

# **SECTION 3**

## **4-H PROJECTS & CURRICULUM**

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## 4-H PROJECTS

- Are hands-on, action oriented learning experiences
- Encourage exploration and practice of new ideas and skills
- Are selected by members and families
- Are based on interests and abilities
- Cover a broad area of topics
- Are available to any 4-H member

A 4-H project is the center of the 4-H experience. Projects are selected by members parents and leaders based on interest, abilities, family situation, facilities and availability of leadership for the project. As a member gains knowledge and experience, the size and scope of the project should be increased and additional projects selected. Projects continued from year to year should be increased in size and varied in advance learning experiences. Typically, junior members explore a variety of project areas. At the age of 12 or 13, a member may consider developing a project plan based on a major interest. Additionally, he or she may wish to select new projects related to current project work to strengthen and enhance those efforts. For example, a foods project might be complemented with gardening or poultry, or a horse project complemented with veterinary science or marketing.

### How is a project conducted?

A project may be conducted by participating in a project group with instructions from a project leader or by planning and conducting a self-determined project with the help of an adult leader.

### How do I select a project?

4-H project materials have been developed over many years and come from many sources. Some are better than others. Some books require members to complete information in the books and members must document their progress on 'generic' project forms. Members and leaders are free to use resources they find from other sources to contribute to their project or they may rely solely on the information from 4-H project books.

4-H project books are generally available free from the Extension office. More frequently, as we attempt to update our resources we must purchase materials from other states and pass the cost along to members. Most materials are available for a nominal cost. Anyone who cannot afford project materials may receive them free.

### How is a project completed?

#### **Beginning of Project**

SET GOALS AND PLAN FOR THE PROJECT SELECTED. Because the requirements vary widely between project areas, it is up to the members leader, parents, or guardian to work with the child to establish appropriate learning goals. "Those that fail did not plan to fail; their problem was they had no plan at all." Plan to succeed in your 4-H project work by setting goals to help you in this process:

- A. Obtain and review the appropriate 4-H Project Guide and Level for your project. Suggested objectives and activities may be listed in the guide. Each 4-H Project offered has a leader guide and/or member materials available.
- B. If you conducted this project last year, look at last year's Project Record Book for review. Make plans building on last year's progress.

#### **During the Project**

##### CONDUCT PROJECT AND PARTICIPATE IN PROJECT ACTIVITIES

A project is completed after at least six learning experiences/project activities have been completed and progress is documented in the form of a 4-H Project Record. Some projects may require more than six learning experiences.

#### **At Project End**

##### SUMMARIZE PROJECT AND DETERMINE RESULTS

4-H projects end for the current year at the end of the learning experiences planned for that year. In each project, planning and evaluating are continuous. Each member should list what he or she wants to learn and do. Then the member and leader should review the plan several times during the year. In this process, the leader and member have the opportunity to share in evaluating the members accomplishments and what he has learned.

How about Cloverbuds? Do they have project books?

The Cloverbud program is intended to be directed by leaders. Cloverbuds learn best through mediums other than reading (e.g. singing, crafting, games, field trips, presenters etc.) There are lesson plans to be used for Cloverbud meetings which include worksheets, but at this point there are not project books specifically for children ages 5-8.

## **THE 4-H PROJECT AND THE MEMBER**

The project is a useful tool to teach boys and girls many skills. But more important is helping boys and girls grow into more capable adults by learning how to plan, set goals, make decisions, and evaluate what they have accomplished.

**Each 4-H member is expected to participate in at least one Extension sponsored 4-H project.** The kind and number of projects available to 4-H members in a given community will be determined by the interests and needs of the members and the rate of accomplishments of those projects.

It is important that 4-H members plan and carry out their own 4-H project with guidance from adult leaders. When leaders help 4-H members set project goals for learning and doing, it is important to consider what the 4-H members are capable of doing, what they are interested in doing, and if they can provide the materials for the project. Successful experiences are important and can be achieved by setting goals that can be reached with some challenge.

For each project, planning and evaluating are continuous. Members should list what they want to learn and do at the start of the project. Then, review the plan at mid-project and at completion. This should be done by both the individual member and project leader. Generally, younger members will need more guidance and help in making and carrying out their personal project plan.

