



SEARCH INSTITUTE'S 40 DEVELOPMENTAL ASSETS FOR ELEMENTARY-AGE YOUTH APPLIED TO CUB SCOUTING

		External Assets Name and Definition	How Cub Scouting Helps Build Assets	Measuring Assets
SUPPORT	1	Family support – Family life provides high levels of love and support.	Parents support their child in achieving levels of advancement and awards.	How often do parents attend den and pack meetings and activities?
	2	Positive family communication – Young person and her/his parent(s) communicate positively and young person is willing to seek advice and counsel from parent(s).	Parents and children work on projects together such as pinewood derby®.	How many parents help their children with advancements outside of the den meetings?
	3	Other adult relationships – Young person receives support from three or more non-parent adults.	Young person receives support from den leaders, assistant den leader, and Cubmaster.	How many adults are registered in the pack or den? How many adults volunteer to help with pack/den activities?
	4	Caring neighborhood – Young person experiences caring neighbors.	Neighbors help support boys and girls in scouting through providing food for food drives and purchasing popcorn to support the pack. Boys and girls support the neighborhood through community service projects.	How many items are collected from the neighborhood when conducting service projects? (Can be captured on Good Turn for America project reports.) How many non-registered adults participate in pack service projects? (Can be captured on Good Turn for America project reports.) Does the neighborhood support their local pack through product purchases such as popcorn?
	5	Caring school climate – School provides a caring, encouraging environment.		
	6	Parent involvement in schooling – Parent(s) is actively involved in helping young person succeed in school.		





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EMPOWERMENT	7	Community values youth – Young person perceives that adults in the community value youth.	Youth members are nurtured by pack leaders and other community members and are presented awards in front these people.	Survey of youth and adults
	8	Youth as resources – Young people are given useful roles in the community.	Youth work on service projects that allow them to see that they are helping the community.	Number of service projects/service hours
	9	Service to others – Young person serves in the community one hour or more per week.	Youth are encouraged to participate in community service projects.	Number of service projects/service hours
	10	Safety – Young person feels safe at home, at school, and in the neighborhood.	Pack and den meetings are held in safe and nurturing environments.	Survey of youth and parents





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BOUNDARIES AND EXPECTATIONS	11	Family boundaries – Family has clear rules and consequences and monitors the young person’s whereabouts.	Families are encouraged to talk about personal safety with youth. Parents and leaders set rules for conduct and responsibilities during meetings and provide consequences.	How many families read the youth protection guidelines with their child? Do dens have written rules of conduct?
	12	School boundaries – School provides clear rules and consequences.		
	13	Neighborhood boundaries – Neighbors take responsibility for monitoring young people’s behavior.	Packs and dens are composed of neighborhood children and parents. Parents and leaders in dens monitor young people’s behavior.	How many parents attend den and pack meetings? How many parents are registered pack leaders?
	11	Adult role models – Parent(s) and other adults model positive, responsible behavior.	Leaders provide positive role models exhibiting the qualities of the Cub Scout Oath.	Survey of youth satisfaction and support
	15	Positive peer influence – Young person’s best friends model responsible behavior.	Cub Scout advancement teaches boys and girls to work together to achieve goals. The Law of the Pack includes “The Cub Scout gives goodwill,” meaning youth provide a friendly and service-oriented attitude to all.	How many advancements did youth work on as a den?
	16	High expectations – Parent(s) and teachers encourage the young person to do well.	The advancement program provides activities to encourage young people to try things they have never done before and set and achieve goals. Parents and leaders encourage youth to “Do their best,” the Cub Scout motto.	How many youth tried something that they have never tried before? How many youth feel positively challenged by their Scouting activities? How many youth agree with the statement that Scouting has taught them to “do their best”?





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CONSTRUCTIVE USE OF TIME	17	Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	Arts, crafts, song, and skits are all part of the Cub Scout program.	Rank advancement completion and arrow points and elective completion; Cub Scout Academics and Sports awards achieved
	18	Youth Programs – Young person spends three or more hours per week in sports, clubs, or organizations at school or in the community.	Physical fitness activities are a part of the advancement program for Cub Scouts. Boys and girls can also earn belt loops and pins as they learn the basics and master different sports. Youth spend at least one hour per week in a den meeting.	Attendance at meetings and field trips
	19	Religious community – Young person spends one or more hours per week in activities in a religious institution.	61 percent of Scouting units are chartered to faith-based organizations. Religious emblems program encourages youth to learn more about their own faith or the faith of others.	Attendance at den meetings supported by a faith-based organization that operates Scouting units
	20	Time at home – Young person is out with friends “with nothing special to do,” two or fewer nights per week.	The Cub Scout program provides structure and activities to keep youth from having “nothing to do.” They can work on advancements, electives, belt loops and pins.	Advancement; survey of parents and youth to determine how much alone time youth have





