



FLORIDA 4-H AWARDS AND RECOGNITION

4-H Scholarship Application Packet

UF | IFAS Extension
UNIVERSITY of FLORIDA





FLORIDA 4-H
FOUNDATION

Important Note: All application materials are submitted through online forms. These resources are meant to help prepare you for that submission.



Florida 4-H Scholarship Application

SECTION I: APPLICATION

Name	Year	
County	Age <i>(as of September 1 of current year)</i>	Date of Birth
Address		
City	State	Zip
Parents/Guardian Name		
Club/Group	Leader	
Are you currently in 4-H? Yes No	Number of years in 4-H?	
What 4-H projects have you completed in your entire 4-H career? List all: _____ _____ _____ _____ _____ _____		

AWARD TRIP SPECIFIC QUESTIONS

My preference in Award Trips is:	National 4-H Congress	National 4-H Conference
Have you attended National 4-H Congress?	Yes No	What Year
Have you attended National 4-H Conference?	Yes No	What Year

SCHOLARSHIP SPECIFIC QUESTIONS

Have you previously been awarded a 4-H Scholarship? Yes No
If so which one/s? _____ _____

SCHOLARSHIP SPECIFIC QUESTIONS

Education

Are you currently attending: (check one that applies)

High School	Grade	Date of Graduation
College	Years Completed	Major
Trade School	Course of Study	

Name of school you will be attending in the Fall

What professional field(s) are you interested in pursuing?

Do you want to be considered for scholarships that are based on Financial need? Yes No

REFERENCES

Local 4-H Faculty/Staff: _____ E-Mail Address: _____

Second Reference Name: _____ E-Mail Address: _____

SCHOLARSHIP CONDITIONS

A scholarship shall be used within a year of the date of the award except where the winner has not completed the necessary non-collegiate schoolwork. In such cases, the scholarship shall be used within the year following graduation from high school. In the event the scholarship is not used within the year of limitation, the winner must present to the State 4-H Leader a request for time extension. Failure to do so will result in forfeiture of the scholarship.

APPLICANT STATEMENT

I personally prepared this report and it is a true record of my 4-H experience.

4-H Member Signature: _____ Date: _____

APPROVAL OF THIS REPORT

Parents or Guardian: _____ Date: _____

4-H Leader: _____ Date: _____

4-H Extension Agent: _____ Date: _____

SECTION II

4-H Narrative Cover Letter (Reference Page 8 for more information on writing narrative cover letter)

- Submit a one-page narrative cover letter that highlights your 4-H experiences, life skills learned, and interests relating to the scholarship and/or award trip for which you are applying.

SECTION III

4-H Skills-Based Resume (Reference Page 10 for more information on creating a skills-based resume)

- Submit a 1–2-page skill-based resume highlighting the life skills achieved during your 4-H career.

Financial Need Statement

You will be prompted to fill out this form if you selected to be considered for a scholarship based on financial need.

Name: _____ County: _____

Have you or do you plan to file for FAFSA? ☐ Yes ☐ No

(Free Application for Federal Student Aid)

Are you your sole support and will not receive assistance from parent/guardian? ☐ Yes ☐ No

If no, Parents/Guardians Adjusted Gross Income: \$ _____

Contributions per year:

- Expected Family Contribution % _____
- Expected Student Contribution (includes scholarships) \$ _____

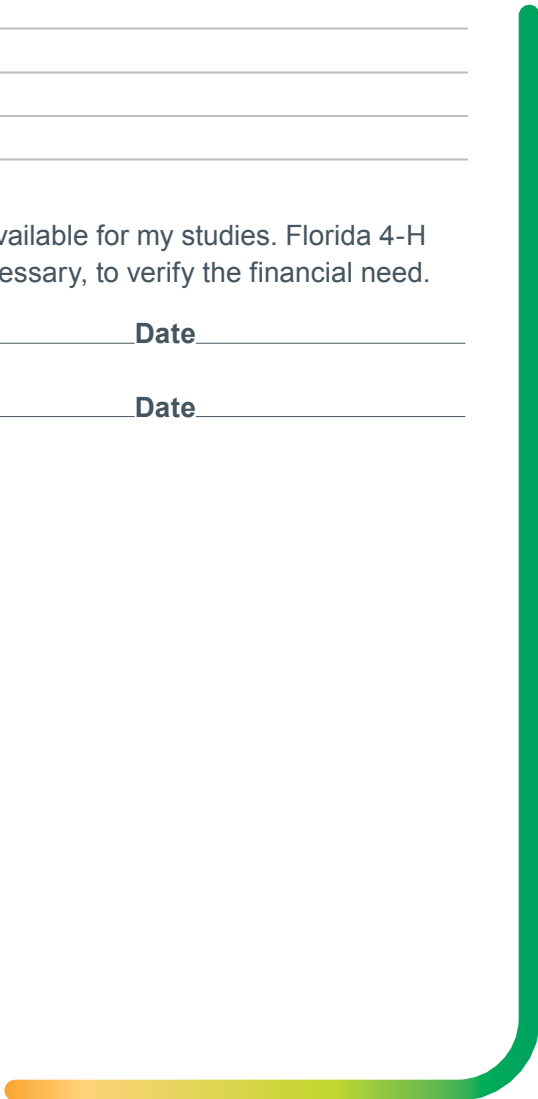
Other Financial Information:

