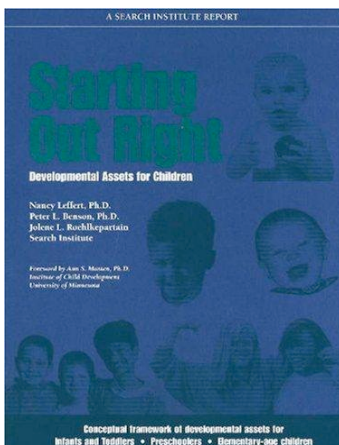




Afterschool & 40 Developmental Assets



Based on *Starting Out Right: Developmental Assets for Children*. Leffert, N., Benson, P., Roehlkepartain, J. The Search Institute (1997).

Ideas for Applications to afterschool by Mike Ashcraft, colleagues, former employees and former students.

External Assets

1. *Support: Family Support- Family life provides high levels of love and support.*

In our environment, we can...

- provide stability and consistency,
- ensure our décor portrays diverse families,
- and provide a family friendly place.

In our relationships, we can...

- provide a loving, extended family type of relationship,
- make families feel welcome and comfortable in our program,
- respect diverse definitions of families,
- teach through example the importance of a predictable routine for children,
- and model caring, authoritative, boundary-setting care giving styles.

In our experiences, we can...

- learn about the diverse cultures of the families we serve,
- provide quality school-age care,
- provide family support services,
- provide parenting classes,
- provide opportunities for families to be involved in our program (cook outs, talent shows, open houses, family outings, sharing ethnic foods & customs, etc.),
- provide opportunities for family members to share their rituals, celebrations, traditions and interests,
- and host parent/child clinics.

2. *Support: Positive Family Communication- Parents and child communicate positively. Child is willing to seek parents' advice and counsel.*

In our environment, we can...

- provide a caring place where children feel welcome to share their thoughts,
- display child artwork portraying their families,
- provide newsletters and activity calendars to encourage parent-child communication about the program,
- and provide a space enriched with environmental print, which promotes language skills.

In our relationships, we can...

- teach and model positive communication skills and vocabulary,
- role model communication in a positive way (teacher to child and teacher to parent),
- and communicate positively with the children while in our programs.

In our experiences, we can...

- provide take home activities (home safety checklists, family questionnaires, etc.),
- provide discussion provoking materials (activity calendars, newsletters, special event announcements, etc.),

- and teach children new skills they can share with their families.

3. *Support: Other adult relationships- Child receives support from non-parent adults.*

In our environment, we can...

- provide a place where adults and children can talk quietly,
- provide enough adults to spend a significant amount of time with individual children,
- and plan for times and spaces for adult-child conversations.

In our relationships, we can...

- provide caring authoritative adults who are empowered to spend a significant amount of 1:1 time with the children,
- care for and support the children in our care,
- and provide a system which ensures each child has a primary caregiver.

In our experiences, we can...

- train staff of the importance of forming strong bonds with each child,
- invite visitors and volunteers into the program (to teach new skills, introduce a career, etc.),
- plan inter-generational activities,
- provide journals for children to communicate ideas, thoughts and questions that adult caregivers may respond to weekly,
- and provide games and activities which adults can play with kids.

4. *Support: Caring Neighborhood - Child experiences caring neighbors.*

In our environment, we can...

- bring the neighborhood inside by posting opportunities to get involved in the community,
- post pictures/write newsletter articles of children doing community service projects,
- and post pictures/write newsletter articles of parents and staff doing community service projects.

In our relationships, we can...

- bring the neighborhood inside by inviting community leaders and visitors into our programs,
- recruit staff from the neighborhoods we serve,
- and be part of the children's caring neighborhood.

In our experiences, we can...

- provide opportunities to get involved in activities which strengthen neighborhoods,
- do an outing in the neighborhood like a leaf raking project where children meet their neighbors in a positive way,
- and provide neighborhood parent-child social events.

5. *Support: Caring school climate- School (& SAC) provides a caring, encouraging environment.*

In our environment, we can...

