



An Introduction to the 4-H Thriving Model

How 4-H Works its Magic with Youth
Video Companion Learning Guide

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Updated: October 2023

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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/>

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 four components of the 4-H Thriving Model
- ☐ The four ingredients of the developmental context
- ☐ Eight program quality indicators
- ☐ The relationship between the Essential Elements and the 4-H Thriving Model
- ☐ The five qualities of developmental relationships
- ☐ The seven indicators of youth thriving
- ☐ 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
- ☐ Long-term outcomes of PYD

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 four components:

Developmental _____

Youth _____

_____ Outcomes

_____ Outcomes

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 “ingredients” of the developmental context are:

1) _____

2) _____

3) _____

4) _____

*My notes on
developmental context:*

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 _____

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

There are five qualities that promote developmental relationships:

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

My notes on developmental relationships:

Youth Engagement

Three ways of youth engagement:

- D _____
- I _____
- B _____

My notes on youth engagement:

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 development over time.

Seven Indicators of Thriving:

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

My notes on youth thriving:

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

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.

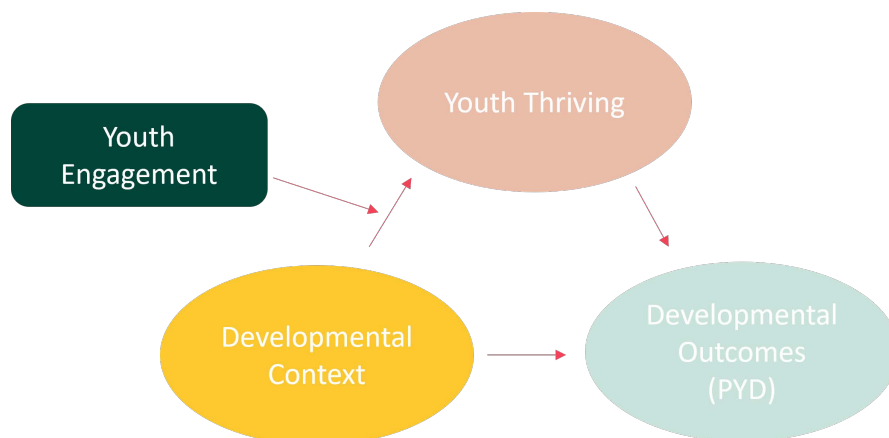
Thriving is the _____ inside that black box.

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 youth thriving.

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



Developmental Outcomes- PYD

The process of thriving leads to developmental outcomes:

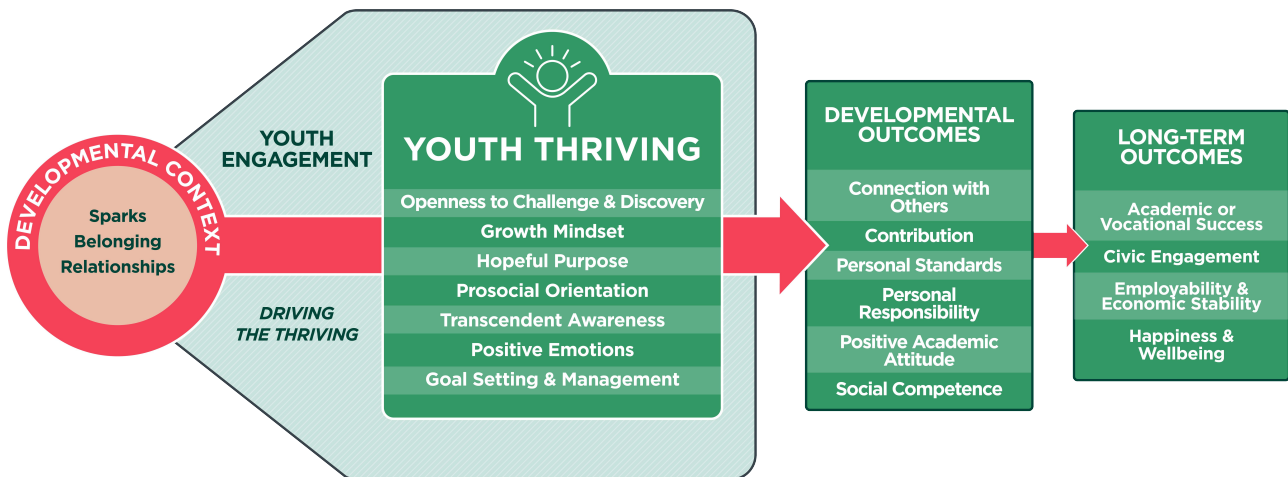
- Positive _____ attitudes and success
- _____ to others
- _____ responsibility
- _____ competence
- _____ personal standards
- Contribution to _____

My notes on 4-H outcomes:

Long-Term Outcomes of PYD Align With...

- _____: 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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