



AIRE Application & Prep Packet

Name _____

County _____

District _____

READ CAREFULLY: This "Prep-Packet" can be used to prepare for the AIRE program. Official Registration for AIRE will take place in 4-HOnline.

- AIRE candidates need their county 4-H Agent's approval (done through 4-HOnline).
- AIRE candidates may be required to submit this paper version to their county 4-H Agent before the state-level registration date. Don't hesitate to contact your county 4-H Agent for county-specific requirements.

- **State-Level AIRE Electronic Registration is due by June 5, 2023.**

Please rank the 4-H Programs in the order of your preference to attend (1st being your top selection, 2nd being your following, and 3rd being your final program of choice). *If you have attended one or more programs below, please indicate so by placing an "X" in the ranking column.

() **National 4-H Congress** – Is held annually in November. The actual cost to the 4-H'er is \$100 plus spending money. *Trip is for November 2023

() **National 4-H Conference** – Is held in March/April. The actual cost to the 4-H'er is \$100 plus spending money. *Trip is for 2024

() **National Leadership Conference** – Is held annually in June. The 4-H'er pays for all travel except registration. *Trip is for June 2024.

The North Carolina 4-H Program is an equal opportunity program. You may request accommodations to participate in the application or interview process.

Please limit your answers to the space provided.

***NATIONAL CONGRESS APPLICANTS ONLY:** Please rank the curriculum categories in which you want to compete by placing a rank order in the box. Example: Citizenship & Civic Education = 1, Communications Arts = 2, etc. You may select up to 3 curriculum category options. Under Animal Science, please circle if you are applying for Dairy or Swine.

*National 4-H Conference and National Leadership Conference Applicants do not select curriculum categories.

FUNDED CATEGORIES FOR NATIONAL CONGRESS

Animal Science / Dairy _____ Animal Science / Swine _____	Civic Engagement & Leadership _____
Communication Arts _____	Leadership, Citizenship, Community & Public Service _____
Healthy Lifestyles _____ FCS _____ FCS/ Child Development _____	Science & Technology _____ Electric _____
Leadership & Personal Dev. _____	Plant Science _____ Horticulture Science _____
General 4-H / Any Curriculum Area Of Interest _____	

AIRE Applicant Information

Name: _____
Last First Middle

Home Address: _____ Gender: _____

City: _____ State: NC Zip Code: _____ Telephone: _____

County: _____ District: _____ Email: _____

Years In 4-H: _____ Age: _____ Date of Birth: _____

PREVIOUS AIRE EXPERIENCE

I have received an AIRE Trip in the past:

_____ Yes

If so, what year _____

and trip _____?

_____ No

REQUIRED PARTS OF YOUR APPLICATION

Application & Signatures: _____

Electronic Video: _____

Resume: _____

Interview: _____ (I plan to participate)

Certification Statement:

I certify that the information on this application is accurate and complete. These events operate under the NC 4-H Code of Conduct and Disciplinary Procedure Guidelines

Should I be selected to represent North Carolina at a National Event, I promise to abide by all rules.

Signature of 4-H'er Date

Signature of Parent Date

Signature of 4-H Agent Date

AIRE Essay

Essay: Candidates will write an original essay based on the "Common App" prompt below.

- Essays should be between 525 - 650 words (650-word maximum)
- Essay Specifics: Font Size: 12 - 14; 1.5 Line Spacing
- Essays should engage the reader, answer the prompt question(s) concisely, and reflect the participant's character and personality

Essay Prompt for 2023: Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

Things to Consider

This prompt allows you to write about anything that sparks your enthusiasm! It can be a hobby, an interest, a sport, or anything else that comes to mind. Here are some ideas to help you articulate your passions in a way that will make for a powerful essay.

Explain why it's meaningful to you.

Once you identify the passion you wish to write about, explain what it means to you and how it impacts your life. Remember that this essay is about you, so be sure to relate it to yourself and make it personal.

What to avoid

When writing about something you are passionate about, it's easy to get lost in describing the activity or idea itself. You will want to explain why your subject is fascinating, but avoid making your entire essay about that. Write most of your essay about how losing yourself in your passion has shaped you into who you are today. Ultimately, you want your reader to learn more about you, not just your chosen topic.

College Essay Brainstorming Worksheet

Essays are generally about one thing. You! Most essay questions are designed for one reason “to tell the reader about you.” Here’s a simple brainstorming worksheet that you can use to prepare for writing essays. You’ll discover your strengths and weakness as you move through the topics.

