

**ESSENTIAL ELEMENTS OF THE 4-H EXPERIENCE  
Indicators Discussion Summary 2003**

The presence of the Eight Essential Elements is important to create a positive youth development experience in any 4-H delivery mode. However, the elements may look different when conducting a camping program, community club meeting, school enrichment activity, or special interest group. Following are indicators to look for so you can be sure each of the Eight Essential Elements is present in the program or delivery mode with which you are working.

**ESSENTIAL ELEMENTS DELIVERY MODE INDICATORS**

**CARING ADULT**

<b>CAMPING</b>	Program facilitated by trained camp staff, volunteer helpers, parents, legal guardians
	Teen helpers are interacting with kids.
	Youth smiling; all knowing – not controlling; flexible
	Kids and adults are working together – talking/listening/smiles/laughter
	Expectant looks; including behavior; talking with kids; listening to kids; kids ask questions
	Talking – teacher; advisor - someone for kids to go to for help; comfort – friend
	Participating with youth; verbal encouragement
	Counselors are interacting and having fun with youth
	Adults are involved and laughing and talking with youth
	Interacting, not standing around
	Kids are doing; busy adults
	Evidence of interaction between youth and adults; actively listening adults; respect shown toward adult
	Kids are referred to by name.

**CARING ADULT**

<b>CLUB</b>	Consistency; contact with Extension office; apply their skills to other areas (volunteers)
	Program facilitated by club leaders, parents, community volunteers
	Visiting one on one with 4-H'ers – staying in touch with notes and calls; project leaders workshops – being aware, acknowledgment; being at meetings – not being in forefront
	Adults don't dominate
	Happy, enthusiastic, have spare time with each child/members – helping with club program
	Adults want to be there (and love it); Children – leading meeting, happy, help with planning, willing to ask for help
	Adults allow input from youth
	Leaders participating in training and meetings; volunteer adults – provides coaching, transportation, supervision, provides educational materials; motivate youth to help them achieve
	Interaction; team approach; meeting organized; awareness of the world, flexible
	Someone to help; kids making decisions; kids like meetings
	Team approach by the family; organized meeting so there is time for visiting; awareness and flexibility of non 4-H activities
	Taking time to connect; interaction beyond 4-H subject
	Take time to talk to kids; leaders are good listeners and ask questions
	Individual relationships; kids participating
	Leaders who want to do the right thing asking questions; clubs recognize leaders
	Leader as mentor – kids having responsibility; numbers stay high
	Adults giving positive feedback; hear verbal encouragement; hear kids asking questions
Hearing praise; active participation; encouragement	
Lets the kids be leaders; participates with/alongside the kids	

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**CARING ADULT**

<b>SCHOOL ENRICHMENT</b>	Positive response of youth toward adult – see smiles, clapping, excitement; active engagement; energy; enthusiasm
	Programs facilitated by teachers, trained volunteer coordinators, school staff
	Adult is giving instructions; facilitators; recognized as leader
	Adult is warm; friendly; engaging; controlled; recognition; positive interaction between presenter and student
	Focused; attentive; communication skills – even tempered, loving; kids are drawn to adult – body language, older kids give leader their attention; encourage advanced learning
	Openness of youth to leader; timeliness; prepared; shows interest in student's non-school activities
	Adults attend professional development; adults actively engaged in learning with youth; adult active participants regardless of role (group leader versus when youth leading)
	Youth are in leadership roles; communication occurs between student and adult; time adults are engaged with students
	Children will approach adult; adults are there
	Adult volunteers establish relationships with youth; youth seek out and welcome you
	Relaxed bodies, positive feedback, mutual respect, clear expectations, tone of voice
	Students connecting with adults; teacher engaged; welcoming – glad you're here; parent support, affirming

**CARING ADULT**

<b>SPECIAL INTEREST</b>	Adequate volunteers – ratio; youth interaction with adult; empower youth/share control
	Program facilitated by trained group leaders, parents, community staff and volunteers, legal guardians, after-school coordinators
	Arrives before kids (responsible); knows group; accessible; listening is occurring both ways; set limits; kids are comfortable; guiding; tolerance
	Greeting each youth; be aware of their successes; adult is involved with youth's interest
	High expectations; positive interaction between youth/adults; physical present; smile, eye contact, on same physical level (set down); appropriate physical touch; listening skills; interacts with every child; tactfully intervene in tough situation
	Positive interaction between youth and adult; physically present; body language; leading kids
	Resource; verbal and non-verbal; high expectations; where do you draw the line in appropriate physical contact – touching versus non-touching (make sure you don't cross any boundaries – high five, thumbs up, pat on the back)
	Screened for child protection; mixed with kids in seating; happy to work with kids
	Open lines of communication; interaction

