



Recognition Form

Level 3 (Ages 14-18)

Instructions

Eligibility

- For 4-H members ages 14-18, who have been a 4-H member for at least one year

Application Information and Formatting

- Complete form with all required signatures.
- Head each section of the application by letter and name. Example: Section B. Leadership
- Application must be typed. Use plain 8 ½ x 11" white paper with 1-inch margins at the top, left, bottom and right for all pages including the resume. Type on one side of each sheet of paper only. Use a 12-point font. Single space within each answer.
- Total points for this form equal 100. Point values are listed with each section. There are 5 points available for the overall form including grammar, punctuation, organization, neatness, spelling, following directions etc.
- Report up to, but no more than, three years' information. May use earlier experiences in sections E and F to show progression in skills and abilities.
- Submit your form in a flat, pronged folder with no page protectors to your local University of Missouri Extension center prior to the locally required date.
- Stay within the page limits specified for each section of the application.
- The leadership, citizenship and community service sections and the resume may include experiences in 4-H, school, church and community. Remember that this is a 4-H application.
- An interview to determine National Congress delegates will be part of the process for the final selection at the state level.
- DO NOT attach any additional pages, pictures, support material or documents to your form. Only submit the required information. Do not submit instruction or example pages.
- Reasonable accommodations may be made for youth with special needs. Contact your county Youth staff for more information.

University of Missouri, Lincoln University, U.S. Department of Agriculture and Local Extension Councils Cooperating
EQUAL OPPORTUNITY/ADA INSTITUTIONS

Missouri 4-H Recognition Form

Level 3 (Ages 14-18)

Section A. Biographical Data

County of Membership	Region	Program Year		Number of Years in 4-H	
Name			Gender <input type="checkbox"/> Female <input type="checkbox"/> Male		
Home Address		City		State	Zip
Home Phone		E-Mail			
Birth Date		Age on December 31 st			
Name of Your 4-H Club or Group		Expected Year of High School Graduation			
College or Trade School that You Plan to Attend		Possible Major Areas of Study			
Names of Parents/Guardians					
Race (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					
Ethnicity <input type="checkbox"/> Hispanic <input type="checkbox"/> Not Hispanic					
Residence (check one)					
<input type="checkbox"/> Farm <input type="checkbox"/> Rural less than 10,000 <input type="checkbox"/> Town of 10,000 to 50,000			<input type="checkbox"/> Suburb of more than 50,000 <input type="checkbox"/> City of more than 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) 28 Points

You will use leadership skills in many ways the rest of your life. Write one paragraph on each of the seven leadership life skills; identify each paragraph with the following headings: Understanding Self, Communicating, Getting Along with Others, Learning to Learn, Making Decisions, Managing Resources and Working with Groups.

Relate these skills to the leadership roles and experiences you have had through 4-H such as holding an office, serving on a committee, participation in a project, etc. Remember, tell what you did, what you learned and how this has changed you or others.

- Understanding Self**

Developing leadership relies heavily on inner strengths of the leader. You need to know what is important to you because it will influence the decisions you make. In this section consider how your leadership roles in 4-H have helped you to better understand yourself. Describe a personal challenge you have overcome through your leadership experiences.

- Communicating**

Good 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. Communication is more than being able to give a speech in front of a group of people. In this section consider how you have developed a variety of communication skills in your 4-H leadership positions. Describe an example of where your communication skills have allowed you to effectively lead a group.

- Getting Along with Others**

Understanding and appreciating the people you meet is important when leading groups. As a leader, you need to gain the trust and support of the individuals in the group. In this section consider how you have used your leadership skills to promote a team attitude among a group of 4-H members. Describe a situation where your leadership skills were used to help a group get along.

- Learning to Learn**

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. In this section consider your learning style, how has 4-H helped you to develop your learning skills. Describe a time when you were in a leadership role and had to work with people who had a wide range of abilities or a wide age range. What methods were successful in helping this group learn, what struggles did you face?

- Making Decisions**

When making decisions for yourself or with a group you use a process. The decision making process requires individuals or members to 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 this section consider a 4-H decision that you have made, the result, and the lessons learned. Give an example of how you led a group of 4-H members in making a decision, what was the outcome?

- Managing Resources**

To help groups use the resources available to achieve goals, careful planning is required. Proper management of resources includes identification and effective use of the resources you have. In this section consider how your leadership helped manage resources through the planning, implementation and completion of a 4-H group goal. Describe the success level of the experience both personally and for the group.

- Working with Others**

Working with others requires you to know how a group works, how the leader influences the group, and realizing what leadership style works best in different situations. Good leaders know how to create good group environments by focusing on group member's needs and motivations and helping people work together cooperatively. In this section consider a specific leadership activity which provided a challenge for you in working with others. Describe the difficulties you faced, what you did, and what the outcomes were.

Section C. Citizenship (1/2 page maximum) 8 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. *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.

Write a narrative about your 4-H and community citizenship experiences, 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, writing a letter to the editor of the local newspaper, voting and voicing your opinion at club meetings, learning about other cultures or participating in 4-H events (state-wide events will be listed on the Missouri 4-H website <http://4h.missouri.edu/>).

