

2020

NORTHERN NEW MEXICO 4-H

DISTRICT

CONTEST HANDBOOK



BE BOLD. Shape the Future.
**College of Agricultural, Consumer
and Environmental Sciences**
Cooperative Extension Service
Extension 4-H Youth Development

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GENERAL REGULATIONS AND INFORMATION

Participation

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

All 4-H members must be pre-registered to be eligible to participate in Northern District Contests.

General Eligibility

Previous District winners are eligible in any contest. There are two age categories in all contest areas:

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

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

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

Dropping Contests

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

Entering a Contest

Day 1: AM Contests: Contestants may enter as many contests that can reasonably be completed in the two-and-a-half-hour time limit of 9:30am to 12:30pm during the morning of Day 1. Contests are Entomology, Horticulture, Livestock Skill-a-thon, Wildlife, and FCS Skill-a-thon.

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

Day 2 Contests: Each 4-H member may enter no more than one (1) contest on the second day (Livestock/Horse Judging and Talent).

Day 2: Open Contests: Contestants may enter as many contests that can reasonably be completed in the two-and-a-half-hour time limit of 8:00 am to 10:00 pm during the morning of Day 2. Contests are Presentations, Impromptu, Prepared Speech, Poetry and Consumer Decision Making.

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

Exceptions to contest limits:

- A. Favorite Foods – 4 Novice and 4 Juniors per county
- B. Impromptu – 4 Novice and 4 Junior individuals per county
- C. Prepared Public Speaking – 4 Novice and 4 Junior individuals per county
- D. Presentations – 4 Novice and 4 Junior individuals/teams per county
- E. Talent Review– 2 Novice and 2 Junior individuals/teams per category, per county
- F. Fashion Review – 2 Novice and 2 Junior entries per category, per county

Score Sheets

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

Host County Responsibilities

The host county will provide all counties with information regarding food lodging, facilities, location map and other information.

Additional information for all Judging Contests

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

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

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

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

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

Cheating

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

Ties

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

REGISTRATION FEES

1. The Northern 4-H District Committee will determine the registration fee based on anticipated costs.
2. Cost Summary sheet is available on the Northern District Contest website.
3. Insurance costs will be included in the registration fee and the Committee will insure the event on contest days only.
4. All Northern 4-H District Contest registration money will be deposited on campus in an index number created for Northern 4-H District Contest the committee will handle payments.

SUPERINTENDENTS' GUIDELINES AND RESPONSIBILITIES

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

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

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

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

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

Provide timers.

Seat judges in different areas.

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

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

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

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

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

CONSUMER DECISION MAKING CONTEST

Purpose:

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

Eligibility:

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

General Information:

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

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

- 2 A Total of four classes will be judged. The selection criteria will be taken from the information provided in the Consumer Decision Making Handbook (200 H-12 (R-97)).
- 3 A total of four items will make a class. Members will judge the class based on the problem or situation given. 4-H Placing Card, 200.D-9, will be used.
- 4 The novice age group will give one set of oral reasons; junior age group will give two sets of oral reasons for designated classes.

As the contestants place the class they should make a set of notes to help recall details. Contestants are allowed to take their notes with them when they give reasons. However, notes may only be used as a cue card and not read to the judge. Score sheet for Oral Reasons, 300.D-8, will be used. Two minutes are allowed to present reasons to the judge. A maximum of five points will be deducted for going over the time limit.

- 5 Contestants will be given 10 minutes for placing and preparing the reasons for the class. Each class placed correctly is 50 points. Penalty cuts (decreasing points) will be figured using a Hormel Card for incorrect placing.
- 6 There will be no talking, copying or comparing notes or scores. Contestants may only confer with the contest superintendent.

Awards:

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

Tie Breakers:

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

Oral Reasons - 50 points possible

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

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

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

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

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

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

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

Top Pair

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

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

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

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

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

Continuing....

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

Middle Pair

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

Bottom Pair

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

Closing statement

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

Terminology

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

Example of Oral Reasons

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

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

Tell the good points of the lamp you placed first.

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

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

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

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

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

Tell why number 1 was placed last.

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

Let the judge know you are finished.

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

Revised 2002.

Consumer Decision Making Contest Score Sheet for Oral Reasons

Contestant Name _____

Novice

Junior

	Possible Score	Contestant Score
Accurate and clear statements Comparisons which justify placing Content accurate and factual	15	
Information Given Is there evidence of criteria being used and proper terminology Completeness of reasons- major points emphasized and use of grants	15	
Delivery Were the reasons organized with a structure of comparing pairs Did the contestant speak up Opening and Closing statements Poise and appearance of the Contestant	20	
Total Score	50	
A maximum deduction of 5 points for going over 2 minutes		
Final Score if there were deductions		

Consumer Decision Making Contest Score Sheet for Oral Reasons

Contestant Name _____

Novice

Junior

	Possible Score	Contestant Score
Accurate and clear statements Comparisons which justify placing Content accurate and factual	15	
Information Given Is there evidence of criteria being used and proper terminology Completeness of reasons- major points emphasized and use of grants	15	
Delivery Were the reasons organized with a structure of comparing pairs Did the contestant speak up Opening and Closing statements Poise and appearance of the Contestant	20	
Total Score	50	
A maximum deduction of 5 points for going over 2 minutes		
Final Score if there were deductions		

ENTOMOLOGY

Purpose:

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

Eligibility:

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

General Information:

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

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

Novice Contest Guidelines

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

Junior Contest Guidelines

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

Awards:

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

Tie-Breaker

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

Reference Materials:

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

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

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

Revised 1995

NOVICE INSECT IDENTIFICATION LIST

COMMON NAME

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

41. Stink bug
42. Suckling louse
43. Swallowtail
44. Termite
45. Treehopper
46. Velvet ant
47. Vespid wasp
48. Walking stick
49. Water boatman
50. Waterstrider

CLASS

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

ORDER

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

METAMORPHOSIS

Simple
Complete

MOUTHPARTS

Chewing
Sucking

JUNIOR INSECT IDENTIFICATION LIST COMMON NAME

- | | | |
|-------------------------------|---------------------------------|-----------------------------|
| 1. Ambush bug | 49. Long-horned beetle | 93. Treehopper |
| 2. American cockroach | 50. Long-horned grasshopper | 94. Twigborer |
| 3. Ant | 51. Louse fly | 95. Velvet ant |
| 4. Antlion | 52. Mantid | 96. Vespid wasp |
| 5. Aphid | 53. Metallic wood-boring beetle | 97. Walkingstick |
| 6. Assassin bug | 54. Millipede | 98. Water boatman |
| 7. Blackswimmer | 55. Mosquito | 99. Water scavenger beetle |
| 8. Bark beetle | 56. Muscid fly | 100. Waterstrider |
| 9. Bee fly | 57. Noctuid moth | |
| 10. Black fly | 58. Oriental cockroach | <u>CLASSES</u> |
| 11. Blister beetle | 59. Picture-winged fly | A. Arachnida |
| 12. Blow fly | 60. Plant or leaf bug | B. Chilopoda |
| 13. Braconid wasp | 61. Planthopper | C. Crustacea |
| 14. Brush-footed Butterfly | 62. Pyralid moth | D. Diplopoda |
| 15. Camel cricket | 63. Robber fly | E. Insecta |
| 16. Carrion beetle | 64. Rove beetle | |
| 17. Centipede | 65. Sap beetle | <u>ORDERS</u> |
| 18. Chalcid wasp | 66. Scale insect | F. Acarina |
| 19. Checkered beetle | 67. Scarab beetle | G. Araneida |
| 20. Cicada | 68. Scoliid wasp | H. Anoplura |
| 21. Click beetle | 69. Scorpion | I. Coleoptera |
| 22. Cricket | 70. Seed bug | J. Dermaptera |
| 23. Damsel bug | 71. Short-horned Grasshopper | K. Diptera |
| 24. Damselfly | 72. Silverfish | L. Hemiptera |
| 25. Darkling beetle | 73. Skipper | M. Homoptera |
| 26. Dermestid beetle | 74. Snout beetle | N. Hymenoptera |
| 27. Diving beetle | 75. Soft-winged flower beetle | O. Isoptera |
| 28. Dragon fly | 76. Soldier beetle | P. Lepidoptera |
| 29. Earwig | 77. Sowbug | Q. Neuroptera |
| 30. Flea | 78. Sphecid wasp | R. Odonata |
| 31. Flesh fly | 79. Sphinx mouth | S. Orthoptera |
| 32. Geometer moth | 80. Spider | T. Scorpionida |
| 33. German cockroach | 81. Spider wasp | U. Siphonaptera |
| 34. Giant silkworm moth | 82. Stink bug | V. Thysanura |
| 35. Gossamer-winged butterfly | 83. Sucking louse | |
| 36. Green lacewing | 84. Sulfur butterfly | <u>METAMORPHOSIS</u> |
| 37. Ground beetle | 85. Swallowtail | Simple |
| 38. Halicid bee | 86. Syrphid fly | Complete |
| 39. Hister beetle | 87. Tachinid fly | |
| 40. Honey bee | 88. Termite | <u>MOUTHPARTS</u> |
| 41. Horse fly | 89. Tick | Chewing |
| 42. Ichneumon wasp | 90. Tiger beetle | Sucking |
| 43. Jerusalem cricket | 91. Tiger moth | |
| 44. Ladybird beetle | 92. Tiphid wasp | |
| 45. Leaf beetle | | |
| 46. Leafcutting bee | | |
| 47. Leaf-footed plant bug | | |
| 48. Leafhopper | | |

NOVICE ENTOMOLOGY ANSWER SHEET

Contestant Number _____ County _____ Score _____

Each correct answer worth 4 points. Twenty-five minutes allowed.