There is no one in a better position to know how much the member has learned through his project work than the members own leader. The leader, parent, and member make up the best team for evaluating progress.

In the process of evaluation, the leader and member have the opportunity to share in evaluating the member's accomplishments--what he has learned and done. This procedure gives the member a deep sense of personal involvement. More positive views of one's abilities are possible when the member is able to feel and know his own needs and values. He can then begin to take charge and change them. In this way, members can begin to move toward a feeling of success.

### **SETTING INDIVIDUAL GOALS--A GUIDE**

This guide sets forth a series of questions that can be used by volunteers to guide individual 4-H members through the goal setting process. Individual goal setting works best on a one-to- one basis or in very small groups of two or three. Experienced teens who practice and understand goal setting can be very effective volunteers.

1. What would you like to accomplish in your 4-H Project or activity?

Many goals will tend to be general. Help them identify specific things they want to do or learn.

2. What resources will you need to reach this goal?

Resources can include time, money, materials, energy, skills, knowledge, and family support.

3. What steps will you need to take to reach your goal?

The 4-H member needs to list the steps and establish dates for completing each. Is the goal worth your time and abilities? Is it meaningful and does it present a challenge?

5. Are you happy with your goal? Is it really something you want to do?

6. Have you written your goal and listed steps in your plan of action including dates for completion?

7. Who will review progress towards accomplishing the goal with you?

Goal setting and self assessment are good learning processes but feedback from a caring person is important for maximum benefits. When appropriate, help the 4-H understand that circumstances beyond their control can affect their plan. Help them make adjustments and feel this is appropriate. Don't simply tell the member he/she has done a good job -- identify what they have done so they can repeat this action. When needed, ask questions to lead him/her to figure out what else needs to be done.

8. How do you feel about your progress?

Give recognition for progress. Age and ability are factors to consider all the way through the process.

### **Selecting a Project**

The first step in project selection is to verify the availability of project leaders. Many newer clubs can offer only one or two different projects because leaders have not been identified, recruited and trained for additional projects.

Often, parents of members have vocations, interests and hobbies that fit one or more of the project offerings in 4-H. Of course, a member must be involved in projects they enjoy, so as project leaders are being identified, keep in mind the kinds of projects that will capture the interest of the club members.

The key factor is approval and support of the parents. Make sure that during the project selection phase the parents know specific expenses to be incurred, materials needed, and the amount of time and travel involved in completing the project, if any.

Consider having the parents sign or initial the 4-H Member Enrollment Form to indicate that they are aware of and approve the projects that have been selected. It is recommended that new members select only one project.

**Selecting a Project Consider:**

- Interests needs, and capabilities of members
- The member's family situation
- The ability of adequate finances
- The suitability of the living area
- Availability of project leadership
- Availability of equipment and space
- Appropriateness of challenge for age and skill level of 4-Hers

## **4-H Record/Project Books**

Each 4-H member must keep a record of his or her 4-H work. Records are not an extra task, but a part of 4-H work. Few young people (adults are no exception) enjoy recordkeeping. However, it is an important life skill.

Why encourage 4-H'ers to keep good records?

- A 4-H record teaches a desirable habit. Modern day society demands that each and every one, no matter what vocation, keep track of financial and business matters. Developing this habit in life will be a valuable asset.
- A 4-H record is a measuring stick. Members and leaders are kept informed of the member's progress and will usually stimulate self-improvement by the member.
- A 4-H record is a mirror. It will reflect accomplishments and therefore serve as the basis for awards, trips and other recognition.
- 4-H records provide youth with a time for reflection about who they are, what their goals are, what they have accomplished in the past year, etc.
- A 4-H record can be achieved only when there is the proper attitude and cooperation between member, parents and leaders.

4-H'ers can learn:

- to communicate in writing
- to organize thoughts
- to set goals and work toward these goals.
- to make short- and long-term goals
- to evaluate a record of growth from year to year
- to recognize skills learned, goals accomplished and successes they've had.

### **4-H RECORD BOOK TRAINING**

Keeping a 4-H record book is one of the most important things you can do in your 4-H career. Keeping a record book will teach you how to set goals, keep records about your progress and how to recognize your achievements. When you are done with your record book you will have a summary of all the things you learned and activities you participated in.

