



## Alignment of Positive Youth Development Frameworks with the 4-H Thriving Model

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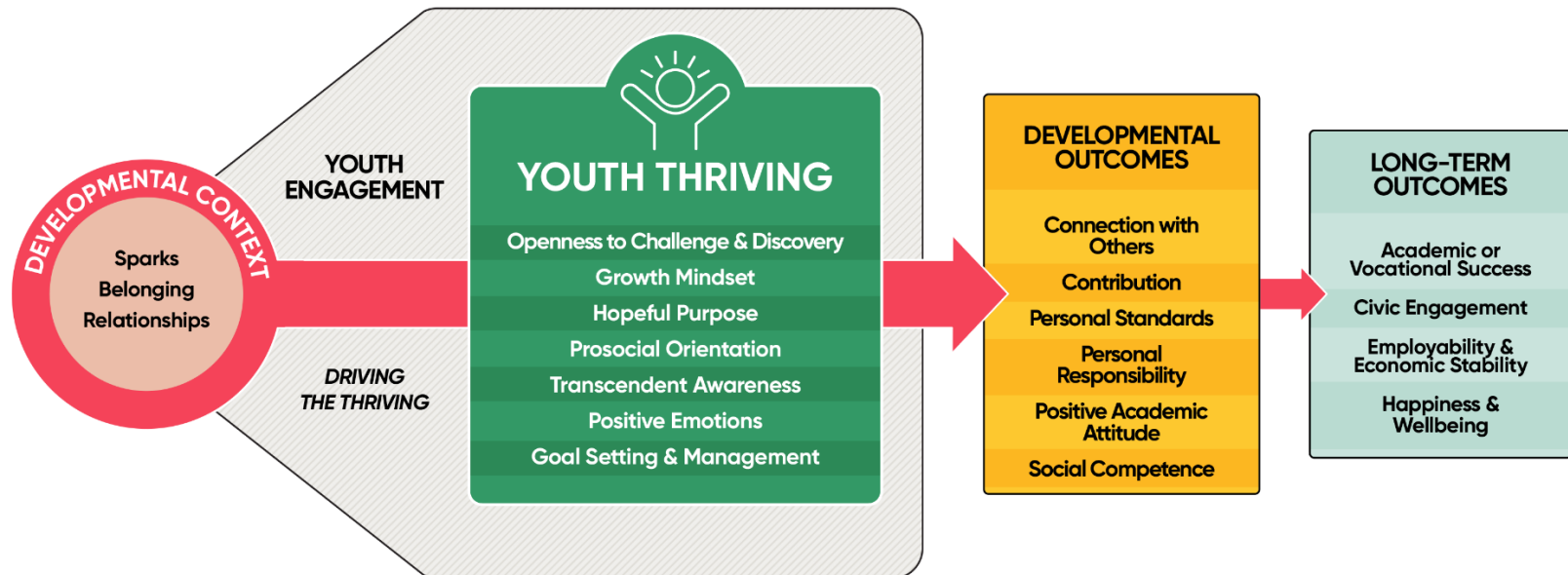
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Youth programs that are intentionally planned and implemented to provide a rich developmental context, with program activities that enhance thriving, lead to achievement of the program’s developmental outcomes (Arnold & Gagnon, 2019). 4-H practitioners across Extension who implement research-based methods to offer a high-quality developmental context in their educational programs will enable youth the opportunity to thrive. This document illustrates how three positive youth development frameworks, commonly used in 4-H, align with the 4-H Thriving Model. The elements explored through this document are:

- The **setting** is the developmental context where 4-H programs happen.
- The **process** of positive youth development is youth thriving.
- Program **outcomes** attained by young people are developmental and long-term.



4-H Thriving Model (Arnold, 2018)





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**Developmental Context:** This element of the model refers to 4-H program settings and what educators need to focus on to ensure that 4-H programs are high quality, situated in positive youth development theory. This is the *setting or environment* of positive youth development programming.

4-H Thriving Model (Arnold, 2018)	The Essential Elements of Positive Youth Development (Kress, 2005)
<p><b>Youth Spark</b> – Providing a place for youth to explore their interests and passions. A youth spark is defined as an interest, talent or skill that animated one’s life, giving it energy and focus (Benson, 2008).</p>	<p><b>Mastery (Opportunity for Mastery)</b> – Mastery is achieving a certain level of expertise of a subject matter so that you can share it with others.</p>
<p><b>PYD Program Quality Principles</b> – offering programs that follow youth program quality principles: Physical and Psychological Safety, Appropriate Structure, Supportive Relationships, Opportunities to Belong, Positive Social Norms, Support for Efficacy and Mattering, Opportunities for Skill Building, and Integration of Family, School, and Community Efforts (Eccles &amp; Gootman, 2002).</p>	<p><b>Belonging (Positive Relationship with a Caring Adult)</b> – Young people have an adult or two in their lives that they can depend on, have positive interactions with, and feel safe, trusted, and nurtured.</p> <p><b>Belonging (An Inclusive Environment)</b>—The environment in which young people are a part of is inclusive and creates a sense of belonging, encourages, and supports its members with positive and specific feedback.</p> <p><b>Belonging (A Safe Environment)</b>—Youth should not fear physical or emotional harm while participating in a 4-H experience whether from learning environment itself, adults, or other participants, or spectators.</p> <p><b>Independence (Opportunity to See Oneself as an Active Participant in the Future)</b> – Youth can look ahead, vision, and see themselves doing great things, creating a positive outlook on the future.</p> <p><b>Independence (Opportunity for Self-Determination)</b> – Young people are able to set their own goals, determine how they will get there, and who they want to become as an individual.</p>



