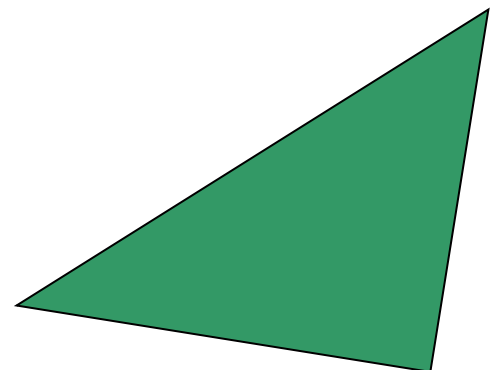


# **4-H Kansas Award Portfolio Hints**



This information will give you tips and partial examples on how to complete each section of the Kansas Award Portfolio (KAP). Before you go through the step-by-step instruction, consider the following.

The amount, variety and quality of work will be important in a 4-H record that shows excellence. Equally important is how you shared what you learned in projects with others through demonstrations, exhibits, talks, radio programs, etc. This is leadership. What you attend or participate in to learn more about your project also contributes to your accomplishments.

Helping out in your community and serving others is demonstrating good citizenship. Think how you can be involved with your 4-H project in community service.

The examples provided are only suggested ways you might format and present your project information. No example should be interpreted as the only way to present information. You should use what best fits your project and reporting style.

Many of the record keeping forms can be found in Adobe Acrobat form-filler on the Geary County 4-H website (<http://www.geary.ksu.edu>) under 4-H Youth Development and 4-H Forms.

Complete one KAP for each different project for which you are to be considered. A list of projects and corresponding award programs is attached. Print or write clearly with an ink pen or use a typewriter or word processor on your KAP. Since the 4-H year includes two calendar years, give the specific years. Example: 2014-15.

## Section 1: Goals

Most successful projects begin with well-founded goals that provide a plan to increase your personal knowledge, technical skills, and leadership abilities. A 4-H record that shows excellence will begin with goals designed to provide learning, leadership and citizenship experiences for the individual.

Ideally, goals should be set at the beginning of the project experience because they teach decision-making and allow the 4-Hers to plan their own learning experiences. Goals tell what you plan to learn, make or do. Your goals should be detailed enough to keep the project on track and to evaluate your progress; flexible enough to grow with the project and to determine when you have reached a stopping point or need to change directions; and provide a balance between project learning and activities, leadership and citizenship. Even though you are completing this application for just one year, it is reasonable to expect an excellent project record to have several goals within that year.

### EXAMPLES:

Learning	Leadership	Citizenship	My Project Goals
<b>Dairy Project Examples</b>			
X			Feed and manage three cows in production
	X	X	Serve as assistant dairy project leader for my club
<b>Foods &amp; Nutrition Project Examples</b>			
X		X	Make a window display during November for National Bread Month
X			Learn to grill meat safely
<b>Photography Project Examples</b>			
	X	X	Serve as a helper in the Photography Division at fair
X			Learn to use an SLR camera
<b>Dog Project Examples</b>			
X			Train my dog to sit and stay by the dog show
	X	X	Assist the dog project leader in at least one meeting
<b>Visual Arts Project Examples</b>			
X			Learn to paint with oils
		X	Share my paintings with a local nursing home

## Section 2A: Summarization of 4-H Project Experiences

The principle of 4-H work is learning by doing. This section is where you report what you have learned and done within your 4-H project this year. Your experiences and/or learning should be age appropriate and detailed enough to evaluate your progress; include an indication of the size, amount of work accomplished and the financial impact (including production figures for animal projects); and reflect a balance between project learning and activities.

Even though you are completing this application for one year, it is reasonable to expect an excellent project record to have a variety of age appropriate project experiences within the year.

Examples of learning experiences include, but are not limited to, judging schools, camps, contests and tours. The activities and things learned provide evidence of growth in this project. Include challenges you faced and how you overcame them. Leadership and citizenship activities are included in the next section, thus you do not need to list them here, but may feel free to include some of what you learned in doing them.

Use any format of your choosing including narrative, bullets, charts, tables, etc. This section is limited to the front side of one page.

