



CANADA
4-H Saskatchewan

Planning Achievement Day

Achievement Day is a time of celebration. This is a chance for members to show off the work they did in their projects, to their family and other members. It is an opportunity for your club to show the community what you have accomplished as a club. As a leader, it is your chance to see how your volunteerism pays off. It has traditionally been a time:

- To give **recognition** to members and leaders for work accomplished.
- To **evaluate** member project work.
- To let the **public** know what happens in a 4-H program.
- To give **recognition** to sponsors and others who have helped the club in a special way.

When is it held?

Achievement Day is held at the end of the club year, when members have completed their projects. Encourage your club to set the date early in the year, to give project groups some idea of the length of time available to complete their project work.

Who is involved?

Planning Achievement Day should be done cooperatively, by the **whole** club. In a small club, everyone can help plan the event. Larger clubs should appoint four to six people to a planning committee. Do this as soon as the date is set. The General Leader should be included, and members, leaders or parents representing as many of the project groups as possible.

If you choose to select a committee have them report to, and involve the club on a regular basis. Being involved in the planning and carrying out of Achievement Day is a great organizational learning experience for members, leaders and parents.

By planning an Achievement Day, preparing displays and performing demonstrations, members use the leadership and decision-making skills that they have developed in the past year.

Elements that can be included in the program:

- **Viewing** of the project (displays, special competitions)
- **Traditions** (Pledge, anthems, flag or candle ceremonies)
- **Information and education** (demonstration or reports)
- **Entertainment** (skits, songs, puzzles, quizzes)
- **Formal comments** (by leaders, judges, special quests)
- **Recognition** (member achievement, leaders, volunteers, sponsors. This may be done verbally or through presentation of mementos, pins, certificates, etc.)

The number of activities you have will vary with the size of the club, number of projects, facilities available, age and experience of members and time available.

Try, however, to provide a balanced program and to keep the spotlight focused firmly on members. In the end, it is not the calf or the birdhouse, but the member that is the most important consideration.



Saskatchewan 4-H Council Achievement Day Requirements



1. Each club must hold an Achievement Day at some time during the year, and must provide an opportunity for each member to display and/or demonstrate project work and an accompanying record book.
2. A questionnaire consisting of fifteen (15) 4-H general knowledge questions and at least five (5) project-related questions must be completed by each member on or before the club Achievement Day. When circumstances warrant, the questionnaire may be completed orally. The age grouping for questionnaires is as follows (All age groupings are on or before December 31 of the membership year):
 - **Cloverbud** (members 6 to 8 years of age)
 - **Junior** (members 9 to 12 years of age)
 - **Intermediate** (members 13 to 15 years of age)
 - **Senior** (members 16 to 21 years of age)
3. The following criteria will be used for judging record books:

<u>Criteria</u>	<u>Points</u>
Cover	5
Completeness	40
Neatness	15
Accuracy	30
Organization	5
<u>Extras</u>	<u>5</u>
Total	100

4. Record Books may be completed by hand, typewriter, or computer.
5. Achievement Day supplies must be ordered from the Provincial 4-H Office.

Achievement Day Planning Schedule

	General Leader	Project Leader	Judge	Members	Parents	Planning Committee	Total Club
EARLY IN THE YEAR							
Inform club members, leaders, and parents about reasons for having an Achievement Day							
Choose a suitable date							
Notify Regional 4-H Specialist of date							
Set project completion goals							
2-3 MONTHS BEFORE							
Select a planning committee							
Collect information from each project group (# of members completing, completion requirements, time needed on program, space need for display, etc.)							
Suggest judges							
Contact judges							
Book facility							
Set up necessary sub-committees							
Decide on prizes and/or awards							
Purchase any required awards and ribbons							
Check Achievement Day materials							
Distribute questionnaires to project leaders							
1 MONTH BEFORE							
Remind members to finish up project work and record books							
Confirm arrangements with judges							
Make up project questionnaires							
Send detailed information to judges (place, time, lunch arrangements, judging details, etc.)							
Advertise							
Help project group members plan their spots on the program							
Final program agenda							
THE WEEK BEFORE							
Set up displays and decorate							
Send record books to judge if being done ahead of time							
Duplicate programs							
Check all details with committee							
Rehearse program, if necessary							
Review program with member MC							
Assign numbers to members for judging purposes							
ACHIEVEMENT DAY							
Take a deep breath...							
Before the public arrives							
<ul style="list-style-type: none"> • Decorate • Arrange exhibits and record books for judging • Greet judges • Inform judges about special circumstances of members within project groups • Judging of exhibits and project articles • Final arrangement of exhibits for public viewing • Member judging classes • Supervise writing of questionnaires • Review questionnaire answers with members • Give project groups feedback about their own work 							
Public program							
Clean up and follow up							
Pat yourselves on the back!							

