

University of California
Agriculture and Natural Resources
Making a Difference for California



California 4-H Record Book Manual



September 2011

*Head, Heart, Hands, Health
Growing Youth who THRIVE*

University of California
Agriculture and Natural Resources
4-H Youth Development Program



*Making a Difference
for California*

4-H Online Record Book

<http://www.ca4h.org/4hbook/>

The 4-H Youth Development Program (YDP) has a long history of record keeping. The focus reflects the importance of this life skill in our daily lives. In 4-H, young people have tracked their activities, events, profits and losses, skill development and learning experiences, and much more using the iconic 4-H Record Book. In addition to record keeping, the 4-H Record Book gives members an opportunity to reflect on their year, measure their achievements and growth, set goals, and develop plans to meet those goals.

The 4-H Record Book has undergone transformations over the years to ensure that it meets the needs of our 4-H members. Beginning in September 2011, the new 4-H Online Record Book will be unveiled. This newest transformation will re-engage young people through a new, fun, interactive format that offers social networking opportunities for members and volunteers within clubs.



What this means for 4-H Volunteer Leaders - The 4-H Online Record Book:

- provides an accessible platform for data collection which is fun, engaging, and standardized.
- provides opportunities for volunteers to mentor youth on a daily basis in a protected social networking site.
- has built-in reporting systems that will improve staff and volunteer efficiencies.
- has intentional measures of success that will demonstrate the impact that 4-H youth and adults make locally and statewide.

What this means for 4-H Youth Members - The 4-H Online Record Book:

- has extended opportunities to stay connected to other club members and leaders online.
- is a fun and interactive way to log 4-H activities and events and to stay connected to the 4-H program.
- is a more efficient way to keep Record Book information. No more worries about lost pages or misplaced work.
- provides effective 21st century skills. Citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology.
- assists in Star Rankings calculation to minimize any errors and maximize points.

Regards,

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4-H Youth Development Program



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Purpose of Record Books: Positive Youth Development

History

The California 4-H Youth Development Program (YDP) has a long history of record-keeping as an activity by 4-H members. In early 4-H history, Record Books focused on project profit and loss and other activities in agricultural and home economics projects. As 4-H moved from a primarily agricultural focus to encompassing suburban and urban clubs, the Record Book process changed. In the 1980's, the Record Book was reformatted to conform to national achievement (which was then eliminated in the early 1990's) and the core values of the 4-H YDP. In the 21st century, the 4-H Record Book has undergone another transformation to ensure positive outcomes of youth participating in the 4-H YDP.

Practices have been modified to meet the needs of a changing society. In order for the 4-H Record Book process to move youth on a path toward thriving within their communities, it has undergone changes to meet the mission of 4-H YDP.



The Purpose of Record Book:

4-H Record Books serve a variety of purposes in the California 4-H Youth Development Program.

- 4-H Record Books give members an opportunity to reflect on their yearly work. They document their skill development and their learning experiences in a written report. 4-H members measure their achievements and growth in their total years in 4-H.
- 4-H Record Books encourage members to set goals, pursue strategies to meet those goals, and to shift gears in the face of challenges and obstacles. Completion of the Personal Development Report awards 4-H members for participation in 4-H activities, which provides an incentive for participation, learning, and achievement.
- Completing a 4-H Record Book is a process where 4-H members record project and club work. Records management is a competency skill to identify, create, classify, archive, and preserve records. The 4-H Record Book teaches 4-H members these skills through a standard format.
- Record Books promote positive youth development. Youth development is the process through which youth acquire the cognitive, social, and emotional skills and abilities required to navigate life. This development occurs throughout a young person's life. Continued exposure to positive experiences, settings and people, as well as opportunities to gain and refine life skills, supports young people in the development of the 6 Cs: competence, confidence, character, caring, connection, and contribution.

The 4-H Record Book process contributes to positive youth development in several ways:

Thriving in Youth Development

Thriving is a relatively new construct within the field of Positive Youth Development. Until recently, there was little research about thriving, and consequently, the concepts have often been unrecognized, misunderstood or disconnected from on-the-ground practice. Recently, a number of researchers have made significant investments in order to understand the key indicators for thriving, and to ascertain the positive roles of family, school, and community organizations toward growing thriving youth.

In partnership with The Thrive Foundation for Youth, 4-H is actively translating current research in to practical applications through the development of thriving educational materials, volunteer development strategies, and data collection. All of these components are reflected in the 4-H Record Book. 4-H Record Books support this model by helping members to:

- Identify and nurture their spark(s). Sparks are passions and skills that are meaningful and motivating. It's what unleashes your energy and joy, gives your life a purpose and focus, and allows you to make a unique contribution to the world.
- Develop and practice a growth mindset. The effort that members put into completing the Record Book helps strengthen the connections in their brains. A growth mindset includes viewing challenges as opportunities to learn even if it means changing a goal or strategy.
- Practice **GPS** goal management skills. Throughout the 4-H Record Book, members set **Goals**, **Pursue** strategies to reach those goals and **Shift** gears in the face of challenges or obstacles.
- Practice self-reflection skills on indicators of thriving. Members who demonstrate growth in the 6 Cs: competence, confidence, character, caring, connection, and contribution, are on the path to thriving. The 4-H Record Book encourages members to set goals related to the 6 Cs and to reflect on their growth toward thriving.

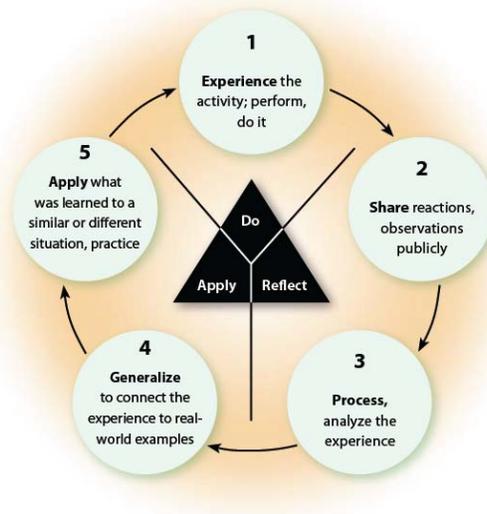
Essential Elements of Youth Development

Research shows that focusing programs on the four essential elements of youth development creates healthy and happy young people, who demonstrate a sense of maturity and civic engagement as adults and become stronger individuals, creating stronger families and better communities. These essential elements include belonging (caring relationships), mastery (constructive learning experiences), independence (leadership opportunities), and generosity (service to communities). 4-H Record Books support each of these by:

- **Belonging:** 4-H members are awarded for their participation in activities, earning symbols of belonging as they continue in 4-H (e.g., stars, achievement pins, etc.).
- **Mastery:** Through competition, 4-H members receive feedback on their participation and record keeping skills so they can improve and grow.
- **Independence:** 4-H members are encouraged to participate in leadership development activities (e.g., Junior and Teen Leader, officers, committee chairs, etc.).
- **Generosity:** 4-H members are provided an incentive to engage in their communities through positive citizenship and community development activities.

