

Member's Personal 4-H Record

Name _____



MICHIGAN STATE
UNIVERSITY
EXTENSION
Bringing Knowledge to Life



4-H Youth Development
Children, Youth and
Family Programs

4-H Emblem

A four-leaf clover with the letter “H” on each leaflet. This emblem – symbolizing the four-fold development of head, heart, hands and health – is protected under federal law.

4-H Pledge

I pledge:



My **Head** to clearer thinking,



My **Heart** to greater loyalty,



My **Hands** to larger service and



My **Health** to better living,

For my club, my community,
my country and my world.

4-H Motto

To make the best better

4-H Colors

4-H colors are
green and white.

Table of Contents

Introduction	1
Overview	1
Michigan 4-H Youth Development’s Mission Statement	1
Philosophical Statement (Michigan 4-H Youth Development’s Guiding Principles)	1
Acknowledgments	1
Use of This Book	2
Who Should Use It	2
How Should It Be Used	2
Planning Your 4-H Future	3
Knowing Yourself	3
Setting Goals	3
Recording Your 4-H Participation & Accomplishments	4
Using a Calendar	4
Pictures and Photographs	4
Projects	4
Communications Activities	5
Leadership Activities	6
Citizenship & Community Service Activities	7
Achievements, Honors & Recognition	8
Recording Your Non4-H Accomplishments	9
Appendices: Blank Forms	10
A. My 4-H Achievements, Honors & Recognition	11
B. My 4-H Citizenship & Community Service Activities	12
C. My 4-H Communications Activities	13
D. My 4-H Leadership Activities	14
E. My 4-H Participation Calendar	15
F. My 4-H Projects	16
G. My Goals for the - 4-H Year	17
H. My Non4-H Activities, Leadership Experiences and Recognition ...	18
I. Photos or Drawings	19
J. Who Am I?	20

Introduction

Overview

The purposes of this publication are to:

- Help 4-H members plan their 4-H career.
- Help 4-H members record their development and accomplishments during their time in 4-H.
- Provide parents and volunteer leaders with the information they need to guide their 4-H members.

Michigan 4-H Youth Development's Mission Statement

Our mission is to create nonformal, educational opportunities to help youth thrive in a complex and changing world.

Philosophical Statement

(Michigan 4-H Youth Development's Guiding Principles)

The purpose of the 4-H Guiding Principles is to provide direction for MSU Extension 4-H Youth Development's learning materials, program planning, implementation, evaluation and priority setting so that 4-H'ers get from their 4-H experience the skills and opportunities they need for positive growth and development. Of the seven 4-H Guiding Principles, the following five are distinctly related to this publication.

1. Youth develop positive relationships with adults and peers.

When put into action, this principle means that volunteers and members are available and accessible to each other for information, guidance and support. It means that both adults and youth develop relationships that help them feel like they belong and are connected. The activities and experiences of the group are shared and they serve to build trust and foster honest and open communication.

3. Youth are actively engaged in their own development.

When put into action, the goal of this principle is for youth to increase their personal competence and sense of well-being. A variety of opportunities and experiences are offered that encourage youth and the adults working with them to explore, discuss and reflect on ethical values, personal interests, strengths and accomplishments. These opportunities have purpose and meaning; they foster a young person's positive sense of self and view of the future. They also provide opportunity to recognize youth for both their participation and their achievement.

4. Youth are considered participants rather than recipients in the learning process.

When put into action, this principle means that youth are provided a variety of opportunities, in different contexts, that respect the way they



Acknowledgments

This document is a revision and expansion of the *Member's Personal 4-H Record* (4H1192) last revised and printed in April 2000. This version was revised by Julie Chapin, 4-H Program Leader, and by Priscilla Martin, Editor, Extension 4-H Youth Development. It was designed by Marian Reiter, Graphic Artist, Extension 4-H Youth Development. Special thanks go to the authors of *The Careers Unlimited Notebook* (4H1261). We would like to express our appreciation to the many staff and volunteers who gave input about this document's content, especially the following individuals who did an in-depth review before its final printing: Bonnie Gazdag, Kalamazoo County 4-H Program Associate, Sandy Risedorph; Newaygo County 4-H Agent; Gilda Schott, St. Clair County 4-H Extension Educator; Judy See, Monroe County 4-H Extension Educator and Pat Waugh, Lapeer County 4-H Extension Educator.

learn and encourage their active participation in what and how they learn. Young people share the decision-making, planning and implementation of their learning experiences. Young people and adults also work together to overcome barriers to participation such as cost, scheduling and transportation.

