**CLOVER Activity – 4-H Positive Youth Development Vetting Rubric**

**INSTRUCTIONS and SCORING:**

Please review the CLOVER Activity using the rubric below. Reference the “Authors Notes” to gain better insight and understanding from the author on the activities intent and or approach of incorporating the various components of the 4-H Positive Youth Development Model, DEI, and Content & Design. “Example narrative” is provided to assist the reviewer in recognizing when different elements have appeared in the activity. Please understand that these are just examples and there are many other ways in which the elements being reviewed could appear in the activity.

Within the 2 Positive Youth Development categories, the following criteria must be met.

* Section II – PYD Developmental Context: All 4 components must be evident in the activity with a score of “Yes” or “Sometimes.”
* Section III – PYD Youth Thriving Indicators: At least 3 (of 7) indicators of thriving must be evident. Authors will indicate in the “Author Notes” section if an element is not applicable. Thriving indicators marked not applicable by the author should not influence your review.

**Activity Information**

**Title of Activity:**

**Author/Editor:**

**Delivery Format:** (Asynchronous, Synchronous, Hybrid)

**Year Published**

**Reviewer Name and Position:**

**SECTION I: Activity Organization**

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|  | **Question and Supporting information** | **Scale** |
| **Activity Organization** | **There are clear Objectives.** *Objectives clearly and simply define what the youth is expected to have learned or achieved by the end of the activity.***Does this activity:*** Include objectives that clearly identify the audience and the knowledge and behavior the learner will achieve.
* Include experiential learning opportunities that align with objectives.
* **Example Objectives:**
	+ “At the end of the activity, learners will be able to compose a hypothesis.”
	+ “Given a diagram of a cows stomach, youth will be able to label the 4 compartments and describe at least one function of each.”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer:  |
| **There are clear Instructions and listed materials.** *Instructions on how to complete the activity and a list of necessary materials are clearly identified.***Does this activity:*** Include materials that are accessible to all audiences, that are free/low-cost, allow for substitutions where applicable, and are age appropriate (i.e., no heat sources used with young audiences).
* Include instructions that are clear, simple, and complete.
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer:  |

**SECTION II: PYD - Developmental Context**

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| **Developmental Context** (All elements must be included) | **The activity supports finding a spark.** *A spark is a passion for a self-identified interest or skill, or a capacity that metaphorically lights a fire in a young person’s life, providing energy, joy, purpose, and direction.***Does this activity:*** Provide opportunities for youth to explore something they care about or are interested in.
* **Example Language:** “What did you enjoy today?” “What sparked your interest/got you excited about the activity?”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |
| **The activity promotes belonging and principles of Program Quality from the 4-H Positive Youth Development Model.** *Feeling of inclusion regardless of gender, ethnicity, sexual orientation, or ability. Youth should have opportunities to share their culture and heritage with others and to forge a positive identity.***Does this activity:*** Allow youth to feel safe, supported, and welcome
* **Example Element:** Intentionally include a “Share it!” element in your activity to encourage the sense of belonging through sharing.How might kids share the content/skills they just learned with their family, friends, or community? Could they explain it to a younger person? Volunteer in some capacity? Help someone solve a problem using this knowledge? Join a community effort?
* **Example Language:** “Grateful you came today” “Glad you are here!” “You are a part of the CLOVER group…” “Find someone you have something in common with…”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |
| **The activity supports developmental relationships.***Developmental Relationships begin by creating a secure attachment between the 4-H member and an adult, reflected in mutual warmth, respect and trust.***Does this activity:*** Promote a positive and supportive relationship with an adult
* **Example Element:** Intentionally include a “Share it!” element in your activity to encourage youth to connect and form developmental relationships with a meaningful adult. How might kids share the content/skills they just learned to encourage engagement with a family member, friend, or community member? Ask an older person about their experience to encourage the formation of a developmental relationship. Encourage youth to volunteer in some capacity? Join a community effort?
* **Example Language**: “Welcome, friend!” “See you all next session” “Ask an adult if you need help.” “If you have been with us before, welcome back!”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |
| **The activity encourages engagement or youth voice.** *Ability to contribute in a meaningful way on subjects of importance to them.***Does this activity:*** Encourage ways to engage, beyond the activity
* **Example Element:**
	+ Intentionally include a “Reflection” element that will ask youth which parts of the lesson were most important to them and why. Help them to connect this to their values. Help them to see that the intersection of skills and values is where they can make a meaningful impact.
	+ Intentionally include a “Share it!” element in your activity to encourage youth to share what they’ve learned with their family, friends, and community.
* **Example Language:** “You decide how to (complete an activity, share findings)…” “Are there ways YOU can think of doing this with another group or in your community?” “Could this activity be changed to make it more meaningful to you?”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |

**SECTION III: PYD – Youth Thriving Indicators**

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| Y**outh Thriving** (Activity applies at least 3 indicators, refer to activity objectives for appropriate alignment) | **The activity supports a Growth Mindset.**  *A growth mindset supports effort in learning over innate ability.***Does this activity:*** Promote youth to continue learning when they might “not yet” understand
* **Example Element:** Include narration, script, or instructions that supports and encourages multiple attempts with the opportunity to review before trying again. "Keep searching!" "Try again!" "Would you like a hint before trying again?"
* **Example Language:** “What can you do to (reach, achieve, learn more, grow)…” “Do you remember how you did this when you first started? You have learned a lot!” “Keep trying, you just haven’t figured it out yet!” “If you’re stuck, who could you ask for help?”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: * This element is not applicable
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| **The activity supports a youths Openness to Challenge & Discovery.** *Thriving youth have the desire and ability to try new things and challenges.*Does the activity:* Activity challenges learning and growth in small but steady steps
* Activity encourages youth to try new things
* Teach youth the importance of a growth mindset, and help them understand that through effort they can get better
* Use the phrase “not yet” to help youth think positively about the effort they are putting into learning a new skill
* **Example Element:**  Intentionally include a “Reflection” element that will help youth think about what they’ve just learned and what they might want to learn more about.
* **Example Language:** “Did you learn something new today?” “This may be a new experience for you…” “How could you have done X differently?” “This may not make sense now, but with practice it will become more clear” "Congratulations! You just finished a difficult task. What would have helped you be more successful the first time around?"
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer:* This element is not applicable
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| **The activity supports Hopeful Purpose.** *Thriving youth have a sense of hope and purpose and see themselves on the way to a happy and successful future.*Does this activity:* Help youth identify their “sparks.” Sparks are a key source of hope and purpose for many youth.
* Actively facilitate the development of a young person’s spark.
* Encourage youth to set meaningful goals and develop plans for achieving them
* Show youth a pathway to the future (careers, community engagement, etc)
* Empower youth voice and show how they can make a difference in the world
* Help youth identify their unique gifts and talents and how they can use them to make the world a better place for others
* **Example Language:** “You can make a difference…” “Which of your talents helped you during the activity?”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer:* This element is not applicable
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| **The activity supports Prosocial Orientation.** *Thriving youth see helping others as a personal responsibility, and live up to the values of respect, responsibility, honesty, kindness, and generosity. Thriving youth care about and give back to their communities.*Does this activity:* Ensure that 4-H programs are welcoming to all, which sets the stage for youth belonging
* Reinforce or set clear pro-social behavior expectations in the 4-H program (i.e., respect, honesty, responsibility, empathy and helping)
* Engage youth in developing a list of positive behaviors that they all agree to promote and practice in 4-H
* Help youth practice taking the perspective of others– especially when there are disagreements
* Recognize, support and encourage kindness and empathy among youth
* Help youth practice generosity to others through regular community service projects and activities
* Help older youth see that they are important role models for younger 4-H members
* **Example Language:** “How could you do this with your community?” “How do you think this impacts others?” “Think about how this activity may look different to your friends and family”
 | YesSometimesNoUnsure |
|  | Supporting Comments for Reviewer:* This element is not applicable
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| **The activity supports Transcendent Awareness.** *Thriving youth are aware of a reality bigger than themselves from which meaning, and purpose are derived. This transcendent awareness shapes everyday thoughts and actions.*Does this activity:* Take time to help youth see the wonder and awe in the world around them. Developing a sense of awe is an important step in self-transcendence.
* Encourage and provide opportunities for youth to volunteer their time serving others.
* Encourage generosity among youth. Doing so helps youth think and act in ways that go beyond the self.
* Encourage youth to think ethically about the decisions and actions they take, helping youth to consider the impact of their actions on others and the greater world.
* Provide opportunities for youth to be out in nature
* **Example Element:** Intentionally include a “Share it!” element to encourage youth to share with their family, friends, and community that what they’re learning about is bigger than themselves.
* **Example language:** “How cool that X is right out your window” “Does your decision impact others?” “How could this discovery help someone else?” “Did you know that X is just a small part of the bigger Y?” “How could this help your community and/or world?” “How is your life similar to X?”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer:* This element is not applicable
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| **The activity supports Positive Emotions.** *Thriving youth are positive and optimistic and can manage emotions in a way that lead to health and well-being.*Does this activity:* Assure youth that their feelings matter, and support their feelings as valid.
* Teach youth that while all feelings are valid, everyone needs to learn to manage their emotions effectively.
* Encourage youth to express their feelings when they try to suppress them.
* Help youth develop reappraisal skills by pointing out other sides to the situation and encouraging perspective taking.
* Have clear expectations for expressing strong emotions appropriately in 4-H.
* Notice youth who struggle with emotional management and guide them toward more positive expression.
* **Example Element:** Encourage youth to intentionally “reflect” on emotions (i.e., journaling, screen check in). Ask youth how they feel about it (Answers may range from happy to nervous to curious.) Custom feedback then addresses their feeling, and the learner can be given reminders/hints/supports along the way.
* **Example Language:** “It’s ok to feel unsure/excited/confused…” “How did x make you feel?” “How do you think your actions made others feel?” “If you begin to feel frustrated, it's okay to take a break. After you've had some time away, come back and start again”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer:* This element is not applicable
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| **The activity supports Goal Setting & Management.** *Thriving youth set goals and persevere in achieving their goals. They also make self-regulatory decisions that lead to better short-term and long-term success.*Does this activity:* Encourage and help youth to set goals for what they want to achieve. Start with modest achievable (short-term) goals that gradually lead to more difficult (long-term) goals.
* Help youth identify steps they will take to achieve their goals.
* When youth struggle, remind them that with focus, determination and effort, their goals are achievable.
* When youth experience roadblocks to their goals, encourage them to reflect on what didn’t work and develop new strategies for achieving the goal.
* Remind youth of the importance of delaying short-term gratification for longer-term goals.
* **Example Element:**
	+ When youth answer a question wrong, include customized answers to encourage another try. In Storyline modules, hints and reminders can be given to the youth to encourage them to figure out what they are not understanding.
	+ Intentionally encourage youth to investigate and Explore: "Now that you've learned ABC, let's investigate and explore XYZ. Do any of these explorations relate to a goal you'd like to set? What would you like to learn more about? What are your research questions?"
* **Example language:** “After completing this activity, what’s one goal you’d like to set?” “If you tried X and it didn’t work, let’s try again. What could you do differently?” “List the steps you need to take to reach your goal”
 | YesSometimesNoUnsure |
|  | Supporting Comments for Reviewer:* This element is not applicable
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**SECTION IV: Diversity, Equity, and Inclusion**

