



# 10 MINUTES FOR RECORDS

## Purpose

To help 4-H members and parents:

- ✓ Understand how to work with and complete 4-H record sheets and compile a 4-H record book.
- ✓ Make keeping records a positive learning experience and have fun with the records.
- ✓ Learn the importance of regular record keeping.
- ✓ Develop a habit of keeping accurate, timely records in order to make record books less stressful.
- ✓ Keep track of all events, activities and experiences to develop a portfolio youth can be proud of.

These lessons can be presented by an adult volunteer or teen leader. Assigning teens in the club a lesson to teach throughout the year is an excellent way for them to work on their leadership and mentoring skills. If you don't have any teens in your club, ask a teen from another club or county Ambassadors to visit your meeting to teach a record book lesson.

## Record Sheets

### My 4-H Year

### Non-Animal Project Record and Financial Journal

### Animal Record and Financial Journal

## Suggested Monthly Topics

October	Why we keep records in 4-H // Lesson 1
November	Overview of record sheets and goal setting // Lesson 2 and Lesson 3
December	Take a break, it's the holidays!
January	Keeping track of activities, events and experiences. "What I did and What I Learned!" // Lesson 4
February	Financial Journal // Lesson 5
March	Communication Activities // Lesson 6
April	Animal Records
May	Awards and Honors // Lesson 7
June	Take a break and Prepare for the Fair!
July	Finishing up and polishing your records
August	4-H Story and reflection
September	Turning your record book in

# Lesson 1

## Topic

### Understanding 4-H Records *10-15 min*

Prior to this session it is a good idea for club leaders to familiarize themselves with the Montana 4-H Record Book page on the website. Go to <http://montana4h.org/resources/index.html> and click on *Record Books*. Also familiarize yourself with any county rules, guidelines and deadlines for record books and project completion in order to share with club members.

## Supplies Needed

- ✓ A copy of the three record sheets to show members.
- ✓ Extra printed copies to give members that may want to hand write their records.
- ✓ Examples of ways to organize a completed record book (binder, record book cover, etc).
- ✓ Links to Record book resources and videos.
- ✓ List of county rules, guidelines and deadlines for record books and project completion.

## Opening

Introduce yourself and be sure that all members know each other's names.

Ask members their feelings about record books and follow up with WHY they feel that way. *Highlight any positive feelings shared.*

What are some things we can do to make record books less (insert negative feelings)?

## Why Keep 4-H Records

**Share video tutorial** [Why 4-H Does Record Books](#) [7:35] *This video will cover all of the important reasons we do record books in 4-H.*

**Ask members to list the reasons records are important recording them on a flip chart or board.**

**Reiterate:** Members who keep good records learn how to:

Practice skills that will be needed throughout life

Set goals and evaluate their success

Organize themselves

Explain what they have learned

Keep financial records for projects

Communicate and summarize

Keep data needed to receive county, state and/or national recognition in 4-H and beyond

Create an invaluable personal record, memory book and portfolio of their 4-H work

## Homework

Ask members to watch the video tutorial [Ways to Complete a 4-H Record Book](#) [6:26] *This video covers the basic steps necessary for a 4-Her to compile their record book.*

Ask them to review the ways to complete a record book with a family member or other adult and decide how they will complete their record book this year. Ask them to come prepared to their next meeting prepared to begin keeping records.

# Lesson 2

## Topic

### Understanding record book sheets and what is expected 10-15 min

All members should leave this meeting knowing exactly what record book sheets are required for the projects they have chosen to take this year and are prepared to begin keeping their records, if they have not already started. This may be review for many members. Pairing up experienced members with newer members is a good way to engage the whole group.

## Supplies Needed

- ✓ A copy of the three record sheets to show members.
- ✓ An example of a complete record book. *There are two examples on the website.*
- ✓ Links to Record book resources and videos.
- ✓ List of county rules, guidelines and deadlines for record books and project completion.

## Opening

Introduce yourself and be sure that all members know each other's names.

Briefly review any deadlines or county guidelines members should be working towards.

Ask member their reaction to the video "Ways to Complete a 4-H Record Book". If many members were not able to watch this at home, you may choose to watch it together. [Ways to Complete a 4-H Record Book](#) |6:26| *This video covers the basic steps necessary for a 4-Her to compile their record book.*

## Review of what goes into a 4-H record Book

A record book is a member's record sheets and supporting documents compiled from a member's 4-H year. This includes:

- ONE My 4-H year record sheet
- ONE animal record sheet for each of the member's ANIMAL projects.
- ONE non-animal record sheet for each of the member's NON-ANIMAL projects.
- A member should also include any other documents that your county requires for a complete record book, like a 4-H story or photo pages.
- It is also a good idea to include the project book or other learning materials used with each project in a record book.