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**SAFE ENVIRONMENT**

<b>CAMPING</b>	Submit health forms; entry sign; introduces facility; safe areas; new adventure areas – safety signs; counselors trained; checkin/checkout
	Background checks on camp staff, volunteer helpers, parents, legal guardians, physical space analyzed annually for safety
	Supervision ratio of youth/adults for overnight generally 8/1; depends on age
	Rules; proper tools/equipment provided; training/orientation
	Smiles; safety instructions; viewing time to see activity locations
	Training session orientation; try first time
	Set of rules/orientation/equipment
	Options for participating; rules may be posted; kids willing to try new things; counselor orientation; proper instruction for activities
	Smiles; encouragement; training; inclusive behavior; equipment; perception
	Posting of rules; training time so youth know expectations
	Know physical environment (boundaries); organization guidelines established; child to adult ratio; safety equipment
	Rules and guidelines posted and instructed; equipment and safety provided; encouragement and guidance
	No swimming without supervision; helmets provided for horseback riding
	Facilities/course in good repair; youth/adults following rules; gear (safety) provided
Repeat attendance/continue to show up; not wanting to leave; 1 <sup>st</sup> aid kit not necessary; plan for disbursement of meds, etc.	

**SAFE ENVIRONMENT**

<b>CLUB</b>	Have a strong presence of caring adults willing to go back; invite others to join them; % of members attending; enrollment trends
	Physical meeting space analyzed
	All volunteers cleared through CPSP
	Supervision ratios of youth/adults?
	Youth attendance
	Adult at meeting – being prepared for meetings; stepping in if conflicts – body language
	Risk management; learn limits, respect limit; trustworthiness exhibited
	Adults – maintain control and discipline, Members – learn limits and respect them, trust
	All youth are participating in activities; all leaders are screened for child protection; safe home/facility; check out transportation for field trips
	Physical and emotional safety; level of trust; everyone participates
	Kids encouraging kids; sharing ideas; trying new things
	Physical safety; emotional safety; establish trust between youth and adults
	Kids being comfortable to be involved and try new things – strong participation
	Willing to try new things; kids are open and talking
	Willing to share ideas
	Kids want to physically come, feel welcome; positive interaction between kids; sharing information
Kids keeping hands off each other; enforce safety boundaries; kids good attendance; safe environment; no put downs	
Rules/code of conduct; comfortable, kids talk and are not afraid to be themselves; don't have a fear of failure, they feel unity – a part of the group	

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**SAFE ENVIRONMENT**

<b>SCHOOL ENRICHMENT</b>	Youth offer input – take a risk
	Teachers, school staff, and volunteer coordinators interviewed or reviewed
	Physical classroom space analyzed
	Background checks – CPSP
	Supervision ratios of youth/adults
	Kids aware of environment; focused, attentive
	Kids able to interact easily; well-lit; kids move easily without tripping over each other
	Locked doors to school; youth feel open to talk and share; fire alarms
	Structure; Guidelines – no put downs; adult presence in the room; mutual respect between adults and youth – non-threatening
	Set up guidelines
	Rules for sessions – clear and consistent, enforced constantly; youth are engaged in activities
	Very little first aid required
	Actively balanced control; hear encouragement; age appropriate activities; proper space for program; safety equipment; students involved comfortably; code of conduct; no teasing
Being prepared; equipment age appropriate; trained; build belonging/trust; expectations	

