



Snow-Tastrophe



Evaluation Guidelines

Snow-Tastrophe is a 4-H Cloverbud program of the Mississippi State University (MSU) Extension Service. This program may be delivered through 4-H clubs or camps or may be delivered through other means not directly associated with MSU Extension, such as after-school programs or as in-class lessons. Regardless of who delivers the program, we ask that you complete the evaluation associated with the program so that we can collect information regarding the reach and impact of the Snow-Tastrophe program across the state.

There are several tools that will be used to collect information on this program. These include the following:

- The Snow-Tastrophe sign in sheet
- Snow-Tastrophe Leader's Session Evaluation
- Mississippi 4-H Cloverbud Snow-Tastrophe Evaluation

The ***Snow-Tastrophe sign-in sheet*** will allow us to collect important demographic information regarding the children who are participating in this program. Please complete this form each day of the program.

The ***Snow-Tastrophe Leader's Session Evaluation*** is designed to collect information regarding how the program was delivered. As described in the facilitator guide, this program is based on the experiential learning model. Since each lesson is structured around this model, the leader's session evaluation asks you general questions about how the lesson went as well as specific questions regarding the activities in each lesson (the five steps in the experiential learning model) and any changes that were made to the lesson. This information helps us to determine whether adaptations need to be made to the curriculum. The leader's session evaluations are specific to each unit and building block, so there are 12 of these evaluation forms total. Therefore, this evaluation should be completed by the individual who delivered the program directly following each session.

The ***Mississippi 4-H Cloverbud Snow-Tastrophe Evaluation*** is designed to collect information regarding what the youth learned and what life skills they gained during participation in the Snow-Tastrophe program. This form is an observational form that should be completed by the individual who delivered the program (4-H leader, Extension agent, teacher, etc.) at the end of the program (directly following the last session). It asks the program leader to identify approximately how many of the children were observed to have gained knowledge or skills. Observers complete the form based on the group of children rather than collecting information on each individual child. It would be advantageous to review this observation form prior to leading each lesson so

that the facilitator knows what to be looking for during the course of the program.

Please wait to submit all evaluation materials together. Upon completion of the program, please send the completed evaluation forms to:

Dr. Mariah Morgan
Assistant Extension Professor
Extension Center for Tech Outreach
Box 9662
Mississippi State, MS 39762

Questions regarding the Snow-Tastrophe program should be directed to Dr. Mariah Morgan either by e-mail mariahs@ext.msstate.edu or phone (662)325-3226.

Questions about the evaluation should be directed to Dr. Alisha Hardman either by e-mail a.hardman@msstate.edu or phone (662) 325-7839.

Evaluation Submission Checklist:

- The Snow-Tastrophe sign-in sheet (x number of sessions)
- Snow-Tastrophe Leader's Session Evaluation Sheets (x 12 lessons)
- Mississippi 4-H Cloverbud Snow-Tastrophe Evaluation



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 1.1

Name _____

Unit #1: Building a Snowman

Building Block #1: Making snow

SECTION I

In general, how well did “Unit 1: Building a snowman, Building Block 1: Making snow,” go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 1.1 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 1, Building Block 1:

- | | | |
|---|------------------------------|-----------------------------|
| Read PowerPoint Slides 3-6 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe



LEADER'S EVALUATION OF LESSON 1.2

Name _____

Unit #1: Building a Snowman

Building Block #2: Dash Builds a Snowman

SECTION I

In general, how well did "Unit 1: Building a snowman, Building Block 2: Dash Builds a Snowman," go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 1.2 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 1, Building Block 2:

- | | | |
|--------------------------------------|------------------------------|-----------------------------|
| Read PowerPoint Slide 7 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 2.1

Name _____

Unit #2: Measuring Snow

Building Block #1: Dash Can Help Measure Snow

SECTION I

In general, how well did "Unit 2: Measuring Snow, Building Block 1: Dash Can Help Measure Snow," go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 2.1 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 2, Building Block 1:

- | | | |
|--|------------------------------|-----------------------------|
| Read PowerPoint Slides 8-10 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 2.2

Name _____

Unit #2: Measuring Snow

Building Block #2: Dash to the Rescue

SECTION I

In general, how well did "Unit 2: Measuring Snow, Building Block 2: Dash to the Rescue," go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 2.2 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 2, Building Block 2:

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| Read PowerPoint Slide 11 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 3.1

Name _____

Unit #3: Snowy Potion

Building Block #1: Making Snow Bubbles

SECTION I

In general, how well did "Unit 3: Snowy Potion, Building Block 1: Making Snow Bubbles," go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 3.1 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit

3, Building Block 1:

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| Read PowerPoint Slide 12 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 3.2

Name _____

Unit #3: Snowy Potion

Building Block #2: Dash Captures the Snow Bubbles

SECTION I

In general, how well did “Unit 3: Snowy Potion, Building Block 2: Dash Captures the Snow Bubbles,” go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 3.2 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 3, Building Block 2:

- | | | |
|--------------------|------------------------------|-----------------------------|
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 4.1

Name _____

Unit #4: Clearing the Roads

Building Block #1: Dash Clears the Road

SECTION I

In general, how well did “Unit 4: Clearing the Roads, Building Block 1: Dash Clears the Road,” go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 4.1 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 4, Building Block 1:

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| Read PowerPoint Slide 13 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 4.2

Name _____

Unit #4: Clearing the Roads

Building Block #2: Dash Removes the Stacks of Cars

SECTION I

In general, how well did “Unit 4: Clearing the Roads, Building Block 2: Dash Removes the Stacks of Cars,” go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 4.2 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 4, Building Block 2:

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| Read PowerPoint Slide 14 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 5.1

Name _____

Unit #5: Offering a Helping Hand

Building Block #1: Dash Hears the Call

SECTION I

In general, how well did "Unit 5: Offering a Helping Hand, Building Block 1: Dash Hears the Call," go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 5.1 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 5, Building Block 1:

- | | | |
|---------------------------------------|------------------------------|-----------------------------|
| Read PowerPoint Slide 15 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe

LEADER'S EVALUATION OF LESSON 5.2

Name _____

Unit #5: Offering a Helping Hand

Building Block #2: Dash Takes the Driver's Temperature

SECTION I

In general, how well did "Unit 5: Offering a Helping Hand, Building Block 2: Dash Takes the Driver's Temperature," go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 5.2 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 5, Building Block 2:

Re-Read PowerPoint Slide 15 of the Story	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Step 1: Experience	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Step 2: Share	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Step 3: Process	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Step 4: Generalize	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Step 5: Apply	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Optional Activity	<input type="checkbox"/> Yes	<input type="checkbox"/> No

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe



LEADER'S EVALUATION OF LESSON 6.1

Name _____

Unit #6: Getting Back to Normal

Building Block #1: Dash Removes the Tree Limbs

SECTION I

In general, how well did “Unit 6: Getting Back to Normal, Building Block 1: Dash Removes the Tree Limbs,” go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 6.1 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 6, Building Block 1:

- | | | |
|---|------------------------------|-----------------------------|
| Read PowerPoint Slides 16-20 of the Story | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe



LEADER'S EVALUATION OF LESSON 6.2

Name _____

Unit #6: Getting Back to Normal

Building Block #2: Dash Turns on the Train

SECTION I

In general, how well did “Unit 6: Getting Back to Normal, Building Block 2: Dash Turns on the Train,” go?

- Very well
- Pretty well
- Not very well
- Not well at all

Did any issues come up in Lesson 6.2 that were particularly difficult to handle/address?

- No
- Yes

If yes, please describe: _____

Did you change any of the activities in this session from what was written in the curriculum? (For example, eliminate questions/activities, do a different activity to get at the same point, do a variation of an activity, etc.) Don't count paraphrasing, minor changes in questions, or additional discussion/facilitation type questions.

- No
- Yes

If yes, please describe the changes, let us know why you chose to change the activity, and let us know if you think the changes went well.

SECTION II

Please indicate whether you were able to get through the following components of Unit 6, Building Block 2:

- | | | |
|--------------------|------------------------------|-----------------------------|
| Discuss | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 1: Experience | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 2: Share | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 3: Process | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 4: Generalize | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Step 5: Apply | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If no, please indicate which section(s) were not finished and describe the barriers that prevented completion.



Snow-Tastrophe



This is an observational instrument designed to measure the influence of the 4-H Cloverbud Snow-Tastrophe 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 Program.

1. Because of participation in 4-H Cloverbuds Snow-Tastrophe 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)					

	None of the Children	Some of the Children	Half of the Children	Most of the Children	All of the Children
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)					
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

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? _____
8. What is your role?

_____ 4-H Cloverbud Volunteer Leader _____ Teacher

_____ 4-H Cloverbud Parent _____ Extension Agent

_____ Youth Worker _____ Other: _____
9. How long (e.g., months, years) have you served as a 4-H Cloverbud Volunteer Leader? _____

Thank you!!!