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April 2015

## 4-H 262 Celebration : A Recognition Packet

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Nebraska Cooperative Extension Service 4-H 262

CELEBRATION!

A Recognition Packet 



Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Leo E. Lucas, Director of Cooperative Extension Service, University of Nebraska, Institute of Agriculture and Natural Resources.



The Cooperative Extension Service provides information and educational programs to all people without regard to race, color, national origin, sex or handicap.



## Four-H is one of a kind!

Four-H is people — youths and adults — sharing, learning, growing, and becoming the best they can be.

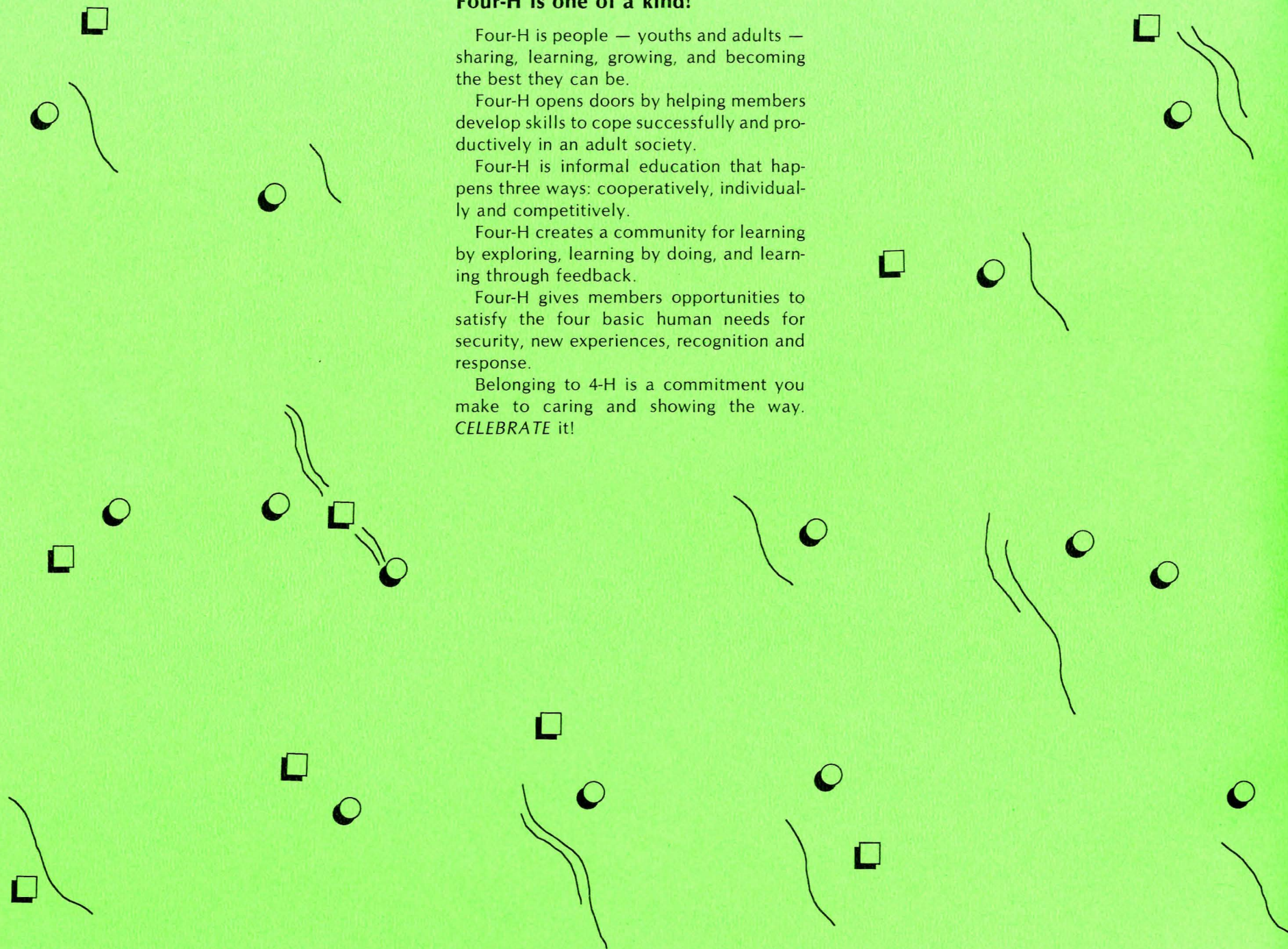
Four-H opens doors by helping members develop skills to cope successfully and productively in an adult society.

Four-H is informal education that happens three ways: cooperatively, individually and competitively.

Four-H creates a community for learning by exploring, learning by doing, and learning through feedback.

Four-H gives members opportunities to satisfy the four basic human needs for security, new experiences, recognition and response.

Belonging to 4-H is a commitment you make to caring and showing the way. **CELEBRATE** it!





## Setting Goals

4-H Celebration focuses on recognition. All of us regularly give and receive recognition. The amount of recognition each individual wants or needs varies. For some, just knowing "I can do it" is sufficient. Others savor public acknowledgment. When we think of recognition in 4-H, we generally think of the highly publicized Grand Champions or trips to National 4-H Congress. These "once-in-a-lifetime" forms of recognition are the result of peer competition.

Another highly visible form of 4-H recognition is when members achieve standards of excellence. The most common examples are ribbons given at county and state fairs. All 4-H members achieving the pre-defined standards receive the same recognition.

Volunteers play an important role in the two forms of recognition described. Many 4-H'ers regularly receive words of encouragement, support and motivation. Without this support, it would be easy to become discouraged. Often "learning by doing" also may mean "learning by failing" the first time or two.

Helping 4-H members set realistic, short-term goals and providing regular feedback is one method of converting the "failing" into "doing". Many times, a little planning may prevent failing. Assisting 4-H members to separate jobs into smaller tasks helps them learn to organize & set priorities for their work.

