Intermediate 4-H Project Record: A How-To Guide

Deciding to use an Intermediate 4-H Project Record with your 4-H'er:
This record is appropriate to use with youth that have previously completed the Beginner Record for at least
one year, and are at least 9 years old. This record should be used prior to the Advanced Record, regardless of
age or level in project.

Using this Project Record:
In total, there are 7 pages of record keeping, not including any local supplements or the Expression Page,
with pages 2-6 used as an individual Project Record that can be copied for multiple projects. For example, if
you completed a dairy project with one club and a robotics project in a different club, you would do two
separate Annual Project Reports- each report being 5 pages long, pages 2-6- because each project has their
own goals, activities, and reflection, and submit them together with one cover page, one expression, and one
Life Skills Comparison matrix page.

Why include a Scoring Rubric?
The expectation for this project record is not to be proficient and distinguished in all areas at 9 years old, or
the first time using it. It is absolutely appropriate that a 9 year old, or anyone completing the Intermediate
Record, to still be Emerging and Developing their record keeping, reflection, and communication skills. We
expect that over time and practice youth will move from developing and emerging communication skills to
proficient and distinguished skills.

This Rubric is a tool to identify areas of strength in communication and record keeping skills, as well as a
place to identify areas where those skills are still developing. Skill development occurs over time, with
practice, and by setting goals to achieve higher standards. We hope this communicates how young people can
grow in these skills and what they can do to reach a higher skill level. We hope that this Rubric also
communicates with youth, parents, volunteers, and 4-H county and camp staff clear and consistent
expectations for the record keeping experience in all UMaine 4-H programs.

How to complete an Intermediate 4-H Project Record:

COVER PAGE: 4-H'er Information

- **Project year**: The 4-H year starts October 1 through September 30. To know your project year, for
  example, I’m starting my project on October 1, 2015, and ending on September 30, 2016, my project
  year is 2015.
- **Personal contact information**: This can be listed for the family if member does not have/want to
  share their contact information.
- **Club Meeting Attendance**: Club meetings are sometimes held separately from project related
  meetings, these club meetings bring all projects together to discuss club related business. Or 4-H’ers
  attend different clubs for different projects- those can all be listed here. To find the %, take the
  number of meetings attended, divided by the total number of meetings held, then multiply by 100.
  For example, if there were 10 meetings and you attended 8 meetings, it would 8 /10 =0.8, then 0.8 X
  100 = 80%. Include all clubs you are enrolled in this year in this section.
- **Member's Signature**: We understand that some youth may need assistance from adults in
completion of this project and the record, and that’s ok! We just want the member to acknowledge that this is their work and they are responsible for it. This should be signed at the end of the year.

- **4-H Adult Partner’s Signature:** This should be the signature of the 4-H Volunteer that either helped develop or review this project record, sometimes that is the club leader or sometimes it’s another 4-H Volunteer in the club, it may also be a parent 4-H Volunteer if they are working in this capacity with 4-H members. This should be signed at the end of the year.

ANNUAL PROJECT REPORT- pages 2-6 of this document. These 5 pages can be copied for multiple projects.

**PAGE TWO: Project Goals and Planning**

**When to fill this page out:** This page should be completed at the start of the 4-H year or the start of your project.

- **Goal Setting:** Using the Life Skills wheel on page 8, you can set personal development goals to reach through your 4-H project. You can also set project knowledge goals- the best tool to use for setting these goals, and making sure you’re challenging yourself, is to check out the 4-H curriculum for your project or ask your leader.

- **Learning Plan:** By thinking through how you will reach your goals, this helps create concrete steps you are hoping to take. You should do some research into your project, you should consult project leaders or club leaders in how to plan your 4-H year and the learning experiences you will make happen to reach your goals.

**PAGE THREE: Project Learning Experiences**

**When to fill this page out:** This page should be completed while you are working on your project. This is where you can keep track of everything you do.

- **Learning Experiences:** These are project specific learning experiences for you to reflect upon. The level indicators are listed at the top of the grid, so this might be an experience on an individual, club, county, state, national, or international level. When describing the experience, is is important to note for each one: what you did, where you did it, and the life skills or project skill practiced from that experience. This grid should illustrate the cumulative skill development, because both project and life skills are developed over time and with lots of practice. Here is an example of how to fill out this grid for three levels of potential learning experiences in the Public Speaking project:

<table>
<thead>
<tr>
<th>Date</th>
<th>Level</th>
<th>Hours</th>
<th>What did you do?</th>
<th>Where?</th>
<th>What did you learn or what life skill did you practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/25/2017, 04/03/2017</td>
<td>C</td>
<td>4</td>
<td>Public Speaking Meeting at 4-H Club. We developed our topics, researched our topic, and started putting our ideas together for our speeches- this was how I planned and organized my speech. We also played a game to get more comfortable speaking out loud in front of our group. At our club meeting before the state event, we got to practice and share our speeches in front of everyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/15/17, 2/22/2017, 3/15/2017, 4/1/2017</td>
<td>I</td>
<td>10</td>
<td>I practiced the speech I developed at my club meeting, refined and revised it to prepare for the state public speaking tournament. I used self-motivation to practice because it was not something I always was excited to work on.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- For the things “List of things made, raised, grown or improved” grid, this is where outputs from this project area can be listed and the awards they have received. This is easy to visualize with animal or gardening projects—listing the animals or vegetables grown and the ribbons/premiums/auction price they have earned. Here is an example from our Public Speaking project:

<table>
<thead>
<tr>
<th>Number</th>
<th>List things made, raised, grown, or improved.</th>
<th>List honors or awards earned.</th>
</tr>
</thead>
</table>
| 3      | Drafts of my speech                        | - Earned a blue ribbon and a score of 93 at the County Public Speaking Contest.  
|        |                                             | - Earned a red ribbon and a combined score of 88 at the State Speaking Tournament. |

PAGE FOUR: Project Activities and Expenses

When to fill this page out: This page should be completed while you are working on your project. This is where you can keep track of everything you do.

- Citizenship and Leadership Activities: Make 2 vertical lists in this section. In these list examples of Citizenship activities are listed (left hand column) and examples of Leadership activities (right hand column). These are not necessarily project specific, but are activities, roles, and events in which the member has participated during the project year. In each column we’ve listed lots of examples youth participate in and how they could have done these activities through the year (but these lists aren’t everything!). You can go into more detail if these are project specific activities.

<table>
<thead>
<tr>
<th>List citizenship activities</th>
<th>List leadership development activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Projects</td>
<td>4-H Club Officer positions held</td>
</tr>
<tr>
<td>National Trips, such as, National 4-H Conference and Citizenship Washington Focus</td>
<td>National Trips, such as, National 4-H Congress.</td>
</tr>
<tr>
<td>Activities learning about government or a community</td>
<td>Member of a county level board or group through 4-H—these groups typically plan events or activities.</td>
</tr>
<tr>
<td>Activities that involve being an active citizen</td>
<td>Any time you taught or mentored younger members</td>
</tr>
</tbody>
</table>

- Expenses and Income/Value: Keeping track of a project’s expenses and income is one of the most important aspect of record keeping, and a skill that will be exceptionally valuable to a young person as they move into adulthood. These expenses, as well as income, should be summarized in total and listed. Even if a young person did not purchase an item, they should calculate the real world expense of any borrowed materials. Any expenses related to the project, including travel, food,
materials should also be calculated as part of the expense of the project. Here is an example using a Poultry project (this is not a complete expense form for a poultry project).

<table>
<thead>
<tr>
<th>Item</th>
<th>Number Description</th>
<th>Expense</th>
<th>Income or Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feed</td>
<td>12 (for # of Months)</td>
<td>$20 (per month)</td>
<td>$</td>
</tr>
<tr>
<td>Fair Ribbons</td>
<td>3</td>
<td>$</td>
<td>$3 (value of each ribbon)</td>
</tr>
<tr>
<td>Egg Sales</td>
<td>20 (# of dozens sold)</td>
<td>$</td>
<td>$4 (Value of each dozen)</td>
</tr>
</tbody>
</table>

**Totals**

- $240 (total expense)
- $89 (total income)

**Total Profit or Loss**

- $151

PAGE FIVE: Project Reflections

**When to fill this page out:** At the end of the 4-H year.

- **Project Advice- What would you tell a friend?** The intention of this section is for the 4-H’er to demonstrate the value in what they’ve learned through this project, by communicating it to a peer. This is where they can tell us if they had fun, what was fun about it, and anything unexpected they encountered during the year, challenges and how they would do this project differently now that they’ve lived it. The Rubric does list some specific examples of what the judges will be looking for in the advice.

- **Project Reflections:**
  - **Project Experience:** This is where a 4-H’er can dig into the experience they had during this project: What was challenging? How did they overcome these challenges or prepare for them? They should identify the life skills they gained and how these skills will be useful to them outside 4-H and in their future.

PAGE SIX: Future Project Goals

- **Project Plans for the Future:** This reflection is all about applying what they have learned—reflecting on how this project influenced them, and identifying specific goals or steps they will take in the future of this project.
PAGE SEVEN: 4-H Expression Page

- See the Sample 4-H Project Expression Guidelines as well as the Rubric for the age group of the member for specific details of what the judges are looking for.

