



Missouri 4-H
University of Missouri
4-H Center for Youth Development



Missouri 4-H

Recognition Form

Level 3 (Ages 14-18)

Personal Goals

Self reflect on areas such as personal growth, goal setting and decision making to capture 4-H experiences in projects, leadership, and citizenship. Apply information, knowledge and skills to future applications (scholarship or job). Develop mastery in the seven skill sets (understanding self, communicating, getting along with others, learning to learn, making decisions, managing resources and working with others).

Organizational Goal

Written testimonials concerning projects, learning experiences, leadership experiences, and citizenship help market the 4-H program to potential audiences and stakeholders. Youths are selected to represent Missouri at National 4-H Congress.

Program Evaluation Goal

Reflection on all experiences provides evidence of the positive impact 4-H has on youths.

Missouri 4-H Recognition Instructions and Scorecard

Level 3 Ages 14-18

Eligibility

- ✚ For 4-H members ages 14-18 on December 31st of the program year
- ✚ Must have been a 4-H member for at least one year

Application Information and Formatting

- ✚ Complete application form with all required signatures.
- ✚ Head each section of the application by letter and name. Example: Section B. Leadership
- ✚ Use a word processor or typewriter. Use plain 8 ½ x 11" white paper with 1-inch margins at the top, left, bottom and right. Type on one side of each sheet of paper only.
- ✚ For computer generated applications, use a font no smaller than 12 pitch. Single space within each answer and double space between questions. On a typewriter, use type no smaller than 12 characters per inch.
- ✚ Report up to, but no more than, three years information.
- ✚ Submit all application documents in a folder or binder. Include extra copy for regional and state judging.
- ✚ Stay within the page limits specified for each section of the application.
- ✚ An interview to determine National Congress delegates will be part of the process for the final selection at the state level.
- ✚ The sequence of the pages and point values are as follows:

Section	Information	Points
Section A – Overall & Biographical Information	<ul style="list-style-type: none"> • Grammar, punctuation, organization, neatness, spelling, etc. • Section is completely filled out • All appropriate signatures are included 	25
Section B- Leadership	<ul style="list-style-type: none"> • B Leadership experiences 2 page maximum • See page 4 for more details 	140
Section C - Citizenship & Community Service	<ul style="list-style-type: none"> • C1 Citizenship and Community Service activities chart (15 pts) • C2 ½ page on citizenship (30 pts) • C3 ½ page on community service (30 pts) 	75
Section D - 4-H Projects and Activities	<ul style="list-style-type: none"> • D1 Participation Chart (60 pts) • D2 Project and Activity Learning Experiences 1 page maximum (100 pts) 	160
Section E - 4-H Story	Limit to 1 page maximum typed	100
Section F - Photographs	Limit 3 pages (two photos per page, one side only) Write a short sentence beneath each photo to explain what is happening in the photo (max. 20 words)	25
Section G – Resume and References	Include both your resume and reference page. An example is included. This is just an example; your documents do not have to look just like the example.	75
Total Points for Application		600

Special Note: DO NOT attach any additional pages, pictures, support material or documents to your application. Only submit the required information.



Missouri 4-H Recognition Form
Level 3 (Ages 14-18)

Section A. Biographical Data

County Cardinal	Program Year 2008-2009	Number of Years in 4-H 8	
Name Eric Callaway		Gender <input type="checkbox"/> Female <input checked="" type="checkbox"/> Male	
Home Address 106 Red Bird Lane	City McGwire City	State MO	Zip 78564
Home Phone (555) 123-6543	E-Mail e.callaway@gmail.com		
Birth Date 1/25/93	Age on December 31st 15		
Name of Your 4-H Club or Group Jolly Green Giants 4-H Club	Expected Year of High School Graduation 2011		
College or Trade School that You Plan to Attend University of Missouri (Columbia)	Possible Major Areas of Study Secondary Education		
Names of Parents/Guardians George & Mary Callaway			
Race (check all that apply) <input type="checkbox"/> White <input checked="" type="checkbox"/> Black <input type="checkbox"/> American Indian/Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Asian/Pacific Islander			
Ethnicity <input type="checkbox"/> Hispanic <input checked="" type="checkbox"/> Not Hispanic			
Residence (check one) <input type="checkbox"/> Farm <input type="checkbox"/> Suburb of more than 50,000 <input type="checkbox"/> Rural less than 10,000 <input type="checkbox"/> City of more than 50,000 <input checked="" type="checkbox"/> Town of 10,000 to 50,000			

Statement by 4-H Member and Parent/Guardian

The member prepared this application, and we certify that the information is true and accurate. We give permission to the 4-H Center for Youth Development to use information in this document for 4-H program promotion and education.

Date (month, day, year)	Signature of 4-H Member
Date (month, day, year)	Signature of Parent/Guardian

Approval of this Report

We reviewed this application and believe it to be correct.

