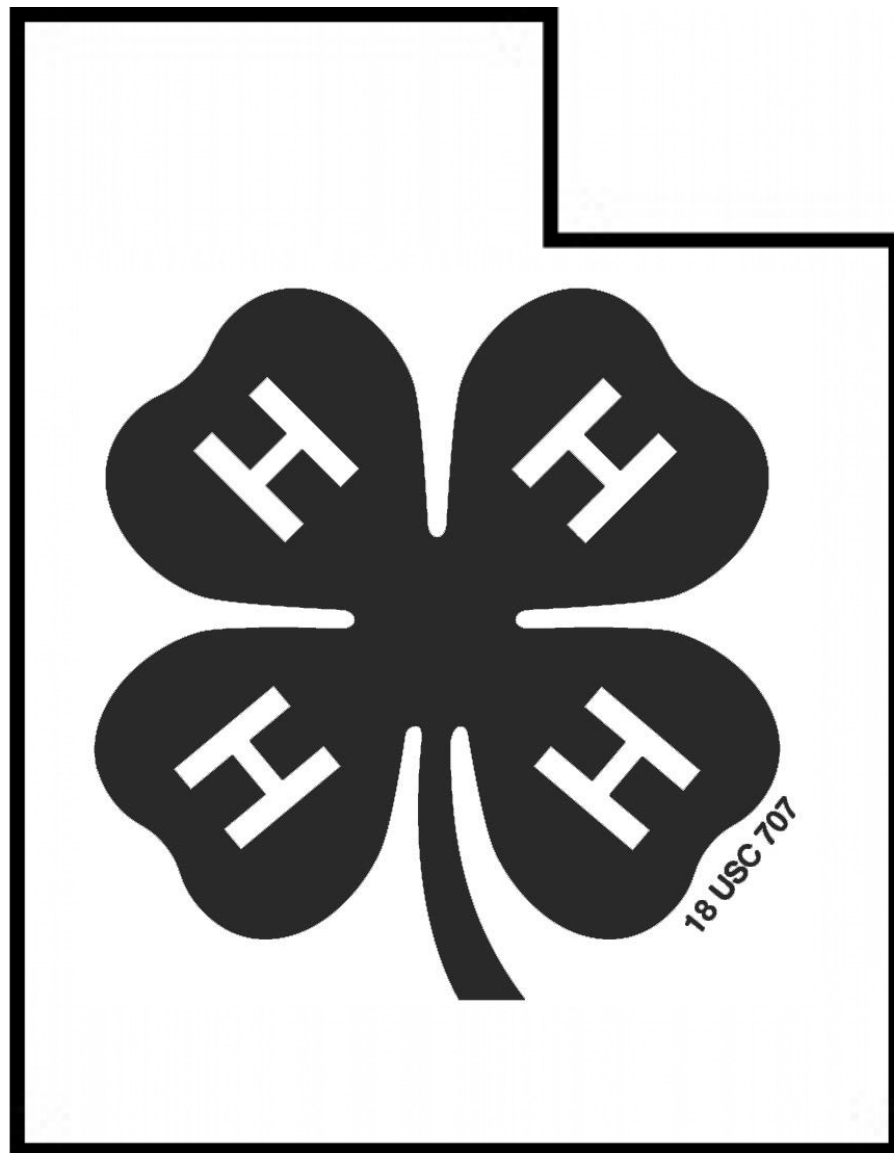


# Utah 4-H

## County Contests

### Handbook



# County Contests Handbook

---

## Table of Contents

Chef Extraordinaire.....	2-20
Congress Interviews.....	21-23
Consumer Bowl .....	24-26
Demonstrations.....	27-35
Fashion Review.....	36-42
Favorite Foods.....	43-51
FCS Presentations .....	52-59
Healthy Cuisine.....	60-65
Horse Bowl.....	66-78
Horse Demonstrations .....	79-90
Horse Judging.....	91-97
Horse Public Speaking.....	98-101
Impromptu Public Speaking.....	102-106
Livestock Bowl.....	107-111
Livestock Judging.....	112-120
Public Speaking.....	121-124
Sewing.....	125-129
Shooting Sports.....	130-136
Smart Shopping Challenge.....	137-144
Talent.....	154-152
Video Production.....	153-157
World of Work .....	158-167

# 4-H County Contest Handbook

4-H Chef Extraordinaire



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

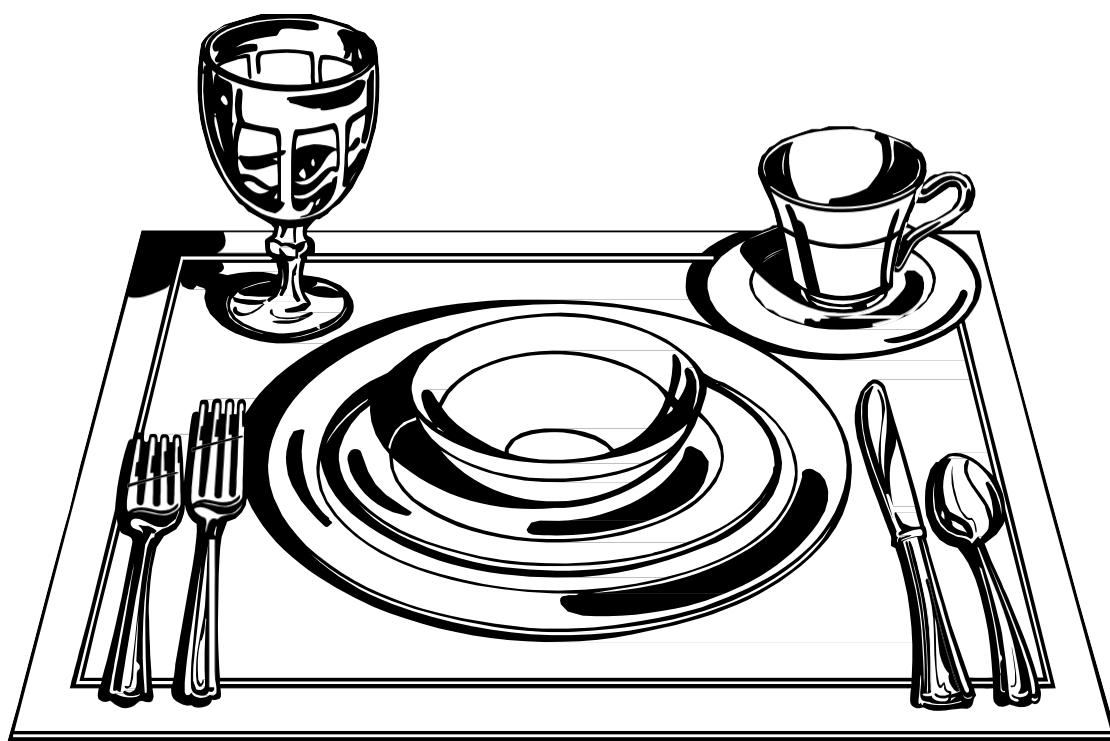
## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

*4-H*

# *Chef Extraordinaire*

## *Guidelines*



# ***4-H Chef Extraordinaire Guidelines***

**Prepared by Utah 4-H Foods Committee**

JoLene Bunnell  
Susan Haws

Debra Proctor

Carolyn Washburn  
Naomi Weeks

The purpose of Chef Extraordinaire is to help 4-H members achieve the following:

1. Develop an appreciation of the importance of food in healthy family living.
2. Increase knowledge and skills in planning, purchasing, preparing, and serving tasty, attractive, and nutritious meals.
3. Utilize creative talents in planning and preparing meals.
4. Develop an appreciation of the values of serving a variety of foods in a tasty and attractive manner.
5. Develop skills in timing, scheduling, and management. To serve meals in an attractive manner with time limits.
6. Learn to serve meals using proper food handling techniques and etiquette.
7. Develop the ability to coordinate efforts and, where applicable, work as a team.
8. Increase understanding and awareness in the proper handling of food for food safety.
9. Practice learned skills in the efficient use of time, energy, and equipment.
10. Use appropriate portion sizes when serving meals.

---

Utah State University Extension, an equal opportunity employer, provides programs and services to all persons regardless of race, age, sex, color, religion, national origin or disability."

## ***procedures***

Description: A team of two members or an individual contestant shall plan a menu, purchase the supplies, prepare and serve a dinner for four guests and a judge within a three hour time limit. The recipes selected should not contribute excessive amounts of fat, sugar, or sodium. Special consideration will be given to those recipes that are high in vitamins, minerals, and fiber.

State Awards: *First Place Individual or Team* in each category will receive the choice of \$50 towards future county/state event, a State 4-H Contests Jacket, or registration for "State Contests Winners" Retreat.

***please refer to state contests General schedule for times when the kitchen in the family life Building is available to store perishable ingredients.***

### Special Information:

- Participants will do the housekeeping required to prepare, serve the meal, and leave the kitchen unit clean.
- **Teams will be allowed three hours** and individuals will be allowed 3.5 hours for the preparation, serving, and clean-up in the kitchen. Contestants should be prepared to **serve the meal two hours after the preparation time begins.**
- All food preparation should be completed at the contest. NO ADVANCE PREPARATION WILL BE ALLOWED. (If your recipe calls for 2 cups of flour you may bring 2 cups of flour but you will still be required to measure it out for the judges.)

***forms to be submitted:***

1. **Menu Form**
  2. **Work Plan** giving step-by-step procedures in the preparation of the meal (2 copies — one to be posted in the kitchen)
  3. **Recipe** (provide 8 copies of your recipes. One in the packet for judges and four for your guests)
- The following equipment and linens will be available for use during the contest:  

Oven	Refrigerator/Freezer	Microwave
Silence Cloth	Sanitizing Solution	

All other equipment, linens, and ingredients should be brought from home.
  - Size of dining tables at State Contests are: width 42" X length 38". Two additional leaves may be added. They are 17 1/2" each.

## ***Guidelines for planning Meals***

Interesting, tasty, healthy, and attractive meals don't just happen. They require good buying, careful, efficient, and safe preparation. They should be easy to prepare and attractively served. Basic to the whole procedure is GOOD PLANNING.

Some helps in planning a menu are:

1. Pleasing combinations of foods should be planned.
2. Plan for color contrast and combinations with the meal.
3. Select a good balance between strong and mild flavored foods.
4. Select a good variety of texture — some chewy, some soft, some crisp.
5. There should be a balance between hot and cold foods.
6. Seasonal foods are important from the standpoint of cost.
7. A resource and tool that you may find helpful is MyPlate, which can be found on the internet at <http://www.choosemyplate.gov>, and if you do not have access to the internet, we invite you to visit your local extension office and use the extension's internet access.



## ***MaKinG Workplans***

Making a work plan, or planning how to have everything ready at just the right time, will take some practice. (refer to page 11)

1. Decide on your menu.
2. Figure out the time required for the preparation of each dish. Practicing each dish will give you the time needed for preparation. Using a countdown kitchen timer will be helpful
3. Make a list of the jobs to be done, in the order they must be done. In this way you will be able to “dovetail” jobs so you will actually be able to do more than one job at a time. MOST IMPORTANTLY — all your food will be ready at just the right time.
4. Divide up the responsibilities (if you are a team).
5. Practice to gain confidence and skill.

## ***Serving the Meal***

Your table should be attractive at mealtime — whether for everyday or special occasions. Be sure that flatware, dinnerware, and glassware are clean and spotless.

### **Setting the Table:**

1. Select a cloth to coordinate the dishes and food as well as the type and theme of the meal you are serving. A white, pastel, or off-white cloth may be most suitable. Cloths that are too flowery or patterned compete with the food for attention.
2. If available use a table pad or cloth under the tablecloth. The pad or cloth is to minimize noise. Lay the cloth smooth and straight with the overhang equal on all sides. The cloth and the pad should fit the size of the table used. The overhang should be the same at ends and sides. The minimum length of the overhang is 4 inches. The maximum length is 10 to 15 inches. A table pad will be furnished for you at State Contests.
3. Choose napkins to harmonize with the cloth. Fold the napkin in a square or rectangle, with an open corner at the lower right; or you may fold the napkin in a decorative design to complement the table. The napkin is normally placed to the left of the fork. If there is no food on the table and no charger plate, the napkin may be placed in the center of the cover.

**Centerpiece:**

The centerpiece should enhance the table setting but not obstruct the view of the diners and should be of an appropriate size. A centerpiece can be very simple. A low-growing plant, cut flowers, or a bowl of fruit may be good choices. The centerpiece is a place to showcase your artistic talents. Make it a distinctive item that enhances the attractiveness or theme of the meal being served.

**Placing of Dinnerware and Glassware:**

1. The water glass is placed directly above the point of the knife. If a cup and saucer are used, they are placed to the right of the spoon, with the handle to the right.
2. Bread and butter plates are placed directly above the forks.
3. Soup bowls, cups, dessert stem ware, or bowls need to be placed on an appropriate sized plate.

**Flatware Placement:**

1. Place knife at the right of the plate with the sharp edge toward the plate.
2. Place the butter knife, if used, across the top of the bread and butter plate.
3. Place the spoon(s) at the right of the knife with the bowl(s) facing up.
4. Place the forks at the left of the plate with the tines up. The salad fork is placed at the left of the dinner fork if the salad is served as the first course. When the salad accompanies the main course, the dinner fork may be used for both the main course and the salad.
5. The cocktail fork, if needed, may be placed on the appetizer plate or at the extreme right.
6. Dessert flatware may be on the table at the beginning of the meal. Dessert fork, spoon, or both may be placed at the top of the cover, parallel to the table's edge or to the right of the dinner fork. It can also be brought on the plate with the dessert.

**Check the Table and Chair Placement:**

Check your table setting before your guests arrive. The following should be in place:

centerpiece	salt and pepper
filled glassware	napkins
flatware	butter plate and jam jar (if needed)

The cocktail or appetizer may be in place when the guests are seated for an informal occasion. If it is a formal occasion, the appetizer course should be served after the guests have been seated. The salad may be placed on the table with the main course or served as the appetizer.

**Plating Food for Serving:**

1. When portioning food, refer to appropriate serving portions as shown on page 9 "Common Items to Estimate Serving Sizes."
2. The arrangement of food should be appealing on the plate.

**How to Serve and Remove Dishes:**

Serve and remove all dishes from the left except the beverages. Beverages are served and removed from the right. Use the left hand when serving from the left. Use the right hand to serve from the right. Table service should be given unobtrusive and quiet (without interrupting the conversation).

A guest of honor is served first; ladies should be served before gentlemen.

Everything, except the centerpiece and the glassware should be removed before serving the dessert. If necessary, remove crumbs with a folded napkin and a small plate. Dessert flatware may be put in place or served directly on the dessert plates.

Fill the water glasses three-fourths full. Leave the glass on the table while refilling. Use a napkin to catch drips from the pitcher.

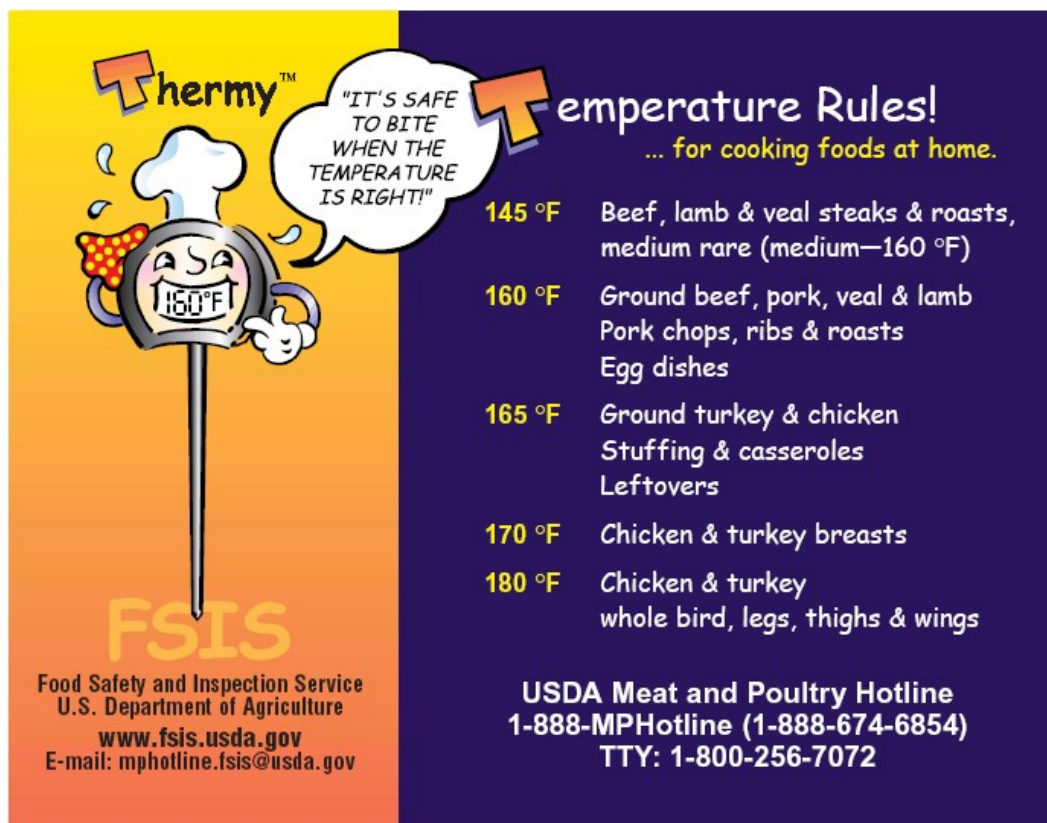
**Clear the table in this order:**

1. Remove the serving dishes,
2. Then soiled dinnerware, and
3. Then glassware.



## Tips for Handling Food Safely

- Always wash hands, utensils, and surfaces — including cutting boards — in hot, soapy water before and after food preparation; especially after preparing raw meat, poultry, eggs, or seafood. Also remember to wash your hands after using the bathroom.
- When cooking, don't forget to wash your food thermometer after each use.
- Never place cooked food back on the same plate or cutting board that previously held raw food.
- Always separate raw meat, poultry, and seafood from other foods.
- Bacteria grow most rapidly in the **Danger Zone** — the unsafe temperatures are between 40° F and 140° F — so it's essential to keep foods out of this temperature range.
- Since cold temperatures keep most harmful bacteria from growing and multiplying, be sure to refrigerate foods quickly.
- Never defrost food at room temperature. Thaw food in the refrigerator, in cold water, or in the microwave (if you'll be cooking it immediately).
- Cold foods should be kept at 40° F or colder.
- Hot foods should be kept at 140° F or hotter.
- See Thermy Chart for temperatures



The chart is divided into two main color sections: a yellow/orange left side and a dark purple right side. On the left, a cartoon thermometer character named 'Thermy' is shown with a face, arms, and legs, wearing a chef's hat and a red bow tie. A speech bubble from the character says, "IT'S SAFE TO BITE WHEN THE TEMPERATURE IS RIGHT!". Below the character, the text 'FSIS' is written in large, bold, orange letters. Underneath 'FSIS', the following text is provided: 'Food Safety and Inspection Service', 'U.S. Department of Agriculture', 'www.fsis.usda.gov', and 'E-mail: mphotline.fsis@usda.gov'. On the right side, the title 'Temperature Rules!' is written in large, bold, white letters, followed by the subtitle '... for cooking foods at home.' in smaller, italicized, yellow letters. Below this, a list of cooking temperatures and corresponding foods is provided in white text. The temperatures are listed in yellow: 145 °F, 160 °F, 165 °F, 170 °F, and 180 °F. At the bottom of the right side, the text 'USDA Meat and Poultry Hotline' is written in white, followed by the phone number '1-888-MPHotline (1-888-674-6854)' and the TTY number 'TTY: 1-800-256-7072'.

