

MAKE A DIFFERENCE MONDAYS:
Inspiring 4-H leaders of today to make a difference for the leaders of tomorrow

4-H Recognition

JOIN THE REVOLUTION OF RESPONSIBILITY

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4-H Recognition

Identify methods you use or can use to recognize and show appreciation for the contributions of youth, parents and volunteers in your 4-H Programs?

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Recognition

To encourage and support efforts of youth to develop their communication and life skills

- Can be linked to
 - Participation
 - Achievement
 - Cooperation
 - Competition
- Why
 - Sense of belonging, and often mastery
 - Builds positive self-esteem
 - Allows self-reflection
 - Allows self-assessment
 - Feel supported
 - Sense of worth or value

Recognition Model

- Participation
- Progress toward Goals
- Standards of Excellence
- Peer Competition
- Cooperation

Participation

- This type of recognition program emphasizes the importance of acknowledging young people who have been involved in 4-H educational experiences.
 - Membership Card
 - Certificate
 - Letter
 - T-shirt
 - Logo product
 - Token - ribbon, sticker, pin, bookmark, hat etc.

Situation A

- You have an unexpected guest for a meal. You add a can of mushrooms, some leftover chicken and frozen peas to a box of noodle mix. Your guest says "You're a great cook!"
- Write down your first response.

Situation B

- You have an unexpected guest for a meal. You add a can of mushrooms, some leftover chicken and frozen peas to a box of noodle mix. Your guest says "This meal was delicious. Could I have the recipe?"
- Write down your first response.



Your turn!

Your 4-H member has turned in this photo for judging. What would you say to them?

Praise vs. Encouragement

Encouragement

• Tell me about your photo

• How do you feel about your photo presentation

Praise

• I like your photo

• You did your photo presentation right! I am proud of you



Your turn!

Your 4-H member has helped you after the 4-H meeting by putting the chairs away?

Praise vs. Encouragement

Encouragement

• I appreciate you putting the chairs away after the meeting

Praise


• I like the way you cleaned up after the meeting

Progress toward self-set goals


- Parents and other adults can help youth set realistic goals. Recognition for progress toward self-set goals, no matter how small, is an integral part of this type of recognition.
 - Help guide by using questions
 - What do you want to accomplish
 - What are the steps
 - When do you want it done by



Mug C



Criteria	Meets	Almost	Does Not
Hold Liquid	X		
Sturdy construction	X		
Visually Pleasing	X		
Has Handle	X		



Mug D



Criteria	Meets	Almost	Does Not
Hold Liquid		X	
Sturdy construction			X
Visually Pleasing	X		
Has Handle			X



Judging against standard



Criteria	Meets				Almost				Does Not			
	A	B	C	D	A	B	C	D	A	B	C	D
Hold Liquid	X	X	X	X								
Sturdy construction	X	X	X						X			
Pleasing Design				X	X	X	X					
Has Handle	X	X	X									X


Florida 4-H Portfolio

- The current system for selecting and recognizing outstanding youth in the Florida 4-H
- The process includes completing a 4-H Awards and Recognition Portfolio
 - application
 - resume
 - narrative statement
 - other materials as defined
 - participating in a personal interview
- The process is used for selecting Award Trip and Scholarship recipients
- Deadline for county submission June 1 (most counties will require portfolios be turned in around 1st of May)

http://florida4h.org/youth/_awards-and-recognition/

Peer Competition

- Peer competition is a part of the model for recognition. This type of recognition subjectively identifies, in a concrete time and place, the best team or individual. Can be a strong motivator for some youth.
- Inappropriate for youth under age eight.
- Should be optional
 - Trophy, Rosette, Plaque
 - Should have specific selection understood and enforced



Cooperation

- Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task/goal. Everyone is rewarded.
 - Great for youth under age eight
 - Rewarding for everyone involved
 - 4-H Skill-a-Thon

Remember: Our desire is to help with making the best better

- Within ourselves, relationships with others and our community
- Building character as a individual, family and member of a group



Help youth evaluate outcomes

Use questions like

- How do you feel you did
- What do you think happened
- What could some of the causes be that gave this result
- What can you improve or do different for next time
- Follow with encouragement and keep positive



Parents

- Keep them informed
- Ask for help
- Recognize their efforts and contributions
 - Can be formal
 - A simple group thank you
 - Include recognition in newsletters
 - Write thank you note, e-mail, card

Designing a recognition system

- ✓ Look at the needs, interests, attitudes, and aspirations
- ✓ Understand differences between people based on background and experiences; difference in behavior in same person; differences between similar types of people.
- ✓ Use recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs.
- ✓ Balance recognition for participation, progress toward self-set goals, achievement of standards of excellence, competition, and cooperation.

