Maine 4-H Beginner Record Sheet

First time project record form for youth ages 9-18

Name: _____

County: _____

Total Years in 4-H: _____

Age on December 31: _____

Your Picture
(Optional)

Club Meetings Attended This Year *80% attendance is required*	Meetings Held	Meetings Attended	Hours Attended	Percent Attended
4-H Club Name:				
4-H Club Name:				
4-H Club Name:				

4-H Meetings and Events: (check off each item you completed)

- ☐ I attended a fair
- ☐ I attended a 4-H club meeting and learned the 4-H pledge
- ☐ I attended Maine 4-H Days or 4-H@UMaine
- ☐ I attended a 4-H Camp
- ☐ I attended a special event like June Jamboree, 4-H Fun Days, etc.
- ☐ I participated in a 4-H Promotional Event (Tractor Supply, etc.)
- ☐ I completed public speaking (demonstration, fair, county event)
- ☐ (other please list)_____

I have personally prepared this report and believe it to be correct.

4-H Member's Signature: Date:

I have personally reviewed this report and believe it to be correct.

4-H Adult Partner's Signature: Date:

Annual Project Report

Submit one form per project (page 1 of 4). You may add additional pages if needed.

Name		Program Year	
Project		Years in Project	

Section 1: Goals and Planning for My Project

To be completed at the beginning of the 4-H year.

PROJECT GOALS:

What do I want to learn? Before you start your project, write at least two things you hope to learn. Use a life skill from the Life Skills Wheel in your goal sentence.

I want to learn goal setting by designing a Web page for my 4-H club.
I want to get better at problem solving by figuring out how to be ready for show time at the fair.

LEARNING PLAN:

What will I do to meet my goal? Include at least two things you plan to do to meet your goal.

I will take an online course in Web design.
I will practice getting my heifer ready for show.

Project	

Section 2: My 4-H Project Activities

To be completed throughout the 4-H year, noting progress made toward your goals.

List your Learning Experiences you have had through this specific project, this is what you did all year:

Number or Frequency	List things made, raised, grown, or improved through this project.	Life skills or knowledge skills gained, or if there were any awards or honors earned.

Project	

Section 3: Expenses and Income/Value

Summarize, totaling all <u>expenses</u> *such as: ingredients, feed, vet supplies/visits, materials, exhibitor's fees, and all* <u>income and value</u> *such as: finished products, animals sold, exhibit premiums, etc. For Beginners, this summary is a good first step at recording the expenses and income with any 4-H project.*

Item	Number or Quantity	Expense	Income or Value
		$	$
		$	$
		$	$
		$	$
		$	$
		$	$
		$	$
		$	$
		$	$
Totals		$	$
Total Profit or Loss		$	

Annual Project Report

Submit one form per project (page 4 of 4). You may add additional pages if needed.

Project	

Section 4: Reflecting on your Project

This is to be completed at the end of your project year, revisit the goals that you set at the start of the year to assist you in thinking about these questions.

If another member was thinking about taking on this project next year, what would you tell them about what could be learned in this project? *Did you make any mistakes? What did you do to solve those mistakes? What kind of advice would you give?*

What are your project plans and goals for next year based on what you learned this year?

Section 5: Community Service, Citizenship & Leadership Activities

These activities do not have to be directly related to your 4-H club work.   Please duplicate as needed.

Community Service Community Service is an important part of any 4-H project. Community service activities must benefit people who are not related to you. If you receive any sort of compensation for this activity it becomes a job and not a service activity. Compensation includes money, services or favors such as reduction in board or other fees. Be very specific about activities and results.

Role	What did you do? Who did this benefit?

Citizenship Activities Citizenship is a very important part of your 4-H work. Responsible citizenship is an individual's demonstration of love and devotion in response to duties, rights and privileges as a member of a community or country. It includes loyalty to one's place of residence (city, state, county); the entitlements and privileges of citizenship, including voting, protection, participation in government; obligations of citizenship; and, appreciating and valuing diversity.

