

2018

**NORTHERN NEW MEXICO
4-H DISTRICT CONTEST HANDBOOK**



TABLE OF CONTENTS

General Rules and Information.....	3
Superintendents Responsibilities	5
Consumer Decision Making.....	6-8
Entomology	9-15
Fashion Revue	16-18
Favorite Foods	19-24
Horse Judging	31
Livestock Judging	32
Presentations	33-36
Speech Contests	37-42
Wildlife Habitat Evaluation	43-46
Horticulture	47-55
Talent Contest	56-65
Livestock Skill-A-Thon.....	66-71
Home Ec Skill-A-Thon.....	71-75

GENERAL REGULATIONS AND INFORMATION

Participation

Any 4-H member who has passed his or her 9th birthday, but who has not passed his or her 14th birthday prior to January 1st 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 Northern District Contests.

All 4-H members must be pre-registered to be eligible to participate in Northern 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 9th birthday or be 8 years old and in third grade but cannot be in the 6th grade and have passed his/her 12th birthday prior to January 1st of the current 4-H program year.

Junior: Ages 12 through 13. A 4-H member must have passed his/her 12th birthday or be 11 years old and in the 6th grade but cannot be in 8th grade and have passed his/her 14th birthday prior to January 1st 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, 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 Favorite Foods.

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 Talent Review. 4-H members who do not enter in Consumer Decision Making, Livestock/Horse or Talent Review 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. Impromptu – 4 Novice and 4 Junior individuals per county
- C. Prepared Public Speaking – 4 Novice and 4 Junior individuals per county

- D. Presentations – 4 Novice and 4 Junior individuals/teams per county
- E. Talent Review– 2 Novice and 2 Junior individuals/teams per category, per county
- F. 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 Northern 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 Northern 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 Northern 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.
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

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 moth
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. _____

13. _____

2. _____

14. _____

3. _____

15. _____

4. _____

16. _____

5. _____

17. _____

6. _____

18. _____

7. _____

19. _____

8. _____

20. _____

9. _____

21. _____

10. _____

22. _____

11. _____

23. _____

12. _____

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 1st – 5th 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 1st – 5th 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 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)
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.



COOPERATIVE EXTENSION SERVICE

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 _____

	8-10 Pts Excellent	6-7 Pts Good	3-5 Pts Fair	1-2 Pts Poor	Judge's Score
I. THE EXHIBITOR					
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					
II. THE FAVORITE FOOD					
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					
III. THE MENU					
Suitable for favorite food and chosen occasion					
Variety of flavors, textures, color, temperature and shapes					
Nutritionally sound, follows MyPlate recommendations					
Creativity in menu planning					
IV. TABLE SETTING AND DISPLAY					
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

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 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

4-H Novice Presentation Score Sheet



Project Area: Agricultural General Home Economics

Contestant _____ **County** _____

Title _____

Please circle a score for each area

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

Presentation Time

Start Time: _____

End Time: _____

Total: _____

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 _____

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

4-H Junior Presentation Score Sheet



Project Area: Agricultural General Home Economics

Contestant _____ **County** _____

Title _____

Please circle a score for each area

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

Presentation Time

Start Time: _____

End Time: _____

Total: _____

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 5 minutes or over 10 minutes.)

Total Score _____

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- member team of Juniors members per county. Novices may be moved up to a junior team.

Resource:

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

4-H Projects:

- 03101 Wildlife I: Discovering
- 03102 Wildlife II: Small Game
- 03103 Wildlife III: Waterfowl Management
- 03104 Wildlife IV: Big Game (N-06)

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.

***Juniors will be asked to identify no more than 5 birds; Novice will be asked to identify no more than 3 birds.**

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

- **Wildlife Identification**
- **General Knowledge**

Birds (86)

American bittern
 American black duck
 American kestrel
 American robin
 American wigeon
 American woodcock
 barred owl
 black-backed woodpecker
 black-bellied whistling duck
 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
 crested caracara
 crissal thrasher
 dickcissel
 dusky grouse
 eastern bluebird
 eastern meadowlark
 European starling
 ferruginous hawk
 Gambel's quail
 golden eagle
 golden-cheeked warbler
 golden-fronted woodpecker
 golden-winged warbler
 grasshopper sparrow
 great horned owl
 greater prairie-chicken
 greater roadrunner
 greater sage-grouse
 hairy woodpecker
 house finch
 house sparrow
 house wren
 ladder-backed woodpecker
 lark bunting
 Lawrence's goldfinch
 loggerhead shrike
 long-billed thrasher
 mallard
 marbled murrelet
 mountain bluebird
 mourning dove
 northern bobwhite
 northern flicker
 northern goshawk
 northern harrier
 northern pintail