Club Recognition Committee

Membership may include:

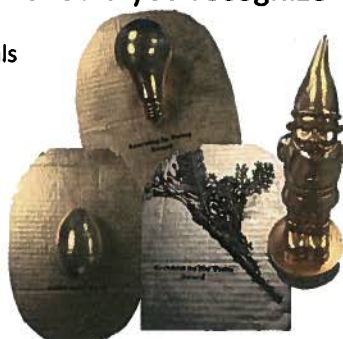
- 4-H club and community leaders
- 4-H members and parents
- Special program leaders
- Donors to the 4-H program
- Resource/Activity Leaders
- Community leaders (i.e. news media, school or business)

Suggested functions of the committee:

- Inform others about opportunities
- Train others preparing records (project summary or portfolio).
- Identify needs in the clubs recognition program
- Plan club recognition programs
- Identify, arrange and formulate non-competitive recognition opportunities and activities
- Establish sub-committee for award selection, very important that one individual does not select the award winners, nor has a child up for award.
- Update 4-H Faculty and receive consent for program
- Solicit donors, order awards and make arrangements for donor's involvement in 4-H program with faculty consent
- Create and coordinate opportunities for members to receive incentives and recognition

Who should you recognize

- Individuals
- Groups
- Youth
- Adults
- Families
- Partners



Ways to recognize volunteers

The goal of 4-H is to help volunteers and members grow within the organization through training, providing recognition for their work, and offering on-going support

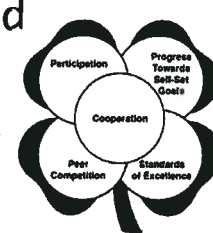
- Publicly thank and acknowledge contributions
- Highlight contributions in article for newspaper, newsletter or blog
- Ask for volunteers' input into programs, workshops, etc.
- Ask a volunteer or member to speak on behalf of the 4-H program
- Write a letter of reference
- Nominate for community, state or national awards
- Encourage youth to send thank-you notes to those helping them
- Feature in promotional publications
- Provide recognition tokens such as plaques, certificates, pins, etc.
- Offer perks such as free admission, parking, reserved seating, etc.
- Have a Volunteer/Member of the Month or Week
- Host a banquet, luncheon, party or reception

Indicator of success

- Diversity of membership and leadership
- Shared leadership between adults and youth
- Balanced avenues of participation and recognition opportunities
- Group agreement on rules to keep positive environment
- Adults participants and good role models
- Meetings have balance of fun, learning and business
- Parents and members feel it is worthwhile

A way to say:

“You are a valued and important member of the 4-H program!”



Resources

- Florida 4-H Standards of Excellence http://florida4h.org/youth_/_awards-and-recognition/group-opportunities/recognition-for-excellence-handbook/
- Military Partnership training Lesson 15 in 4-H 101 member recognition, Session 12 in 4-H 201 <http://www.4-hmilitarypartnerships.org/p.aspx?tabid=28>
- 131 WAYS TO RECOGNIZE 4-H VOLUNTEERS Ohio 4-H Volunteer Fact Sheet #40 www.ohio4h.org/.../131.pdf
- Louisiana Extension Volunteer Recognition Guide <http://www.lsuagcenter.com/MCMS/RelatedFiles/%7BF20DA153-16F7-45DA-A4F8-1AAC5CEBFCC4%7D/Way-to-Go+Recognition+Guide+GuideMargin.pdf>
- Missouri 4-H has information to help with skill-a-thon, demonstrations, quiz bowl, judging, and conference judging <http://4h.missouri.edu/recognition/awards/excellence.htm>
- Meeting the needs of youth: Tips for leaders <http://www.uwex.edu/ces/4h/volunteers/documents/MeetingtheNeedsofYouth.pdf>


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4-H
Speaking UP!
Speaking OUT!

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Getting 4-Her's involved

Why?