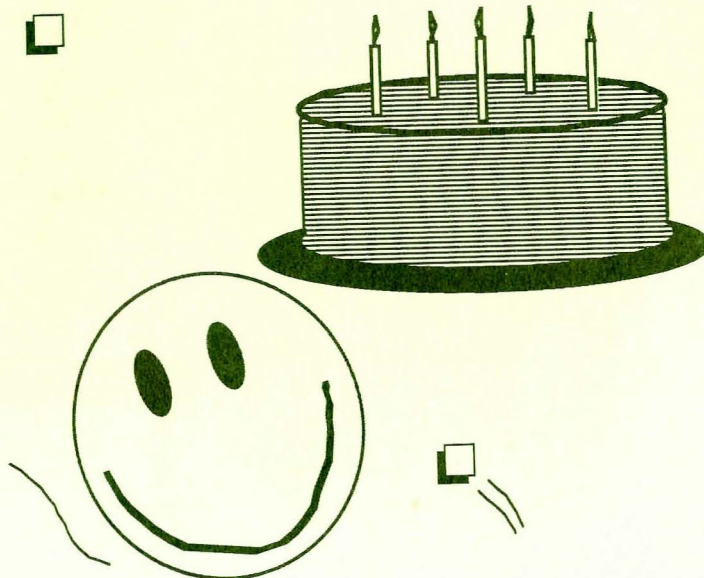
It is easy to see that individual progress toward goals is one of the most important aspects of any 4-H project or activity. Interested adults, leaders and parents are usually the ones to monitor, respond to, and recognize that progress. Immediate response and recognition will help maximize that support and motivation. Comments such as, "You gave it your best shot. Next

time will be better." go a long way in encouraging a 4-H member to try again.

Participating in a 4-H activity (meeting, workshop, fair, etc.) is another opportunity to provide recognition. All of us are learning constantly. While merely showing up for a 4-H activity does not guarantee that everyone will learn the same things, everyone gains something. Intangible learning occurs at every 4-H activity, such as by finding a new friend, gaining self-confidence, or gathering information on a topic unrelated to the actual event.

Plan a celebration for every 4-H activity. The celebration does not have to be formal, costly or time-consuming. It can be a pat on the back, words of praise, a clover note, a quick hug, hints for improvement, or a sticker.

Belonging to 4-H is a commitment you make to caring and showing the way. **CELEBRATE it!**



## 100 Ways to Praise

1. Smile
2. Give a hug
3. Ask for help
4. Remember a birthday
5. Be pleasant
6. Challenge someone to improve
7. Greet people by name
8. Help a member develop self-confidence
9. Respect sensitiveness
10. Ask about family
11. Praise them to their friends
12. Give extra responsibility
13. Take time to talk
14. Honor their preferences
15. Celebrate outstanding achievements
16. Maintain safe learning conditions
17. Plan a party
18. Accept their individuality
19. Make thorough pre-arrangements
20. Say "We missed you"
21. Take time to explain fully
22. Furnish treats
23. Use them as teachers
24. Nominate someone for an award
25. Create pleasant surroundings
26. Ask for suggestions
27. Write notes of encouragement
28. Be familiar with details of assignment
29. Have a picnic
30. Say "Great Job"
31. Match members to tasks
32. Hold rap sessions
33. Send a "special day" card
34. Be a "real" person
35. Offer assistance
36. Be a friend
37. Take time to listen
38. Help members grow with projects
39. Use other adults as resources
40. Provide useful tools in good working condition



41. Assist in setting realistic goals
42. Help identify "what went wrong"
43. Plan occasional extravaganzas
44. Conduct a project tour
45. Plan a "brag" day
46. Send newsworthy information to media
47. Involve members in a planning meeting
48. Offer unconditional respect
49. Acknowledge others when help is given
50. Say, "You did your best"
51. Be enthusiastic
52. Take time to watch
53. Commend them to their parents
54. Select "Member of the Week"
55. Compose happy clover notes
56. Make good plans
57. Take time to support
58. Help someone work through a problem
59. Understand current influences

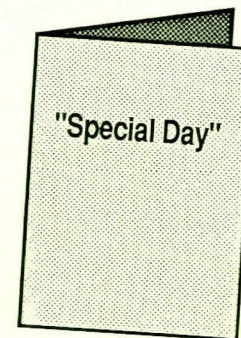
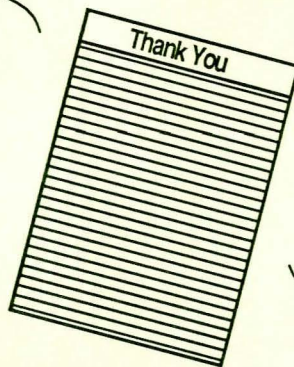


60. Take time to encourage
61. Facilitate personal development
62. Assist in maintaining meaningful records
63. Identify individual skills
64. Take time to motivate
65. Recommend members for jobs and tasks
66. Provide certificates
67. Support participation in teamwork
68. Write thank you notes
69. Acknowledge ideas
70. Lend a hand
71. Be verbal
72. Become involved in a community project
73. Attend school activities
74. Conduct an information meeting for parents

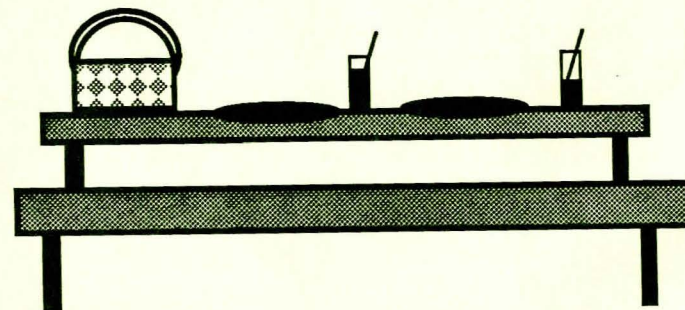
75. Phone to relay a compliment
76. Design paper ribbons
77. Commend actions for self-improvement
78. Plan a social event
79. Comment on individual strengths
80. Encourage activities to promote self-improvement
81. Send letter of appreciation



82. Design posters to display in store windows for public recognition
83. Recognize personal needs and problems
84. Stimulate thinking
85. Invite them for after-school refreshments
86. Welcome requests for assistance
87. Appreciate attempts to refine skills
88. Allow individuals to express opinions
89. Encourage compliments for others
90. Invite grandparents or other "special" people to meeting



91. Provide buttons/pins
92. Personalize a poem
93. Involve parents
94. Generate enthusiasm
95. Assist members in understanding others
96. Stimulate discussions
97. Send a "feedback/update" note to parents
98. Be positive
99. Consider suggestions made
100. Say "Have a Great Day!"





