

4-H Record Book

Manual

2006 Version 2

UNIVERSITY OF CALIFORNIA



CITIZENSHIP

LEADERSHIP

LIFE SKILLS

4-H
Youth
DEVELOPMENT
PROGRAM

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Preface

The Statewide 4-H Incentives and Recognition Advisory Committee has worked for two years gathering input, analyzing data, preparing materials, and developing processes. This booklet is a summary of that work, integrated into one place. The guiding principles of the committee throughout this process have been:

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

This manual revitalizes the way in which we view 4-H Record Books as an integral part of the educational mission of the 4-H Youth Development Program.

Steven Worker
State 4-H Program Representative
July 2006

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PDR modified from the Ventura County Personal Development Report (PDR)

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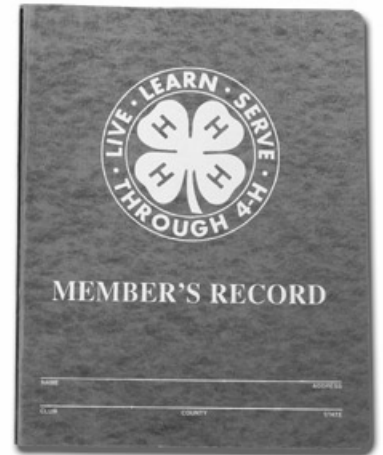
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Record Books - Purpose

The California 4-H Youth Development Program has a long history of record-keeping for 4-H members. In early 4-H history, Record Books focused on project profit and loss and other necessities for agricultural work. As 4-H moved from a primarily agricultural focus to encompassing suburban and urban clubs, the Record Book format changed. In the late 80's, the state level Record Book was reformatted to conform to national achievement (which was then eliminated in the early 90's) and the core values of the 4-H Youth Development Program. However, this left the California 4-H YDP with two different Record Book formats - local and state.

The Statewide 4-H Incentives and Recognition Advisory Committee has combined the local Record Book format (Personal Development Report) and the state level Project Competition format into an integrated California 4-H Record Book system. In the 21st century, practices must transform to meet the needs of a changing society: industrial agricultural practices have moved to computerized systems, and record-keeping has become streamlined. In order for the 4-H Record Book process to pilot youth into prepared and engaged partners within their communities, it needs to become modernized, streamlined, and relevant.



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, so have the goals of 4-H record-keeping. 4-H Record Books allow 4-H members to reflect on their yearly work completed as well as maintain records of project and club work. 4-H members demonstrate growth and measure achievements across their years in 4-H.

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

- Maintaining records of 4-H project and club work and 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

4-H Record Books are an educational component of the 4-H Youth Development Program. They may not be required for 4-H membership nor for participation in 4-H activities such as club events and activities, earning a participation pin, or attending 4-H camps or conferences.

4-H Record Books may be required for some projects to show at county fairs or to receive participation awards (such as star ranking). In many clubs/units, counties and at state, 4-H members receive medals or pins for 4-H Record Book achievements.

Record Books Process

Record Books - Formatting

4-H Record Books must adhere to the following formatting guidelines, unless otherwise stated:

- **Typeface:** Books must be handwritten or typed in black ink. If handwritten, text must be printed legibly. If typed, font size must be 12-point in Garamond, Arial, Times New Roman, or Helvetica. Font size may be larger for headings and emphasis in text.
- **Spacing:** Text must be double-spaced in essay portions and single-spaced on forms.
- **Paper and Margins:** Use 8 ½" x 11" plain white paper for all sections. Pages may be double-sided, except for the My 4-H Story which must be single-sided. Use a 1 ½" inside-hand (left) margin throughout the book.
- **Page Limitations** cannot be exceeded. Overall score will be lowered if page limitations are exceeded.
- **Page Covers:** Plastic page protectors cannot be used.

Graphics

Graphics, pictures, and drawings cannot be included in any section except the title page, My 4-H Story, table of contents, expression page(s), and collection of 4-H work.

Computer-Aided Books

The use of computer processing to complete forms is encouraged. Using spreadsheets and financial software for charts and graphs is allowed, but not scored higher than hand-printed forms.

Timeline

Counties set their own 4-H Record Book deadlines. Record Books are due to state competition in November.

Adult Participation

4-H Record Books must be completed by the 4-H member. This includes filling out forms, writing the My 4-H Story, and other processes. Adults may assist by guiding, explaining, helping to compile information, and proofreading. No parents or relatives may judge in the same competition their child/relative has entered.

4-H Enrollment

PDR member participation values 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

Accommodations must be made for 4-H members who cannot complete the Record Book in the usual format. A note detailing the accommodation must be included with the Record Book. The 4-H Youth Development Program is open to all types of audiences, learning styles and disabilities.