**Thermy™** "IT'S SAFE TO BITE WHEN THE TEMPERATURE IS RIGHT!"

**Temperature Rules!**  
... for cooking foods at home.













<b>145 °F</b>	Beef, lamb & veal steaks & roasts, medium rare (medium—160 °F)
<b>160 °F</b>	Ground beef, pork, veal & lamb Pork chops, ribs & roasts Egg dishes
<b>165 °F</b>	Ground turkey & chicken Stuffing & casseroles Leftovers
<b>170 °F</b>	Chicken & turkey breasts
<b>180 °F</b>	Chicken & turkey whole bird, legs, thighs & wings

**FSIS**  
Food Safety and Inspection Service  
U.S. Department of Agriculture  
[www.fsis.usda.gov](http://www.fsis.usda.gov)  
E-mail: [mphotline.fsis@usda.gov](mailto:mphotline.fsis@usda.gov)

**USDA Meat and Poultry Hotline**  
1-888-MPHotline (1-888-674-6854)  
TTY: 1-800-256-7072

For this chart and more information, see the USDA food safety site:  
[http://www.fsis.usda.gov/food\\_safety\\_education/thermy/index.asp](http://www.fsis.usda.gov/food_safety_education/thermy/index.asp)

## Common Items to Estimate Serving Sizes

3 ounces of cooked meat, poultry, or fish	<b>Looks like</b>		1 Deck of playing cards
1 medium apple, orange, peach, or pear	<b>Looks like</b>		1 Tennis ball
1 Tortilla	<b>Looks like</b>		1 7-inch plate
1 Muffin	<b>Looks like</b>		1 Large egg
2 Tbsp. Peanut Butter	<b>Looks like</b>		1 Golf ball
1 Pancake or Waffle	<b>Looks like</b>		1 4-inch CD
1 ounce Cheese	<b>Looks like</b>		4 Dice
½ cup Fruit, vegetable, cooked cereal, pasta, or rice (Leafy greens should equal 1 cup)	<b>Looks like</b>		1 Palm of average woman's hand
1 small baked potato (2 1/2" - 3" long)	<b>Looks like</b>		1 Computer mouse
1 ounce Nuts	<b>Looks like</b>		1 handful
½ cup Ice cream	<b>Looks like</b>		1 Racquet ball
4 small Cookies (1" diameter)	<b>Looks like</b>		4 Casino Chips

Utah State University is an equal opportunity/affirmative action institution

adapted from Williams DP, Christensen NK  
Stepping Up to the Plate Handout  
Serving Sizes

## ***food preparation expectations***

- Avoid waste. Estimate carefully how much food you will need to make five servings so you will have no leftovers.
- Review cooking principles in your 4-H manuals and make sure you are preserving the flavor, color, texture, and nutrients by cooking properly.
- Plan an efficient clean-up. By cleaning up as you go, the final cleanup will be easier. Keep work spaces clean and learn proper use of the equipment.
- Always handle food in a safe and sanitary manner. Be sure to wash hands often. Do not leave foods out to spoil or nibble on food while preparing it, etc.
- Practice proper dish-washing methods. Sanitize counter tops and cutting surfaces.
- Remember to keep hot foods hot and cold foods cold. Chilling or preheating plates helps to achieve this purpose.
- Use a clean meat thermometer to test the internal temperature of the meat. Use the USDA temperature rules on page 8 for temperatures.

## ***Your appearance counts***

Avoid overly dramatic costumes. Select a washable material of a suitable style for working in the kitchen. You will want to look nice, but do not wear your best attire. If this is a team project, you need not be dressed alike but your outfits should be similar. It is permissible to put on a fresh “special” apron for serving the meal, but for working in the kitchen, avoid anything that detracts from a neat, clean appearance.

**Hair should always be adequately controlled and restrained with a hair net or hat.  
Shoes should be closed-toe.**

## ***Your attitude is Important***

This is your chance to practice your skill as a host/hostess. This will mean that you can display examples of courtesy and consideration which will build a relaxed, comfortable atmosphere in which your guests can enjoy each other’s company while good food is served delightfully.

## ***Meal preparation forms***

The following forms are included as examples of what needs to be submitted at the time of the competition:

- **Menu**
- **Work Plan** giving step-by-step procedures in the preparation of the meal (2 copies — one to be posted in the kitchen).
- **Recipes** (Provide 8 copies of your recipes. One in the packet for the judges and four for your guests.)

# Items Needed

*Oven*

*Silence Cloth*

*Fridge/Freezer*

*Sanitizing Solution*

*Microwave*

*Tables/Chairs for settings*

*Judging Sheets*

*Writing Utensils*

*All other cooking supplies and table setting supplies are provided by the contestant*



## CHEF ExTRaORDInaIRE

## WoRK PLan ExaMPLE

Time	Contestant 1 Tasks	Time	Contestant 2 Tasks
0:00	Wash hands; start boiling water.	0:00	Wash hands; make bread dough.
0:10	Make cheese stuffing, set aside.	0:10	Wash fruit while dough rises.
0:20	Heat oven; put manicotti shells in water, make meat sauce.	0:20	Set table. Cut kiwi and strawberry garnish.
0:30	Drain manicotti shells and place on waxed paper; wash dishes.	0:30	Wash dishes.
0:40	Fill shells and place in pan.	0:40	Assist in the filling of the manicotti shells.
0:50	Pour meat sauce over shells and sprinkle with cheese.	0:50	Mix grape juice; place in refrigerator to cool.
1:00	Place in oven; make salad dressing.	1:00	Wash dishes.
1:10	Put green beans on to boil.	1:10	Dry dishes and put them away.
1:30	Take manicotti out of oven; keep it warm. Help shape breadsticks.	1:30	Punch down bread dough, shape into breadsticks, place in oven.
1:40	Dish up salads; reheat manicotti.	1:40	Remove breadsticks from oven; pour grape juice.
1:50	Invite guests to be seated, introduce yourselves, serve the salad.	1:50	Invite guest to be seated. Introduce yourselves; serve the breadsticks.
2:00	Dish up manicotti, beans, and garnish.	2:00	Remove salad plates, set plate w/ breadsticks; refill beverages.
2:10	Serve main course.	2:10	Wash dishes and dish up Italian ice.
2:20	Clear main course dishes.	2:20	Serve Italian ice.
2:30	Wash dishes; start putting them away.	2:30	Remove dessert dishes and thank guests for coming.
2:40	Thank guests for coming.	2:40	Clear table setting and repack supplies.
2:50	Wipe down countertops, table, etc.	2:50	Sweep floor.
3:00	Check out with judges.	3:00	Check out with judges.





**CHEF**  
**ExTRaoRDInaIRE**

**RECIPE ExaMPLE**

**Please complete recipe for  
each dish in your meal**

NAME OF RECIPE Raspberry Vinaigrette Dressing

**ATTACH RECIPE HERE:**

3 Tablespoons + 1 teaspoon Canola Oil

3 Tablespoons + 1 teaspoon Raspberry Wine Vinegar

3 Tablespoons + 1 teaspoon White Sugar

3/4 teaspoon Dijon Mustard

1/8 teaspoon Dried Oregano

1/8 teaspoon Ground Black Pepper

**INSTRUCTIONS FOR MAKING THE DISH (in order of use):**

In a jar with a tight fitting lid, combine the oil, vinegar, sugar, mustard, oregano, and pepper. Shake well. Makes 5 servings.

NAME OF RECIPE Spinach & Tangerine Salad

**ATTACH RECIPE HERE:**

(6 oz.) Package Spinach Leaves

5 Tangerines, sectioned

5/8 (8 oz.) Pineapple Chunks, drained

1/3 Red Onion, sliced, separated into rings

1 lb. Walnuts, chopped

**INSTRUCTIONS FOR MAKING THE DISH (in order of use):**

Combine spinach leaves, tangerine sections, pineapple chunks in a large serving bowl. Add chopped walnuts and dressing. Toss to evenly coat and top with sliced onion rings. Makes 5 servings.



## CHEF ExTRaoRDInaIRE

## RECIPE ExaMPLE

Please complete recipe for  
each dish in your meal

NAME OF RECIPE Rigatoni with Meat Sauce

ATTACH RECIPE HERE:

### Meat Sauce

2 Tablespoons Canola Oil	1 lb. Ground Beef
2 teaspoons Oregano Leaves	1 Garlic Clove, minced
1 3/4 teaspoons salt	1 16-oz. can Tomatoes
1/8 teaspoon Cayenne Pepper	2 6-oz. cans Tomato Paste
1 Bay Leaf, crumbled	4 teaspoons sugar
5 Tablespoons Parmesan Cheese	1 medium Onion, chopped
16 oz. Rigatoni Noodles	

INSTRUCTIONS FOR MAKING THE DISH (in order of use):

**ABOUT 1 HOUR AND 10 MINUTES AHEAD:** In Dutch oven or large saucepan over medium heat, in hot canola oil, cook ground beef, onion, and garlic until meat is well browned; spoon off excess fat. Stir in tomatoes with their liquid and remaining ingredients. Reduce heat to low; cover and simmer 35 minutes or until sauce is very thick, stirring occasionally. Makes about 4 cups.

**Rigatoni:** Add noodles to 4 qt. of boiling water (with salt). Boil for 11-12 minutes or desired doneness. Drain; return pasta to saucepan. Add meat sauce and stir. Top with Parmesan cheese to taste.

NAME OF RECIPE Peach Cobbler

ATTACH RECIPE HERE:

1 can (1 lb. 13 oz.) sliced peaches (with syrup)	1 1/2 teaspoons baking powder
1/2 teaspoon cinnamon	1/4 teaspoon salt
3 Tablespoons cornstarch	3 Tablespoons shortening
1 cup all-purpose flour*	1/2 cup milk
1 Tablespoon sugar	

INSTRUCTIONS FOR MAKING THE DISH (in order of use):

Heat oven to 400 degrees. Combine peaches, cinnamon and cornstarch in saucepan. Cook, stirring constantly until mixture thickens and boils. Boil and stir 1 minute. Pour into 1 1/2-quart casserole.

Measure flour, sugar, baking powder and salt into bowl. Add shortening and milk. Cut through shortening 6 times. Mix until dough forms a ball. Drop dough by 6 spoonfuls onto hot pie filling.

Bake for 25-30 minutes or until biscuit topping is golden brown. Serve warm. Makes 6 servings.

\* If using self-rising flour, omit baking powder and salt.



## CHEF ExTRaoRDInaIRE

# CHECKLIST

**Remember to make sure you've done the following:**

- ☐ If bringing a cooler, be sure it's adequately cooled with ice.
- ☐ Secure hair with hair net or hat.
- ☐ Be sure to clean the sink and counter tops before you leave the kitchen area.
- ☐ Wear closed-toe shoes.
- ☐ You may want to bring containers for leftovers.
- ☐ The recipes selected should not contribute excessive amount of fat, sugar, or sodium. Keep this balanced within your daily menu of meals.
- ☐ Avoid waste. Estimate carefully how much food you will need to make five servings so you will have no leftovers.
- ☐ Review cooking principles in your 4-H manuals and make sure you are preserving the flavor, color, texture, and nutrients by cooking properly.
- ☐ Plan an efficient clean-up. By cleaning up as you go, the final clean up will be easier. Keep the working spaces clean and learn proper use of the equipment.
- ☐ Always handle food in a safe and sanitary manner. Be sure to wash hands often, not leave foods out to spoil, not nibble on food while preparing it, etc. Have a sanitizer handy.
- ☐ Practice proper dish washing methods and sanitize counter tops and cutting surfaces.
- ☐ Remember to keep hot things hot and cold things cold. Chilling or pre-heating plates helps to achieve this purpose.
- ☐ Use a meat thermometer to test the internal temperature of the meat. Use the USDA temperature rules on page 5 for the correct temperatures.



CHEF  
ExTRaoRDInalRE

## MEnU FoRM

### Menu of Meal Being Served



**CHEF  
ExTRaoRDInaIRE**

## WoRk PLan

Time	Contestant 1 Tasks	Time	Contestant 2 Tasks
0:00		0:00	
0:10		0:10	
0:20		0:20	
0:30		0:30	
0:40		0:40	
0:50		0:50	
1:00		1:00	
1:10		1:10	
1:20		1:20	
1:30		1:30	
1:40		1:40	
1:50		1:50	
2:00		2:00	
2:10		2:10	
2:20		2:20	
2:30		2:30	
2:40		2:40	
2:50		2:50	
3:00		3:00	



**CHEF**  
**ExTRaoRDInaIRE**

## RECIPES

Please complete recipe for  
each dish in your meal

Use this form or attach recipes.

NAME OF RECIPE \_\_\_\_\_

ATTACH RECIPE HERE:

NAME OF RECIPE \_\_\_\_\_

ATTACH RECIPE HERE:

## Chef Extraordinaire Judging Sheet

**Ribbon awarded**  
(circle one)  
**BLUE**  
**RED**  
**WHITE**

Contestant's Name: \_\_\_\_\_ Grade or Division: \_\_\_\_\_ County: \_\_\_\_\_

Contestant's Name: \_\_\_\_\_ Grade or Division: \_\_\_\_\_ County: \_\_\_\_\_

Dish being prepared \_\_\_\_\_

Category	Points	Score
<b>nutrition and Time Management</b>		
Menu is included in packet and is neatly written.	2	
Work Plan for the meal served included in this packet and is neatly written.	2	
The proper sequence of when prep. steps needed to be accomplish were listed and followed.	2	
Meal served to guests on time.	2	
All steps needed for preparation were included on plan (evenly distributed if a team).	2	
Sufficient time was allowed for preparation, service, and clean up.	2	
Contestants followed their written work plan.	2	
Recipes for the meal prepared are included in the packet (8 total copies).	4	
<b>Judges Comments:</b>	26 Points	
<b>Food Preparation Skills, Safety, and Sanitation</b>		
Use of correct principles and methods of food preparation.	10	
Degree of difficulty in the food preparation techniques utilized.	8	
All preparation was completed on-site (nothing was prepared ahead of time).	2	
All food preparation equipment and utensils were used safely and properly.	2	
All food was cleaned, stored, and cooked properly.	6	
Thermometer was used for food safety & quality.	6	
Contestants washed hands before handling food.	5	
Contestants kept food free from germs, i.e. tasting food, sneezing, coughing, lick fingers, etc.	5	
Contestants hair was controlled or restrained during meal preparation (hair net or hat)	5	
Proper dishwashing techniques were used for cleaning dishes and equipment.	4	
Sanitizing Countertops	4	
Work & serving areas were left clean and tidy, i.e. tables, swept floor, etc.	5	
<b>Judges Comments:</b>	62 Points Possible	

<b>Meal attractiveness and Taste appeal</b>	<b>Points</b>	<b>Score</b>
Meal had a pleasing overall appeal with <u>each service</u> i.e. appetizer, main dish, dessert, etc.	18	
Portion sizes were appropriate.	6	
Foods were arranged attractively on the plate.	3	
Garnishes were used effectively.	3	
Meal included a contrast in shapes and sizes, i.e. round peas, carrot sticks, etc.	3	
Meal included a contrast in color, i.e. greens, browns, oranges, whites, etc.	3	
Meal had a pleasing overall flavor.	18	
Meal included a contrast in textures, i.e. soft, chewy, crisp, tender, etc.	2	
Meal included a contrast in flavors, i.e. strong, mild, sweet, tart, salty, etc.	2	
Meal included a contrast in temperatures, i.e. warm, cool, etc.	2	
Meal textures were appropriate, i.e. tender-juicy meat, crisp vegetables, lump-free gravy.	2	
Natural flavors were enhanced by appropriate seasonings.	2	
Creativity was used in the meal planning.	10	
<b>Judges Comments:</b>	66 Points Possible	
<b>Meal Service</b>		
Table had aesthetic appeal.	6	
Creativity was used in the table presentation.	8	
Table cloth or place mats were clean and pressed.	2	
Colors or theme carried through entire table presentation.	2	
Centerpiece complemented and harmonized (did not distract from) table presentation.	2	
All dinnerware, flatware, and glassware were clean and presentable.	2	
Place settings were set correctly.	4	
All dishes were served and removed from the left with the left hand.	4	
All beverages were served and removed from the right with the right hand.	4	
<b>Judges Comments:</b>	34 Points Possible	
<b>Contestant attitude, appearance and Responses</b>		
Contestants were pleasant and courteous to guests.	4	
Contestant's clothing was appropriate and clean.	2	
Contestant's responses to questions demonstrated their knowledge	6	
<b>Judges Comments:</b>	12 Points Possible	
Subtract 5 points for each 5 minutes contestants exceed the 3 hour time allocation.	-(?)	
TOTAL	200	



# 4-H County Contest Handbook

## Congress Interviews



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# CONGRESS INTERVIEWS

---

**Description:** Participants will prepare their 4-H Portfolio and submit it to the State 4-H Office by February 15<sup>th</sup>. Portfolios are a cumulative report of a 4-H member's experiences. The portfolios are then judged and the top individuals will be invited for an interview at State 4-H Contests. This is the only time interviews are offered.

**Entries:** Each person may submit one portfolio to be judged.

**State Awards:** The top individuals will receive a scholarship to attend the national event.

**National Trip:** National 4-H Congress is held in Atlanta, Georgia.

## **Special Information:**

Portfolio forms are available at the USU County Extension Office. Portfolio forms are also available on the webpage at <http://www.utah4-h.org/portfolio>.

When assembling the 4-H Portfolio, follow the directions given on the back of the green divider pages. In addition, there are "Tips for Submitting Your 4-H Portfolio for State Competition" available at the USU County Extension Office or online.

# 4-H County Contest Handbook

## Consumer Bowl



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# CONSUMER BOWL

---

- Description: Participants will work as a team to answer various consumer and life skills oriented questions.
- Entries: Teams should consist of four members and may have one alternate.
- State Awards: First Place team will receive the choice of \$50 towards national competition, \$50 towards future county/state event, or State 4-H Contests Jacket. They also receive the right to represent Utah at the Western National Contest in Denver.
- National Awards: Determined at the national level  
(for more information, please visit [www.westernnationalroundup.org](http://www.westernnationalroundup.org))

## Special Information:

Consumer Bowl covers materials from all sections of family consumer sciences from foods and nutrition, clothing and textiles, financial management, consumer decision making, and child care. This involves 4-Hers in a College Bowl type contest matching wits with the opposing team to see who can answer the most questions the fastest.

## I. Eligibility

1. Contestants will participate in this contest in teams of four (4).
2. Each contestant should read the general rules. 4-H members may be enrolled in any FCS related 4-H project.

## II. Procedure

- A. Contest questions are taken from the following sources. *Contact your Extension office about obtaining the study materials.*
1. Western National 4-H Roundup FCS Classic – Family & Consumer Sciences Bowl 2014 Study Resources:  
<https://utah4h.org/files/uploads/EventsAndRegistration/StateContests/2014-Consumer-Bowl-Study-Materials.pdf>
  2. MyPlate-10 ways handouts- USDA ChooseMyPlate  
<http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html> To access the myplate information for study materials please follow the link.
  3. Be the “E” – available from National 4-H Council

- B. A game consists of rounds that are divided into halves.  
Round 1- The first half of the round is one-on-one competition. Only one member of each team is eligible to respond to a question. Round 2- During the second half of the round, all team members are eligible to respond.
- C. Questions- There are three kinds of questions:
1. Regular questions to which the designated member of either team may respond during the first half or the one-to-one competition.
  2. Toss-up questions are open for response by any member of either team.
  3. Bonus questions attached to selected toss up questions are open to any member of the team that won the toss-up question. No part of the bonus question may be repeated or any additional information given to the contestant relative to the question.
- D. Scoring
1. During one-on-one competition in the first half of the round, only one member of each team is eligible to respond to a question. This eligibility rotates with each question, beginning with the team captain on each team, and then passing to the number two, three and four contestants of each team, until all the remaining questions have been asked.
  2. The point value of the first half of the round is as follows:
    - a. Correct response- two points
    - b. Incorrect response- loss of two points
    - c. If both contestants do not attempt to answer in the five-second allowable time, neither team loses nor gains any points.
- E. Time Requirements
1. Each round is divided into halves, with each half based on time (eight minutes) or number of questions (20 questions).
  2. Contestants have five seconds to begin to answer the question after activating the buzzer and being recognized by the moderator.
  3. If a buzzer is activated during reading of a question, the moderator immediately stops and the contestant has five seconds after being recognized by the moderator to begin the answer.
  4. Repeating the question by the contestant is not to be considered the initiation of the answer.
  5. It is the responsibility of the moderator and judges to determine if an actual answer was begun within the five-second period.

# ADDITIONAL INFORMATION FOR 4-H CONSUMER BOWL CONTEST Contest Chair

## III. Bowl Requirements

### A. Equipment

1. A team responder that provides a clear indication of the first contestant to respond to a question.
2. Stop watch or other appropriate time device.
3. Buzzer with a different sound than the game panel.
4. Blackboard or flipchart used to maintain team scores. This must be visible to contestants and, if possible, to spectators.

### B. Contest Officials

1. Moderator: assumes direction of the contest, asks all questions, designates contestants to answer questions, accepts or rejects answers unless the questions and/or answers are challenged. Moderator indicates when a contestant has exceeded the allocated time for a question, declares the winner of the round, controls the contest, and moves to the next question (decides to discard the question or move to the next).
2. Judges: two judges are recommended. Judges must be knowledgeable about resource material. Judges rule jointly on the acceptability of questions or answers. In cases of a challenge to questions or answers in the contest, two of the three officials (both judges, or one judge and the moderator) must agree to acceptability or rejection of any question and/or answer. With only one judge, both judge and moderator must agree on actions to be taken.
3. Timekeeper: monitors time intervals and designates when time of response has been exceeded and handles control of the game equipment. Neither the moderator nor the judge should be timekeeper.
4. Scorekeeper: keeps score for the contest in a place that is clearly visible to the moderator and contestants.

### C. Teams

1. Each team consists of four members and may include one alternate if desired. Only four contestants are seated at the panel at one time.
2. During a round, only one team member may be replaced at the panel. A member may only be replaced when:
  - a. The moderator deems it impossible for one of the seated members to continue in the contest, or
  - b. The captain of a team requests the replacement of a team member.
3. The team member removed from the round becomes ineligible to return during that round. The team member removed and the replacement member are both eligible to participate in further rounds.

### D. Age Divisions

1. Junior and Intermediate teams should be given age appropriate questions and the curriculum difficulty should be adjusted.
2. A separate question bank should be developed for each age division prior to



- beginning the contest.
3. Each age division should only compete against peers in their division (i.e. juniors should not compete against intermediates)
  4. Time limits may remain consistent for all age divisions.

#### IV. Competition

##### A. Starting the Contest

1. Teams are assembled and seated at their respective panels and each contestant is given the opportunity to check the equipment.
2. A team captain is designated and seated nearest the moderator.
3. The question packet is opened by the moderator.
4. Teams are secluded from one another so they may be asked the same set of questions.