- Feel comfortable expressing themselves verbally
- Develop ability to organize ideas into logical order
- Reduce fear of presentations by providing opportunities to practice
- Develop confidence, and feel that presentations are a non-threatening part of life

Your Gift

- Realization - have valuable information to share
- Defending a decision especially when judging
- More practice = Confidence

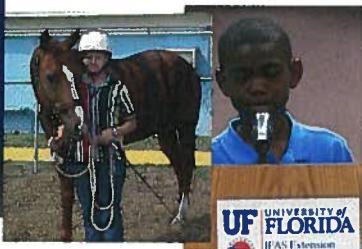


- Self-esteem that they can be interesting to others

Types



- Demonstration
- Illustrated Talk
- Formal Speech
- Performing Arts



Where to give presentations

- 4-H Meetings
- County, Regional or State Public Speaking Contests
- Public Locations
 - Fairs
 - Mall
 - County Events
 - Parent Teacher Groups
 - Afterschool Programs
 - Service Clubs
 - Informational Booth



How to Help

- Use presentation materials to help prepare
- Plan a club workshop on how to do a presentation
- Set dates for presentations at club
- Practice with youth ahead of time
- Encourage to do own work but be ready to assist when needed
 - <http://florida4h.org/volunteers/training/files/VTS/Section3/Getting%204-H'ers%20Involved%20in%20Public%20Speaking-print%20ready.pdf>

Help them learn

- Provide constructive feedback
- Positive reinforcement
- Try to use a non-scoring feedback for Cloverbuds and 1st timers

FRIENDLY CRITIQUE SHEET
Please check (✓) all that apply

1. The speech includes

- _____ Clear introductions
- _____ Clear purposes
- _____ Appropriate examples to reinforce message
- _____ Shows that he registers with their reactions
- _____ Sounding of interest to me
- _____ Memorable conclusions that represent the important part of the message

2. The 4-Her DID:

- _____ Eye Contact
- _____ Facial Expressions
- _____ Gestures
- _____ Posture/Body Movement
- _____ Voice Volume
- _____ Articulation
- _____ Voice Expression
- _____ Rate of Speaking
- _____ Ease of Speaking

You would ENJOY it as:

- _____ Eye Contact
- _____ Facial Expressions
- _____ Gestures
- _____ Posture/Body Movement
- _____ Voice Volume
- _____ Articulation
- _____ Voice Expression
- _____ Rate of Speaking
- _____ Ease of Speaking

I liked your speech because _____

http://florida4h.org/news/public_relations/files/sample-FRIENDLY-CRITIQUE-SHEET.pdf

County, District and State Events

- Information for Competitive Events on web
 - [http://florida4h.org/programsandevents /demotalk/](http://florida4h.org/programsandevents/demotalk/)
- Information on preparing speech
 - <http://edis.ifas.ufl.edu/4h197>
 - http://florida4h.org/news/public_relations/tropicana_youth.shtml

Reminders

- Appearance
- Represent themselves
- They also represent the 4-H organization
- Topics must be “G” rated – for whole family



4-H VOLUNTEER TRAINING SERIES

The Florida 4-H Recognition Program



- Everyone should be recognized at some level.
- A balance between all elements of the recognition model is essential.

Florida 4-H Recognition Program



Beliefs About Recognition

No matter how we say it, we need to continually recognize young people for their achievements in 4-H. Recognition comes in many forms, and can be linked to participation, achievement, cooperation, or competition. It's important to understand why youth need recognition, and how we can recognize them for their accomplishments.

- Recognition is a way to help young people meet their need to belong.
- Recognition should be a part of all 4-H learning experiences.
- Appropriate recognition takes many forms.
- Respect for individual differences is essential.
- Recognition must be structured to build positive self-esteem.
- Opportunities for self-assessment and reflection allow youth to learn.
- A range of opportunities and challenges provide choices to meet individual needs.
- Adult support is essential in youth learning and recognition.

Why : The purpose of recognition is to encourage and support the efforts of young people in learning to improve their knowledge and develop their life skills.

Who should be recognized? Individuals, Groups, Youth, Adults, Families, and Partners

When: This recognition program is useful at all levels of 4-H. Recognition committees and councils at the local, county, state, and national levels use this approach in all recognition programs. Using a comprehensive, recognition program will provide a way to say: "You are a valued and important member of our 4-H program."

What: Recognition, support, and encouragement for learning is provided equally in all five areas.

1. Participation
2. Progress Towards Goal
3. Standards of Excellence
4. Peer Competition
5. Cooperation

Written by Ginny Powell, 1990. Adapted by Keith G. Diem and Georgene Bender for use with Florida 4-H, 2014.

An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

Participation

It is important to acknowledge the participation of 4-H members, volunteers and parents in an educational activity. For younger members, especially Cloverbud age (ages 5-7), participation is the major form of recognition. It should be easy and simple for members to earn this type of recognition. Being recognized for a year of 4-H club work by receiving a year pin is one example of *participation recognition*.

Criteria for earning this recognition should be simple. All those who meet the criteria are recognized. Recognition can be earned several times. The awards should be part of the learning experience.

