



iChampion

Leading Healthy



Adult Volunteer Guide

4-H Leadership Development Project

Grades 7 through 12

Leaders Guide Companion to *iThrive: Leading Healthy Youth Workbook*

Developed by the University of California 4-H Youth Development Program

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources



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iChampion: Leading Healthy Adult Volunteer Guide

TOWARD THRIVING THROUGH HEALTH

Positive Youth Development, Skill Building and Thriving

This curriculum supports the 4-H Thriving Model (Arnold, 2018) that supposes that youth who participate in a high quality, 4-H program context will thrive. Further, the model projects that thriving youth achieve key developmental outcomes. 4-H programs done well, embrace the concepts of developing Sparks, focus on quality with an emphasis on belonging, and foster youth-adult partnerships where the adults are caring, share power and challenge growth.

Youth Development Outcomes

The key youth development outcomes that we strive to achieve are described by Mary Arnold (2018) in the 4-H Thriving Model. The outcomes that you will see reflected in this curriculum include: competence, personal standards, connection, contribution, academic motivation and success, reduction in risk behaviors and healthful choices.

Healthy Living Outcomes

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

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

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

About the iThrive Series

The *iThrive* series includes educational materials that are sold separately or as a bundle. Each set includes ten *iThrive Youth Workbook* and one *iChampion Adult Volunteer Guide*. Each set has a specific subject matter combined with concepts of thriving.

It is helpful for adult volunteers and members to get a grounded in the concepts of thriving by starting with *iThrive: Leadership U* and its companion *iChampion: Leadership U*. The extensive background information on thriving given in *iChampion: Leadership U* lays the foundations for understanding the thriving concepts. That level of information is not repeated in *iChampion: Leading Healthy*.

Each set of materials also requires some supplies as indicated in each lesson and at the back of this guide. The more complex supplies are also available for purchase as a supplemental kit.

Sets:

- » *iThrive: Leadership U* and *iChampion: Leadership U* focus on the concepts of thriving, personal development and leadership development.
- » *iThrive: Leadership, Science & Me* and *iChampion: Leadership, Science & Me* focus on the concepts of thriving and science as they relate to members' leadership roles.
- » *iThrive: Leading Healthy* and *iChampion: Leading Healthy* focus on the concepts of thriving and health as they relate to members' leadership roles.

Why is *iThrive* considered Leadership Development?

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

1. ***iThrive* is designed specifically for teen youth members enrolled in a Leadership Development Project.** It is especially helpful for youth who are Junior and Teen Leaders, who should be enrolled in a Leadership Project. It can also be used in wide variety of alternate events and activities of the 4-H YDP.
2. Each chapter guides youth through promising practices of thriving and is related to the four components of thriving.
3. In some cases, this may be the second, third or fourth year that a member has been involved in this project. Think about ways to give them leadership responsibilities for teaching the thriving concepts in each chapter.
4. ***iThrive* is sequential.** Each chapter is in the order it must be taught. The lessons in each chapter set the groundwork for the following chapters.
5. **The introduction and first six chapters help build specific skills toward thriving.**
6. **Each chapter focuses on a concept of healthy living.**
7. **The final chapter is about celebrating success.**
8. **Each chapter has the following features:**
 - a. Key ideas about the topic
 - b. iexercise activity (a quick and fun physical warm up)

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



About *iChampion*

1. *iChampion* is arranged so that each chapter number matches a corresponding chapter in *iThrive*.
2. **The Toward Thriving section** — that's the one you're reading now — has information that will be helpful for you to know before getting started. Read this first section completely and ensure that you are aware of the practices, policies and resources available here. The Step Up to Thriving introduction section and each chapter of *iChampion* provides:
 - a. The main point of the chapter
 - b. A **Chapter Checklist** section with a step-by-step walkthrough of that chapter
 - c. Keep in Mind... about each Thrive concept, so you can be sure to hit all the main objectives and deliver the key messages for each section
 - d. Complete activity descriptions
3. **Before each meeting** of the Leadership Project, read the *iThrive* chapter and the *iChampion* chapter that will be the focus of the upcoming meeting. Be sure you understand the activities, exercises and discussions, plus the key concepts.
4. **Gather supplies** that you will need for each meeting. Most supplies are inexpensive and readily available. Specialized supplies are provided with the curriculum.

