

iThrive 2



4-H Junior & Teen Leadership Project Member Guide

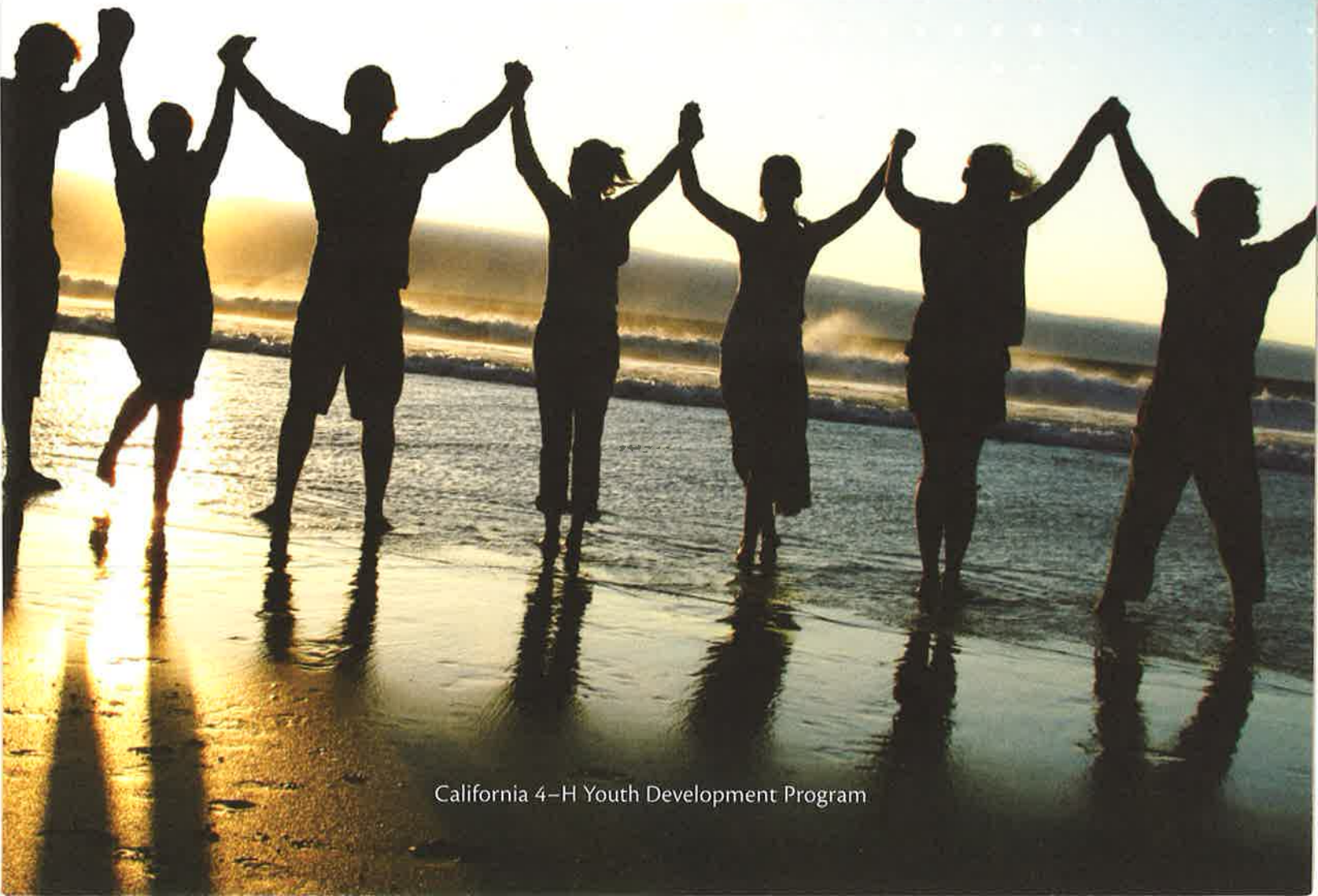


Table of Contents

Introduction	1
Be Safe, Feel Safe	5
Got Connections?	8
Light Your Spark	12
Reach Your Goals	15
Flex Your Brain	25
Am I Thriving Now?	35
Celebrate!	39

Acknowledgements

4-H iThrive reflects the work of many...

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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 to thrive!

-Gemma Miner





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

4-H is about creating a community of youth where **you:**
Feel and know that you are a person of **value** and **worth**,
Know that you have the capacity to reach your **full potential**,
& Have something positive to **contribute** to the world.



Step Up to Thriving -the introduction

Positive Youth Development, Skill Building and Thriving

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

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

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

Each chapter guides you through the practices of thriving. You are presented with a little background or key ideas about that topic.

ixplore activities: work with others in your 4-H Leadership Project to learn about the concept.

ireflect activities: share your reflections with others in your project, understand how the idea applies to you and how you might want to grow that concept in yourself.

istretch activities: on your own or with other project members learn more about the concept.

All of the **ixplore** sections are designed to be completed at your project meetings. We recommend that the **ireflect** and **istretch** sections be completed during the project meeting—but if that can't be done, make a plan to complete them at home on your own and then figure out how you are going to share your reflections with each other at the next meeting.

When you complete a year of the **iThrive** curriculum series, you will be eligible to be awarded a 4-H Thrive pin in recognition of your effort! This is an annual award and can be achieved multiple times. The first year that you complete the **iThrive** Leadership Project, you will earn the oval Thrive pin (see page 42). In following years, when you complete additional **iThrive** Leadership Projects, you will earn the round clovers to cluster around the Thrive pin. Each clover indicates an additional year of project completion.

Ready to launch.....and thrive!



TRACK your progress!

Did you know that 4-H is a part of a national system of land grant universities? This is important to know because one of the most 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 your growth is by tracking your progress. Tracking your progress also allows us to continually improve 4-H programs based on what you tell us.

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

You will tell us things about yourself by answering questions in your 4-H Online Record Book (ORB). Be sure to go there **NOW** and complete the surveys in your profile page under My Sparks Score/Questions. You earn Spark Points for completing each survey. Once you reach a certain level of points, you become eligible for gifts and prizes!

You will complete the same surveys again toward the end of the year (May – August). Check your profile page under My Sparks Score/Questions to complete the questions.

Share your progress with your Leadership Project Leader!

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

Record your progress meetings here and have your project leader sign it too.

I met with my project leader to discuss my progress toward meeting my goals:

Baseline Goals on: _____
Date Project Leader Signature

End-of-year Goals: _____
Date Project Leader Signature

Be safe



ch.

1

Be Safe, Feel Safe: Dreams & Dream Thieves

Imagine how it would feel if you had several people in your life who actively support your dreams. In order to feel safe, it's important to understand how to take healthy risks and avoid or eliminate unhealthy risks. Risk taking is a part of being a teenager—it's one of the ways that your brain learns and grows. When people around us are practicing unhealthy risk-taking it can make us feel unsafe.

Unhealthy risk behaviors are the most powerful **"dream thieves."** In this chapter we're going to talk about our dreams and the risk behaviors that can help us reach our dreams and the risks that have the potential to take away our ability to achieve our dreams.

ie xplore

Dream Thieves and Dream Defenders

In small groups, have a discussion about your dreams and the dream thieves that could get in the way of reaching your dreams. Use the following questions and statements to guide your group discussion.

- 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.