- set a caring tone for the entire school in school-based programs,
- provide a caring, nurturing school-based SAC program environment with snacks, friends, choices, etc.,

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- provide an aesthetically pleasing place,
- provide nurturing staff as caregivers,
- provide places for children to store their personal belongings,
- allow children to move furniture to make more room or define an area,
- display children's artwork or other pictures of interest to them,
- and provide consistent staff at a low turnover rate.

In our relationships, we can...

- care (of course we can care – this is child care),
- offer emotional support to students and other staff (modeling a positive attitude can set the climate),
- and encourage children to do their best.

In our experiences, we can...

- make holiday/birthday cards/cookies for school faculty and staff,
- provide opportunities for children to care for their school,
- provide school pride activities,
- host school appreciation events,
- provide peer relationship workshops for children – so they can help reduce bullying and threat in their environment,
- and have children prepare gifts for teachers, custodians, secretaries, etc.

6. *Support: Parent involvement in schooling - Parents are actively involved in helping child succeed in school.*

In our environment, we can...

- post opportunities for parents to be involved with the school and school-age care program,
- post pictures of family involvement in the area,
- and provide newsletters emphasizing the importance of parental involvement.

In our relationships, we can...

- encourage parents to become involved by serving on a SAC parent advisory committee
- ask parents to share a special skill or interest with the students
- work together with parents and the school on the children's developmental and educational goals,
- and work together with parents and the school to make their experience positive.

In our experiences, we can...

- plan parent involvement activities
- work together with families on tutoring and homework assignments,
- provide opportunities to participate in school and SAC events,
- and provide talent shows and performances which parents love to attend.

7. *Empowerment: Community values children - Child feels that the community values and appreciates children.*

In our environment, we can...

- post pictures of children doing community service projects,
- post encouraging “you can do it” type of sayings,
- and allow children to help design the environment.

In our relationships, we can...

- talk about community service opportunities,
- discuss the needs of others,
- talk about good role models of citizenship,
- encourage children and families to get involved in community activities,
- and talk about what children do and can do to improve their community.

In our experiences, we can...

- provide opportunities for children to get involved with the community through community service projects,
- announce community and neighborhood association meetings,
- and get out into the community and do positive things.

8. *Empowerment: Children given useful roles - Child is included in family decisions and is given useful roles at home and in the community.*

In our environment, we can...

- give children meaningful roles in designing and maintaining the program space,
- post responsibility charts which describe the roles kids play in maintaining the space,
- and allow children to get things out and put them away by themselves.

In our relationships, we can...

- ask for children to help with various tasks (planning an art project, cleaning tables, delivering a message to another staff, reading to the group)
- actively seek the opinions of children and then empower them to act upon their decisions,
- and listen, truly listen to what kids say.

In our experiences, we can...

- allow children a voice in planning and developing the program,
- provide opportunities for children to help their classroom teachers after school - (a Handy Helpers group that is set up and implemented by the interested 3rd and 4th graders),
- ask older children to help younger children with their homework,
- let children plan what will be served for snack,
- develop a Kids' Council which plans events, solves problems, and governs the site,
- break the tasks into child-sized portions,
- have child representatives on a junior advisory board and on the adult advisory board or ASQ (NSACA's Assessing SAC Quality) team,
- allow the kids to take active rolls in planning out field trips, drills, fund raisers and socials,
- and have the kids plan a family event.

9. *Empowerment: Service to others - Child and family serve others and the community.*

In our environment, we can...

- post opportunities for children and families to get involved with the community,
- and post pictures of community service projects.

In our relationships, we can...

- encourage children to get involved in youth service programs (community playground clean-up, fund raising for a local charity etc.),

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- teaching and modeling good manners
- and encourage staff to share with the children ways in which they are involved in the communities in which they live.

In our experiences, we can...

- do a food and clothing drive,
- collect recycling items,
- form a relationship with a retirement center,
- help a homeless project,
- adopt a part of their community to keep clean or improve,
- do visits to humane shelters, (offering education on how to care for pets)
- do nursing home visits,
- sewing project – hand towels with pockets for soap, toothbrush, for homeless or battered women/children,
- have older kids read to younger kids,
- get involved in school-wide projects and in the greater community,
- include parents, volunteers, children from other SAC programs,
- and have a Make-A-Difference-Day project to paint playground, clean up a park.