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

Chapter 1

Destination: Healthy Living

What's the Point?

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

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



GPS

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

Goal Selection – Figure out what you want to do.

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

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

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

Goal Selection means that you....

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

Pursuit of Strategies means that you...

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

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

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

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

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

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

Getting Started

Read and understand more about GPS Goal Management, found on the next few pages. Your role as an adult volunteer is to support effort and persistence in goal selection, pursuit of strategies and shifting gears when things get in the way. Take a look through *iThrive*, Chapter 1, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexercise, iexplore, ireflect and istretch activities.

Chapter Checklist

- » Read the *iThrive*, pages 5-6 together. Make sure members understand the key concepts of the chapter.
- » Read the Just Breathe! heading on page 7 together. Practice the iexercise shoulder stretches and child's pose.
- » Read the heading on page 8 together. Complete the iexplore GPS: Green Lights, Detours and Stop Signs activity.
- » Individually, members work on the iexplore My Goals and Strategies — they should have at least 15 minutes for this.
- » Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their youth workbook, and then use the questions for group discussion.)
- » Complete the istretch Create a Mantra activity during the meeting or on their own between meetings — share them at the beginning of the next meeting.

Keep In Mind...GPS Goal Management Messages

Objectives

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

Help a young person to reflect on their goals

- » Help them 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 them 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 they are capable of reaching goals.

Highlights

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

Select goals that are:

- » meaningful to you. Visualize what your destination will look and feel like.
- » realistic and yet stretching in terms of challenge. Just as a rubber band doesn't work well if it is too loose or too stretched, a good goal can't be too easy or too difficult.
- » drafting. Drafting is a term used in biking. It is when a tunnel of air is created behind the first rider, which reduces the effort for the riders behind them. This helps the entire group get to their destination faster. Similarly, a goal can help draft other goals and help you reach all of your goals faster.
- » Use the acronym 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 when necessary.
- » checking progress along the way.

Shift gears by:

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

Avoid:

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

Project Leader Tips

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

ACTIVITIES

iexercise:

Read introduction in *iThrive*, together.

Say: “Just breathe. Has anyone ever told you to just take a few deep breaths?

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



Shoulder stretch:



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

<https://youtu.be/mfNRL6upkaE>

Child's Pose

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

<https://youtu.be/L6GykNhQjcM>

Remind teens to keep track of how often they do the iexercises.



iexplore:

GPS: GREEN LIGHTS, DETOURS AND STOP SIGNS

(*iThrive* page 8)

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

Time: 45 minutes

Materials: Detour cards (Appendix A), spot markers — at least 6 per team, game cards, die, flipchart, markers, GPS worksheet (*iThrive*, page 8-9),

Preparation: Copy and cut out the Detour game cards. Understand the connection of the path to setting meaningful, realistic and positive goals. Understand the connection of the elephant as the emotional desire to make healthy choices — we need the strength of the elephant to make behavior changes but the elephant needs motivation. The skills of the elephant are important and not inherently “bad.” Understand the connection of the rider to gaining knowledge about healthy choices. Understand how the three parts work together to create behavior change. Spot markers can be created with foam shelf liner, cut into 12” x 12” squares, or any non-slip material.