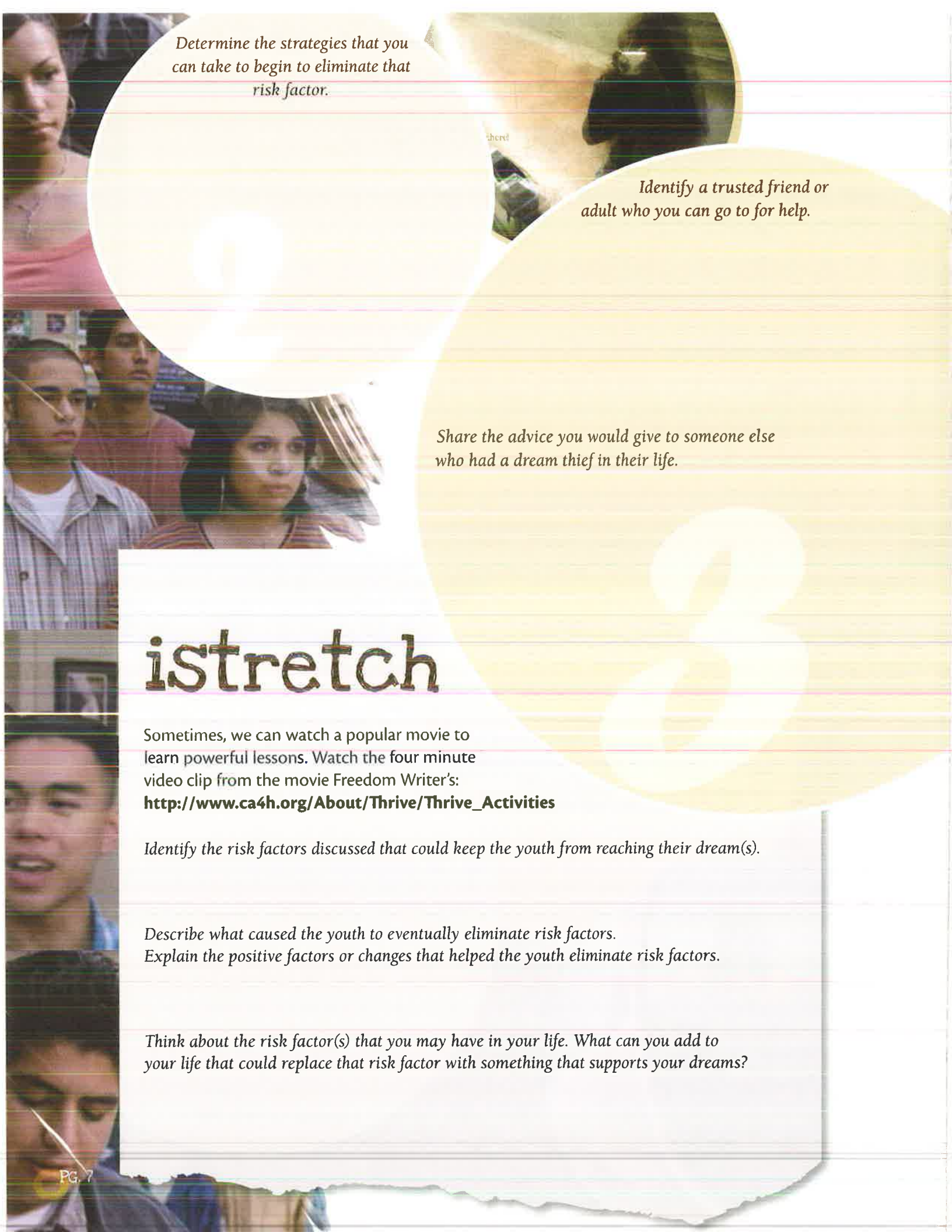
ireflect

Once you recognize the risk factors that have the most 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.

1

Continue to next page➔



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

Sometimes, we can watch a popular movie to learn powerful lessons. Watch the four minute video clip from the movie Freedom Writer's:
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?

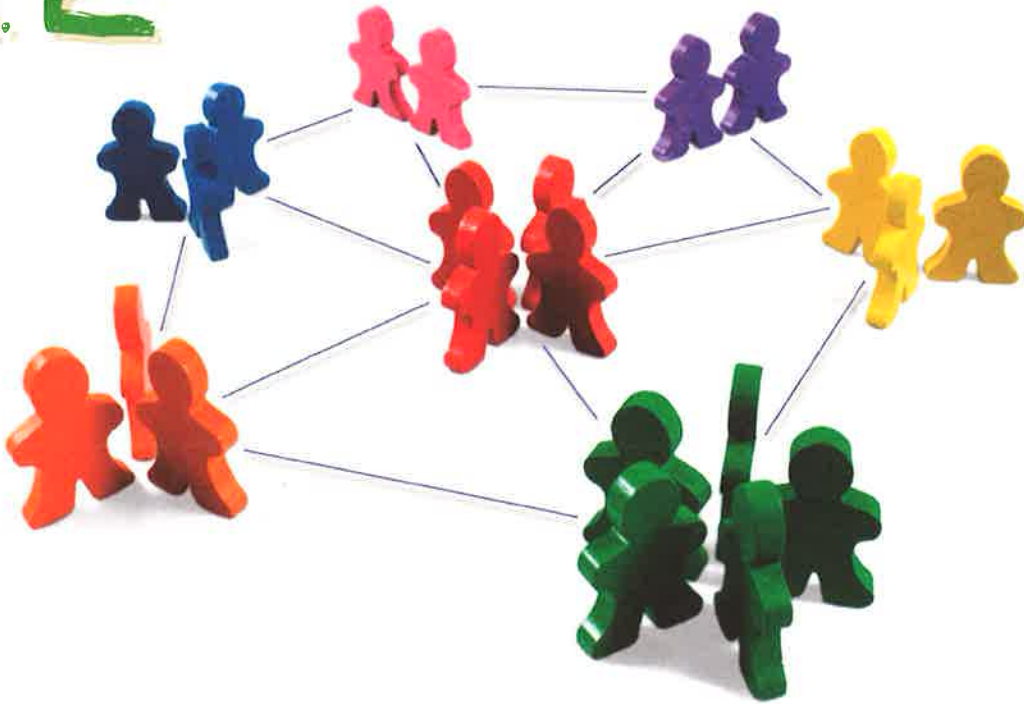


ch.

2

Got Connections?

Friendship or FearShip



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

Friendship or FearShip?

True friends do not lead you into danger; they help you grow your spark and protect your dreams. Sometimes, we have people in our lives that we confuse as friends and we call these fearships.

A FRIENDSHIP is a relationship that has a positive influence on you and will never lead you into danger. A friendship is a positive relationship. A **positive relationship** enhances the well-being of you and the other person. This mutual connection includes trust, resolving conflicts in a respectful manner, caring and good communication.

A FEARSHIP is a relationship that has a negative influence on you and tends to distort, sabotage or rob you of your dreams or goals. People who are fearships lead you into danger. Even if you think what you're doing is fun or makes you one of the "cool crowd," if someone leads you into danger then you could be in a situation that robs you of your dreams.



ie xplore

When you can differentiate between a friendship and fearship, you have a very powerful tool.

By thinking about your relationships in this way you can navigate around one of the most powerful dream thieves, while adding one of the most powerful gifts—a friend or a dream defender.

- Your Project Leader will guide you through an activity to help you think more deeply about friendships and fearships.

ireflect

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 someday that person will change.

Write about how it might feel 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

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.

You might be thinking, "This is a little kid's movie, why am I going to watch that?" And you would be right of course, but did you know that there are college courses that include watching all kinds of movie clips to help students learn a concept or skill? That's what we're doing here—learning something in a fun and kind of silly way!

Who is the 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?