## Volunteer Reference Sheet

Many publications, audio-visuals, forms, learning kits, and other items are available to help 4-H volunteers. It is impossible to provide copies of all materials to all volunteers because of the overwhelming number of aids available. To make it easier for volunteers to select exactly what they need, a reference list of some of the most beneficial items follows.

**Publication Selection Guide:** A list of all 4-H publications (more than 430), audio-visuals (more than 775), and teaching games available. Items are listed by subject matter and alphabetically by title. This is especially valuable to volunteers because it includes a short description or suggested use for each project.

**Publication List by Subject:** Listing of 4-H publications and numbers by subject. It does not include any descriptions, but does include prices, a list of new publications, and a list of those no longer available.

**4-H Leader Handbook:** Designed for new leaders, it includes information on 4-H policies, 4-H philosophy, building effective teams, recruiting, program planning, conducting successful meetings, and teaching youth.

**Teens for Today:** Newspaper produced by teens describing opportunities for teens, such as camps, events, and activities. Introduces others to options available as far as 4-H responsibilities (such as camp counselors) and peer competition other than fairs (such as National 4-H Conference).

**4-H Yearbook (4-HF 59):** Used by 4-H members to assist in identifying goals and keeping track of meeting dates and responsibilities.

**Building Your 4-H Record (4-HF 41 OR 4-HF 52):** Form used by 4-H members to summarize information from their project records and record other 4-H activity information. This form supplements project records and is used by many counties and in all district award competition. "Beginning Your 4-H Record" (4-HF 42) may be used by younger 4-H members. It requests the same information to be recorded using terms more readily understood by the 9- to 12-year-old.

**Volunteer Handbook on the Nebraska 4-H Incentives Program (4-H 232):** Publication outlining Nebraska 4-H recognition philosophy, general information, district application regulations, and incentive descriptions. This publication does not list specific incentives available since they often change.

**4-H Volunteer Deductible Expenses (F 0-09-81):** Form for listing expenses incurred as a 4-H volunteer.

**4-H Enrollment and Leader Record (4-HF 20):** Form to aid in planning the group program, enrolling 4-H members and keeping record of member progress and participation.

**4-H Recreational Games (4-H 150):** Guide for volunteers interested in using recreation and games to help teach the 4-H curriculum.

## Celebrate Participation in 4-H Activities

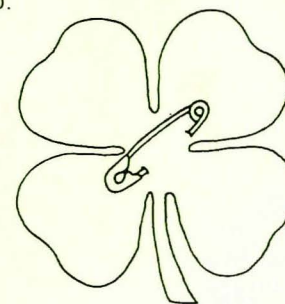
The following ideas for recognition have been used by other groups to honor members who participate in 4-H activities. All are inexpensive, appropriate, and entertaining. Remember, there is no right or wrong way when you let someone know

they are doing great!

**LET'S GIVE THEM A HAND.** Award an inexpensive garden glove (one pair provides two awards). This may be used to recognize members for helping others, achieving a major goal, providing a special service to the group, etc.



**LAPEL PINS.** At a workshop on crocheting, have participants make a clover-shaped item and then add a safety pin to make it a lapel pin. Other items may be adapted based on the subject matter of the workshop.



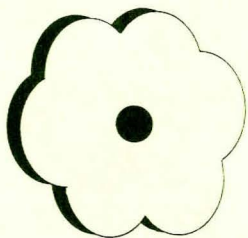
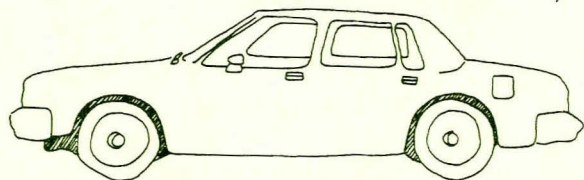
**HARD LUCK.** Awards for this may vary, depending on the situation or funds available. Awards might include a simple paper ribbon, a new kitten, a package of store-bought cookies, etc. Hard luck candidates are those who disaster strikes at the most unfortunate time: the 4-H'er who washed her clothing exhibit the day before fair only to have it sun fade; the owner of a cat who



was in a major cat fight two days before the show; the 4-H'er with a brother or sister who ate the cookies destined for fair, etc.

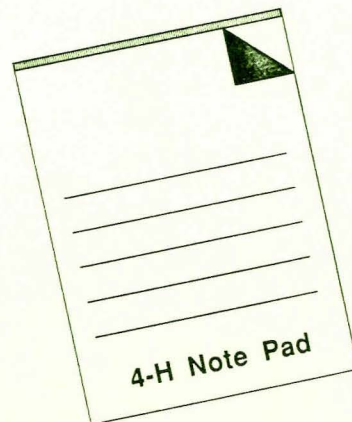
**EXTRA MILE.** A great award for an older teen or adult volunteer who does a lot of the "running". Award may be a \$5-\$10 certificate for gas, coffee break at the local cafe, etc.

**HELPER OF THE DAY.** For use with younger 4-H'ers. Provide a badge (paper, toy flower, etc.) to identify one or two 4-H members as helpers. Helpers assist leaders by being models during a demonstration, greeting members as they come, or running errands.

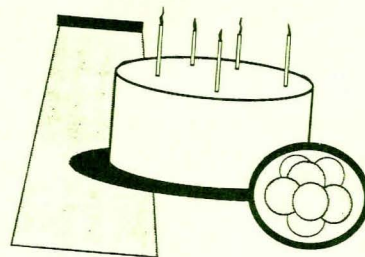


**NOTE PADS.** Using inexpensive note pads, add 4-H stickers on every fifth page. Give to 4-H members when they achieve a goal or master a skill they have had trouble with.

**RESOURCE PEOPLE.** Recognize 4-H members by asking them to teach a workshop (similar to a club demonstration) in an area they enjoy. Provide further recognition by writing to local Extension staff and suggesting the individual as a possible resource person for county workshops.