Please discuss any special circumstances you want to have considered in this application.

I CERTIFY that this is a true and complete statement of the finances available for my studies. Florida 4-H reserves the right to require proof of the resources stated above, if necessary, to verify the financial need.

Applicant Signature _____ Date _____

Parent/Guardian Signature _____ Date _____



Example Reference Form

Thank you for assisting with this effort. We very much appreciate your help in learning more about the suitability and abilities of this candidate. Your comments will be confidential and will not specifically be shared with the 4-H member. It is your decision as to whether you give a copy of these remarks to the candidate.

Name of Candidate: _____ **County of Candidate:** _____

Name of Reference: _____ **E-mail of Reference:** _____

_____ I do not recommend this 4-H member for a Scholarship or Award Trip Opportunity (You do not need to complete the rest of the form if you are not recommending the member for a Scholarship or Award Trip.)

If you do not recommend, please share any relevant comments on why you do not recommend this member:

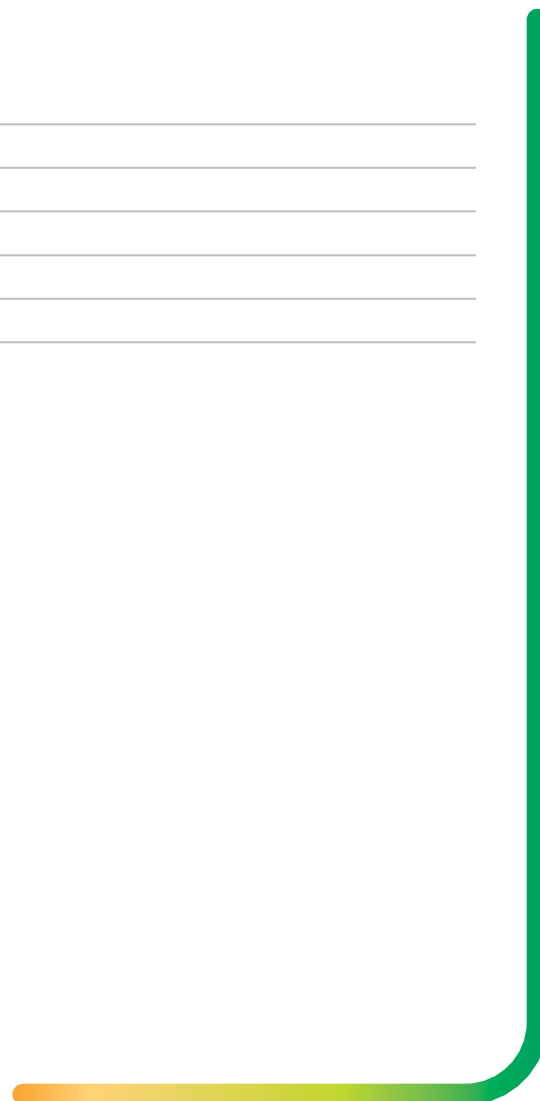
If you recommend the member, please rank the nominee based on your knowledge of their abilities in the following areas (Scale 1 skill not apparent/poor, 2= very little experience/below average, 3= some experience or potential/ average, 4= very experienced/ above average, 5 = master/ exceptional, N/K no knowledge/ have had little interaction.)

ABILITY	RATING
Leadership Skills	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Organizational Skills	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Self-Motivation	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Follow Through	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Team Work	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Maturity	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Problem-Solving Skills	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Accepting Differences	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Contributions to group efforts	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K

ABILITY	RATING
Integrity	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Stress Management	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Self-Discipline	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Accepting Advice and Guidance	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K
Demonstrated Active 4-H Engagement	_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ N/K

Other skills not listed you have observed the youth demonstrate or develop?

Comments:



Narrative Cover Letter Building Worksheet

Submit a one-page (maximum) narrative cover letter that highlights your 4-H experiences, life skills learned, and interest in what you are applying for.

A cover letter is a one-page letter that introduces yourself, explains the purpose for your application, highlights a few of your experiences or life skills, and expresses your excitement.

