



CORE ASSET MANUAL

Circle of Friends



Circle of Friends

Transforming Lives, One Child at a Time

OUR 6 CORE ASSETS



Mindfulness: I notice what is happening around me and am able to respond in a clear way. I am present, attentive, and grateful for each moment. I am able to take the perspective of and empathize with others, including those from diverse backgrounds.



Belonging: I understand who I am, have a place where I can feel accepted and know that my contributions count. I belong to at least one group at school or in community. I feel welcomed in a group. I talk about being accepted and appreciated by others in the group. I'm interested in exploring my own identity.



Responsible Decision Making: I can weigh the pros and cons to make a decision. I can choose options and carry out a decision. I consider different strategies and options for solving a problem. I can evaluate the consequences of various actions and have a consideration of the well-being of myself and others.



Positive Relationship Building: I get along well with others and am able to find people to support me. I am aware of other's feelings and needs. I am able to communicate clearly in positive way, listen well and cooperate with others. I can seek and offer help when needed. I can express thanks for help when provided.



Spark: I want to explore my passions, interests, and new situations. I get excited about my passions. I participate in at least one activity that is tied to a hobby or passion. I can name a personal strength or accomplishment. I can express a dream for myself. I believe in myself and am able to set goals to achieve them. I work hard through challenges and finish what I start.