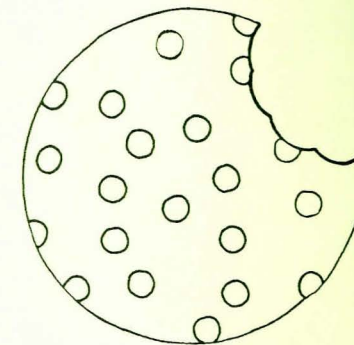


**SERVICE COUPONS.** Have 4-H members complete a coupon offering a "service" they would provide based on their 4-H project, such as: one decorated birthday cake, vacation animal care, sewing an item, one dozen cookies, etc. All coupons are kept in a box. As 4-H members do something noteworthy, they may select a coupon. Recognition is provided to both the individual whose accomplishment is being celebrated and the one providing the service.



**4-H PROMOTION.** To increase interest in 4-H, have 4-H members design cards using 4-H suckers. For example, attach suckers to cards saying: BE A SUCKER, JOIN US IN \_\_\_\_\_. The \_\_\_\_\_ would be whatever the 4-H member would like to describe about the project. They would then pass the card on to someone not currently in 4-H. By personalizing the cards

with something they have done, they will be recognized at the time the card is made and when it is given away.



**MINTS.** As a special favor item attach small mints to a card reading: "You're Worth a Mint Because (you supply the reason)."

**SEEDS.** Great extra for a gardening project or they may be used with others. For example, provide a packet of lettuce seeds with a card saying: "Lettuce Tell You How Great You Are" or "May Your Bowl Be Filled With Happiness As You Lettuce Congratulate You On a Job Well Done. (Other seeds may be used with appropriate sayings.)"

**LIFESAVERS.** Award a roll of Lifesaver candies to a 4-H member who has completed a major responsibility or assisted another member.

**M & M's.** Provide small bags of M&M candies to 4-H'ers completing a goal. Attach a note saying: "We Salute You For Your Accomplishment of a Magnificent Milestone."

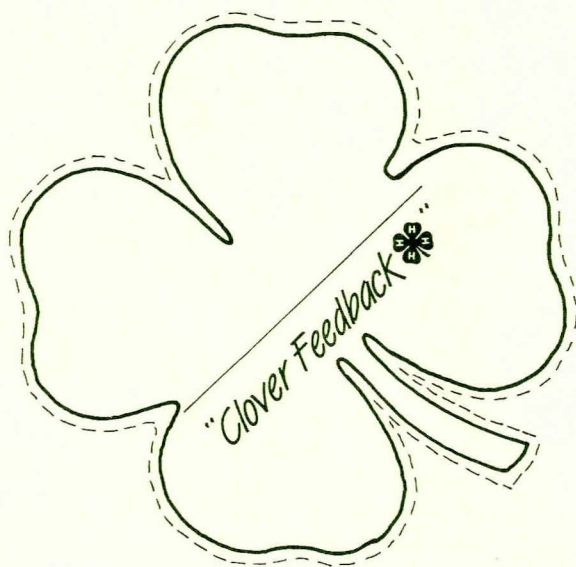
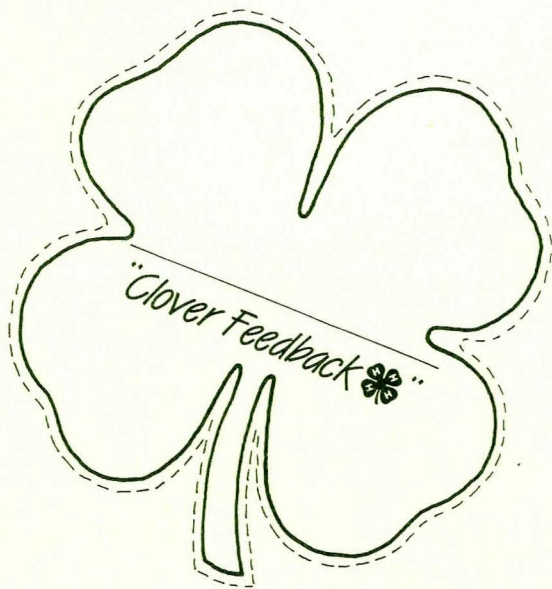
**PAPER ITEMS.** Ideas are endless when you have colored paper, markers and scissors. Try making ribbons, certificates, badges, buttons, or wall hangings.

The page is decorated with various geometric shapes and wavy lines. There are several small squares and circles scattered across the page, some of which are connected by wavy lines. The background is a light yellow color.

