Lesson #GG2: “Pre” GPS Growth Grid – 14 & Up

Overview
This is a workshop designed to support youth reflection and record the baseline for the GPS Growth Grid 14 & Up. The lesson teaches the advanced concepts of goal management for older youth. The workshop is divided into two sessions, one at 50 minutes and the second at 40 minutes.

This workshop includes two optional activities that can be incorporated if you have additional time, to further promote an understanding of goal management through movie clips.

Mirroring the work of Dr. Richard Lerner at the Institute for Applied Research in Youth Development at Tufts University, we use the acronym GPS to represent the three fundamental elements of goal management that are tied to every aspect of life success: Goal Selection; Pursuit of Strategies, and Shifting Gears “when the going gets tough.” Throughout these workshops, youth are invited to reflect on their GPS skills, initiative, and pattern.

Goal
Youth will develop an understanding of GPS, while becoming familiar with self-reflection using the GPS 14 & Up Growth Grids.

Objectives
By participating in this lesson, young people will:
1. Become familiar with the concept of GPS and recognize the concept in their own experiences.
2. Learn how to record Growth Grids.

Anchor Vocabulary
- Skill — The ability to do something well and with expertise.
- Initiative — The ability to start something before being reminded by others; to take action early in a situation.
- Pattern — A regular sequence of repetitions.
Materials & Media

- Post-It notes
- Pens
- Paper signs with phrases printed on them (one phrase per page). Phrases are: (1) “I don’t do this”; (2) “I’ll do this when someone else initiates it”; (3) “I’m starting to get better at this, but I need help”; (4) “More than half the time, I show initiative and skill at this”; and (5) “I’ve got this. I consistently show initiative and excellent skill at this.”
- Tape
- Three GPS Growth Grids - 14 & Up (Goal Selection, Pursuit of Strategies & Shifting Gears [paper version or be prepared with online version].
  Note: If using the online version of Growth Grid, materials include Online Growth Grid Handout for each youth, Post-It notes with each youth user ID, and URL links to the appropriate Growth Grids.
- A general-purpose plastic tarp. Generally a group of 6-8 youth can fit on an average size tarp [6x8] comfortably, without any part of their body touching the floor or wall space around them.
- Optional: *More Than A Game* Video Clip on DVD/Step-It-Up-2-Thrive website (with screen, LCD, etc.)
- Optional: *Finding Nemo* Video Clip on DVD/Step-It-Up-2-Thrive website (with screen, LCD, etc.)

Confidentiality Note

- To emphasize confidentiality on the Growth Grids, tell youth that their names are kept confidential and will not be recorded with their Growth Grid responses. Each youth will be assigned a code (Unique ID) in place of his/her name. Their personal information will be confidential at all times.
- To ensure that Growth Grids are used as self-reflective tools and not viewed by the youth as evaluative or academic assessments, we ask that adults in charge encourage youth to submit the grids anonymously, with only Unique ID in place.
- When using a common printer, have one person collect all the grids, so specific individuals are not connected with printed grids.
- In the lesson, encourage general reflection, but stay away from youth sharing their specific answers.
<table>
<thead>
<tr>
<th>Lesson Outline</th>
<th>Lesson Description</th>
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<tbody>
<tr>
<td><strong>ENROLL</strong> (2 min)</td>
<td><strong>Welcome</strong></td>
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<tr>
<td></td>
<td><strong>Build relationships with young people as they walk through the door: Four at the Door! (Name, eyes, hand, heart)</strong></td>
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<td><strong>Say:</strong></td>
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<td></td>
<td>• Today we are going to talk about your goals and setting positive goals. To do this, we are going to learn about a system called “GPS” that can help you set and reach your goals. Just like the Global Positioning System in your car, this GPS helps orient you so that you can navigate the journey toward your goals.</td>
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<td>• We’ll start by focusing on “G”, which stands for “Goal Selection,” or selecting goals that you care about.</td>
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<tr>
<th>DEMONSTRATE (15 min)</th>
<th><strong>Vision of Future Self</strong> (5 min)</th>
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<tbody>
<tr>
<td><strong>Goal Selection - Choosing your destination: Vision of Your Future Self</strong></td>
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<tr>
<td>Distribute a small stack of Post-It notes and a pen to each youth in the group.</td>
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<td><strong>Say:</strong></td>
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<tr>
<td>• Please pick a number from 18 to 30 and write that number on a Post-It note. Allow time for everyone to write down his/her number before continuing with the instructions.</td>
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<tr>
<td><strong>Say:</strong></td>
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<tr>
<td>• The number you wrote on your Post-It represents your age.</td>
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<tr>
<td>• Now, try to think of three or more accomplishments you hope to have achieved by this age.</td>
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<td>• Write one per Post-It note.</td>
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The facilitator offers an example or two (e.g., to own a house, to have three children, to run my own business). Encourage young people to be as detailed as possible in their accomplishments.