**SAFE ENVIRONMENT**

<b>SPECIAL INTEREST</b>	Well-trained volunteers; facilities; CPSP
	Group leaders, parents, community staff and volunteers interviewed or reviewed, after-school coordinators, legal guardians
	Physical meeting space analyzed
	Background checks?
	Supervision ratios of youth/adults?
	Clear directions; good ratio (1-8 or 1-15); good site selection and preparation; lack of reservation in participating; fill participation standards and training of adults; group guidelines
	Access to phone; group ground rules; location is comfortable to youth; screening volunteers; assurance of travel to/from; going with appropriate person
	Clear boundaries are established; child protection; first aid/telephone; checking in and out; adult/child ratio
	Setting up boundaries; facility is safe; first aid kit; phone; adult to youth ratio; check in and check out
	Location of your facilities; first aid kit; telephone; adult to teen ratio; attendance system
	Kids express openly their ideas – physical safety, horses, welding; public place to meet
	Safe location, absence of teasing; respect of rules; willingly volunteering communication; enforcement of discipline

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**MASTERY**

<b>CAMPING</b>	Be able to tell parents what they learned; literature promotes skills to learn; has 2 or 3 levels of learning; opportunities expand; be a leader also
	Hands-on camp activities and project experiences, journaling
	See kids do activity and succeed
	Finished craft/skill
	Visual observations; completion of tasks
	Learn a skill, sometimes something to take home; mentoring
	Ability to make mistakes and learn from them; assume leadership roles; assist younger campers
	Be given responsibility for decisions and outcomes
	Given responsibility for actions – choices
	See youth accomplishing tasks on their own; voluntary commitment to learning a camp skill when they leave camp; exhibit at fair that is an outcrop of camp; experienced individuals sharing their skills with youth

**MASTERY**

<b>CLUB</b>	County fairs; awards; moving beyond county
	Hands-on club activities, project experiences, presentations; sequential, long-term learning may occur over several years
	Broad knowledge learned in one or more project area; life skill development
	Award applications; helping others (youth helping youth); quality of exhibits
	Club program – trying new projects; presentations
	Help provide workshops; take into consideration skill levels of youth; adult needs to be encouraging – youth need confidence
	Adult – helping provide workshops, take into consideration skill levels and utilize them, encouraging; Members – confidence, willingness to try
	Adults are supportive and nurturing with youth; youth need self confidence to attempt task
	When young kids are excited about what they are doing; older kids teaching younger – mentoring, fair exhibits
	Meetings practice good organization – leadership skills; provide extended learning
	Kids providing the educational part of club program; good organization; leader provide additional opportunities for mastery
	Demonstrations, projects, kids helping each other; awards
	Light bulb moments; advance to state fair; overcome shyness; growing
	Hearing/sharing more involved/difficult projects; open attitude
	Over years the growth; youth taking leadership
Progressing or have a sense of accomplishment; learn from mistakes; kids can demonstrate and verbalize their mastery; fair exhibit	

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**MASTERY**

<b>SCHOOL ENRICHMENT</b>	Achievement over competition; sharing
	Hands-on class activities
	Usually short-term learning experiences
	May learn specific skill, usually skill or knowledge development
	Do well on evaluations; behavior changes; able to get recognition; able to apply to other situations; kids help each other
	Kids show what they've done/learned – help/show other kids; show their confidence – asking questions, apply to others
	Evaluation and review process; practice
	Help to select and implement activities that youth lead
	Doing it again on their own; parent seeing skills, etc. at home; teach what they learned to others
	Projects are completed; they tell you they tried something at home
	Age appropriate activities; change in knowledge or skills; hands on activity; delayed feedback – testimonials; ability to complete tasks, “light bulb”
	Youth hands-on; engaged, confident; participating; skill building; personal achievement; testimonials, feedback

**MASTERY**

<b>SPECIAL INTEREST</b>	Youth willing to share/compete; pre/post tests; goals attained
	Hands-on group activities; short or long term
	Knowledge learned in a specific area of interest; life skill development
	Developmentally appropriate materials/activities – with increasing challenge; research based; experiential; recognition; goal settings; group skills (leadership and communication); opportunities to demonstrate skills
	Set them up for success; hands-on; experiential learning experiences; older youth as teachers; repeat skills in other settings
	Confidence; reaching goals; kids are teaching each other; practicing/feedback; hands-on learning
	Try new things; leading; teaching; goals; practicing; evaluation; experiential
	develop knowledge and skills to reach their goals; teens leading a group; confidence
	Seek adults to share skills with youth – those who have skill already; gradual skill development
	Confidence level increases; kids help each other