1. Ask a few family members or friends to describe you. Use adjectives or personality traits.

2. List three things you love spending time doing and explain why?

3. What five people have influenced you the most and why?

4. What is your favorite book or movie, and why?

5. What makes you unique? Don't be shy, tell us.

Your AIRE Essay: Responding effectively to college essay prompts is quite different from other essay writing. The combined challenge of addressing a question in an exciting way while staying focused and making yourself stand out, all within a limited number of words, is something that all students struggle with every year. Here are two exceptional essay examples. Do not let these essays intimidate you. Use your voice, experience, interests, and uniqueness to write “your exceptional” essay. Don’t forget to edit, revise and edit again. You’ve got this!

Essay Example #1 (Using Common App Prompt #6)

The worst part about writing is putting down my Rubik’s cube so that I can use my hands to type. That’s usually the worst part of tackling my to-do list: setting aside my Rubik’s cube. My parents call it an obsession. But, for me, solving a Rubik’s cube challenges my brain as nothing else can.

It started on my ninth birthday. I invited three friends for a sleepover party, and I waited to open my presents right before bed. Wrapping paper, ribbons, and bows flew through the air as I oohed and aahed over each delightful gift! However, it was the last gift—a 3 x 3 x 3 cube of little squares covered in red, green, blue, yellow, white, and orange—that intrigued me.

I was horrified when Bekka ripped it out of my hands and messed it all up! I had no idea how to make all the sides match again. I waited until my friends were fast asleep. Then, I grabbed that cube and studied it under my blanket with a flashlight, determined to figure out how to restore it to its former pristine state.

Within a few weeks, I had discovered the secret. To practice, I’d take my cube with me to recess and let the other kids time me while I solved it in front of them. The better I became, the more they gathered around. But I soon realized that their attention didn’t matter all that much. I loved solving cubes for hours wherever I was: at lunch, riding in the car, or alone in my room.

Cross. White corners. Middle-layer edges. Yellow cross. Sune and Anitsune.

The sequential algorithms became second nature, and with the assistance of a little black digital timer, I strove to solve the cube faster, each time attempting to beat my previous record. I watched speed solvers on YouTube, like Australia's Feliks Zemdegs and Max Park from Massachusetts, but I wasn't motivated to compete as they did. I watched their videos to learn how to improve my time. I liked finding new, more efficient ways of mastering the essential 78 separate cube-solving algorithms.

Now, I understand why my passion for my Rubik's cube has never waned. Learning and applying the various algorithms soothes my brain and centers my emotions, especially when I feel overwhelmed from being around other people. Don't get me wrong: I like other people—just in doses.

While some people get recharged by spending time with others, I can finally breathe when I'm alone with my cube. Our psychology teacher says the difference between an extrovert and an introvert is the situations that trigger their brains to produce dopamine. For me, it's time away, alone, flipping through cube patterns to set a new personal best.

Sometimes, the world doesn't cooperate with introverts, requiring them to interact with many people throughout the day. That's why you'll often find me in the stairwell or a library corner attempting to master another one of the 42 quintillion ways to solve a cube. My parents tease me that when I've "had enough" of anything, my fingers get a Rubik's itch, and I suddenly disappear. I'm usually occupied for a while, but when I finally emerge, I feel centered, prepared to tackle my next task.

Secretly, I credit my cube with helping me earn top marks in AP Calculus, Chemistry, and Physics. It's also responsible for my interest in computer engineering. It seems I just can't get enough of those algorithms, which is why I want to study the design and implementation of cybersecurity software—all thanks to my Rubik's cube.

Just don't tell my parents! It would ruin all the fun!

Word count: 607

Essay Example #2 (Using Common App Prompt #6)

I held my breath as my steady hands gently nestled the crumbly roots of the lettuce plant into the soil trench that I shoveled moments before. Rainwater and sweat dripped from my brow as I meticulously patted and pressed the surrounding earth, stamping the leafy green creature into its new home. After rubbing the gritty soil off of my hands, I looked at Brian, a co-volunteer and nonverbal 20-year-old with autism, who extended his arm for a high-five. In the year that I've been working with him, I've watched him revel in planting, nurturing, and eventually harvesting his veggies, especially the grape tomatoes, which we enjoy eating fresh off the vine! Upon walking to the next row of hollowed cavities, we were not contemplating the lengthy work that lay ahead, but rather, we sought to liberate the helpless lettuces, imprisoned in produce cartons that were too small for them to grow in. Finally, after taking a step back to admire the day's last plant, my chest swelled as a wave of contentment flushed through my body.