Some people think that keeping a 4-H record book is also one of the most difficult things you do in 4-H--it doesn't have to be! Most of us don't like to keep records and so when we sit down to complete the forms it seems like a very big job. Starting your record book in the beginning of the year and working on it a little at a time will make the job much easier.



4-H'ers who have completed record books have told us they were helpful when:

- They were doing a school report
- They wanted a scholarship for camp they applied for a Job
- They applied for college
- They were adults and wanted to show their kids what they did in 4-H

4-H'ers who submit record books can receive awards at the annual Achievement Awards Banquet. When you reach age 14 you can win trips to 4-H Congress at Virginia Tech. Eventually, you can apply to be a 4-H All Star, the highest honor in 4-H, and also, apply for 4-H scholarships. It is all possible if you do your work little by little.

## **4-H Record/Project Book and Portfolio Instructions**

### **Introduction**

4-H Project/Record Books and Portfolios are an opportunity for 4-H'ers to record and analyze their learning experiences in the 4-H Program. Members who submit materials for judging receive evaluation and recognition for their accomplishments. 4-H'ers may choose to submit a record of an individual Project (Project/Record Book) or their entire life history (Portfolio).

### **Definitions**

**Project/Record Books** – Project/Record Books represent the work that a 4-H'er completed on an individual Project for a given year. 4-H'ers may complete and submit multiple Project/Record Books to be judged individually.

**Portfolios** – Portfolios are a record of the life achievement of a 4-H'er. They may include material not directly related to 4-H and should be organized by year. Portfolios consist of multiple years of work (except for first time submissions). Youth must complete a Portfolio to be eligible for Top County Awards (see below).

### **Educational Goals for the 4-H Record/Record Books and Portfolios are:**

1. To teach youth fundamental record keeping skills.
2. To teach youth how to set goals and analyze what they have learned in 4-H and other experiences.
3. To create a record of accomplishments which document successes in 4-H and other experiences.
4. To provide members an opportunity for recognition.

## **Judging/Instructions**

Volunteers and Extension personnel will complete judging. Ribbons will be awarded for all submitted Project/Record books and Portfolios using the Danish System. Portfolios will be judged in junior (less than 14 years old) and senior categories (14 years and older). Youth who complete **Portfolios** are eligible for **Top County Awards** (see below). Portfolios are also eligible to be submitted to state and national competition.

All documents submitted must include a Reference Page (see below).

**Project/Record Book Instructions:** Project/Record Books will be judged based on their completeness, neatness, and attention to detail. Think carefully about the entire Project. Did you state your goals clearly? Did you complete everything? Did you elaborate on what you learned in your 4-H Story (if applicable)? Multiple entries will be judged separately and awarded ribbons based on the Danish System. Most project/record books have a judging scorecard in the back that you can use as a guide to complete the book.

## **Portfolio and Resume Instructions:**

Portfolios should be turned in using the format below. You are encouraged to include photos, news clippings, or anything else that you feel will help to show your accomplishments. However, the material within should be well organized and quickly tell the 4-Her's story. You should organize the material by year and use dividers. Portfolios will be scored using the scorecard below.

The total volume of a portfolio is not what's important. You should choose material that best illustrates your accomplishments.

Portfolios should be accompanied by a Resume that provides a very concise, chronological list of your accomplishments.

A complete portfolio should include the following **in this order**:

### Cover

The cover should have your name on it.

### Reference Page

You must include a completed Reference Page (see below) with appropriate signatures from a parent and club leader. Make sure you also complete the Project List on the back of the Reference Page and indicate whether your Projects are finished or ongoing, as well as the certificate or medal previously received for this area.

## Resume

Resume should be a concise summary of your 4-H, school, and work experience (as applicable). Resumes usually should not take more than one page.

## Your 4-H Story

Explain what you have accomplished in 4-H this year. Make sure that the following information is included and that the information is clear and concise.

1. Introduce yourself including your age, interests, parents, sisters or brothers, where you live, where you go to school, and when and why you joined 4-H.
2. Tell about the Projects you are submitting; how 4-H helped you learn things, how your Project has grown, and some things you tried that worked and/or didn't work.
3. Explain about your 4-H Projects and activities - including major learning experiences, special interests, and unusual experiences.
4. Explain how 4-H has helped you become a better leader and citizen, how 4-H has increased your interest and participation in community affairs, and what you have learned from team efforts.
5. Describe how 4-H has made you feel good about yourself, influenced your school and career goals, and your use of leisure time. Tell about your future plans and career you want to pursue.