10. *Empowerment: Safety - Child is safe at home, at school, and in the neighborhood.*

In our environment, we can...

- provide a place where the safety, security, and health of the children are protected,
- eliminate safety hazards,
- develop systems for supervising children as they move from one place to another,
- ensure our equipment is safe,
- and develop systems to keep unauthorized people from taking children.

In our relationships, we can...

- encourage children to think about their actions and anticipate the consequences of their actions,
- discuss the reason for program rules,
- note when children arrive and leave and with whom,
- know where children are at all times and what they are doing,
- supervise children according to their ages, abilities and needs,
- closely supervise high-risk activities,
- and provide staff who are trained in risk management, first-aid and CPR.

In our experiences, we can...

- involve children in conducting safety checks of our indoor and outdoor environment,
- provide take-home safety activities,
- train children how to have an at-home fire drill,
- have emergency service providers visit your program (police, fire, rescue, ambulance, etc.),
- and teach children how to deal with potentially unsafe situations.

11. *Boundaries and Expectations: Family Boundaries - Family has clear rules and consequences, and monitors the child's whereabouts.*

In our environment, we can...

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- post program rules and expectations in the activity area,
- include program rules, expectations and consequences in the parent manual and in newsletters,
- and provide an environment in which the whereabouts of each child is closely monitored.

In our relationships, we can...

- share with families our rules and ask them about their rules at home,
- share with families our consequences and ask them about their consequences at home,
- and discuss ways to make home rules and consequences and school-age care rules and consequences consistent.

In our experiences, we can...

- include children in deciding on consequences for breaking established rules,
- have discussions of what rules kids have at home,
- and portray personal safety lessons in the décor and in kids' artwork.

12. Boundaries and Expectations: School Boundaries - School provides clear rules and consequences.

In our environment, we can...

- post school-age care program rules which are consistent with school rules,
- design and create spaces which encourage desirable behavior,
- ensure the behavior in the area is appropriate for the rules of that area,
- provide school-age care staff who are experts in the physical, social, emotional and intellectual development of children,

In our relationships, we can...

- share with school faculty our rules and boundaries and ask them about their school rules and boundaries,
- share with school faculty our consequences and ask them about their school consequences,
- and discuss ways to make school rules and consequences and school-age care rules and consequences consistent.

In our experiences, we can...

- lead discussions with the children about the reasons for and the importance of school rules,
- allow children to discuss what rules they think the program should have and reasons for the rules,
- and consistently enforce school rules in our school-based programs.

13. Boundaries and Expectations: Neighborhood Boundaries - Neighbors take responsibility for monitoring the child's behavior.

In our environment, we can...

- create our own "neighborhood", the school-age care mini-society which creates it's own boundaries and takes community responsibility for all other community members.

In our relationships, we can...

- discuss neighborhood boundaries with the children
- discuss neighborhood personal safety information with the children,
- and announce and participate in neighborhood association events and meetings.

In our experiences, we can...

- provide opportunities for families to get involved in their neighborhoods,
- invite local police and emergency services personnel to talk about personal safety rules,
- and provide opportunities for local community leaders and local business people to get involved in the program.

14. Boundaries and Expectations: Adult role models - Parents and other adults model positive, responsible behavior.

In our environment, we can...

- provide staff who have and show positive values,
- provide a décor which portrays diverse adult role models,
- and highlight the behavior of adult role models through newsletters.

In our relationships, we can...

- establish a school-age care "Code of Ethics", train our staff and families in this code and tolerate no breaches in this code,
- keep in mind the children are always watching and be sure to only model the behaviors you are trying to teach/encourage,
- train staff in the educators role in ethics,
- teach children positive values in our program activities,
- model showing respect and positive adult interactions,
- and model positive, responsible behavior.

In our experiences, we can...

- bring in college athletes, military heroes, etc. into our programs to share their experiences,
- involve parents in teaching enriching activities,
- and provide adults to talk about responsible behavior.

15. Boundaries and Expectations: Positive peer interactions - Child plays with children who model responsible behavior.

In our environment, we can...