Your cover letter needs to be written in a narrative style, so application reviewers can evaluate your writing and organizational skills, knowledge of what you are applying for, related skills, personality, and motivation. It is up to you to infuse your cover letter with your enthusiasm and showcase your 4-H projects, life skills, and accomplishments. The cover letter should not be a regurgitation of your resume but compliment what you have listed in your resume.

Cover letters are just as important as resumes and gives you an opportunity to tell your story. Use the tools of storytelling to build your personal brand to impress your application reviewer. Be concise (maximum of one page), be authentic, include a stand-out introduction attention-getter to set you apart, use smooth transitions, and a conclusion that shares your contact information and formal closing such as sincerely or kind regards.

What is the purpose of a cover letter?

A cover letter is a formal letter that complements a resume or other position application materials. It allows you to introduce yourself to an organization and demonstrate effective written communication by expressing your interest and showcasing your education, experience, and skills.

It is important for this document to not replicate your resume, but to highlight your accomplishments, strengths, and transferable skills focusing on what you've learned and how you will add value. A cover letter is an important part of the job search process, and should be tailored to the position which you are applying. They are typically one page and three to four paragraphs. Save your cover letter as a PDF before sending it.

Four Questions to Ask Yourself Before Building a Cover Letter

1. What are three reasons why you'd like to be in this specific position at this organization compared to others like it?
2. What is the organization's mission statement and/or values?
3. How can you tie in your past experiences to fit in with the position description the organization is looking for?
4. How does this job and company align with your vision for yourself in the future?

Use this document (<https://career.ufl.edu/wp-content/uploads/2020/02/Cover-Letter-Guide.pdf>) as a worksheet to list how your experiences would demonstrate your fit for the job.

Key Areas of a Cover Letter

Tailor these sections to the scholarship application you are applying for. These key areas could also be used to write a cover letter for a job application.

Opening Section: Who You Are and Why You Are Applying

- Name the job for which you are applying and how you learned about it
- Briefly highlight your education, skills, and experience
- If appropriate, mention the name of the person who referred you to the organization

Second Section: Your Skills and Qualifications

- Discuss the skills and strengths you bring to the job, and explicitly connect them to the tasks of the position
- Provide brief examples of a few related achievements or experiences, discussing how it can transfer to the position
- Even if you haven't done the exact things the job entails, you can show your preparedness through transferable skills

Third Section: You and the Company

- Demonstrate that you've researched the company by incorporating information such as their mission statement, motto, services or products and relating it to your previous experience, goals, and why you are interested in working for them
- State why you would be a good fit for the organization, emphasizing how you can help the organization reach its goals
- Some organizations may have a focus on helping employees grow, but overall focus on what you offer, not what you want

Closing Section: Wrapping Up

- Very briefly restate any important themes, creatively tying them together into a cohesive conclusion
- State that you are available for a personal interview at your reader's convenience
- Make it easy for the person to contact you: list your email address, as well as your phone number. Even if this information is on the resume, list it here again, as you do not want to make the employer search for a way to contact you
- Thank the reader for their time

Cover Letter Examples and Guide

Download Cover Letter Examples here

<https://career.ufl.edu/wp-content/uploads/2020/02/Cover-Letter-Examples.pdf>

Download Cover Letter Guide here

<https://career.ufl.edu/wp-content/uploads/2020/02/Cover-Letter-Guide.pdf>

Adapted from: <https://career.ufl.edu/resumes-documents/cover-letters/>
UF Career Connections Center

Skill-Based Resume Building

What is a skills-based resume? This resume style focuses on specific life skills, aspects of your experiences, and achievements as they relate to the scholarship or national trip (or job position) you are applying for. Centering on those skills that are most transferable to the scholarship you are seeking—as opposed to a chronological or reverse-chronological resume, which would only emphasize your 4-H involvement history. The primary focus on your resume will be the introduction and the skills section. In these two sections, you will emphasize your life-skills learned and achievements as they relate to what you are applying for.

What life skills have you learned in your 4-H experience? When you start to reflect on all your 4-H experiences and projects you will realize you have gained many relevant life skills. Check out **4-H Life Skill Wheel** (<https://edis.ifas.ufl.edu/publication/4h242>) for inspiration. Some common life skills are self-responsibility, leadership, communication, critical thinking, teamwork, keeping records, problem solving, accepting differences, etc

Skills-Based Resume Template

- Heading including (flush left):
 - First and last name
 - phone number
 - Email address
 - Address

Personal Summary

Use this section to highlight your best skills and traits as they relate to that you are applying for. Include three to five relevant achievements, experiences, positions, or skills that may emphasize your qualifications to be awarded a trip or scholarship. Write in paragraph form, three to four sentences.