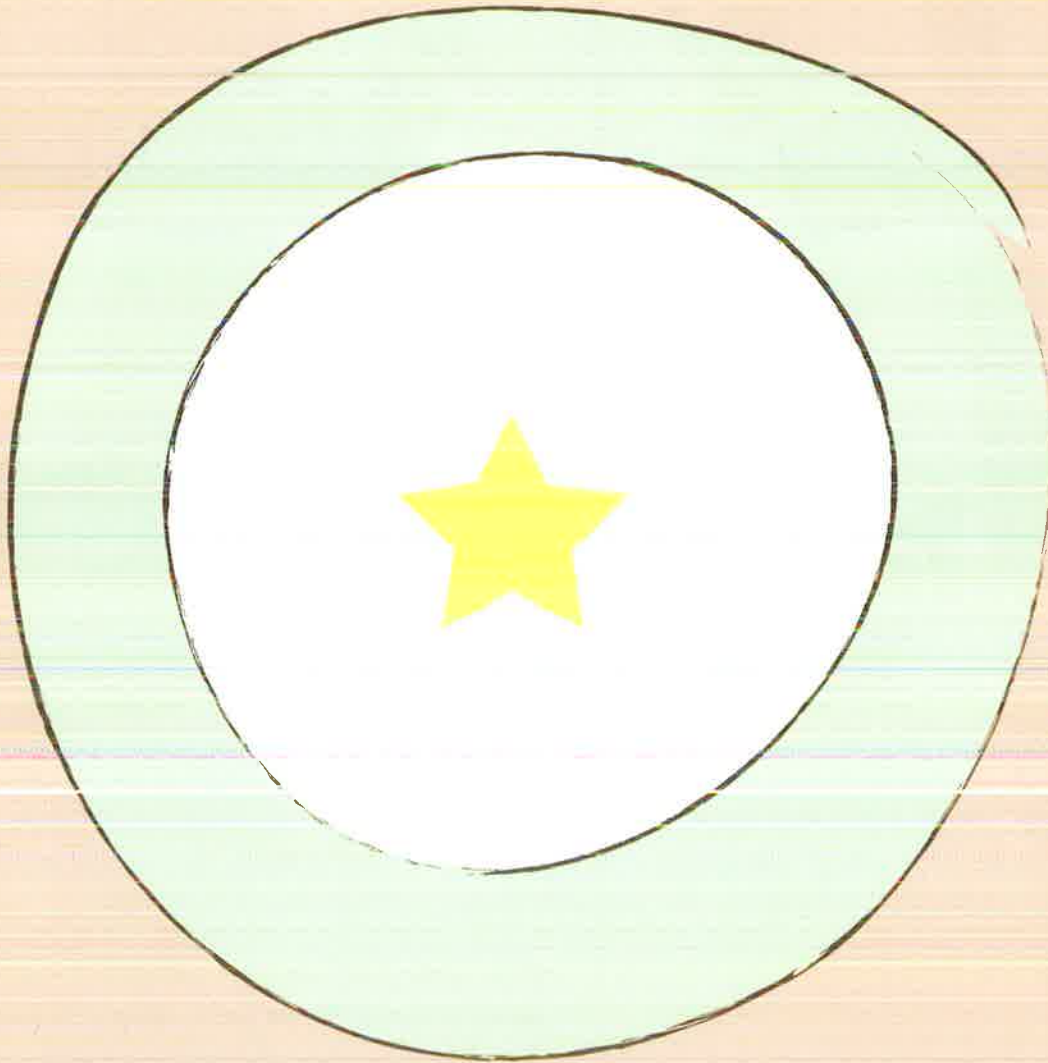
How is Scar using his personal power?

What were the consequences of this fearship?

People in My LIFE

DIRECTIONS

- 1) Put your name in the center star.
- 2) List the People that are closest to you in the inner circle.
In the outer circle, list the who are in your circle of influence. These people you see frequently but you are not as close to them. For example: teachers, classmates, Pastor, boss, co-workers, neighbors.



- 3) In which box would you place the people in your life? Fearship or Friendship?

FearShips

FriendShips



Light Your Spark

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

That's a spark!

ch. 3

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

It can be something that you don't think you're very good at yet—being good at it isn't what's important, it's how you feel when you're doing it that matters.

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

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

iexplore

Go Fly a Kite!

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

You may have done a similar activity last year—if you did, it might be interesting to see how you have changed and matured over the past year. Maybe you didn't really have a spark last year and now you do. Maybe your spark has changed over time, and you have a new one—that's okay too!

Let's get creative! Using your inner artist, reflect on the questions asked in the Go Fly a Kite activity which can be found in the **iChampion 2 Project Leader Guide** or download it from www.ca4h.org.



ireflect

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

I think that I am really passionate about...

I am really passionate about this because...

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

istretch

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?





ch. 4

Reach Your Goals

start
Here

Yes... **GPS!**

Goal management skills are used by almost all successful people in the world. It sure is easier to get somewhere when you **know** where you are going, how you're going to get there and what you're going to do when things get in your way. An easy way to remember these 3 steps is:

Goal Selection

Pursuit of Strategies

Shifting Gears (in the face of obstacles)



Goal Selection

One way to help you remember how to select good goals is to remember
“MRS. D.”

The “M” stands for meaningful.

It's important that the goal you choose be meaningful to you—something you really want. Visualize what your goal or destination will look and feel like.

The “R” stands for realistic.

It needs to be something you believe that you can achieve.

The “S” stands for stretching.

The goal needs to have just the right amount of challenge. Think of a rubber band. When it is pulled too tight, it snaps. When it isn't stretched enough, it is not useful. Good goals are difficult enough that they challenge you but are not so difficult that you cannot achieve them.

The “D” stands for drafting.

Have you heard the word drafting before? It is often used in sports such as bike riding, rowing, running or skating. Drafting occurs when a group leverages resources to increase efficiency. For example, in biking you see riders positioned one behind the other. This blocks the wind and actually creates a tunnel of air that sucks the rear riders along with less effort. The bikers in the back of the pack actually use 30% less effort than the biker in the front.

When selecting goals, we use the term drafting to describe setting two or more goals that can help each other. For example, you might have goals such as graduating high school, going to college or becoming a veterinarian. Many of the steps that you will take to achieve one of these goals might actually be the same steps you would take to achieve your other goals. Therefore, you can take one action on your journey to achieving all three of your goals.



Pursuit of Strategies

To reach a goal, you have to take some action. The actions you take to reach your goal should be very specific. Research shows that people who reach their goals are persistent and resourceful in getting to their goals.

When you think about your strategies, it's important to consider who initiated each strategy—did you or someone else get you started? Initiative is the ability to start things before being reminded by others, or taking action early in a situation.

When working towards your goals, you need to have both skill (such as MRS.D) and initiative (e.g., taking action early before being reminded by others).

Shifting Gears

Think about this! What would happen if your strategy didn't work out? What would you do? This is called "Shifting Gears" – when the going gets tough.

Sometimes when you don't reach your goals, it feels really bad and you will want to give up on everything. It's okay to feel bad when you don't meet a goal—just don't park there! Sometimes you can shift a strategy and still reach your goal. At other times, you may have to change your goal.

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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. 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?

i reflect

Now let's take a look at your own GPS skills, initiative and patterns. Your Project Leader will guide you through some self-reflection exercises using the Growth Grids, on pages 21–24.

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.

You will complete your Growth Grids in the 4-H Online Record Book (ORB). If you use the paper copies in iThrive as practice sheets, be sure to record your ideas in ORB when you have access to a computer.

