## MATERIALS

1.  Power Point slides or posters of:

    • Characteristics of Recognition

    • The Five Types of 4-H Recognition

    • Participation Recognition

    • Self-Set Goals Recognition

    • Achievement of Standards Recognition

    • Peer Competition Recognition

    • Excellence in Cooperation Recognition

2.  Enough sets of 4-H project curricula so that each group of 4-5 participants has a complete set.

3.  Copies of Appendix, Lesson 15 handouts if participants are not receiving 4-H 101 curriculum

## OBJECTIVES

1.  To understand the role of recognition in positive youth development programming

2.  To learn that there are different methods of recognition

3.  To understand the National 4-H Recognition Model
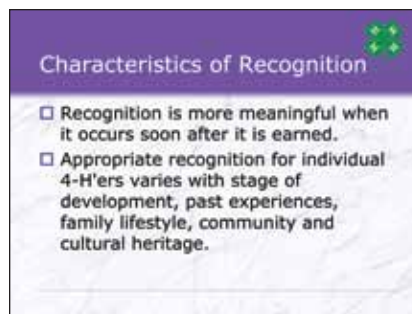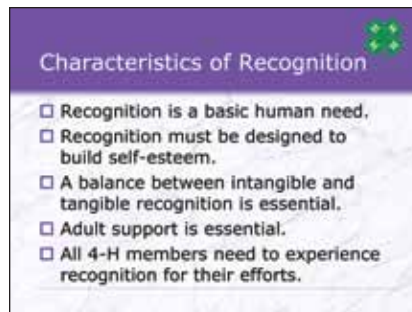
## TIME

1 hour 15 minutes

# LESSON 15

## Recognizing 4-H'ers Accomplishments

4-H PRKC:  Youth Program Development (domain):  Program Implementation (topic)

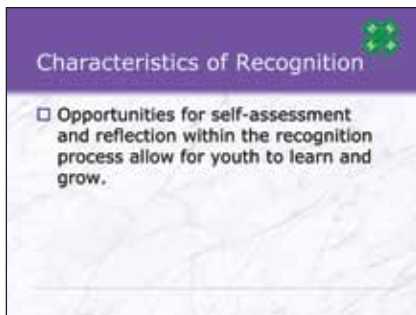| WHAT TO DO | WHAT TO SAY |
|---|---|
| Introduce the importance of recognition in a youth development program. | Recognition is important feedback that we all need.  Young people want to know what they have done well and what needs to be improved.  Youth development professionals must be skilled in providing appropriate recognition that supports positive youth development. |
| Show Power Point slides or poster of the Characteristics of Recognition. | A few years ago, 4-H undertook a study of its recognition program. The study showed that recognition is an important component of the 4-H experience for youth and adults.  Results of the study showed that the 4-H program bases its recognition model on the following beliefs. |





1.  Recognition is a basic human need.

2.  Recognition must be designed to build self-esteem.

3.  A balance between intrinsic (intangible) and extrinsic (tangible) recognition is essential.

4.  Adult support is essential.

5.  All 4-H'ers need to experience recognition for their efforts.

6.  Recognition is more meaningful when it occurs soon after it is earned.

7.  Appropriate recognition for individual 4-H'ers varies with their stage of development, past experiences, family lifestyle, community and cultural heritage.
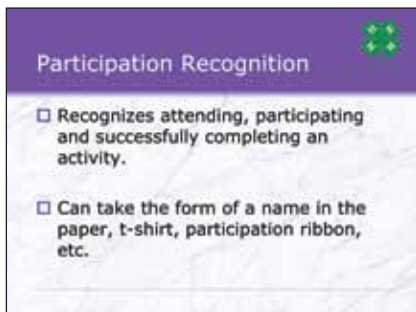
| WHAT TO DO | WHAT TO SAY | |
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**Characteristics of Recognition**

☐ Opportunities for self-assessment and reflection within the recognition process allow for youth to learn and grow.

8. Opportunities for self-assessment and reflection within the recognition process allow for youth to learn and grow. 4-H'ers should be permitted to exercise individual choices in learning and participation and be recognized accordingly.

As a result of the study, the National 4-H Recognition Model was developed. In this lesson, we're going to address the use of this model in your youth development program.

Show Power Point slide or poster of The Five Types of 4-H Recognition.

**5 Types of Recognition**

1. Participating in educational experiences.
2. Progress toward self-set goals.
3. Achieving standards of excellence.
4. Peer competition.
5. Excellence in cooperation.

