

A person is performing a handstand in a field of tall grass. The background features a large, stylized rainbow painted across the sky, with colors transitioning from blue and green on the left to yellow and orange on the right. The sky is a textured, light-colored surface. The person is silhouetted against the sky, with their arms raised and legs spread wide.

it thrive

California

4-H


Junior & Teen

Leadership
Project

Member Guide

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The Center for Youth Development, whose evaluation and research expertise guides us to make informed and wise decisions.

The UCCE and statewide staff who have embraced the concepts of thriving and continue to find ways to infuse thriving concepts and language throughout the 4-H Youth Development Program.

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

-Gemma Miner



1

This magazine is about
learning to fly...how to launch into
the world as a person who is
THRIVING!

4-H is about creating a community of youth where **you:**

Feel and know that you are a person of **value** and **worth**,

Know that you have the capacity to reach your **full potential**, &

Have something positive to **contribute** to the world.



iThrive Introduction

What's in my iThrive magazine and how to use it

Each chapter guides you through the promising practices of thriving. You are presented with a little background or key ideas about that topic. Through an **ixplore** activity, you'll work with others in your 4-H Leadership Project to learn about that idea. Then individually or with your project group you will complete **ireflect** which helps you understand how that idea applies to you and how you might want to grow that concept in yourself. Then, you will share **ireflect** with your Leadership Project Leader and other members of your leadership project. If you want to learn more about that idea on your own or with your group, you can do that by following the suggestion in **istretch**.

All of the **ixplore** sections are designed to be completed at your project meetings. As a group, decide if you are going to complete the **ireflect** sections at your meeting or back at home on your own and then how you are going to share your reflections with each other.

When you complete **iThrive** and your Online Record Book, you will be eligible to be awarded an **iThrive** pin in recognition of your effort to be the best thriving you that you can be! This is an annual award and can be achieved multiple times.

Ready to launch.....and **thrive!**



Track your progress!

Did you know that 4-H is a part of a national system of land grant universities? This is important to know because one of the most important things that land grant universities do is to share current research with their communities. They do this to help make communities healthier and stronger. In 4-H we share what we know about youth development: what works, what's new and what's promising. One of the ways that we know what works and the impact of 4-H on your growth is by tracking your progress. Tracking your progress also allows us to continually improve 4-H programs based on what you tell us.



Do these
before your project
group starts talking about
Sparks... usually
by October.

You will tell us things about yourself by answering questions in your Online Record Book. Be sure to go there **NOW** and complete the surveys in your profile page under My Sparks Score/Questions. You earn points for completing each survey. Once you reach a certain level of points, you become eligible for gifts and prizes!

Share your progress!

The research tells us that one of the most important factors that help you succeed on your path to thriving is having at least one caring adult, in addition to a parent, that supports and nurtures you. In 4-H, we work hard to ensure that through youth-adult partnerships you have just that!

Meet with your Project Leader twice during the year to have conversations about where you want to go on the path to thriving. The best time to do this, is soon after you have set some goals for the year and then at the end of the project year.

Record your progress meetings here and have your Project Leader sign it too:

I met with my project leader to discuss my progress toward meeting my overall goals and my goals related to Contribution on:

1) First time: _____
Project Leader Signature _____

2) End of Year: _____
Project Leader Signature _____

5



Physical safety has to do with keeping your bodies safe. When you practice a fire drill -- this is physical safety. When you wear a helmet to ride your bike -- this is physical safety. Bet you can think of a hundred things in your daily life that are about your physical safety!

Feel

Safe



1

safe

Emotional safety has to do with your sense of well-being. When you feel relaxed -- that is emotional safety. When you feel welcome in a group or a sense of trust -- that is emotional safety.

Do you sometimes worry about feeling safe...both physically and emotionally?

Do you sometimes worry about feeling like you're not included...that you are on the "outside" of a group?

If you feel this way, *you're not alone* ...most of us, at some point in our lives, worry about feeling safe and being included.

iexplore Emotional Safety

HELLO!

My name is

Name Game

One of the first steps to take in order to feel emotionally safe is to know the names of people in your group as well as a little something about them.

Play a name game in your project meeting. There's a good one in the iChampion Project Leader Guide.

iexplore

RIG
HTS

RES
PON
SIB
ILIT
IES

Emotional safety is also created when you thoroughly understand your rights and responsibilities. And, it helps a lot when you have a voice in creating these rights and responsibilities.

Lets decide together!

Complete the Rights and Responsibilities activity found in the iChampion Project Leader Guide or download it from www.ca4h.org.

Talk about how you are going to support each other to remember your rights and responsibilities.

7

reflect

Think about when you are working in a group with other young people and adults you may or may not know very well.

Complete the following statements:

I feel safest when...

I can help others to feel safe by...

Physical OR Environmental Safety

We feel physically safe when we know what steps are taken to ensure our safety.

The 4-H Safety Manual is a publication that gives activity guidelines for physical safety during 4-H activities.

iexplore

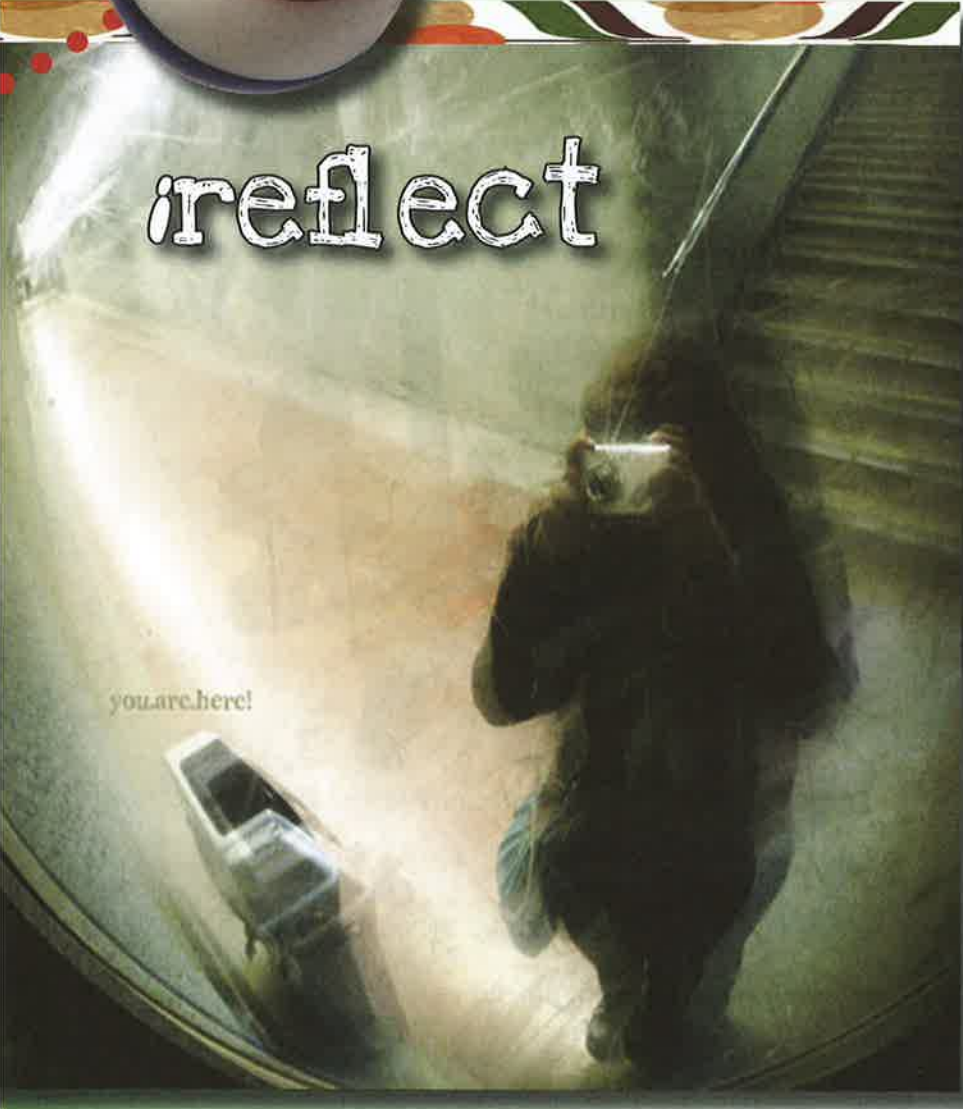
4-H "Safety First" Bingo

One way you can help create physical safety is to talk about it, share in decision-making, and plan your physical space.