Progress Toward Self-Set Goals

An important part of 4-H is to help members learn to set goals and plan a way to achieve those goals. Setting goals is appropriate for all ages and all activities. A 4-H member may have a goal of learning to put in a zipper, or a 4-H club may have a goal of collecting food for a local homeless shelter. Personal goals set by a member allow for the unique growth of that member. Adults, both leaders and parents, should be part of this goal setting process to help the member set realistic and reasonable goals, as well as to evaluate progress toward achieving them. Setting and achieving small goals will lead to accomplishing a long-term goal, such as completing the year's project.

Goal setting questions:

1. What would you like to accomplish in your project or activity?
2. What resources do you need to reach your goal?
3. What are the steps you need to take to reach your goal?
4. In what ways is this goal worthy of your time and abilities?
5. In what ways are you happy or satisfied with your goal?
6. What steps have you identified to help reach your plan?

Achievement of Standards of Excellence

Measuring a member's accomplishments against a set of standards is one of the most common ways that 4-H members have been traditionally recognized. Fairs are excellent opportunities for youth to have their work compared to standards. The Danish system of judging allows members to receive colored ribbons (blue, red, yellow, white), based on a score determined according to established standards. However, when members are then ranked against one another and an overall winner is selected, recognition moves to the level of peer competition. When recognizing members' achievement of standards, it is important that the standards be well-defined, usually on a score sheet or a rubric. Using a judging rubric with the standards provides the participant with a snapshot of which standards were met and to what extent.

All participants should know and understand the standards they need to achieve. After members are evaluated, feedback from the judge is needed to help them learn how well they rated on a set of standards and to receive suggestions for improvement.

Peer Competition

Peer competition is recognition for the best team or individual at that specific time and place. It is a strong motivator for some but not all. Participation in peer competition should be optional, and is not appropriate for younger children (Cloverbud- 5-7 years).

This type of recognition is more extrinsic than intrinsic, with the award being a trophy, rosette, or plaque. If properly designed and implemented, this type of recognition showcases the best things produced by 4-H'ers. It is important to establish specific selection procedures. Rules must be stated, understood, and enforced.

Cooperation

Learning and working together promotes high achievement. Cooperation may take advantage of all the skills represented in the group, as well as the process by which the group approaches the learning task or goal.

Everyone is rewarded. Cooperative learning is especially useful with younger youth.

Summary

Working within a recognition system involves:

- Looking at the young people: their needs, interests, attitudes, and aspirations.
- Understanding differences between people: their background and experiences. Using recognition that encourages and supports learning, and satisfies intrinsic and extrinsic needs.

Balancing recognition for participation, progress toward self-set goals, achievement of standards of excellence, competition, and cooperation.

References

4-H Youth Development Education: A National Model for Recognition in 4-H Programs. National 4-H Council and 4-H Youth Development, ES-USDA. 200.

Standards of Excellence for 4-H Clubs and Groups

Check the following *Club Performance Standards* completed during the 4-H year. Documentation may come from meeting minutes, scrapbooks, photos, newspaper articles, letters, etc., and should be attached to this form.



Club/Group Name _____

County _____

Club/Group President Signature _____ Date _____

Organizational Volunteer Signature _____ Date _____

Total Number of checked responses for the 20 Excellent Standards _____

Club Performance Standards

- _____ 1. Club/group had a planned annual program that includes group goals.
(Ex: recruit 4 new members; 75% of members will attend camp; all members will choose one county learning activity to attend)
- _____ 2. Club/group members were actively involved in planning the club/group's annual program.
- _____ 3. Club/group selected an area of focus for their annual program.
(Ex: health & fitness; environmental science; pet care; community service; intercultural understanding) OR club/group is represented in the community, by serving on a committee, council or board with adult partners.
- _____ 4. Club/Group members were involved in implementing the annual program/activities.
(Ex: planning and bringing snacks; leading the pledges; calling club/group members for a meeting or assignment; presenting a demonstration; organizing a tour; introducing a speaker; leading recreation; teaching others)
- _____ 5. A calendar for the year was printed and distributed to members, parents, volunteers, and the local Extension Office. (Ex: identify meetings dates, locations, educational programs; special projects; social events; county or district events)
- _____ 6. All members were invited and at least 75% of club/group members were involved in at least nine club/group activities during the year. (Ex: meetings; club/group tours; recognition event)
- _____ 7. Club/Group officers were elected or appointed, and fulfilled their leadership roles.
- _____ 8. Club/Group completed at least one (1) community service project.