Date (month, day, year)	Signature of 4-H Club Leader
Date (month, day, year)	Signature of County 4-H Staff Person

Section B – Leadership Experiences (2 page Maximum) (140 points Total)

You will use leadership skills in many ways the rest of your life. On a separate sheet of paper, write one paragraph on each of the seven leadership life skills: understanding self, communicating, getting along with others, learning to learn, making decisions, managing resources and working with groups.

(Seven paragraphs not to total more than two pages.) Relate these skills to the leadership roles you have held during the past year such as holding an office, on a committee, participation in a project. Include your experiences both in 4-H and outside 4-H.

Understanding Self

Why does it help you as a leader when you better understand who you are? Developing leadership relies heavily on inner strengths of the leader. You and those you are helping to learn leadership skills need to feel confident and self-assured in order to effectively lead others.

You need to know what is important to you because it will influence most of the decisions you make. Research shows that being able to identify your values and clearly define their importance is essential for your mental health. As you reflect on your 4-H experience, think about how 4-H may have helped you identify a fear and overcome a fear (like being in charge of a recognition banquet, co-chairing some special event, public speaking or speaking in front of a large group). Or think about how your experience, such as being a leader's assistant, helped you understand family values. What were those values and how did the experiences shape them?

Communicating

Most people think that speaking before groups is an important leadership role. You have learned already that many other communication skills are just as important in leading groups.

The best leaders are excellent listeners, careful observers of nonverbal communication, skilled in conversing informally in small groups and on the phone, able to obtain feedback from others, and skilled at writing. 4-H activities encourage communication. Describe your skills. Give specific examples, such as how listening changed your actions, or how nonverbal feedback encouraged you to ask more questions.

Getting Along with Others

Understanding and appreciating the people you meet is vital to success in leading groups. As a leader, you will need to gain the trust and support of the individuals in the group. Skills in meeting, accepting, caring, and trusting are basic to building teamwork. Your work in 4-H has provided skills to help groups get along. Describe how you have used your skills to build a team attitude.

Learning to Learn

Helping people make changes is what leadership is all about. Learning to learn is learning how to make desired changes. You make changes in attitude in the way you do things, and in the information you know. The things you know are applied in new and creative ways.

What are some ways you learn new things? Do you learn better in groups or by yourself? Can you learn with games and songs? Do you see that youth of differing ages have differing abilities to learn?

Making Decisions

Decision making is a life skill that you will use everyday. Helping groups make decisions requires you to help them work through the decision making process whenever a decision needs to be made. In a group, members work together to define the problem, gather information about it, list alternative solutions to the problem, weigh the consequences of each solution, decide on the best action to take, follow through with the action, and then evaluate the results of the action taken. In making individual decisions, the same process is used.

Give specific examples of some decisions you have made in 4-H, the process you used to reach your decision, and the results. In addition, describe what you learned throughout the decision making process.

Managing Resources

As you work with larger groups, management skills become more crucial. To help groups use the resources available to achieve goals, careful planning is required to identify. This involves identifying resources (time, things, people or money) and using those resources effectively.

Identify ways you have managed resources effectively and relate those experiences to planning. What goals did you set? What resources or help did you need to reach your goals? How positive were the feeling you had when you were finished? What did you learn from this experience?

Working with Others

In your experiences in 4-H, you have had opportunities to examine how groups work. You have explored how the leader's behavior influences the group's behavior through analyzing and exploring leadership styles and learning when to use them. (Example: autocratic, democratic, laissez-faire)

You have learned how to create good group environments by focusing on group members' needs and motivations. You have developed your skills in helping people work together cooperatively and in making decisions through consensus. These are tough skills to learn, but the results are rewarding.

As you think about a specific activity where you were a leader, describe how you have worked with others. What made the experience a challenge – the people, personalities, differences in interests or skills, size of the group, number or size of the tasks, special conditions in the group or outside environment? What kind of things did you do with a group to help set goals, develop budgets, divide labor and delegate responsibilities?

Understanding Self:

Example 1: *God made me special like no one else you see/He made me a witness to His diversity.* This two-lined poem I learned as a little boy continually reminds me to appreciate my uniqueness. Especially during a time when many of my peers determine their self-worth by conformity, it is important to be confident in who I am as an individual. I try to judge myself by appropriate standards, rather than superfluous, external values. As one special person amidst many others, I have to find my place in a big world. Last year that meant determining what I wanted to do after graduation and whether I would attend college. After deciding my future, I realized I still had to set and attain goals for the present. What worthy cause could I aim for right now? Whatever my stage in life, I will always have to answer that same question. Thankfully, my parents, faith, 4-H, and other activities have helped me achieve personal fulfillment and contentment, so that I can dwell less on myself and more on others. Regardless of my personal aspirations and physical location, my main objective will be to positively impact my little corner of the world.

