

#365.01 – #365.31 Self-Determined Idea Starters

The Self-Determined Idea Starters and the Self-Determined Project Guide can be found at <https://ohio4h.org/selfdetermined>.

Complete the following guidelines for the Idea Starter projects.

1. Complete all project guidelines as listed in the Self-Determined Project Guide.
2. Neatly create an educational exhibit and/or a 14"W x 22"H poster illustrating and describing some aspect of your project. Your name and club name need to be visible on the front of the display.
3. Bring to Interview Judging:
 - a. Any accumulated materials needed for project.
 - b. Complete Self-Determined Project Guide #365.
 - c. Review of project by an adult.
 - d. Project records. Include pictures, examples of items made, price list, or other records to illustrate what you have learned.
 - e. Educational exhibit or poster.
 - f. Know the 4-H Pledge, 4-H Motto, and 4-H Colors.
4. Exhibit at the fair:
 - a. The educational exhibit from Interview Judging. (Project book **does not** qualify as an exhibit.)

Revised February 2020



THINKING VERBS

REMEMBERING

(KNOWLEDGE)

recall, factual answers

Demonstrate Define
Describe Discover
Duplicate Explain
Identify Label
List Locate
Match Name
Observe Quote
Recall Recite
Recognize Recount
Relate
Remember
Reproduce
Restate
Retrieve
Select
Specify
State
Tell

UNDERSTANDING

(COMPREHENSION)

show understanding

Cite Clarify
Conclude Connect
Convert Demonstrate
Describe Discuss
Estimate Exemplify
Explain Express
Generalize Group
Identify Indicate
Interpret Locate
Paraphrase Relate
Restate
Review
Show
Summarize
Support
Translate
Value
Visualize

APPLYING

(APPLICATION)

use info gained in another situation

Apply Articulate
Assess Calculate
Categorize Code
Collect Construct
Classify Demonstrate
Discover Dramatize
Employ Implement
Inform Instruct
Model Modify
Organize Relate
Sequence
Show
Simulate
Solve
Summarize
Transfer
Translate
Utilize

ANALYZING

(ANALYSIS)

examine in detail, break into parts

Apply Attribute
Categorize Characterize
Classify Compare
Connect Contrast
Correlate Debate
Deconstruct Deduce
Determine Differentiate
Discriminate Dissect
Distinguish Examine
Explore Focus
Identify Integrate
Investigate Isolate
Order Organize
Prioritize Question
Research Relate
Separate Sequence
Specify
Structure
Subdivide
Summarize
Take Apart

EVALUATING

(EVALUATION, CRITICAL THINKING)

Justify, judge, use criteria

Appraise Argue
Assess Check
Conclude Convince
Criticize Critique
Decide Defend
Detect Estimate
Evaluate Experiment
Interpret Infer
Judge Justify
Monitor Predict
Prioritize Rank
Rate
Recommend
Reframe
Revise
Solve
Support
Test
Validate
Verify
Weigh

CREATING

(SYNTHESIS/CREATIVE THINKING)

combine with new situations, ideas

Adapt Alter
Anticipate Blend
Collaborate Combine
Compose Construct
Create Design
Develop Devise
Elaborate Extend
Forecast Formulate
Generate Hypothesize
Imagine Incorporate
Integrate Intervene
Initiate Invent
Modify Negotiate
Plan Predict
Produce Propose
Originate Rearrange
Reconstruct Reinforce
Speculate
Structure
Substitute
Suppose

Self-Determined Question Ideas

Below are *examples* of questions that **may or may not** be asked during Interview Judging. These examples are to help you with your project knowledge as you prepare for Interview Judging.

1. What topic did you select? How did you become interested in this topic? What experiences did you have with this topic prior to this project?
2. Tell me about the interest areas you selected and why.
3. Tell me about the activities you completed for each interest area.
4. What or whom did you find to be the most valuable resource for learning more about your topic? Why?
5. What did you learn that surprised you the most?
6. Discuss a time when something you did or learned changed or challenged what you already knew about this topic.
7. Discuss your leadership and citizenship activities. How did they contribute to your project experience?
8. What was the most difficult part of this project and why?
9. What was the most important thing you learned in this project and why?
10. If you could go back and do one thing differently, what would you do and why?
11. What do you think other 4-H'ers would be interested in knowing about your project?
12. How might you use or apply the information gained in this project in your life?
13. Has this project affected your life or future plans (possible college or career goals) in any way? Explain.
14. What do you still have questions about or what are you wondering now about this topic?
15. If you were going to continue this project, what would you explore next?