Club Performance Standards (continued)

- ___ 9. Club/Group completed at least one (1) promotion activity that promotes 4-H visibility at the community or county level. (*Ex: participating in a community parade; radio interviews during National 4-H Week; project displays in business windows; or doing website development for County Extension office.*)
- ___ 10. Club/Group has completed at least one (1) project that promotes 4-H visibility at the county, multi-county, district, state, multi-state, national or global level.
- ___ 11. Club/Group recruited at least one (1) project volunteer for at least 75% of the member's project learning areas.
- ___ 12. At least 75% of the members made progress toward individual 4-H project goals.
- ___ 13. Group developed a method to communicate with families at least three (3) times per year regarding club/group activities, education, and achievements.
(*Ex: newsletters; e-mails; calling tree; group activity that includes families*)
- ___ 14. Club/Group planned at least one (1) activity to include parents and families in club/group activities. (*Ex: project showcase; skating party; tours; recognition event*)
- ___ 15. Members took part in a variety of non-competitive activities and/or meetings beyond the 4-H club/group level. (*Ex: county project workshops; council meetings; interstate exchange programs*)
- ___ 16. A scheduled recognition event was held for members, volunteers and parents.
- ___ 17. Club/group planned and implemented at least one multi-club activity.
(*Ex: doing multi-club community service; several clubs managing a community or county event; conducting a multi-club learning or social event*)
- ___ 18. Members participated in competitive 4-H events beyond the club/group level.
(*Ex: county events; district events; state fair; project area competitions*)
- ___ 19. 4-H club/group consistently had a safety/supervision ratio of 1 adult to 10 youth.
- ___ 20. The racial/ethnic composition of the club reflects the diversity of the surrounding community.
(If club does not reflect the diversity of the community, then successful efforts to contact minority citizens in person, by mail, and through mass media may be used. Work with your county 4-H agent for help achieving this goal.)

12-13 Checked of 20 questions = **BRONZE Clover Club Award**

14-15 Checked of 20 questions = **SILVER Clover Club Award**

16-17 Checked of 20 questions = **GOLD Clover Club Award**

18-20 Checked of 20 questions = **EMERALD Clover Club Award**

131 WAYS TO RECOGNIZE 4-H VOLUNTEERS

Ohio 4-H Volunteer Fact Sheet #40

Everyone likes to be appreciated for doing a good job. Recognition activities need not be formal, public, or expensive. Following is a list of informal recognition ideas, which are either inexpensive or no cost, which can be utilized to recognize 4-H volunteers.

1. Send cards for achievements (birthday, new arrivals, anniversary, promotion, graduation, etc.)
2. Write a news article for the local newspaper, highlighting a 4-H volunteer's contribution or impact.
3. Write a news article for the 4-H newsletter.
4. Send a thank-you note.
5. Smile.
6. Send a holiday greeting card.
7. Say "thank-you" during a meeting or gathering.
8. Ask a 4-H volunteer for their input about a program.
9. Utilize a 4-H volunteer suggestion box.
10. Ask a 4-H volunteer to serve in a leadership role.
11. Present service stripes, or candy canes with the message - You've earned your stripes!
12. Ask a 4-H volunteer to conduct a program.
13. Have a soft drink party.
14. Ask a 4-H volunteer to coordinate a program or event.
15. Shake hands.
16. Plan a theme party (toga, costume, western, etc.)
17. Give a pat-on-the-back.
18. Invite 4-H volunteers to staff meetings.
19. Encourage them to contribute and participate.
20. Ask a 4-H volunteer to develop a display.
21. Send a 4-H volunteer to a conference.
22. Ask the 4-H volunteer to present a report, or workshop, on some aspect of the conference.
23. Cultivate special interests. Find ways for 4-H volunteers to utilize their special interests.
24. Utilize 4-H volunteers' unique special talents.
25. Be flexible.
26. Share the success or impact of one 4-H volunteer with others at a meeting or gathering.
27. Provide certificates, plaques, pins, etc.
28. Provide "perks" (free admission, parking, etc.)
29. Take an interest in their personal lives.
30. Have a "4-H volunteer of the month" award.
31. Host a banquet, luncheon, dessert, tea, or reception in the 4-H volunteers' honor.
32. Invite a 4-H volunteer out to lunch.
33. Reimburse gas money for club activities.
34. Establish a 4-H Honor Roll.
35. Provide educational resources for the 4-H volunteers to utilize (videos, pamphlets, books, and curriculum)
36. Be motivational and challenging.
37. Ask effective 4-H volunteers to each recruit another 4-H volunteer who is "just like them"
38. Debrief with 4-H volunteers following a conference, program, or activity, in which they participated.
39. Always use a person's first name.
40. Nominate a 4-H volunteer to teach a workshop at a conference or symposium.
41. Assist with workshop preparation.
42. Label the coffeepot. ("Vicki pours herself out for us!" or "Joe keeps things perking!")
43. Greet each 4-H volunteer with enthusiasm and appreciation.
44. Ask an effective 4-H volunteer to mentor a new recruit.
45. Send Hershey's Kisses.
46. Provide useful and effective orientation for each 4-H volunteer position.
47. Send peppermint candies with the message "You're worth a mint!"
48. Develop leadership skills and self-confidence.
49. Ask 4-H volunteers for their input or opinions.
50. Recognize and share innovative suggestions or programs.
51. Be patient.
52. Recognize community service activities.
53. Take time to explain.
54. Send get well cards.
55. Recognize 4-H volunteers for financial and philanthropic contributions.
56. Build consensus and support.
57. Recognize tenure.
58. Practice the "Platinum Rule." ("Do unto others as they prefer being done unto.")
59. Recognize the impact of the number of hours contributed to the organization or program.
60. Ask a 4-H volunteer to speak on behalf of the program to an outside agency.
61. Ask a 4-H volunteer to speak to a donor.
62. Hold a rap session.
63. Ask a 4-H volunteer to speak at a 4-H volunteer meeting.
64. Run a photograph and story in the local paper.
65. Ask a 4-H volunteer to write a news article or news release.
66. Foster personal growth.
67. Ask a 4-H volunteer to make a television appearance or radio announcement.
68. Provide scholarships to conferences.
69. Promote a 4-H volunteer to expanded or higher-level responsibilities.
70. Recognize the achievements or accomplishments of those with whom the 4-H volunteer works.
71. Ask the 4-H volunteer to direct a volunteership recruitment campaign.
72. Share the 4-H volunteer's personal success story
73. Provide 4-H volunteers their own work area.
74. Be respectful.
75. Schedule monthly birthday bashes.
76. Have a program participant share a success story about the 4-H volunteer.
77. Provide transportation.
78. Write letters of reference.
79. Surprise a 4-H volunteer with a birthday cake.
80. Utilize a 4-H volunteer as a consultant.
81. Send flowers.
82. Nominate 4-H volunteers for awards.
83. Attend personal celebrations (birthdays,