Example 2: In the seventeen years of my life, I have learned a lot of things about myself. I have learned that I am very athletically and academically based. I have achieved outstanding grades and competed in basketball and baseball. I also have found that I have a very competitive nature. These are just a few things that I have noticed about myself but I believe that to really understand myself I should look deeper. For example, I have realized that the world is larger than just my little town. There are more people that just the community around me. I took several trips this summer, including Washington, D.C., with the FFA and to Chicago with 4-H. While in those cities, I realized that I should worry about things other than my shirt or shoes. I have to think about how my next action will affect the next person. I also have begun to understand that I am unable to do everything I thought I could do as a child. I have begun to look for a part-time job, and realized that I will have to begin to prioritize everything I do. Through 4-H camp and fairs, I have found out how much I can accomplish and what my limitations are.

Communicating:

Example 1: Most people learn about main communication skills such as writing, listening, and speaking. However, I believe the most effective way of getting a message across is through body language. This year, I was a counselor at 4-H camp. Even though I was the last to bed and the first to rise, I couldn't let the kids know that I was tired. Or, if the afternoon activities weren't my favorite, I still had to show them that I was having fun. If you stand a certain way or have a facial expression that contradicts your message, the kids might be confused, and not listen to what you have to say. I learned this at camp. I had to do more than just tell the kids directions; I also needed to show the campers that the activity or song I was teaching was exciting and interesting. Being an older member of my 4-H club has taught me so much about communication. With all of the pressure and responsibility of becoming a young adult, it is difficult at times to be present and be in an encouraging mood for all of my club meetings. I know I set an example for the younger 4-H members in 4-H with what I say and how I say it. I have learned that a simple smile or an encouraging word that I say to the younger members is so important. I believe younger 4-Hers need to stay active in 4-H to reap the benefits. I communicate to the kids, through body language and tone of voice, that 4-H is important to me and how their great 4-H experience is only the beginning.

Example 2: Through the several trips I made this summer, one of them being to Boys State, I realized that if I want something done or to have a hand in something, I have to speak up. I will also have to meet new people. I have also learned that not all people are alike and that some people just really don't want to talk to strangers. While on the metro at my D.C. trip, I was assigned a task of meeting twenty strangers and finding out a little bit about them. I was very surprised when the first five people, who were all white Caucasians who were very well-off, were all very rude to me and walked away. It was not until I talked to several more people including more white people, a Mexican with an important job in the Pentagon, the African-American who was a huge sports fan, and even the lady from Europe, that I found different people require different communications skills. I had to know how to walk away when turned down and how to keep a conversation with a stranger going smoothly. I have also found out that when in a large group of people with several obviously different cultures, not to judge people by how they look. An opinion that I have formed over several years is that your communication skills can open doors of opportunity.

Getting Along With Others:

Example 1: Throughout our lives we will play on many “teams”. Whether it’s a family team, a work team, or the main team in my life at this point—an athletic team. And the most important, and hardest, thing about being on the many teams we will be on is learning how to get along with others. For example, in athletics, it doesn’t matter how much athletic talent someone has if they’re unable to get work with their fellow teammates. Thankfully for me, through my various 4-H experiences, getting along with my teammates has always been easy. I learned from a young age that it was important to respect others and encourage them to be their best in order to achieve success through a team. It wasn’t as easy, however, for me to teach others those important traits of a team member. I had to lead by example, along with many of the leaders on the team, and show my other teammates how important getting along really is. Situations like those that occur on the basketball floor, such as someone making a mistake or dealing with bad attitudes, directly reflect on how life in the “real world” will be. WE must always learn to get along with those around us and be willing to work hard for their success because it is the only way to reach the goals we set for ourselves, and most importantly, our teams.

Example 2: My experiences within this area have caused me to constantly grow and change. Even though I may not always agree with the people who are among me, I have come to understand that while in group situations, you sometimes need to agree to disagree in order to accomplish the task at hand. My 4-H club has had many struggles over the past year. I have found that some of the ideas that leaders and members have brought to the table may not always be the ones that I agree with. In order to make 4-H a positive experience for everyone involved, I have learned that agreeing to disagree and moving on with the meeting is an important way to get things done. My sometimes controversial club meetings have also helped me to realize that when getting along with others, there is a time and place for everything, and that it isn’t always proper for all discussion to occur in the middle of a meeting. As president, I often found myself helping to control a group of people that tended to disagree. I have also found that when getting along with others, it is important to understand that everyone is different and the importance of embracing those differences. Often in my club, a person introduces a great idea, but others don’t agree. My personal goal is to then listen to why that person may not agree and understand their reason. I feel it is important to better understand where the person is coming from and the different opinions they may bring to the group before passing judgment on their ideas. After one understands the other’s reason, it’s then perfectly fine to disagree with others because you both have valid views and expressed them to one another.

