

**2016**

**NORTHEAST & NORTHWEST  
4-H DISTRICT CONTEST HANDBOOK**



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## **GENERAL REGULATIONS AND INFORMATION**

### **Participation**

Any 4-H member who has passed his or her 9<sup>th</sup> birthday, but who has not passed his or her 14<sup>th</sup> birthday prior to January 1<sup>st</sup> of the current 4-H year. Members must be enrolled in the project or activity in the contest program entered, or as stated. Members must have participated in county contests, or in supervised training to be eligible for Northeast / Northwest District Contests.

**All 4-H members must be pre-registered to be eligible to participate in NW / NE District Contests.**

### **General Eligibility**

Previous District winners are eligible in any contest.

There are two age categories in all contest areas:

**Novice:** Ages 9 through 11. A 4-H member must have passed his/her 9<sup>th</sup> birthday or be 8 years old and in third grade but cannot be in the 6<sup>th</sup> grade and have passed his/her 12<sup>th</sup> birthday prior to January 1<sup>st</sup> of the current 4-H program year.

**Junior:** Ages 12 through 13. A 4-H member must have passed his/her 12<sup>th</sup> birthday or be 11 years old and in the 6<sup>th</sup> grade but cannot be in 8<sup>th</sup> grade and have passed his/her 14<sup>th</sup> birthday prior to January 1<sup>st</sup> of the current 4-H program year.

4-H members, selected by the counties, who are currently enrolled in 4-H, and who are classified in the novice or junior age category of the current 4-H year.

### **Dropping Contests**

If a contest has only two counties participating for two consecutive years, the contest will be reviewed to determine if it should be dropped.

### **Entering a Contest**

**Day 1 AM Contests:** Contestants may enter as many contests that can reasonably be completed in the two and a half hour time limit of 10:00am to 12:30pm during the morning of Day 1. Contests are Entomology, Horse Bowl, Horticulture, Livestock Skill-a-thon, Wildlife, and Home Ec. Skill-a-thon.

**Day 1 PM Contests:** Each 4-H member may enter no more than one (1) contest during the first day afternoon. Contests are Livestock/Horse Judging, Fashion Revue and Talent Review.

**Day 2 Contests:** Each 4-H member may enter no more than one (1) contest on the second day if they are entering in Consumer Decision Making, Livestock Judging or Favorite Foods. 4-H members who do not enter in Consumer Decision Making, Livestock/Horse or Favorite Foods can enter in up to two (2) contests during the second day. Contests include Impromptu, Poetry, Prepared Public Speaking and Presentations.

Each Judging Contest will allow two novice and two junior teams (maximum of 8 members per age division) per county to participate.

#### ***Exceptions to contest limits:***

- A. Favorite Foods – 4 Novice and 4 Juniors per county
- B. Horse Bowl – 1 Novice and 1 Junior team per county
- C. Impromptu – 4 Novice and 4 Junior individuals per county

- D. Prepared Public Speaking – 4 Novice and 4 Junior individuals per county
- E. Presentations – 4 Novice and 4 Junior individuals/teams per county
- F. Talent Review– 2 Novice and 2 Junior individuals/teams per category, per county
- G. Fashion Review – 2 Novice and 2 Junior entries per category, per county

### **Score Sheets**

Return score sheets to extension agents after the Contest Awards Assembly.

### **Host County Responsibilities**

The host county will provide all counties with information regarding food lodging, facilities, registration fees, pre-estimation form, entry sheets, location map and other information.

### **Additional information for all Judging Contests**

A team consists of three or four members. Team scores will be the sum of the three highest placing individuals of the team. A junior team may be mixed ages, novice and junior. A novice team must be novice age members only. Novice contestants may enter a junior contest, but a junior may not participate in a novice contest as a team member. Mixed teams become juniors.

If a county does not have a team, they may bring individuals in each category. Individuals can compete only for high point individual.

If there is only one judging team or individual present, the contest will still be held for individual competition only.

Livestock Judging and Horse Judging Contests will rotate between Day 1 and Day 2 of the NW / NE District Contest schedule on an annual basis.

No materials may be used in the contest other than pencil and paper.

### **Cheating**

Any individual caught talking to, comparing notes with, or exchanging information with anyone other than the group leader or contest superintendent will be disqualified from the entire contest no matter at what point in the contest.

### **Ties**

Ties will be broken on individual total reasons score. If there is still a tie between reasons scores, then the winner will be decided by a flip of the coin.

### **REGISTRATION FEES**

1. The host counties will determine the registration fee based on anticipated costs.
2. Cost sheet is included in the Northeast / Northwest District Contest Handbook.
3. Insurance costs will be included in the registration fee and the host county will insure the event on contest days only.
4. All Northeast / Northwest District Contest registration money that remains after the contest will be deposited in a 1-9 account at New Mexico State University for future contests. This will be
5. The host county must have the contest books to the next county in the rotation schedule by November 4-H In-service.

## **SUPERINTENDENTS' GUIDELINES AND RESPONSIBILITIES**

Several weeks before the district contest, a contest superintendent should provide his/her own judges, tabulators and assistants with subject matter materials, score sheets and scorecards and instructions.

Secure judges who are aware of the 4-H guidelines and are knowledgeable of the 4-H subject matter areas. All counties are to assist, when requested by a contest superintendent, by locating and bringing judges for Clothing Revue, Public Speaking and Presentation. 4-H Agents should assess the abilities and expertise of the parents/leaders attending the contest and submit names of possible judges who would like to volunteer to the host county.

Time limits and specific regulations are to be followed in all areas and for all age groups.

All superintendents are to bring an adequate supply of judging sheets, scorecards, cut cards, etc., for the number of members entered in their contest.

4-H Clothing Revue entries must have a commentary sheet attached to the entry, as well as the name, clothing unit and county attached. Patterns for clothing projects, which use the project pattern, do not need to be attached to the entry. 4-H Clothing projects, which use a commercial pattern, should have the pattern attached to the entry.

The host counties will be responsible for providing senior 4-H members to be commentators and for providing a stage or staging area for the Fashion Show. The host county will also decorate the stage.

Provide timers.

Seat judges in different areas.

Inform judges of time guidelines and provide them with specific judging sheets as listed in the contest handbook. One sheet per contestant per judge.

Superintendents should introduce each contestant *or secure a senior 4-H member to make introductions*, and establish a tie breaking section of the score sheet in advance.

Except as noted in the specific contest rules, a team will consist of three or four members. Four member teams will consist of three members and an alternate. The low scoring individual on four member teams when scores are added automatically becomes the alternate and his or her score will not be counted for the team total. On three member teams, all three will count.

When enough members are not available to make a team, individuals may be entered. Novice individuals may be used to complete junior category teams, but juniors cannot be put on novice teams.

No one is to be in the contest room until the superintendent and judges are present and the contest is open.

## **CONSUMER DECISION MAKING CONTEST**

### **Purpose:**

- To assist 4-H members in learning to make wise consumer decisions, considering specific factors (situation, time, money, other resources).
- To provide the opportunity for 4-H members to advance in the decision making process by formulating reasons for their decisions and expressing them orally.

### **Eligibility:**

The general rules for participation and eligibility apply. Member may be enrolled in any 4-H project.

### **General Information:**

1. Each county is allowed to bring four teams to the district contest. The teams may be two novice and two junior teams. Novice teams may be novice age contestants only. Junior teams may be mixed ages, novice and junior age contestants. Junior contestants may not participate as a member of a novice team.

A team consists of three or four members. The team score will be the total of the three highest placing individual scores of the team. If a county does not have at least three members to make a team, they may bring individuals to compete for high point individual awards only. A maximum of sixteen participants per county may participate.

2. A Total of four classes will be judged. The selection criteria will be taken from the information provided in the Consumer Decision Making Handbook (200 H-12 (R-97)).
3. A total of four items will make a class. Members will judge the class based on the problem or situation given. 4-H Placing Card, 200.D-9, will be used.
4. The novice age group will give one set of oral reasons; junior age group will give two sets of oral reasons for designated classes.  
As the contestants place the class they should make a set of notes to help recall details. Contestants are allowed to take their notes with them when they give reasons. However, notes may only be used as a cue card and not read to the judge. Score sheet for Oral Reasons, 300.D-8, will be used. Two minutes are allowed to present reasons to the judge. A maximum of five points will be deducted for going over the time limit.
5. Contestants will be given 10 minutes for placing and preparing the reasons for the class. Each class placed correctly is 50 points. Penalty cuts (decreasing points) will be figured using a Hormel Card for incorrect placing.
6. There will be no talking, copying or comparing notes or scores. Contestants may only confer with the contest superintendent.

### **Awards:**

First through fifth place ribbons will be awarded the winning team members and high point individuals. Medals will go to the first place teams and high point individuals.

### **Tie Breakers:**

1. Total reason score
2. Selected class (class selected prior to the start of the contest.)

### **Oral Reasons - 50 points possible**

In this contest contestants will be giving reasons for why they think the items should be placed first, second, third and fourth based on the situation statement and standards. They will have two minutes to present their reasons to the judge. They may not need the full two minutes.

The key to success in giving reasons is practice. This is the only way to develop a good, smooth delivery. Do it aloud, with someone listening. Give reasons pleasantly, and make them easy to understand. The contestant must have a clear mental picture of the entire class and the differences between the items to tell why they placed them as they did. Remember the decision is based on both the situation and the standards.

Contestants are allowed to take a note card in with them when they give reasons, but only use it as a cue card, if necessary. They should not read their notes to the judge.

Good organization make a set of reasons easy to follow. One way to organize reasons is to divide the class of our items into three pairs: a top pair, a middle pair, and a bottom pair. Here is a basic outline for a set of reasons. Suppose you place it 3, 1, 4, 2.

Stand straight and speak directly to the judge. Speak so that you can be easily understood. Begin by stating your contestant number, what class of articles was being judged and how you placed them.

First is the introduction. Give your contestant number, the name of the class and how you placed it. For example, *"Good afternoon, I am contestant number 7A. I placed this class of toys 3, 1, 4, 2."*

Next, present your reasons. Tell why one product was placed over another. Present reasons using pairs.

#### **Top Pair**

Tell the most important reasons for placing the top choice first. *"I placed number 3, the puzzle first because it is appropriate for an eight year old who has no brothers or sisters."* These characteristics were mention in the situation statement."

*"Although I placed toy 3 first because the price and educational value were the most suitable of the situation, I grant the puzzle has many small pieces that could be easily lost."*

Give reasons for placing the first choice over the second choice using comparative terms.

*"I place number 3, the puzzle, over number 1, the large push truck, because the boy is too old for the push toy and the puzzle would be more challenging."* Make your comparison as complete as possible.

If the second choice has any advantages over the first choice, grant them at this time. *"I realize the push truck could be used repeatedly, however, the puzzle is the best choice for this situation."*

### Continuing....

Use the same procedure on the middle and bottom pairs as on the top pair. Introduce these two pairs by saying, *"In the middle pair, I placed number 1 over number 4 because... and in the bottom pair, I placed 4 over 2 because...."*

### Middle Pair

Give reasons for placing the second choice over the third choice. Grant the third choice if it has any advantages over the second.

### Bottom Pair

Give reasons for placing the third choice over the last choice. Grant the last item if it has any advantages over number three.

### Closing statement

Repeat the name of the class and order of placing. *"These are my reasons for placing this class of toys, 3,1,4,2."* The official judge may ask questions about the class. Answer them correctly as possible.

## **Terminology**

Learn to use the proper terms for comparison when organizing a set of reasons. Avoid such words as good, nice, and better. They are too general for comparison. Be specific, avoid the term "I like." Use specific terms that relate to the standards or the situation rather than personal preferences. Make reasons short and definite.

### Example of Oral Reasons

The following example illustrates an entire set of reasons for a class of lamps.

*"I am contestant number 10B and I placed this class of lamps for studying, 2,4,3,1."*

Tell the good points of the lamp you placed first.

*"I placed number 2 first because the design, sturdy construction, and color are suitable for the given situation. The shade is shaped to distribute a maximum amount of light for the task of studying. The base is solid and flat to prevent tipping, and the 150 watt bulb is adequate for the tasks. I consider the construction of this lamp superior to that of the other lamps."*

Next, compare the top pair or the first place lamp with your second place lamp.

*"I placed number 4 over number 3. Number 4 is taller than number 3, which allows it to shed light over a large surface. It also has a higher wattage light bulb. I grant that number 3 is a more appropriate color for the room."*

Next, compare the bottom pair, or third and fourth place lamp.

*"I placed number 3 over number 1 because number 3 had a shade that is open at the bottom and ...."*

Tell why number 1 was placed last.

*"I placed number 1 last because the high intensity lamp focuses an intense beam of light upon a small surface which could cause eyestrain when reading."*

Let the judge know you are finished.

*For these reasons I placed the class of lamps 2,4,3,1."*



## **ENTOMOLOGY**

### **Purpose:**

To provide the opportunity for 4-H members to increase and test their knowledge of insect identification.

### **Eligibility:**

The general rules for eligibility will apply. Enrollment in the entomology project is not required.

### **General Information:**

Each county is allowed to bring two novice and two junior teams to the district contest. A junior team may be mixed ages, novice and junior. A novice team may be novice age contestants only. The county team score will be the sum of the three highest scores. If a county does not have a team, they may bring individuals in each category. Individuals can compete only for high point individual.

A team consists of three or four members. Team scores will be the sum of the three highest placing individuals of the team.

### **Novice Contest Guidelines**

Novice contestants will identify 25 insects by their common name. Each correct name is worth 4 points - a total of 100 points possible. Twenty-five minutes will be allowed for identification.

### **Junior Contest Guidelines**

Junior contestants will identify 25 insects by their common name and give their type of mouthparts. Each correct name is worth 4 points and each correct mouthpart is worth 2 points - a total of 150 points possible. Twenty-five minutes will be allowed for name identification and another twenty-five minutes allowed for mouthparts.

### **Awards:**

First through fifth place ribbons will be awarded the winning team members and high point individuals. Medals will go to the first place teams and high point individuals.

### **Tie-Breaker**

1. Most correctly spelled names.
2. Most correct mouth parts ID.

### **Reference Materials:**

A Field Guide to the Insects of America North of Mexico by D.J. Borror and R.E. White, 1970. Houghton Mifflin Company, Boston. (A Peterson Field Guide Series)

100 Common Insects of New Mexico by David Richman, Ph.D. and Carol Sutherland, Ph.D., 1987

"Making an Insect Collection," videotape #473, by Carol Sutherland, Ph.D., and David Richman, Ph.D. Produced by New Mexico State University Agricultural Information Department, 1986.