Complete the 4-H Safety First Bingo activity found on page 43. Complete instructions are found in iChampion Project Leader Guide.



ireflect



Knowing that 4-H cares about my safety, makes me feel...

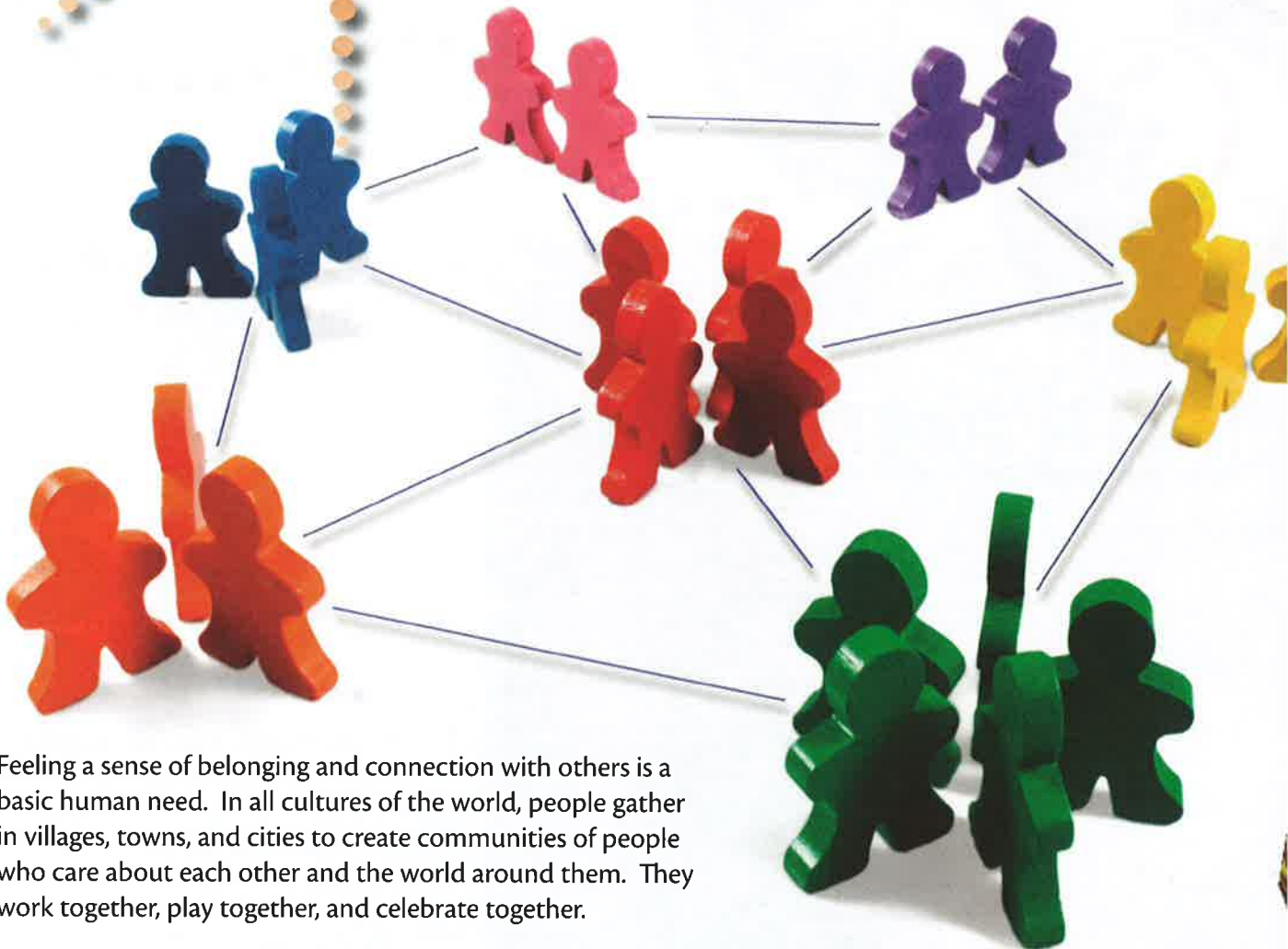
I'll make things safe at events or activities that I plan by making sure that...

Got



2

Connections



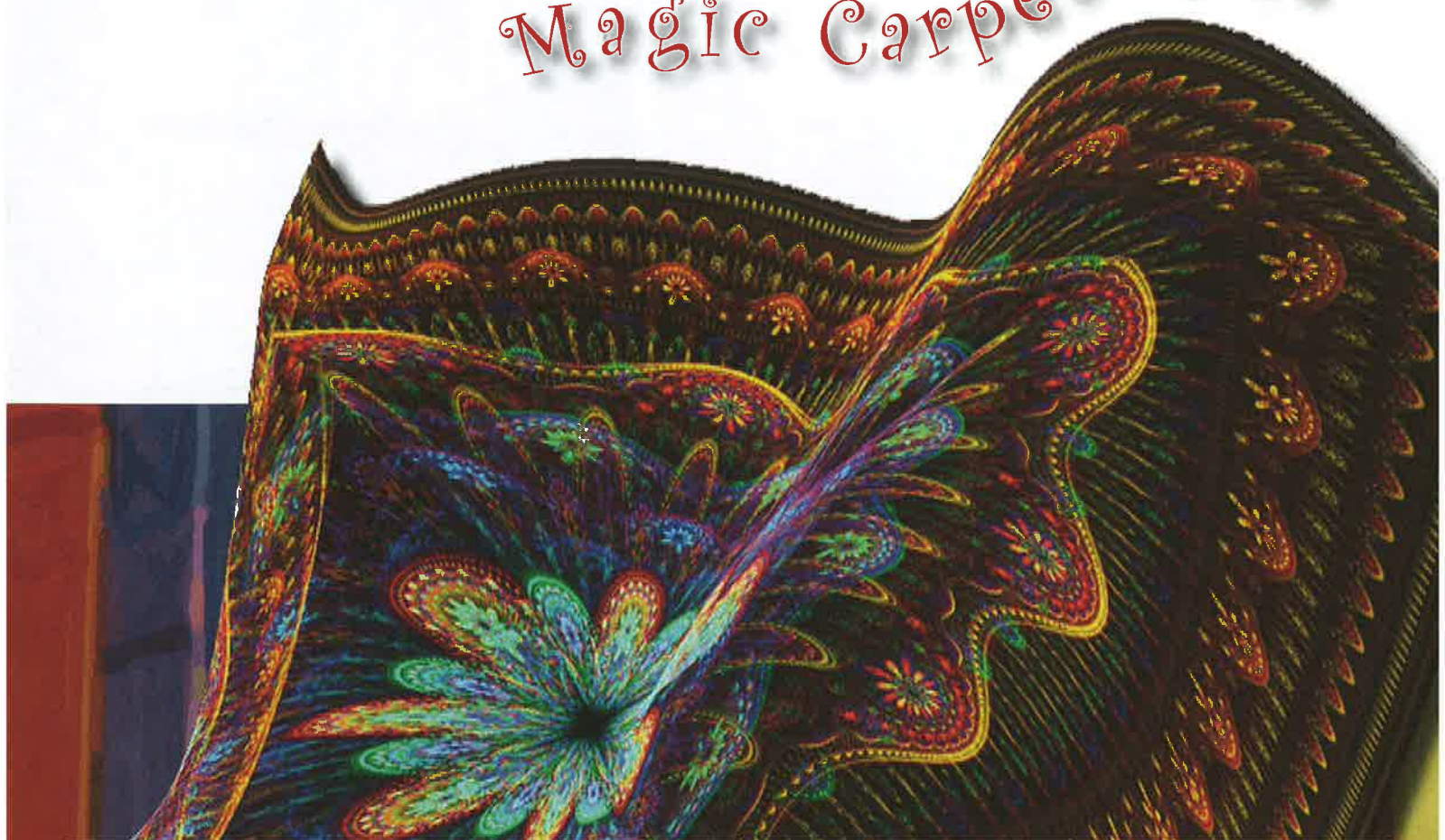
Feeling a sense of belonging and connection with others is a basic human need. In all cultures of the world, people gather in villages, towns, and cities to create communities of people who care about each other and the world around them. They work together, play together, and celebrate together.

As you get to know each other, it's easier to have deeper and more detailed conversations, as well as experiences with each other.

The more connections you have, the more likely you are to achieve your goals and dreams.

All the people you know can help you along your path toward thriving! And sometimes, it is doing something difficult that helps us learn the most about each other's strengths and abilities.

