



Building Blockbusters

Time 10-30 minutes

SUPPLIES

- 54 slender wood game blocks (labelled jenga blocks supplied)
- Copies of 40 Developmental Assets by age category (8-12, 12-18)

THE GAME

The blocks will be set up, tower style, starting with a sturdy base of three.

Take turns having each person add a block and share what they can do to build that asset in others. Once the tower is built, have players take turns pulling one block out at a time, anywhere in the tower, and read aloud the asset written on it. Have them share why that asset is important to themselves or for youth in general. Discuss what happens if this asset is missing from your life.

GOING DEEPER

- What happened when you began pulling blocks away?
(It made it harder for the tower, or person to stand. The more holes you have in your support system the more likely you will struggle)
- What happened in the beginning when you added blocks and built assets?
(It made the tower, or person stronger and you could reach higher)
- How can you ensure you are building assets in your life and not taken them away?
- What positive influences does the game remind you of in your own life?
- Who and what help you to be the best you?
- What assets do you have that are your particular strengths?
- Which assets would you like to build in your life?
- How do you influence others in a positive way to help build their assets?

This game is taken from the book: Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages and supports the 40 Developmental Assets.

Search Institute® 10 Developmental Assets® for Adolescents (ages 12-18)

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	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighbourhood—Young person experiences caring neighbours. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighbourhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person’s whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighbourhood boundaries—Neighbours take responsibility for monitoring young people’s behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person’s best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person “tells the truth even when it is not easy.” 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over “things that happen to me.” 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that “my life has a purpose.” 40. Positive view of personal future—Young person is optimistic about her or his personal future.