



# ANNUAL 4-H PROJECT RECORD BOOK

Grade Level: 3-5 \_\_\_\_ 6-8 \_\_\_\_ 9-12 \_\_\_\_

\_\_\_\_\_  
Name of Project

Name: \_\_\_\_\_ Club: \_\_\_\_\_

Address: \_\_\_\_\_  
Street or Box # City Zip

Name of Parent or Guardian: \_\_\_\_\_

Birthdate \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Age (as of Sept. 1): \_\_\_\_ Grade in School: \_\_\_\_  
day month year

Number of years enrolled in 4-H (including current year): \_\_\_\_

Total years enrolled in this project (including current year): \_\_\_\_

**To be signed at end of project year.**

This is a true record of my 4-H project. Signed: \_\_\_\_\_  
Member's Signature

APPROVAL: Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

COOPERATIVE EXTENSION SERVICE, UNIVERSITY OF FLORIDA, INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES, Larry Arrington, Director, in cooperation with the United States Department of Agriculture, publishes this information to further the purpose of the May 8 and June 30, 1914 Acts of Congress; an is authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, handicap or national origin. Printed 9/08. For persons requiring special accommodations, please contact the Extension office at (352)955-2402 (voice) or (352)955-2406 (TDD/TYY) Please contact the Extension Office within five working days prior to programs so that proper consideration may be given to the request. Upon request this publication is available in alternate format for print related disabilities. 4-H in Alachua County is the 4-H Youth Development Program of the University of Florida/Cooperative Extension Service. 4-H is open to all youth ages 5 to 18 without regard to sex, race, color, religion, national origin or physical disability. Version 08/09

# INSTRUCTIONS

1. Fill out an Annual 4-H Project Record Book each year. Your project record should include 4-H activities from the day after last year's youth fair ended through the final day of the current year's youth fair. **Contests, exhibits, etc. you plan to do at this year's Youth Fair may be included in this record book.**
2. Where dates are asked for give the complete date, (Example - 1/7/08 or June 3, 2008) unless specified differently.
3. Complete Part 1 as you start your project. Then complete Parts 2-3 and 4 (if applicable) as you work on your project. You may add additional pages if space provided is inadequate. These pages must be attached to this Record Form, following the Career Study. **Project Agreement must be signed at the beginning of your project. The cover should be signed when you complete this book.** For livestock projects, your drug statement must be signed when you complete your record book.
4. For Part 5, your project story should be no more than 2 pages, one side only.
5. For Part 6 - Visual Story: you may add up to, but no more than, 10 pages (one side only) of additional material that will help you to "visually" tell your story.....pictures, photos, drawings, charts, plans, diagrams, etc. Be sure to describe in your captions what you are learning – why you are doing it, etc. for each photo or other item included. For each page quantity of material is not as important as quality.
6. Career/Occupational Study: insert this after the visual story.
7. To complete your Project Record, organize your materials in an 8½” x 11½” folder or binder. **On your binder cover be sure to give your name, name of project and grade level.** It's a good idea to use some type of dividers to separate each section. However, do not use plastic page holders. Assemble these as follows:
  - Annual Project Record (this form), followed by additional pages if you have them.
  - Project Narrative
  - Visual Story - additional supportive materials
  - Career/Occupational Study (if doing it on separate paper)
  - Evaluation Form
8. **Turn this record book in on due date as publicized in your Youth Fair Handbook and/or the County 4-H Newsletter.**
9. This record book is also available on-line for your convenience. <http://alachua.ifas.ufl.edu/>

COOPERATIVE EXTENSION SERVICE, UNIVERSITY OF FLORIDA, INSTITUTE OF FOOD AND AGRICULTURAL SCIENCES, Larry Arrington, Director, in cooperation with the United States Department of Agriculture, publishes this information to further the purpose of the May 8 and June 30, 1914 Acts of Congress; and is authorized to provide research, educational information and other services only to individuals and institutions that function without regard to race, color, sex, handicap or national origin. Version 08/09

