



4-H Leadership and Learning Credit

Sept 2015

Welcome

The 4-H Leadership and Learning Credit is an independent study course designed to consider a member-student's contribution to the 4-H program, and to give credit for work completed within the 4-H program.

This 4-H credit gives member-students the opportunity to apply curriculum previously learned in the classroom and to go above and beyond what is offered in your traditional classes. While you pursue your individual interests and talents, you will enhance your creative, critical thinking, and problem-solving skills, and hone the independent study and research competencies needed to be an effective self-directed learner.

Major Goals of Credit

All member-students will:

1. Demonstrate a thorough knowledge of creative thinking skills including flexibility, originality, elaboration, and evaluation.
2. Apply creative thinking skills to problem identification and problem solving.
3. Demonstrate communication abilities in written, presentation, and group contexts.
4. Apply critical thinking skills through the progression of their Core Project.
5. Demonstrate leadership skills through the completion of club and community activities.
6. Demonstrate leadership skills through the practice of parliamentary procedure, participation in club and local meetings, and the management of groups and committees.
7. Develop new skills and learn about new topics.
8. Demonstrate effective verbal communication through the development of presentation skills.

Grading Policy:

Grades will be determined by thorough participation in and success in activities, projects, and written work that will be completed. Assessment of various activities will be based on either a provided rubric or will be pass/fail based on participation. Assessors will include your Leader/Mentor, your 4-H Specialist, and an External Assessor.

1. **Binder:** You will be responsible for keeping an organized binder which demonstrates appropriate preparation for each of the course elements. Work that goes into your Core Project should be kept for reference and for bibliographies. Agendas, minutes, and plans for meetings should be saved. Similarly, finished products for various elements should be saved in your binder (i.e. communications and agricultural awareness projects).
2. **Grades:** For all elements for which there is a standard 4-H rubric (i.e. communications), a minimum grade of "B" or 80%+ is required to pass. The final grade on your school transcript for the 4-H Leadership and Learning Credit will be pass/fail.
3. **Credit Elements:** Credit elements will be described on page 2. All elements must be passed to receive a the credit.
4. **Make-up:** Should you fail to complete an element of the credit to your assessors satisfaction on your first try, you may try again. Please be wary of external realities that are time sensitive—i.e. you must make set meetings as trying to 'make-up' for missed meetings will be difficult.

Other Credit Details:

- You may take this credit in grades 10, 11 or 12.
- A minimum of 110 hours will go into this credit.
- There is a flexible time frame for completion; it may take place over the summer, the school year, or both. However please follow these dates:
 - **You must have had your Project Articulation meeting with your 4-H Specialist and Mentor no later than October 15 of the school year in which you want to complete as the deadline to submit your completed Project Articulation form is October 31.**
 - You must submit all final work by April 1 of the school year in which you want to complete the credit program .
- EVERY element of this credit is required to pass.
- For elements which will be assessed using rubrics, a minimum of a "B" is required (see rubrics for specific

Is the 4-H Leadership and Learning Credit right for you?

Many people enjoy the flexibility that an independent study class offers. This independent study is not an easier way to complete a course, but is an alternative to classroom study. This 4-H Leadership and Learning credit will work particularly well if:

- You have a tight schedule and are a good time manager;
- You are goal-directed; if you set your sights on an end result, you usually achieve it;
- You have a desire for learning;
- You have a vision you'd like to test or questions that you would like to answer;
- You are reasonably self motivated, and can work with some ambiguity;
- You do not give up easily, even when confronted with obstacles;
- You are willing to express your opinions;
- You have a network of people to support you as you explore your topic. One person is capable of serving as your official Mentor; and
- You are comfortable emailing, calling, and meeting with people with whom you are not familiar, in an effort to garner new information for your project.

Your Responsibilities

By taking the 4-H Leadership and Learning Credit, you are aware of and agree to:

- Work independently, designing your own work plan and managing your own time;
- Make yourself aware of external responsibilities, such as meetings requiring your presence;
- When unsure of a responsibility, you will call your 4-H Mentor or 4-H Specialist to find the answer;
- You will show initiative, self direction, and self motivation throughout the course of this credit;
- You will work with your 4-H Mentor and 4-H Specialist, but respect their time and constraints as well;
- You will take personal responsibility for the completion of this credit;
- You will set a high standard for yourself, and strive to meet it;
- When frustrated, seek comfort but do not give up. Be comfortable with changing the direction of your project if obstacles cannot be dealt with, but do not change the quality of your project; and
- Remember always, you are "*Learning to do by doing*".

If you are prepared to do all of these things, you can expect a fantastic experience. The final outcome of your credit will be YOUR achievement, and something for which you should feel great pride.

