



# 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.



Attach Photo  
Here

**Application**  
 Missouri 4-H Recognition Form for Statewide Experiences

**Section A. Biographical Data**

<b>County</b>		<b>Year</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 as of January 1 this year</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**

I prepared this application myself and certify that the information is true and accurate.

<b>Date</b> (month, day, year)	<b>Signature of 4-H Member</b>
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**Approval of this Report**

We reviewed this application and believe it to be correct.

<b>Date</b>	<b>Signature of Parent/Guardian</b>
<b>Date</b>	<b>Signature of 4-H Leader</b>
<b>Date</b>	<b>Signature of County 4-H Staff Person</b>

# Missouri 4-H Recognition Instructions

## Level 3 Ages 14-18

### Eligibility

- For 4-H members ages 14-18 as of January 1
- Must have been a 4-H member for at least one year
- If selected, must be willing to give at least one year after the special state experience to enhance the local/multi-county/regional 4-H program efforts

### 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**.
- ✓ 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.

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

### Scoring Your Application

Your application is worth a total of 100 points. The following is a breakdown of points possible for each section of this application. Well-written and complete applications will receive higher scores.

**Section A.** Biographical Data (**no points**)

**Section B.** Leadership (**25 points**)

**Section C.** Citizenship and Community Service (**25 points**)

**Section D.** Projects and Activities (**25 points**)

**Section E.** 4-H Story (**15 points**)

**Section F.** Resume and references (**10 points**)

#### Section A. Biographical Data

Complete the form on page 2 and attach one 2" x 3" color or black & white photo of yourself. (Photo required for possible publicity purposes.) Signatures are required.

### Section B. Leadership

#### (2 page maximum) 25 Points

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 (1/2 page) and Community Service (1/2 page)**

### **(1 page total) 25 Points**

On a separate sheet of paper, write a narrative of your citizenship and community service experiences. (Include both your 4-H and outside 4-H experience)

**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. *Legal citizenship* focuses on citizens' government-guaranteed rights and responsibilities such as voting, following the law and qualifying for benefits. Legal citizenship offers us important freedoms, protections and responsibilities. *Patriotic citizenship* is based on a belief that American citizens share a common core set of values. Our commitment to democracy is one of these values. Active citizenship focuses on the collective action we take to address our common concerns. It emphasizes our ongoing involvement in making the decisions and doing the work that creates the world around us. It focuses our understanding of democracy on its literal meaning: rule by the people.

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.

**Community service** is what you do as an individual or group to help your community. Identify community service projects and activities in which you have participated and describe what you learned through the experience.

## **Section D. 4-H Projects and Activities**

### **(1 page maximum) 25 Points**

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. Who were your favorite project leaders and why? 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.

Also include 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) 15 Points**

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. Resume (1 page maximum) and References (1 page maximum) (2 pages total) 10 points**

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 will be required before you are considered for an interview by a potential employer.

Filling out applications and submitting resumes are necessary in a variety of situations. An application is a process for applying for such things as scholarships, trips, and entrance to universities and colleges or trade schools. A resume is used in the job market. 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.

A basic sample resume is provided on the back page of this guide. Keep in mind, as you begin to create your resume, that the information and look of your resume may be quite different.

#### **Introduction**

Employers have indicated that resumes are screened in two minutes or less. Consequently, resumes should be brief and to the point, easy-to-read, grammatically correct, neat and orderly.

As a general rule, quality applicants will submit resumes that are one page in length, never more than two. Organize your resume in an outline form. It will be easier to read. Avoid overstatements of

abilities/accomplishments that will be difficult to validate in the interview. An excellent resume maximizes your strengths and addresses the needs of the employer.

#### **Purpose**

**The purpose of a resume is to generate an interview.**

- Provide enough information to capture and maintain interest.
- Avoid highly detailed descriptions (work, activities, etc.)
- Address the hiring supervisor's/manager's perspective and his/her employment needs.
- State what you have done, how well you did it, and your potential to contribute to the position for which you are applying. Include dates when relevant.
- Show how your past experiences and performance qualify you for the position. Be future-oriented.

#### **Parts of a Resume**

1. Name, address, phone numbers, e-mail
2. Career/work objective
3. Some categories to use to address your capability to accomplish the career/work objective:
  - a. Accomplishments or skills
  - b. Education
  - c. Work experience
  - d. Activities and interests
  - e. References (Including a reference page may indicate that you have given thought to information the employer may need.)

#### **Recommendations**

- Not all parts are required in a resume. Use only those that are relevant to the job for which you are applying.
- Make use of space, capital letters, bolding, bullets, etc. to direct the reader's eye to relevant information.
- Know your competition. Design a great resume. An average, run-of-the-mill resume implies you are an average, run-of-the-mill person. Rarely does a supervisor/manager want to hire an average, run-of-the-mill person.
- Good resources and samples of resumes can be found on many career websites. Another source is the University of Missouri Career Center at <http://career.missouri.edu/>

## Sample Resume

# Mark Wilson

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

- Objective** A summer employee with a major food chain.
- Education** Completing junior year at Clover High School, Shenandoah, MO
- Capabilities**
- Strong work ethic
  - Dependable and punctual
  - Work well with people
  - Responsible
  - Honest and trustworthy
  - Respectful to adults and peers
- Work Experience**
- Lawn mowing business – summer 2003
  - Provide childcare for neighbors – 2001-02
  - Tour guide for Nifong historical home – summer 2001
  - Worked on home farm with machinery, livestock and crops
- Achievements**
- Elected president of senior class – fall 2003
  - Vice-president of Glassworks 4-H Club – spring 2003
  - Track team member – 2002-03
  - Honor roll – 2002-03
  - Member of Glassworks 4-H Club – 2000-03
  - Selected as a delegate to State 4-H Congress - 2003
- Personal Interests**
- Working with animals
  - Designing and constructing clothes
  - Playing the piano
  - Spending time with family and friends
- References Included**

## Sample References

# Mark Wilson

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### REFERENCES

**Mr. John Doe**  
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