Revised 1995

## NOVICE INSECT IDENTIFICATION LIST

### **COMMON NAME**

1. Ambush bug
2. American cockroach
3. Ant
4. Aphid
5. Assassin bug
6. Bark beetle
7. Blister beetle
8. Braconid wasp
9. Camel cricket
10. Centipede
11. Click beetle
12. Darkling beetle
13. Dermestid beetle
14. Dragonfly
15. Earwig
16. Flea
17. Flesh fly
18. German cockroach
19. Gossamer-winger butterfly
20. Green lacewing
21. Honey bee
22. Horse fly
23. Jerusalem cricket
24. Ladybird beetle
25. Leaf-footed plant bug
26. Leafhopper
27. Long-horned beetle
28. Long-horned grasshopper
29. Mantid
30. Mosquito
31. Noctuid moth
32. Oriental cockroach
33. Planthopper
34. Robber fly
35. Scarab beetle
36. Short-horned grasshopper
37. Silverfish
38. Sowbug
39. Sphinx mouth
40. Spider
41. Stink bug
42. Suckling louse
43. Swallowtail

44. Termite
45. Treehopper
46. Velvet ant
47. Vespid wasp
48. Walking stick
49. Water boatman
50. Waterstrider

### **CLASS**

- A. Arachnida
- B. Chilopoda
- C. Crustacea
- D. Diplopoda
- E. Insecta

### **ORDER**

- F. Acarina
- G. Araneida
- H. Anoplura
- I. Coleoptera
- J. Dermaptera
- K. Diptera
- L. Hemiptera
- M. Homoptera
- N. Hymenoptera
- O. Isoptera
- P. Lepidoptera
- Q. Neuroptera
- R. Odonata
- S. Orthoptera
- T. Scorpionida
- U. Siphonaptera
- V. Thysanura

### **METAMORPHOSIS**

Simple Complete

### **MOUTHPARTS**

Chewing  
Sucking

## JUNIOR INSECT IDENTIFICATION LIST COMMON NAME

1. Ambush bug
2. American cockroach
3. Ant
4. Antlion
5. Aphid
6. Assassin bug
7. Blackswimmer
8. Bark beetle
9. Bee fly
10. Black fly
11. Blister beetle
12. Blow fly
13. Braconid wasp
14. Brush-footed Butterfly
15. Camel cricket
16. Carrion beetle
17. Centipede
18. Chalcid wasp
19. Checkered beetle
20. Cicada
21. Click beetle
22. Cricket
23. Damsel bug
24. Damselfly
25. Darkling beetle
26. Dermestid beetle
27. Diving beetle
28. Dragon fly
29. Earwig
30. Flea
31. Flesh fly
32. Geometer moth
33. German cockroach
34. Giant silkworm moth
35. Gossamer-winged butterfly
36. Green lacewing
37. Ground beetle
38. Halicid bee
39. Hister beetle
40. Honey bee
41. Horse fly
42. Ichneumon wasp
43. Jerusalem cricket
44. Ladybird beetle
45. Leaf beetle
46. Leafcutting bee
47. Leaf-footed plant bug
48. Leafhopper
49. Long-horned beetle
50. Long-horned grasshopper
51. Louse fly
52. Mantid
53. Metallic wood-boring beetle
54. Millipede
55. Mosquito
56. Muscid fly
57. Noctuid moth
58. Oriental cockroach
59. Picture-winged fly
60. Plant or leaf bug
61. Planthopper
62. Pyralid moth
63. Robber fly
64. Rove beetle
65. Sap beetle
66. Scale insect
67. Scarab beetle
68. Scoliid wasp
69. Scorpion
70. Seed bug
71. Short-horned Grasshopper
72. Silverfish
73. Skipper
74. Snout beetle
75. Soft-winged flower beetle
76. Soldier beetle
77. Sowbug
78. Sphecid wasp
79. Sphinx moth
80. Spider
81. Spider wasp
82. Stink bug
83. Sucking louse
84. Sulfur butterfly
85. Swallowtail
86. Syrphid fly
87. Tachinid fly
88. Termite
89. Tick
90. Tiger beetle
91. Tiger moth
92. Tiphiid wasp
93. Treehopper
94. Twigborer
95. Velvet ant
96. Vespid wasp
97. Walkingstick
98. Water boatman
99. Water scavenger beetle
100. Waterstrider

### CLASSES

- A. Arachnida
- B. Chilopoda
- C. Crustacea
- D. Diplopoda
- E. Insecta

### ORDERS

- F. Acarina
- G. Araneida
- H. Anoplura
- I. Coleoptera
- J. Dermaptera
- K. Diptera
- L. Hemiptera
- M. Homoptera
- N. Hymenoptera
- O. Isoptera
- P. Lepidoptera
- Q. Neuroptera
- R. Odonata
- S. Orthoptera
- T. Scorpionida
- U. Siphonaptera
- V. Thysanura

### METAMORPHOSIS

Simple complete

### MOUTHPARTS

Chewing sucking

## NOVICE ENTOMOLOGY ANSWER SHEET

Contestant Number \_\_\_\_\_ County \_\_\_\_\_ Score \_\_\_\_\_ Each  
correct answer worth 4 points. Twenty-five minutes allowed.

### Common Name

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

## JUNIOR ENTOMOLOGY ANSWER SHEET

Contestant Number \_\_\_\_\_ County \_\_\_\_\_ Score \_\_\_\_\_ Each  
correct name-4 pts, mouth part-2 pts. Twenty-five min. allowed-each part.

### Common Name

### Mouth Parts

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

12. \_\_\_\_\_

**Common Name**

**Mouth Parts**

13. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

25. \_\_\_\_\_

## **FASHION REVUE**

### **Purpose:**

- To provide 4-H members the opportunity to gain additional poise and confidence in personal presentation of self.
- To learn modeling techniques.
- To improve sewing skills through the process of judges evaluation of sewing techniques on a garment(s)/project(s) made by the 4-Hmember.

### **Eligibility:**

The general rules for participation and eligibility apply. Member must be enrolled in the respective clothing project entered.

Each county may enter any combination of novice and juniors in the following classes (although they will compete in separate novice and junior categories).

Novice and Junior contestants may enter up to 3 blue ribbon winning entries for appearance and construction judging, but will have to select their favorite to model in the fashion show.

## **APPEARANCE AND CONSTRUCTION JUDGING**

### **Appearance Judging**

Contestant must be present for Appearance Judging. Contestants lined up in order of projects and classes within projects. Each contestant presents themselves to the judges wearing or carrying the entry they made, complete with accessories. When excused by the judge the contestant must bring the garment back on a hanger to the rack with a tag with name and county pinned to the garment.

Contestant must remain after their appearance judging and participate in the fashion revue practice session.

### **Construction Judging**

Contestant does not need to be present for Construction Judging. They must check in their garment(s)/project(s) with the superintendent. Garment must be labeled with the following information:

Name

Age Category (Novice or Junior) County

Project and Class

If a commercial pattern is used in making the entry, it must be attached. No penalty imposed if not done. But supplying the pattern is to the contestant's advantage if the judge has a question about the techniques used.

Fashion Revue commentary must be written (double spaced & typed if possible) and submitted with the entry the first day. Contestant is encouraged to complete the 4-H Clothing Revue Information Sheet/District Contest form (200.C-5).

### **Scoring:**

The current score sheets used for the state contest will be adapted for use in the District Contest. See attached.



### **Tie Breaker:**

1. Construction score.
2. Appearance Judges consensus.

**Awards: Appearance and construction scores will be totaled for 1<sup>st</sup> – 5<sup>th</sup> place ribbons in each class. Overall high individual awards will be given to the top novice and top junior of each class.**

### **PROJECTS AND CLASSES**

#### **(Number of entries allowed per county)**

The classes in each project are awarded 1<sup>st</sup> – 5<sup>th</sup> place ribbons (appearance and construction scores totaled). Overall high individual awards will be given to the top novice and top junior of each class. Each county may enter any combination of novice and juniors in the following classes (although they will compete in separate novice and junior categories).

#### **Sewing I: “Sew Much Fun” Project**

- Simple Gathered Skirt (2 entries)
- Quick and Easy Tote Bag (2 entries)

#### **Sewing II: “Sew Much More Fun” Project**

- Handy Dandy Apron (2 entries)
- X-tra Special Shirt (2 entries)
- X-citing Pants (2 entries)

#### **Mix and Match I Project**

**All Mix and Match I garments must be two-piece outfits and meet the following requirements: Using woven fabric and pattern of your choice, which includes 3 of the following:**

**-Collar without a band**

**-Faced neckline**

**-Pockets**

**-Interfacing in front placket/collar/facing**

**-Buttons and Buttonholes**

**-Should NOT include a zipper**

- Skirt and top (2 entries)
- Vest and skirt/pants (2 entries)
- Top and pants/shorts (2 entries)
- Jumper and top (2 entries)

#### **Mix and Match II Project**

**All Mix and Match II garments must be two or three-piece outfits and meet the following requirements: Using woven fabric and pattern of your choice, MUST include a lapped zipper and two of the following:**

**-Set-in sleeve**

**-Attached waistband or seamed waistline**

**-Darts**

**-Sleevebands and continuous placket**

**-Gathers/pleats**

- Top and skirt (2 entries)
- Top and pants/shorts (2 entries)
- Jumper and top (2 entries)

- Outfit with three pieces (2 entries)
- Vest and pants/skirt (2 entries)

### Let's Make a T-Shirt Project

- T-Shirt (2 entries)

### Sew & Go

- Quick Sack (2 entries)
- Handy Duffle (2 entries)
- Super Duffle (2 entries)
- Jumbo Garment Bag (2 entries)

### Creative Touches

- Embellished Shirt (2 entries)
- Embellished Jacket (2 entries)
- Embellished Vest (2 entries)
- Embellished Pants (2 entries)

### Serger Sewing

- Tote Bag (2 entries)
- T-Shirt (2 entries)
- Running Shorts (2 entries)

## **GUIDELINES FOR SUPERINTENDENT(S)**

### **Judges:**

Secure two judges, one for novice and one for juniors, to judge construction.

Secure two judges, for appearance judging and they will judge both novice and juniors -or- four judges, two for novice and two for juniors.

### **Advance Preparations:**

Prepare numbers for contestants to pin on garment for appearance judging.

### **Request**

Two dressing rooms (one for girls and one for boys). A rack to hang clothing and extra hangers.

Three tables for construction judging and tabulations. Half a dozen chairs.

Two volunteer leaders to assist the youth as they prepare for appearance.

### **Judging**

Two to four senior 4-H'ers to read commentaries. Stage (decorated).

PA system. Cassette/CD player.

### **Bring**

Music.

Score sheets. Calculators.

Pencils and pens. Straight pins.

Scissors. Scotch tape.

Stapler and staples.

## **FAVORITE FOOD SHOW**

(Revised 2016)

Participants in the Favorite Food Show will gain experience in planning, preparing and serving a favorite food as part of a meal or a snack. A display including correct table setting, recipe and menu posters, a centerpiece and decorations will accompany the participant's chosen Favorite Food.

### **I. ELIGIBILITY**

- A. Any 4-H member meeting the general eligibility rules. There is no requirement to be enrolled in a 4-H foods or nutrition project in order to participate in the contest.
- B. Age Divisions:
  - 1. Novice: Ages 9 – 11
  - 2. Junior: Ages 12 – 13
- C. Participants Per County:
  - 1. Novice: 4 Individual Participants
  - 2. Junior: 4 Individual Participants

### **II. CONTEST GUIDELINES**

Entry Process:

Each individual must submit a Favorite Food Show Entry Form AND a typed copy of their Favorite Food Show recipe to their County Extension Office by the designated county deadline for entry.

**Favorite Food:**

- A. Select a tested recipe from a reliable cookbook, 4-H foods project book, Extension publication or other dependable source. Choose a recipe that has nutritional value, shows originality and creativity, is appropriate for your chosen theme.
- B. Choose a recipe that can be made in less than 1 hour, including preparation, marinating, chilling and cooking time. The Favorite Food must be made at the contest site, however ingredients may be premeasured, chopped or browned to save time at the contest.
- C. Each contestant should choose a Favorite Food that fits in one of the categories below, however all Favorite Foods, regardless of category, will compete against one another. Dessert recipes and recipes including alcohol are not allowable Favorite Food Show choices.
  - 1. Nutritious Snack or Beverage
  - 2. Bread
  - 3. Sandwich
  - 4. Main Dish
  - 5. Salad
  - 6. Fruit or Vegetable
- D. Practice preparing your Favorite Food recipe on your own until it can be prepared with ease and a good product is achieved with consistency. Be prepared to tell judges how the food was prepared.

- E. Plan a menu, which will include your Favorite Food. The menu will be for breakfast, lunch, a snack OR dinner, depending on the Favorite Food chosen. Be sure to include foods that provide variety in flavor, color, texture, temperature and shape. Foods from all five food groups – grains, meats, fruits, vegetables and dairy -- should also be represented in your menu selections. The [choosemyplate.gov](http://choosemyplate.gov) website will provide additional information related to food groups, daily nutritional requirements and healthy food and lifestyle choices for individuals.
- F. The only food you will need to prepare for the contest will be your Favorite Food and any necessary garnishes. Do not prepare any of the other foods or beverages listed in your menu.
- G. Prepare two separate 8 ½” x 11” freestanding posters to be placed on top of the contestant’s display table. Frames, acrylic stands or other sturdy, free standing items may be used.
  - 1. Favorite Food Recipe, including ingredients, amounts, directions for preparation, and number of servings. Junior contests should also include the cost per serving.
  - 2. Menu including Favorite Food Decorations may be used on the posters to promote the chosen theme. Be sure posters are neat and that all words are spelled correctly.
- H. Plan a place setting for one person with appropriate table covering, dishes, glassware, flatware, and centerpiece to compliment your Favorite Food. Please do not bring fragile china or other expensive items that could be damaged or lost. Paper plates, cups and utensils will provided by the contest superintendent for judges to use when sampling your Favorite Food. You may choose to bring a card table to the contest for setting up your display, if you desire.
- I. Ingredients for your Favorite Food must be transported to the contest site with food safety in mind. Keep hot foods hot and cold foods cold and avoid cross-contamination of ingredients. Be sure to safely prepare, serve and store all ingredients.
- J. A refrigerator, freezer, microwave, stoves and ovens will likely be made available for contestant use, however it’s best to check with the contest superintendent.
- K. Bring all ingredients, utensils, serving spoons and dishes, as well as your table covering, dishes, flatware, centerpiece, recipe and menu posters, dish towels / cloths and any other necessary items for your Favorite Food and accompanying display. Do not assume forgotten items will be available at the contest site.
- L. Contestants must wait to set up their Favorite Food display and to prepare their Favorite Food recipe until directed to do so by the contest superintendent. Contestants will have approximately 1 hour to prepare before judging begins. Parents, leaders and Extension agents are not allowed to assist the contestants in setting up displays or preparing the Favorite Food. The contest superintendent and designated volunteers will be available during the contest should contestants have questions or need assistance.

- M. Contestants will be responsible for cleaning their preparation area, display table and surrounding area after the contest. Please double check that no personal items are left at the contest site.