Common Name

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

17. _____

5. _____

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

21. _____

9. _____

22. _____

10. _____

23. _____

11. _____

24. _____

12. _____

25. _____

13. _____

JUNIOR ENTOMOLOGY ANSWER SHEET

Contestant Number _____ County _____ Score _____

Each correct name-4 pts, mouth part-2 pts. Twenty-five min. allowed-each part.

<u>Common Name</u>	<u>Mouth Parts</u>
1.	1
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

JUNIOR ENTOMOLOGY ANSWER SHEET

<u>Common Name</u>	<u>Mouth Parts</u>
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.
21.	21.
22.	22.
23.	23.
24.	24.
25.	25.

FCS SKILL-A-THON

Revised 2020

Purpose:

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

Eligibility:

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

General Information:

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

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

The following components will be included in the contest for **Novice** and **Juniors** to complete:

1. Food and Nutrition Identification – 50 points. Youth will identify 25 items by placing the number besides the item on the answer sheet. Each correct response is worth 2 points.
2. Sewing and Clothing Identification – 50 points. Youth will identify 25 items by placing the number beside the item on the answer sheet.
3. Interior Design and Housing – 30 points. Youth will identify 15 items by placing the number beside the item on the answer sheet.
4. Food and Nutrition Judging – 50 points. Youth will place a class of items based on nutrition and information in the situation. Criteria will be from the latest food and nutrition classes in consumer contest.

Total Points Possible – 180 points.

Awards:

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

Tie Breakers:

1st tie breaker will be the Foods and Cooking ID

2nd tie breaker will be the Interior Design & Housing ID

3rd tie breaker will be the Judging Class

Reference Materials:

1. Photos of ID items and definitions are available at the Western National Roundup Website:
<http://www.westernnationalroundup.org/contests-fcs.aspx>
2. Selecting Healthy Snacks

Name_____

County_____

FCS SKILL-A-THON
FOODS & COOKING ID SHEET

You will be provided 25 items from the list below. Write the number on the blank next to the item it represents.
 Correct answers are worth 2 points each.

APPLIANCES

_____ Blender	_____ Mixer, Hand	_____ Toaster Oven
_____ Food Processor	_____ Slow Cooker	_____ Waffle Iron
_____ Mixer, Countertop	_____ Toaster	

COOKWARE

_____ Baking Pan	_____ Double Broiler	_____ Roaster Pan	_____ Trivet
_____ Baking Sheet	_____ Dutch Oven	_____ Sauce Pan	_____ Wire Cooling Rack
_____ Broiler Pan	_____ Frying Pan	_____ Splatter Screen	
_____ Colander	_____ Pie Plate	_____ Steamer Basket	

DISH & TABLEWARE

_____ Bread Plate	_____ Gravy Boat	_____ Napkin Ring	_____ Saucer
_____ Butter Dish	_____ Juice Glass	_____ Parfait Cup	_____ Tea Pot
_____ Cream & Sugar Set	_____ Meat Platter	_____ Pepper Mill	

SPICES/FOODS

_____ Allspice	_____ Cloves	_____ Mustard	_____ Quinoa
_____ Anise	_____ Couscous	_____ Nutmeg	_____ Rosemary
_____ Basil	_____ Cumin	_____ Oregano	_____ Sesame Seed
_____ Bay Leaves	_____ Curry	_____ Paprika	_____ Thyme
_____ Chives	_____ Dill	_____ Parsley	_____ Vanilla
_____ Cinnamon	_____ Ginger	_____ Poppy Seed	

UTENSILS

_____ Apple Corer	_____ Liquid Measuring Cup	_____ Pasta Server
_____ Bear Claws	_____ Tongs	_____ Potato Masher
_____ Chef's Knife	_____ Measuring Cups	_____ Rolling Pin
_____ Chopper	_____ Strainer	_____ Rubber Spatula
_____ Chopsticks	_____ Measuring Spoons	_____ Scraper
_____ Egg Separator	_____ Meat Tenderizer	_____ Skewer
_____ Egg Slicer	_____ Melon Baller	_____ Kitchen Fork
_____ Fat Separator	_____ Mixing Bowl	_____ Turner
_____ Flour Sifter	_____ Pasta Measurer	_____ Utility Knife
_____ Garlic Press	_____ Meat Thermometer	_____ Vegetable Peeler
_____ Grater	_____ Candy Thermometer	_____ Whisk

Name _____

County _____

FCS SKILL-A-THON
SEWING & CLOTHING ID

You will be provided 25 items from the list below. Write the number on the item in the blank for what that item represents.

Correct answers are worth 2 points each.

Material

_____ Cotton
_____ Fleece
_____ Selvage
_____ Wool

Sewing Machine Parts

_____ Balance/Hand Wheel
_____ Bobbin
_____ Bobbin Case
_____ Feed Dogs
_____ Foot Control
_____ Presser Foot
_____ Presser Foot Lifter
_____ Power Switch
_____ Sewing Machine Needle
_____ Spool Pin
_____ Thread Take Up
_____ Throat Plate
_____ Upper Tension Regulator

Techniques

_____ Applique
_____ Center Zipper Application
_____ Dart
_____ Gather
_____ Hem
_____ Pleat
_____ Seam Allowance

Tools

_____ Acrylic Ruler
_____ Ball Point Bodkin
_____ Crewels
_____ Cutting Mat
_____ Dressmakers Ham
_____ Emery Bag
_____ Iron
_____ Ironing Board
_____ Loop Turner
_____ Measuring Tape
_____ Needle Threader
_____ Pin Cushion
_____ Pinking Shears
_____ Pins
_____ Press Cloth
_____ Rotary Cutter
_____ Safety Pins
_____ Scissors
_____ Seam Ripper
_____ Sewing Gauge
_____ Sharps
_____ Shears
_____ Tailors Chalk
_____ Thimble
_____ Thread

Name _____

County _____

FCS SKILL-A-THON
INTERIOR DESIGN AND HOUSING ID

You will be provided 15 items from the list below. Write the number on the item in the blank for what that item represents.

Correct answers are worth 2 points each.

Carpet/Flooring

- _____ Cork
- _____ Cut Loop
- _____ Hard Wood
- _____ Loop Pile (Berber)
- _____ Textured Cut Pile

Curtain & Window Treatments

- _____ Café Curtains
- _____ Casing
- _____ Goblet Pleats
- _____ Header
- _____ Pinch Pleats
- _____ Roller Shade
- _____ Roman Shade
- _____ Sconce
- _____ Shutters
- _____ Spring Tension Rod
- _____ Valance
- _____ Vinyl Blinds

Decorative Woods

- _____ Base Boards
- _____ Chair Rail
- _____ Cove Molding
- _____ Door/Window Jamb

Windows

- _____ Casement
- _____ Double Hung
- _____ Palladium
- _____ Picture
- _____ Lining
- _____ Silk
- _____ Tapestry

Tools

- _____ Hammer
- _____ Flathead Screwdriver
- _____ Level
- _____ Needle-nose Pliers
- _____ Phillips Screwdriver
- _____ Putty Knife
- _____ Safety Glasses
- _____ Tape Measure
- _____ Wrench
- _____ Utility Knife

Painting

- _____ Pad Applicator
- _____ Paint Brush, Natural Bristle
- _____ Paint Brush, Synthetic Bristle
- _____ Roller
- _____ Roller Tray
- _____ Sand Paper

Material

- _____ Brocade
- _____ Burlap
- _____ Chenille
- _____ Chintz
- _____ Damask
- _____ Denim
- _____ Gingham

FASHION REVUE

Revised 2020

Purpose:

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

Eligibility:

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

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

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

APPEARANCE AND CONSTRUCTION JUDGING

Appearance Judging

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

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

Construction Judging

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

- Name
- Age
- Category (Novice or Junior)
- County
- Project
- Class

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

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

Scoring:

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

Tie Breaker:

1. Construction score.
2. Appearance Judges consensus.

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

PROJECTS AND CLASSES

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

Sewing I: “Sew Much Fun” Project

- Simple Gathered Skirt
- Quick and Easy Tote Bag

Sewing II: “Sew Much More Fun” Project

- Handy Dandy Apron
- X-tra Special Shirt
- X-citing Pants

Mix and Match I Project

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

- Collar without a band
- Faced neckline
- Pockets
- Interfacing in front placket/collar/facing
- Buttons and Buttonholes
- Should **NOT** include a zipper

Entry categories are :

- Skirt and top
- Top and pants/shorts
- Vest and skirt/pants
- Jumper and top

Mix and Match II Project

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

- Set-in sleeve
- Attached waistband or seamed waistline
- Darts
- Sleevebands and continuous placket
- Gathers/pleats

Entry Categories are:

- Top and skirt
- Top and pants/shorts
- Jumper and top
- Outfit with three pieces
- Vest and Pants/skirt

Let's Make a T-Shirt Project

- T-Shirt (2 entries)

Sew & Go

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

Creative Touches

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

Serger Sewing

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

Quilting

- Quick and Easy Throw
- Quick and Easy Pillowcase
- Rag Throw
- Large Rag Quilt
- Rail Fence Throw
- Rail Fence Quilt
- 9-Patch Throw
- 9-Patch Quilt

Advance Preparations:

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

Request

- Two dressing rooms (one for girls and one for boys).
- A rack to hang clothing and extra hangers.
- Three tables for construction judging and tabulations.
- Half a dozen chairs.
- Two volunteer leaders to assist the youth as they prepare for appearance judging
- Two to four senior 4-H'ers to read commentaries.
- Stage (decorated).
- PA system.
- Cassette/CD player.

