WARREN COUNTY 4-H
Achievement Record Project

Congratulations on selecting the 4-H Achievement Record project. This project is designed to encourage all 4-H members to keep good records of their 4-H work in an organized way. These records will help you in preparing future scholarship, award, and job applications while providing a lasting record of your years in 4-H.

The Warren County Achievement Record project is divided into 4 levels according to what grade you have are currently in or just completed.....
> Level A: grades 3 & 4
> Level B: grades 5 & 6
> Level C: grades 7 through 8
> Level D: grades 9 through 12

Why continue with the Achievement Record project?
This project is designed to be the gateway to applying for the Indiana 4-H Accomplishment Scholarship, National 4-H Congress Trip, National 4-H Conference, and the records you will build will be helpful in completing countless scholarship and future job applications. Your 4-H Achievement Record is an organized presentation of what you have learned and accomplished through 4-H, and how you've helped others as a result of being involved in 4-H. When accurately kept and carefully assembled, it is a useful tool for determining your own progress and personal growth.

WHO CAN APPLY FOR THE INDIANA 4-H ACCOMPLISHMENT SCHOLARSHIP. NATIONAL 4-H CONGRESS. and NATIONAL 4-H CONFERENCE?
Any 4-H member in grades 1O and up is eligible to apply for these honors. Remember, even if you've earned it, you won't be awarded it if you don't apply!

Level D of the Warren County Achievement Record project is based solely on the Scholarship/Trip process. Once you've completed this project for exhibit at the fair, it's just a matter of fine-tuning it for the state level. Likewise, once you've put forth the effort to complete it for the state level, you have a project completed for the next year's county fair.

PUTTING TOGETHER YOUR ACHIEVEMENT RECORD PROJECT
Preparing your 4-H Accomplishment Scholarship(s)

The following materials are required for application to the Indiana 4-H Accomplishment Scholarship/National 4-H Congress and completion of the Warren County 4-H Achievement Record project. The sequence listed below is the order that pages should appear in your completed work. Choose a category from the enclosed list and focus your record around that category.

1. Completed Indiana 4-H Accomplishment Scholarship Demographics Form.
   Be sure to obtain all signatures. (Replaces your record sheet)

2. Cover Letter: 1 page *(Please note worksheet to assist in developing your cover letter)*

3. Resume: 1-2 pages *(Please note worksheet to assist in developing your resume)*

4. State 4-H Scholarship/Trip Application Form.
   (4-page form included with this packet).

QUIESTIONS YOU MAY HAVE.........

Q. *What is the purpose of the Cover Letter/Resume process???*

    A. This is the opportunity for you to share with the state selection committee how 4-H has made a difference in your life; to share what you've learned through 4-H and how you've helped make a difference in the life of another/others as a result of your 4-H experiences. It is a means of marketing your major skills, strengths, etc. · it is quality--not quantity. It is not what you have won.

Q. *What is a Cover Letter???*

    A. It introduces you to the reader. It should highlight life skills that you cover in your resume. It should be relevant to the category in which you are applying. It entices the reader to review your resume.

Q. *What is a Resume???*

    A. Just as if applying for a job, a resume is a means of "selling yourself on paper." This is the opportunity for you to convince the committee that you are the best person for · this scholarship. It is an outline of Biographical Information. It should highlight at least three (3) category-specific Life Skills that you have learned through 4-H. If room allows, state your future goals. Only if there is room, state honors earned that are specific to the category in which you're applying.

Q. *How many categories can I submit an Accomplishment Scholarship Application?*

    A. You may submit a complete application in up to three (3) categories on an annual basis. However, a person is only eligible to earn one scholarship annually. Submitting more than one application may increase the possibility that you will be selected for step two of the Accomplishment Scholarship process. See *Listing of Categories included in this manual.*

Q. *What is the basic judging criteria for the State 4-H Accomplishment Scholarships?*

    A. The quality and substance of the Cover Letter. How well you tell in the resume how specific 4-H experiences helped strengthen the life skills you listed.

<u>GENERAL TIPS</u>

Past judges have liked:

    Heart-warming 4-H stories with evidence of learning and evidence that you have learned a skill(s) in 4-H. Area, State, & National participation combined with evidence of learning

    A resume and cover letter that is very specific to the project category.

    Showing specific knowledge gained in your 4-H project category.