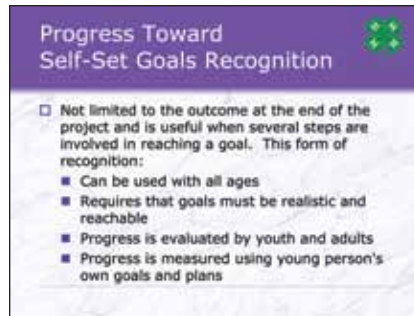The 4-H recognition model identifies five types of accomplishment for recognition. They are:

1. participating in educational experiences;

2. progress toward self-set goals;

3. achieving standards of excellence;

4. peer competition;

5. excellence in cooperation.

We're going to look at each one of these in more detail.

Show Power Point slide or poster of Participation Recognition.

**Participation Recognition**

☐ Recognizes attending, participating and successfully completing an activity.

☐ Can take the form of a name in the paper, t-shirt, participation ribbon, etc.

Participation recognizes attending, participating and successfully completing an activity. Participation has simple requirements that are publicized and known. It can take the form of a name in the paper, a t-shirt, participation ribbons, etc.

| WHAT TO DO | WHAT TO SAY |
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**WHAT TO DO**

Show Power Point slide or poster of Self-set Goals Recognition.

**Progress Toward Self-Set Goals Recognition**

☐ Not limited to the outcome at the end of the project and is useful when several steps are involved in reaching a goal. This form of recognition:
- Can be used with all ages
- Requires that goals must be realistic and reachable
- Progress is evaluated by youth and adults
- Progress is measured using young person's own goals and plans

Show Power Point slide or poster of Achievement of Standards Recognition.

**Achievement of Standards Recognition**

☐ Recognizing accomplishments as they compare to pre-determined standards. Key elements are:
- Standard used to measure success is an outside source
- Adults must assure standards are clearly defined and youth are well informed
- Involves a judging system. 4-H uses a ribbon placement system
- The standard measures quality of work and is not a comparison to others

**WHAT TO SAY**

Progress toward self-set goals is the second form of recognition. This form of recognition is not limited to the outcome at the end of the project, and it is particularly useful when several steps are involved in reaching a goal. Recognizing accomplishment of steps in the process can provide motivation to continue. Adult leaders need to help youth set realistic goals likely to result in successful outcomes, but youth have the final decision on what their goals are. This form of recognition:

- can be used with all ages; works when goals are realistic and reachable;

- allows for progress to be evaluated by youth and adults; is best when progress is measured using the young persons' own goals and plans.

Recognizing accomplishments as they compare to pre-determined standards is a more extrinsic or tangible form of recognition. Key elements of this form of recognition are:
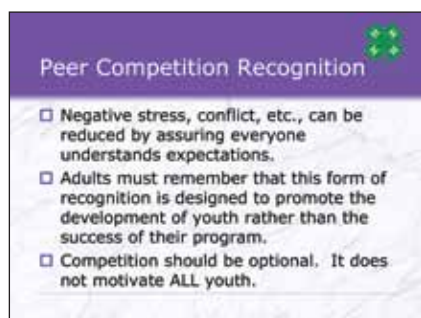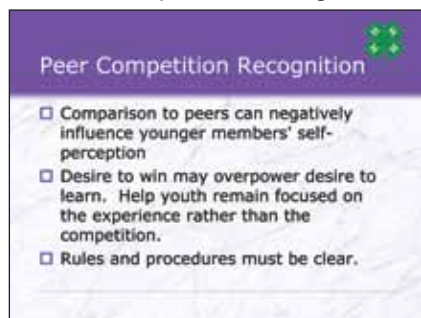
- the standard used to measure success is an outside source or specialist;

- adults must assure that standards are clearly defined and youth are well informed about them;

- standards measurement involves a judging system and rating categories. 4-H uses a ribbon placement system to recognize achieving the standard of performance. The standard measures quality of work and is not a compar- ison to others. Judges must be well informed and impartial.

| WHAT TO DO | WHAT TO SAY |
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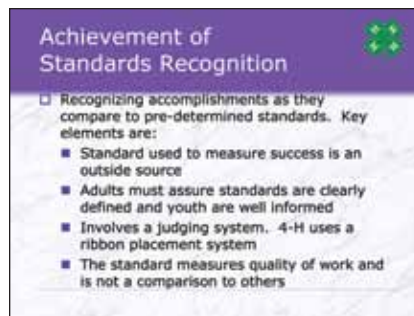
**WHAT TO DO**

Show Power Point slides or poster of Peer Competition Recognition.