Bring

- Music.
- Score sheets.
- Calculators.
- Pencils and pens.
- Straight pins.
- Scissors.
- Scotch tape.
- Stapler and staples.

FAVORITE FOOD SHOW
(R2019)

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

I. ELIGIBILITY

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

II. CONTEST GUIDELINES Entry Process:

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

Favorite Food:

- A. Select a tested recipe from a reliable cookbook, 4-H foods project book, Extension publication or other dependable source. Choose a recipe that has nutritional value, shows originality and creativity, is appropriate for your chosen theme.
- B. **Choose a recipe that can be made in approximately 20 minutes to 1 hour, including preparation, marinating, chilling and cooking time.** The Favorite Food must be made at the contest site, however ingredients may be pre-measured, chopped or browned to save time at the contest.
- C. Each contestant will choose a Favorite Food that fits in one of the categories below, however all Favorite Foods, regardless of category, will compete against one another. **Dessert recipes, slow-cooker/ Instant Pot recipes and recipes including alcohol are not allowable Favorite Food Show choices.**
 - 1. Nutritious Snack 5. Main Dish
 - 2. Bread 6. Salad
 - 3. Sandwich 7. Fruit or Vegetable
 - 4. Appetizer 8. Beverage

- D. Practice preparing your Favorite Food recipe on your own until it can be prepared with ease and a good product is achieved with consistency. Be prepared to tell judges how the food was prepared.
- E. Plan a menu, which will include your Favorite Food. The menu will be for breakfast, lunch, a snack **OR** dinner, depending on the Favorite Food chosen. Be sure to include foods that provide variety in flavor, color, texture, temperature and shape. Foods from all five food groups – grains, meats, fruits, vegetables and dairy -- should also be represented in your menu selections. The choosemyplate.gov website will provide additional information related to food groups, daily nutritional requirements and healthy food and lifestyle choices for individuals.
- F. The only food you will need to prepare for the contest will be your Favorite Food and any necessary garnishes. **Do not prepare any of the other foods or beverages listed in your menu.**
- G. Prepare two separate 8 ½" x 11" freestanding posters to be placed on top of the contestant's display table. Frames, acrylic stands or other sturdy, free standing items may be used.

1. **Favorite Food Recipe**, including ingredients, amounts, directions for preparation, and number of servings. **Junior contests should also include the cost per serving.**

2. **Menu including Favorite Food**

Decorations may be used on the posters to promote the chosen theme. Be sure posters are neat and that all words are spelled correctly.

- H. Plan a place setting for one person with appropriate table covering, dishes, glassware, flatware, and centerpiece to compliment your Favorite Food. Please do not bring fragile china or other expensive items that could be damaged or lost. Paper plates, cups and utensils will be provided by the contest superintendent for judges to use when sampling your Favorite Food. You may choose to bring a card table to the contest for setting up your display, if you desire.
- I. Ingredients for your Favorite Food must be transported to the contest site with food safety in mind. Keep hot foods hot and cold foods cold and avoid cross-contamination of ingredients. Be sure to safely prepare, serve and store all ingredients.
- J. A refrigerator, freezer, microwave, stoves and ovens will likely be made available for contestant use, however it's best to check with the contest superintendent.
- K. Bring all ingredients, utensils, serving spoons and dishes, as well as your table covering, dishes, flatware, centerpiece, recipe and menu posters, dish towels / cloths and any other necessary items for your Favorite Food and accompanying display. **Do not assume forgotten items will be available at the contest site.**

- L. **Contestants must wait to set up their Favorite Food display and to prepare their Favorite Food recipe until directed to do so by the contest superintendent.** Contestants will have approximately 1 hour to prepare before judging begins. **Parents, leaders and Extension agents are not allowed to assist the contestants in setting up displays or preparing the Favorite Food.** The contest superintendent and designated volunteers will be available during the contest should contestants have questions or need assistance.
- M. Contestants will be responsible for cleaning their preparation area, display table and surrounding area after the contest. Please double check that no personal items are left at the contest site.

III. JUDGE'S SAMPLE QUESTIONS

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

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

I. REFERENCES

Northern District 4-H Favorite Food Show Score Sheet

USDA MyPlate materials and website (www.choosemyplate.gov) 4-H Foods Project Literature

Senior Favorite Food Show Guide (200.E24)

II. AWARDS

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



COOPERATIVE EXTENSION SERVICE

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

FAVORITE FOOD SHOW SCORE CARD

Name _____

Club / County _____

Favorite Food _____

4-H Age Division: Novice _____ Junior _____

Average Score _____ Placing _____

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

FAVORITE FOOD SHOW SCORE CARD

Name _____ Contestant # _____ Novice _____ Jr. _____ County _____

Favorite Food _____ Total Score _____ Placing _____

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

NORTHERN DISTRICT 4-H CONTEST FAVORITE FOOD SHOW
Contestant Entry Form

Revised 2019

Name _____ Year _____

County _____ Age Division: _____ Novice _____ Junior _____

Recipe Information

Name of Recipe _____

Recipes may be a: (All recipe categories compete against one another)

- | | | |
|--------------------|----------------------|-------------|
| • Nutritious Snack | • Bread | • Beverage |
| • Sandwich | • Main Dish | • Appetizer |
| • Salad | • Fruit or Vegetable | |

Ineligible Recipes

- Dessert Recipes
- Slow-Cooker/Instant Pot Recipes
- Recipes Containing Alcohol

Must include a typed copy of your Favorite Food recipe with your entry form. The recipe must include a list of all ingredients and directions. Each contestant will receive a district recipe booklet.

➤ **How much total time is needed to prepare your dish from start to finish at the contest site?**
(Approximately 20 minutes to 1 hour) _____

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

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

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

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

HORSE BOWL

Purpose:

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

Eligibility

Contestants do not need to be enrolled in the horse project.

Each county is allowed to bring up to four novices and four junior members to the district contest to compete as individuals. There will be no team contest

Procedure

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

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

B. Games shall consist of rounds of 40 questions each. Insofar as possible, each round shall contain a representative selection of questions dealing with the above topics (1 thru 13).

C. Questions shall be of two types.

Toss Up Questions: Anyone may answer these questions and they shall be worth two points.

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

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

Equipment

A. Game Panels

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

B. Time Recorders

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

C. Signal Device

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

D. Score Keeping Device

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

E. Questions

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

Questions and the acceptable answer(s) shall be typed on one side of a 3 x 5 card. These cards shall be arranged in packets with each packet to contain at least 40 questions. Insofar as possible each packet shall contain a representative selection of questions dealing with the 13 categories (1 thru 13).

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

Officials

A. Moderator (quiz master)

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

B. Referee Judges

At least two referee judges shall be used. The referee judges may rule individually or jointly on the acceptability of any question or answer. In case of challenges to questions or answers, either both referee judges or one referee judge and the moderator must agree on the acceptability or rejection of any question and/or answer.

C. Timekeepers

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

D. Score Keepers

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

Procedure of Play

A. Starting the Contest

1. Individuals will draw numbers to determine their position.
2. The question packet is opened by the moderator.
3. At the signal of the moderator or as the first question is started, time is begun.
4. The moderator reads the first toss-up question (as with all succeeding questions) until the completion of the reading of questions, or until a contestant activates a buzzer.
 - a. If the buzzer is activated during the reading of any question, the moderator immediately will cease reading the question and the contestant activating the buzzer shall have five (5) seconds to begin the answer based on that portion of the question asked.
 - b. If the answer given is incorrect, the question will be read to completion for the other contestants to answer. If the question has been read to completion, it will not be read again, but other contestants will have the opportunity to answer.
5. At the completion of the reading of a question or when a buzzer is activated, five (5) seconds are permitted in which to begin answer.
 - a. The repeating of the question by the contestant shall not be considered the initiation of the answer.
 - b. It shall be the responsibility of the moderator and the referee judges to determine if an actual answer is started within the five-second period.
 - c. Incorrect answers will result in a **1-point penalty**.
6. If the time in which to answer a question elapses without a contestant activating a buzzer, the question is discarded.
 - a. There shall be no loss of points if no contestants activate the buzzer.
 - b. If a bonus question was attached to an unanswered toss-up question, the bonus question is then transferred to the next toss-up question to which no bonus is attached.
7. If the answer to a toss-up question has begun during the five-second allowable time, but the answer is incorrect, that contestant loses the points associated with that toss-up question.
 - a. If a contestant activates a buzzer and an answer has not been started within the five-second allowable time, there will be an appropriate one or two-point penalty to the contestant activating the buzzer.