##### B. Round One - First Half (20 questions or 8 minutes)

1. The moderator indicates clearly the start of one-on-one play.
2. Each question is addressed to only one member of each team, beginning with the team captain and progressing with subsequent questions to the number two, three, and four contestants, respectively.
3. The moderator indicates which two contestants are eligible to respond prior to the reading of each question.
4. On the first questions, only the team captains may activate the buzzer to answer the question. On the second question, only the team members seated in second place may activate the buzzer. When all four team members have had a chance to answer a question, the procedure will start over with the team captains.
  - a. The team loses two points if contestants other than the designated contestants respond with the buzzer or verbally.
  - b. If any contestant responds more than twice to questions directed to another contestant, that contestant is replaced by the alternate. If no alternate is available, the remainder of the match is played with less than the full team, and questions normally addressed to the eliminated contestant will be addressed to the opposing team contestant only.
5. There are no bonus questions asked during the one-on-one period.

##### C. Second Half (20 questions or 8 minutes)

1. Any contestant may answer the questions. The moderator begins by reading a toss-up question and clearly indicates if a bonus question is attached and how many points the bonus question is worth. (See 6b)
2. The moderator reads all questions to their completion, or until a contestant activates a buzzer.
3. If the answer given is incorrect, the question will not be repeated for the other team, but will be discarded.
4. If the time elapses without a contestant activating a buzzer, there is neither loss nor gain of points to either team.
  - a. If a bonus question was attached to an unanswered toss-up question, that bonus question is then transferred to the next question.

5. If the answer to a question is begun during the five-second allowable time and the answer is incorrect, that team loses the points associated with that question.
  - a. If a member of a team activates a buzzer and an answer has not been started within the five-second allowable time, there is a two-point penalty imposed against the team activating the buzzer and that question is discarded.
  - b. If a bonus question is attached to an incorrectly answered toss-up question, that bonus question is transferred to the next question.
6. If the toss-up question is correctly answered within the five-second time limit, that team scores two points.
  - a. If a bonus question is attached to the correctly answered toss-up question, the moderator then reads the bonus question and a ten-second discussion period is permitted for team consultation. The end of the ten-second period is signaled by the timer. At the signal, a five-second period is permitted for the team captain or designated team member to begin the answer.
  - b. A bonus question is worth two points.
  - c. Failure to answer a bonus question results in no loss of points.
  - d. No part of the bonus question will be repeated nor will any additional information be given.
7. Either the team captain or the moderator may call a time-out for clarification of a rule, to permit replacement of a team member, or to allow for unexpected problems. These time-outs may be called only after a question has been answered and before the start of the next question.

#### D. Completing the Contest

1. The moderator continues reading questions (and bonus questions if applicable) until all questions have been asked or eight minutes has expired, whichever comes first.
2. If a question is thrown out either due to poor reading by the moderator or a decision of the judges, it will be replaced by another question so that the total number of questions or time limit remains consistent.
3. Following the final question or time limit, the team with the highest number of points is declared the winner of that round.
4. In the event of a tie after the designated number of questions, five additional toss-up questions will be asked, to which any contestant may answer after activating the buzzer and being recognized. If a tie remains after the overtime, the first team to score two points (or gaining the advantage due to a loss of two points to the opposing team) will be declared the winner.
5. Once the moderator has declared the winner based on the score, there will be no protest.

#### V. Protest of Questions and/or Answers

- A. Protests may be made only by the team captain or coach, and then only at the time the question is read or the answer given. There is only one coach recognized for each team. The moderator and judges consider the protest, and their decision in all cases is final.

- A. When a protest is made, play will be stopped until the protest is resolved or a three-minute time limit is up.
- B. If a protest is sustained, the moderator will take one of the following actions:
  - 1. If a question is protested before an answer is given and the protest sustained, the question is discarded. There is no loss or gain of points for either team.
  - 2. If an answer is protested, at least one of the judges and moderator, or both judges determine the validity of the protest. Points will be added or subtracted as appropriate.
  - 3. If a question is protested after an answer is given, at least one judge and moderator, or both judges determine the validity of the protest. The question is then discarded at no loss of points or the question may be allowed with the appropriate gain or loss of points.
- C. Abuse of the protest provisions may result in one or more of the following:
  - 1. Dismissal of coach from the contest area.
  - 2. Dismissal or replacement of team captain.
  - 3. Dismissal of entire team with forfeiture of points or standing.
- D. Spectators may not protest a question, answer, or procedure during course of play.
  - 1. Spectators may submit in writing to the contest officials any suggestions, complaints, or protests at the conclusion of the contest.
  - 2. Unanimous agreement, may elect to discard the question with no loss or gain to either team.

#### VI. Recording Devices

To preserve the fairness of this contest and the integrity of all the contestants who have dedicated their time and effort, no note taking, recording devices, or cameras are allowed in the contest room. Failure to observe this rule will result in dismissal from the contest area and disqualification of the team.

#### VII. Equipment Failure

- A. If equipment fails or malfunctions during a round, any contestant, the moderator, judges or coach, may call a time-out.
- B. If, after checking it is determined that there is a malfunction, the faulty part(s) will be replaced and play resumed.
- C. Scores accumulated up to the point of the time-out shall stand and all further points awarded during the match added or subtracted from this total. If judges or one judge and the moderator deem it advisable, points awarded for the question immediately prior to equipment failure may be recalled and an additional question used.
  - A. Under no condition shall there be a replay of a match where there was equipment failure.

#### *Team Participation Bonus Points*

*In order to encourage full team participation, bonus points will be awarded in each match during regulation play to the teams that have each team member correctly respond to a question*

*other than bonus questions. This bonus shall be worth 2 points to either team that qualifies. After having earned this team bonus once within a match, both teams are eligible to earn an additional bonus of 2 points by repeating the process specified for team bonus awards.*

*1. In order to obtain these bonus points, each member of the team SEATED AT THE TIME must have correctly answered a question. If a team member, already having answered a question correctly, is replaced by an alternate, and that team has not yet earned the bonus points, it will be necessary for the alternate to also answer a question correctly before the bonus points may be awarded.*

*2. No team will be credited toward a team bonus with a member's second correct response until the first team bonus has been awarded. Each time Team Bonus points are awarded the team may again begin accumulating credits for Team Bonus points.*

## Items Needed

*Copies of question materials*

*2 long tables*

*8 chairs*

*Buzzer sets for each room*

*Scoreboard*

*Stop watch*

*Buzzers*

*Awards*

# 4-H County Contest Handbook

## 4-H Demonstrations



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

## 4-H DEMONSTRATIONS

# CONTEST CATEGORIES:

- 1) **Ag**
  - **Animals (all except Horse)**
  - Plants (ie Gardening, Horticulture, etc)
- 2) **Science** – including but not limited to:
  - **Technology and Engineering (ie Rocketry, Computers, Robotics, etc)**
- 3) **Other** – include but are not limited to:
  - Citizenship and Civic Education (ie Global Education, Community Service, etc)
  - Communications & Expressive Arts (ie Crafts, Performing Arts, Photography, etc)
  - Environmental Education (ie Shooting Sports, Outdoor Education, Water, etc)
  - Health (ie First Aid, CPR, Healthy Living, etc)
  - Healthy Lifestyle Education (Food Preservation, Cake Decorating, etc)
  - Personal Safety (ie ATV Safety, Emergency Preparedness, etc)
  - Personal Development (ie Leadership, Career Exploration, Hobbies, etc)

Entries: May enter as individuals or teams of two. No contestant will be allowed to enter the same presentation in more than one contest category. Contestants may only win once in each category, after that they must enter a different category.

State Awards: First Place individual or team in each category will receive the choice of \$50 towards future 4-H event or a State 4-H Contests Jacket.

National Awards: There are no national competitions for this contest.

### Special Information:

Presentations should not exceed 20 minutes in length for seniors, 5-10 minutes for Juniors and Intermediates. This includes 5 minutes for set up and take down. Time for responding to questions is not included in presentation length. All demonstrations must be adapted to be done indoors. No outdoor demonstrations will qualify.

Your county will need to provide a table, LCD projector and laptop, Extension cord, and floor easel. Youth will need to provide all other equipment.

Each youth earns a blue, red or white ribbon based on the Danish judging system:  
Blue (excellent): 90-100, Red (good): 75-89, White (fair): 74 and below

## Helpful Tips for Giving a Demonstration

Giving a 4-H project demonstration can be fun! In a demonstration, you show and tell

about a fact, idea, or process. You've probably given demonstrations in the past but didn't know it. When you have learned how to do something in your 4-H project and then showed another club member, you gave a demonstration.

There are a few things to remember in order to make your demonstration fun. First select a topic that you enjoy, and start out by outlining the key points. Once you've got the key points written down, and determined what you want to accomplish, practice giving your demonstration, as this will prepare you to give the real thing. You might also think of the possible questions that will be asked of you in advance, so that you'll be prepared to answer them.

Here are some guidelines that will help make this process fun and easy to do.

## **I. Select a topic you like -**

Your demonstration should be something that:

- You can be enthusiastic while speaking about
- You are interested in
- Is chosen to interest your audience
- Is not too hard for you
- Is one idea that can be shown and told in a 10-15 minute time frame

## **II. Outline the Key Points**

List the main ideas or key points you want to be part of the demonstration, then decide:

- The order in which to present the key points,
- How to demonstrate the key points, and
- The equipment needed for each key point.

It is important for a demonstration to have a beginning and an ending, the beginning being the introduction, and the ending being the summary. Use your introduction to introduce yourself to your audience and then describe what you plan to do. To conclude your demonstration effectively, prepare a summary which you can use to tie together the key points that you have demonstrated.

Using Posters or PowerPoint can help you to present a demonstration, as well as to help you remember what to say to your audience. You can use one poster as a title poster, and use other posters to help explain your main points, and a final one to help you summarize.

## **Suggestions for Posters or PowerPoint slides**

1. Tell the title of a demonstration
2. Give key information such as a technique, or a recipe, or the steps involved in the process you are demonstrating.
3. Summarize key points
4. Show things that are not used in demonstrations, such as the parts of a tractor



*It will be helpful to double check your Posters and PowerPoints on these key things: legibility and correct spelling, neat and attractive presentation, and one main idea.*

## **Suggestions for showing the audience a Step by Step process**

If this is a quilting demonstration, an effective way of showing each step thoroughly (whether you actually do it or just explain how it is done) is by using visual examples to demonstrate techniques. For example, to demonstrate traditional piecing, non-traditional piecing, or an appliqué process, have samples of each stage of the progression involved that are needed to create a final product. Having the steps completed in the different stages will allow you to effectively communicate the skill and show how to move from one step to the next.

### **III. Practice**

Use your demonstration outline as a guide for practice. You will want to:

- Speak clearly
- Keep it simple so the audience doesn't get discouraged
- Remember you are trying to teach the audience a skill
- Make sure the audience can see exactly what you are doing
- Have everything measured, cut, set out, and ready to use
- Keep working area clear of objects that may interfere with viewing
- Have additional facts to use during quiet time
- Make sure to have a finished product to show judges and audience can see
- Summarize the steps
- Ask for questions
- Practice, Practice, Practice

## **Other Resources:**

<http://extension.usu.edu/htm/publications/publication=9278> (Foods Demo)

<http://extension.usu.edu/htm/publications/publication=9279> (Visual Aids for Demos)

# Items Needed

Using posters, displays and other visual aids, youth prepare and deliver a presentation on any topic. Youth may choose to use either a demonstration format or an illustrated talk. In a demonstration format, the child shows or demonstrates the steps to make a final product. In an illustrated talk, the member provides information about a topic, without actually demonstrating how to make a product. Youth can give their demonstration on any 4-H project topic.

The following items should be provided by the county. Youth will need to provide all other equipment.

- Table
- LCD Projector and Laptop (If youth plan to utilize the computer, they should bring their PowerPoint presentation on a flash drive.)
- Extension Cord
- Floor Easel



# DEMONSTRATIONS AND ILLUSTRATED TALKS SCORECARD



## RIBBON AWARDED

(Circle One)

Blue

Red

White

No Award

Title \_\_\_\_\_ No. of times given \_\_\_\_\_ County \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Year in 4-H \_\_\_\_\_ Current Project(s) \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Year in 4-H \_\_\_\_\_ Current Project(s) \_\_\_\_\_

ITEMS TO BE SCORED	Excellent	Good	Fair	Points Earned	Constructive Comments
<b>PARTICIPANTS</b> _____ <b>15 POINTS</b>					
General appearance & grooming					
Poise and confidence					
Voice strong, clear & convincing					
Proper grammar used					
<b>SUBJECT MATTER</b> _____ <b>20 POINTS</b>					
Limited to one main idea					
Important topic, practical, timely					
Accurate, up-to-date information					
Topic well covered					
<b>PRESENTATION</b> _____ <b>45 POINTS</b>					
Introduction, brief & interesting					
Method suited to subject matter					
Information given in logical manner					
All steps and processes made clear					
Suitable equipment used					
Equipment used with ease and skill					
Work area organized and orderly					
Work can be seen by audience					
Visuals large enough and used well					
If a team, work effectively together					
Important points summarized					
<b>RESULTS</b> _____ <b>20 POINTS</b>					
Methods and principles well taught					
Finished product of high quality					
Result is displayed					
Favorable audience reaction					
Questions answered satisfactorily					
All work areas left clean					

TIME: Start \_\_\_\_\_ Finish \_\_\_\_\_ = \_\_\_\_\_ Total Score \_\_\_\_\_

Time Limit for Presentation is 15 minutes.

Subtract 3 points for each minute over the 15 minute limit. Time judges spend questioning the participant does not count.

\* Time limit for set up and take down is 5 minutes.

If more time is taken judges may take off more points.

\_\_\_\_\_ (3 points per each minute over 20)

\_\_\_\_\_ **FINAL SCORE**



**EXTENSION**  
UtahStateUniversity

# 4-H County Contest Handbook

## 4-H Fashion Review



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# 4-H Fashion Review

---

**Description:** Contestants will be judged on construction, personal presentation, and interview responses.

**Entries:** May enter as individual only

**State Awards:** A machine courtesy of Nuttall's Bernina, awards sponsored by Jan and Bill Varga, and an iron from Lindsey Shirley. Awards may change each year depending on current sponsors.

**National Awards:** Determined at the National Level  
([www.westernnationalroundup.org](http://www.westernnationalroundup.org))

## General Information:

Final placings are based on a combination of the evaluation of presentation, modeling, and construction. The three highest in overall placing will receive awards. Contestants winning first place may not compete again. Contestants will only receive one award/year.

## Judging –

50% – 1) Construction  
50% – 2) Modeling with commentary and

interview Contest Rules

1. Each contestant must submit a full-length photo of themselves in their outfit no later than July 1. Include name and county.
2. Contestant order will be determined by a random drawing. The schedule will be set up in half hour time blocks with a maximum of five (5) contestants per block. Contestants should be ready to model at the beginning of their assigned time block.
3. Contestants will have up to five (5) minutes to model. This time limit includes an oral presentation as well as modeling the garment.
  - a. Participants will introduce themselves before modeling.
    - i. Time limit of up to 1½ minutes

ii. Contestant can choose what he/she would like to tell the judges, but the following must be covered:

1. Name and county
2. Why did you choose this outfit?
3. How does it fit in your wardrobe?
4. Where do you plan to wear it?
5. If it has been embellished, how?

b. Contestants will follow their introduction with modeling.

i. Judges will have the opportunity to ask questions if they would like more information.

c. Music will be provided.

d. The contestant's introduction will take the place of any narrations.

6. Ties will be broken by the judges

7. Judges will use the Utah State Fashion Revue Evaluation Form.

For state competition, a copy of the completed Contestant Info Sheet needs to be in the State 4-H office by July 1. Fax (435-797-3268) or email this to [joshua.dallin@usu.edu](mailto:joshua.dallin@usu.edu). It is no longer necessary to bring patterns or instruction sheets to the contest. You may bring them if you feel it would be helpful during your interview, but they are not required.

The Fashion/Display/Talent Show and Banquet will be Tuesday evening. Contestants will meet at 5:15pm for a full dress rehearsal on stage.

# 4-H Fashion Contestant Information

## Submit to the State 4-H Office by July 1

Email: [joshua.dallin@usu.edu](mailto:joshua.dallin@usu.edu)

Fax: 435-797-3268

4900 Old Main Hill, Logan UT 84322

*Please do not handwrite this form. Please use MSWord application at [www.Utah4-h.org](http://www.Utah4-h.org) listed under Events & Registration in State Contests*

A. Name \_\_\_\_\_ County \_\_\_\_\_

My project consists of \_\_\_\_\_ items

B. Please provide a thorough description of the item(s) being entered (hint: a description of “pink skirt” does not set your entry apart from another pink skirt that may be entered. Please describe your item by listing color, size and distinguishing characteristics.)

C. Provide a commentary about yourself and your project. Commentaries will be read during the Banquet. Please limit to 100 words. You may want to include:

Something of interest about the project or outfit you have made, such as why you decided to make it, what you especially like about it, where you plan to use it, what you learned from the project, consumer information about project, reason for choosing modeling or display of project, etc.



# **Possible Questions that Judges May Use (Their questions are not limited to this list.)**

1. How many years have you sewn?
2. Where did you get the idea for this project? What motivated you to create it?
3. What was important to you in choosing the pattern and fabric?
4. Tell us about any design changes you made in the pattern.
5. Did you encounter any problems in finding the fabric or notions you wanted? If so, please explain.
6. What techniques did you use in sewing this project?
7. Did you find something particularly difficult as you made this project? Tell us a bit about that, and how you handled it.
8. As you selected the fabric, etc., what did you learn about price and quality?
9. How many hours did you spend buying and constructing your project?
10. What is the fiber content?
11. What skill(s) did you improve on or perfect?
12. How will you care for the piece you made?
13. Can you estimate the cost/value of the piece?
14. Have you ever designed your own project? Combined patterns?
15. Ideas for your next project?
16. What would you do differently?
17. What considerations did you have when making the selection (material, care, design, cost, color)? Explain why these things were important to you.
18. Anything in particular that you learned from this project? Will it make a difference in how you approach a future project?
19. Is there anything else that you would like to share about this sewing experience?

## Items Needed

*Prepared Question Bank*

*Score Sheets*

*Writing Utensils*

*Table*

*Area for modeling*

*Timers*

# 4-H Fashion Interview Scorecard

## – FASHION For Junior, Intermediate, and Senior Levels

Name \_\_\_\_\_

County \_\_\_\_\_

Description of item(s) \_\_\_\_\_

MODELING/INTERVIEW	Possible Points	Score	Comments
<b>Personal Presentation:</b> <ul style="list-style-type: none"> <li>• Eye contact, facial expression</li> <li>• Posture, appropriate use of gestures</li> <li>• Confidence</li> <li>• Voice, verbal communication</li> </ul>	10		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Education of fabric and fiber content</li> <li>• Pattern and design information</li> <li>• Knowledge of construction techniques</li> <li>• Project care</li> </ul>	10		
<b>Commentary:</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Coordination of commentary and modeling</li> <li>• Consumer information</li> </ul>	10		
<b>Outfit on the Model:</b> <ul style="list-style-type: none"> <li>• Fashion</li> <li>• Color and style</li> <li>• Accessories</li> <li>• Overall fit</li> <li>• Coordinated total look</li> </ul>	10		
<b>The Model:</b> <ul style="list-style-type: none"> <li>• Poise</li> <li>• Grooming</li> <li>• Modeling skills</li> </ul>	5		
<b>Overall Appeal</b>	5		
<b>Total Points (out of 50)</b>			

Construction Score \_\_\_\_\_

+ Fashion Score \_\_\_\_\_

**Overall Score** \_\_\_\_\_

## 4-H Fashion Interview Scorecard – CONSTRUCTION

### For Junior, Intermediate, and Senior Levels

Name \_\_\_\_\_

County \_\_\_\_\_

Construction	Possible Points	Score	Comments
<b>Construction Techniques:</b> <ul style="list-style-type: none"> <li>• Appropriate to garment and fabric</li> <li>• Machine tension, interfacing, hems, seam finishes, etc.</li> </ul>	10		
<b>Details, Closures, and Notions:</b> <ul style="list-style-type: none"> <li>• Lies smooth and secure</li> <li>• Corners and curves - evenly shaped, smooth and not bulky</li> <li>• Fasteners – appropriate, secure, well placed</li> <li>• Notions and decorative detail are appropriate</li> </ul>	10		
<b>Smoothly and Securely Sewn:</b> <ul style="list-style-type: none"> <li>• Seams are smooth and inconspicuous except where decorative</li> <li>• Darts, pleats, tucks, and gathers are smooth and correctly spaced</li> <li>• Stitching is neat and stitch length is appropriate</li> <li>• Pucker free</li> </ul>	10		
<b>Overall Appearance:</b> <ul style="list-style-type: none"> <li>• First impression</li> <li>• Clean</li> <li>• Pressed but not over-pressed or pressed out of shape</li> <li>• No loose threads</li> <li>• Plaids or stripes are matched</li> </ul>	10		
<b>Level of Difficulty:</b> <ul style="list-style-type: none"> <li>• Type of fabric</li> <li>• Pattern</li> <li>• Amount of construction detail</li> </ul>	10		
<b>Total Points (out of 50)</b>			

# 4-H County Contest Handbook

## 4-H Favorite Foods Contest



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# FAVORITE FOODS CONTEST



**UtahStateUniversity**   
COOPERATIVE EXTENSION

Utah State University is an affirmative action/equal opportunity employer.

