

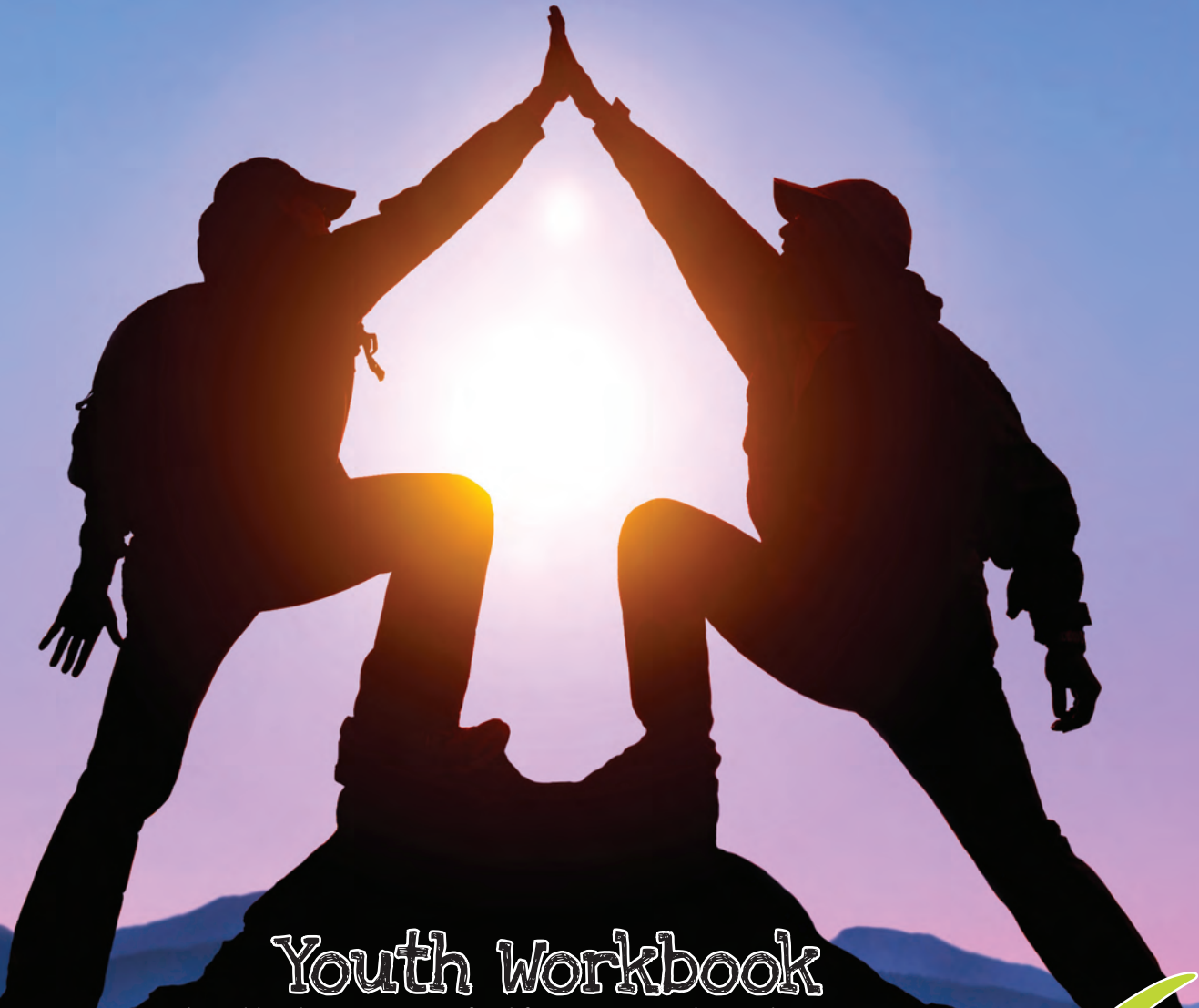
iThrive

Leading Healthy



4-H Leadership Development Project

Grades 7 through 12



Youth Workbook

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

UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources



NATIONAL
PEER REVIEWED

This guided workbook is about making healthy choices for your life and, through these experiences, becoming a thriving person!

In your 4-H Leadership Project, you have opportunities to feel valued, to develop your leadership skills, to reach your fullest potential and contribute to your community. These skills can be applied to a lot of different areas of your life, and we hope that you will find that the lessons help guide you through many of your decisions and behavior. Overall, we want to help you be the best you can be, and one part of that is helping you live a healthy life. To do that, these lessons focus on how you can thrive and be a good leader while developing your healthy lifestyle and learning how to lead others and contribute to your community to help those around you live healthier lives.

