



# iChampion 4

*Healthy and Thriving*



Adult Volunteer Leader Guide  
4-H Leadership Development Project

Companion to *iThrive 4 Member Guide* for the Leadership Development Project

University of California 4-H Youth Development Program

University of California  
Agriculture and Natural Resources



# Acknowledgements

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**Thank you all for your contributions of time, talent and resources to help California youth thrive!**

Anne Iaccopucci & Gemma Miner

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# iChampion 4: Adult Volunteer Guide

## TOWARD THRIVING THROUGH HEALTH

### Positive Youth Development, Skill Building and Thriving

In California, 4-H is built upon key youth development practices known in the research to support positive youth and early adult outcomes – these practices are **safety, relationship building, youth engagement, community involvement and skill building**.

The practices of **safety** (both physical and emotional), **relationship building, youth engagement** and **community involvement** are the foundation to **skill building**. When youth feel safe and build relationships with others, young people are more likely to feel connected to the program, each other and the community and will be more engaged in the program. All of these help support skill building. In other words — when the foundation is there, young people are **ready to learn!**

### Youth Development Outcomes

In 4-H the key youth development outcomes are the 6 Cs: competence, confidence, connection, caring, character and contribution. It is important that youth understand the definitions of the 6 Cs and use the skills learned such as goal management and self-reflection to grow their Cs. As the primary youth development outcomes in the California 4-H Youth Development Program, we will continue to measure growth in the development of the 6 Cs.

### Healthy Living Outcomes

The health of our nation continues to be of growing concern, one that 4-H strives to address. The California 4-H Youth Development Program is committed to building healthy families and communities. To aid in this effort, *iThrive 4* has been developed by combining the concepts of positive youth development, healthy living, and thrive. Youth will increase not only their ability to live healthier lives, but also to be leaders in improving the health of their communities. Through participation in this curriculum youth will:

1. Be able to identify barriers and motivators in leading a healthy lifestyle.
2. Improve the knowledge and skills needed to make healthy food choices and be physically active.
3. Gain a deeper understanding of how media messages can affect health behaviors and decision making.
4. Identify how health can facilitate or be a barrier towards growing their spark.
5. Feel empowered as health advocates for themselves, their family, club, school and/or community.

*iThrive 4* is a curriculum that uses thriving concepts to help youth cultivate positive attitudes and aspirations toward healthy living.

## About *iChampion 4: Adult Volunteer Guide*

The *iChampion 4: Adult Volunteer Guide* advances the concepts of thriving and learning that California 4-H YDP began in 2010. This is the companion piece to *iThrive 4 Member Guide*. It functions as an addendum to the original *iChampion Adult Volunteer Guide* and the *iChampion 2: Adult Volunteer Guide* and as such, most information is not repeated. Instead it adds to the knowledge and background of thriving concepts for adult volunteers. If this is your first year delivering *iThrive* curriculum, please make sure you have a copy and read *iChampion* (pages 1-14) and *iChampion 2* (pages iC2/1-8). All of the page numbers in this supplement are numbered iC4/#. This will help you differentiate and reference between the original *iChampion*, *iChampion 2* and *iChampion 3*.

So that there is consistent data collection, all 4-H youth receiving *iThrive* materials in 2014-2015 program year will be working with the 4th edition. The Leadership Development Project yearly schedule is:

- 2011-12** *iThrive 1 (Thriving and intelligence)*
- 2012-13** *iThrive 2 (Thriving and personality)*
- 2013-14** *iThrive 4 (Thriving through science, engineering and technology)*
- 2014-15** *iThrive 4 (Thriving through healthy living)*
- 2015-16** *iThrive Member Guide* (this final version will be a compilation of the first four years)

The *iChampion 4 Adult Leader Guide* will follow the rollout timeline of *iThrive*.

## Why is *iThrive* considered Leadership Development?

As you read through the materials you will discover that the concepts presented are not typical leadership development concepts. In *iThrive 4* the materials emphasize educational practices as well as personal development of thriving skills. Our belief is that when young people are given opportunities to develop their spark, growth mindset, goal management skills and 6 Cs, they become more effective in their leadership roles. The personal development and self-reflection skills gained through participation in *iThrive* help members practice and apply those skills to their leadership roles.

- 1. *iThrive* is designed specifically for teen youth members enrolled in a Leadership Development Project.** It is especially helpful for youth who are Junior and Teen Leaders, who should be enrolled in a Leadership Project. It can also be used in wide variety of alternate events and activities of the 4-H YDP.
- 2. Each chapter guides youth through promising practices of thriving and is related to the four components of thriving.**
- 3. In some cases, this may be the second, third or fourth year that a member has been involved in this project. Think about ways to give them leadership responsibilities for teaching the thriving concepts in each chapter.**
- 4. *iThrive* is sequential.** Each chapter is in the order it must be taught. The lessons in each chapter set the groundwork for the following chapters.
- 5. The introduction and first six chapters help build specific skills toward thriving.**

6. **Each chapter focuses on a concept of healthy living.**
7. **The final chapter is about celebrating success.**
8. **Each chapter has the following features:**
  - a. Key ideas about the topic
  - b. iexercise activity (a quick and fun physical warm up)
  - c. iexplore activity (hands-on, shared experience about the topic)
  - d. ireflect activity (internalize and personalize what was learned)
  - e. istretch activity (apply what was learned by completing an activity in-between meetings or at meetings)
9. The **iexercise activities** are designed to get the group energized at the beginning of each lesson. Encourage teens to track how often they do the iexercises in the Online Record Book. Tracking their progress can provide the opportunity to feel a sense of accomplishment.
10. The **iexplore activities** are designed to be completed as a group during the Leadership Project meeting.
11. The **ireflect exercises** are BEST done during the Leadership Project meeting, but can be done individually between meetings if time constraints require it. Note Worthy: *iThrive* is set up so that youth can record their answers to the reflection prompts. Some groups may prefer to use the questions for discussion and do a mixture of writing and discussion. Keep some writing components so that youth internalize their reflections. Youth may resist writing because it's too much like school. If that happens, tell them to write short phrases or bullet points — they don't need to write full sentences or paragraphs, just enough to help them remember what they think about in response to the prompt.
12. The **istretch activities** are split into two types of activities: viewing short films that are BEST done during the Leadership Project meeting but can be done individually between meetings; and suggestions for real-world activities for youth to complete between meetings and reporting back at the next meeting.
13. **If an ireflect and/or istretch are done independently** ALWAYS begin the next meeting with a discussion of what was learned.
14. **When youth complete the *iThrive* curriculum series**, they are eligible to be awarded a 4-H Thrive pin in recognition of their effort! This is an annual award and can be achieved multiple times. The first year that members complete the *iThrive* Leadership Project, they will earn the oval Thrive pin. In following years, when they complete additional *iThrive* Leadership Projects, they will earn the round clovers to cluster around the Thrive pin. Each clover indicates an additional year of project completion.



## About *iChampion 4*

1. ***iChampion 4*** is arranged so that each chapter number matches a corresponding chapter in *iThrive 4*.
2. **The Toward Thriving section** — that's the one you're reading now — has information that will be helpful for you to know before getting started. Read this first section completely and ensure that you are aware of the practices, policies and resources available here. The Step Up to Thriving introduction section and each chapter of *iChampion 4* provides:
  - a. The main point of the chapter
  - b. A **Chapter Checklist** section with a step-by-step walkthrough of that chapter
  - c. Keep in Mind... about each Thrive concept, so you can be sure to hit all the main objectives and deliver the key messages for each section
  - d. Complete activity descriptions
3. **Before each meeting** of the Leadership Project, read the *iThrive 4* chapter and the *iChampion 4* chapter that will be the focus of the upcoming meeting. Be sure you understand the activities, exercises and discussions, plus the key concepts.
4. **Gather supplies** that you will need for each meeting. In some cases, materials were sent to one Project Leader when the educational materials were mailed. Most supplies are inexpensive and readily available.
5. **After each chapter, complete the Project Leader survey.** Please complete the questions on the survey — either online or by downloading the paper copy from the website. Both versions can be accessed at:

[http://4h.ucanr.edu/Resources/Volunteers/4-H\\_Thrive\\_Resources/iThrive\\_Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)
6. The information on these surveys will help us understand more about how youth are learning the information. For example, we could discover that youth who complete iexplore and ireflect in a group setting learn more than those who complete the ireflect section on their own. This information will not be used to evaluate you as the Project Leader, but only to evaluate how well youth are learning the concepts of thriving.
7. **Ask for help** if you need it. You can talk to your county 4-H staff member or members of the Master Trainer team.

The activities in *iChampion 4* are designed for a developmental age of 13 and older and will not be developmentally appropriate for younger members.

## Educational Practices

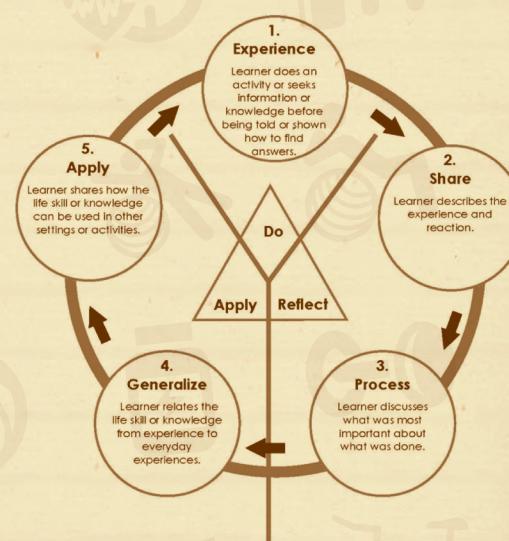
### Experiential Education

In most of the chapters, the iexplore activity is an experiential education activity. An essential component of 4-H programs is the framing of activities around the experiential education cycle. Experiential education provides opportunities for participants to construct meaning through engaging experiences. Components of experiential education include:

1. Experience: An activity to engage learners in an investigation, observation, experiment or scenario.
2. Reflection: Seamless movement through three distinct phases (share, process, generalize) whereby the facilitator guides the learners to share thoughts and feelings with others in order to process and generalize their experience. The reflection should be focused around the concepts explored in the chapter.
3. Application: An opportunity for learners to apply new knowledge to authentic situations in order to help deepen and extend their understanding.

[4-H Youth Development Program's Model for Experiential Learning (Chin et al., 2007)]

The 4-H YDP is based on a proven experiential learning model. It creates an educational climate through planned learning by exploring, doing and reflection. The activities and exercises in the *iThrive Leadership Project* are built around concepts and steps of this model. For more detailed information on the Experiential Learning Cycle, read *iChampion*, pages 9 – 10 or *iChampion 2*, pages iC2/4-5.