    Entrepreneurship - Making money.

    Uniqueness with a professional look and limited graphics.

    THAT YOU FOLLOWED DIRECTIONS:

        Cover Letter kept to one page;

        Resume kept to 2 pages.

Past judges have NOT liked:

    Lists of awards that focus on winning, not learning.

    The same resume/cover letter used for more than one category.

    Lists of what you did without stating what you learned or the impact/results.

DON'T SUBMIT YOUR FIRST DRAFT! WORK ON IT; THINK ABOUT IT; LET IT SIT; LET SOMEBODY ELSE READ AND CRITIQUE IT..... THIS IS NOT A LAST MINUTE PROJECT!

LIFE SKILLS WORKSHEET

Work Skills

RESOURCES: Identifies, Organizes, Plans, and Allocates Resources

Time: selects goal-relevant activities and ranks them, allocates time, prepares, and follows schedule.

Money: uses or prepares budgets, makes forecasts, keeps records, prepares, and follows a schedule.

Material & Facilities: acquires, stores, allocates, uses material or space efficiently.

Human Resources: assesses skills and distributes work accordingly, evaluates performance, provides feedback.

INFORMATION: Acquires and uses information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers/technology to process information

SYSTEMS: Understands complex relationships

Understands systems: knows how social, organizational, or technological systems work; operates effectively with them.

Monitors and corrects performance: distinguishes trends, predicts impact on system operations, diagnoses deviations in systems' performance, corrects malfunctions.

Improves or designs systems: suggests modifications to existing systems, develops new or alternative systems to improve performance.

TECHNOLOGY: Works with a variety of technologies

Selects technology: chooses procedures, tools or equipment, including computers and related technologies.

Applies technology to task: understands overall intent and proper procedures for setup and operation of equipment.

Maintains and troubleshoots equipment: prevents, identifies, or solves problems with equipment, including computers and other technologies.

Interpersonal Skills

WORKS WITH OTHERS: Facilitates teamwork to accomplish goal

Participates as a member of a Team: contributes to group effort

Teaches others new skills

Serves clients/customers: works to satisfy customers' expectations

Exercises leadership: communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

Negotiates: works toward agreements, involving exchange of resources, resolves divergent interests.

Works with Diversity: works well with people from diverse backgrounds and encourages others to see the positive side of others.

PERSONAL QUALITIES : Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty. Responsibility: exerts a high level of effort and perseveres towards goal attainment.
Self-Esteem: believes in own self-worth and maintains a positive view of self.
Sociability: demonstrates understanding of friendliness, adaptability, empathy, an politeness in group settings.
Self-Management: assesses self accurately, sets personal goals, monitors progress , and exhibits self control.
Integrity/Honesty: chooses ethical courses of action.

Foundational Skills

BASIC SKILLS: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.
Reading: locates, understands , and interprets written information in manuals, graphs, schedules, etc.
Writing: communicates thoughts, ideas , information, and messages in writing; creates letters, directions, manuals, reports, graphs , flow charts , etc.
Arithmetic/Mathematics: performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
Listening: receives , attends to, interprets, and responds to verbal messages and other cues.
Speaking: organizes ideas and communicates orally.

THINKING SKILLS : Thinks creatively, makes decisions, solves problems, visualizes, knows how and is willing to learn, reasons.
Creative Thinking: generates new ideas
Decision Making: specifies goals and constraints, generates alternatives , considers risks, evaluates and chooses best alternative .
Problem Solving: recognizes problems, devises and implements plan of action.
Seeing Things in the Mind's Eye: organizes and processes symbols, pictures, graphs, objects, and other information.
Knowing How to Learn: uses efficient learning techniques to acquire and apply new knowledge and skills technologies.
Reasoning: discovers a rule or principle underlying the relationship between two or more objects and uses it to solve a problem.

ACTION VERBS

The underlined words are especially good for pointing out accomplishments.