### **III. JUDGE'S SAMPLE QUESTIONS**

Judges will ask each individual contestant questions based on the Favorite Food Show score sheet. Practice giving answers to the following sample questions and review the contest score sheet in order to gain confidence and poise before the contest.

1. How did you prepare your Favorite Food? Did you have any difficulties?
2. How many times have you prepared your Favorite Food?
3. Why did you choose this recipe for the contest?
4. Which food groups are included in your Favorite Food?
5. Do you know the amount and number of suggested servings per day for these food groups?
6. What are the main nutrients in your Favorite Food and what are their functions?
7. What is the cost per serving for your Favorite Food? (Jr. Contestants)
8. What food safety rules did you practice as you transported, prepared, and served your Favorite Food?
9. Why did you choose the other foods listed in your menu?
10. Tell me about your centerpiece, dishes and other items chosen for your display.
11. Why is this table setting appropriate for your Favorite food and your menu?

### **IV. REFERENCES**

NW / NE District 4-H Favorite Food Show Score Sheet  
USDA MyPlate materials and website ([www.choosemyplate.gov](http://www.choosemyplate.gov))  
4-H Foods Project Literature  
Senior Favorite Food Show Guide (200.E24)

### **V. AWARDS**

Medals and ribbons will be awarded to first place contestants in each age division. Contestants placing second through fourth in each division will receive ribbons.



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# COOPERATIVE EXTENSION SERVICE

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NEW MEXICO STATE UNIVERSITY  
COLLEGE OF AGRICULTURE AND HOME ECONOMICS

## FAVORITE FOOD SHOW SCORE CARD

Name \_\_\_\_\_

Club / County \_\_\_\_\_

Favorite Food \_\_\_\_\_

4-H Age Division:      Novice \_\_\_\_\_      Junior \_\_\_\_\_

Average Score \_\_\_\_\_      Placing \_\_\_\_\_

New Mexico State University is an equal opportunity/affirmative action employer and educator.  
NMSU and the U.S. Department of Agriculture cooperating.

**FAVORITE FOOD SHOW SCORE CARD**

Revised 2016

Name \_\_\_\_\_ Contestant # \_\_\_\_\_ Novice \_\_\_\_\_ Jr. \_\_\_\_\_ County \_\_\_\_\_

Favorite Food \_\_\_\_\_ Total Score \_\_\_\_\_ Placing \_\_\_\_\_

	<b>8-10 Pts Excellent</b>	<b>6-7 Pts Good</b>	<b>3-5 Pts Fair</b>	<b>1-2 Pts Poor</b>	<b>Judge's Comments</b>
<b>I. THE EXHIBITOR</b>					
Understands the USDA MyPlate recommendations					
Knows Favorite Food nutrients and their function					
Understands and explains Favorite Food preparation					
Communication skills, poise					
Personal appearance; neat, well groomed					
<b>II. THE FAVORITE FOOD</b>					
Level of skill required to prepare Favorite Food					
Attractively displayed as entire dish or single serving					
Appealing combination of flavors, textures, colors and temperatures					
Overall quality of Favorite Food					
Food safety practiced when transporting, preparing and serving Favorite Food					
<b>III. THE MENU</b>					
Suitable for favorite food and chosen occasion					
Variety of flavors, textures, color, temperature and shapes					
Nutritionally sound, follows MyPlate recommendations					
Creativity in menu planning					
<b>IV. TABLE SETTING AND DISPLAY</b>					
Appropriate for foods in menu					
Correct placement of table setting					
Posters; correct size, attractive, neat, with required information					
Appropriate centerpiece					
Overall attractiveness					
Display area neat and clean					

**NW - NE DISTRICT 4-H CONTESTS**  
**FAVORITE FOOD SHOW**  
**Contestant Entry Form**

Revised 2016
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Name \_\_\_\_\_ Year \_\_\_\_\_

County \_\_\_\_\_ Age Division: \_\_\_ Novice \_\_\_ Junior

**Recipe Information**

Name of Recipe \_\_\_\_\_

**Entry Category (Check one only):** \_\_\_ Nutritious Snack or Beverage

\_\_\_ Bread \_\_\_ Sandwich \_\_\_ Main Dish \_\_\_ Salad \_\_\_ Fruit or Vegetable

**\*\*Dessert recipes and recipes including alcohol are not eligible for the contest\*\***

➤ Include a typed copy of your Favorite Food recipe with this entry. This will be included in a recipe booklet that will be given to each contestant.

➤ How much total time will you need to prepare your dish from start to finish at the contest site?  
**(MAXIMUM TIME ALLOWED IS 1 HOUR)**

\_\_\_\_\_

➤ What appliances will you need to use at the contest site to prepare your recipe?

\_\_\_\_\_

➤ What ingredients can you prepare beforehand to save time?  
(Chop vegetables, pre-measure spices, or pre-cook ingredients)

**Remember to always keep food safety in mind when transporting, preparing, serving and storing recipe ingredients.**

\_\_\_\_\_

\_\_\_\_\_

➤ **BEFORE LEAVING HOME**, remember to double check ingredients, utensils, dishes, table covering, centerpiece, recipe, menu and other items you will need for the contest. *Do not assume utensils, small appliances, ingredients and other forgotten items will be available at the contest site. This is your responsibility as a contestant to bring all necessary items; to know how to prepare your dish; and how to set up your table entirely on your own.*

**Must include a typed copy of your Favorite Food recipe with this entry.**



## HORSE BOWL

### Purpose:

To gain knowledge and a greater understand of equine through a horse competitive quiz game..

### Eligibility

The basic guidelines apply. Do not need to be enrolled in the horse project.

Each county is allowed to bring one novice and one junior team to the district contest. A junior team may be mixed ages, novice and junior. A novice team may be novice age contestants only. No individuals may enter.

A team consists of four members.

### Procedure

A. The questions in the contest may be taken from the following categories:

1. Nutrition
2. Genetics and Breeding
3. Physiology and Endocrinology
4. Anatomy
5. History and Evolution
6. Breeds and Breed Associations
7. Non-Breed Horse Associations
7. Showing and Show Procedures
8. Disease and Unsoundness
9. Parasites
10. Horse Psychology
11. Horse Psychology
12. Tack and Equipment
13. Trivia

B. Games shall consist of rounds of 30 questions each. Insofar as possible, each round shall contain a representative selection of questions dealing with the above topics (1 thru 13).

C. Questions shall be of two types. Toss Up

#### Questions

Used during the first half of each game (or ten minutes, whichever is the shorter) shall be worth two points.

#### Bonus Questions

: Shall have a predetermined value of one to five points throughout the entire contest, with the point value to be assigned based on the number of responses required or upon the assessment of the degree of difficulty of the question. The point value for the bonus question shall be announced prior to the reading of its associated toss-up question.

D. Spectators are welcomed, but must remain quiet during the course of play.

## **Equipment**

### **A. Game Panels**

An appropriate device shall be used which will provide a clear indication of the first contestant to respond to a question.

### **B. Time Recorders**

Two devices shall be used, one to measure total elapsed time with stop/start features and an accurate range of at least 20 minutes, and the other to measure response time in seconds and fractions of seconds.

### **C. Signal Device**

This signal device shall be used by the time keepers and shall be such that it has a distinctly different sound than those associated with the panels.

### **D. Score Keeping Device**

This device may be a blackboard, flip chart, or an electronic/electric light display system.

### **E. Questions**

The questions in the contest may be taken from the 13 categories (1 thru 13) described in the above Procedure A.

Questions and the acceptable answer(s) shall be typed on one side of a 3 x 5 card. These cards shall be arranged in packets with each packet to contain at least 30 questions. Insofar as possible each packet shall contain a representative selection of questions dealing with the 13 categories (1 thru 13).

Questions will be of two types as describe in Procedure C.

## **Officials**

### **A. Moderator (quiz master)**

The moderator will assume direction of the contest, ask all questions, designate contestants to answer questions, accept or reject all answers unless the question and/or answers are challenged. The moderator shall designate the start of total time, the start and stop of time-outs, the winner of each match, and shall at all times be in control of the game.

### **B. Referee Judges**

At least two referee judges shall be used. One shall be a veterinarian, preferably an equine practitioner and the other a knowledgeable horseman. The referee judges may rule individually or jointly on the acceptability of any question or answer. In case of challenges to questions or answers, either both referee judges or one referee judge and the moderator must agree on the acceptability or rejection of any question and/or answer.

### **C. Time Keepers**

At least one and preferable two individuals shall be used to monitor total elapsed time for each contest and to indicate to the moderator the expiration of total time as well as the expiration of the time allowed in which to respond to a question.

#### D. Score Keepers

At least one individual shall keep scores for each contest in such a manner that all points awarded to or taken from each team may be checked and that the scores are clearly visible to the moderator, the contestants and , insofar as possible, to the viewing audience.

#### Teams

A. Each team shall consist of four (4) contestants and an alternate.

1. The alternate will not be seated at the panel nor may the alternate participate in the questions and answers unless:

a. The moderator deems it impossible for one of the regular members of the team to continued in the contest,

or

b. The captain of a team requests a time-out and the replacement of a team member with the alternate.

2. If an alternate is seated following the removal of a regular contestant, the team member removed becomes the alternate but becomes ineligible to return to that particular match. The team member removed is eligible to participate in further matches.

#### Procedure of Play

##### A. Starting the Contest

1. Teams are assembled and seated at their respective panels.

2. A team captain is designated and shall be seated nearest the moderator.

3. The question packet is opened by the moderator.

4. At the signal of the moderator or as the first question is started, time is begun.

5. The moderator reads the first toss-up question (as with all succeeding questions) until the completion of the reading of questions, or until a contestant activates a buzzer.

a. If the buzzer is activated during the reading of any question, the moderator immediately will cease reading the question and the contestant activating the buzzer shall have five (5) seconds to begin the answer based on that portion of the question asked.

b. If the answer give is incorrect, the question will not be repeated for the other team, but will be discarded as if it had been read completely and then answered incorrectly.

6. At the completion of the reading of a question or when a buzzer is activated, five (5) seconds are permitted in which to begin answer.

a. The repeating of the question by the contestant shall not be considered the initiation of the answer.

b. It shall be the responsibility of the moderator and the referee judges to determine if an actual answer is started within the five-second period.

7. If the time in which to answer a question elapses without a contestant activating a buzzer, the question is discarded.

- a. There shall be no loss of points if neither team activates the buzzer.
- b. If a bonus question was attached to an unanswered toss-up question, the bonus question is then transferred to the next toss-up question to which no bonus is attached.

8. If the answer to a toss-up question has begun during the five-second allowable time, but the answer is incorrect, that team loses the points associated with that toss-up question.

- a. If a team activates a buzzer and an answer has not been started within the five-second allowable time, there will be an appropriate one or two point penalty to the team activating the buzzer.
- b. If a bonus question is attached to an incorrectly answered toss-up question or a toss-up question is unanswered following an activated buzzer, that bonus question is transferred to the next possible toss-up question to which no bonus question is attached.

9. If the toss-up question is answered within the five-second limit, that team scores the appropriate one or two points.

- a. If a bonus question is attached to the correctly answered toss-up question, the moderator then reads the bonus question and then a ten-second period is permitted for team consultation to determine the answer. The end of the ten-second period is signaled by the timer, as five-second period is then permitted for the team captain or his designee to begin the answer.
- b. Successful completion of the answer will result in that team being awarded the number of points designated for that bonus question.
- c. Partial points may be awarded for correct partial answers to bonus questions as determined by the moderator with approval of the judges.
- d. Failure to answer a bonus question results in no penalty (loss of points) to the team.

10. Either team captain or the moderator may call for a time-out for clarification of a rule, to permit the alternate to participate, or to allow for unexpected problems. Time-outs may be called only after a question has been answered and before the start of the next toss-up question.

## B. Completing a Contest

1. The moderator will continue reading toss-up questions and bonus questions until signalled by the timekeeper that the 20-minute period of play has expired or until all toss-up questions and their accompanying bonus questions contained within a packet have been used, whichever comes first.

- a. If the moderator has completed asking the question at the signal of expiration of the 20-minute period and a team activates a buzzer within the five-second period allowed, the team activating the buzzer will be permitted to answer the question, and, if successful, points will be awarded.

**Loss of points will also be counted for incorrect answers as described in (a) above.**

- b. If the time expires while a toss-up question is being read, the moderator will immediately cease reading the question and both teams will have a five-second period in which to activate their buzzers for an opportunity to answer that question.
  - c. If the time expires after the successful answering of a toss-up question to which a bonus question has been attached, the moderator may read the bonus question and the team having the opportunity to answer the question will be allowed their full ten-second consultation time and five-second time to begin the answer. All points gained from such bonus questions will be added to the team having the opportunity to answer the question.
2. Following the final question, a team with the highest number of points shall be declared the winner.
  3. Once the moderator has declared a winner based on scores, there shall be no protest.
  4. There shall be no protest of any questions or answers following the declaration of the winner.

### **Protests or Questions and/or Answers**

A. Any protest of questions or answers to questions may be made either by one of the team captains or the coach of either team only at the time a particular question is read or answers given. There will be only one coach recognized for each team. When a question or protest is raised, time shall be called. The moderator and the referee judges will consider the protest. Their decision in all cases will be final.

B. If a protest is sustained, the moderator will take one of the following actions as he deems appropriate:

1. A question is protested before an answer given and protest sustained--discard the question. No loss or gain of points for either team.
2. An answer is protested (either correct or incorrect) - At least one of the referee judges and the moderator or both referee judges determine the validity of protest. Points will be added or subtracted as appropriate.
3. A question is protested after an answer is given (correct or incorrect) - At least one referee judge and the moderator or both referee judges determine the validity of the protest of the question. The question may then be discarded at no loss of points or the question may be allowed, with the appropriate gain or loss of points in (2) above.

C. Abuse of protest provision may result in one or more of the following:

1. Dismissal of team coach from the contest area.
2. Dismissal (or replacement) of team captain.
3. Dismissal of entire team with forfeiture of any points or standing.

D. Spectators, parents, and visitors may not protest any question, answer or procedure during the course of play. They may, however, submit in writing to the contest officials any suggestions, complaints, or protests at the conclusion of the contest. Unseemly behavior, unsportsman like conduct or any actions which are generally accepted as detrimental to the contest may subject the perpetrators of such actions to dismissal from the immediate area of the contest.

**Tie Breaker**

A. A round of ten additional questions.

**Revised 1996**

## **HORSE JUDGING**

### **Purpose**

To assist the 4-H member in learning the basic insights of equine evaluation.

### **Eligibility**

General guidelines apply. Do not need to be enrolled in the horse project.

