2009 Oklahoma 4-H Awards Handbook
Preface

The goal of 4-H is life skill development. Recognition and Award Programs can be an important part of a 4-H member’s experiences. Recognition comes in a variety of forms. The challenge for adults who assist 4-H members is matching the recognition program to the needs of the individual 4-H member.

This handbook is designed to assist Extension staff and volunteers. Information is provided about awards specifically for Oklahoma 4-H. The awards listed in this handbook are all based on a competitive process that begins at the local or county level. It does not cover awards associated with specific events and activities or 4-H Round-up.

Due to constantly changing conditions, it is impossible to guarantee state sponsored awards. Everything in this handbook is current as of the revision date, but is subject to change, based on donor support. Revisions are posted on the 4-H website (http://oklahoma4h.okstate.edu/) and in Focus on Youth electronic newsletter, also available on 4-H website.

Before counseling an individual member regarding a specific award, current award status should be confirmed.
Using the 4-H Awards Handbook

Section I: Introduction
Preface ............................................................................................................ 2
Table of Contents ............................................................................................. 3
Philosophy of Awards ..................................................................................... 7
State Award Information .................................................................................. 8
The Oklahoma Educational Award Process ..................................................... 8
4-H Scholarship Exception Request ................................................................. 10

Section II: Project Record Books
The Oklahoma Report Form ............................................................................. 12
Project Record Book Format for State Competition – Level I & II projects .......... 21
4-H Philosophy on Reporting Project-related Work with other groups ............... 24
  Beef project examples .................................................................................... 25
  Child Care project examples ......................................................................... 26
  Citizenship project examples ......................................................................... 27
  Horse project examples .................................................................................. 28
  Horticulture and Plant Science project examples ......................................... 29
  Performing Arts project examples ................................................................ 30
  Recreation and Leisure Arts project examples ............................................. 31
  Sheep project examples .................................................................................. 32
  Shooting Sports project examples ................................................................ 33
  Swine project examples .................................................................................. 34
Formatting the Oklahoma Report .................................................................... 35
  Section I-A examples .................................................................................... 37
  Section I-B examples .................................................................................... 40
  Section II examples ....................................................................................... 41
  Section III examples ..................................................................................... 42
  Section IV examples ..................................................................................... 43
  Section V examples ....................................................................................... 43
Ten Steps to a Quality Program .................................................................... 44
Planning 4-H Record Keeping ....................................................................... 45
Planning for Success ....................................................................................... 45
What is Leadership ......................................................................................... 46
What is Citizenship ......................................................................................... 46
Make Your 4-H Record Book Come to Life ..................................................... 47
4-H Story .......................................................................................................... 47
4-H Story examples ......................................................................................... 48
Clerical Hints .................................................................................................. 51
Definitions ....................................................................................................... 53
Supporting Photographs ................................................................................ 54
Score Sheet for Record Book Judging – Level I Projects ................................. 56
State Project Award Interview Sheet – Level I Projects .................................... 57
Score Sheet for Record Book Judging – Level II Projects ................................. 58
State Project Award Interview Sheet – Level II Projects .................................... 59
State Record Book Entry Checklist for Level I & Level II projects .................... 60

Revised 02/2009
Section III: Scholarships
Oklahoma 4-H Scholarship Application ................................................................. 62
  Entrepreneurship Attachment 1 ................................................................. 68
  Entrepreneurship Attachment 2 ................................................................. 69
  Entrepreneurship Attachment 3 ................................................................. 70
  Level III Scholarship Score Sheets for Gibson, Smith, Youth Expo, Anderson & Goodbary .... 71
  OHCE Scholarship Score Sheets ................................................................. 72
  Oklahoma Key Club Scholarship Score Sheets ............................................ 73
  4-H Entrepreneurship Scholarship Score Sheets ........................................ 74
  Patillo/Graumann/Pratt Scholarship Score Sheets ....................................... 75
  Tracey Cox Memorial Scholarship Score Sheets ......................................... 76
Blackburn Handskills Scholarship Application ................................................ 77
  Blackburn Handskills Scholarship Score Sheets ......................................... 81
Oklahoma Collegiate 4-H Scholarship Application .......................................... 82
  Collegiate 4-H Scholarship Score Sheets ................................................ 86
  Level III and Level IV Oklahoma Scholarship Entry Checklist ..................... 87

Section IV - Other Award Programs
Oklahoma 4-H Hall of Fame ................................................................. 89
  Oklahoma 4-H Hall of Fame Record Book Score Sheet .................................. 90
  Oklahoma 4-H Hall of Fame Interview Score Sheet ..................................... 91
National 4-H Congress Description ................................................................... 92
  National 4-H Congress Application .......................................................... 93
  Functional Resume Example .......................................................... 97
  National 4-H Congress Score Sheet .......................................................... 99
  Entry Checklists for Hall of Fame and National 4-H Congress .................... 100
Oklahoma 4-H Key Award Program .............................................................. 101
  Key Club Checklist ............................................................................. 107
Outstanding 4-H Alumni Award .................................................................. 108
Outstanding 4-H Alumni Nomination Form ............................................. 109
Oklahoma Honorary 4-H Member Award ................................................. 110
Oklahoma Honorary 4-H Member Nomination Form .................................. 111
Oklahoma Pork Council Award Application ............................................... 112
Beef Selecting, Preparing and Serving Award Application ............................ 114
National 4-H Conference Application Form ............................................ 116
  National 4-H Conference Applicant Certification Form ......................... 117
  Oklahoma State 4-H Program Reference Sheet ...................................... 118
  National 4-H Conference Score Sheet ..................................................... 119
  National 4-H Conference Guidelines .................................................... 120

Section V – Interviews
Interview Process for State Award Programs ............................................. 124
The 4-H Interview ............................................................................. 125
How to Have a Winning Interview .......................................................... 127
Interview Tips for You ........................................................................ 128
Listening Skills ............................................................................. 129
Some Tips for Interviewers ................................................................. 130

Revised 02/2009
Section VI Summary of Award and Scholarship Opportunities

Level I Projects and objectives for current program year

Achievement ........................................................................................................... 134
Agriculture .............................................................................................................. 134
Beef ............................................................................................................................ 134
Breads ........................................................................................................................ 135
Child Care ................................................................................................................. 135
Citizenship ................................................................................................................ 135
Conservation of Natural Resources ....................................................................... 136
Dairy .......................................................................................................................... 136
Fabrics and Fashions/Fashion Revue ...................................................................... 136
Food Science .......................................................................................................... 137
Geology ..................................................................................................................... 137
Health and Fitness ................................................................................................. 137
Horse ........................................................................................................................ 138
Horticulture and Plant Science ............................................................................... 138
Leadership ............................................................................................................... 138
Performing Arts ...................................................................................................... 138
Photography ............................................................................................................ 139
Public Speaking ...................................................................................................... 139
Recreation and Leisure Arts ................................................................................... 139
Safety ....................................................................................................................... 139
Sheep ....................................................................................................................... 140
Shooting Sports ...................................................................................................... 140
Swine ........................................................................................................................ 140
Veterinary Science .................................................................................................. 141
Wildlife and Fisheries ............................................................................................. 141
All Other Projects, Small Animals .......................................................................... 141
All Other Projects, Ag and Natural Resources ....................................................... 142
All Other Projects, Science and Technology .......................................................... 142
All Other Projects, Family and Consumer Sciences ............................................. 142

Level II Projects and objectives for current program year

Advanced Achievement .......................................................................................... 143
Elvin Lindley Advanced Agriculture ...................................................................... 143
Advanced Citizenship ............................................................................................. 144
Advanced Family and Consumer Sciences ............................................................ 144
Ira Hollar Advanced Leadership ............................................................................. 144

Level III College Scholarships for Graduating High School Seniors only

Harold & Jeanne Gibson Memorial ......................................................................... 146
Dana Smith Memorial .............................................................................................. 146
Oklahoma 4-H Key Club .......................................................................................... 146
4-H Entrepreneurship ............................................................................................. 146
Larry D. Anderson Memorial ................................................................................... 147
Allan and Dorris Goodbary .................................................................................... 147
College of Human Environmental Sciences ........................................................... 147
Oklahoma Youth Expo ............................................................................................ 147
Blackburn Handskils .............................................................................................. 147
Oklahoma Home and Community Education ...................................................... 147

Revised 02/2009
Level IV College Scholarships for full time college students only
Oklahoma Home and Community Education ................................................... 148
Modelle Patillo and Hugo Graumann ........................................................... 148
B.A. Pratt ........................................................................................................ 148
Tracey Cox Memorial .................................................................................... 149
Collegiate 4-H ............................................................................................... 149

Other Award Programs----

Section 1 – State Programs
Oklahoma 4-H Hall of Fame ........................................................................ 151
National 4-H Congress ............................................................................... 151
National 4-H Conference .......................................................................... 152
News Eagle ................................................................................................ 153
State Outstanding Alumni ......................................................................... 153
State Honorary 4-H Member ..................................................................... 153

Section 2 – Special Awards Available to All Counties
Breads ........................................................................................................ 154
Beef Selecting, Preparing and Serving ...................................................... 154
Dairy Products ............................................................................................ 155
Oklahoma Pork Council .............................................................................. 155
Peanut Production and Foods ................................................................. 155
Oklahoma 4-H Key Club ........................................................................... 155

4-H News Information Sheet ........................................................................ 156
State 4-H Awards Selection Flow Chart .................................................. 158
Philosophy of Awards

Recognition is a tool 4-H leaders can use to help each 4-H member have a satisfying experience in the 4-H program. The question is, "How can we use recognition to encourage desirable growth and development of boys and girls?"

4-H Volunteers must consider individual differences in meeting the needs of 4-H members. For some 4-H members, competition will inspire creative thinking and encourage them to discover and develop their talents. Competing with past achievements will help members develop perspective as they measure themselves against the achievements of others.

But for some individuals, measuring their abilities against the abilities of others may only deepen an existing sense of inferiority. Others may not be interested in competitive efforts, but will see value in working cooperatively with others to achieve certain goals.

The following questions are important to keep in mind as you plan your awards program:

1. Will all members that participate be allowed some degree of success?
2. Will the emphasis be individual efforts toward worthwhile goals or getting ahead of someone else?
3. Will the participants know why they won or failed to win?
4. Will the focus be learning from competitive experiences or just collecting awards?

Adults working with young people must make careful choices to create the best learning experiences for all concerned. Observe the following guidelines for effective use of recognition and competition in the 4-H educational program:

1. Design and conduct programs of educational value. Competition and recognition, wisely and effectively used, should enhance education.
2. Provide possibilities for all participants to succeed by offering classes for different stages of development.
3. Plan activities that are satisfying in and of themselves by de-emphasizing competition.
4. Avoid using undue pressure. Participation in competitive experience should always be optional.
5. Train judges to recognize that the concern for the individual takes precedence over the award.
6. Provide opportunities for young people to evaluate or judge their own work and that of others against standards appropriate to their development and their capabilities.
7. Design and conduct learning experiences which help instill in youth a concern for others.
8. The real purpose of recognition and competition and their significance to youth should be enhanced by appropriate presentations and publicity.
State Award Information

1. Members may enter up to two Level I State Projects. Annual programs which members may enter over and above the two-project limit will be listed as such in this Handbook or Focus on Youth newsletter.
2. A 4-H member may be named the state winner in only one Level I Project during his/her 4-H Career.
3. 4-H members who have been named the state winner in a Level I Project are eligible to compete in Level II projects. A 4-H member may be named the state winner in only one Level II project during his/her 4-H Career.
4. Only Graduating High School Seniors (regardless of age) are eligible to apply for Level III Scholarships. A 4-H Member may receive only one Level III Scholarship during his/her career.
5. Only full time undergraduate college students are eligible to apply for Level IV Scholarships.
6. A former 4-H member may receive only one Level IV scholarship per year, but may reapply for all they are eligible for in following years.
7. A 4-H member who has not been named the state project winner in his/her project may enter a record book in that project for more than one year provided that all eligibility criteria are met.
8. A 4-H member must be 14 years of age and not passed their 18th birthday by January 1 of the program year in which they enter project and/or special program (record) books. (See specific scholarships and award programs for individual age requirements)

Oklahoma 4-H Educational Award Process

Each individual who receives a 4-H Educational Award will complete the OKLAHOMA 4-H EDUCATIONAL AWARD AGREEMENT within 6-8 weeks of being named a State Project Winner or a State Scholarship Winner. This agreement is mailed directly to the 4-H member from the Oklahoma 4-H Foundation. It is the responsibility of the member to complete the agreement and return it to the 4-H Foundation by the stated deadline.

If a 4-H member is still in high school when he/she is named a State Project Winner, the funds will be automatically deferred until graduation from high school. To qualify and receive the 4-H Educational Award, the individual must:

1. Have completed high school or passed all high school equivalency tests
2. Enroll at an accredited institution of higher education the first eligible semester after high school
3. Enroll as a full time student
4. Complete one semester as a full time student
5. Enroll as a full time student for the following semester
6. Obtain a cumulative grade point of 2.0 on a 4.0 scale (exceptions Patillo/Graumann and Tracey Cox require 3.0, Goodbary requires 3.25 and Collegiate 4-H requires 2.8)
7. Submit a copy of grades for the semester just completed and proof of enrollment for the following semester by February 15th for spring disbursement and by August 15th for fall disbursement
**Limitations:**
If 4-H member receives more than one scholarship, or the scholarship is in excess of $1,000, the disbursement will be no more than $1,000 per semester. The submission process (#7) must be repeated until all funds are disbursed.

**Exceptions:**
The Oklahoma 4-H Foundation will assume the scholarship recipient has enrolled in an institution of higher education the first fall semester after high school graduation and expects to begin receiving award payments as scheduled unless they have applied for an exception on the Scholarship Exception Request Form (available in the State 4-H Awards Handbook) for one of the reasons listed below. Exceptions will be granted only if requested in writing as required below:

**POSTPONED ENROLLMENT**
To receive an extension for postponed enrollment; a written explanation detailing the reason for the postponement must be received by the Oklahoma 4-H Foundation by August 15 of the year of high school graduation.

**DELAYED PAYMENT**
To delay disbursement of the scholarship, the individual must submit a written request to the Oklahoma 4-H Foundation by the regular deadline for submission of grades for the appropriate semester and submit a copy of their grades for the previous semester and proof of enrollment for the upcoming semester. For example, if an individual received significant freshman scholarships or a full scholarship to a Junior College, he/she might wish to defer receipt of 4-H Scholarships. Additionally, families taking advantage of tax credits for the first two years of college may wish to defer payment until after those tax credits are used up. To defer payment for any of these reasons, a written request to the Oklahoma 4-H Foundation is required – failure to provide this notification will result in forfeiture of the scholarship.

**LOW GRADE EXTENSION**
The individual may receive one extension on their scholarship due to low grades. A written request for the extension must be received by the Foundation by the regular deadline for submission of grades for the appropriate semester. Also submit a copy of their grades for the previous semester and proof of enrollment for the coming semester.

**ACCELERATED PAYMENT**
If a 4-H member has accumulated 4-H scholarship funds in excess of $4,000, he/she may request accelerated payment (more than $1,000 per semester). This option would be available if delayed disbursement would make it impossible to utilize all scholarship funds before graduation at the normal disbursement rates. Additionally, a scholarship recipient who documents unusual financial circumstances could request accelerated payment.

**Forfeiture:**
Unless the terms of the Oklahoma 4-H Educational Award Agreement are fulfilled, the individual will not be eligible to receive the 4-H Educational Award and will forfeit it.

*All requests and explanations must be submitted to the Executive Director of the Oklahoma 4-H Foundation. The Executive Director will determine the validity of the request and will accept or deny the request based upon the documentation and explanation provided.*
4-H Scholarship Exception Request

Exceptions:
The Oklahoma 4-H Foundation will assume the scholarship recipient has enrolled in an institution of higher education the first fall semester after high school graduation and is expecting to begin receiving award payments as scheduled unless they have applied for an exception on this form. Exceptions will be granted only if requested in on this form. Please see the State 4-H Awards Handbook for a more detailed explanation of the reasons for requesting an exception to the award payment schedule.

Please indicate the type of exception you are applying for and note any deadlines that are included here or in the State 4-H Awards Handbook:

- ____ Postponement of enrollment to an educational institution (due by August 15 of the year of high school graduation)
- ____ Delayed Payment of the scholarship for reason of tax benefits or other financial considerations (due by August 15th of the year of high school graduation)
- ____ Extension for failure to meet the minimum grade requirement of a 2.0 GPA. (due by the deadline that would apply for payment for that academic term)
- ____ Accelerated payment to accommodate individual or family needs (accelerated payments will not go into effect until the term after the application, unless submitted by August 15 of the year of high school graduation)

Please indicate the specific details related to your request for a payment exception. Please provide only the details that are relevant to *WHY* you are making this request.

Please indicate specifically how you would prefer to receive your scholarship. Provide the specific academic terms for which you would like to receive the funds, and or the amounts you propose to receive if you are asking for acceleration.