### Application of Learning to New Situations

The *iThrive 4* curriculum strives to help prepare youth for life experiences outside of Leadership Project meetings. Having a fun activity is only as important as the ability of youth to apply new knowledge and skills to authentic situations. When engaging youth in experiential and inquiry-based learning, hands-on activities serve as vehicles for learning new concept knowledge and skills. The application of new knowledge or skills to real-world situations is the important determinant of a good curriculum. Thus, to complete the cycle of experiential learning it is important to intentionally provide youth specific opportunities for authentic applications.

### Meeting Plans

Over the past 3 years of implementing the Thrive Leadership Development Project, Project Leaders have found that a two hour meeting is optimal for completing most chapters. Often, the members in the Project have other things to plan or talk about in addition to working through the *iThrive 4* lessons. In the suggested calendar below, we have made some recommendations for the amount of time each chapter or lesson will take. If needed, be sure to add on some time to take care of the other business of the Project.

## Sample Meeting Plans

Over the past two years of implementing the *iThrive Leadership Development Project*, project leaders have found that a two hour meeting is optimal for completing most chapters. Often, the members in the Project have other things to plan or talk about in addition to working through the *iThrive* lessons. In the suggested calendar below, we have made some recommendations for the amount of time each chapter or lesson will take. If needed, be sure to add on some time to take care of the other business of the Project.

### Suggested Meeting Outline

- » Greet members
- » Check-in Circle
- » Review how we're doing as a group (review group norms, full value commitment, etc.)
- » Share any istretch reflections that were completed between meetings
- » Read the information at the beginning of each *iThrive 4* chapter out loud together
- » Complete the iexplore, the related ireflect and related istretch

Tip: Be sure to have notebook paper at each meeting just in case a member forgets their *iThrive 4 Member Guide*. They can still look on with another member and complete the reflections or written exercises on plain paper and then insert their work in their own magazine at a later time.

### Suggested Lesson Calendar (whenever you start, just keep going in this sequence)

October	Step Up to Thriving (1 hr)
November	Chapter 1: Destination: Healthy Living (1 hr)
December	Chapter 2: MyHealth, MyPlate, MyMind (1 hr)
January	Chapter 3: Caring About Nourishment (1 hr)
February	Chapter 4: Competently Munching on Media (1 hr)
March	Chapter 5: Sparks for Health (1 hr)
April	Chapter 6: Path to Thriving (1.5 hrs)
May	Chapter 7: Celebrate (1 hr)

## 4-H Online Record Book (ORB) Data Collection Tools

### Spark Points Youth Surveys

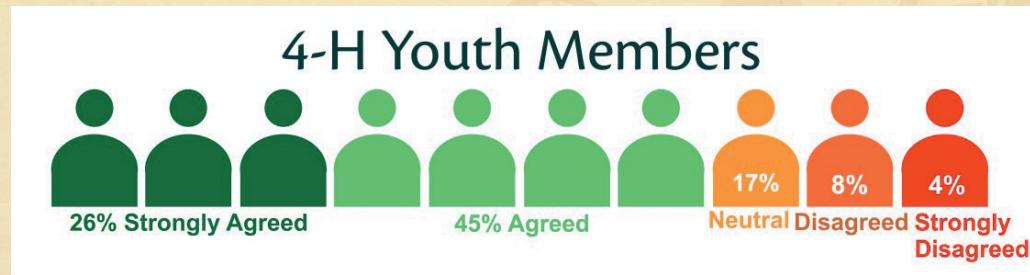
We are studying growth and learning in youth members through surveys in their 4-H Online Record Book (ORB). Ideally, the pre-course surveys should be completed during the first meeting and before the second meeting. Encourage your members to go there sometime between the first and second project meeting (September – January) and complete the surveys in their profile page under My Sparks Score/Questions.

Youth earn Spark Points for completing each survey. As an incentive, youth and adults are eligible for prizes when they complete the surveys by the established deadlines.

Youth will complete the same surveys again toward the end of the year (May – July). Once again, encourage your members to complete these post-surveys sometime after the sixth chapter and before the project is finished.

**Members will have different surveys on their ORB page depending on when they completed the first baseline survey and post surveys. Youth who have already completed a baseline and post surveys will only complete some surveys once a year. Whatever surveys show up in ORB in their Spark Points area are the ones that they should complete.**

Adult volunteers complete a survey at the end of each lesson either online or through the US mail to the State 4-H Office. Adult volunteers will also complete a survey at the end of training and at the end of the year.



*In general, youth report that they enjoy using ORB as a means to capture their growth and progress.*

# Step Up to Thriving - the first meeting

## What's the Point?

The first meeting should be the establishment of safety (physical, emotional, social) and group norms. Creating a safe space early in the project for each young person and yourself is critical for the success of the project. Helping everyone feel safe with each other will help people feel comfortable sharing and building their skills.

## Getting Started

Read through this whole section of *iChampion 4*, to be comfortable with the lesson plan. Since this is not a chapter but an introduction, it does not completely follow the chapter model. This meeting is about setting group norms, introducing some concepts about the psychological brain that will be used throughout the lessons and completing the research surveys.

To prepare for discussions that may include sensitive issues, review the section in *iChampion* on Sensitive Issues, pages 18-19. If this project is new to you, it may be helpful to read the Background and Key Concepts about emotional and physical safety, *iChampion* pages 20-21.

## *iThrive 4 Step Up to Thriving introduction checklist*

- ✓ Play a name game, especially if the members of your project are new to each other.
- ✓ Read the *iThrive 4* introduction together. Make sure members understand how *iThrive 4* is organized.
- ✓ Complete a group behavior activity — Full Value Commitment is our favorite, *iChampion 2*, pages iC2/11-12. You can find activities in *iChampion* pages 23-24 and *iChampion 2* pages iC2/11-13.
- ✓ Watch the iexplore The Rider, The Elephant and The Path video.
- ✓ Complete the ireflect discussion questions.
- ✓ Make sure members know how to access their 4-H Online Record Book and know where the Spark Points surveys are located.
- ✓ Encourage members to complete their baseline Spark Points surveys as soon as possible — it is highly recommended that members complete some surveys during the meeting — **it is especially important that members complete all of the standard surveys before the next meeting.**
- ✓ Complete any necessary paperwork. Set a meeting calendar for the year.

## Project Leader Tips

This is the fourth year of California 4-H YDP, state-endorsed educational materials for the Leadership Development Project. It could be that you will have both new members to the project and continuing members. If all of the members are continuing or you have a mix of new and returning, use returning members to help new members navigate the 4-H Online Record Book, as well as leading some of the activities. Be sure to do all of the safety and relationship building pieces even if they all know each other. As young people grow and mature, their needs around physical and emotional safety can change. It's very important that they have consistent opportunities to develop safety as often as necessary.

Spend a few minutes at the beginning of each meeting to “take the safety temperature in the room.” A simple way to do this is to review your group agreements together to see how everyone thinks the group is doing. If something doesn’t feel right, check in with the group and see what you can do together to create a safe meeting place again.

Each time a new member is introduced, you have a “new” group. Safety for this new group needs to be re-established. You can do this by having another youth mentor the new youth and guide them through the activities you have already done to establish safety. You will also want to play some relationship building games and make sure everyone knows each other’s names.

Consider the personalities, abilities, ages and stages of development and individual differences of young people in your project group. Some members may be active participants from the very beginning; others will wait to feel comfortable enough to talk aloud. Project members shouldn’t feel forced to converse, but should definitely be encouraged to engage and be involved, even if that means reserving the right to pass in the meantime. Growth can look very different for diverse groups of youth. Leaving the door open for an ongoing conversation can allow for thriving discussions to evolve over time.

## iexplore:

### The Rider, The Elephant and The Path

**Objective:** To help youth understand that their logical self, their emotional self and the environment they are in, all play a role in helping them to make healthy choices in their lives.

**Time:** 60 minutes

**Materials:** Access to technology that will play a YouTube video or DVD with video clip on it.

**Preparation:** Understand the concepts of the rider, the elephant and the path as it relates to human psychology

**Preparation Time:** Minimal

**Facilitator Tips:** The concepts in this lesson relate to all of the thriving concepts.

Throughout the year, the curriculum will call attention to “the rider, the elephant and the path”. It is important that this exercise be done before beginning the chapters. The qualities of each of the three parts are not inherently good or bad. For example, the elephant represents the emotional and motivational self. Sometimes, people can see “emotional” as the equivalent to “bad” — be sure to correct that misconception if you hear it. Avoid labeling any of the parts as good or bad — we need all three!

#### Directions:

1. **Say:** “In a minute we will be watching a video about two different parts of your psychological brain that affect how you make decisions and choices throughout your life. How you make decisions is also affected by your environment. All of the information in the video will relate to the thriving in health and leadership skills that we will be learning this year. While you watch the video, be thinking about how the ideas presented can relate to your ability to make healthy choices and also how it relates to how you apply your leadership skills.”



2. Watch the video *The Rider and the Elephant* on the *iThrive 4* DVD or found at: <http://www.youtube.com/watch?v=qmmwWxVzSsw> (8 minutes)

After watching the video, go directly to the ireflect group discussion questions, below.



## ireflect:

### Group Discussion

- » Talk about an experience you have had when you were working hard to make logical and healthy decisions — the rider was in control!
- » When the rider gets tired, what strategies can you have in place to avoid the elephant from taking over?
- » Describe a situation that you have been in when the elephant was in charge of some decision you made.
- » Describe a time in which the path helped you make a healthy choice and discuss what kinds of paths help facilitate healthy choices.
- » How are the rider, the elephant and the path related to your leadership roles?

### Wrap-Up Statement:

**Say:** "As we go through each of the *iThrive 4* chapters, we'll circle back to the concept of the rider, the elephant and the path as it relates to each of the concepts of thriving and healthy living."



Please  
complete the  
**Step Up to Thriving**  
Survey found at

[http://4h.ucanr.edu/Resources/  
Volunteers/4-H\\_Thrive\\_  
Resources/iThrive\\_  
Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)

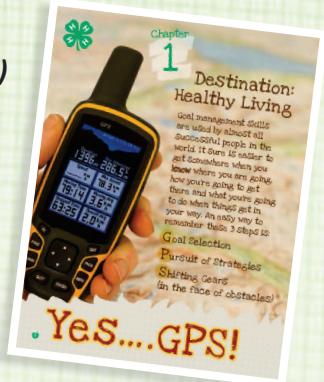
# Chapter 1

## Destination: Healthy Living

### What's the Point?

#### **Youth Development Concept: Goal selection, Pursuit of strategies, Shifting gears (GPS)**

The focus of this chapter in *iThrive 4* is on helping young people think concretely about goal management and to learn how to apply this to help themselves and others make healthy choices. The GPS goal management system is more than just goal setting — it's really a lifelong system of planning where you are going, how you are going to get there and what you are going to do when things get in your way.



