

Practices that Connect with the Asset Categories

Support

- Approach students and introduce yourself.
- Encourage students to be both independent and able to work with others.
- Be available to listen: informally, one-to-one conferencing, small groups, interviews.
- Encourage students' passions and interests in others.
- Vow to say one encouraging thing to each student each day.
- Model courtesy: Hello! I'm sorry. Please. Thank you!
- Greet students by their name or nickname.
- Find out what students care about, and help them advocate for their causes.
- Strike up a conversation. Ask how students are doing and listen to their answers.

Empowerment

- Find out students' opinions: surveys, focus groups, interviews, polling.
- Listen to youth. Take seriously young people's fears & worries.
- Include youth in decisions.
- Give young people meaningful roles.
- Celebrate young people's accomplishments.
- Notice students' contributions and gifts.
- Help youth make their dreams come true.
- Include youth as active participants: active learning, brain-compatible learning, cooperative learning, class meetings.
- Ask young people for their advice.

Boundaries and Expectations

- Set high and realistic expectations for your students.
- Trust your students to do the best they can.
- Show students respect, leadership, and participation. Invite them to use these behaviors, too.
- Help students redefine perfectionism. It's not doing something perfectly that counts, but doing as well as each youth can.
- Never give up on students.
- Be consistent by enforcing the agreed-upon rules.
- Model the behavior you expect from your students.
- Tell students what to expect.
- Ask students what they expect from YOU.
- Work with youth to create rules and norms about appropriate behavior in the classroom.
- Use visual, auditory, and tactile reminders about boundaries.

Constructive Use of Time

- Encourage youth to be involved in at least one hobby.
- Help youth analyze and manage time.
- Find out what students like to do. Ask them to share their skill with the class.
- Organize a talent show. Or attend concerts and plays which are a talent display.
- Recognize student talents and bring them into the classroom.
- Promote available programs. If youth aren't using what's available, find out why and try to remove or reduce obstacles.
- Help students figure out what captures their interest.

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- Volunteer in programs and activities for youth.

Commitment to Learning

- Believe that all students CAN learn.
- Comment on progress when you see someone gain new insights or think in a new way.
- Place more emphasis on lifelong learning rather than focusing only on graduation.
- Do things that use different parts of the brain and ways of learning: Check out Tom Jackson, Eric Jensen, David Sousa, and Marilee Sprenger.
- Find creative ways to link personal interests with school subjects.
- Set daily homework goals.
- Ask students to teach you and others a new skill.
- Read with students and encourage them to read on their own.
- Make learning relevant. Apply it to work and life.
- Provide a variety of learning experiences.
- Model curiosity and discovery.
- Help youth discover the JOY of learning: Ask questions, dig for information, connect beyond the classroom, and share new information and excitement.

Positive Values

- Focus on values as a way to build bridges to other people.
- Remind students that mistakes are part of living and growing.
- Help students be responsible for their thoughts, words, and actions.
- Show care and concern for students by lending a helping hand.
- Give students practice in talking about their values. An assignment to share with people they are closest to might be a great start.
- Encourage students to try new things and take on new responsibility.

- Youth can write about their beliefs and post them where they'll be seen often.
- Encourage youth to volunteer with at least one organization.
- Link discussions about books, movies, and TV to students' values.

Social Competencies

- Use learning strategies that encourage both nonverbal and verbal communication: role-playing, cooperative learning, differentiation, Socratic questioning.
- Build students' ability to identify, label, and express FEELINGS: reflection, cognitive coaching, critical thinking, "I" statements.
- Help students develop and practice coping skills for difficult situations: delaying gratification and controlling impulses, reducing stress, having positive self-talk, reading and interpreting social cues.
- Be gentle and supportive in responding to students' fluctuating emotions.
- Provide chances to mix with people and ideas from cultural, racial, and ethnic backgrounds different from their own.
- Model and coach peaceful ways to resolve disagreements: appreciative inquiry, conflict resolution, mediation, negotiation.
- Coach students in making decisions.
- Help youth learn about their own cultural heritage and the heritage of others.
- Model a positive attitude about life.
- Make planning for the future an integral part of the curricula.

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Positive Identity

- Share and applaud control as students discover and use well personal power.
- Foster hope for the future so there is power in the present: Consider resilience researchers Emmy Werner, Ruth Smith, Nan Henderson, and Martin Krovetz.
- Provide stability as students experience the ups and downs of self-esteem.
- Support youth as they explore and struggle with issues of meaning, purpose, and vocation.
- Provide chances for students to talk about their sense of purpose in life. Listen!
- Avoid comparing youth with each other.
- Ask students what they are passionate about. Feed and fuel that!
- Let students know you're PROUD of their talents, capabilities, and discoveries: positive phone calls, specific praise, written notes, and displays.
- Dwell on what students do right instead of what they do wrong.