Recipient’s Name: Printed or typed ________________________________

________________________________                        __________________________________

Recipient’s Signature/ Date     Parent’s Signature/Date

Submit your request to: Executive Director, Oklahoma 4-H Foundation, 205 4-H Youth Development Building, Stillwater, OK  74078
**Project Record Books**

The Oklahoma Report Form

Project Record Book Format for State Competition – Level I & II Projects

4-H Philosophy on Reporting Project-Related work with other groups

- Beef project examples
- Child Care project examples
- Citizenship project examples
- Horse project examples
- Horticulture & Plant Science project examples
- Performing Arts project examples
- Recreation & Leisure Arts project examples
- Sheep Project Examples
- Shooting Sports project examples
- Swine project examples

Oklahoma Report Form formatting examples

Ten Steps to a Quality Program

Planning 4-H Record Keeping

Planning for Success

What is Leadership?

What is Citizenship?

Make Your 4-H Record Book Come to Life

Clerical Hints

Definitions

Supporting Photographs

State Record Book Entry Checklist

Score Sheet for Record Judging & Interviews
The Oklahoma 4-H Report Form

County: 

Name of Project reported in Section I: 

For AOP projects, list project reported:

   Number of years in this project:             Number of years in 4-H: 

Name you want used in Publicity: 

Complete Home Address

   Street, RR, or PO Box: 

   City, State & Zip Code: 

Home Telephone:       Cell Phone: 

Date and Year of Birth (00/00/0000)       Age on January 1, current year: 

Names or Parents/Guardians: 

Name of your local 4-H club or group: 

Year in School on January 1, current year (check one)

   High school (Grade on January 1, Current Year):
   Graduating High School Senior (Expected Graduation Date):
   Full-time College Student (Number of hours completed):

If I am named a state winner in two project areas, my ranking is: 1st

2nd

Applicants for Level II (Advanced) Projects must complete the following information:

I was named a State Winner in the 

Project in  (year)

Statement by 4-H Member

I have personally prepared this report and certify that it accurately reflects my work

___________________________________________________ __

Signature of 4-H Member

Approval of Report

We have reviewed this report and believe it to be correct:

___________________________________________________ __

Signature of Parent or Guardian

___________________________________________________ __

Signature of Local 4-H Leader

___________________________________________________ __

Signature of Extension Staff

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Section I-A – Participation in the 4-H Project
What have you done in this project? Limited to the space provided (2 pages)
Scoring: 4-H project work – 15 points; Other Project Work – 5 points
Section 1-A  What have you done in this project? (cont.)
Section I-B  What have you learned in this project?
   Limited to space provided – 1 page Scoring:       5 points
Section II – Leadership Experiences
Limited to space provided - 2 pages. Place asterisks (*) beside leadership activities relating directly to the project outlined in Section I.

Scoring: 4-H Leadership – 15 points; Other Leadership – 5 points
Section II – 4-H Leadership Experiences (2nd of two pages)
Section III – Citizenship/Community Service
Limited to space provided – 2 pages. Place asterisks (*) beside citizenship/community service activities relating directly to the project outlined in Section I.

Scoring: 4-H Citizenship – 15 points; Other Citizenship – 5 points
Section III – Citizenship/Community Service (2nd of two pages)
Section IV – Awards in all 4-H Projects
Limited to the space provided – ½ page. List the most meaningful awards you have received.

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<th>Year(s)</th>
<th>Type of Award</th>
<th>Level (L,C,D,S)</th>
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Scoring: 5 points

Section V – Non-4-H Experiences
In the space provided – (½ page) list your most meaningful non-4-H experiences. May include participation in school, church/faith or community organizations.

Scoring: 5 points

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<th>Type of Award</th>
<th>Level (L,C,D,S)</th>
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Revised 02/2009
PROJECT RECORD BOOK FORMAT FOR STATE COMPETITION
Level I & II Projects

GENERAL

- Materials should be placed in a stiff 8 1/2- by 11-inch folder – Not a 3-ring binder
- Label in upper right hand corner of cover with Name, County and Project Entered (or AOP projects, list the AOP category, then the specific project. For example:
  - All Other Projects – FCS, Consumer Education
  - All Other Projects – ST, Automotive
- Member must meet age requirements (at least 14 and no older than 18 years of age on January 1 of program year, unless still in high school) to submit a book for state competition. *Exception: For State 4-H Hall of Fame, member must be 16 by January 1, plus college freshmen who remain active in 4-H are eligible to apply for Hall of Fame, even if 19 by January 1.*
- While a member may do work in a number of projects, he/she may submit a project record book for state competition in only two (2) projects. After being named the state winner in a Level I project, a member may compete in up to two (2) Level II projects. During his/her career, a member may win one Level I Project and one Level II project.
- Work reported in the project record book must show work toward the project objectives
- Two 4-H News Information Sheets per member (not per entry) are required

OKLAHOMA REPORT FORM

- Application may be printed neatly in black ink, typed or completed by word processing on the computer. If your word processing program is not compatible with the official Microsoft Word® version, and you regenerate the form, it may be necessary to reset fonts, margins, etc. to conform to the official version.
- Print form on one side of the paper only – the margins in the official form are set up for binding on the left. Print only the form (9 pages) – instructions do not have to be included.
- Information may be organized in any format – charts, graphs, bulleted lists and impact statements are all acceptable type of formatting.
- Bold type, color, underlining and highlighting may be used for emphasis (headings, key words, totals)
- Type should be no smaller than 12 spaces/inch or a 12 word processing font and 6 lines per inch. Photocopy reductions or adjustments to line spacing are not allowed.
  **Suggested fonts:** Times New Roman 12, Arial 12, Courier 12
- No additional pages or inserts will be allowed in any section of the form
- Must have signatures of member, leader and extension educator
- Observe space requirements for each section:
  - **Section IA – Participation in the 4-H ________________ Project**
    - What have you done in this project? Limited to the space provided (2 pages)
    - Scoring:
      - 4-H project work – 15 points; Other Project Work – 5 points
      - *Report the steps you have taken to meet the stated objectives for the project (refer to Oklahoma 4-H Awards Handbook). Include the amount of project work (number of items, number of times, etc) along with related experiences such as tours, public speaking, research, career exploration, etc.*
Section IB – What have you learned in this project?
Limited to space provided – 1 page  Scoring:  5 points
List what you have learned as a result of participation in the project along with skills you have acquired related to the project.

Section II – Leadership Experiences
Limited to space provided -2 pages. Place asterisks (*) beside leadership activities relating directly to the project outlined in Section I.  Scoring:  4-H Leadership – 15 points; Other Leadership – 5 points
List your leadership participation, including offices and committees by years. List 4-H Leadership in the project first, followed by Other Leadership. 4-H Leadership includes organizing or teaching workshops or other activities related to the project listed in Section I. Other leadership is defined as leadership in other 4-H projects, applying 4-H knowledge and skills in other settings or with other groups/organizations.

Section III – Citizenship/Community Service Experiences
Limited to space provided – 2 pages. Place asterisks (*) beside citizenship/community service activities relating directly to the project outlined in Section I.
Scoring:  4-H Citizenship – 15 points; Other Citizenship – 5 points
List your experiences that contributed to the welfare of the community, other individuals or members of your club or group. Explain what you did and how many people were affected. List 4-H Citizenship first, followed by Other Citizenship. 4-H Citizenship is that in which 4-H is the lead group in an activity or an individual activity that you carry out as a 4-H member. Other Citizenship includes service activities you participate in when another group (church, school group/organization, etc.) is the lead organization.

Section IV – Awards in all 4-H Projects
Limited to the space provided – ½ page. List the most meaningful awards you have received.
Scoring:  5 points
It is acceptable to group like awards on one line to conserve space (example – county fair placings, public speaking awards or project medals)

Section V – Non-4-H Experiences
In the space provided – (½ page) list your most meaningful non-4-H experiences. May include participation in school, church/faith or community organizations. Scoring:  5 points
Items listed in this section should not duplicate items listed in as other project work, leadership or citizenship. It is acceptable to group like items (academic awards, etc.) to conserve space.
Sections IV and V – must be on the same page

4-H STORY
The purpose of the 4-H Story is to allow members to complement the facts and figures reported in the Oklahoma Report Form with the personal growth and practice change aspects of project work that may be hard to report. The story should not be a reiteration of the Oklahoma Report Form, but instead should give the reader a sense of who the member is and why 4-H and this project in particular have made a difference to the member, the family or the community.

- One original and one copy (stapled to State Record Book check list)
- Label story in upper right corner with Project, member’s name and county
- Limited to six (6) pages – double spaced
- 8 1/2 by 11-inch white paper
- Typed or printed on one side of the paper (no type or font smaller than 12 spaces per inch, 12 font or six lines per inch.)
- Suggested fonts:  Times Roman 12, Arial 12, Courier 12
PHOTO SECTION
- Limited to three (3) 8 1/2- by 11-inch pages with up to 4-6 cropped (2-3 regular sized) pictures per page with descriptive captions. (EXCEPTION: Photography project allows an additional ten pages, for a total of 13 pages)
- Photos should show a balance of project work, leadership and citizenship/community service and ideally should be taken over a period of several years.
- If digital photos and text are printed as one document, use high quality matte paper or photo paper for printing. Color reproductions or copies may be used as well.
- No layering or shingling of photos.
- No pictures on tab or cover pages.
- Clear or black photo-mounting tabs may be used if original photos are included in book.

FORMATTING THE OKLAHOMA 4-H REPORT FORM
Technical tips for the form:
- Think of the front page of the ORF as a table that you tab through to get to each field
- The remainder of the form is based on text boxes – a gray box should appear if you’re typing inside the box.
- Sections I-A, II and III have linked text boxes, which means that you will not be able to input information into the second page of the section until the first page is full.

General Formatting Guidelines:
- Use charts or graphs to illustrate repetitive activities or show time spent on project work
- Use short statements to report one-time or short-term activities (include number of times or number of participants as appropriate)
- Use short paragraphs to show impact of an intensive program, share details of a research project or career exploration activity
- Selectively use **bold type** and/or color for emphasis
- Remember that everyone does not use the same acronym to describe and activity. For example, the leadership conference held during Fall Break has a different name in each district – use the generic term “Leadership Conference” rather than a specific name
- Be specific (and honest) about your role in an activity (Did you participate, organize or lead? Was the activity initiated by 4-H or another group? Would those who observed or benefited from the activity think it was carried out by 4-H or some other group?)
- Eliminate repetition between sections of the Oklahoma Report Form (ORF). In some cases, one aspect of an activity may be project work and another aspect leadership. Report the project work in Section I-A and the leadership in Section II rather than report all of the information in both sections.
- Report how you have used your project/leadership skills in other organizations (Church, FFA, FCCLA, FBLA, Boy/Girl Scouts, Jr. Breed Associations, etc.) appropriately. This can be done by grouping these activities together in the appropriate sections of the Oklahoma Report Form and clearly identifying them as project-related work done with another group or organization. Use the guideline below to determine whether an activity was 4-H or “something else”. The specific examples on pages 25-34 of the 4-H Awards Handbook provide additional suggestions.

“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”
4-H Philosophy on Reporting Related Work with Other Groups In 4-H Record Books/Award Applications

The State 4-H Awards Committee recognizes that 4-H members may be active participants in several groups or activities which complement their 4-H project work. 4-H is part of a holistic process that helps to develop life skills in its members. When doing a project record book or applying for any award the member should strive to honestly and accurately report service, experiences or other project work they have done in the name of 4-H as 4-H project work and other experiences that they did as a member of some other youth program as non-4-H work. This in no way diminishes the value of those experiences. If a member is not sure if something fits as 4-H project work, they should use the following test:

“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

For example, a 4-H member goes from the 4-H meeting once a month to join his church youth group in singing at a local nursing home. This is not 4-H community service, it is community service done as a member of the youth group. However, at Christmas he recruits some members of his youth group to join the 4-H club in caroling in local nursing homes, this then is 4-H community service as he is now singing as a 4-H member.

The Awards Committee has developed the following guidelines to help 4-H families with membership in two or more organizations determine if, where and how to report project-related activities conducted in a non-4-H setting:

Work related to the project (ex. Beef) done through another organization (Church, FFA, FCCLA, FBLA, Boy/Girl Scouts, Jr. Breed Associations, etc.) may be appropriately reported as related non-4-H work in the project by clearly identifying these activities and grouping them together in each section of the Oklahoma Report Form.

To help with the decision-making process, examples related to several projects can be found on the following pages. These examples do not address every situation and there will always be “gray areas”, but perhaps these examples will help with the decision-making process if there is a question regarding where or if an activity can be reported.

The awards committee also acknowledges that the majority of 4-H project work is done outside the organized club setting – often on an individual basis or in a family setting. This type of work can generally be reported as 4-H project work unless it was completed specifically to earn recognition in another group or organization. Only the member and his/her family know the intent of an activity, and intent governs where project work is reported.
"If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
<th>4-H Work</th>
<th>Non-4-H Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beef Project</strong></td>
<td></td>
</tr>
</tbody>
</table>

Sally has a beef project which includes a breeding program and show animals. Sally joined FFA in the 9th grade and shows her cattle as an FFA member. *IF Sally’s breeding program is not included in her FFA record books, she could continue to compete in the Beef project in 4-H with this part of her program.*

Because she shows her cattle as an FFA member, *if Sally reported exhibits, she would report them as Non-4-H work.*

Sally has organized a 4-H Beef Project club. Sally conducts 4 meeting a year. At each meeting the members learn something educational. Sally is responsible for meeting notices, program planning etc. *This is a 4-H Leadership experience for the beef project.*

Sally is an officer of the Oklahoma Jr. Angus association. Sally can list this in other leadership activities but not as a 4-H Leadership activity. In her project work done she may choose to list it as *Non 4-H Project Related Activities*.

Sally is a well-known 4-H member. When the community thinks of 4-H, they think of Sally. At the local July 4th celebration Sally works in the XYZ Local 4-H hamburger booth. *This can be counted as 4-H Citizenship in the beef project. Sally has taken on the task of scheduling 4-H members to work the booth. She can also count that as 4-H Leadership.*

Sally is a well-known 4-H member who is also an FFA member. The XYZ FFA chapter has a petting zoo at the July 4th celebration. Sally takes her heifer to the petting zoo. The signage is the XYZ FFA petting zoo. Sally cannot report this activity as 4-H citizenship. *She can however report this as Non-4-H citizenship.*
**4-H Work** | **Non-4-H Work**
---|---

### Child Care

**Abby** attends a 4-H Childcare workshop offered at her extension office and decides to start her own child-care business. She lists her 4-H training and experiences on her resume as she contacts potential clients. She lines up 2 regular babysitting jobs. Although this is not strictly 4-H, caring for children is the basis for this project, and **paid child care would be correctly reported as 4-H project work in Section I-A.**

**Abby’s mom** is a member of a local OHCE group. Several of the members have young children and their presence at club meetings makes the older members nervous. Abby and another 4-H member volunteer to provide childcare during the group’s evening meetings. Because they are not paid for this service, **Abby and her friend can report the time spent and the activity as 4-H Citizenship.**

**Abby shares** the knowledge and skills she learned through the Career Tech Child Care program by organizing a 4-H Child Care Project club. She teaches some of the programs and gets instructors for others. **She would report this in the ORF as 4-H leadership.**

**Abby’s Child Care Club** makes 4-H bears for the immunization clinic and serve as volunteers the day of the clinic. Abby wears her 4-H t-shirt while she volunteers. **To those running the clinic and the participants, it is clear that Abby represents 4-H and she should report this as 4-H citizenship.**

**Abby assists** with a food and clothing drive organized by her church to benefit underprivileged children. She collects donations and donates items herself. **This would appear to be a church activity related to the child care project and should be reported as a Non-4-H citizenship activity.**

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*“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”*
“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
<th>4-H Work</th>
<th>Non-4-H Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship</strong></td>
<td></td>
</tr>
<tr>
<td>Joe is a “Junior Lifeguard” at the city swimming pool. This means that he is under 16 and is not getting paid. All hours worked at the pool are volunteer hours. On occasions, Joe has the opportunity to wear his 4-H t-shirts.</td>
<td>Lucy is a member of Faith Church. Lucy will be participating in a mission trip with her youth group. They will be teaching Vacation Bible School to inner-city children.</td>
</tr>
<tr>
<td>(When asked the above question – participants would say that he was representing the 4-H volunteering his time. Therefore, this activity could be reported as 4-H Project Work)</td>
<td>(When asked the above question – participants would say that she was representing the church. Therefore, this activity should be reported as “Non-4-H Project Work)</td>
</tr>
<tr>
<td>As a 4-H Member, John organized his 4-H Club to make Thanksgiving Cards for Meals-on-Wheels.</td>
<td>John organized his Sunday School Class at Church to make Thanksgiving Cards for Meals-on-wheels.</td>
</tr>
<tr>
<td>(When asked the above question – participants would say John was representing his 4-H club. Therefore, this activity would be reported in 4-H Project Work.)</td>
<td>(When asked the above question – participants would say John was representing his Sunday School Class. Therefore, this activity would be reported in Non-4-H Project Work.)</td>
</tr>
<tr>
<td>Emily played the piano at the nursing home. She contacted them and set up the date and time. Emily wore her 4-H t-shirt when she performed.</td>
<td>Emily played the piano at the nursing home. Emily’s piano teacher set up the event for several of her students to play. Emily, however, wore her 4-H t-shirt.</td>
</tr>
<tr>
<td>(When asked the above question – participants would say Emily was representing 4-H. Therefore, this activity would be reported in 4-H Project Work.)</td>
<td>(When asked the above question – participants might say Emily was representing 4-H, but in reality, she was representing her piano teacher’s studio since the teacher made the arrangements. Therefore, this activity would be reported in Non-4-H Project Work.)</td>
</tr>
</tbody>
</table>
“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
<th>4-H Work</th>
<th>Non-4-H Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Horse</strong></td>
<td></td>
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</tbody>
</table>