Relevant Life Skills

List your top three-to-five life skills learned during your 4-H experience. Each life skills should include two-to-four bullets that have specific and quantifiable examples as to how you have reached that life skill. See example resume.

Life Skill #1

List an achievement and/or experience that portrays evidence of how you used the skill in your 4-H history/experience.

Life Skill #2

List an achievement and/or experience that portrays evidence of how you used the skill in your 4-H history/experience.

Life Skill #3

List an achievement and/or experience that portrays evidence of how you used the skill in your 4-H history/experience.

4-H Experience

- Title of position or accomplishment or volunteer work
- dates (optional)
- level of position

Education

- Degree Type, Major
- School Name, City, State
- Dates in which the degree was completed or will be completed

Other relevant sections

You can include additional sections that are relevant to that you are applying for. Possible additional sections include accomplishments, volunteer work, and awards.

Resume Example

Sally Clover
904-444-4444
sampleemail@sampleemail.com
4444 Clover Way Lane
Development, FL 44444

Personal Summary

Strong public speaking and facilitating skills for diverse populations. Involvement in levels of relationship building, marketing, and program development. Proven ability to manage multiple projects while being detail oriented.

Life Skills Development

Teamwork

- Collaborated ideas, resources, and schedules with 10 club members to plan and lead an icebreaker at the beginning of each of our club meetings to promote a sense of belonging for club members.
- Worked with four county council officers to create a digital flyer that promoted 4-H opportunities at the county and state level for Senior age youth.
- Worked with the county 4-H agent and a team of seven youth to plan, organize and conduct the annual 4-H awards banquet that provided recognition for 125 youth and 30 adult volunteers.

Communication

- Through competing in the 4-H Graphic Design competition, I gained a better understanding of how to get my message across through pictures, fonts, and colors.
- As president of my District Council, I had to communicate on a regular basis with my fellow officers through emails and text to make sure they got the information they needed to best fulfill their duties.
- Through competing in the 4-H Public Speaking competition, I had to structure my speech and practice my delivery so that the points I was making made the best sense to my audience.

Leadership

- As a co-chair of a committee, I had to work with the committee on developing our goals for what we wanted to accomplish for that year. Once the goals were developed, I had to follow up with members throughout the year to make sure they had the support they needed to reach our stated goals.
- As a senior 4-H member, younger 4-H members come to me for advice and support. I talk with them about what they want to accomplish within their 4-H project and what has worked for me in similar situations.
- As treasurer for my county council, I had to provide leadership and insight for solving a financial issue that involved not having enough funds to support a project we were working on. I worked with other county council officers and my county's 4-H program assistant to identify the amount that we needed to fulfill our needs. Once the need was identified, we then developed a fundraiser that allowed us to meet our need in a timely and efficient manner.

4-H Experience

- 2021-2020 Florida 4-H Executive Board member, 4-H University committee secretary
- 2021-2019 County Council President
- 2019 Florida 4-H delegate for National Conference
- 2018-2017 Clover Kids Club historian

Education

Associate of Arts Degree
Clover Junior College Development, FL
Anticipated graduation 2024
High School Diploma
Green Clover High School Development, FL
Anticipated graduation 2024

Awards

Florida Youth Health Ambassador of the year
Florida State Fair Grand Champion Bull
2021-2018 Clover County Emerald Award Winner

Life Skills Worksheet

This worksheet is designed to help you identify your 4-H life skills. This is to be used as a tool, it does not get turned in with your scholarship application.

Specify the 4-H project area that you participated in this 4-H year and then identify up to three life skills that you learned or gained from participating in this project. Under each life skill provide 2-4 bullet points explaining and providing examples for how you attained and demonstrated this life skill. Use the life skills wheel and example resources provided.

Name: _____

Date: _____

4-H Project Area: _____

Life Skill #1

- _____
- _____
- _____

Life Skill #2

- _____
- _____
- _____

Life Skill #3

- _____
- _____
- _____

Life Skill Examples

Life Skill: Teamwork – Ability to work with a group of people effectively to produce an outcome. Each person contributing to a larger task or overall goal.

- I collaborated ideas, resources, and schedules with 10 club members to plan and lead an icebreaker at the beginning of each of our club meetings to promote a sense of belonging for club members.

- I worked with four county council officers to create a digital flyer that promoted 4-H opportunities at the county and state level for Senior age youth.
- I worked with the county 4-H agent and a team of seven youth to plan, organize and conduct the annual 4-H awards banquet that provided recognition for 125 youth and 30 adult volunteers.