### GPS

Goal management is defined by the ability to effectively utilize goal-setting skills to manage the process of reaching a goal, or goals. In the 4-H Thrive model, we are using the GPS system of goal management:

**Goal Selection** – Figure out what you want to do.

**Pursuit of Strategies** – Make your plan with details: By when? How? Where?

**Shifting Gears** – Decide on other options if obstacles get in your way.

Within the G, P and S are defining phrases that we call dimensions. The words in **bold** are the dimensions to pay attention to.

**Goal Selection** means that you....

...take initiative to **choose meaningful, realistic and positive goals**. The goals you choose are challenging and ones that will help you reach your full potential.

**Pursuit of Strategies** means that you...

...**stick to a plan** by making step-by-step actions to reach your goals.

...work your hardest and **show persistent effort** to reach your goals.

...**check your progress** toward your goals to see if changes are necessary.

**Shifting Gears** means that when you are having trouble reaching your goals, you...

...**seek help** from new people and resources.

...**substitute strategies** by figuring out which ones don't work and change your strategies.

## Getting Started

Your role as an adult volunteer is to support effort and persistence in goal selection, pursuit of strategies and shifting gears when things get in the way. Take a look through *iThrive 4*, Chapter 1, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexercise, iexplore, ireflect and istretch activities.

### Chapter Checklist

- » Read the *iThrive 4*, pages 6-7 together. Make sure members understand the key concepts of the chapter.
- » Read the Just Breathe! heading on page 8 together. Practice the iexercise shoulder stretches and child's pose.
- » Read the heading on page 9 together. Complete the iexplore GPS: Green Lights, Detours and Stop Signs activity.
- » Individually, members work on the iexplore My Goals and Strategies — they should have at least 15 minutes for this.
- » Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their journal, and then use the questions for group discussion.)
- » Complete the istretch Create a Mantra activity during the meeting or on their own between meetings — share them at the beginning of the next meeting.

## Keep In Mind...GPS Goal Management Messages

### Objectives

- » Youth learn the skills necessary to manage goals (GPS).
- » Youth choose their destinations and set “good goals” that are: meaningful, realistic and stretching; Good goals “draft” other goals.
- » Youth develop strategies for pursuing their goals.
- » Youth learn the value of shifting gears when the going gets tough.

### Help a young person to reflect on his/her goals

- » Help him/her break down goals into bite-size pieces, or “shrink the change.”
- » Notice when that person has a small win. Highlighting a “win” will build confidence and reinforce good choices.
- » Encourage him/her to apply effort in the face of challenge; try different strategies and seek help. (Apply a growth mindset.)
- » Identify behaviors that are already working, called “bright spots.” Support a young person to recognize these signs of early success that can provide hope that he/she is capable of reaching goals.

## Highlights

- » GPS is a set of skills that can help you find a way to reach goals, much like a GPS in a car helps you find your way to a destination.
- » GPS stands for: G = goal selection; P = pursuit of strategies; S = shifting gears “when the going gets tough.”

### Select goals that are:

- » meaningful to you. Visualize what your destination will look and feel like.
- » realistic and yet stretching in terms of challenge. Just as a rubber band doesn't work well if it is too loose or too stretched, a good goal can't be too easy or too difficult.
- » drafting. Drafting is a term used in biking. It is when a tunnel of air is created behind the first rider, which reduces the effort for the riders behind him/her. This helps the entire group get to their destination faster. Similarly, a goal can help draft other goals and help you reach all of your goals faster.
- » Use the acronym M.R.S.D (meaningful, realistic, stretching and drafting) to remember the elements of a well-selected goal.
- » Break your goals into smaller steps that include precise timing, location and resources needed, called action triggers.

### Pursue strategies by:

- » creating and sticking to a plan.
- » persisting with your strategies and considering new strategies when necessary.
- » checking progress along the way.

### Shift gears by:

- » substituting strategies or changing parts of a strategy when necessary.
- » looking for help from familiar and new people and resources.
- » emulating strategies of role models.
- » changing goals when obstacles get in your way. Don't get stuck in “feeling bad.” Consider this experience as learning. There are likely other ways to get to your ultimate goal or new goals that you would like to try.
- » checking how your strategies are working and if they aren't, think about ways to change your strategies.

### Avoid:

- » describing GPS as only goal setting, instead emphasize the full goal management system.
- » making comparisons to S.M.A.R.T. goals.

### Project Leader Tips

Within the GPS model of goal management are different **dimensions** that help us understand the deeper meaning of the step. It will be important for you to observe when youth members are practicing the skills and to use the language to point out when they do. For example, “I see that you are really working hard to **stick to your plan**. At this point, what other things could you do to help move toward your goal?” (**Seek help from others? Substitute a strategy?**)

## ACTIVITIES

# iexercise:

### JUST BREATHE

Has anyone every told you to just take a few deep breaths? When we're feeling overworked, stressed out, or upset taking a few deep breaths and stretching our muscles can help reduce some of that tension. We cannot always control the stressors in our lives, but we can change how we react to stressors. Deep breathing lowers our heart rate by using the movement of the diaphragm to send carbon dioxide out of the body and bring oxygen into the lungs. Additionally, when we stretch, our bodies become more flexible and less susceptible to injuries when we exercise. Try these stretches as a group and then see if you can sneak them into your daily schedule.



#### Shoulder stretch:



Raise your arms above your head, interlocking your fingers with your palms facing upwards. Look straight ahead and relax your shoulder blades. Take five full breaths in and out. Relax your arms to your sides, roll your shoulders backwards and forwards a few times.

<https://www.youtube.com/watch?v=0lbNOlFv5WA>

#### Child's Pose

Sit up on your heels with your knees facing forward. Lower your chest down to your knees and extend your arms in front of you. Hold the pose and breathe.

<https://www.youtube.com/watch?v=V22xybieHk>

*Remind teens to keep track of how often they do the iexercises in the Online Record Book.*



# iexplore:

## GPS: GREEN LIGHTS, DETOURS AND STOP SIGNS

**Objective:** To help youth identify roadblocks and motivators to being healthy and practice goal management skills related to living healthfully.

**Time:** 45 minutes

**Materials:** Detour cards, spot markers — at least 6 per team, game cards, die, flipchart, markers, GPS worksheet (*iThrive*, page 9-10),

**Preparation:** Copy and cut out the Detour game cards. Understand the connection of the path to setting meaningful, realistic and positive goals. Understand the connection of the elephant as the emotional desire to make healthy choices — we need the strength of the elephant to make behavior changes but the elephant needs motivation. The skills of the elephant are important and not inherently “bad.” Understand the connection of the rider to gaining knowledge about healthy choices. Understand how the three parts work together to create behavior change.

**Preparation Time:** 30 minutes

**Safety Note:** Pieces of paper or paper plates on the floor are a slip hazard. While paper is readily available, it doesn't make a good, safe spot marker — use the spot markers provided.

## Directions:

### Part A

- Ask members what they think it means to be healthy. How can the rider help you make healthy choices? What about the elephant — how do you use the skills of the elephant to make healthy choices? And how can you shape the environment so that it leads to success in making healthy choices? Solicit responses for each question separately.

**Say:** “One of the ways we can shape the path is to manage our goals around healthy choices. When you know your destination and the strategies to get there, you are more likely to reach your goals. We all encounter roadblocks — the things that get in our way and it’s important to know how to shift gears when something gets in the way of reaching our goals.

To demonstrate these concepts, the object of the game we’ll play is to get your entire team to the opposite side of the room. In a minute, not yet, we’ll divide into 2 teams. In order to move forward you will roll the die to determine the number of places you can move forward. Then a team member will choose a game card which will either say, “Stop Light!” “Green Light!” or give you a Detour to solve. If the team pulls a “Stop Light!” you lose your turn; if a “Green Light!” is pulled, you move ahead instantly; and if the team pulls a Detour card, they must provide a response to the scenario — be aware that there are also Detour cards where you have to come up with your own real-life roadblocks and provide a solution. Each Detour card describes a roadblock (something that makes it hard) to being healthy and asks members to identify a strategy and goal that will address that roadblock. All of your team must be touching some part of the spot markers as you move across the room.”

- Divide youth into two teams and give each group a stack of spot markers (6 per team). Set each team up on opposite sides of the room. Each team will try to reach the other side of the room first.
- Explain that each team will rotate tossing the die to determine the number of spaces they will move forward.
- After they roll the die, one member of that team chooses a card from the stack and reads it aloud. Read the card and follow the correct instructions for that card.
- The facilitator records answers to the Detour cards on a flipchart or some other board so that it is visible to all.
- After the team identifies a strategy and a goal they will place the spot markers (equal to the number that was rolled on the die) on the floor, moving closer to the opposite side of the room. Throughout the game every team member will need to be touching some part of the spot markers rolled in that round only.
- When one team reaches the opposite side of the room or you have played at least 6 rounds, whichever is GREATER, stop the game and move directly into Part B. (If a team reaches the other side of the room before finishing 6 rounds, keep playing through the 6<sup>th</sup> round).

### Example:

- » Team A rolls the die and gets a 2.
- » They pick a game card and reads aloud: “Oscar would rather hang out with friends than do anything else. How can Oscar be healthy AND spend time with his friends?”
- » Team A responds (Oscar can choose to do physical activities with his friends, ie. play basketball) and the facilitator documents their responses.

The facilitator asks: What, specifically, does Oscar need to do to have time to be physically active every day?

Team A responds with specific actions Oscar would need to take to accomplish this goal (ie. schedule 30 mins every day after school to play basketball with friends).

Team A places two spot markers on the floor, all members of that team need to be on those two squares, moving towards the opposite side of the room.

### Part B

1. Members independently review the list of roadblocks created during the game.
2. Ask each member to review the roadblock list that was created and choose one example that they most identify with. Reflect on a strategy to manage that roadblock. Ask members to jot down their ideas on a piece of paper. Remind members that the best strategies include specific actions — something they will do, by when, by whom and who can help.
3. After about 5 minutes, ask members to find a partner. You can ask youth to pair up with someone who likes the same fruit, vegetable or physical activity as they do. Ask youth to share their ideas and see if they can add any suggestions to their partner's strategies. Seeking help from others is a GPS goal management skill that is often challenging to practice.
4. Members individually complete the GPS Worksheet on pages 9-10 of *iThrive 4*. Give them about 15 minutes for this.