Jane works with a trainer to help train her young horse and get it ready for the 2-year old training class at the State 4-H Horse Show. Does this “count” as 4-H work. As long as Jane is working with the trainer, *she can log the hours she personally spends learning from the trainer and working with her horse and report the time as 4-H project work.*

The teens in the County 4-H Horse Club have become proficient in teaching horse workshops. The younger members are learning many useful life skills. Each member of this teen group should keep track of the number of youth taught, the number of hours spent teaching and the number of workshops taught and *report that information as 4-H Leadership.*

Jane is a member of a local riding club. The club hosts a horse show to benefit the local children’s shelter and Jane secures donors, posts flyers and participates in the speed events with other riding club members. *Because Jane’s participation in this activity was with another group, she should report it as a Non-4-H activity.*

Jane volunteers every week at a therapeutic riding center, assisting with a variety of activities. No one at the center knows Jane is in 4-H. *This activity should be reported as Non-4-H citizenship.*

Jane is a member of this teen group, but in addition to the workshops she teaches for the club, she has now started giving private riding lessons for $25 a lesson. 4-H provided both the skill and the opportunity for this enterprise. *She should report the hours she spend teaching, her costs, and profits as project related employment in Section I-A of the ORF.*
“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
<th>4-H Work</th>
<th>Non-4-H Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Horticulture and Plant Science</strong></td>
<td></td>
</tr>
<tr>
<td>Gene is a 4-H and FFA member who is actively</td>
<td>Gene is a 4-H and FFA member who is actively</td>
</tr>
<tr>
<td>involved in his family’s commercial</td>
<td>involved in his family’s commercial</td>
</tr>
<tr>
<td>horticulture operation and participates in</td>
<td>horticulture operation and participates in</td>
</tr>
<tr>
<td>all phases of the operation from soil</td>
<td>all phases of the operation from soil</td>
</tr>
<tr>
<td>preparation to harvest and marketing. In his</td>
<td>preparation to harvest and marketing. Although</td>
</tr>
<tr>
<td>4-H record book, he reports the time he</td>
<td>Gene exhibits his fruits and vegetables in 4-H,</td>
</tr>
<tr>
<td>devotes to the total operation, his economic</td>
<td>he reports all of his sales, expenses, etc. in</td>
</tr>
<tr>
<td>investment and value of products grown in</td>
<td>his FFA proficiency award application. Since</td>
</tr>
<tr>
<td>Section I-A of the ORF. He exhibits fruits</td>
<td>Gene includes all of his horticulture production</td>
</tr>
<tr>
<td>and vegetables in 4-H and cut flowers and</td>
<td>activities in his FFA records, they should not</td>
</tr>
<tr>
<td>arrangements in FFA. In his 4-H record book,</td>
<td>be reported as 4-H work. *Technically, they</td>
</tr>
<tr>
<td>he would report only his fruits, fruit and</td>
<td>could be reported as Non-4-H work related to the</td>
</tr>
<tr>
<td>vegetable exhibits as 4-H work.</td>
<td>project,* but with only exhibits, leadership</td>
</tr>
<tr>
<td></td>
<td>and citizenship to report in his 4-H record</td>
</tr>
<tr>
<td></td>
<td>book, Gene probably would not meet the</td>
</tr>
<tr>
<td></td>
<td>objectives of the project without including</td>
</tr>
<tr>
<td></td>
<td>production.</td>
</tr>
<tr>
<td>Because Gene’s church helps plant a</td>
<td>Gene’s church helps plant a community garden</td>
</tr>
<tr>
<td>community garden and many of his friends are</td>
<td>each year and as a member of the youth group,</td>
</tr>
<tr>
<td>involved, he recruits them to become 4-H</td>
<td>he tills the soil and assists with planting,</td>
</tr>
<tr>
<td>members and the County FSA director, who</td>
<td>harvesting and distribution of food. *In this</td>
</tr>
<tr>
<td>attends the same church, becomes the</td>
<td>case, Gene was representing his church, not his</td>
</tr>
<tr>
<td>volunteer leader for a special interest 4-H</td>
<td>4-H club and the work should be reported as</td>
</tr>
<tr>
<td>club. In addition to working in the community</td>
<td>Non-4-H Citizenship.</td>
</tr>
<tr>
<td>garden, members teach summer programs on</td>
<td></td>
</tr>
<tr>
<td>plants at the library, help kids from limited</td>
<td></td>
</tr>
<tr>
<td>income families plant container gardens, etc.</td>
<td></td>
</tr>
<tr>
<td>*These actions pass the test of being</td>
<td></td>
</tr>
<tr>
<td>perceived as 4-H leadership and citizenship</td>
<td></td>
</tr>
<tr>
<td>activities and can be reported as such.*</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Gene’s neighbors know he is in 4-H and</td>
<td>Gene’s grandmother is on the program</td>
</tr>
<tr>
<td>visits the county extension office regularly.</td>
<td>committee at her local Sr. Citizens center.</td>
</tr>
<tr>
<td>They also know he has a big garden, so they</td>
<td>They want to know more about making and</td>
</tr>
<tr>
<td>ask his advice when they have gardening</td>
<td>caring for fresh flower arrangements. All of</td>
</tr>
<tr>
<td>problems. Gene confers with the county Ag</td>
<td>Gene’s experience with flower arrangements</td>
</tr>
<tr>
<td>educator and they suspect soil fertility</td>
<td>comes from his FFA experience and he asks his</td>
</tr>
<tr>
<td>problems. Gene checks out a soil probe and</td>
<td>Ag teacher to assist with the program. The</td>
</tr>
<tr>
<td>assists his neighbors in pulling soil samples.</td>
<td>audience would perceive the program to be</td>
</tr>
<tr>
<td>While not an organized 4-H activity, his</td>
<td>provided by FFA and *if reported in a 4-H</td>
</tr>
<tr>
<td>neighbors recognize the connection between</td>
<td>record book, should be reported as Non-4-H</td>
</tr>
<tr>
<td>4-H and extension and his expertise as a</td>
<td>citizenship.*</td>
</tr>
<tr>
<td>result of that association, *this could be</td>
<td></td>
</tr>
<tr>
<td>reported as 4-H citizenship.*</td>
<td></td>
</tr>
</tbody>
</table>
“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4-H Work</strong></td>
</tr>
<tr>
<td>John has been the emcee at the County Share the Fun for many years. A parent asks him if he would like to emcee the Relay for Life Talent show that they are having next month. (When asked the above question- participants would say John was asked to do this because of his 4-H work. Therefore, this activity would need to be reported as 4-H Project work.)</td>
</tr>
<tr>
<td>Sylvia is a wonderful singer and has performed at different 4-H and school events. She is well known in the community for her work in the 4-H Performing Arts project. She tries out for a part in the community play, and lands the lead role. (When asked the above question- participants could say that she was representing 4-H and getting involved in community events. Therefore, this activity could be reported as 4-H Project work.)</td>
</tr>
<tr>
<td>Tom is in the school band and plays for lots of events. He decides one day to take his trumpet and go the nursing home to play for the residents. After doing this several times on his own, he gets some other 4-H members who are in the band to join him. Now they play at the nursing home once a month. (When asked the above question- participants could say that he was representing 4-H and volunteering his time. Therefore, this activity could be reported as 4-H Citizenship.)</td>
</tr>
</tbody>
</table>
Jean attends a number of art classes during the summer with the intention of making items to exhibit in the 4-H Leisure Arts category at the county fair. While preparing entry tags, she discovers that some of the items do not “fit” in the 4-H categories, but there is a suitable class in Open Class. She can appropriately report both 4-H and Open class exhibits related to the project in Section I-A of the ORF.

Jean’s art instructor plans a show of all of his students’ work. Jean displays several pieces and many people attend the art show. The show is related to her project, but because the event and the items would be associated with the art instructor, rather than 4-H, this should be reported as Non-4-H project work.

Jane has completed Red Cross Water Safety training and is a licensed lifeguard. She serves as a volunteer lifeguard for 4-H Camp and other 4-H swimming activities, but she also works 2 evenings a week at the city pool. She often wears a 4-H visor or a 4-H t-shirt over her swim suit and has arranged discounts for 4-H groups to use the pool. Serving as a volunteer lifeguard could be reported as 4-H Citizenship and she could report her work at the pool as project related employment.

Jane is a member of the high school swim team and spends a number of hours practicing each week. While swimming is a recreational activity, she does this as a member of another group, therefore the time, if reported, would be Non-4-H project work.

When the city pool considered closing in the evening because of city budget cuts, Jane and other 4-H members organized the youth groups in the city to explain the need for evening recreational activities for youth to the city council and held fund-raisers to help with costs. Jane and her 4-H club members could report this as 4-H Citizenship because they took the lead in mobilizing other youth groups around the issue.

Jane has such good ideas that she is always asked to plan games for the younger children at the family reunion. She would report this as Non-4-H work.
“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
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<th>Non-4-H Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sheep</strong></td>
<td></td>
</tr>
<tr>
<td>John is a 4 year 4-H member with a sheep project and a new member of his local FFA chapter. John has attended OSU sheep field days for the past three years and will attend again this year. <strong>John plans on reporting this in his 4-H record book so he must judge as a 4-H member to report this as 4-H project work.</strong></td>
<td>John provided a lamb for his local FFA club’s petting zoo. John worked the zoo as a part of his FFA class so this could be <strong>reported in his 4-H record book only as a non-4-H activity related to the project.</strong></td>
</tr>
<tr>
<td>John is an expert showman for his age learning those skills through 4-H. He has been asked by his Ag teacher to lead a class teaching new incoming FFA showmen how to exhibit their animals. <strong>John is able to report this as a leadership activity in his 4-H project book but must state that he was teaching in an FFA program setting, skills he learned through his years as a 4-H’er.</strong></td>
<td>John wins his county sheep showmanship contest wearing his FFA jacket. In his project work done he may choose to <strong>list this as a non 4-H related activity.</strong></td>
</tr>
<tr>
<td>John’s breeding program consists of 10 ewes and he has a nice lamb left after selling all the show lambs he can. He decides to donate the lamb to a boys’ home to be shown as a 4-H project. <strong>This can be counted as citizenship in the 4-H sheep project as long as John’s breeding program is reported in his 4-H record book.</strong></td>
<td>John is working on a school coat drive because he is a member of his student council. He puts out a box at school with a sign explaining that the student council is leading the project and who the coats will go to. <strong>This can be reported as non-4-H citizenship in his 4-H record book.</strong></td>
</tr>
</tbody>
</table>
Joe attends many trap shoots with his 4-H shooting sports teams and they compete as teams in the different shoots. Everybody recognizes them and comments on the XYZ County 4-H team. These youth can count these shoots and practice time as shooting sports hours and report them as 4-H Project work.

Joe calls many of his 4-H shooting sports participants and organizes a fund raiser 4-H trap shoot for a local cancer patient. This can be a 4-H leadership activity for his shooting sports project.

Joe wears his 4-H shirt and furnishes drinks for a fund raiser trap shoot. He has made a sign that says drinks are provided by XYZ 4-H club. This can be reported a 4-H citizenship activity.

Joe participates in the 4-H and FFA shooting sports projects. Joe attends the FFA District Trap Shoot in the Fall and qualifies to go to State FFA Trap Shoot. The 4-H District Trap Shoot is the week following the FFA district shoot. Can Joe shoot at the 4-H Trap Shoot? While 4-H does not prohibit Joe from shooting at the 4-H shoot, Joe does need to discuss this matter with his AgEd teacher and make a decision as to the team on which he is participating. FFA does have a policy that does not allow youth to shoot at both contests.
“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

<table>
<thead>
<tr>
<th>4-H Work</th>
<th>Non-4-H Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swine</td>
<td></td>
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</tbody>
</table>

James has been a 4-H member since he was 9 years old. When he started to high school, he added FFA to his activities. He has had a swine project and wants to know how to report it since this project works for both organizations.

James started a breeding program early in his 4-H career. *He plans to utilize this experience as a 4-H activity and will be reporting it in his 4-H record book.* Therefore, he will not apply for a proficiency award in FFA for his swine breeding program.

James provided a baby pig for the 4-H & FFA petting zoo. James wore his FFA jacket while working in the petting zoo, so *this would be reported as a Non-4-H activity related to the project.*

Since James does have exhibits in 4-H prior to joining FFA, he can report those exhibits in his 4-H record book.

As an FFA member, James wears his FFA jacket when he shows and his Ag teacher supervises his show projects, so from the time that he joined FFA, this should be considered as an FFA project. *His exhibits and classroom experiences could be reported as Non-4-H activities in the Swine project.*

James conducts swine workshops, tours and interactive exhibits as a 4-H member but shows his swine in FFA. *He can report his teaching activities as 4-H project work and leadership activities; however showing is Non-4-H work since it is done as an FFA member.*

James is a leader in his FFA Chapter and the Ag teacher utilizes his skills with less experienced class members. Because he developed those skills with his 4-H project, they can be considered as project work applied to other settings. They should be clearly identified as activities that were accomplished in a FFA or Agriculture class setting but they are skills that were developed as a 4-H member and bring added value to the FFA or Ag activities.

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As a general rule, when a member nominates an animal or if there is routinely a nomination process for showing; any activities with the animal are reported with that organization.
Formatting the Oklahoma Report Form

There is no “right” or “wrong” way to format the information reported in Oklahoma Report Form. However, it is important to report facts as completely and accurately as possible, to demonstrate growth and to make the information easy to read and understand.

General Formatting Guidelines:

- Use charts or graphs to illustrate repetitive activities or show time spent on project work.
- Use short statements to report one-time or short-term activities (include number of times or number of participants as appropriate).
- Use short paragraphs to show impact of an intensive program, share details of a research project or career exploration activity.
- Selectively use **bold type** and/or color for emphasis.
- Remember that everyone does not use the same acronym to describe and activity. For example, the leadership conference held during Fall Break has a different name in each district – use the generic term “Leadership Conference” rather than a specific name.
- Be specific (and honest) about your role in an activity (Did you participate, organize or lead? Was the activity initiated by 4-H or another group? Would those who observed or benefited from the activity think it was carried out by 4-H or some other group?)
- Report how you have used your project/leadership skills in other organizations (Church, FFA, FCCLA, FBLA, Boy/Girl Scouts, Jr. Breed Associations, etc.) appropriately. This can be done by grouping these activities together in the appropriate sections of the Oklahoma Report Form and clearly identifying them as project-related work done with another group or organization.
- Eliminate repetition between sections of the Oklahoma Report Form (ORF). In some cases, one aspect of an activity may be project work and another aspect leadership. Report the project work in Section I-A and the leadership in Section II rather than report all of the information in both sections.

Project related work carried out with/as a part of other groups or organizations

4-H is part of a holistic process that helps to develop lifeskills in its members. As such, a 4-H member may benefit from membership in more than one youth organization. 4-H members should strive to honestly and accurately report service, experiences or other project work conducted in the name of 4-H as 4-H Project work and other project-related experiences that were done as a member of another youth program as non-4-H work.

If a member is not sure if something fits as 4-H project work, they should use the following test:

“If those who were there and saw, heard or benefited from my actions were asked what organization I was representing, the answer determines whether it should be reported as 4-H or non-4-H work.”

Technical tips for the form:

- Think of the front page of the ORF as a table that you tab through to get to each field.
- The remainder of the form is based on text boxes – a gray box should appear if you’re typing inside the box.
- Sections I-A, II and III have linked text boxes, which means that you will not be able to input information into the second page of the section until the first page is full.

As you study the examples on the following pages, consider not only how the information is presented, but the quality of what is presented in making the member’s role in project work, leadership and citizenship activities clear to the reader.

