
OUTLINE FOR A 90-MINUTE PRESENTATION

Be sure that you've read the "Script for a 25-Minute Presentation"; it establishes the tone, the basic content, and the materials we're suggesting you use for these presentations. What follows is an outline for a longer presentation—anywhere from 90 minutes to two hours. Compared to the two shorter presentations, you'll have time to present more information (especially about asset building within organizations), offer more stories, and use more interactivities. You'll need to adapt this outline on the basis of your audience and your own experiences. In the "Presenter Resources" section of this kit, read the "Messages for Specific Audiences" to get an idea of what to communicate to your audience. Read the "Stories" to get an idea of the kinds of stories to use in the various sections. And read the "Interactivities" to get an idea of the kinds of activities to use if you sense that the participants need to move around. You can use the examples we've provided, or consult the books and other materials listed in the "Additional Resources" portion of the "Presenter Resources" section of this kit, but it's more genuine when a story comes from your own experience.



Show the PowerPoint slide **Welcome (T1)**.

I. The importance of increasing awareness of Developmental Assets and the asset framework

A. CONNECTIONS

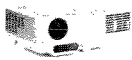
- Relate a story about someone who made a difference in your life when you were growing up. Ask participants to think about an adult important to them when *they* were growing up (or as they're growing up). Then have them introduce themselves to someone and share stories.
- Regroup. Ask what the important adults did that made the participants feel that they mattered.
- Say that one primary way of building Developmental Assets is to make sure that all young people have relationships and experiences with adults who take a positive interest in them. Point out that what you'll be talking about is how to provide that kind of attention to young people: first, by giving participants a

foundation for relating to young people, then by suggesting general strategies, and finally by getting them to think about specific things they can do.

- Say that to do all this may require some shifts in thinking.

B. SHIFTS

- Ask participants to think about how society in general perceives teenagers. Have them give you one-word descriptions (e.g., “rebellious,” “irresponsible”), and write those descriptions on an **easel pad**. When they’re finished, regardless of what you’ve written, say that most groups have more negative descriptions than positive. Ask any young people in the audience if that’s how it seems to them.
- Ask how young people usually show up in the news (e.g., as getting involved in car accidents or violence).
- Ask what normally characterizes young people’s relationships with professionals such as counselors, police officers, nurses, and school administrators (e.g., having their problems fixed or being punished for getting into trouble).
- Say that our society usually focuses on young people’s “problems” and on trying to fix those problems, or even to fix the young people themselves. Add, however, that young people have strengths, too. Say that we don’t want to ignore the problems, but we want to focus on the strengths.
- Show the first shift of the PowerPoint slide **Two Shifts (T2)**. Say that the first shift is moving beyond fixing young people’s problems and toward affirming and increasing their strengths. Ask if anyone thinks that’s a bad idea. Point out that it’s easier said than done, and refer to the descriptions they gave on the easel pad.
- Ask how our society usually relates with young people. Point out that we usually offer programs, e.g., programs on drugs, violence, sex, or anger. Show the entire PowerPoint slide **Two Shifts**, and say that the second shift is moving beyond programs and toward relationships.

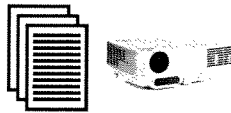


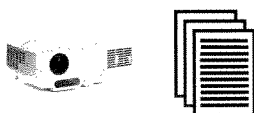
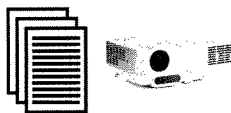
- Say that some people may already be focusing on young people's strengths and may merely need to be more intentional about what they're doing.
- Summarize by saying that once people begin making these shifts in thinking, they'll be better able to build development assets with young people.

II. Description of Developmental Assets

A. WHAT THEY ARE

- Refer to the handout **40 Developmental Assets (H1)**, and show the PowerPoint slide **The Categories of Developmental Assets (T3)**. Tell participants that they can consider these assets as "building blocks" that are needed by young people to grow up successfully. Point out the following:
 - ♦ The list of Developmental Assets grew out of much reading and thinking and discussion at Search Institute about what young people need to succeed. Once the list was made, researchers looked for and found literally hundreds of studies that support the choice of these assets. In addition, they constructed a survey that measures the number of assets in young people's lives, and they found that the more assets young people have, the better off they seemed to be. Essentially, these 40 assets are building blocks that young people need to grow up healthy, caring, principled, and productive.
 - ♦ The data collection is continuing. Refer to the handout **Search Institute Fact Sheet (H2)**, and say that they can get more information on Search Institute from that sheet and from the Search Institute Web site at www.search-institute.org.
- Refer to each of the eight categories, and give an example of an asset from each category. You can also illustrate the assets with stories.
- Summarize by saying that Developmental Assets are based on research and that many people find them to be consistent with both their experience and common sense.