### EXAMPLES:

#### Example 1 – Use of Numbered Outline – Photography

##### SECTION 2: SUMMARIZATION OF PROJECT EXPERIENCES/4-H EXPERIENCES

###### Maximum 1 page – front side only

Provide examples of learning experiences, (including but not limited to, judging schools, camps, contests, tours) and things learned that provide evidence of growth in this project. Include challenges you have faced and how you overcame them. Record keeping tools that may be helpful include: Permanent Record Section 2 and 3, project records, income expense records, etc. Use any format of your choosing, (narrative, bullets, tables). Also, include level of participation (L, C/D, A/R, S, N, I)

1. As a county project leader, I learned that you should never plan a large event without a pre-enrollment fee and that even with a pre-enrollment fee people don't always come. (C)
2. I helped develop an excel spreadsheet to use at county Photo Judging Contests and helped plan and coordinate the contests. I learned:
  - a. A lot more about excel – like how to sort columns without losing or changing information. (L)
  - b. That registration may be some faster, but entering names and ages still takes time and care. (2C)
  - c. That entering scores and determining the winners is a lot faster (2C)
  - d. That many parents want to be involved in and understand what their kids are doing and may ask more questions than the kids. (2C)
3. In buying a new digital camera, I learned that:
  - a. It cost approximately \$0.67/picture to use regular film (\$3.00 for film and \$12.00 for development). (L)
  - b. That it would take 850 pictures to “break-even” using the digital – if most pictures weren't printed. (L)
4. When taking pictures at a retirement party and wedding, I learned that:
  - a. There is always a market for amateur photographers. (2C)
  - b. You must take a lot of pictures and usually have to recrop or fix them on the computer. (L, 2C)

## Example 2 – Use of Combination (Text, Table & Chart) – Horse

### SECTION 2: SUMMARIZATION OF 4-H PROJECT EXPERIENCES

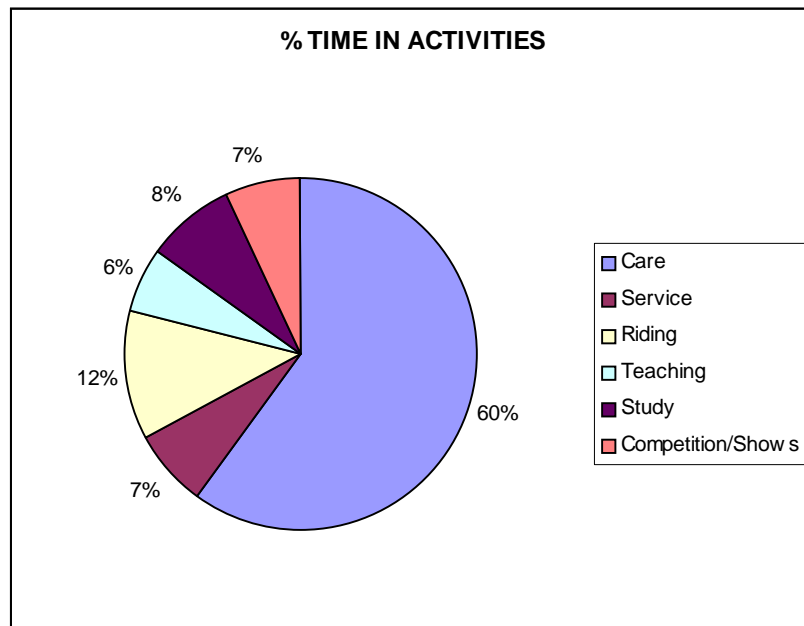
Maximum 1 page – front side only

Provide examples of learning experiences, (including, but not limited to, judging schools, camps, contests, tours) and things learned that provide evidence of growth in this project. Include challenges you have faced and how you overcame them. Record keeping tools that may be helpful include: Permanent Record Section 2 and 3, project records, income expense records, etc. Use any format of your choosing, (narrative, bullets, charts, tables). Also include level of participation (L, C/D, A/R, S, N, I)

1. Teaching the Level I Curriculum to the county classes, I learned:
  - a. Not to get discouraged by parents interruptions. (C/D)
  - b. Not to give the answers, but to ask questions to help them figure out the answer or jog their memory. (C)
  
2. Working with the therapeutic center, I learned:
  - a. Each horse has a different motion (backward-forward, sideways, rotating).
  - b. Different horses are used at different times or with different kids to stimulate specific muscles.
  - c. The horse leader has to pay attention to the horse, not the rider, but the sidewalkers work with the rider.