- b. If a bonus question is attached to an incorrectly answered toss-up question or a toss-up question is unanswered following an activated buzzer, that bonus question is transferred to the next possible toss-up question to which no bonus question is attached.
- 8. If the toss-up question is answered within the five-second limit, that contestant scores the appropriate one or two points.
 - a. If a bonus question is attached to the correctly answered toss-up question, the moderator then reads the bonus question and then a ten-second period is permitted for the contestant to determine the answer. The end of the ten-second period is signaled by the timer; a five-second period is then permitted for the contestant to begin the answer.
 - b. Successful completion of the answer will result in that contestant being awarded the number of points designated for that bonus question.
 - c. Partial points may be awarded for correct partial answers to bonus questions as determined by the moderator with approval of the judges.
 - d. Failure to answer a bonus question results in no penalty (loss of points) to the contestant.
- 9. Any of the contestants or the moderator may call for a time-out for clarification of a rule, or to allow for unexpected problems. Time-outs may be called only after a question has been answered and before the start of the next toss-up question.

B. Completing a Contest

- 1. The moderator will continue reading toss-up questions and bonus questions until all toss-up questions and their accompanying bonus questions contained within a packet have been used.
- 2. Following the final question, the contestant with the highest number of points shall be declared the winner.
- 3. Once the moderator has declared a winner based on scores, there shall be no protest.
- 4. There shall be no protest of any questions or answers following the declaration of the winner.

Protests or Questions and/or Answers

- A. Any protest of questions or answers to questions may be made either by any of the contestant or the designated coach from the contestant's county only at the time a particular question is read or answers given. There will be only one coach recognized from each county. When a question or protest is raised, time shall be called. The moderator and the referee judges will consider the protest. Their decision in all cases will be final.
- B. If a protest is sustained, the moderator will take one of the following actions as he/she deems appropriate:
 - 1. A question is protested before an answer given and protest sustained--discard the question. No loss or gain of points for the contestant.
 - 2. An answer is protested (either correct or incorrect) - At least one of the referee judges and the moderator or both referee judges determine the validity of protest. Points will be added or subtracted as appropriate.

3. A question is protested after an answer is given (correct or incorrect) - At least one referee judge and the moderator or both referee judges determine the validity of the protest of the question. The question may then be discarded at no loss of points or the question may be allowed, with the appropriate gain or loss of points in (2) above.
- C. Abuse of protest provision may result in one or more of the following:
1. Dismissal of county coach from the contest area.
 2. Dismissal of the contestant.
- D. Spectators, parents, and visitors may not protest any question, answer or procedure during the course of play. They may, however, submit in writing to the contest officials any suggestions, complaints, or protests at the conclusion of the contest. Unseemly behavior, unsportsman like conduct or any actions which are generally accepted as detrimental to the contest may subject the perpetrators of such actions to dismissal from the immediate area of the contest.

Tie Breaker

- A. A round of ten additional questions.

HORSE JUDGING

Purpose

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

Eligibility

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

General Information

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

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

Revised 1995

HORTICULTURE CONTEST

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

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

Eligibility:

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

Contest:

The horticulture contest is composed of three sections:

Section I:

IDENTIFICATION POSSIBLE SCORE: 100 PTS

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

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

Section II:

JUDGING POSSIBLE SCORE: 100 PTS

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

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

Section I: Identification

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

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

Section II: Judging

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

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

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

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

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

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

The materials to be judged should be:

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

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

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

Special Points to Consider in Selecting and Judging Vegetables:

◆ Beans, green and wax

Merits:	Fresh color Uniform in length, coloring and maturity Good shape for variety - generally straight but some varieties curve on end Pod brittle, not wilted Fleshy and well filled with pulp from one end to other, but without beans being prominent Beans one-half mature Free from defects Can be shown with or without stems, but should be uniform
Preparation:	Leave stems attached to pod
Faults:	Tough Wilted Pale and discolored Evidence of insects and disease Knife marks on the pod

◆ Beets

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

◆ Broccoli

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

◆ Cabbage

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

◆ Carrots

- Merits: Type very important: Short (3-4"); Half Long (5-7"); and Long (8" and over) Diameter depending on variety Smooth, straight
Pale to deep orange, depending on variety; each carrot same size and color
- Preparation: Cut tops off to approximately one inch
- Faults: Off-colored, wilted, rough, cracked, insect damage, crooked or branched

◆ Cauliflower

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

◆ Cucumbers - (Listed under various classifications)

- Pickling: one to three inches long; Slicing six to eight inches long; and Gherkins (West India) - small pickling cucumbers that have burr-like fruit two to three inches long, one to one and one-half inches thick. Bright green skin with fleshy prickles.
- Merits: Should be even in size, crisp Straight, block ends, even spines
- Preparation: Leave one-fourth to one-half inch of stem attached
- Faults: Light in color
Not uniform in color and size Overmature
Misshapen fruit indicates poor cultural practices

◆ Eggplant

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

◆ Herbs

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

◆ Kohlrabi

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

◆ Lettuce (Head)

Merits: Firm, crisp, green Head in good condition

Preparation: Leave most of wrapper leaves intact, Best to remove few outer leaves after you get to the show, as they protect the head, Cut stem or butt with knife leaving one-fourth to one-half inch

Faults: Wilted, dirty, shriveled, loose, or bolting heads

• Muskmelons or Cantaloupe

Merits: Free from soft spots, scratches, decay, Netting should be deeply ridged over entire melon, Even, good color

Preparation: Determine ripeness by the "full slip" - vine should detach clean at attachment to melon.

Faults: Over or under ripe Coarse netting, Poor color, blemishes, Too much yellow indicates over ripeness

◆ Okra

Merits: Uniform in size, shape, color, and maturity, Typical of variety, Pods should be harvested when half grown, two to four inches long

Preparations: Trim stems one-half to one inch

Faults: Pods woody and fibrous

◆ Onion

Merits: Green onions - one-half to one inch in diameter, showing no bulge Clear white color, dark green tops about six inches long, roots trimmed to one-half inch Dry onions uniform in size, thin neck, Good color and shape for variety

Preparations: Cut tops, leaving one to two inches on bulb; remove rootlets. Outer scale can be carefully removed, but if damage occurs to inner scales, it is scored down heavily.

Faults: Too many layers of skin removed, thick, soft neck, sunburned. Cracked scales, damaged

◆ Pepper, Bell

Merits: Uniform, true to variety, firm, heavy, smooth, free from blemishes

Preparations: Stems should be attached; all specimens should have the same number of lobes or sections, varying from one to four, solid green color.

Faults: Dull, rough texture Off color, sunscald

◆ Pepper, Chile

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

Preparations: Stems attached

Faults: Discoloration Shriveling, Immature, Skin blemishes

• Potato

Merits: Medium size (8 to 10 ounces), 3-6" long for Russet, 2-4" long plump, firm, smooth diameter for Red, No damage spots or shallow eyes

Preparations: May want to harvest early (one to two weeks before show) Select for good uniformity, size and color, Free from green color, sprouting and shriveling

Faults: Immature, blemishes Rough in shape, dirty

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

- Pumpkin

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

Preparations: Mature, smooth, Evenly colored surface (green color indicates immaturity) Fruits may vary from round to oblong, Surface grooved, Cut from stalk, leaving two to three inches of stem attached

Faults: Misshapen, immature fruit

- Summer Squash

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

Preparations: Trim stems to one inch by cutting from vine

Faults: Fruits large and over-mature

- ◆ Scallop Squash

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

- ◆ Winter Squash

Merits: Uniform color, Free from blemishes, insect and disease damage Fruit typical in shape and variety

Preparations: Fruits should be mature and the rind hard, not easily marked with fingernail Trim stem to one inch

Faults: Immature, Insect and mechanical damage

- Sweet Corn

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

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

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

- ◆ Tomato

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

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

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

- ◆ Watermelon

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

Preparations: Trim stem to one inch

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

Special Points to Consider in Selection and Judging Fruits:

◆ Apples

Merits: Specimens should be typical of the variety, uniform in size, color and maturity Free from insect, disease and mechanical damage. Size medium to large, but size is not an important factor

Preparation: Stems should be left attached; remove leaves and spurs, polish to remove dirt and spray residue

Faults: Not uniform, blemishes

◆ Grapes

Merits: Typical of variety. Both bunches of berries should be uniform in size, color and maturity

Preparation: Retain natural bloom

◆ Pears

Merits: Uniform in shape, size, color and maturity, typical of variety

Preparation: Leave stems attached

◆ Peaches

Merits: Uniform in every respect with the ground color of the fruit yellow

Preparation: Stems of peaches need not be present but should be uniform with or without stem. Care in handling to prevent bruising is a must.