Life Skill: Problem Solving – Recognizing problems and identifying the solutions available

- While raising my hog it was regularly escaping from its pen resulting in damage to our property and putting my animal at risk for injury. I designed a better pen that it was unable to escape from by evaluating how it was escaping and eliminating that possibility in my pen rebuild.
- We were experiencing low registration for our beach clean-up service project. I realized members did not know about the event and created a promotion plan to advertise the service opportunity resulting in an increase of 45 people registering for the event who were not previously involved.

Life Skill: Self-Responsibility – Ability to take care of one's self by being accountable for their own behavior and obligations.

- While planning for the beach cleanup service project I over committed myself to multiple events. I prioritized my responsibilities and rescheduled my other commitment, so I was able to meet my obligations.
- During my swine project, my family made plans to go out of town. It was critical that I find someone to care for my hog while I was unavailable in order to ensure my hog remained safe and healthy during the project.

Life Skill: Goal Setting – Projects and experiences should help you learn how to set and take steps toward accomplishing goals. Some of the skills you can learn when setting goals include:

- Set SMART (Specific, Measurable, Attainable, Relevant/Realistic, Timely) short-, medium-, or long-term goal in regards of completing my 4-H project(s). I worked on the Health Rocks curriculum in my final 4-H year. On my senior year, I also completed the 4-H scholarship application.
- Plan steps to reach goals. I met with my 4-H Agent every month to plan my scholarship application submission by the deadline. On the first month of my 4-H year, I met with my 4-H club leader to plan steps to accomplish the Standards of Excellence.
- Identified milestones to reaching my goals. Celebrate my goal accomplishments.

Life Skill: Accepting Differences – openly welcome and accept unique qualities that differentiate one person from another.

- Our club raises market hogs every year for the county fair. When a new member joined that had no experiences in the project, I welcomed their unique perspective to the project and respected their different up bringing.
- During a true colors lesson, I learned my unique qualities and how different qualities and strengths of others helps strength a team and community.
- In my senior year of 4-H, I participated in a 4-H exchange program that exposed me to a whole new culture and way of thinking, this experience excites me to find other diverse opportunities I can participate in.

Life Skill: Leadership – Ability to help, motivate and effectively communicate with a group or person in order to assist them in meeting a goal or solving an issue.

- As a co-chair of a committee, I had to work with the committee on developing our goals for what we wanted to accomplish for that year. Once the goals were developed, I had to follow up with members throughout the year to make sure they had the support they needed to reach our stated goals.

- As a senior 4-H member, younger 4-H members come to me for advice and support. I talk with them about what they want to accomplish within their 4-H project and what has worked for me in similar situations.
- As treasurer for my county council, I had to provide leadership and insight for solving a financial issue that involved not having enough funds to support a project we were working on. I worked with other county council officers and my county's 4-H program assistant to identify the amount that we needed to fulfill our needs. Once the need was identified, we then developed a fundraiser that allowed us to meet our need in a timely and efficient manner.

Life Skill: Communication – Exchanging thoughts, information and feelings using speech, writing, gestures and artistic expression.

- Through competing in the 4-H Graphic Design competition, I gained a better understanding of how to get my message across through pictures, fonts, and colors.
- As president of my District Council, I had to communicate on a regular basis with my fellow officers through emails and text to make sure they got the information they needed to best fulfill their duties.
- Through competing in the 4-H Public Speaking competition, I had to structure my speech and practice my delivery so that the points I was making made the best sense to my audience.

Life Skill: Empathy – ability to accurately put yourself «in someone else's shoes»– to understand the other's situation, perceptions and feelings from their point of view – and to be able to communicate that understanding back to the other person.

- As a co-chair of a county council committee, we created an environment that encouraged open communication, validating all members feelings, and helped members when they faced a problem

- When applying for the 4-H community pride grant, my club did a needs assessment of the community. That process allowed me to be aware of the needs of our senior centers and the human connections senior citizens needed. Our club hosted bingo night every month for the whole year.
- As an ambassador for the 4-H program, I understand the inner purpose of 4-H and what drive other youth to be a part of our organization. This alignment of purpose helped me reach 4-H's goal of expanding youth participation in my county.

Life Skill: Stress Management – Understanding and identifying stress and the causes and

consequences of it as well as being able to manage stress positively.

- Participating in the fair can be stressful for everyone. I worked with my club officers to put on a training for our club members on how to better manage stress for all including how to manage your time and not over-commit yourself as well as working as a team with your fellow exhibitors to make each other's lives easier.
- As a committee chair it was important to make sure that everyone on the committee, including myself, had a job or task that they were comfortable with and able to accomplish. This way everyone could help and contribute but nobody felt stressed or over-worked.

