



iChampion 2



Adult Volunteer
Leader Guide

4-H Leadership Project

Companion to *iThrive 2* Member Guide for the Leadership Project
California 4-H Youth Development Program

Acknowledgements

iChampion 2 reflects the work of.....

The Thrive Foundation for Youth: whose vision of positive change for young people is our inspiration and guide. Their partnership and generous gift make it all possible.

The 4-H Thrive Leadership Team: a small group of dedicated staff whose commitment to this project allowed us all to learn and grow professionally. Special thanks to Shannon Dogan, Gemma Miner, Scott Mautte, Kali Trzesniewski, Keith Nathaniel, Carol Martin and Annette Leeland.

The statewide 4-H Master Trainers: who did the hard work to coach and support volunteers through the first pilot year.

The UCCE 4-H and state office staff: who have embraced thriving as the unique brand of skill building in the California 4-H Youth Development Program (YDP) and continue to find ways to infuse thriving concepts and language throughout community programs.

The designer: Stephanie Chu of ReproGraphics, who spent countless creative and dedicated hours to make this a work of art.

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

-Gemma Miner

The University of California prohibits discrimination or harassment of any person on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), 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: service in the uniformed services includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) in any of its programs or activities. University policy also prohibits reprisal or retaliation against any person in any of its programs or activities for making a complaint of discrimination or sexual harassment or for using or participating in the investigation or resolution process of any such complaint. University policy is intended to be consistent with the provisions of applicable State and Federal laws. Inquiries regarding the University's equal employment opportunity policies may be directed to Linda Marie Manton, Affirmative Action Contact, University of California, Davis, Agriculture and Natural Resources, One Shields Avenue, Davis, CA 95616, (530) 752-0495.

Developed by California 4-H Youth Development Program. Use of the materials in this document may be used with permission only. Please contact Gemma Miner, (530) 754-8517.

Table of Contents

Toward Thriving	1
Positive Youth Development, Skill Building and Thriving	1
Youth Development Outcomes	1
About <i>iChampion 2: Adult Volunteer Guide</i>	2
Meeting Plans	5
Measuring Success	7
Step Up to Thriving—the first meeting	9
What’s the Point?	9
<i>iThrive 2</i> Activities	11
Chapter 1: Be Safe, Feel Safe: Dreams and Dream Thieves	15
What’s the Point?	15
Dangerous “Games” Every Youth Leader Must Know About	16
<i>iThrive 2</i> Activities	18
Chapter 2: Got Connections?: Friendships or Fearships	21
What’s the Point?	21
<i>iThrive 2</i> Activities	22
Chapter 3: Light Your Spark	25
What’s the Point?	25
Keep in Mind	27
<i>iThrive 2</i> Activities	28
Chapter 4: Reach Your Goals	31
What’s the Point?	31
Keep in Mind	33
<i>iThrive 2</i> Activities	35
Chapter 5: Flex Your Brain	49
What’s the Point?	49
Keep in Mind	51
<i>iThrive 2</i> Activities	53
Chapter 6: Am I Thriving Now?	57
What’s the Point?	57
Keep in Mind	58
<i>iThrive 2</i> Activities	59
Chapter 7: Celebrate!	63
What’s the Point?	63
<i>iThrive 2</i> Activities	64
Resources	69
Activity and Video Links	69
Bibliography	70

iChampion 2 Adult Volunteer Guide

TOWARD THRIVING

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 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**. That is, without this foundation it is difficult to build skills. For example, if young people do not feel safe they will not build healthy, positive relationships, be engaged and feel a sense of connection to the program and community. If safety is not established it will be difficult to get to the point where skill building can occur. Conversely, if youth feel safe and build relationships they 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, they are **ready to learn!**

In 4-H we approach skill building in a unique way

The thriving practices (aka 4-H Thrive), which are to identify sparks, develop a growth mindset, learn and practice goal management skills and self-reflection, ARE how 4-H does skill building. They are integral to the 4-H brand of positive youth development.

Youth Development Outcomes

In 4-H the key youth development outcomes are the 6 Cs: competence, confidence, connection, caring, character and contribution. In the Thrive Foundation for Youth model, the 6 Cs are one of the four components of thriving. We will continue to help youth understand the definitions of the 6 Cs and use the skill of self-reflection to help them grow their Cs. As the primary youth development outcomes in the California 4-H program, we will continue to measure growth in the development of the 6 Cs through Growth Grids (formerly called Rubrics).

About iChampion 2 Adult Volunteer Guide

The *iChampion 2 Adult Volunteer Guide* advances the concepts of thriving that California 4-H YDP began in 2010. This supplement is the companion piece to *iThrive 2 Member Guide*. It functions as an addendum to the original *iChampion Adult Volunteer Guide* and as such, most of the same 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 of the original *iChampion* and take the time to read the introduction on pages 1-14. All of the page numbers in this supplement are numbered iC2/#. This will help you differentiate and reference between the original *iChampion* and the supplements.

So that there is consistent data collection, all 4-H youth receiving *iThrive* materials in 2012-13 program year will be working with the 2nd edition. The Leadership Development Project yearly schedule will be:

2011-12 *iThrive Member Guide*

2012-13 *iThrive 2*

2013-14 *iThrive 3 (SET focus)*

2014-15 *iThrive 4 (Healthy Living)*

2015-16 *iThrive Member Guide* (this final version will be a compilation of the first four years)

The *iChampion 2 Adult Leader Guide* will follow the rollout timeline of *iThrive 2*.

Why is iThrive considered Leadership Development?

As you read through the materials you will discover that the concepts presented are not typical leadership development ideas. In the *iThrive 2* educational materials we present skills that help young people develop personal skills first. Throughout the materials a concept is taught and then a series of self-reflection activities, questions and statements are posed to help the member think about how they would apply that concept in his/her work as a Junior or Teen Leader. Thus, 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 Junior and Teen Leaders.** All Junior and Teen Leaders should be enrolled in a Leadership Project—and follow *iThrive 2* throughout their year-long project.
2. Each chapter guides youth through promising practices of thriving and is related to the four components of thriving.
3. ***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.
4. **The introduction and first six chapters help build specific skills toward thriving.**
5. **The final chapter is about celebrating success.**
6. **Each chapter has the following features:**
 - a. **Key ideas** about the topic
 - b. **iexplore** activity (hands-on, shared experience about the topic)
 - c. **ireflect** activity (internalize and personalize what was learned)
 - d. **istretch** activity (apply what was learned)
7. **The iexplore activities** are designed to be completed as a group during the Leadership Project meeting.
8. **The ireflect exercises** are BEST done during the Leadership Project meeting, but can be done individually between meetings if time constraints require it.
9. **The istretch activities** are BEST done during the Leadership Project meeting and can be done individually between meetings.
10. **If an ireflect and/or istretch are done independently ALWAYS** begin the next meeting with a discussion of what was learned.
11. **When youth complete a year of 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 2*

1. *iChampion 2* is arranged so that each chapter number matches a corresponding chapter in *iThrive 2*.
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. When a topic has updated information, we have added it into the supplement.
3. The Step Up to Thriving introduction section and each chapter of *iChampion 2* provides:
 - a. **The main point** of the chapter
 - b. **An *iThrive 2* 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
4. **Before each meeting** of the Leadership Project, read the *iThrive 2* chapter and the *iChampion 2* chapter that will be the focus of the upcoming meeting. Be sure you understand the activities, exercises and discussions, plus the key concepts and applied science.
5. **Gather supplies** that you will need for each meeting. In some cases, equipment is available for check out through your UCCE County 4-H Office. Other supplies are inexpensive and readily available.
6. **At the end** of each chapter there is a postcard with a few simple questions. Please complete the questions on the postcard when you have completed the lessons in that chapter and pop it into a mailbox. The postage is already pre-paid. The information on this postcard 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.

A Note about the Activities

In most of the chapters, the *iexplore* activity is an experiential learning game. We use these experiential activities to:

- » Allow youth to focus well enough **to learn better**. Researchers have found that rewriting a lesson with a story context combined with a challenge for the student to overcome (in other words, making it into a game) significantly improves the learning performance of young people. (Lepper & Cordova, 1992).
- » Provide a shared experience so that the group can reflect on the same thing—apples to apples so to speak

- » Create some group energy and sense of fun
- » Consistently and intentionally continue to build relationships among members and adults

Experiential learning games are used in corporations, college classes and recreational settings as a research-based way to promote learning. While it may not be readily apparent how **that** activity leads to **that** learning, we ask that you trust the process. There are lots of ways to do things, and this is the model that we are using for *iThrive*. Your attitude, approach and enthusiasm will greatly affect the way your youth perceive, work through and process the activities.

Most of the activities involve some degree of problem solving that is not developmentally appropriate for younger members. The activities and games chosen are targeted at young people who are approximately 12 years of age and older.

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.

Sample Meeting Plans

One Hour Meeting

Greet members (5 minutes)

Check-in circle (10 minutes)

Evaluate how we're doing as a group (review group norms, full value commitments or rights and responsibilities)

Share or review ireflect or istretch activities that were done at home from the last lesson

Chapter of the Day (40 minutes)

Complete at least one iexplore and one ireflect together

If time permits, do the istretch activity OR other leadership project business

One and a half Hour Meeting

Greet members (5 minutes)

Check-in circle (10 minutes)

Evaluate how we're doing as a group (review group norms, full value commitments or rights and responsibilities)

Share or review ireflect or istretch activities that were done at home from the last lesson

Chapter of the Day (60 minutes)

Complete one iexplore, one ireflect and one istretch together

Other project business (15 minutes)

Tip: Be sure to have notebook paper at each meeting just in case a member forgets their *iThrive 2 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)

September	Step Up to Thriving
October	Chapter 1: Dreams and Dream Thieves
November	Chapter 2: Friendships and Fearships
December	Chapter 3: Light Your Spark
January	Chapter 4: Reach Your Goals, Meeting A
February	Chapter 4: Reach Your Goals, Meeting B
March	Chapter 5: Flex Your Brain
April	Chapter 6: Am I Thriving Now?
May	Chapter 7: Review and Celebrate

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

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 impactful 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 what the impact 4-H has on learning and growth in young people is by tracking youth progress. Tracking progress also allows us to continually improve 4-H programs based on what youth and adult volunteers tell us. In the 4-H Thrive Leadership Project, adults track youth progress through a systematic approach to observing youth skills, called Growth Grids. In order to optimize your use of these Growth Grids, adult volunteers who are leading the Leadership Project must participate in Growth Grid Calibration Training prior to completing your first Growth Grid. Ideally, this will be completed by October or November. More information on Growth Grid Calibration training is available from your Thrive Master Trainer team or at:

http://www.ca4h.org/Resources/Volunteers/4-H_Thrive_Resources/4-H_Thrive_Virtual_Trainings/

	October – January	May – August
Youth complete:	In ORB: All Sparks Points Surveys, GPS Growth Grid(s) and C Growth Grid	In ORB: All Sparks Points Surveys, GPS Growth Grid(s) and C Growth Grid
Adult volunteers complete:	Growth Grid Calibration Training† GPS and C Growth Grids for at least 3 youth	GPS and C Growth Grids for at least 3 youth

† Must be completed before starting GPS Growth Grids and C Growth Grids.

Each year one of the 6 Cs will be **pre-selected** by the State 4-H Office for completion by **all youth and adults**. The schedule of the yearly C is as follows:

2011/12: Contribution

2012/13: Connection

2013/14: Confidence

2014/15: Competence

2015/16: Character and Caring

2016/17: Back to Contribution and repeat the cycle

Spark Points Youth Surveys and Growth Grids

The other way we are studying growth and learning in youth members is through surveys and Growth Grids in their 4-H Online Record Book (ORB). Encourage your members to go there sometime before the Sparks lesson, Chapter 3 and complete the surveys and Growth Grids in their profile page under My Sparks Score/Questions. Youth earn Spark Points for completing each survey and Growth Grid. As an incentive, youth and adults are eligible for prizes when they complete the surveys and grids by the established deadlines.

Youth will complete the same surveys and grids again toward the end of the year (May – August). Once again, encourage your members to complete these post-surveys and grids sometime after the sixth chapter and before you end for the year.

Youth surveys and Growth Grids will be available October – January (baseline surveys) and May – August (post 4-H year surveys).

Whenever you start—keep going in this order.

Plan to finish the complete project within one 4-H program year.

Adult Pre-Requsites	Thrive Training								
	GPS Calibration								
Adults Complete			GPS and Connection Growth Grids for selected youth						GPS and Connection Post Growth Grids for selected youth
Lessons	Sep Step Up to Thriving-introduction	Oct Chap 1	Nov Chap 2	Dec Chap 3	Jan Chap 4 partial	Feb Chap 4 finish	Mar Chap 5	Apr Chap 6	May Chap 7
Youth Complete		Complete all baseline surveys and Growth Grids in 4-H ORB							Complete all post surveys and Growth Grids in 4-H ORB

Step Up to Thriving—the first meeting

What's the Point?

At your first meeting of the year, be sure to create a sense of safety, both physical and emotional, and help your group either start or continue to develop relationships with each other. A safe space is critical for project meetings, especially when encouraging young people to openly talk about their dreams, hopes and innermost aspirations. When young people feel safe they are ready to make friends and build their skills.