Experiential Learning Cycle

4-H utilizes a learn-by-doing model called Experiential Learning which engages youth in hands-on activities. 4-H Record Books can play an important role in this process during the reflection stage. 4-H members share and process their experience by recording what they did and learned at each project meeting on the Annual Project Report. This report helps the 4-H member summarize their activities and learning experiences in their projects.



Learning Strategies

4-H members differ on learning strategies that best shape their ideal learning experience. 4-H volunteer and members must make selections that consider age, developmental stages, and the needs of the group to ensure a positive and enjoyable learning experience.

- **Competitive Learning** – Competitive learning encourages high levels of individual achievement, but also creates many more losers than winners. This can be harmful to youth.
- **Individualistic Learning** – Individualistic learning encourages independence but does not provide participants with any information about their peers. It requires development of standards for youth to work towards. 4-H Record Book competitions may focus on either or both of these types of learning strategies.
- **Cooperative Learning** – Cooperative learning encourages the development of social interaction skills. Group members learn and experience interacting directly with one another. Completing 4-H Record Book forms can be done in a cooperative learning environment. Combined with the experiential learning cycle, group members can reflect on their project work as a group to gain valuable insight from one another.

Age-Appropriate Development

The 4-H YDP is based on the needs and interests of its members. 4-H Record Books must be developmentally appropriate for participants and appropriate for the delivery mode. Expectations of 4-H Record Book completion and standards change as 4-H members become older, more experienced, and are thriving in 4-H, school, and in their community.

- **Primary members** do not complete a 4-H Record Book. Some counties have simple forms specifically designed for 5-to-8 year olds. Primary members are not eligible for 4-H Record Book awards or competition. Primary work is not carried over to the PDR when he/she becomes a regular member.
- **Junior (9 – 10 years old)**
 1. Participation should be limited to cooperative learning activities with limited competition.
 2. Junior members should have frequent meetings with work divided into time-limited units. Meetings and group activities are important. Project lessons should be short.
 3. Junior members should learn about what makes up a community. Learning experiences should involve structured exposure to community work environments.

Ideas for 4-H Record Books:

- Have 4-H members work together on their Annual Project Report, Expression Pages, or My 4-H Story.
- Place a higher emphasis on completing the forms but not on specific formatting guidelines. Do not encourage 4-H Record Book competitions.

➤ **Intermediate (11 – 13 years old)**

1. Participation should include cooperative learning and individual work with limited competition as an evaluation tool.
2. Intermediate members should be encouraged to take an active role in decision-making at the unit level, i.e., committees, officers, and activity planning.
3. Intermediate members should be encouraged to assist the younger members. Tasks may be to notify members of meetings, assist the project volunteers with setup or clean up, taking attendance, or demonstrating skills.
4. Advanced projects should be offered to those who are interested. Talks, discussions, tours, conferences, and group educational activities are appropriate.

Ideas for 4-H Record Books:

- Have 4-H members show younger members how to complete a 4-H Record Book.
- Allow for creativity on 4-H Record Book forms.
- Encourage 4-H members to focus on providing in-depth information on one or two projects, but perhaps not on all of their projects.

➤ **Senior (14 years old and above)**

1. Participation should include individual and team work, with limited competition.
2. Senior members should be encouraged to take an active role in decision making by providing leadership, such as leading projects and serving as committee chairs or officers. They should participate in implementing and evaluating activities.
3. Senior members should be encouraged to identify individual goals, acquire the resources, and do the research to pursue specific interests.
4. Senior members should be encouraged to be role models for younger members and provide leadership at the unit, county, and regional levels. Responsibilities may include teaching, program management, event planning, and/or program promotion.
5. Senior member involvement should expand beyond the local unit level to county functions, community service, and getting others involved.

Ideas for 4-H Record Books:

- Encourage 4-H members to demonstrate their growth in the My 4-H Story, Collection of 4-H Work, and Previous Years' Materials.
- Ask 4-H members to provide detail on what they did and learned on the Annual Project Report and/or Junior and Teen Leadership Development Report.

Process Instructions

Not Required for 4-H Membership

4-H Record Books are a valuable and educational component of the 4-H YDP. 4-H Record Books are not required for membership or for participation in 4-H activities such as club events and activities, or for attending 4-H camps or conferences. The 4-H Record Book process must be based on educational criteria and approved by 4-H staff. Notification of 4-H Record Books requirements must be given to the member at the time of enrollment. A 4-H Record Book may be required to receive participation awards (such as star ranking, medals or pins based on 4-H Record Book achievements). See the 4-H Policy Manual at <http://ucanr.org/sites/UC4-H/Administration/Policies/Chapter13/#VIII>

Verification of the Completion of 4-H Work

Proper signatures are required to confirm the completion of 4-H work. The 4-H Community Club Leader and Project Leaders approve and verify 4-H work undertaken by the 4-H member. Approval, either a digital signature in the Online Record Book or ink signature are required on the following forms:

- The first page/cover of the Personal Development Report: 4-H member, parent, and 4-H Community Club/Unit Leader
- The last page of each Annual Project Report: 4-H member and project leader
- The pre-project and post-project part of each Junior and Teen Leadership Development Report: 4-H member and project leader.

Timeline

Counties set their own 4-H Record Book deadline dates. A 4-H Record Book may only contain information and records from the previous 4-H program year (twelve-month period).

Adult Participation

4-H Record Books must be completed by the 4-H member. This includes completing forms, writing the My 4-H Story, and other records. Adults may assist by guiding, explaining, helping to compile information, and proofreading.