◆ Plums

Merits: Uniform and typical of variety, fresh, plump and full color, free from damage

Preparation: Stems attached; do not remove natural bloom

HORTICULTURE PLANT LIST - NORTHERN DISTRICT

Name _____

Identification + 5pts for correct response

County _____

HOUSPLANTS/FLOWERS

_____ African Violet	_____ Daylily	_____ Petunia
_____ Aloe Vera	_____ Dumb Cane/Dieffenbachia	_____ Philodendron
_____ Asparagus Fern	_____ Ficus spp	_____ Rose
_____ Begonia	_____ Geranium	_____ Salvia
_____ Boston Fern	_____ Impatiens	_____ Schefflera
_____ Christmas Cactus	_____ Jade Plant	_____ Sedum
_____ Chrysanthemum	_____ Lily	_____ Snake Plant
_____ Coleus	_____ Marigold	_____ Spider Plant
_____ Cosmos	_____ Peperomia	_____ Zinnia

LANDSCAPE PLANTS

_____ Apache Plume	_____ Honey Locust	_____ Ponderosa Pine
_____ Ash	_____ Juniper	_____ Prickly Pear Cactus
_____ Boxwood	_____ Lilac	_____ Pyracantha
_____ Desert Willow	_____ Maple	_____ Russian Olive
_____ Elm	_____ Mulberry	_____ Spruce
_____ Euonymous	_____ Oak	_____ Willow
_____ Forsythia	_____ Pinyon Pine	_____ Yucca

FRUITS

_____ Apple	_____ Coconut	_____ Peach
_____ Apricot	_____ Grape	_____ Pear
_____ Avocado	_____ Grapefruit	_____ Plum
_____ Banana	_____ Lemon	_____ Pomegranate
_____ Blackberry	_____ Lime	_____ Raspberry
_____ Blueberry	_____ Nectarine	_____ Strawberry
_____ Cherry	_____ Orange	_____ Tangerine

VEGETABLES

_____ Asparagus	_____ Lettuce	_____ Pumpkin
_____ Bean (snap)	_____ Muskmelon (Cantaloupe)	_____ Radish
_____ Beet	_____ Okra	_____ Squash (winter)
_____ Broccoli	_____ Onion	_____ Squash (Summer-Zucchini)
_____ Brussel Sprouts	_____ Parsnip	_____ Sweet Corn
_____ Cabbage	_____ Peas	_____ Sweet Potato
_____ Carrot	_____ Pepper (Bell)	_____ Swiss Chard
_____ Cauliflower	_____ Pepper (Jalapeno)	_____ Tomato (cherry)
_____ Cucumber	_____ Pepper (NM Chile)	_____ Tomato (slicing)
_____ Eggplant	_____ Popcorn	_____ Watermelon
	_____ Potato	

Horticulture Judging Classes

Write the name of class on the line

Mark the box for the placing of the specimens

i.e. if you think plate 3 is best, plate 4 next, plate 1 next, and plate 2 last mark 3-4-1-2

CLASS 1 Placing

Placing _____

	1 2 3 4
	1 2 4 3
	1 3 2 4
	1 3 4 2
	1 4 2 3
	1 4 3 2
	2 1 3 4
	2 1 4 3
	2 3 1 4
	2 3 4 1
	2 4 3 1
	3 1 2 4
	3 1 4 2
	3 2 1 4
	3 2 4 1
	3 4 1 2
	3 4 2 1
	4 1 2 3
	4 1 3 2
	4 2 1 3
	4 2 3 1
	4 3 1 2
	4 3 2 1

CLASS 2 Placing

Placing: _____

	1 2 3 4
	1 2 4 3
	1 3 2 4
	1 3 4 2
	1 4 2 3
	1 4 3 2
	2 1 3 4
	2 1 4 3
	2 3 1 4
	2 3 4 1
	2 4 3 1
	3 1 2 4
	3 1 4 2
	3 2 1 4
	3 2 4 1
	3 4 1 2
	3 4 2 1
	4 1 2 3
	4 1 3 2
	4 2 1 3
	4 2 3 1
	4 3 1 2
	4 3 2 1

LIVESTOCK JUDGING

Purpose:

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

Eligibility:

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

General Information:

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

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

Cattle

Market steers
Breeding heifers
Breeding cows
Bulls

Sheep

Market Lambs
Breeding Ewes
Rams

Swine

Market Barrows
Breeding Gilts
Breeding Sows

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

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

LIVESTOCK SKILLATHON CONTEST

Purpose

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

Eligibility

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

General Information

- A. Livestock breed identification: (100 possible points) identify from photographs twenty (20) livestock (beef, swine, sheep, and goats) breeds.
- B. Livestock equipment identification: Novice identify from the photographs or actual equipment, the proper name for twenty (20) pieces of equipment used in livestock production (100 possible points). Juniors identify from the photographs or actual equipment, the proper name for twenty-five (25) of pieces of equipment used in livestock production (100 possible points).
- C. Livestock feed identification: Novice identify ten (10) feedstuffs by the proper name (50 points possible). Juniors identify ten (10) feedstuffs by the proper name and correct nutrient group (100 points possible).
- D. Meat Judging class: Novice and Juniors rank a class of four similar retail cuts of beef, pork or Lamb (50 possible points).
- E. Meat Identification: Juniors identify 10 retail cuts of beef, pork or lamb. Must identify the species, primal, retail name, and cookery (50 points possible).
- F. Quality Assurance Exercise: Novice and Juniors demonstrate ability to read a medicine label, calculate withdrawal times, and answer questions regarding management decisions (50 points possible).
- G. Feed Label Knowledge Exercise: Juniors demonstrate ability to read and interpret information on a feed tag and answer questions regarding management decisions (50 possible points).

General Rules

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

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

A team must consist of three or four members.

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

LIVESTOCK SKILL-A-THON

BREED IDENTIFICATION

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

CATTLE

- | | | |
|----------|----------------|--------------------|
| 1. _____ | A. Angus | K. Santa Gertrudis |
| | B. Brahman | L. Shorthorn |
| 2. _____ | C. Brangus | M. Simmental |
| | D. Braunvieh | N. Red Angus |
| 3. _____ | E. Chianina | O. Highland |
| | F. Gelbvieh | P. Texas Longhorn |
| 4. _____ | G. Hereford | Q. Wagyu |
| | H. Limousin | R. Charolais |
| 5. _____ | I. Maine-Anjou | S. Polled Hereford |
| | J. Salers | |

SWINE

- | | | |
|-----------|------------------|---------------|
| 6. _____ | T. Berkshire | Z. Pietrain |
| 7. _____ | U. Chester White | AA. Spotted |
| 8. _____ | V. Duroc | BB. Yorkshire |
| 9. _____ | W. Hampshire | |
| 10. _____ | X. Hereford | |
| | Y. Landrace | |

SHEEP

- | | | |
|-----------|----------------|-----------------|
| 11. _____ | CC. Cheviot | KK. Finnsheep |
| 12. _____ | DD. Columbia | LL. Hampshire |
| 13. _____ | EE. Corriedale | MM. Rambouillet |
| 14. _____ | FF. Debouillet | NN. Southdown |
| 15. _____ | GG. Barbado | OO. Suffolk |
| | HH. Merino | |
| | II. Dorset | |
| | JJ. Dorper | |

GOATS

- | | | |
|-----------|------------|--------------|
| 16. _____ | PP. Boer | UU. Lamancha |
| 17. _____ | QQ. Kiko | VV. Spanish |
| 18. _____ | RR. Angora | |
| 19. _____ | SS. Pigmy | |
| 20. _____ | TT. Nubian | |

NAME: _____

COUNTY: _____

**LIVESTOCK SKILL-A-THON
EQUIPMENT IDENTIFICATION**

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Juniors Only

21. _____
22. _____
23. _____
24. _____
25. _____

- A. Bailing Gun
- B. Beef Halter
- C. Branding Iron
- D. Dehorner
- E. Calf Puller
- F. Curry Comb
- G. Disposable Syringe
- H. Drench gun
- I. Ear Notcher
- J. Ear Tag Pliers
- K. Elastrator
- L. Emasculator
- M. Heat Detection Patch
- N. Hog Snare
- O. Hoof Knife
- P. Implant gun
- Q. Lamb Tube Feeder
- R. Nipple Waterer
- S. Nose Lead
- T. OB Chain
- U. Pistol Grip Syringe
- V. Ram Marking Harness
- W. Rumen Magnet
- X. Scalpel
- Y. Scotch Comb
- Z. Sheep Shears
- AA. Shear's Screwdriver
- BB. Straw Artificial Insemination Gun
- CC. Swine Breeding Spirette
- DD. Tattoo Pliers
- EE. Transfer Needle

NAME: _____

COUNTY: _____

**LIVESTOCK SKILL-A-THON
LIVESTOCK FEEDS**

Place the letter of the correct feed name in the blank to the right of the number that corresponds to the feed. Place the correct nutrient on the second space for each feed.