## *ireflect:*

- » What is your greatest roadblock to being healthy?
- » What strategies can you use to overcome that roadblock?
- » In your role as a leader, how can you use GPS goal management skills to help others make healthy choices?
- » What advice would you give a younger member if they were struggling to reach a goal?

## *istretch:*

If time allows, complete the *istretch* during the project meeting. We find that learning increases when members complete the *istretch* activities together. If there is not time, encourage members to complete the *istretch* activity on their own or in small groups and bring their answers to the next meeting. At the beginning of the next meeting, spend about 5 minutes sharing their mantras.

**Say:** "A mantra is a phrase or word that inspires and motivates you. Mantras can be helpful to keep the rider in control while also motivating the elephant. Additionally, mantras can help you manage stress and keep you focused on your goals. Examples of mantras are in your *iThrive* journal on page 11.

Write your mantra down and put it in a place where you will see it often. Consider creating a mantra hashtag that you can use in your Twitter/Facebook/blog posts to keep you in line with your health goals."



Please  
complete the  
**Destination: Healthy  
Living Survey** found at

[http://4h.ucanr.edu/Resources/  
Volunteers/4-H\\_Thrive\\_  
Resources/iThrive\\_  
Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)

# Chapter 2

## MyHealth, MyPlate, MyMind



### What's the Point?

#### Youth Development Concept: Growth Mindset

This chapter in *iThrive 4* helps youth understand how a growth mindset can help them make healthy choices in all aspects of their lives. The intention of this chapter is to help youth move from fixed mindset ideas such as, “I can’t do that, I’m just not good at making healthy choices!”, to a growth mindset position of, “I know that if I keep trying, making healthy choices will become easier!”

**Growth mindset** is a belief that abilities and habits can grow with effort and persistence. Having a growth mindset allows people to approach their ideas about being good at something with the belief that even if they fail, they will have learned something. **Fixed mindset** is a belief that talents, skills and habits are mainly inherited, (fixed) and can’t change much. With a fixed mindset, people are afraid to challenge themselves and don’t grow much because they don’t think they can change. In the face of challenges, having a fixed mindset can lead to greater trouble reaching goals.

The more we learn and practice new things the more we make new connections in our brain. In fact, the brain areas that get used actually grow bigger as knowledge increases. This means that making healthy choices becomes easier when you put forth effort and persist through challenges, because you will make the “healthy choice” part of your brain growth. You will start to think about making healthy choices as something you can master and you will actually notice yourself feeling smarter.

People and animal studies have shown that when you are actively using and practicing a healthy life choice or thought pattern, your brain lays down more connections that speed up the ability to think, act and behave more competently around choosing healthy. What starts out difficult becomes easier.

We know that brain researchers say your abilities, habits and skills can change when you practice persistence and effort. Persistence and effort take energy, and to be an effective leader you need energy; the brain is the biggest energy eater in your body, burning about 30% of the fuel your body uses every day! One way to ensure you have adequate energy is to eat a balanced plate. Too much sugar or caffeine can make you crash. While staying hydrated, well-nourished, and well-rested can help you feel better and lead better.

Scientists have discovered that people do things mainly because of the thoughts and feelings that they have - thoughts and feelings that live in the brain and that can be changed. Once again, you can think of your logical thoughts as the rider and your feelings as the elephant. When you have a thought or a feeling, the pathways in your brain send signals to other parts of your brain that lead you to do one thing or another.

By changing your brain’s pathways, you can actually change and improve the choices you make. So it’s not that some people don’t know or don’t care about their health, it’s just that everyone’s brain is a “work in progress” – we’re all changing. And we already know how easy it is for the rider to get tired! Most importantly, we know that your skills around making healthy choices get better when you are persistent and put forth effort into making healthy choices. Even if you fail at one meal or snack — it’s important to keep trying — your persistence and effort will pay off!

## Getting Started

Read and understand *iChampion* pages 37-41 for more information about growth mindset. Your role as an adult volunteer is to practice a growth mindset yourself and use wise praise techniques with youth. Take a look through *iThrive 4*, Chapter 3, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexplore, ireflect and istretch activities.

## Chapter Checklist

- ✓ Read *iThrive 4*, pages 12-13 together. Make sure members understand the key concepts of the chapter.
- ✓ Practice the iexercise leg kicks and high knees.
- ✓ Read the information in *iThrive 4* on page 14 about the iexplore aloud together. Complete the iexplore MyHealth, MyPlate, MyMind activity.
- ✓ Complete the ireflect questions. This is the one ireflect where it is VERY important that youth self-reflect and do a thorough writing exercise. Be sure to give them adequate time to answer questions 1 and 2.
- ✓ Complete the istretch to create a meal activity on their own between meetings — share photos and social media posts of their plate at the beginning of the next meeting.

## Keep In Mind...Growth Mindset Messages

### Objectives

- » Youth understand that there is new research about the brain that they can apply to their lives to help them reach their goals.
- » Youth understand how the brain thinks thoughts.
- » Youth understand how the brain is like a muscle that grows stronger with challenge.
- » Youth understand the unique opportunity for nurturing brain growth in adolescence.
- » Youth learn that a growth mindset is about applying effort, trying strategies and seeking help.
- » Youth learn the value of a growth mindset in their own lives.

### Help a young person to reflect on his/her goals

- » Modeling your own Growth Mindset through language and action (e.g., putting in effort, trying new strategies, seeking help). Show that you tackle challenge and learn from mistakes.
- » Praising times when you see a young person tackle challenge and show effort, try alternate strategies or seek help.  
**Say:** “I can see the effort you’re putting into this. Good for you!” (praising effort)  
“I like how you keep trying new ways to get there.” (praising strategy)  
“You tried hard. Then you asked someone for help when you got stuck. Great!” (praising seeking help)
- » Using Wise Praise – *Convey three points:*  
“I have high expectations of you.”  
“I know you can do it.”  
“I will help you.”

- » Help a young person accept challenges by emphasizing that the brain grows with challenge.
- » Notice when a young person seems to be practicing either a fixed or a growth mindset — without labeling and with finesse — support self-awareness.
- » Praise times when you see a young person tackle challenge and show effort, trying alternate strategies or seeking help.
- » Engage a young person in thinking through strategies that would be useful to him/her.
- » Encourage a young person to seek help when he/she needs it.

### Highlights

- » Did you know that you can shape your own brain? New research shows how the brain works and what you can do to reach your full potential.
- » Your brain thinks thoughts by sending electrical and chemical impulses along pathways of neurons. Pathways grow stronger cell connections each time you repeat a thought or action.
- » Challenge is good for your brain. Your brain is like a muscle: it grows stronger with challenge and effort.
- » To think well, your brain needs: Exercise, fuel (food and water), sleep and challenging activities.
- » Growth mindset is a belief that abilities and personality can grow with challenge. Having a growth mindset allows people to approach challenge with: effort, trying alternate strategies and seeking help.
- » Fixed mindset is a belief that talents, skills and personality are mainly inherited, (fixed) and can't change much. With a Fixed Mindset, people are afraid to challenge themselves and make mistakes because they don't think they can change. In the face of challenge, having a fixed mindset can lead to greater trouble reaching goals.
- » You — or anyone — can grow abilities and even personality by using effort, trying different strategies and seeking support. Science shows that people with a growth mindset are more successful in life. You can apply this scientific finding to your life by adopting a growth mindset and being more successful!

### Avoid ...

- » using labels like “smart,” “dumb,” or “talented”, because those words communicate that you have a certain amount of intelligence and cannot change.
- » speaking as if “easy” is positive and “hard”/“failure” is negative, because doing hard things and failing is how we best learn.
- » using excessive labels of “growth” and “fixed” mindset. Explicitly apply the growth mindset intervention and then allow the young person to develop his/her belief naturally, without adult over-use or pushing.
- » implying that personality or ability is inherited or pre-determined.

## ACTIVITIES

# iexercise

Warming up before any extraneous activity is important to not only having a productive workout, but also reducing your risk for injury. Brisk walking combined with some kicks and high knees can be a great pre-run warm up.

### Leg kicks

Standing with your arms at your sides alternate kicking your heels to the butt.

[https://www.youtube.com/watch?v=D\\_qMNWY0tHo](https://www.youtube.com/watch?v=D_qMNWY0tHo)



### High knees



Stand with your feet hip-width apart and pull your knee towards your chest and keep it there for three seconds and release. Then do the same with your other knee, do this for 60 seconds.

<https://www.youtube.com/watch?v=dpEPckUtD7A>

*Remind teens to keep track of how often they do the iexercises in the Online Record Book.*

# iexplore

## MyHealth, MyPlate, MyMind (Growth Mindset)

**Objective:** To help members remember to use a growth mindset to help them persist through challenges and choose foods consistent with the MyPlate guidelines, and help them reach their healthy living goals.



**Time:** 60 minutes

**Materials:** MyPlate poster, Food Group Information Sheets, paper lunch bags and Food Value Cards.

**Preparation:** Understand activity, gather materials and shop for food preparation items. For each team label paper lunch bags with Team A or B, etc. and one of each: fruit, vegetable, grain, protein, dairy and other. (So if you have two teams, you will have two of each type of food bag). For an added challenge place the food bags far apart.

**Preparation Time:** 1 hour to understand activity, gather materials and shop

**Facilitator Tip:** Provide some snacks from each of the food groups on MyPlate-be creative, bring some things that kids may not have tried before. Some suggestions: sea beans, starfruit, dandelion greens, jicama, dragon fruit (pitaya), artichokes, or pomegranates. These items should be available in the produce section of most grocery stores.