Getting Started

In the first two chapters of *iThrive 2*, members will think about risky behaviors and dangers that some relationships may present in their lives. 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, pages 20-21.

Read through this whole section of *iChampion 2* and take a look through *iThrive 2 Member Guide*, Step Up to Thriving introduction section, to be comfortable with the lesson plan. Since this is not a chapter but an introduction, it does not follow the chapter model. Instead, this first meeting plan is mostly designed by you, with resources found in *iChampion 2* and your own skills and background.

The first meeting will be the time to play a name game of your choice and to establish some group norms. You can use the Rights and Responsibilities activity in *iChampion* on pages 23-24 or you can use Full Value Commitment or Group Norms—both activities are found in this section. Additionally, you will introduce members to the *iThrive 2 Member Guide*. You may also have first meeting paperwork to work through with your group.

iThrive 2 Step Up to Thriving introduction checklist

- ✓ Play a name game especially if the members of your project are new to each other.
- ✓ Read the introduction on pages 1-2 together. Make sure members understand how *iThrive 2* is organized.
- ✓ Complete a group behavior activity. (Activities are found in *iChampion* and *iChampion 2*: Full Value Commitment, Group Norms or Rights and Responsibilities. The Rights and Responsibilities activity is on page 23-24 the other two are on pages iC2/11-12).
- ✓ Read the Start Here section on pages 3-4 together. 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.
- ✓ Complete any necessary paperwork. Set a meeting calendar for the year.

Project Leader Tips

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, 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 such a diverse group of youth. Leaving the door open for an ongoing conversation can allow for thriving discussions to evolve over time.

ACTIVITY: FULL VALUE COMMITMENT

Objective: When we make a personal commitment about our attitudes and behavior to each other, we're more likely to stick to our commitment. Just as important, when we agree as a group to certain expectations, our feelings of safety increase. We know how to behave in this group and what to expect from others.

Time: 15 minutes for a group of about 10 people

Materials: one poster board, variety of color markers

Preparation: Prior to the meeting, title a poster board "4-H Full Value Commitment" and write the list of 6 commitments below it:

- Character:** To be honest about things and feelings with oneself and others
- Connection:** To act in a manner that makes one worthy of trust and builds positive relationships
- Caring:** To never use words, actions and/or body language that degrades, humiliates or dishonors others or yourself
- Competence:** To listen with the intention of understanding what the speaker intends to communicate
- Confidence:** To try new things and put forth your best effort given the circumstances and available resources
- Contribution:** To positively participate and contribute to your success and the success of the group

Preparation Time: 30 minutes

Facilitator Tips: Let members take their time signing the poster board at the end of the activity. Leave the board up throughout the meeting and let them come back to it if they need to. Use the poster at the beginning of each meeting to check in with members on how they are doing as a group meeting their commitments to each other. A "thumbs up", "thumbs down", or "thumbs to side" is a fun and non-intrusive way for project members to show how they feel they are doing as a group.

Directions:

1. Explain to the group that we're going to work through an exercise so everyone knows how to behave and what to expect from yourself and others. We're going to set up some common understanding and language for our group. In legal contracts people sign off on words to agree to something formal but in this case we would like to use something more visual and call it a commitment because we want you to invest in what we are trying to accomplish individually and together.

2. Explain that this is a time that we will set high standards for how we work together and that you know that they can succeed at these high standards through effort and persistence. Assure your members that they will have the support and resources they need to reach these high standards.
3. Review the list of commitments that you have previously printed on the poster board.
4. Ask for examples for each one of the commitments—make it real for your group. You could ask things like, “Share what it sounds like in our meetings when we listen with the intention of understanding what the speaker intends to communicate.” “In your own words, what does that mean to you?” “Describe how it will feel like if everyone is willing to try new things and put forth their best effort.”
5. When members are ready to make this commitment, each person signs their name to the poster board.
6. Talk about how you are going to support each other to remember the commitments.
7. Use the completed Full Value Commitments at the beginning of each meeting to check in with members of the project group. You could ask, “How does everyone think we’re doing on our commitments with each other? Share your ideas on how can we support each other if we are struggling in any area.”

ACTIVITY: GROUP NORMS

Objective: When we agree together about how we are going to treat each other in this project, our feelings of safety increase. We know what is expected of ourselves and what to expect from others. Using the words “Group Norms” helps members understand that being courteous, respectful, etc., is normal and not the exception. It tends to have a little more stabilizing effect than “Group Agreements”.

Time: 30 minutes for a group of about 10 people

Materials: flip chart paper, one piece of poster board, colorful markers

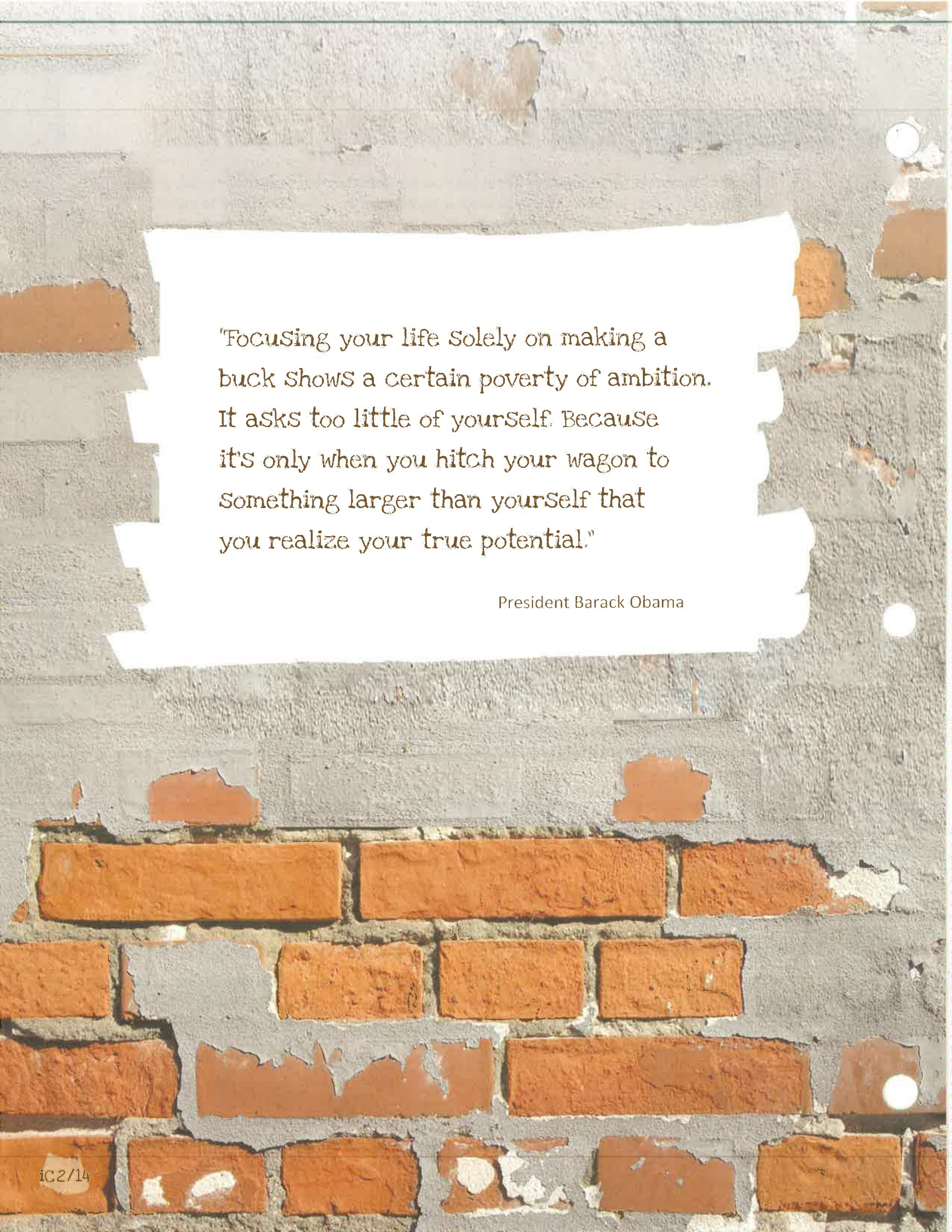
Preparation: Understand activity, gather supplies

Preparation Time: 15 minutes

Facilitator Tips: During the brainstorm process all ideas are acceptable. No judgment or comments should eliminate a comment during this phase. Use the poster at the beginning of each meeting to check in with members on how they are doing as a group meeting their group norms. A “thumbs up”, “thumbs down” or “thumbs to side” is a fun and non-intrusive way for project members to show how they feel they are doing as a group.

Directions:

1. Ask someone to be a recorder.
2. Instruct the group to brainstorm ideas of common positive behaviors—or how you want to act and be treated by others as a member of this Leadership Project. Allow five to eight minutes to get a list. The recorder writes down what everyone says and may also contribute ideas as well.
3. Look at the list and see if there are duplicate ideas. Group similar ideas together to make one statement. Ask if everyone can agree to the final list. If not, now is the time to discuss and evaluate each idea.
4. Keep the ideas that everyone can agree on and cross out ones that you decide as a group to eliminate or rephrase so everyone can agree.
5. Ask for a volunteer to transcribe the list to a poster board, titled “Group Norms”.
6. When members are ready to agree to this list of group norms, each person signs their name to the poster board.
7. Talk about how you are going to support each other to remember the group norms.
8. Use the completed group norms at the beginning of each meeting to check in with members of the project group. How does everyone think we’re doing on our agreements with each other? Share your ideas on how can we support each other if we are struggling in any area. Are there other ideas that should be added to the list?



"Focusing your life solely on making a buck shows a certain poverty of ambition. It asks too little of yourself. Because it's only when you hitch your wagon to something larger than yourself that you realize your true potential."

President Barack Obama

Chapter 1

Be Safe, Feel Safe: Dreams & Dream Thieves



What's the Point?

This chapter deals with healthy and unhealthy risks. We are using the term dream thieves to help young people understand that the practice of undesirable risky behaviors can rob them of their dreams. It's also important that adults and youth understand that teens are wired to take risks because it helps them learn and grow—and healthy risk taking is important. The goal of this chapter is to help youth understand the differences and similarities between the two. With this knowledge, they are more likely to understand how to choose behaviors that help them achieve their dreams.

Getting Started

Take a look through *iThrive 2*, Chapter 1, to be comfortable with the lesson plan. Be prepared to help guide youth through the *i*explore, *i*reflect and *i*stretch. The activities are described in detail in this chapter on pages *iC2/18-19*.

To prepare for discussions that may include sensitive issues, review the section in *iChampion* on Sensitive Issues, pages 18-19. Additionally, please read the information on Dangerous Games on page *iC2/16-17*.

If this project is new to you, it also may be helpful to read the Background and Key Concepts about emotional and physical safety, in *iChampion* on pages 20-21.

iThrive 2 Chapter Checklist

- ✓ Read about Dreams and Dream Thieves on page 5 together. Make sure members understand the concepts.
- ✓ Complete the *i*explore timeline activity and Dream Thieves on page 6.
- ✓ Complete the *i*reflect discussion questions on pages 6-7.
- ✓ Complete the *i*stretch video clip and questions on page 7 as a group or individually between meetings.

Project Leader Tips

If you sense that a member is struggling with this risk factor, invite him/her to talk to you if they would like help connecting with resources – at school or in the community – to help navigate this risk factor in his/her life.

Dangerous “Games” Every Youth Leader Must Know About

Note: This is for adult information only. It is important that you do not share this information with young people. Rather, it is important for you to be aware of these things so that if you hear youth mention these “games”, at least you have heard of them and can provide appropriate guidance.

Recent media stories have shed a renewed spotlight on the types of dangerous games kids play when they are searching for “thrill-seeking” experiences. While experts note that boys in general, and boys and girls of middle school age as a group, are more likely to engage in dangerous games — kids of any age may try them, especially when they are in groups where there is peer pressure. The Dangerous Behaviors Foundation, Inc. (DBF) suggests that one of the reasons for the recent growth in participation in dangerous games is the accessibility of home videos on social media sites that depict children engaging in these “games.” What all of these games have in common is that kids believe they are “safe” as they are not using illegal drugs, and the games themselves are not illegal.

For youth programs, it is critical that you and parents understand the high-risk “games” that are attracting alarming numbers of participants. The key to preventing youth from participating in these risky activities at 4-H programs is in your supervision practices. During club and project meetings, youth are highly supervised and have limited opportunities to participate in these “games.” However, because youth may be aware of these games, it’s important for you as a leader of youth to be aware of the terminology. If you hear youth discussing these games, it’s helpful for you to be able to act as a resource to deter youth from that practice. As always, you should be vigilant to make sure that members are not engaged in unsafe activities.

Chubby Bunny

This dangerous game requires someone to shove as many full-sized marshmallows into their mouth as possible, and then say the words “chubby bunny” to an audience. Those who succeed put another marshmallow in their mouth — chewing and swallowing is not allowed — and then try to say the same words again. While rare, the risk of choking is apparent, but what is not readily understood is that when marshmallows get in the windpipe, they have a high potential of melting and cannot be removed with the Heimlich maneuver. The National Safety Council reports that 60 children ages 5 to 14 die each year of “suffocation by ingested object”, but it keeps no data on how many of these deaths were the result of games or contests gone awry.