4-H Enrollment

PDR member participation and star rankings transfer from one California county to the next. Former participation in other states can be counted in the California 4-H Record Book Personal Development Form with documentation of activities.

Hours of Participation

4-H members are asked to record the number of hours he/she spends in 4-H meetings, activities, events, planning/organizing, and other 4-H activities in the Personal Development Report and Annual Project Report form. Please round to the nearest whole hour. Do not count hours the member is not spending in a 4-H activity (for example, do not count hours the member is asleep at 4-H camp). While hours are not used to calculate star ranks or other incentive awards, they provide information about the amount of time youth contribute to their own development and to improving the community.

Special Accommodations

The core values of the California 4-H Youth Development Program state that we “appreciate, respect and value diversity through a commitment to inclusion of diverse Californians.”

Accommodations must be made for 4-H members who cannot complete the 4-H Record Book in the usual format. A note detailing the accommodation must be included with the 4-H Record Book. Examples of accommodations may include:

- Having a 4-H member verbally provide the information while a project leader or parent transcribes.
- Having a project leader or parent assist with assembling materials.
- Other accommodations may be arranged with the advice and approval of the 4-H Community Club/Unit Leader and/or County 4-H Office.

Club and County Interpretation of 4-H Record Book Guidelines

Questions may arise as 4-H members are completing a 4-H Record Book. These questions may regard guidelines for formatting and organization, counting activities on the Personal Development Report, and other related areas of the book. The 4-H Record Book is interpreted in the following manner:

1. The **4-H Community Club/Unit Leader (CCL)**, and his or her designee, provide primary support and interpretation of the 4-H Record Book. The CCL approves and verifies 4-H work undertaken by the 4-H member.
2. The County **4-H Incentives and Recognition Committee** (name of this committee varies by county) provides training and interpretation support for the county. The Committee is responsible for providing additional instructions and answering questions from 4-H volunteers and members. The Committee plans county Record Book judging including the evaluation and awards process.
3. The **County 4-H Office** oversees all 4-H educational activities, including the 4-H Record Book. The Office is responsible for ensuring that the 4-H Record Book is an educational part of 4-H YDP activities.
4. **State 4-H Office and Statewide 4-H Incentives & Recognition Advisory Committee** is responsible for developing the forms and instructions for the 4-H Record Book and instructing county 4-H staff and county I & R committee members on their use.

*“Children are one third of our population and all of our future.”
~Select Panel for the Promotion of Child Health, 1981*

Formatting Instructions

The format of 4-H Record Books will depend on whether the 4-H member uses the Online Record Book or paper forms, the 4-H member's age, experiences, and whether he or she is entering the book for competition. While following formatting guidelines is important, the benefits of completing a 4-H Record Book are a positive and important experience.

4-H members completing paper 4-H Record Books at the project and club level may either handwrite or use a computer to record information. 4-H members may handwrite their 4-H story or type it on a computer.

Formatting a 4-H Record Book

These formatting guidelines help judges review 4-H Record Books entered for competition. 4-H Record Books must follow these formatting guidelines, unless otherwise stated, when entered into a 4-H Record Book competition.

Please note that exported forms from the Online Record Book may not conform exactly to these specifications and are still acceptable.

- **Paper:** Use 8 ½" x 11" plain white regular paper for all sections. Pages may be double-sided, except for the My 4-H Story which must be single-sided.
- **Margins:** Use a 1 ½" inside and 1" top, right and bottom margins throughout the book. (If used, page numbers may be outside of these margins.)
- **Typeface:** Books must be handwritten or typed in black ink. If handwritten, text must be written legibly. If typed, font size must be at least 12-point in an easy to read font (e.g. Garamond, Arial, Times New Roman, or Helvetica). Font size may differ for headings and emphasis in text.
- **Spacing:** Text may be single or double spaced (4-H member's preference).
- **Do not exceed page limitations** as specified for each section.
- **Do not use plastic page covers or laminate** any pages.
- **Folder or Binder:** Use an acco type fastener folder or 3-ring binder. The program year, member's name, county, 4-H club, and address must be included on the cover.
- **Tabs and Divider Pages:** Tabs and divider pages help separate sections and improve overall organization. Paper color other than white may be used.
- **Graphics:** Graphics, pictures, and drawings may be included on the title page, table of contents, Expression page(s), and Collection of 4-H Work. Do not use graphics, pictures, or drawings in any other sections or forms.

Organization Overview

A 4-H Record Book contains the following items:

Section 1: Preliminary Information

1. Title page
2. Table of Contents

See section 1 instructions for more information.

Section 2: Personal Development Report

4-H members record activities that they have completed during the year. 4-H members may earn stars based on their participation in 4-H over a number of years. See section 2 instructions for more information.

Section 3: My 4-H Story

Reflection on 4-H work completed. 4-H members have an opportunity to reflect on their achievements, knowledge gained, learning experiences, and project work. See section 3 instructions for more information.

Section 4: Projects

4-H members document their specific project work including meetings attended, profit/loss in their project, and knowledge and skills gained. Place items in the following order for each project:

- Section 4-A: One project report form for every project the member has completed.
- Section 4-A: One expression page for every project (*Optional*).
- Section 4-B: Junior and Teen Leadership Development Report.

Each project should have all materials grouped together (for example, all of the Sheep project forms should be together; all of the woodworking forms together, etc.).

See section 4 instructions for more information.

Section 5: Collection of 4-H Work

These materials support the previous sections in showing growth and experience in 4-H. They may include the following: newspaper clippings, 4-H flyers or brochures, 4-H letters, 4-H photographs. See Section 5 instructions for more information.

Section 6: Previous Years' Records

4-H members include their previous year's records at the back of the book. All records are retained (including photographs).

Section 1: Preliminary Information

Title Page

A title page introduces the 4-H Record Book at the front of the 4-H Record Book. The page includes the member's name, 4-H Club, county, and the program year. The title page may be a color other than white paper, use graphics, photos, and larger text. The title page must not exceed one standard page.

Table of Contents

A table of contents lists the order of the 4-H Record Book sections. Include the titles of the section headers and page numbers. A 4-H Record Book is organized into the following sections.

