

HELPING YOUTH **THRIVE**



Informed by Science -Grounded in Practice

Practicing the Magic of Positive Youth Development
Video Companion Learning Guide

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An Introduction to the 4-H Thriving Model

How 4-H Works its Magic with Youth

About this worksheet: This document is intended to be used when viewing the *Informed by Science – Grounded in Practice* video to help the viewer identify and capture the key learning points presented in the video. By filling in the information as the video is viewed, learners can record the key points in the presentation. The completed worksheet then contains a summary of the video that can be referenced at a later date.

Video Access: The video can be found at <https://helping-youth-thrive.extension.org/4-h-thriving-model-video-series/>

Video Description: How do we practice the magic of 4-H? In this video, Dr. Mary Arnold highlights the important foundations for practice gleaned from the Science of Learning and Development (SoLD) and shares the SoLD Principles for Equitable Whole Child Design. Dr. Arnold then shows how these principles align with the 4-H Thriving Model, illustrating how 4-H programs put science into effective practice. The video then outlines six principles for 4-H programming.

Video Learning Assessment:

The important concepts you will learn from watching this video are presented below. After watching the video learners should return to this checklist to determine if they have an understanding of each concept. By completing this checklist, learners will know where they might want to review parts of the video again for a more complete understanding.

Check the box next to the concepts that you learned in this video:

- The seven important principles for learning in out of school time
- The five science foundations for youth development
- The “Blue Wheel” Guiding Principles for Whole Child Design
- How the “Blue Wheel” aligns with the 4-H Thriving Model
- The six principles for 4-H practice to support youth thriving
 - Basing programs on the science of positive youth development
 - Transformational learning
 - Robust equity and opportunity for all
 - Youth voice, leadership and civic engagement
 - Powerful pathways for youth
 - Professional and volunteer capacity building
- Ways to move from theory to practice

How Learning Happens: Out of School Time

- Learning opportunities are everything and our brains are _____
- Out-of-school providers are uniquely positioned to offer students learning experiences that are _____ and _____.
- Out-of-school learning is more _____. They are mixed ages and environments.
- Relationships and _____ is where learning begin.
- Trusting relationships between _____ and _____ are the foundation of all learning.
- Setting clear expectations and following through on them created optimal _____.
- Providing choice based on individual interest and proficiency supports skill development and _____

My notes on learning in out of school time

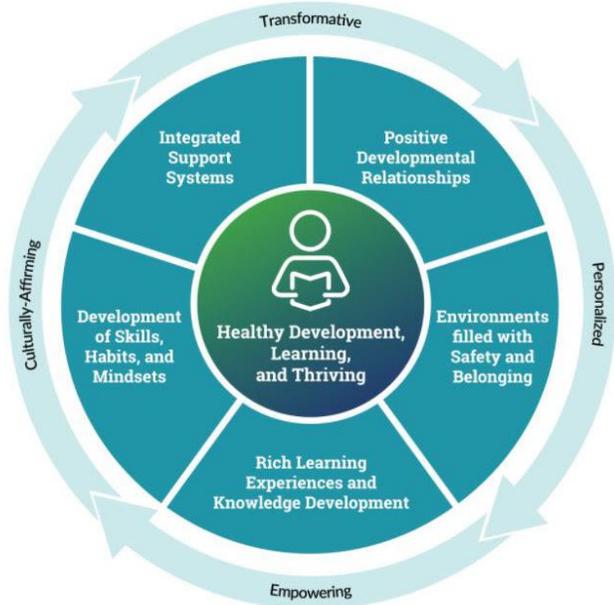
SoLD and 4-H Practice: Science Foundations for Youth Development

- Learning is _____: There is no separation between nature and nurture, biology and the environment.
- _____: The malleable nature of development is both an opportunity and a vulnerability depending on context.
- Learning is _____: Learning isn't "academic" OR "social-emotional" – youth become increasingly capable of complex skills through the integration of their cognitive, social, and emotional development.
- _____ are unique: There is no such thing as an average child – each is on their own individual developmental trajectory.
- _____ is critical: Creating better conditions for learning and development must build from the assets and interests of young people.

My notes on the science foundations of youth development

How does SoLD Inform our 4-H Practice?

Guiding Principles for Equitable Whole-Child Design¹



My notes on equitable whole child design

- Center (middle circle):
 - Healthy Development, _____ and _____.
- Five Principles (blue inner section):
 - Each principles align one for one to the 4-H _____
- The outer ring influence (ring with arrows):
 - Transformative: Life- _____.
 - Personalized: There is no _____ child. Learning is progressive and jagged; it is not linear.
 - Empowering: Helping a young person have a sense of _____, agency, and sense of voice.
 - Culturally-Affirming: A young person's _____ is the most defining feature of their context.