Magic Carpet Ride



Take a Magic Carpet Ride together. Pay attention to the role you play and the role that other members of your group play during this activity.

The Magic Carpet Ride activity can be found in the iChampion Project Leader Guide or downloaded from www.ca4h.org.

When you have completed your magic carpet journey, discuss the following questions together:



What Happened?

- What role did you play in solving the problem?
- Did one or a few people do most of the work?
- Why do you think that is?

So What?

- What did you learn about yourself during this activity?
- Why might that be important for you and your team to know?

Now What?

- Next time you are presented with a challenging activity in this group, is there something you would do differently?
- Would you take on a different role?
- Would you respond or react to someone else differently?
- How could you get everyone involved?

reflect

Do this reflect together at the end of Magic Carpet.

Share statements of appreciation with each other. Statements can start like:

"I appreciated it when...."

"(Name), you were really helpful when..."

"(Name), thank you for..."

Make sure that everyone gets at least one individual statement of appreciation!



stretch

Plan a field trip together...

Find a local ropes or team's course and plan a field trip together. Follow all safety procedures and guidelines for adventure challenge activities. Work with the course leaders to determine what you want to work on as a group. Some ideas might be communication, solving conflicts, making decisions, planning, or goal setting.



Do you have a hobby, passion or skill that gives you joy and energy, and is an important part of who you are?

Light your
Spark



3



That's a
Spark!

A spark is something you're passionate about; it really fires you up and gives you joy and energy. A spark comes from deep in your gut and is an important part of who you are. A spark may be an interest, skill, quality, or talent. Your spark is also something you use to make a positive difference in the world. It might be anything from playing a musical instrument to rebuilding antique cars, from leading a 4-H project to caring for animals at a shelter.

Each of us, young or old or in between, has or can have at least one spark. Through multiple opportunities and experiences, a few people seem to know their sparks from an early age, but most of us discover our sparks over time. And we often need the help of caring, observant adults and peers to help us explore, develop, and discover our sparks.

Why is this important? Research shows that when young people know their sparks and have support to nurture them, they are more likely to have a sense of purpose, to be socially competent and physically healthy, and to do better in school.

ie explore

What is one spark that you know you have so far?

If you don't know, that's okay. Sometimes it takes trying new things to find out what you are passionate about. This activity will help you look at a few things that are important and this may lead you to discover your spark.

Let's get creative!

Using your inner artist, reflect on the questions asked in the spark shield activity which can be found in the iChampion Project Leader Guide or downloaded from www.ca4h.org.

ireflect

Think about what you drew in your personal shield. If you get feelings of energy or joy from a particular drawing, that could be one of your sparks!

I think that I am really passionate about:

"A leader is anyone willing to help anyone who sees something that needs to change and takes the first steps to influence that situation."
- Margaret Wheatley

One way that I can express my passion and help my community is to:

Adults and my peers can help me do this by:

"To do good things in the world, first you must know who you are and what gives meaning in your life." - Paula T. Brownlee

As a 4-H Junior or Teen Leader, I can help other members identify their sparks by:



Share your reflections with your Leadership Project Leader and others in your leadership project.

If you didn't find a spark yet, don't worry - sometimes it takes a lot of time. Later, when you get to goal setting skills, you might want to set a goal to help identify a spark over the next year.

istretch

Need more help finding your spark?

Go to www.at15.com, click on the yellow sparkle that says *My Spark*, and scroll down to the sparkfinder. (You'll have to do a free registration first, it's super easy!) The web site also has other fun stuff just for teens.



Find your spark champions



When you are with people who share your sparks you can learn from each other and find ways to offer support. When you are with adults who care about you, they can give you support and opportunities to nurture your sparks.

Name a person who supports you in your Spark:
As a 4-H Junior or Teen Leader, how can you be a Spark Champion for others?

Flex your



4

Brain

Your brain is like a muscle - the most amazing one in your body! And like all the other muscles in your body, it needs a workout to grow and stay strong. Current brain research tells us that just by putting forth effort - just trying something - helps our brains to make new and stronger connections. It also gets stronger when you challenge it with harder tasks instead of easy, "light-weight" tasks.

When you learn new things, you are making new connections in your brain.

The connections between brain cells create thoughts, so you will actually notice yourself feeling smarter. In fact, the brain areas you are using actually grow bigger as your knowledge increases, and you will find things become easier.

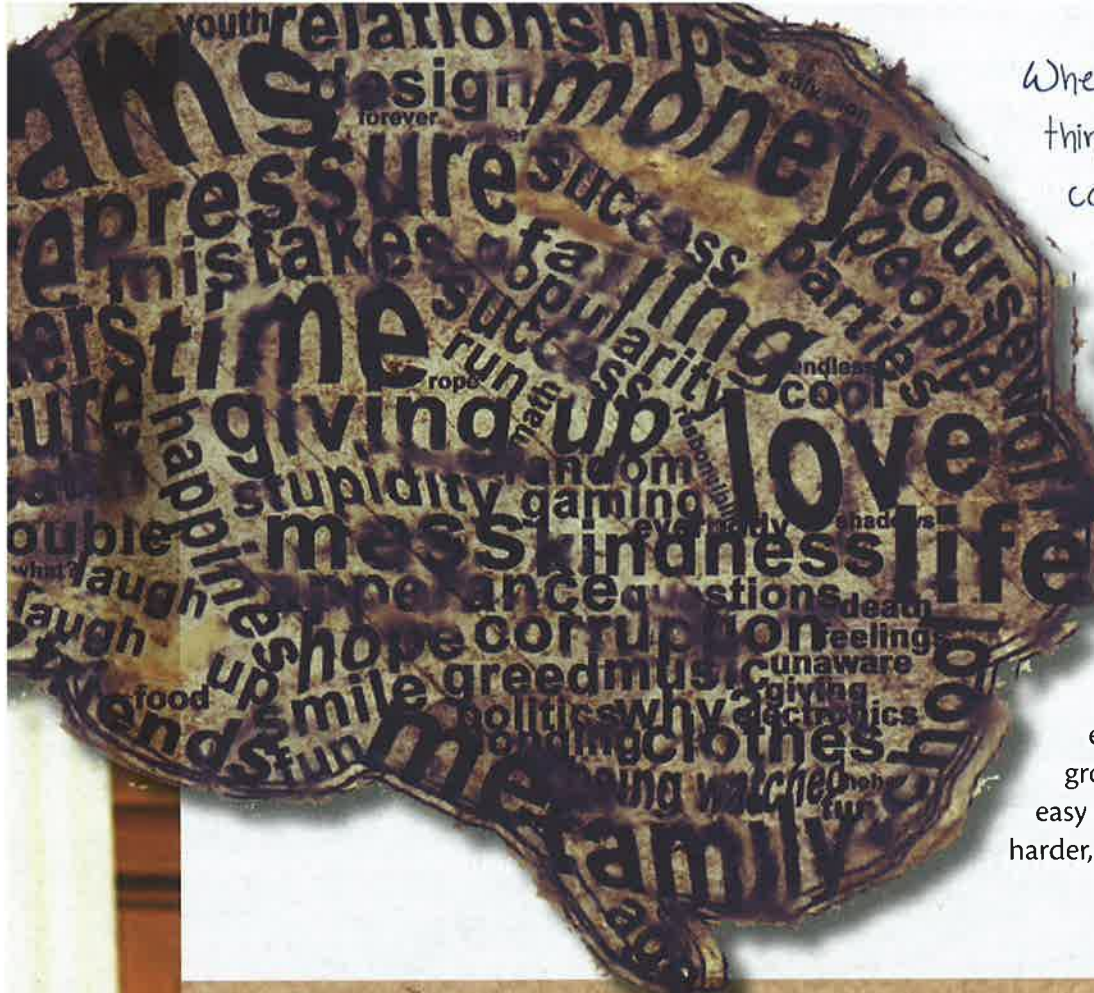
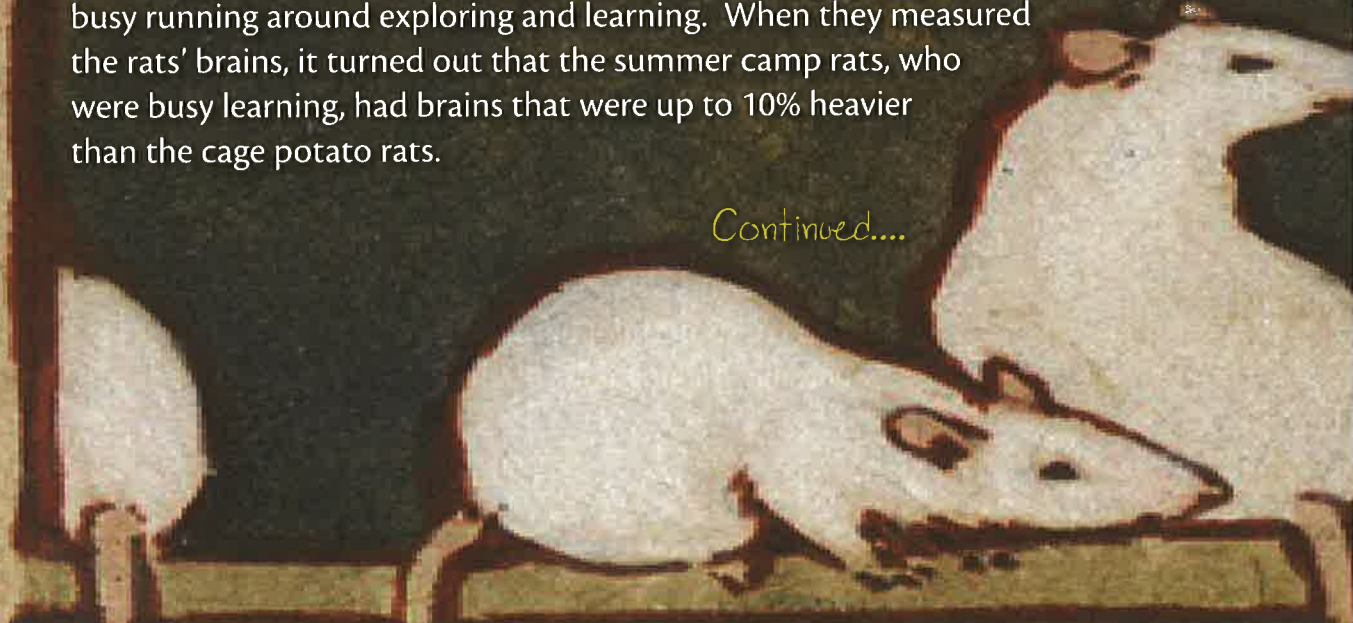
You learn most when you are in a challenging environment where there are lots of things to explore and learn. Your brain doesn't grow stronger from doing the same easy tasks over and over – it needs new, harder, challenges to make it grow stronger.