▶ TIPS

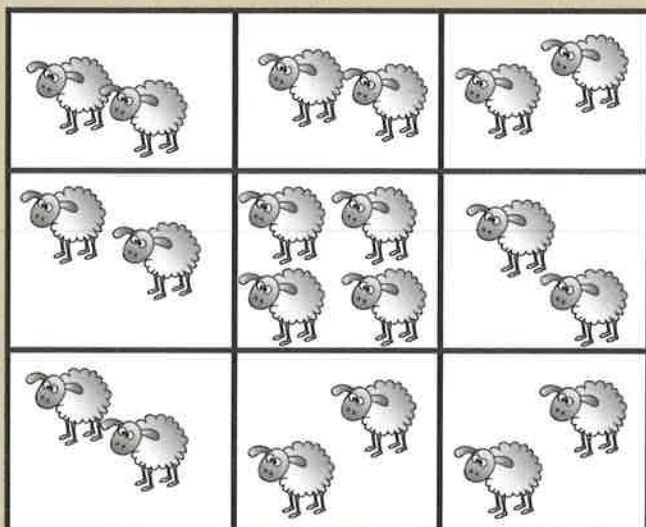
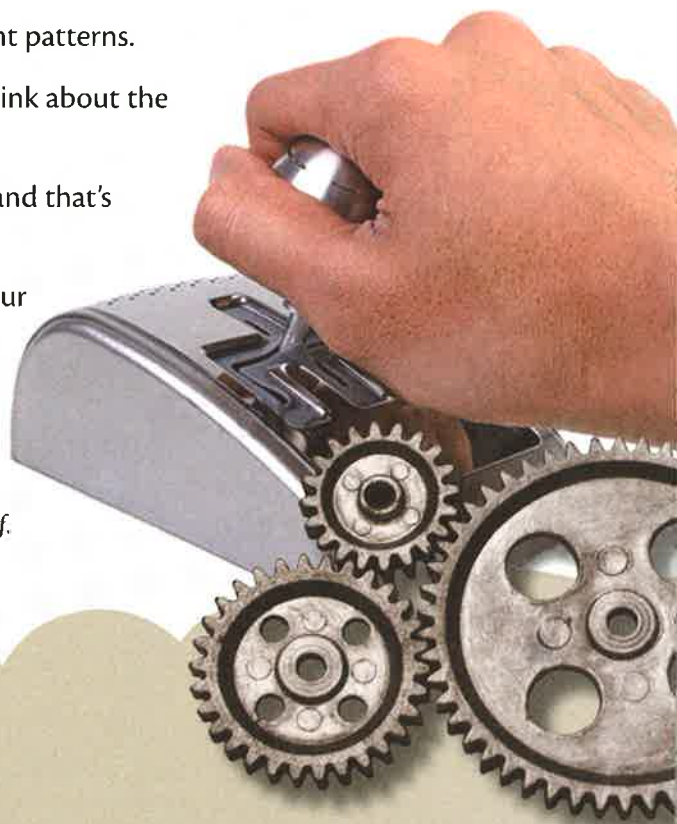
It is important to **be honest with yourself** about your current patterns.

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.

Just like in What's My Pattern? people are in different places and that's totally okay.

Names are kept confidential and will not be recorded with your Growth Grid responses. Even when you complete the Growth Grid in ORB, your name is confidential.

The information you use to explain why you were able to solve Bob's Sheep is called "evidence." When you do your self-reflection on Growth Grids, you will be writing some "evidence" about yourself.



Do the What's My Pattern? activity together. This activity helps you start to use the Growth Grids as it applies directly to your life. It's important to think about how you generally behave—what **patterns** do you normally have?

Bob's Sheep and The What's My Pattern? activity can be found in the **iChampion 2 Project Leader Guide** or **downloaded from www.ca4h.org**.



iexplore

PUZZLE CUBE

Use the PVC puzzle pieces to make a cube. Does it meet the MRS. D test? 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 a bit challenging. See if you can figure out how to use the concept of drafting to solve the puzzle.

While your team is solving the puzzle, think about how you are taking initiative to get to the solution.

The Puzzle Cube activity can be found in the **iChampion 2 Project Leader Guide** or downloaded from www.ca4h.org.

At the end of the activity, we'll be introducing growth grids as a way for you to reflect on your GPS skills over time.

i reflect

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TIPS

It is important to **be honest with yourself** about your current patterns.

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Just like in What's My Pattern? people are in different places and that's totally okay.

Names are kept confidential and will not be recorded with your Growth Grid responses. Even when you complete the Growth Grid in ORB, your name is confidential.

On your 4-H ORB homepage, you will see the Growth Grids as part of the Sparks Score/Questions section. You will complete 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 Basic GPS Growth Grid and at least 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.

CAUTION: Another "little kids movie"!

Watch the four minute video clip from the movie Finding Nemo:

http://www.ca4h.org/About/Thrive/Thrive_Activities/

Watch for when Dori and Nemo's Dad use GPS. Pay attention to words that suggest GPS skills and initiative.

After you watch the clip, look at the GPS Growth Grid headings.

Note what **evidence** you saw of **GPS skills**. What about evidence of initiative?



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 take initiative to choose meaningful, realistic, positive goals for myself. These goals are challenging and ones that will help me be all I can be.	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 show initiative and skill at this.	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, more than half the time, 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 I'm starting to get better at this, but I need help.	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 in on 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 do this when someone else initiates it.	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 do this.	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>
<p>Evidence:</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>

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, more than half the time, 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, more than half the time, 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, more than half the time I copy strategies of successful others. Now and then, I struggle expanding my search for strategies beyond people I know well.</p>	<p>More than half the time, 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, sometimes 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, 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.</p>	<p>When I'm having trouble reaching my positive goals, I sometimes copy the strategies of successful others. I often need help seeing good examples.</p>	<p>Sometimes, 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 only when someone works with me.</p>	<p>When I'm having trouble reaching my positive goals, I'll only 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, only 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 only 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>

Evidence:



ch. 5

Flex Your Brain



Did you ever wonder why sometimes you just completely forget something that you know you practiced or studied for? Or why you could do great on all your homework but then bomb the test? Or why you could know the information in your head but then when you had to present it, it just comes out all wrong?

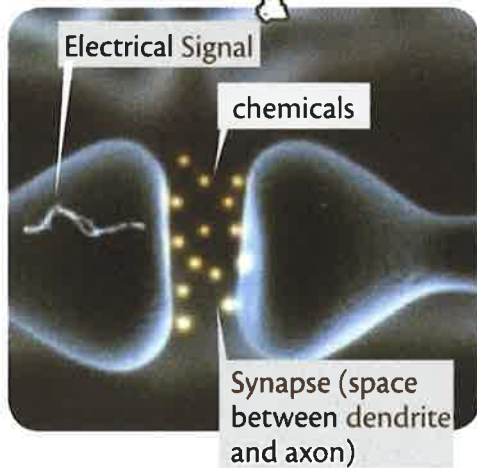
There are lots of young people like you around the world and we find that these things are extremely common. And, fortunately, they can be fixed. How? Part of the solution has to do with knowing how your brain works and then knowing how to use your brain in the right way.

The brain has an amazing ability to change, grow and develop. When you know this, we say that you have a growth mindset. It means you know that you and other people can learn and change.

And importantly, you know that labels people use for themselves like “dumb” or “math person” aren’t real because everyone can improve.

We also know that personality lives in the brain, and when we understand that we can change our brain then it’s logical to think that we can change our personality too.

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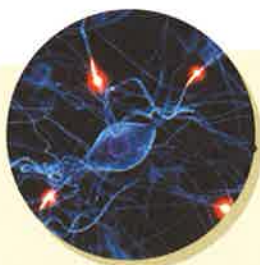


Dendrite, Axon and Nucleus, Oh My!

The brain thinks thoughts by sending messages. The game we're about to play will demonstrate how the neurons—or cells—in your brain communicate with one another. Each neuron is connected to between one and one million other cells—like a dense web. Overall, in your brain there are over a trillion connections. When you have a thought, it sends a signal from one set of neurons to another.

Neurons “talk” to each other through complex chemical and electrical processes.