- provide a place that has space for "parallel area play", where children of many ages can play without negative distinctions,
- provide a wide range of developmentally appropriate supplies and equipment,
- and provide a caring, community oriented place.

In our relationships, we can...

- expect, insist on and teach responsible behavior in our programs,
- teach children conflict resolution and positive communication skills,
- teach negative peer resistance skills,
- teach problem solving skills,
- encourage children to work through any problems they encounter,
- catch children in those positive moments and let them know you noticed, either with verbal praise or a nonverbal cue (wink or nod),
- have child "hosts" to give tours to new children in the program,
- introduce new children to peers who model responsible behavior,
- encourage children to meet as many of their peers as possible,

- and let kids know when we appreciate their efforts.

In our experiences, we can...

- give children opportunities to mentor younger children,
- provide non-competitive mixed-age group games and activities,
- provide cooperative games and activities,
- and provide team-building activities.

16. Boundaries and Expectations: Expectations for growth - Adults have realistic expectations of development at this age. Parents and caregivers, and other adults encourage child to achieve and develop his or her unique talents.

In our environment, we can...

- provide parent reading materials, books, and resources on child development,
- provide goal books for the kids and their parents to see and participate in,
- and provide a décor which portrays the interests and talents of the children.

In our relationships, we can...

- keep expectations reasonable and make the children aware of them,
- use parent calls and conferences, newsletters and personal discussions to establish and collaboratively plan for goals and expectations,
- train staff in human physical, intellectual, emotional and social development
- get to know the unique interests and talents of each child and provide opportunities for growth,
- think of ourselves as teachers, advocates, role models, and cheerleaders of children and internalize values for growth,
- and work collaboratively with families to define goals.

In our experiences, we can...

- provide opportunities to set reasonable goals and follow through with their completion,
- provide short-term and long-term projects,
- provide activities designed to strengthen their physical, social and intellectual skills,
- and provide mixed-age activities in which older kids can teach younger kids.

17. Constructive Use of Time: Creative activities - Child participates in music, arts, or drama three or more hours each week through home and out-of-home activities.

In our environment, we can...

- play classical music,
- include materials that promote creativity such as clay, paint, costumes, music instruments, etc.,
- display the artwork of children,
- and provide a dramatic play, an art area, and a music listening station.

In our relationships, we can...

- encourage and provide opportunities for dramatic play,
- encourage children to work at their own pace,
- encourage children to develop new interests and try new activities,
- encourage story writing and telling,

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- empower children, offer times of play, plan community building activities, promote maturity, encourage the development of self discipline,
- and get to know the individual interests and talents of children in our programs.

In our experiences, we can...

- involve children and families in planning experiences,
- plan activities that challenge children to use their imagination and creative abilities,
- use different art media,
- provide a wide variety of activities,
- provide novel activities,
- provide culturally diverse activities,
- offer drama clubs and talent show events,
- include opportunities for non-actors to be involved through stage crew, lighting, ushers, publicity, etc.,
- provide a photography club, a journalism club, a journal writing club, a sculpting club, a drawing club, etc.,
- and have children create their own games.

18. Constructive Use of Time: Child Programs- Child spends one hour or more per week in extra curricular school activities or structured community programs.

In our environment, we can...

- provide adequate supplies and equipment,
- provide an exciting space which encourages creativity,
- provide a variety of spaces which promote a variety of activities,
- provide constructive, educational supplies and equipment,
- and create an enriched environment.

In our relationships, we can...

- recruit staff and volunteers to facilitate diverse enrichment clubs,
- ask the children about their interests,
- know our children and their interests and find new ways to allow children to explore their individual interests,
- allow children to take responsibility for their choices and cooperate in their own care,
- and encourage children to try new enriching activities.

In our experiences, we can...

- plan for enriching clubs that support their interest (sports club, reading club, cooking club, life skills club, homework club, astrology club, Spanish/language club, etc.),
- provide opportunities for children to discuss how they want to spend their time,
- and provide child-directed activity centers such as a fine motor skills area, art area, dramatic play area, strategy games area, and science area.

19. Constructive Use of Time: Religious Community - Family attends religious programs or services for at least one hour per week.