### **General Information**

1. Horse judging is the judging or evaluation of a class of four horses.
2. Halter classes will be made up of young or aged horses.
3. Performance classes will be selected from the following:
  - a. Reining
  - b. Western Pleasure
  - c. English Pleasure
  - d. English Equitation
  - e. Saddle seat Equitation
  - f. Western Riding
4. Contest will consist of up to four in halter classes and up to four in performance classes.
5. Each county is allowed to bring two novice and two junior teams to the district contest. A junior team may be mixed ages, novice and junior. A novice team may be novice age contestants only. The county team score will be the sum of the three highest scores. If a county does not have a team, they may bring individuals in each category. Individuals can compete only for high point individual.
6. A team consists of three or four members. Team score will be the sum of the three highest placing individuals of the team.
7. Total reasons scores will be designated as a tie breaker.
8. Contestants will be given approximately 12 minutes to judge a class at the discretion of the superintendent. NMSU placing cards (200 D-9) will be used.
9. Contestants will give oral reasons on one halter class. Reasons will not be longer than two minutes in length. Juniors will be required to give reasons on one additional class, halter or performance.
10. Contestants will not be allowed to talk to anyone except the group leader or the contest superintendent, nor will they be allowed to carry any reference materials while judging.
11. Maximum score for placing - 50 points per class  
Maximum score for reasons - 50 points per set

Classes selected will depend on the availability of horses in the host county.

Revised 1995

## **LIVESTOCK JUDGING**

### **Purpose:**

To assist the member in learning the basic skills of livestock evaluation.

### **Eligibility:**

General guidelines apply. Do not need to be enrolled in a livestock project. Each county may enter two (2) teams. In the case of mixed ages, the team will be judged as juniors.

### **General Information:**

1. Livestock judging is the judging or evaluation of a class (four animals) of live animals.
2. Classes will be selected from the following species of livestock. Total reasons score will be the tie breaker.

Breed character may be considered according to the class as purebred.

#### **Cattle**

Market steers  
Breeding heifers  
Breeding cows  
Bulls

#### **Sheep**

Market Lambs  
Breeding Ewes  
Rams

#### **Swine**

Market Barrows  
Breeding Gilts  
Breeding Sows

\*Classes selected will depend on the availability of livestock in host county.

3. Each county is allowed to bring two novice and two junior teams to the district contest. A junior team may be mixed ages, novice and junior. A novice team may be novice age contestants only. The county team score will be the sum of the three highest scores. If a county does not have a team, they may bring individuals in each category. Individuals can compete only for high point individual.
4. A team consists of three or four members. Team score will be the sum of the three highest placing individuals of the team.
5. Contestants will be given approximately 15 minutes to judge a class at the discretion of the superintendent.
6. All novice and junior contestants will give oral reasons on one or two designated classes. (Reasons should not exceed two minutes.)
7. Contestants will not be allowed to talk to anyone except the group leader or the contest superintendent while judging.
9. Placing card for 4-H Judging Events, 200 D-9 will be used.
10. Ties will be broken on highest total reasons score.



## **PRESENTATIONS**

### **Purpose**

To give 4-H youth the opportunity to learn public speaking, teaching and expressing skills.

To foster development of poise and self confidence when speaking before a group.

To teach the ability to organize thoughts to present information in a logical manner which the general public can recognize and appreciate.

### **Eligibility**

General guidelines will apply, but to give a project presentation 4-H member must be enrolled in a related project. Enrollment in public speaking is not required.

A county may enter up to four novice teams or individuals and four junior teams or individuals in any of the following three areas. A team is made up of two 4-H members and is considered as one entry. Team and individual presentations will be judged on the same criteria and will be competing against one another (there are not separate team and individual categories).

Presentations conducted in the Presentation Contest are directly related to skills and knowledge learned in a project. The three project presentation areas are:

#### **Agriculture Presentation Contest**

Members should be currently enrolled in Animal Science, Horticulture and Agronomy, or Natural Science projects. Refer to the State 4-H Projects and Literature Materials Handbook (200 B-3) for a list of specific projects.

#### **Home Economics Presentation Contest**

Members should be currently enrolled in Home Economics (clothing, foods, food preservation, housing), Consumer Education, or Family Life projects. Refer to the State 4-H Projects and Literature Materials Handbook (200 B-3) for a list of specific projects.

#### **General Presentations Contest**

Members should be currently enrolled in Engineering, Personal Growth and Development, Creative Arts or Arts and Crafts projects. Refer to the State 4-H Projects and Literature Materials Handbook (200 B-3) for a list of specific projects.

### **General Information:**

A presentation is composed of one or two persons, and may be a demonstration or illustrated talk.

A demonstration is a presentation in which how to do a skill is shown with an explanation given as to why each step is important. It is a "show and tell" on how to do something.

An illustrated talk is a presentation of information with the aid of a flannel graph, charts, flashcards, slides, models, photographs, chalkboard, overhead projector, or actual objects. Emphasis is on the showing not on doing the actual process as with a demonstration.

Additional comments regarding presentations:

- Live animals may be used; contestant must bear expense.
- Contestant is not required to use a recipe from the project book. The idea is to use the principles/skills learned.
- Only judges may ask questions of contestant. Others in the audience may quiz 4-H'ers after judges have determined winners.
- Each contestant is expected to bring their own supplies and equipment. Do not expect to borrow any items from the kitchen for foods demonstrations, etc.

### **Presentation Guidelines**

#### 1. Length

Length will be considered in the score. Time for answering questions is not counted in the presentation length. One point will be deducted for each minute or fraction of a minute over or under the time limit.

Novice - Each presentation must be at least 2 minutes in length, but no longer than 10 minutes. Time for answering questions is not counted in the presentation length. One point will be deducted for each minute or fraction of a minute under 2 minutes or over 10 minutes.

Junior - Each presentation must be at least 5 minutes in length, but no longer than 10 minutes. Time for answering questions is not counted in the presentation length. One point will be deducted for each minute or fraction of a minute under 5 minutes or over 10 minutes.

2. Participants should dress appropriately for the type of presentation.
3. Excessive use of notes will result in a three-point penalty.
4. Each participant is responsible for bringing any necessary visuals, supplies, equipment, easels, etc. Special arrangements must be made at the time entries are submitted.
5. Following each presentation, judges will be allowed to ask participants questions directly related to the area of the presentation, their public speaking experience or their overall 4-H participation.
6. The 4-H Presentation Score Sheets, 200.D-5 / R-2003 (Novice) and 200.D-5 / R- 2003 (Junior) will be used for evaluating and judging the presentations.

### **Tie Breaker**

1. Body of presentation score
2. Summary of presentation score.
3. Introduction of presentation score.
4. Appearance score.

### **Awards**

All presentations will be judged as one group. First through fifth place ribbons will be awarded to the novice and junior participants. Medals will be awarded to the high point individual/team in the novice and in the junior age group.

Revised 2004



**Project Area:**      Agricultural      General      Home Economics

**Contestant** \_\_\_\_\_ **County** \_\_\_\_\_ **Title** \_\_\_\_\_

Please circle a score for each area

<b>Category</b>	<b>Excel</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improve.</b>	<b>Comments</b> (additional comments may be made on the back of this sheet)
<b>Appearance</b> <b>(10 points possible)</b> Suitably dressed Poise & Posture	5 5	4 3 4 3	2 2	1 1	
<b>Introduction</b> <b>(15 points possible)</b> Appropriateness of topic Attention of audience gained Purpose clearly stated	5 5 5	4 3 4 3 4 3	2 2 2	1 1 1	
<b>Body</b> <b>(50 points possible)</b> Accurate and complete Correct Method (illustrated or demonstrated) Logical steps presented Skilled use of visual/other aids Overall effective presentation	10 9 10 9 10 9 10 9 10 9	8 7 6 8 7 6 8 7 6 8 7 6 8 7 6	5 4 3 5 4 3 5 4 3 5 4 3 5 4 3	2 1 2 1 2 1 2 1 2 1	
<b>Summary</b> <b>(15 points possible)</b> Purpose Achieved Main points summarized Quality of References	5 5 5	4 3 4 3 4 3	2 2 2	1 1 1	
<b>Questions</b> <b>(10 points possible)</b> Clear and concise response Keeps composure	5 5	4 3 4 3	2 2	1 1	
<b>Column Total</b>					

<b>Presentation Time</b>
<b>Start Time:</b> _____
<b>End Time:</b> _____
<b>Total:</b> _____

**Total Points (100 possible)** \_\_\_\_\_

**Less Penalty** \_\_\_\_\_

Excessive Use of Notes (minus 3 points)  
Time (minus 1 point for each minute or fraction of a minute under 2 minutes or over 10 minutes.)

**Total Score** \_\_\_\_\_

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New Mexico State University      COOPERATIVE EXTENSION SERVICE      U.S. Dept. of Agriculture  
200.D-5 / R-2003 (Junior)



## **PREPARED SPEECH**

### **Purpose:**

To give 4-H youth the opportunity to learn public speaking, teaching and expression skills. To foster development of poise and self confidence when speaking before a group, be it Prepared or impromptu.

To teach the ability to organized thoughts to present information in a logical manner which the general public can recognize and appreciate.

### **Eligibility:**

General guidelines will apply, but 4-H member may be enrolled in any project. Enrollment in public speaking is not required. Each county may enter four novice members and four junior members in the Prepared Speech Contest.

### **General Information:**

1. Notes may be used but no visual aids or props are allowed.
2. Speakers draw a number for speaking order.
3. Examples of prepared speech are:
  - Informational - helps listener know or understand more about a topic.
  - Persuasion - encourages listener to accept a challenge, change an attitude, or take action as a result of the speech.
  - Inspirations - has emotional impact on the listener.
  - Entertaining - speech is designed to fit a special occasion and to entertain the audience.
4. Novice - 2-4 minutes. Junior - 4-6 minutes.
5. Scorecard (see attached).

### **Tie Breaker**

1. Presentation of prepared speech score.
2. Organization of prepared speech score.
3. Knowledge of prepared speech score..

### **Awards:**

First through fifth place ribbons will be awarded to the novice and junior participants. Medals will be awarded to the high point individual in the novice and junior age group.

### **Reference Material**

Up Front with Groups - 100.F-4

Revised 1995

**4-H PREPARED SPEECHES SCORECARD**

(R-95)

(To be used for prepared speeches, including horse speeches) Age

Category: (check one) \_\_\_\_\_ Novice \_\_\_ Junior

Contestant Name \_\_\_\_\_

Title of Presentation \_\_\_\_\_

---

**KNOWLEDGE OF TOPIC**  
(20 points possible)

Speaker knows more about the topic of  
speech than most members of the  
audience. \_\_\_\_\_

---

**ORGANIZATION**  
(40 points possible)

Introduction is attention getting.  
Body of speech well organized, gives interesting facts and  
examples.  
Summary is an attention keeper. \_\_\_\_\_

---

**PRESENTATION**  
(40 points possible)

Enthusiasm motivates interest. Eye contact is  
kept with audience.  
Voice varies in tempo, volume and is clear.  
Gestures are natural and used to illustrate.  
Poise is natural with no leaning on lectern,  
pacing, hands in pockets, gum  
chewing and there is good posture. \_\_\_\_\_

---

**TOTAL** \_\_\_\_\_  
(100 points possible)

## **POETRY**

### **Purpose:**

To give 4-H youth the opportunity to learn public speaking, teaching and expression skills. To foster development of poise and self-confidence when speaking before a group, be it prepared or impromptu.

### **Eligibility:**

General guidelines will apply. Enrollment in public speaking is not required. Each county may enter four novice members and four junior members in the Poetry Contest.

### **General Information:**

1. Poem can be original or from a book. Memorized.
2. Speakers draw a number for order of speaking
3. Novice - 1-2 minutes Junior - 2-4 minutes
4. Scorecard - (see attached).

### **Tie Breaker**

1. Interpretation score.
2. Presentation score.
3. Knowledge score.

### **Awards:**

First through fifth place ribbons will be awarded to the novice and junior participants. Medals will be awarded to the high point individual in the novice and junior age group.

### **Reference Material**

Up Front with Groups - 100.F-4

Revised 1995

**4-H POETRY SCORECARD**

(R-95)

(To be used for poetry interpretative readings)

Poetry Age Category: (check one) \_\_\_ Novice \_\_\_ Junior

Contestant Name \_\_\_\_\_

Title of Presentation \_\_\_\_\_

**KNOWLEDGE OF POEM OR READING**

(20 points possible)

Speaker is familiar with the poem/reading  
context  
and knows the full meaning.

\_\_\_\_\_

**INTERPRETATION**

(40 points possible)

Poem or reading performed according to  
own artistic understanding providing  
explanation for audience.  
The mood or tone is expressed.  
Rhythm and pace used to enhance  
interpretation.

\_\_\_\_\_

**PRESENTATION**

(40 points possible)

Enthusiasm motivates interest. Eye  
contact is kept with audience.

Voice varies in tempo, volume and is clear.  
Gestures are natural and used to illustrate.  
Poise is natural with no leaning on lectern,  
pacing, hands in pockets, gum  
chewing and there is good posture.

\_\_\_\_\_

**TOTAL** \_\_\_\_\_  
(100 points possible)



## **IMPROMPTU SPEAKING**

### **Purpose:**

To give 4-H youth the opportunity to learn public speaking, teaching and expression skills. To foster development of poise and self-confidence when speaking before a group, be it prepared or impromptu. To teach the ability to organized thoughts to present information in a logical manner which the general public can recognize and appreciate.

### **Eligibility:**

General guidelines will apply. but 4-H member may be enrolled in any project. Enrollment in public speaking is not required. Each county may enter four novice members and four junior members in the Prepared Speech Contest.

### **General Information:**

1. A speech given without any previous preparation except the two minutes before speaking.
2. Youth draw a number and line up accordingly. Talking while in line disqualifies the participant.
3. Two minutes before the speech is given, the speaker chooses two slips of paper which are handed to him/her on which is written a word, phrase, etc. He/she returns one of the slips of paper and begins formulating the speech on the slip he/she kept. After two minutes the speaker gives the impromptu speech.
4. Speech should have an introduction, body and summary.
5. Length of Speech: Novice, 1 minute minimum  
Junior, 2 minutes minimum
6. Scorecard - (see attached)

### **Tie Breaker**

1. Presentation score.
2. Organization score.

### **Awards:**

First through fifth place ribbons will be awarded to the novice and junior participants. Medals will be awarded to the high point individual in the novice and junior age group.

### **Reference Material**

Up Front with Groups - 100.F-4

Revised 1995

**4-H IMPROMPTU SPEAKING SCORECARD**

(95)

(To be used for impromptu speeches) Age

Category: (check one) \_\_\_\_\_ Novice \_\_\_\_ Junior

Contestant Name \_\_\_\_\_

Title of Presentation \_\_\_\_\_

---

**ORGANIZATION**

(50 points possible)

Introduction is attention getting.

Body of speech well organized, gives interesting facts and examples.

Summary is an attention keeper. \_\_\_\_\_

---

**PRESENTATION**

(50 points possible)

Enthusiasm motivates interest. Eye contact is kept with audience.

Voice varies in tempo, volume and is clear.