# 4-H RECORD BOOK SCORECARD

|                         |          |   |   |   |
|-------------------------|----------|---|---|---|
| <b>PART</b>             | <b>1</b> | <b>PROJECT PLANNING</b>   |   |   |
|                         | <b>A</b> | Project Agreement   | 0 or 25 possible points                               |   |
|                         | <b>B</b> | Goal  | 0 – 10 possible points                                |   |
| <b>PART</b>             | <b>2</b> | <b>PROJECT ACOMPLISHMENTS &amp; ACTIVITIES</b>  |   |   |
|                         | <b>A</b> | Exhibits entered in 4-H fairs   | 15 points X   |   |
|                         | <b>B</b> | Individual Activities and Actions<br>per activity   | 5 points<br>0-50 points                               |   |
|                         | <b>C</b> | Group Project Activities  | 15 points X   | = |
|                         | <b>D</b> | Project Promotions  | 10 points X   | = |
|                         | <b>E</b> | Project Demonstration – club level/homestudy  | 35 points X   | = |
|                         | <b>F</b> | Project Demonstration – county level  | 50 points X   | = |
|                         | <b>G</b> | Project Demonstration – district and above  | 50 points X   | = |
|                         | <b>H</b> | Judging Teams   | 25 points X teams                                     | = |
|                         | <b>I</b> | Daycamps in project area  | 50 points X camps                                     | = |
| <b>PART</b>             | <b>3</b> | <b>CITIZENSHIP: Citizenship Activities</b>  | 0 – 50 possible points                                | = |
| <b>PART</b>             | <b>4</b> | <b>PROJECT LEADERSHIP</b> ( <i>grades 3-5 skip to part 5</i> )  |   |   |
|                         | <b>A</b> | Goal ( <i>grades 6-12</i> )   | 0 – 10 possible points                                |   |
|                         | <b>B</b> | Individual Leadership Activities  | 5 points per activity<br>0-50 points                  |   |
|                         | <b>C</b> | Group Leadership activities ( <i>grades 6 – 12</i> )  | 15 points X   | = |
|                         | <b>D</b> | Primary Leadership activities ( <i>grades 9 – 12</i> )  | 50 points X   | = |
| <b>PART</b>             | <b>5</b> | <b>PROJECT NARRATIVE</b> (max. 2 pages) Describe learning experiences and skills developed. Shows evidence of   | 0 – 20 possible points                                |   |
| <b>PART</b>             | <b>6</b> | <b>VISUAL STORY</b> (max. 10 pages) Helps visually tell what was learned or accomplished.   | 0 – 50 possible points                                |   |
| <b>PART</b>             | <b>7</b> | <b>PROJECT ACHIEVEMENT PROGRAM</b> (10 pts. Each)   | 10 points X   | = |
| <b>PART</b>             | <b>8</b> | <b>CAREER STUDY BONUS SECTION</b>   | 0 – 25 possible points                                |   |
|                         |          |   | <b>Sub totals for Parts 1 - 8</b>                     |   |
| <b>PART</b>             | <b>9</b> | <b>PROJECT EVALUATION FORM</b> (25 points if complete)  | <b>0 or 25</b>  |   |
|                         |          | <b>RECORD KEEPING SKILLS</b>  |   |   |
|                         |          | <b>Neatness and appearance</b><br>(Select one score)    Poor: hard to read<br>Average: readable<br>Very good: neat & readable<br>Outstanding: Shows pride & creativity                | 0-2 points<br>3-5 points<br>6-7 points<br>8-20 points |   |
|                         |          | <b>Assembled in correct order</b>   | <b>0 OR 10 points</b>                                 |   |
|                         |          | <b>Cover page is complete – including signatures</b>  | <b>0 OR 25 points</b>                                 |   |
|                         |          |   | <b>Sub-total Record Keeping Skills</b>                |   |
|                         |          |   | <b>Total 4-H Record Book Score</b>                    |   |
| <b>RIBBON PLACINGS:</b> |          | <i>Grades 3-5: Blue 315+, Red 135 to 314, White 75 to 134<br/>Grades 6-8: Blue 385+, Red 175 to 384, White 110 to 174<br/>Grades 9-12: Blue 421, Red 231 to 420, White 110 to 230</i> |   |   |
|                         |          |   | <b>Ribbon Placing</b>                                 |   |



