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Group Building 1

Commonalities

Objectives:

1. To begin to build trust within the group
2. To raise awareness of the similarities between 4-H offerings in differing locales or between 4-H and partnering organizations (depending upon the audience you are reaching)

Materials:

- Pen and paper for each group

What to do -

Introduce the exercise

What to Say -

It is our goal with this next exercise to begin the process of trust building that is crucial to the effectiveness of any group. Groups, like individuals, are learning and growing organisms, and the foundation for healthy growth within a group is the development of trust among its members. Trust promotes emotional safety for all who belong to the group.

Therefore activities that enhance the development of trust are critical to the health and success of the group.

The first step in trust building is simply to get to know one another and, specifically to discover the similarities held by members of the group.

It is, therefore, important to provide opportunities for the youth in your youth development program to learn more about one another.

We are coming together today from different (counties, states, youth serving organizations—use the description that fits). We know that we share a



What to do-

What to Say-

Divide participants into clusters of 3's or 4's using any grouping method you choose. Give each cluster a piece of paper and a pen.

common denominator of youth development programming, but we may not know much more about one another. Since we are going to be living and working together for the next four days, it is important that we discover more of our commonalities. It is difficult to build trust quickly with a large number of people, so we are going to break our group into smaller units to begin this process.

The task of each cluster is to generate a list of things that are common to everyone in the cluster but which would not be identifiable by looking at cluster members. For example, you might find that you all speak a foreign language or have the same number of brothers and sisters. Remember that things like, hair color, eye color, clothing etc. are visible similarities and can't be used. I want you to write as many commonalities as you can identify on the paper at your table. I will give you five minutes to do this and then ask you to report your cluster's findings to the total group.

Move about the room to monitor the progress of the clusters. If people are struggling, you can offer some additional suggestions for unseen similarities such as:

All have traveled to a certain country

All have the same letter starting their last names

All wear contact lenses

After five minutes (or when clusters have generated a sizable list), call time and lead the group in reporting their cluster findings.



What to do-

What to Say-

Continue the cluster reports until all clusters have shared. Make certain that all clusters have reported so that all participants are included in the findings.

Lead a discussion to draw implications from discovering these similarities using the following questions.

Lead the group in introducing participants to the total group.

After all introductions have been made, bring closure to the lesson.

Let's hear what you have learned about one another in this short time. Which cluster would like to report first?

When I first gave you the instructions for this exercise, what was your feeling about the task?
What were you feeling at the end of the activity?
How did you go about determining what your similarities were?
Did you hear similar commonalities to those of your cluster mentioned from other clusters?
What was the most surprising commonality you identified?
How will any of this information enhance the group?
How would an activity like this be used with your youth program?

Although we can't build trust in a large group quickly, we can at least begin to learn one another's names. I would like participants to stand and tell us their names and the location of their youth development program. If you are a partnering organization, tell us what organization you represent.



What to do-

What to Say-

Given only a few minutes, it's amazing how many commonalities people can find with each other. You have identified quite a number of things you have in common with your cluster. You have also recognized that some people in other clusters share some commonalities with you and your cluster and perhaps you have thought of connecting with those people later in the session. Obviously, we do not have to spend a lot of time doing group-building activities to begin to see the many ways we are similar to one another. However, repetition is important to growth and it will be necessary to structure in SOME time for a group building activity every time the group gets together if you are to achieve a safe and healthy group environment.

If you are working with a group that includes 4-H and one or more partnering organizations, add comments about that partnership as it relates to this exercise.

During this training, we will be exploring the commonalities between your youth development organization and 4-H. Since you have elected to attend this "Starting 4-H Clubs" training, we assume that you are interested in exploring the ways in which a 4-H club could benefit your youth program. You may already have some perceptions or expectations about working with 4-H, and those expectations may or may not change dramatically during the next few days. Hopefully we will find the areas of your program that have a lot in common with the 4-H program and you will discover ways to integrate 4-H into your ongoing successful program offerings. Our goal is that you will walk out of this training with a usable plan to begin integrating and implementing 4-H clubs.

Adapted and Used with Permission: Rohnke, K., Butler, S., (1995). Quicksilver, Kendall/Hunt, Dubuque, IA, pp 76.



Group Building 2

Who?

Objectives:

1. To help participants learn more about one another
2. To continue the process of building trust within the group

Materials:

- “Who?” work-sheets
- Pen or pencil

What to do -

What to Say -

Introduce the activity

As you recall, effective group process includes activities at every meeting that provide group members with an opportunity to learn more about one another. The purpose of learning more about one another is to build trust among group members and as a result to increase and/ or support the level of trust and emotional safety within the group.

Today we are continuing that process using this survey sheet.

Hand out the “Who” work sheet.

This sheet contains 16 questions. I want you to find people in the room who can answer yes to a question on your sheet and ask them to sign their name beside the question. Your goal is to get a signature for each statement.

Here are the rules for the activity.

Participants can sign more than once on another participant’s sheet.

Participants cannot sign their own sheet.

Participants may not volunteer their names, but must be asked before giving their signature.



What to do-

What to Say-

Move about the room to monitor the progress of the group. Call time early if participants have completed the task before the ten minutes has lapsed. (Always give a one- minute heads up before calling time.)

I am going to give you 10 minutes to complete this task.

How many people were able to get signatures for every question?

How did you feel when you found people who could sign for the same questions you could?

How did you go about finding people to sign your work sheet?

