

UNIVERSITY OF CALIFORNIA



CITIZENSHIP

LEADERSHIP

LIFE SKILLS

4-H

Youth

DEVELOPMENT

PROGRAM

4-H Record Book Manual

February 2008

Update 6/27/2008 to Primary Member text on page 6.

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Preface

The State 4-H Incentives and Recognition Advisory Committee has worked for four years updating the 4-H Record Book process. This manual is a summary of that work, as well as a year of testing, review and modification. The guiding principles of the committee throughout this process have been:

1. **Youth Development:** Focusing 4-H Record Books on important skills such as record-keeping, reflection, and self-analysis.
2. **Consistency:** Improving consistency of 4-H record-keeping by standardizing record book formats while still allowing for local flexibility.
3. **Ease:** Updating the 4-H Record Book process to construct an easier procedure and using modern tools such as computers.
4. **Evaluation:** Updating evaluation and recognition systems to current 4-H practices, including the use of criterion judging.

The process and formatting of a 4-H Record Book will depend on an individual 4-H member's age, experience, and whether the book will be entered into for competition. Many 4-H members will never enter their 4-H Record Book for competition. The valuable life skills, reflection, goal setting, and growth of a 4-H member are the most important aspect of 4-H Record Books.

Steven Worker
State 4-H Program Representative

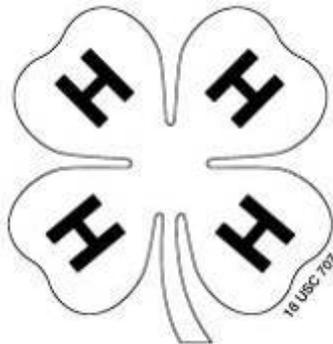
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With thanks to the 4-H members, volunteers and staff on the 4-H Incentives and Recognition Advisory Committee and the Ventura County 4-H Youth Development Program.

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Purpose of Record Books: Positive Youth Development

History

The California 4-H Youth Development Program 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 state level 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 Youth Development Program. In the 21st century, the 4-H Record Book has undergone another transformation to ensure positive outcomes of youth participating in the 4-H Youth Development Program. Practices have been modified to meet the needs of a changing society. In order for the 4-H Record Book process to pilot youth into prepared and engaged partners within their communities, it has undergone changes to meet the mission of 4-H Youth Development.



The Purpose of Record Books:

4-H Record Books serve a variety of purposes in the California 4-H Youth Development Program. While society has changed, the goals of teaching record-keeping to youth remain the same.

- 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 and develop plans to meet those goals. 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 (RM) is an industry-standard practice of identifying, creating, classifying, archiving and preserving records. The 4-H Record Book teaches 4-H members these skills through a standard format.

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, including formal and informal settings such as home, church, school, peer relationships and work experiences. Continued exposure to positive experiences, settings and people, as well as opportunities to gain and refine life skills, supports young people in the acquisition and growth of personal and social assets.

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

1) Essential Elements of Youth Development

Research shows that focusing programs on the four essential elements of youth development creates healthy and happy children, 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:

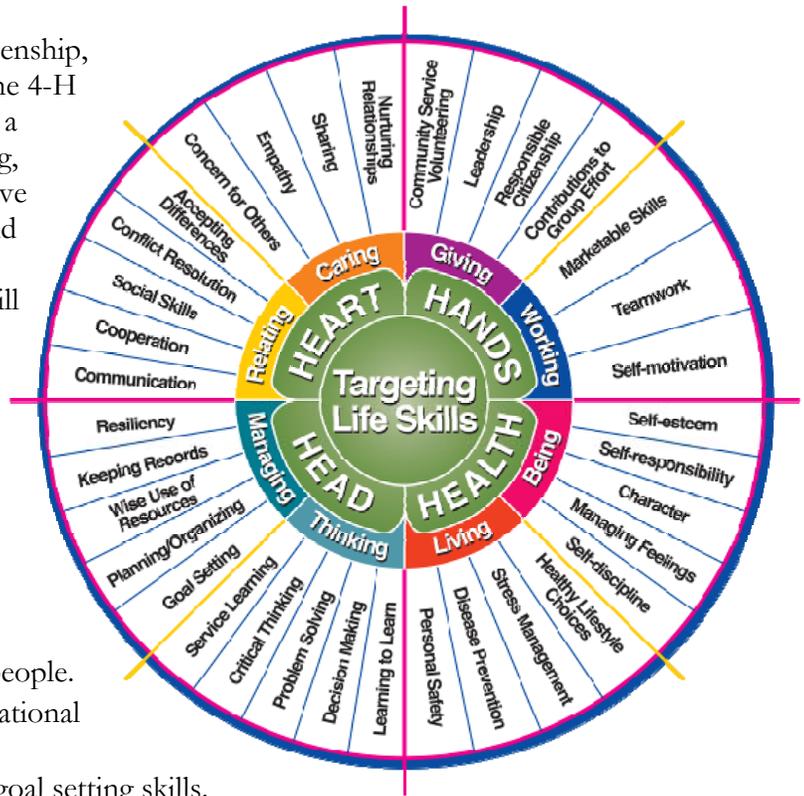
- **Belonging:** 4-H members are awarded for their participation in activities, earning symbols of belonging as they continue in 4-H (e.g. stars, achievement pins, etc.).
- **Mastery:** Through competition, 4-H members receive feedback on their participation and record keeping skills so they can improve 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.

2) Life Skills Focus

Core elements of the 4-H program are Citizenship, Leadership and Life Skills Development. The 4-H Record Book process helps members attain a variety of life skills and focuses on managing, thinking, and relating. 4-H members improve their skills in record keeping, goal setting and communication. Competition serves to critique 4-H members’ feedback on their skill development and provides feedback to improve.

Specifically, in record keeping, 4-H members develop the following life skills:

- Maintaining records of 4-H project and club work, school and community activities.
- Keeping personal and business records.
- Improving communication with other people.
- Learning time management and organizational skills.
- Learning responsibility and developing goal setting skills.

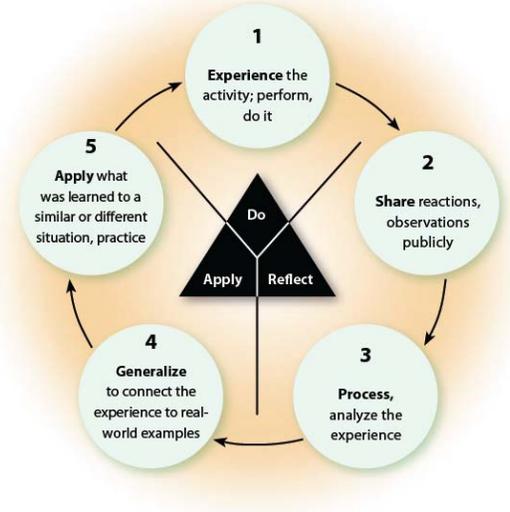


Reference: Iowa State University, “Targeting Life Skills Model.”
Patricia Hendricks, November 1996

3) 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.

Reference: California 4-H Project Leaders Digest (2007)



4) 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. Every member must be responsible for how he or she does as an individual as well as how the group does. Teaching social skills should be a part of the planned activity because they are necessary for the group to succeed. 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.

Reference: California 4-H Project Leaders Digest (2007)

5) Age-Appropriate Development

The 4-H Youth Development Program 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 have gained life skills 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 competition, including 4-H Record Book awards or competition. Primary work is not carried over to the PDR when 4-H'er 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 Stories.
- 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 4-H Story, Collection of Work, and Previous Years' Materials.
- Ask 4-H members to provide detail on what they did and learned on the Annual Project Report Forms.