Also, compare the example to the objectives for the Recreation and Leisure Arts project to see how and where each objective is addressed.
The Oklahoma 4-H Report Form

County: Clover
Year: 2005

Name of Project reported in Section I: Recreation and Leisure Arts

For AOP projects, list project reported:

- Number of years in this project: 5
- Number of years in 4-H: 5

Name you want used in Publicity: Christine Clover

Complete Home Address
- Street, RR, or PO Box:

  City, State & Zip Code:
  Home Telephone: 555-555-5555
  Cell Phone:

Date and Year of Birth (00/00/0000) Age on January 1, current year: 14

Names or Parents/Guardians:

Name of your local 4-H club or group:

Year in School on January 1, current year (check one)
- High school (Grade on January 1, Current Year): 9th
- Graduating High School Senior (Expected Graduation Date):
- Full-time College Student (Number of hours completed):

If I am named a state winner in two project areas, my ranking is: 1st
2nd

Applicants for Level II (Advanced) Projects must complete the following information:

I was named a State Winner in the Project in (year)

Statement by 4-H Member

I have personally prepared this report and certify that it accurately reflects my work

______________________________________________________________
Date (00/00/0000) Signature of 4-H Member

Approval of Report

We have reviewed this report and believe it to be correct:

______________________________________________________________
Date (00/00/0000) Signature of Parent or Guardian

______________________________________________________________
Date (00/00/0000) Signature of Local 4-H Leader

______________________________________________________________
Date (00/00/0000) Signature of Extension Staff
Section I – Participation in the 4-H Recreation and Leisure Arts Project

What have you done in this project? Limited to the space provided (2 pages)

Scoring: 4-H project work – 15 points; Other Project Work – 5 points

2003
Participated in games, activities and workshops promoting healthy lifestyles
Attended craft and hobby workshops
Attended dance workshops
Attended skits and games workshops
Participated in water sports, hunting, fishing or other outdoor activities
Create and exhibit collections of postmarks
Create and exhibit a variety of craft items
Participated in local club training presented by county extension educator
Entered exhibits in county fair

2004
Attended CPR/First aid workshops at the Red Cross
Attended Lifeguard certification training
Attended Sun Safety workshops
Researched therapeutic recreation and create a display
Create a craft kit for use with children
Manned a mini fair booth a district volunteer conference
Competed in district and State events

2005
Collect games, craft instructions and reference materials to create a reference library
Attended team building/ropes course seminars
Attended sports/cheerleading camps
Worked at a fitness/community recreation center
Applied for grants to help purchase community recreation equipment or upgrade facilities
Explored careers in the recreation field
Competed in district and State events
Section I – Participation in the 4-H Recreation and Leisure Arts Project

What have you done in this project? Limited to the space provided (2 pages)

Scoring: 4-H project work – 15 points; Other Project Work – 5 points

2003
Participated in games, activities and workshops promoting healthy lifestyles 16 times
Attended 5 craft and hobby workshops
Attended 2 dance workshops
Attended 3 skits and games workshops
Participated in water sports, hunting, fishing or other outdoor activities 22 times
Created and exhibited 3 collections of postmarks at local, county and state fairs
Created and exhibited a variety of craft items at local, county and state fairs
Participated in local club training for recreation leaders presented by county extension educator

2004
Attended CPR/First aid workshops at the Red Cross – 8 hours
Attended Lifeguard certification training – 16 hours
Attended 2 Sun Safety workshops
Researched therapeutic recreation and created a display which was viewed by 125 people
Created a craft kit for use with children
Manned a mini fair booth on games and skits at district volunteer conference

2005
Collect games, craft instructions and reference materials to create a reference library
Attended 1 team building/ropes course seminars
Attended 4 sports/cheerleading camps
Worked at a fitness/community recreation center 15 hours per week
Applied for and received grants totaling more than $5,000 to help purchase community recreation equipment and upgrade facilities
Explored 5 different careers in the recreation field
## Section I – Participation in the 4-H Recreation and Leisure Arts Project

What have you done in this project? Limited to the space provided (2 pages)

**Scoring:** 4-H project work – 15 points; Other Project Work – 5 points

<table>
<thead>
<tr>
<th>4-H Participation</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft/hobby workshops attended</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>Craft Items made</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>15</td>
<td>22</td>
<td>61</td>
</tr>
<tr>
<td>Craft Items sold</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Craft and Leisure Arts Exhibits</td>
<td>L-1</td>
<td>L-3</td>
<td>L-2</td>
<td>L-4</td>
<td>L-5</td>
<td>L-15</td>
</tr>
<tr>
<td></td>
<td>C-3</td>
<td>C-5</td>
<td>C-4</td>
<td>C-6</td>
<td>C-5</td>
<td>C-23</td>
</tr>
<tr>
<td></td>
<td>S-1</td>
<td>S-1</td>
<td>S-2</td>
<td>S-3</td>
<td>S-3</td>
<td>S-7</td>
</tr>
<tr>
<td>Postmarks collected</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>25</td>
<td>50</td>
<td>115</td>
</tr>
<tr>
<td>Postmark exhibits</td>
<td>L-1</td>
<td>L-2</td>
<td>L-2</td>
<td>L-3</td>
<td>L-3</td>
<td>L-11</td>
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<tr>
<td></td>
<td>C-1</td>
<td>C-2</td>
<td>C-2</td>
<td>C-3</td>
<td>C-3</td>
<td>C-11</td>
</tr>
<tr>
<td></td>
<td>S-1</td>
<td>S-1</td>
<td>S-2</td>
<td>S-3</td>
<td>S-3</td>
<td>S-7</td>
</tr>
<tr>
<td>Games/activities learned</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Hours spent leading games/songs</td>
<td>25</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>75</td>
<td>230</td>
</tr>
<tr>
<td>Swimming/water sports (# of hours)</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>25</td>
<td>40</td>
<td>115</td>
</tr>
<tr>
<td>Hunting/fishing (# of hours)</td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>25</td>
<td>40</td>
<td>115</td>
</tr>
<tr>
<td>Talks/Illustrated Presentations</td>
<td>L-1</td>
<td>L-3</td>
<td>L-4</td>
<td>L-6</td>
<td>L-10</td>
<td>L-24</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S-1</td>
</tr>
<tr>
<td>Share the Fun act performances</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

**Reference Library** - I have collected 15 books, 23 topic sheets and 31 game and craft ideas to form a library to help me when a 4-H recreational activity must be planned on short notice. I continue to add to this as I find additional resources. I have also learned how to search the internet for appropriate group activities.

**Red Cross First Aid Training** - To be better prepared to deal with emergencies at 4-H camps and other recreational events, I participated in a 16-hour Red Cross First Aid training course and received certification in both first aid and CPR.

**Grants** - To help improve our park, I worked with my 4-H Club and local civic groups to apply for three different grants which totaled $5,000 to purchase equipment and supplies for the local community center. Working with the director, we chose a combination of sports equipment, games and improved seating.

**Project-Related Activities with non-4-H Groups**

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports training/participation (hours)</td>
<td>150</td>
<td>200</td>
<td>375</td>
<td>450</td>
<td>500</td>
<td>1,675</td>
</tr>
<tr>
<td>Sports/cheerleading camps attended</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Dance classes/ workshops attended</td>
<td>32</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td>72</td>
<td>249</td>
</tr>
<tr>
<td>Dance recitals/performances</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>Family recreational activities planned</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>

**Project Related Employment** - My participation in the recreation and leisure arts program provided me with the background and skills needed to work as a summer intern with the YMCA supervising activities for 6-8 year olds. I use my project-related skills 20 hours per week during the summer months. I also serve as a volunteer youth league basketball coach which takes about 10 hours per week during the school year.
Section I-B  What have you learned in this project?  
Limited to space provided – 1 page Scoring: 5 points  

2003  
Learn rules of a variety of games  
Learn various skits, games and dances to share with others  
Learn CPR/First Aid techniques  
Leadership Skills  

2004  
Learn to lead  
Learned age group appropriate activities  
Learned ways to create team spirit  
Learned how crafts and hobbies contribute to productive leisure time  
Learned how to involve everyone in an activity as a team  

2005  
Learned how games and competition teach life skills and sportsmanship  
Learned sings of heat/exercise related health problems  
Learned how constructive leisure activities contribute to mental and physical well-being  

In 2003 I learned:  
- Rules of 6 different games and why rules are important in group activities  
- How to share skits, games and dances with others  
- Simple first aid techniques including how to deal with injuries and poison ivy at camp  
- Techniques for getting a group’s attention.  

In 2004, I learned  
- To lead small group activities  
- Age group appropriate activities for young children  
- Techniques for creating team spirit  
- How crafts and hobbies contribute to productive leisure time by providing a structured way to relax and a sense of completion  
- How to involve everyone in an activity as a team by using techniques to divide pre-formed groups and help everyone meet new people  

In 2005, I learned  
- How games and competition teach life skills and sportsmanship by providing the opportunity to succeed or fail at an activity without internalizing the success or failure  
- To recognize signs of heat/exercise-related stress, such as dehydration, shortness of breath, flushing and elevated body temperature and what to do until help arrives  
- How constructive leisure activities contribute to mental and physical well-being by providing a positive way to deal with stress
Section II – Leadership Experiences
Limited to space provided -2 pages. Place asterisks (*) beside leadership activities relating
directly to the project outlined in Section I.

Scoring: 4-H Leadership – 15 points; Other Leadership – 5 points

*Organized games, activities and mixers at county 4-H camp
*Taught workshops on teamwork
*Organized and served as a teen leader for a recreational project club
*Taught Sun Safety workshops for county youth attending 4-H camp
*Taught first aid workshops for county youth attending 4-H camp
*Compiled game notebooks for local club recreation leaders
*Taught games and crafts to local recreation leaders
*Taught chants and cheers at county officer training to build team spirit
*Lead games/sports at community events
*Organize 4-H group visit to nursing homes and assisted living centers
*Taught fitness, stretching and proper training techniques
*Taught aerobics in before/after school programs

4-H Leadership
2003
*Elected as local recreation leader – led games with 32 members at 8 local club meetings
*Arranged carpool for 5 4-H members in my area to visit nursing homes and assisted living centers
*Organized games, activities and mixers at county 4-H camp for 40 members

2004
*Taught workshops on teamwork for 9-12 year-olds in 5 different clubs. A total of 110 members participated in one or more workshops
*Organized and served as a teen leader for a recreational project club which met monthly.
  16 Members learned games, skits, crowd control techniques and practiced those skills at their local club meetings
*Taught Sun Safety workshop 5 times for a total of 80 county youth attending 4-H camp

2005
*Taught 6 first aid workshops for 72 county youth attending 4-H camp. Participants made a simple first aid kit and learned to perform basic first aid and recognize signs of heat stress
*Compiled notebooks with 25 different games, crafts and group activities for 5 local club recreation leaders in the county
*Taught chants and cheers at county and local officer training to build team spirit
*Organize local 4-H group of 45 members to visit nursing homes and assisted living centers 5 different times during the year

Application of 4-H Leadership skills in other settings:
*Taught fitness, stretching and proper training techniques to athletic teams once a week during the school year reaching 150 students
*Served as volunteer aerobics instructor 3 days a week in before/after school care programs reaching 40 children
*Lead games/sports at community events
Section III – Citizenship/Community Service
Limited to space provided – 2 pages. Place asterisks (*) beside citizenship/community service activities relating directly to the project outlined in Section I.

Scoring: 4-H Citizenship – 15 points; Other Citizenship – 5 points

* Assisted with presentation of an after school program
* Gave community action group presentations
* Gave civic club presentations
* Painted and repaired public parks and athletic sports complex
* Raised funds to purchase school playground equipment
* Raised funds to purchase T-ball uniforms
* Tutored elementary students in reading
* Read to youth at public libraries
* Organized craft and recreation activities and games at Senior Nutrition
* Collects games and puzzles and donate to shelters, nursing homes, etc.
* Volunteered at a youth shelter
* Participated in parades
* Organized an exercise class at an assisted living, nutrition site or nursing home

4-H Citizenship/Community Service

2003
* Read to youth and promoted 4-H at public library once a week as a part of the Summer Reading Program. About 25 youth attended each week
* Organized a group of 4-H members from my club to conduct crafts, recreation activities and games at Senior Nutrition site once a week during the summer
* Participated in parades with my 4-H club

2004
* Organized Recreation Project club members to assist with athletic/recreation activities for an after school program in the community (My contribution – 30 hours; the club’s contribution 150 hours)
* Gave community action group presentations
* Researched youth recreational opportunities in the community and gave civic club presentations to 6 groups and a total of 120 people
* Spent 25 hours painting community center and athletic sports complex.

2005
* Organized a 4-H fund-raiser which raised $800 to purchase school playground equipment
* Tutored 5 elementary students in reading every morning before school (75 hours)
* Applied for and received $500 National 4-H Council grant for paint and repairs of local park for Make a Difference Day
* Served as a volunteer basketball coach at local youth shelter – 10 hours per week
* Organized an exercise class at the local Senior Nutrition Site

Application of 4-H Citizenship Skills in another Setting
* Raised funds to purchase T-ball uniforms
* Organized Student Council project which collected more than 100 games and puzzles for donation to shelters, nursing homes, etc. I made deliveries to 3 facilities
Limited to the space provided – ½ page. List the most meaningful awards you have received.  
Scoring: 5 points

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Type of Award</th>
<th>Level (L,C,D,S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2005</td>
<td>Superintendent’s Honor Roll</td>
<td>L</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Student Council</td>
<td>L</td>
</tr>
<tr>
<td>2004-2005</td>
<td>FCCLA (Secretary – 2005)</td>
<td>L</td>
</tr>
<tr>
<td>2005</td>
<td>Masonic Student of Today</td>
<td>L</td>
</tr>
<tr>
<td>2005</td>
<td>Selected to serve as page in state Senate</td>
<td>S</td>
</tr>
</tbody>
</table>

Section V – Non-4-H Experiences
In the space provided – (½ page) list your most meaningful non-4-H experiences. May include participation in school, church/faith or community organizations.

Scoring: 5 points

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Type of Award</th>
<th>Level (L,C,D,S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>County Medals in Recreation and Food Science</td>
<td>C</td>
</tr>
<tr>
<td>2004</td>
<td>Champion - County Speech Contest</td>
<td>C</td>
</tr>
<tr>
<td>2004</td>
<td>Outstanding Exhibitor – Clover County Fair</td>
<td>C</td>
</tr>
<tr>
<td>2005</td>
<td>Key Club Member</td>
<td>S</td>
</tr>
<tr>
<td>2005</td>
<td>I Dare You Award Winner</td>
<td>C</td>
</tr>
<tr>
<td>2005</td>
<td>Selected to attend Kansas City Conference</td>
<td>C/N</td>
</tr>
</tbody>
</table>
TEN STEPS TO A QUALITY PROGRAM

1. Realize that it will take time and commitment to accomplish goals - good things rarely come without hard work.

2. Plan to devote as much time to 4-H as you do to other extra-curricular activities. (A football team that practiced one day a month would not expect to win many games - why do we expect attending one 4-H meeting a month to make a quality program.)

3. As a volunteer, if the 4-H member you are working with is your own child, seek an objective outside resource person to help. It is common knowledge that children perceive their parents to be more and more ignorant as adolescence progresses.

4. Encourage group projects and activities. Teens have high social needs, and individual project work, by itself, is no longer satisfying to them. Four-H should supply opportunities to combine social experience and project work to retain interest.

5. Beware of burnout. When planning a program, pace the work to avoid an "early peak". When work peaks at age 14-15, the child may be robbed of a scholarship opportunity because he/she has not had time to develop sufficient project growth to accompany leadership and citizenship.

6. Plan around known conflicts. If basketball controls the household November-February, then accept the fact that the child will not get much project work done during those months. If he/she wants to be competitive, more work must be done in the other eight months of the year.

7. Be creative! Think big! Look for opportunities! Reach out and include others!

8. Ask some serious questions: Is the activity important enough to justify the time it takes? Who will benefit from what I am planning? Do my community service activities deal with real needs and issues? What are my motives?

9. Expect setbacks. They are part of any growth process. Have a plan to deal with projects that don't work out.

10. Encourage personal growth - one goal of the 4-H program is to create opportunities for members to mature, develop empathy for others, and develop self-awareness. The story often reflects these qualities (or absence of them) in the way it is written.
PLANNING 4-H RECORD KEEPING

While the 4-H Year is considered to be July 1 to June 30, 4-H Record book due dates generally encompass a different set of dates. For the past few years members have reported on a May 1 – April 30 year because of the record book deadline. For 2007, record books will include activities completed after the record book was completed in 2006 through the county due date (late March) in 2007.

The 4-H’er should begin by setting personal goals for his or her 4-H project/s or activity/ies. A well-developed 4-H record should be an outgrowth of stated personal goals for the project or activity. It should include a report on the accomplishment of these goals and reports on accomplishments in project work, leadership, community service and personal development.

A successful 4-H project or activity takes advance planning and accurate, continual record keeping. A County Yearly Project Report Form is an excellent method of keeping records for a project. Members should complete this for each project, especially those in which the member plans to continue for several years. A sample copy of this form is included in the appendix. Many counties have developed their own form and 4-H’ers should check with their Extension staff.

"A 4-H MEMBER THAT FAILS TO PLAN PLANS TO FAIL."

PLANNING FOR SUCCESS

A quality program requires good planning -it doesn't just happen. Ideally, the initial planning session should take place when the member is 12-13. The member should bring all County Project Report Forms from previous years. The adult will need a current copy of the Oklahoma 4-H Awards Handbook, and the award application form currently in use.

Allow about two hours for the first conference. During this time, have the 4-H member tell you about his/her favorite projects, goals, what he/she wants to get out of the program, etc. Also ask the parent the same questions, if a parent is there at the time.

Encourage selection of two related projects and continuation of other projects on a small scale. If scholarships are a goal, the list will show whether scholarships are available for the program in question.

The Oklahoma 4-H Awards Handbook lists objectives for the projects and general record keeping guidelines, in addition to a list of award programs available, etc. The most recent version of this document can be found on the 4-H Website. Revisions are generally made in January of the current program year.

Take inventory of the resources available for carrying out project work; then brainstorm. Consider all possible activities to be carried out in the program. Be sure to plan progressive work - increase difficulty of tasks, skills and responsibilities. Making a written plan increases the sense of commitment.

