

Presentation Outline: Introducing Asset Building to Congregational Leaders

Following, is an outline to guide your presentations about the 40 Developmental Assets™. As you prepare to give this presentation, keep in mind that asset building is a framework or lens, not a program. It's a challenge to offer a picture of exactly what an asset-building congregation looks like. Asset building will look slightly different in each community.

Asset 101: An Introduction to 40 Developmental Assets

This outline will guide a 45-minute presentation. If you have more time, add one or both of the optional steps given at the end of the presentation outline.

Audience: Adults or a group of adults and youth together

Goals: Participants in this workshop will:

- Learn about the framework of 40 Developmental Assets for the healthy growth and development of children and youth;
- Affirm their own asset-building strengths and be motivated to continue as asset builders in their daily lives; and
- Appreciate the power of individuals, congregations, and other community organizations to make a positive difference in the lives of young people.

Materials and preparation:

- Make one copy of toolkit handout 10, “What Kids Need” for each participant. Have pens or markers available.
- Make a packet for each participant that includes these handouts from Section 4 in this order:
 - “Handout 1: What Are Developmental Assets?”
 - “Handout 2: The Power of Developmental Assets”
 - “Handout 3: Six Principles of Asset Building”
 - Chart (s) of the 40 Developmental Assets most appropriate for your audience (from Handouts 4-7)
 - “Handout 8: Faith and Developmental Assets”
 - “Handout 19: Asset-Building Ideas for Congregations”
 - One or two handouts of asset-building ideas appropriate for your audience (from Handouts 23-35)
- For the “Net of Support Activity,” bring one roll of crepe paper streamer in a bright color. If your group will have more than 15 persons, bring one roll for every 12-15 participants.
- For the “Net of Support Activity,” bring 10 balloons that are at least 9” in diameter when inflated. (If your group will have more than 15 persons, bring a set of 10 balloons for every 12-15 participants). Inflate each set of 10 balloons and label them in this way:
 - Inflate one balloon completely and tie it off—with a dry erase marker, label it "31-40 Assets."

- Inflate three balloons about three-fourths full and tie them off—with a dry erase marker, label each one "21-30 Assets."
- Inflate four balloons about one-half full and tie them off —with a dry erase marker, label each one "11-20 Assets."
- Inflate two balloons about one-fourth full and tie them off—with a dry erase marker, label each one "0-10 Assets."

Materials and preparation for optional steps (see end of outline)

Optional Step A

- Bring 8 sheets of newsprint and a variety of wide-tipped markers. Label each of the 8 sheets with one of the asset categories: Support (assets 1-6); Empowerment (assets 7-10); Boundaries and Expectations (assets 11-16); Constructive Use of Time (assets 17-20); Commitment to Learning (assets 21-25); Positive Values (assets 26-31); Social Competencies (assets 32-36); Positive Identity (assets 37-40).
- Each participant will need a chart of the assets (one of Handouts 4-7) and a copy of “Handout 1: What Are Developmental Assets?”

Optional Step B

- Make copies of toolkit handout 11 “Qualities of Asset-Building Congregations” and toolkit handout 12 “How Will It Happen? Growing the Commitment to Asset Building” for each participant.
- Choose handouts about planning for asset building that seem appropriate for the audience and make copies for each participant.

Time	Content Notes	Materials Needed
5 minutes	<p>Welcome</p> <p>Thank participants for coming and for taking time to explore how to do more to make a positive difference in the lives of young people.</p> <p>Comment that everyone has a role to play in making sure that children and youth grow as happy, caring, and responsible disciples and citizens.</p> <p>Ask for a show of hands to respond to each of these questions:</p> <ul style="list-style-type: none"> - Who in this group is clergy? - Who in this group is a professional youth or Christian education leader? - Who in this group volunteers with children or youth at congregation or school? - Who in this group is a parent or grandparent? - Who in this group is an aunt or uncle? 	<ul style="list-style-type: none"> • none

Time	Content Notes	Materials Needed
	<p>– Who in this group lives in a neighborhood that includes children?</p> <p>Point out how many participants are involved in the lives of children and youth in more than one way. Note that each person present has a sense of what is important to provide in the lives of young people to help them grow as healthy, caring, and responsible individuals.</p>	
8 minutes	<p>I Think Kids Need Activity</p> <ol style="list-style-type: none"> 1. Distribute copies of toolkit handout 10 “What Kids Need.” Ask participants to complete this handout individually. 2. Invite participants to move around the room and form small groups with others whose responses are similar to theirs. (Those who can’t find a match should stand by themselves.) 3. As you point to each group (or individual), have them call out the need they have identified on the handout. 4. Have participants return to their seats and turn to the chart of Developmental Assets in their packets. Invite them to look for similarities between the list of things that kids need created by your group and the list of 40 Developmental Assets from Search Institute. <p>Point out that the concept of Developmental Assets is not unfamiliar to us! The language of the assets gives us a common frame of reference to many things that we already know are important.</p>	<ul style="list-style-type: none"> • “Handout 10: What Kids Need” • pens or markers • Chart of assets (from Handouts 4-7)
12 minutes	<p>The 40 Developmental Assets</p> <p>Point out each of these four handouts, summarizing a few points on each sheet. <i>You will not have time to read each sheet in its entirety.</i> Suggested summary comments:</p> <p>“Handout 1: What Are Developmental Assets?”</p> <ul style="list-style-type: none"> • Search Institute of Minneapolis, Minnesota, has identified 40 building blocks that are key to the healthy development of children and teenagers. This framework of 40 Developmental Assets has grown out of extensive research on the positive relationships, experiences, opportunities, and personal qualities of young people. • There are two categories of assets—external assets and internal assets. 	<ul style="list-style-type: none"> • “Handout 1: What Are Developmental Assets?” • “Handout 2: The Power of Developmental Assets” • “Handout 3: Six Principles of Asset Building” • “Handout 8: Faith and Developmental Assets”