Learning to Learn:

Example 1: 4-H has allowed me to work with a variety of people, and through these people, I have seen that people learn things in different ways. Not one way is any better than the rest, and it’s important to know how to use all the ways of learning to be an effective leader. I personally learn the best in hands-on projects—if I can feel and see, then I understand. This has taught me that I need to learn how to use other methods of learning to make sure that nobody is left behind. At our club meetings, we not only discuss issues, we also have handouts and write things down so that everyone is given equal opportunity to understand what’s happening. It also has taught me that there’s always room to learn more and that knowledge is always around you. This is very evident to me because of my involvement in 4-H in different states. Each time we move, I find new ways of doing things, like a report form or record book. Things are very different in Cardinal County than they were in Iowa or Nebraska.

Example 2: Learning requires the correct principles and environment in order to occur. I believe learning initially begins by listening and watching as someone else performs a task. 4-H’s motto, “learning by doing”, concisely defines the next step. After comprehension, the task must be mentally cemented by manually practicing everything heard and seen. Taking personal responsibility for learning, such as raising an animal or sewing a skirt, makes it much more enjoyable. As the oldest child, I have used all these principles while teaching my siblings a variety of skills, like how to plant a garden, bake cookies, and solve math problems. Learning can’t take place without a positive, willing attitude and a loving, safe atmosphere. When the necessary foundations are laid and the proper principles applied, lifelong learning follows.

Making Decisions:

Example 1: In order to accomplish a goal that I set, I need to recognize what must be done to accomplish that goal. I must proceed with the necessary steps in the appropriate order to accomplish the goal. If an unexpected incident should occur, I may have to determine an alternate action to complete the task. This procedure relating to decision-making can be used for individual or group situations. As project leader for clover Kids, I had to decide upon activities for project meetings. The planned activities had to be both of interest to the members and e something that the members would be able to complete successfully.

Example 2: Not always having the vote go my way has taught me that I can still accomplish things within lots of different frameworks. 4-H involves daily decisions about people, activities, and procedures. To be able to evaluate the choices, look at alternatives and outcomes in relation to one's own goals and values is the ultimate exhibit of this process in action. I am now able to look at these decisions within my won value system while also considering the consequences to those around me.

Managing Resources:

Example 1: Since we are a small 4-H club, we have to manage everything very carefully—our money, our leaders, and “manpower” for activities. The great part is that when we're done, the accomplishment we feel is anything but small! Personally, managing time has become an essential goal as I fit academics, coaching gymnastics, tutoring, track, my 4-H work, and time for friends into a 24-hour day.

Example 2: Managing resources is vital to living well today. I don't have a lot of resources, so I have to consider carefully everything that I do, because it will take some of my resources to complete. With the limited resources I have, I must make every penny count. I have learned over the past three years how to make things last as long as possible. I wear good shirts until a hole is formed or a stain is made, and then the shirts become work shirts for on the farm. I feel that I have learned how to effectively manage my time as well as my physical and monetary resources over the past three years. As treasurer of my 4-H club, I was able to learn to manage the money of the club. With livestock projects in 4-H, I have learned to manage my time and energy. I have to make time to take care of my animals. I also have learned to manage my talent in 4-H. I feel I have a talent for showing animals, talking in front of groups, and helping people; through all the opportunities of 4-H I have been able to do all this.

Working with Others:

Example 1: Being in high school often requires that I work with groups and sometimes groups of people I'm not really familiar with. I have worked with people in y school on class projects several times, such as building shelves in a structures class to researching a Spanish country. I have found that when working with a group, I must employ the first six ideas of this section to get the group to be effective and efficient. As a 4-H counselor, I have learned that when a group works together and listens to each other, more and better things can be accomplished. I must communicate and get along with others. I must also help to make decision s and to manage any resource that we might have such as class time of information for a research project. I always try to listen to everyone and work hard with every group I am in.

Example 2: As chairperson of the first Clover Kid Camp in our county, hundreds of decision had to be made. That made me aware that to be successful, an activity needs to hold some interest or gain for participants. Working within a group requires lots of give-and-take as goals are strived for. I've never really cared “who was the boss” or “who gets the credit” as long as the job was finished when we all went home.

Section C. Citizenship and Community Service (75 points Total)

C1. Citizenship/Community Service Activities (15 points)

List events, activities, and experiences related to citizenship and community service.

+ Level – Club, County, Region, State

+ Involvement – Participant (1 point), Had the idea, (2 points), Arranged the event (3 points)

Year	Activity	Level	Involvement
2007	Citizenship Youth Forum	State	Participant
2008	Mitten Drive for Children	Club	Arranged Event
2006	Good Government Day	County	Helped Arrange Event
2008	Citizenship Washington Focus Trip	State	Participant
2007	Make a Wish Scrapbook	County	Had the Idea

C2. Citizenship (1/2 page maximum) 30 points

Citizenship is an important part of the 4-H program. It can be described as who or what we are, as what we believe, or as what we do. On a separate sheet of paper, write a narrative of your citizenship experiences. (Include both your 4-H and outside 4-H experience)

Identify ways you have participated in citizenship experiences and describe what you learned about your community, school or country, as well as about yourself, in the process. Experiences may include, but are not limited to, volunteering on election day, participation on local extension councils, attending local government days, job shadowing a government official, participating in Citizenship Youth Forum, writing a letter to the editor of the local newspaper, voting and voicing your opinion at club meetings or learning about other cultures such as attending the Kansas City Global Conference.

