

Jackson County 4-H



Record Guidelines

A Guide to Preparing 4-H Records

4-H Records are due to the UW-Extension
Office by September 1

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Note: If you have questions regarding what is expected or how to prepare your 4-H Record, please call the UW-Extension Office at 715-284-4257 or email Sarah Tanis at sarah.hoffman@ces.uwex.edu



JACKSON COUNTY 4-H RECORDS GUIDELINES

THE PRIMARY PURPOSE OF 4-H RECORDS IS TO HELP YOUTH LEARN:

- a) To establish good habits of organizing and planning.
- b) To improve written communication skills.
- c) To establish positive direction and identification of goals.
- d) Evaluation of economic worth of project(s) or activities.
- e) Evaluation & motivation by self and others.

4-H RECORDS CRITERIA:

All 4-H Records in Jackson County 4-H will include the following in an appropriate layout for the [format of record](#) completed:

- ***4-H Member Resume***
- ***Evidence of Goal Setting***
- ***Financial Records***
- ***Reflections***
- ***Written & Visual Component***
- ***Evidence of Effort***
- ***Self-Evaluation***

All forms and project record documents can be found at <https://jackson.uwex.edu/4-h/for-members-and-parents/record-book/>.

1. **4-H Member Resume:**

- a. All pertinent information about member, club and member 4-H experience.
- b. Must include: name, grade, club, year of record, years in 4-H, list of 4-H projects enrolled in, list of activities and service-learning participated in, leadership roles accepted and visual representation (photo) of self.
- c. This is a modern version of the traditional 4-H Record Book title page and cover in one.
- d. 4-H member can complete the 4-H Member Resume template provided or create his/her own design.
- e. See sample 4-H Member Resume later in this document.

2. **Evidence of Goal Setting:**

- a. Purpose is to illustrate that the member has set goals for 4-H year overall, 4-H activities and 4-H projects.
- b. Complete the goal setting section of the 4-H Project Record sheet for each project OR develop an appropriate method of his/her own design. If using own design, goal setting can be separate section of 4-H Record or be woven into multiple sections of record.

3. **Financial Records:**

- a. Purpose is to illustrate that the member has documented financial records for each 4-H project (i.e. budget with record of income and expenses).
- b. Complete the financial section of the 4-H Project Record sheet for each project OR develop an appropriate method of his/her own design. If using own design, financial records should accompany the 4-H projects section.

- c. It is recommended that meat animal project members include all financial records found on the cost of production worksheet.

4. Reflections:

- a. A reflection is a story of a member's learning or a way of looking back on what happened and what was accomplished; sharing highlights and challenges.
- b. Must include at least one reflection for each section below:**
 - i. 4-H Activities (related to activities outside of a specific project area)
 - ii. 4-H Projects (each separate)
 - iii. 4-H Demonstration or Illustrated Talk
 - iv. Service-Learning (select the most significant)
 - v. Youth Leadership (select the most significant or combined reflection)
 - vi. 4-H Lifetime Dairy Cattle Summary (required for Dairy Project youth)
- c. Reflections must be written (typed or printed) in paragraph form. In addition, they may also include other forms of reflection like personal drawings with captions or symbols.
- d. See Questions to Help Guide Member's Reflection to spark ideas for your writing later in this document.

5. Written & Visual Component:

- a. Each 4-H record must have written and visual components.
- b. The written component can be hand-printed or typed (including electronic print).
- c. Visual components are photographs, newspaper clippings, certificates, programs, clip art, computer generated graphics and other items that visually represent your 4-H experience.
- d. Visual components enhance the written, and the written components enhance the visual. Include what you need to tell the story.

6. Evidence of Effort:

- a. Each 4-H record must have evidence of effort including but not limited to: neatness, organization, thoughtfulness, creativity.
- b. Each 4-H record should include all the necessary components, address each area of criteria and be complete.

7. Self-Evaluation:

- a. 4-H member must illustrate he/she has reviewed their own 4-H record for quality and completeness.
- b. 4-H member can complete the 4-H Record Self-Evaluation provided or develop his/her own suitable method of self-evaluation.

4-H RECORDS EVALUATION:

- All 4-H Records in Jackson County 4-H will be evaluated on the county level based on the criteria listed above.
- The 4-H Record Review Evaluation Sheet is available for 4-H members to review at: <https://jackson.uwex.edu/4-h/for-members-and-parents/record-book/>.
- 4-H Records will be eligible to receive Outstanding, Achievement, or Completion awards based on the club or county level evaluation.

