



## Record Book/Spark Achievement Evaluation & County Project Evaluation

Saturday, August 12, 2023

Corning High School Library

**Event Description:** County Record Book/Sparks Achievement Evaluation evaluates, scores, and awards youth members who submit record books/ sparks achievement to the event based on the procedures developed and implemented statewide.

It is held in conjunction with Annual County Project Evaluation, but the events are entered and evaluated separately.

**Entry Due Date:** Friday, August 4, 2023 by 5 PM Online  
*Books are due by 5pm on August 4<sup>th</sup> to the office  
or 9am on August 12<sup>th</sup> to CHS Library*

**Event Schedule:** Saturday, August 12<sup>th</sup> - Corning High School Library  
643 Blackburn Ave, Corning, CA 96021  
8:30 AM Judges orientation  
9:00 AM Participants must have books to Corning High School Library  
9:00 AM Judging of books begin until done.

**Who Can Enter:** All 4-H members. Primary members receive participation awards only.

**How to Enter:** Online Entry @ <https://ucanr.edu/survey/survey.cfm?surveynumber=41109>

**Skills Gained/Practiced:** Critical thinking and evaluation, decision making, effective written communication, goal setting and strategic planning, record keeping, and organization.

### Supplemental Information

**Attached:** Record Keeping Overview, Goal Setting, Tehama County Tip Sheet

**Event Rules:** Regular Members: 9 years of age and older. Pre-entry for this event may be required by the hosting club.

To be eligible, youth members must complete the entry procedure and meet applicable deadlines. The Tehama County Record Book/Sparks Achievement Checklist must be in record book. \*See attached\*

Delivery and pick up of each record book for this event is the responsibility of the participant. Club leaders and event evaluators are not responsible for delivery and return of record books.

Statewide procedures and standards have been established and will be followed for this event. Ensure that the most recent statewide procedures and standards are being used each year. **Event procedures and standards should be obtained from the county office each year.**

General event information may be found at the link below.

[http://4h.ucanr.edu/Resources/Member\\_Resources/RecordBook/RBCompetition/](http://4h.ucanr.edu/Resources/Member_Resources/RecordBook/RBCompetition/)

**Regular Member Evaluation, Scoring/Ranking, and Recognition** - Record books/Sparks Achievement for regular members will be evaluated, scored, and awarded in a manner consistent with the current statewide procedures and standards.

County Record Book Evaluation/Sparks Achievement recognition is awarded at Awards Night.

**Primary Members:** less than 9 years of age Primary members may submit record books to this event. Information and forms for primary members are available at the link below.

[http://4h.ucanr.edu/Resources/Member\\_Resources/RecordBook/](http://4h.ucanr.edu/Resources/Member_Resources/RecordBook/)

#### **Division A: Record Books**

1. Choose one based on age by December 31, 2022.

Class 1: Primary (5-8)

Class 2: Junior (9-10)

Class 3: Intermediate (11-13)

Class 4: Senior (14-up)

#### **Division B: Spark with Achievement**

2. Choose one based on age by December 31, 2022.

Class 1: Junior (9-10)

Class 2: Intermediate (11-13)

Class 3: Senior (14-up)

**Division C: Spark with no Achievement**

3. Choose one based on age by December 31, 2022.

Class 1: Junior (9-10)

Class 2: Intermediate (11-13)

Class 3: Senior (14-up)

**Division D: Annual Project Judging**

4. Choose one (Not Applicable for Primaries)

Class 1: Beef - Breeding

Class 2: Beef - Market

Class 3: Swine

Class 4: Goats - Market

Class 5: Goats - Dairy

Class 6: Sheep - Breeding

Class 7: Sheep - Market

Class 8: Dairy

Class 9: Poultry

Class 10: Rabbit

Class 11: Equine

Class 12: Bees

Class 13: Outdoor Adventure

Class 14: Sewing

Class 15: Photography

Class 16: Arts & Crafts

Class 17: Shooting Sports

Class 18: Archery

Class 19: Cooking

Class 20: Cake Decorating

Class 21: Leadership

Class 22: Any other project not listed

# RECORD KEEPING OVERVIEW

## PHILOSOPHY FOR 4-H RECORD KEEPING

The purpose of 4-H record keeping is to teach how to keep records, which is an important life skill. Record keeping is an ongoing process that does not end when the 4-H year ends.

## OBJECTIVES FOR 4-H RECORD KEEPING

- To learn how to set goals, make action plans, and determine how well you did.
- To learn the skills of record keeping such as organization, planning, and decision-making.
- To learn to communicate and summarize.
- To learn responsibility by completing a task.
- To evaluate information that will market personal skills through future resumes and applications.

## GUIDELINES FOR 4-H RECORD KEEPING

All 4-H members are encouraged to develop a record keeping system that includes:

- Record keeping for one or more project areas.
- Summary information of their participation in 4-H experiences.
- Yearly self-evaluation and/or a member-mentor conference.

In 4-H, using a record keeping system is a recommended practice for youth to track participation, goals, achievements, and reflections throughout your 4-H journey. This record keeping system can be referred to when

- writing award applications
- resumes
- scholarship applications
- preparing for meetings or speeches.

A record keeping system can help you clearly communicate and share your learning experiences. While record keeping systems are generally not required for participation in

- 4-H activities
- events
- club officers
- leadership roles

We encourage you to make record keeping a part of your 4-H experience. Many former 4-H members cherish their record books as adults for the memories they hold, the achievements they preserve, and for the life skills they helped develop.

Record keeping systems might be requested as a part of your county awards process.