# *Certificate Cut-Out's*



# "Clover Feedback" 🍀

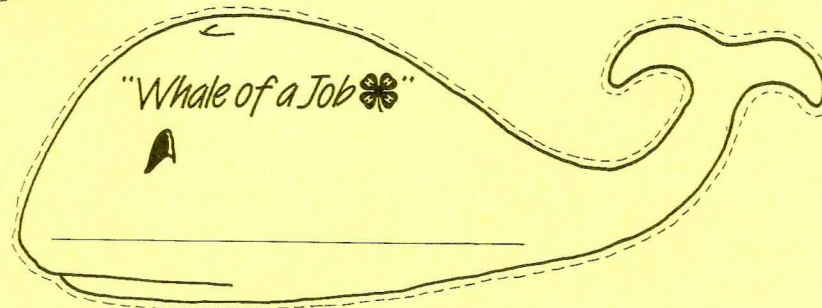
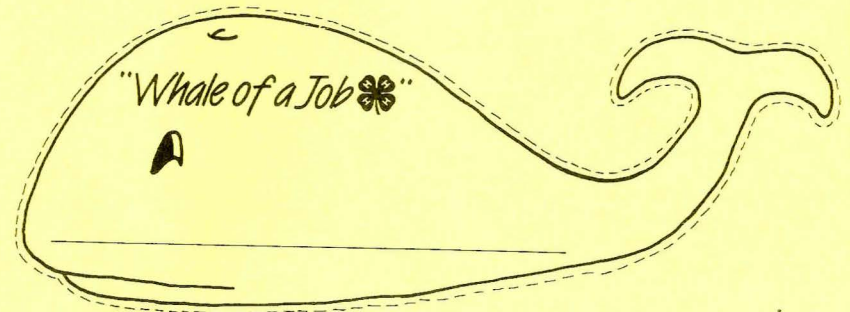
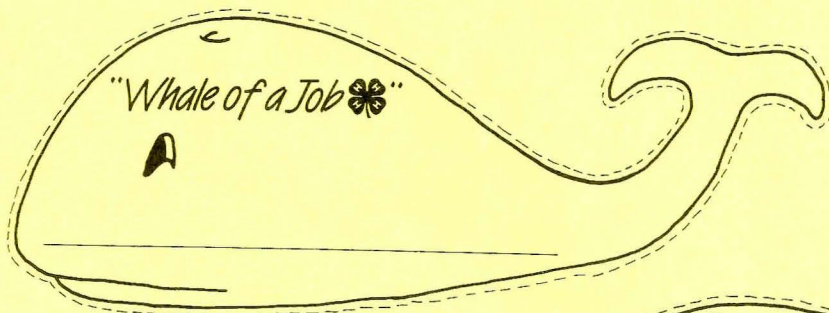
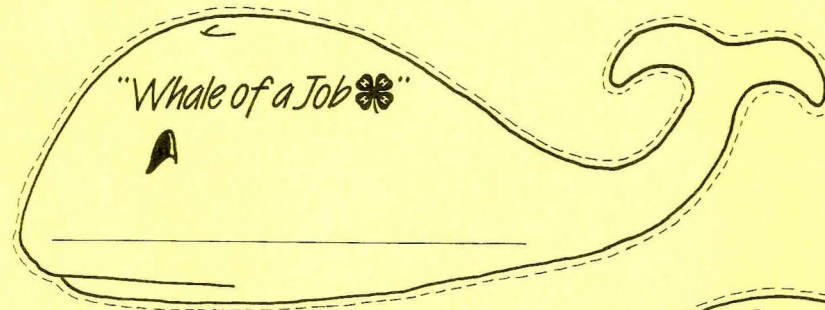
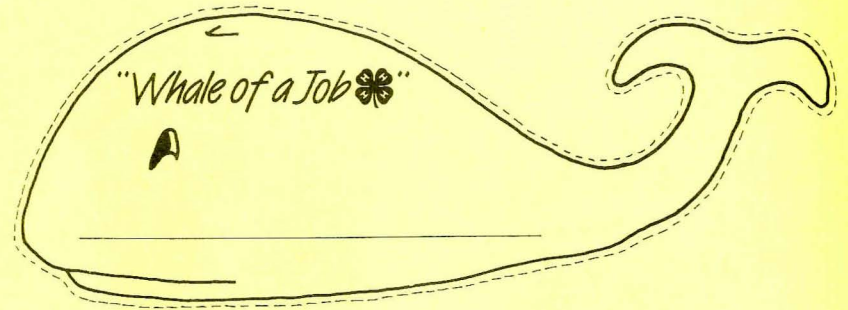
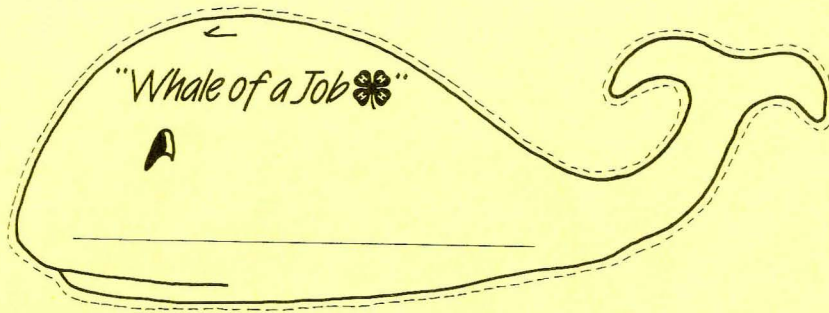