What questions were hardest to get signatures for?

What did you learn from this activity about others in the group?

How could you use this activity with youth or staff ?

Bring closure to the activity

We have used this activity to discover areas of common experience and interests. You may have discovered more common interests within the group than you were aware of before. As we increase our knowledge of common interests or experiences we will find it easier to share ideas and skills with the group. This sharing will enhance the learning experience for everyone; the larger the idea pool, the greater the benefit.

Brown & Uhler, (2003), USDA/AYD Project Specialists



WHO?

WHO HAS A CHILD UNDER 5 YEARS OLD? _____

WHO IS NAMED AFTER A FAMILY MEMBER? _____

WHO HAS RECENTLY READ A BOOK? _____

WHAT BOOK _____

WHO HAS TAKEN A 5 DAY VACATION IN THE LAST 6 MONTHS?

WHO HAS A LAST NAME THAT BEGINS WITH "B"? _____

WHO PLAYS A SPORT? _____

WHAT SPORT? _____

WHO HAS VISITED WASHINGTON, DC? _____

WHO WAS BORN ON OR NEAR A HOLIDAY? _____

WHAT HOLIDAY? _____

WHO LIKES COOKED SPINACH? _____

WHO HAS GRANDCHILDREN? _____

WHO WAS A 4-H MEMBER AS A CHILD? _____

WHO HAS RECENTLY BEEN TO A MOVIE THEATRE? _____

WHAT MOVIE DID YOU SEE? _____

WHO HAS A HOUSEHOLD OF 5 OR MORE? _____

WHO HAS VISITED DISNEY WORLD? _____

WHO WAS BORN IN ANOTHER COUNTRY? _____

What to do-

What to Say-



Group Building 3

Claytionary

Objectives:

1. To demonstrate individual approaches to group task.
2. To help participants recognize differences among members in approaching a group task.
3. To reinforce the value a variety of approaches adds to a group task.

Materials:

- Containers of Play Dough (pre-warmed or softened)
 - Have enough containers for one for each of the groups of 4-6 members you will form from the total group.
- Slips of paper containing words or phrases related to 4-H. Have enough slips for one of each word or phrase for each group.
 - Possible Claytionary topics:
 - 4-H Clover
 - Photography
 - Technology
 - Fine Arts -Hands
 - Heart -Head
 - Youth
- Bell

What to do -

Introduce the Activity

What to Say -

We have used activities that promoted trust building by helping participants discover more about one another. Now we are going to continue the process of building trust within a group, by offering an opportunity to use individual skills in a common task. At this early stage in the group's development, it is important to use playful activities whose results are not critical to the success of the group. Obviously, these activities must involve everyone in the group in a team effort.



What to do-

Divide the class into groups of four to six using a method of grouping that you prefer. You can establish as many groups as you have containers of Play Dough, but have at least four members in each group. Give them the instructions for the activity and start the first round.

Watch the groups carefully and do not let them get hung up on selecting a name. Let them know when they have one minute left. As soon as all groups have completed the task, give the directions for the next step.

What to Say-

I am going to give one person in each of your groups a word or phrase related to 4-H in some general way. I will also give this person a container of Play Dough. Using only the Play Dough, this person's task will be to provide a clue to the group as to what this word or phrase is. The first group to give me the correct answer will be the winner of the first round. Groups will then designate new modelers and I will give each of them a new word or phrase. We will continue this process until all members of your group have had a chance to be modelers.

In order to keep track of our groups, each group will need a name. I am going to give you three minutes to come up with a name for your group and to designate the first modeler. When you have done that I would like everyone in your group to raise their hands so that I can tell when all groups are ready.

When I ring this bell, modelers will come to this table and get their clay and the slip of paper that contains the word or phrase their group is to identify. Remember that modelers may not say anything to the group nor can they show their note to anyone in the group.



What to do-

What to Say-

Ring the bell and give the modelers the Play Dough and the slip of paper.

Monitor the progress of the groups. Ring the bell and call time when the first correct answer is given and record the name of that team.

Give the team a minute to designate a new modeler and then ring the bell. Continue with this process until all the members of each group have served as modelers. Then lead a discussion of the experience using the provided questions.

OK. (Name) team has won this round. It is time to designate a new modeler for your group. When I ring the bell we will start again.

How did you feel when you were the modeler?

How did it feel to be part of the group figuring out what was being modeled?

How did your group go about choosing a name?

How did your group go about identifying the word or phrase modeled?

How did you approach your part of the task?

How did others in your group approach the task?

If you were to tackle another task with this team, how would you structure your efforts based upon what you experienced in this exercise

This exercise introduced the similar and different ways in which individuals approach a group task. As youth recognize the need for a variety of approaches to a group effort, they are better able to affirm the contributions of all members and build trust in working together. As a result, members see themselves as contributors to the group and should feel an increased sense of belonging. As



What to do-

What to Say-

You may choose to use this exercise to introduce the next lesson.

you will recall, contribution and belonging are needs that must be met in environments that promote youth development.

What did all the groups in the room have in common? (They will at least have had the same task and the same amount of play dough.)

How did the groups differ in their approach to the task?

Why do you think there were differences between these groups?