The Cinnamon Challenge

Also depicted in scores of videos on social media sites, this game involves taking a spoonful of cinnamon (without drinking water) and trying to swallow it in one minute. Most people immediately cough out a huge cloud of cinnamon powder. Some people vomit from the strong flavor. Others have coughing fits after breathing in the fine powder. In rare cases, people are hospitalized after inhaling powder into the lungs and placed on ventilators.

According to the American Association of Poison Control Centers (AAPCC), about 88 percent of phone calls in the first three months of 2012 to the nation’s poison control centers were related to the “cinnamon challenge.” The number is already up more than 240 percent from 2011. Although only 25 percent of those calling needed hospital attention, the challenge can be especially dangerous for those with breathing problems like asthma or chronic obstructive pulmonary disease (COPD).

Huffing

Also known as dusting, this “game” involves the intentional inhalation of common household chemicals (including cans of compressed gas used to clean keyboards), causing an immediate “high.” Using huffing as a method to get high can lead to permanent brain damage and damage to the heart, lungs and liver. According to the National Survey on Drug Use and Health (NSDUH/NHSDA), common household chemicals are the fourth most commonly abused substance in the United States among eighth graders and high schools students.

Mumblety Peg

This game has been around for decades, but has seen resurgence in recent years. A player spreads his fingers on a table (or bare toes on the ground) and then stabs the spaces between them as quickly as possible with a pocket knife. The injuries are usually not life threatening, but obviously, the risk of stabbing wounds is high.

The ABC Scratching Game

This game requires two people. One person must name words that begin with each letter of the alphabet for a given topic, while the other person scratches the letter into the back of the player’s hand to distract him. The potential for infection is evident. In an extreme case, in 2007, scratches on a girl’s hand caused necrotizing fasciitis, an infection in which toxins destroy skin and muscle. Since then, her left arm became infected and the girl has gone through seven surgeries to remove tissue infected with the flesh-eating bacteria and has had oxygen treatments twice daily.

The Choking Game

Also known as suffocation roulette, the fainting game, space monkey, blackout, the pass-out game, flatliner, funky chicken, tingling, the dream game, knock-out, choke trance, ghost, airplaning and space cowboy (to mention a few), the game involves cutting off the oxygen supply to the brain through strangulation for a brief high. Kids play the game in groups and alone, using ropes, belts and even plastic bags — often tying the ligature to objects such as trees and bunk beds. Along with the brief high that lasts for several seconds before loss of consciousness and upon awakening, experts believe that another inducement to participate is the psychological effect of escaping a “near-death” experience.

A recent CDC study analyzed 82 probable Choking Game deaths nationwide over 12 years. The study found that the average age of kids who died was 13, but those who died ranged in age from 6 to 19. Nearly all of them (96%) were playing the game alone when they died, even if they’d first played it with a group of friends, and the majority of them (87%) who died were boys. Most of the parents cited by the study (93%) said that they hadn’t heard of the Choking Game until their children died.

Adapted from *Dangerous “Games” Every Camp Must Know About* (June, 2012), American Camp Association. <http://www.acacamps.org/knowledge/participant/training/dangerous-games>

ACTIVITIES

ie xplore

Dream Thieves and Dream Defenders (page 6 in *iThrive 2*)

Objective: To help young people distinguish healthy risks from unhealthy risks or “dream thieves.” Open the dialogue about risk factors that have the potential to rob us of our dreams. This activity is a guided discussion.

Time: 35 minutes

Materials: *iThrive 2* for the list of guiding questions and statements and pencils/pens

Preparation: Understand the goal of the guided discussion

Preparation Time: minimal

Facilitator Tips: This group discussion activity should be between youth only. The adult leaders of the project should move around the room so that you can unobtrusively listen to parts of the discussion. If you need to coach or do any behavior modification, try to do this sparingly and with as little distraction as possible. If you have a small group in your project and there is only one discussion group, separate yourself a little bit from the conversation so that you are not a participant, but can observe. This is a great time to work on paperwork that allows you to listen with one ear.



Directions:

1. After having read the information on dreams and dream thieves in *iThrive 2*, on page 5,
Ask: What does the word “risk” mean to you? (Answer: The possibility that something is likely to result in danger, something unpleasant or unwelcome.) Make sure that members understand that risk factors are obstacles that get in the way of being all they can be—or thriving.
2. Form groups of 3-5 youth members.
3. Explain that they will be working through a guided discussion using the questions and statements on page 6 of *iThrive 2*. Give them permission to take this seriously and encourage them to take at least 5 minutes to think about and discuss each statement or question with their group members.
4. The guiding questions and statements are:
 1. Share with others in your group what your dream or vision for your life is—10 years from now.
 2. Talk about the strategies people use to help them realize their dreams.
 3. For people who don’t realize their dreams, discuss what you think got in the way or prevented them from reaching those dreams.

4. As a teenager, a part of how you learn and grow is through taking risks. As a group, come up with 6 examples of risks that help you realize your dreams. Conversely, come up with 6 types of risks that could be called dream thieves.
 5. Discuss why you think people your age choose to take unhealthy risks.
 6. Think about and discuss how you think people learn to replace unhealthy risk taking with healthy risk taking.
5. When the groups have completed their discussions, move directly to the ireflect activity in *iThrive 2* on page 6-7.

ireflect

Members work independently and if it's comfortable and time allows, share answers with the group. If and when you recognize unhealthy risk factors that have the power to block your dreams, it's up to you to begin to eliminate them. No one can do this for you and you may need help along the way. Make sure you find trusted friends and adults that can support you.

- » Identify a risk factor or dream thief that you would like to eliminate in your life or the life of a friend.
- » Determine the strategies that you can take to begin to eliminate that risk factor.
- » Identify a trusted friend or adult who you can go to for help.
- » Share the advice you would give to someone else who had a dream thief in their life.



istretch

If time allows, complete the istretch during the project meeting. We find that learning increases when members do complete the istretch activities together. Instead of recording answers, you can use the questions as group discussion after viewing the video clip. Depending on your project size, you may want to divide into smaller groups or keep them together if it's manageable.



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 thoughts.

Sometimes, we can watch a popular movie to learn powerful lessons. Watch the four minute video clip from the movie *Freedom Writers*: http://www.ca4h.org/About/Thrive/Thrive_Activities/

- » Identify the risk factors discussed that could keep the youth from reaching their dream(s).
- » Describe what caused the youth to eventually eliminate risk factors. Explain the positive factors or changes that helped the youth eliminate risk factors.
- » Think about the risk factor(s) that you may have in your life. What can you add to your life that could replace that risk factor with something that supports your dreams?

Chapter 2

Got Connections? Friendship or FearShip?



What's the Point?

Connections and relationships are assets in a young person's life. Relationships with adults and peers are the sources of emotional support, guidance and instrumental help that are critical to young people feeling connected to others. Everyone experiences a fearship in their life. And, all young people face peer pressure. This chapter gives them a new language and lens through which to view friends. Members will differentiate between types of relationships, view the impact of relationships on progress towards their dreams and learn what it takes to have positive relationships.

True friends do not lead you to danger; rather, they help you grow your spark and protect your dreams. In this chapter, members are asked to assess whether those in their sphere of influence are friendships or "fearships". They learn to name a problem or conflict as one tool to disarm the power of it.

Getting Started

Take a look through *iThrive 2*, Chapter 2, to be comfortable with the lesson plan. Be prepared to help guide youth through the *iexplore*, *ireflect* and *istretch* activities. The activities are described in detail in this chapter on pages iC2\21-22.

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 also may be helpful to read the Background and Key Concepts about building relationships in *iChampion* on pages 28-29.

iThrive 2 Chapter Checklist

- ✓ Read about Friendships and Fearships on page 8 together. Make sure members understand the concepts.
- ✓ Complete the *iexplore* People in My Life activity on page 9.
- ✓ Complete the *ireflect* discussion questions on pages 9-10.
- ✓ Complete the *istretch* video clip and questions on page 10 during the project meeting or individually between meetings.

Project Leader Tips

The most important key concept that youth need to understand is that a fearship leads them into danger. Help him/her navigate any fearship by providing resources.

ACTIVITIES

iexplore

Friendship or Fearship? (page 9 in *iThrive 2*)

Objective: Open the dialogue about the differences and similarities between friendships and fearships. Members will begin to identify the friendships and fearships that may be present in their lives and strategize how to distance themselves from fearships.

Time: 30 minutes

Materials: Flipchart paper or white board, markers, *iThrive 2*, pencils/pens

Preparation: Understand activity, gather materials

Preparation Time: 15 minutes to understand activity and gather materials

Directions:

1. Draw a table with three columns on a board or flipchart. Say: Please define what a friend is to you. Be very specific about the different variations of "friend".
2. List responses on the board in the first column.
3. Ask members to describe the opposite of each of the words listed under "friend". Encourage them to be very specific so that you explore all variations.
4. List answers in the second column.
5. In the 3rd column, ask members to identify words in the "friends" column that may be similar to the words in the second column.
6. Help youth to see that in some ways, friendships and fearships might appear to be similar, but when you begin to unpack the two kinds of relationships, they are very different. Say: It's important to consider which of your relationships are friendships and which are fearships. A fearship can easily be mistaken for a friendship.

Example from some other youth (not censored):

Friendship: Positive influence, available, has your back; won't snitch on you; motivating, like a family member; worth staying alive for; will go out of their way for you.

Fearship: Snitch, offers you thrills, someone you're scared of; intimidates you, not honest, hater, out to destroy you, player.

7. Instruct members to complete The People in Your Life chart in *iThrive 2* on page 11. Give them about 10 minutes to complete the chart.
8. Bring the whole group back together to debrief and apply what was learned.
 - » Discuss how understanding friendships versus fearships helps you work towards your dreams.
 - » Talk about how dangerous information is passed along easily and innocently.
 - » Share how someone can be both a friend and a fearship.



- » Describe what you can do if you continually find yourself surrounded by fearships.
- » Share how your friendships help you grow your spark and protect your dreams.

Wrap Up Statement: Personality isn't fixed in stone, and people have the ability to change with effort and practice. Try to differentiate between specific actions and personality. Someone who currently is a fearship may not always be a fearship. However, it's usually wise to stay away from a fearship, until someday when the person has changed.

9. Move directly to the ireflect activity in *iThrive 2* on page 9-10.

ireflect

Members work independently and if it's comfortable and time allows, share answers with the group.

It's important to understand that personality isn't fixed in stone—we'll explore more about that in Chapter 5: Flex Your Brain. People have the ability to change with effort and practice—so someone who may currently be a fearship for you may not always be a fearship. It's important to stay away from a fearship, and hope that someday that person will change.

- » Write about how it felt if you discovered that someone in your life is a fearship or a friendship...
- » How does it help you to know the difference between a fearship and a friendship? How can you use that knowledge to help you to thrive?
- » What is one relationship in your life that you need to invest time and energy to?
- » How can you navigate out of, or create some distance from, a fearship?
- » If YOU are the fearship, what can you do to become a friend?

istretch

If time allows, complete the istretch during the project meeting. We find that learning increases when members do complete the istretch activities together. Instead of recording answers, you can use the questions as group discussion after viewing the video clip. Depending on your project size, you may want to divide into smaller groups or keep them together if it's manageable.

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 thoughts.



Watch the three minute video clip from the movie *Lion King*: http://www.ca4h.org/About/Thrive/Thrive_Activities/

This is the scene where Scar “tricks” Simba into becoming interested in the elephant graveyard. Simba then “infects” Nala without knowing it.

Note: Throughout the *iThrive* Leadership Project, we use movie clips to generate discussion around a specific concept. We explain in *iThrive 2* that there are college courses that include watching all kinds of movie clips to help students learn a concept or skill. We encourage you to embrace this strategy and be upbeat about how we can learn something through fun and sometimes silly ways.

- » Who is the fearship?
- » Describe how Scar is using his personal power.
- » Discuss the consequences of this fearship?
- » If one of the youth members who is in the project you are a Junior or Teen Leader for needed help with someone in their life who is a fearship, what advice would you give them?

Chapter 3

Light Your Spark



What's the Point?

All youth have a spark – a quality, skill or interest that they are passionate about. A spark comes from inside of us, and when we express it, it gives us joy. By the age of ten, all youth understand the concept of spark; however, one-third of adolescents in the U.S., or millions of youth, do not know their spark. An even greater number do not have spark champions – the caring adults who know and support youth in pursuit of their sparks.

Research by Dr. Peter Benson of the Search Institute shows the benefits of finding and developing a spark with the support of caring adults. This research indicates that inner passions, interests and talents catalyze the drive for personal growth and put young people on the road to thriving. It's important that adults avoid

sending the message to young people that a spark is a fixed identity, and recognize that sparks can change over time.

Sparks can:

- » Be a skill, talent or interest that goes deeper than 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

Getting Started

Read and understand “Keep in Mind” in this chapter for more information about Sparks. 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 2*, Chapter 3, to be comfortable with the lesson plan. Be prepared to help guide youth through the *iexplore*, *ireflect* and *istretch* activities. The activities are described in detail in this chapter on pages *iC2/28-29*.

