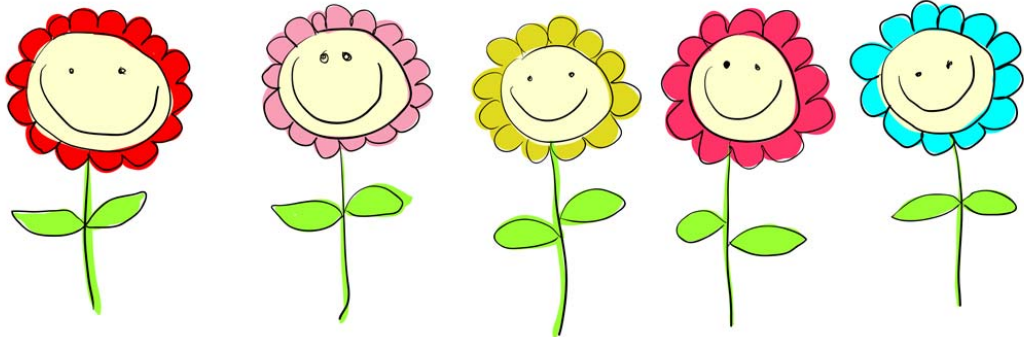


Color Your Life  
Happy & Healthy!



Ready...Set...GROW!

A Developmental Assets Coloring Book for Children



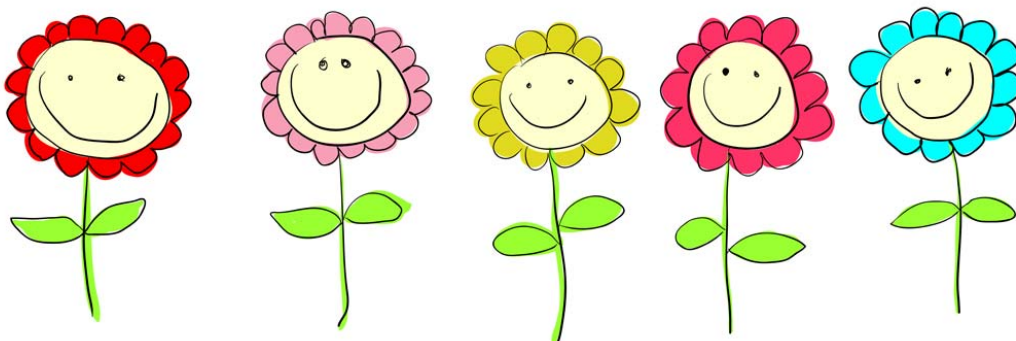
# A Note to Parents and Caregivers:

There are many things you can do to help your child grow up to be healthy, happy and successful!

The Search Institute ([www.search-institute.org](http://www.search-institute.org)) has identified 40 "developmental assets," positive experiences and qualities that have enormous influence on children's lives. The back cover of this book has the list of assets for young children as well as suggestions for how *you* can build assets in the children you care about.

*Did you know* that this coloring book can help you build assets? Look at the list of assets at the back of this book. You will see that by spending time with your child as they color the pictures, read the stories and discuss the questions, you will build assets 1, 2, 14, 16, 17, 20 25, and 38!

For more information about Developmental Assets, contact the Butler County Family & Children First Council at 513-887-5510 or visit [www.search-institute.org](http://www.search-institute.org).



On a winter afternoon, Sally and Betsy went outside to build a snowman in their backyard. They worked very hard rolling the snow into big balls for the snowman's body.

"We can't forget his carrot nose," said Betsy.

"You know, Betsy, I was going to go to John's house today to play but I am glad that I chose to stay at home instead," said Sally. "Building this snowman has been a lot of fun."

So Sally and Betsy spent the rest of the day in their backyard building their snowman, throwing snowballs and sipping hot chocolate.

**Spending time at home can be fun.  
Sally and Betsy built a snowman in their  
backyard. What are some fun things that  
you can do at home?**



**Time at Home** – Child spends time at home playing and doing positive activities with the family

# January



**I like to play in my backyard!**

One morning Holly woke up thinking about her mom. She does a lot of things for me, Holly thought. Every morning she makes me toast and eggs and that's my favorite breakfast.

At school that day Holly was still thinking about her mom.

She even reads me my favorite book each night before I go to sleep, she thought, and on Saturdays she always takes me to the park to play on the jungle gym.

So Holly decided that she would tell her mom how much she loved all the things she did for her. After school, Holly went straight home and found her mom in the kitchen.

“Mom,” Holly said, “You always make my favorite breakfast, you read me stories at bedtime and you take me to the park. I just wanted to tell you that I love you.”

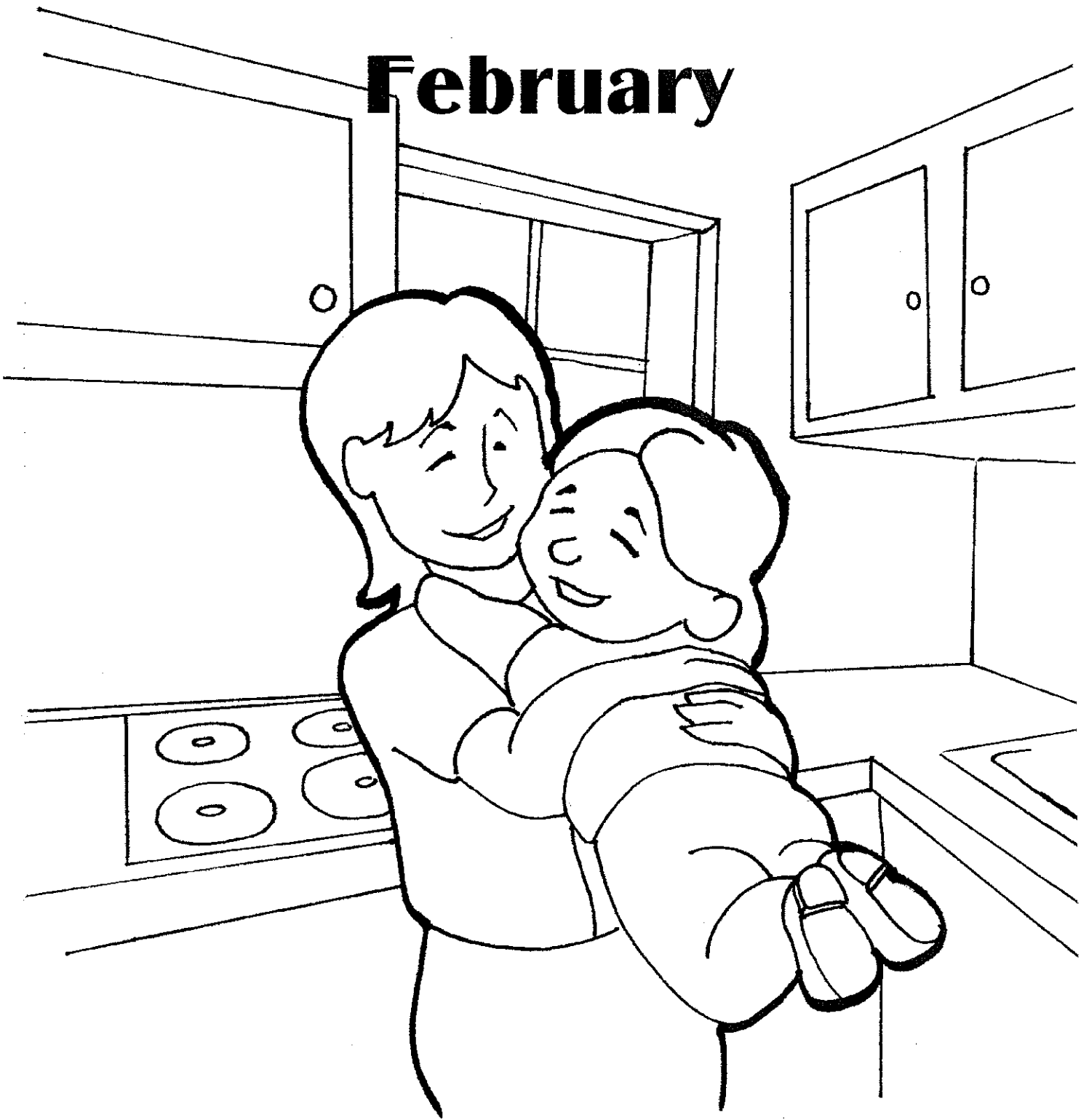
“And I love you too Holly,” her mom said.