Nuttall's woodpecker
 ovenbird
 peregrine falcon
 prairie falcon
 prothonotary warbler
 pyrrhuloxia
 red-cockaded woodpecker
 red-eyed vireo
 red-tailed hawk
 redhead
 ring-necked pheasant
 rock pigeon
 ruby-throated hummingbird
 ruffed grouse
 sage thrasher
 scaled quail
 sharp-tailed grouse
 song sparrow
 sooty grouse
 southwest willow flycatcher
 spotted sandpiper
 spotted towhee
 Virginia rail
 western bluebird
 western kingbird
 white-tailed ptarmigan
 white-winged dove
 wild turkey
 Wilson's snipe
 wood duck
 yellow-rumped warbler

Mammals (34)

American beaver
 American marten
 big brown bat
 black bear
 black-tailed jackrabbit
 black-tailed prairie dog
 bobcat
 Brazilian free-tailed bat
 collared peccary
 Columbian black-tailed deer
 common muskrat
 coyote
 desert cottontail
 eastern cottontail
 eastern fox squirrel
 eastern gray squirrel
 elk
 fisher
 gray fox
 Indiana bat
 mink
 moose
 mountain cottontail

mountain lion
 New England cottontail
 pronghorn
 raccoon
 red fox
 red squirrel
 river otter
 Rocky Mountain mule deer
 snowshoe hare
 white-tailed deer
 wild pig

Reptiles (9)

eastern box turtle
 eastern indigo snake
 eastern snapping turtle
 Gila monster
 gopher tortoise
 plains hog-nosed snake
 Texas horned lizard
 timber rattlesnake
 western diamond-backed rattlesnake

Amphibians (7)

American bullfrog
 crawfish frog
 Monterey salamander
 northern red-legged frog
 rough-skinned newt
 tiger salamander
 wood frog

Fish (6)

bluegill
 channel catfish
 Coho salmon
 cutthroat trout
 largemouth bass
 rainbow trout

Index to Wildlife Species

Note: Refer to this list for the correct spelling and capitalization of species for Activity.

NORTHERN DISTRICT 4-H CONTEST

Wildlife Species Identification

Match Slide Number with Name of Animal

Birds (86)

- _____ American bittern
- _____ American black duck
- _____ American kestrel
- _____ American robin
- _____ American wigeon
- _____ American woodcock
- _____ barred owl
- _____ black-backed woodpecker
- _____ black-bellied whistling duck
- _____ 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
- _____ crested caracara
- _____ crissal thrasher
- _____ dickcissel
- _____ dusky grouse
- _____ eastern bluebird
- _____ eastern meadowlark
- _____ European starling
- _____ ferruginous hawk
- _____ Gambel's quail
- _____ golden eagle
- _____ golden-cheeked warbler
- _____ golden-fronted woodpecker
- _____ golden-winged warbler
- _____ grasshopper sparrow
- _____ great horned owl
- _____ greater prairie-chicken
- _____ greater roadrunner
- _____ greater sage-grouse
- _____ hairy woodpecker
- _____ house finch
- _____ house sparrow
- _____ house wren
- _____ ladder-backed woodpecker
- _____ lark bunting
- _____ Lawrence's goldfinch
- _____ loggerhead shrike
- _____ long-billed thrasher
- _____ mallard
- _____ marbled murrelet
- _____ mountain bluebird

- _____ mourning dove
- _____ northern bobwhite
- _____ northern flicker
- _____ northern goshawk
- _____ northern harrier
- _____ northern pintail
- _____ Nuttall's woodpecker
- _____ ovenbird
- _____ peregrine falcon
- _____ prairie falcon
- _____ prothonotary warbler
- _____ pyrrhuloxia
- _____ red-cockaded woodpecker
- _____ red-eyed vireo
- _____ red-tailed hawk
- _____ redhead
- _____ ring-necked pheasant
- _____ rock pigeon
- _____ ruby-throated hummingbird
- _____ ruffed grouse
- _____ sage thrasher
- _____ scaled quail
- _____ sharp-tailed grouse
- _____ song sparrow
- _____ sooty grouse
- _____ southwest willow flycatcher
- _____ spotted sandpiper
- _____ spotted towhee
- _____ Virginia rail
- _____ western bluebird
- _____ western kingbird
- _____ white-tailed ptarmigan
- _____ white-winged dove
- _____ wild turkey
- _____ Wilson's snipe
- _____ wood duck
- _____ yellow-rumped warbler
- Mammals (34)**
- _____ American beaver
- _____ American marten
- _____ big brown bat
- _____ black bear
- _____ black-tailed jackrabbit
- _____ black-tailed prairie dog
- _____ bobcat
- _____ Brazilian free-tailed bat
- _____ collared peccary
- _____ Columbian black-tailed deer
- _____ common muskrat