\*\*\* Keep in mind that it's not how much you write, but how well you clearly address the points above. It is best to try to write a narrative (use complete sentences and paragraphs) rather than just answer the five points.

## **Your Goals and Plans**

Goals are things we wish to do or accomplish. You have decided to complete a 4-H Project because you wish to do and learn certain things related to the Project. Those are examples of your goals. These goals should be identified at the beginning of the 4-H year; a plan should be made to accomplish them, and then modified as you continue through the Project. Answer the following questions:

1. What were the goals that you identified at the beginning of the year?
2. What plans did you make to accomplish each of these goals?
3. Did you accomplish all of these goals? Why or why not?

## 4-H Experiences During the Previous Year

1. *Project Participation and Accomplishments* - Explain the Projects that you have participated in and describe your most meaningful experiences and accomplishments (as well as the year each was done).
2. *4-H Offices and Committees* – List all that you held or served on.
3. *Major 4-H Activities, Experiences, and Events* - Items should reflect your participation in demonstrations, talks, tours, workshops, camps, judging events, field trips, or learning experiences.

4. *Citizenship and Community Service* - Citizenship can be defined as acting with informed concern for self and others as an individual or group action. Community service is what you as an individual or with others performed to help your community.
5. *Leadership Experience* - Leadership means taking the lead in giving direction, planning and organizing.
6. *Awards and Honors* - Awards should reflect what you have accomplished in this program. The categories of awards might include trips, medals, trophies, plaques, ribbons, scholarships, etc. Rather than include all the ribbons and florets you have earned, it might be best to have a page that lists them.

### Experiences in Other Organizations

List your most meaningful experiences in school, church, and community organizations other than 4-H. Leadership roles and honors should be described. This section also provides you the opportunity to list other hobbies or interests you have been involved in that have not been reported previously.

### Photos

You may include up to four pages of labeled photos per year (section) of your activities or projects.

### Your Project Books

Include your current Project Book(s), which must be completed. If you are submitting an ongoing Project, the Organizational Leader must indicate this on the front of the Project Book.

## Project Awards

Leaders of each club may nominate their 4-H'ers for the following awards at the completion of a project. The awards given are:

**Certificate of Project Achievement** – This award is given to a 4-H'er who has completed the first year of a Project and has achieved their goals for that year. This award is only given once for each Project area completed.

**County Medal** – This award is given to a 4-H'er who has completed 2 years of that Project and has accomplished their goals. This award is only given once for each project area completed.

**Certificate of Continued Project Achievement** This award is given to a 4-H'er who has been in the project for 3 or more years and has accomplished their goals for that year. This award may be given annually.

## Outstanding 4-H Member Recognition

Any 4-H can complete the Outstanding 4-H Member application due October 1 (see form below). Recipients must achieve the designated points total to receive Outstanding member status and awards will be presented at the Achievement Awards Banquet.

## Fauquier County - Outstanding 4-H Member Application

Name: _____ Age: _____	Point Value	"X" Here	Points Earned
*1. a. Attended at least 75% of club meetings <b>or</b> b. Attended 100% of club meetings	5 points 10 points		
*2. Participated in a community service project (either alone or with club) a. 1-10 hours of community service <b>or</b> b. 10 or more hours of community service	3 points 5 points		
3. Served as a club officer	3 points		
4. Served as a committee chair	2 points		
5. Delivery 4-H presentation to your club or other organization	2 points		
*6. Participated in a county-wide event (as a participant or helper)	3 points each		
• Officer Training			
• Christmas Parade			
• State Capital Day			
• Share-the-Fun			
• Presentation Day			
• Fashion Revue/Sewing Fair			
• Hippology			
• Junior Camp Camper			
• 4-H Ambassadors			
• Achievement Banquet			
• Livestock Show and Sale			
• Fauquier County Fair			
• Other County Fair			
• Fauquier County Horse Show			
• Other:			
7. Participated in District or State Activities	5 points each		
• Teen and Adult Leader Training for camp (TALT)			
• District Contest Day			
• District Horse Show			
• State 4-H Congress			
• State 4-H Horse Show			
• Hosted international visitor (IFYE/LABO)			
• Other camps held at 4-H Centers			
• Selected as an All-Star (current year only)			
• Other:			
8. Participated in National Events	10 points each		
• National Congress			
• National Conference			
• International Exchange (IFYE/LABO)			
• Other			
9. Served as state ambassador or other major leadership position.	10 points each		
10. Served as a counselor at any 4-H Camp	5 points each		
11. Submitted a Portfolio for judging to Extension Office	10 points		