If this project is new to you, it also may be helpful to read the Background and Key Concepts about sparks in *iChampion* on pages 32-33 and 70-79.

iThrive 2 Chapter Checklist

- ✓ Read the information on page 12 together. Make sure members understand the concepts.
- ✓ Complete the *iexplore* Go Fly a Kite activity on page 13.
- ✓ Complete the *ireflect* discussion questions on page 13.
- ✓ Complete the *istretch* video clip and questions on page 14 as a group or individually between meetings.

Project Leader Tips

It’s important that you continue to create an environment of trust and safety. We started this Leadership Project with some intense conversations about safety and relationships that may have helped establish trust quickly. The truth is most groups need to re-establish trust and safety regularly. Make sure that you allow time in your meetings for activities that build relationships between all of the members—youth and adults.

In the project setting, project leaders are spark champions, that is, the adults that champion the development of sparks in young people—in part, this is where the name of this guide came from!

KEEP IN MIND... SPARKS MESSAGES

Objectives

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

Key Messages

- » 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 you identify and grow your sparks.
- » It is best to have at least three sparks champions.

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 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, while others need time to discover theirs.

Help youth find his/her sparks:

- » 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

iexplore

Go Fly a Kite! (page 13 in *iThrive 2*)

Objective: To help members think about a few things that are important to them and may lead them to discover a spark. To help Project Leader's listen closely to members' responses to things of interest to them so that they can nurture sparks.

Time: 30 minutes

Materials: 2 white 13 gallon (tall) plastic kitchen garbage liners per person—the simple ones are best—no fancy stretching or pull strings, etc., 2 dowel rods per person—1/8 inch or smaller is best, masking tape, a ball of string per person, permanent markers

Preparation: gather all supplies

Preparation time: 15 minutes to gather supplies and understand the activity; and shopping time if you don't have all the materials on hand

Facilitator Tips: Everyone works individually but allow unstructured talking and sharing of ideas during this time—you might learn something interesting! Allow 5-8 minutes between each question to give members time to think and draw.

If members don't think of it, ask questions that help them discover how to use the second bag to put a tail on their kite (be careful not to tell them to do this).

Directions:

1. With 2 dowel rods, 2 plastic bags, tape and string, construct a kite with the intention that it will fly. Allow members to build their kites for about 15 minutes.
2. When everyone has their kite constructed, tell members that they will be drawing on their kites to answer four different questions. Represent the answer by drawing pictures or symbols of your ideas. If you can't think of a picture or symbol to represent your idea writing words is okay, but do this sparingly.
3. Ask one question at a time and allow at least 5-8 minutes between questions to allow time for members to think about and draw their responses. Allow more time if you think the group needs it.
 - » If you could spend a whole day doing anything you wanted, and money and resources were unlimited, what would you do?
 - » Who are the people that matter to you?



- » What makes you want to jump out of bed in the morning?
 - » What are the societal issues or causes that matter to you?
4. When everyone is done, go fly your kites. If the weather is not great for kite flying, save the kites for another day and make time to fly them. If you fly them at another time, have members reflect back on what they drew and see if they're still in the same place or if some of their thinking about sparks has changed.
 5. Allow time for members to go back and adjust their kites so that they fly. Sometimes they need a little trial and error to put the string in the correct place or the remembering to add the tail. There's a science to kite flying!

ireflect

Members work independently and if it's comfortable and time allows, share answers with the group. Encourage members to think about what they drew in their kites. If they get feelings of energy or joy from a particular drawing, that could be a spark! They reflect on and complete these statements:

- » I think that I am really passionate about
- » One way that I can express my passion and help my community is to
- » Adults and my peers can help me do this by
- » As a Junior or Teen Leader, I can help other members identify their sparks by

If they didn't find a spark yet, tell them not to worry—sometimes it takes a lot of time. Later, when you get to GPS goal management skills, you might want to encourage members to set a goal to help identify a spark over the next year.

istretch

If time allows, complete the istretch during the project meeting. We find that learning increases when members do complete the istretch activities together. Instead of recording answers, you can use the questions as group discussion after viewing the video clip. Depending on your project size, you may want to divide into smaller groups or keep them together if it's manageable.

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 thoughts.

Watch the one and a half minute video clip from the movie *Finding Forrester*:
http://www.ca4h.org/About/Thrive/Thrive_Activities/



- » Jamal apparently really enjoys writing, why do you think he is hiding it from his peers?
- » Describe a time when you've felt like Jamal – having a spark that's not well accepted?
- » What are some ways you might continue to pursue your spark, even though it's not popular with your peers?
- » Think of one thing you might tell a friend when he or she is struggling to identify or pursue a spark that's not well accepted. Thinking about Jamal's challenges, how would you advise this friend?

Chapter 4

Reach Your Goals



What's the Point?

The focus of the fourth chapter in *iThrive 2* is on helping young people navigate and use GPS Growth Grids as a self-reflection tool. Use of the tools helps members think concretely about goal management as a science.

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.

Definitions

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.

Getting Started

Read and understand “Keep in Mind” in this chapter for more information about the GPS system of goal management. Your role as an adult volunteer is to nurture and support effort and persistence in goal selection, pursuit of strategies and shifting gears when things get in the way.

If you have not already done so, now is the time to choose at least three youth for whom you will complete Growth Grids in the 4-H Online Record Book.

Before you begin the GPS lessons in this chapter, you will need to participate in a Growth Grid Calibration training course. This course will help you understand how to complete the GPS and 6 Cs Growth Grids. Project Leaders will only take this course once—if you took it last year, you're done! This course will help you clearly understand the differences between one level and the next level on the grids. It's important that you score the same way that your peers would score the same youth—calibration will help you do that. After you have completed the training, you will then complete a baseline “Spark Champion Questions” for your selected youth. This guided reflection process will help hone your observation skills. Growth Grid Calibration trainings are offered by webinar and as a self-guided online course. See the schedule of courses at http://www.ca4h.org/Resources/Volunteers/4-H_Thrive_Resources/.

Take a look through *iThrive 2*, Chapter 4, to be comfortable with the lesson plan. Be prepared to help guide youth through the *i*explore, *i*reflect and *i*stretch activities. The activities are described in detail in this chapter on pages iC2/35-44.

iThrive 2 Chapter Checklist

Meeting A

- ✓ Read Reach Your Goals on pages 15-17 together. Make sure members understand the concepts.
- ✓ Complete the iexplore activities Bob's Sheep and What's My Pattern? on pages 17-18.
- ✓ Complete the 1st ireflect activity on page 18. This ireflect requires the use of the Basic GPS Growth Grid for members 13 years old and younger and/or the GPS Goal Selection Growth Grid for members 14 years old and older. Grids are located on pages 21-22. Detailed instruction from a leader is needed to complete this ireflect (see pages iC2/39-40 in this chapter of *iChampion 2*).

Meeting B

- ✓ Complete the iexplore activity Puzzle Cube on page 19.
- ✓ Complete the 2nd ireflect activity on page 19. This ireflect requires the use of the Basic GPS Growth Grid for members 13 years old and younger and/or the GPS Pursuit of Strategies and Shifting Gears Growth Grids for members 14 years old and older. Grids are located on pages 21 and 23-24. Detailed instruction from a leader is needed to complete this ireflect (see pages iC2/43-44).
- ✓ Ask members to record their GPS management plan in their Junior and Teen Leadership Project Report forms (Sections 1-5).
- ✓ Complete the istretch video clip on page 20 as a group or individually between meetings. Also ask members to go to their ORB homepage and complete their GPS and Connection Growth Grids.
- ✓ Schedule individual meetings with selected members to discuss their growth goals for GPS and Connection. (See Tips for Goal Setting Conversations in *iChampion*, pages 49-50).

Project Leader Tips

The skills that youth learn in this chapter will provide them with a powerful tool that will serve them well throughout their lives. Be very mindful to follow the lesson plans for all of the iexplore, ireflect and istretch activities as they are written.

There are two versions of the Growth Grids for youth. Members who are 13 years and younger use the Growth Grids with "Basic" in the upper right hand corner. Members who are 14 years and older, use the Growth Grids with "14 & Up" in the upper right hand corner. Make sure that each member is using the correct version when they begin their self-reflections.

There are two iexplore, two ireflect and one istretch activities in this chapter. You may want to do this chapter over two meetings, as suggested in the Sample Meeting Year Calendar on page iC2/7. Suggested meeting lesson plans are in the *iThrive 2 Chapter Checklist*.

The Puzzle Cube activity requires a kit available for checkout from your county office.

Chapter 5: Flex Your Brain has extensive reading. Before the next meeting we encourage you to ask members to read the section: Owner's Manual for the Teenage Brain, pages 27-31 at home on their own.

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. (Mrs. D)
- » 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.

Key Messages

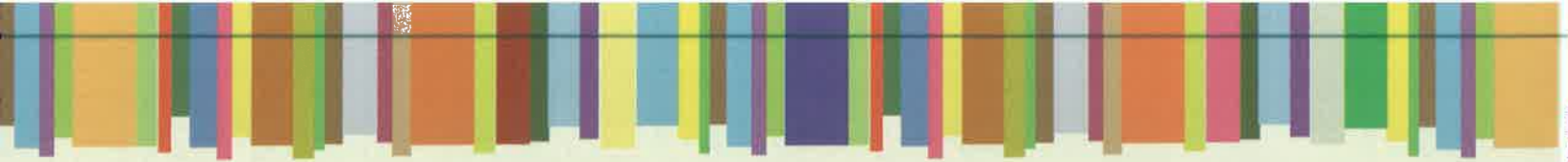
GPS is a set of skills that can help you find a way to reach goals, much like a GPS in a car helps you find your way to a destination.

Scientists have shown that individuals who learn and practice these skills have far more life success reaching their goals.

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 can't be too loose or too stretched to work, 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.
- » Use the acronym MRS.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.
- » 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 it looks like you can't meet your goals. Don't get stuck in "feeling bad." Consider this experience as learning. There is likely a new goal that will be a better fit for you.
- » 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.
- » making comparisons to S.M.A.R.T. goals.

ACTIVITIES

iexplore

Bob's Sheep (pages 17-18 in *iThrive 2*)

Objective: Using a simple, yet challenging problem solving exercise, participants will practice using Growth Grids for observation and self-reflection.

Time: 15 minutes for a group of about 10 people

Materials: Bob's Sheep Pen diagram, *iThrive 2*, page 18, extra scratch paper, pencils with erasers, you can use small items such as buttons, beans etc. to represent the sheep if you want.

Preparation: Understand activity

Preparation Time: 15 minutes to understand the task and debrief questions.

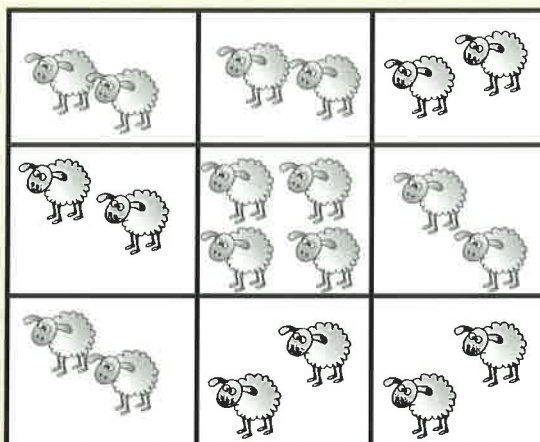
Facilitator Tips: The solution to this activity is to place one sheep in each corner pen and four sheep in each of the other four outside pens—leaving the center pen empty.

**Directions:**

1. Read aloud the story of 4-Her Bob and his flock of 20 sheep in *iThrive 2* on page 17 and work through the solution. **Members can work individually or in pairs.**

The Story:

4-Her Bob decides to take his entire herd of 20 sheep to the fair! He built a portable pen for his sheep—(see the diagram below). The livestock inspector stopped by to see Bob's champion sheep and asked Bob to make a change to his pen system. "I think your sheep, especially the ones in the center pen, would be healthier if you would place six sheep on each side of the pen system, and empty out the center pen." Bob thanked the inspector and starting thinking about how to follow the inspector's requirement. Can you think of a way to relocate the 20 sheep in Bob's sheep pen so that six sheep are on each side and no sheep are in the center pen?

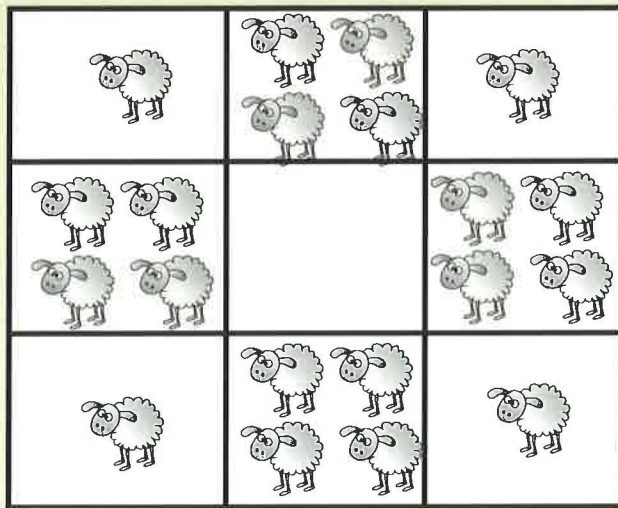


2. Instruct members to draw a pen template that is the same shape as the pen diagram in *iThrive 2* (3 x 3 square).
3. Let members or teams work for about 10 minutes.
4. Bring the whole group back together to debrief and apply what was learned.

