

# MAKE A DIFFERENCE MONDAYS:

*Inspiring 4-H leaders of today to make  
a difference for the leaders of tomorrow*

Fostering  
Independence  
through  
“*Learning by  
Doing*”



**UF** | **IFAS Extension**  
UNIVERSITY of FLORIDA

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**Escambia  
County** 

# 4-H Essential Elements

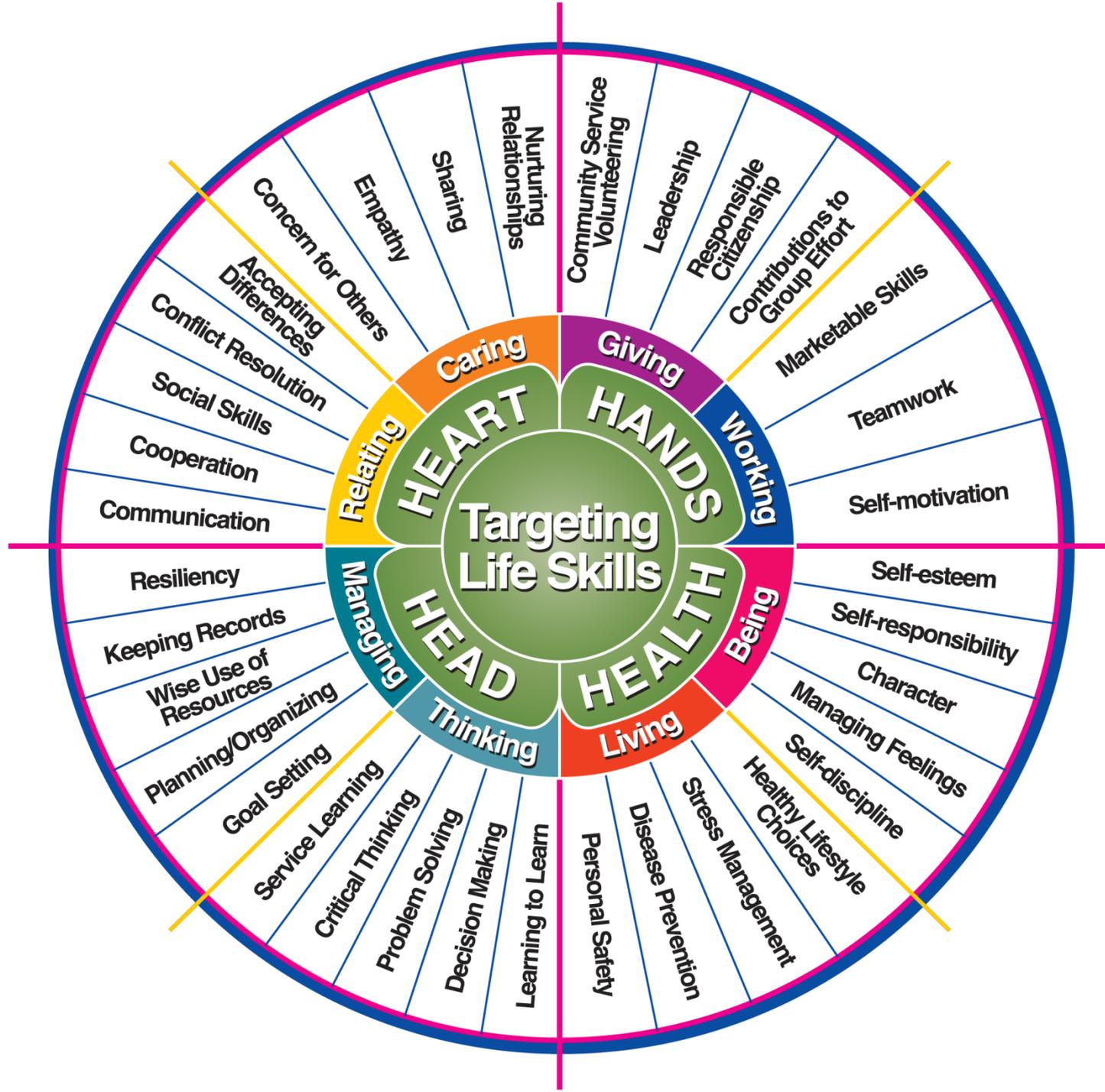
- Belonging
- Mastery
- **Independence**
- Generosity



# 4-H Essential Elements

4-H Pledge                      Essential Elements                      Life Skills