B. WHY THEY'RE IMPORTANT

- Refer to the handout **Checklist of 40 Developmental Assets (H3)**. Ask participants to do the following over the course of several minutes:
 - ♦ Go down the list and check the assets that were there for them when they were growing up, or as they're growing up.
 - ♦ Circle the assets that they think have been particularly important for them.
 - ♦ Find a partner and share what they circled.
- Call on participants to share what they circled and what they heard about what made a difference in the lives of young people.
- Show the PowerPoint slide **The Power of Assets to Protect (T4)**. Point out the negative correlations with high-risk behaviors. Relate a story illustrating how building Developmental Assets can help protect young people from such behaviors.
- Refer to the handout **The Power of Developmental Assets (H4)**, and show the PowerPoint slide **The Power of Assets to Promote (T5)**. Point out the positive relationship with safe and healthy behaviors, and relate a relevant story.
- Summarize by saying that the more Developmental Assets young people have, the more likely they are to report that they engage in safe and healthy behaviors and the less likely they are to report that they engage in high-risk behaviors.

C. WHY THEY NEED TO BE BUILT

- Show the PowerPoint slide **The Gap in Assets among Youth (T6)**, and refer to the handout **The Gap in Assets among Youth (H5)**. Point out:
 - ♦ The average number of assets is 20.1.
 - ♦ Only 11 percent of young people surveyed report they have more than 31 of the 40 assets.
 - ♦ More than half have 20 or fewer assets.
 - ♦ Girls report an average of 21.3 assets, while boys report an average of 18.8 assets.



- ♦ Students in grade 6 report an average of 22.7 assets, while students in grade 12 report an average of 19.0 assets.
- ♦ Students in rural locations report an average of 19.3 assets, compared to 20.2 for urban youth.
- ♦ Despite small differences between groups, what's really striking is the remarkable consistency across groups. The point remains: many, many young people have too few of the Developmental Assets.
- Show the PowerPoint slide **Grading Grown-Ups (T7)**, and refer to the handout **Grading Grown-Ups (H6)**. Explain that the *Grading Grown-Ups* study was triggered by research that shows young people need meaningful relationships with adults outside their own families. So, working as partners, Search Institute and Lutheran Brotherhood (a member-owned financial services organization and a major supporter of Search Institute's work) decided to ask U.S. adults which adult behaviors they believe are most important for the healthy development of young people. Then they asked if the adults they know actually act on those beliefs. Point out:
 - ♦ For most adults, there is a sizable gap between their beliefs of what is important and their corresponding actions.
 - ♦ Some of the largest gaps refer to behaviors closely related to Developmental Assets, e.g., "Expect parents to set boundaries" (Asset 11, Family Boundaries), "Teach respect for cultural differences" (Asset 34, Cultural Competence), and "Have meaningful conversations" (Asset 2, Positive Family Communication).
- Summarize by saying that young people need help to build assets, and they're not always getting it.

III. How participants can build assets as individuals

A. ATTITUDES

- Relate a story about how you changed your own attitudes. Perhaps you realized the importance of building assets intentionally, or began focusing on young people's strengths as opposed to their presumed deficits.

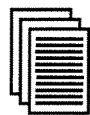


- Point out that the first step in building assets with young people is to become aware of the philosophy of Developmental Assets and to think about attitudes that are consistent with the asset framework.
- Show the PowerPoint slide **The Asset-Building Difference (T8)**, and refer to the handout **Old Attitudes/New Attitudes (H7)**.
- Review each set of attitudes in the following way:
 - ♦ Designate one end of the room to represent the “old” attitude and the other end of the room to represent the “new” attitude. Describe the imaginary continuum between these points.
 - ♦ As you present each attitude, have participants line up along the continuum at the point that illustrates their perception of their community’s (or organization’s) attitude.
 - ♦ As everyone notes where everyone else has lined up, ask for suggestions on how to move people more toward the “new” attitudes.

B. RELATIONSHIPS

- Point out that relationships are key to building Developmental Assets with young people. Remind participants of the relationships they discussed at the beginning of the presentation. Emphasize that if we have respectful, caring relationships with young people, then we can more easily help them build assets.
- Explain that young people have a responsibility, too—to form such relationships with adults as well as with younger children.
- Refer to the handout **Forming Respectful, Caring, Genuine Relationships with Young People (H8)**. Review each point on the handout, and relate a story or two that illustrate the importance of building assets through relationships.
- Emphasize that participants can build assets with young people they don’t even know yet. Point out that the more young people they build assets with, the more likely it is that every young person will get what he or she needs.





- Refer to the handout **What I'll Do (H9)**. Ask participants—no matter what their age—to write down the names of three young people on whom they might be able to have a positive effect. Say that you'd like them to do something within the next 24 hours to make a positive connection with at least one of those young people. Add that if they won't have the opportunity within 24 hours, then they should try to make a positive connection in the life of another young person, one whom they *will* see within 24 hours. Ask them to share that commitment with the person next to them.



C. OTHER THINGS INDIVIDUALS CAN DO

- Refer to the handout **Asset-Building Ideas for Individuals (H10)**. Point out that there are many things individuals can do to build Developmental Assets with young people, and refer to some of the suggestions.
- Emphasize that adults are continually models for young people. Refer to the handout **Am I Walking My Talk with Young People? (H11)**.
- Say that one of the most important things individuals can do is to talk to others about Developmental Assets and about why and how to promote them. Add that the philosophy behind Developmental Assets can be most effectively put to use when many people are talking in a consistent language, espousing consistent attitudes, and promoting consistent behaviors. Ask participants to write on their handout **What I'll Do** the names of three people they can talk to about Developmental Assets.
- Emphasize that there are many *places* where individuals can build assets—at home, at work, in their neighborhoods, in school, throughout the community—and that many of these places offer good opportunities for individuals to work together.