Once each young person has finished, ask one or two youth to share the age they selected and their accomplishments.
<table>
<thead>
<tr>
<th>MRS. D Goals – Define good goals (5 min)</th>
<th>Say:</th>
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<tbody>
<tr>
<td></td>
<td>• These accomplishments are called “goals.”</td>
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<td></td>
<td>• There are several really important things to know about setting goals.</td>
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<td></td>
<td>• The first thing to know is that there is a trick that you can use to select a good goal. This trick is called: “MRS. D.”</td>
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<td>Write “MRS. D” on flip chart paper or a board.</td>
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<td></td>
<td>Say:</td>
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<td></td>
<td>• The “M” stands for meaningful. It’s important the goal you choose be meaningful to you—something you really want. You want to visualize what your goal or destination will look and feel like.</td>
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<td></td>
<td>• The “R” stands for realistic. It needs to be something you believe that you can achieve.</td>
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<td></td>
<td>• The “S” stands for stretching. The goal needs to have just the right amount of challenge. Think of a rubber band. When it is pulled too tight, it snaps. When it isn’t stretched enough, it has no use. Good goals are difficult enough that they challenge you and yet not so difficult that you cannot achieve them.</td>
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<td></td>
<td>• The “D” stands for drafting. Has anyone heard the word drafting before? It is often used in sports such as bike riding, rowing, running or skating. Drafting occurs when a group uses one another to increase efficiency. For example, in biking you see riders positioned one behind the other. This blocks the wind and actually creates a tunnel of air that sucks the rear riders along with less effort. The bikers in the back of the pack actually use 30% less effort than the biker in the front. When we are selecting goals, we use the term drafting to describe setting two or more goals that can help one another. For example, you might have goals such as getting married, starting a family, and owning your own home. Many of the steps that you will take to achieve one of these goals might actually be the same steps you would take to achieve your other goals. Therefore, you can take one action on your journey to achieving all three of your goals.</td>
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<td></td>
<td>• Let’s take a look back at the goals that you wrote down earlier. What would MRS.D say? Are they meaningful to you, realistic, stretching, and drafting?</td>
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<td></td>
<td>• Mark with a star the ones that MRS.D would approve.</td>
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<td></td>
<td>• Having the ability to use these steps is an important skill that will help you manage your positive goals.</td>
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<tr>
<td>Action</td>
<td>Description</td>
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<tr>
<td><strong>Label the concept of Skill</strong></td>
<td><strong>Ask:</strong> Look at the list of goals you wrote. Have you taken any actions yet (big or small) toward achieving these goals you hope to accomplish by the age you chose?</td>
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<td>The facilitator gives an example or two. Assure the youth that it is perfectly fine if they haven’t yet taken any actions. (Example: If your goal was to own a house, an action could be saving money each month.)</td>
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<tr>
<td><strong>Pursuit of Strategies (5 min)</strong></td>
<td><strong>Say:</strong></td>
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<td>• Write each action that you have already taken on a separate Post-It note. Place these actions on a sheet of paper (maybe in the form of a circle or semicircle), with your main goal in the center of the paper.</td>
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<td></td>
<td>Allow young people time to map out the actions they have taken towards each of their goals.</td>
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<tr>
<td><strong>Label concept of Initiative</strong></td>
<td><strong>Say:</strong></td>
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<td></td>
<td>• Which goals have you taken actions toward? These actions can also be called strategies.</td>
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<td></td>
<td>• You need to pursue strategies to achieve your goals</td>
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<td></td>
<td>• Now look at your strategies. Who initiated them? Initiative is the ability to start things before being reminded by others; or taking action early in a situation. Mark with a triangle the actions on which you took initiative.</td>
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<td>• When working towards your goals, you need to have both <strong>skill</strong> (such as MRS.D) and <strong>initiative</strong> (e.g., taking action early before being reminded by others).</td>
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<td></td>
<td>• What would happen if your strategy didn’t work out? What would you do? (Ask a few volunteers to share).</td>
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<td></td>
<td>• This is called “Shifting Gears” – when the going gets tough.</td>
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<td></td>
<td>• So now we have talked about “Goal Selection,” “Pursuit of Strategies,” and “Shifting Gears.” We call this GPS because it guides you to help you achieve your goals.</td>
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<td>• Who knows what a GPS navigation system is? What does it do? (Answer: A GPS is an electronic device that helps you find yourself on a map and guides you in getting to the next location.) Just like a Global Navigation System in a car, this tool will help you find you navigate the road toward your goals</td>
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<tr>
<td></td>
<td>• Today is all about taking a moment to pause and look at our current location when it comes to</td>
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<tr>
<td>EXPERIENCE</td>
<td>Spaceship Magic Exercise</td>
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<tr>
<td>(17 min)</td>
<td>Instructions &amp; youth set individual goals (2 min.)</td>
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**Spaceship Magic: Uses Goal Selection and Pursuit of Strategy skills.**