**Make sure that you tell someone you love how special he or she is to you.  
Who can you tell that you love them?**



**Family Support** – Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs

# February



**Today I will tell someone I love them.**

It was a bright and sunny day and Larry the leprechaun was taking a walk. As Larry made his way up a golden path he saw Lindsey, another leprechaun and she was in a jam.

“Lindsey, what happened?” asked Larry.

“I was walking up the path when all of a sudden the wind blew and all of my papers flew out of my hands,” said Lindsey.

“Well, I will help you pick up your things, Lindsey.”

“Oh thank you Larry, it would take me all day to pick them up myself,” said Lindsey.

After picking up the papers Larry felt a good feeling inside. Helping Lindsey was fun, Larry thought, and it made her so happy. Larry knew that helping Lindsey made them both feel good. From now on I will help Lindsey and anyone else I can, decided Larry.

**You can help others too.  
What can you do to help someone out today?**



**Service to Others** – Child has opportunities to serve in the community with adult support and approval

# March



**I like to help others.**

“When I grow up I want to be an artist. I love to draw pictures,” said Alex to his friend James.

“And when I grow up I want to be a cook,” said James.

“I have an idea,” Alex said. “Why don’t you cook something for me and I will draw a picture for you?”

James agreed and the boys went to work. Alex drew James a picture of a dinosaur and James made Alex a peanut butter and jelly sandwich.

“Here you go Alex, it’s a sandwich that I made just for you!” said James.

“And here is the picture that I drew for you,” said Alex.

Both of the boys were happy with the gifts that they had made for each other.

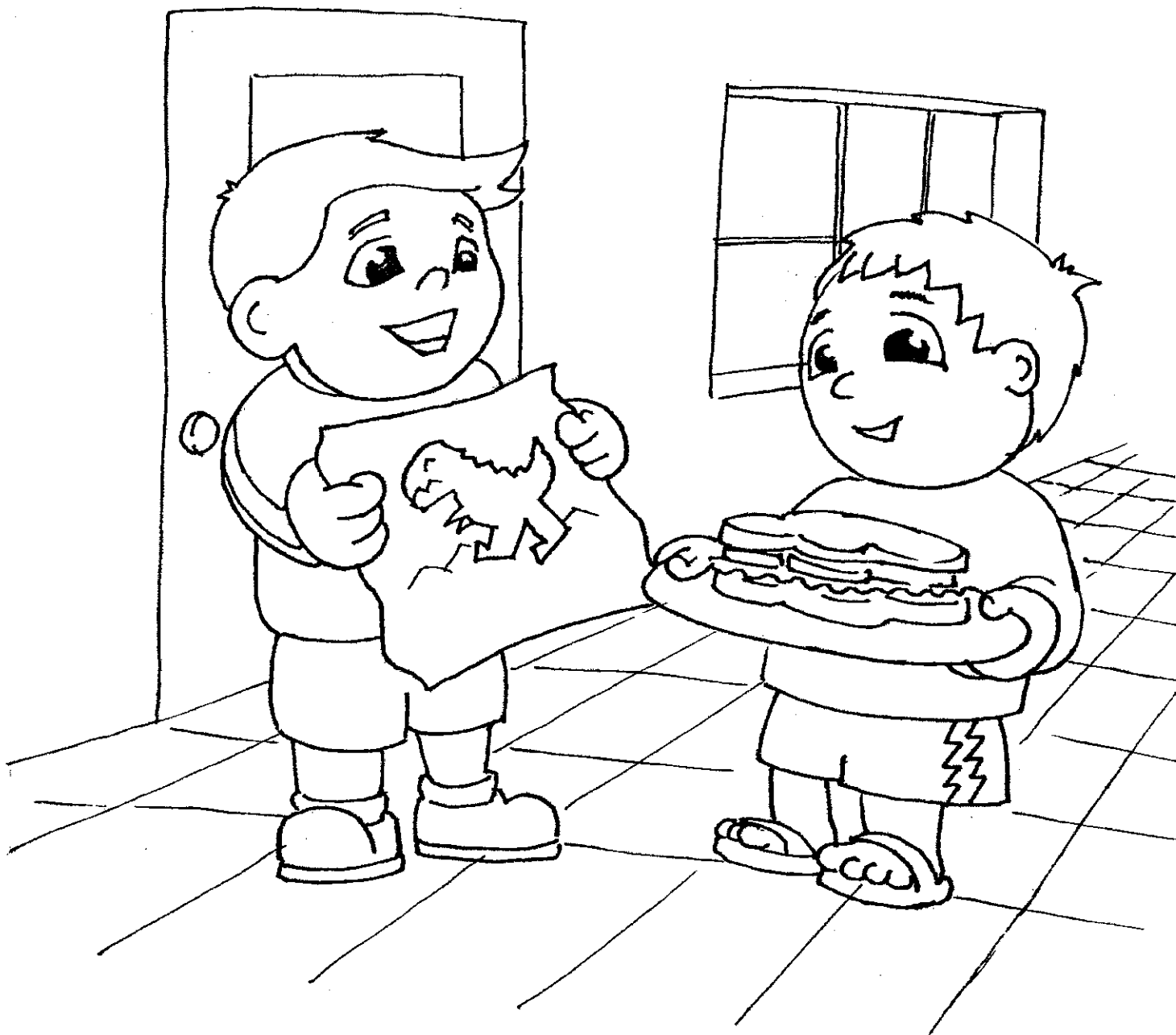
“You know,” said James, “I really can be a cook and you can be an artist. We can be whatever we want to be!”

**What are your dreams for when you grow up?  
Talk to someone about what you want to do  
or be.**



**Sense of Purpose** – Child welcomes new experiences and imagines what he or she might do or be in the future

# April



**My future is looking bright!**

It was a bright spring day and Carlee and Caroline were outside picking flowers. Carlee liked the pink flowers and Caroline liked the yellow ones. But Carlee and Caroline both loved purple flowers the most. They searched all day for purple flowers but they could not find any.

“Maybe there are no purple flowers,” said Caroline.

“Wait! I see one!” said Carlee.