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COMMITMENT TO LEARNING	21	Achievement motivation – Young person is motivated to do well in school.	Cub Scouts are encouraged to “do their best” in all areas of their life. Academic belt loops and pins encourage youth to excel in academic areas and acknowledge their efforts.	Academic belt loops achieved and self-reporting on a survey
	22	School engagement – Young person is actively engaged in learning.	Advancements, electives, belt loops and pins all engage youth in hands-on learning. Science, math, language arts, art, social studies and reading are all incorporated into the Cub Scout program.	Completion of rank advancements and self-reporting on a survey
	23	Homework – Young person reports doing at least one hour of homework every school day.		
	24	Bonding to school – Young person cares about her/his school.		
	25	Reading for pleasure – Young person reads for pleasure three or more hours per week.	<i>Boys' Life</i> and Reading Partners are parts of the Cub Scout program that encourages youth to read for pleasure.	





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POSITIVE VALUES	26	Caring – Young person places high value on helping other people.	“To help other people at all times” is a part of the Cub Scout Promise. Cub Scouts are encouraged to participate in service projects in their community throughout the year.	Service hours and service projects as well as “do a good turn daily”
	27	Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty.	Youth are taught to respect differences. Good Turn for America service projects help the hungry and homeless.	Service project participation/service hours
	28	Integrity – Young person acts on convictions and stands up for her/his beliefs.	The Cub Scout program helps boys and girls learn to speak for themselves through character development activities and education.	Survey of self-reported behaviors
	29	Honesty – Young person “tells the truth even when it is not easy.”	Honesty is a basic principle taught through Scouting.	Survey of self-reported behaviors
	30	Responsibility – Young person accepts and take personal responsibility.	Youth are taught responsibility through planning and achieving goals. They are also responsible for providing service at den meetings through the Denner and Assistant Denner requirements.	Survey of self-reported behaviors
	31	Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.	Youth are taught to resist drugs and other substances that would harm their body through advancements and role-playing. <i>Boys' Life</i> also provides drug awareness education through its “Drugs: A Deadly Game” program.	Completion of awards based on personal fitness and health





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SOCIAL COMPETENCIES	32	Planning and decision making – Young person knows how to plan ahead and make choices.	Boys and girls help plan events and are given opportunities to make choices. Advancement activities include role-play situations where youth must make choices and learn about consequences.	Survey of self-reported activities and leadership roles
	33	Interpersonal competence – Young person has empathy, sensitivity, and friendship skills.	The Cub Scout program promotes social interaction among youth. Service projects and activities in the advancement program promote empathy and sensitivity toward others.	Survey of developmental assets
	34	Cultural competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	Advancements and the heritage belt loop and pin help youth explore their own cultural heritage and learn about other heritages and customs.	Completion of Heritage belt loop and pin; activities for advancement in each handbook
	35	Resistance skills – Young person can resist negative peer pressure and dangerous situations.	Resistance skills are taught through activities, role-playing and modeling activities.	Survey of self-reported behaviors
	36	Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently.	Boys and girls are taught how to work with others when they have differences.	Survey of self-reported behaviors





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POSITIVE IDENTITY	37	Personal power – Young person feels he/she has control over “things that happen to me.”	Youth are taught leadership skills, and they take leadership roles that teach them that they have power. They are also allowed to make decisions.	Leadership positions in the den; survey of self-reported activities
	38	Self-esteem – Young person reports having high self-esteem.	Boys and girls build self-esteem through setting and achieving advancement goals.	Survey of self-reported activities
	39	Sense of purpose – Young person reports that “my life has a purpose.”	Boys and girls participate in service projects and other pack activities that give them a sense that they are helping the community and that they are important.	Survey of self-reported activities
	40	Positive view of personal future – Young person is optimistic about her/his personal future.	Through helping others youth learn that they can make the world a better place for others and make a better future for themselves. They also learn that they can set and achieve goals that will help them be successful in the future.	Survey of self-reported activities