**Directions:**

1. **Say:** "We're going to use the MyPlate icon as a way to help you think about using a Growth Mindset to reach your healthy living goals. Remember that making healthy choices takes work, so you will need to keep your growth mindset active. When you **believe** you can change and live a healthier life, you give yourself the encouragement and tools you need to reach your goals."
2. Introduce the MyPlate poster.  
**Say:** "The MyPlate food icon is a visual tool used to help people make healthier food choices. The MyPlate icon emphasizes the importance of building a properly portioned plate that includes all five food groups: fruit, vegetable, grains, protein foods, and dairy. You can use the MyPlate icon as a guide to building a healthy meal. Based on the MyPlate guide, you should make half of your plate fruits and vegetables, at least half of your grains should be whole grains, and your dairy should be fat-free or low-fat. Using the MyPlate icon as your blueprint, you can build a meal that will provide you with the energy and focus you will need to reach your goals."
3. Ask the following questions separately and solicit responses: How do we use MyPlate? What are some examples of foods in each category? Which foods do you think would be "always" foods or foods that we should eat more of (fruits, vegetables, etc.)? Which foods do you think would be "sometimes" foods or foods that we should eat less of (ice cream, chips, etc.)? Guide members to develop an understanding that the MyPlate icon is used to assist in selecting foods that people need to eat to be healthy.
4. **Say:** "Determining which foods belong in which food group can be tricky. In a minute, we'll divide the group into two teams. Each team will receive a deck of 51 food cards. Each team will review the food cards and race to correctly sort the cards by food group (fruit, vegetable, grain, protein, dairy or other). Place each food card into the corresponding food bags."
5. Divide members into two groups, shuffle each deck of cards and give a full deck to each group.
6. **Say:** "Group A will sort their cards into the bags marked with an "A" and group B will sort their cards into the "B" bags. Sort the cards by food group as quickly and correctly as you can. Ready? Go!"
7. When both teams have placed all their cards in the bags, have them collect all of the bags for their team. One bag at a time, review how the food items have been sorted and ensure that all food has been placed into the corresponding bags. Ask what they placed in the "other group" and why? Ask why these items may not have a place in the MyPlate? What are they? (The "other group" will most likely include items such as: water, sour candies, candy bar, soda and sports drinks.)
8. Now divide the group into five small teams and have them each select a different food group (not including the "other group") to study. If your group is smaller, all members can work in one team to cover each food group.
9. Provide each team with the Food Group Information sheet and announce that it is the team's job to become experts in that food group. The food information sheets will highlight best food choices and serving sizes in each food group.
10. Give each team about 20 minutes to read over the food group information card and prepare a short presentation. Be creative! It can be a skit, song, rap, etc. that they will share on their food. You might suggest the teams include specific examples of foods found in their food group, identify some options and fun ways to eat or prepare foods from that group.
11. Share their presentations with everyone.
12. Have a snack of some unusual foods — what food groups are they in?

## ireflect

In this chapter, it's important for members to reflect and write on their own. Researchers have found that especially with growth mindset messages, youth retain more of the information if they take the time to reflect and write.

In the opening information and examples, you learned 3 things:

- a. When you work hard and learn new things, your brain grows new connections and you get smarter.
  - b. The more you challenge yourself, the smarter you will become.
  - c. Smart people are the people who have practiced more — they have built up their brain "muscles."
1. Think about an example from your own life. Describe a healthy habit that you did not do well at first, but then you practiced using a good strategy and became really good at it.
  2. In your leadership roles you may encounter people who feel like it's too hard to eat healthy foods and be physically active. Write a letter to a friend to encourage him or her — tell them about something you just learned about being healthy and why he or she should try to make healthy choices.
  3. Reflect on how well you are sticking to your plan. How are you demonstrating working hard and persistent effort? What strategies did you have to change for new ones? Who have you asked for help?

## iStretch

Encourage members to complete the iStretch activity on their own and bring their photos or posts to the next meeting.

Ask members to use the MyPlate as their guide to design a recipe or meal that meets recommendations and incorporates some of their favorite foods. As an extra challenge, encourage youth to use a food that was introduced during this session that may have been new to them.

Encourage members to make their meal, take a picture of it, and post the recipe to their social media (Twitter, Facebook, Instagram, Blog). Remind members to hashtag their mantra and #4HiThrive in their post.



# Chapter 3

## Caring About Nourishment

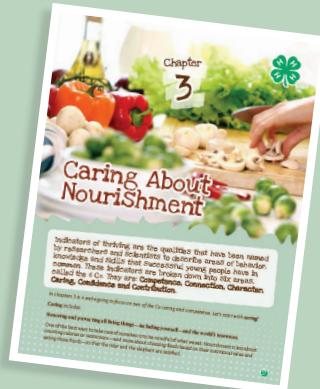
### What's the Point?

#### *Youth Development Concept: Indicator of thriving: caring*

The third and fourth chapters in *iThrive 4* are about helping youth members understand how they know if they are thriving. The California 4-H Youth Development Program embraces the 6 Cs of youth development as outcomes – **caring, contribution, confidence, competence, character and connection**.

Each year, a specific C is emphasized in the *iThrive* materials. This year, we are focusing on caring and competence. In this chapter, we will focus on caring. Caring is defined as the work or practice of looking after, honoring and protecting all living things and the world's resources.

One of the best ways to take care of ourselves is to be mindful of what we eat. Nourishment is less about counting calories or restrictions — and more about choosing foods based on their nutritional value and eating those foods so that the rider and the elephant are satisfied.



### Getting Started

If *iThrive* is new to you or you want a refresher, read the “Background and Key Messages” in *iChampion* on pages 57 – 61. Your role as an adult volunteer is to encourage youth on the path to thriving.

### **Chapter Checklist**

- ✓ Read the *iThrive 4*, page 17 together. Make sure members understand the key concepts of the chapter.
- ✓ Practice the iexercise jump squats, the bridge and the superman.
- ✓ Complete the iexplore Nutrient Navigation activity.
- ✓ Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their journal, and then use the questions for group discussion.)
- ✓ Watch the istretch video of White House Executive Chef together during the meeting or on their own between meetings—share what they made for the family meal at the beginning of the next meeting.

## **Keep In Mind...Thriving Messages**

- » Youth have a full view of thriving and what it takes to reach their full potential.
- » Youth understand the characteristics of thriving.
- » Youth reflect on thriving indicators and determine where they have developed strengths and areas for further development.
- » Youth identify risk-factors that get in the way of reaching their full potential.

### **Help a young person to reflect on his/her thriving indicators and risk factors**

- » Reiterate that there are no “right” or “wrong” answers.
- » Create a safe environment for open and honest discussion and idea-sharing.
- » Help a young person discover thriving strengths and areas for growth.
- » Point out how working on thriving indicators can enhance Sparks.
- » Talk with a young person about the value of honest self-reflection.
- » Notice when a young person becomes interested in a particular thriving indicator and/or is struggling with a risk factor.
- » Listen carefully for ways to support a young person in pursuit of a thriving goal.

### **Highlights**

- » Thriving is about reaching your full potential – being all you can be. It is not a destination, but a life-long process.
- » There are 12 indicators of thriving, which are divided into the 6 Cs that we work on all our lives.
- » The Thriving Wheel defines the indicators of thriving. Use the Thriving Wheel to reflect about the strengths you've grown and where you'd like to develop.

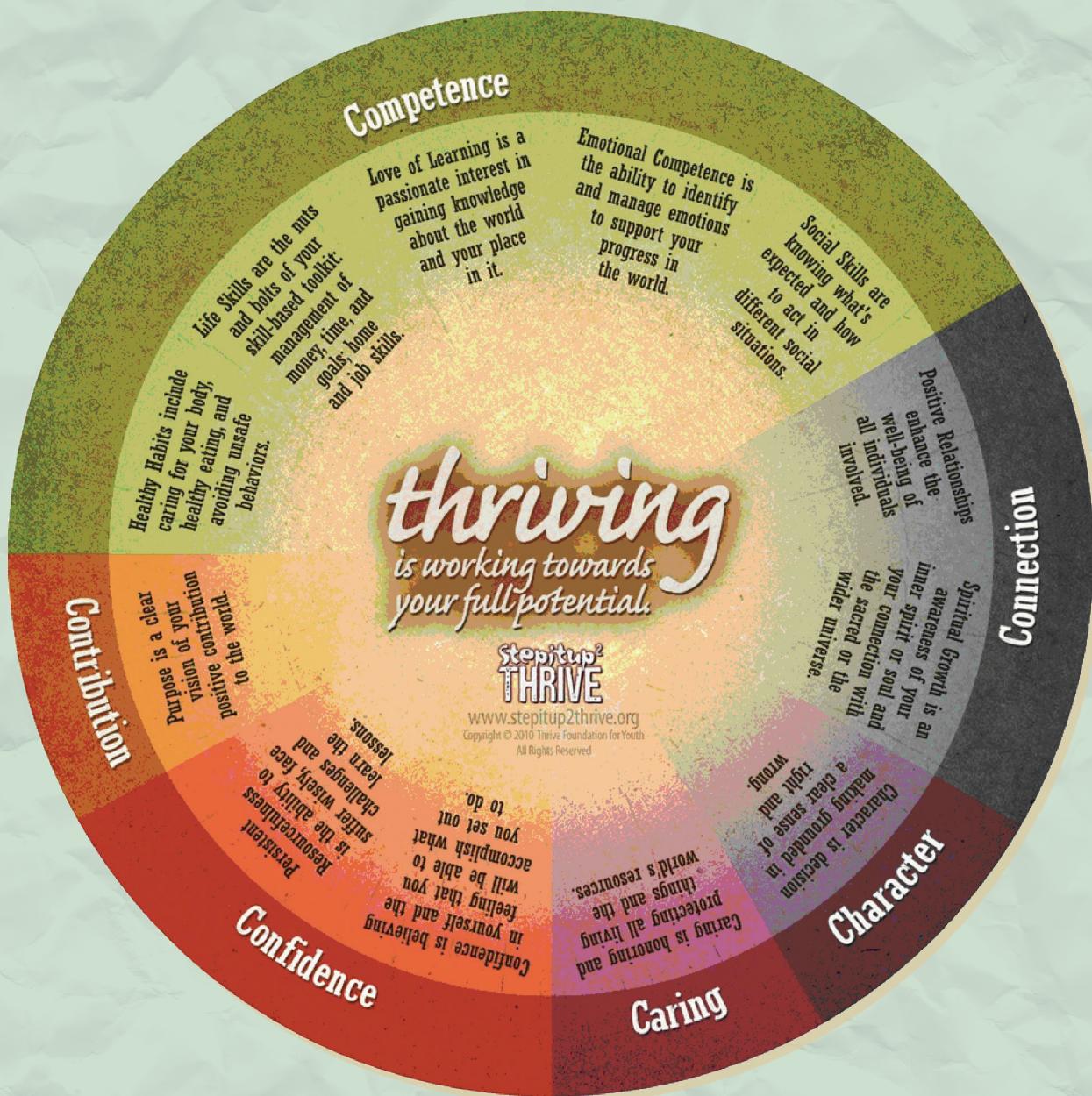
### **Project Leader Tips**

The development of the 6 Cs is a lifelong endeavor. In 4-H, over time, you can easily see examples of how members grow and develop their Cs. Reinforce to your members that the more intentional they are about setting goals to develop their Cs, the more likely they are to achieve growth. Listen and watch for members to demonstrate growth in confidence, competence, connection, character, caring and/or contribution skills. Take advantage of opportunities to voice and label the C that you notice.

- » Accurate self-reflection strengthens your ability to set and meet goals. Having a growth mindset can help you accurately self-reflect.
- » Working on thriving characteristics can help you pursue Sparks.
- » Risk Factors are road-blocks on the journey to full potential. There are techniques for overcoming these roadblocks that we can all learn and practice.
- » You're on your way to being all you can be when you identify and pursue a thriving goal that is meaningful to you.