**Say:**
- Let’s do an activity called Spaceship Magic. You’re going to set personal goals and goals as a team, based on the story you are about to hear. This activity is expected to be challenging and requires teamwork.
- Take one minute to think of a personal goal, as you do this exercise (e.g., maybe you would like to learn from the examples of others or practice your leadership).
- You will split into groups of six, and each team will stand on a tarp. [See instructions above; the number of youth/tarp depends on the size of tarp.]

**Story:**
You are all on a spaceship. The spaceship runs on solar energy. Every so often, the spaceship has to be flipped over so that it can be recharged, but you have to do it without getting off the spaceship, or without having any other member of your team touch anything on the spaceship. If your team steps off the spaceship or touches the ground, the entire group must start over.

[Option: To add challenge, you can also have youth who step off the tarp continue on one foot. Encourage youth to ask for help during the activity, or to copy others.]

**Say:** You have 30 seconds to plan.

**Say:** Okay, Go! Save your spaceships.

**What Happened?**
Hand out the Growth Grid for Goal Selection.

**Say:**
- Let’s take a moment to look at the Self-Reflection grid for Goal Selection.
- Look at the pink headings across the top of the Growth Grid. You will probably recognize some of these ideas, from your experiences on the spaceship.
| Tie Space Ship observations to “GPS” (8 min) | Ask about “Goal Selection”— Choosing A Destination:  
- What was the goal of this Spaceship exercise? (Answer: To work as a team to recharge the spaceship.)  
- When you read Choosing Your Destination, do you see words that could relate to this goal? (Answer: The goal was challenging and yet realistic. It was meaningful in terms of saving the spaceship and practicing teamwork.) |
|---|---|
|  | **2nd Heading: Self and Community**  
**Ask:** Let’s look at this second heading: Helping Others/Community. This heading is about selecting a goal that helps you and also helps others. Thinking about this Spaceship Exercise, what were some of your personal goals that you set before you started? Will a few of you share how you accomplished a personal goal and helped save the spaceship community as well? |
|  | **3rd Heading: Breaking Down Goals**  
**Say:** Form pairs with someone from another team. Come up with two steps that you would write in a “Spaceship Manual” that future teams would follow to reach the goal.  
**Say:** This is an example of breaking down a goal into the smaller steps that get you there. (Facilitator references Growth Grid heading.) |
| EXPERIENCE (8 min) | **4th Heading: Identifying Relationships Among Goals**  
**Ask:** Can anyone see how we have been identifying relationships among goals? What were goals that you thought of, or heard from your peers, that were linked together in this activity? (e.g., “I wanted to speak up more in large groups and be a leader among my peers. I could do both in the spaceship activity.”) |
| Human Survey Activity | **Growth Grid Calibration: Human Survey**  
- Five paper signs are posted in different locations of the room, with these phrases (one phrase per sign): (1) “I don’t do this.” (2) “I’ll do this when someone else initiates it.” (3) “I’m starting to get better at this, but I need help.” (4) “More than half the time, I show initiative and skill at this.” (5) “I’ve got this. I consistently show initiative and excellent skill at this.” |
Look around the room at each phrase on the five signs. What do you notice about these phrases? (Emphasize that the phrases refer to patterns. Also, emphasize that the phrases refer to initiative: who is “driving” the process—you or someone else?)