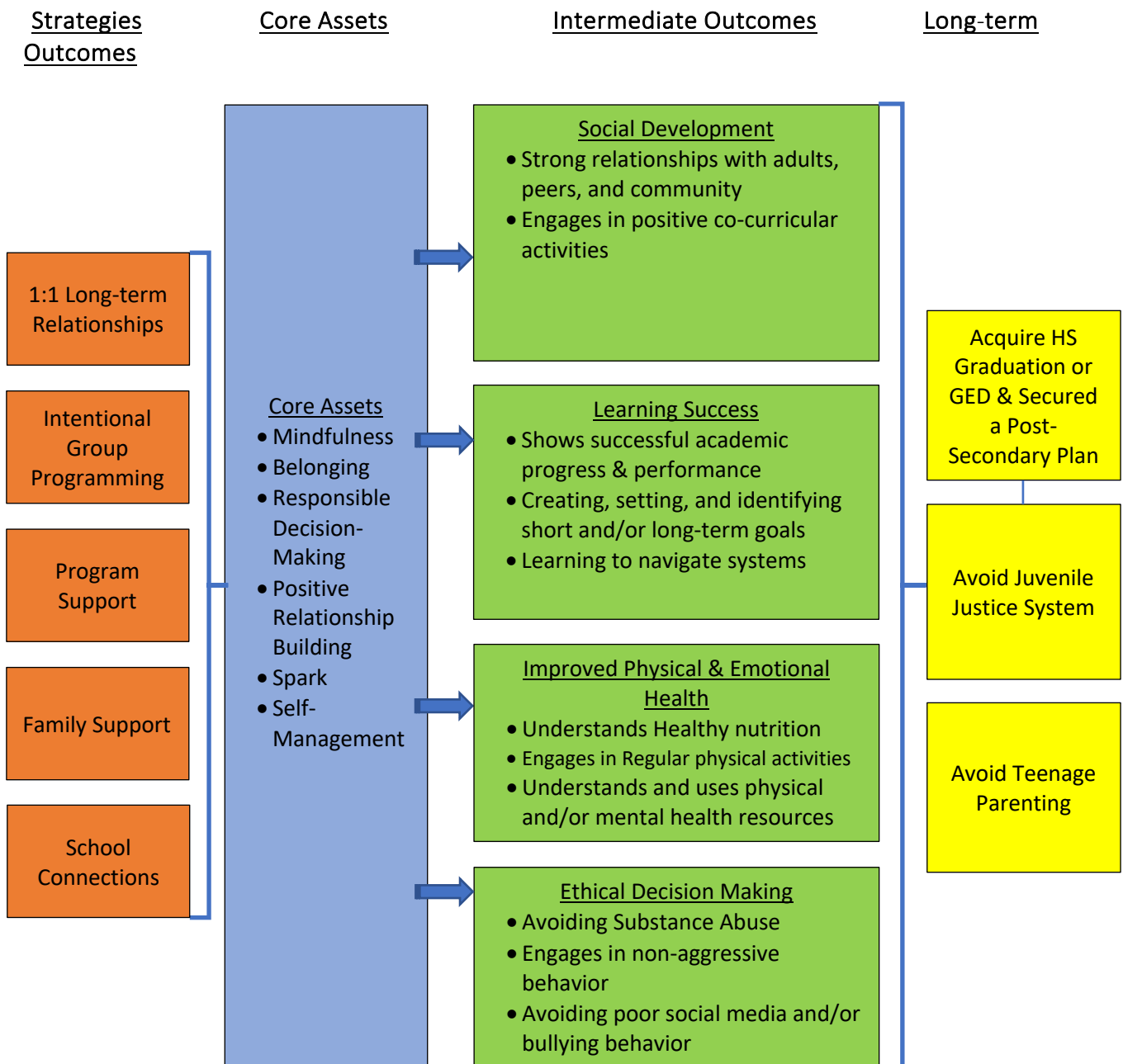


Self-Management: I know how to manage my feelings and take care of myself in a healthy way. I can inhibit impulsive behavior. I can assess my strengths and limitations with a well-grounded sense of confidence, optimism, and a "growth mindset".

Circle of Friends Mission

To provide Friends and resources that promote equal access and opportunity for Sisters' underserved children and youth to develop life skills, social skills, academic success, and individual talents.

Circle of Friends Program Model



Circle of Friends Program Model

STRATEGIES

1:1 Long-term Outcomes

- Consistent Mentee/Mentor Connection
- YPL/Mentee Connection

Intentional Group Programming

- Clubhouse Activities
- Age Specific Programming
- Youth Driven Programming
- Group Outings

Program Support

- Initial Mentor Training
- Monthly Mentor Meetings/Trainings
- YPL's in School
- Buddy/Volunteers
- Community Partners

Family Support

- Provide Resources and Connections

School Connections

- Strong School Partnerships
- YPL presence in each school during the school day
- Information Sharing



Circle of Friends Program Model

CORE ASSETS

1. Mindfulness

Awareness of what is happening in the moment and not be overly reactive. Being accepting and non-judgmental and understand the emotions and feelings of others.

- ◆ Empathy
- ◆ Self & social awareness
- ◆ Evaluating & reflecting

2. Belonging

Having personal identity and membership in a group or place. Feeling acceptance and appreciation.

- ◆ Trust
- ◆ Acceptance
- ◆ Respect

3. Responsible Decision-Making

Making ethical, constructive choices about personal and social behavior.

- ◆ Identifying & solving problems
- ◆ Social & ethical responsibility

4. Positive Relationship Building

Establish and maintain positive relationships through clear communication, active listening and cooperation. Able to find supportive people.

- ◆ Healthy communication
- ◆ Teamwork

5. Spark

Exploring and/or showing excitement for a passion and interest.

- ◆ Hope
- ◆ Finding your passion
- ◆ Goal setting
- ◆ Perseverance/Grit/Resiliency

6. Self-Management

Ability to harness one's emotions, thoughts, and behaviors to recover from setbacks and make improvements.

- ◆ Impulse control
- ◆ Stress management
- ◆ Emotional self-regulation
- ◆ Growth mindset



Circle of Friends Program Model

INTERMEDIATE OUTCOMES

1. Social Development
 - ◆ Strong relationships with adults, peers, and community
 - ◆ Engages in positive co-curricular activities
2. Learning Success
 - ◆ Shows successful academic progress & performance
 - ◆ Creating, setting, and identifying short and/or long-term goals
 - ◆ Learning to navigate systems
3. Improved Physical & Emotional Health
 - ◆ Understands Healthy Nutrition
 - ◆ Engages in Regular physical activities
 - ◆ Understands and uses physical and/or mental resources
4. Ethical Decision Making
 - ◆ Avoiding substance abuse
 - ◆ Engages in non-aggressive behavior
 - ◆ Avoiding poor social media and/or bullying behavior

LONG TERM OUTCOMES

- Acquire HS Graduation or GED & Secured a Post-Secondary Plan
- Avoid Juvenile System
- Avoid Teenage Parenting