C3. Community Service (1/2 page maximum) 30 points

Community service is what you do as an individual or with others to help the community. On a separate sheet of paper, write a narrative of your community service experiences. (Include both your 4-H and outside 4-H experience). Identify community service projects and activities in which you have involved, describe your level of involvement and what you learned through the experience.

Citizenship:

The one thing I believe is the most vital part of keeping our country as successful as it has been is citizenship. The way our government is set up, we the people always have the power; if we are willing to accept it. This year within 4-H, I have taken the next step to ensure I use mine positively. Last spring, I attended the University of Missouri-Extension Association's Legislative Day with my dad. During the day, I had a chance to visit with my representative, Fred Bird. Mr. Bird attended my high school and I thought it would be a good idea to ask him some questions for our school-community newspaper *The Cardinal County Chronicles*, where I am a staff writer. He gave me some really good input on why people should take an active role in the government—and how everything directly affects us all. Another lesson I had in citizenship this year was my trip to Washington, D.C. with Citizenship Washington Focus. The slogan for this trip is, "Better Citizens Today...Better Leaders Tomorrow". And I can honestly say that seeing all the historic monuments and sites truly encouraged me to become a better citizen. As I looked upon all the things that our found fathers worked so hard for, I couldn't help but be inspired to work just a hard. They put their entire lives into creating our country to be what it is today. I, for one, want to continue the tradition of success. I participated in a citizenship program called Unitown this past fall with students from my school. This program showed high school students how to learn to accept others from varied religions, races and beliefs. This program helped me accept others, even if I didn't agree with them. This was an important skill to learn because it can help bring together diverse groups and guide a group in completing a common goal.

Community Service:

I would have never thought that listening to a short 45-minute workshop could have made such a big impact on children in my community. But little did I know that by attending a workshop on weighted blankets, I would help better the lives of children in my community. The presenter explained that children who have autism sometimes get agitated, making it hard for teachers and instructors to keep the child from hurting others. The instructors would then lay the child down and put a weighted blanket on top of him or her. This gave the child a feeling of a giant hug, and the child would then calm down. However, it was very difficult for the teachers to acquire the blankets. The weighted blankets could cost anything from \$150-\$300. I felt that the cost was too high for something as simple as a few yards of flannel and old clothes to make the stuffing. So I decided to make weighted blankets a community service project and help out the children with autism. After the fashion revue, I returned home and brought the idea to my county's 4-H council. We decided to make the weighted blankets a countywide project and invite all of the clubs to help make the blankets. We all met on a Saturday, lugging the bags of old clothes our clubs had donated, in the county extension center. Then we set up all of our sewing machines and started to sew. After we had finished constructing the weighted blankets, we brought them to my town's early development center to be used by the children. I chose to spend my Saturday just sewing blankets, with the help of others, to make life a little easier for children with autism and their teachers. I knew the weighted blankets allowed those children to feel more protected and better cope with their disability. The best part was imagining the smiles on their faces.

Section D. 4-H Projects & Activities (160 points Total)

D1 Participation 60 points List 9 4-H events or opportunities associated with your most significant 4-H projects and activities. You can include talks, media, workshops attended, and tours/trips. Put an X in the box below the **highest level of participation** of each event or activity. Do not list the same event more than once.

Year	Activity/Event	Highest level of participation (put an X in one box per activity/event.) (#) indicates points per level				
		Club (2 pts)	County (3 pts)	Region (4 pts)	State (5 pts)	National (5 pts)
2008	State Fashion Review				X	
2007	Regional Achievement Day			X		
2008	National Shooting Sports					X
2007	State 4-H Congress				X	
2008	Clover Kid Camp/Counselor		X			
2006	State Hippology Contest				X	
2007	Regional Teen Trip			X		
2008	Interstate Exchange with Oklahoma				X	
2008	Global Education Australia Exchange					X

List 3 events or opportunities associated with your most significant 4-H projects and activities in other youth organizations.

Year	Activity/Event	Highest level of participation (put an X in one box per activity/event.) (#) indicates points per level				
		Local (2 pts)	County (3 pts)	Region (4 pts)	State (5 pts)	National (5 pts)
2007	Church Youth Group	X				
2008	American Angus Association					X
2007	Missouri Agricultural Business Academy				X	

D2 Project and Activity Learning Experiences 100 Points (1 page maximum)

On a separate sheet of paper, describe experiences associated with your most significant 4-H projects and activities. Only include the last three years maximum. Describe what you learned and how you used that knowledge. What activities did you do and how much time and money did you spend? Hint: Your project record sheet provides valuable summary data to help you write your narrative. Describe how you have used problem solving, responsibility, practiced good sportsmanship and possible careers related to these projects and activities you may have interests in pursuing and how these experiences are going to help you in the future and what that means to your community, country, and world.