Record keeping systems are one way you might be asked to show evidence of your learning, goal setting, reflection, and growth in project area learning, leadership, civic engagement, or communication to meet award criteria.

# GOAL SETTING

## Writing Project Area Goals

The skill of goal setting and working to achieve their goals is what 4-H strives to have 4-H youth practice in all parts of the educational experience — from project work to club work. As a 4-H member develops their skills in a project area, goals should become more challenging to further their learning.

## WHAT IS A GOAL?

A **GOAL** is .....deciding what you want to achieve and learn in a 4-H project.

Set goals that are specific and meet your personal needs and interests. Goals should provide you an opportunity to feel a sense of achievement when you meet them.

Remember to set goals that can be accomplished in a reasonable amount of time and with the resources that are available to you. If you've been in this project area more than one year, your new goals should show progress over what you've learned and achieved in previous years.

## HOW TO WRITE A 4-H GOAL

A goal has 3 parts, action, results, and timetable. The "action" is how you're going to do it, the "result" is what you will do, and the "timetable" is when you plan to have it done. Here are some examples.

### ACTION RESULT TIMETABLE

I want to make a poster about smoothies by the February club meeting

I want to train my 4-H beef heifer to lead before county fair time

I want to photograph the flags at the cemetery on Memorial Day

### CONTROL TEST

Do your goals pass the control test? That is, do you have control over all parts of what happens? If you can answer "yes", you are ready for the next step!

### WHAT'S NEXT?

1. Record your goals in the record keeping system you plan to use this year. Think about including what you would like to learn as a part of your goal.
2. Write at least one goal for each project in which you are enrolled.

# Tehama County 4-H Record Book County Judging Check Sheet

(Member **MUST** complete this form, Club Leader then verifies Record Book is complete & accurate for county judging)

**See 2022-2023 Members Record Book Manual (RBM) for complete guidelines.**

Program Year: \_\_\_\_\_ 4-H Member's Name: \_\_\_\_\_

4-H Members Club: \_\_\_\_\_

Age (as of January 1 of program year): \_\_\_\_\_ Grade: \_\_\_\_\_

Year in 4-H as a non-primary member: \_\_\_\_\_

<b>RECORD BOOK ORDER OF ASSEMBLY</b> (Book must be assembled in this order and must use current record book forms)	Please check the following items	
	Member Checked	Club Leader Checked
4-H Record Book Folder or Binder - has member name, club, county, and address written clearly on front outside cover. Use an official 4-H folder, or three ring binder.		
<b>Section 1: Preliminary Information - Formatting.</b> 4-H Record Books <u>must</u> follow these formatting guidelines, unless otherwise stated, when entered into a 4-H Record Book competition. <i>RBM page 6-9</i>		
Title Page <i>RBM page 9</i>		
Table of Contents - Must have pages numbers <i>RBM page 9</i>		
Tabs and Dividers Pages - Tabs and divider pages help separate sections and improve overall organization. Paper color other than white may be used. <i>RBM page 9</i>		
<b>Section 2: Personal Development Report (PDR) – use divider page.</b> <i>RBM page 10-17</i>		
Front page of PDR must be completed including all signatures –required of every Record Book.		
Member general information completed on page 1 of PDR		
Signed by <b>member, parent, and adult partner - required</b> (page 1 of PDR)		
Club meeting attendance – at least 80% attendance (page 1 of PDR)		
Column I “Totals Past Year” completed (page 2 of PDR)		
Column II “Totals This Year” completed ( page 2 of PDR)		
Column III “Totals All Years” completed (page 2 of PDR) <i>**Double check the totals for star ranking. Make sure they have completed the required "*" items... (projects completed, Jr. or teen leader, and 4-H Presentations,)</i>		
2nd Page PDR - Star Rank - fill in this section with current Rank and Rank applying for.		
2nd Page PDR - Club Leaders Signature with Approved or Not Approved, Checked.	N/A	
Sections 1-8 completed with: Totals for current year at the bottom, hours column filled in, totals at the top of each page with last year, this year and grand totals <u>matching</u> the Star Ranking Page 2 of your PDR . Section 1 - at least 80% <u>average</u> attendance Section 6 - ONLY 4-H presentations that follow the Presentation Format outlined in the presentation manual may be used for 4-H presentation requirements.		
<b>Section 3: My 4-H Story – use a divider page.</b> Times New Roman or Garamond, between 12 point and 14 point. <i>RBM Page 18</i>		
Junior (or first year member): 250 – 500 words Intermediate: 500 – 1000 words Senior: 1000 – 2000 words *Helps to put the word count at the end of your story* Did you include: Learning experiences   Leadership and working with others   Citizenship/community service   Growth and Sparks		
<b>Section 4: Annual Project Report Forms (APR) – use divider pages</b> <i>RBM Page 19-20</i>		