You were all given the same amount of dough and the same topics to model. Yet, you all had different ways to accomplish the same task. The individualizing of this task is the same process you will use in determining how you will deliver and market 4-H youth development in your communities



Land-Grant Colleges and Universities (1862, 1890 and 1994)

Alabama A&M University Normal, AL	University of Florida Gainesville, FL	University of Maryland Eastern Shore Princess Anne, MD	Saltish Kootenai College Pablo, MT	North Dakota State University Fargo, ND	South Dakota State University Brookings, SD
Auburn University Auburn, AL	Fort Valley State University Fort Valley, GA	University of Massachusetts Amherst, MA	Stone Child Community College Box Elder, MT	Standing Rock College Fort Yates, ND	Tennessee State University Nashville, TN
Tuskegee University Tuskegee, AL	University of Georgia Athens, GA	Bay Mills Community College Brinley, MI	Nebraska Indian Community College Winnebago, NE	Turtle Mountain Community College Belcourt, ND	University of Tennessee Knoxville, TN
University of Alaska Fairbanks, AK	University of Guam Manglaog, GU	Michigan State University East Lansing, MI	University of Nebraska Lincoln, NE	United Tribes Technical College Bismarck, ND	Prairie View A&M University Prairie View, TX
American Samoa Community College Pago Pago, AS	University of Hawaii Honolulu, HI	College of Micronesia Kolonia, Pohnpei	University of Nevada Reno, NV	Northern Marianas College Saipan, CM	Texas A&M University College Station, TX
Diné College Tsaile, AZ	University of Idaho Moscow, ID	Fond du Lac Tribal & Community College Cloquet, MN	University of New Hampshire Durham, NH	Ohio State University Columbus, OH	Utah State University Logan, UT
University of Arizona Tucson, AZ	University of Illinois Urbana, IL	Leech Lake Tribal College Cass Lake, MN	Rutgers University New Brunswick, NJ	Langston University Langston, OK	University of Vermont Burlington, VT
University of Arkansas Fayetteville, AR	Purdue University West Lafayette, IN	University of Minnesota St. Paul, MN	Crowpoint Institute of Technology Crowpoint, NM	Oklahoma State University Stillwater, OK	University of the Virgin Islands St. Croix, VI
University of Arkansas Pine Bluff, AR	Iowa State University Ames, IA	Alcorn State University Lorman, MS	Institute of American Indian Arts Sante Fe, NM	Oregon State University Corvallis, OR	Virginia Polytechnic Institute and State University Blacksburg, VA
D--Q University Davis, CA	Haskell Indian Nations University, Lawrence, KS	Mississippi State University Mississippi State, MS	New Mexico State University Las Cruces, NM	Pennsylvania State University University Park, PA	Virginia State University Petersburg, VA
University of California System--Oakland, CA	Kansas State University Manhattan, KS	Lincoln University Jefferson City, MO	Southwest Indian Polytechnic Institute, Albuquerque, NM	University of Puerto Rico Mayaguez, PR	Northwest Indian College Bellingham, WA
Colorado State University Fort Collins, CO	Kentucky State University Frankfort, KY	University of Missouri Columbia, MO	Blackfeet Community College Browning, MT	University of Rhode Island Kingston, RI	Washington State University Pullman, WA
University of Connecticut Storrs, CT	University of Kentucky Lexington, KY	Blackfeet Community College Browning, MT	North Carolina A&T State University, Greensboro, NC	Clemson University Clemson, SC	West Virginia University Morgantown, WV
Delaware State University Dover, DE	Louisiana State University Baton Rouge, LA	Dull Knife Memorial College Lame Deer, MT	Fort Peck Community College Poplar, MT	South Carolina State University Orangeburg, SC	College of the Menominee Nation Keshiema, WI
University of Delaware Newark, DE	Southern University and A&M College Baton Rouge, LA	Fort Belknap Community College, Harlem, MT	Fort Peck Community College Poplar, MT	Cheyenne River Community College, Eagle Butte, SD	Lac Courte Oreilles Ojibwa Community College Hayward, WI
University of the District of Columbia Washington, D.C.	University of Maine Orono, ME	Little Big Horn College Crow Agency, MT	Montana State University Bozeman, MT	North Carolina State University Raleigh, NC	University of Wisconsin Madison, WI
Florida A&M University Tallahassee, FL	University of Maryland College Park, MD	Little Hoop Community College Fort Totten, ND	Sisseton Wapeton Community College, Sisseton, SD	Fort Berthold Community College New Town, ND	University of Wyoming Laramie, WY