Gestures are natural and used to illustrate.

Poise is natural with no leaning on lectern, pacing, hands in pockets, gum chewing and there is good posture.

Confidence exhibited while speaking on topic, even if speaker was not knowledgeable on topic. \_\_\_\_\_

---

**TOTAL** \_\_\_\_\_  
(100 points possible)

## **WILDLIFE HABITAT EVALUATION**

### **Eligibility**

- A. Read general rules
- B. Members may be enrolled in any 4-H project
- C. Two, four (4) member teams made of Novice and Two, four (4) member team of Juniors members per county. Novices may be moved up to complete a junior team.

**Resource:** Wildlife Habitat Evaluation Program Manual <http://www.whep.org/>

### **Wildlife Identification**

**Wildlife ID:** 25 slides 2 points per Power Point Slide. Total of 50 points

**Objective:** To be able to identify wildlife species listed in the WHEP manual.

Wildlife managers must be able to identify the species for which they are managing. Photos of the species used in WHEP are readily available from a number of sources, including many field guides and websites. In this portion of the judging event contestants will be asked to identify wildlife species that are listed in the WHEP manual. A complete list is found in the manual on page C2. There will be twenty five species represented by a clear photograph of either the male or female in either the juvenile or adult stage. The format of this portion of the test is to write the number of the slide in the appropriate-blank. If the judges cannot read the intent of the contestant, the answer will be considered incorrect.. Contestants are not allowed to have any electronic devices including cell phones, palm pilots, blackberries, mp3players, etc. with them. Each correct answer is worth two points.

### **General Knowledge**

**General Wildlife Knowledge:** 25 questions 2 points each. Total of 50 points

**Objective:** To demonstrate knowledge of the wildlife species in the Hot Desert, Urban and Wetlands regions to be judged. Understand the biology and behaviors of the wildlife species found within the regions, and the use of aerial photos in wildlife management.

Questions can include information for any of the following in the WHEP manual:

- Wildlife species identification
- Wildlife foods
- Aerial photos
- Wildlife habitat requirements for a species
- Region specific questions (Hot desert or Urban)
- Wildlife management concepts and terms
- Wildlife management practices (WMP's)
- Glossary

The general knowledge portion tests the ability of participants to demonstrate their knowledge in these areas. The format will be set up as a practicum, with 25 stations worth 2 points apiece. Wildlife Foods definitions are provided in appendix A of this manual. For the purpose of WHEP, foods have been placed in groups. Participants should be prepared to indicate which foods are eaten by specific wildlife species, and be familiar with the food group definitions. Foods charts are contained in the Eco-Regions portion of the text, and further information on foods can be found in the Species section under the individual wildlife species. Learning to interpret aerial photos allows participants to view areas of the country where they

may not have a chance to visit personally. From the photos they can see the topography, get an idea of the amounts and kinds of cover available, and see the availability of water. Looking closer at the photos can show the amount and type of edge available, any barriers to migration that might exist, agricultural fields, grassland and forest lands. Programs like Google Earth, TerraServer and Google Maps can be helpful in understanding photos as a useful tool. In the "Species" section of the manual, each species has information on habitat requirements, management practices, habitat preferences and some incidental facts listed.

### **Scoring the Contest**

**Wildlife Identification:** Total of 50 points 2 points per Power Point Slide. Incorrect answers, or illegible answers will be marked wrong.

**General Knowledge:** The practicum general knowledge activity is worth a total of 50 points with each station worth 2 points apiece.

The wildlife contest is worth a total of 100 points.

### **Tie Breakers:**

1. **Individual**
  - a. **Wildlife Identification**
  - b. **General Knowledge**

**Birds**

American kestrel  
American robin  
black-capped chickadee  
black-throated sparrow  
blue-winged teal  
Brewer's sparrow  
broad-winged hawk  
brown thrasher  
California quail  
California thrasher  
Canada goose  
common nighthawk  
crissal thrasher  
dickcissel  
dusky grouse  
Eastern bluebird  
European starling  
Gambel's quail  
grasshopper sparrow  
great horned owl  
greater prairie-chicken  
greater sage-grouse  
hairy woodpecker  
house finch  
house sparrow  
house wren  
hummingbird  
ladder-backed woodpecker  
lark bunting  
mallard  
mourning dove  
Northern bobwhite  
Northern flicker  
Northern goshawk  
Northern harrier  
Nuttall's woodpecker  
ovenbird  
prothonotary warbler  
red-eyed vireo  
redhead  
red-tailed hawk  
red-winged blackbird  
ring-necked pheasant  
rock dove  
ruffed grouse  
sage thrasher  
scaled quail  
sharp-tailed grouse  
song sparrow  
spotted towhee  
Western bluebird

Western kingbird  
white-winged dove  
wild turkey  
wood duck  
yellow-rumped warbler

**Mammals**

American beaver  
American marten  
big brown bat  
black bear  
black-tailed prairie dog  
bobcat  
common muskrat  
coyote  
desert cottontail  
Eastern cottontail  
Eastern fox squirrel  
Eastern gray squirrel  
elk  
mink  
mountain cottontail  
mule deer  
Northern raccoon  
pronghorn  
red squirrel  
snowshoe hare  
white-tailed deer

**Other Species**

bluegill  
box turtle  
bullfrog  
butterfly  
cutthroat trout  
largemouth bass  
Pacific salmon  
rainbow trout  
rough-skinned newt  
Western hognose snake

### Wildlife Species Identification

- |   |   |
|---|---|
| <input type="checkbox"/> American Wigeon          | <input type="checkbox"/> Prairie Chicken              |
| <input type="checkbox"/> Badger                   | <input type="checkbox"/> Prairie Dog                  |
| <input type="checkbox"/> Bald Eagle               | <input type="checkbox"/> Pronghorn antelope           |
| <input type="checkbox"/> Band Tailed Pigeon       | <input type="checkbox"/> Raccoon                      |
| <input type="checkbox"/> Barbary sheep*           | <input type="checkbox"/> Rainbow trout                |
| <input type="checkbox"/> Bat                      | <input type="checkbox"/> Red tailed hawk              |
| <input type="checkbox"/> Beaver                   | <input type="checkbox"/> Red winged Blackbird         |
| <input type="checkbox"/> Black Bear               | <input type="checkbox"/> Ring necked pheasant         |
| <input type="checkbox"/> Black Footed Ferret      | <input type="checkbox"/> Ringtail                     |
| <input type="checkbox"/> Blue Jay                 | <input type="checkbox"/> Roadrunner                   |
| <input type="checkbox"/> Bobcat                   | <input type="checkbox"/> Robin                        |
| <input type="checkbox"/> Brook Trout              | <input type="checkbox"/> Rock squirrel                |
| <input type="checkbox"/> Brown Trout              | <input type="checkbox"/> Rocky Mountain Bighorn Sheep |
| <input type="checkbox"/> Bull Snake               | <input type="checkbox"/> Salamander                   |
| <input type="checkbox"/> Burrowing Owl            | <input type="checkbox"/> Sandhill crane               |
| <input type="checkbox"/> Canada Goose*            | <input type="checkbox"/> Scaled quail                 |
| <input type="checkbox"/> Channel Catfish          | <input type="checkbox"/> Skunk                        |
| <input type="checkbox"/> Chipmunk                 | <input type="checkbox"/> Small mouth bass             |
| <input type="checkbox"/> Coot                     | <input type="checkbox"/> Snow goose                   |
| <input type="checkbox"/> Cottontail Rabbit        | <input type="checkbox"/> Striped Bass                 |
| <input type="checkbox"/> Coyote                   | <input type="checkbox"/> Swift fox                    |
| <input type="checkbox"/> Desert Bighorn sheep     | <input type="checkbox"/> Turkey Vulture               |
| <input type="checkbox"/> Desert Box Turtle        | <input type="checkbox"/> White Tailed deer            |
| <input type="checkbox"/> Diamondback Rattle snake | <input type="checkbox"/> White Tailed ptarmigan       |
| <input type="checkbox"/> Elk                      | <input type="checkbox"/> White winged dove            |
| <input type="checkbox"/> Flathead catfish         | <input type="checkbox"/> White-tailed ptarmigan       |
| <input type="checkbox"/> Gadwall                  | <input type="checkbox"/> Whooping Crane               |
| <input type="checkbox"/> Gambel's quail*          | <input type="checkbox"/> Wood duck                    |
| <input type="checkbox"/> Gila monster*            | <input type="checkbox"/> Blue Grouse                  |
| <input type="checkbox"/> Gila trout*              | <input type="checkbox"/> Blue winged teal             |
| <input type="checkbox"/> Golden Eagle             | <input type="checkbox"/> Bobwhite quail               |
| <input type="checkbox"/> Gray fox                 | <input type="checkbox"/> Bufflehead                   |
| <input type="checkbox"/> Great Horned Owl         | <input type="checkbox"/> Canvasback                   |
| <input type="checkbox"/> Horned Lizard            | <input type="checkbox"/> Cinnamon teal                |
| <input type="checkbox"/> Hummingbird              | <input type="checkbox"/> Common goldeneye             |
| <input type="checkbox"/> Ibex                     | <input type="checkbox"/> Common merganser             |
| <input type="checkbox"/> Jackrabbit               | <input type="checkbox"/> Green winged teal            |
| <input type="checkbox"/> Javelina                 | <input type="checkbox"/> Hooded Merganser             |
| <input type="checkbox"/> Kangaroo Rat             | <input type="checkbox"/> Lesser Scaup                 |
| <input type="checkbox"/> Largemouth Bass          | <input type="checkbox"/> Muskrat                      |
| <input type="checkbox"/> Long tailed weasel       | <input type="checkbox"/> Red squirrel                 |
| <input type="checkbox"/> Mallard                  | <input type="checkbox"/> Redhead                      |
| <input type="checkbox"/> Mountain Lion            | <input type="checkbox"/> Ring necked duck             |
| <input type="checkbox"/> Mourning Dove            |   |
| <input type="checkbox"/> Mule Deer                |   |
| <input type="checkbox"/> Northern Shoveler        | NAME: _____   |
| <input type="checkbox"/> Oryx                     |   |
| <input type="checkbox"/> Peregrine Falcon         | COUNTY: _____   |
| <input type="checkbox"/> Pintail                  |   |
| <input type="checkbox"/> Porcupine                |   |

## HORTICULTURE CONTEST

### GUIDELINES FOR NEW MEXICO 4-H HORTICULTURE CONTEST FOR JUNIOR AND NOVICE 4-H MEMBERS

The Horticulture Contest has been developed for New Mexico 4-H Club members to give them a broad knowledge of horticulture and some of its practical aspects in everyday living.

#### **ELIGIBILITY:**

The Horticulture contest will allow two novice and two junior teams per county to participate.

#### **CONTEST:**

The horticulture contest is composed of three sections:

#### **SECTION I:**

##### **IDENTIFICATION**

**POSSIBLE SCORE: 100 PTS**

Contestants will identify horticultural plants. Contestants will identify 40 specimens from the following areas:

Vegetables	}	20 specimens
Fruits		100 pts.
House Plants	}	20 specimens
Nursery Plants		100 pts. Garden
Flowers		

#### **SECTION II:**

##### **JUDGING**

**POSSIBLE SCORE: 100 PTS**

Contestants will have to place 2 classes of horticultural products on basis of quality and condition. Classes will be placed from top to bottom, first to fourth place. Fresh fruits or fresh vegetables will be used to make up the two classes.

This section will be based on those items of quality and other characteristics that a consumer would look for in buying horticultural crops and products. Each class will be worth 50 pts. Judging criteria are included.

## Section I: Identification

4-H members will identify horticultural plants. Incorrect identification or no answer (-5 pts.)

- |                              |                        |                            |
|------------------------------|------------------------|----------------------------|
| 1 African Violet             | 44 Oak                 | 87 Parsnip                 |
| 2 Aloe Vera                  | 45 Pinyon Pine         | 88 Peas                    |
| 3 Asparagus Fern             | 46 Ponderosa Pine      | 89 Pepper (Bell)           |
| 4 Begonia                    | 47 Prickly Pear Cactus | 90 Pepper (Jalapeno)       |
| 5 Boston Fern                | 48 Pyracantha          | 91 Pepper (NM Chile)       |
| 6 Christmas Cactus           | 49 Russian Olive       | 92 Potato                  |
| 7 Chrysanthemum              | 50 Spruce              | 93 Pumpkin                 |
| 8 Coleus                     | 51 Willow              | 94 Radish                  |
| 9 Cosmos                     | 52 Yucca               | 95 Squash (winter)         |
| 10 Daylily                   | 53 Apple               | 96 Squash Summer-Zucchini) |
| 11 Dumb Cane / Dieffenbachia | 54 Apricot             | 97 Sweet Corn              |
| 12 Ficus spp                 | 55 Avocado             | 98 Sweet Potato            |
| 13 Geranium                  | 56 Banana              | 99 Tomato                  |
| 14 Impatiens                 | 57 Blackberry          | 100 Watermelon             |
| 15 Jade Plant                | 58 Blueberry           |                            |
| 16 Lily                      | 59 Cherry              |                            |
| 17 Marigold                  | 60 Grape               |                            |
| 18 Peperomia                 | 61 Grapefruit          |                            |
| 19 Petunia                   | 62 Lemon               |                            |
| 20 Philodendron              | 63 Lime                |                            |
| 21 Rose                      | 64 Nectarine           |                            |
| 22 Salvia                    | 65 Orange              |                            |
| 23 Schefflera                | 66 Peach               |                            |
| 24 Sedum                     | 67 Pear                |                            |
| 25 Snake Plant               | 68 Plum                |                            |
| 26 Spider Plant              | 69 Pomegranate         |                            |
| 27 Zinnia                    | 70 Raspberry           |                            |
| 28 Agave                     | 71 Strawberry          |                            |
| 29 Apache Plume              | 72 Tangerine           |                            |
| 30 Arborvitae                | 73 Asparagus Fern      |                            |
| 31 Ash                       | 74 Bean (snap)         |                            |
| 32 Barberry                  | 75 Beet                |                            |
| 33 Boxwood                   | 76 Broccoli            |                            |
| 34 Desert Willow             | 77 Brussel Sprouts     |                            |
| 35 Elm                       | 78 Cabbage             |                            |
| 36 Euonymous                 | 79 Barrot              |                            |
| 37 Forsythia                 | 80 Cauliflower         |                            |
| 38 Honey Locust              | 81 Cucumber            |                            |
| 39 Juniper                   | 82 Eggplant            |                            |
| 40 Lilac                     | 83 Lettuce             |                            |
|                              | Muskmelon              |                            |
| 41 Maple                     | 84 (Cantaloupe)        |                            |
| 42 Mulberry                  | 85 Okra                |                            |
| 43 Nandina                   | 86 Onion               |                            |



## Section II: Judging

Judging is a matter of opinion, but the opinion should be on certain facts and standards. The standards of excellence should be adhered to in judging; it will lower the quality of products at a show or in the market.