Preparation Time: 30 minutes

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



Directions:

Part A

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

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

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

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

Example:

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

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

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

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

Part B

1. Members independently review the list of roadblocks created during the game.
2. Ask each member to review the roadblock list that was created and choose one example that they most identify with. Reflect on a strategy to manage that roadblock. Ask members to jot down their ideas on a piece of paper. Remind members that the best strategies include specific actions — something they will do, by when, by whom and who can help.
3. After about 5 minutes, ask members to find a partner. You can ask youth to pair up with someone who likes the same fruit, vegetable or physical activity as they do. Ask youth to share their ideas and see if they can add any suggestions to their partner’s strategies. Seeking help from others is a GPS goal management skill that is often challenging to practice.
4. Members individually complete the GPS Worksheet on pages 8-9 of *iThrive*. Give them about 15 minutes for this.

reflect:

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

stretch:

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

Say: “A mantra is a phrase or word that inspires and motivates you. Mantras can be helpful to keep the rider in control while also motivating the elephant. Additionally, mantras can help you in manage stress and keep you focused on your goals. Examples of mantras are in your *iThrive* youth workbook on page 10.

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



iChampion

Leadership, Science & Me



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iChampion: Leadership, Science & Me Adult Volunteer Guide

TOWARD THRIVING THROUGH SCIENCE AND ENGINEERING

Positive Youth Development, Skill Building and Thriving

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Youth Development Outcomes

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Learning Science, Technology, Engineering and Mathematics (STEM)

4-H made a commitment to help address youth science literacy needs in the U.S. through its 4-H Science Mission Mandate. This effort seeks to engage youth across the country in out-of-school time science programming that is experientially based and uses inquiry methods.

The goals of the 4-H Science Initiative are to improve 4-H members' understanding, skills, attitudes, and contribution towards science. The expected outcomes of the initiative are to help youth see science as a powerful tool to make sense of and construct knowledge about the world; address and think about issues in their lives that involve science, engineering, technology, and mathematics; and connect learning with real-world situations where youth can adopt and use new science methods or improved technology to solve problems.

iThrive Leadership, Science & Me is a curriculum that uses thriving concepts to help youth cultivate positive attitudes and aspirations toward science.

To help connect the 4-H Science Initiative to positive youth development and thriving efforts, the goals of this curriculum are to:

1. Help youth cultivate positive attitudes and aspirations toward science. This includes seeing science in ones future and seeing relevance of science to everyday life.
2. Improve youth engagement in science.
3. Provide opportunities for youth to develop science knowledge, reasoning skills, interest and attitudes.
4. Help youth apply their science learning by making a contribution in their community.

Whether 4-H members are in animal, environment, food, or any other type of project, they participate in hands-on learning in science. In each of these projects members can plan, design, investigate, build, construct and experiment – all related to science! Science is all around us, from the food we eat, to the clothes we wear!

Reform in Science Education

The Next Generation Science Standards (NGSS) advance a three dimensional framework:

- 1) engaging youth in the eight scientific and engineering practices (fundamental to inquiry-based learning);
- 2) emphasizing seven cross-cutting concepts such as patterns, cause and effect and stability and change; and
- 3) focusing on disciplinary core ideas in physical sciences, life sciences, earth and space sciences and engineering, technology and applications of science.

The 4-H Youth Development Program, being a leader in out-of-school time education, embraces science and engineering that helps youth grow and thrive! This combination of positive youth development and science education promotes a real-world perspective where youth are engaged, active and involved in scientific-related issues in their communities.

In *iThrive: Leadership, Science & Me*, each lesson links one or more scientific and engineering practices to a Thrive concept. These eight essential practices are those used every day by scientists and engineers in their work. Focusing on providing opportunities for 4-H members to engage in the practices exemplifies experiential education and inquiry-based learning. These practices include:

- 1) asking questions (for science) and defining problems (for engineering) (*Chapter 1*)
- 2) developing and using models, diagrams and computer simulations (*Chapter 5*)
- 3) planning and carrying out investigations (*Chapter 4*)
- 4) analyzing and interpreting data (*Chapter 2*)
- 5) using mathematics and computational thinking
- 6) engaging in argumentation from evidence (*Chapter 3*)
- 7) obtaining, evaluating and communicating information (*Chapter 6*)

Chapter 1

Kindle Your Inner Passion

passion



What's the Point?

