******Mississippi 4-H Cloverbud Observation Evaluation**

*This is an observational instrument designed to measure the influence of the 4-H Cloverbud Robotics Program on children who have actively participated in the program.*

Instructions: For each item, use an “X” to indicate a response that represents the amount of children who exhibit/experience the listed behavior/setting as result of their involvement with the

4-H Cloverbud Robotics Program.

1. Because of participation in 4-H Cloverbuds Robotics Program, I observed that the 4-H Cloverbud children:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **None of the Children** | **Some of the Children** | **Half of the Children** | **Most of the Children** | **All of** **the Children** |
| **Gained self-confidence - self-esteem** (children displayed confidence and positive self-esteem as observed in their ability to participate in the 4-H Cloverbud activities, ask/answer questions, and interaction with others) |  |  |  |  |  |
| **Improved their physical skills** [children exhibited fine (writing, cutting, drawing, etc.) and gross (jumping, arm and leg movement, body coordination, etc.) motor skills] |  |  |  |  |  |
| **Gained subject matter knowledge** (children expressed verbal and non-verbal knowledge related to the subject matter content of their 4-H Cloverbud activity involvement) |  |  |  |  |  |
| **Improved in getting along with others** (children were able to share, communicate, and make friends with other peers in the 4-H Cloverbud group) |  |  |  |  |  |
| **Increased decision-making skills** (children able to make decisions in regard to activity input and interaction with peers and adult leaders) |  |  |  |  |  |
| **Experienced positive relationships with caring adults** (children learning and developing in an adult-leader-directed environment; a positive learning environment that is caring, supportive, and fun) |  |  |  |  |  |
| **Experienced inclusive environments** (using cooperative-learning techniques as the children work on activities together; engaging the children in curriculum that are noncompetitive without setting up categories or classes; valuing and respecting the diversity of all participants) |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **None of the Children** | **Some of the Children** | **Half of the Children** | **Most of the Children** | **All of** **the Children** |
| **Experienced opportunities for mastery/competence** (allowing the children to be creative across eight different subject areas; utilizing the experiential learning cycle through the activities as children experience, share, process, and generalize; having curriculum and activities that meet the needs of these children) |  |  |  |  |  |
| **Experienced opportunities to value and practice service to others** (the appreciation of community service through 4-H Cloverbud activities; cleaning-up after activities and children helping each other; sharing materials and respecting fellow 4-H Cloverbud members) |  |  |  |  |  |
| **Experienced an emotionally and physically safe environment** (meeting the needs of children at where they are emotionally, physically, socially, and cognitively; taking special considerations to ensure the safety of 4-H Cloverbud children with low risk and safe activities; having a low ratio of children to adults at about 6 to 1) |  |  |  |  |  |
| **Experienced opportunities for self-determination** (success-oriented activities to help children gain confidence; using noncompetitive activities to foster intrinsic motivation; focusing on the process of doing activities, rather than the product) |  |  |  |  |  |
| **Experienced opportunities for engagement of learning** (fun, positive experiences for children; providing numerous subject areas that interest the participants; being a nurturing role model, enthusiastic, and sensitive) |  |  |  |  |  |
| **Experienced opportunities to see oneself as an active participant in the future** (giving the children choices in upcoming activities; exploring a variety of future career options; discussing and role-playing the reality that what one does today often determines what happens tomorrow) |  |  |  |  |  |
| **Experienced opportunities for leadership and independence** (gained skills and confidence for leadership and self-discipline; learned responsibility for decisions made and action taken; led simple tasks) |  |  |  |  |  |
| **Increased interest and engagement in science** (children expressed interest in science and were engaged by the science-based lessons and activities)  |  |  |  |  |  |
| **Improved attitudes toward science** (children expressed positive attitudes and aspirations toward science) |  |  |  |  |  |
|  | **None of the Children** | **Some of the Children** | **Half of the Children** | **Most of the Children** | **All of** **the Children** |
| **Developed science skills and abilities** (such as: listening, observing, searching, asking questions, gathering information, etc.) |  |  |  |  |  |
| 1. Asked questions about a problem
 |  |  |  |  |  |
| 1. Made observations about a problem
 |  |  |  |  |  |
| 1. Gathered information about a problem
 |  |  |  |  |  |
| 1. Stated a problem
 |  |  |  |  |  |
| 1. Developed an object or tool to solve a problem
 |  |  |  |  |  |
| 1. Developed a sketch, drawing or physical model
 |  |  |  |  |  |
| 1. Understood how the shape of an object helps it function
 |  |  |  |  |  |
| 1. Examined information from tests of two solutions designed to solve the same problem
 |  |  |  |  |  |
| 1. Compared the strengths and weaknesses of the two solutions
 |  |  |  |  |  |

\*Adapted from Scott D. Scheer, Ph.D., State 4-H Extension Specialist, The Ohio State University

1. Number of children represented in this evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Number of girls \_\_\_\_\_\_\_\_\_\_ and boys \_\_\_\_\_\_\_\_\_\_\_
3. How was this program delivered?
	* 4-H Club
	* 4-H Camp
	* After-School Program
	* In-School Program
4. Number of meetings this evaluation represents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Number of weeks over which this evaluation occurred \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Person completing this evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Which county does this evaluation represent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is your role?

\_\_\_\_\_\_\_ 4-H Cloverbud Volunteer Leader \_\_\_\_\_\_\_ Teacher

\_\_\_\_\_\_\_ 4-H Cloverbud Parent \_\_\_\_\_\_\_ Extension Agent

\_\_\_\_\_\_\_ Youth Worker \_\_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long (e.g., months, years) have you served as a 4-H Cloverbud Volunteer Leader? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thank you!!!**

Please return this completed form to your 4-H Cloverbud Leader or your Extension Agent.