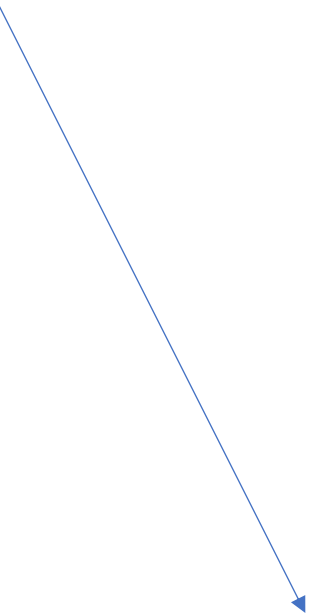
Implementing the Core Assets:

The Core Assets are tools and strategies that could be used to help a youth develop skills to achieve goals and success in life whether it is learning to make friends, ride a bike, raise a grade, manage frustration, or graduate high school. The key to imparting these tools as concepts is to be authentic, transparent, and organic in our delivery.

- Name the asset and define it.
- Apply the asset to a specific situation.
- Coach the youth in applying the asset in another situation.

To be authentic you should be yourself. You already know how to be you. Don't try to be anything else. Trust that you can find a way to use these Core Assets and still be your genuine self. First, become familiar with the assets. Knowing how Circle of Friends defines them and being familiar with indicators at the appropriate age level.

In the table below, match the Core Asset to its definition.

Mindfulness		Can consider different strategies for solving problems; am able to weigh pros and cons when making a decision.
Belonging		Feeling accepted and appreciated. Having a personal identity, and membership in a group or place.
Responsible Decision Making		Identifies, reflects on, and effectively manages own emotions; can recover from setback. Takes care of self in a healthy way.
Positive Relationship Building		Explores passions, interests, and new situations. Believes in self and can set goals to achieve them. Works hard through challenges and finishes what was started.
Spark		Aware of what is happening in the moment; can take the perspective of and empathize with others.
Self-Management		Can get along well with others and am able to find supportive people; can communicate clearly in a positive way. Listens well and cooperates with others.



Core Asset Developmental Indicators

Core Asset	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Mindfulness</u></p> <p>(Aware of what is happening in the moment; does not become overly reactive; can take the perspective and empathize with others)</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> - Empathy - Self & Social Awareness - Evaluating & reflecting 	<ul style="list-style-type: none"> - Being open and curious, asking questions. - Able to stay focused on tasks - likes to figure out how things work, looks forward to learning - Can label thoughts and feelings -Showing gratitude for a friend, family, or a sunny day - knowing it is ok to make mistakes and learn from them - Shows concern for friends, peers, and family members 	<ul style="list-style-type: none"> - shows compassion for self and others - Able to concentrate on what they are doing - knowing it is ok to make mistakes and learn from them - Can describe in detail how they're feeling in the moment - Can remain calm when things become stressful - Acceptance of own's thoughts and feelings - Likes to try new ways of doing things - Reflects on consequences of emotions (e.g., "When I feel good and smile, people are friendly toward me") - A willingness to help others in need 	<ul style="list-style-type: none"> - The ability to understand social and ethical norms for behavior - knowing it is ok to make mistakes and learn from them - Acceptance of own's thoughts and feelings - Awareness of others body and facial expressions - Listens fully during conversation (e.g. not on phone while interacting)



Core Asset	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Belonging</u></p> <p>(Feeling accepted and appreciated. Having a personal identity, and membership in a group or place)</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> - Trust - Acceptance - Respect 	<ul style="list-style-type: none"> - Can offer basic description of their characteristics and begins to differentiate from other youth - Has identity with at least one group in school or community (e.g. "I'm on the red team) - Reports being welcomed in a group - Feels excepted and appreciated in a group 	<ul style="list-style-type: none"> - Shows interest in exploring their identity - Begins to positively self-identify around characteristics, background, interests, - Belongs to at least one group at school or in the community where youth reports feeling welcomed, accepted, and appreciated in group 	<ul style="list-style-type: none"> - Increasingly communicates acceptance and appreciation around identity - Engages in activities to further explore or deepen his or her identities - Describes belonging to at least one group at school or in the community and reports feeling welcomed, accepted and appreciated