Projects and Activities Sample Story #1

My 4-H projects include horsemanship, shotgun, international foods, horse judging and leadership. I also participated in a number of county-wide activities sponsored by the Cardinal County 4-H program and have been on many trips.

I started 4-H to be involved with the horse project. I have trained my own horse from the beginning, and because of those skills I have been asked by other people to train horses. I have used my 4-H skills to earn money for my project and other activities. My horse project has taught me that doing things right takes time. I have spent many hours teaching my horse the right cues so that when we are in the ring she understands what I want her to do. Having a trained horse that understands your movements makes things a lot easier when you get into the show ring. This is true in other aspects of life. If you are prepared for what you do things tend to go smoother and you are able to accomplish more. Horses have also taught me the importance of keeping my cool when things do not go right. Horses tend to be very temperamental animals. They can easily be spooked and don't always listen to you when you want them to. Because of this, my mom says horses are kind of like kids. Working with my horse, Kelly, and her issues has taught me that when things don't go your way just keep working at it to make things better. 4-H horsemanship has also taught me record-keeping skills. Last year alone I spent over \$2,500.00 on shoes, feed, and vet bills. It is amazing to think that my horse cost me more each year than my car does. My financial records help me to better appreciate everything that I put into my horse and the rewards that I get out of riding in 4-H.

Through 4-H shooting sports, I have learned the importance of practice, precision, and patience. When shooting clay pigeons in shotgun, I learned the importance of focusing on the target when it came out of the trap house and following through with my gun until I saw the bird explode in the air. At the beginning I had a lot of problems keeping my eyes open when I pulled the trigger. My gun had a lot of kick to it and my natural reaction was to close my eyes. I found that keeping my eyes open helped to improve my scores. I also learned that the equipment you have can affect your performance. I didn't spend a lot of money on my gun, and used it mostly for messing around in the field or hunting birds. When I went to shotgun practice our coach tried using my gun. It is safe to say that he didn't want to try using it again. While at practice, I got to use other peoples' guns to test out what I might like to have if I were to get a new gun. I found that most of them did not kick as much as mine, which meant I wasn't flinching when I pulled the trigger and it was easier to keep my eyes open. Using a different gun gave me more confidence in my shot and also improved my scores. For Christmas I am asking my parents to buy me a better gun so that I can do even more with the shotgun project.

Through 4-H, I have had the opportunity to go on several trips. One of my favorites was the Kansas City Global Conference. For some reason, when I was there I ended up getting stuck in a room with kids from a different county. At first I was really upset, but I used it as an opportunity to meet new people. I did not end up becoming good friends with my roommates, but I did gain a new perspective on how to handle being stuck in an uncomfortable situation. I met a lot of new people at Global Conference. Global Conference is a career exploration and cultural awareness conference. I signed up for a variety of workshops. One was on zoology and another was on careers in the CIA. From this trip I learned that a career with the CIA was not for me. I could not imagine being in a job where I might get shot. I also enjoyed the last night when we had a cultural activity. They have a lot of different countries come and serve foods and perform dances. I was one of the few people who got up and tried to learn some of the different dances.

Projects and Activities Sample Story #2

I am a strong believer in the 4-H motto—Learn to do by doing. It is one of the key elements of the 4-H program. 4-H is all about helping the youth of today become who they want to be tomorrow. Learning new things and skills through 4-H projects and activities is how 4-H youth are making this transformation.

I have learned a lot of life skills through my 4-H projects over the years. One of these skills is my ability to sew. Sewing skills used to be vital for survival back in pioneer days. You could not just run out and buy a new pair of socks or jeans back then; you just had to fix the ones you had. A lot of people today would not know the first thing about mending a hole in their jeans, but I do. Every time I wear a hole in my favorite pair of jeans, all I have to do is just run over to the sewing machine. Sewing might be a lost art to most people, but I use it on a regular basis.

4-H projects and activities are how we mature through 4-H. One way to demonstrate this is to observe how your produced products and exhibits mature in value. Posters are great for showing what you have learned in your early years as a 4-H member. As you get older and become more experienced, you show what you know through the usefulness and practicality of your projects. A few years ago, I enrolled in Bowling as one of my projects. I had a lot of fun, but I did not learn anything or walk away with any real knowledge about life. There are other projects, like Foods or Woodworking, which teach you things about real life. The projects that teach you important skills are the ones that change your life and help you grow.

Projects and activities have also taught me about investment. I do not necessarily mean the investment of money, though that does apply. I am referring to the investment of time. Time is a very precious thing and it should not be wasted. Growing up, I was always taught to use my time wisely. 4-H has only reinforced this lesson. One of the wisest and most rewarding ways I have spent my time is through community service projects. When you perform services for others, you do not always get something in return; this turns your expenditure of time into more of a sacrifice. There may be something else you would rather be doing, but investing your time in the lives of others who are in need is much more rewarding.