Generally, if a 4-H member will devote 2 - 3 days per month to 4-H project work, research, leadership and community service activities, they can have a quality program. Remember that most 4-H members are not self-motivated - they need a plan to follow and an adult to see that the plans are carried out.
WHAT IS LEADERSHIP?
There are various levels and kinds of leadership:
• Helping an individual on a one-to-one basis (4-H member or other).
• Helping several individuals with a project in a group situation (presenting workshops, demonstrations, speeches and other oral presentations).
• Helping individuals learn about a project through a promotion (displays, distribution of literature, etc.).
• Planning, organizing, implementing and evaluating a program or activity.
• Serving as leader for a project club or regular club.
• Serving as a committee chairman or officer.

WHAT IS CITIZENSHIP?
Citizenship is the relationship between you and others, as demonstrated by the following:
• The way you think, feel, and act toward your family, other 4-H'ers, your school and church groups, and other people in your community
• Activities which help foster greater understanding of the role of a community citizen
• Activities which contribute to the welfare of your local 4-H club, individuals in your community or the community as a whole
• The 4-H'er shows good citizenship by working with people to carry out the duties and responsibilities of a good citizen. Citizenship activities can include helping an individual or a group or carrying out a project individually.
• Representing 4-H while working with others to deal with significant community issues.

Examples of progressive leadership and citizenship -
7th-9th grade  - help an older member conduct a workshop  
- be part of community improvement activities
10th grade  - plan and conduct one or more workshops in chosen project  
- chair a committee to deal with a local issue related to project  
- start a project club
11th grade  - plan and conduct a series of continuing classes  
- continue project club work – promote enrollment/participation  
- reach new audiences - esp. those with special needs.  
- look for a member to take leadership role with project club  
- further develop citizenship opportunities  
- conduct a research project
12th grade  - train a member to take over project club  
- develop a new activity or event in the project  
- continue teaching workshops and short courses  
- continue research project  
- plan a major community service project related to project  
- work at finding new audiences, groups, etc.
MAKE YOUR 4-H RECORD BOOK COME TO LIFE!

One of the challenges of 4-H Record Books is developing an adequate vocabulary for describing your 4-H work. Think of your record book as an English assignment. Spelling, grammar, and punctuation should be correct. The language in the Oklahoma Report Form needs to be clear and concise - it should tell the reader exactly what you did, and why the activity was important.

Have someone unfamiliar with your work and your project read through the book to analyze for clarity and completeness. Remember that 3 - 4 people completely unfamiliar with your work will be reviewing it later on. If what you have done is not clear to a friend, neighbor, or teacher, it certainly will not be clear to a stranger.

4-H Story

The purpose of the 4-H Story is to allow members to complement the facts and figures reported in the Oklahoma Report Form with the personal growth and practice change aspects of project work that sometimes are hard to report. The story should not be a reiteration of the Oklahoma Report Form, but instead should give the reader a sense of who the member is and why 4-H and this project in particular have made a difference.

While the story is not a creative writing project, it does need to convey more than facts and figures. This is the place to share the personal growth experiences, special projects, etc. The story should be conversational - the reader should feel as if he/she is listening to the writer or having a conversation with him/her. The reader should feel your disappointments and share your triumphs through your words. The most successful 4-H projects are still those in which what is learned is more important than what was won. If involvement in a particular 4-H project has resulted in a change in the individual, the family, or even the farming operation - these are the important concepts and ideas to share in a story.

Use Action Verbs to describe Leadership

If you taught a class or workshop, use:
- Tutored
- Informed
- Conducted
- Instructed
- Directed

If you started something new or took an active leadership role, use:
- Introduced
- Developed
- Designed
- Organized
- Planned
- Initiated
- Prepared

Use Descriptive terms to convey feelings or emphasize points

If you liked something, use:
- Appreciate
- Enjoy
- Admire
- Regard
- Prize

If you were part of a group or help an adult or older member, instead of assisted, use:
- Supervised
- Distributed
- Guided
- Managed
- Arranged
The examples which follow use different writing styles and convey different messages. They are neither good nor bad examples, but a way to see different ways of conveying the same information.

Sheep

In 1999 I joined 4-H and bought two show lambs. I showed those lambs at the county fair and the spring livestock show. One placed first and the other sifted. I spent a lot of time exercising the lambs and tried several different feeds before we found one the sheep liked. The next year, I bought two ewe and a wether and we had a pretty good show season. We had the ewe bred and she had twin lambs. One died. I showed the other one the following year, but it did not do very well. My dad decided that if I was going to make the sale, we had to buy better sheep. We asked our neighbor for some help in buying better ewes so that I could raise better sheep. I made the sale with a wether from the next crop of lambs and this year I had the breed champion. Now I have 20 ewes and a little money in the bank.

Food Science

I joined 4-H in the 4th Grade because everyone else was. One of the first events was the County fair. I made cookies and got 2nd. I should have gotten 1st, but the agent’s kid is my age, so I guess I’ll never win. The next event was the food fair. I really went all out and made 10 entries. I even made a German Chocolate Cake! I won 3 blue ribbons, 2 red ribbons, 3 white ribbons and 2 green ribbons, but I didn’t win Grand Champion. I did a speech on the Food Pyramid thing and I didn’t win that either.

My second year of 4-H went better. I won first place on my jelly at the county fair and got to send it to the state fair and it placed 8th. I was disappointed, but my mom said getting any ribbon at the state fair is a big deal. Fall came and I had my eye on one of those Grand Champion silver trays at the Food Fair. Mom said if I really wanted to win, we should concentrate on doing two or three entries really well rather than making a whole bunch of entries. I did that and guess what? I didn’t win grand champion, but I got reserve grand champion! I did a demonstration on making cookies.

By my third year in 4-H, mom said I was old enough to help put up vegetables and fruits from the garden. I learned that cutting corn off the cob is hard work and okra is really slimy when you blanch it. She also said I was old enough to start cooking some on my own, so I did and I haven’t burned the house down yet! That year I made biscuits for the fair and won 1st place at the County Fair and 1st place at the State Fair. I also had lots of entries in the Food Fair and finally won Grand Champion for my age group. I wanted to win the Shawnee Milling Breads award, so I did a demonstration on making my famous biscuits.
Sheep

My sheep project began with two wethers. Like most kids, I loved to take care of them – they were really more like pets than livestock. One was kind of sickly and I even snuck him in the house a few times when it was really cold. As they grew and were less playful, getting up early to take care of them before school became more of a chore. I really wished my dad would do it for me sometimes, but I knew it was my responsibility. My hard work didn’t pay off immediately – my first show season was disappointing, but my dad reminded me of how responsible I had become. I didn’t really like getting rid of the lambs at the end of the show season, so the next year we bought two ewes and a wether.

When the ewes were old enough, we had them bred and the two of them had three babies the following spring. I was very sad when one of them died, but I was able to show one of the babies the following year and while Charlie didn’t win many ribbons, I was proud to say I had raised him. With help from a couple of local sheep breeders, dad and I bought three more ewes with the goal of raising our own show lambs and increasing the herd size. With five ewes and eventually their babies to take care of, and a growing social and extracurricular school schedule, I had to learn to set priorities and manage my time to get it all done. While there were still morning that I wish Dad would do chores for me, I understand that the sheep depend on me for everything and that it’s my responsibility to take care of them.

Have I raised the Grand Lamb at the County Show? Not yet, but one of the lambs I raised was breed champion last year. My small flock has grown to 20 ewes and their offspring. While they may not produce a grand champion or make me rich, they have put a little money in the bank and the Lifeskills they have taught me are worth more than any ribbon.

Food Science

Food Science is my favorite 4-H project because – you guessed it – I love to cook! The Food Network is a regular on my TV viewing schedule. My favorite cook is Rachel Ray and I love the Iron Chef competition. According to my family, I’ve always been quite creative in the kitchen. During the pre-cloverbud years, I was known for Cool-Whip sandwiches and Strawberry Hamburgers among other unique creations.

Participating in the Culinary Club has been really fun. I learned so much more than just cooking. We set the table for a variety of different meals; we all did demonstrations and workshops for the group and we tried new recipes each week. We also had homework. One week, we were sent home with a can of biscuits and told to bring back a creation of our own. My Italian Flatbread was such a hit that later in the schedule, I did a workshop for all the club members on how to make it. As a service project, our club prepared a meal and delivered it to the Ronald McDonald House. Our county officer group also served a meal at the Ronald McDonald House and ate with the residents.

Because of my parents’ schedules, I am often ready for dinner before they are home (or before mom can get a “real” meal put together.) Most days, I not only prepare a snack for myself and my friends, but I also prepare my dinner. Notice that I said MY dinner. My family still doesn’t appreciate my inventive cooking, so I generally have my creations all to myself. I enjoy cooking so much that I asked for a blender for my birthday and I’ve used my mom’s new Kitchenaid mixer more than she has.
Sheep

Who would have ever guessed, back in 1999 that buying two wethers would have made such a difference in my life? Although my first show ring experiences resulted in few ribbons and even less premium money, we made lots of memories. I learned that it’s really embarrassing when your lamb chews on the pony tail of the cute girl crouched down next to you. I learned that bringing new life into the world is always exciting and sometimes more than a little challenging. Probably most important, I learned what it’s like to have something completely dependent on you for its survival.

Dad bought my first two ewe lambs and helped with feed costs, but several years ago, I got a loan from the bank to buy a small flock of sheep from a neighbor who was scaling down his operation. Now I understand why dad worries so much. I just knew the first time I lost a lamb that I wouldn’t be able to pay off the note. Since that time, I’ve made some money and I’ve lost some, but I’ve learned a lot about responsibility and management. I’ve never won Grand Champion, but I have raised almost every lamb I have shown in the last five years, and I take pride in that. A few of my sheep have been good enough to sell as show lambs and I’m always proud when one of the younger members shows one of my lambs.

I have really enjoyed teaching younger members how to care for their sheep. We have project club meetings twice a month at a different member’s house so everyone can see how the lambs are coming along. I learn as much from the kids as I teach them. Since I will be graduating next year, I’m lining up a couple of the older club members to take over when I’m gone, so the work of the club can continue.

Food Science

I’ve always cooked at home - from the days before I could read and my mom had to read the recipe and color code the measuring cups and spoons with the recipe. After I started reading, I even ordered kid's cookbooks from school book orders. While looking through cookbooks is no longer a recreational activity, I do enjoy experimenting with new recipes. I really like vegetables, which is fortunate since my parents have a fruit and vegetable business along with their regular jobs.

That means that at times, I have a lot of vegetables to experiment with and preserve. The rule is that if the produce isn't marketable, we preserve it for use at home, or turn it into a value-added product like jam or relish. Since we're currently experiencing a zucchini population problem (too many), I have been trying to copy the commercially breaded product and cut down on fat - the last version was quite good - except there was a little too much red pepper. Because I like to experiment with different recipes, entering the Sure Jell contest at the State Fair was a natural for me. The only requirements are that Sure Jell pectin be used in the recipe and the recipe must be an original (not published) recipe.

I also enjoy going to the Pink House Community Action Center. A 4-H member or volunteer presents some type of educational program there every week. I have progressed from handing out papers and washing dishes to presenting part of the program. “Bread in a Bag” is a program I especially enjoy presenting. Kids of all ages love working with bread dough. Last summer, while presenting this program at the Pink House, I discovered that you really do need the more expensive name brand freezer bags. In trying to cut costs, we had purchased a store brand bag, and almost every group punched a hole in the bag while mixing the dough. The bread was still OK, but we had a much bigger mess to clean up at the end.
CLERICAL HINTS

Typing the Record Book

The 4-H'er may do his or her own typing (word processing) or recruit assistance. The record book may be typed or done on the computer. The Story should be double-spaced. Use white space as appropriate in the ORF to make it easy to read. Fonts must be no smaller than 12 spaces per inch and 6 lines per inch. Use of smaller fonts or adjusting line height will result in disqualification.

The following fonts are recommended:

Arial 12, Times New Roman 12, Courier 12

All narrow, condensed, script or novelty fonts are discouraged.

Word Processing – When using Microsoft Word®, it is helpful to reveal formatting (Format>Reveal Formatting>Show All Formatting Marks). When operating in this mode, all page breaks, hard returns, and other formatting marks are shown. While the marks show on the computer screen, they do not print.

✓ The front pages of the almost all forms (ORF, Scholarship, National Congress, etc.) are based on a TABLE format, so you are able to tab through from one section to another to input information. Using the spacebar will cause text to wrap within the cells and in most cases; the form will roll over to another page.

✓ Pages 2-9 of the Oklahoma Report Form are based on LINKED TEXT BOXES. Before typing, be sure the cursor is in the text box (a gray box will appear at the margins if you are “in” the box). For example, Section I-A allows two pages. It is not possible to type on the 2nd page without filling up the first page. When you reach the bottom of the 2nd page, although it is possible to continue to enter information, only the text displayed within the box will print.

✓ Creating a table within a text box – some have experienced problems with the right and left borders disappearing behind the text box. There are a couple of solutions:

  o With reveal formatting turned on, it is possible to find the edge of the table and manually drag it 1-2 points inside the border of the text box.
  o After selecting Insert>Table and choosing the number of columns, selecting AutoFit to contents will help avoid “losing” the vertical borders
  o If you want lines, the easiest solution is to use a straight-edge with a high quality black pen and complete the tables after printing the final copy.
  o To remove all lines, right click on the table (the whole table should be highlighted), select BORDERS AND SHADING>NONE to remove all lines from the table
  o Totals column – Visually, it is generally helpful if the totals are in bold
  o Chronological or Reverse order – As a general rule, in the English-speaking world, our brains follow information from left to right, making the far right the logical place for a total column (rather than next the heading). However, this is a matter of preference – not a rule.

✓ Creating columns within a text box – a 2-column table with the lines removed is the most stable (and easiest) alternative.

✓ Using the Check Boxes – the forms have several boxes (shaded gray on your screen). To check the box, place the mouse over the box and click. A check should appear in the box.

About copying information from an older version of the form into the new one

1. If you are managing the margin and page break problems from the old form, continue to use it with a new front page from the new version. – the new form is not required (except the front page

2. Be certain you are in the text box (not above it) before pasting

3. If the information from the old form completely filled the space, it will not all fit into the text boxes – continue to use the old form, with attention to margins

Revised 02/2009
NEATNESS is important. Do not use plastic covers on any pages.

ACCURACY is essential! DO NOT GUESS. If totals look excessive, explain them.

CORRECT punctuation, spelling, grammar, and capitalization are important.

OKLAHOMA REPORT FORM – Use the following margins on the ORF and Story.

*Smaller margins will result in disqualification.*

- Left margin – 1 ¼ inches
- Right margin – ½ inch
- Top margin – 1 inch
- Bottom margin – ½ inch

Remember that the whole page does not have to be covered. Let the white shine through.

SPECIAL FONTS - Use of **Bold**, *Color*, *Italic* and Underlining for headings and/or emphasis is allowed. Use discretion so the special fonts will be effective.

PICTURE SECTION - Picture section is limited to 3 pages of pictures. Use 3-6 cropped pictures per page. DO NOT shingle pictures. Use short captions that describe what is happening in the picture. Mount pictures with rubber cement or photo adhesive. If printing digital photos and text in one document, use photo paper or heavy matte paper to improve photo quality.

PAPER - All paper used in the record book should be at least 20# 8 1/2- by 11-inch. Irregular size detracts from neatness of book.

HOLES - If possible, use a three-hole punch, making sure all pages are lined up. Use re-enforcers on holes to insure that they won't tear.

ART WORK should not be used on divider pages or within the record book.

TABBING - Makes it easier for the judge to find major sections of the record book. Tabs should be uniform in length and placed on established spacing. A good length for a tab is two or three inches. (The inside of smaller tabs tend to fall or slip out.) Tabs should not extend beyond the edge of the cover. Only three tabs are necessary, one for Oklahoma Report Form, one for your 4-H Story, and one for the photo section.
DEFINITIONS

SPEECH/ILLUSTRATED PRESENTATION - An organized talk, with an introduction, body and conclusion. Rituals, prayers, and/or presiding over meetings do not qualify as speeches.

DEMONSTRATION - To give instructions for making a finished product and show how it is done. If demonstration shows how to make two or three small items to complete one big item, it is still just one demonstration.

WORKSHOP - To give participants actual hands-on experience. A workshop takes more time than a demonstration.

SHORT COURSE - Lengthy demonstration or program (may be a lecture). Participants listen; no hands-on experience.

OTHER APPEARANCES OR PRESENTATIONS - Share the Fun, style shows, rituals, etc.

COMMITTEE APPOINTMENT - Should be reported only when 4-H'er is an active, contributing member of the committee.

EDUCATIONAL BOOTH OR DISPLAY - Not for competition - Tells about a project.

EDUCATIONAL EXHIBIT - A competitive exhibit demonstrating a project, e.g., Foods-Nutrition exhibit

WORKING DISPLAY - Display that 4-H'ers operate, to answer questions or give information to public on request.

YEAR IN SCHOOL - The grade the 4-H member enters in the fall, following application.

4-H YEAR - July 1 to June 30 of the following calendar year. Example: Work done in 98-99 4-H year could be listed on Oklahoma Report Form 1999 or 98-99.

WHERE 4-H PROJECTS (and Record Books) COME UP SHORT

1. LACK OF GOOD, SOLID PROJECT WORK!!!!!

2. Failure to show personal growth and application of project skills.

3. Leadership - there needs to be a balance between "project leadership" and "other leadership". Both are important.

4. CITIZENSHIP - many project records lack true citizenship. Judging committees look for projects and activities that make a difference in the community, or in the life of an individual.

