

Step-by-Step

The Thriving Indicators Step-by-Step explains how to engage youth in self-reflection about indicators of thriving, using a set of on-line questions to stimulate youth-mentor conversations. Let youth know that there are no “right” or “wrong” answers to these Step-It-Up-2-Thrive questions. See Indicator Conversation Tips for recommendations on these conversations.

Ignite the Conversation

Step 1: Select Indicators

Mentor accurately describes indicators using the Thriving Indicator Anchor Papers as a resource. Youth and mentor select indicators to explore, and if helpful, they can record choices on the *Indicator Selection Form*.

Step 2: Have a Conversation

Mentor logs into the online Step-It-Up-2-Thrive tool. For any conversation started, it must be completed in one sitting. Show the youth that each indicator’s last question reflects the thriving indicator definition and the exemplar state.

Step 3: Record Self-Scores & Notes (optional)

It might be useful to record youth final “overall” 0-10 self-scores for each thriving indicator on the *Thriving Indicators Record*. This record can be a reference as the youth starts to consider the Big Picture of his/her personal strengths and challenges in preparation for the next stage of goal-selection. Mentor can use the *Thriving Indicators Record* or printed survey PDF to capture conversation notes, after youth departure.

Tip: Mentor might encourage youth to select an indicator that the youth considers a strength and an indicator where the youth feels weaker; or two areas which seem challenging; or two indicators never done before. Mentor should guide youth to choose indicator(s) which will likely lead to selection of a meaningful, realistic and challenging goal for the youth.

Tip: To reinforce growth mindset, it’s important to frame youth’s strengths as those that the youth has developed, as opposed to seeming innate.

Tip: A well-timed occasional mentor story can show the value of self-reflection. However, don’t share so many anecdotes that you shift the focus from the youth’s story to your own story. You also don’t want to inadvertently highlight differences that lead a youth to think you are too different to understand his/her situation.

Tip: Interrupting youth or finishing their responses can be disconcerting, and it can cut into a train of thought or suggest lack of interest in what the youth is saying. This pattern will reduce youth interest in sharing.

Tip: Refrain from voicing strong opinions about the youth during the conversation stage. Solicit their honest views, teach them about thriving indicators and language, and question meanings.

Mentor opinions are shared later in the Feedback and Big Picture stage. Too much feedback early will hinder conversation “flow” or communicate an unwillingness to hear the youth’s perspective.

Mentor Reflection of Youth

Step 1: Mentor Completes Mentor Reflection Form

Mentor independently takes a turn reflecting on youth's current state in comparison to indicator "exemplar" state and definition. Mentor records his/her perception of youth on the *Mentor Reflection Form*.

Feedback and Big Picture

Use the visual called *Big Picture Road* to share youth and mentor views of youth strengths developed and areas for improvement. Choose a small visual object of different colors, ideally small Post-It Notes (1.5"x2"). (An alternative is jelly beans or M & M's, where each candy color represents a different indicator.) On the Post-it Notes, youth writes indicators and specific strengths or areas for improvement that came out of the indicator conversations. Then youth and mentor take turns placing the notes or candy along the road in order of perceived strength. Use this process to reflect on strengths developed within each indicator, areas for growth, and overall, how the youth is doing in the indicator). Mentor gives feedback and youth and mentor work to identify a growth focus for the goal management process ahead.

Step 1: Explain Exercise

Explain the purpose of the Big Picture Road. Record youth spark or absence of spark, and write on Post-It Notes, the indicators that youth explored in the conversations. Remind youth to use a growth mindset.

Step 2: Youth Lays Out Indicator Order

Mentor asks youth to place notes/candies, on the road to represent both the strengths the youth has developed as well as areas of challenge, based on learnings from the indicator conversations.

Order indicator notes/candies so that most developed strengths or indicators are further down the road (page-top) and less-developed indicator or challenging dimensions within an indicator are closest (page-bottom).

Step 3: Mentor Shares Mentor View

Mentor shares how he or she thinks the youth is doing in these indicators, highlighting strengths developed and growth areas. See Tips on Sharing Feedback document.

Mentor uses exemplar definition and evidence of youth's behavior, to share where they agree, and where mentor and youth have different perspectives.

Mentor reminds youth to use a growth mindset:

"We are going to reflect upon what you have said about yourself, and move to you choosing a goal to work on. I want to see you apply your energy and a growth mindset, as we think about the possibilities for your growth. Okay?"

As youth considers sticky note/candy position, by indicator score, mentor might ask:

● *"Do you still agree with what you said about how you're doing in these thriving indicators?"*

● *"What about the thriving indicators that you worked on this past year? You know so much more about some of those indicator elements. Where would you place those indicators in this lineup?"*

Step 4: Youth Decision & Focus

If using candies, after discussion, youth circles each one on the road to mark a final opinion about the indicator or strength order and labels circles with indicator, strength or challenge name.

Youth thinks about growth opportunities, and where he/she is excited to grow, and chooses one thriving indicator or a dimension of a thriving indicator for the next goal management stage.

Step 5: Youth Reflection on C Rubric

Mentor helps youth understand and speak language of *Youth Indicator Rubric* with developmental stages of growth. Youth completes Youth Self-Reflection C rubric (age-appropriate version) at this time. Mentor emphasizes that it's not about the score, but that it's about understanding the skill and where/how to grow in it.

Mentor gives youth assignment to think about conversation today in preparation for selecting a meaningful goal—with action steps—at the next meeting.

Step 5: Mentor Completes Pro C Rubric

Mentor independently completes the C Rubric (Professional version) in which the youth's goal indicator falls. Mentor scores youth's pattern of behavior, and documents behavioral evidence, using the language of the rubric. See *Using Rubrics* document for tips.

Mentor questions help youth choose focus:

- *In which indicator are you most excited to grow? (Move Post-It Notes/candies in the order of this energy.)*
- *Is there a challenge that you'd consider quite hard? When addressed, is there a challenge that when overcome, would propel you towards your dreams? (Move those notes/candies in order of this "hard to grow, but love to" ...)*