

SENIOR 4-H PROJECT REPORT (AGES 14-18)



PROJECT REPORT FORM FOR _____

This report is for only one project.

(NAME/NUMBER OF PROJECT – AS FOUND IN THE CLOVER)

CAPE GIRARDEAU COUNTY 4-H PROJECT REPORT GUIDELINES

Members are encouraged to complete a project report form in all projects they are enrolled in.

Use this form for all projects (including animal projects) **except for Shooting Sports.**

STATEMENT/APPROVAL OF REPORT - All signatures must be complete

SECTION 1 – YOUTH PROFILE - Be sure to fill out **COMPLETELY**.

SECTION 2 – CLUB/COMMUNITY ACTIVITIES - *Not 4-H or project specific.*

- **LEARNING ACTIVITIES:** List **all** learning activities you participated in this year.
- **EXPERIENCES IN LEADERSHIP:** List all leadership activities you participated in this year.
- **COMMUNITY SERVICE:** List **all** community service projects you have participated in this year.

SECTION 3 – PROJECT SPECIFIC DETAILS - Be sure to fill out **COMPLETELY**.

- **GOAL SETTING:** List at least 3 goals or more in the project.
- **FINANCIAL SUMMARY:** List, at the least, supplies used.

SECTION 4 - 4-H PROJECT STORY – REQUIRED Limit to 1,000 words max, handwritten or typed, double-spaced, and 12 pt. font such as Arial, Calibri or Times New Roman.

- The story should include what you learned in this project, this year.
- The story must be written by the 4-H member in their own words.
- Do **NOT** write one story, change a few words, and submit it for several projects.
- Do **NOT** take another 4-Her's story, change a few words, and submit it for your project.
- Judges will judge on content. Punctuation, spelling, and neatness will not be "graded" *as long as it is readable.*

SECTION 5 – PHOTOGRAPHS - REQUIRED Include color or black & white pictures showing things you have done or made in the project. *Provide a caption for each picture explaining what is in the photograph.* Limited to **three pages**, one side only, no more than three pictures per page. Pictures may be digitally imported and printed or mounted pictures on a page.

PLEASE NO COVER PAGES, REPORT COVERS, TITLE PAGES OR GRAPHICS.

Simply staple all pages together.

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| SECTION 1 – YOUTH PROFILE | | | | | |
|---|----------------------------------|---|--------------------------------|---|--|
| Name | | Program Year | Years in 4-H | Years in Clover Kids | |
| Home Address | | City | State | Zip | |
| Phone | | E-Mail | | Gender <input type="checkbox"/> Female <input type="checkbox"/> Male | |
| Birth Date | Age (as of Dec. 31 of last year) | Grade (as of Dec. 31 of last year) | Name of Your 4-H Club or Group | | |
| Expected Year of High School Graduation | | College, Trade School or Career that you may be beginning | | Possible Major Areas of Study | |
| Names of Parents/Guardian | | | | | |

| Statement by 4-H Member | |
|--|--------------|
| By signing below, I certify that I have personally prepared the following project report | |
| Youth Signature | Today's date |
| Approval of This Report | |
| Parent/Guardian Signature | Today's date |

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SECTION 2 – CLUB / COMMUNITY ACTIVITIES for the current 4-H year

Learning Activities: These come in many forms. It may be a talk or demonstration, a tour, workshop or camp attended or it may be an exhibit or event you participated in. List current year's activities. Designate level of participation with the appropriate letter; local or club (L), County (C), Regional (R), State (S)

| Level | Activity | What you learned from participating |
|-------|---|---|
| C | Demonstration – How to make a stocking using old blue jeans | I learned that it's best to write out the steps instead of trying to remember them. |
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SECTION 2 – CLUB / COMMUNITY ACTIVITIES for the current 4-H year

Learning Activities: Continued

| Level | Activity | What you learned from participating |
|-------|----------|-------------------------------------|
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Experiences in Leadership: Report **current year's** leadership activities not listed above. List offices you held and committees served on, explain duties and specific responsibilities.

| Office or Committee | Duties of position | Your responsibilities |
|---------------------|--------------------|-----------------------|
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| Experiences in Leadership: Continued | | |
|--------------------------------------|--------------------|-----------------------|
| Office or Committee | Duties of position | Your responsibilities |
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Community Service Projects: List your **current year's** service projects and designate what they were done for (4-H, church, etc.)

| Project | Done for what organization? | What you did |
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| Community Service Projects: Continued | | |
|---------------------------------------|-----------------------------|--------------|
| Project | Done for what organization? | What you did |
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SECTION 3 – PROJECT SPECIFIC DETAILS

| | |
|--|--|
| List item made or animal used in this project. Give specifics such as size/color of item, sex/weight of animal | Estimated hours spent working on project |
| Project leader | Years in project |
| Goals for this project (MUST HAVE 3 GOALS) | Month/Year Completed |
| 1. | |
| 2. | |
| 3. | |

In this project during this 4-H year, what has been your most rewarding experience (other than awards and ribbons) **or** memorable disappointment and what did you learn?

The 4-H motto is "to make the best better." How has this year's 4-H project experience supported that motto?