Head	Independence	Thinking, Managing
Heart	Generosity	Relating, Caring
Hands	Mastery	Working, Giving
Health	Belonging	Being, Living



# 4-H Essential Elements

## **Belonging (Heart)**

A positive relationship with a caring adult

An inclusive environment

A safe environment

## **Mastery (Health)**

Engagement in learning

Learn new skills

## **Independence (Head)**

Opportunity to see oneself as an active participant in the future

Opportunity for self-determination

## **Generosity (Hands)**

Opportunity to value and practice service for others

# Independence

- Opportunity to see oneself as an **active participant** in the future

*The ability to see oneself in the future is to have hope and optimism to shape life choices which facilitates the transition into participating in the future.*

- Opportunity for **Self-Determination**

*Self-determination means believing that you can have an impact on life's events rather than passively submitting to the will and whims of others. Youth must exercise a sense of influence over their lives, developing their potential to become self-directing, autonomous adults.*

# SPARK!!!

- It takes a Spark\*



<https://youtu.be/TqzUHcW58Us>

Watch this Ted Talk – Benson on Sparks (*end at 13:00*)

# SPARK!!!

"Don't ask yourself what the world needs. Ask yourself what makes you come alive and then go do that. Because what the world needs is people who have come alive."

**-Howard Thurman**

# Context

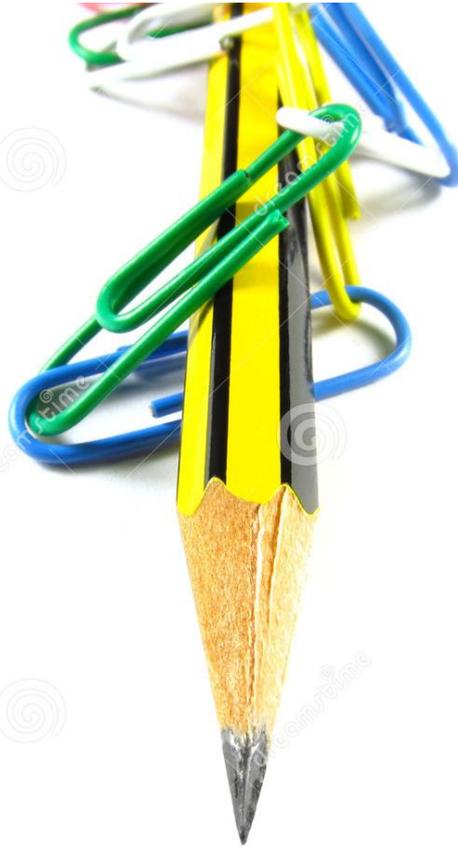
- Essential Elements are all about building *quality* PYD outcomes
  - Supportive Learning Environment
  - Safe Place to Fail
  - Positive Developmental Relationships
  - Youth Engagement – multiple opportunities; i.e. be a teen leader, attend higher level events/activities, lead a program for younger youth

# Do-Reflect-Apply

- Fosters Independence
- Intentional
- Promotes high quality learning and engagement of youth
- Not a theory of PYD but a proven teaching strategy that promotes life skill attainment

[Reference: Volunteer Training Series](#)

# Learning By Doing



# Learning By Reflecting

1. Were you successful? Were you successful the first try or did it take a couple tries?
2. What did you do/use to make the pencil stand-up straight?
3. What problems did you encounter? How did you solve them?
4. Were the results the same for everyone – did everyone use the same approach to get the pencil to stand? Why or why not?
5. What skills did you use in the activity?

# Learning By Applying

1. If you were to do this activity again, what would you do different?
2. Are there other problems in your life that don't provide clear instructions?
3. Like what?
4. Did you have to think differently to solve this problem?
5. What other ways can you learn problem solving skills in your life?



Pfeiffer, J.W. & Jones, J.E., 1963 & Kolb, D. A., 1984

# Experience

- Intentional
- High quality
- Don't solve problems for youth, rather support as they come to their own solution
- Chosen/designed with life skill in mind

# Experience

- Continuity and Interaction (Dewey, 1938)
- Helpful Design Elements (Beard & Wilson, 2004)
  - Sense of Journey
  - Sequence of Activities
  - Multiple Senses & Emotions
  - Construction/Destruction of Things
  - Collaborative/Competitive
  - Obstacles, Rules, & Procedures
  - Perceived Risk/Challenge
  - Empathy towards Environment
  - Set Goals
  - Deal with Change, Risk, or Failure
  - Sort/Organize

# Reflection

- MUST Be INTENTIONAL
- Levels (timing and depth)
- Dependent on
  - Age
  - Situation
  - Time of Experience, Time b/w meetings

# Types of Reflection

- Guided – Ask Questions (gets them thinking)
- Applied – Journaling (depth of responses is higher for youth)
- Informal – Conversational Sharing with Others

# Reflection = Independence

- You can ASK Youth:
  - What went well? Why?
  - What went wrong? Why did it go wrong?
  - How did you fix/solve it?

