



CANADA
4-H Ontario

www.4-hontario.ca

4-H ONTARIO PROJECT



Careers

RECORD BOOK

THE 4-H PLEDGE

I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
my Health to better living,
for my club, my community,
my country, and my world.



THE 4-H MOTTO

Learn To Do By Doing

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PROJECT RESOURCE INFORMATION:

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Thank you to the 4-H Careers Advisory Committee members who assisted with the creation of this resource:

Kathryn Doan, AgCareer; 4-H volunteer, Oxford

Matt Hill, Fanshawe College; former coordinator 4-H Careermania

Carleigh Johnston, OAC Liaison Program Coordinator, Ontario Agricultural College, University of Guelph

Thank you also to the 4-H Association that piloted the 4-H Careers Project and provided feedback.

Sudbury Clever Clovers 4-H Club ~ Leaders – Paulette Macdonald, Wayne Macdonald; Rob Perigo; Members – Caitlynn Constantin, Hannah Ethier, Rachel Joyce, Shannon Joyce, Jessica Leonard, Nathan Leonard, Heidi Meier, Avery Perigo, Hunter Perigo, Meaghan Recollet, Morgan Wagler

4-H Ontario is pleased to be able to provide project resource reference manuals for use by volunteers in clubs. 4-H Ontario screens and trains volunteers to equip them with the tools to serve as positive role models for youth. With so many topics to choose from, 4-H volunteers are trusted to use these resources to provide safe and quality programming while using their judgement to assess the appropriateness of activities for their particular group of youth. By downloading any 4-H resource, you agree to use it for 4-H purposes and give credit to the original creators. Your provincial 4-H organization may have restrictions on the types of 4-H projects or activities which can be completed in your region.

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program. All information presented in this Project Resource was accurate at the time of printing.



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4-H Inclusion Statement

4-H in Canada is open to all* without discrimination based on race, national or ethnic origin, colour, religion, sex, age or, mental or physical disability.**

4-H is dedicated to providing a safe and inclusive environment that allows for universal access and participation. Where barriers to participation are identified, 4-H will, with reasonable accommodation, adapt programs, rules, policies, or expectations to reduce or remove the barriers.

Any accommodations, changes or exceptions will be assessed on an individual basis, taking into account the individual experience of the member and their family. The physical safety and emotional well-being of members, leaders, staff and volunteers is 4-H's highest priority, and is the ultimate consideration in final decisions.

4-H Canada and local 4-H organizations consider inclusion a priority. Leaders are encouraged to work with individuals and their families to identify and discuss accommodations as required, and to reach out to provincial or national office staff for help with unresolved concerns.

**This applies to youth members (ages 6 to 21), volunteers, leaders, staff and professionals.*

***Definition of discrimination as per Canadian Charter of Rights and Freedoms.*

Déclaration sur l'inclusion des 4-H

L'adhésion aux 4-H au Canada est ouverte à tous les jeunes* sans discrimination fondée sur la race, l'origine nationale ou ethnique, la couleur de la peau, la religion, le sexe, l'âge ou le handicap mental ou physique. **

Les 4-H ont pour mission d'offrir un environnement sécuritaire et inclusif qui permet l'accès et la participation de tous. Lorsque des obstacles à la participation sont décelés, les 4-H adapteront, à l'aide de mesures d'adaptation raisonnables, les programmes, les règles, les politiques ou les attentes afin de réduire ou d'éliminer ces obstacles.

Toute mesure d'adaptation, modification ou exception sera évaluée au cas par cas, en tenant compte de l'expérience personnelle du membre et de sa famille. La sécurité physique et le bien-être émotionnel des membres, des animateurs et des animatrices, des membres du personnel et des bénévoles sont la priorité absolue des 4-H et constituent le facteur ultime à considérer lors de la prise des décisions définitives.

Les 4-H du Canada et les organisations locales des 4-H considèrent l'inclusion comme étant une priorité. Les animateurs et les animatrices sont encouragés à collaborer avec les personnes et leurs familles afin de définir et d'examiner les mesures d'adaptation, selon les besoins, et de communiquer avec le personnel du bureau provincial ou national pour obtenir de l'aide en cas de préoccupations non résolues.

**Ceci s'applique aux jeunes membres (âgés de 6 à 21 ans), aux bénévoles, aux animateurs, aux membres du personnel et aux professionnels.*

***Selon la définition de discrimination en vertu de la Charte canadienne des droits et libertés*

INTRODUCTION

RECORD KEEPING – WHY?