March 2019



#365-#365.31 Self-Determined Projects Score Sheet

Project _____

Member Name _____

4-H Age _____ (as of Jan. 1 of current year)

4-H Club Name _____

	0-1	2	3	4	5
Plan Design *Interest Areas (Guidelines require at least three)	Limited or no interest areas are explored.	One area of interest is explored.	Two areas of interest are explored.	Three areas of interest are explored.	Four areas of interest are explored.
*Activities (Guidelines require at least 3 per interest area) (___ Score X2) ____/20	No or few activities planned.	Some activities are developed, but do not fulfill required amount.	Activities meet number criteria, but many of the activities are not developed and/or mostly demonstrate lower levels of thinking.	Activity plans meet requirements and are well developed.	Activity plans exceed requirements. Activities are thoroughly explored and developed. High levels of thinking are evident throughout the project.
Plan Implementation Completion	Many or none of the requirements are completed.	The interest areas and activities are presented but are missing many pieces and parts.	The interest areas and activities are presented with only a few missing pieces and parts.	Plan meets expectations and all areas were completed.	Plan exceeds expectations and all areas are thoughtfully and thoroughly completed.
Content Depth & Complexity	Insufficient or irrelevant information.	Needs more information or more accurate information; limited critical thinking is evident.	Valid content but little depth or elaboration; Some evidence of critical thinking is evident.	Covers topic effectively; well developed; evidence of critical thinking is evident.	Beyond expected level; explores the topic beyond facts and details. Precise data; in-depth; well supported.
Resources (___ Score X2) ____/30	Insufficient or no resources used.	One resource used.	Has evidence of 2 or 3 resources used to gather information.	Has evidence of using 4-5 resources, including literature and people knowledgeable in selected category.	Has evidence of using 6 or more resources, including literature and people knowledgeable in selected category.
Visual Aid (Exhibit OR Poster) (___ Score X2) ____/10	Incomplete or inappropriate; misused.	Minimal visuals; limited application.	Represents project, but more details are needed to represent information learned.	Appropriate in quantity, quality and appearance; appropriately used to support information.	High visual appeal; extensive and varied; enhances and integrates information; skillfully used.

	0-1	2	3	4	5
Presentation (___ Score X2) ____/10	Unable to discuss the activities presented.	Much assistance and prompting are needed for 4-H'er to discuss project. Frequent gaps in understanding are evident. Unable to discuss beyond the activities presented.	Some assistance and prompting are needed for 4-H'er to discuss project. A few gaps in understanding are evident. Unable to discuss beyond the activities presented.	Limited prompting needed to clearly discuss activities completed and what was learned from the project; some evidence is presented that demonstrates the 4-H'er is able to think beyond the activities completed.	4-H'er is prepared and able to discuss plan and activities at length, emphasizing what was completed and what was learned. Able to apply learning to other contexts and reflect by discussing what was challenging, what could be done differently, new questions or areas of interest, etc.
Learning Activities/ Leadership/Citizenship Activities ____/5	One activity is partially complete, or no activities are completed.	One activity is completed.	Two activities are completed but are simplistic and could be expanded to apply more project knowledge.	Activities meet expectations. Two activities are completed that thoughtfully apply project knowledge to help others.	Activities exceed expectations. More than two activities are completed that thoughtfully apply project knowledge to help others.
Visual Appeal <i>Creativity</i> <i>Overall Neatness</i> ____/10	Used others' ideas. Little or no information presented.	Typical or clichéd work; little original thinking. Much attention is needed to make project presentation legible and visually appealing.	Some original thinking is evident. Some parts of project are neatly presented, but more attention to details is needed.	Creative integration; enhances more typical ideas or responses. Most project work is neatly written or typed and presented in an organized manner.	Unique ideas; insightful; fresh perspective; imaginative. Project work is neatly written or typed and presented in an organized manner.
Overall Presentation ____/5	4-H'er does not come to Interview Judging or needs improvement in all areas.	Improvement needed in three or more areas.	Improvement needed in one or two areas.	4-H'er has successfully completed all areas.	4-H'er exceeds expectations in all areas of project.
General 4-H Knowledge and Presentation ____/10	Recites 4-H Motto (2 Points) Recites 4-H Pledge (2 Points) Knows 4-H Colors (1 Point) Overall Presentation (5 Points)				
Total: _____/100 Rating: _____ (G, S, B, or P only) G = Gold S = Silver B = Bronze P = Participation	Comments:				