[www.Utah4-H.org](http://www.Utah4-H.org)

# FAVORITE FOODS CONTEST

---

- Description:** Contestants will be judged on their selection, knowledge and presentation of a favorite food. Contestants should be prepared to discuss the favorite food- why it's your favorite, where you got the recipe, any special techniques used in preparing it, and anything you'd like to share about your favorite food.
- Entries:** May enter as individuals or teams of two. No contestant will be allowed to enter the same presentation in more than one contest or category.
- State Awards:** First Place individual or team in each category will receive the choice of \$50 towards future county/state event or State 4-H Contests Jacket.
- National Awards:** There is no national competition for this event.
- Special Information:**

Presentations should not exceed 15 minutes in length, and this includes 5-10 minutes for the presentation and 5 minutes for set up and take down.

Please list subject matter or title on registration form. We will provide tables, stove (before the presentation, not during), refrigerator, screen and chart stand and presenters will furnish any other needed equipment. Please check with your local 4-H Office for information about equipment provided for the county contest. Competitors should notify the agents in charge of the contest of their needs well in advance of the time for them to make their presentation. No contestant will be allowed to enter the same presentation in more than one contest or category.

Contestants are responsible for bringing equipment, supplies and visual aids. Special arrangements must be made at the time entries are submitted.

Please refer to State Contests General Schedule for times when the kitchen in the Family Life Building is available to store perishable ingredients.





## **GUIDELINES FOR JUNIOR (grades 3-5) AND INTERMEDIATE (grades 6-8) LEVELS**

1. Contest is open to 4-H members in the 3rd through 8th grade as of January 1st of the calendar year in which the contest is held. (Junior and Intermediate Level contestants are NOT eligible to compete on the state level.) May be conducted as an individual or a team of two.
2. Each contestant will:
  - a. Prepare a dish (appetizer, main dish, snack, salad, dessert, or beverage) at home and serve to judges at the contest.
  - b. Bring the prepared dish at the appointed time to the county contest site, along with a recipe.
  - c. Serve the dish to the judges and answer any questions they have about your knowledge of the dish (2-3 minutes).
3. For the presentation of the dish, the contestant will be allowed to display only the garnished, finished product in its serving dish with a utensil for serving the judges, place mat and centerpiece. The county will provide tasting plates, napkins, and utensils for the judges to use.
4. In case of a tie, the tie will be broken using a method decided upon by the contest committee.

## **GUIDELINES FOR SENIOR (grades 9-12)**

1. Contest is open to 4-H members in the 9th through 12th grade as of January 1st of the calendar year in which the contest is held. **Each county may select senior 4-H members with a high quality presentation to compete at the state level.** May be conducted as an individual or team of two.
2. Each contestant will:
  - A. Prepare a dish prior to contest (appetizer, main dish, snack, salad, dessert, or beverage).
  - B. Present a 5-10 minute presentation.
  - C. Serve the dish to the judges and answer any questions they have about your recipe and knowledge of the food and preparation.
3. Each contestant will furnish his or her own supplies for the presentation at county and state competition. The contest committee will provide the range, oven, microwave oven, refrigerator, and freezer.
4. One easel and one table will be provided for the presentation. (Make arrangements for all other items needed.)
5. For the presentation of the dish, the contestant will be allowed to display only the garnished, finished product in its serving dish with a utensil for serving the judges. The state level will provide tasting plates, napkins, and utensils for the judges to use.
6. Each contestant is responsible for clean up after his/her presentation.

Revised 02/13

# Items Needed

*Access to an oven, microwave, fridge and freezer*

*One easel*

*One table*

*Tasting plates, napkins and utensils for judges use*

*Timer*

*Judging sheets*

*Table and chairs for judges*

*Awards*

# favorite foodS CoNteSt



## junior & intermediate Level

riBBoN aWarDeD  
(circle one)

BLUe  
reD  
WHite

Name \_\_\_\_\_ COUNTY \_\_\_\_\_

Name \_\_\_\_\_ COUNTY \_\_\_\_\_

aGe \_\_\_\_\_ YeaR IN 4-H \_\_\_\_\_ Name Of ReCIpe \_\_\_\_\_

SUBJeCt	PoiNtS PoSS.	SCore	CoMMeNtS
<b>KNOWLeDGe: (30 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Knowledge Demonstrates a general knowledge of the food. (Special occasions where dish is served; what the dish means to presenter)</li> <li>• Presentation of Information and Accuracy Answers questions appropriately and accurately.</li> <li>• General Information Conveys message about the dish. Is accurate, complete, and up-to-date. Follows logical order and has a running theme.</li> </ul>	10  10  10		
<b>PreSeNter: (20 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Delivery Good voice projection, speaks with ease and confidence, maintains eye contact with judges.</li> <li>• Appearance Presenter's clothes and hair are appropriate.</li> <li>• Eye Contact</li> </ul>	10  5  5		
<b>DiSH: (40 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Recipe Clearly and legibly written</li> <li>• Appeal Has appealing visual appearance. Looks appetizing and colorful.</li> <li>• Flavor Has appetizing flavor. Tastes good.</li> <li>• Texture Has appealing texture. Textures complement one another.</li> <li>• Selection of Dish Dish reflects presenters interests.</li> </ul>	10  10  10  5  5		
<b>PLaCe SettiNG: (10 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Suitable for Occasion Only the centerpiece, serving dish, serving utensil and placemat. Coordinated around central theme.</li> <li>• Appeal Attractively displayed and shows creativity.</li> </ul>	5  5		
Total Points Possible:	100		
FINAL SCORE:			



# favorite foodS CoNteSt SCore SHet Senior Level

riBBon aWarDeD  
(circle one)

BLUe  
reD  
WHite

Name \_\_\_\_\_ COUNTY \_\_\_\_\_

Name \_\_\_\_\_ COUNTY \_\_\_\_\_

aGe \_\_\_\_\_ YeaR IN 4-H \_\_\_\_\_ Name Of ReCIpe \_\_\_\_\_

SUBJeCt	PoiNtS PoSS.	SCore	CoMMeNtS
<b>KNoWLeDGe: (25 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Knowledge Demonstrates a general knowledge of the food. (Special occasions where dish is served; what the dish means to presenter)</li> <li>• Presentation of Information and Accuracy Answers questions appropriately and accurately.</li> </ul>	15     10		
<b>PreSeNtation: (25 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Delivery Good voice projection, speaks with ease and confidence, maintains eye contact with judges.</li> <li>• Appearance Presenter's clothes and hair are appropriate.</li> <li>• General Information Conveys message about the dish. Is accurate, complete, and up-to-date. Follows logical order and has a running theme.</li> </ul>	10  5  10		
<b>DiSH: (40 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Recipe Clearly and legibly written</li> <li>• Appeal Has appealing visual appearance. Looks appetizing and colorful.</li> <li>• Flavor Has appetizing flavor. Tastes good.</li> <li>• Texture Has appealing texture. Textures complement one another.</li> <li>• Selection of Dish Dish reflects interest of presenter.</li> </ul>	10  10  10  5  5		
<b>PLaCe SettiNG: (10 PoiNtS)</b> <ul style="list-style-type: none"> <li>• Suitable for Occasion Only the centerpiece, serving dish, serving utensil and placemat. Coordinated around central theme.</li> <li>• Appeal Attractively displayed and shows creativity.</li> </ul>	5  5		
Total Points Possible:	100		
FINAL SCORE:			

# 4-H County Contest Handbook

## 4-H FCS Presentations



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

## 4-H FCS Presentation Contest

---

### I. Contestants and Eligibility

- A. Contestants may participate in this contest as an individual or team of two. 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).
- B. No contestant will be allowed to enter the same presentation in more than one category.
- C. Entries not officially entered will not be permitted to participate for any reason.

### II. Contest Rules and Procedures

- A. The subject matter must pertain to the home economics or family and consumer sciences subject matter. Presentations not appropriately related to home economics or family and consumer sciences can be disqualified at the discretion of the judge(s).
- B. Contestants are responsible for bringing equipment, supplies and visual aids (including technical equipment for PowerPoint if applicable). Special arrangements must be made at the time entries are submitted.
- C. Contestants may use notes. However, excessive use of notes may be counted against the contestant. This will be at the discretion of the judges.
- D. A public address system will not be used, but an easel and table will be provided.
- E. During the competition the contestants may introduce themselves by name, county and presentation topic.
- F. Presentations must be at least 10 minutes in length, but no longer than 15 minutes. Time for answering questions is not counted in the presentation length. One point will be deducted for each minute for fraction of a minute under 10 minutes or over 15 minutes.
  - Junior Presentations must be at least 3 minutes in length, but no longer than 6 minutes.
  - Intermediate Presentations must be at least 5 minutes in length, but no longer than 10 minutes.

- G. Contestants should cite their major reference materials as part of their presentation.
- H. Only the judge(s) may ask questions of the contestant. Question time will not be counted in the allotted time. Contestant should repeat the question and then answer it.
- I. Ties will be broken by the judges.
- J. Judges will use the Utah 4-H/FCS Presentation Score Sheet.

### **III. Awards**

- A. State Awards: First place individual or team in each category will receive the choice of \$50.00 toward future 4-H events or a State 4-H Contests jacket.
- B. National Awards: FCS Presentation winners are eligible to attend the National Competition in Denver.



## Items Needed

*Easel*

*Table*

*Prepared set of Questions*

*Score Sheets*

*Clipboards*

*Writing Utensils*

# Utah 4-H FCS Presentations Score Sheet



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

**Title** \_\_\_\_\_

Please circle a score for each area

<b>Category</b>	<b>Excel</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improve.</b>	<b>Comments</b> (additional comments may be made on the back of this sheet)
<b>Appearance (10 points possible)</b>					
Suitably dressed	5	4 3	2	1	
Poise & Posture	5	4 3	2	1	
<b>Introduction (15 points possible)</b>					
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	
<b>Body (50 points possible)</b>					
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	
<b>Summary (15 points possible)</b>					
Purpose achieved	5	4 3	2	1	
Main points summarized	5	4 3	2	1	
Quality of references	5	4 3	2	1	
<b>Questions (10 points possible)</b>					
Clear and concise response	5	4 3	2	1	
Maintains composure	5	4 3	2	1	
<b>Column Total</b>					

## Presentation Time

**Start Time:** \_\_\_\_\_

**End Time:** \_\_\_\_\_

Total Time \_\_\_\_\_

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

# 4-H County Contest Handbook

4-H Healthy Cuisine



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

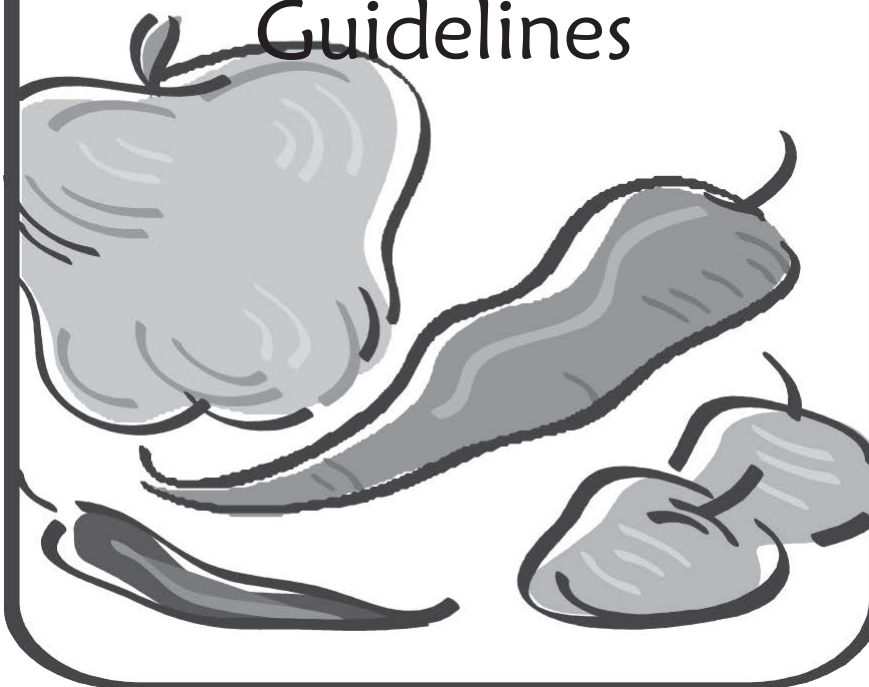
## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# 4-H Healthy Cuisine Guidelines



# ***4-H Healthy Cuisine Contest***

Adapted from Quick Meal Contest developed by JoAnn Hermansen  
by the Utah 4-H Foods Committee

JoLene Bunnell  
Susan Haws

Debra Proctor  
Carolyn Washburn

Naomi Weeks  
Darlene Christensen

## **Introduction:**

Quick meal preparation is a **must** these days with people's busy schedules. Time saved in meal preparation can be used to sit down with your family and enjoy a healthy meal together. Also, when preparation takes less time a meal will be less stressful!

There is no perfect food so we need a variety of foods to get proper nutrition. Moderation is needed for controlling the number of calories we take in for the day. In order to get the optimum proportion of daily nutrients, we need to balance the foods throughout the day's menu planning.

## **Purpose of Healthy Cuisine:**

- Plan and prepare a quick, nutritious meal in one hour.
- Prepare meal using proper food safety.

Healthy Cuisine is open to 4-H members, 3rd - 12th grades as of January 1 of the calendar year in which the contest is held. County competition will be held on three different levels:

- |                      |                    |
|----------------------|--------------------|
| • Junior Level       | 3rd to 5th grades  |
| • Intermediate Level | 6th to 8th grades  |
| • Senior Level       | 9th to 12th grades |

The state winner will receive a choice of \$50 towards future county/state event or a "State 4-H Contests" Jacket.

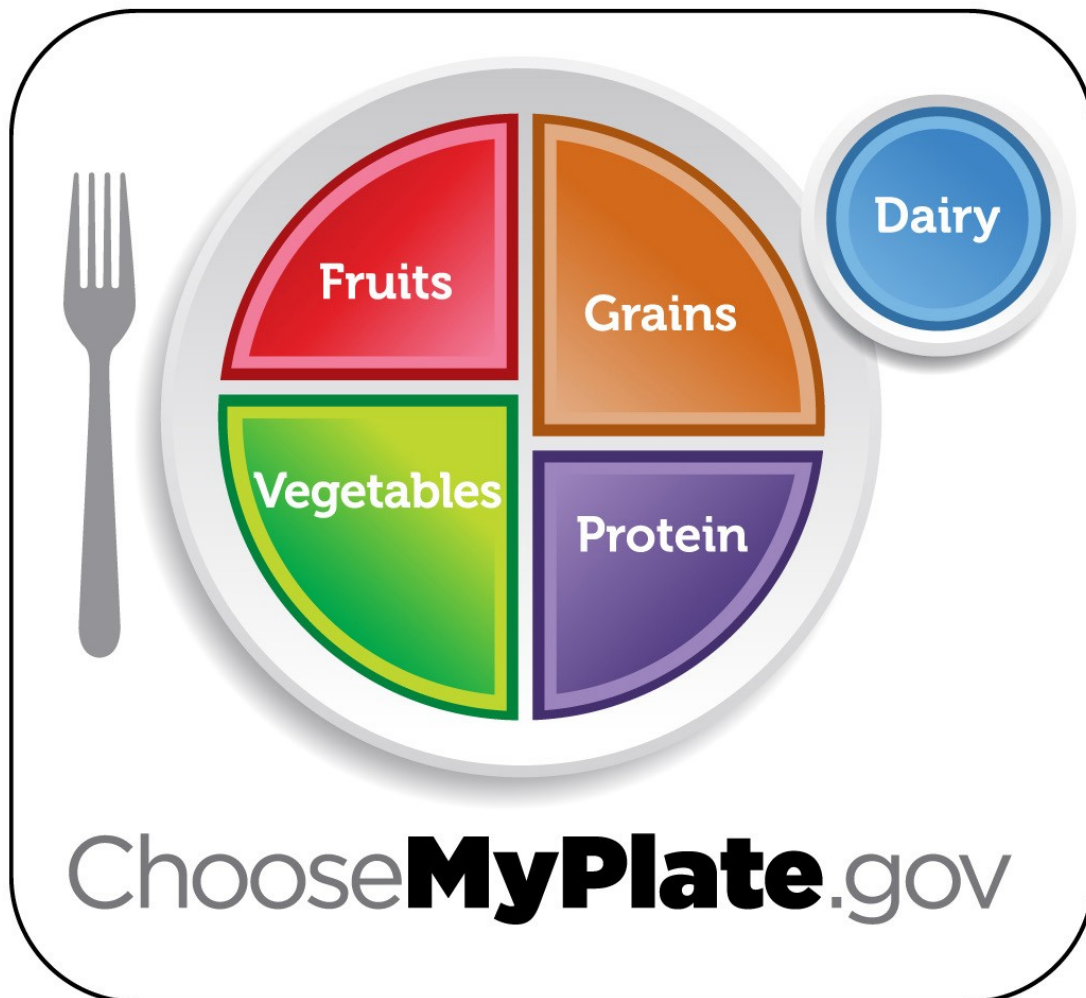
## **General Guidelines:**

- May be done as an individual or as a team of two with separate awards given for each category.
- **The purpose of Healthy Cuisine is to prepare a quick, nutritious meal in one hour (from preparation to cleanup).** Microwave ovens may be used.
- Utilize creative talents in planning and preparing the meal.
- Use appropriate portion sizes when serving meals.
- Recipes serve a minimum of 2 people. One serving, on a plate provided by the contest committee, will be served to judges. No place settings will be allowed.

- All materials, ingredients, and supplies will be furnished by the contestant.
- It is suggested that contestants practice preparing the meal at least three times prior to the contest.
- Each contestant or team will be responsible for clean up, including washing dishes, wiping down the counter tops, stove and any other equipment used, and cleaning the sink.
- The amount of convenience foods should not exceed the preparation of foods from scratch.
- Hair needs to be properly restrained with a hairnet or hat.
- In daily menu planning, it is important to minimize the use of excess fat, sugar and sodium, to fit within current dietary guidelines.
- Pleasing combinations of foods should be planned. Select a good balance between strong and mild flavored foods, hot and cold, with a variety of textures and colors.
- If using high sugar, salt or fat in favorite family recipe, modify them to make them healthier.
- **Please refer to State Contests General Schedule for times when the kitchen in the Family Life Building is available to store perishable ingredients.**













**Each Contestant will:**

- **Plan** the Quick Meal
- **Prepare**, at the contest site, the meal planned, using correct food preparation principles, time management, safety, sanitation and clean up skills, within the overall 60 minute time limit.
- **Present** to the judges one plate of the whole meal. This should be done as soon as the meal is ready then participants can continue their clean up work.
- Submit the following:
  - Information & Recipes of prepared meal
  - Menu





# Common Items to Estimate Serving Sizes

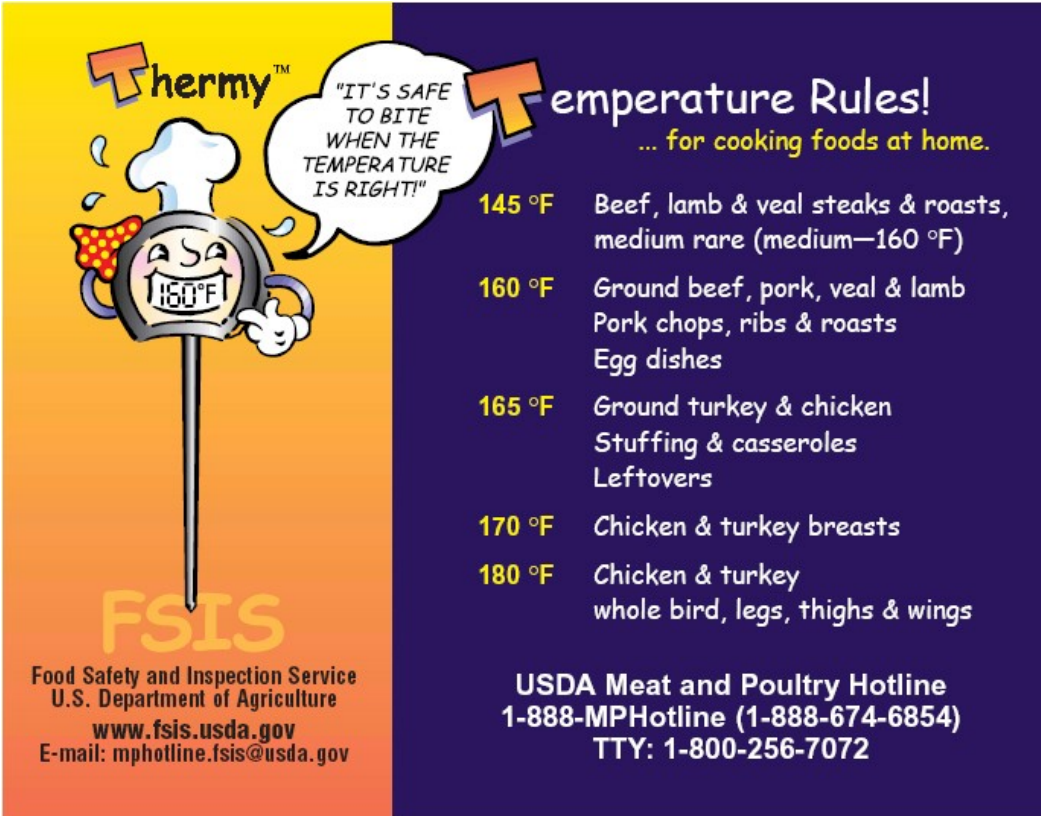
3 ounces of cooked meat, poultry, or fish	<b>Looks like</b>		1 Deck of playing cards
1 medium apple, orange, peach, or pear	<b>Looks like</b>		1 Tennis ball
1 Tortilla	<b>Looks like</b>		1 7-inch plate
1 Muffin	<b>Looks like</b>		1 Large egg
2 Tbsp. Peanut Butter	<b>Looks like</b>		1 Golf ball
1 Pancake or Waffle	<b>Looks like</b>		1 4-inch CD
1 ounce Cheese	<b>Looks like</b>		4 Dice
½ cup Fruit, vegetable, cooked cereal, pasta, or rice (Leafy greens should equal 1 cup)	<b>Looks like</b>		1 Palm of average woman's hand
1 small baked potato (2 1/2" - 3" long)	<b>Looks like</b>		1 Computer mouse
1 ounce Nuts	<b>Looks like</b>		1 handful
½ cup Ice cream	<b>Looks like</b>		1 Racquet ball
4 small Cookies (1" diameter)	<b>Looks like</b>		4 Casino Chips