Table of Contents

Step Up to Thriving—the introduction	1
<i>What's in my iThrive workbook and how to use it</i>	<i>2</i>
<i>Weekly Exercise</i>	<i>3</i>
<i>The Rider, The Elephant and The Path</i>	<i>4</i>
Chapter 1 Destination: Healthy Living	5
<i>GPS Goal Management</i>	
Chapter 2 MyHealth, MyPlate, MyMind	11
<i>Growth Mindset</i>	
Chapter 3 Competently Munching on Media	15
<i>Indicator of Thriving: Competence</i>	
Chapter 4 Sparks for Health	19
<i>Sparks</i>	
Chapter 5 Path to Thriving	22
<i>Self-Reflection</i>	
Chapter 6 Celebrate!	28



Acknowledgements

The 4-H iThrive series was developed through the collaborative contributions of many...

The Thrive Foundation for Youth, whose vision for a thriving theory of change for young people, their partnership and their generous gift, made it all possible.

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

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

The chair of the Healthy Living Leadership Team, Marcel Horowitz

The Cooperative Extension and State 4-H Office staff, 4-H adult volunteers and 4-H youth members who have embraced thriving as the unique brand of skill building in the University of California 4-H Youth Development Program and continue to find ways to infuse thriving concepts and language throughout 4-H.

Mark Deamer, who brought the words to life and made this a work of art through creativity and design.

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

Anne Iaccopucci & Gemma Miner

Introduction:

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.

Learning to Live Healthy

“I pledge... my health to better living for my club, my community, my country, and my world.”

Health is the fourth “H” in 4-H and has been a focus of the 4-H Positive Youth Development Program since its inception. 4-H Healthy Living emphasizes healthy eating habits, physical fitness, emotional health and social success. To be happy and thriving we need to also be healthy.

Unfortunately, many communities lack the resources needed for people to live healthy lifestyles, but as a 4-Her you can make a difference. By choosing to take an active role in your own health and promoting a healthy lifestyle you can contribute to the health of your family and community. Be an ambassador for health!

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

Each chapter guides you through the elements of thriving embedded within the practices of healthy living. In each chapter, you will be presented with background information on one of the thrive concepts, which you may have learned about before, along with some ideas about how these concepts can be used to help you make healthy choices.

exercise activities: a couple of quick and fun physical warm-up activities start each lesson. You can record your progress in your 4-H record book or in your workbook.

explore activities: hands-on activities where you will work with your peers in the 4-H Leadership Project. These activities provide a shared experience so that you and others can reflect on the same thing; they're usually engaging, which research has shown allows you to focus more and learn better—and they're usually fun too! All of the instructions for these activities are found in the iChampion Adult Volunteer Leader Guide.

reflect activities: reflect on your experience, share it with others and start to make connections between the concepts and your own life. You can record your own thoughts in your workbook by just writing bullet points or key ideas or use the questions and prompts to have group discussions. No need to write complete sentences or paragraphs—just capture your main ideas.

stretch activities: with other project members or on your own, learn more about the concept and apply the concept in the real world.

All of the ***exercise, explore and reflect*** sections are designed to be completed at your project meetings. The ***stretch*** activities are best done during the project meeting, but can be done individually between meetings if there is not enough time in the meeting.

When you complete 4-H ***iThrive***, 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 below). 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.





Start
Here

Weekly Exercise....

The U.S. Department of Health and Human Services recommends youth engage in at least 60 minutes of physical activity every day. Regular physical activity helps you feel better about yourself, build muscle and bone strength, and stay happy and healthy. Sometimes it can seem difficult to find an extra 60 minutes to be active, but remember the 60 minutes can be broken up into small timeframes. Be creative and fit the 60 into your daily routine!

To help keep you on the path to health, each chapter begins with an exercise activity that will guide you through a simple and fun physical activity. Challenge yourself to incorporate the exercise activities into your daily routine.

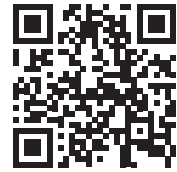
ie xplore

The Rider, The Elephant, and The Path

One of the ways you can think about how your brain thinks thoughts is to consider your psychological brain. This isn't your physical brain, it's the one where your emotions and logic live. How you make decisions and choices throughout your life are affected by these two parts of your brain—and how you make decisions is also affected by your environment.

In the video, your logical self is called “the rider”; your emotional self is called “the elephant” and the environment is called “the path”.

Watch the video! https://youtu.be/TFhrB3_8-6k



ireflect

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



Destination: Healthy Living

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)

Yes...GPS!

Within the GPS model of goal management are different **dimensions** that help us understand the deeper meaning of the step. The words in **bold** are the phrases that describe the dimensions of **G**, **P** and **S**.

Goal Selection means that you....

...take initiative to choose **meaningful, realistic and positive goals**. If the goals you choose are challenging they will help you learn and 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 others and seek additional resources.