She pulled the purple flower out of the ground and put it with her other flowers. But Carlee could see that Caroline was sad because Caroline loved the purple flowers just as much as she did.

She would really like to have that purple flower, Carlee thought. She knew just what she would do.

“Caroline, I picked this purple flower for you!” said Carlee.

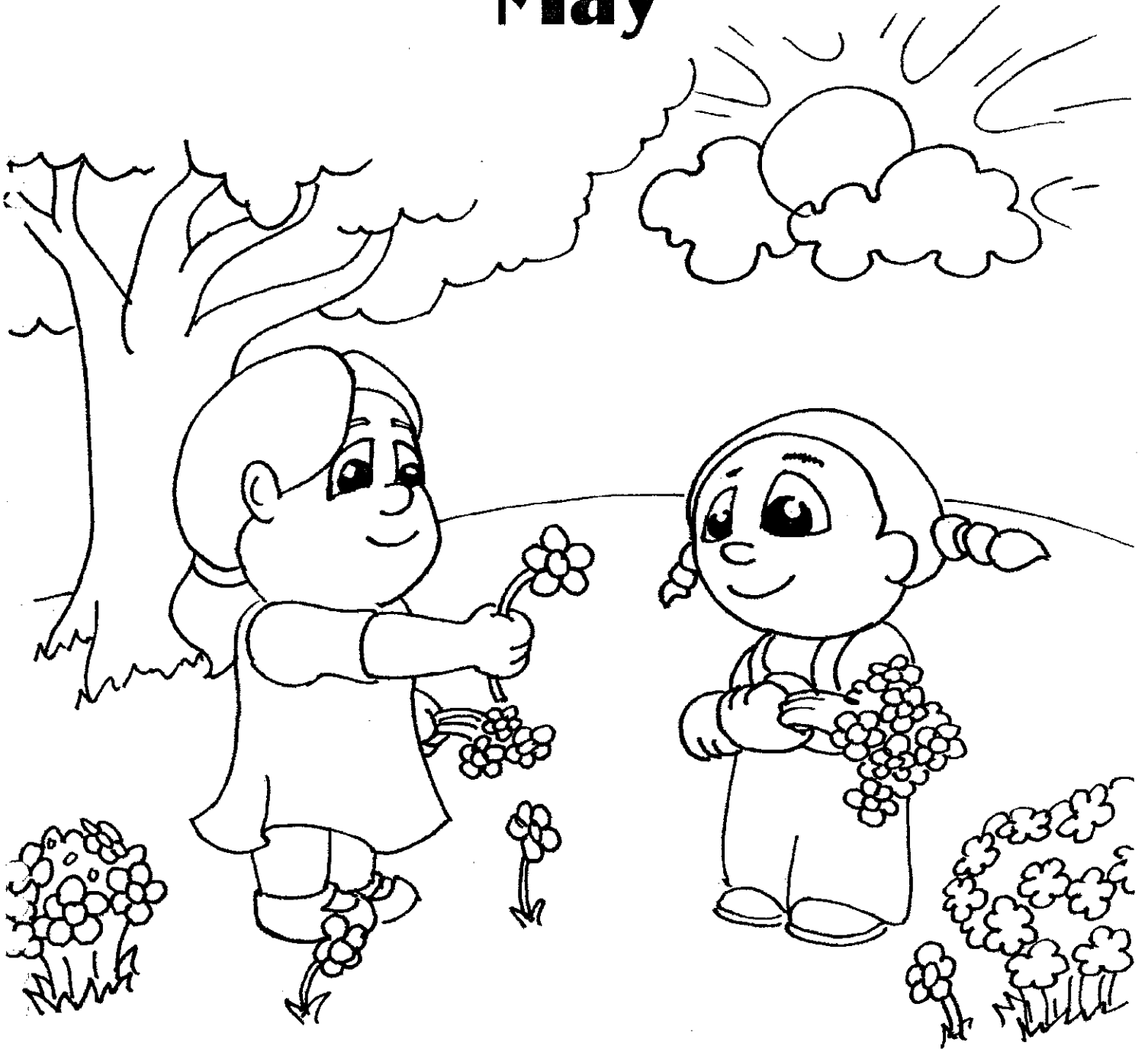
“Thank you Carlee, you are such a good friend!” said Caroline.

**Carlee knew that giving Caroline her purple flower would make Caroline happy. What can you do to show others that you can be a good friend?**



**Caring** – Parent(s) help child grow in empathy, understanding and helping others

# May



**I know that I can be a good friend.**

On a hot June day, Vince and Kara's parents told them that the whole family was going to go to the beach. Grandma was coming too! Vince and Kara love the beach; they can do things like swim, build sandcastles and even fly kites on windy days.

"Do you know the best part about going to the beach?" Vince asked in the car on the way to the beach.

"What Vince?" asked Grandma.

"I like going to the beach because the whole family goes together!" said Vince.

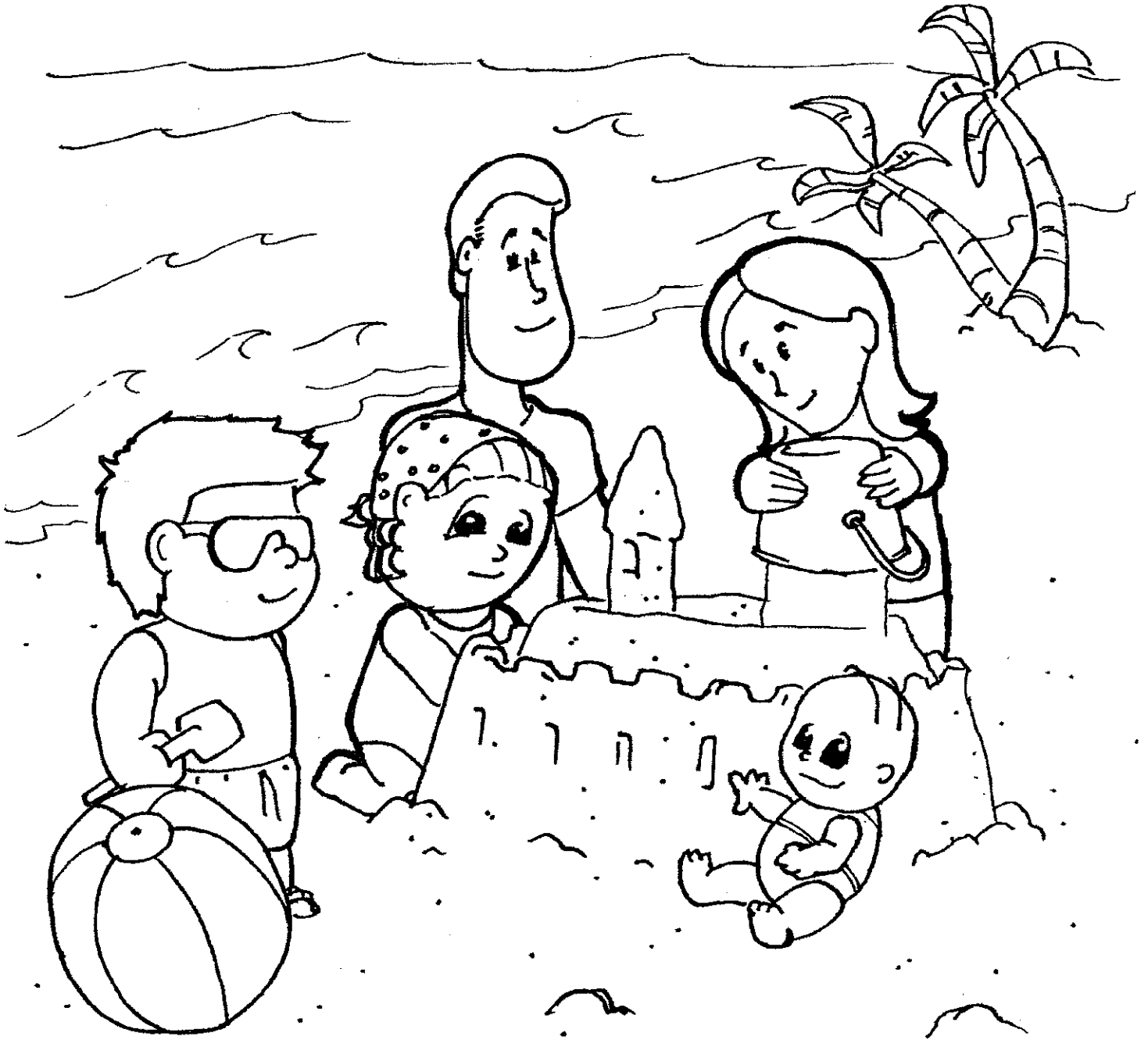
"Me too!" said Kara, "We get to do so many fun things together."