Management Skills	Research Skills	Communication Skills	Helping Skills	Clerical or Detail Skills
administered	clarified	addressed	assessed	approved
analyzed	collected	arranged	assisted	arranged
assigned	diagnosed	authored	clarified	catalogued
attained	evaluated	collaborated	coached	classified
chaired	examined	convinced	counseled	collected
contracted	extracted	corresponded	demonstrated	compiled
coordinated	identified	developed	diagnosed	dispatched
delegated	inspected	directed	educated	executed
developed	interpreted	drafted	expedited	generated
directed	interviewed	edited	facilitated	implemented
evaluated	investigated	enlisted	familiarized	inspected
executed	organized	formulated	guided	monitored
improved	reviewed	influenced	motivated	operated
increased	summarized	interpreted	referred	organized
organized	surveyed	lectured	rehabilitated	prepared
oversaw	systematized	mediated	represented	processed
planned		moderated		purchased
prioritized		negotiated		recorded
produced		persuaded		retrieved
recommended		promoted		screened
reviewed		publicized		specified
scheduled		reconciled		systematized
strengthened		recruited		tabulated
supervised		spoke		validated
		wrote		

Technical Skills	Teaching Skills	Financial Skills	Creative Skills	More Verbs for Accomplishments
assembled	adapted	administered	acted	achieved
built	advised	allocated	conceptualized	exoanded
calculated	clarified	analyzed	created	imoroved
computed	coached	appraised	customized	pioneered
designed	communicated	audited	designed	reduced (losses)
devised	coordinated	balanced	developed	resolved (problems)
engineered	demystified	budgeted	directed	restored
fabricated	developed	calculated	established	spearheaded
maintained	enabled	computed	fashioned	transformed
operated	encouraged	developed	founded	consolidated
overhauled	evaluated	forecasted	illustrated	arbitrated
programmed	explained	managed	initiated	critiqued
remodeled	facilitated	marketed	instituted	
repaired	guided	planned	integrated	
solved	informed	projected	introduced	
upgraded	instructed	researched	invented	
	persuaded		originated	
	set goals		performed	
	stimulated		planned	
	trained		revitalized	
			shaped	

COVER LETTER WORKSHEET

Use this as a guide if you'd like to develop your cover letter. You do not turn this worksheet in with your project.

1. What category are you submitting an application? _____

2. What have you learned through 4-H in this category? _____

_____

_____

_____

3. How has 4-H, and this category specifically, helped you become the person you are today?

_____

_____

_____

4. List your life skills as they apply to this category, why they are important, and how you use them:

A. Life Skill: _____

_____

B. Life Skill: _____

_____

C. Life Skill: _____

_____

D. Life Skill: _____

_____

E. Life Skill: _____

_____

SEE LIFE SKILLS WORKSHEET TO GAIN A BETTER UNDERSTANDING OF THIS CONCEPT.

RESUME WORKSHEET

Use this as a guide if you'd like to develop your resume. You do not turn this worksheet in with your project

There are many formats for developing a resume. This worksheet is designed to help you get your specific thoughts down on paper. Consult your local or school library to find a resume format that fits your style. Refer to your Cover Letter when developing your resume & vice versa; this will ensure that they are consistent with each other and specific to the category in which you are applying.

Skills and Accomplishments: (Most important to least important)

Life Skill #1_____

    1. How have I learned it? _____

    2. How do I use it? ——————————————————————————————————

    3. Why is it a strength? _____

    List specific illustrations of this skill

    A.

    B.

    C.

    0.

    E.

Life Skill #2._____ _____

    1. How have I learned in _____

    2. How do I use it? ——————————————————————————————————

    3. Why is It a strength? _____

    List specific illustrations of this skill

    A.

    B.

    C.

    D.

    E.

Life Skill #3_____

    1. How have I leamed in _____

    2. How do I use it? —

    3. Why fs it a strength? ——————————————————————————————

    List specific illustrations of this skill

    A.

    B.

    C.

    D.

    E.

Life   Skill   #4 _____

    1. How have I learned it? _____

    2. How do I use it? _____

    3. Why is it a strength? ——————————————————————————

List specific illustrations of this skill

    A

    B.

    C.

    D.

    E.

Life Skill #5 _____

    1. How have I learned it? _____

    2. How do I use it? _____

    3. Why is it a strength? ——————————————————————————

List specific illustrations of this skill

    A

    B.

    C.

    D.

    E.

Future Goals: _____

_____

_____

_____

_____

_____

Honors: (Only if space allows...list 4-H honors specific to the category in which you are applying.)

_____

_____

_____

_____

_____

Indiana 4-H Youth Development

Accomplishment Resumé Scholarship