In judging fruits and vegetables for show, remember three main points:

1. Uniformity of size
2. Uniformity of shape
3. Uniformity of color

Size – Choose exhibits that are all the same size; they should be medium in size and not too large. They should be typical for the variety. Size is usually what the public would prefer to buy at the market.

Shape- Choose exhibits having the same shape and being typical for the variety.

Color – The specimens should have the same color or color markings, i.e., peaches with a red blush or the fruit should all have the same blush.

The materials to be judged should be :

1. True to type
2. Of good quality
3. In good condition
4. At proper stage of maturity for eating
5. An example of cultural perfection
6. Free from pest damage
7. Clean

**Cleaning fruits and vegetables** – All root crops such as radish, carrots, beets and other underground specimens, such as potatoes, should be washed but not scrubbed. Scrubbing leaves marks on the specimen creating a faster breakdown which shortens the life of the produce.

Leaf crops, like Swiss chard, lettuce and cabbage, are merely hosed with water to remove splattered soil or spray residues. Cucumbers, squash, melons, peppers, tomatoes and beans can be cleaned with a moist, clean cloth. Do not submerge in water. With fruit, be careful not to remove the natural bloom on grapes and plums (bloom refers to the white substance that naturally covers the fruit). It is generally acceptable to shine apples and pears with a soft cloth.

### Special Points to Consider in Selecting and Judging Vegetables:

#### ◆ Beans, green and wax

Merits:

- Fresh color
- Uniform in length, coloring and maturity
- Good shape for variety - generally straight but some varieties curve on end
- Pod brittle, not wilted
- Fleshy and well filled with pulp from one end to other, but without beans being prominent
- Beans one-half mature

Free from defects  
Can be shown with or without stems, but should be uniform  
Preparation: Leave stems attached to pod  
Faults: Tough Wilted  
Pale and discolored  
Evidence of insects and disease Knife marks on the pod

◆ Beets

Merits: Uniform in size, color and shape  
Size from one and one-half to three and one-half inches in diameter  
Generally dark red with little russeting on crowns  
No cracks, new varieties including a gold colored beet  
Preparation: Cut off tops to approximately one inch  
Faults: Color not uniform, light streaks visible, damaged, cracked, pithy, wilted, too large and tough for eating

◆ Broccoli

Merits: Fresh green color  
Right stage of maturity for eating  
Flowers tightly budded without yellow showing, crisp Free from worms and aphids  
Stems should be under six inches long  
Preparation: A few lower leaves may be trimmed off leaving no stubs  
Faults: Small, loosely closed sprouts; yellowish color, wilted

◆ Cabbage

Merits: Heads solid and firm; salad types 5-8 inches in diameter Kraut types –8 inches and up in diameter  
Tender, crisp good weight for size Free from insect damage or disease  
Type is important as varieties differ in shape  
Shape may include: round, flat, pointed, red and savoy  
Preparation: Outer leaves should be removed, leaving only the last few that curl at the tips (wrapper leaves)  
Cut stem one-fourth inch below lowest leaf  
Faults: Poor color, loosely formed, wilted Disease or insect damaged Incorrect size or shape

◆ Carrots -  
Merits: Type very important: Short (3-4"); Half Long (5-7"); and Long (8" and over)  
Diameter depending on variety Smooth, straight  
Pale to deep orange, depending on variety; each carrot same size and color

Preparation: Cut tops off to approximately one inch  
Faults: Off-colored, wilted, rough, cracked, insect damage, crooked or branched

◆ Cauliflower

Merits: Solid heads, good white color Smooth  
fine grained texture Crisp  
Preparation: Outer leaves trimmed evenly about one to two inches above center of head. Cut  
stem one-fourth inch below lowest leaf.  
Faults: Wilted  
Yellow to brown color Rough, grainy  
texture (ricey)

◆ Cucumbers - (Listed under various classifications): Pickling - one to three inches long; Slicing  
- six to eight inches long; and Gherkins (West India) - small pickling  
cucumbers that have burr-like fruit two to three inches long, one to one and  
one-half inches thick. Bright green skin with fleshy prickles.

Merits: Should be even in size, crisp Straight, block  
ends, even spines  
Preparation: Leave one-fourth to one-half inch of stem attached  
Faults: Light in color  
Not uniform in color and size  
Overmature  
Misshapen fruit indicates poor cultural practices

◆ Eggplant

Merits: Symmetrical and true to type, 3-5 inches in diameter Firm,  
mature, uniform in color  
Dark purple color  
Preparation: Stems trimmed one to one and one-half inches Do not  
wash, but wipe with a damp cloth  
Faults: Wilted, misshapen  
Poor color, streaks in color of either green or white bruised spots

◆ Herbs

Merits: Fresh, uniform  
Clean leaves and stems  
General evidence of good culture  
Faults: Dirty, diseased, insect damage, discolored, shriveled

◆ Kohlrabi

Merits: One and one-half inches to three inches in size; tender; even color  
Preparation: Trim leaves to about one inch of vegetable; trim off long roots  
Faults: Oversized, wilted, hard and pithy

◆ Lettuce (Head)

Merits: Firm, crisp, green Head in good condition  
Preparation: Leave most of wrapper leaves intact  
Best to remove few outer leaves after you get to the show, as they protect the head  
Cut stem or butt with knife leaving one-fourth to one-half inch  
Faults: Wilted, dirty  
Shriveled, loose, or bolting heads

◆ Muskmelons or Cantaloupe

Merits: Clean, firm  
Free from soft spots, scratches, decay  
Netting should be deeply ridged over entire melon Even, good color  
Determine ripeness by the "full slip" - vine should detach clean at attachment to melon.  
Faults: Over or under ripe Coarse netting  
Poor color, blemishes  
Too much yellow indicates over ripeness

◆ Okra

Merits: Uniform in size, shape, color, and maturity Typical of variety  
Pods should be harvested when half grown, two to four inches long  
Preparation: Trim stems one-half to one inch  
Faults: Pods woody and fibrous

◆ Onion

Merits: Green onions - one-half to one inch in diameter, showing no bulge Clear white color, dark green tops  
About six inches long, roots trimmed to one-half inch Dry onions - uniform in size, thin neck  
Good color and shape for variety  
Preparation: Cut tops, leaving one to two inches on bulb; remove rootlets. Outer scale can be carefully removed, but if damage occurs to inner scales, it is scored down heavily.  
Faults: Too many layers of skin removed, thick, soft neck, sunburned. Cracked scales, damaged

◆ Pepper, Bell

Merits: Uniform, true to variety, firm, heavy, smooth, free from blemishes  
Stems should be attached; all specimens should have the same number of lobes or sections, varying from one to four, solid green color.

Faults: Dull, rough texture Off color,  
sunscald

◆ Pepper, Chile

Merits: Uniform in size and shape  
Good color, firm  
Free from blossom-end rot Straight  
Stems attached

Faults: Discoloration Shriveling  
Immature  
Skin blemishes

◆ Potato

Merits: Medium size (8 to 10 ounces), 3-6" long for Russet, 2-4" long plump, firm, smooth  
diameter for Red

No damage spots or shallow eyes Faults:  
Immature, blemishes  
Rough in shape, dirty  
May want to harvest early (one to two weeks before show) Select for  
good uniformity, size and color  
Free from green color, sprouting and shriveling

◆ Pumpkins and Squash - Pumpkins and squash are difficult to describe because of the great  
variations available on the market. The item for judging should be representative of  
the variety; all should have 1/2 to 2"  
stems to prevent leaking.

\* Pumpkin

Merits: Mature, smooth  
Evenly colored surface (green color indicates immaturity) Fruits may  
vary from round to oblong  
Surface grooved

Preparation: Cut from stalk, leaving two to three inches of stem attached Faults:  
Misshapen, immature fruit

◆ Summer Squash

Merits: Fruits small and tender enough to mark with fingernail; ideal length is six to eight  
inches, 1-2" in diameter

Preparation: Trim stems to one inch by cutting from vine Faults:  
Fruits large and over-mature

◆ Scallop Squash

Merits: Fruits small, three to six inches in diameter, with or without stems

◆ Winter Squash

Merits: Uniform color  
Free from blemishes, insect and disease damage Fruit  
typical in shape and variety  
Fruits should be mature and the rind hard, not easily marked with fingernail

Preparation: Trim stem to one inch Faults:  
Immature  
Insect and mechanical damage

◆ Sweet Corn

Merits: Uniform in length, size and color according to variety, kernels full grown and in milk  
stage

Preparation: Cut stems neatly below the point where the husks are attached.  
If cut high, husks will fall and ruin appearance. Frequently silk is removed to tip of  
ear by pulling.

Faults: Immature, unfilled grains, over-ripe and hard, uneven rows Not filled  
to tips of ears, worm damage

◆ Tomato

Merits: Medium size, firm  
Color clear and typical of variety Clean, no  
growth cracks

Preparation: All with stems closely trimmed or all stems removed. Remove blossoms attached.

Faults: Coarse, over or under-ripe, bruised, soft cracks or corrugation Scarring

◆ Watermelon

Merits: Good weight for size Medium to  
large in size  
Bright intense green color or even striping over melon. Yellow rather  
than white spot where melon rested on ground. Form even and regular  
without bulges or furrows.

Preparation: Trim stem to one inch

Faults: Light in weight, uneven shape or color, blemishes Ground  
spot white

## Special Points to Consider in Selection and Judging Fruits:

### ◆ Apples

Merits: Specimens should be typical of the variety, uniform in size, color and maturity  
Free from insect, disease and mechanical damage  
Size medium to large, but size is not an important factor Preparation: Stems  
should be left attached; remove leaves and spurs, polish to  
remove dirt and spray residue  
Faults: Not uniform, blemishes

### ◆ Grapes

Merits: Typical of variety  
Both bunches of berries should be uniform in size, color and maturity Preparation:  
Retain natural bloom

### ◆ Pears

Merits: Uniform in shape, size, color and maturity, typical of variety Preparation:  
Leave stems attached

### ◆ Peaches

Merits: Uniform in every respect with the ground color of the fruit yellow  
Preparation: Stems of peaches need not be present, but should be uniform  
with or without stem. Care in handling to prevent bruising is a must.

### ◆ Plums

Merits: Uniform and typical of variety, fresh, plump and full color, free from damage  
Preparation: Stems attached; do not remove natural bloom

## **TALENT REVIEW CONTEST**

(Revised 2004)

There are six (6) categories, each with a separate description and score card. Category descriptions are listed in the enclosed Contest and Category Descriptions. The six (6) categories are:

1. Comedian
  2. Vocal
  3. Musical
  4. Choreographed Routines
  5. Drama
  6. Celebrate 4-H
2. To determine category for entry, refer to the descriptions on the enclosed Contest and Category Descriptions. County Extension Agents are strongly encouraged to review entries for proper category and appropriateness of material, and ensure that all other rules and regulations are followed.
  3. Time limits for all categories will be strictly enforced. **All categories** have a time limit of six (6) minutes for presentation and four (4) minutes for set-up and break down. A penalty of five (5) points per minute or part of a minute over the time limits allowed will be deducted from the total score.
  4. Awards – First through fifth place ribbons will be awarded to the winning participants of each category. Medal will go to the first place winners in each category. First place winners in each category will also be asked to perform at the second night's awards assembly.

### **CONTEST AND CATEGORY DESCRIPTIONS**

**ENTRY:** The Talent Review Contest will allow two novice and two junior **entries** per county to participate.

INDIVIDUAL OR GROUPS (Maximum of five participants) – Comedian Category

INDIVIDUAL OR GROUPS (Maximum of nine participants) – Vocal, Musical, Choreographed Routines, Drama, Celebrate 4-H Categories

### **OBJECTIVES:**

- To provide an opportunity for 4-H youth to develop a spirit of cooperation through working together to develop self-confidence through public appearance.
- To stimulate interest and encourage a broad-based recreation program in NM 4-H at the club and county level.
- To encourage 4-H members to discover and develop their talents.
- To provide for social, cultural, and leadership development of 4-H youth.

### **CATEGORY DESCRIPTIONS:**

(NOTE: Information printed in *italics* below is information added to help clarify the category descriptions)



**COMEDIAN** – Individual or Group Entry – maximum of five (5) participants. Acts which showcase comedy are required. The act may incorporate vocal, musical, and/or dance but these aspects cannot be more than half of the performance time. These performances CANNOT include 4-H related material. Otherwise, it should be categorized as “Celebrate 4-H”. Examples of comedy entries might include “Who’s On First?,” The Three Stooges, or something original. Stand-Up Comedy is also acceptable, as long as the material is appropriate for a youth audience. Consider selecting a prose piece as is used in UIL competition that is humorous. Judged on material chosen, message, talent, presentation, style, props/costuming. Four (4) minutes total for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

**VOCAL** – Individual or Group Entry – maximum of nine (9) participants. Vocal presentation may be done a cappella, with an accompaniment tape, or musical instruments. No lip sinc will be allowed. No skit or story line will be permitted. **Sign language may be added to enhance the performance, but entries that strictly showcase sign language without vocal presentation are not permitted in this category. They must be entered in Choreographed routines.** Judged on talent, showmanship, vocal presentation, and material chosen. Four (4) minutes for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

**MUSICAL** – Individual or Group Entry – maximum of nine (9) participants. Musical presentation may be musical instruments accompanied by background tape, a band, piano solo, etc. No vocal presentation or lip sinc will be permitted. No skit or story line will be permitted. Judged on talent, showmanship, musical presentation, and material chosen. Four (4) minutes for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

**CHOREOGRAPHED ROUTINES** – Individual or Group Entry – maximum of nine (9) participants. No speaking to form a skit or story line. The act requires choreography and can be demonstrated through twirling, pom pom squad routines, jump rope teams, basketball dribbling exhibitions, or dance (Jazz, tap, country & western, ballroom, etc.) **Sign language presentations to music have been added to choreographed routines. However, if a participant is SINGING and SIGNING, this entry should be entered in the Vocal Category.** Judged on material chosen, talent, uniformity, creativity, showmanship, costuming, and material chosen. Four (4) minutes for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

**DRAMA** – Individual or Group Entry – maximum of nine (9) participants. Has a story line or theme that relates to a youth issue, current event, or world affair. The drama skit may be simply increasing awareness of the issue and/or a recommended solution to the issue being addressed. It is not a requirement to include 4-H in the skit. May incorporate music, vocal, and/or dance but these aspects cannot be more than half of the performance. Judged on creativity, material chosen, showmanship, costume, talent, props, message, addressing of current issues. Four (4) minutes for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

**CELEBRATE 4-H** – Individual or Group Entry – maximum of nine (9) participants. Must be 4-H based story line, promoting 4-H, community service, a project or activity. May incorporate music, vocal selections, and/or dance but these aspects cannot be more than half of the performance. Skits can be humorous, creative and make fun of but not degrade Extension employees or the 4-H program. Judged on material chosen, talent, creativity, showmanship, costumes and props. Four (4) minutes for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

## TALENT REVIEW CONTEST DEFINITION OF TERMS FOR SCORE SHEETS

The information below is a guide for scoring. Each term used on the score sheets are defined in an effort to clarify what is expected in each performance category. There is a score sheet for each of the six (6) categories.