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**SERVICE**

<b>CAMPING</b>	Camper have choices to help others – dining, cabin clean up, recycling, care of the environment, put tables away, clean up park
	Youth counselors; KP duty; clean up; completed projects
	See completed project
	Youth exhibit pride in their completed service project by sharing with others, exhibiting excitement
	All ages working together; helping with all camp aspects – kitchen, grounds, etc.; mentoring
	Working together and helping
	Camper showing kindness and respect towards each other; youth clean up after themselves without being asked (personal responsibility)

**SERVICE**

<b>CLUB</b>	Projects completed
	Club community service projects, individual service activity
	Members determine and plan activities
	Members help each other
	Read names/see pictures in paper; recognize initiative; respond to a request; return requests; appreciation
	Part of community; Club togetherness – recognition (appreciation)
	Sense of pride; recognition for success; identify why it's important
	Adult – motivate members to do service
	Youngsters learning from oldsters; just feeling good about helping others
	Adults offer recognition for community service
	Clubs want to be in positive public eye; recognize the importance of giving
	Adults provide recognition within the club; working together with others
	Community service, articles in newspapers, club program plans, mentoring
	Kids come up with new ideas
	Identify needs in their community
	Club organize/participate in community projects; expand service to involve other resource (other groups)
Helping younger members (community service/opportunities all year long)	
Look beyond themselves; work as committees; look for ways to serve	

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**SERVICE**

<b>SCHOOL ENRICHMENT</b>	Identify other early on; required helpfulness
	Classroom, school community service projects
	Service to others in classroom; volunteer in classroom
	Apply to other parts of their life
	Interaction with each other – i.e., helping; volunteering to help
	Youth plan how to take learning to others; helping organize/clean up/get things together
	Good feelings when doing something for others; moving away from “me”
	Teaching their parents and others
	Youth projects end up in newspapers
	Kids helping other kids; kids offering help; picking up after themselves, cleaning room

**SERVICE**

<b>SPECIAL INTEREST</b>	Come up with own ideas for service
	Group community service projects, individual service activity
	Members may help determine activities
	“Required helpfulness” (for short term or long) – older kids helping younger; stewardship of facilities; service project skills can be the focus; internal and external service; process and internalize experience; student input into planning/selection of service
	Provide opportunities to do in their community; they will come up with ideas and do; take what they learn and share with others
	Treating each other with respect; older helping younger; request from community; planning/implementing service project
	Planning and carry out of service project
	Helping their community; youth helping clover kids; giving back
	Simple chores – set table for snacks, clean up afterwards
	How treating others inside and outside the group
	Kids help each other; willingness of volunteer; “world is larger than yourself”

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**SELF-DETERMINATION**

<b>CAMPING</b>	Cabin choice of time for group to do something; challenge by choice; games or skill learning choice
	Variety of opportunities based on interest and experience
	Hands-on camp experiences
	Creativity; use of free time; options with workshops; help develop original plan
	Options during free time
	Kids have choices in activities; free time for kids to explore; youth help to plan and/or give ideas for other camps
	Give options and chance to create own options or outcome; youth help plan camps
	Offering help to others; learning “through” fear; perseverance; setting goals
	“Quiet leader” gave membership ownership; kids tell you
	Ability to make choices/own decisions; helping others; assuming leadership
	Kids gain confidence to make their own decisions
	Working well on their own and with others; making choices and seeing it work/not work
	How campers utilize their free time to improve themselves or a skill, etc.; when past campers return to be counselors

**SELF-DETERMINATION**

<b>CLUB</b>	Goal setting; taking leadership roles
	Evaluation, project choices, goals, leadership opportunities
	Selection of hands-on club activities, project experiences
	High level—Member choice of project and activities
	Join county council; ownership in activities; apply for opportunities beyond county
	Club officer taking responsibility for meeting; choose own projects – set own goals; planning own program
	4-H enrollment – choosing areas from Pick-A-Project; goal setting and implementing
	Adults – letting members plan and lead meetings; Member – pick a project, freedom to choose
	Adult – allow youth to do their planning; Child – good decision making, selecting project areas, implementing goals
	Club officers, club program planned by youth; decision making; goal setting
	Youth plan (pick) their own projects, they challenge themselves; youth do a self evaluation – how things went with project, how they can do something different next time; they get involved in other things/areas
	Kids providing direction for club, record keeping
	Kids coming up with new ideas; kids controlling direction of the club versus adults
	Committee structure helps independence; finishing a project they start
	Youth make own decisions, parents accepting decisions; youth driven committees
Feel they can do on their own	