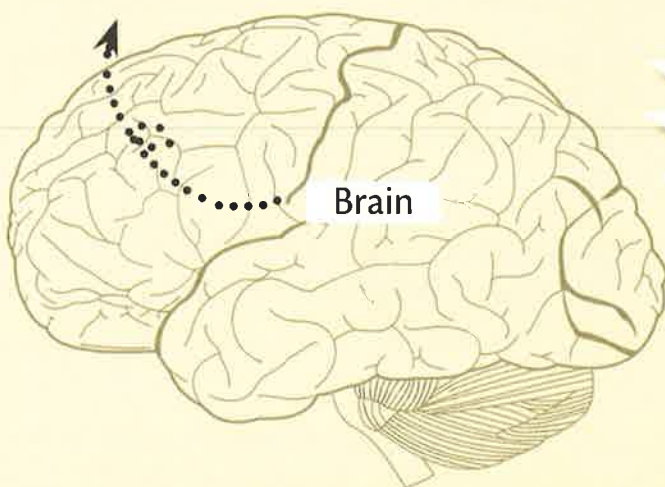
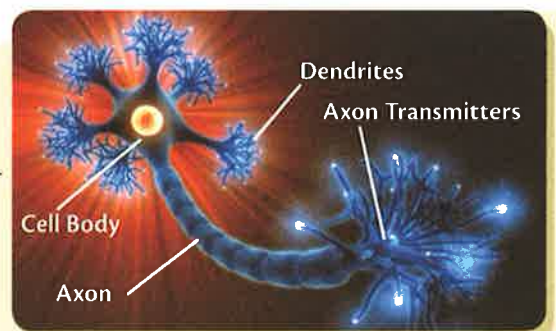
- The **dendrites are** tentacle-like structures that reach out to receive chemical signals from other brain cells. Just like when you receive a tossed ball, you reach out hands to someone else and you send a signal of readiness. In a similar fashion, the brain cells have their own arms reaching out.
- These dendrites change the chemical signal to an electrical one, which travels down the cell to the nucleus.
- Next the nucleus receives the signal and houses information.
- Then, there's an axon. It's a long cable that carries the electrical signal from the nucleus out to the space between cells. There, the electrical impulse becomes a chemical impulse to cross the space (synapse) to the next neuron.
- When you think thoughts, this process repeats itself over and over—**chemical to electrical to chemical impulses traveling between cells.**



Series of Neurons



One Brain Cell

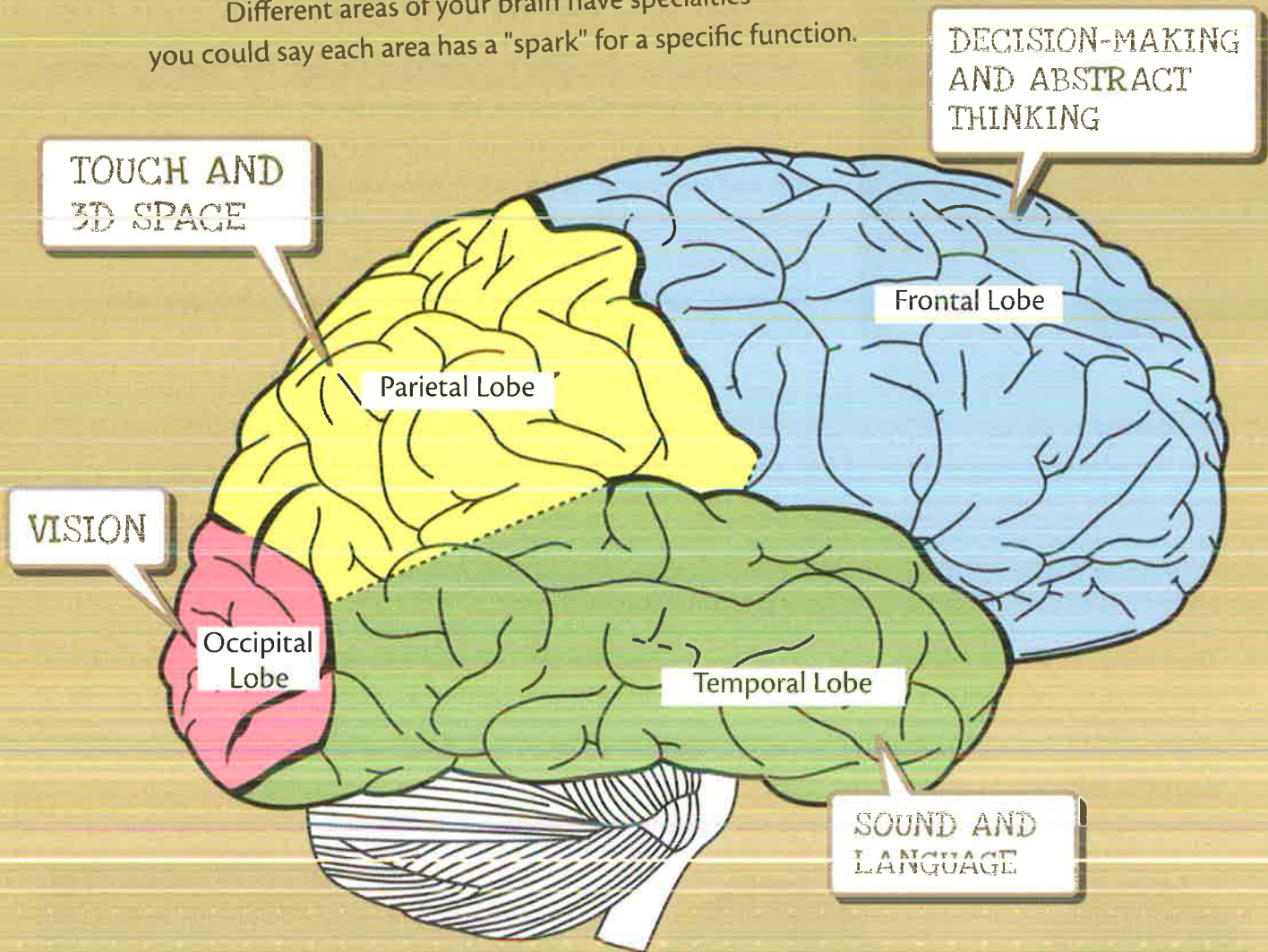


Play Dendrite, Axon and Nucleus, Oh My!

Activity instructions can be found in the **iChampion 2 Project Leader Guide** or downloaded from www.ca4h.org.

AN OWNER'S MANUAL FOR THE TEENAGE BRAIN

Different areas of your brain have specialties— you could say each area has a "spark" for a specific function.



LEARNING AND THE BRAIN

What is learning? What is happening in your brain when you learn?

When you think or practice something, the neurons in your brain communicate by sending messages through a network of connections. The dendrites grow and lay down new connections with each other. The more you learn, the more connections and the bigger the nerve cell network!

These growing networks process information faster and faster as they grow stronger. This means that you can think and remember something better, as the brain cells repeat and repeat their communication patterns.

Your brain is like a muscle.
It grows through effort
and challenging exercise.

THE GROWTH MINDSET

What is a growth mindset?

The growth mindset is the belief that your basic qualities and abilities are things that you can change and grow. Through effort, the right strategies and getting help from others you can achieve more than you thought you could. With this owner's manual you know about how your brain can change.

How does it affect you?

A mindset about your intelligence, physical ability or personality can affect many parts of your life. Even your personality can change and develop.

What is a fixed mindset?

Unfortunately, some people don't know abilities change, and they operate with a fixed mindset. These people believe that they have a certain amount of intelligence, or a kind of personality or a certain moral character that cannot be fundamentally changed. When they encounter something that is very hard for them this belief causes them to quit too early because they don't think they can succeed.

How you develop a growth mindset?