Inappropriateness in any category is not permitted and would change the score of that particular area dramatically and could lead to disqualification. For example, a brilliantly executed skit that depends upon the use of foul language would not be acceptable. Any inappropriate reference to sex, age, or handicap will lead to disqualification.

**MATERIAL CHOSEN** – This area refers to the appropriateness of the material selected. A vocalist should select the song that is within his/her voice range; a pianist should pass up the “showy” difficult piece for one he/she will play well. Material chosen also refers to the appropriateness of the selection for presentation before a 4-H audience.

**TALENT** – This is the performer’s actual ability to do what the activity or skill requires. In any musical classification, this includes items such as the quality of music tones, intonation, manner of uttering tones with regard to rise, fall, pitch, harmony, rhythm and any other attributes of an artistic presentation. In dance, it includes rhythm, timing appropriate gestures, memorization and artistic delivery. Judges should be aware that some of the performers have not had formal training.

**CREATIVITY** – Creativity is the ability to produce something new, unique, or original. An act may be original in the way it was developed and/or interpreted. Sometimes the act itself may not be original, but the costuming, staging, or delivery may show creativity. Additionally, the quality of the creativity should be measured.

**SHOWMANSHIP** – Showmanship is the stage personality of the performer. It can include poise, confidence, facial expression, projection of voice, projection of music, body movements, gestures, and the performer’s stage presence, depending on the category (see score sheets for specific criteria). It is the performer’s communication with the audience at all times. It is his/her ability to make smooth entrances and exits, to avoid awkward pauses, and to acknowledge the applause of the audience. It is the use of the microphone and special stage props if these are a part of the act. In general, it is the whole personality of the performer while he/she is on stage.

**COSTUME AND PROPS** – Costume and props should be appropriate and supportive of the act. For some acts, street clothes may be the most appropriate costume. If the special costumes are used, they should contribute to the effectiveness of the act. Props are the back drop and/or other items used to add character and meaning to the presentation. See rules # 8 and 9 under “Rules & Regulations” for more details on the appropriate size of props and items that cannot be used.

**MESSAGE** – Communication of an idea or theme. What is the underlying message that will be taught or presented?

**PRESENTATION STYLE** – Method of acting; distinctive or characteristic manner; overall excellence; skill or grace in performance and/or appearance.

**VOCAL PRESENTATION** – Exercising the power of producing voice, speech or sound, expressing one's self as to relate to character or message being portrayed.

**MUSICAL PRESENTATION** – Music selected is appropriate to the skill level of the individual or group; sound level of the musical presentation is at an appropriate level; instruments are tuned properly.

**UNIFORMITY** – Consistency in formation; presenting a consistent appearance; in step; synchronized.

**ADDRESSING OF CURRENT ISSUES** – Relates to teen issues, current events or world affairs. Presentation should promote awareness and/or possible solutions.

***Revised: 2004***

**Talent Review Contest Score Sheet Category: Comedian  
(Individual or Group Entry—maximum of 9 participants)**

County: \_\_\_\_\_ Order of Participation: \_\_\_\_\_

Name of Act: \_\_\_\_\_

Judging Criteria	Judge's Comments	Possible Score	Actual Score
<b><u>Material Chosen</u></b> —appropriate for youth audience		30	
<b><u>Message</u></b> —communication of a theme or idea		20	
<b><u>Talent</u></b> —skills and ability to perform the presentation well		20	
<b><u>Presentation Style</u></b> —method of acting, distinctive or characteristic manner; overall excellence; skill or grace in performance and/or appearance		20	
<b><u>Props/Costuming</u></b> —appropriate and supportive of the act		10	
<b><u>Sub-Total Score</u></b>		100	
<b><u>Penalty-Time Limit *</u></b>			
<b><u>Total Score</u></b>		100	

**Additional Comments:** \_\_\_\_\_

**\*Note:** Six (6) minutes will be allowed for presentation with four (4) minutes for set-up and break down of props and equipment for a total of ten (10) minutes per presentation. A penalty of five (5) points per minute or part of a minute over the time limit of six (6) minutes allowed for the presentation and four (4) minutes for set-up and break down of props will be imposed.

**Talent Review Contest Score Sheet Category: Vocal  
(Individual or Group Entry—maximum of 9 participants)**

County: \_\_\_\_\_ Order of Participation: \_\_\_\_\_

Name of Act: \_\_\_\_\_

Judging Criteria	Judge's Comments	Possible Score	Actual Score
<b><u>Vocal Presentation</u></b> —exercising the power of producing voice, speech or sound; expressing one's self as to relate to character or message being portrayed		25	
<b><u>Talent</u></b> —ability to do what the activity or skill requires		25	
<b><u>Showmanship</u></b> —stage personality; poise, confidence, expression, projection of voice, gestures, stage presence		40	
<b><u>Material Chosen</u></b> —appropriate material for voice range		10	
<b><u>Sub-Total Score</u></b>		<b>100</b>	
<b><u>Penalty-Time Limit *</u></b>			
<b><u>Total Score</u></b>		<b>100</b>	

**Additional Comments:** \_\_\_\_\_

**\*Note: Six (6) minutes will be allowed for presentation with four (4) minutes for set-up and break down of props and equipment for a total of ten (10) minutes per presentation. A penalty of five (5) points per minute or part of a minute over the time limit of six (6) minutes allowed for the presentation and four (4) minutes for set-up and break down of props will be imposed.**

**Talent Review Contest Score Sheet Category: Musical  
(Individual or Group Entry—maximum of 9 participants)**

County: \_\_\_\_\_ Order of Participation: \_\_\_\_\_

Name of Act: \_\_\_\_\_

Judging Criteria	Judge's Comments	Possible Score	Actual Score
<b><u>Musical Presentation</u></b> —selection is appropriate to skill level; instruments are tuned properly; sound level is appropriate		25	
<b><u>Talent</u></b> —ability to do what the activity or skill requires		25	
<b><u>Showmanship</u></b> —stage personality; poise, confidence, expression, musical projection, gestures, stage presence		40	
<b><u>Material Chosen</u></b> —appropriate and appealing to youth audiences		10	
<b><u>Sub-Total Score</u></b>		100	
<b><u>Penalty-Time Limit *</u></b>			
<b><u>Total Score</u></b>		100	

**Additional Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*Note: Six (6) minutes will be allowed for presentation with four (4) minutes for set-up and break down of props and equipment for a total of ten (10) minutes per presentation. A penalty of five (5) points per minute or part of a minute over the time limit of six (6) minutes allowed for the presentation and four (4) minutes for set-up and break down of props will be imposed.**

**Talent Review Contest Score Sheet**  
**Category: Choreographed Routines**  
**(Individual or Group Entry—maximum of 9 participants)**

County: \_\_\_\_\_ Order of Participation: \_\_\_\_\_

Name of Act: \_\_\_\_\_

Judging Criteria	Judge's Comments	Possible Score	Actual Score
<b><u>Talent</u></b> —ability to do the activity or skills required; rhythm, appropriate gestures, memorization and artistic delivery		20	
<b><u>Uniformity</u></b> —synchronized movement; consistency in formation		20	
<b><u>Creativity</u></b> —ability to produce something new, unique, original		20	
<b><u>Showmanship</u></b> —stage personality; poise, confidence, expression, gestures, stage presence		15	
<b><u>Costuming</u></b> —appropriate for youth audience; fits well and is flattering		15	
<b><u>Material Chosen</u></b> —appropriate for youth audience and the ability of performer		10	
<b><u>Sub-Total Score</u></b>		100	
<b><u>Penalty-Time Limit *</u></b>			
<b><u>Total Score</u></b>		100	

**Additional Comments:** \_\_\_\_\_

**\*Note:** Six (6) minutes will be allowed for presentation with four (4) minutes for set-up and break down of props and equipment for a total of ten (10) minutes per presentation. A penalty of five (5) points per minute or part of a minute over the time limit of six (6) minutes allowed for the presentation and four (4) minutes for set-up and break down of props will be imposed.

**Talent Review Contest Score Sheet Category: Drama**  
**(Individual or Group Entry—maximum of 9 participants)**

County: \_\_\_\_\_ Order of Participation: \_\_\_\_\_

Name of Act: \_\_\_\_\_

Judging Criteria	Judge's Comments	Possible Score	Actual Score
<b><u>Material Chosen</u></b> —appropriate for youth audience; addresses youth issue, current event or world affair; offers awareness and/or solution to issue		30	
<b><u>Creativity</u></b> —ability to produce something new, unique, original		20	
<b><u>Talent</u></b> —ability to do what the activity or skill requires; memorization		20	
<b><u>Showmanship</u></b> —stage personality; poise, confidence, expression, gestures, stage presence		20	
<b><u>Props/Costuming</u></b> —appropriate and supportive of the act		10	
<b><u>Sub-Total Score</u></b>		<b>100</b>	
<b><u>Penalty-Time Limit *</u></b>			
<b><u>Total Score</u></b>		<b>100</b>	

**Additional Comments:** \_\_\_\_\_



**Talent Review Contest Score Sheet** Category: **Celebrating 4-H**  
 (Individual or Group Entry—maximum of 9 participants)

County: \_\_\_\_\_ Order of Participation: \_\_\_\_\_

Name of Act: \_\_\_\_\_

Judging Criteria	Judge's Comments	Possible Score	Actual Score
<b><u>Material Chosen</u></b> —appropriate for youth audience; features 4-H		30	
<b><u>Talent</u></b> —ability to do what the activity or skill requires; memorization		20	
<b><u>Creativity</u></b> —produce something new, unique, original; creativity in delivery of act		20	
<b><u>Showmanship</u></b> —stage personality; poise, confidence, expression, voice projection, gestures, stage presence		20	
<b><u>Props/Costuming</u></b> —appropriate and supportive of the act		10	
<b><u>Sub-Total Score</u></b>		100	
<b><u>Penalty-Time Limit *</u></b>			
<b><u>Total Score</u></b>		100	

**Additional Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## **LIVESTOCK SKILLATHON CONTEST**

### **Purpose**

To assist 4-H members in developing their livestock production skills in a friendly, but competitive setting by demonstrating the breadth of their knowledge and understanding of animal science and livestock management.

### **Eligibility**

General guidelines apply. Do not need to be enrolled in any specific project

### **General Information**

- A. Livestock breed identification: (50 points) identify from photographs a specified number of livestock (beef, swine, and sheep) breeds. A list of breeds will be provided.
  
- B. Livestock equipment identification: (50 points) identify the proper name for a specified number of pieces of equipment used in livestock production. A list of equipment will be provided.
  
- C. Livestock feed identification: (50 points Novice & 100 points Juniors) Identify the proper name for the livestock feeds. A list will be provided.
  
- D. Meat Judging class: (50 points) rank a class of four similar retail cuts of beef, pork or lamb.
  
- E. Meat Identification: (100 points Juniors only) Identify 10 retail cuts of beef, pork or lamb. Must identify the species, primal, retail name, type of cut and cookery. A list will be provided.

### **General Rules**

This contest will be held in an open format so participants can participate at their convenience. It is recommended that teams go through the contest together, however it is not required.

Each county is allowed to bring two novice and two junior teams to district contest. A junior team may be mixed ages, novice and junior. A novice may be novice age contestants only. The county team score will be the sum of the three highest scores. If a county does not have a team, they may bring individuals in each category. Individuals can compete only for high point individual.

A team must consist of three or four members.

Ties will be broken by breed ID, Livestock Equipment, feed ID, meat judging class & Meat ID for Juniors in this order.

### **References:**

- A. NM 4-H Beef Project Material
- B. NM 4-H Market Lamb Project Material
- C. NM 4-H Swine Project Material
- D. Nasco Agriculture Sciences Catalog
- E. Meat judging manual published by the National Livestock and Meat Board
- F. Breeds of Livestock – Oklahoma State University. Go to Google and type in Breeds of Livestock.

**LIVESTOCK SKILL-A-THON**  
**MEAT IDENTIFICATION (JUNIORS ONLY)**

The following are the possible meat cuts list. Use the AMS score sheet.

**Beef**

Beef Chuck 7-Bone Roast – B,C,35, RO, M  
Beef Plate Skirt Steak – B,I,40,St,D/M  
Beef Loin T-Bone Steak – B,H,49,St,D  
Beef Round Round Steak – B,K,33,St,M  
Beef Round Eye of Round Steak – B,K,16,St,D/M

**Pork**

Pork Shoulder Blade Boston – P,M,8,RO,D/M  
Pork Loin Blade Chop – P,H,6,Ch,D/M  
Pork Loin Loin Chop – P,H,24,Ch,D  
Pork Leg Center Slice – P,E,41,SI,D  
Pork Smoked Jowl – P,F,88,-,M

**Lamb**

Lamb Shoulder Arm Chop – L,M,2,Ch,D/M  
Lamb Rib Rib Chop – L,J,28,Ch,D  
Lamb Shoulder Neck Slices – L,M,26,SI,M  
Lamb Loin Loin Chop – L,H,24,Ch,D  
Lamb Leg Sirloin Shop – L,G,37,Ch,D

**LIVESTOCK SKILL-A-THON**  
**LIVESTOCK FEEDS (JUNIOR)**

Place the letter of the correct feed name in the blank to the right of the number that corresponds to the feed. Place the correct nutrient on the second space for each feed. You must indicate if the feed is an energy, protein or mineral.

1. \_\_\_\_\_, \_\_\_\_\_
2. \_\_\_\_\_, \_\_\_\_\_
3. \_\_\_\_\_, \_\_\_\_\_
4. \_\_\_\_\_, \_\_\_\_\_
5. \_\_\_\_\_, \_\_\_\_\_
6. \_\_\_\_\_, \_\_\_\_\_
7. \_\_\_\_\_, \_\_\_\_\_
8. \_\_\_\_\_, \_\_\_\_\_
9. \_\_\_\_\_, \_\_\_\_\_
  
10. \_\_\_\_\_, \_\_\_\_\_

- |                     |            |
|---------------------|------------|
| A. Cracked Corn     | EE- Energy |
| B. Rolled Oats      | PP-Protein |
| C. Cottonseed Hulls | MM-Mineral |
| D. Rolled Milo      |            |
| E. Whole Milo       |            |
| F. Beet Pulp        |            |
| G. Whole Oats       |            |
| H. Whole Soybeans   |            |
| I. Alfalfa Pellets  |            |
| J. Whole Wheat      |            |
| K. Whole Cottonseed |            |
| L. Whole Sunflower  |            |
| M. Whole Corn       |            |
| N. White Salt       |            |
| O. Blood Meal       |            |
| P. Fish Meal        |            |
| Q. Dried Molasses   |            |
| R. Rolled Corn      |            |
| S. Rolled Barley    |            |
| T. Trace Mineral    |            |
| U. Soybean Meal     |            |
| V. Buckwheat        |            |

**LIVESTOCK SKILL-A-THON**  
**TOOL IDENTIFICATION**

Place the letter of the correct tool name in the blank to the right of the number that corresponds to the tool.