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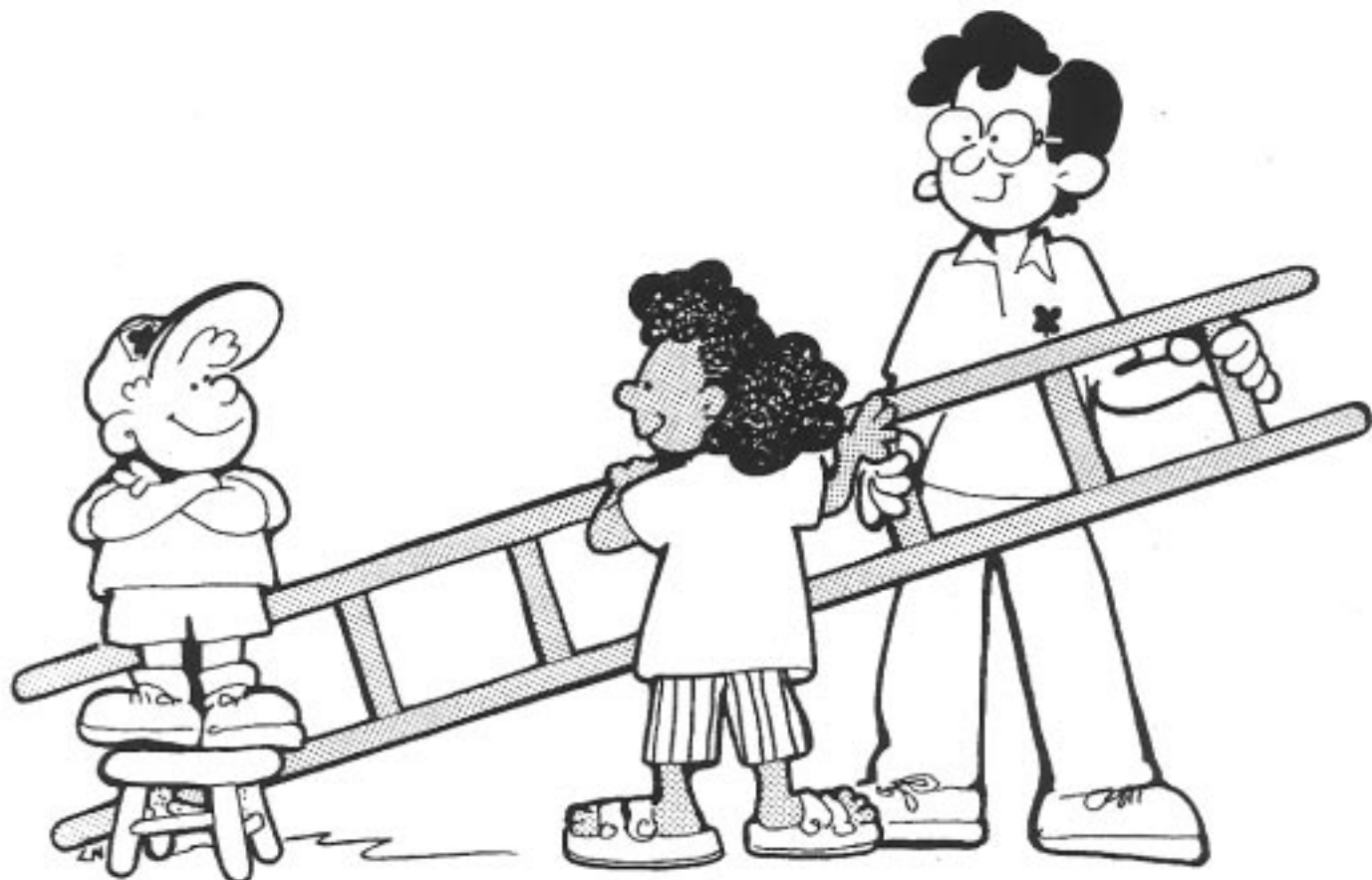


Recognition in Youth Programs:
Helping Young People Grow



Helping Volunteers Recognize 4-H'ers

Volunteer Handout





4-H is the youth education program of the Cooperative State Research, Education and Extension Service, USDA. National 4-H Council is a not-for-profit educational organization that uses private resources to enhance the development and education of youth.

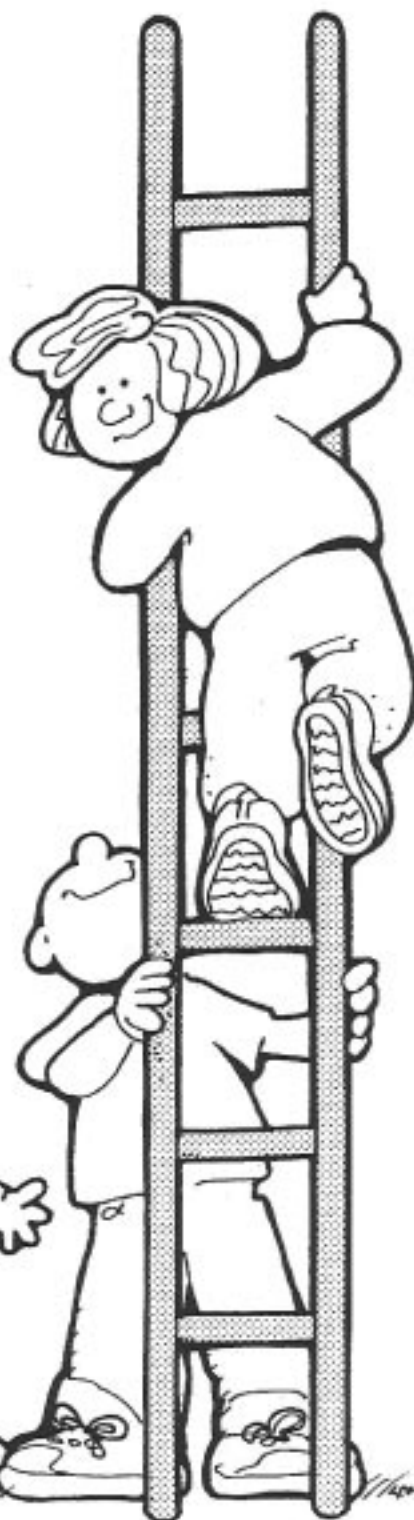
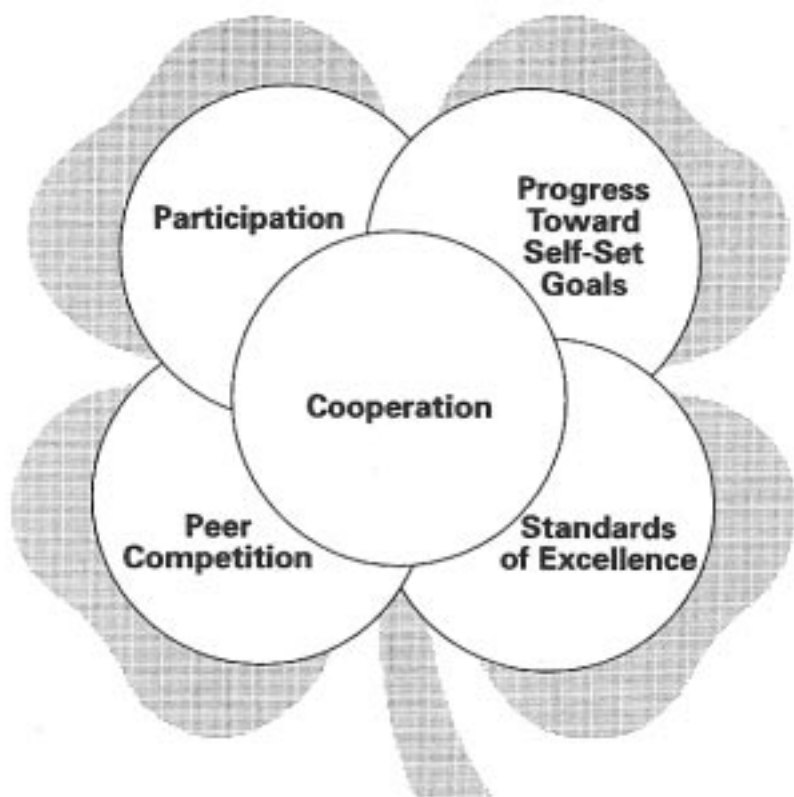
Prepared in 1996 by Dr. Jerry Parsons, author and project director, former Iowa program leader, Youth and 4-H; Dr. Melva L. Berkland, editor; Donna J. Fincham, graphic designer; Lonna Nachtigal, illustrator; and Kathy A. Parsons, keyboarder.