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**SELF-DETERMINATION**

<b>SCHOOL ENRICHMENT</b>	Choices available to students
	Possible selection of hands-on group class activities and individual project experiences
	Usually adult determined topics, so may allow for extended activities of choice
	Able to make decisions when knows choices, consequences; self control; give free time to explore
	Balance between adult guided and self guided; kids offered choices, make better decisions; kids realize there's more than reading, writing and arithmetic in life and learning
	Making choices and dealing with consequences of those; understanding implication of choices – thinking, action, after
	Relating to interests and personal experiences; caching – scavenger hunt
	Planning and following through; giving directions verbally once; try more than once
	They keep trying; planning for college
	Kids offering help; “self talk”
	Words of encouragement; choosing among options/levels (colors, partners, etc.); self talk...”I think I can”

**SELF-DETERMINATION**

<b>SPECIAL INTEREST</b>	Youth take initiative to do things/accept leadership roles; group goes in a different direction than anticipated; youth ask for more responsibility
	Selection of hands-on group activities and individual project experiences
	Groups available for different interests, skills—allow choice?
	Moderate/High—Topics may be adult or member determined
	Choice to be there; choices of activities; choice of groups; processing and discussion; opportunities to question
	See them making choices on their own; decisions on their involvement – groups; decisions on behavior in group
	Establishing own goals (individual/goal); making decisions (especially using a sound decision-making); learning from mistakes
	Set own goals; making decisions; adult teaching decision-making process and practicing it – good listen adult learning from mistakes, overcoming fear
	Making choices; teaching the decision making process and practicing it; learning from their mistakes
	Youth choose to come to event/activity
	Kids make new choices for themselves; when presented with choices and information – kids make the choice

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**INCLUSIVENESS**

<b>CAMPING</b>	Make sure everyone is involved; cabin group team building; using name tags to learn names; team games include not exclude; arrange activities to include handicapped
	Team building and processing; inclusion of youth campers from a variety of backgrounds from across the state
	No put downs; team work/challenge course
	Shy kids are a part of group and interaction happens
	Team building activities ~ group support
	All kids and counselors included/participating; "5-finger" contract
	Options; try it attitude; team building; encourage; smile; engaging all youth; fun
	Helping others in the group; diversity of members; cooperation in teams; words of encouragement among members
	Seeing all kids working together – no one left out, helping others
	Cabin groups; everyone shows respect for another adult or youth participant

**INCLUSIVENESS**

<b>CLUB</b>	Mentoring
	Club surveys—solicit individual feedback for needs
	4-H Club member
	Group activities
	Leader training to create positive environment
	Group decision-making, recreational activities
	Inclusion of youth members from a variety of backgrounds from across the state; all members welcome—open to any youth
	Supporting others' activities
	Leaders attend and facilitate; watchful of poor treatment of others – no toleration; meet need with encouraging
	Adult – letting all members being a part of meetings, respecting others or all; Member – strive to hear recognition from others
	Adult – allow youth to do their planning, also leaders must carefully monitor club environment, exclusive behaviors not tolerated, positive feedback; Child – treats others as he wants to be treated
	Leaders being sure that quiet members included; look for ways to boost members; members include other members
	Greets kids – knows the names; discourage put downs – people booster; practice and preach respect
	Adults have "face" time with each; including all the members in the group; respect; careful to watch clubs where club domination occurs; positive feedback
	Older youth mentoring younger; activities (community service projects, trips) involve all youth in decision making; club t-shirts, youth include special education members
	Everyone participates; name of the group
	New idea
	Everyone participating actively; diverse group – clubs represent community
	Bringing in new members; good relationships between older and younger members – everyone is included;
	Willing to share ideas; good relationship between members
	Bringing in new families; welcoming new members; being recognized (younger members by older members); every member has a role
	Have them speak (introduce themselves) first meeting – become involved; all together not just as clubs – they are all 4-H'ers; communicating because they feel safe
See acceptance among peers; hear encouraging words; everyone feels social/welcome	
Everybody encouraged to participate on your own level; club tee shirts, projects	
Group gets along, togetherness; gets things done as a team	