Signature of the <b>4-H Member</b> – <b>required</b> for a completed Record Book		
Signature of <b>Project Leader/Adult Partner</b> – <b>required</b> for a completed Record Book		
Complete all areas of project report forms (Hours, locations, learning experiences, things made, raised, awards, Cost. etc.) Write N/A in areas that don't apply to the project.		
Expression page - up to one side of one page per project <i>RBM page 20</i> <i>*Educational must teach the reader something*</i>		
<b>Section 5: Collection of 4-H Work– use divider page. <i>RBM page 21</i></b> <b>This is an example of your work – choose your best ones and use the standard formatting and guidelines</b>		
Collection of Work may include the following: Newspaper or Newsletter articles (each side counts as one page). Flyers or Brochures. Letters or Certificates. Letters must be <b>written by</b> or <b>about</b> the member. Certificates must be presented in the current program year. Photographs/collage. Photos should include captions		
<b>Section 6: Leadership Development Reports(s) (Intermediate/Senior Members) <i>RBM page 22- 24</i></b> Must complete LDR form(s) for all members age 11-19; that are in a leadership role To meet the Star Rank criteria for gold and platinum stars, you must hold significant leadership roles that require 20 hours or more of leadership contribution. Count all of your training, meeting, planning and research hours as well as the hours spent leading the activity or event. You must complete the Leadership Development Report form to receive credit for these roles. Keep track of your hours in a calendar, notebook or journal. <i>It is okay if it takes more than one year to complete the 20 hours—you just have to complete 20 hours in the same role for it to count in this category. Complete Part 1 Pre and Post in the year when you start your role and complete Part 2 Pre and Post in the year that you finish.</i>		
Part 1 (Pre): At the beginning of the year, explain all of your leadership roles and why they are important to you. Set personal leadership goals to be accomplished by the end of the program year.		
Part 1 (Post): At the end of the year, reflect on how your experiences throughout the year contributed to your development as a leader. <i>Members Signature</i>		
Part 2: Complete one set (Pre and Post) per leadership role. Explain how the goals set in Part 1 (Pre) will be accomplished and are relevant to each leadership role. • Complete Part 2 (Pre) at the beginning of the program year • Complete Part 2 (Post) at the end of the program year. <i>Member and Adult Partner Signature</i>		
<b>Section 7: 4-H Resume (Senior Members Only) <i>RBM page 25</i></b>		
If applicable include a resume for all members age 14-19		
<b>Section 8: Previous Years' Records - use divider page. <i>RBM page 8</i></b>		
You can include all your previous years records - All of your previous years records can be inserted at the back of the current year's book, in reverse chronological order (that means by year and the year you started is in the back and you work forward to the current year in the front)		
<b>Completed</b>		

This Form is inserted loosely behind the front cover of the record book

**For County Judging Only:**

I verified this Record Book...

- ✓ contains ALL required sections completed
- ✓ has the correct totals for star ranking
- ✓ 4-H story is the correct length
- ✓ is assembled in the proper order: *RBM*
- ✓ is clean and neatly done

**This form must accompany the Record Book to be considered for County Judging.**

# Tehama County 4-H Spark Achievement Judging Check Sheet

(Member **MUST** complete this form, Club Leader then verifies Record Book is complete & accurate for county judging)

**See 2022-2023 Members Achievement Program Manual (APM) for complete guidelines**

Program Year: \_\_\_\_\_ 4-H Member's Name: \_\_\_\_\_

4-H Members Club: \_\_\_\_\_

Age (as of January 1 of program year): \_\_\_\_\_ Grade: \_\_\_\_\_

Year in 4-H as a non-primary member: \_\_\_\_\_

<p align="center"><b><u>RECORD BOOK ORDER OF ASSEMBLY</u></b> (Book must be assembled in this order and must use current record book forms)</p>	Please check the following items	
	Member Checked	Club Leader Checked
4-H Record Book Folder or Binder - has member name, club, county, and address written clearly on front outside cover. Use an official 4-H folder, or three ring binder.		
<b>Section 1: Preliminary Information - Formatting.</b> 4-H Record Books <u>must</u> follow these formatting guidelines, unless otherwise stated, when entered into a 4-H Record Book competition. <i>APM page 38</i>		
Title Page <i>APM page 38</i>		
Table of Contents - Must have pages numbers <i>APM page 38</i>		
<b>Section 2: Achievement Rank Forms (Spark) If Applying.</b> <i>APM page 12-14</i>		
Sections 1-8 completed with: Date and hours column filled in, Complete at least 1 communication activity for the year Complete at least 1 community service for the year Communication Activity- ONLY 4-H presentations that follow the Presentation Format outlined in the presentation manual may be used for 4-H presentation requirements.		
<b>Section 3: My 4-H Story - use a divider page.</b> Times New Roman or Garamond, between 12 point and 14 point. <i>APM Page 40</i>		
Junior (or first year member): 250 – 500 words, or 1-2 min video/audio Intermediate/Senior: 500 – 1000 words, or 2-4 min video/audio <i>No more than 2000 words</i> *Helps to put the word count at the end of your story* Did you include: Learning experiences   Leadership and working with others   Citizenship/community service   Growth and Sparks		
<b>Section 4: Annual Project Report Forms (APR) – use divider pages</b> <i>APM Page 41-42</i>		
Signature of the <b>4-H Member</b> – <b>required</b> for a completed Record Book		
Signature of <b>Project Leader/Adult Partner</b> – <b>required</b> for a completed Record Book		
Complete all areas of project report forms (Hours, locations, learning experiences, things made, raised, awards, Cost. etc.) Write N/A in areas that don't apply to the project.		
Expression page - up to one side of <u>one</u> page per project <i>APM page 42</i> <b>*Educational must teach the reader something*</b>		
<b>Section 5: 4-H Resume (Senior Members Only)</b>		
If applicable include a resume for all members age 14-19		
<b>Completed</b>		
This Form is inserted loosely behind the front cover of the record book		

## **For County Judging Only:**

I verified this Spark Achievement Book...

- ✓ contains ALL required sections completed
- ✓ is assembled in the proper order: *APM Page 38*
- ✓ is clean and neatly done
- ✓ 4-H story is the correct length

**This form must accompany the Spark Achievement Book to be considered for County Judging**

06/23 Record Book Judging



This tip sheet is to help identify the appropriate categories for your Tehama County 4-H activities. You may have additional activities that are not listed here. The 2022-2023 California 4-H Record Book Manual.

