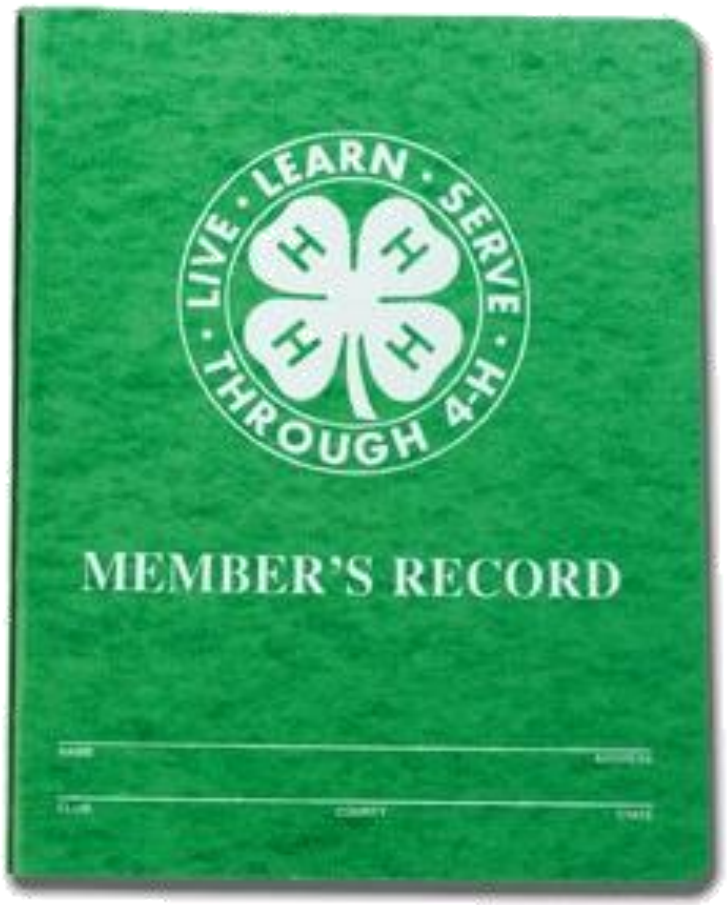
TEXAS A&M AGRILIFE EXTENSION

FAMILY GUIDE to the Texas 4-H Record Book



2017 - 2018

Revised September 2017

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.

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Family Guide to the Texas 4-H Record Book

Recordkeeping is a valuable skill taught to members of the Texas 4-H program. Members are encouraged to keep project records and have these records reviewed annually by submitting a Texas 4-H Record Book. The primary purposes of completing a Record Book are for a young person to develop the skills necessary to set goals, work toward achieving those goals, reflect on his/her experiences, and set new and higher goals for themselves. A secondary benefit is to prepare young people for the process of completing quality academic scholarship applications.

The current record book forms

1. Have three age appropriate formats – Junior, Intermediate and Senior.
2. Word and PDF formats are available for download.
3. The evaluation or judging process focuses on personal achievement, using a rubric scoring system.

Please NOTE: the online recordkeeping system *4hreports.com* was taken offline October 31, 2015.

What is a Texas 4-H Record Book?

A Record Book consists of information that a 4-H member records over the course of a 4-H year that documents his/her goals, knowledge and skills gained, leadership experiences, awards earned, and service in his/her community. Those experiences are recorded into forms, narratives, and a story written by the 4-H member. The information is printed, bound in a cover, and is typically submitted for evaluation.

Three different formats for Record Books have been developed for junior, intermediate, and senior age divisions. Members may download forms either in Word or fillable PDF formats, or any combination to develop a complete set of records. One of these formats must be used.

<u>Competitive Record Book Categories</u> A 4-H member will choose one 4-H project for their Record Book entry. These categories are described in detail in Appendix E.

Agricultural Sciences	Beef	Citizenship & Civic Education
Clothing & Textiles	Companion Animal	Communication & Expressive Arts
Consumer Education	Entomology	Family Life
Food & Nutrition	Gardening & Horticulture	Goat
Health	Horse	Leadership
Natural Resources	Personal Development	Photography
Plant & Soil Science	Poultry	Public Speaking
Rabbit	Recreation	Science, Engineering & Technology
Sheep	Shooting Sports	Swine
Veterinary Science	Wildlife & Fisheries	

Below is an overview of each age division and what is included in a Record Book. Details and guidelines are found later in this guide.

Junior Record Book

- Check Sheet
- Personal Information Page
- Junior Report Form
- Photos
- Additional Photo Pages (for those entering photography category only)

Intermediate Record Book

- Check Sheet
- Personal Information Page
- Story and Photo Portfolio
- Intermediate Report Form
- Prior year's report form (to be included in evaluation)
- Additional Photo Pages (for those entering photography category only)

Senior Record Book

- Check Sheet
- Personal Information Page
- Story and Photo Portfolio
- Senior Report Forms
- Three prior year's report forms (to be included in evaluation)
- Additional Photo Pages (for those entering photography category only)

Record-Keeping Process

Goal Setting - Getting Started

Prior to or at the beginning of the 4-H year, a member should begin identifying, setting and recording personal goals for themselves in each project area. Parents, club managers, adult volunteers, and County Extension Agents play an important role in helping guide young people through this process. Members should record their personal goals and then begin work toward achieving those goals. Be sure to record anything the member would like to learn or do.

Journaling - As Things Happen

Record keeping is going to be an important part of a member's life. Members will keep records in high school, in college and at work whether they own their own business or work for someone else. Now is the time to learn how to keep good records. The most important thing about 4-H record keeping is to find a comfortable way to collect information. Some of the most common ways of keeping up with 4-H records include a calendar, an index box, smart phone, computer, or a notebook. These are further defined below.

A. **Calendar Method** - Keep a calendar in a handy location (such as on the refrigerator) and every time the member does something related to 4-H, school, church or other organizations, write it down. Then at the end of each month place the calendar in a safe place until it is time to assemble the Record Book.

B. **Index Box Method** - Get a 3-inch by 5-inch box, index cards and some dividers. Label each of the dividers as one of the sections in the report form discussed later in this guide. Then each time the member does something, write it down on an index card, then file the card in the section marked by the divider. For example: If the 4-H member were to go to the nursing home for recreation with the residents, then have him/her write it down and put the card behind the community service divider. After maintaining the "4-H File Box" for a year, pull the cards out and select the most important activities for the 4-H Record Book. Do not forget to date each card.

C. **Binder or Spiral Notebook Method** - Grab an old school binder or notebook and organize each of activity by type or by date. This is an easy first step to start out, until the member gets the hang of record keeping.