Timelines & Signing Up

- To take the 4-H Leadership and Learning Project as a school credit, you must complete and submit the Member-Student Intention Forms to your course advisor (usually guidance councilor or vice principal). You will find the Member-Student Intention Form on the next page or on the website.
- Member-students are not considered to be registered for this project until they coordinate their Project Articulation meeting with their 4-H Mentor and 4-H Specialist. You must arrange to have your initial project articulation and planning meeting with your 4-H Mentor and 4-H Specialist **no later than October 15** of the grade in which you wish to complete the credit.
 - For example: you want your credit by June 2016. You must have your meeting by October 15 and submit your Project Articulation form to your 4-H Specialist by October 31, 2015.
- While the timeline for the project work is flexible, the member-student must check in with their 4-H Mentor on a monthly basis to review completed work, upcoming plans, and any challenges or needs. It is the responsibility of the member-student to arrange these, and they may be meetings, phone calls, or email correspondence. In the event of email correspondence, the emails should be included in the completed binder. In the event of phone calls or meetings, the 4-H Mentor will sign off on these meetings (see page 15)
- Member-students must submit their final information for evaluation **by April 1 of the year in which they wish to receive the credit.**
- Upon passing the credit, the member-student will submit the Member-Student Completion Form to their course advisor (usually guidance councilor or vice principal). You will find the Member-Student Completion Form on the last page of this Guide, or on the 4-H PEI website.

**APPENDIX 1 TO ANNEX B
EXTERNAL CREDENTIALING DOCUMENT
MEMBER-STUDENT INTENTION AND COMPLETION FORMS REGARDING EXTERNAL CREDENTIALS
MEMBER-STUDENT INTENTION FORM**

Member-student Information:

1. Name
2. School
3. Current Grade
4. School Member-student ID (if applicable)
5. Home Address and Postal Code
6. Home Phone
7. Email

External Program Provider Information:

1. Organization Name
2. Course title
3. Address and Postal Code
4. Phone
5. Email

Approval Signatures:

Member-student _____ Date _____

Parent/ Guardian _____ Date _____

External Program Provider _____ Date _____

Position _____

School Principal _____ Date _____

4-H Leadership and Learning Credit Structure

Member-student must complete:

Core Project

Weight—35%

Assessment—Rubric

Assessor—External

Member-student must complete ONE of the following activities:

District Council or Provincial 4-H Committee

Weight—15%

Assessment—Pass/Fail

Assessor—4-H Specialist

Junior Leader

Weight—15%

Assessment—Pass/Fail

Assessor—4-H Mentor

Member-student must complete EACH of the following activities:

**Agricultural
Awareness Paper**

Weight—10%

Assessment—Rubric

Assessor—External

Community Project

Weight—10%

Assessment—Pass/Fail

Assessor— 4-H Mentor

**Communications
Project**

Weight—10%

Assessment—Rubric

Assessor—3 Judges

**Alternate
Communications Project**

Weight—10%

Assessment—Pass/Fail

Assessor—4-H Specialist
or Mentor

Member-student must submit:

Course Binder

Weight—10%

Assessment—rubric

Assessor—4-H Mentor

Partners in Learning

As a member-student, you are familiar with regularly interacting with your teachers. Although this project will serve as an independent credit, you will still be required to identify partners in learning, some of whom will be responsible for your assessment.

4-H Mentor

The Mentor is meant to be an adult from your club, such as a screened leader. The Mentor's job is to:

- Challenge you and keep you motivated with the project. As you work on your project, your Mentor will ask questions, challenging you to dig as deep as you can;
- Assist with problem solving when necessary;
- Assess you for the various requirements of the credit performed at the club level and report to the 4-H Specialist;
- The 4-H Mentor should be someone who has the technical capacity to guide and question the member-student's Core Project;
- The 4-H Mentor will sign-off on various checkpoints in your work, to ensure that you are making AND executing plans;
- The 4-H Mentor will accommodate monthly check-ins with member-students, however, it is not the Mentor's responsibility to arrange or ensure these meetings take place. The 4-H Mentor will sign off on the completion of each of these meetings;
- If the member-student chooses to pursue this credit through the Junior Leader teaching a project in their 4-H club, the 4-H Mentor (or another screened 4-H leader) **MUST** be present at all project meetings;
- The 4-H Mentor must attend an initial project articulation meeting with the member-student and the 4-H Specialist; and
- The 4-H Mentor will help identify the external assessor for the Core Project, because the 4-H Specialist and the 4-H Mentor cannot complete that task, to prevent any potential bias or conflict of interest.

It is the member-student's responsibility to identify and select a Mentor within three weeks of registering to pursue the High School Credit. When selecting a Mentor, please consider:

- The Mentor cannot be related to you.
- The Mentor should be someone you are comfortable contacting for assistance, and someone who is open to such contact.
- The Mentor should have at least some technical capacity in the area of your Core Project. For example, if your project is about developing woodworking skills, your Mentor should have some woodworking experience to help with your skill development.
- The Mentor will ideally be a screened 4-H leader. If your selected Mentor is not already registered with 4-H, they must successfully complete the 4-H leader screening process before they can start working with you.
- Your Mentor does not need to be approved by the 4-H Specialist; however if it becomes clear that the relationship is not supporting comprehensive learning, this will be re-evaluated and you could be asked to find an alternative

When you are prepared to articulate your Core Project, you must hold a meeting with your Mentor and 4-H Specialist so it can be discussed and approved.

