4-H Guided Inquiry

Activity Template Description

Curriculum developers nationwide recognize the value of a standard activity template for developing instructionally sound project books. As noted by Williamson (1995), activity templates are a common tool for framing the learning and facilitating the experiential process consistently. Instructional materials that are systematically designed lead to more intentional adult/child interactions and more predictable learning outcomes. In addition, materials produced consistently increase consumer confidence, provide greater opportunity for adoption, reduce management and production costs, assure quality control, and make it easier for others to be part of the writing process.

**Content Area**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Topic** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Sub Topic** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PAGE 1:

**1. Catchy title** of the activity. You may want to list several possibilities. Some books are broken down into several project areas. If applicable, include the name of the project area too.

**2. Introduction (60 to 80 words).** Background information is provided here; not intended to be shared with learners until after the activity.

**3.** **Opening Questions:** The opening questions follow the background information and introduction as the first step in the activity. It should only contain the opening questions that lead directly to the experience. The background information would then come with the term/concept introduction section and would be introduced after the generalization step in the learning cycle.
**4. Learning Indicators. (Left Hand Sidebar, Page 1)** Profile the activity in these ways:

 **Skill Level.** Choose From:

Beginning - for members with little or no experience in the project area; elementary grade reading level; ages 8-10

 Intermediate - for members with 3-5 years experience in the project area; middle school reading level; ages 11-13

 Advanced; for members with 5 or more years experience with the content; high school reading level; ages 14-18

**Learner Outcomes.** These are stated as measurable gains in knowledge or attitude.

Identify desired results. What do we want learners to know, understand, and be able to do?

**Education Standard(s).**

What National Education Standard(s) is this activity aligned with?

**Success Indicator.** Create a simple statement of 5 to 10 words that describes what the youth does to complete the activity. Start with an action verb. Should indicate the skill to be practiced and the subject matter involved, e.g., “Decides between two alternatives to select a product.”

**Life Skills.** Indicate the general life skill outcome such as “making decisions.”

 **Tags.** Insert keywords that users would use to search
for this activity.

**Time Needed.** Include the time needed to complete the activity.

**Materials List.** Include all materials needed to complete the project. Include optional materials as well.

**5. Resources. (Right Hand Sidebar, Page 1)** Profile extended learning opportunities on the web.

 **Learn More –** provide links to more in-depth learning about the topic (work with eXtension and Land Grant Institutions to provide extended learning opportunities).

 **Virtual Fun –** provide links to video, simulations, and interactive modules (work with eXtension and Land Grant Institutions to provide extended learning opportunities).

PAGE 2:

**6. Experience.** Give directions for the learning episode to take place which may include one or two pre-activity steps which build up to the main activity. Provide a means for the youth to show some aspect of their learning on the page. Include what youth does (completes a chart or checklist, describes an experience, keeps records, etc.)If needed, include a note to fellow authors, reviewers, and the graphic designer.

**7. More Resources (Right Hand Sidebar, Page 2)**

**Did you know? (10-25 words).** Include one or more facts related to the topic that youth would find interesting.

**Glossary words.** The first appearance of these words is bolded in the text and is defined in the narrative or in the sidebar.

**Related Activities.** Link to additional activities that further explores the content or skill. In the web-based format, developers search the Directory of Materials for recommended related activities. Think: What would the learners need to know prior to this activity in order to maximize the learning? What would they do next?

**News.** Provide links to any news item or current event related to the topic. (work with eXtension and Land Grant Institutions to provide extended learning opportunities).

**7. Talking it over.** Create questions for each of the reflection steps of the experiential cycle (Share, Reflect, Generalize, and Apply*) that focus on behavioral skills more than on the content.* Include 1 or 2 questions for each step and, if appropriate, include opening or leading questions. (The youth answers only the *last question* in the group.) Avoid yes, no, and single answer questions. The project helper or parent discusses each question with the youth after the activity is completed. *If several activities reinforce the same skill, some or all of the processing and applications steps may be included after the last activity in the series.* Refer to the experiential cycle as an additional resource.

**a. Share.** Include questions that anyone who does the activity can answer. Share questions should generate data for the process questions. Include questions that ask what was done, how the youth felt, etc. Include some open-ended questions that prompt sharing. Relate the sharing directly to the experience.

**b. Reflect.** Include questions that ask about important aspects of the subject matter content, the experience, and the life skill practiced. Include some open-ended questions that prompt reflection. Relate the reflection directly to the experience.

**c. Generalize.** Include questions that make the experience real for the youth in terms of everyday life experiences. Ask questions about the life skill practiced and the content being addressed. Include some open-ended questions that prompt generalizing. Relate the generalizing directly to the experience.

**d. Term and Concept Discovery** This section provides a general introduction of content/concepts/glossary words. The glossary words are provided as back ground information for the facilitator, but youth need to develop these concepts through their own exploration and define the terms out of their own experience.

 **e. Apply.** Include questions that ask how the life skill and content applies to other likely situations.

**8. Records (if needed).** Includes the layout for logistical records, observation log, journal, experimental data, etc., as an outcome to conducting the project activity.

**9. Answer key (if needed).** Include answers for any puzzles, games, quizzes, etc.

**10. Artwork (optional).** Indicate what drawings, photos, or other artwork is needed for this activity. Include samples if possible. Be specific about exactly what the images should communicate.