D. **Electronic Device** – If an electronic device is available, use an "app" or some other software to record or document activities, trainings, clinics, leadership roles, service activities, project experiences, etc.

Reflecting – Looking Back

Below are some questions to help a member start reflecting on his/her project experiences as he or she prepares to complete a Record Book.

- What did you learn from your project?
- Did you meet any of your goals? If so, what helped you attain those? If not, what were some obstacles that might have prevented you reaching your goals.
- How did your project change or grow within the year or from previous years?
- What type of leadership capacity did you serve in?
- What impact did your involvement have on you, your club, or community?
- How has your project experiences influenced your future career choice?

Clarification on learning activities that take place outside of 4-H clubs and project groups

Very often 4-H members have the opportunity to enhance their 4-H project learning experiences by participating in activities beyond the 4-H club/project. Example, a youth may participate in a showmanship clinic sponsored by a cattle breed association. The learning that takes place and the practice of showing transcends to their 4-H project and thus should be reported as such. However, if that same 4-H member competes in a showmanship competition sponsored by the breed association that would be reported as a non 4-H event.

Another example may be in the Communication and Expressive Arts category where many learning experiences may take place within a community theatre or through school theatre. The knowledge, skills and practice associated can be reported as learning experiences. A competitive event or production, however, would be reported as a non-4-H activity.

4-H members also lead self-determined projects where they may be the only individual in their club or county with that particular interest. Or, perhaps at that particular time there is not a volunteer to lead the project. Learning activities that are self-directed are to be reported just as any other learning activity.

Record Books submitted for evaluation; 4-H Competition

What will judges look for?

Record Books submitted for competition will be evaluated based on project work, leadership, community service, awards, and non 4-H activities. Please refer to the appropriate age division's score sheet for judging criteria. (Junior–Appendix A; Intermediate–Appendix B; Senior-Appendix C)

Record Books will be judged primarily on content. Emphasis will be placed on the quality of the member's experiences, activities, leadership, service, and accomplishments. When readers look at a Record Book, they take into account the details in relation to how long the member has been in 4-H.

Don't forget to take pictures throughout the year of 4-H projects and activities. Take lots of active shots. Photos with awards are great for your documentation, but you want to show how you got there. Waiting until the last minute and having to pose or create false photos is not recommended.

Record Book Cover

All types of covers or binders are accepted. Official 4-H Record Book covers can be ordered from National 4-H Supply if desired. Some county Extension offices may have a supply of these covers or may place county orders, check with them.

JUNIOR RECORD BOOK	**Check Sheet**	A single page found at the front of the Record Book; used to verify that all information is included and complete. See Appendix D.
	Personal Information Page	A single page that contains personal contact information; used to verify the appropriate member division, category entered and that information contained within the Record Book reflects the work of the individual submitting the records for evaluation. This information page is not judged.
	Junior Report Form	The Junior Report Form consists of four (4) main sections: • Goals (main project; current year only) • Diary (all projects; current year only; no page limit; summarize as much as possible) • My 4-H Story (all projects; all years) details below • Awards, Service, and Leadership (all projects, current year) The story is included within the form itself and members should not add any additional pages for their stories beyond the space that is provided. The story should focus on information for the current 4-H year; however, it may also include information from prior years. The junior story is broken down into six individual sections that include: • Family Information • Why you joined 4-H • Club or Project Activities • Favorite Parts of 4-H • Areas for Future Expansion or Future Goals • Other Information
	Photos	Juniors may include up to 3 pages (single-sided) of photos. Photos should depict 4-H project work and activities with focus on the current year, but may also include previous year's photos. Photo captions may be used to help convey what is illustrated in the photo, but captions are not required. The photos used are a very important part of the 4-H Record Book. Photos should reflect growth, development and involvement throughout the 4-H career. Use photos that show the member doing things, learning and teaching others, and especially of the member having FUN in 4-H. Use photos that show the main project, other projects, leadership, community service and other 4-H related pictures. Photos depicting family activities, livestock auction, U.I.L., sports events, other school events (non 4-H related photos) are discouraged.
	Additional photos	For Photography Record books only. May include 6 additional pages maximum.

INTERMEDIATE RECORD BOOK	**Check sheet**	A single page found at the front of the Record Book; used to verify that all information is included and complete. See Appendix D.
	Personal Information Page	A single page that contains personal contact information; used to verify the appropriate age division, category entered and that information contained within the Record Book reflects the work of the individual submitting the records for evaluation. This information page is not judged.
	Story and Photo Portfolio	The story should focus on information from the current year; however, it may also include information from prior years. Title the portfolio as follows: "My 4-H _____ (Record Book Category) Story and Photo Portfolio". Example, "My 4-H Horse Story and Photo Portfolio". A subtitle can be added. The story should include information such as: • Information about yourself, your family and your community • When and why you joined 4-H • Project Goals • Things about your involvement in the Record Book category you are entering and the most important things that you have learned in 4-H • Highlights of other 4-H projects and activities • How 4-H has helped you become a better leader and citizen and what you have learned through your community service and leadership activities • How being a 4-H member has helped you set goals (tell what the goals are) and develop new interests, and if 4-H has influenced your future plans or career goals The photos used are a very important and should reflect growth, development and involvement in the member's 4-H career. Use photos that show the member doing things, learning and teaching others, and especially having FUN in 4-H. Use photos that show the main project, other projects, leadership, and community service. Photos depicting family activities, livestock auctions, U.I.L., sports events, other school events (non-4-H related photos) are discouraged. Captions help tell the story and describe what is in the photo, but are not required. Story and photos may be combined. Color and/or black and white photos, clear sharp copies of photos (scanned and/or color copied), and newspaper photo clippings can be used; however, they cannot overlap and must be fastened securely. No newspaper stories are allowed. The combined portfolio should not exceed 10 pages; the story must be at least 3 pages of double-spaced type, using a minimum of a 10-point or equivalent size font. A minimum equivalent of 3 pages of photos is required. The remaining four pages are up to the member, which can include additional text, photos or left completely out. There is no requirement to use all 10 pages.