**Peer Competition Recognition**

- ☐ Comparison to peers can negatively influence younger members' self-perception
- ☐ Desire to win may overpower desire to learn. Help youth remain focused on the experience rather than the competition.
- ☐ Rules and procedures must be clear.

**Peer Competition Recognition**

- ☐ Negative stress, conflict, etc., can be reduced by assuring everyone understands expectations.
- ☐ Adults must remember that this form of recognition is designed to promote the development of youth rather than the success of their program.
- ☐ Competition should be optional. It does not motivate ALL youth.

Show Power Point slide or poster of Excellence in Cooperation Recognition.

**Excellence in Cooperation Recognition**

- ☐ Key components:
  - ■ Involves all youth in the group
  - ■ Is measured against mutually agreed upon goals and supports looking at a variety of ideas
  - ■ Ultimate goal is not recognition
  - ■ Everyone is recognized

**WHAT TO SAY**

The next form of recognition is peer competition. This can be a strong motivator for some youth but not for others. For that reason, there are important things to consider when using peer competition. They include:

- Youth mature at different ages and comparison to peers can negatively influence their self-perception. Recognition based on competition with peers is not recommended for youth under age 12.

- The desire to win may overpower the desire to learn from the experience. Youth development professionals must help youth remain focused on the experience rather than the competition.

- Rules and procedures must be clear so that everyone knows exactly what will be judged.

Negative stress, conflict, hard feelings and disagreement can be reduced by making sure everyone understands exactly what is expected.

Competition may generate publicity and result in trophies, scholarships, etc. Adults need to remember that this form of recognition is designed to promote the development of youth rather than the success of their program. Competition should be optional. It does not serve as a positive motivator for all youth.

The last category of recognition is cooperation. While many may believe that competition brings out the best in us, in reality, cooperation can be much more productive. Some of the key components of cooperation are:

- cooperation involves all the youth in the group;

| WHAT TO DO | WHAT TO SAY |
|---|---|
| | • cooperation is measured against mutually agreed upon goals and supports looking at a variety of ideas; |
| | • the ultimate goal of cooperation is not recognition. |
| | Conflict that occurs with recognition for cooperation will be about the procedures for working together rather than about who has done the best work. |
| | • everyone is recognized when measuring cooperative efforts. |
| | A balanced program has recognition opportunities in all five of the categories we have discussed. |
| | In your Appendix you will find additional resources for preparing judges and explanation of the ribbon system commonly used in 4-H. |
| Divide participants into groups of 4-5. Give each group a 4-H curriculum set. Direct them to generate at least two different recognition ideas for their projects appropriate for two age categories: youth under age 12 and youth between ages 12-18. | Now, we are going to take what we learned about the 4-H recognition model and apply it to project curricula. You have been given a set of project materials. Let's assume that your 4-H club has just completed the curriculum that I gave you. I want you to spend a few minutes going through the materials and then decide as a group on two different kinds of recognition that would be appropriate for this project. If necessary, you must plan your recognition for two different age groups: youth under age 12 and youth between ages 12-18. I'm going to give you about 15 minutes to come up with your ideas. |
| Allow about 15 minutes for groups to discuss ideas. Move around the room to monitor progress. Allow more time if necessary. | |

| WHAT TO DO | WHAT TO SAY |
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| After 15 minutes, ask for a volunteer group to introduce the curriculum and share the recognition ideas that were generated by their group. | Now, I would like each group to tell us the name of your curriculum and then share the ideas you have generated for recognition and why you think these are appropriate for this project. Which group would like to go first? |
| After each group has shared their ideas with the larger group, ask if anyone has questions or comments. Allow about five minutes for discussion. | Does anyone have any questions about what we have discussed?

In addition to club experience, members and volunteers are encouraged to participate in local, state and national events as well. As a youth development professional, it is your job to connect youth and adults with state and national programs that provide developmental opportunities. In your Appendix there is a description of some of the national opportunities available to 4-H members and volunteers annually. Let's take about 10 minutes to read through these descriptions. |
| Allow about 10 minutes for participants to review the Appendix materials on national trips for 4-H members and regional and national volunteer trainings. | Does anyone have any questions about any of this information? |