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4 - H R E C O R D K E E P I N G

A Suggested Teaching Plan for Extension Agents

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10.41

Lesson Number One

Lesson Number Two should be presented as soon as possible after presenting Lesson Number One.

Project Leaders should have definite training on how to keep records in their project area. This should be included when they receive their subject-matter training.

Supplies Needed for This Lesson:

Flannelboard; visuals for flannelboard; sample of record books of major project used in unit (have these stacked together for each leader); sample 4-H Memory Book (looseleaf notebook, scrapbook, picture album); sample box for memory book supplies (large envelope, etc.); leaders guide for one of the projects; large open calendar (4-H).

I. Broad Objectives:

The basic concern of this presentation is to help adult volunteer and teen 4-H leaders become more effective in teaching 4-H members the importance of 4-H records and how they should be kept.

II. Teaching Objectives:

Volunteer 4-H Leaders --

- A. Gain a more complete understanding of the importance of 4-H records and how they fit into the total awards program.
- B. Gain a clearer understanding of the various projects available and types of project records used in each.
- C. Gain a better understanding of the value of record keeping to the 4-H member.
- D. Gain a clearer understanding in teaching 4-H members the value of records and how to keep them.
- E. Gain the necessary appreciation and knowledge of a system for members to follow in keeping their 4-H records and materials.

III. Presentation:

(An appropriate introduction to be developed by the agents doing the teaching.)
Some points to be stressed in the introduction are:

The purpose of incentives and awards.
Keeping records is an educational process and part of each club project.
Record keeping is a "learning-by-doing" educational process.
Record keeping is important to the individual throughout life.
Keeping accurate and neat project records from the very beginning of 4-H is important to a member's progress throughout 4-H.

Suggested Visuals Which
May Be Developed

Flannel Strips -

1. Three types of 4-H Records
2. 4-H Project Record
3. (Picture of leader helping a 4-H member with record)
4. 4-H Memory Book
5. (Picture of junior and/or teen leader helping a 4-H member with Memory Book)

Show a looseleaf notebook, a scrapbook and a picture album. (These samples should come from local stores.)

6. Accumulated 4-H Achievement Records
7. (Picture of leader helping 4-H member)

A. Define Different 4-H Records:

1. Project Records - In 4-H, we are concerned primarily with three types of records. The first record the 4-H member receives training in is his 4-H project record. Each member chooses a project when he joins 4-H. Record books, like the ones shown here, are prepared for specific projects, and provided for the 4-H member accordingly. We will discuss in more detail later.
2. 4-H Memory Book - The second type of individual 4-H record is the 4-H Memory Book or memory box. A 4-H member should be taught a system of keeping important 4-H items for consideration later in an achievement record. This material might be kept in a box, large envelope, or desk drawer. It should be kept in a special place until it is ready to be correctly arranged. Active 4-H members have many items which they would like to keep as their prize possessions. These items include their 4-H project record books, pictures of 4-H activities, publicity, letters, including news articles by the club member, certificates, ribbons, souvenir programs, and the like.

The Memory Book could be of different types. A looseleaf notebook, scrapbook or picture album would be appropriate. Adult leaders can help 4-H'ers plan, keep up to date, to share with others, and to always have material needed for their achievement record.

3. Accumulated 4-H Achievement Records - The accumulated achievement book is the third type of 4-H record. It reflects the 4-H member and his many experiences, his personality, and his growth. It is a story of his four-fold development throughout and brought about as a result of his 4-H experiences. Every senior 4-H member should consider assembling this type of individual record. (The agent doing the teaching might point out that he and his co-workers plan to give leaders who are working with senior members special training in assembling an achievement record book.)

B. Discuss the 4-H Project Record:

Show a project record book

We have discussed the three different types of individual records with which each 4-H member needs assistance. Let us now turn our attention specifically to the 4-H project record.

(Remove all visuals and put the 4-H Project Record at the top of the flannelboard.) (Give each leader a set of record books of major projects offered in the unit.) When the girl or boy joins 4-H, he chooses a project. You, as his adult or teen leader, will need to provide, through project literature, meetings and home visits instructions for completing his project. Along with these instructions, you should give directions on how to record what is done in the project record book. Record books like the ones shown here are obtained from VPI & SU and made available without cost to the 4-H member. The records may seem quite simple to you but remember the younger 4-H'er will need your help. As a member grows and achieves, he develops the ability to prepare a more complex record book. Special instructions should be provided the 4-H'er relative to the project in which he is enrolled.