In our environment, we can...

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- provide a list of churches in the local area, and keep it in a book of community resources available in the family corner,
- and allow children to display artwork or pictures relevant to their own religious life.

In our relationships, we can...

- educate families about this developmental asset,
- never disapprove of or degrade a child who talks about her or his religion,
- and model Judeo/Christian values in our programs.

In our experiences, we can...

- allow children to celebrate the religious holidays of their cultures in our programs,
- do community service projects for a neighborhood church,
- and provide opportunities for children to show love for their fellow man.

20. Constructive Use of Time: Positive, supervised time at home - Child spends most evenings and weekends at home with family in predictable and enjoyable routines.

In our environment, we can...

- provide a quality extended family type of caregiving,
- and establish family friendly policies which maximizes the amount of time families can spend together.

In our relationships, we can...

- take the role of extended family of the kids we serve,
- and encourage and support the role of parents in the lives of their children.

In our experiences, we can...

- provide activity ideas for a "turn off the TV week".
- provide positive take-home activities,
- and provide ideas for family activities.

Internal Assets

21. Commitment to Learning: Achievement Motivation - Child is motivated to do well in school.

In our environment, we can...

- provide thought provoking materials,
- and post achievement stories and information in family corners.

In our relationships, we can...

- encourage children to try hard and do well at school,
- acknowledge the hard efforts of children,
- and give high fives to kids who do well each day.

In our experiences, we can...

- provide enriching activities which enhance the concepts learned during the school day,
- provide incentives for children who complete homework on time,
- provide opportunities for experimentation,
- provide opportunities for creative thought,
- provide minimum expectations for grades to participate in some activities,
- and offer art, music and drama to enrich the brain, preparing it to do well in school.

22. *Commitment to Learning: School Engagement - Child is responsible, attentive, and actively engaged in learning.*

In our environment, we can...

- meet the health and nutritional needs of the children so they are able to learn,
- provide a place where children can burn off energy or relax or meet their individual needs in a comfortable way before school, preparing them for the school day,
- allowing time for children to relax and transition from the school setting to the SAC after-school setting,
- and provide a clean, safe, caring place which is conducive to learning.

In our relationships, we can...

- provide staff who are models of live-long learners,
- encourage school teachers to attend school-age care functions,
- communicate openly with teachers about the goals for children in our programs,
- and communicate positively about shared space issues.

In our experiences, we can...

- show our support for learning by hosting school citizenship or community service events,
- collaborate in school activities,
- and provide activities which allow children to have fun using their mental muscle power.

23. *Commitment to Learning: Homework - Child does homework when it is assigned.*

In our environment, we can...

- provide quiet places for children to work on their homework,
- and provide pencils, paper, dictionaries, encyclopedias, computers, extra copies of textbooks and other supplies which will help children finish their own homework.

In our relationships, we can...

- ask children about their school work,
- encourage children to do their best on their school work
- get to know how our children are doing in school and what they need help with,
- and get to know the individual expectations of parents regarding homework.

In our experiences, we can...

- provide a child-directed routine, giving children opportunities throughout the day to work on their homework,
- and provide a supervised and organized homework club for children who wish to do work during the program.

24. *Commitment to Learning: Bonding to School - Child cares about his or her school.*

In our environment, we can...

- ensure children and staff work together to keep school property looking clean,
- provide a clean pleasing space,
- and involve the children in maintaining the space.

In our relationships, we can...

- encourage school spirit and school pride,
- model responsible and respectful use of space and equipment,
- and encourage school-age care staff to work in and with the schools.

In our experiences, we can...

- provide school clean up activities such as an "un-nature hunt",
- provide gardening and flower planting clubs and projects
- plan an "adopt" an area of the school to keep clean,
- plan a "handy helpers club" for school-age care kids to help out their classroom teachers,
- facilitate the development of a sense of community in our programs,
- support school pride efforts,
- and provide opportunities for children to get involved in improving their school.

25. *Commitment to Learning: Reading for pleasure - Child and a caring adult read together for at least 30 minutes a day. Child also enjoys reading without an adult's involvement.*

In our environment, we can...