Utah State University is an equal opportunity/affirmative action institution

adapted from Williams DP, Christensen NK  
Stepping Up to the Plate Handout

# Tips for Handling Food Safely

- Always wash hands, utensils, and surfaces — including cutting boards — in hot, soapy water before and after food preparation; especially after preparing raw meat, poultry, eggs, or seafood. Also remember to wash your hands after using the bathroom.
- When cooking, don't forget to wash your food thermometer after each use.
- Never place cooked food back on the same plate or cutting board that previously held raw food.
- Always separate raw meat, poultry, and seafood from other foods.
- Bacteria grow most rapidly in the **Danger Zone** — the unsafe temperatures are between 40° F and 140° F — so it's essential to keep foods out of this temperature range.
- Since cold temperatures keep most harmful bacteria from growing and multiplying, be sure to refrigerate foods quickly.
- Never defrost food at room temperature. Thaw food in the refrigerator, in cold water, or in the microwave (if you'll be cooking it immediately).
- Cold foods should be kept at 40° F or colder.
- Hot foods should be kept at 140° F or hotter.
- See Thermy Chart for temperatures



The poster is divided into two main color sections: yellow on the left and dark blue on the right. On the left, a cartoon thermometer character with a face, wearing a white chef's hat and a red polka-dot bow tie, is holding a speech bubble that says "IT'S SAFE TO BITE WHEN THE TEMPERATURE IS RIGHT!". The thermometer's display shows "160°F". Above the character is the word "Thermy™" in a stylized font. At the bottom left, the "FSIS" logo is displayed in large orange letters, with the text "Food Safety and Inspection Service", "U.S. Department of Agriculture", "www.fsis.usda.gov", and "E-mail: mphotline.fsis@usda.gov" below it. On the right, the title "Temperature Rules!" is written in large white letters, followed by the subtitle "... for cooking foods at home." in smaller yellow letters. Below this, a list of cooking temperatures and corresponding foods is provided in white text. At the bottom right, the "USDA Meat and Poultry Hotline" information is listed.

**Thermy™**

"IT'S SAFE TO BITE WHEN THE TEMPERATURE IS RIGHT!"

**Temperature Rules!**  
... for cooking foods at home.

<b>145 °F</b>	Beef, lamb & veal steaks & roasts, medium rare (medium—160 °F)
<b>160 °F</b>	Ground beef, pork, veal & lamb Pork chops, ribs & roasts Egg dishes
<b>165 °F</b>	Ground turkey & chicken Stuffing & casseroles Leftovers
<b>170 °F</b>	Chicken & turkey breasts
<b>180 °F</b>	Chicken & turkey whole bird, legs, thighs & wings

**FSIS**  
Food Safety and Inspection Service  
U.S. Department of Agriculture  
[www.fsis.usda.gov](http://www.fsis.usda.gov)  
E-mail: [mphotline.fsis@usda.gov](mailto:mphotline.fsis@usda.gov)

**USDA Meat and Poultry Hotline**  
1-888-MPHotline (1-888-674-6854)  
TTY: 1-800-256-7072

For this chart and more information, see the USDA food safety site:  
[http://www.fsis.usda.gov/food\\_safety\\_education/thermy/index.asp](http://www.fsis.usda.gov/food_safety_education/thermy/index.asp)



HEALTHY  
CUISINE

## CHECKLIST

**Remember to make sure you've done the following:**

***If bringing a cooler, be sure it's adequately cooled with ice.***

- \_\_\_\_\_ Secure hair with hair net or hat.
- \_\_\_\_\_ Be sure to clean the sink and counter tops before you leave the kitchen area.
- \_\_\_\_\_ Wear closed-toe shoes.
- \_\_\_\_\_ You may want to bring containers for leftovers.
- \_\_\_\_\_ The recipes selected should not contribute excessive amount of fat, sugar, or sodium.
- \_\_\_\_\_ Review cooking principles in your 4-H manuals and make sure you are preserving the flavor, color, texture, and nutrients by cooking properly.
- \_\_\_\_\_ Plan an efficient clean-up. By cleaning up as you go, the final clean up will be easier. Keep the working spaces clean and learn proper use of the equipment.
- \_\_\_\_\_ Always handle food in a safe and sanitary manner. Be sure to wash hands often, not leave foods out to spoil, not nibble on food while preparing it, etc. Have a sanitizer handy.
- \_\_\_\_\_ Practice proper dish washing methods and sanitize counter tops and cutting surfaces.
- \_\_\_\_\_ Remember to keep hot things hot and cold things cold. Chilling or pre-heating plates helps to achieve this purpose.
- \_\_\_\_\_ Use a meat thermometer to test the internal temperature of the meat. Use the USDA temperature rules on page 11 for the correct temperatures.

## Items Needed

### *Kitchen*

*Ovens, Microwaves, freezers and fridges*

*Hair nets or hats*

*Judging sheets*

*Writing Utensils*

*Storage for ingredients*

*(All materials, ingredients and supplies will be furnished by the contestant)*

### *Awards*



HEALTHY  
CUISINE

## MENU

### Menu of Meal Being Served



HEALTHY  
CUISINE

## INFORMATION & RECIPES

**Name**

County \_\_\_\_\_

Name \_\_\_\_\_

County \_\_\_\_\_

Preparation time for entire meal \_\_\_\_\_

- Why is this a healthy meal?

- List of convenience practices used in preparation of this meal:

- Anything you did to reduce the salt, sugar, fat in the recipe?

- Attach recipes for all foods prepared in this meal:





# HEALTHY CUISINE

## SCORE SHEET

**RIBBON AWARDED**  
(circle one)

**BLUE**  
**RED**  
**WHITE**

Name \_\_\_\_\_ County \_\_\_\_\_

Name \_\_\_\_\_ County \_\_\_\_\_

Dish being prepared \_\_\_\_\_

Time: 1 point/minute will be subtracted from total score for going over 60 minutes					
	Outstanding	Excellent	Very Good	Good	Fair
<b>SIMPLICITY: (25 POINTS)</b> <ul style="list-style-type: none"> <li>• Can this recipe be easily made by a busy person with "average" cooking skills?</li> <li>• Is there a balance between pre-made convenience foods and simple foods made from scratch?</li> </ul>					
<b>APPEAL: (20 POINTS)</b> <ul style="list-style-type: none"> <li>• Has appetizing appearance, aroma, and flavor</li> <li>• Includes variety or contrast in color, texture, flavor, etc.</li> <li>• Does the meal show creativity in blending the concepts of being quick to prepare and also nutritious?</li> </ul>					
<b>EFFECTIVE WORK HABITS: (20 POINTS)</b> <ul style="list-style-type: none"> <li>• Uses effective time management techniques</li> <li>• Uses correct food preparation skills</li> <li>• Uses proper safety and sanitation skills</li> <li>• Leaves kitchen clean</li> </ul>					
<b>NUTRITION: (20 POINTS)</b> <ul style="list-style-type: none"> <li>• Is the portion appropriate?</li> <li>• Meal does not contribute excessive amount of fat, sugar, or salt?</li> <li>• Is the meal an overall healthy meal?</li> </ul>					
<b>WRITTEN INFORMATION GIVEN TO JUDGES COMPLETE AND CORRECT: (15 POINTS)</b> <ul style="list-style-type: none"> <li>• Information &amp; recipes of prepared meal</li> <li>• Menu Form</li> </ul>					
<b>TOTAL SCORE:</b>					

# 4-H County Contest Handbook

## 4-H Horse Bowl Contest





# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# HORSE BOWL

---

- Description: Participants will work as a team to answer various horse science oriented questions.
- Entries: May enter teams of four to five members.
- State Awards: First Place team will receive registration assistance (about \$200) towards National Competition. They also receive the right to represent Utah at the Western National Contest in Denver.
- National Awards: Determined at the national level.
- Sponsor: Utah 4-H Horse Council
- Special Information: Questions for the Utah State 4-H Horse bowl competition will be taken from the 4-H Horse Science and 4-H Horses and Horsemanship manuals available from National 4-H Supply along with the Illustrated Dictionary of Equine Terms.
- Competition may be single or double elimination.

## I. OBJECTIVES

The primary objective of Horse Bowl contests is to provide an opportunity for youth enrolled in 4-H Horse projects to demonstrate their knowledge of equine related subject matter in a competitive setting where attitudes of friendliness and fairness prevail. These contests will provide an educational experience for both participants and spectators.

## II. CONTESTANTS AND ELIGIBILITY

1. **Youth will compete individually rather than in teams.**
2. Bonus questions will go to the individual youth who just correctly answered the toss-up question that goes with the Bonus Question. The individual will earn the points if answered correctly.
  - A. Participants answer horse-related questions in a quiz bowl format. Questions will come from the following references:
    1. Juniors: Horses and Horsemanship
    2. Intermeidates: Horses and Horsemanship; Horse Science
    3. Seniors: All references used in [State 4-H Horse Bowl Contest](#)

## III. QUESTIONS

1. Questions for the National Horse Classics Horse Bowl Competition in Denver will come from the official sources only and will include the reference source and page number. The official references sources are:

- A. IDET Illustrated Dictionary of Equine Terms – Compiled by New Horizons Equine Education Center. Available through the United States Pony Club book Store in Lexington, Kentucky. 859-422-5522 or [www.ponyclub.org](http://www.ponyclub.org) or the publisher at [www.alpinepub.com](http://www.alpinepub.com) (1-800-777-7257)
- B. Evans The Horse – Evans, Borton, Hintz, and Van Vleck. Second Edition. W.H. Freeman and Company, 660 Market Street, San Francisco, CA 94014. (415) 391-5870
- C. Lewis Feeding and Care of the Horse 2nd Edition by Lon Lewis Williams and Wilkins, 351 West Camden Street Baltimore, MD 21201-2436. (800) 638-0672
- D. HIH Horse Industry Handbooks – by the American Youth Horse Council; American Youth Horse Council, 4093- A Iron Works Pike, Lexington, KY 40511-8434. (800) 879-2942
- E. YLM Youth Leaders Manual – American Youth Horse Council, 4093- A Iron Works Pike, Lexington, KY 40511-8434. (800) 879-2942
- F. CHA Certified Horsemanship Association Composite Horsemanship Manual – National 4-H Supply Service, c/o First Union Bank, PO Box 75013, Baltimore, MD 21275-5013. (301) 961-2934
- G. 4-H Horse Program Horses and Horsemanship and Horse Science. National 4-H Council, 7100 Connecticut Avenue, Chevy Chase, MD 20815 Program – **Utah Contest Only**

2. There will be three types of questions used.

- A. ONE-ON-ONE and REGULAR questions to which individual contestants may respond.
- B. TOSS-UP questions are also open to response by individual contestants. The only difference between a regular and a toss-up will be that some TOSS-UP questions will have a bonus question attached and in general will be somewhat more difficult than the regular questions.
- C. BONUS questions will go to the individual youth who just correctly answered the toss-up question that goes with the Bonus Question.

#### IV. EQUIPMENT

- 1. Game Panels - An appropriate device will be used which will provide a clear indication of the first contestant to respond to a question.
- 2. Time Recorders - A stop watch or other appropriate time device will be required.

3. Signal Device - This signal device shall be used by the time keepers and shall have a very distinctly different sound from that associated with the game panel.
4. Score Keeping Devices - One devices will be needed, such as a blackboard, flip chart or electronic light display, will be used to maintain team scores visible to the contestants and, if possible, to the spectators.

## v. OFFICIALS

1. Moderator (Quiz Person) - The moderator shall assume the direction of the matches under their supervision, ask all questions, designate contestants to answer questions and accept or reject all answers unless the questions and/or answers are challenged. The moderator may indicate when a contestant has exceeded the allocated time for a question. The moderator will declare the match winner and shall at all time be in control of the matches.
2. Referee Judges - At least two (2) referee judges are recommended. The judges must be knowledgeable horse persons. The referee judges rule jointly on the acceptability of any question or answer. In cases of challenge to questions or answers in matches with two referee judges, either by the referee judges or one referee judge and the moderator must agree of the acceptability or rejection of any question and/or answer. With only one referee judge, both the judge and the moderator must agree on actions to be taken.
3. Time Keeper - Unless this duty is assumed by the moderator or by a referee judge, the time keeper will monitor all time intervals and designate when time or response has been exceeded and will handle all controls of the game equipment. It is strongly recommended that neither the moderator nor a referee judge be used as a time keeper.
4. Score Keeper - The individual maintaining team scores shall do so in such a manner that all points awarded or taken from each team may be checked and the scores are clearly visible to the moderator and to the contestants. An assistant to the score keeper maintaining individual records is suggested.

## vi. PROCEDURES OF PLAY

1. Match Procedures
  - A. Each match will be divided into two parts based on number of questions (24 questions per round plus 2 bonus questions.)
  - B. In the first part of the match, during the one-on-one competition, only one member of each team will be eligible to respond to a question. This eligibility will rotate with each question beginning with the number 1 players on each team, and passing to the number 2, 3, and 4 contestants of each team, respectively, until all the one-on-one questions have been asked. The number of questions asked during the first part of the game should be evenly divisible by 4 to assure each team member an opportunity to respond to the same number of questions (i.e., 12

questions).

- C. During the second part of the match any individual on either team may respond to a question (12 total questions).
- D. The contestant activating the buzzer shall have five (5) seconds, AFTER HAVING BEEN RECOGNIZED BY THE MODERATOR, to begin to answer the question. If the buzzer is activated during the reading of any question, the moderator immediately will cease reading the question.
- E. The moderator will continue reading questions (an bonus questions if applicable) until all questions have been asked.
- F. If a question is thrown out either due to poor reading by the moderator or a decision of the referee judges, it will be replaced by another question so that the total number of questions to be asked remains consistent.
- G. Either team captain or coach, or the moderator may call for a "time out" for clarification of a rule, to permit replacement of a team member, or to allow for unexpected problems. These "time outs" may be called only after a question has been answered and before the start of the next question.

## 2. Starting the Contest.

- A. Teams are assembled and seated at their respective panels and each contestant given the opportunity to check the equipment.
- B. A team captain is designated and is seated at the direction of the moderator in position number one.
- C. The question packet is opened by the moderator.
- D. The moderator reads the first question (as with all succeeding questions) until the completion of the reading of the question or until such time as a contestant activated a buzzer. If a buzzer is activated during the reading of any question, the moderator immediately will cease reading the question.
- E. The contestant activating the buzzer shall have five (5) seconds AFTER HAVING BEEN RECOGNIZED BY THE MODERATOR to begin the answer to the question.
  - 1. The repeating of the question by the contestant shall not be considered the initiation of an answer.
  - 2. It shall be the responsibility of the moderator and the referee judges to determine if an actual answer is started within the 5-second period.
- F. If the answer to a question is begun during the 5-second allowable time and the answer is incorrect, that team and individual loses the points associated with that question.
- G. If the answer to any question, whether read to completion or not, is incorrect that same question will be turned over to the other team. If the question was

read to completion, it will not be read again. If not read to completion the moderator will reread the question for the other team. If answered correctly the appropriate points will be awarded. If answered incorrectly no penalty points will be imposed.

- H. If a member of a team activates a buzzer and an answer has not been started within the 5-second allowable time, there will be an appropriate 1 point penalty imposed against the team and the contestant activating the buzzer. The question will be turned over to the other team.
- I. If the time in which to answer the question elapses without a contestant activating a buzzer, there shall be no loss of point nor awarding of points to either team.

### 3. One-on-One Questions

- A. The moderator shall indicate clearly the start of one-on-one play.
- B. Each question shall be addressed to only one member of each team, beginning with the number 1 contestant of each team and progressing with subsequent questions to the number 2, 3 and 4 contestants, respectively.
- C. The moderator shall indicate prior to the reading of each question which two contestants are eligible to respond.
  - 1. If any contestant other than the two designated contestants responds, that individual and the team will lose two points.
  - 2. If any contestant responds more than twice to questions directed to another contestant, they shall be replaced at the panel by the alternate if available. If no alternate is available, the remainder of the match will be played with less than the full team, and all questions normally addressed to the eliminated contestant will be addressed only to the opposing contestant.
- D. There will be no bonus questions asked during the one-on-one period
- E. The point value of a response to a one-on-one question will be as follows:
  - 1. Correct Response +2 points (individual and team)
  - 2. Incorrect Response -1 point (individual and team)
  - 3. If no contestant signals an intent to attempt an answer in the 5- second allowed time, neither contestant nor team shall lose or gain any points.

### 4. Regular and Toss-Up Questions

- A. The moderator shall indicate clearly the start of regular questions and of a toss-up question.
- B. The point value of a response to a regular or toss up question will be as follows:

1. Correct Response +1 point (individual and team)
2. Incorrect Response -1 point (individual and team)
3. If no contestant signals an intent to attempt an answer in the 5- second allowed time, neither contestant nor team shall gain or lose any points.

5. Bonus Questions

- A. The moderator shall indicate clearly the start of a bonus question.
- B. A bonus question is attached to a toss-up question and given to the individual who has just correctly answered a toss-up question
  1. If a bonus question was attached to an unanswered toss-up question, the bonus question is then transferred to the next question.
  2. If a bonus question is attached to an incorrectly answered toss-up question or to a toss-up question which was unanswered following the activation of the buzzer, that bonus question is transferred to the next question.
- C. If a bonus question is attached to the correctly answered toss-up question, the moderator then reads the bonus question and a 10-second discussion period is permitted for team consultation to determine the answer. The end of the 10-second period is signaled by the timer. At the signal from the timer, a 5-second period is then permitted for the team captain or designee to begin the answer.
- D. All parts of bonus questions must be answered correctly with no partial points permitted, regardless of the number of parts of the question answered correctly.
- E. No part of the bonus question will be repeated nor will any additional information be given to the contestants relative to the question.
- F. The point value of a response to a bonus question will be as follows:
  1. Correct response +3 points
  2. Incorrect response no points lost
  3. No answer no points lost

6. Completing the Contest

- A. Following the final question, the individual with the highest number of points shall be declared the winner of that match.
- B. In the event of a tie after the designated number of questions, five (5) additional regular questions will be asked. If a tie still remains after the overtime, additional regular questions will be asked and the first team to win a point (or because of a loss of a point by the other team has a 1-point

advantage) will be declared the winner.

- C. Once the moderator has declared a winner based on the scores, there shall be no protest.
- D. There shall be no protest of any questions or answers following the declaration of the winner.

## **VII. PROTESTING**

1. The protest of a question or an answer to a question may be made only by a team captain or coach and then only at the time a particular question is read or the answer is given. The moderator and the referee judges will consider the protest, and their decision in all cases is final.
2. When a protest is made, play will be suspended until the protest is resolved.
  - A. The protesting team and coach will be given 3 minutes to support their protest.
  - B. Reference source material will be available in the contest room for their use.
  - C. A 1-point penalty will be assessed if the protest is not upheld.
3. If a protest is sustained, the moderator will take one of the following actions as is deemed appropriate:
  - A. A question is protested before an answer is given and the protest sustained -- discard the question. No loss or gain of points will result.
  - B. An answer is protested (either correct or incorrect) -- at least one referee judges and the moderator or both referee judges determine the validity of the protest. Points will be added or subtracted as appropriate.
  - C. A question is protested after an answer is given (correct or incorrect) -- at least one referee judge and the moderator or both referee judges determine the validity of the protest of the question. The question may then be discarded at no loss of points or the question may be allowed with the appropriate gain or loss of points as in 2 above.
4. Abuse of protest provisions may result in one or more of the following:
  - A. Dismissal of team coach from the contest area.
  - B. Dismissal (or replacement).
  - C. Dismissal with forfeiture of any points or standing.
5. Spectators, parents and visitors may not protest any question, answer or procedure during the course of play. They may, however, submit in writing to the contest officials any suggestions, complaints or protests at the conclusion of the contest. Unseemly behavior, unsportsmanlike conduct or any actions which are generally accepted as detrimental to the contest may subject the perpetrators of



such actions to dismissal from the immediate area of the contest.