Reference: California 4-H Policy Manual 403

Process Instructions

4-H Record Books are an educational component of the 4-H Youth Development Program. 4-H Record Books are not required for 4-H 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 county 4-H staff. Notification of 4-H Record Book requirements must be given to the 4-H member at the time of enrollment (ref: 4-H Policy 308.4 I). A 4-H Record Book may be required to receive participation awards (such as star ranking, medals or pins based on Record Book achievements).

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.

Signatures 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 last page 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. 4-H Record Books are due for State Judging in the Fall. 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.

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 & 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 Youth Development activities.
4. **State 4-H Office and Statewide 4-H Incentives** 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. These two entities are responsible for planning the State 4-H Record Book Judging process.

*“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 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 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 for 4-H Record Book Competitions

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:

- **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).
- **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 (left) and 1" top, right and bottom margins throughout the book. (if used, page numbers may be outside of these margins)
- **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 (1 inch maximum). 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
3. For State Judging:
 - a. State 4-H Judging Cover Page
 - b. County Check Sheet

See section 1 instructions for more information.

Section 2: Personal Development Report (PDR)

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.

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).

For State Judging Only: Materials from all previous years in 4-H must be removed and replaced with summary pages.

See Section 6 instructions for more information.

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

For State Judging only:

State 4-H Judging Cover Page

The State 4-H Judging Cover Page must be included with 4-H Record Books entered for State Judging. The Cover Page may not be altered. 4-H Record Books missing the Cover Page will be reason for disqualification.

County Check Sheet

A county check sheet must be included with 4-H Record Books entered for State Judging. A committee, authorized by the County 4-H Office, must complete the checklist and ensure the completeness of the 4-H Record Book. 4-H Record Books missing the Check Sheet will be reason for disqualification.

Both forms are available at <http://www.ca4h.org/4hresource/ir/recordbook/competition.asp>

Section 2: Personal Development Report 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 Personal Development Report is available in three versions: mini-short, short, and long. The 4-H member may also 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"). Each county may modify this policy or add specific instructions.

1. 4-H Projects Completed*

* Required for a Star Rank

- Old PDR Category: S
- *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

- Old PDR Categories: G, P, Z
- *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 is a judged exhibit.
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 (4-H Policy 410.2).

3. 4-H Events Attended

- Old PDR Category: D, E, U, C
- *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

- Old PDR Category: F, J, K, M, T
- *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

- Old PDR Category: Y
- *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. *Optional:* The member may include the number of hours participated for informational purposes.

- 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, and 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, and 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 and help develop solutions.

6. Communication Skills*

* Required for a Star Rank

- Old PDR Category: H, I, L, N, R
- *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, and 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 (CCL) 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 4-H member wrote and submitted to local papers, school papers, Club Newsletter, and the 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, etc.
- **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

- Old PDR Category: O, V, W, X
- *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 the 4-H YD Program. Do not include ribbons, seals, or certificates on the Personal Development Report (PDR). 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. The Community 4-H Club/Unit Leader and/or County 4-H Recognition Committee may create additional guidelines specific to their county.
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)

- Old PDR Category: Q
- *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, etc.) are not counted.

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

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 the 4-H program. 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.

Do not exceed 6 pages.

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

You may upload your 4-H Story on the State 4-H Website to share with others. More information is available at <http://www.ca4h.org/wrp/recordbook/>

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: Project Report 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 YDP 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 life skills wheel may be helpful in identifying the life skills gained in the project. The 4-H member may record items raised, grown or improved, honors and awards, citizenship and leadership activities, and profit/loss 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). County All Stars, 4-H State Ambassadors, members in a Leadership Development Project, and members involved in a domestic or international exchange project may record their participation as a project and fill out an Annual Project Report and/or a Junior and Teen Leadership Development Report signed by the team advisor.

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!

County Supplemental Forms

4-H Clubs and/or Counties may offer project-specific supplemental forms.

Project Report Form (Continued)

Number	List things made, raised, grown, or improved.	List honors or awards earned.

List citizenship activities	List leadership development activities

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 you plan to take this project next year, what would you like to learn?