# Application

- This is where we see an obvious connection between “Experiential Learning” and “Independence” in that young people who can transfer the skills they learn in 4-H to the rest of their lives gain a sense of control over their own life.
- See that 4-H is a safe place to try and it is okay to fail

# Types of Application

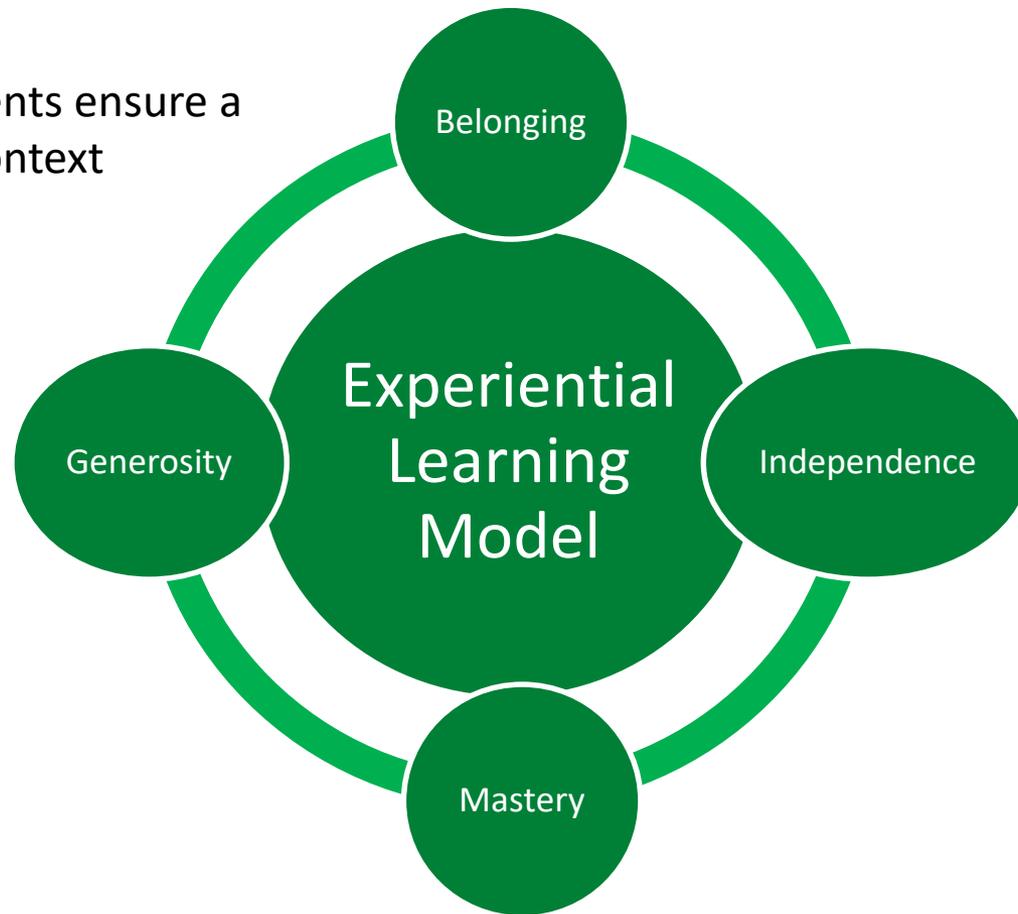
- Guided – Ask Questions
- Authentic – Do it!
  - Take what you've learned and use it in a different setting

# Apply = Independence

- Help youth:
  - What will you do differently next time?
  - How will what you learned help you in the future?
  - What new goals will you make as a result of completing \_\_\_\_\_ ?

# Learning Happens When...

Essential Elements ensure a  
High Quality Context



# Conclusion

- The process of *Experiential Learning* provides opportunities for youth to self-discover and to self-guide their learning which fosters *Independence*.



# Call to Action!

- Volunteers  
Make the  
Best Better
- What will  
you do  
differently?



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