



## Pulling It All Together Table Host Checklist



During the Pulling It All Together session, we ask that Table Hosts observe their own group. In the left-hand column, you will find the topic areas for evaluation. As the group is working, please put a checkmark in the box that best represents their level of participation in each of the five areas. There is a comment area listed with each topic as well as comment space at the end if you need additional room. Thanks for helping to evaluate this activity!

	None	Moderate	High-Level	Comments/Observations
<b>Knowing &amp; Understanding Self</b>	No mention of individual or team colors. <input type="checkbox"/>	Asked about each others' colors. <input type="checkbox"/>	Asked about each others' colors and used individual colors in working together to plan presentation. <input type="checkbox"/>	
<b>Teamwork</b>	Youth worked independently without consideration for other team members. <input type="checkbox"/>	Youth discussed teamwork and were aware of the value of having all members contribute and work together. <input type="checkbox"/>	Youth looked for ways to engage all members of the team, and worked together to produce a team product. <input type="checkbox"/>	

Prepared by Paula Huff and Dawn Kuelz. 4-H Youth Development Educators. Department of Youth Development, University of Wisconsin-Extension, Cooperative Extension, 6-2009.

(c) 2009 Board of Regents of the University of Wisconsin System, doing business as the Division of Cooperative Extension of the University of Wisconsin-Extension. All rights reserved.

<b>Planning &amp; Organizing</b>	No brainstorming took place. <input type="checkbox"/>	Youth discussed brainstorming techniques. <input type="checkbox"/>	Youth used brainstorming techniques to develop their plan. <input type="checkbox"/>	
	Youth did not set any goals for their project. <input type="checkbox"/>	Youth set some goals for solving their scenario. <input type="checkbox"/>	Youth set up goals and made a list of action steps to reach their goals. <input type="checkbox"/>	
	There was no mention or use of action steps in solving the scenario. <input type="checkbox"/>	Loosely organized steps were used in the solution. <input type="checkbox"/>	Well-organized and detailed action steps were developed during the planning process. <input type="checkbox"/>	
<b>Decision Making</b>	The youth exhibited no real structure to their decision-making process. <input type="checkbox"/>	Youth identified a process for making decisions. <input type="checkbox"/>	Youth identified and used a process for making decisions. <input type="checkbox"/>	
<b>Communication</b>	No discussion on how to speak to other colors. <input type="checkbox"/>	Youth discussed the differences between how colors communicate. <input type="checkbox"/>	Youth discussed how different colors communicate and addressed those unique differences as they were planning. <input type="checkbox"/>	

**Other Comments:**

Prepared by Paula Huff and Dawn Kuelz. 4-H Youth Development Educators. Department of Youth Development, University of Wisconsin-Extension, Cooperative Extension, 6-2009.

(c) 2009 Board of Regents of the University of Wisconsin System, doing business as the Division of Cooperative Extension of the University of Wisconsin-Extension. All rights reserved.