You must indicate if the feed is an energy, protein or mineral.

	Feed Name	Feed Type JUNIORS ONLY
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

FEED NAME

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

FEED TYPE

- EE – Energy
- PP – Protein
- MM - Mineral

NEW MEXICO STATE UNIVERSITY
COOPERATIVE EXTENSION SERVICE

Total Score

1234	
1243	
1324	
1342	
1423	
1432	
2134	
2143	
2314	
2341	
2413	
2431	
3124	
3142	
3214	
3241	
3412	
3421	
4123	
4132	
4213	
4231	
4312	
4321	

Retail Meat ID Master List

Important Note: The following material is provided as a study guide. Juniors will identify ten (10) cuts as to Species, Primal, Retail, and cookery.

SPECIES	PRIMAL	RETAIL	COOKERY
Beef	Chuck	Top Blade Steak (Flat Iron)	Dry
Beef	Flank	Flank Steak	Dry/Moist
Beef	Loin	Porterhouse Steak	Dry
Beef	Loin	T-Bone Steak	Dry
Beef	Plate	Short Ribs	Moist
Beef	Rib	Short Ribs	Dry
Beef	Rib	Ribeye Steak	Dry
Beef	Round	Bottom Round Roast	Dry/Moist
Beef	Round	Eye Round Steak	Dry/Moist
Beef	Round	Top Round Steak	Dry
Beef	Various	Cube Steak	Dry/Moist
Beef	Various	Beef for Stew	Moist
Beef	Various	Ground Beef	Dry
Beef	Variety	Heart	Dry/Moist
Beef	Variety	Kidney	Dry/Moist
Beef	Variety	Liver	Dry/Moist
Beef	Variety	Oxtail	Moist
Beef	Variety	Tongue	Dry/Moist
Pork	Ham/Leg	Pork Fresh Ham Center slice	Dry/Moist
Pork	Ham/Leg	Pork Fresh Ham Shank Portion	Dry/Moist
Pork	Loin	Blade Chops	Dry/Moist
Pork	Loin	Blade Roast	Dry/Moist
Pork	Loin	Center Rib Roast	Dry
Pork	Loin	Country Style Ribs	Dry/Moist
Pork	Loin	Loin Chops	Dry
Pork	Loin	Rib Chops	Dry
Pork	Loin	Butterflied Chop boneless	Dry
Pork	Shoulder	Arm Roast	Dry/Moist
Pork	Shoulder	Blade Boston Roast	Dry/Moist
Pork	Shoulder	Blade Steak	Dry/Moist
Pork	Side/Belly	Slab Bacon	Dry
Pork	Side/Belly	Sliced Bacon	Dry
Pork	Spareribs	Pork Spareribs	Dry/Moist
Pork	Variety	Smoked Jowl	Dry/Moist
Pork	Variety	Heart	Dry/Moist
Pork	Variety	Kidney	Dry/Moist
Pork	Variety	Liver	Dry/Moist
Pork	Variety	Tongue	Dry/Moist
Lamb	Loin	Loin Chops	Dry
Lamb	Rib	Rib Chops	Dry
Lamb	Rib	Rib Roast	Dry
Lamb	Shoulder	Arm Chops	Dry/Moist
Lamb	Shoulder	Blade Chops	Dry/Moist
Lamb	Leg	Center Slice	Dry
Lamb	Variety	Heart	Dry/Moist
Lamb	Variety	Kidney	Dry/Moist
Lamb	Variety	Liver	Dry/Moist
Lamb	Variety	Tongue	Dry/Moist

LIVESTOCK SKIL-A-THON

Meat Identification – Juniors Only

Item	Species	Primal	Retail Name	Cookery
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				


LIVESTOCK SKILL-A-THON

Beef Quality Assurance: Medication Label (Juniors Only)

EXAMPLE

LOT/EXP
814049122

Naxcel® 1 gram
(ceftiofur sodium sterile powder)
Sterile Powder
For intramuscular and subcutaneous injection in cattle only.
For intramuscular injection in swine, sheep, goats, and horses.
For subcutaneous injection only in dogs, day-old chickens, and day-old turkey poults. May Be Used in Lactating Dairy Cattle, Sheep, and Goats.
Caution: Federal (USA) law restricts this drug to use by or on the order of a licensed veterinarian.
NADA #140-338, Approved by FDA
1465000



Dogs	1.0 mg/lb	0.1 mL/5 lb
Day-old Chicks	0.08 – 0.2 mg/chick	1 mL/250 – 625 chicks
Day-old Poults	0.17 – 0.5 mg/poult	1 mL/100 – 294 poults
Sheep/Goats	0.5 – 1.0 mg/lb	1 mL/50 – 100 lb
Cattle	0.5 – 1.0 mg/lb	1 mL/50 – 100 lb
Swine	1.36 – 2.27 mg/lb	1 mL/22 – 37 lb
Horses	1.0 – 2.0 mg/lb	2 – 4 mL/100 lb

For Once Daily Injection – See Package Insert
Reconstitute with 20 mL Sterile Water for Injection. Shake thoroughly prior to use. Each mL of the resulting solution contains ceftiofur sodium equivalent to 50 mg ceftiofur.

RESIDUE WARNINGS: Pre-slaughter meat withdrawals: Cattle and Swine: 4 days after last treatment. Sheep, goats, day-old chickens and turkey poults: 0 hrs. Milk discard time: 0 hrs.

WARNING: Not for human use. Keep out of reach of children. To avoid possible allergic reactions, users are advised to avoid direct contact of this product with the skin or mucous membranes (see package insert). Store **unreconstituted** product at controlled room temperature 20° to 25° C (68° to 77° F) [see USP]. Protect from light. See package insert for complete product information and storage conditions. Each vial contains: ceftiofur sodium equivalent to 1 gram ceftiofur.

Distributed by:
Pharmacia & Upjohn Co.
Division of Pfizer Inc., NY, NY 10017

1. What is the route of administration in cattle only?
 - a. Subcutaneous injection only
 - b. Intramuscular injection only
 - c. Intramuscular and Subcutaneous injection only
 - d. Intradermal injection only
2. How frequently may this product be administered?
3. What is the dosage for a 550lb calf in mL?
4. Name the active ingredient(s)
5. What is the name of this medication?

LIVESTOCK SKILL-A-THON
Beef Quality Assurance (Juniors Only)

EXAMPLE

Feed Label

MG Calf Builder - Gen 2

For Beef Cattle on Pasture

GUARANTEED ANALYSIS					
Crude Protein	min	12.00%	Salt	min	0.20%
Crude Fat	min	3.00%	Salt	max	0.70%
Crude Fiber	max	12.90%	Potassium	min	0.50%
Calcium	min	1.00%	Copper	min	30 ppm
Calcium	max	1.50%	Selenium	min	0.45 ppm
Phosphorus	min	0.50%	Vitamin A	min	5,000 IU/lb

List of Ingredients

Grain Products, Roughage Products, Processed Grain By-Products, Plant Protein Products, Molasses Products, Calcium Carbonate, Sodium Chloride, Monocalcium Phosphate, Hemicellulose Extract, Hydrated sodium calcium aluminosilicate, Magnesium-Mica, Manganous Oxide, Diatomaceous Earth (flow agent), Copper Sulfate, Zinc Sulfate, Zinc Oxide, Manganese Sulfate, Sodium Selenite, Cobalt Carbonate, Lactic Acid, Origanum Oil, Thyme White Oil, Cinnamaldehyde, Vitamin E Supplement, Mineral Oil, Vitamin A Supplement, Vitamin D3 Supplement, Fenugreek Flavor Extract, Ethylenediamine Dihydriodide, Dried Seaweed Meal (Fucaceae, Bangiaceae, Ulvaceae), Chicory Root, Red Pepper, Cloves, Anise Oil, Saccharin Sodium, Natural Flavor.

Feeding Directions

Feed at the rate of 1½ to 2% of body weight per head per day to beef cattle on pasture. Provide plenty of fresh, clean water at all times
CAUTION: Follow label directions. The addition to feed of higher levels of this product containing selenium is not permitted.

WARNING: This product, which contains added copper, should not be fed to sheep or related species that have a low tolerance to copper.



Manufactured by:
M-G, Inc.
PO Box 697 • Weimar TX 78962
1-800-460-8581



NET WEIGHT: 50 lb. (22.7 kg) OR BULK

1. What is the guaranteed max amount of calcium and the guaranteed min amount of salt included in this product?

Calcium _____ Salt _____

2. This product is used for feeding what type of animal?

3. Does this product contain more Hemicellulose Extract or more Sodium Selenite?

4. How much would you feed per day if you were feeding 60 head each weighing 450lbs if you fed at the max percent of body weight?