My love for gardening began when I moved to Georgia during my sophomore year. In the time I've spent learning how to garden, I've developed an affinity for watching my vegetables grow to maturity, eager to be harvested and sold at the Saturday market. Though many see gardening as tedious busywork, I find it meditative, as I lose track of time while combining peat moss and soil in the garden's compost mixer. Saturday morning garden work has become a weekend ritual, ridding me of all extraneous responsibilities. My body goes into autopilot as I let my mind wander. I don't actively focus on focusing, but rather I observe myself internally digest the week's events. I'm a bystander to fireworks of thought that explode in my mind as my perception of important matters becomes trivial. Sometimes, it's the physics midterm that suddenly seems less daunting or the deadlines I need to meet for my Spanish project that push back farther. Other times, I contemplate alternative endings to conversations or make perfect sense of the calculus answer that was at the tip of my tongue in class.

I met Brian, a close friend of mine who also basks in the tranquility of nature, through my gardening endeavors. While we can't communicate verbally, we speak the language of earth, water, peat, and seedlings. He doesn't speak with words, but his face tells

stories of newly found purpose and acceptance, a pleasant contrast to the typical condescension and babying he feels by those who don't think he's capable of independent thought.

Throughout my time in the garden with Brian, I began to understand that he, like everyone, has a particular method of communicating. There are the obvious spoken languages, body languages, facial expressions, and interactions we share on a day-to-day basis that reflect who we are and communicate what we represent. Brian expresses himself through various manifestations of unspoken language that he uses to signal how he feels or what he wants. But the nuanced combinations of different methods of communicating are oftentimes overlooked, raising a barrier to mutual understanding that prevents one from being capable of truly connecting with others. I began to understand that to reach people, I have to speak in their language, be it verbally or otherwise. Working with Brian over the past year has made me more aware that people can have difficulty expressing themselves. I found that I can positively lead people if I can communicate with them, whether on the track or in my Jewish youth group discussions. As I move into the next phases of my life, I hope to bring these skills with me because, in order to effectuate positive change in my community, I learned that I must speak in the language of those around me. Those are the words Brian taught me.

Word Count 645

Functional Resume

A functional resume focuses on your skills and experiences rather than your chronological 4-H History. It is used most often by youth involved in various 4-H programs, youth with less than five years of 4-H experience, or youth who wish to focus on their experiences and skills vs. leadership positions and previous accomplishments.

- Resume Length Requirement: 1 - 2 pages

I. Header: Name, address, email address, phone number

II. Professional Statement: This short statement describes your career aspirations (including college / work plans). **OR**

AIRE Summary Statement: This short statement describes your purpose for applying (state what trip you are applying for and what subject area). You can briefly mention your 4-H career highlights, including past roles and strongest skills.

III. Education: This contains middle school / high school or college information, expected date of graduation, and course of study. Include academic honors.

IV. 4-H Project Experience: For each project or activity, format it after the following example and include:

- Amount of time you were involved,
- extent and diversity of knowledge and skills,
- extent and level of responsibilities, personal growth,
- how you extended your knowledge into your community
- size, the scope of the project,
- reflection of competency,

V. 4-H Citizenship & Leadership Experience: This section provides information about 4-H related activities in citizenship and leadership.

VI. Community Service, Citizenship & Leadership Experience: Organizations:

In this section, provide information about activities within 4-H and non-4-H in the areas of community service. Format it after the following example and include the duration and extent of your involvement,

- your roles and responsibilities, the size and scope of your effort,
- time spent, impact and resources committed, and what you accomplished individually or as a team.

Chronological Resume

A chronological resume starts by listing your 4-H history, with the most recent position listed first. Your leadership positions are listed in reverse chronological order, with your current or most recent position first. This type of resume works well for youth with a strong, solid 4-H history.

- Resume Length Requirement: 1 - 2 pages

I. **Header:** Name, address, email address, phone number

II. **Professional Statement:** This short statement describes your career aspirations (including college / work plans). **OR**

AIRE Summary Statement: This short statement describes your application purpose (state what trip you are applying for and what subject area). You can briefly mention your 4-H career highlights, including past roles and strongest skills.

III. **4-H Project Experience:** Begin with your most recent significant 4-H accomplishments and continue backward to report your 4-H history. List and explain accomplishments (briefly), including dates and levels (county, district, state, etc.).

- Try to begin each bulleted sentence with an action word.
- Write about your experience and skills to aim toward the accomplishment.
- Provide the most information about your most recent accomplishment. For example: write a brief description consisting of a few sentences followed by a short list of bulleted items.
- Show growth and progress with responsibilities.
- Stress achievements and accomplishments.