Core Asset	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Responsible Decision Making</u></p> <p>(Can consider different strategies for solving problems. Am able to weigh pros and cons when making a decision)</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> - Identifying & Solving Problems - Social & Ethical Responsibility 	<ul style="list-style-type: none"> - Can express curiosity and openness to new people and situations - identifies basic ways to address a problem (e.g. pot handle is too hot, I can ask for help or wait until it cools off) - Explores consequences of actions - Chooses options and carries out decision 	<ul style="list-style-type: none"> - Practices curiosity and open mindedness, seeks out new experiences. - Can have problem solving conversations with peers and can seek out different strategies and options - Can break down an activity or problem into key pieces considering pros and cons and choosing the best option -Takes action to successfully carryout options 	<ul style="list-style-type: none"> - Challenges self to participate in new learning experiences - Start to apply concepts of honesty, integrity, justice and fairness. - Consistently considers pros and cons before making decisions and plans - Carries out decisions and uses results to refine or shift goals, strategies and options



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<p><u>Positive Relationship Building</u></p> <p>(Can communicate clearly in a positive way. Listens well and cooperates with others. Can get along well with others and am able to find supportive people)</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> - Healthy Communication - Teamwork 	<ul style="list-style-type: none"> - Identifies social rules or norms (e.g. one person speaks at a time, please and thank you) - Shows basic awareness of other’s feelings and needs - Demonstrates basic positive communication with others, (e.g. makes eye contact and listens) - Cooperates with others, individually and in groups - Politely asks for help when needed 	<ul style="list-style-type: none"> - Engages in positive and proactive communication with caring adults and peers - Expresses own perspectives, invites other’s perspectives, and negotiates plans, decisions, actions - Asks for help or other support, explaining need, and thanks person when help provided - Offers support or help to others 	<ul style="list-style-type: none"> - Positive and proactive communication with others (e.g., expresses self and communicates awareness of other’s interests and needs, negotiates, resolves conflicts) - Shows age-appropriate communication and engagement in romantic relationships (- Makes plans with supportive adults for support and help related to future goals - Shows reciprocity in relationships with others



Core Asset	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Spark</u></p> <p>(Explores passions, interests, and new situations. Believes in self and am able to set goals to achieve them)</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> - Hope - Goal Setting - Perseverance/Grit/Resiliency 	<ul style="list-style-type: none"> - Expresses excitement about at least one interest or passion - Offers ideas and tells stories that reflect imagination and discovery - Participates in at least one activity tied to hobby or passion - Shows excitement about upcoming activities (e.g., waking up early before a school trip, asking repeatedly to go to a friend’s house, tearing into a new game). - Expresses basic dream(s)/ goals(s) for the near future (e.g., “I want to go to the lake this summer”) - Talks about growing-up with curiosity and intent - Can name a personal strength or accomplishment 	<ul style="list-style-type: none"> - Expresses excitement about at least one interest or passion - Asks “what if questions” and proposes options - Participates in at least one activity tied to hobby or passion - Shows excitement about the future - Can describe strengths and accomplishments - Expresses beliefs that future will be good and/or better 	<ul style="list-style-type: none"> - Demonstrates creative and flexible thinking when making plans and figuring out how to manage challenges - Integrates hobbies or passions into current activities and future life planning - Demonstrates initiative toward assuming leadership roles - Shows a future orientation (e.g., Talks about going to college) - Can describe strengths and accomplishments and value for future - During difficult life stressors, continues to express desire to work on goals. - Suggests the future will be good and/or better