Sections

North - Butte, Glenn, Del Norte, Humboldt, Mendocino, Lake, Colusa, Sutter-Yuba, Placer, Nevada, Plumas-Sierra, Lassen, Tehama, Trinity, Shasta, Modoc, Siskiyou, Inyo-Mono
North Central - Sonoma, Marin, San Mateo, San Francisco, Santa Clara, Alameda, Contra Costa, Solano, Napa, Yolo, Sacramento, San Joaquin, Calaveras, Amador, El Dorado
South Central – Monterey, San Benito, Santa Cruz, Kern, Kings, Tulare, Fresno, Madera, Merced, Mariposa, Stanislaus, Tuolumne
South - San Luis Obispo, Santa Barbara, Ventura, Los Angeles, San Bernardino, Orange, Riverside, San Diego, Imperial

Age-Appropriate Development

Expectations of record book completion and standards change as 4-H members become older, more experienced and have gained life skills in 4-H, school and other endeavors. Outlined below are a few suggestions on age-appropriate expectations for 4-H Record Books. The following age guidelines are as of January 1 of the current year. Primary members have a separate format for Record Books that has been specifically designed for 5-to-8 year olds. Primary members are not eligible for competition, including 4-H Record Book awards or competition.

➤ **Junior (9 – 10 years old; 4-5th grade)**

Junior members enjoy both cooperation and competition, so planning 4-H Record Books as a group project is helpful. Using encouragement and incentives will keep members motivated and recognize them for their accomplishments.

➤ **Intermediate (11 – 13 years old; 6-8th grade)**

Intermediate members can make decisions and take responsibility for planning and evaluating their own work, with adult guidance. Give youth responsibility for group activities, including planning, implementing and evaluating.

➤ **Senior (14 years old and above; 9th grade and above)**

Senior members have a strong desire for status within peer groups along with a need for challenges and problem solving. Use activities where youth search for experiences that will allow them to identify their own philosophies.

Reference: Massachusetts 4-H “Ages and Stages of Youth Development”

Record Book Organization

A 4-H Record Book contains the following items:

➤ Folder

- Use either a three-prong or acco type fastener folder. Do not use a 3-ring binder.
- The member's name, 4-H club and county must be written on the cover.

➤ Tabs *(optional)*

- Tabs and divider pages may help separate sections and improve the overall organization.
- Divider pages should not be decorated. Paper color other than white may be used.

➤ Title page *(optional)* - Contains the member's name, club, county, and program year.

1. Table of Contents *(optional)*

2. State 4-H Judging Cover Page *(For state judging)*

3. Personal Development Report (PDR)

4-H members record their projects and activities in and out of 4-H that they have completed during the year. 4-H members may participate in the 4-H Star Ranking and earn stars based on their participation in 4-H over a number of years. Members must complete one report per year.

4. 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.

5. Projects

4-H members document their specific project work including meetings attended, profit/loss in their project (if applicable), and knowledge and skills gained. Projects must last a minimum of six hours (4-H Policy Manual 404.2).

- One project report form for every project the member has completed or completes.
- Expression page *(optional)* – one page per project on which the member may be creative. If completed, page must be one side of an 8 ½" x 11" piece of paper.
- Jr./Teen Leadership Report.
- County optional project-specific supplemental forms. (These forms must be removed for state judging.)

6. Collection of 4-H Work *(optional)*

These materials support the previous sections in showing growth and experience in 4-H. They may include the following, single-sided:

- Newspaper Clippings *(Limited to two pages written by the 4-H member or about the 4-H member.)*
- 4-H Flyers or Brochures *(Limited to two pages which the member created or is featured. May be double-sided.)*
- 4-H Letters *(Limited to two pages written by the 4-H member or about the 4-H member.)*
- 4-H Photographs *(Limited to five pages. Photo paper may be used. Captions are encouraged.)*

7. Previous Years' Materials

- Materials from all previous years in 4-H YDP must be removed for state judging.
- For State Judging, for youth that have been in 4-H for two or more years, add three pages to summarize previous years in 4-H: 1) project, 2) leadership and 3) citizenship.

My 4-H Story Instructions

On separate sheets of paper, write or type your 4-H story. Tell about your activities and experiences, what you learned, what you would do differently, and how you feel about 4-H. Your story should be a record of all years in 4-H and emphasize your current year in 4-H. Do not exceed 6 pages.

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

The My 4-H Story must be single-sided and use a 1 ½" inside margin and 1" top, bottom, and outside margins.

The following outline may help you in developing your story.