Youth Development Concept: Sparks

Scientific and Engineering Practice: Asking questions and defining problems

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, gives us joy. Sparks must be nurtured over time by Spark Champions and through interacting within the various contexts that shape development. Such as 4-H!

Behind every spark there is a science. Science surrounds us. For example, without science, there would be...

- » No way to use electricity! Science has steadily built up our understanding of electricity, which today carries our voices over telephone lines, brings entertainment to our televisions and keeps the lights on.
- » No plastic. Chemistry has allowed us to form a wide variety of plastics suited for all sorts of jobs. Can you imagine today's world without plastic?
- » No modern agriculture. Science has transformed agriculture. In the 1940s, biologists began developing high-yield varieties of corn, wheat and rice, which, when paired with new fertilizers and pesticides developed by chemists, dramatically increased the amount of food that could be harvested from a single field. These science-based technologies triggered striking changes in agriculture, massively increasing the amount of food available to feed the world and simultaneously transforming the economic structure of agricultural practices.
- » No modern medicine. Scientists discovered germs in the 1800's and antibiotics only in 1920. From the eradication of smallpox, to the prevention of nutritional deficiencies, to successful treatments for once deadly infections, the impact of modern medicine on global health has been powerful.

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

Asking Questions and Defining Problems

Science begins with questions about phenomena that may be investigated empirically. Engineering questions clarify issues to determine criteria for successful solutions and identify constraints to solve problems. In this activity, youth will connect their spark to a Field of Science or Field of Engineering. Then they will start to think about and discuss the questions science might ask and the issues engineers might address.

Getting Started

Read and understand more about Sparks found on the next few pages. See “Sparks Conversation Starters” found in the Appendix A. 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, Chapter 1, to be comfortable with following the lesson plan presented here and helping youth follow along in their iThrive Member Guide.. Be prepared to help guide youth through the iexplore, ireflect and istretch activities.

Chapter Checklist

- ✓ Complete the Sparks of Science activity.
- ✓ Complete the ireflect discussion questions. (Remember to give them just a couple of minutes to jot down some key ideas to the questions in their Member Guide, and then use the questions for group discussion.)
- ✓ Complete the istretch video clip and questions as a group or individually between meetings. Ask members to complete the istretch real-world application in-between meetings and report back at the next meeting.

Project Leader Tips

Fields of Science and Fields of Engineering cards may be purchased for this activity, however, you may decide not to use the cards and instead have youth identify science and engineering fields themselves. Younger youth may benefit from having an array of cards, perhaps listing fields they have not heard of before, to select from. Older youth may be aware of a greater number of science and engineering fields so you can challenge them to think deeply about their spark’s connection with science and engineering.

Keep In Mind...Sparks Messages

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

Objectives of the Sparks Lessons

- » 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.

Highlights

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

Avoid ...

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

Help youth find their sparks:

- » Notice when a young person lights up and shows joy and positive energy toward something.
- » Talk to a young person about what excites them (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 their spark(s).

ACTIVITY 3

iexplore Sparks of Science

Objective: To help youth understand their spark and investigate their spark's connection to science and engineering.

Time: 30-45 minutes

Materials: Blank paper, markers, Fields of Science & Fields of Engineering cards

Preparation: Gather materials.

Preparation time: 15 minutes to gather supplies and understand the activity.

Facilitator Tips: Youth may not know their sparks yet. If so, ask them to write something down that they think might be their spark.



Directions:

Part A

1. Briefly explain what sparks are and ask youth to think about their spark. Hand out blank paper and ask youth to draw a representation of their spark.
2. Have youth group in pairs or small groups (4 max). In each group, rotate through each person and ask them to share with each other the following:
 - a. Describe your spark.
 - b. Explain ways in which you practice and do your spark (or would like to practice your spark).
 - c. Describe ways others help you develop your spark.