An Experiment in Growing Connections

Researchers took identical rats and put them in two different environments. One was a bare cage with only food and water. The other was filled with toys, puzzles, and games to explore...kind of a summer camp for rats!

The rats in the bare cage just lay around doing nothing. The summer camp rats were busy running around exploring and learning. When they measured the rats' brains, it turned out that the summer camp rats, who were busy learning, had brains that were up to 10% heavier than the cage potato rats.

Continued....



17

They looked at the rats' brains closely and it turned out they had many more connections between their brain cells – that's why their brains weighed more. And that's not all! When they took these rats out of their cages and gave them rat intelligence tests, there was a BIG difference between them. The summer camp rats were a lot smarter.

Were you thinking old dogs (or rats) can't learn new tricks?--
- *That's a myth!*---Which probably comes from how much learning young people and animals do."

Remember, these rats were identical before they were put in different environments. They had the same genes, just like they were twins. What made a difference was the fact that the summer camp rats were in an enriched environment where they got lots of mental exercise.

Does this mean that the cage potato rats were doomed to be stupid for the rest of their lives? Not at all! This experiment was done with lots of rats, some of them old in rat years...even the old geezer rats gained brain weight and got smarter when they were given mental exercise.

So, does this happen in people?

A team of leading brain researchers took a group of young guerrilla warriors who were completely isolated. They had no books, no education, and didn't know how to read or write.

The researchers worked with these young people and taught them how to read. A couple of years after the classes, they measured their brains and just like the rats, their brains grew compared to other young people who were not taught how to read. This shows that whenever you try something hard, as long as you give it your best effort, you're actually making your brain grow and get smarter.

Understanding that the brain is like a muscle and using this information when faced with tasks and challenges is called having a “growth mindset.” Research shows us that people who have a growth mindset are better able to handle tasks and challenges and are more successful. Because they understand that when something is difficult or you feel “dumb” it is only because you haven’t built up the networks of connections in that area of your brain. If you work out your brain it will get stronger, just like your muscles do when you exercise them.

What does this research tell you about YOUR brain?

How are you going to use this knowledge to grow YOUR brain?

iexplore

Research shows that people with a growth mindset don’t have to be perfect! It’s about learning something over time – confronting a challenge and making progress. People with a growth mindset thrive when they are stretching themselves.

Play Traffic Jam together. This activity is designed to help grow connections in your brain and help you think about nurturing a growth mindset in yourself and others.

The Traffic Jam activity can be found in the iChampion Project Leader Guide or downloaded from www.ca4h.org.

When the activity leader calls time, discuss the questions on the next page together.



What Happened?

How did you decide what strategies to use?

What kinds of messages were you saying either out loud or to yourself about this activity?

So what?

Which statements were more growth mindset oriented?

Did you find yourself responding more in one way over another?

As the activity progressed, did it become easier or more difficult? Why do you think that is?

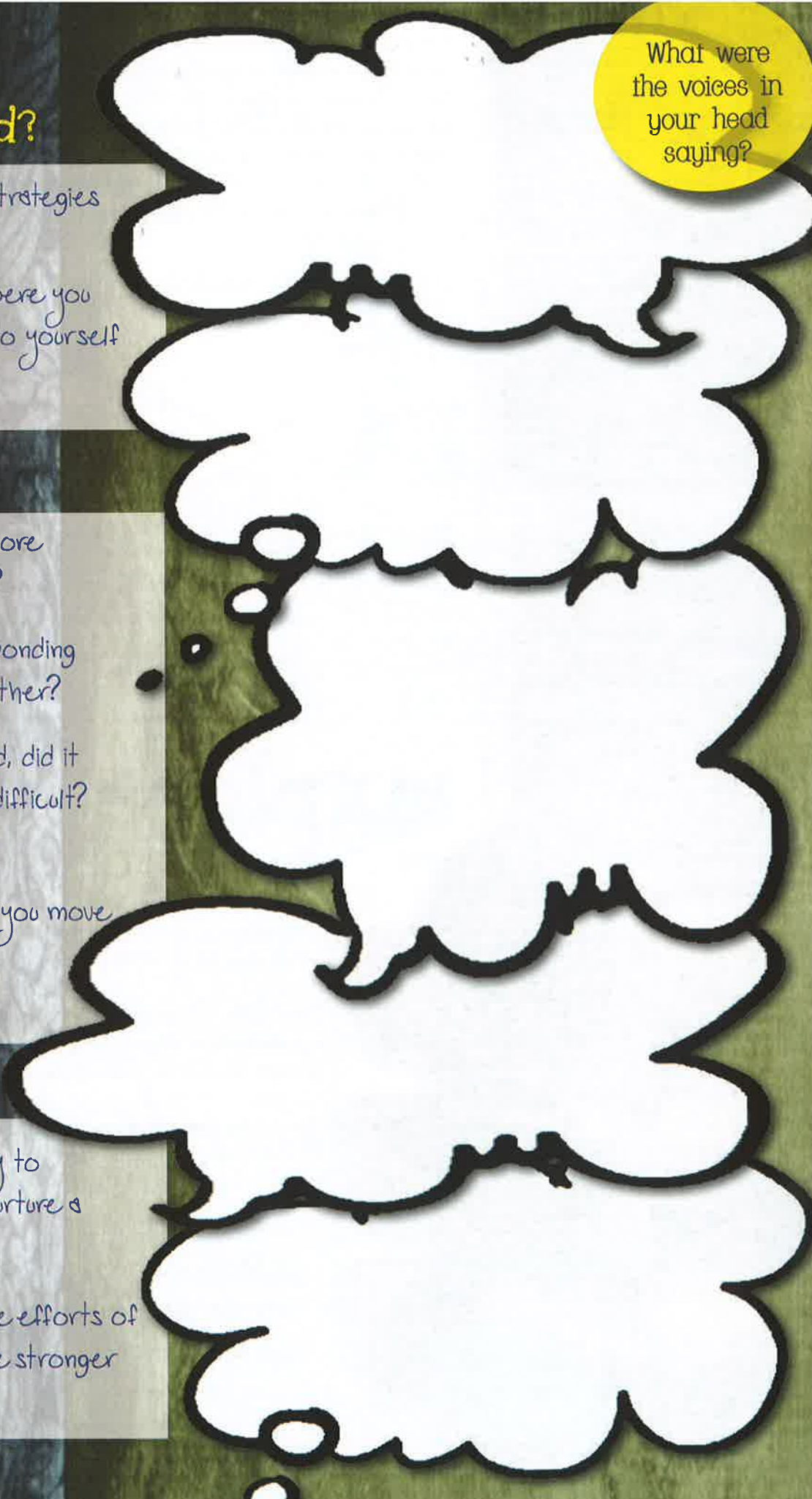
At each new attempt did you move more quickly or slowly? Why do you think that is?