5. Project work, in general, shows a lack of focus which is often due to lack of planning or lack of commitment on the part of the member.

6. Record books have too much repetition between sections.
SUPPORTING PHOTOGRAPHS

Photographs can add interest and help tell a story about a successful 4-H project or career. But they won’t go any good if the photos are dark, out of focus, or don’t have anything to do with your project. Good quality, well-planned photos set your record book apart. Photos tie the entire record book or application together and add impact, provided they are good pictures with informative captions. Photos need to relate to your project and give details you may not have been able to relate clearly anywhere else or add emphasis.

Photos are used as “supporting evidence”. They must help tell the story of your project. The pictures need to show activities and details. Taking pictures to tell the complete story takes real planning.

Taking the Photographs

- A project may be spread over a period of time, even several years; every project has important phases that can only be captured on film when they happen. Even you have grown as your project has grown.
- It is best to take pictures throughout your project, but sometimes staged photos are needed. Work at making them not look staged.
- Use the appropriate film to obtain the best pictures. In general, a film with a lower ASA/ISO rating, for example, 100 ASA, is used when there is plenty of light available. A film with a higher rating, 400 ASA or 1000 ASA is used when there is not enough light available. The best all-around choice is 200 ASA. Digital photos are acceptable as long as they are photos that have not been electronically altered – enhancement (cropping, lightening, etc) to improve photo quality is acceptable and encouraged.
- Hold your camera steady. Gently squeeze the shutter release. Sudden movement of your camera can cause fuzzy, out of focus pictures.
- Understand how your camera’s flash works. Have your flash properly “synched” with your camera. Stand close enough to allow the light from the flash to reach your subject. Base this distance on the film speed and flash setting you select.
- Clean your camera’s lens because lint on it can cause misty looking pictures.
- Be sure your pictures are properly exposed – not too light, nor too dark.
- For dramatic pictures, choose your camera angle carefully. Move around your subject to determine the best perspective. You may find that the subject looks better at a high- or low-viewing angle.
- Try to avoid cluttered backgrounds. Maintain only one center of interest in each picture. Eliminate all distracting elements by moving closer to your subject or by keeping the foreground and background simple.
- Move closer to your subject whenever possible; close-up pictures have more impact than distant shots.
- Always focus your camera’s lens on your subject’s eyes or face.
- Take a number of shots of the same activity to avoid being “stranded” with only one photo of a crucial scene, during which your subject had their eyes closed.
- Take pictures during early morning or late afternoon. Those taken around noon may appear washed out.
- Check that your light source is behind you and not your subject.
If your subject is wearing a hat with a brim, you may need to use a flash to avoid a shadow across the face. If needed, ask your subject to tilt the hat back a bit or remove it altogether.

If there is something that will reflect light, such as something with a shiny surface, make sure the flash is pointed directly at that object.

**Mounting the photographs**

Now that you have clear, sharp pictures, the next step is to mount them in a professional manner to enhance your project.

- Use photo mounting cement that is moisture-resistant and will not stain your photos. Rubber cement, pastes that contain water or penetrating solvents can stain your prints or cause them to wrinkle.
- Watch the number of photos to a page. Usually 3-4 photos with captions look best on an 8 ½ x 11 inch sheet of paper.
- Be careful in using mountings or borders or color pages to mount photos. A light color such as cream or gray can provide an attractive background while bright colors can be very distracting.

**Writing the Captions**

A caption is a short description of the activity in your photo. Informative captions can indicate your knowledge of the project or provide additional information that is not already stated. The caption should indicate personal involvement. Use captions to explain something important about the photo that may not be easily understood by someone who is not familiar with your project.

- Avoid starting each caption with “Here I am…”; “I am…”; “This is me doing…”
- Be sure the caption relates to the photo.
- Check the spelling and grammar of your captions.
- Don’t repeat yourself in the same caption. Remember, your space is limited.
- Do not write as if you are talking about yourself to someone else. For example: “David is shown planting a test plot of corn,” sounds strange if you are David.

**Complete Caption**

Conducting this workshop for District Leadership Conference participants gave me the opportunity to share information on how to use the ground water flow model to teach school children about how common activities can cause water pollution. (photo at right)

**Incomplete Caption**

I am demonstrating use of the ground water flow model. (photo at left)
# SCORE SHEET FOR RECORD JUDGING – LEVEL I PROJECTS

(Record Book must achieve a score of 75 or higher to be considered for interview)

<table>
<thead>
<tr>
<th>Name</th>
<th>County</th>
</tr>
</thead>
</table>

### OKLAHOMA REPORT FORM

<table>
<thead>
<tr>
<th>SECTION I - A</th>
<th>Project work (size, growth, learning experiences, application of project related skills to other life experiences)</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Project Work</td>
<td>(summary of work done as a 4-H member in the project)</td>
<td>15</td>
<td>____</td>
</tr>
<tr>
<td>Project Work in other settings</td>
<td>(summary or examples of how 4-H knowledge, skills and project work were applied in other organizations and settings)</td>
<td>5</td>
<td>____</td>
</tr>
</tbody>
</table>

| SECTION I - B | Summary of what member has learned related to project | 5        | ____  |

### SECTION II - LEADERSHIP EXPERIENCES

| 4-H Leadership | – projects led, organized, assisted, etc. with 4-H visible/evident as the “lead” group or organization | 15       | ____  |
| Other leadership | – Leadership in other 4-H projects and use of 4-H leadership skills in other groups/organizations | 5        | ____  |

### SECTION III – CITIZENSHIP/COMMUNITY SERVICE EXPERIENCES

| 4-H Citizenship/Community Service | – community service projects/activities a member provides leadership for or participates in which are organized by/through 4-H | 15       | ____  |
| Other citizenship/community service | – community service projects/activities a member provides leadership for or participates in which are organized by another group or organization | 5        | ____  |

### SECTION IV - 4-H AWARDS in all projects/activities

| 5 | ____ |

### SECTION V - NON-4-H EXPERIENCES

| Church, School, Community, etc. | 5 | ____ |

### 4-H STORY

| Project Growth | (document changes over time as a result of project work) | 5 | ____ |
| Personal Growth | (examples of how 4-H/project work has impacted the member and others) | 5 | ____ |
| Application of 4-H knowledge and skills | as a leader, through service and in other settings | 5 | ____ |

### PHOTO SECTION

| – photos show growth, involvement, leadership and service | 5 | ____ |

### OVERALL RECORD BOOK

| (Organized, easy to read, correct spelling and grammar, no additional material) | 5 | ____ |

### TOTAL

| 100 | ____ |
### SCORE SHEET FOR INTERVIEW JUDGING – LEVEL I PROJECTS

<table>
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<tr>
<th>Name</th>
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<table>
<thead>
<tr>
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<th>Project Work</th>
<th>Leadership</th>
<th>Citizenship/Community Service</th>
<th>Personal</th>
<th>TOTAL</th>
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</thead>
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<tr>
<td></td>
<td>Ability to articulate project work and achievements reported in 4-H Record Book (including participation in events and activities)</td>
<td>Technical knowledge related to project and/or project objectives</td>
<td>Ability to articulate citizenship/community service activities reported in 4-H Record Book</td>
<td>Personal growth expressed as a result of 4-H experiences</td>
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Judge’s Initials: ____________
SCORE SHEET FOR RECORD JUDGING – LEVEL II PROJECTS
(Record Book must achieve a score of 75 or higher to be considered for interview)

Name ___________________________  County _______________________
Project __________________________

OKLAHOMA REPORT FORM

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| Other leadership | – Leadership in other 4-H projects and use of 4-H leadership skills in other groups/organizations | 5 _____ |

SECTION III – CITIZENSHIP/COMMUNITY SERVICE EXPERIENCES

| 4-H Citizenship/Community Service | – community service projects/activities a member provides leadership for or participates in which are organized by/through 4-H | 15 _____ |
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SECTION IV - 4-H AWARDS in all projects/activities

SECTION V - NON-4-H EXPERIENCES - Church, School, Community, etc.

| 4-H STORY | |
| Project Growth | (document changes over time as a result of project work) | 5 _____ |
| Personal Growth | (examples of how 4-H/project work has impacted the member and others) | 5 _____ |
| Application of 4-H knowledge and skills | as a leader, through service and in other settings | 5 _____ |

PHOTO SECTION – photos show growth, involvement, leadership and service

OVERALL RECORD BOOK

(Organized, easy to read, correct spelling and grammar, no additional material)

TOTAL

100 _____
# SCORE SHEET FOR INTERVIEW JUDGING – LEVEL II PROJECTS

**Name** ___________________________  **County** ___________________________

**Project** ___________________________

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<td>_____</td>
</tr>
<tr>
<td>Technical knowledge related to project and/or project objectives</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>Growth of project throughout 4-H career</td>
<td>10</td>
<td>_____</td>
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<tr>
<th><strong>Leadership</strong></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to articulate leadership activities reported in 4-H Record Book</td>
<td>15</td>
<td>_____</td>
</tr>
<tr>
<td>Philosophy of 4-H Leadership (how they see their role as leaders, impact of 4-H leadership experiences on their future, etc.)</td>
<td>5</td>
<td>_____</td>
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</tbody>
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<tbody>
<tr>
<td>Ability to articulate citizenship/community service activities reported in 4-H Record Book</td>
<td>15</td>
<td>_____</td>
</tr>
<tr>
<td>Service orientation (perceived importance of service to individual, club, community, etc.)</td>
<td>5</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal</strong></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal growth expressed as a result of 4-H experiences</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>Clothing and grooming appropriate for 4-H interview</td>
<td>5</td>
<td>_____</td>
</tr>
<tr>
<td>Interview – Eye contact, proper grammar and diction, etc.</td>
<td>5</td>
<td>_____</td>
</tr>
</tbody>
</table>

**TOTAL** 100 _____

Judge’s initials __________
STATE RECORD BOOK ENTRY CHECK LIST
FOR LEVEL I & LEVEL II PROJECTS
(To be completed by member. County Educator must verify information and sign this form.)

NAME _______________________ COUNTY _____________________

PROGRAM ENTERED __________________________

Please check the following list against contents of Record Book. (☐ to indicate YES)

☐ 4-H Member meets age requirement (Age 14 by January 1 of current year/no older than 18 by January 1 of current year, unless still in high school)

☐ Two copies of News Information Sheet (01/06 revision) (Note to County Educator: forms should be removed from books/applications and placed with other News Information Sheets from county in two separate envelopes for the State 4-H Office and Ag Communications)

☐ Oklahoma Report Form

Signatures of:
☐ 4-H Member
☐ Parent or Guardian
☐ Leader
☐ County Extension Educator

☐ Two copies of the 4-H Story (maximum of 6 double spaced pages) with member’s name, county and program area in the upper right hand corner. The original should be bound in the book and the copy stapled to this page.

☐ Name, county and program area on a label in upper right corner of cover or folder

☐ No more than three pages of photos, (except for Photography project, which may have 13 pages.).

The following items will result in disqualification:

(Write “OK” to indicate you have read each statement of disqualification – if any disqualifications exist, corrections should be made prior to submitting book for state competition.)

The state 4-H Project record Book Judging Committee will not review records submitted for district and state awards if any of the following disqualifications are present.

☐ Additional pages added to Oklahoma Report Form or adjustments to the line spacing of the form. Fonts must be no smaller than 12 point; Line spacing must be 6 lines per inch Margins must be no smaller than: Left – 1 ¼”, Right – ½”; Top – 1”; Bottom – ½” No copier reductions (to gain space) are allowed.

☐ Section IA – more than two pages
☐ Section IB – more than one page
☐ Section II – more than two pages
☐ Section III – more than two pages
☐ Section IV – more than ½ page
☐ Section V – more than ½ page

(Sections IV & V must be on the same page)

☐ Story exceeds 6 typed or printed pages; is not on 8 1/2” x 11” white paper, or is not typewritten or printed on one side of the paper, and is not double spaced.

☐ Project pictures exceed three (3) 8 1/2” x 11” pages. Exception - Photography project.

☐ Project record sheets, newspaper clippings, correspondence have been included.

☐ Each project or program area is not in a separate folder containing ORF, story and photo section.

My signature certifies that I have personally checked all of the items listed above and the member meets all eligibility requirements and no disqualifications are present.

___________________________________
Extension Educator’s Signature

Revised 02/2009
Scholarship Applications and Score Sheets

Oklahoma 4-H Scholarship Application

Level III Scholarship Score Sheets
OHCE Score Sheets
Key Club Score Sheets
Entrepreneurship Score Sheets
Patillo/Graumann/Pratt Score Sheets
Tracey Cox Memorial Score Sheets

4-H Blackburn Handskills

Blackburn Handskills Score Sheets

Oklahoma Collegiate 4-H Scholarship

Collegiate 4-H Score Sheet

Oklahoma 4-H Scholarship Entry Checklist
Oklahoma 4-H Scholarship Application

Use this form to apply for all of the scholarships listed below. It is only necessary to complete one form – place a check in the appropriate box to indicate all scholarship programs entered. Please tab additional materials required by some scholarships so judging committee can identify required components.

In addition to this form, the following materials are required for all scholarships:
- Current academic transcript from appropriate institution(s)
- Letter of recommendation from teacher, counselor or academic advisor
- Two copies of the 4-H News Information Sheet – submitted separately to county office

### Level III Scholarships
(For graduating high school seniors only)

- **Harold & Jeanne Gibson Memorial**
  - No restriction on college or major

- **Dana Smith Memorial**
  - No restriction on college or major

- **Oklahoma 4-H Key Club**
  - No restriction on college or major
  - Must include 1 page Key Club story

- **Oklahoma Youth Expo**
  - Must attend an Oklahoma public college/university
  - Must include 1 page summary of Youth Expo part.

- **Larry D. Anderson Memorial**
  - Must be Ag or FCS major at OSU*

- **Doris and Allan Goodbary Memorial**
  - Must attend OSU*
  - Must maintain 3.25 GPA during 1st semester of college

- **4-H Entrepreneurship**
  - Application must include a business plan, marketing activities, future business plans, management, income/expense summary and a net worth statement – see Entrepreneurship Scholarship attachments 1, 2 & 3.

- **College of Human Environmental Sciences**
  - Must be admitted to OSU with a declared undergraduate major in Human Environmental Sciences

- **Oklahoma Home and Community Education (OHCE)**
  - Must be Ag or FCS major at OSU*
  - Applicant may be graduating HS senior or full time undergraduate college student.

### Level IV Scholarships
(Applicant must be at least a 2nd semester freshman, enrolled full time at OSU* – concurrent HS enrollment does not count toward hours completed.)

- **Modelle Patillo Memorial**
  - Must maintain 3.0 GPA in college, & have 3 years 4-H membership during high school
  - Must include 250-500 word essay titled “How 4-H membership has influenced my career plans and/or my life”

- **Hugo Graumann Memorial**
  - Must maintain 3.0 GPA in college, & have 3 years 4-H membership during high school
  - Must include 250-500 word essay titled “How 4-H membership has influenced my career plans and/or my life”

- **B.A. Pratt Memorial**
  - Must maintain 3.0 GPA in college, & have 3 years 4-H membership during high school
  - Must include 250-500 word essay titled “How 4-H membership has influenced my career plans and/or my life”

- **Tracey Cox Memorial**
  - Must maintain 3.0 GPA in college, & have 3 years 4-H membership during high school
  - Must include 250-500 word essay titled “How my 4-H career has helped me succeed in the university setting”

- **Oklahoma Home and Community Education (OHCE)**
  - Must be Ag or FCS major at OSU*
  - Applicant may be graduating HS senior or full time undergraduate college student.

OSU refers to the following campuses
- OSU Stillwater
- OSU OKC
- OSU Tulsa

County:

Name (First, middle, last):

Name of Parents/Guardians:

Complete Home Address:

Complete address (if different from applicant):

Age January 1, current year:

Date of Birth:(00/00/0000)

I have prepared/reviewed this application and believe it to be correct

Applicant:_________________________________________ Date:________________

County Extension Educator:___________________________ Date:________________

Revised 02/09
(Educator signature not required for Level IV Scholarships)
Academic Information

Year in School, January 1, current year: □ Graduating Senior
College □ Freshman □ Sophomore □ Junior □ Senior

Name of High School you attended:

Complete Address of High School: Date of Graduation:

Approximate scholastic average (required): _____out_____ points
of_____
Individual rank in a class of ____ (how many) (Check rank in class
below)
   Check one: □ upper 25% □ upper 50% □ 25-50% □ Not available

College, university or trade schools attended, including concurrent high school
enrollment:
Name of Institution(s):

Dates attended:

Credits earned:

Scholastic Average:

Involvement in scholastic organizations or honors received (HS or college):

Educational Plans
College or University you plan to attend:

Why are you interested in pursuing an advanced education?