- anniversaries, etc.)
84. Take note of 4-H volunteers' children's accomplishments. Recognize them.
 85. Make home visits.
 86. Make sure that each 4-H volunteer is a "good fit" with their leadership role.
 87. Let his/her 4-H volunteer know they were missed.
 88. Make telephone calls.
 89. Encourage clientele to send thank-you notes.
 90. Plan an organizational outing (picnic, theater, ball game, family day, pool party, etc.)
 91. Praise in public - especially in front of family and friends.
 92. Encourage program participants to send birthday and anniversary cards.
 93. Have a birthday column in your 4-H newsletter.
 94. Send a note of congratulations for personal and professional achievements.
 95. Send a thank-you note to the 4-H volunteer's parent.
 96. Recognize an employer of a 4-H volunteer.
 97. Send a thank-you note to the 4-H volunteer's employer acknowledging the employee's contribution.
 98. Encourage others to express appreciation.
 99. Send 4-H volunteers an "Encouragemint."
 100. Ask 4-H volunteers to chaperone trips.
 101. Ask 4-H volunteers to judge competitions.
 102. Provide child care.
 103. Send hand-written notes.
 104. Give complimentary gift certificates.
 105. Print business cards for 4-H volunteers.
 106. Ask a 4-H volunteer to co-present a workshop.
 107. Stage a potluck dinner in a 4-H volunteer's honor.
 108. Attend 4-H volunteers' activities and sporting events.
 109. Bounce new ideas off of a 4-H volunteer.
 110. Involve 4-H volunteers in problem-solving efforts.
 111. Organize a card shower for a 4-H volunteer.
 112. Plant a tree or flowerbed in a 4-H volunteer's name.
 113. Contribute to a charity in a 4-H volunteer's name.
 114. Send spices with a note: "You're the spice of life!"
 115. Print and distribute bumper stickers.
 116. Provide caps or shirts to promote unity.
 117. Provide a golf cart for a 4-H volunteer to utilize during a fair, festival, golf outing, etc.
 118. Organize a holiday open house.
 119. Feature a 4-H volunteer in a slide show.
 120. Provide reserved seating at any event.
 121. Provide favors at meetings or events.
 122. Direct newspaper reporters to worthy 4-H volunteers when writing a news story.
 123. Send balloons.
 124. Send candy.
 125. Surprise everyone by bringing donuts.
 126. Send cookies.
 127. Encourage 4-H volunteers to provide leadership in their community.
 128. Give a 4-H volunteer a light bulb or candle with the message "You light up my life."
 129. Send valentines.
 130. Give calendars, notepads, pens, or pencils.
 131. Be pleasant and appreciative.