Record Books are to document time and money spent, what you have learned, your ideas, memories and what you liked and didn't like. Your Record Book also....

- Helps you set goals for this project
- Has space to record important dates, your elected executive and the names and contact information of your leaders and club members
- Is a great way to get and stay organized

Down the road when you look back on your 4-H projects these books will be able to remind you what you learned so you can use those skills later in life. It will bring back memories of the project, your 4-H friends, your story and thoughts at the time of the project. You will never forget because this book will act as a reminder! It will also be useful at the Achievement Program, when looking at your progress and when reviewing your accomplishments.

How do I organize my materials?

1. Make your records neat and easy to read. This will make it easier to find information later on, and to share your information with others.
2. Use a three ring binder or duotang to hold your materials and divide your information into sections using dividers. This will keep things from becoming lost and will make it easier to find what you need later on. This will also allow you to add extra pages later.

How do I keep good records?

1. Keep track of activities throughout the meetings, as you complete different parts of the project. It's often difficult to remember things that happened in earlier meetings.
2. Make sure the information you write in your Record Book is complete and accurate. If you're not sure about something, ask your leader for help before writing it in your book. You can also consult people in your community or do some research on your own. If you borrow information from someone or someplace else, make sure you write down where you found it.

Remember that this is YOUR Record Book so make it your own! And, remember to bring your Record Book to every meeting!

BASIC INFORMATION

Record Book for 20_____

Name: _____

Address: _____

Name of Parent or Guardian: _____

Age as of January 1: _____ Number of Years in 4-H: _____

List the other 4-H projects you are currently involved in: _____

Club Name: _____ Association: _____

Club Members:

NAME	PHONE NUMBER	EMAIL

WHO'S WHO

Club President: _____ Ph. # / E-mail: _____

Vice President: _____ Ph. # / E-mail: _____

Secretary: _____ Ph. # / E-mail: _____

Treasurer: _____ Ph. # / E-mail: _____

Press Reporter: _____ Ph. # / E-mail: _____

Meeting Dates:

	DATE & TIME	PLACE	NOTES (Things to bring, remember, etc)
Meeting 1			
Meeting 2			
Meeting 3			
Meeting 4			
Meeting 5			
Meeting 6			

LEADER NAME & CONTACT INFORMATION	LEADER NAME & CONTACT INFORMATION

MEMBER EXPECTATIONS & GOALS

Why did you join the Careers Club?

What is one goal that you want to achieve in this project?

Do you have any ideas for fun things to do during the project?

Do you have any ideas for an Achievement Program for the Careers Club? (Keep in mind that an Achievement Program should include the community in some way).

Member Responsibilities

- Be a current paid member of 4-H Ontario
- Attend at least 2/3 of the meeting time allotted for this project
- Complete the Record Book for this project. Bring it with you to each meeting!
- Put your Record Book in a binder or duotang so you don't lose any of the pages.
- Complete any other projects as directed by your leaders.
- Adhere to the 4-H Code of Conduct at all times.
- *Remember the more you put into your 4-H club the more you will get out of it!*

ROLL CALLS - IN MY OPINION...

	ROLL CALL	MY ANSWER
1		
2		
3		
4		
5		
6		

PROJECT SUMMARY

THE CAREERS PROJECT

A. Member Comments

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?
 - a. Most:

 - b. Least:
3. Comment and/or give suggestions for improvements on the overall project (eg. Activities, tours, achievement program plans, member presentations, special activities, judging information).

4. What interests would you like to explore through future 4-H projects?

B. Parent/Guardian Comments:

C. Leader Comments:

This project has been completed satisfactorily!

Member: _____ Leader: _____

Date: _____ Leader: _____

SAMPLE JUDGING CARD

JUDGING – JUDGING CARD

Criteria:

1. Is the item made/grown properly?
2. Does the item serve the purpose for the class it is in?
3. Is it the proper size for its purpose?
4. Does it smell and/or look like it should?
5. _____
6. _____
7. _____

****note:** additional requirements can be added to list specific to the item being judged

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

MEETING #1 ACTIVITY: IN-DEMAND JOBS

Find some of the most 'in demand' jobs in your region or in Ontario in general and list them here:

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MEETING #1 ACTIVITY: TRANSFERABLE SKILLS

TRANSFERABLE SKILLS WORKSHEET

While you may not have a lot of 'on the job' experience yet, you most certainly have transferable skills. These are skills that you possess that are useful and will benefit you regardless of the job you have and will follow you from job to job. They are things you have learned from school, volunteering, work, sports, or just life in general.

