

Asset-building ideas developed by Halton professionals

INTERNAL ASSETS

Commitment to Learning

- Book clubs
- Setting goals/reflective practice
- Professional development opportunities
- Read
- Help make school positive environment
- Help kids find “spark”
- Workshops
- Visits to library – incorporating literacy practice into routine
- Read
- Research on the Internet
- Watch educational television
- Listen to others
- Encourage others to do well at school
- Night school
- Practice programs
- Word lists
- Catch staff doing things the way you want and recognize them
- Homework clubs
- Kumon program
- Educational incentives/mentoring
- Focus on effort vs. outcome
- Doing homework together
- Engagement with the school (both parent & child/youth)

Positive Values

- Work-related value statements
- Faith groups
- Spend time with people who reinforce and live the values
- Role modeling
- Provide positive feedback to children/youth
- Promoting learning about each other
- Be intentional about demonstrating values and articulating my values
- Take windows of opportunities to weave values into daily conversations and routines
- Model positive behavior
- Show respect

- Work hard
- Feedback to others
- Listen
- Youth aiding youth
- Staff model for children and youth
- Opportunities to help others
- Supporting young person's beliefs and convictions
- Accountability and modeling roles and responsibility
- Communication with youth in their language and style

Social Competencies

- Interpersonal relationships (establishing/maintaining)
- Communities of practice – self-help, social action, self-development and volunteer
- Role modeling
- Using opportunities for practice (e.g., restorative justice)
- To instill practice of problem solving – peaceful conflict resolution
- Listen
- Reaching out to others
- Get to know and really understand others
- Empathetic and caring
- Use collaborative problem solving
- Peer supports/advisors transition to adulthood
- Give them the opportunity to solve their own problems
- Teaching coping skills and modeling them
- Empathy building

Positive Identity

- Reinforced daily in personal/professional choice
- Select activities that reinforce sense of self
- Mentoring, empowering, role modeling
- Asking them what they think
- Inspiring
- You have the power to choose. Believe in yourself.
- Talk about “future,” hope, the journey, the pathway
- Happy with self
- Exercise
- Nobody’s perfect
- Body image – body, mind and spirit
- Youth advisory groups
- Celebrate success
- Reinforce strengths
- Making some of their own choices

EXTERNAL

Support

- Children doing homework
- Support aging parents
- Support peers
- Send positive emails
- Volunteer work
- School communication
- Offer family support (e.g., food)
- Looking for and acknowledging the positive
- Showing a personal interest
- Homework help
- Hubs
- Say hello to youth you see with eye contact
- Take the spontaneous moment to engage in conversation
- Recognize the role of extended family members
- Neighbours invited over for “play dates”
- Build relationships with “tweens” to provide extra support for kids
- Focus on child strengths
- Support and acknowledge parents
- Parent involvement
- Saying a simple “thank you” can make a difference

Empowerment

- Support kids in groups
- Give kids opportunities
- “Scholarship fundings”
- Youth engagement
- Eliminate barriers for kids’ ideas
- Ask for young person’s thoughts and opinions
- Create extra-curricular activities
- Knowledge sharing – e.g., DARE program
- Expressing confidence
- Giving them a role
- Listen
- Photovoice
- Ladder of participation
- Student voice
- Recognize volunteerism by youth at any age and through many programs
- Respect exit pathways from programs by youth via conversation – tokenism vs. leadership
- Facilitator respecting youth voice
- Youth dances and constant interaction with youth
- Youth volunteers (schools, community agencies)
- Allowing youth the opportunity to try new things/gain new skills
- Give families tasks that are meaningful and they can find success at
- Milton Hub – Milton UN Year of the Youth project

Boundaries/Expectations

- Set boundaries for kids
- Positive role models
- Knowledge sharing – e.g., DARE
- Volunteering with Big Brothers/Big Sisters
- Teaching consequences
- Developmental Assets[®] training
- Parenting courses
- Brain development
- Parent education network
- Help parents learn how to place and value boundaries
- Adult role models
- School age programs – learning consequences, behaviour, etc.
- Parent education programs support parents/caregivers in their roles

- Consistent messaging re: responsibility (chores) and allows opportunity for discussion
- Parent “permission” – understanding need/value for boundaries
- Rules and consequences for children and youth

Constructive Use of Time

- Set example of joining activities
- Supporting extra-curricular activities
- Advocating for financial supports
- Music lessons
- Hobbies and interests
- Summer camps
- Access to parks and recreation programs
- Volunteer opportunities
- Structured vs. unstructured: creative, peer engaging, youth identified and spontaneous vs. planned time together, nothing/no activity is too minor
- Communicate with them in a way they want to be communicated with
- Free recreation programs
- After school programs
- Sports/arts/friends