5. Youth develop skills that help them succeed.

This principle ensures that young people in 4-H have hands-on opportunities to learn and develop the skills they need to be successful as adults. Youth identify, develop, practice and are able to speak about their skills. Young people develop skills by setting challenging, yet realistic, goals that are supported by their peers, their adult and older teen volunteers, their families and their communities.

7. Youth grow and contribute as active citizens through service and leadership.

The outcome of this principle is for young people to feel included and involved in their clubs, their communities and our world. This acknowledges that youth have significant roles to play and important contributions to make as stewards of our future. Youth are provided with experiences that help them become competent as caring leaders and citizens and recognize their role as stewards of their communities. This means that youth are informed about local and global needs, issues and opportunities. Youth are also provided meaningful opportunities to help make decisions that affect their communities and to also use their time, energy, and skills to benefit their communities and the people who live in them.

Use of This Book

Who Should Use It

4-H Members

Every 4-H member should follow the steps and use the forms outlined in this book when tracking his or her 4-H career. A completed copy of this record could become part of your middle school and high school portfolio. The record doesn't have to be perfect, but the more complete it is, the more useful it will be as you prepare award, scholarship and job applications. Keeping track of past accomplishments prepares you for the future.

4-H Parents and Volunteers

Parents and volunteers should become familiar with the information in this book to help their 4-H'ers with the forms and record-keeping involved. Younger 4-H'ers will probably need extra help and encouragement as they work on their record books. The record-keeping habits young people develop now will help them throughout life. Also, keep in mind that while the work 4-H'ers do in individual project areas is important, it's not their most important work. Project areas are the vehicles by which members develop life skills such as decision-making, building self-esteem, coping, problem-solving, group-building, communications and career exploration.

County Staff

4-H county staff should use this book as a resource

to assist them in their work with 4-H members, parents and volunteer leaders.

How Should It Be Used

This is your personal record of your 4-H experiences. In these pages you can list your 4-H projects, your goals and your accomplishments. Look upon this book as a work in progress: You may not have anything to enter in some of the sections; it doesn't have to be perfect; and you don't have to share the information in it with anyone else if you don't want to. Make photocopies of the blank forms in the Appendices as you need them. You may want to keep this book in a three-ring binder.

While you record your current activities, maybe something you see in another part of the book will inspire you to try something new. Remembering your 4-H activities is fun. The 4-H motto is "To Make the Best Better." Your overall goal should be to learn new skills and have fun.

At the close of your 4-H career, this book will allow you to remember what you have learned and accomplished. This record book could include:

- Your goals and aspirations
- Photos
- News clippings
- Certificates of achievement
- Audiotapes or videotapes of your accomplishments
- Written work
- Ribbons

- Evaluations
- Letters
- Award forms
- Records
- Anything else you may want to show to someone else to demonstrate that you can do something.

This written record could be used as a part of your school portfolio or a future interview process. It will enable you to accurately complete 4-H award forms and scholarship applications, and prepare resumes that reflect your skills.

Planning Your 4-H Future

Knowing Yourself

The first step in planning what you want to do in the future is to think about yourself now. Begin by completing the “Who Am I?” form on page 20. As you continue in 4-H, you may find that some of this information changes. If so, make another copy of this form and complete it with your new information. You may want to keep your old copies so you can see how your interests and responsibilities have changed.

Setting Goals

Setting goals is the next step in planning your future. Think about what you would like to learn and accomplish — not just what you want to do or win — during the upcoming 4-H year. Then copy the form, “My Goals for the _____ – _____ 4-H Year,” on page 17 and complete it. To get you started, see the sample at right.

At the end of the 4-H year — as you evaluate what you learned and as you think about your new interests — copy and complete this form for your next 4-H year.



My Goals for the 2015 — 2016 4-H Year

Project Area Gardening
 I want to do or learn Learn how to properly plant and take care of a rhododendron bush.

Project Area Leadership
 I want to do or learn Attend this year's 4-H National Congress.

Project Area _____
 I want to do or learn _____

Project Area _____
 I want to do or learn _____

Project Area _____
 I want to do or learn _____

Project Area _____
 I want to do or learn _____

Project Area _____
 I want to do or learn _____

Project Area _____
 I want to do or learn _____

Personal Growth Overcome shyness
 I will I will speak in front of others.

