

# HELPING YOUTH THRIVE



## An Introduction to the 4-H Thriving Model

How 4-H Works its Magic with Youth  
*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 *Introduction to the 4-H Thriving Model* 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 Background:** How does 4-H work its magic with youth? In this video, Dr. Mary Arnold presents an overview of the 4-H Thriving Model, which describes the process of positive youth development (PYD) in 4-H programs. The model has three components: (1) Creating effective developmental contexts for youth; (2) promoting youth thriving; and (3) achieving PYD outcomes. Dr. Arnold explains the model's background and purpose, and the testing that has been done on the model. Participants will learn how PYD is expressed in the social, emotional, cognitive, and behavioral development of youth, also known as "thriving." Dr. Arnold also shares how other 4-H frameworks, such as Targeting Life Skills and the Essential Elements are embedded in the 4-H Thriving model.

### **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 three components of the 4-H Thriving Model
- The three ingredients of a developmental setting
- The five qualities of developmental relationships
- The relationship between the Essential Elements and the 4-H Thriving Model
- The seven indicators of youth thriving
- The relationship between life skills and the 4-H Thriving Model
- How youth engagement is defined
- The dilemma of the black box and why a model is important
- The difference between a moderator and a mediator in program models
- The PYD outcomes for 4-H
- How the 4-H Thriving Model describes the process of PYD in 4-H

## What is The 4-H Thriving Model?

The 4-H Thriving Model describes the process of...

P \_\_\_\_\_

Y \_\_\_\_\_

D \_\_\_\_\_

...in 4-H programs.

The model has three components:

Developmental \_\_\_\_\_

Youth \_\_\_\_\_

PYD \_\_\_\_\_

*My notes on the model*

## 4-H as a Developmental Context

Think of the developmental context as the 4-H program \_\_\_\_\_.

In the 4-H Thriving Model the three “ingredients” of the developmental context are:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

## Sparks

Are an important part of the intrinsic motivation in the life of a young person. Sparks are connected to a young person’s sense of \_\_\_\_\_. Who am I, what is important to me?

Sparks are connected to a young person’s sense of hope and \_\_\_\_\_ in the world.

## Belonging

Eight Program Quality Indicators (Eccles & Gootman, 2002):

- Physical and Psychological \_\_\_\_\_
- Appropriate \_\_\_\_\_
- Supportive \_\_\_\_\_
- Opportunities to \_\_\_\_\_
- Positive \_\_\_\_\_ norms
- Support for efficacy and \_\_\_\_\_
- Opportunities for skill \_\_\_\_\_
- Integration of family, school and \_\_\_\_\_

*My notes on sparks and belonging*

The Essential Elements of 4-H are:

- B \_\_\_\_\_
- M \_\_\_\_\_
- I \_\_\_\_\_
- G \_\_\_\_\_

The Essential Elements are reflected in the \_\_\_\_\_ indicators of program quality.

***My notes on the Essential Elements and the 4-H Thriving Model***

***Developmental Relationships***

More than just being \_\_\_\_\_ present in the life of a young person. There are five qualities that promote developmental relationships:

- 1) Express \_\_\_\_\_
- 2) Provide \_\_\_\_\_
- 3) Challenge \_\_\_\_\_
- 4) Share \_\_\_\_\_
- 5) Expand \_\_\_\_\_

***My notes on Developmental Relationships***

## Youth Thriving

Thriving Indicators are social, \_\_\_\_\_, cognitive, behavioral and \_\_\_\_\_ habits of mind. \_\_\_\_\_ indicators represent PYD that is happening while youth are participating in 4-H programs. Thriving is a \_\_\_\_\_ of developmental over time.

Seven Indicators of Thriving:

- 1) Growth \_\_\_\_\_
- 2) Openness to \_\_\_\_\_ & Discovery
- 3) Hopeful \_\_\_\_\_
- 4) Prosocial \_\_\_\_\_
- 5) Transcendent \_\_\_\_\_
- 6) Positive \_\_\_\_\_
- 7) Goal \_\_\_\_\_ & Management

Thriving Indicator	Insights Learned from Video
Growth Mindset	
Openness to Challenge & Discovery	
Hopeful Purpose	
Prosocial Orientation	
Transcendent Awareness	
Positive Emotionality	
Goal Setting & Management	

### **The Targeting Life Skills Model**

\_\_\_\_\_ in detail the social, emotional, cognitive, and behavioral learning that 4-H helps young people build.

*My notes on the relationship between life skills and youth thriving*

### **Youth Engagement**

Youth engagement is what is \_\_\_\_\_ the \_\_\_\_\_

Three ways of youth engagement:

- D \_\_\_\_\_
- I \_\_\_\_\_
- B \_\_\_\_\_

If youth are very engaged, there will be a \_\_\_\_\_ impact on the youth's life.

### **The Black Box Dilemma: Illuminating the Process of Youth Development**

The 4-H Thriving Model helps us understand the \_\_\_\_\_ of youth development.

