



**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**

4-H Evaluation Skill-a-thon



Introduction

There is power in storytelling and communicating the impact of our efforts as well as experiences. However, the first step in sharing our story is data collection and analysis. The 4-H program is founded on a hands-on learning approach. Through this evaluation skill-a-thon members will engage in participatory evaluation not only taking part in the data collection but also then interpreting that data. The benefits of participatory evaluation include; member empowerment, organizational learning/growth, and member ownership to name a few.

Facilitator Notes

Prepare the activity prompts prior to the participants' arrival. Instruct the participants to go around the room completing the 6 different prompts as instructed. Once all six are completed take a seat and wait for the others to finish.

Activity 1: Write a Headline

- **Supplies:** Poster size paper with instructions written on it, markers for participants to write their responses on the poster
- **Instructions for participants:** Imagine that in 20 years from now there is a newspaper article about _____ county 4-H program's overall impact. What is the headline? A headline is a short (15 words or less) description of an article that should spark the reader's interest.

Activity 2: Dear County Commissioners

- **Supplies:** blank writing paper for instructions, blank writing paper for participants, pens/pencils for participants
- **Instructions for participants:** Write a letter to your county commissioners that explains the impact the 4-H program has on you and your community.

Activity 3: Goal Setting

- **Supplies:** Poster size paper with instructions written on it, markers for participants to write their responses on the poster
- **Instructions for participants:** Write three goals you have for the coming year as it relates to your county 4-H program.

Activity 4: Dot Voting

- **Supplies:** Poster size paper with instructions written on it, markers for participants to write their responses on the poster
- **Instructions for participants:** Place two stars on the top two activities our club completed this year for each skill listed. The best activities for promoting skills were:
- **Facilitator notes:** when prepping this activity use separate posters with the same 5-10 club or county activities for each skill. Suggested skills to assess include: life skill, leadership, self-confidence, and goal setting.

Activity 5: Write a Hashtag

- **Supplies:** Poster size paper with instructions written on it, markers for participants to write their responses on the poster
- **Instructions for participants:** Write a hashtag for 4-H.

Activity 6: What's the grade?

- **Supplies:** 4-H Grade card for each participant, pens/pencils for each participant
- **Instructions for participants:** Use a pen/pencil to give a letter grade to the 4-H program for its ability to increase the following skills for you.
- **Facilitator notes:** See 4-H Grade Card handout.

Facilitator Notes:

- After each participant has completed the six activities divide the participants into two groups. An important part of teaching youth about the power of their story and impact reporting is to not only have them take part in data collection but also, evaluate that data. Have each group evaluate 3 of the activities (i.e. Group 1 evaluates activities 1-3 and Group 2 evaluates activities 4-6). The following instructions will help each group analyze their set of activities.

Activity 1: Write a Headline

- Read the headlines and choose your favorite.
- During the report back you can say, "All of the headlines were [add adjective] but this one was our favorite ..."

Activity 2: Dear County Commissioners

- Read all of the letters to the County Commissioners. Determine which are the most compelling and identify three common themes.
- During the report back you can say, "If we have the opportunity to talk to the commissioners we would tell them that the _____ county 4-H program is important because of X, Y and Z."

Activity 3: Goal Setting

- Take a look at all of the goals that are listed. Are there some themes that have emerged? Count the goals that are thematically similar and write down the top three:

- During the report back you can say something like, "X, Y and Z appeared to be the most common goals."

Activity 4: Dot Voting

- Count the dots next to each activity for each listed skill.

Write down the top three for each skill:

- During the report back you can say something like, "Participants indicated the best activities for _____ skill development were X, Y, and Z ..." Think about whether there were clear "winners" or whether there were some close calls? Is there any very few or no one appears to be interested in? Those could be informative things to mention.

Activity 5: Write a Hashtag

- Look at the hashtags listed. Pick out the most commonly listed hashtags. If none of them are the same, write your 3 favorite hashtags:

- During the report back you can say something like, "X, Y and Z appeared to be the most common hashtags."

Activity 6: What's the grade?

- To complete the data analysis for this activity, please follow these steps:

1. Write down the number of each grade in the space below.
2. Count how many total tallies there are. How many people gave a grade?
3. For each grade divide the number each letter received by the total number. This will give you the % for each grade.
4. When you report this data to the whole group, you'll be able to say "X percent of participants gave the _____ county 4-H Program X grade for its ability to increase _____ skill"
5. Be sure to repeat steps one through 4 for each skill.

Number of:	Percentage % of each grade
A	
B	
C	
D	
F	

Facilitator Notes

After each group has reported their analysis it is important to have them write their final analysis on a blank sheet of paper for you or your local 4-H professional to compile into an impact report (see attached impact report example). Once an impact report is generated be sure to share with the participants at their next meeting. Additionally, collaborate with your 4-H professional to determine what other individuals or groups this information should be shared with.

This lesson plan was adapted for the University of Arizona Cooperative Extension.

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