HEAD HEART HANDS HEALTH

Self-Determined

4-H MANUAL

COLORADO STATE UNIVERSITY
EXTENSION

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Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfieffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply. We will cover more about teaching methodologies we recommend for this project in the Information Systems and Computing Helper's Guide.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did, and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.

1) Experience (Doing)
Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on What Occurred)
Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on What's Important)
Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were
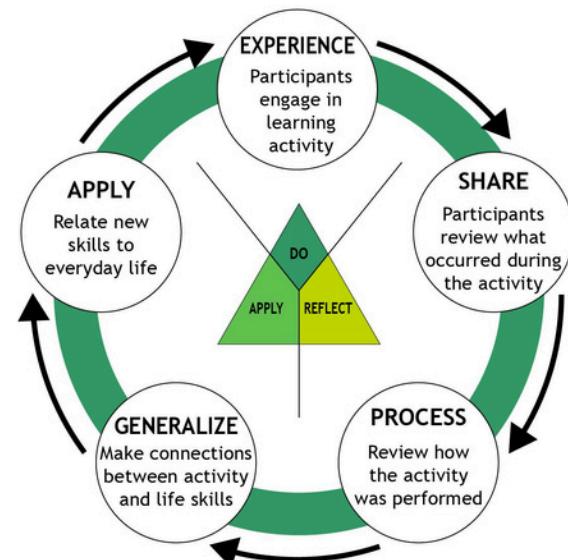
you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

4) Generalize (So what?)
Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)
Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?

Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting
Life Skills Model" http://www.extension.iastate.edu/4H/skls.eval.htm

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H.

The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.
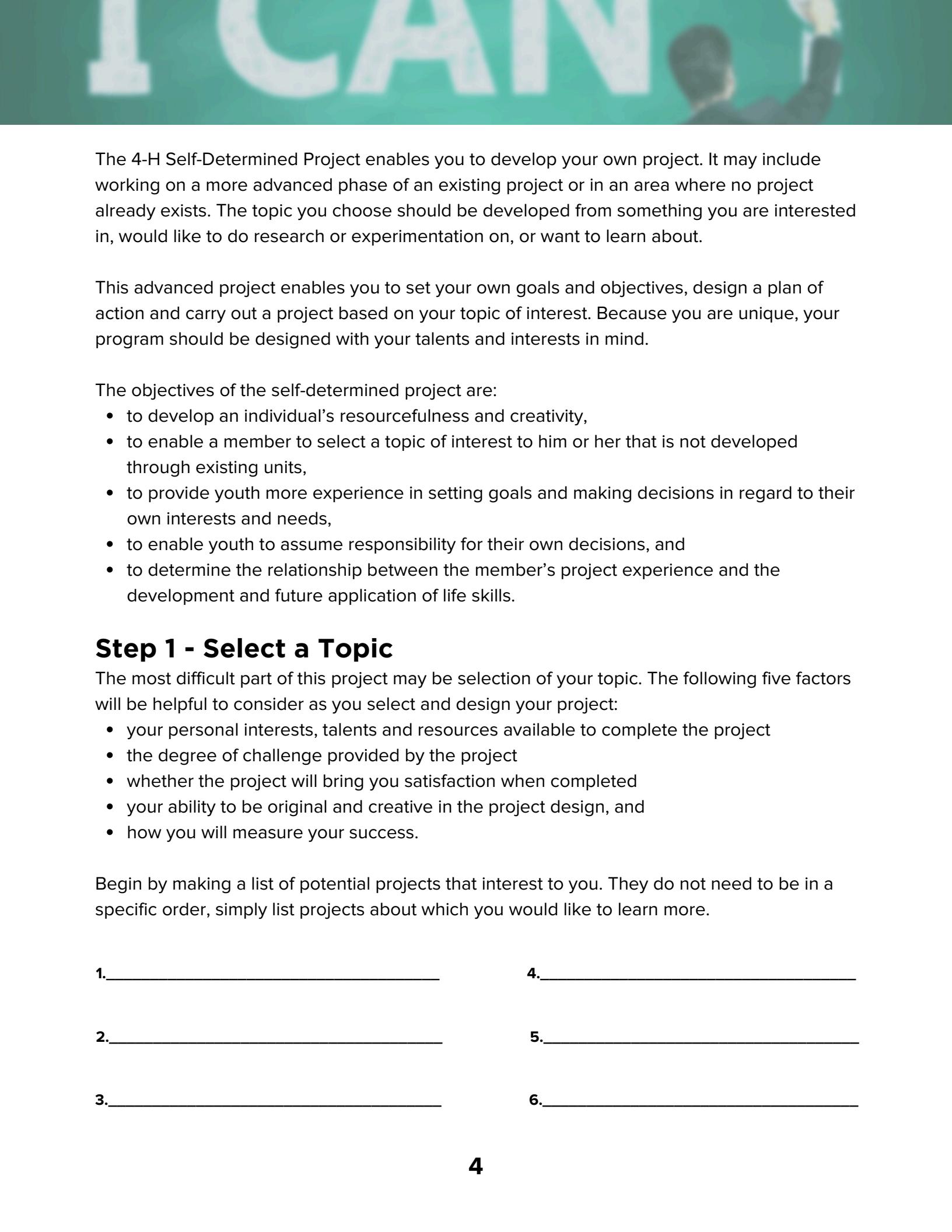
The 4-H Self-Determined Project enables you to develop your own project. It may include working on a more advanced phase of an existing project or in an area where no project already exists. The topic you choose should be developed from something you are interested in, would like to do research or experimentation on, or want to learn about.