INTERMEDIATE (CONTINUED)	**Intermediate Report Form**	Forms are available as either a Word or PDF document. The Texas 4-H Report Form is the main reporting form for the 4-H Record Book. It is used to report all of the activities that a member does, along with school, church and other community groups. Always keep in mind that 4-H teaches growth, so show as much growth as possible when filling out the report form. 4-H Members are to keep Report Forms on all projects. The Main Project Report Form for the Category being judged will be included here. All others will be placed as a final section at the end; providing 4-H members the opportunity to have a complete history of their 4-H experiences. The Intermediate Report Form includes: • Goals (main project; current year only) • Personal Journal (all projects, current year only; no page limit, but summarize as much as possible • Summary of Accomplishments (main project; current year) • Recognition and Awards (all projects; all years) • Community Service and Citizenship Activities (all projects; current year) • Leadership Experiences (all projects; current year) • Project Summary (main project; current year only)
	Report Forms from prior year	Include Report Forms from previous year (if available). The prior year will be evaluated to determine growth in the project.
	Additional photos	For Photography Record books only. May include 6 additional pages maximum.

SENIOR RECORD BOOK	**Check Sheet**	A single page found at the front of the Record Book; used to verify that all information is included and complete. See Appendix D.
	Personal Information Page	A single page that contains personal contact information; used to verify the appropriate age division, category entered and that information contained within the Record Book reflects the work of the individual submitting the records for evaluation. This information page is not judged.
	Story and Photo Portfolio	The story should focus on information from the current year; however, it may also include information from prior years. Title the portfolio as follows: "My 4-H _____ (Record Book Category) Story and Photo Portfolio". Example, "My 4-H Horse Story and Photo Portfolio". A subtitle can be added. The story should include information such as: • Information about yourself, your family and your community • When and why you joined 4-H • Project Goals • Things about your involvement in the Record Book category you are entering and the most important things that you have learned in 4-H • Highlights of other 4-H projects and activities • How 4-H has helped you become a better leader and citizen and what you have learned through your community service and leadership activities • How being a 4-H member has helped you set goals (tell what the goals are) and develop new interests, and if 4-H has influenced your future plans or career goals The photos used are a very important and should reflect growth, development and involvement in the member's 4-H career. Use photos that show the member doing things, learning and teaching others, and especially having FUN in 4-H. Use photos that show the main project, other projects, leadership, and community service. Photos depicting family activities, livestock auctions, U.I.L., sports events, other school events (non-4-H related photos) are discouraged. Captions help tell the story and describe what is in the photo, but are not required. Story and photos may be combined. Color and/or black and white photos, clear sharp copies of photos (scanned and/or color copied), and newspaper photo clippings can be used; however, they cannot overlap and must be fastened securely. No newspaper stories are allowed. The combined portfolio should not exceed 10 pages; the story must be at least 3 pages of double-spaced type, using a minimum of a 10-point or equivalent size font. A minimum equivalent of 3 pages of photos is required. The remaining four pages are up to the member, which can include additional text, photos or left completely out. There is no requirement to use all 10 pages.

SENIOR (CONTINUED)	**Senior Report Form**	Forms are available as either a Word or PDF document. The Texas 4-H Report Form is the main reporting form for the 4-H Record Book. It is used to report all of the activities that a member does, along with school, church and other community groups. Always keep in mind that 4-H teaches growth, so show as much growth as possible when filling out the report form. 4-H Members are to keep Report Forms on all projects. The Main Project Report Form for the Category being judged will be included here. All others will be placed as a final section at the end; providing 4-H members the opportunity to have a complete history of their 4-H experiences. The Senior Report Form includes: **Section I: 4-H Project Experiences** asks: *What is your project? How did your project change or grow? What have you done and what have you learned?* Note: 3 page maximum, current year's information only; report up to four projects; list the Record Book category entered as the first project. Member may note the number of years participated in each project, example Beef: 6 years, or Beef 2001-2017; but the details would be current year only. This section includes, but is not limited to, such things as: items bought, items made and/or raised, places visited, profits/losses, and hours spent on the project. List all of the cool and neat things that the member has done and learned that are related to his/her 4-H projects. This is the member's opportunity to tell the world: "Look at the cool stuff I have been doing!" Include such things as, but not limited to, workshops, contests, tours, research, computer learning programs, study of written material, interviews, etc. These learning activities may be completed in a project setting or may be the result of an independently conducted project; they may also have been completed in other youth or community organizations. Report the learning that took place. Learning experiences are those activities in which the 4-H member has been a participant and not a teacher or instructor. Project related ***leadership*** experiences should be reported under Volunteer Leadership in Section II. Remember everything done in 4-H is at some level–local, county, district, state, national or international. The member needs to let others know the level of participation in these activities. "Code" each experience by using "L" for local and/or club, "C" for county, "D" for district, "S" for state, "N" for national and an "I" for international. Section I should include information on a maximum of four projects. Additional 4-H projects are listed in Section IV of the Report Form. This four-project report allows the member to write about his/her successes and to show a greater amount of growth. Leadership and Citizenship are listed as projects just like Swine, Beef, Clothing and Textiles, etc. Examples of leadership learning experience might include learning about different leadership styles, how to work with people, and effective communication.

SENIOR (CONTINUED)	New!!!	Effective September 1, 2015 Livestock Judging can be listed as a project. Horse Judging should continue to be listed under Horse Project as a learning experience; similarly for Dairy Judging, Wool Judging, etc... Quiz Bowl activities should continue to be listed under the respective project for which the Quiz Bowl is held.
	Senior Report Form (cont.)	**Section II - 4-H Leadership Experiences** *List what you did to assist others throughout this 4-H year. Also include general leadership such as Club Officer, 4-H County Council, or County Committees on your main project record. Included elected/appointed and volunteer leadership.* Note: 2 page maximum, current year's information 4-H leadership experiences are the most important things that tell others how the member has been involved in teaching and leading. The Texas 4-H Report Form provides two pages for the member to tell about these leadership experiences for the current 4-H year. It is important to list leadership experiences that are tied to your main project area. The 4-H member should be able to demonstrate leadership in three different areas: • Promotion • Volunteer • Elected/Appointed Promotion Leadership should explain, "How have you told someone about 4H?" This includes such activities as wearing a 4-H T-shirt to school, getting a picture related to 4-H in the paper, speaking on the radio about 4-H, or riding on a 4-H float during a parade. Volunteer leadership should explain, "How and what did I do to lead or teach others in 4-H?" Examples of volunteer leadership include: led the Pledge of Allegiance at the 4-H meeting, demonstrated how to measure a tablespoon at a 4-H club meeting, or organized a 4-H workshop. Elected/appointed leadership explains, "What did you do to improve 4-H?" This includes leadership in volunteering to serve on a committee like the telephone, recreation, and/or refreshment committee, and in serving in any elected office such as president or reporter of the local club, county 4-H council and or district/state council. Do NOT include leadership that occurred as part of performing a community service activity. Providing primary leadership to a community service effort should be reported in Section III.