**Record Books – What Goes Where?** What do I include in my Personal Development Report and where do I record these events and activities?

Record your participation and activities in and outside 4-H for the current program year (July 1, 2022-June 30, 2023). When you attend a 4-H event, record it as a 4-H event. If you did something at the event that meets the requirement of another category, you can record that as well. Although some events and activities may be applicable for multiple categories you can only count that activity in one category. Record the activity in the category needed for your star ranking.

You may record up to two significant activities outside of 4-H in categories 2, 4, 5, 6, and 7.

**#1. Projects Completed** – Record the projects you completed. Complete a minimum of six hours of project instruction or more as required by the project leader. During the year, 80% average attendance is required to receive an achievement rank.

**#2. 4-H Project Skills Completed** – Record events or activities that demonstrate your knowledge to an audience or judge. This includes exhibits non-judged and judged, showmanship, knowledge contests, and judging contests. You may not participate as a 4-H member in jackpot or prospector shows that do not comply with 4-H policy.

- Exhibited at Favorite Food Day
- Judged at Life skills Judging Day
- Judged at Livestock Judging Day
- Exhibited at Livestock Show or Furs and Feathers
- Fashion Revue
- Exhibited at Stills Exhibit
- Archery Shoot
- Shooting Match
- Educational Display for project
- Exhibited at Fair (still exhibits and/or livestock)
  - Market
  - Breeding
- Showmanship (1 per species and division)
- Exhibited in Junior Livestock Auction

Project skills outside of 4-H: Record participation at shows, competitions, and contest that relate to a 4-H project but are NOT strictly 4-H events or do not have 4-H classes. Examples: Breed association shows, Dog shows, and quilting conference.

**#3. Events Attended** (must actively participate) – Record 4-H specific events (virtual and in-person) that you attended during the program year. Count any 4-H event that you attended outside of regular and project meetings. Multiple day events, such as county fair and conferences count as one event. You may receive credit for attending the event as well as completing an activity that fits in another category.

- Leadership Conference
- California Focus
- 4-H Camp
- Awards Night
- Favorite Foods Day
- Life Skills Day
- Livestock Judging Day
- YQCA In-Person Training
- Favorite Foods Day
- Life Skills Day
- Presentation Day (County, Regional, State)
- Livestock Show
- Furs and Feathers
- Fashion Revue
- Leadership/Officer Training
- State Field Day
- Fair (Fairs only count if they have a 4-H class)
- 4-H Club or County Fundraisers (Fun Night, etc)
- 4-H Club Events (other than club meetings, ex Christmas Party)
- Council Meeting

**#4. Leadership Development** – Record each project that you lead and each leadership position you hold at the club and county level. The duties you perform in leadership roles and considered part of the position and cannot be counted as separate activities for any category on the PDR. Intermediate and Senior members must complete the Leadership Development Report to receive credit.

- County Ambassador or BLAST
- Club Officer
- Junior/Teen Leader
- Committee Chairperson
- Committee Member
- Presentation Day room coordinator
- 4-H Camp Teen Staff
- Lead a 4-H Group Activity (planned or spontaneous)
- Emerald Star

Leadership Development Outside of 4-H: Record two of your most significant leadership roles outside of 4-H. Examples: Student Body President, Youth Group Leader, Math Tutor.

**#5. Civic Engagement and Community Service** – Record your active participation in a planned, publicized, and approved citizenship, service learning or community service activity. Credits are counted by event attended, not by separate activities at that event. Do NOT count fundraising activities for personal/club benefit under citizenship/community service.

Community service/Donation Drive  
Volunteered at a local organization.  
Served water if you DID NOT sell an animal.  
4-H Club Donation baskets for the Buyer's Dinner

Citizenship and Community service outside of 4-H: Record two of your most significant citizenship and community service outside of 4-H. Examples: School clothing drive, donating at a Blood Drive.

**#6. Communication Skills** – Record communication activities that you participated in at any event inside or outside of 4-H. Do Not include thank you letters as communication activities.

4-H Presentation (must meet the requirements in the State 4-H Presentation Manual)  
Presentation Day  
Prepared talk (project report if prepared in advance). Officer/committee reports are not counted since they are considered part of your leadership role.  
Wrote an article for the County newsletter.  
Speaker at Board of Supervisors Meeting  
Evaluation Interview  
Oral Reasons at Judging Events  
Representing and informing about 4-H (4-H Information night, Information Booth)  
Served as a judge for a 4-H activity.  
Created/Managed 4-H social media page.  
Letters about 4-H, Buyers letters, letters to City Council and Government Representatives.

Communication outside of 4-H: Record two of your most significant communication activities outside of 4-H. Examples: Presentation at school science fair, appear as a guest on a radio show about an upcoming performance that you are in.

**#7. Honors and Recognitions** – Record all high honors and recognition you have earned! Other project-specific honors and recognition like seals and ribbons go in your Annual Project Report. You can record high honors and recognition if it is a very big deal to you.

- County Record Book Medalists
- 100% club Attendance
- Club Awards (community service)
- Star Rank
- Emerald Star
- Best of Breed
- Best of Class
- Champion
- Place in Showmanship
- Round Robin Winner
- Carcass Contest Winner
- Favorite Foods Medalist
- Presentation Day Medalist
- 4-H Council Scholarship
- County Ambassador

Honors and Recognitions outside of 4-H: Record two of your most significant recognitions outside of 4-H. Examples: Student of the Year, Eagle Scout, Honor Roll.