Role	What did you do?

Leadership Activities Leadership is an important part of any 4-H project. Extend your leadership skills to other organizations and groups outside of 4-H. When writing about your leadership experiences, be very specific. It is not enough to say that you are president of your 4-H club. You must say what you did as the president; for example, ran 10 club business meetings, met with leader 6 times to set up yearly program for the club, etc.[1]

Role	What did you do?

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[1]

Section 6: My Life Skills

This is the Life Skills Wheel, it's how you think about the skills you practice any time you work on our projects through 4-H and how those things you learn go beyond just the project. Yes, you gain project knowledge, but you also practice skills that you can use in other parts of your life- life skills. For Beginners, look at the big four leaf clover in the middle: Head, Heart, Hands, and Health. For now, focus on those big four, but see all the amazing skills related just to that one H!

On the next page you will compare and contrast the big four H's on this wheel and how you used the different H's. When asked "How did you use your Heart?" over the past year in any of your projects, for example, you can talk about the skills in that section ranging from Nurturing Relationships to Communication.

My 4-H Life Skills Comparison

	Head	**Heart**	**Hands**	**Health**	<u>**Similarities & Differences**</u> What is similar and what is different between the skills you used in all your 4-H projects this year?
Tell me how you used this life skill.					Similarities: Differences:
Why did you do this? What did you learn?					Similarities: Differences:
Did you have fun? Do you think fellow 4-H members had fun? Why?					Similarities: Differences:

Rubric - Beginner Record Form

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
My 4-H Club , Meetings & Events **Signatures**	☐ Member knows the name of their 4-H club ☐ Member identifies one activity participated in in 4-H. ☐ Member attends 50% or fewer of meetings	☐ Member knows the name of their 4-H club. ☐ Member identifies two activities completed in 4-H. ☐ Member attends at 65% of club meetings.	☐ Member knows the name of their 4-H club. ☐ Member identifies three 4-H events and meetings. ☐ Member has attended 80% of club meetings. ☐ Page 1 of the record is complete including signatures.	☐ Member knows the name of their 4-H club. ☐ Member identifies four or more 4-H events and meetings. ☐ Member attends more than 80% of club meetings. ☐ Page 1 of the record is complete including signatures.
Annual Project Record **Section 1: Goals & Planning for my Project**	*Member meets one or fewer of the following:* ☐ Member identifies one project goal. ☐ Member Uses a life skill when stating learning goal. ☐ Member identifies one thing they plan to do to meet their goal.	*Member meets two of the following:* ☐ Member identifies one project goal. ☐ Member Uses a life skill when stating learning goal. ☐ Member identifies one thing they plan to do to meet their goal.	☐ Member identifies two project goals. ☐ Member uses life skills when stating learning goal. ☐ Member identifies two things they plan to do to meet their goal.	☐ Project goals are identified and described. ☐ Life skills are connected to outcomes. ☐ More than two goals are identified. ☐ More than two action steps are identified in detail.

Section 2: My 4-H Project Activities	☐ Member identifies 4-H activities. ☐ Member identifies how they used 2 or fewer life skills connected to Head, Heart, Hands and Health in 4-H.	☐ Member identifies 4-H activities and what they learned. ☐ Activity is noted for every project entered in a fair or public display. ☐ Member identifies how they use 3 life skills connected to Head, Heart, Hands and Health in 4-H. ☐ Learning experiences show limited time and practice.	☐ Member is able to connect their 4-H experience to what they learned. ☐ Activity is noted for every project entered in a fair or public display. ☐ Member identifies how they used life skills connected to Head, Heart, Hands and Health in 4-H. ☐ Member demonstrates Mastery. Which means multiple pathways to their learning outcomes. ☐ Learning experiences show time and practice.	☐ Member is able to connect their 4-H experience to what they learned. ☐ Activity is noted for every project entered in a fair or public display. ☐ Member explains how they used life skills connected to Head, Heart, Hands and Health in 4-H. ☐ Member uses more detailed life skill language in addition to Head, Heart, Hands and Health. ☐ Member demonstrates Mastery. Which means multiple pathways to their learning outcomes. ☐ Learning experiences show time and practice. ☐ Member connects learning experiences listed to their project goals