SENIOR (CONTINUED)	**Senior Report Form (cont.)**	**Section III - 4-H Community Service** *List community service or service learning projects that might include: clean ups, collections, repairs, construction, care packets, visitations, education, donations, and presentations.* Note: 2 page maximum, current year's information only Community service is the opportunity for 4-H members to go out into the community and help others, or to improve the quality of the town and the lives of those around them. How do you know if what you have been doing is community service? Ask yourself: "What did I do to help other people because of 4-H?" Community service activities should be "coded" by the amount of community service and number of persons involved in the activity. There are three codes that reflect this: • "Y" Yourself – this was a community service project that you did all by yourself with no help from other 4-H members or club. • "P" Provided Primary Leadership – you were the organizer, you made all the arrangements, and recruited other 4-H members to help you. • "M" Member of a Group – when another 4-H member called asking for help, you were there as a worker and helper. Note: This section is for community service activities only and not for citizenship experiences (citizenship is a project; see category description document for more details).
	Senior Report Form (cont.)	**Section IV – Other 4-H Projects** *List other project(s) not listed in Section I, include number of years and summarize participation.* Note: 1 page maximum, current year only Tell briefly about other 4-H projects not listed in Section I. These are not the 4-Her's main project area, but have enhanced the individual's 4-H experience. Be sure to summarize the project knowledge and skills gained.
	Senior Report Form (cont.)	**Section V – 4-H Recognition and Awards** *List 4-H recognition and awards.* Note: 1 page maximum, current year only Awards and recognition are important in the 4-H program. They provide an opportunity for 4-H members to be recognized for all of their hard work and dedication to a 4-H project, leadership provided to others, community service activities, and of course for being the "best all-around 4-H member."

SENIOR (CONTINUED)	**Senior Report Form (cont.)**	**Section VI – Non 4-H Activities** *List leadership, community service, awards and recognition from other activities such as school, church, and other community organizations.* Note: 1 page maximum, current year only This section allows the member to show off school, church, Boy Scouts, Girl Scouts, or other youth organization activities, leadership, community service, and awards and recognition.
	Senior Report Form (cont.)	**Section VII – College and Career Exploration** *List activities that have helped you learn more about careers or the necessary education to enter a career.* Note: 1 page maximum, current year only List 4-H and non 4-H activities that have helped the member learn more about careers or the necessary education to enter a career of interest. Examples of these activities include: presentation by professional, interviews, tours, job shadowing, research, mentoring, work experience, skill development, course work, etc. Month and year is all that is needed.
	Report Forms from prior years	Include Report Forms from previous three years (if available). The prior three years will be evaluated to determine growth in the project.
	Additional photos	For Photography Record books only. May include 6 additional pages maximum.

General Guidelines

Handwriting:	Handwriting any part of the Record Book is acceptable. When doing so, make sure to write legibly.
Grammar and Punctuation:	For all age divisions, members are encouraged to write in complete sentences and use proper grammar and punctuation.
Text Margins:	Top, bottom and right margins must be between 1/2 and 1 inch. The left margin must be 1 1/2 inches to allow for hole punching and/or binding (if using the 4-H Record Book cover).
Paper Type:	Typing paper and bond weight paper are acceptable. Do not paste typing paper to construction paper, and do not use sheet protectors or dividers.
Dividers:	Tabbed dividers are allowed to separate forms for each year.
Creativity:	This is encouraged, and can include the use of backgrounds, decorative elements, construction paper cutouts, etc. throughout the story and photo sections. Creativity can also come in the form of writing.
Font:	Color or black fonts are acceptable. Use a minimum of a 10-point font (equivalent in size to 10-point Arial).

Portions of this guide have been adapted from the Texas 4-H “Record Improvement Guide” (May 2000).

Appendix A

Record-Keeping Score Sheet

JUNIOR LEVEL

Name: _____ **County:** _____ **District:** _____

Instructions: Check one box (or award the point value) for the statement on each row that best describes each Record Book section/criteria. Total the check or point value at the bottom of the chart. Provide specific details in the comment boxes if necessary.

	Not at all (1 Point)	Somewhat (2 Points)	Mostly (3 Points)	Completely (4 Points)	Comments
Personal Information	Do NOT score, For Information Only				
Selection, Goals and Diary					
Project Selection					
Project Goals					
Diary of 4-H Events					
My 4-H Story					
Organization					
4-H Focus					
Main Project					
Spelling/Punctuation/Grammar					
Creativity					

Continue onto next page

Awards, Service, and Leadership				
Awards				
Service				
Leadership				

Photographs				
Photographs				

POINTS PER COLUMN				
GRAND TOTAL (out of 48)				

Please include any other specific comments or suggestions for improvement here:

RIBBON COLOR: _____

PLACING/RANK: _____

Judge's Initials:_____

Appendix B

Record-Keeping Score Sheet
INTERMEDIATE LEVEL

Name: _____ **County:** _____ **District:** _____

Instructions: Check one box (or award the point value) for the statement on each row that best describes each Record Book section/criteria. Total the check or point value at the bottom of the chart. Provide specific details in the comment boxes if necessary.

	Not at all (1 Point)	Somewhat (2 Points)	Mostly (3 Points)	Completely (4 Points)	Comments
Personal Information	Do NOT score, For Information Only				
STORY & PHOTO PORTFOLIO					
Organization					
4-H Focus					
Main Project					
Project Goals					
Leadership & Service					
Spelling/Punctuation/Grammar					
Creativity					
Photographs					

Continue onto next page

REPORT FORMS – Current year of project experiences. Please refer to Report Forms in back of book for previous year and include to evaluate growth.					
Project Goals					
Personal Journal					
Summary of Activities and Accomplishments					
Recognition and Awards					
Community Service and Citizenship Activities					
Leadership Experiences					
Project Summary					
POINTS PER COLUMN					
GRAND TOTAL (out of 60)					

Please include any other specific comments or suggestions for improvement here:

RIBBON COLOR: _____

PLACING/RANK: _____

Judge's Initials:_____

Appendix C

Record-Keeping Score Sheet
SENIOR LEVEL

Name: _____ **County:** _____ **District:** _____

Category: _____

Instructions: Check one box (or award the point value) for the statement on each row that best describes each Record Book section/criteria. Total the check or point value at the bottom of the chart. Provide specific details in the comment boxes if necessary.