**B. INDIVIDUAL ACTIVITIES AND ACTIONS** (0 – 50 points)

List individual activities you did in this project to reach your goal. Include titles of books, videos, people you interviewed, etc. The activities do not have to be 4-H sponsored, but must be related to this project.

| <u>Month/Year</u> | <u>Title and Description</u> | <u>Where</u> |
|-------------------|------------------------------|--------------|
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |

**C. Project Group Activities**

List the activities you participated. The activities do not have to be 4-H sponsored, but must be related to this project. These include workshops; (hands-on group learning), project meetings, summer camp classes or other classes, field trips or shows you competed in. **If you attended a series or classes or lessons in your project, such as riding lessons, piano lessons, scuba diving lessons, etc. this is considered one activity.** List the item and the inclusive dates. Example – riding lessons; 4/1/08 – 9/9/08. List only the activities since last years Youth Fair. **Do not include regular club meetings as a project activity, unless there was a specific presentation given in your project, (other than a demonstration). This should be evident in your description.** Be as descriptive as you can. Individual activities in which you are not receiving training from others are not to be listed, for example: walked my steer, worked on my record book, etc. **unless it was part of a group activity.** Do not include day camps. For judging teams you may list each class/workshop attended that was on a different topic. List this topic in the description area.

| <u>Date</u> | <u>Title/Name of Activity</u> | <u>Brief Description</u> | <u>Where it took place</u> |
|-------------|-------------------------------|--------------------------|----------------------------|
| _____       | _____                         | _____                    | _____                      |
| _____       | _____                         | _____                    | _____                      |
| _____       | _____                         | _____                    | _____                      |
| _____       | _____                         | _____                    | _____                      |
| _____       | _____                         | _____                    | _____                      |
| _____       | _____                         | _____                    | _____                      |

**D. 4-H Project Promotion** List the ways you promoted **this project** to other **non 4-H** groups (relatives do not count). Promotions can include presentations given, displays, posters, news articles, etc. that you made or wrote. Just distributing materials someone else has made does not count.

| <u>Promotions</u> | <u>Descriptions and Purpose of Promotion</u> | <u>Month/Year</u> |
|-------------------|--|-------------------|
| _____             | _____  | _____             |
| _____             | _____  | _____             |
| _____             | _____  | _____             |

**E. Project Demonstrations/Speeches given to my club or homestudy in this project** (do not include relatives)

| <u>Date</u> | <u>Title</u> | <u>Date</u> | <u>Title</u> |
|-------------|--------------|-------------|--------------|
| _____       | _____        | _____       | _____        |
| _____       | _____        | _____       | _____        |
| _____       | _____        | _____       | _____        |

**F. Project Demonstrations/Speeches given at County events** (Presentations to be given at this years County Events Day can be included here)

| <u>Date</u> | <u>Title</u> | <u>Date</u> | <u>Title</u> |
|-------------|--------------|-------------|--------------|
| _____       | _____        | _____       | _____        |

**G. Project Demonstrations/Speeches given at District, State and National Competition**

| <u>Date</u> | <u>Title</u> | <u>Date</u> | <u>Event</u> |
|-------------|--------------|-------------|--------------|
| _____       | _____        | _____       | _____        |

**H. Judging Team – contests competed in** (livestock, forestry, horse, hort. ID, etc.)

| <u>Date</u> | <u>Title</u> | <u>Date</u> | <u>Title</u> |
|-------------|--------------|-------------|--------------|
| _____       | _____        | _____       | _____        |
| <u>Date</u> | <u>Title</u> | <u>Date</u> | <u>Title</u> |
| _____       | _____        | _____       | _____        |

**I. 4-H Day Camps**

| <u>Month</u> | <u>Day Camp Title</u> |
|--------------|-----------------------|
| _____        | _____                 |
| _____        | _____                 |

### PART 3. PROJECT CITIZENSHIP/COMMUNITY SERVICE

List a citizenship activity that you did, or did with your club, in this project. Citizenship experiences include times you helped others with something related to your project (ex - in the pets project you took care of a neighbor's pet while they were on vacation, or helped with a beach clean-up in the marine project.) Community service is not doing things that would normally be expected of you (ex. - your chores). Your activity should be a minimum of 2 hours.