**Vince and Kara went to the beach and spent the day with their dad, mom, and grandma. It is important to spend time with your family too. When was the last time you spent the afternoon with them?**



**Other Adult Relationships** – Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a non-parent adult

# June



**My family loves me.**

Shawn sat in his room looking out his window at the children playing basketball next door.

“Shawn,” his dad said, “Why don’t you go play with those kids?”

“I would like to play basketball with them but I can’t,” said Shawn. “It would just be too hard.”

“Well, I think that you could play Shawn but you will never know if you don’t try,” said his dad.

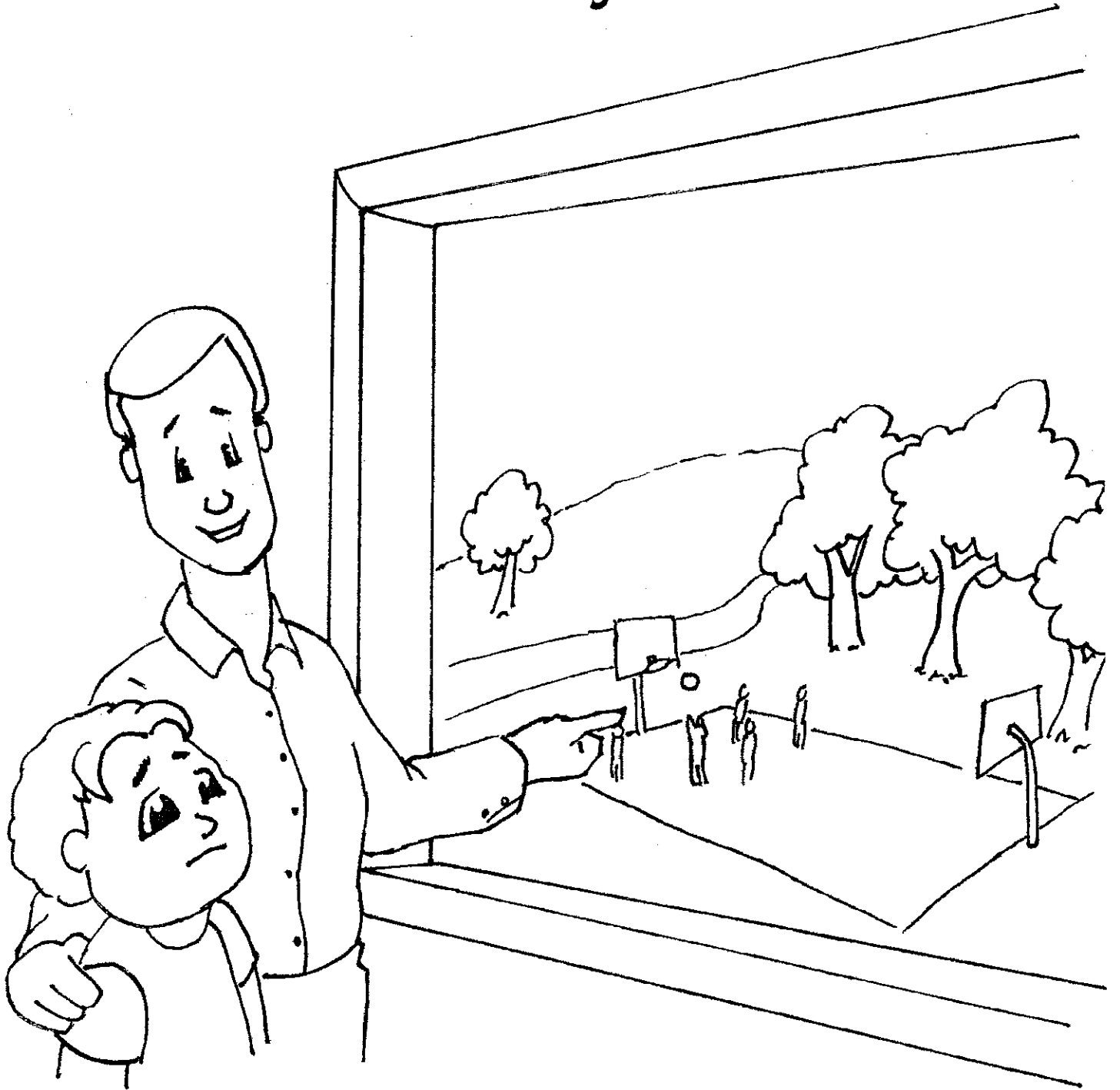
After hearing what his dad said Shawn decided to give basketball a try and he joined the kids next door. To his surprise Shawn was a pretty good basketball player. He was not the best but with some work he knew that he could get better.

**Shawn tried an activity that he found he enjoyed because his dad believed in him. Do you know any adults that believe in you? What do they think you can do?**



**High Expectations** – Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes

# July



**I can do what I dream to do!**

“Why do you like school? Mrs. Robinson asked her class on the first day of school.

“Because school is where I learn to read and write stories,” said Robert.

“I like school because I get to talk to my friends at recess,” said Judy.