	Not at all (1 Point)	Somewhat (2 Points)	Mostly (3 Points)	Completely (4 Points)	Comments
Personal Information	Do NOT score, For Information Only				
STORY & PHOTO PORTFOLIO					
Organization					
4-H Focus					
Main Project					
Project Goals					
Leadership & Service					
Spelling/Punctuation/Grammar					
Creativity					
Photographs					

Continue onto next page

REPORT FORMS – Current year of project experiences. Please refer to Report Forms in back of book for previous three years and include to evaluate growth.					
Section I – 4-H Project Experiences					
Section II – 4-H Leadership Experiences					
Section III – 4-H Community Service					
Section IV – Other 4-H Projects					
Section V – 4-H Recognition and Awards					
Section VI – Non 4-H Activities					
Section VII – College and Career Exploration					
POINTS PER COLUMN					
GRAND TOTAL (out of 60)					

Please include any other specific comments or suggestions for improvement here:

RIBBON COLOR: _____

PLACING/RANK: _____

ADVANCE TO NEXT LEVEL: Yes / No

Judge's Initials: _____

4-H Record Book Check Sheet

Name: _____ Category: _____

County: _____ District: _____

ITEM	REQUIRED AT STATE	COUNTY	DISTRICT	STATE
1. Personal Information Page	Appropriate Signatures (Books not signed at State Competition will not be judged)			
	Birth date – meets program requirements			
2. My 4-H Story and Photo Portfolio (Intermediate and Seniors only)	Maximum 10 pages, typed, double-spaced. No smaller than a 10-point font.			
3. Texas 4-H Report Form	Included – no additional pages.			
4. Additional Information (Photography only)	Six additional pages of pictures taken through photography project.			
INITIALS OF CHECKER→ → → →				

Attach this page in front of each Record Book before being judged at the county level. The same check sheet should be used at all levels of judging.

Appendix E

Record Book Category	Description
Agricultural Sciences	This category offers activities and experiences for agriculturally related animal projects such as Exotic Wildlife Animals, Dairy Cattle, Dairy Goats, Llama/Alpaca, Livestock Judging and Backyard Chickens. Projects NOT suitable include beef, horse, rabbit, sheep, goat, swine or poultry or any other species that has a defined category.
Beef	Includes information from a market and/or breeding beef project. Examples of activities to include: animal husbandry, livestock selection, health, quiz bowls, and the exhibition of beef cattle at local, county, state, and national cattle shows.
Citizenship & Civic Education	Include information such as serving your community, knowing how to make a difference, or learning about your local, state, or national communities/government. This project category involves more than just community service projects, but also learning more about communities and government. Member understands the right and responsibilities of membership within the family, neighborhood, community, state, nation and world through appreciation of cultures and heritage.
Clothing & Textiles	Includes information such as creativity in designing, sewing, purchasing clothes while making a style you call yours, use basic/advanced sewing/construction skills, develop good consumer skills, and serve the community. Participants should demonstrate how they have gained self-confidence and poise through learning how to enhance personal appearance. This category is not limited to clothing, but includes all aspects of textiles use and the industry.
Communication & Expressive Arts	This category includes activities and events such as stage performance, stage design, videography, dance, public speaking, and Share-The-Fun. Youth should include information about how they have developed communication skills, decision making, and problem solving as well as career exploration in related fields. This category does not include photography.

Companion Animal	This category includes activities such as selection, care, maintenance, production, and responsibilities associated with a companion animal. A companion animal is a pet or domestic animal (examples: dog, cat, guinea pig, etc.). This category does NOT include any livestock projects, exotic wildlife animals or rabbits.
Consumer Education	This category includes activities where youth learn to make wise decisions when making purchases; whether it is apparel, home appliances, electronics, personal financial tools or automobiles. Consumer education also encompasses housing and home environment, planning efficient living spaces, wise use of energy resources in the home, and educating oneself about products used in the home. Project activities also focus on the economy, money management, consumer rights and responsibilities, and the environment as it relates to the consumer.
Entomology	This category includes activities where youth learn about insects by studying, collecting and identifying various insects. Discover how helpful and harmful insects live, multiply, are controlled, and affect humans. Includes activities such as beekeeping.
Family Life	This category includes activities where youth increase their knowledge and skills regarding family issues such as care of young children, working with older adults, preparing for marriage, and relating to others. Vocational choices and career preparation are also covered in this project.
Food & Nutrition	This category includes activities related to the food and nutrition project where youth learn to make healthy food choices, prepare nutritious and safe meals and snacks, gain knowledge of nutrients, and adopt behaviors that can help reduce their risk for chronic disease.
Gardening & Horticulture	This category includes activities related to the horticulture project where youth learn about plant growth, environmental horticulture and ecology, fruits and nuts, landscape design, soil and water, insects and diseases, vegetables and herbs, and life skills and career exploration.
Goat	Includes information from a market and/or breeding goat project. Examples of activities to include: animal husbandry, livestock selection, health, and the exhibition of meat or haired goats at local, county, state, and national goat shows. This category excludes dairy goat activities, which must be entered in the Agricultural Sciences category.

Health	This category includes activities where youth learn how to improve physical, intellectual, emotional, and social health. It also focuses on healthy living, prevention and wellness and community health resources. Safety concerns related to health issues, such as first aid and emergency preparedness, can also be included.
Horse	This category includes activities related to the horse project such as activities in horsemanship, horse development, selection and training. Horse project members can demonstrate their knowledge and skills through exhibiting horses, riding competitions, quiz bowls, speaking events and judging events.
Leadership	The leadership category includes activities where youth can demonstrate learning and the practice of leadership life skills. Information provided in this category could demonstrate growth in leadership through a variety of projects. Leadership skills can be learned and practiced through elected/appointed positions, volunteering and making things happen, and/or facilitating activities. Leadership skills and philosophy include, but are not limited to, understanding and accepting self, caring for others, communication skills of listening and speaking, group dynamics, interacting with others, decision making, delegating, and parliamentary procedure.
Natural Resources	The Natural Resources project offers activities involving exploring and experiencing the vast natural resources within the state. Project areas include 4-H Wildlife Habitat Education Program (WHEP), 4-H Outdoor Challenge, 4-H Wildlife Project, 4-H Sportfishing Project, 4-H Shooting Sports Project, 4-H Forestry, 4-H Aquatic Science, 4-H Range Management. Learning experiences can include events and activities related to each project, a variety of summer camp experiences, and a wide array of curriculum enrichment school programs.
Personal Development	This category includes activities that bring out the best in you as you learn about yourself and what you can do. Learn how to work with and lead others at home, at school, and in the community. Includes learning activities such as character education, safety education, career exploration, global education, cultural awareness, and workforce exploration. Personal development includes building life skills such as goal-setting, responsibility, service to others, group dynamics, and others that lead to improved awareness and identify of oneself and others.