12. Submitted a project record for evaluation	5 points		
<b>Cloverbud, junior, intermediate or senior (circle one)</b>			
<b>How many points did you earn?</b>		<b>Total =</b>	

## Guidelines

1. Outstanding Member Applications are due October 1st each year. Forms must be signed by your parent and your 4-H leader. Awards will be given at the 4-H Achievement Awards Banquet program in November.
2. Please submit to the Fauquier County Extension Office, 24 Pelham Street, Warrenton, VA 20186.
3. Items 1, 2 and 6 are mandatory to be selected as an outstanding member. You must attend *at least 75%* of their club meetings, must do *at least* one community service project and must participate in *at least* one county-wide activity.
3. 4-H'ers who achieve a high point score (to be determined) will receive the Outstanding Member Status.
4. To be eligible for **Top County Award**, you must complete this document, turn in a Portfolio, **and** be nominated by your club leader.

**CLUB NAME:** \_\_\_\_\_

I promise that I have earned all the points for which I have claimed credit.

\_\_\_\_\_

\_\_\_\_\_  
(Child's Signature)

\_\_\_\_\_  
(Date)

I verify that my child has earned the point for which he/she claims credit.

\_\_\_\_\_

\_\_\_\_\_  
(Parent's Signature)

\_\_\_\_\_  
(Date)

I verify that, to the best of my knowledge, this 4-H member has earned the points for which he/she has claimed credit.

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(Leader's Signature)

(Date)



## **Top County Awards**

There are 5 Top County Awards. They are based on overall 4-H accomplishment and it is a great honor to receive any one of these. To be eligible, youth **must** complete the Outstanding 4-H Member Application, have turned in a Portfolio **AND** be nominated by a 4-H leader. The categories are:

**Achievement** (Junior and Senior awards)

**Leadership** (Junior and Senior awards)

**Citizenship** (Junior and Senior awards)

**I Dare You** (must be a Senior in high school and have received Achievement, Leadership, and Citizenship Awards)

**Pinky Horsemanship** (all ages are eligible)

## **Awards for Volunteers**

***Nominations are accepted for these awards each fall and they are presented at the Annual Achievement Awards Night.***

**Sam Gouldthorpe Sr. Award** – The Woodland Farm Perpetual Trophy is given in memory of Sam Gouldthorpe, Sr. Mr. Gouldthorpe was a longtime outstanding dedicated and caring 4-H leader in Fauquier County. This award is used to annually recognize a Fauquier 4-H Club Leader who follows Mr. Gouldthorpe's example.

**4-H Alumni Award** – The Alumni Award is to recognize 4-H Alumni who remain active in giving back to 4-H by working with the youth or supporting the program.

**Friend of 4-H Award** – The Friend of 4-H Award is to recognize any member of the community who is active in working with 4-H youth or support the 4-H program.

## 4-H Member Reference Page

Check one: Project/Record Book \_\_\_\_\_ Portfolio \_\_\_\_\_



Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number (\_\_\_\_) \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