Section 3: Expenses and Income/Value	*Member meets one or fewer of the following:* ☐ Documented some expenses and some income for project. ☐ Provided limited explanations for items.	☐ Documented some expenses and some income for project. ☐ Provided limited explanations for items.	☐ Documented expenses and income for project. ☐ Documented profit/loss for project. ☐ Provided detail explanations for items.	☐ Summarized in detail all expenses and all income for project. ☐ Calculated the total expense and income for the project. ☐ Total profit/loss for the project is provided.
Section 4: Reflecting on your Project **Project Advice & Experience**	*Member meets three or fewer of the following:* ☐ Some information provided about project. ☐ Some overview of project but limits details. ☐ Identifies knowledge and skills learned in project. ☐ Includes mistakes and what learned as a result. ☐ Identifies problems and how they were solved. ☐ Applies learning to life outside of 4-H project work.	*Member meets a minimum of four of the following:* ☐ Introduces project concept to another member. ☐ Identifies some information needed for project completion ☐ Identifies knowledge and skills learned in project. ☐ Includes mistakes and what learned as a result. ☐ Identifies problems and how they were solved. ☐ Applies learning to life outside of 4-H project work.	☐ Is able to describe project to another member. ☐ Identifies key information needed for project completion. ☐ Identifies knowledge and skills learned in project. ☐ Includes mistakes and what learned as a result. ☐ Identifies problems and how they were solved. ☐ Applies learning to life outside of 4-H project work.	☐ Clearly articulates knowledge gained in project. ☐ Identifies potential resources for other project members. ☐ Identifies potential key concepts to focus on in project area. ☐ States knowledge and skills learning in project, with clear connection to life skills. ☐ Explains mistakes and uses growth mindset for how to overcome in the future. ☐ Explains how problem solving was utilized and impacted project outcome.

Section 4: Reflecting on your Project **Project Plans**	☐ Project plan and goals are beginning. ☐ Limited connection between goals and current project work.	☐ Begins to identify goals for future project work. ☐ Some connection between goals and current project work.	☐ Describes project influence. ☐ Identifies specifics goals for future project work.	☐ Clearly articulates project goals and steps needed for future. ☐ References knowledge/skills gained in current 4-H year to develop future goals.
Section 5: Community Service, Citizenship & Leadership Activities	☐ Member begins to identify a community service project ☐ Member begins to identify a citizenship activity ☐ Member begins to identify a leadership activity.	☐ Member partially completes one community service project. Either defines their role, what they did and/or who it benefited. ☐ Member partially completes a citizenship activity and/or a leadership activity.	☐ Identifies one Community Service project. Is able to define their role, what they did and who it benefited. ☐ Identifies one citizenship activity. Is able to define their role. ☐ Identifies one leadership activity. Is able to define their role.	☐ Member completes a combination of 5 or more activities, with a minimum of one in each category.

Rubric – 4-H Life Skills Comparison

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
Head	*Member meets one or fewer of the following:* ☐ Describes how head quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Head quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	*Member meets two of the following:* ☐ Describes how head quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Head quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	☐ Describes how head quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Head quadrant. ☐ Describes if they had fun, other had fun and how head quadrant helped this.	☐ Uses specific detail to describe how head quadrant was used and answers if easy or hard. ☐ Uses specific detail to describe why they did this project and what was learned, using Head quadrant. ☐ Uses specific detail to describe if they had fun, others had fun and how head quadrant helped this.
Heart	*Member meets one or fewer of the following:* ☐ Describes how heart quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Heart quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	*Member meets two of the following:* ☐ Describes how heart quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Heart quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	☐ Describes how heart quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Heart quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	☐ Uses specific detail to describe how heart quadrant was used and answers if easy or hard. ☐ Uses specific detail to describe why they did this project and what was learned, using Heart quadrant. ☐ Uses specific detail to describe if they had fun, others had fun and how head quadrant helped this.

