

District \_\_\_\_\_

County Number \_\_\_\_\_

# Annual Evaluation

Oklahoma 4-H Volunteer Development



**Gender**

- Male  Female

**AGE**

- 13-17
- 18-21
- 21-25
- 25-30
- 30-35
- 35-40
- 40-45
- 45-50
- 50-55
- 55 & older

**Type of Volunteer**

- Certified Volunteer
- 4-H Parent
- Non-Certified Volunteer
- Teen Certified Volunteer

**Years as a Volunteer**

- 0-5
- 5-10
- 10-15
- 15-20
- 20-25
- 25+

**Unit 3 County Trainings attended this year?**

- 1 Certification & Risk
- 2 Diversity
- 3 Character Education
- 4 Dev Capable Youth
- 5 Experiential Learning
- 6 Teaching and Learning Styles
- 7 Youth-Adult Partnerships

Oklahoma 4-H is dedicated to providing our volunteers with information and training that will help them be better 4-H parents, volunteers and leaders in the local, county and state 4-H program. **Following a one-year** period of Parent-Volunteer education addressing topics and statements listed below, what do you believe was your level of understand at the beginning of the year versus your level of understanding at the end of the year?

Column 1 - BEFORE At the beginning of the program year I believe my knowledge level was...?				Unit 3 4-H Volunteer My Understanding of 4-H Youth Development	Column 2 - AFTER At the end of this program year my knowledge of each topic is now...?			
No Knowledge	Low	Good	Excellent	<b>INSTRUCTIONS:</b> Respond to each topic listed below. Use a "√" or an "X" in the box to indicate your level of knowledge or understanding before and after receiving Parent-Volunteer education during the past year.	No Knowledge	Low	Good	Excellent
<b>VOLUNTEER CERTIFICATION &amp; RISK MANAGEMENT</b>								
				Understanding of the certification process for volunteers?				
				Understanding of how to maintain certification?				
				Understanding of the behavioral expectations for people serving 4-H youth?				
				Understanding of the 4-H Volunteer Core Competencies and their relevance to your development and growth as a 4-H volunteer?				
				Knowledge and understanding of risk management in terms of 4-H youth programs?				
				Understanding of a volunteer's role when officially transporting 4-H youth?				
				Understanding of the 4-H chaperone's role in regard to 4-H members and activities?				

CELEBRATING DIVERSITY									
				Increased understanding of terms relating to diversity/inclusivity education?					
				Understand relevance of diversity education in relation to 4-H youth development program(s)?					
				Aware of Cooperative Extension affirmative action statement and its relevance to OSU?					
CHARACTER EDUCATION									
				Awareness of the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.					
				The role of character education in 4-H youth development?					
				Understanding volunteers' role and responsibility in guiding members in making ethical choices.					
DEVELOPING CAPABLE YOUTH									
				Increased understanding of the 4-H Youth Development philosophy?					
				Increased understanding of children's basic needs and the relevance these needs have on personal development?					
				Increased understanding of general characteristics of age groups served by 4-H programs?					
				Increased understanding of skills and attitudes necessary to successfully lead youth?					
				Increased understanding of why children act out, how to resolve conflict and discipline effectively?					
EXPERIENTIAL LEARNING									
				Understanding of the Experiential Learning Model?					
				How to apply the Experiential Learning Model to club activities and project work?					
				The difference between a "skill" and a "life skill"?					
				The difference between community service and service-learning?					
				Benefits of service-learning to both the child and community?					
TEACHING METHODS AND LEARNING STYLES									
				People have three primary learning styles: auditory, visual, kinesthetic?					
				How to effectively teach the various styles of learners by varying teaching methods?					
				The effectiveness of the learning process through the application of the Cone of Experience?					
				Successful instruction requires preparation presentation, involvement and conclusion?					
				The percentage of comprehension increases with the level of involvement of the learner as illustrated on the "Cone of Experience"?					
				Teaching can take place with an individual, small group or large group depending on the subject matter and personal attention required of participants?					
				Do, Reflect and Apply are three steps in the Experiential Learning model which allow youth to interact and relate information and experiences to real life situations?					
				Evaluation appeals to the learner, as well as the presenter?					

YOUTH-ADULT PARTNERSHIPS									
				Youth can contribute as equal partners in the 4-H program?					
				Youth are not objects in 4-H, they are partners within the 4-H programs?					
				Progressive leadership allows youth to develop and apply skills as they are developmentally and physically ready?					
				Effective leadership skills are developed and refined through experience?					

We want to provide education that is best for you. Please answer the following statements.

<b>My Learning Style – How do each of these work for you?</b>	<b>Good for Me</b>	<b>Not Good for Me</b>
I learn best reading information through Newsletters, a Self-Study Course, the Internet, Fact Sheets, and Brochures.		
I learn best seeing examples through displays, signs, posters, and videos.		
I learn best experiencing information through programs and workshops with other people.		

Which way of receiving information will make you a stronger 4-H parent, volunteer or leader? **Check one:**

- Printed materials   
 Workshops/Training   
 On-line Study   
 Displays/Posters/Signs   
 Video

Below, list topics you would like to receive more information or training on at the county level?

Please share successes.