This advanced project enables you to set your own goals and objectives, design a plan of action and carry out a project based on your topic of interest. Because you are unique, your program should be designed with your talents and interests in mind.

The objectives of the self-determined project are:
- to develop an individual's resourcefulness and creativity,
- to enable a member to select a topic of interest to him or her that is not developed through existing units,
- to provide youth more experience in setting goals and making decisions in regard to their own interests and needs,
- to enable youth to assume responsibility for their own decisions, and
- to determine the relationship between the member's project experience and the development and future application of life skills.

Step 1 - Select a Topic
The most difficult part of this project may be selection of your topic. The following five factors will be helpful to consider as you select and design your project:
- your personal interests, talents and resources available to complete the project
- the degree of challenge provided by the project
- whether the project will bring you satisfaction when completed
- your ability to be original and creative in the project design, and
- how you will measure your success.

Begin by making a list of potential projects that interest to you. They do not need to be in a specific order, simply list projects about which you would like to learn more.

1._____   4._____

2._____   5._____

3._____   6._____

4

Eliminate those that you cannot accomplish based on the amount of time you have to devote to the project, resources available, and your family situation. Avoid learning experiences already provided through other 4-H projects.

1._____

2._____

3._____

List the topic you selected.

1._____

Step 2 - Define the Topic

Now that you have selected your topic, it is time to set your goal. The goal helps you clarify what you want to accomplish in this project.

A goal is defined as the object of a person's ambition or effort; an aim or desired result. It defines that which you wish to achieve, reach or capture. An example of a goal may be to learn to speak Spanish fluently.

What is your self-determined project goal?

_____

_____

_____

Setting Objectives

Objectives identify how you plan to reach your goal. They must be measurable to the point that you can easily tell whether you have accomplished them or not. Well written objectives help direct your project and define your accomplishments. An example of an objective is to receive a C or higher grade in Spanish class. Review your project goal. Write at least three objectives that will help you reach your goal.

1._____

_____

2._____

_____

3._____

_____

Step 3 - Develop Your Plan of Action

To reach your objectives and ultimately your goal, you must identify a specific plan of action. Determine what you need to do, what resources you need to accomplish your plan and by when. Visit with your parents, volunteer leaders or other adults and review your plans with them. Ask for suggestions to enhance your own ideas.

Set up a chart to organize your action plan. Carefully consider the amount of time each step will take, what resources you will need and who might help provide additional resources.

Steps	Resources Needed & Source	Completion Date

Is your plan realistic? Can you accomplish your plan with the resources available to you? Does the plan lead you to completion of your goal and objectives?

Transfer your goal, objectives, and action plan to a notebook (no larger than 9"x12"). You will add a report and an evaluation of your project to your notebook after your action plan is complete.

Step 4 - Carry Out Your Plan

It is time now for you to carry out your plan! Use the steps in your action plan to guide your progress. Change your plan if necessary to reach your end result.

Record your progress as you go along. What was accomplished? What did you learn? What resources did you use? Did you make any changes?

Step 5 - Evaluation

Evaluation helps you determine how well you reached your goals and if the process you used worked effectively. Go back and review each of your objectives. Did you accomplish what you had planned? If not, why? What would you do differently if you were to do the project again? What changes did you make ? Did they help you reach your objectives with fewer resources? Was your project challenging, interesting, satisfying and fun? Record your findings in your e-record.