Core Asset	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Self-Management</u></p> <p>(Identifies, reflects on and effectively manages emotions; and takes care of self in a healthy way; can assess strengths and limitations; has a “growth mindset”)</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> - Stress Management - Emotions Self-Regulation - Growth Mindset 	<ul style="list-style-type: none"> - Identifies basic emotions (e.g., mad, sad, happy) - Inhibits impulsive or reactive behavior - Uses emotional self-care or self-soothing strategies (- Expresses enjoyment from working hard and trying new things - Starts to Communicate feelings 	<ul style="list-style-type: none"> - Identifies emotions and triggers (e.g., “I get scared when the teacher walks by my desk”) - Uses emotional self-care or self-soothing strategies (e.g., physical activity, talk to a caring adult) - Resist negative peer pressure - Welcomes new challenges and enjoys school - Shares success and learning with others - Constructively resolves conflicts - Considers how their strengths and preferences align with their interest and pursuit of different activities (e.g, sports, clubs and people to get to know) 	<ul style="list-style-type: none"> - Identifies emotions, triggers and personal interpretations - Reflects on consequences of emotions and alignment with personal values and goals (“I feel discouraged a lot and don’t try to do things”) - Uses emotional self-care strategies (e.g., take a walk in a pleasant place, talk to a friend, exercise, journal, take a bubble bath) - Able to verbalize their emotions - Pursues opportunities at school and elsewhere to expand capabilities (e.g. extra credit, gets a job, learn new songs) - Able to access strengths and interests and use towards goals and future plans

Intermediate Outcome Indicators



Intermediate Outcomes	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Social Development</u></p> <p><u>Goals:</u></p> <ul style="list-style-type: none"> - Strong relationships with adults, peers, and community - Engages in positive co-curricular activities 	<ul style="list-style-type: none"> - Has positive relationships with peers and adults - Identifies & engages with caring adults and other resources in after school programs - Participates in organized activities - Participates in informally supervised activities (e.g., playground, singing with other children) 	<ul style="list-style-type: none"> - Has positive relationships with peers and adults - Identifies and access current potential adult allies and resources (neighbors, teachers, coach) - Participates in organized and informal co-curricular activities (e.g., clubs, sports, theatre arts, pick-up games, video games) 	<ul style="list-style-type: none"> - Identifies and positively relates to chosen peers and adults - Identifies and engages with formal and informal resources for a variety of social and personal development purposes (e.g., counseling, youth services program, trusted coach) - Independently joins and participates in formal and informal co-curricular activities (e.g., governance, sports, theatre arts, music) - Volunteers for service (e.g., peer mediation, community service, political action)



Intermediate Outcomes	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Learning Success</u></p> <p><u>Goals:</u></p> <ul style="list-style-type: none"> - Shows successful academic progress & performance - Creating, setting, and identifying short and/or long-term goals - Learning to navigate systems 	<ul style="list-style-type: none"> - Attends at least 90% of time; Able to stay in seat and attend to instruction - Participates in class - Identifies and follows rules - Likes school - Identifies and organizes around regular activities (e.g., for school, finds coat & backpack) - Participates in planning and preparation for special activities (e.g., Halloween, school trip) - Follows through on short-term activities or plans (e.g., picks up room before going to game, as promised) - Identifies at least one “want” or goal with or without support 	<ul style="list-style-type: none"> - Attends at least 90% of time; no classes skipped, or days leaving early without permission - Participates in class - Completes homework - No disciplinary actions, referrals, suspensions, expulsions - Identifies and follows rules - Satisfactory academic performance - Positive attitudes toward school - Identifies planned activities and tracks on list or calendar - Organizes basic activities and materials (e.g., time for homework, fun time with friends) - Describes long- term and short- term goals and provides examples 	<ul style="list-style-type: none"> - Attends at least 90% of time; no classes skipped, or days leaving early without permission - Participates in class - Completes homework - Participates in elective academic opportunities - No disciplinary actions, suspensions, expulsions - Satisfactory academic performance - Positive school attitudes - Independently plans and organizes school. home and community activities, seeking help when needed - Identifies long term and short term goals across life domains with little support from others and based on personal values and interests