Ask:

- » Describe how you figured out the solution to the problem. Share what strategies seemed to work.
- » Discuss how you can apply strategies that you used to other real-life situations.
- » When you have a difficult goal ahead of you, share what strategies you might use to make reaching the goal easier.

The Solution:



iexplore

What's My Pattern? (page 18 in *iThrive 2*)

Objective: To help participants begin to understand and practice thinking about their behaviors as patterns demonstrated by evidence.

Time: 15 minutes for a group of about 10 people

Materials: Five paper signs with these phrases printed on them, one per sign: (1) I don't do this; (2) I'll do this when someone else initiates it; (3) I'm starting to get better at this, but I need help; (4) More than half of the time, I show initiative and skill at this; (5) I've got this. I consistently show initiative and excellent skill at this.

Preparation: Prior to the meeting, post the signs around the room

Preparation Time: 30 minutes to make and post signs



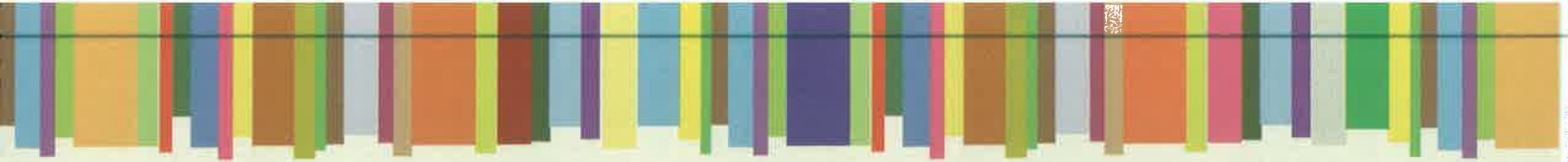
Directions:

1. Start with the group in the center of the room, point out each phrase on the five signs. Ask members what they notice about the phrases. (Emphasize that the phrases refer to **patterns**. Also emphasize that the phrases refer to initiative—who is driving the process—you or someone else?)
2. Ask for someone to give an example of having a skill, without initiative. Ask for another example of having initiative, without skill.
3. Explain that you are going to read a statement and then each person is going to move to one of the five areas next to the phrase that best describes you and your patterns related to that statement.

Statement #1: I brush my teeth twice a day.

Ask for someone to share why they are standing near a specific phrase. (Emphasize that when they are answering why, they are sharing something we call **behavioral evidence**.)

Facilitator draws out comments and ties them to patterns of behavior and initiative. Ask questions such as, "Tell me why you're standing next to that phrase?" "Share how you decided that this statement was a pattern for you". "If this is a goal and pattern for you, who initiates the behavior to brush your teeth twice a day?"

- 
4. Encourage members to feel safe to move to different phrases—this is not a test and there are no right or wrong answers. Repeat the same procedure for each of the following statements:

Statement #2: I complete my homework on time.

Statement#3: I find ways to explore my Sparks.

Statement #4: I ask for help when I'm stuck on something.

Statement #5: Think of a disappointment that you have had. (Pause). Everyone got one? Okay, here's the statement: When I have goals that become out of reach, I shift to a new goal, without feeling bad for too long.

5. Talk about what the last statement means to youth and seek understanding of the concept. (It's okay to feel bad when you don't reach your goals—just don't park there!)
6. Move on to the ireflect activity for both Bob's Sheep and What's My Pattern?

ireflect #1

Reach Your Goals (page 18 in *iThrive 2*)

Objective: Understand and practice using the GPS Goal Selection Growth Grid as a self-reflection tool.

Time: 30 minutes

Materials: This ireflect requires the use of the Basic GPS Growth Grid for members 13 years old and younger and/or the GPS Goal Selection Growth Grid for members 14 years old and older. Grids are found in *iThrive 2* on pages 21-22 and iC2/45-46.

Preparation: Activity leader should fully understand GPS Growth Grids as an observation and self-reflection tools. Take the GPS Growth Grid Calibration training course.

Facilitator Tips: You may have a mixed aged group that includes both older teens with 13 year olds and younger**. Youth aged 13 years and younger will only complete the Basic GPS Growth Grid column labeled “Choosing a Destination.” If you have a mixed age group the younger youth can follow along with the “14 and Up” version for the discussion portion of this ireflect.

**If you have only 13 year olds and younger in your group, skip the discussion in step #2 about the P and S column headings and move to step #3 Discuss the Meaning of the Evidence.

Directions:

1. Say:

- » Let’s take a moment to look at the Self-Reflection grid for Goal Selection. Look at the column headings across the top of the Growth Grid. You will probably recognize some of these ideas, from your experiences with Bob’s Sheep.

2. Ask about “Goal Selection”— Choosing A Destination:

Ask: Remind us, what was the goal of the Bob’s Sheep exercise? (Answer: To move Bob’s sheep around so that there were no more than six sheep on a side).

Under the column labeled Choosing Your Destination, look at the first box—what are some of the words in that box that could relate to the goal in Bob’s Sheep? (Answer: The goal was challenging and yet realistic. It was meaningful in terms of helping his sheep to be healthy and happy).

Look at the 2nd Heading: Choosing Goals That Help Others/Community

Ask: Let’s look at this second heading: Choosing Goals That Help Others/Community. This heading is about selecting a goal that helps you and also helps others. Share one personal goal that you set for yourself in this Leadership Project that may have been helpful to your team when solving the Bob’s Sheep exercise.

Look at the 3rd Heading: Breaking Down Goals

Ask: As a Junior or Teen Leader, share an example of something you’re trying to teach younger members that might be easier to learn if broken down into smaller steps or short term goals.

Say: Those are examples of breaking down a goal into the smaller steps that get you there.

Look at the 4th Heading: Identifying Relations Among Goals

Say: It is often helpful to identify relationships among goals so that you can achieve multiple goals with the same strategy. An example of this would be if you had a personal goal to share your ideas when working on group projects to help build your confidence AND you were able to do this during the Bob's Sheep exercise that would be identifying a relationship among goals. Can someone give us an example of a personal goal that you have that you were able to practice or work on during this activity?

3. Discuss the meaning of Evidence

Say:

- » Just like we learned in the What's My Pattern activity, the information you use to explain "why" your team solved the problem is called "evidence." When you do your self-reflection on this Growth Grid, you will be writing some "evidence" about yourself—see the bottom of the grid sheet.
- » Now let's take a look at your own GPS *skills, initiative and patterns*.
- » This is for you to consider on your own and everyone's ideas will be different. It's to help you figure out what skills you might need to work on and when you might need to apply more initiative to achieve your goals consistently.
- » We will use these Growth Grids throughout our project together. If you are 13 years old or younger, use the versions that say "Basic" on them and complete ONLY THE FIRST COLUMN at this time—you'll complete the other columns in the next part of this chapter. If you are 14 years old or older use the version that says "14 & Up" and complete all of the columns.
- » Take a few minutes to read the first column, *Choosing Your Destination*.
- » Start at the **bottom** and decide whether this describes you: "I don't yet focus on meaningful, realistic, positive goals in my life." If that doesn't fit, **work your way up** until the language best reflects your current pattern.
- » This is important. **You need both skill and initiative to move up to the next level.**
- » When you find the statement that best fits you, check it.
- » Then at the bottom of that column, write your **evidence** for choosing your level on the Growth Grid. A couple of sentences for each column are sufficient.
- » It is important to be honest with yourself about your current patterns. These Growth Grids are **for your own self-reflection**, to think about the skills that you have and the things you want to work on ahead. Just like in the What's My Pattern? activity, **people are in different places** and that's totally okay. Once done, you should have recorded your level for all columns. You can use the paper version to complete your Growth Grids in ORB and for conversations between you and your Project Leader.

iexplore

Puzzle Cube (page 19 in *iThrive 2*)

Objective: Work together to solve a challenging problem and learn about knowing when to change your goal and when to change your strategies. By completing the same activity, youth have a common ground from which to have discussions about the Growth Grids as a self-reflection tool.

Time: 30 minutes

Materials: Puzzle Cube kit (available for checkout from your county office)

Preparation: Understand the activity; check out puzzle cube kit from UCCE office

Preparation Time: 15 minutes to understand activity; travel time to check out puzzle cube kit from county office or 1 hour to make your own puzzle cube kit

Facilitator Tips: It is okay to stop this activity before a solution is reached. It is not necessary that the goal is reached for learning to occur.



The Puzzle Cube activity is typically challenging for most groups. Without offering suggestions or solutions, you can ask questions to help guide them to discover strategies if they get stuck. See the puzzle cube solutions on the next page.

If you plan to do the extension of this activity and balance the cube on a base, it's important that you play indoors. The slightest breeze will make balancing very difficult—although you could talk about that too!

Directions:

1. Say:

- » "In a minute, not yet, you will be using the PVC puzzle pieces to make a cube. The puzzle cube activity will give you a goal that is **meaningful** because it will help you understand and practice using different strategies and shifting gears. The activity is **realistic** because the goal is reachable and it's **stretching** because it's challenging. See if you can figure out how to use the concept of **drafting** to solve the puzzle. Does it meet the MRS. D test?"
- » While your team is solving the puzzle, pay attention to how you are taking initiative to get to the solution and what skills you or other members are demonstrating.
- » At the end of the activity, we'll be talking about Growth Grids again as a way for you to reflect on your GPS skills."

2. Using only the available parts in the kit, build the biggest cube possible.

3. You may only use the tubes, corner piece connectors and straight connectors.

4. You do not have to use all of the parts—there may be a few pipes and connectors left over when you are done.
5. When the team reaches a solution or after 25 minutes has elapsed, whichever comes first, move on to the ireflect activity.
6. You can extend this activity by asking the group to balance their completed cube on the base stand in the kit. The cube must be free-standing without any support from people or things.

Cain, James, (n.d.). The puzzle cube. In *Teamwork and teamplay*.
 Retrieved from http://teamworkandteamplay.com/resources/tt_magiccarpet.pdf

For more team and community building activities visit www.teamworkandteamplay.com

Puzzle Cube Solution

It is extremely important for groups to work through to the solution without you sharing strategies or answers. It is not necessary to complete building the puzzle to learn what needs to be learned. If the group doesn't finish in the allotted time, you can always pull out the PVC kit at another time and let them try again.

In this activity, the instructions say to build the largest cube possible—that will be a 42 inch cube. There are other smaller possible sizes to build with the kit. For now, here is the configuration needed to solve this specific activity.

Side #	42" cube
1	24" + 18" tubes, one connector
2	24" + 18" tubes, one connector
3	24" + 18" tubes, one connector
4	22" + 20" tubes, one connector
5	22" + 20" tubes, one connector
6	22" + 20" tubes, one connector
7	22" + 10" + 10" tubes, two connectors
8	18" + 18" + 6" tubes, two connectors
9	18" + 12" + 12" tubes, two connectors
10	16" + 14" + 12" tubes, two connectors
11	16" + 14" + 12" tubes, two connectors
12	16" + 14" + 12" tubes, two connectors

ireflect #2

Reach Your Goals (page 19 in *iThrive 2*)

Objective: Understand and practice using all of the GPS Growth Grids as a self-reflection tool.

Time: 30 minutes

Materials: GPS Basic Growth Grid and GPS Growth Grids for Pursuit of Strategies and Shifting Gears, *iThrive 2* and iC2/45 and 47-48

Preparation: Activity leader should fully understand GPS Growth Grids as observation and self-reflection tools. Take the GPS Growth Grid Calibration training course.

Facilitator Tips: You may have a mixed aged group that includes both older teens with 13 year olds and younger**. The youth aged 13 years and younger will only complete the GPS Basic Growth Grid columns labeled “Sticking to a Plan, Showing Persistent Effort, Checking Your Progress, Seeking Different Help and Substituting Strategies”. If you have a mixed age group the younger youth can follow along with the “14 and Up” version for the discussion portion of this ireflect.

1. Say:

- » Let’s take a moment to look at the grid, Pursuit of Strategies. (Or columns labeled “P” in the Basic version for 13 year olds and younger).
- » Look at the headings across the top of the Growth Grid. You will probably recognize some of these elements, from your experiences in the Puzzle Cube.

2. Ask about “Pursuit of Strategies”:

- » Discuss some strategies your team used to make the biggest cube you could. Share your plan.
- » Facilitator listens for and emphasizes Sticking to a Plan, Seizing the Moment, Developing Strategies, Showing Persistent Effort and Checking Your Progress.

3. Ask about “Shifting Gears”:

- » Let’s look at the Shifting Gears grid. (Or columns labeled “S” in the Basic version for 13 year olds and younger).
- » Talk about why you think you were able (or not) to complete the puzzle. Describe your experiences and what happened.
- » Facilitator listens for and emphasizes Substituting Strategies, Seeking Different Help, Adapting Strategies of Others and Changing Goals Without Feeling Bad for Long.

Ask about “initiative or skill”:

- » Provide examples of initiative you took or skills you saw in your team.
- » Facilitator reaffirms that the youth are distinguishing the difference between initiative and skill.

Talk about Evidence

Say: We talked about evidence the last time we were together. The information you use to explain “why” you were able to complete the puzzle is called “evidence.” On the Growth Grid, you would record an example or a story that illustrates why you marked a particular level on the grid.