Time	Content Notes	Materials Needed
	<ul style="list-style-type: none"> • External assets are the positive experiences that young people receive from the world around them. External assets identify important roles that families, congregations, schools, neighborhoods, and youth organizations play in promoting healthy development. • Internal assets identify those characteristics and behaviors that come from the positive internal growth and development of young people. These internal assets serve as an “internal compass” to help young people make thoughtful and positive choices. They also help youth to be better prepared for situations in life that challenge their inner strength and confidence. <p>Toolkit handout 2, “The Power of Developmental Assets”</p> <ul style="list-style-type: none"> • The Power of Assets to Promote: Having more assets increases the chances that young people will have positive attitudes and behaviors. • The Power of Assets to Protect: Experiencing the Developmental Assets in their lives can help protect young people from making harmful and unhealthy choices. <p>Toolkit handout 3, “Six Principles of Asset Building”</p> <ul style="list-style-type: none"> • These six principles are a foundation for the work of building assets in children and youth: • <i>All young people need assets.</i> Research shows that the 40 Developmental Assets are important for all youth—both boys and girls from all age groups, ethnicity, type of community, or socioeconomic level. • <i>Relationships are key.</i> Most of the Developmental Assets are built primarily through positive, caring relationships between adults and young people, young people and their peers, and teenagers and children. • <i>Everyone can build assets.</i> • <i>Asset building is an ongoing process.</i> Building assets starts when a child is born and continues through high school and beyond. • <i>Young people need consistent messages.</i> Young people need their families, congregations, schools, community organizations, and the media to reinforce and support each other in a consistent message about their value in the community, what is expected of them, and what the community values as important. • <i>Repetition is important.</i> Young people need to 	

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	<p>experience assets building in all areas of their lives.</p> <p>Toolkit handout 8 “Faith and Developmental Assets”</p> <ul style="list-style-type: none"> • Youth who attend church typically report having more Developmental Assets than those who do not attend church. • Young people who report having more Developmental Assets are more likely to say that faith or spirituality is important. • Congregations are asset-building resources. Congregations provide constructive, enriching activities for youth; a safe place for youth; ongoing support for families; intergenerational community; opportunities for youth to serve, lead, and contribute; and guidance for youth in shaping their identity, values, beliefs, and commitments, thus guiding their choices. <p>After highlighting this information, ask:</p> <ul style="list-style-type: none"> – What information about the assets is surprising to you? – What information about the assets is reassuring to you? – What information about the assets challenges you? 	
	<p>If you have time, at this point include Optional Step A <i>(found at end of this presentation outline)</i></p>	
12 minutes	<p>Net of Support Activity Tell the group that you want them to consider the asset framework in another way.</p> <ol style="list-style-type: none"> 1. Have participants stand or sit <i>close together</i> in a circle. (A group of 12-15 persons is best. If needed, form groups of 12-15 and have the groups do this activity simultaneously, enlisting helpers as necessary for placing balloons.) 2. Give the roll of crepe paper streamer to one person. Have that person BRIEFLY tell one role that he or she currently has as an asset builder (neighbor, parent, mentor, coach, aunt, friend, grandparent, etc.). The person speaking holds the end of the streamer and tosses the roll to another participant at least two persons away. That person then tells about her or his role as an asset builder, hangs onto the streamer and 	<ul style="list-style-type: none"> • crepe paper streamer (see “Materials and Preparation” above) • labeled balloons (see “Materials and Preparation” above)