**#8. Healthy Lifestyle Activities** – Record participation in organized group activities related to a healthy lifestyle outside of 4-H. The idea of this section is to show that you use your free time actively engaged in healthy leisure. This shows you are a person who is connected to your community. Each organization, group, activity or sport counts as one credit per 25 hours of active participation and can be counted per quarter, up to four times a year. If you did not complete at least 25 hours of active participation that activity cannot be counted.

- Youth Group
- AWANA
- Band
- School or Community Sport Team
- School Club
- Boy Scouts
- Girl Scouts
- School or Community Camp
- Key Club
- Music Lessons
- Riding Lessons
- Employment
- Livestock Association Membership

These activities are not counted: Family vacations, academic/homework, care for your pets/livestock, or spectator activities. Events/activities that are not consistent with 4-H policy

# !""!-\$ Tehama County 1-H ACHIEVEMENT BOOK SPARKS FORMS



UNIVERSITY OF CALIFORNIA  
Agriculture and Natural Resources

4-H Youth Development Program

This tip sheet is to help identify the appropriate categories for your Tehama County 4-H activities. You may have additional activities that are not listed here. The 2022-2023 California 4-H Achievement Manual.

**Sparks Achievement - What Goes Where?** What do I include in my Spark Achievement Forms and where do I record these events and activities?

- Spark Achievement level is introduction to provide new members with the introduction to 4-H and to help members identify their Spark(s)!
- Record your participation and activities in and outside 4-H for the current program year (July 1, 2022-June 30, 2023).

**Leadership Development** - Complete one activity for each Spark Achievement

- Committee Chairperson
- Committee Member
- Lead a 4-H Group Activity (planned or spontaneous)
- County Ambassador or Support
- Club Officer
- Enroll and participate in a leadership project
- Attend a 4-H leadership conference, workshop or training
- Junior/Teen Leader

**Civic Engagement Activity** - Complete one activity for each Spark Achievement

- Visit a place of historical significance to your community
- Participate in a 4-H Community service/Donation Drive that benefits an outside community organization
- Learn about your local government
- Give a talk inside or outside 4-H about something you learned in a 4-H community service or civic engagement or education
- Participate in a 4-H sponsored or organized civic engagement activity or education event

Community Service Project - record events or activities that serve the common good in the interest of the community or members of the community

Civic Engagement - Advocacy, activities, and discussion in the interest to the citizen in the community

Civic Education - Learn about your government, processes, personal roles, history, global

**Project Learning Activity - Complete one activity for each Spark Achievement**

- Complete 2 4-H Projects with 6 hours of educational experience (need 2 Annual Projects Reports to complete)
- Participate in a 4-H Judging contest
  - Livestock Judging - Judging part
- Create a flyer, poster, video or slideshow for a project skill that teaches the reader something you learned in the project
- Give talk at any level about something you in your 4-H projects
- Participate in a 4-H event or activity that demonstrates your project knowledge to an audience, judge, or evaluator
  - Presentation Day
  - Livestock Show
  - Livestock Judging - Oral Reason only
  - Fair - Market, Showmanship or Breeding
  - Stills Exhibit
  - Favorite Foods Day
  - Fashion Revue

**\*\*For all activities in this category, members must be enrolled within the project they are recording an activity for. \*\***

**Healthy Lifestyle Activities - Complete one activity per each Spark Achievement**

- Complete an activity that explores healthy nutrition inside or outside 4-H
- Complete an activity that explores physical activity inside or outside 4-H
- Complete an activity that explores social and emotional wellness inside or outside 4-H
- Participate in a 4-H Healthy Living event
- Be involved in activity outside of 4-H that requires 25 hours or more
  - Band
  - School or Community Sport Team
  - Boy Scouts
  - Girl Scouts
  - School or Community Camp
  - Key Club
  - Music Lessons
  - Riding Lessons
  - Employment
  - AWANA

**Communication Activity** - Complete one activity for each Spark Achievement.

- Give a 4-H presentation that follows the 4-H Presentation Manual
- Write an article or blog post for a 4-H publication or about 4-H
- Give an event or project report at a 4-H meeting (prepared talk)
- Meet with or write a letter to someone who supports 4-H (buyer letters)
- Make a video that promotes 4-H to the community
- Appear as a guest representing 4-H for a radio or television

**Community Service Activity** - Participate in one community service activity for each Spark Achievement - this must be with your 4-H club

- In order to earn a Spark Achievement, the member must complete at least one 4-H unit community service activity with others.
  - Canned Food Drive
  - Holiday Caroling
  - Cards or Letters to Military
  - Sock Drive
  - Etc.

When entering an activity, it is very helpful to add details. For example:

Category 2 Project Skill	Exhibited Photography at SDF. I entered 7 color photos and 2 black and white photos.
Category 4 Leadership Development	Donation Drive Coordinator - Organized the monthly donation drives at the community meetings. I created flyers, sent reminders, and collected the donations.
Category 5 - Community Service	Thanksgiving Feast - I helped prepare and serve food. I helped with set up and clean-up. My favorite part of the day was hearing the different stories and visiting with others.
Category 6 - Communication	Project Presentation - My presentation was on training a market goat and preparing him for the show.
Category 8 - Healthy Lifestyles	Golf - I was on the School's Varsity Gold Team

### Annual Project Report

The Annual Project Report (APR) is used to document your specific project experiences. You will complete an APR for each project. The Annual Project is required to receive credit for the completion of your project. It is also required to participate in the Tehama County Fair.

#### Annual Project Report - Learning Experience Example

In the learning experience box, record every project-related activity or event where you learned something new or developed a skill related to the project.