Another investment made is that of the project leader. Without good project leaders, success in projects or at activities would not be possible. My favorite project leaders are those that are good with kids, energetic, and fun—but still informative. A good project leader is able to give you information in a clear and concise way that is easy to understand. Once they have given the information, the project leader can move on to the application of the knowledge with a neat project or fun activity. Positive project leaders also act as mentors and guides to the youth of 4-H. Kids learn a lot about how they want to be in the future from the adult influences in their lives. Without knowing it, project leaders are able to change the lives of youth in their club, community, country, and even the world.

My 4-H Story Sample #1

4-H has had an enormous impact on my life. I often wonder what kind of person I would have become if 4-H had not been there to instill so many important values in me. I have learned so much about people, life, and myself from my time as a 4-H member.

The first things I learned in 4-H were how to emphasize and sympathize with other people. Meeting new people and getting along with people are two major aspects of 4-H. Meeting new people and making new friends can be difficult and scary. This was especially hard for me when I was younger because I was painfully shy. As time has passed by, I have gotten better at finding easy ways to talk to people. When talking to new people, I have learned that you have to be sensitive and polite. You do not need to pry into their lives or know their deepest secrets. Being sensitive to the space of others has taught me about being caring and understanding. As we develop relationships with others, you learn more about them and how to successfully communicate in today's world.

Successful communication through 4-H has led to many new relationships, as well as strengthened old ones. Regional events like Bright and Bold and 4-H camps have allowed me to get closer to people within my own county and meet new people around the area. This past summer I became acquainted with the Purple family from Grape county. Their family attends 4-H camp annually, but this was the year that I got to know all of them even better. I saw the Purple's off and on throughout the summer at various 4-H events including 4-H Day with the Springfield Cardinals, Regional Achievement Day, and the Grapevine Festival. It was nice to see familiar faces and build up our relationships.

4-H has also taught me leadership and determination. I have learned from my experience in 4-H that I like being a leader and I like working with kids. I love having the feelings that, by being in a leadership position, I am helping other people. One of the things I want most in *my* life is to know that I have made a difference in the lives of *others*. I do not want to be famous or popular; I just want to know that I made a difference in someone's life. I want to change the world in some way, even if it is only through a few people. The leadership skills I have learned through 4-H are giving me the opportunity to bring about change. I just have to have the determination to keep working hard to make the change happen.

One of the reasons that I want to *make* change is because I have *been* changed through 4-H. As I mentioned earlier, I used to be terribly shy. I longed to be a leader and to be comfortable working with people. I got this chance when I was a 4-H Camp counselor for the first time. During those few short days at camp, I changed into a completely different person. I was no longer scared to be in charge or talk in front of a large group of people. I realized what I wanted to do with my life that summer. I saw that I wanted to do something where I could be a positive leading influence and that I wanted to work with kids. Being a teacher had always been a possibility to me because my mom is a teacher; 4-H sealed the deal with my positive counseling experience. 4-H has done so much for me, but the best thing it has done is showed me who I am and who I really want to be.

My 4-H Story Sample #2

“Good Evening, I am Eric Callaway. Thank you for watching CC4-H (Cardinal County 4-H) Evening News. I’m here live at the premiere of Grace and the Order of 4-H. With me tonight is Grace Jones, the star and assistant director of the film. So, Grace, can you give me a summary of your seventh movie?” Of course! The film highlights my favorite memories and most stunning moments in 4-H during 2007 when I helped others, lead younger members, made new friends and improved my speaking skills.

“What scene shows you as a leader?” That would definitely have to be the “Here Comes the Judge” scene, which I directed for my club’s April meeting. To help club members know what to expect at the fair, I invited my friends, Trisha, Tina and Tara from the Red Bird 4-H club to be judges. The club members brought their projects to be judged and had a chance to ask questions. I also set up the room to look like the fair and printed extra copies of Exhibit Tags for members to complete. I provided a list of questions the fair judges could ask as well as information on demonstrations and public speaking. It was a great scene, I must say!

“Great! Now where did you really improve your public speaking skills?” That’s a tough question, as I had many opportunities to speak in front of my club while serving as Secretary. I would have to say my position on the University of Missouri Cardinal County Extension Council was a great boost to my self-confidence and it sharpened my public speaking abilities. Before being selected, I had to complete an application and be interviewed by several Council members. I was really nervous at the first meeting, but everyone was welcoming and supportive. I have the chance to speak at each meeting when I give the monthly report about 4-H youth in Cardinal County. Being on the council has been a great opportunity for me and the youth I represent.

“So what was your craziest scene?” That would have to be starting the Blue Skies High Junior High Pep Club. I didn’t realize this at first, the skills I used to start Pep Club were skills I had gained through 4-H. I wrote a proposal for my principal to approve and asked two of my most enthusiastic teachers to be sponsors. I also made signs and announcements for our first meeting. I always followed up with my sponsors to see how we were doing on supplies, helped put up signs and planned meeting agendas. I had a blast in Pep Club and was proud of what I started. I know it was 4-H that gave me the determination to initiate and lead such a group.