IV. How participants can build assets together

A. ASSESSMENT

- Say that before undertaking a group effort to promote Developmental Assets—such as in a community, business, or other organization—it's helpful for people to

assess not only the extent to which the young people in their sphere report having the assets, but also the strengths as well as deficits of their community's or organization's resources (e.g., staff members, money, time, space).

- Explain that *Search Institute's Profiles of Student Life: Attitudes and Behaviors* self-report survey is the only accurate way of measuring the level of Developmental Assets identified by Search Institute. Say, though, that people can conduct a wide range of assessments of the strengths and needs of young people in their community, based on participants' circumstances, including doing focus groups with young people.
- Emphasize that assessment means assessing resources as well as needs, and strengths as well as deficits—including what people are already doing and which assets they're already working to build.

B. ENVIRONMENT

- Arrange participants into small groups and ask them to think about their ideal work environment—whether or not they've actually experienced it. Have each group choose a recorder to take notes, and give everyone several minutes to write down descriptions of that environment.
- After several minutes, ask the recorders to share with the entire group. Write their short descriptions on the **easel pad**.
- Point out that many of the offered characteristics describe the kind of environment that's called "asset-rich"—an environment that's friendly, comfortable, caring, and supportive. Emphasize that young people want to live and work and go to school in similar kinds of environments. Say that providing such an asset-rich environment is another general strategy for building Developmental Assets for and with young people. Share a story or two that illustrate how people can help build asset-rich environments.
- Explain that an asset-rich environment can often be described in three categories:
 - ♦ What adults do with young people;



- ♦ What young people do with one another; and
- ♦ The physical environment.
- Say that you'd like participants to think of these categories as they write on their handout **What I'll Do** three concrete ways they could make their environment more supportive for young people.

C. PROGRAMS AND PRACTICES

- Remind participants of the old attitude, “We’re already building assets,” and the corresponding new attitude, “We need to build assets more intentionally.” Point out several possibilities about the effects of existing programs, whether the programs are in schools, businesses, faith communities, or elsewhere:
 - ♦ The programs are already building assets, and people need to become more aware of them.
 - ♦ The programs could do a better job of building assets, and people need to enhance them.
 - ♦ The programs aren’t building assets at all, and people need to think about replacing them.
- Explain that Developmental Assets can be built through informal, specific practices as well as through comprehensive, community-wide programs—and everything in between. Share one or two relevant stories, e.g., how in New Richmond High School (Wisconsin), counselors use “strength interviews” with incoming freshmen, asking questions like “Who protects you, or who has protected you?” and “What inner resources or strengths do you have?”
- Ask participants to write on their handout **What I'll Do** three programs or practices that have the potential for building assets more intentionally.
- Refer to the handout **Asset-Building Ideas for Any Organization (H12)**. Point out that there are many things organizations can do to build Developmental Assets with young people, and refer to some of the suggestions.
- Share one or two relevant stories about communities coming together to build assets; be sure to relate the stories to any local initiatives.





- Use any of the following handouts, depending on your audience:
 - ♦ **40 Developmental Assets for Infants (H13)**
 - ♦ **40 Developmental Assets for Toddlers (H14)**
 - ♦ **40 Developmental Assets for Preschoolers (H15)**
 - ♦ **40 Developmental Assets for Elementary-Age Children (H16)**
 - ♦ **Asset-Building Ideas for Schools (H17)**
 - ♦ **Asset-Building Ideas for Youth (H18)**
 - ♦ **Asset-Building Ideas for Parents and Guardians (H19)**
 - ♦ **Asset-Building Ideas for Neighbors and Neighborhood Groups (H20)**
 - ♦ **Asset-Building Ideas for Health-Care Providers (H21)**
 - ♦ **Asset-Building Ideas for Merchants (H22)**
 - ♦ **Asset-Building Ideas for Businesses (H23)**
 - ♦ **Asset-Building Ideas for Volunteer Coordinators (H24)**
 - ♦ **Asset-Building Ideas for Religious Educators (H25)**
 - ♦ **Asset-Building Ideas for Congregations (H26)**
 - ♦ **Asset-Building Ideas for Police Officers (H27)**
 - ♦ **Asset-Building Ideas for Juvenile Justice (H28)**
 - ♦ **Asset-Building Ideas for Mentors (H29)**
- Point out that groups don't have to be formal organizations; they can be any group of people coming together under a common goal.

V. Closing

- Remind participants of their two main tasks:
 - ♦ To start or continue making a difference in young people's lives; and
 - ♦ To begin talking to others about Developmental Assets.
- End with an inspiring, motivating quote or statement, or use one of the activities from the "Interactivities" portion of "Presenter Resources."
- Refer to the "Q and A" portion of "Presenter Resources" as you entertain questions.