



# Kentucky Junior 4-H Achievement Record Leader's Guide

4LD-06LA

4-H records are as much a part of the Kentucky 4-H recognition program as they are an integral part of the total 4-H project. When 4-H records are mentioned, most people think of 4-H records competition, but competition is only one reason for keeping records. Keeping records for competition has a short-term effect – winning a specific award. The overall objectives of record keeping are to help a member:

- learn to keep a record of accomplishments;
- realize how much has been accomplished and how much growth has occurred;
- realize what has been learned in a certain period of time; and
- learn to figure details (hours, energy and money) and the art of compiling achievements.

They also:

- help you, as a leader, determine how great a challenge a member needs to assume; and
- help you and the Extension agent realize what members have learned during the year in order to determine the next program steps.

As a 4-H leader, you have an important role to play in helping a 4-H'er develop a positive attitude toward record keeping. Your enthusiasm and skill will be needed to help the 4-H'er make record keeping an important part of the 4-H project. The following tips may be helpful:

- Well begun is half done. Put special emphasis on getting off to a good start. Include in the club and project program a plan for record review and list due dates.
- Discuss reasons for record keeping with the 4-H'ers. People accept tasks best when they understand their values.
- Keep a sample record. This sample could be used at club meetings to show how to keep the book up to date and how to complete it. It also might be used at special meetings to which parents are invited.
- Have regular record book inspections. Periodically check records at meetings and on project visits.
- Frequently mention records in some way. Young people need reminding. Emphasize importance, be enthusiastic, yet do it casually.
- Recognize good jobs of record keeping - particularly by members making progress, even though not the greatest.

- Avoid over-emphasizing records. Make records a regular and normal part of 4-H.
- Lend a personal hand when needed. You also might help a parent to do so.
- Have older members assist those who are just beginning a record.

## Completing the Record Form

There are two forms to use in completing the junior achievement record: 4LD-05RB *Kentucky Junior 4-H Achievement Report* and 4LD-07SB *Kentucky Junior 4-H Achievement Report-Supplemental Form*. These forms are designed so the 4-H'er can prepare an achievement record on a specific project one year, but could prepare the record on a different project the next year without rewriting the entire record. Form 4LD-05RB is completed for the main project; 4LD-07SB, for each additional project in which the 4-H'er is enrolled. The forms are to be handwritten by the 4-H'er and should be signed by the member, parent or guardian, Extension agent, and leader. The signatures serve as verification that the report is correct.

Participation can be outlined using techniques similar to those used for the National 4-H Report Form. Examples have been sent to the county Extension agents. Similar ideas are presented in the "A Matter of Record" slide set. It can be requested from the State 4-H Office by the county Extension agents. Both of these are designed for use with leaders and senior 4-H'ers. You may find them helpful in seeing how to use charts and outlines in achievement records.

The Junior Achievement Forms are designed so the member can add work done each year on the project and other participation without completely re-doing the record. All totals should be written in pencil to allow for the recording of additional work.

Follow these instructions carefully. Help the 4-H'er keep in mind that only the most important accomplishments should be included.

1. List experiences in outline, graph or table form, when appropriate. In some sections, the outline format will be provided.
2. List only the most important information about each experience.
3. List the first year in a project or activity first.
4. List the most meaningful experience at the top of each year's list.

5. Use appropriate letters to show level of participation. Levels: L -local or club, C - county, D - district or area, S - state, N - national and I - international.
6. Use numbers to show size and quantity and give grand totals in pencil, underlined, where appropriate.
7. Organize experiences in a logical manner with minimum repetition.
8. Give totals in pencil.

The following outline provides suggestions for completing the report form with a 4-H'er to help him see the best way to present the information. This is only an example. Deciding how to complete the form is a part of the learning experience which teaches the 4-H'er decision-making and record-keeping skills.

4-H project records and records of participation in leadership, citizenship, and other activities and events are the basis of what is included in the achievement record. Many times 4-H'ers will not keep accurate records of their participation and will have difficulty remembering everything they have done. As a leader, you can help them with this process. Some suggestions for members to use in keeping records are included on page 8 of the Junior 4-H Achievement Report Form. Work with your 4-H'ers to select one of these methods or a variation to keep complete participation records. Again, review their progress frequently.

**Example:**

Year	Office or Committee	Responsibility	Level
1987	Recreation Committee	Plan recreation for meetings	L
1988	Secretary	Kept meeting and membership	L

**B. Other Experiences in 4-H Leadership**

1. As the junior 4-H'er gains experience, he should begin to help other 4-H'ers. This can begin with simple tasks, such as helping someone practice a demonstration or setting up chairs for the awards program. As you work with different club members, be conscious of their levels of ability and challenge them with new experiences. A simple way to start a junior in leadership is to get him to help a younger 4-H'er with a project he already has completed. A 7th or 8th grader who has been in 4-H for several years might serve as an assistant

**Example:**

Year	No. You Assisted	Your Specific Responsibility As Leader
1987	2	Gathered materials to do projects
1988	2	Showed how to letter demonstration posters

The following pages provide a review of the report form sections and techniques for helping a 4-H'er complete the form.

