



SECTION B LEADERSHIP

Tennessee 4-H Project Profile

Member's Name: Chrissy Clover Year: 2018 Grade (on January 1): 9

I. **Project-related goals:** List up to three (3) project goals you would like to accomplish during this year.

1.	<i>Example: This year, I will research/prepare four, new icebreakers to use with groups in an effort to improve my presentation skills.</i>
1.	The quick brown fox jumped over the lazy dog.
2.	The quick brown fox jumped over the lazy dog.

2. **Leadership with 4-H groups:** Summarize this year's experiences as a junior or teen leader in this section. Use the drop-down menu to indicate which kind of 4-H group – project group or special interest group; judging teams; clubs; or camp – the leadership was conducted. Leadership may include, but is not limited to, specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted. Be sure to explain your specific responsibility for each.

Name of 4-H Project:

Type of Project or Activity	Size and Scope of What You Did	4-H Group
<i>Example: Card Committee Chairman</i>	<i>Created/Demonstrated flash cards (4 topics/4 sets) for training</i>	<i>Judging Team</i>
The quick brown fox ...	... jumped over the lazy dog.	Judging Team
The quick brown fox ...	... jumped over the lazy dog.	Project Group
The quick brown fox ...	... jumped over the lazy dog.	Project Group
The quick brown fox jumped over the lazy dog.	Club
The quick brown fox jumped over the lazy dog.	Camp

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2. Leadership with 4-H groups *continued*

Type of Project or Activity	Size and Scope of What You Did	4-H Group

3. Leadership with individual 4-H members (one-on-one): Describe the type, size and scope of leadership given to individual 4-H members, the level at which the experience occurred -- Local (L); County (C); Multi-County (M); Regional (R); State (S) or National (N) and the total number of members involved. Individual 4-H members, in this instance, are those not associated with any type of 4-H club, group or camp. Use the drop-down menu when selecting the level at which this activity was executed. When selecting the "level", choose the highest level at which this activity was executed. Note: The number of members indicated may reflect both the number of members at the level denoted and any and all levels prior.

Size and Scope of Leadership Activity	Level	# of Mbrs
<i>Example: Demonstrated how to lead a sheep to 4-H'ers in the "Wool and Woolies" Review at County fair</i>	C	6
The quick brown fox, jumped over the lazy dog.	C	1
The quick brown fox, jumped over the lazy dog.	C	3
The quick brown fox, jumped over the lazy dog.	C	2
The quick brown fox, jumped over the lazy dog.	C	2
The quick brown fox, jumped over the lazy dog.	C	1

4. Leadership roles at 4-H events: List all 4-H events in which you participated in a leadership role. Using the drop-down menu, indicate the level of the event – Local (L); County (C); Regional (R); State (S) or National (N) and the number of times in which the leadership experience occurred. When selecting the “level”, choose the highest level at which this activity was executed. Note: The number of times indicated may reflect both the number of times at the level denoted and any and all levels prior.

Name or Kind of Event and Your Role	Level	Times
<i>Example: Served as Room Chairman for Public Speaking, Bread Baking and Demonstration Contests</i>	C	3
The quick brown fox, jumped over the lazy dog	C	1
The quick brown fox, jumped over the lazy dog	C	3
The quick brown fox, jumped over the lazy dog	N	1
The quick brown fox, jumped over the lazy dog	S	1
The quick brown fox, jumped over the lazy dog	C	1
The quick brown fox, jumped over the lazy dog	C	1

5. Leadership in other organizations of which you are a member. List your leadership responsibilities and roles in all other organizations (not 4-H) in which you participate. Leadership may include, but is not limited to, specific roles such as offices held, leadership work with committees, activities to which you gave leadership, leadership training events you led or attended, etc... Leadership is NOT instances in which you helped or assisted. Be sure to explain your specific responsibility for each. Indicate level Local (L); County (C); Multi-County (M); Regional (R); State (S) or National (N) and the number of times each leadership activity was conducted using the drop-down menu. When selecting the “level”, choose the highest level at which this activity was executed. Note: The number of times indicated may reflect both the number of times at the level denoted and any and all levels prior.

Office Held, Committee Work or Activity	Your Responsibility	Level	Times
VBS Refreshment Committee	<i>Example: Responsible for creating menu and serving refreshments for attendees.</i>	L	5
The quick brown fox ...	... jumped over the lazy dog.	C	1
The quick brown fox ...	... jumped over the lazy dog.	C	1
The quick brown fox ...	... jumped over the lazy dog.	L	1
The quick brown fox ...	... jumped over the lazy dog.	L	2
The quick brown fox ...	... jumped over the lazy dog.	L	7
The quick brown fox ...	... jumped over the lazy dog.	C	1

6. Leadership in marketing 4-H: List events and activities done to promote 4-H. Identify the type of promotion and your specific responsibility with or involvement in the promotional work. Additionally, indicate level Local (L); County (C); Multi-County (M); Regional (R); State (S) or National (N) and the number of times each promotional activity was conducted using the drop-down menu. When selecting the "level", choose the highest level at which this activity was executed. Note: The number of times indicated may reflect both the number of times at the level denoted and any and all levels prior.

Type of Promotion	Your Responsibility/Involvement	Level	Times
<i>Example: Radio Commercials</i>	<i>Wrote/Voice-over 3 National 4-H Week Public Service Announcements for radio</i>	<i>C</i>	<i>3</i>
The quick brown fox ...	... jumped over the lazy dog.	C	1
The quick brown fox ...	... jumped over the lazy dog.	C	1
The quick brown fox ...	... jumped over the lazy dog.	C	2

7. Education, skills and project goal outcomes: Describe the lessons and skills you learned this year related to your project based on the goals you identified in the first section (1).

1.	<i>Example: By developing six, new icebreakers to use with groups, I feel 25% more confident in creating/making presentations.</i>
1.	The quick brown fox jumped over the lazy dog.
2.	The quick brown fox jumped over the lazy dog.