Part 1 Introduce yourself - include your age, interests, parents, brothers and sisters, where you live, where you go to school, when and why you joined 4-H.

Part 2 Tell about your 4-H projects and activities. What goals did you set and which ones did you reach, what have you learned in the program, how has the program grown in size and scope, describe the things you have tried and found successful and some that were not so successful, how have you arranged for financing, indicate profits, losses and savings. Include major learning experiences, special interests and unusual situations you encountered.

Part 3 Explain how 4-H has helped you become a better leader and citizen. Describe the most important offices you have held and the committee assignments you have accepted. Tell about what you have learned from working with other 4-H'ers as a junior and/or teen leader. Explain how you have learned to accept citizenship responsibilities.

Part 4 Describe how 4-H participation has helped you to feel good about yourself, influenced your school and career goals and your use of leisure time. Tell about your future and career plans.

"Creativity takes courage." - Henri Matisse



California 4-H Youth Development Program Personal Development Report



County: _____ Name of 4-H Club/Unit: _____ Program Year: _____ Total Years in 4-H: _____ Name: _____ Birth Date: _____ Gender: ☐ Male ☐ Female Age on January 1: _____ <i>(of the program year the book is submitted)</i> Address: _____ City: _____ State: _____ Zip: _____ Email: _____ Phone: (____) _____	Your picture <i>(optional)</i>
--	---

A minimum completed club & county 4-H Record Book consists of the following items. Please see page 7 for a full explanation of organization, including optional components.

1. Folder
2. Personal Development Report (PDR)
3. My 4-H Story
4. Projects - One project report form for every project the member completed

Club/Unit Meetings Attended This Year During the current year, 80% attendance is required for any achievement rank <i>Do not include project meetings.</i>	Meetings Held	Meetings Attended	Percent Attended

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.	
Parent/Guardian Signature _____	Date / /
4-H Club/Unit Leader's Signature _____	Date / /

4-H Star Ranking

Record what you accomplished during the year. To qualify for any of the achievement rank awards, you must attend 80 percent of both the local club and the project meetings held during the year. To obtain any of the ranks, you must complete the asterisked (*) categories as a part of your total effort.

Bronze Star: Complete at least 5 of the 8 categories listed.

Silver Star: Complete at least 6 of the 8 categories listed.

Gold Star: Complete at least 7 of the 8 categories listed.

Platinum Star: Complete at least 7 of the 8 categories listed.

Star Ranks are designed to encourage members to participate in a wide variety of activities over a number of years. The bronze, silver, gold, and platinum stars build on past achievements.

Categories of Participation <i>Transfer credits from previous years to the column headed "Total From Past Years."</i>	Total Past Years	Total This Year	Total All Years	Number of Different Categories Required			
				Bronze 5 Required	Silver 6 Required	Gold 7 Required	Platinum 7 Required
1. 4-H Projects Completed				2*	4*	8*	12*
2. 4-H Project/Skill Activities				4	8	15	20
3. 4-H Events Attended				12	25	40	60
4. Leadership Development Junior or Teen Leader				10 (0)	20 (0)	30* (2*)	40* (4*)
5. Citizenship/ Community Service				10*	20*	30*	40*
6. Communication Skills				12*	24*	36*	48*
7. Honors and Recognition				5	10	15	20
8. Lifestyle Activities				10	20	30	40

* Required for Star Rank

() Numbers contained within parenthesis are included in the total category number (not an extra requirement).

Star Rank

4-H Member must be currently enrolled in the 4-H Youth Development Program.

Present Rank: _____None _____Bronze _____Silver _____Gold _____Platinum

Rank Applying for: _____None _____Bronze _____Silver _____Gold _____Platinum

Approved_____ Not Approved_____

Club Leader's Signature

Date

Personal Development Report: 4-H Member Participation – Page 3/6

1. 4-H Projects Completed This Year		Meetings Held	Meetings Attended	Percent Attended
During the current year, 80% average attendance for all projects is required for any achievement rank. Star Requirements: Bronze 2, Silver 4, Gold 8, Platinum 12				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
TOTALS				
AVERAGE				

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.

2. 4-H Project/Skill Activities Star Requirements: Bronze 4, Silver 8, Gold 15, Platinum 20			
Date	Level	List type of activity	Location
Total Number:			

Personal Development Report: 4-H Member Participation – Page 4/6

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.