### Avoid...

- » using "should" messages. For example: "You should be more caring or you should have a stronger character."
- » turning risk factors into "labels" or identities.



## ACTIVITIES

# iexercise

Resistance exercises can help improve muscle strength, bone density, and build endurance. This type of strength training can also help increase the speed of runners and helps reduce injury risk.

Try these resistance exercises as a group:

### Jump Squats



Jump squats are the best preparation for taking jumping pictures! Stand with your feet shoulder width apart. Squat down and jump up. Land back into the squat position.

<https://www.youtube.com/watch?v=utQShuge6Vk>

### The Bridge

Lay down on your back with your knees bent and your hands resting at your sides. Using your core muscles lift your torso up. Hold that position for 60 seconds.

<https://www.youtube.com/watch?v=KdyTu0ETItE>



### The Superman



Lay on your stomach with your arms and legs flat on the ground. Lift all of your limbs up into the air and hold for 30 seconds. Rest and repeat 5 times.

[https://www.youtube.com/watch?v=\\_XeO30G3UpQ](https://www.youtube.com/watch?v=_XeO30G3UpQ)

*Remind teens to keep track of how often they do the iexercises in the Online Record Book.*

# iexplore

## Nutrient Navigation

**Objective:** To help members identify healthy food choices and think about why certain foods are better for us.

**Time:** 60 minutes

**Materials:** card stock paper, 1 gallon plastic bags, scissors, tape, Food Value Cards (cards will have a food pictured on one side and nutrition information on the other side).

**Preparation:** understand the activity and gather supplies

**Preparation Time:** 15-30 minutes

**Directions:**

**Say:** "The best leaders care about themselves and the people around them. What do you think caring means?" (Solicit responses.) "Caring is the work or practice of looking after, honoring and protecting all living things and the world's resources. One of the ways we can take care of ourselves and others better is to have some knowledge about the nutritional value of different types of foods so that you can make an informed decision about what you choose to eat."

1. Divide the group into teams of 2-4 members.
2. Provide each team with a sheet of card stock, scissors and tape. Instruct the team to design a mouth that is open in the middle and cut out around the edges — they can decorate the mouth any way they want to. When the mouths are cut out, attach the plastic bag to the back of the mouth so that placing an item into the mouth will also fill the plastic bag. They should also come up with a name for their mouth.
3. **Say:** "Your mouth belongs to a 16-year-old that enjoys spending time with friends, reading, playing soccer and organizing school events – like the annual blood drive. You can feed her/him anything you want from the food cards provided." (Do not mention that there is nutrition information on the opposite side of the card or that there is a point value assigned to each food.) Give each team about 1 minute to feed their person.
4. **Say:** "Some foods are better for you than others. Foods that are processed tend to be higher in sodium, sugar and fat. Foods like fresh fruit and vegetables are nutrient dense. You may have noticed that each food card has a number on it, that number represents the nutritional value of each food. A higher number means that food is a better choice. This food value system is used in grocery stores to help people choose higher value foods."
5. Have members add up the number of "nutritional points" they earned from what they fed her/him. Record each team's points.
6. Now, inform the teams that there are some nutritional facts on the back of each card.
7. Give the members about 5 minutes to review the back of the cards.
8. **Say:** "Your mouth has changed personalities and is now someone else — give her/him a new name. This new mouth belongs to a person who is tired all the time, doesn't want to go out with friends, complaining that it just takes too much energy. To show you care for her/him, what foods might you suggest to get back some energy?"
9. Feed your person the foods that may help. How many nutritional points did you feed to her/him?



Cris Comerford,  
Executive Chef, The White House



Choose lean protein.



## ireflect

Take about 3 minutes for members to jot down some short reminder words in their *iThrive* journal and then as a group discuss these questions.

Think about either your dinner last night or your favorite meal. How many points would you have scored in that meal?

- » Using the food cards, identify which nutrients you ate and how that may have benefited your growth.
- » What roadblocks do you experience that keep you from eating more healthy foods?
- » What opportunities do you have to give input into available foods and menus?
- » How does what you learned in this lesson apply to caring for yourself?
- » How can you use this knowledge to care for someone else?

## istretch

If time allows, watch the video portion of the *istretch* during the project meeting. We find that learning increases when members do complete the *istretch* activities together. If there is not time, encourage members to watch the video on their own or in small groups. At the beginning of the next meeting, spend about 5 minutes sharing their thoughts and what they made for their family meal.

**Watch:** White House Executive Chef Cris Comerford demonstrates cooking some healthy Asian dishes:

<http://www.youtube.com/watch?v=BKKF-HryVsg&feature=youtube>

Consider making a meal for your family one day this month. What would you make?

What are some healthy options your family might like to try?

Using the food nutrient points on the Food Value Cards, or from the tags in the grocery store calculate the points of your proposed meal. What were your total points?



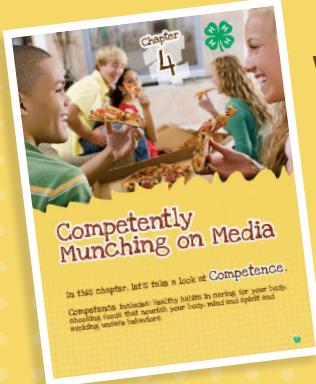
Please  
complete the  
***Chapter 3: Caring  
about Nourishment***  
Survey found at

[http://4h.ucanr.edu/Resources/  
Volunteers/4-H\\_Thrive\\_Resources/iThrive\\_  
Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)



# Chapter 4

## Competently Munching on Media



### What's the Point?

#### **Youth Development Concept: Indicator of thriving: competence**

Continuing on our exploration of the indicators of thriving, this chapter focuses on competence. Competence encompasses many areas of one's life, including:

- Healthy Habits • Life Skills • Love of Learning**
- Emotional Competence • Social Skills**

For the purposes of our work in *iThrive 4*, we are narrowing the application of the thriving principles to healthy habits, which includes caring for our body and healthy eating. Avoiding unsafe behaviors is also included in healthy habits, which we introduced in *iThrive 2* and we don't approach in this curriculum.

Media messaging is a part of our everyday lives – from television and radio ads to social media and email. These messages can have an impact on the choices youth make about the food they eat and the physical activities they engage in. Understanding the intentions behind these messages can better equip youth to make informed decisions about their health.

Emotions sometimes overpower our thoughts and desires and we end up making decisions based on the emotions instead of our thoughts — the elephant is in charge! This is especially true when we are hungry or tired. If we eat healthy foods we are less likely to crash and be overly hungry, which means we are less likely to let our emotions take over in deciding what to eat.

Advertisers know that emotions are powerful and that people often decide based only on their emotions — that's why they make such pretty photos of the food. They want to distract us from our goals and desires and get us to focus on how good their food looks. If instead we look at the food and think about how it is motor oil or something fake like that, then we can better control our emotions and let our thoughts make the decision. It is hard work, but each time we are successful at making a healthy choice and don't let ourselves get distracted by advertisers, we grow new connections, feel more capable/competent, and take another step towards our goal, which feels so much better than a bowl of ice cream.

## Getting Started

Take a look through *iThrive 4*, Chapter 4, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexplore, ireflect and istretch activities.

## Chapter Checklist

- ✓ Read the *iThrive 4*, pages 21-22 together. Make sure members understand the key concepts of the chapter.
- ✓ Practice the iexercise walk the plank.
- ✓ Read the heading on page 23 together. Complete the iexplore Food Fools activity.
- ✓ Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their journal, and then use the questions for group discussion.)
- ✓ Complete the istretch activity to create a food ad together during the meeting or on their own between meetings — share their ads at the beginning of the next meeting.

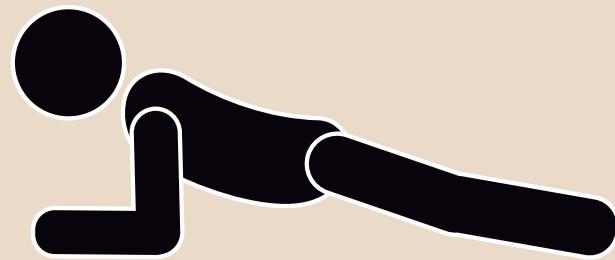
## ACTIVITIES

### iexercise

**Building strength in your core improves your balance and stability.**

Try to “walk the plank” for 60 seconds. Start out on the floor as if you were going to do a pushup, then place both of your forearms on the floor. You will want to keep your head in line with your spine. Hold that position for 60 seconds.

<https://www.youtube.com/watch?v=btB13yctCTU>



*Remind teens to keep track of how often they do the iexercises in the Online Record Book.*

## Food Advertising Strategies

Adapted from Media-Smart Youth <http://www.nichd.nih.gov/msy/Pages/index.aspx>

**Advertisers may use some of the following strategies to convince you to buy their products.**

**Image** – This is when the advertisers try to persuade you that their product and the people that use/eat it are cool. If you want to be cool like them, then you need to use/eat their product.

**Excitement** – These ads tell you that eating their food is exciting! You can be transported to a fun adventure just by eating their food.

**Familiar Face** – These ads use the name and face of a popular celebrity to promote their product. Familiar cartoon characters are sometimes used to make kids identify with specific products.

**Trending** – These ads encourage you to join the group. They tell you that everyone else is buying their product and therefore you should too.

**Skewed Scale** – This is when the product size is skewed in the favor of the product. Ads will show the product as either bigger or smaller to make it seem more appealing.

**Burns** – No one likes to be burned, but some ads may put down a competitor to make their product look better.

**Stats** – Facts and numbers can be used to make a product seem creditable.

**Playback** – Do you ever see the same commercial multiple times in a row? It's not a glitch in the system; this is done intentionally with the hope that the more you see a product the more likely you are to buy it.

**<3** – It's all about feelings. These ads make you feel good and connect that good feeling to the product.

**Music** – Jingles, slogans and catch phrases can all get stuck in our head. Advertisers use this to keep us thinking about their product long after we've stopped viewing the ad.

**Tricky Terms** – Some words used in ads can be misleading. Terms like: "natural," "whole grains," and "made with" can make foods sound more nutritious than they actually are.

**Omission** – Advertisers are selective of the information they share with you. For example, an ad may describe the health benefits of their new "fat-free" cracker, but fail to mention that the amount of sugar has now doubled.

# iexplore

## Food Fools

**Objective:** To increase member competence on how to identify media messages that can affect health behaviors and decision making.