# "Whale of a Job" 🍀









# "Lending a Hand" ✿

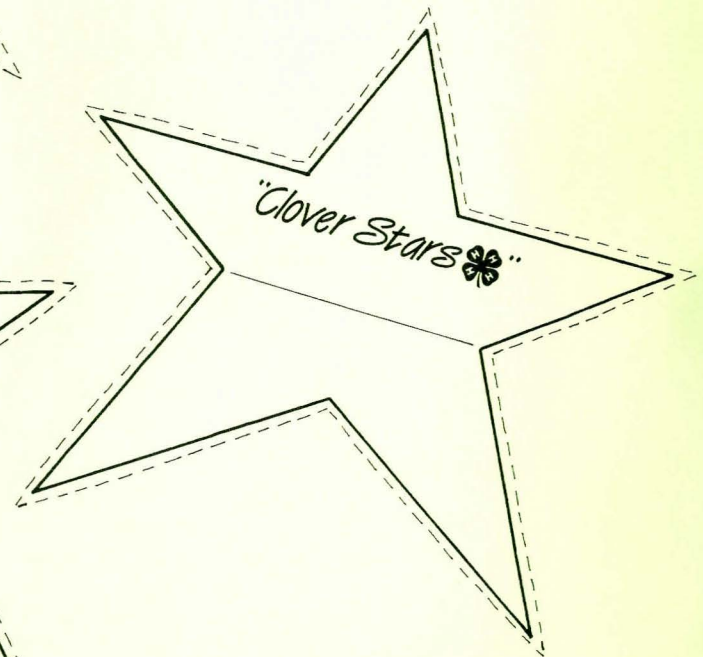
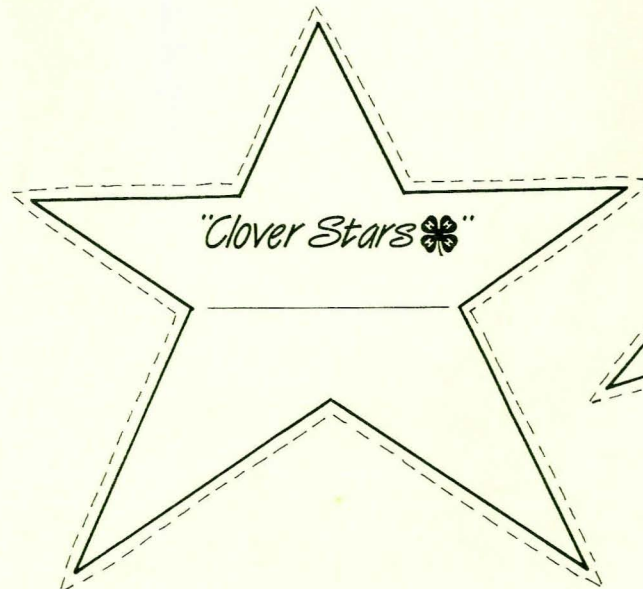
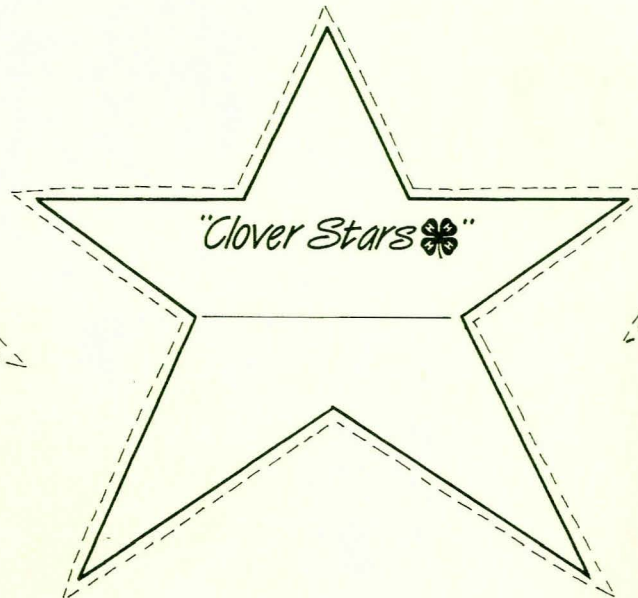
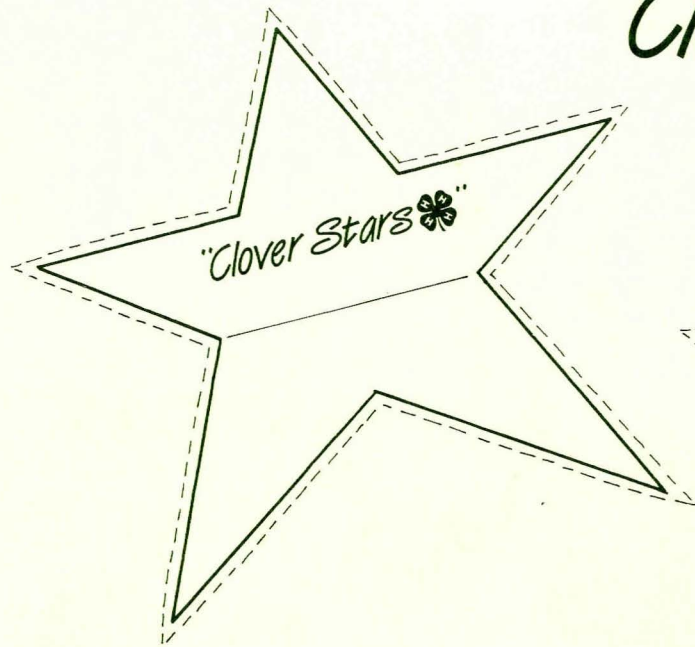






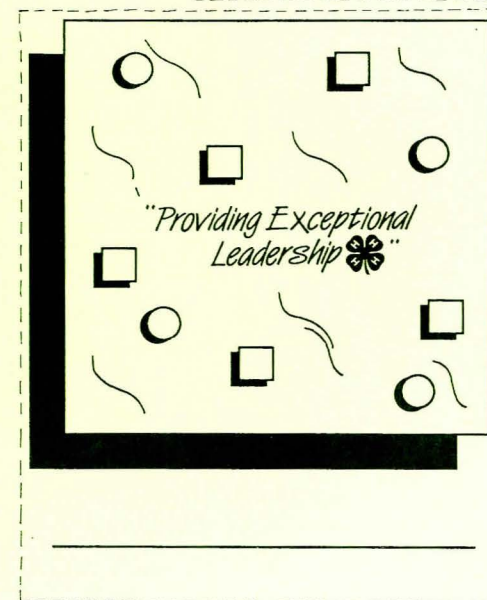
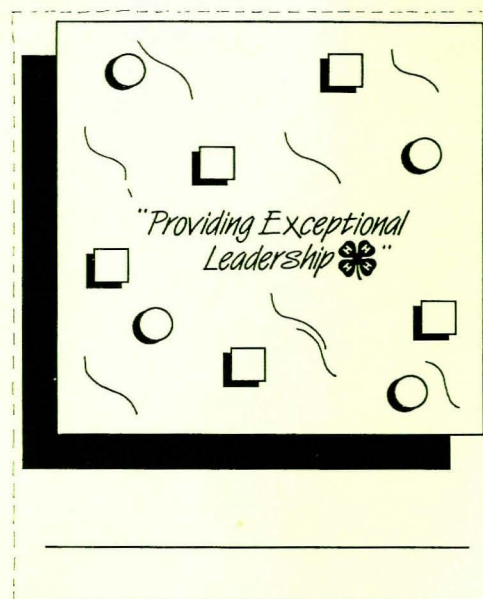
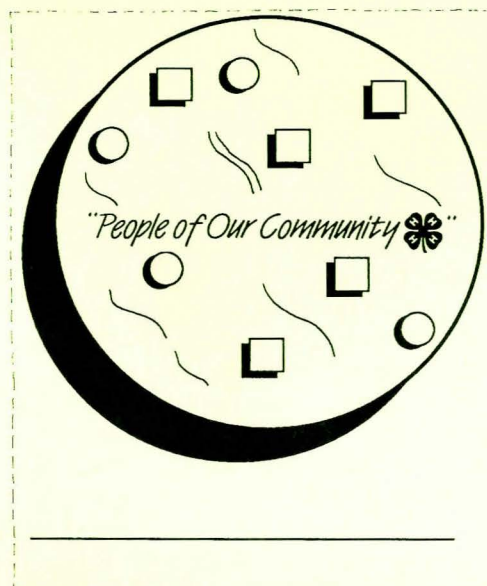
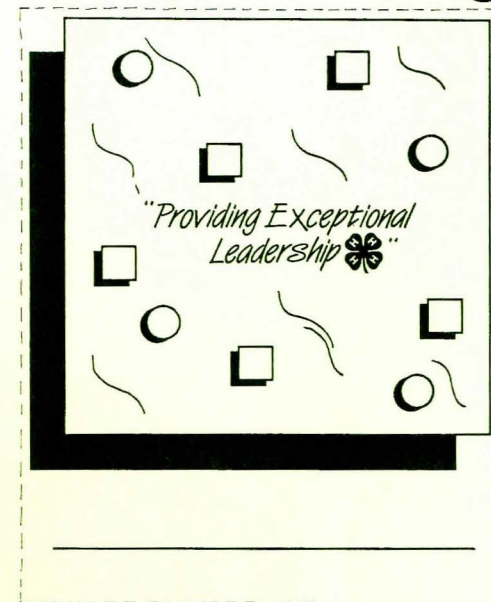