- Section 2: Personal Development Report
- Section 3: My 4-H Story
- Section 4: Projects. This section includes Annual Project Reports, Expression Pages, and Junior and Teen Leadership Development Reports. Each project may have its own subsection or all of the projects may be contained within one section.
- Section 5: Collection of 4-H Work
- Section 6: Previous Year's Records

“Strive for excellence, not perfection.” ~ H. Jackson Brown Jr.

Section 2: Personal Development Report (PDR) Instructions

4-H members record their participation and activities in 4-H and outside of 4-H for the current 4-H program year on the Personal Development Report. Items cannot be counted in multiple categories (known as “double-counting”). However, if a member participates in multiple activities during one event, those separate activities may be counted and attendance at the event may be counted.

Additional Space

The 4-H member may add or delete additional pages or lines for each category, as needed.

Level of Participation

In categories 2 thru 8, the member must identify the level at which the activity took place.

- **I** = Individual: independent, individual activity, not as part of a group
- **L** = Local club, unit, project, club/project committee
- **C** = County, area/district, multi-club
- **M** = Multi-county, section, or region
- **S** = State
- **N** = National, multi-state
- **G** = Global, international, crossing U.S. boundaries

Star Achievement Ranks

Star Ranks are designed to encourage members to participate in a wide variety of activities over a number of years. Stars provide 4-H members opportunities to accomplish goals. Each star level takes an average of two years to complete. See the second page of the Personal Development Report for more information.

Inside versus Outside of 4-H Activities

Up to two significant activities outside of 4-H are allowed in categories 2 and 4 through 7, while other activities outside of 4-H may be counted in category 8. To record activities in categories 2 and 4 through 7, they must meet the instructions and guidelines for the category.

Items from Previous Years

In some cases, a 4-H member may forget to record an activity on his/her Personal Development Report. The 4-H member may count that item on a future year's PDR if they have sufficient proof of its validity (e.g., a record of their attendance, etc.) and approval of the 4-H Community Club/Unit Leader. In the current PDR, the 4-H member should list the year/date and a short explanation ("forgot to list in 04/05").

1. 4-H Projects Completed*

* Required for a Star Rank

- *Purpose: This category records projects a 4-H member has completed.*
- Only 4-H projects with a completed and signed Annual Project Report may be counted. To receive credit, the project report must be included in the 4-H Record Book.
- A minimum of six hours of project instruction is required to complete a project.
- During the current year, 80% average attendance across all projects is required to receive an achievement rank.

2. 4-H Project Skill Activities

- *Purpose: This category records activities where 4-H members either exhibited their 4-H work or demonstrated their knowledge to an audience and/or judge.*
- **Exhibits** – Report 4-H shows or events and their location where the 4-H member exhibited 4-H work from a 4-H project, committee, or club (such as livestock, clothing, food, pictures, artwork, or other project items). 4-H members may receive credit for the same exhibit presented before new audiences at different events.
 - **Judged Exhibit** – Each separate project judged counts as a credit. Multiple items from one project count as one credit. Projects are defined to be those in which a separate Annual Project Report would be completed. **Showmanship:** A credit is received for each project exhibited. Multiple entries from one project count as one credit. Projects are defined as those in which a separate Annual Project Report would be completed. Showmanship is not counted as a separate credit.
Examples: Fashion Revue, Food Faire, Field Days, County Fair, or State Fair.
 - **Non-Judged Exhibit** – Each show/event counts as one credit (regardless of the number of items/projects exhibited).
Examples of events: Parents' Night, display at the county fair, exhibit for National 4-H Week, display at a shopping mall or public building.
- **Knowledge Contests** – Report participation in any 4-H knowledge bowls, contests or other activities that test a 4-H member's knowledge.
Examples: Horse bowl, Avian bowl, Horticulture Contest, Champion Challenge.
- **Judging Contest** - Report participation in any 4-H judging contest where the 4-H member judged with other 4-H members by a set of standards.
Examples: Judging Day, Livestock Judging Day, Club Judging Contests, Judging Contest.
- **Note:** Youth may not participate as 4-H members nor will their participation be recognized as a 4-H experience in jackpot or prospector shows.

3. 4-H Events Attended

- *Purpose: This category records 4-H events, other than 4-H Club and project meetings, that the 4-H member attended during the year.*
- 4-H events are authorized and publicized functions other than regular club or project meetings. Record events not reported elsewhere. Optional or voluntary 4-H events outside the normal club and/or project expectations may be counted here. Multiple day events count as one credit (e.g., county fair, conferences, etc.).
Examples: Club Holiday Dinner (not at a regular club meeting), Club Invitational, District, County, Sectional, and State Field Days, Achievement Night, California or Washington Focus, State 4-H Leadership Conference, Teen Leader Conference, County Fair Awards

Ceremony, Fashion Revue, Horse Bowl, Equine Play Days and Livestock Clinics, Leadership Training Workshops, Project Training Workshops, and National 4-H Conference.

- **Note:** 4-H members may receive credit for actively participating at an activity during the event (example: giving a presentation; PDR #6) and attending the event (example: attending presentation day; PDR #3).

Example: Attending the County 4-H Presentation Day (#3 Event Attended) and presenting a demonstration (#6 Communication Skill).

4. Leadership Development*

* Required for a Gold or Platinum Star Rank

- *Purpose:* This category records leadership activities undertaken by the 4-H member.
- **Officer** - This includes 4-H offices held at the project, club, county, sectional, or state level.
- **Committee Chairperson** - Report the committee at the club, county, sectional, or state level where the 4-H member served as a Chairperson or Co-Chair. Include 4-H camp counselors or director's positions, Chairperson, or Co-Chair positions.
- **Committee Member** - Report the number of committees at the club, county, sectional, state, and national levels where the 4-H member actively participated as a committee member.

Examples: Club Phone Tree, Fundraising Committee, Club party committee, Clean-up committee, Decorations committee, and County event committee.

- **Note:** 4-H members cannot receive credit for both chairperson and committee member for the same committee.
- **Junior and Teen Leader*** - This refers to the completion of one year as a Junior and Teen Leader. A credit is given for each project the 4-H member led and completed a Junior or Teen Leadership Development report form.