Evaluation

Why Evaluate?

Evaluation is the process used to assess the quality of what has gone on, or what is going on. It compares actual results to intended results. Evaluation is important for individual growth and development. A member who can see how far he has come, from the first of the year, will be encouraged to continue.

Comparing work to acceptable standards during and after a project encourages a member to improve skills and to surpass previous efforts. Clear evaluation allows the member, leader and club to take credit for their accomplishments and development. Evaluation and constructive criticism provide the feedback that is so important to learning.

What is in an Evaluation?

A simple evaluation has three basic parts:

1. Expectations or objectives that set out the standards or requirements.
2. The examination, observation or measurement of results.
3. The decision: did the results meet the standards or requirements. What met or exceeded the standards? What “gaps” exist? Be specific.

Evaluation is a natural activity. People constantly weigh situations against standards and decide whether the results are up to snuff. Here are some examples of simple evaluations.

- *“This cake is flat as a pancake! I’ll check the recipe over and see if I missed any steps.”*
- *“That heifer doesn’t seem to be gaining weight like she should. Her eyes look dull and she keeps her head down. I think I’ll bring her into the corral and have a closer look at her.”*

Common Shortcomings in Evaluation Efforts

- Unclear or unshared standards or objectives (members don’t understand what is expected of them).
- Inappropriate standards.
 - Too high or too low for the group
 - Timeline is unsuitable
- The examination of results is incomplete.
 - May miss important aspects
 - Initial impression may detract from strengths or weaknesses
- Standards applied unequally in the group over time.
 - Confusing and frustrating
 - Appears “unfair”
- Mentioning only “failures” or “poor efforts”.
- Mentioning only “good points” or “successes”.
- Lack of feedback to person whose effort was evaluated.
- Delay of feedback.

- Unclear feedback. No opportunity for the member to find out what the feedback meant.
- Lack of suggestions for improvement.
- Hurtful, rather than helpful comments.
- Delay in evaluation to the...
 - Point where details are not available.
 - Point where no change can be made.
 - Point where the member has lost interest.

Steps to Constructive Criticism

1. PURPOSE	<i>"I want to point out the strengths and weaknesses of this person's work and suggest ways to improve. I want to help this person GROW."</i>
2. ATTITUDE	Did the member achieve the purpose of his demonstration? If so, TELL HIM! If not, EXPLAIN the shortcomings, as you see them.
3. BE SPECIFIC!	Describe actions. Do not label. (e.g. Instead of saying, <i>"Boring demonstration"</i> , identify the problem areas. <i>"Try to involve your audience with examples or personal experience. Eye contact is important"</i>). Suggest ALTERNATIVES to help the speaker. He'll appreciate it.
4. BE POSITIVE!	<i>"Give credit where credit is due"</i> . Speak in terms of potential for improvement, rather than failure or <i>"poor performance"</i> .
5. BE UNDERSTOOD!	Use words and expressions that you will both understand. Write out your comments, if possible. Allow for feedback.
6. BE HAPPY!	You cared enough to comment. That person now has a clearer picture of his efforts, through your eyes. THANK YOU!
7. BE FAIR!	To your standards and to the person and the work you are evaluating. Know the standards that the person is guided by.

Methods of Evaluation

There are a number of possible evaluation alternatives. These can be looked at as a range of choices from member self-evaluation to the evaluation of project work by a judge from outside the club.

1	2	3	4	5	6	7
Member self-evaluation	Member and project group evaluation	Member and leader evaluation	Member, project group and leader evaluation	Member, project group, leader and judge evaluation	Leader and judge evaluation	Judge evaluation

Here's how each of these might work in practice.