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**INCLUSIVENESS**

<b>SCHOOL ENRICHMENT</b>	Work as a group; interact as group; cooperation; everyone talking; make each other comfortable
	Classroom student, group activities
	Inclusion of students from a variety of backgrounds from across the state
	Restricted to classroom-school grouping all members of classroom involved
	Body language; engaged – kids become aware of others that feel left out
	Make sure everyone has an opportunity to share and is encouraged to do so – expectation is that all will share
	Knowing and calling kids by names; activities as a full group, variety of skill levels; cooperative learning; recognition of success of all members (certificate for attendance); planning around disabilities and not making an issue
	Activities towards whole group; recognition – success
	Youth invite other youth to be involved
	All youth welcome/connect with each other
	Encouraged to participate
	Youth helping youth; give everyone an important part

**INCLUSIVENESS**

<b>SPECIAL INTEREST</b>	Open and accepting of new members; interaction between age groups; supporting of differing ideas
	Group members, activities
	Inclusion of youth participants from a variety of backgrounds from across the state; open to any youth with interest in the project/activity
	Active participation; good leadership by caring adult – trying to use names; taking turns; diverse staff and volunteers
	Kids work together and include everyone; one child off to side – others bring them in; t-shirt – identity; complimenting each other; inviting new members; missed you yesterday when you were not here
	Everyone is part – no put downs; different ability levels; open to gender difference; cross income levels
	Differing abilities, genders; involvement of every member, income, ethnic
	Team work; not excluding others; different genders, economic level
	See kids helping each other – not put downs, listening
	Positive feedback to each other; higher level of interaction; open lines of communication; kids help each other

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**FUTURISTIC**

<b>CAMPING</b>	Camp themes could have career focus; see opportunities for growth; becoming a camp counselor; volunteer for planning committees
	Camp members evaluation opportunity for feedback or choice and program improvement, group decisions
	Evaluations; repeat the experience; exchange names; survival
	Expand into other programs like wilderness trips; future counselors
	Use buddy burner, want camp again, trade address/e-mail, not use TV, cell phone
	To like the outdoors after experiencing it – to rough it
	Exchanging names, addresses/e-mails; looking forward to next opportunity/next time to camp
	Communicating camp experience to other members back home
	Asking for more information; wanting to participate in more
	Evaluating the camp; taking the next step in camping experiences
	Having kids say “see you next year” at the end of camp; things they could change to improve next year; willing to learn to stick with a project
	Self evaluation; next step of project
	Youth have such a good time, they want to continue participation; those who come back the next year; camp experience shapes future career choice

**FUTURISTIC**

<b>CLUB</b>	Adapting to technology
	Annual club planning and officer leadership opportunities
	4-H Club member individual initiative with projects
	Responsibility as officers
	Communications responsibilities—presentation at club; group decisions
	Life skills for the future; area/state recognition; scholarships; recordkeeping; network at CWF conference (lifelong friends)
	Adults encourage youth to reach a higher level each year – expand into leadership and citizenship
	Adult – encouragement; Member – trying many different things
	Adult – help them see how this skill can be used in the future, encourage them; Child – starts developing goals to further their learning – potential careers
	Set goals as a group
	Adaptability; career choices; taking interests they learned in the club and doing it at school (drama club); collegiate 4-H, other clubs, member of other organizations; become volunteers, leaders, chaperones, etc.
	Planning; Awards Day; career exploration activities
	Work toward a goal; different levels of accomplishment; contributions to committee
	Definite plans to achieve goals
	Project levels work to achieve distant goals
	Kids generate ideas – youth committee participation
	Setting immediate goals and future goals
	Council members; coming back into community; interview skills
	Club has a yearly plan; setting goals individually and as club; next year’s project
	Projects to help prepare for college
Dream, not afraid to try new things	

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**FUTURISTIC**

<b>SCHOOL ENRICHMENT</b>	Participants suggest future activities for class; choose careers
	Use of evaluation tools for classroom program improvement, learn to apply learning to future activities, group decisions
	Willing to come back – they create community/club projects and activities; apply their knowledge – shows growth, creativity; leadership skills emerge; self-sustainment
	Ask how they'll use this information – “How will you apply in the future?”
	Provide ongoing support to explore subject in other formal/non-formal settings
	Youth can say “when I grow up”
	Talk about the future – college, etc.
	Feedback; applying activity to future goals
Talking beyond classroom; applying and reflecting career discussions; learned about self and likes/dislikes	