* Required for a Gold or Platinum Star Rank

- **Note:** The duties 4-H members perform as an officer, committee chair or member, or a junior and teen leader are considered part of a position and cannot be counted as separate items for any category on the PDR. *Examples:* giving officer's report, chair or junior/teen leader reports or talks at 4-H project or club meetings, attending separate officers' meetings.
- **Planned a 4-H Group Activity** - An activity is a planned piece of work actively designed, coordinated, or organized by 4-H members, usually on a one-time basis, which benefits other members, volunteers, or community members.
- **Leadership Development Project** – Count participation here as well as additionally counting this as a separate project and filling out a project report form.
- **Served as a Judge** – Where the 4-H member served as a judge for a 4-H activity or contest.

5. Citizenship & Community Service*

* Required for a Star Rank

- *Purpose:* This category records citizenship and community service activities undertaken by the 4-H member.
- Report participation where the 4-H member takes an active part in a planned, publicized, and approved citizenship, service-learning, or community service activity. Count credits by activity or event. Count a re-occurring activity or event each time the activity occurs (e.g., monthly visit to a convalescent home may count each visit).
- Members conducting fundraising activities for personal benefit cannot count the activity under Citizenship/Community Service.

- **Community Service Project** - encompasses any humane act serving the common good; in the interest of the community.
Examples: Canned food drive, visit to convalescent home, beach clean-up, warm coat drives, toy drives, volunteering at a homeless shelter, Project Linus, giving blood.
- **Service Learning Project** – an authentic activity that combines service and learning to address a real community need; allows one to apply learning to a community problem in collaboration with others. It includes structured time for reflection on the service experience.
Examples: storm drain painting where students learn about water issues, a disability awareness program where students raise money for March of Dimes, an environmental field studies program that involves working to protect wetlands.

Citizenship Activities may include the following, provided they are planned, publicized, and approved.

- **Personal Development and Self-Esteem** – *Acquire life skills to become an active responsible member of one’s family, community, state, and nation.*
Examples: conduct a community safety program, participate in a youth group exchange, help to establish year-long goals for a citizenship project.
- **History and Cultural Heritage** – *Develop awareness and understanding of cultures and heritage of one’s family and others.*
Examples: prepare an exhibit on local history/artifacts, organize an international heritage or foods festival, participate in historic event, tour historic sites, participate in an international exchange.
- **Government Studies** – *Develop knowledge of the principles, processes and structures of government.*
Examples: attend a Citizenship Focus conference, write a letter to a Congressperson about 4-H, attend City Council or Board of Supervisors meetings to talk about 4-H, assist with voter registration drives, assist with elections, participate in a mock trial, lead a flag salute at a 4-H event.
- **Environmental Issues** – *Develop awareness and understanding of environmental issues and the human impact.*
Examples: work on a community or beach clean-up, develop an exhibit on conservation, build wildlife habitats, participate in environmental public hearings.
- **Societal Concerns and the Citizen’s Role** – *Develop awareness of societal issues and respond to the needs and rights of others through responsible social action.*
Examples: study local issues and share ideas about solutions, hold a community forum, work with food share programs, visiting convalescent homes and hospitals, identify hunger, land use, pollution or energy issues, help disseminate information, help develop solutions.

6. Communication Skills*

* Required for a Star Rank

- *Purpose: This category records communication activities undertaken by the 4-H member.*
- **4-H Presentations*** - To receive credit each 4-H presentation must be presented before a new audience at a new event. Repeating the 4-H presentation at the same event does not count as two credits. All 4-H presentation types outlined in the State 4-H Presentation Manual are accepted. Giving a practice presentation does not count as a credit (e.g., practicing for family).

* Required for a Star Rank

- **Prepared Talks** relating to 4-H where the 4-H member report informational or educational material before a project group, 4-H Club, County 4-H Council, school, or other community

groups. This does not include officer's reports or committee reports. Talks must be prepared in advance of the meeting or activity and be approved by the Community 4-H Club/Unit Leader.

- **Radio and Television Appearances** - Report appearances as a participant before a radio or TV audience in connection with 4-H. Members must be actively involved for credit.
Examples: Guest speaker on radio, telethons.
- **Newspaper Articles** - Report the number of times the 4-H member wrote and submitted an article connected with 4-H for publication. If article was not published, submit a copy to the 4-H Community Club/Unit Leader and retain the original for your records to receive credit. Do not include articles written about the 4-H member.
Examples: Articles relating to 4-H that the 4-H member wrote and submitted to local papers, school papers, Club Newsletter, County web site.
- **Representing 4-H** – Record activities where the member represented 4-H by communicating with 4-H, school, or community audiences. The member must be clearly identified as a 4-H member.
Note: Members may obtain a credit for appearing in 4-H identification in public only during National 4-H Week.
Examples: Leading the 4-H Pledge, represent 4-H as a room host or hostess, commentator, master/mistress of ceremonies, work at a 4-H information booth.
- **On-Line Communication** – Record activities where the member created or supported a 4-H website or moderated a 4-H email list for a 4-H group or activity.

7. Honors and Recognition

- *Purpose: This category records the significant honors and recognition earned by the 4-H member.*
- Record significant and notable honors, awards and recognition received in 4-H. Do not include ribbons, seals, or certificates on the Personal Development Report. Include these on the Annual Project Report Form. The intent of this category is to award significant honors, not necessary only the single highest honor.
Note: The names and titles of many recognitions vary within the state. Please use the examples provided here only as a guideline.
Examples: Star ranks, County Winner, 100% Club Attendance, Emerald Star, County, Sectional and State Presentation Day Gold Seal, County and State 4-H Record Book Award, 1st Place Share the Fun Skit, 1st place Cultural Arts, 1st place Song Leading, 1st Place Fair Feature Booth, Food Faire Winner, Fashion Revue Winner, Project Proficiency attainment, County All Star, 4-H County or State Ambassador, Golden Clover Award, State 4-H Record Book Winner.
- **In criterion-based (Danish) 4-H competition, the top placement may be counted.** For example: a gold seal may be counted if it is the highest placement in a judging where gold, blue, red, and white seals are awarded.
- **In peer-to-peer (American) 4-H competition, the 1st place of a division and 1st place overall may both be counted.** For example, a 4-H member may count 1st place senior showmanship and 1st place Round Robin. For example, the “Best of” a class may be counted.
Examples: Grand Champion, Reserve Grand Champion, Best of Class, Best of Breed, Best of Division, Best of Show, Director’s Award, 1st place Showmanship (in each division: junior, intermediate, senior), 1st place Herdsmanship Award, 1st place Round Robin.

