



JUNIOR HIGH FORESTRY, WILDLIFE and FISHEIRES PROJECT

Tennessee 4-H Project Profile

Member's Name: _____

Grade (on January 1): _____

Number of Years in 4-H Project: _____

Welcome to the Junior High 4-H Project e-Portfolio! The purpose of the 4-H Project e-portfolio is to guide your learning in your 4-H project area. Our first step is project goals. Learning to set goals and how to keep records are important life skills that you will learn in this process. Are you ready to get started?!

GOALS

What is a goal? A goal is something that you want to work towards and achieve. Goals help you to focus on what you want, give you a sense of direction, get motivated and ultimately increases the likelihood of success! What are some of your goals? Maybe you want to improve your grades or learn a new sport or try a new hobby. You reach your goals by setting smaller goals or steps. SMART goals are a great tool to use! What are SMART goals?

SPECIFIC:

A specific goal is clear, detailed, and leaves no room for misinterpretation. For example, "I will improve my math grade to an 85%" instead of "I will get better at math".

MEASURABLE:

A measurable goal has a way to track progress. For example, "I will run for 20 minutes, four times a week".

ACHIEVABLE:

A challenging, but realistic goal. It should be something that you have the resources to accomplish and can do on your own. Getting elected to an office or named a winner is not an achievable goal because you are depending on others to vote for you.

RELEVANT:

A relevant goal aligns with their interests -- your project work in this instance.

TIME-BOUND:

Setting deadlines creates a sense of urgency and focus. For instance, "I will complete my science project by next Friday". All 4-H project work included on this form should be completed within the current year.

MY GOALS and WHAT I LEARNED

1. Project-related goals: List up to three (3) project goals you would like to accomplish this year. Goals should be written in SMART goal form and based on project outcomes: <https://4h.tennessee.edu/what-interests-you/wildlife/>

Example: This year, I will one (1) forestry professionals to learn about potential FWF careers.

1.

2.

3.

2. What I Did/Learned: Describe the knowledge, lessons and skills you learned this year related to your project and based on the goals you identified in the section above..What did you do towards achieving the goal? What did you learn? What did you accomplish?.

Example: This year, I interviewed an urban forester and wildlife biologist learn more about careers in the FWF field.

1.

2.

3.

WHAT DID YOU DO?

Now that you have your goals set, what are doing to achieve those goals? This is the next section of the 4-H Project e-Portfolio. It's important for those reviewing your e-portfolio that they can see all the things that you did to accomplish your goal. Doing one thing is not enough. Doing the same thing over and over again is not enough either. You want to show proof of mastery -- that you really accomplished the goal and understand this part of the 4-H project. Maybe you read a book, watch a video, study or take a class or workshop, make or create a product or demonstration, write a speech, design a display or poster, practice or rehearse, share with others by teaching ... the possibilities are limitless,. Be sure to work with your agent to identify experiences, opportunities and other ways of accomplishing your goals.

WHAT I DID IN MY PROJECT

2. Project Experiences: Summarize this year's experiences of your project goals. Use the drop-down menu to identify the project outcome sub-header and outcome that correlates to your project goal specifically. The number of the goals from the first page should correspond to the specific goal numbers on these pages (i.e. Goal #1 from the first page should match Goal #1 on this page, etc....). Be sure to explain in as much detail as possible your specific work or activities in the "Specific Project Experiences" area. Limit activities included to the specific outcome identified. If you have supporting documentation/materials, identify with a lowercase letter -- (a), (b), (c), etc... for example -- at the end of the activity statement and include a link to this supporting material in the "Evidence" section of your website. Be sure to upload that work to the correlating link.

Goal 1 - 4-H Project Outcome Sub-header:

List 4-H Project Outcome:

Details of Project Experience: Describe the activities you completed that shows mastery of the selected outcome. Use as much detail as possible -- including numbers -- to show significance of impact and what was learned.

	Level	Units
Example: Crafted 10 questions/interviewed two (2) forestry professionals to learn more about potential careers in the FWF field. (a)	L	2 hrs

Goal 2 - 4-H Project Outcome Sub-header:

List 4-H Project Outcome:

Details of Project Experience: Describe the activities you completed that shows mastery of the selected outcome. Use as much detail as possible -- including numbers -- to show significance of impact and what was learned.

	Level	Units
Example: Crafted 10 questions/interviewed two (2) forestry professionals to learn more about potential careers in the FWF field. (a)	L	2 hrs

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OTHER PROJECT OUTCOMES

While the sections you have just completed relate to project work that focuses on your project goals, it's safe to bet that you did some other things in your project too ... but these items don't relate specifically to your goals. And that's great! Let's add them to the following section:

3.Additional Supporting Evidence: Use this section to highlight any additional activities completed that support your project work,AND correlate with any of the project outcomes, but do not necessarily relate to your goals for this year. Examples might include, but not be limited to presentations, exhibits, awards, recognition, educational conferences and programs, etc... These activities do not have to be just 4-H activities, but they do have to relate to your main project. Please be sure to explain your specific responsibility for each. If you have supporting documentation/materials, identify with a lowercase letter – (a), (b), (c), etc... for example – at the end of the activity statement and include a link to this supporting material in the “Supporting Project Materials” section of your website. Be sure to upload that work to the correlating link.

[illegible]

PROJECT WORK NOT RELATED TO PROJECT OUTCOMES

It's also possible that you did some project-related activities that don't have anything to do with the project outcomes. This is also great! Let's capture these times in the following section:

4. What Else?: *The purpose of this section is to capture other things that you have done in your main project work, but the work does not relate to any of the project outcomes. These activities do not have to be just 4-H activities, but they do have to relate to your main project. Please be sure to explain what you did for each activity.. If you have supporting documentation/materials, identify with a lowercase letter -- (a), (b), (c), etc... for example -- at the end of the activity statement and include a link to this supporting material in the "Supporting Project Materials" section of your website. Be sure to upload that work to the correlating link.*

Type of Project or Activity	What You Did/Details of Project Experiences
Example: Knoxville Zoo Visit	Visted zoo to learn about different species and their habitat; 3 hrs. (c)



Citizenship is an important skill to learn and an important part of the Tennessee 4-H program. What have learned about government and global citizenship? How have you helped friends, family and your community? In this section, we are looking for what you have learned and ways you have helped in all of these aspects AND that related to your 4-H project work.

5. How I Am Using my 4-H Citizenship Skills in My Project Work: *Citizenship in this section should include how you used citizenship skills as they relate to your specific project area. Summarize this year's experiences as a junior or teen leader in this section. Remember, citizenship may include, but is not limited to, specific roles such as a volunteer, any notable assistance provided, etc ... Citizenship is NOT instances in which you took a leading role – that is leadership. Be sure to explain your specific responsibility for each. If you have supporting documentation/materials, identify with a lowercase letter – (a), (b), (c), etc... for example – at the end of the activity statement and include a link to this supporting material in the “Supporting Project Materials” section of your website. Be sure to upload that work to the correlating link.*

Audience	Type of Project or Activity	Details of Project/Activity Experience
Community	Example: Hurricane Trail Cleanup	Volunteered to help cleanup a trail in East Tennessee following disaster; 2 hours (d)

In this section, we are continuing to look for what you have learned in government and global and ways you have helped with friends, family and your community. So, what's the difference? In this section, your work does NOT relate to your 4-H project work.

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Another important life skill to learn is leadership. You have an opportunity to learn and gain experience in leadership by your participation in the Tennessee4-H program. What have learned about leadership through you work with 4-H clubs, project groups, special interest groups, judging teams, camp, 4-H events, marketing and other organizations (not 4-H related) in which you are involved? What opportunities have you had to showcase those leadership skills? In this section, we are looking for what you have learned and ways you have helped in all of these aspects AND that related to your 4-H project work.

7. How I Am Using my 4-H Leadership Skills in My Project Work: Leadership in this section should include how you used leadership skills as they relate to your specific project area. Summarize this year's experiences as a junior or teen leader in this section. Remember, leadership may include, but is not limited to, specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted – that is citizenship. Be sure to explain your specific responsibility for each. If you have supporting documentation/materials, identify with a lowercase letter – (a), (b), (c), etc... for example – at the end of the activity statement and include a link to this supporting material in the "Supporting Project Materials" section of your website. Be sure to upload that work to the correlating link.

Audience	Type of Project or Activity	Details of Project/Activity Experience
Camp	Example: Building Bird Feeders	Made 10-min demo on making bird feeder from milk jug for workshop; 12 campers (f)

In this section, we are continuing to look for what you have learned about leadership. Additionally, this is your chance to share ways that you have practiced and showcased your leadership skills through your work with 4-H clubs, project groups, special interest groups, judging teams, camp, 4-H events, marketing and other organizations (not 4-H related) in which you are involved. Remember, in this section, your leadership work does NOT relate to your 4-H project work.

8. How I Am Using My 4-H Leadership Skills in Other Ways: *How do you use the leadership skills you have learned in 4-H in other ways besides your main project? Consider your leadership efforts with 4-H groups (clubs, camps, judging teams, project groups, special interest groups), 4-H events, 4-H marketing efforts and other organizations in which you are a member. Remember, leadership may include, but is not limited to, specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted. Be sure to explain your specific responsibility for each. You may include supporting documents/materials just like you have in all other sections.*

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