Life gives everyone hard challenges. Most times, you can improve greatly by trying this:

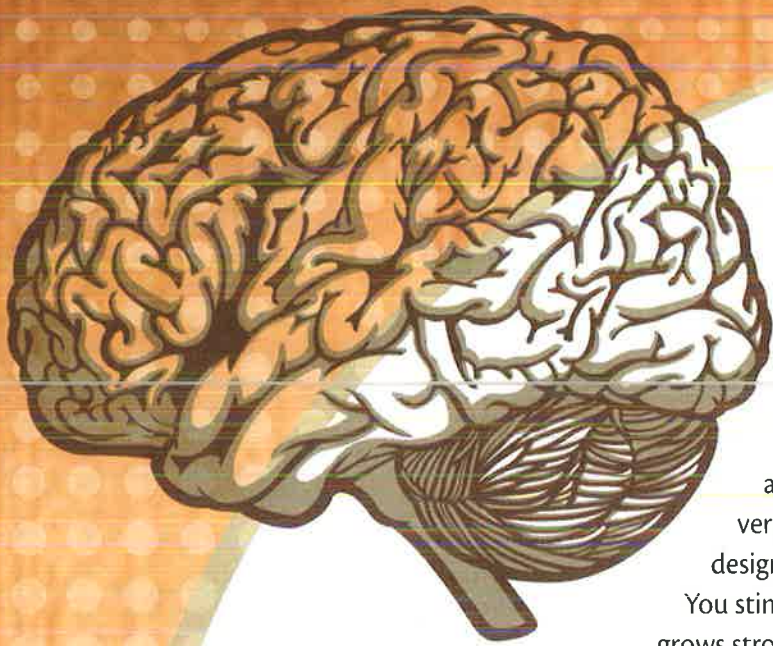
- increase effort
- adjust strategies
- seek help

When you are actively using and practicing a skill or thought pattern, people and animal studies show the brain lays down more connections that speed up the ability to think in that network. What starts out hard gets easier.

BRAIN JOKE

What still goes to work after it gets fired?

(Answer on page 37)



WHAT MAKES YOU SMART?

We are all wired differently in terms of our starting genetic makeup. In our early childhood these differences lead each of us to experience some tasks as initially easy and others as initially hard. But nature is very smart in its design of the brain. This “lump of clay” is designed for you to sculpt and shape throughout your lifetime. You stimulate your brain’s genetic coding and determine what grows strong and what skills slide away from disuse.

Intelligence can include many different skills such as using language, solving math problems, being sensitive to other people’s behavior or figuring out how objects move in space. But all forms of intelligence have one thing in common: they depend on strong neuronal connections that pass messages well through the network associated with that type of skill.

Famous People People who are famous for their skill are like many, many other people when they start. They began to stand out from the crowd with practice and lots of focused effort. They don’t start out as genius. They work at it!

- **The Beatles** put in 10,000 hours of practice to become great. They used to play 8-hour shows to improve their playing.
- Founder of Microsoft computer software, **Bill Gates**, used to wake up at 3:00 a.m. to spend hours using the supercomputer at a local college. He started with computers as a teenager and worked very hard to reach success.
- **Wilma Randolph**, the first American woman to win three gold medals in the Olympics was paralyzed as a child. She put in at least 10,000 hours of practice to go on and win track and field medals.

With challenge, the smarter you become!

Intelligence is the ability to think, and especially the ability to take new information and use it in creative ways. When you learn new things you make new connections in your brain. The more connections between brain cells, the more you create new thoughts. You will actually notice yourself feeling smarter. In fact, brain areas that get used actually grow bigger as your knowledge increases. You will find things become easier when you work on them.

WHAT DOES YOUR BRAIN NEED?

Tip #1: Feed Your Brain!

- FUEL** The brain is the biggest energy eater in your body, burning about 30% of the fuel your body uses. Eggs, nuts and fish are some food sources that provide your brain with the chemicals it needs.
- SLEEP** Your brain needs to spend one-third of the time sleeping to recharge (8-9 hours a day). When you don't get enough sleep, you can have trouble remembering and learning things. In fact if you don't get enough rest your test scores could be 15-30% lower than they would have been if you had gotten enough rest.
- EXERCISE** Your brain works better when you get regular exercise. When you exercise the brain grows new cells and learns more easily.
- CHALLENGE** When you challenge your brain, you build more connections, which allows you to retrieve information more easily and improve.

Tip #2: Keep the Focus!

Using too many channels at once for different kinds of information can pull your brain in different directions and gives you brain static! Try to avoid texting, doing homework and surfing the web at the same time!

Tip #3: Go Multimedia!

Using all your information channels (sight, hearing, body movements) for one activity will increase your brain's learning power. This is because you will be using more of your brain for learning. It can also make learning more fun. Get active in your learning by writing things down, drawing pictures or talking it out with someone else.

What's the best way to
exercise your brain and
make it smarter?

When you don't know very much about a subject it can make you feel "dumb." Then you may feel like giving up. But this is only because you haven't built up the networks of connections in that area of your brain. If you work out your brain, it gets stronger, just like muscles that are exercised.

**Effort+Strategies+Seeking Help =
Success** in meeting challenges!



QUESTIONS ABOUT THE GROWTH MINDSET

Here are answers to some common questions that people have:

If my brain can keep growing does that mean it can burst out of my skull?

Won't Happen! Your brain will never outgrow your skull. When you work your brain, more connections are made, and your brain becomes denser.

Do people change into a completely different person from one day to the next?

Nope. Having a growth mindset doesn't mean that you have to believe that people are turning into different people from one day to the next. People aren't like werewolves that change when the moon comes up. People change slowly and gradually, and it takes effort, the right strategies and help from others to change the pathways in your brain

If someone is shy and wants to become outgoing, it is not true that over the course of a week they will become the most outgoing person. But it is true that no matter where someone starts out they have at least some room for growth and change even if they are old or have habits that are really set in their ways. The brain is like clay, and can be re-molded with effort.

A friend or family member has a bad habit. Is it my job to change that person by myself?

Not your job! People have to change themselves. Other people (like you) can help, but one person can't take the whole responsibility for changing another person.

If your family member or friend has a bad habit, or if an acquaintance at school does mean things, there are efforts you can make to help them change. You can point out how their behavior affects you, or be patient as that friend tries using different brain pathways to develop new, better habits.

However, change has to come from within a person. This means that although you can help someone change by giving them support, or being patient with that person, change usually takes the person's own decisions and experiences, and support from lots of people.

With a growth mindset will I always overcome my challenge for sure?

Not always. Sometimes it takes more than effort. To be successful at a challenge you must also pick the best strategies and at times seek help too. Sometimes you do all these things and you just aren't getting there. There might be a barrier that you can't control. Then, consider picking an alternate goal, still moving in a forward direction.

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We know that brain research says 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.

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....