Changing Goals Without Feeling Bad and Parking There

Let’s remember this last dimension of Shifting Gears – Changing Goals Without Feeling Bad For Long. In the What’s My Pattern? activity that we played last meeting, you were asked to move to one of the five areas next to the phrase or level that best describes you and your patterns related to that statement. Do you remember what you chose for yourself? [Look for nodding heads]. Check for understanding of the concept by asking the youth to recall an example or something they remember discussing about this concept.

Say:

- » Now let’s take a look at your GPS skills for Pursuit of Strategies.
- » Take a few minutes to read the first column, “Sticking to a Plan”.
- » Start at the bottom and decide whether this describes you: “I don’t yet make or use plans when I’m trying to reach positive goals.” If that doesn’t fit, work your way up until the language best reflects your current pattern.
- » This is important. You need both skill and initiative to move up to the next level.
- » When you find the statement that best fits you, check it.
- » Then at the bottom of that column, write your evidence. This is an example or a story that illustrates why you marked a particular level on the Growth Grid. A couple of ideas are sufficient.
- » It is important to be honest with yourself about your current patterns. These grids are for your own self-reflection. Just like in What’s My Pattern?, people are in different places and that’s totally okay.
- » After you complete this grid, you should have checked a level in each column of Pursuit of Strategies. Then on your own time, move on to Shifting Gears When the Going Gets Tough.
- » Thanks for working so hard today. Throughout 4-H, you will continue to see the use of the GPS skills to help you reach your dreams.
- » On your 4-H ORB homepage, you will see the Growth Grids as part of the Sparks Points section. You will complete Growth Grids twice a year. Be sure to go to your ORB homepage and complete them before our next meeting. If you are between the ages of 10-13, you will complete a one-page GPS Growth Grid and the Connection Growth Grid. If you are 14-19, you will complete three Growth Grids, one each for G, P, and S plus one for Connection. The correct grids will be on your ORB homepage.

SELF-REFLECTION: GPS

BASIC

LEVELS	G Choosing Your Destination	P Sticking to a Plan	P Showing Persistent Effort	P Checking Your Progress	S Seeking Different Help	S Substituting Strategies
5	I consistently show initiative and I'm excellent at this skill.	I usually make step-by-step plans to reach my positive goals. After I make a plan, I stick to it closely. I use the plan to make daily choices.	I usually work my hardest to reach positive goals.	I usually check progress toward my positive goals, to see if changes are necessary.	When I'm having trouble reaching my positive goals, I usually search for help. I ask people and use resources I know. I seek new people and resources.	When I'm having trouble reaching my positive goals, I usually substitute new, useful strategies or change parts of strategies to get there.
4	More than half the time, I choose meaningful, realistic and positive goals that are challenging. Now and then, I need assistance picking goals that will help me be all I can be.	More than half the time, I make and use step-by-step plans to reach my positive goals. Now and then, I need help to make or stick to a plan.	More than half the time, I work hard to reach my positive goals. Now and then, I may need help staying focused.	More than half the time, I check progress toward my positive goals. Now and then, I forget to check how I'm doing, and I miss changes I should have made.	When I'm having trouble reaching my positive goals, I look for help. Now and then, I ask new people for help, or seek new resources, but that's still hard for me.	When I'm having trouble reaching my positive goals, more than half the time, I substitute or adjust strategies. Now and then, I stay too long on strategies that don't work, or I need help picking new, useful ones.
3	Sometimes I choose meaningful, realistic, positive goals, and they are challenging. I often need help picking goals that will help me be all I can be.	Sometimes I use step-by-step plans to reach positive goals. I often need help to make this plan and stay focused on doing the steps.	Sometimes I put effort into reaching my goals, but I often need help to stay focused and to keep working hard.	Sometimes, I check progress toward my positive goals. Often I need reminding to check how I'm doing, and I miss changes I should have made.	When I'm having trouble reaching my positive goals, sometimes, I ask other people for help. I often need suggestions about who to ask for help. I stick with people and resources I already know.	When I'm having trouble reaching my positive goals, sometimes I substitute or adjust strategies. I often need help figuring out new strategies that will be useful.
2	I'll only choose meaningful, realistic, positive goals for myself when someone works with me to start.	When trying to meet my positive goals, I only stick to a plan when someone works with me.	I don't need to work too hard to reach my goals. I'll only put effort into reaching positive goals when someone works with me.	I only check progress toward my positive goals when someone works with me.	When I'm having trouble reaching my positive goals, I'll only look for help when someone works with me.	When I'm having trouble reaching my positive goals, I'll substitute or adjust strategies only when someone works with me.
1	I don't yet focus on meaningful, realistic positive goals in my life right now.	I don't yet make or use plans when I'm trying to reach positive goals.	I don't yet put effort into reaching positive goals.	I don't yet check my progress toward positive goals.	When I'm having trouble reaching my positive goals, I don't yet look for help from others.	When I'm having trouble reaching my positive goals, I don't yet substitute or adjust strategies.
	Evidence:					

SELF-REFLECTION: Goal Selection

LEVELS	Choosing Your Destination	Choosing Goals That Help Others / Community	Breaking Down Goals	Identifying Relations Among Goals
<p>5</p> <p>I consistently show initiative and I'm excellent at this skill.</p>	<p>I usually take initiative to choose meaningful, realistic, positive goals that shape my actions. These goals are challenging and they help me be all I can be.</p>	<p>I usually take initiative to choose goals that help me and others in my community.</p>	<p>I usually take initiative to break down my big goals into small steps that I can do. I also think about possible problems in meeting my goals and consider solutions.</p>	<p>I usually take initiative to see conflicts and connections among goals. I choose positive goals that are going to help me in a couple different ways. These choices make reaching multiple goals easier.</p>
<p>4</p> <p>More than half the time, I show initiative and skill at this.</p>	<p>More than half of the time, I choose meaningful, realistic, challenging, and positive goals that shape my actions. Now and then, I need assistance picking goals that will help me be all I can be.</p>	<p>More than half of the time, I choose goals that help me and others in my community. Now and then, my goals are entirely about helping myself.</p>	<p>More than half the time, I break down my big goals into small steps that I can do. Now and then, I may need help thinking through possible problems and their solutions.</p>	<p>More than half the time, I see connections between goals and choose goals that help me in a couple different ways. Now and then, I need someone to point out the ways goals are in conflict or in support of one another.</p>
<p>3</p> <p>I'm starting to get better at this, but I need help.</p>	<p>Sometimes I choose meaningful, realistic, positive goals to shape my actions, and they are challenging. I often need help picking goals that will help me be all I can be.</p>	<p>Sometimes I choose goals that help me and others. I often need assistance to see ways that I can help others in my community.</p>	<p>Sometimes I break down my big goals into small steps. I often need someone to help me think through the small steps, explore possible problems and suggest solutions.</p>	<p>Sometimes, I see connections between goals and choose goals that are going to help me in a couple different ways. I often need someone to point out the ways goals are in conflict or in support of one another.</p>
<p>2</p> <p>I do this when someone else initiates it.</p>	<p>I only choose meaningful, realistic, positive goals to shape my actions, when someone works with me to start.</p>	<p>I only choose goals that help myself and others when someone works with me.</p>	<p>I only break down my big goals into small steps when someone works with me.</p>	<p>I make connections between my goals, only when someone works with me. I don't do this. I don't yet focus on meaningful, realistic, positive goals to shape my actions. I don't</p>
<p>1</p> <p>I don't do this.</p>	<p>I don't yet focus on meaningful, realistic, positive goals to shape my actions.</p>	<p>I don't yet choose goals that help myself and others in my community.</p>	<p>I don't yet break my big goals into small steps.</p>	<p>I don't yet see connections between my goals.</p>
<p>Evidence: _____</p>				

SELF-REFLECTION: Pursuit of Strategies

LEVELS	Sticking to a Plan	Seizing the Moment	Developing Strategies	Showing Persistent Effort	Checking Your Progress
<p>5</p> <p>I consistently show initiative and I'm excellent at this skill.</p>	<p>I usually make step-by-step plans to reach my positive goals. After I make a plan, I stick to it closely. I use the plan to make daily choices.</p>	<p>I usually take advantage of opportunities and resources that help me reach my positive goals. I see these opportunities, and I know when to use them.</p>	<p>I usually develop and practice useful strategies to reach my positive goals. I'm often on the lookout for new strategies and good at selecting the best ones.</p>	<p>I usually work my hardest to reach my positive goals.</p>	<p>I usually check progress toward my positive goals, to see if changes are necessary.</p>
<p>4</p> <p>More than half the time, I show initiative and skill at this.</p>	<p>More than half the time, I make and use step-by-step plans to reach my positive goals. Now and then, I need help to make or stick to a plan.</p>	<p>More than half the time, I see opportunities and resources and try to use them to reach my positive goals. Now and then, I need help.</p>	<p>More than half the time, I develop and practice new, useful strategies to reach my positive goals. Now and then, I need someone to help me find the best strategies and practice them.</p>	<p>More than half the time, I work hard to reach my positive goals. Now and then, I may need help staying focused.</p>	<p>More than half the time, I check progress toward my positive goals. Now and then, I forget to check how I'm doing, and I miss changes I should have made.</p>
<p>3</p> <p>I'm starting to get better at this, but I need help.</p>	<p>Sometimes, I use step-by-step plans to reach my positive goals. I often need help to make a plan and stay focused on the steps.</p>	<p>Sometimes, I see opportunities and resources and try to use them to reach my positive goals. I often need help.</p>	<p>Sometimes, I develop and practice new, useful strategies to reach my positive goals. I often need someone to help me find the best strategies and practice them.</p>	<p>Sometimes, I put effort into reaching positive goals. I often need help to stay focused and to keep working hard.</p>	<p>Sometimes, I check progress toward my positive goals. Often I need reminding to check how I'm doing, and I miss changes I should have made.</p>
<p>2</p> <p>I do this when someone else initiates it.</p>	<p>When trying to reach my positive goals, I only make and stick to a plan when someone works with me.</p>	<p>I only see and take advantage of new opportunities to reach my positive goals when someone works with me.</p>	<p>I think current strategies are enough. I only develop new, useful strategies to reach my positive goals when someone works with me.</p>	<p>I don't need to work too hard to reach my goals. I only put effort into reaching positive goals when someone works with me.</p>	<p>I only check progress toward my positive goals when someone works with me.</p>
<p>1</p> <p>I don't do this.</p>	<p>I don't yet make or use plans when I'm trying to reach positive goals.</p>	<p>I don't yet look for opportunities and resources that could help me reach positive goals.</p>	<p>I don't yet use current strategies to reach positive goals. I don't develop new, useful strategies.</p>	<p>I don't yet put effort into reaching positive goals.</p>	<p>I don't yet check my progress toward positive goals.</p>

Evidence:

SELF-REFLECTION: Shifting Gears

14 & UP

LEVELS	Substituting Strategies	Seeking Different Help	Adapting Strategies of Others	Changing Goals Without Feeling Bad for Long
<p>5</p> <p>I consistently show initiative and I'm excellent at this skill.</p>	<p>When I'm having trouble meeting my positive goals, I usually substitute strategies. I figure out new, useful strategies or change parts of strategies to get there.</p>	<p>When I'm having trouble reaching my positive goals, I usually search for help. I ask people and use resources I know. I seek new people and resources.</p>	<p>When I'm having trouble reaching my positive goals, I usually look at what successful others have done, and I learn from their strategies. I use strategies of people I know and don't know well.</p>	<p>When it looks like I can't reach my positive goal, I usually accept the loss as a learning experience. I keep the big picture in mind, and switch to another goal that seems like a better fit.</p>
<p>4</p> <p>More than half the time, I show initiative and skill at this.</p>	<p>When I'm having trouble reaching my positive goals, <i>more than half the time</i>, I substitute or adjust strategies. Now and then, I stay too long on strategies that aren't working, or I need help picking new ones that are useful.</p>	<p>When I'm having trouble reaching my positive goals, <i>more than half the time</i>, I look for help. Now and then, I ask new people for help, or seek new resources, but that's still hard for me.</p>	<p>When I'm having trouble reaching my positive goals, <i>more than half the time</i> I copy strategies of successful others. Now and then, I struggle expanding my search for strategies beyond people I know well.</p>	<p><i>More than half the time</i>, when it looks like I can't reach my goal, I switch to a new goal and recognize and accept my loss. Now and then, it's hard for me to keep the big picture in mind and choose a goal with a better fit.</p>
<p>3</p> <p>I'm starting to get better at this, but I need help.</p>	<p>When I'm having trouble reaching my positive goals, <i>sometimes</i> I substitute or adjust strategies. I often need help figuring out new strategies that will be useful.</p>	<p>When I'm having trouble reaching my positive goals, <i>sometimes</i>, I ask other people for help. I often need suggestions about who to ask for help. I stick with people and resources I already know.</p>	<p>When I'm having trouble reaching my positive goals, I <i>sometimes</i> copy the strategies of successful others. I often need help seeing good examples.</p>	<p><i>Sometimes</i>, I switch to another positive goal when it looks like I can't reach my desired goal. I often need help to overcome my disappointment and pick a new goal.</p>
<p>2</p> <p>I do this when someone else initiates it.</p>	<p>When I'm having trouble reaching my positive goals, I'll substitute or adjust strategies <i>only</i> when someone works with me.</p>	<p>When I'm having trouble reaching my positive goals, I'll <i>only</i> look for help when someone works with me.</p>	<p>When I'm having trouble reaching my positive goals, I copy strategies of successful others, <i>only</i> when someone works with me to see them.</p>	<p>When it looks like I can't reach a positive goal, I feel upset or angry for too long. I <i>only</i> overcome my disappointment and switch to a new goal when someone works with me.</p>
<p>1</p> <p>I don't do this.</p>	<p>When I'm having trouble reaching my positive goals, I don't yet change strategies.</p>	<p>When I'm having trouble reaching my positive goals, I don't yet look for help from others.</p>	<p>When I'm having trouble reaching my positive goals, I don't yet copy strategies of successful others.</p>	<p>I don't yet know how to change goals, even when there is no chance I will reach them.</p>
<p>Evidence: _____</p>				



Chapter 5

Flex Your Brain



What's the Point?