1. **Member Self-Evaluation:** A 16-year-old junior leader decides, at the beginning of the year, to take on the responsibility of planning recreation for general meetings during the year. After each session, he notes the reactions to the activities, either by observing the members involved or talking with them informally after the recreation period. At the end of the year, the junior leader pulls together the reactions into a year-end report, noting successes and where improvements could be made another year. He then compares what actually took place with what he set out to do and evaluates how close he came to the original goals.
2. **Member and Project Group Evaluation:** Two senior members undertake a careers project in which they investigate several different employment areas, write reports on them and put together a display of information for Achievement Day. Individually, they look at the reports done during the year, evaluating both their own and each other's on the basis of the amount of research done and their success in finding out the answers to their questions. They also take into consideration the amount of effort put into the project and the amount of knowledge and experience gained as a result. They evaluate the display according to a scorecard for displays and award each other a score for the total year's work. Following their evaluation, they sit down and give each other feedback on the year's work and together arrive at a score for their own projects.
3. **Member and Leader Evaluation:** A group of four clothing members decide at the beginning of the year that they will try to learn x, y and z techniques and complete three articles for Achievement Day. On the morning of Achievement Day, or several weeks before, each member examines her own work, noting errors and good points, the amount learned and degree of skill developed in each of x, y and z techniques and assigns a score for the year's work. The score also takes into account how active the member was in the year's club and project activities.

At the same time, the leader independently examines the member's work, and reflects on the skills developed and the member's participation throughout the year. She also assigns a score for the year's work. Then the leader meets individually with each member for a private half-hour discussion on the member's progress. They compare notes and come up with a combined rating for how well the members did during the year.

4. **Member, Project Group and Leader Evaluation:** A group of 13 and 14 year-old beef club members decide to set as their goals for the year: learning the information in the market steer project, developing skills in presenting the information to each other and raising and feeding a steer.

Throughout the year they feed and groom their calves, give talks and demonstrations to each other at project meetings. Members score their own talks and demonstrations through the year as they present them and evaluate their own calves at year-end. Other members of group react to demonstrations and talks given by their fellow 4-H'ers, observe behaviour and participation throughout the year and evaluate the other members' animals as well as their own at Achievement Day.

The project leader also participates in scoring and reacting to demonstrations as they are presented throughout the year, observes member behaviour and participation in meetings and other activities and judges each of the finished animals.

At the Achievement Day, the leader and the project group sit down together and, taking each member one at a time, share their views and reactions to the member's work during the year. All members also have an opportunity to ask questions to find out why the other participants came to their conclusions and give their own views on how well they thought they did.

5. **Member, Project Group, Leader and Judge Evaluation:** This would work like the option explained previously, with each person responsible for evaluating (and possibly scoring) the project articles and participation during the year. The judge would likely concentrate only on the quality of the articles on display, while members and leaders weigh participation and involvement during the year more heavily than the completed project. The judge would provide either written or verbal feedback to members in addition to the procedure outlined in the previous option. The final decision about a score or ribbon might be calculated on a percentage basis (i.e. member self-20%; member other-20%; leader-30%; judge-30%) or all scores might simply be averaged to come up with a final standing.
6. **Leader and Judge Evaluation:** This method is commonly used at present. The project leader meets with the judge before the judge examines the project work to point out various problems that individual members experienced during the year, or handicaps that hampered their progress. It may also occur as a more formal process. The judge and leader might evaluate the project work and member participation independently, meet and share opinions and comments to reach a final standing.
7. **Judge Evaluation:** In this method, the judge examines and scores the project work without the aid of any additional information about the members and their work during the year. The work is judged by comparing the final product to a standard product or level of achievement. Comments are written praising good techniques and workmanship and suggesting ways to improve.

Some clubs are satisfied with this option and feel that it works well and meets their needs. Other clubs have experienced some of the following problems with the outside judging system:

- The judge has incomplete information about members and the work done during the year. Members who worked the hardest or improved the most are not necessarily recognized.
- Individual differences in abilities are not taken into consideration. The quality of project work is emphasized more than member development.
- Judging is not very standardized. Members and leaders may be praised for using a certain technique by one judge and criticized for the same approach by another.
- Because of the pressures of time, judges are not able to spend very much time with each group of members, answering questions and providing new information.