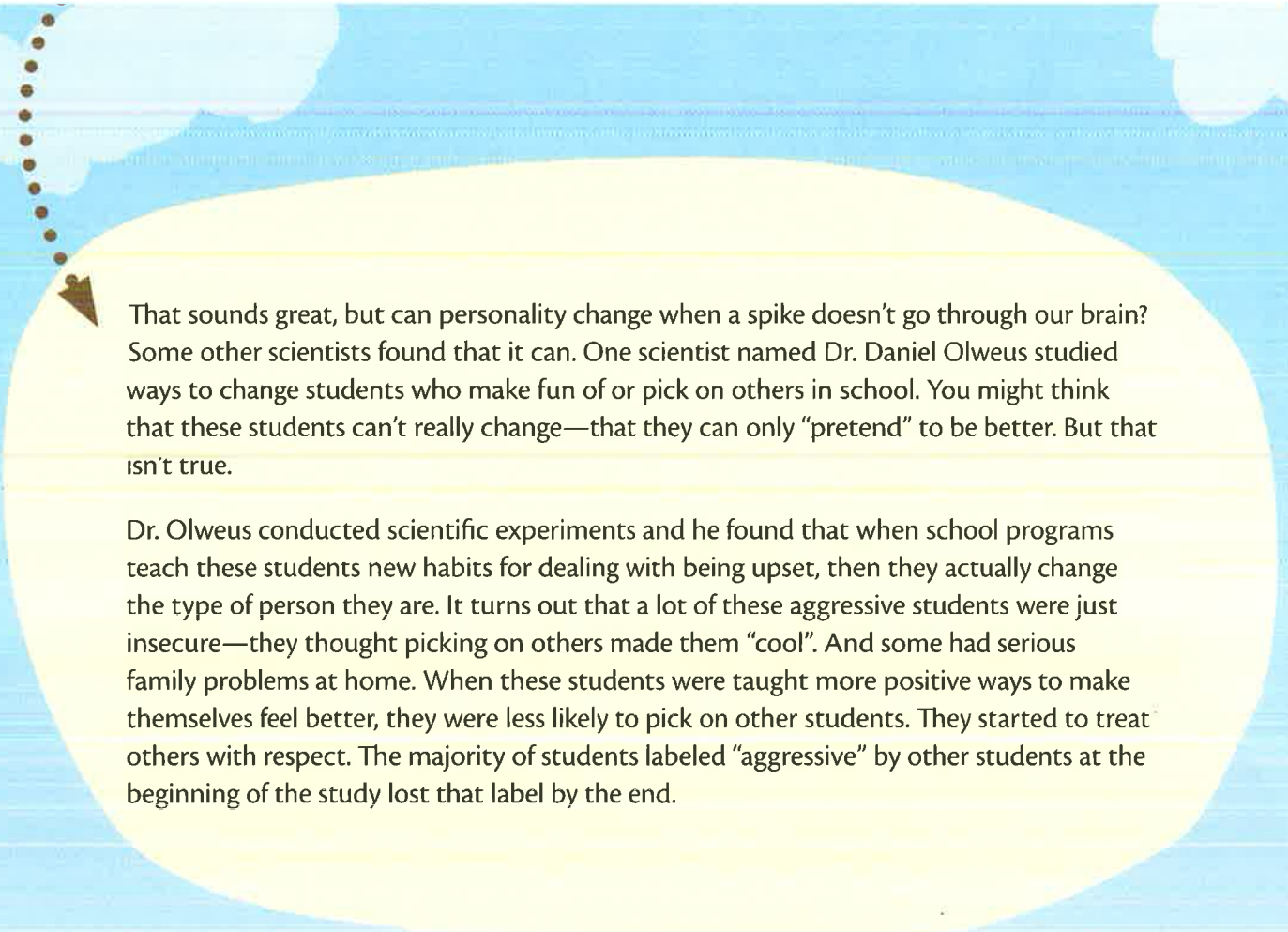
Even after the bandages were removed and his head was healed, Phineas was not the same man. Since the frontal lobe controls things like planning ahead or keeping emotions under control, poor Phineas showed little self-control. Instead of being a good businessman, or biting his tongue when he was angry, 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.

What about you? Can your personality change?

Aggression isn't the only behavior that can be changed. Another scientist, Kali Sorich from Harvard University, found that habits like whether people enjoy spending time with other people or being alone change a lot. In a study lasting over 20 years, they found that almost everyone became at least a little less shy over time, and some people were no longer shy at all.

It makes sense to think of your setbacks or conflicts as things that can change over time—and not as things that are set in stone forever.

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.



That sounds great, but can personality change when a spike doesn't go through our brain? Some other scientists found that it can. One scientist named Dr. Daniel Olweus studied ways to change students who make fun of or pick on others in school. You might think that these students can't really change—that they can only “pretend” to be better. But that isn't true.

Dr. Olweus conducted scientific experiments and he found that when school programs teach these students new habits for dealing with being upset, then they actually change the type of person they are. It turns out that a lot of these aggressive students were just insecure—they thought picking on others made them “cool”. And some had serious family problems at home. When these students were taught more positive ways to make themselves feel better, they were less likely to pick on other students. They started to treat others with respect. The majority of students labeled “aggressive” by other students at the beginning of the study lost that label by the end.

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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.)

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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/

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. 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.



ch. 6

Am I

Thriving Now?

Indicators of Thriving

In addition to figuring out your sparks and thinking hard about what kind of mindset you want to have as a leader, there are other skills you can build to help you on your path to thriving.

Have you ever thought about what really makes you who you are? Great leaders take the time to learn about themselves first in order to make sure they know which skills they already have and what they want to work on. There is nothing wrong with having an area of yourself that needs work—everyone can probably

name something about themselves that they'd like to improve. As a matter of fact, great leaders don't shy away from this kind of learning and growth—they embrace it.

Check out the indicators of thriving, or qualities that have been named by researchers and scientists over the years to describe areas of knowledge and skills that successful young people have in common. These indicators are broken down into six areas, called the **6 Cs**. **They are: competence, connection, character, caring, confidence, and contribution.** In Chapter 2, we already spent some time thinking about positive connections.

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WHAT'S THE EVIDENCE?

In the Reach Your Goals chapter, we talked about the concept of **evidence**. In this activity you're going to rely on the support of others to give you evidence of your growth toward thriving. You will be practicing your reflection skills throughout this activity.

Complete the What's the Evidence? activity found in the **iChampion 2 Leader's Guide** or download it from **www.ca4h.org**.

When you have completed the activity, work through these questions together with others in your Leadership Project.

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 each person.

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.

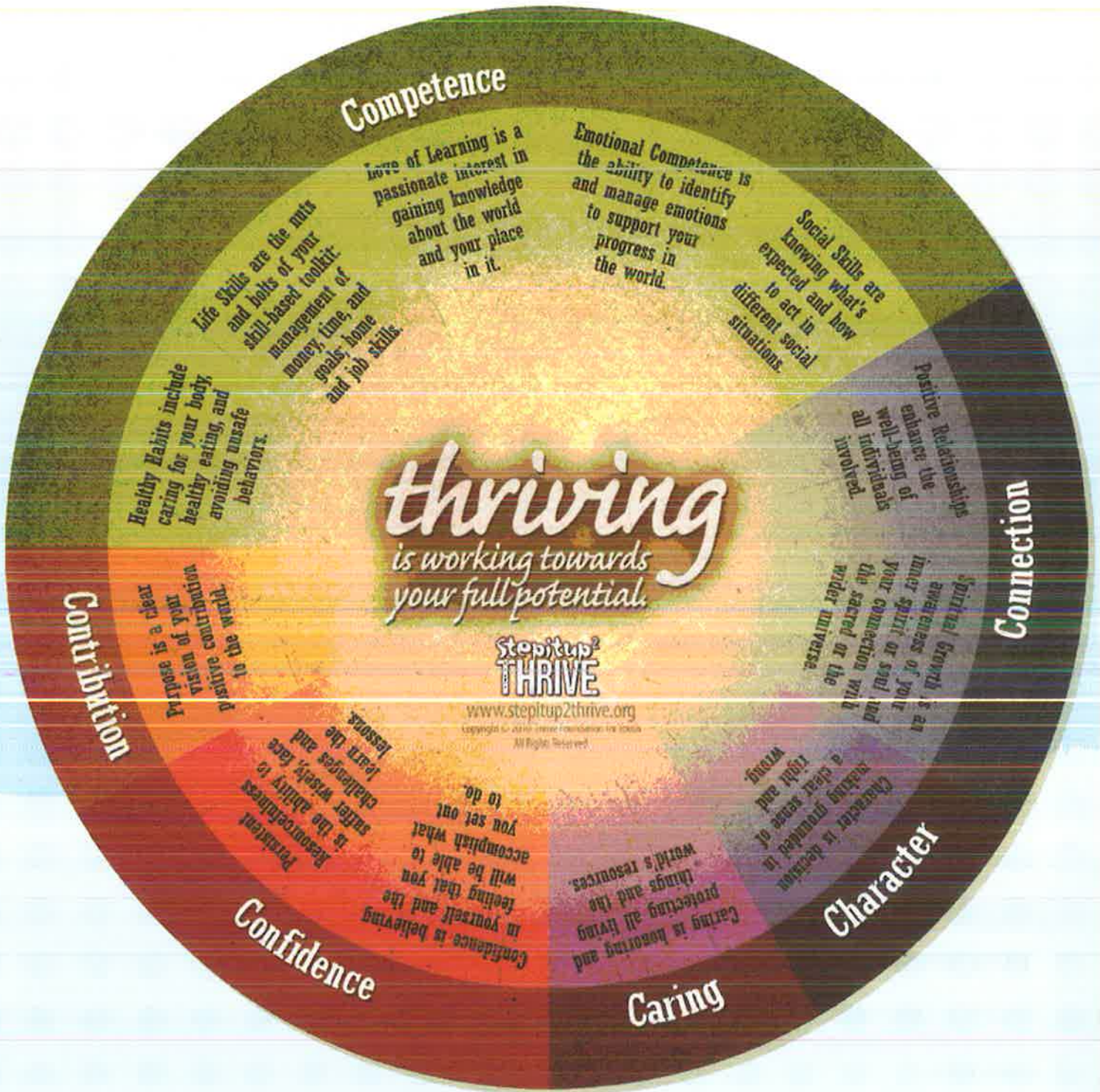
Now that you have learned GPS goal management skills, what do you think will happen if you set goals around improving your Cs?