3. 4-H Events Attended

Star Requirements: Bronze 12, Silver 25, Gold 40, Platinum 60

Date	Level	List type of activity	Location
Total Number:			

4. 4-H Leadership Development

Star Requirements: Bronze 10, Silver 20, Gold 30, Platinum 40

*** Required: Served as a Junior/Teen Leader**
Gold = 2 Platinum = 4

Met Requirement

YES _____ NO _____

Date	Level	Type of leadership activity	Location
Leadership Development Outside of 4-H <i>(List up to two significant leadership activities)</i>			
Total Number:			

Personal Development Report: 4-H Member Participation – Page 5/6

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

[illegible]

Citizenship/Community Service Outside of 4-H *(List up to two significant citizenship activities)*

Total Number:

(Total numbers of activities are counted for the Star Rank.)

6. 4-H Communication Skills

Star Requirements: Bronze 12, Silver 24, Gold 36, Platinum 48

[illegible]

Communication Development Outside of 4-H (*List up to two significant communication activities*)

Total Number:

Personal Development Report: 4-H Member Participation – Page 6/6

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.

7. 4-H Honors/Recognition

Star Requirements: Bronze 5, Silver 10, Gold 15, Platinum 20

[illegible]

Honors and Recognition Outside of 4-H (*List up to two significant honors*)

Total Number:

8. Lifestyle Activities

Star Requirements: Bronze 10, Silver 20, Gold 30, Platinum 40

[illegible]

Total Number:

Personal Development Report Instructions

The member participation section helps record activities that a 4-H member participates in during his/her year. Items cannot be counted in multiple categories (e.g. double-counting). However, if a member participates in multiple activities during one event, those separate activities may be counted and attendance at the event counted. *Up to two significant activities outside of 4-H are allowed in categories 4 through 7, while other activities outside of 4-H may be counted in category 8.*

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. The examples outlined below are from a wide range of counties, but may not be present in every county.

1. 4-H Projects Completed*

* Required for a Star Rank

- Old PDR Category: S
- Only 4-H projects with a completed and signed “Annual Project Report” may be counted.
- During the current year, 80% average attendance for all projects is required for any achievement rank.
- To receive credit, the project report must be included in your 4-H Record Book.

2. 4-H Project/Skill Activities

- Old PDR Categories: G, P, Z
- Record activities that enhanced the member’s learning experience in his/her current 4-H projects.
- **Judging Contest** - Report participation in any judging contest where you judged with other 4-H members by a set of standards.
Examples: Judging Day, Livestock Judging Day, Sectional 4-H Field Day, Club Judging Contests.
- **Exhibits** - Report each project you exhibited and where you exhibited it (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).
 - **Non-Judged Exhibit** – Each show/event counts as one credit (regardless of the number of items/projects exhibited).
 - Examples of events: Parents’ Night, Fashion Revue, Food Faire, County Fair, State Fair, or Open Shows in a 4-H division, Exhibit for National 4-H Week.
- Note: Youth may not participate as 4-H members nor will their participation be recognized as a 4-H experience in jackpot/prospector show. (4-H Policy 410.2)

3. 4-H Events Attended

- Old PDR Category: D, E, U, C
- 4-H events are authorized and publicized functions other than regular club or project meetings. Record events not reported elsewhere. Optional/voluntary 4-H events outside the normal club and/or project expectations may be counted here.
- Examples: Club Holiday Dinner (not at a regular club meeting), Club Invitationals, District, County, Sectional, and State Field Days, 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.

4. Leadership Development

- Old PDR Category: F, J, K, M, T
- **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 you served as a Chairperson or Co-Chair. Include 4-H camp counselors or director's positions, All Star and State Ambassador Activities Chairperson or Co-Chair positions.
- **Committee Member** - Report the number of committees at the club, county, sectional, state, and national levels where you actively participated as a committee member. Include All Star and State Ambassador Activities performed as a committee member.
Examples: Club Phone Tree, Fundraising Committee, Club party committee, Clean up committee, Decorations committee, and County event committee.
Note: You cannot receive credit for chairperson and committee member simultaneously for the same committee.
- **Junior Leader or Teen Leader*** - This refers to the completion of one year as a Junior or Teen Leader. A credit is given for each project you led and completed a report form.
* Required for a Star Rank

Note: The duties you perform as an officer, committee chair or member or a junior and teen leader are considered part of your position and cannot be counted as separate items on the PDR.

- **Planned 4-H Group Activity** - An activity is a planned piece of work undertaken by 4-H members usually on a one-time basis, which benefits other 4-H members or volunteers.
- **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 you served as a judge for a 4-H activity or contest.

5. Citizenship/Community Service*

* Required for a Star Rank

Report your participation where you take an active part in a planned and 4-H publicized citizenship, service-learning or community service activity. Count credits by activity/event and include the number of hours you participated for informational purposes. Count a re-occurring activity/event as one credit (e.g. monthly visit to a convalescent home).