IV. **Education:** This contains middle school / high school or college information, expected date of graduation, and course of study. Include academic honors.

V. **4-H Citizenship & Leadership Experience:** This section provides information about 4-H related activities in citizenship and leadership.

VI. **Community Service, Citizenship & Leadership Experience:** In this section, provide information about activities you've been involved in within 4-H and non-4-H in community service. Format it after the following example and include the duration and extent of your involvement,

- your roles and responsibilities, the size and scope of your effort,
- time spent, impact and resources committed, and what you accomplished individually or as a team.

Combination Resume

A combination resume lists your skills and experience first. Your 4-H history is listed next. With this type of resume, you can highlight the skills you have that are relevant to the 4-H trip you are applying for and also provide the chronological 4-H history reviewers prefer.

- Resume Length Requirement: 1 - 2 pages

I. **Header:** Name, address, email address, phone number

II. **Professional Statement:** This short statement describes your career aspirations (including college / work plans). **OR**

AIRE Summary Statement: This short statement describes your application purpose (state what trip you are applying for and what subject area). You can briefly mention your 4-H career highlights, including past roles and strongest skills.

III. **Summary of Qualifications:** Statement that describes your expertise, leadership abilities, and skill set. The summary should give the reviewer an idea of who you are, except it allows you to focus more on your 4-H experience than your goals. You can briefly mention your 4-H career highlights, including past roles and strongest skills.

IV. **Accomplishments:** Begin with your most recent major 4-H accomplishments and continue backward to report your successes in 4-H, school, work and / or volunteer service.

V. **4-H Experience:** In bulleted format, outline your 4-H experiences, starting with the most recent and significant.

VI. **Education:** This contains middle school / high school or college information, expected date of graduation and course of study. Include academic honors.

VII. **4-H Community Service, Citizenship & Leadership Experience:** In this section, provide information about 4-H and non-4-H related activities in community service, citizenship, and leadership.

Examples of Action Words

Expanded

Presented

Negotiated

Operated

Evaluated

Invented

Established

Supervised

Analyzed

Organized

Exhibited

Prepared

Maintained

Handled

Taught

Directed

Developed

Designed

Administered

Improved

Trained

Reorganized

Edited

Produced

Contacted

Conducted

Planned

Managed

Created

Supported

Researched

Implemented

15 College Interview Questions You Should Know

1. What do you consider your greatest strengths and weaknesses?
2. How do you handle criticism?
3. How do you plan to achieve your career goals?
4. What defines you?
5. What is your proudest achievement?
6. Why do you want to attend our college / take part in our program / work here, etc.?
7. How did you spend last summer?
8. What's the most challenging situation you've faced?
9. If you could change one thing about your high school, what would it be?
10. How do you respond to academic demands and pressure?
11. Which authors, books or articles have had a profound impact on you?
12. What would you do and why if you could take a year off?

13. How would your friends describe you?
14. What has been your most challenging leadership experience?
15. What do you plan to major in and why?

15 College Interview Questions You Should Ask Your Interviewer

1. What are the most popular majors / colleges on campus?
2. How does the advising system work?
3. What are the students here like?
4. How are roommates matched?
5. How many students in last year's freshman class returned for their sophomore year?
6. What is the relationship between those who belong to the Greek system and those who don't?
7. What are some of the issues that concern students on campus? How are these issues being resolved?
8. Are there any big changes in store for campus? Construction Projects (are there any underway or slated to begin – if so, when and where)?
9. What activities are available for freshmen to meet other students?
10. What are the weekends like?
11. Library and Lab hours of operation? Other special services?
12. What are the significant campus events during the year?
13. What do alumni say about the school?
14. What do current students like the most about school?
15. What type of crime (criminal activity) has occurred on campus in the last few years?