- **Outside of 4-H Honors and Recognition examples:** Boy or Girl of the Quarter/Year at school, Eagle Scout, Honor Roll, champion sports team, music awards.

8. Lifestyle Activities (4-H and Outside of 4-H)

- *Purpose: This category records lifestyle activities both in and outside of 4-H that the member participated in.*
- Report participation in organized groups or activities such as camps, community or school sports, music, theater and the arts, employment, church, or organizations.
Examples: music or dance lessons, school or science outdoor camp, horseback riding lessons, church choir, organizational memberships.
- **Each organization, group, activity, or sport counts as one credit per 4-H year.**
- 4-H lifestyle activities may count in this category.
Examples: 4-H Camp, 4-H skits or song leading, 4-H drama or sport group.
- Family outings, vacations, taking care of pets, homework, normal school work, and hobbies (e.g., listening to music, skateboarding) are not counted.

“Children are our most valuable natural resource.” ~ Herbert Hoover

Personal Development Report: Participation

| 1. 4-H Projects Completed This Year | | | | |
|--|--|------------------------|-------------------|------------------------|
| Star Requirements: Bronze 2, Silver 4, Gold 8, Platinum 12 | | | | |
| Total Past Years: _____ | | Total This Year: _____ | | Total All Years: _____ |
| <i>During the current year, 80% average attendance across all projects is required for any achievement rank.</i> | | Meetings Held | Meetings Attended | Total Hours |
| Percent Attended | | | | |
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| TOTALS | | | | |
| AVERAGE | | | | |

Include your specific involvement (attended, competed, presented) and the level of participation:
I = Individual, **L** = Local Club/Unit/Project, **C** = County/Area/District,
M = Multi-county/Section, **S** = State, **N** = National/Multi-State, **G** = Global
You may add lines or add a page for each category, if needed.

| 2. 4-H Project Skill Activities | | | | |
|--|-------|------------------------|------------------------------------|------------------------|
| Star Requirements: Bronze 4, Silver 8, Gold 15, Platinum 20 | | | | |
| Total Past Years: _____ | | Total This Year: _____ | | Total All Years: _____ |
| Date | Hours | Level | Activity Title & Brief Description | Location |
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| Project Skill Activities Outside of 4-H (List up to two significant project skill activities) | | | | |
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| Total Number: | | | | |

Personal Development Report: Participation

Include your specific involvement (attended, competed, presented) and the level of participation:
I = Individual, **L** = Local Club/Unit/Project, **C** = County/Area/District,
M = Multi-county/Section, **S** = State, **N** = National/Multi-State, **G** = Global
You may add lines or add a page for each category, if needed.

| 3. 4-H Events Attended | | | | |
|---|-------|------------------------|-------------|------------------------|
| Star Requirements: Bronze 12, Silver 25, Gold 40, Platinum 60 | | | | |
| Total Past Years: _____ | | Total This Year: _____ | | Total All Years: _____ |
| Date | Hours | Level | Event Title | Location |
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| Total Number: | | | | |

| 4. 4-H Leadership Development | | | | |
|--|-------|--|---------------------|------------------------|
| Star Requirements: Bronze 10, Silver 20, Gold 30, Platinum 40 | | | | |
| Total Past Years: _____ | | Total This Year: _____ | | Total All Years: _____ |
| Required: Junior/Teen Leader Development Report | | | | |
| Total Past Years: ____ | | Total This Year: ____ | | Total All Years: ____ |
| Gold = 2 Platinum = 4 | | Met Requirement <input type="checkbox"/> YES <input type="checkbox"/> NO | | |
| Date | Hours | Level | Leadership Activity | Location |
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| Leadership Development Outside of 4-H (<i>List up to two significant leadership activities</i>) | | | | |
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| Total Number: | | | | |

Personal Development Report: Participation

Include your specific involvement (attended, competed, presented, etc.) and the level of participation:
I = Individual, **L** = Local Club/Unit/Project, **C** = County/Area/District,
M = Multi-county/Section, **S** = State, **N** = National/Multi-State, **G** = Global
You may add lines or add a page for each category, if needed.

| 5. 4-H Citizenship & Community Service Star Requirements: Bronze 10, Silver 20, Gold 30, Platinum 40 Total Past Years: _____ Total This Year: _____ Total All Years: _____ | | | | |
|---|-------|-------|----------------------|----------|
| Date | Hours | Level | Citizenship Activity | Location |
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| Citizenship/Community Service Outside of 4-H (<i>List up to two significant citizenship activities</i>) | | | | |
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| Total Number: | | | | |

| 6. 4-H Communication Skills Star Requirements: Bronze 12, Silver 24, Gold 36, Platinum 48 Total Past Years: _____ Total This Year: _____ Total All Years: _____ | | | | |
|---|-------|-------|------------------------|----------|
| Date | Hours | Level | Communication Activity | Location |
| Required: 4-H Presentations Total Past Years: _____ Total This Year: _____ Total All Years: _____ Bronze = 4 Silver = 7 Gold = 10 Platinum = 15 Met Requirement ___YES ___NO | | | | |
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| Communication Development Outside of 4-H (<i>List up to two significant communication activities</i>) | | | | |
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| Total Number: | | | | |

Section 3: My 4-H Story Instructions

On separate sheets of paper, write or type your 4-H story. The 4-H story is an opportunity for you to share your experiences in 4-H. Your story should be a record of all years in 4-H and emphasize your current year in 4-H. Use the page length recommendations outlined below.

- Junior (or first year member): 1 – 2 pages
- Intermediate: 2 – 4 pages
- Senior: 3 – 6 pages

Do not exceed 6 pages.

The following outline may help you in developing your story.

Part 1 - About You.

- How old are you and when did you join 4-H?
- Why did you join 4-H?
- What are your interests and hobbies?
- What are your future and career plans?

Part 2 – 4-H Projects and Activities.

- What projects have you taken? How successful were they?
- What goals did you set and which ones did you reach?
- What would you do differently if you were to try it again?
- What skills have you learned in the program?
- Have your projects grown in size and scope?
- How have you arranged for financing, if needed?
- Were any adults or other 4-H members especially helpful to you? How?