¹ *Guiding Principles for Equitable Whole Child Design* (2021). Turnaround For Children. Available at: <https://turnaroundusa.org/announcing-the-essential-guiding-principles-for-equitable-whole-child-design/>

Aligning SoLD with the 4-H Thriving Model



- The part of the model where we are practicing the science is the relationship between the _____, _____ and promotion of _____.
- Youth Sparks = _____ supports
- Belonging = Environments filled with _____ and belonging
- Developmental Relationships = Strong _____
- Thriving Indicators = _____ the development of critical skills, mindset and _____.
- Youth Engagement = Rich _____ experiences

My notes on the alignment between the 4-H Thriving Model and Equitable Whole Child Design

Six Principles for Putting Science into Practice in 4-H to Help Youth Thrive

- _____ 4-H programs based on the science of positive youth development (PYD)
- Combine _____, teaching and the promotion of youth thriving for transformational learning
- Emphasize _____ equity to ensure opportunity for all
- Prioritize _____ leadership, and civic engagement
- Help youth _____ powerful pathways that lead to actionable post-secondary plans
- _____ in professional and volunteer capacity building to ensure high quality 4-H programs

Principle #1: The Science of Positive Youth Development in Practice

- High quality 4-H program setting, where youth know they _____ and have positive relationships with _____.
- Opportunities for learning _____ that is guided by a young person's interest to support youth sparks.
- In addition to learning content, _____ thriving by gaining important _____, _____, _____, and behavioral skills, like having a growth mindset, good self-regulation, pro-social actions, and emotional intelligence.

My notes on Principle # 1

Principle #2: Transformational Learning

- Youth _____
- Research-based _____
- Hands-_____
- Inquiry _____
- Experiential

- The Experiential Learning Model is an example of how we implement transformational learning. The 4-H _____ by doing approach.
 - _____: Youth engage in hands-on learning experience
 - _____: Youth share their observations and reactions and identify themes, problems and opportunities
 - _____: Youth connect learning to real life experiences, apply what they learn to other settings and situations
- Integration _____ Learning
 - Research-Based Content + Experiential Learning + Promoting Youth Thriving = _____

My notes on Principle # 2

Principle #3: Robust Equity and Opportunity for All

- Not every young person _____ at the same place.
- Every young person has the _____ to thrive.
- Robust equity is an _____ counter to inequality, institutionalized privilege and prejudice, and systemic deficits, and the intentional _____ of thriving across multiple domains for those who experience inequity and injustice.
- Ensuring _____ for all youth to thrive in 4-H is an illustration of robust equity.
- A young person’s capacity to thrive is based on their _____ and their competencies, what we can change is the _____ in 4-H.

My notes on Principle # 3

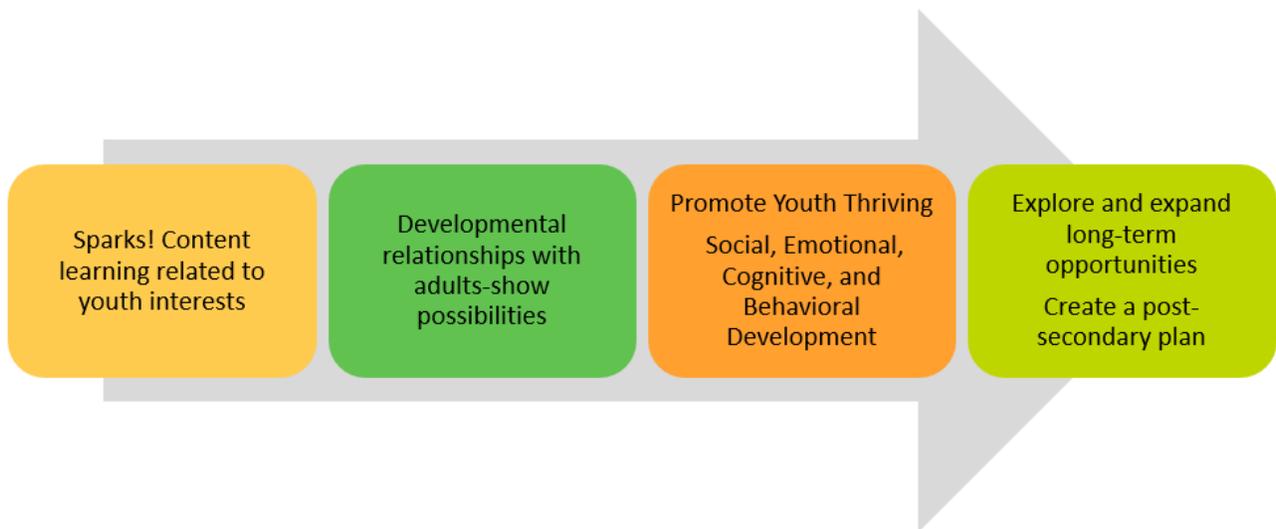
Principle #4: Youth Voice, Leadership and Civic Engagement

- Elevating youth voice and leadership are key to helping young people become and stay civically engaged. Youth voice and leadership are important elements of a young person's _____ from where they are to where they want to be.
- When adults share _____ and respect youth _____ and leadership they empower young people to work together to identify solutions to problems that affect them.
- Youth _____ supports the development of youth confidence and the desire to give back for the benefit of a healthy society.

My notes on Principle # 4

Principle #5: Powerful Pathways for Youth

- All 4-H programs begin with a young person's interest (_____) and through the process of life-changing (_____) learning over time help that young person develop a powerful path from where they are today to where they want to be in the future, with an emphasis on post-secondary plans and active civic engagement.



My notes on Principle # 5

Principle #6: Professional and Volunteer Capacity

- The ability of 4-H to contribute to the positive development of young people lies in the _____practice of 4-H professionals and volunteers.
- _____, consistent, and effective strategy for professional and volunteer development.

My notes on Principle # 6

How are you going to ensure the people in my circle of influence who are conducting 4-H programming understand PYD and the 4-H Thriving Model? Share ways below:

Moving Theory to Practice:

- 1) What can **YOU** do?

- 2) What do you have **control** over?

- 3) What practice can you **commit to change**?

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