The first part of the form asks for identification information about the 4-H'er. The space for the form to be verified as correct allows this page to be updated annually without redoing the entire page.

**Section I:  
Experiences in 4-H Leadership**

**A. Elected/Appointed Leadership**

1. The member should list all elected and appointed leadership roles, most of these will be related to the club such as secretary or chairman of the Valentine party. The key words here are elected or appointed. You can help a 4-H'er gain experiences in this area by working with the club to form committees to help the group operate effectively. Some committees might be refreshments, speakers and recreation. Try to give every member who doesn't have an elected office a role to play as a committee chairman or member.
2. The 4-H'er should designate level of participation and give his specific responsibility. Levels: L - local or club, C - county, D - district or area, S - state, N -national and I - international.

project leader for a group of 4th graders. It usually is up to the leader to suggest these roles to a 4-H'er. Remember that this is a new experience for him! Follow the example below, encouraging the 4-H'er to be specific about his responsibility and to use descriptive words such as recruited, organized and taught. Work with a younger member to help him understand that space is provided for recording several years of work.

2. The 4-H'er should designate the number of members in the 4-H club or group with whom he worked, the number he assisted and his specific responsibility. List by years, first year first.

C. 4-H Promotion Leadership

1. Items listed here should include things the 4-H'er has done to promote 4-H with groups other than 4-H and with the general public. It includes presentations before groups and experiences designed to reach large audiences. Radio and TV shows, newspaper articles and exhibits giving broad information about the 4-H program and designed to recruit leaders, gain support and re-enforce the positive image of 4-H are some examples. This area of 4-H work is important to the

4-H'er to help him see his role in the larger community. Leaders and agents need to help involve 4-H'ers in these experiences. Some groups to do presentations for include Homemakers, commodity groups, Farm Bureau, PTA and PTO, civic groups, garden clubs and other youth organizations.

2. The member should list things he has done, such as presentations before organizations and radio and TV appearances, to promote 4-H; designate level of participation; and give specific responsibility.

**Example:**

Year	Type of Promotion	Responsibility	Level
1988	Speech-"What is 4-H?"	Gave speech to Kiwanis club having 37 members	L
1988	Newspaper	Wrote article "How to join 4-H"	C

## Section II: Citizenship and Community Service

### A. 4-H Citizenship/Community Service

Review the information given in the report form concerning this section. A 4-H'er needs to be involved in citizenship experiences at an early age. He will rely heavily on you as a leader to suggest things he can do. Once he understands the concept of citizenship and community service he will become more effective in determining things he wants to do in his project and in community service.

Community Pride (*My Community*, Unit IV of the Citizenship Project) should be used to help clubs and groups plan and carry out activities. Clubs that meet during school time should consider doing citizenship activities which use the school as their "community." A 4-H'er also can do activities as an individual. As he reaches junior high age, he can begin to give leadership

to younger groups in citizenship. This section also should include what the member has done for the community in his project work. Some project manuals suggest activities. You also may need to help a member with ideas for project-related activities.

A 4-H'er should list activities by year being as specific as possible about what was done. Do not repeat leadership items already reported in Section I. Community/citizenship activities which the 4-H'er gave leadership to should be reported in this section. Use the codes Y - (performed yourself), G - (gave primary leadership to a group) or M - (was member of a group) to indicate the type of participation. A younger 4-H'er mostly will have activities he performed himself or that he was involved in as a member of a group. As the member moves into the junior high age group, he should start to move into more leadership roles in community service.

**Example:**

Year	Kind of Activity	Size/Scope of What You Did	Your Involvement
1987	Party - Nursing home	Made + served cookies for 50 people	G
1988	Labor Day - Safety	Served refreshments to 185 travelers	G
1988	Cared for neighbor's yard	Mowed yard twice - watered flowers times while neighbor was ill	Y

## B. Experiences in School, Community and Civic Activities

This section deals with experiences other than 4-H in school, community and civic activities. It may include recognition, leadership roles or membership. These

should be listed by years and should include items of most importance to the member. Space is limited, so remind the member to leave space for additional years by listing only the most important experiences.

### Example:

Year	Place	Participation
1987	School	Captain of soccer team
1988	School	5th grade winner of Citizenship Essay Contest

## C. Other Experiences

This section includes any activity or event not included elsewhere in the previous sections or that the 4-H'er will not be including in the part of the report

that includes projects. Some examples are 4-H camp, poster contest, speeches or demonstrations not related to a project, or a variety show.