Now what?

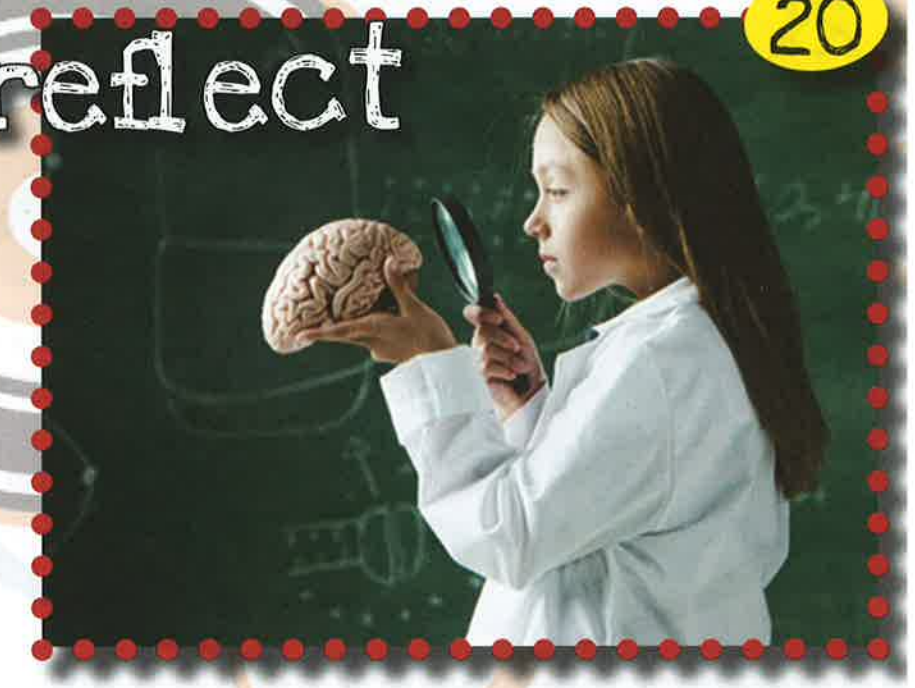
What would you do or say to another person to help nurture a growth mindset?

How would you support the efforts of others to help them make stronger brain connections?

What were the voices in your head saying?



reflect



Knowing that you can always grow your brain, what strategies can you use to nurture your growth mindset?

As a 4-H Junior or Teen Leader, what advice would you give other members to help them grow connections in their brains?

Draw a picture or a symbol of how it feels when you do something hard and put forth your best effort...



Nurture your Growth Mindset! Surround yourself with others who support your love of learning and encourage your effort more than your ability to look smart!



Complete these thoughts:

The connections in my brain
grew this week when:

"I've learned that people
will forget what you said,
people will forget what you
did, but people will never
forget how you made them
feel."

-Maya Angelou

"Being smart and staying smart
is not just a product of your
good fortune. It is very much
a product of what you put into
it."

-Dr. Carol Dweck

I feel _____
just knowing that I am in charge of how
smart I become.

As a 4-H Junior or Teen Leader, I can help
other members grow their brains by:

Why do you do the things you do?
It's all in your head!



Watch the video Adolescent Brain on YouTube.com:
<http://www.youtube.com/watch?v=GPMP68QP698&feature=related>

How will you continue to grow connections in your brain?



Watch the video Carol Dweck: The Effect of Praise on Mindset on YouTube.com:
http://www.youtube.com/watch?v=TTXrV0_3UjY&feature=related

As a 4-H Junior or Teen Leader, what strategies can you use to help support younger members thrive toward success?





Reach your Goals

5

Goal management skills are used by almost all successful people in the world. It sure is easier to get somewhere when you know where you are going, how you're going to get there, and what you're going to do when things get in your way.

An easy way to remember these three steps are:

G oal Selection

P ursuit of Strategies

S hifting Gears (in the face of obstacles) Yes...GPS!

Goal Selection

Good goals should be....

...*Meaningful* to you and not necessarily something others want for you. They should be something you are passionate about....remember your Spark!

...*Realistic*. If you want to be an Olympic class gymnast and you're already 20 years old and you've never really competed in gymnastics before, that might not be very realistic!

...*Stretching*. Your goals shouldn't be too easy either: s—t—r—e—t—c—h yourself beyond your comfort zone---even just a little bit and it will get easier to stretch a little farther the next time.

Adopt a Growth Mindset!

ie xplore Goal Selection

24

On page 31 set a goal for the year. It can be a goal you want to achieve as a part of your Leadership Project or some other goal you want to achieve this year. If you haven't identified a spark yet, a good idea would be to set a goal to discover your spark.

ireflect

Think about what success will feel like if you achieve your goal.

What will you feel?

What will you see?

Why will it matter?

Draw a picture or symbol of what success will be for you:



Share your reflections with your Leadership Project Leader and others in your leadership project.

Pursue Strategies

Now that you have selected a goal, let's **pursue the strategies** that will help you reach that goal.

Oftentimes, goals are so big it's easier to break them down into smaller steps. It's important to nurture your growth mindset by feeling a sense of accomplishment as you continue toward reaching your long-term goal.

Remember: Your brain grows each and every time you try! *That is so awesome!*

ieexplore

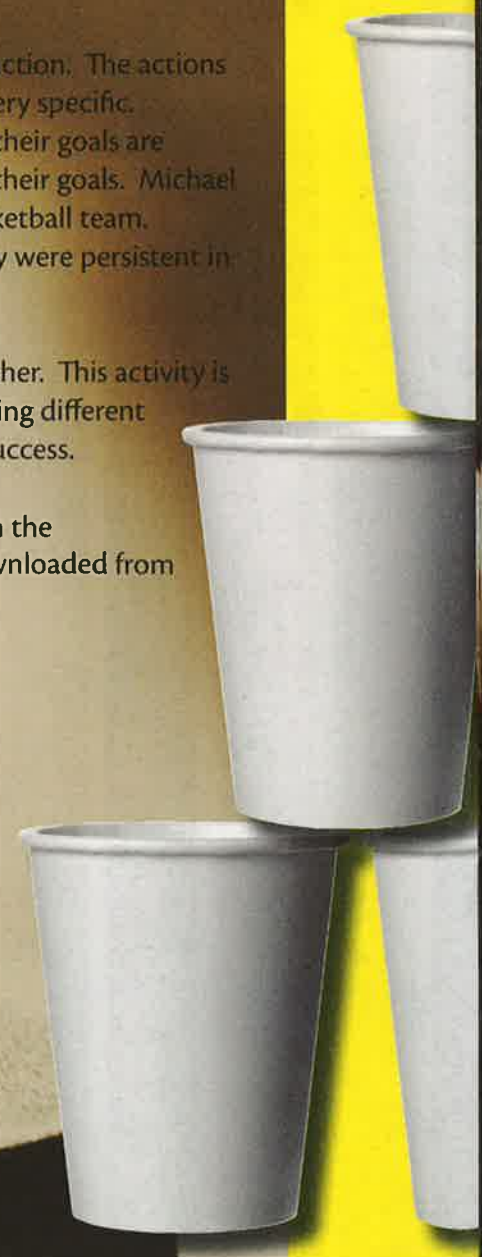
Cup Towers

To reach a goal, you have to take some action. The actions you take to reach your goal should be very specific. Research shows that people who reach their goals are persistent and resourceful in getting to their goals. Michael Jordan got cut from his high school basketball team. Einstein got C's in school. However, they were persistent in their effort to reach their goals.

Complete the Cup Towers activity together. This activity is designed to help you learn about choosing different strategies – being persistent – toward success.

The Cup Towers activity can be found in the iChampion Project Leader Guide or downloaded from www.ca4h.org.

Ready? Go!