<p><u>Learning Success Cont.</u></p>		<ul style="list-style-type: none"> - With or without support, identifies at least one long- term goal and one short-term goal - Achieves short term goals or revises goals, if preferences change 	<ul style="list-style-type: none"> - Achieves short-term goals or revises goals based on experiences and learning about self.
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Intermediate Outcomes	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Improved Physical and Emotional Health</u></p> <p><u>Goals:</u></p> <ul style="list-style-type: none"> - Understands healthy nutrition - Engages in regular physical activities - Understands and uses physical and/or mental health resources 	<ul style="list-style-type: none"> - Eats healthy foods - Avoids high fat and sugary foods - Engages in at daily physical activity to improve coordination and gross motor skills -Limits TV, video games, and Internet - Identifies and communicates physical problems (e.g., stomach hurts, tired) - Identifies and articulates emotions (“I feel sad, angry, happy, etc.”) - Uses basic self- care strategies (e.g., takes quiet time breaks, gets about 10 hours of sleep, identifies and seeks out enjoyable activities) - Seeks out proximal adults when feeling physically ill or emotionally upset - Goes to a consistent health provider and dentist for check- ups and needed care 	<ul style="list-style-type: none"> - Describes the basic benefits of eating a balanced diet - Eats healthy foods every day - Avoids high fat and sugary foods - Expresses interest in physical activity - Participates in daily physical activity per - Identifies when in emotional distress and triggers for distress - Seeks out trusted peers and proximal adults for support - Uses personal positive self-care strategies such as seeking out enjoyable activities to do - Gets 9-10 hours of sleep each night - Goes to a consistent health provider and dentist for check- ups and needed care 	<ul style="list-style-type: none"> - Makes decisions about healthy nutrition and chooses foods based on nutritional value at least some of the time - Eats healthy foods every day - Avoids high fat and sugary foods - Can describe the benefits of physical activity (prevents obesity, physical diseases, can support mood, etc.) - Participates in daily physical activity -Limits TV, video games, and Internet - Articulates personal coping strategies for managing stress (listening to music, talking with friends, exercising, journaling, etc.) - Goes to a consistent health provider and dentist for check-ups and needed care



<p><u>Improved Physical and Emotional Health, cont.</u></p>	<ul style="list-style-type: none"> - Goes to mental health provider, if care needed 	<ul style="list-style-type: none"> - Talks with health provider/ dentist; answers and asks questions about health - Goes to mental health provider, if care needed 	<ul style="list-style-type: none"> - Goes to mental health provider, if care needed - Can identify mental health resource line - Schedules physical or mental health appointments as needed - Takes medication independently and understands each medication and its purpose - Finds adult health provider, if pediatric care ending - Signs up for adult health insurance, if child insurance ending
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Intermediate Outcomes	Early Elementary Indicators	Middle School Indicators	High School Indicators
<p><u>Ethical Decision Making</u></p> <p><u>Goals:</u></p> <ul style="list-style-type: none"> - Avoiding substance abuse - Engages in non-aggressive behavior - Avoiding poor social media and/or bullying behavior 	<ul style="list-style-type: none"> - Does not tease or taunt other children - Positively manages other’s teasing, taunting or enticements to fight (Uses basic avoidance strategies such as says no, walks away, tells adult) - Does not exhibit aggressive behavior toward adult - Identifies risks or dangers (e.g., traffic, & strangers) -Uses basic safety and risk avoidance strategies (e.g., ask an adult to help me cross street, say no to peer who wants me to break rule) 	<ul style="list-style-type: none"> - Does not tease or taunt other children - Positively manages other’s teasing, taunting, or enticements to fight (Uses anticipatory avoidance strategies such as identifies and avoids aggressive peers, communicates non-aggressive preferences) - Does not exhibit aggressive behavior toward adults - Identifies and engages in personally valued alternative non-risky behaviors -Avoids or declines peer encouragement to engage in risky behaviors -Does not use drugs or alcohol -Does not engage in risky sexual behavior -Social media apps & times are limited -Cell phone/tablets are turned off at night 	<ul style="list-style-type: none"> - Does not exhibit aggressive behavior toward peers or adults - Positively manages enticements to fight or delinquent behavior (Proactively considers potential consequences of peer associations or hanging in particular locales, and strategies for avoidance, de-escalation or re-direction) - Reflects on risky situations and benefits/consequences of behaviors - Chooses alternatives to risky behavior consistent with values and goals - Does not abuse drugs or alcohol -Does not engage in risky sexual behavior -Seeks support to avoid or disengage from aggressive, abusive, delinquent behavior (e.g. counseling, substance abuse treatment)



<p><u>Ethical Decision Making cont.</u></p>		<p>-Use of social media to connect with positive people</p>	<p>-Social media apps & times are limited</p> <p>-Cell phone/tablets are turned off at night</p> <p>-Use of social media to connect with positive people</p>
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