“That’s amazing! Grace, did the film take you to any new locations?” Oh, yes! I had so much fun filming at the National 4-H Center, touring Washington, D.C., and seeing the sites in New York. It was great stepping up to the national level with 4-H members from across the country.

“I heard Tweety Bird makes a cameo appearance in the film; is that true?” Yes, it is. Tweety Bird helped introduce my new line of bird feeders at my Working Demonstration. They are made out of cups and saucers. **“What a clever idea! Wait, is that a band marching?”** No, that’s just some animation I created for the Teens Taking Action March for Medical Supply Drive. I designated a flier for the Council Newsletter to promote it.

“Finally, what was your favorite scene?” I had a lot of favorites, but the one that really stands out is the final scene—Fashion Revue. As co-chair, I helped recruit volunteers and suggested a theme. The stage was decorated in bright colors and life size notions. I had a lot of fun with friends from different 4-H clubs who helped decorate, and I loved modeling my sequined sundress. I was surprised and absolutely thrilled when I heard I received Reserve Champion in the show. This really made a great ending for my movie. **“Well, thank you, Grace. I hope opening night is wonderful! I’m Eric Callaway for CC4-H reporting live at the premiere of Grace and the Order of 4-H. Back to you, Paul!”**

Section E. 4-H Story (1 page maximum) (100 points Total)

Up to this point on the application, you have gone back in time for up to, but no more than three years and have given examples that help us “see” a picture of your leadership experiences. You have also described citizenship and community service and explained how that affects your perspective. You have described your project work and the skills it taught you.

Now for the “icing on the cake.” On a separate sheet of paper in a creative story format, tell how you are applying 4-H experiences and lessons to make a difference in your life, and how it has changed you as an individual. Also, list your future goals.

Your 4-H story should add warmth and depth to you as a person with your own values and attitudes. It is a creative way to express who you are to others. It also captures how 4-H has made an impact on your life.

Section F – Photographs (25 points)

Limit three pages (two photos per page, one side only).

- 1) Include color or black & white photos that show things you have done or made in the project(s) listed in **Section D**.
- 2) Write a short sentence beneath each photo to explain what is happening in the photo (maximum 20 words).
- 3) Photos may be mounted on any kind of paper.

Section G – Resume and References (75 points)

Resume (1 page maximum) and References (1 page maximum) (2 pages total)

The experience of preparing a resume is part of this application process. A resume is required for any part or fulltime job you apply for in the future. The importance of a resume cannot be overemphasized. A resume and references will be required before you are considered for an interview by a potential employer. Your resume will be used with this process to give you a feel for the importance of a resume and to be used in your interview.

The Resume and Reference pages are samples for you to use to design your own documents. Your resume and reference pages do not need to be exactly like the samples provided in this packet.

Please insert your Missouri 4-H Recognition Form in some kind of folder or binder to protect it. Please also include an extra copy of your application; the extra copy does not need to be in a binder.

Eric Callaway

106 Red Bird Lane
McGwire City, MO 78564
Phone: 555-123-6543
E-mail: Callaway@aol.com

Objective	A summer employee with a major food chain.
Education	Completing junior year at Clover High School, McGwire, MO GPA 3.2 on a 4.0 scale
Skills	<ul style="list-style-type: none">• Strong work ethic• Dependable and punctual• Work well with people• Responsible• Honest and trustworthy• Respectful to adults and peers
Work Experience	<ul style="list-style-type: none">• Lawn mowing business – summer 2008• Provide childcare for neighbors – 2007-08• Tour guide for Nifong historical home – summer 2008• Worked on home farm with machinery, livestock and crops
Achievements	<ul style="list-style-type: none">• Elected president of senior class – fall 2008• Vice-president of Glassworks 4-H Club – spring 2008• Track team member – 2007-08• Honor roll – 2007-08• Member of Glassworks 4-H Club – 2006-08• Selected as a delegate to State 4-H Congress - 2008
Recognition and Awards	<ul style="list-style-type: none">• Entomology project completion 2006-2008• State Excellence Award Winner 2008• Youth Service To Communities Award• Outstanding Boy (11-13) 2007• Cleanest Cabin at 4-H Camp 2008
References Included	

Eric Callaway

106 Red Bird Lane
McGwire City, MO 78564
Phone: 555-123-6543
E-mail: Callaway@aol.com

REFERENCES

Mr. John Doe
English Teacher
Jefferson High School
28 Longview Drive
Lincoln, Missouri 65300
Doej@jef.edu
318-876-8899

Ms. Alice Grimes
Manager
Regis Department Store
91 Shore Drive
Longbranch, Missouri. 65888
Grimes@regis.com
872-939-7134 cell

Mr. Charles Edward
Distributor
Soybean Association of Missouri
900 April Drive
Georgia, Missouri 89203
Edward@soy.org
919-879-3465