- Old PDR Category: Y

Citizenship Activities in the following areas

- 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 your club, serve on local volunteer bureau
- 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 your Congressperson about 4-H, attend City Council or Board of Supervisors meetings to talk about 4-H, voter registration drives, assist with elections, participate in a mock trial, lead a flag salute.
- 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.

- **Community Service Project** - encompasses any humane act serving the common good; in the interest of the community.

Examples: Can food drive, visit to convalescent home, beach clean-up.

- **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.

6. Communication Skills*

* Required for a Star Rank

- Old PDR Category: H, I, L, N, R
- Record major communication activities.
- **Presentations** - To receive credit each presentation must be presented before a new audience. All presentation types outlined in the State 4-H Presentation Manual are accepted. Giving a practice presentation does not count as a credit (e.g. giving a practice to family).
- **Prepared Talks** relating to 4-H or your 4-H project where you report informational or educational material before your project group, 4-H Club, County 4-H Council, school or other community groups. This does not include officer's reports or committee reports. Must be prepared in advance of the meeting/activity and last at least several minutes.
- **Radio and Television Appearances** - Report appearances as a participant before a radio or TV audience in connection with 4-H.
Examples: Guest speaker on radio, and telethons.
- **Newspaper Articles** - Report the number of times you wrote and submitted an article connected with 4-H for publication. If article was not published, submit a copy to your club leader and retain the original for your records to receive credit. Do not include articles written about you.
Examples: Articles relating to 4-H that you wrote and submitted to local papers, school papers, Club Newsletter, and the County web site.
- **Represented 4-H in another way** - Include all personal appearances in connection with 4-H work not reported elsewhere.
Examples: Master/Mistress of Ceremonies, Commentator, 4-H Pledge at County, Sectional, or State events, 4-H informational booth, Presentation Day judge, room hosts or hostess at 4-H events, and any other events where you represented 4-H.
- **New Technology** - Web site creation or support on a club, county, sectional, state, or national level.

7. Honors and Recognition

- Old PDR Category: O, V, W, X
- Record significant and notable honors, awards and recognition received. Do not include ribbons, seals, or certificates on the Personal Development Report (PDR). Write these on your Annual Project Report Form. Only the highest awards are listed in this category.
Examples: Star ranks, County Winner, 100% Club Attendance, Emerald Star, Best of Class, Best of Show, Best of Breed, Director's Award, County or Sectional Presentation Day Gold Seal, Record Book Award, 1st Place Share the Fun Skit, 1st Place Fair Feature Booth, 1st Place Herdsmanship Award, 1st Place Round Robin, Animal Showmanship Medalist, Project Proficiency attainment, All Star, 4-H State Ambassador.

8. Lifestyle Activities

- Old PDR Category: Q
- Report your participation in school or other organization camp, community or school sports, music, theater and the arts, employment, church, organizations or groups. One credit per sport may be counted (e.g. "Soccer" and "Volleyball" are two credits. "Soccer" and "Soccer" is one.)
Example: music or dance lessons, school or science outdoor camp, horseback riding lessons, church choir, or organizational memberships.
Each organization counts as one credit per 4-H year.
- Report other 4-H participation. Examples: Song leading, Share the Fun, Cultural Arts

"Children are our most valuable natural resource." ~ Herbert Hoover

California 4-H Youth Development Program Annual Project Report



Submit one form per project. Members may use either the short version or the long version of this form, along with one Expression page (optional). No additional pages will be allowed.

Name		Program Year	
Project		Years in Project	

LEARNING EXPERIENCES

[illegible]

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	/ /

Project Report Form (Continued) – Size and Scope of Project

Number	Things made, raised, grown, or improved	Honors or awards in this project:

Expenses and Income/Value

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.

Item/Project	No.	Expense	Income OR Value
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		Total	Total
		\$	\$
Total Profit or Loss		\$	

Will you take this project next year? _____ Why? _____
If you answered “Yes,” What would you like to learn next year? _____

Expression Page *(optional)*

One page per project on which the member may be creative. If completed, page must be one side of an 8 1/2” x 11” piece of paper. Draw, write, and use your imagination!



California 4-H Youth Development Program Junior and Teen Leadership Report

Submit one form per project for which you were Junior or Teen Leader.

Add no more than 2 additional pages, if needed, to answer all of the questions.



The 4-H Leadership project 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. These are the major duties of a Junior or Teen Leader (to vary by age, experience, and other factors):

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

At the beginning of the year, the Junior/Teen Leader and the Project Leader should meet to discuss the project and define each of their roles. At the end of the year, the Junior/Teen Leader should complete this report and include it in his/her Record Book.