Field in which you plan to major and your reasons for choosing this field of study:

Describe how you would use this scholarship and your plans for financing your education:
4-H Project Work
Use the space on this page to summarize your 4-H project work
4-H Leadership
Use the space on this page to summarize your 4-H Leadership activities, including leadership positions held. Describe the impact of those activities on the local club, community, etc.
4-H Citizenship
Use the space on this page to summarize your 4-H Citizenship activities. Describe the impact of those activities on the local club, community, etc.
4-H Honors/Awards
In the space below (no more than ½ page), summarize significant 4-H Honors and Awards received

Non-4-H Experiences
Include most meaningful participation in organizations other than 4-H. Include leadership roles, honors received, special interests, etc.
Applicants for the Entrepreneurship Scholarship should add the following 3 attachments the Oklahoma 4-H Scholarship Application

**Business Plan**

**Marketing:**
Describe advertising and promotional activities, including the use of technology in these efforts. *(limited to this space)*

**Future Business Plans**
How does the current business fit with short- and long-term goals, plans for business growth, etc.? *(limited to this space)*
Business Growth/Management (*limit summary to this page only*)

**Narrative**: describe how the business has grown from its beginning:

### Table: Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Type of activity</th>
<th># of jobs/projects</th>
<th>Hours worked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Table: Inventory

*equipment, crops, livestock, etc*

(to add more lines to this table, place the cursor in the last open row of the table, then select Table on the toolbar, then Insert, then Rows Below – repeat as needed to accommodate inventory additions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Inventory item added</th>
<th>Cost or other basis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Value of Inventory:**
### Income and Expense Summary

*(to add more lines to this table, place the cursor in the last open row of the table, then select Table on the toolbar, then Insert, then Rows Below – repeat as needed to accommodate inventory additions)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Income/Expense category</th>
<th>Income</th>
<th>Expenses</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

*Total profit or loss from Enterprise*

### Net Worth Statement

*(to add more lines to this table, place the cursor in the last open row of the table, then select Table on the toolbar, then Insert, then Rows Below – repeat as needed to accommodate inventory additions)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Income</th>
<th>Expense</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on Hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value of Current Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Net Worth of Enterprise*

Entrepreneurship Scholarship Applicants may add up to 3 additional pages of pictures or other supporting materials
Name ____________________________

**Level III Scholarship Records Score Sheet for:**
- Harold & Jeanne Gibson Memorial
- Dana Smith Memorial
- Oklahoma Youth Expo
- Larry D. Anderson Memorial
- Allan & Dorris Goodbary

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Project Work (summary of work done as a 4-H member)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4-H Leadership (projects led, organized, assisted, etc through 4-H)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4-H Citizenship (community service projects/activities a member participates in or provides leadership for through 4-H)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Honors and Achievements in 4-H</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other Activities</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Scholastic Achievement</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Educational Plans/Use of Scholarship</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Name ____________________________

**Level III Scholarship Interview Score Sheet for:**
- Harold & Jeanne Gibson Memorial
- Dana Smith Memorial
- Oklahoma Youth Expo
- Larry D. Anderson Memorial
- Allan & Dorris Goodbary

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to articulate 4-H Project work and achievements throughout career</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4-H Leadership experiences and personal leadership philosophy (how they see their role as leaders, how experiences will impact future, etc.)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>4-H Citizenship/community service experiences/attitudes about service and it’s importance in personal development</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Knowledge of and commitment to 4-H</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>How 4-H has influenced activities, attitudes &amp; career choices</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Poise, self confidence &amp; maturity</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Interview – ability to organize &amp; express ideas clearly, appropriate clothing and grooming, relaxed, pleasant manner, good eye contact</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
## OHCE Scholarship Records Score Sheet

<table>
<thead>
<tr>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Project Work (Growth and accomplishment as a 4-H member and/or college student)</td>
<td>20</td>
</tr>
<tr>
<td>4-H Leadership (projects led, organized, assisted, etc through 4-H)</td>
<td>20</td>
</tr>
<tr>
<td>4-H Citizenship (community service projects/activities a member participates in or provides leadership for through 4-H)</td>
<td>20</td>
</tr>
<tr>
<td>Honors and Achievements in 4-H and other activities</td>
<td>10</td>
</tr>
<tr>
<td>Evidence that applicant has been involved with OHCE as a 4-H member and/or college student</td>
<td>10</td>
</tr>
<tr>
<td>Scholastic Achievement</td>
<td>10</td>
</tr>
<tr>
<td>Educational Plans/Use of Scholarship</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

## OHCE Scholarship Interview Score Sheet

<table>
<thead>
<tr>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to articulate 4-H Project work and achievements throughout career</td>
<td>20</td>
</tr>
<tr>
<td>4-H Leadership experiences and personal leadership philosophy (how they see their role as leaders, how experiences will impact future, etc.)</td>
<td>15</td>
</tr>
<tr>
<td>4-H Citizenship/community service experiences/attitudes about service and it’s importance in personal development</td>
<td>15</td>
</tr>
<tr>
<td>Knowledge of and commitment to 4-H</td>
<td>10</td>
</tr>
<tr>
<td>How 4-H has influenced activities, attitudes &amp; career choices</td>
<td>10</td>
</tr>
<tr>
<td>Awareness of OHCE program goals and how OHCE &amp; 4-H cooperate</td>
<td>10</td>
</tr>
<tr>
<td>Poise, self confidence &amp; maturity</td>
<td>10</td>
</tr>
<tr>
<td>Interview – ability to organize &amp; express ideas clearly, appropriate clothing and grooming, relaxed, pleasant manner, good eye contact</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
### Oklahoma 4-H Key Club Scholarship Records Score Sheet

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Project Work (Growth and accomplishment as a 4-H member)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4-H Leadership (projects led, organized, assisted, etc through 4-H)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4-H Citizenship (community service projects/activities a member participates in or provides leadership for through 4-H)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Honors and Achievements in 4-H and other activities</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4-H Key Club Activities and Accomplishments</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Scholastic Achievement and Educational Plans/Use of Scholarship (including financial need)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Oklahoma 4-H Key Club Scholarship Interview Score Sheet

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to articulate 4-H Project work and achievements throughout career</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4-H Leadership experiences and personal leadership philosophy (how they see their role as leaders, how experiences will impact future, etc.)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4-H Citizenship/community service experiences/attitudes about service and it’s importance in personal development</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Knowledge of and commitment to 4-H</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>How 4-H has influenced activities, attitudes &amp; career choices</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4-H Key Club Activities &amp; Accomplishments</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Poise, self confidence &amp; maturity</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Interview – ability to organize &amp; express ideas clearly, appropriate clothing and grooming, relaxed, pleasant manner, good eye contact</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>
### Entrepreneurship Scholarship Score Sheet

#### Record Score

<table>
<thead>
<tr>
<th>Educational Plans</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-H Leadership &amp; Community Service experiences</td>
<td>15</td>
<td>_____</td>
</tr>
<tr>
<td>4-H Accomplishments</td>
<td>10</td>
<td>_____</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Business</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals &amp; objectives for business enterprise</td>
<td>15</td>
<td>_____</td>
</tr>
<tr>
<td>Marketing</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>Management</td>
<td>15</td>
<td>_____</td>
</tr>
<tr>
<td>Business Growth (success of business)</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>Future plans</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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#### Interview Score

<table>
<thead>
<tr>
<th>Business</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals &amp; objectives for business enterprise and growth of business</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>Skills &amp; competencies gained</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>How business fits into future plans</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>Personal, educational &amp; career goals</td>
<td>10</td>
<td>_____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-H</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indications of knowledge and commitment to 4-H</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>4-H Leadership &amp; Community Service experiences</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>Ability to organize thoughts and express ideas clearly –</td>
<td></td>
<td>_____</td>
</tr>
<tr>
<td>Eye contact, relaxed, pleasant manner. Appropriate clothing &amp; grooming</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>_____</td>
</tr>
</tbody>
</table>

Name _____________________________

Revised 02/2009
Patillo/Graumann/Pratt Scholarship Score Sheet

Records Score

<table>
<thead>
<tr>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>15</td>
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<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
</tr>
<tr>
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<tr>
<td>20</td>
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</table>

Interview Score

<table>
<thead>
<tr>
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<th>Score</th>
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<td>10</td>
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</table>
# Tracey Cox Memorial Scholarship Score Sheet

## Records Score

<table>
<thead>
<tr>
<th>Record</th>
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<th>Score</th>
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</thead>
<tbody>
<tr>
<td>4-H Accomplishments, Leadership and Community Service</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Campus activities, leadership and public service</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Influence of 4-H on success in college</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Financial contribution of applicant to his/her education</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Scholastic Achievement</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Major in Ag &amp; Natural Resources or Business Administration</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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## Interview Score

<table>
<thead>
<tr>
<th>Interview</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indications of knowledge about and commitment to 4-H – how 4-H contributed to a successful college experience.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Ideas about how 4-H Leadership and Community Service experiences influenced campus involvement</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Commitment to being a self-supporting student</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Poise, self-confidence &amp; maturity</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Ability to organize thoughts and express ideas clearly – Eye contact, relaxed, pleasant manner. Appropriate clothing &amp; grooming</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
4-H Blackburn Handskills Scholarship Application

Required Materials:
- Two copies of the 4-H News Information Sheet
- 4-H Blackburn Handskills Scholarship Application Form
- High School Transcript
- Letter of recommendation from counselor, teacher or vocational advisor
- 1-2 page story about career objectives and how technical training will help you achieve those goals. Also include how your 4-H experiences influenced your career choice and will assist you in achieving your career goals.

GENERAL INFORMATION

County:
Name (First, middle, last):
Name of Parents/Guardians:

Complete Home Address:
Complete address (if different from applicant)

Age January 1, current year:
Date of Birth:(00/00/0000)

ACADEMIC INFORMATION

Name of High School you attended:
Complete Address of High School:
Date of Graduation:

Approximate scholastic average (required): ____out of____ points
Individual rank in a class of ____ (number)
Check one: □ upper 25% □ upper 50% □ 25-50% □ Not available
Trade or technical schools attended, including concurrent high school enrollment:
Name of Institution:
Dates attended:
Credits earned:
Involvement in scholastic organizations or honors received:

I have prepared/reviewed this application and believe it to be correct

Applicant:_________________________________________ Date:__________________

County Extension Educator: __________________________ Date:__________________
**Educational Plans**

Technical or Trade school you plan to attend:

Describe why you are interested in pursuing a career in hand skills (Including mechanics, carpentry, plumbing, wood craft, boot making, commercial/graphic arts, electricity, air conditioning, drafting, appliance repair, etc)

Previous training or experience related to this career:

Describe how you would use this scholarship and your plans for financing your education:
4-H Experiences
Describe your 4-H Leadership and Citizenship Activities and the impact of those activities on the local club, community and or county: (limit summary to this page)
4-H and Non-4-H Experiences

List your most important 4-H and non-4-H Accomplishments (limit summary to this page)

Major accomplishments:

Offices held and other leadership:

Honors received:

Other Activities:

Add a 1-2 page story about your career objectives and how technical training will help you achieve those goals. Also include how your 4-H experiences influenced your career choice and will assist you in achieving your career goals.
**Blackburn Handskills Scholarship Score Sheet**

### Records Score

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Plans – interest in a career in Handskills</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4-H Experiences – accomplishments, leadership, honors</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Career Objectives</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Role of technical training in achievement of goals</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>

### Interview Score

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Plans – interest Handskills</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>4-H Experiences – accomplishments, leadership, honors</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Career Objectives and Role of technical training in achievement of goals</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Ability to organize and express ideas clearly, make eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxed, pleasant manner – Appropriate clothing and grooming</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Collegiate 4-H Scholarship Application

Required Materials:
- Oklahoma Collegiate 4-H Scholarship Application Form
- Transcript of all college work
- A 250-500 word essay titled: “How Collegiate 4-H Membership is influencing my Career Plans and/or my Life Plans
- Letter of recommendation from college advisor or professor
- Two copies of 4-H News Information Sheet

Eligibility:
- At least a 2nd semester college freshman, enrolled in college full time
- Dues-paying active member of a Collegiate 4-H group in Oklahoma
- Must maintain at least a 2.8 grade point average
- Show personal commitment to higher education (indicated by level of involvement in campus life, contribution to education through part-time work, savings, etc)

GENERAL INFORMATION

County: ____________________________  Name of Parents/Guardians: ____________________________
Name (First, middle, last): ________________  Address at college: ____________________________
Permanent Address: ______________________  College Phone #: ____________________________
Home Phone #: __________________________  __________________________

ACADEMIC INFORMATION

Classification the next Fall Semester: College  □ Sophomore  □ Junior  □ Senior
Name and complete address of High School: __________________________
College, university or trade schools attended, including concurrent high school enrollment:
Name of Institution: __________________________
Dates attended: __________________________
Credits earned: __________________________
Scholastic Average: __________________________
Involvement in scholastic organizations or honors received: __________________________

I have personally prepared this application and believe it to be correct:

Applicant __________________________________________  Date __________________________

Revised 02/2009


**Educational Plans**

Field in which you are majoring or plan to major

Outline your reasons for choosing this field of study:

Describe how you would use this scholarship and your plans for financing your education:

Describe your financial needs and how this award will be applied toward your educational costs. Please do not list a balance sheet or disclose other personal numerical data.
Leadership and Citizenship Experiences
Describe your 4-H Leadership and Citizenship Activities completed as a Collegiate 4-H member and describe their impact (limit summary to this page)
Collegiate 4-H Accomplishments (limit summary to this page)

Collegiate 4-H Offices Held:

Collegiate 4-H honors received:

Other college activities:

Non-4-H Experiences in school, church and community. Include most meaningful participation in organizations other than 4-H, including leadership roles and honors.
Name__________________________

Collegiate 4-H Scholarship Score Sheet

Records Score

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate 4-H &amp; College Accomplishments</td>
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<td>_____</td>
</tr>
<tr>
<td>Leadership and Community Service in Collegiate 4-H</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>Influence of Collegiate 4-H on Career plans/life</td>
<td>30</td>
<td>_____</td>
</tr>
<tr>
<td>Commitment to Education/financial contribution</td>
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<td>_____</td>
</tr>
<tr>
<td>Scholastic Achievement</td>
<td>10</td>
<td>_____</td>
</tr>
</tbody>
</table>

Total 100 _____

Name__________________________

Collegiate 4-H Scholarship Score Sheet

Interview Score

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indications of knowledge about and commitment to Collegiate 4-H – attitudes, general knowledge of its operation, ideas for future directions, etc.</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>Ideas about 4-H Leadership and Community Service and their importance</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td>Influence of Collegiate 4-H on Career plans/life</td>
<td>30</td>
<td>_____</td>
</tr>
<tr>
<td>Poise, self-confidence &amp; maturity</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>Ability to organize thoughts and express ideas clearly – Eye contact, relaxed, pleasant manner. Appropriate clothing &amp; grooming</td>
<td>20</td>
<td>_____</td>
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</table>

Total 100 _____
## LEVEL III & LEVEL IV SCHOLARSHIP ENTRY CHECK LIST

**NAME _______________________________ COUNTY __________________**

**SCHOLARSHIP PROGRAM(S) ENTERED __________________**

ALL OKLAHOMA 4-H SCHOLARSHIPS (EXCEPT COLLEGIATE 4-H, AND BLACKBURN HANDSKILLS) HAVE THE FOLLOWING REQUIREMENTS:

- Two Copies of the 4-H News Information Sheet
- Oklahoma 4-H Scholarship Form*
- High school, college, or technical school transcript (for Level IV Scholarships, include High School & College)*
- Letter of recommendation from school or academic advisor*
- Level III - Graduating high school senior and no older than 18 on January 1 in program year of application*
- Level IV – full time undergraduate student who has completed at least 1 semester of college (excluding concurrent enrollment)

### SPECIFIC ADDITIONAL REQUIREMENTS FOR THE FOLLOWING SCHOLARSHIPS:

**Gibson Memorial & Smith Memorial:** Upper 50% of graduating class

- No additional items
- Above four items*

**Key Club:**

- 1 page story on Key Club activities
- Above four items*
- Key Club Member

**Entrepreneurship Scholarship**

- Entrepreneurship Application attachments
- Up to 3 pages of pictures or other support information
- Above four items*

**Anderson Memorial:** Must attend OSU, majoring in Agriculture & Natural Resources or Human Environmental Sciences

- No additional items
- Above four items

**Allan and Dorris Goodbary Memorial** Must attend OSU

- No additional items
- Above four items*

**College of Human Environmental Sciences**

- Admitted to OSU with a declared major in Human Environmental Sciences
- Above four items*

**Oklahoma Youth Expo** Must attend a public university in Oklahoma

- 1 page summary of participation in Youth Expo
- Above four items*

**Blackburn Handskills Scholarship** Must attend technical school

- Blackburn Handskills Scholarship Application
- Transcript
- Letter of recommendation from vocational advisor, counselor, etc.

**OHCE Scholarship** – Must attend OSU, with major in Agriculture and Natural Resources or Human Environmental Sciences.

- Non-4-H members must include a statement of family relationship to a current OHCE member
- Above four items

**Patillo/Graumann/Pratt Memorial Scholarships** must attend OSU as a full-time student, maintain 3.0 GPA, High School 4-H member for minimum of 3 years

- 250-500 word essay titled: “How 4-H Membership Has Influenced My Career Plans and/or My Life.”
- Above four items*

**Tracey Cox Memorial Scholarship** – must attend OSU as a full-time student, maintain 3.0 GPA, High School 4-H member for minimum of 3 years & be active on campus

- 250-500 word essay titled: “How 4-H career helped me succeed in college”
- Letter of recommendation from employer
- Above four items*

**COLLEGIATE 4-H Scholarship**

- Collegiate 4-H Scholarship Application
- Transcript of all college work
- A 250-500 word essay titled: “How Collegiate 4-H is influencing my Career Plans and/or my Life Plans.”
- Letter of Recommendation from college advisor or professor

My signature certifies that I have personally checked the items listed above and the applicant meets all eligibility requirements.