Section D. Community Service (1/2 page maximum) 8 Points

Community service is what you do as an individual or with others to help the 4-H club, community, country and world. Write a narrative about your community service experiences through 4-H and other organizations. Identify community service projects and activities in which you were involved, describe your level of involvement, what you learned and how it benefited others.

Section E. 4-H Projects & Activities (1 page maximum) 15 Points

Describe experiences associated with your most significant 4-H projects and activities, only using events from the last three years. Describe what you learned in your project(s) and how that translates to your current and future life skills in areas such as, but not limited to: problem solving, responsibility, financial management, practicing good sportsmanship and possible careers related to your projects and activities.

Section F. 4-H Story (1 page maximum) 20 Points

In a creative story format, describe how 4-H has changed you through the application of 4-H experiences and lessons to make a difference in your life and the lives of others. Include your future goals and how they have been influenced by your 4-H experiences.

Section G – Photographs (3 pages, 2 photos per page, one side only) 6 Points

Include color or black & white photos on white 8 1/2x 11 paper that depict your 4-H experiences, with a short caption for each.

Section H – Resume and References

Resume (1 page maximum) and References (1 page maximum) (2 pages total) 10 Points

Create a resume with references, which should reflect your over-all career goals. Follow the layout of the example provided. The Resume and Reference pages should follow the same formatting directions as the rest of the form.

Truman T Tiger
Six Column Drive
Tigerland, MO 65000
573-828-1997
truman.tiger@missouri.edu

Contact Information: should be at the top of your resume—include name, address, phone number, and e-mail (if you have it). Separate it out by centering it and making it bold. If you have a college address separate from a home address, use both.

Education: include graduation date and GPA if it is 3.0 or higher.

Education Missouri Park Senior High, class of 2020 (3.8 GPA)

Experience

Missouri Public Library—University Branch (June 2015-present)

- Maintained library database on checked-out materials.
- Coordinated volunteer program for Story Time.
- Organized card catalog to incorporate new materials.

County 4-H (2003-present)

Participated in several volunteer activities, including: clean-up and rebuilding fairgrounds (50 hours), organizing canned food drive for the Food Pantry (80 hours) and serving as 4-H Council President.

Activities

- County 4-H (2003-present)
- Missouri Park Senior High FFA (2015-present)
- Cross Country (2002-present)
- Riding lessons (10 years)

Awards

- Key Award, 2015
- A Honor Roll, 2011-2015
- Outstanding 10 Year Member, 2015

References Included

Formatting Experiences: (2 options)

1. Heading line (include title and dates) followed by bulleted list—see Work Experience as example.
2. Heading line (include title and date) followed by narrative list—see Volunteer Experience as example.

Writing About Experiences

Regardless of style, begin each phrase/sentence/ bullet with an *active verb* such as : maintained, coordinated, organized, participated, etc..

Headings The expected headings would be: education, experience (work or volunteer), but the others are up to you. Use the ones that work best. Other possibilities: skills, additional experience, related experience, leadership experience, research experience, writing experience, computer experience, objectives, leadership, related coursework, work experience, volunteer experience, anything that fits your particular qualities.

General Formatting You should have 1 inch margins, major headings (like 'Education') on the left, then indent with additional information below—for example, notice how County 4-H is lined up below Missouri Public Library. Use a traditional font (New York, Arial, just not cursive...) at 12 point size. It should all fit on one page. Remember, it needs to be easy to read—keep it simple and organized!

Other things to remember:

- proofread, proofread, proofread!
- Check for punctuation and spelling.
- Check for format and style consistency.
- Show your resume to a friend.

References

- ask permission before you list someone as a reference
- select references from different areas of your life

Action Verbs: Read the list of action verbs below, checking those skills you have demonstrated through internships, part-time or summer jobs, coursework, leadership experience, or community service. Try to incorporate some of these action verbs in the descriptions of your experiences on your resume. This is by no means an exhaustive list. These can also be helpful when filling out the rest of the form.

Management Skills

administered
analyzed
assigned
chaired
consolidated
contracted
coordinated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised.

Communication Skills

arranged
authored
collaborated
convinced
developed
directed
drafted/edited
formulated
interpreted
mediated
moderated
negotiated
persuaded
promoted
publicized
reconciled
recruited
translated
wrote

Research Skills

clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized
surveyed

Technical Skills

assembled
built/calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repaired
solved
upgraded

Teaching Skills

adapted
advised
clarified
coached
communicated
coordinated
demystified
developed

enabled
encouraged
evaluated
explained
facilitated
guided
informed
instructed
persuaded
set goals
stimulated
trained

Financial Skills

allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecasted
managed
marketed
planned
projected
researched

Creative Skills

acted
created
customized
designed
developed
directed
established
founded
illustrated
initiated
instituted
integrated
introduced
invented

originated
performed
planned
revitalized
shaped

Helping Skills

assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
motivated
referred
rehabilitated
represented

Clerical or Detail Skills

approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
processes
purchased
recorded

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