6. No source of information is infallible. There may at times be answers given to questions, which are in agreement with the recommended sources, which are in fact erroneous or out of date. Every effort shall be made to eliminate such questions, but in the event of such occurrence, the referee judges and moderator may agree to:
  - a. To accept the answer and give an explanation of the correct or up-dated information for future use of the question.
  - b. To accept only the correct answer.
  - c. Replace the question to the appropriate contestants

## VIII. SCORING

1. One on One Questions
  - A. Correct +2 individual
  - B. Incorrect -1 individual
2. Regular and Toss Up
  - A. Correct +1 individual
  - B. Incorrect -1 individual
3. Bonus
  - A. Correct +3 individual
  - B. Incorrect no points lost
  - C. Question not given to opposing team
4. Miscellaneous
  - A. Fail to signal no loss of points
  - B. Fail to answer after signaling intent to answer is an incorrect answer.
5. Protesting
  - A. Not upheld -1 point
  - B. Upheld No penalty points lost
  - C. Abused Dismissal & loss of all points

## XI. EQUIPMENT FAILURE

1. It shall be the responsibility of each contestant to assure themselves that all equipment is operating correctly at the start of the match.
2. If the device being used ceases to function during a match or is believed to be malfunctioning, a "time out" may be called by any contestant, the moderator, or by either coach.

3. If after checking it is determined that there is an equipment malfunction, the faulty part(s) will be replaced and play resumed.
4. Scores accumulated up to the point of the “time out” shall stand and all further points awarded during the remainder of the match added to or subtracted from this total.
  - A. If both referee judges or one referee judge and the moderator deem it advisable, points awarded for the two (2) questions asked immediately prior to determination of equipment failure may be recalled and two (2) additional questions used.
5. Under no conditions shall there be a replay of a match in which there was equipment failure.

### XIII. **RECORDERS, CAMERAS, CELL PHONES, AND BEEPERS**

1. Tape recorders may not be used at any time during the conduct of a match.
2. NO recording devices such as video tape cameras, movie cameras or any other type of camera may be used during the conduct of a match.
3. Photographs will be permitted only before or after a match and then only in such a manner as not to be disruptive of the contest.
4. Please **TURN OFF** cell phones and beepers when in contest room.
5. Transcribing contest questions by any means is prohibited. There will be NO handwriting, typing or computer use in the contest rooms. Affiliated teams will be eliminated from the competition.

## Items Needed

*Copies of question materials*

*2 long tables*

*8 chairs*

*Buzzer sets for each room*

*Scoreboard*

*Stop watch*

*Buzzer*

*Awards*

# 4-H County Contest Handbook

## 4-H Horse Demonstrations



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# HORSE DEMONSTRATIONS

---

- Description:** Demonstrations of skills or methods learned in the 4-H Horse Project.
- Entries:** May enter as individuals or teams (two members). No contestant will be allowed to enter the same presentation in more than one contest or category.
- State Awards:** Both First Place individual and First Place team will receive registration assistance (about \$200) towards National Competition. Both also receive the right to represent Utah at the Western National Contest in Denver.
- National Awards:** Determined at the national level.
- Sponsor:** Utah 4-H Horse Council

## Special Information:

Presentations should not exceed 20 minutes for seniors, 10 minutes for intermediates, and 5 minutes for juniors in length. One point will be deducted from the total score for each minute or fraction of a minute under or over time limits by each of three judges, for a three ~~per~~ minute total deduction.

All demonstrations must be done indoors. Outdoor demonstrations do not qualify.

Please list subject matter or title on registration form. Please let us know if there is a preferred time for a presentation to be given. We will provide tables, screen, and chart stand and demonstrators will furnish any other needed equipment. Competitors should notify the agents in charge of the contest of their needs well in advance of the time for them to make their presentation.

Contestants must be at least 14 years of age but not yet have achieved their 19<sup>th</sup> birthday on January 1 of the year they qualified to compete in the National 4-H Horse Classic – Western Division.

## Contest Rules:

1. The subject matter must pertain to the horse industry. Demonstrations or presentations not appropriately related to the horse industry can be disqualified at the discretion of the judge(s).
2. Presentations may be either of demonstration or illustrated talk format. No live animals may be used.

3. Contestants may use notes. However, excessive use of notes may be counted against the contestant. This will be at the discretion of the judges.
4. A public address system will not be used in the contest.
5. Creative audio visual aids may be used, but the contestants must be involved in making or designing them.
6. During the competition, the contestants may introduce themselves by name, state and presentation topic.
7. Contestants should cite their major reference materials at the end of the presentation. This time will not be counted in the allotted time.
8. Only the judge(s) may ask questions of the contestant. Question time will not be counted in the allotted time. Contestant should repeat the question, then answer it.
9. Contestant order will be determined by a random drawing and announced at the coaches meeting.
10. For educational purposes the management may videotape all demonstrations with individual or team consent.
11. Once an individual or team has started their demonstration, they may not receive assistance from any coach, parent, audience member, or other person, which includes, but is not limited to, the stroking of any key on a computer or other audio visual device. The penalty for violating this rule is disqualification.
12. Ties will be broken by first the judge's accumulated delivery score, second by the judge's accumulated organization score and third on content and accuracy scores.
13. Judges will consider the questions listed under each section. Points on the score card can be seen on the attached score sheet.

Revised 01/06

## Items Needed

*Table*

*Easel*

*Project if needed*

*Tables and Chairs for judges*

*Judging Sheets*

*Writing Utensils*

*Awards*





## 4-H HORSE DEMONSTRATION SCORESHEET



Student Name \_\_\_\_\_ County \_\_\_\_\_

Student Name \_\_\_\_\_ County \_\_\_\_\_

CATEGORY	POINTS	COMMENTS
<b>INTRODUCTION</b> (10 points possible) Did the introduction serve to create interest in the subject? Was introduction short and to the point? Was a catchy title used?		
<b>ORGANIZATION</b> (25 points possible) Was only one main idea presented? Did the discussion relate directly to the step as it was shown? Was each step shown or illustrated just as it should be done in an actual situation? Could audience see each step? Were materials and equipment carefully selected, neatly arranged and well organized? Were charts and posters used if and when needed? Were key points of each step stressed?		
<b>CONTENT AND ACCURACY</b> (25 points) Were facts and information accurate? Was there enough information? Were approved practices used? Was credit given to sources of information, if appropriate? Was content appropriately related to the horse industry?		
<b>STAGE PRESENCE</b> (10 points) Was the presenter neat and appropriately dressed for subject of presentation? Did presenter speak directly to audience? Did presenter look at the audience? Was the presentation too fast or too slow? Was good teamwork displayed? (Team presentation - generally not advisable for one person to do all the talking and the other one all the presenting.)		

CATEGORY	POINTS	COMMENTS
<b>DELIVERY</b> (15 points) Did the presenter appear to enjoy giving presentations? Did the presenter have good voice control? Were all words pronounced correctly? If notes were used, was it done without detracting from speech? Did presenter seem to choose words at the time they were spoken? (Avoid a memorized presentation.)		
<b>EFFECT ON AUDIENCE</b> (5 points) Did audience show an interest in the presentation? Could audience go home and carry out the idea?		
<b>SUMMARY</b> (10 points) Was the summary short and interesting? Were the key points briefly reviewed? Did summary properly wrap up the presentation? Could presenter handle questions easily?		
<b>TOTAL POINTS EARNED</b> (100 points possible)		
<b>ADDITIONAL COMMENTS:</b>		

**Ribbon Awarded(circle one):**

BLUE      RED      WHITE

# 4-H County Contest Handbook

## 4-H Horse Judging



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# HORSE JUDGING

---

**Description:** Participants will evaluate horses. Individual scores will be added to comprise a team score.

**State Entries:** May enter individuals or teams of three to four members.

**State Awards:** First Place team will receive registration assistance (about \$200) towards National Competition. They also receive the right to represent Utah at the Western National Contest in Denver. High Individual will receive a Certificate of Recognition.

**National Awards:** Determined at the national level.

**Sponsor:** Utah 4-H Horse Council

Special Information:

1. The top three scores will be used to compute the results.
2. Participants will judge both halter and performance classes. Two (2) minutes will be allowed contestants to give oral reasons to the judge. Reasons will be given on halter and performance classes. Notes may not be used.
3. No participant may have acted as a professional horse judge at any time.
4. The animals and showmen will be designated by numbers 1 ~~and 2~~ and numbered from left to right as viewed from the rear.
5. Horses will not be handled by the contestants, but time will be provided in halter classes for close inspection and to observe the horses at a walk and trot.
6. Fifteen (15) minutes will be allowed contestants to judge non ~~classes~~ and seventeen (17) minutes will be given contestants during reasons classes to make their observations, take notes and fill out their placing cards.

Revised 01/06

## Items Needed

*Horses for halter and performance classes*

*Handlers for halter and performance classes*

*Adult judges*

*Numbers for each horse (1-4) in the classes*

*Scoresheets*

*Judging sheets for contestants*

*Writing Utensils*

*Awards*

# 4-H County Contest Handbook

4-H Horse Public Speaking



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!



# HORSE PUBLIC SPEAKING

---

**Description:** An original talk on any appropriate topic related to the horse industry.

**Entries:** May enter individuals only in this contest.

**State Awards:** First Place individual and will receive registration assistance (about \$200) towards National Competition. They also receive the right to represent Utah at the Western National Contest in Denver.

**National Awards:** Determined at the national level.

**Sponsor:** Utah 4-H Horse Council

**Special Information:**

1. Juniors & Intermediates: 3-5 minutes; Seniors: 7-10 minutes. One point will be deducted from the total score for each minute or fraction of a minute or over limits by each of three judges for three points per minute total deduction.
2. A public address system will not be used, but a podium will be provided.
3. The subject matter must pertain to the horse industry. Speeches not appropriately related to the horse industry can be disqualified at the discretion of the judge(s).
4. Contestants may use notes. However, excessive use of notes may be counted against the contestant. This will be at the discretion of the judges.
5. Three copies of the talks are to be furnished for the judges.
6. No visual aids may be used, including the use of handouts such as bibliographies and pamphlets. Contestants will be disqualified for using any visual aid, including handouts, prior to, during and after the speech.
7. No contestant will be allowed to enter the same presentation in more than one contest.

## Items Needed

*Podium*  
*Sound System*  
*Mic*  
*Score Sheets*  
*Writing Utensils*  
*Copies of Talks*  
*Timers*

# HORSE PUBLIC SPEAKING CONTEST SCORECARD



Name \_\_\_\_\_ County \_\_\_\_\_ Age \_\_\_\_\_ Title of Talk \_\_\_\_\_  
Length of Talk \_\_\_\_\_ minutes

	Excellent	Good	Fair	Points Earned	Constructive Comments
<b>INTRODUCTION</b> _____ 10 points Creates interest Short and to the point					
<b>ORGANIZATION</b> _____ 15 points Main points easy to follow Main points arranged in best order Sentences short, easy to understand Speech interesting					
<b>CONTENT AND ACCURACY</b> _____ 20 points Facts and information accurate Enough information concerning the subject Credit given to sources, if appropriate Content related to horse industry					
<b>STAGE PRESENCE</b> _____ 15 points Neat and appropriately dressed Friendly Talked directly to audience/ judges Looked at audience/ judges Correct posture, not stiff Refrained from leaning on podium Seemed relaxed and at ease  <b>DELIVERY</b> _____ 20 points Appropriate voice control Words pronounced correctly Facial expressions reflect mood of speech If notes used, didn't distract from speech Fluency					
<b>GENERAL</b> _____ 10 points Conveyed to audience a sense of wanting to communicate Speech reflected thoughts and personality					
<b>CONCLUSION</b> _____ 10 points Short and interesting Properly wrapped up the speech Handled questions easily					
<b>TOTAL SCORE</b> _____ 100 points					

# 4-H County Contest Handbook

## 4-H Impromptu Public Speaking



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# IMPROMPTU PUBLIC SPEAKING

---

- Description: Contestant will speak on a topic randomly chosen from a pool of questions.
- Entries: May enter as individual only in this contest.
- State Awards: First place individual will receive the choice of \$50 towards national competition, \$50 towards future county/state event or a State 4-H Contests Jacket. They will also earn the right to represent Utah at the Western National Contest in Denver.
- National Awards: Determined at the national level.

## Contest Guidelines:

1. Contestant will select a topic for their speech by randomly drawing three questions from a pool of questions. They will select one question and return the other two. A maximum of one minute will be allowed for this process. Questions will be relative to today's youth and may include current events, 4-H, and/or social issues. For juniors, a set of 4 questions may be set for the year so they may prepare in advance for each question. Examples of the type of questions include:
  - a. If I were an author, I would write about...
  - b. One issue facing teenagers today is...
  - c. If I could describe my personality as a tree, which tree would I be...
  - d. What has being involved in 4-H taught me?
2. Questions will be at the discretion of the contest coordinator. Only the contest coordinator will know the questions prior to the contest. No two contestants will speak on the same topic.
3. Contestants may not use any costumes, posters, visual aids, or props for their presentations.
4. Contestants are not allowed to present any items to the judges.
5. Contestants will be allowed 3 minutes to organize their thoughts before beginning their presentation. Time will begin when they select their question.
6. Each speech will be timed and must be between 3-5 minutes for seniors, and 1-3 minutes for juniors and intermediates. Two points will be deducted for each 30 seconds over or under the time limit.
7. Contestants will be allowed to organize their thoughts on a 5x7 blank note card (supplied). However, excessive use of notes may be counted against the contestant.
8. A podium must be used by participants.

## Items Needed

Rather than preparing a speech in advance, contestants pull a topic from a hat, and give a speech about the topic. Questions will be relative to today's youth and may include current events. The following items should be provided by the county to hold an Impromptu Public Speaking:

- Podium
- Mic and sound system
- Question bank
- Bowl to draw from
- Note cards
- Writing utensils
- Timers



# Impromptu Speech Contest SCORE SHEET



Name \_\_\_\_\_

County \_\_\_\_\_

Title of Speech \_\_\_\_\_

ITEMS TO BE SCORED	Excellent	Good	Fair	Points
<b>GENERAL APPEARANCE (5 PTS)</b> Posture, Appropriate Dress, Visible Distractions				
<b>Introduction (10 PTS)</b> Attention getting, Opening Introduces Purpose and Subject				
<b>Body (25 PTS)</b> Main points logically arranged and relevant, important points were easy to follow, appropriate supporting information.				
<b>PROJECTION TO AUDIENCE (10 PTS)</b> Eye Contact, Facial Expressions, Gestures				
<b>VOICE CONTROL (10 PTS)</b> Pitch, Tempo, Inflection, Emphasis, Articulation, Volume				
<b>ARTICULATION (15 PTS)</b> Pronunciation and Enunciation				
<b>LANGUAGE EFFECITVENESS (10 PTS)</b> Appropriate Words, Skill in using Meaningful Quotes				
<b>Summary (10 PTS)</b> Stress Important Points, Has definite Closing				
<b>OVERALL QUALITY (5 PTS)</b> Originality, Skill in use of Notes, Topic Coverage				
<b>TOTAL POINTS POSSIBLE (100 PTS)</b>				

Judges Comments:

TIME: Start \_\_\_\_\_ Finish \_\_\_\_\_ = \_\_\_\_\_ min

Time limit is 3-5 minutes  
Subtract 2 points for every 30 seconds over or under the time limit

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

- \_\_\_\_\_ (2 Points/30 sec. over or under 3-5 min)

\_\_\_\_\_ FINAL SCORE



# 4-H County Contest Handbook

## 4-H Livestock Bowl



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# 4-H LIVESTOCK QUIZ BOWL

**Description:** Participants answer questions about sheep, beef and swine in a quiz bowl format.

**State Awards:** First Place team will receive the choice of \$50 towards National Competition, \$50 towards future county/state event, or State 4-H Contests Jacket. They also receive the right to represent Utah at the National Western Roundup 4-H Livestock Bowl Contest in Denver, Colorado.

**National Awards:** Determined at the national level.

## Standard References:

- 4H 134R Swine Resource Handbook for Market & Breeding Projects – Ohio State University
- 4H 194R Sheep Resource Handbook for Market & Breeding Projects – Ohio State University
- 4H 117R Beef Resource Handbook for Market & Breeding Projects – Ohio State University
- 4H 135R Goat Resource Handbook for Marketing & Breeding Projects - Ohio State University

Additionally, there may be limited questions on dairy and small animal production, including poultry and rabbits, from these references:

- 4H 152 4-H Production Poultry Production: Raising Broilers – Ohio State University
- 4H 228R Rabbit Resource Handbook – Ohio State University
- 4H 127R Dairy Resource Handbook – Ohio State University

If you are in need of these resources, please contact your local Extension Agent to ask for the manual, or order from the Ohio State University website at <http://estore.osu-extension.org>.

## Current Resources:

A small percentage of questions may be based on current events in the beef, dairy, goat, sheep, and swine industries. Study major issues that have affected the livestock industry in many ways such as: animal diseases, exports, animal ID, environmental

issues, and regulatory changes. The following on-line resources will be used to develop these questions:

1. American Sheep Industry Association website at [www.sheepusa.org](http://www.sheepusa.org)
2. National Cattlemen's Beef Association website at: [www.beefusa.org](http://www.beefusa.org)
3. National Pork Board website at: [www.porkboard.org](http://www.porkboard.org)
4. Pork Magazine (questions related to current industry issues) website at: [www.porkmag.com](http://www.porkmag.com)
5. Beef Magazine (questions related to current industry issues) website at: [www.beef-mag.com](http://www.beef-mag.com)
6. American Boar Goat Association: [www.abga.org](http://www.abga.org)
7. American Dairy Association & Dairy Council, Inc.: [www.adadc.com](http://www.adadc.com)

## Objectives:

- A. Stimulate learning in a subject matter area;
- B. Reward 4-H and FFA members for knowledge gained in a subject matter area;
- C. Provide a competitive setting where attitudes of friendliness and fairness prevail;
- D. Develop teamwork, self-confidence and decision-making skills.

### Guidelines:

1. Youth will compete individually rather than in teams.
2. Bonus questions will go to the individual youth who just correctly answered the toss-up question that goes with the Bonus Question. The individual will earn the points if answered correctly.

## Officials:

1. **Moderator:** The moderator assumes complete direction of the contest, asks all questions, designates contestants to answer questions, accepts or rejects all answers as guided by the judge(s), and may seek interpretation of questions and answers from the judges or contestants. The moderator should be knowledgeable in quiz bowl procedures, guidelines, and regulations.
2. **Judge:** A judge can be anyone with a strong background in the subject matter of the quiz bowl. The judge will accept or reject any question and/or answer and have the option of explaining the answer. The judge(s) may ask for clarification from a contestant. When possible, at least two judges should be used for quiz bowls covering multiple species.
3. **Time Keeper:** The timekeeper will monitor elapsed time for each timed event and will indicate to the moderator when time has expired. The timekeeper or the moderator will handle the controls of game equipment, depending on the set-up of the equipment.
4. **Score Keeper:** One or two scorekeepers will keep a running score on each match. One score keeper will maintain scores visible to the moderator and contestants, and if possible, the viewing audience. If a second scorer is available, he/she will maintain a written record of all scoring transactions. It is recommended to have two score

keepers.

## General Rules:

1. Appropriate State 4-H Contest attire required.
2. Viewing: Contestants may view matches, but must remain quiet throughout the event. No cell phones, PDA's or pagers allowed in contest room. Other specific rules about public and participant viewing will be announced at orientation, just prior to the Quiz Bowl competition.
3. Contest Equipment: Each contestant will be given the opportunity to test the proper functioning of game equipment.
4. Timeouts: Members, coach, moderator, judges, scorers, or Quiz Bowl committee members may call for a timeout for clarification of rules, scoring, question and/or answer, or to allow for unexpected problems. Timeouts may be called only after a question has been answered and before the start of the next question.
5. Protests: When a protest is raised, the moderator will call timeout. The moderator and judge(s) will consider the protest. In all cases, the decision of the moderator and judge(s) is final.
  - a. Only one member of a team or the coach of a team may make a protest of a question or an answer, and then only at the time a particular question is read or the answer given. Once the moderator has begun the next question, the protest is not valid.
  - b. If a protest is sustained, the moderator will take one of the following actions as deemed appropriate:
    - i. If a question is protested before an answer is given and the protest sustained, the moderator will discard the question. No loss or gain of points for either team.
    - ii. If an answer is protested (either correct or incorrect), at least one of the judges and the moderator, or two judges, will determine the validity of the protest. Points will be added or subtracted as appropriate.
    - iii. If a question is protested after an answer is given (correct or incorrect), at least one judge and the moderator, or two judges, will determine the validity of the protest question. The question may be discarded at no loss of points or the question may be allowed with the appropriate gain or loss of points as in the situation above.
    - iv. Abuse of protest provisions may result in one or more of the following: Dismissal of the team coach from the contest area; dismissal or replacement of the team member; dismissal of the entire team with forfeiture of any points or ranking.
    - v. Spectators, parents and visitors may not protest any question, answer or procedure during the course of play. They may, however, submit in writing to the contest officials any suggestions, complaints or protests at the conclusion of the contest.
6. No source of information is infallible. There may at times be answers given to questions, which are in agreement with recommended sources, which are in fact erroneous. Every

effort shall be made to eliminate these questions, but in the event of such occurrences, the judges and moderator may challenge the answer to the question, and if there is unanimous agreement, may elect to accept only the correct answer or to discard the question with no loss or gain of points to either team.

