ❑ Seize opportune moments to talk, such as after watching a movie or show together that contains content about sexual relationships (even those considered 'family' shows often do).



SOCIAL COMPETENCIES

32. Planning and Decision Making – Child thinks about decisions and is usually happy with results of her or his decisions.

- ❑ When your children receive long-term school assignments, offer to help them plan and make decisions in order to finish on time.
- ❑ Talk children through planning ahead by asking 'what if' questions. This will help them think about what needs to be done and identify possible consequences of their decisions.
- ❑ Encourage your teen to get involved in long-term project (one that involves planning and coordination) at school or in the community.
- ❑ Be intentional about letting kids make plans for a family party or event. Let them help make guest lists, plan the budget, shop for food and decorations and enlist family members to make the event a success.

- ❑ Provide your children with daily planners to help them organize their homework assignments, tests, and after-school activities.

33. Interpersonal Competencies – Young person has empathy, sensitivity and friendship skills.

- ❑ Remind your children that they need to treat you with respect, such as saying please and thank you and acknowledging your presence!
- ❑ Make it a policy to never speak poorly of others in your home.
- ❑ Use 'active listening' with your children. Ask good questions, paraphrase what they say to make sure you understand and show that you empathize with what they are saying.
- ❑ Teach your children – through modeling and explanation – how to use 'I' statements to express feelings to one another without making accusations (for example: 'I feel angry when you say that', instead of 'You make me so mad' or 'You are so stupid'.)
- ❑ Encourage your child to develop friendship of all ages in a number of different settings, such as school, a faith community, your neighbourhood or your extended family.

34. Cultural Competence – Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.

- ❑ Pay attention to what you say and how you say it about people, the world, ideas, and so on. Your kids are learning from you.

- ❑ Teach your kids that everybody has personal values, even though others' may be different from their own.
- ❑ Attend cultural events and festivals in your community. If you don't know of any, try asking a librarian or calling your local chamber of commerce.
- ❑ When you watch television, see a movie, or play a video game with your children, talk about the subtle messages about diversity. Do all the characters look, sound or dress a certain way? Are there stereotypes that are reinforced or dispelled? What's implied about the positive and negative aspects of certain characteristics?
- ❑ Encourage your child to have 'multi-cultural' experiences by visiting museums, cultural festivals or centers, congregations, or other places where people who share a common culture gather.

35. Resistance Skills – Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.

- ❑ Be aware that some young people participate in unhealthy rites of passage involving things like hazing, gambling, sexual activity or substance use. Talk with your children about how their peers mark life changes. Then, together with your children, make some positive plans for your own.
- ❑ Peer pressure can be a powerful motivator and becomes more so as your child matures. Talk about the importance of thinking for oneself. Encourage your child to believe in the value of her own good choices.
- ❑ Reinforce non-violent resistance skills, such as walking away, being assertive (although not passive or overly aggressive) and finding someone such as a trained peer mediator to help.

- ❑ Teach your children that kids who pressure them to do things they know they shouldn't do are not true friends at all. Talk about times when you had to let go of a friendship that wasn't helpful to you.
- ❑ Affirm your child when they make good choices. They need to hear what they're doing right.

36. Peaceful Conflict Resolution – Child seeks to resolve conflict non-violently.

- ❑ Forgive people of all ages when they make mistakes. Teach young people how to apologize, explain, negotiate and resolve conflicts peacefully when relationships run into trouble.
- ❑ If your children hit each other (or kick, bite, and pull hair), don't just chalk it up 'kids being kids'. Explain why it isn't right to hurt someone else and mediate an apology.
- ❑ Teach your children about non-violent resistance by reading about Martin Luther King Jr., Gandhi and other nonviolent leaders.
- ❑ Know when to tell your children you're sorry. Keep it honest and sincere, avoiding the temptation to soothe your own conscience by offering gifts or other indulgences unrelated to the situation.
- ❑ Allow family members to leave discussions when they are too angry or upset to resolve conflicts peacefully and reasonably. Agree on a time to try again.



POSITIVE IDENTITY

37. Personal Power – Child feels he or she has some influence over things that happen in her or his life.

- ❑ The most important piece of the self-esteem puzzle is personal power – the sense your child gets from knowing they can have an effect on their world. Finding ways for your child to set a goal and achieve it is important.
- ❑ Help your child learn to brainstorm and choose solutions to problems so that he or she learns to be empowered.
- ❑ A child's personal power (self-esteem) might come from successful team work, a rewarding service activity or remembering to do chores without being told. Look for ways to identify and recognize your child's growing personal power.
- ❑ As you watch your child become more empowered and self-assured, have ongoing conversations about the new responsibilities this age brings and about your confidence in their ability to navigate their expanding world.
- ❑ Help your children understand the difference(s) between what we can and can't control. For example, we can control what we say and do; we can't control what other people say or do.

38. Self-Esteem – Child likes and is proud to be the person that he or she is.

- ❑ Talk openly and positively about changes happening in your children's bodies – growth spurts and puberty. When your son's voice begins to change or your daughter gets her period, celebrate in a way

that suits your child – perhaps a special dinner or an outing.

- ❑ Tell your children how proud you are of them. Be sure to let them know you enjoy their company.
- ❑ When teen acne appears, help children explore options for effectively treating it with frequent face washing, over-the-counter products, and/or dermatologist-prescribed medication.
- ❑ Tell your kids what's special about them and that your love for them will never end. Some parents think children just know these things. They won't unless they hear it directly from you.

39. Sense of Purpose – Child sometimes thinks about what life means and whether there is a purpose for her or his life.

- ❑ Stock your bookshelves with inspiring books about heroes who have made a difference with their lives.
- ❑ Tell your children about a time when you really messed up and learned from it.

40. Positive View of Personal Future – Child is optimistic about her or his personal future.

- ❑ Encourage your children to spend time in their high school guidance office, reading through career and college planning materials.
- ❑ Talk to your teenagers about how they feel about themselves and what they envision for their future.
- ❑ If your child is passionate about animals, encourage her or him to consider education or career paths that involve animals when she or he considers post-high school opportunities. There are many.

- Ask your kids about their goals and dreams. Help them think about the resource (financial and otherwise) they will need to make these goals a reality.

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/>

Bullying.org

<http://www.bullying.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>

Kids in the Kitchen (recipes for kids!)

<http://www.childrensrecipes.com/index.htm>

Multicultural Festivals – Calgary

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