Things to Consider When Making a Decision on Evaluating

1. **Time** – The more people you involve, the longer the procedure will take. If your Achievement Day is usually in mid-May and this is a busy time of year for your group, you might consider doing part of the evaluation earlier in the year.
2. **Member age, experience and preferences** – Ten-year-olds may be uncomfortable sitting down in a group for an hour or more at a stretch. Generally, the older your members are, the more observant they are and the more capable they are of expressing their opinions. Talking about what to look for early in the year and reviewing this from time to time can increase members' awareness.
3. **Leader experience and preferences** – The more experience a leader has, the more confident he or she will feel about trying something new. Some leaders would not feel comfortable holding a group discussion on member participation during the year, while others might welcome the opportunity.
4. **Size of project group** – This will affect the amount of time the total evaluation will take. A group of six to nine people is the maximum size for good evaluation discussions.
5. **Expectations and traditions** – Is there a strong history of association with a particular judge? Are the members, leaders and parents flexible and open to change or resistant to new ideas? The answers to these questions might affect the choice of style or speed of change from one style of evaluation to another.
6. **Project being taken** – Some projects may lend themselves to one method of evaluation more than another may.
7. **Competitions** – If members are going on to other competitions from the club level, there may be a need for some form of standardization in judging or the selection of a number of 'top' members.

Taking into account the considerations in the previous section, you will need to answer the following questions:

- What will be evaluated? (I.e. Project articles, increase in skills, performance and participation in the project group and club over the year, responsibility shown, attendance).
- Who will be involved? (Member, project group, leader, judge).
- What weight will each of their evaluations carry? (i.e. A differing percentage of the total, or equal weight.)
- Will the evaluation be an informal summary of the year's work or a more formal scoring or ribbon system?
- What kinds of guidelines will each of the people involved require and how detailed do they need to be?
- How will those involved in the evaluation get the information required to make judgments? (i.e. Observation, discussions, questionnaires, examination of articles, checklist.)
- Will the evaluation be done all at once on Achievement Day or at various times throughout the year?
- How will members receive feedback from others involved in the evaluation? (i.e. Written reactions, scores, and verbal reactions – individually or in a group.)

Here are some tips from leaders who have tried different methods of evaluation. As a result of their experiences, they suggest:

- Start out by talking about some alternatives to evaluation. Find out if other leaders and members share your concerns about the way things are being done at present.
- Make sure everyone (leaders, members and parents) is informed before you make any changes and while changes are taking place.
- Involve as many people as possible in the discussions about alternatives and in decision-making.
- Start small. Encourage a project group that has an experienced leader and older members to try a different style of evaluation. See how they like it and have them make changes in the plan based on their experiences. Move to two groups the next year, if you like what happened.
- Provide specific guidelines for everyone who is involved in the new approach, so that each knows ahead of time what is expected.
- Begin preparing members and leaders from the start of the club year.

Arranging for Judges

1. Determine Your Judging Needs

The first step in determining the club's judging needs is to collect specific information from each project group regarding:

- Number of members completing.
- Numbers and type of articles or classes for Achievement Day.
- Preferences regarding demonstrations and questionnaires.
- Type of evaluation required (i.e. judge only – or judge and members involved together, etc.).

From this information, you should be able to draw some conclusions about the number and type of judges that your club will need. One general rule is: in projects with several articles (i.e. clothing, woodworking), a judge can generally handle work of up to seven members in each hour of judging.

2. Consider the Possibilities and Review Your Resources

Possible judges may be found by:

- Asking neighbouring clubs or your Regional 4-H Specialist for suggestions.
- Looking around your community for knowledgeable people.
- Referring to the 4-H judges list available from the Provincial 4-H Office or from SAASE at (306) 664-6654.

Individuals do not have to be on the 'Judging List' to act as Achievement Day judges. When asking about or choosing possible judges, try to determine if the judge:

- Is competent at determining the quality of project work.
- Interacts well with young people.
- Is prepared to talk with members about their project work and offer encouragement and suggestions for improvement.
- Is familiar with the philosophy of 4-H.

Consider the finances your club has available for paying for the honourarium and expenses of judges. If finances are at a premium, you may try to arrange for a judge that can judge a variety of projects or try to select judges who can travel together.

If you have had the same judges for several years, perhaps you could try changing judges for a year. Different people may bring your club new ideas and add a new dimension to your Achievement Day.