The fifth chapter in *iThrive 2* helps us understand a little bit about how our brains think thoughts. In addition, this chapter also explores the notion that personality lives in the brain. If we understand that at any time we can choose to learn more effectively, then it follows that we can also change our personalities for the better. As we mentioned in the Friendship or Fearship chapter, people have the ability to change with effort and practice—and it's up to each of us to decide how we want to be in the world. Young people need support and encouragement to practice a growth mindset.

Definition

People with a **growth mindset** see personality as something that can be improved through persistent effort, good strategies and seeking help when we need it. Researchers show us that people who have a growth mindset are better able to handle tasks and challenges and are more successful.

Getting Started

Read and understand “Keep in Mind” in this chapter 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.

If *iThrive* is new to you or you want a refresher, read the Background and Key Messages section in *iChampion* on pages 37-41.

Take a look through *iThrive 2*, Chapter 5, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexplore, ireflect and istretch activities. The activities are described in detail in this chapter on pages 53-56.

iThrive 2 Chapter Checklist

- ✓ Check-in with members about how they are doing completing their Growth Grids and surveys in ORB.
- ✓ Read the information on pages 25-26 together. Make sure members understand the concepts.
- ✓ Complete the iexplore activity Dendrite, Axon and Nucleus, Oh My! on page 26.
- ✓ Review (if assigned to read ahead of time at home) or read the Owner's Manual for the Teenage Brain together. You may want to come up with a fun way to do this.
- ✓ Complete the iexplore activity about Phineas Gage on page 32.
- ✓ Complete the ireflect activity on page 33.
- ✓ Complete the istretch video clip on page 34 as a group or individually between meetings.

Project Leader Tips

There are two iexplore, one ireflect and one istretch activities in this chapter. The first iexplore is very short making it possible to complete this chapter in one meeting. If you run out of time before completing the writing exercises in ireflect, make sure to do this section at the next meeting or have members complete the exercises at home and share what they have written at the next meeting.

Most of the content in this chapter is science. Much like 4-H members learn the parts of an animal or the technology behind how a camera or computer works, this chapter talks about how the brain works—we all own one—see the Owner's Manual for the Teenage Brain. As the facilitator, your approach will make the difference between this being tedious or fun!

A Note About Wise Praise

Trust is a crucial factor in helping youth hear feedback. When you use **wise praise or wise feedback**, it helps to establish trust between you and young people. Use wise praise when you are giving feedback to help youth improve a skill, behavior or initiative. Refer to this simple formula when working on your phrasing and refer to more information on wise praise in *iChampion* on page 41. The formula is:

High Expectations + Assurance (that they can succeed) + Authentic feedback + Adequate resources

Example:

"In 4-H, we have **high standards** for presentation skills. I know that it's **challenging for you to make eye contact** with the audience. I'm telling you this because I know that with some effort and persistence **you can improve your connection with the audience**. I'm **here to help you**; are there other things that you think will help?"

KEEP IN MIND.... GROWTH MINDSET MESSAGES

Objectives

- » Youth understand that there is new research about the brain that can 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 adopt a growth mindset:

- » **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."

- » Model 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.
- » 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—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.

Key Messages

- » 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.
- » There is rapid brain growth in adolescence, so you have a wonderful opportunity to intentionally shape your brain.
- » 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. With a growth mindset, you'll be more successful in life.

Avoid ...

- » using labels like “smart,” “dumb,” or “talented”.
- » speaking as if “easy” is positive and “hard”/“failure” is negative.
- » 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

iexplore

Dendrite, Axon and Nucleus—Oh My! (page 26 in *iThrive 2*)

Objective: Through a simple demonstration, understand the major parts of a brain cell and how information is transferred from one cell to another--how the brain thinks thoughts.

Time: 30 minutes

Materials: None

Preparation: Fully understand the science related to how the brain thinks thoughts and the activity instructions. See *iThrive 2* page 26

Preparation Time: 30 minutes

Facilitator Tips: It's important to understand that the dendrite of one cell communicates with the axon of neighboring cell(s). The game starts with the dendrite of one cell receiving information from the axon of the next cell. Be sure to review the information in *iThrive 2*, page 26, before beginning this activity. Make sure participants understand how information travels down the cell body and communicates with the next cell.

The Dendrite controls the direction of play. The action goes in this order: Dendrite to Nucleus to Axon.

You could also add some of the following facts:

Each neuron is connected to between one and one million other cells. Overall in your brain, there are over a **trillion connections**.

When you have a thought, signals go from **one set of neurons** to another at speeds as fast as 1000 feet per second. That's 680 miles an hour—the speed of a fast jet plane. Then the brain turns those signals into thoughts or actions.

The more we practice something, the stronger we make those connections between brain cells.

When you try something new, it feels awkward and clumsy; practice helps your brain deepen dendrite connections with other neurons to make the pattern or activity easier. Just like a muscle, the neuron connections get stronger the more you do the activity.

Directions:

1. Form a circle and explain that this game has words and actions that everyone learns first. Demonstrate the word and action, have members practice each together and in sequence before beginning the game.

Speak the word associated with the action **LOUDLY** and at the same time as the action.

“Dendrite!”= move both arms to either the left or the right of the body, wiggle your fingers while simultaneously pulling your arms back toward your body—to simulate receiving information

“Nucleus!”= cross both arms across your chest



- “Axon!”**= with hand in a fist, extend arm quickly out to the opposite side from the nucleus—so that the arm is sending the signal to the next dendrite
2. Once everyone has the names and actions down, game play starts with the **tallest person** as the Dendrite. That person shouts “Dendrite” and both of their arms points either to the left or right, wiggle the fingers and pull back in toward the body. If they choose the right, then the person directly to their **left** shouts “Nucleus” (with crossed arms motion) and the next person shouts “Axon” (with fisted hand and extension motion). The next person is the Dendrite and the action continues around the circle until the last person. Play a couple of rounds this way, choosing a new starting person each time.
 3. Play several rounds—try changing the direction of play by reminding whoever starts as the Dendrite, that they can go either direction.
 4. See how fast they can go—should get easier and quicker the more you play.
 5. Bring the whole group back together to debrief and apply what was learned. Review the diagrams and information in *iThrive 2* on pages 26.

Ask these questions and statements:

1. Based on the game we just played, discuss what you learned about how your brain cells communicate with each other.
2. Share how you think information travels from one cell to another. (Chemical and electrical impulses between each cell).
3. Remember what part of the brain cell you played in the last round...Ask them to group themselves into separate cells based on the role they played. Which cell do you belong to? If our group was a section of the brain, how many cells do we have in our section?

ie xplore

Phineas Gage (page 32 in *iThrive 2*)

Objective: Through storytelling and a writing exercise, understand that the brain is like a muscle that grows stronger with effort, trying different strategies and seeking help.

Time: 30 minutes

Materials: Notebook paper, pens, pencils

Preparation: None

Facilitator Tips: Before beginning this activity, review the Owner's Manual for a Teenage Brain in the project meeting. It's important that youth understand the key messages contained in the Owner's Manual before completing this activity. They will need the knowledge contained there to master the materials and to be able to skillfully complete the ireflect that immediately follows reading the story of Phineas Gage.



Directions:

1. **Say:** We know that brain researchers say intelligence can change, but how about other things, like the kind of person you are?

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. 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 how you behave after challenges and setbacks. So it's not that some people are "mean" or that other people are "bad." Everyone's brain is a "work in progress" – we're all changing. Let's take a look at the life of Phineas Gage as an example of how we know this is true.

2. Together, read aloud the story of Phineas Gage and the related information after the story in *iThrive 2* on page 32.

Phineas Gage, a railroad worker who lived 160 years ago was a nice, normal guy; he was good at business, patient and worked quickly. On a lovely autumn day while he was working, he accidentally ignited a small explosion directly in front of himself. The explosion launched a three and a half foot long iron rod into the air which Phineas cleverly caught with the front of his face! The rod entered his face just beneath his left cheek and exited through the top of his skull boring a tunnel through his cranium and taking a chunk of his frontal lobe with it. Ouch! Phineas got up from that accident to walk to the doctor's office—at that point it looked like a person could lose a part of their frontal lobe and be just fine, however....

Even after the bandages were removed and his head was healed, Phineas was not the same man. Since the frontal lobe controls things like planning ahead or keeping emotions under control, poor Phineas showed little self-control. Instead of being a good businessman, or biting his tongue when he was angry, he'd insult people. He would say things that were mean and he didn't have any patience. His frontal lobe never grew back. This tells us that at least part of our personalities lives in the brain.

But your personality can also get better if your brain changes. Over time, Phineas' brain found ways to make new connections between neurons by practicing self-control. Eventually, Phineas grew new self-control "muscles" in his brain pathways and became a changed man. He no longer had angry outbursts, he was no longer mean to people and he was much more patient with friends and colleagues. Since brain pathways can be changed, we know that people can change their behavior.

3. Complete the ireflect exercises in *iThrive 2* on page 34. Make copies of the paragraphs they wrote and review them at a later time. Look for their reflections to include information about how through effort and persistence, people can change their brain.
4. If the youth member permits it, please share any powerful stories with your 4-H county staff members. Omit names if it is important to do so to protect the identities of people in the stories.

ireflect

Members work independently and if it's comfortable and time allows, share answers with the group.

- » Write a couple of sentences about a time while you were doing your work for 4-H and you found yourself in a challenging situation and in reflecting back you don't think you responded as well as you could have.
- » Now imagine that another 4-H member told you a similar story that happened to them. Write a letter of advice to that 4-H member about how using a growth mindset can help them respond to challenges in more positive ways. Use your own thoughts, feelings and experiences about how people can actually change and improve how they behave after challenges and setbacks. (Don't worry about spelling, grammar or how well it's written.)



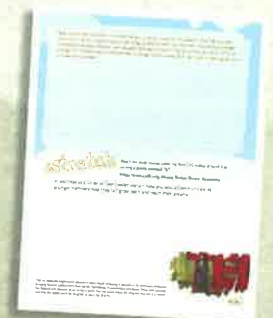
istretch

Watch the three minute video clip from TED videos of Sarah Kay, reciting a poem entitled "B":
http://www.ca4h.org/About/Thrive/Thrive_Activities/

Sarah recites a poem that she wrote where she imagines that she is a mother and how she would teach her daughter to reach her dreams.

In your role as a Junior or Teen Leader, explain how you would communicate to younger members how they can grow, learn and reach their dreams.

TED is a nonprofit organization devoted to Ideas Worth Spreading. It started out (in 1984) as a conference bringing together people from three worlds: Technology, Entertainment and Design. Since then its scope has become ever broader.



Chapter 6

Am I Thriving Now?



What's the Point?

The sixth chapter in *iThrive 2* is about helping youth members understand how they know if they are thriving. The 6 Cs are the youth development outcomes that we are striving to help 4-H members reach. The primary skill in this chapter is self-reflection with the help and feedback of others. 4-H Project Leaders are charged with a profoundly important task: to support the development of **competent, confident, caring** leaders of **character** who are **connected** to others, and **contribute** to their communities.

Getting Started

Read and understand “Keep in Mind” in this chapter for more information about thriving indicators. Your role as an adult volunteer is to encourage youth on the path to thriving. Encourage youth to complete their pre and post 6 C Growth Grids in ORB. They should have completed ALL of the pre Spark Points youth surveys and Growth Grids at this point in the project year and may be working on their post Spark Points youth surveys and Growth Grids.

If *iThrive* is new to you or you want a refresher, read the Background and Key Messages section in *iChampion* on pages 57-61.

Take a look through *iThrive 2*, Chapter 6, to be comfortable with the lesson plan. Be prepared to help guide youth through the, ireflect and istretch activities. The activities are described in detail in this chapter on pages iC2/59-61.

iThrive 2 Chapter Checklist

- ✓ Check-in with members about how they are doing completing their Growth Grids and surveys in ORB.
- ✓ Read the information on page 39 together. Make sure members understand the concepts.
- ✓ Complete the iexplore activity What's the Evidence?
- ✓ Complete the ireflect activity.
- ✓ The istretch activity is to schedule individual meetings with selected members to discuss their growth goals for GPS and Connection. (See Tips for Goal Setting Conversations in *iChampion*, pages 49-50).