External Assessor

Because your Mentor and your 4-H Specialist will be heavily involved throughout the course of your credit, you will work with your 4-H Mentor to identify a non-related external assessor to assess your Core Project. Your 4-H Mentor and your 4-H Specialist **MAY NOT BE** your External Assessor. Your External Assessor needs to be confirmed as your project nears an end.

The 4-H office can provide a brief background on the 4-H program and a general rubric for assessing your project.

Your 4-H Specialist will also identify an individual to assess your Agricultural Awareness paper.

Partners in Learning

4-H Specialist

4-H staff will play a strong Mentorship role to you over the course of your credit. PEI 4-H has three 4-H Specialists, each of whom are responsible for their own range of provincial programs, and regional geographical area. The Specialists support clubs, leaders, and member-students in their area and promote 4-H and volunteerism as a whole.

You will be matched with the 4-H Specialist responsible for your club. The 4-H Specialist will keep a running check-list of each of your accomplishments as you work towards your school credit. You must also be responsible for keeping a comprehensive list and provide it when requested. Some specific tasks the Specialist will help you with include:

- participating in an initial project articulation meeting with you and your 4-H Mentor, which you will arrange;
- confirming your attendance at Provincial Standing Committee or District Council meetings;
- assisting in exploring ideas for an alternate Communications project, if you require that assistance;
- helping to identify an External Assessor for your Agricultural Awareness Paper;
- confirming your attendance at supplemental 4-H programs;
- supporting your 4-H Mentor in supporting you;
- providing context to your Core Project External Assessor, though you are required to do the bulk of preparation;
- providing you with support if you have any general issues or questions.

The Specialist will not be involved in your Core Project, nor is it their responsibility to supervise the member-student to ensure that project deadlines are met.

When you are prepared to articulate your Core Project, it is your responsibility to plan a meeting with your Mentor and 4-H Specialist before October 15 so it can be discussed and you can receive feedback for your Project Articulation form, **which must be submitted to by Oct. 31**

Parent / Guardian Responsibilities

- Acknowledge effort and success, but avoid taking responsibility for tasks which are to be completed by member-student.
- Help the member-student identify when they need to ask for assistance—from either the parent, the Mentor or the 4-H Specialist.
- Support and engage time-management skills, so member-student completes the assignments in advance of deadlines.
- Be aware that if member-student is thinking about pursuing the Credit by building a skill or conducting an experiment, they may require financial support. Be aware of this as the member-student develops their Core Project idea.
- Share insight in the member-student's project. Don't be afraid to present challenges to the member-student as they learn new skills and stretch their personal "comfort zone." Learning to deal with obstacles is healthy, and will make achievement that much more rewarding.
- If possible, provide a calm, uncluttered study space .
- Provide necessary transportation support when required by the member-student.

4-H Leadership and Learning Credit—Core Project

Core Project

This project is meant to take the typical 4-H project to the next level. Member-students are required to identify a topic, question, or problem in which they have an interest or a challenging skill they would like to learn. The topic should be conceptualized by the member-student. The member-student will “pitch” their project plan to their Mentor and 4-H Specialist for approval. The project should allow for a deep approach to the topic. The goal is for the member-student to gain a thorough understanding of the topic so that they are able to apply the knowledge or skills learned to new situations.

The Core Project may:

- Seek to answer a burning question you have. This kind of project will take on a **research** style of exploration.
- Seek to solve a problem the member-student has identified. This may be a problem at home or in your community. There should be some sort of **experiment** involved, which can be evaluated.
- Seek to develop and hone **new skills** at a high level of expertise. This requires dedication, practice, and constant reflection for improvement.

Examples of Core Project topics could include:

- Evaluating the earning potential of grass-fed over corn-fed beef;
- Comparing the cost/time/nutrition of processed entrees vs. those made from scratch;
- Serving as a Co-Overall Leader in a new club;*
- Shadowing the community fire department and fire fighters, and participating in training sessions;*
- Experimenting and evaluating different presentation styles.*

**Have been done!*

The Core Project should not be a continuation of skills you have already begun to develop. For example, if you play a sport, continuing to specialize your skills is not appropriate. However, if you wanted to take an entrepreneurial approach to a skill that you have, that could be considered.

You should expect to be challenged by your 4-H Mentor on your chosen topic, so make sure it is well thought out. Once you are prepared to articulate your project, you will arrange for a meeting with your Mentor and 4-H Specialist on or before October 15 so you can submit your completed Articulation prior to the October 31st deadline.

Requirements for completion: The Core Project will require some element of experiential learning. Member-students should put great effort into goal setting, project planning, and reflection/evaluation. Be sure to describe what the finished project will be (what record will prove your activity and work). You will follow certain steps and questions, provided later in this guide. Much of the planning, however, will be up to you to develop and implement. This should be seen as an opportunity for creativity and ownership, not as a challenge or roadblock.