Recording Your 4-H Participation & Accomplishments

The following pages contain forms to help you record and track your 4-H participation, interests, development and accomplishments.

Using a Calendar

A calendar is a good means of keeping track of upcoming 4-H meetings, activities and events. It is also useful as a record of your past participation. Copy the calendar on page 15 (so that you have a calendar for each month of the year) and enter your 4-H participation on it. You may want to use stickers to note the dates of 4-H meetings, activities and events.

Pictures and Photographs

Another means of documenting what you did is to include drawings or photographs of your 4-H activities. Copy page 19 as often as necessary so that you can include drawings or photos of you (and your club or group) doing your projects or at different events.

Projects

Make one copy of the "My 4-H Projects" form on page 16 for each project area in which you are participating. Complete the form as you progress through the project. When you're finished with your project, be sure to fill in the final blanks. These will help you evaluate the project and prepare for your next steps in 4-H. Use the sample on the right to help you get started.



My 4-H Projects

Year 2015-2016 Project area Visual Arts

My 4-H club or group 4-H Fun With Arts & Crafts Club

This is what I made or did Made stained glass suncatchers; learned how to make ceramics from scratch; learned the fundamentals of painting; made Pisanki eggs.

Time and cost of item or activity Two months on each of the projects. About \$35 each.

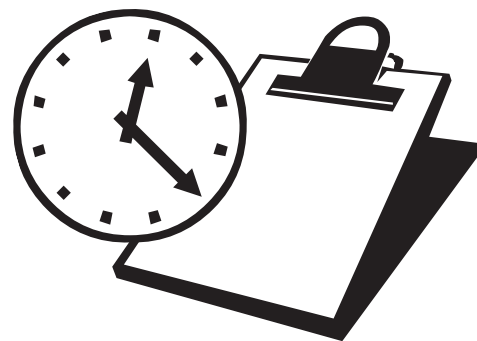
4-H activities I attended Took two Exploration Days sessions on suncatchers and ceramics; showed some of my paintings at the Fair; went to a Kettunen Center workshop.

This is what I learned about the project It's fun to work with clay and stained glass!

This is what I learned about myself I might want to be an art teacher someday. I can do things I didn't know I could.

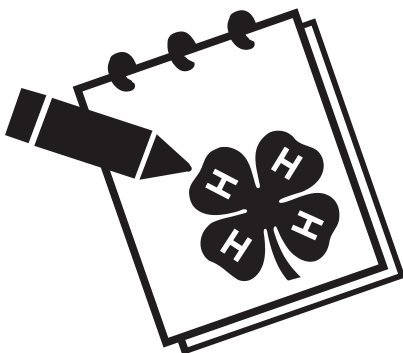
This is how I felt about it Really excited and proud of what I could do.

This is what I would do differently next time Tell our leader when I don't understand how to do things.



Communications Activities

Make one copy of the “My 4-H Communications Activities” form on page 13 every time you do a communications activity. For example, record the exhibits, talks, demonstrations, computer presentations, slide shows, video productions, video pen pals, radio or television appearances, interviews conducted, interviews given, events hosted (emceed) and judging events in which you participated. The sample on the right will help you get started.



My 4-H Communications Activities

Year 2015-2016 Project area FOLK PATTERNS

My 4-H club or group 4-H Heritage Club

Type of activity Video recorded a presentation about the history of the Gatling gun and its use in the Civil War.

Title of activity The Gatling Gun and How It Won the U.S. Civil War

Number of presentations 2 Date(s) of presentation 11/22/2015 and 6/11/2016

Where presented First presented to our 4-H club; then revised it and presented it at our town historical society.

This is what I learned from this activity Learned to interview experts; how to write a script; edit a videotape; use lights. It's not as easy as I thought!

This is what I learned about myself I can produce a videotape!

This is how I felt about it I enjoyed interviewing the experts and it was fun getting lots of compliments on the tape.

This is what I would do differently next time I would give myself more time. It got kind of stressful toward the end.

Leadership Activities

4-H provides many leadership opportunities for people of all ages. You may serve as an officer, on a committee, as a committee chairperson or as a teen leader, or you may take total responsibility for an activity or project. Make one copy of the “My 4-H Leadership Activities” form on page 14 for each of your leadership roles. See the sample on the right to help you get started.