**Time:** 60 minutes

**Materials:** Large bowls, heavy stirring spoons,  $\frac{1}{2}$  cup shortening,  $\frac{1}{2}$  cup corn syrup, 1lb. powdered sugar, black pepper, measuring cups, camera (optional, members can also use phones), ice cream scoops, ice cream ad, Food Advertising Strategies (*iThrive 4*, page 25), supplies for advertisement creation (poster paper, pens, actual food items, or laptops with creative software, etc.). Optional: frozen dinners

**Preparation:** understand the activity and gather supplies

**Preparation time:** 30 minutes

### Directions:

**Say:** "The food displayed in advertisements isn't always what we think it is. Marketers, food stylists, graphic designers and whole teams of people work very deliberately to make food shown in ads appealing to consumers – you. Today we will discover one of the common tricks used in ads that contain ice cream."

(You should mention that actual ice cream ads are required to use the actual ice cream product in ads, however if the ad is for something like toppings, cones, whipped cream etc. then using faux ice cream is permissible.)

1. Have members measure and mix the following ingredients:
  - »  $\frac{1}{2}$  cup shortening
  - »  $\frac{1}{2}$  cup corn syrup
  - » 1lb. powdered sugar
  - » Desired amount of pepper (meant to resemble vanilla flakes)
2. Have members scoop faux ice cream into bowls and take a picture of their beautiful creation.
3. Explain that faux ice cream is used during photo shoots and filming because it can withstand the heat from hot lamps, does not need to be refrigerated and can keep for months. Ask members would you want to eat this? Show members the ice cream ad.



### Project Leader Tips

While this activity is not intended to address media messages about body image this may come up. For most, especially youth, body image is a sensitive topic that should be handled with care. If the topic of body image does come up, be general in your discussions and ensure that the environment is comfortable for all members. You may want to stop the conversation before it starts. Consider announcing in the beginning of this lesson that body image comes up a lot in media messages and it is a very important topic, but not one they are going to discuss today.

4. Review the *Food Advertising Strategies* information in *iThrive 4*, page 25 and in *iChampion 4*, page 31. If possible, bring in frozen dinners and have members examine the outside packaging. Another option is to either have members bring in food advertisements they have seen or provide some. Discuss that food ads can be misleading, therefore it is important to know why we choose the foods we do. Discuss the following (either about the ads or the frozen food packaging):
- » What is appealing to you about the ad? Why?
  - » What modifications were made to make the food look this way (Photoshop, makeup, is it even food – for example motor oil is often used in ads for pancakes or waffles)? Why do they do that?
  - » Using the *Food Advertising Strategies* information, discuss what marketing techniques were used in these ads to convince you to choose this food item.
  - » If you were able to provide a few frozen dinners, have the members open them and compare the actual meal to the one pictured.

## ireflect

- » How is knowing about advertising tactics connected to your competence about making healthy food choices?
- » How can you take ownership of your own food choices?
- » Identify three motivators for selecting healthy foods/drinks/meals/snacks.
- » As a leadership practice, how can you market a healthy lifestyle to your family, friends and community?

## iStretch

If time allows, complete the *istretch* during the project meeting. We find that learning increases when members do complete the *istretch* activities together. If there is not time, encourage members to develop an ad on their own or in small groups. At the beginning of the next meeting, spend about 5 minutes sharing their sharing their ads.

Using the motivators and the marketing strategies that you thought about in *ireflect* as a guide, create an ad for a healthy food or beverage. Members can use graphic software (Photoshop or PowerPoint) to create a print ad, write a jingle or film a short commercial.

Share your ad with the rest of the group.



# Chapter 5

# Sparks for Health

## What's the Point?

### Youth Development Concept: Sparks

All youth have a spark – a quality, skill or interest that they are passionate about. A spark comes from inside of you and when expressed, it gives you joy. Sparks must be nurtured over time by Spark Champions and through interacting within the various contexts that shape development. Such as 4-H!

### Getting Started

Read and understand more about Sparks in *iChampion*, “Background and Key Concepts” on page 32 and “Conversation Starters” on pages 70-79. Your role as an adult volunteer is to nurture and support youth to identify their spark and to listen for opportunities to point out when something may ignite joy and energy in a member. Take a look through *iThrive 4*, Chapter 5 to be comfortable with the lesson plan. Be prepared to help guide youth through the iexplore, ireflect and istretch activities.

### Chapter Checklist

- ✓ Read the *iThrive 4*, pages 26 together. Make sure members understand the key concepts of the chapter.
- ✓ Practice the iexercise shifty sit up.
- ✓ Complete the iexplore activity that includes watching a short video about Jamie Oliver and the Grow Your Spark activity.
- ✓ Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their journal, and then use the questions for group discussion.)
- ✓ Watch the istretch *Billy Elliot* movie clip and complete the group discussion questions after the movie clip during the meeting or on their own between meetings — if they watch on their own, complete the discussion questions as a group at the next meeting.

### Thrive Key Messages

By the age of 10 youth can fully understand the concept of a spark. All youth have a spark – a quality, skill or interest that they are passionate about — but they may not know it yet. A spark comes from inside of us and when we express it, gives us joy. Sparks must be nurtured over time by Spark Champions — caring adults with whom youth interact.

### Sparks can

- » be a skill, talent or interest that goes deeper than regular activities (such as going to the mall or watching a movie). For some, it's a way of being in the world.
- » originate from inside a person, rather than being imposed from the outside.
- » be a source of intrinsic motivation, meaning and self-directed action that can help drive young people to put forth effort in other areas of their life.
- » make (or have the potential to make) the world a better place.

## Keep In Mind...Sparks Messages

### Objectives of the Sparks Lessons

- » Youth understand the concept of sparks.
- » Youth identify a spark(s) in themselves.
- » Youth understand the benefits of having spark champions.
- » Youth develop a plan for identifying or finding their own spark champions.

### Highlights

- » Sparks are the passions, ability, skills and strengths that are discoverable in all youth.
- » Sparks are a catalyst for thriving.
- » Sparks are a source of motivation (come from within a person).
- » Sparks often change over time.
- » Sparks are deeper than activities (e.g., watching TV).
- » Spark champions help identify and grow sparks.
- » Sparks make (or have the potential to make) the world a better place.

### Avoid ...

- » using sparks as a label (i.e., something inherited or a “given” attribute);
- » excessive matching of sparks to “career goals.”
- » referring to a spark as “something you’re REALLY good at” (they may be passionate about something that needs effort and persistence before they’re “good” at it).

### Help youth find his/her sparks:

- » Help a young person feel comfortable exploring his/her sparks by acknowledging that some youth may already know their sparks, some youth may change their sparks, and others may need time to discover theirs.
- » Notice when a young person lights up and shows joy and positive energy toward something.
- » Talk to a young person about what excites him/her (e.g., asking questions like: “Tell me, what do you love to do in your spare time? Why? How does doing what you love make you feel?”).
- » Listen carefully for a way to support a young person.
- » Help youth find ways to practice their spark(s).
- » Attend a young person’s games, performances and public demonstrations of her or his spark(s).

## ACTIVITIES

### iexercise

***Building strength in your core improves your balance and stability.***

#### Shifty Sit Up

Lie on your back on the floor with your knees bent and your feet flat on the ground. Bring your hands behind your head so that your elbows are sticking out to the side.



Pull your head off the floor and rotate your body to the left, hold that position for two seconds. Repeat on the right side, doing 10 repetitions for each.

***Remind teens to keep track of how often they do the iexercises in the Online Record Book.***

### iexplore

#### Grow Your Spark

**Objective:** Youth will identify how their health can help facilitate growing their spark. Youth will explore ways they can use their spark to improve their community.

**Time:** 45 minutes

**Materials:** laptop or tv with internet connection that everyone can see, message seeds, old cans or jars with tops removed, soil, water, paper, pens or markers, glue

**Preparation:** check technology, understand activity and gather supplies

**Preparation Time:** 15-30 minutes

#### Directions:

1. Go to the Jamie Oliver Food Revolution website and watch the first video in the group of video selections. This video is about 4 minutes long and starts with a birds-eye view of a bridge.  
<http://www.jamieoliver.com/us/foundation/jamies-food-revolution/videos>
2. Discuss Oliver's spark — what is it? How has he used his spark to contribute to the world?
3. How has making healthy choices helped him grow his spark?
4. How can making healthy choices help you grow your spark, regardless of what it is?
5. Provide each member with strips of paper, pens or paint and a can or jar. Have members decorate the jar with images, words or phrases that will motivate them to stay healthy and grow their spark.
6. When the jars have been decorated provide each member with some soil, water and a message seed to plant inside of the jar. Teens will be able to take home their seed as a reminder that making healthy choices helps grow their spark.



## ireflect

Reflect on your spark (if you don't yet know your spark, think about something you are really interested in).

- » What kinds of actions could you take to get better at your spark? Perhaps reading about it or practicing a related skill. What do these actions all have in common?
- » One thing you need to have is energy and be able to focus and learn. How can healthy choices help you have more energy and better focus?
- » Look at the healthy living goals you set earlier in the year. What healthy choices could you make so that reaching your goal is easier? Develop a plan to ensure you are healthy enough to grow your spark.
- » In your role as a leader, how can you help others identify their sparks?

## iStretch

If time allows, watch the movie clip during the project meeting. We find that learning increases when members do complete the iStretch activities together. If there is not time, encourage members to watch the movie clip on their own or in small groups. At the beginning of the next meeting, spend about 10 minutes discussing their thoughts using the reflection questions below.

Watch the three minute video clip from the movie *Billy Elliot* found on the *iThrive 4* DVD or on the California 4-H Website at:

[http://4h.ucanr.edu/Resources/Volunteers/4-H\\_Thrive\\_Resources/iThrive\\_Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)

- » What parallels can you make between Billy Elliot's and Jamie Oliver's sparks?
- » What are the similarities in the obstacles that each of them faced?
- » What might you tell a friend who is struggling to pursue a spark that is not well accepted or really challenging? How would you advise this friend?

Please  
complete the  
**Chapter 5: Sparks for  
Health Survey** found at

[http://4h.ucanr.edu/Resources/  
Volunteers/4-H\\_Thrive\\_  
Resources/iThrive\\_Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)

# Chapter 6

# Path to Thriving



## What's the Point?

### Youth Development Concept: Self-Reflection

This chapter helps youth members connect key concepts learned through *iThrive 4*. The primary purpose of this chapter is to reflect on what they have learned about themselves as being capable of making healthy choices and to demonstrate mastery of the skills learned over the year.

Take a look through *iThrive 4*, Chapter 6, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexplore, ireflect and istretch activities.

