

# What Teens Need to Succeed

Notes:

## Learner Outcomes

Outcome #1: Participants will be able to identify what they need to succeed.

Outcome #2: Participants will be able to identify how many Developmental Assets there are.

Outcome #3: Participants will be able to explain how Developmental Assets can lead teenagers to making positive money choices.

## Target Audience

Teenagers

## Materials

1. Flip chart and markers or a dry-erase board and dry-erase markers
2. Name tags (downloaded for free from the Bank It website), one for each participant
3. A pen or pencil for each participant
4. Something to track time
5. Evaluation #1-LI-T, one for each participant
6. Background Information: The Power of the Developmental Assets #1-LI-T for your preparation
7. Bank It Notes #1-LI-T for each participant
8. Optional: PowerPoint Presentation PDF #1-LI-T
9. Optional: Handout #1-LI-T for each participant

## Timing

1 hour

## Want more background and training tips?

See the free, downloadable Bank It Leader's Guide at [www.bankit.com](http://www.bankit.com).

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## 1. Welcome and Overview (5 minutes)

Before this session, download the Background Information: The Power of the Developmental Assets (1-LI-P) and go through it carefully to understand the concept of the 40 Developmental Assets and why these 40 Developmental Assets are important for financial literacy.

Arrive early. Highly consider using the optional PowerPoint Presentation PDF and the optional Handout. Both will greatly enhance your sessions. If you're using the PowerPoint Presentation PDF, show the "Welcome to Bank It" slide as participants enter the room. Greet each participant individually and learn their names as they arrive. Have them create a name tag with their first name only.

Give participants a copy of the Bank It Notes #1-LI-T and either a pen or pencil. Have them sit in clusters of about four people. If possible, have them sit at tables. Then welcome the whole group to the session.

*Say: Welcome to Bank It. Bank It delivers real-world financial topics and tools for teens and parents that make it easier to understand, talk about, and manage your money. Bank It was developed by Capital One and Search Institute. I'm glad each one of you is here.*

*Today we will focus on what teens need to succeed, and we plan on meeting three goals. One: By the end of this session, you will be able to identify what you need to succeed. Two: You will be able to identify how many Developmental Assets there are. Three: You will be able to explain how Developmental Assets can lead teenagers to making positive money choices.*

*Feel free to use your Bank It Notes to write what you learn as we go along. At the end of the session, we will take time to complete a short evaluation. (If this session is not the first session you're presenting to this group, consider briefly discussing the optional challenge that you may have given participants at the end of your previous session.)*

## 2. Activity: Define Success (15 minutes)

Tell the group you're going to play a quick game about success. Explain that participants should stand up if they would answer "yes" to the question you ask. Have them sit down if they would answer "no" to the question you ask.

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Ask: *Is a successful person nice?* (Give participants the chance to stand or sit.) If you wish, start a discussion.

Otherwise, ask other questions one at a time, such as these: *Does a successful person feel good about herself? Does a successful person have friends? Does a successful person have a lot of money? Does a successful person help others? Does a successful person work hard at school? Does a successful person follow the rules? Does a successful person plan ahead?*

After you've asked a number of questions, have everyone sit. Debrief the activity. Ask: *How do you define success?*

### 3. Present: Developmental Assets (15 minutes)

Explain that to live well, we need to succeed not only money-wise but in all areas of life. Say: *Researchers at Search Institute have found that teenagers who are more likely to succeed in life have something called Developmental Assets.<sup>1</sup>*

*Who has ever heard of the 40 Developmental Assets? (Ask people to raise their hands. Acknowledge anyone who has raised his or her hand.) The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make. These 40 Developmental Assets help kids become caring, responsible, successful adults.<sup>2</sup>*

*More than three million teenagers have been surveyed across North America since 1989.<sup>3</sup> Researchers found that kids with more Developmental Assets are more likely to succeed than those with fewer Developmental Assets.<sup>4</sup>*

Ask: *So if there are 40 Developmental Assets, how many do you want? (Answer: A lot, 40.) It's important to see why the 40 Developmental Assets help you make positive money choices.*

*Researchers divide kids into four categories: Kids with 10 Developmental Assets or fewer, Kids with 11 to 20 Developmental Assets, Kids with 21 to 30 Developmental Assets, and Kids with 31 to 40 Developmental Assets.<sup>5</sup> Ask: Which category do you want to be in? (Answer: 31 to 40).*

*For example, only 27 percent of kids who have 10 Developmental Assets or fewer save money.<sup>6</sup> The more Developmental Assets kids get, the more likely they are*

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to save. In fact, 72 percent of teenagers who have 31 to 40 Developmental Assets save money.<sup>7</sup>

Let's talk a little about what some of the 40 Developmental Assets are. Developmental Asset 1 is Family Support.<sup>8</sup> Developmental Asset 10 is Safety.<sup>9</sup> Developmental Asset 23 is Homework.<sup>10</sup> Developmental Asset 26 is Caring.<sup>11</sup> Developmental Asset 29 is Honesty.<sup>12</sup> Developmental Asset 38 is Self-Esteem.<sup>13</sup>

Ask: *Why would doing homework at school help you make better money choices?* (Give participants time to respond.) Ask: *Why would being honest, which is Developmental Asset 29,<sup>14</sup> help you make better money choices?* (Give participants time to respond.)

