

TABLE 2

**SERVICE-LEARNING CONNECTIONS TO THE
EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS**

| Asset Category | Description | Service-Learning Connections |
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| 1. Support | Young people need to experience care, love, and involvement from their family, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments. | Working together on service-learning projects can cement relationships of support and caring between peers and with parents and other adults. |
| 2. Empowerment | Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must feel safe. | As they contribute to their world, young people become experts about issues that are important to them, and are seen and see themselves as valuable resources for their organizations and communities. Careful preparation and good supervision during their service-learning efforts help them feel safe. |
| 3. Boundaries and expectations | Young people need to know what is expected of them and whether behaviors are "in bounds" or "out of bounds." | Boundaries and expectations are reinforced when activities include ground rules for involvement and as adults and peers become positive role models for each other. |
| 4. Constructive use of time | Young people need constructive, enriching opportunities for growth through creative activities, youth programs, involvement with a center of worship or spirituality, and quality time at home. | Service-learning provides opportunities for young people to use their time to expand their minds and hearts, offer hope and support to others, and use their creativity to deal with new challenges and opportunities. |
| 5. Commitment to learning | Young people need to develop a lifelong commitment to education and learning. | Education linked to action can unleash a new commitment to learning as youth apply their knowledge to issues and problems and as they are exposed to questions and situations that challenge their worldview and perspectives. |
| 6. Positive values | Young people need to develop strong values that guide their choices. | Through service learning, young people not only express their positive values, they also have opportunities to affirm and internalize values that are important to them. |
| 7. Social competencies | Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life. | Many skills and social competencies are nurtured as young people plan their activities, take action, and build relationships with their peers, adults who serve with them, and service recipients. |
| 8. Positive identity | Young people need a strong sense of their own purpose, power, and promise. | Service-learning becomes an important catalyst for shaping positive identity as young people discover their gifts and a place in the world through their acts of service and justice. |