Ask:
• Can someone give an example of having a skill without initiative?
• Can someone give an example of having initiative without skill?

Say:
• I’m going to read a statement, and you are going to move to one of the five areas of the room next to the phrase that best describes you and your patterns.

To begin the activity, ask all young people to stand towards the center of the room.

Statement 1: I brush my teeth twice a day. Move to the phrase that best describes you and your pattern.

Ask:
• After young people have moved to one of the five phrases around the room, ask for volunteers to share why they are standing near that specific phrase. (Emphasize that when they are answering “why”, they are sharing something we call behavioral evidence.)

Facilitator draws out their comments and ties them to patterns of behavior and initiative. Asking questions such as: “Tell me why you are standing next to that statement?” “Have you done this activity many times or just once?” “How did you decide to choose that goal?” “Was it your idea or someone else’s?”

Facilitator encourages young people to feel safe moving to a different phrase. (Emphasize that this is not a test, and there are no wrong answers).

Facilitator repeats this procedure for each of the following statements.
Say:

**Statement 2:** I complete homework on time.

**Statement 3:** I find ways to explore my Sparks.

**Statement 4:** I ask for help when I’m stuck on something.

**Statement 5:** “Think of a disappointment you have had. Everyone got one? Okay, here is the statement: “When I have goals that become out of reach, I shift to a new goal, without feeling bad for too long.”

Facilitator debriefs what that last statement meant to the youth and seeks understanding of the concept.

<table>
<thead>
<tr>
<th>REFLECT (8 min.)</th>
<th>Record self-reflection on “G”</th>
<th>Record Self-Reflection for “G”</th>
</tr>
</thead>
</table>

Say:

- Now let’s take a look at your GPS patterns of skill and initiative.
- This is for you to consider on your own and everyone’s one ideas will be different. It’s to help you figure out what skills you might need to work on and when you might need to apply more initiative to achieve your goals consistently.
- We will use these Growth Grids throughout our program together.
- Take a few minutes to read the first column, Choosing Your Destination.
- Start at the bottom and decide whether this describes you: “I don’t yet focus on meaningful, realistic, positive goals in my life.” If that doesn’t fit, work your way up until the language best reflects your current pattern.
- This is important. **You need both skill and initiative to move up to the next level.**
- When you find the statement that best fits you, record the level under each column (*or click if filling it out on computer*).
- Then take a moment to reflect on your skills and initiative in the area of Goal Selection. On the other side of the Growth Grid in the box marked “evidence” give an example or a story that illustrates why you marked particular levels on the Growth Grid.
<table>
<thead>
<tr>
<th>Note: If you are using the online format, please pass out the Online Growth Grid Handout, along with Post-It notes with youth user IDs written on them.</th>
</tr>
</thead>
</table>
| • It is important to be honest with yourself about your current patterns.  
• These Growth Grids are for your own self-reflection, to think about the skills that you have and the things you want to work on ahead.  
• Just like in the Human Survey, people are in different places and that’s totally okay.  
• Names are kept confidential and will not be recorded with your Growth Grid responses.  |
| Completion |
| • By the time you finish, you will have recorded your level for all columns. |