3. Contact Your Judges

Once you've determined your needs and selected the judges you think will fit the bill, get in touch with them before your Achievement Day. There are many details to discuss with your judges well in advance of the Achievement Day. You may want to give them a copy of "Judging 4-H Style" (order on the Achievement Day order form). Check off these items as you discuss them with each judge:

- The date of Achievement Day and the location.
- The time the judge should arrive, when judging should take place and when the program is over.
- What project units are to be judged and the number of members in each project unit and their approximate ages.
- Whether the judge wants to see all Achievement Day materials (questionnaires, I.D. cards, score cards, etc.) in advance.
- Exactly what is the judge expected to do?
 - Judge project articles.
 - Judge record books.
 - Administer questionnaires.
 - Give or judge demonstrations.
 - Speak at a banquet or evening program.
 - Meet with all the leaders beforehand.
 - Chat informally with the members as they prepare and set up their project article.
- Would the judge like access to members or leaders while judging their project unit?
- Honourarium and travel costs and when the judge can expect to receive them, generally \$50 per half day. It is important to keep in mind the length of time that a judge will spend and compensate accordingly. For example, if a judge spends a whole day with the club, a rate of \$100 would be reasonable compensation. Travel cost reimbursement is suggested at a rate of 34¢/kilometre. Meal costs are usually paid as well. Providing lunch and/or supper will eliminate this cost.
- Whether meals or snacks and coffee will be provided for the judge.
- Whether the judge will require any special equipment or facilities.
- Judging method or approach desired by the club (i.e. group judging vs. individual placing, letter scores or specific number ratings, grand aggregate selections, etc.).
- Names of other judges for the purpose of checking signals or arranging travel in advance.

Communication is important. If you make arrangements by phone, follow up with a letter confirming the details. If you write a letter of request and receive a positive reply, follow up with a phone call closer to the date of your Achievement Day.

4. Support Your Judges

Judges are people too! Surprised?

Your judge will appreciate the simple courtesies of being welcomed, in person, by the club leader or member with a cup of coffee in hand. A knowledgeable club leader should be available to the judge at all times for questions of procedure and clarification.

Judges need to be provided with information on:

- Original project goals, changes in project completion requirements.
- Substitutions and deletions in project work and study topics.
- Special instructions given to members.
- Special needs, circumstances or handicaps of members in each project being judged.

If your club has a unique way of doing things or special requirements in terms of judging, discuss your wishes with your judge in advance.

Finally, provide a positive example for club members and parents in accepting the opinions and rulings of the judge of the day.

Record Books – What Judges Look For (Total Points = 100)

<p>COVER</p> <ul style="list-style-type: none"> • Durable and neat (a 3-ring binder is suggested but not required). • Colorful, creative and attractive. • Includes member’s name, club, project, age category and a 4-H crest. 	5
<p>COMPLETENESS</p> <ul style="list-style-type: none"> • All pages in the record and project book completed. Those pages not required should be removed, or neatly stroked out and marked N/A. • Includes dates and location of all club and project meetings, field trips, club activities and district, regional and provincial activities. • Indicates the role and responsibility member accepted to make meetings and activities successful. • Outlines project goals that clearly identify what the member wanted to learn and evaluates whether they believe those goals have been met and how. • Up-to-date cost and project related records. • Samples, drawings and photos labeled. • Use of project related information, photos and souvenirs to make the book interesting. Includes newspaper articles about the club, project and/or 4-H. 	40
<p>NEATNESS</p> <ul style="list-style-type: none"> • Legible writing or printing (member may use computer or typewriter to complete record book). • Same colour pen or pencil used throughout (junior members may use pencils, older members are encouraged to use pen). • Mistakes are corrected neatly using “white-out” or neatly stroking the word or figure out, and writing the correct one. • All pages are neatly secured in the book. • Photos, news articles and other clippings are mounted neatly and securely (use of scotch tape is not encouraged because it will brown and curl). 	15
<p>ACCURACY</p> <ul style="list-style-type: none"> • Spelling and math are correct. • Dates are consistent with other member’s record books. • In the case of animal projects, judges may wish to ensure feed and weight charts are realistic. • Work completed by member. 	30
<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Book has at least four logical sections (i.e. record book, project information, 4-H activities and general 4-H info). • Use of labeled dividers between sections. • Table of contents. 	5
<p>EXTRAS</p> <ul style="list-style-type: none"> • Photos, illustrations, brochures, souvenirs related to project and/or activities. • 4-H news and information. • Innovative ideas that the member may have used to make the record book more attractive and interesting (i.e. colour, creativity, humour). 	5

Achievement Day Questionnaires

Questionnaires are developed by the Provincial 4-H Office and contain approximately 15 general knowledge questions about 4-H. They are broken down into the four age groups: cloverbud, junior, intermediate and senior.