Photography	The photography project encourages self-expression and teaches proper use of photographic equipment and technologies that include print and digital media. This project allows for participants to express artistic talents and communicate them through their project work. Photography provides opportunities for career exploration and promoting 4-H.
Plant & Soil Science	The soil and crop science project offers activities and experiences in the area of soils and the science of raising productive and healthy agricultural crops. Activities include soil judging, farming, grass ID and Range evaluation. Backyard gardening projects are not suitable for this category.
Poultry	The poultry project teaches members poultry production and marketing by managing poultry projects. Project topics include broilers, capons, turkeys, egg production, and development from egg to chick. Backyard chicken project would be entered in the Agricultural Sciences category.
Public Speaking	The public speaking project develops and promotes the skills needed to research, organize and present a speech on a given topic. Participants learn the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain listeners. In addition, participants develop their own personal style, while projecting a positive personal appearance. Members learn about the different types and use of various speaking styles while having the opportunity to practice those skills.
Rabbit	The rabbit project teaches proper methods of caring for, raising, breeding, and marketing rabbits. There are three project options: market, breeding, or any non-competitive (i.e., pet) projects.
Recreation	Includes learning how to plan, facilitate, lead, and participate in games, songs, ceremonials, party planning and much more in a fun, safe and controlled environment. Emphasis is on teaching others leadership skills, communication and teamwork through experiential learning.
Science, Engineering, & Technology	Includes all aspects of biological, mechanical, or electronic sciences. Any aspect of 4-H Science related activities are included in this category.
Sheep	The sheep category includes activities such as selecting, feeding, exhibiting, raising, animal health, nutrition, breeding and marketing sheep. Includes market or breeding animals.

Shooting Sports	The shooting sports project gives a comprehensive introduction to shooting safety and the fundamentals of archery, hunting, muzzleloading, pistol, rifle, and shotgun. It also teaches valuable skills in stewardship of natural resources, and an awareness and appreciation for the sport.
Swine	The swine category includes activities such as selecting, feeding, raising, animal health, nutrition, breeding, and marketing swine. Either market or breeding animals can be raised.
Veterinary Science	This category includes the broad study and/or practice of the techniques and procedures involved in caring for animals. It includes learning about veterinarian careers and course of study. This category should include activities or knowledge beyond basic, routine animal husbandry.
Wildlife & Fisheries	This category includes activities such as wildlife biology, ecology, and habitat management and recreational use, from observation to simple identification to management processes and the ethic of stewardship. Project areas include 4-H Wildlife Habitat Education Program (WHEP), 4-H Outdoor Challenge, 4-H Wildlife Project, 4-H Sportfishing Project, 4-H Hunting and Wildlife Project, 4-H Forestry, 4-H Aquatic Science, 4-H Range Management.

Appendix F

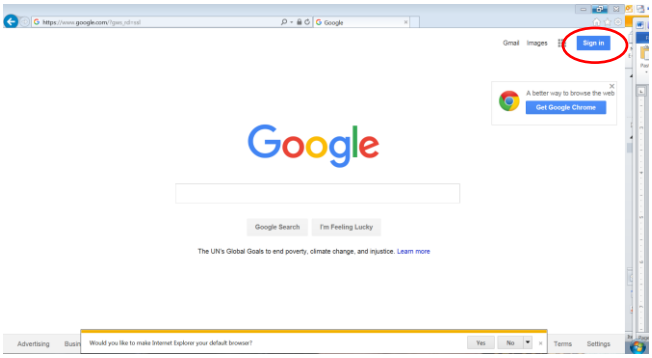
Templates for 4-H recordkeeping

- To use the resources provided in the website, you must be logged into a Google account
- This is a **tool for recordkeeping**. It is **NOT an online 4-H Record Book**.
- Information from the templates can be copied and pasted into the Word or PDF forms.
- Credit for creation of this **recordkeeping tool** goes to Claire Godwin, Williamson County 4-H member.
- Records can also be added using a smart phone, either IPhone or Android, using the Google Drive app

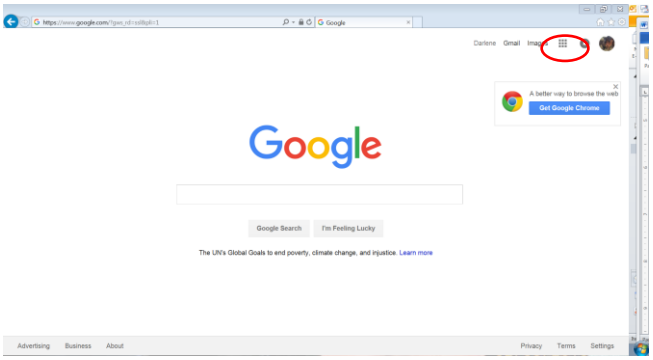
https://sites.google.com/site/texas4hRecord Bookguide

To get started:

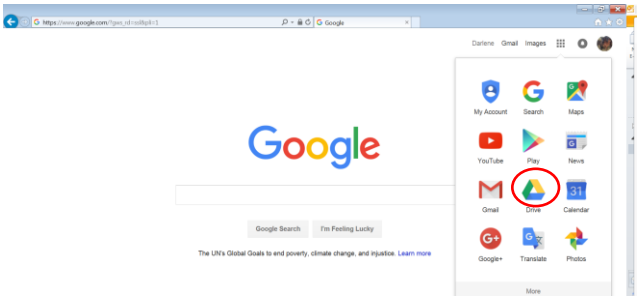
1. Log into your Google account and sign in.



2. Open Google Drive by clicking on the group of boxes in the upper right corner.



3. Select the Google Drive Icon

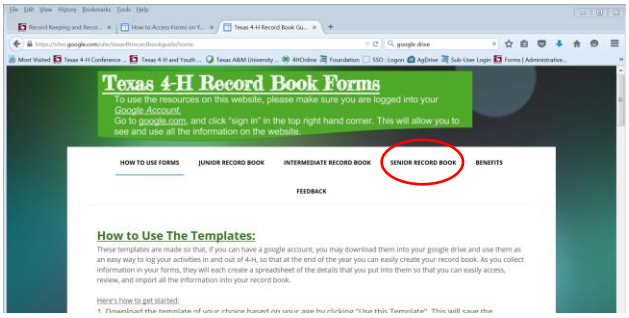


4. Once in Google Drive copy and paste this address https://sites.google.com/site/texas4hrecordbookguide/home

You should now be at Claire's instructional page which provides links with step by step instructions describing How to Use the Templates