Project Leader Tips

The development of the 6 Cs is a lifelong endeavor. In the 4-H YDP 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.

KEEP IN MIND: THRIVING MESSAGES

- » Youth have a full view of thriving and what it takes to reach 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 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.

Key Messages:

- » 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.
- » 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

iexplore

What's the Evidence? (page 36 in *iThrive 2*)

Objective: To help members rely on the support of others to give evidence of growth toward thriving using the six Cs as the categories. All youth will practice self-reflection skills through the lens and feedback from others.

Time: 45 minutes

Materials: One or two index cards per person, pencils, bell or other timer, access to the Thrive Wheels in *iThrive 2* on page 37

Preparation: Read and understand the activity, gather materials

Preparation Time: 30 minutes to gather supplies and understand the activity

Facilitator Tip: Before moving on to the next person, allow time for the current member to finish writing. If you find that six minutes per person in the spotlight is not enough time or too much time, adjust the timing accordingly.

Know your group of youth members. If you think this activity will not result in positive feelings between members, modify the activity so that they only do the self-reflection portion. An adaptation to the feedback portion could be that only the adults in the room provide feedback to each youth member card.



Directions:

1. Divide the group into smaller groups of 3-4 people. As much as possible, attempt to make the groups have equal numbers of people.
2. Each group should arrange themselves in a circle, so that everyone can practice good listening skills. At least one person in each group should have access to the Thrive Wheel for reference.

3. When each group is settled give everyone a blank index card and a pencil.

Say:

Please write your name in one of the top corners of your card. In your small groups you're going to take some time to self-reflect and give feedback to each other about evidence you have seen or experienced during our time together.

Think about your skills related to the 6 Cs. Use the wheel on page 37 to help you remember the indicators of thriving. On your card, record some evidence of your skills for at least 3 of the 6 Cs. Take about 5 minutes to really think about and record your ideas on your card.

4. After the 5 minutes of self-reflection time has elapsed,

Say:

Now, one person at a time is going to be in the spotlight. The person in the spotlight will share the evidence that you wrote on your card.

After the person in the spotlight has shared their evidence, everyone else in the circle can contribute their observations about that person. You can add evidence for the Cs the person mentioned or you can add information about any of the other Cs. You don't need to repeat something they said, add new evidence to their list. The spotlight person records any evidence shared from group members on your card.

Each person will be in the spotlight for six minutes. When the bell rings, finish writing the last thought and then we will move to the next person. Let's have the youngest person go first.

5. When each group knows who the first person is, begin timing. At six minutes, cue them to stop talking and allow the person to finish recording comments. When all the groups are ready, move to the person on the left (or right) and begin timing again...and so on, until the last person is done.
6. When everyone has completed their cards, get the whole group back together and debrief the activity by talking about these questions and statements:

What Happened?

- » Talk about the level of challenge that you faced when trying to come up with evidence for at least three of the Cs for yourself and others in your group.

So What?

- » Explain why you think it's important to reflect on your growth toward the Cs.
- » Describe why you think it's important to seek information from others on your growth toward the Cs.
- » What difference does it make to set goals around improving your Cs?

Now What?

- » This year in California 4-H, we're focusing on Connection. Come up with an example of a goal to help build connections.
- » Identify some strategies that would help get to that goal.
- » Talk about how the Indicators of Thriving and Goal Management skills are linked together.



ireflect

Members work independently and if it's comfortable and time allows, share answers with the group.

Now that they have spent some time deeply thinking about each of the six Cs, the ireflect activity asks them to set their own **growth goal** around **Connection** for the upcoming year.

istretch

This is a time you can schedule some time to talk individually with members about the goals they have set for the year in their role as a Junior or Teen Leader and their Connection growth goals.



"Inspiration exists, but it has to
find you working."

Pablo Picasso

Chapter 7

Celebrate



What's the Point?

The final chapter helps youth members remember key concepts learned through *iThrive 2*. 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. In this chapter we will also review what has been learned during this Leadership Project.

Getting Started

Read this chapter for more information on celebration.

Take a look through *iThrive 2*, Chapter 7, to be comfortable with the lesson plan. Be prepared to help guide youth through the *i*explore, *i*celebrate and *i*stretch activities. Encourage members to share their *iThrive* Leadership Project stories in the county newsletter.

iThrive 2 Chapter Checklist

- ✓ Read the information on page 39 together. Make sure members understand what you are going to do.
- ✓ Complete the *i*explore Thrive Bingo found on page 40. (Answer key in *iChampion 2* on page iC2/65).
- ✓ Complete the *i*reflect Balloon Pops activity found on page 41.
- ✓ Complete the *i*celebrate activity on page 42.
- ✓ 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 have completed the *iThrive* Leadership project. If this is the first year a member has completed this project order the oval Thrive pin. If this is the second year order the small round clover pin. Pins may be ordered from <http://www.ca4h.org/Resources/Awards/>.
- ✓ Encourage members to complete all of their post surveys and Growth Grids 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 learned 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.

- » Invite families to attend a presentation or skit about Sparks, Growth Mindset, GPS goal management and the 6 Cs.
- » Plan a presentation to your 4-H club; show slides or photos taken throughout the year.
- » Make statements of appreciation to each other, read the 4-H Pledge choral reading and hand out pins.
- » Make it memorable.
- » Make it matter.

ACTIVITIES

iexplore

Thrive Bingo (page 40 in *iThrive 2*)

Objective: Review the concepts of thriving and reinforce what was learned in the Leadership Project.

Time: 20 minutes

Materials: Thrive Bingo Card (page 40, *iThrive 2*), pencils or pens

Preparation: Understand activity and answer key

Preparation time: 15 minutes

Facilitator Tips: Be sure that you know the answers to all squares. Based on the size of your group, determine the maximum number of times any one person can sign the card.

Directions:

1. Each member uses the Bingo card in their *iThrive 2* or a copy. Everyone needs something to write with.
2. Instruct players that this is a game of 'black out' bingo and each square must be filled in before the winner can call out "Bingo!"
3. Explain that participants have 10 minutes to move around the room and find people who know the answer or can show you the item on the Bingo Card.
4. When someone can complete one of your squares, they should initial that square on your card.
5. You should also be initialing others' cards when you can.
6. Stop the game when someone calls "Bingo!" OR after 10 minutes.
7. Have them review each square and the answers. Does the group agree? If not, have the group discuss and come to a consensus on the answer. (The Thrive Bingo Answer Card can be found on next page.)

Thrive BINGO Answer Key

B	I	N	GO
<p>Can explain “Fixed Mindset”</p> <p>Belief that intelligence and personality are set in stone. These people give up easily and don’t try things they don’t think they can succeed at.</p>	<p>Knows how to deal with a “dream thief”</p> <p>Develop strategies to eliminate them. Come up with replacement activities.</p>	<p>Has at least one personal goal that helps others</p> <p>Ask members for examples.</p>	<p>Can share one strategy for dealing with a fearship</p> <p>Understand that the person can change; distance yourself from them</p>
<p>Loves learning new things</p> <p>Ask members for examples.</p>	<p>Knows when and how to ask for help</p> <p>Ask members for examples.</p>	<p>Has one or more Sparks</p> <p>Ask members for examples.</p>	<p>Can explain the G, P & S in GPS</p> <p>G: Goal Selection P: Pursuit of Strategies S: Shift Gears</p> <p>May also include answers about the specific domains of each</p>
<p>Knows why the brain is like a muscle</p> <p>It needs exercise to grow connections that help us get “smarter”</p>	<p>Can name at least one thing the brain needs to stay healthy</p> <p>Fuel, sleep, exercise, challenges</p>	<p>Can give an example of a time when he or she used persistent effort</p> <p>Ask members for examples.</p>	<p>Can explain what thriving is</p> <p>Growth toward reaching full potential; 6 Cs and other indicators</p>
<p>Has achieved at least one important, positive goal in the past six months</p> <p>Ask members for examples.</p>	<p>Can name at least 3 risk factors that keep teens from being their best</p> <p>Some ideas: Drugs/alcohol Dangerous games Destructive language Fearships Devalues Others Guns/Weapons Values things over people Family/Environment I don’t care attitude</p>	<p>Can explain the difference between a fearship and a friendship</p> <p>Friendship: Positive relationship that includes trust, mutual well-being</p> <p>Fearship: Leads you into danger, robs you of dreams and goals</p>	<p>Can explain how we know personalities can change?</p> <p>Personality lives in the brain and we know that through effort and persistence we can grow and change our brain. (Phineas Gage)</p>

ireflect

Balloon Pops—ireflect (page 41 in *iThrive 2*)

Objective: Self-reflections on what was learned this year in the Leadership Project.

Time: 20 minutes

Materials: A same-color balloon for each person, two different colors of pre-cut strips of paper that when folded can fit into a balloon.

Preparation: Understand the activity, gather supplies

Preparation Time: 15 minutes to understand activity and gather supplies, additional shopping time if supplies are not on hand.

Facilitator Tips: Before this activity, make sure none of your members is allergic to latex. If you do have a latex allergy in your group, you could use non-latex disposable gloves—they can be blown up. Alternately, you could have two bowls, one labeled “Changed” and the other “Work On”. Members then place their strips in the respective bowls and after they’re mixed around have participants select one from each bowl and read it aloud.



Directions:

1. Distribute two strips of paper, one of each color, and one balloon to each participant and ask them to write two statements. (This is done anonymously.)

On one color of paper write one positive way that you have changed since learning about the four concepts of Sparks, Growth Mindset, Goal Management (GPS) and the 6 Cs.

On the other color of paper write one thing that you want to continue to work on that relates to sparks, growth mindset, goal management (GPS) and the 6 Cs (e.g., finding a spark champion, having a growth mindset, strategies for avoiding risk factors, identifying meaningful, realistic and stretching goals.)

2. Remind participants that they should not write their names on the strips of paper.
3. After all participants have written both statements, instruct them to fold the pieces of paper up and insert them into a balloon. Each participant then blows up his or her balloon and ties it off. Participants will then toss all balloons in the air until they are thoroughly mingled.
4. Next, ask each participant to find a balloon, pop it and take turns reading the statements aloud. Be sure to clap and celebrate after all statements have been read aloud.
5. After all statements have been shared aloud, ask participants to share their thoughts about the activity and their advice for staying committed to plans.

Ask:

- » Talk about how it feels to have changed in a positive way.
- » Share a time when you thought another person saw the change in you.
- » You shared a lot of great ideas about working on goals. How can you support each other to make these things happen?

iCelebrate

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

Here are a couple of ideas:

- 1) Invite your families and plan a fun presentation or skit about Sparks, Growth Mindset, GPS goal management and the 6 Cs.
- 2) Share thriving appreciation statements with each other. Here are some examples:

“I appreciated it when...”

“(Name), you really demonstrated a growth mindset when...”

“(Name), you really showed your ability to make connections when...”

“(Name), I was impressed that you shifted gears when....”

Hand out Thrive Pins

Applause! Kudos! Amazing Effort!

istretch:

- Encourage members to share 4-H iThrive stories with others: in your county 4-H newsletter, during a county council meeting or presentation in your 4-H club and other opportunities they have to talk about the impact 4-H has on their life.

"What do we lose by another's good fortune?
Let us celebrate with them or strive to
emulate them. That should be our desire
and determination."

Sri Sathya Sai Baba

Resources

You can find more resources and information about thriving on the 4-H state website, <http://www.ca4h.org/>

All of the activity outlines, activity videos, handouts and the istretch video links are on the website at http://www.ca4h.org/About/Thrive/Thrive_Activities/

istretch videos are also available on DVD from your county 4-H county office

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

Contact the county 4-H staff.

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

Bibliography

The Center for Youth Development (2009). *4-H Impacts Positive Youth Development*. Retrieved from <http://cyd.ucdavis.edu>

American Camp Association. (2012, June) *Dangerous "games" every camp must know about*. Retrieved from <http://www.acacamps.org/knowledge/participant/training/dangerous-games>

Benson, P. L. (2008). *Sparks: How parents can help ignite the hidden strengths of teenagers*. California, CA: Jossey-Bass.

Cain, J., Hannon, C. M., & Knobbe, D. (2009). *Essential staff training activities*. Dubuque, Iowa: Kendall/Hunt.

Damon, W. (2008). *The path to purpose: How young people find their calling in life*. New York: Simon & Schuster.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Lepper, M. R., & Cordova, D. I. (1992). A desire to be taught: Instructional consequences of intrinsic motivation. *Motivation and Emotion* 16, 187-208. Northfield, Minnesota: Carleton College, Science Education Resource Center.

Lerner, R. M. (2007). *The good teen: Rescuing adolescence from the myths of the storm and stress years*. New York: The Stonesong Press.

Pfeiffer, J. W., & Ballew, A. C. (1988). *Using structured experiences in human resource development* (UATT Series, Vol. 1). San Diego, California: University Associates.

Rohnke, K.(1989). *Cowstails and cobras II*. Dubuque, Iowa: Kendall/Hunt.

StepItUp2Thrive Resource Center, Thrive Foundation for Youth:
<http://stepitup2thrive.org>

Teamwork and Teamplay. (2012). *Puzzle Cubes*. Retrieved from <http://teamworkandteamplay.com/>

Thrive Foundation for Youth. (2012) *Step-It-Up-2-Thrive for groups*. Menlo Park, California