Part B

3. Ask an opening question for the second part, for example, “What do you know about science?” or “What types of things do scientists and engineers do?”.
4. Invite youth to think about how science and engineering are connected with their spark. Spread out the fields of science and fields of engineering cards and invite youth to look at all of the cards. After reviewing them, ask youth to select one Field of Science card and one Field of Engineering card (2 cards total).

5. Back in their pairs or small groups, invite youth to:
 - a. Describe the connections they see between their spark and the field of science and field of engineering cards they selected.
 - i. Start to discuss and write down questions that scientists in their Field of Science might want to investigate around their spark.
 - ii. Start to pose questions, activities and designs engineers in their Field of Engineering might be interested in around their spark.
6. Reconvene the entire group and have them share their spark, their Field of Science and Field of Engineering and the types of questions and problems each might be interested in.
7. Invite youth to select a field card they think does not match their spark. Discuss as a group.

ireflect

As the facilitator, help guide youth as they question, share and compare their observations. Before they share with the group, have youth reflect on the activity in *iThrive*. Use more targeted questions as prompts to get to particular points.

- » What surprised you about connections between science and engineering with your spark?
- » After thinking about how science and engineering connect to your spark, what conclusions can you draw about science and engineering?
- » In your role as a leader, how could you help other youth explore and/or develop their spark? How can you help them discover how science is related to their spark?

istretch

Throughout the *iThrive* Leadership Project, we use movie clips to generate discussion around a specific concept.

Film: If time allows, view the video during the project meeting. 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 a 2-minute video of physicist Richard Feynman talking about learning science at <https://youtu.be/D0zW0F9yFcA>

- » Discuss and share what Feynman might say about how you could best learn science. In what ways can you learn science and engineering while doing something related to your spark?



Real-world Application Suggestions

The suggestions below will help you extend and apply your learning in real-world settings.

- » Hold spark conversations with others, including your family and other 4-H members, using eight essential questions: What is your spark? When and where do you live your spark? Who knows your spark? Who helps you get better at your spark? What gets in your way? How can I help? How does science and/or engineering relate to your spark? How will you use your spark to make our world better?
- » Take one or more of the questions you developed in the iexplore activity and design an investigation. Determine how you can find out more about the science and engineering aspect of your spark. Conduct the investigation and report back to the group.



iChampion

Leadership U



Adult Volunteer Guide

4-H Leadership Development Project

Grades 7 through 12

Leaders Guide Companion to *iThrive: Leadership U Youth Workbook*
Developed by the University of California 4-H Youth Development Program

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources



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iChampion: Leadership U Adult Volunteer Guide

TOWARD THRIVING

The 4-H Thriving Model of Positive Youth Development

This curriculum supports the 4-H Thriving Model (Arnold, 2018) that supposes that youth who participate in a high quality, 4-H program context will thrive. Further, the model projects that thriving youth achieve key developmental outcomes. 4-H programs done well, embrace the concepts of developing Sparks, focus on quality with an emphasis on belonging, and foster youth-adult partnerships where the adults are caring, share power and challenge growth.

Youth Development Outcomes

The key youth development outcomes that we strive to achieve are described by Mary Arnold (2018) in the 4-H Thriving Model. The outcomes that you will see reflected in this curriculum include: competence, personal standards, connection, contribution, academic motivation and success, reduction in risk behaviors and healthful choices.

About the iThrive Series

The *iThrive* series includes educational materials that are sold separately or as a bundle. Each set includes ten *iThrive Youth Workbooks* and one *iChampion Adult Volunteer Guide*. Each set has a specific subject matter combined with concepts of thriving.