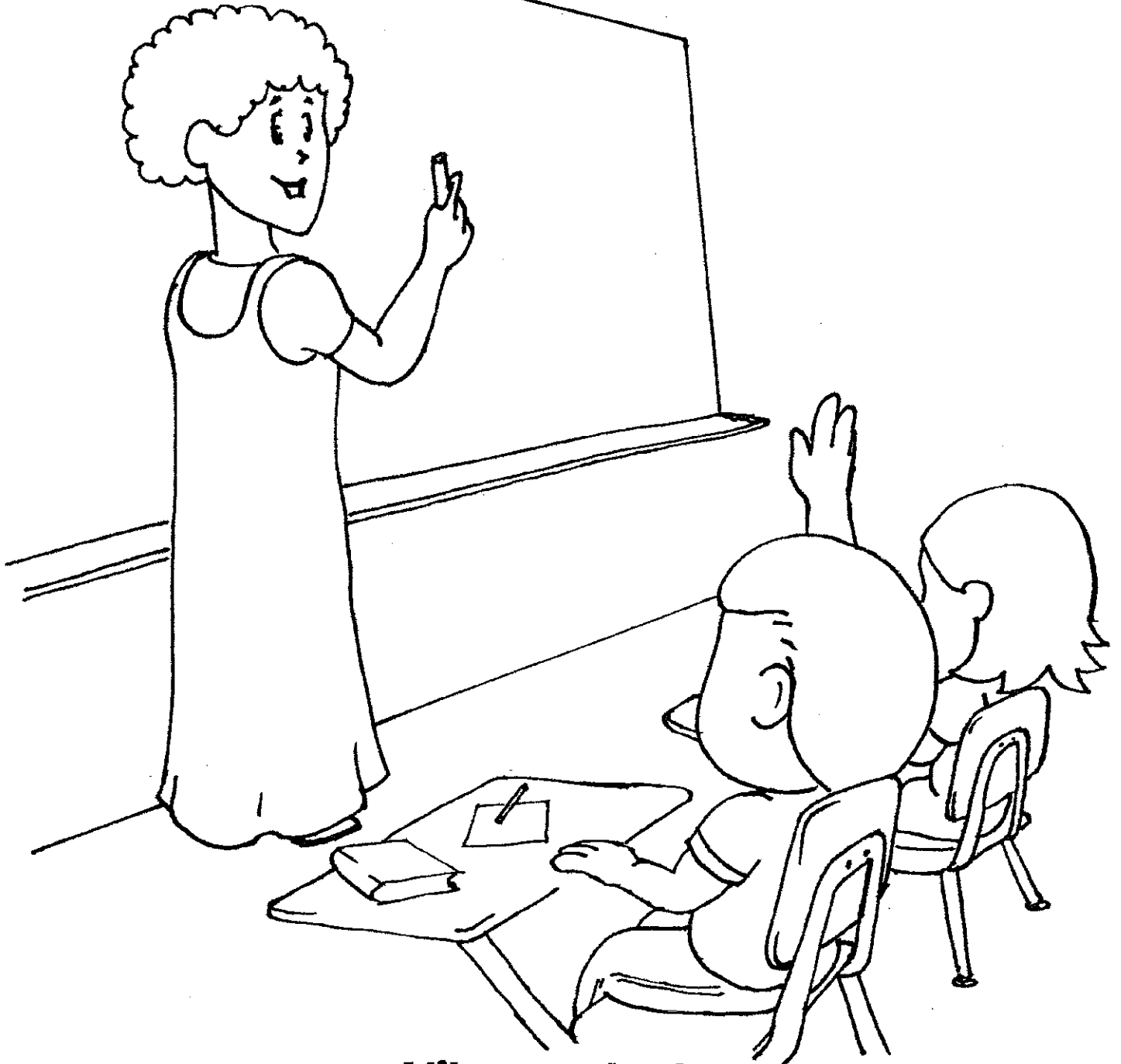
“Those are good reasons kids. It’s important to like your school because it is the place that you learn many things. The more you like your school, the more you will want to learn,” said Mrs. Robinson.

**What do you like about your school?**



**Learning Engagement** – Child is enthused about learning and enjoys going to school

# August



**I like my school.**

“Great job, Mike,” said David. “You scored the last goal that won the football game!”

“Thanks! I have so much fun playing football,” said Mike. “David, you should play football with us next year.”

“Football just seems like a lot of work and I don’t think I have enough time to play,” David said.

“We practice two times a week but that’s okay because we get to play games on Saturdays,” said Mike. “I used to go home after school and watch TV but now I go to football practice instead.”

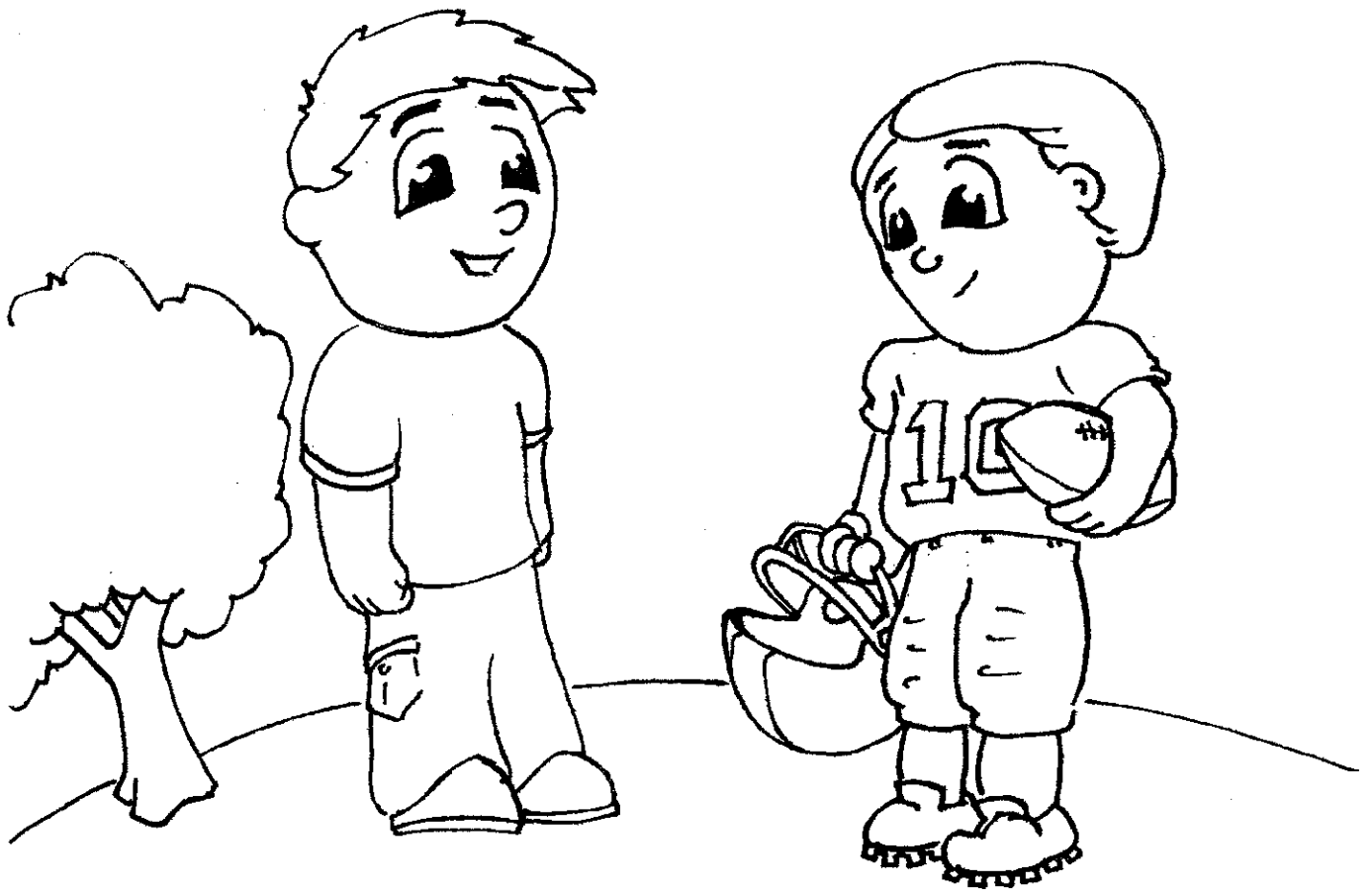
“Well, the game today did look like a lot of fun, and I do watch a lot of TV after school. Maybe I will play football next year Mike,” said David. “Thanks for asking me.”