Part 3 – Leadership and Citizenship.

- What do leadership and citizenship mean to you?
- Has 4-H helped you become a better leader and citizen? How? What types of citizenship or leadership projects have you been involved in?
- How have you contributed to 4-H, your community, and your school?
- Describe the most important offices you have held and the committee assignments you have accepted.
- What have you learned from working with other 4-H'ers as a junior or teen leader?

Part 4 – 4-H's Impact on You.

- What kinds of relationships have you had with your 4-H leaders?
- How has your 4-H participation changed how you feel about yourself?
- How has your participation influenced your school and career goals?
- What has being a 4-H member meant to you?

Section 4: Annual Project Report (APR) Instructions

Projects provide the basic framework for 4-H teaching and learning experiences. Projects provide cooperative learning opportunities, a well-documented context for effective learning. Each year 4-H members will participate in at least one project. A project is:

- Planned work in an area that is of interest to the 4-H member.
- Aimed at planned objectives that the 4-H member can attain and measure.
- Guided by a 4-H adult volunteer.
- Summarized by some form of record keeping.

A minimum of six hours of project instruction is required to complete a project. The county 4-H staff must approve all county or unit requirements for project completion.

Completing this Section

This section is used by the 4-H member to document their specific project work. Place items in the following order for each separate project:

1. An Annual Project Report form for every project the member has completed.
2. Expression page (*optional*)
3. Junior/Teen Leadership Development Report

Section 4-A: Annual Project Report Form

In the Learning Experiences box, explain what the 4-H member did, learned, and life skills gained in the project during the year. This includes activities that took place during project meetings, shows, and events. The 4-H member may record items raised, grown or improved, honors and awards, citizenship and leadership activities, and profit/loss related to the project on the second page of the form. The 4-H member may decide to document simulated "money" from the project in the profit/loss box if it is relevant to the project.

Each Annual Project Report form completed and signed by the Project Leader counts as a separate project on the PDR (under #1 Projects Completed).

4-H members may add more lines on the report for additional information. The Annual Project Report may not exceed four pages.

Expression Page (*Optional*)

4-H members may include one Expression page, for each Annual Project Report, on which the 4-H member may be creative. If completed, page must be one side of an 8 ½" x 11" piece of paper. The 4-H member may draw, write, and use his/her imagination!



California 4-H Youth Development Program Annual Project Report

Submit one form per project.

Members may add additional pages if needed for a maximum of four pages per project.

| | | | |
|----------------|--|-------------------------|-------------------|
| Name | | Program Year | |
| Project | | Years in Project | |
| | Number of project meetings held | | % Attended |
| | Number of project meetings attended | | |

| LEARNING EXPERIENCES | | | |
|---|--------------|--------------|--|
| Explain what you did, what you learned, and the skills you gained in the project. <i>Include the level of participation: I = Individual, L = Local Club/Unit/Project, C = County/Area/District, M = Multi-county/Section, S = State, N = National/Multi-State, G = Global</i> | | | |
| Date | Level | Hours | Activity Title Location Learning Experience |
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Project Report Form (Continued)

| Number | List things made, raised, grown, or improved. | List honors or awards earned. |
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| List citizenship activities | List leadership development activities |
|-----------------------------|--|
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| Expenses and Income/Value | | | |
|--|--------|---------|-----------------|
| <i>Summarize, totaling all expenses such as: ingredients, feed, vet supplies/visits, materials, exhibitor's fees, and all income such as: value of finished products, animals sold, exhibit premiums, etc.</i> | | | |
| Item | Number | Expense | Income or Value |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| | | \$ | \$ |
| Totals | | \$ | \$ |
| Total Profit or Loss | | \$ | |

If another member was thinking about taking this project next year, what would you tell him/her about what can be learned in this project?

I have personally prepared this report and believe it to be correct.

4-H Member's Signature: _____ Date: _____

I have personally reviewed this report and believe it to be correct.

4-H Project Leader's Signature: _____ Date: _____

Section 4-B: Junior and Teen Leadership Development Report (JTLDR) Instructions

The 4-H Junior and Teen Leadership experience is designed to provide members with the opportunity to learn about the qualities and competencies needed to be a leader. Leadership is not doing things for the group, it is helping the group decide what needs to be done and how. Junior Leaders provide assistance while Teen Leaders assume more challenging leadership roles. Junior and Teen Leaders may assist with specific projects or with other 4-H activities or events. A 4-H member may be a Junior or Teen Leader for one or more projects during the year. The major duties of a Junior or Teen Leader are (varies by age, experience, and other factors):

1. Work collaboratively with the adult leader to set goals, develop lesson plans, teach skills, and evaluate the activity.
2. Coordinate logistical details such as meeting times, locations, materials and supplies, and expenses with the adult leader.
3. Communicate with the adult leader and members about group expectations, responsibilities, and expected outcomes.

At the beginning of the year, the 4-H member and the adult leader should meet to discuss the project and define each of their roles. The 4-H member should complete the pre-project part of the form. At the end of the year, the 4-H member must complete the post-project part of the form and include the entire form in his/her Record Book to receive credit.

Junior Leaders (Intermediate Members): To become a junior leader, youth must be in grades 6-8, or if home-schooled, must be at least 11 and no more than 13 years old as of December 31 of the program year.

Teen Leaders (Senior Members): To become a teen leader, youth must be in the ninth grade or above, or if home-schooled, must be at least 14 years old as of December 31 of the program year.

Completing the Junior and Teen Leadership Development Report

Each Junior or Teen Leadership Development Report form completed and signed by the Project Leader (or team advisor) counts as a separate credit on the PDR (under #4 Leadership Development). This form may also be completed for the activities specified here: county All Stars; club officers; 4-H State Ambassadors; leadership development project; domestic or international exchange project; or camp counselor.

The 4-H member may add two pages for a total maximum of six pages to answer the questions on the Junior and Teen Leadership Development Report.

Note: There may be cases where the 4-H member is a Junior or Teen Leader for a project but does not actively participate in the project. In this case, the 4-H member will fill out the Junior and Teen Leadership Development Report and not the Annual Project Report. A credit is given in the PDR for a Junior/Teen Leader and not for a project completed.