\_\_\_\_\_ is passing inside the black box. We have the \_\_\_\_\_ and the outcome, we struggle to know what happened in the middle. The \_\_\_\_\_ explains what is happening in the black box.

### **Inside the black box...**

\_\_\_\_\_ is the process of PYD in 4-H programs.

\_\_\_\_\_ mediates the relationship between developmental context and developmental outcomes.

Thriving is the \_\_\_\_\_ inside that black box.

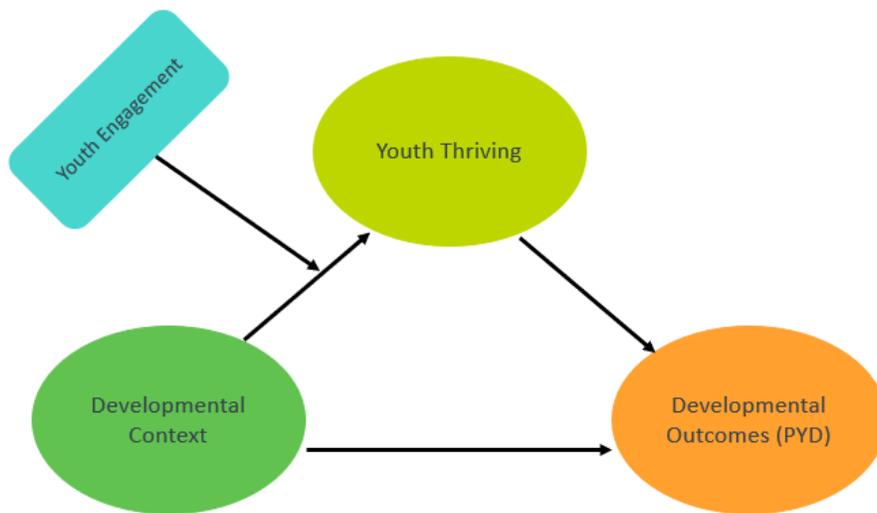
The better we do our \_\_\_\_\_ settings, and the more we promote youth \_\_\_\_\_, the stronger the \_\_\_\_\_ outcomes will be.

Going further inside the black box, youth \_\_\_\_\_ moderates the relationship between the \_\_\_\_\_ context and \_\_\_\_\_ thriving

A mediator is \_\_\_\_\_

A moderator is \_\_\_\_\_

*My notes to help me understand the idea of the black box*



## Developmental Outcomes- PYD

The process of thriving leads to developmental outcomes:

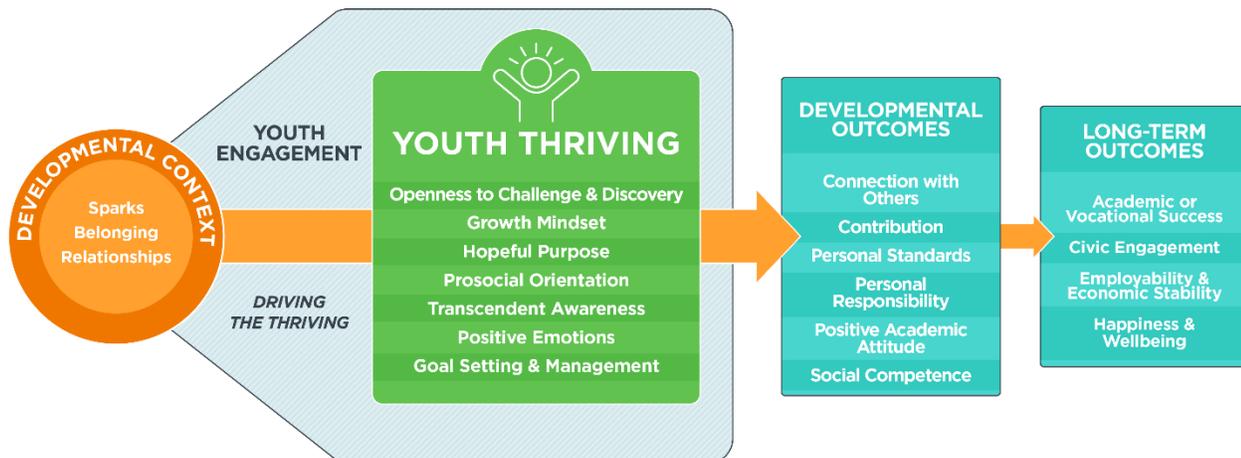
- Positive \_\_\_\_\_ attitudes and success
- \_\_\_\_\_ to others
- \_\_\_\_\_ responsibility
- \_\_\_\_\_ competence
- \_\_\_\_\_ personal standards
- Contribution to \_\_\_\_\_

*My notes on 4-H Outcomes*

## Long-Term Outcomes because of PYD

- \_\_\_\_\_: Academic or Vocational Success
- \_\_\_\_\_: Contributions to others through civic engagement
- \_\_\_\_\_: Employability and economic stability
- \_\_\_\_\_: Lifelong happiness and wellbeing

## The 4-H Thriving Model



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