When the activity leader calls time, discuss the following questions together:

What happened?

What feelings did you have during that activity?

What strategies seemed to work?

How did it feel when other teams were getting it?

So What?

What does this remind you of in the real world?

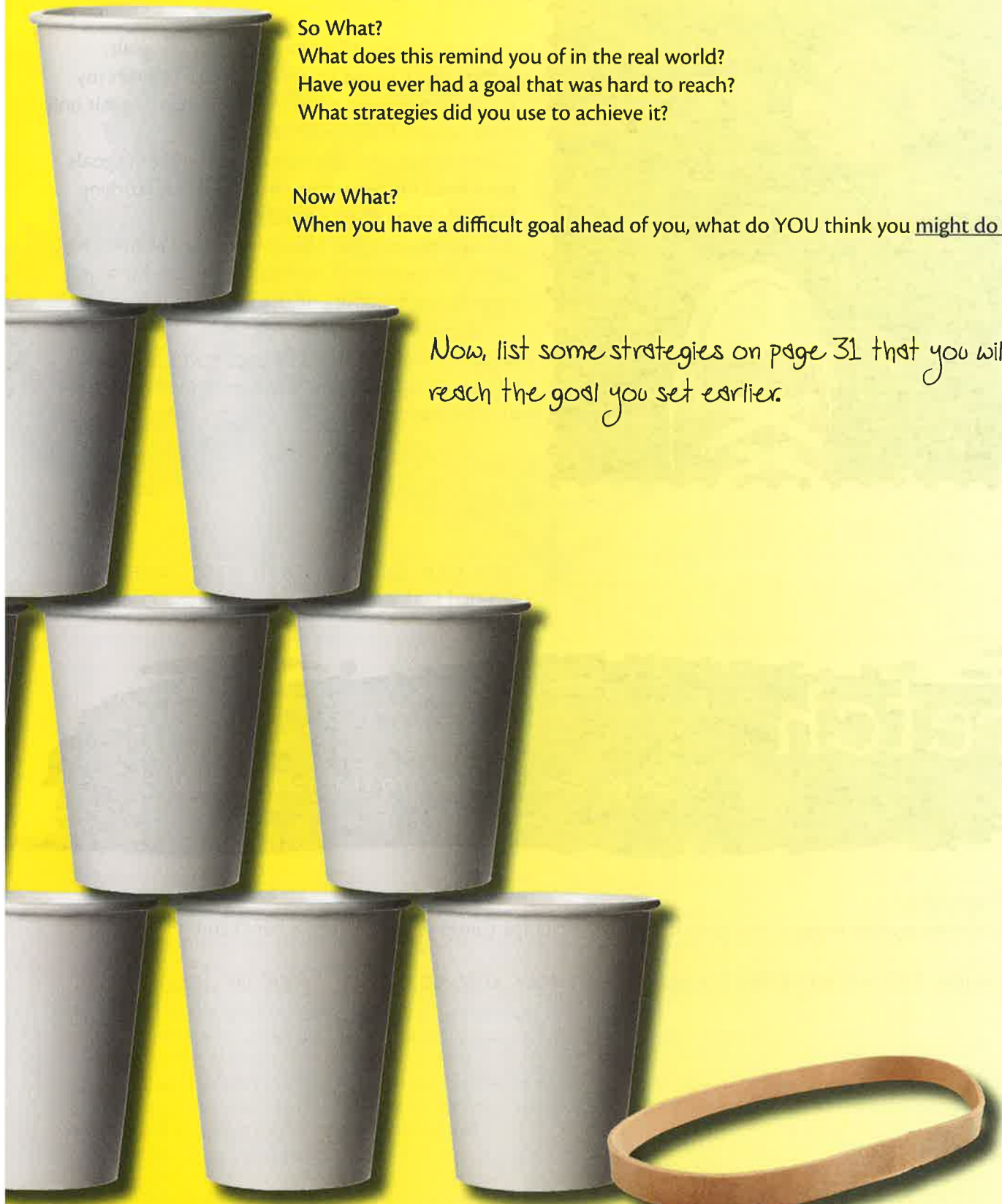
Have you ever had a goal that was hard to reach?

What strategies did you use to achieve it?

Now What?

When you have a difficult goal ahead of you, what do YOU think you might do next time?

Now, list some strategies on page 31 that you will use to reach the goal you set earlier.



reflect

The science of goal management shows that while you are working on pursuing strategies, showing persistent effort has a lot to do with success toward reaching your goals. That's what you were working on when you built cup towers.

Knowing that you can always improve (applying a Growth Mindset) how would you rate yourself on persistence? Check the ONE description that seems to apply to you right now...

- I do not put any effort into meeting my goals.
- I don't think I need to work too hard to meet my goals. I'll put some effort into meeting my goals only if my project leader pushes me.
- I want to put a lot of effort into meeting my goals, but I need my project leader to keep me working hard because I often get distracted.
- About half the time, I really work hard to meet my goals. Sometimes I'll take a break or get distracted.
- I put in my full effort, all the time, to meet my goals.

Look at the statement just below the one that you checked... What skills could you work on to improve your persistence?

Share your reflections with your Leadership Project Leader and others in your leadership project.

stretch

A Bright Spot is something that really works!

Learn about Bright Spots:

<http://www.fastcompany.com/magazine/142/switch-how-to-change-things-when-change-is-hard.html>

How can you use this information to help you in your role as a 4-H Junior or Teen Leader?

Shifting Gears

Stuff Happens! Very few adults are in the same career that they said they wanted in high school.

28

In fact, nowadays people have two or three careers in their lifetime. Sometimes when we don't get to our goals, it feels really bad and we want to give up on everything.

It's okay to feel bad when you don't meet a goal. The BIG question is how do you bounce back and adjust your goal or your strategies?



ie xplore

Paper Towers

...we sure do like towers around here!

Sometimes you will have to change your strategies to reach your goals. And sometimes you will need to change your goals.

Complete the Paper Towers activity together. This activity is designed to help you think about changing strategies and also knowing when to change your goal.

The Paper Towers activity can be found in the iChampion Project Leader Guide or downloaded from www.ca4h.org.

Ready? Go!

When the activity leader calls time, discuss the following questions together:

What happened? How did you decide what goals to set?

How did it feel when you needed to change your goal along the way?

Why was it important to change your goal as the challenge kept changing?

So What? In real life, as you work towards your goals, do things sometimes change?

Why is it important to adjust your goals sometimes?

How do you know when you should stick to your original goal or switch it up?

Now What? Let's say you wanted to be a marine biologist and at some point you realize that every time you get on a boat you get seasickness that doesn't seem to go away. If your Spark is marine animals, what else can you do to use your Spark to make a difference in the world?

What might be a new goal?

ireflect


Look at the goal and strategies that you created on page 31.

What would you do if something kept you from achieving your goal?

How will you know when it is time to adjust your goal or strategies?

Things change, new opportunities arise and sometimes you have to seize the moment and choose a slightly different goal. Write a story of a time in your life when this has happened.

Complete the Shifting Gears section on page 31, related to the goal and strategies you set earlier.



Share your reflections with your Leadership Project Leader and others in your leadership project.

Overcoming big challenges in our lives is something we all have to deal with.

Watch the movie Remember the Titans.

What was Gerry's main goal?



What shifting gears strategies did he use?

My Goals and Strategies

Goal Selection

Set a goal to accomplish this year.

My goal is:

Pursuit of Strategies

What are 3-4 action steps that you will take to move toward your destination (goal)?

These steps should be challenging and show that you are using a growth mindset. Be specific about when, where, and how you will take each step.

1.

2.

3.

4.

Record your GPS management plan in your Online Record Book.

Shifting Gears

What are a few things that could get in the way of achieving this goal or pursuing strategies? What will you do if this happens?

Things that could get in my way:

If this happens, I will...

Am I

Thriving Now?



Indicators of Thriving

The introduction talks about what thriving is and why it is important.

So, how do you know when you're thriving?

Richard Lerner of Tufts Institute for Applied Research in Youth Development has identified a group of qualities that are referred to as the six C's. These qualities are indicators of a path toward thriving.

Competence	Caring
Connection	Confidence
Character	Contribution

The C's help define who you want to be in the world and how you would like to act. The more you intentionally reflect on the C's, the more likely you are to work toward expanding them.

As you explored in "Reach Your Goals", if you know where your destination is, you are more likely to get there. Developing your C's is a life-long process. Can you think of anyone who has reached perfection in all of the C's?