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For more information, contact your state 4-H office.

Helping Volunteers Recognize 4-H'ers



The National 4-H Recognition Model



Recognizing youth for participating can be a first step in building positive self-esteem.



As a 4-H volunteer, your challenge is to help young people become self-directed, productive, and contributing citizens. Recognition is one of the ways you can achieve this goal. 4-H uses five types of recognition. Each supports, motivates, and encourages young people in a unique way. 4-H'ers are recognized for:

1. participating in educational experiences.
2. making progress toward self-set goals.
3. achieving standards of excellence.
4. excelling in peer competition.
5. demonstrating excellence in cooperation.

To help you use all five types of recognition, you will find a description of each one, ideas on how to use each, and examples of awards that could be given to 4-H'ers to show they have excelled. In addition, you will find some ideas about selecting awards.

Recognizing 4-H'ers for Participation in Educational Experiences

This type of recognition emphasizes the importance of commending young people who have been involved in 4-H educational experiences. For some young people, especially beginners, limited resource, and those with disabilities, taking part in a 4-H learning experience is a significant accomplishment. It is important to note that all youth find this type of recognition meaningful. When you see the pride with which youth wear T-shirts or caps from camp, a workshop, or a livestock show, you realize that this is true.

Recognizing youth for participating can be a first step in building positive self-esteem. It allows us to say to young people: "You are an important person, and you've participated in a 4-H learning experience."

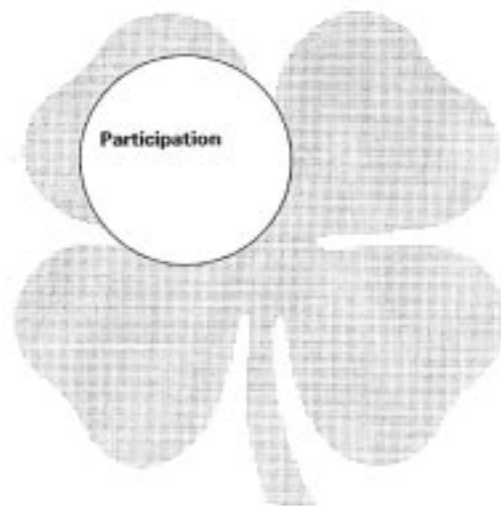
As a 4-H volunteer, you are a key person in deciding when to give this recognition because, most often, you will be presenting this recognition.

Suggestions

1. Set simple criteria for earning this recognition.
2. Publicize the criteria so all young people know what they need to do to be recognized.
3. Recognize all who meet the criteria.
4. Give the recognition as often as it is earned.
5. Present the awards as a part of the learning experience.

Examples of Awards

- Chevrons, stickers, pins
- Certificates
- Membership/participant cards
- News articles
- T-shirts
- Caps



Recognizing 4-H'ers for Progress toward Self-set Goals

An important part of 4-H is helping young people learn to set goals and then planning ways they can achieve their goals. From time to time, you'll need to help them check their progress toward their goals. The challenge is to help young people set realistic goals and then recognize them for making progress toward their goals, no matter how small or large their accomplishments. Recognition is an important way to help them feel good about their progress toward their goals. Recognition also encourages them to continue to work toward their goals.