4-H RECORDS FORMAT OPTIONS:

All traditional/contemporary 4-H Record Books in Jackson County 4-H MUST include forms in the following order. All NEW formats MAY use these forms in their 4-H Records to help guide reflection. Beginner forms are recommended for grades 3-8 and Advanced forms are recommended for grades 9-12, but are not required. 4-H members in grades 9-12 can choose to use either the Beginner or the Advanced form.

4-H Record Form Order

- 4-H Member Resume
- 4-H Activity Program
- Youth Leadership Story
- Service Learning Story
- Talk or Demonstration Story
- 4-H Project Record - Beginning or Advanced – Animal or Non-animal
- Self-Evaluation

Access these forms at: <https://jackson.uwex.edu/4-h/for-members-and-parents/record-book/>

1. **Traditional 4-H Record Book** – A traditional 4-H Record Book using latest requirements and forms available.
 - a. See above for order of 4-H Record forms.
 - b. Submission must be in paper format with green cover pages in a three ring binder, portfolio cover or neatly stapled.
 - c. Recommended for 4-H members in grades 3-5 who are completing a 4-H Record for the first time.
2. **Contemporary 4-H Record Book** – A traditional 4-H Record Book using latest requirements and forms available but done completely electronically.
 - a. See above for order of 4-H Record forms.
 - b. The 4-H record will resemble a traditional 4-H Record Book when printed, but the member will use the computer to complete the necessary forms and develop supplemental pages to support.

- c. All written and visual components will be electronic in nature.
 - d. Additional pages can be hyperlinked into one document or can be organized into folders by record book section.
 - e. Submission can be in paper format with green cover pages in a three ring binder or portfolio cover OR can be submitted on a flash drive.
 - f. Recommended for 4-H members in grades 3-5 who are completing a 4-H record for the first time and are excited about integrating technology into their 4-H record.
3. **PowerPoint, Prezi or Similar Presentation** – A visual software or web application presentation of 4-H records and member’s learning and reflection.
- a. Presentations must include at least thirty (30) slides/views with font large enough to read.
 - b. 4-H Project Records can be incorporated into the presentation for each project.
 - c. Submission for PowerPoint presentations must be printed slides large enough to read without strain. Prezi or similar presentations can be submitted via flash drive or web link if printing is not feasible.
 - d. Recommended for 4-H members grades 3- 12 who are interested in using technology to visually represent their 4-H year.
4. **Mind Map Display** – A mind map is a visual display of your thinking and reflection.
- a. A mind map has both symbols and written words and ideas that are connected through branches.
 - b. The map can be hand drawn with typed or printed wording, created with help from computer or designed with a mind-mapping software or web application.
 - c. The map must have at least twenty (20) branches and twenty (20) visual representations with written captions.
 - d. 4-H Project Records can be incorporated into the presentation for each project. Submission must be on 22 x28 inch or larger poster paper or tri-fold display board. Mind Maps created on mind-mapping software or web application can be submitted via flash drive or web link if printing is not feasible.
 - e. Recommended for 4-H members in grades 3-12 who are visual learners or enjoy sharing their learning in this way.
5. **Webpage or Website** – A visual software or web application presentation of 4-H records and member’s learning and reflection.
- a. Should include a navigation bar to organize your webpage(s).
 - b. 4-H Project Records can be incorporated into the webpage or website for each project. Submission shall be via print. If printing is not feasible, then a web link submission will be accepted.
 - c. Recommended for 4-H members in grades 9-12 who are interested in using technology to visually represent their 4-H year.

6. **Blog** – A blog (web+log) is an online, public journal. 4-H member will use a blog to document their 4-H experiences throughout the year in a journal format.
 - a. There should be at least twenty (20) blog posts and at least one (1) blog post in each month of the 4-H club year running from October – September.
 - b. 4-H Project Records can be incorporated into the blog for each project. Submission shall be via print. If printing is not feasible, then a web link submission will be accepted.
 - c. Recommended for 4-H members in grades 3-12 who are interested in using technology to document their 4-H experiences throughout the year in a journal format.

7. **V-cast or Podcast** – A video or audio presentation with a typed script that discusses member’s learning and reflection.
 - a. 4-H Project Records can be incorporated into the v-cast or podcast for each project.
 - b. Files must be file formats ready to be played on Real Player or Windows Media Player software.
 - c. Submission will be via flash drive, web link or other format appropriate and approved by 4-H Agent by September 1.
 - d. Recommended for 4-H members in grades 9-12 who are interested in this media format.