My 4-H Leadership Activities

Year 2015-2016 Project area N/A

My 4-H club or group 4-H Smart Clovers Club

Number of 4-H members I led 9

My major responsibilities As the chairperson of my club's programs committee, I was responsible for finding educational programs for the entire club year. Once I figured out what the program would be for a particular date, I delegated to other club members the responsibility for getting the details ready for each program.

This is what I learned about being a leader Being organized and delegating to others is very important.

This is what I learned about myself I'm naturally pretty organized but I needed to learn to how to delegate.

This is how I felt about it I did **not** enjoy the job until I learned to delegate some of the responsibility. Then it was fun!

This is what I would do differently next time Begin delegating right from the start.

Citizenship & Community Service Activities

Citizenship and community service activities are the very important things you do alone or with others within your community – to help others. Make one copy of the “My 4-H Citizenship & Community Service Activities” form on page 12 for every one of these activities in which you participate. Use the sample on the right to help you get started. You could include experiences in which you learned about government or about the people living in your community or in other places.



My 4-H Citizenship & Community Service Activities

Year 2015-2016 Project area Community service; sewing; craft; buymanship

My 4-H club or group 4-H St. Luce Hearts and Hands Club

Activity We made baby quilts, then “sold” them to people who “bought” them for babies in foster care. With the money from the sale, we can make more for next year.

Date(s) All year Project size/number of people involved 15

Activity location The quilts were made in members’ homes and the sale was at the library.

My responsibility for this activity was It was my idea and I wrote a grant for the start-up money. Then I helped make quilts and worked at the sale.

This is what I learned from this activity I learned how many babies there are in foster care. I also learned to research and write a grant and how to make a quilt.

This is what I learned about myself Researching and writing a grant is fun but getting the money to do the project is more fun!

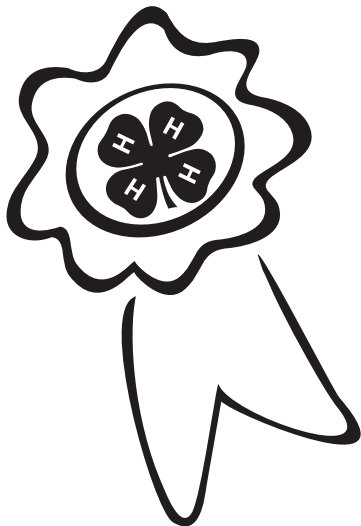
This is how I felt about it It was wonderful knowing how many babies will be helped!

This is what I would do differently next time I can’t think of anything.



Achievements, Honors & Recognition

Make one copy of the “My 4-H Achievements, Honors & Recognition” form on page 11 for each achievement, special award and recognition you receive in all project areas at the club, county, state or national levels. See the sample on the right to help you get started.



My 4-H Achievements, Honors & Recognition

Year 2015-2016 Project area Rabbits

My 4-H club or group 4-H Hunny Bunny Club

Description I won a blue ribbon for first place for Roberta Rabbit, my junior doe. She is a Dutch breed. I won it at the State 4-H Rabbit and Cavy Show.

Date(s) February 8, 2016

This is what I learned I learned about lots of things including fitting, how to feed and care for Roberta. I also learned about breeding characteristics, genetics and showmanship.

This is what I learned about myself I love taking care of Roberta and I enjoy the rabbit project.

This is how I felt about it I was very proud and excited.

This is what I would do differently next time I would visit another club to learn more about rabbits.

Recording Your Non4-H Accomplishments

Make one copy of the “My Non4-H Activities, Leadership Experiences & Recognition” form on page 18 for each group – not tied to 4-H (for example, school, church and other youth groups) – in which you participate. Complete whatever part(s) of the form are appropriate. See the sample on the right to help you get started.



My Non4-H Activities, Leadership Experiences & Recognition

Year 2015-2016 Organization Great Orators Debate Club

Activities

Type of activity Participated in debates between our team and teams from other schools in the state and even other states.

Events I attended The biggest event was a national debating competition in April 2016 held in Washington, D.C.

Leadership Experiences

Number of people I led N/A

My major responsibilities Club treasurer

Recognition

Type of recognition \$500 scholarship for being a member of the best team in our age division at the national competition.

Thinking About the Experience

This is what I learned had a lot of good training in thinking logically and had the chance to research a lot of important topics.

