91950

University of Idaho Extension

4-H Project Record Book

(Complete one record book for each project)

Year _____

Project _____

Years in Project (including this year) _____

Age Level (check one)

- ☐ Junior (8-11)
- ☐ Intermediate (12-14)
- ☐ Senior (15-19)

Name _____ **County** _____

Date of Birth (MM/DD/YY) _____ **Age** (as of January 1st) _____

4-H Club _____

I declare that the information in this book is correct and all 4-H requirements have been completed, to the best of my knowledge.

MEMBER'S SIGNATURE _____

LEADER'S SIGNATURE _____

PARENT'S SIGNATURE _____

To enrich education through diversity the University of Idaho is an equal opportunity\affirmative action employer and educational institution.

Ethical Expectations of 4-H Participants

All participants within the 4-H Program (Extension staff, volunteers, parents, members, etc.) are expected to conduct themselves in an ethical manner at all times. Ethics are principles of accepted behavior that outline how individuals should act; it deals with the ability to tell right from wrong and being committed to do what is right. While some situations may occur where there is not a "clear cut" answer to whether the action or practice is ethical, an ethical alternative always exists. Using the Six Pillars of Character (established by the Josephson Institute) listed below can help guide you in making good ethical decisions.

The Six Pillars of Character

Trustworthiness – Be honest. Don't deceive, cheat or steal. Be reliable – do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal – stand by your family, friends and country.

Respect – Treat others with respect. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults & disagreements.

Responsibility – Do what you are supposed to do. Persevere: keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act – consider the consequences.

Fairness – Play by the rules. Take turns and share. Be open-minded; listen to others. Don't take advantage of others. Don't blame others carelessly.

Caring – Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

Citizenship – Do your share to make your school and community better. Cooperate. Get involved in community affairs. Stay informed; vote. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment.

* Use this acronym to help you remember that people with good character are **terrific**: **(TRRFCC)**

Ethics is an important part of everyday life. If you choose to act unethically or allow others around you to do so, you not only tarnish your reputation but also discredit your family, club and the 4-H program; no prize or award is worth this in the long run. Remember, only one person ultimately controls the decisions you make – that is you. As a 4-H participant, we trust you will make ethical choices not only within the program, but in everyday life, too.

Project Goals

(To be completed at the first meeting or at the beginning of the year)

In the space provided on the next page, Junior members must record at least 1 project goal (Intermediates – at least 2 goals, Seniors – at least 3 goals). For each goal listed, members must record at least three "To Do" items that would help them to accomplish that goal. If you have more than 5 goals, insert additional copies of this page as needed.

For example, a Intermediate member taking a leadership project might write:

> Goal 1: *Learn about different leadership styles*
>
> To Do List: *1) Read about famous leaders of the past, 2) Visit with local community leaders about leadership styles, 3) Write to elected officials about the topic.*
>
> Goal 2: *Develop my public speaking ability*
>
> To Do List: *1) Join a Toastmaster group, 2) Enter a public speaking contest, 3) Give a speech to my class.*

Identifying goals and how you are going to reach those goals is important in helping you become more skilled and knowledgeable about your project. Personal goals are statements that indicate what you want to achieve or improve on. You might begin by asking yourself "What do I want to accomplish this year by taking this project?" Answering that question will help you identify your annual personal goal(s). Once you decide on a goal, then you need to plan a "To Do" list. You might think of this "To Do" list as things you can learn or do to help you reach that specific goal.

Project Goals

Minimum number of project goals to be completed: Juniors – 1, Intermediates – 2, Seniors – 3

Goal 1: _____

List at least 3 “To Do” items to help you reach this goal:

Goal 2: _____

List at least 3 “To Do” items to help you reach this goal:

Goal 3 _____

List at least 3 “To Do” items to help you reach this goal:

Goal 4 _____

List at least 3 “To Do” items to help you reach this goal:

Goal 5 _____

List at least 3 “To Do” items to help you reach this goal:

My Presentation

Title: _____

What type of presentation did you do? (check one)

☐ Demonstration ☐ Illustrated Talk ☐ Public Speech

Materials Used (posters, animals, models, etc.)