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.



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Now that you have spent some time deeply thinking about each of the six Cs, set your own growth goal around **Connection** for the upcoming year. Use the GPS model for setting your goal. Think about and record how you will grow your connection skills and strategies that you will use to help achieve your growth goal.

How can I overcome any barriers?

Describe some barriers that you might run into. For each one, think about how you can overcome any barriers. Reflect on your friendships and connections, who can you ask for help?

.....

.....

Goal Selection

G

Pursue Strategies

P

Shift Gears

S

istretch

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



ch. 7
Celebrate!

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

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

Now, let's put it all together and celebrate the efforts you have made and the growth you have achieved!

explore THRIVE BINGO




One way you can think about everything you've learned this year is through a Thrive Bingo game. You have played games like this before and the focus of this version is on thriving concepts. How many squares could you write your name in?

Complete the Thrive Bingo activity found in the **iChampion 2 Project Leader Guide** or download it from www.ca4h.org.

B	I	N	GO
Can explain "Fixed MindSet"	Knows how to deal with a "dream thief"	Has at least one personal goal that helps others	Can Share one strategy for dealing with a fearShip
Loves learning new things	Knows when and how to ask for help	Has one or more Sparks	Can explain the G, P & S in GPS
Knows why the brain is like a muscle	Can name at least one thing the brain needs to stay healthy	Can give an example of a time when he or she used persistent effort	Can explain what thriving is
Has achieved at least one important, positive goal in the past six months	Can name at least 3 risk factors that keep teens from being their best	Can explain the difference between a fearShip and a friendship	Can explain how we know personalities can change?

i reflect Balloon Pops

With everyone in your project, complete the Balloon Pops activity found in the **iChampion 2-Project Leader Guide** or download it from **www.ca4h.org**



4-H ORB and End-of-Year Growth Grids and Surveys

When you fill out the Growth Grids for a second time remember that you are looking at your GPS skills, initiative and pattern.

- Remember to start at the bottom of column #1 of the GPS Growth Grid (I don't yet focus on meaningful, realistic positive goals in my life right now) and decide whether this describes you. 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 circle it (or click if filling it out on computer).
- Then write your evidence for choosing your level on the Growth Grid. A couple of ideas 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 currently and the things you worked on during your project.
- Just like the last time you thought about your placement on the Growth Grids, individuals are all in different places and that's totally okay. If you stayed at the same level that's okay—growth takes time. Remember that your names are kept confidential and will not be recorded with your Growth Grid responses.

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...."



When you have completed the 4-H Thrive Leadership Project, you have earned the Thrive recognition pin. Your project leader may want to order pins ahead of time so that each person receives one during your celebration. If this is your first year of iThrive you earn the Thrive pin. If you already earned that pin then you receive a thrive clover pin to place around the Thrive pin.

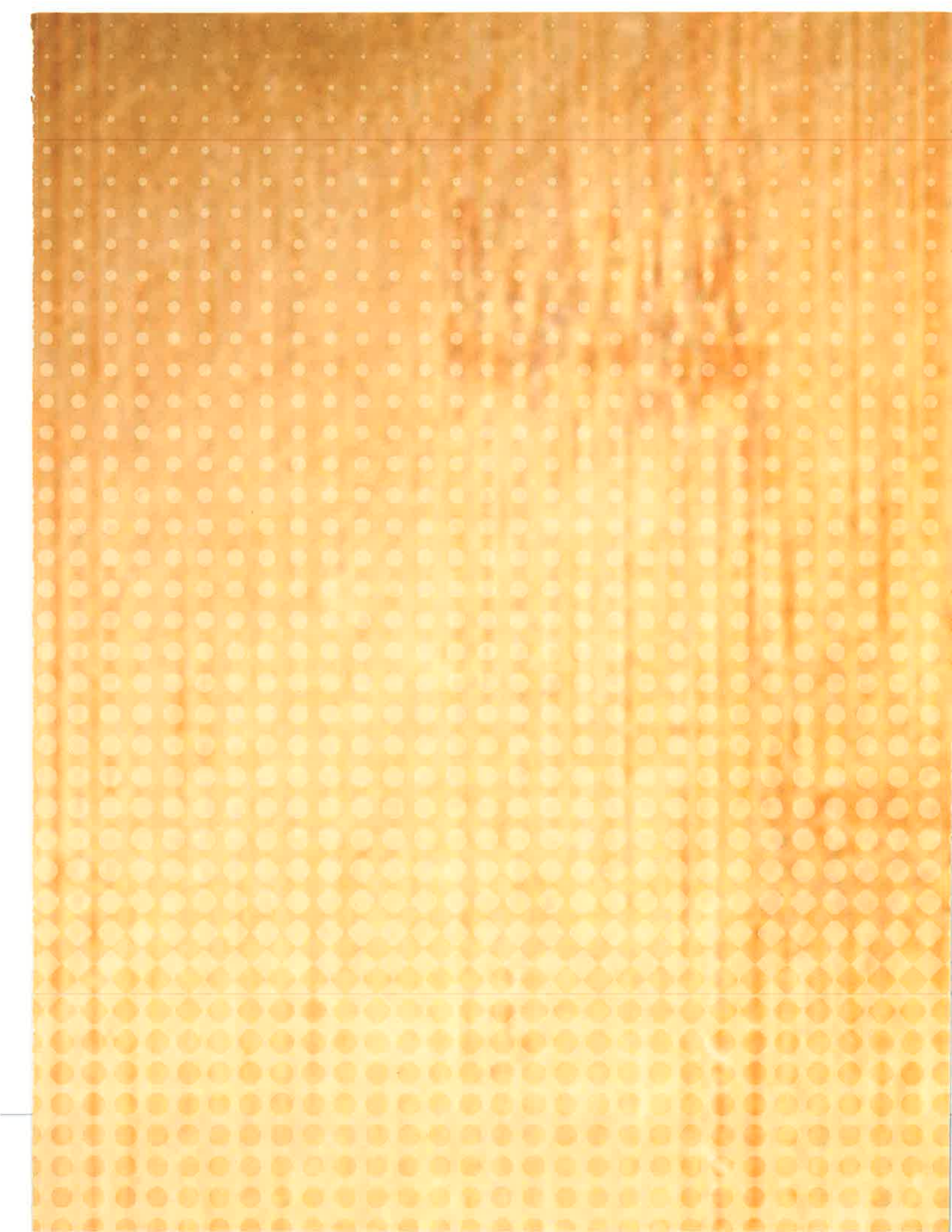
Applause! Kudos! Amazing Effort!

istretch

- Share your 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 you have to talk about the impact 4-H has on your life.

Your journey continues..... Thrive On!

Notes





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