Citizenship Activity/Title: \_\_\_\_\_

The goal of your activity: \_\_\_\_\_  
\_\_\_\_\_

Describe what you did: \_\_\_\_\_  
\_\_\_\_\_

Where it took place: \_\_\_\_\_

When it took place (specific date or range of dates): \_\_\_\_\_

Do you feel you have accomplished your goal?      very well      \_\_\_ pretty well      \_\_\_ ok      \_\_\_ no

Other Comments: \_\_\_\_\_  
\_\_\_\_\_

### PART 4. PROJECT LEADERSHIP *(grades 3-5 skip to part 5) (only grades 6-12 complete)*

#### A. **Leadership Goal**

(0 – 10 points)

List a **leadership** goal or goals you set for yourself **in this project** this year. It might be specific leadership skills you want to learn to do or achieve in this project. Your goal should be specific, measurable and realistic. You must be able to evaluate if you have achieved your goal. See the action plan worksheet at the back of this book for help.

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

B. **Individual actions & activities** participated in, other learning experiences that you did to help you reach your leadership goal. Put group leadership and primary leadership activities in the appropriate section, not here.

| <u>Date</u> | <u>Title and Description</u> | <u>Where</u> |
|-------------|------------------------------|--------------|
| _____       | _____                        | _____        |
| _____       | _____                        | _____        |
| _____       | _____                        | _____        |
| _____       | _____                        | _____        |
| _____       | _____                        | _____        |

**C. Group Leadership Activities** (grades 6 – 12 only)

| <u>Month/Year</u> | <u>Title and Description</u> | <u>Where</u> |
|-------------------|------------------------------|--------------|
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |
| _____             | _____                        | _____        |

**D. Primary Leadership Activities** (grades 9 – 12 only)

List meetings, activities and events for which you gave primary leadership. (do not count meetings conducted as president of your club or group). Primary leadership means you organized **and** conducted the activity. Do not include committees you were a member or chairman of, or other activities that were a result of a group effort. If club level; have it signed by your club leader, if county level; have it signed by the agent or adult in charge.

| <u>Activity, event or meeting</u> | <u>What I did</u> | <u>Leader Signature</u> |
|-----------------------------------|-------------------|-------------------------|
| _____                             | _____             | _____                   |
| _____                             | _____             | _____                   |
| _____                             | _____             | _____                   |

**PART 5. PROJECT NARRATIVE**

Attach a narrative (maximum of 2 pages), that will illustrate in summary form your outstanding accomplishments in this project and the impact this project has had on your life. How did you benefit from this project? What skills did you learn in this project? What experiences did you have in which you were part of a group and what were your contributions to the group? Discuss how well you have accomplished your goals.

**PART 6. VISUAL STORY - Supportive Material**

You may add up to, but no more than, 10 pages of additional material that will help tell your 4-H Project Story. These may be photos, charts, diagrams, plans (such as garden or woodworking). Be descriptive with your captions – tell what is happening in the photo and why it is important. Do the same for each item attached.



## PART 8. CAREER/OCCUPATIONAL STUDY

*Grades 3-5 complete 1-6.*

*Grades 6-8 complete 1-8*

*Grades 9-12 complete 1-12*

Choose a career or occupation you might find in this project and do a study of it. Answer the questions below. You may have to do some research to find this information, or you may want to interview someone in the occupation you have chosen. **Answer these questions on separate paper and attach to your record book after your Visual Story.**

Name of Career/Occupation Studied: \_\_\_\_\_

1. Give a general description of this occupation. What does a person do in this job; who does he/she work with; what is the work environment like; what kind (if any) of public speaking, writing or reading is involved.
2. What qualifications are needed for this job? If post high school education is needed, how much, type of degree, etc.
3. List two schools where you could attend to receive training or the necessary degree for this job.
4. List two other related jobs that you would be qualified for?
5. What is the starting salary or wage for this occupation? \$ \_\_\_\_\_ per \_\_\_\_\_
6. What is the average number of work hours for this job? Per day: \_\_\_\_\_ Per week: \_\_\_\_\_
7. What other benefits are there for this job (insurance, profit sharing, etc.)?
8. What are the physical demands and requirements for a person in this occupation?
9. What personal traits and interests should a person in this field have?
10. What licenses or certifications are needed to practice in this field?
11. List the things you most like about this occupation.
12. List the things you least like about this occupation.