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 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 pages 1 & 2 of the form. At the end of the year, the 4-H member must complete pages 3 & 4 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). County All Stars, 4-H State Ambassadors, those in a Leadership Development Project, and those involved in a domestic or international exchange project may record their participation as a project and fill out an Annual Project Report and/or a Junior or Teen Leadership Development Report signed by the team advisor.

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)

6. How will you use the skills you learned in future 4-H and other activities?

7. For the Project Leader. Please provide feedback and comments on the 4-H member's leadership role.

Approval of Report	
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.

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

"Creativity takes courage." - Henri Matisse

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. Many 4-H members use a bulleted list or table to summarize their previous experience, but any format is acceptable. If a bulleted list or table is used, please include items in reverse chronological order.

Include in your description for each of the three pages:

- dates you were involved
- role you played in the activity
- size and scope of your project/activity
- accomplishments, alone or working with others
- designate level of participation with the appropriate letter:
 - **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

Page Maximum: Three (3) pages total for all three categories – One page to summarize projects, one page to summarize leadership development, and one page to summarize citizenship development.

Part A: Project Summary

On one sheet of paper, describe all of your 4-H project work and project learning experiences throughout your years in 4-H. Show examples of how your project meets the following:

- Participation in 4-H learning experiences such as demonstrations, talks, exhibits, judging events, field trips, tours, workshops, conferences and camps attended, and activities where you taught others.
- Knowledge and skills gained from working on the 4-H projects or activities. Review your total time in this program; consider goals you have had, and summarize the knowledge and skills gained.
- Size and scope of your 4-H projects or activities. Size means anything that can be expressed in quantity. Select examples that show your growth through 4-H participation. Scope refers to range of operation and growth, over time. Use numbers carefully to show size and depth of growth within this program.

Part B: Leadership Summary

On one sheet of paper, describe all of your 4-H leadership experiences and other significant leadership experiences you have had outside of 4-H, in school or community organizations throughout your total years in 4-H. Show examples of how you have:

- Collaborated with others and served as a role model for other members.
- Identified and understood roles, attitudes, and tasks necessary for effective leadership.
- Worked in a youth-adult partnership.
- Worked as a member of a team at club, county, regional, state and national levels.
- Assumed responsibility for program planning and implementation.
- Served as a Junior or Teen Leader for 4-H projects.

Part C: Citizenship Summary

On one sheet of paper, describe 4-H citizenship and service-learning experiences you have had in 4-H and community organizations throughout your total years in 4-H. Citizenship is defined as acting with informed concern for self and others as an individual or group action. Service-Learning has been defined as a type of experiential education (hands-on) that involves young people in both community service and education. Show examples of how you have:

- Been involved in the planning and action on specific community improvement projects.
- Collaborated with other community resources to identify and develop programs.
- Demonstrated social responsibility.
- How your community has benefited or been improved.
- How you have worked cooperatively with other community programs or agencies.
- What you have learned about the global community.

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

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.

Levels of Competition

Club Level

4-H Record Books are first reviewed at the local level by 4-H Community Club/Unit Leaders and Project Leaders. Club level judging is based on the Danish system where 4-H Record Books are judged 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 Level

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/4hresource/ir/recordbook/competition.asp>

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.

4-H Record Book Resources

Download 4-H Record Book Forms at:
<http://ca4h.org/4hresource/ir/recordbook/>

4-H Record Book Competition Information
<http://www.ca4h.org/4hresource/ir/recordbook/competition.asp>

Join the 4-H Record Book Support Group at:
<http://groups.yahoo.com/group/ca4hrb/>

4-H Youth Development Resources

Essential Elements of Youth Development
<http://www.ca4h.org/4hinfo/proginfo/ydelements.asp>

Citizenship, Leadership and Life Skills
<http://www.ca4h.org/4hinfo/proginfo/lifeskills.asp>

Questions and comments can be directed to:

4-H Incentives and Recognition Advisory Committee
California 4-H Youth Development Program
University of California
DANR Bldg, One Shields Ave
Davis, CA 95616-8575
530-754-8519 phone



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