



**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"> <li>• Grammar, punctuation, organization, neatness, spelling, etc.</li> <li>• Section is completely filled out</li> <li>• All appropriate signatures are included</li> </ul>	25
Section B- Leadership	<ul style="list-style-type: none"> <li>• B Leadership experiences 2 page maximum</li> <li>• See page 4 for more details</li> </ul>	140
Section C - Citizenship & Community Service	<ul style="list-style-type: none"> <li>• C1 Citizenship and Community Service activities chart (15 pts)</li> <li>• C2 ½ page on citizenship (30 pts)</li> <li>• C3 ½ page on community service (30 pts)</li> </ul>	75
Section D - 4-H Projects and Activities	<ul style="list-style-type: none"> <li>• D1 Participation Chart (60 pts)</li> <li>• D2 Project and Activity Learning Experiences 1 page maximum (100 pts)</li> </ul>	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
<b>Total Points for Application</b>		<b>600</b>

**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**

<b>County</b>		<b>Program Year</b>		<b>Number of Years in 4-H</b>	
<b>Name</b>			<b>Gender</b> <input type="checkbox"/> Female <input type="checkbox"/> Male		
<b>Home Address</b>		<b>City</b>	<b>State</b>	<b>Zip</b>	
<b>Home Phone</b>		<b>E-Mail</b>			
<b>Birth Date</b>		<b>Age on December 31<sup>st</sup></b>			
<b>Name of Your 4-H Club or Group</b>		<b>Expected Year of High School Graduation</b>			
<b>College or Trade School that You Plan to Attend</b>		<b>Possible Major Areas of Study</b>			
<b>Names of Parents/Guardians</b>					
<b>Race</b> (check all that apply) <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> American Indian/Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Asian/Pacific Islander					
<b>Ethnicity</b> <input type="checkbox"/> Hispanic <input type="checkbox"/> Not Hispanic					
<b>Residence</b> (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 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.

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

**Approval of this Report**

We reviewed this application and believe it to be correct.

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

## **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?

## 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

### 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.



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)

### **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.

## 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.***

# SAMPLE RESUME

## Mark Wilson

1234 Main Avenue  
Anywhere, USA 99999  
Phone: 573-888-9999  
E-mail: [Wilson@aol.com](mailto:Wilson@aol.com)

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

# SAMPLE REFERENCES

## Mark Wilson

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### REFERENCES

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