*There is a two-way street between Developmental Assets and money. Search Institute researchers say that when you have a lot of the 40 Developmental Assets, you are more likely to make positive money choices.<sup>15</sup> If you are making a lot of positive money choices, you are more likely to have more of the 40 Developmental Assets.<sup>16</sup>*

If you plan to distribute the optional handout, use it at this time.

#### 4. Discuss (10 minutes)

Say: *Take some time to talk to the people near you. Talk to about two or three people. Take turns. I want you to do three things: 1. Say your first name. 2. Say why you want to succeed in life. 3. Say why you want to make positive money choices. Start with the person who woke up the earliest this morning. Then have each person take a turn.*

#### 5. Review and Evaluate (10 minutes)

Review what was accomplished during this session. Ask: *What do teens need to succeed?* (Answer: the 40 Developmental Assets.)

Ask: *What are the Developmental Assets?* (Answer: 40 qualities and experiences that help you become a caring, responsible adult.)

Ask: *How many Developmental Assets are there?* (Answer: 40.)

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Ask: *What are some examples of these 40 Developmental Assets?* (Answers: Family Support, Safety, Homework, Caring, Honesty, and Self-Esteem.)

Ask: *Why are Developmental Assets important?* (Answers: They help you succeed. They help you make positive money choices.)

Ask: *How can Developmental Assets lead you to making positive money choices?* (Answer: They're connected. The more Developmental Assets you have, the more positive money choices you make. The more positive money choices you make, the more Developmental Assets you have.)

At the end of the review, distribute Evaluation #1-LI-T to each participant. Give participants time to fill out the evaluation. Collect all the evaluations after participants finish so you can find out the measurable outcomes for the session.

## 6. Close (5 minutes)

Have participants stand. Say the following statements and have participants repeat each one after you. Say: *I want to succeed.* (Repeat.) *I know I can succeed.* (Repeat.) *I can succeed with the 40 Developmental Assets.* (Repeat.) *I can make positive money choices.* (Repeat.)

Challenge participants to talk to family members about this topic, which is listed under the Talk About It section of their Bank It Notes. Thank everyone for coming.

## Optional Activities

**1. Distribute Handout #1-LI-T: What Teens Need to Succeed.** Talk about the 40 Developmental Assets. Go through examples of the 40. Encourage participants to keep this list in their lockers or their rooms.

**2. Show the PowerPoint Presentation PDF #1-LI-T.** Use the presentation to accompany the one-hour session.

**3. Give Participants a Challenge.** Encourage participants to take the next week to get to know the 40 Developmental Assets better. Have them focus on one Developmental Asset per day. (If you wish, follow up during your next session to find out how the challenge went.)

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Questions? Looking for more ideas? Visit [www.bankit.com](http://www.bankit.com) for answers and more resources.

### For More Information

- *National Standards in K–12 Personal Finance Education* (Washington, D.C., Jump\$tart Coalition for Personal Financial Literacy, 2007), standard 1 in the area of Financial Responsibility and Decision Making.
- *The Asset Approach: 40 Elements of Healthy Development* by Search Institute (Minneapolis, Search Institute Press, 2006).
- *All Kids Are Our Kids* by Peter Benson, Ph.D. (San Francisco, Jossey-Bass, 2006).
- *An Asset Builder’s Guide to Youth and Money* by Jolene Roehlkepartain (Minneapolis: Search Institute, 1999).

### Sources

- <sup>1</sup> Peter L. Benson, Ph.D., *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*, Second Edition (San Francisco: Jossey-Bass, 2006), 2398.
- <sup>2</sup> Ibid.
- <sup>3</sup> Peter L. Benson, Ph.D., *Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers* (San Francisco: Jossey-Bass, 2008), 45.
- <sup>4</sup> Peter L. Benson, Ph.D., *All Kids Are Our Kids*, 23–98.
- <sup>5</sup> Ibid., 71–73.
- <sup>6</sup> Search Institute, *Developmental Assets: A Profile of Your Youth, Executive Summary* (Minneapolis: Search Institute, 2005), 31
- <sup>7</sup> Ibid., 28.
- <sup>8</sup> Peter L. Benson, Ph.D., *All Kids Are Our Kids*, 32–33.
- <sup>9</sup> Ibid.
- <sup>10</sup> Ibid.
- <sup>11</sup> Ibid.

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<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Search Institute, *Developmental Assets: A Profile of Your Youth, Executive Summary* (Minneapolis: Search Institute, 2005), 31.

<sup>16</sup> Peter L. Benson, Ph.D., *All Kids Are Our Kids*, 23–98.