PAGE EIGHT: Life Skills Wheel

- Please use this wheel as guidance when filling out the 4-H Life Skill Comparison Matrix on the next page. This wheel is used to help you make connections in your learning.

PAGE NINE: Life Skill Comparison Matrix

- This is not scary, we promise! Let’s break it down:
- We will illustrate here how to complete the first two columns (the Head and the Heart) of the matrix, once you get the hang of it, the middle two columns, Hands and Health, are the same.

1.) Start with the Head column on the left hand side. For this Example in our Public Speaking project, we are looking at the middle ring of the Life Skills Wheel- either managing or thinking- let’s pick Managing because we had to plan out our speech and the visual aids and we see Planning/Organizing corresponds with Managing. Check off the box next to Managing.

2.) Then we will go down the Head column and answer the questions as they refer to the Managing skill we’ve already identified. All these questions will be about the skill we identify at the top of the column.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>How did you use one skill from middle ring of life skills wheel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Managing Thinking</td>
</tr>
</tbody>
</table>

(As related to Managing) How you did this? Why was it easy or hard?

I did this by outlining my speech in draft form, writing it and then writing the bullets on cards. This was difficult because I’m a more off the cuff speaker so needing to sit down and collect my thoughts took more time and forethought.

(Still related to Managing) Why did you do this? What did you learn?

I did this to keep myself on track and to remember how my speech needed to flow well. I learned how to best organize my thoughts so my speech would be the most impactful. Planning is a skill I can use when preparing other speeches, but I can use this in my writing as well.
It is important to me because approaching any project with goals, and a plan on how to reach those goals gives you a concrete path to take. It should definitely be important to others to learn how to manage, and all those steps that takes, because you waste less time and you will be more confident in what you’re doing.

GREAT! Now, let’s move onto the next column, Heart.

3.) First thing we will do is again go back to the Life Skills Wheel and decide between Relating and Caring because we’re an Intermediate. We might look at the skills associated- we see that under Relating is Communication and Social Skills- which we definitely used in our Public Speaking project. Check off the box next to Relating.

4.) Starting at the top of the Heart column, we then go down the questions on the left hand side as they refer to how we learned to Relate in this project.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did you use one from middle ring of life skills wheel?</td>
<td>☑ Relating  Caring</td>
</tr>
<tr>
<td>(Relating) How you did this? Why was it easy or hard?</td>
<td>I developed my relating skills by practicing my speech in front of others to try to be a better speaker. My audience had to understand me. This was easy because I got really good feedback on what to fix.</td>
</tr>
<tr>
<td>(Relating) Why did you do this? What did you learn?</td>
<td>I did this practice speech to get more feedback because I was nervous and needed to make sure my speech made sense. I learned that I needed to speak louder and more clearly. I can use this skill outside of 4-H whenever I give instructions they have to be clearly understood.</td>
</tr>
<tr>
<td>(Relating) Why is this important to you? Should it be important to others? Why?</td>
<td>It’s important to me because my voice and what I have to say is important, so I need to be able to communicate and relate that to others. It should be important to others because clear communication and being a confident speaker is a skill that will help you get a job in the future.</td>
</tr>
</tbody>
</table>

5.) Continue working through the Hands and Health columns, by picking a skill, and answering questions down the column with that one skill in mind.

6.) **Similarities & Differences Column:**
- This is where we look across the ROW to identify what similarities and differences we see across the different columns.
- Proficiency in the rubric recommends identifying at least 1-2 for each row.
In this example, we will be comparing and contrasting the Head and the Heart columns we’ve already created. The skills have been underlined in this example so you can see how they are used.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Similarities &amp; Differences</th>
</tr>
</thead>
</table>
| Compare the life skills used in this project. What is similar and what is different as it relates to this project? | **How you did this? Why was it easy or hard?**  
Similarities: Both managing and relating in this project were part of the practicing in getting a better speech.  
Differences: Managing was work I did on my own while relating had me working with others. Another difference was that when I was given clear input for improvement that was an easy fix, but planning on my own was more difficult. |
| **Why did you do this? What did you learn?**  
Similarities: The skills I learned both in managing and relating- to plan and to be a clear communicator- are skills I can use in other areas of my life. Both managing and relating involved practice which help me be a better speaker.  
Differences: My managing skills are more internal skills while the relating skills I learned were more interpersonal and external. | |
| **Why is this important to you? Should it be important to others? Why?**  
Similarities: Both managing and relating really important to me and should be important to others. Both help build confidence as a speaker and lend themselves to getting a job in the future.  
Differences: The importance of each is different in that in others, they tend to be stronger in one area, either managing or relating, but it’s very difficult to find people that are good at both. | |