4-H Life Skills

HEAD: KNOWLEDGE, REASONING AND CREATIVITY

Thinking: Using one's mind to form ideas and make decisions; to imaging, to examine carefully in the mind, to consider.

- **Service Learning** – Actively participating in the community and applying personal experiences and knowledge to improve real-life situations
- **Critical Thinking** – The ability to analyze and evaluate an issue or situation and form a judgment based off observation and/or research
- **Problem Solving** – Recognizing problems and identifying the solutions available
- **Decision Making** – Identifying and setting goal(s) and then choosing the best course of action to achieve them
- **Learning to Learn** – Recognizing an opportunity to expand one's current knowledge of a subject or situation and taking the necessary steps to do so

Managing: Using resources to accomplish a purpose.

- **Resiliency** – Learning the ability to adapt and recover after experiencing challenges, being flexible but persisitent in order to overcome challenges
- **Keeping Records** – Organizing and maintaining information for a specific purpose
- **Wise Use of Resources** – Prioritizing needs and identifying the responsible use of time, money, materials, space, people and natural resources
- **Planning/Organizing** – Thinking ahead, identifying the tasks needed to reach the goal and designating who will accomplish each task and how
- **Goal Setting** – Identifying what needs to be accomplished and taking the necessary steps towards doing so

HEART: PERSONAL AND SOCIAL

Relating: Establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

- **Accepting Differences** – Welcoming, recognizing and accepting the qualities that make each person different
- **Conflict Resolution** – Finding and applying creative and beneficial solutions to differences between two or more people
- **Social Skills** – Learning to interact in group settings by conversing with others, respecting others thoughts and feelings and being mindful of other customs and traditions
- **Cooperation** – Working with others to reach a decision, take on responsibilities or towards a common purpose or mutual benefit
- **Communication** – Exchanging thoughts, information and feelings using speech, writing, gestures and artistic expression

Caring: Showing understanding, kindness, concern and affection for others.

- **Nurturing Relationships** – Forming a connection with other individuals in which everyone feels included and contributes to the physical and mental well-being of others
- **Sharing** – Showing kindness and understanding by helping to provide for another's needs through material things, thoughts, and feelings
- **Empathy** – Learning to be sensitive to and identify with another person's situation, feelings or motives without judgement
- **Concern for Others** – Showing compassion and being thoughtful of others needs and feelings

HANDS: VOCATIONAL AND CITIZENSHIP

Giving: Providing, supplying, or causing to happen (social responsibility).

- **Community Service Volunteering** – Serving the community while learning to put forth time and effort to benefit others without guarantee of reward
- **Leadership** – Ability to help, motivate and effectively communicate with a group or person in order to assist them in meeting a goal or solving an issue
- **Responsible Citizenship** – Demonstrating responsibility and accountability for one's own duties, rights and privileges as part of a community or country
- **Contributions to Group Effort** – Identifying a mutual goal of a group and ensuring that everyone involved participates and shares the responsibilities and achievements of the group

Working: Accomplishing something or earning pay to support oneself through physical or mental effort.

- **Marketable Skills** – Ability to demonstrate and provide skills wanted by employers and that help maintain a job
- **Teamwork** – Ability to work with a group of people effectively to produce an outcome. Each individual contributing to a larger task or overall goal
- **Self-motivation** – Ability to take initiative and make the needed effort to achieve a goal because of one's own enthusiasm or interest

HEALTH: PHYSICAL AND MENTAL HEALTH

Being: Living one's life; pursuing one's basic nature; involved in personal development.

- **Self-esteem** – Ability to understand and positively accept one's own strengths, limitations and abilities as well as using this understanding to improve in areas that are lacking
- **Self-responsibility** – Ability to take care of one's self by being accountable for their own behavior and obligations
- **Character** – Developing the mental and moral qualities that contribute to one's own way of thinking, speaking, or actions
- **Managing Feelings** – Ability to express feelings appropriately and recognize emotions in oneself and others as well as recognizing how one's own emotions can effect others
- **Self-discipline** – Ability to own one's own emotions and actions without blaming others. Make decisions, set and accomplish goals fully

Living: Acting or behaving; the manner or style of daily life.

- **Healthy Lifestyle Choices** – Ability to make sound decisions to maintain a healthy mind and body to prevent injuries and reduce the risk of disease
- **Stress Management** – Understanding and identifying stress and the causes and consequences of it as well as being able to manage stress positively
- **Disease Prevention** – Ability to minimize and prevent conditions that may keep oneself or another's body from operating normally, such as infection or stress that impairs normal functions
- **Personal Safety** – Understanding physical and emotional safety and avoiding situations that might put oneself or others at risk

Developing Youth Curriculum Using the Targeting Life Skills Model



Interview Tips

Interviews are an important part of the Florida 4-H scholarship process. In addition to earning scholarships, your ability to develop keen interviewing skills are vital for future job opportunities. Here are some important tips for you to follow as you prepare for your 4-H interview.