College Interview Mistakes

1. **Being Late.** Admissions people are busy. Alum interviewers probably take time from their full-time jobs to meet with you. Lateness disrupts schedules and shows irresponsibility on your part. If you can't avoid being late –call and let the interviewer know of your situation and ask to either reschedule or push your interview time back to a comfortable time.
2. **Under dress.** Business casual is your safest bet, but the main thing is to look neat and put together. You'll look like you don't care if you show up wearing ripped jeans or a vintage t-shirt.
3. **Talk to Little.** Your interviewer wants to get to know you. If you answer every question with a "yes," "no," or a grunt, you do not impress anyone, and you're not demonstrating that you can contribute to the intellectual life of the campus. On the flip side – don't be a babbling brook – answer the questions and be yourself but don't dominate the conversation.
4. **Chew Gum.** It's distracting and annoying.
5. **Bring your parents.** The interviewer wants to get to know you, not your parents. Also, it's easier to look like you're mature enough for college if Dad asks you all the questions.
6. **Lie.** This should be obvious, but some students get in trouble by fabricating half-truths or exaggerating during the interview. Remember, they have SEEN your grades, test scores, and reference letters.
7. **Fail to research the college.** If you ask questions that could easily be answered by the college's website, you'll send the message that you need to care more about the school to do a little research. Ask questions that show you know the place: "I'm interested in your Honors Program; could you tell me more about it?"
8. **Being rude.** Good manners go a long way. Shake hands. Address your interviewer by name. Say "Thank you." Introduce your parents if they are in the waiting area. Say "thank you" again. Send a handwritten thank you note.

AIRE Interview Question Pool

Critical Thinking

1. Currently, 32% of NC public school students drop out of high school. What do you think should be done by administrators, parents, and communities to reduce this alarming number?
2. Our society has become much more conscious of the food we eat from a safety and nutritional perspective. Whose responsibility is it to protect the US food supply and how far should we go with this protection?
3. NC is experiencing a teacher shortage. Why is this a problem, and what must we do to attract and retain quality individuals to teach?
4. What can the school system do to prevent students from bringing weapons to school besides using metal detectors?
5. What are your goals in life? (Career, Personal, etc.)
6. The Governor has chosen you to accompany her to the National Governor's conference to speak on the concerns of the youth in our nation. What concerns would you share?
7. If chosen to go on a volunteer mission to another country, what country would you choose and why? What volunteer work would you do based on the needs of the country?
8. What are your strengths and weakness?
9. What is your favorite quote? Explain why it's meaningful to you.
10. What do you expect to be doing in five years?
11. Which is more important: creativity or efficiency? Why?

Cause/Effect

1. The COVID-19 pandemic has impacted each of us; what have you learned about yourself during the last year/year and a half?
2. Tell me about a time when you had to make a tough decision. What was the situation and how did you handle it?
3. Give me an example of when you had to show personal integrity.
4. Describe your work ethic.
5. Give me an example of when you used your fact-finding skills to solve a problem.

Behavioral

1. What is something you believe strongly in and/or about; tell us about it and why it matters to you.
2. What punishment would you recommend for students with behavior problems in school?
3. What would you do and why if you could take a year off?
4. How are you involved in your community?
5. Tell me about a time when you were forced to make an unpopular decision.

General 4-H Questions

1. Share one of your most memorable 4-H experiences. What made it memorable?
2. Why should we (judges) select you for one of these National trips? And, if you are selected to attend, how do you plan to use the knowledge you gained in your county, district, and state?
3. Has your 4-H experience had an impact on your life? Be specific.
4. You have been awarded a million-dollar grant to spend on 4-H youth programs; how would you spend this money?
5. What type of 4-H involvement do you plan for the coming year?
6. Give us an example of a time when you set a goal in 4-H and could meet or achieve it.
7. Which "H" (Head, Heart, Hands, Health) has had the most significant impact on your life and why?

North Carolina AIRE Video Interview Score Sheet

Name:

County:

	Possible Points	Actual Points
Personal Appearance, Eye Contact, Voice First Impressions, etc.	7	
Opening & Closing Remarks	5	
4-H Experience, Knowledge & Skills Demonstrated (as reflected through the interview)	16	
Ability to respond to Youth Issues / Current Event Questions	12	
Poise, Confidence, Engagement (communication)	10	
<hr/>		
TOTAL	50	

Judges Feedback:

North Carolina AIRE Resume Score Sheet

Name:

County:

	Possible Points	Actual Points
General Appearance (Page limit (2), neatness, easy to read, organized, error-free)	6	
Professional Statement (Career aspiration if know and/or trip applying for & why)	3	
4-H Project Experience	10	
4-H Community Service, Citizenship & Leadership	6	
Non-4-H Community Service, Citizenship & Leadership	4	
Education	1	
TOTAL	30	

Judges Feedback:

North Carolina AIRE Essay Score Sheet

Name: _____ County: _____

	Possible Points	Actual Points
General Appearance	1	
Creative Content (grabs and holds reader's attention; content is unique)	4	
Organization (flow, easy to follow, answers prompt question(s))	6	
Use of Language (word selection, etc.)	3	
Grammar, Spelling & Sentence Structure, Word Count	6	
<hr/>		
TOTAL	20	

Questions about the AIRE Program - Please contact:

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