**END SESSION I at 50 minutes**

**Session One can end here** (50 minutes)

**Say:** Thank you, we’ll start up again next session…OR… Let’s move on and dig deeper into the idea of pursuing positive goals.
**BEGIN SESSION II**  
Allow 40 minutes with additional video options if time available.

| Welcome (2 min.) | Build relationships with young people as they walk in the door people: Four at the Door! (Name, eyes, hand, heart)  
Say:  
- Today we are going to talk about GPS again, with a focus on pursuing your goals and shifting gears when the going gets tough. |

| EXPERIENCE (10 min) | Human Knot Exercise  
We’re going to do a fun exercise called the Human Knot to see how these “GPS” skills come together.  
Say:  
- In Human Knot, we’re going to form teams of 5-6 that are actually going to become a “Human Knot.” There will be a competition between teams to see who can untangle themselves the fastest, without letting go of each other’s hands.  
- Each team can select two observers. The observers are the “lookouts.” They get to go watch other teams and bring ideas to their own teams.  
- If you don’t feel like physical contact today, you might decide to be an observer.  
**Instructions for Human Knot:** Facilitator clears space in the room.  
Say:  
Here are the steps:  
#1: Stand in a tight circle, in groups of 5 or 6.  
#2: Reach out one hand and hold hands with someone across from you, not the person next to you.  
#3: Reach out your other hand and hold hands with someone across from you, not the person next to you, and not the same person as before.  
Facilitator makes sure all groups are ready.  
Say:  
- Now, your goal is to untangle yourselves to make a circle as fast as you can— you need to do this without letting go of your team member’s hands. I want to see if anyone can do it within
one minute. At one minute, I'll say “Pause” and if the team wants, they can seek help from its observers. Then I’ll say, “Go” and you will try again, perhaps substituting some of those strategies. We want to see if any group can do it in two minutes.

**Teams play Human Knot**
Facilitator stops once or twice (if time allows) to encourage seeking help. Facilitator begins the debrief, as soon as the first team wins.

**Human Knot: What Happened?**

[Hand out Growth Grids: Pursuit of Strategies and Shifting Gears.]

- Let’s take a moment to look at the grid, Pursuit of Strategies.
- Look at the pink headings across the top of the Growth Grid. You will probably recognize some of these elements, from your experiences in the Human Knot.

**Ask about “Pursuit of Strategies”:**
- What were some of the strategies your team used to untangle the human knot? What was your plan?

Facilitator listens for and emphasizes Sticking to a Plan, Seizing the Moment, Developing Strategies, Showing Persistent Effort, and Checking Your Progress.

**Ask about “Shifting Gears”:**
- Let’s look at the Shifting Gears grid.
- Will the members of the winning team share why you think your team won? What happened?

Facilitator listens for and emphasizes Substituting Different Strategies, Seeking Different Help and Adapting Strategies of Others.

**Ask about “initiative or skill”:**
- What about the other teams? Do any of you have examples of initiative you took or skills you saw in your team?
Facilitator reaffirms that the youth are distinguishing the difference between initiative and skill.

**Say:**

**Evidence**

- As I explained earlier, the information you use to explain “why” your team won is called “evidence.” This is an example or a story that illustrates why you marked a particular level on the growth grid.

**Changing Goals Without Feeling Bad and Parking There**

- Let’s remember this last dimension of Shifting Gears, Changing Goals Without Feeling Bad. In the Human Survey, you were asked to move to one of these levels on the left, for this dimension. Do you remember what you chose for yourself? [Look for nodding heads. Reiterate the concept.]

<table>
<thead>
<tr>
<th>REFLECT (20 min)</th>
<th>Self-reflection on Pursuit &amp; Shifting Gears Instructions</th>
<th>Self-Reflection on Pursuit of Strategies &amp; Shifting Gears</th>
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**Say:**

- Now let’s take a look at your GPS skills for Pursuit of Strategies.
- Take a few minutes to read the first column, “Sticking to a Plan.”
- Start at the bottom and decide whether this describes you: “I don’t yet focus on meaningful, realistic, positive goals in my life.” If that doesn’t fit, work your way up until the language best reflects your current pattern.
- This is important. **You need both skill and initiative to move up to the next level.**
- When you find the statement that best fits you, record the level under each column (or click if filling it out on computer).
- Then take a moment to reflect on your skills and initiative in the area of Pursuit of Strategies and Shifting Gears. On the other side of the Growth Grid in the box marked “evidence” give an example or a story that illustrates why you marked particular levels on the Growth Grid.