LEARNING EXPERIENCES			
Explain what you did, what you learned, and the skills you gained in the project. Include the level of participation: I = Individual, L = Local Club/Unit/Project, C = County, M = Multi-county/Area, S = State, N = National/Multi-State, G = Global			
Date	Level	Hours	What did you do?   Where?   What did you learn or what skill did you practice?
9/1/2022	L	1.5	Welcome to the Goat Project   Project Meeting   I learned about the project and what to expect this year. We shared about our past experiences and developed new goals for the upcoming year. We came up with individual goals as well as group goals for the year. One of the goals I set this year is to interview at least two meat producers to learn about the different production systems that are used.
10/1/2022	L	1.5	Housing/Shelter and Goat Needs   Project Meeting   We talked about the different shelters and the basic requirements a goat needs. We also learned about different illnesses and how to identify a sick goat. I learned about proper record keeping and how it can help when identifying a sick goat.

## 4-H STORY

Your 4-H story is an important part of your record book.

This outline may help you in writing your story.

### Part 1:

Introduce yourself - include your age; interests; parents; brothers and sisters; where you live and go to school; when and why you joined 4-H. Remember, the person reading your story may not know you. What might be one of your Sparks, interest, or passion. What are your plans for the future.

### Part 2:

Tell about your projects in 4-H. Here is where you write out your goals and if obtained them. How has 4-H helped you learn about things you didn't know before, how your project has grown and some things you tried successfully or unsuccessfully. What would you do differently if you were to try it again? How have you handled financing your projects, if needed? Who was especially helpful to you? How?

### Part 3:

Explain how 4-H has helped you become a better leader and citizen; how 4-H has increased your interest and participation in community affairs, and what you have learned from team efforts. What types of civic engagement projects or leadership roles have you been involved in? How did you work with others to contribute to your community or your school? What have you learned from working with other 4-H'ers through your leadership?

### Part 4:

Describe how 4-H participation has helped you to feel good about yourself, influenced your school and career goals and your use of leisure time. Tell about your future plans and career you want to pursue. What kinds of relationships have you had with your 4-H leaders? How has your 4-H participation changed how you feel about yourself? How has your participation influenced your school and career goals?

### Words Limit

Juniors up to 250 - 500 or 1-2-min audio/video

Intermediate/Seniors 500 - 1000 or 2-4min audio/video

\*No more than 2000\*

## California 4-H Record Book Evaluation – County Level

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

Age of Member: \_\_\_\_\_ *Circle One: Junior Intermediate Senior*  
(as of Dec. 31st of program year)

Totals Point Earned: \_\_\_\_\_ Total Points Possible: \_\_\_\_\_ Award: \_\_\_\_\_

Scale: 0=no evidence 1=minimal evidence 2=moderate evidence 3=strong evidence

### Section 1: Preliminary Information

	Member followed all directions and Record Book is assembled in the correct order
	Title Page includes required information
	Table of Contents lists the required sections

\_\_\_\_\_ **Total Section 1**

### Section 2: Personal Development Report

Activities and involvement should be appropriate for the age of the member. **Skip section if member already has a Platinum Star Rank.**

#### Did the member:

	List events and activities only one time and in the appropriate categories?
	Demonstrate a variety of experiences that developed skills in project(s)?
	Attend various 4-H events (club, county or higher levels)?
	Serve in age-appropriate leadership roles in project, club, county or at a higher level?
	Participate in citizenship and community service activities to benefit the community?
	Develop communication skills by giving reports (verbal and nonverbal), presentations or online communication representing 4-H to varied audiences?
	Participate in significant activities outside of 4-H in school and community?

\_\_\_\_\_ **Total Section 2**

### Section 2 Alternate: Personal Development Report for Platinum Members score these 2 items only. Skip for all other members.

#### Did the member:

	Serve in age-appropriate leadership roles in project, club, county, or higher level?
	Participate in civic engagement and community service activities to benefit the community?

\_\_\_\_\_ **Total Section 2 Alternate**

### Section 3: 4-H Story

The 4-H Story gives the reader an opportunity to get to know the 4-H member and to read about project activities, leadership and citizenship experiences, both in the 4-H program and in school and community.

#### Did the member:

	Meet appropriate 4-H story word counts? <i>Junior: 250 – 500 words; Intermediate: 500 – 1000 words; Senior: 1000 – 2000 words</i>
	Describe personal learning experiences in project(s)?
	Discuss beginning or advanced leadership experiences and activities working with other members?
	Give examples of experiences working with others on citizenship/community service projects?
	Show overall growth and share Sparks in 4-H and outside of 4-H?

\_\_\_\_\_ **Total Section 3**

**Section 4: Annual Project Reports**

Project skills and experiences should be appropriate for the age of the member.

**Did the member:**

	Have a variety of project experiences OR have multiple levels of experiences in one project that may be a Spark?
	Document required information (date, time, level and location)?
	Describe activities and experiences in the project(s)?
	Tell what was learned and skills gained in the project(s)?
	Share learning experiences with other 4-H members or community audiences?
	Include project financial records of expenses and income/value?
	Demonstrate a specific concept or knowledge gained in the project(s) on the expression page(s)?

**\_\_\_\_\_ Total Section 4****Section 5: Collection of Work****Did the member:**

	Select examples of current year's 4-H work that enhance records?
	Include flyers, brochures, pictures and letters that represented 4-H activities and experiences?
	Illustrate Sparks in the Collection of Work?

