



Session 6: Opportunity for Mastery

Definition

Mastery is building knowledge, skills, and attitudes and then demonstrating the competent use of this knowledge and skills by a proficient practitioner. The level of mastery depends on the developmental ability of the youth. The development of mastery is a process over time.

Application

All youth want to be good at something. Mastery and competence is about developing skills and abilities. The projects and activities in 4-H are the vehicles that we use to help youth develop mastery and competence. It is important to develop competence because youth derive their sense of self-esteem from “feeling good about doing well” (adapted from Ferrari, 2003).

Introduction to the Session

Mastery is building knowledge, skills, and attitudes and then demonstrating the competent use of the knowledge and skills. Youth need to feel and believe they are capable and experience success at solving problems and meeting challenges to develop their self-confidence. Mastery is related to “self-efficacy”. Settings that promote self-efficacy and mastery encourage youth to take risks, seek out challenges, and focus on self-improvement rather than comparing themselves to their peers. The level of mastery depends on the developmental ability of the individual child or youth. See Curriculum Appendix, p.107 for information on how youth develop in four areas (physical, cognitive, language, emotional/social). Knowledge of developmental milestones and competencies will help adult leaders determine the level of activity and what youth are capable of accomplishing at different ages. Keep in mind that no two individuals develop at the same pace, but growth and development tend to progress in predictable stages.

The development of mastery is a process. By exploring 4-H projects and activities, youth master skills to make positive career and life choices. As an adult working with youth, you should provide opportunities for youth to:

- Practice skills until they master them.
- Receive feedback on their accomplishments.
- Be encouraged after successes and failures.
- Receive public recognition for their achievements.
- Participate in activities that are developmentally appropriate.

This Element is present when:

- Members grow in projects that capture their interest.
- Youth eventually assist or mentor others in the same interest area or skill.
- Youth demonstrate what they have learned and the skill they have developed.

Providing sequential activities that require increasingly difficult skills and knowledge gives youth opportunities for mastery in a project area and allows for youth to complete activities that are appropriate for their developmental level. In this session you will explore ages and stages of development and discover how to plan activities that meet the needs of youth.

Ways to support this Element:

- Work with youth to help them establish realistic, challenging and achievable goals.
- Provide opportunities for youth to practice and demonstrate skills to others.
- Allow time for youth to reflect on successes, setbacks, growth, and pride.

- Plan developmentally appropriate activities and accommodate diverse learning styles.
- Ensure that all programs have a step-wise progression of difficulty and challenge.
- Provide numerous opportunities for youth to serve as teachers of others.
- Provide youth with training in how to teach others effectively.

Goal of Lesson

To help adults working with youth learn how to develop activities that are targeted to the age of the youth audience and to provide activities and programs that support mastery and competence.

Objectives

The participants will:

- list common characteristics in the four developmental domains for different age groupings of youth
- develop or modify an activity to provide sequential activities that support mastery of a skill or knowledge

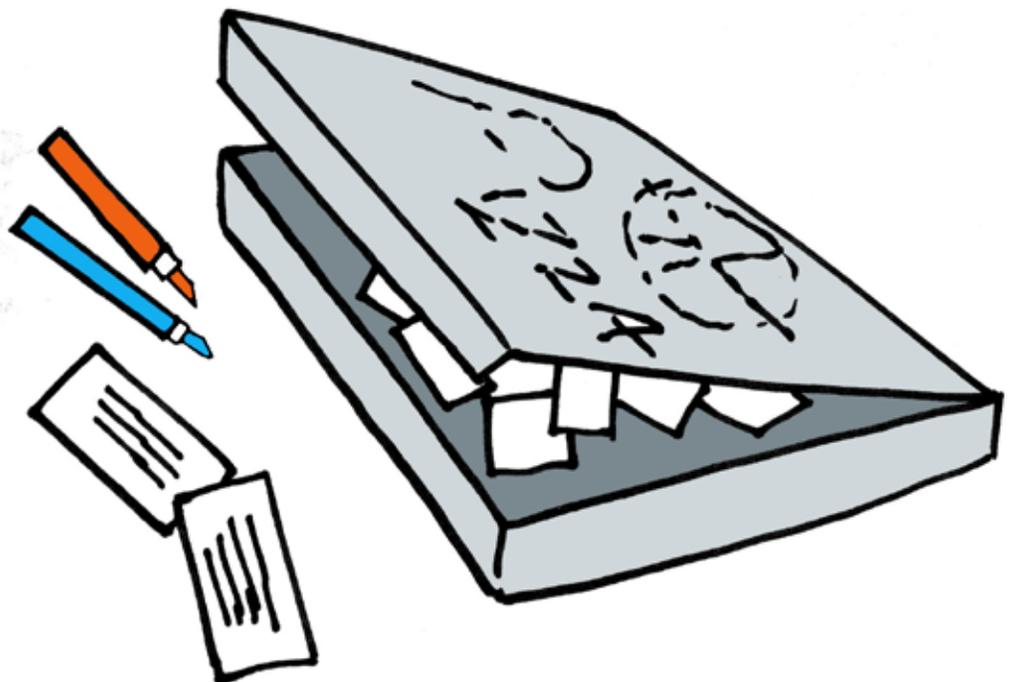
Activities

Putting It All Together

Plain, Pepperoni or Supreme

Materials Needed

- Flip chart paper
- Tape
- Colored markers
- Empty pizza box
- Age Group cards (Duplicate and cut apart.)
- Project Area cards (Duplicate and cut apart.)
- 1 copy per participant of “Ages and Stages” (Curriculum Appendix pp.107-110) or similar Ages and Stages reference