Name of 4-H Club/Unit: _____

Program Year: _____

Name: _____

☐ Junior Leader (Intermediate members)

☐ Teen Leader (Senior members)

Project/Activity: _____

Years in this project: _____

Years as a Jr/Tn Leader: _____

Project Leader's Name: _____

Number of Members: _____

1. Briefly describe the overall project and project goals (in 150 words or less).

Junior and Teen Leadership Report (Continued)

2. Describe your role and responsibilities as the Junior/Teen Leader in this project. What was your purpose and what did you do?

3. What leadership skills did you develop as a Junior/Teen Leader?

Junior and Teen Leadership Report (Continued)

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

5. *For the Project Leader:* Please provide feedback and comments to the Jr/Teen Leader.

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 / /

Previous Years' Materials

Materials from all previous years in 4-H YDP must be removed and replaced with these three pages summarizing previous year's involvement of 4-H. These three pages must be placed at the back of the 4-H Record Book. The pages must be single-sided and use a 1 ½" inside margin and 1" top, bottom, and outside margins. Text may be single-spaced. Many 4-H members use a bulleted list or table to summarize their previous experience, but any format is acceptable.

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 efforts, accomplishments, alone or working with others, designate level of participation with the appropriate letter: *I* = Individual, *L* = Local Club/Unit/Project, *C* = County/Area/District, *M* = Multi-county/Section, *S* = State, *N* = National/Multi-State, *G* = Global

Project Summary

On one sheet of paper, in chronological order, 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, and judging events; field trips taken; and tours, workshops, conferences and camps attended, and activities where you are teaching others.
- Knowledge and skills gained from working on the 4-H project or activity. Review your total time in this program; consider goals you have had, and summarize the knowledge and skills you have gained.
- Size and scope of your 4-H project or activity area. 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.

Leadership Summary

On one sheet of paper, in chronological order, 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. Try to show examples of the ways you have:

- Collaborated with others and served as a role model for other members. Empowered others to act.
- 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.

Citizenship Summary

On one sheet of paper, in chronological order, 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. Try to show examples of the ways you have:

- Involvement in the planning and action on specific community improvement projects.
- Collaboration with other community resources to identify and develop programs.
- Demonstrated social responsibility and learning to respect and respond to the needs of others.
- 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.

4-H Record Book Evaluation and Competition

Since the early 1900's, 4-H Record Book competition has been conducted annually. Initially, competitions focused on project skill development, primarily in agricultural areas. In recent years, 4-H Record Book competition has measured a 4-H member's 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. In their 4-H Record Books, members demonstrate life skills development in communication, record-keeping, goal setting, organizational skills and personal responsibility.

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 have a permanent record of their 4-H work.
- 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 (*optional*)

4-H Record Books are first reviewed at the local level by 4-H Community Club 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 earn Star Rank recognition.

County Level (*optional*)

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.

Senior members with 4-H Record Books displaying outstanding work and achievement may enter their 4-H Record Book at state level judging. No prior club or county awards for their 4-H Record Book are required; however a county check sheet must be completed.

State Judging

Senior 4-H members (at least 14 years of age by January 1 of the program year for which the book is being entered) are eligible to enter state competition. A cover page and associated materials must be included before the book is submitted to state judging. All 4-H work up to the end of the county program year should be included (check with your county on the specific date).

State level competition is focused on recognizing 4-H members who have outstanding 4-H Record Books and who have made a contribution to the 4-H Youth Development Program.

A State Medalist is awarded to members who have demonstrated personal growth in their leadership, citizenship and life skills development. At the state competition, the first round of judging will determine the books that receive a minimum of 90 points. 4-H Record Books receiving at least 90 points shall be declared "State Medalists." The second round of judging will determine "State Winners" based on available award funds for the year (i.e. if \$10,000 is available, there may be up to 20 State Winners).

All 4-H members entering a record book at State competitions will receive constructive feedback

- State Merit Recognition members receive a certificate.
- State Medalists receive a certificate and lapel pin.
- State Winners receive a certificate, lapel pin and \$500 cash award.

4-H members are eligible to be declared a State Winner a maximum of two times. There is no restriction on the number of times a 4-H member may be declared a State Medalist. 4-H members who were previous winners in the State Project Competition are eligible to compete again. This new process is effective as of the 2006-2007 program year.

Instructions for State Judging

Senior 4-H members (at least 14 years of age as of January 1 of the current program year) are eligible for state judging.