Complete the worksheet with 10 transferable skills and describe why that might benefit an employer.

If you're having trouble completing this assignment - work as a team to figure it out!

Transferable Skill	Why is it important
<i>i.e. communication</i>	<i>Able to clearly share and understand information in writing and orally.</i>

MEETING #2 ACTIVITY: STRENGTHS & WEAKNESSES

It is common in an interview for an employer to ask you about your strengths and weaknesses. Start thinking ahead to this question by identifying your own strengths and weaknesses. These traits can come from knowledge (i.e. computer programming skills), transferable skills (i.e. teamwork), or your personality (i.e. adaptable).

Be specific and include detail wherever possible.

A few notes about weaknesses: we all have them. Your future employer isn't going to expect you to know everything and have all the answers. When you are interviewing it's important to be genuine and authentic.

Acknowledging your weaknesses is a strength! What employers are looking for is the awareness of your own weaknesses and what steps you can take to improve on them. You want to show that you are continually interested in refining your skills, growing, and learning new things.

For example, if your weakness was time management you could elaborate and say something like – in the past I have struggled with time management but I've found that keeping a notebook with key dates and information really helps me stay on track and I also use an App on my phone to send me reminders.

Strengths	Weaknesses

MEETING #2 ACTIVITY: INTERVIEW

Who do you know? Find someone who works in an industry that interests you or does a job you've always wanted to do.

Talk to them about how they got there, what they needed, and what it takes to be successful at that job.

Bring your report with you to the next meeting and be prepared to share it with the group!

*Remember: someone is taking their personal time and energy to work with you on this project. Be courteous and respectful, be on time for meetings or calls and be prepared.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MEETING #4 ACTIVITY: SAMPLE RESUMES

Alice Waters

awaters@gmail.com 519 123 4567

Profile: experienced and enthusiastic professional with a strong background in administration and customer service

Relevant Skills:

Administrative:

- Processed daily mailings and correspondences for more than 200 employees across Canada, ensuring deadlines were met and confidentiality maintained
- More examples...
- More examples...

Customer Service:

- Main point of contact for employee benefits program, answering questions and processing payments with a focus on timely and accurate claims payments
- Some other point...
- Additional skills...

Communication:

- Developed and delivered various legislatively required and company policy training on topics such as Accident Investigation, New Hire Orientation, Supervisor Training, ensuring compliance with provincial and federal laws
- Something else...
- Etc...

Employment History:

Senior Administrative Assistant, ABC Logistics, June 2017 – Present

Reception Volunteer, Blacksmith Veterinary Clinic, April 2015 – May 2017

Education:

OSSD, St. James Secondary School, 2016

Additional Skills:

- First aid and AED
- Fluent in French (writing and speaking)

CHRONOLOGICAL RESUME SAMPLE:

Alice Waters

awaters@gmail.com 519 123 4567

Profile: experienced and enthusiastic professional with a strong background in administration and customer service

Relevant Experience:

Administrative Assistant, ABC Logistics, June 2017 – Present

- A top thing I was responsible for...
- An achievement I had...
- The scope of my role (i.e. how many people you looked after)
- Other important points showing specific and measurable impact

Customer Service Representative, TV on the Radio Repairs, April 2014 – June 2017

- A few key points about what I did
- Why it was important
- How it would be relevant to the prospective employer
- Specific examples of my tasks

Another job I had, The company I worked for, from this date to this date

- Etc
- Etc

Education:

Diploma in Purchasing and Supply Management, Ontario School of Professionals, 2010

MEETING #5 ACTIVITY: INTERVIEW QUESTIONS

Make a list of common questions you think you might be asked in an interview:

[illegible]

MEETING #5 ACTIVITY: REFERENCES

Compile a list of at least three people who could possibly act as a reference for you.

MEETING #5 TAKE HOME ACTIVITY: ELEVATOR PITCH

Write your own elevator pitch and be prepared to present it at the next meeting.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

MEETING #6 ACTIVITY: GROWING YOUR CAREER

What is one skill you could learn or improve that might help you get ahead in your career?
Examples of skills could be: Microsoft Office Suite proficiency, French skills, or Project Management.

Search online for a training program or course that you could take that accomplishes this goal.

Write a proposal to your employer that explains what you want to do and (more importantly) why it will benefit the company.

[illegible]