Time to complete lesson: Approximately one hour

Activity One: Putting It All Together

This activity will help adult leaders plan programs and activities that are interesting, fun and appropriate for the developmental level of the 4-H'ers in their group. All youth feel good about doing well. An adult working with youth it is important to use the projects and activities in 4-H as a way to help youth develop mastery and competence. Ask participants to think about a typical youth at age 5 and a typical youth at age 13. Engage participants in a discussion about the two different youth they are visualizing. How are they different physically, socially, emotionally, and intellectually? This activity will help adult leaders to think about the typical characteristics of youth at each stage of development.

Do the activity

1. Divide the group into four groups and have each group select one of the Age Group cards from the empty pizza box. Provide copies of the four Ages and Stages handouts (from Curriculum Appendix, pp.107-110).
2. Each group draws a life-sized picture of a typical youth of the age group selected. Tape flip chart paper together to make the picture life-sized.
3. Encourage the groups to think of creative ways to show the characteristics from each of the developmental areas.
4. Share pictures and discuss the developmental characteristics represented.

Share

- What are the characteristics you represented in your drawing?

Process

- Which of the characteristics depicted in your drawing would influence the type of 4-H projects offered in the group or club?

Generalize

- Are these characteristics typical of all youth in this age category? Why might you see variation?

Apply

- What program, project, activity or practice that you or other adults in your program currently use might need to be modified based on understanding how youth grow and develop?





Activity Two: Plain, Pepperoni and Supreme!

Do the activity

1. Put the Project Area cards into an empty pizza box.
2. Divide into small groups.
3. Each group selects a Project Area card from the pizza box.
4. Identify three activities for the project area that correspond to beginning (plain), intermediate (pepperoni), and advanced (supreme) skill levels of development.
5. Share with the group and process with the discussion questions below.

Share

- Describe the activities that your group developed.

Process

- Why are the activities appropriate for each level of development?

Generalize

- How would you handle youth who have advanced technical skills in a project area but might be less advanced in social and emotional development?

Apply

- How might you incorporate the activities you developed into an existing program in your county or state?
- Mastery requires practice and demonstration of skills. What are some techniques you have used to allow youth to demonstrate competence? Record techniques on a flip chart.
- It is important to recognize youth's accomplishments to contribute to their sense of self-efficacy. What are ways that

you have recognized youth for their important contributions to your program and also for their personal mastery? Record ideas on flipchart.

- What other unique teaching techniques have you used to teach ages and stages to adults working with youth?

Customer Survey

Use the Target evaluation and/or the retrospective evaluation provided to evaluate this session.

Essential Elements Program Checklist

Evaluate your program for evidence of the essential elements of successful, positive youth development programs by referring to the Essential Elements Program Checklist in the Curriculum Appendix on p.103. Explore additional strategies for deliberate and intentional ways to incorporate the essential elements in the Web Appendix at: www.4-h.org/resources/essentialelements.

Digging Deeper

For additional information about child development, download Ages and Stages, Child and Adolescent Development, A Guide for 4-H Leaders at <http://pa4h.cas.psu.edu/102.htm> or see Web Appendix at www.4-h.org/resources/essentialelements.

To learn more about how youth develop their identities, see Web Appendix, at www.4-h.org/resources/essentialelements

References

Ferrari, T. M. (2003). *The key ingredients* [Lesson plan]. (Available from Ohio 4-H Youth Development, 2201 Fred Taylor Dr., Columbus, OH 43210).



**K-3RD
GRADE**

**7TH-9TH
GRADE**

**4TH-6TH
GRADE**

**10TH-12TH
GRADE**

Session 6, Project Area Cards

(Duplicate and cut apart)



CLOTHING & TEXTILES	LEADERSHIP DEVELOPMENT	ENGINEERING
FOOD & NUTRITION/ PHYSICAL ACTIVITY	LIVESTOCK	COMMUNICATION ARTS
HORSES	WOODWORKING	OTHER:
CAMPING	AEROSPACE SCIENCE	OTHER:



SESSION 6—EVALUATION—OPPORTUNITY FOR MASTERY

About Your TRAINING Experiences . . .

We are interested in how you view your experiences with the Training on Essential Elements- Key Ingredients. Please circle the answer that best describes how much you agree with the following statements both AFTER and BEFORE the training.

AFTER THE TRAINING						BEFORE THE TRAINING				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SD	D	N	A	SA	I know that opportunity for mastery is an essential element of positive youth development.	SD	D	N	A	SA
SD	D	N	A	SA	I understand and recall the importance of opportunity for mastery.	SD	D	N	A	SA
SD	D	N	A	SA	I can verbally translate the importance of mastery to volunteers/staff.	SD	D	N	A	SA
SD	D	N	A	SA	I can choose appropriate activities that teach mastery.	SD	D	N	A	SA
SD	D	N	A	SA	I can demonstrate, through hands-on activities, the importance of mastery.	SD	D	N	A	SA
SD	D	N	A	SA	I can examine and identify effective hands-on projects in my youth development work.	SD	D	N	A	SA
SD	D	N	A	SA	I can compare mastery opportunities and know good programs from poor ones.	SD	D	N	A	SA