A key part of this recognition is the opportunity for a young person or group of young people working cooperatively to review their work with a concerned and caring adult(s). Feedback is essential. Talking face-to-face to give feedback is best, but if it is not possible, give written feedback. Remember that a youth's potential and available resources (time, money, and family support) affect the goals set, progress made, and the growth that the young person demonstrates.

Suggestions

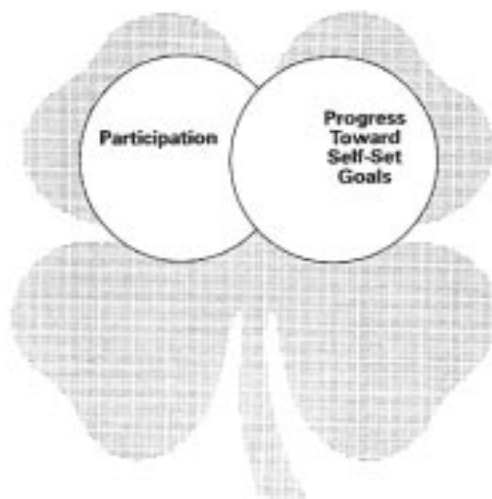
1. Include goal setting and recognition as a part of all 4-H learning experiences.
2. Use this recognition for all age levels to recognize the unique growth of each individual.
3. Provide help to young people in setting their goals. Project materials are good sources for ideas.
4. Work with young people in small groups or alone because setting goals and checking on progress toward goals are highly personal.

5. Hold check-ups several times during the learning experience but at least at the end of the experience.
6. Make decisions about the progress based upon the 4-H'er's goals and the work they have done.
7. Involve the family, if possible, in the goal setting and progress checks.
8. Remember, the goal is the 4-H'er's goal, not your goal or 4-H's goal.

Examples of Awards

- Positive feedback—private and/or public
- 4-H chevrons, pins
- Useful memorabilia
- Certificates
- Stickers
- Handwritten notes

Recognition is an important way to help young people feel good about their progress toward their goals.



Standards of excellence help 4-H'ers to evaluate the skills they are learning.

Recognizing 4-H'ers for Achieving Standards of Excellence

An important goal of 4-H is to teach skills to young people that they can use now, as a youth, and in later life. Standards of excellence help 4-H'ers to evaluate the skills they are learning. Standards of excellence can be useful for products (animals, skirts, zucchinis, etc.) and skills (speaking, demonstrating, decision making, etc.). The standards of excellence often are printed on a judge's scorecard. Ideally, standards are derived from research—primarily from land-grant universities—and they are the same standards used by adults. Subject matter specialists, including 4-H youth specialists, usually help set standards. Young people need the standards as they begin their work.

4-H achievement shows and fairs often are used to provide youth opportunities to have their work compared with standards. The Danish system (of awarding blue-red-white ribbons without ranking within the ribbon groups) is one example of how this can be done. However, when champions are named or exhibits are ranked within groups, then the experience becomes competitive. Recognize all 4-H'ers who meet the standards.



Suggestions

1. Provide standards of excellence to the young people before they start setting goals for their learning experience.
2. Help 4-H'ers, parents, and evaluators understand the standards that will be used to evaluate products and skills.
3. Provide guidance to help young people develop skills so they can do their best as they work toward standards of excellence.
4. Train evaluators (judges) so they know and accept the standards and are able to provide appropriate feedback to the 4-H'ers.
5. Provide opportunities for the evaluators to discuss with the 4-H'ers how well they have achieved the standards and to provide suggestions for improvement. Note: Standards should not be changed because of problems or situations with which the 4-H'er lives and works.

Examples of Awards

- Ribbons
- Certificates
- 4-H memorabilia
- Project equipment or supplies



Recognizing 4-H'ers for Results of Peer Competition

A part of the American tradition is the desire to be the best—to be a champion. This recognition is the result of competitive contests where individuals seek to be the best or do better than the other competitors. Remember, when there is a winner, there are losers—those who were not the best. Granted, in competition, 4-H'ers who do not have the champion exhibit or are not the champion learn and improve their skills, but often the emphasis placed on the winner overshadows what others have done, learned, or achieved.

As a 4-H volunteer, please remember that the desire to win is a strong motivator for some people. Contrary to popular belief, some young people are not motivated by competition with their peers. Often the young people who aren't motivated by competition don't take part in competitive programs or drop out. It is important to be aware of the value a young person places on competition.

Suggestions

1. Remember, peer competition can be a high-risk activity with stress, conflict, disagreement, and hurt feelings.
2. Make participation in competition optional for all young people.
3. Help 4-H'ers to see the difference between ends and means—what the 4-H'er learned is more important than winning.
4. Remember, most children under 12 are not mature enough for competition.
5. Discuss with 4-H'ers the consequences of taking part in competition (for example, that they might not win and what that may mean to them).

6. Help parents, donors, and others involved understand that the goal of 4-H is to help young people grow and develop and how the competitive experience may help to achieve this goal.