________________________________________________
Extension Educator Signature
Other 4-H Award Programs

Oklahoma 4-H Hall of Fame
   Oklahoma 4-H Hall of Fame Score Sheets

National 4-H Congress
   National 4-H Congress Description
   National 4-H Congress Application
   Functional Resume Example
   National 4-H Congress Score Sheet

Entry Checklists
   Hall of Fame
   National 4-H Congress
   National 4-H Conference

Southeast District Scholarship Application
   Oklahoma 4-H Key Club Application
      Key Club Check Sheet
   Outstanding 4-H Alumni
   State Honorary 4-H Member Award
   Oklahoma Pork Council Award Application
   Beef Selecting, Preparing and Serving Application

National 4-H Conference
   National 4-H Conference Application
   Applicant Certification Form
   Oklahoma State 4-H Program Reference Sheet
   National 4-H Conference Score Sheet
   National 4-H Conference Guidelines
OKLAHOMA 4-H HALL OF FAME

Farm Credit Services

Purpose
The Oklahoma 4-H Hall of Fame is designed to recognize Oklahoma 4-H'ers who have developed outstanding programs in 4-H projects, including Achievement, Leadership, Citizenship, and Personal Development, and who exemplify the high ideals of 4-H work.

Eligibility
1. Must be 16 years of age by January 1 and/or completed no more than the freshman year of college as a full time student during the program year-(July 1 to June 30) at the time the Blue Award Group (see below) is selected. College Freshmen must report 4-H work beyond high school.
2. Must have entered an application for Hall of Fame in state competition the year selection to the Blue Award Group is made.

Basis for Selection
1. Blue Award Group of not more than 20 4-H'ers will be selected. A score of 75 or higher on written materials is required for inclusion in the Hall of Fame Blue Award Group. Blue Award Group nominees will be selected on the basis of participation and accomplishments in projects and activities and experiences in leadership, citizenship, and community service.
2. Record books will be scored by the Record Judging Committee. The Record Judging Committee will narrow the field to no more than 20 4-H'ers. No more than 10 Blue Award Group members will be invited to appear before a panel of judges for personal interviews. Final selection will be made after the interviews.
3. The Hall of Fame Judging Committee will be composed of Extension personnel, volunteer leaders, and former 4-H members.

Required Materials
1. Oklahoma Report Form - Section IA and IB should be a summary of all 4-H work, not just a single project. Hall of Fame should be typed on title page and on heading of Section I.
2. Six page 4-H story
3. Current Transcript
4. Up to 3 pages of photos
### STATE 4-H HALL OF FAME – RECORDS SCORE SHEET

(Record Book must achieve a score of 75 or higher to be considered for interview)

<table>
<thead>
<tr>
<th>Name</th>
<th>County</th>
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<table>
<thead>
<tr>
<th><strong>OKLAHOMA REPORT FORM</strong></th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION I - A</strong> Project work (size, growth, learning experiences, application of project related skills to other life experiences in a variety of projects)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth &amp; Accomplishments in 4-H (summary of work done as a 4-H member in a variety of projects)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Project Work in other settings (summary or examples of how 4-H knowledge, skills and project work were applied in other organizations and settings)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>SECTION I - B</strong> Summary of what member has learned throughout 4-H career</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

| **SECTION II - LEADERSHIP EXPERIENCES** | | |
| 4-H Leadership – projects led, organized, assisted, etc. with 4-H visible/evident as the “lead” group or organization – evidence of growth as a leader, leadership in groups and responsibility in project work | 15 | | |
| Other leadership – Leadership in other 4-H projects and use of 4-H leadership skills in other groups/organizations | 5 | | |

| **SECTION III – CITIZENSHIP/COMMUNITY SERVICE EXPERIENCES** | | |
| 4-H Citizenship/Community Service – community service projects/activities a member provides leadership for or participates in which are organized by/through 4-H | 15 | | |
| Other citizenship/community service – community service projects/activities a member provides leadership for or participates in which are organized by another group or organization | 5 | | |
| **SECTION IV - 4-H AWARDS in all projects/activities** | 5 | | |
| **SECTION V - NON-4-H EXPERIENCES** - Church, School, Community, etc. | 5 | | |

| **4-H STORY** | | |
| 4-H/Project Growth (document changes over time as a result of project work) | 5 | | |
| Personal Growth (examples of how 4-H/project work has impacted the member and others) | 5 | | |
| Application of 4-H knowledge and skills as a leader, through service and in other settings | 5 | | |

| **PHOTO SECTION** – photos show growth, involvement, leadership and service | 5 | | |

| **OVERALL RECORD BOOK** | | |
| (Organized, easy to read, correct spelling and grammar, no additional material) | 5 | | |

**TOTAL** | 100 | |
# STATE 4-H HALL OF FAME – INTERVIEW SCORE SHEET

<table>
<thead>
<tr>
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<th>Possible</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>County</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Project Work
- Ability to articulate project work and achievements reported in 4-H Record Book (including participation in events and activities) 15 ____
- Evidence of ability to set goals and work toward them 10 ____
- Growth of project throughout 4-H career 10 ____

## Leadership
- Ability to articulate leadership activities reported in 4-H Record Book – evidence of growth in quantity and quality of leadership experiences 10 ____
- Philosophy of 4-H Leadership (how they see their role as leaders, impact of 4-H leadership experiences on their future, etc.) 5 ____

## Citizenship/Community Service
- Ability to articulate citizenship/community service activities reported in 4-H Record Book 10 ____
- Attitude toward civic responsibility and service and evidence of service to others 5 ____

## Personal
- Commitment to 4-H – effect of 4-H on life and personal goals 15 ____
- Personal growth expressed as a result of 4-H experiences 10 ____
- Clothing and grooming appropriate for 4-H interview 5 ____
- Interview – Poise, self-confidence and maturity, good eye contact, proper grammar and diction, etc. 5 ____

**TOTAL** 100 ____

Judges initials __________
WHAT IS NATIONAL 4-H CONGRESS?

National 4-H Congress is the flagship event of the 4-H program that is typically the Friday through Tuesday following Thanksgiving each year. Since the 1920s, youth from the United States and its territories have participated in this youth leadership development conference. The Congress provides youth a quality, educational, and cross-cultural experience that exceeds what any state independently provides. It is designed to address the needs and issues of youth while helping to develop capable, competent, and caring citizens.

The program is built upon the Cooperative Extension System's belief that young people can be significant partners in addressing the issues that face our nation especially those affecting youth. Each year a National Design Team of Extension educators, 4-H youth, and 4-H adult volunteers analyze current youth issues and determine the most effective ways to address them. The program combines plenary sessions, seminars, discussion groups, and a service learning experience. The nation's most outstanding community leaders, speakers, and educators present the most current and timely information available.

WHO CAN ATTEND?

The number of Oklahoma delegates selected will be determined based on funding available.

Applicants for National Congress must be 16 years of age and not passed their 19th birthday by January 1 of the 4-H program year in which they are applying (not at the time of the trip).

Applicants must submit the following items (in a folder) by the published deadline:

- National 4-H Congress Application
- Personal Resume 2 pages
- Up to a 6-page 4-H story including project work, citizenship, leadership and personal information. (Can be a copy from State Record Book)
- Applicants may also be interviewed by a Selection Committee

WHAT IS THE COST?

- Delegates will be expected to pay a portion of the cost of the trip. The Oklahoma 4-H Foundation will provide partial funding. Final costs will be based on transportation costs, lodging costs, and registration fees.
- Delegates will have until September 1 to confirm attendance and pay their portion of the fees. If a delegate drops out or does not pay the fee prior to that time, an alternate will be offered the trip slot.
- All fees are non-refundable
National 4-H Congress Application

Applicants must be at least 16 years of age and not passed their 19th birthday by January 1 of the year of application.

Required Materials: National 4-H Congress Application (this form)
                   Personal Resume (2 pages, functional format)
                   4-H Story (up to 6 pages including project work, citizenship, leadership and personal information, can be from 4-H project record book)
                   Applicants may be interviewed by a selection committee

Name:                                                        County:
Age on January 1, current year:                               Date of Birth (00/00/0000):
Complete Home Address:                                        Home Phone#:
                                                            Cell Phone#:
Name of Parents/Guardian:
Complete Home Address (if different from above):

National 4-H Congress is the flagship event of the 4-H program that is typically the Friday through Tuesday following Thanksgiving each year. Since the 1920s, youth from the United States and its territories have participated in this youth leadership development conference. The Congress provides youth a quality, educational, and cross-cultural experience that exceeds what any state independently provides. It is designed to address the needs and issues of youth while helping to develop capable, competent, and caring citizens.

The program is built upon the Cooperative Extension System's belief that young people can be significant partners in addressing the issues that face our nation especially those affecting youth. Each year a National Design Team of Extension educators, 4-H youth, and 4-H adult volunteers analyze current youth issues and determine the most effective ways to address them. The program combines plenary sessions, seminars, discussion groups, and a service learning experience. The nation's most outstanding community leaders, speakers, and educators present

- The number of delegates selected to attend National 4-H Congress from Oklahoma will be based on funding available
- Delegates will be expected to pay a portion of the cost of the trip. The Oklahoma 4-H Foundation will provide partial funding. Final costs will be based on transportation costs, lodging costs, and registration fees.
- Delegates will have until September 1 to confirm attendance and pay their portion of the fees. If a delegate drops out or does not pay the fee prior to that time, an alternate will be offered the trip slot.
- All fees are non-refundable

*I have personally prepared this application and believe it to be correct. I have also read the above guidelines and understand my financial responsibility should I be selected to attend.*

Applicant__________________________________ Date: _____

Extension Educator __________________________ Date: _____
4-H Project Work
Use the space on this page to summarize your 4-H project work
4-H Leadership
Use the space on this page to summarize your 4-H Leadership activities, including leadership positions held. Describe the impact of those activities on the local club, community, etc.
4-H Citizenship
Use the space on this page to summarize your 4-H Citizenship activities. Describe the impact of those activities on the local club, community, etc.
4-H Honors/Awards
In the space below (no more than ½ page), summarize significant 4-H Honors and Awards received

Non-4-H Experiences
Include most meaningful participation in organizations other than 4-H. Include leadership roles, honors received, special interests, etc.
FUNCTIONAL RESUME EXAMPLE

Your Name
Street Address
City, State, Zip Code
Phone Number

SKILLS AND ACCOMPLISHMENTS

Directions - List 3-5 skills you learned in 4-H in order of preference down the left-hand side of your resume, as shown below. Next to each skill, list three to five ways in which you used that skill in a 4-H, school, or other project and what you accomplished. Keep your description to one or two sentences.

Skill # 1
✓ Best example of how you used this skill and what you accomplished.
✓ Another project or activity in which you demonstrated that you had this skill.
✓ Yet another example of this skill in action - perhaps a description of a workshop you participated in where you practiced or learned more about this skill.

Continue in the same way with your other four skills. Here is a sample skill description.

Leadership
✓ Persuaded my 14-member 4-H group and the local Citizens Association to clean up a neighborhood park, for which we won an award for civic beautification from the mayor. Organized a clean-up day and bake sale; press coverage resulted in more than $1000 in donations from local businesses.

EDUCATION

NAME OF CURRENT SCHOOL
Date you received or expect diploma
City, State
Dates attended

Directions. List your academic major or area of strongest interest. Then list up to three outside activities, such as 4-H, and any offices you have held, such as Student Council representative or Class Secretary. Finally, describe any honors, awards, or recognition you received for academic achievement (National Honor Society, for example), arts, sports, community service, citizenship, or other activities—but do not repeat those you included in your skills descriptions.
Here is a sample entry:

**NORTHSIDE SENIOR HIGH SCHOOL**
Diploma, June 1993

**HIGH VALLEY, IDAHO**
1990-93


**EMPLOYMENT AND/OR VOLUNTEER WORK**

List your previous employers here, beginning with your most recent job. Include the company name, city, state, and dates (month/year) you were employed. If you have not been employed, you can list significant volunteer work; such as, hospital volunteer, church, parks and recreation programs, etc. Include organization and short description of your volunteer work.

6/93-9/93 **Wilderness Ranch**, Salmon, Idaho (summer job)
**Ranchhand.** Assisted with all aspects of operations on a large, family-owned cattle ranch: fed and cared for cattle, cleaned and maintained ranch equipment and buildings, and provided mechanical help with farming machinery.

6/92-9/92 **Stillwater Community Hospital** (volunteer work)
**Candystriper.** Worked in the supply department. Responsible for filling orders from various units/floors for basic supplies. Entered orders into computer for inventory control.
# National 4-H Congress Application Score Sheet

(Applicants must receive a score of 75 or higher to be considered for this trip)

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences in 4-H Leadership and Citizenship</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Experiences in 4-H Projects and Activities</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Involvement in other activities, including school, church, community or other youth organization</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4-H Story</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

# National 4-H Congress Interview Score Sheet

<table>
<thead>
<tr>
<th>Category</th>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Leadership and Citizenship</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4-H Project work</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Involvement in non-4-H activities</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Ability to organize and express ideas clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye contact and relaxed pleasant manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate clothing and grooming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper grammar and diction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maturity, awareness of issues affecting youth</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Checklists for:
Oklahoma 4-H Hall of Fame
National 4-H Youth Congress

Name ___________________________ County ___________________________

Program Entered: [ ] Oklahoma 4-H Hall of Fame  [ ] National 4-H Youth Congress

Oklahoma 4-H Hall of Fame has the following requirements:

____ Oklahoma 4-H Report Form (Section IA and IB should be a summary of all 4-H Project Work, not just a single project
____ Six page 4-H Story
____ Transcript of all academic work
____ Up to 3 pages of photos
____ Hall of Fame must be typed on the front page of the Oklahoma 4-H Report Form and on Heading for Section I
____ Member must be 16 years of age by January 1, of the year of application and or completed no more than the Freshman year of college at the time of application

National 4-H Youth Congress has the following requirements:

____ National 4-H Youth Congress Application
____ Personal Resume (2 pages, functional format)
____ 4-H Story (up to 6 pages including project work, citizenship, leadership and personal information, can be from 4-H project record book)
4-H Member must be 16 years of age and no older than 18 year of age by January 1 of year of application (unless not yet graduated from high school)
Southeast District 4-H Scholarship Application

Southeast District 4-H Scholarship(s) Checklist
(For 4-H members in the Southeast District)
  o 4-H member in the Southeast District 4-H program who is at least 14 years of age, but no older than 19 (by January 1 of the current year), and in good standing with the 4-H program.
  o May submit only one application per year.
  o This scholarship cannot be received in the same year as being named a state project, scholarship or Hall of Fame winner, however a member who has been named a state project winner would be eligible to submit and application for the SE District Scholarship in the same project next year, as long as project work continued and he/she met all other general age and grade eligibility requirements.

Materials submitted securely attached in a folder with fasteners and tabbed:
  o Southeast District 4-H Scholarship Application
  o 4-H Story (6 page maximum) (copy)
  o Transcript of Current Academic Work

County:                      Action Team Member: Yes___No___
(Year(s)____)
Name (First, middle, last):  Name of Parents/Guardians:

Complete Home Address:       Phone Number(s):

Age January 1, current year: Date of Birth:(00/00/0000)
Grade:                      GPA:

List Project and Year Won
State Project Level I:
Advanced Project Level II:
List Year Won
State 4-H Scholarship:
State Hall of Fame:

I have prepared/reviewed this application and believe it to be correct

Applicant:_________________________ Date:________________

County Extension Educator:_________________________ Date:________________
Question and Answer Section (limited to one page for both questions)

Name two specific life skills you have learned through your project work and explain why they are the most useful to you.

What are your plans after graduation?
4-H Experiences
Describe your major accomplishments in all 4-H Project work. (limit summary to this page only)
4-H Leadership
Describe your major leadership experiences in all 4-H Project work. (limit summary to this page only)
4-H Citizenship
Describe your major citizenship experiences in all 4-H Project work. (limit summary to this page only)
Non-4-H Experiences

List your most important non-4-H experiences for school, church/faith or community organizations (limit summary to this page)
Scoresheet for Southeast District 4-H Scholarship

Name__________________________  County_____________________________

<table>
<thead>
<tr>
<th>Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Materials Are Complete With Signatures</td>
<td>5</td>
</tr>
<tr>
<td>SE District Action Team Member</td>
<td>5</td>
</tr>
<tr>
<td>Question and Answer Section</td>
<td>15</td>
</tr>
<tr>
<td>4-H Project Work (summary of all work done as a 4-H member)</td>
<td>15</td>
</tr>
<tr>
<td>4-H Leadership (projects led, organized, assisted, etc through 4-H)</td>
<td>25</td>
</tr>
<tr>
<td>4-H Citizenship (community service projects/activities a member participates in or provides leadership for through 4-H)</td>
<td>25</td>
</tr>
<tr>
<td>Non 4-H Experiences</td>
<td>5</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>