To teach your horse to bend, you can try to put pressure on his side, pull you rein straight back and see if you can see the inside corner of his inside eye.

Activity	Level	Qty	Hours	Income or Expense
Daily Care – Feed/Water/Stalls/Boarding of 3 horses	L	3	210.0	(\$1,250.00)
Vet Bills – Semi-Annual Shots, Coggins	L	6	2.00	(\$600.00)
Farrier – Trim & Shoes every 6 weeks	L	12		(\$800.00)
Miscellaneous – Clothes, Tack, Fly Spray, Show Fees	L, C, D			(\$500.00)
Riding Lessons Taken	L	26	26.00	(\$520.00)
Lessons/Instructions Given to 4-H Youth	L	10	10.00	\$100.00
<b>TOTAL</b>			<b>248.00</b>	<b>(\$3,570.00)</b>



## Section 2B: Project Time, Income, and Expense Report (Optional)

Provide information relating to the expenses incurred, time spent, and income received because of this project. List items in the spreadsheet given.

## Section 2C: Project Time, Income, and Expense Supporting Graphics (Optional)

Provide any charts, graphs, or pictures relating to the project's income, expenses, or time spent.

## Section 3: Awards & Recognition in 4-H (All Projects)

List the most meaningful awards and recognition you received this year. Place an X beside awards and recognition relating directly to this award portfolio.

### EXAMPLES:

Project Related	Awards and Recognitions	Local	County/ District	Area/ Regional	State	National/ Int'l
	<b>Examples – All Projects</b>					
	Leadership Pin		X			
	Key Award				X	
	<b>Horse Project Examples</b>					
X	Horse Quiz Bowl Team, State Champion, Nat'l Runner-up				X	X
X	County Horse Project Award		X			
	<b>Beef Project Examples</b>					
X	Grand Champion Steer		X			
	<b>Photography Project Examples</b>					
X	Grand Champion Photograph at County Fair		X			
X	Picture selected for exhibit at Rock Springs				X	
	<b>Foods Project Examples</b>			X		
X	Best Camp Handwasher Award					

## Section 4A: 4-H Leadership & Citizenship Summary Within This Project

Summarize your 4-H meetings/committees/organizations, your level of involvement (were you a member or an officer or chairperson) and the level of participation in the space provided on the form. Project meetings or project club meetings should only be included if related to this award portfolio. To the extent possible, include the actual numbers, not just an X. The # Attended should equal the total for all levels of participation (the sum of L, C/D, A/R, S, N, I).

Even though you are completing this application for just one year, it is reasonable to expect an excellent project record to include both leadership and citizenship activities within that year. Note that in all tables, every line item will not necessarily have something in every box.

EXAMPLES for the Meetings, Committees, Offices table:

Meetings, Committees, Offices	# Held	# Led	# Attended	Local	County/ District	Area/ Regional	State	National/ Int'l
<b>Beef Project Examples</b>								
Club, Bucket Calf Co-Project Leader	4	2	4	4				
Fairground Work Committee	4		2		2			
<b>Foods Project Examples</b>								
Club Co-Project Leader	4	1	3	3				
Club Refreshments Committee	12	2	10	10				
Council 4-H Council Fair Food Stand Committee	2		2		2			
Horse Show Food Stand Committee, Chairman	3	3	3		3			
Club, Food Bank Work Day Committee, Chairman	1	2	2	2				

## Section 4B: 4-H Leadership & Citizenship Experiences Within This Project

EXAMPLES for the What You Did table:

Include leadership, citizenship, and presentations given or prepared i.e., talks, demonstrations, webpage development, articles written, slide shows, numbers of hours, number of people reached (audience), money raised, and number of times at each level or participation within the table below.