Reach for excellence in effort!

What's Your



Look at the 4-H Thriving Indicator Wheel on page 34. On the outer edge you will see the 6 C's. Some of the C's have specific qualities with more in-depth definitions to help you understand what each C means.

Play the "What's Your C?" activity together. This activity is designed to help you apply the definitions of the C's to real life. Use the activity sheet on page 35.

Complete instructions for "What's Your C?" activity can be found in the iChampion Project Leader Guide or downloaded from www.ca4h.org.

Competence

Contribution

Connection

Confidence

Caring

Character

When the activity leader calls time, discuss the following questions together:

What happened?

Was it easy to determine which C went with which quote?

Why do you think that is?

So What?

Through your 4-H experience have you been able to improve on one or more of the C's? Which ones?

Why do you think it's important to reflect on your growth toward the C's?

What do you think will happen if you set goals around improving your C's?

Now What?

Let's say you're going to work on your Confidence. What would be an example of a goal to help build confidence?

What would be some strategies to help you get to that goal?

Describe how the Indicators of Thriving and Goal Management skills are linked together?

Competence

Healthy Habits include caring for your body, healthy eating, and avoiding unsafe behaviors.

Life Skills are the nuts and bolts of your skill-based toolkit: management of money, time, and goals; home and job skills.

Love of Learning is a passionate interest in gaining knowledge about the world and your place in it.

Emotional Competence is the ability to identify and manage emotions to support your progress in the world.

Social Skills are knowing what's expected and how to act in different social situations.

Positive Relationships enhance the well-being of all individuals involved.

Connection

Spiritual Growth is an awareness of your inner spirit or soul and your connection with the sacred or the wider universe.

thriving
is working towards
your full potential.

StepItUp²
THRIVE

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Contribution

Purpose is a clear vision of your positive contribution to the world.

Persistent Resourcefulness is the ability to suffer wisely, face challenges and learn the lessons.

Confidence

Confidence is believing in yourself and the feeling that you will be able to accomplish what you set out to do.

Caring

Caring is honoring and protecting all living things and the world's resources.

Character

Character is decision making grounded in a clear sense of right and wrong.

What's Your G?

"This is my sixth year in the Leadership Project and I've continued to learn more about running a meeting, making goals, teaching others, planning events, making motions, and the parliamentary procedure."

-Tyler, San Bernardino County

"When I first started 4-H I would always sit in the back and I wouldn't talk to anyone, but as I got more involved I started to do more with leadership in my club. I also started talking to people I normally wouldn't have talked to."

-Kyle, Kern County

Morgan enjoys presenting demonstrations about proper equine care. Morgan says, "I think the members appreciate having a peer present information in a way they can understand."

-Morgan, Humboldt County

Chelsa uses equine therapy with her horse, Cricket, to mentor a nonverbal autistic child named Maya. There are many healing and therapeutic benefits to equine therapy, and Chelsa dedicates her time each week to ensuring that Maya has access to this critical therapy. The services Chelsa provides to those in need do not go unrecognized in her community. Maya's mother says that "Chelsa is disciplined, honest, sincere, selfless and dedicated... She has not only changed the life of my daughter in a positive manner but she has changed our lives as well." -Chelsa, Orange County

Zoey demonstrates civic participation outside of the 4-H program. For five years, she has been active in the Natural Conservation Service, selling trees and promoting their use as protection for soil and a barrier to wind erosion. She has put over 2,500 trees and shrubs in the hands of Siskiyou county residents for planting.

-Zoey, Siskiyou County

Lauren is sensitive to the special needs of the members in her club, and is able to work with all people with respect, integrity, and understanding. She is able to mentor her members and assist them with their problems without simply giving them the answer. Her ability to guide and instruct while letting others learn is what makes her an "exemplary 4-H member and youth leader", according to her Club Leader.

-Lauren, Sacramento County

reflect... ..tseftr

36

Now that you know a little bit about each of the six C's, set a growth goal around **Contribution** for the upcoming year. How will you grow your contribution skills?

My growth goal for Contribution is:

My strategies to reach this Contribution goal are:

Things that might get in my way to reaching my goal are:

How can I overcome these barriers? Who can I ask for help?



Share your reflections with your Leadership Project Leader and others in your leadership project.

istretch

Ask for help where and when you need it.

Discuss your GPS and Contribution Goals with your project leader. Ask for help where and when you need it.

Contribution





Celebrate!

You have the power to make a positive change in the world through your leadership

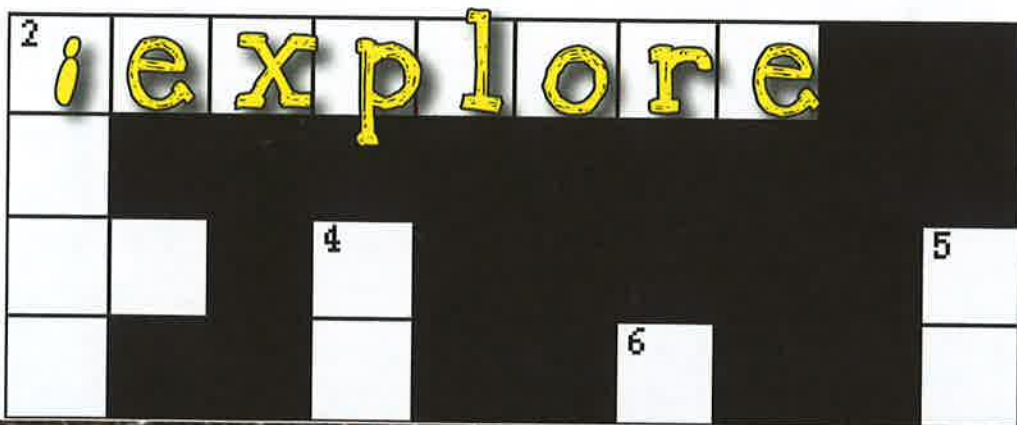
Before you can lead others, you must have a strong sense of self! This includes your abilities and strengths! In other words, you first have to learn to lead yourself! And this is what 4-H Thrive is all about, learning the skills necessary to be who you want to be in the world.

You have spent a lot of time and energy reflecting on where you are on your path to developing skills. You have also set goals in order to help you continue on the path to thriving. These skills were enhanced through exploring the profound concepts of Sparks, Growth Mindset, Goal Management, and the 6 C's.

Now, let's put it all together and celebrate your hard earned efforts!

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

-John Quincy Adams



Complete the 4-H iThrive crossword puzzle found in the back of this magazine.

Discuss your answers with others in your leadership project.

iCelebrate

"A leader is anyone willing to help anyone who sees something that needs to change and takes the first steps to influence that situation."

-Margaret Wheatley

With others in your leadership project, plan a way to celebrate the completion of 4-H iThrive.

Invite your families and plan a fun presentation or skit about Sparks, Growth Mindset, GPS goal setting, and the 6 C's.

Like you did in the Got Connections? chapter 2, share appreciation statements with each other. Here are some examples:

- "I appreciated it when..."
- "(Name), you were really helpful when..."
- "(Name), you really showed exceptional effort when..."

Applause!
Kudos!
Amazing Effort!

When you have completed 4-H iThrive, you have earned the iThrive recognition pin.

FINISH



reflect

Affirmations are positive statements about who you want to be, how you want to feel, or what you want to accomplish in the future.

They can be statements of what you want to accomplish in the next year, or what you want to accomplish 10 years from now. They are meant to be repeated and reviewed as a way to "program" your brain toward what you want your life to be like. 4-H helps you explore many paths toward reaching your full potential. Affirmations are another way to help you guide your future. The following affirmations are some examples of what you might envision for your future.

Who Am I?

- I am quiet, powerful, and determined.
- I have learned to speak with confidence in front of large groups.
- I am a teacher at heart.
- I am an artist.
- I am an expert in caring for injured and sick animals.
- I am a scientist.
- I am an explorer who travels each year to another state or country.

What do I care about?

- I am concerned about animal health.
- I want more people to eat healthy foods.
- I want kids to be safe in their neighborhoods.
- I want more people to appreciate the outdoors and nature.
- I care about understanding how things work.
- I want all children and youth to have hope for the future.

How do I help?

- I love organizing events, activities and fundraisers.
- I volunteer at the library to help young children learn to read.
- I knit children's sweaters for local foster children.
- I donate my cooking skills to the local shelter that feeds the homeless.
- I have been elected to represent my community on the city council.