Before Achievement Day

Each project leader should make up between 5 and 15 questions on the material covered during the project year. If a member has undertaken more than one project, there should be questions pertaining to each project on the questionnaire. These may be multiple choice, true and false, fill in the blank or short-answer type questions. The project questions may be administered in a number of ways:

- Verbally (project leader announces questions to the total project group).
- Written on a large piece of paper and posted for the group to read from (answers are written on the questionnaire by the members).
- Written out on each member's questionnaire.
- Photocopied and handed out to each member.

After correction, which may be done by the project leader, judge or members themselves, the correct answers should be explained to all members who wrote the questionnaire.

Hints on Making up Project Questions

1. Try to spread the questions out over all the material covered during the year.
2. Check to see that the information in one question doesn't overlap and provide the answer to another question.
3. State the questions as clearly as possible. For example, the true or false statement "water is the least important nutrient for cattle" is more clear than the statement "water is not the most important nutrient for cattle".
4. Use simple common words that your age group of members will understand.
5. Keep sentences readable, short, crisp and clear.
6. When making up multiple-choice questions, try to make all possible answers reasonable ones.
7. For younger members or for more difficult information, multiple-choice questions are usually a little easier than fill in the blanks.
8. For multiple choice questions, answers such as: "both A and B", "all of the above" or "none of the above" can be used as possible choices.
9. When one or more multiple choice answers start with a vowel, be sure to preface the statements with "a/an". For example, "When sewing sheer material, the best choice is a/an (a) overcast, (b) French, (c) pinked seam.
10. Words such as "all", "always" and "never" frequently make questions confusing for the member to answer.
11. Have someone else read over your questions before giving them to the group. Often another person will spot a confusing statement when you do not notice it yourself.
12. Double check your answers to make sure they are correct.

13. Keep a copy of the questions asked as a reference for the person leading the same project unit in the future.

Here are some sample questions from various projects:

Multiple Choice

- _____ 1. If rust should appear on some of your tools, you should rub them with
(a) sandpaper; (b) steel wool; (c) oil cloth.
- _____ 2.(a) Rabies disease; (b) Q-fever disease; (c) both a and b; is/are transferable to humans.

True or False

- _____ 3.To test the fit of shoes it is best to walk on a carpeted area.

Fill in the blanks

4. A _____ is used for holding cattle for vaccinating and dehorning.

Short Answer

5. Name three types of saws and give an example of a task for which each saw would be used.

Recognition of the 4-H Member

One of the most significant aspects of the 4-H program is the reward it offers – not just the trophies or ribbons, but the opportunities for learning and growing as a person. To reach the goal of project completion and to enjoy and benefit from the pursuit of these goals, a member must receive encouragement. An occasional “pat-on-the-back” will, as a rule, yield much more positive results than continuous criticism. Everyone likes to be told, “You’re doing well!” once in awhile. Such recognition makes people feel good about their work and themselves and will encourage them to try even harder. **The “positive” approach is always the best approach!**

It should not be expected that every member could achieve “merit” or “excellence” recognition. While they can be encouraged to do their best and all should strive to meet requirements and achieve completion, leaders should recognize that each individual has different skills and abilities. Help them set their goals realistically to avoid unnecessary disappointments at Achievement Day.

Prizes and Awards

The number and type of prizes or awards to be given at the Achievement Day is something the club should discuss and decide upon well in advance. In single-project clubs this may not be too much of a problem. Multiple-project clubs may have problems in reconciling two or more previous methods that are quite different. Regardless of the type of club, there are a number of points to keep in mind:

- The amount of prize money or number of prizes given out at an Achievement Day has little relation to the success of a club. There are clubs who spend hundreds of dollars in prizes and there are equally successful clubs who spend nothing.
- The purpose of judging or evaluating a member's work at Achievement Day is to show that member how he or she has progressed during the year or since the previous year, and to interest them in learning. Its purpose is NOT to show them that they have done better or poorer than another member.
- The prizes, or the emphasis put on prizes, should not be so great they become the most important thing about the Achievement Day. If this happens, it can have a bad effect on those who win, those who fail to win and on the public (who may feel that winning prizes is the most important goal in club work).
- In a multiple-project club, each project group should use a similar method of awards. There should not be a great difference between the prizes given to different projects.
- Trophies are often used as prizes and are often donated by a business organization or individual. Clubs should not feel obliged to accept every trophy that is offered.
- All awards given out by clubs are optional.

