Learning Goals (a.k.a. objectives): a statement describing what students will learn

Why use learning goals?

- Makes activities intentional
- Focuses your activity on something specific
- Provides structure to an activity
- Tells youth what they will learn from the activity
- Creates a lasting impact on youth
- Shows activity leaders if they were successful

How to write and use a learning goal:

1. Brainstorm terms, concepts and/or skill you'd like youth to learn from the activity. Refer to the activity write up and content standards for ideas.
2. Pick one to three of the most important.
3. Think about how you will know if youth have learning these things. Will they be able to tell you something? Discuss something? Demonstrate or show you something? Make something?
4. Write a one or two sentence statement for each goal. You can use this format. " Youth will [observable verb] [learning content]."

   E.g. Youth will build a vibrobot. Youth will describe the electrical circuit that makes the vibrobot vibrate.

5. Use the learning goal to plan the steps of your activity. Every step of the activity should support the learning goal. Plan discussion questions that help guide students toward the learning goal.

Do, Re lect Apply:

4-H's learning model based on the experiential learning model

Follow these steps to create a memorable and impactful learning experience with youth. Doing the activity and defining terms and concepts occurs in step 1. Steps 2-5, reflecting on and applying the experience (what the youth did) help cement the learning and make it relevant to youth's lives.

Discuss as a group, in small groups, or have youth pair up to share their ideas with each other.
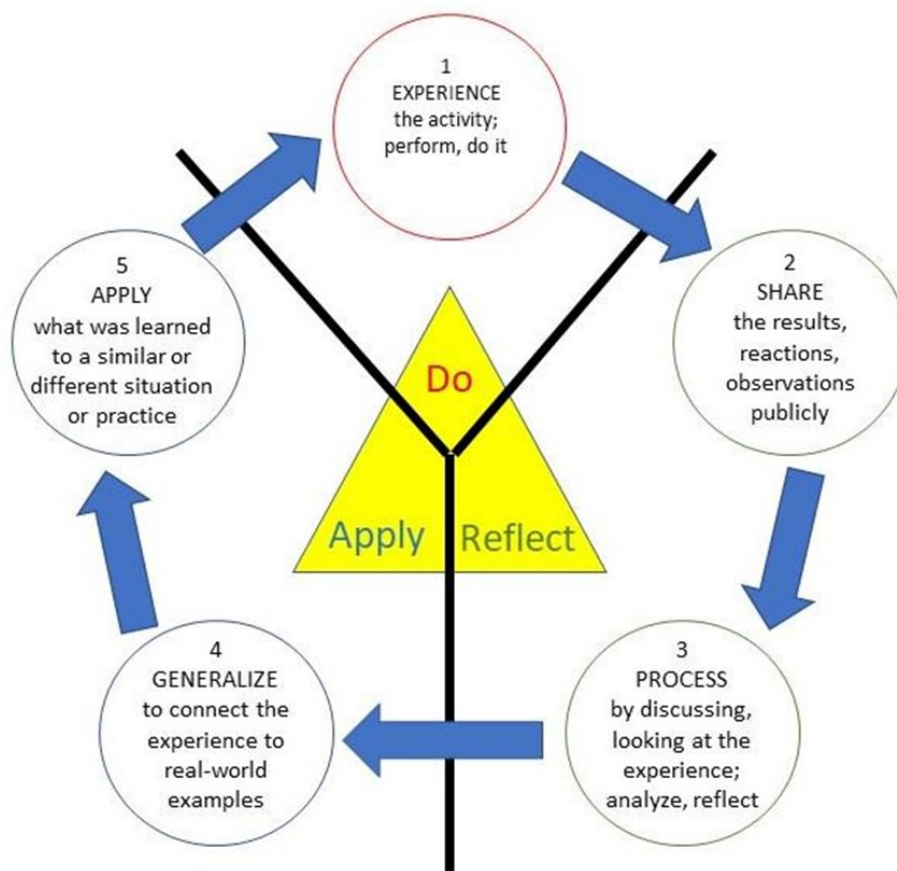
Keith G. Diem's three step "Do, Reflect, Apply" model for working with youth. Source: Diem, K.G. (2001). Learn by doing the 4-H way. New Jersey 4-H Leader Training Series. Rutgers Cooperative Extension.

Based on: Kolb, David A.. *Experiential Learning: Experience as the Source of Learning and Development.* United Kingdom, Prentice-Hall, 1984.