Life Skill Development

You develop life skills when you participate in the 4-H program. Life skills focus on the four H's from the 4-H Clover that represent head, heart, hands, and health.

Head	Heart	Hands	Health
Manage Resources	Communication	Master Technology	Be Responsible
Make Decisions	Interact Socially	Community Service	Develop Self-esteem
Solve Problems	Cooperate	Volunteer	Manage Self
Learn to Learn	Share	Be a responsible citizen	Practice Integrity
Keep Records	Resolve Conflictt	Work in a team	Manage Stress
Plan and Organize	Value Diversity	Exercise Leadership	Practical Personal Safety
Achive Goals	Build Relationships	Motivate Self	Manage Feelings
Be Resilient	Be Empathetic		Prevent Disease

Reflection

You are to:
- Reflect on your self determined project
- Select one life skill from the list on the previous page then share how you developed or enhanced that skill with your project
- Identify why that life skill is important to you, and
- Share how you will use the life skill in another situation

Exhibit

Share what you learn through your project with others via a demonstration or talk for your club or other group and an exhibit or display at your local library, school, 4-H exhibit day or county fair.

The exhibit should include the following:

- A written description of your project including your goals, objectives, action plan, accomplishments, and evaluation of the results. You may use pictures or any records you kept providing evidence of your accomplishments.

- A self-report of developed or enhanced life skills through completion of the Self-Determined project. This report is to include:
    - the identified life skill,
    - how the project helped develop and enhance the life skill, and
    - how the life skill will be useful in another situation.

- Optional: A article or item made as a part of your project. Check with your Extension office, school principal, or librarian for space requirements or limitations if you include this as a part of your display.

Recommended Exhibit Format

Section 1
A. Describe your topic and why you selected it
B. List the goal for your project.
C. List the objectives you planned to accomplish to reach your goal.

Section 2
A. Provide your action plan (the steps, resources, and timeline you developed).
B. Share who you contacted to review your plan.
C. Indicate what changes, if any, were necessary to make your action plan more workable.

Section 3
A. Show how you carried out your action plan.
B. Report the results. Share any problems you experienced.
C. Indicate any changes you made in your action plan after you started your project.

Section 4
A. Share your evaluation plan.
B. Indicate what worked well and what didn't.
C. Report the objectives and goals you achieved.
D. Provide your personal evaluation of your project including how you felt about your project, what you learned from the experience, what life skills you gained and how you can use those skills with another project or in another situation.

Section 5
A. List the life skill developed or enhanced via the self-determined project.
B. Provide a brief statement as to how this occurred.
C. Indicate why the life skill is important to you and how you will use it in the future.
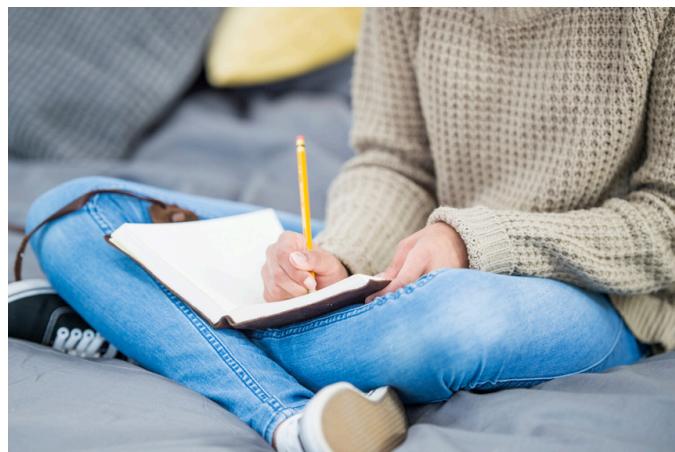
Colorado 4-H Mission
4-H empowers youth to reach their full potential by
working and learning in partnership with caring adults.

Colorado 4-H Vision
A world in which youth and adults learn, grow and
work together

4-H Pledge
I pledge…..
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
My health to better living
for my club, my community,
my country and my world.

Promesa 4-H
Prometo usar mi mente para pensar con más claridad,
mi corazón para ser más leal,
mis manos para ser más servicial,
mi salud para cuidarme más,
por mi club, mi comunidad, mi país y mi mundo.

4-H Motto
"To Make the Best Better."

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Colorado4h.org