This is what I learned about myself I enjoyed the challenge of debating other kids my age.

This is how I felt about it Attending the national competition was thrilling. Being a treasurer is hard work but it is worthwhile.

This is what I would do differently next time Read the 4-H Treasurer's Record Book first. It has all sorts of helpful information for group treasurers.



Appendices: Blank Forms

The following pages contain blank copies of the forms mentioned in the preceding pages. Please make photocopies of these forms as you need them, and then complete them.

The blank forms found here are:

- Appendix A: My 4-H Achievements, Honors & Recognition
- Appendix B: My 4-H Citizenship & Community Service Activities
- Appendix C: My 4-H Communications Activities
- Appendix D: My 4-H Leadership Activities
- Appendix E: My 4-H Participation Calendar
- Appendix F: My 4-H Projects
- Appendix G: My Goals for the _____ - _____ 4-H Year
- Appendix H: My Non4-H Activities, Leadership Experiences and Recognition
- Appendix I: Photos or Drawings
- Appendix J: Who Am I?





.....

My 4-H Achievements, Honors & Recognition

Year _____	Project area _____
My 4-H club or group _____	
Description _____ _____ _____	
Date(s) _____	
This is what I learned _____ _____ _____	
This is what I learned about myself _____ _____ _____	
This is how I felt about it _____ _____ _____	
This is what I would do differently next time _____ _____ _____	



My 4-H Citizenship & Community Service Activities

Year _____ Project area _____

My 4-H club or group _____

Activity _____

Date(s) _____ Project size/number of people involved _____

Activity location _____

My responsibility for this activity was _____

This is what I learned from this activity _____

This is what I learned about myself _____

This is how I felt about it _____

This is what I would do differently next time _____



My 4-H Communications Activities

Year _____ Project area _____

My 4-H club or group _____

Type of activity _____

Title of activity _____

Number of presentations _____ Date(s) of presentation _____

Where presented _____

This is what I learned from this activity _____

This is what I learned about myself _____

This is how I felt about it _____

This is what I would do differently next time _____



My 4-H Leadership Activities

Year _____ Project area _____

My 4-H club or group _____

Number of 4-H members I led _____

My major responsibilities _____

This is what I learned about being a leader _____

This is what I learned about myself _____

This is how I felt about it _____

This is what I would do differently next time _____



My 4-H Participation Calendar

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



My 4-H Projects

Year _____ Project area _____

My 4-H club or group _____

This is what I made or did _____

Time and cost of item or activity _____

4-H activities I attended _____

This is what I learned about the project _____

This is what I learned about myself _____

This is how I felt about it _____

This is what I would do differently next time _____



.....
My Goals for the ____ – ____ 4-H Year

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Project Area _____

I want to do or learn _____

Personal Growth _____

I will _____



My Non4-H Activities, Leadership Experiences & Recognition

Year _____ Organization _____

Activities

Type of activity _____

Events I attended _____

Leadership Experiences

Number of people I led _____

My major responsibilities _____

Recognition

Type of recognition _____

Thinking About the Experience

This is what I learned _____

This is what I learned about myself _____

This is how I felt about it _____

This is what I would do differently next time _____



Photos or Drawings

(A photo or drawing of me or members of my 4-H club or group)

(A photo or drawing of me or members of my 4-H club or group)



Who Am I?

Name _____ Today's date _____

My 4-H club(s) or group(s) _____

My responsibilities to this (these) 4-H club(s) or group(s) _____

I like these qualities about myself _____

I like these qualities in others _____

One person I admire is _____

I'd like to learn this new skill _____

I'd change this about the world (if I could) _____

My short-term career goal is _____

After high school I'd like to _____

Adapted with permission from the *Careers Unlimited Notebook* (4H1261), by Michigan Extension 4-H Youth Development, 1993.



**MICHIGAN STATE
UNIVERSITY
EXTENSION**

MSU is an affirmative-action, equal-opportunity employer. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status.

Issued in furtherance of MSU Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Thomas G. Coon, Director, MSU Extension, East Lansing, MI 48824.

This information is for educational purposes only. Reference to commercial products or trade names does not imply endorsement by MSU Extension or bias against those not mentioned. This bulletin becomes public property upon publication and may be reprinted verbatim as a separate or within another publication with credit to MSU. Reprinting cannot be used to endorse or advertise a commercial product or company.

7R-21P-1-07:05-Web-RM