The following materials must be included for the 4-H Record Book to be considered:

1. State 4-H Judging Cover Page
2. County Check Sheet (included on the left-hand side of the folder)
3. Previous Years' Material three summary pages (and past years' materials removed)

Please Note: No modifications made to the forms, formatting or requirements outlined in this manual will be accepted at state judging. Any modifications by the member, club or county will result in a disqualified book. All supplemental and club/county specific forms must be removed.

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



California 4-H Youth Development Program State Judging Cover Page

Complete this form if your book is entered in state competition.



County: _____

Program Year: _____

Name: _____

Total Years in 4-H: _____

Gender: ☐ Male ☐ Female

Birthdate: _____

Address: _____

Age on January 1: _____

City: _____

State: _____ Zip: _____

Phone: _____

Email: _____

Name of 4-H Club/Unit: _____

4-H Enrollment Status *(check all that apply):*

- | | | |
|--|--|---|
| ☐ Club | ☐ Special Interest/Short-Term | ☐ Overnight Camping |
| ☐ School Enrichment | ☐ Individual Study | ☐ School-aged Child Care |

Previous 4-H Record Book State Winner (not including the State 4-H Project Competition)

Year: _____ Year: _____

This application is an honest reflection of my work. I understand that copies of applications become the property of the California 4-H Youth Development Program and may be used for public relations.

Signature 4-H Member: _____ Date: _____

I reviewed this application and believe it to be correct. This member is enrolled in 4-H YDP.

County 4-H YDP Staff Signature: _____ Date: _____

After recommendation by a state judging committee, this member is commended for their 4-H work.

State 4-H YDP Staff Signature: _____ Date: _____



California 4-H Youth Development Program

State 4-H Record Book Judging

County Check Sheet



*NOTE: Attach ORIGINAL check sheet to inside front cover of 4-H Record Book.
A committee, authorized by the County 4-H Office, must complete this checklist and ensure
the completeness of the 4-H Record Book before it is submitted to State Judging.*

Name _____ County _____

Program Year: Starting Month & Year _____ Ending Month & Year _____

Age: Birthdate: _____ Age on January 1, 2007: _____ (must be at least 14 years old)

The Book must meet the following criteria before being submitted to State Judging:

- ☐ 4-H member meets the age criteria
- ☐ 4-H member is currently enrolled in the county 4-H Youth Development Program
- ☐ **Folder:** Label on upper right-hand corner of front cover: 1) Name, 2) County, 3) Address.
- ☐ **Correct formatting:** handwritten or 12 point font typewritten in Garamond, Arial, Times New Roman or Helvetica in black ink.
 - ☐ 1 1/2" inside (left) margin.
 - ☐ Page limitations not exceeded.
 - ☐ No page covers.
- ☐ State 4-H Judging Cover Page completed and with proper signatures
- ☐ Personal Development Report completed and with proper signatures
- ☐ My 4-H Story written and no more than 6 pages, single-sided included.
- ☐ **Projects:**
 - ☐ An Annual Project Report Form for each project completed
 - ☐ A Junior/Teen Leadership Report for each Junior/Teen Leadership reported
 - ☐ County Supplemental forms removed
- ☐ **Collection of 4-H Work**
 - ☐ No more than 2 pages of Newspaper clippings (single-sided), 2 pages of letters (single-sided), 2 pages of flyers/brochures and 5 pages of photographs (single-sided)
- ☐ **Previous Years' Materials** removed and three summary pages included.

We have reviewed this 4-H Record Book and confirm that it meets the guidelines stated in the 4-H Record Book Manual and the criteria stated above. *Note: One 4-H YDP Staff may sign here or a committee of the Volunteer Management Organization / County 4-H Council.*

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

Name: _____ Signature: _____ Date: _____

4-H Record Book Evaluation

Name: _____ Date of Evaluation: _____ ☐ Club ☐ County

County: _____ Program Year: _____ ☐ State

Evaluate the member on the following criteria as demonstrated through his/her 4-H Record Book. Use the member's PDR, 4-H Story, Projects and Collection of 4-H work in your evaluation. *Please remember – You are primarily evaluating the member's participation through the Record Book, not the presentation and style.*

Presentation and Layout

The 4-H Record Book is formatted correctly. Yes No

[illegible]

“Some Perspectives on the Art of Judging”

Ken Willmarth, Stanislaus County 4-H Youth Development Advisor

1. Recognizing Excellence

The closest things there are to standards by which to judge Record Books are the core values of record keeping. In this case, excellence can be the scope, depth and intensity with which the member pursues those objectives. This can be measured by quantitative assessment; for example, the number of actual examples of activities in pursuit of those objectives. Qualitative assessment is more challenging. One common method of doing this is to look at verbs that describe the nature of the member's participation. Look for evidence of:

vision	carefulness	goal setting
thoroughness	planning	judgement
initiative	creativity	research
cooperation	responsibility	inclusiveness
organization	decision making	delegation
growth	completion	resourcefulness
evaluation	application of learning	

2. Process vs. Results

Members may achieve an enormous amount even if they don't reach a stated goal. Their “success” is measured through the processes they follow and the qualities they exhibit more than in their results. However, if good process is engaged, good results will be the general expectation.