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Pick two life skills that you learned while doing this project this year and explain how they relate to your life or to your future. (see the last page for the Life Skills Model)

FINANCIAL SUMMARY - It's not always easy keeping up with expenses/income, so, to the best of your ability, explain your cost/income or list supplies used. (it could be - I got sugar from Mom's kitchen)

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SECTION 4 - 4-H PROJECT STORY – REQUIRED – see page 1 for details

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4-H Youth's Name _____

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4-H story continued

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| Photo | Caption |
|-------|---------|
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4-H Youth's Name _____

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| Photo | Caption |
|-------|---------|
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4-H Youth's Name _____

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| Photo | Caption |
|-------|---------|
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Targeting Life Skills Model

Meet the Targeting Life Skills model that helps guide 4-H. The wheel introduces the basic concepts and character traits associated with the four H's. Our goals are not to just do a few projects during a year but to learn soft skills that relate to everyday life experiences and teach youth to be valued, contributing members of their societies. The wheel and charts below help define and describe the concepts tying them with actions.

This is a good tool for explaining

As you complete your report, refer back to this page and **make the connections, use the words and see the difference 4-H has made in your life.**



| | | |
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| Head | Thinking | Service Learning — gaining skill and experience through active participation in organized service experiences, that meet actual community needs and that are coordinated with the school and community; learning linked with real life. |
| | | Critical Thinking — strategies for analyzing, comparing, reasoning, and reflecting focused on deciding what to believe or do; discovering meaning; building connections with past learning. |
| | | Problem Solving — clearly identifying a problem and a plan of action for resolution of the problem. |
| | | Decision Making — choosing among several alternatives. |
| | | Learning to Learn — acquiring, evaluating and using information; understanding the methods and skills for learning. |
| | Managing | Resiliency — adaptability; the ability to recover after experiencing misfortune or disease; coping with change; overcoming problems and difficulties. |
| | | Keeping Records — recording selected useful information, usually focused for a specific purpose. |
| | | Wise Use of Resources — using sound judgment; not wasteful; being responsible; setting priorities. |
| | | Planning/Organizing — a method for doing something that has been thought out ahead of time; how the parts can be put together. |
| | | Goal Setting — deciding on the purpose or desired result; something to work toward. |
| Heart | Caring | Nurturing Relationships — two or more people form a connection that contributes to their mutual well-being, each providing care and attention to the other person. |
| | | Sharing — to have, use or do together with another or others. |
| | | Empathy — being sensitive to or identifying with another person's situation, feelings or motives. |
| | | Concern for others — to worry about, give attention to, the well-being of others. |
| | | Accepting Differences — to recognize and welcome factors that separate or distinguish one person from another. |
| | Relating | Conflict Resolution — finding and applying creative and non-destructive ways to resolve differences between two or more persons; getting along with others. |
| | | Social Skills — skills people use when interacting with others and to behave in the accepted manner or customs of the society in which they live; adapting well to one's social environment. |
| | | Cooperation — to work or act together for a common purpose or mutual benefit. |
| | | Communication — exchange of thoughts, information or messages between individuals; sending and receiving information using speech, writing, gestures and artistic expression. Public Speaking is not a life skill in the Hendricks model. For those who want a definition Public Speaking — the ability to effectively communicate in front of a group of people. |

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| Hands | Giving | Community Service/Volunteering — to donate one's time and/or effort of one's own free will for the benefit of the group without guarantee. |
| | | Leadership — to assist the group in meeting its goals by showing or directing along the way; using personal influence to guide the group in reaching its goals. |
| | | Responsible Citizenship — an individual demonstrating love and devotion in response to duties, rights, and privileges as a member of a community or country. |
| | | Contributions to group efforts — to give or supply along with others for a common purpose. |
| | | Marketable Skills — to have the abilities wanted by employers and needed to hold a job. |
| | Working | Teamwork — work done by two or more people, each doing parts of the whole task. |
| | | Self-motivation — able to make the needed effort to carry out a task or a plan; personal will to take action. |
| | | Self-esteem — pride in oneself; proper regard for oneself as a human being; valuing oneself; a feeling of ability to cope; learning to accept and like oneself. |
| | | Self-responsibility — taking care of oneself; being accountable for one's behavior and obligations; choosing for oneself between right and wrong. |
| | | Character — a person's moral strength; integrity, fortitude, reputation; a person's usual qualities or traits; adherence to a code of values or ethical principles. |
| Health | Being | Managing Feelings — expressing one's feelings appropriately and in proportion to circumstance. |
| | | Self-discipline — control of self and one's conduct in line with moral character (what is right and wrong), personal values (what one considers important), and societal expectations; control before acting in a hurtful or harmful way. |
| | | Healthy Lifestyle Choices — increased knowledge, attitudes and behaviors that insure current good health, as well as those that assure future well-being such as: exercise, nutrition, disease prevention, personal safety and stress management. |
| | | Stress Management — to direct or have control over physical or mental strain and pressure, or one's reaction to it; coping with change. |
| | | Disease Prevention — to anticipate and ward off conditions that keep the body from functioning normally, such as infection or stress that impairs normal physiological functioning. |
| | Living | Personal Safety — taking care to avoid danger, risk, or harm; self-protection; being cautious, careful; physically and emotionally safe. |