Hands	*Member meets one or fewer of the following:* ☐ Describes how Hands quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Hands quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	*Member meets two of the following:* ☐ Describes how Hands quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Hands quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	☐ Describes how Hands quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Hands quadrant. ☐ Describes if they had fun, others had fun and how head quadrant helped this.	☐ Uses specific detail to describe how Hands quadrant was used and answers if easy or hard. ☐ Uses specific detail to describe why they did this project and what was learned, using Hands quadrant. ☐ Uses specific detail to describes if they had fun, others had fun and how head quadrant helped this.
Health	*Member meets one or fewer of the following:* ☐ Describes how Health quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Health quadrant. ☐ Describes if they had fun, others had fun and how Health quadrant helped this.	*Member meets two of the following:* ☐ Describes how Health quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Health quadrant. ☐ Describes if they had fun, others had fun and how Health quadrant helped this.	☐ Describes how Health quadrant was used and answers if easy or hard. ☐ Describes why they did this project and what was learned, using Hands quadrant. ☐ Describes if they had fun, others had fun and how Health quadrant helped this.	☐ Uses specific detail to describe how Health quadrant was used and answers if easy or hard. ☐ Uses specific detail to describe why they did this project and what was learned, using health quadrant. ☐ Uses specific detail to describes if they had fun, others had fun and how Health quadrant helped this.

Similarities and Differences	*Member meets two or fewer:* ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done and what was learned. ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) related to if participant(s) had fun and why.	*Member meets three:* ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done and what was learned. ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) related to if participant(s) had fun and why.	☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done and what was learned. ☐ Identifies 1-2 similarities and 1-2 differences between 4-Hs (Head, Heart, Hands & Health) related to if participant(s) had fun and why.	☐ Identifies 2 or more similarities and 2 or more differences between 4-Hs (Head, Heart, Hands & Health) in how project was done. ☐ Identifies 2 or more similarities and 2 or more differences between 4-Hs (Head, Heart, Hands & Health) in why was project was done and what was learned. ☐ Identifies 2 or more similarities and 2 or more differences between 4-Hs (Head, Heart, Hands & Health) related to if participant(s) had fun and why.

Rubric- Presentation

Indicators	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
Presentation	There are persistent errors in spelling, grammar and punctuation. Little to no attempt has been made to make the record appealing to viewers.	The record is presented in a format that is legible or easily understood. There are minor problems in spelling, grammar, capitalization and punctuation usage. Presentation is somewhat appealing to viewers.	Record is presented in a format that is legible or easily understood. Spelling, grammar, capitalization, punctuation usage are accurate. Presentation is attractive and appealing to the viewer(s)	Record is presented in a format that is legible or easily understood. No errors in spelling, grammar, capitalization or punctuation. Creativity is evident in the preparation of this record to be attractive and appealing to the viewer (s)

4-H Beginner Record Sheet - Feedback Sheet

4-H Member:_____   *Reviewer Initials/#_____*

Check which level is demonstrated in the project record form.

Indicators	Emerging	Developing	Proficient	Distinguished
My 4-H Club and Events				
Goals and Planning for My Project				
My 4-H Project Activities				
Expenses and Income/Value				
Reflecting on your Project				
Community Service, Citizenship & Leadership Activities				
4-H Life Skills Comparison				
Presentation				

Evaluators Comments:

My 4-H Club and Events	
Goals and Planning for My Project	
My 4-H Project Activities	

Expenses and Income/Value	
Reflecting on your Project	
Community Service, Citizenship & Leadership Activities	
4-H Life Skills Comparison	
Presentation	