- provide a caring adult to read to interested children during our programs,
- provide a variety of developmentally and culturally appropriate books for children to read,
- provide separate listening and reading areas, with books-on-tape, books that
- belong to program specifically, and comfy seating,
- ensure the space is enriched with lots of environmental print,
- and use the school library.

In our relationships, we can...

- read to children and speak with children often,
- ask kids to read to us and to younger kids,
- and ask kids to tell us about their favorite books.

In our experiences, we can...

- take field trips to the library,
- take children to senior center to read to the senior citizens,
- provide book clubs,
- participate in book fairs,
- organize a journalism club where children write (and read) newsletters,
- and let older kids read to younger kids.

26. *Positive Values: Caring - Child is encouraged to help other people and to share her or his possessions.*

In our environment, we can...

- display child artwork about what caring means to them,
- provide adult care givers who value and model caring,
- and provide a truly caring place.

In our relationships, we can...

- form caring relationships with the children in our CARE,
- greet each child by name each day, and show genuine interest in their lives,
- each staff member connects with a small group of individuals on a daily basis, and also is involved in one large-group activity,
- and get to know the children, and encourage them to share their own personal interests.

In our experiences, we can...

- talk with the children about what caring means to them,
- provide opportunities for children to help other people through community service projects,
- make fruit baskets for the community care home down the street,
- decorating food bags for the holidays for the homeless project,
- make care packages containing bedtime stories and snacks for homeless children,
- and offer consolation when someone gets hurt or loses a pet, or a parent.

27. *Positive Values: Equality and social justice - Child begins to show interest in making the community a better place.*

In our environment, we can...

- post news from the community and community needs at the family corner,
- and provide a décor, which portrays people of different genders and ethnicities in non-engaged in stereotypic roles.

In our relationships, we can...

- talk about community needs and fairness,
- have discussions about world events and what is right and wrong,
- and form relationships with local firefighters and crime fighters and ask them to do presentations and participate in events.

In our experiences, we can...

- provide opportunities to assist in fund raising for a charity, volunteering throughout the community, helping each other with projects, through group games/tasks and peer mentoring programs,
- provide an "E-Team" environmental club which does projects which help the environment,
- provide thematic experiences, for example, around the "Community Volunteers" with tours to rescue squad, fire station,
- and invite guest speakers, and other examples of volunteer spirit in our community.

28. *Positive Values: Integrity - Child begins to act on convictions and stand up for her or his beliefs.*

In our environment, we can...

- provide adult care givers who value and model integrity,
- and post rules and expectations which are consistently enforced.

In our relationships, we can...

- talk with the children about what integrity means to them,
- ask children what is important to them,
- and be fair and consistent when dealing with children.

In our experiences, we can...

- role play standing up for what you believe in,
- use social stories as scripts for role plays,
- have a “what’s important to you” art contest,
- and do an essay contest on integrity.

29. *Positive Values: Honesty - Child begins to value honesty and act accordingly.*

In our environment, we can...

- provide adult care givers who value and model honesty,
- and provide a place where threat is eliminated and honesty is encouraged.

In our relationships, we can...

- talk with the children about what honesty means to them,
- talk about lying in different situations,
- and avoid putting kids in threatening situations where they are tempted to lie.

In our experiences, we can...

- role play experiences where kids may be tempted to lie.

30. *Positive Values: Responsibility - Child begins to accept and take personal responsibility for age-appropriate tasks.*

In our environment, we can...

- give children responsibilities in designing and setting up the environment,
- give children meaningful roles and responsibilities in our programs,
- and provide adult care givers who value and model responsibility.

In our relationships, we can...

- talk with the children about what responsibility means to them,
- include children in leading activities and discussions,
- and discuss what different responsibilities different people have.

In our experiences, we can...

- give the children time to talk about their activities, what they did or did not like, how they felt and so on (debrief)
- hold children accountable for misbehavior,

- require children to clean up after themselves,
- and give children the opportunity to be responsible for an activity or job (hall monitor, snack helper, small group activity leader, etc.).

31. Positive Values: Healthy lifestyle and sexual attitudes - Child begins to value good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.

In our environment, we can...