Your final Core Project should be displayed at your club’s Achievement Day following completion.

Outcomes: technical skills, communication, management, judgment and critical thinking.

Assessment: This will be worth 25% of the total mark and will be marked by the rubric on the next page.

Assessors: This element will involve supervision from the 4-H Mentor and 4-H Specialist. The final product, statement paper or presentation will be assessed by an external assessor (to be identified by the 4-H member-student).

4-H Leadership and Learning Credit—Core Project Rubric

Required Elements		Comments
<p>Core Project plan shows organization and thought.</p> <ul style="list-style-type: none"> • Full explanation of plans and expectations for learning. • If the project is exploring a problem, the problem is well explored and identified. • If the project goal is for skill development and the desired achievements are tangible, the outcomes are well articulated. • Plan should include a time line for goals, including desired accomplishments. This should be well detailed. 	/25	
<p>Proposed plan goals completed.</p> <ul style="list-style-type: none"> • Compare the original timeline and goals. • How did the member-student utilize their 4-H Mentor and 4-H Specialist? • If goals were not met, how did the member-student adjust? Do they understand the reasons for the roadblock? 	/15	
<p>Research and resources are thorough.</p> <ul style="list-style-type: none"> • Member-student utilized a wide array of resources in exploring their topic. • References are acknowledged and listed. 	/10	
<p>Member-student developed new skills or learned something new.</p> <ul style="list-style-type: none"> • Thoughtful reflection and evaluation is evident in member-student's binder submission. 	/10	
<p>Member-student is reflective</p> <ul style="list-style-type: none"> • Thoughtful reflection and evaluation is evident in member-student's binder submission. 	/10	
<p>Overall impression</p> <ul style="list-style-type: none"> • Is the finished project complete, informative, and a reflection of the effort put into the project? 	/10	
<p>4-H Mentor given mark</p> <ul style="list-style-type: none"> • Mark given for member-student effort, interest, and attitude as observed by the 4-H Mentor. 	/10	
<p>Project Articulation</p> <ul style="list-style-type: none"> • Meeting is planned and attended. • Project articulation is filled out at signed. 	/5	
<p>Binder</p> <ul style="list-style-type: none"> • Binder is neat, well organized and complete. • Bibliography included. • Additional materials are included and are relevant to the project. 	/5	
TOTAL	/100	8

4-H Leadership and Learning Credit—Leadership in Practice

Leadership in Practice—Committee Rubric

In the “Leadership in Practice” portion of your credit you are expected to either:

- Serve as an active member-student on your District 4-H Council or Committee, or serve as a Junior Leader.

District Council or 4-H Committee

Examples: 4-H District Council, or a PEI 4-H Committee (Agriculture Committee, Home Economics Committee, Fundraiser Committee, Rural Youth Fair Committee, or another currently functioning standing committee)

Requirements for completion: Consistent attendance and fulfillment of all responsibilities. Member-students will be expected to keep all agendas, minutes, and notes in binder.

Outcomes: communication, parliamentary procedure, intergenerational relationships, judging and critical thinking, technical skills, leadership.

Assessment: 15%

Assessor: 4-H Specialist; they might speak to others on committee if they aren't themselves on it.

Rubric or Pass/Fail: Pass/Fail. Expectations are listed below.

Required Elements	Comments
<p>Meeting Attendance</p> <ul style="list-style-type: none"> • You must have an 80% attendance AND attend a minimum of 4 meetings. • This means if there are only 4 meetings, you must have full attendance. 	
<p>Meeting Preparedness</p> <ul style="list-style-type: none"> • Agenda and Minutes prepared and proper format. • Any outstanding “action items” from previous meeting completed. • Received input/feedback from relevant member-student to help with decision-making. 	
<p>Meeting Participation</p> <ul style="list-style-type: none"> • Contributes when appropriate. • Participates in the parliamentary procedure, by making motions and seconding motions. • Ensures that you are able to both represent the thoughts of your club and/or group you are representing on a committee. 	
<p>Binder.</p> <ul style="list-style-type: none"> • Binder includes all notes, Minutes, and Agendas from meetings. 	

4-H Leadership and Learning Credit—Leadership in Practice

Leadership in Practice—Junior Leader Rubric

In the “Leadership in Practice” portion of your credit you are expected to either:

- Serve as an active member-student on your District 4-H Council or Committee, or serve as a Junior Leader.

Junior Leader

Examples: Junior Leader for photography, Chair for Achievement Day.

Requirements for completion: Working with 4-H Mentor to make a leadership plan, execution of plan. Member-students will be expected to use and complete the regular Junior Leader project documentation.

Outcomes: Leadership, communication, intergenerational relationships, citizenship, technical skills.

Assessment: 15%

Assessor: Mentor

Rubric or Pass/Fail: Pass/Fail. Expectations are listed below.