9. **Other format with Approval** of 4-H Agent by no later than June 1

OVERALL SUBMISSION GUIDELINES:

- 4-H Records are due to the UW-Extension Office by September 1.
- Youth may use project records for projects they have shown through another youth group (FFA, Girl Scouts, etc.). However, to receive credit for a record book in 4-H, at least one of their project records must represent a project they have shown through their 4-H club.
- Printed version is preferred for ease of the reviewers. Printing may be available upon request at the UW-Extension Office.
- Each format has specific submission requirements. Refer to each option description above for what is acceptable for each format.

HELP!

If you need help completing your 4-H Record or have questions about the guidelines please feel free to ask. You can contact your 4-H Program Coordinator to get your questions answered. We will do our best to help you reflect on your learning in the best way for you!

SAMPLE 4-H Member Resume

NAME

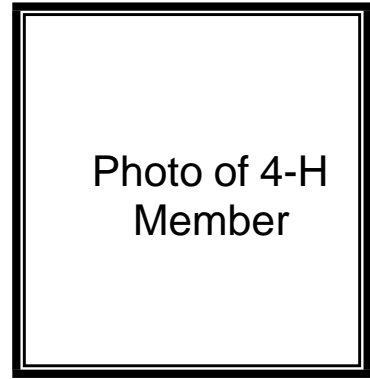
DATE (Month & Year)

ADDRESS LINE 1

ADDRESS LINE 2

PHONE NUMBER

EMAIL



- OBJECTIVE** Explain in one sentence why you are completing this 4-H Record.
- EDUCATION** List school name, year in school, expected date of graduation, 4-H Club name and number of years in 4-H.
- LEADERSHIP** List all 4-H and non-4-H leadership roles and years held.
- 4-H PROJECTS** List all projects in which you are or have been enrolled and the number of years enrolled.
- 4-H ACTIVITIES** List all prominent 4-H activities and the number of years participated.
- SCHOOL & COMMUNITY**
List all significant school and community activities including school events, sports, community organizations, church, and work experience in paid or volunteer roles as well as the number of years you participated.
- SERVICE-LEARNING**
List all valuable 4-H and non-4-H service-learning projects and the number of years participated.
- ACHIEVEMENTS**
List all awards, honors, and other special successes and year received.
- REFERENCES**
Short written statement from a parent/guardian and/or 4-H leader reference who can write about your 4-H experience this year. **Note:** *The adult may respond to the following questions or add other comments if they wish. How has this child grown through 4-H? What has this child learned in 4-H?*

SAMPLE 4-H Member Resume



NAME: Chris Clover

Date (Month & Year): September 2015

Address: 11 Clover Lane
Jackson, WI 55599

Phone Number: (715) 999-5599

OBJECTIVE I am completing this 4-H Record because it is important to me to reflect on my 4-H experiences, review my goals and budget for the year and record my 4-H learning for the future.

EDUCATION **School:** Clover Middle School
Grade: 7
4-H Club: Clover 4-H
Years in 4-H: 6

LEADERSHIP Club Reporter Years: 2014
Fundraising Committee Member Years: 2013, 2014
Cloverbud Meeting Assistant Years: 2012-2014

4-H PROJECTS Foods & Nutrition Years: 1
Woodworking Years: 2
Beef Years: 1
Cloverbud & Exploring Years: 3

4-H ACTIVITIES 4-H Camp Years: 2
Festival of Arts Years: 1
4-H Project Day Camp Years: 2
4-H Club Special Friends Dinner Years: 5
MAQA Workshop Years: 3

SCHOOL & COMMUNITY Church Youth Group Years: 3
Basketball Years: 3
Forensics Years: 2
FFA Years: 1

SERVICE-LEARNING Roadside Clean-Up Years: 3
Special Friends Dinner Years: 5
Countywide Service-Learning Project Years: 1

ACHIEVEMENTS

Outstanding 4-H Record

Years: 2009, 2011

REFERENCES

Parent/guardian and/or 4-H leader says this about my 4-H experience this year:

Name of Adult _____

Chris is an excellent 4-H member who is dedicated to learning in his 4-H projects. However, I've seen him grow the most this year while participating in the service-learning experience at our club. He really helped our younger members and learned what it means to give back to his community.

QUESTIONS TO HELP GUIDE MEMBER'S REFLECTION

Use these questions to help you write thoughtful reflections for your 4-H Records. Do not simply write answers to these questions. Do not write about each of these questions either. Rather, use these questions to help spark ideas and guide your writing.