3. Working with Imperfect Evidence

There is no question but that judges must be astute detectives, and there is no question but that detective work is fraught with danger. In order to minimize false assumptions, judges must be cautious, dialogue fully, and give the benefit of the doubt. Errors in judgment will occur, and at times will be due to deception in the record. However, in support of the process that enables our 4-H honor system to work, we accept the record at face value as an honest representation of the member's work. We must trust in order to foster trustworthiness.

4. Record Book Form vs. Content

A neat, complete, properly assembled, easy-to-read Record Book is a pleasure to work with. If a lot of skill and creativity are evident in the presentation of the information, the Record Book can truly be a work of art. However, though these may reveal much about the member, including ability and achievement, they are not necessarily an accurate reflection of the member's achievement. Be careful not to let form detract from content.

5. 4-H is Learn-by-Doing for Everyone

Formally judging another's performance is a huge responsibility. We accept that it can never be done perfectly. Still, judges strive always to make decisions that are honest and fair, both to the person being evaluated and to the organization, including all other members. The judgement given is both a final evaluation and a beginning point for additional growth. Along with the members whose records they are evaluating, this exercise offers judges the opportunity to make their own best better. To the extent that we achieve this goal, judging is educational, developmental, and immensely rewarding for everyone involved.

“How to Write Helpful Comments”

Fern Vacca, Ventura County 4-H Volunteer Leader

Each 4-H member has devoted time and energy in preparing his or her 4-H Record Book and deserves feedback on what he has learned and accomplished in 4-H and in activities outside of 4-H. Members also want to know ways to expand their projects, develop leadership skills and citizenship activities to make it an even stronger record. Members carefully read judges' comments.

Write positive comments about what the member has achieved and learned. **Be specific** so the member knows you have read the application. **Personalize your comments** and avoid generalizations. If competition was very close, let the 4-H member know that the committee had a very difficult time ranking the applications.

Include specific suggestions on ways the member can expand his or her project, develop leadership and citizenship skills, and increase awareness of 4-H in the community. **Challenge the member.** Conclude your comments with a positive statement so the member will be motivated to continue 4-H work and submit another 4-H Record Book.

Instead of this...	try this....
Excellent records. You can be proud! (This is fine, but tell why)	Your educational display on USDA quality grades for market animals at Food Faire was an excellent way to relate your Beef and Food-Nutrition projects.
Expand your Food-Nutrition skills in community service.	Have you done comparison shopping in your Food-nutrition project? This information would be good to share with consumer groups and also be an excellent project for members in your teen group.
It was difficult to find information on size and scope in your project.	Consider using a chart to summarize your financial statement to clearly see what you have accomplished in your project.
You show excellent skills in citizenship.	We were impressed with your work with 250 Migrant children in the After School Program. The children benefited from your knowledge and expertise in Creative Arts and Crafts.
Continue more leadership activities.	If a member is in his last year of 4-H, suggest that he continue to develop leadership skills as an adult leader.
Expand citizenship activities in your community.	Your citizenship project skills are commendable. Other youth groups, such as Boys and Girls' Club or Scouts, would benefit from hearing your presentation on Voter Responsibility.
Your leadership in your project was outstanding.	Your work at the Youth Community Outreach Program, sharing your knowledge and skills in your Rabbit project was outstanding.

Words to avoid...	Try these...
Can't, don't, won't, never, always, wrong, no, should, must	Consider, suggest, possible, how about, may, another way, next time, have you thought, have you tried

These are only some ideas to help you write positive comments. You can expand and use your own creative ideas.

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Download 4-H Record Book Forms at:

<http://ca4h.org/4hresource/ir/recordbook/>

4-H Record Book Frequently Asked Questions

<http://ca4h.org/4hresource/ir/recordbook/faq.asp>

Other Statewide Incentives and Recognition are available!

Scholarships and Awards

<http://ca4h.org/4hresource/ir>

4-H Golden Clover Awards

<http://ca4h.org/4hresource/ir/goldenclover/>

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 Hopkins Road

Davis, CA 95616-8575

530-754-8519 phone

530-754-8541 fax

4-H Incentives and Recognition Advisory Committee

<http://ca4h.org/council/i-r>



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