Write your own affirmation on page 41, cut that page out, and post it in a place where you will see it each day, perhaps in your bedroom. Keep it posted for at least a month. After a month, re-evaluate your affirmation. Is this an affirmation you want to continue? Keep it or change it –

You have ALL the power!

istretch

Share your stories!

Share your 4-H iThrive stories in your county 4-H newsletter.



B

"To do good things in the world, first you must know who you are and what gives meaning in your life."

-Paula P. Brownlee

TO

MORROW ST ▶

ONE WAY



And your journey continues
...Thrive on!

Kid Culture

uac

My affirmation is:

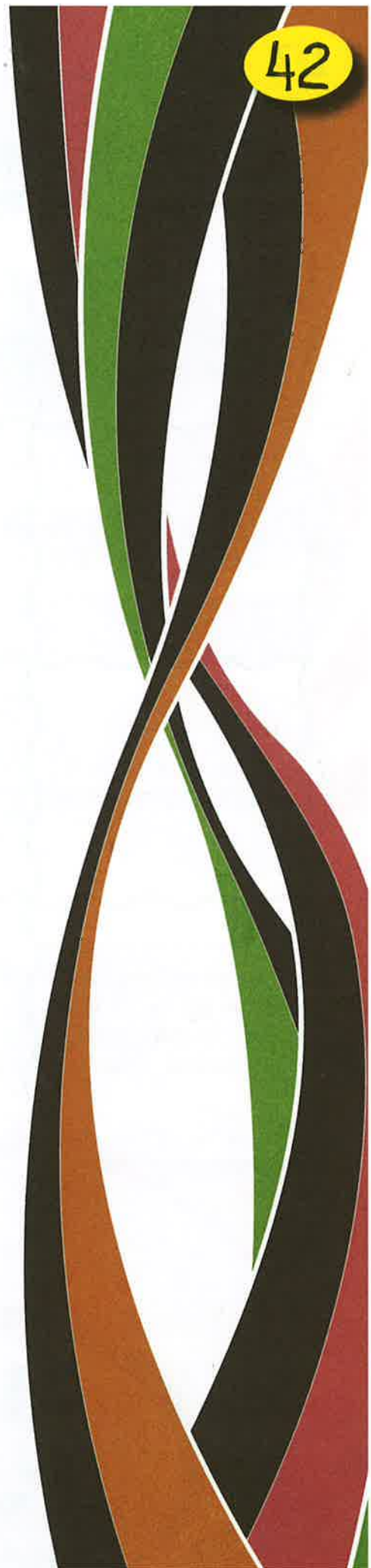


If you would like, you can share your affirmation with your Leadership Project Leader and other members of your leadership project.

Posted on _____ (date)

I will reevaluate my affirmation on
_____ (date)

Notes



4-H "Safety First" Bingo

I can locate a fire extinguisher

I can show where two exits out of this building are

I know where to go in an earthquake

I know the first and last names of the adults who are responsible for this group

I know the name or the address of our location

If the power goes out, I can tell you what to do

I know what to do if I get separated from the group while on a field trip to a public place

I know what to do if something we are cooking catches on fire

I know what to do if I get bitten by an animal

I know what to do if I get hurt at a 4-H meeting or event

I can tell you two knife safety rules

In any emergency, I should do my best to remain _____
(I know the best 4 letter word)

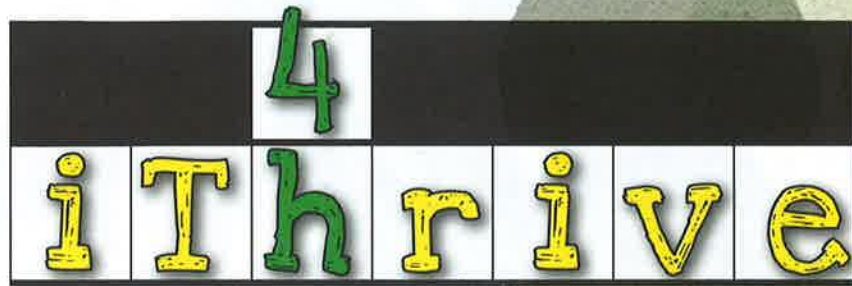
I can tell you two things we should bring to an all-day, summer, outdoor event

In 4-H, if we don't know the safety rules for an activity, I know we can find out by looking at (name of the publication)

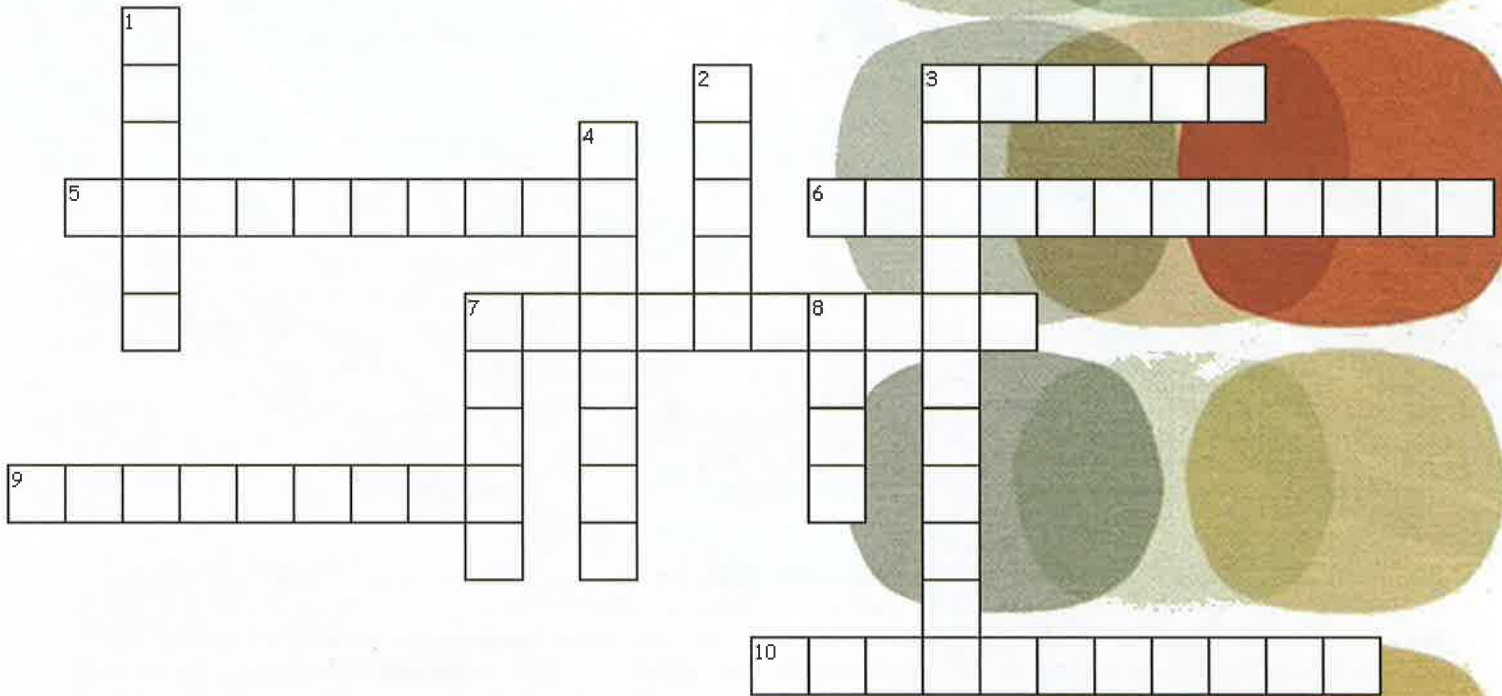
I know where the first aid kit is

I know where to get water at this meeting space

**SAFETY
FIRST**



Crossword Puzzle




Across

3. When I recycle, I am practicing _____.
5. Even when something is hard to do, if I believe in myself, my _____ will grow.
6. One of the 6 C's that help me use my Spark to make a difference in the world.
7. In the GPS system of goal management the P stands for Pursuit of _____.
9. When I make decisions with a clear sense of what is right, I am a person of _____.
10. Another word for when I continue to try and increase my effort is _____.

Down

1. When I focus on _____ instead of "getting it right" my brain learns.
2. When things beyond my control get in the way of reaching my goal, I can _____ gears and either think about a new goal or new strategies.
3. My _____ give me a sense of belonging to my community.
4. Love of _____ is an indicator of thriving that is related to Competence.
7. The thing that brings joy and energy to my life.
8. In the GPS system of goal management, the G stands for _____ Selection.



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