4-H Club Name \_\_\_\_\_

Volunteer Leader \_\_\_\_\_

### Member Statement

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

\_\_\_\_\_

**Member signature**

**Date Completed**

### Approval of this Record

Parent/ Guardian Signature

Date



Projects

Received

Completed/  
Ongoing

Certificates/ Medals  
Previously received

Year

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## Portfolio Scoring Guide

Name _____		Total		
Points _____				
Category	1 Point	2 Points	3 Points	4 Points
<b>Reference Page</b>	Five or more items are not included.	Three or four items are not included.	One or two items are not included OR it is not signed.	All items are completed and the leader has signed it.
<b>Resume</b>		Resume included but is incomplete or not well-organized.		Resume is complete and well-organized.
<b>4-H Story Presentation</b>	The story is unclear and confusing.	Parts of the story are confusing.	The story is clear but some parts are not well organized.	The story is clear and well organized.
<b>4-H Story Information</b>	2 items clearly expressed; some may be missing from the story.	3 items are clearly expressed; some may be missing.	4 items are clearly expressed in the story.	All 5 items are clearly expressed in the story.
<b>Goals, Plans, and Evaluation</b>	Two or more elements are missing.	One of these elements is completely missing.	Goals, plans, and evaluation are expressed for most Projects.	Goals, plans, and evaluation is clearly expressed for all Projects.
<b>Photos</b>	1-2 photos included – not labeled or organized.	Multiple photos include – labeled and well-organized.	Up to four pages of photos included that are well-organized and presented.	
<b>Project Books</b>	Project books are missing and those turned in have a lot of information missing.	Some Project books are missing and/ or a lot of information is missing.	All Project books are included but some information is missing.	All Project books are included AND completed.
<b>Format and Neatness</b>	The information is not organized, making it difficult to obtain the information.	Some of the information is organized and presented clearly.	Most of the information is presented clearly, neatly, and is somewhat organized.	All of the information is presented clearly, neatly, and well organized.

# VIRGINIA 4-H CURRICULUM

## **PHILOSOPHY AND PRACTICE**

Virginia's 4-H Curriculum Process is based on research and sound educational practice in youth development. Arising from the needs of youth and framed by the developmental appropriateness for targeted youth audiences, it becomes both the process of creating meaningful learning experiences and the products developed from that process.

### **Defined by the mission of 4-H:**

"To develop youth and adults working with those youth to realize their full potential becoming effective contributing citizens through participating in research-based, non-formal hands-on educational experiences," the curriculum process provides vehicles through which to teach life skills and content skills. These vehicles can include projects, events, and competitions.

The National Handbook for Extension Youth Development Professionals (1992), outlines guideline statements that continue to have an impact on 4-H curriculum development and implementation. The Virginia Curriculum Process aligns itself with the ideas that:

- 4-H Curricula is youth centered
- 4-H Curricula addresses issues that have the greatest impact on youth
- Experiential education is the most effective way to teach people in non-formal settings
- Youth are a vital resource in program development and implementation
- Curricula allows for maximum adult-youth partnerships and interactions
- Community-based programs are most attuned to the needs of local people
- School enrichment efforts are legitimate and appropriate to 4-H
- Non-formal education holds the interest of youth and allows for the flexibility of programming
- 4-H youth development programs are professionally managed by educators skilled in the principles of youth development

Virginia's curriculum process is designed to support life-long learning and is open to change.

## **4-H Curriculum Areas**

Since research based projects and related curriculum materials provide the basic framework for the 4-H teaching/learning experiences, all 4-H projects should be taught or supervised by the trained volunteers, parents. or salaried staff.

The 4-H curriculum will focus on the following broad areas:

Animal Sciences

Citizenship and Personal Development

Communications and Expressive Arts

Consumer and Family Sciences

Environmental Education and Natural Resources

Health, Nutrition, and Wellness

Jobs, Careers, and Economic Development

Plant and Soil Sciences

Science and Technology

Leadership

# **FREQUENTLY ASKED QUESTIONS ABOUT 4-H CURRICULUM**

## *Where Does 4-H Curriculum Come From?*

In the past, our entire curriculum was provided by Virginia Tech. This is no longer the case. Now the curriculum comes from several sources:

- Virginia Tech: [www.4-h.ext.vt.edu/programs/index.html](http://www.4-h.ext.vt.edu/programs/index.html)
- 4-H Mall: [www.4-hmall.org](http://www.4-hmall.org)
- Other State Extension Programs offer many free resources online
- Other Community Resources e.g. Project WET, Project WILD

## *What Is the Cost?*

Books from 4-HMall cost about \$5.00 per book many resources from state extension sites are offered free online.

## *How Do I Get The Materials?*

- If you can't find what you need online, please contact the 4-H extension agent who will help you find the curriculum resources you need.