#####

**# 91940**





**4-H Animal Project**

**Record Book**

***(Complete one record book for each project)***

|  |  |
| --- | --- |
| Year |        |

|  |  |
| --- | --- |
| Project |       |

|  |  |
| --- | --- |
| Years in Project (including this year) |     |

|  |  |
| --- | --- |
| Age Level (check one) | Project Type (check all that apply) |
| [ ]  Junior (8-11)[ ]  Intermediate (12-14)[ ]  Senior (15-19) | [ ]  Breeding[ ]  Market[ ]  Horse[ ]  Other/Pet |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** |        | **County** |       |

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

|  |  |
| --- | --- |
| **4-H Club** Name |        |

*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.**

***Objectives of the 4-H Horse Program***

1. Develop leadership, imitative, self-reliance and other desirable character traits.
2. Increase knowledge of safety precautions to prevent injury to self, others and the mounts.
3. Develop equestrian skills and appreciation of horseback riding as a healthy wholesome form of recreation.
4. Develop an understanding of the business of raising and training horses.
5. Experience the pride of caring for a horse or pony and being responsible for its management.
6. Promote greater love for animals and humane attitude toward them.
7. Be better prepared for citizenship responsibilities through working in groups and supporting community horse projects and activities.

***Idaho 4-H Horse Program Overview***

Within Idaho, the 4-H Horse Program consists of a core project, utilizing the 4-H Cooperative Curriculum Systems (4-HCCS) Horse Publications to build a strong foundation of knowledge of related to equine management. For members without a horse, the Non-Horse option is available which uses the same core materials.

Youth can also investigate the other horse-related interests through Optional Focus Areas. These “focus areas” are NOT projects, but they provide support materials to assist members and leaders in learning skills related to that particular topic ( however, other resources may be used as well) Those areas currently supported on the state level are listed on the 4-H Horse Record Book cover. New areas may be developed locally but should follow the same format as state supported options.

Various educational activities/events (judging, horse bowl, demonstrations, public speaking, etc.) are held in county, district, and/or state levels to encourage a well-rounded 4-H experience. All youth 14 year and older should consider working to achieve the Idaho Horsemanship Award- Idaho’s highest level of recognition for youth equestrians.

***Project Requirements Checklist***

\_\_\_Must own/lease the horse(s) used, plus provide the care for feeding, and management of the horse(s) at least 120 days prior to exhibit (not require for non-horse projects)

\_\_\_ Complete 4-H Animal Project Record Book (#91940)

\_\_\_ Complete Permanent Horse Identification Record (#72650)

\_\_\_ Complete Permanent Horse Health Record (#72101)

\_\_\_ Complete Record of Vaccinations

\_\_\_ Complete Permanent Horse and Equipment Inventory (#72651)

\_\_\_ Complete 4-H Involvement Report (#91910)

\_\_\_ Present an illustrated talk, demonstration, or speech on a subject related to horses each year.

\_\_\_ Poster representing project

Skills Check list:

\_\_\_ Working Horse Ranch (#72652)

\_\_\_ Hunter/Jumper (#72653)

\_\_\_ Driving (#72654)

\_\_\_ Trail (#72655)

\_\_\_ Dressage (#72656)

\_\_\_ General Equitation (#72657)

**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)**

|  |
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|  |

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 Junior market beef member might write:

Goal 1: *Learn to clip and fit a steer for show.*

To Do List: *1) learn to operate and maintain a set of clippers 2) observe someone knowledgeable in clipping and fitting cattle for show in action 3) participate in a progress show prior to my county fair in order to practice 4) tell my parents that I want to do my own work in preparing my beef project for show.*

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: 1.2.3.      |
| **Goal 2:** |  |
|  List at least 3 “To Do” items to help you reach this goal: 1.2.3.      |
| **Goal 3:** |  |
|  List at least 3 “To Do” items to help you reach this goal: 1.2.3.      |
| **Goal 4:** |  |
|  List at least 3 “To Do” items to help you reach this goal: 1.2.3.      |
| **Goal 5:** |  |
|  List at least 3 “To Do” items to help you reach this goal: 1.2.3.      |

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*** | ***Beef project meeting*** | ***Learned how to make a rope halter. Learned about different kinds feed.*** |
| ***May 1, 2004*** | ***Beef Project field trip to a packing plant.*** | ***Learned how beef cattle are Graded by the USDA.. Saw how a packing plant works.*** |
| ***7-13-04*** | ***At home working cattle with my dad*** | ***Learned how to brand cattle. Also learned how to give an IV injection.***  |

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**Project Information and Activity Log (continued)**

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

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# **Expense Record**

New members should start their records as soon as they purchase their animal or enroll in the project, whichever occurs first. Members re-enrolling should start their new records the day after last year’s project was completed. Record expenses as they occur. List the amount of each purchase in one of the last four columns of the following table.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Description | **Feed** | **Animals** | **Equipment** | **Misc.** |
| *Ex. 5/8/01* | *Example: 50 lbs. of grain* | *$ 5.47* |  |  |  |
|       |       |       |       |       |       |
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|  | **Balance to Carry Forward** |       |       |       |       |

***When completing the Expense Record, write totals for the last four columns at the bottom of Page 7***

# **Expense Record (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Expense | **Feed** | **Animals** | **Equipment** | **Misc.** |
|  | **Balance Carried Forward** |       |       |       |       |
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|  | **Expenses** (by category) |       |       |       |       |
|  | **Total Expenses**(Add all categories) |       |

***Add Extra Pages, If Needed***

# **Income Record**

If applicable, list all animals, equipment, feed or other items sold during this project year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Description of Income/Sale | **Feed** | **Animals** | **Equipment** | **Misc.** |
| *Ex. 5/8/01* | *Example: Sold animal and cage* |  | *$ 15.00* | *$ 20.00* |  |
|       |       |       |       |       |       |
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|  | **Income** (by category) |       |       |       |       |
|  | **Total Income**(Add all categories) |       |

# **Profit or Loss**

|  |  |
| --- | --- |
| Total Income  |        |
| Minus Total Expenses | **-**       |
| Equals Project Profit or (Loss) *If negative, place amount in parenthesis* | **=**       |
|  |

**Market Animal Health Record**

**{Note: members with breeding and non-market animal projects (such as horse) should complete a separate Permanent Individual Animal Record (# 72101) for each animal. That permanent record can then be updated each year and inserted in each subsequent year’s record book.}**

Record all health management practices and/or treatments given to your market project animal(s). It should include any vaccinations, treatment of diseases, de-worming, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date****(MM/DD/YY)** | **Animal****ID** | **Condition/Problem** | **Treatment Given** |
|       |       |       |       |
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**Market Animal Production Summary**

Complete this section using the information for all your market animals carried as a part of this project.

**Average Daily Gain:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|       | **÷** |       | **÷** |       | **=** |       |
| Total Lbs. Gained on Test |  | Number Animals Fed |  | Number Days on Test |  | Average Daily Gain |

**Feed Cost per Pound of Gain:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|       | **÷** |       | **=** |       |
| Total Feed Cost |  | Total Lbs. Gained |  | Feed Cost/Lb. Gain |

**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:  |

**How Did You Do? (continued)**

|  |  |
| --- | --- |
| 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.

Revised 11-17-15

**4-H STORY**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4-H STORY** (continued if needed)

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