

# iThrive

*Leadership U*



## 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



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 understand yourself and how your brain thinks thoughts. To do that, these lessons focus on how you can thrive and be a good leader while learning how to lead yourself and others.

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

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

*-Gemma Miner*



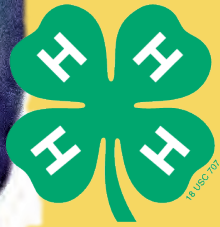




This workbook is about  
learning to fly...how to launch into  
the world as a person who is **THRIVING!**

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

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 Leadership

There are many theories about how leaders develop their skills. There are even questions about whether leaders are born—is it part of their nature? Or are leaders actually made through practicing certain skills and having specific opportunities?

### **Why are we focusing on positive youth development and leadership?**

The concepts in this program are based on years of positive youth development research. This research has shown that when youth have a spark, growth mindset, and are able to set and manage goals, they are more likely to reach their full potential and thrive.

People sometimes think that they do not have what it takes to be a leader. Even more significant, many people believe that they cannot learn leadership skills. People who believe these MYTHS will have trouble reaching their full potential.



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

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

**ixplore activities:** hands-on activities where you will work with your peers in the 4-H Leadership Project

**ireflect activities:** reflect on your experience, share it with others and start to draw connections between the concepts and your own life

**istretch 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 **ixplore and ireflect** sections are designed to be completed at your project meetings. You may want or need to continue the ireflect 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 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.

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





# RECORD your progress!

The 4-H Youth Development Program (YDP) is part of the national Land-grant University system. The first Land-grant Universities were approved by President Lincoln in 1862 with an Act of Congress that granted federal land to states in exchange for colleges that taught practical (and often hands-on) agriculture, science and engineering. 4-H enters the story in 1914 with the passage of the Smith-Lever Act. The Act created the Cooperative Extension Service with a mission to bring agricultural research from universities to farmers with 4-H being the youth outreach and education program. While the farmers were slow to adopt new practices and agricultural innovations, their children, the first generation of 4-H members, were eager to learn and try new agricultural techniques. In essence, 4-H members not only learned about leadership but used their leadership skills to help advance new ways of doing things.

## **Collecting Data... A Critical Practice of Leadership**

Leaders need to know what works and what doesn't when they are trying new things. A core practice of leadership is collecting data using rigorous, reliable and valid methods. Just as you are learning about the skills of leadership, the 4-H program sometimes conducts research about young people like you! One of the ways that we know what works and the impact of 4-H on your growth is by tracking your progress. This also allows us to continually improve the 4-H YDP and help ensure that it meets the needs of young people for the next 100 years.

You can help advance the research by answering questions in surveys that may be provided by your adult leader.

# Be Safe



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## 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.



# iexplore

## 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. What strategies can you take to eliminate that risk?

# 1

Continue to next page .....➔








Identify a trusted friend or adult who you can go to for help.


2



Give an example of a healthy risk that leaders take to help their teams make progress.



## istretch



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.

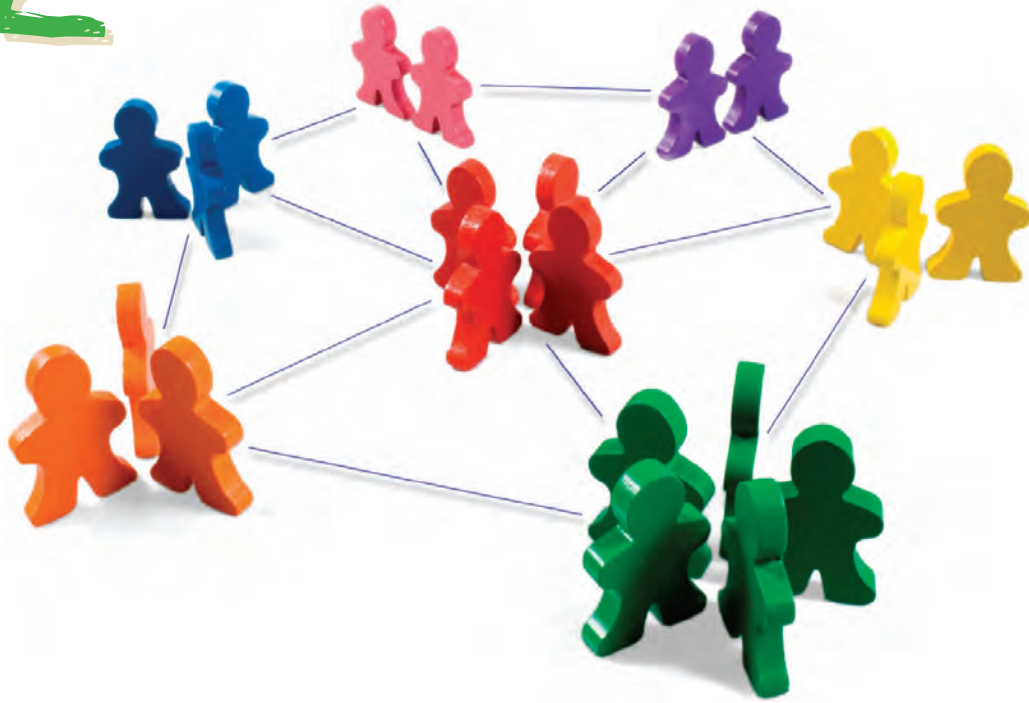
Think about the risk factor(s) that you may have in your life. What can you add to your life that could replace that risk factor with something that supports your dreams?





# 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.*

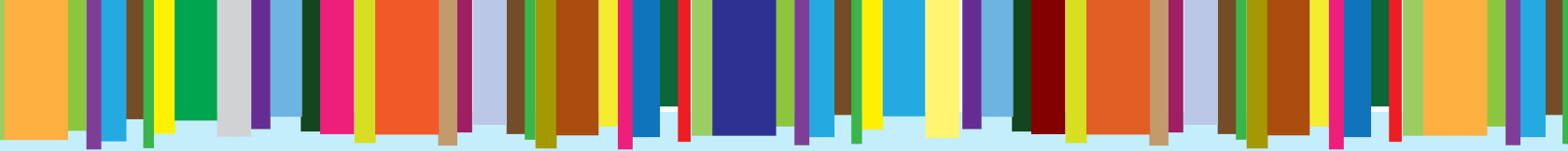
### Friendship or Fearship?

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 think of as friends, but they lead us into danger. 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 "popular kids," if someone leads you into danger then you could be in a situation that robs you of your dreams.





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