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| **DEI** | **Reviewing with a DEI lens**In the activity…* Do language, images, video, examples, and activities represent all youth (Inclusivity) Sensitive language that may be hurtful or offensive was avoided.
* Accessibility - i.e. on-screen text and visual representation can promote equity by ensuring all learners have access to core content regardless of their ability. (hard-of-hearing, visual impairment)
* Prior knowledge isn’t assumed
* Vocabulary and terms are defined and complex concepts are adequately supported.
* Materials needed are accessible and easy to obtain or are options available for obtaining them
* Activity is written at a low literacy level (4th-8th grade)
* Is there an intentional application of knowledge related to social justice?
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |
| **DEI -** The activity or module promotes the valuing of social, racial, and cultural differences within participants and openness to facilitate discussion of their own cultural backgrounds (e.g. keeping in mind various levels of educational attainment, varying family values/beliefs). Diverse voices of history, theories, and experiences are reflected in or space is provided for in the examples, background, reflection questions, etc. of the activity or module.The activity or module includes space for including multiple socio-economic levels within the examples, background, reflection questions, etc.The activity or module is free of overgeneralizations and stereotypes and avoids assumptions about cultural norms.  | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |
| **Culture -** Activity includes the youth and family’s culture, the 4-H organizational culture, and the culture of the larger learning community.Activity offers opportunity for youth to go beyond in engaging with one's own culture but also to learn about and appreciate different cultures and backgrounds, and celebrate the diversity and differences.Does this activity:* Example language: “Utilize items from your home in this activity that reflect you or your family in some way…”
 | YesSometimesNoUnsure |
| Supporting Comments for Reviewer: |

**SECTION V: Content & Design**

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| **CONTENT & DESIGN** | **Content meets Quality Standards.** *Content is current, relevant to 4-H, researched based, and accurate.* | YesSometimesNoUnsure |
| **Style:** *The overall style of the activity adheres to the design style of CLOVER.* | YesSometimesNoUnsure |
| **Ease of Use:** *The skill needed to complete the activity in its entirety was age appropriate.* | YesSometimesNoUnsure |
| **Images:** *High Quality images were used. Images accurately supported the text of the activity.* | YesSometimesNoUnsure |
| **Language & Readability:***The language was age and content appropriate. Readability of the content was age appropriate and written for the lowest applicable grade. (Flesch Kincaid readability test can be used, but justification can be made for the inclusion of challenging words/language if appropriately defined in the activity)*  | YesSometimesNoUnsure |
| **Navigation:** *It was easy to navigate through the activity. There was natural flow.* | YesSometimesNoUnsure |
| **Fun Factor!**  *The activity promotes youth to actively participate and engage with the content, rather than being a passive recipient of information.* | YesSometimesNoUnsure |