# "Clover Stars" 🍀



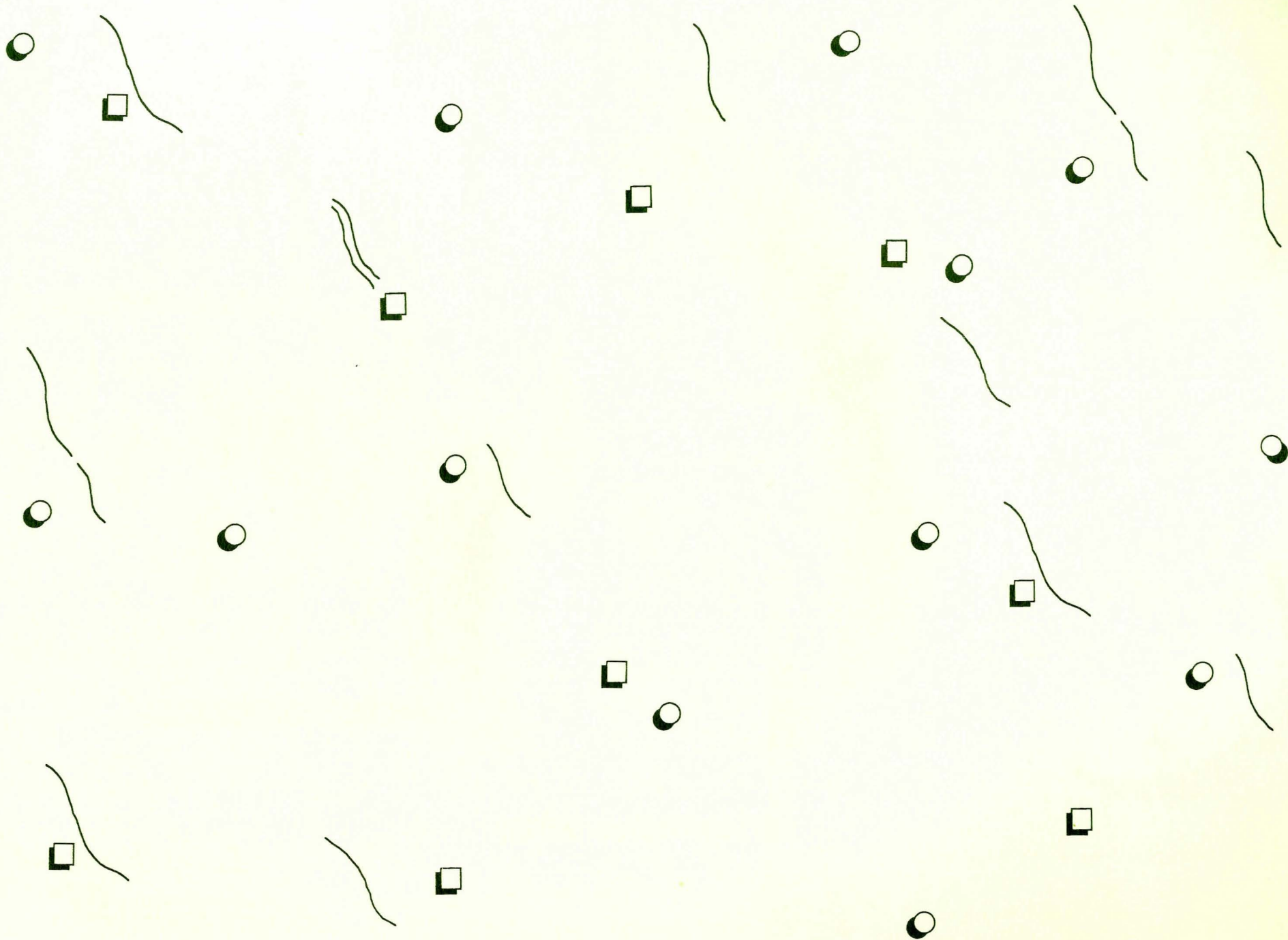


# "People of Our Community"



"Providing Exceptional Leadership" 





## Celebrate Progress Toward Goals

Setting goals, working toward them, and achieving them. Does it sound technical, like something you know little about? If that is the way you feel, rest assured you are not alone.

Helping 4-H members do and be the best they can be is the main role of any adult involved in the 4-H program. Setting, understanding, and reaching goals is an important way to do this. It also helps 4-H members discover and develop organizational skills to use throughout their lives.

How did you decide to become involved as a 4-H leader or parent? What factors did you consider before you were willing to say "Yes, I will be involved?" Think about the things you have done for the past two days. Why did you do the things you did? Most of us set, prioritize, and accomplish goals constantly, without being aware of the process. We talk a lot about goals, but what really are goals?

Goals are personal statements of:

- Where you are going.
- How you intend to get there.
- When you plan to arrive.
- Why it is important.

Goals may be divided into two groups: short-term and long-term. Short-term goals are those that can be accomplished during this year (12 months or less) while long-term goals take longer (sometimes several years). While a 4-H member needs to work with both types of goals, a base for success and confidence will be established quickly with short-term goals. Specific characteristics of the two types of goals follow.