Ask members, out of the three ways to keep their record sheets, how do they plan to keep their records?

**Handwritten** - The benefit of filling record sheets with pen or pencil is you can keep them with you and fill them in at an activity or club meeting. Handwritten record sheets should be as neat as a member can make them using whatever type of writing tool a member is comfortable with, pen or pencil.

**Typed** – Download and save the PDF record sheets to a computer or device. This is a good option for those that struggle with handwriting or are simply more comfortable doing things electronically. If completing records electronically a member should have a way to remember dates and other documented project or general 4-H learning and records.

**Online using ZSuite** – New way to complete a record sheet is to use a web-based record book called Zsuite.com. The information a member records using ZSuite exactly mirrors the Montana 4-H record sheets. A family account and member profile needs to be created. More information can be found by clicking on the ZSUITE link on the record book page.

Ask members to share with a partner why they are choosing to keep their records this way and how they will organize their records. Use resources information from the video to help each member based on their chosen form of record keeping.

# Lesson 3

## Topic

### My 4-H Year and Goal Setting

## Supplies Needed

- ✓ Writing tools
- ✓ Goal setting worksheet or paper for members to practice their goals
- ✓ Example goals
- ✓ Copy of all three record sheets to show where they enter their goals

## Goal Setting Resources

Simple goal setting worksheet:

<https://www.extension.iastate.edu/hancock/sites/www.extension.iastate.edu/files/hancock/setting%204-H%20goals.pdf>

More detailed goal setting worksheet: <https://www.ford.k-state.edu/Setting%204-H%20Project%20Goals.pdf>

Example project goals:

<https://www.extension.iastate.edu/sites/www.extension.iastate.edu/files/boone/Examplesofprojectgoals1.pdf>

More detailed goal setting lesson from Wisconsin Extension:

[https://taylor.extension.wisc.edu/files/2010/12/setting\\_project\\_goals.pdf](https://taylor.extension.wisc.edu/files/2010/12/setting_project_goals.pdf)

## What is a goal?

A GOAL is... deciding what you want to do and learn in a 4-H project.

A GOAL is... having a road map. It helps you decide how to get to where you want to go.

## How to write a goal

A goal has 3 parts. **A goal should tell:**

1. The action: **HOW** you are going to do it.
2. The results: **WHAT** you will do.
3. The timetable: **WHEN** you plan to have it done.

A good addition is **WHO** will help you?

## Setting Goals for “Your 4-H Year” and Project Goals

Members should set three goals for their 4-H year. These are general and not specific to any project they are taking.

Topics such as leadership, communication and service are good areas for members to set goals for their 4-H year.

Members should also have two to three goals for each of their projects. These goals go on the first page of each of their project record sheet.

Show members where these goals go on the first page of My 4-H Year and Animal/Non-Animal record sheet.

You can ask experienced members to share some of their past goals and how they reflected on these goals at the end of the year. Have members use the worksheet or blank paper to start thinking about their goals. Pairing members is a good way to help younger members with, what can be, a challenging concept.

# Lesson 4

## Topic

Explaining and practicing “What I did” and “What I learned”

The What I did What I learned portion of a member’s record is one of the most important parts of the record keeping process. The experiential learning model of DO, REFLECT, APPLY happens here. Spending time explaining and practicing this concept makes record books more valuable and consequently more engaging for youth.

DO – The Action or Experience –

“**What I did**” – Made a poster to share facts about a hedgehog.

REFLECT – *SHARE* – the observations, results, and reactions *PROCESS* – discuss, analyze and reflect -

“**What I learned**” – I learned that light colors are very hard to read on a poster and how to use pictures to share information.

## Supplies Needed

- ✓ Writing tool
- ✓ Paper or copies of the What I did What I learned section of a record book sheet
- ✓ “What I did” examples

## Recording Project Activities and Experiences

Show members where the ACTIVITIES section on the animal and non-animal project journal is located. There is a place to record when they did the activity, what they did and what they learned.

Brainstorm some examples as a group of what they would record here, explaining that they are to record ALL of their project activities AS THEY HAPPEN.

Use some of your “What I did” examples and ask them to work in pairs to write an example what I learned statement, pretending that they did the activity.

Examples:

Went to a photography exhibit

Took “rabbit” to the vet

Importantly talk as a group about how they can remember to record these things as they happen. What are some tools they can use to help keep their records up to date? Experienced members can bring examples of things they have done to record this and share what has worked.

Members should leave with a plan for recording what they did and what they learned as they happen. Encouraging youth to be creative in this process will also keep them more engaged. There is more than one way to skin a cat!

## Homework

Ask members to begin recording what they did and what they learned. Bring at least two examples to share for the next meeting. They can share these with a partner and help each other by critiquing their work.