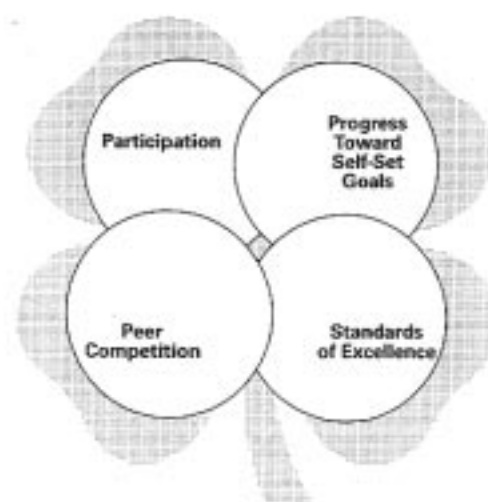
7. Define clearly all competition rules and procedures and use them.

8. Use this type of recognition as an opportunity for publicity. Do not allow publicity to overshadow the educational achievements of the other 4-H'ers.

9. Offer some educational experiences that aren't competitive to meet the needs of young people who aren't motivated by competition.

Examples of Awards

- Medals
- Trophies
- Plaques
- Scholarships
- Media reports



The desire to win is a strong motivator for some people. Contrary to popular belief, some young people are not motivated by competition with their peers.



When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas.

Recognizing 4-H'ers for Excellence in Cooperation

The main goal of 4-H is to help young people become self-directing, productive, and contributing citizens. We are helping them to learn to work cooperatively in an increasingly interdependent global world. Recognizing young people who work together to learn and achieve goals is a natural part of our recognition model.

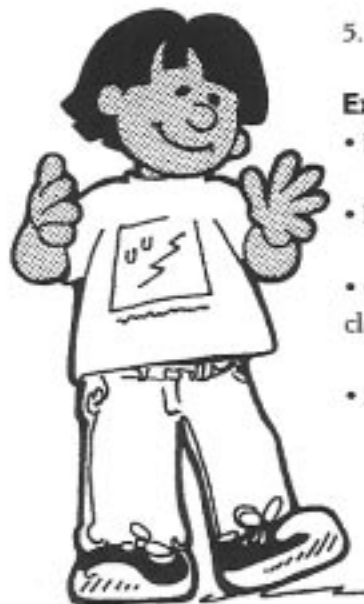
When young people work together, they examine their own skills and abilities and explore solutions beyond their own ideas. At the same time, they affirm their own self-concept. They are learning how to succeed in today's world where business is turning to group efforts to involve all levels of workers in decision making.

Suggestions

1. Involve all young people in the process.
2. Help them to agree upon goals.
3. Give attention to the way the group works as well as to the end product.
4. Emphasize that the ultimate goal is not extrinsic recognition but to learn to work together.
5. Recognize all members involved.

Examples of Awards

- Ribbons and certificates
- Newspaper articles
- Community recognition like highway clean-up signs, etc.
- Special trips for the group



Selection of Awards

When you select awards, here are some ideas to think about.

1. Select awards that are appropriate for the age level and valued by the young people. For example, 9- to 11-year-olds like to collect things, so chevrons, ribbons, etc. are valued. Teens appreciate things they can use.
2. Select awards related to the learning experience; remember, they need not be expensive.
3. Use the 4-H name and emblem, whenever possible. The use of the 4-H group's name or county name is always appropriate. If the extension service name and your land-grant university can be identified, it will add prestige to the award.
4. Select awards that are distinctive and show good design principles.
5. Avoid using the same award repeatedly for the same program or different programs.
6. Remember, news media reports (newspaper, radio, TV, cable TV) enhance any recognition.



4-H Youth Development



Pieces to a 4-H Presentation Puzzle

You are sitting at a 4-H club meeting. Someone tells you that all 4-H'ers need to sign up to give a presentation at a future club meeting. Your hands get sweaty, your heart falls into your stomach, and you think, "I have to do what?"

Then you watch some of the older members give presentations at the meeting, who seem to be completely relaxed! It seems like they just get up and start talking. Some people can do this, but most of us have to plan and practice to look like we are not nervous!

Put your jitters to rest; use this fact sheet to help you prepare for your first presentation. Understanding the steps to getting ready will help take the panic out of giving your first presentation. Like a puzzle, a presentation has different pieces that fit together. Sometimes the little puzzle piece doesn't look like it makes sense until it is a part of the entire puzzle. Let's look at the pieces to the presentation puzzle.

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Puzzle Piece #1

What is a presentation?

What is a presentation? Basically, it is sharing information about yourself or another subject with someone else. You have been doing "presentations" for years, without even realizing it! Think about "Show and Tell" from your early school years. Think about answering roll call at a club meeting. Think about showing a friend a collection you have started, or explaining how you made something, or telling how your team won the game.

Each of these is basically a presentation! You have already given your first presentation; soon you'll give your first 4-H presentation.

Puzzle Piece #2

Choose a topic.

This is like choosing a puzzle! You probably look for a puzzle that looks fun to you, one that is not too hard or easy, and one that can be done in the time you have. The same things can be true for choosing a presentation topic!

Where do you get ideas for your presentation? How do you get ideas? During club meetings, watch others give their presentations. This may give you clues for both topics and presenting. Look through your 4-H project information.

Here are some ideas to get you started:

- Look through your 4-H project materials for ideas.

- "Brainstorm" on paper! Make a list of things you:

Do for 4-H projects _____

Collect _____

Do after school _____

Read or learn more about _____

Do for fun _____

- Ask a parent, leader, or older 4-H member for ideas.

Take a look at your list. Write the topic you'd like to "present" to your 4-H group.

Puzzle Piece #3

How do I do it?