It is helpful for adult volunteers and members to get grounded in the concepts of thriving by starting with *iThrive: Leadership U* and its companion *iChampion: Leadership U*. The extensive background information on thriving given in *iChampion: Leadership U* lays the foundations for understanding the thriving concepts.

Each set of materials also requires some supplies as indicated in each lesson and at the back of this guide.

Sets:

- » *iThrive: Leadership U* and *iChampion: Leadership U* focus on the concepts of thriving, personal development and leadership development.
- » *iThrive: Leadership, Science & Me* and *iChampion: Leadership, Science & Me* focus on the concepts of thriving and science as they relate to members' leadership roles.
- » *iThrive: Leading Healthy* and *iChampion: Leading Healthy* focus on the concepts of thriving and health as they relate to members' leadership roles.

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: Leadership U* 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 their work as a 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 Teen Leaders.** All Teen Leaders should be enrolled in a Leadership Project—and follow *iThrive: Leadership U* 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.

Step Up to Thriving—the first meeting

What's the Point?

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

Getting Started

Read through this whole section of iChampion, to be comfortable with the lesson plan. Since this is not a chapter but an introduction, it does not completely follow the chapter model. This meeting is about setting group norms, introducing some concepts about the psychological brain that will be used throughout the lessons. It may also be a time to complete research surveys that your county or state may be implementing.

To prepare for discussions that may include sensitive issues review the section in the iChampion Appendix B on Sensitive Issues. If this project is new to you, it may be helpful to read the Background and Key Concepts about emotional and physical safety, iChampion Appendix C.

iThrive Step Up to Thriving introduction checklist

- » Play a name game, especially if the members of your project are new to each other.
- » Read the iThrive Member Guide introduction together. Make sure members understand how iThrive is organized.
- » Complete a group behavior activity—Full Value Commitment and Group Norms are included in this iChampion. Choose one.
- » Complete any necessary paperwork. Set a meeting calendar for the year.

Project Leader Tips

If you have previously used iThrive materials, it could be that you will have both new and continuing members to the project. If all of the members are continuing or you have a mix of new and returning, use returning members to help lead some of the activities. Be sure to do all of the safety and relationship building pieces even if they all know each other. As young people grow and mature, their needs around physical and emotional safety can change. It's very important that they have consistent opportunities to develop safety as often as necessary.

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

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

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

ACTIVITIES

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."

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?

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: Leadership U*, Chapter 1, to be comfortable with the lesson plan. Be prepared to help guide youth through the iexplore, ireflect and istretch. The activities are described in detail in this chapter.

To prepare for topics that may come up in the next few chapters, please review appendices A, B, and C. You will find information on creating emotional and physical safety, how to talk about sensitive topics, and resources on Dangerous Games that youth sometimes experiment with.

iThrive: Leadership U Chapter Checklist

- ✓ Read about Dreams and Dream Thieves on page 4 together. Make sure members understand the concepts.
- ✓ Complete the iexplore activity Dream Thieves and Dream Defenders on page 5.
- ✓ Complete the ireflect discussion questions on pages 5-6.
- ✓ Complete the istretch video clip and questions on page 6 as a group or individually between meetings.

Project Leader Tips

If you sense that a member is struggling with this risk factor, invite them 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 their life.

ACTIVITIES

explore

Dream Thieves and Dream Defenders (page 5 in *iThrive: Leadership U*)

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: Leadership U* for the list of guiding questions and statements and pencils/pens

Preparation: Understand the goal of the guided discussion. Copy questions/prompts found in Appendix D, make enough so that each member has a copy.

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: Leadership U*, on page 4,

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 5 of *iThrive: Leadership U*. 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: Leadership U* on page 5-6.

ireflect

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

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. What strategies can you take to eliminate that risk?
- » Identify a trusted friend or adult who you can go to for help.
- » Give an example of a healthy risk that leaders take to help their teams make progress.



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: <https://youtu.be/hv-taMgS08Q>



- » 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?