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4-H Thriving Model (Arnold, 2018)	The Essential Elements of Positive Youth Development (Kress, 2005)
<p><b>PYD Program Quality Principles –</b> <i>continued</i></p>	<p><b>Generosity (Opportunity to Value and Practice Service for Others)</b> – The opportunity to give back to others in meaningful ways  <b>Mastery (Engagement in Learning)</b> – Young people are actively engaged in different learning environments and are challenged to pursue their own learning.  <b>Mastery (Opportunity for Mastery)</b> – Mastery is achieving a certain level of expertise of a subject matter so that you can share it with others.</p>
<p><b>Developmental Relationships</b> – committing to transformative relationships where adults commit to expressing care, challenging growth, providing support, sharing power, and expanding possibilities for youth (searchinstitute.org, 2020).</p>	<p><b>Belonging (Positive Relationship with a Caring Adult)</b> – Young people have an adult or two in their lives that they can depend on, have positive interactions with, and feel safe, trusted, and nurtured.</p>
<p><b>Youth Engagement</b> – moderates the relationship between developmental context and youth thriving. Youth experience PYD at multiple levels and varying depths of participation.</p>	<p><b>Independence (Opportunity to See Oneself as an Active Participant in the Future)</b> – Youth can look ahead, vision, and see themselves doing great things, creating a positive outlook on the future.  <b>Mastery (Engagement in Learning)</b> – Young people are actively engaged in different learning environments and are challenged to pursue their own learning.</p>



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4-H Thriving Model (Arnold, 2018)	Targeting Life Skills Model (Hendricks, 1998)
<p><b>Openness to Challenge and Discovery</b> – Youth have the desire and ability to explore and try new things and challenges. Youth also possess a growth mind-set that supports effort in learning over innate ability.</p>	<p><b>Working</b> – accomplishing something or earning pay to support oneself through physical or mental effort.  <b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.  <b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.  <b>Self-Motivation</b> – initiative to undertake or continue a task or activity without another’s prompting or supervision.  <b>Self-discipline</b> – the ability to do things you know you should do even when you do not want to.  <b>Learning to Learn</b> – gain skills to increase effectiveness and interest in learning new things.</p>
<p><b>Growth Mindset</b> – cultivate a growth mindset that emphasizes effort in learning over innate ability. Youth who are resilient have a greater ability for growth mindset.</p>	<p><b>Caring</b>– showing understanding, kindness, concern, and affection for others.  <b>Relating</b>– establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.  <b>Giving</b> – providing, supplying, or causing to happen (social responsibility).  <b>Working</b> – accomplishing something or earning pay to support oneself through physical or mental effort.  <b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.  <b>Living</b>– acting or behaving; the manner or style of daily life.</p>



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4-H Thriving Model (Arnold, 2018)	Targeting Life Skills Model (Hendricks, 1998)
<p><b>Growth Mindset</b> – <i>continued</i></p>	<p><b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.</p> <p><b>Managing</b> – using resources to accomplish a purpose.</p> <p><b>Self-Motivation</b> – initiative to undertake or continue a task or activity without another’s prompting or supervision.</p> <p><b>Self-discipline</b> – the ability to do things you know you should do even when you do not want to.</p> <p><b>Learning to Learn</b> – gain skills to increase effectiveness and interest in learning new things.</p>
<p><b>Hopeful Purpose</b> – Youth have a sense of hope and purpose and see themselves as being on the way to a happy and successful future.</p>	<p><b>Caring</b>– showing understanding, kindness, concern, and affection for others.</p> <p><b>Relating</b>– establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.</p> <p><b>Giving</b> – providing, supplying, or causing to happen (social responsibility).</p> <p><b>Working</b> – accomplishing something or earning pay to support oneself through physical or mental effort.</p> <p><b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.</p> <p><b>Living</b>– acting or behaving; the manner or style of daily life.</p> <p><b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.</p> <p><b>Managing</b> – using resources to accomplish a purpose.</p>



