

Live Well for Teenagers

What It Is: We can all live up to our full potential. We can succeed financially and in all areas of life.

Why It Matters: By paying attention to the broader development, skills, values, and priorities we have, we can succeed in making positive money choices and in making better choices in the way we live. Search Institute’s Developmental Assets research framework shows how.¹

	Module 1	Module 2	Module 3
Module Title	What Teens Need to Succeed	The Power of the 40 Developmental Assets	Finding Key Supporters
Module Number	1-LI-T	2-LI-T	3-LI-T
Module Learner Outcomes	1: Participants will be able to identify what they need to succeed. 2: Participants will be able to identify how many Developmental Assets there are. 3: Participants will be able to explain how Developmental Assets can lead teenagers to making positive money choices.	1: Participants will be able to name why Developmental Assets are powerful. 2: Participants will be able to describe what risky behaviors are. 3: Participants will be able to identify examples of good behavior.	1: Participants will be able to state why teens who succeed need support. 2: Participants will be able to identify examples of key supporters named by the Developmental Assets. 3: Participants will be able to define what makes a person supportive.
Module Ties to Jump\$tart Standards²	• Standard 1—Financial Responsibility and Decision Making	• Standard 5—Financial Responsibility and Decision Making	• Standard 1—Financial Responsibility and Decision Making

1. Benson, Peter. *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. Second Edition. San Francisco: Jossey-Bass, 2006, 59–98.

2. Jump\$tart Coalition for Personal Financial Literacy. *National Standards in K–12 Personal Finance Education: With Benchmarks, Knowledge Statements, and Glossary*. Third Edition. Washington, D.C.: Jump\$tart Coalition for Personal Financial Literacy, 2007.