- _____ coyote
- _____ desert cottontail
- _____ eastern cottontail
- _____ eastern fox squirrel
- _____ eastern gray squirrel
- _____ elk
- _____ fisher
- _____ gray fox
- _____ Indiana bat
- _____ mink
- _____ moose
- _____ mountain cottontail
- _____ mountain lion
- _____ New England cottontail
- _____ pronghorn
- _____ raccoon
- _____ red fox
- _____ red squirrel
- _____ river otter
- _____ Rocky Mountain mule deer
- _____ snowshoe hare
- _____ white-tailed deer
- _____ wild pig
- Reptiles (9)**
- _____ eastern box turtle
- _____ eastern indigo snake
- _____ eastern snapping turtle
- _____ Gila monster
- _____ gopher tortoise
- _____ plains hog-nosed snake
- _____ Texas horned lizard
- _____ timber rattlesnake
- _____ western diamond-backed rattlesnake

Amphibians (7)

- _____ American bullfrog
- _____ crawfish frog
- _____ Monterey salamander
- _____ northern red-legged frog
- _____ rough-skinned newt
- _____ tiger salamander
- _____ wood frog
- Fish (6)**
- _____ bluegill
- _____ channel catfish
- _____ Coho salmon
- _____ cutthroat trout
- _____ largemouth bass

Name: _____

County: _____

Age: Novice Junior

SCORE: _____

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 | |
| 41 Maple | 84 Muskmelon (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

Contestants must provide their own musical equipment (ie: piano, guitar, etc.), music (cd or digital), and props or costumes needed for their talent.

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
<u>Material Chosen</u> —appropriate for youth audience		30	
<u>Message</u> —communication of a theme or idea		20	
<u>Talent</u> —skills and ability to perform the presentation well		20	
<u>Presentation Style</u> —method of acting, distinctive or characteristic manner; overall excellence; skill or grace in performance and/or appearance		20	
<u>Props/Costuming</u> —appropriate and supportive of the act		10	
<u>Sub-Total Score</u>		100	
<u>Penalty-Time Limit *</u>			
<u>Total Score</u>		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
<u>Vocal Presentation</u> —exercising the power of producing voice, speech or sound; expressing one's self as to relate to character or message being portrayed		25	
<u>Talent</u> —ability to do what the activity or skill requires		25	
<u>Showmanship</u> —stage personality; poise, confidence, expression, projection of voice, gestures, stage presence		40	
<u>Material Chosen</u> —appropriate material for voice range		10	
<u>Sub-Total Score</u>		100	
<u>Penalty-Time Limit *</u>			
<u>Total Score</u>		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: 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
<u>Musical Presentation</u> —selection is appropriate to skill level; instruments are tuned properly; sound level is appropriate		25	
<u>Talent</u> —ability to do what the activity or skill requires		25	
<u>Showmanship</u> —stage personality; poise, confidence, expression, musical projection, gestures, stage presence		40	
<u>Material Chosen</u> —appropriate and appealing to youth audiences		10	
<u>Sub-Total Score</u>		100	
<u>Penalty-Time Limit *</u>			
<u>Total Score</u>		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
<u>Talent</u> —ability to do the activity or skills required; rhythm, appropriate gestures, memorization and artistic delivery		20	
<u>Uniformity</u> —synchronized movement; consistency in formation		20	
<u>Creativity</u> —ability to produce something new, unique, original		20	
<u>Showmanship</u> —stage personality; poise, confidence, expression, gestures, stage presence		15	
<u>Costuming</u> —appropriate for youth audience; fits well and is flattering		15	
<u>Material Chosen</u> —appropriate for youth audience and the ability of performer		10	
<u>Sub-Total Score</u>		100	
<u>Penalty-Time Limit</u> *			
<u>Total Score</u>		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
<u>Material Chosen</u> —appropriate for youth audience; addresses youth issue, current event or world affair; offers awareness and/or solution to issue		30	
<u>Creativity</u> —ability to produce something new, unique, original		20	
<u>Talent</u> —ability to do what the activity or skill requires; memorization		20	
<u>Showmanship</u> —stage personality; poise, confidence, expression, gestures, stage presence		20	
<u>Props/Costuming</u> —appropriate and supportive of the act		10	
<u>Sub-Total Score</u>		100	
<u>Penalty-Time Limit *</u>			
<u>Total Score</u>		100	

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
<u>Material Chosen</u> —appropriate for youth audience; features 4-H		30	
<u>Talent</u> —ability to do what the activity or skill requires; memorization		20	
<u>Creativity</u> —produce something new, unique, original; creativity in delivery of act		20	
<u>Showmanship</u> —stage personality; poise, confidence, expression, voice projection, gestures, stage presence		20	
<u>Props/Costuming</u> —appropriate and supportive of the act		10	
<u>Sub-Total Score</u>		100	
<u>Penalty-Time Limit *</u>			
<u>Total Score</u>		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.
- F. Beef Quality Assurance Exercise: (50 points- Novice and Junior) be familiar with reading labels. Answer 10 questions from label and label livestock diagram with injection placement, etc. Simple BQA to prepare youth for proper animal husbandry practices.

General Rules

This contest will be held in an open format so participants can participate at their convenience, but the contest will be scored for awards. 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. Shorthorn
- 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:

- 1st tie breaker will be the Foods and Cooking ID
2nd tie breaker will be the Sewing and Clothing ID
3rd 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