**FUTURISTIC**

<b>SPECIAL INTEREST</b>	Long-term outcomes (career choice); planning fundraisers
	Use of evaluation tools for program improvement
	Group members, group decisions
	Moderate/High
	Use of advanced technology materials – gives possibilities of potential careers; be encouraging, hopeful, spark interest; recognition of more advanced or far out ideas
	Repeat activity at home; helping them see how their rule will change as they continue; volunteering for our program; inquiry about programs
	Does the “now what” of experiential
	Planning for future activities; active excitement; seeking information
	Taking their skills and using them in the future; hope
	Hear, see, taste, smell; when I grow up; hear they will come back and see that they do; see them involved in other activities related to the topic
	Willingness to explore new areas; willingness to try new things; feedback

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**ENGAGEMENT**

<b>CAMPING</b>	Campers want to come back; want to share what they did at camp; various ages are working together on project/activity; learning from each other
	Participation in hands-on/experiential learning activities
	Completion of post-activity evaluations
	Involved; other related activities/opportunities; satisfaction/share survey
	Follow-up parent survey; follow-up survey with county staff; youth give ideas for current and future camps
	Smiles; talking back and forth; find new things about self; opportunities; counselor knows something about each counselor; fun
	Find out something new; follow-up survey
	Working on positive outcomes; perseverance
	Active participation and evaluation; people connectedness
	Organize work groups among themselves and assign tasks to get job done; lifelong friends
	Helping plan next year's camp; organize groups among self
	Camp friendships that are built; youth are so engaged in the program that they become promoters of the camp experience; the camp experience helps campers and/or counselors make career choice

**ENGAGEMENT**

<b>CLUB</b>	Initiative; setting priorities; county council
	Club and individual records of activities, participation in hands-on, experiential learning activities
	4-H Club member
	Individual and group choices
	Youth and adult committees; participation in club
	Encouragement with self motivation; teaching workshops
	Take home/involved; other related activities
	Children and adults work together in a fun environment
	Kids working together; everyone participates; kids involved in decision making
	Contributions to committee; interpersonal relations to adults and other youth
	Kids engaged and involved in decision making; kids working together; everyone participating
	Youth committing; making 4-H a priority – staying involved
	Kids are contributing; participating – priority; actively engaged in activity - discussion
	Kids relate to youth committee – contributions, working with adult committees
	Something new when you thought it had all been done; branch off a project area building on what they have done; learn from doing – can evaluate and not afraid to try again
	See laughter/fun; expand goals
Child take charge of something; club being asked to do a community project	
Involved, excited, actively volunteering; grow from mistakes or challenges – self evaluate	

**ESSENTIAL ELEMENTS OF THE 4-H EXPERIENCE  
Indicators Discussion Summary 2003**

**ENGAGEMENT**

<b>SCHOOL ENRICHMENT</b>	Listen; answer questions; ask questions; participate; attentive; leadership
	Participation is hands-on; experiential learning activities
	Classroom student, individual and group choices
	Completion of post-activity evaluations
	Look at things from another's point of view – kids learn, then apply, they have made the connection and take initiative
	Making new friends
	Cooperative learning; role playing; work in teams to present learning; actively involved focused on track, not on listening for next direction
	Working in teams
	All youth are participating
	Kids show up ready to work/play/learn; everyone in the room is involved
	Smiles
	Using all sensory modes; seeing accomplishments; building on acquired skills; desire to participate; they come back; internal motivation

**ENGAGEMENT**

<b>SPECIAL INTEREST</b>	Seek partners outside of 4-H environment; accepting leadership shows engagement
	Participation in hands-on/experiential learning activities
	Group members, individual and group choices
	Completion of post-activity evaluations
	May be self-choice
	See regular attendance – listening/watching
	Participation beyond these groups; good behavior – busy and involved; reluctance for the program to end
	Actively participating
	Engaged in their special interests; enjoying what they are doing, "Funn"
	We will hear the kids building the idea and taking it to the next step; can I do this – say things to parents about continuing learning
	not clock watching; they come back; bringing skills home