



## 4-H Youth Development Program

University of California  
Agriculture & Natural Resources

### Overview of the New Achievement Program

The new Achievement program is built from the 4-H Positive Youth Development framework (<https://4-h.org/about/what-is-pyd/>), and focuses more on *specific learning objectives* for each activity in the program vs the *quantity* of activities like the historical Star Rank system. The Fresno County Incentives and Recognition committee is providing this document as a guide to help 4-H leaders, volunteers, parents, and members better understand the goals of the New Achievement Program, the Positive Youth Development framework, and the mindset shifts necessary when implementing the New Achievement Program.

Information on the new Achievement program can be found on the California 4-H Website under Achievements or by going directly to this link: <https://sites.google.com/ucdavis.edu/ca4h-resourcecenter/4-h-basics/achievements>. Within each age group, there is a different, age appropriate, achievement program designed to facilitate Positive Youth Development.

	<b>Primary</b> (5-8 years old)	<b>Junior</b> (9-10 years old)	<b>Intermediate</b> (11-13 years old)	<b>Senior</b> (14-19 years old)
<b>Achievements</b>	iSprout Achievements	Spark Achievements	Emerald Stars	Impact Stars
<b>Focus</b>	Introduction to 4-H	Trying New Things	Discovering Purpose	Making an Impact

### Overview of iSprout Achievement Program

The iSprout achievement program is based on the [iSprout curriculum](#) and is available on the California 4-H website under Achievements. The curriculum is designed to help 4-H leaders create open ended learning experiences that are appropriate for youth ages 5-8. There are four major areas of the iSprout program which are: Knowing Me, Knowing My Family, Knowing 4-H, and Knowing my Community. The curriculum is designed to be done over 9 meetings with specific topics in each meeting. In order to be eligible for the iSprout achievement pins members must complete the 9 required activities over the course of the 4-H year.

### Overview of Spark Achievement Program

The Spark achievement program is the foundation of the New Achievement Program and is designed to help youth develop the skills, knowledge, and experience that are foundational to 4-H. In order to meet the Positive Youth Development goals of the program and to promote success in the higher levels of the new Achievement program (Emerald and Impact Stars) members **must focus on the intended learning outcomes for each section NOT simply checking off each box as a completed activity**. 4-H leaders, volunteers, and parents should encourage members to reflect on their learning and growth through each activity when filling out the Spark Achievement report.

The Spark Achievement program consists of *specific* activities designed to develop various aspects of a 4-H member. One activity in each of the six domains must be completed to earn a 'spark' and members will continue

completing activities until they have earned four ‘sparks’. Activities in each of the six domains cannot be repeated and the Spark Achievement program is expected to take two years to complete. While this program was designed with Junior members in mind, Intermediate and Senior members start with Spark Achievement but are allowed to move more quickly through the program.

The instructions for the Spark Achievement program are available in the [Achievements Manual](#) which can be accessed on the California 4-H website under Achievements. 4-H leaders, volunteers, parents, and members should use the Achievements Manual as the primary instructions for the Spark Achievement program. The information in this section is designed to add clarity to the achievement manual and to help shift from checking boxes to positive youth development through deeper learning in each of the six domains. **The guiding questions below are a tool to help 4-H leaders, volunteers, parents, and members understand the intent for each activity. Answering each of the guiding questions is not a requirement.**

Leadership Activity	Learning Objective	Guiding Questions
<p>Serve on a 4-H committee at any level. (Party Committee, Fundraiser Committee, etc.)</p>	<p>Know what a committee is and why it is a helpful tool for leadership</p>	<ul style="list-style-type: none"> <li>• What is a committee?</li> <li>• Why do we have committees?</li> <li>• How do we accomplish work and goals within a committee?</li> <li>• What are the roles within the committee?</li> <li>• How does a committee serve the larger body (club, county, state, etc.)?</li> <li>• What did you accomplish in your committee?</li> </ul>
<p>Lead a 4-H group activity. (Any activity at a club or project meeting e.g. ice breaker, craft, knowledge quiz, etc.)</p>	<p>Understand what it takes to plan, organize, and lead a group activity</p>	<ul style="list-style-type: none"> <li>• What does it take to lead a successful group activity?</li> <li>• What actions do you have to take to ensure the group activity is successful?</li> <li>• What was a challenge that you overcame?</li> <li>• What was the hardest part?</li> <li>• What activity did you choose and why?</li> </ul>
<p>Be a 4-H officer. (Elected club position, e.g. President, Secretary, Treasurer, etc.)</p>	<p>Understand the different leadership responsibilities in running a 4-H club</p>	<ul style="list-style-type: none"> <li>• What is a 4-H officer?</li> <li>• What is the role of a 4-H officer?</li> <li>• How do officers work together to serve the club?</li> <li>• What were your responsibilities as a 4-H officer?</li> <li>• What did you learn about leadership as a 4-H officer?</li> <li>• What was the hardest part about being a 4-H officer?</li> </ul>
<p>Enroll and participate in a leadership project at any level. (Primary focus of the project is leadership)</p>	<p>Know what leadership is and develop skills that promote healthy leadership</p>	<ul style="list-style-type: none"> <li>• What does leadership mean?</li> <li>• What responsibilities do you take on as a leader?</li> <li>• What makes a successful leader?</li> </ul>
<p>Attend a 4-H leadership conference, workshop, or training at any level. (County leadership day, room monitor training, etc.)</p>	<p>Develop leadership skills through attending a conference, workshop, or training</p>	<ul style="list-style-type: none"> <li>• What is the purpose of a workshop, conference, or training?</li> <li>• What did you learn as a result of the conference/workshop/training?</li> </ul>
<p>Be a junior or teen leader (if 11 years or older). (Must follow Jr/teen leader guidelines and complete report)</p>	<p>Put leadership skills into action</p>	<ul style="list-style-type: none"> <li>• What is a Junior/teen leader?</li> <li>• What are the responsibilities of a junior/teen leader?</li> <li>• What was the hardest part of being a junior/teen leader?</li> <li>• What did you learn by being a junior/teen leader?</li> </ul>

Civic Engagement Activity	Learning Objective	Guiding Questions
<p>Visit (virtually or in person) a place of historical significance to your community. (Fresno Historical Society locations, memorials, museums, etc.)</p>	<p>Understand the history and importance of your community</p>	<ul style="list-style-type: none"> <li>● Why is this place significant to your community?</li> <li>● How is your community impacted by this place being in your community?</li> <li>● Why is this place meaningful?</li> <li>● What if this place wasn't there?</li> <li>● What does this place tell you about your community?</li> <li>● How are you a better citizen/community member for having visited?</li> <li>● What does this place teach people who visit?</li> </ul>
<p>Participate in a 4-H community service donation drive that benefits a community organization outside of 4-H. (Canned Food Drive for Food Bank, Toiletry drive for Poverello House, etc.)</p>	<p>Understand and help meet needs in your community that are outside of 4-H</p>	<ul style="list-style-type: none"> <li>● Why is it important to donate to community organizations?</li> <li>● What does the community organization do with donations?</li> <li>● What impact does donating have on my community?</li> </ul>
<p>Learn about your local (city or county) government and how it works. (Tour fire/police station, meet with city councilperson, etc.)</p>	<p>Understand what the local government does, how it works, and how it supports the community</p>	<ul style="list-style-type: none"> <li>● What is the purpose of local government?</li> <li>● What would things look like if there was no local government?</li> <li>● How does the local government support the community?</li> </ul>
<p>Give a talk inside or outside of 4-H, about something you learned in a 4-H community service or civic engagement or civic education experience.</p>	<p>Tell and teach an audience about something you learned to further the cause.</p>	<ul style="list-style-type: none"> <li>● What is the difference between sharing what you learned vs what you did?</li> <li>● How does sharing what you <b>learned</b> (not just what you did) for your community service/civic engagement/civic education help those that you presented to?</li> <li>● What was easy/hard about this?</li> </ul>
<p>Participate in a 4-H sponsored or organized civic engagement activity or event. (See page 13 of <a href="#">Achievements manual</a>)</p>	<p>Experience how an activity or event can bring momentum to change</p>	<ul style="list-style-type: none"> <li>● What did you learn?</li> <li>● How are you better as a result of this activity or event?</li> <li>● What were the outcomes of this activity or event?</li> <li>● How does an activity/event like this help make change?</li> </ul>

Project Learning Activity	Learning Objective	Guiding Questions
Complete two 4-H projects each of which is at least six hours of educational experience.	Try new things by completing 4-H projects	<ul style="list-style-type: none"> <li>• What were the projects?</li> <li>• What did you learn?</li> <li>• What did you accomplish?</li> <li>• Do you want to continue these projects in the future?</li> </ul>
Participate in a 4-H judging contest or junior judging contest at any level. (Judging at Festive Food Faire, Livestock Judging Day, etc.)	Develop decision making skills and evaluating based on a set of criteria	<ul style="list-style-type: none"> <li>• What did you judge?</li> <li>• What was easy or hard about the judging?</li> <li>• How did you do?</li> <li>• How did you determine how to rank/judge when you weren't 100% sure?</li> <li>• How is a 4-H judging contest similar/different to how you are judged/graded in 4-H and/or at school?</li> </ul>
Create a flyer, poster, video, or slideshow for a project skill that teaches the reader something you learned in the project.	Synthesize information and present it in a way that does not require an additional presentation	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What did you teach?</li> <li>• How did you determine what information was important to teach the reader?</li> <li>• What was easy/hard about teaching?</li> <li>• How do you ensure that you gave enough information to adequately teach the reader?</li> </ul>
Give a talk at any level about something you learned in your 4-H project(s).	Synthesize information and present it in a talk	<ul style="list-style-type: none"> <li>• What did you talk about?</li> <li>• Where did you give your talk?</li> <li>• Who was the audience?</li> <li>• How did you determine what information was important to include in your talk?</li> <li>• What was easy/hard about giving your talk?</li> </ul>
Participate in a 4-H event or activity that demonstrates your project knowledge to an audience, judge or evaluator. (Small animal achievement, livestock achievement, presentation, etc.)	Synthesize information about your project and demonstrate competence in your project	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• How did you determine what you were going to do?</li> <li>• Who was the audience?</li> <li>• What was easy/hard about demonstrating to an audience/judge/evaluator?</li> </ul>

<b>Healthy Living Activity</b>	<b>Learning Objective</b>	<b>Guiding Questions</b>
Complete an activity that explores healthy nutrition inside or outside of 4-H.	Learn about healthy nutrition	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What did you learn?</li> <li>• Why is healthy nutrition important?</li> <li>• What can you do to prioritize healthy nutrition?</li> </ul>
Complete an activity that explores physical activity and fitness inside or outside of 4-H.	Learn about and participate in a physical fitness activity	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What did you learn?</li> <li>• Why is physical activity and fitness important?</li> <li>• What can you do to prioritize physical activity?</li> </ul>
Complete an activity that explores social and emotional wellness inside or outside of 4-H.	Learn about social and emotional wellness	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What did you learn?</li> <li>• Why is social and emotional wellness important?</li> <li>• What can you do to prioritize social and emotional wellness?</li> </ul>
Participate in a 4-H Healthy Living event at any level.	Demonstrate engaging in healthy activities	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What did you learn?</li> <li>• Why is participating in healthy activities with others important?</li> </ul>
Be involved in an activity outside of 4-H that requires at least 25 hours of active participation and shows you are connected to your community.	Demonstrate how to be actively involved in more than just 4-H	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What did you learn?</li> <li>• What was a challenge being actively involved in more than one activity?</li> </ul>

Communication Activity	Learning Objective	Guiding Questions
Give a 4-H presentation that follows the 4-H Presentation Manual. (4-H presentation manual is available on the <a href="#">state 4-H website</a> )	Demonstrate How to structure a presentation, how to follow presentation guidelines/rubric, how to public speak	<ul style="list-style-type: none"> <li>• What type of 4-H presentation did you give?</li> <li>• Where did you give your presentation?</li> <li>• How did you choose your topic and what information to present?</li> <li>• What was something from the rubric you needed to add that you didn't have in your presentation originally?</li> <li>• What was easy/hard about giving a presentation?</li> </ul>
Write an article or blog post for a 4-H publication or about 4-H.	Demonstrate how to communicate about 4-H in written form	<ul style="list-style-type: none"> <li>• What was your article about?</li> <li>• Where was it published?</li> <li>• How did you choose what to write about?</li> <li>• What was easy/hard about writing your article?</li> </ul>
Give an event or project report at a 4-H meeting at any level.	Understand the purpose of giving an event/project report and what information to include	<ul style="list-style-type: none"> <li>• What was your report about?</li> <li>• Where did you give your report?</li> <li>• What are the important pieces of information to include in a report?</li> <li>• What was easy/hard about giving your report?</li> </ul>
Write a letter to someone that supports 4-H. (4-H donor, guest speaker, etc.)	Understand how to communicate with and thank 4-H supporters	<ul style="list-style-type: none"> <li>• Who did you write to?</li> <li>• What did you write about?</li> <li>• How do they support 4-H?</li> <li>• Why is it important to write letters to 4-H supporters?</li> <li>• What was easy/hard about writing the letter?</li> </ul>
Make a video that promotes 4-H to the community.	Understand how to promote 4-H and communicate in video form	<ul style="list-style-type: none"> <li>• What did you make your video about?</li> <li>• How does your video support 4-H?</li> <li>• Where was your video shared?</li> <li>• What was easy/hard about making the video?</li> </ul>
Appear as a guest representing 4-H for radio or television.	Demonstrate effective communication skills on TV or Radio	<ul style="list-style-type: none"> <li>• Where did you appear representing 4-H?</li> <li>• How did you represent 4-H?</li> <li>• What did you talk about?</li> <li>• What was easy/hard about representing 4-H on TV or Radio?</li> </ul>

<b>Community Service Activity</b>	<b>Learning Objective</b>	<b>Guiding Questions</b>
<p>Spark Achievement: community service activity          (note: community service activities should be done as spark levels are earned not all done in advance or at the end)</p>	<p>Complete an activity that is a service to your community <u>with a group of 4-H members</u></p>	<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• What 4-H group did you do it with? How many people participated with you?</li> <li>• What was the benefit to the community?</li> <li>• What was easy/hard about your community service activity?</li> </ul>

## Overview of Emerald Star I and Emerald Star II

Emerald Star I & II are designed to help members who have completed the Spark Achievement program that are ages 11 and up, strengthen their Spark that they identified through the Spark Achievement program. Members strengthen their spark by first setting a Personal Development Goal (Emerald Star I) and then by learning how they can make a difference in their community in the area of their Spark in collaboration with a community partner. At the End of Emerald Star II members will have defined their first Impact goal which they will use to complete their Bronze Impact Star.

The instructions for Emerald Star I and Emerald Star II are available in the [Achievements Manual](#) which can be accessed on the California 4-H website under Achievements. 4-H leaders, volunteers, parents, and members should use the Achievements Manual as the primary instructions for the Emerald Star program. Emerald Star I & II launched in the 2023-2024 4-H year. Since this is a new component of the Achievement Program the state and county are offering support for those members and clubs who are ready to start the Emerald Star program. See the County Guidelines, county website, and state website for more information.

Note: As we work on implementing the New Achievement Program, Emerald Star I and Emerald Start II will be supported and reviewed at the county level by the Incentives and Recognition Committee to support members, mentors, and clubs in learning the New Achievement Program. Requirements and deadlines for Emerald Star I and II will be in the County Guidelines, on the county website, and shared during quarterly Leader's council meetings.

### Earning your Emerald Star I

#### Tips for success in Emerald Star I:

- Emerald Star I is facilitated, for members, by an adult mentor. The mentor must be a 4-H volunteer. Members may not start Emerald Star I until they begin working with a mentor. State and county 4-H are offering support for members and mentors who are ready to start the Emerald Star program. See the County Guidelines, county website, and state website for more information.
- Planning is KEY! Begin planning and working on your Emerald Star I at the beginning of the 4-H year. Do not wait until the end of the year and try to adapt what you have already done to meet the Emerald Star I requirements - it will not work. Expect to spend a significant amount of time and energy on Part A to create a solid plan.
- Plan to complete Emerald Star I over a 4-H program year, roughly September to June following this approximate timeline:
  - September: Identify your spark and find a mentor that can work with you
  - October - November: Begin Part A, Personal Development Goal (this takes time and is the most important part of Emerald Star I and II, go slow and do it right.)
  - December: Finish Part A, Steps/Strategies and Shifting Gears.
  - January - April: Part B, you should be taking steps towards achieving your personal development goal multiple times each month.
  - May - June: Part C and D. Work closely with your mentor to finalize Emerald Star I Report.
  - July: Turn in your completed Emerald Star I report in your record book to your club. Reminder: Your mentor must sign off on your report before it can be submitted in your record book.
- Emerald Star I is about PERSONAL development. Everything in Emerald Star I should be 100% about YOU. If you find yourself writing about others, take a step back and reflect on your personal development and how you are improving your skills, knowledge, abilities, etc.

## Part A. Identify a Spark & Set a Goal

<b>What is your spark?</b>	Remember, a spark must be a passion AND have the potential to make a positive difference in the world. Keep your spark simple. Opt for a broader topic as your spark over something more specific - you will have the opportunity to be more specific later in the Achievement Program.
<b>Personal Development Goal:</b> <i>Set a personal development goal for this spark.</i>	
This is 100% about YOU. It is likely that your personal development goal may not directly deal with your spark, but instead may be a skill that applies to your spark instead.	
	If you are struggling with your Personal Development Goal, ask yourself these questions: What potential does your spark have to make a positive difference in the world? What skills, abilities, or knowledge do you need in order to make that difference? Developing those skills, abilities, or knowledge is your personal development goal! Making a positive difference is important, but is not part of your Personal Development Goal. Don't worry, you will get to that part later on in the Achievement Program. Emerald Star I is about YOU becoming better so that you are prepared to make a positive difference in the world..
	In addition to following the G.P.S. Goal management outlined in the Achievement Manual, also consider using the S.M.A.R.T. goal framework (Specific, Measurable, Achievable, Relevant, and Time Bound), to help draft your Personal Development Goal.
Creating a good Personal Development Goal is the hardest part of Emerald Star I. It is normal to spend 3 or more sessions with your mentor to get your Personal Development Goal refined.	
<b>What steps or strategies will you need to take to reach your goal?</b>	<b>Why is this an important step to help you achieve your personal development goal?</b>
Ask yourself where you are at now and where you want to be when you fully achieve your Personal Development Goal. Work with your mentor to identify tangible and specific steps to get from where you are to where you want to be.	Be sure that you are clearly answering WHY. Your response should clearly address how you would not meet your goal without the step/strategy and how the step or strategy moves you closer to your personal development goal.
<b>Shift Gears</b> <b>What are some things that might get in your way?</b>	<b>Shift Gears</b> <b>What will you do if that happens?</b>
Be realistic, things will go differently than you have planned. What are some of those things that may happen?	Be specific to what might get in your way and how you can adjust.

<p>Think about a time in the past when everything did not go as planned? What happened?</p> <p>Work with your mentor to identify some things that might not go as planned.</p>	<p>Consider using this writing prompt: "I am planning to do _____ (step/strategy), but _____ might get in my way. If it does, I will do _____ to shift gears in order to keep moving forward towards meeting my personal development goal."</p>
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## Part B. Progress on Achieving your personal development goal

Date	Steps/Strategies	What did you learn and/or how did it help you achieve your personal development goal?
<p>The dates you have listed should be the actual dates you worked on the various steps/strategies and should show consistent work over time.</p> <p>Consider mapping out your plan with rough dates (ie, Beginning of February, Middle of March, etc.) with your mentor when you finish Part A.</p>	<p>These should directly map to the steps/strategies you identified in Part A.</p> <p>If you had to shift gears, make sure to put that new strategy here.</p> <p>You will work on the same step/strategy multiple times as you work towards meeting your personal development goal. List the same step/strategy for all dates you worked on them.</p>	<p>Be sure that you are clearly answering WHAT you learned and how it helps you achieve your personal development goal. Be specific about what you learned and how that learning relates to the step/strategy you identified and how that helps move you one step closer to meeting your personal development goal.</p> <p>When someone is reading your spark report, they should be able to clearly see the connection between your learning, the step/strategy, and your personal development goal.</p>

## Part C. Personal Development Goal Reflection

This is where you get to show off what you learned! Be sure that you are specifically answering each question, give specific examples to PROVE to someone reading your Emerald Star I that you met your goal (double check that those specific examples are documented in Part B).

<p>To what extent did you achieve your personal development goal?</p>
<p>Did you fully meet your goal? Prove it!</p> <p>Consider using this writing prompt: "I _____ (Exceeded/Fully Achieved/Achieved/Almost Achieved) my personal development goal of _____. I know that was successful because before I started I _____, and now I _____."</p>

If you used the S.M.A.R.T. goal framework, talk about the “M” (measurable) part of your goal.

Reference your Part B, everything you write here should be reflected in Part B.

Which of your original strategies worked? Did you have to shift gears to achieve your goal?

Be honest, not everything works and that is okay! Talk about what you learned from shifting gears.

Reference your Part B, everything you write here should be reflected in Part B.

How did your personal development goal help you improve, increase, or gain skills in your spark?

Be specific, talk about your goal and how it relates to your spark. Reflect on the guiding questions in this document from Part A - Personal Development Goal.

Make the connection between your personal development goal and your spark. Use what you wrote in Part B to prove how your goal makes you better in your spark.

What did you learn about yourself from working towards your personal development goal?

This is an opportunity to practice being reflective. Work with your parent or mentor to talk through what you learned about yourself if you are having a hard time identifying what you learned on your own.

#### **Part D. Written Summary or Illustrated Reflection of Emerald I**

This is your opportunity to be creative! If writing isn't your thing, find another way to show what you learned in Emerald Star I. Follow the guidance and requirements in the [Achievements Manual](#). If you get to Part D before presentation day, you could consider making your Part D a presentation!

## Earning your Emerald Star II

### Tips for success in Emerald Star II:

- Emerald Star II is facilitated, for members, by an adult mentor. The mentor must be a 4-H volunteer. Ideally you will use the same mentor as Emerald Star I, but this is not a requirement. Members may not start Emerald Star II until they begin working with a mentor. State and county 4-H are offering support for members and mentors who are ready to start the Emerald Star program. See the County Guidelines, county website, and state website for more information.
- Planning is KEY! Ideally, you will begin planning for your Emerald Star II as you finish up Emerald Start I. This should happen at the beginning of the 4-H year. Do not wait until the end of the year and try to adapt what you have already done to meet the Emerald Star II requirements - it will not work.
- Plan to complete Emerald Star II over a 4-H program year, roughly September to June following this approximate timeline:
  - September: Identify a mentor that can work with you, determine if you are going to keep your spark from Emerald Star I or if you will work with a new spark. Note: you are not required to keep the same spark. If you change you will need to adapt your Emerald Star II report.
  - October: Part A, Research Plan
  - November - December: Part A, Research Log, Summary and Analysis
  - January: Part B, Community Partner Preparation and Identification
  - February - April: Part B, Volunteer Log and Reflection
  - May - June: Part C, D, and E. Work closely with your mentor to finalize your Emerald Star II Report. Note, part E requires a county level presentation. This must be scheduled with the Incentives and Recognition committee. If you are taking 3 years or you have finished before county presentation day, part E can be your presentation.
  - July: Turn in your completed Emerald Star II report in your record book to your club. Reminder: You must have scheduled and/or completed your presentation for Part E before your mentor can sign off on your report and it can be included in your record book.
- Emerald Star II can also be completed over two 4-H years, especially since Impact Stars cannot be started until age 14. If opting to do Emerald Star II over two years, it is recommended to complete part A and B in year 1 (with the option to continue volunteering into year 2), complete parts C and D in the fall of year 2, and have Part E completed in time to present the Emerald Star II showcase at County Presentation Day in March.
- Emerald Star II requires that you work with at least 1, but Ideally 2 community partners. These community partners should be doing work in the area of your spark. If you do not already know of potential partners, begin to work with your parents, mentor, club leader, project leaders, teachers, etc. to create a list of potential community partners as you begin doing your research in Part A.

## Part A: Impact Goal Research

### Research Plan

From your work on your personal development goal, describe the exploratory research on community issues that you will carry out in 4-H and/or your local community that involves your spark. The answers to each question below must be approximately 75 - 100 words.

#### ***How can your personal development goal help you in your community issues research?***

Think about what your personal development goal was from Emerald Star I, how can your actions/steps or achievement of your personal development goal help you identify community issues?

The [Achievements Manual](#) has good instructions and tips for this section.

Consider using the writing prompt “I learned how to \_\_\_\_\_ and \_\_\_\_\_ through my Emerald Star I personal development goal which was \_\_\_\_\_. These skills will help me in my community issues research by \_\_\_\_\_”

#### ***What are some strategies that you will use to conduct research in your community about needs related to your spark? Who specifically will you consult while researching?***

The [Achievements Manual](#) has good instructions and tips for this section. Utilize those instructions and the advice of your mentor to develop strategies for research. These strategies should appear specifically in your Research Log below.

Consider including some “shifting gears” thoughts like you did when you were planning your Emerald Star I.

### Research Log

Date	Research Activity	What did you discover?
The dates you have listed should be the actual dates you worked on the Research Activity and should show consistent work over time.  Consider mapping out your plan with rough dates (ie, Beginning of February, Middle of March, etc.) and the filling them in with exact dates when you complete the research activity.	Research activities should directly relate to the strategies listed in your research plan section. You aren't limited by what you wrote in that section, but you should include all of the strategies you identified.  Refer to the <a href="#">Achievements Manual</a> for recommended research activities.	The goal of your research is to discover what issues related to your spark exist in your community, why they exist, what people are currently doing to fix them, and what still needs to be done. Your research log should clearly identify answers to each of those questions in this column.  Be specific about what you discovered, adjust this column's width in your spark report to allow more room for you to write.

## Summary and Analysis

**Summarize your findings:** What did you find out? Summarize what you learned in approximately 75 -100 words.

Imagine that you are teaching your 4-H club about the issues you discovered. What are the most important and interesting things that you learned?

What issues related to your spark exist in your community? What did you find out? How did you find it out? All of your findings should be clearly linked to and documented in your Research Log.

**Analyze your findings:** In 75-100 words, describe what people and organizations are currently working in your community to fix issues related to your spark? What are they doing to address community needs? What do you think still needs to be done?

Clearly answer the questions:

- Why those issues in your community related to your spark exist
- What people are currently doing to fix those issues
- What still needs to be done

All of your findings should be clearly linked to and documented in your Research Log

## Part B. Community Partner Collaboration

### Preparation

**List potential partners.**

Based on your research from Part A, list one or two community service organizations that you will partner with. Make sure you meet the organizations' requirements for volunteers.

Be detailed about your list. Aim for two. The report does not require you to write very much, but the [Achievements Manual](#) has very specific instructions on what actions you need to take to begin volunteering with a community organization.

### Volunteer Log

Date	What did you do?	How long did you spend in this activity?
The dates you have listed should be the actual dates you Volunteered and Ideally should show consistent volunteering over time vs one or two longer sessions.  Consider mapping out your plan with rough dates (ie, Beginning of February, Middle of March, etc.) and the filling them in with exact dates when you complete the volunteer activity.	Be detailed, include the location, name of the organization and the specific actions you performed. Include reflections, learnings, and observations as well.	Just list the time spent

## Reflection

### What did you learn about the needs in your community from volunteering? (approximately 75 - 100 words)

Be honest and detailed. List specific examples to support what you learned about the needs in your community. The information here should connect to what you wrote in your Logs above. Remember that the goal of your volunteering was to be able to identify needs in your community.

### What did you learn about yourself as a volunteer? (approximately 75 - 100 words)

This is an opportunity to practice being reflective. Work with your parent or mentor to talk through what you learned about yourself if you are having a hard time identifying what you learned on your own.

## Part C. Identify your Impact Goal

### Impact Goal:

Based on your research from Part A and B, set a specific goal that uses your spark to make a difference in your community. What will you do with a team, or on your own to make a difference and meet a community need?

Think back to your Emerald Star I. Instead of making yourself better, this is how you will make your community better.

In addition to following the G.P.S. Goal management outlined in the Achievement Manual, also consider using the S.M.A.R.T. goal framework (Specific, Measurable, Achievable, Relevant, and Time Bound), to help draft your Impact Goal.

You will not be doing anything with your Impact Goal yet - that is for the Impact Stars. When creating your impact goal, think about how you can start small and build it into something bigger over time.

### How did your research and volunteer work lead you to identify this impact goal? (approximately 75 - 100 words)

Be specific, use examples from your research log and volunteer log.

### How does your impact goal relate to your spark and personal development goal? (approximately 75 - 100 words)

Give specific examples

Consider using the writing prompt "My impact goal of \_\_\_\_\_ relates to my spark of \_\_\_\_\_ because \_\_\_\_\_ . Through Emerald Star I I Identified a personal development goal of \_\_\_\_\_ and through that personal development goal I improved my \_\_\_\_\_ skills. I can now use those \_\_\_\_\_ skills to support my impact goal by \_\_\_\_\_."

## Part D. Showcase Your 4-H Work

Your 4-H Showcase consists of at least one visual component AND at least one written component (you must have both)

Your 4-H Showcase must include:

- Describe your spark
- Explain the strategies you used to achieve your personal development goal
- Present/document research through graphs, testimonials, etc.
- Explain how you chose your community partner
- Describe your volunteer work with your chosen community partner
- Explain your defined impact goal

Follow the [Achievements Manual](#) instructions. Be creative, let your personality shine through!

Share your visual and written components in your report by either creating a QR code (there are numerous free QR code generators online) and putting it in the report and/or by printing it and attaching it to your report. **BE SURE TO TEST YOUR QR CODE.** Send your QR code to someone who has not had your visual or written component shared with them or open the QR Code using an incognito window to make sure it is publicly accessible.

## Part E: Present Your Showcase

### Showcase Expectations

- Showcases must be presented at the county level.
- For the 2024-2025 4-H year all Emerald Star II showcases must be scheduled with the Incentives and Recognition committee. See county guidelines and website for more information. Possible showcase opportunities could include:
  - Incentives and Recognition Committee Meetings (virtual)
  - Any County Level Event (in person)
  - County Presentation Day (in person)
  - Scheduled County Emerald Star Showcase time slots (in person or virtual)
- You must showcase your visual component from Part D AND your written component from Part D.
- It is highly recommended to record your showcase and include a link to the video and a link to your presentation materials in this section
- It is highly recommended that your showcase of your visual component from Part D follows the [4-H presentation manual](#)

### Identify three ways your sharing went well and three ways it could have been improved. (Target word count: 100)

Be reflective and specific. If you presented at Presentation Day, use the rubric and feedback from the evaluators to help you identify the strengths and areas for improvement in your presentation.

## **Overview of Impact Stars (Bronze, Silver, Gold, & Platinum)**

The Impact Stars are the capstone of the new Achievement Program and are designed to allow members who are age 14 and up to use their Spark and the skills they developed in Emerald Star I & II to make an impact on their community. Emerald Star I and Emerald Star II are required to start the Impact Star program. The Impact Star program will be launched in the 2024-2025 4-H year.