**Can you think of a sport you would like to play or hobbies you would like to do?**



**Child Programs** – Child participates in at least one sport, club, or organization within the school or community

# September



**Sports are a great way to spend my time!**

It was Halloween night and Alexa and Ashton were getting ready to go trick-or-treating. Alexa was dressed as a pumpkin and Ashton was wearing a clown costume.

“Before we go, let’s talk about the rules we need to follow,” said Alexa and Ashton’s mom.

“I know! Don’t eat candy before a grown-up checks it first,” said Alexa.

“And stay with a grown-up all of the time,” said Ashton.

“Very good,” said their mom, “And don’t forget that we only cross the street at a cross-walk.”

**Trick-or-treating is fun, but we need to follow rules to make sure we do not get hurt. Can you think of any other rules to follow on Halloween night?**



**Safety** – Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence

# October



**I feel safe in my community.**

Terry the turkey and his friends were playing outside in his backyard one day. Terry's friend, Tina, saw Terry's neighbor playing outside all by himself.

"Why don't you ask Timmy to come to your house to play?" asked Tina.

"Timmy is too little. He is only four years old, and he would not be fun to play with," said Terry.

"Timmy might be fun to play with. How will we know if you don't ask him to play with us?" asked Tina.

Terry knew that Tina was right. So he walked over to Timmy's house and asked him if he would like to play.

"I would love to!" said Timmy, "I just got a new game but I haven't had anyone to play with."

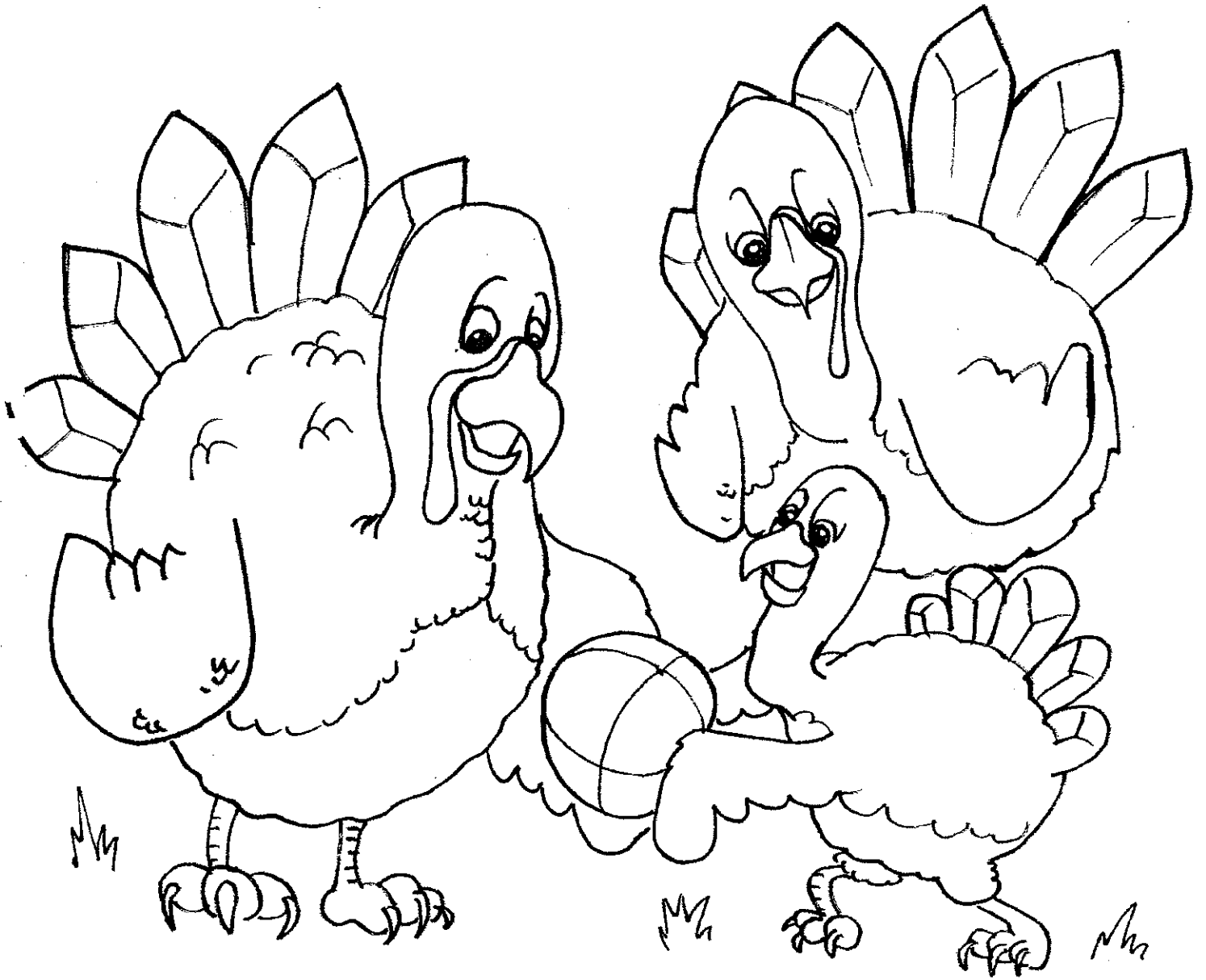
"Cool," said Terry. "I love to play games. You are fun Timmy. I'm glad I asked you to play with us."

**Everyone is special. Can you think of someone that needs a friend who you could be nice to?  
Try talking to them today.**



**Interpersonal Competence** – Child seeks to build friendships and is learning about self-control

# November



**Everyone is important to my community.**

“What are you doing?” Heather asked her grandpa.

“I am reading a book,” he said.

“Why do you read books?” she asked.

“I read books so I can learn and because I like to read. Now that you are learning to read, you can read books and learn new things too, Heather,” her grandpa said.

“That is a good idea, Grandpa. I learn so much from you,” said Heather.