7. Coaches may bring resource materials into the contest room. In the event of a protest, a member or the coach of the team will have two minutes to use these reference materials to clarify the protest.
  - a. Ties: If both individuals are tied at the end of a match, the moderator will read a *series of three additional toss-up questions* until the tie is broken. Scoring, timing, and opportunities for opposing team to answer incorrect questions during the tie-breaker will follow normal game play for toss up questions (Phase 3).
8. Aids and Materials: Individuals may not use any prepared aids or other resource materials during a match. This includes pens, pencils, notepaper, scratch paper and calculators.
9. Final Score: Once the moderator has declared a winner based on the total team point accumulation, there shall be no protests.
10. In the event of an incorrect answer, the question will NOT be offered to the opposing team.
11. In the event of an incorrect answer, the moderator will NOT read the correct answer.
12. Questions will not be re-read.

## Method of Quiz Bowl Competition:

1. Order will be drawn at random. A bye system will be used if an odd number of individuals enter. The number of individuals participating and the time allowed for the contest will determine the exact procedure followed.
2. Whenever time and space permit, a double elimination procedure will be used. Typically, if eight teams or fewer are entered, a double elimination procedure will be used.
3. Each match will consist of three phases as described below. In all phases, only the first answer given is accepted and will be ruled as correct or incorrect.

### 4. Phase One: One-on-One Phase

- a. Phase One will consist of eight (8) questions. Each question shall be addressed to contestants in the same seat position, beginning with contestants in seat 1, followed by seat 2, 3, and 4. The contestant to buzz in first and acknowledged by the moderator earns the opportunity to answer the question.
- b. Correct answers are worth 1 point. Incorrect, incomplete or failing to begin answer within 5 seconds of being acknowledged by the moderator will result in a 1 point deduction.
- c. No teammate assistance may be offered or received in this phase.

## 5. Phase Two: Toss Up / Bonus Phase

- a. Phase Three will consist of toss-up and bonus questions with a total of sixteen (16) questions.
- b. Toss Up Questions:
  - i. Anyone may buzz answer a toss- up question.
  - ii. The individual will have 5 seconds to begin their answer after being acknowledged by the moderator or will lose 1 point.
  - iii. Every fourth question will be a toss-up question with a bonus attached.
- c. Bonus Questions:
  - i. If an individual correctly answers a toss-up question that has a bonus attached, they will have an opportunity to answer a bonus question.
    1. If an individual fails to answer the toss-up question, the BONUS question WILL NOT carry forward to the next question.
  - ii. Answers must be started within 10 seconds after the question is read (starting an answer after the 10-second buzzer goes off is not acceptable).
  - iii. When someone fails to answer the question in the allotted time or answer the question incorrectly, the question will NOT be offered to the opposing team.
- d. Phase Three Scoring:
  - i. Toss up questions are worth 1 point each, with a 1 point deduction for incorrect or incomplete answers.
  - ii. Bonus questions are worth 3 points each, with no deduction for an incorrect answer

## 6. Scoring

<b>Phase 1:</b>	
A: Correct	+1 pts
B. Incorrect, incomplete, or failing to respond within allotted time	-1 pts
C. Team Participation Bonus	+2
<b>Phase 2:</b>	
A: Correct	+1 pts
B. Incorrect, incomplete, or failing to respond within allotted time	No deduction
<b>Phase 3:</b>	
Toss Up:	
A: Correct	+1 pts
B. Incorrect, incomplete, or failing to respond within allotted time	-1 pts
Bonus:	
A: Correct	+3 pts
B. Incorrect, incomplete, or failing to respond within allotted time	No deduction
Team Participation Bonus	+2

<b>Miscellaneous</b>	
A: Failing to answer after signaling	-1 pts
B: Answering a question before being acknowledged by the moderator	-1 pts
<b>Protesting</b>	
A: Not upheld	-1 pts
B. Upheld	No deduction
C. Abused	Dismissal of team/loss of all points

9. Pre-mature buzzing: When the buzzer is pushed before the question is completely read, the moderator will stop reading and that person must answer the question after being acknowledged. If the answer is incorrect or incomplete, 1 point will be deducted from the team score. The judge(s) will not ask for clarification of answers in these instances. Answers must be complete and correct. In the event that a multiple choice question must be answered before all the possible answers have been read, the contestant's answer must match the moderator's correct answer exactly, either by letter choice, or by the corresponding wording of the correct letter.
10. Both teams buzz at the same time: If the equipment allows a member of each team to buzz in at the same time or locks out all team members because they hit the button at the same time, and the moderator cannot determine which team member buzzed first, the question will be discarded and a new one will be selected by the judges.
11. The score of both teams will be announced at the conclusion of each phase.
12. The judge(s) may ask for clarification of answers.



## Items Needed

*Copies of study materials*

*Questions*

*Tables/Chairs*

*Buzzer sets for each room*

*Scoreboard*

*Stop watch*

*Buzzer*

*Awards*

# 4-H County Contest Handbook

## 4-H Livestock Judging



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# LIVESTOCK JUDGING

---

Description: Participants will evaluate livestock (both market and breeding): Beef, Sheep and Swine.

Entries: May enter individuals only

State Awards: First place team will receive the choice of \$50 towards national competition, \$50 towards future county/state event, or a State 4-H Contests Jacket. First place team will earn the right to represent Utah at the Western National Contest in Denver. High Individual will receive a Certificate of Recognition.

National Awards: Determined at the national level.

Special Information:

Classes may include wool breeds of sheep, beef cattle cull-keep, as well as registered or commercial breeding classes in all species.

Reasons will be given on as many as three classes. Notes may not be used.

No participant may have acted as a professional livestock judge at any time.

Revised 2013

# Items Needed

*Classes of beef, sheep and swine*

*Classes of animals that may include wool breeds sheep, beef cattle cull keep or commercial breeding classes in all species*

*Adult Judges*

*Numbers for each animal in all classes (1-4)*

*Score Sheets*

*Judging sheets for contestants*

*Writing Utensils*

*Awards*

# 4-H County Contest Handbook

## 4-H Public Speaking



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# 4-H PUBLIC SPEAKING

---

Description: An original speech specifically related to participant's 4-H experience.

Title: "My 4-H Experience ... A Pathway to the Future"

Entries: May enter as individual only in this contest.

State Awards: First place individual will receive the choice of \$50 towards national competition, \$50 towards future county/state event, or a State 4-H Contests Jacket. They will also earn the right to represent Utah at the Western National Contest in Denver.

National Awards: Determined at the national level.

Contest Guidelines:

1. Speech must be original and related to participant's 4-H experience.
2. Contestants may not use any costumes, posters, visual aids, or props for their presentations.
3. Three copies of the talks are to be furnished for the judges, but contestants are not allowed to present any other items to the judges.
4. Each speech will be timed and must be between 6-8 minutes for seniors, and 3-5 minutes for juniors and intermediates. Two points will be deducted for each thirty seconds over or under the time limit.
5. Contestants may use notes. However, excessive use of notes may be counted against the contestant. This will be at the discretion of the judges.
6. A podium must be used by participants.
7. No contestant will be allowed to enter the same presentation in more than one contest.

## Items Needed



*Podium*  
*Sound System*  
*Mic*  
*Score Sheets*  
*Writing Utensils*  
*Copies of Talks*  
*Timers*



# Public Speaking SCORE SHEET



Name \_\_\_\_\_

County \_\_\_\_\_

Title of Speech \_\_\_\_\_

ITEMS TO BE SCORED	Excellent	Good	Fair	Points
<b>GENERAL APPEARANCE (5 PTS)</b> Posture, Appropriate Dress, Visible Distractions				
<b>PROJECTION TO AUDIENCE (10 PTS)</b> Eye Contact, Facial Expressions, Gestures				
<b>VOICE CONTROL (15 PTS)</b> Pitch, Tempo, Inflection, Emphasis Articulation, Volume				
<b>ARTICULATION (15 PTS)</b> Pronunciation and Enunciation				
<b>LANGUAGE EFFECITVENESS (10 PTS)</b> Appropriate Words Skill in using Meaningful Quotes				
<b>ORGANIZATION OF CONTENTS (25 PTS)</b> Statement & Coverage of Topic Sequence of Key Points Introduction, Body, and Conclusion				
<b>OVERALL QUALITY (20 PTS)</b> Originality Appropriate Topic				
<b>TOTAL SCORE (100 PTS)</b>				

Judges Comments:

**TIME: Start** \_\_\_\_\_ **Finish** \_\_\_\_\_  
**=** \_\_\_\_\_ **min**

Time limit is 6-8 minutes  
Subtract 2 points for every 30 seconds over 8 minutes

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

- \_\_\_\_\_ (2 Points/30 sec. over or  
under 3-5 min)

\_\_\_\_\_ **FINAL SCORE**

# 4-H County Contest Handbook

## 4-H Sewing Contest



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# 4-H Sewing Contest

---

**Description:** Contestants will sew a non-garment project such as a quilt, baby dress, hand bag, etc. They will be judged on construction, oral presentation, and interview responses.

**Entries:** May enter as individual only

State Awards: TBA

Sponsors: TBA

**National Awards:** There are no National Awards for this contest.

## General Information:

Final placings are based on a combination of the evaluation of interview/presentation, display, and construction. The three highest in overall placing will receive a prize. Contestants winning first place may not compete again. Contestants will only receive one award/year.

## Rules:

Each contestant will construct a non-garment sewing project. Contestants will create a display of the project (i.e., quilt, baby dress, hand bag, etc). A 6 foot table will be provided for the display. All or just a portion can be used to display the project. The display will contain a focal point, have an interesting presentation, be properly spaced, not crowded and have a pleasing and logical manner.

Contestants will have up to five (5) minutes for an oral presentation and display.

Participants will introduce themselves during the oral presentation.

Contestant can choose what he/she would like to tell the judges, but the following must be covered:

1. Name and county
2. Why did you choose this project?
3. Where did you get the idea for this project?
4. What motivated you to create it?
5. Where do you plan to use it?

Contestants will stand next to their item for the presentation portion.

# Possible Questions that Judges May Use

*(Their questions are not limited to this list.)*

1. How many years have you sewn?
2. Where did you get the idea for this project? What motivated you to create it?
3. What was important to you in choosing the pattern and fabric?
4. Tell us about any design changes you made in the pattern.
5. Did you encounter any problems in finding the fabric or notions you wanted? If so, please explain.
6. What techniques did you use in sewing this project?
7. Did you find something particularly difficult as you made this project? Tell us a bit about that, and how you handled it.
8. As you selected the fabric, etc., what did you learn about price and quality?
9. How many hours did you spend buying and constructing your project?
10. What is the fiber content?
11. What skill(s) did you improve on or perfect?
12. How will you care for the piece you made?
13. Can you estimate the cost/value of the piece?
14. Have you ever designed your own project? Combined patterns?
15. Ideas for your next project?
16. What would you do differently?
17. What considerations did you have when making the selection (material, care, design, cost, color)? Explain why these things were important to you.
18. Anything in particular that you learned from this project? Will it make a difference in how you approach a future project?
19. Is there anything else that you would like to share about this sewing experience?

## Items Needed

*6 Foot Table*

*Score Sheets*

*Writing Utensils*

*Prepared Question Bank*

*Timers*

# 4-H Sewing Display/Interview Scorecard For Junior, Intermediate, and Senior Levels

Name \_\_\_\_\_

County \_\_\_\_\_

Description of item(s)

\_\_\_\_\_

DISPLAY/INTERVIEW	Possible Points	Score	Comments
<b>Personal Presentation:</b> <ul style="list-style-type: none"> <li>• Eye contact, facial expression</li> <li>• Posture, appropriate use of gestures</li> <li>• Level of confidence</li> <li>• Voice, verbal communication</li> </ul>	10		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Education of fabric and fiber content</li> <li>• Pattern and design information</li> <li>• Knowledge of construction techniques</li> <li>• Project care</li> </ul>	10		
<b>Commentary:</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Coordination of commentary and display</li> <li>• Consumer information</li> </ul>	10		
<b>Design and Layout:</b> <ul style="list-style-type: none"> <li>• Contains focal point</li> <li>• Interesting presentation</li> <li>• Properly spaced—not crowded</li> <li>• Pleasing and logical manner</li> <li>• Message grasped quickly</li> </ul>	10		
<b>Contestant:</b> <ul style="list-style-type: none"> <li>• Poise</li> <li>• Grooming</li> <li>• Presentation skills</li> </ul>	5		
<b>Overall Appeal</b>	5		
<b>Total Points (out of 50)</b>			



# 4-H Sewing Construction Scorecard

For Junior, Intermediate, and Senior Levels

Name \_\_\_\_\_

County \_\_\_\_\_

Construction	Possible Points	Score	Comments
<b>Construction Techniques:</b> <ul style="list-style-type: none"> <li>• Appropriate to project and fabric</li> <li>• Machine tension, interfacing, seam finishes, etc.</li> </ul>	10		
<b>Details, Closures, and Notions:</b> <ul style="list-style-type: none"> <li>• Lies smooth and secure</li> <li>• Corners and curves - evenly shaped, smooth and not bulky</li> <li>• Fasteners – appropriate, secure, well placed</li> <li>• Notions and decorative detail are appropriate</li> </ul>	10		
<b>Smoothly and Securely Sewn:</b> <ul style="list-style-type: none"> <li>• Seams are smooth and inconspicuous except where decorative</li> <li>• Stitching is neat and stitch length is appropriate</li> <li>• Pucker free</li> </ul>	10		
<b>Overall Appearance:</b> <ul style="list-style-type: none"> <li>• First impression</li> <li>• Clean</li> <li>• Pressed but not over-pressed or pressed out of shape</li> <li>• No loose threads</li> </ul>	10		
<b>Level of Difficulty:</b> <ul style="list-style-type: none"> <li>• Type of fabric</li> <li>• Pattern</li> <li>• Amount of construction detail</li> </ul>	10		
<b>Total Points (out of 50)</b>			

# 4-H County Contest Handbook

## 4-H Shooting Sports



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# SHOOTING SPORTS

## Rifle, Shotgun, Archery, Outdoor Skills, and Overall

---

**Description:** Each participant may compete in three shooting activities, an outdoor skills test, and complete a written test. Individual scores will be determined from the combined target scores (900 points maximum) and the outdoor skills test (100 points maximum). The written test score (100 points maximum) will be used as a tie-breaker. The three highest individual scores from each team will be added for a team score.

**Entries:** May enter as individual or teams of three to four members.

**State Awards:** First place individuals in each category – Rifle, Shotgun, Archery, and Outdoor Skills and members of the overall first place team will receive the choice of \$50 towards national competition, \$50 towards future county/state event, or a State 4-H Contests Jacket. Winners must contact the State 4-H Office for National Competition details. High Individual Overall will receive a Certificate of Recognition.

**National Awards:** Determined at the national

level. **Special Information:**

State Shooting Sports participants must have successfully completed a Hunter Education Safety Course. Each participant must pay a \$10.00 registration fee to cover range fees and target costs.

It is the responsibility of 4-H Shooting Sports participants to assure that their shooting sports equipment operates properly and that the equipment is appropriate for use in the State 4-H Competition.

For more details on this contest see “Utah State 4-H Shooting Sports Competition Contest Rules and Information” available from the USU County Extension Office.

## Utah State 4-H Shooting Sports Competition Contest Rules and Information

## **The State Shooting Sports Competition consists of the following components (1000 points maximum):**

- Rifle: .22 caliber rimfire ammunition only (300 points)
- Shotgun: 12 gauge, 20 gauge, or .410 (300 points)
- Archery: acceptable hunting equipment excluding crossbows (300 points)
- Outdoors Skills: involves outdoor skills common to hunting, camping, survival, compass and map use, identifying safe backstops, and any of the items listed for the exam. (100 points maximum)
- Written Exam: The written examination will involve questions related to firearm safety, safety in the out-of-doors, shooting and hunting equipment, animal identification, and/or hunting rules. The information included in the Utah Hunter Education Guide is typical of what may appear on the written test. The subject matter of the written test is not limited to these topics. The test may also include current events, Utah legislation, the Utah Hunting Proclamation, 4-H information, and other items involving 4-H youth development. The test will serve as the tiebreaker, with the individual having the higher test score winning the tie. (100 points maximum).

## **CONTEST RULES - THINK SAFETY!!!!**

1. Participants must have successfully completed a Hunter Education Safety Course.
2. Safety will be the first and foremost consideration during all 4-H shooting sports activities.
3. Participants violating any safety rule may receive one warning. If a second infraction occurs, she/he will be disqualified from further competition/participation. If a safety violation is severe, a participant may be disqualified immediately without one warning.
4. Participants and spectators assume all risk and responsibility for personal injury or property damage. The Cache Valley Hunter Education Center, site of the State Competition, requires that spectators and shooters wear eye and hearing protection.
5. Contestants will provide their own firearms, ammunition, and archery equipment. Contestants must use factory-loaded ammunition. No reloaded ammunition is allowed. Contestants, spectators and coaches will provide their own eye and hearing protection.
6. Each contestant may compete only once in each state event each year.
7. In the case of a tie, exam score(s) will be used to determine a winner.
8. Participants are expected to exhibit behavior above reproach at all times.
9. The competition facilities will be set up the day before and during the day prior to the event. Contestants and coaches are not allowed to practice at the Cache Valley Hunter Education Center during this preparation period.

# SAFETY RULES

While on the firing line, firearms may be handled/touched only with the permission of the event judge/range operator. Actions of uncased firearms must be open except when the firearm is on the firing line, ready to fire. Firearms are to remain unloaded until a competitor is on the firing line and has received instructions from the event judge to load/fire. Arrows will remain in a quiver when they are not being shot from a bow. Firearm muzzles are to be pointed in a safe direction. The position and direction of firearm muzzles and arrows should be such that accidental injury to others cannot occur.

Listen and obey all range commands immediately. Dry firing of firearms is permitted only on the firing line with the judge's permission. Eye and hearing protection is each participant's responsibility and must be worn. Participants including competitors, coaches, judges and spectators **MUST** wear adequate eye and hearing protection while on the firing line or while in close proximity to a firearm range.

When not shooting a firearm, it will be placed in a gun rack, stored in a case, or locked in an automobile. While standing at the firing position, arrows may be handled/touched only with the permission of the event judge/range operator. Arrows may be nocked only when the shooter is on the archery shooting line and has received instructions from the event judge to nock an arrow/shoot.

When competitors are carrying/transporting firearms - not actually shooting the firearm - the firearm is to remain unloaded and the action is to remain open. During the competition, if firearms and/or ammunition are/is stored in vehicles, the vehicles are to remain locked. When competitors are carrying/transporting archery equipment – not actually shooting the bow - the arrows are to remain in a quiver that shields the arrow points.

No shooting sports equipment is allowed on the USU campus. Keep all firearms and ammunition stored separately in locked containers. Contestants must provide their own equipment and factory-loaded ammunition, **including eye and hearing protection.**

It is the responsibility of 4-H Shooting Sports participants to assure that their shooting sports equipment operates properly and that the equipment is appropriate for use in the State 4-H Competition.

# PROTEST

Shooting sports judges will be available to handle all disputes including those regarding the value of shots as they are scored. Any questionable equipment, behavior, and/or score will be decided on by the judges based on the rules, regulations, and guidelines printed herein. It is the responsibility of contestants to assure that their shooting sports equipment operates properly and that the equipment is appropriate for use in the State 4-H Competition.

# DESCRIPTION OF SHOOTING EVENTS

## **.22 RIMFIRE RIFLE EVENT**

The .22 rifle shooting event is conducted on a firing range, shooting at animal targets. Shooting is done from three positions: prone, sitting or kneeling, and standing. Range distances may vary depending on range limitations. Typically the distance is 50 feet. Contestants fire a maximum of 30 rounds at a maximum of three targets. Scores are determined by the positions of each shot in relation to the scoring zone. Shots within and/or touching a zone are scored accordingly. Shots outside a zone are scored at the lower value or as a miss. The maximum score for the rifle event is 300 points (100 points per target).

Only standard .22 rifles, designed primarily for hunting, will be permitted. All action types except full automatic will be permitted. The rifle may not exceed seven pounds in weight including a scope. The sling may not exceed 1.5 inches in width and may not be used to provide stability. Rifle sights may include a scope of four-power or less, or open or peep sights with standard front post or bead. Variable magnification scope sights must be set at four-power or less. Shooters may not change guns during the competition except for malfunction. No gunsmithing will be allowed on the firing line. An equipment malfunction does not extend the time for participants to complete an activity or allow the opportunity for another attempt. (Note: In many rifle competition events, shooters may not use scopes with variable magnification or with magnification greater than four-power.)