Required Elements	Comments
<p>Leadership Project</p> <ul style="list-style-type: none"> • Identify the project you’re taking on. May be a 4-H skill development project, or a different initiative within your club (i.e. Achievement Day chair, recreation leader, etc). 	
<p>Meetings</p> <ul style="list-style-type: none"> • Minimum of 4 meetings (either lesson plans or planning meetings) 	
<p>Meeting Planning</p> <ul style="list-style-type: none"> • Seek out Junior Leadership project manual from your 4-H Specialist • Set goals for the event or project you’re taking responsibility for. • Make plans to meet those goals. • Record goals, plans, and outcomes in provide Jr. Leader resource. 	
<p>Meeting Execution</p> <ul style="list-style-type: none"> • If teaching a 4-H project, meetings are well planned, with lots of engaging “Learn to do by Doing” focused activities. • If doing another activity, agendas are well planned, committee meetings are well facilitated, and jobs are delegated. 	
<p>Binder.</p> <ul style="list-style-type: none"> • Binder has Junior Leader resource, including goals, plans, and outcomes neatly included 	

Note: If a member-student is leading a project, a screened leader **MUST** be present at all meetings.

Note: Remember to get your Junior Leader Guide from your 4-H Specialist.

4-H Leadership and Learning Credit— Agricultural Awareness

Agricultural Awareness Essay Rubric

In lieu of (or in addition to) your annual Agricultural Awareness Project, identify an agricultural topic to investigate and write a 1000 word essay on it.

Examples: A paper on any agricultural topic.

Requirements for completion: 1000 word paper. Other presentation mediums could be considered in collaboration with your 4-H Specialist.

Outcomes: communication, critical thinking, technical competencies

Assessment: 10%

Assessor: External Assessor to be identified by your 4-H Specialist

Rubric or Pass/Fail: rubric

Required Elements		Comments
Clear, well organized, well developed ideas <ul style="list-style-type: none"> Main topic is clear Each paragraph has a clear, effective topic and concluding sentence Supporting details clearly relate to topic sentences in a meaningful, significant way Paper has understandable, appropriate content that is free of superfluous information 	/30	
Writing Style <ul style="list-style-type: none"> Word choice includes strong verbs. Vague, overused, repetitive language is avoided (a lot, very, great, really, there is, there are, etc) Vocabulary choice is interesting and thoughtful Accurate description is included 	/25	
Grammar & Mechanics <ul style="list-style-type: none"> No run-on sentences or sentence fragments Subject/verb agreement; correct verb tense usage Limited use of contractions Proper punctuation and spelling. 	/20	
Research <ul style="list-style-type: none"> Topic should require member-student to seek out new information and such research should be conducted Information from bibliography sources is cited properly in paper. All quotations are cited It is recommended you use MLA formatting 	/20	
Binder. <ul style="list-style-type: none"> Binder includes final copy of essay 	/5	
TOTAL	/100	

4-H Leadership and Learning Credit— Community Project

Community Project Rubric

Examples: Roadside cleanup, fundraiser, Christmas caroling, etc

Requirements for completion: participate in event

Outcomes: citizenship, leadership, management

Assessment: 10%

Assessor: Overall leader / Mentor

Rubric or Pass/Fail: Pass/Fail.

4-H Leadership and Learning Credit— Communications

Communications Project Rubric

To complete the 4-H Leadership and Learning Credit you MUST participate in your club's communication night with either a speech or demonstration.

Requirements for completion: speech or demonstration based on 4-H requirements

Outcomes: communication

Assessment: 10%. Member-student must attain at least a B.

Assessors: Communication night judges (3).

Rubric or Pass/Fail: rubric

Senior Public Speaking	
Introduction Original, short, complete topic suitable for speaker Appearance Sets overall mood	/10
Subject Matter Shows adequate background, information and knowledge Topic area or purpose established early Complete with important points emphasized Logical Sequence Incorporates own ideas as well as facts	/50
Presentation Voice carries well, words distinct Enthusiasm Originality of presentation Pronunciation, Enunciation, Grammar Good eye contact with audience Uses body, hands, head effectively Expression Shows confidence, poise	/30
Results Important points concluded Completed the topic 4-Her set out to explain General impression Visual aids used effectively Acceptable time for topic.	/10

Senior Demonstration	
Introduction Interesting opening Topic suitable for demonstration Title catchy and appealing	/10
Subject Matter Suitable to age of Demonstrator Developed in logical sequence Process adequately covered Information and facts correct Originality of Topic	/30
Presentation Voice carries well, words distinct Enthusiasm Originality of presentation Pronunciation, Enunciation, Grammar Communicates directly to audience Has good expression	/20
Workmanship Member(s) Organized Good Balance of work & speech per member Work is visible Uses visual aids well Summarizes effectively Equipment suitable	20
Visual Aids Readable, attractive, neat Support the topic State necessary materials for action	10
Results Ask audience for questions Overall impression Appearance Finished project featured Acceptable time limit	/10 12

4-H Leadership and Learning Credit— Alternate Communications

Alternate Communications Project

Member-student must complete ONE alternate Communications project in addition to participating in their club's communications night.

Examples: speaking at an industry banquet, presenting during Agriculture Literacy Week, etc.