Fact Sheet Compiled By:

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4-H VOLUNTEER TRAINING SERIES

Getting 4-H'ers Involved in Public Speaking



Communication and public speaking are important life skills taught by 4-H. Public presentations are used in 4-H by both leaders and members as ways of sharing information, teaching poise, and gaining self-confidence.

Objectives of the 4-H Public Speaking Program

Through giving public presentations, 4-H members learn to:

- express themselves clearly and convincingly.
- organize their ideas and present them in a logical order.
- research subjects.
- develop confidence in themselves.
- emphasize the major points of a presentation through the use of visuals and/or examples.
- listen to the opinions of others.

You have the opportunity to help 4-H members develop confidence, poise, self-esteem, stage presence, and knowledge. You can also help 4-H members view public

presentations as a non-threatening and useful part of the overall 4-H experience.

With your guidance, members will learn that:

- they have valuable information to share with others.
- judging is a learning tool.
- the more public speaking they do the better they will become.
- they can organize and prepare an interesting and informative presentation.

Types of Presentations

Demonstration:

A demonstration is a planned presentation by one or more 4-H members that teaches through showing and explaining. The 4-H member describes what he or she is doing and completes a product using actual ingredients, tools, etc. Usually, at the conclusion of a demonstration, the finished product is available for the audience to touch, taste, feel, or test. A demonstration may include other visuals such as posters to help get the point across.

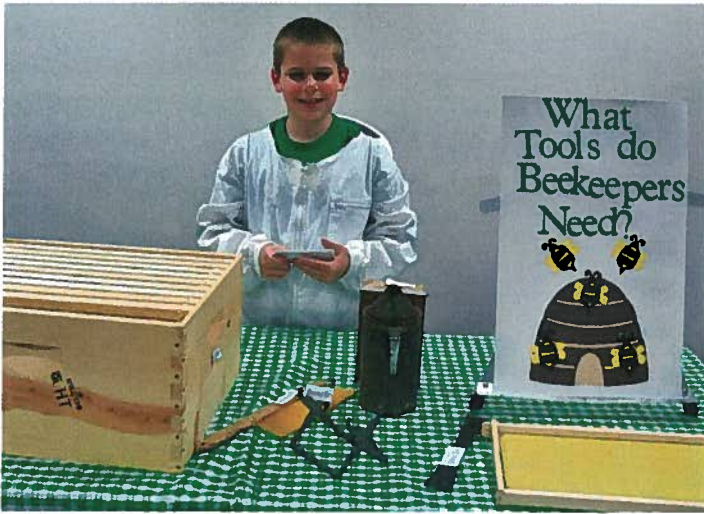


Written by Elva J. Parker, Betty Ann Smith, Donna Woody, 1990-2000. Revised for use in South Carolina by Keith G. Diem, Director of UF/IFAS 4-H Youth Development, 2005. Used by permission.

An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

Illustrated Talk:

An illustrated talk tells how something is done and must include visuals. In an illustrated talk, flip charts, posters, pictures, slides, flannel board, chalkboard, computer assisted presentations, etc. are used. There is no finished product. An illustrated talk is fundamentally the same as a demonstration, except that visual aids are used instead of having an actual product.

**Formal Speech:**

A formal speech is a presentation of a speech written by the participant or a noted individual. It is given from memory, with brief notes, or an outline on index cards used as an aid. Visuals are not used to illustrate the information being presented. The purpose of a formal speech is to stimulate thought or present a point of view.

Performing Arts

Performing arts public presentations incorporate dramatics (monologues and group scenes), oral interpretation of literature, creative movement and dance, musical performance (instrumental and vocal), and puppetry. Most of the performing arts categories can be presented as a solo or group presentation.

Main parts of the Presentation

There are three main parts to every presentation:

- **Introduction:** A good introduction should tell what the topic is, why it was selected and get the audiences' attention.

- **Body:** The body of the presentation is the major part - the meat of the presentation. It develops the objectives, emphasizes key points and tells why they are important. It is the doing part of all presentations.
- **Summary:** The summary is the last chance the 4-H member has to put the main ideas across. It should restate the purpose, summarize the major points made, and be brief and pertinent.

Time Limits

The length of a presentation may vary for each age group. Here are suggested time requirements: 3-5 minutes for younger members and first time participants, 5-8 minutes for older members and those with some experience, 8-15 minutes for teens and experienced members. Specific time requirements for the county presentations will be set by the county 4-H office.