- |     |       |                                      |
|-----|-------|--------------------------------------|
| 1.  | _____ | A. All in one castrator/docker       |
| 2.  | _____ | B. Balling Gun                       |
| 3.  | _____ | C. Barnes dehorner                   |
| 4.  | _____ | D. Calf Jack Puller                  |
| 5.  | _____ | E. Disposable syringe                |
| 6.  | _____ | F. Drench Gun                        |
| 7.  | _____ | G. Ear notchers                      |
| 8.  | _____ | H. Ear tag pliers                    |
| 9.  | _____ | I. Elastorator                       |
| 10. | _____ | J. Electric tail docker              |
|     |       | K. Emascultome (Burdizzo)            |
|     |       | L. Emasculator                       |
|     |       | M. Hog Holder                        |
|     |       | N. Lamb tube feeder                  |
|     |       | O. Nipple waterer                    |
|     |       | P. Paint branding iron               |
|     |       | Q. Rice root brush                   |
|     |       | R. Rumen magnet                      |
|     |       | S. Scalpel                           |
|     |       | T. Scotch comb                       |
|     |       | U. Sheep shears                      |
|     |       | V. Straw artificial insemination gun |
|     |       | W. Swine breeding spirette           |
|     |       | X. Tattoo pliers                     |
|     |       | Y. Transfer needle                   |
|     |       | Z. Tube dehorner                     |
|     |       | AA. Wool card                        |

**LIVESTOCK SKILL-A-THON**  
**LIVESTOCK FEEDS (NOVICE)**

Place the letter of the correct feed name in the blank to the right of the number that corresponds to the feed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- A. Cracked Corn
- B. Rolled Oats
- C. Cottonseed Hulls
- D. Rolled Milo
- E. Whole Milo
- F. Beet Pulp
- G. Whole Oats
- H. Whole Soybeans
- I. Alfalfa Pellets
- J. Whole Wheat
- K. Whole Cottonseed
- L. Whole Sunflower
- M. Whole Corn
- N. White Salt
- O. Blood Meal
- P. Fish Meal
- Q. Dried Molasses
- R. Rolled Corn
- S. Rolled Barley
- T. Trace Mineral
- U. Soybean Meal
- V. Buckwheat

**LIVESTOCK SKILL-A-THON**  
**BREED IDENTIFICATION**

Place the letter of the correct breed name in the blank to the right of the number that corresponds to the picture

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

- A. Angus
- B. Brahman
- C. Brangus
- D. Braunvieh
- E. Chinania
- F. Gelbvieh
- G. Hereford
- H. Lomousine
- I. Maine-Anjou
- J. Salers

- K. Santa Gertrudis
- L. Shothorn
- M. Simmental
- N. Red Angus
- O. Highland
- P. Texas Longhorn
- Q. Wagyu

- 
- 6. \_\_\_\_\_
  - 7. \_\_\_\_\_
  - 8. \_\_\_\_\_
  - 9. \_\_\_\_\_
  - 10. \_\_\_\_\_

- R. Berkshire
- S. Chester White
- T. Duroc
- U. Hampshire
- V. Hereford
- W. Landrace

- X. Poland China
- Y. Pietrain
- Z. Spotted
- AA. Tamworth
- BB. Yorkshire

- 
- 11. \_\_\_\_\_
  - 12. \_\_\_\_\_
  - 13. \_\_\_\_\_
  - 14. \_\_\_\_\_
  - 15. \_\_\_\_\_

- CC. Cheviot
- DD. Columbia
- EE. Corriedale
- FF. Debouillet
- GG. Barbado
- HH. Delanie Merino
- II. Dorset
- JJ. Dorper

- KK. Finnsheep
- LL. Hampshire
- MM. Jacob
- NN. Oxford
- OO. Rambouillet
- PP. Southdown
- QQ. Suffolk
- RR. Texel

# HOME EC SKILL-A-THON

Revised March 2012

## **Purpose:**

- To educate 4-H members to identify items used cooking, baking, and sewing, and to develop good decision making skills around food selection.
- To give 4-H members the opportunity to learn how to become good consumers for themselves and their families.

## **Eligibility:**

The general rules for participation and eligibility apply. Member may be enrolled in any 4-H project.

## **General Information:**

1. Each county is allowed to bring four teams to the district contest. The teams may be two novice and two junior teams. Novice teams may be novice age contestants only. Junior teams may be mixed ages, novice and junior age contestants. Junior contestants may not participate as a member of a novice team.

A team consists of three or four members. The team score will be the total of the three highest placing individual scores of the team. If a county does not have at least three members to make a team, they may bring individuals to compete for high point individual awards only. A maximum of sixteen participants per county may participate.

2. Novices and Juniors will complete:
  - a. Foods and Cooking Identification – 50 points. Youth will have 20 minutes to identify 25 items by placing the number beside the item on the answer sheet. Each correct response is worth 2 points.
  - b. Sewing and Clothing Identification – 50 points. Youth will have 20 minutes to identify 25 items by placing the number beside the item on the answer sheet.
3. In addition Juniors will complete:
  - a. Food and Nutrition Judging – 50 points. Youth will have 20 minutes to place a class of items based on nutrition and information in the situation. Criteria from the Snack and Menu Guides will be used as resources.
  - b. Housing and Interior Design Identification – 50 points. Youth will have 20 minutes to identify 25 items by placing the number beside the item on the answer sheet.

## **Awards:**

First through fifth place ribbons will be awarded the winning team members and high point individuals. Medals will go to the first place teams and high point individuals.



**Tie Breakers:**

- 1<sup>st</sup> tie breaker will be the Foods and Cooking ID  
2<sup>nd</sup> tie breaker will be the Sewing and Clothing ID  
3<sup>rd</sup> tie breaker will be the Food and Nutrition Judging

**Reference Materials:**

1. NM 4-H Senior Home Ec Skill-a-thon Study Guide. Available through State 4-H Office, New Mexico Cooperative Extension Service, Box 30003; MSC 3AE, Las Cruces, NM 88003
2. Clothing I & II Projects
3. Baking I & II Projects
4. Snack and Menu Guides
5. The Dietary Guidelines and USDA MyPlate

Name \_\_\_\_\_

County \_\_\_\_\_

**4-H Home Economics Skill-a-thon  
Foods & Cooking ID Sheet**

You will be provided 25 items from the list below. Write the number on the item in the blank for what that item represents. Correct answers are worth 2 points each.

**Utensils**

- |                       |                            |                        |
|-----------------------|----------------------------|------------------------|
| _____ Apple corer     | _____ Liquid Measuring Cup | _____ Potato Masher    |
| _____ Chefs Knife     | _____ Measuring Cups       | _____ Rolling Pin      |
| _____ Chopper         | _____ Measuring Spoons     | _____ Rubber Spatula   |
| _____ Chopsticks      | _____ Meat Tenderizer      | _____ Serving Fork     |
| _____ Cookie Cutter   | _____ Melon Baller         | _____ Serving Spoon    |
| _____ Egg Separator   | _____ Mixing Bowl          | _____ Soup Spoon       |
| _____ Flour Sifter    | _____ Paring Knife         | _____ Spatula          |
| _____ Garlic Press    | _____ Pasta Measurer       | _____ Strainers        |
| _____ Grater          | _____ Pasta Server         | _____ Turner           |
| _____ Gripper         | _____ Pastry Blender       | _____ Utility Knife    |
| _____ Ice Cream Scoop | _____ Pastry Brush         | _____ Vegetable Peeler |
| _____ Kitchen Fork    | _____ Pie/Cake Server      | _____ Wire Wisk        |
|                       | _____ Pizza Cutter         |                        |

**Herbs and Spices**

- |                    |                |                     |
|--------------------|----------------|---------------------|
| _____ Bay Leaves   | _____ Chives   | _____ Pepper, Black |
| _____ Chili Powder | _____ Cinnamon | _____ Sesame Seed   |

**Appliances**

- |                            |                         |                    |
|----------------------------|-------------------------|--------------------|
| _____ Blender              | _____ Food Processor    | _____ Toaster      |
| _____ Can Opener, Hand     | _____ Ice Cream Maker   | _____ Toaster Oven |
| _____ Can Opener, Electric | _____ Mixer, Hand       | _____ Waffle Iron  |
| _____ Crock-pot            | _____ Mixer, Countertop |                    |

**Cookware**

- |                      |                   |                         |
|----------------------|-------------------|-------------------------|
| _____ Baking Sheet   | _____ Frying Pan  | _____ Sauce Pan         |
| _____ Broiler Pan    | _____ Pot Holder  | _____ Steamer Basket    |
| _____ Colander       | _____ Muffin Tin  | _____ Stockpot          |
| _____ Double Broiler | _____ Pie Plate   | _____ Trivet            |
| _____ Dutch Oven     | _____ Roaster Pan | _____ Wire Cooling Rack |

**Dish and Tableware**

- \_\_\_\_\_ Bread Plate
- \_\_\_\_\_ Creamer & Sugar Set
- \_\_\_\_\_ Gravy Boat
- \_\_\_\_\_ Juice Glass
- \_\_\_\_\_ Meat Platter
- \_\_\_\_\_ Napkin Ring
- \_\_\_\_\_ Parfait Cup
- \_\_\_\_\_ Pepper Mill
- \_\_\_\_\_ Punch Bowl
- \_\_\_\_\_ Saucer
- \_\_\_\_\_ Tea Pot

Name \_\_\_\_\_

County \_\_\_\_\_

**4-H Home Economics Skill-a-thon  
Sewing & Clothing ID**

You will be provided 25 items from the list below. Write the number on the item in the blank for what that item represents. Correct answers are worth 2 points each.

**Fabrics**

\_\_\_\_\_ Cotton Blend  
\_\_\_\_\_ Felt

\_\_\_\_\_ Fleece  
\_\_\_\_\_ Batting

**Trims & Fasteners**

\_\_\_\_\_ Ribbed elastic  
\_\_\_\_\_ Bias Tape  
\_\_\_\_\_ Elastic

\_\_\_\_\_ Hook and eyes  
\_\_\_\_\_ Rick Rack  
\_\_\_\_\_ Sew on snaps

**Techniques**

\_\_\_\_\_ Dart  
\_\_\_\_\_ Gather

\_\_\_\_\_ Hem  
\_\_\_\_\_ Pleat

**Tools**

\_\_\_\_\_ Bobbin  
\_\_\_\_\_ Bobbin case  
\_\_\_\_\_ Crewels  
\_\_\_\_\_ Cutting Mat  
\_\_\_\_\_ Dressmaker's Ham  
\_\_\_\_\_ Iron  
\_\_\_\_\_ Ironing Board  
\_\_\_\_\_ Measuring tape  
\_\_\_\_\_ Needle Threader  
\_\_\_\_\_ Pattern  
\_\_\_\_\_ Pin Cushion  
\_\_\_\_\_ Pinking shears  
\_\_\_\_\_ Pins  
\_\_\_\_\_ Press Cloth

\_\_\_\_\_ Presser Foot  
\_\_\_\_\_ Rotary Cutter  
\_\_\_\_\_ Safety pins  
\_\_\_\_\_ Scissors  
\_\_\_\_\_ Seam ripper  
\_\_\_\_\_ Sewing gauge  
\_\_\_\_\_ Sharps  
\_\_\_\_\_ Shears  
\_\_\_\_\_ Tailors chalk  
\_\_\_\_\_ Thimble  
\_\_\_\_\_ Thread  
\_\_\_\_\_ Throat Plate  
\_\_\_\_\_ Tracing Paper  
\_\_\_\_\_ Tracing Wheel

Name \_\_\_\_\_

County \_\_\_\_\_

**4-H Home Economics Skill-a-thon  
Interior Design and Housing ID  
Juniors Only**

You will be provided 25 items from the list below. Write the number on the item in the blank for what that item represents. Correct answers are worth 2 points each.

**Curtain and Window Treatment**

- \_\_\_\_\_ Banner Valance
- \_\_\_\_\_ Casing
- \_\_\_\_\_ Curtain Drop
- \_\_\_\_\_ Header
- \_\_\_\_\_ Pinch Pleats
- \_\_\_\_\_ Roman Shades
- \_\_\_\_\_ Spring tension rod

- \_\_\_\_\_ Cafe Curtains
- \_\_\_\_\_ Cornice
- \_\_\_\_\_ Goblet Pleats
- \_\_\_\_\_ Leading Edge
- \_\_\_\_\_ Piping
- \_\_\_\_\_ Sconce
- \_\_\_\_\_ Valance

**Windows**

- \_\_\_\_\_ Bay Window
- \_\_\_\_\_ Casement Window
- \_\_\_\_\_ Palladian Window
- \_\_\_\_\_ Recess Window

- \_\_\_\_\_ Bow Window
- \_\_\_\_\_ Double Hung Window
- \_\_\_\_\_ Picture Window

**Material**

- \_\_\_\_\_ Brocade
- \_\_\_\_\_ Chenille
- \_\_\_\_\_ Damask
- \_\_\_\_\_ Interlining
- \_\_\_\_\_ Silk

- \_\_\_\_\_ Bump
- \_\_\_\_\_ Chintz
- \_\_\_\_\_ Gingham
- \_\_\_\_\_ Lining
- \_\_\_\_\_ Tapestry

**Carpet**

- \_\_\_\_\_ Berber
- \_\_\_\_\_ Cut Pile
- \_\_\_\_\_ Shag
- \_\_\_\_\_ Textured

- \_\_\_\_\_ Cable
- \_\_\_\_\_ Loop Pile
- \_\_\_\_\_ Sisal
- \_\_\_\_\_ Velvet or Plush

**Decorative Woods**

- \_\_\_\_\_ Base Board
- \_\_\_\_\_ Fascia
- \_\_\_\_\_ Chair Rail

- \_\_\_\_\_ Jamb
- \_\_\_\_\_ Molding

**Tools**

- \_\_\_\_\_ Hammer
- \_\_\_\_\_ Pliers

- \_\_\_\_\_ Level
- \_\_\_\_\_ Screwdriver

**Painting**

- \_\_\_\_\_ Paint Brush
- \_\_\_\_\_ Pad Applicator

- \_\_\_\_\_ Roller

**Faux Finishes/Techniques**

- \_\_\_\_\_ Color Washing
- \_\_\_\_\_ Crackle
- \_\_\_\_\_ Ragging
- \_\_\_\_\_ Soft Suede

- \_\_\_\_\_ Combing
- \_\_\_\_\_ Metallic
- \_\_\_\_\_ Sand Scapes
- \_\_\_\_\_ Sponging