Before, During, and after 4-H Scholarship Interview Tips

Before:

- Read over the sample interview questions and practice responding to each question in your own words.
- Use a full-length mirror to evaluate your posture and gestures while you practice introducing and seating yourself. Practice sitting down and standing up from a chair with ease.
- Consider what interviews are for and shape your answers around those purposes.
- Be certain of the time and place of the interview. Plan to arrive 10 minutes early.
- Review your application, portfolio, or resume before the interview.
- Participate in some practice interviews with your 4-H agent, club leader, family, and friends.

During:

- Shake hands firmly if offered. Due to COVID-19, shaking hands may not be offered, instead, nod graciously.
- Wait for the interviewer to sit down or invite you to sit down before seating yourself.
- Act natural and show confidence.
- Make eye contact. Avoid looking up in the air or shifting your gaze when speaking.
- Be neat and courteous.
- Smile and show your enthusiasm.
- Keep your voice conversational.
- Be prepared to talk about your meaningful 4-H experiences.

- Be excited to share what you have done in 4-H.
- Think about the question before immediately answering.
- The interviewer probably asks the same questions to everyone. Work on how you can distinguish yourself.
- Take your cues from the interviewers' questions. Answer them and do so completely, but do not ramble on nervously. Stay on the topic.
- Be certain to give attention to all of your interviewers.
- Don't look or act overconfident.
- Be honest, straightforward and clear. Don't exaggerate.
- Sit in a relaxed position, leaning slightly toward the interviewer.
- Put one hand over the other in your lap.
- If the person asks you a question that you do not know the answer for, don't bluff, and admit that you have limited knowledge in that area; however, you might be able to risk a guess with the knowledge that you do have. Frankly state that you do not know the answer to the question.
- Avoid "ers" and "ums" by pausing before you begin an answer to a difficult question
- If mentioned during introductions, remember the names of the people who are interviewing you. When appropriate, use their names during your interview conversation.
- Listen to your interviewer and be interested in what they have to say

After:

- Thank each of the interviewers for their time and for their support to the Florida 4-H program.
- Send a thank you note to those who helped you prepare for the interview.

General Tips to Avoid

- Talking in a monotone
- Criticizing yourself
- Being late for your interview
- Freezing or becoming tense
- Becoming impatient
- Becoming too emotional
- Talking too much or too little
- Overselling yourself
- Coming unprepared
- Trying to be too funny
- Chewing gum
- Using acronyms and jargon about 4-H (i.e. LAW, 4-HU)
- Being discouraged if you feel the interview is not going well

Dress for Interviews

- Wear clothing that makes you feel good. Your aim is to appear calm, poised, and polished.
- Classic, professional, business dress is appropriate.
- Conservative is best - avoid “showy” or “fad” outfits.
- Limit cologne, body spray, or perfume.
- Cleanliness = neat and pressed.
- Suggested attire might include suit or sport coat and slacks, dress shirt with tie, dress, suit with jacket, or skirt and blouse. Comfortable but dressy shoes with socks or hose. Flip flops are not appropriate.

Potential Interview Questions

Below is a list of potential interview questions that you may be asked during a Florida 4-H Scholarship Interview. You will not be asked every question on this page. Interview judges may ask you questions not included on this list. You should use this list as a point of reference to begin preparing for your interview. Good luck!

Background Questions:

- Why did you join 4-H?
- How many years have you been in 4-H?
- Describe the main project area that you participate in/like the most in 4-H?
- What are your future plans? (college, career, etc.)

Community Service

- What types of community service projects did you participate in 4-H that you might continue to be involved in?
- How do you decide what community projects to be involved in?
- How has your involvement with 4-H service project made a difference in your life and/or the lives of others?

Leadership Roles

- Give an example of how you've handled or overcome a difficult situation when in a leadership role?
- How do you handle multiple tasks? How do you prioritize?
- What do you find challenging when you are the leader or person in charge?
- How do you develop a team as a leader?
- How has 4-H helped you to develop leadership skills and how have you used these leadership skills?

Advice To Give and Advice Received:

- What advice would you give to a young 4-Her just starting out (5-10 years old)? To 4-H'ers that are seniors (14 years +)
- What would you tell other teens to encourage them to join the 4-H program?
- What was the best 4-H advice given to you? From whom? Did you use the advice? Results?
- If you could improve something with our county or state 4-H program, what would it be, and what is your recommendation to improve it?

