

# SPARKS mural

Be a part of our giant outdoor mural,  
and help bring a positive message to the community!

# Mural Project -- Sparks and Developmental Assets Description and Brainstorming Sheet

Everyone has at least one talent, one interest, one thing that makes them feel alive.

This is called a **spark**.

The people who know and recognize their unique positive talents and abilities are the ones who make the most impact in the world; so, what is your spark? What is the one thing you can do so well, that makes time stand still? What can you share with others?

For some people, their spark is dancing; for some, it's being active and doing sports. Others are born artists or singers. But one thing that all of these talents have in common is, they are meant to be enjoyed, encouraged and shared with the world. Think about this and write down what do you think your spark is on the space below.

## Other Essential Questions Regarding Spark:

When and where do you live your Spark?

Who knows your Spark?

Who helps feed your Spark?

What gets in the way?

## How do Sparks relate to Developmental Assets?

A series of studies on the lives and success of young people have managed to identify a list of forty assets that prepare young people for adult life and help them succeed.

Developmental assets are things that surround young people, or things they carry inside.

Not everyone will have access to all the assets on the list. However, the more assets you have, the more successful and happy you will become.

**“Success is liking yourself, liking what you do, and liking how you do it.”**

*Maya Angelou*

Your spark is the thing that you can use to ground yourself from all the chaos of growing up. It brings energy to all other aspects of your life and keeps you looking forward. In turn, it can also connect you to the community. Once you find what your spark is, you can share with others and make their lives brighter.

Read over the list on the back page; below, write down all the numbers that make a positive impact on your life right now.

Which one of these assets is the one which speaks loudest to you, and why?

## **How can you use your spark to cultivate more developmental assets?**

For instance, if you like to sing, maybe you can volunteer singing at retirement homes; maybe you like to dance, and if so, you could join a dance group and brighten people's days. Maybe you like writing; why not share your writing with others? How can you use your spark to make a positive difference in the world around you? **How will you use your Spark to make your world better?**

So, what would you like your wooden tile to say about you? What developmental asset matters most to you? What are the assets you see around you, that help you succeed? What is your spark, and how do you plan to share it?

My tile will say...

**Let's build a positive message for everyone... one tile at a time!**

## Step-By-Step Process

Now that you have brainstormed ideas for your tile, here are the steps you have to take in order to complete this project:

1. Grab one of the predrawn sketch squares and the corresponding colour tile.
2. Look at the colour pattern on the photo portion you have. How can you incorporate your ideas about spark and developmental assets in the tile? Can you see any lines that can be used as a horizon, or a recognizable shape? Don't worry about what the final mural will look like; this is about using these colours to depict your idea.
3. Write two well-thought-out paragraphs about your idea. Tell us what is your spark, and why you chose to depict it; tell us about the developmental assets that have the most impact on you today, and how you plan to share your spark with others.
4. Sketch your idea. You may need sources for a more realistic look. If so, look at Google images for photos, or Pinterest for artistic ideas.
5. Get your idea approved by your teacher.
6. Transfer your sketch onto the wooden tile.
7. Paint with acrylics, keeping to the same colour scheme as your photo tile. You can only use the colours provided, unless approved by the teacher. This will keep the whole picture looking as if it belongs together.
8. Deliver your written paragraph and your painting to your teacher.

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.

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

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