Requirements for completion: execution of presentation

Outcomes: communication

Assessment: 10%

Assessor: Mentor

Rubric or Pass/Fail: pass/fail

4-H Leadership and Learning Credit— Course Binder

Course Binder

Member-student must maintain a collection of all work in the course in a binder that can be submitted to 4-H Mentor, External Assessor, and 4-H Specialist. The Binder should be on display at your Achievement Day.

Requirements for completion: Tidy and complete records

Outcomes: communication, organization, reflection, evaluation

Assessment: 10%

Assessor: 4-H Mentor and 4-H Specialist

Rubric or Pass/Fail: rubric

Required Elements		Comments
Core Project section includes: <ul style="list-style-type: none"> • Project identification • Project objectives including goals, plans, etc. • Tracking of project, including information sought, actions performed, time and money invested. • Description of challenges and roadblocks that arose. • Personal Evaluation • 4-H Mentor sign offs at appropriate times 	/50	
Leadership in Practice section includes: <ul style="list-style-type: none"> • Project planning • Relevant notes (minutes, agendas, handouts) • Tracking of project, actions, time, and money 	/15	
Other sections include: <ul style="list-style-type: none"> • Agriculture Awareness paper and relevant supplementary work • Community Project plan • Comments from communications judges • Description of Alternate Communications Project 	/15	
Binder is neatly separated into unique sections representing each element of the 4-H Leadership and Learning Credit, including: <ul style="list-style-type: none"> • Core Project • Leadership in Practice element • Agricultural Awareness Paper • Community Project • Communications Project and Alternative Communications Project • Program participation element 	/10	
Binder is attractive. Additional pictures and visual aids are provided throughout.	/10	
TOTAL	/100	

This is an independent project that lets **YOU** choose what **YOU** want to learn !

The following pages were created to provide some guidance on the questions you should ask yourself when you are considering and developing your proposed project.

Be sure to still check in with your Mentor where indicated.

Step 1: Choosing A Topic

Ask yourself the following questions before choosing your topic area:

- What do I enjoy?
- What have I done?
- What do I need?

Consider your topic area. Get specific. Be realistic. What exactly do you want to learn about? How much time do you have and how much time will it take to learn your topic? How much will it cost? Do you have or can you acquire skills, equipment, resources, etc. to learn about the topic area? Do you know someone who is willing to help and who knows something about what you want to learn? Narrow down your topic. What specific topic or project do you want to explore?

Clearly state what you have selected as your Core Project. My Core Project is:

Step 2: Identifying a 4-H Mentor

4-H Leaders teach member-students all kinds of skills. While you will design your own learning process with this project, it is still important for you to identify a current screened 4-H leader—or an adult with technical expertise in your project subject area who can become a screened 4-H leader—to act as your advisor for this project. While you will be doing the bulk of the work, your Mentor play a key role in the success of your project so be very choosy when deciding who you want to approach to take on that role. They will be asked to sign off on your project from time-to-time, to ensure that you are following the guidelines that you establish for yourself.

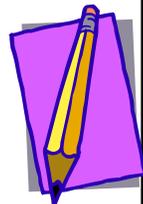
While pursuing my “4-H Leadership and Learning” Credit _____ has agreed to be my Mentor.

Mentor Signature: _____

Step 3: Project Articulation Meeting

Once you have decided on your Core Project and identified your Mentor, you are expected to arrange a meeting with that person and your 4-H Specialist to present and discuss your proposed Project Articulation, using the plan based on the questions on the following page. This is your opportunity to explain and justify why you want to do this project, and how it is going to challenge you. **This meeting MUST be held no later than October 15 of the year in which you wish to claim the Credit in case you need additional time to revise your Articulation form prior to the October 31 registration deadline.**

The Project Articulation should be signed by you, your Mentor and the 4-H Special when everyone feels it is complete and acceptable. A copy of the signed Project Articulation should be provided to your 4-H Mentor and Specialist so they can refer back to it throughout your project, and during your assessment. It will also be an important tool for you to use when you conduct your own self-assessment.



Core Project

Project Articulation

Please consider these questions and prepare a project plan for your Project Articulation meeting with your 4-H Specialist and Mentor.

- **What is your project topic?**
- **What is the purpose of your project?** *Why have you chosen this topic? What do you hope to achieve? Who is/are the audience/participants of the project? Is your project seeking to solve a problem?*
- **What experience do you already have with this topic?** *Do you have a pre-existing interest in your topic? Where did you develop that interest?*
- **What are you planning to achieve with this project?** *What are your goals? When/where will your project take place? What materials do you need for this project? What resources do you need?*
- **In what ways are you already prepared to take on this project?** *What resources do you already have? Do you have any supplies or contact in mind as helping this project along?*
- **Do you have any fears for this project right now?** *If you aren't a little bit daunted by your project, you haven't challenged yourself enough.*
- **What are your learning objectives?** *What skills, both hard and soft, do you hope to pick up and/or foster?*
- **What is the end product?** *What will you produce at the end of the project? Will you receive certification, create a paper or presentation with new information and opinions, is it something you made?*

Be sure to carefully consider the questions your 4-H Mentor and Specialist ask in the meeting. How do those questions affect your plans? Were you able to answer them? If not, how will you work to answer them?