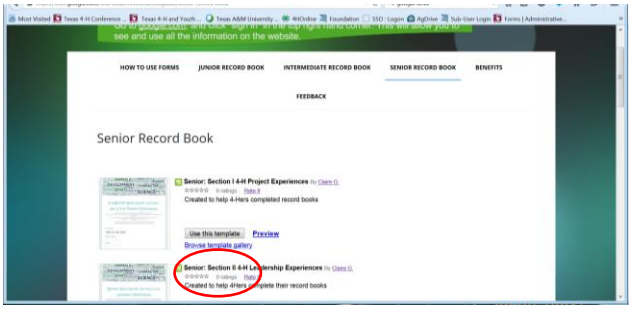
Basic Overview of How to Use the Templates

1. Near the top of the screen, click on the Age Level appropriate to 4-H Member.

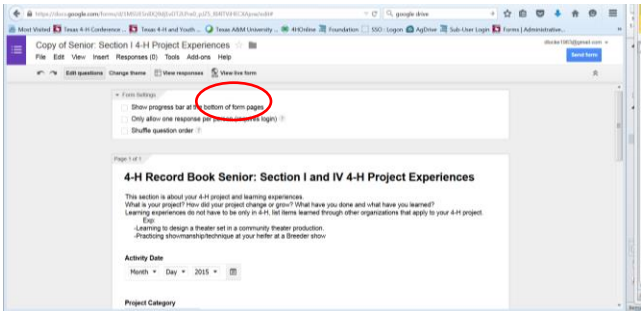


Example: Senior Record Book

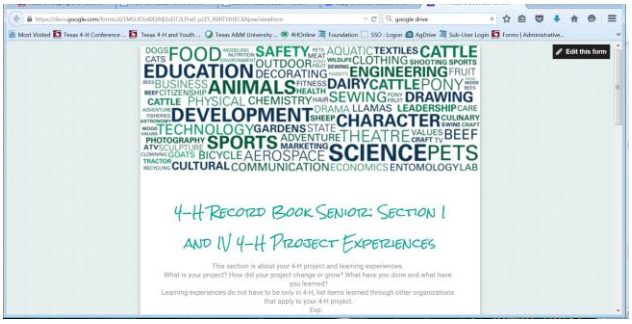
2. Download the template of your choice by clicking “Use This Template”. This will save the template into your Google Drive. At this point, no others can see your form or your recorded data.

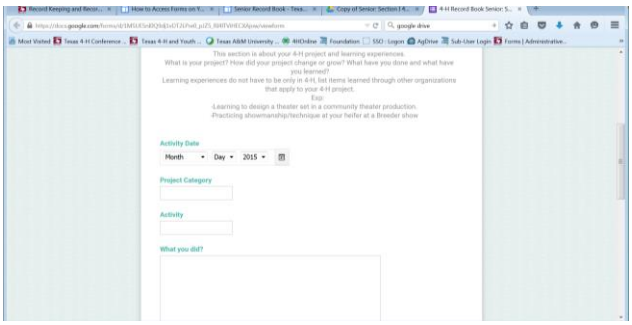


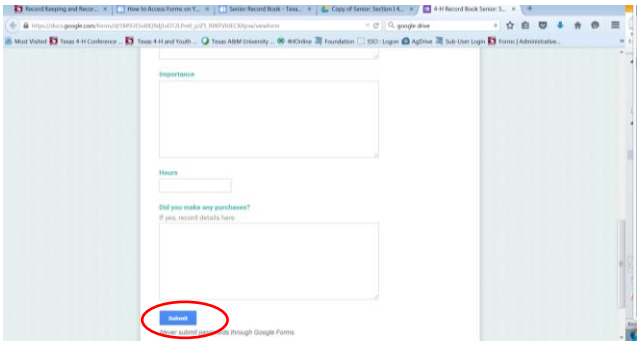
3. Select View live form



4. Record the project/activity/event by answering the questions or filling in responses.



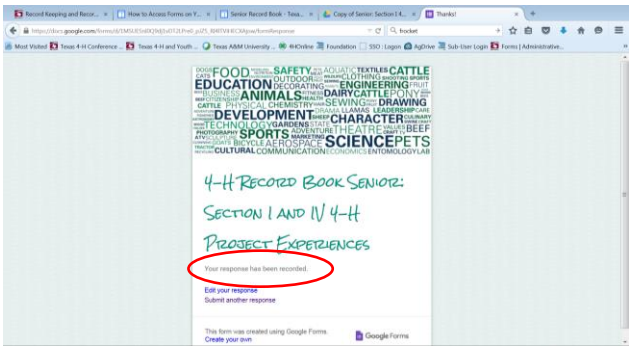




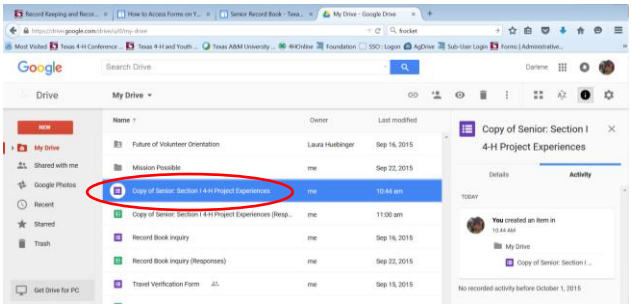
Once all data is entered, click on SUBMIT

5. Once the information is 'typed' into the fields, it is automatically saved. The next screen will show that the response has been recorded.

   At this point you can edit the response or submit another response.

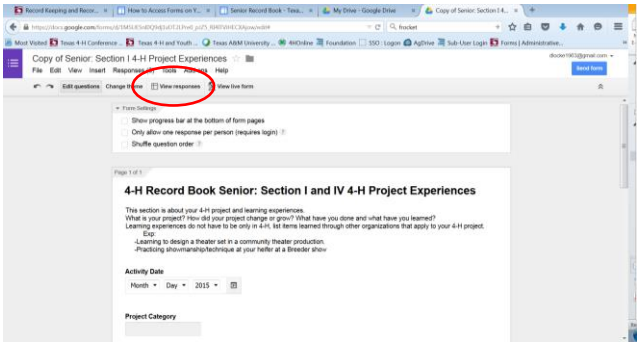


For subsequent entries for this form you would return to your Google Drive account and click on the 'Copy of XXX'

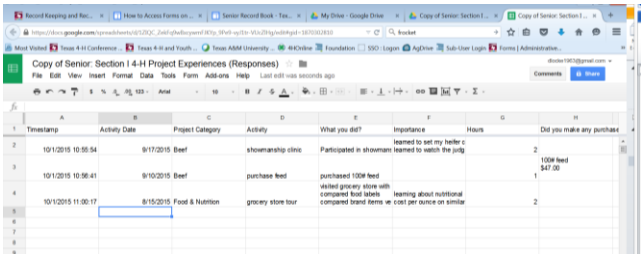


You will access the form each time you want to enter an activity or event.

