

# An Asset Checklist- FOR PARENTS/GUARDIANS

**This checklist simplifies the asset list to help prompt conversation in families, organizations and communities. As an example, consider having both the young person and the parent/guardian each complete the checklist and then discuss any difference in response.**

<input type="checkbox"/>	1. My child receives high levels of love and support from family members.	<input type="checkbox"/>	21. My child wants to do well in school.
<input type="checkbox"/>	2. My child can come to me for advice and support and have frequent, in-depth conversations.	<input type="checkbox"/>	22. My child is actively engaged in learning.
<input type="checkbox"/>	3. My child knows some non-parent adults he/she can go to for advice and support.	<input type="checkbox"/>	23. My child does an hour or more of homework each school day.
<input type="checkbox"/>	4. Our neighbors encourage and support my child.	<input type="checkbox"/>	24. My child cares about his/her school.
<input type="checkbox"/>	5. My child's school provides a caring, encouraging environment.	<input type="checkbox"/>	25. My child reads for pleasure three or more hours each week.
<input type="checkbox"/>	6. I help my child succeed in school.	<input type="checkbox"/>	26. My child believes it is really important to help other people.
<input type="checkbox"/>	7. My child feels valued by adults in our community.	<input type="checkbox"/>	27. My child wants to help promote equality and reduce world poverty and hunger.
<input type="checkbox"/>	8. My child is given useful roles in our community.	<input type="checkbox"/>	28. My child stands up for what he/she believes in.
<input type="checkbox"/>	9. My child serves in the community one hour or more each week.	<input type="checkbox"/>	29. My child tells the truth even when it's not easy.
<input type="checkbox"/>	10. My child feels safe at home, at school and in the neighborhood.	<input type="checkbox"/>	30. My child can accept and take personal responsibility.
<input type="checkbox"/>	11. I set standards for appropriate conduct and monitor my child's whereabouts.	<input type="checkbox"/>	31. My child believes it is important not to be sexually active or to use alcohol or other drugs.
<input type="checkbox"/>	12. Our school has clear rules and consequences for behavior.	<input type="checkbox"/>	32. My child is good at planning ahead and making decisions.
<input type="checkbox"/>	13. Neighbors take responsibility for monitoring my child behavior.	<input type="checkbox"/>	33. My child is good at making and keeping friends.
<input type="checkbox"/>	14. I and other adults model positive, responsible behavior.	<input type="checkbox"/>	34. My child knows and is comfortable with people of different cultural/racial/ethnic backgrounds.
<input type="checkbox"/>	15. My child's best friends model responsible behavior.	<input type="checkbox"/>	35. My child can resist negative peer pressure and dangerous situations.
<input type="checkbox"/>	16. I and his/her teachers encourages my child to do well.	<input type="checkbox"/>	36. My child tries to resolve conflict nonviolently.
<input type="checkbox"/>	17. My child spends three hours or more each week in lessons or practice in music, theater or other arts.	<input type="checkbox"/>	37. My child believes he/she has control over many things that happen to him/her.
<input type="checkbox"/>	18. My child spends three hours or more each week in school or community sports, clubs or organizations.	<input type="checkbox"/>	38. My child feels good about him/her self.
<input type="checkbox"/>	19. My child spends one hour or more each week in religious services or participating in spiritual activities.	<input type="checkbox"/>	39. My child believes his/her life has a purpose.
<input type="checkbox"/>	20. My child go out with friends "with nothing special to do" two or fewer nights each week.	<input type="checkbox"/>	40. My child is optimistic about his/her future.

## An Asset Checklist- FOR YOUTH

**This checklist simplifies the asset list to help prompt conversation in families, organizations and communities. As an example, consider having both the young person and the parent/guardian each complete the checklist and then discuss any difference in response.**

<input type="checkbox"/>	1. I receive high levels of love and support from family members.	<input type="checkbox"/>	21. I want to do well in school.
<input type="checkbox"/>	2. I can go to my parent/s or guardian/s for advice and support and have frequent, in-depth conversations with them.	<input type="checkbox"/>	22. I am actively engaged in learning.
<input type="checkbox"/>	3. I know some non-parent adults I can go to for advice and support.	<input type="checkbox"/>	23. I do an hour or more of homework each school day.
<input type="checkbox"/>	4. My neighbors encourage and support me.	<input type="checkbox"/>	24. I care about my school.
<input type="checkbox"/>	5. My school provides a caring, encouraging environment.	<input type="checkbox"/>	25. I read for pleasure three or more hours each week.
<input type="checkbox"/>	6. My parent/s or guardian/s help me succeed in school.	<input type="checkbox"/>	26. I believe it is really important to help other people.
<input type="checkbox"/>	7. I feel valued by adults in my community.	<input type="checkbox"/>	27. I want to help promote equality and reduce world poverty and hunger.
<input type="checkbox"/>	8. I am given useful roles in my community.	<input type="checkbox"/>	28. I stand up for what I believe in.
<input type="checkbox"/>	9. I serve in the community one hour or more each week.	<input type="checkbox"/>	29. I tell the truth even when it's not easy.
<input type="checkbox"/>	10. I feel safe at home, at school and in the neighborhood.	<input type="checkbox"/>	30. I can accept and take personal responsibility.
<input type="checkbox"/>	11. My family sets standards for appropriate conduct and monitors my whereabouts.	<input type="checkbox"/>	31. I believe it is important not to be sexually active or to use alcohol or other drugs.
<input type="checkbox"/>	12. My school has clear rules and consequences for behavior.	<input type="checkbox"/>	32. I am good at planning ahead and making decisions.
<input type="checkbox"/>	13. Neighbors take responsibility for monitoring my behavior.	<input type="checkbox"/>	33. I am good at making and keeping friends.
<input type="checkbox"/>	14. Parent/s and other adults model positive, responsible behavior.	<input type="checkbox"/>	34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
<input type="checkbox"/>	15. My best friends model responsible behavior.	<input type="checkbox"/>	35. I can resist negative peer pressure and dangerous situations.
<input type="checkbox"/>	16. My parent/s/guardian/s and teachers encourage me to do well.	<input type="checkbox"/>	36. I try to resolve conflict nonviolently.
<input type="checkbox"/>	17. I spend three hours or more each week in lessons or practice in music, theater or other arts.	<input type="checkbox"/>	37. I believe I have control over many things that happen to me.
<input type="checkbox"/>	18. I spend three hours or more each week in school or community sports, clubs or organizations.	<input type="checkbox"/>	38. I feel good about myself.
<input type="checkbox"/>	19. I spend one hour or more each week in religious services or participating in spiritual activities.	<input type="checkbox"/>	39. I believe my life has a purpose.
<input type="checkbox"/>	20. I go out with friends "with nothing special to do" two or fewer nights each week.	<input type="checkbox"/>	40. I am optimistic about my future.