Junior and Teen Leadership Development Report (Continued)

4. Shift Gears

What are some things that may get in the way of achieving your goals? What can you do to overcome those challenges or obstacles?

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5. What advice would you give other members if they are struggling with a challenging task?

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Approval of Plans

I have personally prepared this report and believe it to be correct.

4-H Member's Signature:

Date:

I have personally reviewed this report and believe it to be correct.

4-H Project Leader's Signature:

Date:

Junior and Teen Leadership Development Report (Continued)

Complete questions six through eight after the project or activity concludes:

| |
|---|
| 6. What were your roles and responsibilities in this project or activity? Did you identify a spark, passion, or interest? What did you do and learn? |
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| 7. What specific leadership skills did you develop? Which of the 6 Cs (confidence, competence, character, caring, connection, contribution) did this project help you to grow? In what way? |
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Junior and Teen Leadership Development Report (Continued)

| 8. How will you use the skills you learned in future 4-H and other activities? |
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| 9. <i>For the Project Leader.</i> Please provide feedback and comments on the 4-H member's leadership role. |
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| Approval of Report | |
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| I have personally prepared this report and believe it to be correct. | |
| Member's Signature: | Date: |
| I have personally reviewed this report and believe it to be correct. | |
| 4-H Project Leader's Signature: | Date: |

Section 5: Collection of 4-H Work

The Collection of 4-H Work acts as a portfolio to support the other sections of the 4-H Record Book. A collection of 4-H work allows the 4-H member to demonstrate some of their activities during the year. The Collection of 4-H Work is limited to 11 pages and follows the standard formatting and paper guidelines except as noted below.

Note: The Online Record Book will allow members to upload additional items; however, when the member compiles their hardcopy Record Book at the end of the year, he/she will need to select items so the Collection of 4-H Work does not exceed 11 pages.

The following items may be included. Items may be compiled in any order.

Newspaper or Newsletter Articles **2 pages maximum**

Limited to two pages, single-sided.

Newspaper or newsletter articles must be written by the 4-H member or about the 4-H member. Articles may not be shingled. They must be firmly attached to the page. Digital copies or printouts from on-line sources are acceptable.

Flyers or Brochures **2 pages maximum**

Limited to two full pages, single or double sided. Double-sided entries are considered one page.

Flyers or brochures must feature the member or must have been created by the member. Brochure may be attached to a standard sheet of paper or included in a page cover.

Letters **2 pages maximum**

Limited to two pages, single-sided.

Letters may either be written by the 4-H member or about the 4-H member. A two page letter is considered two pages and meets the maximum page limitations.

Photographs **5 pages maximum**

Limited to five pages, single-sided.

Photographs should show project work, leadership, and citizenship activities. Captions for each photo should explain what is taking place in the photograph and indicating when and where the photograph was taken. Space used for captions counts as part of the five pages. Pictures may not be shingled. They must be firmly attached to the page (no “flip-ups”). Digital or computerized photos are acceptable. Please use a normal weight paper.

Total: 11 pages maximum

Section 6: Previous Years' Records

The following instructions are for Club and County: 4-H members include their previous year's records at the back of the book, in reverse chronological order. All records are retained (including photographs).

The following instructions are for State Judging only: Materials from all previous years in 4-H must be removed and replaced with a summary of your previous involvement in 4-H (the 4-H member may include all involvement as a 4-H member, including primary). These pages must be placed at the back of the 4-H Record Book and must conform to the standard formatting and page guidelines. Three pages are included. For additional instructions, please see <http://www.ca4h.org/files/120645.doc>.

"Creativity takes courage." - Henri Matisse

Evaluation and Competition

Since the early 1900's, 4-H Record Book competition has been judged annually. Initially, competitions focused on project skill development, primarily in agricultural areas. Now, 4-H Record Book competitions measure members' leadership development, citizenship activities, and personal growth, as well as project proficiency. 4-H Record Books may be judged at the club, county, and state levels. There is no national judging.

The Purpose of Record Book Competitions:

- Provides an incentive to members to record their project work and personal achievement in their 4-H Record Book.
- Members receive feedback and encouragement on their 4-H project skill development, leadership and citizenship development, and record-keeping skills.
- Members are recognized for outstanding 4-H work.

Club Review

4-H Record Books are first reviewed at the local level by 4-H Community Club/Unit Leaders and Project Leaders. Club level review is based on the Danish system where 4-H Record Books are reviewed against a standard. Seals are awarded based on the member's 4-H project work, personal growth, and the book's organization. Through their personal achievements and 4-H participation, members may earn Star Rank recognition.

County Competition

Members may submit their 4-H Record Books for county competition. Books are judged on the member's 4-H work, leadership and citizenship development, and personal growth. County level judging should be based on the Danish system with all books judged against a standard. Judges provide a critique and suggestions for future growth and involvement. Counties may designate awards for 4-H Record Books in specific project categories and age groups based on meeting published standards.

State Judging

Senior 4-H members are eligible to enter state competition. State level competition is focused on recognizing 4-H members who have outstanding 4-H Record Books. Forms, additional instructions, and specific age eligibility may be found at

<http://www.ca4h.org/Resources/Members/RecordBook/RBCompetition/>

Please Note: Modifications made to the forms, formatting, or requirements outlined in this manual or omissions by the member, club, or county are reasons for disqualification. All supplemental and club/county specific forms must be removed. Formatting differences due to the export of forms from the Online Record Book are acceptable.



4-H Record Book Resources

Primary Record Book Webpage

<http://www.ca4h.org/Resources/Members/RecordBook/>

Online Record Book

<http://www.ca4h.org/orb/>

Download 4-H Record Book forms

<http://www.ca4h.org/Resources/Members/RecordBook/RBResources/>

Competition information

<http://www.ca4h.org/Resources/Members/RecordBook/RBCompetition>

Join the 4-H Record Book support group

<http://groups.yahoo.com/group/ca4hrb/>

Questions and comments may be directed to:

California State 4-H Office

University of California, Davis

One Shields Avenue, Davis, CA 95616-8575

530-754-8518 fourhstateofc@ucdavis.edu

*Head, Heart, Hands, Health
Growing Youth who THRIVE*

University of California
Agriculture and Natural Resources

4-H Youth Development Program



*Making a Difference
for California*