



# 4-H CAMP COMES TO AFTERSCHOOL EVALUATION

<p><b>LIFE SKILL EVALUATION</b></p>
<p><b>PROJECT SKILL EVALUATION</b></p>

**Group Evaluation for *Communication***

Suggestions for evaluating the life skill of communication with *4-H Camp Comes to Afterschool* are included in the chart on page 2. These suggestions are based on the following indicators for the life skill of communication taught within the context of friendship. For those evaluations which are not built into the lesson, it is suggested that evaluation take place after the entire unit has been taught.

With the completion of this series of lesson plans, it is expected that youth will demonstrate a majority of the following indicators:

- Express an understanding about the ways in which friends are like them and different from them.
- Identify the ways in which they let their friends know that they are listening to them.
- Explain a method of sharing ideas with another person.
- Explain a method of sharing ideas in a group.
- Express their needs as a speaker.
- Work cooperatively in a group to solve a problem.

**Group Evaluation for *Communication***

Completion of the hands-on activities can serve as evaluation for the project skills identified in this series of lessons. Consider a portfolio-type assessment for the group as a whole – recording their efforts with digital photos taken of the group with their projects at the close of each session.



Lesson	Life Skill: Communication Specific Objectives	Evaluation Suggestions
<b>Meeting New Friends</b>	Youth will express an understanding about the ways in which friends are like them and different from them.	<p>Use a group evaluation for this objective: Form a <i>Talking Circle</i> and ask the following questions, which can be recorded by an evaluator:</p> <ul style="list-style-type: none"> <li>• What did you find out about your friends in the past few lessons about 4-H camp?</li> <li>• How are your friends like you?</li> <li>• How are they different?</li> <li>• What made you feel good about the ways that friends are like you?</li> <li>• What did you like about the ways in which friends are different from you?</li> <li>• How did you find that the differences could benefit your group of friends at camp?</li> </ul> <p>Why might it be important to include people who are different from you in your circle of friends?</p>
<b>Listening to Our Friends</b>	Youth will identify ways in which their friends know that they are listening to them.	The “Listening List” created by the group during the <i>Think, Pair, Share</i> Activity can serve as evaluation for this life skill objective.
<b>Talking with Friends</b>	<p>Youth can share their ideas in a group.</p> <p>Youth can express their needs as a speaker.</p>	<p>Options for evaluating the communication skills learned in this lesson can be done simply by observing an individual’s participation in the <i>Sharing Circle</i>.</p> <p>To evaluate the youth’s understanding of their needs as a speaker, consider “mini-interviews” with each youth in which you ask them to share what they need from others when they share their thoughts in a group.</p>
<b>Teaming-up with Friends</b>	Youth will demonstrate their ability to work together in a team to solve a problem.	<p>Have an evaluator record/rate the team efforts as they solve the <i>Float a Boat</i> challenge. Things to consider in the evaluation include:</p> <ul style="list-style-type: none"> <li>• Communication between team members, including listening and speaking skills.</li> <li>• Using methods that were taught for group communication, i.e. <i>Think, Pair, Share</i> or <i>Talking Circle</i>.</li> <li>• Recognition of each other’s strengths.</li> </ul>