- provide adult care givers who value and model healthy lifestyles and sexual attitudes,
- provide a place that protects and enhances the health of children and youth
- provide clean facilities,
- eliminate health hazards,
- ensure adequate hand washing expectations, supplies and information,
- protect children from communicable diseases,
- and ensure drinking water is always available.

In our relationships, we can...

- be aware of the individual health needs of children in our care,
- talk to children about respecting the private parts of each other,
- and respect the diversity of the types of families in our programs.

In our experiences, we can...

- work with older children on hygiene,
- eat nutritious snacks and drink nutritious drinks,
- and practice proper hand washing techniques.

32. Social Competencies: Planning and decision-making - Child learns beginning skills of how to plan ahead and makes decisions at an appropriate developmental level.

In our environment, we can...

- provide a place where long-term projects can be stored,
- and involve the children in planning and designing the activity area.

In our relationships, we can...

- include children in decision-making processes,
- work closely with children teaching them to anticipate consequences of their actions,
- and teach children to use inductive reasoning.

In our experiences, we can...

- let children plan a carnival or party for the program,
- get children actively involved in planning the day and debriefing at the end of the day/session to come up with a plan for the next day/session,
- have a plan of action to assist in teaching decision-making skills (planned activities that require problem solving and coming up with an action plan),
- allow children to plan field trips and activities,
- and give the Kids' Council a budget and allow them to decide which games or other supplies to purchase.

33. Social Competencies: Interpersonal competence - Child interacts with adults and children and can make friends. Child expresses and articulates feelings in appropriate ways and empathizes with others.

In our environment, we can...

- provide a place with enough room to play without crowding,
- and arrange the area so that a variety of activities can go on at the same time without crowding.

In our relationships, we can...

- give children many chances to choose what they will do and with whom they will do it,
- give children the vocabulary to use when making friends, resolving conflicts, and expressing themselves.
- be aware of the "insider-outsider" symptoms as they surface, and can work with purpose to introduce individual children to each other, based on a shared interest or level of development or complementary style,
- and facilitate role playing scenarios where children practice interpersonal communication skills.

In our experiences, we can...

- provide a comfortable, welcoming environment that encourages free flowing interactions between all members of the SAC community.
- be sure to model these skills, tell the children what you expect and ask them what they would like,
- give them plenty of activity choices in which they must share materials and space,
- provide open ended activity choices where children must work out rules and specifics of the game,
- use stories and dramatic activities to lead children through a variety of situations and emotions without having to experience the actual traumas of the real-time events,
- and provide opportunities for reflection, which with the help of a caring staff member can expand a child's understanding and power to gain from adversity, imagined or actual.

34. Social Competencies: Cultural competence - Child has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

In our environment, we can...

- provide a décor which portrays people from different ethnic and racial backgrounds engaged in a variety of roles,
- provide staff which reflect the cultures and languages of children in the program,
- provide information written in the languages of families in our programs,
- make images and activities of various cultures a part of the visual environment,
- and physically represent celebrations of cultural and ethnic days and holidays.

In our relationships, we can...

- treat each other with respect,
- talk about the things that make people different,
- celebrate diversity,
- encourage parents to teach a language class or a cooking class relevant to their cultures,
- and facilitate role playing scenarios where children practice cultural competence skills.

In our experiences, we can...

- take field trips to local cultural centers,
- involve children in planning activities which have cultural relevance to them,
- bring in guest speakers of varying ethnicities,
- and provide opportunities for children to develop “pen pals” from different cultures.

35. Social Competencies: Resistance skills - Child begins to develop the ability to resist negative peer pressure and dangerous situations.

In our environment, we can...

- provide a place where the behavior of children can be closely monitored to prevent negative peer interactions.

In our relationships, we can...

- spend time talking with the children about what peer pressure is and ask children how they feel when they are being pressured,
- offer support and empathy,
- teach children they have the right to say NO and stand up for themselves in an appropriate manner,
- and facilitate role playing scenarios where children practice resistance skills.

In our experiences, we can...

- have the children brainstorm ideas of what they can do to avoid being victims of
- peer pressure,
- and teach coping skills to help children to find successful means of coping with peer stresses and other destructive situations they may fall prey to.