**\_\_\_\_\_ Total Section 5**

**This section is only scored for Intermediate and Senior members with Leadership Reports**

**Section 6: Leadership Development Report (*Intermediate & Senior Members*)****Did the member:**

	Describe their leadership roles for the year?
	Make a plan at the beginning of the year to develop one or more of the 6 Cs and at the end of the year, reflect on their accomplishment of that C (or not)?
	Set goals for each leadership role and reflect on the achievement of those goals?
	Determine specific strategies to reach their goals and reflect on the effectiveness of those strategies?
	Identify things that might get in the way of reaching their goals and give examples of when they had to shift gears?

**\_\_\_\_\_ Total Section 6**

**This section is only scored for Senior members**

**Section 7: Resume (*Senior Members only*)****Did the member:**

	Demonstrate a professional and creative style and design on the resume?
	Create a personal development statement that describes what they stand for and who they aspire to become as a human being?
	Describe the skills they have gained through their leadership experiences?
	Describe the skills they have gained through their citizenship experiences?

**\_\_\_\_\_ Total Section 7**

**Total Points: \_\_\_\_\_**

## California 4-H Record Book Evaluation - County Level 2023 Spark Achievements or No Achievement Score Form

Member Name: \_\_\_\_\_ Evaluator Initials: \_\_\_\_\_  
 Age of Member: \_\_\_\_\_ Circle One: Junior Intermediate Senior  
*(As of 12/31 of program year)* 9-10 11-13 14-19

Scale:  
 0=no evidence 1=minimal evidence ~25% of the time or 25%+ of the prompt  
 2=moderate evidence ~50% of the time or 50%+ of the prompt 3=strong evidence ~75% of the time or 75%+ of the prompt

Preliminary Information (Section 1)	
	Member followed all directions and Record Book is assembled in the correct order
	Cover Page includes required information
	Table of Contents lists the required sections

### Total Section 1

Section 2: Spark Achievement Report (optional - x all if did not submit SAR)	
	List events and activities in the appropriate categories
	List the date, minutes, or hours and what they did for each entry
	Completed one community service activity in the current year
	Completed one communication activity in the current year
	How well did the member convey what they did in each category

### Total Section 2

Section 3: 4-H Story	
	Meet appropriate 4-H story word counts or audio/video length? Junior: 250 – 500 words; Intermediate & Senior: 500 – 1000 words or video/audio: Junior: 1-2 minutes; Intermediate & Seniors: 2-4 minutes
	Describe personal learning experiences in project(s)?
	Discuss beginning leadership experiences and activities working with others?
	Give examples of experiences working with others on civic engagement or community service projects?

### Total Section 3

Section 4: Annual Project Reports	
	Have a variety of project experiences OR have multiple levels of experiences in one project that may be a Spark?
	Document required information (date, time, level and location)?
	Describe activities and experiences in the project(s)?
	Tell what was learned and skills gained in the project(s)?
	Share learning experiences with other UC 4-H members or community audiences?
	Include project financial records of income and expenses?
	Demonstrate a specific concept or knowledge gained in the project(s) on the expression page(s)?

### Total Section 4

Section 5: 4-H Resume (Seniors Only)	
	Demonstrate a professional and creative style and design on the resume?
	Create a personal development statement that describes what they stand for and who they aspire to become as a human being?
	Describe the skills they have gained through their leadership experiences?
	Describe the skills they have gained through their citizenship experiences?

### Total Section 5

MEMBER TOTAL SCORE of ALL CATEGORIES: \_\_\_\_\_ SEAL EARNED: \_\_\_\_\_

# Annual Project Report Evaluation Accompanied with Historical Record Book

Evaluators Initials: \_\_\_\_\_

Member Name:	Project Entered:			
<b>SELECTED PROJECT ONLY</b> Items may be found in PDR, My Story, APR or LDR				
	High	Mid	Low	Earned
<b>Project Goals</b> Members set project goals and achieved them. (This may be APR or My Story)	<b>4-5</b> Detailed goals, thorough reflection	<b>2-3</b> Goals lack some detail, reflection is vague	<b>0-1</b> No goals or not related, limited or lack of reflection	
<b>Knowledge and Skills</b> Members demonstrated growth in his/her projects. Members attained proficiency in his/her project work by learning new skills and gaining information. (For Example, project learning experiences, knowledge and skills gained, judging, project meetings) (i.e. documenting what they learned from each meeting)	<b>4-5</b> Wide variety/depth of learning experiences, strong evidence of project growth, demonstrates skills gained	<b>2-3</b> Some evidence of project growth, average depth of learning experiences, limited demonstration of skills gain	<b>0-1</b> Limited project growth, little to no project work, shows few skills gained	
<b>Project Communication/Presentation</b> Members shared his/her project knowledge with other members. (i.e., Prepared talks, presentations - documents in APR, at fair. etc.)	<b>4-5</b> Shared learning in a variety of ways to a broad audience	<b>2-3</b> Sharing is limited to one method or to a limited audience	<b>0-1</b> Sharing is not clear or unrelated to project	
<b>Project Leadership</b> Leadership Exhibited - <b>Related to the Project</b> elected, appointed or requested, independent or self-initiated. Leadership is teaching another person or a group, skills or information, also includes organizing or coordinate an activity event or meeting, selecting and preparing materials and selecting presenters. (i.e., junior or teen leader, leading a project meeting, helping other members within the project)	<b>4-5</b> Wide variety/depth of project leadership at multiple levels	<b>2-3</b> Leadership is evident, but is limited, lacks depth	<b>0-1</b> Little to no project leadership	