### Example:

Year	Activity	Level	What I Learned	Award (if any)
1987	4-H camp	D	To swim, folk dance, identify trees	Swimming certificate
1988	Poster contest	C	To letter neatly, select colors easy to read	Blue Ribbon

## Section III: Experiences in 4-H Project

### A. Project Summary Size and Scope

Pages 5-7 are to be completed for the project in which the record is entered. The 4-H project experiences must be summarized in the designated spaces. Extra pages cannot be added. The information should be listed in a form that will allow for adding participation in future years. In Parts B and C, indicate the level and amount of participation by letter and

number. Levels: L - local or club, C - county, D - area or district, S - state, N - national and I - international. Include all work done in the project and put the most important items at the top of the list. Help the 4-H'er sort through project records and other information kept on projects to design a way to present what was done effectively. Be sure the member leaves space for future years, as a junior, and that totals are entered in pencil. This will save having to re-write the form each year.

### Example:

Product	1988	1989	Total
Meals Planned	39	+	= 39
Complete Meals Prepared	52	+	= 52
Separate Dishes Prepared			
Fruit + Vegetable Group	167	+	= 167
Bread + Cereal Group	71	+	= 71
Milk Group	38	+	= 38
Meat Group	32	+	= 32
GRAND TOTAL Meals + Separate Dishes Prepared			399

### B. Learning Experiences In This Project

The learning experiences listed in this section are to relate only to the project being reported on in Section III. This page also can be used as a planning tool to help a 4-H'er see some experiences he may want to do in his project. Follow the outline in the forms. Anything that does not fit into the first four categories, list in the last section. Again, give totals in pencil.

Example:

#### Demonstrations and Talks

Year	Title	Number in Audience	Level	Times Given	Award
1987	Nutritious Snacks	25	C	1	Blue
1988	Breakfast on the Go	27	C	1	Blue/champ.
		14	A	1	Blue

Total

#### Exhibits

Year	Title	What was Exhibited	Level(s)	Award
1987		Peanut butter cookies	C	Blue
1988		Coffee cake	C	Blue

Total

### C. Knowledge and Skills Learned In This Project

The 4-H'er should select the most important things learned and indicate the level of learning. If the learning didn't take place in one location, indicate all locations. Help the 4-H'er determine what was learned by discussing the project. Briefly list main ideas. The emphasis is on skills and knowledge, but don't forget

attitude changes. Reviewing the project material can be helpful in identifying learnings that may be overlooked. Include what was learned in leadership and citizenship in each project. This important item isn't asked for elsewhere in this report. Once notes have been made, arrange in the order of importance or difficulty. List only the most important items. List the first year first.

Example:

Year	Where Learned	What I Learned
1988	L, C	To read and understand food labels
1988	L	To measure correctly
1989	L	To use a microwave oven safely
1989	C	To serve food at a community meeting

The Kentucky 4-H Junior Achievement Report-Supplemental Form (4LD-07SB) is to be completed on each additional project or activity. By preparing a form for each project, the 4-H'er can enter the record in a different project the next year without having to completely redo the record. Section III of the supplement for the appropriate project is moved to become pages 3, 4 and 5 of the achievement report. In addition to the achievement report, the junior record should include additional support materials. Regulations for judging for county competition are determined at the

county level; for area competition, at the area level. Check with your county Extension agent for the specific requirements for project pictures, project records, project story and other items.

This form is designed to help a 4-H'er compile a history of 4-H work that can be transferred to the *National 4-H Report Form*. Most sections will transfer as they are written in the junior form. Ask your Extension agent for a copy of *Guidelines for Compiling Senior 4-H Records*.

Below is a list of how to make the transfer.

TOPIC	LOCATION	
	Junior 4-H Achievement Form	National 4-H Report Form
General Information	Page 1	Page 1
<b>Section I Leadership:</b>		
Elected Leadership Item A	Page 1	Item B, Page 7
Other Experiences in Leadership	Item B, Page 2	Item A, PP. 5 & 6
4-H Promotion Leadership	Item C, Page 2	Item C, Page 7
<b>Section II Citizenship:</b>		
Citizenship and Community Service	Item A, Page 3	Item A, PP. 8 & 9
School, Community and Civic	Item B, Page 4	Item B, Page 9
<b>Section III Main Project:</b>		
Size & Scope	Item A, Page 5	Item A, Page 2
Learning Experiences	Item B, Page 6	Item A, Page 2
Learning Experiences	Item B, Page 6	Item B, Page 3
Knowledge & Skills	Item C, Page 7	Item C, Page 4

Supplemental Report Forms on all other projects and activities and Item C, Page 4, "Other 4-H Experiences" are used to complete Section IV "Summary of Experiences in Other 4-H Projects and Activities."

A 4-H'er may find that he has more projects and activities than there is space for on the *National 4-H Report Form*. If that is the case, the 4-H'er should select the ones from which he has gained the most. Once that selection is made, report on these in all parts of Section

IV. Making a copy of the junior report and using it to cut and arrange the information for the *National 4-H Report Form* can be a time-saving measure.

When a 4-H'er is 13 years of age, check with your Extension agent concerning age rules for area competition. In most areas, a 4-H'er who becomes 14 years old during the year of area competition is considered a senior 4-H'er, even though the work was done as a junior member. To keep the rules consistent, the junior and senior categories are determined by age.