36. Social Competencies: Peaceful conflict resolution - Child attempts to resolve conflict nonviolently.

In our environment, we can...

- provide a space, which is relaxing
- and provide adequate snacks, drinking water and supplies, understanding that many aggressive behaviors stem from biological stressors.

In our relationships, we can...

- empower the children in problem solving by providing many chances to practice this skill, teach children about win/win, win/lose, and lose/lose options when problem solving,
- discuss compromising and sometimes even giving in for the good of the group,
- and facilitate role playing scenarios where children practice conflict resolution skills.

In our experiences, we can...

- teach mediation skills which provide an opportunity to let children practice problem solving.

37. Positive Identity: Personal power - Child begins to feel he or she has control over "things that happen to me." Child begins to manage life's frustrations and challenges in ways that have positive results for the child and others.

In our environment, we can...

- ensure the space reflects needs and interests of the children,
- provide spaces where children can cool down or de-stress themselves,
- allow children the freedom to design their space,
- allow children to personalize the space,
- and place interesting things to look at kids' eye level.

In our relationships, we can...

- encourage the children to help each other often, this not only gives them a sense of power but also piggy-backs community building,
- give children the knowledge and skills needed to solve their own problems,
- provide support without taking control of child-child conflicts,
- encourage discovery,
- actively work on the development of social competencies of the children,
- empower children to make decisions and solve problems,
- provide staff facilitate the self-talk journeys of children,
- and respond with genuine acceptance.

In our experiences, we can...

- provide a Kids' Council, allowing the children a voice in programming and different options throughout the day that they can choose freely,
- remind children of their successes and spend little time with the child reflecting on the too-many mistakes,
- and offer developmentally appropriate activities which are challenging to their age level, and which also allow them to succeed.

38. *Positive Identity: Self-esteem - Child reports having a high self-esteem.*

In our environment, we can...

- ensure our decor reflects the diversity of the children in our program,
- provide a space, which is appropriate for different developmental levels and abilities/disabilities,
- and give kids a role in designing and maintaining the space.

In our relationships, we can...

- get to know the individual strengths and interests of children,
- encourage children,
- and respond to them with genuine acceptance and appreciation.

In our experiences, we can...

- give children opportunities to try hard and succeed,
- provide opportunities for journal writing, and dramatic play,
- and provide cooperative and non-competitive games.

39. *Positive Identity: Sense of purpose - Child reports that "my life has a purpose".*

In our environment, we can...

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- give children "ownership" of the activity space,
- and give children a role in designing and maintaining the space.

In our relationships, we can...

- talk to the children, trying find out what is important to them. Give them the chance to share their talents with the group,
- and help them to see the contributions they make to the program (a word of praise/thanks can work wonders).

In our experiences, we can...

- give children meaningful roles in the program,
- give children opportunities to make choices and solve problems on their own,
- and let established kids give tours to new kids and parents.

40. *Positive Identity: Positive view of personal future - Child is optimistic about her or his personal future.*

In our environment, we can...

- show pictures of people of different genders and ethnicities in non-stereotypic roles,
- provide a place for children to keep their possessions,
- and display pictures of children in the program doing meaningful things.

In our relationships, we can...

- ask children what they see for their futures helping them to brainstorm a list of their interests and what they may lead to in the future,
- give kids kudos, making sure to give true, sincere compliments for jobs well done and/or worked hard on.
- provide enthusiastic and optimistic adults as caregivers,
- and train staff in the importance of facilitating a sense of optimism.

In our experiences, we can...

- take field trips to a wide variety of places where they may be able to play, work or make a difference,
- invite speakers in who have a "victory story" to share with the children (it may even be one of the staff or the parents), this will help children to see that even though they may have difficulties in some areas, they can still succeed in what ever they put their mind to,
- plan for children to share their "letter to the future" before putting it into a time capsule project,
- use dramatic play and theatre/puppets to create imaginative, positive future scenarios which give children a chance to flex their abilities to make things happen for themselves,
- and reflect on a story or play that they have shared, children can self-talk and re-create their good feelings and accomplishments whenever they wish.