## PART 9. 4-H PROJECT EVALUATION FORM

We need your help in providing feedback in the project you just completed. For each statement think carefully about your knowledge and skills before and after participating in this project. You must complete both the BEFORE and the AFTER to receive credit.

Rate your level of skill for each item before and after as: 1 = poor, 2 = fair, 3 = good, 4 = excellent.

Name of This Project: \_\_\_\_\_

Title of Project Book(s) used: \_\_\_\_\_

| My Ability to:  | BEFORE I participated<br>in this project |      |      |           | AFTER participating in this<br>project  |      |      |      |           |
|---|--|------|------|-----------|---|------|------|------|-----------|
|   | Circle one number<br>for each statement  |      |      |           | Circle one number<br>for each statement |      |      |      |           |
|   | Poor                                     | Fair | Good | Excellent |   | Poor | Fair | Good | Excellent |
| 1. Set goals for myself to achieve                        | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 2. Complete my obligations for finishing what I start     | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 3. Speak in front of others                               | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 4. Be more organized                                      | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 5. Record information accurately                          | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 6. Make decisions   | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 7. Be more responsible                                    | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 8. List different careers available in this project       | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 9. Show or exhibit in this project                        | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| <b>My Knowledge of:</b>                                   |  |      |      |           |   |      |      |      |           |
| 10. Community service that I can do in this project       | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 11. How to find information about careers in this project | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |
| 12. Opportunities available to me in this project         | 1  | 2    | 3    | 4         |   | 1    | 2    | 3    | 4         |

You may leave this form attached or send it to the Alachua County Extension Office with 4-H Agent. If left attached it will be removed before it is exhibited at the Youth Fair. Either way your evaluation will be kept confidential.

*This instrument was revised from a tool developed by Texas Cooperative Extension 4-H Youth Development. Substantially revised and adapted for Florida by Lisa A. Guion, Ed. D. Department of Family, Youth and Community Services, IFAS, Florida Cooperative Extension, University of Florida.*



# Action Plan Worksheet

**These 2 pages are for your use only. Do not include them with your record book.**

List a goal you set for yourself in this project this year. It might be something you want to learn, to do, or achieve in this project. Your goal should be specific, measurable, and realistic. You must be able to evaluate if you have achieved your goal.

Sample Goal: I want to learn how to trim my goat's hooves properly by fair time.

**This is a specific skill; you either learn how to do it by fair time or not (measurable) and this is something you can do physically based on your age and size (realistic).**

Write your goal here: \_\_\_\_\_

---

To achieve your goal, you need a plan of action. This is a step by step list of what to do, the resources needed and who can help. Write your plan of action below.

1. Information to Gather (What do I need to find out?)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Add more lines if needed.

2. Resources needed (people, publications, material, equipment, etc.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Add more lines if needed.

### 3. Steps to take to Achieve Goal

- a. \_\_\_\_\_ Target Month: \_\_\_\_\_
- b. \_\_\_\_\_ Target Month: \_\_\_\_\_
- c. \_\_\_\_\_ Target Month: \_\_\_\_\_
- d. \_\_\_\_\_ Target Month: \_\_\_\_\_
- e. \_\_\_\_\_ Target Month: \_\_\_\_\_
- f. \_\_\_\_\_ Target Month: \_\_\_\_\_
- g. \_\_\_\_\_ Target Month: \_\_\_\_\_

Add more lines if needed.

### 4. Skills I Need to Learn or Improve Upon

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Add more lines if needed.

Use this worksheet when you get ready to fill out your record book. Write your goal in Part 1. In Part 2, list your individual actions, group learning activities, and fair exhibits in the appropriate sections.

The whole idea of having you set a goal,  
think about what you need to do to accomplish that goal,  
and then actually do it,  
is to show you that YOU can do it!

**Enjoy the power!**