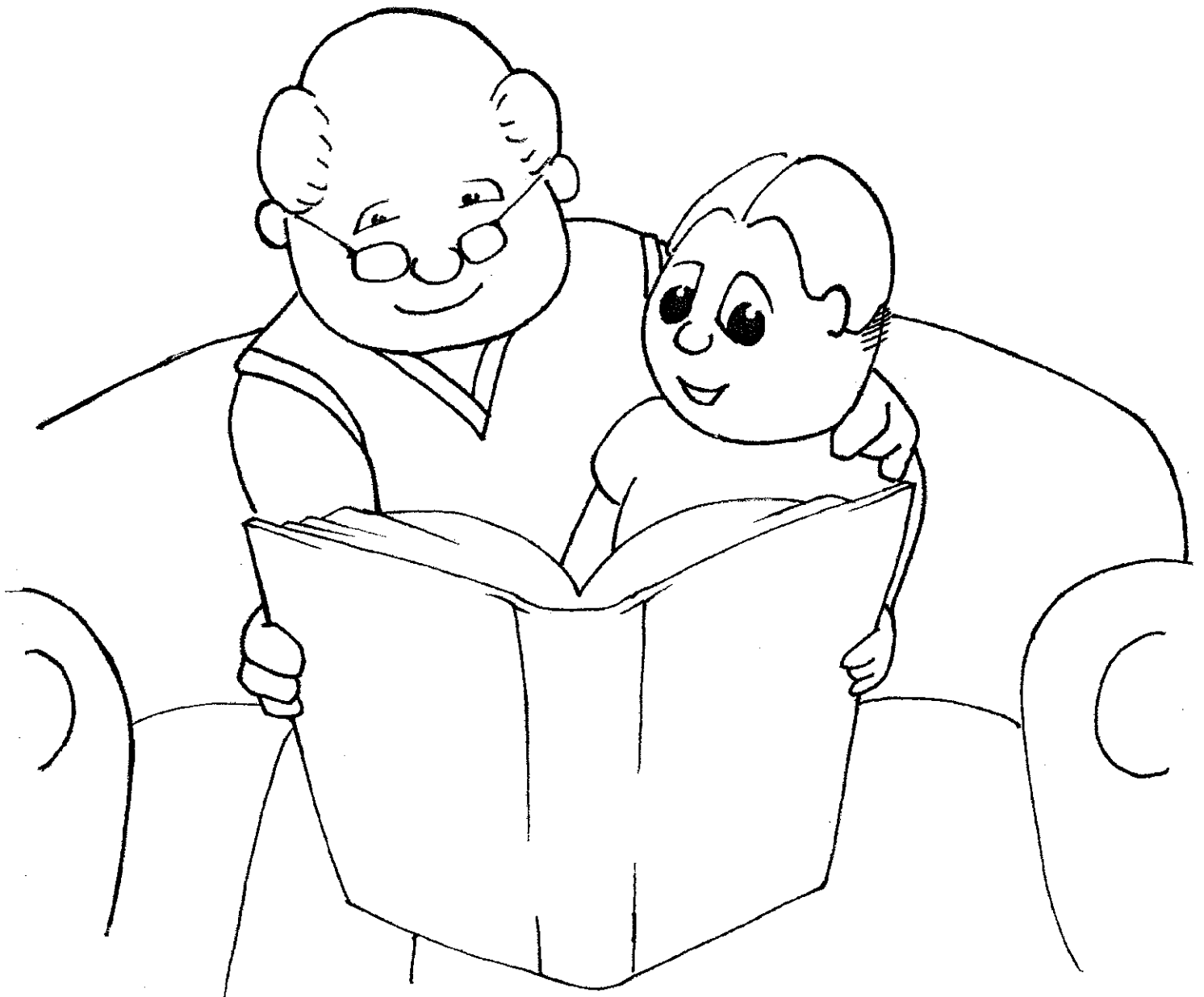
“Now, let’s read a book together. How about Frosty the Snowman?” asked Grandpa.

**There are many adults that do a lot of fun things that you can learn from. Can you think of an adult who has taught you something good?**

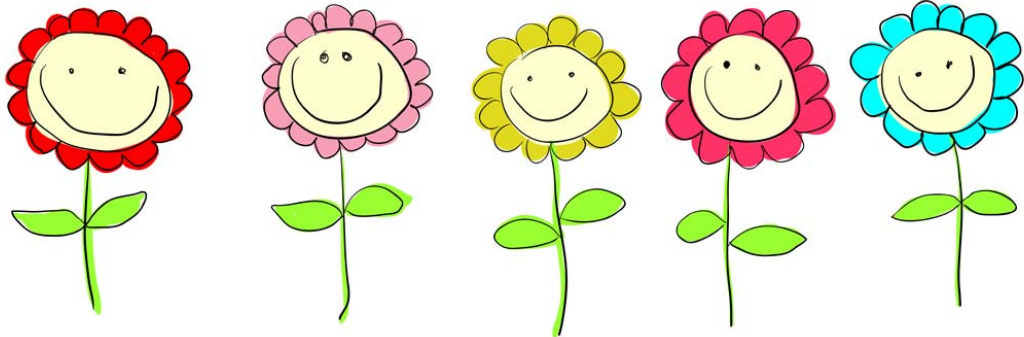


**Adult Role Models** – Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples

# December



**It's fun to work with adults who care about  
me!**



# *Building Assets for Young Children*

## **Support**

- Age 0-1: Hold children and interact with them during feedings.
- Age 1-2: Delight in children's discoveries about themselves, other people, and the world.
- Age 3-5: Find other caring adults to participate regularly in each child's life.
- Age 6-11: Answer children's questions.

## **Empowerment**

- Age 0-1: Always monitor children to keep them safe.
- Age 1-2: Show children positive alternatives to inappropriate behaviors.
- Age 3-5: Do simple acts of community service, such as collecting cans of food for a food bank.
- Age 6-11: Ask children's opinions about what they like and do not like in their daily routines. Make changes based on some of their ideas.

## **Boundaries and Expectations**

- Age 0-1: Understand that children at this age do not intentionally violate standards.
- Age 1-2: Give simple, understandable boundaries, such as "Don't bite" or "Be quiet."
- Age 3-5: Be calm when children act out in highly emotional ways.
- Age 6-11: Be consistent with the consequences for violating boundaries.

## **Constructive use of Time**

- Age 0-1: Have babies and young children spend most of their time with their parents or one or two consistent caregivers.
- Age 1-2: Balance stimulating, structured time with free playtime.
- Age 3-5: Introduce children to museums, children's plays, and other events that welcome young children.
- Age 6-11: Teach children the skill of balancing their time so that they gradually learn how not to over-book or under-book their schedules.

## **Commitment to Learning**

- Age 0-1: Sing and read to babies and toddlers daily.
- Age 1-2: Talk about what you see whenever you are with a child and ask the child to talk about what he or she sees.
- Age 3-5: Encourage children to learn more about their interests.
- Age 6-11: Set up a place for children to do homework and set daily homework guidelines.

## **Positive Values**

- Age 0-1: Respond to children's cries immediately.
- Age 1-2: Interact with children in loving, respectful, and caring ways.
- Age 3-5: Teach children how to care for a special toy, outfit, pet, or plant, but do not let children care for pets entirely by themselves.
- Age 6-11: Answer accurately and simply children's questions about sexuality and about alcohol and other drugs. Ask if they would like more information and respect their answers.