4-H ACTIVITIES

- Why did you decide to participate in this activity?
- What were your roles in this activity?
- What did you do?
- What would you change if you were to do it again?
- What would you like others to know about this activity?
- Will you participate in this activity again? Why or why not?
- As an adult, how might this experience be helpful to you?
- What did you learn about yourself and others?
- What would you do differently next time?
- How were you a leader in this activity?
- How did you grow from participating in this activity?
- What did you find most difficult?
- What was most surprising to you?
- How did you use teamwork?
- What is the purpose of this activity?
- What skills did you practice?
- Is this an activity you would recommend to others? Why or why not?
- How did you feel while participating?

4-H DEMO OR TALK

- What did you show or talk about?
- Why did you select that topic?
- Where and when did you give your talk or demonstration?
- How did you plan and prepare for your talk or demonstration?
- How did you organize your talk or demo?
- What methods of display did you use? Why?
- What new project skills did you develop?
- What significant information did you share with your audience?
- How did the audience respond to your talk or demonstration?
- Was your demo or talk a success? How did you know?
- How could you improve your talk/demo if you were to present it again?
- What did you learn about yourself?

4-H PROJECTS

- What did you learn about yourself?
- What new skills did you develop?
- What would you do differently next time?
- What new knowledge did you gain?
- How were you a leader in this project?
- What goals did you set for yourself?
- How did you work to meet your project goals?
- Did you accomplish your goals? Why or why not?
- How did you improve your skills in this project?
- What leadership experiences did you accept in this project?
- How did you grow from participating in this project?
- Did you learn from any mistakes you made?
- What was most challenging?
- What was most rewarding?
- Why is this project interesting to you?
- What did you do in your project this year?
- Were there any project literature or meetings that helped guide your learning?
- Did the ribbons you received at the fair show how much you learned in the project?
- What would you like others to know about your project experience this year?
- Were you successful in this project? Why or why not?
- How could this project be more beneficial to you?
- What would you teach a first grader about this project?
- Who were your project mentors?
- What are your goals for next time?
- What feedback did you receive on your fair exhibits that was helpful?
- Later in your future career, how might you use the knowledge and skills you developed in this project?

SERVICE-LEARNING

- What service-learning project did you participate in?
- Why did you select this service-learning project?
- How did you help plan and implement this project?
- What was your role in this service-learning project?
- How did this project benefit your community?
- What new knowledge or skills did you develop as a result of doing this project?
- How did you know that your project was successful?
- How did you feel when completing this service project?
- How did you change as a result of participating in this project?
- What would you do differently next time?
- What community needs did our service-learning project try to meet?
- How did this service experience change or challenge your beliefs?
- How can you better relate to yourself or others because of this experience?
- What touched you most deeply?
- How did you make a difference?
- What struck you most strongly during this service?
- What images or memories stand out in your mind?
- What did you find most frustrating? Most hopeful? Why?
- What was special about this service-learning project?
- What did our service remind you of?
- Five years from now, what do you think you will remember about this project?
- What did you learn through this service that will benefit you in the future?

YOUTH LEADERSHIP

Everyone has had at least one leadership experience – no matter their age! Try writing about:

- Officer positions
- Being a camp counselor
- Chairing a Committee
- Working with younger youth
- Teaching a sibling how to do something
- Giving a demonstration
- Helping plan a club event, service project or activity
- Being self-motivated in your own 4-H project
- What does it mean to be a leader?
- What leadership roles did you accept?
- What did you do in your leadership roles?
- How are you a leader in your club and community?
- What leadership roles have you accepted and why?
- How did you grow by participating in leadership experiences?
- What leadership goals did you set for yourself?
- Did you accomplish your leadership goals?
- What have others learned from your leadership?
- Who has been your leadership mentor?
- What would you do differently now?
- How might others see you as a leader?
- What would you want other leaders to know about your experience?
- Why is it important to practice leadership?
- Who are the most important leaders in your life?
- How have you grown from this leadership experience?
- What skills does it take to be a good leader?
- How are you a good leader?
- What is most challenging about being a leader?
- What is fun about practicing leadership?
- How can you use leadership in your future?



Adapted by:

**Sarah Tanis, 4-H Program Coordinator for Jackson and Trempealeau
Counties in 2018, Monica Lobenstein, Jackson County 4-H Youth
Development Agent, 2015 based on guidelines developed by Annie
Lisowski, Buffalo County 4-H & Youth Development Educator, November
2011, Updated October 2012**