



## 4-H Project Proposal Form

Return to the county 4-H YDP staff for approval

4-H Community Club: \_\_\_\_\_

Name of 4-H Volunteer(s) responsible for decision-making concerning the project  
\_\_\_\_\_  
\_\_\_\_\_

Name of proposed project: \_\_\_\_\_

### Summary of Project

Please provide a brief description of the project. Make sure to describe how the project is experiential (see attached experiential learning model and description).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the specific goals of this project?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the focus? (Check all that apply.)

- Citizenship     Leadership     Life Skills

If Life Skills, please indicate which ones (see attached Life Skills Wheel): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe how the project promotes citizenship, leadership, and/or life skills development?

\_\_\_\_\_  
\_\_\_\_\_

Identify what youth need to experience to develop citizenship, leadership, and/or the life skills you are targeting in the project?

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What risks, if any, are associated with this project, and how will those risks be mitigated and/or managed? What skills or training do you have that will help you recognize, mitigate and/or manage risks?

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Is there a service learning activity as part of the project? If so, please describe.

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Identify what the youth is expected to demonstrate after completing the project? How will you know if you reached your goals? \_\_\_\_\_

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What curriculum will you use to teach this project?

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Maximum no. of participants: \_\_\_\_\_ Age Range: \_\_\_\_\_

How will the program be inclusive and accessible to diverse audiences?

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Frequency of project meetings: \_\_\_\_\_

Approximate no. of project meetings per yr. : \_\_\_\_\_ Duration of each meeting: \_\_\_\_\_

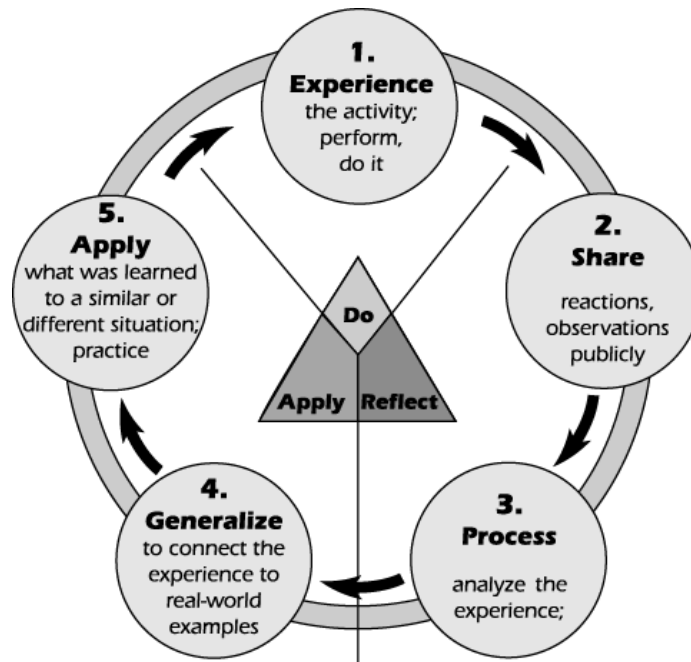
Project Approved  Project Not Approved

4-H YDP Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# EXPERIENTIAL LEARNING CYCLE

4-H promotes youth learning-by-doing and utilizes a methodology called Experiential Learning, which engages learners in an activity that:

- is direct and hands-on.
- uses open-ended questions that invite further discussion and interaction.
- allows participants to discuss the experiences they had doing the activity.
- results in active reflection and discussion of the activity by the participants.
- makes connections between the activity and real-world examples.
- applies the outcomes of the activity to one or more independent situations.



1. **Experience: Do It!** Begin with a concrete experience. This involves doing something with little or no help from the leader. Ask youth to rate an item. For instance, “which product costs more?” Additionally, you can create exhibits, role-play, give a demonstration, problem-solve, or play a game.
2. **Share: What Happened?** Get the group or individual to talk about the experience. Share reactions and observations in the group. Answer the questions: “What did you do?”, “What did you see?”, “Feel?”, “Hear?”, “Taste?”, “What was the most different part of the experience?”, “The easiest part?” Let the group talk freely.
3. **Process: What’s Important?** Discuss, analyze, reflect on, and look at the experience. Youth should talk about how themes, problems and issues are brought out by the experience and how they were addressed. Discuss how questions are created by the activity. Ask more questions! Analyze the experience.
4. **Generalize: So What?** Support youth in finding trends or common lessons in the experience that can be applied to the real world, not just the specific topic. Identify key terms or real-life principles that capture the meaning.
5. **Apply: Now What?** Talk about how the new information can be applied to everyday life now or sometime in the future. Apply what was learned to a similar or different situation. Practice what was learned.

# TARGETING LIFE SKILLS MODEL