Other than equipment provided by the judges, special equipment may not be used. Contestants may not use natural or man-made rests to support the rifle or the body. The following shooting aids will not be permitted:

- a. Clothing with padding or stiffness designed to assist steadiness
- b. Shooting mats or kneeling rolls
- c. Adjustable competition sling
- d. Hooked butt plate
- e. Adjustable or thumbhole stocks
- f. Palm rest or stock forearms exceeding 2.24 inches wide or 2.25 inches deep as measured from the center of the bore
- g. Spotting scopes, binoculars or range finders.

Ammunition used in this event will be .22 caliber long rifle. All rifles must be sighted in prior to competition date. Time or facilities will not be made available for competition day training or sighting in. Score sheets must be signed by the competitor and event judge, and turned in following the completion of each activity. Lost or misplaced targets or score sheets are NOT the responsibility of 4-H judges or volunteers and will be scored as a zero.

## **SHOTGUN EVENT**

The shotgun events can be a round of skeet, a round of trap, a round of sporting clays, or a combination of any of the three. In combination events, the targets may be released as singles and/or doubles, and may be throw at the discretion of the judge. Twenty-five targets will be thrown from one or more machines. One shot per target is allowed. Each target will receive a numerical score and the combined score will not exceed 300 points.

Competitors are allowed to have their guns shoulder mounted for skeet and/or trap, but must use a ready position (not shoulder mounted) for sporting clays.

Targets broken by the machines should not be shot. These targets will be re-thrown for the competitor. If a competitor shoots at a broken target, the hit or miss is recorded and the target will not be re-thrown. In order for a target to be scored as a hit, the contestants must hit it and a piece of the target must break off. The event judge will call out a loss/miss following each shot/release. Any challenge to the call must be made immediately and will be resolved by the event judge after conferring with the other judges. All whole targets that are released must be shot at or the target will be counted as lost. Only the malfunction of factory loaded shotgun ammunition will enable a participant to repeat a shot. The malfunction of a firearm is the contestant's responsibility and will not result in a shot being repeated. In some situations a judge may allow a shot, missed because of equipment malfunction, to be repeated.

If a firearm malfunctions repeatedly, the contestant will be required to use another gun. No gunsmithing will be allowed on the firing line. An equipment malfunction does not extend the time for participants to complete an activity or allow the opportunity for another attempt.

Contestants will provide their own factory-loaded ammunition with a shot size ranging from 7 ½ through 9. Shotguns may not be larger than 12 gauge. All action types except fully automatic are permissible. There are no restrictions on shotgun grade, design or intended use. Firearms are not to be equipped with any lenses, optics, or battery powered illumination for this event. Contestants may not change shotguns after beginning the event except for a malfunctioning firearm. Choke tubes may be changed between rounds, but not during a round.

Score sheets must be signed by the competitor and event judge, and turned in following the completion of each activity. Lost or misplaced score sheets are NOT the responsibility of 4-H judges or volunteers and will be scored as a zero.

## **ARCHERY EVENT**

The archery event will be conducted on an indoor range and/or outdoor course at various distances not to exceed 40 yards. Targets will be paper archery targets, paper animal targets, and/or 3D animal targets. Competitors will shoot a maximum of 30 arrows (two or more arrows per target). A hit occurs if the arrow is in or touching the score line. Arrows outside the score line will be counted at the lower value or as a miss. Each arrow shot will receive a numerical score and the total score will not exceed 300 points.

Judges must score arrow placement before the arrows are pulled. Do not touch or remove your arrows until after your scores have been recorded. If an arrow is touched or removed the arrow will be scored as a miss. Challenges to assigned scores must be made immediately before the arrows are pulled. The event judges will make the final decision.



Only compound, recurve, or long bows will be permitted. Legal hunting equipment is acceptable with the exceptions listed below. Contestants may not change bows during the competition except for malfunction. Questions on legal sites, bows and equipment, and procedure alternatives must be discussed with the State 4-H Office at least seven working days prior to the scheduled competition.

Only target or field-point arrows will be allowed (no broadhead hunting tips). The following equipment may not be used in this event: range finders, binoculars, spotting scopes, telescopic sights, or battery powered sights. Score sheets must be signed by the competitor and event judge, and turned in following the completion of each activity. Lost or misplaced score sheets are NOT the responsibility of 4-H judges or volunteers and will be scored as a zero.

## Items Needed

*Range*

*Range Safety Officer*

*Certified 4-H Shooting Sports Leader*

*Extra Ear plugs*

*Extra Safety glasses*

*Score sheets*

*Writing Utensils*

*Targets*

*Awards*

# 4-H County Contest Handbook

## 4-H Smart Shopping Challenge



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# 4-H Smart Shopping Challenge

---

**Description:** The Smart Shopping Challenge is designed as a fun and practical learning experience for 4-H members enrolled in a clothing or consumer decision making project to demonstrate consumer skills in the area of clothing and textiles. Participants will select an outfit, model the outfit for a set of judges, and share decisions made in the selection of the outfit.

Participants will compare and consider three outfits and demonstrate decision making skills in selecting the most suitable of the three.

**Entries:** May enter as individual only

**State Awards:** First place individual will receive the choice of \$50 towards future county/ state event, or State 4-H Contests Jacket.

**Sponsor:** TBA

**National Award:** Determined at the National Level  
(more information can be found at [www.westernnationalroundup.org](http://www.westernnationalroundup.org))

## Main objectives of the contest are to:

- Build decision making skills through comparing 3 similar outfits for a specific occasion. This is done by putting together an outfit that enhances body type, expresses personality, and is appropriate for the activity for which the outfit is purchased.
- Demonstrate smart shopping by considering costs in the selection process and show that financial considerations were weighed in the selection of the final outfit purchased.
- Demonstrate skills in selection of outfit and accessories, knowledge of clothing maintenance and care, and knowledge of fabric type. This demonstration of skills may also include knowledge of any modifications made to the garment/outfit.
- Demonstrate skills in presentation of outfit (posture, grooming, ability to interact with judges).
- Demonstrate decision making skills in selection of appropriate outfits and accessories that reflect the participant's style, and ability to explain rationale for decisions made.

## General Information:

- Open to all 4-H members enrolled in a clothing or consumer decision making project. Participation in this contest does not prohibit a contestant from entering the Fashion Revue construction contest.
- Clothing items may be purchased, altered, or part of an existing wardrobe. The purpose is to demonstrate knowledge of putting together a total outfit, including accessories. Items may be purchased anywhere; i.e., department store, thrift store, consignment store, discount or outlet store, catalog, internet, etc.

- Participants may enter no more than one outfit to be judged. Each entry will be accompanied by the Consumer Comparison Worksheet and Questions. (Please bring these with you to the contest  
- do not mail ahead of time.)
- Participants will model/present their outfit and then be seated for a 5 minute interview by a set of judges.
- Participants, with the exception of the top scoring individual, will not be participating in the State Contest Fashion Show.

**Entries will be judged on the following components:**

Completion of Consumer Comparison Worksheet

Interview with Judges

Presentation to Judges

## Items Needed

*Interview sheets for judges*

*Consumer Comparisons Worksheets*

*Score sheets*

*Area for modeling*

*Writing utensils*

*Awards*

## 4-H Smart Shopping Challenge Consumer Comparison Worksheet

Name: \_\_\_\_\_ County: \_\_\_\_\_

Type of Outfit: \_\_\_\_\_

**Use this worksheet to compare three outfits, and to illustrate what was involved in your decision making process.**

Criteria	Outfit 1	Outfit 2	Outfit 3
Description of garment			
Purchase location (department store, discount/outlet, thrift, catalog, internet, etc.)			
Fabric and/or fiber content			
Care instructions			
Cost			
Construction Quality (buttonholes, zipper, seams, fabric, embellishments)			
Fit			
Other considerations			
Indicate your selection			

**What made you select this outfit?**

**What type of activity or event do you plan to wear this outfit to?**

**What makes this outfit a good choice for this activity/event?**

**What type of care does this outfit require?**

**Will the cost of care significantly increase the cost of this outfit? If so, how might you have avoided this?**

**Will this outfit coordinate with other items in your wardrobe? If so, explain how you might use it with other items.**

**Did you alter the outfit at all? If yes, explain what you did and why you chose to do so.**

**If you altered the outfit, explain how the amount of time spent in making alterations was worth the additional cost/effort.**

**What was one thing you learned from purchasing this ready to wear outfit?**

## **Suggested Questions for Judges**

### **Outfit Suitable for Intended Purpose**

1. Tell us why you selected this outfit.
2. What considerations did you have when making the selection (material, care, design, cost, fit, color, activity/event)? Explain why these things were important to you.
3. How does the outfit fit your clothing needs?

### **Consumer Decisions**

4. As you selected the outfit, what did you learn about price and quality?
5. How often do you plan to wear the outfit?
6. How reasonable was the cost of the outfit in terms of your spending plan for clothing?
7. Tell us about the other two outfits you compared.

### **Suitability of the Outfit for the Individual**

8. What does this outfit say about you?
9. Tell us about any challenges you may have experienced in selecting the outfit, and how you dealt with them.
10. Did you alter the outfit in any way? Tell us what you did and why. How did this affect the cost?
11. Do you like the outfit as it is, or would you like to make some changes? Tell us what you would like to change if so.
12. What do you like best about this outfit?



## Smart Shopping Challenge Score Sheet

Name: \_\_\_\_\_ County: \_\_\_\_\_ Jr. Int. Sr.

*Brief Description of Outfit:*

---



---

ITEMS TO BE SCORED	POSSIBLE POINTS	FAIR	GOOD	EXCELLENT	POINTS EARNED
<b>Outfit Suitable for Intended Purpose</b> Contestant can discuss the intended purpose of the outfit, including choice of fabric, design and quality of construction	10				
<b>Care</b> Contestant can discuss required care of garments making up the outfit, and decisions made regarding care and cost	10				
<b>Consumer Decisions</b> Contestant can discuss decision in terms of: Personal needs Quality of items Anticipated use Overall cost considerations based on above Items included in consumer comparison worksheet	30				
<b>Suitability of the Outfit for the Individual</b> Contestant can discuss suitability of: Style, color, fabric Fit Accessories Age appropriate	30				
<b>The Individual – Modeling/Presentation Skills</b> Displays confidence Exhibits good grooming Exhibits creativity and style in accessorizing or adapting the garment	20				
<b>Total Score</b>	100				

Ribbon  
Awarde  
d (circle  
one):

Blue      Red      White      No Award

ges  
Comment  
s:

u  
d

J

# 4-H County Contest Handbook

## 4-H Talent Contest



# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# TALENT

## Dance, Piano, Instrumental, Variety, and Vocal

---

Description: Participants will express their talents through individual or group performance in five minutes or less.

Entries: May enter as individual or team of two, three or four members in each category. No contestant will be allowed to enter the same presentation in more than one category.

State Awards: First Place individual or team will receive the choice of \$50 towards future county/state event, or a State 4-H Contests Jacket.

National Awards: There is no national competition in these categories.

Special Information:

Performance should not exceed five minutes in length. If over five minutes, performance will not qualify for the banquet performance.

Each category is judged by a panel of qualified persons who select the top performances to perform at the State Contest banquet in each category. However, if the top performance is not conducive to the banquet setting, they might not be able to perform at the banquet.

All performances need to be under five minutes since the major focus of the State 4-H Talent Show is entertainment. Youth are encouraged to select music for piano and/or instrumentals that are entertaining. If classical numbers are selected, they may need to do only one movement or part in order to fit in the time requirement.

VARIETY – this category is for dramatic and/or comedy readings, and other unique talent presentations.

Dance, vocal and instrumental numbers should be in their designated categories.

**For state competition, one copy of the Talent Contest Registration Form needs to be completed and returned to the State Office by July 1<sup>st</sup>.**



## 4-H TALENT CONTEST JUDGING SHEET

Name of Individual or Group: \_\_\_\_\_

Ribbon Award

Blue Red White

Vocal, Variety, Instrumental, Piano, Dance (circle appropriate category)	Points Possible	Points Awarded	Comments
Choice of Selection. Should be in keeping with the high ideals of 4-H.	10		
Originality or Interpretation. Encourage 4-H members to be creative, to use ingenuity and adapt the Act to their situation.	10		
Presentation and Showmanship. Confidence, poise and enjoyment are displayed in the presentation.	20		
Talent. Indicated by skill in performance.	30		
Appearance and Dress. Shows an effort to dress appropriately for the performance.	10		
Audience Reception. Facial expressions, laughter, applause or response by audience.	10		
Entertainment Value. Overall effect of performance.	10		
<b>TOTAL SCORE</b>	<b>100</b>		

Time: There is no minimum time requirement, but presentation should not be more than five minutes in length. Presentation will be disqualified from the final round if longer than five minutes, but may receive a blue ribbon if deserving. Total Time\_\_\_\_\_

# Items Needed

Youth share a talent performance in the discipline of their choice such a vocal, drama, dance, instrumental, comedy, etc. 4-H will provide the following:

*CD Player*

*Piano*

*Mic and Speakers*

*Judging Sheets*

*Writing Utensils*

*Awards*

All other equipment needed MUST be provided by the contestant.



Talent Contest Participants Additional Registration  
Information



Please provide the following information to assist us in coordinating  
the talent contest and show. This must be sent in by July 1<sup>st</sup>

County \_\_\_\_\_

Name (s) \_\_\_\_\_

Please mark which category you are competing in. Contestant is not  
allowed to enter the same presentation in more than one category – please  
be sure to enter them in the proper category.

\_\_\_\_\_ Dance

\_\_\_\_\_ Piano

\_\_\_\_\_ Vocal

\_\_\_\_\_ Instrumental - Which instrument? \_\_\_\_\_

\_\_\_\_\_ Variety - What will you be doing? \_\_\_\_\_

Title of Number \_\_\_\_\_

Description of Number \_\_\_\_\_

Special Needs for Performing (sound system, microphone, etc.) \_\_\_\_\_

Interesting information to be included with introduction \_\_\_\_\_

**For state competition, one copy of this completed form needs to be received by the State  
Office by July 1st.**

# 4-H County Contest Handbook

4-H World of Work





# Quick Tips for a Successful County Contest

## **Run the contest just like the state level contest**

- Use the same rules for the younger contests as the State rules so that the younger youth will be familiar with the rules once they compete at State.
- Hold the contest at the same time and place for all ages so that the younger youth can learn from the seniors and the seniors can act as mentors.
- Use the State level judging sheets to prepare youth for State.
- Give all age groups ribbons and highlight the outstanding individual or team from each age division.

## **Give an incentive**

- Give 4-H bucks out at Achievement night to those who participated in contests.
- Give points to youth who participate and give prizes at the end of the year based on the number of points earned.

## **Utilize leaders/Teen Council members**

- Use leaders by teaching them about county contests and have them help facilitate the contests.
- Use Teen Council members to teach Jr. Teen Council members and other youth about the contests and let them practice before hand.

## **Focus on the SKILLS**

- Have a mock contest where youth learn the basic skills of the contest. (Example: Instead of having a normal cooking contest, have a mock contest where youth learn new and simple skills such as measuring ingredients to prepare them for an actual contest.)

## **Spread it out!**

- Hold a different contest or contest areas every month to lighten your load.

## **Use the spirit of competition**

- In Bowl contests, have the winning senior team go against the winning junior and intermediate team at the end of the contest. Most of the time, the scores are very close and the youth love having fun competing against another age group!

# World of Work Contest

---

**Description:** Contestants will come prepared with a completed resume and job application (see form attached). You will be given an interview time in which to complete a 10 minute interview. Contestants should treat this contest as if they were actually going through a job interview process.

**Entries:** May enter as individual only.

**State Awards:** First place individual will receive choice \$50 towards future county/state event or a State 4-H Contests Jacket.

**Special Information:**  
Contestants will be introduced to the job application and interview process utilized to hire new employees. Participants will demonstrate organizational and communication skills by completing a job application and experiencing a job interview.  
**Contest Rules:**

Submit a one page resume indicating the type of job for which you are applying.

Complete the job application prior to arrival. Complete the application based on a job of your choice.

You are welcome to use any personal reference materials which you feel might be beneficial in providing information requested on a standard job application.

You will have about 10-15 minutes for the job interview.

All information provided by you, the applicant, both oral and written, should be factual. Don't pretend to be a high school graduate or college graduate – apply as you would for any other job in your current status. This experience should be one that you can transfer to your actual job search.

Although a Social Security Number is requested on job applications, please DO NOT provide your number on the application used for this contest.

Contest winners will be determined as rated by the judges. Judges' decisions are final.  
(Note: a blue ribbon would indicate that the interviewee would be hired.)

Once you register for this contest, you will be assigned an interview time based on your schedule of other contests in which you may be participating. We will let you know the time for the interview, and you will be expected to treat that time period as you would a regularly scheduled interview with a potential employer.

Revised 2013

## Items Needed

*Interview Room*

*Judging Sheets*

*Writing Utensils*

*Awards*

*Job for which you are applying* \_\_\_\_\_

## Application Form

Last Name	First	MI	Date of application	For Personnel use only
Street Address			Home Telephone	
City	State	ZIP	Work Telephone	
How were you referred to us? (Circle only one.)			Type(s) of work desired:	
By your college	Advertisement	Employment agency		
By an employee	If so, give name:			
Open house	Walk-in	Other:		

**Please read carefully and complete by printing in ink or typing.**

### *An Equal Opportunity Employer*

We are an equal opportunity employer, and we do not and will not discriminate on the basis of race, religion, national origin, sex, age, handicap, marital status, or status as a disabled veteran. Information provided on this application will not be used for any discriminatory purpose.

**Provide all information requested.**

Your complete application form will be maintained in our active files for six (6) months from the date of application. You may submit a new application at any time.

## Employment Record

Starting with present or most recent, list all previous employers. Include self-employment, summer and/or part-time jobs. If more space is required, please continue on a separate sheet. You may attach a resume, but complete this application as well.

Company Name	Type of business	Job title:	Base salary:
Street Address		Telephone number	
City		State ZIP	
Dates worked:		From To	

Supervisor's name	Telephone number	Reason for leaving:	
Company Name	Type of business	Job title:	Base salary:
Street Address	Telephone number	Brief description of job duties:	
City	State ZIP		
Supervisor's name	Telephone number	Reason for leaving:	

School name	Location (city, state)	Subject studied	Dates Attended		Graduated		Degree
			From	To	Yes	No	
High school							
Technical/trade (after high school)							
College (list all attended)							
Other education/training							

## Extracurricular Activities

Professional memberships, certificates, or licenses held:

Past and present civic or cultural activities - include offices held:

Hobbies:

## Special Skills

☐ To be completed by applicant for office/clerical work ☐ To be completed by applicant for shop/plant work

☐

☐ ☐ ☐ ☐

Typing: Yes No	Words per minute:	Type of machines operated:	Years of experience:
Computer Skills:			
Microsoft Excel	Web Design		
Microsoft Outlook	Internet		
Microsoft Word	WordPerfect		
Please list other skills and/or equipment/language experience you have acquired.		List any other shop/production skills.	
		Served apprenticeship	Yes Type: No
Branch of service		From:	To:
Present military affiliation:			
<input type="checkbox"/> None <input type="checkbox"/> Reserve (active) <input type="checkbox"/> Reserve (inactive)			
Training and duty while in service:			

## Professional/Work References

List two past supervisors and one person who is not related to you that have knowledge of your qualifications for the position you are applying.

Name	Title/Relationship	Address (street, city, state, ZIP)	Telephone (area code)	Occupation

May we contact your present employer without jeopardizing your current job?

☐ Yes

☐ No

Wage or salary required:

Date available:

I hereby certify that the answers and other information on this application are true and correct and that I understand any misrepresentation or omission of facts on my part will be justification for separation from the company's service, if employed. I understand that my employment may be contingent upon receipt of an alien registration number, verification of birth, and any other pertinent information bearing upon my employment, and that my continued employment depends upon the will of the company and myself.

---

Signature

---

Date

If any of your educational or employment records are under other than the above name, please provide other names.

---



# 4-H WORLD OF WORK

## JOB APPLICATION & Interview --RATING SHEET



Student Name \_\_\_\_\_ County \_\_\_\_\_

ITEMS TO BE SCORED		FAIR	GOOD	EXCELLENT	POINTS EARNED
Application Form 45 pts.					
Neatness: Clean, No stray marks, stains, folds/ tears; appropriate staple/clip					
Legibility: Easy to read, spelling, grammar					
Completeness: All sections acknowledged, no partial responses, followed directions					
Preparation: Appropriate responses, completed within the 15 minute limit					
The Job Interview 55 pts.					
Personal Appearance: Clean appropriate attire. Non- distracting makeup, perfume/cologne					
Non-Verbal Communication: Proper posture, firm handshake, pleasant eye contact, active stance					
Attitude & Personality: Sincerity, initiative, interest, compatibility, courtesy, sense of humor					
Mannerisms: Maintained a dignified demeanor, controlled distracting mannerisms. No Gum.					
Handling Questions: Prepared to respond, confident, appropriate responses to unexpected/ difficult questions, provide specific examples					
Voice: Normal talking speed, appropriate volume, proper grammar and word choice, clarity, no excessive "uhs..." etc.					
Post-Interview: Applicant's manner and skill in terminating the interview					
Overall Performance: Asked appropriate questions, knowledge of job/company, all information consistent with application					

Judges Comments:

Final Score:

Ribbon Awarded (circle one):

Blue      Red      White      No Award