Short-term goals:

- Must be specific and attainable
- Have a measurable outcome
- Specify time of completion
- Are best if related to long-term goals

Long-term goals:

Must be believable

Give direction and motivation for activities

Describe conditions one hopes to achieve

Most 4-H activities include short-term goals such as completing a project. Some 4-H members also will have long-term goals, such as winning a trip to National 4-H Congress. Goals need to be specific. In order for a goal to be specific, a goal must answer several questions: Who? What? When? Why? How?

It is easy for a 4-H member to list generic goals: I want to learn to sew, to raise sheep, to garden, etc. These would be listed as long-term goals. Answering "How?" will provide many short-term goals.

The most important question for a 4-H member to answer for any goal is: What do I want? The goal(s) must be their own — not their best friend's, not their teacher's, not their parent's, and not the 4-H project manual's. They must be their own. A goal may seem too elementary for one individual while being too difficult for another. A goal which is the burning desire for one, may not interest another at all.

The following is one example of determining long- and short-term goals. While the example deals primarily with a 4-H project, the same steps would be considered for personal skills such as public speaking, building self-confidence, etc.

WHO: Joe

WHAT: Wants to learn how to garden

WHY: To possibly own a vegetable farm some day.

Enrolling in the 4-H garden project is one way to work toward that long-term goal, but being more specific will result in better and more achievable short-term goals.

The following are examples of short-term goals

Joe wants:

1. To learn to grow five different vegetables.
2. To exhibit at the county fair.
3. To compare two fertility programs on his garden vegetables.

The goals will be completed by September. Guidelines in the 4-H project can help Joe and his leader set his project and general goals. Other activities (or goals) to support his long-term goal of owning his own business, may include:

4. A tour of a similar business.
5. A garden demonstration to improve public speaking skills.
6. Volunteer work at garden nursery to be completed by August.

As a 4-H leader or parent, you are aware of many of Joe's capabilities. You can help him identify which goals are realistic for this year and which items might have to become long-term goals. For instance, (1) if Joe is 10 years old, the local garden nursery may not be able to use his help, even in a volunteer capacity, until he is older; (2) the nearest vegetable farm is 200 miles away and adult schedules do not permit a tour this summer; and (3) Joe may have access to a very small garden patch that will support only three vegetable crops.

After setting the goals, review them periodically to see what progress is being made or what needs to be altered to reflect the current situation. (Joe may have been able to use his neighbor's garden to have more space to grow vegetables or during vacation Joe forgot to have someone water his garden and everything died, etc.) Here, too, 4-H adults play an important role by providing encouragement, motivation and support. Hearing genuine praise or concern



from interested adults is essential in helping 4-H members obtain their goals. Simple words like: "You've done well. You did your best. I'm proud of you. I know you must be disappointed, but..." are great morale boosters.

At the end of the specified time, goals should be evaluated. How did the goal(s) work? What was learned? What needs to be accomplished next? Joe may have discovered through his short-term goals that he does not want to own a vegetable farm. Is this failure to reach a goal? Not necessarily. He may not have accomplished what he originally set out to do, but he learned many things in the process. Joe is now able to concentrate his efforts in another area, confident that he made the right choice.

Failing to reach specific goals may help 4-H members set more realistic goals in the future. More importantly, by having first identified the goal, the 4-H member has a way of determining "what went wrong". Having difficult, hard to achieve goals is not all bad, but they should be long-term goals with many accessible short-term goals along the way.

It is difficult for all of us, especially young 4-H members, to know what kinds of specific information or experiences are needed to achieve both short- and long-term goals.

As an adult, you can help youths set realistic, specific goals. Once mastered, goal setting can be one of the most useful and rewarding organizational and decision-making skills anyone can develop.

### Suggestions for Using Certificates

This packet includes certificates which may be used for your 4-H group. They may be used as you deem appropriate; the following are only suggestions. While these are basically 4-H certificates used to recognize 4-H efforts, they could be used to recognize a group member for special contributions outside of 4-H. (For example, a member helping a classmate who has missed lots of school due to illness or accident encourages community service.)

- Each member should receive at least one certificate during the year. (Not necessarily one of each.)

- Certificates could help encourage community service and leadership roles.

- Certificates should be personalized on the front and dated and signed on back.

- Certificates may be presented as a formal business item or informally as individuals deserve.

Following are some ideas for using the attached certificates.

- *Lending a Hand* is for anyone who helps another — older members helping younger members, peers helping others, community service, an assistant during a leader demonstration, etc.

- *Whale of a Job* is for anyone who exceeds normal production. It may not be for someone who earned all purple ribbons — they already have their recognition. It can recognize the quiet one who gave a club demonstration, the one who finally sewed a straight seam, or the two who were the only ones showing up for clean up day, etc.

- *People of Our Community* recognizes community service such as making favors for the nursing home or volunteering time for the library story hour.

- *Providing Exceptional Leadership* is not necessarily for group officers. It could be for: (1) the 4-H member who posted 4-H posters in all the local store windows, (2) the junior leader who assumed the project leader's role with younger members when the leader could not be present, or (3) the shy individual who organized the group's picnic.

- *Clover Stars*: Best used for individuals as they attain a goal.

- *Clover Feedback*: An all-purpose certificate which the leader completes. It can recognize special efforts, encourage completion of a particular goal, or just say "We're glad you're here".



We are always looking for new ideas so remember to pass on your old ones! They will be new to someone else. These ideas will be shared in future publications, hand-outs at leader training activities, or through other sources.

Send ideas to: Awards and Recognition  
114 Ag Hall, UNL  
Lincoln, NE 68583-0700

County \_\_\_\_\_

4-H Group \_\_\_\_\_

Volunteer's Name and Address \_\_\_\_\_  
\_\_\_\_\_

Recognition Idea: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cost \_\_\_\_\_

Number Recognized \_\_\_\_\_

County \_\_\_\_\_

4-H Group \_\_\_\_\_

Volunteer's Name and Address \_\_\_\_\_  
\_\_\_\_\_

Recognition Idea: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cost \_\_\_\_\_

Number Recognized \_\_\_\_\_