Please be sure to have all three parties sign off on your project plan. Make copies for all involved.

- Member-student signed
- Mentor signed
- 4-H Specialist signed

Step 3: Record Keeping

Your Record Book will record your plans and accomplishments throughout this project, including:

- Your project idea and how you chose it
- The goals you set
- The methods used
- Costs, scheduling, and other plans
- What you learned



When you see this image it means this information is important to your record book

Remember—Presentation matters! Ensure that everything written is neat and tidy. * Pictures, charts, and images help to best understand the 'before' and the 'after'.

*If you choose to do a record book to supplement this book, make sure your Mentor still signs off in the same places as they do now.

Step 4: Goals

Goals are...

- Targets you aim for
- Things you want to achieve or have to do

4 key reasons goals are important:

1. Gives clarity on your end vision
2. Drives you forward
3. Makes you accountable

A plan is what you make ahead of time—a blueprint—of what you'll be doing in the future. The project plan is made up of goals and an action plan to accomplish those goals.

It may be easier to think of your goals as "What I hope to learn." Learning takes place in three interrelated areas:

1. **Knowledge:** Facts, information, thinking, understanding.
Example: Acquire an understanding of your family history and genealogy.
2. **Attitudes:** Feelings, values, beliefs, dedications.
Example: Realize the importance of cultural diversity.
3. **Skills:** Actions, behavior, ways of doing things.
Example: Be able to paint your bedroom.

Setting your goals:

- What knowledge do I expect to learn?
- What, if any, changes in attitude or behavior do I expect?
- What skills will I develop?
- What will I achieve?

Mentor Signature _____

Date _____

Consider the SMART goal system!

S - specific, significant, stretching. The goal is well defined and understandable to anyone with a basic knowledge of the project.

M - measurable, meaningful, motivational. You will know when you have achieved success with this project, and have some idea as to timelines.

A - agreed upon, attainable, achievable, acceptable, action-oriented. Everyone—you, your Mentor, 4-H Specialist, peers—understand the goals and agree they are appropriate.

R - realistic, relevant, reasonable, rewarding, results-oriented. You have enough time, access to resources and contacts to do this project.

T - time-based, time-bound, timely, tangible, trackable. You will be able to achieve this in time to get your credit.

Step 5: Developing Your Game Plan

Your goals have clearly set your targets. Now, you need to figure out what you need to do to reach your goal(s).

Planning allows us to reach our goals in our everyday life. Planning your Core Project for the year involves the same steps as planning your personal activities, except that you will be required to formally think about your plans and write them down.

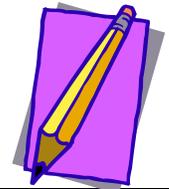
Planning involves looking at where you are now, looking at your goals / where you'd like to be, and then creating some logical steps to get there.

Good planning before you actually start your project will help you in a number of ways. It will

- Give direction
- Allow you to make arrangements well in advance
- Assist you in determining your financial needs well in advance and prepare a suitable budget
- Allow you to talk over your plans with your leader so that there are no big surprises for you or your leader

For example, if you are learning to renovate your bedroom, these may be some of the steps involved:

1. Learn the vocabulary/terms used in remodeling.
2. Learn how to patch holes in drywall.
3. Learn how to prepare a wall for painting.
4. Learn how to pull up carpet.
5. Learn how to create a floor plan.
6. Learn how to use a color chart.



PROJECT GAME PLAN

Steps to be done	Equipment Needed	People to help	Date*

*The date can be a deadline or the exact date on which you plan to do the activity. Include your Game Plan in your **Project Plan**. Add as many rows to the chart as you need.

Mentor Signature _____

Date _____

Step 6: Doing the Project

Now it is time to actually complete the steps that you outlined in your Core Project Game Plan. As you work through your project, remember, a plan is a guide for accomplishing your goal(s). You may have to make changes to your original plan as you go along. Some other things to consider include:

- Review your project plans with other people, like your Mentor;
- Ask for help;
- Find books, magazines, and websites which may help you;
- Take tours, go to meetings, participate in events when appropriate; and
- Experiment! If at first you don't succeed try try again.

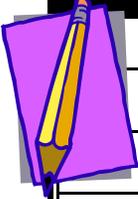
Make sure to keep track of your activities and note when you steered off track (and whether that was a good idea or not!)

Step 7: Keeping Track

List all of the steps that you complete, including the most basic and most complex steps. Brainstorm and break down the process for each task. Take time to consider each step from beginning to end. Think of it like a to-do list. How much time did each task take? Think logically, and don't short-change or over-estimate yourself.

Keeping track of your progress helps you to see what you learned, keep a record of equipment you used and people who helped (in case you want to use them again or thank them), and how many hours you spent on your project.