...**substitute strategies** by figuring out which ones are not working and change your strategies.

ieXercise

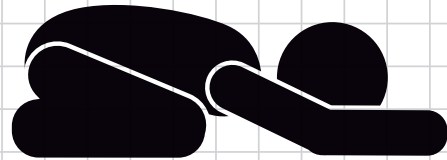
Just breathe! Has anyone ever told you to just take a few deep breaths? When you're feeling overworked, stressed out, or upset taking a few deep breaths and stretching our muscles can help reduce some of that tension.

When you stretch, your body becomes more flexible and less you're less likely to get hurt from physical activity. 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.



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.

Keep track of how often you do the ieXercises.

ie xplore

GPS: Green Lights,
Detours & Stop Signs



How can “the rider” help you make healthy choices? How can you use the skills of “the elephant” to make healthy choices? And how can you shape “the path” so that it leads to success in making healthy choices?

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

With your teammates, roll the dice to manage those roadblocks and get to your destination!



After the game, set two healthy living goals for yourself using the chart below.

Start Here

ie xplore

MY GOALS & STRATEGIES

Goal Selection: Set two goals for the year. Your goals should be meaningful to you, realistic and stretch your skills.

FIRST GOAL

SECOND GOAL

Pursuit of Strategies

What are 3-4 action steps that you will take to move you toward reaching each goal? Be specific about each task, include things like when, where and how you will take each step.

STRATEGIES: FIRST GOAL

STRATEGIES: SECOND GOAL

Shifting Gears

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

FIRST GOAL

Things that could get in my way

SECOND GOAL

Things that could get in my way

.....
If this happens, I will...

.....
If this happens, I will...

ireflect

What is your greatest roadblock in being healthy?

What strategies can you use to overcome that roadblock?

In your role as a leader, how can you use GPS goal management skills to help others make healthy choices?

What advice would you give a younger member if they were struggling to reach a goal?

istretch

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 might include:

I choose
to be
healthy

I will be
positive

I will
improve my
community

I will
achieve
my goals

I will
find
solutions

I am
strong

Create a personal mantra and place it where you will see it often. Consider creating a mantra hashtag that you can use in your social media posts to keep you in line with your health goals.



Chapter

2



MyHealth, MyPlate, MyMind

Develop a Growth Mindset!

The more you learn and practice making healthy choices, the more you make new connections in your brain that actually help make it easier to make a healthy choice the next time. You will start to think about making healthy choices as something you can master and you will actually notice yourself feeling smarter about healthy lifestyle choices.

UNIVERSITY OF CALIFORNIA
DIVISION OF AGRICULTURE AND NATURAL RESOURCES (UC ANR)
NONDISCRIMINATION STATEMENT FOR UC ANR
PUBLICATIONS REGARDING PROGRAM PRACTICES

*[Full text of USDA regulations regarding the nondiscrimination statement can be found at
DR 4300-003 Equal Opportunity Public Policy (usda.gov)]*

April 2021

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the University of California, Division of Agriculture and Natural Resources (UC ANR) is prohibited from discriminating on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy (which includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, family/parental status, income derived from a public assistance program, political beliefs, age, sexual orientation, citizenship, or status as a U.S. veteran, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language) should contact the UC ANR ADA Coordinator, phone: 530-750-1317, email: daritz@ucanr.edu or USDA's TARGET Center at (202) 720- 2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint with the USDA, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at <https://www.ocio.usda.gov/document/ad-3027>, from any USDA office, by calling (866) 632- 9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or (2) Fax: (833) 256-1665 or (202) 690-7442; or (3) Email: program.intake@usda.gov .

The University of California, Division of Agriculture and Natural Resources (UC ANR) is an equal opportunity provider.

Alternatively, a program discrimination complaint may be filed with the UC Harassment & Discrimination Assistance and Prevention Program (HDAPP) by email hdapp@ucdavis.edu or phone: 530-304-3864; or contact the UC ANR Title IX Coordinator at (530) 752-9466.

University policy is intended to be consistent with the provisions of applicable State and Federal laws.

Inquiries regarding the University's nondiscrimination policies may be directed to: UC ANR, Interim Affirmative Action Compliance Officer, University of California, Agriculture and Natural Resources, 2801 Second Street, Davis, CA 95618, (530) 750-1280. Email: tljordan@ucanr.edu.

Website: http://ucanr.edu/sites/anrstaff/Diversity/Affirmative_Action/.

This policy statement supersedes the UC ANR Nondiscrimination and Affirmative Action Policy Statement for University of California Publications Regarding Program Practices dated July 2013.

© 2021. The Regents of the University of California. Developed by University of California 4-H Youth Development Program. Use of the materials in this document may be used with permission only. Please contact the California State 4-H Office at ca4h@ucanr.edu.

Suggested Citation: Miner, G. M., Iaccopucci, A., & Trzesniewski, K. (2021). *iThrive: Leading healthy*. Davis, CA: University of California Division of Agriculture and Natural Resources, 4-H Youth Development Program.

Designed by Mark Deamer - www.coroflot.com/markdeamer

<http://4h.ucanr.edu>