Where and when was it given? _____

How many were in the audience? _____

What was the content of the presentation?

Project Information and Activity Log

This section is designed for members to record project related information that is not recorded anywhere else in this record book. On this page you need to 1) describe what you did and what you learned at your club or project meetings, 2) record other project-related activities and requirements you completed during the year as a group or even at home on your own, AND/**OR** 3) record information about your exhibit.

Date	Meeting, Field trip, at home or other event.	What did you learn or do?
Examples April 3	*Sport fishing project meeting*	*Learned how to tie knots. Learned about different kinds of live baits.*
5/1	*Fishing trip with project group*	*Learned how to rig a fishing pole to fish for steelhead while fishing from a river bank.*
7-13-04	*At home with my dad*	*Built a fishing rod from a kit.*

Project Information and Activity Log (continued)

Date	Meeting, Field trip, at home or other event.	What did you learn or do?

Expense Record

List any tools, equipment or supplies purchased for use with your project this year.

Date	Paid To	Description	Amount
		Total Expenses (or Balance to Carry Forward, if needed)	

Expense Record (continued)

Date	Paid To	Description	Amount
		Balance Carried Forward (from page 7)	
		Total Expenses	

Income Record

If applicable, list any project equipment or related items you sold during this project year.

Date	Purchased by	Description	Amount
		Total Income	

How Did You Do?

Take a look back at the goals you listed at the beginning of the year. How did you do? List your goals below. Using a scale from 5 to 1, rate how you feel you did on each goal. Also, give a short explanation of why you think you deserve the rating you gave yourself. *If you reported more than 5 goals, insert additional copies of this page.*

"How Did You Do?" Rating Scale

Excellent	Very Well	OK	Not So Well	Very Poorly
5	4	3	2	1

Goal 1: _____

Rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 (Check One Number)

Explanation:

Goal 2: _____

Rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 (Check One Number)

Explanation:

Goal 3: _____

Rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 (Check One Number)

Explanation:

Goal 4: _____

Rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 (Check One Number)

Explanation:

Goal 5: _____

Rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 (Check One Number)

Explanation:

Photographs from your 4-H Project (Optional)

4-H Story

Type of Story

Some counties allow members to write one story covering their entire year in 4-H. Other counties ask that you write a story about each individual project. Please check below which type of story your county allows. (Check with your local Extension Office to determine your county's requirement.)

☐ Total Experience ☐ Project Focused Experience

Writing Your Story

As with any story, you should tell about things you did, experienced, or learned by participating in 4-H. Be sure to tell about important items not found in your other 4-H records.

You can use the following statements to help you outline your story:

a. Introduce yourself. Include why you joined 4-H and/or chose the project(s) that you did.

b. Tell about things you enjoyed learning or doing. *(Experience)*

c. Tell about results, difficulties, or challenges you had. *(Share)*

d. Explain how you would improve your project(s) or 4-H year. *(Process)*

e. Tell what you learned about yourself through your 4-H participation. *(Generalize)*

f. Explain how you could use the life and/or project skills you learned in other areas of your life. *(Apply)*

Length and Format Guidelines

You can type or hand write your story. If you hand write the story, use pencil or ink on lined white notebook paper. If a typewriter or computer is used to write the story, use double line spacing on plain white paper. Write on one side of the paper. Leave a wide enough margin so the story can be read if inserted into a report cover.

Juniors (8- to 11-year-olds): 1 to 4 pages

Intermediates (12- to 14-year-olds): 1 to 6 pages

Seniors (15- to 18-year-olds): 1 to 8 pages

Attach 4-H story at the end of the 4-H Involvement Report or as the last part of the project record (depending on County guidelines).

Additional County Requirements (if any): Contact your County Extension Office for additional county requirements.

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