PROGRESS CHART

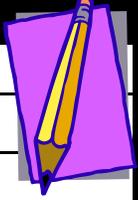


Date	Step(s) Done	Equipment & People	Hours Spent

Number of hours spent on my project _____

What are your project costs? When you are planning the project and setting goals, you should also plan how much the project will cost. Then as you go along, write the actual costs of the material as you purchase

COST CHART

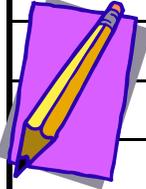


Item (material used and/or purchased)	Cost

them.

Number of dollars spent on my project _____

Roadblock Chart



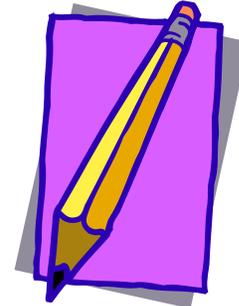
Plans are important to get you started, but even the best laid plans can change because of unexpected challenges. As challenges happen (be they financial, time management, lack of information, etc.) record your roadblocks and how you found ways to keep your project moving ahead.

Step 8: Evaluate

Satisfaction occurs when you see progress or improvement. Progress (or growth) is measured in moving toward accomplishing the goals you set. Evaluation is an important step to learning AND to celebrating your successes.

Evaluation doesn't need to happen at the END of your project. You should be evaluating yourself *throughout* the project. Some lessons can be used before you conclude the project, so why not work smarter (not harder)? Some questions to ask yourself:

- What am I learning?
- How well am I doing?
- What am I accomplishing?
- How do I feel about what I am doing?
- Am I meeting my goals?
- How can I be working better?
- What was the most difficult part of your project?
- Were the new skills worth learning?
- What other skills in this area could I hone?
- What changes would I make if I were doing this project again?



Other questions to consider at the end of your project:

- Was the idea I explored worthwhile?
- Who should I thank for helping me?
- How did this project help me personally?
- Do I know more than I did before?
- How far did I come towards meeting my goals?
- Could/would I do it again?

Mentor Signature _____

Date _____

Step 9: Sharing

Further satisfaction and opportunities for growth come from sharing what you have learned (or a part of what you've learned) with others. **Sharing** can also help you to **summarize**, **analyze**, and further **understand** what you are accomplishing.

Sharing some part of your project is a requirement for your club's Achievement Day. If your project is a tangible 'thing' that you made, built, refinished, designed, etc, it may be put on display at Achievement Day. If it fits one of the classes described below, it may also be able to travel around to exhibitions.

If your project was more about learning a skill, planning an event, and generally working towards something less tangible, you are still to share what you learned with others. Some ways of sharing include:

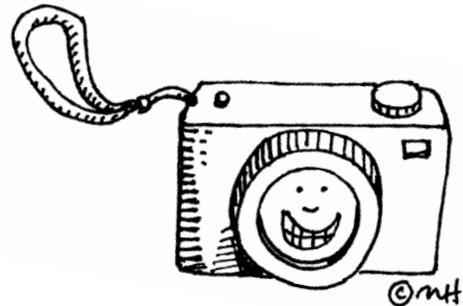
- Presentation / demonstration at Achievement Day
- Display at Achievement Day
- Give a workshop teaching the skill to others in your club or community
- Booth, display at a local fair, at school, etc

If you are unsure of a good way to share your project, talk to your leader.

Remember that your **Record Book/Credit Binder** must be on display at Achievement Day. If you choose to do it outside of this book, remember to include the following information:

- Your project idea and why you chose it;
- Your goals;
- Your plan;
- Methods or techniques used/mastered;
- Your costs;
- What you learned; and
- Your evaluation.

Place pictures from your project here. . . Planning, executing, the finished product, whatever!



Self-Determined Exhibition Classes

For exhibitions, there are two classes for Self-Determined projects—one for Junior member-students aged 12—14 and one for senior member-students aged 15—21. Each class has 7 sections which are:

- Woodworking (furniture)
- Woodworking (all other woodworking items)
- Needlework (includes any item made with a needle, i.e. quilting, knitting, crocheting, sewing, embroidery, crewel work and so on)
- Photography
- Painting and Drawing (includes tote painting, water colors, charcoal drawing, and so on)
- Computer
- Scrapbooking
- Other (this would include refinishing a piece of furniture, paper tole and so on). This is also the class that includes "Organizing an Event".

Students shall ensure a signed copy of this application is provided to each of the signatories.

**APPENDIX 2 TO ANNEX C
EXTERNAL CREDENTIALING DOCUMENT
STUDENT INTENTION AND COMPLETION FORMS REGARDING EXTERNAL CREDENTIALS
STUDENT COMPLETION FORM**

- Students shall attach a copy of completed and signed Appendix 1 to Appendix 2 before submission for signature.
- Appendix 2 must not be signed until the successful completion of the course.

This signed statement is to authorize that the student named in Appendix 1 has completed the requirements of the course listed on Appendix 1 for External Credentialing. Attached are the appropriate certification materials.

Signed: _____

Position: _____

Date: _____