Type of Awards

- **4-H Ribbons** – Many clubs award ribbons. The Provincial 4-H Office has ribbons you can purchase. A white ribbon is given for fair to good work (74% or under); a blue ribbon is awarded for good to very good work (75-84%); a red is recognition for very good to excellent standing (85-100%). In livestock clubs, the ribbons are often used as 1st (red), 2nd (blue) and 3rd (white).
- **Yearly Recognition** – Some clubs give an award to each member who completed a project. This may be a pin in the first year, a crest the second year, and so on. Leaders are sometimes given recognition in the same way. The Provincial 4-H Office has a "4-H Store" with a variety of items you can purchase for this.
- **Participation Certificates** – If a club decides not to give out awards, an alternative might be "Certificates of 4-H Participation".
- **Member Certificates** – Each year, the Provincial 4-H Office generates member certificates that are sent out with the Achievement Day Supply Order form. These are to be distributed to each member by the 4-H club.
- **Prize Money** – Prize money has been awarded in clubs where competition results in the placing of 1st, 2nd and 3rd (i.e. livestock clubs).
- **Trophies** – Some clubs award trophies for specific recognition. Some examples might be for: best Record Book, Grand Champion Steer, Most Improved Member or Grand Aggregate.
- **Grand Aggregate** – The grand aggregate award is presented to the "outstanding member" of the club. Throughout the year, a record of points is kept for each member, a tally is made at Achievement Day and the award is presented. How and for what points are given is the decision of the club. Points could be awarded for such things as meeting attendance, participation in club activities, questionnaire score, record book score, and so on. The award could be a trophy or any other type of award the club wishes.

- **Novelty Awards** – Such awards would be strictly for “fun”. Care should be taken that these do not offend or insult the person or persons to whom they are given.
- **Gifts** - Gifts are another way of recognizing someone who has contributed significantly to your Achievement Day. They could be given to your judge or judges, your general leader or to anyone who has put a lot of time and effort into making Achievement Day a success. These gifts should be considered “tokens of appreciation”. It is not necessary for them to be expensive.

Don't save all recognition for Achievement Day! Praising even the smallest accomplishment when it occurs is the best method of “people building”. Make evaluation an on-going experience in every activity, including project work. Learning to give and accept both praise and constructive criticism is a life-long project.

Leadership Certificates & Pins

The Saskatchewan 4-H Council awards certificates and pins to 4-H leaders. Certificates are awarded to leaders for every five years of service (5, 10, 15, etc.). Pins are awarded to leaders for 1, 5, 10, 15, etc. years of service.

At the end of the club year, the Provincial 4-H Office generates these and gives them to your Regional 4-H Specialist, who in turn is responsible to award these at a club, district or provincial event (if that is not possible, they will send them out in the mail).

Please Note: The information of leader tenure is calculated by the number of years completed on the leader registration form. It is very important that whoever completes the leader registration form puts in the correct number, so leaders don't get “missed”.

Follow-up – The Clean-up Session

Paperwork

Achievement Day, the “major” event of the year also results in some “major” paperwork!

- **Judges' Expenses** – At the end of the Achievement Day, the general leader or assistant general leader should approach the judge(s) with an offer to pay “out-of-pocket” expenses that the judge(s) may have incurred en route to or during the Achievement Day. What expenses the club will pay should be established with the judge upon “booking” him or her.
- **Outstanding Bills** – Members and leaders should submit all Achievement Day bills to the treasurer on Achievement Day so the treasurer can pay bills promptly.
- **Year-End Club Summary Report** – This form is located at the back of the treasurer's book and needs to be completed and forwarded to the Provincial 4-H Office as soon as possible after completion of the Achievement Day. In order to be a “registered” club the following year, clubs have to file this report.