
OUTLINE FOR A 45-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 45 minutes to an hour. Compared to the shorter presentation, you'll have time to present a little more information, perhaps offer an additional story or two, and maybe even use an interactivity. 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 parts of your talk. 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, but it's more genuine if it 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

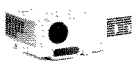
- Relate a story about someone who made a difference in your life when you were growing up. Ask participants to think about an adult important to them when *they* were growing up (or as they're growing up). Then have them introduce themselves to someone and share stories.
- Regroup. Ask what the important 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., 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.

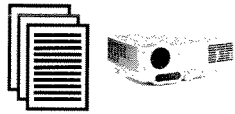
II. Description of Developmental Assets

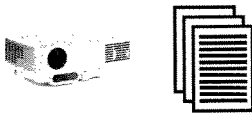
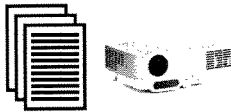
A. WHAT THEY ARE

- 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.
- 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 that have been there as they're growing up now.
- ♦ 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.
- Say that Search Institute surveyed more than 89,000 students in grades 6 to 12 to determine the correlations between assets and types of behaviors—high-risk behaviors and safe and healthy behaviors.
- Show the PowerPoint slide **The Power of Assets to Protect (T4)**. Point out the negative correlations with high-risk 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 correlations with safe and healthy behaviors.
- 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 students 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 major corporate supporter for Search Institute) 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

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.

B. RELATIONSHIPS

- Point out that relationships are key to beginning to build 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 and with their peers, 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.
- 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 for and with, the more likely it is that every young person will have someone to connect with and that young people will be getting consistent messages about what's important and how to live a healthy life. (If you'd like, ask participants if they have any questions so far.)
- 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 some of the many things individuals can do to build Developmental Assets with young people.
- 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. Give them the assignment of talking with others about Developmental Assets.

D. THINGS INDIVIDUALS CAN DO TOGETHER

- Refer to the handout **Asset-Building Ideas for Any Organization (H12)**. Point out some of the many things organizations can do to build Developmental Assets for and with young people.
- Discuss ways in which building Developmental Assets complements the goals of the audience's organization(s).
- Share one or two relevant stories about communities coming together to build assets; be sure to relate the stories to any local initiatives. (See the "Stories" section of this kit for examples.)
- Point out that groups don't have to be formal organizations; they can be any group of people coming together under a common goal.
- 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 Workers (H28)**
- ♦ **Asset-Building Ideas for Mentors (H29)**

IV. Closing

- Remind participants of their two main tasks:
 - ♦ To start or continue making a positive 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.