Leadership	Citizenship	What You Did	Local	County/ District	Area/ Regional	State	National/Int'l	Hours	Audience
<b>Horse Project Examples</b>									
		Horse Quiz Bowl Practice Sessions		20					
		Horse Quiz Bowl Contests (team & individual)		2	4	1	1		
	X	Worked Horse Show Food Stand		1				2.0	
X		Riding Lessons given to 4-H youth	20						
X	X	Prepared Therapeutic Riding Display for Club Meeting							
	X	Took pony to Club sponsored mini-fair at mall		1					50
<b>Foods Project Examples</b>									
X	X	Organized Club cookie bake for nursing home	1					4.0	75
	X	Made & Served Club Refreshments	2					1.0	
	X	Worked Fair Food Stand		1				4	
X		Demonstrations: Moo-licious Meals	2	1B	1R	1R		35	69
	X	Collected and sorted food at Regional Food Pantry			1			4	

## Section 5: Non-4-H Experiences Related to this Project

Summarize your non 4-H meetings/committees/organizations, your level of involvement (were you a member or an officer or chairperson) and the level of participation in the space provided on the form. To the extent possible, include the actual numbers, not just an X. The # Attended should equal the total for all levels of participation (the sum of L, C/D, A/R, S, N, I). Even though you are completing this application for just one year, it is reasonable to expect an excellent project record to have both leadership and citizenship activities within that year.

EXAMPLES for Non 4-H Meetings, Committees, Offices table:

Meetings, Committees, Offices	# Held	# Led	# Attended	Local	County/ District	Area/ Regional	State	National/ Int'l
<b>Photography Examples</b>								
Open Class Fair Assistant Superintendent					1			
School Newspaper Photographer								
<b>Foods Project Examples</b>								
Church Refreshments Committee	52	4	20	20				
School FACS Club , President	12	12	12	12				

EXAMPLES for Non 4-H Awards and Recognition table:

List the most meaningful non 4-H awards and recognitions you received this year. Place an X beside awards and recognition relating directly to this award portfolio.

Project Related	Awards and Recognitions	Local	County/ District	Area/ Regional	State	National/ Int'l
<b>Photography Project</b>						
X	High School Journalism Action Photography Awards	1 <sup>st</sup>		X		
	KMEA Area and State Solo Competitions – I ratings			1	2	
<b>Beef Project</b>						
X	FFA Livestock Judging Team, 1 <sup>st</sup> Place at State				1 <sup>st</sup>	

EXAMPLES for Non 4-H What You Did table:

List your most meaningful non 4-H experiences related to this project. May include, but is not limited to, school (FFA, clubs, groups/teams, activities); community, faith based activities/organizations; breed associations, etc.

Leadership	Citizenship	What You Did	Local	County/ District	Area/ Regional	State	National/ Int'l	Hours	Audience
<b>Horse Project Examples</b>									
X		Riding Lessons given to non-4-H youth	20						
X	X	Prepared Therapeutic Riding Display for Library		1				2	
	X	Therapeutic Riding Center, Volunteer		50				100	
<b>Beef Project Examples</b>									
X		FFA Shows, Livestock Judging Contests	2	2	1	1			
X		FFA Illustrated Talk on the Growth of the Breed	1	1	1				



## How to Assemble Your KAP

Assemble your records in the notebook given to you with the cover page completely filled out. The records should be placed in this order (please ignore the instructions for organizing the Kansas 4-H Award Portfolio on the front page of each KAP, follow these instructions instead):

### 1. The **Personal Page**

List projects in alphabetical order.

A current picture is a must! It does not need to be as big as the space allowed; place a piece of colored construction paper over the space and glue your picture to the colored construction paper.

Signatures are very important. The member, member's parent or guardian and community leader all need to sign.

### 2. Your **4-H Story** (not to exceed six pages, double spaced on one side of the paper).

If your story is already written on the back side of your Personal Page, you do not need to re-copy it. If you write a longer story, it may be typed or word processed.