Impact:

- What have you enjoyed about your 4-H experience?
- How has your 4-H experience benefited you?
- How has 4-H helped you to succeed and how will this help you in the future?
- Name 2 skills (from the Life Skills Wheel) that you have gained from 4-H involvement and how will they impact your future?
- What is the most memorable opportunity that you've had in 4-H? Why?
- What is the most meaningful award you've ever received? Why?

- How do you believe this (scholarship/award trip) will benefit you?
- What does becoming a 4-H alumnus mean to you?

Marketing:

- What would your 'elevator speech' be if someone asked you about 4-H?
- How can Florida 4-H use social media to market our program?

Lessons Learned:

- Who is your role model and why?
- Where do you want to be in the future? Do you think you're going to be different then, than you are today? How are you going to grow from the person you are today to the person you are then?

What is an Elevator Speech?

An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does. You can also use them to create interest in

a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name.

They should be interesting, memorable, and succinct. They also need to explain what makes you – or your organization, product, or idea – unique.

Key Points in creating an 'elevator speech'

It needs to be succinct, while conveying important information. To craft a great pitch, follow these steps.

- Identify your goal
- Explain what you do
- Communicate your USP (Unique Selling Proposition)
- Engage with a question
- Put it all together
- Practice





Name: _____

County: _____

Interviewing For: _____ Scholarships? _____ Award Trips?

Points Earned	Possible Points	Criteria	Remarks
	10 / 8 / 5	On Time	
	5 / 3 / 1	Greeting - Handshake - Formal greeting - Friendly - Courteous - Thank interviewers	
	10 / 8 / 5	First Impression - Appearance is Professional - Well Groomed	
	15 / 10 / 5	Poise/Body Language - Not Slouching - Consistent Eye Contact - No Fidgeting	
	20 / 15 / 10	Active Listening - Pays Attention to Questions - Doesn't Interrupt - Avoids "Um", "Like", etc. - Positive Attitude - Confident in Reply	
	20 / 15 / 10	Question Responses - Appropriate Sentence Structure - Appropriate Grammar - Thorough Answers	
	20 / 15 / 10	Leadership/Citizenship - Demonstrates Effective Leadership - Active in Community - 4-H Involvement	
	100	Total Portfolio Score	

Portfolio Reviewer: _____

Florida 4-H Scholarship Application

Score Sheet for Evaluating Applications

Name: _____

Date: _____

The scoresheet represents a sample of criteria which may be considered when judging. **Judges need not consider each criterion** and may consider other items in line with effective application criteria and the individual application being reviewed.

Applications must include all components (application form, resume, cover letter, and two references) to be accepted and judged. Any applications not containing all components will not be accepted or judged.

Grammar and Format: (10 points)

Section Points: _____

Criteria to consider:

Consistent formatting (font, spacing, margins, etc.)
Proper grammar, no misspelled words, etc.

Cover Letter: (45 points)

Section Points: _____

Criteria to consider:

Opening paragraph
Middle paragraph
Narrative connection to resume
Closing paragraph

Resume: (45 points)

Section Points: _____

Criteria to consider:

Qualifications summary
Relevant life skills
4-H experience
Education
Other relevant sections

Explanation of Score Sheet Criteria

Note: Judges give their subjective opinions on submitted applications. Judges have the freedom to make additional considerations in accordance with sound application criteria from their experience and expertise.

Cover Letter

Opening paragraph: (a) identifies purpose for writing; (b) describes interest in, and brief qualifications for scholarship; (c) uses a transition sentence to effectively introduce second paragraph.

Middle paragraph: (a) describes two to three ways to that they have contributed or learned from 4-H based on relevant experience and qualifications; (b) illustrates—using examples—relevant, measurable contributions to or learning outcomes from 4-H referenced in opening paragraph.

Narrative connection to resume: the narrative pieces included in the middle paragraph highlight the skills listed within their resume.

Closing paragraph: (a) thanks reader for considering them for the scholarship; (b) expresses interest in sharing further during their interview.

Resume

Qualifications summary: (a) clear and concise summary of skills that relate to what youth is applying for; (b) connection of skills to what they are applying for.

Relevant life skills: (a) demonstrates life skills learned clearly and relates life skills to 4-H project activity; (b) lists at least 3-4 skills with specific and quantifiable examples.

4-H experience: (a) demonstrates 4-H leadership activity or volunteer work clearly and concisely; (b) includes dates and level (county, state, club, etc.)

Education: clearly states education including school, address/location, degree type, major if appropriate, and dates.

Other relevant sections: lists accomplishments and skills not previously listed that are applicable to what the member is applying for - may include non-4-H activity as well.