Time	Content Notes	Materials Needed
	<p>tosses the roll to another person. Continue until all have spoken. The participants should be connected by a “net” of crepe paper streamer.</p> <ol style="list-style-type: none"> 3. Comment on all the individual acts of asset building that work together to make a strong community net. 4. Tell the group that their community has ten young people, and that their challenge is to support them all—to keep them in the net. 5. Toss the balloon labeled 31-40 onto the net of crepe paper streamers. Point out that for every ten young people, we know that about one will report having 31-40 assets. Remind the group that their goal is to keep all their young people in their community net. 6. Next, toss the 21-30 balloons on the net, pointing out that about 30% of our young people report this level of assets. 7. Next, toss the 11-20 balloons on the net, noting that about 40% of our young people report this level of assets. 8. Finally, toss the 0-10 balloons on the net, noting that about 20% of our young people report this level of assets. 9. Now, tell the group that anyone born in January, February, or March is moving to another city. They must drop their part of the net. 10. Finally, ask the group to lay the net on the floor and discuss these questions as they stand or sit around it: <ul style="list-style-type: none"> – What would have made it easier to support all the youth? – What will you remember from this activity tomorrow? 11. Ask participants to return to their seats. 	
5 minutes	<p>A New Vision for Ministry with Children and Youth There are many things that individuals and congregations can do to build more assets in the lives of all young people.</p>	<ul style="list-style-type: none"> • “Handout 19: Asset-Building Ideas for Congregations” • other handouts of asset-building ideas are

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	<p>Asset building can help shape all our programs for children and youth, our engagement with parents and families, and our efforts in building intergenerational relationships. Ultimately, a focus on asset building can transform communities into places that consistently love, care for, and engage with young people.</p> <p>Remind the group that asset building begins with the commitment of each individual person. Point out the pages of asset-building ideas that you've included in the handout packet. Invite each participant to commit to one new action and tell a partner about it.</p> <p>Ask how participants might share the information they have received in this presentation with others.</p>	<p>included in the participant packet</p>
	<p>If you have time, at this point include Optional Step B <i>(found at end of this presentation outline)</i></p>	
<p>3 minutes</p>	<p>Closing In closing, offer these thoughts using your own words:</p> <p>A pastor once asked a Sunday school class of junior high youth what makes them feel valued in church. Some responses he received: “When someone compliments me, and I wasn’t expecting it.” “When someone helps me figure out what to do.” “When an adult really listens to what I have to say.” “When I get to help with worship.” “When an adult asks me to work on a mission project.”</p> <p>Read aloud Mark 10:13-16.</p> <p>Children and youth long to be valued by the Church in the same ways that adults do. They want to be included. They want to hear about how they are doing well. They want caring and loving guidance in confusing or painful moments. Jesus sets the example and the expectation. Let’s find new and creative ways to nurture the young people God has placed in our care.</p> <p>Close with prayer, asking for guidance and strength in finding ways to encourage positive growth and development in all people—young and old.</p>	<ul style="list-style-type: none"> • Bible • none

<p>20 minutes</p>	<p>Optional Step A: Exploring the Asset Categories Form pairs or groups of three to dig deeper into the categories of assets. Distribute the labeled newsprint sheets to these groups. (If your group is small, you may not use all the sheets. If your group is large, combine pairs and threes to form only eight groups.)</p> <p>Ask pairs and threes to refer to toolkit handout 1 “What Are Developmental Assets?” and a chart of the 40 Developmental Assets.</p> <p>Tell participants that they’ll have 7 minutes to read the description of the asset category named on the newsprint, think about their own experiences in congregation(s), and complete these two tasks on their newsprint:</p> <ul style="list-style-type: none"> • List ways in which a congregation has strengthened these assets for you (or other people you know). • List ways you think congregations are building these assets today. <p>Have each pair or small group post their newsprint and share <i>two</i> thoughts from their sheet with entire group.</p>	<ul style="list-style-type: none"> • sheets of labeled newsprint (see “Materials and Preparation” above) • “Handout 1: What Are Developmental Assets?” • Chart of 40 Developmental Assets (choose from Handouts 4-7)
<p>25 minutes</p>	<p>Optional Step B: Planning for Asset Building in Congregations Comment that asset building is a framework or lens, not a program. It’s a challenge to imagine exactly what an asset-building congregation might look like. Asset building will look slightly different in each situation.</p> <p>There are some qualities or characteristics of asset-building congregations that may help you consider how your congregation may do more to build assets.</p> <p>Distribute copies of “Handout 11: Qualities of Asset-Building Congregations.”</p> <p>Ask participants to read the handout individually, marking a “*” by five items that they feel their congregation is doing well. Have them mark a “-” by five items that they wish their congregation were doing more effectively.</p> <p>After about 7 minutes, ask participants to form groups of three to share what they have marked.</p>	<ul style="list-style-type: none"> • “Handout 11: Qualities of Asset-Building Congregations” • “Handout 12: How Will It Happen? Growing the Commitment to Asset Building” for each participant. • other handouts of asset-building ideas

	<p>Comment that once they have ideas of some activities or strategies they would like to pursue, it's good to think about some steps to take these ideas a reality.</p> <p>Distribute copies of toolkit handout 12 "How Will It Happen? Growing the Commitment to Asset Building." Go through the steps listed, noting the questions that are helpful for planning teams to ask as they proceed.</p> <p>Encourage participants to identify the next step they will take with this information.</p>	
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