**Note:** If you are using the online format, please pass out the Online Growth Grid Handout, along with Post-It notes with youth user IDs written on them.

- It is important to be honest with yourself about your current patterns.
| Growth Grids filled out by youth | • These Growth Grids are for your own self-reflection.  
• Just like in the Human Survey we just did, people are in different places and that’s totally okay. Remember that your names are kept confidential and will not be recorded with your Growth Grid responses. |
| Closure | **Completion:**  
**Say:**  
• By the time you complete this grid, you will have checked a level in each column of *Pursuit of Strategies*. Then in your own time, move on to *Shifting Gears When the Going Gets Tough*.  
• Thanks for working so hard today. Our program, as we go along, will help you grow all these GPS skills to help you reach your dreams.  
• Option: We’ll close this reflection time, with a fun cartoon that puts this all in perspective. (Move to a 4-min. clip of *Finding Nemo*.)  
Note: Video options can also be inserted as a break between the “P” and the “S” growth grid scoring.) |
### EXPERIENCE (10 min)
- **Clip: More Than A Game**
- **Set the Stage** (1 min)
- **Review GPS Growth Grid**
- **Watch Clip: More Than A Game** (6 min)
- **Debrief** (3 min)

### OPTIONAL ACTIVITY
- **Pursuit of Strategies**:
  - **Clip: More Than A Game**

  **Set the Stage**
  - **Say:**
    - Has anyone heard of LeBron James? He is an NBA basketball player who plays for the Miami Heat. We are going to take a look at the story behind LeBron’s high school basketball team. Let’s watch for when he and his teammates use GPS skills and initiative.
    - Let’s take a moment to look at the pink headings on the G, P, & S Growth Grids.
    - As we watch, see if you can hear any GPS skills and initiative.

  **Clip: More Than A Game**
  - Facilitator has group watch video.

  **Ask:**
  - In the movie, did you see any of the pink headings on the GPS Growth Grids?
  - When did you see skills?
  - When did you see initiative?

### EXPERIENCE (7-10 min)
- **Clip: Finding Nemo**
- **Review Shifting Gears Growth Grid** (1 min.)

### OPTIONAL ACTIVITY
- **Shifting Gears**:
  - **Clip: Finding Nemo**

  **Say:**
  - We’re going to watch an excerpt from a cartoon. Sometimes cartoons have very mature, messages buried in them. This movie clip will help identify GPS skills in action.
    - Has anyone seen Finding Nemo before? It’s a great story about a little clown fish that gets caught in a fishing net. His Dad and friend Dori start hunting for him and they get caught in the mouth of a whale. While Nemo’s Dad is sure they are going to die, Dori keeps thinking about
| Watch Clip: Finding Nemo (4 min.) | ways to get out. Ensure youth have all three Growth Grids (GPS). Show video clip. **Say:**
| Debrief (2-5 min.) | • Let’s watch for when Dori and Nemo’s Dad use GPS.
|                | • As we watch, see if you can hear any words that suggest **GPS skills and initiative.**
|                | **Finding Nemo Video Clip** Facilitator has group watch video.
|                | **Ask:**
|                | • Let’s look at the GPS Growth Grid headings. In the movie, did you see any examples of “Goal Selection”, “Pursuit of Strategy”, and “Shifting Gears”? (Answers: two G headings – Choosing your destination and Choosing goals that help others; three P headings – Seizing the moment, Developing strategies, and Showing persistent effort; and all “S’ headings would be observed.)
|                | • When did you see GPS skills? Initiative?
|                | Reiterate that the information you use to explain “why” is called “evidence.” This is what gives meaning to your level on the growth grid.

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