## **Social Competencies**

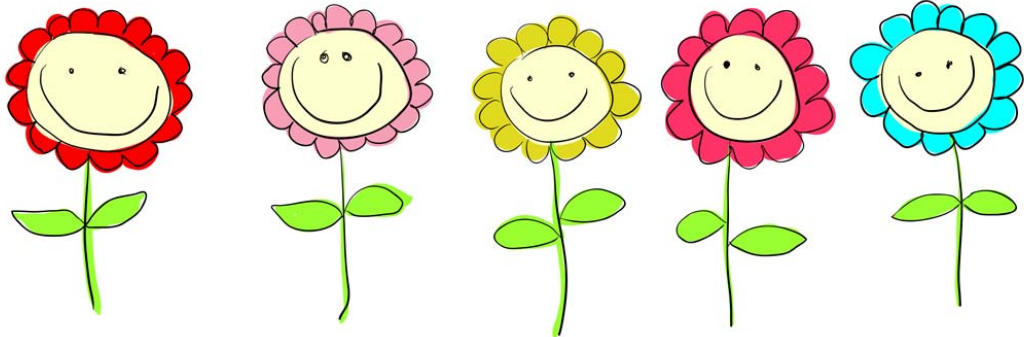
- Age 0-1: Encourage children to experiment with sounds and in touching new things.
- Age 1-2: Allow children to express all feelings, but give them guidelines on appropriate ways to act on them.
- Age 3-5: Have periodic family meetings where children have input and a voice in decision making.
- Age 6-11: Emphasize that children should use words – rather than actions – to articulate their needs.

## **Positive Identity**

- Age 0-1: Delight in each child's unique personality.
- Age 1-2: Dwell on what children do right instead of what they do wrong.
- Age 3-5: Teach children to begin to take pride in their cultural heritage.
- Age 6-11: Encourage children to seek out answers and solutions when they face obstacles or difficult times.

These practical, age-appropriate ideas and more are contained in Nancy Leffert, Peter L. Benson, and Jolene L. Roehlkepartain, *Starting Out Right: Developmental Assets for Children* (Minneapolis: Search Institute, 1997).

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# 40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



**External Assets**

- |                                      |   |
|--------------------------------------|---|
| <b>Support</b>                       | <ol style="list-style-type: none"> <li>1. <b>Family Support</b>—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.</li> <li>2. <b>Positive Family Communication</b>—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</li> <li>3. <b>Other Adult Relationships</b>—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</li> <li>4. <b>Caring Neighborhood</b>—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.</li> <li>5. <b>Caring School Climate</b>—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</li> <li>6. <b>Parent Involvement in Schooling</b>—Parent(s) talk about the importance of education and are actively involved in the child’s school success.</li> </ol> |
| <b>Empowerment</b>                   | <ol style="list-style-type: none"> <li>7. <b>Community Values Children</b>—Children are welcomed and included throughout community life.</li> <li>8. <b>Children as Resources</b>—Child contributes to family decisions and has opportunities to participate in positive community events.</li> <li>9. <b>Service to Others</b>—Child has opportunities to serve in the community with adult support and approval.</li> <li>10. <b>Safety</b>—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.</li> </ol>   |
| <b>Boundaries &amp; Expectations</b> | <ol style="list-style-type: none"> <li>11. <b>Family Boundaries</b>—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</li> <li>12. <b>School Boundaries</b>—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</li> <li>13. <b>Neighborhood Boundaries</b>—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).</li> <li>14. <b>Adult Role Models</b>—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</li> <li>15. <b>Positive Peer Influence</b>—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.</li> <li>16. <b>High Expectations</b>—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</li> </ol>   |
| <b>Constructive Use of Time</b>      | <ol style="list-style-type: none"> <li>17. <b>Creative Activities</b>—Child participates weekly in music, dance, or other form of artistic expression outside of school.</li> <li>18. <b>Child Programs</b>—Child participates weekly in at least one sport, club, or organization within the school or community.</li> <li>19. <b>Religious Community</b>—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li>20. <b>Time at Home</b>—Child spends time at home playing and doing positive activities with the family.</li> </ol>  |

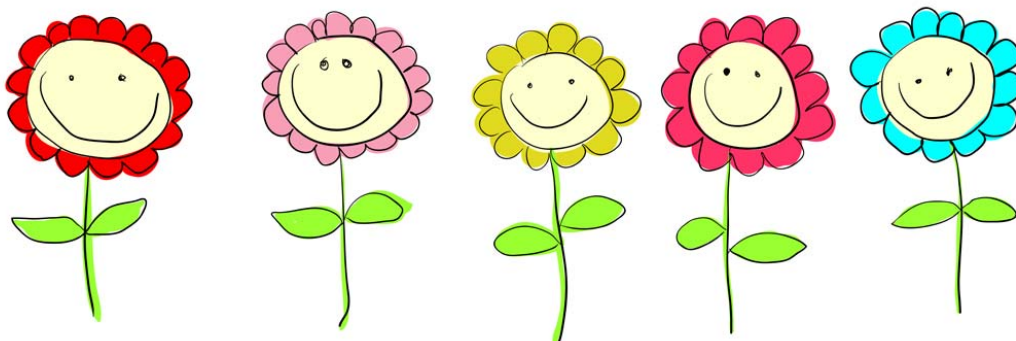
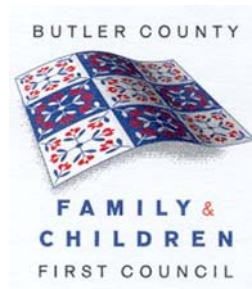
**Internal Assets**

- |                               |  |
|-------------------------------|--|
| <b>Commitment to Learning</b> | <ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</li> <li>22. <b>Learning Engagement</b>—Child is enthused about learning and enjoys going to school.</li> <li>23. <b>Homework</b>—With appropriate parental support, child completes assigned homework.</li> <li>24. <b>Bonding to School</b>—Child is encouraged to have and feels a sense of belonging at school.</li> <li>25. <b>Reading for Pleasure</b>—Child listens to and/or reads books outside of school daily.</li> </ol>  |
| <b>Positive Values</b>        | <ol style="list-style-type: none"> <li>26. <b>Caring</b>—Parent(s) help child grow in empathy, understanding, and helping others.</li> <li>27. <b>Equality and Social Justice</b>—Parent(s) encourage child to be concerned about rules and being fair to everyone.</li> <li>28. <b>Integrity</b>—Parent(s) help child develop her or his own sense of right and wrong behavior.</li> <li>29. <b>Honesty</b>—Parent(s) encourage child’s development in recognizing and telling the truth.</li> <li>30. <b>Responsibility</b>—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</li> <li>31. <b>Self-Regulation</b>—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</li> </ol> |
| <b>Social Competencies</b>    | <ol style="list-style-type: none"> <li>32. <b>Planning and Decision Making</b>—Parent(s) help child think through and plan school and play activities.</li> <li>33. <b>Interpersonal Competence</b>—Child seeks to build friendships and is learning about self-control.</li> <li>34. <b>Cultural Competence</b>—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</li> <li>35. <b>Resistance Skills</b>—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</li> <li>36. <b>Peaceful Conflict Resolution</b>—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</li> </ol>                      |
| <b>Positive Identity</b>      | <ol style="list-style-type: none"> <li>37. <b>Personal Power</b>—Child has a growing sense of having influence over some of the things that happen in her or his life.</li> <li>38. <b>Self-Esteem</b>—Child likes herself or himself and feels valued by others.</li> <li>39. <b>Sense of Purpose</b>—Child welcomes new experiences and imagines what he or she might do or be in the future.</li> <li>40. <b>Positive View of Personal Future</b>—Child has a growing curiosity about the world and finding her or his place in it.</li> </ol>  |

***Brought to you by:***

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[www.bcesc.org](http://www.bcesc.org)



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Stories and coloring pages provided by the Search Institute