6. To now see your entries in a spreadsheet, return to form download. Click on View Responses.



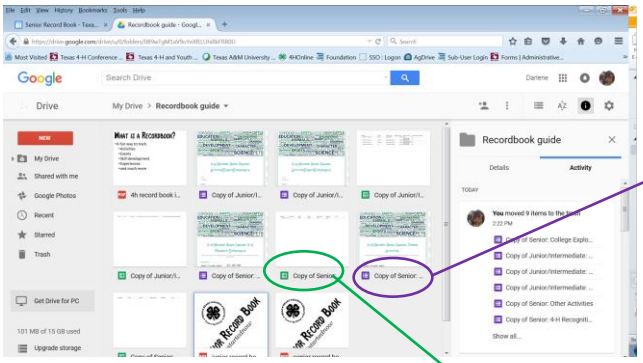
If this is the first time to review the responses you will be prompted to choose response destination. In most cases you will create a new spreadsheet . The other option is to create a new sheet within an existing spreadsheet.



The columns within the spreadsheet can be sorted by either activity date or project or any of the named columns. This data can be copied and then pasted into the Word forms for the 4-H Record Book. The spreadsheet can also be edited; example you forget to put a date for an entry, you can add the date from the spreadsheet responses mode.

7. When viewing the Drive directory, each form will have a separate spreadsheet listing all the responses within that form. Responses appear with a green icon. The forms for inputting data have a purple icon.

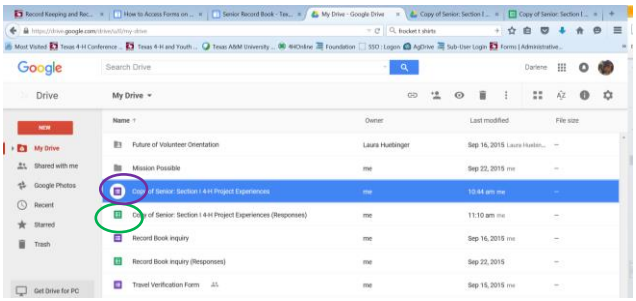
   (When viewing in the Grid version)



Template to input

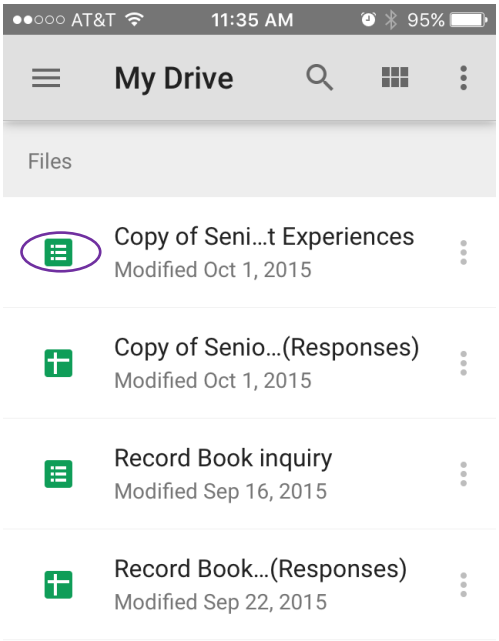
Responses -- Spreadsheet of all entries (per form)

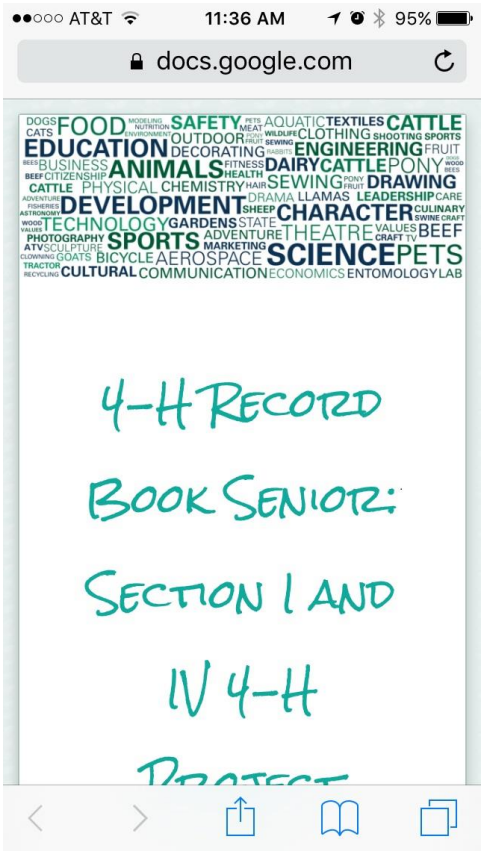
(When viewing in the List version)



That's it! You should now be able to input activities or events as they happen. Each activity or event requires a separate entry, and will then appear in the corresponding spreadsheet of responses.

Additionally, you can download Google Drive to your Iphone or Android device and you will be able to input your entries on your mobile device!

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CATTLE PHYSICAL CHEMISTRY HAIR
DEVELOPMENT DRAMA LLAMAS LEADERSHIP CARE
SHEEP CHARACTER CULINARY
TECHNOLOGY GARDENS STATE
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ATV SCULPTURE MARKETING
BICYCLE AEROSPACE SCIENCE PETS
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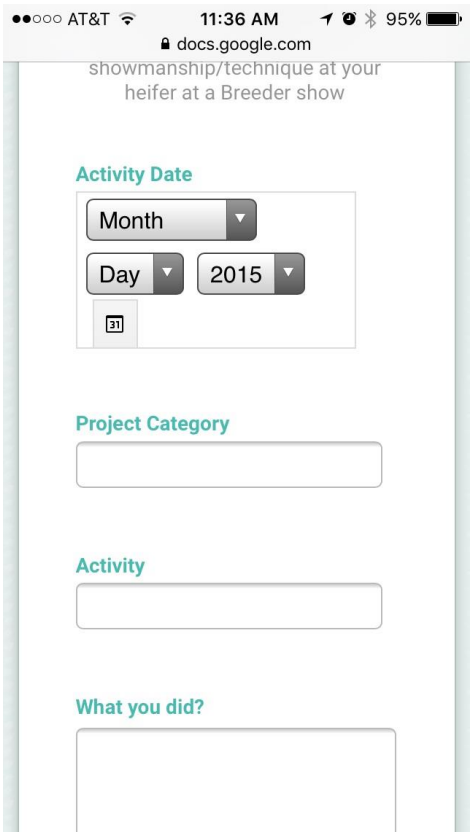
IV 4-H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