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4-H Thriving Model (Arnold, 2018)	Targeting Life Skills Model (Hendricks, 1998)
<p><b>Prosocial Orientation</b> – Youth see helping others as a personal responsibility and live up to the values of respect, responsibility, honesty, kindness, and generosity. Youth care about and give back to their communities.</p>	<p><b>Caring</b>– showing understanding, kindness, concern, and affection for others.  <b>Relating</b>– establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.  <b>Giving</b> – providing, supplying, or causing to happen (social responsibility).  <b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.  <b>Living</b>– acting or behaving; the manner or style of daily life.  <b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.</p>
<p><b>Transcendent Awareness</b> – Youth are aware of a reality bigger than themselves from which meaning, and purpose is derived. This awareness shapes everyday thoughts and actions.</p>	<p><b>Caring</b>– showing understanding, kindness, concern, and affection for others.  <b>Relating</b>– establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.  <b>Giving</b> – providing, supplying, or causing to happen (social responsibility).  <b>Working</b> – accomplishing something or earning pay to support oneself through physical or mental effort.  <b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.  <b>Living</b>– acting or behaving; the manner or style of daily life.  <b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.  <b>Managing</b> – using resources to accomplish a purpose.</p>



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4-H Thriving Model (Arnold, 2018)	Targeting Life Skills Model (Hendricks, 1998)
<p><b>Positive Emotionality</b> – Youth are positive and optimistic and can manage emotions in ways that lead to good health and well-being of themselves and others.</p>	<p><b>Caring</b>– showing understanding, kindness, concern, and affection for others.  <b>Relating</b>– establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.  <b>Giving</b> – providing, supplying, or causing to happen (social responsibility).  <b>Working</b> – accomplishing something or earning pay to support oneself through physical or mental effort.  <b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.  <b>Living</b>– acting or behaving; the manner or style of daily life.  <b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.  <b>Managing</b> – using resources to accomplish a purpose.  <b>Self-discipline</b> – the ability to do things you know you should do even when you do not want to.</p>
<p><b>Goal Setting &amp; Management</b> – Youth set goals and persevere in achieving their goals. They also make self-regulatory decisions that lead to better short and long-term success.</p>	<p><b>Working</b> – accomplishing something or earning pay to support oneself through physical or mental effort.  <b>Being</b> – living one’s life; pursuing one’s basic nature involved in personal development.  <b>Thinking</b> – using one’s mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.  <b>Managing</b> – using resources to accomplish a purpose.</p>



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4-H Thriving Model (Arnold, 2018)	Targeting Life Skills Model (Hendricks, 1998)
<b>Goal Setting &amp; Management</b> – <i>continued</i>	<b>Self-Motivation</b> – initiative to undertake or continue a task or activity without another’s prompting or supervision. <b>Self-discipline</b> – the ability to do things you know you should do even when you do not want to. <b>Learning to Learn</b> – gain skills to increase effectiveness and interest in learning new things.





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Youth Development Outcomes: This element of the model refers to the positive youth development <i>outcomes</i> of 4-H participation. This is the “outcomes” of the positive youth development outcomes.	
4-H Thriving Model (Arnold, 2018)	The 5 C’s Model of Positive Youth Development (Lerner, et al., 2005)
<b>Connection with Others</b> – positive relationship with and the support of others for health and wellbeing.	<b>Connected</b> – positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community and in which both parties contribute to the relationship.
<b>Contribution to Others</b> – young person’s ability and interest in giving back to others.	<b>Caring</b> – a sense of sympathy and empathy for others. <b>Contribution</b> – contribution to self, family, community and to the institutions of a civil society
<b>Personal Standards</b> – young person’s sense of right and wrong, and a personal commitment to make ethical and just choices	<b>Character</b> – respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
<b>Personal Responsibility</b> – young person’s ability to make their own choices and control their own actions.	<b>Character</b> – respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
<b>Positive Academic Attitude</b> – academic competence and success is a key factor in development	<b>Confidence</b> – an internal sense of overall positive self-worth and self-efficacy. <b>Competence</b> – positive view of one’s actions in specific areas, including social and academic skills.
<b>Social Competence</b> – ability to recognize socially acceptable actions and interactions that result in successful transition to adulthood.	<b>Competence</b> – positive view of one’s actions in specific areas, including social and academic skills.



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**Long-Term Outcomes:** This element of the model refers to the long-term outcomes that 4-H youth achieve as they transition into young adulthood. These are outcomes that may be seen because of participation in intentionally planned and implements positive youth development programs.

### 4-H Thriving Model (Arnold, 2018)

**Academic or Vocational Success** – youth succeed in either an academic institution or through a vocational career. Youth transition into post-secondary endeavors (academic or vocational) and apply life skills and experiences learned through experience in organization.

**Civic Engagement** – youth that are well-informed citizens and who are actively engaged in their communities and the world.

**Employability and Economic Stability** – youth’s capacity for gaining and maintaining employment, which helps to establish economic stability.

**Happiness and Wellbeing-** youth make choices that promote health and wellbeing, especially in areas of nutrition, physical activity, and sleep. Youth also reduce risky behaviors that may negatively impact health. Overall youth have a sense of mental and physical wellbeing.



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