



Oklahoma 4-H

Awards Handbook

Table of Contents

Preface	3
Philosophy of Awards	4
State Award Information	5
Ten Steps to a Quality Program	6
Record Books and Scholarships	7
Planning 4-H Record Book Keeping	8
Make Your Record Book Come to Life	10
Space Requirements and Content in the Oklahoma Report Form	15
Formatting the Oklahoma Report Form	17
4-H Philosophy on Reporting Related Work	18
Clerical Hints	25
Tips for a Great Record Book	26
Definitions	29
State Record Book Entry Checklist	30
Level III & IV Scholarships Entry Checklist	31
Record Book Score Sheets	32
Level III & IV Scholarships Score Sheets	36
Oklahoma 4-H Hall of Fame and National Congress	39
Oklahoma 4-H Hall of Fame	40
National 4-H Congress	41
Hall of Fame and Congress Checklist	42
Hall of Fame Records Score Sheet	43
Hall of Fame Interview Score Sheet	44
National Congress Score Sheet	45
The 4-H Interview	46
Prepare for a Winning Interview	49
Practice Questions	50
Oklahoma 4-H Key Club	51
Key Club Checklist	53
National 4-H Conference	54
Awards Details	58
Oklahoma 4-H Educational Award Process	59
Exceptions and Limitations	60
4-H Scholarship Exception Request	61

Preface

The goal of 4-H is life skill development. Recognition and award programs can be an important part of a 4-H member's experiences. Recognition comes in a variety of forms. The challenge for adults who assist 4-H members is matching the recognition program to the needs of the individual 4-H member.

This handbook is designed to assist Extension staff and volunteers. Information is provided about awards specifically for Oklahoma 4-H. The awards listed in this handbook are all based on a competitive process that begins at the local or county level. It does not cover all awards associated with Oklahoma 4-H.

Due to constantly changing conditions, it is impossible to guarantee state sponsored awards. Everything in this handbook is current as of the revision date but is subject to change, based on donor support. Revisions are posted on the 4-H website (<http://oklahoma4h.okstate.edu/>) and in the Focus on Youth electronic newsletter, which is also available on 4-H website. All applications for the following awards can be found on the 4-H website, as they are also subject to revision.

Before counseling an individual member regarding a specific award, current award status should be confirmed.

Philosophy- of Awards

Recognition is a tool 4-H leaders can use to help each 4-H member have a satisfying experience in the 4-H program. The question is, “How can we use recognition to encourage the desirable growth and development of 4-H youth?”

4-H volunteers must consider individual differences in meeting the needs of 4-H members. For some 4-H members, competition will inspire creative thinking and encourage them to discover and develop their talents. Competing with past achievements will help members develop perspective as they measure themselves against the achievements of others.

For some individuals, however, measuring their abilities against the abilities of others may only deepen an existing sense of inferiority. Others may not be interested in competitive efforts but will see value in working cooperatively with others to achieve certain goals.

The following questions are important to keep in mind as you plan your awards program:

- Will all members that participate be allowed some degree of success?
- Will the emphasis be individual efforts toward worthwhile, educational goals or getting ahead of someone else?
- Will the participants know why they won or failed to win?
- Will the focus be learning from competitive experiences or simply collecting awards?

Adults working with young people must make careful choices to create the best learning experiences for all concerned. Observe the following guidelines for effective use of recognition and competition in 4-H educational programs:

- Design and conduct programs of educational value. Competition and recognition, wisely and effectively used, should enhance education.
- Provide possibilities for all participants to succeed by offering classes for different stages of development.
- Plan activities that are satisfying in and of themselves by de-emphasizing competition.
- Avoid applying undue pressure. Participation in a competitive experience or event should always be optional.
- Train judges to recognize that concern for the individual member takes precedence over the award.
- Provide opportunities for young people to evaluate or judge their own work and that of others against standards appropriate to their development and their capabilities.
- Design and conduct learning experiences that help instill in youth a concern for others.
- Realize that the real purpose of recognition and competition and their significance to youth should be enhanced by appropriate presentations and publicity.

State Award Information

1. Members may enter up to two Level I state project books.
2. A 4-H member may be named the state winner in only one Level I project during his/her 4-H career.
3. 4-H members who have been named the state winner in a Level I project are eligible to compete in Level II projects. A 4-H member may be named the state winner in only one Level II project during his/her 4-H career.
4. Only graduating high school seniors (regardless of age) are eligible to apply for Level III scholarships. A 4-H member may receive only one Level III scholarship throughout his/her career.
5. Only full-time undergraduate college students are eligible to apply for the Level IV scholarship categories.
6. A former 4-H member may receive only one Level IV scholarship per year, but he/she may reapply for all they are eligible for in following years.
7. A 4-H member who has not been named the state project winner in his/her project may enter a record book in that project for more than one year provided that all eligibility criteria are met.
8. A 4-H member must be 14 years of age and not passed his/her 18th birthday by Jan. 1 of the program year in which he/she entered the project and/or special program book(s) (See specific scholarships and award programs for individual age requirements).
9. A 4-H member applying for Oklahoma 4-H Hall of Fame must be at least 16 as of Jan. 1 of the year applying. A 4-H member may apply for Oklahoma 4-H Hall of Fame until they have reached 19 years of age as long as he/she has not completed his/her freshman year at a college or university.

Where 4-H Projects and Record Books Come Up Short

- Lack of good, solid project work.
- Failure to show personal growth and application of project skills.
- Leadership – there needs to be a balance between “project leadership” and “other leadership.” Both are important.
- Citizenship – many project record books lack true citizenship. Judging committees look for projects and activities that make a difference in the community, in the family or in the life of an individual.
- Project work, in general, shows a lack of focus, which is often due to lack of planning or lack of commitment on the part of the member.
- Record books have too much repetition between sections.

Ten Steps to a Quality Program

1. Realize it will take time and commitment to accomplish goals – good things rarely come without hard work.
2. Plan to devote as much time to 4-H as you do to other extra-curricular activities. A football team that practiced one day a month would not expect to win many games – why do we expect attending one 4-H meeting a month to make a quality program?
3. As a volunteer, if the 4-H member you are working with is your own child, seek an objective outside resource person to help. It is common knowledge that children perceive their parents to be more and more ignorant as adolescence progresses.
4. Encourage group projects and activities. Teens have high social needs, and individual project work, by itself, is no longer satisfying to them. 4-H should supply opportunities to combine social experience and project work to retain interest.
5. Beware of burnout. When planning a program, pace the work to avoid an “early peak.” When work peaks at age 14-15, the child may be robbed of a scholarship opportunity because he/she has not had time to develop sufficient project growth to accompany leadership and citizenship.
6. Plan around known conflicts. If basketball controls the household November - February, then accept the fact that the child will not get much project work done during those months. If he/she wants to be competitive, more work must be done in the other eight months of the year.
7. Be creative! Think big! Look for opportunities! Reach out and include others!
8. Ask some serious questions: Is the activity important enough to justify the time it takes? Who will benefit from what is being planned? Do my community service activities deal with real needs and issues? What are my motives?
9. Expect setbacks. They are part of any growth process. Have a plan to deal with projects that don't work out.
10. Encourage personal growth – one goal of the 4-H program is to create opportunities for members to mature, develop empathy for others and develop self-awareness. The 4-H Story often reflects these qualities (or the absence of them) in the way it is written.