Show a leader's guide

Project leader guides are available in some project areas and progress is being made to the extent that more will be developed in the future. This one gives some suggestions on how you help members with records. (At this point, show a project leader's guide similar to the one used in Money Management or 4-H Grooming Project and call attention to the parts on records.)

Flannel strips -

1. Purposes of 4-H Project Record Books:

8. Project Record Helps
Leader

a. Help leaders--

(1) to understand what a 4-H member is to do and report in a project. It provides a guide for the adult leader and 4-H member to work together in setting goals for the member. Goals should be established according to the age and capabilities of the 4-H'er

9. Know What Members are to
Report

(2) know how much guidance the project gives the 4-H'er in doing his project and how much is yet needed. Some project record books may be primarily designed to give guidance to 4-H members and others may provide primarily for recording expenses, receipts, and inventories.

10. Know How to Guide Members

(Call attention to both kinds --
Livestock and Electric would be good
comparisons.)

11. Better Understand Each Member (3) better understand each 4-H member so the leader will know how much each member can do in the project.
12. Know If Member's Project Is Up-to-date (4) know if each 4-H member is keeping his 4-H project up-to-date. Project leaders should help 4-H'ers keep their record book up-to-date. The leader should encourage the members to bring their records to the project meeting. A **portion** of the project meeting should be used to discuss and check each member's record.
13. Direct a Meaningful Learning Experience (5) direct a meaningful learning experience. The written report which a club member keeps will serve as an indicator of the progress he has made. Some project records provide the member with instructions which helps him to work with his project at home and to learn a recommended practice.
14. Help 4-H Member b. Help 4-H Member to:
15. Know What is Required (1) know what is required in the project. When 4-H'ers select projects, they should know they are expected to:
 - (a) attend the project meetings for training.
 - (b) carry out the instructions under the guidance of the project leader.
 - (c) keep a record of what is done.
 - (d) complete the record and turn it into the leader when requested.
16. Have a definite Place to Record (2) have a definite place to record what he does in his 4-H project and the results of his efforts.
17. Have the Experience of Keeping Records (3) have the experience of keeping records. You can help him have fun keeping them. Show need for keeping records throughout life.
18. Know What He Is Learning (4) realize what he is learning. At project meetings, review briefly with members the things they have learned.
19. Know What He Has Accomplished (5) know what he has accomplished. You (the leader) and the member should periodically check his records to determine progress.

20. Realize How Much More He
Can Learn

(6) realize how much more he can learn and do
in the project.

21. Learn to Organize Material

(7) learn to organize material. You (the Leader)
will need to help the young members select
the most important items to include in their
records.

2. Teaching 4-H project record keeping to 4-H
members:

4-H club members who are 9 - 13 years old will
consider the record keeping phase of their
project difficult until they are taught how to
do it. Young members are eager to learn.
They are eager to please their leader. They are
enthusiastic. The adult or teen leader catches
in on enthusiasm. Start by discussing and
explaining the value of and reason for record
keeping, and then show the member how the record
is kept. There may be times when you help him
with this record.

Show a large calendar

Give an assignment to the members at each meet-
ing so that work is recorded on schedule. All
record books are brought to the project meeting
for the leader to check and give further train-
ing on what to record and how. The leader may
wish to keep a sample record book to use at
project and club meetings. (You may suggest that
they have a calendar to keep day-by-day record
of what they have done. This information can
then be combined and put into record.) Both
the organizational and project leader should
have regular record book inspection. Check
records at meetings periodically and on project
visits.

Vary your methods for individual members. Some
will find the record habit easier than others.
You may have to make record keeping a "do-it-
yourself" project for younger members.

Mention records in some way frequently;
youngsters need reminding. Emphasize their
importance, be enthusiastic, yet do it casually.
Members will be record conscious in proportion
to the emphasis they recognize.

Recognize good jobs of record keeping --
particularly by members making progress, even
though not the best. Don't forget the import-
ance of recognition.

Watch out for an over-emphasis on records; just make records seem a regular and normal part of 4-H work.

Lend a personal hand when needed and help the parent to do so.

Adult and teen leaders should involve apprentice leaders and/or older 4-H members in assisting younger members with their records.

The adult or teen leaders need to help the apprentice leader or older 4-H'er know how to provide adequate help to younger members.

IV. Summary

22. Records are an Important Part of All Projects

It has been pointed out that record keeping is an important part of all 4-H projects. It provides for a learning-by-doing educational process and equips the 4-H member to be a better 4-H'er. It provides him with training which he can use throughout life.

23. Provides Educational Experiences

24. Learning-By-Doing Process

25. Important to 4-H'er Throughout His 4-H Career

26. Important to Member Throughout Life