5. Can this product also be fed to sheep? Why or why not?

PRESENTATIONS

Purpose

To give 4-H youth the opportunity to learn public speaking, teaching and expressing skills. To foster development of poise and self-confidence when speaking before a group.

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

Eligibility

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

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

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

- **Agriculture Presentation Contest**
Members should be currently enrolled in Animal Science, Horticulture and Agronomy, or Natural Science projects. Refer to the State 4-H Projects and Literature Materials Handbook (200 B-3) for a list of specific projects.
- **Home Economics Presentation Contest**
Members should be currently enrolled in Home Economics (clothing, foods, food preservation, housing), Consumer Education, or Family Life projects. Refer to the State 4-H Projects and Literature Materials Handbook (200 B-3) for a list of specific projects.
- **General Presentations Contest**
Members should be currently enrolled in Engineering, Personal Growth and Development, Creative Arts or Arts and Crafts projects. Refer to the State 4-H Projects and Literature Materials Handbook (200 B-3) for a list of specific projects.

General Information:

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

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

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

Additional comments regarding presentations:

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

Presentation Guidelines

1. Length

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

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

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

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

Tie Breaker

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

Awards

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

Revised 2004

IMPROMPTU SPEAKING

Purpose:

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

Eligibility:

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

General Information:

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

Tie Breaker

1. Presentation score.
2. Organization score.

Awards:

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

Reference Material

Up Front with Groups - 100.F-4

Revised 1995

4-H IMPROMPTU SPEAKING SCORECARD

(95)

(To be used for impromptu speeches) Age

Category: (check one)

Novice _____

Junior _____

Contestant Name _____

Title of Presentation ____

ORGANIZATION

(50 points possible)

Introduction is attention getting.

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

Summary is an attention keeper.

PRESENTATION

(50 points possible)

Enthusiasm motivates interest. Eye contact is kept with audience.

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

chewing and there is good posture.

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

TOTAL _____

(100 points possible)

PREPARED SPEECH

Purpose:

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

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

Eligibility:

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

General Information:

1. Notes may be used but no visual aids or props are allowed.
2. Speakers draw a number for speaking order.
3. Examples of prepared speech are:

Informational - helps listener know or understand more about a topic.

Persuasion - encourages listener to accept a challenge, change an attitude, or take action as a result of the speech.

Inspirations - has emotional impact on the listener.

Entertaining - speech is designed to fit a special occasion and to entertain the audience.

4. Novice - 2-4 minutes. Junior - 4- 6 minutes.
5. Scorecard (see attached).

Tie Breaker

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

Awards:

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

Reference Material

Up Front with Groups - 100.F-4

Revised 1995

4-H PREPARED SPEECHES SCORECARD

(R-95)

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

Age Category: (check one) _____ Novice _____ Junior

Contestant Name _____

Title of Presentation _____

KNOWLEDGE OF TOPIC

(20 points possible)

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

ORGANIZATION

(40 points possible)

Introduction is attention getting.

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

Summary is an attention keeper.

PRESENTATION

(40 points possible)

Enthusiasm motivates interest. Eye contact is kept with audience.

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

chewing and there is good posture.

TOTAL _____
(100 points possible)

POETRY

Purpose:

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

Eligibility:

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

General Information:

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

Tie Breaker

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

Awards:

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

Reference Material

Up Front with Groups - 100.F-4

Revised 1995

4-H POETRY SCORECARD

(R-95)

(To be used for poetry interpretative readings)

Poetry Age Category: (check one) _____ Novice _____ Junior

Contestant Name _____

Title of Presentation _____

KNOWLEDGE OF POEM OR READING

(20 points possible)

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

INTERPRETATION

(40 points possible)

Poem or reading performed according to own artistic understanding providing explanation for audience.

The mood or tone is expressed.

Rhythm and pace used to enhance interpretation.

PRESENTATION

(40 points possible)

Enthusiasm motivates interest. Eye contact is kept with audience.

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

TOTAL _____

(100 points possible)

TALENT REVIEW CONTEST

(Revised 2004)

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

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

CONTEST AND CATEGORY DESCRIPTIONS

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

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

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

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

OBJECTIVES:

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

CATEGORY DESCRIPTIONS:

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

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

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

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

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

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

CELEBRATE 4-H – Individual or Group Entry – maximum of nine (9) participants. Must be 4-H based story line, promoting 4-H, community service, a project or activity. May incorporate music, vocal selections,

and/or dance but these aspects cannot be more than half of the performance. Skits can be humorous, creative and make fun of but not degrade Extension employees or the 4-H program. Judged on material chosen, talent, creativity, showmanship, costumes and props. Four (4) minutes for set-up and break down; maximum of six (6) minutes for presentation for a total of ten (10) minutes per act.

TALENT REVIEW CONTEST DEFINITION OF TERMS FOR SCORE SHEETS

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

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

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

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

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

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

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

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

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

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

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

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

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

Revised: 2004

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

County: _____ Order of Participation: _____

Name of Act: _____

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

Additional Comments: _____

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

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

County: _____ Order of Participation: _____

Name of Act: _____

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

Additional Comments:

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

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

County: _____ Order of Participation: _____

Name of Act: _____

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

Additional Comments:

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

Talent Review Contest Score Sheet Category: Choreographed Routines

(Individual or Group Entry—maximum of 9 participants)

County: _____

Order of Participation: _____

Name of Act: _____

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

Additional Comments:

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

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

County: _____ Order of Participation: _____

Name of Act: _____

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

Additional Comments:

Talent Review Contest Score Sheet Category: Celebrating 4-H

(Individual or Group Entry—maximum of 9 participants)

County: _____

Order of Participation: _____

Name of Act: _____

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

Additional Comments:

WILDLIFE HABITAT EVALUATION

Eligibility

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

Resource:

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

4-H Projects:

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

Wildlife Identification

Wildlife ID: 25 slides 2 points per Power Point Slide. Total of 50 points Objective: To be able to identify wildlife species listed in the WHEP manual.

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

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

General Knowledge

General Wildlife Knowledge: 25 questions 2 points each. Total of 50 points Objective: To demonstrate knowledge of the wildlife species in the Hot Desert, Urban and Wetlands regions to be judged. Understand the biology and behaviors of the wildlife species found within the regions, and the use of aerial photos in wildlife management.

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

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

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

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

Scoring the Contest

Wildlife Identification

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

General Knowledge

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

The wildlife contest is worth a total of 100 points.

Tie Breakers

Individual

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

Birds (86)

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

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

Mammals (34)

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

Mountain Lion
New England Cottontail
Pronghorn
Raccoon
Red Fox
Red Squirrel
River Otter
Rocky Mountain
Mule Deer
Snowshoe Hare
White-Tailed Deer
Wild Pig

Reptiles (9)

Eastern Box Turtle
Eastern Indigo Snake
Eastern Snapping Turtle
Gila Monster
Gopher Tortoise
Plains Hog-Nosed Snake
Texas Horned Lizard
Timber Rattlesnake
Western Diamond-Backed Rattlesnake

Amphibians (7)

American Bullfrog
Crawfish Frog
Monterey Salamander
Northern Red-Legged Frog
Rough-Skinned Newt
Tiger Salamander
Wood Frog

Fish (6)

Bluegill
Channel Catfish
Coho Salmon
Cutthroat Trout
Largemouth Bass
Rainbow Trout

Index to Wildlife Species

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

NORTHERN DISTRICT 4-H CONTEST

Wildlife Species Identification

Match Slide Number with Name of Animal

Name: _____

County: _____

Age: Novice Junior

SCORE: _____

Birds (86)

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

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

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

Amphibians (7)

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

Extra Study Materials for FCS Skill-a-thon

SELECTING HEALTHY SNACKS +

Snacks can help us meet the nutritional needs that may otherwise go unmet if only consuming three meals per day. Nutrient intake can be improved by including healthy snacks as part of your daily schedule. Learning about proper nutrition and how to read a nutrition facts label can help you make healthy snacking choices.

Key Terms

- **Cost per Serving** – The cost of one serving of a food item. The cost per serving can be determined by dividing the total cost of a food package by the number of servings indicated on the nutrition facts label.
$$\text{Total cost} / \text{Total Number of Servings} = \text{Cost per Serving}$$
- **Daily Values (DVs)** – The amount of a nutrient needed daily as determined by the Food and Drug Administration.
- **Fiber** – the part of plant foods that cannot be digested. Fiber is beneficial because it reduces the risk of coronary heart disease, reduces constipation and promotes a full feeling.
- **Food Group** – The basic food groups are grains, fruits, vegetables, dairy, and protein.
- **Nutrients** – Substances the body needs to grow and function. The six classes of nutrients are: carbohydrates, protein, fats, water, vitamins and minerals. Carbohydrates, protein and fats are the only three nutrients that provide calories.
- **Nutrient-Dense Foods** – Those that provide substantial amounts of vitamins and minerals and relatively fewer calories.
- **Portion Size** – the amount of food eaten at one time.
- **Serving Size** – A standardized amount of a food, such as a cup or an ounce, used in providing dietary guidance or in making comparisons among similar foods.
- **Whole Grains** – Foods made from the entire grain seed, usually called the kernel, which consists of the bran, germ and endosperm. Nutrients found in whole grains offer protective health benefits such as reducing constipation, aiding in weight management and reducing the risk of heart disease.

Reading Labels When Making Snack Choices

To know what you're getting from your snack, be sure to read the nutrition facts label. Try these tips to make smart food choices quickly and easily.

- Keep these low: calories, saturated fats, trans fat, cholesterol and sodium
- Get enough of these: potassium, fiber, vitamins A and C, calcium and iron
- Check for added sugars using the ingredient list.
- Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high

Additional items to look for on a Nutrition Facts Label include:

Serving size: Look at the serving size and the number of servings per package. Then, determine how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients. Remember, the serving size provided on the nutrition facts label is not a recommended amount to eat; it's a way to let you know the calories and nutrients in a certain amount of food.

Calories: 2,000 calories is the value used as a general reference on the food label. However, the amount of calories you need each day depends on your age, gender, activity level and whether you are trying to gain, maintain or lose weight. Be sure to look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories.

You can easily consume your calories on a few high-calorie food items, but you most likely will not get the vitamins and nutrients your body needs. Instead, choose nutrient-rich foods that are packed with vitamins, minerals, fiber and other nutrients but are lower in calories.

Look at the calories on the label and compare them with what nutrients you are also getting to decide whether the food is worth eating. When one serving of a single food item contains 400 or more calories, it is high; 40 calories is low.

Food packages also contain information about the amount of calories in the food, including various claims, such as:

- Calorie free – means there is less than 5 calories per serving.
- Low calorie – means there is 40 calories or less per serving.
- Reduced calorie or lower in calories – means there is at least 25 percent fewer calories than the regular version.
- Light or lite – means there is half the fat or a third of the calories of the regular version.

Remember that calories come from both food and beverages, so make your calories count!

Sugars: The 2015 Dietary Guidelines for Americans recommends consuming less than 10 percent of calories per day from added sugars. Since sugars contribute calories with few, if any, nutrients, one should look for foods and beverages low in added sugars. The Nutrition Facts label lists how many grams of sugar the food contains, but does not list added sugars separately. The amount listed includes sugars that are naturally present in foods and sugars added to the food during processing or preparation. Although the body's response to sugars does not depend on whether they are naturally present in food or added to foods, sugars found naturally in foods are part of the food's total package of nutrients and other healthful components. In contrast, many foods that contain added sugars often supply calories, but few or no essential nutrients and no dietary fiber.

High sugar snacks can serve as a quick energy boost but are followed by a drop in blood sugar, which can cause you to feel hungry and tired. Read the ingredient list and make sure that added sugars are not one of the first few ingredients. Some names for added sugars (caloric sweeteners) include sucrose, glucose, high fructose corn syrup, corn syrup, corn sweetener, honey, dextrose, fruit juice concentrates, lactose, maltose, malt syrup, molasses, maple syrup and fructose. These added sugars provide calories but few or no vitamins and minerals.

The food package can also provide guidance. Sometimes the label will say "sugar-free" or "no added sugars." Even with these claims, it is important to read the Nutrition Facts label.

Fats: Look for foods low in saturated fats, trans fats and cholesterol to help reduce the risk of heart disease. Most of the fats you eat should be polyunsaturated and monounsaturated fats. The Dietary Guidelines for Americans (2015) suggest that a healthy eating pattern limits saturated fats and trans fats. The guidelines also recommend that less than 10 percent of calories per day come from saturated fats. Foods that are high in fats are usually high in calories.

Many food packages also contain various claims regarding the amount of fat in the food. Some examples of these claims are "fat free," "low saturated fat" or "light."

Sodium: Sodium is an essential nutrient and is needed by the body in relatively small quantities, provided that substantial sweating does not occur. Reducing sodium intake can reduce one's blood pressure. Keeping blood pressure in normal range reduces an individual's risk of cardiovascular disease, congestive heart failure, and kidney disease.

The Dietary Guidelines for Americans (2015) recommends consuming less than 2,300 milligrams (mg) of sodium per day. Most of the sodium people eat comes from processed foods, not from the salt shaker. Take a look at the sodium content on the Nutrition Facts label, using it to make selections that are lower in sodium. Use the % DV to determine the levels of sodium in the food product – 5% DV or less is low and 20% DV or more is considered high.

Claims on the food packaging, such as “low sodium,” can also be used to quickly identify foods that contain less salt. However, such claims should still prompt a look at the Nutrition Facts label.

Protein-Packed Snacks

The idea of eating more protein has gained popularity in recent years. Some people may think the way to build body muscle is to eat high-protein diets and use protein powders, supplements and shakes. However, most of us get what we need from the foods we eat. Protein is in many foods that you eat, including snacks, and plays a key role in our bodies. They function as building blocks for bones, muscles, cartilage, skin, and blood. They are also building blocks for enzymes, hormones, and vitamins. They help build and repair all body tissue, build blood, and form antibodies to fight infection. Proteins are also digested more slowly and, therefore, act as longer lasting fuel.



Source: www.1hourathlete.com

The photograph above is only provided as an example of common protein powders and is not being endorsed or condoned.

Proteins are one of three nutrients that provide calories, supplying food energy at 4 calories per gram. To keep calories in check, it's good to have higher-protein foods in place of other foods. For example, choose a glass of skim or low-fat milk instead of drinking a sweetened beverage and you'll take in 8 extra grams of protein. You can add lean protein at any meal, but research has shown that adding it to your breakfast may be especially helpful. Lean protein incorporated into meals and snacks is also an easy strategy for working a hunger-fighting food into your diet.

The Dietary Guidelines for Americans recommends eating a variety of protein foods, including seafood, lean meats and poultry, eggs, legumes, and nuts, seeds, and soy products. While meat, in general, is a good source of protein, it can be high in fat. That's why it is always good to check the Nutrition Facts Label for the saturated fat, trans fat, cholesterol, and sodium content of packaged foods. Processed meats have added sodium, so it's best to choose lean turkey, roast beef, ham or low-fat luncheon meats. Eating peanuts and certain tree nuts (i.e. walnuts, almonds, and pistachios) may reduce the risk of heart disease when consumed as part of a diet that is nutritionally adequate and within calorie needs. Because nuts and seeds are high in calories, eat them in small portions and use them to replace other protein foods, like some meat or poultry, rather than adding them to what you already eat. In addition, choose unsalted nuts and seeds to help reduce sodium intakes.

Energy/Power Bars

A variety of what is referred to as sports bars, energy bars or power bars are offered at grocery stores and in vending machines. Marketing for these bars often leads many people to believe they can work wonders with some purported benefits including burning of fat, buildup of muscle, and improved athletic performance. In terms of nutritional benefits, it depends on the benefits you are looking for.

All energy bars provide energy because energy refers to calories. Energy bars were actually first developed for endurance athletes who had difficulty taking in enough calories to sustain them during their athletic endeavors. It's true that they are a quick and convenient form of energy or calories. However, will these bars energize you? Probably not. If one has not eaten in a while and is feeling slightly fatigued, one of these bars may help take away that sluggishness, but so would a slice of whole wheat toast and a cup of skim milk or juice. However, if one is exhausted due to lack of sleep, for example, an energy bar won't provide any more pep.



Source: breakingmuscle.com

The photograph above is only provided as an example of common protein powders and is not being endorsed or condoned.

On the nutrition side of things, some energy bars contain over 400 calories (more than many candy bars) and up to ten grams of fat. For many people, this may be more than they need or want to take in before exercising. Many energy bars do contain added vitamins, minerals, amino acids, and other important substances, but they are not meal replacements. They do not contain natural fibers, phytochemicals, and high quality protein found in less-processed foods.

For a fraction of the cost, and just as convenient to eat, one might consider some other snacking options, such as:

Granola bars	Bananas	Oranges	Carrot sticks
Juice	Skim milk	Low-fat yogurt	Whole grain crackers
Graham crackers	Mini-bagels		

Energy bars are not a replacement for a healthy lifestyle; it's still important to eat a balanced diet, sleep, manage stress, and be physically active in order to achieve optimum performance. So rather than banking on bars, it's important to be a smart consumer and consider your caloric needs, choose to eat a balanced diet, read energy bar labels carefully (checking for calories, fat and sugar content and think how they fit in with your overall diet).

Nutritious Snacking Tips

- Choose foods high in nutrients and low in fat.
- Eat snacks that include at least two food groups. For example, pair apple slices with cheese or a mini bagel with peanut butter.
- Plan ahead! Plan and pack snacks for when you are on the go so you can avoid less healthful snack choices such as chips and soda.
- Incorporate fruits and vegetables into your snacking plans.
- Aim for whole grain snacks, as at least half of your grains should be whole.
- Remember that calories come from both food and beverages. So, consider for overall, daily caloric needs when choosing snacks. Water and milk are your best beverage choices at snack time.

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4-H Youth Development