## Chapter Checklist

- ✓ Read the *iThrive 4*, page 29 together.  
Make sure members understand the key concepts of the chapter.
- ✓ Practice the iexercise hamstring stretch and side stretch.
- ✓ Read the information on page 30 together.
  - Complete the iexplore Be a Health Advocate activity.
- ✓ Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their journal, and then use the questions for group discussion.)
- ✓ Complete the istretch to reflect on their goals from earlier in the year on their own between meetings — share their progress at the beginning of the next meeting.

## Project Leader Tips

This may be a long meeting — plan for 90 minutes or consider assigning the creation of the poster in between meetings. Youth would then present their posters and complete the ireflect and istretch activities during the next meeting.

## ACTIVITIES

# iexercise

Taking the time to cool down after any strenuous activity helps reduce soreness later. Practice these post-workout stretches:

### Hamstring stretch

Sit on the ground with your legs stretched out in front of you. Reach your hands towards your feet and hold this position for 20 seconds. If you can, try to reach your feet.

### Side stretch

Stand tall and place your right hand on your right hip and extend your left arm up over your head. Reaching to the right, hold this pose for 20 seconds, then repeat on the left side.

### Calf stretch

Sit on the ground with one leg straight and the other bent. Hold the foot of the bent leg and keeping your heel on the ground, pull your foot toward your body. Hold this position for 20 seconds, then repeat with the opposite leg.

**Remind teens to keep track of how often they do the iexercises in the Online Record Book.**

# iexplore

## BE A HEALTH ADVOCATE

**Objective:** Review the concepts of thriving to empower youth to be health advocates for themselves, their family, club, school and community.

**Time:** 90 minutes

**Materials:** Environmental Health Scan worksheet and instructions, *iThrive 4*, page 33, map of the area (or school map or paper and pens to draw the area), internet connection so Google Earth can be used, printer, copy paper, video equipment (can use phones) and poster paper. If internet access is not available plan to print out an area map prior to meeting.

**Preparation:** Understand the activity, gather supplies and make sure available technology is working

**Preparation Time:** 15-30 minutes

**Facilitator Tips:** You can print maps of a given area from a variety of internet-based mapping sites. Google Earth is one of many. Ideally, youth should identify their chosen location as part of the lesson and print maps on the spot, maps not pre-selected by the facilitator unless internet is not available at the meeting location.

### Directions:

**Say:** "This is our final chapter before we celebrate completing *iThrive 4*. In the iexplore and ireflect activities we'll be applying all the skills you have learned during the year through doing an environmental scan and creating a campaign to make a positive health impact on that environment. Be thinking about how to use your goal management, growth mindset, sparks and 6 Cs skills!"



Working in pairs or small groups of not more than three, ask youth to conduct a health environmental scan of a chosen location (school, community center, etc.). Allow youth 30-45 minutes to walk around the chosen location and take notes on their observations of all the items in the Environmental Health Scan worksheet, *iThrive 4*, page 33. They can draw/write directly on the maps provided or use the graph paper in their *iThrive 4* journals to draw their own maps.

## ENVIRONMENTAL HEALTH SCAN

### PART ONE: Survey and understand existing environment

- » Location:
- » Population:
- » On your area map identify location of drinking fountains:
- » On your area map identify the location cross walks:
- » On your area map identify the location and type of food available (vending machine, fast food, grocery store, convenience store):
- » On your area map identify the location bike lanes/trails:
- » Any example of people being kind and respectful?



### PART TWO: Make predictions and improvements for the future

- » What do you think your community location will look like 10 years into the future if no improvements are made? How would this impact your individual health, family health and community health?
- » Identify one health concern you will address in your community. Discuss what kinds of changes could be done to fix this health concern. In what ways could addressing this health concern improve people's lives?

### PART THREE: Apply knowledge

- » Using your knowledge about the rider, the elephant and the path, GPS goal management, growth mindset and your spark, create a campaign or design an action plan that you will implement in your community (video, presentation, social media, Public Service Announcement on health promotion, etc.).

## ireflect

- » What thriving skills did you use to improve the health of your selected environment? (GPS goal management, growth mindset, sparks, self-reflection)
- » What leadership skills would you use to help improve the health of your selected environment?

## istretch

This istretch may be most effective if done between meetings to allow youth time to adequately self-reflect on their goals for the year. Plan to spend some significant time during the celebration for members to reflect on their growth and how they did toward reaching their goals.

Reflect back on the goals you set in Chapter 1. Evaluate how you are doing on pursuing the strategies to reach your goals.

When you complete the second part of your Junior and Teen Leadership Development Project Report Forms, be sure to talk about how you took initiative to:

- » **choose meaningful, realistic and positive goals**
- » **stick to a plan** by making step-by-step actions to reach your goals
- » work your hardest and **show persistent effort** to reach your goals
- » **check your progress** toward your goals to see if changes are necessary
- » **seek help** from others and seek additional resources
- » **substitute strategies** by figuring out which ones are not working and change your strategies



## Chapter 7

# Celebrate!



### What's the Point?

The primary purpose of this chapter is to celebrate the year together. Celebrations are important markers of milestones; they create belonging and connections among your members and provide great opportunities to bring families together in the 4-H community.

### Getting Started

Read this chapter for more information on celebration. Take a look through *iThrive 4*, Chapter 7, to be comfortable with the lesson plan. Be prepared to help guide youth through the celebrate activity. Encourage members to share their *iThrive* Leadership Project stories in the county newsletter.

### Chapter Checklist

- ✓ Plan a celebration that is meaningful to the members of the Leadership Project. The celebration can be very simple or more elaborate and include family members. In anticipation of the celebration, order a Thrive pin for each member of the Leadership Project who has completed the *iThrive 4* Leadership project. If this is the first year a member has completed this project, order the oval Thrive pin. If this is the second, third or fourth year, order the small round clover pin. Pins may be ordered from <http://ucce.ucdavis.edu/survey/survey.cfm?surveynumber=8357>.
- ✓ Encourage members to complete all of their post surveys in the 4-H ORB.

### Project Leader Tips

As you begin planning the celebration, involve young people in the planning and decision-making – utilize what you know about thriving youth-adult partnerships. Don't forget to capitalize on what you know about each member's spark, reinforce growth-oriented language and be sure to utilize GPS!!! Allow opportunities for self-reflection during the process and at the celebration.

## 4-H ORB Surveys

Remind members to go into ORB and complete any surveys that are in the Sparks Score area. Everyone should complete the second set of surveys sometime between May – July.

## icelebrate:

Consider celebrating your year of *iThrive* by doing some physical activity together, such as:

- » Take a walk/run
- » Host a regional charity for you community, donate the proceeds to something health-related (e.g., a children's hospital or food bank).
- » Bike ride
- » Bowling
- » Other ideas?

Share the PSA or community campaign that you developed in Chapter 6.

Decorate a watermelon cake and/or edible arrangement, food art.



<https://www.youtube.com/watch?v=yXknpvIGdCQ>

Review your healthy living goals and celebrate your effort!

## Celebrate! Hand out Thrive Pins



Please  
complete the  
*Chapter 7: Celebrate*  
Survey found at  
[http://4h.ucanr.edu/Resources/  
Volunteers/4-H\\_Thrive\\_  
Resources/iThrive\\_Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)

# Material List

Specialty materials are all available in the *iThrive 4* Prop Box which will be mailed to each Leadership Development Project Leader who has completed *iThrive 4* course work and is prepared to facilitate the use of this curriculum.

## First Meeting

- » access to technology that will play a YouTube video or DVD with video clip on it

## Chapter 1

- » spot markers
- » food value game cards
- » die
- » flipchart
- » markers
- » GPS worksheet (*iThrive 4*, pages 9-10)

## Chapter 2

- » MyPlate poster
- » information cards on each food group

## Chapter 3

- » white card stock paper or poster board cut into 8 x 11 inch pieces
- » markers
- » 1gallon plastic bags
- » scissors
- » tape
- » food value cards

## Chapter 4

- » large bowls
- » heavy stirring spoons
- » ½ cup shortening
- » ½ cup corn syrup
- » 1lb. powdered sugar
- » black pepper
- » measuring cups
- » camera (optional, members can also use phones)
- » ice cream scoops
- » copy of an ad for ice cream toppings that has ice cream pictured

- » supplies for advertisement creation (poster paper, pens, actual food items, or laptops with creative software, etc).
- » optional: frozen dinners

## Chapter 5

- » laptop or tv with internet connection that everyone can see
- » message seeds
- » old cans or jars, plastic or paper cups or seedling planters
- » soil
- » water
- » paper
- » pens or markers
- » glue

## Chapter 6

- » Environmental Health Scan Worksheet (*iThrive 4*, pg 33)
- » map of the area (or school map or paper and pens to draw the area)
- » internet connection so Google Earth can be used
- » video equipment (can use phones)
- » poster paper

## Chapter 7

- » watermelon or fruit display
- » whipped topping
- » various fruits and nuts for decorations
- » large plate or platter
- » spatula
- » large knife

# ReSources

You can find more resources and information about thriving on the 4-H state website, <http://4h.ucanr.edu>



All of the activity outlines and handouts are on the website at [http://4h.ucanr.edu/Resources/Volunteers/4-H\\_Thrive\\_Resources/iThrive\\_Activities/](http://4h.ucanr.edu/Resources/Volunteers/4-H_Thrive_Resources/iThrive_Activities/)

Contact any of the county Master Trainers for support, questions and assistance.

As we move forward on the journey to thriving, there will be continuing education opportunities through webinars and educational sessions at State 4-H Leaders Forum and 4-H State Leadership Conference.

**ANR NONDISCRIMINATION AND AFFIRMATIVE ACTION POLICY STATEMENT FOR UNIVERSITY OF CALIFORNIA PUBLICATIONS REGARDING PROGRAM PRACTICES**  
July, 2013

It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person in any of its programs or activities on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), as well as state military and naval service. This policy is intended to be consistent with the provisions of applicable state and federal laws and University policies.

University policy also prohibits retaliation against any employee or person in any of its programs or activities for bringing a complaint of discrimination or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination or harassment. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or to any of its programs or activities.

In addition, it is the policy of the University and ANR to undertake affirmative action, consistent with its obligations as a Federal contractor, for minorities and women, for persons with disabilities, and for covered veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with Federal regulations, written affirmative action plans shall be prepared and maintained by each campus of the University, including the Division of Agriculture and Natural Resources. Such plans shall be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated.

Inquiries regarding the University's nondiscrimination policies may be directed to Linda Marie Manton, Affirmative Action Contact, University of California, Davis, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1318.

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## Adapted Activities

<http://www.nichd.nih.gov/msy/Pages/index.aspx>

[http://pbskids.org/dontbuyit/advertisingtricks/foodadtricks\\_icecream1.html](http://pbskids.org/dontbuyit/advertisingtricks/foodadtricks_icecream1.html)

## Other

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