



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.)					
a. Asked questions about a problem					
b. Made observations about a problem					
c. Gathered information about a problem					
d. Stated a problem					
e. Developed an object or tool to solve a problem					
f. Developed a sketch, drawing or physical model					
g. Understood how the shape of an object helps it function					
h. Examined information from tests of two solutions designed to solve the same problem					
i. 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

2. Number of children represented in this evaluation _____

3. Number of girls _____ and boys _____

4. How was this program delivered?

- 4-H Club
- 4-H Camp
- After-School Program
- In-School Program

5. Number of meetings this evaluation represents _____

6. Number of weeks over which this evaluation occurred _____

7. Person completing this evaluation _____

8. Which county does this evaluation represent? _____

9. What is your role?

_____ 4-H Cloverbud Volunteer Leader

_____ Teacher

_____ 4-H Cloverbud Parent

_____ Extension Agent

_____ Youth Worker

_____ Other: _____

10. 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.