Your 4-H story is an important part of your records. Try to convey how your total 4-H year affected you and your family. This is where you can expand on facts and figures by telling what your experiences have meant to you and how 4-H has developed your confidence and attitude. The story adds warmth and depth to information in the KAP. It should not be a re-listing of what has already been said in other parts of your KAP.

The following outline may help you in developing your story.

- I. *Introduction*: Should capture the reader's attention and introduce you.
- II. *Project information*: Tell about your projects, how 4-H helped you learn things you didn't know before, how your project grew in size and scope, and some things you tried successfully or unsuccessfully.
- III. *Leadership and Citizenship*: Explain how 4-H has helped you become a better leader and citizen, increased your interest and participation in community affairs, and what you have learned from team efforts.
- IV. *Personal satisfaction, future goals*: Describe how 4-H participation has helped you feel good about yourself and influenced your school and career goals. Tell about your plans for next year or the years after.

### 3. **General 4-H Pictures**

You may have a maximum of three pages of photos, one side of paper, mounted with rubber cement on heavy paper (but not so heavy that it does not bend). Photos may be cropped to allow more pictures on a page. Photos should have captions, but they should not cover up the photo. Do not enclose photos in plastic sleeves as the glare makes them hard to see.

Pictures are important because they help the judge get to know you, document the project, and show sequences of growth. Avoid photo corners, white glue, and cellophane tape. They allow pictures to fall off. Use paper that is substantial enough to support the picture, but flexible enough for the pages to turn easily. The caption, when used correctly, can add a lot to your photos. Captions may include: the year, activity, audience, and level of participation.

4. A copy of your **Kansas 4-H Permanent Record**.

Since you will only summarize one year's project work in the KAP, the Permanent Record is very important because it is where the judge will need to look to help assess project growth, as well as talks and demonstrations you have given, events attended, special recognitions, and other important information. The newly revised record should be included followed by previous records, if applicable.

5. The **Kansas 4-H Award Portfolio (KAP)** for each project.

For easier judging, each project should be separated with divider tabs and the KAP's should be in alphabetical order as they are listed on the Personal Page.

6. **Project Pictures**

A maximum of three pages of photos should be placed behind each KAP. Each page should contain a maximum of six pictures. One page should be project photographs showing you doing things, things you made or exhibited; one page should be leadership photographs showing your project related leadership activities; and one page should be citizenship photographs showing your project related citizenship activities. The pictures should have captions and follow the guidelines for the general 4-H pictures.

## 4-H Projects and Award Programs

<u>Project</u>	<u>Award Program</u>
Beef (except Bucket Calf)	Beef
Bucket Calf	Bucket Calf (no state award given)
Dairy Cattle	Dairy
Dog Care & Training	Dog Care & Training
Goats (Dairy)	Dairy
Goats (Meat)	Meat Goats
Horse	Horse
Pets (includes Pets and Cat)	Pets
Poultry	Poultry
Rabbits	Rabbits
Sheep	Sheep
Swine	Swine
Clothing & Textiles (includes Buymanship and Construction)	Clothing & Textiles
Family Studies	Family Studies
Fiber Arts	Fiber Arts
Foods & Nutrition	Foods & Nutrition
Home Environment	Home Environment
Performing Arts	Performing Arts
Visual Arts and Crafts	Visual Arts
Citizenship	Citizenship
Communications (includes Public Speaking)	Communications
Health & Wellness (includes Bicycle, Health/Fitness, Outdoor Adventures, and Recreation)	Health & Wellness
Leadership	Leadership
Photography	Photography
Reading	Reading
Self-Determined	Self-Determined
Entomology	Entomology
Geology	Geology
Shooting Sports	Shooting Sports
Wildlife (includes Wildlife and Sport Fishing)	Wildlife
Energy Management (includes Electric/Electronics, Small Engines, and Power of the Wind)	Energy Management
Environmental Science (includes Exploring Your Environment and Water)	Environmental Science
Plant Science (includes Forestry, Horticulture, Floriculture, and Field Crops)	Plant Science
Space Tech (includes Rocketry/Aerospace, Astronomy, Robotics, Computers, and Unmanned Aerial Systems)	Space Tech
Woodworking	Wood Science