Where to Give Presentations

- Local 4-H meetings.
- County, regional, or state public speaking contests.
- Public locations such as shopping malls, fairs, county 4-H events.
- Schools: members' classrooms, parent-teacher groups, etc.
- Service clubs.

How Leaders and Parents Can Help

1. Encourage your 4-H'ers to give public presentations.
2. Use the presentation materials available from your county 4-H office to help teach your 4-H'ers how to prepare a presentation.
3. Be sure your 4-H'ers attend a county public presentation workshop. If your county does not offer a workshop, plan a club workshop.
4. Help gather the necessary information and equipment.
5. Teach 4-H members to glean information from research-based sources such as Cooperative Extension, or educational websites.
6. Encourage 4-H'ers to do their own work.
7. Listen to their presentation—practice, practice, practice.

8. Give positive comments and make constructive, positive suggestions. Building self-confidence is the key.
9. Arrange for 4-H'ers to give presentations to additional audiences, such as at libraries, after school groups, other 4-H clubs, public events, service organizations, etc.
10. Recognize 4-H'ers accomplishments through verbal praise, as well as tangible items such as ribbons, certificates, or small tokens and prizes.

Evaluating Public Presentations

Public presentations given at county, district, or state public speaking events are usually evaluated by a set of criteria and given numerical scores and/or ribbons. Score sheets can be obtained from your county 4-H office.

The Judge's Role

The most important role that a judge plays is that of a teacher. Since judging occurs as a teachable moment, it provides an ideal opportunity for feedback to help 4-H members improve their work. At the same time, judges need to be aware that they are members of a teaching team that includes volunteer leaders, parents, and county 4-H staff. As members of that team, judges have the responsibility to support and reinforce the learning that has occurred throughout the year. Judges need to relate well to young people, offering constructive feedback and positive reinforcement to facilitate the learning process.

Non-Scored Evaluation

A public presentation can be evaluated by offering constructive feedback and positive reinforcement without giving scores or ratings. This method should always be used with 4-H Cloverbud members and can be offered to first timers and other less experienced 4-H'ers.

4-H Public Speaking Contests & Events

4-H districts throughout the state offer multi-county 4-H public speaking events where presentations are typically judged and ribbons and special prizes are awarded. Check with you county 4-H office, newsletter, or website.

Helpful Resources

Florida 4-H and National 4-H Council have several communication curriculum materials for youth and adult leaders. Contact your County 4-H Office or visit www.florida4h.org or www.4-hmall.org for a current list of 4-H communications curriculum.

FRIENDLY CRITIQUE SHEET

Please check (✓) all that apply

1. The Speech Included:

- _____ Catchy introduction
- _____ Clear message
- _____ Appropriate examples to reinforce message
- _____ Ideas that fit together with clear transitions
- _____ Something of interest to me
- _____ Memorable conclusion that repeated the important part of the message



2. You did these BEST:

- _____ Eye Contact
- _____ Facial Expression
- _____ Gestures
- _____ Postures/Body Movement
- _____ Voice Volume
- _____ Articulation
- _____ Voice Expression
- _____ Rate of Speaking
- _____ Ease of Speaking

You could IMPROVE on:

- _____ Eye Contact
- _____ Facial Expression
- _____ Gestures
- _____ Postures/Body Movement
- _____ Voice Volume
- _____ Articulation
- _____ Voice Expression
- _____ Rate of Speaking
- _____ Ease of Speaking

I liked your speech because _____



Please select the appropriate response by checking the box to the right of the question.	Strongly Agree	Agree	Disagree	Strongly Disagree
As a result of this activity/event, ...				
1. I understand the importance of incorporating recognition in my 4-H Program to improve the sense of belonging, mastery and generosity.				
2. Do you plan to involve youth members in designing recognition for your 4-H Program?				
3. I understand the importance of getting youth to speak in front of others to gain mastery of communication in a non-threatening way.				
4. I have or know where to get the tools to encourage and help youth do presentations or demonstrations.				
5. I can use this information in my 4-H club, activity or event.				
6. Do you plan to use/ implement the information provided today?				

In one or two sentences, complete the following:

The most important thing I learned is...

One Thing You Might Change for the Next Time...

One Thing You Should Definitely Keep for Next Time:

Information About You:

Date: April 21, 2014 Program Title: Make a Difference Mondays – Session 8

M: ___ F: ___ Age: ___ Ethnicity: ___

Location: _____
of Years in 4-H: _____



CONGRATULATIONS

**HAS COMPLETED THE
MAKE A DIFFERENCE MONDAY
4-H RECOGNITION PROGRAM**

Awarded this 21th Day of April, 2014

Paula M. Davis

Dr. Paula M. Davis

UF/IFAS Bay County Extension