<b>Project Citizenship</b> Community Service/Citizenship Related to Project Citizenship means helping out in your community and serving others without compensation.	<b>4-5</b> Initiating and coordinating project citizenship activities	<b>2-3</b> Participation in project citizenship activities	<b>0-1</b> Little to no project citizenship involvement	
<b>Project Reflection</b> Reflects/identifies knowledge gained in project area, leadership/citizenship skills developed/used in project area, impact of 4-H within family/personal life/community, 4-H on future plans, application of project knowledge and skills.	<b>4-5</b> Rich evidence of knowledge and skills gained. Clearly communicates impact of project involvement. Demonstrates strong application to daily life	<b>2-3</b> Evidence of knowledge and skills gained, communicates, some impact of project involvement, limited application to daily life	<b>0-1</b> Lacks evidence of knowledge and skills gained, impact of project involvement and application to daily life	
<b>Expression page</b> An Expression page, for their Annual Project Report, on which the 4-H member may be creative. Must be one side only of an 8 ½" x 11" piece of paper	<b>4</b> Much evidence	<b>2-3</b> Some evidence	<b>0-1</b> Little to no evidence	
<b>Overall neatness and legibility</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	
<b>Events Attended</b> Exhibited and/or participated at <b><u>Project Related Events and activities.</u></b> Fairs, 4-H Shows, Exhibits (i.e., still exhibits, county fair, 4-H camp, livestock judging, etc.) (Excludes all jackpot shows)	<b>4-5</b> Much evidence	<b>3-4</b> Some evidence	<b>0-2</b> Little to no evidence	
<b>Honors and Recognition</b> Awards received in project area (# of awards [ ] 1pt for each award up to 3	<b>3</b>	<b>2</b>	<b>0-1</b>	
<b>(Max 45 pts) POINTS RECEIVED</b>	<b>TOTAL POINTS AWARDED</b>			

\* Must have 36 points or more (Average Total) to be considered for County

Judges' Comments:

# Annual Project Report Evaluation Accompanied with Achievement Book

Evaluators Initials: \_\_\_\_\_

Member Name:	Project Entered:			
<b>SELECTED PROJECT ONLY</b> Items may be found in Achievement Forms, My Story, APR				
	High	Mid	Low	Earned
<b>Project Goals</b> Members set project goals and achieved them. (This may be APR or My Story)	<b>3-4</b> Detailed goals, thorough reflection	<b>2</b> Goals lack some detail, reflection is vague	<b>0-1</b> No goals or not related, limited or lack of reflection	
<b>Knowledge and Skills</b> Members demonstrated growth in his/her projects. Members attained proficiency in his/her project work by learning new skills and gaining information. (For Example, project learning experiences, knowledge and skills gained, judging, project meetings) (i.e. documenting what they learned from each meeting)	<b>3-4</b> Wide variety/depth of learning experiences, strong evidence of project growth, demonstrates skills gained	<b>2</b> Some evidence of project growth, average depth of learning experiences, limited demonstration of skills gain	<b>0-1</b> Limited project growth, little to no project work, shows few skills gained	
<b>Project Communication/Presentation</b> Members shared his/her project knowledge with other members. (i.e., Prepared talks, presentations - documents in APR, at fair. etc.)	<b>3-4</b> Shared learning in a variety of ways to a broad audience	<b>2</b> Sharing is limited to one method or to a limited audience	<b>0-1</b> Sharing is not clear or unrelated to project	
<b>Project Leadership</b> Leadership Exhibited - <b>Related to the Project</b> elected, appointed or requested, independent or self-initiated. Leadership is teaching another person or a group, skills or information, also includes organizing or coordinate an activity event or meeting, selecting and preparing materials and selecting presenters. (i.e., junior or teen leader, leading a project meeting, helping other members within the project)	<b>3-4</b> Wide variety/depth of project leadership at multiple levels	<b>2</b> Leadership is evident, but is limited, lacks depth	<b>0-1</b> Little to no project leadership	

<b>Project Citizenship</b> Community Service/Citizenship Related to Project Citizenship means helping out in your community and serving others without compensation.	<b>3-4</b> Initiating and coordinating project citizenship activities	<b>2</b> Participation in project citizenship activities	<b>0-1</b> Little to no project citizenship involvement	
<b>Project Reflection</b> Reflects/identifies knowledge gained in project area, leadership/citizenship skills developed/used in project area, impact of 4-H within family/personal life/community, 4-H on future plans, application of project knowledge and skills.	<b>3-4</b> Rich evidence of knowledge and skills gained. Clearly communicates impact of project involvement. Demonstrates strong application to daily life	<b>2</b> Evidence of knowledge and skills gained, communicates, some impact of project involvement, limited application to daily life	<b>0-1</b> Lacks evidence of knowledge and skills gained, impact of project involvement and application to daily life	
<b>Expression page</b> An Expression page, for their Annual Project Report, on which the 4-H member may be creative. Must be one side only of an 8 ½" x 11" piece of paper	<b>3-4</b> Much evidence	<b>2</b> Some evidence	<b>0-1</b> Little to no evidence	
<b>Overall neatness and legibility</b>	<b>3</b>	<b>2</b>	<b>0-1</b>	
<b>Events Attended</b> Exhibited and/or participated at <b><u>Project Related Events and activities.</u></b> Fairs, 4-H Shows, Exhibits (i.e., still exhibits, county fair, 4-H camp, livestock judging, etc.) (Excludes all jackpot shows)	<b>4</b> Much evidence	<b>2-3</b> Some evidence	<b>0-1</b> Little to no evidence	
<b>Honors and Recognition</b> Awards received in project area (# of awards [ ] 1pt for each award up to 3	<b>3</b>	<b>2</b>	<b>0-1</b>	
<b>(Max 38 pts) POINTS RECEIVED</b>	<b>TOTAL POINTS AWARDED</b>			

\* Must have 30 points or more (Average Total) to be considered for County

Judges' Comments: