



## 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 is necessary to progress to more challenging levels. 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 at least 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
Serve on a 4-H committee at any level. (Party Committee, Fundraiser Committee, etc.)	Know what a committee is and why it is a helpful tool for leadership	<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>
Lead a 4-H group activity. (Any activity at a club or project meeting e.g. ice breaker, craft, knowledge quiz, etc.)	Understand what it takes to plan, organize, and lead a group activity	<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>
Be a 4-H officer. (Elected club position, e.g. President, Secretary, Treasurer, etc.)	Understand the different leadership responsibilities in running a 4-H club	<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>
Enroll and participate in a leadership project at any level. (Primary focus of the project is leadership)	Know what leadership is and develop skills that promote healthy leadership	<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>



Attend a 4-H leadership conference, workshop, or training at any level. (County leadership day, room monitor training, etc.)	Develop leadership skills through attending a conference, workshop, or training	<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>
Be a junior or teen leader (if 11 years or older). (Must follow Jr/teen leader guidelines and complete report)	Put leadership skills into action	<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
Visit (virtually or in person) a place of historical significance to your community. (Fresno Historical Society locations, memorials, museums, etc.)	Understand the history and importance of your community	<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>
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. )	Understand and help meet needs in your community that are outside of 4-H	<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>
Learn about your local (city or county) government and how it works. (Tour fire/police station, meet with city councilperson, etc.)	Understand what the local government does, how it works, and how it supports the community	<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>
Give a talk inside or outside of 4-H, about something	Tell and teach an audience about	<ul style="list-style-type: none"> <li>• What is the difference between sharing what you learned vs what you did?</li> </ul>



you learned in a 4-H community service or civic engagement or civic education experience.	something you learned to further the cause.	<ul style="list-style-type: none"> <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>
Participate in a 4-H sponsored or organized civic engagement activity or event. (See page 13 of <a href="#">Achievements manual</a> )	Experience how an activity or event can bring momentum to change	<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,	Synthesize information about your project and demonstrate	<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</li> </ul>



judge or evaluator. (Small animal achievement, livestock achievement, presentation, etc.)	competence in your project	audience/judge/evaluator?
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Healthy Living Activity	Learning Objective	Guiding Questions
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.	Demonstrate How to structure a presentation, how to	<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</li> </ul>



(4-H presentation manual is available on the <a href="#">state 4-H website</a> )	follow presentation guidelines/rubric, how to public speak	<p>to present?</p> <ul style="list-style-type: none"> <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>

Community Service Activity	Learning Objective	Guiding Questions
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)	Complete an activity that is a service to your community <u>with a group of 4-H members</u>	<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 and are age 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 is being 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.

## 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.