Some presentations are called demonstrations; others are called illustrated talks. In a demonstration, you show others how to do something by doing it yourself. As you show how, you explain what you are doing in each step. An example of a demonstration is making a milkshake or kicking a soccer ball.

When giving an illustrated talk, most of the time, you are talking and showing at the same time. While you are talking, you are also showing it to the audience. You can tell how or explain with the use of posters or models. An example would be sharing a collection and explaining how you got started, your first item, your favorite item in the collection, etc.

Which is the best way to get your information to your audience?

A demonstration or an illustrated talk? Circle one!

Using these terms may seem like we're getting ahead of ourselves! Deciding on the type of presentation is like finding the corner puzzle pieces. The corner pieces are the ones you look for first, and after they are in place, you start building on them! So, let's move on to the next piece.

Puzzle Piece #4

Investigate your topic or idea!

This step is like dumping all the puzzle pieces on the floor and turning them all right side up. You look at the shape, the color, and compare the piece to the picture on the box! Look at the pieces of your presentation. To investigate your topic, make notes on things you'd like to tell others. How did you get interested in this? How

long have you been doing it? You can make your notes on notecards or regular paper. If you need more information, read your 4-H project materials, encyclopedias, magazines, or books in your school or community library. You also could talk with your parents, leaders, grandparents, or other adults who might know about your topic.

Puzzle Piece #5

Organize!

This step is like sorting the puzzle pieces by border edges or different colors. Now is the time to take all the information on your paper or notecards and organize it! If you have put your steps or ideas on notecards, arrange them in an order that makes sense to you. If you are showing how to do something, you will want to list the steps in making the item. If you are sharing a collection, ideas, or information, arrange the items in a way so others easily can understand. If you have written your ideas on regular paper, you can cut up the paper and place them in the order you want to use them in for your presentation. Tape them on another sheet of paper or notecards.

Another way to organize is to make an outline. Use whichever method works best for you! (You probably won't read your notes word-for-word during your presentation, but it's helpful to

have them with you in case you need them!) Since first presentations are usually short (under 5 minutes), you may not need to use all the notes or information you have!

4-H members who have given presentations before say it is easiest for them to organize presentations (either demonstrations or illustrated talks) into three parts: introduction, body, and conclusion.

- 1. Introduction:** Tell briefly what you are going to do and why you chose this topic.
- 2. Body:** Give the details of doing it, showing it, or telling it!
- 3. Conclusion:** Repeat the main points and ask if there are any questions. Mention where you found your information, in case someone else wants to learn more about your topic.

After you've answered the questions or if there are no questions, say, "This concludes my presentation." Then, everyone knows that you are done, and it's time to applaud!

Another way of thinking about organizing is the old saying: "Tell 'em what you're gonna' tell 'em (introduction). Tell 'em (body). And tell 'em what you told 'em (conclusion)."

Puzzle Piece #6

Practice!

You know how puzzles become easier the more you do them. You know what to look for and how to sort the pieces! The same is true for presentations! Here are a few hints we've collected from 4-H'ers with experience in giving presentations.

Be neat!

Consider using trays to organize your props or items needed for each step. Clean up the mess as you go! Good posture and standing on two feet—instead of rocking back and forth or from side to side—say positive things about you. Of course, no chewing gum or twirling hair or rocking from side to side is allowed! What should you do with your hands? Unless you are using them to indicate a point, simply keep them at your sides.

Make posters.

Posters help to "show" or highlight the main points. They also serve as notes for you! Back up, and see if you can read your posters from a distance. Color adds a nice variety, but be sure to use colors that show up; sometimes pink or yellow are hard to see. Also, be sure to use colored markers, rather than highlighters, for your poster!



Give a mirror presentation.

If you are very brave, you could practice your presentation in front of a mirror! This will give you a good idea of how you look to your audience. Remember, this is good practice, but it is a little tricky!

Use a "presentation voice."

It usually works best if you speak a little more slowly and louder than you would in normal conversations. This will help your audience hear and understand you better.

Look at your audience.

This may be difficult at first! But, good eye contact helps get your message across. Some of the "experts" say they look at different people during their presentation, some pick out a friend or friendly face to smile at, and others look just over the top of the heads of their audience.

Involve your audience.

Get your audience involved by handing out recipes, samples, or asking questions.

Puzzle Piece #7**The Presentation—Just Do It!**

So now you've picked your topic, organized it, and even practiced! Now, it's your turn! If you are nervous, that's normal and natural! Remember, you have something to share with the group, and many of them also have been in your shoes—giving their first presentation!

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**Evaluation**

What went well?

What will you change next time?

Most people say they were nervous the first time they gave a presentation.

Were you nervous?

If so, how could you tell?

What advice do you have for others giving their first presentation?

Puzzle Piece #8:

Review what you have just done.

Your puzzle is together! Now celebrate!

Congratulations! You made it through your first presentation! Doesn't it feel good? There may be things you would change another time. Perhaps it wasn't perfect. That's okay! We hope it was a good experience and that you will move on to more "puzzles" or "harder puzzles." Consider giving more presentations in your club, school, or other places.

Jot down ideas you have for your next presentation and hints you want to remember next time!

... and justice for all

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Prepared by Iowa State University Extension 4-H Youth Development staff: Sue Bogue, program specialist, and Don Goering, former youth development specialist. Melva L. Berland, former extension communication specialist, editor; Dorina Fincham, composition consultant, Creative Services, Instructional Technology Center; and Loona Nachtigal, illustrator.